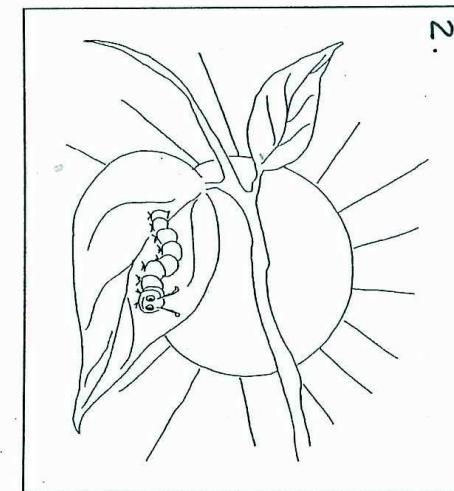
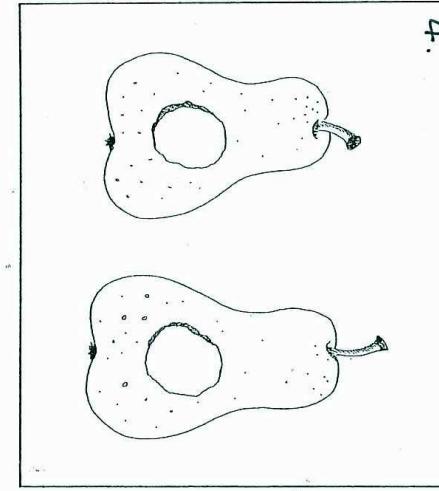
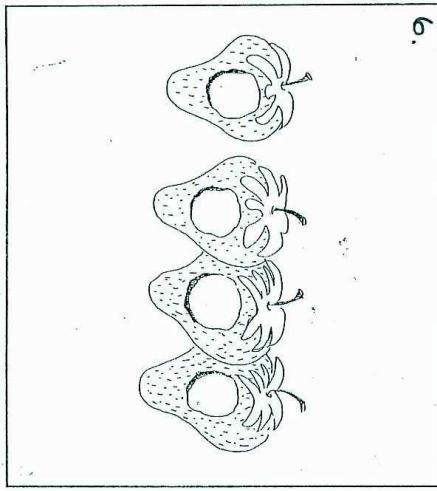
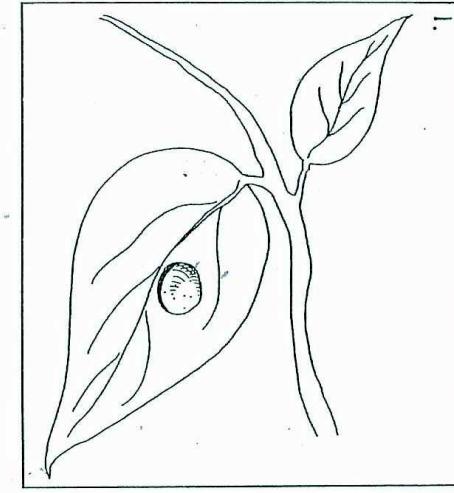
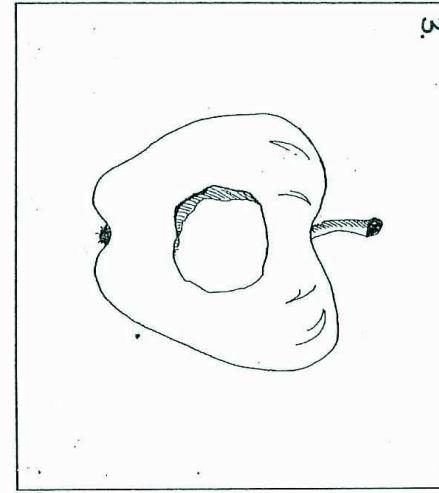
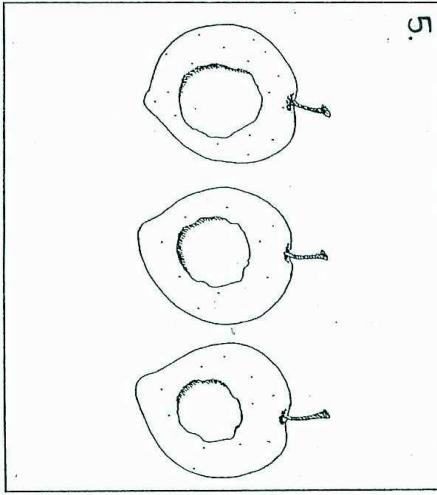
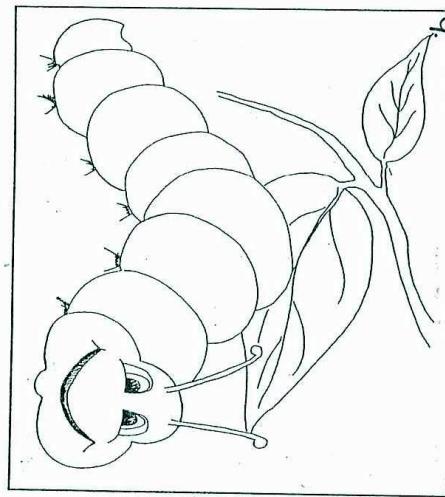
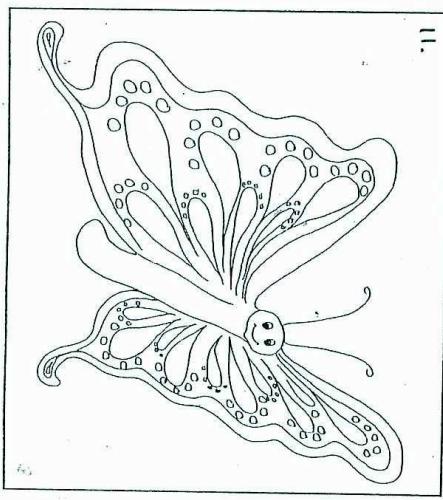
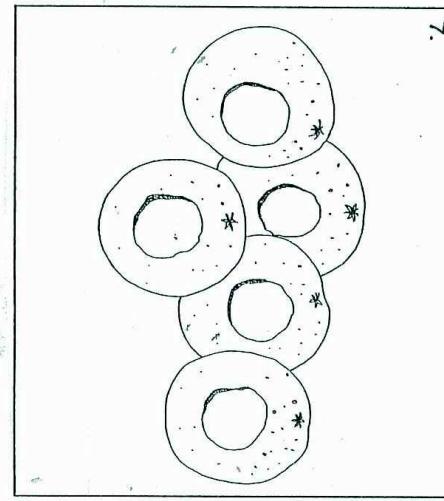
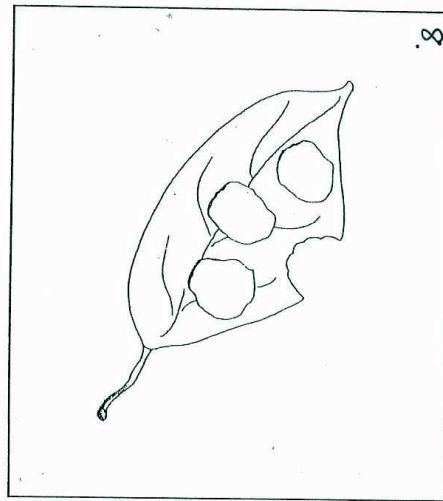
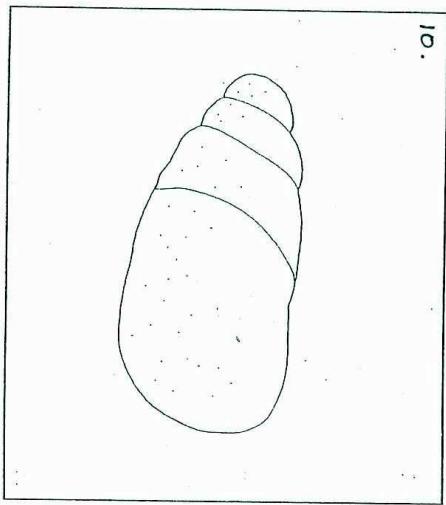


The Very Hungry Caterpillar

1. In the light of the moon a little egg lay on a leaf.
2. One Sunday morning, the warm sun came up and – POP!!
Out of the egg came a tiny and very hungry caterpillar.
He started to look for some food.
3. On Monday he ate through one apple, but he was still hungry.
4. On Tuesday, he ate through two pears, but he was still hungry.
5. On Wednesday, he ate through three plums, but he was still hungry.
6. On Thursday, he ate through four strawberries, but he was still hungry.
7. On Friday, he ate through five oranges, but he was still hungry.
8. On Saturday, when he woke up, he had a stomachache.
9. The next day was Sunday again. The caterpillar ate through one nice green leaf and after that he felt much better.
10. Now he wasn't hungry anymore – and he wasn't a little caterpillar anymore. He was a **big fat caterpillar**.
11. He built a small house, called a cocoon, around himself. He stayed in his cocoon for more than two weeks. Then he nibbled a hole in the cocoon, pushed his way out and
12. He found that he had turned into a beautiful, colourful butterfly.





