



Province of the  
**EASTERN CAPE**  
DEPARTMENT OF EDUCATION

# **GRADE R LESSON PLANS TERM 3**

## INTRODUCTION

1. This resource pack on Lesson Plans for Grade R were developed by experienced Grade R teachers and practitioners
2. The weekly lesson plans are intended to assist teachers to pace their teaching, give them guidance when planning their assessment tasks and provide suggestions to enrich teaching practice.
3. THESE LESSON PLANS ARE NOT INTENDED TO BE PRESCRIPTIVE AND TEACHERS ARE NOT EXPECTED TO ABANDON GOOD PRACTICE IN ORDER TO BLINDLY FOLLOW THE PLANS
4. The Lesson Plan resource pack provide :
  - Work Schedules and Lesson Plans for 9 weeks
  - The NCS Learning Outcomes and Assessment Standards
  - Activities for the different components of the Daily Programme
  - Exemplars of the Formal Assessment tasks for the third term. These tasks are indicated as FAT 1, FAT 2, FAT 3 and FAT 4 (Literacy)
  - Resources that will be useful to the teacher
5. The Barriers to Learning was covered during term 2. Teachers should refer to it.
6. Teachers should reflect after each lesson.
7. The Provincial Learner Attainment Target Documents for Literacy and Numeracy should be used.

We trust that these Resources will assist you with the Planning, Teaching and Assessment process in your classroom. We appreciate any inputs that would strengthen and improve the implementation of the Lesson Plans

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# TERM 3 WORK SCHEDULE

Week: 1

Date: \_\_\_\_\_

Theme: FIRE

	LITERACY		NUMERACY		LIFE SKILLS	
Focus Learning Outcomes & Assessment Standards	<b>LO 1: Listening</b>  AS 1, AS 2, AS 3.1, AS 3.2, AS 4.2	<b>LO 2: Speaking</b>  AS 1, AS 2, AS 3, AS 5, AS 6, AS 8	<b>LO 1: Number Op</b>  AS 1, AS 2, AS 4, AS 6, AS 7.1, AS 8	<b>LO 2: Patterns</b>  AS 2	<b>LO 1:Health Promotion</b> AS 4	<b>LO 2: Social Dev</b>  AS 3
	<b>LO 3: Reading</b>  AS 1, AS 1.7, AS 3.1, AS 4.2, AS 4.3	<b>LO 4: Writing</b>  AS 1.1 , AS 12	<b>LO 3: Space &amp; Shape</b> AS 1 , AS 6	<b>LO 4: Measurement</b> AS 2, AS 3, AS 4.3	<b>LO 3: Personal Development</b> AS 1, AS 2	<b>LO 4: Phys Dev. &amp; Movement</b> AS 1, AS 2, AS 3
	<b>LO 5: Thinking &amp; Reasoning</b>  AS 5.2	<b>LO 6:Language Structure</b>  AS 3, AS 1.1, AS 1.2	<b>LO 5: Data Handling</b>  AS 2			
Time	9 hours 10 minutes		7 hours 30 minutes		5 hours 50 minutes	
Integration	<b>Social Science (H) :</b> LO 2 AS 1, LO 2 AS 2 <b>Social Science ( G )</b> LO 2 AS 1 <b>Natural Science:</b> LO 1 AS 2.1 <b>Arts and Culture :</b> Visual Arts : LO 1 AS 3, LO1 AS 4      Visual Arts : LO 3 AS 4. .1 , Visual Arts: LO 4 AS 4.1 Dance: LO 3 AS 1.LO 4 AS 1 Music: LO 4 AS 3 Drama LO1 AS 2.1, AS 2.2, LO 3 AS 2					

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

Weekly Lesson Planning Exemplar			
Term 3: Week 1			
Theme: FIRE			
Learning Outcomes and Assessment Standards	Health check and Morning Circle ( Ring )	Assessment	Resources
<p><b>LITERACY :</b> Language HL</p> <p>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><b>NUMERACY:</b> Mathematics</p> <p>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><b>LIFE SKILLS:</b> Life Orientation</p> <p>LO 2 AS 3: Knows members of own family, peers and caregivers. LO 3 AS 1: Says own name and address.</p>	<p><b>Monday to Friday</b></p> <p><b>1. Health Check.</b> 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><b>2. Greetings and news</b></p> <ul style="list-style-type: none"> <li>- Welcoming : Greet the teacher and friends</li> <li>- News : Learners tell about news in their lives</li> <li>- News: News - country &amp; around the world? (Ask children what did they see on the news (TV), heard on the radio and where did it happen?)</li> <li>- Register: Who is absent? Counting number of learners absent and present</li> <li>- Birthdays: Whose birthday is it today? ( Learners sing "Happy Birthday To You" )</li> <li>- Religion : Moral story and songs</li> </ul> <p><b>3. Days of the week</b> Monday to Sunday</p> <ul style="list-style-type: none"> <li>- ( Learners say which day of the week it is )</li> <li>- Rhyme about days of the week</li> <li>- Which day comes before .....?</li> <li>- Which day comes after .....?</li> </ul> <p><b>4. Months of the year</b></p> <ul style="list-style-type: none"> <li>- Which month of the year is it?</li> <li>- January to December (song)</li> </ul> <p><b>5. Date</b></p> <ul style="list-style-type: none"> <li>- Yesterday's date? Today's date? Tomorrow's date?</li> </ul> <p><b>6. Weather</b></p> <ul style="list-style-type: none"> <li>- Season? (Summer, Autumn, Winter, Spring)?</li> <li>- Weather? Ask a learner to go and look outside, How is the weather today? (Sunny, cloudy, rainy or windy)?</li> <li>- Tell children to watch temperature for tomorrow on the news (TV) listen to the radio or ask their parents.</li> </ul>	<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)</p> <p>Name cards (Days)</p> <p>Weather chart</p> <p>Birthday chart</p> <p>Date Chart</p> <p>Number chart</p>

<b>INTEGRATION:</b> SS (H) LO 2 AS 1: Discusses personal experiences in the past and present (chronology and time) LO 2 AS 2: Discusses own age in years (chronology and time) SS (G) LO 2 AS 1: Discusses personal experiences of familiar people and places			
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Weekly Lesson Planning Exemplar			
Term 3 : Week 1			
Theme: FIRE			
Learning Outcomes and Assessment Standards	Morning Circle - Theme Discussion	Assessment	Resources
<p>LITERACY : Languages</p> <p>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</p> <p>LO 1 AS 4: Explains FIRE in the home and school</p> <p>Natural Sciences LO 1 AS 2.1: Follows simple instructions with assistance</p>	<p>Monday: The teacher and learners discuss what fire is and its uses.</p> <ul style="list-style-type: none"> <li>- What is fire? A source of energy</li> <li>- What can we use to make a fire? (Have some matches, pieces of wood )</li> <li>- What can we feel from fire? What can we see?</li> <li>- What can we hear? What can we smell?</li> <li>- Where have you seen a fire before?</li> <li>- How can fire help us?               <ul style="list-style-type: none"> <li>- cooking (and boiling water)</li> <li>- warmth</li> <li>- FIRE</li> <li>- light</li> <li>- fire breaks</li> </ul> </li> <li>- How can fire be dangerous?</li> <li>- Discuss with the learners what precautions they can take to ensure that a fire (candle, fireplace fire, gas stove etc) doesn't get out of control.</li> </ul>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Checklist</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Theme posters on Fire</p> <p>Theme table resources</p> <p>Theme equipment</p>
	<p>Tuesday: What can burn and what do not burn?</p> <ul style="list-style-type: none"> <li>- The teacher shows the learners various items that can and cannot burn.</li> <li>- Discuss with the children which of the items will and will not burn, talking about what materials the item are made out of.</li> <li>- Ask the children to help sort the items into those which will burn and those which will not burn.</li> </ul>		
	<p>Wednesday: The Fire station and Firemen</p> <ul style="list-style-type: none"> <li>- Has anyone ever seen a fire engine? Explain that fire engines 'live' at a place called the Fire Station.</li> <li>- Ask the learners what do we call people who work at the fire station.</li> <li>- Fire engines and firemen are very useful when there is a fire as they help to put fires out and save lives of people who are hurt or trapped in fires.</li> <li>- Show a picture of a fire engine and discuss</li> </ul>		

	<p>important parts of it such as the ladder, basket at the top of the ladder, the hose where they get the water from.</p> <ul style="list-style-type: none"> <li>- Show the learners a picture of a fireman and discuss the clothing that he wears and why he wears it, especially the boots, hat, reflective stripes, fireproof jacket and pants, Also tell the children how the firemen store their pants and boots.</li> <li>- The fire station's phone number is ..... ( Give learners the number in your town/city)</li> </ul> <p>Thursday: Things that start and stop fires.</p> <ul style="list-style-type: none"> <li>- Show the learners various objects that may start or stop a fire. Discuss why certain objects will start a fire and why others will put out a fire.</li> <li>- Some items that might start a fire: matches, a magnifying glass, broken glass, a lighter, a faulty electric plug, a candle</li> <li>- Some items that might stop a fire: rain, water, sand, foam, fire extinguisher, hose pipe, fire engine</li> </ul> <p>Friday: What to do in case of a fire emergency.</p> <ul style="list-style-type: none"> <li>- Discuss and explain to the learners the fire drill and escape plan for school if there ever happened to be a fire.</li> <li>- Explain to the learners to call an adult if anything ever gets out of control, reminding them to never use fire with out an adult present..</li> <li>- Ask the learners what they think they should do if their clothing ever caught a light. Discuss the STOP, DROP and ROLL technique. Also discuss the option of wrapping the person in a blanket and rolling them on the ground.</li> </ul>		
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Weekly Lesson Planning Exemplar			
Term 3 : Week 1			
Theme: FIRE			
Learning Outcomes and Assessment Standards	Maths Routine ( Daily Monday to Friday)	Assessment	Resources
<p><b>LITERACY :</b> Language HL</p> <p>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><b>NUMERACY :</b> 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><b>1. Counting: (Monday to Friday)</b> - Counting everyday objects 1, 2, 3, 4.....</p> <p><b>2. Shapes and colours</b> - Flash shape cards - Flash colour cards</p> <p><b>3. Before , after and between</b> - Which number comes before <b>5</b>? Which number comes after <b>5</b>? Which number is between <b>4</b> and <b>6</b>? Are <b>5</b> more or less than <b>4</b>?</p> <p><b>4. Number of the week : 6</b> - Number of the week's name: <b>six</b>- How much is <b>6</b>? Show 6 fingers ( Show 6 on abacus ) - Let a few learners collect <b>6</b> objects ( counters ) - Write <b>6</b> in the "air" with your finger - Write a number <b>6</b> ( on your board / paper /sand trays) - Draw <b>6</b> circles ( on your board / paper ) - Where else in the class can you see a number <b>6</b>?</p> <p><b>SEE THAT LEARNERS HAVE THE CORRECT PENCIL GRIP AND NUMBERS ARE FORMED IN THE CORRECT WAY</b></p> <p><b>5. Problem solving</b> Learners solve verbally stated addition and subtraction problems with single digit numbers and solutions to at least <b>5</b>. Learners use concrete apparatus to pack out the solution to the problem</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Number poster</p> <p>Abacus</p> <p>Blocks</p> <p>Chalkboards + chalk</p> <p>Number wall Chart</p> <p>Number cards</p>

Weekly Lesson Planning Exemplar			
Term 3 : Week 1			
Theme: FIRE			
Learning Outcomes and Assessment Standards	Learning Activities Maths (Numeracy) In Small Groups Monday to Friday	Assessment	Resources
<b>LITERACY</b> Language HL: LO 1 AS 1: Listen attentively to questions instructions and announcements LO 2 AS 5: Asks questions and respond LO AS 2: Uses language to classify things (e.g safe and dangerous e.g fire)  <b>NUMERACY</b> Mathematics LO 1 AS 2: Say number names in familiar context LO 1 AS 4: Orders and compares collection of objects using the words “more,” “less” and “equal”. 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 LO3 AS 6: Follows direction LO4 AS4.3: Length LO 5 AS 2: Learners sort physical objects according to one attribute  <b>LIFE SKILLS</b> Life Orientation LO 1 AS 4: Explains safety at home and at school	1.Counting: (Monday to Friday) Counting rungs of the ladder – 10 ladders, (picture on a card) each with a different number of rungs – 1/2/3/4/....10. Which ladder has the most / least rungs? 2.Patterns a) Each child is given a picture of a ladder – make a 2 or 3 way colour pattern when colouring in the rungs. b) Matchstick patterns (see sheet)  3.Follows directions “Fireman drill” Follows direction in relation to a chair – in front of, behind, next to ...  4. Measurement Hose race – 5 lengths of hose (different lengths) and 5 children at a time can play – whoever gets the shortest hose / longest hose is out. Restart the race with 4, 3, 2, 1  5. Collect items in the classroom which are flammable and non-flammable – discuss.	METHOD : Teacher  TOOL : Observation sheet Rubric  RECORDING : Informal  FORMS : Oral Responses Practical demonstration	Pictures  Matchstick patterns

Weekly Lesson Planning Exemplar			
Term 3 : Week 1			
Theme: FIRE			
Learning Outcomes and Assessment Standards	Creative Activities	Assessment	Resources
<b>LITERACY</b> Language  LO 4 AS 1 .1 Creates and uses drawings to convey a message, and as a starting point for writing LO 4 AS 12 : Manipulates writing tools like crayons and pencils  <b>LIFE SKILLS</b> <b>Life Orientation</b> LO 1 AS 4: Explains safety in the home and school  <b>INTEGRATION :</b> A/C LO 1 Visual Arts AS 3: Explores and experiments with a wide variety of art materials, techniques ( including waste materials) and colour in a spontaneous and creative way. LO 1 Visual Arts AS 4: Uses and co-ordinates motor skills in practical work and play (e.g. appropriate handling of scissors, glue applicators, paintbrush and drawing instruments). LO 4 Visual Arts AS 4: Responds to what the learner sees, perceives and experiences in own natural and constructed environment.	<b>Monday to Thursday :</b> <b>Rotate</b>  Activity 1: Drawing. Learners draw a picture of a fireman or fire picture (Observe pencil grip)  Activity 2: Play Dough. Make logs/wood to make a fire with Make a candle  Activity 3: Painting. Paint the flames of a fire - which colours would we use? Mix red and yellow paint - what happens? /Paint a picture of your family making a fire / paint a fire engine Which colours do we need?  Activity 4: Cutting and pasting. Cut out pictures of things that we can cook on a fire and paste them on a class poster. Learners cut fire colour pictures out of a magazine. ( red, orange, yellow )	METHOD : Teacher  TOOL : Rubric  <b>RECORDING :</b> Informal  FORMS : Oral Responses Practical demonstration	Scissors  Crayons  Paper  Paint  Paint brushes  Play dough  Play dough equipment  Scissors  Magazines

Weekly Lesson Planning Exemplar			
Term 3 : Week 1			
Theme: FIRE			
Learning Outcomes and Assessment Standards	Music, Drama, Dance & Movement	Assessment	Resources
<p><b>LITERACY</b> Language HL LO 1 AS 1: Listens attentively to instructions and respond appropriately. Responds to movement instructions that cover space LO 3 AS 3. 1: Listens with enjoyment to oral texts (simple songs, rhymes, short poems and stories) and shows understanding: acts out parts of the story, song or rhyme</p> <p><b>LIFESKILLS:</b> Life Orientation LO 1 AS 4: Explains FIRE 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><b>INTEGRATION</b> A/C LO 3 Dance AS 1 : Responds to movement instructions that cover space A/C LO 4 Dance AS 1 :Expresses ideas and stories creatively through movement activities A/C LO 4 Music AS 3 : Listens and moves creatively to stories, songs and sound</p>	<p><b>Monday: Singing ( House is burning)</b> Umzi watsha Umzi watsha Khangela phaya Khangela phaya Umlilo, umlilo Galela manzi Galela manzi.</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>CD / tape player</p> <p>Song/rhyme posters</p> <p>Musical Instruments</p>
	<p><b>Tuesday: Percussion</b> Musical instruments Class divided into 4 groups for example Group 1: bells                      Group 2: shakers Group 3: sticks                      Group 4: drums - Group 1 plays during the singing of "Umzi watsha" - Group 2 plays during the singing of "Khangela phaya" - Group 3 plays during the singing of "Umlilo" - Group 4 plays during the singing of "Galela manzi"</p>		
	<p><b>Wednesday: Drama</b> Dramatize the following scene: - Firemen sleeping in their beds, alarm bells ring – they jump up quickly and slide down the pole. - Climb into the boots and jacket. Run to the fire truck. - Drive to the fire. Connect the hose. - Climb the ladder. Spray the hose. Down the ladder. - Pack hose away. - Drive back to the fire station. Clean the truck. Back to bed.</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><b>Thursday: Dance</b></p> <ul style="list-style-type: none"> <li>- Fire begins with a spark: Short, sharp stabbing actions with fingers, elbows, knees. First on the spot, then jumping and darting around the room.</li> <li>- Smoke rises, whirling and twirling: From a curled up body shape, rise, turning, opening and spreading. Whirling from high to low around the space.</li> <li>- Flames shoot in all directions: Sudden jumps into angular body shapes</li> <li>- Fire spreads quickly: Slow curling “smoke” movements or sharp, short “flame” movements.</li> <li>- Fire dies away, the smoke curls and puffs slowly, the flames are gone and the embers smoulder: Slow the action down. “Flames only move occasionally – to the sound of the woodblock. The “smoke” slowly curls its way back to a curled up body shape.</li> </ul> <p><b>Friday: Movement (A large area is required)</b></p> <p>Learners</p> <ul style="list-style-type: none"> <li>- Skip and freeze when they hear the word “fire!”</li> <li>- Run backwards trying to get away.</li> <li>- Run forward and jump out of the window, changing position in mid air.</li> <li>- The “Fireman” skips sideways into the burning house.</li> <li>- He ‘bunny hops’ across the floor because there is so much smoke in the air.</li> <li>- He has to run and roll out of the way of something falling from above.</li> <li>- He has to push open a heavy door with his feet (sit on your bottom pushing legs out slowly)</li> <li>- He gallops to the window</li> <li>- He falls into the FIRE net.</li> <li>- After a tiring day the fireman sits down to rest and blows the ashes off his nose.</li> </ul>		
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Weekly Lesson Planning Exemplar			
Term 3 : Week 1			
Theme: FIRE			
Learning Outcomes and Assessment Standards	Outdoor Play	Assessment	Resources
<p><b>LIFE SKILLS :</b> LO 4 AS 4: Participates in free play activities</p> <p><b>INTEGRATION:</b> Arts and Culture: LO1 Drama AS 2.1: uses voice and movement spontaneously when playing creative drama games. LO 1 Drama AS 2.1: participates in make-believe situations, based on imagination, fantasy and life-experiences. LO 2.Drama AS 2.1: thinks about and shows how people ... move. LO 2 Drama AS 2.2 ...uses concrete objects to represent other objects in dramatic play. LO 3 Drama AS 2.1: participates in drama games – takes turns, waits for signals, responds to cues and shares space. LO 3Drama AS 2.2: begins to develop empathy by assuming a variety of familiar roles. LO 4 Drama AS 2. 1 ...conveys feelings thro' facial expression and gesture LO 4.Drama AS 2.2...: creates sound-effects.</p>	<p><b>Monday:</b> ( <b>Special signal – maybe a bell- for fire drill</b>)</p> <ul style="list-style-type: none"> <li>- Sand play</li> <li>- Water play</li> <li>- <u>Outside apparatus &amp; Free play</u> Put out old pieces of hose-pipe or old vacuum cleaner pipes for “spraying the fire”. Fireman hats or helmets / gumboots / old raincoats</li> </ul>	<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> <p>Water equipment &amp; aprons</p> <p>Outside apparatus</p>
	<p><b>Tuesday:</b></p> <ul style="list-style-type: none"> <li>- Sand play: do a volcano demo in the sand-pit Put some bicarbonate powder in a bottle and pack sand around it. When the “volcano is ready to erupt”, pour vinegar mixed with red dye into the narrow neck of the bottle.</li> <li>- Water play</li> <li>- Outside apparatus &amp; Free play: same + .... a small ladder to climb up and jump off as part of the obstacle course.</li> </ul>		
	<p><b>Wednesday:</b></p> <ul style="list-style-type: none"> <li>- Sand play</li> <li>- Water play: use tin cans with holes in / plastic bottles with holes to make sprays in different arrangements of the dice numbers.</li> <li>- Outside apparatus &amp; Free play: same + A rope-ladder laid on the ground for the children to step or jump between the rungs of the rope-ladder.</li> </ul>		

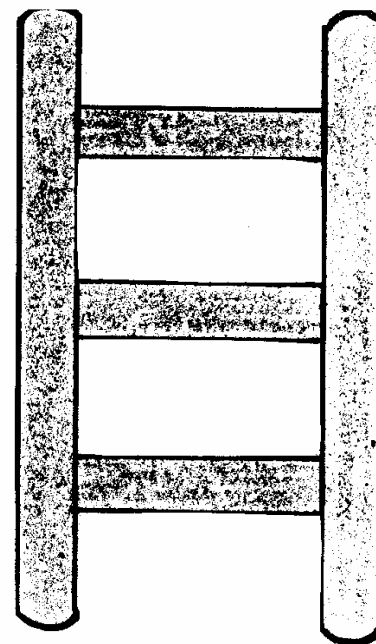
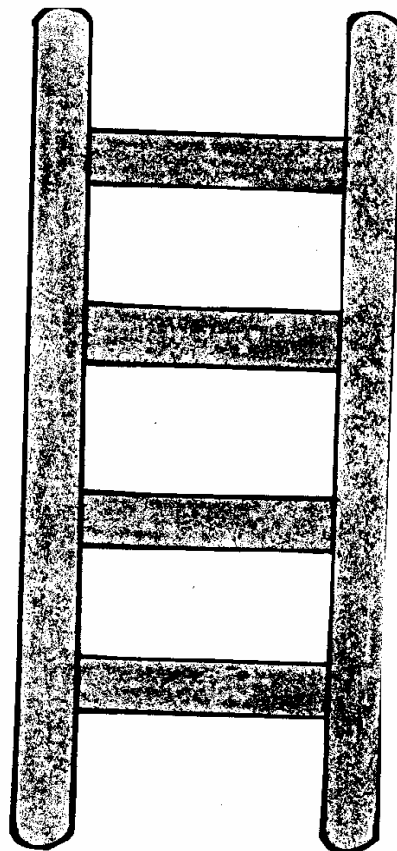
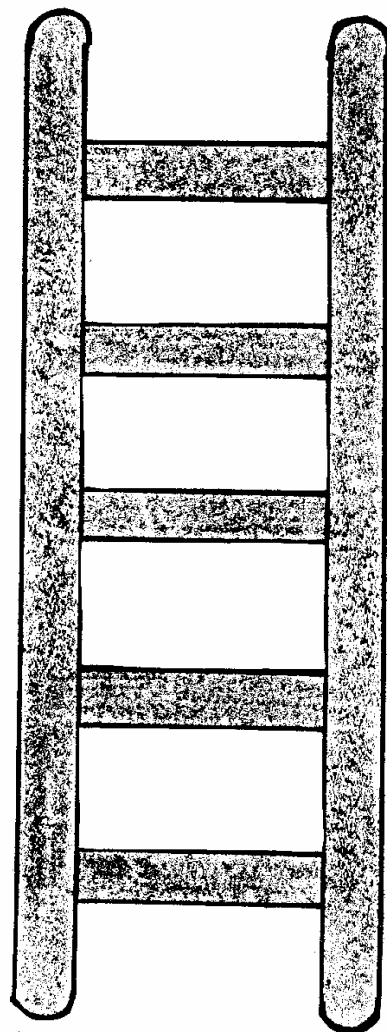
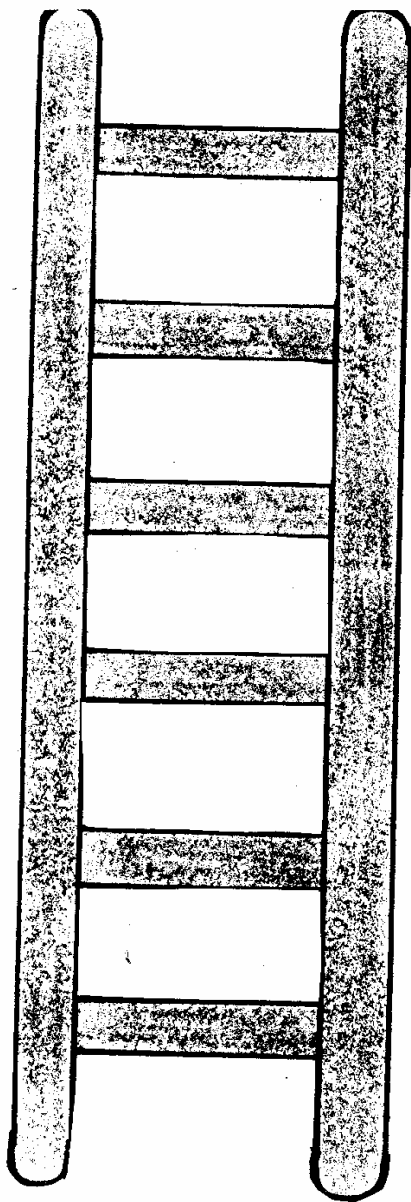
	<b>Thursday:</b> <ul style="list-style-type: none"> <li>- Sand play</li> <li>- Water play</li> <li>- Outside apparatus &amp; Free play: same + Old sacks for “hitting out a veld fire”</li> </ul>		
	<b>Friday:</b> <ul style="list-style-type: none"> <li>- Sand play</li> <li>- Water play</li> <li>- Outside apparatus &amp; Free play: same+ Cardboard boxes painted red with black wheels painted on the sides for “fire-engines”.</li> </ul>		

Weekly Lesson Planning Exemplar			
Term 3 : Week 1			
Theme: FIRE			
Learning Outcomes and Assessment Standards	Learning Activity Educational play	Assessment	Resources
<b>LITERACY</b> LO5.AS 2.2..matches things that go together  <b>NUMERACY</b> LO1 AS 1 ..counts 10 everyday objects reliably	<b>Monday to Friday</b> <b>Rotate Groups</b> Group 1: Block area Group 2: Book area Group 3: Puzzles Group 4: Memory Cards CARDS: Make 16 cards ( 8 matching pairs) e.g. draw a braai fire a volcano a fire-engine a fireman a candle a lamp a stove a frying pan - Lay the cards face down in 2 rows of 8. - The cards must always stay in the same position. - Play goes round to the left ( put a mark on the learners' hands) - The first child turns up any 2 cards. If the cards match, s/he may keep the pair. If they do not match, she places them back – in the same position. - All the other players must also see the cards. The teacher verbalises the names of the objects on the cards e.g."a fire" and "a candle" – "Bad luck!" and then again maybe next time when a matching pair appears e.g. "a lamp" and 'a lamp" ..... "Well done!" - The child then keeps the matching pair. - Play goes round, each child having one turn and when the cards are all finished, the children count their pairs. The winner has the most.	METHOD : Teacher with Group 4  TOOL : Cards Class List  RECORDING : Informal Teacher Demonstration, Guidance for Explanation for learners  OBSERVATION of Learners' behaviour.	Extra little fire-engines made from small boxes  Story Books  24, 36 piece puzzles

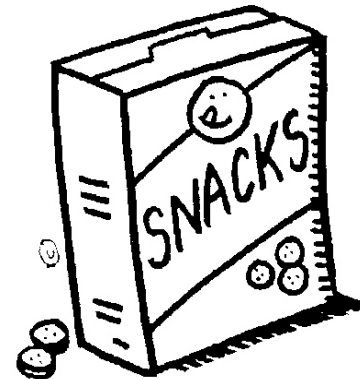
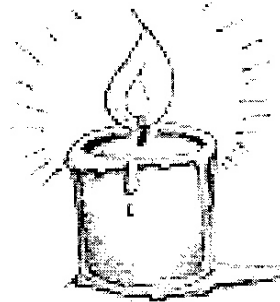
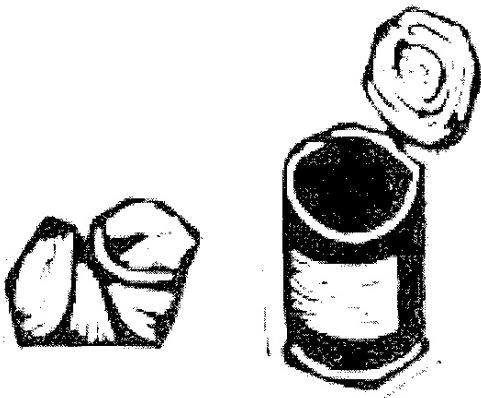
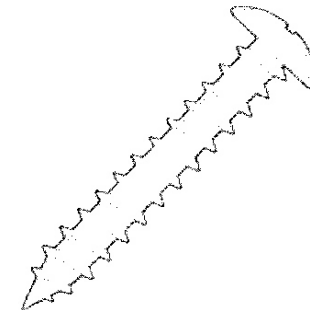
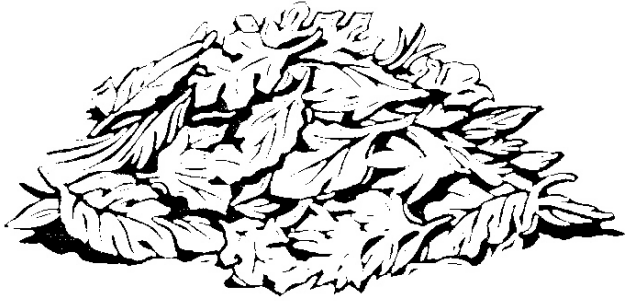


