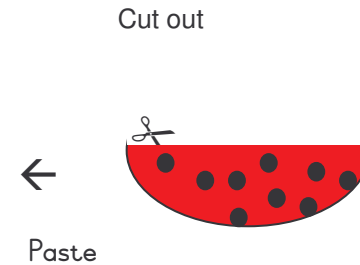
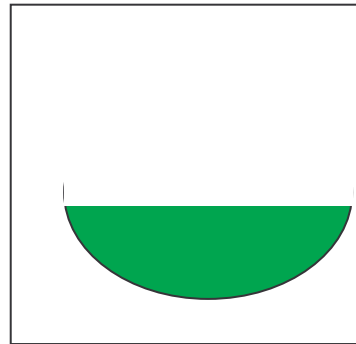
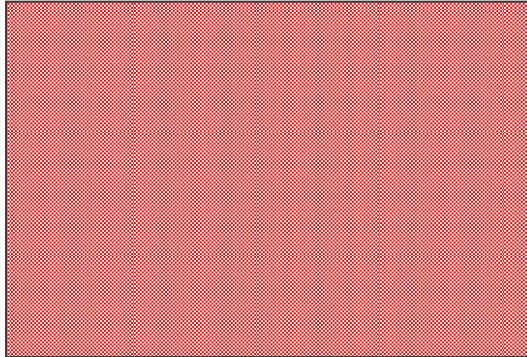


## MORE CREATIVE ACTIVITIES

### SPONGE PRINTING:

Pupils print with sponges using red paint. Teacher keeps this to cut out watermelon shapes for future activity.



Cut out

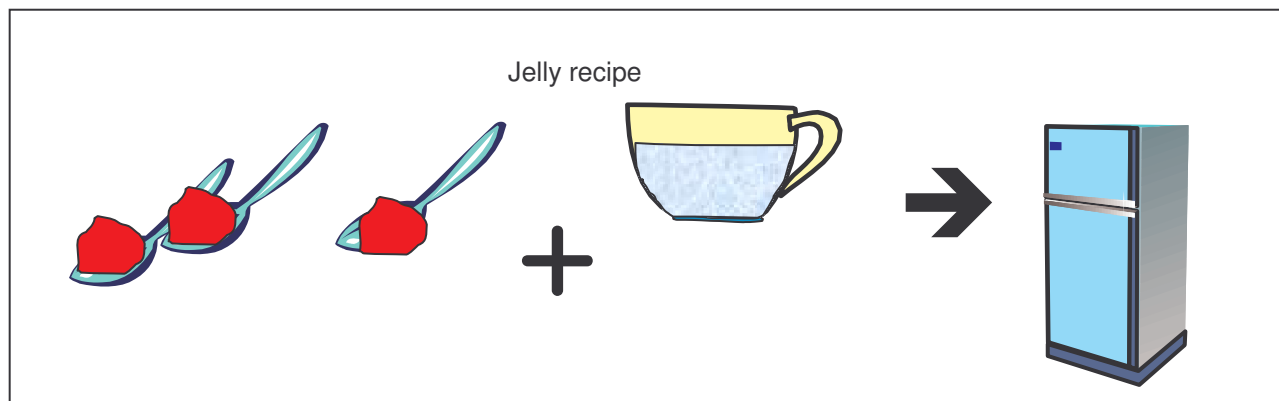
Paste

### CUT AND PASTE:

Teacher provides each pupil with a green semi-circle pasted onto a background paper. The pupils cut out a red semi-circle and paste on to make a slice of watermelon. Draw small black dots to make the seeds.

