



Early years curriculum materials

# **Samples of daily routines and planning formats**

**Adapt and modify**



**Queensland  
Government**



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Studies Authority**  
*Partnership and innovation*

**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-aid 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

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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	<p><b>Informal group session</b></p> <p>May include: story, sharing experiences, discussing plans for the day</p> <p>Allows time for:</p> <ul style="list-style-type: none"> <li>• Teacher aide who starts at 9.00am to prepare materials, e.g. art materials</li> <li>• Parents, if available may to read with individual/pairs of children.</li> </ul>
9.20	<p>Outdoor experiences including obstacle course, ball activities, swinging, sand play, water play and dramatic play</p> <ul style="list-style-type: none"> <li>• Self selected open-ended experiences</li> <li>• Child-initiated and negotiated tasks</li> <li>• Arts experiences may be planned while the teacher aide is available to assist with cleaning up and preparation</li> <li>• PE specialist lesson may be arranged once a week</li> <li>• Perceptual motor program for small groups.</li> </ul>
10.20	Toilet visit and prepare for morning tea
10.30	<p>Morning tea with preparatory year class (Morning tea is part of the curriculum and promotes language and social development and discussions about the world.)</p> <ul style="list-style-type: none"> <li>• Teacher and aide relieved for 10-minute break and the school provides a teacher to work with the preparatory year group.</li> <li>• As children finish morning tea, they engage in quiet reading.</li> </ul>
10.50	Planning and negotiating experiences
11.00	<p><b>Indoor experiences</b></p> <ul style="list-style-type: none"> <li>• Combinations of child-initiated, teacher-child negotiated and teacher-initiated play-based experiences, real-life experiences and investigations.</li> <li>• Focused learning and teaching is predominantly embedded in play, real-life experiences and investigations.</li> <li>• Teacher aide and teacher interact with children in experiences to support, challenge and make learning explicit.</li> </ul>
12.00	<p>Music and movement experiences</p> <ul style="list-style-type: none"> <li>• Teacher aide leaves at 12.00 pm.</li> <li>• Specialist music lesson once a week.</li> </ul>

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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: <ul style="list-style-type: none"> <li>• quiet music and reading time</li> <li>• relaxation experiences</li> <li>• quiet activities, e.g. threading, story tapes, drawing and playing with writing.</li> </ul> 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.

## DAILY ROUTINE 2

Time	Description
9.00	<p>Focused learning and teaching: may be small or whole group</p> <ul style="list-style-type: none"> <li>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.</li> <li>Whole-group experiences may include modelled writing, shared book or numeracy experiences.</li> <li>Allow time to tidy up tables, etc. before moving outside.</li> </ul>
9.30	<p>Outdoor experiences may include:</p> <ul style="list-style-type: none"> <li>combinations of child-initiated experiences using obstacle course, ball activities, swinging, sand play, water play and dramatic play</li> <li>teacher-introduced games and activities</li> <li>teacher-initiated arts experiences (while teacher aide is available)</li> <li>perceptual motor program</li> <li>specialist PE lesson.</li> </ul>
10.20	Toilet visit and prepare for morning tea.
10.30	<p>Morning tea with preparatory year class (Morning tea is part of the curriculum and promotes language and social development and discussions about the world.)</p> <ul style="list-style-type: none"> <li>Teacher and aide relieved for 10-minute break and the school provides a teacher to work with the preparatory year group.</li> <li>As children finish morning tea they engage in quiet reading.</li> </ul>
10.50	Planning and exploring ways to represent plans for indoor experiences
11.00	<p>Indoor experiences</p> <ul style="list-style-type: none"> <li>Children may engage in a teacher-initiated open-ended task for a short period.</li> <li>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.</li> <li>Teacher aide and teacher interact with children to support, challenge and make learning explicit.</li> </ul>
12.00	<p>Music and movement experiences</p> <ul style="list-style-type: none"> <li>Teacher aide leaves at 12.00 pm.</li> <li>Specialist music lesson once a week.</li> </ul>
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

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	teacher interacts with children to support discussions and learning.
1.00	<p><b>Literacy-focused learning and teaching with preparatory year teacher.</b></p> <p>Experiences may include:</p> <ul style="list-style-type: none"> <li>• shared reading</li> <li>• modelled writing</li> <li>• jointly constructing texts to be used in other experiences.</li> </ul> <p>Note: The experiences between 1.00 and 2.30 pm may be rearranged to allow for a library specialist lesson (once a week).</p>
1.20	<p>Writing and drawing</p> <p>Children 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.</p>
1.50	<p>Indoor negotiated experiences that may include:</p> <ul style="list-style-type: none"> <li>• cross-curriculum project work</li> <li>• negotiated play experiences – dramatic play</li> <li>• Arts projects</li> <li>• working with computers</li> <li>• small group construction experiences</li> <li>• self-selection of games and puzzles, etc.</li> </ul>
2.50	Prepare for going home.

