

GRADE R LESSON PLANS

SECOND TERM 2009

1. The Eastern Cape Department of Education has embarked on an initiative to provide teachers with lesson plans in support of the Foundations for Learning Campaign. These lesson plans were developed by Head Office Curriculum Planners and ECD District Officials and were given to Grade R teachers to critique.
2. **The Sunday Times of 29 March 2009 published a Grade R focussed supplement as part of the campaign to improve the Literacy and Numeracy levels of Foundation Phase Learners. A Daily Programme was included in the Sunday Times Magazine and the Lesson Plans developed by Province are in line with the Programme to assist especially inexperienced and under qualified teachers to be able to follow a programme and teach in an integrated way. The Daily Programme is also included in a Document issued by National in March 2009 (GRADE R PRACTICAL IDEAS). This document has been developed to provide Grade R teachers with an understanding of:**
 - **How 'learning through play' is correctly suited to the development abilities of Grade R learners**
 - **How learning outcomes are achieved through play**

The Daily Programme supports the educational goals of the NCS . Children learn Literacy, Numeracy and Life Skills in an integrated way and through the variety of materials and activities offered through out the day. [Page 16 GRADE R PRACTICAL IDEAS DOCUMENT by National. March 2009]
3. Grade R Teachers should bear in mind that these Lesson Plans are not prescribed, nor perfect. It is a **guide** for teachers to assist in their planning, teaching and learning in Grade R. In the Foundation Phase 3 Learning Programmes must be addressed throughout the year. These lesson plans provides a detailed plan for integrated teaching, learning and assessment across the 3 Learning Programmes for the **second** term
4. Many ideas for teaching, learning and assessment are suggested, but could be deleted, added to or adapted.

5. The Grade R Learning Outcomes (LOs) and Assessment Standards (ASs) contained in the National Curriculum Statement have been dealt with in many different activities.
6. Integration occurs within the backbone Learning Area LOs. Activities should be designed that reflect meaningful integration. Integration also occurs with other five Learning Area LOs and ASs. It should not be forced, but should occur naturally and be reflected in activities.
7. Informal assessment must happen daily, but need not always be recorded. Informal notes and records of key milestones are very useful.
8. The Formal Assessment Tasks (FAT's) in these lesson plans are according to the tasks set out in the Learner Attainment Target Documents that have been developed by the Eastern Cape Province for Literacy and Numeracy. Teachers will need to decide how best to manage or adapt this plan according to their own context.
9. Specific resources mentioned will not always be available in all schools. In many cases other similar resources could be used. For example, instead of viewing a Takalani Sesame video, one could discuss a poster. Where specific resources cannot be substituted, then the activity could be removed or replaced with something different.
10. Grade R is a programme based on **teaching and learning (through play)** opportunities that are carefully planned. This requires lots of planning and preparation. Grade R teachers should network with others in small cluster groups and meet regularly to share ideas, plan and even make teaching aids and resources such as puzzles, books, games etc.
11. Teachers can use the Lesson Plans, elaborate and enrich it. Grade R educators are encouraged to use this guide document in conjunction with textbooks or workbooks of Publishers in respect of the planning, teaching and assessment process. We hope that this Lesson Plan exemplar will be used to generate curriculum discussion, critique and development amongst Grade R teachers and enhance

quality teaching and learning in the classroom. The document is a working document .Critical engagement with the document is encouraged. Inputs, suggestions, recommendations are invited from all stakeholders, especially teachers and school managers.

12. For inputs into these Lesson Plans please contact:

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👋 HOW TO TEACH THE PHONIC OF THE WEEK:

The phonics will differ in the 4 official languages. The same methodology however can be followed to expose learners to the phonic.

Example: Week 3 THEME: FOOD

After discussing the posters and pictures of different fruit/vegetables the teacher says 3 words starting with **p**

p otato	p lum
p umpkin	p ear

Ask learners which sound do they hear at the beginning of the word. Answer: the sound **p**

The teacher writes the letter on the chalkboard. Learners identify the letter on the alphabet chart

- Write **p** in the "air" with your finger - Where else in the class can you see a **p**? (Incidental reading)

Learners identify the p in the word **paper** on a box and the p on label **pencils** on a tin filled with different types of pencils

- Who's name in the classroom starts with a **p**?
- Which word doesn't have a **p**? (pen, rubber)
- Clap your hands when you hear **p** sound (butter, **p**ear, grass)
- Let us make the letter in clay
- Write **p** in your sand tray /book
- Draw a picture of something starting with a **p**?

👋 **THE WRITING PATTERN OF THE WEEK:** The pattern for the week is based on the phonic for the week

👋 **VOCABULARY WORDS FOR THE WEEK**

VERY IMPORTANT (THESE VOCABULARY WORDS ARE FOR INCIDENTAL READING ONLY)

Example: Week 4 THEME: DOMESTIC ANIMALS

- Select the pictures you are going to use for the lesson   
- Select a number of vocabulary words e. g cat, dog, bird. Make flashcards of these words. cat dog bird
- When you are discussing the theme, put the name of the animal together with the card on the chalkboard. All the names stay for the week on the vocabulary wall, together with the pictures. Learners should **not** be taught to read these names, but it serves as **incidental** reading

👋 **BARRIERS TO LEARNING**

BARRIERS TO LEARNING THAT LEARNERS MIGHT EXPERIENCE IN ALL THE LESSON PLANS	
Type of Barrier and signs	Intervention
<p>👋 Concentration problems and short attention span:</p> <p>The learner:</p> <ul style="list-style-type: none">- Will have difficulty with starting and completing tasks- Is distractible /restless/ fidgety- Is not able to remember information/ instructions- Is on the move all the time- Is not able to pay attention for long / cannot pay attention in a group- May be noisy and disruptive- May be quiet, passive and a day-dreamer	<p style="text-align: center;">Intervention by teacher</p> <ul style="list-style-type: none">- Start with easy tasks and encourage the learner to finish the task- Restrict noise level in the class- Do not give the child a variety of choices- Have a set routine- Have lots of physical contact with the child. Let him /her sit close to you- Remain calm as an educator- use a special noise to get attention, then use calm, quiet speaking <p>Each time the teacher notices a child daydreaming – call him / her</p>

	and give a reminder to stay focussed
<p> Visual perception problems:</p> <p>The learner:</p> <ul style="list-style-type: none"> - Is not able to match colours, shapes and sizes - Has difficulty with: <ul style="list-style-type: none"> Sequencing of objects, numbers and words Drawing shapes Drawing himself/ herself Completing puzzles 	<p style="text-align: center;">Intervention by teacher</p> <ul style="list-style-type: none"> - Talk about the task and how to do it - Make the task easy - Start with only one colour - Use lots of repetition - Link exercises to all classroom activities
<p> Hearing and auditory perception problems :</p> <p>The learner:</p> <ul style="list-style-type: none"> - Does not respond to his her name/sounds behind his/her back - Is not able to follow instructions and asks for repetitions - May seem to be naughty - May be sensitive to loud noise made by others - Cannot tell the difference between words - May have difficulty with word games e.g. unable to repeat what was being said 	<p style="text-align: center;">Intervention by teacher :</p> <ul style="list-style-type: none"> - Speak slowly and clearly and in short simple sentences - Keep instructions short and simple – one at a time - Play lots of games that involve matching, sorting, following instructions - Talk about the task and how to do it - Play listening and word games - Help the child to perform activities so that he/she can achieve success. Give constructive feedback when assisting the child
<p> The child cannot organise information :</p> <p>The learner:</p> <ul style="list-style-type: none"> - Has difficulty with: <ul style="list-style-type: none"> Sorting activities e.g. objects, sounds, shapes colours and actions Matching tasks e.g. colour/ object, drum object / drum sound 	<p style="text-align: center;">Intervention :</p> <ul style="list-style-type: none"> - Talk about the task and how to do it - Help the child to identify similarities and differences starting with simple pictures / objects - Do lots of sorting, matching tasks – starting with the simple

<p> Memory of information problems: The learner:</p> <ul style="list-style-type: none"> - Has difficulty with remembering instructions his/her age or name or songs 	<p style="text-align: right;">Intervention :</p> <ul style="list-style-type: none"> - Play memory games where the child has to recall where an object is - Tell simple stories, retelling and asking questions - Teach simple, short songs and rhymes with actions - Use movement and music
<p> The child that does not understand the meaning of something; The learner;</p> <ul style="list-style-type: none"> - Has difficulty in: following instructions completing a story telling a story trying to do tasks or activities , but do not succeed 	<p style="text-align: right;">Intervention :</p> <ul style="list-style-type: none"> - Simplify the instruction / story - Demonstrate the meaning using all the senses - Dramatise and draw what the meaning is - Use objects and toys to explain - Play games of responding to instructions with puppets. Let the child give feedback to the puppet.
<p> The child who cannot speak words and sentences: The learner:</p> <ul style="list-style-type: none"> - Has difficulty combining words into meaningful sentences - Has difficulty in expressing ideas, needs and feelings 	<p style="text-align: right;">Intervention :</p> <ul style="list-style-type: none"> - Take all the attention away from the act of speaking – focus on meaning in communication and fun sharing ideas - Speak clearly to give the child a simple clear speaking model from which the child can learn
<p> Assisting the child who cannot draw The learner:</p> <ul style="list-style-type: none"> - Avoids drawing and has difficulty with Drawing Talking about his/her drawing Illustrating ideas 	<p style="text-align: right;">Intervention:</p> <ul style="list-style-type: none"> - Talk about the activity - Use thick crayons with bright colours - Give lots of opportunities - Do not allow ridicule

	<ul style="list-style-type: none"> - Give encouraging comments that acknowledge effort and progress - Do not draw for the child or try to teach him/her how to draw objects such as a house or person .It is better to give opportunities for the learner 's own exploration and practice
<p>Assisting the child who has problems with tasks and activities</p> <p>The learner</p> <ul style="list-style-type: none"> - Has difficulty with : <ul style="list-style-type: none"> Catching a ball Dressing Build a puzzle Balancing - Is clumsy, bumps into things and drop things 	<p style="text-align: center;">Intervention:</p> <ul style="list-style-type: none"> - Give fine motor and gross motor exercises - Give learners more time to do outdoor activities e.g. swinging, skipping, rolling, hopping, catching - Use play dough modelling, rolling, cutting, making little balls - Clutching paper, cutting and folding - Play bean bag games

[See Booklet on Special Needs - In-service training programme for Grade R educators Module 2 (KZN DEC/ UNICEF/ MiET)

The Daily Programme [See Supplement Sunday Times 29 March 2009]

Arrival Time 15 to 30 minutes	Children arrive and pack away their bags .Gather together on the carpet or chairs set in a circle .Teacher welcomes learners
Health Check 10 minutes	Children answer questions about health problems e.g. show band aids over cuts, bruises. The teacher runs a quick check of each learner. Keep record and refer cases that need attention.
Morning Circle (Ring) 10 to 15 minutes	Greeting, News, Register , Birthday Chart/Duty Chart, Weather Chart, Devotion, Theme discussion
Work Time (Creative Activities) 45 to 55 minutes	Creative activities like painting, drawing, cutting and pasting, modelling, etc Puzzles and games Construction and blocks, Imaginative Play, Books
Small Group Time (Maths including routine Maths) 15 minutes	These activities will include mental mathematics as well as Formal Assessment Tasks for specific weeks.
Tidy up time 10 minutes	
Hand washing 5 minutes	
Snack time 10 to 15 minutes	
Music and movement ring 15 to 20 minutes	Learners participate in Music, Movement and Drama activities
Outdoor play 20 to 30 minutes	Learners enjoy energetic, noisy, physical play
Hand washing and toilet routine 15 minutes	
Literacy (Added) 15 minutes	Literacy .Formal assessment tasks for Literacy can be done here ,but also during other activities e.g Creative Activities (Draw a)
Story time	Learners listen to and participate in storytelling

WORK SCHEDULE FOR GRADE R

TERM 2

Week: 1

Date: _____

Theme : SHAPES, COLOURS AND PATTERNS

	LITERACY		NUMERACY		LIFE SKILLS	
Focus Learning Outcomes & Assessment Standards	LO 1: Listening AS 1, AS 2, AS 3, AS 4.1, AS 4.2	LO 2: Speaking AS 1, AS 2, AS 3, AS 5, AS 6, AS 7, AS 10	LO 1 Number Op AS 1, AS 2, AS 6, AS 7.1 AS 7.3, AS 8	LO 2: Patterns AS 1, AS 2	LO 1: Health Promotion -	LO 2: Social Dev AS 2, AS 3
	LO 3: Reading AS 1.2, AS 1.3, AS 1.4, AS 2, AS 3.3, AS 3.5, AS 4.3	LO 4: Writing AS 2, AS 8, AS 11	LO 3: Space & Shape AS 1, AS 2, AS 3.3, AS 4, AS 5	LO 4: Measurement AS 2, AS 3	LO 3: Personal Dev AS 1	LO 4: Phys Dev. & M AS 3, AS 4
	LO 5: Thinking & Reasoning AS 1, AS 2	LO 6: Language Structure AS 1	LO 5: Data Handling AS 2			
Time	9 hours 10 minutes		7 hours 30 minutes		5 hours 50 minutes	
Integration	Social Science (H) : LO 2 AS 1, LO 2 AS 2 Social Science (G) LO 2 AS 1 Natural Science: LO 1 AS 1, LO 1 AS 2 Technology : LO 1 AS 1, LO 1 AS 2, LO 1 AS 3 Arts and Culture : Visual Arts : LO 1 AS 4.1, LO 1 AS 4.2, LO 1 AS 4.3, LO 1 AS 4.4 Visual Arts : LO 3 AS 4.1, Visual Arts: LO 4 AS 4.1 Dance: LO 1 AS 3.3 Music: LO 1					

<p>Continuous assessment</p> <p>Who assesses?</p> <p>How?</p> <p>What?</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>
<p>RESOURCES: (REQUIRED EVERY WEEK) :</p> <p>Discovery table items</p> <p>Stories, Rhymes, Songs , Calendar, Name Chart, Birthday Chart, Weather, Theme posters,</p> <p>Number Charts , Abacus, Counters, pegboards, colour charts,</p> <p>Books , Puzzles, Games, Blocks, Construction toys, Manipulative toys</p> <p>Creative materials and tools, Paint, Brushes, Crayons , Scissors , Glue , Paper Anti- waste material ,</p> <p>CD payer and music, instruments ,</p> <p>Fantasy area: remains set up as a home corner unless otherwise specified.</p> <p>Outdoor play apparatus Jungle Gym, Sandpit, Balance beam, Hoops, Tyres, balls</p> <p>Water play equipment, Sand play equipment</p>		<p>SPECIAL RESOURCES FOR THE WEEK :</p> <p>Sport Balls e.g. soccer balls ,golf balls etc</p> <p>Boxes of different sizes</p>	
<p>Barriers to Learning : SEE PAGE 5 and 6</p>			

Weekly Lesson Planning Exemplar			
Term 2 : Week 1			
Theme: SHAPES,PATTERNS AND COLOUR			
Learning Outcomes and Assessment Standards	Health check and Morning Circle (Ring)	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 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</p> <p>NUMERACY: Mathematics LO 1 AS 1: Counts to at least 10 everyday</p>	<p>Monday to Friday</p> <p>1. Health Check, Run a quick head to toe check of each child. Keep a health record of any sign of illness observed or medication given. Refer cases that need attention.</p> <p>2. Greetings and news</p> <ul style="list-style-type: none"> - Welcoming : Greet the teacher and friends - News : Learners tell about news in their lives - News: News - country & around the world. (Ask children what did they see on the news (TV), heard on the radio and where did it happen?) - Register: Who is absent? Counting number of learners absent and present - Birthdays : Who's birthday is it today?(Learners sing "Happy Birthday To You") - Religion : Moral story and songs <p>3. Days of the week</p> <ul style="list-style-type: none"> - Monday to Sunday (Learners say which day of the week it is) - Rhyme about days of the week - Which day comes before? - Which day comes after? 	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Name cards (Months) - Name cards(Days) - Weather chart - Birthday chart - Date Chart - Number chart

<p>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</p> <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>	<p>4.. Months of the year - Which month of the year is it? - January to December (song)</p> <p>5. Date - Yesterday's date? Today's date? Tomorrow's date?</p> <p>6. Weather - 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 the temperature for tomorrow on the news (TV), listen on the radio or ask their parents to read in the newspaper</p>		
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Weekly Lesson Planning Exemplar			
Term 2 : Week 1			
Theme: SHAPES,PATTERNS AND COLOUR			
Learning Outcomes and Assessment Standards	Morning Circle - Theme Discussion	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 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 2 AS 10: Shows sensitivity when speaking to others LO 5 AS 2: Uses language to think and reason: matches things that go together, and compares things that are different</p> <p>NUMERACY Mathematics LO 3 AS 1: Recognizes, identifies and names 3-D objects in the classroom and in pictures, including: boxes (prisms)& balls (spheres) LO 3 AS 2: Describes 3-D objects using concrete materials, sorts and compares physical 3-D objects</p>	<p>Monday:</p> <ul style="list-style-type: none"> Show learners a ball and a circle of paper and explain the difference between the two. A circle is round and flat .A ball is not flat like a circle. It is "fat". Show learners objects (balls e.g. soccer balls, tennis balls cricket balls, rugby balls etc.) and not quite round balls like a rugby ball - Asks the learners to roll the balls on the floor What will happen if I roll the rugby ball? Show a soccer ball and discuss patterns on the ball. Talk about the use of different balls e.g. tennis balls, cricket balls, rugby balls <p>Tuesday:</p> <ul style="list-style-type: none"> The teacher holds a ball .She puts the ball on the floor and kicks it. It rolls away. Now she holds up a square box (cube) and asks the learners if it looks like a ball. No. Why? It cannot roll. Only a round object can roll. The children feel the roundness of a ball and the squareness of the box or block. The block feels smooth, but it has corners. It cannot roll, it can only slide. 	<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 poster - Physical objects related to theme - Different types of balls - Different types of boxes

<p>according to: objects that roll and objects that slide</p> <p>LO 3 AS 4: Recognizes symmetry in self and own environment</p> <p>INTEGRATION</p> <p>NS LO 1 AS 1: The learner participates in a planned activity by explaining what is being done or played</p>	<ul style="list-style-type: none"> - Do the same with a rectangular box or block .Open up a cereal box and show the learners the difference between a box and rectangle. 		
	<p>Wednesday:</p> <ul style="list-style-type: none"> - Children walk in the class and bring something that has a pattern on it. - Discuss the objects that the learners and bring encourage them to look at the shapes that can be identified. 		
	<p>Thursday:</p> <ul style="list-style-type: none"> - Shapes outside .Learners should discover observe and question patterns and discover symmetry (one side looks the same as the other) in nature. Talk about butterflies and how their wings look the same and how it makes them beautiful. - Discuss how we would have looked if our bodies were not symmetrical. 		
	<p>Friday:</p> <ul style="list-style-type: none"> - Learners discover different shapes and different colours in the classroom 		

Weekly Lesson Planning Exemplar

Term 2 : Week 1

Theme: SHAPES,PATTERNS AND COLOUR

Learning Outcomes and Assessment Standards	Maths Routine (Daily Monday to Friday)	Assessment	Resources
<p>LITERACY : Languages HL LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately, LO 2 AS 10: Shows sensitivity when speaking to others LO 4: AS 8: shows in own writing attempts, beginning awareness of directionality (e.g. starting from left to right, top to bottom) LO 5 AS 1: Uses language to develop concepts: Demonstrates developing knowledge of concepts such as quantity, , colour</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 7.1 and 7.3: Building up and breaking down numbers using concrete apparatus e.g. counters 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 (Look and point on number chart) - Which number comes before 2? Which number comes after 2? - Which number is between 1 and 3? Are 2 more or less than 3?</p> <p>4. Number of the week : 3 - Number of the week's name ; 3 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>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Number poster - Abacus - Blocks - Blackboards+ chalk - Number wall chart - Number cards

SEE THAT LEARNERS HAVE THE CORRECT PENCIL GRIP AND NUMBERS ARE FORMED IN THE CORRECT WAY

5. Learners build up/break down numbers in the number range 1-3 Use concrete apparatus e.g. in how many different ways can you pack the number 3

○ ○ ● 2 and 1 makes 3

○ ● ● 1 and 2 makes 3

● ○ ● 1 and 1 and 1 makes 3

6. 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

Weekly Lesson Planning Exemplar

Term 2 : Week 1

Theme: SHAPES, PATTERNS AND COLOUR

Learning Outcomes and Assessment Standards	Numeracy (Mathematics) In Small Groups Monday to Friday	Assessment	Resources
<p>LITERACY Language HL LO 5 AS 1: Use language to develop concept of size ,shape and colour LO 5 AS 5.2: Use language to think and reason classify things</p> <p>NUMERACY Mathematics LO3 AS 1: Recognises ,Identifies and names three dimensional objects in the classroom and in pictures including boxes [prisms] balls [spheres] LO 3 AS 5: Describes one three dimensional object in relation to another e.g. in front of or behind]. LO 3 AS 2: Describes sorts and compares physical three dimensional objects according to size, objects that roll, objects that slide. LO 3 AS 4: Learners recognizes symmetry in environment LO 5 AS 2: Sort physical objects according to one tribute (property) e.g. red shapes</p>	<ul style="list-style-type: none"> - Put a sorting box on the theme table in the class, In it will be wooden blocks with different shapes (e.g. squares and rectangles) and in different colours (e.g. red, blue and yellow) as well as boxes with different shapes e.g. squares and rectangles .Children work in groups differentiating between colours and shapes. <p>Colour:</p> <ul style="list-style-type: none"> - They pick a block from the sorting box and say what colour it is - They pick a given colour from the sorting box e.g. blue - They find all the pieces of one colour from the sorting box and put them together. Repeat with the colours - (red, yellow and green) <p>Shapes :</p> <ul style="list-style-type: none"> - Put all the blocks of the same shape together - Learners pick up a piece and describe what it looks like. Do the same with all the other objects. <p>Follow the instruction, ball game with direction.</p> <ul style="list-style-type: none"> - Hold the ball above your head, next to your body, behind your back. 	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Raring Scale or Rubric</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Discovery table: Three-dimensional shapes/objects</p> <p>Boxes , balls</p> <p>Shape poster</p> <p>Sports equipment (Balls)</p> <p>Different coloured balls</p>

	<ul style="list-style-type: none">- Put ball down, stand next to ball, in front of ball, behind the ball.- The teacher now holds objects in a place and learners describe the position. <p>Objects that can roll and slide.</p> <ul style="list-style-type: none">- The teacher gives class objects with different sizes, objects that roll, objects that slide. Learners experiment with the objects. Teacher discusses with the learners why some objects can roll and some can only slide. Learners sort objects according to objects that can roll and slide. Learners bring objects from home to test whether they roll or slide.- The teacher asks questions: Can you bring me something that is brown (green, yellow and blue) and that can slide. Can you bring me something that can roll and is (blue/ red / yellow/ green) <p>Patterns</p> <ul style="list-style-type: none">- The teacher puts objects in a row and learners discover that if shapes repeat it self it forms patterns .If an object looks exactly the same on both sides it is symmetrical. Discuss symmetry as seen on butterflies. Look at the shapes on the wings Learners walk around the class and collect an object with a pattern on it		
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Weekly Lesson Planning Exemplar

Term 2 : Week 1

Theme: SHAPES,PATTERNS AND COLOUR

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 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak. LO 2 AS 10: Shows sensitivity when speaking to others LO 4AS .11: manipulates writing tools like crayons and pencils</p> <p>NUMERACY : Mathematics LO2 AS 2: Creates own patterns LO 3 AS 1: Recognizes, identifies and names 3-D objects in the classroom and in pictures, including: boxes (prisms)and balls (spheres) LO 3 AS 3.3: Builds 3-D objects using concrete materials (e.g. building blocks)</p>	<p>Monday:</p> <p>Group 1 : 3-D Construction from boxes and toilet rolls</p> <p>Group 2 : Cut + paint Learners open empty cereal box and paint patterns inside on it by finger painting</p> <p>Group 3 : Decorate a paper crown with zig zag pattern</p> <p>Group 4 :Play dough: Learners make balls and boxes</p> <hr/> <p>Tuesday:</p> <p>Group 1: Play dough: Learners make balls and boxes</p> <p>Group 2: 3-D Construction from boxes and toilet rolls</p> <p>Group 3: Cut + paint Learners open empty cereal box and paint patterns inside on it by finger painting</p> <p>Group 4: Decorate a paper crown with zig zag pattern</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet checklist</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration Rubric Checklist</p>	<ul style="list-style-type: none"> - Scissors - Crayons - Paper - Paint - Paint brushes - Play dough - Play dough equipment - Waste boxes -Toilet rolls - Glue

<p>INTEGRATION :</p> <p>Technology</p> <p>LO 1 AS 1: Investigates</p> <p>LO 1 AS 2: Designs</p> <p>LO 1 AS 3: Makes</p> <p>A/C</p> <p>LO 1 Visual Arts AS 4..1 Freely creates images of own world in various media.</p> <p>LO 1 Visual Arts AS 4..2 :Uses play and fantasy in two-dimensional and three-dimensional work</p> <p>LO 1 Visual Arts AS 4.3: Explores and experiments with a wide variety of art materials, techniques) including waste materials), and colour in a spontaneous and creative way.</p> <p>LO 1 Visual Arts AS 4.4: Uses and co-ordinates motor skills in practical work and play (e.g. appropriate handling of scissors, glue applicators, paintbrush and drawing instruments).</p> <p>LO 3 Visual Arts AS 4.1: Demonstrates active involvement in individual and group art-making activities and an ability to share art-making equipment.</p> <p>LO 4 Visual Arts AS 4..1: Responds to what the learner sees, perceives and experiences in own natural and constructed environment</p>	<p>Wednesday:</p> <p>Group 1: Decorate a paper crown with zig zag pattern</p> <p>Group 2: Play dough: Learners make balls and boxes</p> <p>Group 3: 3-D Construction from boxes and toilet rolls</p> <p>Group 4: Cut + paint Learners open empty cereal box and paint patterns inside on it by finger painting</p>		
	<p>Thursday:</p> <p>Group 1: Cut + paint Learners open empty cereal box and paint patterns inside on it by finger painting</p> <p>Group 2: Decorate a paper crown with zig zag pattern</p> <p>Group 3: Play dough: Learners make balls and boxes</p> <p>Group 4: 3-D Construction from boxes and toilet rolls</p>		
	<p>Friday:</p> <p>Individual choice</p>		