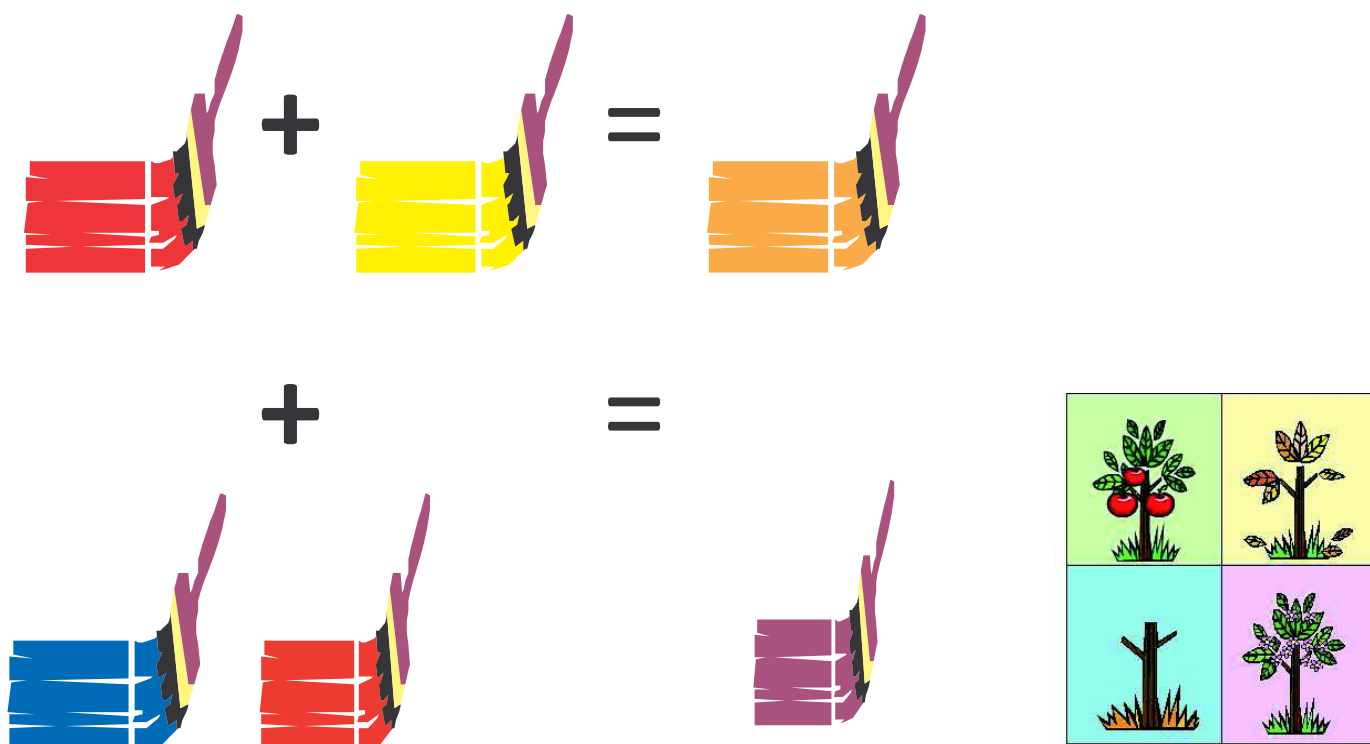
### BAKE & CREATE:

Pupils follow a set of instructions on a recipe chart and mix the correct amounts of jelly powder and warm water to make jelly.



## PAINTING ACTIVITY:

Teacher supplies primary coloured paint that has been mixed to the consistency of thick custard as well as white paint that has also been mixed already. Encourage the children to experiment freely with colour mixing. For example, they will find that a small amount of red and yellow will make orange, and by adding lots of white, they will end up with peach. Finally, let them paint the picture of their choice



COLOURING AND PAINTING: Pupils colour in the cover picture for the “Seasons Book”. Paint with food colouring: Pink (Spring), Yellow (Autumn), Green (Summer) and Blue (Winter).

## TERM 4 WORK SCHEDULE

Week: 7

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



Theme : CELEBRATIONS AND FESTIVALS



	LITERACY FAT 4		NUMERACY		LIFE SKILLS FAT 1	
Focus Learning Outcomes & Assessment Standards	LO 1: Listening  AS 1,AS 2, AS 3 AS 4.2	LO 2: Speaking  AS1,AS 2, AS 3, AS 7	LO 1: Number Operations  AS 1, AS 2, AS3, AS 4, AS 5, AS 6, AS 8	LO 2: Patterns	LO 1:Health Promotion  AS 4	LO 2: Social Development  AS 3, AS,4,AS 5
	LO 3: Reading  AS 1, AS 2.1, AS 3.1, AS 4.3, AS 5.2	LO 4: Writing  AS 1, AS 9, AS 11,AS 12	LO 3:Space & Shape AS 1	LO 4: Measurement AS 2, AS 3	LO 3: Personal Development AS 1	LO 4: Phys Dev. & Movement AS 4
	LO 5: Thinking & Reasoning  AS 3.4	LO 6:Language Structure	LO 5: Data Handling			
Time	9 hours 10 minutes		7 hours 30 minutes		5 hours 50 minutes	
Integration	Social Science (H) : LO 1 AS 1.1, 1.2, LO 2 AS 2.1, LO 3 AS 3.1 Social Science ( G ) LO 2 AS 1 Arts and Culture : Visual Arts : LO 1 AS 3, LO1 AS 4    Visual Arts : LO 3 AS 4, Visual Arts: LO 4 AS 1 Dance: LO 1 AS 3 Music: LO 1 AS 1 Drama LO1 AS 2, LO 2 As 1, LO 3 AS 1 , LO 3 AS 2, LO 4 AS 1, AS 2, 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> <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> <b>FORMAL FAT 1</b> <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 - Theme table resources - Theme equipment - Flashcards with labels -ingredients for sweets - clay/plasticine
<b>Barriers to Learning : SEE TERM 2</b>			


