

### This support material includes samples of daily routines and planning formats. Included in the samples are a daily routine and weekly plan for a multiage P-3 at Ashwell State School provided by Maree Frederickson.

### Samples of daily routines

This support material contains three examples of daily routines that teachers could use across a year in a prep setting. The examples will help teachers and administrators to reflect on many complex issues, such as:

* How does a typical day of a Prep Year gradually change as the year progresses?
* How is time managed to ensure that children experience both outdoor and indoor experiences?
* How can you ensure that the day remains flexible so that children’s shifting interests and ideas are incorporated into the learning program?
* How can you manage time to balance longer periods of active learning with routines such as meal breaks, rest/relaxation/quiet activities, and shorter periods of time for small and large group learning opportunities?
* How can you use teacher-aide time most effectively — interacting with children, helping with the preparation of materials and cleaning up after active outdoor or indoor learning sessions?
* What other staff could help with setting-up or packing away heavy outdoor equipment if the teacher aide starts after 9.00 am?
* Are there groups of children (e.g. after/before school care or older students) who could support the program by cleaning paint pots, paint brushes or setting up resources for the next day?
* How can you incorporate specialist lessons in ways that are meaningful to children and connected to the Prep Year curriculum?
* How can you manage non-contact/teacher-release time?
* How can you manage staff to ensure that the teacher and teacher aide have meal breaks?
* How can you ensure adequate safety and supervision during outdoor play?
* How can you manage the day when the Prep Year class needs to share the playground space with other year levels?
* How can you manage the day when toilet facilities for adults and children are external to the classroom?

The examples highlight the:

* importance of active “hands-on” learning that engages children emotionally, socially, intellectually and physically rather than formal, teacher-directed learning that requires children to be passive learners
* gradual shift from a stronger focus on child-initiated play-based learning, to a program that also includes teacher-child negotiated learning, and teacher-initiated focused learning and teaching
* need to consider safety and supervision
* need to incorporate all five contexts for learning and development
* importance of allocating longer blocks of time for active play-based learning, real-life situations and investigations, and shorter amounts of time for focused learning and teaching involving small or larger groups.
* need to work collaboratively with partners from the school staff (grounds support staff, other teachers, etc.), parents/ carers and teacher aides to ensure that the outdoor and indoor areas are set up and cleaned up during the day, and teacher aides spend the majority of their time interacting with children.

In the following examples, it is assumed that the teacher aide arrives at 9.00 am and stays for 3 hours until 12.00 pm (shaded time on daily routine). In some settings, the teacher aide may start before the children arrive, or the teacher aide may start later in the day for example 9.30 am–12.30 pm. In order to make the best use of teacher-aide time, the teacher aide may change work hours during the year or across a week, depending on specialist lessons or other school events. Lunchtime arrangements are flexible. Some teachers begin with lunch in the classroom at the start of the school year, and gradually integrate with others as the year progresses. In small schools, Preparatory Year children are part of the whole school program.

### DAILY ROUTINE 1

|  |  |
| --- | --- |
| Time | Description |
| 9.00 | Informal group sessionMay include: story, sharing experiences, discussing plans for the dayAllows time for:* Teacher aide who starts at 9.00am to prepare materials, e.g. art materials
* Parents, if available may to read with individual/pairs of children.
 |
| 9.20 | Outdoor experiences including obstacle course, ball activities, swinging, sand play, water play and dramatic play* Self selected open-ended experiences
* Child-initiated and negotiated tasks
* Arts experiences may be planned while the teacher aide is available to assist with cleaning up and preparation
* PE specialist lesson may be arranged once a week
* Perceptual motor program for small groups.
 |
| 10.20 | Toilet visit and prepare for morning tea |
| 10.30 | Morning tea with preparatory year class (Morning tea is part of the curriculum and promotes language and social development and discussions about the world.)* Teacher and aide relieved for 10-minute break and the school provides a teacher to work with the preparatory year group.
* As children finish morning tea, they engage in quiet reading.
 |
| 10.50 | Planning and negotiating experiences |
| 11.00 | Indoor experiences* Combinations of child-initiated, teacher-child negotiated and teacher-initiated play-based experiences, real-life experiences and investigations.
* Focused learning and teaching is predominantly embedded in play, real-life experiences and investigations.
* Teacher aide and teacher interact with children in experiences to support, challenge and make learning explicit.
 |
| 12.00 | Music and movement experiences * Teacher aide leaves at 12.00 pm.
* Specialist music lesson once a week.
 |

|  |  |
| --- | --- |
| 12.20 | Toilet visit and prepare for lunch |
| 12.30 | Lunch in preparatory year classroom is an integrated part of the curriculum and a time for promoting language and social development and discussions about the world. Preparatory year teacher is relieved by primary teacher for lunch break (30 minutes). The replacement teacher interacts with children to support discussions and learning. |
| 1.00 | Whole group story or language focus learning situation with preparatory year teacher.Note: the experiences between 1.00 and 2.30 pm may be rearranged to allow for a library specialist lesson (once a week). |
| 1.30 | Quiet activities which should also allow time for rest or relaxation (as required by individual children)These may include:* quiet music and reading time
* relaxation experiences
* quiet activities, e.g. threading, story tapes, drawing and playing with writing.

