

Kindergarten Term 1: Sample Weekly Timetable – concepts (for more detail, see next page)

Week	Weekly	Monday (Lesson 1)	Tuesday (Lesson 2)	Wednesday (Lesson 3)	Thursday (Lesson 4)	Friday (Lesson 5)
1	<p>Daily*: Independently count forwards and backwards, write numerals, recognise numerals, increasing every child's range.</p> <p>After introducing days, sequencing events, positional language – have students use it continually during the day.</p>	Count forwards and backwards Write numerals Recognise numerals	Count forwards and backwards Write numerals Recognise numerals	Count forwards and backwards Write numerals Recognise numerals	Count forwards and backwards Write numerals Recognise numerals	Count forwards and backwards Write numerals Recognise numerals
2		Count forwards and backwards Write numerals Recognise numerals	Count forwards and backwards Write numerals Recognise numerals	Count forwards and backwards Write numerals Recognise numerals	Count forwards and backwards Write numerals Recognise numerals	Count forwards and backwards Write numerals Recognise numerals
3		Count items Count forwards and backwards Write numerals Recognise numerals	Count items Count forwards and backwards Write numerals Recognise numerals	Count items Count forwards and backwards Write numerals Recognise numerals	Count items Count forwards and backwards Write numerals Recognise numerals	Count items Count forwards and backwards Write numerals Recognise numerals
4		Count items Conservation of number Count forwards and backwards Write numerals Recognise numerals	Count items Conservation of number Count forwards and backwards Write numerals Recognise numerals	Count items Conservation of number Count forwards and backwards Write numerals Recognise numerals	Count items Conservation of number Count forwards and backwards Write numerals Recognise numerals	Count items Conservation of number Count forwards and backwards Write numerals Recognise numerals
5		Count items Number before and after	Count items Number before and after	Count items Number before and after	Time	Time
6		Count items Counting forwards is adding 1 Counting backwards is taking away 1	Count items Counting forwards is adding 1 Counting backwards is taking away 1	Count items Counting forwards is adding 1 Counting backwards is taking away 1	Measurement and Geometry	Measurement and Geometry
7		Count items Counting forwards is adding 1 Number after is 1 more Counting backwards is taking away 1 Number before is 1 less	Count items Counting forwards is adding 1 Number after is 1 more Counting backwards is taking away 1 Number before is 1 less	Count items Counting forwards is adding 1 Number after is 1 more Counting backwards is taking away 1 Number before is 1 less	Measurement and Geometry	Measurement and Geometry
8		Count items Counting forwards is adding 1 Number after is 1 more Counting backwards is taking away 1 Number before is 1 less	Count items Counting forwards is adding 1 Number after is 1 more Counting backwards is taking away 1 Number before is 1 less	Count items Counting forwards is adding 1 Number after is 1 more Counting backwards is taking away 1 Number before is 1 less	Measurement and Geometry	Measurement and Geometry
9		Count items Counting forwards is adding 1 Number after is 1 more Counting backwards is taking away 1 Number before is 1 less	Count items Counting forwards is adding 1 Number after is 1 more Counting backwards is taking away 1 Number before is 1 less	Count items Counting forwards is adding 1 Number after is 1 more Counting backwards is taking away 1 Number before is 1 less	Measurement and Geometry	Measurement and Geometry
10		Count items Subitise	Count items Subitise	Count items Subitise	Measurement and Geometry	Measurement and Geometry

* Could be in 10 minute blocks each day.

