Incomplete draft text for reference only, not for teaching purposes.
1
Term 2
English
Home Language and Life Skills
Teacher’s Guide
Acknowledgements

This integrated programme for Home Language and Life Skills was developed by a Funda Wande team, in collaboration with individuals from the curriculum directorates of the Department of Education in the Western Cape, Eastern Cape and Limpopo, academics and teachers.

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CONTENTS

Icons used in this programme .................................................................................................................. 1
Acronyms used ............................................................................................................................................. 1

Integrated Home Language and Life Skills programme ................................................................. 1

Big Book .................................................................................................................................................. 1
Learner’s Activity Book ............................................................................................................................ 1
Teacher Guide ........................................................................................................................................... 1
Theme overview ....................................................................................................................................... 2
Find out ...................................................................................................................................................... 2
Physical Education ............................................................................................................................... 2
Phonics songs .......................................................................................................................................... 3
Comprehension questions for GGR ........................................................................................................ 3
Teacher’s story ......................................................................................................................................... 3

Teaching Handwriting ............................................................................................................................ 5
Teaching 2D Visual Arts .......................................................................................................................... 6

Overview of GGR activities for Grade 1 ............................................................................................ 7
Climbing the Reading Ladder ............................................................................................................... 8
Assessment plan Term 2 ........................................................................................................................... 9
Providing feedback on assessment ......................................................................................................... 10

Term 2 Weekly timetable ....................................................................................................................... 11

Week 1 What is a family? ......................................................................................................................... 14
Week 2 Caring for your family .............................................................................................................. 38
Week 3 Dangers in the home ................................................................................................................. 62
Week 4 Keeping safe at home ............................................................................................................... 86
Week 5 My amazing body .................................................................................................................... 112
Week 6 Inside my body .......................................................................................................................... 136
Week 7 My senses ................................................................................................................................. 162
Week 8 Keeping safe from germs ........................................................................................................ 192
Week 9 Keeping safe from germs ........................................................................................................ 216
### Icons used in this programme

<table>
<thead>
<tr>
<th>Icon</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Children" /></td>
<td>Listening and Speaking</td>
</tr>
<tr>
<td><img src="image2.png" alt="Dinosaur with clipboard" /></td>
<td>Group Guided Reading and Independent Work</td>
</tr>
<tr>
<td><img src="image3.png" alt="ABC" /></td>
<td>Phonics and Handwriting</td>
</tr>
<tr>
<td><img src="image4.png" alt="Heart and ladybug" /></td>
<td>Beginning Knowledge and PSWB</td>
</tr>
<tr>
<td><img src="image5.png" alt="Numbers" /></td>
<td>Maths</td>
</tr>
<tr>
<td><img src="image6.png" alt="Colours" /></td>
<td>colour in</td>
</tr>
<tr>
<td><img src="image7.png" alt="Book" /></td>
<td>Shared Reading</td>
</tr>
<tr>
<td><img src="image8.png" alt="Heart" /></td>
<td>Life Skills</td>
</tr>
<tr>
<td><img src="image9.png" alt="Mask" /></td>
<td>Visual and Performing Arts</td>
</tr>
<tr>
<td><img src="image10.png" alt="Paint" /></td>
<td>Morning meeting</td>
</tr>
<tr>
<td><img src="image11.png" alt="Pencil" /></td>
<td>write or draw</td>
</tr>
<tr>
<td><img src="image12.png" alt="Scissors" /></td>
<td>cut out</td>
</tr>
</tbody>
</table>

### Abbreviations used

- Learner’s Activity Book – LAB
- Big Book – BB
- Teacher Guide – TG
- Group Guided Reading – GGR
- Independent Work – IW
- Personal and Social Well-being – PSWB
Integrated Home Language and Life Skills programme

Big Book (BB)
Each week:
• Information text for Beginning Knowledge
• Story for Shared Reading
• Teacher prompts for using these texts

Learner’s Activity Book (LAB)
Each week:
• Shared Reading Story from BB
• Information text from BB
• Activity pages for Writing, Handwriting and Phonics
• Activity pages for Life Skills: Beginning Knowledge and PSWB and Creative Arts
• Pages for Independent Work during GGR period

Teacher Guide
Each week:
• Overview mindmap
• Overview of preparation, GGR, IW and assessment
• Read-aloud story
• Sequenced lesson plans with photos
• References to Learner’s Activity Book and Big Book pages
• Assessment activities
Theme overview
An overview of the content for each theme is provided at the start of that theme in the TG. This overview gives teachers background information about the theme and ideas of what could be discussed with learners at Grade 1 level. The content aligns with the Life Skills curriculum. Useful vocabulary is highlighted. This content will add to the learners’ knowledge of the theme and will ensure enriching Life Skills discussions.

Find out?
The Find out feature in the LAB encourages learners to be researchers! It develops their general knowledge which will assist their comprehension skills. On Tuesdays, read the information and question(s) with the class. Encourage them to find the answers by asking someone, searching the Internet with adult help or looking in books. On Fridays, let learners report back to the class and ask them to tell how they found the answers. Praise and encourage. If some learners do not find answers on their own, they will learn from those who did. It will be helpful to explain this activity to parents when you meet them. Parents can discuss the topic with their children and work with them to find the answers.

Physical Education
Guidelines are given for two 30-minute outdoor Physical Education lessons each week. In addition, 15 minutes of indoor physical activity is scheduled from Monday to Thursday. This movement will enable better concentration and help learners to settle in the lessons that follow. It is integrated with literacy through performing action rhymes related to phonics songs.
Comprehension questions for GGR
To help you use the Anthology during GGR, a set of comprehension questions for each story in the Anthology can be obtained from the WhatsApp Bot. Say ‘Hi’ to the bot, choose GGR Questions (Anthologies), then choose your language, the grade and the story. You will receive both literal and higher order questions about the story.

Phonics songs
Short songs are provided for the letter-sounds taught. In the TG, you will see this sign when a new song is introduced.
Prepare for the lesson by listening to the song in advance. To hear the song, send the message ‘Hi’ to the FundaWande WhatsApp bot (060 0170000). Choose alphabet songs, the language and the song you would like to hear. The words also appear on the screen. During indoor PE time, teach the song and get the children to do appropriate actions/dance.

Teacher’s story
There is an opportunity each week for you to tell a personalised story to the learners as part of the PSWB programme. It can be structured around the specific context in which the children live. Ideas for relevant content are provided in the TG. Beware of telling a very long story – rather leave some time for class discussion.
Teaching Handwriting

Why?

- To develop perceptual motor skills, hand-eye coordination and concentration
- To develop consistent letter formation, positioning, spacing, pressure and slant
- To develop ability to write quickly, efficiently and legibly

Note: Handwriting lessons teach letter formation (i.e. it is technical). Writing lessons teach how to compose ideas and put them onto paper.

How?

- In Funda Wande, letter formation instruction is linked to phonics. Writing the letter reinforces phonics and vice versa.
- Handwriting tasks are done in exercise books. Use pages as per district instructions.
- Steps in handwriting lesson:
  1. Hand out exercise books and sharp pencils.
  2. Ensure good posture, placement of paper and pencil grip.
  3. Teacher writes target letter large on the board, while articulating the hand movements.
  4. Learners write the letter on their desks with their fingers, while articulating the hand movements.
  5. Teacher writes the letter again the board, showing positioning on lines.
  7. Learners complete a row of letters.
  8. Teacher writes the letter again on board, articulating the hand movements.
  9. Learners write another row of letters, using finger for spacing.
 10. Learners use a star, or dot or circle to identify their best letter.
 11. Teacher may provide a pattern to copy.
 12. Using the letters in words should be practiced from early on.
• The teacher walks around for the whole lesson to check, praise and assist. Look for:
  1. Correct pencil grip
  2. Posture at the desk.
  3. Correct letter formation (starting at the right place, ending at the right place)
  4. Positioning on the lines, if used.
  5. Spacing between letters in the rows and in the words.
  6. Pressure of pencil on page.
  7. Slant (consistent).

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**Teaching 2D Visual Arts**

• For most of the 2D Visual Arts lessons in the Funda Wande programme, the teacher needs to provide learners with paper on which to draw or paint. This can be A4 copying paper, but larger sized paper is often also used.
• Get learners to write their names on their work and display the work in the classroom on a pinboard or on a line strung across the room.
• If you do not have access to paint and brushes, try borrowing from a Grade R classroom.
• Allow children to express themselves and to tell the story of their art.
• Encourage them to make full use of the page for their art, and to explore the use of colour and line.
Overview of GGR activities for Grade 1

Group Guided Reading (GGR) is the CAPS reading activity that allows for differentiated teaching. Learners work in small, same ability groups with the teacher. Meanwhile the rest of the class does Independent Work in the LAB. In Term 1, GGR is introduced slowly, only after learners have mastered working independently.

**Term 1**

**Concepts of Print**
Use the LAB or Big Book and the CoP Checklist (see page 207).
- Ask the questions on the checklist.
- Re-teach unknown concepts on the spot.

**Emergent Reading**
Use Shared Reading stories or Anthology.
- Do the activities on the Reading Ladder.
- If the group understands the concept, move on to the next level/activity.
- If the group is struggling, do more activities at that level.

**Shared Reading stories**
When doing Shared Reading on the mat, use the Big Book. The Shared Reading stories are also in the Learner’s Activity Book, so that:
- Learners can look at the pictures and “tell” the story to themselves or a partner outside of Shared Reading time.
- Once they can read, learners can then read the story for themselves.
- The stories can be used for Paired or Independent reading in class.
- Parents and caregivers can read the story to and/or with the learners at home.
- For social distancing, learners can have the stories in front of them on their desks during Shared Reading.

**Terms 2–4**

**Early reading**
Use the Anthology stories. It may take three lessons to complete these activities with each story.
- Before reading: Teacher facilitates word study, prediction and scaffolding activities.
- First reading: Learners practice independent (whisper) reading, decoding and comprehension. On each page, teacher asks questions to check this.
- Second reading: Learners read aloud to develop fluency; teacher listens and assists.
# Climbing the Reading Ladder

<table>
<thead>
<tr>
<th>Level</th>
<th>Stage</th>
<th>I can</th>
<th>I need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early fluent reader</td>
<td>5</td>
<td><strong>I can Read longer texts</strong>&lt;br&gt;• Read 4 or more sentences&lt;br&gt;• Read aloud or silently&lt;br&gt;• Recognise high frequency words&lt;br&gt;• Sound out unknown words&lt;br&gt;• Read smoothly, notice punctuation&lt;br&gt;• Answer higher order questions</td>
<td><strong>I need</strong>&lt;br&gt;• I need more things to read.&lt;br&gt;• Practise reading in GGR and by myself.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td><strong>I can Understand what I read</strong>&lt;br&gt;• Predict meaning from title/ illustrations&lt;br&gt;• Notice punctuation&lt;br&gt;• Read with expression&lt;br&gt;• Answer questions</td>
<td><strong>I need</strong>&lt;br&gt;• Teach me, please.&lt;br&gt;• Practise reading in GGR and by myself.</td>
</tr>
<tr>
<td>Early reader</td>
<td>3</td>
<td><strong>I can Read aloud</strong>&lt;br&gt;• Sound out words&lt;br&gt;• Recognise high frequency words&lt;br&gt;• Read 1–3 short sentences aloud&lt;br&gt;• Read them at a good pace</td>
<td><strong>I need</strong>&lt;br&gt;• Help me to sound it out.&lt;br&gt;• Give me HF words to learn.&lt;br&gt;• Practise reading in GGR.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td><strong>I can Recognise letters</strong>&lt;br&gt;• Count letters in word&lt;br&gt;• Say which letters are the same&lt;br&gt;• Name letter-sounds&lt;br&gt;• Find capital letters</td>
<td><strong>I need</strong>&lt;br&gt;• Teach me, please.&lt;br&gt;• Look at the alphabet with me.&lt;br&gt;• Practise in GGR.</td>
</tr>
<tr>
<td>Emergent reader</td>
<td>1</td>
<td><strong>I can Hear sounds in words</strong>&lt;br&gt;• Clap syllables&lt;br&gt;• Count syllables&lt;br&gt;• Say beginning sounds&lt;br&gt;• Say ending sounds&lt;br&gt;• Count the sounds in a word&lt;br&gt;• Odd one out</td>
<td><strong>I need</strong>&lt;br&gt;• Teach me, please.&lt;br&gt;• Give me some examples.&lt;br&gt;• Practise in GGR.</td>
</tr>
</tbody>
</table>
Term 2 assessment plan
- Checklists showing curriculum coverage are given at the back of this Teacher Guide.
- The tasks for Formal Assessment are spread between Week 6, 7 and 8. Most of these tasks are in the Learner’s Activity Book.
- **Assessment procedures** are outlined as part of the lesson plans.
- Observation of the learners’ performance over the term (Informal Assessment), is taken into account in the final mark.
- **Marking criteria** for tasks and observations are provided at the back of this Teacher Guide.
- **Sample Term 2 mark sheets** are provided at the back of this Teacher Guide.

<table>
<thead>
<tr>
<th>Overview of Formal Assessment tasks, Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formal Assessment tasks: Weeks 6</strong></td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td>BK/PSWB (1)</td>
</tr>
<tr>
<td>Handwriting</td>
</tr>
<tr>
<td><strong>Formal Assessment tasks: Week 7</strong></td>
</tr>
<tr>
<td>Reading (1)</td>
</tr>
<tr>
<td>BK/PSWB (2)</td>
</tr>
<tr>
<td>Phonics (1) &amp; (2)</td>
</tr>
<tr>
<td>Preforming Arts</td>
</tr>
<tr>
<td><strong>Formal Assessment tasks: Week 8</strong></td>
</tr>
<tr>
<td>Listening &amp; Speaking (1)</td>
</tr>
<tr>
<td>Visual Arts</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Listening &amp; Speaking (2)</td>
</tr>
<tr>
<td>Reading (2)</td>
</tr>
<tr>
<td>Overview of classroom observations, Week 1-7</td>
</tr>
<tr>
<td>---------------------------------------------</td>
</tr>
<tr>
<td><strong>Listening &amp; Speaking</strong></td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Handwriting</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>BK/PSWB (LAB pages)</strong></td>
</tr>
<tr>
<td><strong>BK/PSWB (Morning Meetings)</strong></td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
</tr>
<tr>
<td><strong>Performing Arts</strong></td>
</tr>
<tr>
<td><strong>Visual Arts</strong></td>
</tr>
</tbody>
</table>

**Providing feedback on assessment**

There is a robot tool provided after selected LAB activities. It can be used for formal, informal or self-assessment.

- Green light: doing well
- Yellow light: nearly there
- Red light: needs a lot more work

There are also small blank boxes at the bottom of some pages. This is for the teacher’s signature or a mark.
# Term 2 Weekly Timetable

<table>
<thead>
<tr>
<th>Time</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min</td>
<td>Morning meeting</td>
<td>Morning meeting: My news</td>
<td>Morning meeting: Register, calendar, birthdays, weather</td>
<td>Morning meeting: Register, calendar, birthdays, weather</td>
<td>Morning meeting: Register, calendar, birthdays, weather</td>
</tr>
<tr>
<td></td>
<td>4 x 85 min</td>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>1 x 55 min</td>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 min</td>
<td>Listening and speaking: Read-aloud story</td>
<td>Listening and speaking: Discussion</td>
<td>Beginning knowledge and PSWB: Activity</td>
<td>Listening and speaking: Rhyme/song</td>
<td>Physical education (outdoors)</td>
</tr>
<tr>
<td>15 min</td>
<td>Beginning knowledge and PSWB: Shared reading text, discussion</td>
<td>Shared Reading Comprehension</td>
<td>Shared Writing</td>
<td>Shared Writing</td>
<td>Independent Writing</td>
</tr>
<tr>
<td>15 min</td>
<td>Physical education (indoors)</td>
<td>Physical education (indoors)</td>
<td>Physical education (indoors)</td>
<td>Physical education (indoors)</td>
<td>Beginning knowledge and PSWB: Teacher story, Find out</td>
</tr>
<tr>
<td>30 min</td>
<td>Phonics and handwriting: New letter-sound 1</td>
<td>Phonics and handwriting: Shared word building</td>
<td>Phonics and handwriting: New letter-sound 2</td>
<td>Phonics and handwriting: Independent word building</td>
<td>Phonics revision or test (15 min)</td>
</tr>
<tr>
<td>30 min</td>
<td>Group Guided Reading and Independent Work (2 grps x 15 min)</td>
<td>Group Guided Reading and Independent Work (2 grps x 15 min)</td>
<td>Group Guided Reading and Independent Work (2 grps x 15 min)</td>
<td>Group Guided Reading and Independent Work (2 grps x 15 min)</td>
<td>Group Guided Reading and Independent Work (2 grps x 15 min)</td>
</tr>
<tr>
<td>30 min</td>
<td>Physical education (indoors)</td>
<td>Visual Arts</td>
<td>Visual Arts</td>
<td>Performing Arts</td>
<td>Performing Arts</td>
</tr>
<tr>
<td>30 min</td>
<td>FAL*</td>
<td>FAL*</td>
<td>FAL*</td>
<td>FAL*</td>
<td>FAL* (60 min)</td>
</tr>
<tr>
<td>15 min</td>
<td>2nd AL (if applicable)*</td>
<td>2nd AL (if applicable)*</td>
<td>2nd AL (if applicable)*</td>
<td>2nd AL (if applicable)*</td>
<td>2nd AL (if applicable)*</td>
</tr>
</tbody>
</table>

*Not included in these lesson plans
## Term 2 content

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Read-aloud Story</th>
<th>Shared Reading Story</th>
<th>Life Skills informational text</th>
<th>BK and PSWB</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My family: What is a family?</td>
<td>The birthday surprise</td>
<td>Granny’s birthday</td>
<td>Different families (photographs)</td>
<td>1. My family (draw and label) 2. Family activities</td>
</tr>
<tr>
<td>2</td>
<td>My family: Caring for my family</td>
<td>Kagiso, Lion and Jackal</td>
<td>The special card</td>
<td>How to make a card (instructions)</td>
<td>1. Sequencing instructions 2. Caring for my family/each other (discuss)</td>
</tr>
<tr>
<td>3</td>
<td>Safety in the home: Dangers in the home</td>
<td>Town Mouse and Farm Mouse</td>
<td>Town Mouse and Farm Mouse</td>
<td>Dangers in the home (poster)</td>
<td>1. Identifying dangers in the kitchen 2. Poisons and the danger sign</td>
</tr>
<tr>
<td>4</td>
<td>Safety in the home: Keeping safe at home</td>
<td>Vain Mr Rooster</td>
<td>Vain Mr Rooster</td>
<td>Fires at home (different kinds; causes; what to do).</td>
<td>1. Emergency contact numbers 2. Emergency situations (what to do; problem solving)</td>
</tr>
<tr>
<td>5</td>
<td>My body: My amazing body</td>
<td>Refilwe’s brother</td>
<td>Amazing bodies (unusual animals)</td>
<td>My amazing body (main parts)</td>
<td>1. Parts of face 2. Parts of body 3. Measuring activities</td>
</tr>
<tr>
<td>6</td>
<td>My body: Inside my body</td>
<td>Mr Bones</td>
<td>Paul breaks his arm</td>
<td>Inside my body (diagram)</td>
<td>1. Human and animal skeletons 2. Inside or outside my body? (classifying)</td>
</tr>
<tr>
<td>7</td>
<td>My body: My senses</td>
<td>The Gingerbread Man</td>
<td>The Gingerbread Man</td>
<td>My five senses</td>
<td>1. Match sense to body part 2. Identify tastes on the tongue</td>
</tr>
<tr>
<td>8: Assessment</td>
<td>Keeping my body safe: Keeping safe from germs</td>
<td>Florence Nightingale Listening comprehension assessment</td>
<td>Busi and Gogo Comprehension assessment</td>
<td>Be a Germ Buster (information poster)</td>
<td>Assessment 1: Dangers in the home Assessment 2: Parts of body</td>
</tr>
<tr>
<td>9</td>
<td>Keeping my body safe: Keeping safe from others</td>
<td>Kiki</td>
<td>Kiki</td>
<td>Anti-bullying rules</td>
<td>1. Bullying (problem solving) 2. PANTS rules</td>
</tr>
<tr>
<td>Find out question</td>
<td>Independent Writing</td>
<td>GGR and Independent work</td>
<td>Phonics</td>
<td>Creative Arts</td>
<td>Physical Education</td>
</tr>
<tr>
<td>-------------------</td>
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<td>---------</td>
<td>---------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>What is an elephant family called?</td>
<td>What I want to do on my birthday. (sentence completion)</td>
<td>2 groups a day with teacher. 8 IW pages</td>
<td>Revision</td>
<td>Visual: paper doll family&lt;br&gt;Performing: finger rhyme; group song</td>
<td>Granny says stop (freeze game); Jumping and hopping</td>
</tr>
<tr>
<td>What is the longest river in the world?</td>
<td>Thank-you message</td>
<td>2 groups a day with teacher. 8 IW pages</td>
<td>S: b, n&lt;br&gt;X: z, n&lt;br&gt;A: t, r</td>
<td>Visual: make a card; draw a family activity&lt;br&gt;Performing: clapping game; role play (improvise)</td>
<td>Grandma’s glasses finger rhyme (rhythm); Follow mommy / daddy (balance game)</td>
</tr>
<tr>
<td>Who is called 'The Lady with the lamp'?</td>
<td>Draw a picture and write a sentence about the story</td>
<td>2 groups a day with teacher. 8 IW pages</td>
<td>S: g, r&lt;br&gt;X: d, y&lt;br&gt;A: w, b</td>
<td>Visual: design and make a danger poster&lt;br&gt;Performing: use poster to explain a danger rule to Grade Rs</td>
<td>Clapping songs (rhythm); Fire drill 1 (laterality); Obstacle course (balance &amp; spatial orientation)</td>
</tr>
<tr>
<td>Where are the pyramids?</td>
<td>Own ending to the Shared Reading story</td>
<td>2 groups a day with teacher. 8 IW pages</td>
<td>S: ŝ, y&lt;br&gt;X: f, w&lt;br&gt;A: y, p</td>
<td>Visual: design and create a house from waste; home emergency card&lt;br&gt;Performing: present your fire escape plan</td>
<td>Clapping songs (rhythm); Fire drill 2 (laterality)</td>
</tr>
<tr>
<td>What is SA's most famous ultramarathon?</td>
<td>I am special (completing a form + description)</td>
<td>2 groups a day with teacher. 8 IW pages</td>
<td>S: t, p&lt;br&gt;X: v, x&lt;br&gt;A: j, v</td>
<td>Visual: helping hands tree; cartoon boy&lt;br&gt;Performing: movement sentences</td>
<td>Simon Says (game); Hokey Cokey (action song; locomotor)</td>
</tr>
<tr>
<td>Where is the smallest bone in your body?</td>
<td>Sentence: My news</td>
<td>2 groups a day with teacher. 8 IW pages</td>
<td>S: w, h&lt;br&gt;X: g, t&lt;br&gt;A: i, h</td>
<td>Visual: design and make a figurine from waste materials&lt;br&gt;Performing: present figurine and role-play an interview</td>
<td>Team ball games (perceptual motor); Using ‘lazy’ hand/leg (laterality)</td>
</tr>
<tr>
<td>How do bats use sound to see?</td>
<td>Making lists: Parts of my body, My senses and so on</td>
<td>2 groups a day with teacher. 8 IW pages</td>
<td>S: j, f&lt;br&gt;X: q, r&lt;br&gt;A: u, f</td>
<td>Visual: scribble pattern (eyes closed); make gingerbread man&lt;br&gt;Performing: mystery bag game; group choirs</td>
<td>Field walk (spatial orientation); Do this, do that (locomotor)</td>
</tr>
<tr>
<td>Who is the president of the USA/RSA?</td>
<td>My friendly alien (imaginative description)</td>
<td>2 groups a day with teacher. 8 IW pages</td>
<td>Revision</td>
<td>Visual: make a friendship flower;&lt;br&gt;draw a friendly alien&lt;br&gt;Performing: role play bullying; problem solving</td>
<td>Traditional games and circle games for example, Farmer in the dell</td>
</tr>
</tbody>
</table>
Overview of Week 1

**Theme:**

**My family**

**Week 1:**

**What is a family?**

**Group Guided Reading (GGR) and Independent Work (IW)**
2 GGR groups a day
8 IW pages a week

**PE (indoors)**
Locomotor: phonics songs, action rhyme, finger rhyme

**PE (outdoors)**
Game: jumping and hopping

**Visual Arts**
Paper dolls

**Performing Arts**
- Phonics songs
- Finger rhyme, song (for granny)

**Beginning Knowledge and Personal & Social Well-being**
Discussion: Family activities
- Different families (BB)
- Drawing members of my family
- Family activities
- Teacher story: Family story
- Find out: Elephant families

**Phonics**
- Revision: Introduce letter-sound X and Y

**Handwriting**
- Write letter X and Y

**Shared Reading**
Granny’s birthday

**Shared Writing**
Sentence completion

**Independent Writing**
Sentence completion (birthday activity)

**Read-aloud story**
The birthday surprise

**Group work**
- Identify characters
- Sum up The birthday surprise

**Finger rhyme**
Fingers are we

**Group Guided Reading (GGR) and Independent Work (IW)**
2 GGR groups a day
8 IW pages a week

**Oral**

**Visual Arts**
Paper dolls

**Performing Arts**
- Phonics songs
- Finger rhyme, song (for granny)

**PE (indoors)**
Locomotor: phonics songs, action rhyme, finger rhyme

**PE (outdoors)**
Game: jumping and hopping

**Beginning Knowledge and Personal & Social Well-being**
Discussion: Family activities
- Different families (BB)
- Drawing members of my family
- Family activities
- Teacher story: Family story
- Find out: Elephant families

**Phonics**
- Revision: Introduce letter-sound X and Y

**Handwriting**
- Write letter X and Y

**Shared Reading**
Granny’s birthday

**Shared Writing**
Sentence completion

**Independent Writing**
Sentence completion (birthday activity)
What is a family?

Preparation
• Make flashcards of these sight-reading words:
  - family
  - mommy
  - daddy
  - granny
  - birthday

Guide to Group Guided Reading (GGR) and Independent Work (IW)

<table>
<thead>
<tr>
<th>GGR: 2 x 15 minutes per group</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td><strong>Tuesday</strong></td>
<td><strong>Wednesday</strong></td>
</tr>
<tr>
<td>15 min</td>
<td>15 min</td>
<td>15 min</td>
</tr>
<tr>
<td>Group A</td>
<td>GGR 1</td>
<td>IW 1</td>
</tr>
<tr>
<td>Group B</td>
<td>1</td>
<td>GGR 1</td>
</tr>
<tr>
<td>Group C</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
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<td>2</td>
</tr>
<tr>
<td>Group E</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
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Assessment
Conduct EGRA tests as required by Department.

Vocabulary
Oral vocabulary (see also theme concepts in your training manual)
different, special, names for extended family members, names for different types of families

Sight-reading words
family, mommy, daddy, granny, birthday

Phonics words
[versioners: insert words from Tuesday octopus activity]
1. **Morning meeting**

1. **Register**
   - Mark yourselves present on the Bala Wande register poster.
   - Is anyone absent today?

2. **Celebrate birthdays**
   - Sing the happy birthday song.

3. **Weather**
   - What is the weather today?
The birthday surprise

Amanda lived with her mom and dad and baby brother. Her cousin, Quinton, also lived with the family during the school term. He was like a big brother.

One day Mom came home from work and called everyone together. ‘It is Granny’s birthday on Friday,’ she said. ‘She is turning 50, which is a special birthday. Aunty Merle and I have been planning a little family party for her to celebrate 50 years. Aunty Merle and Uncle Reuben and the twins will come here after work. I am going to make sandwiches and scones, and I have bought some cool drink.’

‘Mmm. Yum, yum,’ said Amanda and Quinton together.

[Do you like to eat sandwiches and scones? Which do you like best?]

Mom went on, ‘Aunty Merle says she will bake a vanilla birthday cake and also buy some balloons and chips.’

‘Will the cake have candles?’ asked Amanda. ‘Because I don’t know how we are going to fit 50 candles on a cake!’

‘Maybe we can just put five candles on the cake,’ said Quinton, who was good at maths. ‘Each candle can stand for 10 years. 10 × 5 is fifty.’

[Have you ever seen a birthday cake? Did it have candles? What do you do with the candles?]
'The cake must have pink icing flowers’ said Amanda. ‘Granny loves pink roses.’

‘And before we cut the cake, we must sing Happy Birthday,’ said Mom. [Do you know the Happy Birthday song? Can someone sing it for us?]

‘I have saved a little money for a small gift, ‘said Mom. ‘Have you got any ideas about that?’

‘What about a soccer ball’ asked Quinton? [Do you think Granny would like that? Who is Quinton thinking about?]

‘Silly,’ said Amanda, ‘Granny doesn’t play soccer. What about a pretty purple alice-band?’ [Do you think Granny would like that? Who is Amanda thinking about?]

‘Silly you too,’ said Quinton. ‘She won’t wear a purple alice-band.’

‘I have an idea,’ said Dad. ‘Last time we went to Granny, she said she had broken the spout off her favourite teapot and had to use her old rusty one. Why don’t we buy her a pretty teapot?’

‘Good idea,’ said Mom. ‘I will look at the shops tomorrow.’

‘Amanda and Quinton,’ Mom went on, ‘before you go to bed, I want you to prepare two special things for Granny’s birthday celebration. ‘First, I want you to make her a birthday card. She would appreciate a handmade card. Amanda, you draw beautifully, maybe you can draw a pink birthday cake. And Quinton, you can write Happy Birthday Granny in your best handwriting.’

‘Second, I want you both to practice singing her favourite song. It is called Khumbaya and I think she would love to hear you sing it on her birthday. You two sing so beautifully. I will teach you the words.’ [Do you know that song? Can someone sing it for us?]

**Oral vocabulary from story**

- **icing**: a sugary mixture used to decorate cakes
- **favourite**: what you like best
- **celebration**: a happy event
- **appreciate**: to value something
3. Beginning Knowledge and PSWB: Discussion (Different families)

1. On the mat, read story: BB page 2 (15 min)
   - Listen as I read.
   - Are these three families the same?
   - How is each family different?
   - How is your family a little like one of the families in the BB?

2. Discuss different families (15 min)
   (see also theme concepts on pages 8 and 9)
   - What is a family? (people who live together; people who care about each other; people who belong together; people who are related)
   - How can families be different? (some are big/small; some live close to each other and others live in different places; some speak different languages)
   - Tell your partner about your family.

4. Physical Education (indoors): Phonics song

1. Warm up (5 min)
   - Stand up.
   - Shake your body.
   - Stretch your arms up.
   - Touch your toes.

2. Teach or revise a phonics song about any Term 1 letter (10 min)
   - Listen and watch the first time.
   - Now sing along and do actions.
1. **Phonics revision: LAB page 6 (8 min)**
   - For each picture:
     - What is the picture of?
     - What sound do you hear at the beginning?
     - Give other words that start with that sound.

2. **Phonics in a sentence: LAB page 6**
   - Read the sentence slowly together.
   - Circle the letter X.
   - Point to the letter Y.
   - What sound do you hear at the start of the word ____?

6. **Handwriting (10 min)**
   - Follow the advice for handwriting lessons on page 5 and 6.
   - Revise the letter formation of the ‘s sounds learned in term 1.
   - Learners write in their exercise books.

   Observe and assist.

7. **GGR and Independent Work: Groups A and B**

1. **Class does Independent Work**
   - 1 or 2 pages a day. (See the table on page 11 for details.)
   - Have your pencils ready.
   - Work quietly on your own.

2. **Groups A and B take turns on the mat with the Anthology: Reading 1 (15 min each)**
   - Introduce/scaffold today’s story as needed, for example, read the story to the children.
   - Whisper-read the story by yourselves.
   - Answer the questions I will ask about each page.

---

**Say Hi to 060 017 0000 for questions to ask about the story**
8. Physical Education (outdoors): Play *Granny says stop!*

1. Warm up (5 min)
   - Let’s practice jumps: jump high, jump low, jump forwards, jump backwards, jump wide.
   - Let’s practice hops: hop on one leg, hop on the other, two hops on each.

2. Explain game: *Granny says stop!*
   (5 min)
   - When I say *Granny says move*, you jump and hop anyway you choose.
   - When I say *Granny says stop*, you freeze.

3. Outside in a circle (15–20 min)
   - Make a circle.
   - Let’s play the game.
   - I will choose the most interesting pose.
1. Morning meeting

1. Pairs tell their news
   • Use the My news frame on the back cover to tell your news to your partner.
   • Listen to your partner carefully.

