



Department for Curriculum Management

LETTER CIRCULAR

Information X
Action Required X

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To: All Heads of State Primary Schools and Sections

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Subject: *Time Management in the Primary Classroom – Years 1 - 6*

Managing time is one of our biggest challenges and is important in all aspects of teaching – organising the day, organising the classroom, deciding how long and how often to teach various subjects. It is important to keep all kinds of interruptions to a minimum.

There is only so much time to teach and pupils only have so much time to learn. Effective use of school time begins with good lesson planning and an efficient time-table.

In the lower classes consistency is very important as it makes children feel more secure when they can predict the sequence of events, and it allows them to move from one activity to another easily and confidently. In addition predictability provides children with a rudimentary sense of time as they begin to learn what comes first in the day, second, next, and last. A consistent timetable also helps build trust in the environment. A sample time-table for Years 1 and 2 is being forwarded as a guide.

No slots on the time-table should be allocated for Video/DVD, Computer and Homework. The video/DVD and computer should be used as teaching/learning tools and integrated in the planning and delivery of lessons. Homework should be assigned during the plenary session of the related lesson and take as little time as possible.

Raymond J Camilleri
Director Curriculum Management

TIME-TABLE (Years 1, 2)

	Monday	Tuesday	Wednesday	Thursday	Friday
08:30 – 08:45	Assembly	Assembly	Assembly	Assembly	Assembly
08:45 – 9:15	Religion	Religion	Religion	Religion	Religion
09:15 – 10:15	Maths	Maths	Maths	Maths	Maths
10:15 – 10:30	BREAK				
10:30 – 11:15	Malti	Malti	Malti	Malti	Malti
11:15 – 12:00	English	English	English	English	English
12:00 – 12:30	BREAK				
12:30 – 12:45	Reading Session	Reading Session	Reading Session	Reading Session	Reading Session
12:45 – 13:15	P.E.	Handwriting	Science & Technology	Handwriting	P.E.
13:15 – 14:00	Art & Design	Social Studies	Mid-Week Project	Social Studies	Choosing Time
14:00 – 14:30	Storytelling	P.E.	<i>(Expressive Arts)</i>	P.E.	Talk About

Time Management Primary Classes Years 1 and 2

Guidelines

Session / Subject	Number of Lessons / Sessions	Duration	Minutes per Week
Religion	1 lesson daily	30 min x 5	150 min
Mathematics	1 lesson daily	60 min x 5	300 min
English	1 lesson daily	45 min x 5	225 min
Maltese	1 lesson daily	45 min x 5	225 min
Social Studies	2 lessons (1 lesson a day)	45 min x 2	90 min
P.E.	4 lessons (1 lesson a day) (Lesson/s delivered by peripatetic or class teacher)	30 min x 4	120 min
Science / Technology	1 lesson a week (Lesson delivered by peripatetic or class teacher)	30 min	30 min
Art & Design	1 lesson a week (Lesson delivered by peripatetic or class teacher)	45 min	45 min
Expressive Arts - Drama/Art & Design/ Music/Movement) (Mid-Week Project)	1 session per week (Session delivered by peripatetic and/or class teacher)	75 min	75 min
Handwriting	2 sessions a week	30 min x 2	60 min
Storytelling	1 session a week	30 min	30 min
Reading Session	1 session a week	15 min x 5	75 min
Talk About Session	1 session a week	30 min x 5	30 min
Choosing Time	1 session a week	45 min	45 min
Assembly	5 times a week (once a day)	15 min x 5	75 min
1 st Lunch Break	15 minutes - 5 times a week	15 min x 5	75 min
2 nd Lunch Break	30 minutes - 5 times a week	30 min x 5	150 min
		Total	1800 min

Time Management Primary Classes Years 1 and 2

Please note:

