Acknowledgements

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The development of these books was made possible by the financial support of the Allan Gray Orbis Foundation Endowment, the FEM Education Foundation, the Michael & Susan Dell Foundation, and the Zenex Foundation.
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### Abbreviations used

LAB – Learner’s Activity Book  
BB – Big Book  
TG – Teacher Guide  
GGR – Group Guided Reading  
IW – Independent Work  
PSWB – Personal and Social Well-being  
SR – Shared Reading  
SW – Shared Writing  
LS – Life Skills

---

#### Icons used in this programme

<table>
<thead>
<tr>
<th>Listening and Speaking</th>
<th>Shared Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Guided Reading and Independent Work</td>
<td>Life Skills</td>
</tr>
<tr>
<td>Phonics and Handwriting</td>
<td>Visual and Performing Arts</td>
</tr>
<tr>
<td>Beginning Knowledge and PSWB</td>
<td>Morning meeting</td>
</tr>
<tr>
<td>Maths</td>
<td>write or draw</td>
</tr>
<tr>
<td>colour in</td>
<td>cut out</td>
</tr>
</tbody>
</table>
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 (TG)
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 content for each theme is provided during orientation and training. This overview provides teachers with background knowledge of the theme, aligned with the Life Skills curriculum. Useful vocabulary is highlighted. The theme overviews provide ideas for setting up a theme table in the classroom.

Paired Reading
This term we introduce learners to Paired Reading. First teach them the routine in small group work. Let them practice with your help. Show them how to fill in the robot assessment. Thereafter, one of their Independent Work activities every week involves Paired Reading.

DBE workbook pages
From this term, two of the Independent Work activities involve completing pages from the DBE workbooks. Make sure that learners know how to find the pages independently of you.

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.

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.

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.

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.
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.

Term 1

Concepts of Print
Use the LAB or Big Book and the CoP checklist of the Funda Wande Gr1 Term 1 Teacher’s Guide.
• 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 (see p5).
• 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.
<table>
<thead>
<tr>
<th>Level</th>
<th>Reading</th>
<th>I can read longer texts</th>
<th>I need</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Reading star</td>
<td>Read 4 or more sentences • Read aloud or silently • Recognise high frequency words • Sound out unknown words • Read smoothly, notice punctuation • Answer higher order questions</td>
<td>I need more things to read. • Practise reading in GGR and by myself.</td>
</tr>
<tr>
<td>4</td>
<td>Reading rocket</td>
<td>I can understand what I read • Predict meaning from title/ illustrations • Notice punctuation • Read with expression • Answer questions</td>
<td>I need • Teach me, please. • Practise reading in GGR and by myself.</td>
</tr>
<tr>
<td>3</td>
<td>Reading sun</td>
<td>I can read aloud • Sound out words • Recognise high frequency words • Read 1–3 short sentences aloud • Read them at a good pace</td>
<td>I need • Help me to sound it out. • Give me HF words to learn. • Practise reading in GGR.</td>
</tr>
<tr>
<td>2</td>
<td>Reading eagle</td>
<td>I can recognise letters • Count letters in word • Say which letters are the same • Name letter-sounds • Find capital letters</td>
<td>I need • Teach me, please. • Look at the alphabet with me. • Practise in GGR.</td>
</tr>
<tr>
<td>1</td>
<td>Reading bluebird</td>
<td>I can hear sounds in words • Clap syllables • Count syllables • Say beginning sounds • Say ending sounds • Count the sounds in a word • Odd one out</td>
<td>I need • Teach me, please. • Give me some examples. • Practise in GGR.</td>
</tr>
</tbody>
</table>
Assessment plan Term 3

- Checklists for weekly for continuous and formal assessment are at the back of this Teacher Guide. The columns are numbered to indicate weeks in the term when learning objectives are covered.
- Some pages in the Learner’s Activity Book have a robot assessment tool at the bottom of the page to give feedback to the learner.
- Written tasks for formal assessment are in the Learner’s Activity Book, mainly in week 8.
- Assessment procedures, marking criteria and a mark sheet for the formal assessments are at the back of this Teacher Guide.
- Informal assessment of the learner’s performance over the term is taken into account in the final mark. Assessment procedures are at the back of this book.

<table>
<thead>
<tr>
<th>Week 8: Formal assessment tasks: Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Every day</strong></td>
</tr>
<tr>
<td><strong>Monday</strong></td>
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<tr>
<td><strong>Tuesday</strong></td>
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<td><strong>Wednesday</strong></td>
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<td><strong>Thursday</strong></td>
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<td><strong>Friday</strong></td>
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</tbody>
</table>

Providing feedback on assessment

There is a robot tool after selected LAB activities. The purpose is to provide feedback to the learners. It appears with all formal assessment tasks, the phonics assessment task every second week, and with the independent writing tasks.

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

This tool can be used for formal, informal and self-assessment. Circle the relevant light on the robot to provide feedback to the learner. For self-assessment, learners do this themselves. Remember to explain what it means to the learners.

In the LAB, formal assessment pages and dictation assessments have a small blank box at the bottom of the page as well as a robot. The box is for the teacher’s signature after marking or, depending on the school’s policy, for the learner’s mark to be inserted.
# Term 3 weekly timetable

## GRADE 1 (Minimum HL timetable plus full LS curriculum)

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>15 min</strong></td>
<td><strong>Morning meeting</strong></td>
<td><strong>Morning meeting</strong></td>
<td><strong>Morning meeting</strong></td>
<td><strong>Morning meeting</strong></td>
<td><strong>Morning meeting</strong></td>
</tr>
<tr>
<td></td>
<td><em>(Register, calendar, birthdays, weather)</em></td>
<td><em>(News)</em></td>
<td><em>(Register, calendar, birthdays, weather)</em></td>
<td><em>(News)</em></td>
<td><em>(Register, calendar, birthdays, weather)</em></td>
</tr>
<tr>
<td><strong>4 × 85 min</strong></td>
<td></td>
<td><strong>Mathematics</strong></td>
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<td><strong>Mathematics</strong></td>
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<tr>
<td><strong>1 × 55 min</strong></td>
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<td></td>
<td></td>
<td><strong>Mathematics</strong></td>
</tr>
<tr>
<td><strong>15 min</strong></td>
<td><strong>Listening and Speaking</strong></td>
<td><strong>Beginning Knowledge and PSWB Activity</strong></td>
<td><strong>Listening and Speaking</strong></td>
<td><strong>Beginning Knowledge and PSWB Activity</strong></td>
<td><strong>Listening and Speaking</strong></td>
</tr>
<tr>
<td></td>
<td><em>(Read-aloud story)</em></td>
<td><em>(Discussion)</em></td>
<td><em>(Rhyme/song)</em></td>
<td><em>(Fluency and response)</em></td>
<td><em>(Rhyme/song)</em></td>
</tr>
<tr>
<td><strong>15 min</strong></td>
<td><strong>Beginning Knowledge and PSWB</strong></td>
<td><strong>Shared Reading Comprehension</strong></td>
<td><strong>Shared Reading Decoding</strong></td>
<td><strong>Shared Reading Fluency and response</strong></td>
<td><strong>Shared Reading Fluency and response</strong></td>
</tr>
<tr>
<td></td>
<td><em>(text, discussion)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>15 min</strong></td>
<td><strong>Physical Education</strong></td>
<td><strong>Physical Education</strong></td>
<td><strong>Physical Education</strong></td>
<td><strong>Physical Education</strong></td>
<td><strong>Beginning Knowledge and PSWB</strong></td>
</tr>
<tr>
<td></td>
<td><em>(Indoors)</em></td>
<td><em>(Indoors)</em></td>
<td><em>(Indoors)</em></td>
<td><em>(Indoors)</em></td>
<td><em>(Teacher story, Find out)</em></td>
</tr>
<tr>
<td><strong>30 min</strong></td>
<td><strong>Phonics and Handwriting</strong></td>
<td><strong>Phonics and Handwriting</strong></td>
<td><strong>Phonics and Handwriting</strong></td>
<td><strong>Phonics and Handwriting</strong></td>
<td><strong>Phonics (15 min) Revision or test</strong></td>
</tr>
<tr>
<td></td>
<td><em>(New letter-sound 1)</em></td>
<td><em>(Shared word building)</em></td>
<td><em>(New letter-sound 2)</em></td>
<td><em>(Independent word building)</em></td>
<td></td>
</tr>
<tr>
<td><strong>30 min</strong></td>
<td><strong>Group Guided Reading and Independent Work</strong></td>
<td><strong>Group Guided Reading and Independent Work</strong></td>
<td><strong>Group Guided Reading and Independent Work</strong></td>
<td><strong>Group Guided Reading and Independent Work</strong></td>
<td><strong>Group Guided Reading and Independent Work</strong></td>
</tr>
<tr>
<td></td>
<td><em>(2 groups × 15 min)</em></td>
<td><em>(2 groups × 15 min)</em></td>
<td><em>(2 groups × 15 min)</em></td>
<td><em>(2 groups × 15 min)</em></td>
<td><em>(2 groups × 15 min)</em></td>
</tr>
<tr>
<td><strong>30 min</strong></td>
<td><strong>Physical Education</strong></td>
<td><strong>Visual Arts</strong></td>
<td><strong>Visual Arts</strong></td>
<td><strong>Performing Arts</strong></td>
<td><strong>Performing Arts</strong></td>
</tr>
<tr>
<td></td>
<td><em>(Outdoors)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>30 min</strong></td>
<td><em><em>FAL</em> (if applicable)</em></td>
<td><em><em>FAL</em> (if applicable)</em></td>
<td><em><em>FAL</em> (if applicable)</em></td>
<td><em><em>FAL</em> (if applicable)</em></td>
<td><em><em>FAL</em> (60 min)</em>*</td>
</tr>
<tr>
<td><strong>15 min</strong></td>
<td>*<em>2nd AL (if applicable)</em></td>
<td>*<em>2nd AL (if applicable)</em></td>
<td>*<em>2nd AL (if applicable)</em></td>
<td>*<em>2nd AL (if applicable)</em></td>
<td>*<em>2nd AL (if applicable)</em></td>
</tr>
</tbody>
</table>

*Not included in these lesson plans*
## Term 3 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>
</table>
| 1    | My community: People in my community | Thabo joins the library | Thabo joins the library | Book care rules (table) | 1. Community helpers. (discuss)  
                                          |                   |                   |                      | 2. Playground clean-up. (identify and classify litter) |
| 2    | My community: Places in my community | A traffic accident | People who help everyone | Identify spaces in the community (picture map) | 1. Match community helpers to places.  
                                          |                   |                   |                      | 2. Where to get help (problem solving) |
| 3    | Pets | A hungry cat | A hungry cat | What pets need (mind map) | 1. Pets need shelter (match)  
                                          |                   |                   |                      | 2. Why we have pets (discussion) |
| 4    | Manners and responsibilities | Cheeky the piglet | Cheeky the piglet | Class good manners checklist | 1. My good manners checklist (complete)  
                                          |                   |                   |                      | 2. Good and bad manners (discuss) |
| 5    | Plants and seeds: Parts of a plant | Our school garden | My bean plant | Growth of a seed (sequence) | 1. Parts of a plant; what part do we eat?  
                                          |                   |                   |                      | 2. What plants need (identify and label) |
| 6    | Plants and seeds: Why we need plants | Jack and the beanstalk | Jack and the beanstalk | Types of plants (table) | 1. Why we need plants (matching)  
                                          |                   |                   |                      | 2. Comparing plants (classifying in table) |
| 7    | Food: My favourite food | Nice and nasty soup | Nice and nasty soup (part 1) | Where food comes from (table) | 1. Where food come from (match)  
                                          |                   |                   |                      | 2. Food I like (checklist) |
| 8    | Assessment | Lost and found Listening Comprehension assessment | Nice and nasty soup (part 2) Comprehension assessment | Healthy snacks (class graph) | Assessment 1: Identify needs of a pet  
                                          |                   |                   |                      | Assessment 2: Sequence and label the growth of a plant |
| 9    | Food: Storing food | Enormous pumpkin | How to make fruit salad (recipe) | Five food groups + weekly lunch menu (graph + menu) | 1. Which food is healthy?  
<pre><code>                                      |                   |                   |                      | 2. Storing food safely |
</code></pre>
<p>| 10   | Special Days: Weddings | Thuli’s wedding song | Thuli’s wedding song | South African weddings | Revision: Selected pages from the DBE Life skills workbook. |</p>
<table>
<thead>
<tr>
<th>Find out question</th>
<th>Independent Writing</th>
<th>GGR and Independent work</th>
<th>Phonics</th>
<th>Creative Arts</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper</td>
<td>SW: Book care rules IW: Draw and write one book care rule.</td>
<td>1 group a day with teacher. Prepare for paired reading. 8 IW pages</td>
<td>Revision</td>
<td>VA: Make a bookmark and design a book cover. PA: Describe and mime a community member.</td>
<td>Team games (balance); Litter clean-up and sort.</td>
</tr>
<tr>
<td>What is a paramedic?</td>
<td>SW: Thank you message (class) IW: Thank you message (individual)</td>
<td>2 groups a day with teacher. 8 IW pages</td>
<td>S: b, n X: z, n A: t, r</td>
<td>VA: Plan and make a village street (3-D design) PA: Class visitor (community member)</td>
<td>Go to places in the playground (Follow instructions)</td>
</tr>
<tr>
<td>Komodo dragons</td>
<td>SW: A pet (description) IW: My favourite pet (Draw a picture and write a sentence)</td>
<td>2 groups a day with teacher. 8 IW pages</td>
<td>S: g, r X: d, y A: w, b Dictation</td>
<td>VA: Draw and then make an imaginary pet (from waste) PA: Animal movement sentence; animal card game (act).</td>
<td>Animal movements; Cat and Mouse ring game.</td>
</tr>
<tr>
<td>Good morning South Africa</td>
<td>SW: Greeting dialogue IW: Draw someone you like and write how you greet them.</td>
<td>2 groups a day with teacher. 8 IW pages</td>
<td>S: š, y X: f, w A: y, p</td>
<td>VA: Make a good manners pledge card and a flower for the good manners garden. PA: Pairs-Mime good manners; Speaking and listening chair.</td>
<td>Groups-Follow my leader; rope skipping and hopscotch.</td>
</tr>
<tr>
<td>Stinky flowers</td>
<td>SW: Write steps in bean seed growth (sequence) IW: Write three sentences in the correct sequence.</td>
<td>2 groups a day with teacher. 8 IW pages</td>
<td>S: t, p X: v, x A: j, v Dictation</td>
<td>VA: Leaf prints; observational pencil drawing of a plant. PA: Musical games; Movement to music</td>
<td>Bean bag/ball team games; Plant run: go to different plants (follow instructions)</td>
</tr>
<tr>
<td>Baobab trees</td>
<td>SW: Story map IW: Drawing and sentence from the story.</td>
<td>2 groups a day with teacher. 8 IW pages</td>
<td>S: w, h X: g, t A: i, h</td>
<td>VA: Magic seeds (patterns); Magic plant (drawing) PA: Class and group dramatisations of story.</td>
<td>Groups help to set up an obstacle course; Giant hide and seek game.</td>
</tr>
<tr>
<td>Staple foods</td>
<td>SW: Our favourite foods (list) IW: My favourite food (list)</td>
<td>2 groups a day with teacher. 8 IW pages</td>
<td>S: j, f X: q, r A: u, f Dictation</td>
<td>VA: Fill the plate (collage or drawing); cut out food cards. PA: Role-play shopping; Guess the food game with food cards.</td>
<td>Breathing and stretching patterns</td>
</tr>
<tr>
<td>Berries</td>
<td>SW: Fruit salad recipe IW: Draw one step in the recipe and write a sentence.</td>
<td>2 groups a day with teacher. 8 IW pages</td>
<td>Revision</td>
<td>VA: Make a healthy food mobile; identify food colours PA: Making fruit salad as a class; ‘I went to market’ game.</td>
<td>Partner games: Mirrors; Tracking; Ladders</td>
</tr>
</tbody>
</table>
Theme 1: My community (Weeks 1–2)

**Week 1**  People in my community

**Week 2**  Places in my community

- It is important to make this theme relevant to the specific community in which you live. If possible, take photos of people and places in your community for the theme table.
- Visitor: In Week 2 of this theme, it is suggested that a community helper, specifically a local police officer, be invited to speak to the class. This will need to be pre-arranged by you through your local police station. A letter from the school, with the school letterhead, and co-signed by the principal, may be required.
- In the timetable, the time for this talk is on Thursday, during Performing Arts (30 minutes). However, you may have to swop this time with another subject on Thursday, or any other day, to accommodate the time constraints of the police officer.
What is a community?
Purpose: Learners gain a sense of security and belonging by identifying and describing their own community. They may also identify with a smaller community within the community, for example, those with a particular religion, language, or country of origin.

Who are some of the people in our community?
Purpose: Learners become aware of the different roles people play in their community such as farmers, mechanics, hairdressers, shopkeepers, builders, and others.

People who help everybody
Purpose: Learners appreciate the people who work to help everyone in a community including hospital workers, police, teachers, soldiers, refuse collectors and others.

How should I behave towards all the people in our community?
Purpose: Learners are encouraged to be respectful and polite to everyone in their community.

What are some shared spaces in my community?
Purpose: Learners become aware of shared spaces that belong to everybody in the community. These could include parks, beaches, taxi ranks, public toilets, and municipal buildings.

How do I help to look after spaces in my community?
Purpose: Learners develop a responsibility to care for these spaces, for example, by putting litter in bins and not causing damage.

Other spaces in the community:
Purpose: Learners understand that they need to respect the property of others, including other peoples’ houses, school property, offices, banks, businesses etc.
Theme 2: Pets (Week 3)

Week 3  Pets

Dogs  Parrot
Cats  Pet food
Fish  Water bowl
Our pets  Rabbit
Pet food  Water bowl
Our pets  Rabbit
Pet food  Water bowl
Why we have pets

**Purpose:** Leaners become aware of the way pets enhance our lives, for example, by providing love, companionship, and safety.

Animals we can keep as pets

**Purpose:** Leaners are introduced to the variety of animals that can be kept as pets, including dogs, cats, rabbits, snakes, hamsters, and fish.

Caring for pets

**Purpose:** Leaners understand that pets depend on humans. They need a place to sleep that is warm and dry, as well as enough food and water and exercise (not chained up).

Treating animals kindly

**Purpose:** Leaners feel responsible to be kind to animals, e.g. play or pet them. It is unacceptable and against the law to tease or hurt them. The SPCA is an organisation to stop cruelty.
Theme 3: Manners and responsibilities (Week 4)

Week 4  Manners and responsibilities

Manners and responsibilities

- Greet
- Good morning
- Please
- Thank you
- Sorry
- Truthful
- Honest
- Listen
- Respectful/polite
- Help
- Share
- Take turns
- Be kind

Uluhlu lokujonga isimilo esilungileyo

- Namhlane, ingaba...
- Sibabulisile abantu abadola?
- Sababulisilo abanye abantwana?
- Simile emigci ngokuzolelo?
- Simamele ekosi?
- Siye salindela eletlu?
- Siye slohu lokuthetha?
- Siye sizoniphiza izinto zabanye?
- Siye saxolisa?
- Siye sathi enkosi?
- Siye sabelana nabanye?
- Siye sathimila saze?
- Siye sakholiela ngokufanelelekileyo?
- Siye sabonakalisa ukulunga kwebanike?
Why do we need good manners?

**Purpose:** To help learners become aware that their behaviour affects those around them. The teacher is their role model.

**Greeting people**

**Purpose:** Learners learn how to greet people politely and to return greetings.

**Listening to others**

**Purpose:** Learners understand how listening to others, and not interrupting, strengthens communication.

**Sharing**

**Purpose:** Learners will share with those who have less because it is kind and helpful.

**Showing kindness**

**Purpose:** Learners understand how they can show kindness to others, including helping with chores, taking care of younger children and helping older people.

**Being honest**

**Purpose:** Learners understand how honesty, and always telling the truth, develops trust. They will learn to apologize if they do something wrong.

**Respecting other people and their belongings**

**Purpose:** Learners will not take other’s belongings at home or at school and will learn to ask politely if they want to borrow something.
Theme 4: Plants and seeds (Weeks 5–6)

**Week 5**  Parts of a plant

**Week 6**  Why we have plants

- Collect equipment to enable children to grow their own bean plants. You will need:
  - a packet of bean seeds
  - polystyrene trays or old saucers (children can be asked to bring these)
  - newspaper cut into smaller squares about the size of the trays/saucers
  - tins, cups or a watering-can, to wet the newspaper each day
- Allow 5 minutes for children to check their seeds each day and water them.
- Collect equipment to enable children to plant their growing seeds in a container after 10-14 days. Each group should bring:
  - containers for the growing plant (clean tins, pots, yoghurt containers)
  - a plastic bag of soil
  - a small bag of pebbles or stones
  - newspaper for working on and a spade or fork (if possible)
Why we need plants
Purpose: Learners become aware of all the ways plants help us and so learn to appreciate nature. Plants can be used for food, for shelter, for making furniture, making paper and other things. Plants also purify the air we breathe.

Parts of a plant
Purpose: Learners will be able to identify the parts of a flowering plant and understand their function. They will know that leaves make food for the plant, roots suck up water and nutrients from the soil and flowers and fruit produce seeds that allow the plant to reproduce.

What seeds need to grow
Purpose: Learners will understand that in order to grow, seeds need sun (for warmth), water and, later, soil. They will be encouraged to grow their own plants from seeds.

Different types of plants
Purpose: Learners will be able to categorise plants into trees, shrubs, herbaceous plants or herbs (not just the plants usually called ‘herbs’ e.g. carrots, cabbage), creepers (beans, peas, pumpkin, watermelon) and grasses (veld grass, mealies).

Growing a plant from a seed
Purpose: Learners will observe the sequence of growth as a seed germinates and grows into a plant.

Caring for plants
Purpose: Learners become aware that plants are valuable and need to be watered and protected.
Theme 5: Food (Weeks 7–9)

- **Week 7**  Where food comes from; My favourite food
- **Week 8**  Healthy food
- **Week 9**  Storing food

- In Week 3 of this theme children will make fruit salad with you. Children will be encouraged to each bring a fruit to class if they can.
- You will need to supply the other fruit and the equipment (a bowl, cutting board, knife, spoon).
- The children will also need to bring a cup and spoon with which to eat their portion of the fruit salad.

**Food**

- Food from animals
- Food from plants
- Tins
- Packets
- Healthy snacks
- Mealies
- Carrots
- Tomatoes
- Honey
- Bread
- Milk
- Yoghurt
- Meat
- Eggs
- Oranges
- Bananas
- Butter
Reasons we eat food
Purpose: Learners will understand why they should eat regularly, even if it is sometimes food they don’t love. They should also drink water.

The foods we eat
Purpose: Learners’ identity will be affirmed, and their worlds expanded through an awareness of what they, and others, eat.

Where different foods come from
Purpose: Learners become aware of different origins of food and appreciate plants and animals for this.

Food come from all kinds of plants: trees (bananas, marula fruit); grasses (wheat, mealies) herbs (spinach, cabbage); creepers (tomatoes) roots (potatoes, onions).

Food comes from animals: domesticated animals (cows, pigs, hens, sheep, chicken, goats); wild animals (buck, rabbits, guinea fowl); fish (pilchards, kapente); animal products (eggs, milk, cheese, butter, honey).

Storing food
Purpose: Learners become aware of why we store food, in order to keep it from making us sick. They learn how it is stored in different ways, e.g. canning, freezing, drying (biltong), keeping food airtight (bread, rice) and keeping food cold (milk).
Overview of Week 1

**Theme:** My community
**Week 1:** People in the community

### GGR (1 group a day) and Independent Work
- Prepare for paired reading
- Seven IW activities a week

### PE (indoors)
- Movement, balance and action songs

### PE (outdoors)
- Team games
- Litter clean up

### Visual Arts
- Make a bookmark

### Performing Arts
- Describe a member of your community
- Mime a community helper

### Beginning Knowledge and Personal & Social Well-being
- Explain book care rules
- Identify community helpers
- Identify litter in a playground
  - Teacher story
- Find out: The ancient library of Alexandria

### Oral
- Pair work
  - Discuss libraries and books
- Poem
  - Open a book

### Group Guided Reading
- Read-aloud story
  - Thabo joins the library

### Life Skills
- Shared Reading
  - Thabo joins the library
- Shared Writing
  - Book care rules (list of 3)

### Phonics
- Phonics Revision

### Writing
- Independent Writing
  - Book care drawing and rule

### Reading
- Thabo joins the library
Preparation
- Invite a community helper to speak to the class next week (refer to note in content overview)
- Make flashcards of these sight-reading words:
  - book
  - library
  - outside
  - joined
  - promised

Guide to Guided Group Reading (GGR) and Independent Work (IW)
Guided Group Reading time this week is used to prepare the children for Paired Reading. There will only be one session of GGR per group this week. Each group spends 30 minutes with the teacher. Paired Reading is practiced in LAB IW. Although the text will be familiar there are not illustrations. This will encourage more practice of decoding skills.

| Introduction to Paired Reading: (1 x 30 minutes per group) |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| Monday          | Tuesday         | Wednesday       | Thursday        | Friday          |
| 15 min          | 15 min          | 15 min          | 15 min          | 15 min          |
| Group A         | GGR with teacher| IW 1            | IW 2            | IW 3            |
|                 |                 | IW 4            | IW 5            | IW 6            |
|                 |                 |                 |                 | IW 7            |
|                 |                 |                 |                 | IW 8            |
| Group B         | IW 1            | IW 2            | IW 3            | IW 4            |
|                 |                 |                 | IW 5            | IW 6            |
|                 |                 |                 |                 | IW 7            |
|                 |                 |                 |                 | IW 8            |
| Group C         | IW 1            | IW 2            | IW 3            | IW 4            |
|                 |                 |                 | GGR with teacher| IW 5            |
|                 |                 |                 |                 | IW 6            |
|                 |                 |                 |                 | IW 7            |
|                 |                 |                 |                 | IW 8            |
| Group D         | IW 1            | IW 2            | IW 3            | IW 4            |
|                 |                 |                 | IW 5            | IW 6            |
|                 |                 |                 |                 | GGR with teacher|
|                 |                 |                 |                 | IW 7            |
|                 |                 |                 |                 | IW 8            |
| Group E         | IW 1            | IW 2            | IW 3            | IW 4            |
|                 |                 |                 | IW 5            | IW 6            |
|                 |                 |                 |                 | IW 7            |
|                 |                 |                 |                 | IW 8            |

Vocabulary
Oral vocabulary
- library, librarian, borrow, return, promise, soldier, firefighter, paramedic, vendor, taxi driver, refuse collector, tailor, hairdresser, farmer, community helper

Sight-reading words
- book, library, outside, joined, promised

Phonics words
[versioners: insert the 8 phonics words from word building]
1. Morning meeting

2. Story time: *Thabo joins the library*

   1. Talk about where we can get books to read
   2. Read the story aloud
   3. Ask questions
      • Who was this story about?
      • What happened to the soccer book in the story?

