

TERM 1 WORK SCHEDULE

Week: 9

Date:

Theme: AUTUMN

	LITERACY FAT 4 Week 9		NUMERACY		LIFE SKILLS FAT 1	
Focus Learning Outcomes & Assessment Standards	LO 1: Listening AS 1, AS 2,AS 3.2, AS 4.4	LO 2: Speaking AS 1, AS 2, AS 3, AS 4.3 AS 7, AS 9	LO 1: Number Op AS 1, AS 2, AS 6, AS 8	LO 2: Patterns AS 1, AS 2.2	LO 1:Health Promotion	LO 2: Social Development AS 3, AS 4, AS 5
	LO 3: Reading AS 1, AS 1.7. AS 2, AS 3.1	LO 4: Writing AS 7, AS 12	LO 3: Space & Shape AS 1, AS 3	LO 4: Measurement AS 2, AS 3	LO 3: Personal Development AS 1	LO 4: Phys Dev. & Movement AS 4
	LO 5: Thinking & Reasoning AS 1.1, 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 , LO 3 AS 3.1 Social Science (G) LO 2 AS 1 Natural Science: LO 1 AS 2.2 Arts and Culture : Visual Arts : LO 1 AS 3, LO1 AS 4 Visual Arts : LO 3 AS 4 Music: LO 4 AS 3 Drama LO1 AS1, LO 3 AS 2					

Continuous assessment Who assesses? How? What?	METHOD : Teacher TOOL : Observation sheet Rubric Checklist RECORDING : FORMAL FAT 2 FORMS : Oral Responses Practical demonstration	METHOD : Teacher TOOL : Observation sheet Rubric Checklist RECORDING : Informal FORMS : Oral Responses Practical demonstration	METHOD : Teacher TOOL : Observation sheet Rubric Checklist RECORDING : Informal FORMS : Oral Responses Practical demonstration
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
Barriers to Learning : SEE TERM 2			

Weekly Lesson Planning Exemplar			
TERM 1 : Week 9			
AUTUMN			
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 - identifies a picture or figure from the background - matches pictures and words NUMERACY: Mathematics LO 1 AS 1: Counts to at least 10 everyday objects LO 1 AS 2: Says and uses number names in familiar contexts LO 4 AS 2: Orders recurring events in own daily life LO 4 AS 3: Sequences events within one day	Monday to Friday 1. Health Check. Run a quick head to toe check of each child. Keep a health record of any sign of illness observed or medication given. Refer cases that need attention. 2. Greetings and news - Welcoming : Greet the teacher and friends - News : Learners tell about news in their lives - News: News - country & around the world? (Ask 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 - Monday to Sunday - (Learners say which day of the week it is) - Rhyme about days of the week - Which day comes before? - Which day comes after? 4. Months of the year - Which month of the year is it? - January to December (song) 5. Date Yesterday's date? Today's date? Tomorrow's date? 6. Weather	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>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.</p> <p>INTEGRATION: SS (H) LO 2 AS 1: Discusses personal experiences in the past and present (chronology and time) LO 2 AS 2: Discusses own age in years (chronology and time) SS (G) LO 2 AS 1: Discusses personal experiences of familiar people and places</p>	<ul style="list-style-type: none"> - Season? (Summer, Autumn, Winter, Spring)? - Weather? Ask a learner to go and look outside, How is the weather today? (Sunny, cloudy, rainy or windy)? - Tell children to watch temperature for tomorrow on the news (TV) listen to the radio or ask their parents. 		
---	--	--	--


