

Kindergarten and Year 1 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>Daily*: Independently count forwards and backwards, write numerals, recognise numerals, increasing every child's range 0 – 100</p> <p>Students who cannot yet count 20 items, or recognise numerals to 20, 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. After introducing positional language, have students use it continually during the day</p> <p>At the end of every lesson**: Differentiated Problem Solving</p>	Count forwards / backwards Write / Recognise numerals (K) Addition and Subtraction (Y1)	Count forwards / backwards Write / Recognise numerals (K) Addition and Subtraction (Y1)	Count forwards / backwards Write / Recognise numerals (K) Addition and Subtraction (Y1)	Count forwards / backwards Write / Recognise numerals (K) Addition and Subtraction (Y1)	Problem Solving**
2		Count forwards / backwards Write / Recognise numerals (K) Addition and Subtraction (Y1)	Count forwards / backwards Write / Recognise numerals (K) Addition and Subtraction (Y1)	Count forwards / backwards Write / Recognise numerals (K) Addition and Subtraction (Y1)	Count forwards / backwards Write / Recognise numerals (K) Addition and Subtraction (Y1)	Problem Solving**
3		Count items Count forwards / backwards Write / Recognise numerals (K) Addition and Subtraction (Y1)	Count items Count forwards / backwards Write / Recognise numerals (K) Addition and Subtraction (Y1)	Count items Count forwards / backwards Write / Recognise numerals (K) Patterns and Algebra (Y1)	Count items Count forwards / backwards Write / Recognise numerals (K) Patterns and Algebra (Y1)	Count items Count forwards/ backwards Write / Recognise numerals (K) Position (Y1)
4		Count items Conservation of number Count forwards / backwards Write / Recognise numerals (K) Addition and Subtraction (Y1)	Count items Conservation of number Count forwards / backwards Write / Recognise numerals (K) Addition and Subtraction (Y1)	Count items Conservation of number Count forwards / backwards Write / Recognise numerals (K) Patterns and Algebra (Y1)	Count items Conservation of number Count forwards / backwards Write / Recognise numerals (K) Patterns and Algebra (Y1)	Count items Conservation of number Count forwards / backwards Write / Recognise numerals (K) Position (Y1)
5		Count items Number before / after (K) Addition and Subtraction (Y1)	Count items Number before / after (K) Addition and Subtraction (Y1)	Count items Number before / after (K) Place Value (Y1)	Time (K) Place Value (Y1)	Time (K) Measurement and Geometry
6		Count items Count forwards is adding 1 Count backwards is taking away 1 (K) Addition and Subtraction (Y1)	Count items Count forwards is adding 1 Count backwards is taking away 1 (K) Addition and Subtraction (Y1)	Count items Count forwards is adding 1 Count backwards is taking away 1 (K) Place Value	Measurement and Geometry (K) Place Value (Y1)	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 (K) Addition and Subtraction (Y1)	Count items Counting forwards is adding 1 Number after is 1 more Counting backwards is taking away 1 Number before is 1 less (K) Addition and Subtraction (Y1)	Count items Counting forwards is adding 1 Number after is 1 more Counting backwards is taking away 1 Number before is 1 less (K) Place Value (Y1)	Measurement and Geometry (K) Place Value (Y1)	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 (K) Addition and Subtraction (Y1)	Count items Counting forwards is adding 1 Number after is 1 more Counting backwards is taking away 1 Number before is 1 less (K) Addition and Subtraction (Y1)	Count items Counting forwards is adding 1 Number after is 1 more Counting backwards is taking away 1 Number before is 1 less (K) Place Value (Y1)	Measurement and Geometry (K) Place Value (Y1)	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 (K) Addition and Subtraction (Y1)	Count items Counting forwards is adding 1 Number after is 1 more Counting backwards is taking away 1 Number before is 1 less (K) Addition and Subtraction (Y1)	Count items Counting forwards is adding 1 Number after is 1 more Counting backwards is taking away 1 Number before is 1 less (K) Place Value (Y1)	Measurement and Geometry (K) Place Value (Y1)	Measurement and Geometry
10		Count items Subitise (K) Addition and Subtraction (Y1)	Count items Subitise (K) Addition and Subtraction (Y1)	Count items Subitise (K) Place Value	Measurement and Geometry (K) Place Value (Y1)	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.