As the year progresses, children gradually move from limited choice of quiet activities to choice of self-selected activities, project work and negotiated tasks.Pack-up time |
|
| 2.50 | Prepare for going home. |
| 3.00 | Informal discussions with families as children leave. |

### DAILY ROUTINE 2

|  |  |
| --- | --- |
| Time | Description |
| 9.00 | Focused learning and teaching: may be small or whole group* Gradually move from self-selected small group tasks to smaller selection of teacher-initiated but open-ended “hands-on” interactive activities. Teacher-aide time and possibly parent helpers would allow this time to include work with computers, and supported time with adults working with children on projects or negotiated activities, e.g. developing materials (menus, plans, maps) to be used in indoor or outdoor play.
* Whole-group experiences may include modelled writing, shared book or numeracy experiences.
* Allow time to tidy up tables, etc. before moving outside.
 |
| 9.30 | Outdoor experiences may include:* combinations of child-initiated experiences using obstacle course, ball activities, swinging, sand play, water play and dramatic play
* teacher-introduced games and activities
* teacher-initiated arts experiences (while teacher aide is available)
* perceptual motor program
* specialist PE lesson.
 |
| 10.20 | Toilet visit and prepare for morning tea. |
| 10.30 | Morning tea with preparatory year class (Morning tea is part of the curriculum and promotes language and social development and discussions about the world.)* Teacher and aide relieved for 10-minute break and the school provides a teacher to work with the preparatory year group.
* As children finish morning tea they engage in quiet reading.
 |
| 10.50 | Planning and exploring ways to represent plans for indoor experiences |
| 11.00 | Indoor experiences* Children may engage in a teacher-initiated open-ended task for a short period.
* Children also have time to self-select and engage in negotiated project work/experiences and child-initiated, play-based experiences, real-life experiences and investigations.
* Teacher aide and teacher interact with children to support, challenge and make learning explicit.
 |
| 12.00 | Music and movement experiences * Teacher aide leaves at 12.00 pm.
* Specialist music lesson once a week.
 |
| 12.20 | Toilet visit and prepare for lunch. |
| 12.30 | Lunch in preparatory year classroom is a part of the curriculum and a time for promoting language and social development and discussions about the world. Preparatory year teacher is relieved by primary teacher for lunch break (30 minutes). The replacement teacher interacts with children to support discussions and learning. |
| 1.00 | Literacy-focused learning and teaching with preparatory year teacher.Experiences may include:* shared reading
* modelled writing
* jointly constructing texts to be used in other experiences.

Note: The experiences between 1.00 and 2.30 pm may be rearranged to allow for a library specialist lesson (once a week). |
| 1.20 | Writing and drawingChildren draw and explore early forms of writing to communicate ideas to others (peers and adults). Adult/s provide support by scribing, helping children to use current knowledge about letters and sounds, and drawing attention to new symbols and ideas about writing and representing. |
| 1.50 | Indoor negotiated experiences that may include:* cross-curriculum project work
* negotiated play experiences – dramatic play
* Arts projects
* working with computers
* small group construction experiences
* self-selection of games and puzzles, etc.
 |
| 2.50 | Prepare for going home. |
| 3.00 | Informal discussions with families as children leave. |

