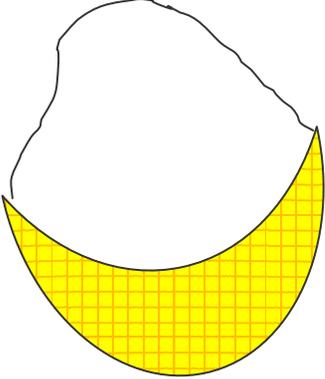


**Weekly Lesson Planning Exemplar**

**Term 4: Week 5& 6**

**Theme: SUMMER**

Learning Outcomes and Assessment Standards	Creative Activities	Assessment	Resources
<p><b>LITERACY</b> Language LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately</p> <p><b>INTEGRATION :</b> 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.</p> <p>Technology: LO 1 AS 1-4</p> <p>Mathematics:  LO 4 AS 4. Works concretely comparing and ordering objects using appropriate vocabulary to describe:</p>	<p><b>Monday to Friday :</b> <b>Rotate</b></p> <p><b>AS THIS LESSON IS DONE OVER A PERIOD OF 2 WEEKS MORE CREATIVE ACTIVITIES ARE INCLUDED TO CHOOSE FROM ( See back of Lesson Plan )</b></p> <p><b>Activity 1: MAKE A SUNSHIELD( Peak)</b></p> <p>Pupils cut out a peak shape drawn onto card. They decorate and colour these in. Teacher attaches elastic to make a peak to wear in the hot summer.</p>  <p>Making a sun shield (peak)</p> <p>The sun is ROUND, YELLOW ,HOT and BRIGHT Because the sun is bright, we protect or shield our eyes</p> <p><b>I am the sun shining bright I give you light</b></p>	<p><b>METHOD :</b> Teacher</p> <p><b>TOOL :</b> Rubric</p> <p><b>RECORDING :</b> Informal</p> <p><b>FORMS :</b> Oral Responses Practical demonstration</p>	<p>Peak: Cardboard Crayons or Paint Punch 2 holes and thread elastic through</p> <p>Fruit salad: Different fruits bowl</p> <p>Flowers: Mari Biscuit Icing Red Jelly Smal biscuits</p> <p>Butterfly</p>

- mass (eg light, heavy, heavier);
- capacity (eg empty, full, less than, more than);
- length (eg longer, shorter, wider, tall, short).

(The children follow instructions to make jelly, using appropriate equipment and measuring instruments.- See additional page for activities)

**Except at night**

**I am round and yellow  
And very warm,  
And when I am hot  
I can make a storm**

**Activity 2 : MAKING FRUIT SALAD.**

The teacher and learners cut up different kinds of summer fruit in a bowl. Discuss the colour of the fruit and the taste of each



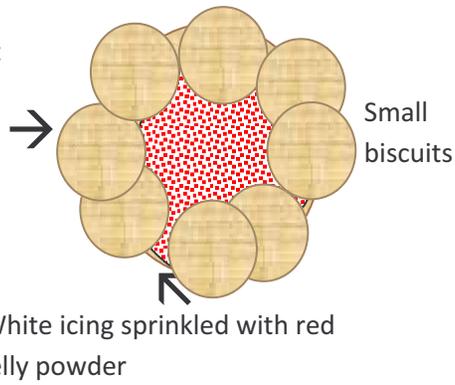
**Activity 3: BAKE AND CREATE:**

Spread a Mari biscuit with white icing. Sprinkle red jelly powder onto icing. Add chipniks (or small round biscuits) around the edge to make a flower.

Cardboard  
Glue

Magazines  
cardboard

Mari biscuit



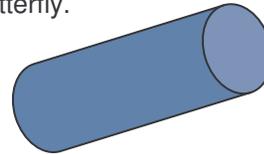
Small biscuits

White icing sprinkled with red jelly powder

#### Activity 4 : MAKING A BUTTERFLY

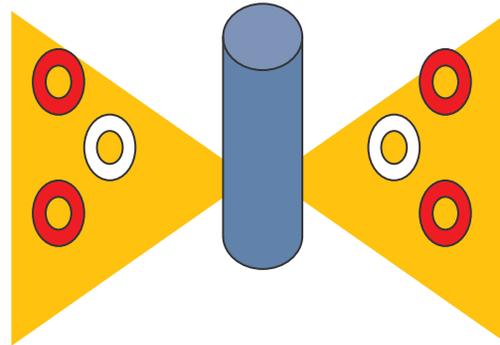
##### PAINTING:

Paint a toilet roll any colour. Teacher keeps to make the body of the butterfly.