### DAILY ROUTINE 3

Time	Description
9.00	<p>Small group focused learning and teaching (with teacher, t/aide, parents)</p> <ul style="list-style-type: none"> <li>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.</li> <li>Children “share” in a large group what they have discovered/learnt or problems that arose.</li> </ul>
9.40	<p>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.)</p> <ul style="list-style-type: none"> <li>Combinations of child-initiated and negotiated experiences.</li> <li>Teacher-introduced games and activities, including playground games children play during lunch hours in Year 1.</li> <li>Teacher-initiated arts experiences while the teacher aide is available.</li> <li>Perceptual motor program and/or specialist PE lesson.</li> </ul>
10.20	Toilet visit and prepare for morning tea.
10.30	<p>Morning tea with preparatory year class. May involve visiting Year 1 children.</p> <ul style="list-style-type: none"> <li>Teacher and aide relieved for 10-minute break and the school provides a teacher to work with the preparatory year group.</li> <li>As children finish morning tea, they may join in games with Year 1 children with assistance from the teacher.</li> </ul>
10.50	Planning, negotiating and representing plans for indoor experiences
11.00	<p>Numeracy-focused learning and teaching experiences. Whole group (15 minutes) and small group (30 minutes) plus sharing time.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Children “share” in a large group what they have discovered/learnt or problems that arose.</li> </ul>
12.00	<p>Music and movement experiences</p> <ul style="list-style-type: none"> <li>Teacher aide leaves at 12.00 pm.</li> <li>Specialist Music lesson once a week.</li> </ul>

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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	<p>Literacy focused learning and teaching with preparatory year teacher.</p> <p>Experiences may include:</p> <ul style="list-style-type: none"> <li>• shared reading</li> <li>• modelled writing</li> <li>• jointly constructing texts to be used in other experiences.</li> </ul> <p><i>Note:</i> The experiences between 1.00 and 2.30 pm may be rearranged to allow for a library specialist lesson (once a week).</p>
1.30	<p>Writing and drawing</p> <ul style="list-style-type: none"> <li>• May involve responding to literacy-focused learning and teaching, or children may continue with own writing/drawing, working individually, in pairs or small groups.</li> <li>• 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.</li> </ul>
2.00	<p>Indoor negotiated experiences that may include:</p> <ul style="list-style-type: none"> <li>• cross-curriculum project work</li> <li>• negotiated or self-selected play experiences, real-life situations and investigations— dramatic play, construction, games, puzzles, arts experiences, science explorations</li> <li>• working with computers</li> <li>• small group construction experiences.</li> </ul>
2.50	Prepare for going home.

### **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.

<b>EXAMPLE PLAN 1</b>		
<b>Time</b>	<b>Experiences</b>	<b>Follow-up and individual plans</b>
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 teaching Small groups Mon, Wed, Fri Whole 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 am Transition	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 am Indoor experiences	Record experiences and how adults will support learning.	Include records of child-initiated and spontaneous activities.
<b>EXAMPLE PLAN 1 (cont.)</b>		

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12.00 pm Music and movement experiences Teacher aide leaves at 12.00 pm Specialist Music lesson once a week	Record experiences and how adults will support learning.	
12.20 pm Transition	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.	
<b>Time</b>	<b>Experiences</b>	<b>Follow-up and individual plans</b>
1.00 pm Literacy-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.
<b>EXAMPLE PLAN 1 (cont.)</b>		<i>page 3 of 3</i>

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<p>1.50 pm Indoor negotiated experiences</p>	<p>Record experiences and how adults will support learning.</p>	<p>Include records of child-initiated and spontaneous activities.</p>
<p>2.50 pm</p>	<p>Prepare for going home.  Record transition experiences or details of routines</p>	
<p>3.00 pm</p>	<p>Informal discussions with families as children leave.</p>	
<p><b>Partnerships information</b></p>	<p>Record information about interactions, meetings with various partners, e.g. newsletters, staff meetings or meetings with specialist personnel.</p>	
<p><b>Reflections</b> Understandings about children Partnerships Learning environments Contexts for learning What children are learning Decision making Teacher roles/ interactions/ self reflection</p>		