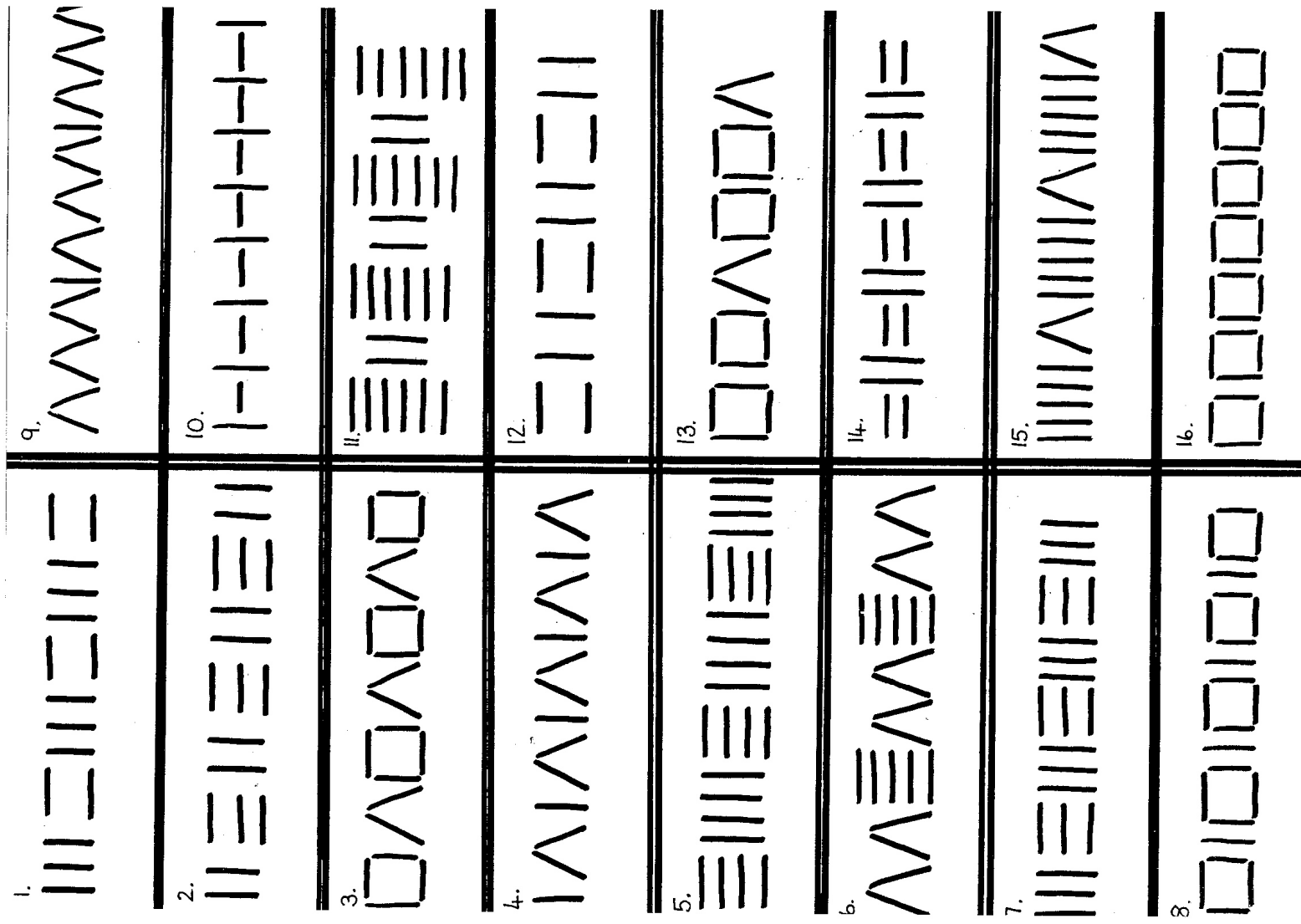
Weekly Lesson Planning Exemplar			
Term 3 : Week 1			
Theme: FIRE			
Learning Outcomes and Assessment Standards	Literacy (Language ) In Small Groups Monday to Friday	Assessment	Resources
<b>LITERACY</b> Language HL LO 1 AS 1 : Listens attentively to questions, instructions and announcements, and responds appropriately. LO 1 AS 4 .1 : Develops phonic awareness and recognizes that words are made up of sounds LO 1 AS 4.2: Develops phonic awareness and distinguish between different sounds especially at the beginning and ending of words LO 2 AS 6: Passes on messages LO 1 AS 3.1 : Acts out parts of the basic song, story or rhyme 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	-Read the Story book "The Fire Engine Book" by Jesse Younger.(Substitute this book for any other book about Fire)  - Pupils answer various questions about the book.  - Discuss the title of the Book, Words, Sounds and Sentence.  - Discuss words that begin with a "f" letter/sound (firemen, fire engine, fire fighters, fire, flames)  - Pupils learn and sing a song - Pupils can act out the part of the song  -Using a telephone, pupils can act out phoning the Fire Station and telling them a house is on fire. Pupils must learn and know the Fire Station Number.  - Pupils to recognise and act out the phrase "STOP, DROP AND ROLL"  - Pupils write the word FIRE and TELEPHONE in the sandpit.  - Teach the "f" phonic sound of the week. - Pattern of the week would be "smoke pattern"  Vocabulary words of the week: Fire, firemen, fire engine, smoke, flames, matches, house.	METHOD : Teacher  TOOL : Checklist Rubric  RECORDING : Informal  FORMS : Oral Responses Practical demonstration	Old telephone  Songs  Rhyme  Flash cards

Weekly Lesson Planning Exemplar			
Term 3 : Week 1			
Theme: FIRE			
Learning Outcomes and Assessment Standards	Story (Reading)	Assessment	Resources
<b>LITERACY</b> Language HL  LO 1 AS 3: Listen with enjoyment and understanding to oral text such as stories/poems LO 3 AS 2: Role-plays reading: holds a book the right way up, turns pages appropriately, looks at words and pictures and understands the relationship between them, and uses pictures to construct idea 'Reads' picture books with simple captions or sentence LO 3 AS 4.3: Starts recognizing and making meaning of letters	<b>Monday:</b> <ul style="list-style-type: none"> <li>- 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 FIRE.</li> <li>- Memory and comprehension questions:               <ul style="list-style-type: none"> <li>- What should we not do in the kitchen?</li> <li>- What did you like best about the story?</li> </ul> </li> </ul>	<b>METHOD :</b> Teacher  <b>TOOL :</b> Observation sheet  <b>RECORDING :</b> Informal  <b>FORMS :</b> Oral Responses Practical demonstration	Story books
	<b>Tuesday:</b> <ul style="list-style-type: none"> <li>- Questions about story about a little boy or girl who played with a candle. What happened first?</li> <li>- What happened last?</li> <li>- What would you have done if you were .....?:</li> <li>- Who should you tell?</li> </ul>		
	<b>Wednesday:</b> <ul style="list-style-type: none"> <li>- Learners dramatize a part of the story that was told by the teacher. Dramatise how they tell the teacher or the police</li> </ul>		
	<b>Thursday:</b> <ul style="list-style-type: none"> <li>- Learner tells their own stories about FIRE</li> <li>- Ask a fireman/policeman to come and explain to the learners how they help us</li> </ul>		
	<b>Friday:</b> <ul style="list-style-type: none"> <li>- Teacher tells own story about FIRE,</li> <li>- And ask memory and comprehension questions:               <ul style="list-style-type: none"> <li>- Who was the story about?</li> <li>- Would you like to be.....? Why?</li> <li>- What would have happened if? .....</li> </ul> </li> </ul>		



# What will burn ?





# TERM 3 WORK SCHEDULE

Week: 2 Date: \_\_\_\_\_

Theme : Different homes people live in

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

<b>Continuous assessment</b>  <b>Who assesses?</b>  <b>How?</b>  <b>What?</b>	<b>METHOD :</b> Teacher <b>TOOL :</b> Observation sheet Rubric Checklist <b>RECORDING :</b> <b>FORMAL FAT 1</b> <b>FORMS :</b> Oral Responses Practical demonstration	<b>METHOD :</b> Teacher <b>TOOL :</b> Observation sheet Rubric Checklist <b>RECORDING :</b> Informal <b>FORMS :</b> Oral Responses Practical demonstration	<b>METHOD :</b> Teacher <b>TOOL :</b> Observation sheet Rubric Checklist <b>RECORDING :</b> Informal <b>FORMS :</b> Oral Responses Practical demonstration
<b>RESOURCES: (REQUIRED EVERY WEEK) :</b> Discovery table items Stories, Rhymes, Songs , Calendar, Name Chart, Birthday Chart, Weather, Theme posters, Number Charts , Abacus, Counters, pegboards, colour charts, Books , Puzzles, Games, Blocks, Construction toys, Manipulative toys Creative materials and tools, Paint, Brushes, Crayons , Scissors , Glue , Paper Anti- waste material , CD player and music, instruments Fantasy area: 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			<b>SPECIAL RESOURCES FOR THE WEEK</b>  <ul style="list-style-type: none"> <li>- Theme posters on Different homes</li> <li>- Theme table resources</li> <li>- Theme equipment</li> </ul>
<b>Barriers to Learning : TERM 2</b>			



Weekly Lesson Planning Exemplar			
Term 3: Week 2			
Theme: Different homes people live in			
Learning Outcomes and Assessment Standards	Health check and Morning Circle ( Ring )	Assessment	Resources
<b>LITERACY :</b> 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  <b>NUMERACY:</b> 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  <b>LIFE SKILLS:</b> Life Orientation LO 2 AS 3: Knows members of own family, peers and caregivers. LO 3 AS 1: Says own name and address.	<b>Monday to Friday</b> <b>1. Health Check.</b> 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. <b>2. Greetings and news</b> - Welcoming : Greet the teacher and friends - News : Learners tell about news in their lives - News: News - country & around the world? (Ask children what did they see on the news (TV), heard on the radio and where did it happen? - Register: Who is absent? Counting number of learners absent and present - Birthdays: Whose birthday is it today? ( Learners sing "Happy Birthday To You" ) - Religion : Moral story and songs  <b>3. Days of the week</b> - 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 .....?  <b>4. Months of the year</b> - Which month of the year is it? - January to December (song)  <b>5. Date</b> - Yesterday's date? Today's date? Tomorrow's date?  <b>6. Weather</b> - 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	<b>METHOD :</b> Teacher  <b>TOOL :</b> Observation sheet Checklist  <b>RECORDING :</b> Informal  <b>FORMS :</b> Oral Responses Practical demonstration	Name cards ( Months)  Name cards (Days)  Weather chart  Birthday chart  Date Chart  Number chart



<p><b>INTEGRATION:</b>  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>parents.</p>		
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Weekly Lesson Planning Exemplar			
Term 3 : Week 2			
Theme: Different homes people live in			
Learning Outcomes and Assessment Standards	Morning Circle - Theme Discussion	Assessment	Resources
<b>LITERACY :</b> 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  <b>LIFE SKILLS</b> 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 abuse and describes ways in which to do so.  INTEGRATION:  Technology LO 1	<b>Monday:</b> The teacher and learners discuss different homes people live in : - What is a home?( where you sleep, where you keep your things, where you eat your meals) - Describe your own home. - Discuss what your home is built from ( bricks , zinc (corrugated iron, wood, mud , thatch) - Discuss how your home provides shelter from the rain, cold, sun and wind. Discuss keeping yourself safe at home( not opening the door to strangers, locking the doors at night)	<b>METHOD :</b> Teacher  <b>TOOL :</b> Observation sheet Checklist  <b>RECORDING :</b> Informal  <b>FORMS :</b> Oral Responses Practical demonstration	Theme posters on different homes  Theme table resources  Theme equipment
	<b>Tuesday</b>  - What other types of homes are there ( double storey , townhouses , flats, hostels , hotels, caravans, park home, shacks, huts ,rondavels) - Describe what the different homes look like ( gardens, garages , garden walls , swimming pools )		
	<b>Wednesday:</b> <b>Tuesday:</b> - Discuss why different people live in different homes ( in towns and cities, farms ) - Why do some houses have a flat roof and other houses have a pitched roof? (if you live in a place where it snows the roof will not be flat. But if you live where it is very hot the roof will be to keep the house cool.) - Discuss how a house is built to protect you from the weather. (Cold places - the house can be built from wood .Wood keeps cold air out and traps the warm air in.) - Little windows keep the hot air out and keep the house cool.		

	<p><b>Thursday:</b>  <b>Safety from home to school and at school</b></p> <ul style="list-style-type: none"> <li>- 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 (safety from known people and unknown people trying to lure the child away from home or incidences that can happen at home or at a family member's home )</li> </ul>		
	<p><b>Friday:</b></p> <ul style="list-style-type: none"> <li>- Discuss how a house is built</li> <li>- Plot to build on.</li> <li>- Drawings of plans, what the house will look like.</li> <li>- Who will build the house?</li> <li>- What is used to build a house?</li> <li>- What steps are there: laying foundations, building the walls to roof height, Roof trusses, roof tiles, door and window frames, floors, plastering walls, fittings for electricity and water, painting the walls?</li> </ul>		

Weekly Lesson Planning Exemplar			
Term 3 : Week 2			
Theme: Different homes people live in			
Learning Outcomes and Assessment Standards	Maths Routine ( Daily Monday to Friday)	Assessment	Resources
<p><b>LITERACY :</b> Language HL</p> <p>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><b>NUMERACY :</b> Mathematics</p> <p>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 LO 5 AS 4: Answer questions based on picture or own sorted objects</p>	<p><b>1. Counting: (Monday to Friday)</b> Counting the learners each day.</p> <p><b>2. Counting how many children live in :</b></p> <ul style="list-style-type: none"> <li>- shacks</li> <li>- huts</li> <li>- brick houses</li> <li>- flats</li> <li>- park homes</li> </ul> <p>Draw a simple graph to show the findings for e.g. blue represents shacks, red represents huts etc.</p> <p><b>3. Before , after and between</b></p> <ul style="list-style-type: none"> <li>- Number the houses on the graph and play a game. I am at number 2 and which house is after mine? Select a learner and tell him/ her you are at number 5; I am before you, what is my number? I am between 4 and 6 what is my number?</li> </ul> <p><b>4. Number of the week : 6</b></p> <ul style="list-style-type: none"> <li>- Number of the week's name; <b>six</b> - How much is <b>6</b>? Show 6 fingers( Show 6 on abacus )</li> <li>- Let a few learners collect <b>6</b> objects ( counters )</li> <li>- Write <b>6</b> in the "air" with your finger</li> <li>- Write a number <b>6</b> ( on your board / paper /sand trays)</li> <li>- Draw <b>6 houses</b>( on your board / paper )</li> <li>- Build a tower with 6 blocks/ stones.</li> <li>- Count 6 houses on the graph.</li> <li>- Teach a song with 6 for eg : 6 Little mud huts ( Tune - 10 little Indians)</li> <li>- Draw 6 in starch or mud.</li> <li>- Pack out using stones the shape of a 6.</li> </ul> <p><b>5. Problem solving</b> Learners solve verbally stated addition and subtraction problems with single digit numbers and solutions to at least <b>6</b>. Learners use concrete apparatus to pack out the solution to the problem</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Number poster</p> <p>Abacus</p> <p>Blocks</p> <p>Chalkboards + chalk</p> <p>Number wall Chart</p> <p>Number cards</p>

Weekly Lesson Planning Exemplar			
Term 3 : Week 2			
Theme: Different homes people live in			
Learning Outcomes and Assessment Standards	Learning Activities Maths (Numeracy) In Small Groups Monday to Friday	Assessment	Resources
<b>LITERACY</b> Language HL: LO 1 AS 1: Listen attentively to questions instructions and announcements LO 2 AS 5: Asks questions and respond  <b>NUMERACY</b> 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 2 AS 2: Creates own pattern LO 5 AS 2: Learners sort physical objects according to one tribute	<ul style="list-style-type: none"> <li>Learners build up and break down numbers in the number range 1 -6. See in how many different ways can they pack out counters to get 6            ○○ ○○ ●● 2 and 2 and 2 makes 6             ○○ ●●●● 2 and 4 makes 6             ●●● ○○○ 3 and 3 makes 6             ●●●● ○ ● 4 and 1 and 1 makes 6</li> <li>Add and subtract orally to 6. Learner use concrete apparatus to pack out solution of problem</li> <li>Patterning according to shapes: triangle, square, rectangle.</li> <li>Sort learners according to age and gender.</li> <li>Make a collage of a house using cardboard, sticks, stones and sand.</li> <li>Answer questions on sorted objects / pictures</li> <li>Know number names and symbols: telephone numbers, own address</li> </ul>	METHOD : Teacher  TOOL : Observation sheet Rubric  RECORDING : Informal  FORMS : Oral Responses Practical demonstration	Counters  Shapes  Cardboard  Sand  Stones

Weekly Lesson Planning Exemplar			
Term 3 : Week 2			
Theme: Different homes people live in			
Learning Outcomes and Assessment Standards	Creative Activities	Assessment	Resources
<p><b>LITERACY</b> Language</p> <p>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</p> <p>LO 2 AS 5: Ask questions and respond</p> <p>LO 4 AS 1 .1 Creates and uses drawings to convey a message, and as a starting point for writing (FAT 1)</p> <p>LO 4 AS 12 : Manipulates writing tools like crayons and pencils</p> <p><b>LIFE SKILLS</b> <b>Life Orientation</b></p> <p>LO 1 AS 4: Explains safety in the home and school</p> <p><b>INTEGRATION :</b> 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><b>Monday:</b> <b>Group 1: Draw the house you live in. ( FAT 1)</b> Group 2: Trace around a house template and cut it out. Group 3: Modelling play dough. Group 4: Free painting</p>	<p>METHOD : Teacher</p> <p>TOOL : Rubric FAT</p> <p><b>RECORDING : Formal FAT 1</b></p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Scissors</p> <p>Crayons</p> <p>Paper</p> <p>Paint</p> <p>Paint brushes</p> <p>Play dough</p> <p>Play dough equipment</p> <p>Scissors</p> <p>Magazines</p>
	<p><b>Tuesday:</b> Group 1: Starch a background picture. <b>Group 2: Paint over house (drawn Monday ) with dye</b> Group 3: Box construction house. Group 4: Model a house out of play dough.</p>		
	<p><b>Wednesday:</b> Group 1: Paste house template onto starch background. Group 2: <b>Draw a tree house. ( FAT 1)</b> Group 3: Paint box construction house. Group 4: Play Dough. Make a hut by coiling the dough.</p>		
	<p><b>Thursday:</b> Group 1: Paint A4 paper with dye. Group 2: <b>Free drawing. ( FAT 1)</b> Group 3: Paste box construction house into beer tray. Using collage items (sand, sticks and small stones) make a garden. Group 4: Paste a shape collage.</p>		
	<p><b>Friday:</b> Group 1: Baking activity: Making a bread house. - 1 slice of bread - Margarine mixed with marmite - 1 plastic knife Group 2: Free drawing. Group 3: Play dough. Group 4: Splatter painting with toothbrushes.</p>		

Weekly Lesson Planning Exemplar			
Term 3 : Week 2			
Theme: Different homes people live in.			
Learning Outcomes and Assessment Standards	Music, Drama, Dance & Movement	Assessment	Resources
<b>LITERACY</b> Language HL LO 1 AS 1: Listens attentively to instructions and respond appropriately. Responds to movement instructions that cover space LO 3 AS 3. 1: Listens with enjoyment to oral texts (simple songs, rhymes, short poems and stories}, and shows understanding: acts out parts of the story, song or rhyme  <b>LIFESKILLS:</b> 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  <b>INTEGRATION</b> A/C LO 3 Dance AS 1 : Responds to movement instructions that cover space A/C LO 4 Dance AS 1 :Expresses ideas and stories creatively through movement activities A/C LO 4 Music AS 3 : Listens and moves creatively to stories, songs and sound A/C LO 1 Drama AS 2: Participates in make-believe situations based on imagination, fantasy and life experiences A/C LO 3 Drama AS 2 :Participates in drama games – takes turns, waits for signals, responds to cues, and shares space	<b>Monday: Movement</b> <ul style="list-style-type: none"> <li>- Outdoor game: (Hand-eye co-ordination)</li> <li>- Explore different ways of moving – Walking on the heel, toes, sides. Walking in different directions forwards, backwards, sideways.</li> </ul>	METHOD : Teacher  TOOL : Observation sheet  RECORDING : Informal  FORMS : Oral Responses Practical demonstration	Music instruments  CD / tape player  Song/rhyme posters
	<b>Tuesday: Drama</b> Tell the story of “The Three Little Pigs”. Learners dramatise the story and join in with the chorus.		
	<b>Wednesday: Music</b> Learners learn and dramatise the song in groups. When Goldilocks went to house of the bears.		
	<b>Thursday: Dance</b> <ul style="list-style-type: none"> <li>- Run on the spot to get nice and warm. Run faster and faster</li> <li>- Dancing patterns</li> <li>- 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</li> <li>- Repeat actions throughout the song</li> </ul>		
	<b>Friday: Movement</b> Teacher plays the tambourine, the learners dodge the hoops. When the tambourine stops playing the learners freeze. Hoop Game : <ul style="list-style-type: none"> <li>- 6 hoops</li> <li>- Numbers 1 to 6 on flashcards.</li> <li>- Tambourine.</li> </ul> Teacher plays the tambourine, when she stops, a number is held up. The learners form groups of the number held up and choose a hoop to sit around. Lie down on the grass on your back. Teacher plays the tambourine a set amount of beats. Learners line up when the teacher plays the tambourine 6 times.		

Weekly Lesson Planning Exemplar			
Term 3 : Week 2			
Theme: Different homes people live in.			
Learning Outcomes and Assessment Standards	Outdoor Play	Assessment	Resources
<b>LIFE SKILLS :</b> LO 4 AS 4: Participates in free play activities  <b>INTEGRATION:</b> <b>NS</b> LO 1: AS 2 Participates in planned activity by following simple instructions	<b>Monday:</b>  - Sand play - Water play - Outside apparatus & Free play	METHOD : Teacher  TOOL : Observation sheet Checklist  RECORDING : Informal  FORMS : Oral Responses - Practical demonstration	Sand Equipment  Water equipment & aprons  Outside apparatus
	<b>Tuesday:</b>  - Sand play - Water play - Outside apparatus & Free play		
	<b>Wednesday:</b>  - Sand play - Water play - Outside apparatus & Free play		
	<b>Thursday:</b>  - Sand play - Water play - Outside apparatus & Free play		
	<b>Friday:</b>  - Sand play - Water play - Outside apparatus & Free play		



Weekly Lesson Planning Exemplar			
Term 3 : Week 2			
Theme: Different homes people live in.			
Learning Outcomes and Assessment Standards	Learning Activity Educational play	Assessment	Resources
<b>LITERACY</b> Language LO 1 AS 3.5: Puts pictures in the right sequence LO2 AS 4: Use language for imaginatively for fun and fantasy LO3 AS 1.1 Looks carefully at pictures to recognise common objects and experiences (FAT 1) LO 5 AS 3.4: Solves and completes puzzles (FAT 1)  <b>NUMARACY</b> Mathematics LO 4 AS 3: Sequences events within one day  <b>LIFE SKILLS</b> Life Orientation LO 4 AS 4: Participates in free play activities  <b>INTEGRATION:</b> NS LO 1: AS 2.2: Explains what is being done or played	<b>Monday to Thursday :</b>  Activity 1: Fantasy corner  Activity 2: Reading books in book area. Children recognise simple objects and experiences in pictures ( FAT 1)  <b>Activity 3:</b> Builds 15 to 25 -piece puzzle confidently. Learners are introduced to building puzzles (sorting side pieces first , building the frame and then the inside ) (FAT 1)  <b>Activity 4:</b> Learners are required to sequence 4 pictures  <b>Friday</b> Group 1: Free choice Group 2: Free choice Group 3: Free choice Group 4: Free choice	METHOD : Teacher  TOOL : Observation sheet Rubric  <b>RECORDING</b> <b>Formal FAT 1</b>  FORMS : Oral Responses Practical demonstration	Educational equipment  12- piece Puzzles  Reading Books

Weekly Lesson Planning Exemplar			
Term 3 : Week 2			
Theme: Different homes people live in.			
Learning Outcomes and Assessment Standards	Literacy (Language) In Small Groups Monday to Friday	Assessment	Resources
<b>LITERACY</b> Language HL  LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately. FAT 1 LO 1 AS 2 Demonstrates appropriate listening behaviour by listening without interrupting ,showing respect for speaker and taking turns to speak (FAT 1 ) LO 1 AS 3.1 : Acts out parts of the basic song, story or rhyme ( FAT 1) 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	-Can follow 3 instructions, answer 2 questions and listen to 1 announcement Learner respond to instructions given by teacher and carries out a simple sequence of instructions -announcements, answers, questions .Learner puts up his hand and wait his/her turn( FAT 1 )  -Learners listen to <u>song</u> , story song or about The three little pigs and participates by acting out certain parts indicated by teacher. Participates confidently and fluently in a group ( FAT 1)  -Learners must be able to convey a simple message in the classroom during game activities (Telephone game) Home telephone number. ( FAT 1 )  - Knows own address, number, street, suburb and town.  PHONIC OF THE WEEK  PATTERN OF THE WEEK  VOCABULARY WORDS FOR THE WEEK	METHOD : Teacher  TOOL : Checklist Rubric  RECORDING : Formal <b>FAT 1</b>  FORMS : Oral Responses Practical demonstration	Old telephone  Songs  Rhyme Flash cards

Weekly Lesson Planning Exemplar			
Term 3 : Week 2			
Theme: Different homes people live in.			
Learning Outcomes and Assessment Standards	Story (Reading)	Assessment	Resources
<b>LITERACY</b> 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	<b>Monday:</b>  <b>Hansel and Gretel.</b> - Be careful not to go to strangers homes. - Never accept sweets or other items from strangers.	METHOD : Teacher  TOOL : Observation sheet  RECORDING : Informal  FORMS : Oral Responses Practical demonstration	Story books
	<b>Tuesday:</b> <b>The three little pigs.</b> - What happened first? - What happened last? - What would you have done if you were .....?: - Who should you tell?		
	<b>Wednesday:</b> <b>Goldilocks and the three bears.</b> - Learners dramatize a part of the story that was told by the teacher. Show facial expressions of tasting porridge that is too salty, too sweet, too hot and just right.		
	<b>Thursday:</b>  Bible story: The wise man and the foolish man. Moral value: Having a good foundation in your life to guide you in life.		
	<b>Friday:</b>  <b>Snow White and the 7 dwarfs.</b> - Introduction to number 7. - Enjoyment and fantasy.		

### TERM 3: WORK SCHEDULE

Week: 3

Date: \_\_\_\_\_

Theme : CREATURE'S HOMES

	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 4	LO 2: Social Development AS 3
	LO 3: Reading  AS 1, AS 1.7, AS 2, AS 3.1, AS 3.3, AS 4.3	LO 4:Writing  AS 1.1, AS 2, AS 12	LO 3: Space & Shape AS 1	LO 4: Measurement AS 2, AS 3	LO 3: Personal Development AS 1, AS 2, AS 3	LO 4: Phys Dev. & Movement 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, AS 4	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 : Visual Arts : LO 1 AS3, LO 1 AS 4.3, LO1 AS 4.4, Visual Arts : LO 3 AS 4.1, LO 4 AS 4.1 Dance: Dance: LO3 AS1, LO 4 AS 1 Music: LO 4 AS 3 Drama LO1 AS 2, LO 3 AS 2					

Continuous assessment	<b>METHOD :</b> Teacher <b>TOOL :</b> Observation sheet Rubric Checklist <b>RECORDING :</b> <b>FORMAL FAT 2</b> <b>FORMS :</b> Oral Responses Practical demonstration	<b>METHOD :</b> Teacher <b>TOOL :</b> Observation sheet Rubric Checklist <b>RECORDING :</b> Informal <b>FORMS :</b> Oral Responses Practical demonstration	<b>METHOD :</b> Teacher <b>TOOL :</b> Observation sheet Rubric Checklist <b>RECORDING :</b> Informal <b>FORMS :</b> Oral Responses Practical demonstration
Who assesses?			
How?			
What?			
<b>RESOURCES: (REQUIRED EVERY WEEK) :</b> Discovery table items Stories, Rhymes, Songs , Calendar, Name Chart, Birthday Chart, Weather, Theme posters, Number Charts , Abacus, Counters, pegboards, colour charts, Books , Puzzles, Games, Blocks, Construction toys, Manipulative toys Creative materials and tools, Paint, Brushes, Crayons , Scissors , Glue , Paper Anti- waste material , CD player and music instruments Fantasy area: set up as a home corner unless otherwise specified. Outdoor play apparatus :Jungle Gym, Sandpit, Balance beam, Hoops, Tyres, balls Water play equipment, Sand play equipment			<b>SPECIAL RESOURCES FOR THE WEEK</b>  - Creature homes, e.g. a bird's nest - Creature toys - Dress up as a creature
Barriers to Learning : SEE TERM 2			

Weekly Lesson Planning Exemplar			
Term 3: Week 3			
Theme: CREATURE'S HOMES			
Learning Outcomes and Assessment Standards	Health check and Morning Circle ( Ring )	Assessment	Resources
<p><b>LITERACY :</b> Language HL</p> <p>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><b>NUMERACY:</b> 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><b>LIFE SKILLS:</b> 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><b>Monday to Friday</b></p> <p><b>1. Health Check.</b> 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><b>2. Greetings and news</b></p> <ul style="list-style-type: none"> <li>- Welcoming : Greet the teacher and friends</li> <li>- News : Learners tell about news in their lives</li> <li>- News: News - country &amp; around the world? (Ask children what did they see on the news (TV), heard on the radio and where did it happen?</li> <li>- Register: Who is absent? Counting number of learners absent and present</li> <li>- Birthdays: Whose birthday is it today?</li> <li>- ( Learners sing "Happy Birthday To You" )</li> <li>- Religion : Moral story and songs</li> </ul> <p><b>4. Days of the week</b> Monday to Sunday</p> <ul style="list-style-type: none"> <li>- ( Learners say which day of the week it is )</li> <li>- Rhyme about days of the week</li> <li>- Which day comes before .....?</li> <li>- Which day comes after .....?</li> </ul> <p><b>4. Months of the year</b></p> <ul style="list-style-type: none"> <li>- Which month of the year is it?</li> <li>- January to December (song)</li> </ul> <p><b>5. Date</b></p> <ul style="list-style-type: none"> <li>- Yesterday's date? Today's date? Tomorrow's date?</li> </ul> <p><b>6. Weather</b></p> <ul style="list-style-type: none"> <li>- Season? (Summer, Autumn, Winter, Spring)?</li> <li>- Weather? Ask a learner to go and look outside, How is the weather today? (Sunny, cloudy, rainy or windy)?</li> <li>- Tell children to watch temperature for tomorrow on the news (TV) listen to the radio or ask their parents.</li> </ul>	<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)</p> <p>Name cards (Days)</p> <p>Weather chart</p> <p>Birthday chart</p> <p>Date Chart</p> <p>Number chart</p>

<b>INTEGRATION:</b> SS (H) LO 2 AS 1: Discusses personal experiences in the past and present (chronology and time) LO 2 AS 2: Discusses own age in years (chronology and time) SS (G) LO 2 AS 1: Discusses personal experiences of familiar people and places			
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Weekly Lesson Planning Exemplar			
Term 3 : Week 3			
Theme: CREATURE'S HOMES			
Learning Outcomes and Assessment Standards	Morning Circle - Theme Discussion	Assessment	Resources
<b>LITERACY :</b> 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  <b>LIFE SKILLS</b> LO 2 AS 3: Knows own environment and surroundings LO 3 AS 2: Knows creatures body	<b>Monday:</b> <b>The teacher and learners discuss what creatures are.</b> <ul style="list-style-type: none"> <li>- What are creatures?</li> <li>- Where do they live?</li> <li>- What is the difference between a creature's home and our home?</li> </ul> <b>Creatures that live in trees:</b> <ul style="list-style-type: none"> <li>- Who live in trees?</li> <li>- What part of body do they use to build their home with?</li> <li>- What do they build their home with?</li> <li>- Do they sleep in the day or at night?</li> <li>- Who lives in groups?</li> <li>- Who lives alone?</li> </ul>	METHOD : Teacher  TOOL : Observation sheet Checklist  RECORDING : Informal  FORMS : Oral Responses - Practical demonstration	Theme posters on creatures and their homes  Theme table Resources  Theme equipment
	<b>Tuesday</b> <b>Creatures that live underground:</b> <ul style="list-style-type: none"> <li>- Who live <b>under</b> the ground?</li> <li>- What part of body do they build their home with?</li> <li>- What do they build their home with?</li> <li>- Do they sleep in the day or at night?</li> <li>- Who lives in groups?</li> <li>- Who lives alone ?</li> </ul>		
	<b>Wednesday:</b> <b>Tuesday:</b> <b>Creatures that live on the ground:</b> <ul style="list-style-type: none"> <li>- Who live <b>on</b> the ground?</li> <li>- What part of body do they build their home with?</li> <li>- What do they build their home with?</li> <li>- Do they sleep in the day or at night?</li> <li>- Who lives in groups?</li> <li>- Who lives alone ?</li> </ul>		
	<b>Thursday:</b> <b>Creatures that live on ice:</b> <ul style="list-style-type: none"> <li>- Who live on ice?</li> <li>- Do they sleep in the day or at night?</li> <li>- Who lives in groups?</li> <li>- Who lives alone?</li> </ul>		