##### PRINTING:

Print with cotton reels onto a coloured background. Teacher uses to make the wings of the butterfly.



Poem:

To and fro, to and fro  
I flap my wings just so  
To and fro, to and fro  
Up I go, up I go

Up, up high in the sky

**Activity 4 : CUTTING AND PASTING.**

Learners cut out pictures of Sportsman and women  
and paste it on one large cardboard

**Weekly Lesson Planning Exemplar**

**Term 4: Week 5& 6**

**Theme: SUMMER**

Learning Outcomes and Assessment Standards	Music, Drama, Dance & Movement	Assessment	Resources
<p><b>LITERACY</b> 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.</p> <p><b>NUMERACY:</b></p> <p>Mathematics LO 3 AS 6: Follows directions ( alone or as member of group) to move or place self within the classroom</p> <p><b>LIFE SKILLS</b></p> <p>Life Orientation LO 4 AS 2: Explores different ways to locomote, rotate, elevate and balance LO 4 AS 3 Performs expressive movements using different parts of the body</p> <p><b>INTEGRATION</b> 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</p>	<p>Monday: DRAMA</p> <p>Get the children involved in a story about fruit picking. They must dramatise the whole process – from planting the seeds, watering the trees, picking the fruit, taking the fruit to the farmhouse, making jam, going to the market to sell the goods</p> <hr/> <p><b>Tuesday: MOVEMENT</b></p> <ul style="list-style-type: none"> <li>- Learners take off their shoes and socks</li> <li>- Sit in a big circle outside</li> <li>- Let a few learners demonstrate how a butterfly flies or grasshopper hops. Draw their attention that they move in different ways.</li> </ul> <p>Straight </p> <p>Up and down way </p> <p>Curvy </p> <ul style="list-style-type: none"> <li>- Explain that they are going to play 'FOLLOW MY LEADER'</li> <li>- ONE learner is going to be the leader and the other children are going to follow him /her in a long line</li> <li>- The leader will keep changing – from a grasshopper to a bee etc.</li> <li>- Everyone must copy the leader and change when he/she changes</li> <li>- Choose a new leader after a while.</li> <li>- If the class is big, put learners in two or three</li> </ul>	<p>METHOD : Teacher</p> <p>TOOL : Rubric</p> <p><b>RECORDING :</b> Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Learners</p>

<p>A/C LO 2 Music AS 2: Imitates a variety of natural sounds from his own environment</p> <p>A /C LO 1 Drama AS 2: Participates in make-believe situations based on imagination, fantasy and life experiences</p> <p>A/C LO 3 Drama AS 2 :Participates in drama games – takes turns, waits for signals, responds to cues, and shares space</p> <p>EMS</p> <p>LO 1 AS 4. Participates in creative activities that will stimulate entrepreneurial thinking ( eg, singing, playing, talking)</p>	shorter lines		
	<p><b>Wednesday: MUSIC</b></p> <p>During summer we have many “ nunus- African word meaning insects and small creatures. There are many helpful nunus like bees. Nunus move and make noises</p> <ul style="list-style-type: none"> <li>- Identify sounds that nunus make in summer (bees, crickets,mosquitoes)</li> <li>- Learners use seeds in a bottle or sticks or use their hands or feet to make the sound</li> <li>- The teacher plays music and ask learners which nunu do they think about when they hear the music</li> <li>- Learners must move like a nunu and change when the music change.(e.g Bees flying fast and slower)</li> </ul>		
	<p><b>Thursday: MOVEMENT – (MINI-CRICKET )</b></p> <ul style="list-style-type: none"> <li>- Learners stand in pairs. One learner throws a ball and the other learner must catch it . Throw the ball back ( Eye –hand co-ordination)</li> <li>- One learner throws the ball. The partner tries to hit the ball with a plank ( cricket - Eye –hand co-ordination)</li> </ul>		
	<p><b>Friday: SONG</b></p> <p>Sing songs from different cultures which features Insects or animals that you get in summer</p>		

