

## Years 1 and 2 Composite 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><b>Daily*:</b> Independently count forwards and backwards, write numerals, recognise numerals, increasing every child's range 0-100 (Y1) 0 – 1000 (Y2)</p> <p>Students who cannot yet count 10 (Y1) 100 (Y2) items, or recognise numerals to 10 (Y1) 100 (Y2), investigate this daily while other students investigate adding and subtracting, and place value concepts. They can also add, subtract and investigate place value concepts within their range.</p> <p><b>At the end of every lesson**:</b> Differentiated Problem Solving</p>	Addition and Subtraction Place Value / Patterns and Algebra	Addition and Subtraction Place Value / Patterns and Algebra	Addition and Subtraction Place Value / Patterns and Algebra	Measurement and Geometry	Problem Solving**
2		Addition and Subtraction Place Value / Patterns and Algebra	Addition and Subtraction Place Value / Patterns and Algebra	Addition and Subtraction Place Value / Patterns and Algebra	Measurement and Geometry	Problem Solving**
3		Addition and Subtraction Place Value / Patterns and Algebra	Addition and Subtraction Place Value / Patterns and Algebra	Addition and Subtraction Place Value / Patterns and Algebra	Measurement and Geometry	Measurement and Geometry
4		Addition and Subtraction Place Value / Patterns and Algebra	Addition and Subtraction Place Value / Patterns and Algebra	Addition and Subtraction Place Value / Patterns and Algebra	Measurement and Geometry	Measurement and Geometry
5		Addition and Subtraction Place Value / Patterns and Algebra	Addition and Subtraction Place Value / Patterns and Algebra	Addition and Subtraction Place Value / Patterns and Algebra	Measurement and Geometry	Measurement and Geometry
6		Addition and Subtraction Place Value / Patterns and Algebra	Addition and Subtraction Place Value / Patterns and Algebra	Addition and Subtraction Place Value / Patterns and Algebra	Measurement and Geometry	Measurement and Geometry
7		Addition and Subtraction Place Value / Patterns and Algebra	Addition and Subtraction Place Value / Patterns and Algebra	Addition and Subtraction Place Value / Patterns and Algebra	Measurement and Geometry	Measurement and Geometry
8		Addition and Subtraction Place Value / Patterns and Algebra	Addition and Subtraction Place Value / Patterns and Algebra	Addition and Subtraction Place Value / Patterns and Algebra	Measurement and Geometry	Measurement and Geometry
9		Addition and Subtraction Place Value / Patterns and Algebra	Addition and Subtraction Place Value / Patterns and Algebra	Addition and Subtraction Place Value / Patterns and Algebra	Measurement and Geometry	Measurement and Geometry
10		Addition and Subtraction Place Value / Patterns and Algebra	Addition and Subtraction Place Value / Patterns and Algebra	Addition and Subtraction Place Value / Patterns and Algebra	Measurement and Geometry	Measurement and Geometry

\* Could be while other students investigate addition and subtraction and place value concepts. They can still investigate addition and subtraction and place value concepts within their range.

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## Years 1 and 2 Composite 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><b>Daily*:</b> Independently count forwards and backwards, write numerals, recognise numerals, increasing every child's range 0-100 (Y1) 0 – 1000 (Y2)</p> <p>Students who cannot yet count 10 (Y1) 100 (Y2) items, or recognise numerals to 10 (Y1) 100 (Y2), investigate this daily while other students investigate adding and subtracting, and place value concepts. They can also add, subtract and investigate place value concepts within their range.</p> <p><b>At the end of every lesson**:</b> Differentiated Problem Solving</p>	<p><b>Addition and Subtraction 1 + 2 (Year 1)</b> Count forwards by 1s is adding 1 each time, recording on a number line, Count backwards by 1s is subtracting 1 each time, recording on a number line</p> <p><b>Place Value 12 / Patterns and Algebra 11 (Year 2)</b> Count forwards, backwards by 10s on and off the decade from two-digit numbers, Describe patterns that increase and decrease by adding and subtracting 10</p> <p><b>Addition and Subtraction 3 - 9 (Year 2)</b> Add and subtract single-digit, count-by-ones strategies, bridging 10, 20 and any decade using place value concepts</p>			<p><b>Measurement and Geometry 14, 21</b> Multiple uniform informal units (Year 1) Make and use a tape measure to measure length using informal units. Recognise the need for a formal unit (Year 2)</p>	<p><b>Problem Solving**</b></p>	
2							
