Term 4

English

Home Language and Life Skills

Teacher’s Guide
Acknowledgements

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<td>Different types of homes</td>
<td>Building materials</td>
<td>A visit to the zoo</td>
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<td>Animals need water</td>
<td>People need water</td>
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## Icons and Abbreviations

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</thead>
<tbody>
<tr>
<td><strong>Listening and Speaking</strong></td>
<td><strong>Beginning Knowledge and Personal and Social Wellbeing</strong></td>
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<td><strong>Reading</strong></td>
<td><strong>Creative Arts</strong></td>
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<td><strong>Group Guided Reading</strong></td>
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<tr>
<td><strong>Independent Work</strong></td>
<td><strong>Write</strong></td>
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<td></td>
<td><strong>Colour in or draw</strong></td>
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<tr>
<td></td>
<td><strong>Cut out</strong></td>
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</tbody>
</table>

**Icons used in LAB**

- Write
- Colour in or draw
- Cut out

**Abbreviations**

- Teacher’s Guide – TG
- Learner’s Activity Book – LAB
- Group Guided Reading – GGR
- Personal and Social Wellbeing – PSWB
- Beginning Knowledge – BK
- Home Language – HL
- Paired Reading – PR
- Independent Work – IW
- Rainbow Workbooks – DBE
### Grade 1 Weekly Timetable (minimum HL time)

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<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td><strong>4 x 85 min</strong>&lt;br&gt;<strong>1 x 55 min</strong></td>
<td><strong>MATHS</strong></td>
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<tr>
<td><strong>ORAL</strong></td>
<td><strong>Morning Meeting</strong></td>
<td><strong>Morning Meeting: News</strong></td>
<td><strong>Morning Meeting</strong></td>
<td><strong>Morning Meeting: News</strong></td>
<td><strong>Morning Meeting</strong></td>
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<tr>
<td><strong>15 mins</strong></td>
<td><strong>Listening &amp; Speaking</strong></td>
<td><strong>Listening &amp; Speaking</strong></td>
<td><strong>Listening &amp; Speaking</strong></td>
<td><strong>Listening &amp; Speaking</strong></td>
<td><strong>Listening &amp; Speaking</strong></td>
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<tr>
<td><strong>BEGINNING KNOWLEDGE &amp; PSWB</strong></td>
<td><strong>Beginning Knowledge and PSWB (30 mins)</strong></td>
<td><strong>Beginning Knowledge and PSWB</strong></td>
<td><strong>Beginning Knowledge and PSWB</strong></td>
<td><strong>Beginning Knowledge and PSWB</strong></td>
<td><strong>Beginning Knowledge and PSWB</strong></td>
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<tr>
<td><strong>INDEPENDENT WORK REVIEW</strong></td>
<td></td>
<td><strong>Independent Work Review</strong></td>
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<tr>
<td><strong>READING AND WRITING</strong></td>
<td><strong>Phonics</strong></td>
<td><strong>Phonics</strong></td>
<td><strong>Phonics</strong></td>
<td><strong>Phonics</strong></td>
<td><strong>Phonics</strong></td>
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<tr>
<td><strong>15 mins</strong></td>
<td><strong>Handwriting</strong></td>
<td><strong>Handwriting</strong></td>
<td><strong>Handwriting</strong></td>
<td><strong>Handwriting</strong></td>
<td><strong>Handwriting</strong></td>
</tr>
<tr>
<td><strong>TRANSITION: song</strong></td>
<td><strong>Shared Reading 1</strong></td>
<td><strong>Shared Reading 2</strong></td>
<td><strong>Shared Reading 3</strong></td>
<td><strong>Independent Writing</strong></td>
<td><strong>Independent Writing</strong></td>
</tr>
<tr>
<td><strong>TRANSITION: stretch and shake / group moves to mat for GGR</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>
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<tr>
<td><strong>30 mins</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>Physical Education</strong></td>
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<tr>
<td><strong>LIFE SKILLS</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>
<td><strong>FAL</strong>*</td>
</tr>
<tr>
<td><strong>30 mins</strong></td>
<td><strong>FAL</strong>*</td>
<td><strong>FAL</strong>*</td>
<td><strong>FAL</strong>*</td>
<td><strong>FAL</strong>*</td>
<td><strong>FAL</strong>*</td>
</tr>
<tr>
<td><strong>15 mins</strong></td>
<td><strong>2nd AL</strong>*</td>
<td><strong>2nd AL</strong>*</td>
<td><strong>2nd AL</strong>*</td>
<td><strong>2nd AL</strong>*</td>
<td><strong>2nd AL</strong>*</td>
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</table>

*Not included in these lesson plans*
## Term 4 content

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Read-aloud story</th>
<th>Shared Reading story</th>
<th>Life Skills informational text</th>
<th>BK and PSWB</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Different types of homes</td>
<td>The old woman who lived in a shoe</td>
<td>The old woman who lived in a shoe</td>
<td>Different South African homes</td>
<td>Traditional homes, Unusual homes, Famous houses</td>
</tr>
<tr>
<td>2</td>
<td>Building materials</td>
<td>Three playhouses</td>
<td>Three playhouses</td>
<td>Building materials for homes</td>
<td>What is each home made from? Three Little Pigs, Cave paintings</td>
</tr>
<tr>
<td>3</td>
<td>A visit to the zoo</td>
<td>A visit to the zoo</td>
<td>A visit to the zoo</td>
<td>Map of the zoo</td>
<td>Endangered animals, Picture map views</td>
</tr>
<tr>
<td>4</td>
<td>Ruby’s walk</td>
<td>What animal am I?</td>
<td>Zoo animals</td>
<td>Which animal is this?</td>
<td>Match labels and pictures, Draw a map, Animal babies</td>
</tr>
<tr>
<td>5</td>
<td>Animals need water</td>
<td>At the waterhole</td>
<td>How Ezra got his trunk</td>
<td>At the waterhole</td>
<td>Beginning Knowledge and PSWB Assessment 1: How do animals use water?, Safe drinking water, Boiling and freezing water</td>
</tr>
<tr>
<td>6</td>
<td>People need water</td>
<td>The big fish</td>
<td>The big fish</td>
<td>Using water at home</td>
<td>Find out about camels, Storing water, Camels’ humps</td>
</tr>
<tr>
<td>7</td>
<td>Day and night</td>
<td>Two shiny silver coats</td>
<td>Two shiny silver coats</td>
<td>Day and night</td>
<td>Beginning Knowledge and PSWB Assessment 2: Day and night poster, Day and night, Phases of the moon, Stories about the night sky</td>
</tr>
<tr>
<td>8</td>
<td>The Moon</td>
<td>Walking on the Moon</td>
<td>Walking on the Moon</td>
<td>The Moon</td>
<td>The Moon last night, All about stars, The first flight</td>
</tr>
<tr>
<td>9</td>
<td>New Year’s Day</td>
<td>Little Star</td>
<td>Little Star</td>
<td>New Year’s Day</td>
<td>Looking back at this year, New Year’s resolutions, Discuss New Year traditions</td>
</tr>
<tr>
<td>10</td>
<td>Consolidation and revision</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening and Speaking</td>
<td>Writing</td>
<td>GGR and Independent Work</td>
<td>Phonics</td>
<td>Creative Arts</td>
<td>Physical Education</td>
</tr>
<tr>
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</tr>
<tr>
<td>Discuss the story</td>
<td>SW: Story map</td>
<td>1 group a day with teacher</td>
<td>Revision</td>
<td>VA: Draw your house</td>
<td>Selected activities</td>
</tr>
<tr>
<td>Recite a poem</td>
<td>IW: Write about the old woman’s house</td>
<td>Prepare for paired reading 8 IW activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make a class bar graph</td>
<td>SW: Writing frame</td>
<td>2 groups a day with teacher</td>
<td>Dictation</td>
<td>Visual Arts Assessment 1: Make a playhouse</td>
<td>Selected activities</td>
</tr>
<tr>
<td>Say a poem</td>
<td>IW: Write about your news</td>
<td>8 IW activities</td>
<td></td>
<td>PA: Dramatise Three Little Pigs</td>
<td></td>
</tr>
<tr>
<td>Listening and Speaking Assessment 1: An outing</td>
<td>SW: Write what happened</td>
<td>2 groups a day with teacher</td>
<td>VA: Make a zoo animal; Design and make a map of the zoo</td>
<td>Selected activities</td>
<td></td>
</tr>
<tr>
<td>Say a poem</td>
<td>IW: A visit to the zoo</td>
<td>8 IW activities</td>
<td>PA: Presentations / Movement to music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word riddles</td>
<td>SW: Write riddles</td>
<td>2 groups a day with teacher</td>
<td>Dictation</td>
<td>VA: Make a concertina book</td>
<td>Selected activities</td>
</tr>
<tr>
<td>Say an action poem</td>
<td>IW: Write a riddle</td>
<td>8 IW activities</td>
<td></td>
<td>Performing Arts Assessment 1: Action riddles</td>
<td></td>
</tr>
<tr>
<td>Classify animals</td>
<td>SW: Teacher’s walk</td>
<td>2 groups a day with teacher</td>
<td>VA: Draw a fish; Painting with watercolours</td>
<td>Selected activities</td>
<td></td>
</tr>
<tr>
<td>Say a poem</td>
<td>IW: Write about Ruby’s walk</td>
<td>8 IW activities</td>
<td>Performing Arts Assessment 2: A traditional song/ dance</td>
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<tr>
<td>Listening and Speaking Assessment 2: Listening Comprehension Action number rhyme</td>
<td>SW: Story map</td>
<td>2 groups a day with teacher</td>
<td>Dictation</td>
<td>Visual Arts Assessment 2: Draw a human body in action</td>
<td>Physical Education Assessment 1</td>
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<tr>
<td>Say a poem</td>
<td>IW: Write a story map</td>
<td>8 IW activities</td>
<td>PA: Respond to music</td>
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<tr>
<td>Day and night</td>
<td>SW: Day and night (list) Independent Writing Assessment 1: Night and day</td>
<td>2 groups a day with teacher</td>
<td>Handwriting Assessment 1</td>
<td>PA: Represent day and night</td>
<td>Selected activities</td>
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<tr>
<td>Say a poem</td>
<td></td>
<td>8 IW activities</td>
<td></td>
<td></td>
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<tr>
<td>Follow instructions</td>
<td>Independent Writing Assessment 2: My news</td>
<td>Reading assessment 1 (1 group a day) Reading assessment 2: Comprehension 8 IW activities</td>
<td>Phonics Assessment 1 &amp; 2</td>
<td>VA: Make a spaceship; Dramatise landing on the moon</td>
<td>Physical Education Assessment 2</td>
</tr>
<tr>
<td>Counting rhyme</td>
<td></td>
<td></td>
<td></td>
<td>PA: Respond to music; Dramatise Three Little Pigs</td>
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</tr>
<tr>
<td>Open questions Rhymes</td>
<td>SW: We are stars!</td>
<td>2 groups a day with teacher</td>
<td>Revision</td>
<td>VA: Draw a star</td>
<td>Selected activities</td>
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<tr>
<td></td>
<td>IW: Write about yourself</td>
<td>8 IW activities</td>
<td></td>
<td>PA: Moving to music</td>
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**Term 4 Assessment plan**

- Checklists showing curriculum coverage are given at the back of this Teacher Guide.
- The tasks for formal assessment are spread between Week 6, 7 and 8.
- Assessment procedures, marking criteria and sample mark sheets for formal assessment are at the back of the Teacher Guide and are outlined in the lesson plans.
- Both formal and informal assessment (observation of the learners’ performance over the term) are taken into account in the final mark.

| Formal Assessment tasks: Term 4 |
|-------------------------------|-----------------|----------------|
| **Week 2**                    | Monday and Tuesday | Visual Arts 1: Make a playhouse | PRACTICAL | TG pp. 39 & 41 |
| **Week 3**                    | Tuesday           | Listening & Speaking 1: An outing | ORAL | TG p. 54 |
| **Week 4**                    | Monday and Tuesday | Performing Arts 1: Action riddles | ORAL | TG pp. 67 & 69 |
| **Week 5**                    | Tuesday           | Beginning Knowledge and PSWB 1: How do animals use water? | LAB p. 80 | TG p. 82 |
|                               | Wednesday and Thursday | Performing Arts 2: Traditional song/dance | ORAL | TG pp. 85 & 87 |
| **Week 6**                    | Monday and Friday  | Physical Education 1: Make letters of the alphabet | PRACTICAL | TG pp. 95 & 103 |
|                               | Monday and Tuesday | Visual Arts 2: Draw a picture | PRACTICAL | pp. 95 & 97 |
|                               | Tuesday           | Listening & Speaking 2: Listening comprehension | LAB p. 98 | TG p. 96 |
| **Week 7**                    | Wednesday and Thursday | Beginning Knowledge and PSWB 2: Day/night poster | LAB p. 116 | TG pp. 113 & 115 |
|                               | Thursday           | Handwriting | Exercise book | TG p. 114 |
|                               | Thursday           | Writing 1: Night and day | LAB p. 121 | TG p. 115 |
|                               | Monday–Friday | Reading 1: Read aloud | LAB pp. 164-165 | TG pp. 123, 127, 129 & 131 |
| **Week 8**                    | Wednesday and Thursday | Writing 2: My news | Exercise book | TG pp. 127 & 129 |
|                               | Thursday           | Phonics 1: Write missing letters | LAB p. 139 | TG p. 128 |
|                               | Thursday           | Reading 2: Comprehension | LAB p. 140 | TG p. 128 |
|                               | Friday             | Phonics 2: Dictation | Exercise book | TG p. 130 |
|                               | Friday             | Physical Education 2: Sports Day | PRACTICAL | TG pp. 123, 129 & 131 |

Take in learner’s books to mark every week. A space is provided for your signature on one Life Skills, one Literacy and the final Independent Work page every week, but you can sign other pages if you wish. Make a note of learners who are not keeping up and provide individual attention focused on their needs.
The Funde Wande programme integrates Home Language Literacy with Life Skills. It does this through using common themes and integrated lesson plans and recycling key vocabulary.

**Why?**

- Enhances and adds depth to both subjects.
- Ensures all language skills are learnt in the meaningful context of a relevant topic.
- Simultaneously deepens content and concept knowledge of Life Skills topic.
- Expands and then recycles key vocabulary.
- Expanded vocabulary and a broad general knowledge are shown to improve reading comprehension and overall academic competence.
- All learning more efficient, and more relevant.

**How?**

- Teachers research the topics outlined in the curriculum to ensure new learning is not superficial.
- They understand the key concepts involved and the outcomes or purpose of the topic.
- The topic is introduced in a Life Skills lesson, either orally or using a non-fiction reading text.
- Read-aloud, Shared Reading and Independent Reading texts, linked to the topic, are provided for reading practice.
- Life Skills lessons further develop new concepts, new vocabulary and skills linked to the topic.
- Literacy lessons further develop oral, reading, writing and language skills in this context.
- Reading and Writing activities in both subjects recycle and reinforce new vocabulary.

**INTEGRATED LEARNING CYCLE**

1. Teacher deepens own knowledge of topic by doing research.
2. Teacher follows the lesson plans built around the topic.
3. In Life Skills, new concepts, skills and vocabulary are taught.
4. In Literacy, learners read texts linked to the topic. All language work is based on these texts.
5. In both subjects, important concepts and vocabulary are recycled and reinforced and skill enhanced.
Teaching Home Language

LISTENING AND SPEAKING

Why?
- Develop listening and speaking skills
- Develop vocabulary and background knowledge
- Spoken language is the starting point for literacy

How?

Morning Meeting
Use this time to introduce the day’s activities, inspire, motivate and encourage learners and develop vocabulary.
- **Register:** Use Bala Wande register poster. Re-enforce phonics knowledge as well as number sense.
- **Calendar:** Use Bala Wande calendar. Discuss the year, month and day.
- **Weather:** Record observations on the classroom weather chart.
- **News:** Use think-pair-share methodology and the My news frame on the back cover of the LAB.

Think-Pair-Share methodology
- Learners sit on the mat facing a partner. They must touch knees but keep their hands to themselves.
- Teacher presents problem or task.
- **Think:** Think in silence. (1 min)
- **Pair:** Tell your thoughts to a partner. Listen respectfully. (5 min)
- **Share:** Selected learners share their thoughts with the class. (5 min)
- **Respond:** Teacher models affirming responses to learners and how to ask for clarification politely. Learners learn and practise these skills.

PHONICS

Why?
- Develop automatic knowledge of letter-sound relationships (essential for all reading and writing).
- Understand how to blend and segment short words (crucial for Grade 1).
• Use this knowledge of blending and segmenting to read and write words.
• Develop oral reading fluency by automatically recognising high frequency words and word parts.

### Phonics Curriculum Grade 1

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
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<th>Week 9</th>
<th>Week 10</th>
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</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 3</td>
<td>Term 4</td>
<td>Term 5</td>
<td>Term 6</td>
<td>Term 7</td>
<td>Term 8</td>
<td>Term 9</td>
<td>Term 10</td>
</tr>
<tr>
<td>Phonemic and phonological awareness, visual perceptual and fine motor development</td>
<td>b, n</td>
<td>g, r</td>
<td>ŕ, ř</td>
<td>t, p</td>
<td>v, ř</td>
<td>j, f</td>
<td>kg, ts</td>
<td>Revision</td>
<td>Revision</td>
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### How?

#### Establish phonological and phonemic awareness
- Throughout the day, get learners to identify sounds in spoken words.
- Get them to manipulate sounds in the words by orally substituting sounds.
- Do this with individuals and groups.

#### Introduce new sounds
- Do this systematically and explicitly, using the LAB page.
- Learners listen to the sound in the key word.
- They say the sound and notice the way their mouths move.
- Identify words with the sound, using the pictures. Learners give other words.
- Demonstrate how to form the letter.
- Learners practice without pencils first, then trace over the letters.
- Read the sentence together. Learners circle the target letter.
- Look for opportunities to reinforce the letter-sound throughout the day.
- Short songs are provided for the letter-sounds taught.
  Listen to the song in advance, then teach it to the learners.

#### Rapid letter naming practice
- At a fast pace, point to letters on the word wall or show flashcards of letters. Learners say the sound. Ask groups and individuals to respond.
- Say a sound. Learners hold up the corresponding letter card.
- Say a sound. Learners write it on a slate/whiteboard/paper.
- Do this regularly. Aim for accuracy and speed of recognition.
- **Benchmark: identify 40 letters in one minute by the end of Grade 1.**
Building words together
- Cut out the letter cards for the week.
- Call a learner to the board for each word.
- Say the word aloud. Ask: What is the first sound? So, what is the first letter?
- Let the learner find the letter card and place it in the correct position.
- Other learners try to copy the word with their own cards.

Building words individually
- Identify the words for the pictures together.
- Learners use their letter cards to build the words themselves.
- Walk around and assist.

High frequency words (methodology is different from teaching sounds)
- Begin with two words and then introduce words one at a time (if learners have memorised the previous word).
- Write the word on a flashcard. Show and say the word.
- Explain meaning or use the word in an oral sentence.
- Count the letters. Write the word (slate or paper). Build the word (alphabet cards).
- Place the word on a word wall. Learners read words from wall each day.
- Flash the words daily, in random order, more and more quickly, adding in the new word.
- Sort the words on the wall: words with four letters, words beginning with X, and so on.
- Play games: team recognition games, word bingo, stepping stones (words on the floor).
- Identify/highlight the words when reading texts.
- Aim to expose learners to the word at least 30 times in different contexts.