**Weekly Lesson Planning Exemplar**

**Term 4: Week 5 & 6**

**Theme: SUMMER**

<b>Learning Outcomes and Assessment Standards</b>	<b>Outdoor Play</b>	<b>Assessment</b>	<b>Resources</b>
<p><b>LIFE SKILLS :</b> LO 4 AS 4: Participates in free play activities</p> <p><b>INTEGRATION:</b> 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><b>Monday:</b></p> <ul style="list-style-type: none"> <li>- Sand play – learners use forks and pretend play as if they are at the beach</li> <li>- Water play</li> <li>- Outside apparatus &amp; Free play Build obstacle course with tyres, upside down Chairs and benches.</li> </ul>	<p><b>METHOD :</b> Teacher</p> <p><b>TOOL :</b> Observation sheet Checklist</p> <p><b>RECORDING :</b> Informal</p> <p><b>FORMS :</b> Oral Responses - Practical demonstration</p>	<p>Sand equipment - Water equipment &amp; aprons - Outside apparatus - cards</p>

Weekly Lesson Planning Exemplar			
Term 4: Week 5& 6			
Theme: SUMMER			
Learning Outcomes and Assessment Standards	Learning Activity Educational play	Assessment	Resources
<p><b>LITERACY</b></p> <p>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</p> <p>LO 5 Thinking and reasoning</p> <p>AS 3.4 Solves and completes puzzles AS 1.1.FAT 4</p> <p><b>NUMERACY</b></p> <p>L.O.1AS 1 :Counts 10 everyday objects reliably</p> <p><b>LIFE SKILLS</b></p> <p>LO 4 AS 4: Participates in free play activities</p>	<p><b>Monday to Friday</b></p> <p><b>Rotate Groups</b></p> <p>Group 1: Block area</p> <p>Group 2: Book area</p> <p>Group 3: Puzzles FAT 4</p> <p>Group 4: Fantasy Play</p>	<p><b>METHOD :</b> Teacher with Group 4</p> <p><b>TOOL :</b> Cards Class List</p> <p><b>RECORDING</b> <b>FAT4 ( Puzzle building)</b></p> <p><b>Demonstration,</b> <b>Guidance for</b> <b>Explanation for learners</b> <b>OBSERVATION of</b> <b>Learners' behaviour.</b></p>	<p>Blocks</p> <p>Books about Summer</p> <p>Puzzle</p>

Weekly Lesson Planning Exemplar			
Term 4: Week 5& 6			
Theme: SUMMER			
Learning Outcomes and Assessment Standards	Literacy (Language ) In Small Groups Monday to Friday	Assessment	Resources
<p><b>LITERACY</b> Language HL</p> <p><b>LO 1: Listening</b> LO 1 AS 1 Listen attentively to questions ,instructions and announcements and responds appropriately FAT 4 LO 1 AS 4.2 Distinguishes between different sounds , especially at the beginning and end of the words FAT 4 LO 1 AS 4.4 : segments spoken multi- syllabic words into syllables (e.g ba-na-na- using clapping) LO 1 AS 1.5: 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.</p> <p><b>LO 3: Reading</b> AS 3.1 Understands the purpose of print – that it carries meaning (e.g.) that a written word can signify own name) FAT 4 AS 5.2 Recognises and names some common letters of the alphabet such as the letter the learners name begins with FAT 4</p> <p><b>LO 4: Writing</b> AS 11 Makes attempts at familiar forms of writing , using known letters (e.g in lists, messages and letters) FAT 4 AS 1 Manipulates writing tools like crayons and pencils FAT 4 LO 5 Thinking and reasoning</p>	<p>Activity 1: Learners respond to instructions given by teacher. Can follow 4 instructions FAT 4 Teacher names words that are related to summer eg: hat and splat “What sound do you hear first?” “Can you hear what sound comes last?”</p> <p>Lead the pupils to discover that rhyming words sound almost the same, eg:</p> <p>“<b>hat</b>” sounds like “<b>splat</b>”. “What other rhyming words can you hear?” Listen attentively and participate in specific activities for the beginning and end sounds</p> <div data-bbox="919 898 1352 1294" style="background-color: #008000; color: white; padding: 10px; text-align: center;"> <p>The <u>s</u>un is ho<u>t</u> pu<u>t</u> on your ha<u>t</u> <u>t</u>ake your co<u>s</u>tume, we’re going for a spla<u>t</u></p> <p>Keep the <u>sh</u>ade and hide from the <u>s</u>un Ice- cream<u>s</u> and cooldrinks <u>S</u>ummer is fun</p> </div> <p>Learners snap their fingers while segmenting new vocabulary words e. g ice-cream, cool-drink, cos-tume, Sum-mer</p>	<p>METHOD : Teacher</p> <p>TOOL : Checklist Rubric</p> <p>RECORDING : Formal <b>FAT 4</b></p> <p>FORMS : Oral Responses Practical demonstration</p> <p>Written task</p>	<p>Story</p> <p>Paper</p> <p>Crayons</p> <p>Poem</p> <p>Puzzles</p> <p>Labelled cards next to real objects or pictures</p>