Weekly Lesson Planning Exemplar

Term 2 : Week 1

Theme: SHAPES, PATTERNS AND COLOUR

Learning Outcomes and Assessment Standards	Music, Drama, Dance & Movement	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 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>NUMERACY : Mathematics LO2 AS 2: Creates own patterns</p> <p>LIFE SKILLS</p>	<p>Monday: Movement Hopscotch / Isikhoji Draw a layout for playing hopscotch in the playground Learners jump with one leg in the circle and both legs in the rectangles</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet checklist Rubric</p>	<ul style="list-style-type: none"> - Drawing on Playground - Blocks - Music instruments
	<p>Tuesday: Drama Learners dramatise parts of the story told by the teacher on shapes on shapes</p>		
	<p>Wednesday: Music Use music instruments such as triangles and boxes .The teacher sings a song with a repetitive chorus.</p>	<p>FORMS : - Oral Responses Practical demonstration</p>	
	<p>Thursday: Dance The teacher plays music with a strong beat and learners make a pattern using their feet e.g. zigzag .Learners stand in one row. The other children weave in and out Put boxes on the floor in a row. Learners dance (skip) around the boxes.</p>		

<p>Life Orientation</p> <p>LO 4 AS 3: Performs expressive movements using different parts of the body</p> <p>INTEGRATION:</p> <p>A/C LO 1 Dance AS 3: Participates in simple dances based on formations and patterns</p> <p>LO 1 Music AS 1 : Sings and moves creatively to children’s rhymes available in own environment.</p> <p>LO 1 Visual Arts AS 2: Uses play and fantasy in two-dimensional and three-dimensional work.</p> <p>LO 2 Drama AS 2.2 Uses concrete objects to represent other objects in dramatic play</p>	<p>Friday: Movement</p> <p>Learners roll a ball :</p> <ul style="list-style-type: none"> - to knock over blocks - between two blocks - to hit a ball rolled along by a partner <p>Roll a ball :</p> <ul style="list-style-type: none"> - using either hand - using both hands - at different speeds in pairs and in groups 		
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Weekly Lesson Planning Exemplar

Term 2 : Week 1

Theme: SHAPES,PATTERNS AND COLOUR

Learning Outcomes and Assessment Standards	Outdoor Play	Assessment	Resources
<p>LIFE SKILLS : Life Orientation LO 4: AS 4 Participates in free play activities</p> <p>INTEGRATION:</p> <p>NS LO 1: AS 2 Participates in planned activity by following simple instructions</p>	<p>Monday:</p> <ul style="list-style-type: none"> - Sand play :Learners draw patterns and shapes in the sand with a stick - Water play - Outside apparatus & Free play 	<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>
	<p>Tuesday:</p> <ul style="list-style-type: none"> - Sand play :Learners draw patterns and shapes in the sand with a stick - Water play - Outside apparatus & Free play 		
	<p>Wednesday:</p> <ul style="list-style-type: none"> - Sand play : Learner draw patterns and shapes in the sand with a stick - Water play - Outside apparatus & Free play 		
	<p>Thursday:</p> <ul style="list-style-type: none"> - Sand play: L earners draw patterns and shapes in the sand with a stick - Water play - Outside apparatus & Free play 		
	<p>Friday:</p> <ul style="list-style-type: none"> - Sand play :Learners draw patterns and shapes in the sand with a stick - Water play - Outside apparatus & Free play 		

Weekly Lesson Planning Exemplar

Term 2 : Week 1

Theme: SHAPES,PATTERNS AND COLOUR

Learning Outcomes and Assessment Standards	Educational play	Assessment	Resources
<p>LITERACY : Language 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 3.5: Listens with enjoyment to oral texts (simple songs, rhymes, short poems and stories}, puts pictures in the right sequence</p> <p>NUMARACY : Mathematics LO 2 AS 1: Copies and extends simple patterns using physical objects and drawings (e.g. using colours and shapes)</p> <p>INTEGRATION: NS LO 1 AS 2: Explains what is being done or played</p>	<p>Monday: Group 1: Building Blocks(pack out Patterns according to colour and shapes) Group 2: Sequencing cards Group 3: Lacing shapes Group 4: Geo boards</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet checklist Rubric</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration Rubric</p>	<ul style="list-style-type: none"> - Educational games - Puzzles - Building Blocks - Sequencing cards - Lacing shapes - Geo boards
	<p>Tuesday: Group 1: Geo boards Group 2: Building Blocks (pack out Patterns according to colour and shapes) Group 3: Sequencing cards Group 4: Lacing shapes</p>		
	<p>Wednesday: Group 1: Lacing shapes Group 2: Geo boards Group 3: Building Blocks(pack out Patterns according to colour and shapes) Group 4: Sequencing cards</p>		
	<p>Thursday: Group 1: Sequencing cards Group 2: Lacing shapes Group 3: Geo boards Group 4: Building Blocks(pack out Patterns according to colour and shapes)</p>		

	Friday: Group 1: Free choice Group 2: Free choice Group 3: Free choice Group 4: Free choice		
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Weekly Lesson Planning Exemplar

Term 2 : Week 1

Theme: SHAPES,PATTERNS AND COLOUR

Learning Outcomes and Assessment Standards	Literacy (Language) 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 1 AS 4.1: Develops phonic awareness: segments spoken multi-syllabic words into syllables (e.g. ba-na-na) using clapping or drumbeats 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 2 AS 6: Passes on messages 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 sentences LO 3 AS 4.3: Starts recognizing and making meaning of letters LO 4 AS 2: Forms letters in various ways (e.g.) by using own body to show the shapes, writing in sand) LO 5 AS</p>	<ul style="list-style-type: none"> - The teacher talks about Soccer and ask learners what the people wave at the games (Our National Flag) Answer questions about the flag. Which colours do you see on the flag? Which shapes do you see in the flag? - Telephone game about shapes in groups e. g. "The ball is round"(pass on the message) - Make a booklet about shapes that can roll. Cut out pictures about different types of sport and balls used for that sport. Learners' can also draw pictures. The teacher writes the words while the children are watching (one word on a page) Learners "read" the book for classmates. - Recognise words are made up of sounds - Clap words out in syllables, e.g. <u>Soc-cer</u>, <u>ball</u>; <u>Net-ball</u> <p>PHONIC OF THE WEEK : See Page 3 and 4 PATTERN OF THE WEEK VOCABULARY WORDS FOR THE WEEK</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet checklist Rubric</p> <p>RECORDING : Informal</p> <p>FORMS : - Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Balls from the different sports - Pictures of soccer player or sportsmen - Picture of National Flag of the country

.1: Uses language to develop concepts as colour
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

NUMERACY:

Mathematics :

LO3 AS 1: Recognises, identifies and names three-
dimensional objects in pictures including balls
[spheres

LO 3 AS2: Describes sorts and compares physical
three- dimensional objects according to size, objects
that roll, objects that slide.

LIFE SKILLS:

Life Orientation

LO 2 AS 2: Recognises the South African Flag

Weekly Lesson Planning Exemplar

Term 2 : Week 1

Theme: SHAPES,PATTERNS AND COLOUR

Learning Outcomes and Assessment Standards	Story (Reading)	Assessment	Resources
<p>LITERACY: Language HL LO 1 AS 3: Listen with enjoyment and understanding to oral text such as stories/poems LO 3 AS 1.2: Uses visual cues to make meaning by looking carefully at pictures and photographs to recognize common objects and experiences to makes sense of picture stories LO 3 AS 1.3: Uses visual cues to make meaning by looking carefully at pictures and photographs to recognize common objects and experiences : matches pictures and words LO 3 AS 1.4: Uses visual cues to make meaning by looking carefully at pictures and photographs to recognize common objects and experiences: uses illustrations to understand simple captions in story books LO 3 AS 3.3: Makes meaning of written text: makes links to own experience when reading with the teacher, viewing television or pictures LO 3 AS 4..3 :Starts recognizing and making meaning of letters</p>	<p>Monday:</p> <ul style="list-style-type: none"> - Read a story about how/where our grandparents played games with balls) - Memory and comprehension questions: What did you like best about the story? <p>Tuesday:</p> <ul style="list-style-type: none"> - Ask a person/parent who participate in any ballgame to come and talk to the learners - Memory and comprehension questions What happened first? What happened last? What would you have done if you were? - Did this story have a happy ending? <p>Wednesday:</p> <ul style="list-style-type: none"> - Learners dramatize a part of the story that was told by the teacher / parent - Memory and comprehension questions: Did this story have a happy ending? Can you think of another idea to add to the story? 	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet checklist Rubric</p> <p>RECORDING : Informal</p> <p>FORMS : - Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Story books - Real person/parent/ teacher

<p>LO 3 AS 2: Role-plays reading: holds a book the right way up, turns pages appropriately, looks at words and pictures and understands the relationship between them, and uses pictures to construct idea 'Reads' picture books with simple captions or sentences</p> <p>LO 3 AS 3. 1: Listens with enjoyment to oral texts (simple songs, rhymes, short poems and stories}, and shows understanding: acts out parts of the story, song or rhyme</p> <p>INTEGRATION : SS(H)</p> <p>LO 1 AS 1: Answers simple questions about stories from the past</p> <p>LO 3 AS 1: Responds to stories about the past e. g listen to a story about the past.</p>	<p>Thursday:</p> <p>Children watch a video / listen to a tape</p> <p>- Takalani Sesame</p> <p>Questions and discussion</p>		
<p>Friday:</p> <p>- Teacher tells own story about a group of children whose balls got mixed and who used the wrong size and shape ball to play different sport with e.g. the children who had to play cricket, played with a rugby ball. The children who played soccer played with a golf ball</p> <p>- Ask questions Who / What was the story about? What would have happened if?</p>			

WORK SCHEDULE FOR GRADE R

TERM 2

Week: 2

Date: _____

Theme : DOMESTIC ANIMALS

	LITERACY		NUMERACY		LIFE SKILLS	
Focus Learning Outcomes & Assessment Standards	LO 1: Listening AS 1, AS 2, AS 3.5, AS 4.1, AS 4.2	LO 2: Speaking AS 1, AS 2, AS 3, AS 5, AS 7, AS 10	LO 1: Number Op AS 1, AS 2, AS 6	LO 2: Patterns AS 1	LO 1: Health Prom	LO 2: Social Dev AS 3
	LO 3: Reading AS 1, AS 2.2, AS 3.1, AS 3.3 AS 3.4, AS 3.5	LO 4: Writing AS 1, A2, AS 4, AS 12	LO 3: Space & Shape -	LO 4: Measurement AS 2, AS 3	LO 3: Personal Dev AS 1	LO 4: Phys Dev.& Mov. AS 1, AS 2, AS 3, AS 4
	LO 5: Thinking & Reasoning AS 3, AS 2.2, AS 2.3	LO6: Language Structure AS 1.1, AS 1.2	LO 5: Data Handling AS 1, AS 2, AS 4			
Time	9 hours 10 minutes		7hours 30 minutes		5hours 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 Technology : LO 1 AS 1, LO 1 AS 2, LO 1 AS 3 Arts and Culture : Visual Arts : LO 1 AS 4..1, LO 1 AS 4.. 3, LO 1 AS 4. .4 Visual Arts : LO 3 AS 4. .1 , Visual Arts: LO 4 AS 4.1					

	Dance: LO 1 AS 2, LO 3 AS 1 Drama LO 1 AS 2, LO 2 AS 2.2		
Continuous assessment	METHOD : Teacher	METHOD : Teacher	METHOD : Teacher
Who assesses?	TOOL : Observation sheet	TOOL : Observation sheet ,checklist, rubric	TOOL : Observation sheet
How?	RECORDING : Informal	RECORDING : Informal	RECORDING : Informal
What?	FORMS : Oral Responses Practical demonstration	FORMS : Oral Responses Practical demonstration	FORMS : Oral Responses Practical demonstration
RESOURCES: (REQUIRED EVERY WEEK) :			SPECIAL RESOURCES FOR THE WEEK :
<p>Discovery table items</p> <p>Stories, Rhymes, Songs , Calendar, Name Chart, Birthday Chart, Weather, Theme posters,</p> <p>Number Charts , Abacus, Counters, pegboards, colour charts,</p> <p>Books , Puzzles, Games, Blocks, Construction toys, Manipulative toys</p> <p>Creative materials and tools, Paint, Brushes, Crayons , Scissors , Glue , Paper Anti- waste material ,</p> <p>CD payer and music, instruments ,</p> <p>Fantasy area: remains set up as a home corner unless otherwise specified.</p> <p>Outdoor play apparatus Jungle Gym, Sandpit, Balance beam, Hoops, Tyres, balls</p> <p>Water play equipment, Sand play equipment</p>			<ul style="list-style-type: none"> - Pictures of animals and their homes - CD or Tape with animal sounds - Pictures of all kinds of pets - A bird in a cage - A fish in a bowl - Real puppies and kittens can be brought to class - Pictures of wild animals - Play dough - Paper plates - Wool for whiskers - Glue - Elastic - Box and blanket
Barriers to Learning : SEE PAGE 5 and 6			

Weekly Lesson Planning Exemplar

Term 2 : Week 2

Theme: DOMESTIC ANIMALS

Learning Outcomes and Assessment Standards	Health check and Morning Circle (Ring)	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 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</p> <p>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</p>	<p>Monday to Friday</p> <p>1. Health Check, Run a quick head to toe check of each child. Keep a health record of any sign of illness observed or medication given. Refer cases that need attention.</p> <p>2. Greetings and news</p> <ul style="list-style-type: none"> - Welcoming : Greet the teacher and friends - News : Learners tell about news in their lives - News: News - country & around the world? (Ask children what did they see on the news (TV), heard on the radio and where did it happen? - Register: Who is absent? Counting number of learners absent and present - Birthdays : Who's birthday is it today?(Learners sing "Happy Birthday To You") - Religion : Moral story and songs <p>3. Days of the week</p> <ul style="list-style-type: none"> - Monday to Sunday (Learners say which day of the week it is) - Rhyme about days of the week - Which day comes before? - Which day comes after? 	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Name cards (Months) - Name cards(Days) - Weather chart - Birthday chart - Date Chart - Number chart

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) 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

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

- 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 on the radio or ask their parents to read in the newspaper..

Weekly Lesson Planning Exemplar

Term 2 : Week 2

Theme: DOMESTIC ANIMALS

Learning Outcomes and Assessment Standards	Morning Circle - Theme Discussion	Assessment	Resources
<p>LITERACY: Language 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 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 2 AS 10: Shows sensitivity when speaking to other LO 5 AS 3: Uses language to investigate and explore: asks questions and searches for explanations gives explanations and offers solutions</p>	<p>Monday</p> <ul style="list-style-type: none"> - Role of pets? Why do we keep pets? Any animal kept for fun is a pet. Pets have special needs and children should realise that pets need a lot of care. Which animals are suitable as pets? Dogs and cats are the most popular pets. Dogs protect us. Blind people have guide dogs. Cats keep mice and rats away from the house - Where do these animals sleep? - Children need to know that if they want pets they must also understand that they must look after them and care for them. You have to look after or care for your pet and you cannot keep a big dog in a flat or a parrot in a small cage. - Some people also keep strange pets for example snakes, parrots, mice, hamsters, rabbits. - Investigation: What do pets need? <p>Tuesday</p> <ul style="list-style-type: none"> - Just as we have families some pets belong to families that include wild animals. Dogs come from a family that includes wolves and cats come from the cat family that includes lions, tigers, cheetahs 	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Pictures of all kinds of pets - A bird in a cage - A fish in a bowl - Real puppies and kittens can be brought to class - Pictures of wild animals

	<p>and leopards. What is the same and what is different to these animals?</p>		
<p>Wednesday</p> <ul style="list-style-type: none">- Explain why it is important to look after the pet and give the pet clean water and eat fresh food. We can also buy pet food. What type of food should we not give to our animals?- A veterinary surgeon is a special doctor for animals Why must I take my animal to the vet regularly? There are some people who make sure that animals are looked after. (SPCA)- Animals also need exercise			
<p>Thursday</p> <ul style="list-style-type: none">- Explain steps that can be taken to ensure personal hygiene, e.g. wash your hands regularly if you have touched the animal. Animals need to be groomed and the place where they sleep need to be cleaned			
<p>Friday</p> <ul style="list-style-type: none">- Homes of different pets. What do we call the homes where animals sleep?			

Weekly Lesson Planning Exemplar

Term 2 : Week 2

Theme: DOMESTIC ANIMALS

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 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</p> <p>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</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 2? Which number comes after 2? Which number is between 1 and 3? Are 2 more or less than 3?</p> <p>4. Number of the week : 3 - Number of the week's name ; 3 Three - How much is 3? Show 3 finger s(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>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>- Number poster - Abacus - Number Blocks - Chalkboard + chalk - Number Wall chart - Number cards</p>

<p>LO 4 AS 3: Sequences events within one day.</p> <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:</p> <p>SS (H) LO 2 AS 1: Discusses personal experiences in the past and present (chronology and time) LO 2 AS 2: Discusses own age in years (chronology and time) SS (G) LO 2 AS 1: Discusses personal experiences of familiar people and places</p>	<p>SEE THAT LEARNERS HAVE THE CORRECT PENCIL GRIP AND NUMBERS ARE FORMED IN THE CORRECT WAY</p> <p>5. Learners build up/break down numbers in the number range 1 -3. Use concrete apparatus e.g. in how many different ways can you pack the number 3</p> <p>6. 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>		
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Weekly Lesson Planning Exemplar

Term 2 : Week 2

Theme: DOMESTIC ANIMALS

Learning Outcomes and Assessment Standards	Numeracy (Mathematics) In Small Groups Monday to Friday	Assessment	Resources
<p>LITERACY: Language HL LO 5 AS 2.2: Uses language to think and reason : matches things that go together, and compares things that are different LO AS 5 2.3: Matches things that go together, and compares things that are different</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 5 AS 1: Collects physical objects (alone and/or as a member of a group or team) in the environment according to stated features (e.g. collects 10 dead flowers) LO 5 AS 2: Sorts physical objects according to one attribute (property) (e.g. red shapes) LO 5 AS 4: Draws a picture as a record of collected objects</p>	<p>Pictures of animals on chalkboard or play (toy) animals</p> <ul style="list-style-type: none"> - Set out a given number of animals, e.g. 3 dogs. Learners count concretely - How many paws does your dog have? - How many legs does a bird have? - Learn number names. <p>Teacher place two posters on wall (cat and dog)</p> <ul style="list-style-type: none"> - The teacher asks learners whether they have a cat or dog at home. Learners draw a picture of a cat or a dog. Learners must each sort their pictures and paste the cats/dogs under the teacher's pictures. Afterwards learners count how many learners have cats in the class? How many have dogs? How many pets do all the learners have altogether? Answer questions. Which one has the most, least, etc? - Write the names of learners who have no pets and count them. 	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Checklist Rubric</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Picture of Domestic animals - Chalkboard

Weekly Lesson Planning Exemplar

Term 2 : Week 2

Theme:: DOMESTIC ANIMALS

Learning Outcomes and Assessment Standards	Creative Activities	Assessment	Resources
<p>LITERACY: Language HL LO 4 AS 12 : Manipulates writing tools like crayons and pencils</p> <p>INTEGRATION Technology LO 1 AS 1: Physically manipulates products to explore their shape, size, colour and the materials they are made of. LO 1 AS 2: Chooses from a given range, materials or substances that can be used to make simple products. LO 1 AS3: Makes simple products from a range of materials provided. A/ C LO 1 AS 3 Visual Arts: Explores and experiments with a wide variety of art materials, techniques) including waste materials), and colour in a spontaneous and creative way. LO 1 AS 4 Visual Arts: Uses and co-ordinates motor skills in practical work and play (e.g. appropriate</p>	<p>Monday: Group 1: Cut + paste: pictures of different pets from magazines Group 2: Colour in a picture of a dog or cat: " pet picture" Group 3: Make an animal mask from paper plates., Group 4: Paint: "My dog or cat"</p> <p>Tuesday: Group 1: Paint: "My dog or cat" Group 2: Cut + paste: pictures of different pets from magazines Group 3: Colour in a picture of a dog or cat: " pet picture" Group 4: Make an animal mask from paper plates.</p> <p>Wednesday: Group 1: Make an animal mask from paper plates Group 2: Paint: "My dog or cat" Group 3: Cut + paste: pictures of different pets from magazines Group 4: Colour in a picture of a dog or cat: " pet picture"</p>	<p>METHOD : - Teacher</p> <p>TOOL : - Observation sheet - Rubric</p> <p>RECORDING : - Informal</p> <p>FORMS : - Oral Responses - Practical demonstration</p>	<ul style="list-style-type: none"> - Scissors - Crayons - Paper - Paint - Paint brushes - Play dough - Play dough equipment - Paper plates - Wool for whiskers - Glue - Elastic - Colour in picture

<p>handling of scissors, glue applicators, paintbrush and drawing instruments).</p> <p>LO 3 AS 4 Visual Arts: Demonstrates active involvement in individual and group art-making activities and an ability to share art-making equipment.</p> <p>LO 4 AS 4 Visual Arts: Responds to what the learner sees, perceives and experiences in own natural and constructed environment.</p>	<p>Thursday: Group 1: Colour in a picture of a dog or cat: " pet picture" Group 2: Make an animal mask from paper plates elastic Group 3: Paint: "My dog or cat" Group 4: Cut + paste: pictures of different pets from magazine</p> <hr/> <p>Friday: Individual choice</p>		
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Weekly Lesson Planning Exemplar

Term 2 : Week 2

Theme:: DOMESTIC ANIMALS

Learning Outcomes and Assessment Standards	Music, Drama, Dance & Movement	Assessment	Resources
<p>LITERACY Language LO 2 AS 3 : Sing and recites songs</p> <p>LIFE SKILLS Life Orientation LO 4 AS 1: Plays running, chasing and dodging games using space safety LO 4 AS 2: Explores different ways to locomote LO 4 AS 3: Performs expressive movements using different parts of the body.</p> <p>INTEGRATE A/ C LO 1 AS 2 Dance: Draws on play, fantasy and imagination to explore a wide variety of movement words, rhythms and changes in tempo. LO 3 AS 1 Dance: Responds to movement instructions that cover space without bumping or hurting others when moving forwards and backwards LO 1 AS 2 Drama: Participates in make-believe situations based on imagination, fantasy and life experiences LO 2 AS 2 Drama: Uses concrete objects to represent other objects in dramatic play</p>	<p>Monday: Movement</p> <ul style="list-style-type: none"> - Cat and Mouse - Children make a big circle holding hands. The teacher chooses one learner to be a cat and one to be a mouse. The cat goes on the outside and the mouse on the inside. Children let the cat in or out of the circle by raising their hands up or down. If the cat catches the mouse, the teacher chooses a new mouse. The game continues so that many have a turn. <p>Tuesday: Drama</p> <ul style="list-style-type: none"> - Learners pretend that they are cats. Demonstrate how a cat goes to sleep and wake up .Learners can curl in a small ball, stretch out and stretch their legs out. Learners can also imitate the sounds that a cat make and demonstrate how it drinks milk. Learners now choose an animal and makes gestures. The other learners must try and guess what animal the learner is imitating. <p>Wednesday: Music</p> <ul style="list-style-type: none"> - Learners sing a song : Two little birds sitting on a wall One’s name Peter, the other’s name Paul Fly away Peter ,fly away Paul 	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Music instruments</p> <ul style="list-style-type: none"> - CD / tape player - Song/rhyme posters - Bean Bags

	<p>Come back Peter, Come back Paul</p> <ul style="list-style-type: none">- The learners play the song with percussion instruments (Make own music instruments like shakers with empty bottles and beans and drums from coffee tins and tyre		
	<p>Thursday: Dance</p> <ul style="list-style-type: none">- The teacher plays music and the learners pretend they are birds If the learners hear high notes they fly and low notes they sit down,.- Learners flap their arms like wings and run in a circle. When the music is soft they dance on the tip of their toes and flutter like birds.- Learners dance and if the music stops they stand on one leg.		
	<p>Friday: Movement</p> <ul style="list-style-type: none">- Learners move on their hands and feet like cats, dogs and ponies. The teacher beats on a drum to indicate that the learners must stop and “freeze” until the teacher says they may go again.- Put hoops on the floor Learners jump from one hoop to another just like a cat.- Learners pretend tat they are dogs. The learners play a game chasing the dog’s tail. Tie an old cut off stocking stuffed with paper or material to the pants or belt of one learner (the dog). This is the tail. The learner runs away while the other learners are counting to ten. The child who catches the tail has a turn to be the dog.		

Weekly Lesson Planning Exemplar

Term 2 : Week 2

Theme: DOMESTIC ANIMALS

Learning Outcomes and Assessment Standards	Outdoor Play	Assessment	Resources
<p>LITERACY : Language LO 2 AS 1: Expresses own feelings and the feelings of real or imaginary people LO 4 AS 2: Forms letters in various ways (e.g. by using own body to show the shapes, writing in sand)</p> <p>LIFE SKILLS : Life Orientation LO 4: AS 4: Participates in free play activities</p> <p>INTEGRATION: NS LO 1 AS 2: Participates in planned activity by following simple instructions</p>	<p>Monday:</p> <ul style="list-style-type: none"> - Sand play: Draw letter for the week in the sand - Water play - Outside apparatus & Free play 	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Sand equipment - Water equipment & aprons - Outside apparatus
	<p>Tuesday:</p> <ul style="list-style-type: none"> - Sand play Draw letter for the week in the sand - Water play - Outside apparatus & Free play 		
	<p>Wednesday:</p> <ul style="list-style-type: none"> - Sand play Draw letter for the week in the sand - Water play - Outside apparatus & Free play 		
	<p>Thursday:</p> <ul style="list-style-type: none"> - Sand play Draw letter for the week in the sand - Water play - Outside apparatus & Free play 		

Friday:

- Sand play Draw letter for the week in the sand
- Water play
- Outside apparatus & Free play

Weekly Lesson Planning Exemplar

Term 2 : Week 2

Theme: DOMESTIC ANIMALS

Learning Outcomes and Assessment Standards	Educational play	Assessment	Resources
<p>LITERACY : Language 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 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 LO 3 AS 3.5: Listens with enjoyment to oral texts (simple songs, rhymes, short poems and stories}, puts pictures in the right sequence LO 5 AS 3.4: Solves and completes puzzles</p>	<p>Monday: Group 1: Animal Dominoes Group 2: Puzzles Group 3: Fantasy Play. Cut a hole in the side of a large cardboard to make a kennel. The learners can creep inside and lie on a blanket as a dog would. Group 4: Sequencing of pictures</p> <p>Tuesday: Group 1: Sequencing of pictures Group 2: Animal Dominoes Group 3: Puzzles Group 4: Fantasy Play. Cut a hole in the side of a large cardboard to make a kennel. The learners can creep inside and lie on a blanket as a dog would</p> <p>Wednesday: Group 1: Fantasy Play. Cut a hole in the side of a large cardboard to make a kennel. The learners can creep inside and lie on a blanket as a dog would Group 2: Sequencing of pictures Group 3: Animal Dominoes Group 4: Puzzles</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses - Practical demonstration</p>	<ul style="list-style-type: none"> - Educational games - Puzzles - Animal Dominoes - Pegboards - Box and blanket

<p>NUMARACY : Mathematics LO 2 AS 1 Copies and extends simple patterns using physical objects and drawings e.g. using colours and shapes (on pegboard)</p> <p>INTEGRATION: NS LO 1 AS 2 Explains what is being done or played</p>	<p>Thursday: Group 1: Puzzles Group 2: Fantasy Play. Cut a hole in the side of a large cardboard to make a kennel. The learners can creep inside and lie on a blanket as a dog would. Group 3: Sequencing of pictures Group 4: Animal Dominoes</p>		
	<p>Friday: Group 1: Free choice Group 2: Free choice Group 3: Free choice Group 4: Free choice</p>		

Weekly Lesson Planning Exemplar

Term 2 : Week 2

Theme: DOMESTIC ANIMALS

Learning Outcomes and Assessment Standards	Literacy (Language) 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 1 AS 3.5: Listens with enjoyment to oral texts (simple songs, rhymes, short poems and stories}, puts pictures in the right sequence 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 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak. LO 2 AS 10: Shows sensitivity when speaking to others LO3 AS 2.2: Role-plays reading by distinguishing pictures from print (e.g. by pointing at words rather when 'reading') LO 3 AS 3, 3 : Makes meaning of written text: by making links to own experiences when reading with the teacher, viewing television or pictures.</p>	<ul style="list-style-type: none"> - Develop auditory discrimination: recognise pet and animal sounds. Play a CD with different sounds. Make as many sounds and ask learners to identify them e.g. dog – barking; cat- meowing. - Tell in own words how you care for your pet. - Listen carefully to instructions and respond appropriately. - Draw and glue a picture of your pet. Include your pet's home in your drawing. Use drawings to describe pet. Use full sentences in describing the pet. - Look at and examine pictures to identify common objects - Look at and examine the homes of different pets on pictures. - Correct handling of a book. - "Read" picture book on pets. Learners are given books of domestic animals to 'read' and the teacher should ensure that learners can distinguish between pictures and print. Recognises words are made up of sounds 	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Rubric</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Pictures of animals and their homes - Books - Pen and paper - CD or Tape with animal sounds

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

LO 3 AS 3.3: Listens with enjoyment to oral texts (simple songs, rhymes, short poems and stories}, draws a picture of the story, song or rhyme

LO 4 AS 1: Experiments with writing :creates and uses drawings to convey a message, and as a starting point for writing

LO 4 AS 2: Forms letters in various ways (e.g.) by using own body to show the shapes, writing in sand

LO 4 AS 4: Talks about own drawing and 'writing'

LO 4 AS 12: Manipulates writing tools like crayons and pencils

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

INTEGRATION

A/C Freely creates images of own world in various media.

