Professional Development Strand

Unit 4: Curriculum Studies

Module 4.2 Timetabling

Lecturer Support Material

Acknowledgements

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Unit Outline

Unit	#	Modules
Unit 4	**4.1**	**The National Curriculum**
Curriculum Studies	4.2	Timetabling
	4.3	Programming

Icons

	Read	or	research
	Write	or	summarise
	Activity	or	discussion
	Suggestion or comment for lecturer		

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Timetabling

Lecturer Support Material

This guide provides additional ideas for teaching and assessing **Module 4.2. Timetabling**

Please take note of the following:

- It is important to read the module first, to decide what materials you will use, and what tasks and activities you will set for the students. It is also important to see how this module fits within the complete unit.
- It will be necessary to develop a course overview and determine topics to be presented which will take account of the time allocation given to this module.
- The material is written as a resource for the teaching of this module.
- Do not expect students to work through the total module alone. There is too much material and they will need assistance in determining the tasks required.
- The activities: Many of the activities have a number of questions to discuss and tasks to do. They are included to provide some ideas and stimulus, not necessarily to complete every part of each activity.
- The activities provide a focus for learning, and some may be suitable for developing into assessment tasks, but the activities are not written to be used as the assessment program. Ideas for assessment tasks are provided in the Unit Guide.
- Suggested time allocations are provided to give some idea of how this module fits in with the others in this unit. Lecturers have the flexibility to select material and use it in a way that will fit within the lecture program.
- The Lecturer Support Material is the same as the Student Support Material, with additional notes included in the text boxes containing ideas for further exploration of topics.

Rationale

This module is one of three in a two-credit point unit. In a twelve-week semester, a total of twenty-four lecture hours are available for teaching the three modules. The actual break-up of topics and time allocation is flexible, and to be decided upon by the individual lecturer.

The other modules which make up this unit are:

Module 4.1 The National Curriculum

Module 4.3 Programming

The purpose of the module is to give beginning teachers a sound understanding of timetabling principles in the Primary school that are in accordance with the Department of Education requirements. Beginning teachers need to be familiar with timetabling teaching and learning activities, and understand the different forms of timetables presently being used in PNG primary schools. An understanding and familiarity with subject requirements is necessary in order to adapt and implement the intended curriculum in schools.

Objectives

By the end of this module students will be able to:

- Demonstrate a sound understanding of the skills involved in constructing a timetable.
- Construct a block and a traditional timetable using timetabling principles learnt.
- Demonstrate awareness of the principles of timetabling.
- Convert a traditional timetable into a block timetable and vice versa.
- Recognise the different types of timetable that can be used in when teaching.
- Construct timetables in line with reformed curriculum requirements.
- Identify the advantages and disadvantages of traditional and block timetable.
- Recognise the significance of timetabling for bilingual and multigrade classes.

How to use this material

This module is written as a series of topics, identified in the table of contents, and by their large subheadings. Each topic includes some readings and activities to complete.

It is the lecturer's responsibility to develop a course overview, according to the credit point loading and available time within the semester for each module. As this will vary between colleges, lecturers will need to select topics which are most relevant to the needs of their students.

Major topics include:

- Principles of timetabling
- Timetabling formats

Assessment

Assessment tasks should be developed at unit level, recognising the development of knowledge, skills and attitudes across the three modules that make up this unit. The number of assessment tasks will be determined by the credit point loading given to the unit.

References

National Department of Education, Papua New Guinea (2003) ***National Curriculum Statement for Papua New Guinea 2003***

National Department of Education, Papua New Guinea (1999) ***Primary Education Handbook.*** Uramina and Nelson Ltd.

National Department of Education, Papua New Guinea (1999) ***The Primary Curriculum in Papua New Guinea***. Curriculum Development Division.

National Department of Education (1998) ***Bridging and Bilingual Education***.

SYLLABUS DOCUMENTS

National Department of Education Papua New Guinea (2003) ***Arts Upper Primary Syllabus 2003.***

National Department of Education, Papua New Guinea (2003**)** ***Language Upper Primary Syllabus 2003***

National Department of Education Papua New Guinea (2003) ***Making a Living Upper Primary Syllabus 2003***

National Department of Education, Papua New Guinea (2003) ***Mathematics Upper Primary Syllabus 2003.***

National Department of Education, Papua New Guinea (2003) ***National Curriculum Statement for Papua New Guinea 2003***

National Department of Education Papua New Guinea (2003) ***Personal Development Upper Primary Syllabus 2003***

National Department of Education Papua New Guinea (2003) ***Science Upper Primary Syllabus 2003***

National Department of Education, Papua New Guinea (2003) ***Social Science Upper Primary Syllabus 2003***

National Department of Education, Papua New Guinea (1999) ***The Primary Curriculum in Papua New Guinea***. Curriculum Development Division.