2. A few learners tell news to the class
   • I will choose some children to share with the class.

2. Listening and Speaking: Characters (*The birthday surprise*)

1. Write the names of the characters from the story (5 min)
   1. Mom
   2. Dad
   3. Amanda
   4. Quinton
   5. Aunty Merle

• What are characters in a story? *(the people/animals that the story is about)*
• What did each person need to do for the party?

2. Learners sum up story in groups of five (10 min)
   Each group member must say what one family member did.
Tuesday

3. Shared Reading: Comprehension (*Granny’s birthday*)

1. Read to the class: BB pages 2-5
   - Follow the words as I read to you.

2. Ask the Day 1 questions on each page
   - Answer each question.
   - Now re-read the story aloud with me.

3. Revise the sight-reading words
   - family
   - mommy
   - daddy
   - granny
   - birthday

   - Look at the flashcard and say the word with me.
   - Match to a word in the Big Book.
   - Put flashcards on the Word Wall.

4. Beginning Knowledge and PSWB:
   Drawing my family / Find out

1. Talk about and draw families: LAB page 7 (12 min)
   - Think about the people in your own family.
   - Draw yourself in pencil.
   - Draw some of your family underneath.
   - Tell your partner about who you chose to draw and why.

2. Find out: LAB page 8 (5 min)
   - Look at the picture while I read the words and questions about elephant families.
   - On Friday we will see what you have found out.
5. Physical Education (indoors): Action rhyme

1. Warm up (5 min)
   - Stand up.
   - Shake your body.
   - Swing your arms.
   - Hop on each foot.

2. Sing any action rhyme from Term 1 (10 min)
   - Sing along and do actions.

6. Phonics: Shared word building

1. Cut out letter cards for this week: LAB page 211 (7 min)
   - Display the same teacher cards randomly on the board

2. Use teacher cards to build words with learners: LAB page 9 (13 min)
   - Let’s build the word on the board.
   - Listen to the word. (What letter comes first, next etc?)
   - Try to copy the word with your own cards.
   - Put your letters in a container/bag to use again.

7. Handwriting

Handwriting (10 min)
   - Follow the advice for handwriting lessons on page 5 and 6.
   - Revise the letter formation of the letters learned last term.
   - Write in your exercise books.

Observe and assist.
8. GGR and Independent Work: Groups C and D

1. Class does Independent Work
1 or 2 pages a day. (See the table on page 11 for details.)
- Have your pencils ready.
- Work quietly on your own.

2. Groups C and D take turns on the mat with the Anthology:
   Reading 1 (15 min each)
Introduce/scaffold today’s story as needed. For example, read the story to the children.
- Whisper-read the story by yourselves.
- Stop at the end of each page and answer my questions.

Make a paper doll family: LAB page 10 + LAB page 213
Equipment: pencil, scissors, template on page 231
- Look at the instructions.
- Watch me make the dolls. (Demonstrate folding and cutting)
- Find the pattern on page 231 at the back. Cut out the page.
- Fold your page and show me.
- Now cut out your own dolls. Be careful not to cut the hands.

Say Hi to 060 017 0000 for questions to ask about the story
1. **Morning meeting**

- **Register**
  - Mark yourselves present on the Bala Wande register poster.
  - Is anyone absent today?

- **Celebrate birthdays**
  - Sing the happy birthday song.

- **Weather**
  - What is the weather today?
2. Beginning Knowledge and PSWB: Discussion (Family activities)

1. Pair and class discussion: LAB page 11 (10 min)
   - What are each of these families doing?
   - How does it feel to do activities with your family?
   - What does your family do together? Tell your partner.

2. Share with a partner (5 min)
   - Tell your partner about who you chose to draw and why.

3. Shared Reading: Decoding (Granny’s birthday)

1. Read with the class: BB pages 2-5
   - Read with me today.

2. Ask the Day 2 questions on each page
   - Answer each question.
   - Re-read the story with me, with expression (read in a way that shows feeling).

3. Revise the sight-reading words
   - family mommy daddy granny birthday
   - Say this word in the Big Book with me.
   - Find the matching flashcard on the Word Wall.
WEEK 1  Wednesday

4. Shared Writing: Sentence completion (My birthday)

1. Prepare the board
   • Let’s read this sentence.
   • What would you like to do on your birthday?

2. Write some learner’s suggestions (10 min)
   • Who has some ideas?
   • How do you spell ….? (if appropriate)
   • What comes at the end of a sentence?

3. Read the sentences (5 min)
   • Let’s read the sentences together.
5. Physical Education (indoors): Phonics song

1. Warm up (5 min)
   - Stand up.
   - Clap and click.
   - Stand on tiptoes.
   - Bend your knees.

2. Teach or revise a phonics song about any Term 1 letter (10 min)
   - Listen and watch the first time.
   - Now sing along and do actions.

Say Hi to 060 017 0000 to hear this song

6. Phonics: Revision

1. Phonics revision: LAB page 12 (8 min)
   For each picture:
   - What is the picture of?
   - What sound do you hear at the beginning?
   - Give other words that start with that sound.

2. Phonics in a sentence: LAB page 12
   - Read the sentence slowly together.
   - Circle the letter X.
   - Point to the letter Y.
   - What sound do you hear at the start of the word ____?

7. Handwriting

Handwriting (10 min)
   - Follow the advice for handwriting lessons on page 5 and 6.
   - Revise the letter formation of the letters learned last term.
   - Write in your exercise books.
   
   Observe and assist.
WEEK 1  

Wednesday

8. GGR and Independent Work: Groups E and A

1. **Class does Independent Work**
   1 or 2 pages a day. (See the table on page 11 for details.)
   - Have your pencils ready.
   - Work quietly on your own.

2. **Groups E and A take turns on the mat (15 min each)**
   - **Group E on the mat with the Anthology:**
     Reading 1
     Introduce/scaffold today’s story as needed. For example, read the story to the children.
     - Whisper-read the story by yourselves.
     - Stop at the end of each page and answer my questions.

   - **Group A on the mat with the Anthology:**
     Reading 2
     - Let’s re-read the story together, aloud.
     - Now read it with your partner. I will listen to you read.

Say Hi to 060 017 0000 for questions to ask about the story

9. **Visual Arts: Paper dolls**

1. **Draw features and clothes on paper dolls**
   - Make your paper dolls into a family.
   - Draw faces and clothes on each one.
   - Tell your partner who is in your doll family.
1. Morning meeting

1. Pairs tell their news
   - Use the My news frame on the back cover to tell your news to your partner.
   - Listen to your partner carefully.

2. A few learners tell news to the class
   - I will choose some children to share with the class.

2. Listening and Speaking: Finger rhyme (Fingers are we)

- Link the rhyme to the family theme.
- Teach the poem and the actions.
- Children join in as they can.

Fingers are we

Tommy thumb, Tommy thumb, where are you?
Here I am, here I am, How do you do? ( Wiggle thumbs )
(Repeat with Peter Pointer, Daddy Tall, Mommy Ring, Baby Small )
3. Shared Reading: Fluency and response *(Granny’s birthday)*

1. Read with the class: BB pages 2-5
   - Read the story again.

2. Ask the Day 3 questions on each page
   - Answer each question.
   - Re-read the story with me, with expression.
   
   *(Read in a way that shows feeling)*

3. Revise the sight-reading words
   family mommy daddy granny birthday
   - What is this word? *(in the Big Book)*

4. Independent Writing: Sentence completion *(My birthday)*

1. Re-read shared writing sentences from yesterday
   - Let’s read the sentences again.
   - Think about what you would like to do.

2. Learners complete the sentence:
   LAB page 13
   - Write your own sentence.
   - Try to spell the words by thinking of the sounds in the word.
## 5. Physical Education (indoors): Finger rhyme

**1. Warm up (5 min)**
- Stand up.
- Shake your body.
- Swing your arms.
- Hop on each foot.

**2. Repeat the finger rhyme you learned earlier (10 min)**
- Let’s do our finger rhyme again.
- First girls.
- Now boys.
- Now altogether.

## 6. Phonics: Independent word building

**1. Letter naming using cards (5 min)**
- Spread your cards on your desk.
- When I say a sound, hold up the (matching) letter card.

**2. Learners use cards to build words: LAB page 14 (15 min)**
- Look at the picture.
- Build the word with your cards. The little squares tell you how many letters.
- Let’s check. (One learner writes word on the board)

## 7. Handwriting

**Handwriting (10 min)**
- Follow the advice for handwriting lessons on page 5 and 6.
- Revise the letter formation of the letters learned last term.
- Write in your exercise books.

Observe and assist.
8. GGR and Independent Work: Groups B and C

1. **Class does Independent Work**
   1 or 2 pages a day. (See the table on page 11 for details.)
   - Have your pencils ready.
   - Work quietly on your own.

2. **Groups B and C take turns on mat with the Anthology: Reading 2 (15 min each)**
   - Let’s re-read the story together, aloud.
   - Now read it to your partner.
   - I will join some pairs and listen to you read.

Say Hi to 060 017 0000 for questions to ask about the story

9. **Performing Arts: Groups perform song**

1. **Groups prepare a song of their choice (10 min)**
   - Divide class into groups.

2. **Groups present to class (20 min)**
   - Sing it for the class.
   - I will choose the best to sing for the principal (or any real audience).
1. Morning meeting

1. Register
   - Mark yourselves present on the Bala Wande register poster.
   - Is anyone absent today?

2. Celebrate birthdays
   - Sing the happy birthday song.

3. Weather
   - What is the weather today?

2. Physical Education (outdoors): Play Granny says stop!

Play Granny says stop!
   - Let’s practice jumps and hops.
   - We are going to play the game Granny says stop! outside in a circle.
   - Think of interesting actions.
   - Get ideas from others.
3. Sharing our writing: Read to the group *(My birthday)*

Learners read sentences to the group: LAB page 13
- One by one, read your sentence to your group.
- Decide which learner in your group will read theirs to the class.

4. Beginning Knowledge and PSWB: Find out / Teacher’s story

1. Feedback on Find out question: LAB page 8 (5 min)
   - Who found the answer to the question? *(herd)*
   - Who would like to share anything interesting that you found out?

2. Tell the class a story about your own or another family
   It could involve a special celebration in your family, adopting a child, how a family came from far away to SA (see pages 8 and 9 for ideas that could be explored in the story, for example different types of families, different languages, different places).
5. Phonics and Handwriting: Game 📚-writing

Pairs/groups play Caterpillar letter game: LAB page 15
Each player needs a counter.
- Take turns.
- Close your eyes and touch the page with one finger and say the closest number.
- Move that number of places.
- Say the letter that you land on and give a word with that letter. Other players check if you are right.

6. GGR and Independent Work: Groups D and E 🐛-reading

1. Class does Independent Work
1 or 2 pages a day. (See the table on page 11 for details.)
- Have your pencils ready.
- Work quietly on your own.

2. Groups D and E take turns on the mat the with the Anthology: Reading 2 (15 min each)
- Let’s re-read the story together, aloud.
- Now read it with your partner. I will listen to you read.

7. Performing Arts: Groups perform (Finger rhyme) 🎌-

Groups prepare and present finger rhyme they learned yesterday (see page 23)
- Prepare the finger rhyme.
- Present to the class.
- Best group will teach Grade R’s the finger rhyme.
Overview of Week 2

**Caring for your family**

- **Group Guided Reading (GGR) and Independent Work (IW)**
  - 2 GGR groups a day
  - 8 IW pages a week

- **PE (indoors)**
  - Locomotor: phonics songs, finger rhymes

- **PE (outdoors)**
  - Balance: game *(Follow the leader)*
  - Freeze: game *(Granny says stop)*

- **Visual Arts**
  - Create in 3-D: making a card
  - Create in 2-D: drawing a family activity

- **Performing Arts**
  - Creative games: copying movements *(clapping rhythms)*
  - Improvise: miming/role play game *(Helping at home)*

- **Beginning Knowledge and Personal & Social Well-being**
  - *How to make a greeting card* (BB)
  - Following/sequencing instructions
  - Discussion: Caring for others
  - Teacher’s story: Child/family story
  - Caring for each other at home (Discuss)
    - Find out: Rivers

- **Finger rhyme**
  - *Grandma’s glasses*

- **Group work**
  - Characters/reasoning: groups re-tell Kagiso, Lion and Jackal

- **Read-aloud story**
  - *Kagiso, Lion and Jackal*

- **Shared Writing**
  - Writing a thank you message

- **Independent Writing**
  - Personal message (using frame)

- **Handwriting**
  - Write letter X

**Theme:**

**My family**

**Week 2:**

**Caring for your family**

- **Oral**
- **Group Guided Reading**
- **Reading**
- **Writing**
- **Life Skills**
- **Phonics**
Preparation
Make flashcards of the sight-reading words:

- card
- care
- message
- love
- hug

Guide to Group Guided Reading (GGR) and Independent Work (IW)

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*Group A*  
GGR IW 1 IW 2 IW 3 IW 4 GGR IW 5 IW 6 IW 7 IW 8

*Group B*  
1 GGR 2 3 4 5 GGR 6 7 8

*Group C*  
1 2 GGR 3 4 5 6 GGR 7 8

*Group D*  
1 2 3 GGR 4 5 6 7 GGR 8

*Group E*  
1 2 3 4 GGR 5 6 7 8 GGR

Assessment
Conduct EGRA tests as required by Department.

Vocabulary

*Oral vocabulary* (see also theme concepts in your training manual)
- names for different caring activities,
- instructions describing the making of a greetings card,
- parts of a greeting card

*Sight-reading words*
- card, care, message, love, hug

*Phonics words*
- [versioners: insert words from Tuesday octopus activity]
1. Morning meeting

1. Register
   - Mark yourselves present on the Bala Wande register poster.
   - Is anyone absent today?

2. Celebrate birthdays
   - Sing the happy birthday song.

3. Weather
   - What is the weather today?

2. Listening and Speaking: Story time

Grannies often tell stories from long ago. Here is a story my granny told me.

1. Introduce the story (3 min)
   - Does your granny ever tell you stories? Tell us what they about.

2. Read the story aloud (7 min)
   - Listen carefully to the story my granny told me.

3. Ask questions (5 min)
   - Which animal got tricked?
   - What did Kagiso learn?
   - Why does Jackal still run away from Lion?
Kagiso, Lion and Jackal

Long, long ago when animals could talk, there was a family who lived in the veld. There was a father and four sons. The older boys were hunters who hunted for wild animals for the family to eat. But the youngest one, Kagiso, was a gentle boy. He was kind to all the animals that lived in the veld. He did not hunt. He fed Eagle with crumbs, he left his meat bones for Jackal, and he often left fresh grass for Impala.

One early morning, Kagiso was walking through the wet grass to the river for water. He passed one of the traps his brothers used to catch animals. The trap was a deep hole covered with long grass. He heard a roar coming from the hole. An animal had fallen in and couldn’t get out. It was fierce Lion!

Lion saw little Kagiso and knew he was a kind child. He said in a nice voice, ‘Little boy, please will you help me out of this hole so I can go back to my wives.’

Kagiso said, ‘Sorry Lion, I would like to help you, but I know you eat young boys like me. If I let you out, you will eat me.’

‘Oh no,’ said Lion. ‘I promise I will not eat you. You can trust me.’

[Do you think Kagiso should trust Lion?]

So, because Kagiso was a kind boy, he moved a dead tree trunk into the hole so that Lion could climb out.

Lion climbed on to the tree trunk and pulled himself out of the hole. Kagiso was glad Lion was free. But I am sorry to say that Lion was not a trustworthy animal. He often broke his promises. And that day he was hungry because he had been in the hole for some time. He felt like a snack. So, before Kagiso knew what was happening, Lion grabbed him and prepared to bite off his head. Kagiso was terrified.

‘But you promised!’ cried Kagiso.

Lion only laughed, ‘You weren’t very clever to trust me,’ he said.

Luckily, just at that moment, clever Jackal was passing by and heard Kagiso cry. Jackal knew Kagiso, the gentle boy, and wanted to help. Jackal was much smaller than Lion but he had a clever plan! ‘What is happening here, Lion?’ he said.

‘I was caught in the hunter’s hole and this boy helped me to get out,’ Lion replied. ‘But I am hungry so I am going to eat him.’

Oral vocabulary from story

gentle: kind, not violent or cruel
promise: to say that you will do or not do something and mean it
trustworthy: a person you can trust
snack: a small meal
terrified: very scared
‘What!’ said Jackal. ‘Mighty Lion caught in that hole! How could you have fallen in? You are too clever to fall into a hole. Show me how it happened.’

‘Easy,’ said Lion. He put Kagiso down and went to the hole. ‘I was walking in the veld and the hole was covered with grass so I didn’t see it. I fell into the hole like this.’ And Lion climbed back into the hole to show Jackal. Quick as a flash, Jackal moved the tree trunk out of the hole so that the Lion was trapped again.

‘Hey!’ shouted Lion, ‘Let me out! Why did you take the tree trunk away, Jackal?’

Jackal laughed. ‘Now you have been tricked, Lion. Kagiso, you run home as fast as you can. And don’t trust Lion ever again.’ Then Jackal turned and ran into the thick grass.

And that is the end of the story. Except, Lion has hated Jackal ever since. You will always see Jackal running away and hiding when he sees Lion.

Oral vocabulary from story
quick as a flash: very, very quickly

3. Beginning Knowledge and PSWB: Discussion (How to make a greeting card)

1. On the mat: BB page 6 (10 min)
   - Listen as I read. These are instructions for making something – let’s see what it is.

2. Talk about instructions (10 min)
   - Could you make a card if you follow these instructions?
   - Where have you seen people following instructions? (Mom cooking from a recipe, setting up a new TV, playing a new game)
   - What do you notice about instructions? (numbers, step by step, in a particular order)

3. Talk about the reason for giving cards (10 min)
   - What cards can you give people? (birthday cards, get-well cards, Christmas cards, thank you cards)
   - Why do you give cards to people? (to show them you care/are thinking about them)
   - Why is it nice to make your own cards? (taking the time and making the effort shows people you really do care)
   - How else can you show people you care about them? (phone, send an SMS, talk to them, hug)
4. Physical Education (indoors): Phonics song

1. Warm up (5 min)
   - Do some warm-up exercises.

2. Teach and sing the phonics song for the letter X (10 min)
   - Listen and watch the first time.
   - Now sing along and do actions.
5. Phonics: The letter S

1. Introduce the letter-sound S: LAB page 29 (3 min)
   - This is the letter S. It makes the sound SSSSSSS.
   - Whose name starts with the sound S?
   - Whose name contains an S?

2. Listen to and say the sound S (4 min)
   - What is this picture?
     (insert word for the main picture).
   - Listen to the first sound, SSSSS.
   - Say the sound.
   - Notice what your tongue and mouth do as you say it.

3. Identify words beginning with the sound S (5 min)
   - What are these pictures?
   - What sound does each word start with?
   - What other words start with that sound?

4. Teach letter formation for S (4 min)
   Tell learners to copy what you do:
   - Write in the air while we say the chant.
   - Trace with your finger while we say the chant.
   - Trace with your pencil while we say the chant.

5. Sentence work (4 min)
   - Read the sentence to learners. Emphasise the S sound.
   - Children circle every S.

6. Handwriting
   Handwriting (10 min)
   - Follow the advice for handwriting lessons on page 5 and 6.
   - Revise the letter formation of the ‘s sounds learned in term 1.
   - Learners write in their exercise books.
   - Observe and assist.
7. GGR and Independent Work: Groups A and B

1. Class does Independent Work
   1 or 2 pages a day. (See the table on page 35 for details.)
   • Have your pencils ready.
   • Work quietly on your own.

2. Groups A and B take turns on the mat with the Anthology: Reading 1 (15 min each)
   Introduce/scaffold today's story as needed. For example, read the story to the children.
   • Whisper-read the story by yourselves.
   • Stop at the end of each page and answer my questions.

8. Physical Education (outdoors): Play Follow the leader

1. Explain game (5 min)
   • Form four groups. Each group must make a ‘crocodile’ line.
   • The learner in the front is the leader. You must follow and do what they do.
   • Leaders can lead you anywhere and make any movements (walk on a rope or in a straight line, clap as you walk, stride, tip-toe).
   • I will show you with one group.

2. Play game outside (15–20 min)
   • When I clap you begin.
   • When I clap again, stop. Then the second in line becomes the leader. Then the third and so on.
1. **Morning meeting**

1. **Pairs tell their news**
   - Use the *My news* frame on the back cover to tell your news to your partner.
   - Listen to your partner carefully.

2. **A few learners tell news to the class**
   - I will choose some children to share with the class.

2. **Listening and Speaking: Characters / reasoning (Kagiso, Lion and Jackal)**

1. **Characters from the story (5 min)**
   - Kagiso - kind
   - Lion - untrustworthy
   - Jackal - clever

   - What is each character like?
   - Write on board.
   - In groups of 3, role-play the characters.

2. **Use reasoning skills (10 min)**
   - Explain your character’s actions to the others – say why they did what they did.
   - Together, think about how you could all become friends again. (apologise, accept apology, forgive)
WEEK 2

3. Shared Reading: Comprehension (*The special card*)

1. **Read to the class:** BB pages 7-10
   - Follow the words as I read to you.

2. **Ask the Day 1 questions on each page**
   - Answer each question.
   - Now re-read the story aloud with me.

3. **Revise the sight-reading words**
   - Look at the flashcard and say the word with me.
   - Match to a word in the Big Book.
   - Put flashcards on the Word Wall.

---

4. Beginning Knowledge and PSWB: Discussion (*Caring for my family*) / Find out

1. **Pair work:** LAB page 30 (8 min)
   - Talk about each picture. Say what is happening.
   - Discuss who is caring for who?

2. **Class discussion (7 min)**
   - Talk about how you care for your family.
   - Talk about who cares for you.

3. **Find out:** LAB page 31 (5 min)
   - Look at the picture while I read the words and questions:
     - What is the longest river in the world?
     - What are the names of some rivers in Africa?
   - On Friday we will see what you have found out.
5. Physical Education (indoors): Finger rhyme

1. Warm up (5 min)
   - Stand up.
   - Shake your body.
   - Swing your arms.
   - Hop on each foot.

2. Finger rhyme from Week 1 (10 min)
   (see page 27)
   - Sing the finger rhyme and do the actions.

6. Phonics: Shared word building

1. Cut out letter cards for this week: LAB page 215 (7 min)
   Say the name/sound of each letter.

2. Use teacher cards to build words with learners: LAB page 32 (13 min)
   - Let’s build the word on the board.
   - Listen to the word. (What letter comes first, next etc?)
   - Try to copy the word with your own cards.
   - Put your letters in a container/bag to use again.

7. Handwriting

Handwriting (10 min)
   - Follow the advice for handwriting lessons on page 5 and 6.
   - Revise the letter formation of the letters learned last term.
   - Write in your exercise books.
   Observe and assist.
8. GGR and Independent Work: Groups C and D

1. Class does Independent Work
1 or 2 pages a day. (See the table on page 35 for details.)
- Have your pencils ready.
- Work quietly on your own.

2. Groups C and D take turns on the mat with the Anthology:
   Reading 1 (15 min each)
Introduce/scaffold today’s story as needed. For example, read the story to the children.
- Whisper-read the story by yourselves.
- Stop at the end of each page and answer my questions.

9. Visual Arts: Make a card

Make a card: LAB page 217
Equipment: scissors, crayons
- Think of someone in your family you would like to send a thank you card to.
- Which picture would they like? Tell your partner.
- Cut out the template on LAB page 265.
- Fold your card.
- Draw something on the front. (You will write the message later)
WEEK 2

Wednesday

1. Morning meeting

1. **Register**

- Mark yourselves present on the Bala Wande register poster.
- Is anyone absent today?

2. **Celebrate birthdays**

Sing the happy birthday song.

3. **Weather**

What is the weather today?
2. Beginning Knowledge and PSWB: Following instructions

1. Explain and play instructions game
   (8 min)
   - Listen first and then do the instructions.
   - Stand up, sit down. Do it!
   - Stand up, sit down, touch your head. Do it!
   - Stand up, sit down, touch your head, clap your hands. Do it!
   Do 2–3 sets of different instructions.

2. Sequence instructions:
   LAB page 33 (7 min)
   When you follow any instructions, you have to do them in a set order.
   - With your partner, look at the pictures and say which illustration should come first, second, third and fourth.
   - Put the correct number in the box.

3. Shared Reading: Decoding (The special card)

1. Read with the class: BB pages 7-10
   - Read with me today.

2. Ask the Day 2 questions on each page
   - Answer each question.
   - Re-read the story with me, with expression (read in a way that shows feeling).

3. Revise the sight-reading words
   card care message love hug
   - Say this word in the Big Book with me.
   - Find the matching flashcard on the Word Wall.
4. Shared Writing: Writing a thank you message

1. A thank you message
   - Let’s write a thank you card together.
   - Who shall we write it to? (the school principal? cleaner? gardener? a special teacher?)

   Dear ……
   (person)

2. Write some suggestions (10 min)
   - What should you thank the person for?

   Thank you for ……
   (being our principal; cleaning our school; keeping the garden nice)

3. Read the sentences (5 min)
   - How will we end our message? (with our names)

   Love from
   (Grade X)

5. Physical Education (indoors): Phonics song

1. Warm up (5 min)
   - Stand up.
   - Clap and click.
   - Stand on tiptoes.
   - Bend your knees.

2. Teach and sing the phonics song for letter X (10 min)
   - Let’s learn a new phonics song.
   - Do the actions.

   Versioners, please write words for song here

Say Hi to 060 017 0000 to hear this song
6. Phonics and Handwriting: The letter U

1. Introduce the letter-sound U: LAB page 34 (3 min)
   - This is the letter U, it makes the sound UUUUU.
   - Whose name starts with the sound U?
   - Whose name contains a U?

2. Listen to and say the sound U (4 min)
   - What is this picture?
   - Listen to the first sound, UUUUU.
   - Say the sound.
   - Notice what your tongue and mouth do.

3. Identify words beginning with the sound U (5 min)
   - What are these pictures?
   - What sound does each word start with?
   - What other words start with that sound?

4. Teach letter formation for U (4 min)
   - Tell learners to copy what you do.
   - Write in the air while we say the chant.
   - Trace with your finger while we say the chant.
   - Trace with your pencil while we say the chant.
   - U – start at the dot, go round, then up and down.

5. Sentence work (4 min)
   - Listen while I read the sentence. Emphasise the U sound.
   - Now circle every U.

7. Handwriting

Handwriting (10 min)
   - Follow the advice for handwriting lessons on page 5 and 6.
   - Revise the letter formation of the ‘s sounds learned in term 1.
   - Learners write in their exercise books.
   - Observe and assist.
WEEK 2

Wednesday

8. GGR and Independent Work: Groups E and A

1. Class does Independent Work
1 or 2 pages a day. (See the table on page 35 for details.)
- Have your pencils ready.
- Work quietly on your own.

2. Groups E and A take turns on the mat (15 min each)

**Group E on the mat with the Anthology:**
**Reading 1**
Introduce/scaffold today’s story as needed.
For example, read the story to the children.
- Whisper-read the story by yourselves.
- Stop at the end of each page and answer my questions.

**Group A on the mat with the Anthology:**
**Reading 2**
- Let’s re-read the story together, aloud.
- Now read it with your partner. I will listen to you read.


1. Draw a picture of your family doing something together at home

**Equipment:** crayons
- Think of what you will draw (eating together, visiting together, playing a game and so on).
- Think of who you will draw.
- Think of how you will draw (lightly first, and then darker when you are sure).
- Think of where you will put each person. Make sure you fill the whole page with your drawings.
- Draw in pencil first and then use colours.
1. Morning meeting

1. Pairs tell their news
   - Use the My news frame on the back cover to tell your news to your partner.
   - Listen to your partner carefully.

2. A few learners tell news to the class
   - I will choose some children to share with the class.

2. Listening and Speaking: Finger rhyme

Teach the poem and the accompanying actions
- Link the rhyme to the family theme.
- Children join in as they can.

**Grandma’s Glasses**

Here are grandma’s glasses,
(fingers around glasses)
This is grandma’s hat
(hands on head)
This is the way she folds her hands (fold hands)
And puts them in her lap.
(folded hands in lap)

Here are grandpa’s glasses
(bigger glasses)
Here is grandpa’s hat
(bigger hat)
This is the way he folds his arms (fold arms)
Just like that (same)
Thursday

3. Shared Reading: Fluency and response (*The special card*)

1. Read with the class: BB pages 7-10
   - Read the story again.

2. Ask the Day 3 questions on each page
   - Answer each question.
   - Re-read the story with me, with expression. *(Read in a way that shows feeling)*

3. Revise the sight-reading words
   - **card**
   - **care**
   - **message**
   - **love**
   - **hug**
   - What is this word? *(in the Big Book)*

4. Independent Writing: A thank-you message

1. Children think about message
   - Who is your message for?
   - Tell your partner what you want to write in your message.

2. Children write a message:
   - LAB page 35
   - Write your own sentence.
   - Try to spell the words by thinking of the sounds.
Thursday

5. Physical Education (indoors): Finger rhyme

1. Warm up (5 min)
   - Stand up.
   - Shake your body.
   - Swing your arms.
   - Hop on each foot.

2. Finger rhyme 2 (10 min)
   - Let's do our finger rhyme again.

6. Phonics: Independent word building

1. Letter naming using cards (5 min)
   - Spread your cards on your desk.
   - When I say a sound, hold up the (matching) letter card.

2. Learners use cards to build words: LAB page 36 (15 min)
   - Look at the picture.
   - Build the word with your cards. The little squares tell you how many letters.
   - Let's check. (One learner writes word on the board)

7. Handwriting

Handwriting (10 min)
   - Follow the advice for handwriting lessons on page 5 and 6.
   - Revise the letter formation of the letters learned last term.
   - Write in your exercise books.

Observe and assist.
8. GGR and Independent Work: Groups B and C

1. Class does Independent Work
   1 or 2 pages a day. (See the table on page 39 for details.)
   • Have your pencils ready.
   • Work quietly on your own.

2. Groups B and C take turns on the mat with the Anthology:
   Reading 2 (15 min each)
   • Let’s re-read the story together, aloud.
   • Now read it with your partner.
     I will listen to you read.

9. Performing Arts: Clapping rhythms

1. Do an action rhyme (5 min) and a clapping rhythm (25 min)
   • Say the action rhyme and do the actions.
   • Follow my rhythm. (Clap, clap, click, clap) (clap, clap, clap)
   • Take turns to do a rhythm for others in your group to follow.
1. Morning meeting

1. Register
   - Mark yourselves present on the Bala Wande register poster.
   - Is anyone absent today?

2. Celebrate birthdays
   - Sing the happy birthday song.

3. Weather
   - What is the weather today?

2. Physical Education (outdoors): Play Granny says stop!

Play the game outside in a circle
- Let’s play Granny says stop again.
- Think of interesting actions.
- Get ideas from others.

3. Sharing our writing: Publishing the personal message

Complete card
- Copy message from LAB page 35 into your thank-you card you made on Monday.
- Give it to the family member you made it for when you get home.
1. **Feedback on Find out question:**
   LAB page 31 (5 min)

   - Who found the answer to the question? *(the River Nile)*
   - Some other big rivers in Africa are the Congo, the Nile, the Zambezi, the Niger and the Orange Rivers.
   - Who would like to share anything interesting that you found out?

2. **Tell a story about caring for family**
   (10 min)

   Tell a story about a child doing something kind/making a sacrifice for someone in the family. See your training manual for ideas.

5. **Phonics: Play *The detective game***

   Pairs/groups play game: LAB page 37
   - Make sure you have a counter.
   - Take turns.
   - Close your eyes and touch the page with one finger. The number that is closest to your finger tells you how many places to move.
   - If you land on a letter, say it and move forward to the picture that starts with the letter.
   - If you land on a picture, move your counter back to the matching letter.
6. GGR and Independent Work: Groups D and E

1. Class does Independent Work
   1 or 2 pages a day. (See the table on page 39 for details.)
   • Have your pencils ready.
   • Work quietly on your own.

2. Groups D and E take turns on the mat with the Anthology: Reading 2 (15 min each)
   • Let’s re-read the story together, aloud.
   • Now read it with your partner.
     I will listen to you read.