Board games
- Learners work in pairs or threes
- Each learner needs a counter.
- Take turns to roll dice. If not available, close eyes and put finger on the page, the number closest to the finger informs them how many spaces to move.
- Move counter the relevant number of spaces.
- Read the letter/word.
- Other players check.

Dictation
- Say each word clearly and slowly.
- Learners write the words in their exercise books.
- Afterwards, write words on board for them to check and correct.

Incidental practice
- Decode questions/instructions in the LAB together.
- Throughout the day, use opportunities to identify letters and sounds.
HANDWRITING

Why?

- To develop perceptual motor skills, hand-eye coordination and concentration.
- To develop consistent letter formation, positioning, spacing, pressure and slant.
- To develop ability to write quickly, efficiently and legibly.
- **Note**: Handwriting lessons teach letter formation – they are technical. Writing lessons teach how to compose ideas and put them onto paper – they are creative.

How?

- In Funda Wande, letter formation instruction is linked to phonics. Writing the letter reinforces phonics and vice versa.
- Handwriting tasks are done in exercise books. Use pages as per district instructions.
- Steps in handwriting lesson:
  - hand out exercise books and sharp pencils
  - ensure good posture, placement of paper and pencil grip
  - write target letter large on the board, while articulating the hand movements
  - learners write the letter on their desks with their fingers, while articulating the hand movements
  - write the letter again the board, showing positioning on lines
  - learners write one letter. check
  - learners complete a row of letters
  - write the letter again on board, articulating the hand movements
  - learners write another row of letters, using finger for spacing
  - learners use a star to identify their best letter
  - you can give them a pattern to copy
  - using the letters in words should be practiced from early on.
- Walk around for the whole lesson to check, praise and assist. Look for:
  - correct pencil grip
  - posture at the desk
  - correct letter formation (starting and ending at the right place)
  - positioning on the lines, if used
  - spacing between letters in the rows and in the words
  - pressure of pencil on page
  - slant (consistent)

READING

**Read-aloud story (Monday)**

Why?

- Usually introduces the Shared Reading story.
- Links the story to the learners’ context.
- Listening comprehension.
- Builds concentration.
- Introduces rich vocabulary and language.
How?

Before reading
- Read the story and questions yourself.
- Ask a few questions to link the story to the learners’ experience.
- Provide a purpose for listening (“As you listen, work out …”).

Read the story
- Demonstrate what good, fluent reading sounds like.
- Read with expression or dramatisation to capture their attention. Involve learners as you read.
- Explain the vocabulary briefly in context.

After reading
- Allow free response.
- Ask questions to explore the theme.

Paired Reading (part of Independent Work)

Why?
- Practice reading a simple text to a real audience.
- Develops independence in reading.
- Provides non-intimidating peer support.

How?
- Paired Reading is introduced and modeled in Week 1 during GGR time.
- Teacher allocates pairs within the GGR group.
- Learners do Paired Reading as one of their Independent Work activities.

Shared Reading (Tuesday–Thursday)

Why?
- Is a successful, no-fail reading experience.
- Provides scaffolding for all reading levels simultaneously.
- Reinforces concepts of print (moving left to right, top to bottom of page).
- Ensures comprehension, learners can make meaning rather than sound out words.
- Quick growth in reading vocabulary as new words are seen and heard.
- Builds sight word recognition through repeated readings.
- Motivational as learners are reading connected text not isolated words.
- Quick growth in fluency as fluent reading is modelled and then practiced.

How?
- Bring class to the mat and use the Big Book.
- Point smoothly to the words as you read.
- Shared reading works on a gradual release model of repeated readings.
- The overall focus is not memorisation, but comprehension and fluency.
Shared Reading Day 1: Focus on comprehension
- Briefly orientate learners to text. Read the title. Discuss the first illustration.
- Read the story to the class. Use a natural speed.
- Discuss the pictures briefly as you go along, linking them to the story and new vocabulary.
- Ask questions during and after reading to ensure ongoing engagement and comprehension.
- After reading, introduce 3–5 sight words that are key to the story.
- Finally re-read the text right through without stopping. Invite learners to join in.

Shared Reading Day 2: Focus on decoding
- Re-read the text at a natural speed. Learners read with you where they can.
- Point to a few words out of context to check decoding ability.
- After reading, focus on applying decoding skills already learnt or which need reinforcement. Examples: Identify words with the target phonic sound; identify a high frequency word; sound out/blend letters of a selected word; segment a word; identify sight words from previous day.
- Finally, re-read the text with learners without stopping.

Shared Reading Day 3: Focus on fluency and response
- Re-read the text at a natural speed with learners joining in. Read softly if learners are reading text correctly.
- Model and encourage fluent reading, at a good pace, with expression, noticing punctuation.
- Point out any aspects that will enhance fluency, for example, chunking a phrase, pausing at a full stop, reading the words in inverted commas differently.
- Allow a free or personal response to the story, for example, what does this story make you remember or wonder about? What did you like? What would you have done?
- Finally, allow learners to read through the story without stopping.

Group Guided Reading (Monday–Friday)

Why?
- Provides differentiated teaching to small groups of learners who have similar abilities and needs.
- Uses appropriately levelled texts so learners experience reading success.
- Opportunity for checking progress and teaching new reading skills.
**Guided Reading Groups**

- Divide the class into five groups of similar abilities.
- Some will be at the Emergent Reading Level, but some should be Early readers.
- Call each group to work with you for 15 minutes at a time, twice a week. (If this is too difficult to organise, spend 30 minutes with each group once a week.)
- The rest of the class completes two Independent Work activities per day (15 minutes each), unless they have GGR with the teacher.
- Use an appropriate text for the level of the group. This may mean choosing a text from:
  - the anthology or any other levelled readers
  - the week’s shared reading text.
- This is your special time with each group. Check progression. Use teaching opportunities that occur throughout the day to develop their reading skills.
- Diagnose where extra help is needed and set a time for this.
- See page 13 for activities for different reading levels, or use the QR code alongside for more detail about activities for the Early Reading Level.

**Schedules for GGR**

**Weeks 2-7 and Week 9 (two groups a day)**

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**Weeks 1 and 8 (one group a day)**

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| 5     | *I can read longer texts*  
  - 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  
| I need  
  - I need more things to read.  
  - Practise reading in GGR and by myself. |
| 4     | *I can understand what I read*  
  - Predict meaning from title/illustrations  
  - Notice punctuation  
  - Read with expression  
  - Answer questions  
| I need  
  - Teach me, please.  
  - Practise reading in GGR and by myself. |
| 3     | *I can read aloud*  
  - Sound out words  
  - Recognise high frequency words  
  - Read 1–3 short sentences aloud  
  - Read them at a good pace  
| I need  
  - Help me to sound it out.  
  - Give me HF words to learn.  
  - Practise reading in GGR. |
| 2     | *I can recognise letters*  
  - Count letters in word  
  - Say which letters are the same  
  - Name letter-sounds  
  - Find capital letters  
| I need  
  - Teach me, please.  
  - Look at the alphabet with me.  
  - Practise in GGR. |
| 1     | *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  
| I need  
  - Teach me, please.  
  - Give me some examples.  
  - Practise in GGR. |
**WRITING**

**Shared Writing (Wednesday)**

**Why?**
- Model how to go about writing a text (the teacher is the scribe while learners supply ideas).
- Demonstrate the link between words and thoughts and writing.
- Give learners good examples of language patterns, text features and spelling that they can use in their own writing.

**How?**
- Copy the Shared Writing frame onto the board.
- If appropriate, remind learners about the shared reading text on which the activity is based.
- Read through the activity with the learners.
- Brainstorm ideas.
- Write the selected idea into the frame with help from the learners. (Which word do I write first? Do I write a capital here? How do you spell ... and so on)
- Learners see the process and mechanics of creating a text.
- The class reads the new text together.
- Leave the shared writing on the board as a reference for the independent writing lesson the following day, although you will encourage them to write down their own thoughts.

**Independent Writing (Thursday and Friday)**

**Why?**
- Help learners express their thoughts by drawing and writing.
- Enable them to write a simple text (usually a caption or a sentence), using vocabulary that is already familiar.
- Introduce level-appropriate text types (genres).
- Focus on forming sentences.

**How?**
- The stimulus for the text is usually the shared reading text.
- An exemplar is provided in the shared writing lesson.
- Read through the page in the LAB carefully with the learners, explaining what is required.
- Learners draw a picture and complete the sentence(s). Encourage them to express their own ideas and 'have a go' with spelling.
Teaching Life Skills

BEGINNING KNOWLEDGE AND PSWB

Beginning Knowledge

Why?
- Develop creativity, critical thinking, communication and collaboration.
- Concept and skill development.
- Contribute to reading comprehension by expanding general knowledge and vocabulary.

How?
- Teach learners to:
  - observe: pay close attention to colour, shape, size, texture, similarities, differences.
  - compare: how are things the same or different? Consider colour, shape, size, texture, age, use.
  - classify: arrange things into categories on the basis of shared characteristics.
  - measure: size, capacity, growth, height, weight, length, temperature.
  - experiment: do experiments to test our predictions. Observation and recording of what happens is critical.
  - communicate: record, describe and explain through speaking, drawing, writing, graphs, diagrams, dramatising.
- When learners make something, help them to focus on both the process and the product.
  - identify problem/need/want: What do we need? How can we solve the problem?
  - research (find out): What materials to use? What can be made?
  - design: Plan and draw what you will make.
  - make: Glue, cut, paste, roll, etc.
  - evaluate: Is the product fit for purpose? What changes would make it better?

Personal and Social Responsibility and Wellbeing

Why?
- Learn look after themselves and take care of their social and emotional health.
- Understand how to relate to others positively.
- Understand how to make contributions to class, family, community and society
- Apply the values embedded in the constitution including tolerance and inclusivity.

How?
- Integrate teaching into Beginning Knowledge topics where applicable.
- Use teaching opportunities created spontaneously in the classroom or community.
- Build on learner’s concerns and conversations revealed informally or in morning meetings.
- Use relaxation and mindfulness activities in class when tensions are high.
• Encourage participation in and enthusiasm for Physical Education and Performing Arts activities.
• Explain teamwork and use group work and team activities as often as possible.
• Model and encourage kindness, listening others, respecting each other in all lessons.

  Within this context, teach learners to:
  – keep themselves and their bodies safe and healthy.
  – recognise abuse and identify where they can get help.
  – relate to peers positively, be friendly and work as a team.
  – solve problems through talking and listening and not violence.
  – protect the vulnerable, the disabled and very young, for example, by reporting bullying, teasing.
  – care for and protect pets and other animals.
  – protect the environment and learn how to deal with litter.

**CREATIVE ARTS**

**Visual Arts**

**Why?**

• Explore different ways of looking at the world (from far/near, as parts/whole, from different angles, using colour, shapes, patterns etc)
• Provide the opportunity to explore and express ideas visually.
• Nourish creativity and develop imagination.
• Develop appreciation for visual arts.

**How?**

• Source and store materials such as scrap paper, crayons, paint.
• Source and store waste materials to be used for 3-D art during the year.
• Have learners work in groups to enhance creativity/collaboration.
• Rotate groups if materials are short and the class needs to share.
• Before they begin a project, explain the steps clearly and show a completed example.
• Set out material and have one group member come up and collect material for the group. Or place materials on each group table while learners are at break.
• Have a tidy up time before the end of the lesson. Check each group’s table.
• During the lesson, encourage creativity, not imitation.
• Focus on experimentation and enjoyment of the process rather than a perfect product.
• Build a culture of “there are no mistakes, only opportunities”.
• Promote adapting and developing rather than rubbing out or starting again. Display the completed work in the classroom. Allow learners to talk about their artwork.
• Model and encourage positive comments to help learners stay positive and enthusiastic.

**Performing Arts**

**Why?**

• Builds self-confidence.
• Enhances relationships through working together.
• Nurtures creativity and develops imagination
• Develops skills in dance, drama, communication, movement and music
• Creates an appreciation for the performing arts

How?

• Source a classroom collection of props, such as scarves, hats and a mock microphone.
• Make sure there is room to move (move tables, go outside, use hall).
• Work as a class or in large or small groups to encourage collaboration.
• Explain activity before learners move into groups or begin.
• Have a signal to stop and start the activity, for example, a song or musical instrument.
• In the lesson, focus on process and enjoyment rather than end result.
• Explicitly teach presentation skills as these are not naturally acquired.
• Practice all aspects of the performing arts over the term: song, dance, movement, dramatisation, storytelling and role-play.
• Incorporate learner’s own experiences, emotions, senses and observations.
• Use creative games to teach and practice new skills.
• Use improvisation to encourage creativity and innovation.

Warming up and cooling down

Start all Performing Arts lessons with brief warm-up activities to help learners get ready to perform and to prevent injuries. End lessons with cool-down activities that help to return the learners to their non-acting roles and to release emotions that may have built up while acting.

Body warm-up activities
• neck rolls
• shoulder shrugs and rolls
• side rib stretches
• deep breaths

Face warm-up activities
• massage face gently to loosen the muscles
• open mouth wide to roar (silently!) like a lion, then scrunch mouth up like a little mouse
• stick out tongue, move it side to side to help loosen it up to articulate well

Voice warm-ups
• hum softly while exhaling
• breath out slowly, saying ha-ha-ha-ha, pushing the abdomen with each ha
• make trrr, rrrr and brr sounds
• make a ny sound like a motor bike, descending from high to low
• yawn and sigh loudly from a high to a low note

Cool down activities

Learners consciously stop playing the roles they have been acting and return to their own self:
• relax the muscles in each region of the body, starting with the feet and moving up to the head
• stretch up and bring arms down while breathing out
Monday

Prepare
- Choose four different activities from page 19 for the week.
- Prepare the equipment for the activities.
- Divide the class into four groups for the week.

Introduce activity stations
- Show the equipment and explain the activities for the week.
- Learners role-play the activities.

Whole class activity
- Play a game such as catches, red rover, hide and seek.

Tuesday–Friday

Warm up
- Run on toes like fairies / stomp like a giant / glide like a swan / and so on
- Follow my instructions: walk sideways / turn left / turn right / squat / jump up / and so on
- Rhythmic clapping / clicking / stomping activities led by different learners.

Activity stations
- Groups rotate through the activity stations, doing one activity a day, Tuesday–Friday. See below for activity ideas.
- Teacher moves from group to group, observing and advising.

Cool down
- Deep breathing.
- Standing or seated stretches of different body parts.
- Tense and release muscles, starting at toes and moving up to head.
Activities for Physical Education: Term 4

Choose four activities per week, focusing on different skills.

1. **Locomotor**
   - Walk, run and skip using signals to change from walking to running or skipping
   - Non-locomotor: spin – different ways of spinning; spin alone and with a partner

2. **Perceptual motor**
   - Circle formation – games such as “beat the ball”
   - Throw bean bags up in the air and catch them

3. **Rhythm**
   - Games using ropes – Uggaphu/Kgati/Ntimu (two learners swing the rope and a third jumps over it while the rest of the group sing rhymes)
   - Follow instructions using a drum to signal change in rhythm
   - Clap hands in pairs, while saying rhyme

4. **Laterality**
   - Turn on the spot to the left and to the right
   - Kick a ball at a target using L/R foot; throw a ball through a hoop with L/R hand.
   - Hop on left and right legs (follow the leader)

5. **Balance**
   - Walk on ropes – backwards, forwards and sideways with or without crossing feet over
   - Walk on ropes with hands on heads, hands behind backs, hands on hips
   - Stand on tip toes, crouch on haunches, walk on the balls of the feet, walk on the heels slowly.

6. **Co-ordination**
   - Hand soccer with big balls
   - Foot-eye co-ordination, greeting each other by touching the feet
   - Throw / catch bean bag with a partner

7. **Sport and games**
   - Play games of catches, i.e. cats amongst the pigeons, discuss the rules first
   - Walking races – walking on tip toes, walking on heels, walking on flat feet
   - Relay games

8. **Spatial orientation**
   - Playing games like cats amongst the pigeons in a demarcated area
   - Human shapes – form shapes of numbers 1, 2, 3 or letters A, B, C, etc. in a human chain
   - Obstacle course: jump over / move under obstacles, crawling, climbing, jumping, and so on
**WEEK 1 • HOMES**

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**PREPARATION**

Flashcards

- home
- palace
- grumbles
- angry
- suddenly

---

**INDEPENDENT WORK SCHEDULE**

Copy this schedule on to the board and keep it up all week.

**Independent Work**

1. LAB page 15
2. LAB page 16
3. LAB page 17
4. LAB page 18
5. LAB page 19
6. DBE Home Language book 2, page 68
7. DBE Life Skills book 2, page 36
8. Check and complete all work.

Optional:
- Life Skills book 2: Exercise 49 - Types of homes 1 (identify and discuss);
- Exercise 50 - Types of homes 2 (drawing)

---

**EQUIPMENT FOR ACTIVITIES**

- cardboard / paper
- crayons / kokis, pencils
- props (for example fairy wings, wands, tiaras, glasses)
- counters and dice for the *Bird Game*
- bags / containers for this week’s letters
- equipment for the selected Physical Education activities

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**Different types of homes**
**Week 1**

**Phonics**
- Revision
- SEP: [insert]
- XHO: [insert]
- AFRIK: [insert]

**Handwriting**
- Practise four days this week

**GGR (1 group a day) and Independent Work**
- Read from anthology or other levelled readers
- Five pages in LAB
- Two pages in DBE workbooks

**Read-aloud story**
- *The old woman who lived in a shoe*

**Pair work**
- Answer open questions

**Rhyme**
- *There was an old woman*

**Visual Arts – 2-D**
- Draw your own home

**Performing Arts**
- Dramatise story

**Physical Education**
- Games, action rhymes and movements
- Activity stations

**Shared Reading**
- *The old woman who lived in a shoe*

**Shared Writing**
- Story map

**Independent Writing**
- Story drawing and sentence

**Group Guided Reading**
- Life Skills

**Listening and Speaking**
- Phonics

**Reading**
- Writing

**Theme: Homes**

**Week 1:** Different types of homes

**Beginning Knowledge and Personal & Social Well-being**
- South African homes
- Traditional homes
- Famous houses
The old woman who lived in a shoe

Once upon a time there was a woman who did not live in a house. She lived in a big, old shoe! She was not happy about her home. She always grumbled about her shoe-house. It was very dark, and it was hard to clean.

One day a kind fairy heard the poor woman grumbling and she felt sorry for her living in her old shoe instead of a house. The fairy said, ‘I can help you if you want a better house, but you must stop grumbling.’

grumble: complain and moan about things you don’t like
So, the woman promised to stop grumbling and suddenly, by magic, she was in a little house with windows and a door. She was so happy to be out of the old shoe.

But, after a while, she grew tired of the little house, and she started grumbling again. ‘This little house is too small. I want more rooms and a big garden. I wish I lived in a BIG house.’

The kind fairy heard the old woman grumbling. The fairy said, ‘I will give you another chance. I will give you a BIG house, but you must stop grumbling.’

So, the old woman was suddenly in a BIG house. She was so happy to be out of the little house. But, after a while, she became unhappy with the BIG house. She said, ‘This house is still too small. I want a much bigger house. I want everyone to see that I have lots of rooms and a swimming pool in my garden.’

