

Year 1 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 – 120</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>	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Problem Solving**
2		Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Problem Solving**
3		Addition and Subtraction	Addition and Subtraction	Patterns and Algebra	Patterns and Algebra	Position
4		Addition and Subtraction	Addition and Subtraction	Patterns and Algebra	Patterns and Algebra	Position
5		Addition and Subtraction	Addition and Subtraction	Place Value	Place Value	Measurement and Geometry
6		Addition and Subtraction	Addition and Subtraction	Place Value	Place Value	Measurement and Geometry
7		Addition and Subtraction	Addition and Subtraction	Place Value	Place Value	Measurement and Geometry
8		Addition and Subtraction	Addition and Subtraction	Place Value	Place Value	Measurement and Geometry
9		Addition and Subtraction	Addition and Subtraction	Place Value	Place Value	Measurement and Geometry
10		Addition and Subtraction	Addition and Subtraction	Place Value	Place Value	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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Year 1 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 – 120</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>Addition and Subtraction AS 1, AS 2 ACMNA012, ACMNA013, NSW MA1 4NA</p> <p>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>DIFFERENTIATE: ECG 6, ECG 7, ECG 8</p>				<p>Problem Solving**</p>
2						
3				<p>Patterns and Algebra PA 3 ACMNA018, NSW MA1 8NA</p> <p>Number of items in the part that repeats to determine a missing element.</p>		<p>Position MG 15 ACMMG023, NSW MA1 16MG</p> <p>From perspective of self, of person facing opposite direction.</p>
4						
5		<p>Addition and Subtraction AS 3, AS 4, AS 5 ACMNA015, NSW MA1 5NA, MA1 8NA</p> <p>Add and subtract single-digit numbers using count-by-ones strategies using counters, recording counters.</p>		<p>Place Value PV 6 ACMNA014, NSW MA1 4NA</p> <p>Friends of 10</p>		<p>Measurement and Geometry MG 13 ACMMG022, NSW MA1 15MG</p> <p>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.</p>
6		<p>Add and subtract single-digit numbers counting in head by 1s from 1, counting on by 1s from one number, recording on a number line</p> <p>Explain commutativity.</p> <p>DIFFERENTIATE: Both addition and subtraction at AS 3 followed by both addition and subtraction at AS 4. AS 5 embedded into addition.</p>		<p>Place Value PV 8 ACMNA014, NSW MA1 4NA</p> <p>Teen Numbers</p>		
7						<p>Measurement and Geometry MG 14 ACMMG019, NSW MA1 9MG</p> <p>Length is 1 dimension, multiple uniform informal units and a single informal unit.</p>
8						
9						
10					<p>Place Value PV 7 ACMNA014, NSW MA1 4NA</p> <p>Partitioning</p>	

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Year 1 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 – 120 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>	Addition and Subtraction	Addition and Subtraction	Place Value	Place Value	Problem Solving**
2		Addition and Subtraction	Addition and Subtraction	Place Value	Place Value	Problem Solving**
3		Addition and Subtraction Place Value	Addition and Subtraction Place Value	Place Value	Place Value	Time
4		Addition and Subtraction Place Value	Addition and Subtraction Place Value	Place Value	Place Value	Time
5		Addition and Subtraction Place Value	Addition and Subtraction Place Value	Place Value	Place Value	Time
6		Addition and Subtraction Place Value	Addition and Subtraction Place Value	Statistics and Probability	Statistics and Probability	Measurement and Geometry
7		Addition and Subtraction Place Value	Addition and Subtraction Place Value	Statistics and Probability	Statistics and Probability	Measurement and Geometry
8		Addition and Subtraction Place Value	Addition and Subtraction Place Value	Addition and Subtraction Place Value	Measurement and Geometry	Measurement and Geometry
9		Addition and Subtraction Place Value	Addition and Subtraction Place Value	Addition and Subtraction Place Value	Measurement and Geometry	Measurement and Geometry
10		Addition and Subtraction Place Value	Addition and Subtraction Place Value	Addition and Subtraction Place Value	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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Year 1 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 – 120</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>Addition and Subtraction AS 6, AS 7 AS 8, AS 9 ACMNA015, NSW MA1 5NA, MA1 8NA</p> <p>Add and subtract single-digit numbers bridging 10 using place value.</p> <p>Add and subtract single-digit numbers bridging 20 using place value.</p> <p>Add and subtract single-digit numbers bridging any decade using place value.</p> <p>DIFFERENTIATE: AS 3, AS 4</p>		<p>Place Value PV 9, PV 10, PV 11 ACMNA014, NSW MA1 4NA</p> <p>Friends of 20, Friends of any decade,</p> <p>Read, order, partition, 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>DIFFERENTIATE: PV 6, PV 7, PV 8</p>	<p>Problem Solving**</p>	
2		<p>Addition and Subtraction Place Value AS 3, AS 4, PV 6, PV 7, PV 8, AS 6, AS 7, PV 9, PV 10, PV 11, AS 8, AS 9 ACMNA015, NSW MA1 5NA, MA1 8NA ACMNA014, NSW MA1 4NA</p>	<p>Time 5 ACMMG021, NSW MA1 13MG Duration of months, seasons, days and hours.</p>			
3						
4						
5						
6						
7						
8		<p>Addition and Subtraction Place Value AS 3, AS 4, PV 6, PV 7, PV 8, AS 6, AS 7, PV 9, PV 10, PV 11, AS 8, AS 9 ACMNA015, NSW MA1 5NA, MA1 8NA ACMNA014, NSW MA1 4NA</p>		<p>Measurement Geometry MG 16 ACMMG019, NSW MA1 10MG Area as the amount of surface in 2 dimensions. Multiple uniform informal units, covering in rows without gaps or overlaps (tessellate). Relationship between size of a unit and number of units.</p>		
9		<p>Addition and Subtraction Place Value AS 3, AS 4, PV 6, PV 7, PV 8, AS 6, AS 7, PV 9, PV 10, PV 11, AS 8, AS 9 ACMNA015, NSW MA1 5NA, MA1 8NA ACMNA014, NSW MA1 4NA</p>			<p>Measurement Geometry MG 16 ACMMG019, NSW MA1 10MG Area as the amount of surface in 2 dimensions. Multiple uniform informal units, covering in rows without gaps or overlaps (tessellate). Relationship between size of a unit and number of units. Area remains constant when units are rearranged (conservation). Square is best shape to measure area</p>	
10						