National Department of Education, Papua New Guinea (1999) ***Primary Education Handbook.*** Uramina and Nelson Ltd.

National Department of Education, Papua New Guinea (1998) ***Bridging and Bilingual Education.***

National Department of Education, Papua New Guinea, (1998). ***Bridging to English in Lower Primary.***

National Department of Education, Papua New Guinea (1998) ***Health Education Syllabus for Lower Primary Grades 3-5.***

National Department of Education, Papua New Guinea (1998) ***Lower Primary Community Living Syllabus Grade 3 -5***

National Department of Education, Papua New Guinea (1998) ***Lower Primary Grades 3-5 Environmental Studies Syllabus.***

National Department of Education, Papua New Guinea (1998**)** ***Lower Primary Language Syllabus Grades 3-5***

National Department of Education, Papua New Guinea (1998) ***Lower Primary Mathematics Syllabus Grades 3-5***

National Department of Education, Papua New Guinea (1998) ***Lower Primary Physical Education Syllabus Grade 3 –5***

National Department of Education, Papua New Guinea (1998) ***Lower Primary Syllabus Arts and Crafts Grade 3 –5.***

Timetabling

What is timetabling?

Timetabling is the means by which teachers organise the teaching and learning activities in their classroom. A timetable shows when subjects are being taught throughout the week. A normal timetable consists of a time analysis which shows the number of lessons in each subject, the length (in minutes) of each lesson and the totals for each subject and for the whole week. It also shows the specific time of the day a particular lesson takes place and the starting and finishing time of teaching each day.

All teachers are required by the Department of Education to prepare timetables which match times allocated for each subject. The curriculum documents show the prescribed times as set by the Secretary of Education. It is therefore, the teacher's responsibility to break this time into lessons and distribute them throughout the week.

Before constructing a timetable, there are certain principles or guidelines which must be considered. The following are some accepted principles.

Principles of timetabling

The following issues should be considered when formulating timetables:

- Subjects to be timetabled
- Time allocations
- Consideration of pupils' needs (age, maturity, abilities, interest, special needs children)
- Consideration of pupils' attention span.
- High and low concentrated subjects
- Fixed times (e.g. broadcast, science, Religious Instruction)
- Establishing a routine
- Flexibility of the timetable
- Special requirements
- Timetable formats
- Time analysis
- Neat presentation

ⓘ Examples of curriculum documents should be provided to students to assist in the development of block timetabling skills.

1. Subjects to be timetabled

Papua New Guinea is currently in a period of educational reform. The book *Primary Curriculum in Papua New Guinea* (Department of Education, First Edition October 1999) lists the following subjects:

Lower Primary (Grades 3 – 5)

Language (English and vernacular)

Mathematics

Environmental Studies (Community School Science, Community Life, Agriculture, as well as forestry, mining, marine resources and conservation)

Health Education

Physical Education

Community Living (Social Development and Personal Development)

Arts and Crafts

Upper Primary (Grade 6 to 8)

Language (English & vernacular)

Mathematics

Making a Living

Personal Development

Science

Social Science

Arts

2. Time allocations

According to the following documents, *Primary Education Handbook Second Edition 2000, Department of Education Page 31, The Primary Curriculum in Papua New Guinea,* the following subjects and times were approved for Lower Primary (Grades 3-5) and Upper Primary (Grades 6-8).

Lower Primary (minutes per week**)**			
Subject	Suggested teaching time (minutes/week)		
Nationally Prescribed	Gr.3	Gr.4	Gr.5
Assembly / Home room	75	75	75
Language	570	450	405
Mathematics	210	210	210
Environmental Studies	180	210	210
Community Living	150	180	210
Arts & Craft	150	150	150
Health Education	90	90	90
Physical Education	105	135	150
Religious Education	60	60	60
Block Time	60	90	90
TOTAL	**1650**	**1650**	**1650**

Upper Primary		
Subject	**Suggested teaching time (grades 6,7 and 8)**	
	(minutes/week)	Periods
Language	180	3
Mathematics	180	3
Making a Living	360	6
Personal Development	240	4
Science	180	3
Social Science	180	3
Arts	180	3
Religious Education	60	1
Local Courses	90	1
TOTAL	**1650 minutes**	

The Lower Primary subjects were approved by the Primary Board of Studies in October 1999. They are to be revised in 2002 to reflect an outcome-based approach. The Upper Primary syllabus documents have been revised and released for wider distribution in 2003. No changes have been made to time allocations in the revised documents.

