GRADE R
LESSON PLANS
TERM 1
INTRODUCTORY NOTES ABOUT THIS EXEMPLAR

1. The Lesson Plans are GUIDELINES and not prescriptive by the Department of Education of the Eastern Cape.
2. The aim or objective of these Lesson Plans is to provide a Guideline for especially under qualified or inexperienced Grade R practitioners to teach on a daily basis and to alleviate the stress of planning.
3. The Department has developed LEARNER ATTAINMENT TARGET DOCUMENTS for Grade R that should be used in order to standardize assessment in the Province.
4. Some teachers are using very good Grade R Programmes by Publishers and do not have to change all their planning as long as proper recording is done and the LAT’s and FAT’s are infused.
5. In Grade R in the Foundation Phase 3 Learning Programmes must be addressed throughout the year. This exemplar provides a detailed plan for integrated teaching, learning and assessment across the 3 Learning Programmes for a whole year.
6. The Grade R Learning Outcomes (LOs) and Assessment Standards (ASs) contained in the National Curriculum Statement have been dealt with in many different places.
7. Ideas for teaching learning and assessment are suggested, but can be changed. Ideas could be deleted, added or adapted.
8. Integration occurs within the backbone Learning Area LOs. Activities should also be designed that reflect meaningful integration.
9. Integration occurs with other Learning Area LOs and ASs. It should not be forced, but should occur naturally and be reflected in activities.
10. Informal assessment must happen daily, but need not always be recorded. Informal notes and records of key milestones can be useful.
11. Specific resources mentioned will not be available in all schools. In many cases other similar resources could be used.
12. Grade R is a programme based on teaching and learning through play opportunities that are carefully planned. This requires lots of planning and preparation. The load can be lightened by networking with others. Grade R teachers should form small cluster groups and meet regularly to share ideas, planning and even make teaching aids and resources such as puzzles, books, games etc.
13. Barriers to Learning has been dealt with in term 2 Lesson Plans and teachers should refer to it on a daily basis.
### 14. Recipes for use in the Creative Area

**Play Dough**

Mix in a pot
2 cups of flour
1 cup of salt
2 tablespoons oil
2 cups water 4 teaspoons Cream Tarter
Food colouring

Method:

Cook all the ingredients together on a stove at a medium heat till it forms a dough. Add food colouring.

Cool the dough and keep it in a container. It will stay soft for up to 2 months if you keep it in a fridge.

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**Salt dough (for modelling and pasting, because it will become hard)**

Mix:
6 cups of salt
3 cups of Maizena
Add three cups of boiling water

Method:

Mix very well and beat gently till thick.
Knead.
Store in Aluminum Foil.

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### 15. Musical Instruments used in Lesson Plans

- Here are some ideas for home-made percussion instruments:
- Shakers - empty drink cans with a little bit of gravel, rice or soup mix, etc. in the bottom and a piece of tape over the hole - make good shakers or marracas. Cut a piece of paper to wrap around the can, colour it with paints or crayons, and glue it on.
- Fill 2 paper plates with seeds. Staple together and decorate.
d. Rhythm Sticks - two pieces of 25mm dowel, about 200mm long. You might like to decorate yours painting animals and designs on them.

![Examples of home made musical instruments](image)

f. Jingle stick (or Poor Man's Tambourine) - get a piece of 12mm X 30mm wood, about 25cm long. Flatten half a dozen beer bottle caps with a hammer (after cleaning out the plastic inside). Use a nail to punch a hole through the middle of each bottle cap. Use the nail to punch three holes along the piece of wood. Into each hole, screw a self-tapping screw with two bottle caps threaded on it, but not too tight - you want them to jingle when you slap the smooth side against your hand.

g. Spoons - get two old soup or dessert spoons from a junk shop and a rubber door wedge from the hardware store. Flatten the ends of the handles with a hammer; place a wedge between the handles of the spoons with the bowls back to back and about 3-4mm apart. Hold them in place with a rubber band 'till you get them right - bend the handles if necessary, then wrap tape around them to hold them together.

h. Triangle - take a piece of number 8 fencing wire (or coat hanger wire) about 60-70cm long, and bend into an open-ended triangle. Tie a loop of string to one corner to hold it with, and hit it with another piece of wire.

i. Jingle Bells - thread Christmas sleigh bells onto strips of stiff wire, and tape four strips onto a 25cm long piece of 25mm dowel, using electrical tape.

j. Cotton reels. String and shake

k. Wooden blocks. Cover with sandpaper and drawing pins. Scrape against each other
16 ORIENTATION IN GRADE R

