GRADE R LESSON PLANS
SECOND TERM 2009

1. The Eastern Cape Department of Education has embarked on an initiative to provide teachers with lesson plans in support of the Foundations for Learning Campaign. These lesson plans were developed by Head Office Curriculum Planners and ECD District Officials and were given to Grade R teachers to critique.

2. The Sunday Times of 29 March 2009 published a Grade R focussed supplement as part of the campaign to improve the Literacy and Numeracy levels of Foundation Phase Learners. A Daily Programme was included in the Sunday Times Magazine and the Lesson Plans developed by Province are in line with the Programme to assist especially inexperienced and under qualified teachers to be able to follow a programme and teach in an integrated way. The Daily Programme is also included in a Document issued by National in March 2009 (GRADE R PRACTICAL IDEAS). This document has been developed to provide Grade R teachers with an understanding of:
   - How ‘learning through play’ is correctly suited to the development abilities of Grade R learners
   - How learning outcomes are achieved through play

   The Daily Programme supports the educational goals of the NCS. Children learn Literacy, Numeracy and Life Skills in an integrated way and through the variety of materials and activities offered throughout the day. (Page 16 GRADE R PRACTICAL IDEAS DOCUMENT by National. March 2009)

3. Grade R Teachers should bear in mind that these Lesson Plans are not prescribed, nor perfect. It is a guide for teachers to assist in their planning, teaching and learning in Grade R. In the Foundation Phase 3 Learning Programmes must be addressed throughout the year. These lesson plans provides a detailed plan for integrated teaching, learning and assessment across the 3 Learning Programmes for the second term

4. Many ideas for teaching, learning and assessment are suggested, but could be deleted, added to or adapted.
5. The Grade R Learning Outcomes (LOs) and Assessment Standards (ASs) contained in the National Curriculum Statement have been dealt with in many different activities.

6. Integration occurs within the backbone Learning Area LOs. Activities should be designed that reflect meaningful integration. Integration also occurs with other five Learning Area LOs and ASs. It should not be forced, but should occur naturally and be reflected in activities.

7. Informal assessment must happen daily, but need not always be recorded. Informal notes and records of key milestones are very useful.

8. The Formal Assessment Tasks (FAT's) in these lesson plans are according to the tasks set out in the Learner Attainment Target Documents that have been developed by the Eastern Cape Province for Literacy and Numeracy. Teachers will need to decide how best to manage or adapt this plan according to their own context.

9. Specific resources mentioned will not always be available in all schools. In many cases other similar resources could be used. For example, instead of viewing a Takalani Sesame video, one could discuss a poster. Where specific resources cannot be substituted, then the activity could be removed or replaced with something different.

10. Grade R is a programme based on teaching and learning (through play) opportunities that are carefully planned. This requires lots of planning and preparation. Grade R teachers should networking with others in small cluster groups and meet regularly to share ideas, plan and even make teaching aids and resources such as puzzles, books, games etc.

11. Teachers can use the Lesson Plans, elaborate and enrich it. Grade R educators are encouraged to use this guide document in conjunction with textbooks or workbooks of Publishers in respect of the planning, teaching and assessment process. We hope that this Lesson Plan exemplar will be used to generate curriculum discussion, critique and development amongst Grade R teachers and enhance
quality teaching and learning in the classroom. The document is a working document. Critical engagement with the document is encouraged. Inputs, suggestions, recommendations are invited from all stakeholders, especially teachers and school managers.

12. For inputs into these Lesson Plans please contact:
   Dr T Reddy CES: ECD8 Foundation Phase (Curriculum)  ☎️ 040 608 4780
   Mrs W Pretorius DCES: ECD8 Foundation Phase (Curriculum)  ☎️ 040 608 4663
How to Teach the Phonic of the Week:

The phonics will differ in the 4 official languages. The same methodology however can be followed to expose learners to the phonic.

Example: Week 3 Theme: Food

After discussing the posters and pictures of different fruit/vegetables the teacher says 3 words starting with **p**

- potato
- plum
- pumpkin
- pear

Ask learners which sound do they hear at the beginning of the word. Answer: the sound **p**

The teacher writes the letter on the chalkboard. Learners identify the letter on the alphabet chart

- Write **p** in the “air” with your finger
- Where else in the class can you see a **p**? (Incidental reading)

Learners identify the **p** in the word **paper** on a box and the **p** on label **pencils** on a tin filled with different types of pencils

- Who’s name in the classroom starts with a **p**?
- Which word doesn’t have a **p**? (pen, rubber)
- Clap your hands when you hear **p** sound (butter, pear, grass)
- Let us make the letter in clay
- Write **p** in your sand tray/book
- Draw a picture of something starting with a **p**?
THE WRITING PATTERN OF THE WEEK: The pattern for the week is based on the phonic for the week

VOCABULARY WORDS FOR THE WEEK

VERY IMPORTANT (THESE VOCABULARY WORDS ARE FOR INCIDENTAL READING ONLY)

Example: Week 4 THEME: DOMESTIC ANIMALS
- Select the pictures you are going to use for the lesson 🐾 🐕 🐦
- Select a number of vocabulary words e.g. cat, dog, bird. Make flashcards of these words. 🐱 🐶 🐦
- When you are discussing the theme, put the name of the animal together with the card on the chalkboard. All the names stay for the week on the vocabulary wall, together with the pictures. Learners should not be taught to read these names, but it serves as incidental reading

BARRIERS TO LEARNING

<table>
<thead>
<tr>
<th>Type of Barrier and signs</th>
<th>Intervention by teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration problems and short attention span: The learner:</td>
<td>Intervention by teacher</td>
</tr>
<tr>
<td>- Will have difficulty with starting and completing tasks</td>
<td>- Start with easy tasks and encourage the learner to finish the task</td>
</tr>
<tr>
<td>- Is distractible /restless/ fidgety</td>
<td>- Restrict noise level in the class</td>
</tr>
<tr>
<td>- Is not able to remember information/ instructions</td>
<td>- Do not give the child a variety of choices</td>
</tr>
<tr>
<td>- Is on the move all the time</td>
<td>- Have a set routine</td>
</tr>
<tr>
<td>- Is not able to pay attention for long / cannot pay attention in a group</td>
<td>- Have lots of physical contact with the child. Let him /her sit close to you</td>
</tr>
<tr>
<td>- May be noisy and disruptive</td>
<td>- Remain calm as an educator- use a special noise to get attention, then use calm, quiet speaking</td>
</tr>
<tr>
<td>- May be quiet, passive and a day-dreamer</td>
<td>Each time the teacher notices a child daydreaming – call him / her</td>
</tr>
</tbody>
</table>
### Visual perception problems:

**The learner:**
- Is not able to match colours, shapes and sizes
- Has difficulty with:
  - Sequencing of objects, numbers and words
  - Drawing shapes
  - Drawing himself/herself
  - Completing puzzles

**Intervention by teacher:**
- Talk about the task and how to do it
- Make the task easy
- Start with only one colour
- Use lots of repetition
- Link exercises to all classroom activities

### Hearing and auditory perception problems:

**The learner:**
- Does not respond to his/her name/sounds behind his/her back
- Is not able to follow instructions and asks for repetitions
- May seem to be naughty
- May be sensitive to loud noise made by others
- Cannot tell the difference between words
- May have difficulty with word games e.g. unable to repeat what was being said

**Intervention by teacher:**
- Speak slowly and clearly and in short simple sentences
- Keep instructions short and simple – one at a time
- Play lots of games that involve matching, sorting, following instructions
- Talk about the task and how to do it
- Play listening and word games
- Help the child to perform activities so that he/she can achieve success. Give constructive feedback when assisting the child

### The child cannot organise information:

**The learner:**
- Has difficulty with:
  - Sorting activities e.g. objects, sounds, shapes, colours and actions
  - Matching tasks e.g. colour/object, drum object/drum sound

**Intervention:**
- Talk about the task and how to do it
- Help the child to identify similarities and differences starting with simple pictures/objects
- Do lots of sorting, matching tasks – starting with the simple
<table>
<thead>
<tr>
<th>Memory of information problems:</th>
<th>Intervention:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner:</strong></td>
<td></td>
</tr>
<tr>
<td>- Has difficulty with remembering</td>
<td>- Play memory games where the child has to recall where an object is</td>
</tr>
<tr>
<td>instructions</td>
<td>- Tell simple stories, retelling and asking questions</td>
</tr>
<tr>
<td>his/her age or name or songs</td>
<td>- Teach simple, short songs and rhymes with actions</td>
</tr>
<tr>
<td></td>
<td>- Use movement and music</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The child that does not understand the meaning of something:</th>
<th>Intervention:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner:</strong></td>
<td></td>
</tr>
<tr>
<td>- Has difficulty in:</td>
<td>- Simplify the instruction / story</td>
</tr>
<tr>
<td>following instructions</td>
<td>- Demonstrate the meaning using all the senses</td>
</tr>
<tr>
<td>completing a story</td>
<td>- Dramatise and draw what the meaning is</td>
</tr>
<tr>
<td>telling a story</td>
<td>- Use objects and toys to explain</td>
</tr>
<tr>
<td>trying to do tasks or activities, but do not succeed</td>
<td>- Play games of responding to instructions with puppets. Let the child give feedback to the puppet.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The child who cannot speak words and sentences:</th>
<th>Intervention:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner:</strong></td>
<td></td>
</tr>
<tr>
<td>- Has difficulty combining words into meaningful sentences</td>
<td>- Take all the attention away from the act of speaking – focus on meaning in communication and fun sharing ideas</td>
</tr>
<tr>
<td>- Has difficulty in expressing ideas, needs and feelings</td>
<td>- Speak clearly to give the child a simple clear speaking model from which the child can learn</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assisting the child who cannot draw</th>
<th>Intervention:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner:</strong></td>
<td></td>
</tr>
<tr>
<td>- Avoids drawing and has difficulty with</td>
<td>- Talk about the activity</td>
</tr>
<tr>
<td>Drawing</td>
<td>- Use thick crayons with bright colours</td>
</tr>
<tr>
<td>Talking about his/her drawing</td>
<td>- Give lots of opportunities</td>
</tr>
<tr>
<td>Illustrating ideas</td>
<td>- Do not allow ridicule</td>
</tr>
<tr>
<td>Assisting the child who has problems with tasks and activities</td>
<td>Intervention:</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td><strong>The learner</strong></td>
<td></td>
</tr>
<tr>
<td>- Has difficulty with:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Catching a ball</td>
<td>- Give fine motor and gross motor exercises</td>
</tr>
<tr>
<td>Dressing</td>
<td></td>
</tr>
<tr>
<td>Build a puzzle</td>
<td>- Give learners more time to do outdoor activities</td>
</tr>
<tr>
<td>Balancing</td>
<td>e.g. swinging, skipping, rolling, hopping, catching</td>
</tr>
<tr>
<td>- Is clumsy, bumps into things and drop things</td>
<td>- Use play dough modelling, rolling, cutting, making little balls</td>
</tr>
</tbody>
</table>

- Give encouraging comments that acknowledge effort and progress
- Do not draw for the child or try to teach him/her how to draw objects such as a house or person. It is better to give opportunities for the learner’s own exploration and practice

[See Booklet on Special Needs - In-service training programme for Grade R educators Module 2 (KZN DEC/ UNICEF/ MiET)]
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival Time</td>
<td>Children arrive and pack away their bags. Gather together on the carpet or chairs set in a circle. Teacher welcomes learners</td>
</tr>
<tr>
<td>Health Check</td>
<td>Children answer questions about health problems e.g. show band aids over cuts, bruises. The teacher runs a quick check of each learner. Keep record and refer cases that need attention.</td>
</tr>
<tr>
<td>Morning Circle (Ring)</td>
<td>Greeting, News, Register, Birthday Chart/Duty Chart, Weather Chart, Devotion, Theme discussion</td>
</tr>
<tr>
<td>Work Time (Creative Activities)</td>
<td>Creative activities like painting, drawing, cutting and pasting, modelling, etc. Puzzles and games. Construction and blocks, Imaginative Play, Books</td>
</tr>
<tr>
<td>Small Group Time (Maths including routine Maths)</td>
<td>These activities will include mental mathematics as well as Formal Assessment Tasks for specific weeks.</td>
</tr>
<tr>
<td>Tidy up time</td>
<td></td>
</tr>
<tr>
<td>Hand washing</td>
<td></td>
</tr>
<tr>
<td>Snack time</td>
<td></td>
</tr>
<tr>
<td>Music and movement ring</td>
<td>Learners participate in Music, Movement and Drama activities</td>
</tr>
<tr>
<td>Outdoor play</td>
<td>Learners enjoy energetic, noisy, physical play</td>
</tr>
<tr>
<td>Hand washing and toilet routine</td>
<td></td>
</tr>
</tbody>
</table>
| Literacy (Added)                    | Literacy. Formal assessment tasks for Literacy can be done here, but also during other activities e.g. Creative Activities (Draw a ...........)
| Story time                          | Learners listen to and participate in storytelling                         |
## WORK SCHEDULE FOR GRADE R

**TERM 2**

**Week: 1**

<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><strong>LO 1: Listening</strong>&lt;br&gt;AS 1, AS 2, AS 3, AS 4.1, AS 4.2</td>
<td><strong>LO 2: Speaking</strong>&lt;br&gt;AS 1, AS 2, AS 3, AS 5, AS 6, AS 7, AS 10</td>
<td><strong>LO 1 Number Op</strong>&lt;br&gt;AS 1, AS 2, AS 6, AS 7.1 AS 7.3, AS 8</td>
<td><strong>LO 1: Health Promotion</strong>&lt;br&gt;-</td>
</tr>
<tr>
<td><strong>LO 3: Reading</strong>&lt;br&gt;AS 1.2, AS 1.3, AS 1.4, AS 2, AS 3.3, AS 3.5, AS 4.3</td>
<td><strong>LO 4: Writing</strong>&lt;br&gt;AS 2, AS 8, AS 11</td>
<td><strong>LO 3: Space &amp; Shape</strong>&lt;br&gt;AS 1, AS 2, AS 3, AS 4, AS 5</td>
<td><strong>LO 2: Social Dev</strong>&lt;br&gt;AS 2, AS 3</td>
</tr>
<tr>
<td><strong>LO 5: Thinking &amp; Reasoning</strong>&lt;br&gt;AS 1, AS 2</td>
<td><strong>LO 6: Language Structure</strong>&lt;br&gt;AS 1</td>
<td><strong>LO 5: Data Handling</strong>&lt;br&gt;AS 2</td>
<td><strong>LO 4: Phys Dev. &amp; M</strong>&lt;br&gt;AS 3, AS 4</td>
</tr>
</tbody>
</table>

**Time**

| 9 hours 10 minutes | 7 hours 30 minutes | 5 hours 50 minutes |

**Integration**

- **Social Science (H):** LO 2 AS 1, LO 2 AS 2
- **Natural Science:** LO 1 AS 1, LO 1 AS 2
- **Technology:** LO 1 AS 1, LO 1 AS 2, LO 1 AS 3
- **Arts and Culture:** Visual Arts: LO 1 AS 4.1, LO 1 AS 4.2, LO 1 AS 4.3, LO 1 AS 4.4
- **Dance:** LO 1 AS 3.3
- **Music:** LO 1
- **Visual Arts:** LO 3 AS 4.1, Visual Arts: LO 4 AS 4.1
<table>
<thead>
<tr>
<th>Continuous assessment</th>
<th>METHOD: Teacher</th>
<th>METHOD: Teacher</th>
<th>METHOD: Teacher</th>
</tr>
</thead>
</table>

### 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: remains 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:
- Sport Balls e.g. soccer balls, golf balls etc
- Boxes of different sizes

Barriers to Learning: SEE PAGE 5 and 6
<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><strong>Monday to Friday</strong></td>
<td><strong>METHOD:</strong> Teacher</td>
<td></td>
</tr>
<tr>
<td>Language HL</td>
<td>1. <strong>Health Check</strong>, 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</td>
<td>- Name cards (Months)</td>
</tr>
<tr>
<td>LO 1 AS 1 Listens attentively to questions, instructions and announcements, and responds appropriately</td>
<td>2. <strong>Greetings and news</strong> - Welcoming: Greet the teacher and friends - News: Learners tell about news in their lives - News: News - country &amp; around the world. (Ask children what did they see on the news (TV), heard on the radio and where did it happen? - Register: Who is absent? Counting number of learners absent and present - Birthdays: Who's birthday is it today? (Learners sing “Happy Birthday To You”) - Religion: Moral story and songs</td>
<td><strong>RECORDING:</strong> Informal</td>
<td>- Name cards(Days) - Weather chart - Birthday chart - Date Chart - Number chart</td>
</tr>
<tr>
<td>LO 2 AS 1 Talks about family and friends</td>
<td>3. <strong>Days of the week</strong> - Monday to Sunday (Learners say which day of the week it is) - Rhyme about days of the week - Which day comes before ......? - Which day comes after ......?</td>
<td><strong>FORMS:</strong> Oral Responses Practical demonstration</td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 2 Expresses own feelings and the feelings of real or imaginary people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 3 Sings and recites simple songs and rhymes</td>
<td></td>
<td></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</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looks carefully at pictures and photographs to recognize common objects and experiences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- identifies a picture or figure from the background</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- matches pictures and words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NUMERACY:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 1: Counts to at least 10 everyday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>objects</td>
<td>4. Months of the year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 2: Says and uses number names in familiar contexts</td>
<td>- Which month of the year is it?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 2: Orders recurring events in own daily life</td>
<td>- January to December (song)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 3: Sequences events within one day</td>
<td>5. Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Yesterday’s date? Today’s date? Tomorrow’s date?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Weather</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Season? (Summer, Autumn, Winter, Spring)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Weather? Ask a learner to go and look outside. How is the weather today? (Sunny,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>cloudy, rainy or windy)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Tell children to watch the temperature for tomorrow on the news (TV), listen on</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the radio or ask their parents to read in the newspaper</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LIFE SKILLS:**
- Life Orientation
- LO 2 AS 3: Knows members of own family, peers and caregivers.
- LO 3 AS 1: Says own name and address.

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

**Term 2 : Week 1**

**Theme: SHAPES, PATTERNS AND COLOUR**

<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></td>
<td></td>
<td></td>
<td>- Theme poster</td>
</tr>
<tr>
<td>Language HL</td>
<td>- Show learners a ball and a circle of paper and explain the difference between the two. A circle is round and flat. A ball is not flat like a circle. It is “fat”.</td>
<td>METHOD: Teacher</td>
<td>- Physical objects related to theme</td>
</tr>
<tr>
<td>LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately</td>
<td>- Show learners objects (balls e.g. soccer balls, tennis balls, cricket balls, rugby balls etc.) and not quite round balls like a rugby ball - Asks the learners to roll the balls on the floor</td>
<td>TOOL: Observation sheet checklist</td>
<td>- Different types of balls</td>
</tr>
<tr>
<td>LO 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak</td>
<td>- What will happen if I roll the rugby ball? Show a soccer ball and discuss patterns on the ball.</td>
<td>RECORDING: Informal</td>
<td>- Different types of boxes</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>- Talk about the use of different balls e.g. tennis balls, cricket balls, rugby balls</td>
<td>FORMS: Oral Responses Practical demonstration</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 2 AS 10: Shows sensitivity when speaking to others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 5 AS 2: Uses language to think and reason: matches things that go together, and compares things that are different</td>
<td>Monday:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NUMERACY</strong></td>
<td>Tuesday:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>- The teacher holds a ball. She puts the ball on the floor and kicks it. It rolls away. Now she holds up a square box (cube) and asks the learners if it looks like a ball. No. Why?</td>
<td>METHOD: Teacher</td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 1: Recognizes, identifies and names 3-D objects in the classroom and in pictures, including: boxes (prisms) &amp; balls (spheres)</td>
<td>- It cannot roll. Only a round object can roll. The children feel the roundness of a ball and the squareness of the box or block. The block feels smooth, but it has corners. It cannot roll, it can only slide.</td>
<td>TOOL: Observation sheet checklist</td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 2: Describes 3-D objects using concrete materials, sorts and compares physical 3-D objects</td>
<td></td>
<td>RECORDING: Informal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>FORMS: Oral Responses Practical demonstration</td>
<td></td>
</tr>
</tbody>
</table>
according to: objects that roll and objects that slide
LO 3 AS 4: Recognizes symmetry in self and own environment

<table>
<thead>
<tr>
<th><strong>INTEGRATION</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NS LO 1 AS 1:</strong> The learner participates in a planned activity by explaining what is being done or played</td>
<td>- Do the same with a rectangular box or block. Open up a cereal box and show the learners the difference between a box and rectangle.</td>
</tr>
<tr>
<td>Wednesday:</td>
<td></td>
</tr>
<tr>
<td>- Children walk in the class and bring something that has a pattern on it.</td>
<td></td>
</tr>
<tr>
<td>- Discuss the objects that the learners and bring encourage them to look at the shapes that can be identified.</td>
<td></td>
</tr>
<tr>
<td>Thursday:</td>
<td></td>
</tr>
<tr>
<td>- Shapes outside. Learners should discover observe and question patterns and discover symmetry (one side looks the same as the other) in nature. Talk about butterflies and how their wings look the same and how it makes them beautiful.</td>
<td></td>
</tr>
<tr>
<td>- Discuss how we would have looked if our bodies were not symmetrical.</td>
<td></td>
</tr>
<tr>
<td>Friday:</td>
<td></td>
</tr>
<tr>
<td>- Learners discover different shapes and different colours in the classroom</td>
<td></td>
</tr>
</tbody>
</table>
**Weekly Lesson Planning Exemplar**

**Term 2 : Week 1**

**Theme: SHAPES, PATTERNS AND COLOUR**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Maths Routine (Daily Monday to Friday)</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY:</strong></td>
<td>1. <strong>Counting:</strong> (Monday to Friday)</td>
<td><strong>METHOD:</strong> Teacher</td>
<td>- Number poster</td>
</tr>
<tr>
<td>Languages HL</td>
<td>Counting every day objects 1, 2, 3, 4.................</td>
<td><strong>TOOL:</strong> Observation sheet</td>
<td>- Abacus</td>
</tr>
<tr>
<td>LO 1 AS I: Listens attentively to questions, instructions and announcements, and responds appropriately.</td>
<td>2. <strong>Shapes and colours</strong></td>
<td><strong>RECORDING:</strong> Informal</td>
<td>- Blocks</td>
</tr>
<tr>
<td>LO 2 AS I: Shows sensitivity when speaking to others</td>
<td>- Flash shape cards</td>
<td><strong>FORMS :</strong> Oral Responses Practical demonstration</td>
<td>- Blackboards+ chalk</td>
</tr>
<tr>
<td>LO 4: AS 8: shows in own writing attempts, beginning awareness of directionality (e.g. starting from left to right, top to bottom)</td>
<td>- Flash colour cards</td>
<td></td>
<td>- Number wall chart</td>
</tr>
<tr>
<td>LO 5 AS I: Uses language to develop concepts: Demonstrates developing knowledge of concepts such as quantity, colour</td>
<td>3. <strong>Before, after and between (Look and point on number chart)</strong></td>
<td></td>
<td>- Number cards</td>
</tr>
<tr>
<td><strong>NUMERACY:</strong></td>
<td>- Which number comes before 2? Which number comes after 2? - Which number is between 1 and 3? Are 2 more or less than 3?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>4. <strong>Number of the week : 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS I: Count to at least 10 everyday objects</td>
<td>- Number of the week’s name ; 3 Three</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 2: Says and uses number names in familiar context</td>
<td>- How much is 3? Show 3 fingers(Show 3 on abacus)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 6: Solves verbally stated additions and subtraction problems with solutions to at least 10</td>
<td>- Let a few learners collect 3 objects (counters)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 7.1 and 7.3: Building up and breaking down numbers using concrete apparatus e.g. counters</td>
<td>- Write 3 in the “air” with your finger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 8: Explains own solutions to problems</td>
<td>- Write a number 3 (on your board / paper / sand trays)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS I: Recognise, identify and name 3-D objects</td>
<td>- Draw 3 circles (on your board / paper)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS I: Recognise, identify and name 3-D objects</td>
<td>- Where else in the class can you see a number 3?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEE THAT LEARNERS HAVE THE CORRECT PENCIL GRIP AND NUMBERS ARE FORMED IN THE CORRECT WAY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Learners build up/break down numbers in the number range 1-3. Use concrete apparatus e.g. in how many different ways can you pack the number 3

- ○ ○ ○ ○ 2 and 1 makes 3
- ○ ○ ○ ○ 1 and 2 makes 3
- ○ ○ ○ ○ 1 and 1 and 1 makes 3

6. **Problem solving**
Learners solve verbally stated addition and subtraction problems with single digit numbers and solutions to at least 3. Learners use concrete apparatus to pack out the solution to the problem
## Weekly Lesson Planning Exemplar

### Term 2: Week 1

**Theme: SHAPES, PATTERNS AND COLOUR**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Numeracy (Mathematics) in Small Groups</th>
<th>Monday to Friday</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong></td>
<td></td>
<td></td>
<td>METHOD: Teacher</td>
<td>Discovery table: Three-dimensional shapes/objects</td>
</tr>
<tr>
<td>Language HL</td>
<td></td>
<td></td>
<td>TOOL: Observation sheet</td>
<td>Boxes, balls</td>
</tr>
<tr>
<td>LO 5 AS 1: Use language to develop concept of size, shape and colour</td>
<td>- Put a sorting box on the theme table in the class. In it will be wooden blocks with different shapes (e.g. squares and rectangles) and in different colours (e.g. red, blue and yellow) as well as boxes with different shapes e.g. squares and rectangles. Children work in groups differentiating between colours and shapes.</td>
<td></td>
<td>RECORDING: Informal</td>
<td>Shape poster</td>
</tr>
<tr>
<td>LO 5 AS 5.2: Use language to think and reason classify things</td>
<td></td>
<td></td>
<td>FORMS: Oral Responses Practical demonstration</td>
<td>Sports equipment (Balls)</td>
</tr>
<tr>
<td><strong>NUMERACY</strong></td>
<td></td>
<td></td>
<td></td>
<td>Different coloured balls</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 1: Recognises, identifies and names three dimensional objects in the classroom and in pictures including boxes (prisms) balls (spheres)</td>
<td>- They pick a block from the sorting box and say what colour it is</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 5: Describes one three dimensional object in relation to another e.g. in front of or behind.</td>
<td>- They pick a given colour from the sorting box e.g. blue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 2: Describes sorts and compares physical three dimensional objects according to size, objects that roll, objects that slide.</td>
<td>- They find all the pieces of one colour from the sorting box and put them together. Repeat with the colours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 4: Learners recognises symmetry in environment</td>
<td>- (red, yellow and green)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 5 AS 2: Sort physical objects according to one attribute (property) e.g. red shapes</td>
<td><strong>Shapes:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Put all the blocks of the same shape together</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Learners pick up a piece and describe what it looks like. Do the same with all the other objects.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow the instruction, ball game with direction.</td>
<td>- Hold the ball above your head, next to your body, behind your back.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Put ball down, stand next to ball, in front of ball, behind the ball.
- The teacher now holds objects in a place and learners describe the position.

**Objects that can roll and slide.**

- The teacher gives class objects with different sizes, objects that roll, objects that slide. Learners experiment with the objects. Teacher discusses with the learners why some objects can roll and some can only slide. Learners sort objects according to objects that can roll and slide. Learners bring objects from home to test whether they roll or slide.

- The teacher asks questions: Can you bring me something that is brown (green, yellow and blue) and that can slide. Can you bring me something that can roll and is (blue/red/yellow/green)

**Patterns**

- The teacher puts objects in a row and learners discover that if shapes repeat it self it forms patterns. If an object looks exactly the same on both sides it is **symmetrical**. Discuss symmetry as seen on butterflies. Look at the shapes on the wings. Learners walk around the class and collect an object with a pattern on it
### Weekly Lesson Planning Exemplar

#### Term 2 : Week 1

**Theme:** SHAPES, PATTERNS AND COLOUR

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Creative Activities</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY:</strong> Language&lt;br&gt;LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately&lt;br&gt;LO 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak.&lt;br&gt;LO 2 AS 10: Shows sensitivity when speaking to others&lt;br&gt;LO 4AS II: manipulates writing tools like crayons and pencils</td>
<td>Monday:&lt;br&gt;&lt;b&gt;Group 1: 3-D Construction&lt;/b&gt; from boxes and toilet rolls&lt;br&gt;&lt;b&gt;Group 2: Cut + paint&lt;/b&gt; Learners open empty cereal box and paint patterns inside on it by finger painting&lt;br&gt;&lt;b&gt;Group 3: &lt;/b&gt;Decorate a paper crown with zig zag pattern&lt;br&gt;&lt;b&gt;Group 4: Play dough:&lt;/b&gt; Learners make balls and boxes</td>
<td>METHOD: Teacher&lt;br&gt;TOOL: Observation sheet checklist&lt;br&gt;RECORDING: Informal&lt;br&gt;FORMS: Oral Responses Practical demonstration Rubric Checklist</td>
<td>- Scissors&lt;br&gt;- Crayons&lt;br&gt;- Paper&lt;br&gt;- Paint&lt;br&gt;- Paint brushes&lt;br&gt;- Play dough&lt;br&gt;- Play dough equipment&lt;br&gt;- Waste boxes&lt;br&gt;- Toilet rolls&lt;br&gt;- Glue</td>
</tr>
<tr>
<td><strong>NUMERACY:</strong> Mathematics&lt;br&gt;LO2 AS 2: Creates own patterns&lt;br&gt;LO 3 AS 1: Recognizes, identifies and names 3-D objects in the classroom and in pictures, including: boxes (prisms) and balls (spheres)&lt;br&gt;LO 3 AS 3.3: Builds 3-D objects using concrete materials (e.g. building blocks)</td>
<td>Tuesday:&lt;br&gt;&lt;b&gt;Group 1: Play dough:&lt;/b&gt; Learners make balls and boxes&lt;br&gt;&lt;b&gt;Group 2: 3-D Construction&lt;/b&gt; from boxes and toilet rolls&lt;br&gt;&lt;b&gt;Group 3: Cut + paint&lt;/b&gt; Learners open empty cereal box and paint patterns inside on it by finger painting&lt;br&gt;&lt;b&gt;Group 4: Decorate a paper crown with zig zag pattern</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTEGRATION:</strong></td>
<td><strong>Wednesday:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 1: Investigates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 2: Designs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 3: Makes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A/C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 Visual Arts AS 4.1: Freely creates images of own world in various media.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 Visual Arts AS 4.2: Uses play and fantasy in two-dimensional and three-dimensional work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 Visual Arts AS 4.3: Explores and experiments with a wide variety of art materials, techniques, including waste materials, and colour in a spontaneous and creative way.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 Visual Arts AS 4.4: Uses and co-ordinates motor skills in practical work and play (e.g. appropriate handling of scissors, glue applicators, paintbrush and drawing instruments).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 Visual Arts AS 4.1: Demonstrates active involvement in individual and group art-making activities and an ability to share art-making equipment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 4 Visual Arts AS 4.1: Responds to what the learner sees, perceives and experiences in own natural and constructed environment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group 1:</strong> Decorate a paper crown with zig zag pattern</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group 2:</strong> Play dough: Learners make balls and boxes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group 3:</strong> 3-D Construction from boxes and toilet rolls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group 4:</strong> Cut + paint: Learners open empty cereal box and paint patterns inside on it by finger painting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Thursday:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group 1:</strong> Cut + paint: Learners open empty cereal box and paint patterns inside on it by finger painting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group 2:</strong> Decorate a paper crown with zig zag pattern</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group 3:</strong> Play dough: Learners make balls and boxes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group 4:</strong> 3-D Construction from boxes and toilet rolls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Friday:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual choice</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Weekly Lesson Planning Exemplar

#### Term 2: Week 1

**Theme:** SHAPES, PATTERNS AND COLOUR

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Music, Drama, Dance &amp; Movement</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY:</strong> Language HL</td>
<td><strong>Monday: Movement</strong></td>
<td>METHOD: Teacher</td>
<td>- Drawing on Playground</td>
</tr>
<tr>
<td>LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately</td>
<td><strong>Hopscotch / Isikhoji</strong></td>
<td>TOOL: Observation sheet checklist Rubric</td>
<td>- Blocks</td>
</tr>
<tr>
<td>LO 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak.</td>
<td><strong>Tuesday: Drama</strong></td>
<td></td>
<td>- Music instruments</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><strong>Wednesday: Music</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NUMERACY:</strong> Mathematics</td>
<td><strong>Thursday: Dance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO2 AS 2: Creates own patterns</td>
<td><strong>Monday: Movement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hopscotch / Isikhoji</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Draw a layout for playing hopscotch in the playground</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learners jump with one leg in the circle and both legs in the rectangles</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Tuesday: Drama</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Wednesday: Music</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use music instruments such as triangles and boxes. The teacher sings a song with a repetitive chorus.</td>
<td>RECORDERING: Informal</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Thursday: Dance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher plays music with a strong beat and learners make a pattern using their feet e.g. zigzag. Learners stand in one row. The other children weave in and out. Put boxes on the floor in a row. Learners dance (skip) around the boxes.</td>
<td>FORMS: Oral Responses Practical demonstration</td>
<td></td>
</tr>
</tbody>
</table>
Life Orientation
LO 4 AS 3: Performs expressive movements using different parts of the body

