



Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION




GRADE R LESSON PLANS

TERM 1

INTRODUCTORY NOTES ABOUT THIS EXEMPLAR

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

14. Recipes for use in the Creative Area

<p>Play Dough</p>   <p>Mix in a pot 2 cups of flour 1 cup of salt 2 tablespoons oil 2 cups water 4 teaspoons Cream Tarter Food colouring</p> <p>Method :</p> <p>Cook all the ingredients together on a stove at a medium heat till it forms a dough .Add food colouring Cool the dough and keep it in a container. it will stay soft for up to 2 months if you keep it in a fridge</p>	<p>Saltdough (for modeling and pasting , because it will become hard)</p>  <p>Mix : 6 cups of salt 3 cups of Maizena Add three cups of boiling water</p> <p>Method:</p> <p>Mix very well and beat gently till thick Knead Store in Aluminum Foil</p>
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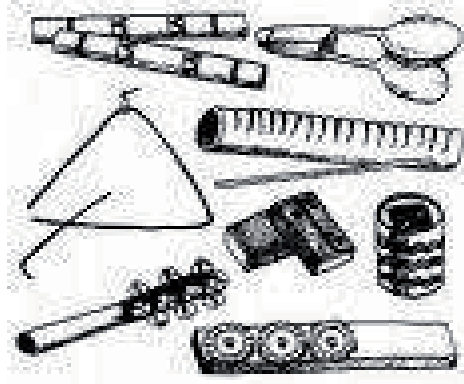
15 Musical Instruments used in Lesson Plans

- Here are some ideas for home-made percussion instruments:
- Shakers - empty drink cans with a little bit of gravel, rice or soup mix, etc. in the bottom and a piece of tape over the hole - make good shakers or marraccas. Cut a piece of paper to wrap around the can, colour it with paints or crayons, and glue it on.



- Fill 2 paper plates with seeds. Staple together and decorate

- d. Rhythm Sticks - two pieces of 25mm dowel, about 200mm long. You might like to decorate yours painting animals and designs on them.



e.

Examples of home made musical instruments

- f. Jingle stick (or Poor Man's Tambourine) - get a piece of 12mm X 30mm wood, about 25cm long. Flatten half a dozen beer bottle caps with a hammer (after cleaning out the plastic inside). Use a nail to punch a hole through the middle of each bottle cap. Use the nail to punch three holes along the piece of wood. Into each hole, screw a self-tapping screw with two bottle caps threaded on it, but not too tight - you want them to jingle when you slap the smooth side against your hand.
- g. Spoons - get two old soup or dessert spoons from a junk shop and a rubber door wedge from the hardware store. Flatten the ends of the handles with a hammer; place a wedge between the handles of the spoons with the bowls back to back and about 3-4mm apart. Hold them in place with a rubber band 'till you get them right - bend the handles if necessary, then wrap tape around them to hold them together.
- h. Triangle - take a piece of number 8 fencing wire (or coat hanger wire) about 60-70cm long, and bend into an open-ended triangle. Tie a loop of string to one corner to hold it with, and hit it with another piece of wire.

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



- j. Cotton reels. String and shake
- k. Wooden blocks. Cover with sandpaper and drawing pins. Scrape against each other

l.



m. 9. Coffee tins covered with rubber tubing for drums



n. Guitar Plastic container. Put elastic bands around it

16 ORIENTATION IN GRADE R

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

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

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

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

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

Term 1

Teaching, learning & assessment

Orientation Week

Week 1 **Date:** _____

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

	LITERACY	NUMERACY	LIFE SKILLS
Focus Learning Outcomes & Assessment Standards Concentrate on the following:	LO 1 Listening LO 2 Speaking	LO 3: Block play	LO 4: Free Play
Time allocation per week	9 hours 10 minutes	9 hours 10 minutes	5 hours 50 minutes
Ideas for teaching, learning and assessment activities	Learns and adjusts to class rules, routines		
	Tells news Discusses the daily weather – learns about the weather chart Learns, sings / says rhymes Listens to simple stories and answers questions Creates own drawings and paintings to communicate a message	Learns about the calendar/weather chart Participates in: – Puzzles – Blocks and farm animals – Games – Play dough	Learns classroom location Learns location of toilets Free play outdoors Participates in games Participates in dramatisation / role play
Adjustment assessment – see recording sheet	Teacher Observation	Teacher Observation	Teacher Observation
Resources	Songs, rhymes and games for the week Outdoor equipment Indoor equipment Creative materials and media		
Extended opportunities/ barriers	Insecurity, separation anxiety, etc.		