1. It is crucial that teachers adopt a cross-curricular approach in their teaching.
Integration of Subjects: Class teachers are reminded that they are expected to plan lessons/activities for all teaching and learning experiences. In so doing they can focus better on teaching through the thematic approach as specified in the NMC (pg 78) “This document regards the integration of knowledge, centring around themes, as the kind of pedagogical approach that comes closest to the idea of holistic education. This methodology should be the dominant feature of our schools.”
 2. Prime learning time should ideally be devoted to Mathematics, English and Maltese; hence the first lesson on the timetable need not necessarily be Religion.
 3. The first break should ideally be set at 10:15.
- **Malti** jinkludi
 - smiġħ u taħdit (eż. poeżiji, taħriġ il-fehim mis-smiġħ, ...);
 - qari (l-ewwel passi li jwasslu lit-tfal jieħdu gost jaqraw u jgħinuhom jżviluppaw strateġiji biex ikunu qarrejja tajba);
 - lingwa (f'kuntest);
 - kitba kreattiva (l-ewwel passi li jwasslu għall-komunikazzjoni bil-kitba).
 - **English** includes
 - oracy (poems/songs, stories, following simple instructions ...);
 - reading (awareness of print in a second language: following text in books, CD programmes, ...);
 - language usage (simple use of a second language in a context);
 - creative writing (first steps towards written communication in a second language).
 - **Homework** is assigned during the plenary session of the related lesson and is of short duration.
 - **Handwriting** sessions help children to form letters and numbers correctly. Rules are observed also during written exercises. Teacher guidance is important.
 - **Social Studies** focus on the social, historical and geographical dimensions.
 - **Expressive Arts (Mid-Week Project)** include art & design, drama, music and movement.
 - **P.E.** as movement forms part of the Expressive Arts during the mid-week project. P.E. activities can also be integrated in other subjects.
 - **Reading Sessions (Maltese/English)** focus on children reading for pleasure, individually or in small groups.
 - **Choosing Time** promotes democracy in the classroom, and develops independence and decision-making skills. Children choose an activity themselves.
 - **Talk About** sessions develop children's communication skills in the first language and the first steps towards a second language. The topic could be chosen by the children themselves. It could also be introduced by the teacher according to the children's interests, as a planning session for an activity or an educational visit or as a follow-up session to both.
 - **Songs and Rhymes** are taught during various subjects to integrate with the topic being covered. However, they can be revised and consolidated during the transition from one subject to another, and especially from one language to another.

Time Management in the Primary – Timetable Guidelines for Years 3, 4, 5 and 6

Session / Subject	Number of lessons / sessions	Minutes per week
Religion	4 lessons a week + broadcast	120 minutes
Mathematics	1 lesson daily	300 minutes
English	1 lesson daily	240 minutes
Maltese	1 lesson daily	240 minutes
Social Studies	3 lessons* a week	135 minutes
P.E.	4 lessons* a week (Lesson/s delivered by peripatetic or class teacher)	120 minutes
Science and Technology	2 lessons* a week (Lessons delivered by peripatetic and / or class teacher)	120 minutes
Expressive Arts (Drama / Art & Design / Music / Movement)	2 sessions* per week (Lessons delivered by peripatetic and / or class teacher)	120 minutes
P.S.D.	1 session per week	45 minutes
Assembly	5 times a week	75 minutes
Morning Break	15 minutes - 5 times a week	75 minutes
Afternoon Break	30 minutes - 5 times a week	150 minutes

* Preferably on separate days

Time Management in the Primary – Timetable Guidelines for Years 3, 4, 5 and 6

1. It is crucial that teachers adopt a cross-curricular approach in their teaching.
Integration of Subjects: Class teachers are reminded that they are expected to plan lessons / activities for all teaching and learning experiences. In so doing they can focus better on teaching through the thematic approach as specified in the NMC (pg 78) “This document regards the integration of knowledge, centring around themes, as the kind of pedagogical approach that comes closest to the idea of holistic education. This methodology should be the dominant feature of our schools.”
 2. The time allocated indicates that there is an hour which ought to be utilised for prioritisation of needs. Thus teachers could focus on additional time for Mathematics, English and Maltese or on various projects or initiatives such as the development of entrepreneurial skills, thinking skills etc.
 3. It is strongly recommended that the teaching of Mathematics and Science should be carried out through English.
 4. Prime learning time should ideally be devoted to Mathematics, English and Maltese, hence the first lesson on the timetable need not necessarily be Religion.
 5. Morning break time should ideally be set at 10:15.
 6. **Religious Education** - When assemblies focus on religious issues, the follow-up work in class should not exceed the stipulated time.
 7. **Malti Lingwa** includes –
 - a. smiġn u taħdit (eż. poeżiji, taħriġ il-fehim mis-smiġn, ...)
 - b. qari (taħriġ il-fehim mill-qari)
 - c. lingwa (grammatika f’kuntast)
 - d. komponiment (kitba kreattiva)
 8. **English Language** includes –
 - a. oracy (poems/songs, stories, talking about specific topics, listening comprehension)
 - b. reading
 - c. comprehension (written task)
 - d. language usage
 - e. composition (creative writing)
- N.B. Language lessons need not necessarily be of equal duration.
9. **Homework** should be assigned during the plenary session of the related lesson and should be of short duration.
 10. **Handwriting** is part of language learning and should be integrated within exercises in both languages.
 11. **Social Studies** focuses on the social, historical and geographical dimensions.
 12. **Expressive Arts** includes art & design, drama, music and movement.
 13. **ICT** (Computer, video/DVD...) should be used as a teaching and learning tool in all subjects.