### DAILY ROUTINE 3

|  |  |
| --- | --- |
| Time | Description |
| 9.00 | Small group focused learning and teaching (with teacher, t/aide, parents)* Children may complete one of five teacher-planned or teacher-child negotiated activities (one per day), involving combinations of literacy experiences, including games and interactive “hands-on” activities with specific learning focuses. Experiences may include contributing to a class innovation on a familiar text, fine motor/pre-handwriting experiences, small group reading experiences, writing related to children’s project work or preparing materials for use in child-initiated/negotiated activities.
* Children “share” in a large group what they have discovered/learnt or problems that arose.
 |
| 9.40 | Outdoor experiences (Children may start visiting and/or interacting with some groups of primary children or use other outdoor facilities available in the school grounds.) * Combinations of child-initiated and negotiated experiences.
* Teacher-introduced games and activities, including playground games children play during lunch hours in Year 1.
* Teacher-initiated arts experiences while the teacher aide is available.
* Perceptual motor program and/or specialist PE lesson.
 |
| 10.20 | Toilet visit and prepare for morning tea. |
| 10.30 | Morning tea with preparatory year class. May involve visiting Year 1 children. * Teacher and aide relieved for 10-minute break and the school provides a teacher to work with the preparatory year group.
* As children finish morning tea, they may join in games with Year 1 children with assistance from the teacher.
 |
| 10.50 | Planning, negotiating and representing plans for indoor experiences  |
| 11.00 | Numeracy-focused learning and teaching experiences. Whole group (15 minutes) and small group (30 minutes) plus sharing time.* Children may complete one of five activities (one per day). Activities may involve combinations of numeracy experiences, including games, investigations and interactive “hands-on” activities with specific learning focuses related to patterning, counting, measuring, finding ways to represent mathematical ideas.
* Children “share” in a large group what they have discovered/learnt or problems that arose.
 |
| 12.00 | Music and movement experiences* Teacher aide leaves at 12.00 pm.
* Specialist Music lesson once a week.
 |

|  |  |
| --- | --- |
| 12.20 | Toilet visit and prepare for lunch |
| 12.30 | Lunch in preparatory year classroom is a part of the curriculum and a time for promoting language and social development and discussions about the world. Preparatory year teacher is relieved by primary teacher for lunch break (30 minutes). The replacement teacher interacts with children to support discussions and learning. |
| 1.00 | Literacy focused learning and teaching with preparatory year teacher.Experiences may include:* shared reading
* modelled writing
* jointly constructing texts to be used in other experiences.

Note: The experiences between 1.00 and 2.30 pm may be rearranged to allow for a library specialist lesson (once a week). |
| 1.30 | Writing and drawing* May involve responding to literacy-focused learning and teaching, or children may continue with own writing/drawing, working individually, in pairs or small groups.
* All forms of representing ideas are accepted — drawing (with increasing detail) diagrams, talking, roleplay, alphabetic and phonetic writing, dictating, co-constructing text, with adult support.
 |
| 2.00 | Indoor negotiated experiences that may include:* cross-curriculum project work
* negotiated or self-selected play experiences, real-life situations and investigations— dramatic play, construction, games, puzzles, arts experiences, science explorations
* working with computers
* small group construction experiences.
 |
| 2.50 | Prepare for going home. |
| 3.00 | Informal discussions with families as children leave. |

### Daily and weekly planning formats: Samples

These samples, or starting points, can be adapted and changed by teachers. The samples are based on the same assumptions as the sample daily routines. In some formats, there is an assumption that the teacher aide is working from 9.00 am–12.00 pm.

The formats are designed to allow the teacher to document learning in a range of contexts including:

* play, real-life situations and investigations that occur in the outdoor and indoor environments
* transitions and routines
* small- and whole-group focused learning and teaching.

The formats also allow teachers to record:

* individual plans
* planning for how adults will support children
* partnerships information, e.g. meetings with parents, colleagues, newsletters or plans for the teacher aide
* reflection on the curriculum and practice.

The formats allow teachers to record learning that is teacher-initiated and “pre-planned”, as well as learning that occurs through child-initiated, spontaneous and negotiated learning, and is recorded after it has occurred.

The daily planning format relates to the second (middle) sample of a daily routine presented on the A3 sheet. This daily planning format would suit teachers who prefer to organise their documentation using a daily routine.

The weekly planning format would allow a teacher to see “at a glance” the whole week. This can be useful when experiences such as small group learning or play experiences are repeated or extended across the week.