3		<p><b>Addition and Subtraction 3, 4, 5 (Year 1) (Mon- Tues)</b> Add single-digit numbers, including to make teen numbers using count-by-ones strategies using counters, recording counters, counting in head by 1s from 1, recording numbers counted, counting on by 1s from one number, recording on a number line, Explain commutativity</p> <p><b>Subtract a single-digit number from a single-digit number using count-by-ones strategies using counters, recording counters, counting in head by 1s from 1, recording numbers counted, counting back by 1s from one number, recording on a number line</b></p>			<p><b>Patterns and Algebra 3 (Year 1)</b> Number of items in the part that repeats to determine a missing element</p>	<p><b>Measurement and Geometry 14, 21</b> A single informal unit (Year 1) Make and use a ruler using centimetres Measure using metres and parts of metres, centimetres and parts of centimetres (Year 2)</p>	
4							
5					<p><b>Patterns and Algebra 3 (Year 1)</b> Number of items in the part that repeats to determine a missing element</p>	<p><b>Measurement and Geometry 13, 20</b> All three-sided shapes are triangles, all four-sided shapes are quadrilaterals, all five-sided shapes are pentagons, all six-sided shapes are hexagons and all eight-sided shapes are octagons (Year 1)  Regular or irregular two-dimensional shapes, identifying the 2 dimensions, name a shape from a description of its features, including vertices and lines (Year 2)</p>	
6		<p><b>Place Value (Year 2) 6 - 16 (Mon - Thurs)</b> Count forwards, backwards by 100s, 10s and 1s from three-digit numbers, describe patterns, Place value of – read – order – partition three-digit numbers</p>			<p><b>Place Value 6 – Friends of 10 (Year 1)</b></p>		
7		<p><b>Friends of 10, 20 any decade, 100, Partitioning single-digit and tens numbers, Place value of teen and two- and three-digit numbers, count by 10s, partition tens, as needed by individual students to move to next Add/Sub level</b></p>			<p><b>Place Value 7 – Teen Numbers (Year 1)</b></p>		
8		<p><b>Friends of 10, 20 any decade, 100, Partitioning single-digit and tens numbers, Place value of teen and two- and three-digit numbers, count by 10s, partition tens, as needed by individual students to move to next Add/Sub level</b></p>			<p><b>Place Value 8 – Partitioning (Year 1)</b></p>		
9		<p><b>Addition and Subtraction 3 – 9, 13 - 17 (Mon – Thurs)</b> Add and subtract single-digit numbers, count-by-ones strategies, bridging 10, 20 and any decade using place value concepts, tens numbers, tens and two-digit numbers, two-digit numbers</p>					
10							

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## Years 1 and 2 Composite 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><b>Daily*:</b> Independently count forwards and backwards, write numerals, recognise numerals, increasing every child's range 0-100 (Y1) 0 – 1000 (Y2)</p> <p>Students who cannot yet count 10 (Y1) 100 (Y2) items, or recognise numerals to 10 (Y1) 100 (Y2), investigate this daily while other students investigate adding and subtracting, and place value concepts. They can also add, subtract and investigate place value concepts within their range.</p> <p><b>At the end of every lesson**:</b> Differentiated Problem Solving</p>	Place Value Addition and Subtraction	Place Value Addition and Subtraction	Money and Financial Mathematics, Addition and Subtraction, Place Value	Money and Financial Mathematics	Problem Solving**
2		Place Value Addition and Subtraction	Place Value Addition and Subtraction	Money and Financial Mathematics, Addition and Subtraction, Place Value	Money and Financial Mathematics, Addition and Subtraction, Place Value	Problem Solving**
3		Place Value Addition and Subtraction	Place Value Addition and Subtraction	Money and Financial Mathematics, Addition and Subtraction, Place Value	Money and Financial Mathematics, Addition and Subtraction, Place Value	Measurement and Geometry
4		Place Value Addition and Subtraction	Place Value Addition and Subtraction	Money and Financial Mathematics, Addition and Subtraction, Place Value	Money and Financial Mathematics, Addition and Subtraction, Place Value	Measurement and Geometry
5		Place Value Addition and Subtraction	Place Value Addition and Subtraction	Money and Financial Mathematics, Addition and Subtraction, Place Value	Money and Financial Mathematics, Addition and Subtraction, Place Value	Measurement and Geometry
6		Place Value Addition and Subtraction	Place Value Addition and Subtraction Multiplication and Division	Money and Financial Mathematics, Addition and Subtraction, Multiplication and Division	Money and Financial Mathematics, Addition and Subtraction, Multiplication and Division	Measurement and Geometry