The Silkworm

I saw a tiny silkworm
It had a funny name
My teacher called it larva
But it wriggled all the same.

One day it changed from hairy to smooth
From black to very white.
It's body was much larger too
And it did it overnight.

It changed just three more times
And always in between
It ate and ate and A TE
Mulberry leaves so green.

One day it stopped and started to spin
A shiny silken thread
Around and round in figure eight
It moved its little head.

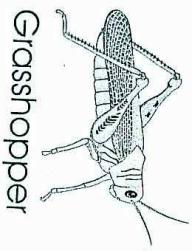
It made a cocoon snowy white,
It's neighbours made theirs yellow and bright,
And the inside where none could see,
A pupa formed my teacher told me.

One day it pushed from it's cocoon
How different it looked now.
It fluttered about on weak little wings –
A silkworm moth. But how?

It laid so many golden eggs
Near it's empty white cocoon.
I wondered when the larva would hatch,
Would it be very soon?

Eggs to larva to pupa to adult
Is a strange way
To change from being born
Into a grown up moth – I'd say

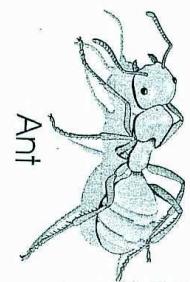
Match the insects and their homes.



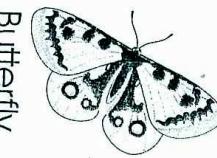
Grasshopper



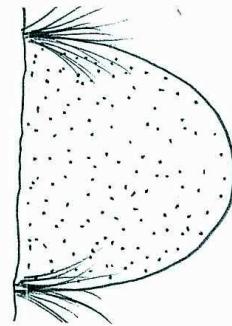
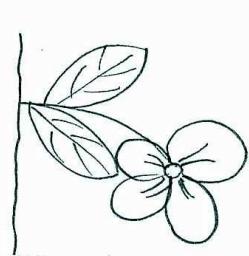
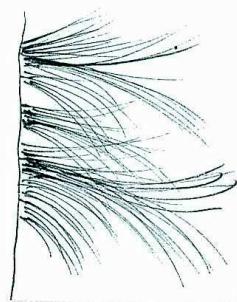
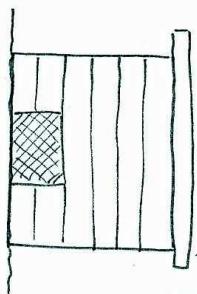
Bee