A/C LO 1 AS 4.3 Visual Arts: Explores and experiments with a wide variety of art materials, techniques) including waste materials), and colour in a spontaneous and creative way.

A/C LO 4 AS 4.1 Visual Arts: Responds to what the learner sees and experiences in environment

PHONIC OF THE WEEK : See Page 3 and 4

PATTERN OF THE WEEK

VOCABULARY WORDS FOR THE WEEK

Weekly Lesson Planning Exemplar

Term 2 : Week 2

Theme: DOMESTIC ANIMALS

Learning Outcomes and Assessment Standards	Story (Reading)	Assessment	Resources
<p>LITERACY Language LO 1 AS 4: Develop Phonic awareness by recognising that words are made up of sounds. LO 2 AS 10: Shows sensitivity when speaking to others LO 3 AS 1: Starts recognizing and making meaning of words and text by:: looking carefully at pictures and photographs to recognize common objects and experiences. – identifying a picture or figure from the background. – making sense of picture stories. 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 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 sentences</p>	<p>Monday:</p> <ul style="list-style-type: none"> - Read a story about pets - Ask memory and comprehension questions: Who was the main character? What did you like best about the story? <p>Tuesday:</p> <ul style="list-style-type: none"> - The teacher tells a story about how a dog saved a child’s life - Ask questions about story. Memory and comprehension questions - What happened first? What happened last? What would you have done if you were? - Did this story have a happy ending? <p>Wednesday:</p> <ul style="list-style-type: none"> - Learners Dramatize a part of the story that was told by the teacher. - Memory and comprehension questions: Did this story have a happy ending? 	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>- Story books</p>

<p>LO 3 AS 3. 1: Listens with enjoyment to oral texts (simple songs, rhymes, short poems and stories}, and shows understanding: acts out parts of the story, song or rhyme</p> <p>INTEGRATION:</p> <p>A/ C</p> <p>LO 4 AS 2. 2 Drama Creates sound effects to accompany stories told by the teacher</p>	<p>Can you think of another idea to add to the story?</p>		
	<p>Thursday:</p> <p>- Teacher reads a story about domestic animals introducing the learners to words. She also creates opportunities for learners to link the story to their own experiences. Learners are given a chance to tell their own stories about domestic animals and to create sounds made by the animals in the story.</p>		
	<p>Friday:</p> <p>- The teacher reads a story about a dog who help a blind man and ask questions</p> <p>Who / What was the story about?</p> <p>Would you like to be.....? Why?</p> <p>What would have happened if?</p>		

WORK SCHEDULE FOR GRADE R (FORMAL ASSESSMENT TASK)

TERM 2

Week: 3

Date: _____

Theme: FOOD

	LITERACY		NUMERACY (FAT 1)		LIFE SKILLS	
Focus Learning Outcomes & Assessment Standards	LO 1: Listening AS 1, AS 2, AS 3, AS 4.1, AS 4.2	LO 2: Speaking AS 1, AS 2, AS 3, AS 5, AS 7, AS 10	LO 1: Number Op AS 1, AS 2, AS 3, AS 4, AS 6, AS 7.1, AS 7.3, AS 8	LO 2: Patterns AS 2	LO 1: Health Promotion AS 1	LO 2: Social Dev AS 3
	LO 3: Reading AS 1, AS 2.1, AS 3.1, AS 3.3, AS 4.3, AS 6,	LO 4: Writing AS 2, AS 8, AS 12	LO 3: Space & Shape AS 1, AS 2, AS 6	LO 4: Measurement AS 2, AS 3	LO 3: Personal Develop. AS 1	LO 4: PhysDev. & Mov AS 3, AS 4
	LO 5: Thinking & Reasoning AS 1, AS 2.2, AS 4	LO 6: Language Structure AS 1.1, AS 1.2	LO 5: Data Handling AS 2			
Time	9 hours 10 minutes		7 hours 30 minutes		5 hours 50 minutes	
Integration	Social Science (H) : LO 2 AS 1, LO 2 AS 2 Social Science (G) LO 2 AS 1 Natural Science: LO 1 AS 1, LO 1 AS 2 Technology : LO 1 AS 1, LO 1 AS 2, LO 1 AS 3 Arts and Culture : Visual Arts : LO 1 AS 4.3, LO 1 AS 4.4 Visual Arts : LO 3 AS 4.1, Visual Arts: LO 4 AS 4.1					

	<p>Dance: LO 1 AS 2 LO 3 AS 1 Drama: LO 1 AS 2 LO 2 AS 2</p>		
<p>Continuous assessment</p> <p>Who assesses?</p> <p>How?</p> <p>What?</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet, checklist</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet ,Rubric</p> <p>RECORDING : Formal Assessment Task 1 (FAT 1)</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>
<p>RESOURCES: (REQUIRED EVERY WEEK) :</p> <p>Discovery table items</p> <p>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</p> <p>Creative materials and tools, Paint, Brushes, Crayons , Scissors , Glue , Paper Anti- waste material , CD payer and music, instruments ,</p> <p>Fantasy area: remains set up as a home corner unless otherwise specified.</p> <p>Outdoor play apparatus Jungle Gym, Sandpit, Balance beam, Hoops, Tyres, balls</p> <p>Water play equipment, Sand play equipment</p>			<p>SPECIAL RESOURCES FOR THE WEEK :</p> <ul style="list-style-type: none"> - Posters of different kinds of vegetables and fruit. - Food on theme table - Healthy and unhealthy - Real fruit - Skipping rope - Different size boxes that fruit are sold in (collected from shop) - Ball - Whistle - Shopkeeper - Play money - Fruit Dominoes - 12/20 or 36 piece puzzles on food -
<p>Barriers to Learning : SEE PAGE 5 and 6</p>			

Weekly Lesson Planning Exemplar

Term 2 : Week 3

Theme: FOOD

Learning Outcomes and Assessment Standards	Health check and Morning Circle (Ring)	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 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</p> <p>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</p>	<p>Monday to Friday</p> <p>1. Health Check, Run a quick head to toe check of each child. Keep a health record of any sign of illness observed or medication given. Refer cases that need attention.</p> <p>2. Greetings and news</p> <ul style="list-style-type: none"> - Welcoming : Greet the teacher and friends - News : Learners tell about news in their lives - News: News - country & around the world? (Ask children what did they see on the news (TV), heard on the radio and where did it happen?) - Register: Who is absent? Counting number of learners absent and present - Birthdays : Who's birthday is it today?(Learners sing "Happy Birthday To You") - Religion : Moral story and songs <p>3. Days of the week</p> <ul style="list-style-type: none"> - Monday to Sunday (Learners say which day of the week it is) - Rhyme about days of the week - Which day comes before? - Which day comes after? 	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Checklist</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Name cards (Months) - Name cards (Days) - Weather chart - Birthday chart - Date Chart - Number chart

<p>.</p> <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>	<p>4.. Months of the year - Which month of the year is it? - January to December (song)</p> <p>5. Date - Yesterday's date? Today's date? Tomorrow's date?</p> <p>6. Weather - 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 on the radio or ask their parents to read in the newspaper</p>		
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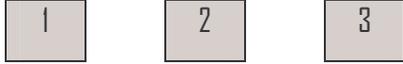
<p>The learner participates in a planned activity by explaining what is being done or played</p>	<p>products can be made from the milk? Butter, cheese, cream, amasi etc. Put a picture of a chicken on the board and ask what we get from a chicken. Eggs Mutton comes from sheep, Bacon, ham and pork from pigs. Show learners a tin of jam. Jam is made from fruit. Explain that fruit mainly grow on trees. Show learners a tin of mealie. Explain that these come from vegetables. Vegetables mainly grow under the ground or on top of the ground. Put a skipping rope on the floor. On the top learners put pictures of all the vegetables that grow on top or above the ground and at the bottom learners put pictures of vegetables that grow under the ground (The teacher assists learners)</p>		
<p>Wednesday Fruit Te teacher shows learners a picture s of different fruit. The teacher also show some real fruit and learners have to match it with the fruit in the picture. Are all fruit the same colour? Learners name the different colours of fruit. The learners can cut up the fruit and make a fruit salad</p>			
<p>Thursday Vegetables Learners identify and discuss different types of vegetables. Talk about the different colours of vegetables e.g. cabbage, lettuce, broccoli, peas and green beans are all green. Tomatoes are red. White vegetables are unions and mealies. Mealies can also be yellow. Carrots and pumpkin is orange. Some vegetables are one colour on the outside and another</p>			

	<p>colour inside Potatoes are brown outside but white inside. Identify which vegetables grow under the ground and which grow above the ground</p>		
	<p>Friday (Vegetable Garden at school)</p> <ul style="list-style-type: none">- Learners work in groups to plant seeds. The teacher lines a glass with cotton wool. Pour enough water in to wet the cotton wool. Place dry maize kernels or dry beans halfway down the side of the glass between the glass and cotton wool. Keep the wool moist and in a warm place. After a few days the maize kernels and beans will start to get small roots growing down and stems growing up. By observing the plants as they grow children, will understand how they grow in the soil- Just as you must care for your body, so the fruit and vegetable farmers must protect their produce on the land against sicknesses.- What must we do to fruit before we eat it?- Wash hands before you work with any food		

Weekly Lesson Planning Exemplar

Term 2 : Week 3

Theme: FOOD

Learning Outcomes and Assessment Standards	Numeracy (Mathematics) In Small Groups Monday to Friday	Assessment	Resources
<p>LITERACY: Language LO 5 AS 1 : Uses language to develop concepts such as quantity size, direction</p> <p>NUMERACY Mathematics 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 context</p> <p>LO 1 AS 3: Knows the number names and symbols for 1 - 10</p> <p>LO 1 AS 4: Orders and compares collection of objects using the words 'more', 'less' and 'equal'</p> <p>LO 2 AS 2 : Create own pattern</p> <p>LO 3 AS 2: Describes, sorts and compares physical three-dimensional objects according to: 2.1 size</p> <p>LO 3 AS 6: Follows directions (alone and/or as a member of a group or team) place self within the classroom</p>	<p>-Learners collect fruit from the classroom and count apples, pears, bananas etc up to number 3. One- to one- correspondence (touch each fruit and count) (FAT 1)</p> <p>-Learners count vegetables (<u>one</u> carrot , <u>two</u> carrots , <u>three</u> carrots) by saying the number names (FAT 1)</p> <p>- The teacher shows number cards with the symbols 1, 2 and 3 and the number names <u>one</u>, <u>two</u> and <u>three</u>. Learners pack out the number of fruit or vegetables to match the number symbol and the number name.(FAT 1)</p> <div style="text-align: center;">  <p>and the number names</p>  </div> <p>-The teacher gives each learner 3 packets. In the one packet is one orange , In the other packet two oranges and in the third packet three oranges Learners order the packets from least to most and</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Rubric Rating Scale</p> <p>RECORDING : Formal (FAT 1)</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>- Fruit (Vegetables real or paper-machè)</p> <p>- Different size boxes that fruit are sold in (collected from shop)</p>

most to least. (FAT 1)



- **Learners pack out a pattern using 3 different colour vegetables e.g. red tomato , brown potato , orange carrot red tomato , brown potato , orange carrot (FAT 1**
- **Learners sort boxes (that fruit are sold in) according to size. e.g. Smallest to biggest, biggest to smallest Learners compare and describe boxes. e.g. Which is the biggest? Which is the smallest? Do the same now with apples of different sizes (FAT 1)**
- **The teacher gives the following instructions:
Learners should all face the same direction. e.g. Stand to the left of your friend (pumpkin) on the floor. Stand to the right of your friend (pumpkin) placed on the floor. Stand behind/in front of your partner/object (FAT 1)**

Weekly Lesson Planning Exemplar

Term 2 : Week 3

Theme: FOOD

Learning Outcomes and Assessment Standards	Creative Activities	Assessment	Resources
<p>LITERACY : Language HL LO 3 AS 3.3: Listens with enjoyment to oral texts (simple songs, rhymes, short poems and stories}, draws a picture of the story, song or rhyme LO 4 AS 12: Manipulates writing tools like crayons and pencils</p> <p>INTEGRATION A /C LO 1 AS 3 Visual Arts: Explores and experiments with a wide variety of art materials, techniques) including waste materials), and colour in a spontaneous and creative way. A /C LO 1 AS 4 Visual Arts: Uses and co-ordinates motor skills in practical work and play (e.g. appropriate handling of scissors, glue applicators, paintbrush and drawing instruments). A /C LO 3 AS 4 Visual Arts: Demonstrates active involvement in individual and group art-making activities and an ability to share art-making equipment. A /C LO 4 AS 4 Visual Arts: Responds to what the learner sees, perceives and experiences in own natural and constructed environment.</p>	<p>4 GROUPS. ROTATE ACTIVITIES DAILY FROM MONDAY TO THURSDAY. FRIDAY INDIVIDUAL CHOICE</p> <p>Activity 1 DRAWING The learners draw a picture of healthy food</p> <p>Activity 2 PAPER COLLAGE The teacher draws the outline of a fruit e.g. an apple on a piece of paper. Learners break small pieces of egg already painted and paste it on the paper</p> <p>Activity 3 CUTTING AND PASTING: " My healthy plate of food" (Draw a plate and cut healthy food pictures from magazines to paste on a "paper plate")</p> <p>Activity 4 MODELLING: Learners model with play dough different kinds of fruit or vegetable</p>	<p>METHOD : Teacher Self peer</p> <p>TOOL : Observation sheet Rubric</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses - Practical demonstration</p>	<ul style="list-style-type: none"> - Scissors - Crayons - Paper - Paint - Paint brushes - Play dough - Play dough equipment - Paper Plates

Weekly Lesson Planning Exemplar

Term 2 : Week 3

Theme: FOOD

Learning Outcomes and Assessment Standards	Music, Drama, Dance & Movement	Assessment	Resources
<p>LITERACY : Language LO 5 AS 1: Uses language to develop concept such as speed , sequence LO 2 AS 3: Sing and recites songs 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>LIFE SKILLS Life Orientation LO 4 AS 3: Performs expressive movements using different parts of the body.</p> <p>INTEGRATION: A/ C LO 1 AS 2 Dance: Draws on play, fantasy and imagination to explore a wide variety of movement words, rhythms and changes in tempo. LO 3 AS 1 Dance: Responds to movement instructions that cover space without bumping or hurting others when moving forwards and backwards</p>	<p>Monday: Movement The learners play HOT POTATO Learners stand in a circle and they pass a ball to each other in a clockwise direction (Do not throw the ball) .They should pass it without letting it drop. The teacher <u>blows a whistle</u> to stop. The learner holding the ball must leave the circle and sit on the grass.</p> <p>Tuesday: Drama The learners dramatise the story of the three bears.</p> <p>Wednesday: Music The learners sing the song with actions : 'Sayilimi ngqolowa "Doing all the actions from sowing the seed, reaping, stamping, kneading the dough, baking and eating the bread.</p> <p>Thursday: Movement The learners play HOT POTATO WITH MUSIC Learners stand in a circle and they pass a ball to each other in a clockwise direction (Do not throw the ball) .They should pass it without letting it drop. The <u>teacher plays music</u> When she stops the music, the learner holding the ball must leave the circle and sit on the grass.</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses - Practical demonstration</p>	<ul style="list-style-type: none"> - Ball - Whistle - Tape or CD

LO 1 AS 2 Drama: Participates in make-believe situations based on imagination, fantasy and life experiences

LO 2 AS 2 Drama: Uses concrete objects to represent other objects in dramatic play

Friday :

- CD / tape player
- Song/rhyme posters
- Listen to Takalani Sesame

Weekly Lesson Planning Exemplar

Term 2 : Week 3

Theme: FOOD

Learning Outcomes and Assessment Standards	Outdoor Play	Assessment	Resources
<p>LITERACY : Language 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 5 Asks questions when the learner does not understand or needs more information, and responds clearly to questions asked of the learner</p> <p>LIFE SKILLS Life Orientation LO4 AS 4 Participates in Free Play</p> <p>INTEGRATION: NS LO 1 AS 2 Contributes towards planning an investigative activity by asking and answering questions about the activity</p>	<p>Monday:</p> <ul style="list-style-type: none"> - Sand play Make fruit or vegetables from mud - Water play - Outside apparatus & Free play 	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses - Practical demonstration</p>	<p>Sand equipment - Water equipment & aprons - Outside apparatus</p>
	<p>Tuesday:</p> <ul style="list-style-type: none"> - Sand play Make fruit or vegetables from mud - Water play - Outside apparatus & Free play 		
	<p>Wednesday:</p> <ul style="list-style-type: none"> - Sand play Make fruit or vegetables from mud - Water play - Outside apparatus & Free play 		
	<p>Thursday:</p> <ul style="list-style-type: none"> - Sand play Make fruit or vegetables from mud - Water play - Outside apparatus & Free play 		
	<p>Friday:</p> <ul style="list-style-type: none"> - Sand play Make fruit or vegetables from mud - Water play - Outside apparatus & Free play 		

Weekly Lesson Planning Exemplar

Term 2 : Week 3

Theme: FOOD

Learning Outcomes and Assessment Standards	Educational play	Assessment	Resources
<p>LITERACY : Language 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 sentences LO 5 AS 3.4: Solves and completes puzzles</p> <p>NUMARACY Mathematics LO 1 AS 1: Count to at least 10 everyday objects(one-to-one correspondence playing dominoes</p> <p>LIFE SKILLS: Life Orientation LO4 AS 4:Participates in Free Play</p> <p>INTEGRATION NS LO 1 AS 2: Participates in planned activity by following Simple instructions with assistance and explains what</p>	<p>Monday: Group 1: Be an entrepreneur by selling fruit in the fantasy corner. Group 2: Puzzle Group 3: Fruit Dominoes Group 4: 'Reading books on food '</p> <p>Tuesday: Group 1: : 'Reading books on food ' Group 2: Be an entrepreneur by selling fruit in the fantasy corner. Group 3: Puzzle Group 4: Fruit Dominoes</p> <p>Wednesday: Group 1: Fruit Dominoes Group 2: 'Reading books on food ' Group 3: Be an entrepreneur by selling fruit in the fantasy corner. Group 4: Puzzle</p> <p>Thursday: Group 1: Puzzle Group 2: Fruit Dominoes Group 3: : 'Reading books on food ' Group 4: Be an entrepreneur by selling fruit in the</p>	<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"> - Educational equipment - Shopkeeper - Play money - Fruit Dominoes - Books - 12/20 or 36 piece puzzles on food

is being done or played

fantasy corner.

Friday:

Group 1: Free choice

Group 2: Free choice

Group 3: Free choice

Group 4: Free choice

Weekly Lesson Planning Exemplar

Term 2 : Week 3

Theme: FOOD

Learning Outcomes and Assessment Standards	Literacy (Language) In Small Groups Monday to Friday	Assessment	Resources
<p>LITERACY Language HL 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 3 AS 3 : Make meaning of written text by recognizing and making meaning of words and text by recognizing and reading print in the environment LO 3 AS.4 Starts recognizing and making meaning of words and text by recognising high frequency words and print in the environment LO3 AS 5: Begin to develop phonic awareness by recognizing initial consonant sounds LO 4 AS 2: Forms letters in various ways (e.g. by using own body to show the shapes writing in sand) LO 4 AS 12 manipulates writing tools like crayons and pencils LO 5 AS 2.2 Use language to think and reason by matching things that go together and compares things that are different (fruit and vegetables)</p>	<ul style="list-style-type: none"> - Identify fruit, vegetables, grain products (cereals) Expand vocabulary.. - Talk about different fruits and vegetables. - Process difficult information about where grain products come from. e.g. Cornflakes come from mealies, Rice Krispies from rice and Weetbix from wheat.. - The teacher says four words, one of which does not fit with the rest. The children have to pick out the one that is different and the teacher asks class why it is different Banana, apple, orange, <u>ball</u> (fruit) Potato, <u>sweets</u>, carrot, cabbage (vegetables) Milk,, Cheese,, <u>bread</u>, butter (dairy -cow products) - Recognise and name familiar kinds of food from advertisements or packaging materials (Incidental Reading) 	<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 pictures of food - Real food - Alphabet Charts - Vocabulary Cards for Incidental Reading

LD 5 AS 2.2 Use language to think and reason by classifying things (put all the fruits together or put all the vegetables together)

LD 6 AS 1.1 and 1.2 Recognising words are made up of sounds and recognises the sounds at beginning of some words

PHONIC OF THE WEEK : See Page 3 and 4

PATTERN OF THE WEEK

VOCABULARY WORDS FOR THE WEEK

:

Weekly Lesson Planning Exemplar

Term 2 : Week 3

Theme: FOOD

Learning Outcomes and Assessment Standards	Story (Reading)	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.</p> <p>LO 3 AS 3. 1 : Listens with enjoyment to oral texts (simple songs, rhymes, short poems and stories}, and shows understanding: acts out parts of the story, song or rhyme 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 sentences</p> <p>INTEGRATION</p>	<p>Monday: The teacher reads the story of 'The Three Little Bears' where Mama Bear made porridge for the bears. The bears went for a walk because their porridge was too hot .A the little girl came into their house and ate the food. Memory and comprehension questions: Who was the main character/s? What did you like best about the story? What lesson can we learn from the story?</p> <p>Tuesday: Repeat the story - Questions about story - Memory and comprehension questions What happened first? What happened last? What would you have done if you were? - Did this story have a happy ending?</p>	<p>METHOD : Teacher Self</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Story books - Pictures of the stories of Three Little Bears and The Little Red Hen

A/C LO 1 AS 2 Drama: Participates in make-believe situations based on fantasy and life experiences

Wednesday:

The story of the little Red Hen

A little red hen found some grains of wheat. She wanted to know who will help her to plant it. She asked the cow, the sheep and the pig, but all said "I won't" So she planted it herself. When the wheat was ripe she asked them to gather the wheat. Again all said "I won't" When the wheat was ripe and gathered the animals said no when she asked them to take it to the mill When it was ground to flour they refused to help her bake it. The hen did everything herself. When the bread was baked they all wanted to eat, but the little hen said she will eat it herself.