|  |
| --- |
| EXAMPLE PLAN 1 *page 1 of 3* |
| Time | Experiences | Follow-up and individual plans |
| Prior to 9.00 am | Set up outdoor area with help from primary staff to lift boards, ladders, etc. |  |
| 9.00 am Focused learning and teachingSmall groups Mon, Wed, FriWhole group: Tues, Thurs (Teacher aide starts 9.00 am.) | Record experiences and how adults will support learning. |  |
| 9.30 am Outdoor experiences | Record experiences and how adults will support learning. | Include records of child-initiated and spontaneous activities. |
| 10.20 amTransition | Toilet visit and prepare for morning tea.Record transition experiences or details of routines. |
| 10.30 am Morning tea Transition: Quiet reading | Toilet visit and prepare for morning tea.Record transition experiences or details of routines. |
| 10.50 am Planning and exploring ways to represent plans for indoor experiences |  |  |
| 11.00 amIndoor experiences | Record experiences and how adults will support learning. | Include records of child-initiated and spontaneous activities. |
| EXAMPLE PLAN 1 (cont.) *page 2 of 3* |
| 12.00 pmMusic and movement experiences Teacher aide leaves at 12.00 pmSpecialist Music lesson once a week | Record experiences and how adults will support learning. |  |
| 12.20 pmTransition | Toilet visit and prepare for lunch.Record transition experiences or details of routines. |
| 12.30 pm Lunch in Preparatory Year classroom.Preparatory Year teacher is relieved for lunch break (30 minutes). | Toilet visit and prepare for morning tea.Record transition experiences or details of routines. |
| Time | Experiences | Follow-up and individual plans |
| 1.00 pmLiteracy-focused learning and teaching (Whole group) | Record experiences and how adults will support learning. |  |
| 1.20 pm Writing and drawing explorations | Record experiences and how adults will support learning. | Include records of child-initiated and spontaneous activities. |
| EXAMPLE PLAN 1 (cont.) *page 3 of 3* |
| 1.50 pmIndoor negotiated experiences  | Record experiences and how adults will support learning. | Include records of child-initiated and spontaneous activities. |
| 2.50 pm | Prepare for going home.Record transition experiences or details of routines |
| 3.00 pm | Informal discussions with families as children leave. |
| Partnerships information | Record information about interactions, meetings with various partners, e.g. newsletters, staff meetings or meetings with specialist personnel. |
| ReflectionsUnderstandings about childrenPartnershipsLearning environmentsContexts for learningWhat children are learningDecision makingTeacher roles/ interactions/ self reflection |  |

EXAMPLE PLAN 2: WEEKLY PLAN – INDOOR AND OUTDOOR EXPERIENCES

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday *page 1 of 4* |
| Outdoor: Teacher-initiated | Outdoor: Teacher-initiated | Outdoor: Teacher-initiated | Outdoor: Teacher-initiated | Outdoor: Teacher-initiated |
|  |  |  |  |  |
| Outdoor: Child-initiated spontaneous, negotiated  | Outdoor: Child-initiated spontaneous, negotiated | Outdoor: Child-initiated spontaneous, negotiated | Outdoor: Child-initiated spontaneous, negotiated  | Outdoor: Child-initiated spontaneous, negotiated |
|  |  |  |  |  |
| Individual planning | Individual planning | Individual planning | Individual planning | Individual planning |
| Adult support | Adult support | Adult support | Adult support | Adult support |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday *page 2 of 4* |
| Indoor: Teacher-initiated | Indoor: Teacher-initiated | Indoor: Teacher-initiated | Indoor: Teacher-initiated | Indoor: Teacher-initiated |
|  |  |  |  |  |
| Indoor: Child-initiated spontaneous, negotiated | Indoor: Child-initiated spontaneous, negotiated | Indoor: Child-initiated spontaneous, negotiated | Indoor: Child-initiated spontaneous, negotiated | Indoor: Child-initiated spontaneous, negotiated |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday *page 3 of 4* |
| Individual planning | Individual planning | Individual planning | Individual planning | Individual planning |
| Adult support | Adult support | Adult support | Adult support | Adult support |

Obstacle course variations

Obstacle course variations

Obstacle course

Weekly plan: Focused learning and teaching — whole group experiences

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday *page 4 of 4* |
| Group focus 1: | Group focus 1: | Group focus 1: | Group focus 1: | Group focus 1: |
|  |  |  |  |  |
| Group focus 2: | Group focus 2: | Group focus 2: | Group focus 2: | Group focus 2: |
|  |  |  |  |  |
| Group focus 3: | Group focus 3: | Group focus 3: | Group focus 3: | Group focus 3: |
|  |  | : | : | : |
| Transitions and routines: | **Transitions and routines:** | **Transitions and routines** | **Transitions and routines** | **Transitions and routines** |

Weekly plan: Small group teacher-initiated focused learning and teaching or negotiated indoor activities

Activities may be teacher planned/ child-teacher negotiated and include child choice or be teacher-initiated open-ended tasks. Children may complete some or all tasks and may rotate to complete one task each day over 5 days. Activities may be planned for all or some groups of children

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday *page 1 of 3* |
| Small group 1: Activity 1 | Small group1: Activity 2 | Small group 1: Activity 3 | Small group1: Activity 4 | Small group 1: Activity 5 |
| Focus:Activity description:Children:Adult support: | Focus:Activity description:Children:Adult support: | Focus:Activity description:Children:Adult support: | Focus:Activity description:Children:Adult support: | Focus:Activity description:Children:Adult support: |
| Monday | Tuesday | Wednesday | Thursday | Friday *page 2 of 3* |
| Small group 2: Activity 1 | Small group 2: Activity 2 | Small group 2: Activity 3 | Small group 2: Activity 4 | Small group 2: Activity 5 |
| Focus: Activity description:Children:Adult support: | Focus: Activity description:Children:Adult support: | Focus: Activity description:Children:Adult support: | Focus: Activity description:Children:Adult support: | Focus: Activity description:Children:Adult support: |

Partnerships information

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday *page 3 of 3* |
|  |  |  |  |  |

Reflections

|  |  |  |  |
| --- | --- | --- | --- |
| Understandings about children | Partnerships | Learning environments | Contexts for learning |
| What children are learning | Decision making | Teacher roles/interactions/self reflection | Other |

Example Plan 3 for a multiage setting

The following planning format was used in a Prep-2 Multi-Age group at Ashwell State School. It was developed as a way of tracking and recording learning experiences, the curriculum and the use of the contexts for learning. Contexts for learning are coded as CL and Early Learning Areas are coded as LA.