	<b>Friday:</b> <b>Creatures that live in fresh water and sea water:</b> <ul style="list-style-type: none"> <li>- Who live in fresh water and sea water?</li> <li>- What part of body do they build their home with?</li> <li>- What do they build their home with?</li> <li>- Do they sleep in the day or at night?</li> <li>- Who lives in groups?</li> <li>- Who lives alone</li> </ul>		
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Weekly Lesson Planning Exemplar			
Term 3 : Week 3			
Theme: CREATURE'S HOMES			
Learning Outcomes and Assessment Standards	Maths Routine ( Daily Monday to Friday)	Assessment	Resources
<p><b>LITERACY :</b> Language HL</p> <p>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><b>NUMERACY :</b> Mathematics</p> <p>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><b>1 Counting: (Monday to Friday)</b> Counting every day objects 1, 2, 3, 4.....</p> <p><b>2. Shapes and colours</b> - Flash shape cards - Flash colour shapes</p> <p><b>3. Top and bottom, inside and outside</b> - What creatures live on top? - What creatures live on the bottom? - What creatures live inside? - What creatures live outside?</p> <p><b>4. Number of the week : 6/7 (Consolidation of six.</b> Start introducing 7 - Number of the week's name; six / seven - How much is 6/7? Show 6/7 fingers( Show 6/7 on abacus ) - Let a few learners collect 6/7 objects ( counters ) - Write 6/7 in the "air" with your finger - Write a number 6/7( on your board / paper /sand trays) - Draw 6/7 circles ( on your board / paper ) - Where else in the class can you see a number 6/7?</p> <p><b>SEE THAT LEARNERS HAVE THE CORRECT PENCIL GRIP AND NUMBERS ARE FORMED IN THE CORRECT WAY</b></p> <p><b>5. Problem solving</b> Learners solve verbally stated addition and subtraction problems with single digit numbers and solutions to at least 6/7 Learners use concrete apparatus to pack out the solution to the problem</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Number poster</p> <p>Abacus</p> <p>Blocks</p> <p>Chalkboards + chalk</p> <p>Number wall Chart</p> <p>Number cards</p>

Weekly Lesson Planning Exemplar			
Term 3 : Week 3			
Theme: CREATURE'S HOMES			
Learning Outcomes and Assessment Standards	Learning Activities Maths (Numeracy) In Small Groups Monday to Friday	Assessment	Resources
<b>LITERACY</b> Language HL:  LO 1 AS 1: Listen attentively to questions instructions and announcements LO 2 AS 5: Asks questions and respond  <b>NUMERACY</b> 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	<ul style="list-style-type: none"> <li>- Learners build up and break down numbers in the number range 1 -6. See in how many different ways can they pack out counters to get 6            ○○ ●●●●</li> <li>○ ●●●●●</li> <li>●●● ○○○</li> <li>●●●●●/○</li> </ul> <ul style="list-style-type: none"> <li>- Add and subtract orally to 6. Learner use concrete apparatus to pack out solution of problem</li> <li>- Patterning pictures of creatures homes               <div style="border: 1px solid black; padding: 5px; margin: 10px 0;">                 In tree                  Under ground                  On ground                  On ice                  In fresh and sea water               </div> </li> <li>- Who can think of another pattern with creature's homes? Show the class how you will arrange it</li> <li>- Sort physical objects according to specific characteristics, e.g. nests, burrows, etc</li> <li>- Draw picture of collected objects.</li> <li>- Answer questions on sorted objects / pictures</li> </ul>	METHOD : Teacher  TOOL : Observation sheet Rubric  RECORDING : Informal  FORMS : Oral Responses Practical demonstration	Pictures of Creatures and their homes

Weekly Lesson Planning Exemplar			
Term 3 : Week 3			
Theme: CREATURE'S HOMES			
Learning Outcomes and Assessment Standards	Creative Activities	Assessment	Resources
<p><b>LITERACY</b> Language</p> <p>LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately</p> <p>LO 2 AS 5: Ask questions and respond</p> <p>LO 4 AS 12 : Manipulates writing tools like crayons and pencils</p> <p><b>INTEGRATION :</b> 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><b>Monday to Friday:</b></p> <p><b>Rotate Groups</b></p> <p>Activity 1: Learners draw own Masks</p> <p>Activity 2: Play Dough. Make any creatures homes</p> <p>Activity 3: Painting. Paint where you creatures home</p> <p>Activity 4: Cutting and pasting. Cut out creatures and their homes out of magazines and paste them on a class poster</p> <p><b>Friday:</b></p> <p>Individual choice</p>	<p>METHOD : Teacher</p> <p>TOOL : Rubric</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Scissors</p> <p>Crayons</p> <p>Paper</p> <p>Paint</p> <p>Paint brushes</p> <p>Play dough</p> <p>Play dough equipment</p> <p>Scissors</p> <p>Magazines</p>

Weekly Lesson Planning Exemplar			
Term 3 : Week 3			
Theme: CREATURE'S HOMES			
Learning Outcomes and Assessment Standards	Music, Drama, Dance & Movement	Assessment	Resources
<p><b>LITERACY</b> Language HL LO 1 AS 1: Listens attentively to instructions and respond appropriately. Responds to movement instructions that cover space LO 3 AS 3.1: Listens with enjoyment to oral texts (simple songs, rhymes, short poems and stories}, and shows understanding: acts out parts of the story, song or rhyme</p> <p><b>LIFESKILLS:</b> Life Orientation LO 3 AS 2 :Describe what own body can do 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><b>INTEGRATION</b> A/C LO 3 Dance AS 1 : Responds to movement instructions that cover space A/C LO 4 Dance AS 1 :Expresses ideas and stories creatively through movement activities A/C LO 4 Music AS 3 : Listens and moves creatively to stories, songs and sound A /C LO 1 Drama AS 2: Participates in make-believe situations based on imagination, fantasy and life experiences A/C LO 3 Drama AS 2 :Participates in drama games – takes turns, waits for signals, responds to cues, and shares space</p>	<p><b>Monday: Movement</b> Outdoor game: Digging in sand to make a burrow Crawling through boxes and up and down the jungle gym Climbing</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Music instruments</p> <p>CD / tape player</p> <p>Song/rhyme posters</p>
	<p><b>Tuesday: Drama</b> Role play creatures and their homes</p> <ul style="list-style-type: none"> <li>- A bird building its nest</li> <li>- A meerkat scratching and digging it's burrow</li> <li>- A fish swimming in the sea</li> </ul>		
	<p><b>Wednesday: Music</b> Learner learn the song and sing - with musical instruments Old Mac Donald</p>		
	<p><b>Thursday: Dance</b></p> <ul style="list-style-type: none"> <li>- When the teacher says a certain word, learners must do the actions: "Wings" – fly "Ground" – run "Under group" – crawling "Water" – make swimming actions</li> </ul>		
	<p><b>Friday: Movement</b> Learners must build a creature's home out of blocks</p>		

Weekly Lesson Planning Exemplar			
Term 3 : Week 3			
Theme: CREATURE'S HOMES			
Learning Outcomes and Assessment Standards	Outdoor Play	Assessment	Resources
<b>LIFE SKILLS :</b> LO 4 AS 4: Participates in free play activities  <b>INTEGRATION:</b> <b>NS</b> LO 1: AS 2: Participates in planned activity by following simple instructions	<b>Monday:</b>  - Play with toy creatures - Sand play - Water play - Outside apparatus & Free play	<b>METHOD :</b> Teacher  <b>TOOL :</b> Observation sheet Checklist  <b>RECORDING :</b> Informal  <b>FORMS :</b> Oral Responses Practical demonstration	Sand Equipment  Water equipment & aprons  Outside apparatus  Toy creatures
	<b>Tuesday:</b>  - Play with toy creatures - Sand play - Water play - Outside apparatus & Free play		
	<b>Wednesday:</b>  - Play with toy creatures - Sand play - Water play - Outside apparatus & Free play		
	<b>Thursday:</b>  - Play with toy creatures - Sand play - Water play - Outside apparatus & Free play		
	<b>Friday:</b>  - Play with toy creatures - Sand play - Water play - Outside apparatus & Free pla		

Weekly Lesson Planning Exemplar			
Term 3 : Week 3			
Theme: CREATURE'S HOMES			
Learning Outcomes and Assessment Standards	Learning Activity Educational play	Assessment	Resources
<b>LITERACY</b> Language LO 1 AS 3.5: Puts pictures in the right sequence LO2 AS 4: Use language for imaginatively for fun and fantasy .Express own feelings and feelings of real or imaginary people. (FAT 2) LO 3 AS 1 .3 Make sense of picture stories ( FAT 2) <b>LO 5 AS 3.4:</b> Solves and completes puzzles (FAT 2)  <b>NUMERACY</b> Mathematics  LO 4 AS 3: Sequences events within one day  <b>LIFE SKILLS</b> Life Orientation  LO 4 AS 4: Participates in free play activities  <b>INTEGRATION:</b> NS LO 1: AS 2.2: Explains what is being done or played	<b>Monday to Thursday :</b> <b>Rotate Groups</b>  Group 1: Dress up - fantasy play( FAT 2)  Group 2: Reading books in book area .Learners make sense of a simple 3 picture story FAT 2  Group 3: Builds 16-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 5 pictures   <b>Friday</b> Group 1: Free choice Group 2: Free choice Group 3: Free choice Group 4: Free choice	METHOD : Teacher  TOOL : Rating Scale  <b>RECORDING FORMAL FAT 2</b>  FORMS : Oral Responses Practical demonstration Observation	Education equipment  Dress up in creature outfits.  16- piece Puzzles  Reading Books

Weekly Lesson Planning Exemplar			
Term 3 : Week 3			
Theme: CREATURE'S HOMES			
Learning Outcomes and Assessment Standards	Literacy (Language ) In Small Groups Monday to Friday	Assessment	Resources
<b>LITERACY</b> Language HL  LO 1 AS 4.1 : Develops phonic awareness and recognizes that words are made up of sounds FAT 2 LO 1 AS 4.5 Recognises some rhyming words in common rhymes and songs FAT 2  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 1 AS 3.1: Acts out parts of the basic song, story or rhyme LO 4 AS 2: Forms letters in various ways (e.g.) by using own body to show the shapes, writing in sand ) FAT 2 LO 6 AS 1.1 and 1.2: Relates sounds to letters and words by recognising words are made up of sounds and recognises the sounds at beginning of some words	<ul style="list-style-type: none"> <li>- Recognise sounds in their own names and of their friends FAT 2</li> <li>- Learners listen to <u>song</u>, story song or <u>rhyme</u> about creatures homes and participates by acting out certain parts indicated by teacher FAT 2</li> <li>- Learners must be able to convey a simple message in the classroom during game activities (Telephone game) The police's number “</li> <li>- Copy and forms letters by using crayons or writing in sand (FAT 2)</li> <li>- Matching creature's to their homes</li> </ul> <p><b>PHONIC OF THE WEEK</b></p> <p><b>PATTERN OF THE WEEK</b></p> <p><b>VOCABULARY WORDS FOR THE WEEK</b></p>	METHOD : Teacher  TOOL : Checklist Rubric  <b>RECORDING : FORMAL FAT 2</b>  FORMS : Oral Responses Practical demonstration	Old telephone  Songs  Rhyme  Flash cards



Weekly Lesson Planning Exemplar			
Term 3 : Week 3			
Theme: CREATURE'S HOMES			
Learning Outcomes and Assessment Standards	Story (Reading)	Assessment	Resources
<b>LITERACY</b> Language HL  LO 1 AS 3: Listen with enjoyment and understanding to oral text such as stories/poems LO 3 AS 1: Make sense of picture stories 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 6: AS 4: Talks about texts (e.g.: Story) using term I like the "beginning", "middle" and "end".  <b>LIFE SKILLS</b>  LO 3 AS 3: Expresses emotion without harming self, others and property	<b>Monday:</b> - The teacher reads a story about creatures and their homes - introducing the learners to new vocabulary words. She also creates opportunities for learners to bring in their own animals and their homes. - Memory and comprehension questions: - Which animals live where? - What part of the story did you like the best?	METHOD : Teacher  TOOL : Observation sheet  RECORDING : Informal  FORMS : Oral Responses Practical demonstration	Story books
	<b>Tuesday:</b> - Questions about the story of The Three Little Pigs - What was the first house build out of? - What was the second house build out of? - What was the first third build out of? - Which house was the weakest? - Which house was the strongest? - What creature wanted to eat the pigs? - Compare safety of the pig's homes to creature's homes		
	<b>Wednesday:</b> - Learners dramatize a part of the story of The Three Little Pigs		
	<b>Thursday:</b> Pet shop owner /pupil gives a "show and tell" with one of his / her creatures.		

	<b>Friday:</b> <ul style="list-style-type: none"> <li>- Teacher tells own story about creature's homes,</li> <li>- Ask memory and comprehension questions: <ul style="list-style-type: none"> <li>- What was the story about?</li> <li>- Would you like to be a.....? Why?</li> <li>- What would have happened if? .....</li> </ul> </li> <li>- Talks about texts (e.g.: Story) using term I like the "beginning", "middle" and "end".</li> </ul>		
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### TERM 3 WORK SCHEDULE

Week: 4

Date: \_\_\_\_\_

Theme : Wild Animals

	LITERACY		NUMERACY (FAT 1)		LIFE SKILLS	
Focus Learning Outcomes & Assessment Standards	LO 1: Listening  AS 1, AS 2, AS 3.1, AS 4.1, AS 4.2 , 4.5	LO 2: Speaking  AS 1, AS 2, AS 3, AS 4, AS 5, AS8	LO 1: Number Op  AS 1, AS 2 AS 6 , AS 7.1, AS 8	LO 2: Patterns  AS 2	LO 1:Health Promotion  -	LO 2: Social Dev  AS 3
	LO 3: Reading  AS 1 , AS 1.4, AS 1.7, AS 2, AS 3.1, AS 4.3 , AS 5	LO 4:Writing  AS 2, AS 12	LO 3: Space & Shape AS 1, AS 3.3 ,AS 4	LO 4: Measurement  AS 2, AS 3, AS 12	LO 3: Personal Development AS 1	LO 4: Phys Dev. & Movement AS 1, AS 2, AS 3, AS 4
	LO 5: Thinking & Reasoning  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 2.2 Arts and Culture : Visual Arts : LO 1 AS 3, LO1 AS 4 ,LO 1 AS 4, LO 3 AS 4, Dance: LO 3 AS 1, LO 4 AS 1 Music: LO 4 AS 3 Drama LO1 AS 2, LO 3 AS 2 Social Science ( G ) LO 2 AS 1 NS LO 1 AS 2.2					

<b>Continuous assessment</b>  <b>Who assesses?</b>  <b>How?</b>  <b>What?</b>	<b>METHOD :</b> Teacher <b>TOOL :</b> Observation sheet Rubric Checklist <b>RECORDING :</b> Informal <b>FORMS :</b> Oral Responses Practical demonstration	<b>METHOD :</b> Teacher <b>TOOL :</b> Observation sheet Rubric Checklist <b>RECORDING :</b> FORMAL FAT 1 <b>FORMS :</b> Oral Responses Practical demonstration	<b>METHOD :</b> Teacher <b>TOOL :</b> Observation sheet Rubric Checklist <b>RECORDING :</b> Informal <b>FORMS :</b> Oral Responses Practical demonstration
<b>RESOURCES: (REQUIRED EVERY WEEK) :</b> Discovery table items Stories, Rhymes, Songs , Calendar, Name Chart, Birthday Chart, Weather, Theme posters, Number Charts , Abacus, Counters, pegboards, colour charts, Books , Puzzles, Games, Blocks, Construction toys, Manipulative toys Creative materials and tools, Paint, Brushes, Crayons , Scissors , Glue , Paper Anti- waste material , CD player and music instruments Fantasy area: set up as a home corner unless otherwise specified. Outdoor play apparatus :Jungle Gym, Sandpit, Balance beam, Hoops, Tyres, balls Water play equipment, Sand play equipment			<b>SPECIAL RESOURCES FOR THE WEEK</b> <ul style="list-style-type: none"> <li>- Wild animal puppets</li> <li>- Animal masks</li> <li>- Animal skins</li> <li>- Animal specimens from the school museum</li> <li>- Animal pictures</li> <li>- Army net to pretend “game catching”</li> <li>- Tent to go camping</li> <li>- Camping equipment in the Fantasy area</li> <li>- Plastic wild animals</li> <li>- Pictures of animals struck onto toilet rolls</li> <li>- Binoculars made from toilet rolls</li> <li>- Animal Matching Cards</li> <li>- Animal Fact Books</li> </ul>
<b>Barriers to Learning : SEE TERM 2</b>			

Weekly Lesson Planning Exemplar			
Term 3: Week 4			
Theme: Wild Animals			
Learning Outcomes and Assessment Standards	Health check and Morning Circle ( Ring )	Assessment	Resources
<p><b>LITERACY :</b> Language HL</p> <p>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</p> <ul style="list-style-type: none"> <li>- recognize common objects and experiences</li> <li>- identifies a picture or figure from the background</li> <li>- matches pictures and words</li> </ul> <p><b>NUMERACY:</b> Mathematics</p> <p>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><b>LIFE SKILLS:</b> 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><b>Monday to Friday</b></p> <p><b>1. Health Check.</b> 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><b>2. Greetings and news</b></p> <ul style="list-style-type: none"> <li>- Welcoming : Greet the teacher and friends</li> <li>- News : Learners tell about news in their lives</li> <li>- News: News - country &amp; around the world? (Ask children what did they see on the news (TV), heard on the radio and where did it happen?</li> <li>- Register: Who is absent? Counting number of learners absent and present</li> <li>- Birthdays: Whose birthday is it today? ( Learners sing "Happy Birthday To You" )</li> <li>- Religion : Moral story and songs</li> </ul> <p><b>5. Days of the week</b> Monday to Sunday</p> <ul style="list-style-type: none"> <li>- ( Learners say which day of the week it is )</li> <li>- Rhyme about days of the week</li> <li>- Which day comes before .....?</li> <li>- Which day comes after .....?</li> </ul> <p><b>4. Months of the year</b></p> <ul style="list-style-type: none"> <li>- Which month of the year is it?</li> <li>- January to December (song)</li> <li>-</li> </ul> <p><b>5. Date</b></p> <ul style="list-style-type: none"> <li>- Yesterday's date? Today's date? Tomorrow's date?</li> </ul> <p><b>6. Weather</b></p> <ul style="list-style-type: none"> <li>- Season? (Summer, Autumn, Winter, Spring)?</li> <li>- Weather? Ask a learner to go and look outside, How is the weather today? (Sunny, cloudy, rainy or windy)?</li> <li>- Tell children to watch temperature for tomorrow</li> </ul>	<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)</p> <p>Name cards (Days)</p> <p>Weather chart</p> <p>Birthday chart</p> <p>Date Chart</p> <p>Number chart</p>

<b>INTEGRATION:</b> 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	on the news (TV) listen to the radio or ask their parents.		
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Weekly Lesson Planning Exemplar			
Term 3 : Week 4			
Theme: Wild Animals			
Learning Outcomes and Assessment Standards	Morning Circle - Theme Discussion	Assessment	Resources
<b>LITERACY :</b> Languages  LO 1 AS 1 : Listens attentively to questions, instructions and announcements LO 1 AS 4: Recognises that words are made up[ of different sounds LO 1 AS 4.2 Distinguishes between different sounds and the beginning and end of words LO 2: AS 8: Tells own stories and retells stories of others 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 3 AS1: Looks carefully at pictures to recognise common objects and experiences LO3AS1.4 Matches pictures and words LO3 AS 5: Recognises initial consonants and short vowel sounds AS 5.2 Recognises and names common letters of the alphabet.	<b>Monday:</b> <ul style="list-style-type: none"> <li>- The teacher and learners discuss the difference between pet animals and wild animals</li> <li>- Where do we find wild animals</li> <li>- Name the different animals and the sounds they make – give the proper name of the sound – roar, trumpet, bark etc!</li> <li>- Put them into families – eg cat family – lions, tigers, cheetahs and leopard.</li> <li>- Discuss how they look different – body parts – different eyes, noses, ears, legs etc</li> <li>- Discuss how we can draw them using the different geometric shapes</li> </ul>	<b>METHOD :</b> Teacher  <b>TOOL :</b> Observation sheet Checklist  <b>RECORDING :</b> Informal  <b>FORMS :</b> Oral Responses Practical demonstration	Theme posters on Wild Animals  Theme table resources  Theme equipment Plastic wild animals, poster and pictures of wild animals  Words and matching picture cards.  Matching first letters to the word cards.
	<b>Tuesday :</b> <ul style="list-style-type: none"> <li>- Name the animals again and clap their names enunciating the syllables of each name</li> <li>- Where and when do the animals sleep – their homes – what do we call their homes?</li> <li>- What do they eat and where do they get it from?</li> <li>- Talk about their natural habitat and their hunting skills.</li> </ul>		
	<b>Wednesday:</b> <ul style="list-style-type: none"> <li>- Animal Babies - the correct names – cubs, calves. and how they care for them – elephant calves hold on to their mom's tails, seek shelter under the mom's tummy!!</li> <li>- What is their daily schedule –sleep patterns, watering hole, are they night hunters?</li> <li>- Who are friends with whom in the wild? The giraffe and zebra can always be found together – WHY??</li> <li>- Discuss the difference between the male and female lions and their task in the pride.</li> </ul>		
	<b>Thursday:</b>  <ul style="list-style-type: none"> <li>- Discuss the animal's natural habitat and how they use camouflage to protect themselves.</li> <li>- Why are animals poached? How do they protect themselves and what can we do as humans to help</li> </ul>		

	<p>protect them</p> <ul style="list-style-type: none"> <li>- Discuss and give the collective noun for the different animals– a pride of lions, a herd of buffalo, a troop of monkeys etc</li> <li>- How do they communicate and what do call the sound they make – roar, trumpet, bark etc</li> <li>- Give each child a picture of an animal and they must make the sound of that particular animal and eventually they will all be grouped together – they must find their family member by the sound they make. Pictures of elephants, lions, hyenas, snakes,</li> <li>- Discuss beforehand what sound each one makes</li> </ul> <p><b>Friday:</b></p> <ul style="list-style-type: none"> <li>- Different animals wear different coats – Discuss this and discuss the differences and match beginning letters to their letter names. What do they use the different skins for? What do they use the ivory from the elephant for? Keys on the piano – Jewellery, hand bags, suitcases, shoes, clothes etc</li> <li>- Consolidate everything that has been discussed for the past 4 days. Asking questions and giving the children different problems that they must solve. Eg: The zebras need to get to the watering hole, but they are scared of the lions – who must they ask to go with them to warn them of any lions? How is Gerry Giraffe going to drink water when his legs and neck are so long! (he widens his front legs and drops his neck) How does an elephant drink water? Who do they all have to be scared of at the watering hole – the crocodile – WHY?</li> </ul>		
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Weekly Lesson Planning Exemplar			
Term 3 : Week 4			
Theme: Wild Animals			
Learning Outcomes and Assessment Standards	Maths Routine ( Daily Monday to Friday)	Assessment	Resources
<p><b>LITERACY :</b> Language HL</p> <p>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><b>NUMERACY :</b> Mathematics</p> <p>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><b>1.Counting: (Monday to Friday)</b> Counting every day objects 1, 2, 3, 4..... Count all the animals that are on the table Count the different families How many of each kind?</p> <p><b>2. Shapes and colours</b> - Flash shape cards - Flash colour cards Place a picture of a different animal on each card and ask a questions such as: What animal is on the red card or what colour is the card that the elephant is on. using the shape as well in the same manner</p> <p><b>3. Before , after and between 6</b> - Which number comes before <b>6</b>? Which number comes after <b>6</b>? Which number is between <b>5</b> and <b>7</b>? Are <b>6</b> more or less than <b>7</b>?</p> <p><b>4. Number of the week : 6</b></p> <p><b>FORMAL ASSESSMENT ON 6</b></p> <p>5. Show the children the number line 1-6 and have a monkey jumping from number to number with the learners saying the numbers as the monkey jumps! - Draw <b>6</b> circles ( on your board / paper ) place different animals in each circle – Number the circles. 1-6. Give them counters and tell them to imagine they are monkeys or any other animal. Put three monkeys in circle number 6 etc. - Where else in the class can you see a number <b>6</b>?</p> <p>6. Number dominos – children to pack them out</p> <p>7. Children to pack out animal dominos</p> <p>8. Have a picture of an orange tree with 6 oranges and an elephant that comes along and eats the oranges – tell the story about the elephant looking for food and he</p>	<p><b>METHOD :</b> Teacher</p> <p><b>TOOL :</b> Observation sheet</p> <p><b>RECORDING :</b> Informal</p> <p><b>FORMS :</b> Oral Responses Practical demonstration</p>	<p>Number Poster</p> <p>Abacus</p> <p>Blocks</p> <p>Chalkboards + chalk</p> <p>Number wall chart</p> <p>Number cards</p> <p>Number Dominos</p> <p>Animal dominos</p>

	<p>eats them 1 at a time. Ask the learners how many left... how many has he eaten. Counting all the time!</p> <p>9. Place the plastic animals in a “Jungle box” (a shoe box or apple box that has been painted like a jungle on the outside that the children can see in) and take them out one at a time with the learners name them and counting how many have left the jungle!</p> <p>10. Give the learners a number sheet which they can copy using the correct formation of the numbers. (place a red dot on the starting point) Cover the sheet with plastic so that the learners can write over the plastic and it can then be wiped off! (re-usable)</p> <p><b>SEE THAT LEARNERS HAVE THE CORRECT PENCIL GRIP AND NUMBERS ARE FORMED IN THE CORRECT WAY</b></p> <p>.</p>		
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WILD ANIMALS			
Term 3 : Week 4			
Theme: Wild Animals SMALL GROUP			
Learning Outcomes and Assessment Standards	Learning Activities Maths (Numeracy) In Small Groups Monday to Friday FAT 1	Assessment	Resources
<b>LITERACY</b> Language HL:  LO 1 AS 1: Listen attentively to questions instructions and announcements LO 2 AS 5: Asks questions and respond  <b>NUMERACY</b> Mathematics  LO 1 AS 2: Say number names in familiar context FAT 1 LO 1 AS 1 Learners know (recognise) number symbols and number names FAT 1 LO 1 AS 7.1 Building up and breaking down of numbers to at least 10 FAT 1 LO 1 AS 6: Solves and explain verbally stated solutions to problems with single digit numbers and with solutions to 8 FAT 1 LO 2 AS 2: Creates own pattern FAT 1 LO 3 AS 4: Recognises symmetry in own environment ( with focus on front and back) FAT 1	<b>FAT 1: Practical in small groups</b> Learners count animals  Learners build up and break down numbers in the number range 1 -6. See in how many different ways can they pack out counters to get <b>6</b>  OOO   OOO   3and 3 makes 6  O   OOOOO   1 and 5 makes 6  OO   OOOO   2 and 4 makes 6  <b>FAT 1: Practical in small groups</b>  The teacher shows number cards with the symbols <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">1</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">2</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">3</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">4</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">5</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">6</div> </div> and the number names  <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">one</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">two</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">three</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">four</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">five</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">six</div> </div> Learners pack out the number of counters to match  <ul style="list-style-type: none"> <li>- Add and subtract orally to 6 learner use concrete apparatus to pack out solution of problem and tell the teacher how the pattern is made/developed taking turns</li> <li>- Give the children 3 pictures each of 3 different animals and ask them to make a pattern with them or</li> </ul>	<b>METHOD :</b> <b>Teacher</b>  <b>TOOL :</b> Observation sheet Rubric FAT 1  <b>RECORDING :</b> <b>FORMAL</b> <b>FAT1</b>  <b>FORMS :</b> Oral Responses Practical demonstration	Sized Animal pictures  Plastic Animal figures  Counters  Number cards

	<p>the physical plastic animals if you have them – eg 3 monkeys, 3 elephant, 3 lions (they can be of 3 different sizes – small, medium, large of each animal and then</p> <p><b>FAT 1: Practical in small groups</b></p> <p>Learners identify and describe symmetry (identical left and right / front and back) images in the environment.</p>		
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Weekly Lesson Planning Exemplar			
Term 3 : Week 4			
Theme: Wild Animals			
Learning Outcomes and Assessment Standards	Creative Activities – 4 tables daily	Assessment	Resources
<b>LITERACY</b> 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 12 : Manipulates writing tools like crayons and pencils  <b>INTEGRATION :</b> A/C LO 1 Visual Arts AS 3: Explores and experiments with a wide variety of art materials, techniques) including waste materials), and colour in a spontaneous and creative way. LO 1 Visual Arts AS 4: Uses and co-ordinates motor skills in practical work and play (e.g. appropriate handling of scissors, glue applicators, paintbrush and drawing instruments). LO 3 Visual Arts AS 4: Demonstrates active involvement in individual and group art-making activities and an ability to share art-making equipment. LO 4 Visual Arts AS 4: Responds to what the learner sees, perceives and experiences in own natural and constructed environment.	<b>Monday:</b> <b>Group 1:</b> Painting wild animals using geometric shapes <b>Group 2:</b> Draw wild animals that have been displayed on the art table <b>Group 3:</b> Play dough. Table with animal cutters <b>Group 4:</b> Cut out pictures of wild animals and place in a cage – going to the zoo or under a large pre-drawn Thorn tree (by the teacher) as a group activity. Children can then fill in the large picture with grass, other trees, Mr Sun etc. It can develop into a large group collage	<b>METHOD :</b> Teacher  <b>TOOL :</b> Observation sheet Checklist  <b>RECORDING :</b> Informal  <b>FORMS :</b> Oral Responses Practical demonstration	Paint  Paint brushes  Glue  Animal Pictures from magazines  Magazines
	<b>Tuesday:</b> <b>Group 1:</b> Cutting: Learners cut out the wild animals they have drawn the day before <b>Group 2:</b> Sticking : Learners make wild animals out of small boxes – box construction <b>Group 3:</b> Play Dough with animal cutters <b>Group 4:</b> Painting - Wild animals		Play dough  Animal cutters  Crayons and kokis
	<b>Wednesday:</b> <b>Group 1:</b> Painting - Paint a wild animal and/or the animal you made yesterday <b>Group 2:</b> Cutting and pasting wild animal pictures <b>Group 3:</b> Play dough – animal cutters <b>Group 4:</b> Draw picture from the story told – the Lion and the Mouse (Moral story) Colour in picture – only black or purple – one colour!		Scissors  Collage material  Toilet rolls  String
	<b>Thursday:</b> <b>Group 1:</b> Play Dough Model any wild animal – NO cutters <b>Group 2:</b> Painting - Paint a wild animal <b>Group 3:</b> Sticking toilet rolls together to make binoculars and decorate with coloured paper strips <b>Table 4:</b> Colour in the picture of the story told yesterday – The lion and the mouse. Use as many colours as you can – encourage the use of colour and fill in the picture.		Paper plates  Small boxes