Dramatise the story. Four children play the roll of the hen and the animals

Thursday:

- Children watch a video / listen to a tape -
- **Takalani Sesame**
- Tell their own stories about food, Questions and discussion

	<p>Friday:</p> <ul style="list-style-type: none">- The teacher tells a story about the importance of fruit. Learners answer questions from the story. <p>And ask questions :</p> <p>Who / What was the story about?</p> <p>Would you like to be.....? Why?</p> <p>What would have happened if?</p>		
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WORK SCHEDULE FOR GRADE R

TERM 2

Week: 4

Date: _____

Theme : MY SENSES

	LITERACY (FAT 1)		NUMERACY		LIFE SKILLS	
Focus Learning Outcomes & Assessment Standards	LO 1: Listening AS1, AS 2, AS 3, AS 4.1, AS 4.2	LO 2: Speaking AS 1, AS 2, AS 3, AS 5, AS 6, AS 7, AS 10	LO 1: Number Op AS 1, AS 2, AS 3, AS 6, AS 7.1, AS 7.2, AS 7.3, AS 8	LO 2: Patterns AS 1	LO 1:Health Promotion AS 2	LO 2: Social Development AS 3
	LO 3: Reading AS 1.1, AS 1.2, AS 1.3, AS 3.1, AS 3.3, AS 3.5, AS 4.2	LO 4:Writing AS 2, AS 9	LO 3: Space & Shape AS 1	LO 4: Measurement AS 2, AS 3	LO 3: Personal Dev AS 1	LO 4: Phys Dev. & Mov AS 1
	LO 5: Thinking & Reasoning AS 1, AS 2.1, AS 2.4, 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 Social Science (G) LO 2 AS 1 Natural Science: LO 1 AS 2 Technology : LO 1 AS 1, LO 1 AS 2, LO 1 AS 3, LO 1 AS 4					

	Arts and Culture : Visual Arts : LO 1 AS 4.4 Dance: LO 3 AS 1, LO 4 AS 1		Music : LO 4 AS 3.1, LO 4 AS 3.2, LO 4 AS 3.1 Drama : LO 1 AS 2, LO 3 AS 2	
Continuous assessment Who assesses? How? What?	METHOD : Teacher TOOL : Observation sheet Rubric Checklist RECORDING : FORMAL FAT 1 FORMS : Oral Responses Practical demonstration	METHOD : Teacher TOOL : Observation sheet Rubric Checklist RECORDING : Informal FORMS : Oral Responses Practical demonstration	METHOD : Teacher TOOL : Observation sheet Checklist Rubric 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 payer and music, instruments , Fantasy area: remains set up as a home corner unless otherwise specified. Outdoor play apparatus Jungle Gym, Sandpit, Balance beam, Hoops, Tyres, balls Water play equipment, Sand play equipment			SPECIAL RESOURCES FOR THE WEEK : - Discovery table: - Picture of body - Spectacles and sunglasses - Real objects for smelling ,tasting and touching - Soap perfume, rose or flowers - Dolls - Handkerchiefs - Pictures of Animals	
Barriers to Learning : SEE PAGE 5 and 6				

Weekly Lesson Planning Exemplar

Term 2 : Week 4

Theme: MY SENSES

Learning Outcomes and Assessment Standards	Health check and Morning Circle (Ring)	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 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 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</p> <p>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</p>	<p>Monday to Friday</p> <p>1. Health Check, - Run a quick head to toe check of each child. Keep a health record of any sign of illness observed or medication given. Refer cases that need attention.</p> <p>2. Greetings and news - Welcoming : Greet the teacher and friends - News : Learners tell about news in their lives - News: News - country & around the world? (Ask learners what did they see on the news (TV), heard on the radio and where did it happen? - Register: Who is absent? Count the number of learners absent and present - Birthdays : Who's birthday is it today?(Learners sing "Happy Birthday To You") - Religion : Moral story and songs</p> <p>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?</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Checklist</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>- Name cards (Months) - Name cards(Days) - Weather chart - Birthday chart - Date Chart - Number chart</p>

<p>LO 4 AS 3 : Sequences events within one day .</p> <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>	<p>4.. Months of the year - Which month of the year is it? - January to December (song)</p> <p>5. Date - Yesterday's date? Today's date? Tomorrow's date?</p> <p>6. Weather - 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.</p>		
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Weekly Lesson Planning Exemplar

Term 2 : Week 4

Theme: MY SENSES

Learning Outcomes and Assessment Standards	Morning Circle - Theme Discussion	Assessment	Resources
<p>LITERACY : Languages HL LO 1 AS 1: Listens attentively to questions, instructions and announcements 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 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 2 AS 10:Shows sensitivity when speaking to other LO 5 AS 2.1 :Uses language to think and reason: matches things that go together, and compares things that are different LO5 AS 2.4 :Identifies parts from the whole (e.g. parts of the body) LO 5 AS3 :Uses language to investigate and explore: asks questions and searches for explanations gives explanations and offers solutions</p>	<p>Learners must be aware of their five senses and be able to differentiate between things they can see, sounds they can hear, things they can smell, things they touch and feel and things they can taste.</p> <p>Monday Sight- My eyes</p> <ul style="list-style-type: none"> - Last term we have learned about my body. Which of these body parts do we find on the head (eyes, ears, nose, mouth etc?) - Our eyes – How many? What do we do with our eyes? (see, cry, wink ,read ,learn) - Talk to the learners why they it is important to look after their eyes. We use our eyes to read and learn. Some people cannot see clearly and need glasses to help them to see well. - Let learners close their eyes with their hands and try to walk in the class some people cannot see at all and are 'blind'. What comes out of your eyes if you are sad and cry? (Tears) - Some people wear dark glasses to protect their eyes from the sun. Never look into the sun or sharp light. It can damage your eyes. Do not wear 	<p>METHOD : Teacher Peers Self</p> <p>TOOL : Observation sheet Rating Scale</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses - Practical demonstration</p>	<ul style="list-style-type: none"> - Discovery table: - Picture of body - Spectacles and sunglasses - Real objects for smelling ,tasting and touching - Soap perfume, rose or flowers - Pictures of Animals - Pictures of blind people sugar - lemons - salt (biltong) - bitter medicine

other peoples' glasses. If your eyes are red you have to go and see a doctor.

Tuesday

Hearing – my ears

- Our ears- How many? What do we do with our ears? (hear, listen to music, listen to sounds)
- Some animals e.g. dogs can hear better than we can. Learners close their ears with their fingers. The teacher makes some sounds.
- Tell learners that some people were born that they cannot hear at all .They are 'deaf'.
- Sometimes we cannot see a thing ,but we hear the sound and know what it is ,
 - if you hear barking , you know it is a dog
 - if they hear meowing they know it is a cat
 - if you hear a siren ,you know it is an ambulance
- Some sounds can be loud and some soft, some can be high and some low, some can be far and other near some can be long and other short
- We must look after our ears by not putting things in our ears and not to shout in someone's ears.

Wednesday

Smell – my nose

- Our nose. How many? What do we use our nose for? (smelling, breathing)
- What happens when I am sick and have flu? My

	<p>nose runs or it is closed and I cannot smell and breathe.</p> <ul style="list-style-type: none"> - What else can you do with your nose? Sneeze. Learners close their noses with their forefinger and thumb. - Are all the smells the same? No. We have things that smell nice like flowers and things that smell bad. (Ask learners to give examples) - Some animals smell better than people e.g. dogs. Tell learners that the police use dogs to help them to sniff out things. - Some animals give off a bad smell to protect them. We can recognise some food and spices by their smell. If we smell smoke we know food is burning, 		
	<p>Thursday Taste – m y tongue</p> <ul style="list-style-type: none"> - Ask learners what is inside their mouth (teeth, tongue). What do we do with our tongue?(Talk and taste our food)Some food taste : <ul style="list-style-type: none"> - sweet like sugar - (learners give more examples - sour like lemons - (learners give more examples - salt (biltong) - bitter (medicine) - Some animals use their tongues to drink milk or water like dogs, cats etc. If a dog is tired or hot its tongue hangs out Why? 		

Friday

Touch – my hands

Put articles in a box like :

- Something hard (stone) and something soft(wool)
- Something smooth (tomato) and something rough (pineapple).Tie a cloth over the learners' eyes and let them describe what they are feeling. Do the same with something wet and something dry. Tell learners that some blind people "see" by feeling

Weekly Lesson Planning Exemplar

Term 2 : Week 4

Theme: MY SENSES

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.</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 7.1 and 7.3: Building up and breaking down numbers using concrete apparatus e.g. counters 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 2? Which number comes after 2? Which number is between 1 and 3? Are 2 more or less than 3?</p> <p>4. Number of the week : 4 - Number of the week's name: four 4 How much is 4? Show 4 fingers (Show 4 on abacus) - Let a few learners collect 4 objects (counters) - Write 4 in the "air" with your finger - Write a number 4 (on your board / paper /sand trays) - Draw 4 circles (on your board / paper) - Where else in the class can you see a number 4?</p> <p>SEE THAT LEARNERS HAVE THE CORRECT PENCIL GRIP AND NUMBERS ARE FORMED IN THE CORRECT WAY</p> <p>5. Learners build up/break down numbers in the number range 1-4 Use concrete apparatus e.g. in how many different ways can you pack the number 4</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Rubric</p> <p>RECORDING : Formal FAT 1</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Number poster - Abacus - Blocks -Chalkboards + chalk - Number wall chart - Number cards

6. 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

Weekly Lesson Planning Exemplar

Term 2 : Week 4

Theme: MY SENSES

Learning Outcomes and Assessment Standards	Numeracy (Mathematics) In Small Groups Monday to Friday	Assessment	Resources
<p>LITERACY Language HL LO 5 AS 1 Uses language to develop concepts such as quantity</p> <p>NUMERACY Mathematic LO 1 AS 1: Learners count to at least 10 every day objects LO 1 AS 3: Knows the number names and symbols for 1 to 10 LO 1 AS 6: Solves verbally stated additions and subtraction problems with single digit numbers LO 1 AS 7.2: Uses the following techniques: Doubling and halving to at least 10 LO 1 AS 7.3 Using concrete apparatus e.g. counters)</p> <p>LIFE SKILLS Life Orientation LO 1 AS 2: Describes steps that can be taken to ensure personal hygiene. (handkerchief)</p>	<ul style="list-style-type: none"> - Learners count. How many noses ,eyes, hands ,ears in their small groups How many noses do you have (one) <ul style="list-style-type: none"> - Double the number 1. Learners pack out 2 counters. - How many eyes or ears do you have? (two) - Double the number 2. Learners pack out 4 counters. - Learners halve numbers without a remainder (even numbers) in the number range 1 –4 .e.g. - Halve the number 2. (Learners pack out 1 counter). Halve the number 4. (Learners pack out 2 counters). - Learners use concrete apparatus when counting, building up, breaking down, doubling and halving numbers.- Use dolls to count the body parts <p>Problem solving: I am sick and use one handkerchief every day to blow my nose to keep it clean. How many handkerchiefs will I use in four days? Mother washes two handkerchiefs today. Tomorrow she washes double the number. How many handkerchiefs will she wash tomorrow</p>	<p>METHOD : Teacher Peers Self</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses - Practical demonstration</p>	<p>Body parts Counters Dolls Handkerchiefs</p>

Weekly Lesson Planning Exemplar

Term 2 : Week 4

Theme: MY SENSES

Learning Outcomes and Assessment Standards	Creative Activities	Assessment	Resources
<p>LITERACY : Language 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 4: AS 9 : (Shows in own writing attempts, beginning awareness of directionality (e.g. starting from left to right, top to bottom)</p> <p>INTEGRATION : Technology LO 1 AS 1: Investigates LO 1 AS 2: Designs LO 1 AS 3: Makes LO1 AS 4: Evaluates</p> <p>A/ C LO 1 AS 4.4 Visual Arts: Uses and co-ordinates motor skills in practical work and play (e.g. appropriate handling of scissors ,glue applicators, paintbrush and</p>	<p>Monday: Group 1: Introduces left to right awareness (Drawing lines from left to right) through creative activities and educational games (FAT 1) (wax crayons) Group 2: Painting. Learners paint a picture of something they can hear Group 3: Cutting and pasting. Learners cut out pictures of something hot, cold, sour, sweet, etc. from magazines and paste them on a piece of paper . Group 4 :Modelling.: Learners use clay or dough to create glasses (spectacles or sunglasses)</p> <p>Tuesday: Group 1: Modelling :Learners use clay or dough to create glasses (spectacles or sunglasses) Group 2: Introduces left to right awareness (Drawing lines from left to right) through creative activities and educational games (FAT 1) (wax crayons) Group 3: Painting. Learners paint a picture of something they can hear Group 4: Cutting and pasting. Learners cut out pictures of something hot, cold, sour, sweet, etc. from magazines and paste them.</p>	<p>METHOD : Teacher Peers Self</p> <p>TOOL : checklist</p> <p>RECORDING : Formal FAT 1</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Scissors - Crayons - Paper - Paint - Paint brushes - Play dough - Play dough equipment

drawing instruments)	<p>Wednesday: Group 1: Cutting and pasting. Learners cut out pictures of something hot, cold, sour, sweet, etc. from magazines and paste them. Group 2: Modelling :Learners use clay or dough to create glasses (spectacles or sunglasses) Group 3: Introduces left to right awareness (Drawing lines from left to right) through creative activities and educational games (FAT 1) (wax crayons) Group 4: Painting. Learners paint a picture of something they can hear</p>		
	<p>Thursday: Group 1: Painting. Learners paint a picture of something they can hear Group 2: Cutting and pasting. Learners cut out pictures of something hot, cold, sour, sweet, etc. from magazines and paste them. Group 3: Modelling :Learners use clay or dough to create glasses (spectacles or sunglasses) Group 4: Introduces left to right awareness (Drawing lines from left to right) through creative activities and educational games (FAT 1)</p>		
	<p>Friday: Individual choice</p>		

Weekly Lesson Planning Exemplar

Term 2 : Week 4

Theme: MY SENSES

Learning Outcomes and Assessment Standards	Music, Drama, Dance & Movement	Assessment	Resources
<p>LITERACY Language HL : 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 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 3: Sings and recites songs and rhymes</p> <p>LIFE SKILLS : Life Orientation LO 4 AS 1: Plays running ,chasing and dodging games ,using space safely</p>	<p>Monday</p> <p>Pots and pans</p> <p>-The teacher divides the learners in two groups One group is called the pots and the other the pans. -The two rows of learners stand about 10 metres apart facing each other and stretching out their arms to the front with their palms of their hands down. - The teacher asks one of the learners from the pots group to stroke her hands over all the hands of the learners in the pans group .She picks one child by hitting her palms and runs away back to her group. -The child from the pans group must catch the one that hit her before she gets back to the pots group. .If she is caught she belongs to the group of the child that has caught her. If she runs back safely ,she joins her friends. The child that she has selected must now stroke the hands.</p>	<p>METHOD : Teacher Peers Self</p> <p>TOOL : checklist</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Music instruments - CD / tape player - Song/rhyme posters</p>

<p>INTEGRATION:</p> <p>A/C: LO 3 AS 1 Dance: Listens and moves to music, stories, songs and sounds. Responds to movement instructions that cover space</p> <p>A/C LO 4 AS 1 Dance: Expresses ideas and stories creatively through movement activities</p> <p>A/C LO 4 AS 3.1 Music: Sings and moves creatively to children's rhymes available in own environment</p> <p>A/C LO 3 AS 3.2 Music: Responds in movement to a variety of rhythms and changes tempo in sounds ,songs and stories</p> <p>A/C LO 4 AS 3.1 Music : Listens and moves creatively to stories, songs and sound</p> <p>A /C LO 1 AS 2 Drama: Participates in make-believe situations based on imagination, fantasy and life experiences</p> <p>A/C LO 3 AS 2 Drama: Participates in drama games – takes turns, waits for signals, responds to cues, and shares space</p>	<p>Tuesday</p> <p>Music The learners sing a song doing the action by touching the body parts :</p> <p>Eyes and ears and nose and mouth.</p> <p>Nose and mouth, nose and mouth</p> <p>Eyes and ears and nose and mouth</p> <p>We all clap hands together.</p>		
	<p>Wednesday</p> <p>Movement</p> <ul style="list-style-type: none"> - Learners throw beanbags(balls) in the air and catch it - Throw a beanbag in the air and catch it with one hand - Throw a beanbag(ball) in the air ,clap the hands once - Throw the ball or beanbag to a friend - Throw the balls or bean bags into a basket 		
	<p>Thursday</p> <p>Drama</p> <p>The teacher reads the poem and the children dramatise Mittens = Gloves</p> <p>Three little kittens they lost their mittens, and they began to <u>cry</u>,</p> <p>"Oh mother dear, we sadly fear that we have lost our mittens."</p>		

"What! Lost your mittens, you naughty kittens!
Then you shall have no pie."
"Meow, meow, meow, now we shall have no pie."
The three little kittens they found their mittens,
And they began to cry,
"Oh mother dear, see here, see here
For we have found our mittens."
"Put on your mittens, you silly kittens
And you shall have some pie"
"Meow, meow, meow,
Now let us have some pie."
The three little kittens put on their mittens
And soon ate up the pie,
"Oh mother dear, we greatly fear
That we have soiled our mittens."
"What! Soiled you mittens, you naughty kittens!"
Then they began to cry, "Meow, meow, meow"
Then they began to sigh.
The three little kittens they washed their mittens
And hung them out to dry,
"Oh mother dear, do you not hear
That we have washed our mittens."
"What! Washed your mittens, you are good kittens."

Friday

Music : Sing the song 'Three blind mice "

Three blind mice, three blind mice,
See how they run!
They all run after the farmer's wife,
And she cut off their tails with a carving knife,
Did you ever see such a thing in your life
As three blind mice

Play the song with percussion instruments like bells,
tambourines, blocks, wooden sticks etc. playing fast
and slow

Weekly Lesson Planning Exemplar

Term 2 : Week 4

Theme: MY SENSES

Learning Outcomes and Assessment Standards	Educational play	Assessment	Resources
<p>LITERACY Language HL LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately LO 3 AS 3.5: Listens with enjoyment to oral texts (simple songs, rhymes, short poems and stories}, puts pictures in the right sequence LO 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak.</p> <p>LO 5 AS 2: Matches things that go together, and compares things that are different LO 5 AS 3 : Uses language to investigate and explore by solving and completing puzzles</p> <p>NUMARACY : Mathematics LO 2 AS 1: Copies and extends simple patterns using physical objects and drawings (e.g. using colours and shapes)</p> <p>INTEGRATION: NS</p>	<p>Monday: Group 1: Puzzles of senses. Group 2: Sequencing cards Group 3: Matching shape cards Learners compare things (pictures, objects) that are different (FAT 1) Group 4: Pegboards</p> <p>Tuesday: Group 1: Pegboards Group 2: Puzzles of senses. Group 3: Sequencing cards Group 4: Matching shape cards Learners compare things (pictures, objects) that are different (FAT 1)</p> <p>Wednesday: Group 1: Matching shape cards Learners compare things (pictures, objects) that are different (FAT 1) Group 2: Pegboards Group 3: Puzzles of senses. Group 4: Sequencing cards</p> <p>Thursday: Group 1: Sequencing cards Group 2: Matching shape cards Learners compare things (pictures, objects) that are different (FAT 1) Group 3: Pegboards Group 4: Puzzles of senses.</p>	<p>METHOD : Teacher Peers Self</p> <p>TOOL : checklist</p> <p>RECORDING : Formal FAT 1</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Educational equipment - Matching cards - Building Blocks - Sequencing Cards - Pegboards

LO 1: AS 2: Explains what is being done or played	Friday: Group 1: Free choice Group 2: Free choice Group 3: Free choice Group 4: Free choice		
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Weekly Lesson Planning Exemplar

Term 2 : Week 4

Theme: MY SENSES

Learning Outcomes and Assessment Standards	Literacy (Language) In Small Groups Monday to Friday	Assessment	Resources
<p>LITERACY: Language HL 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 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 3 AS 3.5: Listens with enjoyment to oral texts (simple songs, rhymes, short poems and stories}, puts pictures in the right sequence LO 1 AS 4 Segments spoken multi-syllabic words into syllables (e.g. Ba-na-na) using clapping or drumbeats LO 2 AS 6: Passes on messages. LO 2 AS 7: Recounts own personal experiences LO 3 AS 1.2: Identifies a picture or figure from the background. Uses visual cues to</p>	<p>- The teacher reads a story about people with disabilities, how they feel, so that learners will be sensitive to disabled people. - Learners will talk about people with disabilities in their homes and how they cope. Learners draw with more detail a picture of story, Draws a picture (FAT 1) -Learners clap 2 and 3 syllable words Clapping, stamping, jumping activities. Clapping etc. activities during Music Ring. (FAT 1) -Learners talk confidently about own experiences Discussion in a group (FAT 1) -Learners identify a simple picture or figure from the background (FAT 1) -Recognises own name and names of peers. Discussion in a group (FAT 1) -Place belongings/pictures in own marked place (FAT 1) Games (telephone games where learners pass on messages)</p>	<p>METHOD : Teacher Peers Self TOOL : checklist RECORDING : Formal FAT 1 FORMS : Oral Responses Practical demonstration</p>	<p>- Story Books - Telephone - Pictures</p>

make meaning:

LO 3 AS 4.2: Recognizes and reads high frequency words such as own name and print in the environment such as STOP

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

PHONIC OF THE WEEK : See Page 3 and 4

PATTERN OF THE WEEK

VOCABULARY WORDS FOR THE WEEK

Weekly Lesson Planning Exemplar

Term 2 : Week 4

Theme: MY SENSES

Learning Outcomes and Assessment Standards	Story (Reading)	Assessment	Resources
<p>LITERACY Language HL LO 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak. 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 sentences LO 3 AS 1.1: Uses visual cues to make meaning by looking carefully at pictures and photographs to recognize common objects and experiences to makes sense of picture stories LO 3 AS 1.3: Uses visual cues to make meaning by looking carefully at pictures and photographs to recognize common objects and experiences: uses illustrations to understand simple captions in story books LO 3.3: Makes meaning of written text:</p>	<p>Monday: - Teacher reads a story about people with disabilities, how they feel so that learners will be sensitive to those people. - Learners will talk about people with disabilities in their homes and how they cope</p> <p>Tuesday: - Questions about story - Comprehension question: - Memory questions</p> <p>Wednesday: - Learners dramatize a part of the story that was told by the teacher.</p> <p>Thursday: - Learners tell their own stories about disabled people in the community.</p> <p>Friday: - Teacher tells own story about learners with disabilities - And ask questions</p>	<p>METHOD : Teacher Peers Self</p> <p>TOOL : checklist</p> <p>RECORDING : Formal FAT 1</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>- Story books</p>

WORK SCHEDULE FOR GRADE R

TERM 2

Week: 5

Date: _____

Theme : SAFETY

	LITERACY (FAT 2)		NUMERACY		LIFE SKILLS	
Focus Learning Outcomes & Assessment Standards	LO 1: Listening AS 1, AS 2, AS 3.1, AS 3.5, AS 4.1, AS 4.2	LO 2: Speaking AS 1, AS 2, AS 3, AS 4, AS 5, AS 6, AS 7,	LO 1: Number Op AS 1, AS 2, AS 6, AS 7.1, AS 8	LO 2: Patterns AS 2	LO 1:Health Promotion AS 1, AS 2, AS 4, AS 5	LO 2: Social Dev AS 3
	LO 3: Reading AS 1, AS 1.7, AS 2, AS 3.1, AS 3.3, AS 4.2, AS 4.3	LO 4:Writing AS 11 AS 12	LO 3: Space & Shape AS 1	LO 4: Measurement AS 2, AS 3	LO 3: Personal Develop. AS 1, AS 2,	LO 4: Phys Dev. & Mov. AS 1, AS 2, AS 3, AS 4,
	LO 5: Thinking & Reasoning AS 2, AS 3, AS 3.4	LO6:Language Structure AS 1.1, AS 1.2	LO 5: Data Handling AS 2			
Time	9 hours 10 minutes		7 hours 30 minutes		5 hours 50 minutes	
Integration	Social Science (H) : LO 2 AS 1, LO 2 AS 2 Social Science (G) LO 2 AS 1 Natural Science: LO 1 AS 2.2 Arts and Culture : Visual Arts : LO 1 AS 4.3, LO1 AS 4.4 Visual Arts : LO 3 AS 4. .1 , Visual Arts: LO 4 AS 4.1					

	Dance: LO 4 AS 1 Music: LO 4 As 3 Drama LO1 AS 2, 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 payer and music, instruments , Fantasy area: remains set up as a home corner unless otherwise specified. Outdoor play apparatus Jungle Gym, Sandpit, Balance beam, Hoops, Tyres, balls Water play equipment, Sand play equipment			SPECIAL RESOURCES FOR THE WEEK - Kitchen equipment that are safe e.g. plastic containers, cups, - Unsafe equipment such as knives ,forks - Dress up in Dentist, Nurse, Policeman, Traffic Cop clothes
Barriers to Learning : SEE PAGE 5 and 6			

Weekly Lesson Planning Exemplar

Term 2 : Week 5

Theme: SAFETY

Learning Outcomes and Assessment Standards	Health check and Morning Circle (Ring)	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 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</p> <p>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</p>	<p>Monday to Friday</p> <p>1. Health Check, Run a quick head to toe check of each child. Keep a health record of any sign of illness observed or medication given. Refer cases that need attention.</p> <p>2. Greetings and news</p> <ul style="list-style-type: none"> - Welcoming : Greet the teacher and friends - News : Learners tell about news in their lives - News: News - country & around the world? (Ask children what did they see on the news (TV), heard on the radio and where did it happen? - Register: Who is absent? Counting number of learners absent and present - Birthdays : Who's birthday is it today?(Learners sing "Happy Birthday To You") - Religion : Moral story and songs <p>3. Days of the week</p> <ul style="list-style-type: none"> - Monday to Sunday (Learners say which day of the week it is) - Rhyme about days of the week - Which day comes before? - Which day comes after? 	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Checklist</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Name cards (Months) - Name cards (Days) - Weather chart - Birthday chart - Date Chart - Number chart

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) 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

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

- 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 2 : Week 5

Theme: SAFETY

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 1: Explains the importance of drinking only clean water and eating fresh food LO 1 AS 2: Describes steps that can be taken to ensure personal hygiene LO 1 AS 4: Explains safety in the home and school LO 1 AS 5: Explains the right to say no to sexual abuse and describes ways in which to do so.</p>	<p>Monday: The teacher and learners discuss what is safety and identify dangerous situations in and around the house</p> <ul style="list-style-type: none"> - What is safety? Who keeps you safe? How? When do you not feel safe? - Don't play with sharp objects like scissors, why not? - Can I play with matches? Why not? - Must I go close to swimming pools and water? Why not? (can drown) - Can I play with electricity and plugs? Why not? (can shock) - Can I play with knives and forks? Why not? - Why must I not play with hot boiling water? (Keep warm taps closed, they can burn) - Can I get into a car with strangers? Why not? <p>Tuesday Clean water and clean hands at home and school</p> <ul style="list-style-type: none"> - The teacher asks probing questions about the importance of drinking only clean water - The teacher explains to the learners the importance of clean hands. Performing hygiene activities and classroom routine e.g. Wash hands before you eat and after you have being to the 	<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 on Safety - Theme table resources - Theme equipment

	<p>toilet</p> <ul style="list-style-type: none"> - The teacher describes the steps that can be taken to urge personal hygiene. 		
	<p>Wednesday: Tuesday: Safety on the road</p> <ul style="list-style-type: none"> - There are many cars on the roads. Learners who cross the road without looking at the cars can easily be hurt. Learners must always look at on coming traffic before crossing the road. Roads can be crossed at traffic signs or where there is a traffic cop or at a crossing for people and at a scholar patrol. 		
	<p>Thursday: Safety to school and at school</p> <ul style="list-style-type: none"> - May I talk to strangers at home, or walk with them or get a lift? Explain why may we not talk to strangers or accept bribery gifts? Explain the child's right to say "no" to sexual abuse. 		
	<p>Friday: Safety on the playground</p> <ul style="list-style-type: none"> - The teacher discusses with the learners why there are safety rules on the playground at school. Explain why learners are not allowed to play with sticks. Encourage learners to talk freely. 		