**See Problem Solving TPL in banner of www.alearningplace.com.au

Kindergarten and Year 1 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>Daily*: Independently count forwards and backwards, write numerals, recognise numerals, increasing every child's range 0 – 100</p> <p>Students who cannot yet count 20 items, or recognise numerals to 20, 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>After introducing positional language, have students use it continually during the day</p> <p>At the end of every lesson**: Differentiated Problem Solving</p>	<p>Count forwards and backwards Write numerals / Recognise numerals (K) Addition and Subtraction 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 (Y1)</p>				<p>Count forwards / backwards Write numerals / Recognise numerals (K) Problem Solving (Y1)**</p>	
2		<p>Count items Conservation of Number Count forwards and backwards Write numerals / Recognise numerals Number before / after (Week 5) Count forwards is adding 1 / Count backwards is taking away 1 (Week 6) Number after is 1 more / Number before is 1 less (Week 7) Subitise (Week 10) (K) Addition and Subtraction 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>Count items Conservation of Number Count forwards and backwards Write numerals / Recognise numerals (K) Patterns and Algebra Number items in part repeats to determine missing element (Y1)</p>	<p>Count items Conservation of Number Count forwards / backwards Write / Recognise nums (K) Position From perspective of self, person facing opposite (Y1)</p>
3						<p>Count items Counting forwards is adding 1 Number after is 1 more Counting backwards is taking away 1 Number before is 1 less (K) Place Value – Friends of 10 (Y1)</p>	<p>Measurement and Geometry Name shapes (K) 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 (Y1)</p>
4		<p>Count items Subitise (K) Place Value – Teen Numbers (Y1)</p>				<p>Count items Counting forwards is adding 1 Number after is 1 more Counting backwards is taking away 1 Number before is 1 less (K) Place Value – Teen Numbers (Y1)</p>	<p>Measurement and Geometry Lengths, heights, distances (K) Length is 1 dimension, multiple uniform informal units and a single informal unit (Y1)</p>
5						<p>Count items Counting forwards is adding 1 Number after is 1 more Counting backwards is taking away 1 Number before is 1 less (K) Place Value – Teen Numbers (Y1)</p>	
6		<p>Count items Subitise (K) Place Value – Partitioning (Y1)</p>				<p>Count items Subitise (K) Place Value – Partitioning (Y1)</p>	<p>Count items Subitise (K) Place Value – Partitioning (Y1)</p>
7							
8		<p>Count items Subitise (K) Place Value – Partitioning (Y1)</p>				<p>Count items Subitise (K) Place Value – Partitioning (Y1)</p>	<p>Count items Subitise (K) Place Value – Partitioning (Y1)</p>
9							
10		<p>Count items Subitise (K) Place Value – Partitioning (Y1)</p>				<p>Count items Subitise (K) Place Value – Partitioning (Y1)</p>	<p>Count items Subitise (K) Place Value – Partitioning (Y1)</p>
10	<p>Count items Subitise (K) Place Value – Partitioning (Y1)</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