The Secretary for Education authorises the time allocations for subjects. Because the PNG education system is going through a period of reform, beginning teachers will need to check with their head teacher in regard to the time allocations they are to use.

3. Consideration of pupils' needs

Pupils needs must be given due consideration when timetabling. The following must be considered.

a) *Age* - Not all children are the same age. There could be a wide range of ages in any one classroom.

b) *Maturity* – Not all children are at the same level of maturity in all aspects of their development (physical, mental, social/emotional, spiritual/moral)

c) *Abilities* – Not all children learn at the same pace. Some are slow learners; while others are fast learners while most are average learners.

d) *Interest* – Children's interests vary from child to child. Teachers need to be aware of that.

e) *Special needs* – Teachers need to be sensitive to children with hearing, eyesight and speech problems. Some pupils may have family problems. Teachers also need to be aware of the need for gender equity.

4. Pupils attention span

Younger children have shorter attention spans than older children. The length of lessons may vary from 15 minutes to 80 minutes depending on the subject and amount of concentration or physical activity involved. Many short lessons often result in better learning than a very long lesson.

5. High / low concentration times

Students are usually fresh, alert and able to concentrate well in the morning and after recess and lunch breaks. These times can be used for subjects such as language, maths and science. More creative or physical subjects such as Arts and Crafts, Agriculture and Physical Education are usually taught later in the day when children become tired or restless.

6. Fixed times

Fixed times are times which cannot be easily changed. They include times for starting and ending school day, recess, lunch, broadcasts, school assemblies and Religious Instruction, school sports and subjects using special rooms. These times should be plotted first on the timetable.

7. Flexibility of timetable

The timetable must be seen as a guide. The teacher needs to be flexible in the use of the timetable. When certain unexpected events occur that may be educationally enriching for the children, the teacher should be flexible in making necessary changes in the timetable to cater for such events.

8. Establishing a routine

It is a good idea to create a routine where certain subjects are taught at the same time every day throughout the week. This helps children to be familiar as to when certain lessons take place.

9. Special requirements

In agency schools, Christian Religious Education (CRE) is compulsory throughout the week. However, the times for this can be taken outside the time officially allocated. To cater for that, schools can either start early or finish late everyday.

10. Timetable formats

The basic timetable format shows the times when subjects are taught from Monday to Friday and a time analysis. There is space on the form for comments by the teacher, the supervisor and the inspector.

In 1970s and 1980s, timetables were very **detailed**, for example, 15 minutes of handwriting, 15 minutes for spelling, 15 minutes for talking, 15 minutes for written sentences. Timetables in these cases were very rigid and left very little room for flexibility and creativity. These timetables did not take into account an integrated approach to learning, where subjects were related through context.

In 1991, the secretary for Education instructed teachers **to program subjects in blocks of time** for a more flexible and integrated approach to teaching. For example, a block of 90 minutes for Language may be timetabled from 8.30 to 10.00. As long as Language is being taught, it does not matter in what order the different areas of language are covered. Teaching in this way allows the areas of language to be integrated, rather than separated as isolated skills.

11. Time analysis

When all subjects have been entered on the timetable, a time analysis must be done to check that the subjects and times are accurate and balanced in line with Department of Education requirements of the time allocation and total time.

12. Neat presentation

A timetable needs to be neatly presented and able to be read easily.

13. Multigrade timetable

A multigrade timetable is needed when a teacher has two or more classes combined and one program operating in the classroom.

Multigrade timetables can be based on the block timetable and work best with thematic approaches. You will need to be a little flexible when you have a difference in time allocation for two-year groups. Try to plan for the average time, or build in extra language activities to activities for classes requiring additional time. Once your timetable is established for the multigrade classroom, it will operate the same as a timetable for one class. The programming and planning are the parts that are different. The general principles of timetabling are the same.

Related modules and units: *Module 4.3, Programming. Elective unit; Multigrade Teaching.*

14. Timetabling for teaching in two languages.

When timetabling for bridging in primary classes, consideration needs to be given to the time spent working in the vernacular and time spent working in English. This percentage changes as students progress through Lower Primary, and this should be indicated in your timetabling and planning.