INTEGRATION:
A/C LO 1 Dance AS 3: Participates in simple dances based on formations and patterns
LO 1 Music AS 1: Sings and moves creatively to children’s rhymes available in own environment.
LO 1 Visual Arts AS 2: Uses play and fantasy in two-dimensional and three-dimensional work.
LO 2 Drama AS 2.2: Uses concrete objects to represent other objects in dramatic play

Friday: Movement

Learners roll a ball:
- to knock over blocks
- between two blocks
- to hit a ball rolled along by a partner
Roll a ball:
- using either hand
- using both hands
- at different speeds in pairs and in groups
## Weekly Lesson Planning Exemplar

**Term 2 : Week 1**

**Theme: SHAPES, PATTERNS AND COLOUR**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Outdoor Play</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **LIFE SKILLS:** Life Orientation LO 4: AS 4 Participates in free play activities | **Monday:**  
- **Sand play:** Learners draw patterns and shapes in the sand with a stick  
- **Water play**  
- **Outside apparatus & Free play** | **METHOD:** Teacher  
**TOOL:** Observation sheet checklist  
**RECORDING:** Informal | Sand equipment  
- Water equipment & aprons  
- Outside apparatus |
| **INTEGRATION:** NS. LO I: AS 2 Participates in planned activity by following simple instructions | **Tuesday:**  
- **Sand play:** Learners draw patterns and shapes in the sand with a stick  
- **Water play**  
- **Outside apparatus & Free play** |  |  |
|  | **Wednesday:**  
- **Sand play:** Learner draws patterns and shapes in the sand with a stick  
- **Water play**  
- **Outside apparatus & Free play** |  |  |
|  | **Thursday:**  
- **Sand play:** Learners draw patterns and shapes in the sand with a stick  
- **Water play**  
- **Outside apparatus & Free play** |  |  |
|  | **Friday:**  
- **Sand play:** Learners draw patterns and shapes in the sand with a stick  
- **Water play**  
- **Outside apparatus & Free play** |  |  |
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Educational play</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong>: Language</td>
<td>Monday:</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately</td>
<td>Group 1: Building Blocks (pack out Patterns according to colour and shapes)</td>
<td>METHOD: Teacher</td>
<td>Educational games</td>
</tr>
<tr>
<td>LO 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak.</td>
<td>Group 2: Sequencing cards</td>
<td>TOOL: Observation sheet</td>
<td>- Puzzles</td>
</tr>
<tr>
<td>LO 3 AS 3.5: Listens with enjoyment to oral texts (simple songs, rhymes, short poems and stories), puts pictures in the right sequence</td>
<td>Group 3: Lacing shapes</td>
<td>checklist</td>
<td>- Building Blocks</td>
</tr>
<tr>
<td></td>
<td>Group 4: Geo boards</td>
<td>Rubric</td>
<td>- Sequencing cards</td>
</tr>
<tr>
<td><strong>NUMARACY</strong>: Mathematics</td>
<td>Tuesday:</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>LO 2 AS 1: Copies and extends simple patterns using physical objects and drawings (e.g. using colours and shapes)</td>
<td>Group 1: Geo boards</td>
<td>RECORDING: Informal</td>
<td>- Lacing shapes</td>
</tr>
<tr>
<td></td>
<td>Group 2: Building Blocks (pack out Patterns according to colour and shapes)</td>
<td>FORMS: Oral Responses</td>
<td>- Geo boards</td>
</tr>
<tr>
<td></td>
<td>Group 3: Sequencing cards</td>
<td>Practical demonstration</td>
<td>Rubric</td>
</tr>
<tr>
<td></td>
<td>Group 4: Lacing shapes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTEGRATION</strong>: NS LO 1 AS 2: Explains what is being done or played</td>
<td>Wednesday:</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Group 1: Lacing shapes</td>
<td></td>
<td>Educational games</td>
</tr>
<tr>
<td></td>
<td>Group 2: Geo boards</td>
<td></td>
<td>- Puzzles</td>
</tr>
<tr>
<td></td>
<td>Group 3: Building Blocks (pack out Patterns according to colour and shapes)</td>
<td></td>
<td>- Building Blocks</td>
</tr>
<tr>
<td></td>
<td>Group 4: Sequencing cards</td>
<td></td>
<td>- Sequencing cards</td>
</tr>
<tr>
<td></td>
<td>Group 4: Lacing shapes</td>
<td></td>
<td>- Lacing shapes</td>
</tr>
<tr>
<td></td>
<td>Group 4: Building Blocks (pack out Patterns according to colour and shapes)</td>
<td></td>
<td>- Geo boards</td>
</tr>
<tr>
<td>Friday:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 1: Free choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 2: Free choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 3: Free choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 4: Free choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes and Assessment Standards</td>
<td>Literacy (Language ) In Small Groups</td>
<td>Monday to Friday</td>
<td>Assessment</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------------------------------------</td>
<td>------------------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>LITERACY:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language HL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately</td>
<td>- The teacher talks about Soccer and ask learners what the people wave at the games (Our National Flag) Answer questions about the flag. Which colours do you see on the flag? Which shapes do you see in the flag?</td>
<td>METHOD : Teacher</td>
<td>- Balls from the different sports</td>
</tr>
<tr>
<td>LO 1 AS 4:1: Develops phonic awareness: segments spoken multi-syllabic words into syllables (e.g. ba-na-na) using clapping or drumbeats</td>
<td>- Telephone game about shapes in groups e.g. “The ball is round” (pass on the message)</td>
<td>TOOL : Observation sheet checklist Rubric</td>
<td>- Pictures of soccer player or sportsmen</td>
</tr>
<tr>
<td>LO 1 AS 4:2: Develops phonic awareness and recognizes that words are made up of sounds</td>
<td>- Make a booklet about shapes that can roll. Cut out pictures about different types of sport and balls used for that sport. Learners’ can also draw pictures. The teacher writes the words while the children are watching (one word on a page). Learners “read” the book for classmates.</td>
<td>RECORDING : Informal</td>
<td>- Picture of National Flag of the country</td>
</tr>
<tr>
<td>LO 2 AS 6: Passes on messages</td>
<td>- Recognise words are made up of sounds</td>
<td>FORMS : - Oral Responses Practical demonstration</td>
<td></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 sentences</td>
<td>- Clap words out in syllables, e.g. Soc-cer, ball; Net-ball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 4:3: Starts recognizing and making meaning of letters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 2: Forms letters in various ways (e.g.) by using own body to show the shapes, writing in sand</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 5 AS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PHONIC OF THE WEEK** : See Page 3 and 4

**PATTERN OF THE WEEK**

**VOCABULARY WORDS FOR THE WEEK**
LO 6 AS 1.1 and 1.2 Relates sounds to letters and words by recognising words are made up of sounds and recognises the sounds at beginning of some words

**NUMERACY:**
Mathematics:
LO3 AS I: Recognises, identifies and names three-dimensional objects in pictures including balls (spheres)

LO 3 AS 2: Describes sorts and compares physical three-dimensional objects according to size, objects that roll, objects that slide.

**LIFE SKILLS:**
Life Orientation

LO 2 AS 2: Recognises the South African Flag
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Story (Reading)</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language HL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 3: Listen with enjoyment and understanding to oral text such as stories/poems</td>
<td>Monday:</td>
<td>METHOD: Teacher</td>
<td>Story books</td>
</tr>
<tr>
<td>LO 3 AS 1.2: Uses visual cues to make meaning by looking carefully at pictures and photographs to recognize common objects and experiences to make sense of picture stories</td>
<td>- Read a story about how/where our grandparents played games with balls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 1.3: Uses visual cues to make meaning by looking carefully at pictures and photographs to recognize common objects and experiences: matches pictures and words</td>
<td>- Memory and comprehension questions: What did you like best about the story?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 1.4: Uses visual cues to make meaning by looking carefully at pictures and photographs to recognize common objects and experiences: uses illustrations to understand simple captions in story books</td>
<td>Tuesday:</td>
<td>TOOL: Observation sheet checklist Rubric</td>
<td>- Real person/parent/teacher</td>
</tr>
<tr>
<td>LO 3 AS 3.3: Makes meaning of written text: makes links to own experience when reading with the teacher, viewing television or pictures</td>
<td>- Ask a person/parent who participate in any ballgame to come and talk to the learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 4.3: Starts recognizing and making meaning of letters</td>
<td>- Memory and comprehension questions: What happened first? What happened last? What would you have done if you were .....?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Did this story have a happy ending?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wednesday:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Learners dramatize a part of the story that was told by the teacher/parent</td>
<td>METHOD: Teacher</td>
<td>Story books</td>
</tr>
<tr>
<td></td>
<td>- Memory and comprehension questions: Did this story have a happy ending? Can you think of another idea to add to the story?</td>
<td>TOOL: Observation sheet checklist Rubric</td>
<td>- Real person/parent/teacher</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 ideas. ‘Reads’ picture books with simple captions or sentences. LO 3 AS 3: 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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Thursday:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children watch a video / listen to a tape.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Takalani Sesame</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions and discussion.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Friday:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Teacher tells own story about a group of children whose balls got mixed and who used the wrong size and shape ball to play different sport with e.g. the children who had to play cricket, played with a rugby ball. The children who played soccer played with a golf ball.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Ask questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who / What was the story about?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What would have happened if......?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTEGRATION:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SS(H) LO I AS 1: Answers simple questions about stories from the past.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 1: Responds to stories about the past e.g. listen to a story about the past.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# WORK SCHEDULE FOR GRADE R

## TERM 2
### Week: 2

**Date: ___________**

**Theme: DOMESTIC ANIMALS**

<table>
<thead>
<tr>
<th>LITERACY</th>
<th>NUMERACY</th>
<th>LIFE SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus Learning Outcomes &amp; Assessment Standards</strong></td>
<td><strong>LO 1: Listening</strong> AS 1, AS 2, AS 3.5, AS 4.1, AS 4.2</td>
<td><strong>LO 2: Speaking</strong> AS 1, AS 2, AS 3, AS 5, AS 7, AS 10</td>
</tr>
<tr>
<td></td>
<td><strong>LO 3: Reading</strong> AS 1, AS 2.2, AS 3.1, AS 3.3 AS 3.4, AS 3.5</td>
<td><strong>LO 4: Writing</strong> AS 1, A2, AS 4, AS 12</td>
</tr>
<tr>
<td></td>
<td><strong>LO 5: Thinking &amp; Reasoning</strong> AS 3, AS 2.2, AS 2.3</td>
<td><strong>LO 6: Language Structure</strong> AS 1.1, AS 1.2</td>
</tr>
<tr>
<td></td>
<td><strong>LO 5: Data Handling</strong> AS 1, AS 2, AS 4</td>
<td><strong>LO 5: Space &amp; Shape</strong> -</td>
</tr>
<tr>
<td></td>
<td><strong>LO 1: Number Op</strong> AS 1, AS 2, AS 6</td>
<td><strong>LO 2: Patterns</strong> AS 1</td>
</tr>
<tr>
<td></td>
<td><strong>LO 1: Health Prom</strong></td>
<td><strong>LO 2: Social Dev</strong> AS 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>LO 4: Phys Dev &amp; Mov.</strong> AS 1, AS 2, AS 3, AS 4</td>
</tr>
</tbody>
</table>

| Time | 9 hours 10 minutes | 7 hours 30 minutes | 5 hours 50 minutes |

<table>
<thead>
<tr>
<th>Integration</th>
<th>Social Science (H)</th>
<th>Social Science (G)</th>
<th>LO 2 AS 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Science</td>
<td>LO 1 AS 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>LO 1 AS 1, LO 1 AS 2, LO 1 AS 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuous assessment</td>
<td>METHOD: Teacher</td>
<td>METHOD: Teacher</td>
<td>METHOD: Teacher</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
</tbody>
</table>

**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: remains 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:**

- Pictures of animals and their homes
- CD or Tape with animal sounds
- Pictures of all kinds of pets
- A bird in a cage
- A fish in a bowl
- Real puppies and kittens can be brought to class
- Pictures of wild animals
- Play dough
- Paper plates
- Wool for whiskers
- Glue
- Elastic
- Box and blanket

**Barriers to Learning: SEE PAGE 5 and 6**
# Weekly Lesson Planning Exemplar
## Term 2: Week 2
### Theme: Domestic Animals

<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></td>
<td></td>
</tr>
<tr>
<td>Language HL</td>
<td>1. Health Check, 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></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately</td>
<td>2. Greetings and news</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak.</td>
<td>- Welcoming: Greet the teacher and friends</td>
<td>METHOD: Teacher</td>
<td>- Name cards (Months)</td>
</tr>
<tr>
<td>LO 2 AS 1: Talks about family and friends</td>
<td>- News: Learners tell about news in their lives</td>
<td>TOOL: Observation sheet</td>
<td>- Name cards(Days)</td>
</tr>
<tr>
<td>LO 2 AS 2: Expresses own feelings and the feelings of real or imaginary people</td>
<td>- News: News - country &amp; around the world? (Ask children what did they see on the news (TV), heard on the radio and where did it happen?</td>
<td>RECORDING: Informal</td>
<td>- Weather chart</td>
</tr>
<tr>
<td>LO 2 AS 3: Sings and recites simple songs and rhymes</td>
<td>- Register: Who is absent? Counting number of learners absent and present</td>
<td>FORMS: Oral Responses Practical demonstration</td>
<td>- Birthday chart</td>
</tr>
<tr>
<td>LO 2 AS 7: Recounts own personal experiences</td>
<td>- Birthdays: Who's birthday is it today? (Learners sing “Happy Birthday To You”)</td>
<td></td>
<td>- Date Chart</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>- Religion: Moral story and songs</td>
<td></td>
<td>- Number chart</td>
</tr>
<tr>
<td>- identifies a picture or figure from the background</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- matches pictures and words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NUMERACY:</strong></td>
<td>3. Days of the week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>- Monday to Sunday (Learners say which day of the week it is)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 1: Counts to at least 10 everyday objects</td>
<td>- Rhyme about days of the week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 2: Says and uses number names in familiar contexts</td>
<td>- Which day comes before .......?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 2: Orders recurring events in own daily life</td>
<td>- Which day comes after .......?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 3: Sequences events within one day</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**LIFE SKILLS:**
Life Orientation
LO 2 AS 3: Knows members of own family, peers and caregivers.
LO 3 AS I: Says own name and address.

**INTEGRATION:**
SS (H) LO 2 AS I: Discusses personal experiences in the past and present (chronology and time)
LO 2 AS 2: Discusses own age in years (chronology and time)
SS (G) LO 2 AS I: Discusses personal experiences of familiar people and places

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. Months of the year</strong></td>
<td>- Which month of the year is it?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- January to December (song)</td>
<td></td>
</tr>
<tr>
<td><strong>5. Date</strong></td>
<td>- Yesterday’s date? Today’s date? Tomorrow’s date?</td>
<td></td>
</tr>
<tr>
<td><strong>6. Weather</strong></td>
<td>- Season? (Summer, Autumn, Winter, Spring)?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Weather? Ask a learner to go and look outside. How is the weather today? (Sunny, cloudy, rainy or windy)?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Tell children to watch temperature for tomorrow on the news (TV) listen on the radio or ask their parents to read in the newspaper.</td>
<td></td>
</tr>
</tbody>
</table>
### Weekly Lesson Planning Exemplar

**Term 2 : Week 2**

**Theme: DOMESTIC ANIMALS**

<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></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>Monday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately</td>
<td>- Role of pets? Why do we keep pets? Any animal kept for fun is a pet. Pets have special needs and children should realise that pets need a lot of care. Which animals are suitable as pets? Dogs and cats are the most popular pets. Dogs protect us. Blind people have guide dogs. Cats keep mice and rats away from the house.</td>
<td>METHOD: Teacher</td>
<td>- Pictures of all kinds of pets</td>
</tr>
<tr>
<td>LO 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak.</td>
<td>- Where do these animals sleep?</td>
<td>TOOL: Observation sheet</td>
<td>- A bird in a cage</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>- Children need to know that if they want pets they must also understand that they must look after them and care for them. You have to look after or care for your pet and you cannot keep a big dog in a flat or a parrot in a small cage.</td>
<td>RECORDING: Informal</td>
<td>- A fish in a bowl</td>
</tr>
<tr>
<td>LO 2 AS 7: Recounts own personal experiences</td>
<td>- Some people also keep strange pets for example snakes, parrots, mice, hamsters, rabbits.</td>
<td>FORMS: Oral Responses Practical demonstration</td>
<td>- Real puppies and kittens can be brought to class</td>
</tr>
<tr>
<td>LO 2 AS 10: Shows sensitivity when speaking to other</td>
<td>- Investigation: What do pets need?</td>
<td></td>
<td>- Pictures of wild animals</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></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Tuesday</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Just as we have families some pets belong to families that include wild animals. Dogs come from a family that includes wolves and cats come from the cat family that includes lions, tigers, cheetahs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
and leopards. What is the same and what is different to these animals?

**Wednesday**

- Explain why it is important to look after the pet and give the pet clean water and eat fresh food. We can also buy pet food. What type of food should we not give to our animals?
- A veterinary surgeon is a special doctor for animals. Why must I take my animal to the vet regularly? There are some people who make sure that animals are looked after. (SPCA)
- Animals also need exercise

**Thursday**

- Explain steps that can be taken to ensure personal hygiene, e.g. wash your hands regularly if you have touched the animal. Animals need to be groomed and the place where they sleep need to be cleaned

**Friday**

- Homes of different pets. What do we call the homes where animals sleep?
# Weekly Lesson Planning Exemplar

**Term 2 : Week 2**

**Theme: DOMESTIC ANIMALS**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Maths Routine (Daily Monday to Friday)</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language HL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately</td>
<td>1. <strong>Counting:</strong> (Monday to Friday) Counting every day objects 1, 2, 3, 4...............</td>
<td></td>
<td>- Number poster</td>
</tr>
<tr>
<td>LO 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak.</td>
<td>2. <strong>Shapes and colours</strong>  - Flash shape cards  - Flash colour cards</td>
<td></td>
<td>- Abacus</td>
</tr>
<tr>
<td>LO 2 AS 1: Talks about family and friends</td>
<td></td>
<td></td>
<td>- Number Blocks</td>
</tr>
<tr>
<td>LO 2 AS 2: Expresses own feelings and the feelings of real or imaginary people</td>
<td>3. <strong>Before, after and between</strong>  - Which number comes before 2? Which number comes after 2? Which number is between 1 and 3? Are 2 more or less than 3?</td>
<td></td>
<td>- Chalkboard + chalk</td>
</tr>
<tr>
<td>LO 2 AS 3: Sings and recites simple songs and rhymes</td>
<td>4. <strong>Number of the week : 3</strong>  - Number of the week’s name : 3 Three  - How much is 3? Show 3 finger s( Show 3 on abacus )  - Let a few learners collect 3 objects ( counters )  - Write 3 in the “air” with your finger  - Write a number 3 ( on your board / paper / sand trays)  - Draw 3 circles ( on your board / paper )  - Where else in the class can you see a number 3?</td>
<td></td>
<td>- Number Wall chart</td>
</tr>
<tr>
<td>LO 2 AS 7: Recounts own personal experiences</td>
<td></td>
<td></td>
<td>- Number cards</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  - identifies a picture or figure from the background  - matches pictures and words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NUMERACY:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 1: Counts to at least 10 everyday objects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 2: Says and uses number names in familiar contexts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 2: Orders recurring events in own daily life</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**LO 4 AS 3:** Sequences events within one day.

### LIFE SKILLS:
- Life Orientation
- LO 2 AS 3: Knows members of own family, peers and caregivers.
- LO 3 AS 3: Says own name and address.

### INTEGRATION:
- SS (H) LO 2 AS 1: Discusses personal experiences in the past and present (chronology and time)
- LO 2 AS 2: Discusses own age in years (chronology and time)
- SS (G) LO 2 AS 1: Discusses personal experiences of familiar people and places

<table>
<thead>
<tr>
<th>SEE THAT LEARNERS HAVE THE CORRECT PENCIL GRIP AND NUMBERS ARE FORMED IN THE CORRECT WAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Learners build up/break down numbers in the number range 1-3. Use concrete apparatus e.g. in how many different ways can you pack the number 3</td>
</tr>
<tr>
<td>6. <strong>Problem solving</strong></td>
</tr>
<tr>
<td>Learners solve verbally stated addition and subtraction problems with single digit numbers and solutions to at least 3. Learners use concrete apparatus to pack out the solution to the problem</td>
</tr>
</tbody>
</table>
# Weekly Lesson Planning Exemplar

**Term 2 : Week 2**

**Theme: DOMESTIC ANIMALS**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Numeracy (Mathematics) In Small Groups</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY:</strong></td>
<td>Pictures of animals on chalkboard or play (toy) animals</td>
<td>METHOD: Teacher</td>
<td>Picture of Domestic animals</td>
</tr>
<tr>
<td>Language HL</td>
<td>- Set out a given number of animals, e.g. 3 dogs. Learners count concretely</td>
<td>TOOL: Observation sheet Checklist Rubric</td>
<td>Chalkboard</td>
</tr>
<tr>
<td>LO 5 AS 2.2: Uses language to think and reason: matches things that go together, and compares things that are different</td>
<td>- How many paws does your dog have?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO AS 5 2.3: Matches things that go together, and compares things that are different</td>
<td>- How many legs does a bird have?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Learn number names.</td>
<td>- Learn number names.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NUMERACY:</strong></td>
<td>Teacher place two posters on wall (cat and dog)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>- The teacher asks learners whether they have a cat or dog at home. Learners draw a picture of a cat or a dog. Learners must each sort their pictures and paste the cats/dogs under the teacher’s pictures. Afterwards learners count how many learners have cats in the class? How many have dogs? How many pets do all the learners have altogether? Answer questions. Which one has the most, least, etc?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 1: Count to at least 10 everyday objects</td>
<td>- Write the names of learners who have no pets and count them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes and Assessment Standards</td>
<td>Creative Activities</td>
<td>Assessment</td>
<td>Resources</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---------------------</td>
<td>------------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>LITERACY:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language HL</td>
<td><strong>Monday:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 4 AS12: Manipulates writing tools like crayons and pencils</td>
<td>Group 1: <strong>Cut + paste:</strong> pictures of different pets from magazines</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group 2: <strong>Colour in</strong> a picture of a dog or cat: “pet picture”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group 3: <strong>Make an animal mask</strong> from paper plates.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group 4: <strong>Paint:</strong> “My dog or cat”</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTEGRATION</strong></td>
<td><strong>Tuesday:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology LO 1 AS 1: Physically manipulates products to explore their shape, size, colour and the materials they are made of.</td>
<td>Group 1: <strong>Paint:</strong> “My dog or cat”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS2: Chooses from a given range, materials or substances that can be used to make simple products.</td>
<td>Group 2: <strong>Cut + paste:</strong> pictures of different pets from magazines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS3: Makes simple products from a range of materials provided.</td>
<td>Group 3: <strong>Colour in</strong> a picture of a dog or cat: “pet picture”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A/ C LO 1 AS 3 Visual Arts: Explores and experiments with a wide variety of art materials, techniques) including waste materials), and colour in a spontaneous and creative way.</td>
<td>Group 4: <strong>Make an animal mask</strong> from paper plates.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 4 Visual Arts: Uses and co-ordinates motor skills in practical work and play (e.g. appropriate</td>
<td><strong>Wednesday:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group 1: <strong>Make an animal mask</strong> from paper plates</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group 2: <strong>Paint:</strong> “My dog or cat”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group 3: <strong>Cut + paste:</strong> pictures of different pets from magazines</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group 4: <strong>Colour in</strong> a picture of a dog or cat: “pet picture”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>METHOD:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Teacher</td>
<td></td>
<td>Scissors</td>
</tr>
<tr>
<td></td>
<td><strong>TOOL:</strong></td>
<td></td>
<td>Crayons</td>
</tr>
<tr>
<td></td>
<td>- Observation</td>
<td></td>
<td>Paper</td>
</tr>
<tr>
<td></td>
<td>- Rubric</td>
<td></td>
<td>Paint</td>
</tr>
<tr>
<td></td>
<td><strong>RECORDING:</strong></td>
<td></td>
<td>Paint brushes</td>
</tr>
<tr>
<td></td>
<td>- Informal</td>
<td></td>
<td>Play dough</td>
</tr>
<tr>
<td></td>
<td><strong>FORMS:</strong></td>
<td></td>
<td>Play dough equipment</td>
</tr>
<tr>
<td></td>
<td>- Oral Responses</td>
<td></td>
<td>Paper plates</td>
</tr>
<tr>
<td></td>
<td>- Practical</td>
<td></td>
<td>Wool for whiskers</td>
</tr>
<tr>
<td></td>
<td>demonstration</td>
<td></td>
<td>Glue</td>
</tr>
<tr>
<td></td>
<td><strong>Resources:</strong></td>
<td></td>
<td>Elastic</td>
</tr>
<tr>
<td></td>
<td>- Scissors</td>
<td></td>
<td>Colour in picture</td>
</tr>
<tr>
<td>Wednesday:</td>
<td>Individual choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Thursday:**
- **Group 1:** Colour in a picture of a dog or cat: “pet picture”
- **Group 2:** Make an animal mask from paper plates and elastic
- **Group 3:** Paint: “My dog or cat”
- **Group 4:** Cut and paste: pictures of different pets from magazine

<table>
<thead>
<tr>
<th>Friday:</th>
<th>Individual choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcomes and Assessment Standards</td>
<td>Music, Drama, Dance &amp; Movement</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td><strong>LITERACY</strong></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 3: Sing and recites songs</td>
<td></td>
</tr>
<tr>
<td><strong>LIFE SKILLS</strong></td>
<td></td>
</tr>
<tr>
<td>Life Orientation</td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 1: Plays running, chasing and dodging games using space safety</td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 2: Explores different ways to locomote</td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 3: Performs expressive movements using different parts of the body</td>
<td></td>
</tr>
<tr>
<td><strong>INTEGRATE</strong></td>
<td></td>
</tr>
<tr>
<td>A/ C</td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 2 Dance: Draws on play, fantasy and imagination to explore a wide variety of movement words, rhythms and changes in tempo</td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 1 Dance: Responds to movement instructions that cover space without bumping or hurting others when moving forwards and backwards</td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 2 Drama: Participates in make-believe situations based on imagination, fantasy and life experiences</td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 2 Drama: Uses concrete objects to represent other objects in dramatic play</td>
<td></td>
</tr>
<tr>
<td><strong>Monday: Movement</strong></td>
<td></td>
</tr>
<tr>
<td>- Cat and Mouse</td>
<td></td>
</tr>
<tr>
<td>- Children make a big circle holding hands. The teacher chooses one learner to be a cat and one to be a mouse. The cat goes on the outside and the mouse on the inside. Children let the cat in or out of the circle by raising their hands up or down. If the cat catches the mouse, the teacher chooses a new mouse. The game continues so that many have a turn.</td>
<td></td>
</tr>
<tr>
<td><strong>Tuesday: Drama</strong></td>
<td></td>
</tr>
<tr>
<td>- Learners pretend that they are cats. Demonstrate how a cat goes to sleep and wake up. Learners can curl in a small ball, stretch out and stretch their legs out. Learners can also imitate the sounds that a cat make and demonstrate how it drinks milk. Learners now choose an animal and makes gestures. The other learners must try and guess what animal the learner is imitating.</td>
<td></td>
</tr>
<tr>
<td><strong>Wednesday: Music</strong></td>
<td></td>
</tr>
<tr>
<td>- Learners sing a song:</td>
<td></td>
</tr>
<tr>
<td><strong>Two little birds sitting on a wall</strong></td>
<td></td>
</tr>
<tr>
<td>One’s name Peter, the other's name Paul</td>
<td></td>
</tr>
<tr>
<td>Fly away Peter, fly away Paul</td>
<td></td>
</tr>
<tr>
<td><strong>Come back Peter, Come back Paul</strong></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>- The learners play the song with percussion instruments I</td>
<td></td>
</tr>
<tr>
<td>( Make own music instruments like shakers with empty bottles and beans and drums from coffee tins and tyre</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Thursday: Dance</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- The teacher plays music and the learners pretend they are birds If the learners hear high notes they fly and low notes they sit down.</td>
<td></td>
</tr>
<tr>
<td>- Learners flap their arms like wings and run in a circle. When the music is soft they dance on the tip of their toes and flutter like birds.</td>
<td></td>
</tr>
<tr>
<td>- Learners dance and if the music stops they stand on one leg.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Friday: Movement</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Learners move on their hands and feet like cats, dogs and ponies. The teacher beats on a drum to indicate that the learners must stop and “freeze” until the teacher says they may go again.</td>
<td></td>
</tr>
<tr>
<td>- Put hoops on the floor Learners jump from one hoop to another just like a cat.</td>
<td></td>
</tr>
<tr>
<td>- Learners pretend tat they are dogs. The learners play a game chasing the dog’s tail. Tie an old cut off stocking stuffed with paper or material to the pants or belt of one learner (the dog). This is the tail. The learner runs away while the other learners are counting to ten. The child who catches the tail has a turn to be the dog.</td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes and Assessment Standards</td>
<td>Outdoor Play</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>LITERACY:</strong> Language</td>
<td>Monday:</td>
</tr>
<tr>
<td>LO 2 AS 1: Expresses own feelings and the feelings of real or imaginary people</td>
<td>- Sand play: Draw letter for the week in the sand</td>
</tr>
<tr>
<td>LO 4 AS 2: Forms letters in various ways (e.g. by using own body to show the shapes, writing in sand)</td>
<td>- Water play</td>
</tr>
<tr>
<td><strong>LIFE SKILLS:</strong> Life Orientation</td>
<td>Tuesday:</td>
</tr>
<tr>
<td>LO 4: AS 4: Participates in free play activities</td>
<td>- Sand play Draw letter for the week in the sand</td>
</tr>
<tr>
<td><strong>INTEGRATION:</strong> NS LO 1 AS 2: Participates in planned activity by following simple instructions</td>
<td>Wednesday:</td>
</tr>
<tr>
<td></td>
<td>- Water play</td>
</tr>
<tr>
<td></td>
<td>- Outside apparatus &amp; Free play</td>
</tr>
<tr>
<td></td>
<td>Thursday:</td>
</tr>
<tr>
<td></td>
<td>- Sand play Draw letter for the week in the sand</td>
</tr>
<tr>
<td></td>
<td>- Water play</td>
</tr>
<tr>
<td></td>
<td>- Outside apparatus &amp; Free play</td>
</tr>
</tbody>
</table>
Friday:
- Sand play Draw letter for the week in the sand
- Water play
- Outside apparatus & Free play
### Weekly Lesson Planning Exemplar

**Term 2 : Week 2**

**Theme: DOMESTIC ANIMALS**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Educational play</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately</td>
<td><strong>Monday:</strong> Group I: Animal Dominoes Group 2: Puzzles Group 3: Fantasy Play. Cut a hole in the side of a large cardboard to make a kennel. The learners can creep inside and lie on a blanket as a dog would. Group 4: Sequencing of pictures</td>
<td>METHOD: Teacher TOOL: Observation sheet RECORING: Informal FORMS: Oral Responses - Practical demonstration</td>
<td>- Educational games - Puzzles - Animal Dominoes - Pegboards - Box and blanket</td>
</tr>
<tr>
<td>LO 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 3. I: 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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 3.5: Listens with enjoyment to oral texts (simple songs, rhymes, short poems and stories), puts pictures in the right sequence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 5 AS 3.4: Solves and completes puzzles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUMARACY: Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 2 AS I Copies and extends simple patterns using physical objects and drawings e.g. using colours and shapes (on pegboard)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTEGRATION: NS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO 1 AS 2 Explains what is being done or played</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thursday:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1: Puzzles</td>
</tr>
<tr>
<td>Group 2: Fantasy Play. Cut a hole in the side of a large cardboard to make a kennel. The learners can creep inside and lie on a blanket as a dog would.</td>
</tr>
<tr>
<td>Group 3: Sequencing of pictures</td>
</tr>
<tr>
<td>Group 4: Animal Dominoes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Friday:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1: Free choice</td>
</tr>
<tr>
<td>Group 2: Free choice</td>
</tr>
<tr>
<td>Group 3: Free choice</td>
</tr>
<tr>
<td>Group 4: Free choice</td>
</tr>
</tbody>
</table>
### Weekly Lesson Planning Exemplar