7. Performing Arts: Miming game (Helping at home)
   • Talk to partner about what you will mime and practice.
   • Present to the class who must guess what it is.
     (laying the table, sweeping, wiping, cooking, cleaning windows, washing dishes and so on)
Overview of Week 3

**Group Guided Reading (GGR) and Independent Work (IW)**
- 2 GGR groups a day
- 8 IW pages a week

**PE (indoors)**
- Locomotor & rhythm: phonics songs, clapping games
- Laterality: fire drill

**PE (outdoors)**
- Rhythm: jumping and hopping;
  Balance and spatial orientation: obstacle course
- Laterality: fire drill

**Visual Arts**
- Create in 2-D: design a danger poster
- Create in 2-D: make a danger poster

**Performing Arts**
- Improvise and interpret:
  explain a danger rule to the Grade R’s using the poster

**Beginning Knowledge and Personal & Social Well-being**
- Danger poster (BB)
- Identifying dangers in a kitchen
- Poisons: danger sign (colour, draw)
- Teacher’s story: An accident at home
- Find out: Florence Nightingale

**Phonics**
- Introduce letter-sound S and U
- Phonics songs

**Handwriting**
- Write letter S and U

**Read-aloud story**
- *Town Mouse and Farm Mouse*

**Pair work**
- Open questions

**Clapping rhyme**
- *My mother said …*

**Shared Reading**
- *Town Mouse and Farm Mouse*

**Shared Writing**
- Story map

**Independent Writing**
- Draw a picture and write a sentence about the story.
Preparation

- Make flashcards of the sight-reading words:

danger  town  farm  home  safe

Guide to Group Guided Reading (GGR) and Independent Work (IW)

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>GGR: 2 x 15 min</td>
<td>15 min</td>
<td>15 min</td>
<td>15 min</td>
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<td>Emergent reading activities</td>
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<td>IW: 8 pages</td>
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Group A:
- GGR 1
- IW 1
- IW 2
- IW 3
- IW 4
- GGR 2
- IW 5
- IW 6
- IW 7
- IW 8

Group B:
- 1
- GGR 1
- 2
- 3
- 4
- 5
- GGR 2
- 6
- 7
- 8

Group C:
- 1
- 2
- GGR 1
- 3
- 4
- 5
- 6
- GGR 2
- 7
- 8

Group D:
- 1
- 2
- 3
- GGR 1
- 4
- 5
- 6
- 7
- GGR 2
- 8

Group E:
- 1
- 2
- 3
- 4
- GGR 1
- 5
- 6
- 7
- 8
- GGR 2

Assessment

Informal assessment: Friday phonics word dictation. Mark using robot rubric on LAB page 78.

Vocabulary

Oral vocabulary (see also theme concepts in your training manual)
- danger, medicine, poison, electricity, insecticide, fierce, smoke, flames, boiling, splash, oil, wood, cloth, matches, stove, plug, electrical socket, electrical wires, paraffin, batteries, temperature, drowning

Sight-reading words
- danger, town, farm, home, safe

Phonics words
- [versioners: insert words from Tuesday octopus activity]
1. Morning meeting

1. Register
   - Mark yourselves present on the Bala Wande register poster.
   - Is anyone absent today?

2. Celebrate birthdays
   - Sing the happy birthday song.

3. Weather
   - What is the weather today?

2. Listening and Speaking: Story time

If the story takes too long, complete the telling in L & S tomorrow – learners need to hear the whole story.

1. Introduce the story (3 min)
   - Don’t show learners the BB, let them imagine the scenes.
   - What is a town? Tell me the name of a big town you know.
   - Have you been to a farm? What did you see?
Town Mouse and Farm Mouse

Once upon a time there were two mice. They were cousins. One mouse lived in the town. He was called Town Mouse. The other mouse lived on a farm. He was called Farm Mouse.

Farm Mouse sent a letter to Town Mouse. It said, ‘Please come to the farm and visit me. It is very safe and peaceful on the farm. You will have a lovely holiday. I would like to visit you too.’

Town Mouse packed his tiny suitcase and climbed into the boot of a car that was going to the country. He got out when the car stopped near a tree on the farm. Town Mouse took a deep breath of fresh country air. ‘I think I will like the farm,’ he thought.

Suddenly there was a loud bark right behind him. RUFF, RUFF, RUFF. Town Mouse turned around and saw a fierce dog. ‘Help!’ he shouted and he ran as fast as he could up the tree.

The dog snarled and jumped. Town Mouse sat in the tree shaking with fright. ‘What a scary monster,’ he said. After a while the dog went away and Town Mouse climbed down. He began walking to the farmhouse.

But he didn’t see the big brown cow. MOOOO, said the cow. ‘Help!’ shouted Town Mouse, ‘an even bigger monster!’ He ran towards a bucket standing in the yard and leapt into it to escape. But, oh dear, the bucket was filled with water and poor Town Mouse couldn’t swim!

Oral vocabulary from the story

- fierce: scary, wild
- snarled: growled
He paddled wildly trying to stay afloat. 'Help!' he spluttered. Luckily, at that moment, the cow put her big face into the bucket to have a drink. Quick as a flash, Town Mouse climbed onto the cow’s nose, scampered up her face and jumped off into the yard.

By now, Town Mouse was tired and wet and cold. He saw a big fire in the yard where some people were cooking. He went closer to the fire to warm himself. But he wasn’t used to open fires. He went too close to the fire and a spark touched his scarf. His scarf caught alight. ‘Help,’ he screamed as he ran away.

And this time he kept on running. He didn’t stop. In fact, he ran all the way home to town where he felt safe. ‘I can’t stay on a farm,’ Town Mouse thought. ‘It is far too dangerous for me’.

Meanwhile his cousin, Farm Mouse, had been walking all day to get to town. When he got there, he wandered around looking for Town Mouse’s street and his house number. As he was busy looking at the street signs, he heard a loud HOOOOOT and a car came whizzing by. ‘Help!’ he shouted, as he jumped out of the way.

He finally found the house and went inside, tired and hungry. He followed the smell of food cooking into the kitchen. There was warm bread cooling on the countertop. He climbed up and was about to eat a crumb when SWOOSH, a huge sharp knife just missed his tail. ‘Help!’ he yelled. ‘Get out of my kitchen!’ shouted the cross cook.

Poor Farm Mouse scurried along the kitchen counter. He didn’t see the stove. The plates on the stove were hot, ready to cook supper. Farm Mouse jumped right onto a hot plate. ‘OW, OW, OW,’ he shouted. He jumped off the hot plate and onto the floor.

Near the floor he saw three little holes in the wall. He thought it might be the door to his cousin’s house. He put his paw into one hole to open it. ‘EEEEEEK,’ he shouted as an electric shock went through his body. Luckily Town Mouse arrived home at that moment and quickly switched the plug off. ‘That’s an electric plug,’ he said. ‘Never touch an electric plug unless it is switched off.’

‘Town is too dangerous for me!’ said Farm Mouse. ‘I am going home right now.’ And he ran all the way back to the farm where he felt safe.

So, the two mice realised they were happy living where they had always lived. There were dangers where they lived but at least they were dangers they knew about and could avoid.

Oral vocabulary from the story
- **scurried**: run quickly with small steps
- **scampered**: ran with quick light steps
- **paddled**: swam with short fast strokes
3. Beginning Knowledge and PSWB: Discuss what not to do

1. Talk about accidents at home (15 min)
See your training manual for more information about common accidents in South African homes.

Accidents don’t only happen on the road; they can also happen at home. Things we use every day can be dangerous.
• Work in pairs. Take turns.
• Tell your partner about any accidents you have seen in your home.

2. On the mat: read BB page 11 (15 min)
We need to know how to keep safe at home.
• Look for the dangerous things in the pictures while I read (plug sockets, electric wires, sharp knives, boiling water, medicine and pills, matches).

4. Physical Education (indoors): Phonics song for letter X

1. Warm up (5 min)
• Stand up.
• Shake your body.
• Stretch your arms up.
• Touch your toes.

2. Teach and sing the phonics song for the letter X (10 min)
• Listen and watch the first time.
• Now sing along and do actions.
5. Phonics and Handwriting: The letter S

1. Introduce the letter-sound S: LAB page 51 (3 min)
   - This is the letter S. It makes the sound SSSSSSSS.
   - Whose name starts with the sound S?
   - Whose name has an S in it?

2. Listen to and say the sound S (4 min)
   - What is this picture?
     (insert word for the main picture).
     - Listen to the first sound, SSSSSS.
     - Say the sound.
     - Notice what your tongue and mouth do.

3. Identify words beginning with the sound S (5 min)
   - What are these pictures?
   - What sound does each word start with?
   - What other words start with that sound?

4. Teach letter formation for S (4 min)
   Tell learners to copy what you do:
   - Write in the air while we say the chant.
   - Trace with your finger while we say the chant.
   - Trace with your pencil while we say the chant.
   S – Start at the dot, go over, down.

5. Sentence work (4 min)
   - Listen while I read the sentence. Emphasise the S sounds.
   - Circle every S.

6. Handwriting

   Handwriting (10 min)
   - Follow the advice for handwriting lessons on page 5 and 6.
   - Revise the letter formation of the ‘s sounds learned in term 1.
   - Learners write in their exercise books.

   Observe and assist.
7. **GGR and Independent Work: Groups A and B**

1. **Class does Independent Work**
   1 or 2 pages a day. (See the table on page 61 for details.)
   - Have your pencils ready.
   - Work quietly on your own.

2. **Groups A and B take turns on the mat with the Anthology: Reading 1** (15 min each)
   Introduce/scaffold today’s story as needed. For example, read the story to the children.
   - Whisper-read the story by yourselves.
   - Stop at the end of each page and answer my questions.

---

8. **Physical Education (outdoors): Obstacle course**

1. **Explain the obstacle course** (5 min)
   Plan a route that includes as many different obstacles as possible. Use what is available: jungle gym, tyres, chairs, tables, logs of wood, ropes and so on.
   - If your house is on fire, you need to get out any way you can.
   - Let’s practice that with an obstacle course.
   - I will show you where you have to go, and what you have to do.
   Demonstrate with one learner.

2. **Groups complete course** (25 min)
   - When I blow my whistle, one group can go.
   Blow at intervals of about 10 seconds.
1. Morning meeting

1. Pairs tell their news
   - Use the My news frame on the back cover to tell your news to your partner.
   - Listen to your partner carefully.

2. A few learners tell news to the class
   - I will choose some children to share with the class.

2. Listening and Speaking: Open questions about *Town Mouse and Farm Mouse*

   **Answer open questions (10 min)**
   - Talk to your partner. Take turns to talk and listen.
   - What does this story teach us? (there are dangers in all homes; we must be careful in places we don’t know; we are happiest in our own homes)
   - Where would you like to live? Explain why.
3. Shared Reading: Comprehension (*Town Mouse and Farm Mouse*)

1. **Read to the class: BB pages 12-15**
   - Follow the words as I read to you.

2. **Ask the Day 1 questions on each page**
   - Answer each question.
   - Now re-read the story aloud with me.

3. **Revise the sight-reading words danger town farm home safe**
   - Look at the flashcard and say the word with me.
   - Match to a word in the Big Book.
   - Put flashcards on the Word Wall.

4. **Beginning Knowledge and PSWB:**
   **Identify the dangers in this home / Find out 🦋❓**

   1. **Identify possible dangers in a picture: LAB page 52 (5 min)**
      - With your pencil, mark all the dangers in this kitchen with an X.
      - How many dangers did you find? (there are 8: matches, pills, pot, knife, plug, electric wire, cleaning materials, toys on floor)

   2. **Pairs: Discuss why they are dangerous and talk about safe alternatives (5 min)**
      - Why is each dangerous? (could cause a fire, poisoning, cutting yourself, an electric shock, slipping/falling)
      - What could you do instead/a safe alternative? (put things away or up high, ask Dad to fix wires)
      - Let’s share our solutions.
3. Read the Find out question of the week: LAB page 53 (5 min)
Encourage children to try and find out the answer at home.
- Look at the picture while I read the words and question: Who is the called the ‘lady with the lamp’?
- Do any of you know a nurse (mom, granny, neighbour). Look at their badge and you will see a little lamp. Try to find out why they put the picture there.
- On Friday we will see what you have found out.

5. Physical Education (indoors): Finger rhymes revision

1. Warm up (5 min)
- Stand up.
- Swing your arms.
- Jump up and three times.

2. Finger rhymes from Week 2 (10 min)
- Sing along and do actions.

6. Phonics: Shared word building

1. Cut out letter cards for this week: LAB page 219 (7 min)

2. Use teacher cards to build words with learners: LAB page 54 (13 min)
- Let’s build the word on the board.
- Listen to the word. (What letter comes first, next etc?)
- Try to copy the word with your own cards.
- Put your letters in a container/bag to use again.
7. Handwriting

Handwriting (10 min)
- Follow the advice for handwriting lessons on page 5 and 6.
- Revise the letter formation of the letters learned last term.
- Write in your exercise books.

Observe and assist.

8. GGR and Independent Work: Groups C and D

1. Class does Independent Work
1 or 2 pages a day. (See the table on page 61 for details.)
- Have your pencils ready.
- Work quietly on your own.

2. Groups C and D take turns on the mat with the Anthology:
Reading 1 (15 min each)
Introduce/scaffold today’s story as needed. For example, read the story to the children.
- Whisper-read the story by yourselves.
- Stop at the end of each page and answer my questions.

9. Visual Arts: Design a poster

Design a poster to teach one of the rules
Learners will make a full-sized poster in the following lesson.
- Re-read danger rules: BB page 11 / LAB page 50 and choose one rule you would like to teach to the Grade Rs.
- Design a poster to teach the rule.
- Using a pencil, write the rule in big, capital letters on your poster.
- Draw a picture to show little children about the danger.
- The picture must fill the space. It must be clear and simple.
1. Morning meeting

1. Register
- Mark yourselves present on the Bala Wande register poster.
- Is anyone absent today?

2. Celebrate birthdays
- Sing the happy birthday song.

3. Weather
- What is the weather today?

2. Beginning Knowledge and PSWB: Discuss and draw danger signs

1. Discuss safety and poisons
- What are poisons? (things that harm or kill living things, for example, insecticide, rat poison, paraffin and things like petrol or bleach)
- What happens if you drink a poison? (hospital)
- How do you know if something is poisonous? (it may smell strong; it may have a sign that tells you it is poison BUT IT MAY NOT)

Remind the class they shouldn’t drink anything their parents haven’t given them in case it is poisonous.
2. Colour the sign: LAB page 55
   Equipment: crayons
   • Has anyone seen this sign before? (show LAB page)
   • What does it mean? Why do you think it is a sign and not words?
   • What are the pictures in the sign? (bones)
   • Where could you find it? (on a bottle)
   • Colour in the poison sign yellow.

3. Draw a danger sign on the bottle
   • Draw a danger sign on the bottle of poison.

3. Shared Reading: Decoding (Town Mouse and Farm Mouse)

1. Read with the class: BB pages 12-15
   • Read with me today.

2. Ask the Day 2 questions on each page
   • Answer each question.
   • Re-read the story with me, with expression (read in a way that shows feeling).

3. Revise the sight-reading words
   danger town farm home safe
   • Say this word in the Big Book with me.
   • Find the matching flashcard on the Word Wall.

4. Shared Writing: Story map

1. Prepare a story map (5 min)
   • This is a story map. A story map sums up a story.
     It helps us remember a story.
   • Let’s read the words together.
   • What does the word ‘characters’ mean?
   • We can write words rather than sentences in a story map.

   Characters: ____________________
   Places: ____________________

   What happened:
   1. ____________________
   2. ____________________
   3. ____________________
   4. ____________________

   Ending: ____________________
2. Write learner’s suggestions (10 min)
Make sure you have a clear idea of how you want to summarise the story in order to guide the learners’ responses.
- Tell me what words to write. Use just one word where you can.
- Who was in the story?
- Where did it take place?
- What happened first? Second? Let’s draw an arrow instead of writing ‘went’.
- How did the story end?

Characters: Town Mouse, Farm Mouse
Places: town, farm
What happened:
1. Town Mouse farm.
2. Many dangers.
3. Farm Mouse town.
4. Many dangers.
Ending:
Both safe/happy in their own homes.

5. Physical Education (indoors): Phonics song for letter X

1. Warm up (5 min)
- Stand up.
- Shake your body.
- Stretch your arms up.
- Touch your toes.

2. Teach and sing the phonics song for the letter X (10 min)
- Listen and watch the first time.
- Now sing along and do actions.

Versioners, please write words for song here

Say Hi to 060 017 0000 to hear this song
6. Phonics and Handwriting: The letter U

1. Introduce the letter-sound U: LAB page 56 (3 min)
   - This is the letter U, it makes the sound UUUUU.
   - Whose name starts with the sound U?
   - Whose name contains a U?

2. Listen to and say the sound U (4 min)
   - What is this picture?
     - (insert word for the main picture).
   - Listen to the first sound, UUUUU
   - Say the sound.
   - Notice what your tongue and mouth do.

3. Identify words beginning with the sound U (5 min)
   - What are these pictures?
   - What sound does each word start with?
   - What other words start with that sound?

4. Teach letter formation for U (4 min)
   Tell learners to copy what you do:
   - Write in the air while we say the chant.
   - Trace with your finger while we say the chant.
   - Trace with your pencil while we say the chant.
   U – Start at the dot, go round, then up and down.

5. Sentence work (4 min)
   - Read the sentence to learners.
     Emphasise the U sound.
   - Children circle every U.

7. Handwriting

Handwriting (10 min)
   - Follow the advice for handwriting lessons on page 5 and 6.
   - Revise the letter formation of the letters learned last term.
   - Write in your exercise books.

Observe and assist.
8. GGR and Independent Work: Groups E and A

1. Class does Independent Work
   1 or 2 pages a day. (See the table on page 63 for details.)
   - Have your pencils ready.
   - Work quietly on your own.

2. Groups E and A take turns on the mat (15 min each)

   **Group E on the mat with the Anthology: Reading 1**
   Introduce/scaffold today’s story as needed.
   For example, read the story to the children.
   - Whisper-read the story by yourselves.
   - Stop at the end of each page and answer my questions.

   **Group A on the mat with the Anthology: Reading 2**
   - Let’s re-read the story together, aloud.
   - Now read it with your partner. I will listen to you read.

9. Visual Arts: Make a poster

   **Make a poster: LAB page 72**
   **Equipment:** large sheets of paper (A4 or larger, white or coloured), poster paint or wax crayons or thick felt-tipped pens.
   - On a big piece of paper, copy the poster design you drew on Tuesday.
   - Use a pencil.
   - Make the letters/words big.
   - Colour in with bright colours.
   - Your poster is meant to teach young children so make sure they will like it and understand it.
1. Morning meeting

1. Pairs tell their news
- Use the My news frame on the back cover to tell your news to your partner.
- Listen to your partner carefully.

2. A few learners tell news to the class
- I will choose some children to share with the class.

---

2. Listening and Speaking: Clapping game

Teach the poem and the clapping actions.
- Children copy, then repeat in clapping pairs.

**My mother said**
*My mother said*
*That we never should play with matches or with wood*
*If we did then she would say*
*Naughty child disobey*
Thursday

3. Shared Reading: Fluency and response
   (Town Mouse and Farm Mouse)

1. Read with the class: BB pages 12-15
   • Read the story again.

2. Ask the Day 3 questions on each page
   • Answer each question.
   • Re-read the story with me, with expression.
     *(Read in a way that shows feeling)*

3. Revise the sight-reading words
danger town farm home safe
   • What is this word? *(in the Big Book)*

4. Independent Writing: Draw a picture and write a caption

1. Read the words and sentences
   in the story map
   • Let’s read the words and sentences again.
   • Think about which mouse you would like to draw.
   • Think about what part of the story you would like to draw (one of the dangers, the ending, a mouse travelling, a mouse safe at home and so on).

2. Draw and label a picture: LAB page 57
   • Draw your picture.
   • Write a caption – a word or a sentence saying what is in the drawing.
5. Physical Education (indoors): Clapping game

1. Warm up (5 min)
   - Stand up.
   - Shake your body.
   - Swing your arms.
   - Hop on each foot.

2. Clapping game from Learning & Speaking (10 min)
   - Let’s do the clapping game we learnt today.
   - First the girls, then the boys and then altogether.

6. Phonics: Independent word building

1. Letter naming using cards (5min)
   - Spread your cards on your desk.
   - When I say a sound, hold up the (matching) letter card.

2. Learners use cards to build words: LAB page 58 (15 min)
   - Look at the picture.
   - Build the word with your cards. The little squares tell you how many letters.
   - Let’s check. (One learner writes word on the board)

7. Handwriting

Handwriting (10 min)
   - Follow the advice for handwriting lessons on page 5 and 6.
   - Revise the letter formation of the letters learned last term.
   - Write in your exercise books.

Observe and assist.
WEEK 3

Thursday

8. GGR and Independent Work: Groups B and C

1. Class does Independent Work
   1 or 2 pages a day. (See the table on page 61 for details.)
   • Have your pencils ready.
   • Work quietly on your own.

2. Groups B and C take turns on the mat with the Anthology:
   Reading 2 (15 min each)
   • Let’s re-read the story together, aloud.
   • Now read it with your partner. I will listen to you read.

3. Feedback
   Did it make sense?
   Did I speak clearly?

9. Performing Arts: Explain a danger rule

Explain a danger rule using their posters
Learners can practise before they present to the whole class tomorrow.
• Work in pairs. Take turns.
• Use your poster to explain the danger to your partner. Use actions and body movements that show what you mean.
• Explain the consequences (what might happen).
• Say how you could avoid this.
• Partner gives feedback to help you when you present to the class. *(Did it make sense? Did you speak clearly?)*
1. Morning meeting

1. Register
   • Mark yourselves present on the Bala Wande register poster.
   • Is anyone absent today?

2. Celebrate birthdays
   Sing the happy birthday song.

3. Weather
   What is the weather today?

2. Physical Education (outdoors): Obstacle course

Do the obstacle course again
   • You can change some of the obstacles so that it is different from Monday’s course.

3. Sharing our writing: Explaining your drawing

Explain your drawing insert:
LAB page 57
   • Work in groups. Take turns.
   • Explain what you have drawn.
   • Explain why you chose that mouse.
   • Explain why you chose that part of the story.
4. Beginning Knowledge and PSWB: Find out / Teacher’s story

1. Feedback on Find out question of the week:
   LAB page 53 (5 min)
   - Who managed to find the answer to the question? (Florence Nightingale)
   - Who told you that?
   - What did Florence Nightingale do? (started first school for nurses which is why there is a lamp on all nurses’ badges, even today)
   - Did you find out anything else that you would like to share?

2. Tell your own story about an accident at your home
   See your training manual for concepts of safety that could be explored in the story.
   - Tell your own story about a minor accident at home. (real or made up, for example, a cut finger, slipped on a wet floor, fell off a ladder)
   - Explain who you told and what happened. (went to the clinic and saw a nurse who bandaged/stitched, Mom put on a plaster)
   - Explain what you learnt. (use knives carefully, not leave things on the floor, not climb ladders carelessly and so on)

5. Phonics and Handwriting: Dictation

Dictation: LAB page 59
- Listen while I say a word slowly.
- Write the word in your best handwriting.
- Work on your own.
- At the end of the day, hand in your books for marking.
6. GGR and Independent Work: Groups D and E

1. Class does Independent Work
   1 or 2 pages a day. (See the table on page 61 for details.)
   - Have your pencils ready.
   - Work quietly on your own.

2. Groups D and E take turns on the mat the with the Anthology:
   Reading 2 (15 min each)
   - Let’s re-read the story together, aloud.
   - Now read it with your partner.
   I will listen to you read.

Say Hi to 060 017 0000 for questions to ask about the story

7. Performing Arts: Use your poster to teach a danger rule

1. Present danger rule poster to the class/Grade R class
   A Grade R class represents a real audience and real purpose for making the poster and presenting it. Talk to your colleague and see if this can be arranged.
   - Show your poster to the Grade R class.
   - Explain the danger and say what might happen.
   - Suggest a solution.
   - Look at the class and speak clearly and simply.

2. Explain the danger
Overview of Week 4

**Group Guided Reading (GGR) and Independent Work (IW)**
- 2 GGR groups a day
- 8 IW pages a week

**PE (indoors)**
- Locomotor: phonics songs clapping games

**PE (outdoors)**
- Laterality: Stop, drop and roll (fire drill for burning clothes)
- Perceptual motor: Stay low and go (fire drill in a burning room)

**Visual Arts**
- Create in 3D: making a house from a scrap box
- Create in 2D and 3D: Home emergency/fire card

**Performing Arts**
- Creative games and skills: clapping games, warm-ups, phonics songs
- Improvise and interpret: present fire escape plan (using box house)

**Beginning Knowledge and Personal & Social Well-being**
- *Fires at home* (BB)
- Emergency numbers: Practice dialling
- Emergency situations: What would you do?
- Teacher’s story: Home alone
- Find out: Pyramids

**Phonics**
- Introduce letter-sounds XX and xx
- Phonics songs for letters XX and xx

**Handwriting**
- Write letter X and x

**Shared Writing**
- Prediction: story ending
- Clapping rhyme: Miss Mary Mac

**Read aloud story**
- Vain Mr Rooster

**Pair work**
- Prediction: story ending

**Independent Writing**
- Draw a picture and write an ending to the story

**Shared Reading**
- Vain Mr Rooster
- Prediction: story ending
Preparation
• Make flashcards of the sight-reading words:
  door  alone  stranger  knock  fire

Guide to Group Guided Reading (GGR) and Independent Work (IW)

<table>
<thead>
<tr>
<th>GGR: 2 × 15 minutes per group</th>
<th>Emergent reading activities</th>
<th>IW: 8 pages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Monday</td>
<td>Tuesday</td>
</tr>
<tr>
<td></td>
<td>15 min</td>
<td>15 min</td>
</tr>
<tr>
<td>Group A</td>
<td>GGR 1</td>
<td>IW 1</td>
</tr>
<tr>
<td>Group B</td>
<td>1</td>
<td>GGR 1</td>
</tr>
<tr>
<td>Group C</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Group D</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Group E</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Vocabulary

Oral vocabulary (see also theme concepts in your training manual)
locked, supervise (babies and toddlers), emergency numbers, whistle, shout, uneasy/scared,
smoke, bedding, furnisher, petrol, oil, fire extinguisher, fire brigade, pump, emergency,
procedure, frayed, electrical connections

Sight-reading words
door, alone, stranger, knock, fire

Phonics words
[versioners: insert words from Tuesday octopus activity]
1. Morning meeting

1. Register

- Mark yourselves present on the Bala Wande register poster.
- Is anyone absent today?

2. Celebrate birthdays

Sing the happy birthday song.

3. Weather

What is the weather today?

2. Listening and Speaking: Story time

This is story from a land far, far away and long, long ago. It is about two animals, Mr Rooster and Mrs Cat.

1. Introduce the story:

   BB pages 17-20 (3 min)

Show only the first page of the Vain Mr Rooster story.
- Look at the picture. What two animals do you see?
- What is the Rooster doing?
- What does this tell us about him?

2. Read the story aloud (7 min)

- Listen carefully to today’s story.
Vain Mr Rooster

Mr Rooster lived in a little cottage in a forest. He lived with Mrs Cat. Mrs Cat was a very sensible animal but Mr Rooster, well, Mr Rooster was very vain and very silly. He loved to look at himself in the mirror all day long. He would turn this way and that and say ‘What a fine fellow am I! Look at my beautiful feathers! Look at my shapely legs!’ [show movement]

One day Mrs Cat said, ‘I have to go to town now to buy some bread and milk for supper. You will be home alone. Please stay safe. There is a bad jackal in the forest and he likes to eat roosters. Make sure you lock the door when I leave and do not open it for anyone, no matter what they say. Even if someone asks to come in, do not open the door.’

‘Yes, yes, alright,’ said Mr Rooster, but he wasn’t really listening. He was admiring his shiny beak.

Mrs Cat got her basket, purse and umbrella and went out of the door. ‘Now lock the door,’ she said. ‘And remember, do not open it for anyone!’ Then she walked through the forest towards the town.

So Mr Rooster was home alone. ‘I had better check that I am still a handsome fellow,’ he said and stood in front of the mirror. ‘What a fine fellow I am,’ he said as he looked at himself.

Suddenly he heard a noise. It was a KNOCK, KNOCK, KNOCK at the door. He listened. And then it came again, KNOCK, KNOCK, KNOCK. Mr Rooster went to the door. ‘Who is there?’ he called out. ‘Are you a stranger?’

‘No, it is me,’ said a sweet voice. ‘I am your kind lady neighbour.’

‘Oh, that’s alright then,’ said Mr Rooster. ‘How can I help you?’

The sweet voice came again. ‘I have heard there is a very fine fellow living here. In fact, the finest fellow in the land. Is that true?’

Mr Rooster preened. ‘Yes,’ he said. ‘It is true. There is a fine fellow living here. The finest in the land.’

The sweet voice said, ‘Oh, can I please come in and see this fine fellow?’

Oral vocabulary:

admiring: to think something or someone is wonderful
forest: area of land with lots of trees
preened: spend time and effort making yourself look attractive
sensible: someone who made good decisions
vain: too proud of how you look, boastful

3. Ask questions (5 min)

- What have you learnt about Mr Rooster?
- How did Mr Jackal get Mr Rooster to open the door?
- Have you thought about how the story ended?
  We will share ideas in the next lesson.
Mr Rooster was so pleased, he forgot everything Mrs Cat had told him. ‘Of course I will let you in,’ he said. And then silly Mr Rooster unlocked the door. ‘Please come in,’ he said. And he began opening the door.  

[Can you guess who was outside? Was it the kind lady neighbour who lived next door?]  

Yes, you probably guessed correctly. I am sorry to say it was actually tricky Mr Jackal at the door. He had been pretending to be the neighbour. And Mr Jackal loved to eat chickens. Oh dear!  

Now luckily, Mrs Cat was already on her way home from the shops. She was hurrying because she knew Mr Rooster was a foolish fellow. Just as she came to the edge of the forest, she saw Mr Rooster begin to open the door and Mr Jackal about to go inside.  

‘Stop! Stop! Close the door quickly, Mr Rooster!’ she shouted frantically. She waved her umbrella and ran as fast as she could towards the cottage.  

And that is where the story ends. I wonder what happened? We will just have to decide our own ending. Did Mr Rooster hear Mrs Cat and slam the door shut in time or did Mr Jackal get inside? We will decide on our own ending in the next lesson.

Oral vocabulary:
pretending: to act or talk as if something is true when it isn’t; not being truthful

3. Beginning Knowledge and PSWB: Discuss fires at home

1. On the mat, talk about each type of fire: BB page 16 (15 min)
   - We have been talking about safety at home. Today we will talk about fires at home.
   - Listen as I read.

2. Discuss the types of fire and how they start (15 min)
   See your training manual for details of fires and how to deal with fires.
   - How does furniture or bedding catch alight? (matches, cigarettes, log falling out of fireplace)
   - How do wires catch alight? (bad connections, wires that are frayed or broken)
   - How does oil catch alight? (when it gets too hot)
   - How does petrol or paint catch alight? (match or cigarette – the reason why petrol stations have a nosmoking rule)
3. Discuss what to do in case of fire at home (15 min)
Practice: Drop low and go and stop drop roll. See your training manual for details.
• What will you notice first? (smoke, a burning smell, the heat)
• What should you do? (get outside as fast as you can – do not go back inside or hide; shout Help! or Fire!)
• What if the door won’t open or is hot? (break a window, shout for help)
• What if the smoke is thick and dark? (crawl out as the smoke is less thick lower down – drop low and go)
• What if your clothes catch alight? (don’t run – stop, drop and roll)

4. Physical Education (indoors): Phonics song for letter X

1. Warm up (5 min)
• Do some warm-up exercises.

2. Teach and sing phonics song for letter X (10 min)
Versioners, please write words for song here
• Listen and watch the first time.
• Now sing along and do actions.

Say Hi to 060 017 0000 to hear this song
5. Phonics and Handwriting: The letter S

1. Introduce the letter-sound S: LAB page 73 (3 min)
   • This is the letter S. It makes the sound SSSSSSSS.
   • Whose name starts with the sound S?
   • Whose name has an S?

2. Listen to and say the sound S (4 min)
   • What is this picture? (insert word for the main picture).
   • Listen to the first sound, SSSSSS.
   • Say the sound.
   • Notice what your tongue and mouth do.

3. Identify words beginning with the sound S (5 min)
   • What are these pictures?
   • What sound does each word start with?
   • What other words start with that sound?

4. Teach letter formation for S (4 min)
   Tell learners to copy what you do:
   • Write in the air while we say the chant.
   • Trace with your finger while we say the chant.
   • Trace with your pencil while we say the chant.
   S – Start at the dot, go over, down.