**Monday**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Prep | Yr 1 | Yr2 | P | 1 | 2Early Learning Areas (LA)1. Language Learning and Communication2. Active Learning Processes3. Early Mathematical Understandings4.Health and Physical Learning5.Social and Personal LearningContexts for Learning (CL)1.Play2.Real-Life Situations3.Investigation4.Routine/transition5.Focused Learning and Teaching |
| Carpet TimeOutdoor Play |  | Maths | CL4 LA1 CL1CL3LA2LA4LA5 | CL4 LA1 CL1CL3LA2LA4LA5 | CL4 LA1 CL1CL3CL5LA3Notes\*Library Rotation with Sue after lunch\*Bus Duty |
| Snack |
| Outdoor Play | Maths | Maths | CL1CL3LA2LA3 | CL1CL3CL5LA3 | CL1CL3CL5Assessment & Monitoring(FA) – Focused Analysis (WS) – Work Sample(O) – Observation (CL) – Checklist(I) – Interview (PH) - PhotographLA3 |
| Lunch |
| Indoor PlaySharing | Language | Language | CL1CL2CL3LA1LA4CL2LA1 | CL2CL5LA1LA4CL2LA1 | CL2ReflectionsCL5LA1LA4CL2LA1 |
| Afternoon Tea |
| Read and RestAfternoon Activities1.2.3.4.5.Carpet Time |  |  | CL2LA1CL1CL2CL3CL4LA2LA5CL4LA5 | CL2LA1CL1CL2CL3CL4LA2LA5CL4LA5 | CL2LA1CL1CL2CL3CL4LA2LA5CL4LA5 |

#### Tuesday

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Prep | Yr 1 | Yr2 | P | 1 | 2Early Learning Areas (LA)1.Language Learning and Communication2. Active Learning Processes3. Early Mathematical Understandings4.Health and Physical Learning5.Social and Personal LearningContexts for Learning (CL)1.Play2.Real-Life Situations3.Investigation4.Routine/transition5.Focused Learning &Teaching |
|  Carpet TimeOutdoor Play |  | Writing Support Maths | LA4 CL1CL1CL3LA2LA4LA5 | LA4 CL1CL1CL3LA2LA4LA5 | LA4 CL1CL5LA1CL5LA3**Notes**\*Writing Support Group - Description - Belinda\*Blue Writing Group - Reagan, Peter, Bradley, Doolan, Melissa, Kelvin\*Red Writing Group - Brandon, Kaleb, Cody, Kit,Stephanie, Matthew\*Support-a-Reader – Julie \*Lunch Duty |
| **Snack** |  |  |  |  |  |
| Outdoor Play | Maths | Maths Writing Support | CL1CL3LA2LA4LA5 | CL1CL3CL5LA3 | CL5LA1CL5LA1 |
|  **Lunch** |  |  |  |  |  |
| SharingIndoor PlayReflections | Language | Language | CL2LA1CL1CL2CL3LA1LA5 | CL2LA1CL2CL5LA1LA5 | CL2LA1Assessment & Monitoring(FA) – Focused Analysis (WS) – Work Sample(O) – Observation (CL) – Checklist(I) – Interview (PH) - PhotographCL2CL5LA1LA5 |
| **Afternoon Tea** |  |  |  |  |  |
| Read and RestAfternoon Activities1.2.3.4.5.Carpet Time |  |  | CL2LA1CL1CL2CL3CL4LA2LA5CL4LA5 | CL2LA1CL1CL2CL3CL4LA2LA5CL4LA5 | CL2LA1CL1CL2CL3CL4LA2LA5CL4LA5 |