**Term 2 : Week 2**

**Theme: DOMESTIC ANIMALS**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Literacy (Language) In Small Groups</th>
<th>Monday to Friday</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY :</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language HL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS I: Listens attentively to questions, instructions and announcements, and responds appropriately</td>
<td>Develop auditory discrimination: recognise pet and animal sounds. Play a CD with different sounds. Make as many sounds and ask learners to identify them e.g. dog = barking; cat= meowing.</td>
<td>METHOD : Teacher</td>
<td>- Pictures of animals and their homes</td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 3.5: Listens with enjoyment to oral texts (simple songs, rhymes, short poems and stories), puts pictures in the right sequence</td>
<td>Tell in own words how you care for your pet.</td>
<td>TOOL : Observation sheet Rubric</td>
<td>- Books</td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 4.1: Develops phonetic awareness and recognizes that words are made up of sounds</td>
<td>Listen carefully to instructions and respond appropriately.</td>
<td>RECORDING : Informal</td>
<td>- Pen and paper</td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 4.2: Develops phonetic awareness and distinguish between different sounds especially at the beginning and ending of words</td>
<td>Draw and glue a picture of your pet. Include your pet’s home in your drawing. Use drawings to describe pet. Use full sentences in describing the pet.</td>
<td>FORMS : Oral Responses Practical demonstration</td>
<td>- CD or Tape with animal sounds</td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak.</td>
<td>Look at and examine pictures to identify common objects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 10: Shows sensitivity when speaking to others</td>
<td>Look at and examine the homes of different pets on pictures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 2.2: Role-plays reading by distinguishing pictures from print (e.g. by pointing at words rather when 'reading')</td>
<td>Correct handling of a book.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 3.3: Makes meaning of written text: by making links to own experiences when reading with the teacher, viewing television or pictures.</td>
<td>“Read” picture book on pets. Learners are given books of domestic animals to ‘read’ and the teacher should ensure that learners can distinguish between pictures and print. Recognises words are made up of sounds</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
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
LO 4 AS 1: Experiments with writing: creates and uses drawings to convey a message, and as a starting point for writing
LO 4 AS 2: Forms letters in various ways (e.g.) by using own body to show the shapes, writing in sand
LO 4 AS 4: Talks about own drawing and ‘writing’
LO 4 AS 12: Manipulates writing tools like crayons and pencils
LO 6 AS 1.1 and 1.2 Relates sounds to letters and words by recognising words are made up of sounds and recognises the sounds at beginning of some words

**INTEGRATION**
A/C Freely creates images of own world in various media.
A/C LO 1 AS 4.3 Visual Arts: Explores and experiments with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
A/C LO 4 AS 4.1 Visual Arts: Responds to what the learner sees and experiences in environment

**PHONIC OF THE WEEK**: See Page 3 and 4

**PATTERN OF THE WEEK**

**VOCABULARY WORDS FOR THE WEEK**
## Weekly Lesson Planning Exemplar
### Term 2 : Week 2

**Theme: DOMESTIC ANIMALS**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Study (Reading)</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>Monday:</td>
<td>METHOD:</td>
<td>- Story books</td>
</tr>
<tr>
<td>LO 1 AS 4: Develop phonetic awareness by recognizing that words are made up of sounds.</td>
<td>- Read a story about pets</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 10: Shows sensitivity when speaking to others</td>
<td>- Ask memory and comprehension questions:</td>
<td>TOOL: Observation sheet</td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 1: Starts recognizing and making meaning of words and text by: looking carefully at pictures and photographs to recognize common objects and experiences.</td>
<td>Who was the main character?</td>
<td>RECORDING: Informal</td>
<td></td>
</tr>
<tr>
<td>- identifying a picture or figure from the background.</td>
<td>What did you like best about the story?</td>
<td>FORMS: Oral Responses Practical demonstration</td>
<td></td>
</tr>
<tr>
<td>- making sense of picture stories.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 3: 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>Tuesday:</td>
<td></td>
<td></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 sentences</td>
<td>- The teacher tells a story about how a dog saved a child’s life</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Ask questions about story. Memory and comprehension questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- What happened first? What happened last?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Did this story have a happy ending?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Learners dramatize a part of the story that was told by the teacher.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Memory and comprehension questions:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Did this story have a happy ending?</td>
<td></td>
<td></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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you think of another idea to add to the story?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTEGRATION:</strong></td>
<td><strong>Thursday:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A/C</td>
<td>- Teacher reads a story about domestic animals introducing the learners to words. She also creates opportunities for learners to link the story to their own experiences. Learners are given a chance to tell their own stories about domestic animals and to create sounds made by the animals in the story.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 2.2 Drama Creates sound effects to accompany stories told by the teacher</td>
<td><strong>Friday:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher reads a story about a dog who help a blind man and ask questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Who / What was the story about?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Would you like to be.....? Why?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What would have happened if ......?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## WORK SCHEDULE FOR GRADE R  (FORMAL ASSESSMENT TASK)

### TERM 2

#### Week: 3

Date: ____________  
Theme: FOOD

<table>
<thead>
<tr>
<th>Focus Learning Outcomes &amp; Assessment Standards</th>
<th>LITERACY</th>
<th>NUMERACY (FAT 1)</th>
<th>LIFE SKILLS</th>
</tr>
</thead>
</table>
| **LO 1: Listening**  
AS 1, AS 2, AS 3, AS 4.1, AS 4.2 | LO 2: Speaking  
AS 1, AS 2, AS 3, AS 5, AS 7, AS 10 | LO 1: Number Op  
AS 1, AS 2, AS 3, AS 4, AS 6, AS 7, AS 7.3, AS 8 | LO 1: Health Promotion  
AS 2 |
| **LO 3: Reading**  
AS 1, AS 2.1, AS 3.1, AS 3.3, AS 4.3, AS 6 | LO 4: Writing  
AS 2, AS 8, AS 12 | LO 3: Space & Shape  
AS 1, AS 2, AS 6 | LO 3: Personal Develop.  
AS 1 |
| **LO 5: Thinking & Reasoning**  
AS 1, AS 2.2, AS 4 | LO 6: Language Structure  
AS 1.1, AS 1.2 | LO 5: Data Handling  
AS 2 | LO 4: PhysDev. & Mov  
AS 3, AS 4 |

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

### Integration

**Social Science (H):**  
LO 2 AS 1, LO 2 AS 2

**Natural Science:**  
LO 1 AS 1, LO 1 AS 2

**Technology:**  
LO 1 AS 1, LO 1 AS 2, LO 1 AS 3

**Arts and Culture:**  
Visual Arts: LO 1 AS 4.3, LO 1 AS 4.4  
Visual Arts: LO 3 AS 4.1, Visual Arts: LO 4 AS 4.1  
Social Science (G): LO 2 AS 1
| Continuous assessment | METHOD : Teacher  
| TOOL : Observation sheet, checklist  
| RECORDING : Informal  
| FORMS : Oral Responses, Practical demonstration |
| Who assesses? | METHOD : Teacher  
| TOOL : Observation sheet, Rubric  
| RECORDING : Formal Assessment Task 1 (FAT 1)  
| FORMS : Oral Responses, Practical demonstration |
| How? | SPECIAL RESOURCES FOR THE WEEK :  
- Posters of different kinds of vegetables and fruit.  
- Food on theme table  
- Healthy and unhealthy  
- Real fruit  
- Skipping rope  
- Different size boxes that fruit are sold in (collected from shop)  
- Ball  
- Whistle  
- Shopkeeper  
- Play money  
- Fruit Dominoes  
- 12/20 or 36 piece puzzles on food |
| What? | 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: remains 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 |

Barriers to Learning: SEE PAGE 5 and 6
<table>
<thead>
<tr>
<th><strong>Learning Outcomes and Assessment Standards</strong></th>
<th><strong>Health check and Morning Circle (Ring)</strong></th>
<th><strong>Assessment</strong></th>
<th><strong>Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY:</strong></td>
<td><strong>Monday to Friday</strong></td>
<td><strong>METHOD:</strong></td>
<td>- Name cards</td>
</tr>
<tr>
<td>Language HL</td>
<td>1. <strong>Health Check</strong>, 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>Teacher</strong></td>
<td>(Months)</td>
</tr>
<tr>
<td>LO 1 AS I: Listens attentively to questions, instructions and announcements, and responds appropriately</td>
<td>2. <strong>Greetings and news</strong></td>
<td><strong>TOOL:</strong></td>
<td>- Name cards</td>
</tr>
<tr>
<td>LO 2 AS I: Talks about family and friends</td>
<td>- Welcoming: Greet the teacher and friends</td>
<td><strong>Observation sheet</strong></td>
<td>(Days)</td>
</tr>
<tr>
<td>LO 2 AS 2: Expresses own feelings and the feelings of real or imaginary people</td>
<td>- News: Learners tell about news in their lives</td>
<td><strong>Checklist</strong></td>
<td>- Weather chart</td>
</tr>
<tr>
<td>LO 2 AS 3: Sings and recites simple songs and rhymes</td>
<td>- News: News - country &amp; around the world? (Ask children what did they see on the news (TV), heard on the radio and where did it happen?</td>
<td><strong>RECORDING:</strong></td>
<td>- Birthday chart</td>
</tr>
<tr>
<td>LO 2 AS 7: Recounts own personal experiences</td>
<td>- Register: Who is absent? Counting number of learners absent and present</td>
<td><strong>Informal</strong></td>
<td>- Date Chart</td>
</tr>
<tr>
<td>LO 3 AS I: Uses visual cues to make meaning. Looks carefully at pictures and photographs to recognize common objects and experiences</td>
<td>- Birthdays: Who’s birthday is it today? (Learners sing “Happy Birthday To You”)</td>
<td><strong>FORMS:</strong></td>
<td>- Number chart</td>
</tr>
<tr>
<td>- identifies a picture or figure from the background</td>
<td>- Religion: Moral story and songs</td>
<td><strong>Oral Responses</strong></td>
<td></td>
</tr>
<tr>
<td>- matches pictures and words</td>
<td></td>
<td><strong>Practical demonstration</strong></td>
<td></td>
</tr>
<tr>
<td><strong>NUMERACY:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS I: Counts to at least 10 everyday objects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 2: Says and uses number names in familiar contexts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 2: Orders recurring events in own daily life</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 3: Sequences events within one day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIFE SKILLS:</td>
<td>4. Months of the year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Orientation</td>
<td>- Which month of the year is it?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 3: Knows members of own family, peers and caregivers.</td>
<td>- January to December (song)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS I: Says own name and address.</td>
<td>5. Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTEGRATION:</td>
<td>- Yesterday’s date? Today’s date? Tomorrow’s date?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SS (H) LO 2 AS I: Discusses personal experiences in the past and present (chronology and time)</td>
<td>6. Weather</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 2: Discusses own age in years (chronology and time)</td>
<td>- Season? (Summer, Autumn, Winter, Spring)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SS (G) LO 2 AS I</td>
<td>- Weather? Ask a learner to go and look outside. How is the weather today? (Sunny, cloudy, rainy or windy)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discusses personal experiences of familiar people and places</td>
<td>- Tell children to watch temperature for tomorrow on the news (TV) listen on the radio or ask their parents to read in the newspaper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes and Assessment Standards</td>
<td>Morning Circle - Theme Discussion</td>
<td>Assessment</td>
<td>Resources</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>---------------------------------</td>
<td>------------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>LITERACY:</strong></td>
<td></td>
<td><strong>METHOD:</strong></td>
<td>Posters of different kinds of vegetables and fruit.</td>
</tr>
<tr>
<td>Language</td>
<td>Monday</td>
<td><strong>TOOL:</strong></td>
<td>Posters with pictures of meat, fish bread, eggs, milk etc.</td>
</tr>
<tr>
<td>LO 1 AS 1 Listens attentively to questions, instructions and announcements, and responds appropriately</td>
<td>- The teacher displays the pictures of healthy and unhealthy food. She asks learners to identify healthy and unhealthy food from the displayed pictures.</td>
<td><strong>RECORDING:</strong></td>
<td>Food on theme table</td>
</tr>
<tr>
<td>LO 2 AS 2 Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak.</td>
<td>- The teacher explains that some of the food we eat and that are healthy may not taste as nice as those food that are not healthy.</td>
<td><strong>FORMS:</strong></td>
<td>Healthy and unhealthy Real fruit</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>- The teacher places different food charts on the chalkboard and learners discuss the different food that has been pasted on the charts. Can my body grow strong if I eat unhealthily? What is healthy food?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 7 Recounts own personal experiences</td>
<td>- Explain to be healthy we need to eat more than one kind of food. Meat, fish and eggs gives us a healthy body and strong muscles. Fruit and vegetables gives us energy and a healthy skin. Milk and dairy products help to make our teeth strong. To give us energy we need to eat bread and cereals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 10 Shows sensitivity when speaking to others</td>
<td>- Identify unhealthy food such as sweets, cake, cookies etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 5 AS 2 Uses language to think and reason: matches things that go together, and compares things that are different</td>
<td><strong>Tuesday</strong> Where does the food come from?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LIFE SKILLS</strong></td>
<td>- The teacher puts a picture of a cow on the chalkboard.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Orientation</td>
<td>--Discuss that we get milk from the cow. What dairy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 1: Explains the importance of drinking only clean water and eating fresh food.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fruit</td>
<td>The teacher shows learners a picture of different fruit. The teacher also show some real fruit and learners have to match it with the fruit in the picture. Are all fruit the same colour? Learners name the different colours of fruit. The learners can cut up the fruit and make a fruit salad.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Thursday</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetables</td>
<td>Learners identify and discuss different types of vegetables. Talk about the different colours of vegetables e.g. cabbage, lettuce, broccoli, peas and green beans are all green. Tomatoes are red. White vegetables are unions and mealies. Mealies can also be yellow. Carrots and pumpkin is orange. Some vegetables are one colour on the outside and another...</td>
</tr>
</tbody>
</table>
colour inside Potatoes are brown outside but white inside. Identify which vegetables grow under the ground and which grow above the ground

Friday (Vegetable Garden at school)
- Learners work in groups to plant seeds. The teacher lines a glass with cotton wool. Pour enough water in to wet the cotton wool. Place dry maize kernels or dry beans halfway down the side of the glass between the glass and cotton wool. Keep the wool moist and in a warm place. After a few days the maize kernels and beans will start to get small roots growing down and stems growing up. By observing the plants as they grow children, will understand how they grow in the soil
- Just as you must care for your body, so the fruit and vegetable farmers must protect their produce on the land against sicknesses.
- What must we do to fruit before we eat it?
- Wash hands before you work with any food
### Weekly Lesson Planning Exemplar

**Term 2 : Week 3**

**Theme: FOOD**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Numeracy (Mathematics)</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY:</strong></td>
<td>In Small Groups</td>
<td>Monday to Friday</td>
<td>- Fruit (Vegetables real or paper-maché)</td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td>- Different size boxes that fruit are sold in (collected from shop)</td>
</tr>
<tr>
<td>LO 5 AS 1: Uses language to develop concepts such as quantity size, direction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NUMERACY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 1: Counts to at least 10 everyday objects reliably</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 2: Says and uses number names in familiar context</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 3: Knows the number names and symbols for 1 - 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 4: Orders and compares collection of objects using the words 'more', 'less' and 'equal'</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 2: Create own pattern</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 2: Describes, sorts and compares physical three-dimensional objects according to: 2.1 size</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 6: Follows directions (alone and/or as a member of a group or team) place self within the classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Learners collect fruit from the classroom and count apples, pears, bananas etc up to number 3. One- to one- correspondence (touch each fruit and count) (FAT 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Learners count vegetables (one carrot, two carrots, three carrots) by saying the number names (FAT 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The teacher shows number cards with the symbols 1, 2 and 3 and the number names one, two and three. Learners pack out the number of fruit or vegetables to match the number symbol and the number name. (FAT 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The teacher gives each learner 3 packets. In the one packet is one orange, in the other packet two oranges and in the third packet three oranges. Learners order the packets from least to most and</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>[1]</th>
<th>[2]</th>
<th>[3]</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="number names" /></td>
<td><img src="image" alt="number names" /></td>
<td><img src="image" alt="number names" /></td>
</tr>
</tbody>
</table>
most to least. (FAT 1)

- Learners pack out a pattern using 3 different colour vegetables e.g. red tomato, brown potato, orange carrot........ red tomato, brown potato, orange carrot (FAT 1)
- Learners sort boxes (that fruit are sold in) according to size. e.g. Smallest to biggest, biggest to smallest Learners compare and describe boxes. e.g. Which is the biggest? Which is the smallest? Do the same now with apples of different sizes (FAT 1)
- The teacher gives the following instructions: Learners should all face the same direction. e.g. Stand to the left of your friend (pumpkin) on the floor. Stand to the right of your friend (pumpkin) placed on the floor. Stand behind/in front of your partner/object (FAT 1)
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Creative Activities</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong>&lt;br&gt;Language HL&lt;br&gt;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&lt;br&gt;LO 4 AS 12: Manipulates writing tools like crayons and pencils</td>
<td><strong>4 GROUPS. ROTATE ACTIVITIES DAILY FROM MONDAY TO THURSDAY. FRIDAY INDIVIDUAL CHOICE</strong>&lt;br&gt;<strong>Activity 1</strong>&lt;br&gt;DRAWING&lt;br&gt;The learners draw a picture of healthy food</td>
<td>METHOD:&lt;br&gt;Teacher&lt;br&gt;Self&lt;br&gt;peer&lt;br&gt;TOOL:&lt;br&gt;Observation sheet&lt;br&gt;Rubric&lt;br&gt;RECORDING:&lt;br&gt;Informal&lt;br&gt;FORMS:&lt;br&gt;Oral Responses - Practical demonstration</td>
<td>- Scissors&lt;br&gt;- Crayons&lt;br&gt;- Paper&lt;br&gt;- Paint&lt;br&gt;- Paint brushes&lt;br&gt;- Play dough&lt;br&gt;- Play dough equipment&lt;br&gt;- Paper Plates</td>
</tr>
<tr>
<td><strong>INTEGRATION</strong>&lt;br&gt;A /C LO 1 AS 3 Visual Arts: Explores and experiments with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.&lt;br&gt;A /C LO 1 AS 4 Visual Arts: Uses and co-ordinates motor skills in practical work and play (e.g. appropriate handling of scissors, glue applicators, paintbrush and drawing instruments).&lt;br&gt;A /C LO 3 AS 4 Visual Arts: Demonstrates active involvement in individual and group art-making activities and an ability to share art-making equipment.&lt;br&gt;A /C LO 4 AS 4 Visual Arts: Responds to what the learner sees, perceives and experiences in own natural and constructed environment.</td>
<td><strong>Activity 2</strong>&lt;br&gt;PAPER COLLAGE&lt;br&gt;The teacher draws the outline of a fruit e.g. an apple on a piece of paper. Learners break small pieces of egg already painted and paste it on the paper&lt;br&gt;<strong>Activity 3</strong>&lt;br&gt;CUTTING AND PASTING: “My healthy plate of food”&lt;br&gt;(Draw a plate and cut healthy food pictures from magazines to paste on a “paper plate”)&lt;br&gt;<strong>Activity 4</strong>&lt;br&gt;MODELLING:&lt;br&gt;Learners model with play dough different kinds of fruit or vegetable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes and Assessment Standards</td>
<td>Music, Drama, Dance &amp; Movement</td>
<td>Assessment</td>
<td>Resources</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---------------------------------</td>
<td>------------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>LITERACY:</strong></td>
<td><strong>Monday: Movement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>The learners play HOT POTATO</td>
<td><strong>METHOD:</strong></td>
<td>- Ball</td>
</tr>
<tr>
<td>LO 5 AS 1: Uses language to develop</td>
<td>Learners stand in a circle and</td>
<td><strong>TOOL:</strong></td>
<td>- Whistle</td>
</tr>
<tr>
<td>concept such as speed, sequence</td>
<td>they pass a ball to</td>
<td><strong>Observation sheet</strong></td>
<td>- Tape or CD</td>
</tr>
<tr>
<td>LO 2 AS 3: Sing and recites songs</td>
<td>each other in a clockwise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 3: Listens with enjoyment to</td>
<td>direction (Do not throw the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>oral texts (simple songs, rhymes, short</td>
<td>ball). They should pass it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>poems and stories), and shows</td>
<td>without letting it drop. The</td>
<td></td>
<td></td>
</tr>
<tr>
<td>understanding: acts out parts of the</td>
<td>teacher blows a whistle to stop.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>story, song or rhyme</td>
<td>The learner holding the ball</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>must leave the circle and sit</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>on the grass.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LIFE SKILLS</strong></td>
<td><strong>Tuesday: Drama</strong></td>
<td><strong>RECORDING:</strong></td>
<td></td>
</tr>
<tr>
<td>Life Orientation</td>
<td>The learners dramatise the</td>
<td><strong>Informal</strong></td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 3: Performs expressive movements</td>
<td>story of the three bears.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>using different parts of the body.</td>
<td></td>
<td><strong>FORMS:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Oral Responses</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Practical demonstration</td>
<td></td>
</tr>
<tr>
<td><strong>INTEGRATION:</strong></td>
<td><strong>Wednesday: Music</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A/C LO 1 AS 2 Dance: Draws on play,</td>
<td>The learners sing the song with</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fantasy and imagination to explore a</td>
<td>actions: ‘Sayilimi nggolowa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wide variety of movement words, rhythms</td>
<td>“Doing all the actions from</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and changes in tempo.</td>
<td>sowing the seed, reaping,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 1 Dance: Responds to movement</td>
<td>stamping, kneading the dough,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>instructions that cover space without</td>
<td>baking and eating the bread.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bumping or hurting others when moving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>forwards and backwards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Thursday: Movement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The learners play HOT POTATO</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>WITH MUSIC</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learners stand in a circle and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>they pass a ball to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>each other in a clockwise</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>direction (Do not throw the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ball). They should pass it</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>without letting it drop. The</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>teacher plays music When she</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>stops the music, the learner</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>holding the ball must leave</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the circle and sit on the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>grass.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| LO 1 AS 2 Drama: Participates in make-believe situations based on imagination, fantasy and life experiences | **Friday:**  
- CD / tape player  
- Song/rhyme posters  
- Listen to Takalani Sesame |
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Outdoor Play</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY:</strong></td>
<td>Monday:</td>
<td>METHOD:</td>
<td>Sand equipment</td>
</tr>
<tr>
<td>Language</td>
<td>- Sand play Make fruit or vegetables from mud</td>
<td>Teacher</td>
<td>- Water equipment &amp; aprons</td>
</tr>
<tr>
<td>LO I AS 1 Listens attentively to questions, instructions and announcements, and responds appropriately</td>
<td>- Water play</td>
<td>TOOL:</td>
<td>- Outside apparatus</td>
</tr>
<tr>
<td>LO I AS 2 Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak.</td>
<td>- Outside apparatus &amp; Free play</td>
<td>Observation sheet</td>
<td></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>Tuesday:</td>
<td>RECORDING:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Sand play Make fruit or vegetables from mud</td>
<td>Informal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Water play</td>
<td>FORMS:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Outside apparatus &amp; Free play</td>
<td>Oral Responses</td>
<td>- Practical demonstration</td>
</tr>
<tr>
<td><strong>LIFE SKILLS</strong></td>
<td>Wednesday:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Orientation</td>
<td>- Sand play Make fruit or vegetables from mud</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO4 AS 4 Participates in Free Play</td>
<td>- Water play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Outside apparatus &amp; Free play</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTEGRATION:</strong></td>
<td>Thursday:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NS LO I AS 2Contributes towards planning an investigative activity by asking and answering questions about the activity</td>
<td>- Sand play Make fruit or vegetables from mud</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Water play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Outside apparatus &amp; Free play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Friday:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Sand play Make fruit or vegetables from mud</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Water play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Outside apparatus &amp; Free play</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Weekly Lesson Planning Exemplar**

**Term 2: Week 3**

**Theme: FOOD**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Educational play</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong>: Language 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 sentences LO 5 AS 3.4: Solves and completes puzzles</td>
<td><strong>Monday:</strong> Group I: Be an entrepreneur by selling fruit in the fantasy corner. Group 2: Puzzle Group 3: Fruit Dominoes Group 4: ‘Reading books on food’</td>
<td>METHOD: Teacher TOOL: Observation sheet Checklist</td>
<td>Educational equipment Shopkeeper Play money Fruit Dominoes Books 12/20 or 36 piece puzzles on food</td>
</tr>
<tr>
<td><strong>NUMARACY</strong>: Mathematics LO I AS I: Count to at least 10 everyday objects(one-to-one correspondence playing dominoes</td>
<td><strong>Tuesday:</strong> Group I: ‘Reading books on food’ Group 2: Be an entrepreneur by selling fruit in the fantasy corner. Group 3: Puzzle Group 4: Fruit Dominoes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LIFE SKILLS</strong>: Life Orientation LO4 AS 4: Participates in Free Play</td>
<td><strong>Wednesday:</strong> Group I: Fruit Dominoes Group 2: ‘Reading books on food’ Group 3: Be an entrepreneur by selling fruit in the fantasy corner. Group 4: Puzzle</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTEGRATION</strong>: NS LO I AS 2: Participates in planned activity by following Simple instructions with assistance and explains what</td>
<td><strong>Thursday:</strong> Group I: Puzzle Group 2: Fruit Dominoes Group 3: ‘Reading books on food’ Group 4: Be an entrepreneur by selling fruit in the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>is being done or played</td>
<td>fantasy corner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Friday:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 1: Free choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 2: Free choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 3: Free choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 4: Free choice</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Weekly Lesson Planning Exemplar

**Term 2: Week 3**

**Theme: FOOD**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Literacy (Language ) In Small Groups</th>
<th>Monday to Friday</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language HL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 1 AS 4.1: Develops phonics awareness and recognizes that words are made up of sounds</strong></td>
<td>Identify fruit, vegetables, grain products (cereals) Expand vocabulary.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 1 AS 4.2: Develops phonics awareness and distinguish between different sounds especially at the beginning and ending of words</strong></td>
<td>Talk about different fruits and vegetables.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 3 AS 3: Make meaning of written text by recognizing and making meaning of words and text by recognizing and reading print in the environment</strong></td>
<td>Process difficult information about where grain products come from. e.g. Cornflakes come from mealies, Rice Krispies from rice and Weetbix from wheat.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 3 AS 4: Starts recognizing and making meaning of words and text by recognizing high frequency words and print in the environment</strong></td>
<td>The teacher says four words, one of which does not fit with the rest. The children have to pick out the one that is different and the teacher asks class why it is different</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 3 AS 5: Begin to develop phonics awareness by recognizing initial consonant sounds</strong></td>
<td>Banana, apple, orange, ball (fruit) Potato, sweets, carrot, cabbage (vegetables)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 4 AS 2: Forms letters in various ways (e.g. by using own body to show the shapes writing in sand)</strong></td>
<td>Milk, Cheese, bread, butter (dairy - cow products)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 4 AS 12 manipulates writing tools like crayons and pencils</strong></td>
<td>Recognise and name familiar kinds of food from advertisements or packaging materials (Incidental Reading)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 5 AS 2.2 Use language to think and reason by matching things that go together and compares things that are different (fruit and vegetables)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**METHOD:**
- Teacher

**TOOL:**
- Observation sheet Checklist
- Recording:
  - Informal

**FORMS:**
- Oral Responses
  - Practical demonstration
- Theme pictures of food
- Real food
- Alphabet Charts
- Vocabulary Cards for Incidental Reading
| LO 5 AS 2.2 Use language to think and reason by classifying things (put all the fruits together or put all the vegetables together) |
| LO 6 AS 1.1 and 1.2 Recognising words are made up of sounds and recognises the sounds at beginning of some words |

<p>| PHONIC OF THE WEEK : See Page 3 and 4 |
| PATTERN OF THE WEEK |
| VOCABULARY WORDS FOR THE WEEK : |</p>
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Story (Reading)</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong></td>
<td>Monday:</td>
<td></td>
<td>- Story books</td>
</tr>
<tr>
<td>Language HL</td>
<td>The teacher reads the story of ‘The Three Little Bears’ where Mama Bear made porridge for the bears. The bears went for a walk because their porridge was too hot. A the little girl came into their house and ate the food. Memory and comprehension questions: Who was the main character/s? What did you like best about the story? What lesson can we learn from the story?</td>
<td></td>
<td>- Pictures of the stories of Three Little Bears and The Little Red Hen</td>
</tr>
<tr>
<td>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.</td>
<td>Tuesday:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 3. I : 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 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 sentences</td>
<td>Repeat the story - Questions about story - Memory and comprehension questions  - What happened first? - What happened last? - What would you have done if you were .....? - Did this story have a happy ending?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTEGRATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wednesday:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The story of the little Red Hen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A little red hen found some grains of wheat. She wanted to know who will help her to plant it. She asked the cow, the sheep and the pig, but all said “I won’t” So she planted it herself. When the wheat was ripe she asked them to gather the wheat. Again all said” I won’t” When the wheat was ripe and gathered the animals said no when she asked them to take it to the mill When it was grounded to flour they refused to help her bake it. The hen did everything herself. When the bread was baked they all wanted to eat, but the little hen said she will eat it herself.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dramatise</strong> the story. Four children play the roll of the hen and the animals</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Thursday:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Children watch a video / listen to a tape</td>
<td>- children watch a video / listen to a tape</td>
</tr>
<tr>
<td>Takalani Sesame</td>
<td></td>
</tr>
<tr>
<td>- Tell their own stories about food, Questions and discussion</td>
<td></td>
</tr>
</tbody>
</table>
**Friday:**

- The teacher tells a story about the importance of fruit. Learners answer questions from the story.

  And ask questions:

  Who / What was the story about?

  Would you like to be.....? Why?

  What would have happened if .....?
## WORK SCHEDULE FOR GRADE R

### TERM 2
#### Week: 4

<table>
<thead>
<tr>
<th>Focus Learning Outcomes &amp; Assessment Standards</th>
<th>LITERACY (FAT 1)</th>
<th>NUMERACY</th>
<th>LIFE SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO 1: Listening</td>
<td>LO 2: Speaking</td>
<td>LO 1: Number Op</td>
<td>LO 1: Health Promotion</td>
</tr>
<tr>
<td>AS 1, AS 2, AS 3, AS 4.1, AS 4.2</td>
<td>AS 1, AS 2, AS 3, AS 5, AS 6, AS 7, AS 10</td>
<td>AS 1, AS 2, AS 3, AS 6, AS 7.1, AS 7.2, AS 7.3, AS 8</td>
<td>AS 1</td>
</tr>
<tr>
<td>LO 3: Reading</td>
<td>LO 4: Writing</td>
<td>LO 3: Space &amp; Shape</td>
<td>LO 3: Personal Dev</td>
</tr>
<tr>
<td>AS 1.1, AS 1.2, AS 1.3, AS 3.1, AS 3.3, AS 3.5, AS 4.2</td>
<td>AS 2, AS 9</td>
<td>AS 1</td>
<td>AS 1</td>
</tr>
<tr>
<td>LO 5: Thinking &amp; Reasoning</td>
<td>LO 6: Language Structure</td>
<td>LO 5: Data Handling</td>
<td>LO 4: Phys Dev. &amp; Mov</td>
</tr>
<tr>
<td>AS 1, AS 2.1, AS 2.4, AS 3</td>
<td>AS 1.1, AS 1.2</td>
<td></td>
<td>AS 1</td>
</tr>
<tr>
<td>Time</td>
<td>9 hours 10 minutes</td>
<td>7 hours 30 minutes</td>
<td>5 hours 50 minutes</td>
</tr>
<tr>
<td>Integration</td>
<td>Social Science (H): LO 2 AS 1, LO 2 AS 2</td>
<td>Social Science (G): LO 2 AS 1</td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>LO 1 AS 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>LO 1 AS 1, LO 1 AS 2, LO 1 AS 3, LO 1 AS 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Arts and Culture | Visual Arts: LO 1 AS 4.4  
Dance: LO 3 AS 1, LO 4 AS 1  
Music: LO 4 AS 3.1, LO 4 AS 3.2, LO 4 AS 3.1  
Drama: LO 1 AS 2, LO 3 AS 2 |
|------------------|-------------------------------------------------|
| Continuous        | METHOD:  
Teacher  
TOOL: Observation sheet  
Rubric  
Checklist  
RECORDING: FORMAL FAT 1  
FORMS: Oral Responses  
Practical demonstration |
| assessment        | METHOD:  
Teacher  
TOOL: Observation sheet  
Rubric  
Checklist  
RECORDING: Informal  
FORMS: Oral Responses  
Practical demonstration |
| Who assesses?     | METHOD:  
Teacher  
TOOL: Observation sheet  
Rubric  
Checklist  
RECORDING: Informal  
FORMS: Oral Responses  
Practical demonstration |
| How?              | 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: remains 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 |
| What?             | SPECIAL RESOURCES FOR THE WEEK:  
- Discovery table:  
- Picture of body  
- Spectacles and sunglasses  
- Real objects for smelling, tasting and touching  
- Soap perfume, rose or flowers  
- Dolls  
- Handkerchiefs  
- Pictures of Animals |
| Barriers to Learning | SEE PAGE 5 and 6 |
## Weekly Lesson Planning Exemplar

**Term 2 : Week 4**  
**Theme: MY SENSES**

<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>
</table>
| **LITERACY:** 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 2 AS 1: Talks about family and friends  
  LO 2 AS 2: Expresses own feelings and the feelings of real or imaginary people  
  LO 2 AS 3: Sings and recites simple songs and rhymes  
  LO AS 7: Recounts own personal experiences  
  LO 3 AS 1: Uses visual cues to make meaning Looks carefully at pictures and photographs to recognize common objects and experiences.  
  - identifies a picture or figure from the background  
  - matches pictures and words | **Monday to Friday**  
  **1. Health Check,**  
  - 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.  
  **2. Greetings and news**  
  - Welcoming: Greet the teacher and friends  
  - News: Learners tell about news in their lives  
  - News: News - country & around the world? (Ask learners what did they see on the news (TV), heard on the radio and where did it happen?  
  - Register: Who is absent? Count the number of learners absent and present  
  - Birthdays: Who’s birthday is it today? (Learners sing “Happy Birthday To You”)  
  - Religion: Moral story and songs | **METHOD:** Teacher  
  **TOOL:** Observation sheet Checklist  
  **RECORDING:** Informal  
  **FORMS:** Oral Responses Practical demonstration | - Name cards (Months)  
  - Name cards (Days)  
  - Weather chart  
  - Birthday chart  
  - Date Chart  
  - Number chart |
| **NUMERACY:** Mathematics  
  LO 1 AS 1: Counts to at least 10 everyday objects  
  LO 1 AS 2: Says and uses number names in familiar contexts  
  LO 4 AS 2: Orders recurring events in own daily life | **3. Days of the week**  
  - Monday to Sunday  
  (Learners say which day of the week it is)  
  - Rhyme about days of the week  
  - Which day comes before ……?  
  - Which day comes after ……? |
LO 4 AS 3: Sequences events within one day.