5. Sentence work (4 min)
   • Read the sentence to learners. Emphasise the S sound.
   • Circle every S you see or you hear.

6. Handwriting (10 min)
   • Follow the advice for handwriting lessons on page 5 and 6.
   • Revise the letter formation of the letters learned last term.
   • Write in your exercise books.
   Observe and assist.
7. GGR and Independent Work: Groups A and B

1. Class does Independent Work
   1 or 2 pages a day. (See the table on page 87 for details.)
   • Have your pencils ready.
   • Work quietly on your own.

2. Groups A and B take turns on the mat with the Anthology: Reading 1 (15 min each)
   Introduce/scaffold today’s story as needed. For example, read the story to the children.
   • Whisper-read the story by yourselves.
   • Stop at the end of each page and answer my questions.

8. Physical Education (outdoors): Burning clothes drill

1. Explain what to do if your clothes catch fire and practice (15 min)
   Do this in a hall or grassed area.
   • When do we “Stop, drop and roll”? (if our clothes catch alight)
   • What don’t we do? (run away)
   • Let’s practice together. (learners stand still, drop onto the floor and roll)

2. Practice rolling in different ways (15 min)
   • Lie on the ground with your legs straight and your arms at your sides.
   • Roll sideways one way.
   • Roll sideways the other way.
   • Roll forwards/backwards.
   • Roll slowly/fast.
   • Roll onto your side and do leg raises. Now on the other side.
WEEK 4

Tuesday

1. Morning meeting

1. Pairs tell their news
   - Use the My news frame on the back cover to tell your news to your partner.
   - Listen to your partner carefully.

2. A few learners tell news to the class
   - I will choose some children to share with the class.

2. Listening and Speaking: Predict story ending (Vain Mr Rooster)

1. Listen to the read-aloud story (see page 91)
   - How do you think the story ended?
   - Tell your partner what you think.
   - We will share some ideas.
   - Possible endings may be:
     - Mr Jackal came inside and gobbled up Mr Rooster.
     - Mr Rooster heard Mrs Cat and quickly shut the door.
     - Mrs Cat arrived home and saved Mr Rooster.

2. Make up an ending to the story with a partner (15 min)
3. Shared Reading: Comprehension (Vain Mr Rooster)

1. Read to the class: BB pages 17-20
   - Follow the words as I read to you.

2. Ask the Day 1 questions on each page
   - Answer each question.
   - Now re-read the story aloud with me.

3. Revise the sight-reading words
   - Look at the flashcard and say the word with me.
   - Match to a word in the Big Book.
   - Put flashcards on the Word Wall.

4. Beginning Knowledge and PSWB:
   Discuss emergency numbers / Find out

1. Discuss emergencies (3 min)
   See your training manual for more information.
   - What is an emergency?
   - What are some examples? (fire; robbery; bad accident; swallow poison, unconscious; person bleeding)
   - What can you do? (shout for help, get help)
   - If there is a phone, what can you do? (phone for help)
2. **Write numbers on board and read aloud to class (2 min)**
Research emergency numbers for your own area before this lesson.
- Let’s read the emergency numbers together.
- What do you say when you phone one of these? (someone answers, you state your type of emergency, your name, your address)
- Find out which family member you should phone in an emergency. Write down their number.

![Emergencies]

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<td>Police:</td>
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<td>Mom or Dad:</td>
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3. **Role-play calling the number in pairs: LAB page 74 (5 min)**
- Copy the numbers into your LAB.
- As I call out an emergency number, press the numbers on your phone.

4. **Read the Find out question of the week: LAB page 75 (5 min)**
- Look at the picture while I read the words and questions about the pyramids.
- On Friday we will see what you have found out about where they are in Africa.
5. Physical Education (indoors): Clapping rhyme

1. Warm up (5 min)
   - Stand up.
   - Shake your body.
   - Swing your arms.
   - Hop on each foot.

2. Repeat clapping rhyme from Week 3 (10 min)
   - Sing along and do actions.

6. Phonics and Handwriting: Shared word building

1. Cut out letter cards for this week: LAB page 221 (7 min)
   ![Letter Cards Example]

2. Use teacher cards to build words with learners: LAB page 76 (13 min)
   - Let’s build the word on the board.
   - Listen to the word. (What letter comes first, next etc?)
   - Try to copy the word with your own cards.
   - Put your letters in a container/bag to use again.

7. Handwriting

   Handwriting (10 min)
   - Follow the advice for handwriting lessons on page 5 and 6.
   - Revise the letter formation of the letters learned last term.
   - Write in your exercise books.

   Observe and assist.
8. **GGR and Independent Work: Groups C and D**

1. **Class does Independent Work**
   1. Make a house using scrap material: LAB page 77
      - **Equipment:** empty box for each group; masking tape/wood glue (to keep each box stable); scissors or paper and glue or crayons for doors and windows
      - How could you make your box into a small house? *(re-construct box and stick down flaps)*
      - How could you make doors (two) and windows? *(cut out or stick on paper or draw them on)*
      - Discuss the role of each person in the construction process.
      - Make your house together.
      
      Start any cutting by piercing cardboard with scissor point. Do not let the children do this.

2. **Groups C and D take turns on the mat with the Anthology: Reading 1 (15 min each)**
   - Introduce/scaffold today’s story as needed. For example, read the story to the children.
   - Whisper-read the story by yourselves.
   - Stop at the end of each page and answer my questions.

9. **Visual Arts: Making a box-house**

1. **Make a house using scrap material: LAB page 77**
   - **Equipment:** empty box for each group; masking tape/wood glue (to keep each box stable); scissors or paper and glue or crayons for doors and windows
   - How could you make your box into a small house? *(re-construct box and stick down flaps)*
   - How could you make doors (two) and windows? *(cut out or stick on paper or draw them on)*
   - Discuss the role of each person in the construction process.
   - Make your house together.

   Start any cutting by piercing cardboard with scissor point. Do not let the children do this.

2. **Use house to show how to leave a house which is on fire**
   - Present your house to the rest of the class. Show them the doors and windows you will use to get out of the house in a fire.
1. Morning meeting

1. Register

- Mark yourselves present on the Bala Wande register poster.
- Is anyone absent today?

2. Celebrate birthdays

Sing the happy birthday song.

3. Weather

What is the weather today?
2. Beginning Knowledge and PSWB: Discuss what you would do

1. Talk about what you would do in each picture: LAB page 78
   - In pairs, talk about each picture.
   - Say what is happening or what could happen.
   - Say what you would do if you were there. (shout for help, phone for help, run next door, shout stop, drop low and go)
   - We will share the best answers.

3. Shared Reading: Decoding (Vain Mr Rooster)

1. Read with the class: BB pages 17-20
   - Read with me today.
2. Ask the Day 2 questions on each page
   - Answer each question.
   - Re-read the story with me, with expression (read in a way that shows feeling).
3. Revise the sight-reading words
   - alone knock door stranger fire
   - Say this word in the Big Book with me.
   - Find the matching flashcard on the Word Wall.

4. Shared Writing: Story endings

1. Write possible endings (10 min)
   - Think of the different endings we heard yesterday.
   - Who can make a sentence about one ending?
   - How do we write that? (get help with spelling, tense, punctuation)
   - Who can think of a different ending? Let’s write that sentence too.
   - Who can think of a third ending?
2. Read the endings (5 min)
• Let’s read all the possible
endings together.

Mr Jackal ate Mr Rooster
Mr Rooster heard Mrs Cat
and shut the door
Mrs Cat saved Mr Rooster
Mrs Cat chased Mr Jackal
away

5. Physical Education (indoors): Phonics song for X 🎵

1. Warm up (5 min)
• Stand up.
• Clap and click.
• Stand on tiptoes.
• Bend your knees.

2. Teach and sing phonics song for X (10 min)
• Listen and watch the first time.
• Now sing along and do actions.

Versioners, please write words
for song here

Say Hi to
060 017 0000
to hear this song
1. Introduce the letter-sound S: LAB page 79 (3 min)
   - This is the letter S. It makes the sound SSSSSSSS.
   - Whose name starts with the sound S?
   - Whose name contains an S?

2. Listen to and say the sound S (4 min)
   - What is this picture?
     (insert word for the main picture).
   - Listen to the first sound, SSSSSS.
   - Say the sound.
   - Notice what your tongue and mouth do.

3. Identify words beginning with the sound S (5 min)
   - What are these pictures?
   - What sound does each word start with?
   - What other words start with that sound?

4. Teach letter formation for S (4 min)
   Copy me:
   - Write the letter in the air while we say the chant.
   - Trace with your finger while we say the chant.
   - Trace with your pencil while we say the chant.
   S – Start at the dot, go over, down.

5. Sentence work (4 min)
   - Read the sentence to learners. Emphasise the S sound.
   - Children circle every S.

7. Handwriting

Handwriting (10 min)
   - Follow the advice for handwriting lessons on page 5 and 6.
   - Revise the letter formation of the ‘s sounds learned in term 1.
   - Learners write in their exercise books.
   - Observe and assist.
Wednesday

8. GGR and Independent Work: Groups E and A

1. Class does Independent Work
1 or 2 pages a day. (See the table on page 87 for details.)
• Have your pencils ready.
• Work quietly on your own.

2. Groups E and A take turns on the mat (15 min each)
   Group E on the mat with the Anthology: Reading 1
   Introduce/scaffold today’s story as needed. For example, read the story to the children.
   • Whisper-read the story by yourselves.
   • Stop at the end of each page and answer my questions.

   Group A on the mat with the Anthology: Reading 2
   • Let’s re-read the story together, aloud.
   • Now read it with your partner. I will listen to you read.

9. Visual Arts: Make an emergency card

1. Classroom discussion: LAB page 72
   • Why numbers would you put on your emergency card?
   • Why do you need an emergency card?
   • Where will you keep it?
   Equipment: Pieces of cardboard, cut to A4 or A5 size; glue; felt-tipped pens
   • Cut out the card on page 271 of the LAB.
   • Stick onto the cardboard.
   • Fill in the correct numbers.

2. Read captions and make a Fire Guide: LAB page 223
   • Let’s look at the pictures and remind ourselves about different fires.
   • Colour in the pictures at the back of the LAB.
   • Cut out the pictures.
   • Stick on back of your emergency card.
1. **Morning meeting**

1. **Pairs tell their news**
   - Use the *My news* frame on the back cover to tell your news to your partner.
   - Listen to your partner carefully.

2. **A few learners tell news to the class**
   - I will choose some children to share with the class.

2. **Listening and Speaking: Clapping song**

   **Teach another clapping rhyme to go with the clapping rhythm learnt last week.**

**Miss Mary Mack**

*Miss Mary Mack, mack mack,*  
*All dressed in black black black,*  
*With silver buttons buttons buttons,*  
*All down her back back back.*
Thursday

3. Shared Reading: Fluency and response (Vain Mr Rooster)

1. Read with the class: BB pages 17-20
   • Read the story again.

2. Ask the Day 3 questions on each page
   • Answer each question.
   • Re-read the story with me, with expression.
     (Read in a way that shows feeling)

3. Revise the sight-reading words
   alone knock door stranger fire
   • What is this word? (in the Big Book)

4. Independent Writing: Draw and write the story ending

1. Re-read shared writing
   • Which ending will you draw?
   • What sentence will you write?
     (can be own or copied)

2. Learners draw their own ending and
   write a sentence: LAB page 80

• Draw the ending you like best.
• Write a sentence about what happened.
5. Physical Education (indoors): Clapping song

1. Warm up (5 min)
   - Stand up.
   - Shake your body.
   - Swing your arms.
   - Hop on each foot.

2. Clapping song (repeat) (10 min)
   - Let’s do our clapping rhyme again.

6. Phonics and Handwriting: Independent word building

1. Letter naming using cards (5 min)
   - Spread your cards on your desk.
   - When I say a sound, hold up the (matching) letter card.

2. Learners use cards to build words:
   LAB page 81 (15 min)
   - Look at the picture.
   - Build the word with your cards. The little squares tell you how many letters.
   - Let’s check. (One learner writes word on the board)

7. Handwriting

Handwriting (10 min)
- Follow the advice for handwriting lessons on page 5 and 6.
- Revise the letter formation of the letters learned last term.
- Write in your exercise books.

Observe and assist.
8. GGR and Independent Work: Groups B and C

1. Class does Independent Work
1 or 2 pages a day. (See the table on page 87 for details.)
• Have your pencils ready.
• Work quietly on your own.

2. Groups B and C take turns on the mat with the Anthology:
   Reading 2 (15 min each)
• Let’s re-read the story together, aloud.
• Now read it with your partner.
   I will listen to you read.

9. Performing Arts: Role-play emergency calls

Role-play phone calls between emergency services and caller (25 min)
• What would an emergency service operator ask? (What is the emergency? Name? Address?)
• How do you answer? (as short and clearly as possible)
• What do you say? (for example: There is a fire at 4340 Protea Road, Baragwanath. My name is Jason Simelane.)
• Take turns to be the operator and the caller.
• Sit back-to-back and role-play an emergency call.
• I will choose two pairs to present their role play for the class.
• Learners give feedback: Could you hear the name and address clearly?
Friday

1. Morning meeting

1. Register
- Mark yourselves present on the Bala Wande register poster.
- Is anyone absent today?

2. Celebrate birthdays
- Sing the happy birthday song.

3. Weather
- What is the weather today?
2. Physical Education (outdoors): Burning room procedure

1. Explain what to do if you are in a smoke-filled room and practise (15 min)

Do this in a hall or grassed area.
- When do we do ‘Stay low and go’? (if there is thick smoke in a room)
- Let’s practise together. (Learners crouch down and start to crawl)

2. Moving in different ways (15 min)

If balls are available, movements can be extended.
- Crawl forwards.
- Crawl backwards.
- Crawl fast.
- Crawl slowly.
- In groups, stand in a row.
  - Throw a ball under legs.
  - Pass a ball over heads.
  - Pass a ball on one side.
  - Pass it on the other side.

3. Sharing our writing: Different endings to stories

1. Read your ending to your group: LAB page 80

If you have time, you can count all the learners who suggested Mr Rooster got eaten and those who thought Mrs Cat saved him and compare the numbers.

2. Discuss the different endings. Say which you think is best and why.
Friday

4. Beginning Knowledge and PSWB: Find out / Teacher’s story

1. Feedback on Find out question of the week: LAB page 75 (5 min)
   - Who found the answer to the question?
   - Did you find out anything else that you would like to share?
   - Explain: Egypt is in Africa, like South Africa, but it is very far away. Kings of Egypt were called Pharaohs. They were buried in the pyramids. They were buried with all their clothes, furniture, and sometimes even their cats and dogs.
   - Egypt is a very dry, sandy place. It is called a desert. We have deserts in South Africa.

2. Tell your own story about being home alone
   Tell a story about being home alone when you were a child and all the (funny) things that happened. Don’t make it too serious. For example: baby spilt some flour on himself, you wet the floor with cool drink, baby pulled the curtain off the rail, you tried to sweep but the broom knocked over an ornament and so on. Maybe granny came and sorted it out before your mom came home.

5. Phonics and Handwriting: Game

Play the Caterpillar letter game with a partner: LAB page 82
   - Close your eyes and choose a number.
   - Move your counter that number of spaces.
   - Read the word that you land on.
   - Then your partner has a turn.
   - Whoever reaches FINISH first is the winner.
6. GGR and Independent Work: Groups D and E

1. Class does Independent Work
   1 or 2 pages a day. (See the table on page 87 for details.)
   • Have your pencils ready.
   • Work quietly on your own.

2. Groups D and E take turns on the mat the with the Anthology: Reading 2 (15 min each)
   • Let’s re-read the story together, aloud.
   • Now read it with your partner. I will listen to you read.

7. Performing Arts: Present fire escape plan

Use your box houses to present a fire escape plan
   • Discuss your escape plan. Decide what you would do if there was a fire. (go out of this door or this door, drop low and go if there is smoke, go to a window here or here if the doors are locked and shout for help or try to climb out)
   • Present your plan to the class. Use your box house to explain.
   • Try to let more than one learner do the talking for the group.

Say Hi to 060 017 0000 for questions to ask about the story
Overview of Week 5

**Theme:** My body

**Week 5:** My amazing body

**Group Guided Reading (GGR) and Independent Work (IW)**
- 2 GGR groups a day
- 8 IW pages a week

**Handwriting**
- Write letters J and V

**Phonics**
- Introduce letter-sounds J and V
- Phonics songs

**Group Guided Reading (GGR) and Independent Work (IW)**
- Read aloud story: Refilwe’s brother
- Pair work: Open questions: purpose of story
- Action song: Hokey cokey

**PE (indoors)**
- Locomotor: phonics songs, Simon Says game

**PE (outdoors)**
- Locomotor: Hokey cokey action song

**Visual Arts**
- Create in 2-D: helping hands, tree
- Create in 2-D: cartoon figure

**Performing Arts**
- Improvise and perform: movement sentences

**Beginning Knowledge and Personal & Social Well-being**
- Main body parts and height (BB)
- Measuring activities in groups:
  - Same and different sizes
  - My body (parts of the body)
  - My face (parts of the face)
- Find out: South Africa’s most famous marathon

**Shared Reading**
- Different bodies

**Shared Writing**
- Filling in a form

**Independent Writing**
- Filling in a form: I am special

**Handwriting**
- Write letters J and V

**Oral**

**Writing**

**Phonics**

**Visual Arts**
Preparation

• Make flashcards of the sight-reading words:

ears  eyes  legs  bodies  teeth

Guide to Group Guided Reading (GGR) and Independent Work (IW)

<table>
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<th>IW: 8 pages</th>
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Assessment

Informal assessment: Friday phonics word dictation. Mark using robot rubric on LAB page 132.

Vocabulary

Oral vocabulary (see also theme concepts in your training manual)
body, features, shape, height, torso, head, legs, arms, joints, parts of the head and face; parts of the leg, parts of the arm, parts of the torso, (neck fingers, toes, elbows, knees, feet, ankles, wrists, eyes, ears, mouth, lips, nose, nails, skin, hair, chin, cheeks, chest, hips); left and right-handed, ashamed, beautiful

Sight-reading words
ears, eyes, legs, bodies, teeth

Phonics words
[versioners: insert words from Tuesday octopus activity]
1. Morning meeting

1. Register
   - Mark yourselves present on the Bala Wande register poster.
   - Is anyone absent today?

2. Celebrate birthdays
   - Sing the happy birthday song.

3. Weather
   - What is the weather today?

2. Listening and Speaking: Story time

1. Introduce the story (3 min)
   - We are going to hear a story about a boy who was a little different from the other children. Listen carefully.

2. Read the story aloud (7 min)
   - What does it mean to hurt someone’s feelings?

3. Ask questions (5 min)
   - Did Refilwe love her brother? How can you tell?
   - How can you be kind to people who are a little different from you?
Refilwe’s brother

Refilwe was 7 and in Grade 1. She had no brothers and sisters until one day, her mom came back from the hospital with a surprise. It was a little baby boy.

‘This is Nhlakanipho,’ Mom said. ‘He is your little brother.’

Refilwe was very excited. ‘I am going to look after him and teach him everything he needs to know,’ she said. She helped her mom bath, feed and dress little Nhlakanipho every day. She also played with him and sang to him after school. Soon he began to smile and laugh whenever he saw her. As he got bigger, she helped him learn how to crawl and to speak and then to walk. He followed her everywhere. He loved his big sister because she was so kind to him.

But Refilwe noticed that Nhlakanipho’s legs and arms were shorter than other children’s and he was not growing tall. She spoke to her mom about it.

Mom said, ‘Refilwe, Nhlakanipho looks a little different from other children because his bones grow differently from theirs. He has something called dwarfism. He will always be smaller than other people.’

Refilwe began to cry, ‘But mom, will people be horrible to him? Will he be able to go to school?’

Mom replied, ‘He will go to school and I hope he will study further for a career. Even though he will stay small, he will have a happy life. There are many people like him all over the world called Little People. We must make sure that he is strong and that children don’t hurt his feelings.’

Soon it was time for Nhlakanipho to go to school. Refilwe was already 14 years old and at high school. Mom went to the primary school to explain to the teachers about Nhlakanipho’s height. On the first day of school, Refilwe took Nhlakanipho to school. She held his hand tightly. Refilwe was worried that the other children would tease him because he was only as tall as a two year old.

All the children stared when Nhlakanipho walked into the classroom but Refilwe pretended not to notice. Then the teacher spoke to all the children.

‘Children, we are very pleased to have Nhlakanipho in our class. He will never grow tall like you but he is just the same as all of you. He is clever, he is friendly and he has feelings just like you. Having him in our class will teach us to be kind to people who look a little different from us.’ She went on, ‘You know it is wrong to tease any children about the way they look. Why is that?’

Simphiwe put up his hand. ‘Miss, some children tease me because I am bigger and weigh more than them. They call me names. I don’t like it because it hurts my feelings.’

Then Lerato said, ‘And some children call me names because I have big ears. I makes me sad and I cry.’

Oral vocabulary:

- **dwarfism**: a condition which causes people to be very short
- **hurt your feelings**: to say things that make people feel unhappy or sad
- **height**: how tall you are
- **tease**: to laugh at or annoy someone in a playful or cruel way
- **weigh**: how heavy or light you are
‘Yes, it is unkind,’ said their teacher. ‘Calling people names and teasing them because of how their bodies look is hurtful. We don’t like it and we shouldn’t do it to others. Now who would like to be Nhlakanipho’s friend and show him around the school?’

Quite a few hands went up. Refilwe was happy to leave Nhlakanipho and rush to her own school.

When Refilwe came to the classroom door to fetch Nhlakanipho that afternoon, she was pleased to see he was smiling. ‘I have two friends already,’ he said, ‘and I think I am going to like school.’

3. Beginning Knowledge and PSWB: My amazing body

1. On the mat, look at and read aloud about body parts:
   BB page 21 (5 min)
   See your training manual for more information about discussing body parts.
   • Touch the parts of your body I call out.
     Legs: thigh, knee, shin, calf, ankle, toes, foot
     Arms: shoulder, elbow, wrist, palm, knuckles, fingers
     Head: chin, cheek, eye, eyebrow, nose, ear, mouth
     Torso: chest, waist, hips, stomach.

2. Ask questions and discuss (10 min)
   • What are these children doing?
   • Do we all grow at the same rate?
   • Why do you think the story is called Our amazing bodies?
   • What amazing things can your body do?
3. Measure things in groups of three (15 min)

- Compare heights: stand back to back. Who is tallest/shortest in your group?
- Compare foot length: put heels on the same line. Who has the biggest feet? And the smallest?
- Compare hand length: hold hands against each other. Whose hand is biggest?

After measuring, ask some questions:
- Hands up who is the tallest in your group/has the smallest feet/has the longest hands etc.

4. Physical Education (indoors): Play Simon Says game

1. Teach and play the game Simon says

   - Follow my instruction but only if Simon says so.

   Examples: stand on one leg, open your mouth, put your hands on your hips, close your eyes, jump, make a funny face, snap your fingers, stick your tongue out and so on. Speed up instructions for extra fun.

2. Teach and sing song for the letter J

   - Listen and watch the first time.
   - Now sing along and do actions.

Versioners, please write words for song here

Say Hi to 060 017 0000 to hear this song
5. Phonics: The letter J

1. Introduce the letter-sound J: LAB page 96 (3 min)
   - This is the letter J. It makes the sound JJJJJJJJJJ.
   - Whose name starts with the sound J?
   - Whose name contains an J?

2. Listen to and say the sound J (4 min)
   - What is this picture?
   - What is this picture? (insert word for the main picture).
   - Listen to the first sound, JJJJJJJ.
   - Say the sound.
   - Notice what your tongue and mouth do.

3. Identify words beginning with the sound J (5 min)
   - What are these pictures?
   - What sound does each word start with?
   - What other words start with that sound?

4. Teach letter formation for J (4 min)
   Tell learners to copy what you do:
   - Write in the air while we say the chant.
   - Trace with your finger while we say the chant.
   - Trace with your pencil while we say the chant.
   J – Start at the dot, go over, down.

5. Sentence work (4 min)
   - Read the sentence to learners. Emphasise the J sound.
   - Children circle every J.

6. Handwriting (10 min)
   - Follow the advice for handwriting lessons on page 5 and 6.
   - Revise the letter formation of the ‘j’ sounds learned in term 1.
   - Learners write in their exercise books.
   Observe and assist.
1. Class does Independent Work
   1 or 2 pages a day. (See the table on page 113 for details.)
   - Have your pencils ready.
   - Work quietly on your own.

2. Groups A and B take turns on the mat with the Anthology: Reading 1 (15 min each)
   Introduce/scaffold today’s story as needed.
   For example, read the story to the children.
   - Whisper-read the story by yourselves.
   - Stop at the end of each page and answer my questions.

8. Physical Education (outdoors): Hokey cokey action song

1. In a circle outside, do warm-up exercises (jump, windmill arms, wiggle about) and revise left and right.

2. Teach the words to the Hokey Cokey action song (8 min)

   Hokey Pokey
   Hokey-Pokey
   Traditional

   D
   You put your right hand in, you put your right hand out,
   D
   You put your right hand in, and you shake it all about!
   A?
   You do the hokey-pokey and you turn yourself around.
   A?
   That’s what it’s all about!
   B
   You put your left hand in, you put your left hand out,
   D
   You put your left hand in, and you shake it all about!
   A?
   You do the hokey-pokey and you turn yourself around.
   B
   That’s what it’s all about!
   D
   You put your right foot in, you put your right foot out,
   D
   You put your right foot in, and you shake it all about!
   A?
   You do the hokey-pokey and you turn yourself around.
   A?
   That’s what it’s all about!
   B
   You put your left foot in, you put your left foot out,
   A?
   You put your left foot in, and you shake it all about!
   B
   You do the hokey-pokey and you turn yourself around.
   B
   That’s what it’s all about!
   B
   You put your head in, you put your head out,
   A?
   You put your head in, and you shake it all about!
   B
   You do the hokey-pokey and you turn yourself around.
   B
   That’s what it’s all about!
   D
   You put your whole self in, you put your whole self out,
   D
   You put your whole self in, and you shake it all about!
   A?
   You do the hokey-pokey and you turn yourself around.
   A?
   That’s what it’s all about!
1. **Morning meeting**

   1. **Pairs tell their news**
      - Use the My news frame on the back cover to tell your news to your partner.
      - Listen to your partner carefully.

   2. **A few learners tell news to the class**
      - I will choose some children to share with the class.

2. **Listening and Speaking: Open questions about the purpose of a story**

   1. **Summarise story: Refilwe’s brother (5 min)**
      - Who was the story about?
      - What happened?
      - How did it end?

   2. **In pairs, ask and answer open questions about the story (10 min – 3 min per question)**
      - Talk to your partner. Each have turn to talk and a turn to listen.
      - What did you learn from the story?
      - Do you know anyone like Refilwe? Explain.
      - Do you know anyone like Nhlakanipho? Explain.
3. Shared Reading: Comprehension (*Different bodies*)

1. **Read to the class: BB pages 22-25**
   - Follow the words as I read to you.

2. **Ask the Day 1 questions on each page**
   - Answer each question.
   - Now re-read the story aloud with me.

3. **Revise the sight-reading words**
   - Look at the flashcard and say the word with me.
   - Match to a word in the Big Book.
   - Put flashcards on the Word Wall.

4. **Beginning Knowledge and PSWB: Labelling parts of my body / Find out**

1. **Read the words one by one:**
   - *LAB page 97 (10 min)*
   - Listen to me read this word (for example, shoulder).
   - Where is this on your body?
   - Does it move? What can you do with it?
   - Draw a line from the word to the part of the body.

2. **Read the Find out question of the week:**
   - *LAB page 98 (5 min)*
   - Look at the picture and listen.
   - Try and find out the answer at home. Some children may already know the answer but encourage them to find out more.
5. Physical Education (indoors): Phonics song for letter X

1. Warm up: Simon says (5 min)

2. Sing phonics song for letter X and do the actions (10 min)

Versioners, please write words for song here

Say Hi to 060 017 0000 to hear this song

6. Phonics: Shared word building

1. Cut out letter cards for this week: LAB page 225 (7 min)

2. Use teacher cards to build words with learners: LAB page 99 (13 min)
   - Let's build the word on the board.
   - Listen to the word. (What letter comes first, next etc?)
   - Try to copy the word with your own cards.
   - Put your letters in a container/bag to use again.

7. Handwriting

Handwriting (10 min)
- Follow the advice for handwriting lessons on page 5 and 6.
- Revise the letter formation of the letters learned last term.
- Write in your exercise books.

Observe and assist.
1. Class does Independent Work

1 or 2 pages a day. (See the table on page 113 for details.)
- Have your pencils ready.
- Work quietly on your own.

2. Groups C and D take turns on the mat with the Anthology: Reading 1 (15 min each)

Introduce/scaffold today’s story as needed. For example, read the story to the children.
- Whisper-read the story by yourselves.
- Stop at the end of each page and answer my questions.

8. Visual Arts: A Helping Hands tree

1. Talk about ways we use our hands to help one another in class

- What do you use your hands for in class?
- How do we use our hands to help one another?
- Are our hands always helpful? Give examples.

2. Make a helping hands tree

Equipment: paper, crayons, scissors, pre-prepared helping hands tree for display.
- Trace around your hand.
- Write your name in clear letters.
- Colour or make patterns around your name.
1. Morning meeting

1. Register
   - Mark yourselves present on the Bala Wande register poster.
   - Is anyone absent today?

2. Celebrate birthdays
   - Sing the happy birthday song.

3. Weather
   - What is the weather today?
2. Beginning Knowledge and PSWB: Identify facial features

1. Read labels out loud and identify parts of face with a partner: LAB page 100 (5 min)
   - Listen to me read these labels.
   - As I read, look at your partner’s face and find the feature (no touching).
   - Now draw your partner’s face. Include all the details we discussed.

2. Draw a picture of your partner (10 min)
   - Draw your partner’s face. Include all the features we have talked about.

3. Shared Reading: Decoding (Different bodies)

1. Read with the class: BB pages 22-25
   - Read with me today.

2. Ask the Day 2 questions on each page
   - Answer each question.
   - Re-read the story with me, with expression (read in a way that shows feeling).

3. Revise the sight-reading words
   - eyes ears legs teeth bodies
   - Say this word in the Big Book with me.
   - Find the matching flashcard on the Word Wall.
4. Shared Writing: Completing a form *(I am special)*

1. Write a similar form on the board: LAB page 102 *(7 min)*

Go through the form with the children. Ask different children to tell you what to write in each space. Explain about sentence completion or circling the correct word as you go along. Explain about fingerprints – each is unique.

2. Talk about what you like about your body and write some sentences *(7 min)*

I like my hair because it is thick and dark.
I like my eyes because I can see very far.
I like my legs because I can run fast.
I like my nose because it is like my Mom’s.

- What do you like best about your body? Why?
- Tell your partner.
- I will write down some answers.

5. Physical Education (indoors): Phonics song for V

1. Play the game Simon says *(5 min)*

- Use different instructions and go faster.

2. Teach and sing phonics song for V *(10 min)*

- Do the actions.
6. Phonics: The letter V

1. Introduce the letter-sound V: LAB page 101 (3 min)
   - This is the letter V. It makes the sound VVVVVVVV.
   - Whose name starts with the sound V?
   - Whose name contains an V?

2. Listen to and say the sound V (4 min)
   - What is this picture?
   - Listen to the first sound, VVVVVV.
   - Say the sound.
   - Notice what your tongue and mouth do.

3. Identify words beginning with the sound V (5 min)
   - What are these pictures?
   - What sound does each word start with?
   - What other words start with that sound?

4. Teach letter formation for V (4 min)
   Tell learners to copy your actions:
   - Write in the air while we say the chant.
   - Trace with your finger while we say the chant.
   - Trace with your pencil while we say the chant.
   V – Start at the dot, go over, down.

5. Sentence work (4 min)
   - Read the sentence to learners. Emphasise the V sound.
   - Children circle every V.

7. Handwriting

Handwriting (10 min)
   - Follow the advice for handwriting lessons on page 5 and 6.
   - Revise the letter formation of the ‘x’ sounds learned in term 1.
   - Learners write in their exercise books.
   Observe and assist.
8. GGR and Independent Work: Groups E and A

1. Class does Independent Work
   1 or 2 pages a day. (See the table on page 113 for details.)
   • Have your pencils ready.
   • Work quietly on your own.

2. Groups E and A take turns on the mat (15 min each)
   Group E on the mat with the Anthology: Reading 1
   Introduce/scaffold today’s story as needed.
   For example, read the story to the children.
   • Whisper-read the story by yourselves.
   • Stop at the end of each page and answer my questions.

