

Weekly Lesson Planning Exemplar			
Term 1: Week 2			
Theme: I am Special – My face and body			
Learning Outcomes and Assessment Standards	Literacy (Language) In Small Groups 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 4 .1 : Develops phonic awareness and recognizes that words are made up of sounds LO 1 AS 4.2: Develops phonic awareness and distinguish between different sounds especially at the beginning and ending of words LO 4 AS 2 : Forms letters in various ways (e.g.) by using own body to show the shapes, writing in sand) LO 6 AS 1.1 and 1.2: Relates sounds to letters and words by recognising words are made up of sounds and recognises the sounds at beginning of some words	<ul style="list-style-type: none"> - Demonstrate appropriate listening behaviour by listening without interrupting, showing respect for speaker and taking turns to speak. (Repeated every week for the 1st term) - Uses familiar words and listens to beginning sounds of learners names – informal phonic awareness - Listens attentively and responds appropriately - Recites Rhyme: open and shut - (Learners do not have to know poem –only for enjoyment <p>Open them, shut them</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> Open them, shut them Open them, shut them Give a little clap Open them, shut them Open them, shut them Lay them in your lap </div> <p>Learners can also draw a face on a large envelope (During Creative Art) 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</p>	METHOD : Teacher TOOL : Checklist Rubric RECORDING : Informal FORMS : Oral Responses Practical demonstration	Envelope Songs Rhyme Flash cards

Weekly Lesson Planning Exemplar			
Term 1: Week 2			
Theme: I am Special – My face and body			
Learning Outcomes and Assessment Standards	Story (Reading)	Assessment	Resources
LITERACY Language HL LO 1 AS 3: Listen with enjoyment and understanding to oral text such as stories/poems LO 2 AS 8: Retells a story 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 4.3: Starts recognizing and making meaning of letters	Monday: UNATHI'S SHADOW. The learners sit on the carpet. The teacher makes up a story of a little girl called 'Unathi's Shadow'. Unathi's shadow is very much like her. Wherever Unathi goes her shadow follows her. She cannot run away from her shadow. Sometimes Unathi's shadow is short and sometimes tall. When Unathi sleeps, her shadow also sleeps. It also disappear or sleeps when it rains or when there is no sun. Ask memory questions. What was the girl's name? What happens when she goes to sleep? What happens when it rains?	METHOD : Teacher TOOL : Observation sheet RECORDING : Informal FORMS : Oral Responses Practical demonstration	- Story books
	Tuesday: ONLY ONE NOSE: A little boy called Peter was very unhappy and asked his mother why he had only one nose. He told his mother that he had many toes and fingers, two eyes, two ears, two arms and two legs. Why only one nose? He smelled the fresh bread, the lovely flowers and said: I am so sad that I only have one nose. He also said he had many teeth, but only one nose. One day he smelled his fathers snuff and started sneezing. He could not stop. He then said: I am so glad I have only one nose! The learners must retell the story to their peers		
	Wednesday Learners look at picture books. Role –play reading		

	Thursday: Learners look at pictures in story books and make sense of the story through the pictures		
	Friday: The teacher reads any story about a boy or a girl		

TERM 1 WORK SCHEDULE

Week: 3 and 4

Date:

Theme: MY FAMILY

Week 3 and 4	LITERACY FAT 1 Week 4		NUMERACY		LIFE SKILLS	
Focus Learning Outcomes & Assessment Standards	LO 1: Listening AS 1, AS 2, AS 3	LO 2: Speaking AS 1, AS 1.7, AS 2, AS 3, AS 5, AS 7	LO 1: Number Operation AS 1, AS 2, AS 3, AS 6, AS 8	LO 2: Patterns	LO 1:Health Promotion AS 1, As 2, AS 3 , AS 4	LO 2: Social Development AS 1, AS 2 , AS 3
	LO 3: Reading AS 1.1, AS 2, AS 3.1, AS 3.3, AS 4.3	LO 4: Writing AS 1.1, AS 12	LO 3: Space & Shape AS 1	LO 4: Measurement AS 2, AS 3, AS 4	LO 3: Personal Development AS 1	LO 4: Phys Dev. & Movement AS 1 , AS 4
	LO 5: Thinking & Reasoning	LO6:Language Structure	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 Social Science (G) LO 2 AS 1 Natural Science: LO 1 AS 2.1 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: LO 3 AS 1 LO 4 AS 1 Music: LO 4 AS 3 Drama LO1 1.1					

Continuous assessment Who assesses? How? What?	METHOD : Teacher TOOL : Observation sheet Rubric Checklist RECORDING : FORMAL FAT 1 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
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 on My Family Theme table resources Theme equipment
Barriers to Learning : SEE TERM 2			

Weekly Lesson Planning Exemplar			
Term 1: Week 3 and 4			
Theme: My Family			
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 behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak. LO 2 AS 1: Talks about family and friends LO 2 AS 2: Expresses own feelings and the feelings of real or imaginary people LO 2 AS 3: Sings and recites simple songs and rhymes LO 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. INTEGRATION: SS (H)	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 <ul style="list-style-type: none"> - Welcoming : Greet the teacher and friends - News : Learners tell about news in their lives - 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 3. Days of the week <ul style="list-style-type: none"> - Monday to Sunday - (Learners say which day of the week it is) 4. Months of the year <ul style="list-style-type: none"> - Which month of the year is it? 5. Date 6. Weather <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)? 	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

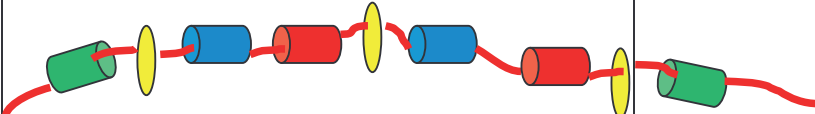
LO 2 AS 1: Discusses personal experiences in the past and present (chronology and time) LO 2 AS 2: Discusses own age in years (chronology and time) SS (G) LO 2 AS 1: Discusses personal experiences of familiar people and places			
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Weekly Lesson Planning Exemplar			
Term 1: Week 3 and 4			
Theme: My Family			
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 WEEK 4 LO 1 AS 1: Identifies personal role as a consumer LO 1 AS 2: Recognises that advertisements influence needs and wants LO 1 AS 3: Explores and begins to understand the notions of bartering and money and its uses LO 1 AS 4: Recognises that a household consists of people who must live and work together LO 2 AS 1: Differentiates between play and useful tasks at home LO 2 AS 2: Relates stories of responsibilities at home Natural Sciences LO 1 AS 2.1: Follows simple instructions with assistance	Monday: Mothers and Fathers <ul style="list-style-type: none"> - What does mommy do when she is at home? - What does daddy do when he is at home? - Do you help your mommy and daddy? - Does mommy go to work? - Does daddy go to work? - What are the games that you play with mommy and daddy? 	METHOD : Teacher TOOL : Observation sheet Checklist RECORDING : Informal FORMS : Oral Responses - Practical demonstration	Theme posters on family Theme table resources Theme equipment
	Tuesday: Brothers and sisters <ul style="list-style-type: none"> - Boys are called sons and brothers. - Girls are called daughters and sisters. - Do you have a brother or sister? - Position in family: oldest, youngest, smallest, biggest, etc. - In the black culture a person who grows up in the family home can also be regarded as a brother or sister. 		
	Wednesday: Babies <ul style="list-style-type: none"> - Talk about the collage of baby photos. - How babies change – hair colour, eyes, big head, little hands and feet. - Discuss baby food and teeth. - Let children taste milk formula and compare it to cow's milk. - How mothers feed babies more easily if they are quiet and not disturbed. How can we help mommy with the baby? - Discuss how babies respond to love and how much time they take up because they are so dependent on their parents help. - Get a mother to bring her baby to school and demonstrate how to change a nappy and dress the baby. Encourage children to ask questions. 		