**LIFE SKILLS:**
Life Orientation
LO 2 AS 3: Knows members of own family, peers and caregivers.
LO 3 AS 1: Says own name and address.

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

<table>
<thead>
<tr>
<th>LO 4 AS 3: Sequences events within one day</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LIFE SKILLS:</strong></td>
</tr>
<tr>
<td>Life Orientation</td>
</tr>
<tr>
<td>LO 2 AS 3: Knows members of own family, peers and caregivers.</td>
</tr>
<tr>
<td>LO 3 AS 1: Says own name and address.</td>
</tr>
<tr>
<td><strong>INTEGRATION:</strong></td>
</tr>
<tr>
<td>SS (H) LO 2 AS 1: Discusses personal experiences in the past and present (chronology and time)</td>
</tr>
<tr>
<td>LO 2 AS 2: Discusses own age in years (chronology and time)</td>
</tr>
<tr>
<td>SS (G) LO 2 AS 1: Discusses personal experiences of familiar people and places</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. <strong>Months of the year</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Which month of the year is it?</td>
</tr>
<tr>
<td>- January to December (song)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. <strong>Date</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Yesterday’s date? Today’s date? Tomorrow’s date?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. <strong>Weather</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Season? (Summer, Autumn, Winter, Spring)?</td>
</tr>
<tr>
<td>- Weather? Ask a learner to go and look outside, How is the weather today? (Sunny, cloudy, rainy or windy)?</td>
</tr>
<tr>
<td>- Tell children to watch temperature for tomorrow on the news (TV) listen to the radio or ask their parents.</td>
</tr>
</tbody>
</table>
**Weekly Lesson Planning Exemplar**

**Term 2 : Week 4**

**Theme: MY SENSES**

<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 HL</td>
<td>Learners must be aware of their five senses and be able to differentiate between things they can see, sounds they can hear, things they can smell, things they touch and feel and things they can taste.</td>
<td>METHOD : Teacher Peers Self TOOL : Observation sheet Rating Scale RECORDING : Informal FORMS : Oral Responses Practical demonstration</td>
<td>- Discovery table: - Picture of body - Spectacles and sunglasses - Real objects for smelling, tasting and touching - Soap perfume, rose or flowers - Pictures of Animals - Pictures of blind people sugar - lemons - salt (biltong) - bitter medicine</td>
</tr>
<tr>
<td>LO 1 AS 1: Listens attentively to questions, instructions and announcements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak.</td>
<td></td>
<td></td>
<td></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></td>
<td></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 2 AS 10: Shows sensitivity when speaking to other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 5 AS 2.1: Uses language to think and reason: matches things that go together, and compares things that are different</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 5 AS 2.4: Identifies parts from the whole (e.g. parts of the body)</td>
<td></td>
<td></td>
<td></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></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Monday</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sight- My eyes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Last term we have learned about my body. Which of these body parts do we find on the head (eyes, ears, nose, mouth etc?)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Our eyes – How many? What do we do with our eyes? (see, cry, wink, read, learn)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Talk to the learners why it is important to look after their eyes. We use our eyes to read and learn. Some people cannot see clearly and need glasses to help them to see well.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Let learners close their eyes with their hands and try to walk in the class some people cannot see at all and are ‘blind’. What comes out of your eyes if you are sad and cry? (Tears)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Some people wear dark glasses to protect their eyes from the sun. Never look into the sun or sharp light. It can damage your eyes. Do not wear</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
other peoples’ glasses. If your eyes are red you have to go and see a doctor.

**Tuesday**
Hearing – my ears
- Our ears - How many? What do we do with our ears? (hear, listen to music, listen to sounds )
- Some animals e.g. dogs can hear better that we can. Learners close their ears with their fingers. The teacher makes some sounds.
- Tell learners that some people were born that they cannot hear at all. They are ‘deaf’.
- Sometimes we cannot see a thing , but we hear the sound and know what it is ,
  - if you hear barking , you know it is a dog
  - if they hear meowing they know it is a cat
  - if you hear a siren , you know it is an ambulance
- Some sounds can be loud and some soft, some can be high and some low, some can be far and other near some can be long and other short
- We must look after our ears by not putting things in our ears and not to shout in someone’s ears.

**Wednesday**
Smell – my nose
- Our nose. How many? What do we use our nose for? (smelling, breathing)
- What happens when I am sick and have flu? My
nose runs or it is closed and I cannot smell and breathe.
- What else can you do with your nose? Sneeze. Learners close their noses with their forefinger and thumb.
- Are all the smells the same? No. We have things that smell nice like flowers and things that smell bad. (Ask learners to give examples)
- Some animals smell better than people e.g. dogs. Tell learners that the police use dogs to help them to sniff out things.
- Some animals give off a bad smell to protect them. We can recognise some food and spices by their smell. If we smell smoke we know food is burning.

Thursday
Taste – my tongue
- Ask learners what is inside their mouth (teeth, tongue). What do we do with our tongue? (Talk and taste our food) Some food taste:
  - sweet like sugar
  - (learners give more examples
  - sour like lemons
  - (learners give more examples
  - salt (biltong)
  - bitter (medicine)
- Some animals use their tongues to drink milk or water like dogs, cats etc. If a dog is tired or hot its tongue hangs out. Why?
Friday
Touch my hands
Put articles in a box like:
- Something hard (stone) and something soft (wool)
- Something smooth (tomato) and something rough (pineapple).
Tie a cloth over the learners’ eyes and let them describe what they are feeling. Do the same with something wet and something dry. Tell learners that some blind people “see” by feeling
### Weekly Lesson Planning Exemplar

**Term 2 : Week 4**

**Theme: MY SENSES**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Maths Routine (Daily Monday to Friday)</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language HL</td>
<td><strong>1. Counting: (Monday to Friday)</strong></td>
<td><strong>METHOD:</strong> Teacher</td>
<td>- Number poster</td>
</tr>
<tr>
<td>LO 1 AS I: Listens attentively to questions, instructions and announcements, and responds appropriately</td>
<td>Counting every day objects 1, 2, 3, 4..................</td>
<td><strong>TOOL:</strong></td>
<td>- Abacus</td>
</tr>
<tr>
<td>LO 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak.</td>
<td><strong>2. Shapes and colours</strong></td>
<td><strong>Resources:</strong></td>
<td>- Blocks</td>
</tr>
<tr>
<td><strong>NUMERACY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>- Flash shape cards</td>
<td><strong>RECORDING:</strong></td>
<td>- Chalkboards + chalk</td>
</tr>
<tr>
<td>LO 1 AS I: Count to at least 10 everyday objects</td>
<td>- Flash colour cards</td>
<td><strong>FORMS:</strong></td>
<td>- Number wall chart</td>
</tr>
<tr>
<td>LO 1 AS 2: Says and uses number names in familiar context</td>
<td><strong>3. Before, after and between</strong></td>
<td><strong>Practical demonstration</strong></td>
<td>- Number cards</td>
</tr>
<tr>
<td>LO 1 AS 3: Solves verbally stated additions and subtraction problems with solutions to at least 10</td>
<td>- Which number comes before 2? Which number comes after 2? Which number is between 1 and 3? Are 2 more or less than 3?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 7.1 and 7.3: Building up and breaking down numbers using concrete apparatus e.g. counters</td>
<td><strong>4. Number of the week : 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 8: Explains own solutions to problems</td>
<td>- Number of the week’s name; four 4 How much is 4? Show 4 fingers (Show 4 on abacus)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 1: Recognise, identify and name 3-D objects</td>
<td>- Let a few learners collect 4 objects (counters)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Write 4 in the “air” with your finger</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Write a number 4 (on your board / paper / sand trays)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Draw 4 circles (on your board / paper)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Where else in the class can you see a number 4?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SEE THAT LEARNERS HAVE THE CORRECT PENCIL GRIP AND NUMBERS ARE FORMED IN THE CORRECT WAY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5. Learners build up/break down numbers in the number range 1-4 Use concrete apparatus e.g. in how many different ways can you pack the number 4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Problem solving
Learners solve verbally stated addition and subtraction problems with single digit numbers and solutions to at least 4. Learners use concrete apparatus to pack out the solution to the problem.
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Numeracy (Mathematics) In Small Groups</th>
<th>Monday to Friday</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **LITERACY**                             | - Learners count. How many noses, eyes, hands, and ears in their small groups. How many noses do you have? (one)  
  - Double the number 1. Learners pack out 2 counters.  
  - How many eyes or ears do you have? (two)  
  - Double the number 2. Learners pack out 4 counters.  
  - Learners halve numbers without a remainder (even numbers) in the number range 1-10. For example, 8 ÷ 2 = 4.  
  - Halve the number 2. (Learners pack out 1 counter).  
  - Halve the number 4. (Learners pack out 2 counters).  
  - Learners use concrete apparatus when counting, building up, breaking down, doubling and halving numbers. Use dolls to count the body parts.  
  Problem solving: I am sick and use one handkerchief every day to blow my nose to keep it clean. How many handkerchiefs will I use in four days?  
  Mother washes two handkerchiefs today. Tomorrow she washes double the number. How many handkerchiefs will she wash tomorrow? | METHOD: Teacher  
Peers  
Self  
TOOL: Observation sheet  
RECORDER: Informal  
FORMS: Oral Responses - Practical demonstration | Body parts  
Counters  
Dolls  
Handkerchiefs |
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Creative Activities</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 1: Listens attentively to questions, instructions and announcements</td>
<td>Monday:&lt;br&gt;Group 1: Introduces left to right awareness (Drawing lines from left to right) through creative activities and educational games (FAT 1) (wax crayons)&lt;br&gt;Group 2: Painting. Learners paint a picture of something they can hear&lt;br&gt;Group 3: Cutting and pasting. Learners cut out pictures of something hot, cold, sour, sweet, etc. from magazines and paste them on a piece of paper.&lt;br&gt;Group 4: Modelling. Learners use clay or dough to create glasses (spectacles or sunglasses)</td>
<td>METHOD:&lt;br&gt;Teacher&lt;br&gt;Peers&lt;br&gt;Self</td>
<td>- Scissors&lt;br&gt;- Crayons&lt;br&gt;- Paper&lt;br&gt;- Paint&lt;br&gt;- Paint brushes&lt;br&gt;- Play dough&lt;br&gt;- Play dough equipment</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>Tuesday:&lt;br&gt;Group 1: Modelling. Learners use clay or dough to create glasses (spectacles or sunglasses)&lt;br&gt;Group 2: <strong>Introduces left to right awareness (Drawing lines from left to right) through creative activities and educational games (FAT 1) (wax crayons)</strong>&lt;br&gt;Group 3: Painting. Learners paint a picture of something they can hear&lt;br&gt;Group 4: Cutting and pasting. Learners cut out pictures of something hot, cold, sour, sweet, etc. from magazines and paste them.</td>
<td>TOOL:&lt;br&gt;checklist</td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 7: Recounts own personal experiences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTEGRATION:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 1: Investigates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 2: Designs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 3: Makes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 4: Evaluates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A/C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 4,4 Visual Arts: Uses and co-ordinates motor skills in practical work and play (e.g. appropriate handling of scissors, glue applicators, paintbrush and</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Weekly Lesson Planning Exemplar**

**Term 2: Week 4**

**Theme: MY SENSES**
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity Description</th>
</tr>
</thead>
</table>
| Wednesday | Group 1: Cutting and pasting. Learners cut out pictures of something hot, cold, sour, sweet, etc. from magazines and paste them.  
Group 2: Modelling. Learners use clay or dough to create glasses (spectacles or sunglasses).  
Group 3: **Introduces left to right awareness**  
(Drawing lines from left to right) through creative activities and educational games (FAT I) (wax crayons)  
Group 4: Painting. Learners paint a picture of something they can hear |
| Thursday  | Group 1: Painting. Learners paint a picture of something they can hear  
Group 2: Cutting and pasting. Learners cut out pictures of something hot, cold, sour, sweet, etc. from magazines and paste them.  
Group 3: Modelling. Learners use clay or dough to create glasses (spectacles or sunglasses).  
Group 4: **Introduces left to right awareness**  
(Drawing lines from left to right) through creative activities and educational games (FAT I) |
<p>| Friday    | Individual choice                                                                   |</p>
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Music, Drama, Dance &amp; Movement</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language HL:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 3.1: Lists 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>Monday</td>
<td>METHOD: Teacher Peers Self TOOL: checklist RECORDING: Informal FORMS: Oral Responses Practical demonstration</td>
<td>Music instruments - CD / tape player - Song/rhyme posters</td>
</tr>
<tr>
<td>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</td>
<td>- The teacher divides the learners in two groups One group is called the <strong>pots</strong> and the other the <strong>pans</strong>. - The two rows of learners stand about 10 metres apart facing each other and stretching out their arms to the front with their palms of their hands down. - The teacher asks one of the learners from the <strong>pots</strong> group to stroke her hands over all the hands of the learners in the <strong>pans</strong> group. She picks one child by hitting her palms and runs back to her group. - The child from the <strong>pans</strong> group must catch the one that hit her before she gets back to the <strong>pots</strong> group. If she is caught she belongs to the group of the child that has caught her. If she runs back safely, she joins her friends. The child that she has selected must now stroke the hands.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 3: Sings and recites songs and rhymes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-----------</td>
<td>----------</td>
<td></td>
</tr>
</tbody>
</table>
| **Music** The learners sing a song doing the action by touching the body parts:  
*Eyes and ears and nose and mouth.*  
*Nose and mouth, nose and mouth  
Eyes and ears and nose and mouth  
We all clap hands together.*  
**Movement**  
- Learners throw beanbags (balls) in the air and catch it  
- Throw a beanbag in the air and catch it with one hand  
- Throw a beanbag (ball) in the air, clap the hands once  
- Throw the ball or beanbag to a friend  
- Throw the balls or bean bags into a basket  
**Drama**  
The teacher reads the poem and the children dramatise  
*Mittens = Gloves  
Three little kittens they lost their mittens, and they began to cry  
"Oh mother dear, we sadly fear that we have lost our mittens." |
"What! Lost your mittens, you naughty kittens!
Then you shall have no pie."
"Meow, meow, meow, now we shall have no pie."
The three little kittens they found their mittens,
And they began to cry.
"Oh mother dear, see here, see here
For we have found our mittens."
"Put on your mittens, you silly kittens
And you shall have some pie"
"Meow, meow, meow,
Now let us have some pie."
The three little kittens put on their mittens
And soon ate up the pie,
"Oh mother dear, we greatly fear
That we have soiled our mittens."
"What! Soiled you mittens, you naughty kittens!"
Then they began to cry, "Meow, meow, meow"
Then they began to sigh.
The three little kittens they washed their mittens
And hung them out to dry,
"Oh mother dear, do you not hear
That we have washed our mittens."
"What! Washed your mittens, you are good kittens."
Friday
Music: Sing the song ‘Three blind mice’

Three blind mice, three blind mice,
See how they run!
They all run after the farmer’s wife,
And she cut off their tails with a carving knife,
Did you ever see such a thing in your life
As three blind mice

Play the song with percussion instruments like bells, tambourines, blocks, wooden sticks etc. playing fast and slow
### Weekly Lesson Planning Exemplar

**Term 2 : Week 4**

**Theme: MY SENSES**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Educational Play</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language HL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately</td>
<td>Monday: Group 1: Puzzles of senses. Group 2: Sequencing cards</td>
<td>METHOD: Teacher Peers Self TOOL: checklist</td>
<td>Educational equipment Matching cards Building Blocks Sequencing Cards Pegboards</td>
</tr>
<tr>
<td>LO 3 AS 3.5: Listens with enjoyment to oral texts (simple songs, rhymes, short poems and stories); puts pictures in the right sequence</td>
<td>Tuesday: Group 1: Pegboards Group 2: Puzzles of senses. Group 3: Sequencing cards</td>
<td><strong>RECORDING:</strong> Formal FAT 1</td>
<td>- Educational equipment - Matching cards - Building Blocks - Sequencing Cards - Pegboards</td>
</tr>
<tr>
<td>LO 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak.</td>
<td><strong>GROUP 3: Matching shape cards Learners compare things (pictures, objects) that are different (FAT 1)</strong> Group 4: Pegboards</td>
<td><strong>FORMS:</strong> Oral Responses Practical demonstration</td>
<td></td>
</tr>
<tr>
<td><strong>LO 5 AS 2:</strong> Matches things that go together, and compares things that are different</td>
<td>Wednesday: Group 1: <em>Matching shape cards Learners compare things (pictures, objects) that are different (FAT 1)</em> Group 2: Pegboards Group 3: Puzzles of senses. Group 4: Sequencing cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 5 AS 3:</strong> Uses language to investigate and explore by solving and completing puzzles</td>
<td><strong>GROUP 4: Matching shape cards Learners compare things (pictures, objects) that are different (FAT 1)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NUMERACY:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 1: Copies and extends simple patterns using physical objects and drawings (e.g. using colours and shapes)</td>
<td>Thursday: Group 1: Sequencing cards Group 2: <em>Matching shape cards Learners compare things (pictures, objects) that are different (FAT 1)</em> Group 3: Pegboards Group 4: Puzzles of senses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTEGRATION:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| LO 1: AS 2: Explains what is being done or played | **Friday:**
| Group 1: Free choice |
| Group 2: Free choice |
| Group 3: Free choice |
| Group 4: Free choice |
**Weekly Lesson Planning Exemplar**

**Term 2 : Week 4**

**Theme: MY SENSES**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Literacy (Language) In Small Groups</th>
<th>Monday to Friday</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITERACY:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language HL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 1 AS 4.1:</strong> Develops phonic awareness and recognizes that words are made up of sounds**</td>
<td>- The teacher reads a story about people with disabilities, how they feel, so that learners will be sensitive to disabled people. - Learners will talk about people with disabilities in their homes and how they cope. <strong>Learners draw with more detail a picture of story, Draws a picture (FAT 1)</strong> - Learners clap 2 and 3 syllable words Clapping, stamping, jumping activities. Clapping etc. activities during Music Ring. (FAT 1) - Learners talk confidently about own experiences <strong>Discussion in a group (FAT 1)</strong> - Learners identify a simple picture or figure from the background (FAT 1) - Recognises own name and names of peers. Discussion in a group (FAT 1) - Place belongings/pictures in own marked place (FAT 1) Games (telephone games where learners pass on messages)</td>
<td></td>
<td>🔍 Teacher 🔍 Peers 🔍 Self</td>
<td>- Story Books - Telephone - Pictures</td>
</tr>
<tr>
<td>LO 1 AS 4.2: Develops phonic awareness and distinguish between different sounds especially at the beginning and ending of words</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 3 AS 3.3:</strong> Listens with enjoyment to oral texts (simple songs, rhymes, short poems and stories), draws a picture of the story, song or rhyme</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 3 AS 3.5:</strong> Listens with enjoyment to oral texts (simple songs, rhymes, short poems and stories), puts pictures in the right sequence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 1 AS 4 Segments spoken multi-syllabic words into syllables (e.g. Ba-na-na) using clapping or drumbeats</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 2 AS 6:</strong> Passes on messages.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 2 AS 7:</strong> Recounts own personal experiences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 3 AS 1.2:</strong> Identifies a picture or figure from the background. Uses visual cues to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**make meaning:**
LO 3 AS 4..2: Recognizes and reads high frequency words such as own name and print in the environment such as STOP
LO 4 AS 2: Forms letters in various ways (e.g.) by using own body to show the shapes, writing in sand
LO 6 AS 1.1 and 1.2: Relates sounds to letters and words by recognising words are made up of sounds and recognises the sounds at beginning of some words

<table>
<thead>
<tr>
<th>PHONIC OF THE WEEK : See Page 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>PATTERN OF THE WEEK</td>
</tr>
<tr>
<td>VOCABULARY WORDS FOR THE WEEK</td>
</tr>
</tbody>
</table>
### Weekly Lesson Planning Exemplar

**Term 2 : Week 4**

**Theme: MY SENSES**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Story (Reading)</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language HL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| LO 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak. | **Monday:**  
- Teacher reads a story about people with disabilities, how they feel so that learners will be sensitive to those people.  
- Learners will talk about people with disabilities in their homes and how they cope | **METHOD:** Teacher  
Peers  
Self | - Story books |
| LO 1 AS 3: Listen with enjoyment and understanding to oral text such as stories/poems | **Tuesday:**  
- Questions about story  
- Comprehension question:  
- Memory questions | **TOOL:** checklist | |
| 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 sentences | **Wednesday:**  
- Learners dramatize a part of the story that was told by the teacher. | **RECORDING:** Formal  
FAT 1 | |
| LO 3 AS 1.1: Uses visual cues to make meaning by looking carefully at pictures and photographs to recognize common objects and experiences to makes sense of picture stories | **Thursday:**  
- Learners tell their own stories about disabled people in the community. | **FORMS:** Oral Responses  
Practical demonstration | |
| LO 3 AS 1.3: Uses visual cues to make meaning by looking carefully at pictures and photographs to recognize common objects and experiences: uses illustrations to understand simple captions in story books | **Friday:**  
- Teacher tells own story about learners with disabilities  
- And ask questions | | |
| LO 3.3: Makes meaning of written text: | | | |
## Work Schedule for Grade R

### Term 2

**Week: 5**

**Date:** ____________

**Theme:** SAFETY

<table>
<thead>
<tr>
<th>Focus Learning Outcomes &amp; Assessment Standards</th>
<th>Literacy (Fat 2))</th>
<th>Numeracy</th>
<th>Life Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO 1: Listening</strong></td>
<td>AS 1, AS 2, AS 3.1, AS 3.5, AS 4.1, AS 4.2</td>
<td>LO 2: Speaking</td>
<td>AS 1, AS 2, AS 3, AS 4, AS 5, AS 6, AS 7</td>
</tr>
<tr>
<td><strong>LO 2: Speaking</strong></td>
<td>AS 1, AS 2, AS 3, AS 4, AS 5, AS 6, AS 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 4: Writing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 6: Language Structure</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Time**

- Literacy: 9 hours 10 minutes
- Numeracy: 7 hours 30 minutes
- Life Skills: 5 hours 50 minutes

**Integration**

- Social Science (H): LO 2 AS 1, LO 2 AS 2
- Natural Science: LO 1 AS 2.2
- Arts and Culture: Visual Arts: LO 1 AS 4.3, LOI AS 4.4
- Social Science (6): LO 2 AS 1
- Visual Arts: LO 3 AS 4.1, Visual Arts: LO 4 AS 4.1
| Continuous assessment | METHOD: Teacher  
TOOL: Observation sheet  
Rubric  
Checklist  
RECORDING: FORMAL FAT 2  
FORMS: Oral Responses  
Practical demonstration | METHOD: Teacher  
TOOL: Observation sheet  
Rubric  
Checklist  
RECORDING: Informal  
FORMS: Oral Responses  
Practical demonstration | METHOD: Teacher  
TOOL: Observation sheet  
Rubric  
Checklist  
RECORDING: Informal  
FORMS: Oral Responses  
Practical demonstration |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who assesses?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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: remains 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**  
- Kitchen equipment that are safe e.g. plastic containers, cups,  
- Unsafe equipment such as knives, forks  
- Dress up in Dentist, Nurse, Policeman, Traffic Cop clothes

**Barriers to Learning:** SEE PAGE 5 and 6
### Weekly Lesson Planning Exemplar

**Term 2: Week 5**

**Theme: SAFETY**

<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></td>
<td></td>
</tr>
<tr>
<td>Language HL</td>
<td>1. <strong>Health Check</strong>, 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></td>
<td>- Name cards (Months)</td>
</tr>
<tr>
<td>LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately</td>
<td>2. <strong>Greetings and news</strong></td>
<td></td>
<td>- Name cards (Days)</td>
</tr>
<tr>
<td>LO 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak.</td>
<td>- Welcoming: Greet the teacher and friends</td>
<td></td>
<td>- Weather chart</td>
</tr>
<tr>
<td>LO 2 AS 1: Talks about family and friends</td>
<td>- News: Learners tell about news in their lives</td>
<td></td>
<td>- Birthday chart</td>
</tr>
<tr>
<td>LO 2 AS 2: Expresses own feelings and the feelings of real or imaginary people</td>
<td>- News: News - country &amp; around the world? (Ask children what did they see on the news (TV), heard on the radio and where did it happen?</td>
<td></td>
<td>- Date Chart</td>
</tr>
<tr>
<td>LO 2 AS 3: Sings and recites simple songs and rhymes</td>
<td>- Register: Who is absent? Counting number of learners absent and present</td>
<td></td>
<td>- Number chart</td>
</tr>
<tr>
<td>LO 2 AS 7: Recounts own personal experiences</td>
<td>- Birthdays: Who’s birthday is it today? (Learners sing “Happy Birthday To You”)</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>- Religion: Moral story and songs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- identifies a picture or figure from the background</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- matches pictures and words</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **NUMERACY:**                             |                                          |            |           |
| **Mathematics**                           |                                          |            |           |
| LO 1 AS 1: Counts to at least 10 everyday objects |                                          |            |           |
| LO 1 AS 2: Says and uses number names in familiar contexts |                                          |            |           |
| LO 4 AS 2: Orders recurring events in own daily life |                                          |            |           |
| LO 4 AS 3: Sequences events within one day |                                          |            |           |

**METHOD:** Teacher

**TOOL:** Observation sheet Checklist

**RECORDING:** Informal

**FORMS:** Oral Responses Practical demonstration
**LIFE SKILLS:**
Life Orientation
LO 2 AS 3: Knows members of own family, peers and caregivers.
LO 3 AS 1: Says own name and address.

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

<table>
<thead>
<tr>
<th>4. Months of the year</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Which month of the year is it?</td>
</tr>
<tr>
<td>- January to December (song)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Yesterday’s date? Today’s date? Tomorrow’s date?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Weather</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Season? (Summer, Autumn, Winter, Spring)?</td>
</tr>
<tr>
<td>- Weather? Ask a learner to go and look outside. How is the weather today? (Sunny, cloudy, rainy or windy)?</td>
</tr>
<tr>
<td>- Tell children to watch temperature for tomorrow on the news (TV) listen to the radio or ask their parents.</td>
</tr>
</tbody>
</table>
## Weekly Lesson Planning Exemplar

**Term 2 : Week 5**

**Theme: SAFETY**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Morning Circle - Theme Discussion</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **LITERACY:**
  Languages
  LO 1 AS 1: Listens attentively to questions, instructions and announcements
  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
  LO 2 AS 7: Recounts own personal experiences
  LO 5 AS 3: Uses language to investigate and explore: asks questions and searches for explanations gives explanations and offers solutions
| **Monday:**
  **The teacher and learners discuss what is safety and identify dangerous situations in and around the house**
  - What is safety? Who keeps you safe? How? When do you not feel safe?
  - Don’t play with sharp objects like scissors, why not?
  - Can I play with matches? Why not?
  - Must I go close to swimming pools and water? Why not? (can drown)
  - Can I play with electricity and plugs? Why not? (can shock)
  - Can I play with knives and forks? Why not?
  - Why must I not play with hot boiling water? (Keep warm taps closed, they can burn)
  - Can I get into a car with strangers? Why not?
| **METHOD:**
  Teacher
| **TOOL:**
  Observation sheet Checklist
| **RECORDING:**
  Informal
| **FORMS:**
  Oral Responses - Practical demonstration
| **Tuesday**
  **Clean water and clean hands at home and school**
  - The teacher asks probing questions about the importance of drinking only clean water
  - The teacher explains to the learners the importance of clean hands. Performing hygiene activities and classroom routine e.g. Wash hands before you eat and after you have being to the |
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>Safety on the road: Safety to school and at school</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Safety on the road: Safety to school and at school</td>
</tr>
<tr>
<td>Monday</td>
<td>Morning: Toilet time. Learn to use the toilet. Teacher explains the steps that can be taken to maintain personal hygiene.</td>
</tr>
</tbody>
</table>

- There are many cars on the roads. Learners who cross the road without looking at the cars can easily be hurt. Learners must always look at oncoming traffic before crossing the road. Roads can be crossed at traffic signs or where there is a traffic cop or at a crossing for people and at a scholar patrol.

- May I talk to strangers at home, or walk with them or get a lift? Explain why may we not talk to strangers or accept bribery gifts? Explain the child’s right to say “no” to sexual abuse.