7		Place Value Addition and Subtraction	Place Value Addition and Subtraction Multiplication and Division	Place Value Addition and Subtraction Multiplication and Division	Statistics and Probability	Measurement and Geometry
8		Place Value Addition and Subtraction	Place Value Addition and Subtraction Multiplication and Division	Place Value Addition and Subtraction Multiplication and Division	Statistics and Probability	Measurement and Geometry
9		Place Value Addition and Subtraction	Place Value Addition and Subtraction	Place Value Addition and Subtraction Multiplication and Division	Statistics and Probability	Measurement and Geometry
10		Place Value Addition and Subtraction	Place Value Addition and Subtraction	Place Value Addition and Subtraction Multiplication and Division	Statistics and Probability	Measurement and Geometry

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## Years 1 and 2 Composite 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><b>Daily*:</b> Independently count forwards and backwards, write numerals, recognise numerals, increasing every child's range 0-100 (Y1) 0 – 1000 (Y2)</p> <p>Students who cannot yet count 10 (Y1) 100 (Y2) items, or recognise numerals to 10 (Y1) 100 (Y2), investigate this daily while other students investigate adding and subtracting, and place value concepts. They can also add, subtract and investigate place value concepts within their range.</p> <p><b>At the end of every lesson**:</b> Differentiated Problem Solving</p>	<p><b>Place Value 6 - 16</b> Friends of 10, 20 any decade, 100, Partitioning single-digit and tens numbers, Place value of teen and two- and three-digit numbers, count by 10s, partition tens, as needed by individual students to move to next Add/Sub level</p> <p><b>Addition and Subtraction 3 - 17</b> Add and subtract single-digit numbers, count-by-ones strategies, bridging 10, 20 and any decade using place value concepts, tens numbers, tens and two-digit numbers, two-digit numbers</p>	<p><b>Multiplication and Division (Year 2)</b> Record multiplication and division as repeated addition and subtraction on number line</p>	<p><b>Money and Financial Mathematics 2, 3, (Year 1) 4, 5, 6 (Year 2)</b> Values of coins (Year 1) Recognise 100 cents in \$1, Count, make and order small collections of coins and notes according to their value (Year 2)</p>	<p><b>Problem Solving**</b></p>							
2				<p><b>Place Value (Year 1 Mon – Thur) (Year 2 Mon)</b> As needed by individual students to move to next Add/Sub level</p> <p><b>Addition and Subtraction</b> Add and subtract single-digit to two-digit numbers</p>	<p><b>Place Value (Year 1 Mon – Thur) (Year 2 Tues)</b> As needed by individual students to move to next Add/Sub level</p> <p><b>Addition and Subtraction</b> Add and subtract single-digit to two-digit numbers</p>	<p><b>Place Value (Year 1)</b> Read, order two-digit numbers using place value, explain standard, non-standard place value of two-digit numbers grouping in tens and ones, including a place value chart</p>	<p><b>Measurement and Geometry 15, 22</b> Give and follow directions to place/self/objects from perspective of self/person facing opposite direction (Y1) Simple maps, describe position of objects and features (Y2)</p>					
3						<p><b>Place Value (Year 2 Mon)</b> As needed by individual students to move to next Add/Sub level</p> <p><b>Addition and Subtraction</b> Add and subtract single-digit to two-digit numbers</p>	<p><b>Place Value (Year 1 Mon – Thur) (Year 2 Tues)</b> As needed by individual students to move to next Add/Sub level</p> <p><b>Addition and Subtraction</b> Add and subtract single-digit to two-digit numbers</p>	<p><b>Money and Financial Mathematics 4, 5, 6, 7, Addition and Subtraction 18 (Year 2)</b> Recognise that there 100 cents in \$1, 200 cents in \$2 Count, make and order small collections of coins and notes according to their value Add and subtract coins and notes, count change</p>	<p><b>Measurement and Geometry</b> Area as amount of surface in 2 dimensions. Multiple uniform informal units, rows no gaps or overlaps, square is best, Relationship between size of a unit and number of units. (Year 1) Area of two-dimensional rectangular and non-rectangular shapes using uniform informal square units, explaining the spatial structure (grid) of repeated units covering a surface in rows (array) (Year 2)</p>			