	DAY 1 - ME AND MY NEW SCHOOL	
Discussion ring:	<p>Familiarise learners with classroom and toilet</p> <p>The learners should know and understand their environment. They should become acquainted with the teacher, but also with the new school surroundings. The teacher should make them feel at home so that they can feel secure and be self-confident</p> <p>Good habits should be taught from the start. A toilet routine –including the washing and drying of hands and keeping the toilets clean-should be taught. The teacher should encourage learners to try to fasten their own clothes. Discuss after the first visit to the toilet, because children first need to see the toilets before they can discuss it.</p> <ul style="list-style-type: none"> • how to use toilet and toilet paper • how to open and close a tap • how to use basins • how to wash and dry hands <p>After the toilet routine learners should form rows. Learners should be taken on an excursion to the different sections of the school, playground and principal's office. They should learn the principal's name beside those of their teacher and some friends.</p>	
Action song and rhyme:	<p>Learners sit in a circle around the teacher.</p> <p>They sing a song to see which other learners are in the class.</p> <p>Teacher: 'Children, Children, where are you?</p> <p>Learners: ' Here I am, Here I am</p> <p>Teacher : I'm glad to see you</p> <p>Teacher : [Name of child] , where are you?</p> <p>Learners: ' Here I am, Here I am</p> <p>Teacher : I'm glad to see you</p> <p>Sing using all the children's names</p>	HAVE NAME CARDS FOR EACH LEARNER
Other activities:	<p>Easy puzzles</p> <p>Big building blocks</p> <p>Draw – myself</p>	SHOW LEARNERS THE DIFFERENT AREAS IN THE CLASSROOM
Outdoor/ indoor play:	<p>Water play/sand play</p> <p>Fantasy area</p>	FREE PLAY OUTSIDE
Story:	Own choice	
Relax:	Listen to music	

DAY 2 - ME AND MY NEW SCHOOL	
Discussion ring:	<p>News time and weather chart</p> <p>The teacher discusses and demonstrates certain daily activities that are important for good health and good behaviour e.g :</p> <ul style="list-style-type: none"> • how to blow the nose • what to do when they yawn • what to do when they sneeze or cough • how and when to use the words please and thank you <p>The teacher also demonstrate what learners should do during snack time</p> <p>Make a Daily Programme in pictures and discuss with learners what will happen during the day</p>
Action song and rhyme:	<p>This is the way I wash my hands, wash my hands, wash my hands</p> <p>This is the way I wash my hands</p> <p>So early in the morning</p> <p>(Do the actions) This is the way I fold my arms, fold my arms, fold my arms</p> <p>This is the way I fold my arms</p> <p>So early in the morning</p> <p>(Do the actions)</p> <p>Do he same with</p> <p>This is the way I blow my nose.....</p>
Other activities:	<p>Easy puzzle</p> <p>Big building blocks</p> <p>Draw and paint</p>
Outdoor/Indoor play:	<p>Water play / sand play</p> <p>Fantasy corner</p> <p>Big balls</p>
Story:	Own choice
Relax:	Listen to music

DAY 3 - ME AND MY NEW SCHOOL	
Discussion ring:	<p>News time</p> <p>The teacher discusses and demonstrates certain daily activities that are important good behaviour e.g :</p> <ul style="list-style-type: none"> • how to sit and stand properly • how to walk in a row • how to greet “ Good morning, teacher” • Good afternoon, teacher • Goodbye (to classmates)
Action song and rhyme:	Repeat
Other activities:	<p>Play games</p> <p>Eye movements</p>
Outdoor/Indoor play:	<p>Water play/sand play</p> <p>Big balls</p>
Story:	Own choice
Relax:	Listen to music