- The teacher discusses with the learners why there are safety rules on the playground at school. Explain why learners are not allowed to play with sticks. Encourage learners to talk freely.
- Learners are not allowed to throw stones. The teacher explains what harm can be done by throwing stones.
- They must not touch a learner who is bleeding, but call the teacher. Explain in very simple way the dangers of blood. They must not run on the stoep or push learners.
## Weekly Lesson Planning Exemplar

### Term 2 : Week 5

**Theme: SAFETY**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Maths Routine (Daily Monday to Friday)</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **LITERACY:** Language HL | 1. **Counting:** (Monday to Friday)  
   Counting every day objects 1, 2, 3, 4................. | METHODOLOGY:  
   Teacher | - Number poster  
   - Abacus  
   - Blocks  
   - Chalkboards + chalk  
   - Number wall chart  
   - Number cards |
| LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately | 2. **Shapes and colours**  
   - Flash shape cards  
   - Flash colour  
   3. **Before, after and between**  
   - Which number comes before 2? Which number comes after 2? Which number is between 1 and 3? Are 2 more or less than 3? | TOOL: Observation sheet | |
| LO 3 AS 1, 7: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak. | 4. **Number of the week:** 4  
   - Number of the week’s name: four  
   - How much is 4? Show 4 fingers (Show 4 on abacus)  
   - Let a few learners collect 4 objects (counters)  
   - Write 4 in the “air” with your finger  
   - Write a number 4 (on your board / paper / sand trays)  
   - Draw 4 circles (on your board / paper)  
   - Where else in the class can you see a number 4? | RECORDEING: Informal | |
| LO 4 AS 12: Manipulates writing tools like crayons and pencils | **SEE THAT LEARNERS HAVE THE CORRECT PENCIL GRIP AND NUMBERS ARE FORMED IN THE CORRECT WAY** | FORMS: Oral Responses Practical demonstration | |
5. Problem solving
Learners solve verbally stated addition and subtraction problems with single digit numbers and solutions to at least 4. Learners use concrete apparatus to pack out the solution to the problem.
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Learning Activities In Small Groups Monday to Friday</th>
<th>Maths (Numeracy)</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **LITERACY**                              | - Learners build up and break down numbers in the number range 1 - 4. See in how many different ways can they pack out counters to get 4  
  - 2 and 2 makes 4  
  - 1 and 3 makes 4  
  - 3 and 1 makes 4  
  - 2 and 1 and 1 makes 4 | - Add and subtract orally to 4 Learner use concrete apparatus to pack out solution of problem  
  - Patterning safe and unsafe objects with kitchen equipment  
  **safe object** = plastic cup/  
  **unsafe object** = knife, / **safe object** = spoon  
  / **unsafe object** = knife | METHOD: Teacher  
  TOOL: Observation sheet Rubric  
  RECORDING: Informal  
  FORMS: Oral Responses Practical demonstration | - Kitchen equipment that are safe e.g. plastic containers, cups.  
  - Unsafe equipment such as knives, forks |
| **NUMERACY**                              |                                                     |                  |            |           |
| Mathematics                               |                                                     |                  |            |           |
| LO 1 AS 2: Say number names in familiar context |                                                     |                  |            |           |
| LO 1 AS 7: Building up and breaking down of numbers to at least 10 |                                                     |                  |            |           |
| LO 1 AS 6: Solves and explain verbally stated solutions to problems with single digit numbers and with solutions to 10 |                                                     |                  |            |           |
| LO 2 AS 2: Creates own pattern |                                                     |                  |            |           |
| LO 5 AS 2: Learners sort physical objects according to one tribute |                                                     |                  |            |           |
| **LIFE SKILLS**                           |                                                     |                  |            |           |
| Life Orientation                          |                                                     |                  |            |           |
| LO 1 AS 4: Explains safety at home and at school |                                                     |                  |            |           |
- Colour pills etc.
- Draw picture of collected objects.
- Answer questions on sorted objects / pictures
- Know number names and symbols: telephone numbers, own address
### Weekly Lesson Planning Exemplar

**Term 2 : Week 5**

**Theme: SAFETY**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Creative Activities</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td><strong>Monday:</strong></td>
<td></td>
<td>Scissors</td>
</tr>
<tr>
<td>LO 1 AS I: Listens attentively to questions, instructions and announcements, and responds appropriately</td>
<td>Group 1: Learners draw own choice of picture on Safety (Observe Pencil Grip FAT 2)</td>
<td>METHOD: Teacher</td>
<td>- Crayons</td>
</tr>
<tr>
<td>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</td>
<td>Group 2: Play Dough. Make any dangerous object e.g. Pills</td>
<td>TOOL: Rubric</td>
<td>- Paper</td>
</tr>
<tr>
<td>LO 2 AS 5: Ask Questions and respond</td>
<td>Group 3: Painting. Paint where you feel unsafe</td>
<td></td>
<td>- Paint</td>
</tr>
<tr>
<td>LO 4 AS 1.1 Creates and uses drawings to convey a message, and as a starting point for writing (FAT)</td>
<td>Group 4: Cutting and pasting. Cut out safe objects and unsafe objects in the house out of magazines and paste them on a class poster</td>
<td></td>
<td>- Paint brushes</td>
</tr>
<tr>
<td>LO 4 AS 12: Manipulates writing tools like crayons and pencils (FAT 2)</td>
<td></td>
<td></td>
<td>- Play dough</td>
</tr>
<tr>
<td><strong>LIFE SKILLS</strong></td>
<td><strong>Tuesday:</strong></td>
<td></td>
<td>- Play dough equipment</td>
</tr>
<tr>
<td>Life Orientation</td>
<td>Group 1: Cutting and pasting. Cut out safe objects and unsafe objects in the house out of magazines and paste them on a class poster</td>
<td></td>
<td>- Scissors</td>
</tr>
<tr>
<td>LO 1 AS 4: Explains safety in the home and school</td>
<td>Group 2 Learners draw own choice of picture on Safety. Observe pencil grip (FAT 2)</td>
<td></td>
<td>- Magazines</td>
</tr>
<tr>
<td>LO 1 AS 5: Explains the right to say no to sexual</td>
<td>Group 3: Play Dough. Make any dangerous object e.g. Pills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group 4: Painting. Paint where you feel unsafe</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Wednesday:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group 1: Painting. Paint where you feel unsafe</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group 2: Cutting and pasting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group 3: Learners draw own choice of picture on Safety. Observe pencil grip (FAT 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group 4: Play Dough. Make any dangerous object e.g. Pills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
abuse and describes ways in which to do so.

**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.

<table>
<thead>
<tr>
<th><strong>Thursday:</strong></th>
</tr>
</thead>
</table>
| **Group 1:** Play Dough  Make any dangerous object e.g. Pills  
**Group 2:** Painting  Paint where you feel unsafe  
**Group 3:** Cutting and pasting Cut out safe objects and unsafe objects in the house out of magazines and paste them on a class poster  
**Group 4:** Learners draw own choice of picture on Safety . Observe Pencil Grip (FAT 2) |

<table>
<thead>
<tr>
<th><strong>Friday:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual choice</strong></td>
</tr>
</tbody>
</table>
### Weekly Lesson Planning Exemplar

**Term 2 : Week 5**

**Theme: SAFETY**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Music, Drama, Dance &amp; Movement</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong></td>
<td><strong>Monday: Movement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language HL</td>
<td>- Outdoor game: (Hand-eye co-ordination)</td>
<td></td>
<td>Music instruments</td>
</tr>
<tr>
<td>LO 1 AS 1: Listens attentively to instructions and respond appropriately. Responds to movement instructions that cover space</td>
<td>- Explore different ways of moving - Run then “Stop, drop and roll!”</td>
<td></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><strong>Tuesday: Drama</strong></td>
<td></td>
<td>- Song/rhyme posters</td>
</tr>
<tr>
<td><strong>LIFESKILLS:</strong></td>
<td><strong>Role play dangerous situations.</strong></td>
<td><strong>METHOD:</strong></td>
<td></td>
</tr>
<tr>
<td>Life Orientation</td>
<td>- A child got hurt by a stone that someone threw. Explain to learners that we all going to do a “play” of a child that got seriously hurt. Give learners roles in their groups</td>
<td><strong>Teacher</strong></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 4: Explains safety in the home and school</td>
<td>- 1st one is the learner who saw the child falling down and tells the teacher about the accident. The 2nd learner plays the teacher who phones the ambulance. The 3rd learner answers at the hospital and the 4th learner is the ambulance driver. The 5th learner is the one is the doctor who must put stitches in the child’s head</td>
<td><strong>TOOL:</strong></td>
<td><strong>FORMS:</strong></td>
</tr>
<tr>
<td>LO 3 AS 2: Describe what own body can do</td>
<td><strong>Observation sheet</strong></td>
<td><strong>Informal</strong></td>
<td><strong>Oral Responses Practical demonstration</strong></td>
</tr>
<tr>
<td>LO 4 AS 1: Plays running, chasing and dodging games using space safely</td>
<td><strong>Wednesday: Music</strong></td>
<td><strong>RECORDING:</strong></td>
<td></td>
</tr>
<tr>
<td>LO 4: AS 3: Performs expressive movements using different parts of the body</td>
<td><strong>Learner learn the song</strong></td>
<td><strong>Informal</strong></td>
<td></td>
</tr>
<tr>
<td>LO 4: AS 2: Explores different ways to locomote, rotate, elevate and balance</td>
<td>- If you see a stranger run away  x2  Runaway, run away, run away  x2  Repeat  Do the action with arms moving the first time and running away the second time</td>
<td><strong>FORMS:</strong></td>
<td></td>
</tr>
<tr>
<td>Thursday: Dance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Run on the spot to get nice and warm. Run faster and faster</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Dancing patterns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Play a song with beat, teacher shows movement actions and learners must follow Example: left foot out, right foot out, right arm up, left arm up, both arms up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Repeat actions throughout the song</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Friday: Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners</td>
</tr>
<tr>
<td>- The children walk to the playground pretending that they are on the way to school. What do you see on the way to school?</td>
</tr>
<tr>
<td>- A dog running fast (learners run fast)</td>
</tr>
<tr>
<td>- A car driving very slowly past you (move slowly forward pretending to hold the steering wheel, then run to the gate and back, making the sound of a motor car)</td>
</tr>
<tr>
<td>- The car stops at the traffic light (Stop) Play music</td>
</tr>
<tr>
<td>- People walking (walk in time to music)</td>
</tr>
<tr>
<td>- Children running (run with fast music)</td>
</tr>
<tr>
<td>- Old people walking (slow music and slow movements)</td>
</tr>
<tr>
<td>- Pass a lorry (fast music)</td>
</tr>
<tr>
<td>- A bicycle (soft music, lie on back and circle legs)</td>
</tr>
</tbody>
</table>
**Weekly Lesson Planning Exemplar**

**Term 2 : Week 5**

**Theme: SAFETY**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Outdoor Play</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LIFE SKILLS:</strong></td>
<td>Monday:</td>
<td>METHOD: Teacher</td>
<td>Sand equipment</td>
</tr>
<tr>
<td>LO 4 AS 4: Participates in free play activities</td>
<td>- Sand play</td>
<td>TOOL: Observation sheet Checklist</td>
<td>- Water equipment &amp; aprons</td>
</tr>
<tr>
<td></td>
<td>- Water play</td>
<td></td>
<td>- Outside apparatus</td>
</tr>
<tr>
<td></td>
<td>- Outside apparatus &amp; Free play</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTEGRATION:</strong></td>
<td>Tuesday:</td>
<td>RECORDING: Informal</td>
<td></td>
</tr>
<tr>
<td><strong>NS</strong></td>
<td></td>
<td>FORMS: Oral Responses</td>
<td></td>
</tr>
<tr>
<td>LO 1: AS 2: Participates in planned activity by following simple instructions</td>
<td></td>
<td>- Practical demonstration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Sand play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Water play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Outside apparatus &amp; Free play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wednesday:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Sand play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Water play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Outside apparatus &amp; Free play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thursday:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Sand play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Water play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Outside apparatus &amp; Free play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Friday:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Sand play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Water play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Outside apparatus &amp; Free play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes and Assessment Standards</td>
<td>Learning Activity Educational play</td>
<td>Assessment</td>
<td>Resources</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>----------------------------------</td>
<td>------------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>LITERACY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>Monday:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 3.5: Puts pictures in the right sequence (FAT 2)</td>
<td>Group 1: Dress up - fantasy play</td>
<td>METHOD: Teacher</td>
<td>Educational equipment</td>
</tr>
<tr>
<td>LO2 AS 4: Use language for imaginatively for fun and fantasy</td>
<td>Group 2: Reading books in book area</td>
<td>TOOL: Observation sheet</td>
<td>Dress up in Dentist, Nurse, Policeman, Traffic Cop clothes</td>
</tr>
<tr>
<td>LO 5 AS 3.4: Solves and completes puzzles</td>
<td>Group 3: Builds 12-piece puzzle confidently. Learners are introduced to building puzzles (sorting side pieces first, building the frame and then the inside) (FAT 2)</td>
<td>RECORDER. Formal (FAT 2)</td>
<td>12-piece Puzzles</td>
</tr>
<tr>
<td><strong>NUMARACY</strong></td>
<td>Tuesday:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Group 1: Learners are required to sequence 3 pictures (FAT 2)</td>
<td>FORMS: Oral Responses</td>
<td>Reading Books</td>
</tr>
<tr>
<td>LO 4 AS 3: Sequences events within one day</td>
<td>Group 2: Dress up - fantasy play</td>
<td>Practical demonstration</td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 4: Participates in free play activities</td>
<td>Group 3: Reading books in book area</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LIFE SKILLS</strong></td>
<td>Group 4: Builds 12-piece puzzle confidently Learners are introduced to building puzzles (sorting side pieces first, building the frame and then the inside) (FAT 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Orientation</td>
<td>Wednesday:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 2.2: Explains what is being done or played</td>
<td>Group 1: Builds 12-piece puzzle confidently Learners are introduced to building puzzles (sorting side pieces first, building the frame and then the inside) (FAT 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 2: Participates in free play activities</td>
<td>Group 2: Learners are required to sequence 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------</td>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>pictures (FAT 2)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 3: Dress up - fantasy play</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 4: Reading books in book area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Thursday:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 1: Reading books in book area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 2: <strong>Builds 12-piece puzzle confidently</strong> Learners are introduced to building puzzles (sorting side pieces first, building the frame and then the inside) (FAT 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 3: <strong>: Learners are required to sequence 3 pictures (FAT 2)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 4: Dress up - fantasy play</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 1: Free choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 2: Free choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 3: Free choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 4: Free choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes and Assessment Standards</td>
<td>Literacy (Language)</td>
<td>Assessment</td>
<td>Resources</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---------------------</td>
<td>------------</td>
<td>-----------</td>
</tr>
<tr>
<td>LITERACY</td>
<td>In Small Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language HL</td>
<td>Monday to Friday</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 1 AS 1</strong>: Listens attentively to questions, instructions and announcements, and responds appropriately.**</td>
<td>- Can follow 2 instructions, answer 2 questions and listen to 1 announcement Learner carries out a simple sequence of instructions - announcements, answers, questions (FAT 2)</td>
<td>METHOD: Teacher</td>
<td></td>
</tr>
<tr>
<td><strong>LO 1 AS 4.1</strong>: Develops phonic awareness and recognizes that words are made up of sounds</td>
<td><strong>LO 1 AS 4.2</strong>: Develops phonic awareness and distinguish between different sounds especially at the beginning and ending of words</td>
<td>TOOL: Checklist Rubric</td>
<td></td>
</tr>
<tr>
<td><strong>LO 2 AS 6</strong>: Passes on messages</td>
<td><strong>LO 1 AS 3.1</strong>: Acts out parts of the basic song, story or rhyme</td>
<td>RECORDING: Formal FAT 2</td>
<td></td>
</tr>
<tr>
<td><strong>LO 3 AS 4.2</strong>: Recognizes and reads high frequency words such as own name and print in the environment such as “STOP”</td>
<td><strong>LO 4 AS 2</strong>: Forms letters in various ways (e.g.) by using own body to show the shapes, writing in sand</td>
<td>FORMS: Oral Responses Practical demonstration</td>
<td></td>
</tr>
<tr>
<td><strong>LO 2 AS 4</strong>: Relates sounds to letters and words by recognising words are made up of sounds and recognises the sounds at beginning of some words</td>
<td><strong>LO 6 AS 1 and 1.2</strong>: Relates sounds to letters and words by recognising words are made up of sounds and recognises the sounds at beginning of some words</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PHONIC OF THE WEEK</strong>: See Page 3 and 4</td>
<td><strong>PATTERN OF THE WEEK</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>VOCABULARY WORDS FOR THE WEEK</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Weekly Lesson Planning Exemplar**

**Term 2 : Week 5**

**Theme: SAFETY**
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Story (Reading)</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language HL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 3: Listen with enjoyment and understanding to oral text such as stories/poems</td>
<td>Monday:</td>
<td></td>
<td></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 sentences</td>
<td>- The teacher reads a story about unsafe utensils (situations) in the house - introducing the learners to new vocabulary words. She also creates opportunities for learners to bring in their own experiences about safety.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 4.3: Starts recognizing and making meaning of letters</td>
<td>- Memory and comprehension questions:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- What should we not do in the kitchen?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- What did you like best about the story?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday:</td>
<td>- Questions about story about a little boy or girl who was approached by a stranger</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- What happened first?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- What happened last?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- What would you have done if you were .....?:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Who should you tell?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday:</td>
<td>- Learners dramatize a part of the story that was told by the teacher. Dramatise how they tell the teacher or the police</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Thursday:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Learner tells their own stories about Safety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Ask a fireman/policeman to come and explain to the learners how they help us</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Friday:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teacher tells own story about Safety.</td>
<td></td>
</tr>
<tr>
<td>- And ask memory and comprehension questions:</td>
<td></td>
</tr>
<tr>
<td>- Who was the story about?</td>
<td></td>
</tr>
<tr>
<td>- Would you like to be.....? Why?</td>
<td></td>
</tr>
<tr>
<td>- What would have happened if? ......</td>
<td></td>
</tr>
</tbody>
</table>
## WORK SCHEDULE FOR GRADE R

### TERM 2

**Week:** 6  
**Date:** ______________  
**Theme:** FARM ANIMALS

<table>
<thead>
<tr>
<th>Focus Learning Outcomes &amp; Assessment Standards</th>
<th>LITERACY</th>
<th>NUMERACY (FAT 2)</th>
<th>LIFE SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO 1: Listening</td>
<td>LO 2: Speaking</td>
<td>LO 1: Number Op</td>
<td>LO 1: Health Promotion</td>
</tr>
<tr>
<td>AS 1, AS 2, AS 3.5, AS 4.1, AS 4.2</td>
<td>AS 1, AS 2, AS 3, AS 5, AS 7, AS 8, AS 10</td>
<td>AS 1, AS 2, AS 3, AS 6, AS 7.1, AS 7.3, AS 8</td>
<td>AS 1, AS 2</td>
</tr>
<tr>
<td>LO 3: Reading</td>
<td>LO 4: Writing</td>
<td>LO 3: Space &amp; Shape</td>
<td>LO 3: Personal Dev</td>
</tr>
<tr>
<td>AS 1.1, AS 1.2, AS 1.3, AS 2, AS 3.1, AS 3.3, AS 5</td>
<td>AS 1, AS 2, AS 4, AS 12</td>
<td>AS 1</td>
<td>AS 1</td>
</tr>
<tr>
<td>LO 5: Thinking &amp; Reasoning</td>
<td>LO6: Language Structure</td>
<td>LO 5: Data Handling</td>
<td>LO 4: Phys Dev. &amp; Mov</td>
</tr>
<tr>
<td>AS 1, AS 2, AS 3, AS 3.4</td>
<td>AS 1.1, AS 1.2</td>
<td></td>
<td>AS 1, AS 2, AS 3</td>
</tr>
</tbody>
</table>

### Time
- LITERACY: 9 hours 10 minutes
- NUMERACY: 7 hours 30 minutes
- LIFE SKILLS: 5 hours 50 minutes

### Integration
- **Social Science (H):** LO 2 AS 1, LO 2 AS 2, LO 1 AS 1
- **Social Science (G):** LO 2 AS 1
- **Natural Science:** LO 1 AS 1
<table>
<thead>
<tr>
<th>Continuous assessment</th>
<th>METHOD:</th>
<th>Method: Teacher</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who assesses?</td>
<td>TOOL:</td>
<td>Observation sheet</td>
<td>Observation sheet</td>
</tr>
<tr>
<td>How?</td>
<td>RECORDING:</td>
<td>Informal</td>
<td>Informal</td>
</tr>
<tr>
<td>What?</td>
<td>FORMS:</td>
<td>Oral Responses</td>
<td>Oral Responses</td>
</tr>
</tbody>
</table>

**RESOURCES: (REQUICK 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:** remains 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

**Barriers to Learning:** SEE PAGE 5 and 6

**SPECIAL RESOURCES FOR THE WEEK:**
- Poster with farm animals
- Pictures of farm animal
- Play farm animals
<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></td>
<td></td>
</tr>
<tr>
<td>Language HL</td>
<td>1. Health Check, 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></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 1: Talks about family and friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 2: Expresses own feelings and the feelings of real or imaginary people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 3: Sings and recites simple songs and rhymes</td>
<td></td>
<td></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</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looks carefully at pictures and photographs to recognize common objects and experiences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- identifies a picture or figure from the background</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- matches pictures and words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NUMERACY:</strong></td>
<td>2. Greetings and news</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>- Welcoming: Greet the teacher and friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 1: Counts to at least 10 everyday</td>
<td>- News: Learners tell about news in their lives</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- News: News - country &amp; around the world? (Ask learners what did they see on the news (TV), heard on the radio and where did it happen?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Register: Who is absent? Counting number of learners absent and present</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Birthdays: Who’s birthday is it today? (Learners sing “Happy Birthday To You”)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Religion: Moral story and songs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Days of the week</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Monday to Sunday</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Learners say which day of the week it is)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Rhyme about days of the week</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Which day comes before ....?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Which day comes after .......?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
objects
LO 1 AS 2: Says and uses number names in familiar contexts
LO 4 AS 2: Orders recurring events in own daily life
LO 4 AS 3: Sequences events within one day

LIFE SKILLS:
Life Orientation
LO 2 AS 3: Knows members of own family, peers and caregivers.
LO 3 AS I: Says own name and address.

INTEGRATION:
SS (H) LO 2 AS I: Discusses personal experiences in the past and present (chronology and time)
LO 2 AS 2: Discusses own age in years (chronology and time)
SS (G) LO 2 AS I: Discusses personal experiences of familiar people and places

4. Months of the year
- Which month of the year is it?
- January to December (song)

5. Date
- Yesterday’s date? Today’s date? Tomorrow’s date?

6. Weather
- Season? (Summer, Autumn, Winter, Spring)?
- Weather? Ask a learner to go and look outside, How is the weather today? (Sunny, cloudy, rainy or windy)?
- Tell children to watch temperature for tomorrow on the news (TV) listen on the radio or ask their parents.
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Morning Circle - Theme Discussion</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **LITERACY:**
Language
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 2 AS 5: Asks questions when the learner does not understand or needs more information, and responds clearly to questions asked of the learner
LO 2 AS 7: Recounts own personal experiences
LO 2 AS 10: Shows sensitivity when speaking to other
LO 5 AS 2: Uses language to think and reason: matches things that go together, and compares things that are different
LO 5 AS 3: Uses language to investigate and explore: asks questions and searches for explanations gives explanations and offers solutions

**Monday:**
- What is a farm animal? What is the difference between farm, and wild animals? And pets?

**Cows**
- What does a cow look like? How many legs? Where do we find cows during the day and at night? What do we call the daddy, mommy and baby cow? What sound does a cow make? What do they eat? What do they give us?

**Tuesday:**

**Sheep**
- The teacher puts a picture of a sheep on the chalkboard. Learners discuss the sheep. If sheep wool is available let the learners touch it and say what it feels like
- What does a sheep look like? How many legs? Where do we find sheep during the day and at night? What do we call the daddy, mommy and baby sheep? What sound does a sheep make? What do they eat? What do they give us?

**Assessment**

METHOD: Teacher

TOOL: Observation sheet Rubric

RECORDING: Informal

FORMS: Oral Responses Practical demonstration

- Theme posters - Play Farm Animals
- Theme table resources
- Theme equipment
<table>
<thead>
<tr>
<th>LO I AS 2: Says and uses number names in familiar context</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTEGRATION:</strong></td>
</tr>
<tr>
<td><strong>NS LO I AS 1:</strong></td>
</tr>
<tr>
<td>The learner participates in a planned activity by explaining what is being done or played</td>
</tr>
</tbody>
</table>

| **Wednesday**                                           |
| **Horses and donkeys**                                  |
| The teacher puts a picture of a horse and donkeys on the chalkboard. Learners discuss the horse and donkey. |
| - What does a horse/donkey look like? How many legs? Where do we find horses/donkeys during the day and at night? What? What sound does a horse/donkey make (imitate the sound)? What do they eat? What are they used for? |
| - What is different between a donkey and a horse?       |

| **Thursday:**                                            |
| **Chickens**                                            |
| - What does a chicken look like? How many legs? Where do we find chickens during the day and at night? What do we call the daddy, mommy and baby chicken? What sound does a chicken make? What do they eat? What do they give us |

| **Friday:**                                              |
| **Pigs**                                                |
| The teacher puts a picture of a pig on the chalkboard. Learners discuss the pig |
| - What does a pig look like? How many legs? Where do we find pigs during the day and at night? What do we call a baby pig? What sound does a sheep make? What do they eat? What do they give us |
# Weekly Lesson Planning Exemplar

## Term 2: Week 6

### Theme: FARM ANIMALS

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Maths Routine (Daily Monday to Friday)</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language HL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately</td>
<td>1. Counting: (Monday to Friday) Counting every day objects 1, 2, 3, 4...............</td>
<td></td>
<td>- Number poster</td>
</tr>
<tr>
<td>LO 2 AS 1: Talks about family and friends</td>
<td></td>
<td></td>
<td>- Abacus</td>
</tr>
<tr>
<td>LO 2 AS 2: Expresses own feelings and the feelings of real or imaginary people</td>
<td>2. <strong>Shapes and colours</strong> Flash shape cards Flash colour cards</td>
<td></td>
<td>- Blocks</td>
</tr>
<tr>
<td>LO 2 AS 3: Sings and recites simple songs and rhymes</td>
<td>3. <strong>Before, after and between</strong> Which number comes before 2? Which number comes after 2? Which number is between 1 and 3? Are 2 more or less than 3?</td>
<td></td>
<td>- Chalkboard + chalk</td>
</tr>
<tr>
<td>LO 2 AS 7: Recounts own personal experiences</td>
<td>4. <strong>Number of the week: 4</strong> Number of the week’s name: <em>Four</em> How much is 4? Show 4 fingers (Show 4 on abacus)</td>
<td></td>
<td>- Number wall chart</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>- Let a few learners collect 4 objects (counters)</td>
<td></td>
<td>- Number cards</td>
</tr>
<tr>
<td>- identifies a picture or figure from the background</td>
<td>- Write 4 in the “air” with your finger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- matches pictures and words</td>
<td>- Write a number 4 (on your board / paper / sand trays)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NUMERACY:</strong></td>
<td>- Draw 4 circles (on your board / paper)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>- Where else in the class can you see a number 4?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 1: Count to at least 10 everyday objects</td>
<td><strong>SEE THAT LEARNERS HAVE THE CORRECT PENCIL GRIP AND NUMBERS ARE FORMED IN THE CORRECT WAY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 2: Says and uses number names in familiar context</td>
<td>5. Learners build up/break down numbers in the number range 1-4 Use concrete apparatus e.g. in how many different ways can you pack the number 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 6: Solves verbally stated additions and</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
subtraction problems with solutions to at least 10
LO 1 AS 7.1 and 7.3: Building up and breaking down
numbers using concrete apparatus e.g. counters
LO 1 AS 8: Explains own solutions to problems
LO 3 AS 1: Recognise, identify and name

6. Problem solving
Learners solve verbally stated addition and
subtraction problems with single digit numbers and
solutions to at least 4. Learners use concrete
apparatus to pack out the solution to the problem.
### Weekly Lesson Planning Exemplar

**Term 2 : Week 6**

**Theme: FARM ANIMALS**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Numeracy (Mathematics)</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong></td>
<td><strong>In Small Groups</strong></td>
<td><strong>Monday to Friday</strong></td>
<td></td>
</tr>
<tr>
<td>Language HL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 5 AS 1</strong>: Uses language to develop concepts of quantity.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NUMERACY:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 1 AS 1</strong>: Counts to at least 10 everyday objects reliably</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 1 AS 2</strong>: Says and uses number names in familiar context</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 1 AS 3</strong>: Knows the number names and symbols for 1-10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 2 AS 1</strong>: Copies and extends simple patterns using physical objects and drawings (e.g. using colours)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 4 AS 4</strong>: Works concretely comparing and ordering objects using appropriate vocabulary to describe: mass (e.g. light, heavy, heavier)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>-Learners count farm animals on a picture up to number range 4.</strong></td>
<td><strong>How any legs does a cow have?</strong></td>
<td><strong>Teacher</strong></td>
<td><strong>Poster with farm animals</strong></td>
</tr>
<tr>
<td><strong>Let's count? How many legs does a sheep have?</strong></td>
<td><strong>Let's count? How many legs does I chicken have? And 2 chickens? (one-to-one correspondence)</strong></td>
<td><strong>Rubric checklist</strong></td>
<td><strong>Pictures of Farm animal</strong></td>
</tr>
<tr>
<td><strong>FAT 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>-Learners count animals on a picture by touching the animal on the picture and by saying the number names (FAT 2)</strong></td>
<td><strong>-The teacher shows number cards with the symbols 1,2,3 and 4 and the number names one, two, three and four</strong></td>
<td><strong>FORMAAL</strong></td>
<td><strong>- Play farm animals</strong></td>
</tr>
<tr>
<td><strong>Learners pack out the number of counters (play farm animals) to match the number symbol and the number name (FAT 2)</strong></td>
<td><strong>FAT 2</strong></td>
<td><strong>Formal demonstration</strong></td>
<td></td>
</tr>
</tbody>
</table>
- The teacher gives learners objects of different mass. Learners order the objects from heaviest to lightest and lightest to heaviest. Learners compare animal weight e.g. chicken and cow) and answers questions e.g. Which animal do you think is the heaviest? Which is the lightest? (FAT 2)
### Weekly Lesson Planning Exemplar
#### Term 2 : Week 6
#### Theme: FARM ANIMALS

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Creative Activities</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong></td>
<td><strong>Monday:</strong></td>
<td><strong>METHOD:</strong></td>
<td>- Scissors</td>
</tr>
<tr>
<td>Language</td>
<td>Group I: Paint: a cow</td>
<td>Teacher</td>
<td>- Crayons</td>
</tr>
<tr>
<td>LO 4 AS I: Manipulates writing tools like</td>
<td>Group 2: Finger print. Mix paint with corn flour. Show</td>
<td><strong>TOOL:</strong></td>
<td>- Paper</td>
</tr>
<tr>
<td>pencils</td>
<td>learners to put three fingers in the paint and print it on</td>
<td>Observation sheet</td>
<td>- Paint</td>
</tr>
<tr>
<td></td>
<td>paper</td>
<td>Rubric</td>
<td>- Paint brushes</td>
</tr>
<tr>
<td><strong>INTEGRATION</strong></td>
<td>Group 3: Cut and paste. Cut farm animals from</td>
<td><strong>RECORDING:</strong></td>
<td>- Play dough</td>
</tr>
<tr>
<td>Technology</td>
<td>magazines. Sort and classify in which group?</td>
<td><strong>Informal</strong></td>
<td>- Brown paint</td>
</tr>
<tr>
<td>LO 1 AS I: Physically manipulates products</td>
<td>Group 4: Play dough: Make a pig</td>
<td><strong>FORMS:</strong></td>
<td>- magazines</td>
</tr>
<tr>
<td>their shape, size, colour and the materials</td>
<td></td>
<td>Oral Responses</td>
<td></td>
</tr>
<tr>
<td>they are made of.</td>
<td></td>
<td>Practical demonstration</td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 2: Chooses from a given range,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>materials or substances that can be used</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to make simple products.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 3: Makes simple products from a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>range of materials provided.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A/C LO 1 AS 3 Visual Arts: Explores and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>experiments with a wide variety of art</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>materials, techniques) including waste</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>materials, and colour in a spontaneous</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and creative way.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A/C LO 1 AS 4 Visual Arts: Uses and co-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ordinates motor skills in practical</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>work and play (e.g. appropriate handling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of scissors, glue applicators, paintbrush</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and drawing instruments).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A/C LO 3 AS 4 Visual Arts: Demonstrates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>active involvement in individual and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>group art-making</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Tuesday:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group I: Play dough: Make a pig</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group 2: Paint: a cow</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group 3: Finger print. Mix paint with corn flour. Show</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>learners to put three fingers in the paint and print it on</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group 4: Cut and paste. Cut farm animals from</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>magazines. Sort and classify in which group?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Wednesday:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group I: Cut and paste. Cut farm animals from</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>magazines. Sort and classify in which group?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group 2: Play dough: Make a pig</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group 3: Paint: a cow</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group 4: Finger print. Mix paint with corn flour. Show</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
activities and an ability to share art-making equipment. A/C LO 4 AS 4 Visual Arts: Responds to what the learner sees, perceives and experiences in own natural and constructed environment.