The first week is orientation. The aim is to help the children to:

- become integrated with the environment of the classroom
- become acquainted with their teacher, their peers, the school, the playground and their immediate environment
- feel at home in the classroom
- become aware of the necessity for order and neatness
- learn good hygienic habits and manners

OBSERVE THE FOLLOWING DURING THE FIRST FEW WEEKS IN GRADE R:

- Perceptual skills – Visual and Auditory
- The gross motor development and small motor development
- The learner’s laterality and dominance
- How the child emotionally and socially adapt to Grade R

"Young children learn by doing. Play is the work of children. Through a variety of activities and routines, children are being prepared for more than just the next grade. They are prepared for life-long success."

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Term 1

Teaching, learning & assessment
# Orientation Week

**Week 1**  Date: ____________  

**I get to know my school, my teacher, classmates and orientate myself**

<table>
<thead>
<tr>
<th>Focus Learning Outcomes &amp; Assessment Standards</th>
<th>LITERACY</th>
<th>NUMERACY</th>
<th>LIFE SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentrate on the following:</td>
<td>LO 1: Listening</td>
<td>LO 3: Block play</td>
<td>LO 4: Free Play</td>
</tr>
<tr>
<td></td>
<td>LO 2: Speaking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Time allocation per week**  
- LITERACY: 9 hours 10 minutes  
- NUMERACY: 9 hours 10 minutes  
- LIFE SKILLS: 5 hours 50 minutes

**Ideas for teaching, learning and assessment activities**

- **LITERACY**
  - Tells news
  - Discusses the daily weather – learns about the weather chart
  - Listens to simple stories and answers questions
  - Learns, sings / says rhymes
  - Creates own drawings and paintings to communicate a message

- **NUMERACY**
  - Learns about the calendar/weather chart
  - Participates in:
    - Puzzles
    - Blocks and farm animals
    - Games
    - Play dough

- **LIFE SKILLS**
  - Learns classroom location
  - Learns location of toilets
  - Free play outdoors
  - Participates in games
  - Participates in dramatisation / role play

**Adjustment assessment – see recording sheet**

- **Teacher Observation**
  - Lesseens and adjusts to class rules, routines
  - Learns about the calendar/weather chart
  - Participates in:
    - Puzzles
    - Blocks and farm animals
    - Games
    - Play dough

**Resources**

- Songs, rhymes and games for the week
- Outdoor equipment
- Indoor equipment
- Creative materials and media

**Extended opportunities/ barriers**

- Insecurity, separation anxiety, etc.
### Discussion ring:

**Familiarise learners with classroom and toilet**

The learners should know and understand their environment. They should become acquainted with the teacher, but also with the new school surroundings. The teacher should make them feel at home so that they can feel secure and be self-confident.

Good habits should be taught from the start. A toilet routine—including the washing and drying of hands and keeping the toilets clean—should be taught. The teacher should encourage learners to try to fasten their own clothes. Discuss after the first visit to the toilet, because children first need to see the toilets before they can discuss it.

- how to use toilet and toilet paper
- how to open and close a tap
- how to use basins
- how to wash and dry hands

After the toilet routine learners should form rows. Learners should be taken on an excursion to the different sections of the school, playground and principal's office. They should learn the principal’s name beside those of their teacher and some friends.

### Action song and rhyme:

Learners sit in a circle around the teacher.

**Teacher:** ‘Children, Children, where are you?
**Learners:** ‘Here I am, Here I am
**Teacher:** I’m glad to see you
**Teacher:** [Name of child], where are you?
**Learners:** ‘Here I am, Here I am
**Teacher:** I’m glad to see you

Sing using all the children’s names

### Other activities:

- Easy puzzles
- Big building blocks
- Draw – myself
- Show learners the different areas in the classroom

### Outdoor/ indoor play:

- Water play/sand play
- Fantasy area
- Free play outside

### Story:

- Own choice

### Relax:

- Listen to music
| **Discussion ring:** | **News time and weather chart**  
The teacher discusses and demonstrates certain daily activities that are important for good health and good behaviour  
e.g:  
- how to blow the nose  
- what to do when they yawn  
- what to do when they sneeze or cough  
- how and when to use the words please and thank you  
The teacher also demonstrate what learners should do during snack time  
  