Kindergarten Term 1: Sample Weekly Timetable – with detail (for less detail, see previous page)

Week	Weekly	Monday (Lesson 1)	Tuesday (Lesson 2)	Wednesday (Lesson 3)	Thursday (Lesson 4)	Friday (Lesson 5)
1	<p>Daily*: Independently count forwards and backwards, write numerals, recognise numerals, increasing every child's range 0 - 20</p> <p>After introducing days, sequencing events, positional language – have students use it continually during the day</p>	<p>Count forwards and backwards ECG 1 ACMNADD1, NSW MAe-4NA Write numerals ECG 2 ACMNADD1, NSW MAe-4NA Recognise numerals ECG 3 ACMNADD1, NSW MAe-4NA</p>				
2						
3						
4		<p>Count items ECG 4 ACMNADD2, NSW MAe-4NA Count forwards and backwards ECG 1 ACMNADD1, NSW MAe-4NA Write numerals ECG 2 ACMNADD1, NSW MAe-4NA Recognise numerals ECG 3 ACMNADD1, NSW MAe-4NA</p> <p>Count items ECG 4 ACMNADD2, NSW MAe-4NA Conservation of number ECG 5 ACMNADD2, NSW MAe-4NA Count forwards and backwards ECG 1 ACMNADD1, NSW MAe-4NA Write numerals ECG 2 ACMNADD1, NSW MAe-4NA Recognise numerals ECG 3 ACMNADD1, NSW MAe-4NA</p>				
5		<p>Count items ECG 4 ACMNADD2, NSW MAe-4NA Number before and after ECG 6 ACMNADD1, ACMNADD2, NSW MAe-4NA</p>			<p>Time T 1, T 2 ACMMG007, ACMMG008 NSW MAe-13MG Days Sequence events</p>	
6		<p>Count items ECG 4 ACMNADD2, NSW MAe-4NA Counting forwards is adding 1 ECG 7 ACMNADD1, ACMNADD2, NSW MAe-4NA Counting backwards is taking away 1 ECG 7 ACMNADD1, ACMNADD2, NSW MAe-4NA</p>			<p>Measurement and Geometry MG 3 ACMMG010, NSW MAe-16MG Position</p>	
7		<p>Count items ECG 4 ACMNADD2, NSW MAe-4NA Number before and after ECG 6 ACMNADD1, ACMNADD2, NSW MAe-4NA Counting forwards is adding 1 ECG 7 ACMNADD1, ACMNADD2, NSW MAe-4NA Number after is 1 more ECG 8 ACMNADD1, ACMNADD2, NSW MAe-4NA Counting backwards is taking away 1 ECG 7 ACMNADD1, ACMNADD2, NSW MAe-4NA Number before is 1 less ECG 8 ACMNADD1, ACMNADD2, NSW MAe-4NA</p>			<p>Measurement and Geometry MG 1 ACMMG009, NSW MAe-15MG Name shapes</p>	
8						
9						
10		<p>Count items ECG 4 ACMNADD2, NSW MAe-4NA Subitise ECG 9 ACMNADD3, NSW MAe-4NA</p>			<p>Measurement and Geometry MG 2 ACMMG006, NSW MAe-9MG Lengths, heights and distances</p>	

* Could be in 10 minute blocks each day.

Kindergarten Term 2: Sample Weekly Timetable – concepts (for more detail, see next page)

Week	Weekly	Monday (Lesson 1)	Tuesday (Lesson 2)	Wednesday (Lesson 3)	Thursday (Lesson 4)	Friday (Lesson 5)
1	<p>Daily*: Independently count forwards and backwards, write numerals, recognise numerals, increasing every child's range 0 – 20</p> <p>Students who cannot yet count 10 items, or recognise numerals to 10, investigate this daily while other students investigate groups. They can investigate groups within their range.</p> <p>After introducing directional language – have students use it continually during the day</p> <p>At the end of every lesson**: Differentiated Problem Solving</p>	Estimate	Estimate	Numbers are inclusive	Numbers are inclusive	Problem Solving**
2		Groups	Groups	Patterns and Algebra	Patterns and Algebra	Problem Solving**
3		Groups	Groups	Patterns and Algebra	Patterns and Algebra	Patterns and Algebra
4		Groups	Groups	Measurement and Geometry	Measurement and Geometry	Measurement and Geometry
5		Groups	Groups	Measurement and Geometry	Measurement and Geometry	Measurement and Geometry
6		Groups	Groups	Measurement and Geometry	Measurement and Geometry	Measurement and Geometry
7		Groups	Groups	Statistics and Probability	Statistics and Probability	Statistics and Probability
8		Groups	Groups	Measurement and Geometry	Measurement and Geometry	Measurement and Geometry
9		Groups	Groups	Measurement and Geometry	Measurement and Geometry	Measurement and Geometry
10		Groups	Groups	Measurement and Geometry	Measurement and Geometry	Measurement and Geometry