	<ul style="list-style-type: none">- Learners are not allowed to throw stones. The teacher explains what harm can be done by throwing stones.- They must not touch a learner who is bleeding, but call the teacher. Explain in very simple way the dangers of blood. They must not run on the stoep or push learners.		
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Weekly Lesson Planning Exemplar

Term 2 : Week 5

Theme: SAFETY

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 ² s</p> <p>3. Before , after and between - Which number comes before 2? Which number comes after 2? Which number is between 1 and 3? Are 2 more or less than 3?</p> <p>4. Number of the week : 4 - Number of the week's name; four - How much is 4? Show 4 fingers(Show 4 on abacus) - Let a few learners collect 4 objects (counters) - Write 4 in the "air" with your finger - Write a number 4 (on your board / paper /sand trays) - Draw 4 circles (on your board / paper) - Where else in the class can you see a number 4?</p> <p style="text-align: center;">SEE THAT LEARNERS HAVE THE CORRECT PENCIL GRIP AND NUMBERS ARE FORMED IN THE CORRECT WAY</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Number poster - Abacus - Blocks - Chalkboards + chalk - Number wall chart - Number cards

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

Weekly Lesson Planning Exemplar

Term 2 : Week 5

Theme: SAFETY

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: Listen attentively to questions instructions and announcements LO 2 AS 5: Asks questions and respond LO 5 A2: Uses language to classify things (e.g safe and dangerous)</p> <p>NUMERACY Mathematics LO 1 AS 2: Say number names in familiar context LO 1 AS 7.1 Building up and breaking down of numbers to at least 10 LO 1 AS 6: Solves and explain verbally stated solutions to problems with single digit numbers and with solutions to 10 LO 2 AS 2: Creates own pattern LO 5 AS 2: Learners sort physical objects according to one tribute</p> <p>LIFE SKILLS Li fe Orientation LO 1 AS 4: Explains safety at home and at school</p>	<ul style="list-style-type: none"> Learners build up and break down numbers in the number range 1 -4. See in how many different ways can they pack out counters to get 4  2 and 2 makes 4  1 and 3 makes 4  3 and 1 makes 4  2 and 1 and 1 makes 4 Add and subtract orally to 4 Learner use concrete apparatus to pack out solution of problem Patterning safe and unsafe objects with kitchen equipment <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>safe object = plastic cup/ unsafe object = knife, / safe object =spoon / unsafe object = knife</p> </div> <ul style="list-style-type: none"> Who can think of another pattern with kitchen objects? Show the class how you will arrange it Sort physical objects according to specific characteristics, e.g. Sharp/blunt, poisonous and non-poisonous, dangerous and not dangerous, 	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Rubric</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> Kitchen equipment that are safe e.g. plastic containers, cups, Unsafe equipment such as knives ,forks

	<p>colour pills etc.</p> <ul style="list-style-type: none">- Draw picture of collected objects.- Answer questions on sorted objects / pictures- Know number names and symbols: telephone numbers, own address		
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Weekly Lesson Planning Exemplar

Term 2 : Week 5

Theme: SAFETY

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 (FAT) LO 4 AS 12 : Manipulates writing tools like crayons and pencils (FAT 2)</p> <p>LIFE SKILLS Life Orientation LO 1 AS 4: Explains safety in the home and school LO 1 AS 5: Explains the right to say no to sexual</p>	<p>Monday: Group 1: Learners draw own choice of picture on Safety (Observe Pencil Grip FAT 2) Group 2: Play Dough. Make any dangerous object e.g. Pills Group 3 Painting. Paint where you feel unsafe Group 4: Cutting and pasting. Cut out safe objects and unsafe objects in the house out of magazines and paste them on a class poster</p> <p>Tuesday: Group 1: Cutting and pasting Cut out safe objects and unsafe objects in the house out of magazines and paste them on a class poster Group 2 Learners draw own choice of picture on Safety. Observe pencil grip (FAT 2) Group 3: Play Dough Make any dangerous object e.g. Pills Group 4: Painting Paint where you feel unsafe</p> <p>Wednesday: Group 1: Painting Paint where you feel unsafe Group 2: Cutting and pasting Group 3: Learners draw own choice of picture on Safety. Observe pencil grip (FAT 2) Group 4: Play Dough Make any dangerous object e.g. Pills</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 - Scissors - Magazines</p>

<p>abuse and describes ways in which to do so.</p> <p>INTEGRATION : A/C</p> <p>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.</p> <p>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).</p> <p>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>LO 4 Visual Arts AS 4: Responds to what the learner sees, perceives and experiences in own natural and constructed environment.</p>	<p>Thursday: Group 1: Play Dough Make any dangerous object e.g. Pills Group 2: Painting Paint where you feel unsafe Group 3: Cutting and pasting Cut out safe objects and unsafe objects in the house out of magazines and paste them on a class poster Group 4: : Learners draw own choice of picture on Safety . Observe Pencil Grip (FAT 2)</p>		
	<p>Friday: Individual choice</p>		

Weekly Lesson Planning Exemplar

Term 2 : Week 5

Theme: SAFETY

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 1 AS 4: Explains safety in the home and school LO 3 AS 2 :Describe what own body can do LO 4 AS 1: Plays running, chasing and dodging games using space safely LO 4: AS 3: Performs expressive movements using different parts of the body LO 4: AS 2: Explores different ways to locomote, rotate, elevate and balance</p> <p>INTEGRATION</p>	<p>Monday: Movement</p> <ul style="list-style-type: none"> - Outdoor game: (Hand-eye co-ordination) - Explore different ways of moving - Run then "Stop, drop and roll!" 	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Music instruments - CD / tape player - Song/rhyme posters</p>
	<p>Tuesday: Drama Role play dangerous situations.</p> <ul style="list-style-type: none"> - A child got hurt by a stone that someone threw. Explain to learners that we all going to do a "play" of a child that got seriously hurt .Give learners roles in their groups - 1st one is the learner who saw the child falling down and tells the teacher about the accident. The 2nd learner plays the teacher who phones the ambulance. The 3rd learner answers at the hospital and the 4th learner is the ambulance driver. .The 5th learner is the one is the doctor who must put stitches in the child's head. 		
	<p>Wednesday: Music Learner learn the song</p> <ul style="list-style-type: none"> - If you see a stranger run away x2 Runaway, run away, run away x2 Repeat Do the action with arms moving the first time and running away the second time 		

<p>A/C LO 3 Dance AS 1 : Responds to movement instructions that cover space</p> <p>A/C LO 4 Dance AS 1 :Expresses ideas and stories creatively through movement activities</p> <p>A/C LO 4 Music AS 3 : Listens and moves creatively to stories, songs and sound</p> <p>A /C LO 1 Drama AS 2: Participates in make-believe situations based on imagination, fantasy and life experiences</p> <p>A/C LO 3 Drama AS 2 :Participates in drama games – takes turns, waits for signals, responds to cues, and shares space</p>	<p>Thursday: Dance</p> <ul style="list-style-type: none"> - Run on the spot to get nice and warm. Run faster and faster - Dancing patterns - Play a song with beat, teacher shows movement actions and learners must follow Example: left foot out, right foot out, right arm up, left arm up, both arms up - Repeat actions throughout the song <p>Friday: Movement</p> <p>Learners</p> <ul style="list-style-type: none"> - The children walk to the playground pretending that they are on the way to school. What do you see on the way to school? - A dog running fast (learners run fast) - A car driving very slowly past you (move slowly forward pretending to hold the steering wheel, then run to the gate and back ,making the sound of a motor car) - The car stops at the traffic light (Stop) <p>Play music</p> <ul style="list-style-type: none"> - People walking (walk in time to music) - Children running (run with fast music) - Old people walking (slow music and slow movements) - Pass a lorry (fast music) - A bicycle (soft music ,lie on back and circle legs) 		
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Weekly Lesson Planning Exemplar

Term 2 : Week 5

Theme: SAFETY

Learning Outcomes and Assessment Standards	Outdoor Play	Assessment	Resources
<p>LIFE SKILLS : LO 4 AS 4: Participates in free play activities</p> <p>INTEGRATION: NS LO 1: AS 2 Participates in planned activity by following simple instructions</p>	<p>Monday:</p> <ul style="list-style-type: none"> - Sand play - Water play - Outside apparatus & Free play 	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Checklist</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses - Practical demonstration</p>	<p>Sand equipment</p> <ul style="list-style-type: none"> - Water equipment & aprons - Outside apparatus
	<p>Tuesday:</p> <ul style="list-style-type: none"> - Sand play - Water play - Outside apparatus & Free play 		
	<p>Wednesday:</p> <ul style="list-style-type: none"> - Sand play - Water play - Outside apparatus & Free play 		
	<p>Thursday:</p> <ul style="list-style-type: none"> - Sand play - Water play - Outside apparatus & Free play 		
	<p>Friday:</p> <ul style="list-style-type: none"> - Sand play - Water play - Outside apparatus & Free play 		

Weekly Lesson Planning Exemplar

Term 2 : Week 5

Theme: SAFETY

Learning Outcomes and Assessment Standards	Learning Activity Educational play	Assessment	Resources
<p>LITERACY Language LO 1 AS 3.5: Puts pictures in the right sequence (FAT 2) LO2 AS 4: Use language for imaginatively for fun and fantasy LO 5 AS 3.4: Solves and completes puzzles</p> <p>NUMARACY Mathematics LO 4 AS 3: Sequences events within one day</p> <p>LIFE SKILLS Life Orientation LO 4 AS 4: Participates in free play activities</p> <p>INTEGRATION: NS LO 1: AS 2.2: Explains what is being done or played</p>	<p>Monday: Group 1: Dress up - fantasy play Group 2: Reading books in book area Group 3: Builds 12-piece puzzle confidently. Learners are introduced to building puzzles (sorting side pieces first , building the frame and then the inside) (FAT 2) Group 4: Learners are required to sequence 3 pictures (FAT 2)</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Rubric</p> <p>RECORDING Formal (FAT 2)</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Educational equipment - Dress up in Dentist, Nurse, Policeman, Traffic Cop clothes - 12- piece Puzzles - Reading Books
	<p>Tuesday: Group 1: : Learners are required to sequence 3 pictures (FAT 2) Group 2: Dress up - fantasy play Group 3: Reading books in book area Group 4: Builds 12- piece puzzle confidently Learners are introduced to building puzzles (sorting side pieces first , building the frame and then the inside) (FAT 2)</p>		
	<p>Wednesday: Group 1: Builds 12- piece puzzle confidently Learners are introduced to building puzzles (sorting side pieces first , building the frame and then the inside) (FAT 2) Group 2: : Learners are required to sequence 3</p>		

	<p>pictures (FAT 2) Group 3: Dress up- fantasy play Group 4: Reading books in book area</p>		
	<p>Thursday: Group 1: Reading books in book area Group 2: Builds 12-piece puzzle confidently Learners are introduced to building puzzles (sorting side pieces first , building the frame and then the inside) (FAT 2) Group 3: : Learners are required to sequence 3 pictures (FAT 2) Group 4: Dress up- fantasy play</p>		
	<p>Friday Group 1: Free choice Group 2: Free choice Group 3: Free choice Group 4: Free choice</p>		

Weekly Lesson Planning Exemplar

Term 2 : Week 5

Theme: SAFETY

Learning Outcomes and Assessment Standards	Literacy (Language) In Small Groups Monday to Friday	Assessment	Resources
<p>LITERACY Language HL</p> <p>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</p> <p>LO 1 AS 4.2: Develops phonic awareness and distinguish between different sounds especially at the beginning and ending of words</p> <p>LO 2 AS 6: Passes on messages</p> <p>LO 1 AS 3.1 : Acts out parts of the basic song, story or rhyme</p> <p>LO 3 AS 4 .2 : Recognizes and reads high frequency words such as own name and print in the environment such as " STOP "</p> <p>LO 4 AS 2 : Forms letters in various ways (e.g.) by using own body to show the shapes, writing in sand)</p> <p>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</p>	<p>-Can follow 2 instructions, answer 2 questions and listen to 1 announcement Learner carries out a simple sequence of instructions -announcements, answers, questions (FAT 2)</p> <p>-Learners listen to <u>song</u>, story song or <u>rhyme</u> about safety and participates by acting out certain parts indicated by teacher (FAT 2)</p> <p>-Learners must be able to convey a simple message in the classroom during game activities (Telephone game) The police number " (FAT 2)</p> <p>-Recognises own name and names of peers. Group discussion. Flash cards with names on. Learner tries to identify names of peers.(FAT 2)</p> <p>PHONIC OF THE WEEK : See Page 3 and 4</p> <p>PATTERN OF THE WEEK</p> <p>VOCABULARY WORDS FOR THE WEEK</p>	<p>METHOD : Teacher</p> <p>TOOL : Checklist Rubric</p> <p>RECORDING : Formal FAT 2</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Old telephone - Songs, Rhyme - Flash cards

Weekly Lesson Planning Exemplar

Term 2 : Week 5

Theme: SAFETY

Learning Outcomes and Assessment Standards	Story (Reading)	Assessment	Resources
<p>LITERACY Language HL LO 1 AS 3: Listen with enjoyment and understanding to oral text such as stories/poems LO 3 AS 2: Role-plays reading: holds a book the right way up, turns pages appropriately, looks at words and pictures and understands the relationship between them, and uses pictures to construct idea 'Reads' picture books with simple captions or sentences LO 3 AS 4.3: Starts recognizing and making meaning of letters</p>	<p>Monday:</p> <ul style="list-style-type: none"> - The teacher reads a story about unsafe utensils (situations) in the house - introducing the learners to new vocabulary words. She also creates opportunities for learners to bring in their own experiences about safety. - Memory and comprehension questions: - What should we not do in the kitchen? - What did you like best about the story? <p>Tuesday:</p> <ul style="list-style-type: none"> - Questions about story about a little boy or girl who was approached by a stranger - What happened first? - What happened last? - What would you have done if you were?: - Who should you tell? <p>Wednesday:</p> <ul style="list-style-type: none"> - Learners dramatize a part of the story that was told by the teacher. Dramatise how they tell the teacher or the police 	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>- Story books</p>

	Thursday: <ul style="list-style-type: none">- Learner tells their own stories about Safety- Ask a fireman/policeman to come and explain to the learners how they help us		
	Friday: <ul style="list-style-type: none">- Teacher tells own story about Safety,- And ask memory and comprehension questions:<ul style="list-style-type: none">- Who was the story about?- Would you like to be.....? Why?- What would have happened if?		

WORK SCHEDULE FOR GRADE R

TERM 2

Week: 6

Date: _____

Theme : FARM ANIMALS

	LITERACY		NUMERACY (FAT 2)		LIFE SKILLS	
Focus Learning Outcomes & Assessment Standards	LO 1: Listening AS 1, AS 2, AS 3.5, AS 4.1, AS 4.2	LO 2: Speaking AS 1, AS 2, AS 3, AS 5, AS 7, AS 8, AS 10	LO 1: Number Op AS 1, AS 2, AS 3, AS 6, AS 7.1, AS 7.3, AS 8	LO 2: Patterns AS 1	LO 1:Health Promotion AS 1, AS 2	LO 2: Social Dev AS 3
	LO 3: Reading AS 1.1, AS 1.2, AS 1.3, AS 2, AS 3.1, AS 3.3, AS 5	LO 4:Writing AS 1, AS 2, AS 4, AS 12	LO 3: Space & Shape AS 1	LO 4: Measurement AS 2, AS 3, AS 4	LO 3: Personal Dev AS 1	LO 4: Phys Dev. & Mov AS 1, AS 2, AS 3
	LO 5: Thinking & Reasoning AS 1, AS 2, AS 3, AS 3.4	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 1		Social Science (G) LO 2 AS 1			

	Technology : LO 1 AS 1, LO 1 AS 2, LO 1 AS 3 Arts and Culture : Visual Arts : LO 1 AS 4.3, LO 1 AS 4.1, LO 1 AS 4.2, LO 1 AS 4.4 Visual Arts : LO 3 AS 4.1, Visual Arts: LO 4 AS 4.1 Dance: LO 1 AS 2, LO 3 AS 1 Drama: LO 1 AS 2, LO 2 AS 2.1,		
Continuous assessment Who assesses? How? What?	METHOD : Teacher TOOL : Observation sheet Rubric Checklist RECORDING : Informal FORMS : Oral Responses Practical demonstration	METHOD : Teacher TOOL : Observation sheet Rubric Checklist RECORDING : FORMAL (FAT 2) FORMS : Oral Responses Practical demonstration	METHOD : Teacher TOOL : Observation sheet Rubric Checklist RECORDING : Informal FORMS : Oral Responses Practical demonstration
RESOURCES: (REQUIRED EVERY WEEK) : Discovery table items Stories, Rhymes, Songs , Calendar, Name Chart, Birthday Chart, Weather, 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 payer and music, instruments , Fantasy area: remains set up as a home corner unless otherwise specified. Outdoor play apparatus Jungle Gym, Sandpit, Balance beam, Hoops, Tyres, balls Water play equipment, Sand play equipment			SPECIAL RESOURCES FOR THE WEEK : <ul style="list-style-type: none"> - Poster with farm animals - Pictures of Farm animal - Play farm animals
Barriers to Learning : SEE PAGE 5 and 6			

Weekly Lesson Planning Exemplar

Term 2 : Week 6

Theme: FARM ANIMALS

Learning Outcomes and Assessment Standards	Health check and Morning Circle (Ring)	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 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</p> <p>NUMERACY: Mathematics LO 1 AS 1 : Counts to at least 10 everyday</p>	<p>Monday to Friday</p> <p>1. Health Check, Run a quick head to toe check of each child. Keep a health record of any sign of illness observed or medication given. Refer cases that need attention.</p> <p>2. Greetings and news</p> <ul style="list-style-type: none"> - Welcoming : Greet the teacher and friends - News : Learners tell about news in their lives - News: News - country & around the world? (Ask learners what did they see on the news (TV), heard on the radio and where did it happen? - Register: Who is absent? Counting number of learners absent and present - Birthdays : Who's birthday is it today?(Learners sing "Happy Birthday To You") - Religion : Moral story and songs <p>3. Days of the week</p> <ul style="list-style-type: none"> - Monday to Sunday (Learners say which day of the week it is) - Rhyme about days of the week - Which day comes before? - Which day comes after? 	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Checklist</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Name cards (Months) - Name cards (Days) - Weather chart - Birthday chart - Date Chart - Number chart

<p>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</p> <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>	<p>4.. Months of the year - Which month of the year is it? - January to December (song)</p> <p>5. Date - Yesterday's date? Today's date? Tomorrow's date?</p> <p>6. Weather - 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 on the radio or ask their parents.</p>		
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Weekly Lesson Planning Exemplar

Term 2 : Week 6

Theme: FARM ANIMALS

Learning Outcomes and Assessment Standards	Morning Circle - Theme Discussion	Assessment	Resources
<p>LITERACY: Language 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 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 2 AS 10: Shows sensitivity when speaking to other LO 5 AS 2: Uses language to think and reason: matches things that go together, and compares things that are different LO 5 AS 3: Uses language to investigate and explore: asks questions and searches for explanations gives explanations and offers solutions</p> <p>NUMERACY : Mathematics LO 1 AS 1: Count to at least 10 everyday objects ,</p>	<p>Monday: - What is a farm animal? What is the difference between farm, and wild animals? And pets?</p> <p>Cows - What does a cow look like? How many legs? Where do we find cows during the day and at night? What do we call the daddy, mommy and baby cow? What sound does a cow make? What do they eat? What do they give us?</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Rubric</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>- Theme posters - Play Farm Animals - Theme table resources - Theme equipment</p>
	<p>Tuesday: Sheep - The teacher puts a picture of a sheep on the chalkboard .Learners discuss the sheep. If sheep wool is available let the learners touch it and say what it feels like - What does a sheep look like? How many legs? Where do we find sheep during the day and at night? What do we call the daddy, mommy and baby sheep? What sound does a sheep make? What do they eat? What do they give us?</p>		

<p>LO 1 AS 2: Says and uses number names in familiar context</p> <p>INTEGRATION: NS LO 1 AS 1 : The learner participates in a planned activity by explaining what is being done or played</p>	<p>Wednesday Horses and donkeys</p> <p>The teacher puts a picture of a horse and donkeys on the chalkboard .Learners discuss the horse and donkey.</p> <ul style="list-style-type: none"> - What does a horse/donkey look like? How many legs? Where do we find horses /donkeys during the day and at night? What? What sound does a horse/donkey make (imitate the sound)? What do they eat? What are they used for? - What is different between a donkey and a horse? - 		
	<p>Thursday: Chickens</p> <ul style="list-style-type: none"> - What does a chicken look like? How many legs? Where do we find chickens during the day and at night? What do we call the daddy, mommy and baby chicken? What sound does a chicken make? What do they eat? What do they give us 		
	<p>Friday: Pigs</p> <p>The teacher puts a picture of a pig on the chalkboard .Learners discuss the pig</p> <ul style="list-style-type: none"> - What does a pig look like? How many legs? Where do we find pigs during the day and at night? What do we call a baby pig? What sound does a sheep make? What do they eat? What do they give us 		

Weekly Lesson Planning Exemplar

Term 2 : Week 6

Theme: FARM ANIMALS

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 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</p> <ul style="list-style-type: none"> - identifies a picture or figure from the background - matches pictures and words <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</p>	<p>1. Counting: (Monday to Friday) Counting every day objects 1, 2, 3, 4.....</p> <p>2. Shapes and colours</p> <ul style="list-style-type: none"> - Flash shape cards - Flash colour cards <p>3. Before , after and between</p> <ul style="list-style-type: none"> - Which number comes before 2? Which number comes after 2? Which number is between 1 and 3? Are 2 more or less than 3? <p>4. Number of the week : 4</p> <ul style="list-style-type: none"> - Number of the week's name: Four - How much is 4? Show 4 fingers (Show 4 on abacus) - Let a few learners collect 4 objects (counters) - Write 4 in the "air" with your finger - Write a number 4 (on your board / paper /sand trays) - Draw 4 circles (on your board / paper) - Where else in the class can you see a number 4? <p>SEE THAT LEARNERS HAVE THE CORRECT PENCIL GRIP AND NUMBERS ARE FORMED IN THE CORRECT WAY</p> <p>5. Learners build up/break down numbers in the number range 1-4 Use concrete apparatus e.g. in how many different ways can you pack the number 4</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Number poster - Abacus - Blocks - Chalkboard + chalk - Number wall chart - Number cards

subtraction problems with solutions to at least 10
LO 1 AS 7.1 and 7.3: Building up and breaking down
numbers using concrete apparatus e.g. counters
LO 1 AS 8 : Explains own solutions to problems
LO 3 AS 1 : Recognise ,identify and name

6. 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.

Weekly Lesson Planning Exemplar

Term 2 : Week 6

Theme: FARM ANIMALS

Learning Outcomes and Assessment Standards	Numeracy (Mathematics) In Small Groups Monday to Friday	Assessment	Resources
<p>LITERACY Language HL LO 5 AS 1: Uses language to develop concepts of quantity,</p> <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 LO 1 AS 3: Knows the number names and symbols for 1-10 LO 2 AS 1: Copies and extends simple patterns using physical objects and drawings (e.g. using colours LO4 AS 4: Works concretely comparing and ordering objects using appropriate vocabulary to describe: mass (e.g. light, heavy, heavier</p>	<p>-Learners count farm animals on a picture up to number range 4 . How any legs does a cow have? Let's count? How many legs does a sheep have? Let's count? How many legs does 1 chicken have? And 2 chickens? (one -to -one correspondence) (FAT 2)</p> <p>-Learners count animals on a picture by touching the animal on the picture and by saying the number names (FAT 2)</p> <p>- The teacher shows number cards with the symbols 1,2,3 and 4 and the number names one, two, three and four</p> <p>Learners pack out the number of counters (play farm animals) to match the number symbol and the number name (FAT 2)</p> <p>- Learners copy a given pattern., Learners colour and copy a given colour pattern using at least 4 colours e.g. Colour beads on a picture (FAT 2)</p>	<p>METHOD : Teacher</p> <p>TOOL : Rubric checklist</p> <p>RECORDING : FORMAAL FAT 2</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Poster with farm animals - Pictures of Farm animal - Play farm animals

-The teacher gives learners objects of different mass. Learners order the objects from heaviest to lightest and lightest to heaviest. Learners compare animal weight e.g. chicken and cow) and answers questions e.g. Which animal do you think is the heaviest? Which is the lightest? (FAT 2)

Weekly Lesson Planning Exemplar

Term 2 : Week 6

Theme: FARM ANIMALS

Learning Outcomes and Assessment Standards	Creative Activities	Assessment	Resources
<p>LITERACY Language LO 4 AS 12: Manipulates writing tools like crayons and pencils</p> <p>INTEGRATION Technology LO 1 AS 1: Physically manipulates products to explore their shape, size, colour and the materials they are made of. LO 1 AS 2: Chooses from a given range, materials or substances that can be used to make simple products. LO 1 AS 3: Makes simple products from a range of materials provided. A/ C LO 1 AS 3 Visual Arts Explores and experiments with a wide variety of art materials, techniques) including waste materials), and colour in a spontaneous and creative way. A/C LO 1 AS 4 Visual Arts: Uses and co-ordinates motor skills in practical work and play (e.g. appropriate handling of scissors, glue applicators, paintbrush and drawing instruments). A/C LO 3 AS 4 Visual Arts: Demonstrates active involvement in individual and group art-making</p>	<p>Monday: Group 1: Paint: a cow Group 2: Finger print. Mix paint with corn flour. Show learners to put three fingers in the paint and print it on paper Group 3: Cut and paste. Cut farm animals from magazines. Sort and classify in which group? Group 4 Play dough: Make a pig</p> <p>Tuesday: Group 1: Play dough: Make a pig Group 2: Paint: a cow Group 3: Finger print. Mix paint with corn flour. Show learners to put three fingers in the paint and print it on paper Group 4: Cut and paste. Cut farm animals from magazines. Sort and classify in which group?</p> <p>Wednesday: Group 1: Cut and paste. Cut farm animals from magazines. Sort and classify in which group? Group 2: Play dough: Make a pig Group 3: Paint: a cow Group 4: Finger print. Mix paint with corn flour. Show</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Rubric</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Scissors - Crayons - Paper - Paint - Paint brushes - Play dough - Brown paint - magazines

<p>activities and an ability to share art-making equipment. A/C LO 4 AS 4 Visual Arts: Responds to what the learner sees, perceives and experiences in own natural and constructed environment.</p>	<p>learners to put three fingers in the paint and print it on paper</p>		
	<p>Thursday: Group 1: Finger print. Mix paint with corn flour. Show learners to put three fingers in the paint and print it on paper Group 2: Cut and paste. Cut farm animals from magazines. Sort and classify in which group? Group 3: Play dough: Make a pig Group 4: Paint: a cow</p>		
	<p>Friday: Individual choice</p>		

Weekly Lesson Planning Exemplar

Term 2 : Week 6

Theme: FARM ANIMALS

Learning Outcomes and Assessment Standards	Learning Activity Music, Drama, Dance & Movement	Assessment	Resources
<p>LITERACY Language HL LO 3 AS 3: I 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 LO 2 AS 3 Sing and recites songs</p> <p>LIFE SKILLS : Life Orientation LO 4 AS 1:Plays running, chasing and dodging games using space safety LO 4 AS 2: Explores different ways to locomote LO 4 AS 3: Performs expressive movements using different parts of the body.</p> <p>INTEGRATION : A/C LO 1 Dance AS 2 Draws on play, fantasy and imagination to explore a wide variety of movement words, rhythms and changes in tempo. A/C LO 3 Dance AS 1: Responds to movement instructions that cover space without bumping or hurting others when moving forwards and backwards</p>	<p>Monday: Movement</p> <ul style="list-style-type: none"> - How do animals move on the farm? - The learners stand up straight like a cock ,flap their wings(arms and make the sound of a cock crowing) - They fly like a dove to the tree - They stand still and imitate the sound of a donkey, stand on feet and hands and kick like a donkey or horse - The teacher plays now plays music and the learners imitate animal movements e.g. - Walk like a horse by lifting their knees high up. Gallop like a horse. <hr/> <p>Tuesday: Music Learners learn the song Mary had a little lamb, little lamb, little lamb Mary had a little lamb, its fleece was white as snow, And everywhere that Mary went ,Mary went, Mary went Everywhere that Mary went, the lamb was sure to go.</p> <p>Play the song using percussion instruments e.g. a tambourine, a drum made from empty coffee tins, shakers made from empty 500ml plastic cool drink bottles filled with seeds and stones</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Rubric</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Music instruments - CD / tape player - Song/rhyme posters</p>

<p>A/C LO 1 Drama AS 2: Participates in make-believe situations based on imagination, fantasy and life experiences</p> <p>A/C LO 2 Drama AS 2.1: Thinks about and shows how people and animals move</p>	<p>Wednesday: Drama The learners dramatise the story of the Little Red Hen who wanted to bake a bread (See FOOD Story)</p>		
	<p>Thursday : Movement (Dance) One learner is the farmer and stands in the middle of the group who skip around him holding hands and singing: The farmers in the dell (2x) Heigh Ho the dairy oh ,the farmer's in the dell The farmer wants a wife (2x) Heigh Ho the dairy oh ,the farmer wants a wife They drop hands and scatters and the farmer has to catch a wife. The group joins hands again and sing the same song using the words The wife wants a child The child wants a horse The horse wants a cow The cow wants a pig Every time they drop hands and scatter and the horse/cow/pig has to catch someone. The group joins hands again and sing the same song</p>		
	<p>Friday: Music Learners sing the song with actions Old McDonald had a farm, Hey-hi, hey hi ho! And on the farm he had some chicks, Hey-hi, hey hi ho!</p>		

With a chick chick here ,and a chick chick there
Here a chic, there a chick, everywhere a chick-chick
Old McDonald had a farm,
Hey-hi, hey hi ho!