The kind fairy heard the old woman grumbling. The fairy said, ‘This is your very last chance. I will give you a HUGE house, but you really must stop grumbling.’

Once again, the woman promised to stop grumbling and suddenly she was in a HUGE house. She started off very happy but, after a while, even the HUGE house wasn’t good enough. ‘This house is too difficult to clean,’ she grumbled. ‘I have to work too hard. I want to be a queen and live in a palace with lots of servants to work for me.’

The kind fairy heard the old woman grumbling. But by now she was very cross. She wanted to teach the woman a lesson.

So the woman was suddenly in … Guess where she ended up?

Yes, she was back in the old shoe. The woman had not stopped grumbling and the fairy never visited her again.

See lesson plan on page 24 for questions to ask.
MONDAY

MORNING MEETING

Register
- Learners mark themselves present on the Bala Wande register poster if available.

Calendar
- Use the Bala Wande calendar if available. Discuss the day, month and year.

Celebrate birthdays
- Sing the happy birthday song.

Weather
- What is the weather today?
- Record on weather chart.

READ-ALOUD Story

The old woman who lived in a shoe

Before reading
- Introduce the story.
- Ask: What do you know about fairies? (fairies are magic creatures that have wings and can fly. They can also make wishes come true)

Read the story aloud
- Explain new vocabulary

After reading
- Ask questions to explore the theme:
  - How many houses did the old woman get from the fairy?
  - Why did she end up in a shoe again?
  - What lesson did you learn from this story?

BEGINNING KNOWLEDGE AND PSWB

Different South African homes

Prior knowledge
- What is a home?
- Why do we need a home?
- Why do some children not have homes?
- How does that make us feel?

Read BB
- Look at the pictures together. Which of these kinds of house have you seen?
- Ask the questions on the BB page.

PHONICS

The sound xx

Revise sounds
- At a fast pace, show flashcards of letters already taught. Learners say the sound.

Introduce the new sound
- Listen to and say the new sound.
- Notice your mouth.

Identify words with the sound
- Learners provide more words with the sound.

Read
- Read the letters and words in the blocks slowly together.
- Read the sentence.

Trace over the letter in the sentence

HANDWRITING

- Follow the advice for handwriting lessons on page 9.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist.
INDEPENDENT WORK

- Introduce this week’s independent tasks.
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.

GROUP GUIDED READING  

**Group A**

**Set up Paired Reading for the term**
- For Independent Work activity 5, learners need to read in pairs.
- Divide Group A into new pairs for this term.

**Guided practice**
- Learners follow the procedure for Paired Reading introduced in Term 3.
- Observe carefully and guide them to:
  - read softly
  - take turns
  - ask for help by tapping the partner’s arm
  - ask the partner the question when they have finished reading
  - give each other kind feedback.

PHYSICAL EDUCATION

**Prepare**
- Choose four different activities from page 19 for the week.
- Set up the equipment.
- Divide the class into four groups.

**Introduce activity stations**
- Show the equipment and explain how to do the activity at each station.
- Learners practise the activities.

**Whole class activity**
- If you have time, play a game such as catches, red rover or hide-and-seek.

VISUAL ARTS  

**Look at shapes in houses**

**Outside**
- Learners look carefully at a house near the school. Use a picture of a house from a magazine if necessary.
- Notice the shape, position and colour of the window, doors, roof, garden, and so on.

**In classroom**
- Discuss what learners observed about the features of the house.
- Push them for details.
- Use vocabulary such as square, rectangle, to the right, above, in front and so on.
- Sketch the house on the board.
- At home, learners look at the shape and position of these features in their own houses so they can draw it tomorrow.
**MORNING MEETING**

**News**
- Pairs
  - Take turns to tell news to a partner.
  - Use the *My news* frame on the back cover to assist.
- Class
  - Choose a few learners to tell their news to the class.
  - Give everyone a chance during the term.

**LISTENING AND SPEAKING**

**Pair discussion**

**Remind learners about the story: The old woman who lived in a shoe**

**Think-pair-share**
- Would you like to live in a big shoe? Why not?
- The fairy gave the old woman three houses. Which home do you think she should have kept? Why?
- Did you like the way the story ended? Say why or why not.

**BEGINNING KNOWLEDGE AND PSWB**

**Traditional homes**

**Revise**
- Different types of South African homes.

**Read**
- Discuss pictures and read labels with the learners.

**Discuss**
- Tick the homes that you have seen.
- How are these homes similar and different?
- What shapes can you see?

**PHONICS**

**Shared word building**

**Prepare**
- Learners cut out the letter cards for the week (LAB page 167).
- Display the same teacher cards randomly on the board.

**Build the words together**
- Call a learner to the board for each word.
- Say the word aloud. Ask: What is the first sound? So, what is the first letter? And so on.
- Let learner find the letter cards and place in the correct position.
- Other learners try to copy the word with their own cards.

**Put the letters in a container/bag to use again**

**HANDWRITING**

- Follow the advice for handwriting lessons on page 9.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist.
**SHARED READING (1)**  
The old woman who lived in a shoe

Read
- Read The old woman who lived in a shoe to the class.
- Ask the Day 1 questions on each page.
- Re-read the story together as a class.

Revise the flashcard words: home, palace, grumbles, angry, suddenly
- Hold up the flashcards and say the words aloud with the learners.
- Match each flashcard to a word in the Big Book.

**INDEPENDENT WORK**
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

**GROUP GUIDED READING**  
Group B

Set up Paired Reading for the term
- For Independent Work activity 5, learners need to read in pairs.
- Divide Group B into new pairs for this term.

Guided practice
- Learners follow the procedure for Paired Reading introduced in Term 3.
- Observe carefully and guide them to:
  - read softly
  - take turns
  - ask for help by tapping the partner’s arm
  - ask the partner the question when they have finished reading
  - give each other kind feedback.

**PHYSICAL EDUCATION**

Warm up

Activity stations
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

Cool down

**VISUAL ARTS**  
Draw your house

Prepare
- Hand out paper, pencils and crayons/kokis.
- Tell learners to draw their own houses.

Learners draw their houses
- Encourage learners to add details.
- Ask individual learners to tell you about their houses
WEDNESDAY

MORNING MEETING

Register
• Learners mark themselves present on the Bala Wande register poster if available.

Calendar
• Use the Bala Wande calendar if available. Discuss the day, month and year.

Celebrate birthdays
• Sing the happy birthday song.

Weather
• What is the weather today?
• Record on weather chart.

BEGINNING KNOWLEDGE AND PSWB

Unusual homes

Read
• Look at the pictures.
• Read about each type of home.

Discuss unusual homes
• Have you seen any of these homes?
• Discuss the homes in relation to their environment, for example, homes for hot and cold climates.
• Which would you like to live in? Say why.

PHONICS

The sound X

Revise sounds
• At a fast pace, show flashcards of letters already taught. Learners say the sound.

Introduce the new sound
• Listen to and say the new sound.
• Notice your mouth.

Identify words with the sound
• Learners provide more words with the sound.

Read
• Read the letters and words in the blocks slowly together.
• Read the sentence

Trace over the letter in the sentence

HANDWRITING

• Follow the advice for handwriting lessons on page 9.
• Teach the letter formation of today’s sound.
• Learners write in their exercise books.
• Observe and assist.

SHARED READING (2)

The old woman who lived in a shoe

Read from Big Book
• Read The old woman who lived in a shoe with the class.
• Ask the Day 2 questions on each page.
• Re-read the story as a class.

Revise the flashcard words: home, palace, grumbles, angry, suddenly
• Hold up the flashcards and say the words aloud with the learners.
• Match the flashcards to a word in the Big Book.
SHARED WRITING

**Story map**

**Prepare**
- Copy the writing frame onto the board.

**Discuss the writing frame**
- What information does a story map give?

**Complete story map for The Old Woman who lived in a shoe**
- Learners provide the information to complete the frame.
- Ask learners to spell appropriate words as you write their suggestions on the board.

**Read the sentences together**

INDEPENDENT WORK

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.

GROUP GUIDED READING

**Group C**

**Set up Paired Reading for the term**
- For Independent Work activity 5, learners need to read in pairs.
- Divide Group C into new pairs for this term.

**Guided practice**
- Learners follow the procedure for Paired Reading introduced in Term 3.
- Observe carefully and guide them to:
  - read softly
  - take turns
  - ask for help by tapping the partner’s arm
  - ask the partner the question when they have finished reading
  - give each other kind feedback.

PHYSICAL EDUCATION

**Warm up**

**Activity stations**
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

**Cool down**

PERFORMING ARTS

**Dramatise a story**

**Pairs**
- Learners recount the story of the old woman who lived in a shoe.

**Dramatise**
- Pairs dramatise the story.
- Notice and praise appropriate facial expressions and movements.
THURSDAY

MORNING MEETING  News

Pairs
- Take turns to tell news to a partner.
- Use the My news frame on the back cover to assist.

Class
- Choose a few learners to tell their news to the class.
- Give everyone a chance during the term.

LISTENING AND SPEAKING  Recite a poem

The old woman who lived in a shoe
There was an old woman
Who lived in a shoe
She was so grumpy and cross
She didn’t know what to do.
She moaned and she groaned
From morning till night,
She had so many complaints
That nothing was right!
My house is so cold and so dark
Just look at this terrible sight!

PHONICS  Independent word building

Letter naming using cards
- Learners spread letter cards on desk.
- Teacher says a sound
- Learners hold up the matching letter card.

Independent word building
- Look at the picture and say the word.
- Build the word with your cards. The little blocks tell you how many letters.
- Check (one learner writes word on the board).
- Write the letters in the blocks.

HANDWRITING

- Follow the advice for handwriting lessons on page 9.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist.

SHARED READING (3)

The old woman who lived in a shoe

Read from Big Book
- Read The old woman who lived in a shoe with the class.
- Ask the Day 3 questions on each page.
- Re-read the story with the class.

Revise flashcard words: home, palace, grumbles, angry, suddenly
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
- Put the flashcards on the Word Wall.
**THURSDAY**

**INDEPENDENT WRITING**

The old woman’s house

Re-read the story map completed yesterday

Learners draw and write

- Learners draw a picture of one of the old woman’s houses.
- Learners write a description of the house.

**INDEPENDENT WORK**

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.

**GROUP GUIDED READING**

Group D

Set up Paired Reading for the term

- For Independent Work activity 5, learners need to read in pairs.
- Divide Group D into new pairs for this term.

Guided practice

- Learners follow the procedure for Paired Reading introduced in Term 3.
- Observe carefully and guide them to:
  - read softly
  - take turns
  - ask for help by tapping the partner’s arm
  - ask the partner the question when they have finished reading
  - give each other kind feedback.

**PHYSICAL EDUCATION**

Warm up

Activity stations

- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

Cool down

**PERFORMING ARTS**

Perform dramatisations

Prepare

- Provide props such as wands, fairy wings, shawl, head scarf.

Present

- One pair performs the first part of the story of the old woman who lived in a shoe.
- Other pairs take over to perform the other parts of the story.
- Repeat until all pairs have performed.
- Provide positive feedback at the end of each complete performance.
FRIDAY

**MORNING MEETING**

Register
- Learners mark themselves present on the Bala Wande register poster if available.

Calendar
- Use the Bala Wande calendar if available. Discuss the day, month and year.

Celebrate birthdays
- Sing the happy birthday song.

Weather
- What is the weather today?
- Record on weather chart.

**PHONICS** Bird Game

- Play in pairs.
- Move your counter according to the dice/ number blocks.
- Say the letter-sound you land on.
- Give a word with that sound.
- Check that your partner is right.

**INDEPENDENT WRITING** Share and display

Pairs
- Learners share the drawings they did yesterday and read their sentences aloud.
- They explain what they drew and why.
- Display the writing in the Reading Corner.

**INDEPENDENT WORK**

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
**GROUP GUIDED READING**

**Group E**

**Set up Paired Reading for the term**
- For Independent Work activity 5, learners need to read in pairs.
- Divide Group E into new pairs for this term.

**Guided practice**
- Learners follow the procedure for Paired Reading introduced in Term 3.
- Observe carefully and guide them to:
  - read softly
  - take turns
  - ask for help by tapping the partner’s arm
  - ask the partner the question when they have finished reading
  - give each other kind feedback.

**INDEPENDENT WORK REVIEW**

- Go over the Independent Work done this week.
- Write answers on the board where appropriate, so learners can mark their work.
- Provide feedback and assistance on any common mistakes.

**PHYSICAL EDUCATION**

**Warm up**

**Activity stations**
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

**Cool down**

**TEACHER’S WEEKLY REVIEW**

**This week, I have:**
- taken in the LABs and commented on the Writing on page 13
- checked and corrected the other LAB pages and identified areas of concern or specific learners needing more assistance
- referred back to the Week Overview and identified any lesson I was not able to complete
- scanned my lap book and noted any learners needing additional one-to-one teaching time or individual reading practice with me next week.

**I have scheduled a time next week for:**
- any class catchup or general feedback that is needed
- individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.

**I have looked ahead to next week to ensure I am prepared and have all I need to start the week.**
WEEK OVERVIEW

WEEK 2 • HOMES

PREPARATION

Flashcards

- wood
- brick
- grass
- tiles
- tin

INDEPENDENT WORK SCHEDULE

Copy this schedule on to the board and keep it up all week

**Independent Work**

1. LAB page 32
2. LAB page 33
3. LAB page 34
4. LAB page 35
5. LAB page 36
6. DBE Home Language book 2, page 71
7. DBE Life Skills book 2, page 39
8. Check and complete all work

Optional: Life Skills book 2: Exercise 51 - What different homes are made of; Exercise 52 - Homes and the weather

FORMAL ASSESSMENT

| Monday and Tuesday | Visual Arts 1: Make a playhouse | PRACTICAL | TG pp. 39 & 41 |

EQUIPMENT FOR ACTIVITIES

- crayons / kokis and a pencils
- waste materials from the home (clean and with no sharp edges)
- boxes, cardboard
- scissors, glue, sticky tape, stapler
- bags / containers for this week’s letters
- equipment needed for the selected Physical Education activities
- props for dramatisations
WEEK 2

**GGR (1 group a day) and Independent Work**
- Read from anthology or other levelled readers
- Five pages in LAB
- Two pages in DBE workbooks

**Read-aloud story**
- Three playhouses

**Class**
- Class graph

**Poem**
- The house that Jack built

**Shared Reading**
- Three playhouses

**Phonics**
- SEP: [insert]
- XHO: [insert]
- AFRIK: [insert]

**Handwriting**
- Practise four days this week

**Visual Arts**
- Assessment 1: Make a playhouse

**Performing Arts**
- Dramatise Three little pigs

**Physical Education**
- Games, action rhymes and movements
- Activity stations

**Group Guided Reading**

**Listening and Speaking**

**Reading**

**Writing**

**Theme:** Homes

**Week 2:** Building materials

**Beginning Knowledge and Personal & Social Well-being**
- Building materials
- What is each house made from?
- Three little pigs
- Cave paintings

**Shared Writing**
- News
- Own news: Drawing and sentences
One day my Mom got a new stove. It came in a huge cardboard box. 'What can I do with this box?' said Mom after Dad had unpacked the stove.

When my sister and I saw the box, we wanted it. 'Can we have it, Mom?' I asked. 'We can make it into a playhouse.'

And so, we made our own house. We put cushions, blankets and toys into our new house. We had lots of fun in it and our kitten wanted to live in it because it was so warm and there was a nice soft cushion to sleep on. But our cardboard house wore out after a while. So that was the end of that.

One day we had nothing to do. 'What can we do Mom? We are so bored today,' we whined.

**bored:** you are bored when you have nothing to do.
'I have an idea,' said Mom. ‘Why don’t you build a little playhouse.’

‘What? We don’t have cement or bricks, Mom,’ I said.

‘Look around our yard and what do you see? What could you use to make walls?’ asked Mom.

I mixed sand and water to make mud and I used it with some stones to build the walls. My sister made quite a nice roof out of grass. And that is how we built our playhouse. It was so small, my sister’s dolls couldn’t fit inside it but before long a spider moved in and spun a web. It looked very much at home in our little mud house.

And then we got a really lovely surprise. Dad made a playhouse for us in the big old tree in our yard. He bought planks of wood, rope and nails. He hammered and sawed in the garage. Dad built a tree house with a door and windows. Dad made a rope ladder for us to climb up. We put two chairs and a table and some cushions in it to play with our friends.

See lesson plan on page 38 for questions to ask.
MONDAY

MORNINGS

Register
- Learners mark themselves present on the Bala Wande register poster if available.

Celebration birthdays
- Sing the happy birthday song.

Calendar
- Use the Bala Wande calendar if available. Discuss the day, month and year.

Weather
- What is the weather today?
- Record on weather chart.

READ-ALOUD STORY

Three playhouses

Before reading
- What is a playhouse?

Read the story aloud
- Read the story out loud.
- Explain new vocabulary.

After reading
- Which playhouse in the story did you like best? Why?

BEGINNING KNOWLEDGE

Building materials for homes

Prior knowledge
- Have you ever seen a house being built? What building materials did the builders use for the different parts?
- We have seen that homes look very different. What materials can walls/floors/roofs be made from? (Refer back to the story.)

Discuss the page
- Read the page together and discuss questions in the Big Book.

PHONICS

The sound xx

Revise sounds
- At a fast pace, show flashcards of letters already taught. Learners say the sound.

Introduce the new sound
- Listen to and say the new sound.
- Notice your mouth.

Identify words with the sound
- Learners provide more words with the sound.

Read
- Read the letters and words in the blocks slowly together.
- Read the sentence

Trace over the letter in the sentence

HANDWRITING

- Follow the advice for handwriting lessons on page 9.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist.

LAB

Building materials for homes

BB
- p. 6
- 30 min

LAB
- p. 24

LAB
- p. 25
- 15 min

TG
- pp. 36-37
- 15 min

15 min
INDEPENDENT WORK
- Introduce this week’s independent tasks.
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.

GROUP GUIDED READING Groups A and B

First reading
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

PHYSICAL EDUCATION

Prepare
- Choose four different activities from page 19 for the week.
- Set up the equipment.
- Divide the class into four groups.

Introduce activity stations
- Show the equipment and explain how to do the activity at each station.
- Learners practise the activities.

Whole class activity
- If you have time, play a game such as catchers, red rover or hide-and-seek.

VISUAL ARTS ASSESSMENT 1 Make a playhouse

Introduce
- Remind learners of the story *Three playhouses.*

Explain task
- Learners make a playhouse individually, in pairs, or in groups.
- Learners plan and bring the materials.
- Remind groups to bring some cardboard to use as the street that the buildings will be placed on.
- The activity is completed over two days (Monday and Tuesday).

Additional time
- If additional time is needed, time can be taken from PE or Performing Arts this week.

Marking: See page 159
Marks: 5
TUESDAY

**MORNING MEETING**

**News**

**Pairs**
- Take turns to tell news to a partner.
- Use the My news frame on the back cover to assist.

**Class**
- Choose a few learners to tell their news to the class.
- Give everyone a chance during the term.

**LISTENING AND SPEAKING**

**Make a class bar graph**

**Prepare**
- Draw bar graph on board.
- Ask: How will we find out what roofs most of us have on our houses? (by asking questions and then counting hands)
- What questions do we need to ask?