	<p>Thursday: Grandmothers and grandfathers</p> <p>Old fashioned clothes, clocks, glasses, pipe, jewellery, etc.</p> <ul style="list-style-type: none"> - Refer to the science table where old things of grandparents are displayed. If possible get a granny to come and speak to the children. She can tell them what it was like being a little girl long ago. - Have a granny & grandpa tea. Let each child invite a granny and grandpa to join us at school for a cup of tea. Sing a few songs and present each granny with a posy of flowers. <p>Friday:</p> <ul style="list-style-type: none"> - Refer to the whole family. - Let them realise that every one in the family has his own specific role to play – all of equal importance <p>DURING WEEK 2 YOU CAN DISCUSS MORE OF THE ROLE OF EVERY MEMBER</p> <p>Learner:</p> <ul style="list-style-type: none"> - His tasks at home – difference between play and helping mommy and daddy - Tell stories of what he/she must do at home - His personal role as a consumer his needs and wants - What he/ she see on advertisements on TV influence needs and wants - Understand that to buy things at a shop you need money <p>Mommy and daddy</p> <ul style="list-style-type: none"> - Buying food and clothes for the family <p>SHOPPING CAN ALSO BE BROUGHT INTO WEEK 4</p>		
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Weekly Lesson Planning Exemplar			
Term 1: Week 3 and 4			
Theme: My Family			
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 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</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.....</p> <p>2. Shapes and colours - Flash shape cards - Flash colour cards</p> <p>3. Before , after and between - Which number comes before 2? Which number comes after 1? Which number is between 1 and 3? Are 2 more or less than 1?</p> <p>4. Number of the week : INTRODUCTION TO 3 - Number of the week's name; three - How much is 3? Show 3 fingers (Show 3 on abacus) - Let a few learners collect 3 objects (counters) - Write 3 in the "air" with your finger - Write a number 3 (on your board / paper /sand trays) - Draw 3 circles (on your board / paper) - Where else in the class can you see a number 3?</p> <p>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 3. 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>	<p>Number poster</p> <p>Abacus Blocks</p> <p>Chalkboards + chalk</p> <p>Number wall chart</p> <p>Number cards</p>

Weekly Lesson Planning Exemplar			
Term 1: Week 3 and 4			
Theme: My Family			
Learning Outcomes and Assessment Standards	Learning Activities Maths (Numeracy) In Small Groups Monday to Friday	Assessment	Resources
<p>LITERACY Language HL 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</p> <p>MATHEMATICS Numeracy LO 1 AS 1 Counts to at least 10 everyday objects reliably LO 1 AS 2 Says and uses number names in familiar context LO 1 AS 3 Knows the number names and symbols for 1 – 10 LO 4 AS 4 Works concretely comparing and ordering objects using appropriate vocabulary to describe: length (e.g. longer, shorter, wider, tall, short)</p>	<p>Tell the story of the Three Bears. Introduce the concept of the number three when telling the story;</p> <p>Every time the teacher asks: How many Bears? (three bears) How many bowls of porridge (three bowls of porridge) How many spoons (three spoons) How many chairs? (three chairs) How beds? (Three)</p> <p>Use one-to –one correspondence. Point to each spoon and count one- two- three</p> <p>The teacher also point out that the bears were different sizes. Papa Bear was tall Baby Bear was small. Mamma Bear was smaller than Papa Bear but taller than Baby Bear.</p> <p>Problem Solving:</p> <p>If there were three bowls of porridge and the little girl ate one bowl. How many still left over?</p> <p>The girl sat on Papa Bear's chair, on Mamma Bear's chair and on Baby Bear's chair. How many chairs were there altogether?</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Rubric</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Pictures</p>

Weekly Lesson Planning Exemplar			
Term 1: Week 3 and 4			
Theme: My Family			
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>LIFE SKILLS Life Orientation LO 1 AS 4: Explains safety in the home and school</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 :</p> <p>Activity 1: DRAWING Encourage children to draw a picture of the mom and dad doing some work at home</p> <p>Activity 2: CERAMIC DOUGH 1 cup flour 2 cups bi-carbonate of soda 1½ cups of water</p> <p>Mix together in pot. Stir until too stiff to stir with wooden spoon. Take off heat. Knead well.</p> <p>Model brother and sister and leave in warm dry place to set</p> <p>Activity 3: CUT AND PASTE Cut pictures of boys and girls out of magazines. Paste to make a family “photo</p> <p>Activity 4 : THREADING Make a necklace for your Granny. Use wool and thread polystyrene chips/coloured noodles.</p> 	<p>METHOD : Teacher</p> <p>TOOL : Rubric</p> <p>RECORDING : Informal FORMS : Oral Responses Practical demonstration</p>	<p>Scissors</p> <p>Crayons</p> <p>Paper</p> <p>Paint</p> <p>Paint brushes</p> <p>Play dough</p> <p>Play dough equipment</p> <p>Scissors</p> <p>Magazines</p>

Weekly Lesson Planning Exemplar			
Term 1: Week 3 and 4			
Theme: My Family			
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</p> <p>LIFESKILLS: Life Orientation LO 4 AS 1: Plays running, chasing and dodging games using space safely</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 A/C LO 3 Drama AS 2 :Participates in drama games – takes turns, waits for signals, responds to cues, and shares space</p>	<p>Monday:</p> <p>Sing the song on the tune of: Vader Jakob, slaap jy nog?</p> <p>Mntakwethu x2 Ulele na x2 Vuk'ubeth'intsimbi x2 Khelekenkce x2</p> <p>Granny's cooking, Granny's cooking Samp and beans, samp and beans Come and get some, come and get some! Samp and beans, Samp and beans</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>CD / tape player</p> <p>Song/rhyme posters</p> <p>Musical Instruments</p>
	<p>Tuesday: DRAMA Thursday: Tell the story of Little Red Riding Hood and dramatise</p> <p>This is a story about a little girl whose name was Little Red Riding Hood. Her mother asked her to take some food to her Grandmother who was very ill. She was not to linger on the way, but was to go straight to her grandmother's house in the woods. The wolf hearing this quickly went to the Grandmother's house, locked the Grandmother in the cupboard and climbed into her bed. When Little Red Riding Hood arrived she started to talk to the wolf.</p> <p>Why are your eyes so big? <i>To see you better</i> Why are your ears so big? <i>To hear you better</i> Why is your nose so big? <i>To smell better</i></p>		