4								<p><b>Place Value (Year 1 Mon – Thur) (Year 2 Mon)</b> As needed by individual students to move to next Add/Sub level</p> <p><b>Addition and Subtraction</b> Add and subtract single-digit to two-digit numbers</p>	<p><b>Place Value (Year 1 Mon – Thur) (Year 2 Tues)</b> As needed by individual students to move to next Add/Sub level</p> <p><b>Addition and Subtraction</b> Add and subtract single-digit to two-digit numbers</p>	<p><b>Money and Financial Mathematics, Multiplication and Division (Year 2)</b> Multiplication of coins and notes to make equivalent values</p>	<p><b>Measurement and Geometry</b> Area as amount of surface in 2 dimensions. Multiple uniform informal units, rows no gaps or overlaps, square is best, Relationship between size of a unit and number of units. (Year 1) Area of two-dimensional rectangular and non-rectangular shapes using uniform informal square units, explaining the spatial structure (grid) of repeated units covering a surface in rows (array) (Year 2)</p>	
5										<p><b>Place Value (Year 1 Mon – Thur) (Year 2 Mon)</b> As needed by individual students to move to next Add/Sub level</p> <p><b>Addition and Subtraction</b> Add and subtract single-digit to two-digit numbers</p>	<p><b>Place Value (Year 1 Mon – Thur) (Year 2 Tues)</b> As needed by individual students to move to next Add/Sub level</p> <p><b>Addition and Subtraction</b> Add and subtract single-digit to two-digit numbers</p>	<p><b>Multiplication and Division (Year 2)</b> Divide into equal rows (array), describe using multiplication Find total using skip counting, and by number of rows and number in each row Divide by making 'groups of ...' and count groups, and making '... equal groups' and count counters in each group, and describe any part remaining</p>
6		<p><b>Place Value (Year 1 Mon – Thur) (Year 2 Mon)</b> As needed by individual students to move to next Add/Sub level</p> <p><b>Addition and Subtraction</b> Add and subtract single-digit to two-digit numbers</p>	<p><b>Place Value (Year 1 Mon – Thur) (Year 2 Tues)</b> As needed by individual students to move to next Add/Sub level</p> <p><b>Addition and Subtraction</b> Add and subtract single-digit to two-digit numbers</p>	<p><b>Multiplication and Division (Year 2)</b> Divide into equal rows (array), describe using multiplication Find total using skip counting, and by number of rows and number in each row Divide by making 'groups of ...' and count groups, and making '... equal groups' and count counters in each group, and describe any part remaining</p>	<p><b>Statistics and Probability</b> Outcomes of familiar events involving chance (Year 1) Identify familiar activities that involve chance. Describe likelihood using chance language (Year 2)</p>							
7				<p><b>Place Value (Year 1 Mon – Thur) (Year 2 Mon)</b> As needed by individual students to move to next Add/Sub level</p> <p><b>Addition and Subtraction</b> Add and subtract single-digit to two-digit numbers</p>	<p><b>Place Value (Year 1 Mon – Thur) (Year 2 Tues)</b> As needed by individual students to move to next Add/Sub level</p> <p><b>Addition and Subtraction</b> Add and subtract single-digit to two-digit numbers</p>	<p><b>Multiplication and Division (Year 2)</b> Divide into equal rows (array), describe using multiplication Find total using skip counting, and by number of rows and number in each row Divide by making 'groups of ...' and count groups, and making '... equal groups' and count counters in each group, and describe any part remaining</p>	<p><b>Statistics and Probability</b> Outcomes of familiar events involving chance (Year 1) Identify familiar activities that involve chance. Describe likelihood using chance language (Year 2)</p>					
8		<p><b>Place Value (Year 1 Mon – Thur) (Year 2 Mon)</b> As needed by individual students to move to next Add/Sub level</p> <p><b>Addition and Subtraction</b> Add and subtract single-digit to two-digit numbers</p>	<p><b>Place Value (Year 1 Mon – Thur) (Year 2 Tues)</b> As needed by individual students to move to next Add/Sub level</p> <p><b>Addition and Subtraction</b> Add and subtract single-digit to two-digit numbers</p>			<p><b>Multiplication and Division (Year 2)</b> Divide into equal rows (array), describe using multiplication Find total using skip counting, and by number of rows and number in each row Divide by making 'groups of ...' and count groups, and making '... equal groups' and count counters in each group, and describe any part remaining</p>	<p><b>Statistics and Probability</b> Outcomes of familiar events involving chance (Year 1) Identify familiar activities that involve chance. Describe likelihood using chance language (Year 2)</p>					