<table>
<thead>
<tr>
<th>Thursday:</th>
<th>Thursday:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1: Finger print. Mix paint with corn flour. Show learners to put three fingers in the paint and print it on paper</td>
<td>Group 2: Cut and paste. Cut farm animals from magazines. Sort and classify in which group?</td>
</tr>
<tr>
<td>Group 3: Play dough. Make a pig</td>
<td>Group 4: Paint: a cow</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Friday:</th>
<th>Friday:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual choice</td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes and Assessment Standards</td>
<td>Learning Activity</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td><strong>LITERACY</strong></td>
<td></td>
</tr>
<tr>
<td>Language HL</td>
<td><strong>Monday: Music</strong></td>
</tr>
<tr>
<td>LO 3 AS 3. I 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>Movement</td>
</tr>
<tr>
<td>LO 2 AS 3 Sing and recites songs</td>
<td>- How do animals move on the farm?</td>
</tr>
<tr>
<td></td>
<td>- The learners stand up straight like a cock, flap their wings (arms and make the sound of a cock crowing)</td>
</tr>
<tr>
<td></td>
<td>- They fly like a dove to the tree</td>
</tr>
<tr>
<td></td>
<td>- They stand still and imitate the sound of a donkey, stand on feet and hands and kick like a donkey or horse</td>
</tr>
<tr>
<td></td>
<td>- The teacher plays now plays music and the learners imitate animal movements e.g.</td>
</tr>
<tr>
<td></td>
<td>- Walk like a horse by lifting their knees high up. Gallop like a horse.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LIFE SKILLS</strong></td>
<td></td>
</tr>
<tr>
<td>Life Orientation</td>
<td><strong>Tuesday: Music</strong></td>
</tr>
<tr>
<td>LO 4 AS 1: Plays running, chasing and dodging games using space safety</td>
<td>Learners learn the song</td>
</tr>
<tr>
<td>LO 4 AS 2: Explores different ways to locomote</td>
<td><em>Mary had a little lamb, little lamb, little lamb</em></td>
</tr>
<tr>
<td>LO 4 AS 3: Performs expressive movements using different parts of the body</td>
<td><em>Mary had a little lamb, its fleece was white as snow, And everywhere that Mary went. Mary went</em></td>
</tr>
<tr>
<td></td>
<td><em>Everywhere that Mary went, the lamb was sure to go.</em></td>
</tr>
<tr>
<td></td>
<td>Play the song using percussion instruments e.g. a tambourine, a drum made from empty coffee tins, shakers made from empty 500ml plastic cool drink bottles filled with seeds and stones</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday: Drama</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>The learners dramatise the story of the Little Red Hen who wanted to bake a bread (See FOOD Story)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thursday: Movement (Dance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One learner is the farmer and stands in the middle of the group who skip around him holding hands and singing:</td>
</tr>
<tr>
<td>The farmers in the dell (2x)</td>
</tr>
<tr>
<td>Heigh Ho the dairy oh .the farmer's in the dell</td>
</tr>
<tr>
<td>The farmer wants a wife (2x)</td>
</tr>
<tr>
<td>Heigh Ho the dairy oh .the farmer wants a wife</td>
</tr>
<tr>
<td>They drop hands and scatters and the farmer has to catch a wife. The group joins hands again and sing the same song using the words</td>
</tr>
<tr>
<td>The wife wants a child .....</td>
</tr>
<tr>
<td>The child wants a horse .....</td>
</tr>
<tr>
<td>The horse wants a cow .....</td>
</tr>
<tr>
<td>The cow wants a pig ......</td>
</tr>
<tr>
<td>Every time they drop hands and scatter and the horse/cow/pig has to catch someone. The group joins hands again and sing the same song</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Friday: Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners sing the song with actions</td>
</tr>
<tr>
<td>Old McDonald had a farm,</td>
</tr>
<tr>
<td>Hey-hi, hey hi ho!</td>
</tr>
<tr>
<td>And on the farm he had some chicks,</td>
</tr>
<tr>
<td>Hey-hi, hey hi ho!</td>
</tr>
</tbody>
</table>
With a chick chick here, and a chick chick there
Here a chick, there a chick, everywhere a chick-chick
Old McDonald had a farm,
Hey-hi, hey hi ho!

Sing the same song, but instead of using chicks use
Dogs (woof- woof here and woof- woof there)
Sheep (baa-baa here and baa-baa there)
Cows (moo-moo here and moo-moo there)
## Weekly Lesson Planning Exemplar
### Term 2 : Week 6
### Theme: FARM ANIMALS

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Outdoor Play</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>Monday:</td>
<td>METHOD:</td>
<td>- Sand equipment</td>
</tr>
<tr>
<td>LO 1 AS 1: Listens attentively to</td>
<td>- Sand play. Play with play animals in the sand making</td>
<td>Teacher</td>
<td>- Water equipment &amp; aprons</td>
</tr>
<tr>
<td>questions, instructions and announcements,</td>
<td>a farm</td>
<td>TOOL:</td>
<td>- Outside apparatus</td>
</tr>
<tr>
<td>and responds appropriately</td>
<td>- Water play</td>
<td>Observation sheet</td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 2: Demonstrates appropriate</td>
<td>- Outside apparatus &amp; Free play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>listening behaviour by listening</td>
<td></td>
<td>RECORDING:</td>
<td></td>
</tr>
<tr>
<td>without interrupting, showing respect</td>
<td></td>
<td>Informal</td>
<td></td>
</tr>
<tr>
<td>for the speaker, and taking turns to</td>
<td></td>
<td>FORMS:</td>
<td></td>
</tr>
<tr>
<td>speak.</td>
<td></td>
<td>Oral Responses</td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 10: Shows sensitivity when</td>
<td></td>
<td>Practical demonstration</td>
<td></td>
</tr>
<tr>
<td>speaking to others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **INTEGRATION:**                          |              |            |           |
| Technology                                | Monday:      |            |           |
| LO 1 AS 1: Investigates                  | - Sand play. Play with play animals in the sand making | |           |
| LO 1 AS 2: Designs                       | a farm       |            |           |
| LO 1 AS 3: Makes                        | - Water play |            |           |
| A/ C LO 1 Visual Arts AS 4.1: Freely     | - Outside apparatus & Free play |            |           |
| creates images of own world in various   |              |            |           |
| media.                                   |              |            |           |
| A/ C LO 1 Visual Arts AS 4.2: Uses play | Monday:      |            |           |
| and fantasy in two-dimensional and       | - Sand play. Play with play animals in the sand making | |           |
| three-dimensional work                   | a farm       |            |           |
| A/ C LO 3 Visual Arts AS 4.1: Demonstrates active involvement in individual and group art-making activities and an ability to share art-making equipment. | - Water play |            |           |
| A/C LO 4 Visual Arts AS 4.1: Responds to the learner sees, perceives and experiences in own natural and constructed environment | - Outside apparatus & Free play | |           |

| Tuesday:                                 | Monday:      |            |           |
| - Sand play. Play with play animals in   | - Sand play. Play with play animals in the sand making | |           |
| the sand making a farm                   | a farm       |            |           |
| - Water play                             | - Water play |            |           |
| - Outside apparatus & Free play          | - Outside apparatus & Free play |      |           |

| Wednesday:                               | Monday:      |            |           |
| - Sand play. Play with play animals in   | - Sand play. Play with play animals in the sand making | |           |
| the sand making a farm                   | a farm       |            |           |
| - Water play                             | - Water play |            |           |
| - Outside apparatus & Free play          | - Outside apparatus & Free play |      |           |

| Thursday:                                | Monday:      |            |           |
| - Sand play. Play with play animals in   | - Sand play. Play with play animals in the sand making | |           |
| the sand making a farm                   | a farm       |            |           |
| - Water play                             | - Water play |            |           |
| - Outside apparatus & Free play          | - Outside apparatus & Free play |      |           |

<p>| Friday:                                  | Monday:      |            |           |
| - Sand play. Play with play animals in   | - Sand play. Play with play animals in the sand making | |           |
| the sand making a farm                   | a farm       |            |           |
| - Water play                             | - Water play |            |           |
| - Outside apparatus &amp; Free play          | - Outside apparatus &amp; Free play |      |           |</p>
<table>
<thead>
<tr>
<th><strong>Weekly Lesson Planning Exemplar</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 2 : Week 6</strong></td>
</tr>
<tr>
<td><strong>Theme: FARM ANIMALS</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Learning Outcomes and Assessment Standards</strong></th>
<th><strong>Educational play</strong></th>
<th><strong>Assessment</strong></th>
<th><strong>Resources</strong></th>
</tr>
</thead>
</table>
| **LITERACY:** | Monday:  
Group 1: Matching cards (mother and baby animal)  
Group 2: Beads (String 4 beads representing legs)  
Group 3: Building blocks (build kraal for cows or pigsty)  
Group 4: Puzzles (Farm Animals) | METHOD: Teacher  
TOOL: Observation sheet Rubric | - Educational games  
- Puzzles  
- Matching Shape cards  
- Dizzy discs  
- Puzzle |
| Language  
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 1 AS 3.5: Puts pictures in the right sequence  
LO 5 AS 3.4: Solves and completes puzzles | Tuesday:  
Group 1: Puzzles (Farm Animals)  
Group 2: Matching cards (mother and baby animal)  
Group 3: Beads (String 4 beads representing legs)  
Group 4: Building blocks (build kraal for cows or pigsty) | RECORDING: Informal | |
| **NUMARACY:** | Wednesday:  
Group 1: Building blocks (build kraal for cows or pigsty)  
Group 2: Puzzles (Farm Animals)  
Group 3: Matching cards (mother and baby animal)  
Group 4: Beads (String 4 beads representing legs) | FORMS: Oral Responses Practical demonstration | |
| Mathematics  
LO 2 AS 1: Copies and extends simple patterns using physical objects and drawings e.g. using colours and shapes (pegboard) | Thursday:  
Group 1: Beads (String 4 beads representing legs)  
Group 2: Building blocks (build kraal for cows or pigsty)  
Group 3: Puzzles (Farm Animals)  
Group 4: Matching cards (mother and baby animal) | | |
| **INTEGRATION:** | Friday:  
Group 1: Free choice  
Group 2: Free choice  
Group 3: Free choice  
Group 4: Free choice | | |
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Literacy (Language)</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY:</strong></td>
<td><strong>In Small Groups</strong></td>
<td><strong>Monday to Friday</strong></td>
<td><strong>METHOD:</strong></td>
</tr>
<tr>
<td>Language HL</td>
<td>Play a tape with animal sounds.</td>
<td>Teacher</td>
<td>Tape or CD</td>
</tr>
<tr>
<td>LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately</td>
<td>- Talk about animal families.</td>
<td><strong>TOOL:</strong> Observation sheet</td>
<td>Discovery table: farm set, farming items</td>
</tr>
<tr>
<td>LO 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak.</td>
<td>- Talk about own experience with regard to farm animals and other pets.</td>
<td><strong>RECORDING:</strong> Informal</td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 4.1: Develops phonic awareness and recognizes that words are made up of sounds</td>
<td>Learners must identify the correct association</td>
<td><strong>FORMS:</strong> Practical demonstration</td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 4.2 Develops phonic awareness and distinguish between different sounds especially at the beginning and ending of words</td>
<td>- A baby cow is a: (puppy, <strong>calf</strong>, kitten)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO2 AS 3: Sing and recite songs and rhymes</td>
<td>- A sheep has: (fur, <strong>wool</strong>, feathers)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 8: Tell own stories and retells stories of others</td>
<td>- A pig is: (<strong>pink</strong>, blue, green)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 10: Shows sensitivity when speaking to others</td>
<td>- A chicken has: (4 legs, 1 leg, <strong>2 legs</strong>)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 5: Begin to develop phonic awareness by recognising initial consonant and short vowel sounds</td>
<td>- A horse eats: (<strong>grass</strong>, pigs, chickens)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 1: Experiments with writing creates and uses drawings to convey a message, and as a starting point for writing</td>
<td>- A daddy cow is a: (<strong>bull</strong>, lion, man)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 2: Forms letters in various ways (e.g.) by using own body to show the shapes, writing in sand</td>
<td>- A cow gives us: (<strong>milk</strong>, wool, wood)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 4: talks about own drawing and ‘writing’</td>
<td>- A hen lays ( feathers, eggs, app</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Learn song and poem about farm animals. E.g. “Old Mac Donald…” Talk about texts such as poems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Retell stories about farm in own words. React to what it was like in the past.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Make your own animal book – dictate to teacher about one animal – full sentence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Vocabulary big/small, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 4 AS I2: manipulates writing tools like crayons and pencils</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 6 AS I.1 and I.2 Relates sounds to letters and words by recognising words are made up of sounds and recognises the sounds at beginning of some words</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**INTEGRATION**

A /C LO I Visual Arts AS 4.1: Freely creates images of own world in various media.
LO I Visual Arts AS 4.3: Explores and experiments with a wide variety of art materials, techniques) including waste materials, and colour in a spontaneous and creative way.
A/C LO 4 Visual Arts AS 4.I Visual Arts: Responds to what the learner sees, perceives and experiences in own natural and constructed environment

SS (H) LO 2 AS I: Discusses personal experiences in the past and present (chronology and time)

| PHONIC OF THE WEEK : See Page 3 and 4 |
| PATTERN OF THE WEEK |
| VOCABULARY WORDS FOR THE WEEK |
### Weekly Lesson Planning Exemplar

**Term 2 : Week 6**

**Theme: FARM ANIMALS**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Story (Reading)</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language HL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 1.1: Uses visual cues to make meaning by looking carefully at pictures and photographs to recognize common objects and experiences to make sense of picture stories</td>
<td><strong>Monday:</strong> - <strong>Read a Story about the Little Red Hen</strong> Language memory questions: - Who wanted to eat the bread? Language comprehension questions: - How does wheat grow? Numeracy questions: How many friends does the little red hen have? Life Skills questions: How does your mom bake bread?</td>
<td>METHOD: Teacher TOOL: Observation sheet RECORDING: Informal</td>
<td>- Story books</td>
</tr>
<tr>
<td>LO 3 AS 1.2: Identifies a picture or figure from the background. LO 3 AS 1.3: Uses visual cues to make meaning by looking carefully at pictures and photographs to recognize common objects and experiences: matches pictures and words</td>
<td><strong>Tuesday:</strong> - Watch video of farm animals, e.g. Takalani Sesame. - Questions about story - Comprehension question: - Memory question:</td>
<td>FORMS: Oral Responses - Practical demonstration</td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 2: Role-play reading LO 3 AS 1.3: Uses visual cues to make meaning by looking carefully at pictures and photographs to recognize common objects and experiences: uses illustrations to understand simple captions in story books</td>
<td><strong>Wednesday:</strong> - Learners Dramatize a part of the story that was told by the teacher about the Little Red Hen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 3.3: Makes meaning of written text: makes links</td>
<td><strong>Thursday:</strong> - Learner tells their own stories about farm animals. - Ask a few parents to come and tell their stories about the farm and how they used to farm in the past.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| to own experience when reading with the teacher, viewing television or pictures | **Friday:**  
- Teacher tells own story about Farm animals,  
- And ask question |
# WORK SCHEDULE FOR GRADE R

## TERM 2
### Week: 7  
**Date:** ____________  
**Theme:** TRANSPORT

## LITERACY (FAT 3)

<table>
<thead>
<tr>
<th>Focus Learning Outcomes &amp; Assessment Standards</th>
<th>Literacy (FAT 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO 1:</strong> Listening</td>
<td>LO 2: Speaking</td>
</tr>
<tr>
<td>AS 1, AS 2, AS 3.3, AS 3.5, AS 4.1, AS 4.2</td>
<td>LO 1: Number Op</td>
</tr>
<tr>
<td><strong>LO 3:</strong> Reading</td>
<td>LO 4: Writing</td>
</tr>
<tr>
<td>AS 1.1, AS 1.2, AS 1.3, AS 2, AS 3.1, AS 3.3, AS 4.3</td>
<td>LO 3: Space &amp; Shape</td>
</tr>
<tr>
<td><strong>LO 5:</strong> Thinking &amp; Reasoning</td>
<td>LO 6: Language Structure</td>
</tr>
<tr>
<td>AS 1.1, AS 3.4</td>
<td>LO 5: Data Handling</td>
</tr>
</tbody>
</table>

## NUMERACY

| LO 1: Number Op                              | LO 2: Patterns  |
| AS 1, AS 2, AS 3, AS 6, AS 7.1, AS 7.3, AS 8 | AS 1            |

## LIFE SKILLS

| LO 1: Health Promotion                      | LO 2: Social Dev |
| AS 3                                         |                 |
| AS 1, AS 2, AS 3, AS 4                       |                 |

### Time

<table>
<thead>
<tr>
<th>Literacy (FAT 3)</th>
<th>9 hours 10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>7 hours 30 minutes</td>
</tr>
<tr>
<td>Life Skills</td>
<td>5 hours 50 minutes</td>
</tr>
</tbody>
</table>

### Integration

**Social Science (H):** LO 2 AS 1, LO 2 AS 2  
**Natural Science:** LO 1 AS 1, LO 1 AS 2  
**EMS:** LO 1 AS 1  
**Social Science (G):** LO 2 AS 1
<table>
<thead>
<tr>
<th>Continuous assessment</th>
<th>METHOD: Teacher</th>
<th>METHOD: Teacher</th>
<th>METHOD: Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>How?</td>
<td>Rubric</td>
<td>Rubric</td>
<td>Rubric</td>
</tr>
<tr>
<td>What?</td>
<td>Checklist</td>
<td>Checklist</td>
<td>Checklist</td>
</tr>
</tbody>
</table>

**RECORDING:**
- FORMAL (FAT 3)
- FORMS:
  - Oral Responses
  - Practical demonstration

**RESOURCES: (REQUIRED EVERY WEEK):**
- 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: remains 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:**
- Play Money
- Posters of different types of transport
- Worksheet of wheels
- Theme posters on transport
- Theme table resources
- Discovery table: Models of transport made from anti-waste, etc
- Specific resources for the week:
  - Historical transport information

**Barriers to Learning:** SEE PAGE 5 and 6
### Weekly Lesson Planning Exemplar

**Term 2 : Week 7**

**Theme: TRANSPORT**

<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></td>
<td></td>
</tr>
<tr>
<td>Language HL</td>
<td>1. <strong>Health Check</strong>, 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></td>
<td>- Name cards (Months)</td>
</tr>
<tr>
<td>LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately</td>
<td>2. <strong>Greetings and news</strong></td>
<td></td>
<td>- Name cards (Days)</td>
</tr>
<tr>
<td>LO 2 AS 1: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak.</td>
<td>- Welcoming: Greet the teacher and friends</td>
<td></td>
<td>- Weather chart</td>
</tr>
<tr>
<td>LO 2 AS 2: Expresses own feelings and the feelings of real or imaginary people</td>
<td>- News: Learners tell about news in their lives</td>
<td></td>
<td>- Birthday chart</td>
</tr>
<tr>
<td>LO 2 AS 3: Sings and recites simple songs and rhymes</td>
<td>- News: News – country &amp; around the world? (Ask learners what did they see on the news (TV), heard on the radio and where did it happen?</td>
<td></td>
<td>- Date Chart</td>
</tr>
<tr>
<td>LO AS 7: Recounts own personal experiences</td>
<td>- Register: Who is absent? Counting number of learners absent and present</td>
<td></td>
<td>- Number chart</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>- Birthdays: Who’s birthday is it today? (Learners sing “Happy Birthday To You”)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- identifies a picture or figure from the background</td>
<td>- Religion: Moral story and songs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- matches pictures and words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NUMERACY:</strong></td>
<td>3. <strong>Days of the week</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>- Monday to Sunday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 1: Counts to at least 10 everyday objects</td>
<td>(Learners say which day of the week it is)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 2: Says and uses number names in familiar contexts</td>
<td>- Rhyme about days of the week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 2: Orders recurring events in own daily life</td>
<td>- Which day comes before ......?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 3: Sequences events within one day</td>
<td>- Which day comes after ......?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**LIFE SKILLS:**
Life Orientation
LO 2 AS 3: Knows members of own family, peers and caregivers.
LO 3 AS I: Says own name and address.

**INTEGRATION:**
SS (H) LO 2 AS I: Discusses personal experiences in the past and present (chronology and time)
LO 2 AS 2: Discusses own age in years (chronology and time)
SS (G) LO 2 AS I: Discusses personal experiences of familiar people and places

---

4. **Months of the year**
- Which month of the year is it?
- January to December (song)

5. **Date**
- Yesterday's date? Today’s date? Tomorrow’s date?

6. **Weather**
- Season? (Summer, Autumn, Winter, Spring)?
- Weather? Ask a learner to go and look outside, How is the weather today? (Sunny, cloudy, rainy or windy)?
- Tell children to watch temperature for tomorrow on the news (TV) listen on the radio or ask their parents.
<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></td>
<td><strong>Monday:</strong></td>
<td>METHOD: Teacher</td>
<td>- Theme posters on transport</td>
</tr>
<tr>
<td>Language</td>
<td>- The teacher informs learners that there are many ways in which people can travel from one place to another by means of:</td>
<td>TOOL: Observation sheet</td>
<td>- Theme table resources</td>
</tr>
<tr>
<td>LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately</td>
<td>- Their own body movements e.g. walking running</td>
<td>RECORdING: Informal</td>
<td>- Discovery table: Models of transport made from anti-waste, etc</td>
</tr>
<tr>
<td>LO 2 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak.</td>
<td>- An animal: either by riding an animal or being pulled by a cart or wagon</td>
<td>FORMS: Oral Responses Practical demonstration</td>
<td>- Theme equipment</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>- Travelling in a vehicle: car, train, plane, ship, bus</td>
<td></td>
<td>- Specific resources for the week: Historical transport information</td>
</tr>
<tr>
<td>LO 2 AS 7: Recounts own personal experiences</td>
<td>- Teacher asks questions about learners transport to school (e.g. how learners travel to school. Is it safe?) Discuss safety rules per foot, car, taxi, etc. Does it cost money? Must you pay money or can you buy a ticket?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 10: Shows sensitivity when speaking to others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTEGRATION</strong></td>
<td><strong>Tuesday:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SS (H):</td>
<td>- How did your parents, granny, granddad, etc get to school in the past? (Walk, tram, train, taxi, bus, donkey cart, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 1: Answers simple questions about stories of the past (answers the question)</td>
<td>- Discuss transport in the past i.e. (horses, donkey, carts, wagons, camels)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td><strong>Wednesday:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 1: Investigates</td>
<td>- The different types of transport on land (road and by train) the teacher puts pictures of different vehicles on the board e.g. bicycles, motorbikes and</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- The learners name the vehicles and discuss what
types of vehicles they use at home e.g. We have a
car and we all travel in the car. My father has a
lorry and he transports sand and bricks to build
houses. My father transports animals in his truck.
My father is a taxi driver and he transports people
etc.
- Discuss travelling by train. The train runs on two
rails called tracks. Trains transport people and
goods.
- A locomotive pulls the train. Trains stop at
stations

**Thursday:**
- The different types of transport, i.e. water (e.g. 
ships, boats). The teacher puts a picture of boats 
and ships on the board.
- The teacher places a dish with water on the 
carpet. All children watch as the teacher puts 
different objects such as a wooden block a metal 
tea spoon, a pencil, pair of scissors etc in the 
water. Decide if it will float or sink.
- Explain that to transport people and goods on 
water the boat/ship must float. Learner will 
experiment during water play activity during 
outside play
Friday:

- The different types of transport, i.e. air (e.g. Aeroplanes, helicopters
- The teacher puts a picture of an aeroplane on the board. Aeroplanes carry people and goods from one place to another fast. They take off and land at an airport. The person who flies the plane is called the pilot.
- Aeroplanes have seat belts just as cars.
- Helicopters can land in places where aeroplanes cannot. Police and hospitals and the army use helicopters to help (rescue) people.
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Maths Routine (Daily Monday to Friday)</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY:</strong> Languages</td>
<td>1. <strong>Counting:</strong> (Monday to Friday)</td>
<td>METHOD: Teacher</td>
<td>- Number poster</td>
</tr>
<tr>
<td>LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately.</td>
<td>Counting every day objects 1, 2, 3, 4...............</td>
<td>TOOL: Observation sheet</td>
<td>- Abacus</td>
</tr>
<tr>
<td>LO 2 AS 10: Shows sensitivity when speaking to others</td>
<td>2. <strong>Shapes and colours</strong></td>
<td>RECORDING: Informal</td>
<td>- Blocks</td>
</tr>
<tr>
<td>LO 4: AS 8: shows in own writing attempts, beginning awareness of directionality (e.g. starting from left to right, top to bottom)</td>
<td>- Flash shape cards</td>
<td>FORMS: Oral Responses Practical demonstration</td>
<td>- Blackboards+ chalk</td>
</tr>
<tr>
<td>LO 5 AS 1: Uses language to develop concepts: Demonstrates developing knowledge of concepts such as quantity, , colour</td>
<td>- Flash colour cards</td>
<td></td>
<td>- Number wall chart</td>
</tr>
<tr>
<td><strong>NUMERACY:</strong> Mathematics</td>
<td>3. <strong>Before , after and between</strong></td>
<td></td>
<td>- Number cards</td>
</tr>
<tr>
<td>LO 1 AS 1: Count to at least 10 everyday objects</td>
<td>- Which number comes before 2? Which number comes after 3? Which number is between 2 and 4? Are 3 more or less than 4?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 2: Says and uses number names in familiar context</td>
<td><strong>4. Number of the week : 5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 6: Solves verbally stated additions and subtraction problems with solutions to at least 10</td>
<td>- Number of the week’s name; Five- How much is 5? Show 5 finger s(Show 5 on abacus)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 7.1 and 7.3: Building up and breaking down numbers using concrete apparatus e.g. counters</td>
<td>- Let a few learners collect 5 objects (counters)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 8: Explains own solutions to problems</td>
<td>- Write 5 in the “air” with your finger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 1: Recognise ,identify and name 3-D objects</td>
<td>- Write a number 5 (on your board / paper /sand trays)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Draw 5 circles (on your board / paper)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Where else in the class can you see a number 5?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>SEE THAT LEARNERS HAVE THE CORRECT PENCIL GRIP AND NUMBERS ARE FORMED IN THE CORRECT WAY</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Weekly Lesson Planning Exemplar

**Term 2 : Week 7**

**Theme: TRANSPORT**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Numeracy (Mathematics) in Small Groups</th>
<th>Monday to Friday</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language HL:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 5 AS 1: Uses language to develop concepts: demonstrates developing knowledge of concepts such as quantity colour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NUMERACY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 2: Say number names in familiar context</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 7: Building up and breaking down of numbers to at least 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 6: Solves and explain verbally stated solutions to problems with single digit numbers and with solutions to 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 1: Copies and extend own patterns using physical objects and drawings (e.g. using colour and shapes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTEGRATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMS 1 LO 1 AS 1 and 3: Explores and begins to understand the notions of bartering and money and its uses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Child counts rhythmically to 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Counting wheels of cars, taxis, lorries, bicycles Learners point to the wheels on the picture and count</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Learners build up and break down numbers in the number range 1-5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Add and subtract orally to number 5. Learners use concrete apparatus to pack out solution of problem</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 5 people in a taxi. If 2 climb off – how many people are left?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- One bicycle has 2 wheels. How many wheels do 2 bicycles have?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Mother pays R 1 per day for transport to work. How much does she pay for a week? (Use play money)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Mother has 5 coins of the same kind in her purse. She gives the taxi driver 4 coins. How many coins does she still have in her purse?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Copy and extend patterns of wheels Create own pattern. Colour in pattern on worksheet -Identify, describe, sort and compare shapes in different means of transport.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**METHOD:**
- Teacher
- Learner

**TOOL:**
- Observation sheet
- Worksheet

**RECORDING:**
- Informal

**FORMS:**
- Oral Responses
- Practical demonstration

**Resources:**
- Play Money
- Posters of different types of transport
- Worksheet of wheels
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Creative Activities</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **LO 1 AS 3:** Draws a picture of the story song or rhyme (FAT 3)** | **4 GROUPS. ROTATE ACTIVITIES DAILY FROM MONDAY TO THURSDAY. FRIDAY FREE PLAY** | **METHOD:** Teacher | - Scissors
| **LO 4 AS 12:** Manipulates writing tools like crayons and pencils | **Activity 1** **DRAWING WITH WAX CRAYONS:** learners draw and colour different types of transport (cars, trains, aeroplanes, boats). Learners draw with more detail a picture of story on any form of transport (FAT 3) | **TOOL:** Observation sheet | - Crayons
| **INTEGRATION**                          |                   |            |           |
| **Technology LO 1 AS 1:** Physically manipulates products to explore their shape, size, colour and the materials they are made of. | **Activity 2** **MAKE A TRAIN** The group makes a train by tying shoe boxes together with string. Make the engine from a shoe box lid, a round cardboard container (cheese) and a small cardboard box and a tin | **RECORDING:** Formal FAT 3 | - Play dough equipment
| **LO 1 AS 2:** Chooses from a given range, materials or substances that can be used to make simple products. | **Activity 3** **CUTTING AND PASTING:** Make a book by using sheets of drawing paper (30cm X 40cm) From magazines, learners cut pictures of different means of transport and paste it in the book | **FORMS:** Oral Responses Practical demonstration | - sheets of paper
| **LO 1 AS 3:** Makes simple products from a range of materials provided. | | | - shoeboxes
| **A/C LO 1 AS 4.3 Visual Arts:** Explores and experiments with a wide variety of art materials, techniques) including waste materials), and colour in a spontaneous and creative way. | | | - glue
| **A/C LO 1 AS 4: 4 Visual Arts** Uses and co-ordinates motor skills in practical work and play (e.g. appropriate handling of scissors, glue applicators, paintbrush and drawing instruments). | | | - shoeboxes
| **A/C LO 3 AS 4.1 Visual Arts:** Demonstrates active involvement in individual and group art-making | | | - String |
| Activities and an ability to share art-making equipment. A/C LO 4 AS 4.1 Visual Arts: Responds to what the learner sees, perceives and experiences in own natural and constructed environment | Activity 4  
**MODELLING:** Learners model with play dough the different transport e.g. cars, lorries etc |  |  |
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Music, Drama, Dance &amp; Movement</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong></td>
<td><strong>Monday: Movement</strong></td>
<td></td>
<td>- Tape recorder</td>
</tr>
<tr>
<td>Language HL</td>
<td>- The teacher tells learners that they are going to ride a bicycle. Run to your house (points to a place on the ground and bring your bicycles. The children run to the tree and back.</td>
<td></td>
<td>- Music</td>
</tr>
<tr>
<td>LO 3 AS 3: I: 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>- Lie on your backs and ride your bicycles. Make big leg movements as if you are riding a big bicycle and small movements as if you are riding a small bicycle.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 3: Sing and recites songs</td>
<td>- Pretend they are going down the hill (pedal fast) Go up the hill (Pedal slow).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 5 AS I: Uses language to develop concept such as speed, sequence</td>
<td>- Two children lie on the grass their feet touching each other. The learners run, jump over their legs, lie down and pedal again.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LIFE SKILLS</strong></td>
<td>- Take the bicycles back. The learners run again to the spot that the teacher pointed to.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Orientation</td>
<td><strong>Tuesday: Drama</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 4 AS I: Plays running, chasing and dodging games using space safety</td>
<td>Taxi driver</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 2: Explores different ways to locomote</td>
<td>I like to be a driver an a taxi that goes to town</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 3: Performs expressive movements using different parts of the body</td>
<td>I ask people for money and help them up and down</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTEGRATION</strong></td>
<td>I start the taxi and off we’ll go into town</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A/ C LO I AS 2 Dance</td>
<td>I will stop and people get down</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draws on play, fantasy and imagination to explore a wide variety of movement words, rhythms and changes in tempo</td>
<td>I might have someone to help me on the way</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collecting money that people pay</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Learners dramatise and pretend they are riding in a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A/C LO 3</td>
<td>AS 1 Dance: Responds to movement instructions that cover space without bumping or hurting others when moving forwards and backwards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A/C LO 1</td>
<td>AS 2 Drama: Participates in make-believe situations based on imagination, fantasy and life experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A/C LO 2</td>
<td>AS 2 Drama: Uses concrete objects to represent other objects in dramatic play</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| taxi/bus. |
| - The teacher can make a cap beforehand for the driver. Chairs in the class are placed in rows for the seats. as if in a taxi /bus. |
| - Use play money to pay for the taxi/bus. |

| Wednesday: Music |
| - Learners participate in songs based on transport |
| - Children go outside and stand in a line like a train. The child in front is the engine and the other children the carriages. |
| - They sing the song: ‘Wahamba ulolilo’ and make arm movements imitating the wheels. |
| - The teacher plays music. When the music plays fast, they move their arms like a train going fast and say chook-chook and when it is slow they move it slowly as if it is coming in a station and say sh-sh-sh. |

<p>| Movement: |
| - The teacher tells the learners that they must stretch their arms out as if they are aeroplanes. |
| - If they take off, they turn around. The plane takes off and learners must start running on their spot then go faster and faster until it leaves the ground. (Slow and fast) |
| - The learners now pretend that they are propellers swinging their arms slowly at first and then faster and faster. |
| - The teacher plays on a drum if it is loud then the plane is near and the learners run towards her. If the drum beats softer it flies away and is far. |</p>
<table>
<thead>
<tr>
<th><strong>Dance</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- The teacher plays music.</td>
</tr>
<tr>
<td>- The learners imagine that they are cars.</td>
</tr>
<tr>
<td>- When the music plays fast they move and dance fast.</td>
</tr>
<tr>
<td>- When the music is playing slow they dance/move slowly</td>
</tr>
</tbody>
</table>