	<p>Why is your mouth so big? TO EAT YOU BETTER</p> <p>The wolf jumped out of the bed and grabbed her. A woodcutter saw what was happening through the window and saved Little Red Riding Wood.</p> <hr/> <p>Wednesday: Drama</p> <p>Goldilocks and the three Bears NEEDED: Three chairs , three pillows , three bowls of porridge , three spoons</p> <p><i>Masks of the three Bears. Papa Bear, Mama Bear and Baby Bear. (Three learners can play the role of the bears and one learner is Goldilocks:</i></p> <p>Teacher: A little girl called Goldilocks got lost in the wood She found a little house and went inside. She saw THREE bowls of porridge on the table and tried them all</p> <p>Girl: (Trying each bowl) Too hot. Too cold. Just right! (She eats)</p> <p>Teacher: She saw THREE chairs and tried them too. One broke</p> <p>Girl :(Trying each chair) Too hard. Too soft. Just right! Oops! One chair has broken (mimes)</p> <p>Teacher: She saw THREE beds and tried them too.</p> <p>Girl :(Trying each bed) Too lumpy Too bouncy> Just right! (She lies down to sleep) ZZZZZ...</p> <p>Daddy Bear: (Looking at the bowls) Who's been eating my porridge?</p> <p>Mummy Bear: And who's been eating my porridge?</p> <p>Baby Bear: Who's been eating my porridge and has</p>		
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	<p>eaten it all up? Boo hoo! (Crying)</p> <p>Daddy Bear: (Looking at the chairs) Who's been sitting on my chair?</p> <p>Mummy Bear: Who's been sitting on my chair?</p> <p>Baby Bear: Who's been sitting on me chair and broken it? Boo Hoo (Crying)</p> <p>Daddy Bear: (Looking at the beds) Who's been sleeping on my bed?</p> <p>Mama Bear: And who's been sleeping on my bed?</p> <p>Baby Bear: Who's been lying on my bed and is still in it? Boo Hoo (Crying)</p> <p>Teacher: Goldilocks woke up and ran away as fast as she could. The THREE Bears were very cross Papa Bear and Mama Bear gave Baby Bear a big hug</p>		
	<p>Thursday: Movement GAME Wolf, Wolf What is the time?</p> <p>The learners walk behind the teacher and ask: Wolf, Wolf, what is the time? The wolf (teacher) calls out one o' clock They ask the question again This time the teacher says two o'clock They go on asking the teacher the time. The teacher walks all over the playground</p> <p>When the teacher says: 'EATING TIME' The children must run away as far as possible and the teacher tries to catch one. The teacher now chooses a new wolf. (This game will develop listening skills)</p>		

	Friday: Movement (A large area is required) Learners imitate how different members of the family walk Fathers- Walk with strong strides Mothers – Walk very fast Grandpa And Granny- Walk slow Bother – run very fast Sister – skip Baby – crawl		
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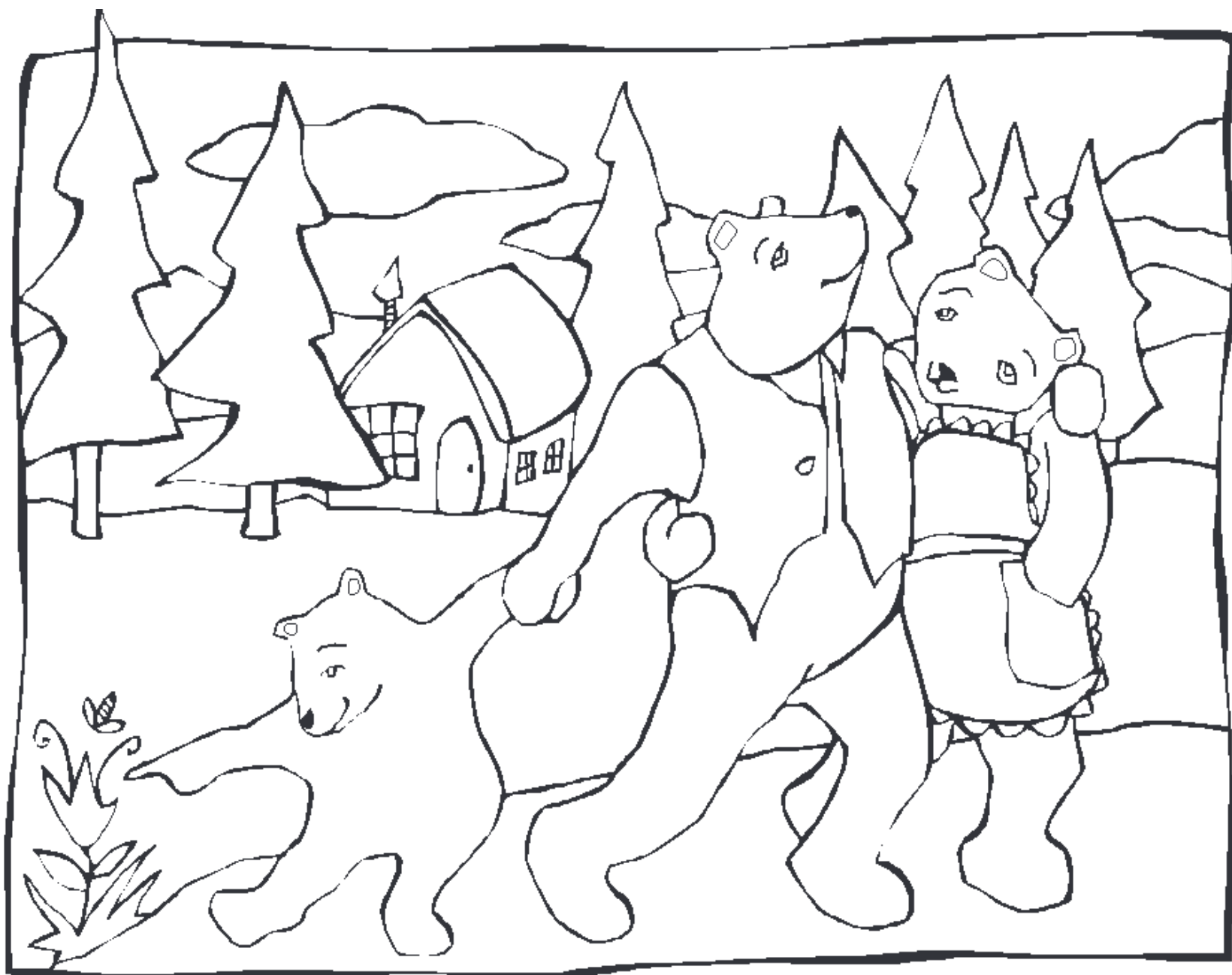
Weekly Lesson Planning Exemplar			
Term 1: Week 3 and 4			
Theme: My Family			
Learning Outcomes and Assessment Standards	Outdoor Play	Assessment	Resources
LIFE SKILLS : LO 4 AS 4: Participates in free play activities INTEGRATION: Arts and Culture: Drama L.O.1.1: uses voice and movement spontaneously when playing creative drama games.	Monday: - Sand play - 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 3 and 4			
Theme: My Family			
Learning Outcomes and Assessment Standards	Learning Activity Educational play	Assessment	Resources
LITERACY L.O.5.2 ..matches things that go together INTEGRATION: Arts and Culture; L.O.3participating and collaborating	Monday to Friday Rotate Groups Group 1: Fantasy Group 2: Book area Group 3: Puzzles Group 4: Happy Families	METHOD : Teacher with Group 4 TOOL : Cards Class List RECORDING Teacher Demonstration, Guidance for Explanation for learners OBSERVATION of Learners' behaviour.	Books Puzzles Card game called Happy Families. (SNAP)