9				<p><b>Place Value (Year 1 Mon – Thur) (Year 2 Mon)</b> As needed by individual students to move to next Add/Sub level</p> <p><b>Addition and Subtraction</b> Add and subtract single-digit to two-digit numbers</p>	<p><b>Place Value (Year 1 Mon – Thur) (Year 2 Tues)</b> As needed by individual students to move to next Add/Sub level</p> <p><b>Addition and Subtraction</b> Add and subtract single-digit to two-digit numbers</p>	<p><b>Multiplication and Division (Year 2)</b> Divide into equal rows (array), describe using multiplication Find total using skip counting, and by number of rows and number in each row Divide by making 'groups of ...' and count groups, and making '... equal groups' and count counters in each group, and describe any part remaining</p>	<p><b>Statistics and Probability</b> Outcomes of familiar events involving chance (Year 1) Identify familiar activities that involve chance. Describe likelihood using chance language (Year 2)</p>					
10		<p><b>Place Value (Year 1 Mon – Thur) (Year 2 Mon)</b> As needed by individual students to move to next Add/Sub level</p> <p><b>Addition and Subtraction</b> Add and subtract single-digit to two-digit numbers</p>	<p><b>Place Value (Year 1 Mon – Thur) (Year 2 Tues)</b> As needed by individual students to move to next Add/Sub level</p> <p><b>Addition and Subtraction</b> Add and subtract single-digit to two-digit numbers</p>			<p><b>Multiplication and Division (Year 2)</b> Divide into equal rows (array), describe using multiplication Find total using skip counting, and by number of rows and number in each row Divide by making 'groups of ...' and count groups, and making '... equal groups' and count counters in each group, and describe any part remaining</p>	<p><b>Statistics and Probability</b> Outcomes of familiar events involving chance (Year 1) Identify familiar activities that involve chance. Describe likelihood using chance language (Year 2)</p>					

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### Years 1 and 2 Composite 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	<b>Daily*:</b> Independently count forwards and backwards, write numerals, recognise numerals, increasing every child's range 0 – 1000  Students who cannot yet count 100 items, or recognise numerals to 100, investigate this daily while other students investigate adding and subtracting, and place value concepts. They can also add, subtract and investigate place value concepts within their range.  <b>At the end of every lesson**:</b> Differentiated Problem Solving	Place Value Addition and Subtraction	Addition and Subtraction, Patterns and Algebra	Addition and Subtraction, Patterns and Algebra	Measurement and Geometry	Problem Solving**
2		Place Value Addition and Subtraction	Addition and Subtraction, Patterns and Algebra	Addition and Subtraction, Patterns and Algebra	Measurement and Geometry	Problem Solving**
3		Place Value Addition and Subtraction	Place Value Addition and Subtraction	Measurement and Geometry	Measurement and Geometry	Measurement and Geometry
4		Place Value Addition and Subtraction	Place Value Addition and Subtraction	Measurement and Geometry	Measurement and Geometry	Measurement and Geometry
5		Place Value Addition and Subtraction	Place Value Addition and Subtraction	Statistics and Probability	Measurement and Geometry	Measurement and Geometry
6		Place Value Addition and Subtraction	Place Value Addition and Subtraction	Statistics and Probability	Measurement and Geometry	Measurement and Geometry
7		Place Value Addition and Subtraction	Place Value Addition and Subtraction	Statistics and Probability	Time	Measurement and Geometry
8		Place Value Addition and Subtraction	Place Value Addition and Subtraction	Statistics and Probability	Time	Measurement and Geometry
9		Place Value Addition and Subtraction	Place Value Addition and Subtraction	Statistics and Probability	Time	Measurement and Geometry
10		Place Value Addition and Subtraction	Place Value Addition and Subtraction	Statistics and Probability	Time	Measurement and Geometry

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## Years 1 and 2 Composite 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><b>Daily*:</b> Independently count forwards and backwards, write numerals, recognise numerals, increasing every child's range 0 – 1000</p> <p>Students who cannot yet count 100 items, or recognise numerals to 100, investigate this daily while other students investigate adding and subtracting, and place value concepts. They can also add, subtract and investigate place value concepts within their range.</p> <p><b>At the end of every lesson**:</b> Differentiated Problem Solving</p>	<p><b>Place Value</b> Friends of 10, 20 any decade, 100, Partitioning single-digit and tens numbers, Place value of teen and two- and three-digit numbers, count by 10s, partition tens, as needed by individual students to move to next Add/Sub level</p> <p><b>Addition and Subtraction</b> Add and subtract single-digit numbers, count-by-ones strategies, bridging 10, 20 and any decade using place value concepts, tens numbers, tens and two-digit numbers, two-digit numbers</p>	<p><b>Addition and Subtraction, Patterns and Algebra</b> Add and subtract zero, Add 3 or more numbers using associativity (Year 1) Seeing difference in three ways. (Year 2) Solving missing number sentences by seeing difference in 3 ways</p>		<p><b>Measurement and Geometry</b> Flat and curved surfaces (Y1) Flat surfaces are two-dimensional shapes (Y2)</p>	<p><b>Problem Solving**</b></p>		