#### Wednesday

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Prep**Early Learning Areas (LA)1.Language Learning and Communication2. Active Learning Processes3. Early Mathematical Understandings4.Health and Physical Learning5.Social and Personal Learning**Contexts for Learning (CL)**1.Play2.Real-Life Situations3.Investigation4.Routine/transition5.Focused Learning &Teaching | **Yr 1** | **Yr2** | **P** | **1** | **2** |
| Carpet TimeOutdoor Play |  | Maths | CL4 LA1 CL1CL3LA2LA4 | CL4 LA1 CL1CL3LA2LA4 | CL4 LA1 CL1CL3CL5LA3 |
|  **Snack** |  |  |  |  | Notes\*Support-a-Reader – Kathy \*Non-contact Time \*Learning Support – Reading Miscues – Alternate Weeks |
| Outdoor Play | Maths | Maths | CL1CL3LA2LA4 | CL1CL3CL5LA3 | CL1CL3CL5LA3 |
|  **Lunch** |  |  |  |  | Assessment & Monitoring(FA) – Focused Analysis (WS) – Work Sample(O) – Observation (CL) – Checklist(I) – Interview (PH) - Photograph |
| SharingIndoor Play | Language | Language | CL2LA1CL1CL2CL3LA1LA3LA4 | CL2LA1CL2CL5LA1LA4 | CL2LA1CL2CL5LA1ReflectionsLA4 |
| **Afternoon Tea** |  |  |  |  |  |
| Read and RestAfternoon Activities1.2.3.4.5.Carpet Time |  |  | CL2LA1CL1CL2CL3CL4LA2LA5CL4LA5 | CL2LA1CL1CL2CL3CL4LA2LA5CL4LA5 | CL2LA1CL1CL2CL3CL4LA2LA5CL4LA5 |

#### Thursday

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Prep** | **Yr 1** | **Yr2** | **P** | **1** | **2**Contexts for Learning (CL)1.Play2.Real-Life Situations3.Investigation4.Routine/transition5.Focused Learning and TeachingEarly Learning Areas (LA)1.Language Learning and Communication2.Active Learning Processes3. Early Mathematical Understandings4.Health and Physical Learning5.Social and Personal Learning |
| Carpet TimeOutdoor Play |  | Maths | CL4 LA1 CL1CL3LA2LA4 | CL4 LA1 CL1CL3LA2LA4 | CL4 LA1 CL1CL3CL5LA3 |
| **Snack** |  |  |  |  |  |
| Outdoor Play | Maths | Maths | CL1CL3LA2LA4 | CL1CL3CL5LA3 | CL1CL3**Notes**\*Support-a-Reader – Cathy \*Specialist Music LessonCL5LA3 |
|  **Lunch** |  |  |  |  | Assessment & Monitoring(FA) – Focused Analysis (WS) – Work Sample(O) – Observation (CL) – Checklist(I) – Interview (PH) - Photograph |
| SharingIndoor PlayMusic | Language | Language | CL2LA1CL1CL2CL3LA1LA3LA4CL5LA2 | CL2LA1CL2CL5LA1LA4CL5LA2 | CL2LA1CL2CL5LA1LA4CL5LA2 |
| **Afternoon Tea** |  |  |  |  | Reflections |
| Read and RestAfternoon Activities1.2.3.4.5.Carpet Time |  |  | CL2LA1CL1CL2CL3CL4LA2LA5CL4LA5 | CL2LA1CL1CL2CL3CL4LA2LA5CL4LA5 | CL2LA1CL1CL2CL3CL4LA2LA5CL4LA5 |

Friday

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Prep** | **Yr 1** | **Yr2** | **P** | **1** | **2**Contexts for Learning (CL)1.Play2.Real-Life Situations3.Investigation4.Routine/transition5.Focused Learning andTeachingEarly Learning Areas (LA)1.Language Learning and Communication2.Active Learning Processes3. Early Mathematical Understandings4.Health and Physical Learning5.Social and Personal Learning |
| Carpet TimeOutdoor Play |  |  | CL4 LA1 CL1CL3LA2LA4 | CL4 LA1 CL1CL3LA2LA4 | CL4 LA1 CL1CL3LA2LA4 |
| **Snack** |  |  |  |  |  |
| Physical Education |  |  | CL1CL4CL5LA4 | CL1CL4CL5LA4 | CL1CL4CL5**Notes**\*Support-a-Reader – Andrea \*Specialist Physical Education LessonLA4Contexts for Learning (CL)1.Play2.Real-Life Situations3.Investigation4.Routine/transition5.Focused Learning and Teaching |
|  **Lunch** |  |  |  |  |  |
| Indoor PlayIndoor PlaySharing | Maths Assessment Task |  | CL1CL2CL3LA1LA3CL2LA1 | CL5LA3CL1CL2CL3LA1LA3CL2LA1 | CL5LA3CL1Assessment & Monitoring(FA) – Focused Analysis (WS) – Work Sample(O) – Observation (CL) – Checklist(I) – Interview (PH) - PhotographCL2CL3LA1LA3CL2LA1 |
| **Afternoon Tea** |  |  |  |  |  |
| Read and RestAfternoon Activities1.2.3.4.5.Carpet Time |  |  | CL2LA1CL1CL2CL3CL4LA2LA5CL4LA5 | CL2LA1CL1CL2CL3CL4LA2LA5CL4LA5 | CL2ReflectionsLA1CL1CL2CL3CL4LA2LA5CL4LA5 |