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Learning Outcomes and Assessment Standards	Literacy (Language) In Small Groups Monday to Friday	Assessment	Resources
LITERACY Language HL LO 1 AS 1: Listen attentively to questions ,instructions and announcements and responds appropriately FAT 1 LO 1 AS 2 : Demonstrates appropriate behaviour by listening without interruption, showing respect for the speaker and taking turns to speak FAT 1 LO 3: AS 1 a Looks carefully at pictures to recognise common objects and experiences FAT 1 LO 4: AS 1a Creates and uses drawings to convey a message and as a starting point for writing FAT 1 AS 1 .1 Manipulates writing tools like crayons and pencils FAT 1	FAT 1 Activity Listen to a simple story about THE THREE BEARS Learner must be able to follow one instruction Activity Learner must try and sit still and listen without interruption Activity Children identify objects from pictures in a simple story Activity Learners draw a picture of a simple story told. Learners are introduced to correct manipulation of wax crayons and they must draw a picture on a given topic	METHOD : Teacher TOOL : Checklist Rubric RECORDING : Formal FAT 1 FORMS : Oral Responses Practical demonstration	Story Rhyme Flash cards

Weekly Lesson Planning Exemplar			
Term 1: Week 3 and 4			
Theme: My Family			
Learning Outcomes and Assessment Standards	Story (Reading)	Assessment	Resources
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 4.3: Starts recognizing and making meaning of letters	Monday: Poem The Learners discuss the members of their family And the teacher reads a poem to the learners. Afterwards they repeat and do the actions This is father, brave and strong (she holds up her thumb) This is mother , busy at home(She holds up her index finger) Here is my brother tall (She holds up her middle finger) This is my sister, gentle and kind (She holds up her ring finger) This is our baby small (She holds up her middle finger) Here is our baby small (She holds up her small finger) Oh, I love them all 	METHOD : Teacher TOOL : Observation sheet RECORDING : Informal FORMS : Oral Responses Practical demonstration	Story books
	Tuesday: Learners cut out pictures of Mothers and fathers, uncles and aunts, brothers and sisters and paste it in a booklet with blank pages. The teacher can write words underneath the pictures and the learners read about their family to their friend.		

	<p><u>Wednesday: Grandmother & Grandfather's glasses</u></p> <p>These are grandmother's glasses (make glasses over eyes) This is grandmother's cap (put hands on head) This is the way she folds her hand (fold hands) And puts them in her lap (hands in lap)</p> <p>These are grandfather's glasses (make glasses over eyes) This is grandfather's hat (flat hand on head) This is the way he folds his arms (cross arms at chest) And sits there just like that.(look straight ahead)</p>		
	<p>Thursday:</p> <p>Ask a Granny or mother to come in and tell a story to the learners of their families when they were young. Learners must listen carefully and the teacher asks memory questions</p>		
	<p>Friday:</p> <p>Learners 'Read" books in the book area or the teacher can take the learners to the library at the school /in town or another class</p>		



TERM 1 WORK SCHEDULE

Week: 5 and 6

Date: _____

Theme: MY HOME

Week 5 and 6	LITERACY FAT 2 Week 6		NUMERACY FAT 2 Week 5		LIFE SKILLS	
Focus Learning Outcomes & Assessment Standards	LO 1: Listening AS 1, AS 2, AS 3, AS 3.2	LO 2: Speaking AS 1, AS 2, AS 3, AS 5, AS 7, AS 9	LO 1: Number Operation AS 1, AS 2, AS 3, AS 6, AS 8	LO 2: Patterns	LO 1:Health Promotion As 2, AS 4	LO 2: Social Development AS 3
	LO 3: Reading AS 1,AS 1.7, AS 2, AS 3.1, AS 4.3	LO 4: Writing AS 1,AS ,AS 3, AS 5, AS 7, AS 12	LO 3: Space & Shape AS 1, AS 3	LO 4: Measurement AS 2, AS 3, AS 4	LO 3: Personal Development AS 1, AS 2	LO 4: Phys Dev. & Movement AS 1, AS 2, AS 3, AS 4
	LO 5: Thinking & Reasoning AS 1.1, AS 3	LO6:Language Structure	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 Social Science (G) LO 2 AS 1 Natural Science: LO 1 AS 2.1 Arts and Culture : Visual Arts : LO 1 AS 3, LO1 AS 4.4 Visual Arts : LO 3 AS 4, Visual Arts: LO 4 AS 4 Dance: LO 3 AS 1, LO 4 AS 1 Music: LO 4 AS 3 Drama LO1 AS 2, LO 3 AS 2 Technology : AS 1,2,3,4					

Continuous assessment Who assesses? How? What?	METHOD : Teacher TOOL : Observation sheet Rubric Checklist RECORDING : FORMAL FAT 2 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, 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 on My Home Theme table resources Theme equipment
Barriers to Learning : SEE TERM 2			

Weekly Lesson Planning Exemplar			
Term 1: Week 5 and 6			
My Home			
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 behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak. LO 2 AS 1: Talks about family and friends LO 2 AS 2: Expresses own feelings and the feelings of real or imaginary people LO 2 AS 3: Sings and recites simple songs and rhymes LO 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 <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 3. Days of the week <ul style="list-style-type: none"> - Monday to Sunday - (Learners say which day of the week it is) 4. Months of the year <ul style="list-style-type: none"> - Which month of the year is it? 5. Date 6. Weather <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)? 	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