   Group A on the mat with the Anthology: Reading 2
   • Let’s re-read the story together, aloud.
   • Now read it with your partner. I will listen to you read.

9. Visual Arts: Make a cartoon figure

1. Colour in body parts and cut them out: LAB page 128
   Equipment: glue, scissors, crayons, paper to stick the cartoon onto.
   • Look at the cartoon character. Name the body parts.
   • Colour in the parts.
   • Cut them out.

2. Put the parts together
   • Stick them on a clean page to make a cartoon figure.
   • Give it a name.
Thursday  

1. Morning meeting 🌻📚

1. Pairs tell their news
- Use the My news frame on the back cover to tell your news to your partner.
- Listen to your partner carefully.

2. A few learners tell news to the class
- I will choose some children to share with the class.

My news

Today I would like to tell you about …

- When?
- Who?
- Where?

- What happened?
- I felt … Because …

2. Listening and Speaking: Movement sentence

1. Warm up with the Hokey cokey song
- Give each group one verse of the action song to sing and do the actions.

2. Explain and do a movement sentence with the class
- Watch me first.
- Say the word and do the action.
- I (touch chest) love (double clap) Grade 1 (double click) etc.
3. Shared Reading: Fluency and response *(Different bodies)*

1. Read with the class: BB pages 22-25
   - Read the story again.

2. Ask the Day 3 questions on each page
   - Answer each question.
   - Re-read the story with me, with expression. *(Read in a way that shows feeling)*

3. Revise the sight-reading words
   - ears
   - eyes
   - legs
   - bodies
   - teeth
   - What is this word? *(in the Big Book)*

4. Independent Writing: Complete a form *(I am special)*

1. Help learners fill in the first part of the form: LAB page 102 *(7 min)*
   - Where must you write your name?
   - Your age?
   - Circle the right descriptions.
   - Colour the skin at the top of your little finger with a koki pen or paint. Cover all the skin.
   - Press your finger into the fingerprint space on LAB page 102.

2. Learners write sentences *(8 min)*
   - Let’s read the beginning of the sentence together.
   - Complete on your own.
5. Physical Education (indoors): Phonics song for letter V

1. Warm up (5 min)
   - Stand up.
   - Shake your body.
   - Swing your arms.
   - Hop on each foot.

2. Teach and sing the phonics song for letter V (10 min)
   - Let’s learn a new phonics song.
   - Listen and watch the first time.
   - Now sing along and do actions.

6. Phonics: Independent word building

1. Letter naming using cards (5 min)
   - Spread your cards on your desk.
   - When I say a sound, hold up the (matching) letter card.

2. Learners use cards to build words: LAB page 103 (15 min)
   - Look at the picture.
   - Build the word with your cards. The little squares tell you how many letters.
   - Let’s check. (One learner writes word on the board)

7. Handwriting

Handwriting (10 min)
   - Follow the advice for handwriting lessons on page 5 and 6.
   - Revise the letter formation of the letters learned last term.
   - Write in your exercise books.

Observe and assist.
8. GGR and Independent Work: Groups B and C

1. Class does Independent Work
   1 or 2 pages a day. (See the table on page 113 for details.)
   • Have your pencils ready.
   • Work quietly on your own.

2. Groups B and C take turns on the mat with the Anthology: Reading 2 (15 min each)
   • Let’s re-read the story together, aloud.
   • Now read it with your partner. I will listen to you read.

9. Performing Arts: Group movement sentences

1. Teach a movement sentence using bodies, sounds and instruments (10 min)
   • You can use your bodies, movement, or ‘instruments’ (tap on desk) to represent each word.

2. Learners design their own movement sentences (20 min)
   • Design your own movement sentence using these words: **Our group is the best.**
   • Now think of your own sentence, using your own words.
   • Prepare for the presentation tomorrow.
Friday

1. Morning meeting

1. Register
   • Mark yourselves present on the Bala Wande register poster.
   • Is anyone absent today?

2. Celebrate birthdays
   Sing the happy birthday song.

3. Weather
   What is the weather today?

2. Physical Education (outdoors): Dancing rhythm

1. Warm up
2. Teach the class a dance that has a rhythm such as Jerusalema
   Try to play the music or sing the song.
   instructions, something about beat/rhythm

3. Sharing our writing: Guess who?

1. Choose 3–5 of the completed I am special forms to read aloud: LAB page 102 (10 min)
   • I am going to read some of the forms you filled in.

2. Learners guess whose form it is (5 min)
   • Who do you think filled in this form?
4. Beginning Knowledge and PSWB: Find out / Teacher’s story

1. Get learners to give feedback on Find out question:
   LAB page 98 (5 min)
   - The Comrades Marathon is South Africa’s most well-known ultramarathon.
   - One year it is run uphill from Durban to Pietermaritzburg and the next year it goes downhill in the other direction.
   - Other famous athletes from South Africa include Caster Semenya, who won Olympic medals for 800 m and Wayde van Niekerk, who is the Olympic record holder for 400 m and 200 m.

2. Tell your own story about yourself or someone you know who persevered to play a sport (10 min)
Tell your own story about someone who wanted to play a sport/be chosen for a team, and how they had to practice and work hard and keep trying to achieve this.

5. Phonics: Dictation

Dictation: LAB page 104
- Listen while I say a word slowly.
- Write the word in your best handwriting.
- Work on your own.
- At the end of the day, hand in your books for marking.
WEEK 5

Friday

6. GGR and Independent Work: Groups D and E

1. Class does Independent Work
   1 or 2 pages a day. (See the table on page 113 for details.)
   - Have your pencils ready.
   - Work quietly on your own.

2. Groups D and E take turns on the mat with the Anthology: Reading 2
   (15 min each)
   - Let’s re-read the story together, aloud.
   - Now read it with your partner. I will listen to you read.

Say Hi to 060 017 0000 for questions to ask about the story

7. Performing Arts: Presentations of movement sentences

1. Groups present movement sentences (20 min)
   - Watch carefully as each group presents their movement sentence.

2. Learners assess presentations (10 min)
   - Are the words clear?
   - Are the movements interesting?
   - Are the actions completely in sync?
Overview of Week 6

**Theme:** My body

**Week 6:** Inside my body

- **Independent Work (IW)**
  - 8 IW pages a week

- **PE (indoors)**
  - Locomotor: Phonics songs
  - Dancing song

- **PE (outdoors)**
  - Perceptual motor: Team ball games
  - Laterality: Using non-dominant hand/leg

- **Assessment**
  - Copy the sentences

- **Visual Arts**
  - Create in 3-D: design a figurine
  - Create in 2-D: make a figurine

- **Performing Arts**
  - Presentation of figurines
  - Role play: Interview the figurine

- **Beginning Knowledge and Personal & Social Well-being**
  - *Inside my body*
  - Skeletons
  - Classification: Inside or outside my body
  - Find out: The smallest bone in your body

- **Assessment**
  - Identifying dangers

- **Shared Writing**
  - Writing news sentences

- **Shared Reading**
  - Writing my news sentence
  - Mr Bones
  - Paul breaks his arm

- **Group Guided Reading**
  - Oral
  - Read-aloud story

- **Life Skills**
  - Phonics
    - Introduce letter-sound I and H
    - Phonics songs

- **Writing**
  - Handwriting
    - Write letter I and H
  - Assessment
    - Copy the sentences

- **Phonics**
Preparation

- Make flashcards of these sight-reading words:

  bone  broken  heal  hurt  x-ray

Formal Assessment tasks

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<th>Learning area</th>
<th>Activity</th>
<th>Day</th>
<th>LAB page</th>
</tr>
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<tbody>
<tr>
<td>Life Skills</td>
<td>Physical Education</td>
<td>Monday</td>
<td>none</td>
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<td>Obstacle course</td>
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<tr>
<td>BK/PSWB (1)</td>
<td>Identify dangers in the home</td>
<td>Friday</td>
<td>127</td>
</tr>
<tr>
<td>Literacy</td>
<td>Handwriting</td>
<td>Friday</td>
<td>128</td>
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<td></td>
<td>Assessment</td>
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</table>

- Assessment procedures are outlined in the lesson plans.
- Marking criteria and Term 2 mark sheets are provided at the back of this Teacher Guide.

Guide to Group Guided Reading (GGR) and Independent Work (IW)

<table>
<thead>
<tr>
<th>GGR: 2 × 15 minutes per group</th>
<th>Emergent reading activities</th>
<th>IW: 8 pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 15 min 15 min 15 min 15 min 15 min 15 min 15 min 15 min 15 min 15 min</td>
<td>Tuesday 15 min 15 min 15 min 15 min 15 min 15 min 15 min 15 min 15 min 15 min</td>
<td>Wednesday 15 min 15 min 15 min 15 min 15 min 15 min 15 min 15 min 15 min 15 min</td>
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</tbody>
</table>

- Group A: GGR 1 IW 1 IW 2 IW 3 IW 4 GGR 2 IW 5 IW 6 IW 7 IW 8
- Group B: 1 GGR 1 2 3 4 5 6 GGR 2 6 7 8
- Group C: 1 2 GGR 1 3 4 5 6 GGR 2 7 8
- Group D: 1 2 3 GGR 1 4 5 6 7 GGR 2 8
- Group E: 1 2 3 4 GGR 1 5 6 7 8 GGR 2

Vocabulary

Oral vocabulary (see also theme concepts in your training manual)

injury, bones, skeleton, organs, lungs and heart, blood, stomach, windpipe, food pipe, throat, brain, skull, heal, plaster (of Paris), sling, hospital, reception, nurse, form, waiting room, doctor, specialist, x-ray, radiographer

Sight-reading words

bone, broken, heal, hurt, x-ray

Phonics words

[insert words from Tuesday octopus activity]
1. Morning meeting

1. Register
- Mark yourselves present on the Bala Wande register poster.
- Is anyone absent today?

2. Celebrate birthdays
Sing the happy birthday song.

3. Weather
What is the weather today?

2. Listening and Speaking: Story time

1. Introduce and read the story, Mr Bones (10 min)

- Show the photo of a hyena on page 114 of the Big Book. What do you think hyenas eat?
- We are going to hear a story about a hyena and other African animals. Listen carefully – what do the different animals eat?

2. Ask questions (5 min)
- Who was allowed to eat fresh meat? Why?
- Which other animals can you remember? What could they eat?
- Do you think King Lion stopped the animals fighting? How?
Mr Bones

The king of the animals, King Lion, lived in a cave on the Big Rocks. As he looked out over the African land, he saw some dust. Some of the animals were fighting about food. They all wanted to eat the same thing.

I must sort this out, he thought. The animals must learn to eat different things so there are no squabbles.

King Lion decided to call a meeting of all the African animals. He sent birds far and wide to call all the animals to come to the Big Rocks. Right away, the animals began to walk to the Big Rocks. They always obeyed King Lion because he was the king. Soon there was a long line of giraffes, elephants, zebras, impalas, hippos and rhinos walking to the Big Rocks.

But one animal did not join the others. He was playing in the mud near the river. It was Hyena, who loved the cool, messy mud. I will go to the meeting later, he thought. I am having so much fun here. [Was that clever do you think?]

Meanwhile all the animals had gathered and they waited for King Lion to come out of his cave. He stood before them and spoke in a deep voice.

‘We must make sure there is enough food for everyone. I have thought about it and this is how it will work. Because I am the king, I will eat the fresh meat. And my two cousins, Leopard and Cheetah, will also be allowed to eat fresh meat.’

The animals murmured quietly. King Lion went on. ‘Jackal and the smaller animals can eat the little scraps of meat that we leave behind. The rest of you … you will eat the delicious plants of Africa. Giraffe, you are the tallest so you can eat the leaves off all our tall trees. Elephants, you are the biggest so you can eat all the ripe fruit on the trees. You can also eat the soft young trees.’

Elephant and Giraffe were pleased.

‘Rhino, you are very shy, so eat the leaves off the bushes that you hide in. Hippo and Buffalo, you can both eat the long, sweet grass. But you will eat at different times. Buffalo can eat during the day and Hippo at night – then there will be no fights. Zebras and Impalas, you can eat the short grass that is left when the big animals have finished.’

Rhino, hippo, buffalo and the other animals were pleased. There would be no more fights. Before long, all the animals knew what they could eat. They went away and King Lion went back into his cave to have a nap.

Oral vocabulary:

- squabbles: to fight in a noisy way
- murmured: spoke quietly
But Hyena was still playing in the mud. He had forgotten about the meeting. When the sun began to go down and it became cooler, he suddenly remembered. He ran as fast as he could to the Big Rocks and arrived, covered in mud. There was no one there! All the animals had already gone back to their homes and King Lion was asleep.

He called, ‘King Lion, King Lion, I’m sorry I am so late. Please come out of your cave and tell me what I can eat.’

King Lion heard Hyena. He was sleepy and cross. He did not like it when animals did not listen to him. He came out of his cave slowly and said angrily, ‘Hyena, you are very late. I have already divided out all the food.’

Hyena was upset. ‘I’m sorry great King Lion. Please tell me what I can eat or I will go hungry.’

‘Oh, alright,’ sighed King Lion. ‘Let me think. Hmm. You have big teeth. You can eat the bones that are left when we lions have finished our fresh meat. Now go away and leave me to sleep. I don’t want to see you again.’

Hyena slunk off. He felt very ashamed of himself. And from that day on Hyena has been called Mr Bones by the other animals. He chews on the bones left by King Lion and his cousins.

Oral vocabulary:
- ashamed: embarrassed or guilty
- chew: to bite and grind food between your teeth to make it easy to swallow

3. Beginning Knowledge and PSWB: Inside my body

1. On the mat, read each label and explain the purpose of the organ: BB page 26 (15 min)

See your training manual for more information about what is inside the body.

Before reading:
- What do you think you have inside your body?

After reading:
- When I read the label, touch where you think this is in your body, for example, your heart, your head bone (skull), your muscles (tense and relax your arm muscle), your heart.
- I will explain why this is important (see ideas in Big Book).
2. Teacher-led activities to draw attention to internal organs (15 min)

- **Bones**: If you have some soft clay and you build it around a stick, the clay will be stronger. This is why we have bones.
- **Heart**: A doctor uses a stethoscope (explain) to listen to your heartbeat. Try to hear your friend’s heartbeat *(must be voluntary)*.
- **Lungs**: Breathe into your nose and feel your chest expand as the air fills your lungs. Hold your breath for 4 seconds. Now breathe out. Breathe in 1,2,3, hold 1,2,3 out 1,2,3.
- **Stomach**: Take a sip of water if you have a water bottle. Feel it go down your food pipe and into your stomach.
- **Brain**: Use your brain to play the memory game *(show a tray of 4–5 random objects, then cover it and see how many learners can remember)*.

4. Physical Education (indoors): The skeleton dance

1. **Warm up (5 min)**
   - Stand up.
   - Shake your body.
   - Stretch your arms up.
   - Touch your toes.

2. **Teach and sing the song and dance (10 min)**
   - Teach the song and dance at the same time.
   - After learning it, you can take the class outside to do it in a ring.
1. Introduce the letter-sound I: LAB page 118 (3 min)
   • This is the letter I. It makes the sound IIIIII.
   • Whose name starts with the sound I?
   • Whose name contains an I?

2. Listen to and say the sound I (4 min)
   • What is this picture?
     (insert word for the main picture).
     • Listen to the first sound, IIIIII.
     • Say the sound.
     • Notice what your tongue and mouth do.

3. Identify words beginning with the sound I (5 min)
   • What are these pictures?
   • What sound does each word start with?
   • What other words start with that sound?

4. Teach letter formation for I (4 min)
   Tell learners to copy what you do.
   • Write in the air while we say the chant.
   • Trace with your finger while we say the chant.
   • Trace with your pencil while we say the chant.
   I – .
   The chant is needed for tracing letter “I”

5. Sentence work (4 min)
   • Read the sentence to learners. Emphasise the I sound.
   • Children circle every I.

6. Handwriting

Handwriting (10 min)
   • Follow the advice for handwriting lessons on page 5 and 6.
   • Revise the letter formation of the ‘s sounds learned in term 1.
   • Learners write in their exercise books.
   Observe and assist.
7. GGR and Independent Work: Groups A and B

1. **Class does Independent Work**
   1 or 2 pages a day. (See the table on page 137 for details.)
   - Have your pencils ready.
   - Work quietly on your own.

2. **Groups A and B take turns on the mat with the Anthology: Reading 1 (15 min each)**
   Introduce/scaffold today's story as needed. For example, read the story to the children.
   - Whisper-read the story by yourselves.
   - Stop at the end of each page and answer my questions.

---

2. **Physical Education Assessment 1**

1. **Explain the obstacle course and divide the class into four groups (5 min)**
   (set up in advance – outside is best)
   Prepare the course before class.
   Include things to balance on, climb over or under, jump between and so on.
   - Explain/show what learners must do at each obstacle.

2. **Groups complete the obstacle course**
   - Wait for the person before you to get halfway before you start.
   - Each group has 5 mins to complete the course.
   - When I blow the whistle, it is the next group’s turn.

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<td>13–16</td>
<td>17–20</td>
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**Assessment criteria:**
Good co-ordination (eye-hand-foot; locomotor); manages ‘obstacles’ easily and with confidence (spatial orientation; balance; perceptual motor); completes course at a good pace.
1. Morning meeting

1. Pairs tell their news
   - Use the My news frame on the back cover to tell your news to your partner.
   - Listen to your partner carefully.

2. A few learners tell news to the class
   - I will choose some children to share with the class.

2. Listening and Speaking: Open questions (Mr Bones)

1. Ask open questions about Mr Bones story (3–4 mins per question)
   - What was the problem that King Lion tried to solve? (the animals were fighting over food)
   - What was his solution? (to allocate different food to the animals)
   - What was the second problem, with Hyena? (he missed the meeting)
   - What was King Lion’s solution? (Hyena would eat the bones left by others)

2. Pairs: Answer the questions
   - Each learner must have turn to answer and a turn to listen.
1. **Read to the class: BB pages 27-30**
   - Follow the words as I read to you.

2. **Ask the Day 1 questions on each page**
   - Answer each question.
   - Now re-read the story aloud with me.

3. **Revise the sight-reading words**
   - bone
   - broken
   - heal
   - hurt
   - x-ray
   - Look at the flashcard and say the word with me.
   - Match to a word in the Big Book.
   - Put flashcards on the Word Wall.

4. **Beginning Knowledge and PSWB: Identify skeletons / Find out**

   1. **Discuss the different animal skeletons:**
      - LAB page 119 (10 min)
      - Remind learners that bones support most creatures, including humans (but not insects), and together these bones are called a **skeleton**.
      - What are the names of the creatures in the first column?
      - Look at the next column. These are **skeletons** of these creatures – the bones that support their bodies.
      - Work with a partner to match each creature to a skeleton.
      - Draw a line in pencil.
      - Check together.
      - Decide which is biggest/smallest. Write a number under each where 1 = biggest.

      Tell learners that humans have 206 bones, elephants have 282, cheetahs have 244 and snakes can have 600 bones.

   2. **Read the Find out question: LAB page 120 (5 min)**
      - Look at the picture while I read the words and the question.
      - Where is the smallest bone in your body? Where is the longest bone?
      - How can you find the answer?
5. Physical Education (indoors): Phonics song

1. Warm up: Simon says (5 min)
   - Stand up.
   - Hop on one foot then the other.
   - Stand on tiptoes.
   - Make a windmill with your arms.

2. Teach and sing phonics song for letter X (10 min)
   - Let’s learn a new phonics song.
   - Do the actions with me.

Versioners, please write words for song here

Say Hi to 060 017 0000 to hear this song

6. Phonics: Shared word building

1. Cut out letter cards for this week: LAB page 229 (7 min)

2. Use teacher cards to build words with learners: LAB page 121 (13 min)
   - Let’s build the word on the board.
   - Listen to the word. (What letter comes first, next etc?)
   - Try to copy the word with your own cards.
   - Put your letters in a container/bag to use again.

7. Handwriting

Handwriting (10 min)
- Follow the advice for handwriting lessons on page 5 and 6.
- Revise the letter formation of the letters learned last term.
- Write in your exercise books.

Observe and assist.
8. GGR and Independent Work: Groups C and D

1. Class does Independent Work
   1 or 2 pages a day. (See the table on page 139 for details.)
   • Have your pencils ready.
   • Work quietly on your own.

2. Groups C and D take turns on the mat with the Anthology:
   Reading 1 (15 min each)
   Introduce/scaffold today’s story as needed. For example, read the story to the children.
   • Whisper-read the story by yourselves.
   • Stop at the end of each page and answer my questions.

9. Visual Arts: Design a doll

1. Identify waste materials the dolls are made of: LAB page 122 (10 min)
   • Look at the waste materials and identify them.
   • Talk about which of them can still be used.
   • Decide how you could make a doll using waste material.
   • Look at the dolls and talk about what materials each one is made from.

2. Design a doll you can make from waste materials (15 min)
   • Design a doll and draw a rough sketch on paper.
   • Decide what materials you will need.
   • At home, collect the materials you need and bring them to school.
1. Morning meeting

1. Register

- Mark yourselves present on the Bala Wande register poster.
- Is anyone absent today?

2. Celebrate birthdays

- Sing the happy birthday song.

3. Weather

- What is the weather today?

2. Beginning Knowledge and PSWB: Classification (Inside and outside our bodies)

1. Talk about parts outside and inside your body that make it work: LAB page 123 (5 min)

- Look at each small picture.
- I will read the labels.
- Some of these parts are on the outside of our bodies and some are inside.
- With a partner decide which ones are on the outside of your body.
- Put an X in pencil next to those.
- Let’s check.

2. Write names of body parts in columns (10 min)

- Write the names of the parts that can be seen outside your body in the correct column.
- Now do the same with the organs that are inside your body.
3. Shared Reading: Decoding *(Paul breaks his arm)*

1. **Read with the class:** BB pages 27-30
   - Read with me today.

2. **Ask the Day 2 questions on each page**
   - Answer each question.
   - Re-read the story with me, with expression *(read in a way that shows feeling)*.

3. **Revise the sight-reading words**
   - bone
   - broken
   - heal
   - hurt
   - x-ray

   - Say this word in the Big Book with me.
   - Find the matching flashcard on the Word Wall.

4. **Shared Writing: Writing news sentences**

1. **Copy this writing frame on the board (7 min)**
   - Look at this writing frame.
   - When we tell our news we say when it happened, who was involved, what happened and where it happened.
**WEEK 6 Wednesday**

2. **Learners give ideas of news to write on the board (8 min)**
- Who will tell us their news?
- Watch while I use the writing frame to write that news in a sentence.
- Who has another news sentence for us that follows the pattern? Watch while I write the sentence.
- Let’s read our sentences.

5. **Physical Education (indoors): The skeleton dance**

1. **Sing and perform The skeleton dance from Monday (10 min)**
- Let’s do our song and dance together.
- In groups, think of another bone you can use in the song to add a new verse.

2. **Sing in groups (5 min)**
- Each group gets a chance to demonstrate their verse.

**Last Sunday, my brother and I went to see a film at the mall.**

**On Monday, I hurt my knee on the jungle gym.**

**Last year, my family moved to a new house near the school.**

Versioners, please write words for song here

Say Hi to 060 017 0000 to hear this song
6. Phonics: The letter H

1. Introduce the letter-sound H: LAB page 124 (3 min)
   - This is the letter H. It makes the sound HHHHH.
   - Whose name starts with the sound H?
   - Whose name has an H in it?

2. Listen to and say the sound H (4 min)
   - What is this picture?
     (insert word for the main picture).
   - Listen to the first sound, HHHHH.
   - Say the sound.
   - Notice what your tongue and mouth do.

3. Identify words beginning with the sound H (5 min)
   - What are these pictures?
   - What sound does each word start with?
   - What other words start with that sound?

4. Teach letter formation for H (4 min)
   - Tell learners to copy what you do.
   - Write in the air while we say the chant.
   - Trace with your finger while we say the chant.
   - Trace with your pencil while we say the chant.
   - The chant is needed for tracing letter “H”

5. Sentence work (4 min)
   - Read the sentence to learners. Emphasise the H sound.
   - Children circle every H.

7. Handwriting

Handwriting (10 min)
- Follow the advice for handwriting lessons on page 5 and 6.
- Revise the letter formation of the ‘h sounds learned in term 1.
- Learners write in their exercise books.

Observe and assist.
WEEK 6

Wednesday

7. GGR and Independent Work: Groups E and A

1. Class does Independent Work
   1 or 2 pages a day. (See the table on page 137 for details.)
   - Have your pencils ready.
   - Work quietly on your own.

2. Groups E and A take turns on the mat (15 min each)
   Group E on the mat with the Anthology:
   Reading 1
   Introduce/scaffold today’s story as needed. For example, read the story to the children.
   - Whisper-read the story by yourselves.
   - Stop at the end of each page and answer my questions.

   Group A on the mat with the Anthology:
   Reading 2
   - Let’s re-read the story together, aloud.
   - Now read it with your partner. I will listen to you read.

8. Visual Arts: Make a doll

1. Groups make their doll with the material they gathered (20 min)
   Equipment: glue, string, coloured paper. Have some extra waste materials for groups that have not been able to collect some.
   - Check that you have all the equipment you need.
   - Make your waste material into a doll.
   - If something doesn’t work, try another thing.
   - It is not how beautiful your doll looks but how hard you tried and how creative you are.

2. Talk about how you will explain what you did (10 min)
   - Tomorrow, you will tell how you made your doll. Make sure you can:
     - explain what waste materials you found and where you found them
     - describe how you made your doll
     - outline the problems you had when you made the doll and explain how you solved them
1. Morning meeting

1. Pairs tell their news
   - Use the My news frame on the back cover to tell your news to your partner.
   - Listen to your partner carefully.

2. A few learners tell news to the class
   - I will choose some children to share with the class.
2. Listening and Speaking: Song *(Parts of My Body)*

1. Teach the new song and the actions *(10 min)*
   
   - Teach the new song and the actions *(10 min)*
     - Versioners, please write words for song here

2. Sing it again *(5 min)*
   - Let’s sing and do the actions.
   - Think about all the different parts of your body as you sing.

3. Shared Reading: Fluency and response *(Paul breaks his arm)*

1. Read with the class: BB pages 27-30
   - Read the story again.

2. Ask the Day 3 questions on each page
   - Answer each question.
   - Re-read the story with me, with expression.
     *(Read in a way that shows feeling)*
4. Independent Writing: Writing my news sentence

1. Revise writing frame for a news sentence
   • Let’s revise the key questions for the Writing frame.
   • Who can read the examples of news that we wrote in shared writing yesterday?

2. Learners write news: LAB page 125
   • Write your own news sentence using the frame.
5. Physical Education (indoors): My body song

1. Warm up (5 min)
   - Stand up.
   - Shake your body.
   - Swing your arms.
   - Hop on each foot.

2. Sing My Body again (10 min)
   - Let’s sing the song we learnt before writing today.
   - First girls.
   - Now boys.
   - Now all together.

6. Phonics: Independent word building

1. Letter naming using cards (5min)
   - Spread your cards on your desk.
   - When I say a sound, hold up the (matching) letter card.

2. Learners use cards to build words: LAB page 126 (15 min)
   - Look at the picture.
   - Build the word with your cards. The little squares tell you how many letters.
   - Let’s check. (One learner writes word on the board)

7. Handwriting

Handwriting (10 min)
- Follow the advice for handwriting lessons on page 5 and 6.
- Revise the letter formation of the letters learned last term.
- Write in your exercise books.

Observe and assist.
8. GGR and Independent Work: Groups B and C

1. Class does Independent Work
1 or 2 pages a day. (See the table on page 137 for details.)
- Have your pencils ready.
- Work quietly on your own.

2. Groups B and C take turns on the mat with the Anthology:
   Reading 2 (15 min each)
- Let’s re-read the story together, aloud.
- Now read it with your partner. I will listen to you read.

Say Hi to 060 017 0000
for questions to ask
about the story

9. Performing Arts: Group movement sentences

1. In your groups discuss what you had to do and how you did it (5 min)
- Each group will have a few minutes to:
  - explain how you chose the materials
  - explain how you made your doll
  - explain what you might do differently next time
- Make sure everyone in the group has a chance to speak.

2. Each group presents how they made their dolls (25 min)
- Present and show the figurine you made.
1. Morning meeting

1. Register
   - Mark yourselves present on the Bala Wande register poster.
   - Is anyone absent today?

2. Celebrate birthdays
   - Sing the happy birthday song.

3. Weather
   - What is the weather today?

2. Physical Education (outdoors): Using my lazy hand/leg

1. Explain what a lazy hand/leg is
   - Put up the hand you write with. Are you left- or right-handed? (Explain: the hand that you write with is called your strong or dominant hand. It is usually on the same side of your body as the foot you use to kick a ball. For most of us it is our right hand or foot.)
   - Now put up your other hand. That is your lazy hand. How many learners have the same lazy hand as you?
   - You will find you might be a little clumsy with your non-dominant/lazy hand/leg.
2. Play games using non-dominant hand/leg

Equipment: ball or bean bag for each team.

- **Throw and catch** with your dominant and then your lazy (non-dominant) hand.
- **Hop** on your dominant and then non-dominant leg.
- **Kick a ball** with your dominant and then non-dominant leg.
- **Balance** on your dominant and then non-dominant leg.

3. Sharing our writing: Read your news sentence

1. Read your news sentence to the group:
   LAB page 125 (10 min)
   - Take turns.
   - Read your news.

2. Share interesting news with the class (5 min)
   - Choose the most interesting news in your group to read to the class.

4. Beginning Knowledge and PSWB Assessment 1: Dangers in the home

1. Assessment 1 (Identify dangers): LAB page 127
   - We talked about dangers in the home this term.
   - Look at the picture. Put a cross on each of the dangers in this room.
   - Work individually with no talking.

Mark: 2 marks per correct answer
2. Learners give feedback on Find out question research: LAB page 120

- Who managed to find the answer to the question? (your smallest bone, the stapes, is inside your ear; your longest bone is your thigh bone, also called the femur)
- How did you find the answer?
- Did you find out anything else that you would like to share?

5. Writing Assessment 1

Write a sentence of news: LAB page 125

- Think of your news and the picture you drew.
- Write a sentence about it.
- Use your own spelling. Sound out words you want to use.
- Work on your own, no talking.

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Assessment criteria:
Sentence aligns to picture; idea makes sense/is logical; grammar (word order and tense correct); punctuation (capital letter at beginning; full stop at the end); spelling (shows phonic knowledge or sight word knowledge)
6. GGR and Independent Work: Groups D and E

1. Class does Independent Work
1 or 2 pages a day. (See the table on page 137 for details.)
- Have your pencils ready.
- Work quietly on your own.

2. Groups D and E take turns on mat with the Anthology: Reading 2 (15 min each)
- Let’s re-read the story together, aloud.
- Now read it with your partner. I will listen to you read.

7. Performing Arts: Role-play (interview your doll)

1. Groups role-play interviewing their dolls (25 min)
- Take turns asking and answering questions as if you are interviewing a celebrity on TV.
- One group member is the doll (use the doll as you would a puppet).
- Each group member must ask a question, such as: What is your name?/How old are you?/What do you like to do?/Why is your hair purple?
- The doll must answer each question.