Make a Daily Programme in pictures and discuss with learners what will happen during the day |
| **Action song and rhyme:** | **This is the way I wash my hands, wash my hands, wash my hands**  
**This is the way I wash my hands**  
So early in the morning  
(Do the actions)  
**This is the way I fold my arms, fold my arms, fold my arms**  
**This is the way I fold my arms**  
So early in the morning  
(Do the actions)  
Do he same with  
**This is the way I blow my nose………..** |
| **Other activities:** | **Easy puzzle**  
**Big building blocks**  
**Draw and paint** |
| **Outdoor/Indoor play:** | **Water play / sand play**  
**Fantasy corner**  
**Big balls** |
| **Story:** | **Own choice** |
| **Relax:** | **Listen to music** |
### DAY 3 - ME AND MY NEW SCHOOL

<table>
<thead>
<tr>
<th>Discussion ring:</th>
<th>News time</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher discusses and demonstrates certain daily activities that are important good behaviour e.g:</td>
<td></td>
</tr>
<tr>
<td>• how to sit and stand properly</td>
<td></td>
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<tr>
<td>• how to walk in a row</td>
<td></td>
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<tr>
<td>• how to greet “Good morning, teacher”</td>
<td></td>
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<tr>
<td>• Good afternoon, teacher</td>
<td></td>
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<tr>
<td>• Goodbye (to classmates)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Action song and rhyme:</th>
<th>Repeat</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Other activities:</th>
<th>Play games</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eye movements</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Outdoor/Indoor play:</th>
<th>Water play/sand play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big balls</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Story:</th>
<th>Own choice</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Relax:</th>
<th>Listen to music</th>
</tr>
</thead>
</table>

Concentrate on the following during the First Term

1. Perceptual skills - Visual and Auditory Perception
2. Gross motor and small motor development
3. Laterality and dominance
4. Emotional development
5. Adaption to a Grade R class

**NOTE:** Teachers may want to do the First Theme “I am Special” over more than one week and can include MY SENSES when doing body parts. The theme was covered in the Second Term Lesson Plans. These Lesson Plans are only Guidelines and teachers can adapt it to suit the needs of their school or their personal planning.
## TERM 1 WORK SCHEDULE

**Theme:** I AM SPECIAL – MY FACE AND BODY

<table>
<thead>
<tr>
<th>Week: 2</th>
<th>Date:</th>
<th>LITERACY</th>
<th>NUMERACY FAT 1</th>
<th>LIFE SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus Learning Outcomes &amp; Assessment Standards</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 1: Listening</strong></td>
<td>LO 2: Speaking</td>
<td>LO 1: Number Operation</td>
<td>LO 2: Patterns</td>
<td>LO 1: Social Development</td>
</tr>
<tr>
<td>AS 1, AS 2, AS 4.1, AS 4.2</td>
<td>AS 1, AS 2, AS 3, AS 5, AS 7</td>
<td>AS 1, AS 2, AS 3, AS 2, AS 6, AS 8</td>
<td>AS 1</td>
<td>AS 3</td>
</tr>
<tr>
<td><strong>LO 3: Reading</strong></td>
<td><strong>LO 4: Writing</strong></td>
<td><strong>LO 3: Space &amp; Shape</strong></td>
<td><strong>LO 4: Measurement</strong></td>
<td><strong>LO 3: Personal Development</strong></td>
</tr>
<tr>
<td>AS 1, AS 1.7, AS 2, AS 3</td>
<td>AS 1.1, AS 1.2, AS 3</td>
<td>AS 3.3</td>
<td>AS 3.3</td>
<td>AS 1</td>
</tr>
<tr>
<td><strong>LO 5: Thinking &amp; Reasoning</strong></td>
<td><strong>LO6: Language Structure</strong></td>
<td><strong>LO 5: Data Handling</strong></td>
<td></td>
<td><strong>LO 4: Phys. Dev. &amp; Movement</strong></td>
</tr>
<tr>
<td>AS 3</td>
<td>AS 1.1, AS 1.2</td>
<td></td>
<td></td>
<td>AS 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>9 hours</th>
<th>10 minutes</th>
<th>7 hours</th>
<th>30 minutes</th>
<th>5 hours 50 minutes</th>
</tr>
</thead>
</table>