2			<p><b>Place Value</b> Friends of 10, 20 any decade, 100, Partitioning single-digit and tens numbers, Place value of teen and two- and three-digit numbers, count by 10s, partition tens, as needed by individual students to move to next Add/Sub level</p>		<p><b>Measurement and Geometry</b> Identify flat and curved surfaces, straight, curved, vertical, horizontal and parallel lines on three-dimensional objects (Year 1) 3 dimensions and the 2 dimensions, flat surfaces are two-dimensional shapes, object's features, flat and curved surfaces and faces, straight, curved, vertical, horizontal and parallel lines and edges, vertices, Identify and name three-dimensional objects upon seeing / from description (Year 2)</p>			
3			<p><b>Place Value</b> Friends of 10, 20 any decade, 100, Partitioning single-digit and tens numbers, Place value of teen and two- and three-digit numbers, count by 10s, partition tens, as needed by individual students to move to next Add/Sub level</p>		<p><b>Statistics and Probability</b> Ask questions, data objects, pictures 1-1 correspondence Familiar activities / picture graphs using chance language Identify categories with greatest/least number (Y1) Likelihood using chance language, Collect data, tally marks, display in lists, tables and picture graphs, base line, Compare usefulness of different data displays, lists, tables and picture graphs, ask questions about data, use data to answer the questions (Y2)</p>		<p><b>Measurement and Geometry</b> Multiple uniform informal units, packing in rows/layers, cubes best (Year 1) Create models using cubes, measure, compare, order volumes of models in cubes (Year 2)</p>	
4			<p><b>Addition and Subtraction</b> Add and subtract single-digit numbers, count-by-ones strategies, bridging 10, 20 and any decade using place value concepts, tens numbers, tens and two-digit numbers, two-digit numbers</p>		<p><b>Time</b> Describe the duration of months, seasons, days and hours (Year 1) Estimate and measure duration of time using informal units, Use a simple calendar to estimate and measure the number of months, weeks and days till an event (Year 2)</p>		<p><b>Measurement and Geometry</b> Capacity, measure by filling with liquid, Relate the number of units to the size of the container, Objects and containers of different shapes may have the same volume (Y1) Make and use measuring device using liquid informal units, to measure capacity, displacement (Y2)</p>	
5			<p><b>Addition and Subtraction</b> Add and subtract single-digit numbers, count-by-ones strategies, bridging 10, 20 and any decade using place value concepts, tens numbers, tens and two-digit numbers, two-digit numbers</p>		<p><b>Time</b> Describe the duration of months, seasons, days and hours (Year 1) Estimate and measure duration of time using informal units, Use a simple calendar to estimate and measure the number of months, weeks and days till an event (Year 2)</p>		<p><b>Measurement and Geometry</b> Capacity, measure by filling with liquid, Relate the number of units to the size of the container, Objects and containers of different shapes may have the same volume (Y1) Make and use measuring device using liquid informal units, to measure capacity, displacement (Y2)</p>	
6			<p><b>Addition and Subtraction</b> Add and subtract single-digit numbers, count-by-ones strategies, bridging 10, 20 and any decade using place value concepts, tens numbers, tens and two-digit numbers, two-digit numbers</p>		<p><b>Time</b> Describe the duration of months, seasons, days and hours (Year 1) Estimate and measure duration of time using informal units, Use a simple calendar to estimate and measure the number of months, weeks and days till an event (Year 2)</p>		<p><b>Measurement and Geometry</b> Capacity, measure by filling with liquid, Relate the number of units to the size of the container, Objects and containers of different shapes may have the same volume (Y1) Make and use measuring device using liquid informal units, to measure capacity, displacement (Y2)</p>	