*Thabo joins the library*

Thabo’s uncle was a teacher. He always read books to Thabo when he visited. He gave Thabo a new picture book about famous soccer players. Thabo loved the book. They looked at the pictures of famous soccer players in the book.

The next day, after he played soccer, Thabo read his new book again. But he forgot to wash his hands. Can you guess what happened? Yes, he left dirty finger marks all over his new book.

A little later Thabo took his book outside to read. He looked at the pictures for a while and then he became hungry. He left his book on the bench and went inside his house to find something to eat. But when he got inside, Thabo forgot all about his book and began to watch TV. Then it started to rain. The book was outside on the bench. Can you guess
what happened? Yes, the book got very wet. The pages got so wet they started to crumple up and stick together. Oh no Thabo! The book was ruined.

One day Thabo’s teacher asked the children to bring a book that they liked to show to the class. Thabo wanted to show the children his book about soccer. He looked at his book with its dirty marks because he had forgotten to wash his hands. He looked at the book’s crumpled pages from being wet in the rain. And he knew he couldn’t bring his book to show the class because his book was ruined.

Vera brought a book to school. It was about ballet. She explained that she had borrowed the book from the library in town. Vera said she always looked after her library books very carefully. The children all liked Vera’s book. Thabo was a little sad because he didn’t have a book to bring and show the class.

Thabo’s teacher wanted the children in her class to join the library. She told the class all about the rules for the library. Children can borrow a library book for a week or two and then return it to the library. The date will be stamped on a date sheet in the library book to remind them when to take the book back to the library. In this way, everyone gets a turn to read the books.

She also told children how to care for books. She told them all the rules. She talked about washing your hands before you read, making sure your book is safe, and turning the pages very carefully.

Thabo wanted to join the library and take out a library book. He had learnt how to care for books and he promised himself he would look after a library book very carefully.

Ask the children: Would you let Thabo join the library? What would you tell Thabo about looking after books?

He spoke to his uncle who took him to the library in town on Saturday. Uncle filled in a form with his name and address and signed for Thabo. Thabo was allowed to choose a book to take home. The librarian stamped the book with the date when he had to bring it back.

This time Thabo made sure he washed his hands before reading his book. He kept his book on a shelf to keep it safe and always turned the pages very carefully. Thabo was glad that he could take it back to the library in good condition.

Oral Vocabulary

- library: the building where books are kept for people to borrow
- borrow: use or take something and then give it back
- return: give something back
- promise: if you promise something you must do it
- librarian: the person in charge of the library
3. Big Book: Book care rules

1. On the mat, read story:
   Big Book 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 Big Book?

2. Learners mime the rules and class guesses which rule it is (15 min)

4. Physical Education (indoors): Phonics song

1. Warm up
   • Pretend you are washing your body.

2. Simon says
   • Jump 3 times slowly on the spot.
   • Jump 4 times fast on the spot.
   • Walk backwards on your heels 3 times.
   • Walk forward 3 times crossing your dominant leg over.
5. Phonics and Handwriting: T

LAB page 6

1. **Introduce the sound** (3 min)
   - Explain that this sound is written using 2 letters.

2. **Listen to and say the sound** (3 min)
   - Notice your mouth.

3. **Identify words with the sound** (4 min)
   - Learners provide more words.

4. **Syllable practice** (2 min)
   - Read the syllables together.
   - Say a syllable – learners point to it.

5. **Read the words to a partner** (3 min)
   - Teacher checks.

6. **Complete, using best handwriting**: LAB page 7 (15 min)
   - Pay attention to placement of letters on line and spacing.

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6. **GGR and Independent Work: Group A**

1. **Class does Independent Work**: LAB pages 21–26 (30 min)
   See page 21 for details.
5. Phonics and Handwriting: aa

LAB page 6

1. Introduce the sound (3 min)
   • Explain that this sound is written using 2 letters.

2. Listen to and say the sound (3 min)
   • Notice your mouth.

3. Identify words with the sound (4 min)
   Learners provide more words.

4. Letter revision (2 min)
   Read the letters together.
   Say a letter – learners point to it.

5. Read the words to a partner (3 min)
   Teacher checks.

6. Complete, using best handwriting: LAB page 7 (15 min)
   • Pay attention to placement of letters on line and spacing.
WEEK 1
Monday

2. Introduce Paired Reading to Group A: LAB page 27 (15 min)
   - Form pairs.
   - Learner A reads the first text. Learner B listens. If A needs help with a word, they tap B’s arm.
   - When A is finished, B asks the question.
   - Then B must read and answer the questions.

3. Feedback and switch roles (15 min)
   - Did A read well?
   - What does reading well mean? (notice punctuation, read smoothly, read at a good pace)
   - Did A answer the question correctly?
   - Fill in the robot for yourselves.

7. Team games (outdoors)

1. Warm up
   - Balance (alternate legs).
   - Windmill arms.
   - Run on the spot.

2. Team games
   - Teams form a line.
   - The learner in the front walks along a rope/line/bench/around the tyres.
   - Then run to the end of the playground and back to the end of line.
   - The team whose members are all back in line first is the winner.

3. Cool down
1. **My news**

2. **Discuss libraries and books**

   1. What did you learn about libraries from the story? (5 min)

   2. Pair talk: What book would you like to borrow from a library? Why? (10 min)
3. Big Book: *Thabo joins the library*

1. Read to the class: Big Book pages 2–8 (5 min)
2. Ask the Day 1 questions on each page (5 min)
3. Read the flashcards together (5 min)

4. Identify community helpers

1. Identify community helpers: LAB page 8 (10 min)
   - What is a community? (refer to theme overview)
   - Who are these community helpers?
   - What do they do for the community?

2. Read the Find out question: LAB page 9 (5 min)
   - Find the answer at home. Ask an adult to help.
   - Bring answer on Friday.
5. Physical Education (indoors)

1. Warm up
   • Balance and hop on one leg and then the other.

2. Sing a song with actions: “Sikh’ ipesika sifak’ ebhekileni”

   [Versioners replace with any song with bending kicking turning around etc]

6. Shared word building

1. Cut out letter cards for this week: LAB page 251 (7 min)

2. Help learners build the words on board, using teacher cards: LAB page 10 (13 min)

3. Handwriting practice:
   LAB page 11 (10 min)
WEEK 1  Tuesday

7. GGR and Independent Work: Group B

1. Class does Independent Work: LAB pages 21–26 (30 min)
   See page 21 for details.

2. Introduce Paired Reading to Group B: LAB page 27 (15 min)

3. Feedback and switch roles (15 min)

8. Make a bookmark

1. Show examples of bookmarks and discuss purpose (5 min)

2. Cut out bookmark: LAB page 253 (5 min)
   Equipment: scissors

3. Decorate the bookmark (20 min)
1. Morning meeting 🌈

- Register
- Calendar
- Celebrate birthdays
- Weather

2. Keeping shared spaces clean 🌱

1. Discuss shared spaces (3 min)
   - What spaces do you share with your family? With other people?
   - How do you want shared spaces to be?
   - How do we do this?

2. Circle the litter: LAB page 13 (6 min)
   - What is litter?
   - How many pieces of litter did you find?

3. Put litter in the correct place: LAB page 13 (6 min)
   - Explain about the bin (for throw away litter) and the bag (for recyclable litter)
   - Draw a line from the litter to the bin or the bag.
3. Big Book: Thabo joins the library

1. Read with the class: Big Book pages 2–5 (5 min)
2. Ask the Day 2 questions on each page (5 min)
3. Match the flashcards with the words in the book (5 min)

4. Shared Writing: Book care rules

1. Discuss book care (5 min)
2. Prepare a writing frame on the board (5 min)
3. Write children’s suggestions in the frame (5 min)

Rules for looking after books

1. Wash your hands.
3. Do not write in your book.
4. Do not eat or drink when you read.
5. Do not tear the pages.
5. Physical Education (indoors)

1. Warm up
   • On the ground, crouch like a mouse.
   • Rise up like a big strong tree.
   • Touch your toes.

2. Balancing
   • Balance your bean bag on different body parts, shoulders, knees, elbow, arms, foot, head, chest and so on.

6. Phonics and Handwriting: Revision

LAB page 14

1. Introduce the sound (3 min)
   • Explain that this sound is written using 2 letters.

2. Listen to and say the sound (3 min)
   • Notice your mouth.

3. Identify words with the sound (4 min)
   • Learners provide more words.

4. Syllable practice (2 min)
   • Read the syllables together.
   • Say a syllable – learners point to it.

5. Read the words to a partner (3 min)
   • Teacher checks.

6. Complete, using best handwriting: LAB page 15
   • Pay attention to placement of letters on line and spacing.
5. **Physical Education (indoors)**

1. **Warm up**
   - On the ground, crouch like a mouse.
   - Rise up like a big strong tree.
   - Touch your toes.

2. **Balancing**
   - Balance your bean bag on different body parts, shoulders, knees, elbow, arms, foot, head, chest and so on.

6. **Phonics and Handwriting: Rymwoorde**

1. **Bou die rymwoorde: LAB page 14**
   - (15 min)

2. **Handwriting: LAB page 15**
   - (15 min)
7. GGR and Independent Work: Group C

1. Class does Independent Work: LAB pages 21–26 (30 min)
   See page 21 for details.

2. Introduce Paired Reading to Group C: LAB page 27 (15 min)

3. Feedback and switch roles (15 min)

8. Make a book cover

1. Show and discuss book covers (5 min)
   • What is this part of a book called?
   • What does it tell us?
   • What does the writing look like?
   • Why is it written like that?

2. Read LAB page 16 (5 min)
   • You are going to make this book cover.
   • Copy the title from the LAB.

3. Make a book cover (20 min)
   • Draw lines to keep your title straight.
   • Use any colour or thickness you like for your title.
   • Decorate your cover with a pattern.
Thursday

1. My news 😊

2. Recite a poem 🎉

1. Teach the poem (7 min)
   - Write onto chalkboard before the lesson.

2. Practise the poem (8 min)

Open a book

Open a book you little child
Reading is a wonderful guide
In a book you will find
People and places of every kind.
Open a book and you can be
Anything you want to be
You can be a king or queen
And go to places you’ve never seen.
3. Big Book: *Thabo joins the library*

1. Read with the class: Big Book pages 2–5 (5 min)
2. Ask the Day 3 questions on each page (5 min)
3. Revise the flashcards and place on word wall (5 min)

4. Write a book care rule

1. Re-read Rules for looking after books: BB page 1 (2 min)
2. Write and illustrate one rule for looking after books: LAB page 17 (13 min)

5. Physical Education (indoors)

1. Warm up
   - Run on the spot slowly like you are stuck in mud.
   - Run on the spot fast like a dog is chasing you.

2. Fine motor activities
   - Crumple scrap paper with one hand and smooth it out again.
   - Repeat with other hand.
   - Tear the paper into small pieces.
   (Store for other Creative Arts activities)
6. Independent word building

1. Rapid letter naming, using cards (3 min)

2. Learners use cards to build words: LAB page 18 (12 min)

3. Handwriting practice: LAB page 19 (15 min)

7. GGR and Independent Work: Group D

1. Class does Independent Work: LAB pages 21–26 (30 min)
   See page 21 for details.
2. Introduce Paired Reading to Group D: LAB page 27 (15 min)

3. Feedback and switch roles (15 min)

8. Mime community members

1. Pairs: Describe a member of your community that you know (15 min)
   - How do you know them?
   - What role/job do they have in the community?
   - Are they old/young?
   - Do you like them? Why?

2. Creative game: Mime (15 min)
   - Warm up: jump and shake, stretch and shrink, turn around and sit down.
   - Mime a soldier marching / a taxi driver driving / a tailor sewing / a hairdresser/ a farmer digging.
   - Cool down: sit still and close your eyes, open them slowly.
1. Morning meeting

- Warm up (5 min)
  - Stand like a tree. Arms outstretched.
  - Twist from side to side in the wind.

- Teams: collect and sort school litter (15 min)
  Send teams to different areas of the school.
  - Pick up rubbish and put it in the black bag.
    If the rubbish is very old or dirty use the shopping bags as ‘gloves’.
  - Come back when you hear my whistle
3. Complete and share your book

1. Copy the sentence you wrote yesterday into the book you made in Creative Arts (10 min)

2. Swop and read books (5 min)

4. Find out / Teacher story

1. Learners give feedback on Find out question: LAB page 9 (5 min)
   Answer: Paper is mostly made from pine or gum trees. It can also be made from recycled paper or old clothes.

2. Tell a story about someone in your community (10 min)
5. Phonics game

Pairs: Play the phonics game: LAB page 20
Use dice from Bala Wande.

6. GGR and Independent Work: Group E

1. Class does Independent Work: LAB pages 21–26 (30 min)
   See page 21 for details.

2. Introduce Paired Reading to Group E: LAB page 27 (15 min)

3. Feedback and switch roles (15 min)

7. Mime and guess: community helpers

1. In groups of four, take turns to mime a community helper and guess who it is (7 min)

2. Repeat for whole class (15 min)
Overview of Week 2

**Theme:**
My community

**Week 2:**
Places in my community

**Group Guided Reading (GGR) and Independent Work (IW)**
- Two groups a day
- Eight IW activities a week

**PE (indoors)**
Movement, balance and action songs

**PE (outdoors)**
Follow instructions

**Visual Arts**
- Plan a village street
- Make a 3-D village street

**Performing Arts**
- Class visitor (ask questions)
- Respond to visit.
- Present 3-D village street

**Begining Knowledge and Personal & Social Well-being**
- Identify spaces in the community
  - Own community spaces
  - Places and people
  - Where to get help
  - Teacher story
  - Find out: Paramedics

**Phonics**
SEP: kh, tš
XHO: ph, th
AFRIK: aa

**Handwriting Practice**

**Read-aloud story**
A traffic accident

**Pair work**
Prepare for class visitor

**Counting song**
Five policemen

**Shared Reading**
People who help everyone

**Shared Writing**
Thank-you message

**Independent Writing**
Thank-you message

**Movement, balance and action songs**

**Plan a village street**

**Make a 3-D village street**

**Class visitor**
(ask questions)

**Respond to visit.**

**Present 3-D village street**

**Thank-you message**

**Thank-you message**

**Phonics**

**Handwriting Practice**

**Theme:**
My community

**Week 2:**
Places in my community
Preparation

- Confirm arrangements for the community helper who will visit the class on Thursday.
- Make flashcards of these sight-reading words:

  doctor  teacher  police officer  nurse  everyone

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

From Week 2, the Group Guided Reading sessions go back to the same format as Term 2. Two groups are seen each day for 15 minutes each. They use the anthology.

Paired Reading is Independent Work activity 8.

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

Assessment

Informal assessment: Friday phonics dictation. Mark using robot rubric.

Vocabulary

Oral vocabulary

ambulance, paramedic, traffic accident, emergency + hospital transport, places/spaces, park, shop, office, police station, library, post office, postal worker (postman), shopkeeper, pastor/priest, stamps, lost, groceries, dented

Sight-reading words
doctor, teacher, policeman, nurse, everyone

Phonics words

[versioners: insert the 8 phonics words from word building]
It was Monday morning. We got up late. We were in such a hurry to get dressed and have breakfast. RUSH! RUSH! RUSH! We must not be late for school! We piled into the car and off we went.

The traffic was so slow to move. STOP START! STOP START! STOP START!

But the taxis were going fast. Suddenly the taxi in front of us bumped into a car in front of us. OH NO! OH NO! OH NO!
Dad stopped the car and got out. ‘Wait in the car,’ he told us. When he came back to the car he said, ‘It is not a bad accident. The car isn’t damaged but the taxi is dented. Also, I think the taxi driver has hurt his leg. I will use my cellphone to phone the paramedics in case he needs to go to hospital.’

He phoned the emergency number and gave the person his name. He told her about the accident and the road where the accident took place. She told him that the paramedics would come very quickly.

Some people got out of the taxi and sat on the pavement. The people in the car got out of their car. We stayed in our car and waited. After a while we heard the paramedics come in the ambulance.

BEE BAA BEE BAA!
BEE BAA BEE BAA!

A team of paramedics came and they got out of the ambulance. They examined the taxi driver and the people who had got out of the taxi and car. Then they put the taxi driver carefully onto a stretcher and lifted him into the ambulance and drove to the hospital. They said a doctor would look at his leg.

BEE BAA BEE BAA
BEE BAA BEE BAA!

The ambulance drove away. Another taxi came to take the people to work. The car wasn’t damaged and it drove off.

Dad got back in the car to take us to school. He drove very slowly. At school, he came inside with us to explain why we were late. My teacher gave me a lollipop. I hope the taxi driver gets better soon.

Oral vocabulary

- **accident**: when we do something by mistake that causes damage
- **paramedic**: a person who is trained to give the first medical help to people before they can get to a doctor
- **hospital**: a place where sick people are looked after by nurses and doctors
- **emergency**: when something dangerous or unexpected happens
- **ambulance**: a vehicle that takes people to hospital
3. Big Book: Spaces we share 🎥

Identify shared spaces in the community: BB page 6
- Follow the teacher prompts in the Big Book.

4. Physical Education (indoors) 🏃

1. Warm up
   - Pretend you are digging a deep hole.

2. Simon says
   - Walk forward quickly on toes.
   - Walk backwards on heels.
   - Drop like a balloon with air coming out.
   - Drop like a leaf falling from a tree.

5. Phonics and Handwriting: XX 📚

LAB page 33

The letter XX [K] [SEP AND XHO ONLY]

1. Introduce the sound (3 min)
   - Explain that this sound is written using 2 letters.

2. Listen to and say the sound (3 min)
   - Notice your mouth.

3. Identify words with the sound (4 min)
   - Learners provide more words.

4. Syllable practice (2 min)
   - Read the syllables together.
   - Say a syllable – learners point to it.

5. Read the words to a partner (3 min)
   - Teacher checks.
6. Complete, using best handwriting: LAB page 34 (15 min)
   - Pay attention to placement of letters on line and spacing.

6. GGR and Independent Work: Groups A and B

1. Class does Independent Work: LAB pages 47–53 (30 min)
   See page 43 for details.
5. Phonics and Handwriting: XX

LAB page 33

1. Introduce the sound (3 min)
   - Explain that this sound is written using 2 letters.

2. Listen to and say the sound (3 min)
   - Notice your mouth.

3. Identify words with the sound (4 min)
   - Learners provide more words.

4. Letter revision (2 min)
   - Read the letters together.
   - Say a letter – learners point to it.

5. Read the words to a partner (3 min)
   - Teacher checks.

6. Complete, using best handwriting: LAB page 34
   - Pay attention to placement of letters on line and spacing.
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.
   - Learners whisper-read the story to themselves.
   - Stop at the end of each page and ask questions.

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

7. Physical Education (outdoors)

1. Identify and explain four spaces
   - Warm up: jump to face different ways – right/left, back/front.
   - Identify four places in the playground as the police station, the hospital, the library, the shop.
   - Walk to place I tell you.

2. Move in different ways to the different places
   - Hop to the shops.
   - Run to the police station.
   - Skip to the library.
   - Jump to the police station and so on.

3. Listen carefully and follow instructions
   - Run to the place where you:
     - will see a doctor
     - get a book
     - get help from the police
     - buy food.
   - Cool down: stretch high and low, stretch side to side, take three deep breaths.
1. **My news**

    When?  Who?  Where?  What happened?  I felt... Because...

2. **Prepare for class visitor**

    1. **Prepare for class visitor on Thursday (3 min)**
       - Explain who the visitor will be.
       - How do we behave when we have a visitor? (revise rules)

    2. **Pairs: Prepare questions to ask the visitor (7 min)**

    3. **Share questions with class (5 min)**
       - Write five of the questions on the board for Thursday.
       - Decide who will ask the questions.
WEEK 2

Tuesday

3. Big Book: People who help everyone 📖

1. Read to the class: Big Book pages 7–10 (5 min)

2. Ask the Day 1 questions on each page (5 min)

3. Read the flashcards together (5 min)

4. Places and people / Find out 🌈?

1. Match community helpers to community spaces:
   LAB page 35 (10 min)
   - Name these community helpers.
   - Name these places.
   - Draw a line from the helper to the correct place.
   - Check with your partner.

2. Read the Find out question: LAB page 36 (5 min)
   - Find the answer at home. Ask an adult to help.
   - Bring answer on Friday.
5. Physical Education (indoors)

1. Warm up
   - Move your foot to the left/right.
   - Move your hip to the left/right.
   - Go slow then fast.

2. Sing rhyme with actions
   - Do actions such as jumps, turning around, marching

6. Shared word building

1. Cut out letter cards for this week: LAB page 255 (7 min)

2. Help learners build the words on board, using teacher cards: LAB page 37 (13 min)

3. Handwriting practice:
   LAB page 38 (10 min)
7. GGR and Independent Work: Groups C and D

1. Class does Independent Work: LAB pages 47–53 (30 min)
   See page 43 for details.

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.
   - Learners whisper-read the story to themselves.
   - Stop at the end of each page and ask questions.

8. Prepare to make a village street from waste

1. Discuss the task: LAB page 39 (10 min)
   - Which community buildings are shown?
   - What do you think these buildings are made of?
   - Which community buildings would you like to make?
   - What type of waste could you make the buildings from?

2. Groups: Plan to make a village street (20 min)
   - Decide how many buildings you will make (2–3)
   - Decide which buildings you will make and from which materials.
   - Allocate who will bring the waste.
   - Remember to bring a flattened piece of cardboard that you can put your buildings on and draw your street.
1. Morning meeting

- Register
- Calendar
- Celebrate birthdays
- Weather

2. Scenarios: Getting help

1. Identify problems: LAB page 40 (5 min)
   - Look at each drawing.
   - I will read what it says.

2. Pairs: Talk about solutions (5 min)
   - Where can the child go to get help?
   - Who should they ask for help?

3. Link to own lives (5 min)
   - Has something like this happened to you? Tell your partner who helped you.
3. Big Book: People who help everyone

1. Read with the class: Big Book pages 7–10 (5 min)
2. Ask the Day 2 questions on each page (5 min)
3. Match the flashcards with the words in the book (5 min)

4. Shared Writing: Thank-you message

1. Pre-prepare the writing frame on the board

   Dear ………………………
   Thank you for ………………….
   Thank you for ………………….
   Thank you for ………………….
   We feel ………………….
   Best wishes from ………………

2. Discuss thank-you messages (5 min)
   • Why should we thank people?
   • Explain the writing frame the class will use to write a message to thank your visitor.
3. Write children’s suggestions on board (10 min)
(One child will copy this for the visitor). If possible, leave the message on the board for tomorrow’s writing activity.
• Learners provide ideas and help teacher write the message
• Choose someone to copy the message onto paper to give to the visitor.

Dear Mr Policeman
Thank you for being so brave, kind and helpful.
Thank you for looking after our school.
Thank you for keeping us safe.
We feel so lucky to have you!
Best wishes from Grade 1

5. Physical Education (indoors)

1. Warm up
• Pretend you are swimming like a frog.

2. Balancing
• Stand on one leg.
• Stand on tip-toe.
• Bend your knee while standing on one leg.
6. Phonics and Handwriting: XX

LAB page 41

1. **Introduce the sound** (3 min)
   - Explain that this sound is written using 2 letters.

2. **Listen to and say the sound** (3 min)
   - Notice your mouth.

3. **Identify words with the sound** (4 min)
   - Learners provide more words.

4. **Syllable practice** (2 min)
   - Read the syllables together.
   - Say a syllable – learners point to it.

5. **Read the words to a partner** (3 min)
   - Teacher checks.

6. **Complete, using best handwriting:** LAB page 42
   - Pay attention to placement of letters on line and spacing.

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

   1. **Class does Independent Work:** LAB pages 47–53 (30 min)
      See page 43 for details.
5. Physical Education (indoors)

1. Warm up
   - Pretend you are swimming like a frog.

2. Balancing
   - Stand on one leg.
   - Stand on tip-toe.
   - Bend your knee while standing on one leg.

6. Rymwoorde

1. Bou die rymwoorde: LAB page 41 (15 min)

2. Handwriting: LAB page 42
2. Group E and A take turns on the mat (15 min)
Group E with the Anthology: **Reading 1**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- Stop at the end of each page and ask questions.

Group A with the Anthology: **Reading 2**
- Re-read the story together, aloud.
- Learners read it with a partner.
- Teacher listens to learners reading.

8. Build a village street from waste

1. Make buildings

2. Assemble village street
- Paint and assemble your village street.

3. Alternative: Draw your village street
- Draw your street (or an imaginary street)
1. My news

When?  Who?  Where?  What happened?  I felt ... Because...

2. Counting rhyme

1. Teach the counting rhyme (10 min)

**Five Policemen**

Five policemen standing by a door
One directed traffic and then there were four.

Four policemen watching over me
One took home a lost boy and then there were three.

Three policemen guarding me and you
One stopped a speeding car and then there were two.

Two policemen see how fast they run
One caught a bad man and then there was one.

One policeman saw a fire from far away
Called the fire station and saved the day.

2. Practice the rhyme (5 min)
Thursday

3. Big Book: People who help everyone

1. Read with the class: Big Book pages 7–10 (5 min)
2. Ask the Day 3 questions on each page (5 min)
3. Revise the flashcards and place on word wall (5 min)

4. Write a thank-you message

1. Re-read thank-you message (2 min)
   - Let’s read the sentences we wrote thanking our visitor.

2. Independent Writing:
   LAB page 43 (13 min)
   - Think of someone in the school that you want to thank.
   - Write one sentence to say thank you.
   - Draw a picture of the person you are thanking.

Dear Mr Policeman

Thank you for being so brave, kind and helpful.
Thank you for looking after our school.
Thank you for keeping us safe.
We feel so lucky to have you!
Best wishes from Grade 1
5. Physical Education (indoors)

1. Warm up
- Run on the spot slowly like you are stuck in mud.
- Run on the spot fast like a dog is chasing you.

2. Fine motor activities
- Make a fist.
- Open hand one finger at a time. Close one finger at a time.
- Flash fingers open and closed rapidly.