Concentrate on the following during the First Term

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

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

TERM 1 WORK SCHEDULE

Week: 2

Date: _____

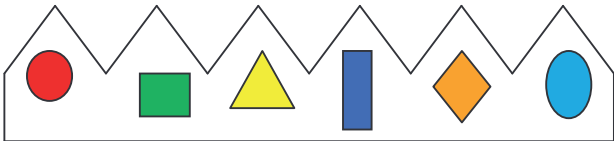
Theme: I AM SPECIAL – MY FACE AND BODY

Week: 2	Date:	LITERACY		NUMERACY FAT 1		LIFE SKILLS	
Focus Learning Outcomes & Assessment Standards	LO 1: Listening AS 1, AS 2, AS 4.1, AS 4.2	LO 2: Speaking AS 1, AS 2, AS 3, AS 3, AS 5, AS 7	LO 1: Number Operation AS 1, AS 2, AS 3, As 2, AS 6, AS 8	LO 2: Patterns AS 1	LO 1:Health Promotion AS 4, AS 5	LO 2: Social Development AS 3	
	LO 3: Reading AS 1, AS 1.7, AS 2, AS 3.3	LO 4: Writing AS 1.1, AS 1.2, AS 3	LO 3: Space & Shape AS 3.3	LO 4: Measurement AS 3.3	LO 3: Personal Develop. AS 1	LO 4: Phys Dev. & Movement AS 4	
	LO 5: Thinking & Reasoning AS 3	LO6:Language Structure AS 1.1, AS 1.2	LO 5: Data Handling				
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 2.1 Arts and Culture : Visual Arts : LO 1 AS 3, LO1 AS 4 Dance: LO 3 AS 1, LO 4 AS 4 Music: LO 4 AS 3 Drama: LO1 AS 2, LO 3 AS 2 Social Science (G) LO 2 AS 1 Visual Arts : LO 3 AS 4, Visual Arts: LO 4 AS 4						

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

Weekly Lesson Planning Exemplar			
Term 1: Week 2			
Theme: I am Special – My face and body			
Learning Outcomes and Assessment Standards	Health check and Morning Circle (Ring)	Assessment	Resources
LITERACY : Language HL LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately LO 1 AS 2: Demonstrates appropriate listening behavior 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 2 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 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 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.	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 - Birthdays:” Whose 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) 4. Months of the year January – Coming to school the first time 5. Date Do later 6. Weather - Season? (Summer, Autumn, Winter, Spring)? - Weather? Ask a learner to go and look outside, How is the weather like today? (Sunny, cloudy, rainy or windy)?	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

<p>INTEGRATION:</p> <p>SS (H)</p> <p>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)</p> <p>LO 2 AS 1: Discusses personal experiences of familiar people and places</p>			
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Weekly Lesson Planning Exemplar			
Term 1: Week 2			
Theme: I am Special – My face and body			
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 3: Uses language to investigate and explore: asks questions and searches for explanations gives explanations and offers solutions</p> <p>LIFE SKILLS Life Orientation LO 1 AS 4: Explains safety in the home and at school LO 1 AS 5: Explain the right of children to say 'no' to sexual abuse and describes ways to do so.</p> <p>Natural Sciences LO 1 AS 2.1 : Follows simple instructions with assistance</p>	<p>Monday: MY NAME AND BIRTHDAY</p> <ul style="list-style-type: none"> - I am ME. I am special. There is no one else like me. - Ask each child to say his / her name and to tell you about themselves while taping their voices. Play back to them. Say the names of the children one by one. Clap to the rhythm of the names. - e.g. Si - ya- bong - ga (4 claps) - Ma-ry (2 claps) <p>Ask the children to bring photos of themselves as babies.</p> <ul style="list-style-type: none"> - I have a special birthday of my own. Discuss that the day the learner was born is a special day and to make that learner feel special we wear a crown on our head on our birthday at school and our classmates sing a special song. [Demonstrate with one learner] <p>Ask the children to bring photos of themselves as babies.</p>  <p>Happy Birthday to you ,Happy Birthday to you Happy Birthday dear Sipho Happy Birthday to you.</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Checklist</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Theme posters on My Body</p> <p>Theme table resources</p> <p>Theme equipment</p> <p>Magazines</p> <p>Photos</p>