Weekly Lesson Planning Exemplar			
TERM 1 : Week 9			
AUTUMN			
Learning Outcomes and Assessment Standards	Morning Circle - Theme Discussion	Assessment	Resources
<p>LIFE SKILLS Life Orientation LO 2 AS 4: Listens and retells a story with a moral value from own culture LO 2 AS 5: Identifies and names symbols linked to own religion</p> <p>INTEGRATION</p> <p>LITERACY 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 3 AS 1: Looks carefully at pictures and photographs to recognize common objects and experiences.</p>	<p>Monday:</p> <p>Autumn is the season that comes after Summer. In Summer it is very hot. Autumn comes before Winter. In winter it is very cold.</p> <p>Changes in nature:</p> <ul style="list-style-type: none"> - In Autumn the days become shorter. It is getting dark earlier. The nights become longer and the sun rises later in the mornings. - The days become cooler and the nights colder 	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Checklist</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses - Practical demonstration</p>	<ul style="list-style-type: none"> - Theme posters - Theme table resources - Theme equipment
	<p>Tuesday:</p> <p>Changes in plants</p> <ul style="list-style-type: none"> - Leaves are starting to fall to the ground(pick up some leaves) - Some trees(evergreens)remain green all year round - The flowers are dying - The grass turns brown and withers - People are preparing their gardens by digging up bulbs 		
	<p>Wednesday:</p> <p>Changes in animals:</p> <ul style="list-style-type: none"> - Some birds fly away(migrate) to faraway places where they can find warmth and food - Some animals get ready to sleep through the winter (we call it 'they hibernate') Animals sleep mostly during the cold months. Only animals that can store up enough food fat or food to live on can hibernate. - Some animals fur coats become thicker to keep them warm. 		

	Thursday: People: <ul style="list-style-type: none"> - We begin wearing warmer clothes - What are warm clothes made of? (Wool) - Where does wool come from? (Sheep) - We begin to pick up leaves that are falling on the ground in the garden 		
	Friday: Harvest Time <ul style="list-style-type: none"> - Autumn is harvesting time when the farmers harvest <ul style="list-style-type: none"> - maize to make maize meal, mealie rice and chicken feed - Wheat to make flour for bread, cakes - 		

7777

Weekly Lesson Planning Exemplar			
TERM 1 : Week 9			
AUTUMN			
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 LO 3 AS 1: Recognize ,identify and name 3-D objects	Counting: (Monday to Friday) - Counting every day objects 1, 2, 3... 2. Shapes and colours - Flash shape cards - Flash colour cards 3. Before , after and between - Which number comes before 2 ? Which number comes after 2 ? Which number is between 1 and 3 ? Are 3 more or less than 2 ? 4. Number of the week : 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 (leaves) - 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 ? 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 3 . Learners use concrete apparatus to pack out the solution to the problem	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 9			
AUTUMN			
Learning Outcomes and Assessment Standards	Learning Activities Maths (Numeracy) In Small Groups Monday to Friday	Assessment	Resources
<p>CONSOLIDATION AND REVISION</p> <p>NUMERACY:</p> <p>Mathematics</p> <p>LO 1 AS 1</p> <p>Counts to at least 10 everyday objects reliably</p> <p>LO 1 AS 2</p> <p>Says and uses number names in familiar contexts</p> <p>LO 1 AS 3</p> <p>Knows the number names and symbols for 1 - 10</p> <p>LO 2 AS 1</p> <p>Copies and extends simple patterns using physical objects and drawings (e.g. using colours and shapes)</p> <p>LO 3 AS 5</p> <p>Describes one three-dimensional object in relation to another (e.g. 'in front of' or 'behind')</p> <p>LO 5 AS 1</p> <p>Collects physical objects (alone and/or as a member of a group or team) in the environment according to stated features.</p>	<p>The teacher gives each learner 3 blocks to count</p> <p>The teacher shows number cards with the symbols</p> <div> <div>1</div> <div>2</div> <div>3</div> </div> <p>and the number names</p> <div> <div>one</div> <div>two</div> <div>three</div> </div> <p>Learners pack out the number of counters to match the number symbol and the number name.</p> <p>Learners use crayons to copy a given colour pattern. Learners place boxes and balls in relation with one another.</p> <p>e.g.</p> <p>Put the ball behind/in front of the box</p> <p>Put the box behind/in front of the ball</p> <p>The teacher places boxes and balls in front of or behind each other. Learners answer questions about the position of the boxes and the balls.</p> <p>Learners collect 3 leaves from the environment,</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Number cards</p> <p>Crayons</p> <p>Ball</p> <p>Box</p> <p>Leaves</p>