7			<p><b>Addition and Subtraction</b> Add and subtract single-digit numbers, count-by-ones strategies, bridging 10, 20 and any decade using place value concepts, tens numbers, tens and two-digit numbers, two-digit numbers</p>		<p><b>Time</b> Describe the duration of months, seasons, days and hours (Year 1) Estimate and measure duration of time using informal units, Use a simple calendar to estimate and measure the number of months, weeks and days till an event (Year 2)</p>		<p><b>Measurement and Geometry</b> Capacity, measure by filling with liquid, Relate the number of units to the size of the container, Objects and containers of different shapes may have the same volume (Y1) Make and use measuring device using liquid informal units, to measure capacity, displacement (Y2)</p>	
8			<p><b>Addition and Subtraction</b> Add and subtract single-digit numbers, count-by-ones strategies, bridging 10, 20 and any decade using place value concepts, tens numbers, tens and two-digit numbers, two-digit numbers</p>		<p><b>Time</b> Describe the duration of months, seasons, days and hours (Year 1) Estimate and measure duration of time using informal units, Use a simple calendar to estimate and measure the number of months, weeks and days till an event (Year 2)</p>		<p><b>Measurement and Geometry</b> Capacity, measure by filling with liquid, Relate the number of units to the size of the container, Objects and containers of different shapes may have the same volume (Y1) Make and use measuring device using liquid informal units, to measure capacity, displacement (Y2)</p>	
9			<p><b>Addition and Subtraction</b> Add and subtract single-digit numbers, count-by-ones strategies, bridging 10, 20 and any decade using place value concepts, tens numbers, tens and two-digit numbers, two-digit numbers</p>		<p><b>Time</b> Describe the duration of months, seasons, days and hours (Year 1) Estimate and measure duration of time using informal units, Use a simple calendar to estimate and measure the number of months, weeks and days till an event (Year 2)</p>		<p><b>Measurement and Geometry</b> Capacity, measure by filling with liquid, Relate the number of units to the size of the container, Objects and containers of different shapes may have the same volume (Y1) Make and use measuring device using liquid informal units, to measure capacity, displacement (Y2)</p>	
10			<p><b>Addition and Subtraction</b> Add and subtract single-digit numbers, count-by-ones strategies, bridging 10, 20 and any decade using place value concepts, tens numbers, tens and two-digit numbers, two-digit numbers</p>		<p><b>Time</b> Describe the duration of months, seasons, days and hours (Year 1) Estimate and measure duration of time using informal units, Use a simple calendar to estimate and measure the number of months, weeks and days till an event (Year 2)</p>		<p><b>Measurement and Geometry</b> Capacity, measure by filling with liquid, Relate the number of units to the size of the container, Objects and containers of different shapes may have the same volume (Y1) Make and use measuring device using liquid informal units, to measure capacity, displacement (Y2)</p>	

\* Could be while other students investigate addition and subtraction and place value concepts. They can still investigate addition and subtraction and place value concepts within their range.

\*\*See Problem Solving TPL in banner of [www.alearningplace.com.au](http://www.alearningplace.com.au)

## Years 1 and 2 Composite 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><b>Daily*:</b> Independently count forwards and backwards, write numerals, recognise numerals, increasing every child's range 0 – 1000</p> <p>Students who cannot yet count 100 items, or recognise numerals to 100, investigate this daily while other students investigate adding and subtracting, and place value concepts. They can also add, subtract and investigate place value concepts within their range.</p> <p><b>At the end of every lesson**:</b> Differentiated Problem Solving</p>	<p><b>Patterns and Algebra</b> Place Value Addition and Subtraction</p>	<p><b>Patterns and Algebra</b> Place Value Addition and Subtraction</p>	<p><b>Patterns and Algebra</b> Fractions and Decimals, Multiplication and Division</p>	Time	Problem Solving**
2		<p><b>Patterns and Algebra</b> Place Value Addition and Subtraction</p>	<p><b>Patterns and Algebra</b> Place Value Addition and Subtraction</p>	<p><b>Patterns and Algebra</b> Fractions and Decimals, Multiplication and Division</p>	Time	Problem Solving**