	<p>Tuesday: MY FACE I am ME. I am special. There is no one else like me.</p> <ul style="list-style-type: none"> - Explain that every person's face is special .Even though all faces have eyes,ears etc each child's face looks different from another child's - Ask learners which part of the face they know. Say the parts of the face such as mouth, chin ears, eyes, nose, and forehead. As the teacher says one part she says: I have ONE mouth I have TWO eyes etc. - As the teacher says each part learners should point to their own faces. - The class is divided into pairs and learners look at their friend's face and show the parts on the friend's face - Discus faces and ask questions such as: <ul style="list-style-type: none"> - What is in your mouth? (tongue, teeth) - Why do we have a mouth? (to eat, drink, talk) - What are the TWO holes in your nose called? (nostrils) - What do you use your ONE nose for? (smell and breathe) - What do you use your TWO eyes for? (to see) - What do we call people who cannot see? (blind people) - How many ears do you have? (TWO) - What do you use your ears for?(to hear) - What do we call people who cannot hear? (deaf) <p>Wednesday and Thursday : THE PARTS OF MY BODY</p> <ul style="list-style-type: none"> - My body – Ask a learner to lie down on a large piece of paper. - Choose a few learners to draw (trace) around the learner's body. - While the learners are drawing the teacher asks questions such as : <ul style="list-style-type: none"> - Which part of the body is Sipho drawing now? 		
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- How many feet does Mary have?
- What do we do with our feet?
- How many arms do we have?
- How many hands do we have?
- What do we do with our arms? / hands?

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



a r m

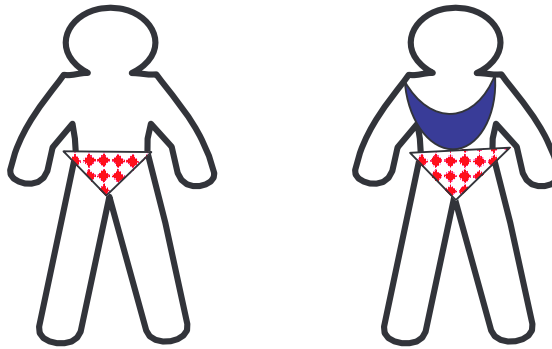
neck	arm	fist
fingers	wrist	elbow
back	shoulder	chest
wrist	hip	legs
arms	feet	knee

Friday : MY BODY BELONGS TO ME

Small children need to know that they have the right to say no to anyone that makes them feel uncomfortable in the way that they are handling them or touching them and should be advised that they must tell their mommy or daddy

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

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



Ask questions such as:

How do you feel when mummy hugs you?

How do you feel being held tight or touched by someone you don't know?

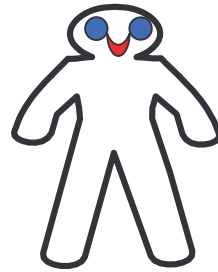
He teacher tells learners that if anyone (family, friend, stranger) touches them in a way that they do not like , they must say **NO** loudly and tell someone

	<p>Warn learners against possible dangers like:</p> <ul style="list-style-type: none"> - not to go to the toilet alone if the toilet is far from the house or classroom - not to walk alone in the street - not to get into cars with strange people - not to take sweets from strangers - not to play alone outside when it is getting dark <p>Listen to the poem and do the actions: I say no! Shake a pointed finger I can say no! Listen now and hear me say No! No! No! Hands on both sides of the mouth to show shouting</p> <p>I like to hug special people Cross arms over chest to make a hugging action And I hug them Because this is one thing I know Stretch out arms</p> <p>I can say no! Shake a pointed finger I do say no Listen now and hear me say Hand behind ear as if listening No, No, No! Shout with hands around mouth</p>		
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Weekly Lesson Planning Exemplar			
Term 1: Week 2			
Theme: I am Special – My face and body			
Learning Outcomes and Assessment Standards	Maths Routine (Daily Monday to Friday)	Assessment	Resources
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 1. 7: Uses known letters and numerals to represent written language especially from own name and age LO 4 AS 12: Manipulates writing tools like crayons and pencils 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	1. Counting: (Monday to Friday) - Counting every day objects 1, 2 2. Shapes and colours (not yet) 3. Before , after and between (not yet) 4. Numbers of the week : 1 and 2 - Number of the week's name: one and two - How much is 1? Show 1 nose / mouth - How much is 2? Show 2 eyes / ears / legs hands / arms / feet - Let a few learners collect 1 objects (counters) - Let a few learners collect 2 objects (counters) - Write 1 in the "air" with your finger - Write 2 in the "air" with your finger - Write a number 2 (on your board / paper /sand trays) - Draw 2 circles (on your board / paper) - Where else in the class can you see a number 2 ? SEE THAT LEARNERS HAVE THE CORRECT PENCIL GRIP AND NUMBERS ARE FORMED IN THE CORRECT WAY 5. Problem solving Learners solve verbally stated addition and subtraction problems with single digit numbers and solutions to at least 2 . Learners use concrete apparatus to pack out the solution to the problem e.g. One eye and another eye gives me eyes.	METHOD : Teacher TOOL : Observation sheet RECORDING : Informal FORMS : Oral Responses Practical demonstration	Number poster Abacus Blocks Chalkboards + chalk Number wall chart Number cards