**Complete the graph**
- Ask learners the questions and record results.
- Represent the numbers in each column by colouring in the blocks.
- When complete, ask: Which is the most/least common roof in this class.

**BEGINNING KNOWLEDGE AND PSWB**

**Building materials**

**Look at the pictures**
- Discuss the building materials used in each picture.

**Answer the questions**
- Learners answer the questions by writing the photograph number next to the question.
- Learners answer the question about their own homes.

**PHONICS**

**Shared word building**

**Prepare**
- Learners cut out the letter cards for the week (LAB page 169).
- Display the same teacher cards randomly on the board.

**Build the words together**
- Call a learner to the board for each word.
- Say the word aloud. Ask: What is the first sound? So, what is the first letter? And so on.
- Let learner find the letter cards and place in the correct position.
- Other learners try to copy the word with their own cards.

**Put the letters in a container/bag to use again**

**HANDWRITING**

- Follow the advice for handwriting lessons on page 9.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist.
**TUESDAY**

**SHARED READING (1) Three playhouses**

- **Read**
  - Read People who help everyone to the class
  - Ask the **Day 1** questions on each page.
  - Re-read the story together as a class.

- **Revise the flashcard words**: wood, brick, grass, tiles, tin
  - Hold up the flashcards and say the words aloud with the learners.
  - Match the flashcards to a word in the Big Book.

- **LAB pp. 20-23**
- **BB pp. 7-10**
- **15 min**

**INDEPENDENT WORK**

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

- **LAB pp. 32-36**
- **30 min**

**GROUP GUIDED READING Groups C and D**

- **First reading**
  - Introduce the story.
  - Read the story with learners. Stop at the end of each page and ask questions.
  - Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

- **LAB pp. 32-36**
- **30 min**

**PHYSICAL EDUCATION**

- **Warm up**
  - Activity stations
  - Send each group to an activity station.
  - They do the activity.
  - Teacher observes and advises.

- **Cool down**

**VISUAL ARTS ASSESSMENT 1 Make a playhouse continued**

- **Create**
  - Learners, pairs or groups continue constructing their playhouses.

- **Present**
  - Learners, pairs or groups present their playhouses to the class.
  - They explain the design and construction.

- **Marking**: See page 159
- **Marks**: 5
Three little pigs

Once upon a time there were three little pigs. They were brothers. They wanted their own homes.

The first pig built a home out of straw. But Big Bad Wolf was hungry. He saw the first piggie in his straw house. Wolf said: ‘I will huff and I will puff and I will blow your house down’. So, he huffed and he puffed and blew down the house made of sticks. The two piggies were very, very scared and they ran as fast as they could to their brother’s house and they huddled inside.

The second pig had built a house of wooden sticks. Big Bad Wolf saw the two piggies in the house made of sticks. Wolf said: ‘I will huff and I will puff and I will blow your house down’. So, he huffed and he puffed and blew down the house made of sticks. The two piggies were very, very scared and they ran as fast as they could to their brother.

The third pig had built a house of bricks. The three pigs huddled inside. Big Bad Wolf saw them through the window. Wolf said: ‘I will huff and I will puff and I will blow your house down’. So, he huffed and he puffed ... and he huffed and he puffed ... but he could not blow the brick house down.

The pigs were safe from the wolf and lived happily ever after.
**WEDNESDAY**

**SHARED READING (2) Three playhouses**

**Read from Big Book**
- Read *Three playhouses* with the class.
- Ask the Day 2 questions on each page.
- Re-read the story as a class.

**Revise the flashcard words:** wood, brick, grass, tiles, tin
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

**LAB pp. 20-23**

**BB pp. 7-10**

**15 min**

**PERFORMING ARTS Dramatise *Three little pigs***

**Prepare**
- Ask volunteers to retell the story of the *Three little pigs*.
- Divide learners into groups of four.
- They choose who will play the roles of the three little pigs and the wolf.

**Dramatise**
- Groups prepare dramatisations of the story.
- Each group will present to the rest of the class tomorrow.

**LAB pp. 32-36**

**30 min**

**INDEPENDENT WORK**

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.

**PHYSICAL EDUCATION**

**Warm up**
- Activity stations
- Send each group to an activity station.

**Cool down**
- They do the activity.
- Teacher observes and advises.

**GROUP GUIDED READING Groups E and A**

**First reading for Group E**
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**Second reading for Group A**
- In pairs, learners read alternate pages.
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**LAB pp. 32-36**

**30 min**

**SHARED WRITING News sentences**

**Prepare the board**
- Copy the writing frame on the board.

**Discuss the news**
- Explain that the news is something that happened recently, that others would find interesting.
- Today, let’s write about someone we played with or somewhere we went.

**Write learners’ suggestions on the board**
- Ask the prompt questions.
- Choose two learners’ news to write down as examples.
- Learners provide ideas and help you write the message.

**Read the words together**

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

MORNING MEETING

News

Pairs
- Take turns to tell news to a partner.
- Use the My news frame on the back cover to assist.

Class
- Choose a few learners to tell their news to the class.
- Give everyone a chance during the term.

LISTENING AND SPEAKING

Say a poem

The house that Jack built
This is the house that Jack built.
This is the cheese
That lay in the house that Jack built.
This is the cat that caught the rat
That lay in the house that Jack built.

That lay in the house that Jack built.
This is the dog that chased the cat,
that caught the rat, that ate the cheese
That lay in the house that Jack built.

PHONICS

Independent word building

Letter naming using cards
- Learners spread letter cards on desk.
- Teacher says a sound
- Learners hold up the matching letter card.

Independent word building
- Look at the picture and say the word.
- Build the word with your cards. The little blocks tell you how many letters.
- Check (one learner writes word on the board).

HANDWRITING

- Follow the advice for handwriting lessons on page 9.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist.

SHARED READING (3)

Three playhouses

Read from Big Book
- Read Three playhouses with the class.
- Ask the Day 3 questions on each page.
- Re-read the story with the class.

Revise flashcard words: wood, brick, grass, tiles, tin
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
- Put the flashcards on the Word Wall.
INDEPENDENT WRITING | News
---|---
Re-read Shared Writing sentences from yesterday
Learners write their own sentences
- Learners think of news they want to share.
- Learners draw a picture of their news.
- Learners write three sentences about what they did.

INDEPENDENT WORK
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.

GROUP GUIDED READING | Groups B and C
---|---
Second reading
- In pairs, learners read alternate pages.
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

PHYSICAL EDUCATION
Warm up
Activity stations
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

Cool down

PERFORMING ARTS | Present dramatisation
---|---
Present
- Groups present their dramatisations of the *Three little pigs*. 

LAB
- p. 31
- Lab pp. 32-36

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

**MORNING MEETING**

**Register**
- Learners mark themselves present on the Bala Wande register poster if available.

**Calendar**
- Use the Bala Wande calendar if available. Discuss the day, month and year.

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

**Weather**
- What is the weather today?
- Record on weather chart.

---

**PHONICS**  **Dictation**

- Say each word slowly. Repeat only once.
- Learners write the words in their exercise books.
- Afterwards, write words in the “photo” block to the right on board for them to check and correct.

---

**INDEPENDENT WRITING**  **Share your writing**

- Learners share their writing
- Learners take turns to read their news to each other.

---

**INDEPENDENT WORK**

- Learners do two tasks a day unless they have CGR.
- Remind them to work quietly on their own.
GROUP GUIDED READING  Groups D and E

Second reading
- In pairs, learners read alternate pages.
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

INDEPENDENT WORK REVIEW

- Go over the Independent Work done this week.
- Write answers on the board where appropriate, so learners can mark their work.
- Provide feedback and assistance on any common mistakes.

PHYSICAL EDUCATION

Warm up

Activity stations
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

Cool down

TEACHER’S WEEKLY REVIEW

This week, I have:
- taken in the LABs and commented on the Writing on page 31
- checked and corrected the other LAB pages and identified areas of concern or specific learners needing more assistance
- referred back to the Week Overview and identified any lesson I was not able to complete
- scanned my lap book and noted any learners needing additional one-to-one teaching time or individual reading practice with me next week.

I have scheduled a time next week for:
- any class catchup or general feedback that is needed
- individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.

I have looked ahead to next week to ensure I am prepared and have all I need to start the week.
A visit to the zoo

PREPARATION

Flashcards

zoo  visit  monkey  lion  crocodile

INDEPENDENT WORK SCHEDULE

Copy this schedule on to the board and keep it up all week

Independent Work

1. LAB page 51
2. LAB page 52
3. LAB page 53
4. LAB page 54
5. LAB page 55
6. DBE Home Language book 2, page 87
7. DBE Life Skills book 2, page 43
8. Check and complete all work.

Optional: Life Skills book 2: Exercise 54 – Finding places and things (first activity only)

FORMAL ASSESSMENT

Tuesday  | Listening & Speaking 1: An outing  | ORAL  | TG p. 55

EQUIPMENT FOR ACTIVITIES

- ingredients to make playdough: flour, salt, oil, food colouring, water / ready-made playdough
- crayons / kokis and pencils
- cardboard boxes (flattened), or sheets of card for zoo map
- equipment needed for the selected Physical Education activities
- pictures of endangered animals
Theme: Picture maps

Week 3: A visit to the zoo

GGR (1 group a day) and Independent Work
- Read from anthology or other levelled readers
- Five pages in LAB
- Two pages in DBE workbooks

Listening and Speaking
Assessment 1: An outing
Pairs
- Describe a route

Read-aloud story
- A visit to the zoo
Rhyme
- One two zo

Shared Reading
- A visit to the zoo

Independent Writing
- Sequencing

Phonics

Beginning Knowledge and Personal & Social Well-being
- Zoo picture map
- Find the way
- Picture map views
- Endangered animals

Physical Education
- Games, action rhymes and movements
- Activity stations

Visual Arts – 2-D and 3-D
- Make a zoo animal
- Make a zoo picture map

Performing Arts
- Present zoo maps
- Movement to music

Group Guided Reading

Listening and Speaking

Reading

Writing

Life Skills

Phonics

Shared Writing
- Recount of zoo outing

Independent Writing
- Sequencing
I am in Grade One. One day our teacher told our class that we were going to visit the zoo. Our teacher asked, ‘What animals do you want to see the most?’

We all wanted to see different animals.

‘I want to see the fiercest and most dangerous animal in the zoo,’ said Thabo.

‘I want to see the biggest animal that lives on land,’ said Vera.

We all wanted to see the fastest, cleverest and most beautiful animals. ‘You will get a chance to see lots of different animals. You will see what they can do. I want you to tell me all about them,’ said our teacher. ‘You will see that all the animals are special, and they are all clever and can do different things.’

When we got to the zoo, the first animals we saw were the monkeys. We saw mother monkeys carrying their babies on their backs. Other mothers were teaching their babies to climb. Some monkeys played catches. All the monkeys liked hugging and cleaning each other. We thought that the monkeys were very clever!
Next, we went to see the African animals. They were in a big part of the zoo that was open veld instead of cages. We saw the biggest animal in the world! It was a huge elephant. It waved its long trunk and then used it to pull up some grass. We saw the zebras easily because they had black and white stripes. We saw a tall giraffe stretch its long neck to eat leaves from a tree. We saw a springbuck with its long horns and brown stripes run through the veld and jump high up in the air.

In another part of the zoo, we saw some fierce animals. The lions were the biggest and fiercest because they roared at us. We liked the spots on the cheetahs and leopards.

Then we looked at the animals that lived near a lake. A hippo opened its huge mouth very wide, and we saw its sharp teeth. A crocodile was hiding in the lake. It looked like a big log of wood, but we saw its tail move and we knew it was a crocodile.

Finally, we went to look at the birds. The most beautiful bird was a blue peacock. Its neck and head were bright blue, and it had gold and blue spots on its bright green tail feathers.

The next day we each had a turn to tell the class about an animal we saw at the zoo! We told the class what the animal looked like, what we saw it do and why we liked it the most.

See lesson plan on page 52 for questions to ask.
MORNING MEETING

Register
- Learners mark themselves present on the Bala Wande register poster if available.

Calendar
- Use the Bala Wande calendar if available. Discuss the day, month and year.

Celebrate birthdays
- Sing the happy birthday song.

Weather
- What is the weather today?
- Record on weather chart.

READ-ALOUD STORY

A visit to the zoo

Before reading
- Introduce the story: A visit to the zoo.
- Have you been to the zoo?
- What kinds of animals will you see at a zoo?

After reading questions
- What was the tallest/biggest/fiercest animal the learners saw?
- Who has been to a zoo?
- What kinds of animals will you see at a zoo?

Read the story aloud

BEGINNING KNOWLEDGE AND PSWB

Prior knowledge
- Remind learners of the maps in Term 1 (Vusi goes to Sipho’s house) and Term 3 (Places in our community)
- What is a map? (a drawing of a place that shows where things are; maps are always smaller than what they represent)
- What do we use them for? (to find our way, and to know how far things are from each other)

Map of the zoo
- What different kinds of maps do you know? (for example, globes; Google maps on mobile phones; Google Earth is made up of photos taken from very high up)

Read together and discuss
- Ask the questions in the BB.
- Remember, learners can also look at the Big Book pages in the LAB.

PHONICS

The sound X

Revise sounds
- At a fast pace, show flashcards of letters already taught. Learners say the sound.

Introduce the new sound
- Listen to and say the new sound.
- Notice your mouth.

Identify words with the sound
- Learners provide more words with the sound.

Read
- Read the letters and words in the blocks slowly together.
- Read the sentence

Trace over the letter in the sentence

HANDWRITING

- Follow the advice for handwriting lessons on page 9.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist.
**INDEPENDENT WORK**
- Introduce this week’s independent tasks.
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the first group to the mat for GGR.

**GROUP GUIDED READING** Groups A and B
*First reading*
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**PHYSICAL EDUCATION**
*Prepare*
- Choose four different activities from page 19 for the week.
- Set up the equipment.
- Divide the class into four groups.

*Introduce activity stations*
- Show the equipment and explain how to do the activity at each station.
- Learners practise the activities.

*Whole class activity*
- If you have time, play a game such as catches, red rover or hide-and-seek.

**VISUAL ARTS** Make a zoo animal
*Prepare*
- Make playdough.
- **Ingredients:**
  - 2 cups flour
  - 1 cup salt
  - 1 tablespoon oil
  - 2 drops food colouring
  - 1 cup water
- **Method:**
  - Mix flour and salt in a bowl.
  - Add water, oil, and food colouring.
  - Knead on flat surface until it is not sticky.

*Make zoo animals*
- Learners make zoo animals with playdough.

*Alternative*
- Learners draw and cut out animals.

*Keep animals to use tomorrow*
TUESDAY

**MORNING MEETING**

**News**

**Pairs**
- Take turns to tell news to a partner.
- Use the My news frame on the back cover to assist.

**Class**
- Choose a few learners to tell their news to the class.
- Give everyone a chance during the term.

**LISTENING AND SPEAKING ASSESSMENT 1**

**Explain task**
- Think about an outing you went on (to visit a relative/to the shops/to the nearest town/on a church trip, and so on).
- Call learners to your table one by one to tell you about the outing.

**Prompt questions**
- Where did you go?
- Who did you go with?
- How did you get there?
- What did you see?
- What did you do?

**Marking rubric**
- Assessment of the individual learners can be done in the following days/weeks at any time when the class is engaged in another activity, for example, learners are writing in their LABs.

**BEGINNING KNOWLEDGE AND PSWB**

**Endangered animals**
- Pangolins are the only mammals covered with scales.
- We must protect them from hunters or soon there will be none left in the world.

**Homework:** Learners find out more
- Do zoos help to protect endangered animals? Learners will present their findings to the class on Friday.

**PHONICS**

**Shared word building**

**Prepare**
- Learners cut out the letter cards for the week (LAB page 171).
- Display the same teacher cards randomly on the board.

**Build the words together**
- Call a learner to the board for each word.
- Say the word aloud. Ask: What is the first sound? So, what is the first letter? And so on.
- Let learner find the letter cards and place in the correct position.
- Other learners try to copy the word with their own cards.

**Put the letters in a container/bag to use again**
TUESDAY

HANDWRITING
• Follow the advice for handwriting lessons on page 9.
• Teach the letter formation of today's sound.
• Learners write in their exercise books.
• Observe and assist.

SHARED READING (1)  
A visit to the zoo
Read
• Read A visit to the zoo to the class
• Ask the Day 1 questions on each page.
• Re-read the story together as a class.

Revise the flashcard words: zoo, visit, monkey, lion, crocodile
• Hold up the flashcards and say the words aloud with the learners.
• Match the flashcards to a word in the Big Book.

INDEPENDENT WORK
• Learners do two tasks a day unless they have GGR.
• Remind them to work quietly on their own.
• When class is settled, call the next group to the mat for GGR.

GROUP GUIDED READING  Groups C and D
First reading
• Introduce the story.
• Read the story with learners. Stop at the end of each page and ask questions.
• Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

PHYSICAL EDUCATION
Warm up
Activity stations
• Send each group to an activity station.
• They do the activity.
• Teacher observes and advises.

Cool down

VISUAL ARTS  Design and make a map of the zoo
Prepare
• Hand out cardboard/card, pencils and crayons / kokis
• Learners work in groups.
• Learners show their groups their playdough animals.
• Groups discuss habitats and enclosures that their playdough animals will need.

Draw a map
• Groups draw the entrance, a path, four enclosures and any other features (shop, picnic area).
• Learners play their animals on the map.
• Encourage individual interpretations and creative thinking.

Learners will present their map in Performing Arts
WEDNESDAY

MORNING MEETING

Register
• Learners mark themselves present on the Bala Wande register poster if available.

Calendar
• Use the Bala Wande calendar if available. Discuss the day, month and year.

Celebrate birthdays
• Sing the happy birthday song.

Weather
• What is the weather today?
• Record on weather chart.

BEGINNING KNOWLEDGE
AND PSWB

Picture maps

Revise the concept of a map
• Explain that (a) is a view from high up/above.
• Explain the difference between a drawing on a map and the real object or a photo of the object.
• Learners look from above at common objects (pencil case, pencil, eraser, and so on).

Do the activity

PHONICS

The sound X

Revise sounds
• At a fast pace, show flashcards of letters already taught. Learners say the sound.

Introduce the new sound
• Listen to and say the new sound.
• Notice your mouth.

Identify words with the sound
• Learners provide more words with the sound.

Read
• Read the letters and words in the blocks slowly together.
• Read the sentence

Trace over the letter in the sentence

HANDWRITING

• Follow the advice for handwriting lessons on page 9.
• Teach the letter formation of today's sound.
• Learners write in their exercise books.
• Observe and assist.

SHARED READING (2)

A visit to the zoo

Read from Big Book
• Read A visit to the zoo with the class.
• Ask the Day 2 questions on each page.
• Re-read the story as a class.

Revise the flashcard words: zoo, visit, monkey, lion, crocodile
• Hold up the flashcards and say the words aloud with the learners.
• Match the flashcards to a word in the Big Book.
**WEDNESDAY**

**PERFORMING ARTS**

**Presentations**

**Prepare**
- Groups plan and prepare presentations of their zoo maps.

**Present**
- Learners present the zoo maps and explain their design, choices, and thinking.

---

**GROUP GUIDED READING**

**Groups E and A**

**First reading for Group E**
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**Second reading for Group A**
- In pairs, learners read alternate pages.
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

---

**INDEPENDENT WORK**

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

---

**PHYSICAL EDUCATION**

**Warm up**

**Activity stations**
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

**Cool down**

---

**SHARED WRITING**

**Recount**

**Prepare**
- Copy the writing frame onto the board.
- We are going to write what the learners in the story saw at the zoo (or on any real outing the class has been on recently).
- We will say what happened in the order/sequence in which it happened.