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			
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Weekly Lesson Planning Exemplar			
Term 1: Week 5 and 6			
My Home			
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 LO 1 AS 4 ; Explains safety in the house LO 1 AS 2 : Describes steps that will ensure personal hygiene LO 3 AS 1 : Says own name and address INTEGRATION: Social Sciences : Geography LO 2 AS 1 : Discuss familiar places Natural Sciences LO 1 AS 2.1: Follows simple instructions with assistance	Monday: Types of homes <u>DISCUSSION:</u> The teacher puts up a picture of a house What is your address (Where is your house?) Discuss where each learner's home is Shapes: What shape is the roof? What shape is the house? What shape are the windows and door? How Many: How many doors are there (Count them) How many doors are there? How many windows are there? Colour: What is the colour of the house? Position in space: Is the roof at the bottom or top of the house? Where is the roof? What different parts of a house do we get? - People live in different kinds of homes, e.g. huts - caravans, shacks, flats, houses. - Different types of building materials are used e.g. Mud, bricks, straw cement, skins, snow, clay, straw, corrugated iron. - Some families buy their homes while others rent them. Some families build their own homes. - People with special skills are needed to build brick houses. - An architect draws the design according to the owner's wishes. - The builder follows the plans, builds the walls	METHOD : Teacher TOOL : Observation sheet Checklist RECORDING : Informal FORMS : Oral Responses - Practical demonstration	Theme posters on my home Theme table resources Theme equipment

	<p>and puts on the roof.</p> <ul style="list-style-type: none"> - A carpenter fits doors, windows and cupboards. - A plumber constructs drains and lays pipes for water and sewerage. - An electrician installs electrical cables, lights and plugs. <p><u>Does your Daddy or mommy do any of these jobs?</u></p>		
	<p>Tuesday: The bedroom</p> <ul style="list-style-type: none"> - We sleep in a bedroom - We get dressed in our bedroom. - What furniture do we have in the bedroom? Discuss the beds, cupboard, chair, lamp, etc. - It is important to have fresh air in the bedroom while we sleep. 		
	<p>Wednesday: The kitchen</p> <ul style="list-style-type: none"> - What do we do in the kitchen? - Cook, eat, wash dishes, etc. - What furniture and appliance do we have and what do we use them for? E.g. Fridge, stove, sink, table and chairs, etc. - Talk about safety in the kitchen. - Keep the fridge door closed. - We store food in the cupboards. Discuss how important it is to keep the floor and surfaces clean. 		
	<p>Thursday: Dining room</p> <ul style="list-style-type: none"> - Discuss the different cultures in our country – some people prefer to use a spoon or wooden sticks or their fingers to pick up the food. Some people sit at a table, while others sit on the floor. - What do we do in the dining room? 		

	Friday: Lounge <ul style="list-style-type: none"> - We like to sit in the lounge to rest and talk to our family and friends. - Sometimes we have a T.V. or radio in the lounge. 		
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Weekly Lesson Planning Exemplar			
Term 1: Week 5 and 6			
My Home			
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 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</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.....</p> <p>2. Shapes and colours - Flash shape cards - Flash colour cards</p> <p>3. Before , after and between - Which number comes before 3? Which number comes after 2?</p> <p>4. Number of the week : 3 FAT 2 on Number 3 Week 5</p> <p>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 4. 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>	<p>- Number poster - Abacus - Blocks - Chalkboards + chalk - Number wall chart - Number cards</p>

Weekly Lesson Planning Exemplar			
Term 1: Week 5 and 6			
My Home			
Learning Outcomes and Assessment Standards	Learning Activities Maths (Numeracy) In Small Groups Monday to Friday	Assessment	Resources
<p>NUMERACY: Mathematics LO 1 AS 1 Counts to at least 10 everyday objects reliably LO 1 AS 2 Says and uses number names in familiar context FAT 2</p> <p>LO 1 AS 3 Knows the number names and symbols for 1 – 10 FAT 2</p> <p>LO 4 AS 4 Works concretely comparing and ordering objects using appropriate vocabulary to describe: length (e.g. longer, shorter, wider, tall, short) FAT 2</p>	<p>FAT 2</p> <p>Activity 1</p> <p>Oral/Practical: Group Learners count one bottle top, two straws, etc.</p> <p>Activity 2:</p> <p>Oral/Practical: Works in small groups 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 Response:</p> <p>Work in small groups The teacher gives each learner a set of straws of different lengths. The learners order the straws from the shortest to the longest and the longest to the shortest. Learners compare the straws and answer questions, e.g. Which is the longest? Which is the shortest?</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Rubric</p> <p>RECORDING : FORMAL FAT 2</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Straws</p> <p>Counters</p>

Weekly Lesson Planning Exemplar			
Term 1: Week 5 and 6			
My Home			
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 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>LIFE SKILLS Life Orientation LO 3 AS 1: Says own name and address</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>INTEGRATION : Technology LO 1 Process and Skills AS 1-4</p>	<p>Monday to Friday - over Activity 1:</p> <p>DRAWING Encourage the children to draw their home and garden. Teacher adds their address after asking each child what his address is.</p>  <p>Activity 2: BOX CONSTRUCTION</p> <p>After listening to a story about the Tree Little Pigs the Teacher divides the class in three groups.</p> <p>Group 1 makes a house from box and straw Group 2 makes a house from box and sticks Group 3 makes a house from bricks (use construction Blocks)</p>	<p>METHOD : Teacher</p> <p>TOOL : Rubric</p> <p>RECORDING : Formal FAT 2</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Scissors - Crayons - Paper - Paint - Paint brushes - Play dough - Play dough equipment - boxes</p>

Design, Investigate , Make, Evaluate

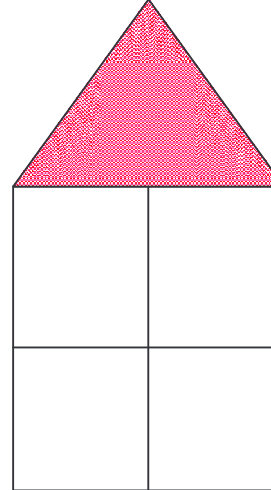


Activity 3 : MODELLING WITH CLAY

Modelling with clay / dough
Make furniture from dough

Activity 4 : CUT AND PASTE


Teacher prepares the paper – divide paper into four squares. Staple painted roof on top of page. The pupils cut out furniture pictures (from furniture shops' catalogues) and paste them into the "ro