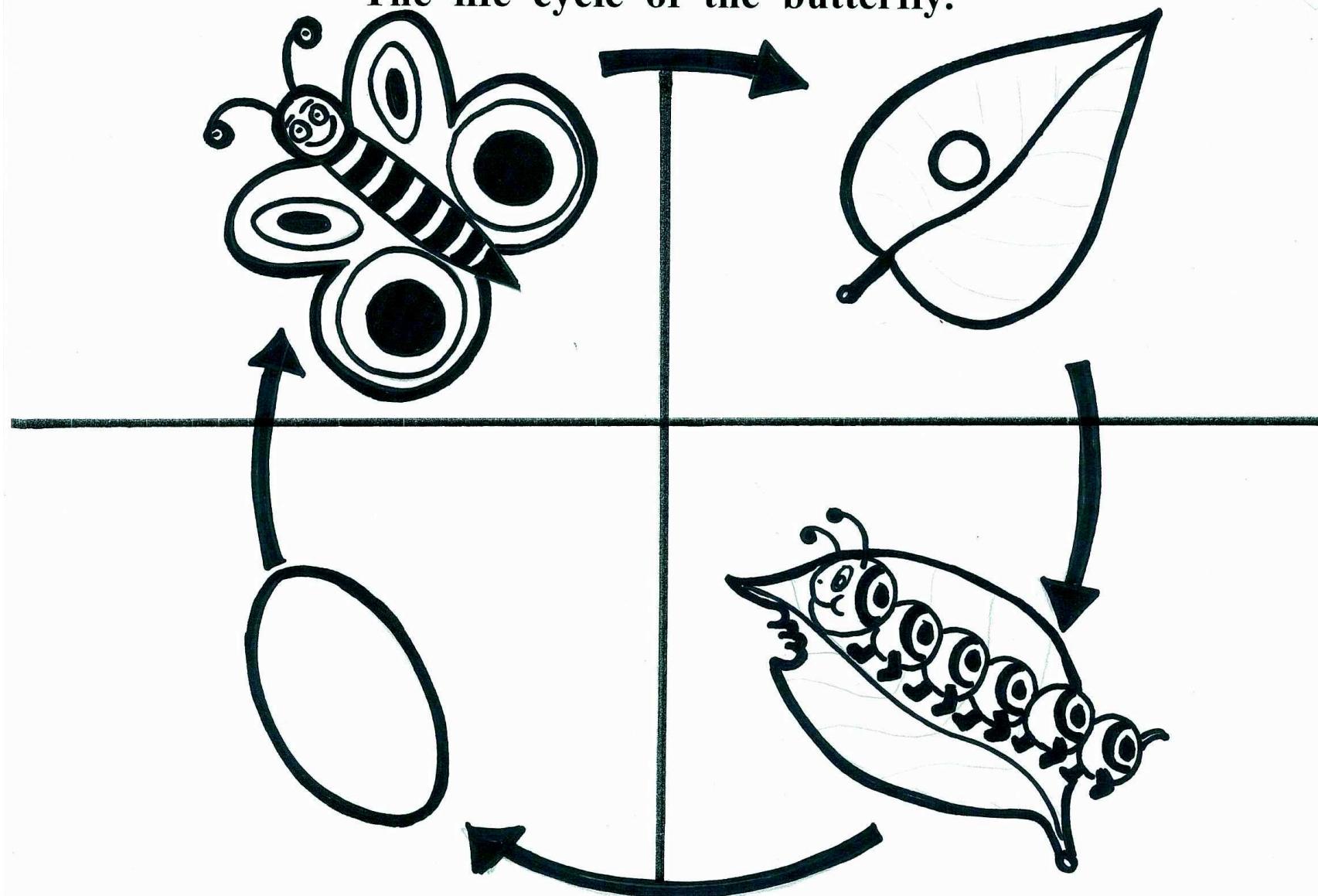
Ant



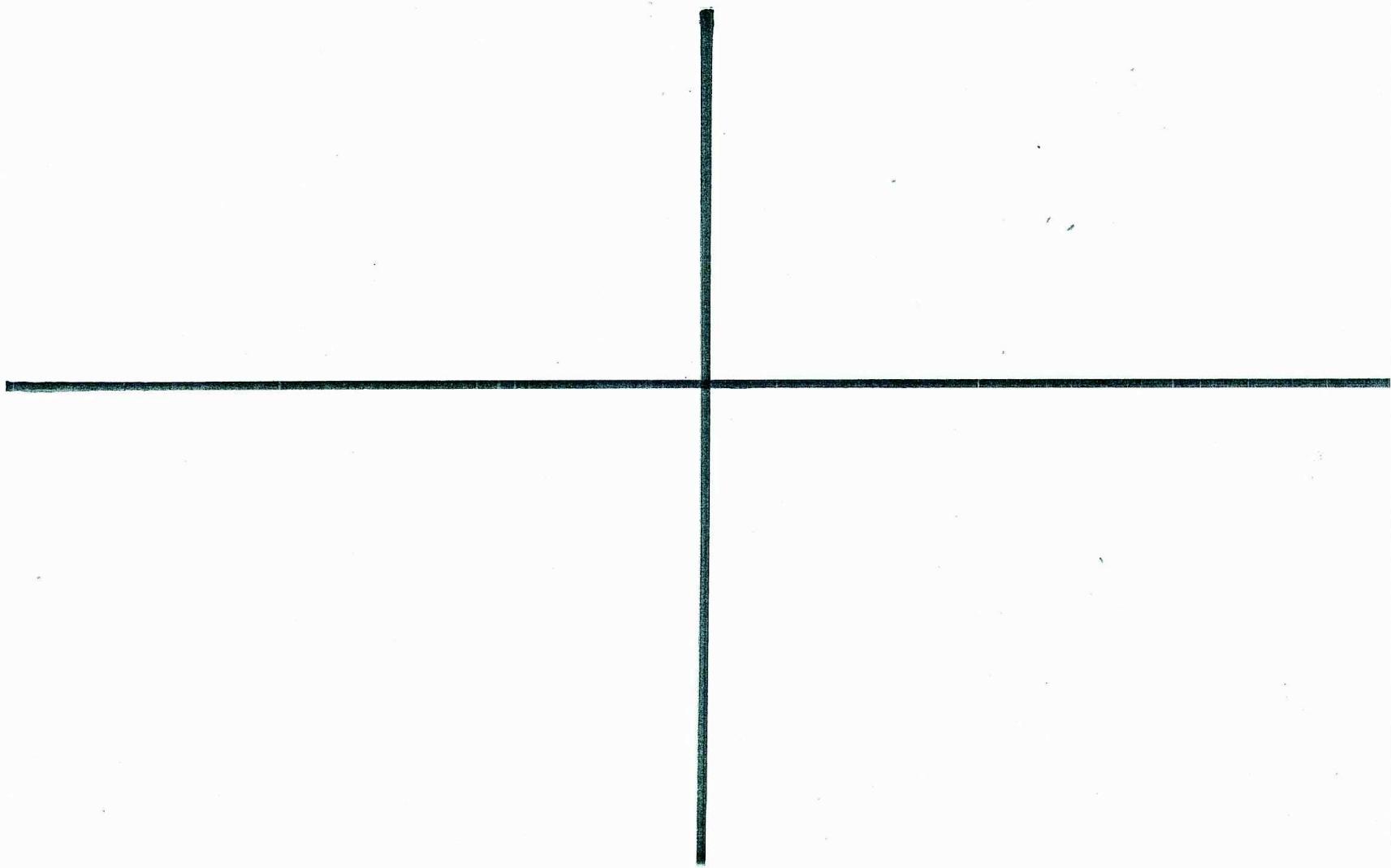
Butterfly



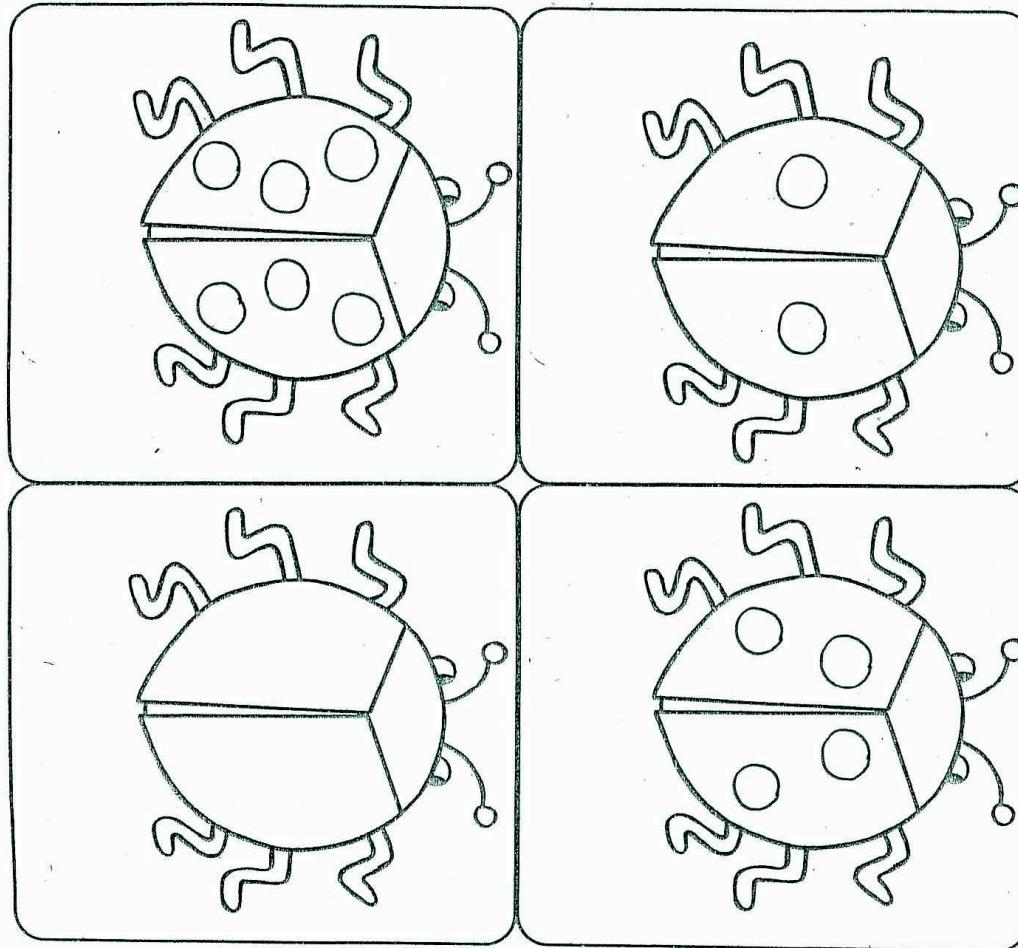
The life cycle of the butterfly.



The life cycle of the butterfly.



Colour and count the spots on the ladybugs.
Draw 8 spots on the last ladybug.
Which ladybug has the least spots? Which ladybug
has the most spots?



TERM 4 WORK SCHEDULE

Week: 2

Date: _____

Theme : Reptiles and Dinosaurs

| | LITERACY FAT 1 | | NUMERACY | | LIFE SKILLS | |
|---|---|--|--|--|--|--|
| Focus Learning Outcomes & Assessment Standards | LO 1: Listening AS 1, AS 2, AS 3.1, AS 3.3, AS 4.1, AS 4.2 | LO 2: Speaking AS 1, AS 2, AS 3, AS 4, AS 5, AS 6, AS 7, | LO 1: Number Operations AS 1, AS 2, AS 4, AS 6 ,AS 7.1, AS 8 | LO 2: Patterns AS 2 | LO 1:Health Promotion AS 1, AS 2, AS 4, AS 5 | LO 2: Social Development AS 3 |
| | LO 3: Reading AS 1, AS 1.2, AS 2, AS 3.1, AS 3.3, AS 4.2, AS 4.3 | LO 4: Writing AS 1 , AS 4, AS 12 | LO 3: Space & Shape AS 1 ,AS 6 | LO 4: Measurement AS 2,AS 3 , AS 4 | LO 3: Personal Develop. AS 1, AS 2 | LO 4: Phys Dev. & Mov. AS 1, AS 2, AS 3, AS 4, |
| | LO 5: Thinking & Reasoning AS 2, AS 3, AS 3.4 | LO6:Language Structure AS 4 | LO 5: Data Handling AS 2 | | | |
| Time | 9 hours 10 minutes | | 7 hours 30 minutes | | 5 hours 50 minutes | |
| Integration | Social Science (H) : LO 1 AS 1 ,LO 2 AS 1, LO 2 AS 2 Natural Science: LO 1 AS 2.1, AS 2.2 Arts and Culture : Visual Arts : LO 1 AS 3, LO1 AS 4 Visual Arts : LO 3 AS 4, Visual Arts: LO 4 AS 4 Dance: Lon 1 AS 2LO 3 AS 1 Music: LO 4 AS 3 Drama LO1 AS 2, LO 3 AS 2 , LO 4 AS 1, LO 4 AS 2, LO 4 AS 3 | | | | | |

| | | | |
|--|--|--|--|
| Continuous assessment | METHOD : Teacher TOOL : Observation sheet Rubric Checklist RECORDING : FORMAL FAT 1 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 |
| Who assesses? | RESOURCES: (REQUIRED EVERY WEEK) : Discovery table items Stories, Rhymes, Songs , Calendar, Name Chart, Birthday Chart, Weather, Theme posters, Number Charts , Abacus, Counters, pegboards, colour charts, Books , Puzzles, Games, Blocks, Construction toys, Manipulative toys Creative materials and tools, Paint, Brushes, Crayons , Scissors , Glue , Paper Anti- waste material , CD player and music instruments , Fantasy area: Set up as a home corner unless otherwise specified. Outdoor play apparatus Jungle Gym, Sandpit, Balance beam, Hoops, Tyres, balls Water play equipment, Sand play equipment | | |
| How? | | | |
| What? | | | |
| SPECIAL RESOURCES FOR THE WEEK | | | |
| | Theme posters on Reptiles and dinosaurs - Theme table resources - Theme equipment - Hoops - Ropes - Beanbags - Kick Planks - Balance beam | | |
| Barriers to Learning : SEE TERM 2 | | | |