AS 3.4 Solves and completes puzzles AS 1.1.FAT 4

Activity 2 : Learners match words to labelled pictures.  
Learners should be able to recognise the most  
common letters in the alphabet

( Put labels next to Summer Fruit) FAT 4

- t-shirts
- sandals
- shorts
- athletics
- cricket
- swimming
- cooldrink
- ice-cream
- watermelon
- trees
- fruit
- flowers
- seeds

Activity 3: Learners makes cards and  
'writes' messages(e.g.)  
Learners manipulates writing tools

Activity 4 : Learners build puzzles FAT 4

**Weekly Lesson Planning Exemplar**

**Term 4: Week 5& 6**

**Theme: SUMMER**

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 1.2 Uses visual clues to make sense of picture stories 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 .1 Creates and uses drawings to convey a message, and as a starting point for writing. LO 4 AS 1.4 : “Writes” and asks others to give the meaning of what has been written. LO 6 AS 4: Works with texts – talks about texts using terms like “beginning”, “middle” and “end”.</p>	<p>Monday: The sun and the wind :</p> <p><b>Teacher</b> : A man was walking down the road as the sun and the wind were having an argument <b>Wind</b>: I am stronger than you <b>Sun</b>: Never! I am much stronger than you <b>Wind</b>: I can blow down trees and houses. You can't <b>Sun</b>: I am strong in a different way <b>Wind</b>: You are only saying that <b>Sun</b>: Can you see that man? Well, whoever can make him take off his coat will be the stronger <b>Wind</b>: That's too easy. I'll make him take off his coat right how'll blow it off <b>Narrator</b>: The wind blew and blew but the man only pulled his coat round him and he would not take it off. <b>Sun</b>: Now it is my turn <b>Teacher</b>: The sun chased all the dark clouds away and shone hot in the bright blue sky. <b>Man</b> : Phew! It's suddenly gone very warm I think I'll have to take off my coat ( takes off the coat) <b>Teacher</b>: The sun had won and the wind went off sulking</p> <ul style="list-style-type: none"> <li>- What happened first?</li> <li>- What happened middle?</li> <li>- What happened last?</li> <li>- What lesson do we learn from the story?</li> </ul> <p>( The sun proved that kindness and gentleness are much better ways to get people to do something than shouting and bullying)</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : <b>FAT 1</b> FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> <li>- Story books made by the learners</li> <li>- Story books in the classroom</li> <li>- Magazines</li> </ul>

<p>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</p> <p>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.</p> <p>LO 6 AS 4: Works with texts – talks about texts using terms like “beginning”, “middle” and “end”.</p>	<p><b>Tuesday :</b> Dramatise the story:</p> <p>One learner is the sun, one the wind and one the man. The teacher is the narrator</p>		
	<p><b>Wednesday: The mealie sequence</b> – The Little Red Hen . How did I grow from seed to mealie. The learners cut out pictures number it and paste it in their own little storybook. Tell the story to his friends ( See Pictures)</p>		
	<p><b>Thursday:</b> - Learners cut out “Summer Pictures” from magazines. The paste it in a little book that the teacher has made from folded papers and “ read “ to their friends</p>		
	<p><b>Friday:</b> Learner read on their own from books in their reading corner in the classroom.</p>		