Weekly Lesson Planning Exemplar			
Term 1: Week 2			
Theme: I am Special – My face and body			
Learning Outcomes and Assessment Standards	Learning Activities Maths (Numeracy) In Small Groups Monday to Friday	Assessment	Resources
<p>NUMERACY</p> <p>Mathematics</p> <p>LO 1 AS 1: Counts to at least 10 everyday objects reliably</p> <p>LO 1 AS 2 :Says and uses number names in familiar contexts FAT 1</p> <p>LO 1 AS 3 : Knows the number names and symbols for 1 – 10 FAT 1</p> <p>LO 2 AS 1: Copies and extends simple patterns using physical objects and drawings (e.g. using colours and shapes) FAT 1</p>	<p>FAT 1</p> <p>Activity 1 :Oral/Practical: Work in small groups</p> <p>Learners count own <u>eyes</u>, <u>ears</u>, <u>nose</u> and <u>mouth</u>. Counting in the number range 1 - 2.</p> <p>Activity 2</p> <p>Oral/Practical: Work in small groups</p> <p>The teacher shows number cards with the symbols <u>1</u> and <u>2</u> and the number names <u>one</u> and <u>two</u>. Learners pack out the number of counters to match the number symbol and the number name.</p> <p>Activity 3</p> <p>Oral/Practical: Works in small groups</p> <p>Learners use coloured blocks to copy a given colour pattern.</p> <div style="display: flex; align-items: center; gap: 10px;"> <div style="width: 40px; height: 40px; background-color: blue; border: 1px solid black;"></div> <div style="width: 40px; height: 40px; background-color: red; border: 1px solid black; border-radius: 50%;"></div> <div style="width: 40px; height: 40px; background-color: blue; border: 1px solid black;"></div> <div style="width: 40px; height: 40px; background-color: red; border: 1px solid black; border-radius: 50%;"></div> </div>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Rubric</p> <p>RECORDING : FORMAL FAT 1</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Colour Blocks</p> <p>Number name cards</p> <p>Number symbol cards</p> <p>Counters</p>

Weekly Lesson Planning Exemplar			
Term 1: Week 2			
Theme: I am Special – My face and body			
Learning Outcomes and Assessment Standards	Creative Activities	Assessment	Resources
<p>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 LO 2 AS 5: Ask Questions and respond LO 4 AS 1.1: Creates and uses drawings to convey a message, and as a starting point for writing LO 4 AS 12 :Manipulates writing tools like crayons and pencils</p> <p>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.</p>	<p>Monday to Thursday : Activity 1: PRINTING Let each child print his right and left hand. Allow to dry and mount on background paper with the following poem:</p> <div data-bbox="892 527 1402 980" data-label="Image"> <p>Sometimes you get discouraged Because I am so small And I always leave my fingerprints On furniture and wall. But every day I'm growing up And soon I'll be so tall That all those little handprints Will be hard to recall. So here's my special handprint Just so that you can say, That this is how my fingers looked</p> </div> <p>Activity 2: CUTTING & DRAWING: Cut out body shape and draw in the facial features. Paint a background paper (Any colour. - Use as mounting for body shapes).</p> <p>Paper Clothes</p> <div data-bbox="869 1224 999 1325" data-label="Image"> </div> <div data-bbox="1050 1230 1215 1318" data-label="Image"> </div> <div data-bbox="1335 1269 1383 1318" data-label="Image"> </div> <p>Buttons</p>	<p>METHOD : Teacher</p> <p>TOOL : Rubric</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Scissors</p> <p>Crayons</p> <p>Paper</p> <p>Paint</p> <p>Paint brushes</p> <p>biscuits</p> <p>Icing</p> <p>buttons</p> <p>wool</p>