**Integration**

- **Social Science (H):** LO 2 AS 1, LO 2 AS 2, LO 1 AS 2.1
- **Social Science (G):** LO 2 AS 1
- **Natural Science:** Visual Arts: LO 1 AS 3, LO1 AS 4
- **Arts and Culture:** Dance: LO 3 AS 1, LO 4 AS 4, Music: LO 4 AS 3, Drama: LO1 AS 2, LO 3 AS 2
- **Visual Arts:** LO 3 AS 4, Visual Arts: LO 4 AS 4
| Continuous assessment | METHOD:  
Teacher  
TOOL:  
Observation sheet  
Rubric  
Checklist  
RECORDING:  
Informal  
Oral Responses  
Practical demonstration | METHOD:  
Teacher  
TOOL:  
Observation sheet  
Rubric  
Checklist  
RECORDING:  
Informal  
Oral Responses  
Practical demonstration | METHOD:  
Teacher  
TOOL:  
Observation sheet  
Rubric  
Checklist  
RECORDING:  
Informal  
Oral Responses  
Practical demonstration |
|---|---|---|
| RESOURCES: (REQUIRED EVERY WEEK):  
Discovery table items  
Stories, Rhymes, Songs, Calendar, Name Chart, Birthday Chart, Weather, Theme posters, Number Charts, Abacus, Counters, pegboards, colour charts, Books, Puzzles, Games, Blocks, Construction toys, Manipulative toys  
Creative materials and tools, Paint, Brushes, Crayons, Scissors, Glue, Paper  
Anti-waste material,  
CD player and music instruments,  
Fantasy area: Set up as a home corner unless otherwise specified.  
Outdoor play apparatus Jungle Gym, Sandpit, Balance beam, Hoops, Tyres, balls  
Water play equipment, Sand play equipment | SPECIAL RESOURCES FOR THE WEEK  
Theme posters  
Theme table resources  
Theme equipment  
Matchstick patterns  
Theme posters on My Body  
Theme table resources  
Theme equipment  
Magazines  
Photos |
<p>| Barriers to Learning: SEE TERM 2 |</p>
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Health check and Morning Circle (Ring)</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY:</strong></td>
<td>Monday to Friday</td>
<td><strong>METHOD:</strong></td>
<td>Name cards</td>
</tr>
<tr>
<td>Language HL</td>
<td>1. Health Check.</td>
<td>Teacher</td>
<td>(Months)</td>
</tr>
<tr>
<td>LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately</td>
<td>- Run a quick head to toe check of each child. Keep a health record of any sign of illness observed or medication given. Refer cases that need attention.</td>
<td><strong>TOOL:</strong> Observation sheet Checklist</td>
<td>Name cards (Days)</td>
</tr>
<tr>
<td>LO 1 AS 2: Demonstrates appropriate listening behavior by listening without interrupting, showing respect for the speaker, and taking turns to speak.</td>
<td><strong>RECORDING:</strong> Informal</td>
<td>Weather chart</td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 1: Talks about family and friends</td>
<td><strong>FORMS:</strong> Oral Responses</td>
<td>Birthday chart</td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 2: Expresses own feelings and the feelings of real or imaginary people</td>
<td>Practical demonstration</td>
<td>Date Chart</td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 3: Sings and recites simple songs and rhymes</td>
<td></td>
<td>Number chart</td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 7: Recounts own personal experiences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 1: Uses visual cues to make meaning. Looks carefully at pictures and photographs to recognize common objects and experiences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NUMERACY:</strong></td>
<td><strong>LITERACY:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td><strong>LITERACY:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 1: Counts to at least 10 everyday objects</td>
<td><strong>LITERACY:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 2: Says and uses number names in familiar contexts</td>
<td><strong>LITERACY:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 2: Orders recurring events in own daily life</td>
<td><strong>LITERACY:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 3: Sequences events within one day</td>
<td><strong>LITERACY:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LIFE SKILLS:</strong></td>
<td><strong>LITERACY:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Orientation</td>
<td><strong>LITERACY:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 3: Knows members of own family, peers and caregivers.</td>
<td><strong>LITERACY:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 1: Says own name and address.</td>
<td><strong>LITERACY:</strong></td>
<td></td>
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</tr>
</tbody>
</table>
**INTEGRATION:**

| SS (H) | LO 2 AS 1: Discusses personal experiences in the past and present (chronology and time) |
| SS (G) | LO 2 AS 2: Discusses own age in years (chronology and time) |
| LO 2 AS 1: Discusses personal experiences of familiar people and places |
**Weekly Lesson Planning Exemplar**