2. Report back to the class (5 min)
- Share some funny questions and answers with the class.
Overview of Week 7

**Theme:** My body

**Week 7:** My senses

**Independent Work (IW)**
8 IW pages a week

**Handwriting**
- Write letter X and X

**Phonics**
- Introduce letter-sound XX and XX

**Assessment**
- Write the letters and the words

**Visual Arts**
- Scribble pattern with eyes closed
  - Make a gingerbread man

**Performing Arts**
- Improvise and create: mystery objects in bags (touch)

**PE (indoors)**
- Locomotor/rhythm: phonics songs
  - Simon says
  - Skeleton song

**PE (outdoors)**
- Spatial orientation: Field walk
- Locomotor game: Do this, do that

**Beginning Knowledge and Personal & Social Well-being**
- My senses (BB)
- Activities: Awareness of our senses
- Discussion: Importance of our senses
- Matching: Senses to body parts
- Identifying tastes on tongue
- Find out: Using sound

**Group Guided Reading**

**Shared Writing**
- Lists: Parts of the body

**Independent Writing**
- Own lists

**Oral**

**Shared Reading**
- The Gingerbread Man

**Clapping rhyme**
- The Gingerbread Man

**Assessment**
- Reading and Comprehension: reading aloud

**Reading**

**Writing**
- Write letter X and X

**Life Skills**
- Phonics
- Introduce letter-sound XX and XX

**Discussion:** Importance of our senses
Preparation

Make flashcards of the sight-reading words:

- smelled
- heard
- tasted
- ate
- saw

- For Monday BK/PSWB: Things to taste, smell, hear and touch (see page 170)
- For Wednesday BK/PSWB: Paper plate for each group with tiny amounts of 3–4 kinds of food, for example, a naartjie segment cut into 6, teaspoon of salt, sugar, marmite or jam (see page 176)
- For Wednesday Visual Arts: Clay, plasticine, play-dough or real gingerbread dough (see page 184)

Formal Assessment tasks

<table>
<thead>
<tr>
<th>Learning area</th>
<th>Activity</th>
<th>Day</th>
<th>LAB page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>Individual reading aloud o teacher during GGR time</td>
<td>Monday to Friday</td>
<td>none</td>
</tr>
<tr>
<td>Life Skills</td>
<td>Locate parts of the body</td>
<td>Wednesday</td>
<td>172</td>
</tr>
<tr>
<td>Literacy</td>
<td>Letter-sounds &amp; Dictation</td>
<td>Friday</td>
<td>152</td>
</tr>
<tr>
<td>Life Skills</td>
<td>In pairs or groups, present an action song learnt in Term 2</td>
<td>Friday</td>
<td>none</td>
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- Assessment procedures are outlined in the lesson plans.
- Marking criteria and Term 2 mark sheets are provided at the back of this Teacher Guide.

Guide to Reading and Comprehension Assessment 1 and Independent Work (IW)

<table>
<thead>
<tr>
<th>R&amp;C: one 30 min session for each group; IW: 8 pages</th>
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<tbody>
<tr>
<td>Monday</td>
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<td>Group A</td>
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<td>Group D</td>
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<td>Group E</td>
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Assessment

Informal assessment: Friday phonics word dictation. Mark using robot rubric on page 188.

Vocabulary

- Oral vocabulary (see also theme concepts in your training manual)
- wonderful, delicious, tossed, sniffed, cheekily
- Sight-reading words
- smelled, heard, tasted, ate, saw
- Phonics words
  [versioners: insert words from Tuesday octopus activity]
1. Morning meeting

1. Register
   - Mark yourselves present on the Bala Wande register poster.
   - Is anyone absent today?

2. Celebrate birthdays
   - Sing the happy birthday song.

3. Weather
   - What is the weather today?

2. Listening and Speaking: Story time

1. Introduce the story and show the class the first page of the story:
   Big Book, page 32 (3 min)
   - Look at the picture. What do you see? (a cake in the shape of man)
   - This is called a Gingerbread Man. Would you like to eat a Gingerbread Man?

2. Read *The Gingerbread Man* aloud (7 min)
Once upon a time there was an old woman who loved to bake. She baked delicious biscuits and cakes. One day she made some gingerbread. She made it into the shape of a Gingerbread Man with a head, two arms and two legs. She put in raisins for eyes. Then she put it into the oven to bake.

When the Gingerbread Man was cooked she opened the oven. It smelled wonderful. 

The old woman was looking forward to eating it with her tea. 

But, oh no! Something strange happened! The Gingerbread Man suddenly came to life. He jumped out of the oven. He ran to the window. He jumped out of the window. And then he ran away!

‘STOP! STOP!’ shouted the old woman, chasing after him.

But the Gingerbread Man just laughed cheekily. He sang, ‘RUN, RUN AS FAST AS YOU CAN, YOU CAN’T CATCH ME, I’M THE GINGERBREAD MAN.’ (Can you all sing that with me?)

The Gingerbread Man ran across the yard and into a field. There he met Cow. Cow sniffed the wonderful smell. She tried to stop the Gingerbread Man.

‘STOP! STOP!’ shouted Cow.

But the Gingerbread Man ran away from Cow. He laughed cheekily and sang, ‘Run, run as fast as you can, you can’t catch me, I’m the Gingerbread Man.’ (Can you all sing that with me again?)

Over the hill, Gingerbread Man met Pig. Pig sniffed the wonderful smell. He tried to stop the Gingerbread Man. ‘STOP! STOP!’ shouted Pig.

But the Gingerbread Man ran away from Pig. He laughed cheekily and sang. (What did he sing?) ‘RUN, RUN AS FAST AS YOU CAN, YOU CAN’T CATCH ME, I’M THE GINGERBREAD MAN.’

The Gingerbread Man went on running and running. But, oh dear, he came to a wide river. He couldn’t cross the river. Crocodile was in the river. He smelled the wonderful smell and heard people shouting, ‘STOP! STOP’. He saw Pig and Cow and the old woman chasing the Gingerbread Man.

3. Get learners to ask questions (5 min)

- Who wanted to eat the Gingerbread Man?
- Who ate the Gingerbread Man in the end?

The Gingerbread Man

Once upon a time there was an old woman who loved to bake. She baked delicious biscuits and cakes. One day she made some gingerbread. She made it into the shape of a Gingerbread Man with a head, two arms and two legs. She put in raisins for eyes. Then she put it into the oven to bake.

When the Gingerbread Man was cooked she opened the oven. It smelled wonderful. 

[Make a sniffing action.] The old woman was looking forward to eating it with her tea. 

But, oh no! Something strange happened! The Gingerbread Man suddenly came to life. He jumped out of the oven. He ran to the window. He jumped out of the window. And then he ran away!

‘STOP! STOP!’ shouted the old woman, chasing after him.

But the Gingerbread Man just laughed cheekily. He sang, ‘RUN, RUN AS FAST AS YOU CAN, YOU CAN’T CATCH ME, I’M THE GINGERBREAD MAN.’ (Can you all sing that with me?)

The Gingerbread Man ran across the yard and into a field. There he met Cow. Cow sniffed the wonderful smell. She tried to stop the Gingerbread Man.

‘STOP! STOP!’ shouted Cow.

But the Gingerbread Man ran away from Cow. He laughed cheekily and sang, ‘Run, run as fast as you can, you can’t catch me, I’m the Gingerbread Man.’ (Can you all sing that with me again?)

Over the hill, Gingerbread Man met Pig. Pig sniffed the wonderful smell. He tried to stop the Gingerbread Man. ‘STOP! STOP!’ shouted Pig.

But the Gingerbread Man ran away from Pig. He laughed cheekily and sang. (What did he sing?) ‘RUN, RUN AS FAST AS YOU CAN, YOU CAN’T CATCH ME, I’M THE GINGERBREAD MAN.’

The Gingerbread Man went on running and running. But, oh dear, he came to a wide river. He couldn’t cross the river. Crocodile was in the river. He smelled the wonderful smell and heard people shouting, ‘STOP! STOP’. He saw Pig and Cow and the old woman chasing the Gingerbread Man.

Oral vocabulary:

- delicious: tasting good
- wonderful: amazing, very good
- cheekily: rude but not nasty or unpleasant
- sniffed: breathe in noisily
‘I will carry you across the river, Mr Gingerbread Man,’ said Crocodile. ‘Quick, hop onto the tip of my nose. I can’t eat you if you are on my nose.’

Gingerbread Man saw Pig and Cow and the old woman close behind him. ‘OK,’ he said, and he jumped onto Crocodile’s nose.

Crocodile began to swim across the river. But when he got to the middle, the smell was so wonderful, he couldn’t help himself. He tossed the Gingerbread Man up in the air. Then he caught him in his great big mouth. CRUNCH CRUNCH CRUNCH. He ate Gingerbread Man all up. ‘Mmm, that tasted delicious,’ he said.

The old woman and Cow and Pig saw the Gingerbread Man being eaten up. They went home to find something else to eat. And that was the end of the Gingerbread Man.

Oral vocabulary:
- tossed: throw into the air

3. Beginning Knowledge and PSWB: Our five senses

1. On the mat, read about the senses: BB page 31 (15 min)
- Let’s read about our five senses.
- Answer my question after we have read each one.
- What pattern do you notice about how this text is written?

2. Pairs talk more about the senses (7 min)
Talk more about senses:
- Some people like the taste of sweet things, and some like salty things. Which do you like?
- Some people can see faraway things better than things that are close. What can you see best?
- Some people can hear very soft sounds. What soft sounds can you hear right now?
3. Learner activities (8 min)
(Give different children a chance to participate.)

- What is this smell?
- What are you touching?
- What can you taste?
- What can you hear? (record sounds, for example, music, thunder, traffic, wind, running footsteps)

4. Physical Education (indoors): Phonics song

1. Warm up (5 min)
- Do some warm-up exercises.

2. Teach and sing the phonics song for the letter U (10 min)
- Listen and watch the first time.
- Now sing along and do actions.

Versioners, please write words for song here

Say Hi to 060 017 0000 to hear this song
5. Phonics: The letter U

1. Introduce the letter-sound U: LAB page 143 (3 min)
   - This is the letter U. It makes the sound UUUUUUUU.
   - Whose name starts with the sound U?
   - Whose name contains an U?

2. Listen to and say the sound U (4 min)
   - What is this picture?
   - (insert word for the main picture).
   - Listen to the first sound, UUUUUU.
   - Say the sound.
   - Notice what your tongue and mouth do.

3. Identify words beginning with the sound U (5 min)
   - What are these pictures?
   - What sound does each word start with?
   - What other words start with that sound?

4. Teach letter formation for U (4 min)
   Tell learners to copy what you do.
   - Write in the air while we say the chant.
   - Trace with your finger while we say the chant.
   - Trace with your pencil while we say the chant.
   U – start at the dot, go round, then up and down.

5. Sentence work (4 min)
   - Read the sentence to learners. Emphasise the U sound.
   - Children circle every U.

6. Handwriting

Handwriting (10 min)
- Follow the advice for handwriting lessons on page 5 and 6.
- Revise the letter formation of the ’s sounds learned in term 1.
- Learners write in their exercise books.

Observe and assist.
1. Class does Independent Work
Class completes 2 Independent Work pages.
- Have your pencils ready.
- Work quietly on your own.

2. Group A on mat with Shared Reading Stories 1–7
- Find and then whisper-read the Big Book stories by yourselves.
- I will call you one at a time to listen to you read.

3. Call Group A learners one at a time to read LAB page 141
Each child reads for 3 minutes, regardless of how many sentences they read.

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Assessment criteria: Reads at a good pace; recognises most taught sight words; sounds out any unknown words; notices punctuation; uses the picture for clues; shows they are reading for meaning; reads with expression
8. Physical Education (outdoors): Senses field walk

1. Explain what happens on a field walk (10 min)
   - We will go outside on a walk. Bring a pencil and your LAB.
   - Follow me and do what I do. We will walk, skip, hop and jump.
   - When I say STOP, you will freeze, sit down and fill in one of your blocks. Draw or write.

2. Take the children on a field walk: LAB page 233 (20 min)
   Equipment: LAB page and pencil for each child/group
   - Use your five senses and fill in what you see, hear, taste, smell and feel when you stop moving.

Back in the classroom
   - Discuss what you saw on the field walk with a partner.
1. Morning meeting

1. Pairs tell their news
   - Use the My news frame on the back cover to tell your news to your partner.
   - Listen to your partner carefully.

2. A few learners tell news to the class
   - I will choose some children to share with the class.

2. Listening and Speaking: Ask questions (The Gingerbread Man)

1. Reread the story to the class (see page 165) (2 min)

2. Make up questions and think of answers (8 min)
   - Each think of a question about the story.
   - Ask your partner the question.
   - Swap roles.

2. Share with class (5 min)
   - Listen to other questions and answers.

   Possible questions:
   - Why did the Gingerbread Man run away?
   - Who chased the Gingerbread Man?
   - Who ate the Gingerbread Man?
   - When did the Gingerbread Man stop running?
   - Why did the Gingerbread Man get onto Crocodile’s nose?
3. Shared Reading: Comprehension (The Gingerbread Man)

1. Read to the class: BB pages 32-35
   • Follow the words as I read to you.

2. Ask the Day 1 questions on each page
   • Answer each question.
   • Now re-read the story aloud with me.

3. Revise the sight-reading words smelled heard tasted ate saw
   • Look at the flashcard and say the word with me.
   • Match to a word in the Big Book.
   • Put flashcards on the Word Wall.

4. Beginning Knowledge and PSWB:
   Discuss the importance of our senses / Find out

1. Revise five senses with the class (8 min)
   • Who remembers the five senses? (write on board)
   • Why is each sense important?
   • Sensitively discuss some physical challenges. (see pages 114 and 115 for ideas and information)

2. Get learners to link senses to body parts: LAB page 144 (5 min)
   • Who can link each sense to a part of the body?
   • Draw a line from the sense to the part of the body.
3. Read the Find out question to the class: LAB page 145 (2 min)
   • This week’s Find out question is about how some animals use sounds to see.
   • Try to find out how and why they do it and we will talk on Friday.

Sound travels through the air. When it hits a hard surface like a wall or a mountain, most of it bounces back and we hear it again. The second sound is called an echo.

5. Physical Education (indoors): Play Simon Says
   1. Warm up (5 min)
      • Stand up.
      • Shake your body.
      • Swing your arms.
      • Hop on each foot.
   2. Game: Simon says (10 min)
      • Play Simon says with loud instructions.
      • Play it again with very soft instructions.

6. Phonics: Shared word building
   1. Cut out letter cards for this week: LAB page 231 (7 min)
      Display the same teacher cards randomly on the board.
   2. Use teacher cards to build words with learners: LAB page 146 (13 min)
      • Let’s build the word on the board.
      • Listen to the word. (What letter comes first, next etc?)
      • Try to copy the word with your own cards.
      • Put your letters in a container/bag to use again.
Tuesday

7. Handwriting

Handwriting (10 min)
- Follow the advice for handwriting lessons on page 5 and 6.
- Revise the letter formation of the ’s sounds learned in term 1.
- Learners write in their exercise books.

Observe and assist.

8. Reading and Comprehension Assessment 1 (Group B)

1. Class does Independent Work
   Class completes 2 Independent Work pages.
   - Have your pencils ready.
   - Work quietly on your own.

2. Group B on mat with Shared Reading Stories 1–7
   - Find and then whisper-read the Big Book stories by yourselves.
   - I will call you one at a time to listen to you read.
3. Call Group B learners one at a time to read LAB page 141
Each child reads for 3 minutes, regardless of how many sentences they read.

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Assessment criteria: Reads at a good pace; recognises most taught sight words; sounds out any unknown words; notices punctuation; uses the picture for clues; shows they are reading for meaning; reads with expression

8. Visual Arts: Scribble pattern with eyes closed

1. Make a scribble pattern with your finger
   - Watch me draw a scribble pattern on the board.
   - Use your finger to make a scribble pattern on your desk.
   - Now let’s see what it is like to draw without seeing.

2. Draw a scribble pattern with your eyes closed
   Equipment: blank paper, crayons, koki or watercolour paints
   - Eyes closed. Feel the edge of your paper. Hold it still with one hand.
   - Make a scribble pattern lightly on the paper. Draw for just 1–2 seconds.
   - Open your eyes. Go over the lines.
   - Colour in each shape or make a pattern in the shape (zig-zags, dots, wavy lines, stripes).
   - Use crayons, kokis or paint.
Wednesday

1. Morning meeting

1. Register
   • Mark yourselves present on the Bala Wande register poster.
   • Is anyone absent today?

2. Celebrate birthdays
   Sing the happy birthday song.

3. Weather
   What is the weather today?

2. Beginning Knowledge and PSWB: Four tastes

1. Do taste activities with class (5 min)

   Equipment: Paper plate for each group with tiny amounts of 3–4 kinds of food, for example, a naartjie segment cut into small pieces and teaspoons of salt, sugar, marmite or jam.
   • What are our five senses?
   • Where on our bodies do we taste?
   • Taste a tiny bit of each food on different parts of your tongue and see which taste you sense.
   • What has a sweet taste? A salty taste? A sour taste? A bitter taste?

   Our tongue has little bumps called taste buds on it to taste.
   • Each part of our tongue tastes a different taste.
   • Tip of tongue: sweet
   • Sides: salty and sour
2. Match foods to different tastes: LAB page 147 (5 min)
- Look at the picture of the tongue.
- Listen while I read the words.
- Draw a line from the food to the part of the tongue.

3. Shared Reading: Decoding (The Gingerbread Man)

1. Read with the class: BB pages 32-35
   - Read with me today.

2. Ask the Day 2 questions on each page
   - Answer each question.
   - Re-read the story with me, with expression.
   (Read in a way that shows feeling)

3. Revise the sight-reading words smelled heard tasted ate saw
   - Say this word in the Big Book with me.
   - Find the matching flashcard on the Word Wall.
4. Shared Writing: Lists

1. Groups make lists of parts of the body (8 min)
   - I will give each group a heading.
   - Together, write a list of five things for that heading.
   - Sound out any words you can’t spell.

   Example: Senses
   1. sight
   2. hearing
   3. touch
   4. smell
   5. taste

2. Read the lists to the class (7 min)
   - Read your list aloud to the class.
   - I will choose one to write.

5. Physical Education (indoors): Phonics song for letter F

1. Warm up (5 min)
   - Stand up.
   - Clap and click.
   - Stand on tiptoes.
   - Bend your knees.

2. Phonics song for letter F (10 min)
   - Let’s learn a new phonics song.

   Versioners, please write words for song here

Say Hi to 060 017 0000 to hear this song
6. Phonics: The letter F abc

1. **Introduce the letter-sound F: LAB page 148 (3 min)**
   - This is the letter F. It makes the sound FFFFFFFFF.
   - Whose name starts with the sound F?
   - Whose name contains an F?

2. **Listen to and say the sound F (4 min)**
   - What is this picture?
   (insert word for the main picture).
   - Listen to the first sound, FFFFFFFFF.
   - Say the sound.
   - Notice what your tongue and mouth do.

3. **Identify words beginning with the sound F (5 min)**
   - What are these pictures?
   - What sound does each word start with?
   - What other words start with that sound?

4. **Teach letter formation for F (4 min)**
   Tell learners to copy what you do.
   - Write in the air while we say the chant.
   - Trace with your finger while we say the chant.
   - Trace with your pencil while we say the chant.
   F – start at the dot, go round, then up and down.

5. **Sentence work (4 min)**
   - Read the sentence to learners. Emphasise the F sound.
   - Children circle every F.

7. **Handwriting (10 min)**
   - Follow the advice for handwriting lessons on page 5 and 6.
   - Revise the letter formation of the ‘f sounds learned in term 1.
   - Learners write in their exercise books.
   Observe and assist.
1. **Class does Independent Work**
   Class completes 2 Independent Work pages.
   - Have your pencils ready.
   - Work quietly on your own.

2. **Group C on mat with Shared Reading Stories 1–7**
   - Find and then whisper-read the Big Book stories by yourselves.
   - I will call you one at a time to listen to you read.
3. Call Group C learners one at a time to read LAB page 141
Each child reads for 3 minutes, regardless of how many sentences they read.

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Assessment criteria: Reads at a good pace; recognises most taught sight words; sounds out any unknown words; notices punctuation; uses the picture for clues; shows they are reading for meaning; reads with expression

8. Visual Arts: A Gingerbread Man

1. Make a dough/clay gingerbread man:
   LAB page 149
   Equipment: clay/plasticine/play-dough or real dough (recipes can be found on the internet), buttons/sweets/raisins.
   Give each child a lump of clay/plasticine/dough on a sheet of cardboard.
   • Let’s read the instructions together: Roll, mark shape, cut out, decorate.
   • Dry in the sun or bake according to recipe.

2. If no dough is available, make a paper gingerbread man:
   LAB page 235
   Equipment: crayons, scissors
   • Draw some features on your gingerbread man.
   • Colour it in.
   • Cut out the picture.
   Display all the gingerbread men.
1. Morning meeting

1. Pairs tell their news
   - Use the My news frame on the back cover to tell your news to your partner.
   - Listen to your partner carefully.

2. A few learners tell news to the class
   - I will choose some children to share with the class.

2. Beginning Knowledge and PSWB Assessment 2

Label different parts of the body: LAB page 172
- Listen while I read the names of the parts of the body.
- Use these words to label the body. Draw a line from each word to where it is in the body.
- Circle the parts that are inside the body.
- Work on your own.

Mark: 2 marks per correct answer
3. Shared Reading: Fluency and response (*The Gingerbread Man*)

1. Read with the class: BB pages 32-35
   - Read the story again.

2. Ask the Day 3 questions on each page
   - Answer each question.
   - Re-read the story with me, with expression. *(Read in a way that shows feeling)*

3. Revise the sight-reading words
   - smelled heard tasted ate saw
   - What is this word? *(in the Big Book)*

4. Independent Writing: Lists (Parts of the body)

1. Re-read shared writing
   Remind learners of features of a list:
   - heading (capital letter, underlined)
   - numbered
   - no caps for list
   - items on new lines

   **Example: Senses**
   1. sight
   2. hearing
   3. touch
   4. smell
   5. taste

2. Learners make two lists of their own choosing:
   LAB page 150
   - Make any two lists.
   - For spelling, look back in your LAB or sound out the word.
5. Physical Education (indoors): The skeleton song

1. Warm up (5 min)
   - Stand up.
   - Shake your body.
   - Swing your arms.
   - Hop on each foot.

2. Class sings The skeleton song (10 min)
   - Let’s sing our song again.
   - Do the actions with me. Make big movements.
   - Now do it again with small movements.

6. Phonics: Independent word building

1. Letter naming using cards (5 min)
   - Spread your cards on your desk.
   - When I say a sound, hold up the (matching) letter card.

2. Learners use cards to build words:
   LAB page 151 (15 min)
   - Look at the picture.
   - Build the word with your cards. The little squares tell you how many letters.
   - Let’s check. (One learner writes word on the board)

7. Handwriting

Handwriting (10 min)
   - Follow the advice for handwriting lessons on page 5 and 6.
   - Revise the letter formation of the letters learned last term.
   - Write in your exercise books.

Observe and assist.
6. Reading and Comprehension Assessment 1 (Group D)

1. **Class does Independent Work**
   Class completes 2 Independent Work pages.
   - Have your pencils ready.
   - Work quietly on your own.

2. **Group D on mat with Shared Reading Stories 1–7**
   - Find and then whisper-read the Big Book stories by yourselves.
   - I will call you one at a time to listen to you read.

3. **Call Group D learners one at a time to read LAB page 141**
   Each child reads for 3 minutes, regardless of how many sentences they read.

### Assessment criteria:
Reads at a good pace; recognises most taught sight words; sounds out any unknown words; notices punctuation; uses the picture for clues; shows they are reading for meaning; reads with expression.
8. Performing Arts: Group mystery bag

1. Each group prepares a mystery bag (10 min)
   Equipment: A plastic or fabric bag (non-see through) for each group
   • Give each group a packet or bag.
   • Talk about what to put in your group’s mystery bag (for example, piece of grass, pencil, stone, chalk, eraser, hairclip, ribbon). It can be from outside or inside.
   • Place five items in your bag.

2. Groups guess what is inside another group’s bag (20 min)
   • Swap bags with another group.
   • Take turns to put your hand into the bag and feel an object.
   • Describe it without taking it out of the bag. *(It is long and pointy)*
   • Guess what it is. *(I think it is a pencil)*
   • Take it out to see if you are right.
1. Morning meeting

1. Register
- Mark yourselves present on the Bala Wande register poster.
- Is anyone absent today?

2. Celebrate birthdays
Sing the happy birthday song.

3. Weather
What is the weather today?

2. Physical Education (outdoors): Play Do this, do that

1. Explain Do this, do that game (5 min)
- When I do something and say Do this, you copy me. (clap, click, touch my knees, jump, roll arms, put arms up/down)
- But when I say Do that, you freeze (stop moving). If you copy me when I say Do that, you are out.
- You have to listen very carefully.
- Let’s practise together.

2. Play the game (10 min)
- Do this (arms up)
- Do this (clap hands)
- Do this (touch shoulders)
- Do that (arms front)
- Those children who put their arms forward are out for this round.
Repeat with different movements, going faster and slower, saying the words loudly and softly.
3. Sharing Writing: Editing

1. Pairs: swop lists from Independent Writing (8 min)
Pre-prepare sample lists on board (learners can help)
• Read your partner’s list.
• Check that the list makes sense.
• Check the spelling by looking at the board.
• Underline any words you think are spelled incorrectly.
Write words on the board as requested.

2. Individuals: Correct their own spelling (7 min)
• Get your own book back.
• Check the spelling on the board and correct your spelling mistakes.
• Use a ruler to cross out the incorrect word. Write it correctly above.

4. Beginning Knowledge and PSWB: Find out / Listening game

1. Go through the answers to the Find out question: LAB page 145 (8 min)
• Who found the answers? (bats hunt for food at night; eyesight is not much use in the dark; using echoes they can sense and catch tiny insects which are a few metres away)
• How did you find the answer?
• Do dolphins and whales also use echoes to sense what is ahead? (yes, and some blind people do too, using clicking sounds)

2. Play the listening game (7 min)
• Listen for two minutes.
• What was the furthest sound you heard?
• Nearest sound?
• Loudest sound?
• Softest sound?
• Most interesting sound?
5. Phonics Assessments 1 and 2

Phonics Assessment 1: LAB page 152, row 1
- In row 1, write the letters for the sounds I say.

<table>
<thead>
<tr>
<th>Answer 1</th>
<th>Answer 2</th>
<th>Answer 3</th>
<th>Answer 4</th>
<th>Answer 5</th>
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</table>

5 letters in row

Phonics Assessment 2: LAB page 220
- Write each word I say.
- Use your best handwriting and work on your own.

<table>
<thead>
<tr>
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<th>Word 2</th>
<th>Word 3</th>
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Completely correct

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</table>

Partly correct

6. Reading and Comprehension Assessment 1 (Group E)

1. Class does Independent Work
Class completes 2 Independent Work pages.
- Have your pencils ready.
- Work quietly on your own.
Friday

2. Group E on mat with Shared Reading Stories 1–7
   - Find and then whisper-read the Big Book stories by yourselves.
   - I will call you one at a time to listen to you read.

3. Call Group E learners one at a time to read LAB page 141
   Each child reads for 3 minutes, regardless of how many sentences they read.

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<td>5, 6</td>
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Assessment criteria: Reads at a good pace; recognises most taught sight words; sounds out any unknown words; notices punctuation; uses the picture for clues; shows they are reading for meaning; reads with expression
7. Performing Arts Assessment 1

1. Outside, groups of learners prepare song (10 min)
   - Choose one of the songs we learnt this term.
   - Practice, with actions.

2. Inside, groups perform their songs
   - I am looking to see if you sing together, in tune and in time. I want to see your rhythm and your movements.

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<thead>
<tr>
<th>1–4</th>
<th>5–6</th>
<th>7–8</th>
<th>9–10</th>
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<tbody>
<tr>
<td>Poor</td>
<td>Average</td>
<td>Above average</td>
<td>Outstanding</td>
</tr>
</tbody>
</table>

**Group mark**

**Assessment criteria:** Integrates song with movement; vocal ability and contrast (loud/soft; high/low); sense of rhyme and rhythm; body language (eye contact, posture, confidence)
Keeping safe from germs

**Overview of Week 8**

This is formal assessment week. The teaching programme continues as usual, with assessment activities as part of the normal school day. Learners have already been prepared for these assessment activities through the learning programme. A few usual lessons are omitted from the daily programme to give you extra time to complete individual assessments. 2 extra Independent work pages are provided for these times.

**Theme:**
Keeping my body safe

**Week 8:**
Keeping safe from germs

**Independent Work**
10 LAB pages

**PE (indoors)**
- Locomotor/rhythm: Phonics songs, Simon says, Skeleton song

**PE (outdoors)**
- Perceptual motor: Team ball games

**Visual Arts**
Assessment
Draw news

**Performing Arts**
Interpret and perform: mini-choirs, sing loudly and softly (hearing)

**Assessment**
Group song and dance

**Beginning Knowledge and Personal & Social Well-being**
*Keeping safe from germs*

**Assessment**
Labelling parts of body
- Find out: Vaccinations

**Phonics**
- Introduce letter-sound XX and XX
- Dictation

**Handwriting**
Write letter X and X

**Reading**

**Oral**

**Group Guided Reading**

**Life Skills**

**Writing**

**PHONICS**

**Reading**

**Assessment**
Listening comprehension

**Shared Reading**
Busi and Gogo

**Assessment**
Individual reading

**Assessment**
Write sentence of news

**Read-aloud story**
*Florence Nightingale: Germ Buster*

**Assessment**
Reading comprehension

**Shared Reading**

**Oral**

**Group Guided Reading**

**Life Skills**

**Writing**

**PHONICS**

**Reading**

**Assessment**
Listening comprehension

**Shared Reading**

**Oral**

**Group Guided Reading**

**Life Skills**

**Writing**

**PHONICS**

**Reading**

**Assessment**
Listening comprehension

**Shared Reading**

**Oral**

**Group Guided Reading**

**Life Skills**

**Writing**

**PHONICS**

**Reading**

**Assessment**
Listening comprehension

**Shared Reading**
### Preparation

- Make flashcards of the sight-reading words:

  - germ
  - mask
  - soap
  - fresh
  - sick

### Formal Assessment tasks

<table>
<thead>
<tr>
<th>Learning area</th>
<th>Activity</th>
<th>Day</th>
<th>LAB page</th>
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<tr>
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<td>Life Skills</td>
<td>Visual Arts</td>
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<td></td>
<td>Draw family news</td>
<td>Tuesday</td>
<td>XX</td>
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<tr>
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<td>Write news</td>
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<tr>
<td></td>
<td>Listening &amp; Speaking (2)</td>
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<td></td>
<td>Explain/talk about drawing</td>
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<tr>
<td></td>
<td>Reading (2)</td>
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<tr>
<td></td>
<td>Reading comprehension test</td>
<td>Thursday</td>
<td>XX</td>
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</tbody>
</table>

- Assessment procedures are outlined in the lesson plans.
- Marking criteria and Term 2 mark sheets are provided at the back of this Teacher Guide.

### Guide to Reading and Comprehension Assessment and Independent Work (IW)

<table>
<thead>
<tr>
<th>Group</th>
<th>Monday</th>
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</tbody>
</table>
1. **Morning meeting**

1. **Register**
   - Mark yourselves present on the Bala Wande register poster.
   - Is anyone absent today?

2. **Celebrate birthdays**
   - Sing the happy birthday song.

3. **Weather**
   - What is the weather today?
Florence Nightingale: Germ Buster

Germs, and their cousins, viruses, are not a nice little creatures. They have many spikey arms and legs and lots of sharp teeth to bite people. If a germ bites you, or you swallow one, you can get very sick. But the problem is that germs and viruses are so tiny no-one can see them. They are invisible. They live in the air and on the things we touch, even on our bodies but you will never see them. You can breathe one in or touch one and you won’t know you have until you get sick. Also, every minute, germs multiply. Where there is one germ, a second later there are two, and two seconds later, four and an hour later, over 100 germs. Germs live everywhere around us.

Oral vocabulary:
- virus: a type of germ
- germ: a micro (very small) organism (creature) that causes disease/illness
- invisible: something that you cannot see
- multiply: increase in number
Long ago there was a person who showed us how to beat germs. That person was called Florence Nightingale. She grew up in a small village in a country called England. At that time, most girls didn’t go to school but Florence’s father wanted his daughters to learn and gave them lessons in science and history and maths. Florence liked to help the ill and poor people in the community. She would pack a basket with fresh fruit, vegetables and a loaf of bread and write a note to tell the family she hoped they would get better soon. Then she would take the basket to the house and leave it outside the door for the sick family.

She asked her mother why some people became sick, but her mother didn’t know. Not many people knew about germs in those days. So, Florence decided to become a nurse and try to find out. To become a nurse, you have to go to nursing college. There was no school for nurses in England so, when she was 16, Florence travelled to Germany to train as a nurse. There, she learnt about germs for the first time. She learnt that germs make people sick. She also learnt that germs love dirt.

When she went back to England she started to work in a hospital. She told the other nurses to keep the hospital very clean, to wash the patients each day and wash their own hands with soap and water. She also kept the windows of the hospital open for fresh air. The germs hated the clean, airy hospital, and many of the patients got better.

The government heard of this wonderful nurse and asked her to go to a soldier’s hospital. Many soldiers had been wounded in a war and weren’t getting better. When she got to the hospital, she saw that the patients were dirty, the hospital was dirty, the bandages were dirty and the water they drank was not clean. There were germs everywhere! Florence asked the soldiers to help her scrub the hospital, from top to bottom. She opened all the windows to let in fresh air and washed all the blankets and bandages with hot water and soap. Then she set up a kitchen to make sure the soldiers only drank clean water and had fresh food to eat. Every night she walked around the hospital to see if the sick soldiers were getting better. She carried a little lamp. The soldiers called her The Lady with the Lamp.