Kindergarten and Year 1 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>Daily*: Independently count forwards and backwards, write numerals, recognise numerals, increasing every child's range 0 – 100</p> <p>Students who cannot yet count 20 items, or recognise numerals to 20, 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>At the end of every lesson**: Differentiated Problem Solving</p>	Estimate (K) Addition and Subtraction (Y1)	Estimate (K) Addition and Subtraction	Numbers are inclusive (K) Place Value (Y1)	Numbers are inclusive (K) Place Value (Y1)	Problem Solving**
2		Groups (K) Addition and Subtraction (Y1)	Groups (K) Addition and Subtraction (Y1)	Groups (K) Place Value (Y1)	Groups (K) Place Value (Y1)	Problem Solving**
3		Estimate, Numbers are inclusive, Groups (K) Place Value Addition and Subtraction	Estimate, Numbers are inclusive, Groups (K) Place Value Addition and Subtraction	Measurement and Geometry Statistics and Probability	Measurement and Geometry Statistics and Probability	Measurement and Geometry Time
4		Estimate, Numbers are inclusive, Groups (K) Place Value Addition and Subtraction	Estimate, Numbers are inclusive, Groups (K) Place Value Addition and Subtraction	Measurement and Geometry Statistics and Probability	Measurement and Geometry Statistics and Probability	Measurement and Geometry Time
5		Estimate, Numbers are inclusive, Groups (K) Place Value Addition and Subtraction	Estimate, Numbers are inclusive, Groups (K) Place Value Addition and Subtraction	Measurement and Geometry Statistics and Probability	Measurement and Geometry Statistics and Probability	Measurement and Geometry Time
6		Estimate, Numbers are inclusive, Groups (K) Place Value	Estimate, Numbers are inclusive, Groups (K) Place Value	Measurement and Geometry Place Value Addition and Subtraction	Measurement and Geometry Place Value Addition and Subtraction	Measurement and Geometry
7		Estimate, Numbers are inclusive, Groups (K) Place Value	Estimate, Numbers are inclusive, Groups (K) Place Value	Measurement and Geometry Place Value Addition and Subtraction	Measurement and Geometry Place Value Addition and Subtraction	Measurement and Geometry
8		Estimate, Numbers are inclusive, Groups (K) Place Value Addition and Subtraction	Estimate, Numbers are inclusive, Groups (K) Place Value Addition and Subtraction	Measurement and Geometry Place Value Addition and Subtraction	Measurement and Geometry	Measurement and Geometry
9		Estimate, Numbers are inclusive, Groups (K) Place Value Addition and Subtraction	Estimate, Numbers are inclusive, Groups (K) Place Value Addition and Subtraction	Place Value Addition and Subtraction	Measurement and Geometry	Measurement and Geometry
10		Estimate, Numbers are inclusive, Groups (K) Place Value Addition and Subtraction	Estimate, Numbers are inclusive, Groups (K) Place Value Addition and Subtraction	Place Value Addition and Subtraction	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.

**See Problem Solving TPL in banner of www.allearningplace.com.au

Kindergarten and Year 1 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>Daily*: Independently count forwards and backwards, write numerals, recognise numerals, increasing every child's range 0 – 100 Students who cannot yet count 20 items, or recognise numerals to 20, 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>At the end of every lesson**: Differentiated Problem Solving</p>	<p>Estimate Groups (Week 2) (K) Addition and Subtraction Add single-digit numbers, using count-by-ones strategies Subtract a single-digit number using count-by-ones strategies (Any student who is ready can begin to add and subtract single-digit numbers bridging 10 using place value concepts) (Y1)</p>		<p>Numbers are inclusive Groups (Week 2) (K) Place Value 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 (Y1)</p>		<p>Problem Solving**</p>
2		<p>Estimate, Numbers are inclusive, Groups (K) Place Value Friends of 10, Partitioning, Place value of teen and two-digit numbers as needed by individual students to move to next Add/Sub level (Y1)</p> <p>Addition and Subtraction Add and subtract single-digit numbers, count-by-ones strategies As students are ready - add and subtract single-digit numbers bridging 10, 20 and any decade using place value concepts (Y1)</p>		<p>Measurement and Geometry Describe the position of an object in relation to self Give and follow directions to and from self</p> <p>Statistics and Probability Outcomes of familiar events involving chance (Y1)</p>		<p>Measurement and Geometry Give and follow directions, left, right (K)</p> <p>Time Duration of months, seasons, days and hours (Y1)</p>
3		<p>Estimate, Numbers are inclusive, Groups (K) Place Value friends of 20, any decade, through addition, subtraction (Y1)</p>		<p>Measurement and Geometry Compare three-dimensional objects and two-dimensional shapes, Trace flat surfaces of three-dimensional objects, drawing and identifying two-dimensional shapes (K)</p> <p>Place Value as needed to move to next Add/Sub level (Y1)</p> <p>Addition and Subtraction Add and subtract single-digit numbers, count-by-ones strategies As students are ready - add and subtract single-digit numbers bridging 10, 20 and any decade using place value concepts (Y1)</p>		<p>Measurement and Geometry Sort shapes, identifying straight lines curved lines (K) Area multiple uniform informal units, covering in rows. (Y1)</p>
4		<p>Estimate, Numbers are inclusive, Groups (K) Place Value Partition two-digit numbers using standard and non-standard place value, and using non-place value (Y1)</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 (K) Square is best shape to measure area (Y1)</p>		
5		<p>Estimate, Numbers are inclusive, Groups (K) Place Value as needed by individual students to move to next Add/Sub level (Y1)</p> <p>Addition and Subtraction(Y1)</p>				
6						
7						
8						
9						
10						