| <p style="text-align: center;">Weekly Lesson Planning Exemplar</p> <p style="text-align: center;">Term 4: Week 2</p> <p style="text-align: center;">Theme: Reptiles and Dinosaurs</p> | | | |
|---|---|---|--|
| Learning Outcomes and Assessment Standards | Health check and Morning Circle (Ring) | Assessment | Resources |
| <p>LITERACY :</p> <p>Language HL</p> <p>LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately</p> <p>LO 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak.</p> <p>LO 2 AS 1: Talks about family and friends</p> <p>LO 2 AS 2: Expresses own feelings and the feelings of real or imaginary people</p> <p>LO 2 AS 3: Sings and recites simple songs and rhymes</p> <p>LO 2 AS 7: Recounts own personal experiences</p> <p>LO 3 AS 1: Uses visual cues to make meaning. Looks carefully at pictures and photographs to recognize common objects and experiences</p> <ul style="list-style-type: none"> - identifies a picture or figure from the background - matches pictures and words <p>NUMERACY:</p> <p>Mathematics</p> <p>LO 1 AS 1: Counts to at least 10 everyday objects</p> <p>LO 1 AS 2: Says and uses number names in familiar contexts</p> <p>LO 4 AS 2: Orders recurring events in own daily life</p> <p>LO 4 AS 3: Sequences events within one day</p> <p>LIFE SKILLS:</p> <p>Life Orientation</p> <p>LO 2 AS 3: Knows members of own family, peers and caregivers.</p> <p>LO 3 AS 1: Says own name and address.</p> | <p>Monday to Friday</p> <p>1. Health Check.</p> <p>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.</p> <p>2. Greetings and news</p> <ul style="list-style-type: none"> - Welcoming : Greet the teacher and friends - News : Learners tell about news in their lives - News: News - country & 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: Whose birthday is it today? (Learners sing "Happy Birthday To You") - Religion : Moral story and songs - <p>4. Days of the week</p> <ul style="list-style-type: none"> - 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? <p>4. Months of the year</p> <ul style="list-style-type: none"> - Which month of the year is it? - January to December (song) <p>5. Date</p> <ul style="list-style-type: none"> - Yesterday's date? Today's date? Tomorrow's date? | <p>METHOD : Teacher</p> <p>TOOL : Observation sheet Checklist</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p> | <ul style="list-style-type: none"> - Name cards (Months) - Name cards (Days) - Weather chart - Birthday chart - Date Chart - Number chart |

| | | | |
|---|---|--|--|
| <p>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</p> | <p>6. Weather</p> <ul style="list-style-type: none"> - 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 to the radio or ask their parents. | | |
|---|---|--|--|

| Weekly Lesson Planning Exemplar Term 4 : Week 2 Theme: Reptiles and Dinosaurs | | | |
|---|--|---|--|
| | | | |
| Learning Outcomes and Assessment Standards | Morning Circle - Theme Discussion | Assessment | Resources |
| 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 LIFE SKILLS Life Orientation Natural Sciences LO 1 AS 2.1: Follows simple instructions with assistance INTEGRATION History: LO 1 AS 1: Answers simple questions about stories in the past LO 1 AS 2: Retells stories of the past and draws pictures(illustrate) LO 3 AS 1: Responds to stories of the past | <p>Monday: The teacher and learners discuss how reptiles look like and which animals are reptiles.</p> <p>Who knows what these animals are called? Teacher shows pictures of snakes, crocodiles, lizards, chameleons, tortoises, turtles and dinosaurs. How does their skin look like? Do they have hair, feathers or scales? Do they have legs and paws? Which reptile does not have legs or paws? Can you see if they have tails? Are their tails long or short? Do you see the snake's ears? Can you see his eyes and nose? Explain to the learners that Reptiles are cold blooded Animals and that they need to warm their bodies in the sun before they can move around. Tell them that reptiles lay eggs and that the young looks like the mommy and daddy when they hatch. Describe to them that reptiles grow fast and that their skin gets too small for their bodies. The skin breaks open and they crawl out of it and underneath is a whole new skin which is big enough.</p> <p>Tuesday: Where do reptiles live?</p> <ul style="list-style-type: none"> - Where would we go looking for a dinosaur? - Do you know why we can't find real dinosaurs on earth? (The teacher explains that dinosaurs are extinct and why.) - Where will we find snakes, lizards, chameleons, tortoises and crocodiles? - Why do reptiles like hot warm places? - Which reptiles live near water and in water? | <p>METHOD : Teacher</p> <p>TOOL : Observation sheet Checklist</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses - Practical demonstration</p> | - Theme posters on Reptiles, dinosaurs - Theme table resources - Theme equipment |

| | | | |
|--|---|--|--|
| | <p>Wednesday: What do reptiles eat?</p> <ul style="list-style-type: none"> - Dinosaurs- some ate grass and plants and others ate meat. Where did they find their meat? - What do snakes eat? - How do they catch their food? - What do lizards and chameleons eat? How do they catch the insects? - What do crocodiles eat? What clever way do they catch the animals they eat? - What do turtles and tortoise eat? Where will they find the plants and grass they eat? | | |
| | <p>Thursday: How do their babies look like?</p> <ul style="list-style-type: none"> - Explain to the learner that all reptiles lay eggs - The mommy makes a hole in a warm sandy place and lay many eggs. She covers it with sand and leaves to protect the eggs while they hatch. The sun bakes down on the soil and heats it up, this helps to hatch the eggs. - The mommy does not sit on the eggs like a chicken. - After they lay their eggs, they walk away and the little lizards or snakes find their own way out of the sand nest and even start to look after themselves. | | |
| | <p>Friday: Who are their enemies?</p> <ul style="list-style-type: none"> - We are scared of snakes, but snakes are also scared of some birds who catches them like owls and hawks. - People kill snakes, because we don't know if they are poisonous or not. - Fires kill small lizards and chameleons and tortoises are too slowly to run away. - Crocodiles and alligators are killed for their skin, People use their skin to make shoes and fancy handbags. - Who can tell us why dinosaurs all died? | | |

| Weekly Lesson Planning Exemplar Term 4 : Week 2 Theme: Reptiles and Dinosaurs | | | |
|---|---|---|---|
| Learning Outcomes and Assessment Standards | Maths Routine (Daily Monday to Friday) | Assessment | Resources |
| <p>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 3 AS 7: Uses known letters and numerals to represent written language especially from own name and age LO 4 AS 12: Manipulates writing tools like crayons and pencils</p> <p>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 to at least 10 LO 1 AS 8: Explains own solutions to problems LO 3 AS 1: Recognise ,identify and name 3-D objects</p> | <p>1. Counting: (Monday to Friday) - Counting every day objects 1, 2, 3, 4..... 2. Shapes and colours - Flash shape cards - Flash colour cards 3. Before , after and between - Which number comes before 5? Which number comes after 7? Which number is between 5 and 7? Are 6 more or less than 7? 4. Number of the week : 8 - Number of the week's name; eight - How much is 8? Show 8 fingers(Show 8 on abacus) - Let a few learners collect 8 objects (counters) - Write 8 in the "air" with your finger - Write a number 8 (on your board / paper /sand trays) - Draw 8 circles (on your board / paper) - Where else in the class can you see a number 8?</p> <p style="text-align: center;">SEE THAT LEARNERS HAVE THE CORRECT PENCIL GRIP AND NUMBERS ARE FORMED IN THE CORRECT WAY</p> <p>5. Problem solving Learners solve verbally stated addition and subtraction problems with single digit numbers and solutions to at least 8. Learners use concrete apparatus to pack out the solution to the problem</p> | <p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p> | <ul style="list-style-type: none"> - Number poster - Abacus - Blocks - Chalkboards + chalk - Number wall chart - Number cards |

| Weekly Lesson Planning Exemplar | | | |
|--|---|---|--|
| Term 4 : Week 2 | | | |
| Theme: Reptiles and Dinosaurs | | | |
| Learning Outcomes and Assessment Standards | Learning Activities Maths (Numeracy) In Small Groups Monday to Friday | Assessment | Resources |
| LITERACY Language HL: LO 1 AS 1: Listen attentively to questions instructions and announcements LO 2 AS 5: Asks questions and respond LO 5 AS 2: Uses language to classify things (e.g safe and dangerous) | <p>1. Counting: (Monday to Friday) Each learner receives a bag with a different amount of "eggs" (use beads). They count it and decide who have the most, the least and the same amount. Only up to 8 beads in a bag. Provide the learners with number cards and the number words (1-8). They have to match it to their number of "eggs".</p> <p>2. Patterns: Give each learner a pattern chart. They must be different for each learner. They get laces and different kinds of beads and string their pattern according to their chart.</p> <p>3. Shapes: This group plays education games which include shape recognition especially boxes and balls, such as "Geominos".</p> <p>4. Measurement: Learners use play dough and make 8 snakes, but they must all be of different length. Sort your snakes from short to tall.</p> <p>5. Measurement: Learners receive a set of 5 cards depicting their everyday activities. They have to sort it from what happens first to last in the day.</p> | METHOD : Teacher TOOL : Observation sheet Rubric RECORDING : Informal FORMS : Oral Responses Practical demonstration | - Pictures - Patterns charts, laces and beads - Geominos - Play dough - Sequence cards |
| NUMERACY Mathematics LO 1 AS 2: Say number names in familiar context LO 1 AS 4 Orders and compares collection of objects using the words "more, ", "less" and "equal". 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 3 AS 6: Follows direction LO 4 AS 4.3:Length LO 5 AS 2: Learners sort physical objects according to one attribute | | | |
| LIFE SKILLS Life Orientation LO 1 AS 4: Explains safety at home and at school | | | |