**Write learner’s suggestions on the board**
- Help learners to recount the story by asking questions using time words. For example What did they see first? Second? After that? What animals did they see near the lake? When did they see the birds?
- Show how to use the writing frame and learners’ answers to write the story.

**Read the sentences together**

---

**Say Hi to 060 017 0000**

for questions to ask about the story

---

**LAB pp. 51-55**

30 min
THURSDAY

MORNING MEETING

News

Pairs
- Take turns to tell news to a partner.
- Use the My news frame on the back cover to assist.

Class
- Choose a few learners to tell their news to the class.
- Give everyone a chance during the term.

LISTENING AND SPEAKING

One Two Zoo
One, one! The zoo is fun.
Two, two! See a kangaroo.
Three, three! See a chimpanzee.
Four, four! Hear the lions roar.
Five, five! See the seals dive.
Six, six! See the monkey’s tricks.
Seven, seven! This is heaven.
Eight, eight! I can’t wait.
Nine, nine! What a good time.
Ten, ten! Come again!

PHONICS

Independent word building

Letter naming using cards
- Learners spread letter cards on desk.
- Teacher says a sound
- Learners hold up the matching letter card.

Independent word building
- Look at the picture and say the word.
- Build the word with your cards. The little blocks tell you how many letters.
- Check (one learner writes word on the board).

HANDWRITING

- Follow the advice for handwriting lessons on page 9.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist.

SHARED READING (3)

A visit to the zoo

Read from Big Book
- Read A visit to the zoo with the class.
- Ask the Day 3 questions on each page.
- Re-read the story with the class.

Revise flashcard words: zoo, visit, monkey, lion, crocodile
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
- Put the flashcards on the Word Wall.
INDEPENDENT WORK

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

GROUP GUIDED READING Groups B and C

Second reading
- In pairs, learners read alternate pages.
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

PHYSICAL EDUCATION

Warm up
Activity stations
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

Cool down

PERFORMING ARTS

Presentations continued – Movement to music
Continue with presentations of zoo maps if necessary
Develop non-locomotor movement with movements to music
- If presentations are finished, play some music or sing a song together.
- Learners move to music (twisting, swinging arms, side bends, swaying, twirling, and so on).
FRIDAY

MORNING MEETING

Register
• Learners mark themselves present on the Bala Wande register poster if available.

Calendar
• Use the Bala Wande calendar if available. Discuss the day, month and year.

Celebrate birthdays
• Sing the happy birthday song.

Weather
• What is the weather today?
• Record on weather chart.

PHONICS Word search

• Read the words together.
• Learners circle or highlight the words in the grid.
• Check together.

INDEPENDENT WRITING Sharing your writing

Share writing
• Learners check each other’s written sequences to make sure they are correct.

INDEPENDENT WORK

• Learners do two tasks a day unless they have GGR.
• Remind them to work quietly on their own.
• When class is settled, call the next group to the mat for GGR.
GROUP GUIDED READING  Groups D and E

Second reading
- In pairs, learners read alternate pages.
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

INDEPENDENT WORK REVIEW
- Go over the Independent Work done this week.
- Write answers on the board where appropriate, so learners can mark their work.
- Provide feedback and assistance on any common mistakes.

PHYSICAL EDUCATION

Warm up
Activity stations
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

Cool down

TEACHER’S WEEKLY REVIEW

This week, I have:
- taken in the LABs and commented on the Writing on page 49
- checked and corrected the other LAB pages and identified areas of concern or specific learners needing more assistance
- referred back to the Week Overview and identified any lesson I was not able to complete
- scanned my lap book and noted any learners needing additional one-to-one teaching time or individual reading practice with me next week.

I have scheduled a time next week for:
- any class catchup or general feedback that is needed
- individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.

I have looked ahead to next week to ensure I am prepared and have all I need to start the week.
Ruby’s walk

PREPARATION
Flashcards
riddle  tallest  biggest  longest  spotted

INDEPENDENT WORK SCHEDULE
Copy this schedule on to the board and keep it up all week

Independent Work
1. LAB page 68
2. LAB page 69
3. LAB page 70
4. LAB page 71
5. LAB page 72
6. DBE Home Language book 2, page 91
7. DBE Life Skills book 2, page 46
8. Check and complete all work.
Optional: Life Skills book 2: Exercise 55 – Finding the way

FORMAL ASSESSMENT
Monday and Tuesday  Performing Arts 1: Action riddles  ORAL  TG p 67

EQUIPMENT FOR ACTIVITIES
- crayons / kokis and pencils
- sheets of A4 paper
- bags / containers for this week’s letters
- equipment needed for the selected Physical Education activities
WEEK 4

**GGR (1 group a day) and Independent Work**
- Read from anthology or other levelled readers
- Five pages in LAB
- Two pages in DBE workbooks

**Read-aloud story**
- What animal am I?

**Pair work**
- Oral riddles

**Rhyme**
- If you are...

**Shared Reading**
- Wild animals

**Physical Education**
- Games, action rhymes and movements
- Activity stations

**Shared Writing**
- Riddles
- Riddle and drawing

**Independent Writing**
- Riddle and drawing

**Visual Arts – 2-D**
- Make a book

**Performing Arts Assessment 1: Action riddles**

**Theme:**
**Picture maps**
**Week 4:**
**Ruby’s walk**

**Beginning Knowledge and Personal & Social Well-being**
- Up close: What animal am I?
- Ruby’s walk sequence
- Ruby’s walk picture map
- Animal babies

**Phonics**
- SEP: [insert]
- XHO: [insert]
- AFRIK: [insert]

**Handwriting**
- Practise four days this week
What animal am I?

I am the biggest animal that lives on land
I have a trunk to pick things up
I like to eat leaves and grass
I am dark grey
What am I?

I live in rivers and lakes
I like to swim
I go on land to eat fruit, grass and leaves
I am very big and heavy
I am brownish grey
What am I?

I am the king of all the beasts
I am strong and can roar very loudly
I hunt and eat other animals
I have huge paws and sharp teeth
I am brownish yellow
What am I?
I am the tallest of all animals
I have a very long neck
I eat leaves, twigs and fruit from trees
My coat is white with a pattern of brown patches
What am I?
I live in wet places like rivers and lakes.

I like to float in the water
I can also run on land
I have a huge mouth with lots of dangerous sharp teeth
I eat fish, birds, animals and even people
What am I?
I am the fastest animal in the world
I attack and catch the animals I eat
There are not many of me left in the world
I am yellow with black spots
What am I?

beast: a big dangerous animal.
twig: a very small, thin branch of a tree or bush.
float: lie just on the water and do not sink.
dangerous: something is dangerous when it can harm or hurt you.

See lesson plan on page 66 for questions to ask.
Ruby the hen

Ruby was a hen. She lived on a farm. She lived in a safe hen house but she liked to go for a walk around the farm yard each day.

One day when Ruby left the hen house, Mr Jackal saw her. He decided he would catch her and eat her for dinner.

Ruby didn't know Mr Jackal was watching her. She walked through the gate of the hen house and went towards the dam. There were fish in the dam, and some tall reeds nearby.

She walked around the dam, looking at the fish. Jackal was watching Ruby from where he was hiding in the reeds.

As he crept towards her, he slipped and fell into the dam! Oh no! He climbed out, dripping wet.

Meanwhile Ruby walked to the pile of logs of wood that the farmer had cut, ready for winter. She walked lightly up the pile of wood. She wanted to look at the mealies growing in the field far away. Jackal followed her to the pile of wood. He ran up the pile of wood to catch Ruby, but, oh dear, the wood began to roll. Mr Jackal tumbled backwards.

Next Ruby walked to the beehive that the farmer had put up. The bees made sweet honey for the farmer. Ruby walked under the beehive. Jackal decided to pounce. But oh dear, he didn't look properly, and he bumped his head on the beehive. The beehive rocked and the bees thought Mr Jackal was attacking them so they all began to sting him all over!

Meanwhile, Ruby went back into the hen house and the gate swung shut. She was safe.

And Mr Jackal would not come back to that farmyard again.
WEEK 4  •  PICTURE MAPS

Handwriting
• Follow the advice for handwriting lessons on page 9.
• Teach the letter formation of today’s sound.
• Learners write in their exercise books.
• Observe and assist.

Phonics
The sound X
Revising sounds
• At a fast pace, show flashcards of letters already taught. Learners say the sound.

Introducing the new sound
• Listen to and say the new sound.
• Notice your mouth.

Identifying words with the sound
• Learners provide more words with the sound.

Read
• Read the letters and words in the blocks slowly together.
• Read the sentence.

Trace over the letter in the sentence

Beginning Knowledge and PSWB

What animal is this?
Prior knowledge
• Discuss: We know that things look different from far away. Things also look different from close-up.
• The pictures in the top row on this page are of different animals. They are so close-up they look different from the view you usually see.

Look at the pictures and discuss
• Which animal is each close-up picture on LAB page 60 a part of?

Phonics
The sound X
Identifying words with the sound
• Learners provide more words with the sound.

Read
• Read the letters and words in the blocks slowly together.
• Read the sentence.

Trace over the letter in the sentence

Beginning Knowledge and PSWB

Which animal is this?
Prior knowledge
• Discuss: We know that things look different from far away. Things also look different from close-up.
• The pictures in the top row on this page are of different animals. They are so close-up they look different from the view you usually see.

Look at the pictures and discuss
• Which animal is each close-up picture on LAB page 60 a part of?

Phonics
The sound X
Identifying words with the sound
• Learners provide more words with the sound.

Read
• Read the letters and words in the blocks slowly together.
• Read the sentence.

Trace over the letter in the sentence

Handwriting
• Follow the advice for handwriting lessons on page 9.
• Teach the letter formation of today’s sound.
• Learners write in their exercise books.
• Observe and assist.

Phonics
The sound X
Identifying words with the sound
• Learners provide more words with the sound.

Read
• Read the letters and words in the blocks slowly together.
• Read the sentence.

Trace over the letter in the sentence

Handwriting
• Follow the advice for handwriting lessons on page 9.
• Teach the letter formation of today’s sound.
• Learners write in their exercise books.
• Observe and assist.
**INDEPENDENT WORK**
- Introduce this week’s independent tasks.
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.

**GROUP GUIDED READING**
**Groups A and B**

*First reading*
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**PHYSICAL EDUCATION**

*Prepare*
- Choose four different activities from page 19 for the week.
- Set up the equipment.
- Divide the class into four groups.

*Introduce activity stations*
- Show the equipment and explain how to do the activity at each station.
- Learners practise the activities.

*Whole class activity*
- If you have time, play a game such as catchers, red rover or hide-and-seek.

**PERFORMING ARTS ASSESSMENT 1**

*Action riddles*

*Introduce*
- Work in pairs.
- Prepare an action riddle by representing an animal with movement and sounds, for example:
  - I move like this....
  - I sound like this...
  - I eat this....
  - I am this big....

*Prepare and perform*
- In pairs, learners prepare and perform their riddle.

*Continue the assessment tomorrow*
- You can use PE time to complete the assessments.

**MARKING**
*See page 160*
*Marks: 5*
TUESDAY

MORNING MEETING  
News

Pairs
• Take turns to tell news to a partner.
• Use the My news frame on the back cover to assist.

Class
• Choose a few learners to tell their news to the class.
• Give everyone a chance during the term.

LISTENING AND SPEAKING  
Word riddles

Learners work in pairs
• Each learner thinks of any wild animal but does not say what it is.
• They give their partner three clues about the animal (this is the riddle). For example:
  - What size it is.
  - What it eats.
  - Where it lives.
  - What sound it makes.
  - What is special about it.

Partner guesses the answer

BEGINNING KNOWLEDGE AND PSWB  
Ruby’s walk

Read the story
• Read the story Ruby’s walk on TG page 63 while learners look at the illustrations on LAB page 62.

Match labels and pictures
• Learners read the captions below the pictures.
• Write the number of the matching picture next to each caption.

PHONICS  
Shared word building

Prepare
• Learners cut out the letter cards for the week (LAB page 173).
• Display the same teacher cards randomly on the board.

Build the words together
• Call a learner to the board for each word.
• Say the word aloud. Ask: What is the first sound? So, what is the first letter? And so on.
• Let learner find the letter cards and place in the correct position.
• Other learners try to copy the word with their own cards.

Put the letters in a container/bag to use again

HANDWRITING

• Follow the advice for handwriting lessons on page 9.
• Teach the letter formation of today’s sound.
• Learners write in their exercise books.
• Observe and assist.
**SHARED READING (1)  Wild animals**

**Read**
- Read *Wild animals* to the class
- Ask the Day 1 questions on each page
- Re-read the story together as a class.

**Revise the flashcard words:** riddle, tallest, biggest, longest, spotted
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

**INDEPENDENT WORK**
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

**GROUP GUIDED READING  Groups C and D**

**First reading**
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**PHYSICAL EDUCATION**

**Warm up**
- Activity stations
  - Send each group to an activity station.
  - They do the activity.
  - Teacher observes and advises.

**Cool down**

**PERFORMING ARTS ASSESSMENT 1**

**Action riddles continued**

Continue with assessment from Monday

**Marking:** See page 160
**Marks:** 5
**WEDNESDAY**

**MORNING MEETING**

**Register**
- Learners mark themselves present on the Bala Wande register poster if available.

**Calendar**
- Use the Bala Wande calendar if available. Discuss the day, month and year.

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

**Weather**
- What is the weather today?
- Record on weather chart.

**BEGINNING KNOWLEDGE AND PSWB**

**Map of Ruby’s walk**

**Read and discuss the map**

**Draw Ruby’s route**
- Re-read the story of Ruby’s walk.
- Learners listen and draw where Ruby went.

**PHONICS**

**The sound X**

**Revise sounds**
- At a fast pace, show flashcards of letters already taught.
- Learners say the sound.

**Introduce the new sound**
- Listen to and say the new sound.
- Notice your mouth.

**Identify words with the sound**
- Learners provide more words with the sound.

**Read**
- Read the letters and words in the blocks slowly together.
- Read the sentence

**Trace over the letter in the sentence**

**HANDWRITING**

- Follow the advice for handwriting lessons on page 9.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist.

**SHARED READING (2)**

**Wild animals**

**Read from Big Book**
- Read *Wild animals* with the class
- Ask the Day 2 questions on each page
- Re-read the story as a class.

**Revise the flashcard words:** riddle, tallest, biggest, longest, spotted
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
SHARED WRITING  Riddles

Prepare the board
• Copy the writing frame onto the board.

Explain how to write a riddle
• Choose an animal for the riddle.
• Never write the name of the animal because that is the answer.
• Write 3–4 short clues about the animal. For example:
  – How big is it?
  – What does it have that is special?
  – What colour is it?
  – Where does it live?
• Ask a question at the end: What am I?

Write learners’ suggestions
• Write an exemplar of a riddle, for example, about an elephant.
• Prompt the learners to give suggestions.
  – Are elephants big or small? (I am a big animal.)
  – What do elephants use to pick things up? (I have a trunk.)
  – What colour are elephants? (I am grey.)
  – What do elephants eat? (I eat grass, leaves and twigs.)
  – What question do we write at the end of the riddle? (What am I?)

INDEPENDENT WORK

• Learners do two tasks a day unless they have GGR.
• Remind them to work quietly on their own.
• When class is settled, call the next group to the mat for GGR.

GROUP GUIDED READING  Groups E and A

First reading for Group E
• Introduce the story.
• Read the story with learners. Stop at the end of each page and ask questions.
• Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

Second reading for Group A
• In pairs, learners read alternate pages.
• Listen to them read. Record your observations.
• Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

PHYSICAL EDUCATION

Warm up

Activity stations
• Send each group to an activity station.
• They do the activity.
• Teacher observes and advises.

Cool down

PERFORMING ARTS  Make a concertina book

Prepare
• Hand out paper, pencils and crayons / kokis.
• Show class how to fold the paper into six pages, concertina-style.
• Retell the story of Ruby’s walk.

Draw Ruby’s walk
• On each pages, learners draw a step and write a caption below it.

Alternative
• Make a copy of a grid like this for each learner to draw pictures and write the story.
THURSDAY

MORNING MEETING  News
Pairs
- Take turns to tell news to a partner.
- Use the My news frame on the back cover to assist.
Class
- Choose a few learners to tell their news to the class.
- Give everyone a chance during the term.

LISTENING AND SPEAKING  Say an action poem
If you are and know it
If you’re an elephant and you know it And you really want to show it Stomp around, stomp around Stomp! Stomp! Stomp!
If you’re a lion and you know it And you really want to show it Roar around, roar around Roar! Roar! Roar!

PHONICS  Independent word building
Letter naming using cards
- Learners spread letter cards on desk.
- Teacher says a sound
- Learners hold up the matching letter card.
Independent word building
- Look at the picture and say the word.
- Build the word with your cards. The little blocks tell you how many letters.
- Check (one learner writes word on the board).

HANDWRITING
- Follow the advice for handwriting lessons on page 9.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist.

SHARED READING (3)  Wild animals
Read from Big Book
- Read Wild animals with the class.
Ask the Day 3 questions on each page
- Re-read the story with the class.
Revise flashcard words: riddle, tallest, biggest, longest, spotted
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
- Put the flashcards on the Word Wall.
**INDEPENDENT WRITING**  
*Write a riddle*

**Revisit riddles**

**Re-read Shared Writing from yesterday**
- Re-read the riddle the class wrote together yesterday.

**Learners write riddles**
- Learners draw an animal they like.
- Learners write their own riddle about the animal.

---

**INDEPENDENT WORK**

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

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**GROUP GUIDED READING**  
*Groups B and C*

**Second reading**
- In pairs, learners read alternate pages.
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

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**PHYSICAL EDUCATION**

**Warm up**

**Activity stations**
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

**Cool down**

---

**PERFORMING ARTS**  
*Concertina books continued*

**Complete books**
- Learners complete their concertina books.

**Share**
- Learners read each other’s stories.
FRIDAY

**MORNING MEETING**

Register
- Learners mark themselves present on the Bala Wande register poster if available.

Calendar
- Use the Bala Wande calendar if available. Discuss the day, month and year.

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

**Weather**
- What is the weather today?
- Record on weather chart.

**INDEPENDENT WORK**

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

**ABC PHONICS**

**Dictation**
- Say each word slowly. Repeat only once.
- Learners write the words in their exercise books.
- Afterwards, write words in the “photo” block to the right on board for them to check and correct.

**INDEPENDENT WRITING**

**Sharing your writing**
- Work in pairs
  - Read the riddle you wrote yesterday to your partner. Let them guess the answer. Encourage learners to work with someone they don’t usually work with.

**PHONICS**

- riddle
- tallest
- biggest
- longest
- spotted
GROUP GUIDED READING  Groups D and E

Second reading
• In pairs, learners read alternate pages.
• Listen to them read. Record your observations.
• Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

REVIEW
• Go over the Independent Work done this week.
• Write answers on the board where appropriate, so learners can mark their work.
• Provide feedback and assistance on any common mistakes.

PHYSICAL EDUCATION

Warm up
Activity stations
• Send each group to an activity station.
• They do the activity.
• Teacher observes and advises.