* Could be while other students investigate groups. They can still make groups within their range. **See Problem Solving TPL in banner of www.alearningplace.com.au

Kindergarten Term 2: Sample Weekly Timetable – with detail (for less detail, see previous page)

Week	Weekly	Monday (Lesson 1)	Tuesday (Lesson 2)	Wednesday (Lesson 3)	Thursday (Lesson 4)	Friday (Lesson 5)
1	<p>Daily*: Independently count forwards and backwards, write numerals, recognise numerals, increasing every child's range 0 – 20</p> <p>Students who cannot yet count 10 items, or recognise numerals to 10, investigate this daily while other students investigate groups. They can investigate groups within their range.</p> <p>After introducing directional language – have students use it continually during the day</p> <p>At the end of every lesson**: Differentiated Problem Solving</p>	Estimate ECG 10 ACMNA289, NSW MAe-4NA MAe-6NA		Numbers are inclusive ECG 11 ACMNA289, NSW MAe-4NA MAe-6NA		Problem Solving**
2		<p>Groups ECG 12 ACMNA289, NSW MAe-4NA MAe-6NA</p> <p>Estimate ECG 10 ACMNA289, NSW MAe-4NA MAe-6NA</p> <p>Numbers are inclusive ECG 11 ACMNA289, NSW MAe-4NA MAe-6NA</p>		<p>Patterns and Algebra PA 1 ACMNA005, NSW MAe-8NA</p> <p>Copy and continue patterns of sounds, actions, objects, shapes and pictures, identifying the part that repeats.</p>		
3		<p>Make groups with group markers</p> <p>Make equal groups and unequal groups</p> <p>Describe groups as more than, less than, same number/amount as, not the same number / amount as</p>		<p>Patterns and Algebra PA 1 ACMNA005, NSW MAe-8NA</p> <p>Copy and continue patterns of sounds, actions, objects, shapes and pictures, identifying the part that repeats.</p>		
4				<p>Measurement and Geometry MG 6 ACMMG009, NSW MAe-14MG MAe-15MG</p> <p>Sort shapes, squares, triangles, circles and rectangles, identifying shapes with straight lines and shapes with curved lines</p>		
5				<p>Measurement and Geometry MG 6 ACMMG009, NSW MAe-14MG MAe-15MG</p> <p>Compare three-dimensional objects and two-dimensional shapes, identifying that three-dimensional objects go up and down, left to right, and front to back, and two-dimensional objects only go in 2 of these. Trace the flat surfaces of three-dimensional objects, drawing and identifying two-dimensional shapes.</p>		
6		<p>Groups ECG 12 ACMNA289, NSW MAe-4NA MAe-6NA</p> <p>Estimate ECG 10 ACMNA289, NSW MAe-4NA MAe-6NA</p> <p>Numbers are inclusive ECG 11 ACMNA289, NSW MAe-4NA MAe-6NA</p>				
7		<p>Make groups with group markers</p> <p>Make groups with no group markers</p> <p>Make equal groups and unequal groups with group markers</p> <p>Make equal groups and unequal groups with no group markers</p> <p>Identify and describe groups as more than, less than, same number/amount as, not the same number / amount as</p>		<p>Statistics and Probability SP 1 ACMSP011, NSW MAe-17SP</p> <p>Yes/no questions and record data in a chart in rows</p>		
8				<p>Measurement and Geometry MG 5 ACMMG010, NSW MAe-16MG</p> <p>Give and follow directions, left, right</p>		
9				<p>Measurement and Geometry MG 4 ACMMG006, NSW MAe-9MG</p> <p>Compare 3 or more lengths directly by aligning ends, identifying and explaining that if A is longer than B, and B is longer than C, then A is longer than C</p>		
10						