* 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

Kindergarten and Year 1 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	<p>Daily*: Independently count forwards and backwards, write numerals, recognise numerals, increasing every child's range 0 – 100</p> <p>Students who cannot yet count 20 items, or recognise numerals to 20, 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>At the end of every lesson**: Differentiated Problem Solving</p>	Friends of 10 (K) Addition and Subtraction (Y1)	Friends of 10 (K) Addition and Subtraction (Y1)	Friends of 10 (K) Addition and Subtraction (Y1)	Friends of 10 (K) Addition and Subtraction (Y1)	Problem Solving**
2		Join groups to add (K) Place Value Addition and Subtraction (Y1)	Join groups to add (K) Place Value Addition and Subtraction (Y1)	Money Financial Mathematics	Money Financial Mathematics	Problem Solving**
3		Take away to subtract (K) Place Value Addition and Subtraction (Y1)	Take away to subtract (K) Place Value Addition and Subtraction (Y1)	Money Financial Mathematics	Money Financial Mathematics	Money Financial Mathematics
4		Join groups to add / Take away to subtract (K) Place Value Addition and Subtraction (Y1)	Join groups to add / Take away to subtract (K) Place Value Addition and Subtraction (Y1)	Measurement and Geometry	Measurement and Geometry	Measurement and Geometry
5		Join groups to add / Take away to subtract (K) Place Value Addition and Subtraction (Y1)	Join groups to add / Take away to subtract (K) Place Value Addition and Subtraction (Y1)	Measurement and Geometry	Measurement and Geometry	Measurement and Geometry
6		Join groups to add / Take away to subtract (K) Place Value Addition and Subtraction (Y1)	Join groups to add / Take away to subtract (K) Place Value Addition and Subtraction (Y1)	Measurement and Geometry	Measurement and Geometry	Measurement and Geometry
7		Join groups to add / Take away to subtract (K) Place Value Addition and Subtraction (Y1)	Partition (K) Place Value Addition and Subtraction	Measurement and Geometry	Measurement and Geometry	Measurement and Geometry
8		Join groups to add / Take away to subtract (K) Place Value Addition and Subtraction (Y1)	Partition (K) Place Value Addition and Subtraction	Statistics and Probability	Statistics and Probability	Measurement and Geometry
9		Join groups to add / Take away to subtract (K) Place Value Addition and Subtraction (Y1)	Difference in 2 ways (K) Place Value Addition and Subtraction	Statistics and Probability	Statistics and Probability	Measurement and Geometry
10		Join groups to add / Take away to subtract (K) Place Value Addition and Subtraction (Y1)	Difference in 2 ways (K) Place Value Addition and Subtraction	Statistics and Probability	Statistics and Probability	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.