	<b>Friday:</b> Group 1: Painting – wild animals Group 2: Play dough with wild animal cutters Group 3: Cut out a pre-drawn face of an elephant with a trunk and sticking it on an empty box of 6 eggs – paint grey and add a short tail. Group 4: Draw a picture about your favourite wild animal and tell the teacher why and what it is. OR decorate and cut out a spiral snake using a paper plate or circle of paper. (Pre drawn by the teacher)		
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Weekly Lesson Planning Exemplar			
Term 3 : Week 4			
Theme: Wild Animals			
Learning Outcomes and Assessment Standards	Music, Drama, Dance & Movement	Assessment	Resources
<p><b>LITERACY</b> Language HL</p> <p>LO 1 AS 1: Listens attentively to instructions and respond appropriately. Responds to movement instructions that cover space</p> <p>LO 1 AS4: Distinguishes between different sounds, especially at the beginning and at the end.</p> <p>LO 1 AS 4.5 Recognises rhyming words in common rhymes such as zoo, zoo, zoo, you can come too, too, too</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><b>LIFESKILLS:</b> Life Orientation</p> <p>LO 4 AS 1: Plays running, chasing and dodging games using space safely</p> <p>LO 4: AS 3: Performs expressive movements using different parts of the body</p> <p>LO 4: AS 2: Explores different ways to locomote, rotate, elevate and balance</p> <p><b>INTEGRATION</b> A/C LO 3 Dance AS 1 : Responds to movement instructions that cover space A/C LO 4 Dance AS 1 :Expresses ideas and stories creatively through movement activities A/C LO 4 Music AS 3 : Listens and moves creatively to stories, songs and sound A /C LO 1 Drama AS 2: Participates in make-believe</p>	<p>Monday: <b>Movement</b></p> <ul style="list-style-type: none"> <li>- Outdoor game: (Hand-eye co-ordination)</li> <li>- Explore different ways of moving – Move like the different animals in the wild – stalking, stomping, swinging from the trees, swaying your trunk like an elephant, moving quietly like the leopard, galloping like the zebra, slither like the snake. Listening to the different rhythms and stopping when the music stops.</li> </ul>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration Discussion</p>	<p>Music instruments</p> <p>CD / tape player</p> <p>Song/rhyme posters</p>
	<p>Tuesday: <b>Drama.</b></p> <p>Role plays animals in the jungle! March of the Lions – the lions are stalking and when the music tells them they have to rise on their back legs and roar. Crawl and then lift onto back legs when the music tells you to do so!</p> <p><b>Imitate :</b> Monkeys swinging in trees Snakes sliding on the ground Elephants walking slowly Springbucks jumping</p>		
	<p>Wednesday: <b>Music</b></p> <p>Learner learn the song : Daddy's taking us to the Zoo tomorrow Monkey, Monkey sitting in a tree SONG</p> <p>SONG – clap the rhythms as well</p>		
	<p>Thursday: <b>Dance</b></p> <ul style="list-style-type: none"> <li>- Dance – If you should meet an elephant upon a Summer's Day - in partners</li> <li>- Dancing patterns - Down in the Jungle where nobody goes - group</li> <li>- Drama: 5 Little monkeys jumping on the bed - group</li> <li>- Play a song with a beat, teacher shows movement</li> </ul>		

<p>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>actions and learners must follow Example: left foot out, right foot out, right arm up, left arm up, both arms up - The Rhythm's of the Jungle beat – clap your hands and stamp your feet ..... high high , low low</p> <ul style="list-style-type: none"> <li>- Repeat actions throughout the song</li> <li>- Play lion / buck in the same way that you play the cat and mouse game. Keeping the lion away from the buck. Children form a circle and 2 children become the buck or lion respectively.</li> </ul>		
	<p>Friday: <b>Movement</b></p> <p>Learners get ready to go to the Zoo /Game Reserve (acting with movement)</p> <ul style="list-style-type: none"> <li>- Children jump out of bed</li> <li>- Pretend to wash face and get dressed sing this is the way we wash our face etc</li> <li>- Run down the steps</li> <li>- Eat your breakfast</li> <li>- Jump on the bus – sing wheels of the bus – all verses</li> <li>- Get to the Game reserve/Zoo</li> <li>- We see: elephant – walk like one swaying your trunk</li> <li>- A zebra – galloping together with</li> <li>- A giraffe – drinking water at the watering hole – legs apart</li> <li>- A Lion stalking and ready to pounce when the teacher beats the drum</li> <li>- Vulture flying overhead looking for food</li> <li>- Tired now – go to sleep under the shade of a thorn tree</li> </ul>		



Weekly Lesson Planning Exemplar			
Term 3 : Week 4			
Theme: Wild Animals			
Learning Outcomes and Assessment Standards	Outdoor Play	Assessment	Resources
<b>LIFE SKILLS :</b> LO 4 AS 4: Participates in free play activities  <b>INTEGRATION:</b> <b>NS</b> LO 1: AS 2 Participates in planned activity by following simple instructions	<b>Monday:</b>  - Sand play - Water play - Outside apparatus & Free play	<b>METHOD :</b> Teacher  <b>TOOL :</b> Observation sheet Checklist  <b>RECORDING :</b> Informal  <b>FORMS :</b> Oral Responses Practical demonstration	Sand Equipment  Water equipment & aprons  Outside apparatus  Wild animal figurines for the sand play
	<b>Tuesday:</b>  - Sand play - Water play - Outside apparatus & Free play		
	<b>Wednesday:</b>  - Sand play - Water play - Outside apparatus & Free play		
	<b>Thursday:</b>  - Sand play - Water play - Outside apparatus & Free play		
	<b>Friday:</b>  - Sand play - Water play - Outside apparatus & Free play		

Weekly Lesson Planning Exemplar			
Term 3 : Week 4			
Theme: Wild Animals			
Learning Outcomes and Assessment Standards	Learning Activity Educational play	Assessment	Resources
<b>LITERACY</b> Language  LO2 AS 4: Use language for imaginatively for fun and fantasy 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  <b>NUMERACY</b> Mathematics LO 4 AS 3: Sequences events within one day  <b>LIFE SKILLS</b> Life Orientation LO 4 AS 4: Participates in free play activities  <b>INTEGRATION:</b> NS LO 1: AS 2.2: Explains what is being done or played	<b>Monday to Friday:</b> <b>Rotate groups</b>  Group 1: Dress up - fantasy play – animal masks etc  Group 2: Reading books in book area  Group 3: Builds 24 -piece puzzle confidently. Learners are introduced to building puzzles (sorting side pieces first , building the frame and then the inside )  Group 4: Learners are required to match animal pictures and the animal names   Friday: Individual Choice	METHOD : Teacher  TOOL : Observation sheet Rubric  RECORDING Informal  FORMS : Oral Responses Practical demonstration	Educational equipment  24- piece Puzzles  Reading Books  Animal pictures 2 of each  Animal Lotto  Pairs of Animal names with a little picture on each  Animal paper crockery in the Fantasy Corner – teddy bears Home!!

Weekly Lesson Planning Exemplar			
Term 3 : Week 4			
Theme: Wild Animals			
Learning Outcomes and Assessment Standards	Literacy (Language ) In Small Groups Monday to Friday	Assessment	Resources
<b>LITERACY</b> Language HL LO 1 AS 1 : Listens attentively to questions, instructions and announcements, and responds appropriately. LO 1 AS 4 .1 : Develops phonic awareness and recognizes that words are made up of sounds LO 1 AS 4.2: Develops phonic awareness and distinguish between different sounds especially at the beginning and ending of words LO 1 AS 3.1 : Acts out parts of the basic song, story or rhyme 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	<p>-Can follow 3 instructions, answer 3 questions and listen to 1 announcement Learner carries out a simple sequence of instructions -announcements, answers, questions</p> <p>-Learners listen to <u>song</u>, story song or <u>rhyme</u> about wild animals and participates by acting out certain parts indicated by teacher</p> <p>-Recognises own name and names of peers. Group discussion. Flash cards with names on. Learner tries to identify names of peers</p> <p>PHONIC OF THE WEEK: Depending on what programme is being used.            Letterland: z: Zig Zag Zebra            e.: Eddie Elephant</p> <p>PATTERN OF THE WEEK - Monkey swing Pattern</p> <p>VOCABULARY WORDS FOR THE WEEK            Sentence strips: with a little picture of the animal at the end of each strip. (at least 4) eg</p> <p>See the elephant </p> <p>See the lion </p> <p>See the tiger </p>	METHOD : Teacher  TOOL : Checklist Rubric  RECORDING : Informal  FORMS : Oral Responses Practical demonstration	CD Player  Songs  Rhyme  Flash cards  Sentence strips  Name Cards

Weekly Lesson Planning Exemplar			
Term 3 : Week 4			
Theme: Wild Animals			
Learning Outcomes and Assessment Standards	Story (Reading)	Assessment	Resources
<b>LITERACY</b> Language HL  LO 1 AS 3: Listen with enjoyment and understanding to oral text such as stories/poems AS 3.1: Acts out parts of the story LO2 AS 9: participates confidently and fluently in the group 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	<b>Monday:</b> <ul style="list-style-type: none"> <li>- The teacher reads a story about animals - introducing the learners to new vocabulary words. She also creates opportunities for learners to bring in their own experiences about wild animals</li> <li>- Memory and comprehension questions:</li> <li>- What should we not do in the game reserve</li> <li>- What did you like best about the story?</li> </ul>	METHOD : Teacher  TOOL : Observation sheet  RECORDING : Informal  FORMS : Oral Responses Practical demonstration	Story books  Animal pictures  Animal masks  Blank paper  Kokis
	<b>Tuesday:</b> Story about the Lion and the Mouse. Ask questions: <ul style="list-style-type: none"> <li>- What happened first?</li> <li>- What happened last?</li> <li>- What would you have done if you were .....?:</li> <li>- Who should you tell?</li> </ul>		
	<b>Wednesday:</b> <ul style="list-style-type: none"> <li>- Learners dramatize a part of the story that was told by the teacher. Half the class to be the Lion – the other half the Mouse – or get into pairs and they must present it to the class</li> <li>- Another good one would be to dramatize – the 3 little pigs after reading it and discussing it.</li> </ul>		
	<b>Thursday:</b> The teacher reads the story about wild animals: <ul style="list-style-type: none"> <li>- Asks questions about the story</li> <li>- Asks learners to retell in correct sequence</li> <li>- Why did they like it?</li> <li>- What was the best part?</li> <li>- What animals were in the story</li> </ul>		
	<b>Friday:</b> <ul style="list-style-type: none"> <li>- Teacher shows the picture of a wild animal and begins the story. Once upon a time this “elephant” (or what ever animal) decided to go for a walk in the jungle and on the way he met.....  <ul style="list-style-type: none"> <li>- Ask the children to continue the story</li> </ul> </li> </ul>		

	<ul style="list-style-type: none"> <li>- What happened next</li> </ul> <p>The teacher then asks</p> <ul style="list-style-type: none"> <li>- What would have happened if? .....</li> <li>- (encourage children to really get creative – the teacher can then write the story up and ask the children to illustrate their own story – make a book for the class)</li> </ul>		
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# TERM 3 WORK SCHEDULE

Week: 5

Date: \_\_\_\_\_

Theme : Birds

	LITERACY FAT 3		NUMERACY		LIFE SKILLS	
Focus Learning Outcomes & Assessment Standards	LO 1: Listening  AS 1, AS 2, AS 3.1, AS 4.2	LO 2: Speaking  AS 1, AS 2, AS 3, AS 4, AS 5, AS 6, AS 7, AS 9	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 4, AS 5	LO 2: Social Dev  AS 3
	LO 3: Reading  AS 1, AS 1.3, AS 1.7, AS 2, AS 3.1, AS 3.3, AS 4.2, AS 4.3	LO 4:Writing  AS 1.5, AS 12	LO 3: Space & Shape AS 1	LO 4: Measurement  AS 2, AS 3	LO 3: Personal Development AS 1, AS 2,	LO 4: Phys Dev. & Movement AS 1, AS 2, AS 3, AS 4,
	LO 5: Thinking & Reasoning  AS 2.1, AS 3, AS 3.4	LO6:Language Structure  AS 1,1, AS 1.2	LO 5: Data Handling  AS 2 ,AS 3			
Time	9 hours 10 minutes		7 hours 30 minutes		5 hours 50 minutes	
Integration	Social Science (H) : LO 2 AS 1, LO 2 AS 2 Natural Science: LO 1 AS 2.2 Arts and Culture : Dance: LO 3 AS 1, LO 4 AS 1 Music: LO 4 AS 3 Drama LO1 AS 2, LO 3 AS 2 Social Science ( G ) LO 2 AS 1 Technology: LO 1 AS 1.1,AS 1.2,AS 1.3, AS 1.4					

<b>Continuous assessment</b>  <b>Who assesses?</b>  <b>How?</b>  <b>What?</b>	<b>METHOD :</b> Teacher <b>TOOL :</b> Observation sheet Rubric Checklist <b>RECORDING :</b> <b>FORMAL FAT 3</b> <b>FORMS :</b> Oral Responses Practical demonstration	<b>METHOD :</b> Teacher <b>TOOL :</b> Observation sheet Rubric Checklist <b>RECORDING :</b> Informal <b>FORMS :</b> Oral Responses Practical demonstration	<b>METHOD :</b> Teacher <b>TOOL :</b> Observation sheet Rubric Checklist <b>RECORDING :</b> Informal <b>FORMS :</b> Oral Responses Practical demonstration
<b>RESOURCES: (REQUIRED EVERY WEEK) :</b> Discovery table items Stories, Rhymes, Songs , Calendar, Name Chart, Birthday Chart, Weather, Theme posters, Number Charts , Abacus, Counters, pegboards, colour charts, Books , Puzzles, Games, Blocks, Construction toys, Manipulative toys Creative materials and tools, Paint, Brushes, Crayons , Scissors , Glue , Paper Anti- waste material , CD player and music instruments Fantasy area: set up as a home corner unless otherwise specified. Outdoor play apparatus :Jungle Gym, Sandpit, Balance beam, Hoops, Tyres, balls Water play equipment, Sand play equipment			<b>SPECIAL RESOURCES FOR THE WEEK</b>  <ul style="list-style-type: none"> <li>- Collection of birds eggs</li> <li>- Feathers collected around the school environment</li> <li>- Specimens of birds from the museums lending library</li> <li>- Variety of birds' nests.</li> <li>- Examples of bird food. Seed grasses, earthworms insects.</li> <li>- Bird in a bird cage or a chicken or a hen.</li> <li>- tools like tweezers, pliers,</li> <li>- Tongs and a spoon to compare to birds beaks.</li> <li>- Pictures and posters of birds.</li> </ul>
<b>Barriers to Learning : SEE TERM 2</b>			

Weekly Lesson Planning Exemplar			
Term 3: Week 5			
Theme: Birds			
Learning Outcomes and Assessment Standards	Health check and Morning Circle ( Ring )	Assessment	Resources
<b>LITERACY :</b> 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  <b>NUMERACY:</b> 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  <b>LIFE SKILLS:</b> Life Orientation LO 2 AS 3: Knows members of own family, peers and caregivers. LO 3 AS 1: Says own name and address. <b>INTEGRATION:</b> 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	<b>Monday to Friday</b> <b>1. Health Check.</b> 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. <b>2. Greetings and news</b> <ul style="list-style-type: none"> <li>- Welcoming : Greet the teacher and friends</li> <li>- News : Learners tell about news in their lives</li> <li>- News: News - country &amp; around the world? (Ask children what did they see on the news (TV), heard on the radio and where did it happen?)</li> <li>- Register: Who is absent? Counting number of learners absent and present</li> <li>- Birthdays: Whose birthday is it today? ( Learners sing "Happy Birthday To You" )</li> <li>- Religion : Moral story and songs</li> </ul> <b>3.Days of the week</b> Monday to Sunday <ul style="list-style-type: none"> <li>- ( Learners say which day of the week it is )</li> <li>- Rhyme about days of the week</li> <li>- Which day comes before .....?</li> <li>- Which day comes after .....?</li> </ul> <b>4. Months of the year</b> <ul style="list-style-type: none"> <li>- Which month of the year is it?</li> <li>- January to December (song)</li> </ul> <b>5. Date</b> <ul style="list-style-type: none"> <li>- Yesterday's date? Today's date? Tomorrow's date?</li> </ul> <b>6. Weather</b> <ul style="list-style-type: none"> <li>- Season? (Summer, Autumn, Winter, Spring)?</li> <li>- Weather? Ask a learner to go and look outside, How is the weather today? (Sunny, cloudy, rainy or windy)?</li> <li>- Tell children to watch temperature for tomorrow</li> </ul>	<b>METHOD :</b> Teacher  <b>TOOL :</b> Observation sheet Checklist  <b>RECORDING :</b> Informal  <b>FORMS :</b> Oral Responses Practical demonstration	Name cards ( Months)  Name cards (Days)  Weather Chart  Birthday chart  Date Chart  Number chart



Weekly Lesson Planning Exemplar			
Term 3 : Week 5			
Theme: Birds			
Learning Outcomes and Assessment Standards	Morning Circle - Theme Discussion	Assessment	Resources
<b>LITERACY :</b> 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  <b>LIFE SKILLS</b> Life Orientation LO 1 AS 1: Explains the importance of drinking only clean water and eating fresh food	<b>Monday:</b> <b>The teacher and learners discuss the characteristics of birds. “What makes a bird a Bird?”</b>  <ul style="list-style-type: none"> <li>- They all have feathers covering their bodies.</li> <li>- All birds have wings</li> <li>- All birds have a beak for a mouth.</li> <li>- All birds lay eggs.</li> <li>- Can all birds fly?</li> </ul> Use bird in cage to re-enforce statements or go into the garden and watch a bird outside.	<b>METHOD :</b> Teacher  <b>TOOL :</b> Observation sheet Checklist  <b>RECORDING :</b> Informal  <b>FORMS :</b> Oral Responses Practical demonstration	Theme posters on Wild Animals  Theme table resources  Theme equipment  Plastic wild animals, poster and pictures of wild animals  Words and matching picture cards.  Matching first letters to the word cards.
	<b>Tuesday</b> <b>Discussion about how birds feed comparing it to how humans acquire food.</b>  <ul style="list-style-type: none"> <li>- Feed on seeds, fruit, insects and small animals.</li> <li>- Use the tool to compare the beak shapes used for different foods</li> <li>- Why must birds eat food and drink clean water?</li> </ul>		
	<b>Wednesday:</b> <b>Discuss how birds move.</b>  <ul style="list-style-type: none"> <li>- They fly, hop, swim and walk. Can you do these things?</li> <li>- Why can some birds fly and others not?</li> </ul>		
	<b>Thursday:</b> <b>Where birds live and what they use to build with.</b>  <ul style="list-style-type: none"> <li>- Why do birds need a home .a] to keep safe from enemies. b] a place for their young to be safe and grow up. c] a place to keep their food and feed their young.</li> </ul>		

	<b>Friday:</b> <b>Care of your bird or chickens.</b> <ul style="list-style-type: none"> <li>- Clean water every day.</li> <li>- Feed every day. Check that the food is clean and fresh otherwise your chickens will get sick.</li> <li>- A safe place for them to sleep at night. Cover your bird cage with a cloth at night.</li> </ul>		
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Weekly Lesson Planning Exemplar			
Term 3 : Week 5			
Theme: Birds			
Learning Outcomes and Assessment Standards	Maths Routine ( Daily Monday to Friday)	Assessment	Resources
<p><b>LITERACY :</b> 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><b>NUMERACY :</b> 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><b>1. Counting: (Monday to Friday)</b> Counting every day objects 1, 2, 3, 4, 5,6,7</p> <p><b>2 .Matching the concrete objects to the written numeral.</b>eg. 1...<b>O</b> 2....<b>OO</b> up to 7. The children can pack out stones or bottle tops to match the numerals.</p> <p><b>3. Before , after and between</b> - Which number comes before <b>6</b>? Which number comes after <b>7</b>? Which number is between <b>1</b> and <b>3</b>?</p> <p><b>4. More and less.</b> Is 4 less/more than 6?. Children use concrete apparatus to solve the problem. If so how many less. The same can be done with more and more than.</p> <p><b>5. Problem solving.</b> a] 2 birds have 2 eyes, how many eyes do 3 birds have? Same with feet, wings, beaks. Use simple drawings of a bird to help those who need a visual aid. These can be on flash cards so you can hold up 4 birds if asking a question about 4 birds.</p> <p><b>6. Addition and subtraction.</b> 6 birds in a tree. 2 fly away, How many left in the tree? Allow the children to be the birds. Do the same with addition. 1 bird on the branch.2 more joins it. How many altogether?</p> <p><b>7 Patterning.</b> Teacher cuts out 8 oval shapes. 2 in each colour. She then creates the beginning of a pattern of coloured eggs and the children tell her how to complete the pattern e.g. Red, blue, red? Blue, blue, green?</p> <p><b>8 Writing and forming numbers.</b> Allow the children to roll play dough and form the letters with dough.</p>	<p><b>METHOD :</b> Teacher</p> <p><b>TOOL :</b> Observation sheet</p> <p><b>RECORDING :</b> <b>FORMAL</b> <b>FAT 3</b></p> <p><b>FORMS :</b> Oral Responses Practical demonstration</p>	<p>Number poster</p> <p>Abacus</p> <p>Blocks</p> <p>Chalkboard + chalk</p> <p>Number wall chart</p> <p>Number cards</p> <p>Number dominos</p> <p>Animal dominos</p>

Weekly Lesson Planning Exemplar			
Term 3 : Week 5			
Theme: BIRDS			
Learning Outcomes and Assessment Standards	Learning Activities Maths (Numeracy) In Small Groups Monday to Friday	Assessment	Resources
<b>NUMERACY</b> 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 FAT 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 LO 5 AS 3 : Draws a picture as record of collected objects	<ul style="list-style-type: none"> <li>Work in the number range 1 -7. See in how many different ways can they pack out counters to get <b>7</b>  ○○○ ●●●● 3 and 4 makes 7  ○ ●●●●●● 1 and 6 makes 7  ●● ○○○○ ○ 2and 5 makes 7  ●● ○○ ●●● 2 and 2 and 3 makes 7</li> <li>Draw picture of collected objects. Seed pods, nests, egg, feathers.</li> <li>Answer questions on sorted objects / pictures</li> <li>Know number names and symbols: telephone numbers, own address</li> </ul>	METHOD : Teacher  TOOL : Observation sheet Rubric  RECORDING : Informal  FORMS : Oral Responses Practical demonstration	Sized Animal pictures  Plastic Animal figures  Counters  Number cards

Weekly Lesson Planning Exemplar			
Term 3 : Week 5			
Theme: Birds			
Learning Outcomes and Assessment Standards	Creative Activities – 4 tables daily	Assessment	Resources
<b>LITERACY</b> Language 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 <b>LO 4 AS 1.5 Talks about own drawing and writing (FAT 3)</b>  <b>LIFE SKILLS</b> <b>Life Orientation</b> 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.  <b>INTEGRATION</b> <b>Technology:</b> AS 1.1 ,AS 1.2, AS 1.3 ,AS 1.4 Investigate ,Design, Make ,Evaluate.	<b>Monday to Friday:</b> <b>Groups Rotate:</b>  Activity 1: Learners draw a picture of a bird. Reinforce the shapes you see on a bird e.g. What shape is the body?(oval) FAT 3  Activity 2: Play Dough. Make a birds nest. One where the bird can lay her eggs. How many eggs can you fit in your nest?  Activity 3: Painting. With feathers and thin paint. Free choice  Activity 4: 3- D birds made out of a toilet roll and coloured paper pieces cut out of magazines for the wings and the beak etc  Friday: 1-Design and technology: Using a variety of boxes, string, sticks and other suitable waste the children can build their own bird feeder to hang in a tree. 2- Draw and colour a bird in flight and then cut it out to create a group picture of birds migrating. 3- Painting an owl in a tree. The learners can choose to do one or the other activity or all three.	METHOD : Teacher  TOOL : Observation sheet Checklist  RECORDING : <b>FORMAL</b>  FORMS : Oral Responses - Practical demonstration	Paint Paint brushes Glue Animal Pictures from magazines Magazines Play dough Animal cutters Crayons and kokis Scissors Collage material Toilet rolls String Paper plates Small boxes

Weekly Lesson Planning Exemplar			
Term 3 : Week 5			
Theme: Birds			
Learning Outcomes and Assessment Standards	Music, Drama, Dance & Movement	Assessment	Resources
<p><b>LITERACY</b> Language HL LO 1 AS 1: Listens attentively to instructions and respond appropriately. Responds to movement instructions that cover space LO 3 AS 3. 1: Listens with enjoyment to oral texts (simple songs, rhymes, short poems and stories}, and shows understanding: acts out parts of the story, song or rhyme</p> <p><b>LIFESKILLS:</b> 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><b>INTEGRATION</b> A/C LO 3 Dance AS 1 : Responds to movement instructions that cover space A/C LO 4 Dance AS 1 :Expresses ideas and stories creatively through movement activities A/C LO 4 Music AS 3 : Listens and moves creatively to stories, songs and sound A /C LO 1 Drama AS 2: Participates in make-believe situations based on imagination, fantasy and life experiences A/C LO 3 Drama AS 2 :Participates in drama games – takes turns, waits for signals, cues, and shares space</p>	<p><b>Monday: Movement</b> - Outdoor game: (Hand-foot co-ordination) - Explore different ways of moving like birds. Flying, gliding, running, hopping, swimming and walking.</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration Discussion</p>	<p>Music instruments</p> <p>CD / tape player</p> <p>Song/rhyme posters</p>
	<p><b>Tuesday: Drama</b> Say Rhyme:</p> <p><i>Over in the forest lives an owl so wise. Round eyes blinking, Whoo whoo he cries. Over in the forest on the tree top high. The black crows are flying in caw caw they cry Over in the forest, round and round a tree . The woodpecker is tapping noisily. Over in the forest the doves fold their wings, And listen to the song the night owl sings.</i></p> <p>Divide the group into owls, crows, woodpeckers and doves. Teacher says the rhyme and the children dramatise accordingly. Allow the children to be the relevant birds as you speak. You can change the groups around so the children all have a chance to be each of the birds.</p>		
	<p><b>Wednesday: Music</b></p> <p>Learners sing : <i>One little bird sang cheep x3 and hopped on his dainty feet x3 He pulled up a worm with glee x3 and flew to his nest in the tree x3</i></p> <p>Carry on until 5. You then use the plural (one- many ) bird- birds, it - they, worm- worms, , nest- nests and tree- trees.</p>		

	<p>Thursday: Dance</p> <p>Chicken- dance. Children face their partner.</p> <ol style="list-style-type: none"> <li>1- Hand above head open and close finger as if they were beaks x4</li> <li>2- Bring arms down, bend elbows at your side and flap your wings x4</li> <li>3- Wiggle your body and bend your knees up and down to count of four.</li> <li>4- Clap hands x4.</li> <li>5- Repeat this action x4.</li> </ol> <p>Then take your partner by the elbow facing in opposite directions and skip around in a circle.  Music for this is on Blarney Brothers CD Party Collection Track no.5 <b>or any other music available</b></p> <hr/> <p>Friday: Movement  Learners</p> <ul style="list-style-type: none"> <li>- The children walk to the playground pretending that they are on the way to school. What do you see on the way to school?</li> <li>- Birds flying fast ( learners run fast)</li> <li>- A chicken walking slowly , very slowly past you ( move slowly forward pretending to be the chicken</li> <li>People walking ( walk in time to music)</li> <li>- Birds flapping their wings (run with fast music )</li> </ul>		
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Weekly Lesson Planning Exemplar			
Term 3 : Week 5			
Theme: Birds			
Learning Outcomes and Assessment Standards	Outdoor Play	Assessment	Resources
<b>LIFE SKILLS :</b> LO 4 AS 4: Participates in free play activities  <b>INTEGRATION:</b> <b>NS</b> LO 1: AS 2 Participates in planned activity by following simple instructions	<b>Monday:</b> <ul style="list-style-type: none"> <li>- Sand play</li> <li>- Water play</li> <li>- Outside apparatus &amp; Free play</li> </ul>	<b>METHOD :</b> Teacher  <b>TOOL :</b> Observation sheet Checklist  <b>RECORDING :</b> Informal  <b>FORMS :</b> Oral Responses Practical demonstration	Sand Equipment  Water equipment & aprons  Outside apparatus  Wild animal figurines for the sand play
	<b>Tuesday:</b> <ul style="list-style-type: none"> <li>- Sand play</li> <li>- Water play</li> <li>- Outside apparatus &amp; Free play</li> </ul>		
	<b>Wednesday:</b> <ul style="list-style-type: none"> <li>- Sand play</li> <li>- Water play</li> <li>- Outside apparatus &amp; Free play</li> </ul>		
	<b>Thursday:</b> <ul style="list-style-type: none"> <li>- Sand play</li> <li>- Water play</li> <li>- Outside apparatus &amp; Free play</li> </ul>		
	<b>Friday:</b> <ul style="list-style-type: none"> <li>- Sand play</li> <li>- Water play</li> <li>- Outside apparatus &amp; Free play</li> </ul>		



Weekly Lesson Planning Exemplar			
Term 3 : Week 5			
Theme: Birds			
Learning Outcomes and Assessment Standards	Learning Activity Educational play	Assessment	Resources
<b>LITERACY</b> Language  LO2 AS 4: Use language for imaginatively for fun and fantasy LO 3 AS 1.3 Makes sense of picture stories ( FAT 3) LO 5 AS 2.1 Identifies and describes similarities and differences( FAT 3) LO 5 AS 3.4: Solves and completes puzzles  <b>NUMERACY</b> Mathematics LO 4 AS 3: Sequences events within one day  <b>LIFE SKILLS</b> Life Orientation LO 4 AS 4: Participates in free play activities  <b>INTEGRATION:</b> NS LO 1: AS 2.2: Explains what is being done or played	<b>Monday to Friday:</b>  Activity 1: Dress up - fantasy play  Activity 2: Reading books in book area .Make sense of a simple 3 picture story FAT 3  Activity 3: Builds 20 -piece puzzle confidently. Learners are introduced to building puzzles (sorting side pieces first , building the frame and then the inside ) FAT 3  Activity 4: Learners look at pictures of birds to confidently identify similarities and differences FAT 3  Friday  Group 1: Free choice Group 2: Free choice Group 3: Free choice Group 4: Free choice	METHOD : Teacher  TOOL : Observation sheet Rating scale  RECORDING <b>Formal FAT 3</b>  FORMS : Oral Responses Practical demonstration	Educational equipment  24- piece Puzzles  Reading Books  Animal pictures 2 of each  Animal Lotto  Pairs of Animal names with a little picture on each  Animal paper crockery in the Fantasy Corner – teddy bears Home!!