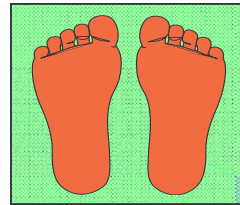
Wool for hair



Activity 3:

PRINTING:

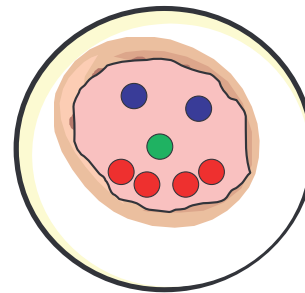
Let each child step onto a paint-soaked sponge and make footprints.



Activity 4 :

BAKE & CREATE:

Ice round biscuits (provide pink and brown icing). Use smarties for the features



MORE ACTIVITIES TO CHOOSE FROM :

MY FACE: Cutting and pasting

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

DRAWING or PAINTING : MYSELF

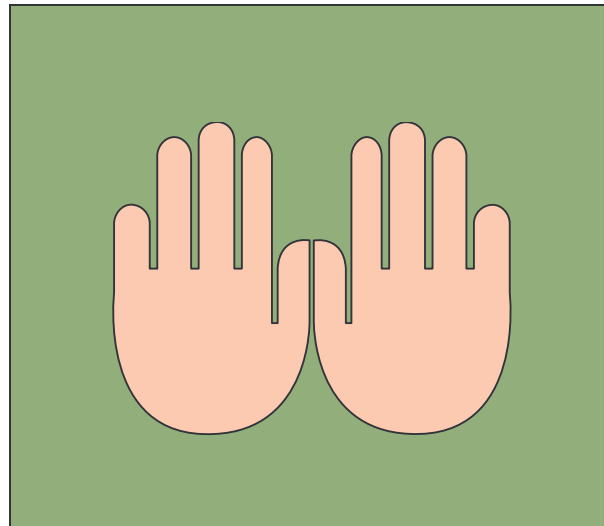


Learners can also draw a face on a large envelope making sure the open end is at the bottom. Put the envelope over the hand to form a puppet. Use the puppet to tell the class about themselves



DRAWING & PAINTING:

Let children draw around their open hand on the page, carefully going around each finger. Colour in and paint over with food colouring

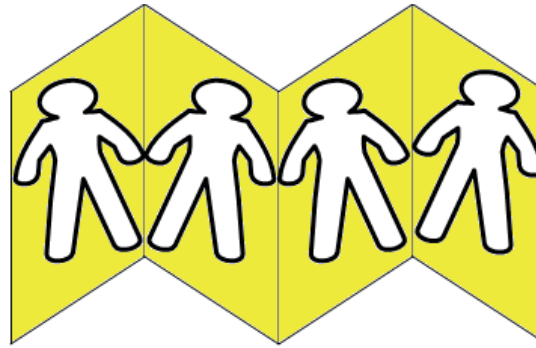


CUTTING & DRAWING:

Cut out body shape drawn onto pre-folded paper (folded like a fan).

Open out and colour in the four children "holding hands".

Teacher mounts onto background paper. Write the child's name at the first 'body' and then three of his friends' names.