6. Independent word building

1. Rapid letter naming using cards (3 min)

2. Learners use cards to build words:
LAB page 44 (12 min)

3. Handwriting practice:
LAB page 45 (15 min)
7. GGR and Independent Work: Groups B and C

1. Class does Independent Work: LAB pages 47–53 (30 min)
   See page 43 for details.

2. Groups B and C take turns on the mat with the Anthology: Reading 2 (15 min each)
   - Re-read the story together, aloud.
   - Learners read it with a partner.
   - Teacher listens to learners reading.

8. Community helper visits the class

1. Introduce your visitor (5 min)

2. Children ask questions and listen to answers (5 min)
   - Pre-arrange who will ask which question and in which order.

3. Thank the visitor and present the thank you card (5 min)
   - Pre-arrange for a confident child to thank the visitor and present the class thank-you message, copied yesterday.
1. **Morning meeting**

   ![Register](image1)
   ![Calendar](image2)
   ![Celebrate birthdays](image3)
   ![Weather](image4)

   - Register
   - Calendar
   - Celebrate birthdays
   - Weather

2. **Physical Education (outdoors)**

   **1. Designate and explain places (5 min)**
   - Warm up: Jump to face left, right, front, back.
   - Point out and name four ‘places’ in the playground, for example, post office, high school, park, fire station.

   ![Designate and explain places](image5)

   **2. Move in different ways (15 min)**
   - Tip toe to the hospital.
   - Gallop to the fire station.
   - Go sideways to the park.
   - Walk (slowly) backwards to the post office.

   ![Move in different ways](image6)
3. Copy and give your thank you message

1. Copy message onto paper (12 min)
   - Copy your message onto a piece of paper.
   - Add the name: Dear ..... 
   - Add your own name: From ..... 

2. Help learners give their message to the people they chose to thank (3 min)

3. Follow instructions carefully (10 min)
   - Run to the place where you will:
     - get a stamp
     - play on swings
     - see a fire engine
     - see the big children.
   - Cool down: Walk very slowly back to the classroom.
4. Find out / Teacher story

1. Find out question feedback:
LAB page 36 (5 min)
• Learners give feedback.

Answer: Paramedics use a tool called the Jaws of Life to rescue people from bad car accidents.

5. Dictation

1. Say the words one at a time
(3 min per word)

Versioners:
Insert list of 5 words for dictation above.

2. Learners write words in LAB page 46
6. GGR and Independent Work: Groups D and E

1. Class does Independent Work: LAB pages 47–53 (30 min)
   See page 43 for details.

2. Groups D and E take turns on the mat with the Anthology: Reading 2 (15 min each)
   • Re-read the story together, aloud.
   • Learners read it with a partner.
   • Teacher listens to learners reading.

7. Response to visitor / presentation

1. Share responses to classroom visitor (15 min)
   • Warm up: Say a rhyme.
   • What did you learn from the classroom visitor?
     What did you find most interesting?

2. Present village street (15 min)
   • Groups present their village street to class.
   • Explain what the buildings are.
   • Cool down: Shake your fingers/wrists/arms. Sit very still.
Overview of Week 3

**Group Guided Reading (GGR) and Independent Work (IW)**
- Two groups a day
- Eight IW activities a week

**Phonics**
- SEP: th, ng
- XHO: sh, bh
- AFRIK: ee

**Visual Arts**
- Draw an imaginary pet
- Make an imaginary pet from waste

**Performing Arts**
- Animal cards
- Movement sentence

**PE (indoors)**
- Movement, balance and action songs

**PE (outdoors)**
- Animal movements
- Cat and mouse game

**Beginning Knowledge and Personal & Social Well-being**
- Mind map: What pets need
- What is the SPCA?
- Pets and shelters (match)
- What our pet do for us
- Find out: Komodo dragons

**Discussion**
- Cats and strays

**Nursery rhyme**
- Three little kittens

**Read-aloud story**
- A hungry cat

**Shared Reading**
- A hungry cat

**Shared Writing**
- Describing a pet

**Independent Writing**
- My pet: draw and write

**Handwriting**
- Practice four times a week

**Theme: Pets**

**Week 3: Pets**

**Oral**

**Group Guided Reading**

**Reading**

**Life Skills**

**Writing**
Preparation

• Make flashcards of these sight-reading words:

  - cat
  - hungry
  - food
  - water
  - look after

• Prepare a theme table
  – On the table you can display pictures of dogs and cats, a dog food packet, a water bowl, lead and collar, cushion/pet bed, a ball and so on.
  – Encourage the children to add photographs of their pets or pictures they have cut out. To preserve pictures, stick them onto cardboard and write labels.
  – They can be laminated or placed in plastic sleeves.

• Look for any books on pets or pet care in your local or school library.
• Consider inviting your local SPCA to give a short talk to the class about their work.

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

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

Vocabulary

Oral vocabulary
veld, stray, crept, tired, hunt, ugly, scared, fluffy, pom-pom, trained, lick, cover, stroke, SPCA, unkind, cruel, neglect, movement, adopt, adoption, describe

Sight-reading words
cat, hungry (or thin), food, water, look after

Phonics words
[versioners: insert the 8 phonics words from word building]
1. Morning meeting

- Register
- Calendar
- Celebrate birthdays
- Weather

2. Story time: A hungry cat

1. Introduce the story
   - What pets do you have?
   - Do you know someone who has a cat for a pet? Tell us.

2. Read the story aloud

3. Ask questions
   - Why is the story called A hungry cat?
   - What happened to the cat in the story?

A hungry cat

My house was next to some open veld. One day when my brother and I were playing outside, a stray cat crept into our yard from the veld. Oh dear! This cat was so tired and thin, she could only move very slowly. She had had to hunt for mice and small animals in the veld for her food. She was not a pretty cat but we felt very sorry for her.

My brother said, ‘Let’s call Mom. Please Mom can we keep this cat for a pet?’
‘I will think about it,’ said Mom.

Mom brought the poor ugly cat a bowl of milk to drink but it was too scared to come near us. So we went inside and watched to see what she would do. After a while she did drink the
milk and for a few days she even came back for more. She also liked to eat cat food and scraps of meat.

After a while the cat got used to us and we were even able to stroke her. I told Mom, ‘She likes us! Just listen to her purr when we stroke her. Can we keep her for our pet, please Mom?’ I asked again.

‘You can keep her as long as you look after her and feed her,’ said Mom. We called the cat Princess.

Princess ate cat food and she loved bits of meat. She drank water. She purred a lot. She played a lot. She hunted a lot. She slept a lot, especially in the bed we made for her. We put an old blanket in a box in a warm place in the kitchen.

Then one day she was gone. Where could she be?

We called her over and over,’ Princess, Princess, Kitty, kitty, kitty,’ but she did not come. We searched everywhere in the house. My brother went all the way down the path in the veld. I looked in the long grass and the bushes. Where could she be?

At last we went and looked in the garage. I heard a soft sound coming from behind a cupboard. I pushed the tins of paint away and peeped into a big cardboard box. I got a big surprise because there was Princess with three little kittens!

‘Look Mom!’ I shouted.

The kittens were very small and their eyes were closed. We were so excited. We visited them every day, they were the most beautiful kittens we had ever seen. One was white and as fluffy as a pom-pom, another was black and the third one was grey just like her mother.

Princess carried her kittens in her mouth from place to place as cats like to do. She was a very good mother and we watched as she fed her kittens and then trained them to lick themselves clean. One day she took them outside and showed them how to dig little holes in the sand, sit on their holes and then cover them with sand.

Mom said, ‘These kittens are so beautiful. We will easily find good homes for them.’

**Oral vocabulary**

- **hunt**: chase and kill wild animals for food
- **scared**: to feel frightened or afraid
- **stroke**: move your hand slowly and gently over something or someone
- **pet**: an animal you love and look after at home
- **kitten**: a very young cat
- **beautiful**: pretty and lovely to look at
3. Big Book: Caring for pets

1. Discuss: What is a pet? (5 min)

2. Talk about what pets need: BB page 11 (10 min)
   Follow the teacher prompts in BB.

3. Explain the SPCA (15 min)
   If possible get someone from the SPCA to give the class a talk.
   - What is the SPCA? (Society for the Prevention of Cruelty to Animals)
   - What do they do? (protect animals in the community)
   - What if you are unkind to animals? (you can be reported because it is against the law)

4. Physical Education (indoors)

1. Warm up
   - Pretend you are stroking a cat or patting a dog.

2. Simon says
   - Lift both arms above your head.
   - Put both arms out to the side.
   - Cross arms in front.
   - Twist body with arms folded.
5. Phonics and Handwriting: XX  

LAB page 59

1. Introduce the sound (3 min)  
   • Explain that this sound is written using 2 letters.

2. Listen to and say the sound (3 min)  
   • Notice your mouth.

3. Identify words with the sound (4 min)  
   • Learners provide more words.

4. Syllable practice (2 min)  
   • Read the syllables together.  
   • Say a syllable – learners point to it.

5. Read the words to a partner (3 min)  
   • Teacher checks.

6. Complete, using best handwriting: LAB page 60  
   • Pay attention to placement of letters on line and spacing.

6. GGR and Independent Work: Groups A and B

1. Class does Independent Work:  
   LAB pages 74–80 (30 min)  
   See page 67 for details.
5. Phonics and Handwriting: **XX**

LAB page 59

1. **Introduce the sound** (3 min)
   - Explain that this sound is written using 2 letters.

2. **Listen to and say the sound** (3 min)
   - Notice your mouth.

3. **Identify words with the sound** (4 min)
   - Learners provide more words.

4. **Syllable practice** (2 min)
   - Read the syllables together.
   - Say a syllable – learners point to it.

5. **Read the words to a partner** (3 min)
   - Teacher checks.

6. **Complete, using best handwriting: LAB page 60**
   - Pay attention to placement of letters on line and spacing.
2. Groups A and B take turns on the mat with the Anthology: Reading 1 (15 min each)
   • Introduce/scaffold the story as needed.
   • Learners whisper-read the story to themselves.
   • Stop at the end of each page and ask questions.

7. Physical Education (outdoors)

1. Move like animals
   • Warm up: Dance on the spot for one minute.
   • Do these actions: slither like a snake, talk like a parrot, bounce like a bunny, peck like a chicken, lick like a kitten, scurry like a mouse, bark and run like a dog, leap like a springbok, jump like a kangaroo, thump like an elephant.

2. Guessing game
   • Someone comes to the middle and does a movement. Class guesses the animal and copy the movement.
   • The person who guesses correctly is the next in the middle.
   • Cool down: Touch the ground and turn around. Repeat.
1. Learn about cats (8 min)
   - What did you learn about cats in the story? (Cats have kittens that they look after very well. They hunt for food. They keep themselves clean.)
   - Were you surprised by anything?
   - Would you like to have a cat for a pet? Say why or why not.

2. In pairs, talk about strays and adoptions (7 min)
   - What is a stray cat (or dog)?
   - Would you ever adopt a stray animal?
   - Who would you need to ask first?
   - If you had a pet cat or dog, how would you look after it? Tell your partner.
WEEK 3  
Tuesday

3. Big Book: A hungry cat

1. Read to the class: BB pages 12–15? (5 min)
2. Ask the Day 1 questions on each page (5 min)
3. Read the flashcards together (5 min)

---

4. Shelter for pets / Find out

1. Talk about pet shelters (homes)
   - Why is shelter/a home important for all living things?
   - What kind of shelters do you see on this page? (some are unusual)

2. Match the pet to the shelter:
   LAB page 61 (8 min)
   - Let’s name the pets on the page. Which ones do you know?
   - Shelters need to fit a pet’s needs. What kind of shelter does each of these pet need?
   - Draw a line from the pet to the shelter.
   - Check with your partner.

3. Read the Find out question:
   LAB page 62 (5 min)
   - Find the answer at home. Ask an adult to help.
   - Bring the answer on Friday.
5. Physical Education (indoors)

1. Warm up
   - Rub your tummy and pat your head at the same time. Faster!

2. Sing an action song
   - Sing a song and do the actions.

6. Shared word building

1. Cut out letter cards for this week: LAB page 257 (7 min)

2. Help learners build the words on board, using teacher cards: LAB page 63 (13 min)

3. Handwriting practice: LAB page 64 (10 min)
WEEK 3

Tuesday

7. GGR and Independent Work: Groups C and D

1. Class does Independent Work: LAB page 74–80 (30 min)
   See page 67 for details.

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.
   - Learners whisper-read the story to themselves.
   - Stop at the end of each page and ask questions.

8. Draw an imaginary pet

1. Draw an imaginary pet: LAB page 65 (25 min)
   - Look at these imaginary pets. How do you know they are imaginary? (number of legs, colour, shapes)
   - If you had an imaginary pet, what colour will it be? How many legs/tails/features will it have?
   - Draw your imaginary pet. Fill the whole page with your drawing.
   - Don’t forget the pet’s eyes, nose, mouth, tail and legs.

2. Prepare to make an imaginary pet from waste: LAB page 69 (5 min)
   - Look at the imaginary pets on page 69.
   - Think about what waste you could bring to school make your own imaginary pet (clay, stone, toilet roll, paper, plastic bags, string and so on).
1. Morning meeting

- **Register**
- **Calendar**
- **Celebrate birthdays**
- **Weather**

2. What our pets do for us

1. Discuss why we have pets (5 min)
   - Why do we have pets? *(we like them, they help us in different ways)*
   - How do pets sometimes help us? What do they do?

2. Pair and share: Talk about each illustration: LAB page 66 (10 min)
   - Tell you partner what is happening in each picture. How is the pet helping? *(guide dogs for blind people, catching rats, protecting families, giving love, being a friend)*
   - Share what you have talked about with the rest of the class.
Wednesday

3. Big Book: A hungry cat

1. Read with the class: BB pages 12–15 (5 min)
2. Ask the Day 2 questions on each page (5 min)
3. Match the flashcards with the words in the book (5 min)

4. Shared Writing: Describe a pet

1. Introduce the task (5 min)
   Pre-prepare a writing frame (see below).
   • We are going to write five interesting sentences that describe a pet.

   Heading: My pet
   1. ____________________________
   2. ____________________________
   3. ____________________________
   4. ____________________________
   5. ____________________________
2. Write learners’ suggestions (10 min)

- Let’s decide what to write:
  1. Which pet shall we write about?
  2. What does the pet eat?
  3. What does the pet like to do with you?
  4. What does the pet look like? (How big is it? What colour is it?)
  5. What sound does it make?
- If possible, keep these sentences on the board for the Thursday writing lesson.

Heading: My pet

1. My pet is a ........
2. My pet eats ........
3. My pet likes to ........
4. My pet has ............
5. The sound my pet makes is ........

5. Physical Education (indoors)

1. Warm up

2. Balance
   - On one leg, go up and down on tiptoe. Change legs. Try to do it with arms crossed.
6. Phonics and Handwriting: XX

LAB page 67

1. Introduce the sound (3 min)
   • Explain that this sound is written using 2 letters.

2. Listen to and say the sound (3 min)
   • Notice your mouth.

3. Identify words with the sound (4 min)
   • Learners provide more words.

4. Syllable practice (2 min)
   • Read the syllables together.
   • Say a syllable – learners point to it.

5. Read the words to a partner (3 min)
   • Teacher checks.

6. Complete, using best handwriting: LAB page 68
   • Pay attention to placement of letters on line and spacing.

7. GGR and Independent Work: Groups E and A

1. Class does Independent Work: LAB pages 74–80 (30 min)
   See page 67 for details.
5. Physical Education (indoors)

1. Warm up
   • Hop on the spot on your non-dominant leg. Count your hops. Change legs.

2. Balance
   • On one leg, go up and down on tiptoe. Change legs. Try to do it with arms crossed.

6. Rymwoorde

1. Bou die rymwoorde: LAB bladsy 67 (15 min)

2. Handwriting: LAB bladsy 68
2. **Group E and A take turns on the mat (15 min each)**

Group E on the mat with the Anthology:

**Reading 1**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- Stop at the end of each page and ask questions.

Group A on the mat with the Anthology:

**Reading 2**
- Re-read the story together, aloud.
- Learners read it with a partner.
- Teacher listens to learners reading.

8. **Make an imaginary pet**

1. **Make an imaginary pet from waste materials: LAB page 69**
   - Think about how you will make an imaginary pet.
   - Think about the shape of your pet.
   - What could you use for legs, eyes or a tail.
   - Think about what colours you will use.

2. **Show and tell us about your pet**
   - When you have made your pet, give it a name.
   - If I choose you, you can show it to the class.
   - Explain what it eats, drinks and like to do.
1. My news

2. Nursery rhyme

1. Say the nursery rhyme (5 min)
   - What happened in this rhyme?

2. Learners join in. Use animal sounds (10 min)
   - I will say it again line by line.
   - Try to join in with me.
   - What two animal sounds do we make in this rhyme?

---

Three little kittens

Three little kitten lost their mittens
And they begin to cry.
Oh mother dear we sadly fear
We have lost our mittens.
You naughty kittens!
You’ve lost your mittens!
Then you shall have no pie!
Miaow! Miaow! Miaow!

Three little kittens found their mittens.
Put on your mittens, you silly kittens,
And you shall have some pie.
Purr! Purr! Purr!
Thursday

3. Big Book: A *hungry cat*

1. Read with the class: BB pages 12–15 (5 min)
2. Ask the Day 3 questions on each page (5 min)
3. Revise the flashcards and place on word wall (5 min)

4. Draw and write about a pet

1. Re-read shared writing
   - Let’s read what we wrote about a pet.
   - Draw a picture of a pet in your LAB.

2. Write about a pet: LAB page 70
   - Write a sentence about your pet.
   - Sound out words you are unsure of.
   - Don’t forget punctuation.
5. Physical Education (indoors)

1. Warm up
   • Do star jumps.

2. Freeze dance
   • Play music and let learners dance. When you turn off music they must freeze. Whoever moves while the music is off must do ten star jumps.

6. Independent word building

1. Rapid letter naming using cards (3 min)

2. Learners use cards to build words: LAB page 71 (12 min)

3. Handwriting practice: LAB page 72 (15 min)
### 7. GGR and Independent Work: Groups B and C

**1. Class does Independent Work: LAB pages 74–80 (30 min)**
See page 67 for details.

**2. Groups B and C take turns on the mat with the Anthology: Reading 2 (15 min each)**
- Re-read the story together, aloud.
- Learners read it with a partner.
- Teacher listens to learners reading.

### 8. Performing Arts: Using a set of animal cards

**1. Cut out animal cards: LAB page 259 (10 min)**
- Cut out the animal cards carefully.
- Put the cards in an envelope.
- Write your name on the envelope.

**2. Pairs: Perform animal movements (20 min)**
- Give your partner a card.
- They look at the card and act that animal by moving like that animal and making the correct sound.
- The best actors will perform for the class.
1. **Morning meeting**

   - Register
   - Calendar
   - Celebrate birthdays
   - Weather

2. **Physical Education (outdoor)**

   **1. Explain the game**
   - Warm up: Do 10 jumping jacks
   - Make a ring. Sit down.
   - I will choose a cat and a mouse (both stand up)
   - The mouse has to run around the ring and sit down before the cat can catch him.
2. **Play cat and mouse game**
   - Whoever wins (cat or mouse) chooses the next two children to play.
   - Cool down: All stand up. Do 10 slow jumping jacks. Shake your body.

3. **Sharing our writing**

   1. **Share pet drawings**
      - Take turns to show your drawing to your group.
      - Explain what you drew.
      - Read what you wrote.

   2. **Groups: Ask questions**
      - Take turns to ask a question about the drawing (two questions per drawing).
4. Find out / Teacher story

1. Learners give feedback on Find out question: LAB page 62 (5 min)

Answer:
Komodo dragons, like all reptiles, lay eggs with soft shells. They bury them in the ground. They eggs hatch eight months later.

2. Teacher story about your childhood pet (10 min)
- Tell a story about a pet you had as a child (use your imagination if necessary).
- Explain how you care for it and how it kept you company.

5. Phonics game

Pairs: Play the game: LAB page 73
6. GGR and Independent Work: Groups D and E

1. Class does Independent Work: LAB pages 74–80 (30 min)
   See page 67 for details.

2. Groups D and E take turns on the mat with the Anthology: Reading 2 (15 min each)
   - Re-read the story together, aloud.
   - Learners read it with a partner.
   - Teacher listens to learners reading.

7. Movement sentences

1. Explain the movement sentence
   Warm up: Say the nursery rhyme about kittens together.
   - Read the sentence on the board.
   - Watch as I act it and say the words. I am going to act like a cat.
   - Who else wants to try?

2. Pairs: Perform a movement sentence
   - In pairs, prepare a movement sentence using this pattern.
   - I will choose some pairs to perform for the class.
   Cool down: Clean your face like a cat (with your paws). Sleep like a cat.

A _________ (animal or pet) eats/talks/sleeps/moves like this .........
Overview of Week 4

Group Guided Reading (GGR) and Independent Work (IW)
- Two groups a day
- Eight IW activities a week

Phonics
- SEP: tl, ny
- XHO: hl, dl
- AFRIK: ee

AFRIK:
- ee

Beginning Knowledge and Personal & Social Well-being
- Good manners in class
- My good manners checklist
- Good/bad manners scenarios
- Teacher story: Telling untruths
- Say good morning in different languages
- Find out: Komodo dragons

PE (indoors)
- Movement, balance and action songs

PE (outdoors)
- Follow my leader game
- Rope skipping/hopscotch

Visual Arts
- Pledge card
- Good manners garden

Performing Arts
- Mime good manners
- Listening and speaking chair

Group Guided Reading

Read-aloud story
Cheeky the piglet

Role-play
Good manners words

Action poem
Let’s start our day

Shared Reading
Cheeky the piglet

Oral

Shared Writing
Write a dialogue

Independent Writing
Draw and write

Handwriting
Practice four times a week

PE (indoors)

PE (outdoors)

Group Guided Reading

Life Skills

Reading

Writing

Theme:
Manners and responsibilities

Week 4:
Good manners

Role-play
Good manners words

Action poem
Let’s start our day

Shared Reading
Cheeky the piglet

Oral

Shared Writing
Write a dialogue

Independent Writing
Draw and write

Handwriting
Practice four times a week
Preparation

- Make flashcards of these sight-reading words:

  manners  greet  sorry  good morning  please

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

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

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

Informal assessment: Friday phonics dictation. Mark using robot rubric.

Vocabulary

Oral vocabulary
manners, respect, greeting, upset, cheeky, piglet, polite, apologise, ask, demand, chased, speaking, listening, kindness, borrowing, taking/stealing, lies, truth, chores

Sight-reading words
manners, greet, sorry, good morning, please

Phonics words
[versioners: insert the 8 phonics words from word building]
There was once a young piglet. He was called Cheeky because he had very bad manners. ‘You must be more polite,’ said Cheeky’s mother. But Cheeky would not listen to his mother.

One day Cheeky felt hungry so he walked to the farmer’s garden. He wanted some grapes. Cheeky knew that pigs were not allowed into the farmer’s garden.

In the garden, Cheeky met Donkey. Donkey greeted Cheeky politely. ‘Good morning Cheeky, how are you today?’ he said.

But Cheeky answered, ‘I’m not talking to a stupid donkey. Your ears are too long.’ Donkey was upset and hurt and walked away sadly.
Cheeky met Frog next. Frog greeted Cheeky politely. ‘Good morning Cheeky, how are you today?’ he said.

But Cheeky answered, ‘I won’t talk to an ugly a frog. Your mouth is too big.’ Frog was upset and hurt and walked away sadly.

Cheeky met Tortoise next. Tortoise greeted Cheeky politely. ‘Good morning Cheeky, how are you today?’ she said.

But Cheeky answered, ‘I won’t talk to a slow tortoise. You walk like an old man.’ Tortoise was upset and hurt and walked away slowly and sadly.

Cheeky saw the grapes and began to eat them greedily. Suddenly the farmer saw Cheeky. His dog also saw Cheeky. The dog began barking. It chased Cheeky.

Cheeky ran away as fast as he could. He saw Tortoise as he ran. Cheeky shouted, ‘Help! Help! This dog will catch me and bite me!’

But Tortoise said, ‘I can’t help you. I am too slow.’

Cheeky ran away as fast as he could. He saw Frog as he ran. Cheeky shouted, ‘Help! Help! This dog will catch me and bite me!’

But Frog said, ‘I can’t help you. My mouth is too big.’

Cheeky ran away as fast as he could. He saw Donkey as he ran. Cheeky shouted, ‘Help! Help! This dog will catch me and bite me!’

But Donkey said, ‘I can’t help you. I am too stupid.’

Cheeky ran and ran until he came to the fence. Just as the dog opened his big mouth to bite Cheeky with his sharp teeth, the small fat piglet saw a tiny hole in the fence and squeezed through. The dog barked and growled and snarled but he could not get through the hole in the fence.

Cheeky was sorry that he had been so rude to all the animals and he said, ‘I know now that they would have helped me if I had been polite to them.’

Oral vocabulary
- piglet: a very young pig
- manners: the way you behave towards other people
- cheeky: bad mannered and do not do as you are told
- upset: feeling unhappy and disappointed
- greet: saying ‘Hello’ or ‘Good morning’ and ‘How are you?’ when you meet people
- polite: having good manners and not being rude to other people
3. Big Book: Good manners in class

1. Explain good manners in class (5 min)
   - What are good manners?
   - Why is it important to have good manners?
   - Why do we need to have good manners in class?

2. Read and role play: BB page 16 (20 min)
   - What is a checklist?
   - Let's read the first point on this checklist. What does it mean?
   - Can someone show me/role play this?
   - Why is this important?
   (Repeat with each point.)

3. Tick off what most of the class do (5 min)
   - Let's tick off the point if most of the class do this.
   - I will re-read each point. If you do this, put your hand up.

4. Physical Education (indoors)

1. Warm up
   - Touch your toes.
   - Stretch up to the sky.

2. Play Simon says
5. Phonics and Handwriting: XX

LAB page 86

1. **Introduce the sound** (3 min)
   - Explain that this sound is written using 2 letters.

2. **Listen to and say the sound** (3 min)
   - Notice your mouth.

3. **Identify words with the sound** (4 min)
   - Learners provide more words.

4. **Syllable practice** (2 min)
   - Read the syllables together.
   - Teacher says a syllable – learners point to it.

5. **Read the words to a partner** (3 min)
   - Teacher checks.

6. **Complete, using best handwriting: LAB page 87**
   - Pay attention to placement of letters on line and spacing.

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

1. **Class does Independent Work:**
   - LAB pages 101–107 (30 min)
   - See page 91 for details.
5. Phonics and Handwriting: XX

LAB page 86

1. **Introduce the sound** (3 min)
   - Explain that this sound is written using 2 letters.