Weekly Lesson Planning Exemplar			
TERM 1 : Week 9			
AUTUMN			
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</p> <p>NUMERACY: Mathematics</p> <p>LO 2 AS 2.2 Creates own pattern LO 5 AS 1 Collects physical objects(leaves and flowers) in the environment</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.</p>	<p>Monday to Thursday : Rotate</p> <p>Activity 1: Painting - collage The teacher paints a large tree trunk on paper in brown. Use the following colours:</p> <p>Red Yellow Orange</p> <p>Put paint on learners hands and they print their hands on the paper to form leaves. The teacher writes each child's name on the ' leaf '</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>Play dough</p> <p>Play dough equipment</p> <p>Scissors</p> <p>Magazines</p>

Activity 2: Drawing



Use wax crayons to draw leaves falling from the tree
– Colour in

Activity 3

Make birds that migrate from matches(for legs)
feathers and play dough
P 546

Activity 4 :


Make a border pattern with dried leaves and flowers



Weekly Lesson Planning Exemplar			
TERM 1 : Week 9			
AUTUMN			
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</p> <p>INTEGRATION A /C LO 1 Drama AS 2: Participates in make-believe situations based on imagination, fantasy and life experiences</p>	<p>Monday: Singing Baa,baa ,black sheep, Have you any wool? Yes sir ,yes sir THREE bags full</p> <p>One for my papa And one for my mama One for the little boy Who cries in the rain</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>- Song/rhyme posters - Musical Instruments - Picture of sheep - Wool</p>
	<p>Tuesday: Percussion</p> <p>Play the song with percussion instruments (home made) : Use shakers Drums Bells</p>		
	<p>Wednesday: Drama Dramatise the story of the Little Red Hen</p> <p>Four children can participate at a time: One is the Little Red Hen One is the cow One is the pig One is the dog</p> <p>The little red hen found some grains of wheat." Who will help me to plant them?" She asked the cow, pig and the dog. But they all said: "I will not help", so she planted it herself.</p> <p>When the wheat was ripe she asked them again: "Who will help me gather the wheat?", but they all said: "I will not help", so she gathered it herself.</p>		

	<p>When the wheat had been gathered, they refused to help the little red hen to take the wheat to the mill. When the flour was ground, they did not want to help</p> <p>the little red hen to bake the bread. She did everything herself.</p> <p>When the bread came out of the oven the animals all wanted to eat it, but the little red hen said to them: "" I will eat it myself!"</p> <p>Thursday: Movement (A large area is required)</p> <p>Teacher: Pretend that it is Autumn and that you are leaves that are falling from the trees Learners: Stretch their arms in the air and make movements like leaves falling to the ground. They move their arms till they touch the ground. Repeat a few times</p> <p>Teacher: Pretend that you are leaves and the wind is blowing you in all the different directions all over the playground. Learners: Whirl like leaves in the wind</p> <p>Teacher: Pretend you are swallows that are going to fly away to a warmer country. All the birds come together at.....(the teacher points out a place in the playground). Learners: Run there and wait for the teacher.</p> <p>Teacher: 'Fly away to a warmer country!' Learners: Stretch their arms sideways and run, flapping their arms like birds.</p>		
--	---	--	--

	<p>Teacher: You are now pretending to be animals looking to gather food for the Winter. Learners: Walk around, pretending to pick up food.</p> <p>Teacher; You have gathered food ,go and find a place to sleep Learners: Curl up and pretend they go to sleep</p>		
	<p>Friday: Singing:</p> <p>This is the way we shed our leaves, shed our leaves, shed our leaves This is the way we shed our leaves, Early in Autumn</p> <p>(In the tune of ... This is the way we wash out hands)</p>		

Weekly Lesson Planning Exemplar			
TERM 1 : Week 9			
AUTUMN			
Learning Outcomes and Assessment Standards	Outdoor Play	Assessment	Resources
<p>LIFE SKILLS : LO 4 AS 4: Participates in free play activities</p> <p>INTEGRATION: Arts and Culture: Drama L.O.1.1: uses voice and movement spontaneously when playing creative drama games. 1.2 ..participates in make-believe situations, based on imagination, fantasy and life-experiences.</p> <p>Natural Science “ LO 1 Plans, Does, Reviews</p>	<p>Monday to Friday</p> <ul style="list-style-type: none"> - Sand play - Water play - <u>Outside apparatus & Free play</u> <p>Vegetable Patch at School :</p> <p>Together with the teacher learners rake the soil and plant seeds. On a regular basis learners and teacher water the seeds during outdoor play.</p> 	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Checklist</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses - Practical demonstration</p>	<p>Sand equipment - Water equipment & aprons - Outside apparatus</p>