| <p style="text-align: center;">Weekly Lesson Planning Exemplar</p> <p style="text-align: center;">Term 4 : Week 2</p> <p style="text-align: center;">Theme: Reptiles and Dinosaurs</p> | | | |
|--|--|---|---|
| Learning Outcomes and Assessment Standards | Creative Activities | Assessment | Resources |
| LITERACY Language LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately 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. FAT 1 LO 2 AS 5: Ask Questions and respond LO 4 AS 1 Creates and uses drawings to convey a message, and as a starting point for writing. FAT 1 LO 4 AS 4 : “Writes” and asks others to give the meaning of what has been written. FAT 1 LO 6 AS 4: Works with texts – talks about texts using terms like “beginning”, “middle” and “end”. FAT 1 LIFE SKILLS Life Orientation LO 1 AS 4: Explains safety in the home and school 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 | <p>Monday to Thursday : Rotate</p> <p>Activity 1: Drawing. FAT 1 (Lit.) After listening to a story, rhyme or song, the learners get a paper that is divided into 3 parts. They draw the beginning, middle and end of the rhyme, story or song. Use kokipens. Suggested Rhyme: Tiny Tim the Turtle I had a little turtle, his name was Tiny Tim. I put him in the bathtub, to see if he could swim. He drank up all the water, he ate up all the soap, And now he's sick in bed with a bubble in his throat.</p> <p>Activity 2: Play Dough or salt dough. Learners make snakes. What kind of patterns can you make on your snake? Give them seeds, bottle tops, etc. to use. Let the snakes dry out and become hardened.</p> <p>Activity 3: Printing Lizard printing. Cut out a few lizard templates from bubble wrap. Learners use small paint rollers or paint brushes to cover the bubble wrap side. They turn it over and print the lizard. Also provide them with sponges cut into different shapes, they use it to print grass, clouds, sun ect.</p> | <p>METHOD : Teacher</p> <p>TOOL : Rubric</p> <p>RECORDING : Formal FAT 1</p> <p>FORMS : Oral Responses Practical demonstration</p> | Story, rhyme or song about reptiles - Kokipens - Paper - Play dough or salt dough - Play dough equipment - Seeds, bottle tops - Bubble wrap lizards - Paint - Paint rollers - Thick pastels - Colour wash dye |

| | | | |
|---|--|--|--|
| <p>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.</p> | <p>Activity 4 : Drawing: A Dinosaur is chasing me! FAT 1 The learners use thick oil pastels and draw a picture of a dinosaur chasing them. They colour wash over their picture with dye. (Use these pictures for your FAT 1 – LO 4 AS 1.4 during small group time)</p> <p>Friday: Individual choice</p> | | |
|---|--|--|--|

| Weekly Lesson Planning Exemplar | | | |
|--|---|--|---|
| Term 4 : Week 2 | | | |
| Theme: Reptile and dinosaurs | | | |
| Learning Outcomes and Assessment Standards | Music, Drama, Dance & Movement | Assessment | Resources |
| <p>LITERACY Language HL LO 1 AS 1: Listens attentively to instructions and respond appropriately. Responds to movement instructions that cover space 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. FAT 1</p> <p>LIFESKILLS: Life Orientation LO 1 AS 4: Explains FIRE in the home and school LO 3 AS 2 :Describe what own body can do LO 4 AS 1: Plays running, chasing and dodging games using space safely LO 4: AS 3: Performs expressive movements using different parts of the body LO 4: AS 2: Explores different ways to locomote, rotate, elevate and balance</p> <p>INTEGRATION A/C LO 3 Dance AS 1 : Responds to movement instructions that cover space A/C LO 4 Dance AS 1 :Expresses ideas and stories creatively through movement activities A/C LO 4 Music AS 3 : Listens and moves creatively to stories, songs and sound A /C LO 1 Drama AS 2: Participates in make-believe situations based on imagination, fantasy and life experiences</p> | <p>Monday: Movement</p> <ul style="list-style-type: none"> - Slither like a snake - Crawl like a lizard. Does he move fast or slow? - Pounce like a crocodile catching a buck. - Walks like a tortoise. Does he move fast or slow? What does he do when he gets a fright? - Run like a dinosaur catching something to eat. - Walk like a chameleon, step, stop, look, step, stop look. - Sleep like a snake, all curled up. <p>Tuesday: Drama (FAT 1)</p> <ul style="list-style-type: none"> - Learners dramatise a story, rhyme or song - Suggested stories: "Crafty Chameleon" by Bruce Hobson or "The tale of the Hare and tortoise's race" - Suggested Rhyme: Alligator on a log: There once was as Alligator sitting on a log, Down in the pool he saw a little frog. In jumped the Alligator and around went the log, Splash went the water and away swam the frog. - Suggested Song: I'm a mean old Dinosaur (Tune: I'm a little Tea Pot) I'm a mean old Dinosaur (Make mean face, the kids make the cutest mean faces) Big and tall (Gesture hands big and tall) Here is my tail, here is my claw. (Gesture hands behind your back for tail and make | <p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : FAT 1</p> <p>FORMS : Oral Responses Practical demonstration</p> | <ul style="list-style-type: none"> - CD / tape player - Song/rhyme posters - Musical Instruments - Hoops - Balancing beam - Beanbags and kick planks - Ropes |

A/C LO 3 Drama AS 2 :Participates in drama games – takes turns, waits for signals, responds to cues, and shares space

claw hands)
When I get all hungry
(Rub your tummy)
I just growl
(Have the kids exaggerate the grrooowwwlll)
Look out kids I'm on the prowl.
(Here I tickle each one on the tummy and the all giggle)

Wednesday: Music

Song : I'm a mean old Dinosaur
: Five little monkeys swinging in a tree.
The learners can do the action while singing the song.

Thursday: Dance

Follow the leader:

- Divide the class into four groups. Each group forms a circle with one learner in the middle who is the leader. The teacher plays a CD with rhythmical music and the learners must follow the leader. When the music stops, the leader choose the one who followed him the best to be the next leader.

Friday: Movement

- Divide the class into four groups. They rotate until all learners did all the activities.
- 1. Hoops: These hoops are yours stepping stones through a deep river. Inside the river lives a dangerous crocodile, which will bite your toes if you step in the water!
- 2. Balancing beam: You are a long snake trying to get to the other side of the river without getting wet. Pull yourself over the bridge and don't fall in!
- 3. Beanbags and kick planks: These beanbags are precious dinosaur's eggs. You must not let them fall, try and catch them every time.
- 4. Ropes: You are a chameleon walking very slowly on a thin branch. Stop and look for an insect to eat.
- Conclusion: Whole class:
Make yourself as big as a dinosaur. Who can be as small as a tiny turtle sleeping?

| <p style="text-align: center;">Weekly Lesson Planning Exemplar</p> <p style="text-align: center;">Term 4 : Week 2</p> <p style="text-align: center;">Theme: Reptils and dinosaurs</p> | | | |
|--|--|--|--|
| Learning Outcomes and Assessment Standards | Outdoor Play | Assessment | Resources |
| <p>LIFE SKILLS : LO 4 AS 4: Participates in free play activities</p> <p>INTEGRATION: Arts and Culture: Drama L.O.1.1: uses voice and movement spontaneously when playing creative drama games.</p> <p>1.2 ..participates in make-believe situations, based on imagination, fantasy and life-experiences.</p> <p>2.1 .. thinks about and shows how people ... move. ...uses concrete objects to represent other objects in dramatic play.</p> <p>3.1 participates in drama games – takes turns, waits for signals, responds to cues and shares space.</p> <p>3.2 begins to develop empathy by assuming a variety of familiar roles.</p> <p>4.1...conveys feelings thro' facial expression and gesture</p> <p>4.2 ..creates sound-effects.</p> <p>4.3..performs expressive movements, using different parts of the body.</p> | <p>Monday:</p> <ul style="list-style-type: none"> - Sand play – give them large dinosaurs figures to play with. - Water play - Outside apparatus & Free play Build obstacle course with tyres, upside down Chairs and benches. <p>Tuesday:</p> <ul style="list-style-type: none"> - Sand play: Learners can make a "river" and pour water in it. Give them toy crocodiles and animals to play with. - Water play - Outside apparatus & Free play: Build a hiding place from Dinosaurs with tyres and boxes. Learners takes turns to put on dinosaur masks to catch their friends. They try to get to the hiding place without being caught. <p>Wednesday:</p> <ul style="list-style-type: none"> - Sand play - Water play: - Outside apparatus & Free play: Put out the insect boxes and let the learners look around the school garden for all kind of insects that a lizard or chameleon would catch and eat. Please see that they let the insects free after free play. | <p>METHOD : Teacher</p> <p>TOOL : Observation sheet Checklist</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses <ul style="list-style-type: none"> - Practical demonstration </p> | <p>Sand Equipment</p> <p>Water equipment & aprons</p> <p>Outside apparatus</p> <p>Insect boxes</p> <p>Coloured balls</p> <p>Hint cards</p> |