2. **Listen to and say the sound** (3 min)
   - Notice your mouth.

3. **Identify words with the sound** (4 min)
   - Learners provide more words.

4. **Letter revision** (2 min)
   - Read the letters together.
   - Then teacher says a letter – learners point to it.

5. **Read the words to a partner** (3 min)
   - Teacher checks.

6. **Handwriting practice** LAB page 87
   - Complete, using best handwriting. Pay attention to placement of letters on line and spacing.
2. Groups A and B take turns on the mat with the Anthology: Reading 1 (15 min each)
   - Introduce/scaffold the story as needed.
   - Learners whisper-read the story to themselves.
   - Stop at the end of each page and ask questions.

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

7. Physical Education (outdoors): Follow my leader

1. Explain the game
   - Warm up: Play Do this, do that.
   - In Follow my leader, you do what the group leader is doing.
   - The leader can do different actions, for example, skip, windmill arms, hop, clap, click and so on.

2. Groups: Follow my leader
   - Walk around the school in groups.
   - The first group leader is the smallest learner. When you hear my whistle, change leaders.
   - Cool down: Stand still. Play Do this do that with very slow movements.
1. My news

2. Role play good manners

1. Talk about manners in the story about Cheeky, the piglet (5 min)
   - How did each of the animals greet Cheeky?
   - What did Cheeky say to the animals?
   - What should Cheeky have said?
   - How do you think the animals felt?
   - What lesson did Cheeky learn?

2. Pair and share: Role play good manners (10 min)
   - Choose a good manners word.
   - Prepare a role play showing how to use this word.
   - Do your role play for another pair. Let them role play for you.
3. Big Book: Cheeky the piglet

1. Read to the class: Big Book pages 17–20 (5 min)
2. Ask the Day 1 questions on each page (5 min)
3. Read the flashcards together (5 min)

4. My good manners checklist

1. Read the checklist and tick the good manners: LAB page 88 (5 min)
   - How do you show good manners and responsibility at home?
   - I will read the checklist. As I read each point, think about your behaviour this week.
   - Tick the point if you managed to do this.
2. Pairs: Explain to your partner (5 min)
   - Go through the list again with your partner.
   - Explain why you ticked each point.
3. Read the Find out question: LAB page 89 (5 min)
   - Find the answer at home. Ask an adult to help.
   - Bring answer on Friday.
5. Physical Education (indoors)

1. Warm up
   • Open and close fingers like a flashing light.
   • Shake wrists.

2. Do an action song

6. Shared word building

1. Cut out letter cards for this week: LAB page 261 (7 min)

2. Help learners build the words on board, using teacher cards: LAB page 90 (13 min)

3. Handwriting practice:
   LAB page 91 (10 min)
WEEK 4

7. GGR and Independent Work: Groups C and D

1. Class does Independent Work: LAB pages 101–107 (30 min)
   See page 91 for details.

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.
   • Learners whisper-read the story to themselves.
   • Stop at the end of each page and ask questions.

8. Create a pledge card

1. Explain about a pledge card (5 min)
   • What is a promise? Have you ever made a promise?
   • A pledge is another word for a promise.
   • A pledge card reminds us of something we promise to try and do.
   • You can keep a pledge card in your pocket.

2. Make a pledge card: LAB page 92 (25 min)
   • Choose a pledge you would like to put on a card. It should be something you sometimes forget to do.
   • Cut out the pledge card on LAB page 263.
   • Write your pledge on the card in the lines.
   • Decorate your card.
   • Cut it out to keep.
1. Morning meeting

2. Good/bad manners scenarios

1. Read the speech bubbles: LAB page 93 (5 min)
   - Give me an example of your own good manners or responsibility this week.
   - Did anyone see an example of bad manners or unkindness. *(Call the person Bubbles. Don’t use their name!)*
   - Look at the pictures. Each shows a scenario of good or bad manners.
   - Listen while I read the speech bubbles for each scenario.

2. Pairs: Talk about each scenario (10 min)
   - Talk about each scenario. Say if this is good manners or bad manners.
   - Discuss why you say so.
   - We will go through this with the class afterwards.
3. Big Book: *Cheeky the piglet*

1. Read with the class: Big Book pages 17–20 (5 min)
2. Ask the Day 2 questions on each page (5 min)
3. Match the flashcards with the words in the book (5 min)

4. Shared Writing: Dialogue

1. Show learners the writing frame and explain format (3 min)

   Pre-prepare a dialogue writing frame.
   - This is how we write when two people talk to each other.
   - First, we write the names of the people who are talking:
     Adult: ____________________________
     Child: ____________________________
   - Then we write what each person says next to their name.
   - Practise in pairs. Take turns to be the adult and the child. Greet each other.
2. Fill in learners’ suggestions (12 min)
- We are going to write what people say to each other when they greet.
- What does the adult say to greet the child? Fill it in.
- How should the child answer the greeting? Write what the child says.
- If possible, keep these greetings on the board for the Thursday writing lesson.

Heading: Greetings

1. Adult: Good morning ......
   How are you today?

2. Child: I am very well,
   thank you.
   How are you, sir/ma’am?

5. Physical Education (indoors)

1. Warm up
   - March on the spot, touching your knees with the opposite elbow.

2. Practice balancing
   - Balance on your non dominant leg, keeping your arms crossed.
   - Repeat with dominant leg.
   - Repeat using arms to help balance.
6. Phonics and Handwriting: XX

LAB page 94 (15 min)

1. Introduce the sound (3 min)
   - Explain that this sound is written using 2 letters.

2. Listen to and say the sound (3 min)
   - Notice your mouth.

3. Identify words with the sound (4 min)
   - Learners provide more words.

4. Syllable practice (2 min)
   - Read the syllables together.
   - Teacher says a syllable – learners point to it.

5. Read the words to a partner (3 min)
   - Teacher checks.

6. Complete, using best handwriting: LAB page 95
   - Pay attention to placement of letters on line and spacing.

7. GGR and Independent Work: Groups E and A

1. Class does Independent Work:
   LAB pages 101–107 (30 min)
   See page 91 for details.
5. Physical Education (indoors)

1. Warm up
   - March on the spot, touching your knees with the opposite elbow.

2. Practice balancing
   - Balance on your non dominant leg, keeping your arms crossed.
   - Repeat with dominant leg.
   - Repeat using arms to help balance.

6. Rymwoorde

1. Bou die rymwoorde: LAB page 94 (15 min)

2. Handwriting: LAB page 95
2. **Group E and A take turns on the mat (15 min)**

Group E with the Anthology: **Reading 1**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- Stop at the end of each page and ask questions.

Group A with the Anthology: **Reading 2**
- Re-read the story together, aloud.
- Learners read it with a partner.
- Teacher listens to learners reading.

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8. **Make flowers for a good manners garden**

1. **Write words and colour in: LAB page 96 (15 min)**
   - Let’s read the words.
   - Write words in the flowers.
   - Colour in your flower using beautiful colours. Each petal can be different.

2. **Learners make own flowers (15 min)**
   - Give each learner a piece of blank paper.
   - Tell them to draw a flower and write a word in it.
   - Cut it out and display on the wall.
   - How will having this garden help you?
Thursday

1. My news

2. Action poem

Let’s start our day

Good morning everyone!  How are you today?
The day has just begun.  What do I hear you say? Are you ready for some fun?
Good morning everyone!  (do a listening action)
Are you ready for some work and play?
How are you today?  (Children do all the following actions with you)
Are you ready for some fun?
What do I hear you say?
How are you today?
Are you ready for some work and play?

Stand up and breathe fresh air.
Now sit down on your chair.
Give me a great big clap.
Now fold your hands in your lap.
Thursday

WEEK 4

3. Big Book: Cheeky the piglet

1. Read with the class: Big Book pages 17–20 (5 min)
2. Ask the Day 3 questions on each page (5 min)
3. Revise the flashcards and place on word wall (5 min)

4. Draw and write a greeting

1. Re-read Shared Writing (2 min)
   - Let’s read the dialogue.
   - Think about a person you like. Is it an adult or a child?
   - Think about how you will greet them.

2. Independent writing: LAB page 97 (13 min)
   - Draw a picture of a person you like.
   - Write your greeting under the picture.
   - Check punctuation and spelling

Heading: Greetings

1. Adult: Good morning …… How are you today?
2. Child: I am very well, thank you. How are you, sir/ ma’am?
5. Physical Education (indoors)

1. Warm up
   - Put your hands on ribs.
   - Breathe in through nose to count of 5. Expand your chest as much as possible.
   - Hold breath for 5 counts. Breathe out slowly through mouth. Keep your mask on!

2. Do the twist down, then up
   - Play music if possible.
   - Use your arms.
   - Do it fast, then slow.

6. Independent word building

1. Rapid letter naming using cards (3 min)

2. Learners use cards to build words:
   LAB page 98 (12 min)

3. Handwriting practice:
   LAB page 99 (15 min)
7. **GGR and Independent Work: Groups B and C**

1. **Class does Independent Work: Lab pages 101–107 (30 min)**
   See page 91 for details.

2. **Groups B and C take turns on the mat with the Anthology: Reading 2 (15 min each)**
   - Re-read the story together, aloud.
   - Learners read it with a partner.
   - Teacher listens to learners reading.

---

8. **Mime good manners**

1. **Set the task**
   **Warm up:** Copy what I do without speaking (*mime a series of actions: clap, touch your shoulders, shake your head, clap your hands*)
   - When you act but don’t speak, we say you are miming. You will mime a scenario and we will guess what is happening.
   - It must show good manners and responsibility.

2. **Pairs or groups: Practice and present to the class**
   - Think about a common situation (*spilling your water, getting to school late, breaking something, playing a game, not having a pencil*)
   - Think about what you would do in that situation and act it out without speaking.
1. Morning meeting

2. Physical Education (outdoor): rope skipping and hopscotch

1. Taking turns
   - For today’s games we will wait in line and take turns
   - Half the class will skip and half the other play hopscotch.
   - Swap after 15 minutes.

2. Rope skipping
   - Take turns to swing the rope and to skip.
   - If you miss a step, go around to the back of the queue.
3. **Hopscotch**
- Jump into each square (demonstrate)
- Each person gets a turn and then goes to the back of the queue.

3. **Sharing your drawing**

1. **Pairs: Check greetings: LAB page 97 (7 min)**
   - Check each other’s sentence.
   - Tick (in pencil) capitals and full stops.
   - Tick each word that is spelt correctly.

2. **Pairs: Explain drawing (8 min)**
   - Explain who you drew and why you chose that person.
4. Find out / Teacher story

1. Learners give feedback on Find out question: LAB page 89 (5 min)
   Answers:
   Good morning (English)
   Goeie môre (Afrikaans)
   Lotjhani (Ndebele)
   Molweni (Xhosa)
   Sawubona (Zulu & Siswati)
   Thobela (Sepedi)
   Dumela (Sesotho & Setswana)
   Matsheloni avhudi (Tshivenda)
   Avuxeni (Xitsonga)

   Look at this video to see how to sign Hello: https://www.realsasl.com/recent-videos/video/922-hello

2. Teacher story (10 min)
   - Have you ever done something wrong? Did you apologise?
   - Tell a story about a girl who told stories about another child. Describe how the other child felt and how the girl apologised and they were friends again.

5. Dictation

1. Say the words one at a time (3 min per word)

2. Learners write words: LAB page 99

Versioners:
Insert list of 5 words for dictation above.
6. GGR and Independent Work: Groups D and E

1. Class does Independent Work: LAB pages 101–107 (30 min)
   See page 91 for details.

2. Groups D and E take turns on the mat with the Anthology: Reading 1 (15 min each)
   • Re-read the story together, aloud.
   • Learners read it with a partner.
   • Teacher listens to learners reading.

7. Speaking and listening chairs

1. Prepare the chairs
   Warm up: Say a clapping rhyme.
   • Give each pair two pieces of paper. Tell them to write Speaking and draw a mouth on one and write Listening and draw ears on the other.
   • Pairs put their chairs facing each other and place one paper on each chair.
   • When you are on the listening chair you listen.
   • When you are on the speaking chair you speak.

2. Take a turn on each chair
   • Each sit on a chair.
   • Speaker: Tell a story to your partner.
   • Listener: Listen to the story.
   • I will tell you when to stop.
   • Swap chairs.
   Cool down: Say the clapping rhyme.
   Move your chairs back quietly.
Overview of Week 5

**Theme:** Plants and seeds

**Week 5:** Parts of a plant

**Group Guided Reading (GGR) and Independent Work (IW)**
- Two groups a day
- Eight IW activities a week

**PE (indoors)**
Movement, balance and action songs

**PE (outdoors)**
- Bean bag games
- Plant run

**Visual Arts**
- Vegetable prints (printing)
- Plant pencil drawing

**Performing Arts**
- Musical games
- Moving to music

**Beginning Knowledge and Personal & Social Well-being**
- Sequence of growth of a seed
  - Parts of a plant (label)
  - What plants need (match)
  - Find out: Stinky flowers

**Shared Reading**
- My bean plant

**Shared Writing**
- Write a sequence (bean seed)

**Independent Writing**
- Sequence three sentences

**Oral Group Guided Reading**
**Reading**
**Writing**

**Phonics**
- SEP: hl, mm
- XHO: kh, ch
- AFRIK: oo

**Handwriting**
- Practice four times a week

**Action song**
I'm a little bean plant

**Pair work**
Open questions

**Read-aloud story**
Our school garden
Preparation

- Make flashcards of these sight-reading words:

  leaves  plant  grow  seeds  soil

- Equipment needed:
  - a whole plant (a weed)
  - a packet of bean seeds
  - polystyrene trays or old saucers (children can be asked to bring these)
  - newspaper cut into smaller squares about the size of the trays/saucers
  - tins, cups or a watering-can to wet the newspaper each day
  - containers for growing plants (clean tins, pots, yoghurt containers)
  - soil and pebbles or stones
  - bean bag/tennis ball for each group

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

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

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

Vocabulary

Oral vocabulary
water, warmth, grow, garden, windowsill, sunlight, pebbles, pot, flower, fruit, leaf, leaves, seeds, saucer, polystyrene tray, watering can, delicious, fresh, rows, support, underground, above ground, printing, stamping

Sight-reading words
leaves, plant, grow, seeds, soil

Phonics words
[versioners: insert the 8 phonics words from word building]
1. **Morning meeting**

2. **Story time: Our school vegetable garden**

   1. **Introduce the story**
      - Have you ever grown a plant?
      - What plant would you like to grow? Why?

   2. **Read the story aloud**

   3. **Ask questions**
      - Do you think bean plants are easy or difficult to grow? Say why.
      - Do you think vegetables we grow are better than the vegetables we buy in shops? Why? Why not?

**Our school vegetable garden**

My name is Neo and I want to tell you about my school’s lovely vegetable garden. We grow mealies, spinach, carrots, cabbage, beetroot, pumpkin, potatoes and beans in our garden. I am in Grade 1 and my class grew some bean **plants** for the garden. I will tell you how we did that.

First, my teacher gave us each three bean **seeds**. We put them on saucers and covered them with a wet piece of newspaper. We put our saucers in the sun on the windowsill of the...
classroom. We kept our bean seeds wet and watched them grow a small root. Then they grew a little stem and two tiny leaves.

When our bean seeds had grown some more leaves, we brought some stones, empty cartons or pots, and some soil to school. We put stones at the bottom of the pots and put some soil on top. Then we planted our bean seeds in our pots.

We gave them some water and put them in the sun outside the classroom. We knew the leaves needed sun. We watered the plants every day and the plants grew bigger and bigger. Soon it was time to plant them in the garden.

We brought some sticks and some string to school. We planted our bean plants in the school garden in a row. We put sticks along the row. We tied the stems of the bean plants to the sticks. The bean plants grew big and they got more leaves and then flowers. We were excited to see the flowers because we knew that beans would soon grow. The flowers fell off and the beans began to grow.

When the beans were big enough, we helped to pick the beans. The lunch mothers put the beans in the vegetable soup together with the other vegetables from the garden. It was delicious. We enjoy the soup for lunch every week.

Oral vocabulary:
- **plant**: a living thing that grows in soil and has a stem, leaves and a root
- **seed**: the small hard part of a plant that will grow into a new plant
- **root**: the part of a plant that grows under the ground and finds food and water for the plant
- **soil**: the sand in which plants grow
- **delicious**: something that tastes very nice when you eat it
3. Big Book: How a bean plant grows

1. Look at a plant (5 min)
   - What parts of the plant do you know? Are they above or below ground?
   - Each part has a purpose.
   Place plant in water to use tomorrow.

2. Read the stages of growth: BB page 21 (10 min)
   - Let’s read about how a plant grows.
   - You begin with a seed (show a real seed).

3. Pairs/groups: Grow a bean seed (15 min)
   - Demonstrate: place a piece of newspaper on the tray, put 1–3 seeds on top, cover it with 3–4 layers of paper, wet thoroughly.
   - Hand out equipment.
   - Learners prepare their seeds.

4. Physical Education (indoors)

1. Warm up
   - Make small circles with each foot.
   - Change direction.

2. Play Simon says
   - Jump 3 times slowly on the spot, jump 4 times fast on the spot.
   - Walk 3 steps backwards on your heels, then walk 3 steps forward crossing your dominant leg over.
5. Phonics and Handwriting: XX

LAB page 113 (15 min)

1. Introduce the sound (3 min)
• Explain that this sound is written using 2 letters.

2. Listen to and say the sound (3 min)
• Notice your mouth.

3. Identify words with the sound (4 min)
• Learners provide more words.

4. Syllable practice (2 min)
• Read the syllables together.
• Teacher says a syllable – learners point to it.

5. Read the words to a partner (3 min)
• Teacher checks.

6. Complete, using best handwriting: LAB page 114 (15 min)
• Pay attention to placement of letters on line and spacing.

6. GGR and Independent Work: Groups A and B

1. Class does Independent Work:
LAB pages 128–134 (30 min)
See page 115 for details.
5. Phonics and Handwriting: **XX abč**

**LAB page 113**

1. **Introduce the sound** *(3 min)*
   - Explain that this sound is written using 2 letters.

2. **Listen to and say the sound** *(3 min)*
   - Notice your mouth.

3. **Identify words with the sound** *(4 min)*
   - Learners provide more words.

4. **Letter revision** *(2 min)*
   - Read the letters together.
   - Then teacher says a letter – learners point to it.

5. **Read the words to a partner** *(3 min)*
   - Teacher checks.

6. **Complete, using best handwriting: LAB page 114**
   - Pay attention to placement of letters on line and spacing.
2. Groups A and B take turns on the mat with the Anthology: Reading 1 (15 min each)
   • Introduce/scaffold the story as needed.
   • Learners whisper-read the story to themselves.
   • Stop at the end of each page and ask questions.

7. Physical Education (outdoors)

1. Demonstrate ways of throwing a bean bag or tennis ball
   • Demonstrate how bean bags/balls can thrown:
     – underhand/overhand
     – with left/right hand
     – under leg

2. Groups: Bean bag games
   • Give each group a bean bag or ball.
   • Instruct them to throw to each other in different ways.
1. My news 🌸 diligences

2. Personal opinion questions 🌸 diligences

1. Pairs: Open questions (8 min)
   Learners take turns to answer questions and listen to answers.
   • What vegetables would you like to grow?
   • What would you like to do with the vegetables?
   • What vegetables do you like the best? Where do you get them?
   • Do you think growing food is a good thing to do? Explain why.

2. Whole class feedback (7 min)
   • Let’s share some of your answers.
   • If I call you, say what your partner said. You will have to listen carefully to do this.
WEEK 5

Tuesday

3. Big Book: My Bean Plant

1. Read to the class: Big Book pages 22–25 (5 min)

2. Ask the Day 1 questions on each page (5 min)

3. Read the flashcards together (5 min)

4. Parts of a plant / Find out

1. Label parts of a plant: LAB page 115 (5 min)
   - Revise parts of a plant using the whole plant you brought to class.
   - Look in your LAB. I will read the labels.
   - Draw a line from the label to the correct part of plant.

2. Identify parts that we eat: LAB page 115 (5 min)
   - Now look at the six vegetables. What are they?
   - Which part of these plant do we eat?
     spinach (leaves), cauliflower (flower),
     tomato, bean (fruit),
     carrot (root), celery (stem)

3. Read the Find out question: LAB page 116 (5 min)
   - Find the answer at home. Ask an adult to help.
   - Bring answer on Friday.
5. Physical Education (indoors)

1. Warm up

2. Sing and do actions for a rhyme.

6. Shared word building

1. Cut out letter cards for this week: LAB page 265 (7 min)

2. Help learners build the words on board, using teacher cards: LAB page 117 (13 min)

3. Handwriting practice: LAB page 118 (10 min)
7. GGR and Independent Work: Groups C and D

1. Class does Independent Work: LAB pages 128–134 (30 min)
   See page 115 for details.

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.
   - Learners whisper-read the story to themselves.
   - Stop at the end of each page and ask questions.

8. Leaf printing

1. Demonstrate printing: LAB page 119 (5 min)
   - Show learners how to dip the leaf into the paint and stamp.
   - Show the kind of pattern that can be made.

2. Make a print pattern
   - Give each learner a leaf.
   - Children make leaf print patterns
   **Alternative:**
   - Draw a pattern of vegetables in the LAB.
1. Morning meeting

2. Sequence stages of growth

1. Sequence stages of growth: LAB page 120 (10 min)
   - Revise how a bean plant grows (BB page 21).
   - Look at your LAB page. These pictures are in the incorrect order.
   - I will read what each says.
   - Which one would you put first/second and so on.
   - Which label will you write under each?

2. Pairs: Caring for plants (5 min)
   - Check with your partner if you are correct.
   - Take turns to explain what is happening in each picture.
   - Explain to your partner why we should not damage small plants.
   - Talk about how important it is to grow and care for plants.
Wednesday

3. Big Book: My Bean Plant

1. Read with the class: Big Book pages 22–25 (5 min)
2. Ask the Day 2 questions on each page (5 min)
3. Match the flashcards with the words in the book (5 min)

4. Shared Writing: Write a sequence

1. Pre-prepare format (5 min)
   - What is the heading?
   - How many sentences will we write?
   - Remember what happened first, second and third.

Heading: How a bean seed grows

1. 
2. 
3.
2. Write children’s suggestions (10 min)
- What grows first?
- What grew next?
- What grew next?

Heading: How a bean seed grows
1. First the root grows.
2. Then the stem grows.
3. Then the leaves grow.

5. Physical Education (indoors)

1. Warm up
   - Touch toes, stretch up to ceiling.

2. Balance
   - First one one leg, then the other.
   - First with then without arms to stabilise.
   - Then balance while standing on your toes.
6. Phonics and Handwriting: 

LAB page 121 (15 min)

1. Introduce the sound (3 min)
   • Explain that this sound is written using 2 letters.

2. Listen to and say the sound (3 min)
   • Notice your mouth.

3. Identify words with the sound (4 min)
   • Learners provide more words.

4. Syllable practice (2 min)
   • Read the syllables together.
   • Teacher says a syllable – learners point to it.

5. Read the words to a partner (3 min)
   • Teacher checks.

6. Complete, using best handwriting: LAB page 122 (15 min)
   • Pay attention to placement of letters on line and spacing.

7. GGR and Independent Work: Groups E and A

1. Class does Independent Work:
   LAB pages 128–134 (30 min)
   See page 115 for details.
5. Physical Education (indoors)

1. Warm up
   - Touch toes, stretch up to ceiling.

2. Balance
   - First one one leg, then the other.
   - First with then without arms to stabilise.
   - Then balance while standing on your toes.

6. Rymwoorde

1. Bou die rymwoorde: LAB bladsy 121 (15 min)

2. Handwriting: LAB bladsy 122 (15 min)
2. **Group E and A take turns on the mat (15 min)**

Group E with the Anthology: **Reading 1**
- Introduce/scaffold the story as needed.
- Learners whisper-the story to themselves.
- Stop at the end of each page and ask questions.

Group A with the Anthology: **Reading 2**
- Re-read the story together, aloud.
- Read it with a partner.
- Teacher listens to learners reading.

8. **Draw a plant 🌿**

1. **Nature walk to find specimens**
   - Go on a short nature walk to find plants to draw.
     - Take your LAB and a sharp pencil.
   - Do not pick the plant.

2. **Draw a plant: LAB page 123**
   - Choose a part of the plant to draw (leaf, flower, seed). Look at it carefully.
   - Try to copy the part of the plant exactly.
   - Colour in your drawing using the colours you see.
1. My news 🌼

2. Action poem 🌼

1. Teach and sing the action rhyme
   - What happened in this rhyme?

I'm a little bean seed
I'm a little bean seed
Small and round
(Curl up on the floor)
Plant me, plant me
In the ground.
(Stand up, do the action of digging)
Pour on water, pour on water
(Act out watering the plant)
Add lots of sunshine too!
(Hands out wide to show lots of sunshine)
And you will see me grow
As big and tall as you!
(Stand up tall with hands up high)
3. Big Book: My bean plant

1. Read with the class: Big Book pages 22–25 (5 min)
2. Ask the Day 3 questions on each page (5 min)
3. Revise the flashcards and place on word wall (5 min)

4. Write sequence sentences

1. Read the sentences: LAB page 124 (5 min)
   - Listen while I read the three sentences in the LAB.
   - Are they in the correct order/sequence?
   - Which one should come first/second/third?
   - What is wrong with these sentences (punctuation)?

2. Independent writing (10 min)
   - Write the sentences in the correct order in your books and fill in the capital letters and full stops.
5. Physical Education (indoors)

1. Warm up
   • Make figure of 8 movements with arms.

2. Flick hands open and closed like a flashing light.
   • Touch thumbs to each finger in turn. Repeat.

3. Make fists and open them.
   • With each hand, crumple up scrap paper and then smooth it out again.

6. Independent word building

1. Rapid letter naming using cards (3 min)

2. Learners use cards to build words:
   LAB page 125 (12 min)

3. Handwriting practice:
   LAB page 126 (15 min)
    See page 115 for details.

2. Groups B and C take turns on the mat with the Anthology: Reading 2 (15 min each)  
    • Re-read the story together, aloud.  
    • Read it with a partner.  
    • Teacher listens to learners reading.

8. Musical games

1. Game: Musical statues (15 min)  
   • Play music.  
   • Learners move or dance in time to the music.  
   • When the music stops, they must stand still.  
   • If anyone moves, they are out and must sit down  
   Play until there only a few children left, getting stricter with each round.