Learners run away from the teacher
### Weekly Lesson Planning Exemplar

**Term 2: Week 7**  
**Theme: TRANSPORT**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Outdoor Play</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **LITERACY**  
Language  
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 2 AS 5: Asks questions when the learner does not understand or needs more information, and responds clearly to questions asked of the learner | **Monday:**  
- Sand play  
- Water play: Learner experiment with objects that will float or sink  
- Outside apparatus & Free play | **METHOD:**  
Teacher  
**TOOL:**  
Observation sheet | - Sand equipment  
- Water equipment & aprons  
- Outside apparatus |
| **LIFE SKILLS**  
Life Orientation  
LO4 AS 4: Participates in Free Play | **Tuesday:**  
- Sand play  
- Water play: Learner experiment with objects that will float or sink  
- Outside apparatus & Free play | **RECORDING:**  
Informal | - Sand equipment  
- Water equipment & aprons  
- Outside apparatus |
| **INTEGRATION:**  
NS LO 1 AS 2: Contributes towards planning an investigative activity by asking and answering questions about the activity | **Wednesday:**  
- Sand play  
- Water play: Learner experiment with objects that will float or sink  
- Outside apparatus & Free play | **FORMS:**  
Oral Responses  
Practical demonstration | - Sand equipment  
- Water equipment & aprons  
- Outside apparatus |
| **Thursday:**  
- Sand play  
- Water play  
- Outside apparatus & Free play | **Outdoor Play** | **Resources** |
<table>
<thead>
<tr>
<th><strong>Friday:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Play games e.g. train games.</td>
</tr>
<tr>
<td>- Sand play</td>
</tr>
<tr>
<td>- Outside apparatus &amp; Free play</td>
</tr>
<tr>
<td>Learning Outcomes and Assessment Standards</td>
</tr>
<tr>
<td>-------------------------------------------</td>
</tr>
<tr>
<td><strong>LITERACY:</strong></td>
</tr>
<tr>
<td>Language</td>
</tr>
</tbody>
</table>
| LO 1 AS 3.5 : Puts pictures in the right sequence (FAT 3) | Monday:  
Group 1: Fantasy (put on costumes and pretend that they are bus drivers, pilots etc)  
Group 2: Put 3 pictures of transport in the right sequence (FAT 3)  
Group 3: Builds 36 piece puzzles about transport confidently. Learners are introduced to building puzzles (sorting side pieces first, building the frame and then the inside) (FAT 3)  
Group 4: Creative activity/educational game, working from left to right (Learners do a rubbing background working from left to right)(FAT 3) | METHOD  
Teacher | - Educational equipment  
- Pictures of transport  
- Blocks  
- Lacing Shapes (circles-wheels)  
- Puzzles |
| LO 4 AS 9 : Shows in own writing attempts, beginning awareness of directionality (e.g. starting from left to right, top to bottom (FAT 3) |                  |            |           |
| LO 5 AS 3.4 : Solves and completes puzzles (FAT 3) |                  |            |           |
| **NUMARACY**                              |                  |            |           |
| Mathematics                               |                  |            |           |
| LO 4 AS 3 : Sequences events within one day. |                  |            |           |
| **LIFE SKILLS:**                          |                  |            |           |
| Life Orientation                          |                  |            |           |
| LO 4 AS 4: Participates in Free Play      |                  |            |           |
| **INTEGRATION**                           |                  |            |           |
| NS LO 1 AS 2: Participates in planned activity by following Simple instructions with assistance and explains what is being done or played |                  |            |           |
| **BACKGROUND**                            |                  |            |           |
| **TUESDAY:**                              |                  |            |           |
| Group 1: Creative activity/educational game, working from left to right (Learners do a rubbing background working from left to right)(FAT 3) | Tuesday:  
Group 1: Creative activity/educational game, working from left to right (Learners do a rubbing background working from left to right)(FAT 3)  
Group 2: Fantasy (put on costumes and pretend that they are bus drivers, pilots etc  
Group 3: Put 3 pictures of transport in the right sequence (FAT 3)  
Group 4: Builds 36 piece puzzles about transport confidently. Learners are introduced to building puzzles (sorting side pieces first, building the | METHOD  
Teacher | - Educational equipment  
- Pictures of transport  
- Blocks  
- Lacing Shapes (circles-wheels)  
- Puzzles |
<table>
<thead>
<tr>
<th>Day</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>Builds 36 piece puzzles about transport confidently. Learners are introduced to building puzzles (sorting side pieces first, building the frame and then the inside) (FAT 3)</td>
<td>Creative activity/educational game, working from left to right (Learners do a rubbing background working from left to right) (FAT 3)</td>
<td>Fantasy (put on costumes and pretend that they are bus drivers, pilots etc)</td>
<td>Put 3 pictures of transport in the right sequence (FAT 3)</td>
</tr>
<tr>
<td>Thursday</td>
<td>Put 3 pictures of transport in the right sequence (FAT 3)</td>
<td>Builds 36 piece puzzles about transport confidently. Learners are introduced to building puzzles (sorting side pieces first, building the frame and then the inside) (FAT 3)</td>
<td>Creative activity/educational game, working from left to right (Learners do a rubbing background working from left to right) (FAT 3)</td>
<td>Fantasy (put on costumes and pretend that they are bus drivers, pilots etc)</td>
</tr>
<tr>
<td><strong>Friday:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 1: Free choice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 2: Free choice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 3: Free choice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 4: Free choice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Weekly Lesson Planning Exemplar
**Term 2 : Week 7**

**Theme: TRANSPORT**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Literacy (Language) In Small Groups</th>
<th>Monday to Friday</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 3, 3: Draws a picture of the story song or rhyme</td>
<td>- Learners draw with more detail a picture of story, rhyme or song on any form of transport (FAT 3)</td>
<td></td>
<td>METHOD</td>
<td>- Pictures about forms of transport</td>
</tr>
<tr>
<td>LO 1 AS 4.1: Develops phonic awareness and recognizes that words are made up of sounds</td>
<td>- Group discussion on who has been in a car, boat, aeroplane, bus (FAT 3) Tell their friends about their drawing Learners talk confidently about own experiences (FAT 3)</td>
<td></td>
<td>TOOL:</td>
<td>- Name Cards</td>
</tr>
<tr>
<td>LO 1 AS 4.2: Develops phonic awareness and distinguishes between different sounds especially at the beginning and ending of words</td>
<td>- Phonic awareness through using pictures on board. Learners identify a simple picture or figure from the background Discussion in a group (FAT 3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 2 AS 7: Recounts own personal experiences.</strong></td>
<td>- Discuss the Recognizes initial consonant of own/peers names. Learners have name cards with group names on. Discuss the initial letter of each one’s name. Discussion and Pointing out their own name (FAT 3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 3 AS 1.2: Identifies a picture or figure from the background.</strong></td>
<td>- Learners confidently demonstrate knowledge of colour, shape, size and age. Learners are introduced to the concept of direction, quantity and sequence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 4 AS 2: Forms letters in various ways (e.g.) by using own body to show the shapes, writing in sand</strong></td>
<td>Discus – Colours of cars</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 3 AS 5.1: Recognizes initial consonant and short vowel sounds</strong></td>
<td>Size of cars, buses, boats</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 5 AS 1.1 Demonstrates developing knowledge of concepts such as quantity, size, shape, direction, colour, speed, time, age, sequence</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO 6 AS 1.1 and 1.2: Relates sounds to letters and words by recognising words are made up of sounds and recognises the sounds at beginning of some words</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shapes of cars, buses, boats</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direction of cars travelling on roads</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PHONIC OF THE WEEK: See Page 3 and 4

PATTERN OF THE WEEK

VOCABULARY WORDS FOR THE WEEK
## Weekly Lesson Planning Exemplar

**Term 2 : Week 7**

**Theme: TRANSPORT**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Story (Reading)</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>Monday:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 3: Listen with enjoyment and understanding to oral text such as stories/poems</td>
<td>- Read a Story about Transport Look at non-fiction books about transport. Teacher reads story, child “reads” story, discuss and interpret pictures, concepts</td>
<td>METHOD: Teacher</td>
<td>Story books</td>
</tr>
<tr>
<td>LO 3 AS 1.1: Uses visual cues to make meaning by looking carefully at pictures and photographs to recognize common objects and experiences to makes sense of picture stories</td>
<td>- Memory and comprehension questions: Who was the main character? What did you like best about the story?</td>
<td>TOOL: Observation sheet</td>
<td>Non-Fiction Books</td>
</tr>
<tr>
<td>LO 3 AS 1.3: Uses visual cues to make meaning by looking carefully at pictures and photographs to recognize common objects and experiences: matches pictures and words</td>
<td>Tuesday:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 1.3: Uses visual cues to make meaning by looking carefully at pictures and photographs to recognize common objects and experiences: uses illustrations to understand simple captions in story books</td>
<td>- Questions about story</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 3.3: Makes meaning of written text: makes links to own experience when reading with the teacher, viewing television or pictures</td>
<td>- Memory and comprehension questions: What happened first? What happened last? What would you have done if you were .....? Did this story have a happy ending?</td>
<td>RECORDING: Informal</td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 2 Role-plays reading: holds a book the right way up, turns pages appropriately, looks at</td>
<td>Wednesday:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Story (Reading)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Method: Teacher</td>
<td>MEHTOD: Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOOL: Observation sheet</td>
<td>TOOL: Observation sheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RECORDING: Informal</td>
<td>RECORDING: Informal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FORMS: Oral Responses Practical demonstration</td>
<td>FORMS: Oral Responses Practical demonstration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Notes:
- Story books
- Non-Fiction Books
<table>
<thead>
<tr>
<th>Day</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>- Children watch a video / listen to a tape</td>
</tr>
<tr>
<td></td>
<td>- <em>Takalani Sesame</em></td>
</tr>
<tr>
<td></td>
<td>- Tell their own stories about transport</td>
</tr>
<tr>
<td></td>
<td>- Questions and discussion</td>
</tr>
<tr>
<td>Friday</td>
<td>- Teacher tells own story about Transport that the learners have compiled</td>
</tr>
<tr>
<td></td>
<td>- Who / What was the story about?</td>
</tr>
<tr>
<td></td>
<td>- Would you like to be.....? Why?</td>
</tr>
<tr>
<td></td>
<td>- What would have happened if ......?</td>
</tr>
</tbody>
</table>
# WORK SCHEDULE FOR GRADE R

## TERM 2

Week: 8  
Date: ____________  
Theme: PEOPLE AT WORK

<table>
<thead>
<tr>
<th>Focus Learning Outcomes &amp; Assessment Standards</th>
<th>LITERACY (FAT 4)</th>
<th>NUMERACY</th>
<th>LIFE SKILLS</th>
</tr>
</thead>
</table>
| LO I: Listening  
AS 1, AS 2, AS 3.1, AS 4.1, AS 4.2, AS 4.4  
LO 2: Speaking  
AS 1, AS 3, AS 6, AS 10  
LO 3: Number Op  
AS 1, AS 2, AS 4, AS 5, AS 6, AS 7.1, AS 7.3, AS 8  
LO 4: Patterns  
-  
LO 5: Health Promotion  
-  
LO 2: Social Dev  
AS 3 | | | |
| LO 3: Reading  
AS 1.1, AS 1.3, AS 2, AS 3.3, AS 4.3, AS 5.2, As 5.3  
LO 4: Writing  
AS 2, AS 8, AS 11, AS 12  
LO 3: Space & Shape  
AS 1, AS 3  
LO 4: Measurement  
AS 2, AS 3  
LO 3: Personal Dev  
AS 1  
LO 4: Phys Dev. / Mov  
AS 1, AS 3, AS 4 | | | |
| LO 5: Thinking & Reasoning  
AS 1, AS 2.2, AS 5.1  
LO 6: Language Structure  
AS 1.1, AS 1.2, AS 3.4  
LO 5: Data Handling  
AS 7.1, AS 7.3 | | | |

| Time | 9 hours 10 minutes | 7 hours 30 minutes | 5 hours 50 minutes |

| Integration | Social Science (H): LO 2 AS 1, LO 2 AS 2  
Natural Science: LO 1 AS 1  
EMS: LO 1 AS 1, LO 1 AS 3 | | | |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Continuous assessment</strong></td>
<td><strong>Continuous assessment</strong></td>
</tr>
<tr>
<td><strong>Who assesses?</strong></td>
<td><strong>Who assesses?</strong></td>
</tr>
<tr>
<td><strong>How?</strong></td>
<td><strong>How?</strong></td>
</tr>
<tr>
<td><strong>What?</strong></td>
<td><strong>What?</strong></td>
</tr>
<tr>
<td><strong>METHOD :</strong> Teacher</td>
<td><strong>METHOD :</strong> Teacher</td>
</tr>
<tr>
<td><strong>TOOL :</strong> Observation sheet</td>
<td><strong>TOOL :</strong> Observation sheet</td>
</tr>
<tr>
<td>Rubric</td>
<td>Rubric</td>
</tr>
<tr>
<td>Checklist</td>
<td>Checklist</td>
</tr>
<tr>
<td><strong>RECORDING :</strong> Informal</td>
<td><strong>RECORDING :</strong> Informal</td>
</tr>
<tr>
<td><strong>FORMS :</strong> Oral Responses</td>
<td><strong>FORMS :</strong> Oral Responses</td>
</tr>
<tr>
<td>Practical demonstration</td>
<td>Practical demonstration</td>
</tr>
<tr>
<td><strong>RESOURCES: (REQUIRED EVERY WEEK) :</strong></td>
<td><strong>SPECIAL RESOURCES FOR THE WEEK :</strong></td>
</tr>
<tr>
<td>Discovery table items</td>
<td>- Paper Money</td>
</tr>
<tr>
<td>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: remains 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</td>
<td>- Poster with people doing different occupations (jobs)</td>
</tr>
<tr>
<td></td>
<td>- Parents or people with different occupations to come and address learners</td>
</tr>
<tr>
<td></td>
<td>- Fantasy costumes</td>
</tr>
<tr>
<td>Barriers to Learning : SEE PAGE 5 and 6</td>
<td></td>
</tr>
</tbody>
</table>
## Weekly Lesson Planning Exemplar

### Term 2 : Week 8

### Theme: PEOPLE AT WORK

<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></td>
<td><strong>Monday:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language HL</td>
<td>The type of work we do to get money and to provide for our families.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately</td>
<td>- What type of work do your mom and dad do? Do they enjoy their work? Where do they work? What do they do at work? Do you know who they work with?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak.</td>
<td>- What type of work did your grandparents do and how were they paid? What would you like to be or do when you grow up?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 1: Talks about family and friends</td>
<td>- Talk about different kinds of jobs people do e.g. doctors, nurses, dentists, policemen, teachers, firemen, secretaries, pilots, farmers, musicians etc.</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>- Ask questions such as Where do they work? What do they do? Who do they work with?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- identifies a picture or figure from the background</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- matches pictures and words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NUMERACY:</strong></td>
<td><strong>Tuesday:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>People who look after our health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 2: Orders recurring events in own daily life</td>
<td>- Doctors, Dentists, Nurses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 3: Sequences events within one day</td>
<td>- Ask questions such as: Where do they work? What do they do? Who do they work with?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**METHOD:** Teacher

**TOOL:** Observation sheet Rubric Checklist

**RECORDING:** Informal

**FORMS:** Oral Responses Practical demonstration

**Resources:** Theme posters Theme table resources Theme equipment
<table>
<thead>
<tr>
<th>Life Orientation</th>
<th>Wednesday:</th>
<th></th>
</tr>
</thead>
</table>
| LO 2 AS 3: Knows members of own family, peers and caregivers. | People who look after our safety  
- Policemen, Firemen  
- Ask questions such as: Where do they work? What do they do? Who do they work with? e.g. Policemen protect us and catch people who want to take other peoples goods and harm other people. Traffic Cops helps with safety on roads, Firemen help to put out fires if our house is burning. |  |
| LO 3 AS I: Says own name and address. |  |

**INTEGRATION:**  
EMS LO I AS I: Explores and begins to understand the nations of bartering and money and its uses  
SS (H) LO 2 AS I: Discusses experiences in the past and present (chronology and time)  
NS LO I AS I: The learner participates in a planned activity by explaining what is being done or played.

<table>
<thead>
<tr>
<th>Thursday Actor / actress:</th>
<th></th>
</tr>
</thead>
</table>
| People who provide us with food  
- Shopkeepers and farmers  
- Ask questions such as: Where do they work? What do they do? Who do they work with? |  |

| Friday:  
Musicians and artists |  |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Ask questions such as: Where do they work? What do they do? Who do they work with?</td>
<td></td>
</tr>
</tbody>
</table>
## Weekly Lesson Planning Exemplar

**Term 2 : Week 8**

**Theme: PEOPLE AT WORK**

### Learning Outcomes and Assessment Standards

**LITERACY:**
- Languages HL
  - LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately.
  - LO 2 AS 10: Shows sensitivity when speaking to others.
  - LO 4 AS 8: Shows own writing attempts. Beginning awareness of directionality (e.g. starting from left to right, top to bottom).
  - LO 5 AS 1: Uses language to develop concepts. Demonstrates developing knowledge of concepts such as quantity, colour.

**NUMERACY:**
- 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 at least 10.
  - LO 1 AS 7: Building up and breaking down numbers using concrete apparatus e.g. counters.
  - LO 1 AS 8: Explains own solutions to problems.
  - LO 3 AS 1: Recognise, identify and name 3-D objects.

### Maths Routine (Daily Monday to Friday)

**Monday to Friday**

1. **Health Check.** 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.

2. **Greetings and news**
   - Welcoming: Greet the teacher and friends.
   - News: Learners tell about news in their lives.
   - News: News - country & around the world? (Ask learners what they see on the news (TV), heard on the radio and where it happen?.
   - Register: Who is absent? Counting number of learners absent and present.
   - Birthdays: Who’s birthday is it today? (Learners sing “Happy Birthday To You”)
   - Religion: Moral story and songs.

3. **Days of the week**
   - Monday to Sunday
     (Learners say which day of the week it is)
   - Rhyme about days of the week
   - Which day comes before ……?
   - Which day comes after ……?

### Assessment

- METHOD: Teacher
- TOOL: Observation sheet
- RECORDING: Informal
- FORMS: Oral Responses Practical demonstration

### Resources

- Name cards (Months)
- Name cards (Days)
- Weather chart
- Birthday chart
- Date Chart
- Number chart
4. **Months of the year**
   - Which month of the year is it?
   - January to December (song)

5. **Date**
   - Yesterday’s date? Today’s date? Tomorrow’s date?

6. **Weather**
   - Season? (Summer, Autumn, Winter, Spring)?
   - Weather? Ask a learner to go and look outside. How is the weather today? (Sunny, cloudy, rainy or windy)?
   - Tell children to watch temperature for tomorrow on the news (TV) listen on the radio or ask their parents.
## Weekly Lesson Planning Exemplar

**Term 2: Week 8**

**Theme:** PEOPLE AT WORK

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Numeracy (Mathematics)</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language HL</td>
<td>- Learners build up/break down numbers in the number range 1-5. Learners use concrete apparatus (counters/coins) to illustrate the technique, e.g., Build up/break down the number 5.</td>
<td>METHOD: Teacher</td>
<td>Paper Money (coins coloured in different colours and sizes)</td>
</tr>
<tr>
<td>LO 5 AS 5.I Uses language to develop concepts such as quantity and size</td>
<td>- ○ ○ ○ ○ ○ 2 and 3 makes 5</td>
<td>TOOL: Observation sheet Rubric</td>
<td>- Play telephone with numbers on</td>
</tr>
<tr>
<td><strong>NUMERACY</strong></td>
<td>- ○ ○ ○ ○ ○ 1 and 4 makes 5</td>
<td>RECORDING: Informal</td>
<td>- Counters Poster with people doing different occupations (jobs)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>- ○ ○ ○ ○ ○ ○ 4 and 1 makes 5</td>
<td>FORMS: Oral Responses Practical demonstration</td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 7.1: Uses the following techniques: Building up and breaking down numbers to at least 10</td>
<td>- The teacher asks learners questions such as: What does mom and dad do in the morning before they go to work?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 4: Orders and compares collection of objects using the words ‘more’, ‘less’ and ‘equal’</td>
<td>- What do they do at work? What do they do when they get home?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 5: Solves verbally stated additions and subtraction problems with solutions to at least 10</td>
<td>- What do they do in the afternoon and before they go to bed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 3: Sequences events within one day</td>
<td>- Learners order/sequence at least 3 events in one day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 8: Explains own solutions to problems</td>
<td>- What does mommy or daddy get at the end of the month for her/his work/job? (Money)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LIFE SKILLS</strong></td>
<td>- Learners compare a collection of objects in the number range 1-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Orientation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 1: Says own name and address</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTEGRATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMS LO 1 AS 3: Explores and begins to understand the</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| | | | |
notions of bartering and money and its uses.

- **more/less/equal** •••• / •••• more/less/equal
  - Learners learn the telephone number of police.
  - Own address and number
  
  **Problem solving**
  Learners solve verbally stated addition and subtraction problems with single digit numbers and solutions to at least 5. **Learners** use concrete apparatus to pack out the solution to the problem.

  - The house is on fire: 5 people were inside. 3 are now outside. How many are still inside?
  - The doctor gives Sipho first one pill, then 2 pills and then another 1 pill. How many pills did Sipho get altogether?
  - The Chef bakes 5 loaves of bread. Four loaves are eaten up. How many loaves of bread left over?
## Weekly Lesson Planning Exemplar

**Term 2 : Week 8**

**Theme: PEOPLE AT WORK**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Creative Activities</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong></td>
<td><strong>Creative Activities</strong></td>
<td><strong>Assessment</strong></td>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td>Language</td>
<td>Monday: Can follow 2 instructions, answer 2 questions and listen to 1 announcement how to make a card for a sick friend in all 4 groups for the week (FAT 4)</td>
<td>METHOD: Teacher</td>
<td>- Scissors</td>
</tr>
<tr>
<td>LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately. (FAT 4)</td>
<td><strong>Group 1: Make a card for sick friend (FAT 4)</strong></td>
<td>TOOL : Observation sheet Rating scale Checklist</td>
<td>- Crayons</td>
</tr>
<tr>
<td>LO 4 AS 12: Manipulates writing tools like crayons and pencils</td>
<td><strong>Group 2: Make a card for sick friend (FAT 4)</strong></td>
<td></td>
<td>- Paper</td>
</tr>
<tr>
<td><strong>NUMERACY</strong></td>
<td><strong>Group 3: Make a card for sick friend (FAT 4)</strong></td>
<td>Forms</td>
<td>- Paint</td>
</tr>
<tr>
<td>Mathematics</td>
<td><strong>Group 4: Make a robot from boxes</strong></td>
<td>Oral response Practical Demonstration</td>
<td>- Play brushes</td>
</tr>
<tr>
<td>LO 3 AS 1: Recognizes, identifies and names 3-D objects in the classroom and in pictures, including: boxes (prisms) and balls (spheres)</td>
<td><strong>Tuesday:</strong></td>
<td></td>
<td>- Play dough</td>
</tr>
<tr>
<td>LO 3 AS 3: Builds 3-D objects using concrete materials (e.g. building blocks)</td>
<td>Group 1: Make a robot from boxes</td>
<td></td>
<td>- Play dough equipment</td>
</tr>
<tr>
<td><strong>INTEGRATION</strong></td>
<td><strong>Group 2: Make a card for sick friend (FAT 4)</strong></td>
<td></td>
<td>- Scissors</td>
</tr>
<tr>
<td>A/C LO 1 AS 3 Visual Arts: Explores and experiments with a wide variety of art materials, techniques) including waste materials), and colour in a spontaneous and creative way.</td>
<td>Group 3: Painting: A fire painting – use shades of red yellow and orange</td>
<td></td>
<td>- Boxes</td>
</tr>
<tr>
<td><strong>Wednesday:</strong></td>
<td>Group 4: Make a robot from boxes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday:</td>
<td>Friday: Individual choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Group 1: Drawing : What I want to be when I grow up  
Group 2: Painting : A fire painting – use shades of red  
yellow and orange  
Group 3: Make a robot from boxes  
**Group 4: Make a card for sick friend (FAT 4)** | |
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Music, Drama, Dance &amp; Movement</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong></td>
<td><strong>Monday: Movement</strong></td>
<td><strong>METHOD:</strong> Teacher</td>
<td>Music instruments - CD / tape player - Song/rhyme posters</td>
</tr>
<tr>
<td>LO 2 AS 3: Sing and recites songs</td>
<td>Exercise – imitate people walking to their work. Some walk slow, others walk very fast</td>
<td><strong>TOOL:</strong> Observation sheet Rating scale Checklist</td>
<td></td>
</tr>
<tr>
<td><strong>LIFE SKILLS</strong></td>
<td><strong>Body awareness</strong></td>
<td><strong>FORMS:</strong> Oral response Practical Demonstration</td>
<td></td>
</tr>
<tr>
<td>Life Skills</td>
<td>Sense of body:</td>
<td><strong>RECORDING:</strong> Formal FAT 4</td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 1: Plays running, chasing and dodging games using space safety</td>
<td>- Laterality: Left and right leg. Left and right arms. (Symmetry)</td>
<td><strong>REPORTING:</strong> Teacher gives feedback to learners about their progress</td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 3: Performs expressive movements using different parts of the body</td>
<td>- Performs expressive movements using different parts of the body. Make big body movements like swinging both the arms. Jumping lifting both arms above the head</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTEGRATION</strong></td>
<td><strong>Tuesday: Music</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A/C LO 1 AS 2 Drama: Participates in make-believe situations based on imagination, fantasy and life experiences</td>
<td>The teacher tells a story of a house that is burning. Who do we call if it is a serious fire? The firemen in their fire engine. If it is a small fire we try to extinguish the fire. Teach the learners the following song</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A/C LO 2 AS 2 Drama: Uses concrete objects to represent other objects in dramatic play</td>
<td>Umzi watsha! Umzi watsha! Khangela phaya! Khangela phaya! Umililo! Umililo! Gale’amanzi! Gale’amanzi!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The house is burning 2x
Look over there 2x
Fire! 2x
Pour on water 2x

Die huis brand 2x
Kyk daar 2x
Vuur 2x
Gooi water 2x

When learners know the words and tune you can divide the learners in two groups and they sing the sound with round action.

**Wednesday:** Music
- Sing the song again but use musical instruments (Percussion instruments) Play loud and soft on teacher’s instructions

**Thursday:** Movement
- Learners go to playground. The teacher demonstrates how a traffic cop controls traffic with hand signs.
- She also shows learners a picture of a robot and three cardboard circles in red, green and yellow. She explains how the robot works.
- Learners walk when the teacher shows the green light and when they see the red light the learners stop. When she shows the green light they can walk. Again.
- Instead of walking they can now run as fast moving cars.
### Friday: Drama

Learners dramatise story about the house that is burning
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Outdoor Play</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LIFE SKILLS:</strong></td>
<td>Monday:</td>
<td>METHOD:</td>
<td>Sand equipment</td>
</tr>
<tr>
<td>LO 4 AS 4: Participates in free play activities</td>
<td>- Sand play</td>
<td>Teacher</td>
<td>- Water equipment &amp; aprons</td>
</tr>
<tr>
<td></td>
<td>- Water play</td>
<td>TOOL:</td>
<td>- Outside apparatus</td>
</tr>
<tr>
<td></td>
<td>- Outside apparatus &amp; Free play</td>
<td>Observation sheet</td>
<td></td>
</tr>
<tr>
<td><strong>INTEGRATION:</strong></td>
<td>Tuesday:</td>
<td>Checklist</td>
<td></td>
</tr>
<tr>
<td>NS LO 1 AS 2: Participates in planned activity by following simple instructions</td>
<td>- Sand play</td>
<td>FORMS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Water play</td>
<td>Oral response</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Outside apparatus &amp; Free play</td>
<td>Practical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wednesday:</td>
<td>Demonstration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Sand play</td>
<td>RECORDING</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Water play</td>
<td>Informal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Outside apparatus &amp; Free play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thursday:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Sand play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Water play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Outside apparatus &amp; Free play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Friday:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Sand play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Water play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Outside apparatus &amp; Free play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes and Assessment Standards</td>
<td>Educational play</td>
<td>Assessment</td>
<td>Resources</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>----------------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>LITERACY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 5 AS 2.2: Matches things that go together, and compares things that are different (FAT 4)</td>
<td>Monday: Group 1: Fantasy play Dress up in different uniforms and role play what the person does for a living. Group 2: Puzzles of people doing different jobs. Group 3: Learners compare things (pictures, objects) that are different (Play SNAP with pictures of people doing different jobs. FAT 4). Group 4: ‘Reading Books’</td>
<td>METHOD: Teacher</td>
<td>Educational games - Puzzles</td>
</tr>
<tr>
<td>LO 6 AS 3. 4 Uses language to investigate and explore by solving and completing puzzles</td>
<td>Tuesday: Group 1: ‘Reading Books’ Group 2 Fantasy play Dress up in different uniforms and role play what the person does for a living. Group 3: Puzzles of people doing different jobs. Group 4: Learners compare things (pictures, objects) that are different (FAT 4)</td>
<td>TOOL: Observation sheet Rating scale Checklist</td>
<td>- Fantasy equipment - Puzzles</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 ideas</td>
<td>Wednesday: Group 1 Learners compare things (pictures, objects) that are different (Play SNAP with pictures of people doing different jobs. FAT 4). Group 2: ‘Reading Books’ Group 3: Fantasy play Dress up in different uniforms and role play what the person does for a living</td>
<td>FORMS Oral response Practical Demonstration</td>
<td>- Dominos card - Geo-board</td>
</tr>
<tr>
<td><strong>LIFE SKILLS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Orientation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 4: Participates in Free Play Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Thursday:**
- **Group 1:** Puzzles of people doing different jobs
- **Group 2:** Learners compare things (pictures, objects) that are different (Play SNAP with pictures of people doing different jobs. FAT 4)
- **Group 3:**
- **Group 4:** Fantasy play Dress up in different uniforms and role play what the person does for a living

**Friday:**
- **Group 1:** Free choice
- **Group 2:** Free choice
- **Group 3:** Free choice
- **Group 4:** Free choice
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Literacy (Language) In Small Groups</th>
<th>Monday to Friday</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITERACY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language HL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **LO 1 AS 3.3:** Acts out parts of the story, song or rhyme** (FAT 4) | - Look at and examine pictures to recognise common experiences, e.g. picture of police, nurse, doctor, etc. These are people who help us.  
- Tell of own experiences. Who has been in the hospital or to a doctor? Tell us about it.  
- Your friend is very sick. What are you going to do?” | | METHOD  
Teacher | - Fantasy costumes |
| **LO 1 AS 4.1:** Develops phonic awareness and recognizes that words are made up of sounds | | | TOOL:  
Observation sheet  
Rating scale  
Checklist | - Play telephone |
| **LO 1 AS 4.2:** Develops phonic awareness and distinguishes between different sounds especially at the beginning and ending of words | | | FORMS  
Oral response  
Practical  
Demonstration | |
| **LO 1 AS 4.4:** Segments spoken multi-syllabic words into syllables  
( e.g. Ba-na-na ) using clapping or drumbeat (FAT 4) | - Learners learn poem. Talk about texts.  
- Acts out part of a story or rhyme (FAT 4)  
- Develop phonic awareness. Learners clap 2 and 3 syllable words Clapping, stamping, jumping activities. (FAT 4)  
- Learners must be able to convey a simple message in the classroom. During game activities (Telephone game) Learner passes a more detailed message to peer (FAT 4)  
- Recognizes initial consonant of own/peers names Discussion and pointing out their own name and names of peers (FAT 4) | | RECORDING  
Formal  
FAT 4 | |
| **LO 2 AS 6:** Passes on messages (FAT 4) | | | REPORTING:  
Teacher gives feedback to learners about their progress | |
| LO 4 AS 2 | LO 6 AS 1.1 and 1.2: Relates sounds to letters and words by recognizing words are made up of sounds and recognizes the sounds at beginning of some words | - Learners recognize letter of the alphabet in their own name (FAT 4)  
- Learners draw own choice of picture and on a given topic (FAT 4)  
- Learners spontaneously recognize the sound their peers' names starts with Group discussion (FAT 4) |

PHONIC OF THE WEEK: See Page 3 and 4  
PATTERN OF THE WEEK  
VOCABULARY WORDS FOR THE WEEK
# Weekly Lesson Planning Exemplar

## Term 2 : Week 8

### Theme: PEOPLE AT WORK

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Story (Reading)</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language HL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 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>Monday: - Read a Story about People doing different jobs - Ask memory and comprehension questions: Who were the main characters? What did you like best about the story?</td>
<td>METHOD Teacher TOOL: Observation sheet Rating scale Checklist</td>
<td>- Story books - Parents or people with different occupations to come and address learners</td>
</tr>
<tr>
<td>LO 3 AS 1.1: Uses visual cues to make meaning by looking carefully at pictures and photographs to recognize common objects and experiences to make sense of picture stories</td>
<td>Tuesday: Questions about story - Memory and comprehension questions - What happened first? What happened in the middle? What happened last? - What would you have done if you were .....?</td>
<td>FORMS Oral response Practical Demonstration</td>
<td>- Fantasy costumes</td>
</tr>
<tr>
<td>LO 3 AS 1.3: Uses visual cues to make meaning by looking carefully at pictures and photographs to recognize common objects and experiences: uses illustrations to understand simple captions in story books</td>
<td>Wednesday: - Learners dramatize a part of the story that was told by the teacher. - Ask memory and comprehension questions: Did this story have a happy ending? Can you think of another idea to add to the story?</td>
<td>RECORDING Formal FAT 4</td>
<td></td>
</tr>
<tr>
<td>LO3 AS 3.3: Makes meaning of written text: makes links to own experience when reading with the teacher, viewing television or pictures</td>
<td>Thursday: - Learner tells their own stories about people at work - Ask a few parents to come and explain their jobs</td>
<td>REPORTING: Teacher gives feedback to learners about their progress</td>
<td></td>
</tr>
</tbody>
</table>
them, and uses pictures to construct idea ‘Reads’
picture books with simple captions or sentences
LO 3 AS 4.3 Starts recognizing and making meaning of
letters

<table>
<thead>
<tr>
<th><strong>Friday:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teacher tells own story about one of the jobs that people do.</td>
</tr>
<tr>
<td>- Ask questions:</td>
</tr>
<tr>
<td>Who / What was the story about?</td>
</tr>
<tr>
<td>What would have happened if ......?</td>
</tr>
</tbody>
</table>
# Work Schedule for Grade R

## Term 2

### Week: 9

<table>
<thead>
<tr>
<th>Date: ____________</th>
<th>Theme: WINTER</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Focus Learning Outcomes &amp; Assessment Standards</th>
<th>Literacy</th>
<th>Numeracy (FAT 3)</th>
<th>Life Skills (FAT)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO 1: Listening</strong></td>
<td>LO 2: Speaking</td>
<td>LO 1: Number Op</td>
<td>LO 1: Health Promotion</td>
</tr>
<tr>
<td>As 1.1, As 1.2, As 1.3, As 3.3, As 3.5, As 4.1, As 4.2</td>
<td>As 1, As 10</td>
<td>As 1, As 2, As 3, As 4, As 6, As 7.1, As 7.3, As 8</td>
<td>As 1, As 2</td>
</tr>
<tr>
<td><strong>LO 3: Reading</strong></td>
<td>LO 4: Writing</td>
<td>LO 3: Space &amp; Shape</td>
<td>LO 3: Personal Dev</td>
</tr>
<tr>
<td>As 3.1, As 3.2, As 3.3, As 4.3</td>
<td>As 2, As 8, As 12</td>
<td>As 1, As 3, As 4</td>
<td>As 1, As 2, As 4</td>
</tr>
<tr>
<td><strong>LO 5: Thinking &amp; Reasoning</strong></td>
<td>LO6: Language Structure</td>
<td>LO 5: Data Handling</td>
<td>LO 4: Phys Dev. &amp; Mov</td>
</tr>
<tr>
<td>As 1, As 5.1</td>
<td>As 1.1, As 1.2, As 2</td>
<td></td>
<td>As 1, As 2, As 3, As 4</td>
</tr>
</tbody>
</table>

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

### Integration

- **Social Science (H):** LO 2 As 1, LO 2 As 2
- **Social Science (G):** LO 2 As 1
- **Natural Science:** LO 1 As 2
- **Technology:** LO 1 As 1, LO 1 As 2, LO 1 As 3, LO 1 As 4
- **Arts and Culture:** Visual Arts: LO 1 AS 4.1, LO 1 AS 4.3, LO 1 AS 4.4
  Visual Arts: LO 3 AS 4.1, Visual Arts: LO 4 AS 4.1
| Continuous assessment | METHOD: Teacher  
TOOL: Observation sheet  
Checklist  
RECORDING: Informal  
FORMS: Oral Responses  
Practical demonstration | METHOD: Teacher  
TOOL: Observation sheet  
Checklist  
RECORDING: FORMAL (FAT 3)  
FORMS: Oral Responses  
Practical demonstration | METHOD: Teacher  
TOOL: Observation sheet  
Checklist  
RECORDING: FORMAL  
FORMS: 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: remains 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:**

- Season Board with pictures of Summer Winter and Autumn
- Pictures of Winter
- Leaves
- Stones
- Branches
- Number name cards
- Number name symbols
- Plastic packets
- Worksheet with circles on

**Barriers to Learning:** SEE PAGE 5 and 6
### Learning Outcomes and Assessment Standards

**LITERACY:**
- 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 2 AS 1:** Talks about family and friends.
- **LO 2 AS 2:** Expresses own feelings and the feelings of real or imaginary people.
- **LO 2 AS 3:** Sings and recites simple songs and rhymes.
- **LO AS 7:** Recounts own personal experiences.
- **LO 3 AS 1:** Uses visual cues to make meaning. Looks carefully at pictures and photographs to recognize common objects and experiences.
  - Identifies a picture or figure from the background.
  - Matches pictures and words.