**Term 1: Week 2**

**Theme: I am Special – My face and body**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Morning Circle - Theme Discussion</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY:</strong> Languages</td>
<td></td>
<td></td>
<td>Theme posters on My Body</td>
</tr>
<tr>
<td>LO 1 AS 1: Listens attentively to questions, instructions and announcements</td>
<td>Monday: MY NAME AND BIRTHDAY</td>
<td>METHOD: Teacher</td>
<td>Theme table resources</td>
</tr>
<tr>
<td>LO 2 AS 5: Asks questions when the learner does not understand or needs more information, and responds clearly to questions asked of the learner</td>
<td>- I am ME. I am special. There is no one else like me.</td>
<td>TOOL: Observation sheet Checklist</td>
<td>Theme equipment</td>
</tr>
<tr>
<td>LO 2 AS 7: Recounts own personal experiences</td>
<td>- Ask each child to say his / her name and to tell you about themselves while taping their voices. Play back to them. Say the names of the children one by one. Clap to the rhythm of the names.</td>
<td>RECORDING: Informal</td>
<td>Magazines</td>
</tr>
<tr>
<td>LO 5 AS 3: Uses language to investigate and explore: asks questions and searches for explanations gives explanations and offers solutions</td>
<td>- e.g. Si - ya- bong - ga (4 claps)</td>
<td>FORMS: Oral Responses Practical demonstration</td>
<td>Photos</td>
</tr>
<tr>
<td><strong>LIFE SKILLS</strong> Life Orientation</td>
<td></td>
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<tr>
<td>LO 1 AS 4: Explains safety in the home and at school</td>
<td>Ask the children to bring photos of themselves as babies.</td>
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<tr>
<td>LO 1 AS 5: Explain the right of children to say ‘no” to sexual abuse and describes ways to do so</td>
<td>- I have a special birthday of my own. Discuss that the day the learner was born is a special day and to make that learner feel special we wear a crown on our head on our birthday at school and our classmates sing a special song. [Demonstrate with one learner]</td>
<td></td>
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<tr>
<td><strong>Natural Sciences</strong></td>
<td></td>
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</tr>
<tr>
<td>LO 1 AS 2.1: Follows simple instructions with assistance</td>
<td>Ask the children to bring photos of themselves as babies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Happy Birthday to you, Happy Birthday to you Happy Birthday dear Sipho Happy Birthday to you.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tuesday: MY FACE
I am ME. I am special. There is no one else like me.

- Explain that every person’s face is special. Even though all faces have eyes, ears etc each child’s face looks different from another child’s.
- Ask learners which part of the face they know. Say the parts of the face such as mouth, chin, ears, eyes, nose, and forehead. As the teacher says one part she says: I have ONE mouth
  I have TWO eyes etc.
- As the teacher says each part learners should point to their own faces.
- The class is divided into pairs and learners look at their friend’s face and show the parts on the friend’s face.
- Discuss faces and ask questions such as:
  - What is in your mouth? (tongue, teeth)
  - Why do we have a mouth? (to eat, drink, talk)
  - What are the TWO holes in your nose called? (nostrils)
  - What do you use your ONE nose for? (smell and breathe)
  - What do you use your TWO eyes for? (to see)
  - What do we call people who cannot see? (blind people)
  - How many ears do you have? (TWO)
  - What do you use your ears for? (to hear)
  - What do we call people who cannot hear? (deaf)

Wednesday and Thursday: THE PARTS OF MY BODY

- My body – Ask a learner to lie down on a large piece of paper.
- Choose a few learners to draw (trace) around the learner’s body.
- While the learners are drawing the teacher asks questions such as:
  - Which part of the body is Sipho drawing now?
- How many feet does Mary have?
- What do we do with our feet?
- How many arms do we have?
- How many hands do we have?
- What do we do with our arms? / hands?

- Put the drawing on the chalkboard
- The teacher writes names of the body parts on a flashcards. She reads different body parts to the learners. A learner must collect the flashcard and show where that part is on the drawing

<table>
<thead>
<tr>
<th>neck</th>
<th>arm</th>
<th>fist</th>
</tr>
</thead>
<tbody>
<tr>
<td>fingers</td>
<td>wrist</td>
<td>elbow</td>
</tr>
<tr>
<td>back</td>
<td>shoulder</td>
<td>chest</td>
</tr>
<tr>
<td>wrist</td>
<td>hip</td>
<td>legs</td>
</tr>
<tr>
<td>arms</td>
<td>feet</td>
<td>knee</td>
</tr>
</tbody>
</table>
Small children need to know that they have the right to say no to anyone that makes them feel uncomfortable in the way that they are handling them or touching them and should be advised that they must tell their mommy or daddy.

The teacher discusses with the learners that there are parts of the body that belong only to us. These parts are always covered by our clothes, underwear or swimming costumes.