Weekly Lesson Planning Exemplar			
TERM 4 : Week 7			
CELEBRATIONS AND FESTIVALS			
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: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak. LO 2 AS 1: Talks about family and friends LO 2 AS 2: Expresses own feelings and the feelings of real or imaginary people LO 2 AS 3: Sings and recites simple songs and rhymes LO 2 AS 7: Recounts own personal experiences LO 3 AS 1: Uses visual cues to make meaning. Looks carefully at pictures and photographs to recognize common objects and experiences</p> <ul style="list-style-type: none"> <li>- identifies a picture or figure from the background</li> <li>- matches pictures and words</li> </ul> <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? ( Learners sing "Happy Birthday To You" )</li> <li>- Religion : Moral story and songs</li> </ul> <p><b>6. Days of the week</b></p> <ul style="list-style-type: none"> <li>- Monday to Sunday</li> <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>	<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>	<ul style="list-style-type: none"> <li>- Name cards ( Months)</li> <li>- Name cards (Days)</li> <li>- Weather chart</li> <li>- Birthday chart</li> <li>- Date Chart</li> <li>- Number chart</li> </ul>


<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>	<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>		
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Weekly Lesson Planning Exemplar			
TERM 4 : Week 7			
CELEBRATIONS AND FESTIVALS			
Learning Outcomes and Assessment Standards	Morning Circle - Theme Discussion	Assessment	Resources
<p><b>EVERY FAMILY IS UNIQUE</b>  <b>LEARNERS SHOULD BE TAUGHT TO SHOW SENSITIVITY WHEN OTHER LEARNERS TALK ABOUT THEIR CULTURE AND RELIGION.</b></p> <p><b>LITERACY :</b></p> <p><b>LIFE SKILLS</b>  Life Orientation  LO 2 AS 4: Listens and retells a story with a moral value from own culture  <b>AS 5: Identifies and names symbols linked to own religion</b></p> <p><b>I NTEGRATION</b></p> <p><b>LITERACY:</b>  <b>LO 1 AS 1:</b> Listens attentively to questions, instructions and announcements, and responds appropriately.  LO 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker and taking turns to speak.  LO 2 AS 1 : Talks about family and friends  LO 3 AS 1: Looks carefully at pictures and photographs to recognize common objects and experiences.</p>	<p><b>Monday:</b>  Discuss with learners that South Africa is called a Rainbow Nation. What does this mean? Just as there are many different colours in the rainbow, South Africa also have many different groups of children. They look different, eat different food, and speak different languages and their mommies and daddies celebrate different festivals.</p> <p>Learners discuss freely and share what type of Festivals they go to with their parents.</p> <p>Show learners some symbols and ask if they can identify <b>THEIR OWN</b>.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Any Other</p> <div style="text-align: center;">  </div> <p><u>Wesak</u>  Ching Li 's parents are Chinese and they celebrate Wesak  In China, traditional elements from Chinese culture, such as dancing dragons, are used during celebrations. In Indonesia, Wesak lanterns are made from paper and wood.  Giving to others is an important part of their tradition. Gifts may be exchanged as part of the festivities on Wesak. It is very important to give to the poor and</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  - Theme table resources  - Theme equipment</p>