**See Problem Solving TPL in banner of www.allearningplace.com.au

Kindergarten and Year 1 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>Daily*: Independently count forwards and backwards, write numerals, recognise numerals, increasing every child's range 0 – 100</p> <p>Students who cannot yet count 20 items, or recognise numerals to 20, 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>At the end of every lesson**: Differentiated Problem Solving</p>	<p>Friends of 10 (K) Addition and Subtraction Add and subtract zero, Add 3 or more numbers using associativity (Y1)</p>				<p>Problem Solving**</p>
2		<p>Join groups to add (Week 2) Take away to subtract (Week 3) Join groups to add and Take away to subtract (Weeks 4, 5, 6) Place Value</p>		<p>Money Financial Mathematics Features of Australian coins (K) Values of Australian coins, other countries (Y1)</p>		
3		<p>Friends of 10 and 20, Partitioning, Place value of teen and two-digit numbers, as needed by individual students to move to next Add/Sub level</p>		<p>Money Financial Mathematics Features of Australian coins (K) Values of Australian coins, other countries (Y1)</p>		
4				<p>Measurement and Geometry Flat and curved surfaces on three-dimensional objects (K) Flat and curved surfaces, straight, curved, vertical, horizontal and parallel lines on three-dimensional objects (Y1)</p>		
5		<p>Addition and Subtraction Add and subtract single-digit numbers, count-by-ones strategies As students are ready - add and subtract single-digit numbers bridging 10, 20 and any decade using place value concepts (Y1)</p>		<p>Measurement and Geometry Compare volumes of objects / capacity of containers directly (K) Volume as the amount of space an object takes up in 3 dimensions, multiple uniform informal units to measure volume and capacity of objects and containers with flat surfaces and straight lines, by packing in rows and layers with no gaps or overlaps, tessellation, explaining why cubes are the best object (Y1)</p>		
6						
7		<p>Join groups to add Taking away to subtract (K) Place Value Addition and Subtraction (Y1)</p>		<p>Partition (K) Place Value Addition and Subtraction (Y1)</p>		<p>Measurement and Geometry Describe the position / Give and follow directions in relation to self (K) Capacity as volume a container can hold when it is filled to capacity, identify curved surface containers' volume and capacity liquid units (Y1)</p>
8				<p>Difference in 2 ways (K) Place Value Addition and Subtraction (Y1)</p>		
9						
10		<p>Addition and Subtraction (Y1)</p>		<p>Statistics and Probability Yes/no questions and record data in a chart in rows (K) Ask questions to collect data, represent and describe data with one-to-one correspondence, identify categories with the greatest or least number (Y1)</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.allearningplace.com.au

Kindergarten and Year 1 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>Daily*: Independently count forwards and backwards, write numerals, recognise numerals, increasing every child's range 0 – 100</p> <p>Students who cannot yet count 20 items, or recognise numerals to 20, 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>At the end of every lesson**: Differentiated Problem Solving</p>	Teen numbers as '10 and...' (K) Addition and Subtraction, Patterns and Algebra (Y1)	Teen numbers as '10 and...' (K) Addition and Subtraction, Patterns and Algebra (Y1)	Teen numbers as '10 and...' (K) Addition and Subtraction, Patterns and Algebra (Y1)	Teen numbers as '10 and...' (K) Addition and Subtraction, Patterns and Algebra (Y1)	Problem Solving**
2		Teen numbers as '10 and...' (K) Place Value Addition and Subtraction (Y1)	Teen numbers as '10 and...' (K) Multiplication and Division, Patterns and Algebra	Measurement and Geometry	Measurement and Geometry	Problem Solving**
3		Teen numbers as '10 and...' (K) Place Value Addition and Subtraction (Y1)	Teen numbers as '10 and...' (K) Multiplication and Division, Patterns and Algebra	Measurement and Geometry	Measurement and Geometry	Measurement and Geometry
4		Partition teen numbers (K) Place Value Addition and Subtraction (Y1)	Partition teen numbers (K) Multiplication and Division, Patterns and Algebra	Measurement and Geometry Multiplication and Division, Patterns and Algebra	Measurement and Geometry Multiplication and Division, Patterns and Algebra	Measurement and Geometry Multiplication and Division, Patterns and Algebra
5		Partition teen numbers (K) Place Value Addition and Subtraction (Y1)	Partition teen numbers (K) Multiplication and Division, Patterns and Algebra	Fractions and Decimals Patterns and Algebra	Fractions and Decimals Patterns and Algebra	Measurement and Geometry Statistics and Probability
6		Friends of 10 (K) Place Value Addition and Subtraction	Friends of 10 (K) Multiplication and Division, Patterns and Algebra	Fractions and Decimals Patterns and Algebra	Time	Measurement and Geometry Statistics and Probability
7		Friends of 10 (K) Place Value Addition and Subtraction	Patterns and Algebra	Fractions and Decimals Patterns and Algebra	Time	Measurement and Geometry Statistics and Probability
8		Measurement and Geometry Place Value Addition and Subtraction	Patterns and Algebra	Fractions and Decimals Patterns and Algebra	Time	Measurement and Geometry Statistics and Probability
9		Measurement and Geometry Place Value Addition and Subtraction	Patterns and Algebra	Fractions and Decimals Patterns and Algebra	Time	Measurement and Geometry Statistics and Probability
10		Measurement and Geometry Place Value Addition and Subtraction	Patterns and Algebra	Fractions and Decimals Patterns and Algebra	Time	Measurement and Geometry Statistics and Probability