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Year 1 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 – 120 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>	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Problem Solving**
2		Addition and Subtraction Place Value	Addition and Subtraction Place Value	Money Financial Mathematics	Money Financial Mathematics	Problem Solving**
3		Addition and Subtraction Place Value	Addition and Subtraction Place Value	Multiplication Division	Multiplication Division	Multiplication Division
4		Addition and Subtraction Place Value	Addition and Subtraction Place Value	Multiplication Division	Multiplication Division	Multiplication Division
5		Addition and Subtraction Place Value	Addition and Subtraction Place Value	Measurement and Geometry	Measurement and Geometry	Measurement and Geometry
6		Addition and Subtraction Place Value	Addition and Subtraction Place Value	Measurement and Geometry	Measurement and Geometry	Measurement and Geometry
7		Addition and Subtraction Place Value	Addition and Subtraction Place Value	Measurement and Geometry	Measurement and Geometry	Measurement and Geometry
8		Addition and Subtraction Place Value	Addition and Subtraction Place Value	Measurement and Geometry	Measurement and Geometry	Measurement and Geometry
9		Addition and Subtraction Place Value	Addition and Subtraction Place Value	Measurement and Geometry	Measurement and Geometry	Measurement and Geometry
10		Addition and Subtraction Place Value	Addition and Subtraction Place Value	Statistics and Probability	Statistics and Probability	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.

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Year 1 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 – 120</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>Addition and Subtraction AS 10 PA 5, AS 11 PA 6 ACMNAD15, NSW MAI 5NA, MAI 8NA Add and subtract zero, Add 3 or more numbers using associativity</p>				<p>Problem Solving**</p>
2		<p>Money Financial Mathematics MF 2, MF 3 ACMNAD17, NSW MAI-4NA Values of Australian coins, other countries</p>				
3		<p>Multiplication Division MD 1 ACMNAD12, NSW MAI 6NA Divide by making 'groups of' and 'equal groups'.</p>				
4		<p>Addition and Subtraction Place Value AS 3, AS 4, PV 6, PV 7, PV 8, AS 6, AS 7, PV 9, PV 10, PV 11, AS 8, AS 9 ACMNAD15, NSW MAI 5NA, MAI 8NA ACMNAD14, NSW MAI 4NA</p>				<p>Measurement and Geometry MG 18 ACMMD019, NSW MAI 11MG 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.</p>
5						<p>Measurement and Geometry MG 17 ACMMD022, NSW MAI 14MG Flat and curved surfaces, straight, curved, vertical, horizontal and parallel lines on three-dimensional objects.</p>
6		<p>Statistics and Probability SP 3 ACMSP262, ACMSP263, NSW MAI 17SP Ask questions to collect data, represent and describe data with one-to-one correspondence, identify categories with the greatest or least number.</p>				
7						<p>Statistics and Probability SP 3 ACMSP262, ACMSP263, NSW MAI 17SP Ask questions to collect data, represent and describe data with one-to-one correspondence, identify categories with the greatest or least number.</p>
8		<p>Statistics and Probability SP 3 ACMSP262, ACMSP263, NSW MAI 17SP Ask questions to collect data, represent and describe data with one-to-one correspondence, identify categories with the greatest or least number.</p>				
9						<p>Statistics and Probability SP 3 ACMSP262, ACMSP263, NSW MAI 17SP Ask questions to collect data, represent and describe data with one-to-one correspondence, identify categories with the greatest or least number.</p>
10		<p>Statistics and Probability SP 3 ACMSP262, ACMSP263, NSW MAI 17SP Ask questions to collect data, represent and describe data with one-to-one correspondence, identify categories with the greatest or least number.</p>				