When she got back from the soldiers’ hospital, she started a nursing school in England to train other nurses to fight germs. Because of this she became one of the most famous nurses in history and a famous germ-buster. Today nurses all over the world, even in South Africa, have a little lamp on their nurse badges to remember Florence Nightingale and her fight against germs.

**Oral vocabulary:**
- **wounded**: injured or hurt
- **bandage**: a strip of material for binding up a cut or wound
3. Beginning Knowledge and PSWB: Keeping safe from germs / Find out

1. On the mat, read and talk about the poster: BB page 36 (15 min)
See your training manual for background information.
• Read the sentences and discuss the pictures.

2. Pairs: answer one question at a time (10 min)
Take turns to talk and to listen.
• How do you keep clean to bust germs?
• What do you eat to stay healthy?
• What else do you do to stay healthy?

3. Read the Find out question to the class: LAB page 167 (5 min)
Look, while I read about vaccinations.
• How can you find the answers to the questions?

4. Physical Education (indoor): Phonics song

1. Warm up (5 min)
• Do some warm-up exercises.

2. Teach and sing the phonics song for ?? (10 min)
• Listen and watch the first time.
• Now sing along and do actions.

Versioners, please write words for song here

Say Hi to 060 017 0000 to hear this song
1. Introduce the letter-sound X: LAB page 168 (3 min)
   - This is the letter X. It makes the sound XXXXXXXX.
   - Whose name starts with the sound X?
   - Whose name has an X in it?

2. Listen to and say the X (4 min)
   - What is this picture?
   - Listen to the first sound, XXXX.
   - Say the sound.
   - Notice what your tongue and mouth do.

3. Identify words beginning with the sound X (5 min)
   - What are these pictures?
   - What sound does each word start with?
   - What other words start with that sound?

4. Teach letter formation for X (4 min)
   Tell learners to copy what you do.
   - Write in the air while we say the chant.
   - Trace with your finger while we say the chant.
   - Trace with your pencil while we say the chant.
   - Start at the dot, go over, down.

5. Sentence work (4 min)
   - Read the sentence to learners. Emphasise the X sound.
   - Children circle every X.

6. Handwriting

Handwriting (10 min)
   - Follow the advice for handwriting lessons on page 5 and 6.
   - Look at the letter formation of today's sounds.
   - Practice writing the letters in your exercise books.

Observe and assist.
5*. Phonics: Revision

1. Rapid naming of Term 1 and 2 letter-sounds (5 min)
   - Class, what sound does this letter make? Faster.
   - Now individuals answer.

2. Write the letters: LAB page 174 (12 min)
   - Look at the picture.
   - Write the capital and small letter of the first sound/letter of each word.

6. Handwriting

   Handwriting (10 min)
   - Follow the advice for handwriting lessons on page 5 and 6.
   - Look at the letter formation of today's sounds.
   - Practice writing the letters in your exercise books.

   Observe and assist.
7. GGR and Independent Work: Groups A and B

1. Class does Independent Work
1 or 2 pages a day. (See the table on page 167 for details.)
- Have your pencils ready.
- Work quietly on your own.

2. Groups A and B take turns on the mat with the Anthology: Reading 1 (15 min each)
Introduce/scaffold today’s story as needed. For example, read the story to the children.
- Whisper-read the story by yourselves.
- Stop at the end of each page and answer my questions.

Say Hi to 060 017 0000 for questions to ask about the story
1. Morning meeting

1. Pairs tell their news
   - Use the My news frame on the back cover to tell your news to your partner.
   - Listen to your partner carefully.

2. A few learners tell news to the class
   - I will choose some children to share with the class.

2. Shared Reading: Comprehension (Busi and Gogo)

1. Read to the class: BB pages 37-40
   - Follow the words as I read to you.

2. Ask the Day 1 questions on each page
   - Answer each question.
   - Now re-read the story aloud with me.

3. Revise the sight-reading words germ, mask, soap, fresh, sick
   - Look at the flashcard and say the word with me.
   - Match to a word in the Big Book.
   - Put flashcards on the Word Wall.
3. BK and PSWB: Teacher story

Tell a story about Gerry Germ
- The story can explain how Gerry and his family float in the air and wait for someone to breathe them in, or how they sit on desks and door handles waiting to jump on someone’s hand and then transfer to their face. You can’t see germs but they hide in sneezes and coughs or on dirty hands and surfaces. Germs can spread illness.
- Talk about different ways germs can be spread from person to person. in air through sneezes and coughs, through sweat, saliva (spit) and blood, or by touching something or someone that has germs and them touching your mouth or nose.

4. Physical Education (indoors): Phonics song

1. Warm up (5 min)
- Do some warm-up exercises.

2. Sing the phonics song for the letter X (10 min)
- Listen and watch the first time.
- Now sing along and do actions.

Versioners, please write words for song here

Say Hi to 060 017 0000 to hear this song
5. Phonics: Shared word building

1. Cut out letter cards for this week: LAB page 169 (7 min)
Display the same teacher cards randomly on the board.

2. Use teacher cards to build words with learners: LAB page 237 (13 min)
- Let’s build the word on the board.
- Listen to the word. (What letter comes first, next etc?)
- Try to copy the word with your own cards.
- Put your letters in a container/bag to use again.

6. Handwriting

Handwriting (10 min)
- Practice writing these letters. Copy the words you make on a piece of paper.
- Compare with a partner and check that you have formed them all properly.

Observe and assist.

6. Handwriting

7. Handwriting Assessment 1

Assessment 1 (Handwriting): LAB page 128
Check pencil grip and note learners who hold the pencil incorrectly.
- Make sure your pencil is sharpened.
- Copy each sentence underneath in the empty row.
- Use your best handwriting.

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Assessment criteria:
Forms the letters correctly, starting and ending at the correct point; places letters correctly on lines (particularly capital letters); writes words with correct spacing (within and between words)
Tuesday

8. GGR and Independent Work: Groups C and D

1. Class does Independent Work
   1 or 2 pages a day. (See the table on page 167 for details.)
   • Have your pencils ready.
   • Work quietly on your own.

2. Groups C and D take turns on the mat with the Anthology: Reading 1 (15 min each)
   Introduce/scaffold today's story as needed. For example, read the story to the children.
   • Whisper-read the story by yourselves.
   • Stop at the end of each page and answer my questions.

9. Visual Arts Assessment 1

Draw and colour a picture: LAB page 171
   • Draw a picture of your family news this week.
   • Colour the picture.

<table>
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Assessment criteria:
Draws recognisable figures (shape); uses whole space; realistic use of colour; good control of pencil and crayons (lines; consistent pressure); creative design (perspective/interesting detail)
1. **Morning meeting**

   **1. Register**
   - Mark yourselves present on the Bala Wande register poster.
   - Is anyone absent today?

   **2. Celebrate birthdays**
   - Sing the happy birthday song.

   **3. Weather**
   - What is the weather today?
2. Listening and Speaking:
   Number rhyme (Five little gingerbread men)

   **Teach a number rhyme**

   **Five little gingerbread men**
   *Five little gingerbread men lying on a tray,
   One jumped up and ran away.\n   Shouting, "Catch me, catch me, catch me if you can …
   I'm really quick, I'm a gingerbread man!"
   **Four little, … three little, … two little, … one little, …**
   No more gingerbread men lying on a tray,
   They all jumped up and ran away.
   Oh, how I wish they had stayed with me to play.
   Next time I'll eat them before they run away.

3. Shared Reading: Decoding (*Busi and Gogo*)

   **1. Read with the class: BB pages 37-40**
   - Read with me today.
   
   **2. Ask the Day 2 questions on each page**
   - Answer each question.
   - Re-read the story with me, with expression (read in a way that shows feeling).
   
   **3. Revise the sight-reading words**
   *germ, mask, soap, fresh, sick*
   - Say this word in the Big Book with me.
   - Find the matching flashcard on the Word Wall.
WEEK 8

Wednesday

4. Phonics: Game ✨

Play *Say, give, use*: LAB page 170 (15 min)
- Play in pairs. Take turns.
- Put your finger on the page with eyes closed.
  Choose the number that is closest to your finger.
- Move your counter to that number.
- When you land on a word:
  - say the word
  - give another word starting with the same sound, and
  - use the word in a sentence.
- First one to Finish is the winner.

5. Physical Education (indoors): Phonics song for letter X 🕺

1. Warm up (5 min)
- Stand up.
- Clap and click.
- Stand on tiptoes.
- Bend your knees.

2. Phonics song for letter F (10 min)
- Let’s learn a new phonics song.
- Do the actions.

Versioners, please write words for song here

Say Hi to 060 017 0000 to hear this song
6*. Phonics and Handwriting: The letter X

1. Introduce the letter-sound X: LAB page 168 (3 min)
   - This is the letter X, it makes the sound XXXXX.
   - Whose name starts with the sound X?
   - Whose name contains a X?

2. Listen to and say the sound X (4 min)
   - What is this picture?
   - Listen to the first sound, XXXXX
   - Say the sound.
   - Notice what your tongue and mouth do.

3. Words beginning with the sound X (5 min)
   - What are these pictures?
   - What sound does each word start with?
   - What other words start with that sound?

4. Teach letter formation for X (4 min)
   Tell learners to copy what you do.
   - Write in the air while we say the chant.
   - Trace with your finger while we say the chant.
   - Trace with your pencil while we say the chant.
   X – Start at the dot, go over, down.

5. Sentence work (4 min)
   - Read the sentence to learners. Emphasise the X sound.
   - Children circle every X.

7. Handwriting

Handwriting (10 min)
   - Follow the advice for handwriting lessons on page 5 and 6.
   - Revise the letter formation of the ‘x’ sounds learned in term 1.
   - Learners write in their exercise books.
   - Observe and assist.
6*. Phonics and Handwriting: Revision

1. Rapid naming of Term 1 and 2 letter-sounds (5 min)
   - What sound does this letter make? Faster.
   Then, ask individual learners

2. Write letters: LAB page 174 (12 min)
   - Look at the picture.
   - Write the capital and small letter of the first sound/letter of each word.

7. Handwriting

   Handwriting (10 min)
   - Follow the advice for handwriting lessons on page 5 and 6.
   - Look at the letter formation of today’s sounds.
   - Practice writing the letters in your exercise books.
   Observe and assist.

8. GGR and Independent Work: Groups E and A

   1. Class does Independent Work
      1 or 2 pages a day. (See the table on page 167 for details.)
      - Have your pencils ready.
      - Work quietly on your own.
WEEK 8
Wednesday

2. Groups E and A take turns on the mat (15 min each)
Group E on the mat with the Anthology: Reading 1
Introduce/scaffold today’s story as needed. For example, read the story to the children.
• Whisper-read the story by yourselves.
• Stop at the end of each page and answer my questions.

Group A on the mat with the Anthology: Reading 2
• Let’s re-read the story together, aloud.
• Now read it with your partner. I will listen to you read.

8. Listening and Speaking Assessment 2

1. Design and draw a Germ Buster poster
• Think of all the things you have learned this week about how to fight germs and stay healthy.
• Make a poster that will help other children learn the same lessons.
• I will call you up one by one to look at the picture you drew yesterday.

2. Ask each learner 2–3 questions about what they drew yesterday
(complete half the class today)
• Question bank:
  Who is in the picture?
  How old is …?
  What are you doing?
  What did you do first?
  Where is this happening?

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</table>

Assessment criteria:
Understands the questions; provides relevant answers; uses full sentences; language ability (correct structure; wide vocabulary); speaking ability (volume; pronunciation; speed; fluency)
1. Morning meeting 🐳

1. Pairs tell their news
   - Use the My news frame on the back cover to tell your news to your partner.
   - Listen to your partner carefully.

2. A few learners tell news to the class
   - I will choose some children to share with the class.

2. Reading and Comprehension Assessment 2 📚

1. Read the Shared Reading story together: LAB page 161 (5 min)
   - Find the story in your LAB.
   - Let’s read it together. Use your finger to follow the words.
   - Put a bookmark in your LAB so you can find this story easily.

2. Assess comprehension: LAB page 175 (10 min)
   - Work on your own.
   - Listen while I read the question.
   - Think about your answer. You can look back at the story (encourage this – this is not a memorisation activity)
   - Circle the correct answer.

Mark: 2 marks per correct answer
Thursday

3. Physical Education (indoors): *The skeleton song*

1. **Warm up: Simon says (5 min)**
   - Stand up.
   - Shake your body.
   - Swing your arms.
   - Hop on each foot.

2. **Teach and sing phonics song for X (10 min)**
   - Let’s sing our song again.
   - Do the actions with me.

   *Say Hi to 060 017 0000 to hear this song*

3. **Phonics and Handwriting**

   - Complete the words: LAB page 176
     - Let’s do two together.
     - Now you try. Let’s check.
5. Phonics: Independent word building

1. Rapid letter naming using cards (5 min)
   - Spread your cards on your desk.
   - Hold up the letter card X etc.

2. Learners use cards to build words: LAB page 177 (15 min)
   - Look at the picture.
   - Build the word on your desk with your cards. The little squares show you how many letters.
   - Let’s check (call learner to write word on board)
   - Write the words.

6. Handwriting

Handwriting (10 min)
- Follow the advice for handwriting lessons on page 5 and 6.
- Revise the letter formation of the letters learned last term.
- Write in your exercise books.

Observe and assist.

7. GGR and Independent Work: Groups B and C

1. Class does Independent Work
   1 or 2 pages a day.
   (See the table on page 167 for details.)
   - Have your pencils ready.
   - Work quietly on your own.

2. Groups B and C take turns on mat with the Anthology: Reading 2 (15 min each)
   - Let’s re-read the story together, aloud.
   - Now read it with your partner. I will listen to you read.
7. Listening and Speaking Assessment 2 (continued)

1. Learners continue working on Germ Buster poster
   - Carry on drawing and colouring in your posters
   - I will call you up one by one to look at the picture you drew on Tuesday.

2. Ask each learner 2–3 questions about what they drew in Visual Art on Tuesday (second half of class)
   - Question bank:
     - Who is in the picture?
     - How old is …?
     - What are you doing?
     - What did you do first?
     - Where is this happening?

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Assessment criteria:
Understands the questions; provides relevant answers; uses full sentences; language ability (correct structure; wide vocabulary); speaking ability (volume; pronunciation; speed; fluency)
1. Morning meeting

1. Register
   • Mark yourselves present on the Bala Wande register poster.
   • Is anyone absent today?

2. Celebrate birthdays
   Sing the happy birthday song.

3. Weather
   What is the weather today?

8. Physical Education (outdoors): Team ball game

1. Divide class into teams and explain how to play the game (5 min)
   Equipment: a ball or beanbag for each team
   • Each team form a line.
   • You will pass the ball/beanbag to the back in different ways.
   • When it gets to the back the last learner runs to the front.
   • The team is finished when the learner who passed the ball first is back in front.

2. Pass ball/beanbag down the line in different ways (25 min)
   • Pass the ball/beanbag over your heads to learner behind.
   • Pass the ball between your legs to the end of the line.
   • Pass the ball over and under.
   • Twist to the left and pass the ball to the learner behind you.
   • Twist to the right and pass the ball.
3. Beginning Knowledge and PSWB: Find out / Review week

1. Find out challenge answers (7 min)
   - What ways did you try to find the answers?
   - What vaccinations have you received? (In South Africa, babies and children are vaccinated for free against infectious diseases (diseases that spread from one person to another). Children will have been vaccinated against pneumococcal disease, chickenpox, measles, mumps, rubella, rotavirus, polio, tetanus, TB, diptheria, whooping cough and possibly Human Papiloma Virus. Each child has a vaccination card that records the vaccinations they have had. People usually have to have at least a yellow fever vaccination in order to travel to another country. Some people have flu vaccinations every year.)
   - What was the first ever vaccination for? (Smallpox. The vaccine was discovered in 1796. Millions of people died from smallpox every year but since the vaccination, no-one gets smallpox anymore.)
   - What are the newest vaccines in the world for? (COVID-19)

2. Review of the week (8 min)
   Congratulate learners for their hard work this week. Explain that you will mark all their work. If you see that someone has struggled, you will give them extra help.
   - Which was your favourite activity this week?
   - What activities did you not enjoy very much?

4. Phonics: Dictation

Dictation: LAB page 178
   - Listen while I say a word slowly.
   - Write the word in your best handwriting.
   - Work on your own.
   - At the end of the day, hand in your books for marking.
5. GGR and Independent Work: Groups D and E

1. Class does Independent Work
1 or 2 pages a day. (See the table on page 167 for details.)
- Have your pencils ready.
- Work quietly on your own.

2. Groups D and E take turns on mat with the Anthology: Reading 2 (15 min each)
- Let’s re-read the story together, aloud.
- Now read it with your partner. I will listen to you read.

Say Hi to 060 017 0000 for questions to ask about the story.

6. Performing Arts: Mini choirs

1. Groups form mini choirs and practise singing a song (15 min)
- In your group, choose a song or hymn you all know.
- Decide where in the song you will sing loudly and where you will sing softly.
- Decide if you will have a solo part and who will sing it.
- Practise singing your song.

2. Have a mini-choir festival (15 min)
- Let’s listen to each group’s song.
- Don’t forget to applaud.
Overview of Week 9

Week 2: Keeping safe from others

**Theme:** Keeping my body safe

- **Group Guided Reading (GGR) and Independent Work (IW)**
  - 2 GGR groups a day
  - 8 IW pages a week

- **PE (indoors)**
  - Locomotor: Phonics songs, dances, action song
  - Balance activities

- **PE (outdoors)**
  - Circle game
  - Traditional games

- **Visual Arts**
  - Make a friendship flower
  - Draw a friendly alien

- **Performing Arts**
  - Role-play problem solving

**Beginning Knowledge and Personal and Social Well-being**
- Our class’s anti-bullying rules
- Problem solving
- The underpants rules
- Teacher story – Learning from rules
- Find out: Presidents

**Shared Reading**
- Kiki

**Shared Writing**
- Write a class story

**Independent Writing**
- Complete sentences

**Handwriting**
- Revision

**Phonics**
- Revision

**Oral**
- Read-aloud story
- Kiki

**Pair work**
- Dialogue

**Action song**
- The more we are together

**Performing Arts**
- Role-play problem solving

**PE (indoors)**
- Locomotor: Phonics songs, dances, action song
- Balance activities

**PE (outdoors)**
- Circle game
- Traditional games
Preparation

• Make flashcards of the sight-reading words:

  ![Welcome](image1)
  ![Teased](image2)
  ![Bully](image3)
  ![Unkind](image4)
  ![Pushed](image5)

Guide to Group Guided Reading (GGR) and Independent Work (IW)

<table>
<thead>
<tr>
<th>GGR: 2 × 15 minutes per group</th>
<th>Emergent reading activities</th>
<th>IW: 8 pages</th>
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<tr>
<td><strong>Monday</strong></td>
<td><strong>Tuesday</strong></td>
<td><strong>Wednesday</strong></td>
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<tr>
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<tr>
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<td>IW 7</td>
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Vocabulary

Oral vocabulary (see also theme concepts in your training manual)
aliens, similar, imagine, visualise, bullying, tease

Sight-reading words
welcome, teased, bully, unkind, pushed

Phonics words
[versioners: insert words from Tuesday octopus activity]
1. Morning meeting

1. Register
   - Mark yourselves present on the Bala Wande register poster.
   - Is anyone absent today?

2. Celebrate birthdays
   - Sing the happy birthday song.

3. Weather
   - What is the weather today?
Kiki

In a place far away, there lived some friendly aliens. They looked a little like humans but these aliens had green skins and blue hair. And they had purple dots on their skin! (Explain as much about aliens as necessary for this story to make sense to the learners.)

Close your eyes and think about what they looked like. (Give children a minute.) Would you like to see a picture of one? Are they similar to what you imagined? (Show the Big Book story page 1.)

Well, just like you, these children had to go to school. They had to learn how to read and write and count. Their class teacher was Mr Maggs. The children all loved him. One day he told the class, ‘There is a new child in our class today. We need to make her feel welcome. Her name is Kiki.’

Oral vocabulary:
- aliens: imaginary creatures from another world
- similar: almost the same
- imagine: to picture something in your mind
Kiki came in shyly. She looked a little different from the other children. She had pink spots instead of purple ones. A few of the children giggled when they saw her. *(Was that kind?)*

Soon it was break time. Kiki’s mom had packed her sandwiches, chips and a bottle of juice. Kiki went to eat and play with the other children. But no sooner had she gone outside than one of the big boys grabbed her chips and her juice and ran away. Then two girls grabbed her sandwiches and threw them on the ground and jumped on them so that she couldn’t eat them. Kiki began to cry. But no-one helped her. The girls began to *tease* her. They called her Cry-baby and Silly Pink Spot.

Kiki sat all by herself and cried because no-one wanted to play with her. She had been so excited to come to a new school and now she just wanted to go home. Poor Kiki.

When she got home, her mom noticed she wasn’t smiling. She asked, ‘Kiki, did something happen at school? You can always tell me.’

Kiki told mom what had happened. Her mom told her, ‘When children hurt your feelings or are mean on purpose, it is called *bullying*. No-one should be bullied. You must tell Mr Maggs. And don’t be afraid to say, “No. Don’t do that” in a loud voice if someone bullies you.’

The next day, Kiki told Mr Maggs what had happened. He talked to the class. ‘I am very disappointed to hear you hurt Kiki’s feelings yesterday,’ he said. ‘That is bullying. I don’t like bullies. We are all one class, big and small, old and young, green spots or pink spots or yellow spots.’

At break that day, Kiki went outside with her head held up high. She did not let the children see she was scared. When the big boy came towards her, she said loudly, ‘No, this is my lunch.’ Then she added, ‘But you can have a chip if you would like.’ She offered him a chip.

Then she marched to a bench to eat her lunch. She smiled at everyone. After a while, a shy girl called Mimi came to sit with her. Kiki knew they would be friends.

That day Kiki came home with a smile on her face.

**Oral vocabulary:**

- **bullying**: hurting or frightening people who are weaker than you
- **tease**: to laugh at someone in order to upset them
3. Beginning Knowledge and PSWB: Class rules about bullying

1. **Class discussion: What is bullying? How does it make you feel? (15 min)**
   - What is bullying? (when someone hurts or teases you on purpose and it is hard to stop them)
   - What kinds of bullying are there?
     - physical: hitting, punching, pushing, pinching, hurting
     - verbal: teasing, name calling, insulting
     - relational: not letting someone join in, talking behind someone’s back
   - How does being bullied make you feel? (bad, sad, angry, unliked, scared, alone)

2. **Read and discuss the poster: BB page 41 (15 min)**
   - (see your training manual for more information about bullying.)
   - Let’s read the rules together.
   - Why do we need rules about bullying in our class? (we don’t want our classmates to feel bad or sad or alone; we can stop bullying if we work together)
   - What happens if you break a rule?

4. **Physical Education (indoors): Phonics song revision**

1. **Warm up (5 min)**
   - Stand up.
   - Shake your body.
   - Stretch your arms up.
   - Touch your toes.

2. **Sing any phonics song (10 min)**
   - Which song should we sing?
   - Sing and do the actions.
5. Phonics: Revision

Let’s revise: LAB page 194 (15 min)
- Look at the picture.
- Say the word in your head.
- What is the first letter-sound?
- Write the capital letter and the lower case letter.
- Let’s check.

6. GGR and Independent Work: Groups A and B

1. Class does Independent Work
1 or 2 pages a day. (See the table on page 223 for details.)
- Have your pencils ready.
- Work quietly on your own.

2. Groups A and B take turns on the mat with the Anthology:
   Reading 1 (15 min each)
Introduce/scaffold today’s story as needed. For example, read the story to the children.
- Whisper-read the story by yourselves.
- Stop at the end of each page and answer my questions.

Say Hi to 060 017 0000 for questions to ask about the story
1. Explain and demonstrate a circle game with the whole class (10 min)

The farmer’s in the dell is a good example of a circle game. You can also use a traditional game.
- Make a circle.
- Who wants to be the farmer first? The farmer stands in the middle of the circle.
- The rest of the class moves around the farmer as they sing.
- With each verse, the last child chosen chooses another child until there are seven children in the middle of the circle.

2. Play a few times (20 min)

Ensure that different children get a chance to be in the middle.
1. Morning meeting

1. Pairs tell their news
   - Use the My news frame on the back cover to tell your news to your partner.
   - Listen to your partner carefully.

2. A few learners tell news to the class
   - I will choose some children to share with the class.

2. Listening and Speaking: Dialogue

1. Explain and demonstrate the dialogue (5 min)
Write these sentence starters on the board.
- A dialogue is a conversation between 2 people, A and B.
- Let’s read this conversation between A and B.
- Where you see the dots, you need to fill in the details.

Example
Scenario: I punched a boy.
A: I just did something mean. I punched a boy.
B: That’s not nice. Doing that will make them feel angry.
2. Pairs: Learners practice dialogue about bullying in different scenarios (10 min)
Read the list of scenarios to the learners. Tell them they will work in pairs. One is A and the other is B.
• Choose one of these scenarios. (a scenario is a description of what happened).
• Each complete your sentence for this scenario.
• Swop after each scenario.

3. Shared Reading: Comprehension (Kiki)

1. Read to the class: BB pages 42-45
   • Follow the words as I read to you.

2. Ask the Day 1 questions on each page
   • Answer each question.
   • Now re-read the story aloud with me.

3. Revise the sight-reading words
   • welcome teased bully unkind pushed
   • Look at the flashcard and say the word with me.
   • Match to a word in the Big Book.
   • Put flashcards on the Word Wall.
WEEK 9

Tuesday

4. Beginning Knowledge and PSWB: Problem solving / Find out

1. Learners talk about what they can say or do to solve problems: LAB page 195 (10 min)
   - Look at the pictures and listen while I read what the children are saying.
   - Discuss how the story could have a good outcome.
   - Think about what the person could say to solve the problem.

2. Find out: LAB page 196 (5 min)
   - Do you recognise anyone in the picture?
   - Let’s read.
   - How will you find the answers?
   - Bring your answers on Wednesday.

5. Physical Education (indoors): Balance activities

1. Warm up (5 min)
   - Stand up.
   - Hop on one foot then another.
   - Stand on tiptoes.
   - Make a windmill with your arms.

2. Balance activities (10 min)
   - Stand on left leg.
   - Bend left leg.
   - Straighten.
   - Stand on tiptoe while stretching out the right leg.
   - Repeat on the other side.
Tuesday WEEK 9

6. Phonics: Shared word building

1. Cut out letter cards for this week: LAB page 239 (7 min)
   Display the same teacher cards randomly on the board.

2. Use teacher cards to build words with learners: LAB page 197 (13 min)
   - Let’s build the word on the board.
   - Listen to the word. (What letter comes first, next etc?)
   - Try to copy the word with your own cards.
   - Put your letters in a container/bag to use again.

7. Handwriting

Handwriting (10 min)
   - Follow the advice for handwriting lessons on page 5 and 6.
   - Look at the letter formation of today’s sounds.
   - Practice writing the letters in your exercise books.

Observe and assist.

8. GGR and Independent Work: Groups C and D

1. Class does Independent Work
   1 or 2 pages a day. (See the table on page 223 for details.)
   - Have your pencils ready.
   - Work quietly on your own.

2. Groups C and D take turns on the mat with the Anthology: Reading 1 (15 min each)
   Introduce/scaffold today’s story as needed. For example, read the story to the children.
   - Whisper-read the story by yourselves.
   - Stop at the end of each page and answer my questions.

Say Hi to 060 017 0000 for questions to ask about the story
9. Visual Arts: Make a friendship flower

1. Read the instructions (5 min)
   - Look carefully at the friendship flower in the picture.
   - Let’s read the instructions together.

Check learners’ understanding:
   - How many petals must you write in?
   - What words will you write?
   - What do you do first: colour or cut?

2. Make your friendship flower: LAB page 293 (20 min)
   Equipment: paints or crayons, scissors, pencil
   - Find the cut-out page for your own flower at the back of your Learner’s Activity Book.
   - Make your friendship flower.

3. Make a friendship garden display (5 min)
   - Cut out your flowers and ‘plant’ them in our Friendship Garden display.
1. Morning meeting

1. Register

- Mark yourselves present on the Bala Wande register poster.
- Is anyone absent today?

2. Celebrate birthdays

Sing the happy birthday song.

3. Weather

What is the weather today?
2. Beginning Knowledge and PSWB: PANTS rule

1. Discuss the PANTS rule: LAB page 198 (10 min)
   - This is about protecting the parts of our body that we don’t normally speak about. We call them our ‘privates’ because they are private.

   Discuss each point in more depth.
   - **Privates are privates.** Your underwear covers your private parts.
   - **Always remember your body belongs to you.** No-one should make you do things that make you uncomfortable.
   - **No means no.** You can say no to anyone – a family member, someone you love or a stranger.
   - **Talk about bad secrets.** It a secret makes you feel sad or worried, tell someone.
   - **Speak up.** Tell a grown up (mom, a family member, a teacher or another adult). Or phone Childline (08000 55555 – free).

3. Shared Reading: Decoding (Kiki)

1. Read with the class: BB pages 42-45
   - Read with me today.

2. Ask the Day 2 questions on each page
   - Answer each question.
   - Re-read the story with me, with expression *(read in a way that shows feeling)*.

3. Revise the sight-reading words
   - *welcome teased bully unkind pushed*

   - Say this word in the Big Book with me.
   - Find the matching flashcard on the Word Wall.
4. Shared Writing: Story *(My friendly alien)*

1. Pre-prepare the questions and writing frame for a class story about a friendly alien
   - Let’s pretend a friendly alien came to visit our class. We will write a story about the visit, using the writing frame on the board.
   - Give me some ideas about what to write.

   **Our friendly alien**
   What did it look like? (legs, arms, skin, eyes, etc.)
   Our alien had ...
   What was its name?
   Its name was ...
   How did we make it welcome?
   To make it welcome we (showed it the school, played with it, shared our lunches, took it to our house for the night, taught it our songs and so on)

2. Read story together

   **Our friendly alien**
   Our alien had purple skin, twenty arms and three eyes. Its name was Rara.
   To make it welcome we played with it and taught it some games and songs.
5. Physical Education (indoors): Alien dance

1. Warm up (5 min)
   - With straight legs, put hands on the floor.
   - Stretch arms above head.
   - Make little circles with left foot.
   - Repeat with right foot.

2. Play appropriate music, learners make up an alien dance (10 min)
   - How do you think an alien dances?
   - Make up an alien dance.

6. Phonics and Handwriting: Revision

1. Write the words under the pictures: LAB page 199
   - Write a label under each picture.
   - I will walk round to see who needs help.
7. GGR and Independent Work: Groups E and A

1. Class does Independent Work
   1 or 2 pages a day. (See the table on page 223 for details.)
   - Have your pencils ready.
   - Work quietly on your own.

2. Groups E and A take turns on the mat (15 min each)
   
   **Group E on the mat with the Anthology: Reading 1**
   Introduce/scaffold today’s story as needed. For example, read the story to the children.
   - Whisper-read the story by yourselves.
   - Stop at the end of each page and answer my questions.

   **Group A on the mat with the Anthology: Reading 2**
   - Let’s re-read the story together, aloud.
   - Now read it with your partner. I will listen to you read.


1. Close eyes and imagine friendly alien (3 min)
   - Be adventurous when you imagine!
   - How many eyes, arms, legs does it have?
   - What colours does it have?

2. Draw your own friendly alien (27 min)
   - Keep your drawings for the writing activity tomorrow.
1. Morning meeting

1. Pairs tell their news
   - Use the My news frame on the back cover to tell your news to your partner.
   - Listen to your partner carefully.

2. A few learners tell news to the class
   - I will choose some children to share with the class.
2. Listening and Speaking: Sing *The more we are together*

1. **Teach the song**
   - Make up actions to go with the words.

   **The more we get together**
   *The more we get together, together, together,*
   *The more we get together, The happier we’ll be.*
   *For your friend is my friend, and my friend is your friend, The more we get together, The happier we’ll be.*

   Versioners replace with a suitable song

3. **Shared Reading: Fluency and response (Kiki)**

1. **Read with the class: BB pages 42-45**
   - Read the story again.