Cool down

TEACHER’S WEEKLY REVIEW

This week, I have:
• taken in the LABs and commented on the Writing on page 67
• checked and corrected the other LAB pages and identified areas of concern or specific learners needing more assistance
• referred back to the Week Overview and identified any lesson I was not able to complete
• scanned my lap book and noted any learners needing additional one-to-one teaching time or individual reading practice with me next week.

I have scheduled a time next week for:
• any class catchup or general feedback that is needed
• individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.

I have looked ahead to next week to ensure I am prepared and have all I need to start the week.
Animals need water

PREPARATION
Flashcards
waterhole  drinking  cooling  breathing  pulled

INDEPENDENT WORK SCHEDULE
Copy this schedule on the board and keep it up all week

Independent Work
1. LAB page 87
2. LAB page 88
3. LAB page 89
4. LAB page 90
5. LAB page 91
6. DBE Home Language book 2, page 89
7. DBE Life Skills book 2, page 52
8. Check and complete all work.
Optional: Life Skills book 2: Exercise 51 - What different homes are made of;
Exercise 52 - Homes and the weather

FORMAL ASSESSMENT

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Page</th>
<th>TG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>Beginning Knowledge and PSWB 1: How do animals use water?</td>
<td>LAB</td>
<td>TG</td>
</tr>
<tr>
<td></td>
<td>LAB p. 80</td>
<td></td>
<td>82</td>
</tr>
<tr>
<td>Wednesday and Thursday</td>
<td>Performing Arts 2: Traditional song and dance</td>
<td>ORAL</td>
<td></td>
</tr>
</tbody>
</table>

EQUIPMENT FOR ACTIVITIES

- materials for water filter: empty 2L cooldrink bottle, stones, coarse sand, charcoal, fine sand, water, clean cloth
- crayons / kokis and pencils
- large sheets of paper (A4 or larger, white or coloured)
- paintbrushes, paint, jars of water
- old magazines/coloured paper
- scissors, glue
- counters and dice for the Worm Game
- bags / containers for this week's letters
- equipment needed for the selected Physical Education activities
WEEK 5

**GGR (1 group a day) and Independent Work**
- Read from anthology or other levelled readers
- Five pages in LAB
- Two pages in DBE workbooks

**Reading**
- Read-aloud story
  - At the waterhole

**Pair work**
- Classify information

**Rhyme**
- Little drops of water

**Shared Reading**
- How Ezra got his trunk

**Physical Education**
- Games, action rhymes and movements
- Activity stations

**Visual Arts – 2-D**
- Painting with water
- Fish scales

**Performing Arts Assessment 2:**
- Traditional song/dance

**Beginning Knowledge and Personal & Social Well-being**
- Assessment 1: How do animals use water?
  - At the waterhole
  - Safe drinking water
  - Boiling and freezing water

**Shared Writing**
- Teacher’s walk

**Independent Writing**
- Ruby’s walk (prepositions)

**Phonics**
- SEP: [insert]
- XHO: [insert]
- AFRIK: [insert]

**Handwriting**
- Practise four days this week

Theme:
Water
Week 5:
Animals need water
There is a place in the veld called a **waterhole**. It is deep pool full of cool water. You will see many animals there each day.

Hippos spend the whole day in the waterhole to keep cool. **Heron**, the big waterbird, nests in a tree near the waterhole. He wades in the water to catch frogs and fish. Many fish live and breathe in the water. Elephants come to drink the water each evening. They also wash in the water and spray water on their backs. But there is a one, very scary, animal who lives near the water, who is always ready to snatch a tasty meal. It is Crocodile!

One day it had been especially hot. The sun was going down and the animals all wanted to drink. What they didn’t know was that Crocodile was hungry that day. And he was lying as still as a log, waiting to grab something to eat.

The first animals that came to drink at the waterhole were five, striped zebras. They came thundering to the waterhole like horses. Crocodile saw them but he thought he would wait for something smaller.
Then four tall giraffes came to drink. They walked slowly, swaying gently. They bent their long necks down to drink. Crocodile saw them but thought he would wait for something shorter.

Next, three strong, young buffalo came to drink. They snorted and pawed at the ground as they jostled for the best place. Crocodile saw them and thought he would wait for something weaker.

After the buffalo, two sturdy warthogs came to the waterhole. They were small but had sharp tusks. Crocodile saw them but thought he would wait for something thinner.

Finally, an impala buck came down to the river. He was all by himself. He walked shyly on his little black feet. He lowered his little head and began to drink. He didn't see the crocodile speeding towards him.

But someone else did! Heron was drying his wings in the last of the sun's rays when he looked and saw Crocodile swimming quickly towards the little buck. He flew up into the air squawking loudly, caw caw caw! The little buck heard the heron and lifted his head. He saw Crocodile with his mouth wide open, his rows of sharp teeth shining. Just in time, impala jumped back from the water and ran away as fast as he could.

Crocodile was disappointed. He knew he would have to wait a little longer to get his supper that night.

See lesson plan on page 80 for questions to ask.
**MONDAY**

**MORNING MEETING**

Register
- Learners mark themselves present on the Bala Wande register poster if available.

Calendar
- Use the Bala Wande calendar if available. Discuss the day, month and year.

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

**Weather**
- What is the weather today?
- Record on weather chart.

**READ-ALOUD STORY**

*At the waterhole*

**Before reading**
- Have you heard of a waterhole?
- What do you think happens at a waterhole?

**Read the story aloud**

**After reading**
- What do the animals use the water for? (drinking, cooling, hunting food, breathing, washing/cleaning)

**BEGINNING KNOWLEDGE AND PSWB**

*At the waterhole*

**Read the story**

**Discuss the pictures**
- What is a waterhole?
- What animals do you see there?
- How are they using the water?

**PHONICS**

*The sound X*

**Revise sounds**
- At a fast pace, show flashcards of letters already taught. Learners say the sound.

**Introduce the new sound**
- Listen to and say the new sound.
- Notice your mouth.

**Identify words with the sound**
- Learners provide more words with the sound.

**Read**
- Read the letters and words in the blocks slowly together.
- Read the sentence

**Trace over the letter in the sentence**

**HANDWRITING**

- Follow the advice for handwriting lessons on page 9.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist.
INDEPENDENT WORK

• Introduce this week’s independent tasks.
• Learners do two tasks a day unless they have GGR.
• Remind them to work quietly on their own.

GROUP GUIDED READING Groups A and B

First reading
• Introduce the story.
• Read the story with learners. Stop at the end of each page and ask questions.
• Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

PHYSICAL EDUCATION

Prepare
• Choose four different activities from page 19 for the week.
• Set up the equipment.
• Divide the class into four groups.

Introduce activity stations
• Show the equipment and explain how to do the activity at each station.
• Learners practise the activities.

Whole class activity
• If you have time, play a game such as catchers, red rover or hide-and-seek.

VISUAL ARTS Draw a fish

Introduce
• Hand out paper, pencils, crayons, old magazines/colour paper, scissors, glue
• Demonstrate how to draw a simple fish with large scales.

Create
• Learners draw a fish with scales.
• Learners colour scales using crayons or collage.

Alternative
• Learners cut out scales from old magazine pages and stick them on the drawing of the fish.
TUESDAY

MORNING MEETING  News
Pairs
• Take turns to tell news to a partner.
• Use the My news frame on the back cover to assist.
Class
• Choose a few learners to tell their news to the class.
• Give everyone a chance during the term.

LISTENING AND SPEAKING  Classifying animals
15 min

Prepare
• Copy diagram on the board.

Classify animals
• Ask learners to name different animals and write list in column 1 (elephant, crocodile, fish, hippo, frog, giraffe, buck, snake, bird, and so on).
• Learners decide whether animals live on land, in water or both. Tick the relevant column.
• Learners explain their decisions.

BEGINNING KNOWLEDGE AND PSWB ASSESSMENT 1  How do animals use water?
Assess knowledge
• Read the headings together.
• Learners tick the relevant columns for each animal.
• Can learners compare and classify information?

PHONICS  Shared word building
15 min

Prepare
• Learners cut out the letter cards for the week (LAB page 175).
• Display the same teacher cards randomly on the board.

Build the words together
• Call a learner to the board for each word.
• Say the word aloud. Ask: What is the first sound? So, what is the first letter? And so on.
• Let learner find the letter cards and place in the correct position.
• Other learners try to copy the word with their own cards.

Put the letters in a container/bag to use again

HANDWRITING
15 min

• Follow the advice for handwriting lessons on page 9.
• Teach the letter formation of today’s sound.
• Learners write in their exercise books.
• Observe and assist.
**SHARED READING (1) How Ezra got his trunk**

**Read**
- Read *How Ezra got his trunk* to the class.
- Ask the Day 1 questions on each page.
- Re-read the story together as a class.

**Revise the flashcard words:** waterhole, drinking, cooling, breathing, pulled
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

**INDEPENDENT WORK**
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

**GROUP GUIDED READING Groups C and D**

**First reading**
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**PHYSICAL EDUCATION**

**Warm up**
**Activity stations**
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

**Cool down**

**VISUAL ARTS Painting with watercolours**

**Demonstrate**
- Provide paper, paintbrushes, paint and jars of water.
- Show how to dilute paint with water to make different shades.
- Show how to wash brushes in between using different colours.

**Learners paint something from nature**
- Show examples of small objects learners can copy or they can use their imaginations.
WEDNESDAY

BEGINNING KNOWLEDGE AND PSWB

Safe drinking water

Introduce
- Is waterhole water safe for people to drink? Why? (muddy; animals have been in it)
- What water is safe to drink? (water from a tap, bottled water, water that has been boiled)
- If you have no other water to drink, how can you make water safe? (boil, filter)

Experiment: Filtering water

Materials:
- Empty cool drink bottle (cut), muddy water, clean cloth, cotton wool, elastic band, charcoal, gravel, coarse sand, fine sand
- If one or more of these filters is difficult to source, just use the cloth and cotton wool.

Method:
- Explain the purpose of the experiment – to find out if you can make the dirty water clean and clear.
- Let learners examine the jar of muddy water.
- Layer the filters as shown in the LAB.
- Pour the muddy water through the filter.
- Examine the collected filtered water to see if it looks cleaner.
- Ask: What happened to the grit and pebbles and soil?
- Explain that before you can drink it, you will boil the water for a few minutes to kill any germs.
- You can filter the water twice or do the experiment a second time to get it even cleaner.

Learners complete the LAB page

PHONICS

The sound X

Revise sounds
- At a fast pace, show flashcards of letters already taught. Learners say the sound.

Introduce the new sound
- Listen to and say the new sound.
- Notice your mouth.

Identify words with the sound
- Learners provide more words with the sound.

Read
- Read the letters and words in the blocks slowly together.
- Read the sentence

TRACE OVER THE LETTER IN THE SENTENCE

HANDWRITING

- Follow the advice for handwriting lessons on page 9.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist.
**WEDNESDAY**

**SHARED READING (2)  How Ezra got his trunk**

**Read from Big Book**
- Read *How Ezra got his trunk* with the class.
- Ask the Day 2 questions on each page.
- Re-read the story as a class.

**Revise the flashcard words:** *waterhole, drinking, cooling, breathing, pulled*
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

**PHYSICAL EDUCATION**

**Warm up**

**Activity stations**
- Send each group to an activity station.

**Cool down**

**GROUP GUIDED READING  Groups E and A**

**First reading for Group E**
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**Second reading for Group A**
- In pairs, learners read alternate pages.

**INDEPENDENT WORK**

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.

**SHARED WRITING  Teacher’s walk**

**Prepare**
- Copy the writing frame on the board.

**Explain**
- Learners make up sentences describing a teacher’s walk through the school.
- Use the structure of *Ruby’s walk*.

**Write learners’ suggestions**
- Ask prompt questions: Where did teacher walk? Focus on using different prepositions.

Read the sentences together

**PERFORMING ARTS ASSESSMENT 2**

**Choose and practise a traditional song**
- Learners work in groups.
- Do movements, dance steps or drumming with the song.
- Decide how to introduce your song, explaining which language it is in and what it is about.
- Practise today and present tomorrow.

**Assess groups’ performances**
- How did they work as a group?
- Did they perform song with confidence and appropriate body language?

Marking: See page 160
Marks: 5

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

MORNING MEETING  News

Pairs
- Take turns to tell news to a partner.
- Use the My news frame on the back cover to assist.

Class
- Choose a few learners to tell their news to the class.
- Give everyone a chance during the term.

LISTENING AND SPEAKING  Say a poem

- Link the rhyme to this week’s theme.
- Teach the poem and the actions.
- Learners join in as they can.

PHONICS  Independent word building

Letter naming using cards
- Learners spread letter cards on desk.
- Teacher says a sound
- Learners hold up the matching letter card.

Independent word building
- Look at the picture and say the word.
- Build the word with your cards. The little blocks tell you how many letters.
- Check (one learner writes word on the board).

HANDWRITING

- Follow the advice for handwriting lessons on page 9.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist.

SHARED READING (2)  How Ezra got his trunk

Read from Big Book
- Read How Ezra got his trunk with the class.
- Ask the Day 3 questions on each page.
- Re-read the story with the class.

Revise flashcard words: waterhole, drinking, cooling, breathing, pulled
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
- Put the flashcards on the Word Wall.
**INDEPENDENT WORK**

Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

**GROUP GUIDED READING**

Groups B and C

**Second reading**
- In pairs, learners read alternate pages.
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**PHYSICAL EDUCATION**

**Warm up**

**Activity stations**
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

**Cool down**

**PERFORMING ARTS ASSESSMENT 2**

Traditional song performances continued

Continue with assessment from Wednesday

**Marking:**
See page 160
**Marks:** 5
FRIDAY

MORNING MEETING

Register
- Learners mark themselves present on the Bala Wande register poster if available.

Calendar
- Use the Bala Wande calendar if available. Discuss the day, month and year.

Celebrate birthdays
- Sing the happy birthday song.

Weather
- What is the weather today?
- Record on weather chart.

INDEPENDENT WORK

• Learners do two tasks a day unless they have GGR.
• Remind them to work quietly on their own.
• When class is settled, call the next group to the mat for GGR.

PHONICS

Worm Game

Play in pairs
- Move counter according to the dice/number blocks.
- Read the word you land on.
- Give another word starting with that sound.
- Check that your partner is right.

INDEPENDENT WRITING

Share your writing

Work in pairs
- Learners show their sentences to a partner.
GROUP GUIDED READING  Groups D and E

Second reading
• In pairs, learners read alternate pages.
• Listen to them read. Record your observations.
• Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

INDEPENDENT WORK REVIEW

• Go over the Independent Work done this week.
• Write answers on the board where appropriate, so learners can mark their work.
• Provide feedback and assistance on any common mistakes.

PHYSICAL EDUCATION

Warm up
Activity stations
• Send each group to an activity station.
• They do the activity.
• Teacher observes and advises.

Cool down

TEACHER’S WEEKLY REVIEW

This week, I have:
• taken in the LABs and commented on the Writing on page 85
• checked and corrected the other LAB pages and identified areas of concern or specific learners needing more assistance
• referred back to the Week Overview and identified any lesson I was not able to complete
• scanned my lap book and noted any learners needing additional one-to-one teaching time or individual reading practice with me next week.

I have scheduled a time next week for:
• any class catchup or general feedback that is needed
• individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.

I have looked ahead to next week to ensure I am prepared and have all I need to start the week.
People need water

**PREPARATION**

Flashcards
- fishing line
- deep
- struggle
- log
- rescue

**INDEPENDENT WORK SCHEDULE**

Copy this schedule on to the board and keep it up all week

- 1. LAB page 104
- 2. LAB page 105
- 3. LAB page 106
- 4. LAB page 107
- 5. LAB page 108
- 6. DBE Home Language book 2, page 107
- 7. DBE Life Skills book 2, page 55
- 8. Check and complete all work.

Optional: Life Skills book 2: Exercise 57 – How we use water at home and at school; Exercise 58 – How water is wasted

**FORMAL ASSESSMENT**

<table>
<thead>
<tr>
<th>Day</th>
<th>Subject/Activity</th>
<th>Type</th>
<th>Pages/Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday and Friday</td>
<td>Physical Education 1: Make letters of the alphabet</td>
<td>PRACTICAL</td>
<td>TG pp. 95 &amp; 103</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Listening &amp; Speaking 2: Listening comprehension</td>
<td>LAB p. 96</td>
<td>TG. p. 96</td>
</tr>
<tr>
<td>Monday and Tuesday</td>
<td>Visual Arts 2: Draw a picture</td>
<td>PRACTICAL</td>
<td>TG pp 95 &amp; 97</td>
</tr>
</tbody>
</table>

**EQUIPMENT FOR ACTIVITIES**

- crayons / kokis and pencils
- large sheets of paper (A4 or larger, white or coloured)
- poster paint and brushes / wax crayons / thick, felt-tipped pens
- bags / containers for this week's letters
- equipment needed for the selected Physical Education activities
- recordings of different types of music
**Week 6: People need water**

**Theme:** Water

**Group Guided Reading**
- *The big fish*

**Listening and Speaking**
- Assessment 2: Listening comprehension
  - Fish alive

**Shared Reading**
- *The big fish*

**Shared Writing**
- Story map

**Independent Writing**
- Story map

**Reading**

**Phonics**
- SEP: [insert]
- XHO: [insert]
- AFRIK: [insert]

**Life Skills**

**Beginning Knowledge and Personal & Social Well-being**
- Using water at home
- Saving water
- Storing water
- Discuss camels’ humps

**Handwriting**
- Practise four days this week

**GGR (1 group a day) and Independent Work**
- Read from anthology or other levelled readers
- Five pages in LAB
- Two pages in DBE workbooks

**Physical Education**
- Assessment 1: Make shapes with your body
  - Activity stations

**Visual Arts**
- Assessment 2: Draw yourself doing something in water

**Performing Arts**
- Listening to music or sounds and say how it makes you feel
Once there were two boys who loved to go fishing. Deon and his best friend Jonathan caught lots of tiny fish at the dam near where they lived but they really wanted to catch a very big fish. They never went deep into the dam and always fished in the shallow water. The mud at the bottom of the dam was slimy and you could easily sink down if you went in too far.

One Saturday morning, they got up early and packed hats, sandwiches, drinks, fishing rods and bait. They wanted to catch a big fish that Dad could braai for supper that night. There were lots of little fish in the dam and they caught a few to put in their bucket. Then something very exciting happened to Deon. He felt a hard tug on his fishing line. He had never felt such a hard pull before. Could this be a huge fish at last? He was so excited. He yelled to Jonathan, ‘I feel a big one! It is pulling very hard on my line!’

‘Go for it! Go for it!’ shouted Jonathan.

Then something happened! The fish jumped up out of the water and Deon saw how big it was. He felt more and more excited as the fish splashed about. He forgot all about not going into deep water. He just went after that fish with all his strength as it struggled to get away.
Suddenly Deon was in too deep. The water was nearly up to his arms. Jonathan saw what was happening and knew that his friend was in danger. ‘Let it go! Let it go! You are in too deep!’ shouted Jonathan. ‘Drop everything and get back now!’

‘I can’t! I have sunk down into the mud! Help! Help!’ shouted Deon.

Jonathan did not know what to do. Should he run and get someone to help? He might not get back in time. He had to think of something right away to help his friend. There was a big log of wood floating near the edge of the dam. He gave the log a big push and it floated just near enough for Deon to grab hold of it.