Weekly Lesson Planning Exemplar			
Term 3 : Week 5			
Theme: Birds			
Learning Outcomes and Assessment Standards	Literacy (Language ) FAT 3 In Small Groups Monday to Friday	Assessment	Resources
<b>LITERACY</b> Language HL  LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately. FAT 3 LO 1 AS 4.2 Distinguish between different sounds especially at the beginning and end of words FAT 3 LO 2 AS 6: Passes on messages LO 1 AS 3.1 : Acts out parts of the basic song, story or rhyme LO 3 AS 4 .2 : Recognizes and reads high frequency words such as own name and print in the environment such as “ STOP “ 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	<b>Monday:</b> <ul style="list-style-type: none"> <li>- The teacher reads the story of ‘The Little Red Hen’</li> <li>- introducing the learners to new vocabulary words. Learners listen and participate to distinguish between different sounds especially at the beginning and ending of words FAT 3</li> </ul>	METHOD : Teacher  TOOL : Checklist Rubric  RECORDING : Formal FAT 3  FORMS : Oral Responses Practical demonstration	CD Player  Songs, Rhyme  Flash cards  Sentence strips  Name Cards
	<b>Tuesday:</b> <ul style="list-style-type: none"> <li>- Recap the story quickly by allowing the children to tell you the story in their own words.</li> <li>- Learners dramatize the story of the ‘Little Red Hen’</li> <li>- Use puppet heads on sticks or other props.</li> <li>-</li> </ul>		
	<b>Wednesday:</b> <ul style="list-style-type: none"> <li>- Teacher tells her own story of a bird that lays an egg and sits on it for 21 days. How it fetches food. When the chick hatches. How she feeds her chick. How the fledgling learns to fly. When strong enough will fly away and build its own nest and the cycle starts again.</li> </ul>		
	<b>Thursday:</b> <ul style="list-style-type: none"> <li>- Learners tell their own stories about experiences with birds and where they saw them and what they were doing.FAT 3</li> <li>- To get the children to talk you can ask a Where? What? How? Why? Questions .FAT 3</li> </ul>		
	<b>Friday:</b> <ul style="list-style-type: none"> <li>- Story of The Ugly Duckling. A story simply for enjoyment.</li> </ul>		

Weekly Lesson Planning Exemplar			
Term 3 : Week 5			
Theme: Birds			
Learning Outcomes and Assessment Standards	Story (Reading)	Assessment	Resources
<b>LITERACY</b> Language HL LO 1 AS 3: Listen with enjoyment and understanding to oral text such as stories/poems AS 3.1 Acts out parts of the story LO2 AS9: participates confidently and fluently in the group 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	<b>Monday:</b> <ul style="list-style-type: none"> <li>- The teacher reads a story about animals - introducing the learners to new vocabulary words. She also creates opportunities for learners to bring in their own experiences about birds</li> <li>- Memory and comprehension questions:</li> <li>- What did you like best about the story?</li> </ul>	METHOD : Teacher  TOOL : Observation sheet  RECORDING : Informal  FORMS : Oral Responses Practical demonstration	Story books  Animal pictures  Animal masks  Blank paper  Kokis
	<b>Tuesday:</b> <ul style="list-style-type: none"> <li>- Questions about story about the Lion and the Mouse</li> <li>- What happened first?</li> <li>- What happened last?</li> <li>- What would you have done if you were .....?:</li> <li>- Who should you tell?</li> </ul>		
	<b>Wednesday:</b> <ul style="list-style-type: none"> <li>- Learners dramatize a part of the story that was told by the teacher. Half the class to be the Lion – the other half the Mouse – or get into pairs and they must present it to the class</li> <li>- Another good one would be to dramatize – the 3 little pigs after reading it and discussing it.</li> </ul>		
	<b>Thursday:</b> <ul style="list-style-type: none"> <li>- The teacher reads the story about The ugly duckling:</li> <li>- Asks questions about the story</li> <li>- Asks learners to retell in correct sequence</li> <li>- Why did they like it?</li> <li>- What was the best part?</li> <li>- What animals were in the story?</li> </ul>		
	<b>Friday:</b> <ul style="list-style-type: none"> <li>- Teacher shows the picture of birds and begins the story. Once upon a time this “bird” (animal) decided to fly away to a warmer country and on the way he met.....               <ul style="list-style-type: none"> <li>- Ask the children to continue the story</li> <li>- What happened next</li> </ul> </li> </ul>		

	<p>The teacher then asks</p> <ul style="list-style-type: none"> <li>- What would have happened if? .....</li> <li>- (encourage children to really get creative – the teacher can then write the story up and ask the children to illustrate their own story – make a book for the class)</li> </ul>		
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# TERM 3 WORK SCHEDULE

Week: 6

Date: \_\_\_\_\_

Theme : TEETH

	LITERACY		NUMERACY (FAT 2)		LIFE SKILLS	
Focus Learning Outcomes & Assessment Standards	<b>LO 1: Listening</b>  AS 1, AS 2, AS 3.5	<b>LO 2: Speaking</b>  AS 1, AS 2, AS 3, AS 4, AS 5, AS 6, AS 7	<b>LO 1: Number Op</b>  AS 1, AS 2, AS 3, AS 5, AS 6, AS 7.1 AS 7.2,AS 7.3, As 8	<b>LO 2: Patterns</b>  AS 1 ,AS 5	<b>LO 1:Health Promotion</b> AS 1, AS 2, AS 3,	<b>LO 2: Social Development</b> AS 2, AS 3
	<b>LO 3: Reading</b>  AS 1, AS 1.4, AS 2, AS 3.1, AS 4.2, AS 4.3 ,AS 4.4	<b>LO 4:Writing</b>  AS 1.2 AS 12	<b>LO 3: Space &amp; Shape</b>	<b>LO 4: Measurement</b> AS 2, AS 3	<b>LO 3: Personal Development</b> AS 1	<b>LO 4: Phys Dev. &amp; Movement</b> AS 1, AS 2, AS 3, AS 4
	<b>LO 5: Thinking &amp; Reasoning</b>  AS 3, AS 3.4	<b>LO6:Language Structure</b>  AS 1,1, AS 1.2	<b>LO 5: Data Handlg</b>			
Time	9 hours 10 minutes		7 hours 30 minutes		5 hours 50 minutes	
Integration	<b>Social Science (H) :</b> LO 2 AS 1, LO 2 AS 2 <b>Natural Science:</b> LO 1 AS 2.2 <b>Arts and Culture :</b> Visual Arts : LO 1 AS 3, LO 1 AS 4 , LO 3 AS 4 , Music: LO 4 AS 3 Drama: LO 1 AS 2, LO 3 AS 1, LO 4 AS 1 <b>Social Science ( G ): LO 2 AS 1</b> <b>Technology</b> LO 1 AS 3					

<b>Continuous assessment</b>  <b>Who assesses?</b>  <b>How?</b>  <b>What?</b>	<b>METHOD :</b> Teacher <b>TOOL :</b> Observation sheet Rubric Checklist <b>RECORDING :</b> Informal <b>FORMS :</b> Oral Responses Practical demonstration	<b>METHOD :</b> Teacher <b>TOOL :</b> Observation sheet Rubric Checklist <b>RECORDING :</b> <b>FORMAL FAT 2</b> <b>FORMS :</b> Oral Responses Practical demonstration	<b>METHOD :</b> Teacher <b>TOOL :</b> Observation sheet Rubric Checklist <b>RECORDING :</b> Informal <b>FORMS :</b> Oral Responses Practical demonstration
<b>RESOURCES: (REQUIRED EVERY WEEK) :</b> Discovery table items Stories, Rhymes, Songs , Calendar, Name Chart, Birthday Chart, Weather, Theme posters, Number Charts , Abacus, Counters, pegboards, colour charts, Books , Puzzles, Games, Blocks, Construction toys, Manipulative toys Creative materials and tools, Paint, Brushes, Crayons , Scissors , Glue , Paper Anti- waste material , CD player and music instruments Fantasy area: set up as a home corner unless otherwise specified. Outdoor play apparatus :Jungle Gym, Sandpit, Balance beam, Hoops, Tyres, balls Water play equipment, Sand play equipment			<b>SPECIAL RESOURCES FOR THE WEEK</b>  <ul style="list-style-type: none"> <li>- Dental apparatus</li> <li>- Bake and Create ingredients</li> <li>- Poster of different objects including balls and boxes</li> <li>- Mealies to be used as counters</li> <li>- Egg boxes and flour/sand</li> <li>- Yogurt cups</li> <li>- Old toothbrushes</li> </ul>
<b>Barriers to Learning : SEE TERM 2</b>			

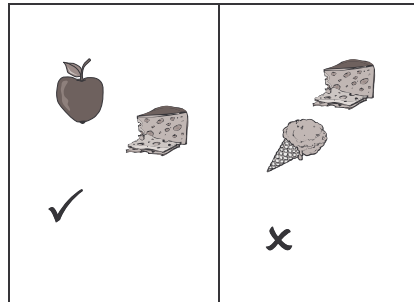
Weekly Lesson Planning Exemplar			
Term 3: Week 6			
Theme: TEETH			
Learning Outcomes and Assessment Standards	Health check and Morning Circle ( Ring )	Assessment	Resources
<b>LITERACY :</b> Language HL  LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately 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  <b>NUMERACY:</b> 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  <b>LIFE SKILLS:</b> Life Orientation  LO 2 AS 3: Knows members of own family, peers and caregivers. LO 3 AS 1: Says own name and address.	Monday to Friday 1. Health Check. Run a quick head to toe check of each child. Keep a health record of any sign of illness observed or medication given. Refer cases that need attention. 2. Greetings and news - Welcoming : Greet the teacher and friends - News : Learners tell about news in their lives - News: News - country & around the world? (Ask children what did they see on the news (TV), heard on the radio and where did it happen?) - Register: Who is absent? Counting number of learners absent and present - Birthdays: Whose birthday is it today? ( Learners sing "Happy Birthday To You" ) - Religion : Moral story and songs  6. Days of the week Monday to Sunday - ( Learners say which day of the week it is ) - Rhyme about days of the week - Which day comes before .....? - Which day comes after .....?  4. Months of the year - Which month of the year is it? - January to December (song) - 5. Date - Yesterday's date? Today's date? Tomorrow's date?  6. Weather - 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.	METHOD : Teacher  TOOL : Observation sheet Checklist  RECORDING : Informal  FORMS : Oral Responses Practical demonstration	Name cards ( Months)  Name cards (Days)  Weather chart  Birthday chart  Date Chart  Number chart

<b>INTEGRATION:</b> SS (H) LO 2 AS 1: Discusses personal experiences in the past and present (chronology and time) LO 2 AS 2: Discusses own age in years (chronology and time) SS (G) LO 2 AS 1: Discusses personal experiences of familiar people and places			
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Weekly Lesson Planning Exemplar			
Term 3 : Week 5			
Theme: TEETH			
Learning Outcomes and Assessment Standards	Maths Routine ( Daily Monday to Friday)	Assessment	Resources
<b>LITERACY :</b> Languages 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 5 AS 3: Uses language to investigate and explore: asks questions and searches for explanations gives explanations and offers solutions  <b>LIFE SKILLS</b> 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. LO1 AS 3: Demonstrates precautions against the spread of communicable diseases.	<b>Monday:</b> <b>Our teeth!</b> <ul style="list-style-type: none"> <li>- Humans are born with a set of milk teeth hidden in their gums.</li> <li>- These first teeth start to come through by six months and all 20 are through when we reach the age of two.</li> <li>- Adult teeth start to come through once the milk teeth fall out. This usually happens when the child is about six years old. ( Explain what happens to teeth that fall out - different cultures )</li> <li>- We will have 32 teeth when all our adult teeth are out.</li> <li>- Various teeth have their own jobs to help us to eat.</li> <li>- Molars grind food and are found at the back of the mouth.</li> <li>- Incisors chop food up and canines rip food when we bite.</li> <li>- Teeth are made from hard enamel and are held in the gums by roots.</li> <li>- Let the pupils feel their teeth with their clean fingers. Can they count how many teeth they have? Ask the learners if all their teeth feel the same shape?</li> </ul>	<b>METHOD :</b> Teacher  <b>TOOL :</b> Observation sheet Checklist  <b>RECORDING :</b> Informal  <b>FORMS :</b> Oral Responses Practical demonstration	Theme posters on Teeth  Theme table Resources  Theme equipment: Toothbrush Dental floss False teeth Toothpaste X-ray of teeth Surgical gloves  Dental equipment  Pictures of different animal teeth  Poster of good and bad food  Boiled egg  Coke
	<b>Tuesday</b> <b>We must look after our teeth.</b> <ul style="list-style-type: none"> <li>- Once we have our adult teeth they must last us for our whole life. It is very important that we take proper care of our teeth.</li> <li>- We must brush our teeth daily. If we do not do this, old food gets stuck in our teeth and starts to decay.</li> <li>- This forms bacteria that make acid which starts to break down the enamel that protects our teeth.</li> <li>- Bacteria are invisible and can be removed by brushing our teeth properly.</li> <li>- If this is not done, our teeth start to decay and we must then go to the dentist.</li> </ul>		

	<ul style="list-style-type: none"> <li>- Ask the children to tell how they brush their teeth.</li> <li>- Go through the correct up-and-down and around brushing movements.</li> </ul> <p>Discuss toothpaste and dental floss. Explain that long ago, before toothpaste was invented, people cleaned their teeth with cold ash from fires.</p> <p><b>Wednesday:</b>  <b>A visit to the Dentist.</b></p> <ul style="list-style-type: none"> <li>- Ask the children if any of them has visited a dentist.</li> <li>- Discuss what might happen if you have a decayed tooth to be filled or removed.</li> <li>- A dentist uses special tools to fill rotten teeth.</li> <li>- He must first drill out the part of the tooth that is decayed. Then a filling is packed into the hole that was made where the dentist drilled.</li> <li>- The dentist gives you an injection into your gum so that he will not hurt you.</li> <li>- The filling hardens when it dries so that it can last a very long time.</li> <li>- Sometimes teeth have to be removed. Crowns and false teeth can be made to replace these missing teeth.</li> </ul> <p><b>Thursday:</b>  <b>Our teeth like healthy food.</b></p> <ul style="list-style-type: none"> <li>- Some foods are bad for our teeth, especially sticky, sugary foods such as sweets, cakes with icing sugar and fizzy sweet drinks.</li> <li>- Discuss healthy and unhealthy foods with the children. Use pictures cut out of magazines to make a poster illustrating foods that are good and bad for our teeth.</li> </ul>		
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- Do an experiment with the children illustrating the bad effects of sugar on our teeth.
- Show the children a hard-boiled egg. Tell them this represents their healthy teeth, nice and white.
- Pour Coke into a bowl. This represents the bad things for their teeth. Leave the egg in the Coke until the next day.
- What does the egg look like the next morning? What happened? Why do you think it happened?
- Put toothpaste onto a toothbrush and gently brush the egg. What happens? (The egg becomes white again.)


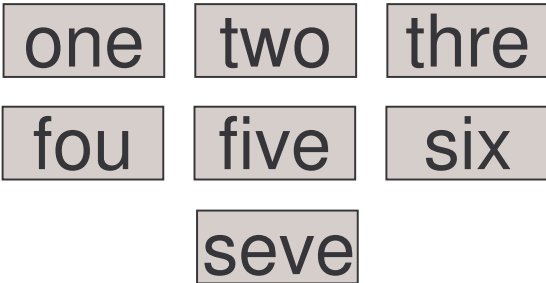
#### **Friday:**

#### **Animals also have teeth.**


- Introduce plant eaters and meat eaters to the children. Show pictures and let the children guess which animals are in each group:
  1. Some animals eat only plants
  2. Some animals eat only meat
  3. Some eat meat, plants and fruit.
- The shape of animals' teeth depends on what they eat.
- Plant eaters have hard, flat teeth to help them grind the plants and leaves they eat.
- Meat eaters have strong, sharp teeth to help them tear the flesh of their prey.
- Crocodiles' top and bottom teeth fit into each other to help them grip their prey very tightly.
- Sharks have many rows of teeth, so that if one

	<p>breaks, it is quickly replaced.</p> <ul style="list-style-type: none"> <li>- Baby birds have a tiny tooth on the tips of their beaks to help them break out of their shell. This tooth disappears once the bird is born.</li> <li>- Animals have clever ways of keeping their teeth clean. Crocodiles let little birds into their mouth to clean their teeth. Some big fish let smaller fish eat the bits of food between their teeth to keep them clean.</li> <li>- Some animals use their teeth for fighting as well as eating. Elephants use their tusks (which are their canine teeth) to fight and to dig up roots to eat. Tigers, lions and eagles use their sharp teeth to kill their prey.</li> </ul>		
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Weekly Lesson Planning Exemplar			
Term 3 : Week 6			
Theme: TEETH			
Learning Outcomes and Assessment Standards	Maths Routine ( Daily Monday to Friday)	Assessment	Resources
<p><b>LITERACY :</b> Language HL</p> <p>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>LO 3 AS 1.4 : Matches pictures and words</p> <p>LO 4 AS 1.2 : Forms letters in various ways (eg by using own body to show the shapes, writing in sand)</p> <p>LO 4 AS12: Manipulates writing tools like crayons and pencils</p> <p><b>NUMERACY :</b> Mathematics</p> <p>LO 1 AS 1: Count to at least 10 everyday objects</p> <p>LO 1 AS 2: Says &amp; uses number names in familiar context</p> <p>LO 1 AS 6: Solves verbally stated additions and subtraction problems with solutions to at least 10</p> <p>LO 1 AS 7.1 &amp; 7.3 : Uses the following techniques: building up and breaking down numbers to at least 10; using concrete apparatus (eg.counters).</p> <p>LO 1 AS 8: Explains own solutions to problems</p>	<p><b>1.Counting: (Monday to Friday)</b> Counting every day objects 1, 2, 3, 4.....</p> <p><b>2. Shapes and colours</b></p> <ul style="list-style-type: none"> <li>- Flash shape cards</li> <li>- Flash colour cards</li> </ul> <p><b>3. Before , after and between</b></p> <ul style="list-style-type: none"> <li>- Which number comes before <b>5</b>? Which number comes after <b>3</b>? Which number is between <b>4</b> and <b>6</b>? Are <b>4</b> counters more or less than <b>5</b>?</li> </ul> <p><b>4. Number of the week : 7</b></p> <p><b>FORMAL ASSESSMENT ON NUMBER 7</b></p> <p><b>SEE THAT LEARNERS HAVE THE CORRECT PENCIL GRIP AND NUMBERS ARE FORMED IN THE CORRECT WAY</b></p> <p><b>5. Problem solving</b> Learners solve verbally stated addition and subtraction problems with single digit numbers and solutions to at least 6. Learners use concrete apparatus to pack out the solution to the problem.</p>	<p><b>METHOD :</b> Teacher</p> <p><b>TOOL :</b> Observation sheet</p> <p><b>RECORDING :</b> Formal <b>FAT 2</b></p> <p><b>FORMS :</b> Oral Responses Practical demonstration</p>	<p>Number poster</p> <p>Abacus</p> <p>Blocks</p> <p>Chalkboards + chalk</p> <p>Number wall chart</p> <p>Number cards</p> <p>Mealies as counters</p>

Weekly Lesson Planning Exemplar			
Term 3 : Week 6			
Theme: TEETH			
Learning Outcomes and Assessment Standards	Learning Activities Maths (Numeracy) In Small Groups Monday to Friday	Assessment	Resources
<p><b>LITERACY</b> Language HL: LO 1 AS 1: Listen attentively to questions, instructions and announcements LO 2 AS 5: Asks questions and responds</p> <p><b>NUMERACY</b> Mathematics LO 1 AS 1 : Counts to at least 10 everyday objects reliably FAT 2 LO 1 AS 2: Say number names in familiar context FAT 2 LO 1 AS 3 : Knows the number names and symbols for 1 – 10 FAT 2 LO 1 AS 5 : Solves and explains solutions to practical problems that involve equal sharing and grouping with whole numbers of at least 10 and with solutions that include remainders. FAT 2 LO 1 AS 6 : Solves verbally-stated additions and subtraction problems with single-digit numbers and with solutions to at least 10 FAT 2 LO 1 AS 7.2 : Doubling and halving to at least 10 FAT 2 LO 2 AS 1: Copies and extends simple patterns using physical objects and drawings (eg. using colours and shapes). FAT 2</p>	<p>- Learners count mealies (teeth)</p> <p>- The teacher shows number cards with the symbols: <b>FAT 2: Practical in small groups</b> The teacher shows number cards with the symbols</p> <div style="text-align: center;">  <p>And the number names:</p>  </div> <p>Learners pack out the number of mealies (“teeth”) to match the number symbol and the number name. Learners use concrete apparatus.</p> <p><b>FAT 2:</b></p> <p>- The teacher asks word problems that involve equal sharing and grouping without a remainder with whole numbers in the number range 1 – 7 in the number. Learners use concrete apparatus to solve the problems, eg.</p> <p><i>Share 6 apples between 2 learners. Nandi has 5 toothbrushes and Thabo has 2. How many toothbrushes do they have altogether?</i></p>	<p><b>METHOD :</b> Teacher</p> <p><b>TOOL :</b> Observation sheet Rubric</p> <p><b>RECORDING :</b> Formal <b>FAT 2</b></p> <p><b>FORMS :</b> Oral Responses Practical demonstration</p>	<p>Mealies</p> <p>Number symbol cards</p> <p>Number name cards</p> <p>Shapes</p> <p>Poster of different objects including boxes and balls</p>

	<p><i>The baby has 4 teeth. She gets another 3 new teeth. How many teeth does she have?</i></p> <p><i>Mommy has 6 tubes of toothpaste. She uses 3. How many are left?</i></p> <p><b>FAT 2: Practical in small groups</b></p> <ul style="list-style-type: none"> <li>- Learners double the numbers 1, 2 and 3. Learners use concrete apparatus.</li> <li>- Learners halve the numbers 1 – 6 with solutions that include remainders using concrete apparatus.</li> <li>- Learners copy a given pattern. e.g.</li> </ul> <div data-bbox="936 587 1422 651" data-label="Image"> </div> <p>FAT 2:</p> <ul style="list-style-type: none"> <li>- The teacher shows a picture of different objects including boxes and balls. Learners identify and name the boxes and balls.</li> </ul>		
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Weekly Lesson Planning Exemplar			
Term 3 : Week 5			
Theme: TEETH			
Learning Outcomes and Assessment Standards	Creative Activities	Assessment	Resources
<p><b>LITERACY</b> Language LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately LO 4 AS 12 : Manipulates writing tools like crayons and pencils.</p> <p><b>INTEGRATION :</b> <b>Art and Culture</b> LO 1 Visual Arts AS 3: Explores and experiments with a wide variety of art materials, techniques) including waste materials), and colour in a spontaneous and creative way. LO 1 Visual Arts AS 4: Uses and co-ordinates motor skills in practical work and play (e.g. appropriate handling of scissors, glue applicators, paintbrush and drawing instruments). LO 3 Visual Arts AS 4: Demonstrates active involvement in individual and group art-making activities and an ability to share art-making equipment.</p> <p><b>Technology</b> LO 1 AS 3 : Makes simple products from a range of materials provided.</p>	<p><b>MONDAY TO FRIDAY: Rotate groups</b> <b>Group 1: Bake and Create.</b> Learners make a “Smiley Face” using an apple, two raisins and peanuts for teeth.</p>  <p>Use peanut butter as “glue to attach the teeth and eyes.</p> <p><b>Group 2: Play Dough.</b> Make a clay shark. Use matchsticks to make teeth in the shark's mouth. <b>Group 3: Painting.</b> Teacher provides oval-shaped paper. The learners can choose to paint a smiley face with healthy teeth or a sad face with rotten teeth. <b>Group 4: Cutting and pasting.</b> Make a Gerry the Germ finger puppet. Discuss “Gerry, the Germ” with the learners. Let the learners draw him and then cut him out. They can use small pieces of coloured paper to decorate him further. The teacher can cut two small holes in the lower part of the puppet for their fingers to fit through.</p>	<p>METHOD : Teacher</p> <p>TOOL : Rubric</p> <p><b>RECORDING :</b> Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Scissors</p> <p>Crayons</p> <p>Paper</p> <p>Paint</p> <p>Paint brushes</p> <p>Play dough</p> <p>Play dough equipment</p> <p>Scissors</p> <p>Glue</p> <p>Matches</p> <p>Apples</p> <p>Raisins</p> <p>Peanuts</p> <p>Peanut butter</p>
	<p><b>Tuesday:</b> <b>Group 1: Cutting and pasting.</b> Make a Gerry the Germ finger puppet. <b>Group 2: Bake and Create.</b> Learners make a “Smiley Face”. <b>Group 3: Play Dough.</b> Make a clay shark. <b>Group 4: Painting.</b> Teacher provides oval-shaped paper. The learners can choose to paint a smiley face with healthy teeth or a sad face with rotten teeth</p>		





	<p><b>Wednesday:</b>  <b>Group 1:</b> <u>Painting</u>. Teacher provides oval-shaped paper. The learners can choose to paint a smiley face with healthy teeth or a sad face with rotten teeth  <b>Group 2:</b> <u>Cutting and pasting</u>. Make a Gerry the Germ finger puppet.  <b>Group 3:</b> <u>Bake and Create</u>. Learners make a “Smiley Face”.  <b>Group 4:</b> <u>Play Dough</u>. Make a clay shark.</p>		
	<p><b>Thursday:</b>  <b>Group 1:</b> <u>Play Dough</u>. Make a clay shark.  <b>Group 2:</b> <u>Painting</u>. Teacher provides oval-shaped paper. The learners can choose to paint a smiley face with healthy teeth or a sad face with rotten teeth.  <b>Group 3:</b> <u>Cutting and pasting</u>. Make a Gerry the Germ finger puppet.  <b>Group 4:</b> <u>Bake and Create</u>. Learners make a “Smiley Face”.</p>		
	<p><b>Friday:</b>  Individual choice</p>		

Weekly Lesson Planning Exemplar			
Term 3 : Week 6			
Theme: TEETH			
Learning Outcomes and Assessment Standards	Music, Drama, Dance & Movement	Assessment	Resources
<p><b>LITERACY :</b> Language HL</p> <p>LO 1 AS 1: Listens attentively to instructions and respond appropriately. Responds to movement instructions that cover space</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><b>LIFESKILLS:</b> Life Orientation</p> <p>LO 3 AS 2 : Describe what own body can do</p> <p>LO 4 AS 1: Plays running, chasing and dodging games using space safely</p> <p>LO 4: AS 2: Explores different ways to locomote, rotate, elevate and balance</p> <p>LO 4: AS 3: Performs expressive movements using different parts of the body</p>	<p><b>Monday: Movement Game</b></p> <ul style="list-style-type: none"> <li>- Outdoor game: (Hand-eye co-ordination)</li> <li>- Play music and pass a tube of toothpaste around the circle. When the music stops, the person who is holding the toothpaste stands up and claps their hands three times. Repeat the game.</li> <li>- Explore different ways of movement, for example brushing of teeth, how to use dental floss.</li> </ul>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Music instruments</p> <p>CD / tape player</p> <p>Song/rhyme</p> <p>Posters</p>
	<p><b>Tuesday: Drama</b> Role play</p> <ul style="list-style-type: none"> <li>- Children pretend to lick lollipops and crunch sweets (rhythmic clapping by teacher.)</li> <li>- They dance a germ dance around the teeth (tambourine), Gerry the Germ picks and hacks away at the teeth. (Drum or rhythm sticks.) Children pretend to do this, listening for changes in tempo.</li> <li>- Teeth roll on their backs (children do this), moaning and groaning in agony (cymbals play shivering notes.)</li> <li>- At a loud signal (cymbals or drums) Tuffy Toothbrush arrives to rescue the teeth. Germs flee quickly (running notes from a bell or tambourine) as Tuffy moves about making sweeping actions.</li> </ul>		

<p><b>INTEGRATION :</b></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 1: Conveys feelings and ideas through facial expression and gesture.</p> <p>A/C LO 3 Dance AS 1 : Responds to movement instructions that cover space without bumping or hurting others</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><b>Wednesday: Music</b>  Learners learn the song :  Sung to: "Row, Row, Row your Boat"</p> <p><i><b>Brush, brush, brush your teeth,  At least two times a day.  Cleaning, Cleaning, cleaning, cleaning,  Fighting tooth decay.</b></i></p> <p><i><b>Floss, Floss, Floss your teeth.  Every single day.  Gently, gently, gently, gently,  Whisking Plaque away.</b></i></p> <p><i><b>Rinse, rinse, rinse your teeth  Every single day.  Swishing, swishing, swishing, swishing  Fighting tooth decay.</b></i></p>		
	<p><b>Thursday: Dance</b>  <b>In the Middle</b>  As you call the child's name they should get up and dance in the middle of the circle.</p> <p>_____, _____, _____'s in the middle</p> <p>Let me see you jump</p> <p>Let me see you wiggle</p> <p>_____, _____, turn around</p> <p>_____, _____, sit back down.</p> <p>This continues until all of the children have had a turn.  For the last verse substitute the names with the word everyone. This is a great way to release energy and the children are guaranteed to ask to do it again!</p>		

	<p><b>Friday: Music</b>  I Have a Loose Tooth Chant  (The children like to rap this song)</p> <p><i><b>A wiggly jiggly loose tooth  I have a loose tooth  A-hanging by a thread.</b></i></p> <p><i><b>My wiggly jiggly loose tooth  Put it 'neath my pillow  And then I went to bed.</b></i></p> <p><i><b>The fairy took my loose tooth.  My wiggly jiggly loose tooth.  And now I have a nickel  And a hole inside my head.</b></i></p>		
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Weekly Lesson Planning Exemplar			
Term 3 : Week 6			
Theme: TEETH			
Learning Outcomes and Assessment Standards	Outdoor Play	Assessment	Resources
<b>LIFE SKILLS :</b> LO 4 AS 4: Participates in free play activities  <b>INTEGRATION:</b> <b>Natural Science</b>  LO 1 AS 2: Participates in planned activity by following simple instructions	<b>Monday:</b> <ul style="list-style-type: none"> <li>- Sand play : Teacher draws a chalk semi-circle on the cement edge of the sandpit. The pupils use small yogurt cups as moulds to make mud “teeth”.</li> <li>- Water play</li> <li>- Outside apparatus &amp; Free play</li> <li>- Additional activity: Teacher provides egg trays that have been cut into strips. Turn these upside down to represent teeth. Teacher sprinkles flour (or sand) onto this to represent the bacteria on the teeth. The pupils must then use old toothbrushes to clean the teeth.</li> </ul>	<b>METHOD :</b> Teacher  <b>TOOL :</b> Observation sheet Checklist  <b>RECORDING :</b> Informal  <b>FORMS :</b> Oral Responses Practical demonstration	Sand Equipment  Water equipment & aprons  Outside apparatus  Old toothbrushes  Small yogurt cups  Flour  Egg boxes
	<b>Tuesday:</b> <ul style="list-style-type: none"> <li>- Sand play :</li> <li>- Water play</li> <li>- Outside apparatus &amp; Free play</li> <li>- Additional activity</li> </ul>		
	<b>Wednesday:</b> <ul style="list-style-type: none"> <li>- Sand play</li> <li>- Water play</li> <li>- Outside apparatus &amp; Free play</li> <li>- Additional activity</li> </ul>		
	<b>Thursday:</b> <ul style="list-style-type: none"> <li>- Sand play</li> <li>- Water play</li> <li>- Outside apparatus &amp; Free play</li> <li>- Additional activity</li> </ul>		
	<b>Friday:</b> <ul style="list-style-type: none"> <li>- Sand play</li> <li>- Water play</li> <li>- Outside apparatus &amp; Free play</li> </ul>		