	<p>needy. Some mommies and daddies may visit orphanages, welfare homes, homes for the old people and give cash donations and gifts.</p> <p><b>Tuesday:</b></p>  <p><u>Islam : Eid ul Fitr</u></p> <p>Ishmael and his family enjoys the Festival of Eid ul Fitr very much. This is one of the major Muslim Festivals much enjoyed by the children. Muslims celebrate Eid ul Fitr after the month of Ramadan. During Ramadan they do not drink or eat anything from sunrise to sunset. Eid ul Fitr is the festival of breaking the fast. The families meet with friends and exchange trays of sweets, biscuits, clothes and books. Special cards are sent to families and friends. It is a day of feasting for everyone.</p> <p><b>Wednesday:</b></p>  <p>Deepavali</p> <p>Taariya likes to celebrate Deepavali with her family. Deepavali is perhaps the most well-known of all the Indian festivals. The word Deepavali means "rows of lighted lamps" and the celebration is called the Festival of Lights because of lighting small oil lamps and placing them around the home, in gardens as well as on roof-tops and outer walls.</p>		
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	<p>During Deepavali gifts are exchanged and festive meals are prepared. Many weeks before Deepavali the Hindu ladies make special sweets with milk, sugar and coconut. On Deepavali Day the families get up early, and put on colourful Eastern clothes. They exchange beautifully wrapped trays of sweets with neighbours and family.</p> <p>The festival of Deepavali is often celebrated with huge firework displays and the exchange of sweets. At sunset the lamps are placed on the windowsills. Children play with sparklers and the house shines with twinkling lights ,happiness and joy</p> <p><b>Thursday:</b></p>  <p>Esra's parents celebrate Hanukkah, a happy festival which falls before Christmas. It is important for the Jewish families to light the lamps in the Temple and home to celebrate a miracle when a lamp stayed alight for eight days with only a little bit of oil. It is because of this miracle that Hanukkah is celebrated by lighting one candle on the Menorah (an eight-stemmed candle holder ) each day.</p> <p>Like Christmas, Hanukkah is a special time for children. Gifts and money are exchanged. Some families give a small present on each of the eight nights of Hanukkah. Hanukkah is a great time for eating delicious foods. Some dishes have special</p>		
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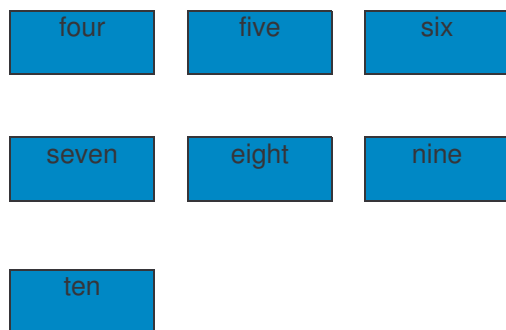
	<p>meaning, such as latkes (a kind of potato fritter), pancakes and doughnuts. This is because they are fried in oil and so people remember the miracle of the oil lasting eight days in the temple.</p>		
	<p><b>Friday:</b></p>  <p>Sipho, Mary and Unathi's celebrate Christmas Day on the 25<sup>th</sup> December, every year. Christmas time is a happy time with Christmas trees and decorations in most Christian homes. Families buy gifts for each other to remind themselves of God's Gift, his Son who was born in a stable. The local shepherds came to see the baby. Then came the wise men, who were very learned and were guided to the baby by a new star. They brought gifts of gold, incense and myrrh. The children and parents go to church on Christmas morning and have a Christmas dinner to celebrate.</p>		

Weekly Lesson Planning Exemplar			
TERM 4 : Week 7			
CELEBRATIONS AND FESTIVALS			
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 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> - Counting every day objects 1, 2, 3, 4..... <b>2. Shapes and colours</b> - Flash shape cards - Flash colour cards <b>3. Before , after and between</b> - Which number comes before <b>10</b> ? Which number comes after <b>7</b> ? Which number is between <b>7</b> and <b>9</b> ? Are <b>9</b> more or less than <b>7</b> ? <b>4. Number of the week : 10</b> - Number of the week's name; ten - How much is <b>10</b> ? Show 10 fingers( Show 10 on abacus ) - Let a few learners collect <b>10</b> objects ( counters ) - Write <b>10</b> in the "air" with your finger - Write a number <b>10</b> ( on your board / paper /sand trays) - Draw <b>10</b> circles ( on your board / paper ) - Where else in the class can you see a number <b>10</b> ?  <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 <b>10</b> . Learners use concrete apparatus to pack out the solution to the problem	<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 4 : Week 7			
CELEBRATIONS AND FESTIVALS			
Learning Outcomes and Assessment Standards	Learning Activities Maths (Numeracy) In Small Groups Monday to Friday	Assessment	Resources
<p><b>REVISION AND CONSOLIDATION.EXTENDED OPPORTUNITY TO ASSESS FAT 3 AGAIN</b></p> <p>NUMERACY LO 1 AS 1 :1 – 10 Learners count objects using one-to-one correspondence in the number range 1 – 10.</p> <p>LO 1 AS 2 : 1 -10 Learners say and use number names 1-10 in familiar contexts.</p> <p>LO 1 AS 3 : 1 – 10 Learners know (recognise) number symbols and number names in the number range 1 – 1</p> <p>LO 1 AS 4: Learners order a collection of objects in the number range 1 – 10 in descending order (most to least). Learners compare a collection of objects in the number range 1- 10 using more/less/equal.</p> <p>LO 1 AS 5: 1 - 10 Learners solve and explain solutions to practical problems that involve equal sharing and grouping with and without a remainder with whole numbers in the number range 1 – 10. Learners use concrete apparatus.</p>	<p><b>CONSOLIDATION</b></p> <p>The teacher gives each learner a packet of cards. The teacher asks the learners to pack out and count aloud a given number in the number range 1 - 10.</p> <p>The teacher gives each learner a packet of cards. The teacher asks the learners to pack out and count aloud a given number in the number range 1 - 10.</p> <p>The teacher shows number cards with the symbols</p> <div style="display: flex; justify-content: space-around; margin: 5px 0;"> <span>1</span><span>2</span><span>3</span><span>4</span><span>5</span><span>6</span><span>7</span> </div> <div style="display: flex; justify-content: space-around; margin: 5px 0;"> <span>8</span><span>9</span><span>10</span> </div> <p>and the number names</p> <div style="display: flex; justify-content: space-around; margin: 5px 0;"> <span>one</span><span>two</span><span>three</span> </div>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Rubric</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>- Pictures - Matchstick patterns</p>