Weekly Lesson Planning Exemplar			
TERM 1 : Week 9			
AUTUMN			
Learning Outcomes and Assessment Standards	Learning Activity Educational play	Assessment	Resources
LITERACY 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 L.O.1 ..counts 10 everyday objects reliably	Monday to Friday Rotate Groups Group 1: Block area Group 2: Book area Group 3: Puzzles Group 4: Sequencing cards	METHOD : Teacher with Group 4 TOOL : Cards Class List RECORDING Teacher Demonstration, Guidance for Explanation for learners OBSERVATION of Learners' behaviour.	Arrange cards in correct order Books Puzzles

Weekly Lesson Planning Exemplar			
TERM 1 : Week 9			
AUTUMN			
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 4 LO 1 AS 3.2 :Joins in choruses at the appropriate time FAT 4 LO 1 AS 4.4 :Segments spoken multisyllabic words into syllables (e.g. ba-na-na) using clapping or drumbeats FAT 4 LO 2 AS 9 :Participates confidently and fluently in a group FAT 4 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 4 LO 4: Writing AS 7 Uses known letters and numerals to represent written Language , especially letters from their own name and age FAT 4 LO 5 AS 1.1 :Demonstrate developing knowledge of concepts such as quantity, size, direction , colour ,speed ,time age and sequence.FAT 4 AS 3.4 Solves and completes puzzles FAT 4	Activity Theme discussion. Learners must be able to follow one instruction. Learners must be able to sit still and listen without interrupting. Activity Children pass on a message to peer. Must be able to convey a simple message in the classroom. Activity The learner must draw a picture on the topic (Autumn trees) The learner must manipulate tools Activity The learner draws a picture (Autumn trees) and talks confidently about what he has drawn and participate confidently Activity Learners identify and recognise own name card and write down own name. Activity Learners are introduced to building puzzles (sorting side pieces first, building the frame and then the inside) Activity Learners play dominoes and colour form lotto (Shape and colour Learners sort shapes according to size (big and small)	METHOD : Teacher TOOL : Checklist Rubric RECORDING : Formal FAT 4 FORMS : Oral Responses Practical demonstration Written task	Story Paper Crayons

Weekly Lesson Planning Exemplar			
TERM 1 : Week 9			
AUTUMN			
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 INTEGRATION : Social Science History LO 2AS 1.1 Answers simple questions about stories of the past (answer questions) LO 1 AS 1.2 Retells stories of the past LO 2 AS 2.1 Discusses personal experiences in the past and present LO 3 AS 3.1 Responds to stories in the past and makes comments	Monday: During summer Ms Mouse was full of life and very busy. She was very proud of her beautiful shiny coat of fur. When Autumn came she was feeling very sleepy. She began looking for a place to sleep and where she could be safe during the cold winter. She found an empty bird's nest in a tree. The bird has flown away to a warmer country. She climbed into the tree to see if it would be big enough for her to be her winter bedroom. "Thank you very much Mrs Bird for building such a nice sleeping place for me for this winter. I will put a roof of dry grass and then I shall be very comfortable this winter. No one will guess that I am sleeping in this old nest all through the cold weather. She put a roof on the nest and made a small hollow in the side of the nest. She wriggled herself into the nest and pushed dry grass over the hole to keep out the cold. She was then nice safe and warm She fell asleep and did not move throughout the whole Winter Who was the main character in the story? What did you like best/did not like about the story? - What happened last? - What would you have done if you were?:	METHOD : Teacher TOOL : Observation sheet RECORDING : Informal FORMS : Oral Responses Practical demonstration	- Story books

	Tuesday: Learners 'read' their own books telling their friend what they are 'reading'		
	Wednesday: - Learners dramatize a part of the story that was told by the teacher.		
	Thursday: -- Ask a parent or grandparent from the community to come and tell more about Autumn		
	Friday: - Learner tells their own stories about Autumn		