Weekly Lesson Planning Exemplar			
Term 1: Week 5 and 6			
My Home			
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 1 AS 3: Listen and respond to sound 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 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 3 Drama AS 2 :Participates in drama games – takes turns, waits for signals, responds to cues, and	Monday: Singing Tick – Tack – Toe Learners sit on the carpet. The teacher gives learners a rhythm to copy - Clap twice slowly - Clap three times slowly - Clap fast three times – pause – Clap fast three times - Clap once – pause- clap two times - Learners close their eyes and they stamp their feet to the rhythm Learners clap with their hands whilst the teachers plays or sings the following song: Tick-tack-toe , Tick-tack-toe Place a brick and let it stick Tick-tack-toe , Tick-tack-toe This is how we lay a brick	METHOD : Teacher TOOL : Observation sheet RECORDING : Informal FORMS : Oral Responses Practical demonstration	CD / tape player Song/rhyme Posters Musical Instruments
	Tuesday: Percussion Play the song of tick –tack toe with percussion instruments		

shares space	Wednesday: Drama Learners Dramatize the story of the Three Little Pigs read to them on Monday		
	Thursday: Dance Learner demonstrate what type of dances do they do when their families come together to celebrate		
	Friday: Movement (A large area is required) Learners form a circle and walk clockwise singing: Who's afraid of the big , bad wolf big , bad wolf / big , bad wolf / big , bad wolf Who's afraid of the big , bad wolf big, bad wolf? Tra-la-la-la-la (x2) We're not afraid of the big , bad wolf big , bad wolf / big , bad wolf / big , bad wolf We're not afraid of the big , bad wolf big , bad wolf / big , bad wolf / big , bad wolf Tra-la-la-la-la (x2)		

Weekly Lesson Planning Exemplar			
Term 1: Week 5 and 6			
My Home			
Learning Outcomes and Assessment Standards	Outdoor Play	Assessment	Resources
LIFE SKILLS : LO 4 AS 4: Participates in free play activities	Monday: - Sand play - 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 5 and 6			
My Home			
Learning Outcomes and Assessment Standards	Learning Activity Educational play	Assessment	Resources
<p>NUMERACY LO 3 AS 3: Builds three dimensional objects using building blocks</p> <p>LITERACY: Languages 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>Monday to Friday Rotate Groups</p> <p>Group 1: Block area Group 2: Book area Group 3: Puzzles Group 4: Fantasy</p> 	<p>METHOD : Teacher</p> <p>TOOL : Cards Class List</p> <p>RECORDING Teacher Demonstration, Guidance for Explanation for learners OBSERVATION of Learners' behaviour.</p>	<p>Blocks</p> <p>Books</p> <p>Puzzles</p>

Weekly Lesson Planning Exemplar			
Term 1: Week 5 and 6			
My Home			
Learning Outcomes and Assessment Standards	Literacy (Language) In Small Groups Monday to Friday	Assessment	Resources
LITERACY Language HL TASK 1 LO 1 AS 1: Listen attentively to questions ,instructions and announcements and responds appropriately FAT 2 LO 1 AS 3 .2 : Join in choruses at the appropriate time FAT 2 LO 2 AS 9: Participates confidently and fluently in a group FAT 2 LO 3 AS 3.1 :Understands the purpose of print – that it carries meaning (e.g.) that a written word can signify own name)FAT 2 LO 4 AS 1.5 : Child talks about own drawings FAT 2 LO 4 AS 1.7 : Uses known letters and numerals to present written language ,especially letters from their own name and age FAT 2 LO 5 AS 1.1: Demonstrates developing knowledge of concepts such as quantity, size , direction ,colour ,time, age and sequence FAT 2	FAT 2 Activity: Can follow one instruction Activity Learners listen to a simple story about the Three Little Pigs and participates in choruses by joining in Activity The learner recognise own name in classroom situation Teacher shows learners flash cards with names- Learner picks out his own name card Activity Learners draw a picture from the story of Red Riding Hood. They talk about the picture and write their own name on the page that they are drawing on. Attempts to write own name Activity Learners are introduced to concepts of colour, size and age by sorting according to shapes Sorting according to colour	METHOD : Teacher TOOL : Checklist Rubric RECORDING : Formal FAT 2 FORMS : Oral Responses Practical demonstration	Story Shapes

Weekly Lesson Planning Exemplar			
Term 1: Week 5 and 6			
My Home			
Learning Outcomes and Assessment Standards	Story (Reading)	Assessment	Resources
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 4.3: Starts recognizing and making meaning of letters	Monday: Read the story of THE THREE LITTLE PIGS Once upon a time there were three little pigs The three pigs grew very quickly. Their mother told them to go out and build their own houses. The first pig built a house of straw Not quite so lazy, the second little pig went in search of planks , but the third little pig did not like the wooden house. "That's not the way to build a house!" he said. "It takes time, patience and hard work to build a house that is strong enough to stand up to wind, rain and most of all, protect us from the wolf!" The days went by and the wisest little pig's house took shape, brick by brick. From time to time, his brothers visited him, Along came the wolf. He went to the first pig's house. The wolf huffed and puffed and destroyed the first pig's house All the straw fell down .The wolf did not notice that the little pig had slipped out from underneath the heap of straw, and was running towards his brother's wooden house. The wolf huffed and puffed and the second pig's house fell down. The third little pig had been watching from the window of his own brick house, and he rapidly opened the door to his fleeing brothers. Not a moment too soon, for the wolf was already hammering furiously on the door. This house was stronger than the others. He blew once, he blew again and then for a third time. But all was in vain for the house did not want to fall Very tired the wolf decided to try one of his tricks. He	METHOD : Teacher TOOL : Observation sheet RECORDING : Informal FORMS : Oral Responses Practical demonstration	Story books

	<p>climbed up a nearby ladder to climb through the chimney. However, the wisest little pig had seen this and he quickly said. "Quick! Light the fire!" The wolf landed in the fire Then he ran away as fast as he could. The three happy little pigs, dancing round and round the yard, began to sing. "Tra-la-la! Tra-la-la! The big, bad wolf will never come back...!" Ask questions: What did the pigs use to build their houses? Whose house was the strongest ?</p>		
	<p>Tuesday:</p> <p>Give opportunity for the learners to re-tell the story</p>		
	<p>Wednesday:</p> <p>Children identify objects from pictures in a simple story Identify the furniture inside the house Learners draw a picture of a simple story told. Learners are introduced to correct manipulation of wax crayons and they must talk about the picture they have drawn of their house</p>		
	<p>Thursday:</p> <p>The teacher reads any story about the homes of children</p>		
	<p>Friday:</p> <ul style="list-style-type: none"> - Silent reading- learners read from storybooks in the classroom 		

During the second week of the lesson the following can be discussed:

- **DAY SIX : BATHROOM AND TOILET**

DISCUSSION:

- Many homes do not have bathrooms or toilets inside. Alternative arrangements must be made, eg. Washing in a basin in the bedroom.
- After we have been to the toilet we must always wash our hands.
- We wash our bodies in the bathroom. Ask the children what will happen if they don't wash.
- We clean our teeth and wash our hands and face in the basin.
- We must not use other people's toothbrush and they must not use ours.
- We must always remember to turn off the taps so that we don't waste water.
- The bath must be cleaned every time we have a bath.
- The towels and face cloths must be hung up to dry.
- Don't leave the soap in the water too long as it will get soft and be wasted.