| | | |
|--|--|--|
| | <p>Thursday:</p> <ul style="list-style-type: none"> - Sand play - Water play - Outside apparatus & Free play: Put out walking stilts. The learners walk on these, pretending to be as big as dinosaurs. | |
| | <p>Friday:</p> <ul style="list-style-type: none"> - Sand play - Water play - Outside apparatus & Free play: Game: Hide a few coloured balls in the garden and around the playground. Divide your class into four groups. Give each group a hint card as to where the missing "eggs" are and what colour "eggs" they must find. They aren't allowed to take another group's "egg". The group that found their "eggs" first is the winner. | |

| Weekly Lesson Planning Exemplar | | | |
|---|--|---|---|
| Term 4 : Week 2 | | | |
| Theme: Reptiles and Dinosaurs | | | |
| Learning Outcomes and Assessment Standards | Learning Activity Educational play | Assessment | Resources |
| LITERACY LO 3 AS 1.2 Identify a picture or figure from the background. FAT 1 L.O.5.AS 2 ..matches things that go together | Monday to Friday Rotate Groups Group 1: Block area, with plastic animals and dinosaurs. Group 2: Book area Group 3: Tortoise puzzle game. Six learners play this game. They throw a dice and build a tortoise puzzle according to the numbers on the dice. The learner who finishes his tortoise first is the winner. Group 4: Fix Up absurdities educational game from Smile. Six learners play this game. Each one receives a board with nine blocks. There are nine wrong things on their board. In the middle of the table the teacher packs out the playing cards, face down. The learners make turns to turn a card. If it corrects a wrong picture on their board the learner takes the card a place it on the correct place on his board. If not, he puts the card back face down. The learner, who covers all the wrong pictures with the right ones, wins." | METHOD : Teacher with Group 4 TOOL : Cards Class List RECORDING FAT1 Demonstration, Guidance for Explanation for learners OBSERVATION of Learners' behaviour. | Blocks and animals Books about reptiles and dinosaurs. Tortoise Puzzle and dice. Fix it Game. |

| Weekly Lesson Planning Exemplar | | | |
|---|---|---|---|
| Term 4 : Week 2 | | | |
| Theme: Reptiles and Dinosaurs | | | |
| Learning Outcomes and Assessment Standards | Literacy (Language) In Small Groups Monday to Friday | Assessment | Resources |
| <p>LITERACY Language HL</p> <p>LO 1 AS 3.1 : Acts out parts of the basic song, story or rhyme. FAT 1</p> <p>LO 3 AS 1: Use visual cues to make meaning e.g. makes sense of stories through pictures. FAT 1</p> <p>LO 3 AS 1.2 Identify a picture or figure from the background. FAT 1</p> <p>LO 4 AS 4 “Writes” and asks others to give the meaning of what has been written. FAT 1</p> | <ul style="list-style-type: none"> -Read the Story book “The unhappy dragon” . (Substitute this book for any other book about Reptiles) - Pupils answer various questions about the story. - Discuss each picture and make the learners aware of the detail in the pictures. Ask questions about each picture. - Give each learner a small picture of a small object or ornament or animal in the story. They must match their picture to the correct picture in the book. - Pupils can act out a part of the story. - Use the pictures the learners drew “A Dinosaur is chasing me...” and let the group discuss what happened in their pictures. - Teach the phonic sound of the week. - Pattern of the week - Vocabulary words of the week: | <p>METHOD : Teacher</p> <p>TOOL : Checklist Rubric</p> <p>RECORDING : Formal FAT 1</p> <p>FORMS : Oral Responses Practical demonstration</p> | <ul style="list-style-type: none"> - Songs, Rhyme - Flash cards |

| Weekly Lesson Planning Exemplar | | | |
|---|---|---|---------------|
| Term 4 : Week 2 | | | |
| Theme: Reptiles and Dinosaurs | | | |
| Learning Outcomes and Assessment Standards | Story (Reading) | Assessment | Resources |
| <p>LITERACY Language HL LO 1 AS 3: Listen with enjoyment and understanding to oral text such as stories/poems LO 3 AS 2: Role-plays reading: holds a book the right way up, turns pages appropriately, looks at words and pictures and understands the relationship between them, and uses pictures to construct idea 'Reads' picture books with simple captions or sentence 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. FAT 1 LO 6 AS 4: Works with texts – talks about texts using terms like "beginning", "middle" and "end". FAT 1</p> | <p>Monday: Read the story of "Crocus" written by Roger Duvoisin. It's a story about a crocodile who had toothache.</p> <ul style="list-style-type: none"> - Memory and comprehension questions: <ul style="list-style-type: none"> - Do you think reptiles in the wild get toothache? - What happens with sick Reptiles? - What did you like best about the story? <p>Tuesday: Read the story of " Python's Party" by Brain Wildsmith. It's about a python who invited animals to his party, but he also was very hungry... <ul style="list-style-type: none"> - What happened first? - What happened middle? - What happened last? - What would you have done if you were?: </p> <p>Wednesday: Read the story of "Crafty Chameleon" by Bruce Hobson and Adrienne Kennaway. It's a story about a very clever chameleon, proving that he is stronger than the crocodile.</p> <ul style="list-style-type: none"> - Learners dramatize a part of the story that was told by the teacher. <p>Thursday:</p> <ul style="list-style-type: none"> - Learner tells their own stories about a Reptile (snake stories and dinosaur stories are very popular among the little ones.) - Ask a snake pet owner to come and show their snake and give the learners the chance to feel the snake. <p>SUBSTITUTE ANY OF THE ABOVE STORIES FOR YOUR OWN STORIES</p> | <p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : FAT 1</p> <p>FORMS : Oral Responses Practical demonstration</p> | - Story books |

| | | | |
|--|--|--|--|
| | <p>Friday:</p> <ul style="list-style-type: none">- Teacher tells the Fable of Aesop's, "The hare and the tortoise."- And ask memory and comprehension questions:<ul style="list-style-type: none">- Who was the story about?- Would you like to be.....? Why?- What did you learn from this story? | | |
|--|--|--|--|

TERM 4**WORK SCHEDULE**

Week: 3 and 4

Date: _____

Theme : THE SEA

| | LITERACY FAT 2 Week | | NUMERACY FAT 2 Week 4 | | LIFE SKILLS | |
|---|---|--|---|---|--|--|
| Focus Learning Outcomes & Assessment Standards | LO 1: Listening AS 1 AS 2 AS 3.1 AS 3.2 AS 3.3 AS 3.4 AS 3.5 AS 4.1 AS 4.3 | LO 2: Speaking AS 1 AS 2 AS 3 AS 4 AS 5 AS 6 AS 7 | LO 1: Number Operations AS 1 AS 2 AS 3 , AS 6 , AS 7.1 , AS 7.2 AS 8 | LO 2: Patterns AS 1, AS 2 | LO 1:Health Promotion AS 1 | LO 2: Social Dev AS 3 |
| | LO 3: Reading AS 1, AS 1.5, AS 1.7 AS 3.2, AS 3.3 | LO 4: Writing AS 1.1 AS 1.2 AS 1.9 AS 1.12 | LO 3: Space & Shape AS 1 AS 2 | LO 4: Measurement AS 2 AS 3 AS 4 | LO 3: Personal Development AS 1 AS 4 | LO 4: Phys Dev. & Movement AS 1, AS 2 , AS 3 AS 4 |
| | LO 5: Thinking & Reasoning AS 2 AS 2.2 AS 3 | LO6: Language Structure AS 1.2 | LO 5: Data Handling AS 2 | | | |
| 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 2.2 Arts and Culture : Visual Arts : LO 1 AS 3, LO1 AS 4 Visual Arts : LO 3 AS 4 Visual Arts: LO 4 AS 4 Dance Music : LO 4 AS 3 Drama: LO 1 AS 2, LO 3 AS 1 | | | Social Science (G) : LO 2 AS 1 | | |

| | | | |
|---|--|---|---|
| Continuous assessment | METHOD : Teacher TOOL : Observation sheet Rubric Checklist How? RECORDING : FORMAL FAT 2 What? FORMS : Oral Responses Practical demonstration | 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 |
| RESOURCES: (REQUIRED EVERY WEEK) : Discovery table items Stories, Rhymes, Songs , Calendar, Name Chart, Birthday Chart, Weather Chart, 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 Sea shells Pirate clothes, pirate flag, wooden sword Large empty cardboard box Large sheets of white paper SEE ingredients for Creative Area |
| Barriers to Learning : SEE PAGE 5 and 6 | | | |