Make swimming clothes from colorful paper and dress the paper figures that they have put on the chalkboard the previous day.

Ask questions such as:
How do you feel when mummy hugs you?
How do you feel being held tight or touched by someone you don’t know?

He tells learners that if anyone (family, friend, stranger) touches them in a way that they do not like, they must say **NO** loudly and tell someone.
Warn learners against possible dangers like:
- not to go to the toilet alone if the toilet is far from the house or classroom
- not to walk alone in the street
- not to get into cars with strange people
- not to take sweets from strangers
- not to play alone outside when it is getting dark

Listen to the poem and do the actions:
I say no!
*Shake a pointed finger*
I can say no!
Listen now and hear me say
No! No! No!
*Hands on both sides of the mouth to show shouting*

I like to hug special people
*Cross arms over chest to make a hugging action*
And I hug them
Because this is one thing I know
*Stretch out arms*

I can say no!
*Shake a pointed finger*
I do say no
Listen now and hear me say
*Hand behind ear as if listening*
No, No, No!
*Shout with hands around mouth*
Weekly Lesson Planning Exemplar

Term 1: Week 2

Theme: I am Special – My face and body

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Maths Routine (Daily Monday to Friday)</th>
<th>Assessment</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td><strong>LITERACY:</strong> Language HL LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately LO 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak. LO 3 AS 1, 7: Uses known letters and numerals to represent written language especially from own name and age LO 4 AS 12: Manipulates writing tools like crayons and pencils</td>
<td>1. <strong>Counting:</strong> (Monday to Friday) - Counting every day objects 1, 2 2. <strong>Shapes and colours</strong> (not yet) 3. <strong>Before, after and between</strong> (not yet) 4. <strong>Numbers of the week: 1 and 2</strong> - Number of the week’s name: one and two - How much is 1? Show 1 nose / mouth - How much is 2? Show 2 eyes / ears / legs hands / arms / feet - Let a few learners collect 1 objects (counters) - Let a few learners collect 2 objects (counters) - Write 1 in the “air” with your finger - Write 2 in the “air” with your finger - Write a number 2 (on your board / paper /sand trays) - Draw 2 circles (on your board / paper) - Where else in the class can you see a number 2?</td>
<td>METHOD: Teacher TOOL: Observation sheet RECORDING: Informal FORMS: Oral Responses Practical demonstration</td>
<td>Number poster Abacus Blocks Chalkboards + chalk Number wall chart Number cards</td>
</tr>
<tr>
<td><strong>NUMERACY:</strong> Mathematics LO 1 AS 1: Count to at least 10 everyday objects LO 1 AS 2: Says and uses number names in familiar context LO 1 AS 6: Solves verbally stated additions and subtraction problems with solutions to at least 10 LO 1 AS 8: Explains own solutions to problems</td>
<td>5. <strong>Problem solving</strong> Learners solve verbally stated addition and subtraction problems with single digit numbers and solutions to at least 2. Learners use concrete apparatus to pack out the solution to the problem e.g. One eye and another eye gives me ...... eyes.</td>
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</tbody>
</table>
**Weekly Lesson Planning Exemplar**

**Term 1: Week 2**

**Theme: I am Special – My face and body**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Learning Activities In Small Groups Monday to Friday</th>
<th>Assessment</th>
<th>Resources</th>
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<tbody>
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<td>NUMERACY</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>LO 1 AS 1: Counts to at least 10 everyday objects reliably</td>
<td>FAT 1</td>
<td></td>
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<tr>
<td>LO 1 AS 2: Says and uses number names in familiar contexts</td>
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<tr>
<td>LO 1 AS 3: Knows the number names and symbols for 1 – 10</td>
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<tr>
<td>LO 2 AS 1: Copies and extends simple patterns using physical objects and drawings (e.g. using colours and shapes)</td>
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</tbody>
</table>

**Activity 1:** Oral/Practical: Work in small groups

Learners count own **eyes, ears, nose and mouth**. Counting in the number range 1 – 2.

**Activity 2:**

**Oral/Practical: Work in small groups**

The teacher shows number cards with the symbols 1 and 2 and the number names one and two. Learners pack out the number of counters to match the number symbol and the number name.

**Activity 3:**

**Oral/Practical: Works in small groups**

Learners use coloured blocks to copy a given colour pattern.