2. Clapping/stamping rhythms (15 min)  
   • Use the same music.  
   • Small groups clap/click/stamp the rhythm.
1. Morning meeting

- Register
- Calendar
- Celebrate birthdays
- Weather

2. Physical Education (outdoor)

1. Plant run
   - Point out four different plants around the school: a big tree, vegetable garden, creeper on the fence, grass on the field and so on.
   - Tell learners where to run: to the big tree, to the vegetable garden and so on.

2. Give instructions for different movements
   - Hop to the creeper.
   - Jump to the tree.
   - Walk backwards to the garden.
   - Tip toe to the grass.
   - Skip to the small tree.
3. Check your partner’s writing

1. Pairs: Read and check sequence: LAB page 124 (5 min)
   - Read your partner’s sentences.
   - Check each other’s sequence.

2. Pairs: Check punctuation:
   LAB page 124 (10 min)
   - Look at the board.
   - Check your partner’s punctuation.

4. Find out/ Teacher story

1. Learners give feedback on Find out question: LAB page 116 (5 min)
   - Talk about how you found the answers.

   **Answer:**
   Bees are the most important insect pollinators. They pollinate a lot the crops that we eat. Other insect pollinators are wasps, moths, butterflies and ants.

2. Teacher story (10 min)
   - Tell a story with a plant theme, for example, the giant pumpkin/The fat potato.

   **First the root grows.**
   **Then the stem grows.**
   **After that the leaves grow.**
Friday

5. Phonics game

Pairs: Play the game: LAB page 127
Use dice from *Bala Wande*.

6. GGR and Independent Work: Groups D and E

1. Class does Independent Work:
LAB pages 128–134
See page 115 for details.

2. Groups D and E take turns on the mat with the Anthology: *Reading 2* (15 min each)
- Re-read the story together, aloud.
- Read it with a partner.
- Teacher listens to learners reading.
7. Moving to music

1. Match movements to music (20 min)
   - Before class, record different types of music on your cell phone: fast/slow, upbeat and classical, marching music
   - Play different types of music.
   - Learners listen carefully and move differently to each.

2. Children perform for class (10 min)
   - Repeat, choosing different children to perform with each piece (try to give every child a turn, in groups)
Why we have plants

Overview of Week 6

Group Guided Reading (GGR) and Independent Work (IW)
- Two groups a day
- Eight IW activities

Phonics
- SEP: ph, nn
- XHO: qh, rh
- AFRIK: oo

Handwriting
- Practice four times a week

Poem
- Jack and the beanstalk

Pair work
- Open questions

PE (indoors)
- Movement, balance and action songs

PE (outdoors)
- Set up an obstacle course
- Giant hide and seek (game)

Visual Arts
- Magic seeds (patterns)
- My magic plant (drawing)

Performing Arts
- Class and group dramatisation

Beginning Knowledge and Personal & Social Well-being
- Types of plants
- Why we need plants (matching)
- Comparing plants (table)
- Find out: Baobab trees

Theme: Plants and seeds
Week 6: Why we have plants

Shared Reading
- Jack and the beanstalk

Shared Writing
- Story map

Independent Writing
- Book care drawing and rule

Oral

Group Guided Reading

Reading

Life Skills

Phonics

Writing

Performing Arts
- Class and group dramatisation

Visual Arts
- Magic seeds (patterns)
- My magic plant (drawing)
Why we have plants

Preparation
- Seeds for CA on Tuesday
- Make flashcards of these sight-reading words:
  
  **bean**  
  **beanstalk**  
  **hen**  
  **giant**  
  **climbed**

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

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<td>Group A</td>
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<td>Group D</td>
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<td>2</td>
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<tr>
<td>Group E</td>
<td>1</td>
<td>2</td>
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</tbody>
</table>

Assessment
Informal assessment: Friday phonics dictation. Mark using robot rubric.

Vocabulary
**Oral vocabulary**
giant, beanstalk, sold, hen, magic, tall, fierce, temper, golden, tree, shrub, herb, creeper, grass, Arbour day, pure, medicine, oil, firewood, food, basket

**Sight-reading words**
bean, beanstalk, hen, giant, climbed

**Phonics words**
[versioners: insert the 8 phonics words from word building]
1. Morning meeting

2. Listening and Speaking: Story time

1. Introduce the story
   - Have you ever heard of giants? They are huge, fierce, ugly creatures.
   - What would you do if you met a giant?

2. Read the story aloud

3. Ask questions
   - Why was Jack’s mother so cross?
   - What did Jack do when he saw the magic beanstalk?
   - How did Jack and his mother become rich?

Jack and the beanstalk

Once upon a time long ago there lived a poor boy called Jack. He lived with his mother. They were very poor. They had only one cow. They had no food to eat and so one day Jack’s mother told him to sell the cow. They wanted to use the money to buy food.

Jack went to the market. He met a farmer who said he would buy the cow for some magic beans. Jack sold the cow but, of course, when Jack came home and showed the magic beans
to his mother, she was very, very cross and threw them out of the window in a terrible temper. Jack went to bed hungry.

That night the magic beans grew into a very tall beanstalk that was so big and so high that it went right up to the sky. The next morning when Jack saw the beanstalk he was so surprised. ‘What is this?’ he cried.

At once he began to climb up the beanstalk to see what was at the top. When he got to the top of the beanstalk he heard a very loud snore: ZZZZZZZZ! ZZZZZZZZ! What could it be? He looked around and saw it was a huge giant fast asleep and snoring loudly in his bed.

Jack looked under the bed and saw a beautiful golden hen. There were some golden eggs nearby. Jack quickly took the golden hen and crept past the giant. He did not want the giant to wake up. But the golden hen made a very loud noise: CLUCK! CLUCK! CLUCK! CLUCK!

The giant woke up and saw Jack with his golden hen. He was very cross. He ran after Jack shouting:

FEE FO FI FUM!
HERE I COME!
HERE I COME!

Jack climbed down the beanstalk as fast as he could. The giant chased after him. Jack got down first. Luckily Jack’s mother heard the shouts and quickly got an axe. She cut down the beanstalk.

CHOP! CHOP! went the axe and the giant fell down and was never seen again.

‘CLUCK! CLUCK!’ went the golden hen. She laid a golden egg and Jack and his mother were never poor again.
3. Big Book: Types of plants

1. Read BB page 26 (15 min)
   - Look at the photographs.
   - How are the plants grouped? (size, type)
   - Listen as I read.

2. Plants in our school: LAB page 140 (15 min)
   - Walk around the school with LAB and pencils.
   - Make ticks in the LAB for each plant you see. Tick in the correct places.

4. Physical Education (indoors)

1. Warm up

2. Play Simon says

5. Phonics and Handwriting: XX

LAB page 141 (15 min)

The letter XX [SEP AND XHO ONLY]

1. Introduce the sound (3 min)
   - Explain that this sound is written using 2 letters.

2. Listen to and say the sound (3 min)
   - Notice your mouth.

3. Identify words with the sound (4 min)
   - Learners provide more words.

4. Syllable practice (2 min)
   - Read the syllables together.
   - Teacher says a syllable – learners point to it.

5. Read the words to a partner (3 min)
   - Teacher checks.
6. Complete, using best handwriting: LAB page 142 (15 min)
   - Pay attention to placement of letters on line and spacing.

6. GGR and Independent Work: Group A

1. Class does Independent Work:
   LAB pages 156–162 (30 min)
See page 139 for details.
5. Phonics and Handwriting: oo

LAB page 141

1. Introduce the sound (3 min)
   - Explain that this sound is written using 2 letters.

2. Listen to and say the sound (3 min)
   - Notice your mouth.

3. Identify words with the sound (4 min)
   - Learners provide more words.

4. Letter revision (2 min)
   - Read the letters together.
   - Then teacher says a letter – learners point to it.

5. Read the words to a partner (3 min)
   - Teacher checks.

6. Complete, using best handwriting: LAB page 142
   - Pay attention to placement of letters on line and spacing.
2. Groups A and B take turns on the mat with the Anthology: **Reading 1 (15 min each)**

- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- Stop at the end of each page and ask questions.

7. Physical Education (outdoor)

1. **Discuss obstacle courses**
   - We will make an obstacle course together.
   - Think of all the things we can do (*climbing on, climbing over, crawling, hanging on bars, balancing*).

2. **Groups: set up a challenge for obstacle course**
   - Think of the things we can use (*playground equipment, trees, old tires, benches*).
   - Each group must talk and set up one challenge.

3. **Groups: complete obstacle course**
   - Each group will do the whole course.
1. My news

2. Listening and Speaking: Open questions

1. Pairs: Open questions (10 min)
   - Partners take turns to talk and listen:
     - Why did Jack have to sell his cow?
     - What did Jack find at the top of the beanstalk?
     - What did Jack steal from the giant?
     - What did the giant shout when he chased Jack?

2. Class: Discuss story ending (5 min)
   - What happened to the giant at the end of the story?
   - What happened to Jack and his mother?
   - Was Jack right or wrong to steal the golden hen? Say why or why not.
3. Big Book: *Jack and the beanstalk*

1. Read to the class: Big Book pages 27–30 (5 min)
2. Ask the Day 1 questions on each page (5 min)
3. Read the flashcards together (5 min)

4. Why we need plants / Find out

1. Discuss plants and uses: LAB page 143 (5 min)
   - Look at all these objects made from plants (paper, medicine, oil, furniture).
   - Look at examples of what you can do with plants (food, fire, shelter).
   - Name all the things that come from plants in the classroom (pencils, lunch, paper, desks).

2. Link the plants and objects (5 min)
   - Follow the line with your pencil to see which plant links to which object.
   - Check with your partner.

3. Read the Find out question: LAB page 144 (5 min)
   - Find the answer at home. Ask an adult to help.
   - Bring answer on Friday.
5. Physical Education (indoors)

1. Warm up: Stamping and jumping
   - Stamp like Jack.
   - Stamp like a giant.
   - Jump like Jack.
   - Jump like a giant.

2. Sing a song and do the actions

6. Shared word building

1. Cut out letter cards for this week: LAB page 267 (7 min)

2. Help learners build the words on board, using teacher cards: LAB page 145 (13 min)

3. Handwriting practice: LAB page 146 (10 min)
WEEK 6
Tuesday

7. GGR and Independent Work: Groups C and D

1. Class does Independent Work: LAB pages 156–162 (30 min)
   See page 139 for details.

2. Groups C and D take turns on the mat with the Anthology: Reading 1 (15 min each)
   • Introduce/scaffold the story as needed.
   • Learners whisper-read the story to themselves.
   • Stop at the end of each page and ask questions.

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

8. Decorate magic seeds

1. Decorate the magic seeds:
   LAB page 147 (30 min)
   • Here are Jack’s magic seeds.
   • Decorate each of these seeds with a pattern.
   • Remember, a pattern is repeated shapes.
   • Use your own shapes and colours to make your beans special.

2. Alternative: Seed picture
   • Put paste on the seeds in the LAB and then sprinkle seeds on
1. **Morning meeting**

- **Register**
- **Calendar**
- **Celebrate birthdays**
- **Weather**

2. **Compare plants**

**1. Identify the plants: LAB page 148 (3 min)**
- Look at the five photographs.
- What plants are they? *(peach tree, watermelon plant, veld grass, carrot plant, rose bush).*

**2. Explain the task: LAB page 148 (3 min)**
- This is a table. It has rows and columns. The first row has different plants.
- I will read the three questions down the side.
- You answer yes or no in each block.

**3. Complete table and check (7 min)**
- Complete the table by writing yes or no.
- Check with your partner if you wrote the same answers.
Wednesday

3. Big Book: *Jack and the beanstalk*

1. Read with the class: Big Book pages 27–30 (5 min)

2. Ask the Day 2 questions on each page (5 min)

3. Match the flashcards with the words in the book (5 min)

4. Shared Writing: Story map

1. Discuss story maps (5 min)

Pre-prepare on board.

- This is a story map. It helps us remember a story.
- We can write words rather than sentences in a story map.

```
Story: ___________________________
Characters: _____________________
Places: _________________________
What happened?
1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
```
2. Add learners’ suggestions (10 min)
   - Tell me what to write.
     - Who was in the story?
     - Where did the story take place?
     - What happened at the end?

Story: Jack and the Beanstalk
Characters: Jack, Jack’s mother, giant, hen
Places: Jack’s house, giant’s house
What happened?
1. Sold cow - got magic beans
2. Beanstalk grew
3. Climbed beanstalk
4. Stole golden hen from giant
5. Giant fell down

5. Physical Education (indoors)

1. Warm up
   - Run on spot fast/slow/ with arms/without arms.

2. Stretch your arms
   - Arms out to the sides: make big circles/make little circles/change direction.
   - Clasp hands behind back and lean forward, lifting arms if possible.
   - Reach one hand behind your neck and the other hand to the middle of your back and try to clasp hands.
6. Phonics and Handwriting: XX

LAB page 149 (15 min)
1. Introduce the sound (3 min)
   • Explain that this sound is written using 2 letters.

2. Listen to and say the sound (3 min)
   • Notice your mouth.

3. Identify words with the sound (4 min)
   • Learners provide more words.

4. Syllable practice (2 min)
   • Read the syllables together.
   • Teacher says a syllable – learners point to it.

5. Read the words to a partner (3 min)
   • Teacher checks.

6. Complete, using best handwriting: LAB page 150 (15 min)
   • Pay attention to placement of letters on line and spacing.

7. GGR and Independent Work: Groups E and A

1. Class does Independent Work:
   LAB pages 156–162 (30 min)
   See page 139 for details.
5. Physical Education (indoors)

1. Warm up
   • Run on spot fast/slow/ with arms/without arms.

2. Stretch your arms
   • Arms out to the sides: make big circles/make little circles/ change direction.
   • Clasp hands behind back and lean forward, lifting arms if possible.
   • Reach one hand behind your neck and the other hand to the middle of your back and try to clasp hands.

6. Phonics and Handwriting: Rymwoorde

1. Bou die rymwoorde: LAB bladsy 149
   (15 min)

2. Handwriting: LAB bladsy 150
   (15 min)
2. Group E and A take turns on the mat (15 min)

Group E with the Anthology: Reading 1
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- Stop at the end of each page and ask questions.

Group A with the Anthology: Reading 2
- Re-read the story together, aloud.
- Learners read it with a partner.
- Teacher listens to learners reading.

8. Draw a magic plant

1. Draw a magic plant: LAB page 151
- Think about the plant that your magic seeds will grow into.
- Plan what to draw:
  - Will you draw a tree, herb, creeper or grass?
  - What colour will it be? (it can be any colour)
  - Will it have flowers and fruit?
  - Think about how it will fill your page.

2. Use interesting colours and shapes
- Draw your magic plant.
- Remember, it is magic so you can be any colour or shape. Use your imagination and draw an unusual plant.

Alternative: If you have magazines available, children can make a collage with cut out pictures of plants.
1. My news 😊!

2. Poem 🎤

1. Listen to the poem. Who is talking? (7 min)
2. Listen and repeat the lines (8 min)

Jack and the Beanstalk

Jack! Jack! Get on your feet! We do not have a thing to eat! You must go and sell our cow! Make sure that you do it now! What? Do you really mean You sold our cow for a magic bean?

Beanstalk, beanstalk, growing so high Beanstalk, beanstalk, reaching to the sky, Climbing, climbing, day and night To see a most amazing sight A giant, the worst you’ve ever seen! A giant who will make you scream!

FEE FI FO FUM HERE I COME HERE I COME
Thursday

WEEK 6

3. Big Book: *Jack and the beanstalk* 📚

1. Read with the class: Big Book pages 27–30 (5 min)

2. Ask the Day 3 questions on each page (5 min)

3. Revise the flashcards and place on word wall (5 min)

4. Draw a picture and write a caption 🎨

1. Re-read the story map about Jack and the Beanstalk:
LAB pages 36–38 (3 min)
   - Listen carefully and choose one part of the story.
   - Think about what you could draw to show that part.

2. Independent writing:
LAB page 152 (12 min)
   - Draw your picture.
   - Write sentence to say what you drew.
   - Sound out words you are unsure of.
   - Don’t forget punctuation.

Story: Jack and the Beanstalk
Characters: Jack, Jack’s mother, giant, hen
Places: Jack’s house, giant’s house

What happened?
1. Sold cow - got magic beans
2. Beanstalk grew
3. Climbed beanstalk
4. Stole golden hen from giant
5. Giant fell down
5. **Physical Education (indoors)**

1. **Warm up**
   - Breathe in deeply through nose, hold breath, breathe out through mouth.
   - Feel your chest expanding from the bottom.

2. **Side stretches**
   - Do side bends, touching hand to opposite ankle.
   - Put one hand on waist and bend over towards it with other arm over your head.
   - With arms at shoulder level, make one arm straight to the side and bend the other with hand across chest. Swap.

6. **Independent word building**

1. **Rapid letter naming using cards**
   - (3 min)

2. **Learners use cards to build words:**
   - LAB page 153 (12 min)

3. **Handwriting practice:**
   - LAB page 154 (15 min)
7. GGR and Independent Work: Groups B and C

1. Class does Independent Work: LAB pages 156–162 (30 min)
   See page 139 for details.

2. Groups B and C take turns on the mat with the Anthology: Reading 2 (15 min each)
   • Re-read the story together, aloud.
   • Read it with a partner.
   • Teacher listens to learners reading.

8. Dramatise Jack and the beanstalk

1. Listen and act (15 min)
   • I am going to read the story from this week (see page 140).
   • You will all mime the actions each time I stop.
   • You will play all the roles.

2. Groups: Prepare dramatisation (15 min)
   • In groups of four, plan how you will dramatise the story.
   • Choose characters: Jack, Jack’s mother, Giant, hen

3. Groups: Practice (15 min)
   • Practice your play.
   • Show all the parts of the story.
1. Morning meeting

2. Physical Education (outdoor): Giant hide and seek

1. Explain game
   - Choose one learner to be the giant.
   - Giant pretends to be asleep while everyone hides outside.
   - When giant wakes up, they will try to catch as many learners as possible.
   - Learners have to try to get back to the classroom without being caught.
2. Play game
• Play a few times, with different giants.

3. Sharing our drawings

1. Groups: Show drawings (10 min)
• Take turns to show your drawing to the others in your group.
• Explain what part of the story you have drawn.

2. Choose best drawing (5 min)
• Choose the best drawing in the group.
• Show it to the rest of the class.
Friday

4. Find out / Teacher story

1. Learners give feedback on Find out question: LAB page 144 (5 min)
   • Tell the class how you found your answer.
   • Do other learners have different answers?

   Answer:
   Baobab fruit is used to make juice, jam and beer. The seeds can be pressed into oil for cooking or making skin creams. The hard outer shell of the fruit is waterproof and can be used to make calabashes. The seeds and the leaves can be eaten. The bark can be harvested without killing the tree and pounded to make rope.

2. Teacher story (10 min)
   • Tell a traditional story with magic in it.

5. Dictation

1. Say the words one at a time (3 min per word)

2. Learners write words: LAB page 155

Versioners:
Insert list of 5 words for dictation above.
6. GGR and Independent Work: Groups D and E

1. Class does Independent Work: LAB pages 156–162 (30 min)
   See page 139 for details.

2. Groups D and E take turns on the mat with the Anthology: Reading 2 (15 min each)
   - Re-read the story together, aloud.
   - Learners read it with a partner.
   - Teacher listens to learners reading.

7. Present dramatisations

1. Explain format (5 min)
   - Each group will present part of their dramatisation.
   - Teacher stops one group and the next group carries on the story from there.

2. Groups: Present part of their dramatisation
   - Do the story two or three times to give every group a chance.
Overview of Week 7

Where food comes from

**Group Guided Reading (GGR) and Independent Work (IW)**
- Two groups a day
- Eight IW activities

**Phonics**
- SEP: ee, oo
- XHO: ng, nc
- AFRIK: uu

**Visual Arts**
- A plate of food (collage)
- Food cards (cutting)

**Performing Arts**
- Role play shopping
- Guess the food game

**Beginnings Knowledge and Personal & Social Well-being**
- Where food comes from
  - Classify foods
  - Match food and origin
  - Foods I like
  - Teacher story
  - Find out: Staple foods

**PE (indoors)**
- Movement, balance and action songs

**PE (outdoors)**
- Breathing and stretching

**PE (indoors)**
- Movement, balance and action songs

**PE (outdoors)**
- Breathing and stretching

**Visual Arts**
- A plate of food (collage)
- Food cards (cutting)

**Performing Arts**
- Role play shopping
- Guess the food game

**Beginning Knowledge and Personal & Social Well-being**
- Where food comes from
  - Classify foods
  - Match food and origin
  - Foods I like
  - Teacher story
  - Find out: Staple foods

**Pair work**
- Imagination questions

**Action song**
- Oats and beans and barley

**Shared Writing**
- Favourite food list

**Independent Writing**
- Favourite food list

**Handwriting**
- Practice four times a week.

**Shreading**
- Nice and nasty soup

**Shared Reading**
- Nice and nasty soup

**Read-aloud story**
- Nice and nasty soup

**Theme:**
- Food
- Week 7: Where food comes from
Preparation

• Make flashcards of these sight-reading words:

  soup  vegetable  nice  nasty  silly

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

<table>
<thead>
<tr>
<th></th>
<th>GGR: 2 × 15 minutes per group</th>
<th>Early reading activities</th>
<th>IW: 8 pages</th>
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<tbody>
<tr>
<td></td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Group A</td>
<td>GGR</td>
<td>IW 1</td>
<td>IW 2</td>
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<tr>
<td></td>
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<td>15 min</td>
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<td>Group B</td>
<td>1</td>
<td>GGR</td>
<td>2</td>
</tr>
<tr>
<td>Group C</td>
<td>1</td>
<td>2</td>
<td>GGR</td>
</tr>
<tr>
<td>Group D</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Group E</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Vocabulary

Oral vocabulary

soup, winter, freezing, special, monsters, fairies, bugs, rusty, disgusting, bubble, boil, teeny tine, petals, present, doll’s shoe, dog biscuit, pretend, imaginary, nasty, whisper, supermarket, spaza, names of foods such as oats, barley and so on

Sight-reading words

soup, vegetable, nice, nasty (tasting bad), silly

Phonics words

[versioners: insert the 8 phonics words from word building]
1. Morning meeting

1. Morning meeting

2. Story time: Nice and nasty soup

2. Story time: Nice and nasty soup

1. Introduce the story

- Do you like soup? Why?
- Have you ever helped to make soup? What did you do?

2. Read the story aloud

3. Ask questions

- Who made soup? (Mom, Vincent, Fanele, Baby)
- Whose soup would you like to eat?

Nice and nasty soup

One freezing day in the middle of winter, Mom decided to make soup. She had lots of fresh vegetables from the shop and the garden.

‘We are all going to make our own special kind of soup today,’ said Mom.

Baby wanted to make soup too. ‘Even me!’ said Baby.

‘Yes even you Baby. You can mix and make your own special soup!’ said Mom.

‘I want to make nice soup for the teeny tiny fairies that come into our garden and give me teeny tiny presents,’ said Fanele.
‘I don’t want to make soup,’ said Vincent because he thought he was too old to play this kind of game.

‘What about making monster soup?’ said Mom. This appealed to Vincent because he read books about monsters. He knew just what monsters liked in their nasty soup. He found a rusty old tin and in went thorns, mud, banana peels and dead bugs.

‘Who wants my soup?’ shouted Vincent.

‘Yuk! Your soup is disgusting!’ said Fanele.

But the monsters loved Vincent’s nasty soup. They all shouted together as they slurped down the soup into their huge disgusting mouths:
Bubble, bubble, boil and trouble!
This soup makes us big and strong!
Slurp! Slurp! Slurp!

Fanele knew just what she wanted to put in her nice soup. She found a teeny tiny bowl and in went teeny tiny flowers, petals, pretty leaves and berries. ‘Who wants a sip of my teeny tiny bowl of soup?’ asked Fanele, but no-one did because the bowl was too small.

‘What a stupid, silly soup,’ said Vincent scornfully.

Fanele didn’t care what her brother thought about her soup. She put her teeny tiny bowl of soup in the garden for the fairies. She waited to see what teeny tiny present they would bring her this time. When the fairies found the teeny tiny bowl of soup they whispered:
‘How lovely. Thank you. We do so enjoy your soup.’ And they gave Fanele a teeny tiny ring as a teeny tiny present.

Baby knew just what she wanted to put in her soup. She found a big plastic bowl and in went her half-eaten rusk, a doll’s tiny shoe, a handful of sand and a little dog’s biscuit. ‘Who wants my soup?’ asked Baby and Mom got a soup spoon and pretended to have a sip.

‘How delicious. But maybe your soup needs a little salt,’ said Mom and put in a pinch of salt.

Mom knew just what she wanted to put in her soup. She found a big pot and in went chopped onions, carrots, potatoes, beans as well as barley, salt and pepper. ‘Well done all of you for making special soup and now who wants to try my extra special nice soup?’ said Mom.

‘We love your extra special nice soup, Mom,’ said the children as they ate bowls of steaming, delicious soup.

Oral vocabulary

- monster: a big ugly creature that is not real (monsters are sometimes in stories)
- nasty: something that tastes bad, not nice to eat.
- silly: something foolish, not making sense, funny
- whisper: speak very softly.
- special: something very good, better than other things
3. Big Book: Where food comes from

1. Read the page and ask the questions: BB pages 32–39 (15 min)

2. Make a table to classify foods (10 min)
   - Call out the name of each food in the first column.
   - Learners say plant or animal.
   - Tick the correct column.

<table>
<thead>
<tr>
<th>Food</th>
<th>Plants</th>
<th>Animals</th>
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<tbody>
<tr>
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</tr>
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<td></td>
<td></td>
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<tr>
<td>spinach</td>
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</tbody>
</table>

3. Add to the columns (5 min)
   - What other foods should I write?
   - Which column shall I tick? (plant or animal)

4. Physical Education (indoors)

1. Warm up
   - Walk forward 3 steps on outside of foot with toes curled inwards.
   - Tiptoe back 3 steps.
   - Do the moonwalk forward and back.

2. Play Simon says
WEEK 7

Monday

5. Phonics and Handwriting: XX

LAB page 172 (15 min)

1. Introduce the sound (3 min)
   • Explain that this sound is written using 2 letters.

2. Listen to and say the sound (3 min)
   • Notice your mouth.

3. Identify words with the sound (4 min)
   • Learners provide more words.

4. Syllable practice (2 min)
   • Read the syllables together.
   • Teacher says a syllable – learners point to it.

5. Read the words to a partner (3 min)
   • Teacher checks.

For SEPEDI and XHOSA only

6. Complete, using best handwriting: LAB page 173 (15 min)
   • Pay attention to placement of letters on line and spacing.