* Could be while other students investigate groups. They can still make groups within their range. **See Problem Solving TPL in banner of www.alearningplace.com.au

Kindergarten Term 3: Sample Weekly Timetable – concepts (for more detail, see next page)

Week	Weekly	Monday (Lesson 1)	Tuesday (Lesson 2)	Wednesday (Lesson 3)	Thursday (Lesson 4)	Friday (Lesson 5)
1	<p>Daily*: Independently count forwards and backwards, write numerals, recognise numerals, increasing every child's range 0 – 20 Students who cannot yet count 10 items, or recognise numerals to 10, investigate this daily while other students investigate joining and taking away from groups. They can also join and take away from groups within their range.</p> <p>At the end of every lesson**: Differentiated Problem Solving</p>	Friends of 10	Friends of 10	Friends of 10	Friends of 10	Problem Solving**
2		Taking away to subtract	Taking away to subtract	Patterns and Algebra	Patterns and Algebra	Patterns and Algebra
3		Join groups to add	Join groups to add	Measurement and Geometry	Measurement and Geometry	Measurement and Geometry
4		Taking away to subtract Join groups to add	Taking away to subtract Join groups to add	Taking away to subtract Join groups to add	Measurement and Geometry	Measurement and Geometry
5		Taking away to subtract Join groups to add	Taking away to subtract Join groups to add	Taking away to subtract Join groups to add	Measurement and Geometry	Measurement and Geometry
6		Taking away to subtract Join groups to add	Taking away to subtract Join groups to add	Taking away to subtract Join groups to add	Measurement and Geometry	Measurement and Geometry
7		Taking away to subtract Join groups to add	Partition	Partition	Measurement and Geometry	Measurement and Geometry
8		Taking away to subtract Join groups to add	Partition	Partition	Measurement and Geometry	Measurement and Geometry
9		Taking away to subtract Join groups to add	Find difference in 2 ways	Find difference in 2 ways	Measurement and Geometry	Measurement and Geometry
10		Taking away to subtract Join groups to add	Find difference in 2 ways	Find difference in 2 ways	Measurement and Geometry	Measurement and Geometry

* Could be while other students investigate joining and taking away from groups. They can still join and take away from groups within their range. **See Problem Solving TPL in banner of www.alearningplace.com.au

Kindergarten Term 3: Sample Weekly Timetable – with detail (for less detail, see previous page)