Then Jonathan ran to the nearest house and called for help. Two men ran to the dam and found Deon clinging to the log. They rescued Deon and praised Jonathan for what he did to save his friend. The two boys never forgot the day their big fish got away!

rescue: to save from danger

See lesson plan on page 94 for questions to ask.
MORNING MEETING
Register
• Learners mark themselves present on the Bala Wande register poster if available.
Calendar
• Use the Bala Wande calendar if available. Discuss the day, month and year.
Celebrate birthdays
• Sing the happy birthday song.
Weather
• What is the weather today?
• Record on weather chart.

READ-ALOUD STORY  The big fish
Before reading
• Have you ever been swimming in a dam?
Read the story aloud
• Explain new vocabulary.
After reading
• What do you think the boys learned from what happened when they went fishing?
• Do you think they will go fishing again? Say why or why not.

BEGINNING KNOWLEDGE AND PSWB  Using water at home
Ask introductory questions
• What is the difference between these two homes?
• Where does each family get their water from?
Read together and discuss
• Remember, the BB pages are also in the LAB so learners can follow as you read.

PHONICS  The sound X
Revise sounds
• At a fast pace, show flashcards of letters already taught. Learners say the sound.
Introduce the new sound
• Listen to and say the new sound.
• Notice your mouth.
Identify words with the sound
• Learners provide more words with the sound.
Read
• Read the letters and words in the blocks slowly together.
• Read the sentence
Trace over the letter in the sentence

HANDWRITING
• Follow the advice for handwriting lessons on page 9.
• Teach the letter formation of today’s sound.
• Learners write in their exercise books.
• Observe and assist.
INDEPENDENT WORK

- Introduce this week’s independent tasks.
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.

GROUP GUIDED READING Groups A and B

First reading
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

PHYSICAL EDUCATION ASSESSMENT 1 Make letters of the alphabet

Activity takes two lessons (preparation on Monday and presentation on Friday).

Use bodies to form letters
- Learners work in small groups of 4–5 learners to make the initial letters of their names (in capitals).
- Each group chooses three letters to demonstrate to the class.
- Assess learners’ suppleness, their ability to use their bodies creatively, and ability to work with others.

VISUAL ARTS ASSESSMENT 2 Draw self in water

Introduce
- Hand out paper and pencils and show learners the crayons, kokis, paints and brushes and wax crayons.
- Explain the task carefully.
- Encourage learners to add details and colour, and to use the whole page.
- Assessment takes place over two Visual Arts lessons (Monday and Tuesday).

Create
- Learners draw themselves doing something in water (for example, swimming, rowing, fishing, bathing).
- Observe how learners handle drawing implements.

Collect learners’ drawings
- Learners hand in their drawings to complete on Tuesday.
TUESDAY

**MORNING MEETING**  News

**Pairs**
- Take turns to tell news to a partner.
- Use the *My news* frame on the back cover to assist.

**Class**
- Choose a few learners to tell their news to the class.
- Give everyone a chance during the term.

---

**LISTENING AND SPEAKING ASSESSMENT 2**  Listening comprehension

**Read The big fish**
- Explain that learners will have to answer written questions after this story so they must listen carefully.

**Read the questions and explain the answer format**
- Learners can work lockstep with you, or at their own pace.

**Assess**
- Assess learners’ abilities to listen to, understand, and answer questions about a story.

**Marking:** See page 150  
**Marks:** 5

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**PHONICS**  Shared word building

**Prepare**
- Learners cut out the letter cards for the week (LAB page 177).
- Display the same teacher cards randomly on the board.

**Build the words together**
- Call a learner to the board for each word.
- Say the word aloud. Ask: What is the first sound? So, what is the first letter? And so on.
- Let learner find the letter cards and place in the correct position.
- Other learners try to copy the word with their own cards.

**Put the letters in a container/bag to use again**

---

**HANDWRITING**

- Follow the advice for handwriting lessons on page 9.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist.
**SHARED READING (1) The big fish**

**Read**
- Read *The big fish* to the class
- Ask the Day 1 questions on each page.
- Re-read the story together as a class.

**Show flashcard words:** fishing line, deep, struggle, log, rescue
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

**INDEPENDENT WORK**
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

**GROUP GUIDED READING Groups C and D**

**First reading**
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**PHYSICAL EDUCATION**

**Warm up**

**Activity stations**
- Choose activities for Tuesday-Thursday from page 19 and set up activity stations.
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

**Cool down**

**VISUAL ARTS ASSESSMENT 2**

**Draw a human body in action continued**

**Hand out learners’ drawings**
- Learners continue drawing a human body in action
- Use crayons, kokis or paint to add colour to your drawing

**Marking:** See page 159
**Marks:** 5
WEDNESDAY

MORNING MEETING

Register
- Learners mark themselves present on the Bala Wande register poster if available.

Calendar
- Use the Bala Wande calendar if available. Discuss the day, month and year.

Celebrate birthdays
- Sing the happy birthday song.

Weather
- What is the weather today?
- Record on weather chart.

BEGINNING KNOWLEDGE AND PSWB

Storing water

Discuss water storage containers
- Bring in containers of different sizes and shapes.
- In front of class, use a measuring jug to measure how much water each holds.
- Read LAB page 100 with learners.
- Discuss the questions as a class.

Learners complete the activity
- Learners work on their own.

PHONICS

The sound X

Revise sounds
- At a fast pace, show flashcards of letters already taught. Learners say the sound.

Introduce the new sound
- Listen to and say the new sound.
- Notice your mouth.

Identify words with the sound
- Learners provide more words with the sound.

Read
- Read the letters and words in the blocks slowly together.
- Read the sentence.

Trace over the letter in the sentence

LAB p. 101
15 min

HANDWRITING

- Follow the advice for handwriting lessons on page 9.
- Teach the letter formation of today's sound.
- Learners write in their exercise books.
- Observe and assist.

SHARED READING (2)

The big fish

Read from Big Book
- Read The big fish with the class
- Ask the Day 2 questions on each page.
- Re-read the story as a class.

Revise the flashcard words: fishing line, deep, struggle, log, rescue
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
**SHARED WRITING**  Story map

**Prepare the board**
- Copy the writing frame on the board.
- Remind learners about story maps.

**Re-tell and write the story**
- Write the story together using learners’ answers to these questions:
  - What were the names of the two boys in the story?
  - Where did they go?
  - What happened to Deon?
  - What mistake did he make?
  - What did Jonathan do first?
  - What did he do next?
  - How did the story end?

**INDEPENDENT WORK**

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

**GROUP GUIDED READING**  Group C

**First reading**
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**Second reading for Group A**
- In pairs, learners read alternate pages.
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**PHYSICAL EDUCATION**

**Warm up**

**Activity stations**
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

**Cool down**

**PERFORMING ARTS**  Respond to music

**Develop musical appreciation**
- Play a selection of instrumental music to the learners (from a smartphone or recorder). Include different types of music, different tempos and different instruments.
- Encourage learners to close their eyes and really listen to the music.
- After each piece of music, ask learners to turn to a partner and say how it made them feel.
- Learners can also clap, click or move to some of the music.
THURSDAY

MORNING MEETING

News

Pairs
• Take turns to tell news to a partner.
• Use the My news frame on the back cover to assist.

Class
• Choose a few learners to tell their news to the class.
• Give everyone a chance during the term.

LISTENING AND SPEAKING

Action number rhyme

Fish alive
One two three four five
Once I caught a fish alive (do the actions of fishing with a rod and the fish is pulling you into the water)
Six seven eight nine ten
Then I let him go again.
Why did you let it go?

Because it bit my finger so (make a sad face to show you have been bitten)
Which finger did it bite?
This little finger on my right. (hold up the little finger on your right hand)

PHONICS

Independent word building

Letter naming using cards
• Learners spread letter cards on desk.
• Teacher says a sound
• Learners hold up the matching letter card.

Independent word building
• Look at the picture and say the word.
• Build the word with your cards. The little blocks tell you how many letters.
• Check (one learner writes word on the board).

HANDWRITING

• Follow the advice for handwriting lessons on page 9.
• Teach the letter formation of today’s sound.
• Learners write in their exercise books.
• Observe and assist.

SHARED READING (3)

The big fish

Read from Big Book
• Read The big fish with the class.
• Ask the Day 3 questions on each page.
• Re-read the story with the class.

Revise flashcard words: fishing line, deep, struggle, log, rescue
• Hold up the flashcards and say the words aloud with the learners.
• Match the flashcards to a word in the Big Book.
• Put the flashcards on the Word Wall.
INDEPENDENT WRITING  Write a story map

Prepare
Remove the Shared Writing from yesterday from the board.

Write
- In the LAB, learners write sentences to describe what happened in the story about Deon and Jonathan.

INDEPENDENT WORK

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

GROUP GUIDED READING  Groups B and C

Second reading
- In pairs, learners read alternate pages.
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

PHYSICAL EDUCATION  Warm up

Activity stations
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

Cool down

PERFORMING ARTS  Respond to music continued

Play recorded music of different types
- Replay the music that the class listened to yesterday.
- Let learners dance expressively to the music.
**FRIDAY**

**MORNING MEETING**

**Register**
- Learners mark themselves present on the Bala Wande register poster if available.

**Calendar**
- Use the Bala Wande calendar if available. Discuss the day, month and year.

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

**Weather**
- What is the weather today?
- Record on weather chart.

---

**PHONICS** Dictation

- Say each word slowly. Repeat only once.
- Learners write the words in their exercise books.
- Afterwards, write words in the “photo” block to the right on board for them to check and correct.

---

**INDEPENDENT WRITING** Share your writing

Learners share their writing
- Learners share their writing with the class.

---

**INDEPENDENT WORK**

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.
GROUP GUIDED READING  

Groups D and E

Second reading
- In pairs, learners read alternate pages.
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

REVIEW

- Go over the Independent Work done this week.
- Write answers on the board where appropriate, so learners can mark their work.
- Provide feedback and assistance on any common mistakes.

PHYSICAL EDUCATION ASSESSMENT 1

Make letters of the alphabet continued

Present
- Groups present their letters they made up on Monday to the class (see page 95)

Marking: See page 161
Marks: 10

TEACHER’S WEEKLY REVIEW

This week, I have:
- taken in the LABs and commented on the Writing on page 103
- checked and corrected the other LAB pages and identified areas of concern or specific learners needing more assistance
- referred back to the Week Overview and identified any lesson I was not able to complete
- scanned my lap book and noted any learners needing additional one-to-one teaching time or individual reading practice with me next week.

I have scheduled a time next week for:
- any class catchup or general feedback that is needed
- individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.

I have looked ahead to next week to ensure I am prepared and have all I need to start the week.
WEEK OVERVIEW

WEEK 7 • THE SKY AT NIGHT

Day and night

PREPARATION

Flashcards

day  night  moon  star  sun

INDEPENDENT WORK SCHEDULE

Copy this schedule on to the board and keep it up all week

Independent Work

1. LAB page 123
2. LAB page 124
3. LAB page 125
4. LAB page 126
5. LAB page 127
6. DBE Home Language book 2, page 125
7. DBE Life Skills book 2, page 61
8. Check and complete all work.

Optional: Life Skills book 2: Exercise 61 - Changing from day to night; Exercise 62 - What the night sky looks like (first part only)

FORMAL ASSESSMENT

<table>
<thead>
<tr>
<th>Wednesday and Thursday</th>
<th>Beginning Knowledge and PSWB 2: Day/night poster</th>
<th>LAB p. 116</th>
<th>TG pp. 113 &amp; 115</th>
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<tbody>
<tr>
<td>Thursday</td>
<td>Handwriting 1</td>
<td>Exercise book</td>
<td>TG p. 114</td>
</tr>
<tr>
<td>Thursday</td>
<td>Writing 1: Night and day</td>
<td>Exercise book</td>
<td>TG p. 115</td>
</tr>
</tbody>
</table>

EQUIPMENT FOR ACTIVITIES

- crayons / kokis and pencils
- scissors, glue
- large sheets of paper (A4 or larger, white or coloured) or cardboard for posters
- counters for the Snail Game
- bags / containers for this week’s letters
- equipment needed for the selected Physical Education activities
Theme: The sky at night

Week 7: Day and night

**GGR (1 group a day) and Independent Work**
- Read from anthology or other levelled readers
- Five pages in LAB
- Two pages in DBE workbooks

**Handwriting**
- Practise four days this week

**Handwriting Assessment**
- Read-aloud story
  - Two shiny silver coats
- Pair work
  - Day and night
- Rhyme
  - The Moon’s game

**Performing Arts**
- Day and night representations

**Physical Education**
- Games, action rhymes and movements
- Activity stations

**Shared Reading**
- Two shiny silver coats

**Shared Writing**
- Organising information in lists

**Independent Writing Assessment 1:**
- Night and day

**Beginning Knowledge and Personal & Social Well-being**
- Day and night
- Day and night sort
- Phases of the Moon
- Stories about the night sky

**Beginning Knowledge and Personal & Social Well-being Assessment 2:**
- Day/night poster

**Life Skills**

**Listening and Speaking**

**Reading**

**Group Guided Reading**

**Writing**

**Phonics**
- SEP: [insert]
- XHO: [insert]
- AFRIK: [insert]

**Life Skills Writing**
- Practise four days this week
There was once a clever tailor who could sew clothes for people of all different sizes and shapes. It didn’t matter if his customers were big or small, short, or tall or thin or fat. The clothes he sewed fitted each one of them perfectly.

One day, a very tall thin man asked the tailor to sew a coat for him. He chose a lovely shiny silver material and the tailor got to work. But something very surprising happened when the man came to fetch his coat. He was no longer tall and thin. He was very round and fat now!

‘What!’ said the tailor who was very surprised to see how much the man had changed. ‘The coat I made was for you when you were thin. Won’t fit you now that you are so round and fat!’

But, to his surprise, the man wanted the coat even though it did not fit him now that he was round and fat. He even ordered a second coat. He chose the same shiny silver material for his second coat just the same as the material for his first coat. ‘I need a coat for when I am tall and thin and another one for when I am round and fat,’ said the man.

The tailor was very puzzled. He asked the man, ‘How did you become so round and fat in such a short time?’
'You will find out if you look at the sky every night for a month,' said the man.

The tailor did as the man said. Every night, he went outside and looked at the sky. And what do you think he noticed? Some nights were very dark, and some nights were much lighter. What was happening to the sky at night? What changed?

The tailor saw that the Moon changed its shape from tall and thin to round and fat. He knew then that the man was no real man, but he was the Moon who needed new silvery clothes to wear so that he could shine every night as he changed his shape.

See lesson plan on page 108 for questions to ask.
MORNING MEETING

Register
• Learners mark themselves present on the Bala Wande register poster if available.

Calendar
• Use the Bala Wande calendar if available. Discuss the day, month and year.

Celebrate birthdays
• Sing the happy birthday song.

Weather
• What is the weather today?
• Record on weather chart.

READ-ALOUD STORY

Day and night

Before reading
• Does the Moon look the same every night?

Read the story aloud
• Explain new vocabulary.

After reading
• The man who changed shape in this story was not a real man. What was he?
• What shape was the man at the beginning and at the end of the story?

BEGINNING KNOWLEDGE AND PSWB

Day and night

Read together and discuss
• When is it light? When is it dark?
• What are some things you do/see in the day and at night?

PHONICS

The sound X

Revise sounds
• At a fast pace, show flashcards of letters already taught. Learners say the sound.

Introduce the new sound
• Listen to and say the new sound.
• Notice your mouth.

Identify words with the sound
• Learners provide more words with the sound.

Read
• Read the letters and words in the blocks slowly together.
• Read the sentence.

Trace over the letter in the sentence

HANDWRITING

• Follow the advice for handwriting lessons on page 9.
• Teach the letter formation of today’s sound.
• Learners write in their exercise books.
• Observe and assist.
INDEPENDENT WORK
- Introduce this week’s independent tasks.
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.

GROUP GUIDED READING
**Group A**
**First reading**
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

PHYSICAL EDUCATION
**Prepare**
- Choose four different activities from page 19 for the week.
- Set up the equipment.
- Divide the class into four groups.

**Introduce activity stations**
- Show the equipment and explain how to do the activity at each station.
- Learners practise the activities.

**Whole class activity**
- If you have time, play a game such as catches, red rover or hide-and-seek.

PERFORMING ARTS
**Represent day and night**
**Small groups**
- Groups decide how to represent day and then night through movement and sound.
- They present their work tomorrow.
TUESDAY

MORNING MEETING • News
Pairs
• Take turns to tell news to a partner.
• Use the My news frame on the back cover to assist.
Class
• Choose a few learners to tell their news to the class.
• Give everyone a chance during the term.

LISTENING AND SPEAKING • Day and night
Tell your partner
• What you like to do in the day.
• What you usually do at night.
• Which time of day/night you like best.

BEGINNING KNOWLEDGE AND PSWB • Day and night
Sort pictures into the correct columns
• Explain the activity.
Learners complete the activity
• Learners work on their own to draw the pictures in the correct column.

PHONICS • Shared word building
Prepare
• Learners cut out the letter cards for the week (LAB page 183).
• Display the same teacher cards randomly on the board.
Build the words together
• Call a learner to the board for each word.
• Say the word aloud. Ask: What is the first sound? So, what is the first letter? And so on.
• Let learner find the letter cards and place in the correct position.
• Other learners try to copy the word with their own cards.
Put the letters in a container/bag to use again

HANDWRITING
• Follow the advice for handwriting lessons on page 9.
• Teach the letter formation of today’s sound.
• Learners write in their exercise books.
• Observe and assist.
**SHARED READING (1)**  
*Two shiny silver coats*

**Read**
- Read *Two shiny silver coats* to the class
- Ask the **Day 1** questions on each page.
- Re-read the story together as a class.

**Show flashcard words:** day, night, moon, star, sun
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

**INDEPENDENT WORK**

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

**GROUP GUIDED READING**  
**Groups C and D**

**First reading**
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**PHYSICAL EDUCATION**

**Warm up**

**Activity stations**
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

**Cool down**

**PERFORMING ARTS**

**Day and night representations continued**

- Groups present the representations of day and night they worked on yesterday.
WEDNESDAY

MORNING MEETING
Register
- Learners mark themselves present on the Bala Wande register poster if available.

Calendar
- Use the Bala Wande calendar if available. Discuss the day, month and year.

Celebrate birthdays
- Sing the happy birthday song.

Weather
- What is the weather today?
- Record on weather chart.

BEGINNING KNOWLEDGE AND PSWB

Discuss the Moon
- What did the Moon look like last night?

Learners complete the worksheet
- Learners draw a picture to show what the Moon looked like the night before.
- Learners complete the sentences to describe what they saw.

PHONICS

The sound X

Revise sounds
- At a fast pace, show flashcards of letters already taught. Learners say the sound.

Introduce the new sound
- Listen to and say the new sound.
- Notice your mouth.

Identify words with the sound
- Learners provide more words with the sound.

Read
- Read the letters and words in the blocks slowly together.
- Read the sentence.

Trace over the letter in the sentence

HANDWRITING

- Follow the advice for handwriting lessons on page 9.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist.

SHARED READING (2)

Two shiny silver coats

Read from Big Book
- Read Two shiny silver coats with the class.
- Ask the Day 2 questions on each page.
- Re-read the story as a class.