**NUMERACY:**
- Mathematics
  - **LO 1 AS 1:** Counts to at least 10 everyday objects.
  - **LO 1 AS 2:** Says and uses number names in familiar contexts.
  - **LO 4 AS 2:** Orders recurring events in own daily life.

### Health check and Morning Circle (Ring)

**Monday to Friday**

1. **Health Check,** 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.

2. **Greetings and news**
   - **Welcoming:** Greet the teacher and friends.
   - **News:** Learners tell about news in their lives.
   - **News:** News - country & around the world? (Ask learners what did they see on the news (TV), heard on the radio and where did it happen?
   - **Register:** Who is absent? Counting number of learners absent and present.
   - **Birthdays:** Who's birthday is it today? (Learners sing "Happy Birthday To You").
   - **Religion:** Moral story and songs.

3. **Days of the week**
   - **Monday to Sunday**
     (Learners say which day of the week it is)
   - **Rhyme about days of the week**
   - **Which day comes before ......?**
   - **Which day comes after ......?**

### Assessment

- **METHOD:** Teacher
- **TOOL:** Observation sheet
- **RECORDING:** Informal
- **FORMS:** Oral Responses Practical demonstration

### Resources

- Name cards (Months)
- Name cards (Days)
- Weather chart
- Birthday chart
- Date Chart
- Number chart
<table>
<thead>
<tr>
<th><strong>LO 4 AS 3:</strong> Sequences events within one day</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LIFE SKILLS:</strong></td>
</tr>
<tr>
<td>Life Orientation</td>
</tr>
<tr>
<td>LO 2 AS 3: Knows members of own family, peers and caregivers.</td>
</tr>
<tr>
<td>LO 3 AS 1: Says own name and address.</td>
</tr>
<tr>
<td><strong>INTEGRATION:</strong></td>
</tr>
<tr>
<td>SS (H) LO 2 AS 1: Discusses personal experiences in the past and present (chronology and time)</td>
</tr>
<tr>
<td>LO 2 AS 2: Discusses own age in years (chronology and time)</td>
</tr>
<tr>
<td>SS (G)</td>
</tr>
<tr>
<td>LO 2 AS 1: Discusses personal experiences of familiar people and places</td>
</tr>
</tbody>
</table>

| 4. **Months of the year** |
| - Which month of the year is it? |
| - January to December (song) |

| 5. **Date** |
| - Yesterday’s date? Today’s date? Tomorrow’s date? |

| 6. **Weather** |
| - Season? (Summer, Autumn, Winter, Spring)? |
| - Weather? Ask a learner to go and look outside. How is the weather today? (Sunny, cloudy, rainy or windy)? |
| - Tell children to watch temperature for tomorrow on the news (TV) listen on the radio or ask their parents. |
## Weekly Lesson Planning Exemplar

**Term 2: Week 9 & 10**

**Theme: WINTER**

<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>LITCRACY:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td><strong>Monday: How do we know what season it is it?</strong></td>
<td>METHOD</td>
<td>- Season Board with pictures of Summer, Winter and Autumn</td>
</tr>
<tr>
<td>LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately</td>
<td>- Walk around the school.</td>
<td>Teacher</td>
<td>- Pictures of Winter</td>
</tr>
<tr>
<td>LO 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak.</td>
<td>- Which season comes before / after winter?</td>
<td>TOOL:</td>
<td></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>- During which three months is it winter? How do we know this? The days are shorter and the nights longer.</td>
<td>Observation sheet</td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 7: Recounts own personal experiences</td>
<td><strong>Tuesday: What do people do during Winter?</strong></td>
<td>RECORDING:</td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 10: Shows sensitivity when speaking to others</td>
<td>- Look at yourself. How must my body adapt so that it doesn't get cold in winter? What can I do to get my body warm?</td>
<td>Informal</td>
<td></td>
</tr>
<tr>
<td>LO 5 AS 3: Uses language to investigate and explore by:</td>
<td>- Discuss rules and routines during winter, e.g. wiping feet.</td>
<td>FORMS:</td>
<td></td>
</tr>
<tr>
<td>- Asking questions and searching for explanations giving explanations and offering solutions</td>
<td>- What does the material of winter clothes feel like? I can dress myself warmly, but how else can I get warm?</td>
<td>- Oral Responses</td>
<td></td>
</tr>
<tr>
<td><strong>LIFE SKILLS</strong></td>
<td><strong>Wednesday: How do we change our eating habits in Winter?</strong></td>
<td>- Can I play any sport in the winter?</td>
<td></td>
</tr>
<tr>
<td>Life Orientation</td>
<td>- What do people make to keep them warm? Why is it dangerous to make a fire in the house?</td>
<td>Practical demonstration</td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 3: Demonstrates precautions against the spread of communicable diseases</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**INTEGRATION**

NS LO 1 AS 2: Participates in planned activity by following simple instructions
| - | What type of fruit do we get a lot of in winter? |
| - | What illness do we often get in winter? Can we eat any fruit to prevent us from getting so many colds? |
| - | Discuss prevention of sicknesses in the winter Discuss correct eating habits to build up a good immune system |

| **Thursday: How do trees and plants change in Winter?** |
| - | Discover and explore changes of trees and plants. Why are the trees bare and without leaves now? |
| - | Why do you think there needs to be a winter? Do all the trees shed their leaves during winter? Can you give a few examples? Discuss evergreen and deciduous trees. |
| - | Do we get flowers in winter? What happened to our flowers at home |

| **Friday: How do animals adapt in winter?** |
| - | How do animals protect themselves against the cold? (Thick coats, jackals, sheep) Why don’t we shear the sheep’s wool off in winter”?” |
| - | How do birds adapt to protect themselves against the cold? Are there animals that do not like the winter at all? What do they do in the winter? Why do they sleep? |
### Weekly Lesson Planning Exemplar

**Term 2 : Week 9 & 10**

**Theme: WINTER**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Maths Routine (Daily Monday to Friday)</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY:</strong></td>
<td>1. <strong>Counting:</strong> (Monday to Friday)</td>
<td>METHOD: Teacher</td>
<td></td>
</tr>
<tr>
<td>Languages</td>
<td>Counting every day objects 1, 2, 3, 4 ...</td>
<td>TOOL: Observation sheet</td>
<td></td>
</tr>
<tr>
<td>LO 1 AS I: Listens attentively to questions, instructions and announcements, and responds appropriately, LO 2 AS 10: Shows sensitivity when speaking to others LO 4: AS 8: Shows in own writing attempts, beginning awareness of directionality (e.g. starting from left to right, top to bottom) LO 5 AS I: Uses language to develop concepts: Demonstrates developing knowledge of concepts such as quantity, , colour</td>
<td>2. <strong>Shapes and colours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Flash shape cards</td>
<td>RECORDDING: Informal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Flash colour cards</td>
<td>FORMS: Oral Responses Practical demonstration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. <strong>Before, after and between</strong></td>
<td></td>
<td>- Number poster</td>
</tr>
<tr>
<td></td>
<td>- Which number comes before 2? Which number comes after 3? Which number is between 2 and 4? Are 3 more or less than 4?</td>
<td></td>
<td>- Abacus</td>
</tr>
<tr>
<td></td>
<td>4. <strong>Number of the week : 5</strong></td>
<td></td>
<td>- Blocks</td>
</tr>
<tr>
<td></td>
<td>- Number of the week’s name; Five- How much is 5? Show 5 finger s( Show 5 on abacus )</td>
<td></td>
<td>- Chalkboards + chalk</td>
</tr>
<tr>
<td></td>
<td>- Let a few learners collect 5 objects (counters )</td>
<td></td>
<td>- Number wall chart</td>
</tr>
<tr>
<td></td>
<td>- Write 5 in the “air” with your finger</td>
<td></td>
<td>- Number cards</td>
</tr>
<tr>
<td></td>
<td>- Write a number 5 ( on your board / paper / sand trays)</td>
<td></td>
<td>- Colour charts</td>
</tr>
<tr>
<td></td>
<td>- Draw 5 circles ( on your board / paper )</td>
<td></td>
<td>- Breakfast and 5 items for comparison ( Pomme, banana, orange, apple, grapes )</td>
</tr>
<tr>
<td></td>
<td>- Where else in the class can you see a number 5?</td>
<td></td>
<td>- Breakfast and 5 items for comparison ( Pomme, banana, orange, apple, grapes )</td>
</tr>
</tbody>
</table>

**SEE THAT LEARNERS HAVE THE CORRECT PENCIL GRIP AND NUMBERS ARE FORMED IN THE CORRECT WAY**
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.</strong> Learners build up/break down numbers in the number range 1-5 Use concrete apparatus e.g. in how many different ways can you pack the number 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6. Problem solving</strong> Learners solve verbally stated addition and subtraction problems with single digit numbers and solutions to at least 5 Learners use concrete apparatus to pack out the solution to the problem</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Weekly Lesson Planning Exemplar

**Term 2 : Week 9 & 10**

**Theme: WINTER**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Numeracy (Mathematics) In Small Groups</th>
<th>Monday to Friday</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong></td>
<td>- Learners count leaves up to number range 5 (one-to-one correspondence) Learners count leaves saying number names and touching leaves as they count (FAT 3)</td>
<td></td>
<td>METHOD: Teacher</td>
<td>- Leaves</td>
</tr>
<tr>
<td>Language HL</td>
<td>- The teacher shows number cards with the symbols 1, 2, 3, 4 and 5 and the number names one, two, three, four and five. Learners pack out the number of counters to match the number symbol and the number name (FAT 3)</td>
<td></td>
<td>TOOL: Observation sheet Rubric</td>
<td>- Stones</td>
</tr>
<tr>
<td>LO 5 AS 5.1: Uses language to develop concepts such as quantity and size</td>
<td>- The teacher gives each learner 4 packets filled with a different number of stones in the number range 1 - 5. Two of the packets must have the same number of stones. E.g. Learners compare 2 packets showing the most and the least. Learners’ show which 2 packets have an equal number of stones (FAT 3)</td>
<td></td>
<td>RECORDING: Formal FAT 3</td>
<td>- Branches</td>
</tr>
<tr>
<td><strong>NUMERACY:</strong></td>
<td>- Worksheet: Learners colour circles according to a given pattern. E.g. given pattern on I learners worksheet (FAT 3)</td>
<td></td>
<td>FORMS: Oral Responses Practical demonstration</td>
<td>- Number name cards</td>
</tr>
<tr>
<td>Mathematics</td>
<td>- Learners pack out and draw their own pattern,</td>
<td></td>
<td></td>
<td>- Plastic packets</td>
</tr>
<tr>
<td>LO 1 AS 1: Counts to at least 10 everyday objects reliably</td>
<td></td>
<td></td>
<td></td>
<td>- Worksheet with circles on</td>
</tr>
<tr>
<td>LO 1 AS 2: Says and uses number names in familiar context</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 3: Knows the number names and symbols for 1-10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 4: Orders and compares collection of objects using the words ‘more’, ‘less’ and ‘equal’</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 1: Copies and extends simple patterns using physical objects and drawings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 2 AS 2: Creates own patterns</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learners pack out their own pattern using 3 objects
e.g. leave, stone, branch ......... leave, stone, branch (FAT 3)
## Weekly Lesson Planning Exemplar

**Term 2 : Week 9 & 10**

**Theme: WINTER**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Creative Activities</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td><strong>Monday:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately</td>
<td>Group 1: Make your own winter storybook</td>
<td>METHOD</td>
<td>- Scissors</td>
</tr>
<tr>
<td>LO 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak.</td>
<td>Group 2: Paint an umbrella in different colours</td>
<td>Teacher</td>
<td>- Crayons</td>
</tr>
<tr>
<td>LO 4 AS 12: Manipulates writing tools like crayons and pencils</td>
<td>Group 3: Make a snowman from cotton and sticks(Roll Cotton Balls and insert sticks)</td>
<td>TOOL: Observation sheet</td>
<td>- Paper</td>
</tr>
<tr>
<td>LO 5 AS 1: Uses language to develop concepts as colour, size, shape</td>
<td>Group 4: Draw and colour in the things we wear or use during winter</td>
<td>RECORDING: Informal</td>
<td>- Paint</td>
</tr>
<tr>
<td><strong>NUMERACY:</strong></td>
<td><strong>Tuesday:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Group 1: Draw and colour in the things we wear or use during winter</td>
<td>FORMS: Oral Responses Practical demonstration</td>
<td>- Paint brushes</td>
</tr>
<tr>
<td>LO 3 AS 1: Recognizes, identifies and names 3-D objects in the classroom and in pictures, including balls (spheres)</td>
<td>Group 2: Make your own winter storybook</td>
<td></td>
<td>- Paper</td>
</tr>
<tr>
<td>LO 3 AS 3: Builds 3-D objects using concrete materials (e.g. building blocks)</td>
<td>Group 3: Paint an umbrella in different colours</td>
<td></td>
<td>- Cotton balls and sticks</td>
</tr>
<tr>
<td><strong>INTEGRATION:</strong></td>
<td><strong>Wednesday:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>Group 1: Make a snowman from cotton and sticks (Roll Cotton Balls and insert sticks)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 1: Investigates</td>
<td>Group 2: Draw and colour in the things we wear or use during winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group 3: Make your own winter storybook</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group 4: Paint an umbrella in different colours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 2: Designs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 3: Makes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 4: Evaluates</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A/C LO 1 AS 4.1: Freely creates images of own world in various media.
A/C LO 1 AS 4.3: Explores and experiments with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
A/C LO 1 AS 4.4: Uses and co-ordinates motor skills in practical work and play (e.g. appropriate handling of scissors, glue applicators, paintbrush and drawing instruments).
A/C LO 3 AS 4.3 Demonstrates active involvement in individual and group art-making activities and an ability to share art-making equipment.
A/C LO 4 AS 4.1: Responds to what the learner sees, perceives and experiences in own natural and constructed environment

| Thursday: |
| Group 1: Paint an umbrella in different colours |
| Group 2 Make a snowman from cotton and sticks (Roll Cotton Balls and insert sticks) |
| Group 3: Draw and colour in the things we wear or use during winter |
| Group 4: Make your own winter storybook |

| Friday: |
| Whole class (Group) Activity. We adapt our eating habits to stay healthy during Winter |
| - What type of food should we eat to stay healthy? |
| - Cut the vegetables and make soup using the technological process |

**Investigating** : manipulating vegetables to explore their shape, size, colour

**Designing** : What must come in the soup

**Making** : Making the soup with the educator

**Evaluating** : Tasting the soup
# Weekly Lesson Planning Exemplar

**Term 2 : Week 9 & 10**

**Theme: WINTER**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Music, Drama, Dance &amp; Movement</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong></td>
<td><strong>Monday: Movement</strong></td>
<td>Teacher</td>
<td>Music instruments</td>
</tr>
<tr>
<td>Language HL</td>
<td>We are getting very cold – how can we get warm?</td>
<td>TOOL:</td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 1: Listens attentively to instructions and respond appropriately. Responds to movement instructions that cover space.</td>
<td>- Exercise</td>
<td>Observation sheet</td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 3: 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>- Children must clap hands on instruction. Above the head, behind back, on the knees, next to R-ear, in air, etc.</td>
<td>RECORDING: Informal</td>
<td></td>
</tr>
<tr>
<td><strong>LIFE SKILLS</strong></td>
<td><strong>Body awareness</strong></td>
<td>FORMS:</td>
<td></td>
</tr>
<tr>
<td>Life Orientation</td>
<td>Sense of body;</td>
<td>- Oral Responses</td>
<td></td>
</tr>
<tr>
<td>LO 3 AS 2: Describe what own body can do</td>
<td>- Laterality: Left and right leg. Left and right arms. (Symmetry)</td>
<td>- Practical demonstration</td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 1: Plays running, chasing and dodging games using space safely</td>
<td>- Performs expressive movements using different parts of the body. Make big body movements like swinging both the arms. Jumping lifting both arms above the head.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 2: Explores different ways to locomote, rotate, elevate and balance</td>
<td><strong>Tuesday: Drama</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 4: AS 3: Performs expressive movements using different parts of the body</td>
<td>- Learners dramatise the story of the house that is burning. It is cold and people made a fire inside the house</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **INTEGRATION:** | **Wednesday: Music**  (Singing with actions)  
**Cold and Frosty Morning**  
This is the way we clap our hands, clap our hand, clap our hands  
This is the way we clap our hands, on a cold and frosty morning  
This is the way we stamp our feet......  

**Thursday: Dance**  
**Concepts: high and low**  
- Children listen to music.  
- High chords lift arms.  
- Children run around and react to low chords.  
- We are cold. Let us dance until we are warm. Put on nice lively music. Children dance alone and then with classmates.  

**Friday: Movement**  
**Space orientation**  
- Learners play running, chasing and dodging games using space safely  
- Game: Draw a big circle outside on the playground. Learners run and move freely. When the educator beats on the drum (thunder), learners run to the home base  
- Bounce a soccer ball  
- How many times can you bounce a big ball?  
- Dribble ball between beacons (big ball)  
(Play Soccer game for Winter) |
| A/C LO 3 AS Dance: Listens and moves to music, stories, songs and sounds. Responds to movement instructions that cover space  
A/C LO 4 AS I Dance: Expresses ideas and stories creatively through movement activities  
A/C LO 4 AS 3 Music: Listens and moves creatively to stories, songs and sound  
A/C LO I AS 2 Drama: Participates in make-believe situations based on imagination, fantasy and life experiences  
A/C LO 3 AS 2 Drama: Participates in drama games – takes turns, waits for signals, responds to cues, and shares space  
A/C LO I AS 2 Drama: Participates in make-believe situations based on fantasy imagination, and life experiences |
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Outdoor Play</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **LITERACY:** Languages LO 2 AS 1: Expresses own feelings and the feelings of real or imaginary people | Monday:  
- Sand play  
- Water play  
- Outside apparatus & Free play | METHOD  
Teacher  
TOOL: Observation sheet | Sand equipment  
- Water equipment & aprons  
- Outside apparatus |
| **NUMERACY** Mathematics: LO 3 AS 4: Recognizes symmetry in self and own environment (with focus on front and back) | Tuesday:  
- Sand play  
- Water play  
- Outside apparatus & Free play | RECORDING: Informal | |
| **LIFE SKILLS:** Life Orientation LO 4AS 4: Participates in free play activities | Wednesday:  
- Sand play  
- Water play  
- Outside apparatus & Free play | FORMS: Oral Responses Practical demonstration | |
| **INTEGRATION:** NS LO 1 AS 2: Participates in planned activity by following simple instructions | Thursday:  
- Sand play  
- Water play  
- Outside apparatus & Free play | | |
| | Friday:  
- Sand play  
- Water play  
- Outside apparatus & Free play | | |
### Weekly Lesson Planning Exemplar
**Term 2: Week 9 & 10**
**Theme: WINTER**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Educational play</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY:</strong> Language 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 1 AS 3.5: Puts pictures in the right sequence</td>
<td><strong>Monday:</strong> Group 1: Beads and laces Group 2: Building blocks Group 3: Pegboards Group 4: Sequencing cards</td>
<td>METHOD Teacher TOOL: Observation sheet</td>
<td>- Educational games - Puzzles - Beads and laces - Building blocks - Pegboards - Sequencing card</td>
</tr>
<tr>
<td><strong>NUMERACY:</strong> Mathematics LO 2 AS 1: Copies and extends simple patterns using physical objects and drawings (e.g. using colours and shapes)</td>
<td><strong>Tuesday:</strong> Group 1: Sequencing cards Group 2: Beads and laces: Group 3: Building blocks Group 4: Pegboards</td>
<td>RECORDING: Informal FORMS: Oral Responses Practical demonstration</td>
<td></td>
</tr>
<tr>
<td><strong>INTEGRATION:</strong> NS LO 1 AS 2: Explains what is being done or played</td>
<td><strong>Wednesday:</strong> Group 1: Pegboards Group 2: Sequencing cards Group 3: Beads and laces Group 4: Building blocks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Thursday:</strong> Group 1: Building blocks Group 2: Pegboards Group 3: Sequencing cards Group 4: Beads and laces</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Friday:</strong> Group 1: Free choice Group 2: Free choice Group 3: Free choice Group 4: Free choice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Weekly Lesson Planning Exemplar

**Term 2: Week 9 & 10**

**Theme: WINTER**

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Literacy (Language) In Small Groups</th>
<th>Monday to Friday</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong></td>
<td></td>
<td></td>
<td>METHOD</td>
<td>- Clay</td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td>Teacher</td>
<td>- Dough</td>
</tr>
<tr>
<td>LO 1 AS 1: Lists attentively to questions, instructions and announcements, and responds appropriately</td>
<td>- Responding appropriately after listening to questions, instructions and announcements</td>
<td></td>
<td>- Observation sheet</td>
<td>- Story Books</td>
</tr>
<tr>
<td>LO 1 AS 3.3: Acts out parts of the story, song or rhyme (FAT 4)</td>
<td>- Follow instructions correctly, e.g. 'Stretch right arm out and bring across to left shoulder. Press against body. Relax. Do it with both arms (as if you are very cold)'</td>
<td></td>
<td>- Informal</td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 4.1: Develops phonic awareness and recognizes that words are made up of sounds</td>
<td>- Follow various instructions.</td>
<td></td>
<td>- Oral Responses</td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 4.2: Develops phonic awareness and distinguishes between different sounds especially at the beginning and ending of words</td>
<td>- Words with r, s, w sounds (phonic differentiation)</td>
<td></td>
<td>- Practical demonstration</td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 4: Recognizes some rhyming words in common rhymes and songs such as “We’re going to the zoo, zoo, zoo. You can come too, too, too.”</td>
<td>- Rhyme</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 4 AS 2: Forms letters in various ways (e.g.) by using own body to show the shapes, writing in sand</td>
<td>If it rains I get wet, wet, wet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 6 AS 1.1: Relates sounds to letters and words: recognizes that words are made up of sounds</td>
<td>The drops go splat, splat, splat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 6 AS 1.2: Recognizes the sounds at the beginnings of some words</td>
<td>Song: It’s raining, it’s pouring .....</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 6 AS 2: Works with words (e.g. words that rhyme)</td>
<td>- Look at flash cards and listen to the educator saying the words – what does winter begin with? (w) rain (r) snow (s) wet (w) etc.?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Form letters with clay</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Vocabulary extension and pictures (story about Winter) Rhyme</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Learners ‘read’ picture books on winter time. They should be taught that there is a difference between a drawing and text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PHONIC OF THE WEEK:</strong> See Page 3 and 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PATTERN OF THE WEEK</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>VOCABULARY WORDS FOR THE WEEK</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Weekly Lesson Planning Exemplar
## Term 2: Week 9 & 10
### Theme: WINTER

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Story (Reading)</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language HL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 1 AS 3: Listen with enjoyment and understanding to oral text such as stories/poems</td>
<td>Monday Teacher reads a story about winter introducing the learners to words. She also creates opportunities for learners to bring in their own experiences about winter.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3 AS I.1: Uses visual cues to make meaning by looking carefully at pictures and photographs to recognize common objects and experiences to makes sense of picture stories</td>
<td>Memory and comprehension questions: - Who was the main character? - What did you like best about the story?</td>
<td>METHOD Teacher TOOL: Observation sheet RECORDING: Informal FORMS: Oral Responses Practical demonstration</td>
<td>- Story books</td>
</tr>
<tr>
<td>LO 3 AS I.3: Uses visual cues to make meaning by looking carefully at pictures and photographs to recognize common objects and experiences: uses illustrations to understand simple captions in story books</td>
<td>Tuesday Story about an <strong>Umbrella</strong> Memory and comprehension questions: - What is a surprise? - What happened first? What happened last? - What would you have done if you were .....?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 3.3: Makes meaning of written text: makes links to own experience when reading with the teacher, viewing television or pictures</td>
<td>Wednesday Story about <strong>Children who got lost in the Snow.</strong> A true story from the past about a little girl and her brother who went to look for their calves during a cold winter. It started to snow and the children could not find the way</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**INTEGRATION:**

SS(H) LO 1 AS I: Answers simple questions about stories from the past
LO 3 AS I Responds to stories about the past e. g. listen to a story about the past.

<table>
<thead>
<tr>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Children watch a video / listen to a tape</td>
</tr>
<tr>
<td>- Takalani Sesame</td>
</tr>
<tr>
<td>- Questions and discussion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story about ‘Children who got sick when people made a fire inside the house in Winter’</td>
</tr>
<tr>
<td>- Memory and comprehension questions:</td>
</tr>
<tr>
<td>- Who was the story about?</td>
</tr>
<tr>
<td>- Would you like to be.....? Why?</td>
</tr>
<tr>
<td>- What would have happened if ...</td>
</tr>
</tbody>
</table>

back home. They went to sleep and the girl gave her clothes to keep her little brother warm. When they found the children the next morning, the little brother was still alive and the girl saved her brother.

Memory and comprehension questions:
- Was this a happy story or sad story?
- Can you think of another idea to add to the story?
## During the Second Week of the Theme the Teacher Will Concentrate on Life Skills

<table>
<thead>
<tr>
<th>Weekly Lesson Planning Exemplar</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 2 : Week 10</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Theme: WINTER</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Life Skills</strong></td>
<td><strong>Life Orientation</strong></td>
<td>SAME AS FOR WEEK 9</td>
</tr>
<tr>
<td>Life Orientation</td>
<td><strong>Formal Assessment for the Week</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Activity 1</strong></td>
<td><strong>Activity 1 (FAT)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LO 1 AS 3</strong>: Demonstrates precautions against communicable diseases in the winter (e.g. colds, flu) (FAT 1 )</td>
<td>Learners discover and become familiar with adaptations of people in winter. Demonstrate right eating habits to build a good immune system – vitamins, etc. People go to the doctor to get injections against flu so that they do not become ill. Learners draw a picture of food that we eat that contain a lot of vitamins (e.g. oranges, guavas etc.) during Creative Arts and Language (FAT )</td>
<td></td>
</tr>
<tr>
<td><strong>Activity 2</strong></td>
<td><strong>Activity 2</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LO 2 AS 1 LO 3:AS 4</strong> Identify and re-adjust to class rules, routines, rights, responsibilities, (FAT )</td>
<td>Observe how the learner responds during toilet routine, snack time and tidying up the class. Identify how the learner reacts and re-adjust to class rules, routines, rights, responsibilities,(FAT ) <strong>During the course of the day</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Activity 3</strong></td>
<td><strong>Activity 3</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LO 3: AS 4</strong> Discuss and identify the rules, responsibilities and routines for the classroom during winter (e.g. close the door to keep in the heat)(FAT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Activity 4</strong></td>
<td><strong>Activity 4</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LO 4: AS 1</strong> Plays running, chasing and dodging games: Play with rules. FAT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**INTEGRATION**

**NS LO AS 1 to 3**
Plan, do and review by investigating, participating, thinking and talking about it. (FAT)

<table>
<thead>
<tr>
<th>Activity 3</th>
<th>Activity 4 (During Movement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss and identify the rules, responsibilities and routines for the classroom during winter (e.g. close the door to keep in the heat) Clean your feet before you enter the class. Learners are observed during the week. (FAT) <strong>During theme discussion</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Activity 4 (During Movement)</strong></td>
<td></td>
</tr>
<tr>
<td>- Plays running, chasing and dodging games: Play with rules.</td>
<td></td>
</tr>
<tr>
<td><strong>BARRIER</strong> Learners who have difficulty recognizing left and right can be given visual cues which are incorporated in the following game:</td>
<td></td>
</tr>
<tr>
<td>- Mirror what the partner is doing</td>
<td></td>
</tr>
<tr>
<td>- Chase the partner’s shadow. Start off one metre apart. Allow the learner being chased to run away by counting one, two, three.</td>
<td></td>
</tr>
<tr>
<td>When the shadow is caught, the learners switch roles.</td>
<td></td>
</tr>
<tr>
<td>- Stand in pairs, one behind each other.</td>
<td></td>
</tr>
<tr>
<td>The front person stands with feet apart and arms to the side. On the word “go” the back learner runs under the arms of and around the other, three times, then crawls through the legs to take the front position. They then change roles. (FAT)</td>
<td></td>
</tr>
</tbody>
</table>