Week	Weekly	Monday (Lesson 1)	Tuesday (Lesson 2)	Wednesday (Lesson 3)	Thursday (Lesson 4)	Friday (Lesson 5)		
1		<p align="center">Friends of 10 PV 2 ACMNA004, NSW MAe-4NA MAe-5NA</p>				<p align="center">Problem Solving**</p>		
2	<p>Daily*: Independently count forwards and backwards, write numerals, recognise numerals, increasing every child's range 0 – 20</p> <p>Students who cannot yet count 20 items, or recognise numerals to 20, investigate this daily while other students investigate joining and taking away from groups. They can also join and take away from groups within their range.</p> <p>At the end of every lesson**: Differentiated Problem Solving</p>	<p align="center">Take away to subtract ECG 14 ACMNA004, NSW MAe-5NA</p> <p>Describe taking away, record in informal number sentences using 'is', 'take away'.</p>	<p align="center">Patterns and Algebra PA 2 ACMNA005, NSW MAe-8NA</p> <p>Recognise when an error occurs in patterns using the part that repeats.</p>					
3		<p align="center">Join groups to add ECG 13 ACMNA004, NSW MAe-5NA</p> <p>Describe joining groups and record in informal number sentences using 'and', 'is'.</p>	<p align="center">Measurement and Geometry MG 7 ACMMG009, NSW MAe-14MG</p> <p>Flat and curved surfaces on three-dimensional objects</p>					
4		<p align="center">Taking away to subtract Join groups to add ECG 13 ACMNA004, NSW MAe-5NA</p> <p>Describe taking away, record in informal number sentences using 'is', 'take away'</p> <p>Describe joining groups and record in informal number sentences using 'and', 'is'</p> <p>Alternate between joining groups and taking away from groups within lessons.</p>			<p align="center">Measurement and Geometry MG 8 ACMMG006, NSW MAe-11MG</p> <p>Compare volumes of objects directly</p>			
5					<p align="center">Measurement and Geometry MG 8 ACMMG006, NSW MAe-11MG</p> <p>Compare the capacity of containers directly</p>			
6					<p align="center">Measurement and Geometry MG 8 ACMMG006, NSW MAe-11MG</p> <p>Compare volumes of objects directly, by placing one against another to determine the larger volume</p> <p>Compare the capacity of containers directly, by pouring from one into another to see which one holds more</p>			
7		<p align="center">Taking away to subtract Join groups to add ECG 13 ACMNA004, NSW MAe-5NA</p> <p>Describe taking away, record in informal number sentences using 'is', 'take away'</p> <p>Describe joining groups and record in informal number sentences using 'and', 'is'</p> <p>Alternate between joining groups and taking away from groups within lessons.</p>	<p align="center">Partition PV 1 ACMNA004, NSW MAe-5NA</p> <p>Partition single-digit numbers into 2, or more parts with blocks and without</p> <p>Combinations to 10 through partitioning</p> <p>Equal and not equal partitions</p>			<p align="center">Measurement and Geometry MG 8 ACMMG006, NSW MAe-11MG</p> <p>Compare volumes of objects directly, by placing one against another to determine the larger volume</p> <p>Compare the capacity of containers directly, by pouring from one into another to see which one holds more</p>		
8			<p align="center">Find difference in 2 ways ECG 15 ACMNA004, NSW MAe-5NA</p> <p>Compare the numbers in 2 groups to find difference through adding to the smaller group or taking away from the larger group</p>					
9		<p align="center">Find difference in 2 ways ECG 15 ACMNA004, NSW MAe-5NA</p> <p>Compare the numbers in 2 groups to find difference through adding to the smaller group or taking away from the larger group</p>			<p align="center">Measurement and Geometry MG 9 ACMMG010, NSW MAe-16MG</p> <p>Describe the position of an object in relation to self</p> <p>Give and follow directions to and from self</p>			
10		<p align="center">Find difference in 2 ways ECG 15 ACMNA004, NSW MAe-5NA</p> <p>Compare the numbers in 2 groups to find difference through adding to the smaller group or taking away from the larger group</p>			<p align="center">Measurement and Geometry MG 9 ACMMG010, NSW MAe-16MG</p> <p>Describe the position of an object in relation to self</p> <p>Give and follow directions to and from self</p>			

* Could be while other students investigate joining and taking away from groups. They can still join and take away from groups within their range. **See Problem Solving TPL in banner of www.alearningplace.com.au

Kindergarten Term 4: Sample Weekly Timetable – concepts (for more detail, see next page)