- **DAY SEVEN : SAFETY IN THE HOME**

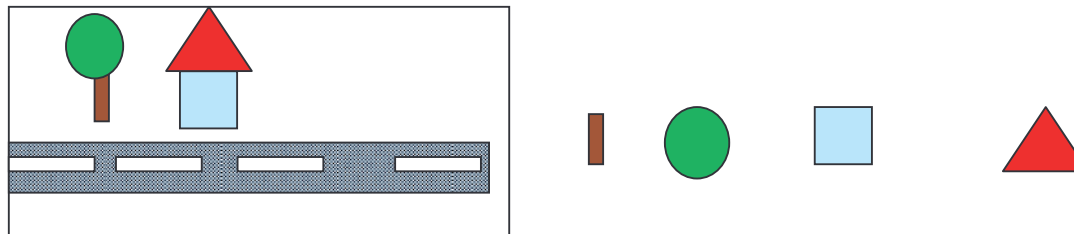
DISCUSSION:

- Discuss all the different safety measures that must be taken in the home:
- Electricity can be very dangerous. Never stick anything into the holes of a wall socket.
- The stove in the kitchen can get very hot and burn one. Be careful of mommy's pots and pans on the stove – they contain hot food and water that can burn you if it falls on top of you.
- Medicine and pills must only be taken when mommy or daddy give them to you.
- The cleaning detergents in the kitchen can be poisonous and must never be touched.
- Be very careful when daddy does woodwork and works with power tools.
- Always feel the temperature of the bath water before getting in. It might be too hot and burn your body very badly.

EXTRA CREATIVE ACTIVITIES WEEK 6

COLLAGE:

Teacher prepares the paper by painting a black road across the page. Add white stripes in the middle. Pupils make a collage picture using tree, car, house, people shapes that have been cut out of coloured paper. Also provide crayons for those pupils that want to draw extra items in the pictures.





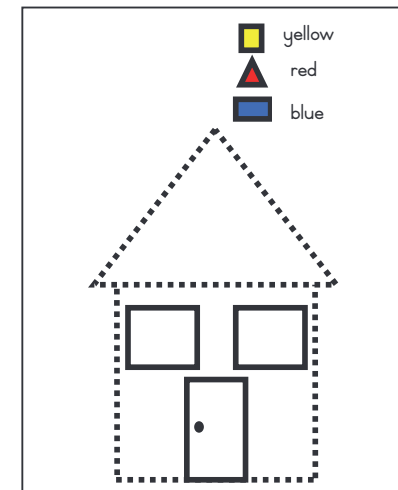
CUT & PASTE:

Provide old magazines, scissors and glue. Encourage the pupils to cut out anything that could possibly be dangerous in the home, eg shampoo, dishwashing liquid, power tools, stove, kettle



WORKSHEET:

Pupils must link the two houses that look the same. Colour in all 8 houses.



ACTIVITY SHEET: COLOUR SHAPES IN APPROPRIATE COLOUR



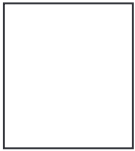
yellow



red



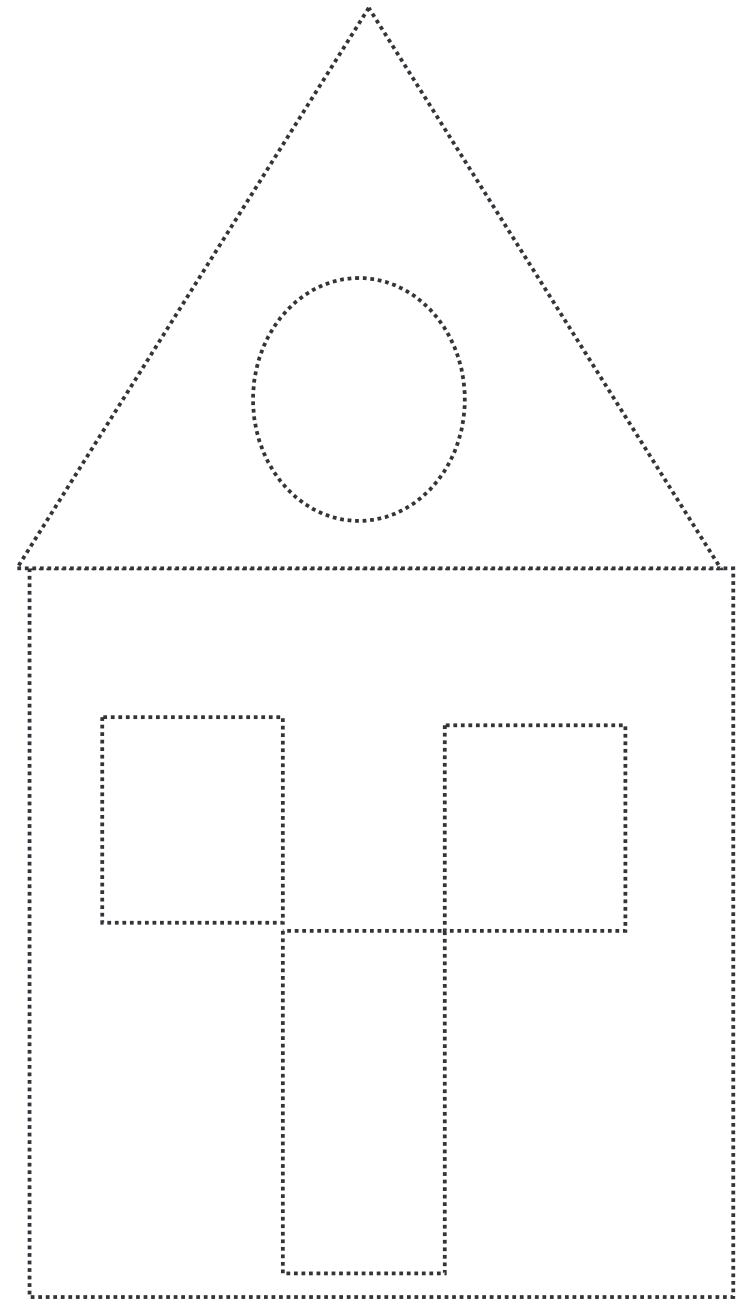
blue



orange



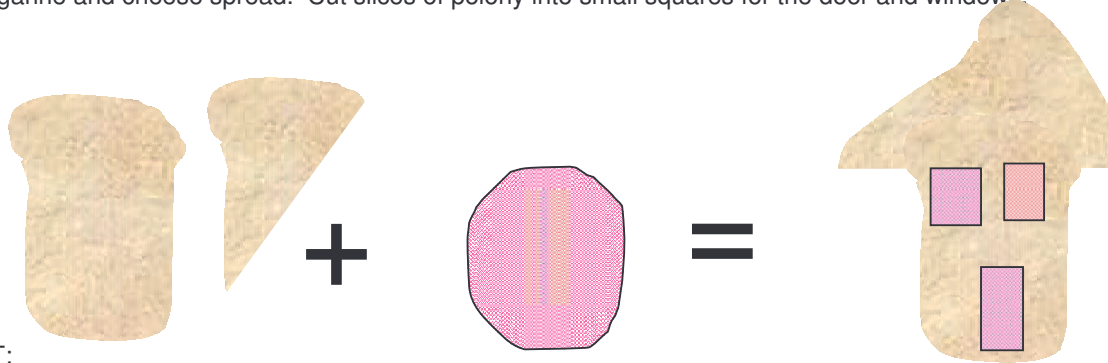
green



CREATIVE ACTIVITIES:

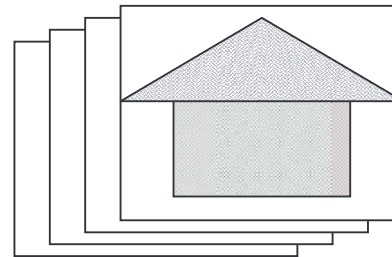
BAKE AND CREATE:

Making a yum-yum home. Supply each child with 1½ slices of bread (the half cut on the diagonal). Discuss these two shapes – square & triangle. Spread both with margarine and cheese spread. Cut slices of polony into small squares for the door and windows.