| <p style="text-align: center;">Weekly Lesson Planning Exemplar</p> <p style="text-align: center;">Term 4 : Week 4</p> <p style="text-align: center;">Theme: THE SEA</p> | | | |
|--|---|---|--|
| | | | |
| Learning Outcomes and Assessment Standards | Health check and Morning Circle (Ring) | Assessment | Resources |
| <p>LITERACY : Language HL</p> <p>LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately</p> <p>LO 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak.</p> <p>LO 2 AS 1: Talks about family and friends</p> <p>LO 2 AS 2: Expresses own feelings and the feelings of real or imaginary people</p> <p>LO 2 AS 3: Sings and recites simple songs and rhymes</p> <p>LO 2 AS 7: Recounts own personal experiences</p> <p>LO 3 AS 1: Uses visual cues to make meaning. Looks carefully at pictures and photographs to recognize common objects and experiences</p> <ul style="list-style-type: none"> - identifies a picture or figure from the background - matches pictures and words <p>NUMERACY: Mathematics</p> <p>LO 1 AS 1: Counts to at least 10 everyday objects</p> <p>LO 1 AS 2: Says and uses number names in familiar contexts</p> <p>LO 4 AS 2: Orders recurring events in own daily life</p> <p>LO 4 AS 3: Sequences events within one day</p> <p>LIFE SKILLS: Life Orientation</p> <p>LO 2 AS 3: Knows members of own family, peers and caregivers.</p> <p>LO 3 AS 1: Says own name and address.</p> | <p>Monday to Friday</p> <p>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.</p> <p>2. Greetings and news :</p> <ul style="list-style-type: none"> - Welcoming : Greet the teacher and friends. - News : Learners tell about news in their lives - News: News - country & 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 <p>3. Days of the week</p> <ul style="list-style-type: none"> - 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? <p>4.. Months of the year</p> <ul style="list-style-type: none"> - Which month of the year is it? - January to December (song) <p>5. Date</p> <ul style="list-style-type: none"> - Yesterday's date? Today's date? Tomorrow's date? | <p>METHOD : Teacher</p> <p>TOOL : Observation sheet Checklist</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p> | <ul style="list-style-type: none"> - Name cards (Months) - Name cards (Days) - Weather chart - Birthday chart - Date Chart - Number chart |

| | | | |
|---|---|--|--|
| <p>INTEGRATION:</p> <p>SS (H) LO 2 AS 1: Discusses personal experiences in the past and present (chronology and time)</p> <p>LO 2 AS 2: Discusses own age in years (chronology and time)</p> <p>SS (G) LO 2 AS 1: Discusses personal experiences of familiar people and places</p> | <p>6. Weather</p> <ul style="list-style-type: none"> - Season? (Summer, Autumn, Winter, Spring)? - Weather? Ask a learner to go and look outside, What is the weather like today? (Sunny, cloudy, rainy or windy)? - Tell children to watch temperature for tomorrow on the news (TV) listen to the radio or ask their parents. | | |
|---|---|--|--|

| Weekly Lesson Planning Exemplar | | | |
|---|---|--|---|
| Term 4 : Week 4 | | | |
| Theme: THE SEA | | | |
| Learning Outcomes and Assessment Standards | Morning Circle - Theme Discussion | Assessment | Resources |
| <p>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 2: Uses language to think and reason: - classifies things (eg fish / mammals / birds) LO 5 AS 3: Uses language to investigate and explore: asks questions and searches for explanations gives explanations and offers solutions</p> <p>LIFE SKILLS: LO 1 AS 1: Explains the importance of drinking only clean water and eating fresh food.</p> | <p>Monday: What is the sea?</p> <ul style="list-style-type: none"> - Most of our planet is covered by salt water. Only 30% is land. - The Dead Sea is the saltiest Sea in the world. It is impossible to sink when one swims in this water – the high salt content keeps your body floating on the surface of the water. - There are five oceans: the Indian, Atlantic, pacific, Arctic and Antarctic. - There are also seas. A sea is the part of an ocean that is near land, like the Mediterranean Sea that is between Africa and Europe. - The coastline and seashore are where the sea begins and the land ends. - The seashore is a great place to play and explore. - Rock pools are the homes of sea creatures and small fish. - We find lots of shells on the beach. These shells were once the homes of small sea creatures like hermit crabs. As they grow bigger, they shed the shells and make bigger ones. <p>Tuesday: Life under the sea</p> <ul style="list-style-type: none"> - There are more than 20 000 different kinds of fish in all shapes and sizes that live in the oceans and seas. - Big fish, such as sharks, are the predators of the sea. Most sharks hunt animals for food, and can swim really fast so they can catch their dinner. - Fish breathe differently from humans. We use | <p>METHOD : Teacher TOOL : Observation sheet Checklist</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p> | <p>Theme posters on <i>The Sea</i></p> <p>Fish Sea birds Ships Diamonds Pearls</p> <p>Theme table resources:</p> <p>Shells Globe Toy ships Salt Pirate hat Treasure map</p> |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> - lungs to breathe. Fish breathe with their gills. - Whales are mammals, just like us, and also breathe like us. They can hold their breath for a very long time under the water. When a whale comes to the surface of the water, you can see it blow out air through a blowhole on top of its head. - Seals and dolphins are also mammals. - Fish are cold-blooded creatures. This means they do not feel changes in temperature as much as we do, as their body temperature changes with the temperature of the water around them. - In the deepest parts of the ocean it is always cold and completely dark. Some animals make their own light from chemicals in their bodies so that they can find each other in the dark or scare off predators. | |
| | <p>Wednesday:</p> <p>Sea Birds</p> <ul style="list-style-type: none"> - Sea birds are very tough! They can fly hundreds or thousands of kilometres every year to find food at sea. - They survive storms and rough seas and still find their way back to land to their nest. - The albatross has very wide wings that can carry them over the stormiest oceans in search for food. - Penguins are seabirds that cannot fly. They live mostly near the Arctic and the Antarctic Oceans where it is very cold. - They have a thick layer of feathers and an even thicker layer of fat under their skin to protect them from the cold. - Seagulls like to make their nests in the high cliffs found near the sea shore. Here they are safe from predators and also near the sea for their food. - We call these big groups of birds a colony. | |

| | | |
|--|--|--|
| | <p>Thursday:</p> <p>Sea transport.</p> <ul style="list-style-type: none"> - People and things can be carried over water in ships. - Boats and other sea craft are made to move by different methods. For example, some move by means of propellers driven by engines. Others use sails that are blown by the wind. Some smaller crafts move by rowing with oars. - There are many different kinds of ships. A passenger ship is like a big hotel on water with lots of people on board. A container ship has few passengers, but lots of containers filled with goods that have to be taken to countries overseas. We call these items the cargo. An oil tanker has large tanks on board which are filled with oil. These ships can cause pollution if they are involved in an accident. All the oil spills out of the tanks and runs into the sea. Lots of fish and sea birds are killed by the oil. - A captain is in charge of a ship. The people that help him are called the crew. - People enter a ship by walking up a ramp called a gangplank. - We call the place where all the ships meet and unload their cargo and passengers, a harbour. - We also get ships that can travel underneath the water of the sea. These are called submarines. | |
|--|--|--|

| | | |
|--|---|--|
| | <p>Friday:</p> <p>Treasures of the sea</p> <ul style="list-style-type: none"> - The ocean gives us many treasures. - We get food from the sea – fish and shellfish to eat. - Most of our salt also comes from the sea. When the sea water evaporates from small pools, the salt crystals are left behind. These are then sent to the factory to be made into table salt that we use every day. - Oil is very important to the modern world. Without oil none of our cars would have petrol to make the engines run. Oil and gas are found in the ground under the sea. Oil rigs have to be built to drill this oil and gas out of the ground. - Diamonds and pearls are also found in the sea. Diamonds are mined on the sea shore and then used to make beautiful jewellery. Pearls are made inside oysters which are shellfish found in the sea. Pearls are also used to make jewellery. - Long ago there were robbers that sailed on the seas. These were called pirates. They would sail a flag from their ships called The Jolly Roger, which was a black flag with a white skull and crossbones on it. - These pirates would steal all the treasures off other ships and sometimes they would bury it in a secret place. They used treasure maps to help them find this treasure later on. | |
|--|---|--|