Sing the same song ,but instead of using chicks use
Dogs (woof- woof here and woof- woof there)
Sheep (baa-baa here and baa-baa there)
Cows (moo-moo here and moo-moo there)

Weekly Lesson Planning Exemplar

Term 2 : Week 6

Theme: FARM ANIMALS

Learning Outcomes and Assessment Standards	Outdoor Play	Assessment	Resources
<p>LITERACY : Language 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 10: Shows sensitivity when speaking to others</p> <p>INTEGRATION : Technology LO 1 AS 1: Investigates LO 1 AS 2: Designs LO 1 AS 3: Makes A/ C LO 1 Visual Arts AS 4.1: Freely creates images of own world in various media. A/ C LO 1 Visual Arts AS 4.2: Uses play and fantasy in two-dimensional and three-dimensional work A/ C LO 3 Visual Arts AS 4.1: Demonstrates active involvement in individual and group art-making activities and an ability to share art-making equipment. A/C LO 4 Visual Arts AS 4.1 : Responds to what the learner sees, perceives and experiences in own natural and constructed environment</p>	<p>Monday: - Sand play .Play with play animals in the sand making a farm - Water play - Outside apparatus & Free play</p> <p>Tuesday: - Sand play. Play with play animals in the sand making a farm - Water play - Outside apparatus & Free play</p> <p>Wednesday: - Sand play. Play with play animals in the sand making a farm - Water play - Outside apparatus & Free play</p> <p>Thursday: - Sand play. Play with play animals in the sand making a farm - Water play - Outside apparatus & Free play</p> <p>Friday: - Sand play. Play with play animals in the sand making a farm - Water play - Outside apparatus & Free play</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</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 2 : Week 6

Theme: FARM ANIMALS

Learning Outcomes and Assessment Standards	Educational play	Assessment	Resources
<p>LITERACY : Language 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 1 AS 3.5: Puts pictures in the right sequence LO 5 AS 3.4: Solves and completes puzzles</p> <p>NUMARACY : Mathematics LO 2 AS 1: Copies and extends simple patterns using physical objects and drawings e.g. using colours and shapes (pegboard)</p> <p>INTEGRATION: NS LO 1 AS 2: Explains what is being done or played</p>	<p>Monday: Group 1: Matching cards (mother and baby animal) Group 2: Beads (String 4 beads representing legs) Group 3: Building blocks(build kraal for cows or pigsty) Group 4: Puzzles (Farm Animals)</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Rubric</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Educational games - Puzzles - Matching Shape cards - Dizzy discs - Puzzle
	<p>Tuesday: Group 1: Puzzles (Farm Animals) Group 2: Matching cards (mother and baby animal) Group 3: Beads (String 4 beads representing legs) Group 4: Building blocks(build kraal for cows or pigsty)</p>		
	<p>Wednesday: Group 1: Building blocks(build kraal for cows or pigsty) Group 2: Puzzles (Farm Animals) Group 3: Matching cards (mother and baby animal) Group 4: Beads (String 4 beads representing legs)</p>		
	<p>Thursday: Group 1: Beads (String 4 beads representing legs) Group 2: Building blocks(build kraal for cows or pigsty) Group 3: Puzzles (Farm Animals) Group 4: Matching cards (mother and baby animal)</p>		
	<p>Friday: Group 1: Free choice Group 2: Free choice Group 3: Free choice Group 4: Free choice</p>		

Weekly Lesson Planning Exemplar

Term 2 : Week 6

Theme: FARM ANIMALS

Learning Outcomes and Assessment Standards	Literacy (Language) 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 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak. 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 LO2 AS 3: Sing and recite songs and rhymes LO 2 AS 8: Tell own stories and retells stories of others LO 2 AS 10: Shows sensitivity when speaking to others LO 3 AS 5: Begin to develop phonic awareness by recognising initial consonant and short vowel sounds LO 4 AS 1: Experiments with writing creates and uses drawings to convey a message, and as a starting point for writing LO 4 AS 2: Forms letters in various ways (e.g.) by using own body to show the shapes, writing in sand LO 4 AS 4: talks about own drawing and 'writing'</p>	<ul style="list-style-type: none"> - Play a tape with animal sounds. - Talk about animal families. - Talk about own experience with regard to farm animals and other pets. <p>Learners must identify the correct association</p> <ul style="list-style-type: none"> - A baby cow is a : (puppy, calf, kitten) - A sheep has : (fur, wool, feathers) - A pig is : (pink, blue, green) - A chicken has : (4 legs, 1 leg, 2 legs) - A horse eats : (grass, pigs, chickens) - A daddy cow is a : (bull, lion, man) - A cow gives us : (milk, wool, wood) - - A hen lays (feathers, eggs, app <ul style="list-style-type: none"> - Learn song and poem about farm animals. E. g. "Old Mac Donald..." Talk about texts such as poems. - Retell stories about farm in own words. React to what it was like in the past. - Make your own animal book – dictate to teacher about one animal – full sentence. - Vocabulary big/small, etc. 	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Practical demonstration</p>	<ul style="list-style-type: none"> - Tape or CD - Discovery table: farm set, farming items

LO 4 AS 12: manipulates writing tools like crayons and pencils
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

INTEGRATION

A /C LO 1 Visual Arts AS 4.1: Freely creates images of own world in various media.
LO 1 Visual Arts AS 4.3: Explores and experiments with a wide variety of art materials, techniques) including waste materials), and colour in a spontaneous and creative way.
A/C LO 4 Visual Arts AS 4.1 Visual Arts: Responds to what the learner sees, perceives and experiences in own natural and constructed environment
SS (H) LO 2 AS 1: Discusses personal experiences in the past and present (chronology and time)

PHONIC OF THE WEEK : See Page 3 and 4

PATTERN OF THE WEEK

VOCABULARY WORDS FOR THE WEEK

Weekly Lesson Planning Exemplar

Term 2 : Week 6

Theme: FARM ANIMALS

Learning Outcomes and Assessment Standards	Story (Reading)	Assessment	Resources
<p>LITERCY Language HL LO 3 AS 1.1: Uses visual cues to make meaning by looking carefully at pictures and photographs to recognize common objects and experiences to makes sense of picture stories LO 3 AS 1.2: identifies a picture or figure from the background. LO 3 AS 1.3: Uses visual cues to make meaning by looking carefully at pictures and photographs to recognize common objects and experiences : matches pictures and words LO 3 AS 2 : Role-play reading LO 3 AS 1.3: Uses visual cues to make meaning by looking carefully at pictures and photographs to recognize common objects and experiences: uses illustrations to understand simple captions in story books LO 3 AS 3.3: Makes meaning of written text: makes links</p>	<p>Monday: - Read a Story about the Little Red Hen Language memory questions: - Who wanted to eat the bread? Language comprehension questions: - How does wheat grow? Numeracy questions: How many friends does the little red hen have? Life Skills questions: How does your mom bake bread?</p> <p>Tuesday: - Watch video of farm animals, e.g. Takalani Sesame. - Questions about story - Comprehension question: - Memory question:</p> <p>Wednesday: - Learners Dramatize a part of the story that was told by the teacher about the Little Red H en</p> <p>Thursday: - Learner tells their own stories about farm animals. - Ask a few parents to come and tell their stories about the farm and how they used to farm in the past.</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses - Practical demonstration</p>	<p>- Story books</p>

<p>to own experience when reading with the teacher, viewing television or pictures</p>	<p>Friday:</p> <ul style="list-style-type: none">- Teacher tells own story about Farm animals,- And ask question		
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WORK SCHEDULE FOR GRADE R

TERM 2

Week: 7

Date: _____

Theme : TRANSPORT

	LITERACY (FAT 3)		NUMERACY		LIFE SKILLS	
Focus Learning Outcomes & Assessment Standards	LO 1: Listening AS 1, AS 2, AS 3.3, AS 3.5, AS 4.1, AS 4.2	LO 2: Speaking AS 3, AS 5, AS 7, AS 10	LO 1: Number Op AS 1, AS 2, AS 3, AS 6, AS 7.1, AS 7.3, AS 8	LO 2: Patterns AS 1	LO 1: Health Promotion -	LO 2: Social Dev AS 3
	LO 3: Reading AS 1.1, AS 1.2, AS 1.3, AS 2, AS 3.1, AS 3.3, AS 4.3	LO 4: Writing AS 2, AS 8, AS 9	LO 3: Space & Shape AS 1	LO 4: Measurement AS 2, AS 3, AS 12	LO 3: Personal Dev AS 1	LO 4: Phys Dev. & Mov. AS 1, AS 2, AS 3, AS 4
	LO 5: Thinking & Reasoning AS 1.1, AS 3.4	LO 6: 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 1, LO 1 AS 2 EMS : LO 1 AS 1		Social Science (G) LO 2 AS 1			

	Technology : LO 1 AS 1, LO 1 AS 2, LO 1 AS 3 Arts and Culture : Visual Arts : LO 1 AS 4.3, LO 1 AS 4.4 Visual Arts : LO 3 AS 4. .1 Dance LO 1 AS 1.2, LO 3 AS 1, LO 4 AS 4.1 Drama: LO 2 AS 2		
Continuous assessment Who assesses? How? What?	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	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 payer and music, instruments , Fantasy area: remains set up as a home corner unless otherwise specified. Outdoor play apparatus Jungle Gym, Sandpit, Balance beam, Hoops, Tyres, balls Water play equipment, Sand play equipment		SPECIAL RESOURCES FOR THE WEEK : - Play Money - Posters of different types of transport - Worksheet of wheels - Theme posters on transport - Theme table resources - Discovery table: Models of transport made from anti- waste, etc - Specific resources for the week: Historical transport information	
Barriers to Learning : SEE PAGE 5 and 6			

Weekly Lesson Planning Exemplar

Term 2 : Week 7

Theme: TRANSPORT

Learning Outcomes and Assessment Standards	Health check and Morning Circle (Ring)	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 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 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</p> <p>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</p>	<p>Monday to Friday</p> <p>1. Health Check, Run a quick head to toe check of each child. Keep a health record of any sign of illness observed or medication given. Refer cases that need attention.</p> <p>2. Greetings and news</p> <ul style="list-style-type: none"> - Welcoming : Greet the teacher and friends - News : Learners tell about news in their lives - News: News - country & around the world? (Ask learners what did they see on the news (TV), heard on the radio and where did it happen? - Register: Who is absent? Counting number of learners absent and present - Birthdays : Who's birthday is it today?(Learners sing "Happy Birthday To You") - Religion : Moral story and songs <p>3. Days of the week</p> <ul style="list-style-type: none"> - Monday to Sunday (Learners say which day of the week it is) - Rhyme about days of the week - Which day comes before? - Which day comes after? 	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Name cards (Months) - Name cards (Days) - Weather chart - Birthday chart - Date Chart - Number chart

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) 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

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

- 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 on the radio or ask their parents.

Weekly Lesson Planning Exemplar

Term 2 : Week 7

Theme: TRANSPORT

Learning Outcomes and Assessment Standards	Morning Circle - Theme Discussion	Assessment	Resources
<p>LITERACY: Language 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 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 2 AS 10: Shows sensitivity when speaking to others</p> <p>INTEGRATION SS (H): LO 1 AS 1: Answers simple questions about stories of the past (answers the question)</p> <p>Technology LO 1 AS 1: Investigates</p>	<p>Monday:</p> <ul style="list-style-type: none"> - The teacher informs learners that there are many ways in which people can travel from one place to another by means of : <ul style="list-style-type: none"> -Their own body movements e. g. walking running -An animal : either by riding an animal or being pulled by a cart or wagon -Travelling in a vehicle: car, train, plane, ship, bus - Teacher asks questions about learners transport to school (e.g. how learners travel to school. Is it safe?) Discuss safety rules per foot, car, taxi, etc. Does it cost money? Must you pay money or can you buy a ticket? <p>Tuesday:</p> <ul style="list-style-type: none"> - How did your parents, granny, granddad, etc get to school in the past? (Walk, tram, train, taxi, bus, donkey cart, etc.) - Discuss transport in the past i.e. (horses, donkey , carts, wagons, camels) <p>Wednesday:</p> <ul style="list-style-type: none"> - The different types of transport on land (road and by train) the teacher puts pictures of different vehicles on the board e.g. bicycles, motorbikes and 	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Theme posters on transport - Theme table resources - Discovery table: Models of transport made from anti-waste, etc - Theme equipment - Specific resources for the week: Historical transport information

	<p>scooters, cars, lorries, busses, taxis.</p> <ul style="list-style-type: none">- The learners name the vehicles and discuss what types of vehicles they use at home e.g. We have a car and we all travel in the car. My father has a lorry and he transports sand and bricks to build houses. My father transports animals in his truck. My father is a taxi driver and he transports people etc.- Discuss travelling by train. The train runs on two rails called tracks. Trains transport people and goods.- A locomotive pulls the train. Trains stop at stations		
	<p>Thursday:</p> <ul style="list-style-type: none">- The different types of transport, i.e. water (e.g. ships, boats). The teacher puts a picture of boats and ships on the board.- The teacher places a dish with water on the carpet .All children watch as the teacher puts different objects such as a wooden block a metal tea spoon, a pencil, pair of scissors etc in the water, Decide if it will float or sink.- Explain that to transport people and goods on water the boat/ship must float Learner will experiment during water play activity during outside play		

Friday:

- The different types of transport, i.e. air (e.g. Aeroplanes, helicopters
- The teacher puts a picture of an aeroplane on the board. Aeroplanes carry people and goods from one place to another fast. They take off and land at an airport. The person who flies the plane is called the pilot.
- Aeroplanes have seat belts just as cars .
- Helicopters can land in places where aeroplanes cannot. Police and hospitals and the army use helicopters to help (rescue)people

Weekly Lesson Planning Exemplar

Term 2 : Week 7

Theme: TRANSPORT

Learning Outcomes and Assessment Standards	Maths Routine (Daily Monday to Friday)	Assessment	Resources
<p>LITERACY : Languages LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately, LO 2 AS 10: Shows sensitivity when speaking to others LO 4: AS 8: shows in own writing attempts, beginning awareness of directionality (e.g. starting from left to right, top to bottom) LO 5 AS 1: Uses language to develop concepts: Demonstrates developing knowledge of concepts such as quantity, , colour</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 7.1 and 7.3: Building up and breaking down numbers using concrete apparatus e.g. counters 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 2? Which number comes after 3? Which number is between 2 and 4? Are 3 more or less than 4?</p> <p>4. Number of the week : 5 - Number of the week's name; Five- How much is 5? Show 5 finger s(Show 5 on abacus) - Let a few learners collect 5 objects (counters) - Write 5 in the "air" with your finger - Write a number 5 (on your board / paper /sand trays) - Draw 5 circles (on your board / paper) - Where else in the class can you see a number 5?</p> <p>SEE THAT LEARNERS HAVE THE CORRECT PENCIL GRIP AND NUMBERS ARE FORMED IN THE CORRECT WAY</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>- Number poster - Abacus - Blocks - Blackboards+ chalk - Number wall chart - Number cards</p>

Weekly Lesson Planning Exemplar

Term 2 : Week 7

Theme: TRANSPORT

Learning Outcomes and Assessment Standards	Numeracy (Mathematics) In Small Groups Monday to Friday	Assessment	Resources
<p>LITERACY Language HL: LO 5 AS 1: Uses language to develop concepts : demonstrates developing knowledge of concepts such as quantity colour</p> <p>NUMERACY Mathematics ; LO 1 AS 2: Say number names in familiar context LO 1 AS 7.1: Building up and breaking down of numbers to at least 10 LO 1 AS 6: Solves and explain verbally stated solutions to problems with single digit numbers and with solutions to 10 LO 2 AS 1: Copies and extend own patterns using physical objects and drawings (e.g. using colour and shapes</p> <p>INTEGRATION EMS 1 LO 1 AS 1 and 3: Explores and begins to understand the notions of bartering and money and its uses</p>	<ul style="list-style-type: none"> - Child counts rhythmically to 10 - Counting wheels of cars, taxis ,lorries, bicycles Learners point to the wheels on the picture and count - Learners build up and break down numbers in the number range 1-5 <ul style="list-style-type: none"> ○ ○ ● ● ● 2 and 3 makes 5 ○ ● ● ● ● 1 and 4 makes 5 ● ● ● ● ○ 4 and 1 makes 5 ● ● ○ ○ ● 2 and 2 and 1 makes 5 - Add and subtract orally to number 5. Learners use concrete apparatus to pack out solution of problem - 5 people in a taxi. If 2 climb off – how many people are left? - One bicycle has 2 wheels. How many wheels do 2 bicycles have? -Mother pays R 1 per day for transport to work. How much does she pay for a week? (Use play money) - Mother has 5 coins of the same kind in her purse. She gives the taxi driver 4 coins. How many coins does she still have in her purse? - Copy and extend patterns of wheels Create own pattern. Colour in pattern on worksheet -Identify, describe, sort and compare shapes in different means of transport. 	<p>METHOD : Teacher Learner</p> <p>TOOL : Observation sheet Worksheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Play Money - Posters of different types of transport - Worksheet of wheels

Weekly Lesson Planning Exemplar

Term 2 : Week 7

Theme: TRANSPORT

Learning Outcomes and Assessment Standards	Creative Activities	Assessment	Resources
<p>LITERACY Language LO 1 AS 3: Draws a picture of the story song or rhyme (FAT 3) LO 4 AS 12 : Manipulates writing tools like crayons and pencils</p> <p>INTEGRATION Technology LO 1 AS 1: Physically manipulates products to explore their shape, size, colour and the materials they are made of. LO 1 AS 2: Chooses from a given range, materials or substances that can be used to make simple products. LO 1 AS3: Makes simple products from a range of materials provided. A/C LO 1 AS 4.3 Visual Arts: Explores and experiments with a wide variety of art materials, techniques) including waste materials), and colour in a spontaneous and creative way. A/C LO 1 AS 4: 4 Visual Arts Uses and co-ordinates motor skills in practical work and play (e.g. appropriate handling of scissors, glue applicators, paintbrush and drawing instruments). A/C LO 3 AS 4.1 Visual Arts: Demonstrates active involvement in individual and group art-making</p>	<p>4 GROUPS. ROTATE ACTIVITIES DAILY FROM MONDAY TO THURSDAY. FRIDAY FREE PLAY</p> <p>Activity 1 DRAWING WITH WAX CRAYONS: learners draw and colour different types of transport (cars, trains, aeroplanes, boats). Learners draw with more detail a picture of story on any form of transport (FAT 3)</p> <p>Activity 2 MAKE A TRAIN The group makes a train by tying shoe boxes together with string. Make the engine from a shoe box lid ,a round cardboard container (cheese) and a small cardboard box and a tin</p> <p>Activity 3 CUTTING AND PASTING: Make a book by using sheets of drawing paper (30cm X 40 cm) From magazines, learners cut pictures of different means of transport and paste it in the book</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Formal FAT 3</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Scissors - Crayons - Play dough - Play dough equipment - sheets of paper - shoeboxes - glue String

<p>activities and an ability to share art-making equipment. A/C LO 4 AS 4.1 Visual Arts: Responds to what the learner sees, perceives and experiences in own natural and constructed environmen</p>	<p>Activity 4 MODELLING: Learners model with play dough the different transport e.g. cars, lorries etc</p>		
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Weekly Lesson Planning Exemplar

Term 2 : Week 7

Theme: TRANSPORT

Learning Outcomes and Assessment Standards	Music, Drama, Dance & Movement	Assessment	Resources
<p>LITERACY Language HL 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 LO 2 AS 3: Sing and recites songs LO 5 AS 1: Uses language to develop concept such as speed , sequence</p> <p>LIFE SKILLS : Life Orientation LO 4 AS 1: Plays running, chasing and dodging games using space safety LO 4 AS 2: Explores different ways to locomote LO 4 AS 3: Performs expressive movements using different parts of the body.</p> <p>INTEGRATION A/ C LO 1 AS 2 Dance Draws on play, fantasy and imagination to explore a wide variety of movement words, rhythms and changes in tempo.</p>	<p>Monday: Movement</p> <ul style="list-style-type: none"> - The teacher tells learners that they are going to ride a bicycle. Run to your house (points to a place on the ground and bring your bicycles. The children run to the tree and back. - Lie on your backs and ride your bicycles. Make big leg movements as if you are riding a big bicycle and small movements as if you are riding a small bicycle. - Pretend they are going down the hill (pedal fast) Go up the hill (Pedal slow). - Two children lie on the grass their feet touching each other. The learners run, jump over their legs, lie down and pedal again. - Take the bicycles back. The learners run again to the spot that the teacher pointed to. 	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Tape recorder - Music
	<p>Tuesday: Drama Taxi driver I like to be a driver an a taxi that goes to town I ask people for money and help them up and down I start the taxi and off we'll go into town I will stop and people get down I might have someone to help me on the way Collecting money that people pay -Learners dramatise and pretend they are riding in a</p>		

<p>A/C LO 3 AS 1 Dance: Responds to movement instructions that cover space without bumping or hurting others when moving forwards and backwards</p> <p>A/C LO 1 AS 2 Drama: Participates in make-believe situations based on imagination, fantasy and life experiences</p> <p>A/C LO 2 AS 2 Drama: Uses concrete objects to represent other objects in dramatic play</p>	<p>taxi/bus.</p> <ul style="list-style-type: none"> - The teacher can make a cap beforehand for the driver. Chairs in the class are placed in rows for the seats, as if in a taxi /bus. - Use play money to pay for the taxi/bus. 		
	<p>Wednesday: Music</p> <ul style="list-style-type: none"> - Learners participate in songs based on transport - Children go outside and stand in a line like a train. The child in front is the engine and the other children the carriages. - They sing the song: <i>‘Wahamba uloliwe’</i> and make arm movements imitating the wheels. - The teacher plays music. When the music plays fast, they move their arms like a train going fast and say chook-chook and when it is slow they move it slowly as if it is coming in a station and say sh-sh-sh. 		
	<p>Movement :</p> <ul style="list-style-type: none"> - The teacher tells the learners that they must stretch their arms out as if they are aeroplanes. - If they take off, they turn around. The plane takes off and learners must start running on their spot then go faster and faster until it leaves the ground. (Slow and fast) - The learners now pretend that they are propellers swinging their arms slowly at first and then faster and faster. - The teacher plays on a drum if it is loud then the plane is near and the learners run towards her. If the drum beats softer it flies away and is far. (

	Learners run away from the teacher		
	<p>Dance</p> <ul style="list-style-type: none">- The teacher plays music.- The learners imagine that they are cars.- When the music plays fast they move and dance fast.- When the music is playing slow they dance/move slowly		

Weekly Lesson Planning Exemplar

Term 2 : Week 7

Theme: TRANSPORT

Learning Outcomes and Assessment Standards	Outdoor Play	Assessment	Resources
<p>LITERACY : Language 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 5: Asks questions when the learner does not understand or needs more information, and responds clearly to questions asked of the learner</p> <p>LIFE SKILLS Life Orientation LO4 AS 4: Participates in Free Play</p> <p>INTEGRATION: NS LO 1 AS 2: Contributes towards planning an investigative activity by asking and answering questions about the activity</p>	<p>Monday:</p> <ul style="list-style-type: none"> - Sand play - Water play: Learner experiment with objects that will float or sink - Outside apparatus & Free play <p>Tuesday:</p> <ul style="list-style-type: none"> - Sand play - Water play: Learner experiment with objects that will float or sink - Outside apparatus & Free play <p>Wednesday:</p> <ul style="list-style-type: none"> - Sand play - Water play: Learner experiment with objects that will float or sink - Outside apparatus & Free play <p>Thursday:</p> <ul style="list-style-type: none"> - Sand play - Water play - Outside apparatus & Free play 	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Sand equipment - Water equipment & aprons - Outside apparatus

Friday:

- Play games e.g. train games.
- Sand play
- Outside apparatus & Free play

Weekly Lesson Planning Exemplar

Term 2 : Week 7

Theme: TRANSPORT

Learning Outcomes and Assessment Standards	Educational play	Assessment	Resources
<p>LITERACY : Language LO 1 AS 3.5 : Puts pictures in the right sequence (FAT 3) LO 4 AS 9 : Shows in own writing attempts, beginning awareness of directionality (e.g. starting from left to right, top to bottom (FAT 3) LO 5 AS 3.4 : Solves and completes puzzles (FAT 3)</p> <p>NUMARACY Mathematics LO 4 AS 3 : Sequences events within one day.</p> <p>LIFE SKILLS: Life Orientation LO4 AS 4: Participates in Free Play</p> <p>INTEGRATION</p> <p>NS LO 1 AS 2: Participates in planned activity by following Simple instructions with assistance and explains what is being done or played</p>	<p>Monday: Group 1: Fantasy (put on costumes and pretend that they are bus drivers, pilots etc Group 2: Put 3 pictures of transport in the right sequence (FAT 3) Group 3: Builds 36 piece puzzles about transport confidently. Learners are introduced to building puzzles (sorting side pieces first , building the frame and then the inside) (FAT 3) Group 4: Creative activity/educational game, working from left to right (Learners do a rubbing background working from left to right)(FAT 3)</p> <p>Tuesday: Group 1: Creative activity/educational game, working from left to right (Learners do a rubbing background working from left to right)(FAT 3) Group 2: Fantasy (put on costumes and pretend that they are bus drivers, pilots etc Group 3: Put 3 pictures of transport in the right sequence (FAT 3) Group 4: Builds 36 piece puzzles about transport confidently. Learners are introduced to building puzzles (sorting side pieces first , building the</p>	<p>METHOD Teacher</p> <p>TOOL : Observation sheet Checklist Rating scale</p> <p>RECORDING : FORMAL</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Educational equipment - Pictures of transport - Blocks - Lacing Shapes (circles-wheels) - Puzzles

	<p>frame and then the inside) (FAT 3)</p>		
	<p>Wednesday: Group 1: Builds 36 piece puzzles about transport confidently. Learners are introduced to building puzzles (sorting side pieces first , building the frame and then the inside) (FAT 3) Group 2: Creative activity/educational game, working from left to right (Learners do a rubbing background working from left to right)(FAT 3) Group 3: Fantasy (put on costumes and pretend that they are bus drivers, pilots etc Group 4: Put 3 pictures of transport in the right sequence (FAT 3)</p>		
	<p>Thursday: Group 1: Put 3 pictures of transport in the right sequence (FAT 3) Group 2 Builds 36 piece puzzles about transport confidently. Learners are introduced to building puzzles (sorting side pieces first , building the frame and then the inside) (FAT 3) Group 3: Creative activity/educational game, working from left to right (Learners do a rubbing background working from left to right)(FAT 3) Group 4: Fantasy (put on costumes and pretend that they are bus drivers, pilots etc</p>		

	Friday: Group 1: Free choice Group 2: Free choice Group 3: Free choice Group 4: Free choice		
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Weekly Lesson Planning Exemplar

Term 2 : Week 7

Theme: TRANSPORT

Learning Outcomes and Assessment Standards	Literacy (Language) In Small Groups Monday to Friday	Assessment	Resources
<p>LITERACY Language LD 1 AS 3 , 3 : (.Draws a picture of the story song or rhyme LD 1 AS 4 .1 : Develops phonic awareness and recognizes that words are made up of sounds LD 1 AS 4.2: Develops phonic awareness and distinguish between different sounds especially at the beginning and ending of words LD 2 AS 7: Recounts own personal experiences. LD 3 AS 1.2: Identifies a picture or figure from the background. LD 4 AS 2: Forms letters in various ways (e.g.) by using own body to show the shapes, writing in sand LD 3 AS 5.1 : Recognizes initial consonant and short vowel sounds LD 5 AS 1.1 Demonstrates developing knowledge of concepts such as quantity, size, shape, direction, colour, speed, time, age, sequence LD 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</p>	<p>- Learners draw with more detail a picture of story, rhyme or song on any form of transport (FAT 3) - Group discussion on who has been in a car, boat, aeroplane, bus (FAT 3) Tell their friends about their drawing Learners talk confidently about own experiences (FAT 3) - Phonic awareness through using pictures on board. Learners identify a simple picture or figure from the background Discussion in a group (FAT 3) - Discuss the Recognizes initial consonant of own/peers names. Learners have name cards with group names on, Discuss the initial letter of each one’s name. Discussion and Pointing out their own name (FAT 3) - Learners confidently demonstrate knowledge of colour, shape, size and age. Learners are introduced to the concept of direction , quantity and sequence Discus – Colours of cars Size of cars, buses ,boats</p>	<p>METHOD Teacher TOOL : Observation sheet Rubric Checklist Rating scale RECORDING : FORMAL FAT 3 FORMS : Oral Responses Practical demonstration</p>	<p>- Pictures about forms of transport - Name Cards</p>

Shapes of cars, buses ,boats
Direction of cars travelling on roads

PHONIC OF THE WEEK : See Page 3 and 4
PATTERN OF THE WEEK
VOCABULARY WORDS FOR THE WEEK

Weekly Lesson Planning Exemplar

Term 2 : Week 7

Theme: TRANSPORT

Learning Outcomes and Assessment Standards	Story (Reading)	Assessment	Resources
<p>LITERACY Language LO 1 AS 3: Listen with enjoyment and understanding to oral text such as stories/poems LO 3 AS 1.1: Uses visual cues to make meaning by looking carefully at pictures and photographs to recognize common objects and experiences to makes sense of picture stories LO 3 AS 1.3: Uses visual cues to make meaning by looking carefully at pictures and photographs to recognize common objects and experiences : matches pictures and words LO 3 AS 1.3: Uses visual cues to make meaning by looking carefully at pictures and photographs to recognize common objects and experiences: uses illustrations to understand simple captions in story books LO 3 AS 3.3 : Makes meaning of written text: makes links to own experience when reading with the teacher, viewing television or pictures LO 3 AS 2 Role-plays reading: holds a book the right way up, turns pages appropriately, looks at</p>	<p>Monday:</p> <ul style="list-style-type: none"> - Read a Story about Transport Look at non-fiction books about transport. Teacher reads story, child "reads" story, discuss and interpret pictures, concepts - Memory and comprehension questions: Who was the main character? What did you like best about the story? <p>Tuesday:</p> <ul style="list-style-type: none"> - Questions about story - Memory and comprehension questions What happened first? What happened last? What would you have done if you were? Did this story have a happy ending? <p>Wednesday:</p> <ul style="list-style-type: none"> - Learners dramatize a part of the story that was told by the teacher. - Memory and comprehension questions: Did this story have a happy ending? Can you think of another idea to add to the story? 	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Story books - Non - Fiction Books

<p>words and pictures and understands the relationship between them, and uses pictures to construct idea 'Reads' picture books with simple captions or sentences</p> <p>LO 3 AS 4.3: Starts recognizing and making meaning of letters</p> <p>INTEGRATION :</p> <p>SS(H)</p> <p>LO 1 AS 1 Answers simple questions about stories from the past</p> <p>LO 3 As 1 Responds to stories about the past e. g listens to a story about the past.</p>	<p>Thursday:</p> <ul style="list-style-type: none"> - Children watch a video / listen to a tape - Takalani Sesame - Tell their own stories about transport - Questions and discussion 		
	<p>Friday:</p> <ul style="list-style-type: none"> - Teacher tells own story about Transport that the learners have compiled and asks questions <li style="padding-left: 40px;">Who / What was the story about? <li style="padding-left: 40px;">Would you like to be.....? Why? <li style="padding-left: 40px;">What would have happened if? 		

WORK SCHEDULE FOR GRADE R

TERM 2

Week: 8

Date: _____

Theme : PEOPLE AT WORK

	LITERACY (FAT 4)		NUMERACY		LIFE SKILLS	
Focus Learning Outcomes & Assessment Standards	LO 1: Listening AS 1, AS 2, AS 3.1, AS 4.1, AS 4.2, AS 4.4	LO 2: Speaking AS 1, AS 3, AS 6, AS 10	LO 1: Number Op AS 1, AS 2, AS 4, AS 5, AS 6, AS 7.1, AS 7.3, AS 8	LO 2: Patterns -	LO 1:Health Promotion -	LO 2: Social Dev AS 3
	LO 3: Reading AS 1.1, AS 1.3, AS 2, AS 3.3, AS 4.3, AS 5.2, AS 5.3	LO 4:Writing AS 2, AS 8, AS 11, AS 12	LO 3: Space & Shape AS 1, AS 3	LO 4: Measurement AS 2, AS 3	LO 3: Personal Dev AS 1	LO 4: Phys Dev. / Mov AS 1, AS 3, AS 4
	LO 5: Thinking & Reasoning AS 1, AS 2.2, AS 5.1	LO6:Language Structure AS 1.1, AS 1.2, AS 3.4	LO 5: Data Handling AS 7.1, AS 7.3			
Time	9 hours 10 minutes		7hours 30 minutes		5hours 50 minutes	
Integration	Social Science (H) : LO 2 AS 1, LO 2 AS 2 Natural Science: LO 1 AS 1 EMS: LO 1 AS 1, LO 1 AS 3					

	Arts and Culture : Visual Arts : LO 1 AS 4.3, LO1 AS 4.4 Visual Arts : LO 3 AS 4. .1 , Visual Arts: LO 4 AS 4.1 Drama: LO 1 AS 2, LO 2 AS 2		
Continuous assessment	METHOD : Teacher	METHOD : Teacher	METHOD : Teacher
Who assesses?	TOOL : Observation sheet	TOOL : Observation sheet	TOOL : Observation sheet
How?	Rubric	Rubric	Rubric
What?	Checklist	Checklist	Checklist
	RECORDING : FORMAL (FAT4)	RECORDING : Informal	RECORDING : Informal
	FORMS : Oral Responses	FORMS : Oral Responses	FORMS : Oral Responses
	Practical demonstration	Practical demonstration	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 payer and music, instruments , Fantasy area: remains set up as a home corner unless otherwise specified. Outdoor play apparatus Jungle Gym, Sandpit, Balance beam, Hoops, Tyres, balls Water play equipment, Sand play equipment			SPECIAL RESOURCES FOR THE WEEK : - Paper Money - (coins coloured in different colours and sizes) - Play telephone with numbers on - Counters - Poster with people doing different occupations (jobs) - Parents or people with different occupations to come and address learners - Fantasy costumes
Barriers to Learning : SEE PAGE 5 and 6			

Weekly Lesson Planning Exemplar

Term 2 : Week 8

Theme: PEOPLE AT WORK

Learning Outcomes and Assessment Standards	Morning Circle - Theme Discussion	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 2 AS 1 : Talks about family and friends LO 3 AS 1 : Uses visual cues to make meaning Looks carefully at pictures and photographs to recognize common objects and experiences</p> <ul style="list-style-type: none"> - identifies a picture or figure from the background - matches pictures and words <p>NUMERACY: Mathematics LO 4 AS 2: Orders recurring events in own daily life LO 4 AS 3: Sequences events within one day.</p> <p>LIFE SKILLS:</p>	<p>Monday: The type of work we do to get money and to provide for our families.</p> <ul style="list-style-type: none"> - What type of work do your mom and dad do? Do they enjoy their work? Where do they work? What do they do at work? Do you know who they work with? - What type of work did your grandparents do and how were they paid? What would you like to be or do when you grow up? - Talk about different kinds of jobs people do e.g. doctors, nurses, dentists, policemen, teachers. firemen, secretaries, pilots, farmers, musicians etc. - Ask questions such as Where do they work? What do they do? Who do they work with? <p>Tuesday People who look after our health</p> <ul style="list-style-type: none"> - Doctors, Dentists, Nurses - Ask questions such as: Where do they work? What do they do? Who do they work with? 	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Rubric Checklist</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Theme posters - Theme table resources - Theme equipment</p>

<p>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: EMS LO 1 AS 1: Explores and begins to understand the nations of bartering and money and its uses SS (H) LO 2 AS 1: Discusses experiences in the past and present (chronology and time) NS LO 1 AS 1: The learner participates in a planned activity by explaining what is being done or played</p>	<p>Wednesday: People who look after our safety</p> <ul style="list-style-type: none"> - Policemen, Firemen - Ask questions such as: Where do they work? What do they do? Who do they work with? e.g. Policemen protect us and catch people who want to take other peoples goods and harm other people. Traffic Cops helps with safety on roads ,Firemen help to put out fires if our house is burning <hr/> <p>Thursday Actor / actress : People who provide us with food</p> <ul style="list-style-type: none"> - Shopkeepers and farmers - Ask questions such as: Where do they work? What do they do? Who do they work with? <hr/> <p>Friday : Musicians and artists</p> <ul style="list-style-type: none"> - Ask questions such as: Where do they work? What do they do? Who do they work with? 		
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	<p>4.. Months of the year</p> <ul style="list-style-type: none">- Which month of the year is it?- January to December (song) <p>5. Date</p> <ul style="list-style-type: none">- Yesterday's date? Today's date? Tomorrow's date? <p>6. Weather</p> <ul style="list-style-type: none">- Season? (Summer, Autumn, Winter, Spring)?- Weather? Ask a learner to go and look outside, How is the weather today? (Sunny, cloudy, rainy or windy)?- Tell children to watch temperature for tomorrow on the news (TV) listen on the radio or ask their parents.		
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Weekly Lesson Planning Exemplar

Term 2 : Week 8

Theme: PEOPLE AT WORK

Learning Outcomes and Assessment Standards	Numeracy (Mathematics) In Small Groups Monday to Friday	Assessment	Resources
<p>LITERACY Language HL LO 5 AS 5.1 Uses language to develop concepts such as quantity and size</p> <p>NUMERACY Mathematics LO 1 AS 7.1 : Uses the following techniques: Building up and breaking down numbers to at least 10 LO 1 AS 4: Orders and compares collection of objects using the words 'more', 'less' and 'equal' LO 1 AS 5 Solves verbally stated additions and subtraction problems with solutions to at least 10 LO 4 AS 3: Sequences events within one day LO 1 AS 8 : Explains own solutions to problems</p> <p>LIFE SKILLS Life Orientation LO3 AS 1 : Says own name and address</p> <p>INTEGRATION EMS LO 1 AS 3: Explores and begins to understand the</p>	<p>- Learners build up/break down numbers in the number range 1 – 5. Learners use concrete apparatus (counters/coins) to illustrate the technique .e.g. Build up/break down the number 5.</p> <p>○ ○ ● ● ● 2 and 3 makes 5</p> <p>○ ● ● ● ● 1 and 4 makes 5</p> <p>● ● ● ● ● ○ 4 and 1 makes 5</p> <p>- The teacher asks learners questions such as: What does mom and dad do in the morning before they go to work? - What do they do at work? What do they do when they get home? - What do they do in the afternoon and before they go to bed?</p> <p>- Learners order/sequence at least 3 events in one day</p> <p>- What does mommy or daddy get at the end of the month for her/his work/job?(Money)</p> <p>- Learners compare a collection of objects in the number range 1-5</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Rubric</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>- Paper Money (coins coloured in different colours and sizes)</p> <p>- Play telephone with numbers on</p> <p>- Counters Poster with people doing different occupations (jobs)</p>

notions of bartering and money and its uses.

•• more/less/equal •••• / •••• more/less/equal
••••

- Learners learn the telephone number of police.
Own address and number

Problem solving

Learners solve verbally stated addition and subtraction problems with single digit numbers and solutions to at least **5**. **Learners** use concrete apparatus to pack out the solution to the problem.

- The house is on fire: 5 people were inside. 3 are now outside. How many are still inside?
- The doctor gives Sipho first one pill, then 2 pills and then another 1 pill. How many pills did Sipho get altogether?
- The Chef bakes 5 loaves of bread. Four loaves are eaten up .How many loaves of bread left over?

Weekly Lesson Planning Exemplar

Term 2 : Week 8

Theme: PEOPLE AT WORK

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. (FAT 4) LO 4 AS 12 : Manipulates writing tools like crayons and pencils</p> <p>NUMERACY Mathematics LO 3 AS 1: Recognizes, identifies and names 3-D objects in the classroom and in pictures, including: boxes (prisms)and balls (spheres) LO3 AS 3: Builds 3-D objects using concrete materials (e.g. building blocks</p> <p>INTEGRATION A/C LO 1 AS 3 Visual Arts: Explores and experiments with a wide variety of art materials, techniques) including waste materials), and colour in a spontaneous and creative way.</p>	<p>Monday: Can follow 2 instructions, answer 2 questions and listen to 1 announcement how to make a card for a sick friend in all 4 groups for the week (FAT 4) Group 1: Make a card for sick friend (FAT 4) Group 2: Drawing ;What I want to be when I grow up Group 3: Painting : A fire painting –use shades of red yellow and orange Group 4: Make a robot from boxes</p> <p>Tuesday: Group 1: Make a robot from boxes Group 2: Make a card for sick friend (FAT 4) Group 3: Drawing ;What I want to be when I grow up Group 4: Painting : A fire painting –use shades of red yellow and orange</p> <p>Wednesday: Group 1: Painting : A fire painting –use shades of red yellow and orange Group 2: Make a robot from boxes Group 3: Make a card for sick friend (FAT 4) Group 4: Drawing ;What I want to be when I grow up</p>	<p>METHOD: Teacher</p> <p>TOOL : Observation sheet Rating scale Checklist</p> <p>FORMS Oral response Practical Demonstration</p> <p>RECORDING Formal FAT 4</p> <p>REPORTING: Teacher gives feedback to learners about their progress</p>	<ul style="list-style-type: none"> - Scissors - Crayons - Paper - Paint - Paint brushes - Play dough - Play dough equipment - Scissors - Boxes

<p>A/C LO 1 AS 4 Visual Arts: Uses and co-ordinates motor skills in practical work and play (e.g. appropriate handling of scissors, glue applicators, paintbrush and drawing instruments).</p> <p>A/C LO 3 AS 4 Visual Arts: Demonstrates active involvement in individual and group art-making activities and an ability to share art-making equipment.</p> <p>A /C LO 4 AS 4 Visual Arts: Responds to what the learner sees, perceives and experiences in own natural and constructed environment</p>	<p>Thursday: Group 1: Drawing ;What I want to be when I grow up Group 2: Painting : A fire painting –use shades of red yellow and orange Group 3: Make a robot from boxes Group 4: Make a card for sick friend (FAT 4)</p> <hr/> <p>Friday: Individual choice</p>		
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Weekly Lesson Planning Exemplar

Term 2 : Week 8

Theme: PEOPLE AT WORK

Learning Outcomes and Assessment Standards	Music, Drama, Dance & Movement	Assessment	Resources
<p>LITERACY LO 2 AS 3: Sing and recites songs</p> <p>LIFE SKILLS Life Skills LO 4 AS 1: Plays running, chasing and dodging games using space safety LO 4 AS 3: Performs expressive movements using different parts of the body.</p> <p>INTEGRATION A/C LO 1 AS 2 Drama: Participates in make-believe situations based on imagination, fantasy and life experiences A/C LO 2 AS 2 Drama: Uses concrete objects to represent other objects in dramatic play</p>	<p>Monday: Movement Exercise – imitate people walking to their work. Some walk slow, others walk very fast</p> <p>Body awareness Sense of body; - Laterality; Left and right leg. Left and right arms. (Symmetry) - Performs expressive movements using different parts of the body. Make big body movements like swinging both the arms. Jumping lifting both arms above the head</p> <p>Tuesday: Music The teacher tells a story of a house that is burning, Who do we call if it is a serious fire? The firemen in their fire engine. If it is a small fire we try to extinguish the fire. Teach the learners the following song</p> <p>Umzi watsha! Umsi watsha! Khangela phaya! Khangela phaya! Umlilo! Umlilo! Galel’amanzi! Galel’amanzi!</p>	<p>METHOD: Teacher</p> <p>TOOL : Observation sheet Rating scale Checklist</p> <p>FORMS Oral response Practical Demonstration</p> <p>RECORDING Formal FAT 4</p> <p>REPORTING: Teacher gives feedback to learners about their progress</p>	<p>Music instruments - CD / tape player - Song/rhyme posters</p>

	<p>The house is burning 2x Look over there 2x Fire! 2x Pour on water 2x</p> <p>Die huis brand 2x Kyk daar 2x Vuur 2x Gooi water 2x</p> <p>When learners know the words and tune you can divide the learners in two groups and they sing the sound with round action.</p> <p>Wednesday: Music</p> <ul style="list-style-type: none"> - Sing the song again .but use musical instruments .(Percussion instruments) Play loud and soft on teacher's instructions <p>Thursday: Movement</p> <ul style="list-style-type: none"> - Learners go to playground. The teacher demonstrates how a traffic cop controls traffic with hand signs. - She also shows learners a picture of a robot and three cardboard circles in red, green and yellow. She explains the how the robot works. - Learners walk when the teacher shows the green light and when they see the red light the learners stop. When she shows the green light they can walk. Again. - Instead of walking they can now run as fast moving cars. 		
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	<p>Friday: Drama</p> <p>Learners dramatise story about the house that is burning</p>		
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Weekly Lesson Planning Exemplar

Term 2 : Week 8

Theme: PEOPLE AT WORK

Learning Outcomes and Assessment Standards	Outdoor Play	Assessment	Resources
<p>LIFE SKILLS :</p> <p>LO 4 AS 4: Participates in free play activities</p> <p>INTEGRATION:</p> <p>NS LO 1 AS 2: Participates in planned activity by following simple instructions</p>	<p>Monday:</p> <ul style="list-style-type: none"> - Sand play - Water play - Outside apparatus & Free play 	<p>METHOD:</p> <p>Teacher</p>	<p>Sand equipment</p> <ul style="list-style-type: none"> - Water equipment & aprons - Outside apparatus
	<p>Tuesday:</p> <ul style="list-style-type: none"> - Sand play - Water play - Outside apparatus & Free play 	<p>TOOL :</p> <p>Observation sheet</p> <p>Checklist</p>	
	<p>Wednesday:</p> <ul style="list-style-type: none"> - Sand play - Water play - Outside apparatus & Free play 	<p>FORMS</p> <p>Oral response</p> <p>Practical</p> <p>Demonstration</p>	
	<p>Thursday:</p> <ul style="list-style-type: none"> - Sand play - Water play - Outside apparatus & Free play 	<p>RECORDING</p> <p>Informal</p>	
	<p>Friday:</p> <ul style="list-style-type: none"> - Sand play - Water play - Outside apparatus & Free play 		

Weekly Lesson Planning Exemplar

Term 2 : Week 8

Theme: PEOPLE AT WORK

Learning Outcomes and Assessment Standards	Educational play	Assessment	Resources
<p>LITERACY Language : LO 5 AS 2.2: Matches things that go together, and compares things that are different (FAT 4) LO 6 AS 3. 4 Uses language to investigate and explore by solving and completing 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 ideas</p> <p>LIFE SKILLS : Life Orientation LO 4 AS 4 : Participates in Free Play Activities</p>	<p>Monday: Group 1: Fantasy play Dress up in different uniforms and role play what the person does for a living Group 2: Puzzles of people doing different jobs Group 3: Learners compare things (pictures, objects) that are different (Play SNAP with pictures of people doing different jobs. FAT 4) Group 4: 'Reading Books"</p> <p>Tuesday: Group 1: 'Reading Books" Group 2 Fantasy play Dress up in different uniforms and role play what the person does for a living Group 3: Puzzles of people doing different jobs Group 4: Learners compare things (pictures, objects) that are different (FAT4)</p> <p>Wednesday: Group 1 Learners compare things (pictures, objects) that are different (Play SNAP with pictures of people doing different jobs. FAT 4) Group 2: 'Reading Books" Group 3: Fantasy play Dress up in different uniforms and role play what the person does for a living</p>	<p>METHOD: Teacher</p> <p>TOOL : Observation sheet Rating scale Checklist</p> <p>FORMS Oral response Practical Demonstration</p> <p>RECORDING Formal FAT 4</p> <p>REPORTING: Teacher gives feedback to learners about their progress</p>	<p>Educational games - Puzzles - Fantasy equipment - Puzzles - Dominos card - Geo- board</p>

	<p>Group 4: Puzzles of people doing different jobs</p>		
	<p>Thursday: Group 1: Puzzles of people doing different jobs Group 2: Learners compare things (pictures, objects) that are different (Play SNAP with pictures of people doing different jobs. FAT 4) Group 3: Group 4: Fantasy play Dress up in different uniforms and role play what the person does for a living</p>		
	<p>Friday: Group 1: Free choice Group 2: Free choice Group 3: Free choice Group 4: Free choice</p>		

Weekly Lesson Planning Exemplar

Term 2 : Week 8

Theme: PEOPLE AT WORK

Learning Outcomes and Assessment Standards	Literacy (Language) In Small Groups Monday to Friday	Assessment	Resources
<p>LITERACY Language HL</p> <p>LD 1 AS 3.3: Acts out parts of the story, song or rhyme (FAT 4)</p> <p>LD 1 AS 4 .1: Develops phonic awareness and recognizes that words are made up of sounds</p> <p>LD 1 AS 4.2: Develops phonic awareness and distinguish between different sounds especially at the beginning and ending of words</p> <p>LD 1 AS 4.4: Segments spoken multi-syllabic words into syllables (e.g. Ba-na-na) using clapping or drumbeat (FAT 4)</p> <p>LD 2 AS 6: Passes on messages (FAT 4)</p> <p>LD 3 AS 5.3: Recognizes initial consonant and short vowel sounds</p> <p>LD 3 AS 5.2: Recognizes and names some common letters of the alphabet such as the letter, the learner’s name begins with</p> <p>LD 4 AS 11 Creates and uses drawings to convey a message, and as a starting point for writing</p>	<ul style="list-style-type: none"> - Look at and examine pictures to recognise common experiences, e.g. picture of police, nurse, doctor, etc. These are people who help us. - Tell of own experiences. Who has been in the hospital or to a doctor? Tell us about it. - Your friend is very sick. What are you going to do?" - Learners learn poem. Talk about texts. - Acts out part of a story or rhyme (FAT 4) - Develop phonic awareness. Learners clap 2 and 3 syllable words Clapping, stamping, jumping activities.(FAT 4) - Learners must be able to convey a simple message in the classroom. During game activities (Telephone game) Learner passes a more detailed message to peer (FAT 4) - Recognizes initial consonant of own/peers names Discussion and pointing out their own name and names of peers (FAT 4) 	<p>METHOD Teacher</p> <p>TOOL : Observation sheet Rating scale Checklist</p> <p>FORMS Oral response Practical Demonstration</p> <p>RECORDING Formal FAT 4</p> <p>REPORTING: Teacher gives feedback to learners about their progress</p>	<ul style="list-style-type: none"> - Fantasy costumes - Play telephone

<p>LO 4 AS 2 Forms letters in various ways (e.g.) by using own body to show the shapes, writing in sand)</p> <p>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</p>	<ul style="list-style-type: none"> - Learners recognize letter of the alphabet in their own name (FAT 4) - Learners draw own choice of picture and on a given topic (FAT 4) - Learners spontaneously recognize the sound their peers names starts with Group discussion (FAT 4) <p>PHONIC OF THE WEEK : See Page 3 and 4</p> <p>PATTERN OF THE WEEK</p> <p>VOCABULARY WORDS FOR THE WEEK</p>		
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Weekly Lesson Planning Exemplar