Week	Weekly	Monday (Lesson 1)	Tuesday (Lesson 2)	Wednesday (Lesson 3)	Thursday (Lesson 4)	Friday (Lesson 5)
1	<p>Daily*: Independently count forwards and backwards, write numerals, recognise numerals, increasing every child's range 0 – 20</p> <p>Students who cannot yet count 10 items, or recognise numerals to 10, investigate this daily while other students investigate place value concepts. They can investigate place value concepts within their range</p> <p>At the end of every lesson**: Differentiated Problem Solving</p>	Teen numbers as '10 and...'	Teen numbers as '10 and...'	Teen numbers as '10 and...'	Measurement and Geometry	Problem Solving**
2		Teen numbers as '10 and...'	Teen numbers as '10 and...'	Teen numbers as '10 and...'	Measurement and Geometry	Problem Solving**
3		Partition teen numbers	Partition teen numbers	Partition teen numbers	Measurement and Geometry	Measurement and Geometry
4		Friends of 20	Friends of 20	Friends of 20	Time	Time
5		Fractions and Decimals	Fractions and Decimals	Fractions and Decimals	Time	Time
6		Fractions and Decimals	Fractions and Decimals	Fractions and Decimals	Time	Time
7		Money and Financial Mathematics	Measurement and Geometry	Measurement and Geometry	Measurement and Geometry	Measurement and Geometry
8		Money and Financial Mathematics	Measurement and Geometry	Measurement and Geometry	Measurement and Geometry	Measurement and Geometry
9		Money and Financial Mathematics	Measurement and Geometry	Measurement and Geometry	Measurement and Geometry	Measurement and Geometry
10		Money and Financial Mathematics	Measurement and Geometry	Measurement and Geometry	Measurement and Geometry	Measurement and Geometry

* Could be while other students investigate place value concepts. They can still investigate place value concepts within their range.. **See Problem Solving TPL in banner of www.alearningplace.com.au

Kindergarten Term 4: Sample Weekly Timetable – with detail (for less detail, see previous page)

Week	Weekly	Monday (Lesson 1)	Tuesday (Lesson 2)	Wednesday (Lesson 3)	Thursday (Lesson 4)	Friday (Lesson 5)
1	<p>Daily*: Independently count forwards and backwards, write numerals, recognise numerals, increasing every child's range 0 – 20</p> <p>Students who cannot yet count 10 items, or recognise numerals to 10, investigate this daily while other students investigate place value concepts. They can investigate place value concepts within their range.</p> <p>After introducing time on the hour – have students use it continually during the day</p> <p>At the end of every lesson**: Differentiated Problem Solving</p>	<p>Teen numbers as '10 and...' PV 4 ACMNADD4, NSW MAe-5NA</p>			<p>Measurement and Geometry MG 12 ACMMG006, NSW MAe-12MG Describe and compare mass through hefting, identifying light and heavy objects</p>	<p>Problem Solving**</p>
2						
3		<p>Partition teen numbers PV 3 ACMNADD4, NSW MAe-5NA Partition teen numbers into 2, or more parts with blocks and without blocks. DIFFERENTIATE: PV 1</p>			<p>Time T 3 ACMMG007, NSW MAe-13MG Compare and describe long and short time durations</p>	<p>Measurement and Geometry MG 12 ACMMG006, NSW MAe-12MG Mass through hefting</p>
4						
5		<p>Fractions and Decimals FD 1 ACMNAD16, NSW MAe-7NA Halve shapes and lengths, explaining it is half as big / long.</p>			<p>Time T 4 ACMMG007, NSW MAe-13MG Tell time on the hour on analog and digital clocks</p>	
6						
7		<p>Money and Financial Mathematics MF 1 ACMMG020, NSW MAe-4NA Recognise and describe the features of Australian coins that make it possible to identify them.</p>	<p>Measurement and Geometry MG 10 ACMMG006, NSW MAe-10MG Compare the area of two similar shapes where one fits inside the boundary of the other Compare the area of two different shapes where one can be placed on top of the other Compare the area of two shapes where one shape can be cut up and pasted onto the other</p>			
8			<p>Measurement and Geometry MG 11 ACMMG006, NSW MAe-10MG Order three or more areas, explaining that if A has a larger area than B, and B has a larger area than C, then A has a larger area than C</p>			
9						
10						

* Could be while other students investigate place value concepts. They can still investigate place value concepts within their range. **See Problem Solving TPL in banner of www.alearningplace.com.au