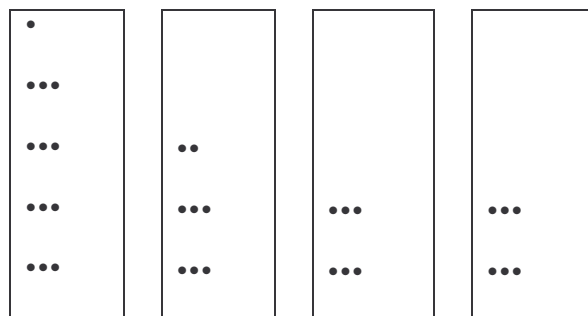
LO 1 AS 6: 1 – 10

Learners solve verbally (orally) stated addition and subtraction problems with single-digit numbers and with solutions to at least 10. Learners use concrete apparatus (counters) to pack out the sums.





The teacher gives each learners 4 packets filled with a different number of sweets in the number range 1 - 10. Two of the packets must have the same number of sweets

e.g.



Learners compare 2 packets showing the most and the least.

Learners show which 2 packets have an equal

	<p>number of sweets</p> <p>The teacher asks the learners word problems The learners use counters to solve the problems.</p> <p>e.g.</p> <p>How many ?</p> <p>Share 9 sweets amongst 3 learners.</p> <p>Share 10 doughnuts amongst 3 learners. How many doughnuts are left? </p> <p></p> <p><b>Practical in small groups</b></p> <p>The teacher asks the learners word problems. The learners use counters to solve the problems.</p> <p>e.g.</p> <p>I buy a bag with 6 sweets in it. Mom gives me another 4 sweets . How many sweets do I have altogether?</p> <p>There are 10 bananas. We eat 4 bananas and 1 banana is rotten. How many bananas are left?</p>		
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Weekly Lesson Planning Exemplar			
TERM 4 : Week 7			
CELEBRATIONS AND FESTIVALS			
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 4 AS 9 Shows in own writing attempts by beginning awareness of directionality(e.g. starting from left to right,top to bottom)  <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.  Technology Apply technological process  LO 1 AS 1.1 to 1.4	<b>Monday to Thursday :</b> <b>Rotate</b>  <b>Activity 1: Paint and sponges, leaves, bottle tops to print</b>  Learners will be printing patterns with different shapes to make an attractive piece of wrapping paper to wrap a gift. They will start at the top left hand side of the paper and work from left to tight . Ensure that learner know where top left – hand corner of the paper is to start the pattern and how to move from left to right. Encourage learners to choose items to print with such as sponges, bottle tops etc. Learners press the sponge or any other object in a tray with paint and then make a print of the sponge on the paper. Learners fill the page with print from left to right. Place a sweet in a box and wrap with the paper  <b>Printing Tray: Use flat plastic containers or polystyrene fruit or meat trays</b>  <b>Activity 2:</b> Learners colour in Worksheet of a Hindu Lamp. Make a lamp from clay (Plasticine)  <b>Activity 3:</b> Learners make and decorate a special card for their parents. ( Can use their own religion or picture of Festivity)	<b>METHOD :</b> Teacher  <b>TOOL :</b> Rubric  <b>RECORDING :</b> Informal  <b>FORMS :</b> Oral Responses Practical demonstration	Scissors - Crayons - Paper - Paint - Paint brushes - Play dough - Play dough equipment - Scissors - Magazines  Sponges Bottle Tops