Term 2 : Week 8

Theme: PEOPLE AT WORK

Learning Outcomes and Assessment Standards	Story (Reading)	Assessment	Resources
<p>LITERACY: Language HL LO 1 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 LO 3 AS 1.1 : Uses visual cues to make meaning by looking carefully at pictures and photographs to recognize common objects and experiences to makes sense of picture stories LO 3 AS 1.3: Uses visual cues to make meaning by looking carefully at pictures and photographs to recognize common objects and experiences: uses illustrations to understand simple captions in story books LO3 AS 3.3: Makes meaning of written text: makes links to own experience when reading with the teacher, viewing television or pictures 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</p>	<p>Monday:</p> <ul style="list-style-type: none"> - Read a Story about People doing different jobs - Ask memory and comprehension questions: Who were the main characters? What did you like best about the story? <p>Tuesday: Questions about story</p> <ul style="list-style-type: none"> - Memory and comprehension questions - What happened first? What happened in the middle, What happened last? - What would you have done if you were? <p>Wednesday:</p> <ul style="list-style-type: none"> - Learners dramatize a part of the story that was told by the teacher. - Ask memory and comprehension questions: Did this story have a happy ending? Can you think of another idea to add to the story? <p>Thursday:</p> <ul style="list-style-type: none"> - Learner tells their own stories about people at work - Ask a few parents to come and explain their jobs 	<p>METHOD Teacher</p> <p>TOOL : Observation sheet Rating scale Checklist</p> <p>FORMS Oral response Practical Demonstration</p> <p>RECORDING Formal FAT 4</p> <p>REPORTING: Teacher gives feedback to learners about their progress</p>	<ul style="list-style-type: none"> - Story books - Parents or people with different occupations to come and address learners - Fantasy costumes

<p>them, and uses pictures to construct idea 'Reads' picture books with simple captions or sentences LO 3 AS 4.3 Starts recognizing and making meaning of letters</p>	<p>Friday:</p> <ul style="list-style-type: none">- Teacher tells own story about one of the jobs that people do.- Ask questions: Who / What was the story about? What would have happened if?		
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WORK SCHEDULE FOR GRADE R

TERM 2

Week: 9

Date: _____

Theme : WINTER

	LITERACY		NUMERACY (FAT 3) Week 9		LIFE SKILLS (FAT) Week 10	
	Focus Learning Outcomes & Assessment Standards	LO 1: Listening AS 1.1, AS 1.2, AS 1.3, AS 3.3, AS 3.5, AS 4.1, AS 4.2	LO 2: Speaking AS 1, AS 10	LO 1: Number Op AS 1, AS 2, AS 3, AS 4, AS 6, AS 7.1, AS 7.3, AS 8	LO 2: Patterns AS 1, AS 2	LO 1: Health Promotion AS 3
LO 3: Reading AS 3.1, AS 3.2, AS 3.3, AS 4.3		LO 4: Writing AS 2, AS 8, AS 12	LO 3: Space & Shape AS 1, AS 3, AS 4	LO 4: Measurement AS 2, AS 3	LO 3: Personal Dev AS 1, AS 2, AS 4	LO 4: Phys Dev. & Mov AS 1, AS 2, AS 3, AS 4
LO 5: Thinking & Reasoning AS 1, AS 5.1		LO 6: Language Structure AS 1.1, AS 1.2, AS 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 Social Science (G) LO 2 AS 1 Natural Science: LO 1 AS 2 Technology : LO 1 AS 1, LO 1 AS 2, LO 1 AS 3 , LO 1 AS 4 Arts and Culture : Visual Arts : LO 1 AS 4.1, LO 1 AS 4.3, LO 1 AS 4.4 Visual Arts : LO 3 AS 4. .1 , Visual Arts: LO 4 AS 4.1					

	<p>Dance: LO 4 AS 1 LO 4 AS 3 Drama LO 1 AS 2, LO 3 AS 2</p>		
<p>Continuous assessment</p> <p>Who assesses?</p> <p>How?</p> <p>What?</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Rubric Checklist</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Rubric Checklist</p> <p>RECORDING : FORMAL (FAT 3)</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Rubric Checklist</p> <p>RECORDING : FORMAL</p> <p>FORMS : Oral Responses Practical demonstration</p>
<p>RESOURCES: (REQUIRED EVERY WEEK) :</p> <p>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 payer and music, instruments , Fantasy area: remains set up as a home corner unless otherwise specified. Outdoor play apparatus Jungle Gym, Sandpit, Balance beam, Hoops, Tyres, balls Water play equipment, Sand play equipment</p>		<p>SPECIAL RESOURCES FOR THE WEEK :</p> <ul style="list-style-type: none"> - Season Board with pictures of Summer Winter and Autumn - Pictures of Winter - Leaves - Stones - Branches - Number name cards - Number name symbols - Plastic packets - Worksheet with circles on 	
<p>Barriers to Learning : SEE PAGE 5 and 6</p>			

Weekly Lesson Planning Exemplar

Term 2 : Week 9 & 10

Theme: WINTER

Learning Outcomes and Assessment Standards	Health check and Morning Circle (Ring)	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 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 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</p> <p>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</p>	<p>Monday to Friday</p> <p>1. Health Check, Run a quick head to toe check of each child. Keep a health record of any sign of illness observed or medication given. Refer cases that need attention.</p> <p>2. Greetings and news</p> <ul style="list-style-type: none"> - Welcoming : Greet the teacher and friends - News : Learners tell about news in their lives - News: News - country & around the world? (Ask learners what did they see on the news (TV), heard on the radio and where did it happen? - Register: Who is absent? Counting number of learners absent and present - Birthdays : Who's birthday is it today?(Learners sing "Happy Birthday To You") - Religion : Moral story and songs <p>3. Days of the week</p> <ul style="list-style-type: none"> - Monday to Sunday (Learners say which day of the week it is) - Rhyme about days of the week - Which day comes before? - Which day comes after? 	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Name cards (Months) - Name cards (Days) - Weather chart - Birthday chart - Date Chart - Number chart

<p>LO 4 AS 3: Sequences events within one day</p> <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>	<p>4.. Months of the year - Which month of the year is it? - January to December (song)</p> <p>5. Date - Yesterday's date? Today's date? Tomorrow's date?</p> <p>6. Weather - 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 on the radio or ask their parents.</p>		
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Weekly Lesson Planning Exemplar

Term 2 : Week 9 & 10

Theme: WINTER

Learning Outcomes and Assessment Standards	Morning Circle - Theme Discussion	Assessment	Resources
<p>LITERACY: Language 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 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 2 AS 10: Shows sensitivity when speaking to others LO 5 AS 3: Uses language to investigate and explore by:</p> <ul style="list-style-type: none"> - Asking questions and searching for explanations giving explanations and offering solutions <p>LIFE SKILLS Life Orientation LO 1 AS 3: Demonstrates precautions against the spread of communicable diseases</p> <p>INTEGRATION NS LO 1 AS 2: Participates in planned activity by following simple instructions</p>	<p>Monday: How do we know what season it is it?</p> <ul style="list-style-type: none"> - Walk around the school. - Which season comes before / after winter? - During which three months is it winter? How do we know this? The days are shorter and the nights longer. 	<p>METHOD Teacher</p> <p>TOOL : - Observation sheet</p>	<ul style="list-style-type: none"> - Season Board with pictures of Summer Winter and Autumn - Pictures of Winter
	<p>Tuesday: What do people do during Winter?</p> <ul style="list-style-type: none"> - Look at yourself. How must my body adapt so that it doesn't get cold in winter? What can I do to get my body warm? - Discuss rules and routines during winter, e.g. wiping feet. - What does the material of winter clothes feel like? I can dress myself warmly, but how else can I get warm? - Can I play any sport in the winter? - What do people make to keep them warm? Why is it dangerous to make a fire in the house? 	<p>RECORDING : Informal</p> <p>FORMS : - Oral Responses - Practical demonstration</p>	
	<p>Wednesday: How do we change our eating habits in Winter?</p> <ul style="list-style-type: none"> - How do you feel after you have eaten a bowl of hot soup or samp and beans? Why do we eat hot foods in the winter? - Can you think of more types of food or drinks that we particularly like in the winter? 		

	<ul style="list-style-type: none">- What type of fruit do we get a lot of in winter?- What illness do we often get in winter? Can we eat any fruit to prevent us from getting so many colds?- Discuss prevention of sicknesses in the winter Discuss correct eating habits to build up a good immune system		
	<p>Thursday: How do trees and plants change in Winter?</p> <ul style="list-style-type: none">- Discover and explore changes of trees and plants. Why are the trees bare and without leaves now?- Why do you think there needs to be a winter? Do all the trees shed their leaves during winter? Can you give a few examples? Discuss evergreen and deciduous trees.- Do we get flowers in winter? What happened to our flowers at home		
	<p>Friday: How do animals adapt in winter?</p> <ul style="list-style-type: none">- How do animals protect themselves against the cold? (Thick coats, jackals, sheep) Why don't we shear the sheep's wool off in winter" ?- How do birds adapt to protect themselves against the cold? Are there animals that do not like the winter at all? What do they do in the winter? Why do they sleep?		

Weekly Lesson Planning Exemplar

Term 2 : Week 9 & 10

Theme: WINTER

Learning Outcomes and Assessment Standards	Maths Routine (Daily Monday to Friday)	Assessment	Resources
<p>LITERACY : Languages LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately, LO 2 AS 10: Shows sensitivity when speaking to others LO 4: AS 8: Shows in own writing attempts, beginning awareness of directionality (e.g. starting from left to right, top to bottom) LO 5 AS 1: Uses language to develop concepts: Demonstrates developing knowledge of concepts such as quantity, , colour</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 7.1 and 7.3: Building up and breaking down numbers using concrete apparatus e.g. counters 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 2? Which number comes after 3? Which number is between 2 and 4? Are 3 more or less than 4?</p> <p>4. Number of the week : 5 - Number of the week's name; Five- How much is 5? Show 5 finger s(Show 5 on abacus) - Let a few learners collect 5 objects (counters) - Write 5 in the "air" with your finger - Write a number 5 (on your board / paper /sand trays) - Draw 5 circles (on your board / paper) - Where else in the class can you see a number 5?</p> <p>SEE THAT LEARNERS HAVE THE CORRECT PENCIL GRIP AND NUMBERS ARE FORMED IN THE CORRECT WAY</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>- Number poster - Abacus - Blocks - Chalkboards + chalk - Number wall chart - Number cards - Colour charts</p>

	<p>5. Learners build up/break down numbers in the number range 1-5 Use concrete apparatus e.g. in how many different ways can you pack the number 5</p> <p>6. Problem solving Learners solve verbally stated addition and subtraction problems with single digit numbers and solutions to at least 5 Learners use concrete apparatus to pack out the solution to the problem</p>		
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Weekly Lesson Planning Exemplar

Term 2 : Week 9 & 10

Theme: WINTER

Learning Outcomes and Assessment Standards	Numeracy (Mathematics) In Small Groups Monday to Friday	Assessment	Resources
<p>LITERACY Language HL LO 5 AS 5.1: Uses language to develop concepts such as quantity and size</p> <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 LO 1 AS 3: Knows the number names and symbols for 1-10 LO 1 AS 4: Orders and compares collection of objects using the words 'more', 'less' and 'equal' LO 2 AS 1: Copies and extends simple patterns using physical objects and drawings LO 2 AS 2: Creates own patterns</p>	<p>-Learners count leaves up to number range 5 (one-to-one- correspondence) Learners count leaves saying number names and touching leaves as they count (FAT 3)</p> <p>-The teacher shows number cards with the symbols 1, 2, 3, 4 and 5 and the number names one, two, three, four and five. Learners pack out the number of counters to match the number symbol and the number name (FAT 3)</p> <p>-The teacher gives each learner 4 packets filled with a different number of stones in the number range 1 - 5. Two of the packets must have the same number of stones. E.g. Learners compare 2 packets showing the most and the least. Learners' show which 2 packets have an equal number of stones (FAT 3)</p> <p>-Worksheet: Learners colour circles according to a given pattern. e.g. given pattern on learners worksheet (FAT 3)</p> <p>-Learners pack out and draw their own pattern,</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Rubric</p> <p>RECORDING : Formal FAT 3</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Leaves - Stones - Branches - Number name cards - Number name symbols - Plastic packets - Worksheet with circles on

	<p>Learners pack out their own pattern using 3 objects e.g. leave , stone, branch leave, stone, branch (FAT 3)</p>		
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Weekly Lesson Planning Exemplar

Term 2 : Week 9 & 10

Theme: WINTER

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 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak. LO 4 AS 12: Manipulates writing tools like crayons and pencils LO 5 AS 1: Uses language to develop concepts as colour, size, shape</p> <p>NUMERACY : Mathematics LO 3 AS 1: Recognizes, identifies and names 3-D objects in the classroom and in pictures, including balls (spheres) LO 3.AS 3: Builds 3-D objects using concrete materials (e.g. building blocks)</p> <p>INTEGRATION : Technology LO 1 AS 1: Investigates</p>	<p>Monday: Group 1: Make your own winter storybook Group 2: Paint an umbrella in different colours Group 3: Make a snowman from cotton and sticks(Roll Cotton Balls and insert sticks) Group 4: Draw and colour in the things we wear or use during winter</p>	<p>METHOD Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Scissors - Crayons - Paper - Paint - Paint brushes - Paper - Cotton balls and sticks
	<p>Tuesday: Group 1: Draw and colour in the things we wear or use during winter Group 2: Make your own winter storybook Group 3: Paint an umbrella in different colours Group 4: Make a snowman from cotton and sticks (Roll Cotton Balls and insert sticks)</p>		
	<p>Wednesday: Group 1: Make a snowman from cotton and sticks (Roll Cotton Balls and insert sticks) Group 2: Draw and colour in the things we wear or use during winter Group 3: Make your own winter storybook Group 4: Paint an umbrella in different colours</p>		

<p>LO 1 AS 2: Designs LO 1 AS 3: Makes LO1 AS 4: Evaluates</p> <p>A/C LO 1 AS 4.1: Freely creates images of own world in various media. A/C LO 1 AS 4.3: Explores and experiments with a wide variety of art materials, techniques) including waste materials), and colour in a spontaneous and creative way. A/C LO 1 AS 4.4: Uses and co-ordinates motor skills in practical work and play (e.g. appropriate handling of scissors, glue applicators, paintbrush and drawing instruments). A/C LO 3 AS 4..3 Demonstrates active involvement in individual and group art-making activities and an ability to share art-making equipment. A/C LO 4 AS 4.1.: Responds to what the learner sees, perceives and experiences in own natural and constructed environment</p>	<p>Thursday: Group 1: Paint an umbrella in different colours Group 2 Make a snowman from cotton and sticks (Roll Cotton Balls and insert sticks) Group 3: Draw and colour in the things we wear or use during winter Group 4: Make your own winter storybook</p> <hr/> <p>Friday: Whole class (Group) Activity .We adapt our eating habits to stay healthy during Winter</p> <ul style="list-style-type: none"> - What type of food should we eat to stay healthy? - Cut the vegetables and make soup using the technological process <p>Investigating : manipulating vegetables to explore their shape, size, colour Designing : What must come in the soup Making : Making the soup with the educator Evaluating : Tasting the soup</p>		
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Weekly Lesson Planning Exemplar

Term 2 : Week 9 & 10

Theme: WINTER

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>LIFE SKILLS 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 2: Explores different ways to locomote, rotate, elevate and balance LO 4: AS 3: Performs expressive movements using different parts of the body</p>	<p>Monday: Movement We are getting very cold – how can we get warm? Exercise - Children must clap hands on instruction. Above the head, behind back, on the knees, next to R-ear, in air, etc.</p> <p>Body awareness Sense of body; - Laterality; Left and right leg. Left and right arms. (Symmetry) - Performs expressive movements using different parts of the body. Make big body movements like swinging both the arms. Jumping lifting both arms above the head</p> <p>Tuesday: Drama - Learners dramatise the story of the house that is burning. It is cold and people made a fire inside the house</p>	<p>Teacher</p> <p>TOOL : - Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : - Oral Responses - Practical demonstration</p>	<p>Music instruments - CD / tape player - Song/rhyme posters</p>

<p>INTEGRATION:</p> <p>A/C: LO 3 AS Dance: Listens and moves to music, stories, songs and sounds. Responds to movement instructions that cover space</p> <p>A/C LO 4 AS 1 Dance: Expresses ideas and stories creatively through movement activities</p> <p>A/C LO 4 AS 3 Music: Listens and moves creatively to stories, songs and sound</p> <p>A C LO 1 AS 2 Drama: Participates in make-believe situations based on imagination, fantasy and life experiences</p> <p>A/C LO 3 AS 2 Drama: Participates in drama games – takes turns, waits for signals, responds to cues, and shares space</p> <p>A/C LO 1 AS 2 Drama : Participates in make-believe situations based on fantasy imagination, and life experiences</p>	<p>Wednesday: Music (Singing with actions) Cold and Frosty Morning</p> <p>This is the way we clap our hands, clap our hand, clap our hands</p> <p>This is the way we clap our hands, on a cold and frosty morning</p> <p>This is the way we stamp our feet.....</p> <p>Thursday: Dance</p> <p>Concepts: high and low</p> <ul style="list-style-type: none"> - Children listen to music. - High chords lift arms. - Children run around and react to low chords. - We are cold. Let us dance until we are warm. Put on nice lively music. Children dance alone and then with classmates. <p>Friday: Movement Space orientation</p> <ul style="list-style-type: none"> - Learners play running, chasing and dodging games using space safely - Game: Draw a big circle outside on the playground. Learners run and move freely. When the educator beats on the drum (thunder), learners run to the home base - Bounce a soccer ball - How many times can you bounce a big ball? - Dribble ball between beacons (big ball) (Play Soccer game for Winter) 		
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Weekly Lesson Planning Exemplar

Term 2 : Week 9 & 10

Theme: WINTER

Learning Outcomes and Assessment Standards	Outdoor Play	Assessment	Resources
<p>LITERACY : Languages LO 2 AS 1 : Expresses own feelings and the feelings of real or imaginary people</p> <p>NUMERACY Mathematics : LO 3 AS 4: Recognizes symmetry in self and own environment (with focus on front and back)</p> <p>LIFE SKILLS : Life Orientation LO 4AS 4: Participates in free play activities</p> <p>INTEGRATION: NS LO 1 AS 2: Participates in planned activity by following simple instructions</p>	<p>Monday:</p> <ul style="list-style-type: none"> - Sand play - Water play - Outside apparatus & Free play <p>Tuesday:</p> <ul style="list-style-type: none"> - Sand play - Water play - Outside apparatus & Free play <p>Wednesday:</p> <ul style="list-style-type: none"> - Sand play - Water play - Outside apparatus & Free play <p>Thursday:</p> <ul style="list-style-type: none"> - Sand play - Water play - Outside apparatus & Free play <p>Friday:</p> <ul style="list-style-type: none"> - Sand play - Water play - Outside apparatus & Free play 	<p>METHOD Teacher</p> <p>TOOL : Observation sheet</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 2 : Week 9 & 10

Theme: WINTER

Learning Outcomes and Assessment Standards	Educational play	Assessment	Resources
<p>LITERACY : Language 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 1 AS 3.5: Puts pictures in the right sequence</p> <p>NUMARACY : Mathematics LO 2 AS 1: Copies and extends simple patterns using physical objects and drawings (e.g. using colours and shapes)</p> <p>INTEGRATION: NS LO 1 AS 2: Explains what is being done or played</p>	<p>Monday: Group 1: Beads and laces Group 2: Building blocks Group 3: Pegboards Group 4: Sequencing cards</p> <p>Tuesday: Group 1: Sequencing cards Group 2 Beads and laces: Group 3: Building blocks Group 4: Pegboards</p> <p>Wednesday: Group 1: Pegboards Group 2: Sequencing cards Group 3: Beads and laces Group 4: Building blocks</p> <p>Thursday: Group 1: Building blocks Group 2: Pegboards Group 3: Sequencing cards Group 4: Beads and laces</p> <p>Friday: Group 1: Free choice Group 2: Free choice Group 3: Free choice Group 4: Free choice</p>	<p>METHOD Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Educational games - Puzzles - Beads and laces - Building blocks - Pegboards - Sequencing card

Weekly Lesson Planning Exemplar

Term 2 : Week 9 & 10

Theme: WINTER

Learning Outcomes and Assessment Standards	Literacy (Language) In Small Groups Monday to Friday	Assessment	Resources
<p>LITERACY Language LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately LO 1 AS 3.3: Acts out parts of the story, song or rhyme (FAT 4)LO 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 1 AS 4: Recognizes some rhyming words in common rhymes and songs such as “We’re going to the zoo, zoo, zoo.You can come too, too, too”. 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 : Relates sounds to letters and words: recognizes that words are made up of sounds LO 6 AS 1.2: recognizes the sounds at the beginnings of some words LO 6 AS 2: Works with words (e.g. words that rhyme)</p> <p>INTEGRATION A/ C LO 1 AS 3 Music : Sings and moves creatively to children’s rhyme</p>	<ul style="list-style-type: none"> - Responding appropriately after listening to questions, instructions and announcements - Follow instructions correctly, e.g. ‘Stretch right arm out and bring across to left shoulder. Press against body. Relax. Do it with both arms (as if you are very cold)’. - Follow various instructions. - Words with r, s, w sounds (phonic differentiation) - Rhyme If it rains I get wet, wet, wet The drops go splat, splat, splat Song: It’s raining, it’s pouring - Look at flash cards and listen to the educator saying the words – what does winter begin with? (w) rain (r) snow (s) wet (w) etc.? - Form letters with clay - Vocabulary extension and pictures (story about Winter) Rhyme - Learners ‘read’ picture books on winter time. They should be taught that there is a difference between a drawing and text. <p>PHONIC OF THE WEEK : See Page 3 and 4 PATTERN OF THE WEEK VOCABULARY WORDS FOR THE WEEK</p>	<p>METHOD Teacher</p> <p>TOOL : Observation sheet RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<ul style="list-style-type: none"> - Clay - Dough - Story Books

Weekly Lesson Planning Exemplar

Term 2 : Week 9 & 10

Theme: WINTER

Learning Outcomes and Assessment Standards	Story (Reading)	Assessment	Resources
<p>LITERACY: Language HL LO 1 AS 3: Listen with enjoyment and understanding to oral text such as stories/poems LO 3 AS 1.1: Uses visual cues to make meaning by looking carefully at pictures and photographs to recognize common objects and experiences to makes sense of picture stories LO 3 AS 1.3: Uses visual cues to make meaning by looking carefully at pictures and photographs to recognize common objects and experiences: uses illustrations to understand simple captions in story books LO 3.3: Makes meaning of written text: makes links to own experience when reading with the teacher, viewing television or pictures 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 sentences LO 3 AS 4.3 Starts recognizing and making meaning of</p>	<p>Monday Teacher reads a story about winter introducing the learners to words. She also creates opportunities for learners to bring in their own experiences about winter.</p> <p>Memory and comprehension questions:</p> <ul style="list-style-type: none"> - Who was the main character? - What did you like best about the story? <p>Tuesday Story about an Umbrella Memory and comprehension questions:</p> <ul style="list-style-type: none"> - What is a surprise? - What happened first? What happened last? - What would you have done if you were? <p>Wednesday Story about Children who got lost in the Snow. A true story from the past about a little girl and her brother who went to look for their calves during a cold winter. It started to snow and the children could not find the way</p>	<p>METHOD Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>- Story books</p>

<p>letters</p> <p>INTEGRATION : SS(H) LO 1 AS 1 : Answers simple questions about stories from the past LO 3 AS 1 Responds to stories about the past e. g. listen to a story about the past.</p>	<p>back home. They went to sleep and the girl gave her clothes to keep her little brother warm. When they found the children the next morning, the little brother was still alive and the girl saved her brother.</p> <p>Memory and comprehension questions: - Was this a happy story or sad story? - Can you think of another idea to add to the story?</p>		
<p>Thursday</p> <ul style="list-style-type: none"> - Children watch a video / listen to a tape - Takalani Sesame - Questions and discussion 			
<p>Friday</p> <p>Story about 'Children who got sick when people made a fire inside the house in Winter '</p> <ul style="list-style-type: none"> - Memory and comprehension questions: - Who was the story about? - Would you like to be.....? Why? - What would have happened if ... 			

DURING THE SECOND WEEK OF THE THEME THE TEACHER WILL CONCENTRATE ON LIFE SKILLS

Weekly Lesson Planning Exemplar			
Term 2 : Week 10			
Theme: WINTER			
Learning Outcomes and Assessment Standards		Assessment	Resources
<p>LIFE SKILLS Life Orientation</p> <p>Activity 1 LO 1 AS 3 : Demonstrates precautions against communicable diseases in the winter (e.g. colds, flu) (FAT 1)</p> <p>Activity 2 LO 2 AS 1 LO 3:AS 4 Identify and re-adjust to class rules, routines, rights, responsibilities, (FAT)</p> <p>Activity 3 LO 3: AS 4 Discuss and identify the rules, responsibilities and routines for the classroom during winter (e.g. close the door to keep in the heat)(FAT)</p> <p>Activity 4 LO 4: AS 1 Plays running, chasing and dodging games: Play with rules. FAT</p>	<p><u>Life Orientation</u></p> <p><u>FORMAL ASSESSMENT FOR THE WEEK</u></p> <p>Activity 1 (FAT) Learners discover and become familiar with adaptations of people in winter. Demonstrate right eating habits to build a good immune system – vitamins, etc. People go to the doctor to get injections against flu so that they do not become ill. Learners draw a picture of food that we eat that contain a lot of vitamins (e.g. oranges ,guavas etc.) during Creative Arts and Language (FAT)</p> <p>Activity 2 Observe how the learner responds during toilet routine, snack time and tidying up the class. Identify how the learner reacts and re-adjust to class rules, routines, rights, responsibilities,(FAT) During the course of the day</p>	<p>METHOD Teacher</p> <p>TOOL :</p> <ul style="list-style-type: none"> - Observation sheet - Rubric - Checklist <p>RECORDING : FORMAL</p> <p>FORMS :</p> <ul style="list-style-type: none"> - Oral Responses - Practical demonstration 	<p>SAME AS FOR WEEK 9</p>

INTEGRATION

NS LO 1 AS 1 to 3

Plan, do and review by investigating ,participating thinking and talking about it.(FAT)

Activity 3

Discuss and identify the rules, responsibilities and routines for the classroom during winter (e.g. close the door to keep in the heat) Clean your feet before you enter the class. Learners are observed during the week (FAT) **During theme discussion**

Activity 4 (During Movement)

- Plays running, chasing and dodging games: Play with rules.

BARRIER Learners who have difficulty recognising left and right can be given visual cues which are incorporated in the following game :

- Mirror what the partner is doing
- Chase the partner's shadow. Start off one metre apart Allow the learner being chased to run away by counting one. two, three

When the shadow is caught, the learners switch roles.

- Stand in pairs, one behind each other. The front person stands with feet apart and arms to the side. On the word "go" the back learner runs under the arms of and around the other, three times, then crawls through the legs to take the front position. They then change roles.(FAT)