The following information is found in the Department of Education, Papua New Guinea (1998) *Bridging and Bilingual Education Handbook.* P 13.

> " It is anticipated that as children become more literate in English, the time allocation for vernacular instruction reduces. There is no official policy on the percentages presented… These are given here as suggestions only to show the expected progression and is included for discussion only."

- E2 90% vernacular. 10 % English
- G3 60 % vernacular. 40% English
- G4 50% vernacular. 50% English
- G5 30% vernacular. 70 % English
- G6 20% vernacular. 80 % English

As with the multigrade timetable, the actual timetable will be the same as you would use in a single classroom, but the planning and programming would be different. You would need to show the vernacular and English activities and time considerations in your weekly and daily plans.

This information is presented in diagrammatic form in the Language Strand Unit, *Oral and Written Language*, Module 1, entitled *Oral Language Development*, page 13.

15. Time distribution

A teacher has flexibility in distributing the time allocation. For example, 60 minutes for block time could be 2 x 30 min lessons, 4 x 15 min lessons or 1 x 30 mins and 2 x 15 min lessons or some other acceptable variation.

☞ 4.2 Activity 1

Using the timetabling principles construct your own personal timetable. Include activities you normally do here at the college. (Some of the activities you could include are; study, rest, leisure activities, doing assignments, going to the market, laundry, shopping …etc)

Timetable preparation in primary schools

Normally at the Lower Primary level (Grades 3-5), there is one teacher allocated to each class. The teachers are expected to construct their own timetables for the class they teach. However, in the upper primary levels, usually the Top Up coordinator constructs the timetable taking into consideration factors such as rooms, resources and staff.

Timetabling formats

There are different types of timetable formats used in schools. The most common types include; traditional, block, grade 7 and 8 and multigrade. Samples of some of these types are shown on the next few pages.

You may see teachers using the traditional timetable in some schools where the reform curriculum is yet to be taken up. Block timetables, which allow for thematic, integrated teaching are best suited to the new curriculum and should be used in preference to the traditional timetable format.

Traditional timetable

GRADE: 3	TIMETABLE					ANALYSIS OF TIME		
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Subjects**	**Time Alloc.**	**Mins per lesson**
8.00 – 8. 30	*Assembly*	*Maths*	*Assembly*	*Maths*	*Assembly*	Assembly	90	3 x 30
8.30 - 8.45	*Talking*	*Listening*	*Talking*	*Listening*	*Listening*	Language	570	
8.45 – 9.00	*Written Sentence*	*Talking*	*Written Sentence*	*Talking*	*Talking*	Listening		3 x 15
						Broadcasts		3 x 15
9.00 – 9.15	*Spelling*	*Written Sentence*	*Oral Exp.*	*Written Sentence*	*Written Sentence*	Talking		5 x 15
						Written. Sentence		5 x 15
9.15 – 9.30	*Oral Exp.*	*Spelling*	*Spelling*	*Spelling*	*Oral Exp.*	Oral Exp.		3 x 15
9.30–10.00	*Reading*	*Reading*	*Reading*	*Reading*	*Reading*	Reading		5 x 30
10.00 - 10.30	*R E C E SS*					Wr. Composition		2 x 15
						Spelling/Dictation		5 x 15
10.30-11.00	*Maths*	*Maths*	*Maths*	*Maths*	*Maths*	Handwriting		4 x 15
						Mathematics	210	7 x 30
11.00-11.15	*Written Composition*	*Handwriting*	*Handwriting*	*Handwriting*	*Handwriting*	Envir. Studies	180	
						Science		1 x 30
11.15-11.30		*English b/c*	*English b/c*	*English b/c*	*Spelling & Dict.*	Comm. Life		2 x 30
						Agriculture		1 x 60
11.30-12.00	*Physical Education Skills/games*	*Phys. Education Skills/games*	*Health*	*Health*	*Health*	Comm. Living	150	3 x 30
						Arts & Crafts	150	3 x 30 1 x 60
12.00 - 1.00	*L U N C H*					Health	90	3 x 30
1.00 - 1.30	*Community Living*	*Environmental Studies Science*	*Environmental Studies Comm Life*	*Environmental Studies Comm Life*	*Physical Education Skills/games*	Physical Education	150	3 x 30
1.30 - 2.00	*Art & Crafts*	*Art & Crafts*	*Art & Crafts*	*Community Living*	*Community Living*	Skills / Games Sports		1 x 60
2.00 – 3.00	*Environ. Studies Agriculture*	*Community Living*	*Phy. Education Sport*	*CRE*	*Arts & Crafts Craft*	Christian Education	60	1 x 60
CLASS TEACHER'S COMMENTS			SUPERVISOR'S COMMENTS			**TOTAL**	**1650**	**1650**
						INSPECTOR'S COMMENTS		