Example Plan 4: Sample Unit Plan Prep – 3

The following sample was used for the multi-age group at Ashwell State School:

|  |  |  |  |
| --- | --- | --- | --- |
| Integrated Unit Plan | Context“Frogs-Well” | Host Key Learning AreaEnglish/Science | Ashwell State SchoolPrep, Year 1, 2 & 3 |
| Unit 1Term 1 - 2005 |
| Unit OverviewThe children will participate in a study of the environment focusing on an in-depth study of frogs. With the assistance of community groups, our class will endeavour to create a “Frogs-Well” area at school incorporating a frog pond, dry river bed and performance deck. Creating Contexts for Learning and DevelopmentWithin the early learning environment five main contexts for learning and development have been created. The five contexts are* play
* real-life situations
* investigations
* routines and transitions
* focused learning and teaching

Children have opportunity to learn within each of the five contexts in both indoor and outdoor environments. A balanced curriculum provides opportunities for children to participate in all five contexts for learning on a daily basis, and for long blocks of time. Children are likely to shift between contexts as learning progresses. Learning within these contexts may arise spontaneously, or be child or adult-initiated. Learnings will reflect the children’s emerging and changing ideas, interests and preferences, as well as their cultural and social backgrounds. |
| Researching & Investigating | Analysing & Problem Solving | Planning & Designing | Producing & Performing | Assessing & Disseminating  |
| I am researching and investigating when I inquire and gather information about frogs (life-cycles, diet, anatomy, varieties, habitat). | I am analysing and problem solving when I decide on and develop a proposal for the school frog pond. | I am planning and designing when I develop text and illustrations for “The Very Hungry Tadpole”, an innovation of “The Very Hungry Caterpillar”. | I am producing and performing when I present my innovation, information report and artworks at the culminating activity. | I am assessing and disseminating when I publish and reflect upon my learning and performance this term. |

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|  | Supportive Classroom Environment | Recognition of Difference | Connectedness |
| Meta-language | Academic Engagement | Inclusivity | Knowledge Integration |
| High-meta-language instruction incorporates frequent discussion about talk and writing, about how written and spoken texts work, and specific technical vocabulary and words, about how sentences work or don’t work, about meaning structures and text structures, about meaning structures and text structures, and about how discourses and ideologies work in speech and writing | Students demonstrate academic engagement when they are attentive and do the assigned work. They show enthusiasm for their work by raising questions, contributing to group activities and helping peers.  | Inclusive classroom practices intentionally acknowledge, support and incorporate the diversity of students’ diverse backgrounds, experiences and abilities. | Integrated school knowledge is identifiable when either explicit attempts are made to connect two or more sets of subject area knowledge, or no boundaries between subject areas are readily seen. |
| Core Learning OutcomesScience* LL1.1 Students discuss their thinking about needs of living things
* LL1.3 Students observe and describe components of familiar environments
* LL2.1 Students look for patterns and relationships between the features of different living things and how those living things meet their needs
* LL2.2 Students illustrate changes that take place in the course of the lifespan of living things

Visual Arts* VA1.1 Students make images and objects by exploring elements and concepts
* VA1.2 Students visually represent and explain their experiences, feelings, ideas and observations through making images and objects
* VA1.3 Students describe elements and concepts in a variety of images and objects.

English* Students will study narrative structure and produce an innovation of the text
* Students will study generic structure of an Information Report and produce their own report using a scaffold
 |
| Culminating Activity for Unit |
| The culminating activity will incorporate an official opening of “Frogs-Well” frog pond along with a display of the children’s work from the term. Children will perform a poem about frog development. Children, families and members of the wider community will be invited to attend. |

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| Language learning & communication: English |
|  | Learnings | Assessment |
| Children expand their oral language by: |
|  | using spoken language for a range of purposes | * carpet time
* “information report” sharing sessions
* informal interactions with peers, teachers and other adults
* home corner scientists
 | * observation and analysis
* recorded annotations
 |
| exploring the patterns and conventions of spoken, signed or augmentative language |
| interacting with peers and familiar adults using the conventions associated with formal and informal group settings, including listening |
| Children become readers and viewers by: |
| Year 2 Diagnostic Net: Reading Phase C | using emerging understandings to predict and make meanings from a variety of written, visual and multimodal texts | * learning support reading groups with Belinda, focusing on reading strategies
* focus reading groups with Maree focusing on comprehension strategies
* SAR program
* whole-class activities related to narrative and non-narrative texts
* teacher modelling
* buddy reading with Years 5/6/7
* home programs
 | * P.M.Benchmark
* consultation
* interviews
* Year 2 Net records
 |
| Children become writers and shapers by: |
| Year 2 Diagnostic Net: Writing Phase C | experimenting with emerging understanding of written, visual and multimodal texts to communicate meanings | * writing process: information reports and narrative innovation
* joint construction
* scaffolding
* independent construction
* planning & reflecting books
 | * focused analysis (see criteria sheet)
* ongoing work samples: Year 2Net records
* ongoing work samples: folios
 |