Weekly Lesson Planning Exemplar			
Term 2 : Week 6			
Theme: TEETH			
Learning Outcomes and Assessment Standards	Learning Activity Educational play	Assessment	Resources
<p><b>LITERACY</b> Language LO 1 AS 3.5: Puts pictures in the right sequence LO2 AS 4: Use language for imaginatively for fun and fantasy LO 5 AS 3.4: Solves and completes puzzles</p> <p><b>NUMERACY</b> Mathematics <b>LO 2 AS 1: Copies and extends simple patterns using physical objects and drawings (eg. using colours and shapes).</b></p> <p><b>LIFE SKILLS</b> Life Orientation LO 4 AS 4: Participates in free play activities</p> <p><b>INTEGRATION:</b> NS LO 1: AS 2.2: Explains what is being done or played</p>	<p><b>Monday:</b> Group 1: <u>Fantasy Play</u> : Teacher provides a “dental corner” with a chair, white jacket, mask, dental mirror, etc. Group 2: <u>Reading books</u> in book area <b>Group 3: <u>Bead threading</u> : Teacher provides each learner with the beginning of a pattern which the learners must complete. Eg. (FAT 2)</b></p>  <p>Group 4: <u>Sequencing</u> : Learners are required to sequence 3 pictures</p> 	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Rubric</p> <p><b>RECORDING Formal (FAT 2)</b></p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Sequence cards</p> <p>Dress up in dentist clothes</p> <p>Different coloured beads for threading</p> <p>Reading Books</p>
	<p><b>Tuesday:</b> Group 1: Learners are required to sequence 3 pictures Group 2: Dress up - fantasy play Group 3: Reading books in book area <b>Group 4: <u>Bead threading</u> (FAT 2)</b></p>		
	<p><b>Wednesday:</b> <b>Group 1: <u>Bead threading</u> (FAT 2)</b> Group 2: Learners are required to sequence 3 pictures Group 3: Dress up- fantasy play Group 4: Reading books in book area</p>		

	<b>Thursday:</b> Group 1: Reading books in book area Group 2: <b>Bead threading (FAT 2)</b> Group 3: Learners are required to sequence 3 pictures (FAT 2) Group 4: Dress up- fantasy play		
	<b>Friday</b> Group 1: Free choice Group 2: Free choice Group 3: Free choice Group 4: Free choice		

Weekly Lesson Planning Exemplar			
Term 3 : Week 5			
Theme: TEETH			
Learning Outcomes and Assessment Standards	Literacy (Language ) In Small Groups Monday to Friday	Assessment	Resources
<p><b>LITERACY</b> Language HL</p> <p>LO 1 AS 1 : Listens attentively to questions, instructions and announcements, and responds appropriately.</p> <p>LO 1 AS 3.1 : Acts out parts of the basic song, story or rhyme</p> <p>LO 1 AS 4 .4 : segments spoken multi-syllabic words into syllables (eg. ba-na-na) using clapping or drumbeats</p> <p>LO 2 AS 6: Passes on messages</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 1.2 : Forms letters in various ways (eg 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"> <li>- Can follow 2 instructions, answer 2 questions and listen to 1 announcement. Learner carries out a simple sequence of instructions -announcements, answers and questions given during Creative Activity.</li> <li>- Learners listen to story song about teeth and participate by acting out certain parts indicated by teacher. <u>Song:</u> <b>Brushing Teeth</b> (sung to tune of Mulberry Bush) This is the way we <b>brush</b> our teeth, brush our teeth, brush our teeth, This is the way we brush our teeth so early in the morning. This is the way we <b>floss</b> our teeth..... This is the way we <b>rinse</b> our mouth.....</li> <li>- Learners snap their fingers while segmenting new vocabulary words, eg: <i>den-tal-floss</i></li> <li>- Learners must be able to convey a simple message in the classroom during game activities (Telephone game). Use new vocabulary words: <i>dentist, dental floss, toothpaste</i>, etc.</li> <li>- Recognises own name and names of peers. Group discussion. Flash cards with names on. Teacher also uses flashcards with printed words from the environment, eg: <i>Colgate, Oral-B</i></li> </ul> <p><b>PHONIC OF THE WEEK</b> <b>PATTERN OF THE WEEK</b> <b>VOCABULARY WORDS FOR THE WEEK</b></p>	<p>METHOD : Teacher</p> <p>TOOL : Checklist Rubric</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p><u>Flash cards:</u> Children's names</p> <p>Products from the environment (Colgate, etc)</p>



Weekly Lesson Planning Exemplar			
Term 3 : Week 5			
Theme: TEETH			
Learning Outcomes and Assessment Standards	Story Reading	Assessment	Resources
<b>LITERACY</b> 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 and words: "reads" picture books with simple captions or sentences.	<b>Monday:</b> <ul style="list-style-type: none"> <li>- The teacher tells an illustrated story about shiny teeth - introducing the learners to new vocabulary words. She also creates opportunities for learners to bring in their own experiences about teeth.</li> <li>- Memory and comprehension questions:</li> <li>- What did you like best about the story?</li> </ul>	METHOD : Teacher  TOOL : Checklist Rubric  RECORDING : Informal  FORMS : Oral Responses Practical demonstration	Storybooks  Toothbrush  Dentist
	<b>Tuesday:</b> <ul style="list-style-type: none"> <li>- Toothbrush tells his story.</li> <li>- What would you have done if you were a toothbrush? What would you tell?</li> </ul>		
	<b>Wednesday:</b> <ul style="list-style-type: none"> <li>- Learners dramatize a part of the finger play story that was told by the teacher. Dramatise a happy / sad toothbrush.</li> </ul>		
	<b>Thursday:</b> <ul style="list-style-type: none"> <li>- Ask a dentist to come and explain to the learners how they can help us. Learner tells their own stories about the dentist.</li> </ul>		
	<b>Friday:</b> <ul style="list-style-type: none"> <li>- Teacher reads a story about teeth.</li> <li>- Ask memory and comprehension questions:               <ul style="list-style-type: none"> <li>- Who was the story about?</li> <li>- Would you like to be.....? Why?</li> <li>- What would have happened if? .....</li> </ul> </li> </ul>		

### TERM 3 WORK SCHEDULE

Week: 7

Date: \_\_\_\_\_

Theme : SPRING

	LITERACY FAT 4		NUMERACY		LIFE SKILLS	
Focus Learning Outcomes & Assessment Standards	LO 1 Listening AS 1,2,AS 2, AS 3.1, AS 3.2, AS 3.3, AS 3.4, AS 3.5, AS 4.1, AS 4.2, AS 4.3, AS 4.4, AS 4.5	LO 2 Speaking AS 1, AS , AS 3, AS 7, AS 9	LO 1 Number Operations AS 1,AS 2,AS 3,AS 5,AS 6,AS 8	LO 2 Pattern AS 2	LO 1 Health Promotion	LO 2 Social Development AS 1, AS 3
	LO 3 Reading & Viewing AS 1.1, AS 1.4 , AS 1.5, AS 1.7, AS 2, AS 3.1, AS 3.3, AS 3.4	LO 4 Writing AS 7,AS10, AS 11,AS 12	LO 3 Space and Shape AS 1, AS 6	LO 4 Movement AS 2,AS 3	LO 3 Personal Development AS 1	LO 4 Physical Development and movement AS 3,AS 4
	LO 5 Thinking and Reasoning AS 1.1, AS 2.1, AS 2.2 , AS 3.1, AS 3.4, As 5.1	LO 6 Language and Structure AS 1,AS 3, AS 4,AS 5	LO 5 Data AS 3, AS 4			
Time	9 hours 10 minutes		7 hours 30 minutes		5 hours 50 minutes	
Integration	SS (H) LO 1 AS 2 / SS (G) LO 2 AS 1 AC LO 1 Visual Arts AS 1 & 4 LO 3 Visual Arts AS 5 LO 4 Music AS 3 LO 1 Drama AS 2 LO 3 Drama AS 2		AC LO 1 AS 3		NS LO 1 AS 2	

<b>Continuous assessment</b>  <b>Who assesses?</b>  <b>How?</b>  <b>What?</b>	<b>METHOD :</b> Teacher <b>TOOL :</b> Observation sheet Rubric Checklist <b>RECORDING :</b> <b>FORMAL FAT 4</b> <b>FORMS :</b> Oral Responses Practical demonstration	<b>METHOD :</b> Teacher <b>TOOL :</b> Observation sheet Rubric Checklist <b>RECORDING :</b> Informal <b>FORMS :</b> Oral Responses Practical demonstration	<b>METHOD :</b> Teacher <b>TOOL :</b> Observation sheet Rubric Checklist <b>RECORDING :</b> Informal <b>FORMS :</b> Oral Responses Practical demonstration
<b>RESOURCES: (REQUIRED EVERY WEEK) :</b> Discovery table items Stories, Rhymes, Songs , Calendar, Name Chart, Birthday Chart, Weather, Theme posters, Number Charts , Abacus, Counters, pegboards, colour charts, Books , Puzzles, Games, Blocks, Construction toys, Manipulative toys Creative materials and tools, Paint, Brushes, Crayons , Scissors , Glue , Paper Anti- waste material , CD player and music instruments Fantasy area: set up as a home corner unless otherwise specified. Outdoor play apparatus :Jungle Gym, Sandpit, Balance beam, Hoops, Tyres, balls Water play equipment, Sand play equipment			<b>SPECIAL RESOURCES FOR THE WEEK</b>  - Pictures of flowers, bees, butterflies - Real objects: sticks, flowers, leaves, feathers and seeds - Play dough - Display table items: cool clothes, books about spring, blossoms, flowers, pictures of spring. - Flash cards with words about spring - Pictures for the hungry - Caterpillar (story) - Pictures of the seeds - Journey (story) - Real objects for the story: The elves in Spring (paint brushes, paint, drawings of flowers) - Number name/symbols/domino cards - sand

	<ul style="list-style-type: none"> <li>- Water equipment: plastic bottles and tins, food containers</li> <li>- Sequence cards</li> <li>- Music ring equipment: bells, drums, CD /tape</li> <li>- Boxes</li> <li>- Educational: seeds, and plants, containers for the seeds, soil, water</li> </ul>
<b>Barriers to Learning : SEE TERM 2</b>	

Weekly Lesson Planning Exemplar			
Term 3: Week 7			
Theme: SPRING			
Learning Outcomes and Assessment Standards	Health check and Morning Circle ( Ring )	Assessment	Resources
<p><b>LITERACY :</b> Language HL</p> <p>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><b>NUMERACY:</b> Mathematics</p> <p>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><b>LIFE SKILLS:</b> Life Orientation</p> <p>LO 2 AS 3: Knows members of own family, peers and caregivers. LO 3 AS 1: Says own name and address.</p>	<p><b>Monday to Friday</b></p> <p><b>1. Health Check.</b> 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><b>2. Greetings and news</b></p> <ul style="list-style-type: none"> <li>- Welcoming : Greet the teacher and friends</li> <li>- News : Learners tell about news in their lives</li> <li>- News: News - country &amp; around the world? (Ask children what did they see on the news (TV), heard on the radio and where did it happen?)</li> <li>- Register: Who is absent? Counting number of learners absent and present</li> <li>- Birthdays: Whose birthday is it today? ( Learners sing "Happy Birthday To You" )</li> <li>- Religion : Moral story and songs</li> </ul> <p><b>7. Days of the week</b> Monday to Sunday</p> <ul style="list-style-type: none"> <li>- ( Learners say which day of the week it is )</li> <li>- Rhyme about days of the week</li> <li>- Which day comes before .....?</li> <li>- Which day comes after .....?</li> </ul> <p><b>4. Months of the year</b></p> <ul style="list-style-type: none"> <li>- Which month of the year is it?</li> <li>- January to December (song)</li> <li>-</li> </ul> <p><b>5. Date</b></p> <ul style="list-style-type: none"> <li>- Yesterday's date? Today's date? Tomorrow's date?</li> </ul> <p><b>6. Weather</b></p> <ul style="list-style-type: none"> <li>- Season? (Summer, Autumn, Winter, Spring)?</li> <li>- Weather? Ask a learner to go and look outside, How is the weather today? (Sunny, cloudy, rainy or windy)?</li> <li>- Tell children to watch temperature for tomorrow on the news (TV) listen to the radio or ask their parents.</li> </ul>	<p><b>METHOD :</b> Teacher</p> <p><b>TOOL :</b> Observation sheet Checklist</p> <p><b>RECORDING :</b> Informal</p> <p><b>FORMS :</b> Oral Responses Practical demonstration</p>	<p>Name cards ( Months)</p> <p>Name cards (Days)</p> <p>Weather chart</p> <p>Birthday chart</p> <p>Date Chart</p> <p>Number chart</p>

<b>INTEGRATION:</b> SS (H) LO 2 AS 1: Discusses personal experiences in the past and present (chronology and time) LO 2 AS 2: Discusses own age in years (chronology and time) SS (G) LO 2 AS 1: Discusses personal experiences of familiar people and places			
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Weekly Lesson Planning Exemplar			
Term 3 : Week 7			
Theme: SPRING			
Learning Outcomes and Assessment Standards	Morning Circle - Theme Discussion	Assessment	Resources
<b>LITERACY:</b>  LO 1 AS 1: Listens attentively to questions, instructions, 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 9: Participates confidently and fluently in a group LO 3 AS 1.1: looks carefully at pictures and photographs to recognize common objects and experiences LO 3 AS 1.4: matches pictures and words LO 5 AS 1.1: demonstrates developing knowledge of concepts such as quantity, size, shape, direction, colour, speed, time, age, sequence LO 5 AS 2.1: identifies and describes similarities and differences LO 5 AS 3.1: asks questions and searches explanations LO 6 AS 3: Works with sentences	<p>- Teacher shows on a daily basis pictures or articles of what is discussed : winter and spring, clothing, seeds, grass, plants, flowers, blossoms, trees, leaves, fruits, pets, birds, bees &amp; butterflies</p> <p><b><u>Monday: Weather</u></b></p> <p>- Spring is warmer than winter            - In some areas rain occurs and contributes to plant growth            - The sun rises earlier and sets later</p> <p><b><u>Questions:</u></b></p> <p>- Who is wearing a warm jersey, jacket, gloves or scarf? Why not?            - Why is it no longer as cold as it was a short while (time) ago (winter is over)            - What season is it?            - Is it still so dark in the morning?            - How do you feel about spring now that winter is over?</p> <p><b><u>Tuesday: Clothing</u></b></p> <p>- Due to warmer weather, people wear cooler clothes</p> <p><b><u>Questions:</u></b></p> <p>- What clothing do we wear during spring?            - Can we wear bathing costumes, beach clothes? Why not?            - Are you still making use of heaters or fires in your homes?</p> <p><b><u>Wednesday: Activities</u></b></p> <p>- Spring is a time of beginning again: house cleaning (mum spring cleans the house), planting            - There is lots of gardening to do. The grass starts to grow and has to be cut. Plants can be planted for summer.</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Checklist</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Theme posters on Wild Animals</p> <p>Theme table resources</p> <p>Theme equipment</p> <p>Plastic wild animals</p> <p>Poster and pictures of wild animals</p> <p>Words and matching picture cards</p> <p>Matching first letters to the word cards</p>

	<ul style="list-style-type: none"> <li>- Children play more outside (sun rises earlier and sets later)</li> <li>- Outings: Going on a picnic. Discuss what you would take with to eat. Where would you go? What would the children do?</li> </ul> <p><b><u>Thursday: Plants</u></b>- Go out into the garden. Look for the signs of spring in the playground</p> <ul style="list-style-type: none"> <li>- Seeds sprout and plants begin to grow.</li> <li>- Fruit trees. Blossoms appear (different colours)</li> <li>- Trees get new leaves</li> <li>- Flowers: Bulbs start flowering</li> <li>- Grass turns green and starts to grow</li> </ul> <p><b><u>Questions:</u></b></p> <ul style="list-style-type: none"> <li>- What happened to the trees during autumn? And in winter?</li> <li>- What did the trees look like?</li> <li>- What is happening to the trees now in spring?</li> <li>- What must happen to the trees before the fruit can appear?</li> <li>- How does spring time compare to winter time?</li> <li>- What are we busy doing in our gardens?</li> </ul> <p><b><u>Friday: Animal life</u></b></p> <ul style="list-style-type: none"> <li>- Pets are less furry in spring</li> <li>- Birds make nests and start breeding</li> <li>- There are many insects and bees that start carrying pollen</li> <li>- Migratory birds, like swallows, return from the north</li> <li>- Some animals have their babies e.g. wild animals, birds, sheep have their lambs</li> </ul> <p><b><u>Questions:</u></b></p> <ul style="list-style-type: none"> <li>- Do you think the animals know that winter is over and Spring is here?</li> <li>- What changes are visible in your pets?</li> <li>- What insects are visiting our gardens and why?</li> </ul>		
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Weekly Lesson Planning Exemplar			
Term 3 : Week 7			
Theme: SPRING			
Learning Outcomes and Assessment Standards	Maths Routine ( Daily Monday to Friday)	Assessment	Resources
<p><b>LITERACY :</b> Language HL</p> <p>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><b>NUMERACY :</b> Mathematics</p> <p>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><b>1. Counting: (Monday to Friday)</b> Counting every day objects 1, 2, 3, 4..... Count all the animals that are on the table Count the different families How many of each kind?</p> <p><b>2. Shapes and colours</b> - Flash shape cards - Flash colour cards Place a picture of a different animal on each card and ask a questions such as: What animal is on the red card or what colour is the card that the elephant is on. using the shape as well in the same manner</p> <p><b>3. Before , after and between 7</b> - Which number comes before <b>8</b>? Which number comes after <b>7</b>? Which number is between <b>6</b> and <b>8</b>? Are <b>7</b> more or less than <b>8</b>?</p> <p><b>4. Number of the week : 8</b></p> <ul style="list-style-type: none"> <li>- Number of the week's name; <b>eight</b> - How much is <b>8</b>? Show 8 fingers( Show 8 on abacus )</li> <li>- Let a few learners collect <b>8</b> objects ( counters )</li> <li>- Write <b>8</b> in the "air" with your finger</li> <li>- Write a number <b>8</b> ( on your board / paper /sand trays)</li> <li>- Draw <b>8</b> circles ( on your board / paper )- Where else in the class can you see a number</li> </ul> <p><b>SEE THAT LEARNERS HAVE THE CORRECT PENCIL GRIP AND NUMBERS ARE FORMED IN THE CORRECT WAY</b></p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Number poster</p> <p>Abacus</p> <p>Blocks</p> <p>Chalkboards + Chalk</p> <p>Number wall Chart</p> <p>Number cards</p> <p>Number Dominos</p> <p>Animal dominos</p>

## 5. Problem solving

Learners solve verbally stated addition and subtraction problems with single digit numbers and solutions to at least **8**. Learners use concrete apparatus to pack out the solution to the problem

-There were eight flowers and we picked two. How many were left?

- There were 2 white flowers, 1 yellow one and 5 pink ones. How many flowers altogether?

- Learners build up and break down numbers in the number range 1 -8. See in how many different ways can they pack out counters to get **8**

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  **5 and 3 makes 8**

  **2 and 6 makes 8**

  **4 and 4 makes 8**

  **1 and 7 makes 8**

- Add and subtract orally to 8. Learner use concrete apparatus to pack out solution of problem
- Patterning: pack pictures of flowers, bees, butterflies, leaves etc



- Who can think of another pattern with flowers, bees, etc? Show the class how you will arrange it
- Sort physical objects according to specific characteristics, e.g. size, colour, plant or seed (type)
- Draw picture of collected objects.
- Answer questions on sorted objects / pictures

Weekly Lesson Planning Exemplar			
Term 3 : Week 7			
Theme: SPRING			
Learning Outcomes and Assessment Standards	Learning Activities Maths (Numeracy) In Small Groups Monday to Friday	Assessment	Resources
<b>NUMERACY:</b> <b>Mathematics</b>  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 5 : solves and explains solutions to practical problems that involve equal sharing and grouping with whole numbers of at least 10 and with solutions that include remainders LO 2 AS 2 : Create own pattern LO 3 AS 6 : Follows directions (alone and/or as a member of a group as a member of a tem) to move or place self within the classroom (e.g. 'at the front' or 'at the back')  <b>INTERGRATION:</b> Literacy LO 4 AS 1.7: uses known letters and numerals (or approximations) to represent written language, especially letters from own name and age	<ul style="list-style-type: none"> <li>Learners count flowers, leaves, pictures of insects/flowers 1-8</li> <li>The teacher shows number cards with the symbols 1-8 and the number names one-eight</li> <li>Learners pack out the number of flowers to match the number symbol and the number name</li> </ul> <div> <div>5</div> <div>4</div> <div>8</div> </div> <p>and the number names</p> <div> <div>five</div> <div>four</div> <div>eight</div> </div> <ul style="list-style-type: none"> <li>There are 2 children with a basket each. There are 8 flowers (pictures). The children must share the flowers amongst them. How many flowers did each child get?</li> <li>There are 6 eggs (play dough eggs) and 2 nests (play dough). How many eggs in each nest?</li> <li>There are 4 dots and 2 butterflies. How many dots on each butterfly?</li> <li>There are 8 bees and 2 flowers. How many bees on each flower?</li> <li>Learners pack out or draw own pattern. Learners use pictures of flowers (or crayons) in 4 different colours</li> </ul>	<b>METHOD :</b> Teacher  <b>TOOL :</b> Observation sheet Rubric  <b>RECORDING :</b> Informal  <b>FORMS :</b> Oral Responses Practical demonstration	Sized Animal pictures  Plastic Animal figures  Counters  Number cards

	<p>e.g.    <b>yellow* pink* blue* green*</b></p> <p>          <b>yellow* pink* blue* green*</b></p> <p>- Learners pack out a pattern using 3 objects, e.g. flower, leaf, feather</p> <p>- Put the flower in front of you, behind you, next to you, underneath.</p> <p>- Show flash cards with different amounts of butterflies/bees/flowers and learners must write the correct number.</p>		
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Weekly Lesson Planning Exemplar			
Term 3 : Week 7			
Theme: SPRING			
Learning Outcomes and Assessment Standards	Creative Activities – 4 tables daily	Assessment	Resources
<p><b>LITERACY</b> Language</p> <p>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</p> <p>LO 4 AS 1 .1: Creates and uses drawings to convey a message, and as a starting point for writing FAT 4</p> <p>LO 4 AS 1.11: makes attempts at familiar forms of writing, using known letters (e.g. in lists, messages or letters)</p> <p>LO 4 AS 12 : Manipulates writing tools like crayons and pencils</p> <p><b>INTEGRATION :</b> A/C</p> <p>LO 1 Visual Arts AS 1: 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 1: 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 1 Visual arts AS 4: uses play and fantasy in 2-D and three-dimensional work</p> <p>LO 3 Visual Arts AS 5: 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 5: Responds to what the learner sees, perceives and experiences in own natural and constructed environment</p>	<p><b><u>Monday to Friday:</u></b></p> <p><b><u>Rotate Groups</u></b></p> <p><b><u>Activity 1: Drawing:</u></b></p> <p>-Draw a spring garden (trees, flowers, insects, birds, grass etc)</p> <p>- Draw a spring tree. Curl the strips paper with scissors and paste on the tree</p> <p>- Green background – Give learner a round (circle) cardboard-trace about 7 circles, cut out and paste. Draw eyes, feelers and 'feet' (Caterpillar)</p> <p>- Drawing: learners attempt to copy labels from the flash cards on the theme table (FAT 4 )</p> <p><b><u>Activity 2: Paper Collage</u></b></p> <p>- (Learners draw a tree, paint background with pastel colour-how? Mix any colour with white paint- This is done the day before the paper collage.)</p> <p>Activity: Tear small pastel papers and paste on tree as blossoms.</p> <p><b><u>Activity 3: Seed collage</u></b></p> <p>- Collect different types of seeds and stick onto a polystyrene tray.</p> <p><b><u>Activity 4: Painting</u></b></p> <p>- Paint a spring tree</p> <p>- Handprint on paper- Create a bird (thumb=head. Draw beak. Draw legs and feet). Paste a few feathers.</p> <p><b><u>Activity 5: Box construction:</u></b></p> <p>- Frog- body = a box. Paint. Draw and paste legs and big eyes on.</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Checklist</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses - Practical demonstration</p>	<p>Paint</p> <p>Paint brushes</p> <p>Glue</p> <p>Animal Pictures from magazines</p> <p>Magazines</p> <p>Play dough</p> <p>Animal cutters</p> <p>Crayons and kokis</p> <p>Scissors</p> <p>Collage material</p> <p>Toilet rolls</p> <p>String</p> <p>Paper plates</p> <p>Small boxes</p>

Weekly Lesson Planning Exemplar			
Term 3 : Week 7			
Theme: SPRING			
Learning Outcomes and Assessment Standards	Music, Drama, Dance & Movement	Assessment	Resources
<p><b>LITERACY</b></p> <p>Language HL</p> <p>LO 1 AS 1: Listens attentively to instructions and respond appropriately. Responds to movement instructions that cover space</p> <p>LO 1 AS 4: Distinguishes between different sounds, especially at the beginning and at the end.</p> <p>LO 1 AS 4.5: Recognises rhyming words in common rhymes such as zoo, zoo, zoo, you can come too</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><b>LIFESKILLS:</b></p> <p>Life Orientation</p> <p>LO 4 AS 1: Plays running, chasing and dodging games using space safely</p> <p>LO 4 AS 3: Performs expressive movements using different parts of the body</p> <p>LO 4: AS 2: Explores different ways to locomote, rotate, elevate and balance</p> <p><b>INTEGRATION</b></p> <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><b><u>Monday: Music and dance</u></b></p> <p>Song: Sing a song of sunshine (tune: Sing a song of sixpence)</p> <ul style="list-style-type: none"> <li>- Teacher stands in the middle of the carpet</li> <li>- Learners form a large circle around her</li> <li>- They pretend they are doing a spring dance</li> <li>- Teacher beats the drum softly and hard</li> <li>- Learners get the idea of loud and soft, when the teacher beats loudly on the drum, the learners move rhythmically away from her. When she beats softly, they move towards her.</li> <li>- slow beats: they move slowly</li> <li>- fast beats: they move fast</li> </ul>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration Discussion</p>	<p>Music instruments</p> <p>CD / tape player</p> <p>Song/rhyme</p> <p>Posters</p>
	<p><b><u>Tuesday: Movement</u></b></p> <ul style="list-style-type: none"> <li>- Clock: tick like a clock with arms. Put hands together and rock them going left-middle-right, right-middle-left</li> <li>- Visit to the garden: skip like lambs. Take hands with a partner and move sideways-skip.</li> <li>- Stand on right foot-balance and plant seed with right hand-repeat with left.</li> <li>- Sit in circle: using only one hand-cross midline- and pass on watering can. Do the same with the foot.</li> <li>- Lie on back and slowly breathe in and out 3 times.</li> </ul>		
	<p><b><u>Wednesday:</u></b></p> <ul style="list-style-type: none"> <li>- Dramatize Tuesday's story</li> <li>- Whole class activity</li> </ul>		

<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><b><u>Thursday: Movement</u></b></p> <ul style="list-style-type: none"> <li>- Start on the ground as if the body is the seed. 'Grow' and open arms like a flower opening. Turn around on a spot to show the flower.</li> <li>- Partners: clap hands together, knock knees together, stamp feet together, backs against each other and grow</li> </ul> <p>1,2,3 up    1,2,3 down</p> <ul style="list-style-type: none"> <li>- Dance between flowers: some learners can the flowers, others dance.    1, 2, 3    1, 2, 3 smell.</li> </ul> <p>Repeat giving other learners a chance to be flowers while the others dance.</p>		
	<p><b><u>Friday:</u></b></p> <ul style="list-style-type: none"> <li>- Play any music and let the learners move rhythmically to the music</li> </ul> <p><b><u>Words to song:</u></b></p> <p>Sing a song of sunshine</p> <p>Be happy everyday</p> <p>Sing a song of sunshine</p> <p>We'll chase the clouds away</p> <p>Be happy every moment</p> <p>No matter what you do</p> <p>So sing and sing and sing and sing</p> <p>And let the sunshine through</p>		

Weekly Lesson Planning Exemplar			
Term 3 : Week 7			
Theme: SPRING			
Learning Outcomes and Assessment Standards	Outdoor Play	Assessment	Resources
<p><b>LANGUAGE :</b> LO 4 AS 1 .1: Creates and uses drawings to convey a message, and as a starting point for writing</p> <p>.</p> <p><b>LIFE SKILLS :</b> Life Orientation LO 4 AS 4: participates in free play</p> <p><b>INTERGRATION:</b> Natural Science LO 1 AS 2: Contributes towards planning an investigative activity by asking and answering questions about the activity.</p>	<p><b><u>Monday:</u></b></p> <ul style="list-style-type: none"> <li>- Sandpit: make nests and eggs with mud</li> <li>- Water play: water the garden with small tins or plastic containers</li> <li>- Outside apparatus and free play</li> </ul>	<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> <p>Water equipment &amp; aprons</p> <p>Outside apparatus</p> <p>Wild animal figurines for the sand play</p>
	<p><b><u>Tuesday:</u></b></p> <ul style="list-style-type: none"> <li>- Sand play: write the numbers 1 the sand</li> <li>- Water play: play with coloured water</li> <li>- Outside apparatus and free play</li> </ul>		
	<p><b><u>Wednesday:</u></b></p> <ul style="list-style-type: none"> <li>- Sandpit: draw flowers, leaves and butterflies</li> <li>- Water play: leaves, sticks and stones (sinking and floating)</li> <li>- Outside apparatus and free play</li> </ul>		
	<p><b><u>Thursday:</u></b></p> <ul style="list-style-type: none"> <li>- <b>Sandpit:</b> 'plant flowers' in sand (use sticks or leaves)</li> <li>- Water play: water the garden</li> <li>- Outside apparatus and free play</li> </ul>		
	<p><b><u>Friday:</u></b></p> <ul style="list-style-type: none"> <li>- Sand play: Make nests and eggs with mud</li> <li>- Water play: Draw in the sand</li> <li>- Outside apparatus and free play</li> </ul>		



Weekly Lesson Planning Exemplar			
Term 3 : Week 7			
Theme: SPRING			
Learning Outcomes and Assessment Standards	Learning Activity Educational play	Assessment	Resources
<p><b>LITERACY:</b> Language</p> <p>LO 3 AS 1.4: matches pictures and words LO 3 AS 2: role-plays reading-holds a book the right way up, turns pages appropriately, look at words and pictures and understands the relationship between them, and uses pictures to construct idea. 'Reads' picture books with simple captions and sentences. LO 5 AS 1.1: demonstrates developing knowledge of concepts such as quantity, size, shape, direction, colour, speed, time, age, sequence LO 5 AS 3.4: solves and completes puzzles</p> <p><b>LIFE SKILLS:</b> Life Orientation</p> <p>LO 4 AS 4: participates in free play</p> <p><b>INTERGRATION:</b> Natural Science</p> <p>LO 1 AS 2: Participates in planned activity by following simple instructions with assistance and explains what is being done or played.</p>	<p><b><u>Monday to Thursday :</u></b> <b><u>Rotate</u></b></p> <p>Group 1: Be a gardener and plant beans or seeds in yoghurt/plastic containers. Group 2: Puzzles Group 3: Children match words to labelled pictures (e.g. birds, bees, butterflies, baby animals, grass) Group 4: Sequence cards, sequence puzzle</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Rubric</p> <p>RECORDING Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Educational equipment</p> <p>24- piece Puzzles</p> <p>Reading Books</p> <p>Animal pictures 2 of each</p>
	<p><b><u>Friday:</u></b> Group 1: Free choice Group 2: Free choice Group 3: Free choice Group 4: Free choice</p>		<p>Animal Lotto</p> <p>Pairs of animal names with a little picture on each</p> <p>Animal paper crockery in the Fantasy Corner – teddy bears Home!!</p>