Block timetable Grade 3: Lower Primary

GRADE: 3	TIMETABLE					ANALYSIS OF TIME		
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Subjects**	**Time Alloc.**	**Mins per lesson**
8.00 – 8. 30	*Assembly*	*Language*	*Assembly*	*Language*	*Assembly / PE*	Assembly	75	2 x 30 1x 15
8.30 – 10.00	*Language*	*Language*	*Language*	*Language*	*Language*	Language	570	5 x 90 4 x 30
						Mathematics	210	2x 60 3 x 30
						Health	90	3 x 30
10.00- 10.30	*R E C E S S*					Physical Education	105	3 x 30 1 x 15
10.30-11.00	*Language*	*Maths*	*Language*	*Maths*	*Maths*			
11.00-11.30	*Maths*	*Maths*	*Maths*	*Maths*		Christian Education	60	1 x 60
11.30-12.00	*Physical Education*	*Physical Education*	*Health*	*Health*	*Health*	Environmental Studies	180	2 x 60 2 x 30
						Community Living	150	2 x 60 1 x 30
						Arts & Crafts	150	2 x 60 1 x 30
12.00 - 1.00	*L U N C H*					**TOTAL 1650**		
						CLASS TEACHERS COMMENTS		
1.00 - 1.30	*Community Living*	*Arts and Crafts*	*Arts and Crafts*	*Arts and Crafts*	*Physical Education*			
1.30 - 2.00	*Environmental Studies*	*Arts and Crafts*	*Environmental Studies*	*Arts and Crafts*	*Block Time*	SUPERVISOR'S/INSPECTOR'S COMMENTS		
2.00 – 3.00	*Environmental Studies*	*Community Living*	*CRE*	*Community Living*	*Environmental Studies*			

☞4.2 Activity 2

In groups of 3 or 4 compare the traditional way of timetabling with timetabling in blocks approach and list on butcher paper some of the main differences and similarities of each approach. Set out your chart following the example below.

Timetabling Approach	***Differences***	***Similarities***
Traditional Timetable		
Block Timetable		

4.2 Activity 3

In groups of 3 – 4 Study the timetable below. You will notice that eight lessons are missing from the timetable as shown by an asterisk (*). Identify those missing lessons from the time analysis column and fill them in the correct missing time slots on the timetable. Consider the principles of timetabling such as the length of the lesson, convenient time for teaching that lesson, number of lessons for that lesson and so on when deciding which lesson to put in and where to put it.

Traditional timetable

TIMETABLE						ANALYSIS OF TIME		
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Subjects**	**Time Alloc.**	**Mins per less**
8.00 – 8. 15	*Assembly*	*Assembly*	*	*	*Assembly*	Assembly	75	5 x 15
8.15 – 8.30	*Listening*	*Talking*	*Talking*	*Listening*	*Talking*	Language	525	
8.30 – 8.45	*Talking*	*Listening*	*Oral Expression*	*Talking*	*Oral Expression*	Listening		3 x 15
						Broadcasts		4 x 15
8.45 – 9.00	*Oral Expression*	*English Broadcast*	*	*English Broadcast*	*English Broadcast*	Talking		5 x 15
						Written. Sentence		5 x 15
9.00 – 9.15	*Science b/c*	*Wr Sentence*	*Wr. Sentence*	*Wr.Sentence*	*Science b/c*	Oral Exp.		3 x 15
9.15 – 9.30	*Wr. Sentence*	*Spelling*	*Spelling*	*Spelling*	*Wr. Sentence*	Reading		5 x 15
9.30 – 9.45	*Spelling*	*Handwriting*	*Handwriting*	*Handwriting*	*Spelling*	Wr. Comp.		1 x 30
9.45 – 10.00	*Reading*	*Reading*	*	*Reading*	*Reading*	Spelling/Dict		5 x 15
10.00 -10.30	*R E C E S S*					Handwriting		3 x 15
10.30-11.00	*Maths*	*Maths*	*Maths*	*Maths*	*			
						Mathematics	210	7 x 30
11.00-11.30	*	*Community Living*	*Health*	*Health*	*Health*	Env. Studies	210	
						Science		1 x 30 2 x 15
						Comm. Life		3 x 30
						Agriculture		1 x 60
11.30-12.00	*Community Life b/c*	*Science*	*Physical Education*	*	*Physical Education*	Comm. Living	180	4 x 30 1 x 60
						Arts & Crafts	150	3 x 30 1 x 60
12.00 - 1.00	*L U N C H*					Health	90	3 x 30
1.00 – 1.30	*Maths*	*Maths*	*Art & Crafts*	*Art & Crafts*	*Art & Crafts*	Physical Education	150	
1.30 – 2.00	*Community Living*	*Community Life*	*Community Living*	*Community Life*	*Community Living*	Skills / Games Sports	90 60	3 x 30 1 x 60
2.00 – 3.00	*Arts & Crafts*	*Physical Educ.* *Sport*	*CRE*	*Community Living*	*	Christian Education	60	1 x 60
CLASS TEACHER'S COMMENTS			*SUPERVISOR'S COMMENTS*			**TOTAL**	**1650**	**1650**
						INSPECTOR'S COMMENTS		