| <p style="text-align: center;">Weekly Lesson Planning Exemplar</p> <p style="text-align: center;">Term 4 : Week 4</p> <p style="text-align: center;">Theme: THE SEA</p> | | | |
|---|---|---|---|
| | | | |
| Learning Outcomes and Assessment Standards | Maths Routine (Daily Monday to Friday) | Assessment | Resources |
| <p>LITERACY :</p> <p>Language HL</p> <p>LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately.</p> <p>LO 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak.</p> <p>LO 3 AS 1.7: Uses known letters and numerals to represent written language especially from own name and age</p> <p>LO 4 AS 12: Manipulates writing tools like crayons and pencils</p> <p>NUMERACY :</p> <p>Mathematics</p> <p>LO 1 AS 1: Count to at least 10 everyday objects</p> <p>LO 1 AS 2: Says and uses number names in familiar context</p> <p>LO 1 AS 6: Solves verbally stated additions and subtraction problems with solutions to at least 10</p> <p>LO 1 AS 8: Explains own solutions to problems</p> <p>LO 3 AS 1: Recognize, identify and name 3-D objects</p> | <p>1. Counting: (Monday to Friday) Counting every day objects 1, 2, 3, 4.....</p> <p>2. Shapes and colours <ul style="list-style-type: none"> - Flash shape cards - Flash colours </p> <p>3. Before , after and between <ul style="list-style-type: none"> - Which number comes before 8? Which number comes after 8? Which number is between 6 and 8? Is 8 more or less than 9? </p> <p>4. Number of the week : 9 <ul style="list-style-type: none"> - Number of the week's name: nine. How much is 9? Show 9 fingers. (Show 9 on abacus) - Let a few learners collect 9 objects (counters) - Write 9 in the "air" with your finger. - Write a number 9 (on your board / paper /sand trays) - Draw 9 circles (on your board / paper) - Where else in the class can you see a number 9? </p> <p>5. Problem solving Learners solve verbally stated addition and subtraction problems with single digit numbers and solutions to at least. Learners use concrete apparatus to pack out the solution to the problems. Eg: <i>There are 8 crabs on the beach. 4 walk away. How many are left? Etc.</i></p> <p>SEE THAT LEARNERS HAVE THE CORRECT PENCIL GRIP AND NUMBERS ARE FORMED IN THE CORRECT WAY</p> | <p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p> | Number poster Abacus Blocks Chalkboards + chalk Number wall chart Number cards |

| <p style="text-align: center;">Weekly Lesson Planning Exemplar</p> <p style="text-align: center;">Term 4 : Week 4</p> <p style="text-align: center;">Theme: THE SEA</p> | | | | | | | | | | | | | | | |
|--|--|-----------------------------------|------------------|-----------------|----------|-----|-----------------------|--------------|-----|-----------------------|-----------------|--|-----------------------------------|--|--|
| Learning Outcomes and Assessment Standards | Learning Activities Maths (Numeracy) In Small Groups Monday to Friday | Assessment | Resources | | | | | | | | | | | | |
| <p>LITERACY Language HL:</p> <p>LO 1 AS 1: Listen attentively to questions, instructions and announcements</p> <p>LO 2 AS 5: Asks questions and responds</p> <p>LO 5 AS 2: Uses language to classify things (e.g big and small sea shells)</p> <p>NUMERACY Mathematics</p> <p>LO 1 AS 2: Say number names in familiar context</p> <p>LO 1 AS 7.1 Building up and breaking down of numbers to at least 10</p> <p>LO 1 AS 6: Solves and explain verbally stated solutions to problems with single digit numbers and with solutions to 10</p> <p>LO 2 AS 2: Creates own pattern</p> <p>LO 5 AS 2: Learners sort physical objects according to one tribute</p> | <p style="text-align: center;">DURING WEEK 3 TEACH CONCEPT OF 9 DURING WEEK 4 DO FAT 2 (SEE LAST PAGE)</p> <ul style="list-style-type: none"> - Learners build up and break down numbers in the number range 1 -10. See in how many different ways can they pack out counters to get 10 <table style="margin-left: 20px; border: none;"> <tr> <td>○○○○ ○</td> <td>●● ●●</td> <td>5 and 4 makes 9</td> </tr> <tr> <td>○ ○○ ○○○</td> <td>●●●</td> <td>3 and 3 and 3 makes 9</td> </tr> <tr> <td>●●● ○○ ○● ○●</td> <td>●●●</td> <td>3 and 2 and 4 makes 9</td> </tr> <tr> <td>●● ○○ ●● ○○ ○ ●</td> <td></td> <td>2 and 2 and 2 and 2 and 1 makes 9</td> </tr> </table> <p>Add and subtract orally to 9. Learners use concrete apparatus to pack out solutions to the problems.</p> <p>- pattern making: Who can make a pattern using these sea shells?</p>  <ul style="list-style-type: none"> - Who can think of another pattern with kitchen objects? Show the class how you will arrange it. Sort the shells according to specific characteristics, e.g. big and small shells, etc. - Answer questions on sorted sea shells eg: <i>Which group is the most? How many more shells does that group have?</i> | ○○○○ ○ | ●● ●● | 5 and 4 makes 9 | ○ ○○ ○○○ | ●●● | 3 and 3 and 3 makes 9 | ●●● ○○ ○● ○● | ●●● | 3 and 2 and 4 makes 9 | ●● ○○ ●● ○○ ○ ● | | 2 and 2 and 2 and 2 and 1 makes 9 | <p>METHOD : Teacher</p> <p>TOOL : Observation sheet Rubric</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p> | <p>Counters</p> <p>Assorted sea shells</p> |
| ○○○○ ○ | ●● ●● | 5 and 4 makes 9 | | | | | | | | | | | | | |
| ○ ○○ ○○○ | ●●● | 3 and 3 and 3 makes 9 | | | | | | | | | | | | | |
| ●●● ○○ ○● ○● | ●●● | 3 and 2 and 4 makes 9 | | | | | | | | | | | | | |
| ●● ○○ ●● ○○ ○ ● | | 2 and 2 and 2 and 2 and 1 makes 9 | | | | | | | | | | | | | |

| Weekly Lesson Planning Exemplar | | | |
|--|--|--|--|
| Term 4 : Week 4 | | | |
| Theme: THE SEA | | | |
| Learning Outcomes and Assessment Standards | NUMERACY FAT 2 In Small Groups Monday to Friday | Assessment | Resources |
| FAT 2 : LO 1 AS 1 :1 – 10 Learners count objects using one-to-one correspondence in the number range 1 – 10. LO 1 AS 2 : 1 -10 Learners say and use number names 1-10 in familiar contexts. LO 1 AS 3 : 1 – 10 Learners know (recognise) number symbols and number names in the number range 1 – 10. LO 1 AS 5: 1 - 10 Learners solve and explain solutions to practical problems that involve equal sharing and grouping with and without a remainder with whole numbers in the number range 1 – 10. Learners use concrete apparatus. LO 1 AS 6 : 1 – 10 Learners solve verbally (orally) stated addition and subtraction problems with single-digit numbers and with solutions to at least 10. Learners use concrete apparatus (counters) to pack out the sums. LO 1 AS 7.2 :1 – 10 Learners double numbers with answers in the number range 1 – 10. Learners use concrete apparatus, abacus, counters, etc. Learners halve numbers with and without a remainder | <p style="text-align: center;">NUMERACY FAT 2</p> <p>During week 3 do Literacy FAT 2. During that week the teacher should do the concept of 9. During week 4 the teacher will concentrate on FAT 2 Numeracy. If you find there are too many activities be selective. By this time of the year you will know which of the activities below can your learners already master.</p> <p>FAT 2: Practical in small groups Learners count on an abacus in the number range 1 - 9.</p> <p>FAT 2: Practical in small groups Learners count on an abacus in the number range 1 - 9.</p> <p>FAT 2: Practical in small groups The teacher shows number cards with the symbols</p> <p>and the number names</p> | METHOD : Teacher TOOL : Checklist Rubric RECORDING : Formal FAT 2 FORMS : Oral Responses Practical demonstration | Number name cards Number symbol cards |

(odd and even numbers) in the number range 1 – 10

LO 2 AS 1: Learners copy and extend a pattern.

LO 2 AS 2: Learners draw or paint their own pattern.

LO 3 AS 2: Learners sort, describe and compare boxes and balls according to those that can roll and those that can slide.

four five six

seven eight nine

Learners pack out the number of counters to match the number symbol and the number names.

FAT 2: Practical in small groups

The teacher asks the learners word problems. The learners use counters to solve the problems. e.g.

Thandi's mother bought 3 packets of sea shells. In each packet there are 3 sea shells. How many sea shells altogether?

Mother shares 9 fishcakes equally amongst 3 children. How many fishcakes does each child get?

The teacher shares 9 bottle tops between 2 learners. How many bottle tops will each learner get and how many bottle tops will be left?

FAT 2: Practical in small groups

The teacher asks the learners word problems. The learners use counters to solve the problems. e.g

There are 3 sea birds nests with 2 eggs in the first nest, 3 eggs in the second nest and 4 eggs in the last nest. How many eggs are there altogether?

Peter's dad caught 9 fish in a net. There is a hole in the

| | | |
|--|---|--|
| | <p>net and 4fish swam away. How many fish are left?</p> <p>FAT 2: Practical in small groups</p> <p>The learners use concrete apparatus to double and halve numbers.</p> <p>e.g.</p> <p>Double numbers in the range 1 to 4</p> <p>Halve numbers in the range1 to 9</p> <p>FAT 2: Practical in small groups</p> <p>The learners copy and extend a pattern using pegboard apparatus</p> <p>FAT 2: Written</p> <p>Learners create their own colour pattern using bottle tops, wooden blocks or sponges dipped in a variety of coloured paint.</p> <p>FAT 2: Practical in small groups</p> <p>Learners sort, describe and compare boxes and balls according to those that can roll and those that can slide. The teacher asks questions,</p> <p>e.g.</p> <p>Why do some objects roll?</p> <p>Why do some objects slide</p> | |
|--|---|--|