* 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

Kindergarten and Year 1 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>Daily*: Independently count forwards and backwards, write numerals, recognise numerals, increasing every child's range 0 – 100</p> <p>Students who cannot yet count 20 items, or recognise numerals to 20, 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>At the end of every lesson**: Differentiated Problem Solving</p>	<p>Teen numbers as '10 and...' (K)</p> <p>Addition and Subtraction, Patterns and Algebra</p> <p>Equivalent sentences involving addition and subtraction, describing the equals sign as equality (Y1)</p>				<p>Problem Solving**</p>
2		<p>Teen numbers as '10 and...' (Weeks 2 and 3)</p> <p>Partition teen numbers (Weeks 4 and 5)</p> <p>Friends of 10 (Weeks 6 and 7) (K)</p> <p>Measurement and Geometry</p> <p>Order three or more areas: if A has a larger area than B, and B has a larger area than C, then A has a larger area than C (Weeks 8, 9, 10) (K)</p> <p>Place Value</p> <p>Friends of 10 and 20, Partitioning, Place value of teen and two-digit numbers, as needed by individual students to move to next Add/Sub level</p> <p>Addition and Subtraction</p> <p>Add and subtract single-digit numbers, count-by-ones strategies</p> <p>As students are ready - add and subtract single-digit numbers bridging 10, 20 and any decade using place value concepts (Y1)</p>	<p>Teen numbers as '10 and...' (K)</p> <p>Multiplication Division, Patterns and Algebra</p> <p>Divide into groups of 2, 5 and 10, and find total using skip and rhythmic counting (Y1)</p>	<p>Measurement and Geometry</p> <p>Mass through hefting, identifying light / heavy objects (K)</p> <p>Compare mass on equal arm balance, describing light and heavy</p> <p>Sorting objects and groups of objects by their mass (Y1)</p>	<p>Problem Solving**</p>	
3				<p>Measurement and Geometry</p> <p>Mass through hefting, identifying light / heavy objects (K)</p> <p>Compare mass on equal arm balance, describing light and heavy</p> <p>Sorting objects and groups of objects by their mass (Y1)</p>		
4			<p>Partition (Weeks 4 and 5)</p> <p>Friends of 10 (Week 6) (K)</p> <p>Multiplication Division, Patterns and Algebra</p> <p>Divide by 2 by dividing into 2 equal groups, determine how many in each group, describe part left over, halves</p> <p>Divide by 2 by dividing into groups of 2, determine the number of groups, and describe part left over</p>	<p>Measurement and Geometry</p> <p>Compare the area of two similar shapes where one fits inside the boundary of the other, where one can be placed on top of the other, where one shape can be cut up and pasted onto the other (K)</p> <p>Multiplication and Division, Patterns and Algebra</p> <p>Divide by 2 by dividing into 2 equal groups, and into groups of 2 (Y1)</p>		
5				<p>Fractions and Decimals</p> <p>Halve shapes and lengths, explaining it is half as big / long (K)</p> <p>Halve shapes, lengths and groups, explaining even numbers by halving to get a whole number (Y1)</p>		<p>Measurement and Geometry</p> <p>Compare the area of two similar shapes where one fits inside the boundary of the other, placed on top of the other, one shape can be cut up and pasted onto the other (K)</p>
6				<p>Fractions and Decimals</p> <p>Patterns and Algebra</p> <p>Halve shapes and lengths, explaining half as big / long (K)</p> <p>Halve shapes, lengths and groups, explaining even numbers by halving to get a whole number (Y1)</p>	<p>Time</p> <p>Long and short time durations</p> <p>Tell time on the hour on analog and digital clocks (K)</p> <p>Explain movement of hands around analog clock (Y1)</p> <p>Tell the time to the half hour on digital and analog clocks, linked to the fraction 'half' (Y1)</p>	<p>Compare the area of two similar shapes where one fits inside the boundary of the other, placed on top of the other, one shape can be cut up and pasted onto the other (K)</p> <p>Statistics Probability</p> <p>Identify familiar activities that involve chance, Describe likelihood using chance language, Interpret picture graphs using the language of chance (Y1)</p>
7						
8						
9						
10						

* 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