3		<p>Place Value Addition and Subtraction</p>	<p>Place Value Addition and Subtraction</p>	<p><b>Patterns and Algebra</b> Fractions and Decimals, Multiplication and Division</p>	Time	Measurement and Geometry
4		<p>Place Value Addition and Subtraction</p>	<p>Place Value Addition and Subtraction</p>	<p><b>Patterns and Algebra</b> Fractions and Decimals, Multiplication and Division</p>	Time	Measurement and Geometry
5		<p>Place Value Addition and Subtraction</p>	<p>Place Value Addition and Subtraction</p>	<p>Fractions and Decimals, Multiplication and Division</p>	Time	Measurement and Geometry
6		<p>Place Value Addition and Subtraction</p>	<p>Place Value Addition and Subtraction</p>	<p>Fractions and Decimals, Multiplication and Division</p>	Time	Measurement and Geometry
7		<p>Place Value Addition and Subtraction</p>	<p>Place Value Addition and Subtraction</p>	<p>Fractions and Decimals, Multiplication and Division</p>	Time	Measurement and Geometry
8		<p>Place Value Addition and Subtraction</p>	<p>Place Value Addition and Subtraction</p>	<p>Fractions and Decimals, Multiplication and Division</p>	Time	Measurement and Geometry
9		<p>Place Value Addition and Subtraction</p>	<p>Place Value Addition and Subtraction</p>	<p>Fractions and Decimals, Multiplication and Division</p>	Time	Measurement and Geometry
10		<p>Place Value Addition and Subtraction</p>	<p>Place Value Addition and Subtraction</p>	<p>Fractions and Decimals, Multiplication and Division</p>	Time	Measurement and Geometry

\* Could be while other students investigate addition and subtraction and place value concepts. They can still investigate addition and subtraction and place value concepts within their range.

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## Years 1 and 2 Composite 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><b>Daily*:</b> Independently count forwards and backwards, write numerals, recognise numerals, increasing every child's range 0 – 1000</p> <p>Students who cannot yet count 100 items, or recognise numerals to 100, investigate this daily while other students investigate adding and subtracting, and place value concepts. They can also add, subtract and investigate place value concepts within their range.</p> <p><b>At the end of every lesson**:</b> Differentiated Problem Solving</p>	<p><b>Place Value</b> Friends of 10, 20 any decade, 100, Partitioning single-digit and tens numbers, Place value of teen and two- and three-digit numbers, count by 10s, partition tens, as needed by individual students to move to next Add/Sub level</p> <p><b>Addition and Subtraction</b> Add and subtract single-digit numbers, count-by-ones strategies, bridging 10, 20 and any decade using place value concepts, tens numbers, tens and two-digit numbers, two-digit numbers</p> <p><b>Patterns and Algebra</b> Equivalent sentences involving addition and subtraction, describing the equals sign as equality (Year 1)</p>	<p><b>Patterns and Algebra</b> <b>Fractions and Decimals, Multiplication Division</b> Count by 2s, 5s and 10s naming multiples on a number line, Divide into groups of 2, 5 and 10, find total skip and rhythmic counting</p> <p>Divide by 2 by dividing into 2 equal groups, number in each group, halves, Divide by 2 by dividing into groups of 2, number of groups, Describe part left over</p> <p>Halve shapes, lengths and groups, explaining even numbers by halving to get a whole number, odd and even number patterns (Y1)</p> <p>Quarter shapes and lengths by quartering, by halving a half</p> <p>Quarter groups by quartering, by halving a half</p> <p>Divide into 'groups of 4' and '4 equal groups' Divide by 4 by grouping into 4 equal groups, number in each group, describe part left over, quarters (Y2)</p> <p>Eighth shapes, lengths, groups eighthing, halving a quarter, quartering a half (Y2)</p>	<p><b>Time</b> Movement hands analog clock, Time to half hour digital analog, linked to the fraction 'half' (Y1)</p> <p>Activities take hour, half, quarter, one minute, few seconds, Tell time to quarter past and to hour on analog and digital, linked to fractions 'half' and 'quarter' 3 quarters (Y2)</p>	<p><b>Problem Solving**</b></p>	
2						
3						
4						
5						
6				<p><b>Patterns and Algebra</b> <b>Fractions and Decimals, Multiplication and Division</b> Divide by 2, in 2 ways, Halve shapes/group even numbers odd and even number patterns, (Y1)</p>	<p><b>Time</b> Tell time to quarter past and to hour on analog and digital, linked to fractions 'half' and 'quarter' 3 quarters (Year 2)</p>	<p><b>Measurement and Geometry</b> One-step slides, flips, and full, half and quarter turns (Year 1) <b>Time (Y2)</b></p>
7						
8						
9						
10						

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