4.2 Activity 4

The block timetable below is incomplete. Finish it by filling in the correct lessons that should go into the missing time slots. Refer to the time analysis column to work out the right lessons to fill in. Work in groups of 3. Make changes where necessary.

Block timetable: Grade 3

TIMETABLE						ANALYSIS OF TIME		
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Subjects**	**Time Alloc.**	**Mins per lesson**
8.00 – 8. 15	*Assembly*	*Assembly*	*Assembly*	*Assembly*	*Assembly*	Assembly	75	5 x 15
8.15 – 9.00	*Language*	*Language*	*Language*	*Language*	*Language*	*Language*	570	
9.00 – 9.15	*Environmental Studies*	*Language*	*Language*	*Language*	*Environmental Studies*	Mathematics	210	
9.15 – 9.30	*Language*	*Language*	*Language*	*Language*	*Language*	Health	90	
9.30 – 10.00		*Physical. Education*	*Maths*	*Physical Education*	*Maths*	Environmental Studies	210	
10.00- 10.30	*R E C E S S*					Physical Education	150	
10.30– 11.00						Christian Education	60	
11.00-11.30								
11.30-12.00						Arts & Craft	150	
12.00 - 1.00	*L U N C H*					Community Living	180	
1.00- 1.30	*Community Living*	*Environmental Studies*	*Environmental Studies*	*Environmental Studies*	*Physical Education*	**TOTAL**	**1650**	**1650**
1.30 - 2.00	*Art & Crafts*	*Art & Crafts*	*Art & Crafts*	*Community Living*	*Comm. Living*			
2.00 – 3.00	*Environ. Studies*	*Community Living*	*Physical Education*	*CRE*	*Arts & Crafts*			
CLASS TEACHER'S COMMENTS			*SUPERVISOR'S COMMENTS*			*INSPECTOR'S COMMENTS*		

Block timetable: Grade 7

						ANALYSIS OF TIME		
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Subjects**	**Time Alloc.**	**Mins per lesson**
8.00 - 8.30								
8.30 – 10.00								
10.00- 10.30	*R E C E S S*							
10.30–11.00								
11.00-11.30								
11.30-12.00								
12.00 - 1.00	*L U N C H*							
1.00- 1.30								
1.30 - 2.00								
2.00 – 3.00								
CLASS TEACHER'S COMMENTS			*SUPERVISOR'S COMMENTS*			*INSPECTOR'S COMMENTS*		

☞ 4.2 Activity 5

In groups of 3 – 4 complete the time analysis column for this timetable based on the Grade 7 syllabus allocations. Make sure you identify the correct lengths of time for the lessons before you write them on the analysis column corresponding to the respective subject.

✍ 4.2 Activity 6

Using the timetabling principles learnt, construct a block timetable for a grade 5 class. (Your lecturer may use this as an assessable task for this module.)

Block timetable

						ANALYSIS OF TIME		
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Subjects**	**Time Alloc.**	**Mins per lesson**
8.00 - 8.30								
8.30 – 10.00								
10.00- 10.30	*R E C E S S*							
10.30–11.00								
11.00-11.30								
11.30-12.00								
12.00 - 1.00	*L U N C H*							
1.00- 1.30								
1.30 - 2.00								
2.00 – 3.00								
CLASS TEACHER'S COMMENTS			*SUPERVISOR'S COMMENTS*			*INSPECTOR'S COMMENTS*		

Use this blank timetable for photocopying.