	<p><b>Activity 4 :</b>          Make sweets:            ( Recipe for one child –            Times recipe with number of learners in class)            2 tablespoons icing sugar          1 teaspoon condensed milk          1 tablespoon coconut          Food colouring            Method:</p> <ul style="list-style-type: none"> <li>• Mix icing sugar and condensed milk</li> <li>• Add coconut and stir well</li> <li>• Add colouring to half the mixture and put it in a paper cookie cup</li> <li>• Spread the remaining half of the mixture on top and allow to dry</li> </ul>		
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Weekly Lesson Planning Exemplar			
TERM 4 : Week 7			
CELEBRATIONS AND FESTIVALS			
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 at home ( lightning of candles, lamps)</p> <p><b>INTEGRATION</b> A /C LO 1 Drama AS 2: Participates in make-believe situations based on imagination, fantasy and <b>life experiences</b> LO 1 Dance AS3 :Participates in simple dances LO 2 Dance AS 1: Talks about own dancing using action word (e.g I am stamping my feet, clapping my hands) LO 1 Music AS 1: Sings and moves creatively to Children’s rhymes available in own environment</p>	<p><b>Monday: Singing</b> In December when we go to the shops we hear this song very often:’Jingle Bells’</p> <p>Learners sing Jingle Bells, Jingle Bells Jingle all the way O what fun it is to ride, on a one horse open sleigh</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 - Song/rhyme posters - 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</p> <ul style="list-style-type: none"> <li>- Group 1 plays during the singing of “Jingle Bells “</li> <li>- Group 2 plays during the singing of “Jingle all the way</li> <li>- Group 3 plays during the singing of ”O what fun it is to ride</li> <li>- Group 4 plays during the singing of “on a one horse open sleigh”</li> </ul>		
	<p><b>Wednesday: Drama</b> <b>Dramatize the following scene:</b> Learners dramatise any event that take place during their festivity. e.g. Lightning of candles. ( explain safety when lightning candles)</p>		

	<p><b>Thursday: Musical Game</b></p> <p>Cover some boxes with three layers of paper. Put a sweet inside . Play the game with the whole class. Learners stand in a circle Play music and pass the present on. When the music stops the learner who has the parcel removes a sheet of paper The learner who removes the last sheet of paper receives the sweet.</p>		
	<p><b>Friday: Movement (A large area is required)</b> <b>Other Festivities</b></p> <p>In the IsiXhosa and Sesotho as well as other cultures there are traditional dances that are being done at certain joyful events. Ask learners to demonstrate or ask older learners in the higher grades to come and demonstrate to the Grade R learners. Grade R learners imitate the dances.</p>		

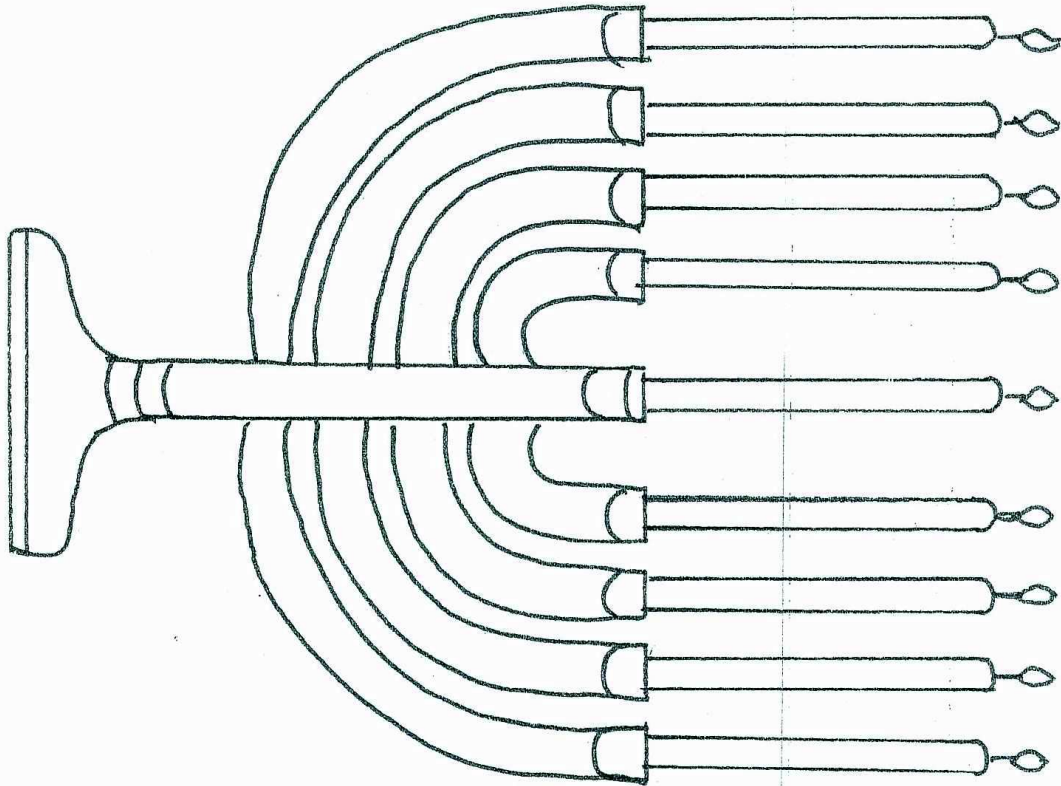
Weekly Lesson Planning Exemplar			
TERM 4 : Week 7			
CELEBRATIONS AND FESTIVALS			
Learning Outcomes and Assessment Standards	Outdoor Play	Assessment	Resources
<b>LIFE SKILLS :</b> LO 4 AS 4: Participates in free play activities  <b>INTEGRATION:</b> Arts and Culture: Drama L.O.1.1: uses voice and movement spontaneously when playing creative drama games. 1.2 ..participates in make-believe situations, based on imagination, fantasy and life-experiences. 2.1 .. thinks about and shows how people ... move. ...uses concrete objects to represent other objects in dramatic play. 3.1 participates in drama games – takes turns, waits for signals, responds to cues and shares space. 3.2 begins to develop empathy by assuming a variety of familiar roles. 4.1...conveys feelings thro' facial expression and gesture 4.2 ..creates sound-effects. 4.3..performs expressive movements, using different parts of the body.	<b>Monday to Friday</b>  - Sand play - Water play - <u>Outside apparatus &amp; Free play</u>	<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