![Colour blocks](image)
### Weekly Lesson Planning Exemplar

**Term 1: Week 2**

**Theme: I am Special – My face and body**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Creative Activities</th>
<th>Assessment</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong></td>
<td>Monday to Thursday: Activity 1: PRINTING</td>
<td>METHOD:</td>
<td>Scissors</td>
</tr>
<tr>
<td>Language</td>
<td>Let each child print his right and left hand. Allow to dry and mount on background paper with the following poem:</td>
<td></td>
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</tbody>
</table>
| LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately | **Sometimes you get discouraged**  
**Because I am so small**  
**And I always leave my fingerprints**  
**On furniture and wall.**  
**But every day I’m growing up**  
**And soon I’ll be so tall**  
**That all those little handprints**  
**Will be hard to recall.**  
**So here’s my special handprint**  
**Just so that you can say,**  
**That this is how my fingers looked** |
| LO 3 AS 3:3: Listens with enjoyment to oral texts (simple songs, rhymes, short poems and stories), draws a picture of the story, song or rhyme | TOOL: | Crayons |
| LO 2 AS 5: Ask Questions and respond | Rubric | Paper |
| LO 4 AS 1.1: Creates and uses drawings to convey a message, and as a starting point for writing | **RECORDING:** | Paint |
| LO 4 AS 12: Manipulates writing tools like crayons and pencils | Informal | Paint brushes |

**INTEGRATION:**

A/C

**LO 1 Visual Arts AS 3:** Explores and experiments with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.

**LO 1 Visual Arts AS 4:** Uses and co-ordinates motor skills in practical work and play (e.g. appropriate handling of scissors, glue applicators, paintbrush and drawing instruments).

**LO 3 Visual Arts AS 4:** Demonstrates active involvement in individual and group art-making activities and an ability to share art-making equipment.

**LO 4 Visual Arts AS 4:** Responds to what the learner sees, perceives and experiences in own natural and constructed environment.

**Activity 2:**

**CUTTING & DRAWING:**

Cut out body shape and draw in the facial features. Paint a background paper (Any colour - Use as mounting for body shapes).

**Paper Clothes**

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**BUTTONS**
Activity 3:
PRINTING:
Let each child step onto a paint-soaked sponge and make footprints.

Activity 4:
BAKE & CREATE:
Ice round biscuits (provide pink and brown icing). Use smarties for the features
MORE ACTIVITIES TO CHOOSE FROM:

MY FACE: Cutting and pasting

Give learners magazines. Cut out eyes, a mouth and nose and paste on a paper plate (face) This may be the first time that some of the learners will be using a scissor. The teacher will need to show them how to use these safely. Let learners practice using scissors so that they can develop their fine motor skills.

DRAWING or PAINTING : MYSELF

Learners can also draw a face on a large envelope making sure the open end is at the bottom. Put the envelope over the hand to form a puppet. Use the puppet to tell the class about themselves.
DRAWING & PAINTING:
Let children draw around their open hand on the page, carefully going around each finger. Colour in and paint over with food colouring.
CUTTING & DRAWING:
Cut out body shape drawn onto pre-folded paper (folded like a fan).
Open out and colour in the four children “holding hands”.
Teacher mounts onto background paper. Write the child’s name at the first ‘body’ and then three of his friends’ names.
### Weekly Lesson Planning Exemplar