6. GGR and Independent Work: Groups A and B

1. Class does Independent Work:
   LAB pages 186–192 (30 min)
   See page 163 for details.
5. Phonics and Handwriting: XX

LAB page 172 (15 min)

1. Introduce the sound (3 min)
   • Explain that this sound is written using 2 letters.

2. Listen to and say the sound (3 min)
   • Notice your mouth.

3. Identify words with the sound (4 min)
   • Learners provide more words.

4. Letter revision (2 min)
   • Read the letters together.
   • Then teacher says a letter – learners point to it.

5. Read the words to a partner (3 min)
   • Teacher checks.

6. Complete, using best handwriting: LAB page 173 (15 min)
   • Pay attention to placement of letters on line and spacing.
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.
   - Learners whisper-read the story to themselves.
   - Stop at the end of each page and ask questions.

7. **Physical Education (outside): Breathing and stretching**

1. **Breathing exercises**
   - Breathe, expanding your tummy *(abdominal breathing)*.
   - Breathe, expanding your chest (chest breathing).
   - Breathe in one nostril – hold – breathe out the other *(alternate nostril breathing)*.
   - Breathe out through pursed lips *(pressed together into a round shape)*.

2. **Stretching exercises**
   - Lie on your back, tense/relax each muscle when I tell you (toes, feet, calves, thighs and so on).
   - Make bicycle legs.
   - On your hands and knees, arch your back like a cat.
   - Straighten your legs and arms to make an upside down V.
   - Stand up, stretch up like a tree.
1. My news 🧐❤️⏰

1. Pairs: Ask questions (10 min)
   - Take turns to ask and listen. Use your imagination!
     - What would you put in nice soup?
     - What would you put in nasty soup?
     - What would you put in silly soup?

2. Class discussion (5 min)
   - Share some of the things you said.

2. Imagination questions 🐳👶🏻⏰

• Share some of the things you said.
Tuesday

3. Big Book: *Nice and nasty soup*

1. Read to the class: Big Book pages 32–35 (5 min)
   - Tell learners you will read the first half of the story this week and the second half next week.

2. Ask the Day 1 questions on each page (5 min)

3. Read the flashcards together (5 min)

4. Match food and origin

1. Identify the foods on the plates:
   LAB page 174 (2 min)
   - What food is on each plate?
   - Pairs: Which of these foods do you eat at home?

2. Match food to where it comes from (8 min)
   - Draw a line to show where the food comes from.

3. Read the Find out question:
   LAB page 175 (5 min)
   - Find the answer at home. Ask an adult to help.
   - Bring answer on Friday.
Tuesday

5. Physical Education (indoors)

1. Warm up
   - Breathe in through nose to count of 4. Hold for 4.
   - Breathe out through mouth for 4 counts.
   - Feel your lungs fill up from the bottom to the top.

2. Sing a song and do the actions

6. Shared word building

1. Cut out letter cards for this week: LAB page 269 (7 min)

2. Help learners build the words on board, using teacher cards: LAB page 176 (13 min)

3. Handwriting practice:
   LAB page 177 (10 min)
Tuesday

7. GGR and Independent Work: Groups C and D

1. Class does Independent Work: LAB pages 186–192 (30 min)
   See page 163 for details.

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.
   - Learners whisper-read the story to themselves.
   - Stop at the end of each page and ask questions.

8. Draw a plate of food

1. Make a paper plate collage: LAB page 178 (15 min)
   **Equipment:** magazines, scissors, glue
   - Carefully cut out pictures of food that you like.
   - Stick the pictures onto your plate.

2. Display artwork
   - Display your paper plates.
   or
   - Show your drawings to the class.

**Alternative: Paper plate collage (15 min)**
- Here is an empty plate.
- Draw the food you like to eat.

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

2. **Foods I like**

   1. **Explain activity: LAB page 179 (2 min)**
      - Look at the three options.
      - Let’s identify the food.

   2. **Complete the table (10 min)**

   3. **Compare answers (3 min)**
      - Compare with your partner.
      - What choices were the same/different?
Wednesday

3. Big Book: Nice and nasty soup

1. Read with the class: Big Book pages 32–35 (5 min)
2. Ask the Day 2 questions on each page (5 min)
3. Match the flashcards with the words in the book (5 min)

4. Shared Writing: Favourite food list

1. Pre-prepare a writing frame on board. Read together. Discuss features of list. (5 min)
   - What is the heading of our list today?
   - How many foods are we going to write?

<table>
<thead>
<tr>
<th>Our favourite food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweets</td>
</tr>
<tr>
<td>Oranges</td>
</tr>
<tr>
<td>Grapes</td>
</tr>
<tr>
<td>Bananas</td>
</tr>
<tr>
<td>Potatoes</td>
</tr>
<tr>
<td>Meat</td>
</tr>
<tr>
<td>Rice</td>
</tr>
<tr>
<td>Eggs</td>
</tr>
</tbody>
</table>

2. Write children’s suggestions (10 min)
   - I will choose 8 children to each tell me their favourite food.
   - Can you help me spell each word?
   If possible, keep the list on the board for the writing lesson on Thursday.
5. Physical Education (indoors)

1. Warm up
   - March on the spot, touching elbows to the opposite knees.

2. Balance activities
   - Imagine three spots placed in a triangle on the floor in front of you. Stand on one leg with the other leg bent in front of you.
   - Tap the three spots with the foot of the bent leg. Do not put your foot down. Repeat in a different order.

6. Phonics and Handwriting: XX

LAB page 180 (15 min)

1. Introduce the sound (3 min)
   - Explain that this sound is written using 2 letters.

2. Listen to and say the sound (3 min)
   - Notice your mouth.

3. Identify words with the sound (4 min)
   - Learners provide more words.

4. Syllable practice (2 min)
   - Read the syllables together.
   - Teacher says a syllable – learners point to it.

5. Read the words to a partner (3 min)
   - Teacher checks.

6. Complete, using best handwriting: LAB page 181 (15 min)
   - Pay attention to placement of letters on line and spacing.
5. Physical Education (indoors)

1. Warm up
   • March on the spot, touching elbows to the opposite knees.

2. Balance activities
   • Imagine three spots placed in a triangle on the floor in front of you. Stand on one leg with the other leg bent in front of you.
   • Tap the three spots with the foot of the bent leg. Do not put your foot down. Repeat in a different order.

6. Phonics and Handwriting: Rymwoorde

1. Bou die rymwoorde: LAB page 180 (15 min)

2. Handwriting: LAB page 181
WEEK 7

Wednesday

7. GGR and Independent Work: Groups E and A

1. Class does Independent Work: LAB pages 186–192 (30 min)
   See page 163 for details.

2. Group E and A take turns on the mat (15 min)
   Group E with the Anthology: Reading 1
   - Introduce/scaffold the story as needed.
   - Learners whisper-read the story to themselves.
   - Stop at the end of each page and ask questions.

   Group A with the Anthology: Reading 2
   - Re-read the story together, aloud.
   - Learners read it with a partner.
   - Teacher listens to learners reading.

8. Food cards

1. Prepare food cards: LAB pages 271 and 273 (15 min)
   - Cut out the food cards carefully.
   - Keep cards safe in a bag, envelope or empty tub.

2. Sort the cards (15 min)
   - Sort your cards into food you know and food you don’t know.
   - Sort the cards into food you like and food you don’t like as much.
   - What other ways can you find to sort them?
1. My news

- When? 
- Who? 
- Where? 
- What happened? 
- I felt...Because...

2. Action song

Sing the song and do the actions

**Oats and beans and barley**

Oats and beans and barley grow
Oats and beans and barley grow
Can you or I or anyone know
How oats and beans and barley grow?

First the farmer sows his seed
For all of us he needs to feed
Stamps his feet and claps his hand
And turns around to see his lands.
Thursday

3. Big Book: Nice and nasty soup

1. Read with the class: Big Book pages 32–35 (5 min)
2. Ask the Day 3 questions on each page (5 min)
3. Revise the flashcards and place on word wall (5 min)

4. Write favourite food list

1. Re-read the favourite food list (2 min)
   - Let’s read the class list we made on Wednesday.
   - Now think about your favourite foods.

2. Independent writing:
   - LAB page 182 (13 min)
   - Write a list of your favourite foods.
   - What is your heading?
   - How many foods do you need to write?
   - Sound out words to spell them.

Our favourite food
sweets
oranges
grapes
bananas
potatoes
meat
rice
eggs
5. Physical Education (indoors)

1. Warm up
2. With a partner, sing and do a hand clapping song
   (for example, a Sailor went to sea, Miss Mary Mac)

Versioners replace with appropriate names
for clapping songs in your language.

6. Independent word building

1. Rapid letter naming using cards
   (3 min)

2. Learners use cards to build words:
   LAB page 183 (12 min)

3. Handwriting practice:
   LAB page 184
   (15 min)
7. GGR and Independent Work: Groups B and C

1. Class does Independent Work: LAB pages 186–192
   See page 163 for details.

2. Groups B and C take turns on the mat with the Anthology: Reading 2 (15 min each)
   - Re-read the story together, aloud.
   - Read it with a partner.
   - Teacher listens to learners reading.

8. Shopping role play

1. Pairs: Shopping dialogue (10 min)
   - Where do we buy food? (supermarket, spaza)
   - What do you say when you want to buy something? (polite way)
   - What does the shopkeeper say?

2. Role play using your food cards (20 min)
   - Role play shopping for food.
   - Partner A: Display your cards.
   - Partner B: Buy three food for supper.
   - Swap roles.
1. Morning meeting

1. Morning meeting

2. Physical Education (outdoors): Breathing and stretching

1. Repeat breathing exercises from Monday

2. Repeat stretching exercises from Monday

3. Comparing our lists

1. Compare lists (10 min)
   - Compare your favourite food list with your partner.
   - Underline the food you both wrote down.
2. Make a new list (5 min)
- Make a new list of the foods you both like.
- Share your new list with another pair.

4. Find out / Teacher story

1. Feedback on Find out question:
LAB page 175 (5 min)

Answer
Rice is the staple food in Asia. It is eaten by billions of people every day. Rice grows well in warm areas, in soggy soil. It is a kind of grass and the part that is eaten is the seed.

2. Teacher story (10 min)
- Tell a story about when you went shopping and bought something for a hungry person. How it made you feel.

5. Phonics game

Pairs: Play the phonics game: LAB page 185
Use dice from Bala Wande.
WEEK 7

6. GGR and Independent Work: Groups D and E

1. Class does Independent Work: LAB pages 186–192
   See page 163 for details.

2. Groups D and E take turns on the mat with the Anthology: Reading 2 (15 min each)
   - Re-read the story together, aloud.
   - Read it with a partner.
   - Teacher listens to learners reading.

7. Play Guess the food

1. Describing food
   - Show a fruit or a picture of a fruit.
   - If you were describing this fruit to a blind child, what would you say? (colour, taste, size, where it comes from).
   - Show another fruit. How are they the same/different?

2. Describe the game
   **Equipment**: food cards from Thursday
   - I will describe a food from food cards (it is yellow, long, grows on trees).
   - Find the correct card and hold it up.

3. Groups play the game
   - In groups, take turns to play the game.
Overview of Week 8

**Theme:** Food

**Week 8:** Healthy food

- **Assessment**
  - Individual oral reading

- **Independent Work**
  - Eight IW activities

- **PE (indoors)**
  - Movement, balance and action songs

- **PE (outdoors)**
  - Assessment
    - Groups: Different skills

- **Visual Arts**
  - Assessment
    - Draw yourself eating favourite food

- **Activity**
  - Draw yourself shopping

- **Performing Arts**
  - Assessment
    - Pairs: Role play good manners

- **Beginning Knowledge and Personal & Social Well-being**
  - Assessment
    - Identify needs of a pet
    - Sequence and label a growth cycle

- **Phonics**
  - SEP: aa, ii
  - XHO: xh, fl
  - AFRIK: uu

- **Reading**
  - Read-aloud story
    - Lost and found

- **Shared Reading**
  - Nice and nasty soup continued

- **Writing**
  - Assessment
    - Understand a table

- **Handwriting**
  - Write letter X and X

- **Oral**
  - Group Guided Reading
  - Life Skills
  - Reading

- **Visual Arts**
  - Assessment
    - Write two sentences

- **Performing Arts**
  - Assessment
    - Pairs: Role play good manners

- **Beginning Knowledge and Personal & Social Well-being**
  - Assessment
    - Identify needs of a pet
    - Sequence and label a growth cycle
Preparation

- Allow five minutes each day for children to check their bean seeds. This week, there should be some growth visible. Give children an opportunity to share their observations.
- Shared Reading this week is continuation of last week’s story.
- Leave the theme table in place for children to role-play shopping.
- Make flashcards of the sight-reading words:

Assessment

(suggested schedule and activities)

<table>
<thead>
<tr>
<th>Formal Assessment Tasks, Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Every day</strong></td>
</tr>
<tr>
<td>Reading &amp; Comprehension 1</td>
</tr>
<tr>
<td>Listening and Speaking 1</td>
</tr>
<tr>
<td><strong>Monday</strong></td>
</tr>
<tr>
<td>Beginning Knowledge &amp; PSWB 1</td>
</tr>
<tr>
<td>Handwriting 1</td>
</tr>
<tr>
<td>Visual Arts 1</td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
</tr>
<tr>
<td>Beginning Knowledge &amp; PSWB 2</td>
</tr>
<tr>
<td>Writing 1</td>
</tr>
<tr>
<td>Listening and Speaking 2</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
</tr>
<tr>
<td>Reading and Comprehension 2</td>
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<tr>
<td>Phonics 1</td>
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<tr>
<td>Listening and Speaking 2 (continued)</td>
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<tr>
<td><strong>Thursday</strong></td>
</tr>
<tr>
<td>Physical Education 1</td>
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<tr>
<td>Phonics 2</td>
</tr>
<tr>
<td>Performing Arts 1</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>GGR: 1 × 30 minutes per group</th>
<th>Individual reading assessment</th>
<th>IW: 8 activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td><strong>Tuesday</strong></td>
<td><strong>Wednesday</strong></td>
</tr>
<tr>
<td>Group A Reading assessment</td>
<td>IW 1</td>
<td>IW 2</td>
</tr>
<tr>
<td>Group B 1 2 Reading assessment</td>
<td>3 4</td>
<td>5 6</td>
</tr>
<tr>
<td>Group C 1 2 3 4 Reading assessment</td>
<td>5 6</td>
<td>7 8</td>
</tr>
<tr>
<td>Group D 1 2 3 4</td>
<td>5 6</td>
<td>Reading assessment</td>
</tr>
<tr>
<td>Group E 1 2 3 4</td>
<td>5 6</td>
<td>7 8</td>
</tr>
</tbody>
</table>

Vocabulary

Oral vocabulary
lost and found, graph, healthy, unhealthy, supermarket, sobbing, manager, peel, chop, column

Sight-reading words

Phonics words [versioners: insert words from Tuesday octopus activity]
WEEK 8

Monday

1. Morning meeting

Register Calendar Celebrate birthdays Weather

2. Listening and Speaking Assessment 1

1. Explain the task then read the story aloud (15 min)
- Today’s story is about something lost and then found.
- Listen carefully as I read. Afterwards you will answer questions in your LAB.

2. Read and answer questions:
   LAB page 193 (15 min)
- Read each question and the possible answers.
- Wait for children to choose an answer (silently) before moving on.

Marking: See page 238
(5 × 2 marks = 10 marks)
Lost and found

Every Saturday Anna makes soup with her Mom. First, they go to the supermarket to choose vegetables for the soup. Anna loves to go shopping with her mother. Mom chooses onions, beans and celery for the soup.

‘Anna please have a good look at the carrots in that box and find us a nice big bunch.’ says Mom.

Anna looks carefully in the box of carrots and sees something silver and shiny at the bottom of the box. What could it be? ‘Oh Mom! Look at this! Look what I found at the bottom of the box! Can I keep this lovely silver watch?’ asks Anna.

What do you think Anna’s Mom will say?

‘Someone has lost this watch,’ says Mom. ‘We must hand it in to the manager.’

A little girl called Vera is sobbing loudly. Vera has lost her watch. Vera and her mother search everywhere in the shop. ‘Do you think somebody will find my watch and give it in? Vera asks her mother.

‘Someone will, if they have God in their heart,’ says Mom.

Vera and her mother go to the manager and ask him if anyone has found the watch and handed it in. He tells Vera that yes, a mother and her daughter found the watch and handed it in to him. The manager finds Anna and her mother and asks them to meet Vera and her mother.

‘I found your watch under the carrots,’ says Anna smiling as she gives the watch to Vera.

‘Thank you! Thank you! I got this watch for my birthday,’ says Vera.

Vera’s mom gives Anna a big hug and buys her a packet of sweets to say thank you.

Anna and her Mom go home to make soup and while they peel and chop the vegetables they talk about how happy Vera was when they gave her the watch.

Oral vocabulary

- supermarket: large shop where you buy food and things for the home
- manager: the person who is in charge
- sobbing: crying
- peel: take the skins off a fruit or vegetable
- chop: cut into smaller pieces.
3. Physical Education (indoors)

1. Warm up
   • Arms out to the sides. Make small circles with arms. Change direction.
   • Balancing on one leg, make small circles with the other foot. Change legs.

2. Play Simon says

4. Phonics and Handwriting: XX

LAB page 195 (15 min)

1. Introduce the sound (3 min)
   • Explain that this sound is written using 2 letters.

2. Listen to and say the sound
   • Notice your mouth.

3. Identify words with the sound (4 min)
   • Learners provide more words.

4. Syllable practice (2 min)
   • Read the syllables together.
   • Teacher says a syllable – learners point to it.

5. Read the words to a partner (3 min)
   • Teacher checks.

6. Complete, using best handwriting: LAB page 196 (15 min)
   • Pay attention to placement of letters on line and spacing.

SEPEDI AND ISIXHOSA: Sep = aa  Xho = xh  Afrik = uu
LAB page 195

1. **Introduce the sound** (3 min)
   - Explain that this sound is written using 2 letters.

2. **Listen to and say the sound** (3 min)
   - Notice your mouth.

3. **Identify words with the sound** (4 min)
   - Learners provide more words.

4. **Letter revision** (2 min)
   - Read the letters together.
   - Then teacher says a letter – learners point to it.

5. **Read the words to a partner** (3 min)
   - Teacher checks.

6. **Complete, using best handwriting: LAB page 196**
   - Pay attention to placement of letters on line and spacing.
5. Reading and Comprehension Assessment 1 (Group A)

1. Class does Independent Work: LAB pages 211–217 (30 min)
   See page 185 for details.
   • Complete two Independent Work activities.

2. Group A on mat: LAB page 194 (30 min)
   • Learners whisper-read the sentences in the LAB.
   • Call them one at a time to listen to them read.
   • Listen to each child read for 1 minute.
   Marking: See page 241 (10 marks)

6. Big Book: Healthy snacks

1. Read and talk about healthy snacks: BB page 40 (5 min)
   • This is a table. It helps us to see information easily.
   • Here we have a list of healthy snacks that are good for your body.
     (point and read)
   • Which of these healthy snacks have you eaten?

2. Read and talk about the table (10 min)
   • Here are the names of six children.
     (point and read)
   • These children put an X next to the foods they liked best.
   • Which foods did Mamello like best?
   • Repeat with each name in the table.

3. Record information in a table
   • Listen to the healthy snacks I say. Raise your hand if it is the one you like best.
     You can only put your hand up once.
   • Count hands for each food. Write in the number column.
   • Which is the class’s favourite snack?
   • Which is the least favourite snack?

<table>
<thead>
<tr>
<th>Snack</th>
<th>Number of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>banana</td>
<td></td>
</tr>
<tr>
<td>mealie</td>
<td></td>
</tr>
<tr>
<td>popcorn</td>
<td></td>
</tr>
<tr>
<td>peanuts</td>
<td></td>
</tr>
<tr>
<td>carrot</td>
<td></td>
</tr>
<tr>
<td>apple</td>
<td></td>
</tr>
</tbody>
</table>
Tuesday

1. My news

2. Nice and nasty soup / Find out

1. Recap pages 1–4 of the story: BB pages 32–35 (5 min)
   - Who can tell me what has happened so far in this story?

2. Read pages 5–9 of the story (BB pages 36–39) and ask the Day 1 questions on each (5 min)
   - Listen to the story and answer the questions.

3. Read the Find out question: LAB page 197 (5 min)
   - Find the answer at home. Ask an adult to help.
   - Bring answer on Friday.
3. Beginning Knowledge and PSWB Assessment 1

**Things a dog needs: LAB page 198**
- Explain that this activity is a test.
- Look at the picture.
- Put a circle around the things a dog needs.
- Work individually with no talking.

**Marking:** See page 248  
(5 × 2 marks per correct identification = 10 marks)

4. Physical Education (indoors)

1. Warm up
   - Put one hand on waist. Reach other arm over your head and bend body.  
   - Repeat on other side. Feel the stretch.

2. Sing a song and do the actions

5. Shared word building / Handwriting Assessment 1

1. Cut out letter cards for this week:  
   LAB page 275  
   (5 min)

2. Help learners build the words on board, using teacher cards:  
   LAB page 199  
   (10 min)

3. Handwriting Assessment 1:  
   LAB page 200  
   (15 min)
6. Reading and Comprehension Assessment 1 (Group B)

1. Class does Independent Work:
   LAB pages 211–217 (30 min)

   See page 185 for details.
   • Complete two Independent Work Activities.

2. Group B on mat: LAB page 194

   • Learners whisper-read the stories in the LAB.
   • Call them one at a time to listen to them read.
   • Listen to each child read for 1 minute.

   Marking: See page 241
   (10 marks)

7. Visual Arts Assessment 1

   Draw and colour a picture of yourself, eating your favourite food:
   LAB page 201

   Marking: See page 249
   (5 marks)
1. Morning meeting

- Register
- Calendar
- Celebrate birthdays
- Weather

2. Beginning Knowledge and PSWB Assessment 2

Parts of a plant: LAB page 202
- Put these five drawings into the correct sequence. Write a number from 1–5 in each box.
- Write a word on the line to say what is growing.

Marking: See page 248 (2 marks per correct sequence and label = 10 marks)

3. Big Book: Nice and nasty soup

1. Read with the class: Big Book pages 36–39 (5 min)
2. Ask the Day 2 questions on each page (5 min)
3. Match the flashcards with the words in the book (5 min)
4. Writing Assessment 1

My favourite food: LAB page 203
- Think of your favourite food. Write it in the first box.
- Write a sentence about why you like it. Use your own spelling.
- Sound out words you want to use.
- Work independently and no talking.

Marking: See page 243
(10 marks)

5. Physical Education (indoors)

1. Warm up
- Touch your toes. Stretch arms up above head. Repeat.

2. Grow like a plant
- Make yourself small like a little seed. Your root grows (extend a leg).
- Your shoot grows (straighten your back one vertebra at a time)
- Your leaves grow (extend your arms).
- You grow bigger and stronger (stand up and stretch).

6. Phonics and Handwriting: XX

LAB page 204 (15 min)
The letter XX [K] [SEP AND XHO ONLY]

1. Introduce the sound (3 min)
- Explain that this sound is written using 2 letters.

2. Listen to and say the sound (3 min)
- Notice your mouth.

3. Identify words with the sound (4 min)
- Learners provide more words.

4. Syllable practice (2 min)
- Read the syllables together.
- Teacher says a syllable – learners point to it.

5. Read the words to a partner (3 min)
- Teacher checks.
6. Complete, using best handwriting: LAB page 205 (15 min)
- Pay attention to placement of letters on line and spacing.

7. Reading and Comprehension Assessment 1 (Group C)

1. Class does Independent Work:
   LAB pages 211–217 (30 min)
   See page 185 for details.
   - Complete two Independent Work Activities.

2. Group C on mat: LAB page 194 (30 min)
   - Learners whisper-read the stories in the LAB.
   - Call them one at a time to listen to them read.
   - Listen to each child read for 1 minute.
   
   Marking: See page 241 (10 marks)
5. Physical Education (indoors)

1. Warm up
   • Touch your toes. Stretch arms up above head. Repeat.

2. Grow like a plant
   • Make yourself small like a little seed. Your root grows (extend a leg).
   • Your shoot grows (straighten your back one vertebra at a time)
   • Your leaves grow (extend your arms).
   • You grow bigger and stronger (stand up and stretch).

6. Rymwoorde

1. Bou die rymwoorde: LAB bladsy 204 (15 min)

2. Handwriting: LAB bladsy 205 (15 min)
8. Listening and Speaking Assessment 2

1. Colour in the healthy food: LAB page 206
   - Colour in the pictures of healthy food only.
   - While you work, I will call learners to my desk to talk to me about pets.

2. Ask each learner 2–3 questions about pets
   Assess half the class to day and half tomorrow.

   Example questions:
   • Do you have a pet?
   • What does it eat?
   • Where does it sleep?
   • How are you kind to it?
   Or
   • What pet would you like?
   • What would it eat?
   • Where would it sleep?
   • How would you be kind to it?

   Marking: See page 238
   (10 marks)
1. **My news 🌻**

   ![Clock](image1)
   ![Person](image2)
   ![Person](image3)
   ![Buildings](image4)
   ![Child](image5)
   ![Animal](image6)
   ![Heart](image7)

   - **When?**
   - **Who?**
   - **Where?**
   - **What happened?**
   - **I felt... Because...**

2. **Reading and comprehension Assessment 2 📖**

   **1. Work with information in a table: LAB page 207**
   - Read names of the foods and children in the table.
   - While you work, I will call learners to my desk to talk to me about pets.

   ![Table](image8)

   **2. Answer the questions: LAB page 208**
   - Read the questions to the class.
   - Encourage them to keep looking back at the table to find the answers.
   - Learners write answers on the lines.

   Marking: See page 241
   (10 marks)
Thursday

3. Physical Education (indoors)

1. Warm up
   - Wiggle index fingers like little caterpillars walking.
   - Make “flashing lights” with your hands.

2. Exercise on the spot
   - Rub tummy and pat head at the same time. Swap hands. Do it faster.
   - March without moving, touching knees to opposite elbows.

4. Phonics Assessment 1

Complete LAB page 209
- Fill in the missing letters to complete the words.
- Work on your own.