Weekly Lesson Planning Exemplar			
TERM 4 : Week 7			
CELEBRATIONS AND FESTIVALS			
Learning Outcomes and Assessment Standards	Learning Activity Educational play	Assessment	Resources
<b>LITERACY</b>  <b>NUMERACY</b> L.O.1 AS 1 ..counts 10 everyday objects reliably	<b>Monday to Friday</b> <b>Rotate Groups</b>  Group 1: Block area Group 2: Book area <b>Group 3: Puzzles</b> <b>Group 4: Sequencing cards</b>  Cut out cards with Father Christmas and sequence  (The teacher can use any other sequencing cards available)	<b>METHOD :</b> Teacher with Group 4  <b>TOOL :</b> Cards Class List  <b>RECORDING</b> <b>Teacher</b> <b>Demonstration,</b> <b>Guidance for</b> <b>Explanation for</b> <b>learners</b>  <b>OBSERVATION of</b> <b>Learners' behaviour.</b>	Arrange cards in correct order

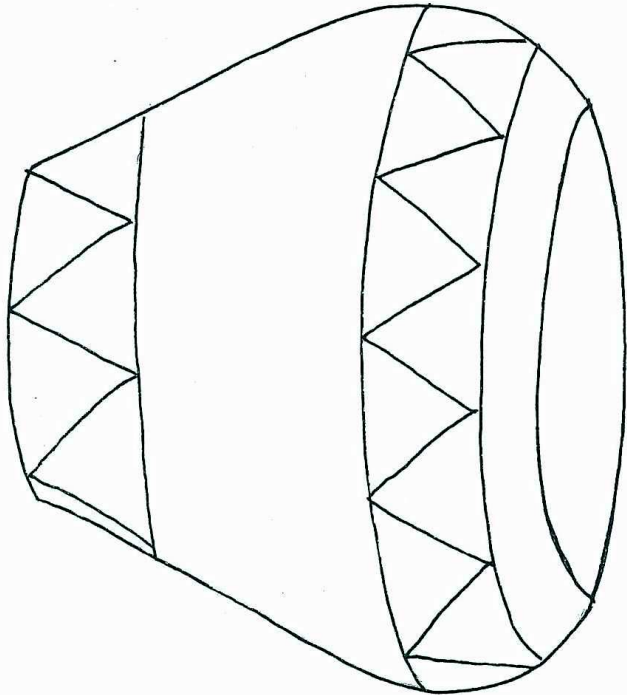
Weekly Lesson Planning Exemplar			
TERM 4 : Week 7			
CELEBRATIONS AND FESTIVALS			
Learning Outcomes and Assessment Standards	Literacy (Language ) In Small Groups Monday to Friday	Assessment	Resources
<b>LITERACY</b> Language HL <b>TASK 1</b> <b>LO 1: Listening</b> <b>AS 1</b> Listen attentively to questions ,instructions and announcements and responds appropriately FAT 4 <b>LO 1:Listening</b> <b>AS 4.2</b> Distinguishes between different sounds , especially at the beginning and end of the words FAT 4  <b>LO 3: Reading</b> <b>AS 3.1</b> Understands the purpose of print – that it carries meaning (e.g.) that a written word can signify own name) FAT 4 AS 5.2 Recognises and names some common letters of the alphabet such as the letter the learners name begins with FAT 4  <b>LO 4: Writing</b> AS 1. 11 Makes attempts at familiar forms of writing , using known letters (e.g in lists, messages and letters) FAT 4 AS 1.1 Manipulates writing tools like crayons and pencils FAT 4 <b>LO 5 Thinking and reasoning</b>  <b>AS 3.4 Solves and completes puzzles AS 1.1</b> Demonstrate developing knowledge of concepts such as quantity, size, direction , colour ,speed ,time age and sequence.FAT 4	Activity 1: Learners respond to instructions given by teacher. Can follow 4 instructions Listen attentively and participate in specific activities for the beginning and end sounds  Activity 2 : Learners match words to labelled pictures. Learners should be able to recognise the most common letters