2. **Ask the Day 3 questions on each page**
   - Answer each question.
   - Re-read the story with me, with expression.
     *(Read in a way that shows feeling)*

3. **Revise the sight-reading words**
   - welcome teased bully unkind pushed
   - What is this word? *(in the Big Book)*
4. Independent Writing: Story (My friendly alien)

1. Look at your picture of your friendly alien
Imagine your alien came to visit you!

2. Write your own story: LAB page 200
Write your own story by completing the sentences. Use your imagination!

5. Physical Education (indoors): Sing The more we are together

1. Warm up (5 min)
   - Stand up.
   - Shake your body.
   - Swing your arms.
   - Hop on each foot.

2. Sing the song from Listening and Speaking (10 min)
   - Let’s sing the song we learned before writing today.
   - First girls.
   - Now boys.
   - Now altogether.
6. Phonics and Handwriting: Independent word building

1. Letter naming using cards (5 min)
   - Spread your cards on your desk.
   - When I say a sound, hold up the (matching) letter card.

2. Learners use cards to build words: LAB page 201 (15 min)
   - Look at the picture.
   - Build the word with your cards. The little squares tell you how many letters.
   - Let's check. (One learner writes word on the board)

3. Think of other words that use the same letters. (10 min)

7. GGR and Independent Work: Groups B and C

1. Class does Independent Work
   1 or 2 pages a day. (See the table on page 223 for details.)
   - Have your pencils ready.
   - Work quietly on your own.

2. Groups B and C take turns on the mat with the Anthology: Reading 2 (15 min each)
   - Let's re-read the story together, aloud.
   - Now read it with your partner. I will listen to you read.
8. Performing Arts: Group movement sentences

1. Introduce activity
   - There are usually three people in a bullying situation: the bully, the person being bullied and a bystander.
   - Any one of these three can stop the bullying.
   - Get into groups of three.

2. In threes, talk about a situation where someone is being bullied
   - Who can give us some examples of bullying? (taking pencil/lunch, calling names, pushing and shoving, talking behind someone’s back, laughing at someone, and so on)
   - Suggest ways that each of the three could stop the bullying? (bully sees he is hurting someone and says sorry; bystander goes to fetch an adult or says stop; person being bullied says ‘Stop that. It isn’t fair’)

3. Role-play each person stopping the bullying
   - Decide who will act the bully, the person being bullied and the bystander.
   - Role play how each person could stop the bullying.
   - Choose one group to perform for the class tomorrow.
1. Morning meeting

1. Register
   - Mark yourselves present on the Bala Wande register poster.
   - Is anyone absent today?

2. Celebrate birthdays
   - Sing the happy birthday song.

3. Weather
   - What is the weather today?
2. Physical Education (outdoors): Play a traditional game

1. Talk about games played at home (10 min)
   - What games do you play at home with your friends? (write list on board)
   - Let’s choose one of these games to play.
   - Let’s learn the rules before we go outside. If necessary get a child to explain to the class.

2. Outside: Play the game (20 min)

3. Sharing Writing: Reading your writing

1. Show picture and read stories to your group
   - Take turns.
   - Choose the most interesting to read to the class.

2. One learner per group reads to the class
4. Beginning Knowledge and PSWB:
   Teacher’s story – Learning from the rules / Find out

1. Tell a story about a child’s response to the PANTS or anti-bullying rule. Discuss with the class.
   (see your training manual for concepts that could be explored in the story.)

Tell a story about a child who heard about the PANTS rule and told his mom about his father’s friend who played soccer with him but always touched his privates. How it was difficult for the child but he didn’t like it and wanted it to stop. His mom spoke to his dad and the friend didn’t come around any more. The child was glad he didn’t have to worry about it anymore.

Alternatively, a story about a child who read the bullying rules and realised he was bullying his friend by always teasing and laughing at him because he wasn’t good at sports. The rule made him treat his friend with more respect. He also realised his friend was better than him at drawing but his friend never teased him about his silly drawings.

- Discuss any responses from the children.

2. Go through the answers to the Find out questions: LAB page 196 (5 min)
   - Who managed to find the answer to the question? How did you find the answer?
     USA – President Joe Biden
     South Africa – President Cyril Ramaphosa
   - Did you find out anything else that you would like to share?

5. Phonics and Handwriting: Dictation
   Versioners: Insert 5 words to be tested (see LAB)
   Setter, words in a vertical list, largish print.

Dictation: LAB page 202
- Listen while I say a word slowly.
- Write the word in your best handwriting.
- Work on your own.
- At the end of the day, hand in your books for marking.
6. GGR and Independent Work: Groups D and E

1. Class does Independent Work
   1 or 2 pages a day. (See the table on page 223 for details.)
   - Have your pencils ready.
   - Work quietly on your own.

2. Groups D and E take turns on the mat the with the Anthology: Reading 2 (15 min each)
   - Let’s re-read the story together, aloud.
   - Now read it with your partner. I will listen to you read.

7. Performing Arts: Role-play problem solving

Learners present their problem-solving role plays
   - Present your role-plays to the class.
   - Discuss the different solutions that groups presented. Do you agree or disagree with any of them? Thank each group and compliment them on their problem solving.
ASSESSMENT
Term 2
Curriculum links for each week are shown with light colour blocks.
Formal assessment tasks are shown with darker blocks.
Continuous assessment: Tick the blocks each week when you observe that this outcome has been attained by the majority of learners.
Make a note of any children who are still struggling. Keep your notes for assessment purposes. You will need to reteach or provide more practice for these children.

### Listening and Speaking: The learners are able to …

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<tr>
<th>Week</th>
<th>Task Description</th>
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<tbody>
<tr>
<td>W1</td>
<td>Listen without interrupting [Read-aloud story]</td>
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<td>W2</td>
<td>Talk about personal experiences: news, weather and so on [Morning meeting]</td>
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<td>W3</td>
<td>Join in the choruses of songs, stories and rhymes [Listening and Speaking (L&amp;S), Physical Education (PE)]</td>
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<td>W4</td>
<td>Say poems and rhymes and do the actions [L&amp;S, PE]</td>
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<td>W5</td>
<td>Identify part from whole [Life Skills (LS)]</td>
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<td>W6</td>
<td>Listen to instructions and respond appropriately [all subjects]</td>
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<td>W7</td>
<td>Pass on messages [all subjects]</td>
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<td>W8</td>
<td>Listen to stories with interest; draw a picture to show understanding [Read-aloud story, Visual Arts (VA)]</td>
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<td>W9</td>
<td>Answer closed and open questions [Read-aloud story, Shared Reading (SR)]</td>
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<td>W10</td>
<td>Describe objects in terms of age, direction, sequence using correct vocabulary [LS]</td>
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<td>W11</td>
<td>Listen to stories and identify main idea [Read-aloud story]</td>
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<td>W12</td>
<td>Sequence pictures of a story</td>
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<td>W13</td>
<td>Participate in classroom discussions [Read-aloud story, SR, LS]</td>
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<td>W14</td>
<td>Ask questions related to stories told and read [L&amp;S]</td>
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<td>W15</td>
<td>Understand and use appropriate language of different subjects [LS, Numeracy]</td>
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### Phonics: The learner is able to …

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<th>Task Description</th>
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<tbody>
<tr>
<td>W1</td>
<td>Distinguish aurally between beginning and end of words</td>
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<td>W2</td>
<td>Identify the letter-sound relationship of single letters taught this term</td>
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<td>W3</td>
<td>Participate in Performing Arts (PA) activities – blending sounds, segmenting words, consonant and vowel substitution</td>
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<td>W4</td>
<td>Build words using sounds learnt (word building)</td>
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<td>W5</td>
<td>Build and break down simple words into onset and rime</td>
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<td>W6</td>
<td>Group common words into word families</td>
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<td>W7</td>
<td>Read phonic words in sentences and other texts [also SR and Group Guided Reading (GGR)]</td>
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<td><strong>Shared Reading:</strong> The learners are able to ...</td>
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<td>W1 Read Big Book as whole class with teacher</td>
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<td>W2 Use pictures to predict what the story is about [also GGR]</td>
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<td>W3 Interpret pictures to make up own story [also LS]</td>
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<td>W4 Use clues and pictures in the text for understanding</td>
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<td>W5 Answer a wide variety of questions + higher order questions [also Read-aloud story, LS]</td>
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<td>W6 Discuss the use of capital letters and full stops</td>
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<td><strong>Group Guided Reading:</strong> The learners are able to ...</td>
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<td>W7 Read aloud from own book</td>
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<td>W8 Read silently from own book</td>
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<td>W9 Use phonics, context clues and sight words when reading</td>
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<td>W10 Begin to monitor self when reading in word recognition and comprehension</td>
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<td>W11 Continue to build a sight vocabulary from incidental reading programme, anthologies, shared reading texts [SR, GGR]</td>
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<td><strong>Paired and Independent Reading:</strong> The learners are able to ...</td>
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<td>W12 Read to a partner from prepared or known texts to develop fluency [GGR]</td>
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<td>W13 Re-read familiar texts such as those read in Shared Reading</td>
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<td><strong>Handwriting:</strong> The learner is able to ...</td>
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<td>W1 Hold pencil and crayon correctly</td>
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<td>W2 Form lower case letters correctly according to size and position on line</td>
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<td>W3 Form some frequently used capital letters correctly</td>
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<td>W4 Write words with correct spacing</td>
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<td>W5 Write and copy short simple sentences from writing strip, chalkboard or LAB</td>
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<td><strong>Writing:</strong> The learner is able to ...</td>
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<td>W1 Draw pictures to convey a message, adding a label or caption [also in Visual Arts]</td>
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<td>W2 Write one sentence of own news or shared writing</td>
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<td>W3 Compile a list of words according to instructions (practised in Term 1)</td>
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<td>W4 Contribute ideas for a class writing activity [Shared Writing (SW)]</td>
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<td>W5 Write and illustrate a caption or short sentence on a topic to contribute to a book</td>
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<td>W6 Begin to build own word bank and personal dictionary</td>
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<td>W7 Write sentences using words containing the phonic sounds already taught.</td>
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</table>
Formal assessment (10 marks)
Written: Listening comprehension
Week 8, Monday: Read-aloud story  TG page 195, LAB page 165
Curriculum link: Listening and Speaking 9, 11, 12

Mark guide:

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<thead>
<tr>
<th>Answer 1</th>
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<th>Answer 3</th>
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<td>2</td>
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<td>6 (2 for each correct)</td>
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Listening and Speaking 2

Formal assessment (10 marks)
Oral: Talk about own drawing
Week 8, Wednesday and Thursday: Creative Arts  TG page 208, 212, LAB page 174
Curriculum link: Listening and Speaking 2, 6, 9

Mark guide: Meets...

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<td>7, 8</td>
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Criteria
- Understands the questions
- Provides relevant answers
- Uses full sentences
- **Language ability** (correct structure, wide vocabulary)
- **Speaking ability** (volume, pronunciation, speed, fluency)
Continuous assessment (5 marks)
Classroom observation during Listening and Speaking lessons, Week 1–8
(note, you can also consider oral lessons in other subjects, for example, Life Skills)
Checklist link: Listening and Speaking 1, 3, 6, 13, 15

Mark guide: Meets...

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Criteria
- Listens to others without interrupting
- Joins in choruses, rhymes and songs
- Participates in/contributes to discussions
- Asks and answers questions
- Uses appropriate language
- Speaks fluently/at a good pace

Formal assessment (5 marks)
Written: Fill in the dictated letters
Week 7, Friday: Phonics  TG page 189, LAB page 152 (first activity)
Checklist link: Phonics 2, 4

Mark guide:

<table>
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Continuous assessment (5 marks)

Class observation during Phonemic awareness and word building activities

Checklist link: Phonics 1, 2, 3, 4

Mark guide: Meets...

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Criteria

- Demonstrates phonemic awareness
- Quickly identifies letter-sound relationship of letters taught this year
- Can segment words into sounds
- Can blend sounds together to make words orally
- Independently builds words with increasing confidence
Formal assessment (10 marks)

**Oral:** Individual reading aloud

Week 7, Monday – Friday: GGR  TG pages 169, 174, 180, 185 and 189, LAB page 201

**Checklist link:** Reading and comprehension 7, 9, 10

**Mark guide:** Meets...

<table>
<thead>
<tr>
<th>No criteria</th>
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<th>Some criteria</th>
<th>Most criteria</th>
<th>All criteria</th>
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</thead>
<tbody>
<tr>
<td>1, 2</td>
<td>3, 4</td>
<td>5, 6</td>
<td>7, 8</td>
<td>9, 10</td>
</tr>
</tbody>
</table>

**Criteria**

- Reads at a good pace
- Recognises most taught sight words
- Sounds out any unknown words
- Notices punctuation
- Uses the picture for clues
- Shows they are reading for meaning
- Reads with expression

Formal assessment (10 marks)

**Written:** Reading comprehension

Week 8, Wednesday and Thursday: Comprehension  TG page 219, LAB page 216

**Checklist link:** Reading and comprehension 2, 4, 5

**Mark guide:**

<table>
<thead>
<tr>
<th>Answer 1</th>
<th>Answer 2</th>
<th>Answer 3</th>
<th>Answer 4</th>
<th>Answer 5</th>
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</thead>
<tbody>
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<td>2</td>
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</tbody>
</table>
Continuous assessment (5 marks)
Observation during Shared Reading and Guided Group Reading, Weeks 1–6, 8 & 9
Checklist link: Reading and comprehension 1, 6, 8, 10, 12, 13

Mark guide: Meets...

<table>
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<tr>
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<th>All criteria</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tbody>
</table>

Criteria
- Participates in Shared Reading lessons
- Participates in Group Guided Reading lessons
- Reads with a partner in Group Guided Reading
- Can recognise most learnt sight words in context (the big book)

Formal assessment (5 marks)
Written: Handwriting
Week 6, Friday: Handwriting TG page 202, LAB page 128
Checklist link: Writing 1, 2, 3, 4

Mark guide: Meets...

<table>
<thead>
<tr>
<th>No criteria</th>
<th>Very few criteria</th>
<th>Some criteria</th>
<th>Most criteria</th>
<th>All criteria</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tbody>
</table>

Criteria
- Forms the letters correctly, starting and ending at the correct point
- Places letters correctly on lines (particularly capital letters).
- Writes words with correct spacing (within and between words)
Handwriting 2

Continuous assessment (5 marks)
Written: Handwriting
Observation in all written activities during Weeks 1–8
Checklist link: Writing 1, 2, 3, 4

Mark guide: Consistently meets criteria...

<table>
<thead>
<tr>
<th>Never</th>
<th>Hardly ever</th>
<th>Usually</th>
<th>Almost always</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Criteria
- Holds pencil correctly
- Shows good letter formation, size and spacing in all written work during weeks 1–7

Writing 1

Formal assessment (10 marks)
Writing: Sentence of news
Week 8, Wednesday: Individual Writing TG page 160, LAB page 128
Checklist link: Writing: 1, 2, 7

Mark guide: Meets...

<table>
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<th>Most criteria</th>
<th>All criteria</th>
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<tbody>
<tr>
<td>1, 2</td>
<td>3, 4</td>
<td>5, 6</td>
<td>7, 8</td>
<td>9, 10</td>
</tr>
</tbody>
</table>

Criteria
- Sentence aligns to picture
- Idea makes sense/is logical
- Grammar (word order and tense correct)
- Punctuation (capital letter at beginning, full stop at the end)
- Spelling (shows phonic knowledge or sight-word knowledge)
Continuous assessment (10 marks)
Class observation during Shared Writing: Week 1–7
Observation of Individual Writing activities: Week 1–7 (in LAB)
Checklist link: Writing 4, 5

Mark guide: Meets...

<table>
<thead>
<tr>
<th>No criteria</th>
<th>Very few criteria</th>
<th>Some criteria</th>
<th>Most criteria</th>
<th>All criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2</td>
<td>3, 4</td>
<td>5, 6</td>
<td>7, 8</td>
<td>9, 10</td>
</tr>
</tbody>
</table>

Criteria
- Participates in Shared Writing lessons (contributes to ideas, spelling, grammar, punctuation)
- Reads the Shared Writing with the class
- Independent Writing activities for weeks 1–6 show creative ideas
- Independent Writing activities show use of phonics knowledge for spelling, grammatically correct sentences, and correct punctuation.
<table>
<thead>
<tr>
<th>Name</th>
<th>LAB p 165</th>
<th>TG p 195</th>
<th>1. Listening comprehension after read-aloud story</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LAB p 174</td>
<td>TG p 208</td>
<td>2. Talk about own drawing</td>
</tr>
<tr>
<td></td>
<td>Week 1–7</td>
<td></td>
<td>3. Classroom Observation (Listening and Speaking lessons)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Max. mark</th>
<th>Listening &amp; Speaking (LS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>LAB p 152</th>
<th>TG p 189</th>
<th>1. Identify letter-sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LAB p 152</td>
<td>TG p 189</td>
<td>2. Dictation</td>
</tr>
<tr>
<td></td>
<td>Week 1–7</td>
<td></td>
<td>3. Classroom observation (PA and word building lessons)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Max. mark</th>
<th>Phonics (PS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
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<table>
<thead>
<tr>
<th>Name</th>
<th>LAB p 169, 174, 180, 185, 189</th>
<th>TG p 189</th>
<th>1. Reading aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LAB p 175</td>
<td>TG p 209</td>
<td>2. Reading comprehension</td>
</tr>
<tr>
<td></td>
<td>Week 1–7</td>
<td></td>
<td>3. Classroom observation (Shared Reading lessons)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Max. mark</th>
<th>Reading &amp; Comprehension (READ)</th>
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<tbody>
<tr>
<td>25</td>
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<table>
<thead>
<tr>
<th>Name</th>
<th>LAB p 128</th>
<th>TG p 202</th>
<th>Forms letters and words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Week 1–7</td>
<td></td>
<td>Classroom observation (Handwriting)</td>
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</table>

<table>
<thead>
<tr>
<th>Max. mark</th>
<th>Handwriting (HW)</th>
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<tr>
<td>10</td>
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</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>LAB p 128</th>
<th>TG p 160</th>
<th>Write one sentence of news</th>
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<tbody>
<tr>
<td></td>
<td>Week 1–7</td>
<td></td>
<td>Classroom observation (Shared Writing lessons)</td>
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</table>

<table>
<thead>
<tr>
<th>Max. mark</th>
<th>Writing (WRITE)</th>
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<tr>
<td>20</td>
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</tbody>
</table>
Curriculum links for each week are shown with light colour blocks.
Formal assessment tasks are shown with darker blocks.
Continuous assessment: Tick the blocks each week when you observe that this outcome has been attained by the majority of learners.
Make a note of any children who are still struggling. Keep your notes for assessment purposes. You will need to reteach or provide more practice for these children.

<table>
<thead>
<tr>
<th>Beginning Knowledge and PSWB</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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</thead>
<tbody>
<tr>
<td><strong>Routines</strong></td>
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<tr>
<td>W1</td>
<td>Use a class calendar to discuss the day, month</td>
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<tr>
<td>W2</td>
<td>Keep daily weather chart updated</td>
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<tr>
<td>W3</td>
<td>Discuss religious days and other special days</td>
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<tr>
<td><strong>Discuss topics/themes</strong></td>
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<tr>
<td>W4</td>
<td>My family</td>
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<tr>
<td>W5</td>
<td>Safety in the home</td>
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<td>W6</td>
<td>My body</td>
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<tr>
<td>W7</td>
<td>Keeping my body safe</td>
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<tr>
<td>W8</td>
<td>Special days</td>
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<tr>
<td><strong>Develop key concepts and skills</strong></td>
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<tr>
<td>W9</td>
<td>Social Science concepts: conservation, cause and effect, place, adaptation, relationships, interdependence, diversity and individuality, change</td>
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<tr>
<td>W10</td>
<td>Natural Science concepts: life and living, energy and change, matter and materials, planet earth and beyond</td>
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<td>W11</td>
<td>Scientific process skills: enquiry (observing, comparing, classifying, measuring, experimenting, communicating)</td>
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<tr>
<td>W12</td>
<td>Technological process skills: investigate, design, make, evaluate, communicate</td>
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<td><strong>Develop PSWB</strong></td>
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<tr>
<td>W13</td>
<td>Social and emotional health</td>
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<td>W14</td>
<td>Relationships with other people and the environment</td>
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<tr>
<td>W15</td>
<td>Values and attitudes</td>
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<tr>
<td><strong>Performing Arts</strong></td>
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<tr>
<td>W1</td>
<td>Warm up the body (daily indoor PE)</td>
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<tr>
<td>W2</td>
<td>Play freeze games</td>
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<tr>
<td>W3</td>
<td>Locomotor movement (games, activity songs)</td>
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<tr>
<td>W4</td>
<td>Axial movement (fire drills)</td>
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<tr>
<td>W5</td>
<td>Explore beginnings, middles and endings of songs, stories and movements</td>
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<tr>
<td>W6</td>
<td>Copy movements, rhythms and movement patterns (finger/clapping rhymes, activity games)</td>
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<tr>
<td>W7</td>
<td>Isolate body parts through movement (finger/clapping rhymes, activity songs)</td>
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<tr>
<td>W8</td>
<td>Do vocal exercises such as rhymes, tongue twisters, songs (songs, finger and clapping rhymes)</td>
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<tr>
<td>W9</td>
<td>Cool down the body and practice relaxation (daily indoor PE)</td>
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<tr>
<td><strong>Improvise and interpret</strong></td>
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<tr>
<td>W10</td>
<td>Role-play activities</td>
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<tr>
<td>W11</td>
<td>Develop short sentences of dialogue/explanation, re-tell stories</td>
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</tbody>
</table>
## Improvise and interpret

<table>
<thead>
<tr>
<th>W12</th>
<th>Practice movements appropriate to a role in different situations</th>
</tr>
</thead>
<tbody>
<tr>
<td>W13</td>
<td>Sing songs using contrasts</td>
</tr>
</tbody>
</table>

### Visual Arts

<table>
<thead>
<tr>
<th>W1</th>
<th>Draw and colour; finger, hand or brush painting; mix primary colours</th>
</tr>
</thead>
<tbody>
<tr>
<td>W2</td>
<td>Make a drawing of self with family involved in an activity; discuss line and shape</td>
</tr>
<tr>
<td>W3</td>
<td>Make drawings and paintings of body/self in action (to encourage awareness of body in action and to name and discuss active body parts)</td>
</tr>
<tr>
<td>W4</td>
<td>Cut-out activities</td>
</tr>
</tbody>
</table>

### Create in 2-D

<table>
<thead>
<tr>
<th>W5</th>
<th>Make models out of clay/playdough (encourage correct use of materials and tools)</th>
</tr>
</thead>
<tbody>
<tr>
<td>W6</td>
<td>Construct figurines/houses/imaginary shelters using recyclable boxes and other materials. (encourage the correct use of glue and applicators).</td>
</tr>
</tbody>
</table>

### Create in 3-D

<table>
<thead>
<tr>
<th>W1</th>
<th>Draw and colour; finger, hand or brush painting; mix primary colours</th>
</tr>
</thead>
<tbody>
<tr>
<td>W2</td>
<td>Make a drawing of self with family involved in an activity; discuss line and shape</td>
</tr>
<tr>
<td>W3</td>
<td>Make drawings and paintings of body/self in action (to encourage awareness of body in action and to name and discuss active body parts)</td>
</tr>
<tr>
<td>W4</td>
<td>Cut-out activities</td>
</tr>
</tbody>
</table>

### Physical Education

<table>
<thead>
<tr>
<th>W1</th>
<th>Body parts: Sing songs or recite rhymes while touching various parts of the body</th>
</tr>
</thead>
<tbody>
<tr>
<td>W2</td>
<td>Game: Simon says, Do this, do that and so on – moving different parts of the body</td>
</tr>
<tr>
<td>W3</td>
<td>Ball skills: passing over head/under legs; throw to a partner; bounce and catch with a partner</td>
</tr>
<tr>
<td>W4</td>
<td>*Hit balloons in the air</td>
</tr>
</tbody>
</table>

### Locomotor

<table>
<thead>
<tr>
<th>W5</th>
<th>Jump and hop</th>
</tr>
</thead>
<tbody>
<tr>
<td>W6</td>
<td>Jump up and down, high and low, forwards, backwards, sideways</td>
</tr>
<tr>
<td>W7</td>
<td>Finger play activities and finger rhymes; clapping rhymes</td>
</tr>
</tbody>
</table>

### Perceptual motor

<table>
<thead>
<tr>
<th>W8</th>
<th>Eye-hand-foot co-ordination (dribble balls, crawl)</th>
</tr>
</thead>
<tbody>
<tr>
<td>W9</td>
<td>*Balloon push – through a target or goal post</td>
</tr>
</tbody>
</table>

### Rhythm

<table>
<thead>
<tr>
<th>W10</th>
<th>Walk on a rope or line marked on the ground</th>
</tr>
</thead>
<tbody>
<tr>
<td>W11</td>
<td>Balance on a low-level beam/plant</td>
</tr>
<tr>
<td>W12</td>
<td>Balance on chair</td>
</tr>
</tbody>
</table>

### Co-ordination

| W13 | Complete an obstacle course using jungle gym or similar equipment |

### Balance

<table>
<thead>
<tr>
<th>W14</th>
<th>Roll sideways in both directions, forwards and backwards</th>
</tr>
</thead>
<tbody>
<tr>
<td>W15</td>
<td>Throw and catching a bean bag with non-dominant hand</td>
</tr>
<tr>
<td>W16</td>
<td>Balance on non-dominant leg</td>
</tr>
</tbody>
</table>

### Spatial orientation

| W17 | Complete an obstacle course using jungle gym or similar equipment |

### Laterality

<table>
<thead>
<tr>
<th>W18</th>
<th>Roll sideways in both directions, forwards and backwards</th>
</tr>
</thead>
<tbody>
<tr>
<td>W19</td>
<td>Throw and catching a bean bag with non-dominant hand</td>
</tr>
<tr>
<td>W20</td>
<td>Balance on non-dominant leg</td>
</tr>
</tbody>
</table>

### Sports and games

<table>
<thead>
<tr>
<th>W21</th>
<th>Traditional/indigenous and games chosen by the learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>W22</td>
<td>*Play balloon push – through a target or goal post</td>
</tr>
</tbody>
</table>

*balloon-based activities should be added by the teacher if there is access to balloons*
Beginning Knowledge and PSWB 1

Formal assessment (10 marks)
Written: Identify dangers in the home
Week 8, Friday: BK and PSWB  TG page 159, LAB page 127
Curriculum link: BK/PSWB 5, 9, 11

<table>
<thead>
<tr>
<th>Answer 1</th>
<th>Answer 2</th>
<th>Answer 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>6 (2 for each correct)</td>
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</tbody>
</table>

Beginning Knowledge and PSWB 2

Formal assessment (10 marks)
Written: Locate some internal and external parts of the body
Week 8, Wednesday: BK and PSWB  TG page 182, LAB page 172
Curriculum link: BK/PSWB 6, 9, 10, 11

Mark guide and criteria

<table>
<thead>
<tr>
<th>No criteria</th>
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<th>Most criteria</th>
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<tbody>
<tr>
<td>1, 2</td>
<td>3, 4</td>
<td>5, 6</td>
<td>7, 8</td>
<td>9, 10</td>
</tr>
</tbody>
</table>

Beginning Knowledge and PSWB 3

Continuous assessment (10 marks)
Check completed LAB BK/PSWB pages during Week 1–8
Checklist link: BK/PSWB: 4–12

Mark guide: Meets...

<table>
<thead>
<tr>
<th>No criteria</th>
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<th>Most criteria</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1, 2</td>
<td>3, 4</td>
<td>5, 6</td>
<td>7, 8</td>
<td>9, 10</td>
</tr>
</tbody>
</table>

Criteria
- LAB pages completed
- Shows engagement with topic and new skills
Continuous assessment (10 marks)
Check participation in Morning meetings during Week 1–8
Checklist link: BK/PSWB: 13–15

Mark guide: Meets...

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<thead>
<tr>
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<tbody>
<tr>
<td>1, 2</td>
<td>3, 4</td>
<td>5, 6</td>
<td>7, 8</td>
<td>9, 10</td>
</tr>
</tbody>
</table>

Criteria
- Listens to others without interrupting
- Contributes/participates in meetings
- Responds appropriately. e.g. showing empathy

Formal assessment (10 marks)
Written: Draw and colour a picture of a family activity
Week 8, Tuesday: Visual Arts TG page 203, LAB page 171
Curriculum link: Visual Arts 1, 2, 3

Mark guide: Meets...

<table>
<thead>
<tr>
<th>No criteria</th>
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<tbody>
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<td>7, 8</td>
<td>9, 10</td>
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</tbody>
</table>

Criteria
- Draws recognisable figures (shape)
- Uses whole space
- Realistic use of colour
- Good control of pencil and crayons (lines, consistent pressure)
- Creative design (perspective/interesting detail)
Visual Arts 2

Continuous assessment (5 marks)
Check completed LAB Visual Arts pages
Observation of 3-D constructions (figurines, house, paper dolls)
Curriculum link: Visual Arts 1–6

Mark guide: Meets...

<table>
<thead>
<tr>
<th>No criteria</th>
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</table>

Criteria
- 2D: There are an appropriate number of completed drawings
- Objects portrayed are identifiable, colours realistic
- 3D: Constructions are imaginative and show creativity
- Are sturdy and carefully made.
- Good control of scissors and glue

Performing Arts 1

Formal assessment (10 marks)
PRACTICAL: Groups present an action song or rhyme
Week 7, Friday: Performing Arts TG page 191
Curriculum link: Performing Arts 3, 6, 8, 13

Mark guide: Meets...

<table>
<thead>
<tr>
<th>No criteria</th>
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<tbody>
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<td>3, 4</td>
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<td>7, 8</td>
<td>9, 10</td>
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</tbody>
</table>

Criteria
- Integrates song with movement
- Vocal ability and contrast (loud/soft; high/low)
- Sense of rhyme and rhythm
- Body language (eye contact, posture, confidence)
Like Skills assessment for Term 2  (aligns to mark sheet)

Performing Arts 2

Continuous assessment (5 marks)
Observe children during PA activities during Week 1–7
Curriculum link: Performing Arts 1–13

Mark guide: Meets...

<table>
<thead>
<tr>
<th>No criteria</th>
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</tbody>
</table>

Criteria
• Participates in PA activities
• Shows performing arts skills (movement, voice)
• Shows ability to improvise (role-play, explanations)
• Appropriate body language (eye contact, posture, confidence)

Physical Education 1

Formal assessment (20 marks)
PRACTICAL: Complete an obstacle course
Week 6, Monday: PE TG page 143
Curriculum link: PE 6, 8, 10, 13

Mark guide: Meets...

<table>
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<tr>
<td>1–4</td>
<td>5–8</td>
<td>9–12</td>
<td>13–16</td>
<td>17–20</td>
</tr>
</tbody>
</table>

Criteria
• Good co-ordination (eye-hand-foot, locomotor)
• Manages ‘obstacles’ easily and with confidence (spatial orientation; balance; perceptual motor)
• Completes course at a good pace
Physical Education 2

Continuous assessment (10 marks)
Observe children during indoor and outdoor PE time during Week 1–8
Curriculum link: PE 1–16

Mark guide: Meets...

<table>
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<td>9, 10</td>
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</tbody>
</table>

Criteria
- General fitness and movement (locomotor)
- Pace/speed
- Co–ordination, balance (perceptual motor)
- Rhythm (songs and rhymes)
- Participation (in songs, rhymes, games and team sports)
<table>
<thead>
<tr>
<th>Name</th>
<th>Beginning Knowledge and PSWB</th>
<th>Visual Arts</th>
<th>Performing Arts</th>
<th>Physical Education</th>
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<tbody>
<tr>
<td></td>
<td>Lab p 207</td>
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<td>TG Wk 8 p 209</td>
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<td>Lab p 211</td>
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<td>TG Wk 8 p 214</td>
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<td>Week 1–7</td>
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<td>1. Identify dangers in the home</td>
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<td>2. Locate internal and external parts of the body</td>
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<td>3. Classroom observation (BK/PSWB pages in LAB)</td>
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<td>4. Classroom observation (participation in Morning meeting)</td>
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<td>Week 1–7</td>
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<td>1. Draws picture of family news</td>
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<td>2. Classroom observation (VA LAB pages – 2-D and 3-D constructions)</td>
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<td>Lab p 210</td>
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<td>TG Wk 8 p 212</td>
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<td>Week 1–7</td>
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<tr>
<td></td>
<td>1. Pairs or groups: present Term 2 action song/ rhyme</td>
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<td></td>
<td>2. Classroom observation (performance in PA lessons)</td>
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<td>Lab p 210</td>
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<td>Week 1–7</td>
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<td>1. Obstacle course</td>
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<td></td>
<td>2. Classroom observation (participation in PE lessons)</td>
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</table>