Marking: See page 239
(10 marks)

5. Reading and Comprehension Assessment 1 (Group D)

1. Class does Independent Work:
   LAB pages 211–217 (30 min)
See page 185 for details.
- Complete two Independent Work Activities.
2. **Group D on mat: LAB page 194**

- Learners whisper-read the stories in the LAB.
- Call them one at a time to listen to them read.
- Listen to each child read for 1 minute.

Marking: See page 241
(10 marks)

6. **Listening and Speaking Assessment 2 continued**

1. **Draw a picture about shopping**
   (30 min)

- Give learners blank paper.
- Think about when you go shopping for groceries or food.
- Draw a picture about it.
- Write a sentence.
- While you work, I will call learners to my desk to talk to me about pets.

2. **Ask each learner 2 or 3 questions about pets**
   (30 min)

   Complete the assessment today.

   **Example questions:**
   - Do you have a pet?
   - What does it eat?
   - Where does it sleep?
   - How are you kind to it?
   Or
   - What pet would you like?
   - What would it eat?
   - Where would it sleep?
   - How would you be kind to it?

Marking: See page 238
(10 marks)
1. Morning meeting

- Register
- Calendar
- Celebrate birthdays
- Weather

2. Physical Education Assessment 1

1. Explain task (5 min)
   - Divide class into small groups. Each group will do some movements for me.
   - The other groups can play Follow my leader in your group until you are called.

2. Give the instructions to one group at a time. Allow 30 seconds for each movement (5 min per group)
   - Stand arm’s length apart. Do what I say.
   - Jump, legs together.
   - Hop on one leg, hop on the other.
   - Stand still on one leg, stand still on the other.
   - Skip on the spot.
   - Jump legs wide out then in.

If equipment is available, include skipping with a rope, throwing a ball and catching it and jumping onto a bench and off.

Marking: See page 251
(10 marks)
3. Find out / Teacher story 🌱❓⏰

1. Learners give feedback on Find out question: LAB page 197 (5 min)
   - Talk about how you found the answer.

   Answer: Plants need sunlight, water and carbon dioxide (which is found in air) to make their food.

2. Tell a story about how someone felt writing tests and the importance of keeping on trying (10 min)
   - How did you feel this week with all these assessments?

4. Phonics Assessment 2 📑✍⏰

Dictation: LAB page 210
- I will say a word slowly.
- I will repeat it once.
- Write the word in your best handwriting.
- Work on your own.

Marking: See page 240 (10 marks)

Versioners:
Insert 5 words to be tested (see your manuscript for the LAB)
5. Reading and Comprehension Assessment 1 (Group E)

1. Class does Independent Work: LAB pages 211–217 (30 min)
   See page 185 for details.
   • Complete two Independent Work Activities.

2. Group E on mat: LAB page 194
   • Learners whisper-read the stories in the LAB.
   • Call them one at a time to listen to them read.
   • Listen to each child read for 1 minute.

   Marking: See page 241 (10 marks)

6. Performing Arts Assessment 1

1. Pairs: prepare a short dialogue showing good manners
   • Prepare a very short dialogue.
   • It should show good manners like greeting, apologising, asking, lining up, hands up rule, listening and speaking.
   • You can be any characters, for example, granny and child, teacher and child.
   • Go outside to prepare. I will call you in pair by pair.

2. Present their dialogue
   Listen to each pair and give a mark.

   Marking: See page 250 (5 marks)
Overview of Week 9

**Group Guided Reading (GGR) and Independent Work (IW)**
- Two groups a day
- Eight IW activities

**PE (indoors)**
- Movement, balance and action songs

**PE (outdoors)**
- Partner games: Mirror, Tracking, Ladders

**Visual Arts**
- Healthy food mobile
- Food colours

**Performing Arts**
- Make fruit salad
- I went to market
- Playing shop at theme table

Beginning Knowledge and Personal & Social Well-being
- Food groups (analyze food)
- Sorting food cards
- Healthy or unhealthy?
- Storing food
- Teacher story
- Find out: Berries

**Read-aloud story**
- Enormous pumpkin

**Role-play**
- Re-tell story

**Counting rhyme**
- My fruity tree

**Shared Reading**
- How to make fruit salad

**Shared Writing**
- Recipe

**Independent Writing**
- Making fruit salad

**Handwriting**
- Practice four times a week

**Theme: Food**
- Week 9: Where food comes from
Preparation

• Make flashcards of these sight-reading words:

  - fruit
  - salad
  - bowl
  - chop
  - peel

• You will make fruit salad on Thursday. Remind learners to each bring a fruit to class if they can as well as a cup and spoon so they can each taste it. Remember to supply the other fruit and the equipment (a bowl, cutting board, knife, spoon). You may want to switch your language and life skills lessons around on Thursday so that you make the fruit salad just before breaktime.

• On Tuesday, in Creative Arts, learners make a mobile in groups of four. Each group will need a stick and four pieces of string. Cut up the string before the lesson.

• Learners will use their food cards this week. At the end of the week, they can take them home.

• Allow learners to role-play shopping with the theme table when they have spare time.

• Give the class time each day to check on their bean seed’s growth and keep the paper wet. Once the beans are big enough, they can be transferred into a pot or container as described in Week 6.

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

<table>
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Vocabulary

Oral vocabulary
enormous, field, exploded, thunder, elders, neighbours, menu, storing, mobile, mirror, tracking, snacks, decoration, recipe, string, tin, plastic bad, dried (food), fridge, freezer, yoghurt, biltong, raisins, utensils, sprinkle, pour, mix, sorting, grouping, handing, pick, teaspoon, ladder, taste, size

Sight-reading words
fruit, salad, bowl, chop, peel

Phonics words
[versioners: insert the 8 phonics words from word building]
1. **Morning meeting**

   - Register
   - Calendar
   - Celebrate birthdays
   - Weather

2. **Story time: Enormous pumpkin**

   1. **Introduce the story**
      - Do you like to eat pumpkin? Why/why not?
      - How big is the biggest pumpkin you have seen?

   2. **Read the story aloud**

   3. **Ask questions**
      - Do you think the farmer waited too long? Why?

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**Enormous pumpkin**

Once, long ago, there was a farmer who grew pumpkins. He grew pumpkins in his **field**. One year, one pumpkin grew very fast. The pumpkin grew and grew. Each day it got bigger and bigger.

Soon it was as big as a watermelon. The farmer’s wife came to look. ‘What a big pumpkin,’ she said. ‘You must pick it soon.’ ‘I will wait just a little longer’, said the farmer.

The pumpkin didn’t stop growing. Soon it was as big as a chair. The farmer’s children came to look. ‘What a big pumpkin,’ they said. ‘You must pick it soon.’
The pumpkin didn’t stop growing. Soon it was as big as a car. (*Can you imagine!*)
The farmer’s neighbours came to look. ‘What a huge pumpkin,’ they said. ‘You must pick it this week.’

The next day the pumpkin was as big as a house. The village *elders* came to look. ‘What an enormous pumpkin,’ they said. ‘You must pick it tomorrow morning early.’

That night, when everyone was asleep, there was a very loud bang. It was louder than *thunder* or a jet engine. Everyone woke up. The farmer ran outside. His wife ran outside. His children ran outside. The neighbours ran outside. The village elders ran outside.

There they saw what had happened. The pumpkin had *exploded*! It had burst open! There were hundreds of pieces of pumpkin on the ground. The farmer laughed. ‘I waited too long. But now we can all enjoy the pumpkin. Please help yourselves.’

So, everyone took a piece of the *enormous* pumpkin. The next day farmer’s wife made lovely pumpkin soup. The neighbours made pumpkin soup. The whole village made pumpkin soup. The whole village ate and ate until they were full.

**Oral vocabulary**
- field: a large piece of flat land where farmers plant seeds
- elders: older and wiser men and women who can advise people on what to do
- thunder: a storm noise, usually with lightning
- exploded: to burst open suddenly
- enormous: very big, huge
1. Grouping food (classification): BB page 41 (15 min)
   - We can sort/group food in different ways. In which ways have we sorted food already? (healthy/unhealthy; animal/plant)
   - Today we are going to sort food into five different food groups.
   - Each group helps our bodies in a special way.
   - Let’s read the 5 groups.

2. Analyse school lunch (5 min)
   - Look at Monday’s school lunch.
   - Which food group does each food belong to?
   - How many food groups will the learners be eating on Mondays? Go through all the days in the week.

3. Sort food using food cards: LAB pages 271 and 273 (10 min)
   - Sort your food cards into two groups: plant / animal origin
   - Find two examples of each of the five food groups.
   - Show your partner.

4. Physical Education (indoors)

   1. Warm up
   2. Play Simon says
5. Phonics and Handwriting: Revision

LAB page 223 (15 min)

1. **Introduce the sound** (3 min)
   - Explain that this sound is written using 2 letters.

2. **Listen to and say the sound** (3 min)
   - Notice your mouth.

3. **Identify words with the sound** (4 min)
   - Learners provide more words.

4. **Syllable practice** (2 min)
   - Read the syllables together.
   - Teacher says a syllable – learners point to it.

5. **Read the words to a partner** (3 min)
   - Teacher checks.

6. **Complete, using best handwriting: LAB page 224**
   - Pay attention to placement of letters on line and spacing.

---

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

1. **Class does Independent Work**: LAB pages 238–244 (30 min)
   - See page 205 for details.
5. Phonics and Handwriting: Revision

LAB page 223

1. **Introduce the sound** (3 min)
   - Explain that this sound is written using 2 letters.

2. **Listen to and say the sound** (3 min)
   - Notice your mouth.

3. **Identify words with the sound** (4 min)
   - Learners provide more words.

4. **Letter revision** (2 min)
   - Read the letters together.
   - Then teacher says a letter – learners point to it.

5. **Read the words to a partner** (3 min)
   - Teacher checks.

6. **Complete, using best handwriting:** LAB page 224 (15 min)
   - Pay attention to placement of letters on line and spacing.
7. Physical Education (outdoors): Follow my leader

1. Pairs: Mirrors (15 min)
   - Warm up: Make arm windmills.
   - Play Mirrors: Stand facing your partner.
   - Put your hands out, palms facing but not touching.
   - Partner 1 moves their hands. Partner 2 copies.
     (demonstrate with a child)
   - Make any arm movement, fast or slow.
   - Swop roles.

2. Pairs: Tracking (15 min)
   - Play Tracking: Partner 1, you can run around when I say go.
   - Partner 2, you must try to stay close enough to be able to touch Partner 1 on the shoulder (but don’t touch them!).
   - When I say freeze, stop. Partner 1 check if Partner 2 managed to stay close enough.
   - Swop roles
   - Cool down: Freeze in your favourite position. Now walk slowly back to class.

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

2. Groups A and B take turns on the mat with the Anthology: Reading 1 (15 min each)
   - Introduce/scaffold the story as needed.
   - Learners whisper-read the story to themselves.
   - Stop at the end of each page and ask questions.
1. My news 🎈🎈

2. Re-tell story: Enormous Pumpkin

1. Explain story re-telling (5 min)
   - Work in groups to re-tell the story.
   - Take it in turns to tell a part of the story.
   - Each time I say move on another learner in the group must take over.

2. Groups: re-tell story (10 min)
   - Don’t worry if you leave something out the first time.
   - Listen to each other so that you know where to begin.
   - When the story is finished, begin again – different children will tell different parts.
3. **Big Book: How to make fruit salad**

1. Read to the class: Big Book pages 42–45 (5 min)
2. Ask the Day 1 questions on each page (5 min)
3. Read the flashcards together (5 min)

4. **Healthy or unhealthy? / Find out**

1. **Revise healthy snacks**
   - Last week we learnt that some food is healthier than other food.
   - Who remembers some healthy snacks we learnt about?

2. **Pairs: Healthy or unhealthy?**
   - LAB page 225 (8 min)
   - Let’s name the food on the page.
   - Is it all healthy food?
   - Work with a partner. Tick the word healthy or tick the word unhealthy.
   - Check with another pair.
   - Complete the two sentences underneath.

3. **Read the Find out question**
   - LAB page 226 (5 min)
   - Find the answer at home. Ask an adult to help.
   - Bring answer on Friday.
5. Physical Education (indoors)

1. Warm up
   - Make small circles with your right ankle, make big circles with your right ankle. Then the left ankle.
   - Make small circles with your wrists, make big circles with your wrists.

2. Sing an action song
   - Sing about picking up fruits: “Sikh’ ipesika sifak’ ebhekileni”.
   - This action rhyme has high jumps, kicks, turning around and so on.

[Versioners replace song with any in your language]

6. Shared word building

1. Cut out letter cards for this week: LAB page 277 (7 min)

2. Help learners build the words on board, using teacher cards: LAB page 227 (13 min)

3. Handwriting practice:
   LAB page 228 (10 min)
7. GGR and Independent Work: Groups C and D

1. Class does Independent Work: LAB page pages 238–244 (30 min)
   See page 205 for details.

2. Groups C and D take turns on the mat with the Anthology: Reading 1 (15 min each)
   - Introduce/scaffold the story as needed.
   - Learners whisper-read the story to themselves.
   - Stop at the end of each page and ask questions.

8. Make a healthy food mobile

1. Explain, with example: LAB page 229 (15 min)
   - A mobile is a hanging decoration that moves in the air.
   - Look at the example. How do you think a mobile is made?
   - We are going to make mobiles using pictures of healthy food.

2. Colour and cut out one food: LAB page 279
   - Choose and colour in one food on page 279.
   - Use the real colours of the food.
   - Carefully cut out the food.
   - Turn it over and colour the back.
   (Learners can colour and cut out all the food if you have enough string)

3. Groups of three or four make a mobile
   - Punch a hole in each cut out.
   - Thread string through the hole and tie all the cut outs to the stick.
   - Hang up your mobiles.
   - Take any extra cut outs home to make a mobile at home.
1. Morning meeting

2. Ways of storing food

1. Storing food (5 min)
   - Why do we store food carefully? (to keep it safe and fresh)

2. Read and answer questions:
   LAB page 230 (10 min)
   - Look at the pictures. What different ways can you keep food fresh and safe?
   - Different foods are stored in particular ways. Give some examples (dried food, tinned food)
   - I will read each question. Look carefully at the pictures in the LAB to find the answers.
3. Big Book: How to make fruit salad

1. Read with the class: Big Book pages 42–45 (5 min)
2. Ask the Day 2 questions on each page (5 min)
3. Match the flashcards with the words in the book (5 min)

4. Shared Writing: A recipe

1. Talk about how to make fruit salad (2 min)
   - Explain what a recipe is.
   - Think about our BB story.
     Tell your partner:
     - What food do we need to make fruit salad?
     - What tools or utensils do we need to use?
     - What do we do to make fruit salad?
2. **Introduce the writing frame (3 min)**
   Pre-prepare writing frame on board.
   - There are three sections to a recipe. Let’s read the headings.
   - **Ingredients**: the things that go into food you are making.
   - **Utensils**: tools you use for cooking.
   - **Instructions**: words that tell you how to make something
   - The instructions must be in the right order/sequence. They are usually short sentences.

3. **Write a class recipe using learners’ suggestions (10 min)**
   - We will write our recipe.
   - What should we write under each heading?
   - What do you do first? (wash the fruit). We will write this for instruction number 1.
   - What do we do next? and so on.
   - If possible, keep this recipe on the board to use on Thursday.

**Heading: How to make fruit salad**

**Ingredients**
1. different kinds of fruit
2. orange juice

**Utensils**
- chopping board,
- knife, spoon, bowl,
- orange squeezer

**Instructions**
1. Wash the fruit.
2. Peel the fruit.
3. Cut the fruit into pieces.
4. Pour juice over the fruit.
5. Mix.

5. **Physical Education (indoors)**

1. **Warm up**
   - Crouch like a mouse to the ground. Rise up like a big strong tree. Touch your toes.

2. **Balancing**
   - Balance your pencil / bean bag on different body parts, shoulders, knees, elbow, arms, foot, head, chest and so on.
6. Phonics and Handwriting: Revision

LAB page 231 (15 min)

1. Introduce the sound (3 min)
   • Explain that this sound is written using 2 letters.

2. Listen to and say the sound (3 min)
   • Notice your mouth.

3. Identify words with the sound (4 min)
   • Learners provide more words.

4. Syllable practice (2 min)
   • Read the syllables together.
   • Teacher says a syllable – learners point to it.

5. Read the words to a partner (3 min)
   • Teacher checks.

6. Complete, using best handwriting: LAB page 232 (15 min)
   • Pay attention to placement of letters on line and spacing.

7. GGR and Independent Work: Groups E and A

1. Class does Independent Work:
   LAB pages 238–244 (30 min)
   See page 205 for details.
5. Physical Education (indoors)

1. Warm up
   - Crouch like a mouse to the ground. Rise up like a big strong tree. Touch your toes.

2. Balancing
   - Balance your pencil / bean bag on different body parts, shoulders, knees, elbow, arms, foot, head, chest and so on.

6. Rymwoorde

1. Bou die rymwoorde: LAB bladsy 231
   (15 min)

2. Handwriting: LAB bladsy 232
   (15 min)
2. Group E and A take turns on the mat (15 min)
Group E with the Anthology: Reading 1
  • Introduce/scaffold the story as needed.
  • Learners whisper-read the story to themselves.
  • Stop at the end of each page and ask questions.
Group A with the Anthology: Reading 2
  • Re-read the story together, aloud.
  • Learners read it with a partner.
  • Teacher listens to learners reading.

8. The colours of food

1. Sorting fruit by colour (10 min)
  • One way of sorting fruit is by colour.
  • Use your food cards. Give me some examples of foods that are yellow, red, green and so on.
  • Each group can sort their food card into a different colour: Group 1 – red food, Group 2 – green food and so on.

2. Draw and colour fruit: LAB page 233 (20 min)
Equipment: crayons
  • Draw and colour in one example of each colour food.
  • Colour in a second example if you have time.

Say Hi to 060 017 0000 for questions to ask about the story
WEEK 9

Thursday

Note to teacher: Today you are making fruit salad with the class. If you do the 30 min Life Skills (Performing Arts) lesson earlier in the day, do Shared Reading before you make the fruit salad and do Independent Writing after making the fruit salad.

1. My news 🍎いちご

2. Sing a counting rhyme 🎤🍎

1. Say the rhyme and do the actions (7 min)
   • Learners join in after the first verse.

   **My fruity tree**

   Five fruit hanging on the fruity tree,
   Some for you and some for me.
   Pick your fruit and you will see
   Four fruit hanging on the fruity tree
   Four fruit hanging on the fruity tree,
   Some for you and some for me.
   Pick your fruit and you will see
   Three fruit hanging on the fruity tree
   Three fruit hanging on the fruity tree,
   Some for you and some for me.

   Pick your fruit and you will see
   Two fruit hanging on the fruity tree
   Two fruit hanging on the fruity tree,
   Some for you and some for me.
   Pick your fruit and you will see
   One fruit hanging on the fruity tree
   One fruit hanging on the fruity tree,
   Some for you and some for me.
   Pick your fruit and you will see
   No fruit hanging on the fruity tree!

2. Each group says one verse (8 min)
   • How does this rhyme use subtraction?
Thursday

3. Big Book: *How to make fruit salad* 📚

1. Read with the class: Big Book pages 42–45 (5 min) (5 min)
2. Ask the Day 3 questions on each page (5 min)
3. Revise the flashcards and place on word wall (5 min)

4. Writing: Making fruit salad 🍊

1. Re-read the recipe for fruit salad you wrote yesterday (2 min)
   - Let’s read our recipe.

   **Heading: How to make fruit salad**

   **Ingredients**
   1. different kinds of fruit
   2. orange juice

   **Utensils**
   chopping board, knife, spoon, bowl, orange squeezer

   **Instructions**
   1. Wash the fruit.
   2. Peel the fruit.
   3. Cut the fruit into pieces.
   4. Pour juice over the fruit.
   5. Mix.

2. Independent Writing: LAB page 234 (13 min)
   - Draw a picture of one thing you must do when you make fruit salad.
   - Write a sentence saying what your picture shows.
5. Physical Education (indoors)

1. Warm up
   • Run on the spot slowly like you are stuck in mud.
   • Run on the spot fast like a dog is chasing you.

2. Fine motor activities
   • Crumple a page of newspaper with one hand and smooth it out again.
   • Crumple another page with the other hand and smooth it out again.
   • Tear the paper into small pieces.

6. Independent word building

1. Rapid letter naming using cards (3 min)

2. Learners use cards to build words: LAB page 235 (12 min)

3. Handwriting practice: LAB page 236 (15 min)
7. GGR and Independent Work: Groups B and C

1. Class does Independent Work: LAB pages 238–244 (30 min)
   See page 205 for details.

2. Groups B and C take turns on the mat with the Anthology: Reading 2 (15 min each)
   - Re-read the story together, aloud.
   - Learners read it with a partner.
   - Teacher listens to learners reading.

8. Make fruit salad together

1. Make a fruit salad (20 min)
   - We will follow the recipe we wrote in shared writing. You can read with me and help me.
   - First, we gather our ingredients.
   - Then we set out our utensils.
   - Now we make it (learners can peel fruit and segment nartjies and oranges but the teacher should chop the fruit)
   - Get different learners to do different tasks (peel bananas, pour the orange juice, mix the fruit)

2. Share the fruit salad (10 min)
   - Dish out a spoonful in each cup for children to eat.
1. Morning meeting

2. Physical Education (outdoors): Partner game – ladders

1. Make a ladder (10 min)
   - Warm up: Lift up your left leg and right arm, then right leg and left arm.
   - In pairs: Form two lines, an arm’s length away from person in front of you.
   - Turn to face your partner in the other line. Sit down.
   - Put legs out straight in front of you, touching your partner’s toes.
   - Can you see the ‘ladder’.
3. Share your drawing and sentence

1. Groups: Show drawings (10 min)
   - Take turns to:
     - show your drawing.
     - explain what you drew and why you drew that.
     - read your sentence.

2. Compare (5 min)
   - Who drew the same step?
   - Are your drawings exactly the same?

2. Step over the legs in turn (20 min)
   - First pair: Stand up and step carefully over the other legs to get the end of the ladder.
   - Sit facing each other at the top of the last ‘step’. Then the next pair at the bottom of the ‘ladder’ begins.
   - Step slowly and carefully. If you touch a leg, you are out.
   - Cool down: Stand up slowly. Put your hands on your head. March back to class.
4. Find out / Teacher story 🍓❓⏰

1. Feedback on Find out question: LAB page 226 (5 min)
   Answer:
   - The berries in the top row: blueberries, mulberries, blackberries.
   - In the bottom row: strawberries, raspberries, gooseberries.

2. Teacher story (10 min)
   - Tell a story about when you travelled to another place and the unusual foods you were given.
   - Do you like to try new food? What new foods did you like?

5. Play I spy 🍓❓⏰

1. Show the class how to play I spy using the pictures on LAB page 237
2. Class plays I spy in groups
3. Each group chooses one thing to play I spy with the whole class
6. GGR and Independent Work: Groups D and E

1. Class does Independent Work: LAB pages 238–244 (30 min)
   See page 205 for details.

2. Groups D and E take turns on the mat with the Anthology: Reading 2 (15 min each)
   - Re-read the story together, aloud.
   - Learners read it with a partner.
   - Teacher listens to learners reading.

7. Play I went to market

1. Explain how to play the game (10 min)
   - Warm up: Do a clapping rhythm.
   - Today we will play a memory game. We will first play it as a class.
   - Sit in a circle.
   - Teacher: I went to market and bought an apple.
   - Learner 1: I went to market and bought an apple and an orange.
   - Learner 2: I went to market and bought an apple, an orange, and some meat.
   - Carry on until someone forgets.

2. Groups: play game (20 min)
   - Play the game in your groups.
   - You can play a few times.
   - Cool down: Clapping rhythm.
Week 10: Revision Week

In this term the focus is weddings. Make any discussions inclusive so that all the children feel comfortable talking about their experiences of weddings. This may include discussing different wedding traditions, different religious weddings, different celebratory foods and clothing, differently gendered weddings and weddings from other cultures and countries that the children may know about.

**Theme:** Special days

**Week 10:** Weddings

- **Read-aloud story**
  - Thuli’s wedding song
  - Revision of poems and rhymes

- **PE (indoors) and PE (outdoors)**
  - Games, rhymes and songs from Term 3

- **Visual Arts and Performing Arts**
  - Draw a wedding

- **Beginning Knowledge and Personal & Social Well-being**
  - DBE Life Skills workbook pages

- **Phonics**
  - Revision activities

- **Handwriting**
  - Revision activities

- **Reading, writing and phonics**
  - DBE literacy workbook pages

- **Oral**
  - Thuli’s wedding song

- **Independent Writing**
  - Write about your drawing

- **Shared Reading**
  - Thuli’s wedding song
This is a revision week so there is no structured daily programme. Instead, you will find the following lesson suggestions:

- Read-aloud story: Thuli’s wedding song
- Shared Reading story: Thuli’s wedding song (BB and LAB)
- Suggestions for writing and drawing activities.
- Suggestions for pages from the DBE Life Skills workbook for learners to complete.
- Suggestions for pages from the DBE Literacy workbook for learners to complete.

Depending on where your class needs more practice, choose from the following revision activities:

- Repeat word building activities.
- Play the Friday phonics games again.
- Groups can do sorting activities with the flashcard words, for example: Find ten four letter words; sort these ten words into alphabetical order; find five words beginning with X, and so on.
- Make sure that all Independent Pages have been completed and are correct. Learners can go back and complete/re-do pages if necessary.
- Read the stories from Week 1–9 again as a class, in groups or in pairs.
- Revise the poems and rhymes provided in Week 1–9. Groups can choose one to practice and present.
1. Story time: *Thuli’s wedding song*

**1. Introduce the story**
- Have you ever been to a wedding in the country?
- What happened at the wedding?

**2. Read the story aloud**

**3. Ask questions**
- Do you think the people enjoyed singing with Baby Thuli?
- Do you know a wedding song? Can you sing it?

---

**Thuli’s wedding song**

Thuli is the baby in her family. She is three years old and she has two big sisters. Every night Baby Thuli and her two big sisters sing a song together before they go to sleep. This gives them happy dreams.

Thuli’s oldest sister is getting married and they are all very excited about the wedding. Thuli’s sister is going to be a bridesmaid and Thuli is going to be a flower girl. The two of them try on their pretty dresses for the wedding. They are also going to get new shoes and flowers to wear in their hair. They will carry baskets of fresh flowers at the wedding. Baby Thuli loves her flower girl dress so much that she even wants to wear it when she goes to sleep.

At last it is time to pack all the things they need for the wedding and travel to Granny’s village. They arrive the day before the wedding. There is a huge tent and lots of village people are busy preparing food. Others are arranging flowers in the church. That afternoon they practise what they must do for the wedding service in the church.