#### Term 1: Week 2

**Theme: I am Special – My face and body**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Music, Drama, Dance &amp; Movement</th>
<th>Assessment</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong></td>
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<td></td>
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<tr>
<td>Language HL</td>
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</tr>
<tr>
<td>LO 1 AS 1: Listens attentively to instructions and respond appropriately. Responds to movement instructions that cover space</td>
<td>Monday: Singing</td>
<td>METHOD: Teacher</td>
<td>CD / tape player</td>
</tr>
<tr>
<td>LO 3 AS 3. 1: Listens with enjoyment to oral texts (simple songs, rhymes, short poems and stories), and shows understanding: acts out parts of the story, song or rhyme</td>
<td>Heads and shoulders</td>
<td>TOOL: Observation sheet</td>
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<tr>
<td><strong>LIFESKILLS:</strong></td>
<td></td>
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<tr>
<td>Life Orientation</td>
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<tr>
<td>LO 3 AS 2: Describe what own body can do</td>
<td>Tuesday: Dance Play music</td>
<td>RECORDING: Informal</td>
<td></td>
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<tr>
<td>LO 3 AS 3: Express emotions without harming self</td>
<td>- Learners clap hands in time with music</td>
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<tr>
<td>LO 4 AS 1: Plays running, chasing and dodging games using space safely</td>
<td>- Learners stamp their feet in time with music</td>
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<tr>
<td>LO 4: AS 3: Performs expressive movements using different parts of the body</td>
<td>Body movement swaying from left to right while listening to the music</td>
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<tr>
<td>LO 4: AS 2: Explores different ways to locomote, rotate, elevate and balance</td>
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<tr>
<td><strong>INTEGRATION</strong></td>
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<tr>
<td>A/C LO 3 Dance AS 1: Responds to movement instructions that cover space</td>
<td>Wednesday: Drama Faces:</td>
<td></td>
<td></td>
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<tr>
<td>A/C LO 4 Dance AS 1: Expresses ideas and stories creatively through movement activities</td>
<td>- Expressions: Describe and demonstrate emotions on face if you are happy, scared, etc.</td>
<td></td>
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<tr>
<td>A/C LO 4 Music AS 3: Listens and moves creatively to stories, songs and sound</td>
<td>Fear</td>
<td></td>
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<tr>
<td>A/C LO 1 Drama AS 2: Participates in make-believe situations based on imagination, fantasy and life experiences</td>
<td>Laugh</td>
<td></td>
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<tr>
<td>A/C LO 2 Drama AS 2: Use concrete objects to represent other objects in dramatic play</td>
<td>Angry</td>
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<td></td>
<td>Dislike</td>
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<tr>
<td></td>
<td>Happy</td>
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<td></td>
<td>Sad</td>
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<td></td>
<td>Thursday: Song</td>
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<tr>
<td>Learners touch or point to each body part as it is mentioned in the song:</td>
<td>One finger, one thumb, keep moving (x3)</td>
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<tr>
<td>We move our bodies this way</td>
<td>One finger, one thumb, one arm, keep moving (x3)</td>
<td></td>
<td></td>
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<tr>
<td>We move our bodies this way</td>
<td>One finger, one thumb, one arm, one leg keep moving (x3)</td>
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</tbody>
</table>
We move our bodies this way

One finger , one thumb, one arm , one leg , one nod of the head keep moving (x3)
We move our bodies this way .......

Mention other body parts

Friday: Movement (A large area is required)
- Walk with big steps and lift arms as high as they can and walk on their toes.
- Bend the knees walking with small steps, hands on the knees.
- Chase your shadow, catch a friend’s shadow
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Outdoor Play</th>
<th>Assessment</th>
<th>Resources</th>
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<tbody>
<tr>
<td><strong>LIFE SKILLS:</strong> LO 4 AS 4: Participates in free play activities</td>
<td><strong>Monday to Friday:</strong></td>
<td><strong>METHOD:</strong> Teacher</td>
<td>Sand Equipment</td>
</tr>
<tr>
<td><strong>INTEGRATION:</strong> Arts and Culture: Drama L.O.1 AS 11: uses voice and movement spontaneously when playing creative drama games.</td>
<td></td>
<td><strong>TOOL:</strong> Observation sheet Checklist</td>
<td>Water equipment &amp; aprons</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>RECORDING:</strong> Informal</td>
<td>Outside apparatus</td>
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<td></td>
<td></td>
<td><strong>FORMS:</strong> Oral Responses Practical demonstration</td>
<td></td>
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<tr>
<td>Learning Outcomes and Assessment Standards</td>
<td>Learning Activity Educational play</td>
<td>Assessment</td>
<td>Resources</td>
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<tr>
<td><strong>LITERACY</strong></td>
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<tr>
<td>Language</td>
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<tr>
<td>L.O. 5 AS 4:...matches things that go together</td>
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<tr>
<td>LO 5 AS 4: Use language to investigate and explore by solving puzzles</td>
<td>Monday to Friday Rotate Groups</td>
<td>METHOD: Teacher with Group 3</td>
<td>Blocks</td>
</tr>
<tr>
<td>LO 3 AS 2: Role-plays reading: holds a book the right way up, turns pages appropriately, looks at words and pictures and understands the relationship between them, and uses pictures to construct idea ‘Reads’ picture books with simple captions or sentence</td>
<td>Group 1: Block area (build a face or ‘myself’ using blocks) Group 2: Book area Group 3: Puzzles The learners sit on the carpet. The teacher put parts of the body on the flannel board or chalkboard. Learners must join the parts to form a figure. Group 4: Memory Cards</td>
<td>TOOL: Cards Class List</td>
<td>Puzzles</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Memory cards</td>
</tr>
<tr>
<td><strong>NUMERACY</strong></td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>L.O. 3 AS 3.3: Builds three-dimensional objects using concrete materials</td>
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</table>