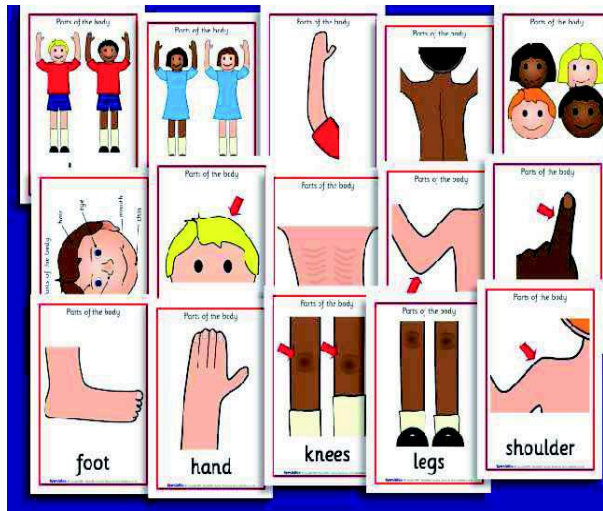
Weekly Lesson Planning Exemplar												
Term 1: Week 2												
Theme: I am Special – My face and body												
Learning Outcomes and Assessment Standards	Music, Drama, Dance & Movement	Assessment	Resources									
LITERACY Language HL LO 1 AS 1: Listens attentively to instructions and respond 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 LIFESKILLS: Life Orientation LO 3 AS 2 :Describe what own body can do LO 3 AS 3: Express emotions without harming self 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 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 A/C LO 2 Drama AS 2 : Use concrete objects to represent other objects in dramatic play	Monday: Singing The learners do the actions whilst singing with the teacher : Heads and shoulders Heads and shoulders, knees and toes Knees and toes, knees and toes Heads and shoulders, knees and toes We all clap hands together	METHOD : Teacher TOOL : Observation sheet RECORDING : Informal FORMS : Oral Responses Practical demonstration	CD / tape player									
	Tuesday : Dance Play music - Learners clap hands in time with music - Learners stamp their feet in time with music Body movement swaying from left to right while listening to the music											
	Wednesday: Drama Faces: - Expressions: Describe and demonstrate emotions on face if you are happy, scared, etc. <table><tr><td>Fear</td><td>Angry</td><td>Dislike</td></tr><tr><td>Laugh</td><td>Cry</td><td>Happy</td></tr><tr><td>Fright</td><td>Hurry</td><td>Sad</td></tr></table>			Fear	Angry	Dislike	Laugh	Cry	Happy	Fright	Hurry	Sad
	Fear			Angry	Dislike							
Laugh	Cry	Happy										
Fright	Hurry	Sad										
Thursday: Song Learners touch or point to each body part as it is mentioned in the song : One finger, one thumb , keep moving (x3) We move our bodies this way One finger ,one thumb, one arm , keep moving (x3) We move our bodies this way One finger ,one thumb, one arm , one leg keep moving (x3)												

We move our bodies this way

**One finger ,one thumb, one arm , one leg , one nod
of the head keep moving (x3)**

We move our bodies this way

Mention other body parts



Friday: Movement (A large area is required)

- Walk with big steps and lift arms as high as they can and walk on their toes.
- Bend the knees walking with small steps, hands on the knees.
- Chase your shadow, catch a friend's shadow

Weekly Lesson Planning Exemplar			
Term 1: Week 2			
Theme: I am Special – My face and body			
Learning Outcomes and Assessment Standards	Outdoor Play	Assessment	Resources
LIFE SKILLS : LO 4 AS 4: Participates in free play activities INTEGRATION: Arts and Culture: Drama L.O.1 AS 11: uses voice and movement spontaneously when playing creative drama games.	Monday to Friday : - Sand play. Shape faces and decorate - Water play - <u>Outside apparatus & Free play</u>	METHOD : Teacher TOOL : Observation sheet Checklist RECORDING : Informal FORMS : Oral Responses - Practical demonstration	Sand Equipment Water equipment & aprons Outside apparatus

Weekly Lesson Planning Exemplar			
Term 1: Week 2			
Theme: I am Special – My face and body			
Learning Outcomes and Assessment Standards	Learning Activity Educational play	Assessment	Resources
LITERACY Language L.O.5.2:...matches things that go together LO 5 AS 4 : Use language to investigate and explore by solving puzzles 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 NUMERACY Mathematics L.O. 3 AS 3.3 Builds three- dimensional objects using concrete materials	Monday to Friday Rotate Groups Group 1: Block area (build a face or 'myself ' using blocks) Group 2: Book area Group 3: Puzzles The learners sit on the carpet. The teacher put parts of the body on the flannel board or chalkboard. Learners must join the parts to form a figure. Group 4: Memory Cards	METHOD : Teacher with Group 3 TOOL : Cards Class List	Blocks Puzzles Memory cards