in the alphabet  Activity 3: Learners makes cards and ‘makes a list of ingredients (draw) for making sweets  Activity 4 : <b>Guessing</b> Game  - Have enough objects (chocolate, a soft toy, bubble bath etc) to have as gifts e.g one gift per group. - Wrap it so that it looks like a present. Learners and teacher discuss with them some of the things they like to receive as gifts. Show learners one of the wrapped objects and ask if they know what it was.  Learners should : ; - Look at the shape - Shake the present to see if it makes a noise - Smell it - Guess if it is heavy or light/ big or small - Be encouraged to use their senses e.g if they can see what the present is - If they can find out without using their eyes - What does it smell like  - Make sure all the learners have a turn in their group to use ll the senses - Before the gift is unwrapped, learners must guess. - Open it up and see who guessed correct	METHOD : Teacher  TOOL : Checklist Rubric  RECORDING : Formal <b>FAT 4</b>  FORMS : Oral Responses Practical demonstration  Written task	Story Paper Crayons

Weekly Lesson Planning Exemplar			
TERM 4 : Week 7			
CELEBRATIONS AND FESTIVALS			
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>INTEGRATION :</b> Social Science History LO1 AS 1.1 Answers simple questions about stories of the past (answer questions0 LO 1AS 1.2 Retells stories of the past LO 2 AS 2.1 Discusses personal experiences in the past and present LO 3 AS 3.1 Responds to stories in the past and makes comments	<b>Monday:</b> The teacher can tell stories of other festivals e. g . in the Isixhosa or Sesotho Culture	<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> - What happened last? - What would you have done if you were .....?: - Who should you tell?		
	<b>Wednesday:</b> - Learners dramatize a part of the story that was told by the teacher.		
	<b>Thursday:</b> - Ask parent/s or grandparents from the community to come and tell more about their festivities from the past		
	<b>Friday:</b> - Learners tells their own stories about Festivals		

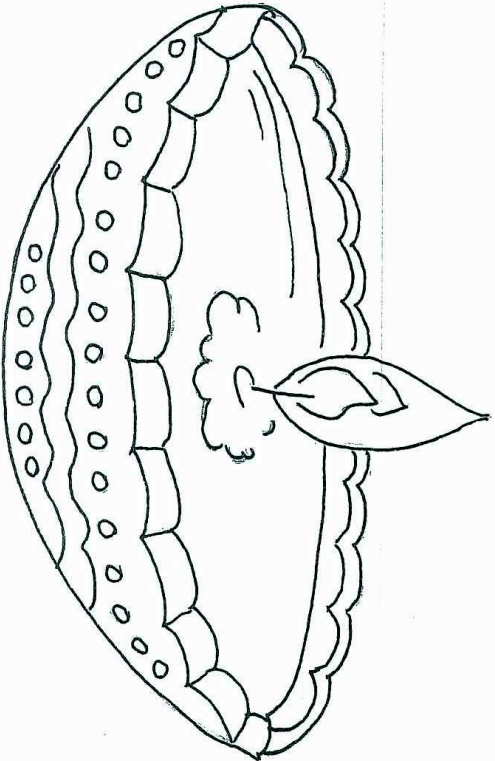
Menorah



African Clay Pot



Hindu Lamp







CUT OUT PICTURES. LEARNERS CAN SEQUENCE THE PICTURES AND TELL THE STORY. (YOU CAN ALSO USE ANY OTHER SEQUENCING PICTURES TO ACCOMMODATE DIFFERENT CULTURES IN THE CLASS)