Weekly Lesson Planning Exemplar			
Term 3 : Week 7			
Theme: SPRING			
Learning Outcomes and Assessment Standards	Literacy (Language ) FAT 4 In Small Groups Monday to Friday	Assessment	Resources
<b>LITERACY</b> Language HL  LO 1 AS 4.1:Develops phonic awareness and recognizes that words are made up of sounds (FAT 4) LO 1 AS 4.2:develops phonic awareness and distinguish between different sounds especially at the beginning and ending of words ( FAT 4) LO 2 AS 9 : Participates confidently and fluently in a group (FAT 4 ) LO 3 AS 1.5 Matches pictures and words (FAT 4 ) LO 3 AS 5.1 : begin to develop phonic awareness by recognizing initial consonant sounds LO 4 AS 1 .7 Uses known letters and numerals to represent written language especially letters from own name (FAT 4) LO 4 AS 1 .10 Copies print from environment (e.g . labels on household items (FAT 4) LO 5 AS 2.2: use language to think and reason by classifying things (put all the flower pictures together, put all the insect pictures together) LO 6 AS 1.1 Recognise that words are made up of sounds	- Discuss the life cycle of the butterfly: expand vocabulary. Learners speak FAT 4  Learners recognise sounds in their own names and of their friends FAT 4  - Teacher says: If you hear the sound that your name starts with, flutter like a butterfly FAT 4  - If you hear the sound that your name ends with, buzz like a bee FAT 4  -if you hear a sound that is in your name, hop like a frog  Learners listen and participates in special activities for the beginning and end sounds FAT 4  - Identify/recognize the initial sound of the words on the flash cards on the theme table. Match simple words to labelled pictures. FAT 4  Learners are introduced and given guidance to spontaneously copy print  - Classify the words from the theme table that start with the same sound. Learners gradually start recognising that words are made up of sounds FAT 4  PHONIC OF THE WEEK  PATTERN OF THE WEEK	METHOD : Teacher  TOOL : Checklist Rubric  RECORDING : Formal FAT 4  FORMS : Oral Responses Practical demonstration	CD Player  Songs, Rhyme  Flash cards  Sentence strips  Name Cards

Weekly Lesson Planning Exemplar			
Term 3 : Week 7			
Theme: SPRING			
Learning Outcomes and Assessment Standards	Story (Reading)	Assessment	Resources
<p><b>LITERACY</b> Language HL</p> <p>LO 1 AS 3: Listens with enjoyment to oral texts (simple songs, rhymes, short poems and stories), and shows understanding</p> <p>LO 1 AS 3.1; acts out parts of the story, song or rhyme</p> <p>LO 1 AS 3.2: joins in choruses at the appropriate time</p> <p>LO 1 AS 3.3: draws a picture of the story, song or rhyme</p> <p>LO 1 AS 3.4: notes details and gives the main idea of an oral text</p> <p>LO 1 AS 3.5: puts pictures in the right sequence</p> <p>LO 1 AS 4: Develops phonic awareness:</p> <p>LO 1 AS 4.1: recognizes that words are made up of sounds</p> <p>LO 1 AS 4.2: distinguishes between different sounds, especially at the beginning and ends of words</p> <p>LO 1 AS 4.3: segments oral sentences into individual words (using words of one syllable at first)</p> <p>LO 1 AS 4.4: segments spoken multi-syllabic words into syllables (e.g. ba-na-na) using clapping or drumbeats</p> <p>LO 1 AS 4.5: recognizes some rhyming words in common rhymes and songs such as 'We're going to the zoo, zoo, zoo; you can come too, too, too'.</p> <p>LO 3 AS 3.1: listens with enjoyment to oral texts (simple songs, rhymes, short poems, and stories), and shows understanding: acts out parts of the story, song or rhyme</p> <p>LO 3 AS 2: Role-plays reading: holds a book the right way up, turns page appropriately, looks at words and</p>	<p><b>Monday:</b></p> <p>- The teacher tells the story: <b>The hungry caterpillar.</b> After the caterpillar hatched he was very hungry and ate more food each day. He grew bigger and bigger until he was inside a cocoon. A few days later out came a beautiful butterfly.</p> <p><b>Questions:</b></p> <p>- What did the caterpillar eat on the first day? - What came out of the egg? - What came out of the cocoon? - If you were the caterpillar, what would you like to eat?</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>Animal pictures</p> <p>Animal masks</p> <p>Blank paper</p> <p>Kokis</p>
	<p><b>Tuesday:</b></p> <p>- Repeat the story - Dramatize the story</p>		
	<p><b>Wednesday:</b></p> <p>- The teacher tells the story: The seed's journey There were 5 seeds and each of them fell in a different spot ,but could not grow. The last one fell on fertile soil and grew into a new dandelion. (rock, thorns/bushes, snow, ocean, fertile soil) - clap into syllables</p> <p>bu-shes                      o-cean                      dan-de-li-on fer-tile                      jour-ney dif-fe-rent                      seed</p>		
	<p><b>Thursday:</b></p> <p>- The teacher tells the story: Elves in Springtime The main elf mixed pastel colours for painting the blossoms in the trees. One elf was naughty and mixed brown into the paint, it came out a yucky colour and he</p>		

<p>pictures and understands the relationship between them, and uses pictures to construct ideas. 'Reads' picture books with simple captions or sentences.  LO 3 AS 3: Makes meaning of written text  LO 3 AS 3.1: understands the purpose of print – that it carries meaning (e.g. that a written word can signify own name)  LO 3 AS 3.2: 'reads' in a group with the teacher  LO 3 AS 3.3: makes links to own experience when reading with the teacher, viewing television or pictures  LO 3 AS 3.4: describes and gives opinions of characters in stories or television programmes.  LO 6 AS 1: Relates sounds to letters and words  LO 6 AS 4: Works with texts  LO 6 AS 5: Uses meta-language (e.g. sound, word, letter, rhyme, beginning, middle, and end.</p> <p><b>INTERGRATION</b>  A/C Drama:  LO 1 AS 2: participates in make-believe situations</p> <p>based on fantasy and real life experiences</p>	<p>Painted the blossoms with that. The main elf was angry and punished the naughty elf who had to repaint all the brown blossoms.</p> <p><b><u>Questions:</u></b></p> <ul style="list-style-type: none"> <li>- Who was the story about?</li> <li>- Who mixed the different colours?</li> <li>- How did the naughty one make you feel?</li> <li>- Show the emotions - angry, sad, sorry</li> <li>- What happened to the naughty one?</li> <li>- How would you have punished him?</li> </ul> <p><b><u>Friday:</u></b></p> <ul style="list-style-type: none"> <li>- Let the children repeat the story, guided by the teacher</li> <li>- Dramatize the story</li> <li>- Mix paint: to show the children how to get pastels and ugly colours (mix white paint with a little coloured paint</li> </ul>		
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# TERM 3 WORK SCHEDULE

Week: 8 Date: \_\_\_\_\_

Theme: Things that grow

	LITERACY		NUMERACY (FAT 3 )		LIFE SKILLS	
Focus Learning Outcomes & Assessment Standards	LO 1: Listening AS 1, AS 2, AS 3	LO 2: Speaking AS 1, AS 2, AS 3, AS 5, AS 7, AS 9	LO 1: Number Op AS 1, AS 2, AS 3, AS 4 ,AS 6, AS 7.2 As 7.3 , AS 8	LO 2: Patterns AS 2	LO 1:Health Promotion AS 1, AS 2	LO 2: Social Development AS 1, AS 3
	LO 3: Reading AS 1, AS 1.7, AS 2, AS 3.1, AS 3.3, AS 4.3 , AS 5.1,AS 5.2, AS 5.3	LO 4:Writing AS 8, AS 11 AS 12	LO 3: Space & Shape AS 1 , AS 5, AS 6	LO 4: Measurement AS 2, AS 3 ,AS 4.3	LO 3: Personal Development AS 2	LO 4: Phys Dev. & Movement AS 1, AS 2, AS 3, AS 4
	LO 5: Thinking & Reasoning AS 2, AS 3, AS 3.4	LO6:Language Structure AS 2.2 , AS 4	LO 5: Data Handling AS 1,AS 2 , AS 3, AS 4			
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 1 AS 1, LO 3 AS 1, LO 4 AS 1 Music: LO 1 AS 2 ,LO 2 AS 1, LO 2 AS 2 ,LO 4 AS 1 Drama LO1 AS 1 , LO 1 AS 2, LO 3 AS 2, LO 4 AS 1, LO 4 AS 2					

<b>Continuous assessment</b>  <b>Who assesses?</b>  <b>How?</b>  <b>What?</b>	<b>METHOD :</b> Teacher <b>TOOL :</b> Observation sheet Rubric Checklist <b>RECORDING :</b> Informal <b>FORMS :</b> Oral Responses Practical demonstration	<b>METHOD :</b> Teacher <b>TOOL :</b> Observation sheet Rubric Checklist <b>RECORDING :</b> <b>FORMAL FAT 3</b> <b>FORMS :</b> Oral Responses Practical demonstration	<b>METHOD :</b> Teacher <b>TOOL :</b> Observation sheet Rubric Checklist <b>RECORDING :</b> Informal <b>FORMS :</b> Oral Responses Practical demonstration
<b>RESOURCES: (REQUIRED EVERY WEEK) :</b> Discovery table items Stories, Rhymes, Songs , Calendar, Name Chart, Birthday Chart, Weather, Theme posters, Number Charts , Abacus, Counters, pegboards, colour charts, Books , Puzzles, Games, Blocks, Construction toys, Manipulative toys Creative materials and tools, Paint, Brushes, Crayons , Scissors , Glue , Paper Anti- waste material , CD player and music instruments Fantasy area: set up as a home corner unless otherwise specified. Outdoor play apparatus :Jungle Gym, Sandpit, Balance beam, Hoops, Tyres, balls Water play equipment, Sand play equipment			<b>SPECIAL RESOURCES FOR THE WEEK</b>  Examples of seeds, beans and leaves. Pictures of giant and dwarf. Pictures of life cycle of the frog. Pictures of animals and their babies. Real frog and fish in bottles of water Different examples of seeds, beans, leaves and mealies. Pots Packets Cards with number names and number symbols Flash cards: Space. Height chart Pictures of plants, people and animals.
<b>Barriers to Learning : SEE TERM 2</b>			

Weekly Lesson Planning Exemplar			
Term 3: Week 8			
Theme: Things that grow			
Learning Outcomes and Assessment Standards	Health check and Morning Circle ( Ring )	Assessment	Resources
<p><b>LITERACY :</b> Language HL</p> <p>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><b>NUMERACY:</b> Mathematics</p> <p>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><b>LIFE SKILLS:</b> Life Orientation</p> <p>LO 2 AS 3: Knows members of own family, peers and caregivers. LO 3 AS 1: Says own name and address.</p>	<p><b>Monday to Friday</b></p> <p><b>1. Health Check.</b> 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><b>2. Greetings and news</b></p> <ul style="list-style-type: none"> <li>- Welcoming : Greet the teacher and friends</li> <li>- News : Learners tell about news in their lives</li> <li>- News: News - country &amp; around the world? (Ask children what did they see on the news (TV), heard on the radio and where did it happen?)</li> <li>- Register: Who is absent? Counting number of learners absent and present</li> <li>- Birthdays: Whose birthday is it today? ( Learners sing "Happy Birthday To You" )</li> <li>- Religion : Moral story and songs</li> </ul> <p><b>3. Days of the week</b> Monday to Sunday</p> <ul style="list-style-type: none"> <li>- ( Learners say which day of the week it is )</li> <li>- Rhyme about days of the week</li> <li>- Which day comes before .....?</li> <li>- Which day comes after .....?</li> </ul> <p><b>4. Months of the year</b></p> <ul style="list-style-type: none"> <li>- Which month of the year is it?</li> <li>- January to December (song)</li> </ul> <p><b>5. Date</b></p> <ul style="list-style-type: none"> <li>- Yesterday's date? Today's date? Tomorrow's date?</li> </ul> <p><b>6. Weather</b></p> <ul style="list-style-type: none"> <li>- Season? (Summer, Autumn, Winter, Spring)?</li> <li>- Weather? Ask a learner to go and look outside, How is the weather today? (Sunny, cloudy, rainy)</li> </ul>	<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)</p> <p>Name cards (Days)</p> <p>Weather Chart</p> <p>Birthday Chart</p> <p>Date Chart</p> <p>Number chart</p>

<b>INTEGRATION:</b> 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	or windy)? - Tell children to watch temperature for tomorrow on the news (TV) listen to the radio or ask their parents.		
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Weekly Lesson Planning Exemplar			
Term 3 : Week 8			
Theme: THINGS THAT GROW			
Learning Outcomes and Assessment Standards	Morning Circle - Theme Discussion	Assessment	Resources
<b>LITERACY :</b> Languages LO 1 AS 1 : Listens attentively to questions, instructions and announcements LO 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing LO 2 AS 2: Expresses own feelings and the feelings of real or imaginary people 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 9: Participates confidently and fluently in a group LO 3 AS 1: Uses visual cues to make meaning. Looks carefully at pictures and photographs to recognize common objects and experiences LO 5 AS 2 Uses language to classify things (e.g safe and dangerous) LO 5 AS 3: Uses language to investigate and explore: asks questions and searches for explanations gives explanations and offer solutions  <b>LIFE SKILLS</b> 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 2 AS 3: Knows members of own family	<b>Monday: Growth in general:</b>  <u>Questions:</u> Name things that can grow Name things that cannot grow Let the children line up from the shortest to tallest  <u>Rhyme:</u> I am tall, you are _____. (small) You must sow, the food will _____. (grow) There is a bee in the _____. (tree) Learners must find rhyme words.	METHOD : Teacher  TOOL : Observation sheet Checklist  RECORDING : Informal  FORMS : Oral Responses - Practical demonstration	Examples of seeds, beans and leaves.  Pictures of giant and dwarf.  Pictures of life cycle of the frog.  Pictures of animals and their babies.  Real frog and fish in bottles of water
	<b>Tuesday: Growth in humans:</b> Would you like to be a giant? Why?  What problems would a giant experience in our school? Why do we need to grow up healthy? Talk about water, healthy food and enough sleep.  The baby is small, but daddy is _____. (big) Children are short, but adults are _____. (tall) Children are young, but adults are _____. (old)		
	<b>Wednesday: Growth in animals</b> Name the biggest animal. Name the smallest animal.  Babies of animals: Horse – filly      Dog - puppy Cow – calf      Cat – kitten Sheep – lamb      Hen – chicken  Guess who I am: I am pink and fat (pig) I have two tails (elephant) I have a very long neck (ostrich)		

	<p><b>Thursday: Growth in plants</b></p> <p>What do plants need to grow?  Water                sunshine                fertile soil                care  Teach them how to care for plants.  Name fruit and vegetables</p> <hr/> <p><b>Friday: Life cycle of frogs.</b></p> <p>The mother frog laid some eggs attached to reeds in the pond.  These eggs hatched into little tadpoles that are shaped like a teardrop.  They have long tails and no legs.  As it grows, it must stay in the water or it will die.  Tiny bumps appear on their body – two on either side.  These develop into legs  While the legs grow, the tail gets shorter until it disappears and the tadpole becomes a frog.  This frog can now stay out of the water for short periods  Eventually the mother will lay eggs and the cycle will start all over again.</p> <p><u>Questions:</u>  Name differences between a frog and a fish  How many legs do frogs have?  How many eyes do frogs have?</p>		
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Weekly Lesson Planning Exemplar			
Term 3 : Week 8			
Theme: THINGS THAT GROW			
Learning Outcomes And Assessment Standards	Maths Routine ( Daily Monday to Friday)	Assessment	Resources
<b>LITERACY :</b> 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 2: Creates own pattern 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  <b>NUMERACY :</b> 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	<b>1.Counting: (Monday to Friday)</b> <b>Counting every day objects 1, 2, 3, 4...(FAT3).</b> <b>2. Shapes and colours</b> - Flash shape cards - Flash colours <b>3. Before , after and between</b> - Which number comes before <b>7</b> ? Which number comes after <b>7</b> ? Which number is between <b>6</b> and <b>8</b> ? Are <b>8</b> more or less than <b>7</b> ? <b>4. Number of the week : 8</b>  FORMAL ASSESSMENT ON NUMBER 8  <b>SEE THAT LEARNERS HAVE THE CORRECT PENCIL GRIP AND NUMBERS ARE FORMED IN THE CORRECT WAY</b>  <b>5. Problem solving</b> Learners solve verbally stated addition and subtraction problems with single digit numbers and solutions to at least 8. Learners use concrete apparatus to pack out the solution to the problems.	<b>METHOD :</b> Teacher  <b>TOOL :</b> Observation sheet  <b>RECORDING :</b> Informal  <b>FORMS :</b> Oral Responses Practical demonstration	Number poster  Abacus  Blocks  Chalkboards + chalk  Number wall chart  Number cards

Weekly Lesson Planning Exemplar			
Term 3 : Week 8			
Theme: THINGS THAT GROW			
Learning Outcomes And Assessment Standards	Learning Activities Maths (Numeracy) In Small Groups Monday to Friday	Assessment	Resources
<b>LITERACY</b> Language HL:  LO 1 AS 1: Listen attentively to questions instructions and announcements  <b>NUMERACY:</b> 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 1 AS 3: Knows number names and symbols. LO 1 AS 4: Orders and compares collections of objects using more, less, equal LO 1 AS 6: Solves and explain verbally stated solutions to problems with single digit numbers and with solutions to 10 LO 1 AS 7.2: Use the technique of doubling and halving. LO 1 AS 7.3: Using concrete apparatus e.g. counters LO 2 AS 2: Creates own pattern LO 3 AS 6: Follow directions to place self within the classroom. LO 4 AS 4.3: Works concretely comparing and ordering objects using appropriate vocabulary to describe length. LO 5 AS 1: Collects physical objects in the environment according to stated features. LO 5 AS 2: Learners sort physical objects according to one tribute LO 5 AS 3: Draws a picture as a record of collected objects. LO 5 AS 4: Answers questions based on own picture  <b>INTEGRATION</b>	<b>FAT 3: Practical in small groups.</b> Learners double the numbers 1, 2, 3 and 4 Talk about far and near. Seed dispersals <i>Double/halve beans, mealies and seeds</i> <i>Share beans between 2 hands/ friends/ packets.</i> Learners solve verbally (orally) stated addition and subtraction problems with single-digit numbers and with solutions to at least 8. Learners use concrete apparatus(counters) to pack out the sums.  <i>Put 4 seeds in one hand/ packet and 4 in another. How many all together?</i> <i>Give 2 seeds to a friend. How many more have you got?</i> <i>Do the same with 2 / 4 / 6 beans, mealies or seeds. (FAT3)</i>  <u>Word problems.</u> <i>I have 2 packets of beans with 3 beans in each one How many beans?</i> <i>I plant 7 seeds in 2 pots. How many in each pot?</i> <i>How many are left over?</i> <i>Do the same with leaves / flowers / fruit / vegetables (FAT3).</i>  <u>Talk about different seeds:</u> Are they: long /short, round/ rectangular big /small           rough/ smooth  <u>Talk about people :</u> giant / dwarf   child / man   tall / short   big / small  <u>Talk about animals:</u> Long trunk.   Long neck   Long legs Short nose   Short neck   Short legs  Children pack different seeds in front of them.	METHOD : Teacher  TOOL : Observation sheet Rubric  RECORDING : <b>Formal FAT 3</b>  FORMS : Oral Responses Practical demonstration	Different examples of seeds, beans, leaves and mealies.  Pots  Packets Cards with number names and number symbols  Flash cards: Space.  Height chart  Pictures of plants, people and animals.

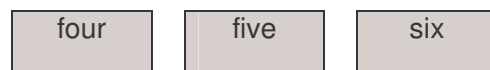
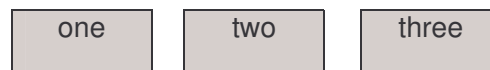
ARTS AND CULTURE:

LO 1 AS 2: DRAMA: Participates in make-believe situations based on life experiences.

Each child has the number symbols



and the number names



The teacher shows a number of seeds.  
Children pack the same number of seeds.  
Add number name and symbol  
(FAT3)

Learners must hide from the giant.  
Teacher tells them to hide under the table, behind the door etc. (FAT3)

Divide learners into 4 groups. Teacher draws a graph where each group can paste a dot for every bean that starts growing (See Spring lessons)  
At the end of the week, ask them which group has the most the least, how many more, how many less etc. (FAT3)

**FAT 3: Practical in small groups**

Learners copy/draw a given pattern



**FAT 3: Practical in small groups**

The teacher shows 2 identical glasses to the learners.

	<p>One glass is filled with water and the other glass is empty. The learners say which one is full and which one is empty.</p> <p>The teacher shows 3 identical glasses filled with different levels of coloured water. Learners compare which one contains the most and the least.</p> <p>Learners order the glasses from least to most.</p>		
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Weekly Lesson Planning Exemplar			
Term 3 : Week 8			
Theme: THINGS THAT GROW			
Learning Outcomes and Assessment Standards	Creative Activities	Assessment	Resources
<p><b>ARTS AND CULTURE</b>  LO 1 AS 1: Freely creates images of own world in various media.  LO 1 AS 3: Uses &amp; co-ordinates motor skills in practical work &amp; play.  LO 2 AS 1: Talks about own artwork with others.  LO 4 AS 1: Responds to what learner sees and experience in constructed environment.</p> <p><b>INTEGRATION:</b>  Mathematics</p> <p>LO 1 AS 1: Count to at least 10 objects</p>	<p>Monday to Thursday:</p> <p>Rotate  <u>Group 1:</u></p> <p>Activity 1: Draw a flower and another plant which spread seeds. Use pastels. Draw 8 seeds, 6 clouds and 7 sunrays (FAT3)</p> <p><u>Group 2:</u></p> <p>Activity 2: Children paint trunk and branches of a tree. Each child picks 8 leaves (FAT3) Paste it on the end of branches. Put between newspaper pages to dry properly. Draw yourself and your mom underneath the tree.</p> <p><u>Group 3:</u></p> <p>Activity 3: Create unusual animals out of clay, a small and a big one. Talk about the size.</p> <p><u>Group 4:</u></p> <p>Activity 4: Draw anything that grows with chalk and sugar water.</p>	<p>METHOD :  Teacher</p> <p>TOOL :  Rubric</p> <p>RECORDING :  Formal FAT 3</p> <p>FORMS :  Oral Responses  Practical demonstration</p>	<p>Scissors</p> <p>Crayons</p> <p>Paper</p> <p>Paint</p> <p>Paint brushes</p> <p>Play dough</p> <p>Play dough equipment</p> <p>Scissors</p> <p>Magazines</p> <p>Sugar water</p> <p>Chalk</p> <p>Real flowers</p> <p>Newspaper</p>
	<p><b>Friday:</b>  Individual choice  Make pairs. Talk about peer's drawing.</p>		

Weekly Lesson Planning Exemplar			
Term 3 : Week 8			
Theme: THINGS THAT GROW			
Learning Outcomes and Assessment Standards	Music, Drama, Dance & Movement	Assessment	Resources
<b>LITERACY</b> Language HL  LO 1 AS 1: Listens attentively to instructions and respond appropriately. Responds to movement instructions that cover space LO 2 AS 3: Sings and recites simple songs and rhymes 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  <b>MATHEMATICS:</b> LO 1 AS 1: Count to at least 10 objects LO 3 AS 6: Follows directions.  <b>LIFESKILLS:</b> Life Orientation  LO 3 AS 2 :Describe what own body can do LO 4 AS 1: Plays running, chasing and dodging game 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 LO 4 AS 4: Participates in free play activities.  <b>INTEGRATION</b> A/C LO 1 Dance AS 1: Through play – co-ordinates simple gross & fine motor movements including mid-line	<b>Monday: Movement</b>  Learners work in groups. Group 1: Climbing apparatus Group 2: Balancing apparatus Group 3: Hopping balls Group 4: Throwing and catching balls. Change groups when teacher beat 5/6/7/8 times on triangle.	METHOD : Teacher  TOOL : Observation sheet  RECORDING : Informal  FORMS : Oral Responses Practical demonstration	Music instruments  CD / tape player  Song/rhyme posters  Percussion instruments.  Climbing apparatus  Balancing apparatus  Hopping balls  Balls  Foil plate
	<b>Tuesday: Music</b>  <u>SONGS:</u> This is the way I drink my milk “                  Eat my food “                  I do my exercise “                  I grow and grow So early in the morning. <b><i>Read your Bible</i></b> <b><i>Pray everyday (3x)</i></b> <b><i>Read your Bible, pray everyday</i></b> <b><i>And you grow and grow.</i></b>  <b><i>The farmer plants his seed (2x)</i></b> <b><i>Hey-ho the dearie-oh,</i></b> <b><i>the farmer plants his seed.</i></b> <b><i>The rain begins to fall</i></b> <b><i>The sun begins to shine</i></b> <b><i>The wind begins to blow</i></b> <b><i>The food begins to grow.</i></b>  Play percussion instruments. Learners must identify which animal it presents. e.g. Drums (elephant)                      Shaker (snake) Bells (birds)                              Triangle (butterfly)		



<p>A/C LO 1 Dance AS 2; Draw on play, fantasy &amp; imagination to explore movement, words, rhythm and changes in tempo.</p> <p>A/C LO 1 Dance AS 3: Participates in simple dances based on formations and patterns.</p> <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 1 Music AS 2: Responds in movement to a variety of rhythms and changes in tempo of sounds, songs and stories.</p> <p>A/C LO 2 Music AS 1: Imitates a variety of natural sounds in own environment.</p> <p>A/C LO 2 Music AS2: Distinguishes between a talking voice and a singing voice.</p> <p>A/C LO 4 Music AS1: Creates sound effects to accompany stories told by practitioner.</p> <p>A/C LO 1 Drama AS 1: Uses voice and movement spontaneously when playing creative drama games.</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: Uses concrete objects to represent other objects in dramatic play.</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>A/C LO 4 Drama AS 1: Conveys feelings and ideas through facial expression and gesture.</p> <p>A/C LO 4 Drama AS 2: Creates sound effects to accompany stories told by practitioner</p>	<p><b>Wednesday: Dance:</b></p> <p>Children are sow seeds and work out dance patterns</p> <p>Move in and out and around markers</p> <p>Teacher plays high and low notes.</p> <p>Children pull out beetroot on low and pick beans on high notes.</p> <p>Be giraffe on high and mouse on low notes.</p> <p>The giant tries to catch Jack.</p> <p>Teacher plays half notes when the giant walks and quarter notes when Jack runs</p> <p>Teacher plays from low to high:</p> <p>Learners show how beans starts growing. and how they themselves grow.</p> <p><b>Thursday: Drama</b></p> <p>Dramatize: Jack in the Beanstalk</p> <p><b>Friday: Movement</b></p> <p>Play “The giant chases Jack”</p> <p>When the whistle blow they must hide</p> <p>Behind the tree. On top of cement cylinders.</p> <p>Inside the crate Underneath the bath</p> <p>Stand on one leg while you count to 8.</p> <p>Jump 8 times on one leg. (FAT3)</p> <p><u>Game:</u></p> <p>Divide learners in groups.</p> <p>First child in row runs with a ball in foil plate and give to 2<sup>nd</sup> and sit at the back.</p> <p>Keep on giving to the next child and stop when they all sit.</p> <p>The group where everybody sits first is the winners</p>		
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Weekly Lesson Planning Exemplar			
Term 3 : Week 8			
Theme: THINGS THAT GROW			
Learning Outcomes and Assessment Standards	Outdoor Play	Assessment	Resources
<p><b>LIFE SKILLS :</b>  <b>Life Orientation</b>  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 4: Participates in free play activities</p> <p><b>NUMERACY:</b>  Mathematics</p> <p>LO 1 AS 1: Counts to 10 objects reliably.FAT 3  LO 1 AS 2: Says and uses number names in familiar contexts. FAT 3  LO 1 AS 3: Knows the number names one to ten plus number symbols. FAT 3  LO 1 AS 7: Uses techniques: Doubling and halving to 10 with concrete apparatus.  LO 1 AS 8: Explains own solutions to problems using concrete materials. Describes one 3D object in relation to another.  LO 3 AS 6: Follows directions to move or place oneself.  LO 4 AS 4: Works concretely comparing and ordering objects using appropriate vocabulary to describe: capacity and length.</p> <p><b>INTEGRATION:</b>  <b>NS</b>  LO 1: AS 2 Participates in planned activity by following simple instructions</p> <p>A/C LO 3 Drama AS1: Participates in drama games – takes turns, waits for signals, responds to cues and shares space.</p>	<p>Children observe the growth of the moon.</p> <p><b>Monday:</b>  Sand play / Water play – free choice</p> <p><u>Outside apparatus:</u>  Divide 4 / 6/ 7/ 8 blocks / balls between 2 learners.  How many has each one?  Give each one 1/ 2/ 3/ 4 blocks.  How many altogether? (FAT3)</p>	<p>METHOD :  Teacher</p> <p>TOOL :  Observation sheet  Checklist</p> <p>RECORDING :  FAT 3</p> <p>FORMS :  Oral Responses  Practical demonstration</p>	<p>Sand  Equipment</p> <p>Water  equipment &amp;  aprons</p> <p>Different  containers for  water</p> <p>Outside  apparatus</p> <p>Cards with  number names  and number  symbols.</p> <p>Flowers, leaves,  seeds collected  by learners.</p> <p>Whistle</p>
	<p><b>Tuesday:</b></p> <p>Sand play/ Water play/ Outside apparatus – free choice</p> <p>Teacher shows number names and numerals 1 – 8.  Learners pick up that number of seeds/ flowers/ leaves.  Word problems:  If you give 3 leaves to Jack. How many left?  There are two seeds on a stem. How many on 3 stems?  Divide your 8 leaves between 4 children. (FAT3)</p>		
	<p><b>Wednesday:</b></p> <p>Sand play / Outside apparatus – free choice</p> <p><u>Water play:</u>  Imagine they are working with the cow's milk.  Fill 1 of 2 identical glasses with water.  Other glass is empty.  Learners say which 1 is empty and which 1 is full.  Fill other containers with water.  Talk about full, empty, less, more, most, least etc.  Learners arrange containers from empty to full.</p>		
	<p><b>Thursday:</b></p> <p>Sand play/ Water play/ Apparatus – free choice</p> <p><u>Movement outside:</u>  Learners are giants and teacher is Jack.  Play on open area with no objects.</p>		

	<p>Blindfold learners. Teacher calls them. They must try to catch her.</p>		
	<p><b>Friday:</b></p> <p>Water play / Outside apparatus – free choice</p> <p><b>Sand play: Write numerals 1 – 8 in sand. (FAT3)</b></p> <p>Respond to whistle instructions: One long blow means freeze. Two long blows mean run / walk/ skip/ tiptoe/ jump on one leg etc. Add a third blow e.g. short long short that means sit</p>		

Weekly Lesson Planning Exemplar			
Term 3 : Week 8			
Theme: THINGS THAT GROW			
Learning Outcomes and Assessment Standards	Learning Activity Educational play	Assessment	Resources
<b>NUMERACY</b> Mathematics  LO 1 AS 1: Counts to 10 objects reliably LO 1 AS 2; Says and uses number names in familiar contexts. LO 1 AS 3: Knows the number names one to ten plus number symbols. LO 2 AS 1: Copies and extends simple patterns using drawings. LO 3 AS 5: Describes one 3D object in relation to another.FAT 3 LO 4 AS 3: Sequences events  <b>LIFE SKILLS</b> Life Orientation  LO 1: AS 2: Explains what is being done or played LO 4 AS 4: Participates in free play activities	<b>Monday:</b>  <u>Group 1</u> Activity 1: Play in dolls house Friend shows card of doll on bed/ under table Learner says where the doll is. Learner puts the doll on same place (FAT3)  Alternatively: Make 2 pictures almost identical with 1 more of the same objects (sample) Put a counter on parts that is different (FAT3)  <u>Group 2</u> Activity 2: Pack pictures of Jack and the beanstalk, The life cycle of the frog Other stories in sequence.  <u>Group 3</u> Activity 3: Match leaves with dots and number names to those with symbols. (sample) (FAT3)  <u>Group 4</u> Activity 4: Build with blocks and talk about position of blocks. (FAT3)  Friday: Individual Choice	METHOD : Teacher  TOOL : Observation sheet Rubric  <b>RECORDING</b> <b>Formal (FAT 3)</b>  FORMS : Oral Responses Practical demonstration	Educational equipment  50- piece Puzzles  Blocks  Pictures: Space Doll's house  Pictures for number names and symbols.  Pictures that is almost the same.