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| Active learning processes: The Arts & Technology |
|  | Learnings | Assessment |
| Children generate, represent and respond to ideas, experiences and possibilities by: |
| The Arts: Visual Arts: 1.1, 1.2, 1.3 | * experimenting with materials and processes in a variety of creative, imaginative and innovative ways
 | * specialist music lessons
* artwork: focus on collage, clay and textiles during afternoon activity rotations
* innovation and collage study “The Very Hungry Tadpole”
* specialist music lessons
* ongoing art and craft experiences including “Frog Pillows” made with assistance of Year 7
 | * observation
* planning and reflecting samples
* treasure box
* photographic records
* observation
* planning and design samples
* treasure box
 |
|  | * discussing, respecting and responding to the qualities of their own and others’ representations, experiences and artistic works.
 | * specialist music lessons
* ongoing art and craft experiences
* use “Planning & Reflecting” Book
 | * observation
* focused discussion during reflection time on Fridays
* planning and reflecting samples
 |

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| Social and Personal Learning: SOSE |
|  | Learnings | Assessment |
| Children sustain relationships by: |
| SOSE: Systems, resources and power: F.3, F.4, F.5, 1.3, 1.4, 1.5 | * acknowledging and negotiating rights, roles and responsibilities in a range of contexts
 | * ongoing engagement in roles of listener, facilitator, initiator and negotiator
* continued focus on behaviour levels and social constructs of learning during afternoon carpet time
 | * Observation
* Checklist: Refer to Social ConstructLevel 1
 |
| * cooperating with others in social situations
* developing a sense of personal identity as a capable learner
* acting with increasing independence and responsibility towards learning and personal organisation.
 |
| Children build early understandings about diversity by: |
|  | * investigating and communicating positively about the social and cultural practices of people in their community.
 | * conversation, discussion, play, responses to text, etc
 | * Observation
* Checklist: Refer to Social ConstructLevel 1
 |
| Health and Physical Learning: SOSE & HPE |
|  | Learnings | Assessment |
| Children build a sense of their own wellbeing by: |
| HPE: Developing concepts and skills for physical activity: F.1, F.2, F.3, 1.1, 1.2 | * making choices about their own and others’ health and safety with increasing independence
 | * fine-motor activities
* gross-motor activities including “Obstacle Course Engineers”
* Outdoor play: PMP
* specialist PE lessons
* transitions
 | * observation
* recorded annotations
* checklists
 |
| * using and extending gross-motor skills when integrating movements and using equipment
 |
| * using and extending fine-motor skills when integrating movements and manipulating equipment, tools and objects
 |
| Early mathematical understandings and active learning processes (thinking & investigating): Mathematics, Science, SOSE & Technology |
|  | Learnings | Assessment |
| Children think and enquire by: |
|  | * generating and discussing ideas and plans and solving problems
 | * Frog pond planning
* Problem-solving sessions
* Everyday child-centred problem solving
* Morning carpet session
 | * “Planning & reflecting” samples
* Observation
 |
| Children build early mathematical understandings in patterns, number, space, measurement and chance and data by: |
| Year 2 Diagnostic Net: Phase C number | * investigating and communicating about quantities and their representations, and attributes of objects in collections
 | * Refer to Mathematics syllabus overview
* ongoing class activities
* individual and small group investigations
 | * Work samples: Year 2 Net folders
* Work samples: folios
* Observations
* Checklists
 |
| * investigating and communicating about position and direction
 |
| * investigating and communicating about order, sequence and pattern
 |
| Children think and enquire by: |
| Science: Life and living: 1.1, 1.3, 2.1, 2.2 | * investigating their ideas about phenomena in the natural world and developing shared understandings about these phenomena
 | * “Frog Study”: to focus on life-cycles, habitats, anatomy, diet, varieties
* Trip to Botanic Gardens at Mt Coot-tha
* Visit from Frog Society member
* Tadpoles in the classroom
* Loans from Queensland Museum
 | * Culminating activity
 |
| * investigating technology and considering how it affects everyday life
 |
| * investigating features of, and ways to sustain, environments
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