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**Oral vocabulary:**

- **wedding**: the celebration when two people get married
- **bridesmaid**: the girl or woman who helps the bride on her wedding day
- **flower girl**: the young girl who holds flowers and walks behind the bride and bridesmaids
The next day they get ready for the wedding. They put on their beautiful dresses and Mom puts flowers in their hair. At last Baby Thuli is allowed to wear her new dress. Their big sister looks beautiful in her wedding dress. They all walk to the to the church. Thuli and her sister walk behind the bride as they go into the church.

The wedding service is very long. The pastor talks and talks and Baby Thuli wants to play. ‘Sh,’ whispers Mom and Baby Thuli is quiet while the pastor talks some more. The service is nearly at an end.

Suddenly Thuli shouts out to the congregation in a very loud voice, ‘Do you want to hear a beautiful song?’

Everybody turns and looks at Baby Thuli. The pastor looks at Baby Thuli and says, ‘I do want to hear your beautiful song little one. My beloved child, you have been so good for so long. Let us hear your song and we will join in with you.’

Baby Thuli starts to sing *All Things Bright and Beautiful* in a lovely clear voice. Everyone knows the song and joins in.

Oral vocabulary:
- **bride**: the woman who is getting married
- **pastor**: a minister in the church

2. **Big Book: Thuli’s wedding song**

1. Read to the class: Big Book pages 47–50 (5 min)
2. Ask the questions on each page (5 min)
3. Read the flashcards together (5 min)
3. **Draw a wedding picture**

1. **Talk about weddings**
   - Have you been to a wedding?
   - Who was getting married?
   - Who took part in the wedding ceremony? (bride, groom, bridesmaids, flower girls and so on)
   - Would you like to be a flower girl/page boy? Say why/why not.
   - What would you wear?
   - What song would you like to sing at a wedding?
   - What do you like to eat at a wedding?

2. **Draw a picture of a wedding**
   - Hand out paper.
   - Think of a wedding you have been to.
   - Draw a picture of something you remember.

4. **Write about a wedding**

1. **Pairs: Talk about your picture**
   - Tell your partner what you drew.

2. **Write about your picture**
   - On the back of your drawing, write about your picture.
5. Activities from the DBE Life Skills workbook

The following pages in the DBE workbook are revision activities and may be done independently.

1. Why we need plants: DBE workbook, Activity 41, page 20
2. Where food comes from: DBE workbook, Activity 46, page 21
3. What plants look like: DBE workbook, Activity 42, page 21
4. People in the community: DBE workbook, Activity 36, page 20
5. Responsibilities: DBE workbook, Activity 40, page 21

6. Activities from the DBE Literacy workbook

The following pages in the DBE workbook are revision activities and may be done independently.

1. 
2. 
3. 
ASSESSMENT
Term 3
Curriculum links for each week are shown with light colour blocks.

Formal assessment tasks are shown with darker blocks.

Informal/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. You will need to reteach or provide more practice for these children.

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<tr>
<th>Listening and Speaking: The learners are able to ...</th>
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<td>W1 Listen to instructions and announcements and responds appropriately [all subjects, assessment tasks]</td>
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<td>W2 Listens without interrupting showing respect for the speaker [Morning Meeting, group work]</td>
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<td>W3 Talk about personal experiences e.g. news, weather, sequence of events and so on [Morning Meeting]</td>
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<td>W4 Say poems and rhymes and do the actions</td>
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<td>W5 Identify similarities and differences using correct vocabulary [LS: compare plants, food origins, healthy/unhealthy food]</td>
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<td>W6 Listen to stories with interest and enjoyment [Story time]</td>
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<td>W7 Listen to stories, draw a picture, and write a caption to show understanding? [Individual Writing]</td>
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<td>W8 Listen for details in stories and answers open-ended questions [Story time]</td>
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<td>W9 Sequence pictures of a story and matches captions with pictures? [LS: plant growth]</td>
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<td>W10 Participate in classroom discussions asking and answering questions [Story time, SR, LS]</td>
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<td>W11 Understand and use appropriate language of different subjects [LS, Numeracy]</td>
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<td>W12 Role play different situations using appropriate language [LS, Performing Arts]</td>
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<td>W13 Uses an ever-increasing vocabulary when speaking</td>
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<tr>
<td>W1 Identify the letter-sound relationships taught this term</td>
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<td>W2 Build words using letters taught [Word building]</td>
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<td>W3 Recognise word families learnt</td>
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<td>W4 Groups common words into word families</td>
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<td>W5 Use taught consonant blends to build up and break down words [Word building, Dictation]</td>
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<td>W6 Recognise common consonant digraphs at the beginning of words</td>
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<td>W7 Read phonic words in sentences and other texts? [LAB, SR, GGR, Assessment]</td>
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<tr>
<td>W1 Read Big Book as whole class with teacher</td>
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<td>W2 Identify the sequence of events and the setting of the story [SR: oral comprehension questions, SW: story map]</td>
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<td>W3 Use cover of book to predict ending and story line [GGR]</td>
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<td>W4 Recognise cause and effect in a story [SR: oral comprehension questions]</td>
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<td>W5 Answer higher order questions [SR: comprehension and response questions]</td>
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### Literacy: Continuous and formal assessment Term 3

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<th>Reading: The learners are able to …</th>
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<td><strong>Shared Reading … continued</strong></td>
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<td>W6 Give an opinion on what was read [SR: comprehension and response questions]</td>
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<td>W7 Interpret information from posters, pictures and simple tables [SR, LS, Big Book pages]</td>
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<td><strong>Group Guided Reading (twice weekly per group)</strong></td>
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<td>W8 Read aloud from own book [twice weekly GGR per group]</td>
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<td>W9 Read silently from own book [twice weekly GGR per group]</td>
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<td>W10 Use phonics, context clues and sight words when reading [twice weekly GGR per group]</td>
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<td>W11 Monitor self when reading, both in the area of word recognition and comprehension</td>
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<td>W12 Read with increasing fluency and expression</td>
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<td>W13 Continue to build a sight vocabulary from incidental reading programme, anthologies, shared reading texts [Shared Reading, GGR]</td>
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<td><strong>Paired and Independent Reading (weekly)</strong></td>
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<td>W14 Read aloud from own book [twice weekly GGR per group]</td>
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<td>W15 Read own and other’s writing [Sharing our writing]</td>
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<td>W16 Read books read in Shared Reading sessions and other books [Paired Reading]</td>
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<td><strong>Locomotor</strong></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 the line</td>
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<td>W3 Form frequently used capital letters correctly</td>
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<td>W4 Form numerals correctly</td>
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<td>W5 Copy and write words with correct spacing</td>
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<td>W6 Copy and write short sentences correctly</td>
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<td><strong>Writing: The learners are able to …</strong></td>
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<td>W1 Write a message on a card [thank you card]</td>
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<td>W2 Write words to form a sentence using sounds learnt and common sight words</td>
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<td>W3 Write at least two sentences, e.g. of own news or shared writing</td>
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<td>W4 Begin to use capital letters ad full stops including capital letters for names</td>
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<td>W5 With help, use nouns and pronouns correctly in writing</td>
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<td>W6 Compile a list of words according to instructions [Term 1 revision]</td>
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<td>W7 Sequence sentences</td>
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<td>W8 Contribute ideas for a class writing activity [weekly Shared writing]</td>
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<td>W9 Write and illustrate a short sentence on a topic to contribute to a book for the reading corner [book care rules]</td>
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<td>W10 Build own word bank and personal dictionary using initial letter of word</td>
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Formal assessment (10 marks)

Written: Listening comprehension
Week 8, Monday: TG page 180, LAB page 193

Mark guide:

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<tr>
<th>Answer 1</th>
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Formal assessment (10 marks)

Individual: Answer questions (about pets)
Week 8, Wednesday and Thursday (during CA)  TG pages 190 and 193

Mark guide: Meets...

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<th>Some criteria</th>
<th>Most criteria</th>
<th>All criteria</th>
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<td>7, 8</td>
<td>9, 10</td>
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Criteria

- Understand the questions (listen to instructions)
- Provide relevant answers (respond appropriately)
- Language ability: correct structure, wide vocabulary (talk about personal experiences)
- Speaking ability: volume, pronunciation, speed, fluency
Informal assessment (5 marks)
Classroom observation: Listening and Speaking and other oral lessons, Week 1–7

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>
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</tbody>
</table>

Criteria
- Listens to others without interrupting.
- Follows instructions and announcements.
- Joins in rhymes, poems and songs.
- Contributes to discussions.

Formal assessment (5 marks)
Written: Complete the word (with taught digraphs)
Week 8, Thursday: TG page 192, LAB page 209

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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>5</td>
</tr>
</tbody>
</table>
Phonics 2

Formal assessment (10 marks)
Written: Dictation
Week 8, Friday: TG page 195, LAB page 210

Mark guide:

<table>
<thead>
<tr>
<th>Answer 1</th>
<th>Answer 2</th>
<th>Answer 3</th>
<th>Answer 4</th>
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<th>Answer 7</th>
<th>Answer 8</th>
<th>Answer 9</th>
<th>Answer 10</th>
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</tbody>
</table>

Phonics 3

Informal assessment (5 marks)
LAB: Word Building activities, dictation tests, activities Week 1–7

Mark guide:

<table>
<thead>
<tr>
<th>Identifies almost no letter sounds taught. Not able to build/break up words</th>
<th>Identifies few letter sounds taught. Seldom able to build/break up words</th>
<th>Identifies some letter sounds taught. Sometimes able to build/break up words</th>
<th>Identifies most letter sounds taught. Usually able to build/break up words</th>
<th>Identifies all letter sounds taught. Always able to build/break up words</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–1</td>
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<td>3</td>
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</tbody>
</table>
Formal assessment (10 marks)

**Individual: Reading aloud**

Week 8, Monday–Friday: TG pages 183, 186, 189, 192, 196  LAB page 194

Mark guide: Meets...

<table>
<thead>
<tr>
<th>No criteria</th>
<th>Very few criteria</th>
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<th>All criteria</th>
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</table>

Criteria

- Reads at a good pace
- Recognises most taught sight words
- Sounds out any unknown words
- Notices punctuation (shows they are reading for meaning)
- Reads with expression and fluency

---

Formal assessment (10 marks)

**Written:** Reading comprehension

Week 8, Thursday: TG page 191, LAB page 208

Mark guide:

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<tr>
<th>Answer 1</th>
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<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
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</tbody>
</table>

In question 5 and 6, the extra points are for a logical justification of the answer provided, and in 2 and 6, for ideas expressed in a comprehensible way.
Informal assessment (5 marks)
Class/group observations: Shared Reading and Guided Group Reading Weeks 1–7

Mark guide: Meets...

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<thead>
<tr>
<th>No criteria</th>
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Criteria
- Participates in Shared Reading lessons.
- Participates in Group Guided Reading lessons.
- Reads with a partner in Group Guided Reading.
- Can recognise most taught sight words.

Formal assessment (5 marks)
Handwriting assessment
Week 8, Tuesday: TG page 185, LAB page 200

Mark guide: Meets...

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Criteria
- Holds pencil correctly
- Forms the lower-case letters correctly, according to size and position on line
- Forms most capitals and numerals correctly
- Writes words with correct spacing (within and between words)
- Copies the sentence correctly
Informal assessment (5 marks)
LAB: Handwriting tasks and other written work Weeks 1–7

Mark guide:

<table>
<thead>
<tr>
<th>Handwriting in handwriting tasks and other contexts is not acceptable.</th>
<th>Handwriting in handwriting tasks and other contexts is sometimes acceptable.</th>
<th>Handwriting in handwriting tasks and other contexts is usually acceptable.</th>
<th>Handwriting in handwriting tasks and other contexts is consistently acceptable.</th>
<th>Handwriting in handwriting tasks and other contexts is consistently excellent.</th>
</tr>
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Formal assessment (10 marks)
Writing: My favourite food
Week 8, Wednesday: TG page 188, LAB page 204

Mark guide: Meets...

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</table>

Criteria
- **Writes at least two sentences**
- **Ideas and vocabulary** (writes interesting sentences with wide vocabulary)
- **Punctuation** (capital letters at beginning and for names, full stop at end)
- **Grammar** (correct word order, tense use, noun and pronoun use)
- **Spelling** (shows phonic or sight word knowledge)
**Informal assessment (10 marks)**

**LAB:** Independent Writing tasks Week 1–7 (particularly Week 2: thank you message)

**Class observation:** Shared writing lessons

### Mark guide:

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<td>7, 8</td>
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</tr>
</tbody>
</table>
## HOME LANGUAGE, TERM 3, MARK SHEET

### Marks Distribution

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Mark Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening &amp; Speaking</td>
<td>25%</td>
<td>LAB p. 194, TG p. 190, Week 1-7</td>
</tr>
<tr>
<td>Phonics</td>
<td>20%</td>
<td>LAB p. 209, Week 1-7</td>
</tr>
<tr>
<td>Reading &amp; Comprehension</td>
<td>25%</td>
<td>LAB p. 194, TG p. 191, Week 1-7</td>
</tr>
<tr>
<td>Handwriting</td>
<td>10%</td>
<td>LAB p. 200, Week 1-7</td>
</tr>
<tr>
<td>Writing</td>
<td>20%</td>
<td>LAB p. 203, Week 1-7</td>
</tr>
</tbody>
</table>

### Activities

1. **Listening comprehension**
   - 1. Fill in the missing letters
   - 2. Dictation
   - 3. LAB: all word building, dictation and phonics pages

2. **Answers questions about pets**

3. **Classroom observation: all oral L & S lessons**

4. **Fill in the missing letters**
5. **Dictation**
6. **LAB: all word building, dictation and phonics pages**

7. **Reading aloud to teacher**
8. **Reading comprehension**
9. **Classroom observation: all Shared Reading lessons**

10. **Copy a sentence**
11. **LAB: all Handwriting pages**

12. **Write two sentences: My favourite food**
13. **LAB: all Individual Writing pages + Classroom observation: Shared writing lessons.**

### Mark Sheet

<table>
<thead>
<tr>
<th>Component</th>
<th>Week 1-7</th>
<th>Max. Mark</th>
</tr>
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<tbody>
<tr>
<td>LAB p. 194</td>
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<td>10</td>
</tr>
<tr>
<td>TG p. 190</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>LAB p. 209</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>LAB p. 210</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>LAB p. 194</td>
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<td>LAB p. 191</td>
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<table>
<thead>
<tr>
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<th>5</th>
<th>10</th>
<th>10</th>
<th>10</th>
<th>20</th>
</tr>
</thead>
</table>
Curriculum links for each week are shown with light colour blocks.

Formal assessment tasks are shown with darker blocks.

Informal/continuous assessment: Tick the block when you observe that this outcome has been attained by the majority of learners.

Make a note of the individual children who are still struggling. You will need to reteach or provide more practice.

### Beginning Knowledge and PSWB: Learners are able to …

<table>
<thead>
<tr>
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<th>10</th>
</tr>
</thead>
</table>

#### Routines

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>W1</td>
<td>Discuss the day and month using class calendar</td>
</tr>
<tr>
<td>W2</td>
<td>Keep the daily weather chart updated</td>
</tr>
<tr>
<td>W3</td>
<td>Discuss holidays, religious days and other special days</td>
</tr>
</tbody>
</table>

#### Topics

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>W4</td>
<td>My community</td>
</tr>
<tr>
<td>W5</td>
<td>Pets</td>
</tr>
<tr>
<td>W6</td>
<td>Manners and responsibilities</td>
</tr>
<tr>
<td>W7</td>
<td>Seeds and plants</td>
</tr>
<tr>
<td>W8</td>
<td>Food</td>
</tr>
</tbody>
</table>

#### Key concepts and skills (* number refers to week)

<table>
<thead>
<tr>
<th>Week</th>
<th>Science concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>W9</td>
<td>Social Science concepts: conservation (1*), cause &amp; effect (2, 3), place (2), adaptation, relationships (1,4), interdependence (1,2), diversity &amp; individuality (7, 8, 10), change (10), problem solving (2)</td>
</tr>
<tr>
<td>W10</td>
<td>Natural Science concepts: life &amp; living (3, 5), energy &amp; change (5), matter &amp; materials (5), planet earth &amp; beyond (6), interdependence (3, 6)</td>
</tr>
<tr>
<td>W11</td>
<td>Scientific process skills: enquiry (observing (5), comparing (6, 8), classifying (7, 8, 9), measuring (5,9), experimenting (5), communicating</td>
</tr>
<tr>
<td>W12</td>
<td>Technological process skills: investigate (6), design (1, 2, 3, 6), make (1, 2, 3, 4, 7), evaluate (2), communicate (2)</td>
</tr>
</tbody>
</table>

#### PSWB

<table>
<thead>
<tr>
<th>Week</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>W13</td>
<td>Social and emotional health</td>
</tr>
<tr>
<td>W14</td>
<td>Relationships with other people and the environment</td>
</tr>
<tr>
<td>W15</td>
<td>Values and attitudes</td>
</tr>
</tbody>
</table>

#### Performing Arts: Learners are able to …

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</table>

#### Play games and develop skills

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>W1</td>
<td>Warm up the body (various warm ups – games, movement, action rhymes etc)</td>
</tr>
<tr>
<td>W2</td>
<td>Combine locomotor and non-locomotor movements (run to places, run to plants, litter clean-up)</td>
</tr>
<tr>
<td>W3</td>
<td>Mime actions, e.g. eating my favourite food (mime a community member, an animal, good manners)</td>
</tr>
<tr>
<td>W4</td>
<td>Play games (animal cards game, food card games, I went to market)</td>
</tr>
<tr>
<td>W5</td>
<td>Develop listening skills, e.g. through musical games using different tempo, pitch, dynamics, duration (rhymes, songs, listening and speaking chairs, follow instructions to make fruit salad)</td>
</tr>
<tr>
<td>W6</td>
<td>Describe a community member, interview a community member, plan and present a village street)</td>
</tr>
<tr>
<td>W7</td>
<td>Cool down the body and relax (various cool-downs – breathing, stretching, moving slowly)</td>
</tr>
</tbody>
</table>

#### Improvise and interpret

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>W8</td>
<td>Choose and make own movement sentences (sentence about an animal)</td>
</tr>
<tr>
<td>W9</td>
<td>Do clapping rhythms in 3 or 4 time / move to music in 3 or 4 time (musical statues, movement/dancing)</td>
</tr>
<tr>
<td>W10</td>
<td>Dramatise a make-believe situation, guided by teacher (good manners, Jack and the Beanstalk (class and groups), shopping role-play)</td>
</tr>
</tbody>
</table>
**Visual Arts: Learners are able to …**

|  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|
| **Create in 2-D** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **W1** Make paintings & drawings of real or imaginary creatures/plants (imaginary pet, imaginary beanstalk, plant) | | | | | | | | | | |
| **W2** Make paintings and drawings of self (self, eating favourite food, wedding) | | | | | | | | | | |
| **W3** Describe own pictures (Literacy: describe pictures drawn in independent writing) | | | | | | | | | | |
| **W4** Show awareness of line and shape, colour, contrast and added detail (leaf prints, botanical drawing, magic seeds, food colours) | | | | | | | | | | |
| **W5** Cut out and manipulate materials to make objects (book-mark, book cover, pledge card, good manners garden, food cards, plate of food collage) | | | | | | | | | | |
| **Create in 3-D** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **W6** Make models of imaginative creatures and other objects out of clay/playdough or recyclable materials (village street, imaginary pet) | | | | | | | | | | |
| **W7** Use correct materials and tools (food mobile) | | | | | | | | | | |
| **W8** Use appropriate materials and show spatial awareness (plate of food collage, mobile) | | | | | | | | | | |

**Physical Education: Learners are able to …**

|  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|
| **Locomotor** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **W1** Move: jump, run, climb, crawl (team games, litter pick up, run to different places, animal movements, play Tracking) | | | | | | | | | | |
| **W2** Walk backward on heels/ toes (Follow my leader) | | | | | | | | | | |
| **W3** Walk forwards crossing dominant leg over (Follow my leader) | | | | | | | | | | |
| **W4** Follow instructions to move slow and fast (run to different places/plants) | | | | | | | | | | |
| **Perceptual motor** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **W5** Help to set up an obstacle course | | | | | | | | | | |
| **W6** Move through the course safely, e.g. climbing on, over, crawling, hanging on bars, balancing (team games, Follow my leader, Ladders) | | | | | | | | | | |
| **Rhythm** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **W8** Do rope skipping – alone, in groups (two swing and the other jumps) | | | | | | | | | | |
| **W9** Breathe in different rhythms | | | | | | | | | | |
| **Co-ordination** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **W10** Demonstrate eye-hand-foot co-ordination (bean bag/ball games e.g. throw a tennis ball, catch it, bounce it, pass it) | | | | | | | | | | |
| **W11** Jump over a swinging stocking ball | | | | | | | | | | |
| **W12** Play games (Ladders, Mirror) | | | | | | | | | | |
| **Balance** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **W13** Balance e.g. on motor car tyres laid flat on the ground or standing up (team games) | | | | | | | | | | |
| **W14** Play games using bean bags to balance on different parts of the body (bean bag warm-up) | | | | | | | | | | |
| **Spatial orientation** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **W15** Crawl through tyres that have been set up in a line | | | | | | | | | | |
| **W16** Run to specific places, tracking another child but not touching | | | | | | | | | | |
| **Laterality** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **W17** Jump with dominant and non-dominant leg (Follow my leader, Hopscotch) | | | | | | | | | | |
| **W18** Run and swing a rope/sash/ribbon using the dominant and non-dominant hand | | | | | | | | | | |
| **W19** Stretch alternate legs and arms during exercise | | | | | | | | | | |
| **Sports and games** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **W20** Play hide and seek (Giant hide and seek) | | | | | | | | | | |
| **W21** Play buck and hunters (Cat and mouse) | | | | | | | | | | |
Formal assessment (10 marks)
**Written:** Identify what a pet needs
Week 8, Tuesday: TG page 185, LAB page 198

**Mark guide:**
2 marks for each correct need that was identified (maximum 5)

---

Formal assessment (10 marks)
**Written:** Sequence and label growth of plant
Week 8, Wednesday: TG page 187, LAB page 202

**Mark guide:**
2 marks for each picture in the correct sequence and with the correct label.

---

Formal assessment (10 marks)
**LAB:** BK/PSWB pages Week 1–7

**Mark guide:**

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</table>
### Beginning Knowledge/PSWB 4

**Informal assessment (10 marks)**

**Class observation:** Participation in **Morning Meetings** in Week 1–7

**Mark guide:** Meets...

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</table>

**Criteria**
- Listens to others without interrupting
- Contributes/participates and is engaged with meeting
- Responds appropriately to others, d=for example, showing empathy
- Shows new learning regarding calendar, weather and so on

### Visual Arts 1

**Formal assessment (5 marks)**

**Draw yourself eating your favourite food**

Week 8, Tuesday: TG page 186, LAB page 201

**Mark guide:** Meets...

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**Criteria**
- Draws recognisable figures with details (hair, eyes and so on)
- Uses whole space
- Realistic use of colour
- Good control of pencil and crayons (lines, consistent pressure in colouring)
- Creative design
Informal assessment (10 marks)
LAB: Check all VA pages Weeks 1–7
Class observation: 3-D constructions (village street, imaginary pet, mobile); 2-D (book-mark, book cover, pledge card, good manners flower)

Mark guide: Meets...

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</tbody>
</table>

Criteria

2-D
- all artwork is completed
- compositions show creativity
- objects/figures identifiable/realistically coloured in
- cutting out reveals good hand control
- understands pattern

3-D
- constructions are imaginative/show creativity
- are sturdy/carefully made.
- good control of scissors, paint and glue seen.

---

Performing Arts 1

Formal assessment (5 marks)
Groups or pairs: Present a short dialogue showing good manners
Week 8, Friday: TG page 196

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</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Criteria
- Confident.
- Voice clear and audible.
- Body movements/acting appropriate.
- Dialogue well-constructed.
Life Skills assessment and marking guide for Term 3
(aligns to mark sheet)

Performing Arts 2

Informal assessment (10 marks)
Class observation: Performance in PA lessons Week 1–7

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 enthusiastically in PA activities
- Shows performing arts skills (movement, voice)
- Shows ability to improvise (role play, explanations)
- Confident body language (eye contact, posture)

Physical Education 1

Formal assessment (10 marks)
Groups: Movement sequence
Week 8, Friday: TG page 194

Mark guide: Meets...

<table>
<thead>
<tr>
<th>No criteria</th>
<th>Very few criteria</th>
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<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
- Locomotor – moves in a controlled way
- Good co-ordination (eye-hand-foot)
- Good balance and stability
- Laterality – both sides of the body strong
Informal assessment (20 marks)

Class observation: Participation in indoor and outdoor PE lessons Week 1–7

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>1–4</td>
<td>5–8</td>
<td>9–12</td>
<td>13–16</td>
<td>17–20</td>
</tr>
</tbody>
</table>

Criteria

- General fitness and stamina
- Strength
- Pace/speed
- Co-ordination, perceptual motor skills, balance
- Participation (in games and team sports)
<table>
<thead>
<tr>
<th>Task Description</th>
<th>B&amp;PSWB (40%)</th>
<th>Visual Arts</th>
<th>VA (15%)</th>
<th>PA (15%)</th>
<th>PE (30%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify what a pet needs</td>
<td></td>
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<tr>
<td>2. Sequence and label growth cycle of a plant</td>
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<tr>
<td>3. LAB: all BK/PSWB pages</td>
<td></td>
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<tr>
<td>4. Class observation participation in Morning Meeting</td>
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<tr>
<td>1. Draws picture: eating favourite food</td>
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<td></td>
</tr>
<tr>
<td>2. LAB: all VA pages, class observation, 3D &amp; 2-D constructions</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1. Present short dialogue/role-play. Good manners</td>
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<td></td>
</tr>
<tr>
<td>2. Class observation performance in all PA lessons</td>
<td></td>
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</tr>
<tr>
<td>1. Movement sequence</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Class observation</td>
<td></td>
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</tr>
</tbody>
</table>

**Beginning Knowledge and PSWB**

- LAB p. 198, TG p. 185
- LAB p. 202, TG p. 187
- Week 1–7

**Visual Arts**

- LAB p. 201, TG p. 186
- Week 1–7

**Performing Arts**

- TG p. 196
- Week 1–7

**Physical Education**

- TG p. 194
- Week 1–7

**Max. mark**

- Name: 10 10 10 10 40 10 5 15 10 5 15 10 20 30