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Year 1 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 – 120 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>	Addition and Subtraction, Patterns and Algebra	Addition and Subtraction, Patterns and Algebra	Addition and Subtraction, Patterns and Algebra	Addition and Subtraction, Patterns and Algebra	Problem Solving**
2		Place Value Addition and Subtraction	Multiplication and Division, Patterns and Algebra	Multiplication and Division, Patterns and Algebra	Multiplication and Division, Patterns and Algebra	Problem Solving**
3		Place Value Addition and Subtraction	Multiplication Division	Multiplication Division	Fractions and Decimals Patterns and Algebra	Fractions and Decimals Patterns and Algebra
4		Place Value Addition and Subtraction	Multiplication Division	Multiplication Division	Fractions and Decimals Patterns and Algebra	Fractions and Decimals Patterns and Algebra
5		Place Value Addition and Subtraction	Multiplication Division	Multiplication Division	Fractions and Decimals Patterns and Algebra	Fractions and Decimals Patterns and Algebra
6		Place Value Addition and Subtraction	Time	Time	Time	Time
7		Place Value Addition and Subtraction	Time	Time	Time	Time
8		Place Value Addition and Subtraction	Patterns and Algebra	Patterns and Algebra	Patterns and Algebra	Patterns and Algebra
9		Place Value Addition and Subtraction	Statistics and Probability	Statistics and Probability	Measurement and Geometry	Measurement and Geometry
10		Place Value Addition and Subtraction	Statistics and Probability	Statistics and Probability	Measurement and Geometry	Measurement and Geometry

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Year 1 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 – 120</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>Addition and Subtraction, Patterns and Algebra AS 12, PA 7 ACMNA015, NSW MAI 5NA, NSW MAI 8NA</p> <p>Equivalent sentences involving addition and subtraction, describing the equals sign as equality.</p>				<p>Problem Solving**</p>
2		<p>Multiplication Division, Patterns Algebra MD 3 PA 8, MD 4 ACMNA012, NSW MAI 6NA, MAI 8NA</p> <p>Rhythmic / skip count by 2s, 5s, 10s, naming multiples. Divide into groups of 2, 5 and 10, and find total using skip and rhythmic counting.</p>				<p>Problem Solving**</p>
3		<p>Addition and Subtraction</p> <p>Place Value AS 3, AS 4, PV 6, PV 7, PV 8, AS 6, AS 7, PV 9, PV 10, PV 11, AS 8, AS 9 ACMNA015, NSW MAI 5NA, MAI 8NA ACMNA014, NSW MAI 4NA</p>	<p>Multiplication Division MD 2 ACMNA012, NSW MAI 6NA</p> <p>Divide by 2 by dividing into 2 equal groups, determine how many in each group, describe part left over, halves. Divide by 2 by dividing into groups of 2, determine the number of groups, and describe part left over.</p>		<p>Fractions and Decimals Patterns and Algebra FD 2 PA 10 ACMNA016, NSW MAI-7NA, MAI-8NA</p> <p>Halve shapes, lengths and groups, explaining even numbers by halving to get a whole number.</p>	
4			<p>Time T 6 ACMMG020, NSW MAI 13MG</p> <p>Explain the movement of hands around analog clock. Tell the time to the half hour on digital and analog clocks, linked to the fraction 'half'</p>			
5			<p>Patterns and Algebra PA 9 ACMNA016 ACMNA018, NSW MAI 8NA</p> <p>Identify odd and even number patterns, recognising when an error occurs.</p>			
6			<p>Statistics and Probability Identify familiar activities that involve chance, Describe likelihood using chance language, Interpret picture graphs using the language of chance.</p>		<p>Measurement and Geometry Mass as a measure of how heavy or light an object is. Compare mass using and explaining an equal arm balance, describing as light and heavy. Sorting objects and groups of objects by their mass</p>	
7			<p>Statistics and Probability Identify familiar activities that involve chance, Describe likelihood using chance language, Interpret picture graphs using the language of chance.</p>		<p>Measurement and Geometry Mass as a measure of how heavy or light an object is. Compare mass using and explaining an equal arm balance, describing as light and heavy. Sorting objects and groups of objects by their mass</p>	
8			<p>Statistics and Probability Identify familiar activities that involve chance, Describe likelihood using chance language, Interpret picture graphs using the language of chance.</p>		<p>Measurement and Geometry Mass as a measure of how heavy or light an object is. Compare mass using and explaining an equal arm balance, describing as light and heavy. Sorting objects and groups of objects by their mass</p>	
9			<p>Statistics and Probability Identify familiar activities that involve chance, Describe likelihood using chance language, Interpret picture graphs using the language of chance.</p>		<p>Measurement and Geometry Mass as a measure of how heavy or light an object is. Compare mass using and explaining an equal arm balance, describing as light and heavy. Sorting objects and groups of objects by their mass</p>	
10			<p>Statistics and Probability Identify familiar activities that involve chance, Describe likelihood using chance language, Interpret picture graphs using the language of chance.</p>		<p>Measurement and Geometry Mass as a measure of how heavy or light an object is. Compare mass using and explaining an equal arm balance, describing as light and heavy. Sorting objects and groups of objects by their mass</p>	

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