

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 Write numerals Recognise numerals</p>				
2						
3		<p>Count items Count forwards and backwards Write numerals Recognise numerals</p>				
4						
5		<p>Count items Number before and after</p>			<p>Time Days Sequence events</p>	
6		<p>Count items Counting forwards is adding 1 Counting backwards is taking away 1</p>			<p>Measurement and Geometry Position</p>	
7		<p>Count items Number before and after Counting forwards is adding 1 Number after is 1 more Counting backwards is taking away 1 Number before is 1 less</p>			<p>Measurement and Geometry Name shapes</p>	
8						
9		<p>Count items Subitise</p>			<p>Measurement and Geometry Lengths, heights and distances</p>	
10						

* 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	Measurement and Geometry	Problem Solving**
3		Groups	Groups	Patterns and Algebra	Measurement and Geometry	Measurement and Geometry
4		Groups	Groups	Patterns and Algebra	Measurement and Geometry	Measurement and Geometry
5		Groups	Groups	Patterns and Algebra	Measurement and Geometry	Measurement and Geometry
6		Groups	Groups	Statistics and Probability	Measurement and Geometry	Measurement and Geometry
7		Groups	Groups	Statistics and Probability	Measurement and Geometry	Measurement and Geometry
8		Groups	Groups	Statistics and Probability	Measurement and Geometry	Measurement and Geometry
9		Groups	Groups	Statistics and Probability	Measurement and Geometry	Measurement and Geometry
10		Groups	Groups	Statistics and Probability	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		Numbers are inclusive		Problem Solving**
2		<p>Groups Estimate Numbers are inclusive Make groups with group markers Make equal groups and unequal groups</p>		<p>Patterns and Algebra Copy and continue patterns of sounds, actions, objects, shapes and pictures, identifying the part that repeats</p>	<p>Measurement and Geometry 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</p> <p>Trace the flat surfaces of three-dimensional objects, drawing and identifying two-dimensional shapes</p>	<p>Measurement and Geometry Sort shapes, squares, triangles, circles and rectangles, identifying shapes with straight lines and shapes with curved lines</p>
3		<p>Describe groups as more than, less than, same number/amount as, not the same number / amount as</p>				
4		<p>Groups Estimate Numbers are inclusive Make groups with group markers Make equal groups and unequal groups with no group markers</p>		<p>Statistics and Probability Yes/no questions and record data in a chart in rows</p>	<p>Measurement and Geometry Give and follow directions, left, right</p>	<p>Measurement and Geometry 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>
5						
6		<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>Identify and describe groups as more than, less than, same number/amount as, not the same number / amount as</p>	<p>Identify and describe groups as more than, less than, same number/amount as, not the same number / amount as</p>
7						
8		<p>Identify and describe groups as more than, less than, same number/amount as, not the same number / amount as</p>		<p>Identify and describe groups as more than, less than, same number/amount as, not the same number / amount as</p>	<p>Identify and describe groups as more than, less than, same number/amount as, not the same number / amount as</p>	<p>Identify and describe groups as more than, less than, same number/amount as, not the same number / amount as</p>
9						
10		<p>Identify and describe groups as more than, less than, same number/amount as, not the same number / amount as</p>		<p>Identify and describe groups as more than, less than, same number/amount as, not the same number / amount as</p>		<p>Identify and describe groups as more than, less than, same number/amount as, not the same number / amount as</p>

* Could be while other students investigate groups. They can still make groups within their range. **See Problem Solving TPL in banner of www.allearningplace.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	Patterns and Algebra	Problem Solving**
2		Join groups to add	Join groups to add	Friends of 10	Patterns and Algebra	Problem Solving**
3		Taking away to subtract	Taking away to subtract	Friends of 10	Patterns and Algebra	Patterns and Algebra
4		Join groups to add Taking away to subtract	Join groups to add Taking away to subtract	Join groups to add Taking away to subtract	Patterns and Algebra	Patterns and Algebra
5		Join groups to add Taking away to subtract	Join groups to add Taking away to subtract	Join groups to add Taking away to subtract	Measurement and Geometry	Measurement and Geometry
6		Join groups to add Taking away to subtract	Join groups to add Taking away to subtract	Join groups to add Taking away to subtract	Measurement and Geometry	Measurement and Geometry
7		Join groups to add Taking away to subtract	Partition	Partition	Measurement and Geometry	Measurement and Geometry
8		Join groups to add Taking away to subtract	Partition	Partition	Measurement and Geometry	Measurement and Geometry
9		Join groups to add Taking away to subtract	Find difference in 2 ways	Find difference in 2 ways	Measurement and Geometry	Measurement and Geometry
10		Join groups to add Taking away to subtract	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>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>	Friends of 10			Patterns and Algebra Recognise when an error occurs in patterns using the part that repeats	Problem Solving**				
2		Join groups to add Describe joining groups and record in informal number sentences using 'and', 'is'	Friends of 10							
3		Taking away to subtract Describe taking away, record in informal number sentences using 'is', 'take away'								
4		Join groups to add Describe joining groups and record in informal number sentences using 'and', 'is' Taking away to subtract Describe taking away, record in informal number sentences using 'is', 'take away' Alternate between joining groups and taking away from groups within lessons.			Measurement and Geometry Flat and curved surfaces on three-dimensional objects					
5					Measurement and Geometry Compare volumes of objects directly		Measurement and Geometry Compare the capacity of containers directly			
6					Join groups to add Taking away to subtract			Measurement and Geometry Compare volumes of objects directly, by placing one against another to determine the larger volume Compare the capacity of containers directly, by pouring from one into another to see which one holds more		
7		Partition Partition single-digit numbers into 2, or more parts with blocks and without Combinations to 10 through partitioning Equal and not equal partitions		Measurement and Geometry Describe the position of an object in relation to self Give and follow directions to and from self						
8		Find difference in 2 ways Compare the numbers in 2 groups to find difference through adding to the smaller group or taking away from the larger group								
9				Join groups to add Taking away to subtract						
10		Join groups to add Taking away to subtract		Join groups to add Taking away to subtract		Join groups to add Taking away to subtract				

* 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 10 Friends of 20	Friends of 10 Friends of 20	Friends of 10 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...'</p>			<p>Measurement and Geometry Describe and compare mass through hefting, identifying light and heavy objects</p>	<p>Problem Solving**</p>
2						
3		<p>Partition teen numbers Partition teen numbers into 2, or more parts with blocks and without blocks</p>			<p>Time Compare and describe long and short time durations</p>	<p>Measurement and Geometry Mass through hefting</p>
4		<p>Friends of 10 Friends of 20</p>				
5		<p>Fractions and Decimals Halve shapes and lengths, explaining it is half as big / long</p>			<p>Time Tell time on the hour on analog and digital clocks</p>	
6						
7		<p>Money and Financial Mathematics Recognise and describe the features of Australian coins that make it possible to identify them</p>	<p>Measurement and Geometry 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						
9			<p>Measurement and Geometry 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>			
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.allearningplace.com.au