Weekly Lesson Planning Exemplar			
Term 3 : Week 8			
Theme: THINGS THAT GROW			
Learning Outcomes and Assessment Standards	Literacy (Language ) In Small Groups Monday to Friday	Assessment	Resources
<b>LITERACY</b> Language HL  LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately. LO 1 AS 3: Listen with enjoyment and understanding to oral text such as stories/poems LO 2 AS 3: Sings and recites simple songs and rhymes 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 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 3 AS 5.1: Recognises initial consonant and short vowel sounds LO 3 AS 5.2: Recognises and names some common letters of the alphabet. LO 3 AS 5.3: Recognises some rhyming words in common rhymes and songs. LO 4 AS 8 : Reads own emerging writing when asked to do so. LO 4 AS 1 I: Manipulates writing tools like crayons and pencils. LO 5 AS 2: Uses language to classify things. LO 5 AS 3.4 Relates sounds to letters and words by recognising words are made up of sounds and	Jack gives 3 commands in connection with space. Say "The giant chases Jack". If the teacher gives command without "Jack Says", they must not do it. When she says "Jack Says" (e.g. "Climb on the chair, clap your hands and close your eyes"), they must do it. (FAT3)  Children give other words and opposites of words big – huge/ enormous/ gigantic small/ tiny/ little rich/poor loud/ soft big/ small  Degrees of comparison: Big – bigger – biggest rich – richer – richest etc  Action rhymes (choose one)  Early to bed and early to rise Makes a man healthy and wealthy and wise.  Jack be nimble, Jack be quick Jack jumps over the candlestick.  Here is a tree with its leaves so green. Here are the seeds that hang in between. When the wind blows, the seeds will fall. We'll gather them up to plant them all.  For listening exercise I had a little lucky bean. I put it in the ground. And when again I went to look, A tiny shoot I found. The shoot grew upwards day by day And soon became a tree. It spread new branches high and wide.	METHOD : Teacher  TOOL : Checklist Rubric  RECORDING : Informal  FORMS : Oral Responses Practical demonstration	Songs, Rhyme  Flash cards  Books  Pictures Incidental reading  Books.  Real objects for theme table  Words on cards

<p>recognises the sounds at beginning of some words LO 6 AS 4; Talks about texts using terms like 'beginning' 'middle' and 'end'.</p>	<p>It's taller now than me.</p> <p>Talk about rhyme in the story. Learners say which words rhyme. Teacher reads rhymes and point to rhyming words. Learners read rhyming words with her. Learners complete rhymes, also own rhymes. Clap parts of the rhyme.</p> <p>Read words on Theme table. Play "I see with my little eyes" something starting with -- Ask if they can hear and see the initial sounds. Teacher sounds words. Learners recognize objects. Teacher points to an object. Learners sound it.</p> <p>Match words to objects. Draw pictures of objects and learners match it to words.</p> <p>Build 50 piece puzzles.</p> <p>PHONIC OF THE WEEK</p> <p>PATTERN OF THE WEEK</p> <p>VOCABULARY WORDS FOR THE WEEK: eggs hatch      tadpole      frog      giant dwarf</p>		
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Weekly Lesson Planning Exemplar			
Term 3 : Week 8			
Theme: THINGS THAT GROW			
Learning Outcomes and Assessment Standards	Story (Reading)	Assessment	Resources
<b>LITERACY</b> Language HL LO 1 AS 3: Listen with enjoyment and understanding to oral text such as stories/poems 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 8: Tells own stories and retells stories of others in own words. LO 2 AS 11: Role-plays different kinds and manners of speech. 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 2 Uses language to classify things (e.g safe and dangerous) LO 6 AS 2.2 : Identifies a word, a letter and a space in print. LO 6 AS 4: Talks about texts using terms like 'beginning' 'middle' and 'end'.	<b>Monday:</b>  Read a story about things that grow	METHOD : Teacher  TOOL : Observation sheet  RECORDING : Informal  FORMS : Oral Responses Practical demonstration	Story books
	<b>Tuesday:</b>  Learners dramatize the story and their own solutions to problems.		
	<b>Wednesday:</b>  Learners tell their own stories about babies and animals and plants that grow.		
	<b>Thursday:</b> Read the story of Jack and the Beanstalk.  Memory and comprehension questions: Is this story true? Why do you say so? What do you like most about the story? Would you like to be -----? What would have happened if -----?		
	<b>Friday:</b> Teacher reads the story again. Stop in the middle. Learners must tell what happened next. Learners read the story with the teacher while she follows words with her fingers. Some children dramatize story while others read.		

# TERM 3 WORK SCHEDULE

Week: 9

Date: \_\_\_\_\_

Theme : OUR COUNTRY – NATIONAL SYMBOLS

	LITERACY		NUMERACY		LIFE SKILLS (FAT 1 )	
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 4,	LO 2: Social Development AS 2, 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 Development AS 1, AS 2	LO 4: Phys Dev. & Movement 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 1, AS 2, AS 3, AS 4			
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 3, LO1 AS 4      Visual Arts : LO 3 AS 4., Visual Arts: LO 4 AS 4 Dance: LO 3 AS 1, LO 4 AS 1 Drama LO1 AS 2, LO 3 AS 2					



<b>Continuous assessment</b>  <b>Who assesses?</b>  <b>How?</b>  <b>What?</b>	<b>METHOD :</b> Teacher <b>TOOL :</b> Observation sheet Rubric Checklist <b>RECORDING :</b> Informal <b>FORMS:</b> Oral Responses Practical demonstration	<b>METHOD :</b> Teacher <b>TOOL :</b> Observation sheet Rubric Checklist <b>RECORDING :</b> Informal <b>FORMS :</b> Oral Responses Practical demonstration	<b>METHOD :</b> Teacher <b>TOOL :</b> Observation sheet Rubric Checklist <b>RECORDING :</b> FORMAL FAT 1 <b>FORMS :</b> Oral Responses Practical demonstration
<b>RESOURCES: (REQUIRED EVERY WEEK) :</b> Discovery table items Stories, Rhymes, Songs , Calendar, Name Chart, Birthday Chart, Weather, Theme posters, Number Charts , Abacus, Counters, pegboards, colour charts, Books , Puzzles, Games, Blocks, Construction toys, Manipulative toys Creative materials and tools, Paint, Brushes, Crayons , Scissors , Glue , Paper Anti- waste material , CD player and music instruments Fantasy area: set up as a home corner unless otherwise specified. Outdoor play apparatus :Jungle Gym, Sandpit, Balance beam, Hoops, Tyres, balls Water play equipment, Sand play equipment			<b>SPECIAL RESOURCES FOR THE WEEK</b>  <ul style="list-style-type: none"> <li>- South African Flag &amp; Emblems</li> <li>- Dress up in cultural clothing</li> <li>- Mock Ballot Papers</li> <li>- Flash 'n Learn</li> <li>- Yellow Wood Tree</li> <li>- Proteas</li> <li>- Galjoen</li> <li>- Springbok Clothing</li> <li>- Bafana Bafana Clothing</li> <li>- Big 5</li> <li>- Money</li> </ul>
<b>Barriers to Learning : SEE TERM 2</b>			

Weekly Lesson Planning Exemplar			
Term 3: Week 9			
Theme: OUR COUNTRY – NATIONAL SYMBOLS			
Learning Outcomes and Assessment Standards	Health check and Morning Circle ( Ring )	Assessment	Resources
<b>LITERACY :</b> 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  <b>NUMERACY:</b> 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  <b>LIFE SKILLS:</b> Life Orientation LO 2 AS 3: Knows members of own family, peers and caregivers. LO 3 AS 1: Says own name and address.	<b>Monday to Friday</b> <b>1. Health Check.</b> 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. <b>2. Greetings and news</b> <ul style="list-style-type: none"> <li>- Welcoming : Greet the teacher and friends</li> <li>- News : Learners tell about news in their lives</li> <li>- News: News - country &amp; around the world? (Ask children what did they see on the news (TV), heard on the radio and where did it happen?)</li> <li>- Register: Who is absent? Counting number of learners absent and present</li> <li>- Birthdays: Whose birthday is it today? ( Learners sing “Happy Birthday To You” )</li> <li>- Religion : Moral story and songs</li> </ul> <b>3.Days of the week</b> Monday to Sunday <ul style="list-style-type: none"> <li>- ( Learners say which day of the week it is )</li> <li>- Rhyme about days of the week</li> <li>- Which day comes before .....?</li> <li>- Which day comes after .....?</li> </ul> <b>4. Months of the year</b> <ul style="list-style-type: none"> <li>- Which month of the year is it?</li> <li>- January to December (song)</li> </ul> <b>5. Date</b> <ul style="list-style-type: none"> <li>- Yesterday’s date? Today’s date? Tomorrow’s date?</li> </ul> <b>6. Weather</b> <ul style="list-style-type: none"> <li>- Season? (Summer, Autumn, Winter, Spring)?</li> <li>- Weather? Ask a learner to go and look outside, How is the weather today? (Sunny, cloudy, rainy or windy)?</li> <li>- Tell children to watch temperature for tomorrow on the news (TV) listen to the radio or ask their parents.</li> </ul>	<b>METHOD :</b> Teacher  <b>TOOL :</b> Observation sheet Checklist  <b>RECORDING :</b> Informal  <b>FORMS :</b> Oral Responses Practical demonstration	Name cards ( Months)  Name cards (Days)  Weather chart  Birthday chart  Date Chart  Number chart

<b>INTEGRATION:</b> SS (H) LO 2 AS 1: Discusses personal experiences in the past and present (chronology and time) LO 2 AS 2: Discusses own age in years (chronology and time) SS (G) LO 2 AS 1: Discusses personal experiences of familiar people and places			
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Weekly Lesson Planning Exemplar			
Term 3 : Week 9			
Theme: OUR COUNTRY – NATIONAL SYMBOLS			
Learning Outcomes and Assessment Standards	Health check and Morning Circle ( Ring )	Assessment	Resources
<p><b>LITERACY :</b> 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><b>NUMERACY:</b> 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><b>LIFE SKILLS:</b> 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><b>INTEGRATION:</b> SS (H) LO 2 AS 1: Discusses personal experiences in</p>	<p><b>Monday to Friday</b></p> <p><b>1. Health Check,</b> 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><b>2. Greetings and news</b> - Welcoming : Greet the teacher and friends - News : Learners tell about news in their lives - News: News - country &amp; 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> <p><b>3. Days of the week</b> - 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><b>4.. Months of the year</b> - Which month of the year is it? - January to December (song)</p> <p><b>5. Date</b> - Yesterday's date? Today's date? Tomorrow's date?</p> <p><b>6. Weather</b> - 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>	<p><b>METHOD :</b> Teacher</p> <p><b>TOOL :</b> Observation sheet Checklist</p> <p><b>RECORDING :</b> Informal</p> <p><b>FORMS :</b> Oral Responses Practical demonstration</p>	<p>Name cards ( Months)</p> <p>Name cards (Days)</p> <p>Weather chart</p> <p>Birthday chart</p> <p>Date Chart</p> <p>Number chart</p>

the past and present (chronology and time) LO 2 AS 2: Discusses own age in years (chronology and time) SS (G) LO 2 AS 1: Discusses personal experiences of familiar people and places			
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Weekly Lesson Planning Exemplar			
Term 3 : Week 9			
Theme: OUR COUNTRY – NATIONAL SYMBOLS			
Learning Outcomes and Assessment Standards	Morning Circle - Theme Discussion	Assessment	Resources
<p><b>LITERACY :</b> 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><b>LIFE SKILLS</b> Life Orientation LO2 AS 3 Knows members of own family ,peers and caregivers FAT 1</p> <p>LO 2 AS 2 Recognises the South African Flag FAT 1</p> <p>LO 3 AS 1 Says own name and address FAT 1</p>	<p><b>Monday:</b> The teacher and learners discuss where the child lives. The child must be able to say his own name and address FAT 1 Discuss family and caregivers. FAT 1 Discuss town, country.</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Checklist</p> <p>RECORDING : <b>Formal</b></p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Theme posters on South Africa</p> <p>Theme table resources</p> <p>Theme equipment</p>
	<p><b>Tuesday</b></p> <ul style="list-style-type: none"> <li>- Find out whether the learners recognise the map of the world. Show them where South Africa is in relation to the rest of the world.</li> <li>- Ask the learners to tell you what they see. When the learners have established that it is a map of South Africa, ask them if they think maps are useful to use. Let them tell you why they think maps are useful. (Maps help us find places, they help us see how far one place is from another, some maps show us what grows in certain places, other maps show us where we find mountains and where we would find flat land.)</li> <li>- Talk about places where learners may have seen a map before. Remind them about the map that they see after the news on television showing the weather, or a road map they might have seen someone using when they were following directions in a car or the map they might see in the newspaper showing the weather.</li> <li>- Help the learners to find their country, province or their town.</li> </ul>		
	<p><b>Wednesday</b></p> <ul style="list-style-type: none"> <li>- Discuss leaders, flag and president</li> <li>- What is a rainbow Nation?</li> <li>- Discuss the colours on the flag and where do they see the flag FAT</li> </ul>		

	<b>Thursday:</b> <ul style="list-style-type: none"> <li>- Discuss Our Money</li> <li>- Cultures &amp; Religions In South Africa</li> </ul>		
	<b>Friday:</b> <ul style="list-style-type: none"> <li>- Emblems / Sport</li> <li>- What do we call the National Soccer team?</li> <li>- What do we call the National Rugby team?</li> <li>- What do we call the National Cricket team</li> <li>- Which emblems do they wear on their clothes?</li> </ul> <p>( Talk about 2010 soccer and other sport that their parents watch )</p>		

Weekly Lesson Planning Exemplar			
Term 3 : Week 10			
Theme: OUR COUNTRY – NATIONAL SYMBOLS			
Learning Outcomes and Assessment Standards	Maths Routine ( Daily Monday to Friday)	Assessment	Resources
<p><b>LITERACY :</b> 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><b>NUMERACY :</b> 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 LO 5 AS 1-4: Learners collect, sorts, draws physical objects according to one tribute.</p>	<p><b>1. Counting: (Monday to Friday)</b> Counting every day objects 1, 2, 3, 4.....</p> <p><b>2. Shapes and colours</b> - Flash shape cards - Flash colour cards</p> <p><b>3. Before , after and between</b> - Which number comes before <b>8</b>? Which number comes after <b>8</b>? Which number is between <b>7</b> and <b>9</b>? Is <b>8</b> more or less than <b>9</b>? - - <b>Number of the week : 8</b> <b>CONSOLIDATE 8</b> - Number of the week's name; <b>eight</b> - How much is <b>8</b>? Show 8 fingers( Show 8 on abacus) - Let a few learners collect <b>8</b> objects ( counters ) - Write <b>8</b> in the "air" with your finger - Write a number <b>8</b> ( on your board / paper /sand trays) - Draw <b>8</b> circles ( on your board / paper ) - Where else in the class can you see a number <b>8</b>?</p> <p><b>SEE THAT LEARNERS HAVE THE CORRECT PENCIL GRIP AND NUMBERS ARE FORMED IN THE CORRECT WAY</b></p> <p><b>5. Problem solving</b> Learners solve verbally stated addition and subtraction problems with single digit numbers and solutions to at least <b>8</b>. Learners use concrete apparatus to pack out the solution to the problem.</p> <p>Take the whole class into the playground. Divide into equal groups. Each learner must collect eight</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Number poster</p> <p>Abacus</p> <p>Blocks</p> <p>Chalkboards + chalk</p> <p>Number wall chart</p> <p>Number cards</p>



	<p>objects – each group is allocated an object to collect (e.g. fallen leaves/flowers, sticks, small stones or whatever you can find.)</p> <p>In the small groups –each group collect different objects so that there is a mixture of objects for the children to look at.</p> <p>Each child:</p> <ul style="list-style-type: none"> <li>- to bring their eight objects to the ring.</li> <li>- to describe what the objects look like (e.g. colour, shape, texture, size, etc.)</li> <li>- Count objects concretely.</li> <li>- Creates a pattern with their collected objects.</li> <li>- Copies the concretely created pattern onto paper.</li> <li>- Place all the objects in the centre of the ring and sort according to physical attributes.</li> <li>- Discuss with the learners their reasoning for the various classifications e.g. why did you choose those objects? Are those objects the same or different?</li> </ul>		
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Weekly Lesson Planning Exemplar			
Term 3 : Week 9			
Theme: OUR COUNTRY – NATIONAL SYMBOLS			
Learning Outcomes and Assessment Standards	Learning Activities Maths (Numeracy) In Small Groups Monday to Friday	Assessment	Resources
<p><b>LITERACY</b> 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><b>NUMERACY</b> 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 1-4: Learners collect, sorts, draws physical objects according to one tribute.</p> <p><b>LIFE SKILLS</b> Li fe Orientation LO 1 AS 4: Explains safety at home and at school</p>	<p><b>Consolidate</b></p> <ul style="list-style-type: none"> <li>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 <b>8</b></li> </ul> <p> ○○○○    ●●●●    4 and 4 makes 8  ○    ●●●●●●●●    1 and 7 makes 8  ○○    ●●●●●●●●    2 and 6 makes 8  ○○○    ●●●●●●    3 and 5 makes 8  ○○    ●●    ○○    ●●    2 and 2 and 2 and 2 makes 8 </p> <ul style="list-style-type: none"> <li>add and subtract orally to 8. Learners use concrete apparatus to pack out solution of problem.</li> <li>Patterning using flags.</li> <li>Who can think of another pattern using different types of sport balls? Show the class how you will arrange it . Sort balls according to specific characteristics, e.g. rugby (oval) ball, soccer (round) ball, tennis (small) ball, etc.</li> <li>Draw picture of collected objects.</li> <li>Answer questions on sorted objects / pictures</li> <li>Know number names and symbols: telephone numbers, own address.</li> </ul>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Rubric</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Sporting equipment (balls)</p> <p>Counters</p>

Weekly Lesson Planning Exemplar			
Term 3 : Week 9			
Theme: OUR COUNTRY – NATIONAL SYMBOLS			
Learning Outcomes and Assessment Standards	Creative Activities	Assessment	Resources
<b>LITERACY</b> 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 <b>LO 4 AS 1 Creates and uses drawings to convey a message, and as a starting point for writing</b> <b>LO 4 AS 12 : Manipulates writing tools like crayons and pencils</b>  <b>LIFE SKILLS</b> <b>Life Orientation</b> LO 1 AS 4: Explains safety in the home and school  <b>INTEGRATION :</b> A/C LO 1 Visual Arts AS 3: Explores and experiments with a wide variety of art materials, techniques) including waste materials), and colour in a spontaneous and creative way. LO 1 Visual Arts AS 4: Uses and co-ordinates motor skills in practical work and play (e.g. appropriate handling of scissors, glue applicators, paintbrush and	<b>Monday:</b> <b>Group 1: African Huts – Patterns / Cut hut roof</b> Group 2: Salt Dough. Make any of the BIG 5 e.g. Elephant Group 3: Rubbing. Backdrop for HUT Group 4: Cutting and pasting SA Flag (jigsaw)	METHOD : Teacher  TOOL : Rubric  <b>RECORDING :            Formal FAT 1</b>  FORMS : Oral Responses Practical demonstration	Scissors  Crayons  Paper  Paint  Paint brushes  Play dough  Play dough Equipment  Scissors  Magazines
	<b>Tuesday:</b> Group 1: Cutting and pasting SA Flag (jigsaw) <b>Group 2 African Huts – Patterns / Cut hut roof</b> Group 3: Salt Dough. Make any of the BIG 5 e.g. Elephant Group 4: Rubbing. Backdrop for HUT		
	<b>Wednesday:</b> Group 1: Rubbing. Backdrop for HUT Group 2: Cutting and pasting SA Flag (jigsaw) <b>Group 3: African Huts – Patterns / Cut hut roof</b> Group 4: Salt Dough. Make any of the BIG 5 e.g. Elephant		
	<b>Thursday:</b> Group 1: Salt Dough. Make any of the BIG 5 e.g. Elephant Group 2: Rubbing. Backdrop for HUT Group 3: Cutting and pasting SA Flag (jigsaw) <b>Group 4 : African Huts – Patterns / Cut hut roof</b>		

drawing instruments). LO 3 Visual Arts AS 4: Demonstrates active involvement in individual and group art-making activities and an ability to share art-making equipment. LO 4 Visual Arts AS 4: Responds to what the learner sees, perceives and experiences in own natural and constructed environment.	<b>Friday:</b> Individual choice		
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Weekly Lesson Planning Exemplar			
Term 3 : Week 9			
Theme: OUR COUNTRY – NATIONAL SYMBOLS			
Learning Outcomes and Assessment Standards	Music, Drama, Dance & Movement	Assessment	Resources
<p><b>LITERACY</b> Language HL LO 1 AS 1: Listens attentively to instructions and respond appropriately. Responds to movement instructions that cover space LO 3 AS 3. 1: Listens with enjoyment to oral texts (simple songs, rhymes, short poems and stories}, and shows understanding: acts out parts of the story, song or rhyme</p> <p><b>LIFESKILLS:</b> Life Orientation LO 3 AS 2 :Describe what own body can do <b>FAT 1</b> 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 <b>FAT 1</b> LO 4: AS 2: Explores different ways to locomote, rotate, elevate and balance <b>FAT 1</b></p> <p><b>INTEGRATION</b> A/C LO 3 Dance AS 1 : Responds to movement instructions that cover space A/C LO 4 Dance AS 1 :Expresses ideas and stories creatively through movement activities A/C LO 4 Music AS 3 : Listens and moves creatively to stories, songs and sound A /C LO 1 Drama AS 2: Participates in make-believe situations based on imagination, fantasy and life experiences A/C LO 3 Drama AS 2 :Participates in drama games – takes turns, waits for signals, responds to cues, and shares space</p>	<p><b>Monday: Movement</b> Mini Olympics</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Formal FAT ! FORMS : Oral Responses Practical demonstration</p>	<p>Music instruments</p> <p>CD / tape player</p> <p>Song/rhyme posters</p>
	<p><b>Tuesday: Drama</b> Dramatise cultural story</p>		
	<p><b>Wednesday: Music</b></p> <p>Do this Do that.... This is the way... Use percussion drums... Animal calls</p>		
	<p><b>Thursday: Dance FAT1 LO4 AS2</b> Gumboot dance / Balance</p>		
	<p><b>Friday: Movement</b> Learners cross the mid-line / brain gym Star jumps FAT 1 Going on a lion/buck hunt (adapted from I'm going on a bear hunt by Michael Rosen)</p> <ul style="list-style-type: none"> <li>- going over a 'induli' (hill)</li> <li>- going over a 'ingca' (grass)</li> <li>- going over an 'umnga' (thorn bush)</li> </ul>		

Weekly Lesson Planning Exemplar			
Term 3 : Week 9			
Theme: OUR COUNTRY – NATIONAL SYMBOLS			
Learning Outcomes and Assessment Standards	Outdoor Play	Assessment	Resources
<b>LIFE SKILLS :</b> LO 4 AS 4: Participates in free play activities LO 2 AS 2 Recognises the SA Flag (FAT 1)  <b>INTEGRATION:</b> <b>NS</b> LO 1: AS 2 Participates in planned activity by following simple instructions	<b>Monday: Hoisting the SA Flag (FAT 1)</b>  - Sand play - Water play - Wheels - Woodwork - Fantasy (Rainbow nation (costumes) - Outside apparatus & Free play	<b>METHOD :</b> Teacher  <b>TOOL :</b> Observation sheet Checklist  <b>RECORDING :</b> Formal FAT 1 <b>FORMS :</b> Oral Responses - Practical demonstration	Sand Equipment  Water equipment & aprons  Outside apparatus
	<b>Tuesday:</b>  - Sand play - Water play - Outside apparatus & Free play		
	<b>Wednesday:</b>  - Sand play - Water play - Outside apparatus & Free play		
	<b>Thursday:</b>  - Sand play - Water play - Outside apparatus & Free play		
	<b>Friday:</b> - Sand play - Water play - Outside apparatus & Free play		

Weekly Lesson Planning Exemplar			
Term 3 : Week 9			
Theme: OUR COUNTRY – NATIONAL SYMBOLS			
Learning Outcomes and Assessment Standards	Learning Activity Educational play	Assessment	Resources
<b>LITERACY</b> Language LO 1 AS 3.5: Puts pictures in the right sequence LO2 AS 4: Use language for imaginatively for fun and fantasy LO 5 AS 3.4: Solves and completes puzzles  <b>NUMERACY</b> Mathematics LO 4 AS 3: Sequences events within one day  <b>LIFE SKILLS</b> Life Orientation LO 4 AS 4: Participates in free play activities  <b>INTEGRATION:</b> NS LO 1: AS 2.2: Explains what is being done or played	<b>Monday:</b> Group 1: Dress up - fantasy play Group 2: Reading books in book area (African Stories) Group 3: Builds 12-piece puzzle confidently. Learners are introduced to building puzzles (sorting side pieces first , building the frame and then the inside ) Group 4: Learners are required to sequence 3 pictures.	METHOD : Teacher  TOOL : Observation sheet Rubric  RECORDING Informal  FORMS : Oral Responses Practical demonstration	Educational equipment  12- piece Puzzles  Reading Books
	<b>Tuesday:</b> Group 1: Learners are required to sequence 3 pictures. 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)		
	<b>Wednesday:</b> Group 1: Builds 12- piece puzzle confidently Learners are introduced to building puzzles (sorting side pieces first , building the frame and then the inside) Group 2: : Learners are required to sequence 3 pictures Group 3: Dress up- fantasy play Group 4: Reading books in book area		
	<b>Thursday:</b> 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) Group 3: : Learners are required to sequence 3 pictures Group 4: Dress up- fantasy play		

	<b>Friday</b> 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 3 : Week 9			
Theme: OUR COUNTRY – NATIONAL SYMBOLS			
Learning Outcomes and Assessment Standards	Literacy (Language ) In Small Groups Monday to Friday	Assessment	Resources
<b>LITERACY</b> Language HL LO 1 AS 1 : Listens attentively to questions, instructions and announcements, and responds appropriately. LO 1 AS 4 .1 : Develops phonic awareness and recognizes that words are made up of sounds LO 1 AS 4.2: Develops phonic awareness and distinguish between different sounds especially at the beginning and ending of words LO 2 AS 6: Passes on messages LO 1 AS 3.1 : Acts out parts of the basic song, story or rhyme LO 3 AS 4 .2 : Recognizes and reads high frequency words such as own name and print in the environment. LO 4 AS 2 : Forms letters in various ways (e.g.) by using own body to show the shapes, writing in sand ) LO 6 AS 1.1 and 1.2: Relates sounds to letters and words by recognising words are made up of sounds and recognises the sounds at beginning of some words	<ul style="list-style-type: none"> <li>- Can follow 2 instructions, answer 2 questions and listen to 1 announcement. Learner carries out a simple sequence of instructions -announcements, answers, questions.</li> <li>- Learners listen to <u>song</u>, story song or <u>rhyme</u> about South Africa and participates by acting out certain parts indicated by teacher (We're going on a Lion Hunt – adapted from We're going on a bear hunt by Michael Rosen).</li> <li>- Learners must be able to convey a simple message in the classroom during game activities (Telephone game)</li> <li>- Recognises own name and names of peers. Group discussion. Flash cards with names on. Learner tries to identify names of peers.</li> </ul> <p>PHONIC OF THE WEEK</p> <p>PATTERN OF THE WEEK</p> <p>VOCABULARY WORDS FOR THE WEEK</p>	METHOD : Teacher  TOOL : Checklist Rubric  RECORDING : Informal  FORMS : Oral Responses Practical demonstration	Old telephone  Songs, Rhyme  Flash cards

Weekly Lesson Planning Exemplar			
Term 3 : Week 9			
Theme: OUR COUNTRY – NATIONAL SYMBOLS			
Learning Outcomes and Assessment Standards	Story (Reading)	Assessment	Resources
<b>LITERACY</b> 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	<b>Monday:</b> <ul style="list-style-type: none"> <li>- Read articles from Newspapers ( National Sport teams )</li> <li>- Ask questions e.g Who watched the soccer on Saturday .Role play adults reading newspapers</li> </ul>	METHOD : Teacher  TOOL : Observation sheet  RECORDING : Informal  FORMS : Oral Responses Practical demonstration	African Story books  Map of Africa
	<b>Tuesday:</b> <ul style="list-style-type: none"> <li>- The teacher reads an African folk tale about animals - introducing the learners to new vocabulary words. She also creates opportunities for learners to bring in their own experiences about South Africa.</li> </ul> Memory and comprehension questions: <ul style="list-style-type: none"> <li>- What kinds of animals do we have in our country?</li> <li>- What did you like best about the story?</li> </ul>		
	<b>Wednesday:</b> <ul style="list-style-type: none"> <li>- Learners dramatize a part of the African story that was told by the teacher. Dramatise how they tell the teacher.</li> </ul>		
	<b>Thursday:</b> <ul style="list-style-type: none"> <li>- Learner tells their own African stories that they might have been told from home</li> </ul>		
	<b>Friday:</b> <ul style="list-style-type: none"> <li>- Teacher tells own story about South Africa.</li> <li>- Ask memory and comprehension questions:               <ul style="list-style-type: none"> <li>- Who was the story about?</li> <li>- Would you like to be.....?</li> <li>- Why?</li> <li>- What would have happened if? .....</li> </ul> </li> </ul>		