CUT:

Children cut out house shape that has been drawn onto paper that has been folded. Teacher keeps this for the next day's activity.



Children draw with chalk and sugar water

TERM 1 WORK SCHEDULE

Week: 7 and 8

Date: _____

Theme : WATER

Week 7 and 8 Date:	LITERACY FAT 3 Week 8		NUMERACY FAT 3 Week 7		LIFE SKILLS	
Focus Learning Outcomes & Assessment Standards	LO 1: Listening AS 1, AS 2, AS 3	LO 2: Speaking AS 1, AS 2, AS 3, AS 5, AS 6, AS 7,AS 8	LO 1: Number Operation AS 1,AS 2, AS 6, AS 8	LO 2: Patterns AS 1	LO 1:Health Promotion AS 4	LO 2: Social Development AS 3
	LO 3: Reading AS 1, AS 1.7, AS 2, AS 3.3	LO 4: Writing AS 1 AS 12	LO 3: Space & Shape AS 1, AS 3.1, AS 5	LO 4: Measurement AS 2, AS 3	LO 3: Personal Develop. AS 1	LO 4: Phys Dev. & Movement AS 3, AS 2, AS 4
	LO 5: Thinking & Reasoning AS 3, AS 3.4	LO6:Language Structure	LO 5: Data Handling AS 1			
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 Social Science (G) LO 2 AS 1 Natural Science: LO 1 AS 2.1 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: LO 3 AS 1, LO 4 AS 1 Music: LO 4 AS 3 Drama LO1 AS 2, LO 3 AS 2 EMS: LO 3 AS 4					

Continuous assessment Who assesses? How? What?	METHOD : Teacher TOOL : Observation sheet Rubric Checklist RECORDING : FORMAL FAT 3 Oral Responses Practical demonstration	METHOD : Teacher TOOL : Observation sheet Rubric Checklist RECORDING : FORMAL FAT 3 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 Pictures of water e.g. Taps, rain, dams, windmills. Items – windmill, watering can, bucket, flowers. Watering can, hose, basin with water. Pictures of animals near water. glasses–with water Water cycle chart to explain evaporation and condensation.
Barriers to Learning : SEE TERM 2			

Weekly Lesson Planning Exemplar			
Term 1: Week 7 and 8			
Water			
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 behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak. LO 2 AS 1: Talks about family and friends LO 2 AS 2: Expresses own feelings and the feelings of real or imaginary people LO 2 AS 3: Sings and recites simple songs and rhymes LO 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 <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 3. Days of the week <ul style="list-style-type: none"> - Monday to Sunday - (Learners say which day of the week it is) 4. Months of the year <ul style="list-style-type: none"> - Which month of the year is it? 5. Date 6. Weather <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)? 	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

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			
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Weekly Lesson Planning Exemplar			
Term 1: Week 7 and 8			
Water			
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 Natural Sciences LO 1 AS 2.1: Follows simple instructions with assistance ECONOMIC AND MANAGEMENT SCIENCES LO 3: THE ECONOMIC CYCLE The learner will be able to demonstrate knowledge & understanding of the economic cycle within the context of the economic problem. AS 4: Starts understanding that goods (eg clothes, food) and services (eg electricity) have a price.	Monday: WHAT IS WATER? <ul style="list-style-type: none"> - We need water to live. - Pour a glass of water. The learners must <ul style="list-style-type: none"> - look at water to discover the colour - smell water (add soap, tea, cooldrink) - taste waster - touch water - We get water in three different forms : <ul style="list-style-type: none"> - liquid – pour water into a dish. - ice -- show a block of ice and allow it to melt. - 'steam'– demonstrate steam from a kettle (be careful!) - We get water from: <ul style="list-style-type: none"> - rain, - dams - underground streams - wells and bore holes - rivers and the sea. 	METHOD : Teacher TOOL : Observation sheet Checklist RECORDING : Informal FORMS : Oral Responses - Practical demonstration	Pictures of water eg. Taps, rain, dams, windmills. Items – windmill, watering can, bucket, flowers. Watering can, hose, basin with water. Pictures of animals near water. Two vases of flowers – one with water and one without. Water cycle chart to explain evaporation
	Tuesday: PEOPLE AND WATER <ul style="list-style-type: none"> - We need water to drink, wash, cook and to water the garden, but how does it come to our homes? - The children are encouraged to think about where the water comes from when we open our taps. They must be led to understand that it is a service that is offered to us in town and that it has to be paid for. <ul style="list-style-type: none"> - Water in our homes comes from big dams. - The water is filtered to make it clean. - It is then piped to our homes. - It comes out of the taps as clean water. - We have to pay for our water. - We must not waste water. - Some people have to fetch water from a communal tap every day because they have no 		

	<p>water pipes connected to their houses.</p> <ul style="list-style-type: none"> - Some people must fetch water from the river <p>What do people do in or on the water?</p> <ul style="list-style-type: none"> - People play, sail, swim, dive and surf in the water. - People can travel on water to get to other places, eg. Boats and ships on rivers and the sea. <p>Submarines move under the water.</p>		<p>and condensation .</p>
	<p>Wednesday: ANIMALS AND WATER</p> <p>Animals that need little water:</p> <ul style="list-style-type: none"> - Some animals live where there is little water, eg. Camels They have a special hump on their backs where water is stored for their bodies to use. - Some animals can live for much longer than we can with very little water, eg. Desert snakes, tortoises, hares, buck. Their bodies have adapted to little water <p>Animals that live in the water</p> <ul style="list-style-type: none"> - Some animals live in the water, eg. crocodiles, turtles, fish, snakes, frogs and hippo's - Other animals get their food from the plants and creatures that live in water. 		
	<p>Thursday: PLANTS AND WATER</p> <ul style="list-style-type: none"> - Plants also need water to live. - We must water our gardens otherwise the plants will die if there is no rain. - When we have no rain we have a drought. - Farms have big dams, windmills and boreholes and rivers to store water for the farm. - The water is pumped to the lands where the farmer grows our food. - We need food to help us grow and become strong. 		