Revise the flashcard words: day, night, moon, star, sun
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
**WEDNESDAY**

**PHYSICAL EDUCATION**

**Warm up**
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

**Cool down**

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**INDEPENDENT WORK**

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

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**GROUP GUIDED READING**

**Groups E and A**

**First reading**
- Introduce the story.
- Read the story with learners.
  - Stop at the end of each page and ask questions.
  - Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**Second reading for Group A**
- In pairs, learners read alternate pages.
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

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**SHARED WRITING**

**Day and night**

**Prepare the board**
- Copy the writing frame onto the board.
- Revise the features of a list: headings, no punctuation, words in lower case, one below the other.

**Write: What I see in the sky**
- Learners list all the things we see in the sky at night and in the day.
- Write their suggestions in the frame you prepared.

**Read the words and sentences together**

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**BEGINNING KNOWLEDGE AND PSWB ASSESSMENT 2**

**Day and night poster**

**Introduce**
- Hand out sharp pencils, crayons, scissors, glue, cardboard.
- Explain the task carefully.
- Learners do their own drawings and use the cut-outs on LAB page 179 and 181.
- Refer learners to LAB page 116 for reference.

**Create**
- Learners work in pairs.
- Learners make a poster to show the difference between night and day.
- Look at the examples in the LAB.
- Each item must be clearly labelled.
- Assessment takes place over two Visual Arts lessons (Monday and Tuesday).

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**MARKING**

**Day and night poster**
- Assessment takes place over two Visual Arts lessons (Monday and Tuesday).
- Marking: See pages 113 & 115
- Marks: 20
THURSDAY

MORNING MEETING

News

Pairs
• Take turns to tell news to a partner.
• Use the My news frame on the back cover to assist.

Class
• Choose a few learners to tell their news to the class.
• Give everyone a chance during the term.

LISTENING AND SPEAKING

Say a poem

The Moon’s game
I’m the Moon and I play a game
I don’t always look the same!
Sometimes I’m round
A big silver ball.
Sometimes I’m thin

A big silver grin.
Look up in the sky
For my friendly light
When the stars come out tonight.

PHONICS

Independent word building

Letter naming using cards
• Learners spread letter cards on desk.
• Teacher says a sound
• Learners hold up the matching letter card.

Independent word building
• Look at the picture and say the word.
• Build the word with your cards. The little blocks tell you how many letters.
• Check (one learner writes word on the board).

HANDWRITING ASSESSMENT 1

Form letters

Assess the learners’ ability to form letters
• Write a short sentence on board for learners to copy.
• Check for consistent shaping, spacing and slant, as well as their ability to identify good letter formation.

Marking: See page 153
Marks: 5

SHARED READING (3)

Two shiny silver coats

Read from Big Book
• Read Two shiny silver coats with the class.
• Ask the Day 3 questions on each page.
• Re-read the story with the class.

Revise flashcard words: day, night, moon, star, sun
• Hold up the flashcards and say the words aloud with the learners.
• Match the flashcards to a word in the Big Book.
• Put the flashcards on the Word Wall.
THURSDAY

WRITING ASSESSMENT 1  Night and day

Explain that this is an assessment

Write
- Learners write what they see in the day and the night, using their own ideas.
- They draw a day picture and a night picture.

Marking: See page 154
Marks: 5

INDEPENDENT WORK

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

GROUP GUIDED READING  Groups B and C

Second reading
- In pairs, learners read alternate pages.
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

PHYSICAL EDUCATION

Warm up

Activity stations
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

Cool down

BEGINNING KNOWLEDGE AND PSWB ASSESSMENT 2  Day and night poster continued

- Hand out learners’ drawings and equipment
- Learners continue creating their posters

Marking: See pages 158 & 159
Marks: 20
FRIDAY

MORNING MEETING

Register
- Learners mark themselves present on the Bala Wande register poster if available.

Calendar
- Use the Bala Wande calendar if available. Discuss the day, month and year.

Celebrate birthdays
- Sing the happy birthday song.

Weather
- What is the weather today?
- Record on weather chart.

INDEPENDENT WORK

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

PHONICS Snail Game

- Play in pairs.
- Move your counter according to the dice/number blocks.
- If you land on a word, read it.
- If you land on a picture, move to the word.

INDEPENDENT WRITING Share your writing

Learners share their writing
- Learners share their writing with the class.

LAB pp. 121-127
30 min
**GROUP GUIDED READING**

**Groups D and E**

**Second reading**
- In pairs, learners read alternate pages.
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**INDEPENDENT WORK REVIEW**

- Go over the Independent Work done this week.
- Write answers on the board where appropriate, so learners can mark their work.
- Provide feedback and assistance on any common mistakes.

**PHYSICAL EDUCATION**

**Warm up**

**Activity stations**
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

**Cool down**

**TEACHER’S WEEKLY REVIEW**

This week, I have:
- **taken in the LABs** and commented on the Writing on page 121.
- **checked and corrected the other LAB pages** and identified areas of concern or specific learners needing more assistance.
- **referred back to the Week Overview** and identified any lesson I was not able to complete.
- **scanned my lap book** and noted any learners needing additional one-to-one teaching time or individual reading practice with me next week.

I have scheduled a time next week for:
- **any class catchup** or general feedback that is needed.
- **individual**, one-to-one teaching, e.g. when the class is busy, or early in the morning.

I have looked ahead to next week to ensure I am prepared and have all I need to start the week.
WEEK OVERVIEW

WEEK 8 • THE SKY AT NIGHT

The Moon

PREPARATION

Flashcards
astronaut  spaceship/craft  footprint
earth  forever

INDEPENDENT WORK SCHEDULE

Copy this schedule on to the board and keep it up all week

Independent Work

1. LAB page 143
2. LAB page 144
3. LAB page 145
4. LAB page 146
5. LAB page 154 & 155
6. DBE Home Language book 2, page 125
7. DBE Life Skills book 2, page 61
8. Check and complete all work.

Optional: Life Skills book 2: Exercise 63 - The sun and moon; Stars

FORMAL ASSESSMENT

Monday–Friday  Reading 1: Read aloud  LAB pp. 164-165  TG pp. 123, 125, 127, 129 & 131
Wednesday and Thursday  Writing 2: My news  Exercise book  TG pp. 127 & 129
Thursday  Phonics 1: Write missing letters  LAB p. 139  TG p. 128
Thursday  Reading 2: Comprehension  LAB p. 140  TG p. 128
Friday  Phonics 2: Dictation  Exercise book  TG p. 130
Thursday and Friday  Physical Education 2: Sports Day  PRACTICAL  TG pp. 123, 129 & 131

EQUIPMENT FOR ACTIVITIES

- crayons / kokis and a pencil
- waste materials (cardboard rolls, from toilet paper or kitchen roll, aluminium foil, cardboard boxes, newspaper, plastic bottles)
- recordings of instrumental music (no words)
- glue, scissors, stapler, paper clips
- bags / containers for this week’s letters
- equipment needed for Sports day
WEEK 8

Phonics Assessment 1: Write missing letters
Phonics Assessment 2: Dictation
Handwriting • Practise four days this week

Beginning Knowledge and Personal & Social Well-being
• Phases of the Moon
• Last night in the sky
• The stars
• The first flight

Theme: The sky at night
Week 8: The Moon

Shared/Independent Writing Assessment 2: My news

Reading Assessment 1: Read aloud
Reading Assessment 2: Comprehension • Walking on the Moon

Physical Education Assessment 2: Sports Day
• Games, action rhymes and movements

GGR (1 group a day) and Independent Work
• Read from anthology or other levelled readers
• Five pages in LAB
• Two pages in DBE workbooks

Visual Arts – 3-D
• Make a spaceship from waste

Performing Arts
• Respond to music
• Dramatise Moon landing

Phonics

Listening and Speaking

Group Guided Reading Life Skills Writing

Reading
Walking on the Moon

Has anyone ever walked on the Moon? What do you think?

Yes, they have. Twelve people have walked on the Moon. The first two people who walked on the Moon were Neil Armstrong and Buzz Aldrin. In 1969, they went to the Moon in a spacecraft and then came safely back to Earth. Everyone watched them walking on the Moon on television. People who go into space are called **astronauts**. These two astronauts collected rocks and dust from the Moon to bring back to Earth so that we could find out more about the Moon. They put an American flag on the Moon because they were from America.

Would you like to walk on the Moon? What do you think you would you see?

You would see soft gray dust, shiny rocks, and lots of holes in the ground called **craters**. Some craters are very small, and some are very big. You would also see high mountains and deep valleys. Your **footprints** would stay there forever because there is no wind to blow them away. You might find tiny bits of ice on the dark side of the Moon but no water. There is no water or air on the Moon and the sky looks black even in the daytime. Nothing can live on the Moon so you would not see any people, plants, or animals.
**When can you see the Moon?**

The Moon is always in the sky but during the day the Sun is too bright for us to see it clearly. You can see the Moon nearly every night though unless it is cloudy, but it seems to change its shape.

Why do you think the Moon look like it changes its shape?

The Earth and the Moon are round and float in space. The Moon goes slowly around (orbits) the Earth. As the Moon moves, we can only see the parts that the Sun shines on because the Moon makes no light of its own. This makes it look as if the Moon changes its shape every night from a long, thin shape (*crescent moon*) to a bigger shape (*gibbous moon*) and finally a round circle (*full moon*). After that it starts getting smaller again each night. It takes a month to go through the whole cycle.

See lesson plan on page 122 for questions to ask.
MONDAY

MORNING MEETING

Register
- Learners mark themselves present on the Bala Wande register poster if available.

Calendar
- Use the Bala Wande calendar if available. Discuss the day, month and year.

Celebrate birthdays
- Sing the happy birthday song.

Weather
- What is the weather today?
- Record on weather chart.

READ-ALOUD STORY

Walking on the Moon

Before reading
- Do you know about the Moon landings?
- How do people get to the Moon?

Read the story aloud
- Explain new vocabulary.

After reading
- How many people have walked on the Moon?
- Why does the Moon seem to change shape?

BEGINNING KNOWLEDGE AND PSWB

The Moon

Ask introductory questions
- Do you know how the Moon moves?

Read together and discuss
- The Moon seems to change its shape every night.
- The Moon travels around the Earth.
- Look at the pictures to see exactly what happens.
- Remember, the Big Book pages are also in the LAB so learners can follow as you read

PHONICS

The sound X

Revise sounds
- At a fast pace, show flashcards of letters already taught. Learners say the sound.

Introduce the new sound
- Listen to and say the new sound.
- Notice your mouth.

Identify words with the sound
- Learners provide more words with the sound.

Read
- Read the letters and words in the blocks slowly together.
- Read the sentence

Trace over the letter in the sentence

LAB

LAB p. 132

30 min

BB p. 36

15 min

LAB p. 133

15 min

HANDWRITING

- Follow the advice for handwriting lessons on page 9.
- Teach the letter formation of today's sound.
- Learners write in their exercise books.
- Observe and assist.

15 min
INDEPENDENT WORK

- Introduce this week’s independent tasks.
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call Group A to the mat for Reading Assessment.

READING ASSESSMENT 1

Assess the learners' abilities to read a seen sentence

- Call up each learner in the group to read the sentences in the LAB.
- Learners can use the cues from the illustration on the page.

Marking: See page 152
Marks: 10

PHYSICAL EDUCATION

Sports Day preparation

Warm up

Prepare for assessment on Friday
- Arrange a series of activities for a Sports Day, such as:
  - relay running race
  - long jump
  - walking race
  - running race
  - cross-country race
- Explain the rules for two of the activities and let learners practice.
- Learners will be assessed on Thursday and Friday.

Cool down

Marking: See page 161
Marks: 10

VISUAL ARTS

Make a spaceship

Introduce
- Hand out waste materials and other equipment.
- Learners work in groups.

Plan
- Learners plan how they will use waste materials to make a spaceship.
- Learners begin making their spaceships.
**TUESDAY**

**MORNING MEETING**  News

Pairs
- Take turns to tell news to a partner.
- Use the My news frame on the back cover to assist.

Class
- Choose a few learners to tell their news to the class.
- Give everyone a chance during the term.

**LISTENING AND SPEAKING**  Follow instructions

Play instruction games
- Develop learners’ ability to follow instructions by playing games, such as Simon says, Hoki Koki, and so on.

**BEGINNING KNOWLEDGE AND PSWB**  Phases of the Moon

Discuss the activity
- Read the page with learners.
- Explain the instructions.

Learners complete the activity
- Learners work on their own.
- Learners copy the pictures of the Moon into the correct rows.

**ABC PHONICS**  Shared word building

Prepare
- Learners cut out the letter cards for the week (LAB page 185).
- Display the same teacher cards randomly on the board.

Build the words together
- Call a learner to the board for each word.
- Say the word aloud. Ask: What is the first sound? So, what is the first letter? And so on.
- Let learner find the letter cards and place in the correct position.
- Other learners try to copy the word with their own cards.

Put the letters in a container/bag to use again

**HANDWRITING**

- Follow the advice for handwriting lessons on page 9.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist.
**TUESDAY**

**SHARED READING (1)**

*Walking on the Moon*

Read
- Read *Walking on the Moon* to the class
- Ask the Day 1 questions on each page.
- Re-read the story together as a class.

Show flashcard words: astronaut, spaceship/craft, footprint, earth, forever
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

**INDEPENDENT WORK**

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call Group B to the mat for Reading Assessment.

**READING ASSESSMENT 1**

*Group B*

Assess the learners’ abilities to read a seen sentence
- Call up each learner in the group to read the sentences in the LAB.
- Learners can use the cues from the illustration on the page.

Marking: See page 152
Marks: 10

**PHYSICAL EDUCATION**

*Sports Day preparation*

Warm up

Practice more activities
- Explain the rules for another two activities for Sports Day.
- Let learners practice.

Cool down

**VISUAL ARTS**

*Make a spaceship continued*

- Learners continue creating their spaceships from waste materials.
- Each group shows the class what they have created.
WEDNESDAY

MORNING MEETING

Register
- Learners mark themselves present on the Bala Wande register poster if available.

Calendar
- Use the Bala Wande calendar if available. Discuss the day, month and year.

Celebrate birthdays
- Sing the happy birthday song.

Weather
- What is the weather today?
- Record on weather chart.

BEGINNING KNOWLEDGE AND PSWB

All about stars

Read the information
- Read the page with learners.
- Discuss the questions as a class.

Learners complete the activity
- Learners work on their own to answer the questions.

PHONICS

The sound X

Revise sounds
- At a fast pace, show flashcards of letters already taught. Learners say the sound.

Introduce the new sound
- Listen to and say the new sound.
- Notice your mouth.

Identify words with the sound
- Learners provide more words with the sound.

Read
- Read the letters and words in the blocks slowly together.
- Read the sentence.

Trace over the letter in the sentence

HANDWRITING

- Follow the advice for handwriting lessons on page 9.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist.

SHARED READING (2)

Walking on the Moon

Read from Big Book
- Read Walking on the Moon with the class
- Ask the Day 2 questions on each page.
- Re-read the story as a class.

Revise the flashcard words: astronaut, spaceship/craft, footprint, earth, forever
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
**WEDNESDAY**

**PHYSICAL EDUCATION**

**Warm up**
- Explain the rules for another two activities for the sports day.
- Let learners practice.

**Cool down**

**INDEPENDENT WORK**

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

**READING ASSESSMENT 1**

*Group C*

Assess the learners’ abilities to read a seen sentence
- Call up each learner in the group to read the sentences in the LAB.
- Learners can use the cues from the illustration on the page.

**Marking:** See page 152  
**Marks:** 10

**WRITING ASSESSMENT 2**

*My news*

This assessment takes place over two days (Wednesday and Thursday)

**Introduce**
- Ask learners to think about someone they played with or somewhere they went last week.

**Draw and write**
- Learners work individually to draw what happened.
- They write at least 3 sentences about it.

**Marking:** See page 154  
**Marks:** 10

**PERFORMING ARTS**

*Dramatise landing on the Moon*

**Pairs**
- How do astronauts walk on the Moon?
- What do they do on the Moon?
- Pairs act out landing on the Moon
- Call on some pairs to perform for the class.

**Marking:** See page 154  
**Marks:** 10
THURSDAY

MORNING MEETING

**News**

**Pairs**
- Take turns to tell news to a partner.
- Use the My news frame on the back cover to assist.

**Class**
- Choose a few learners to tell their news to the class.
- Give everyone a chance during the term.

LISTENING AND SPEAKING

**Counting rhyme**

Five little astronauts
Five little astronauts flying to the stars
The first one said: Let’s go to Mars
The second one said: Let’s fly up in the sky
The third one said: Let’s go up really high
The fourth one said: Let’s go to the Moon
The fifth one said: Let’s get ready soon
Climb aboard our spaceship
We’re going to the Moon
Wait for blast off – Zoom!
We’re on our way!

PHONICS ASSESSMENT 1

**Sounds and letters**

Assess learners’ ability to listen for sounds in words and write corresponding letters
- Learners fill in the missing letters individually.

**Marking:** See page 151
**Marks:** 5

HANDWRITING

- Follow the advice for handwriting lessons on page 9.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist.

READING ASSESSMENT 2

**Comprehension**

Re-read *Walking on the Moon*
- Re-read the story with the class (LAB pp. 128–131).
- Read the questions out loud, but do not discuss the answers.
- Learners answer the questions in their LABs

**Marking:** See page 152
**Marks:** 10
INDEPENDENT WORK
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call Group D to the mat for GGR.

READING ASSESSMENT 1
Group D
Assess the learners’ abilities to read a seen sentence
- Call up each learner in the group to read the sentences in the LAB.
- Learners can use the cues from the illustration on the page.

Marking: See page 152
Marks: 10

PHYSICAL EDUCATION ASSESSMENT 2
Sports Day
Prepare
- Divide the class into teams.
- Announce which races will be held today.
- Let teams decide who will do which race. Each learner participates in at least one race.

Sports day
- Conduct the races and assess half the class.
- Assess learners’ abilities to take part in races and games skilfully and enthusiastically.

Marking: See page 161
Marks: 10

PERFORMING ARTS
Dramatise landing on the Moon (continued)
Pairs
- How do astronauts walk on the Moon?
- What do they do on the Moon?
- Pairs act out landing on the Moon
- Call on some pairs to perform for the class.
FRIDAY

**MORNING MEETING**

Register
- Learners mark themselves present on the Bala Wande register poster if available.

Calendar
- Use the Bala Wande calendar if available. Discuss the day, month and year.

Celebrate birthdays
- Sing the happy birthday song.

Weather
- What is the weather today?
- Record on weather chart.

**PHONICS ASSESSMENT 2** Dictation

- Say each word slowly. Repeat only once.
- Learners write the words in their exercise books.
- Take in to mark.

**INDEPENDENT WORK**

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call Group E to the mat for GGR.

**INDEPENDENT WRITING** Share your writing

Learners share their writing
- Learners share their writing with the class.

**LAB**

- pp. 141-144
- 30 min

- pp. 138
- 15 min

**Marking:** See page 151
**Marks:** 10
### TEACHER’S WEEKLY REVIEW

This week, I have:
- taken in the LABs and commented on the Writing on page 138
- checked and corrected the other LAB pages and identified areas of concern or specific learners needing more assistance
- referred back to the Week Overview and identified any lesson I was not able to complete
- scanned my lap book and noted any learners needing additional one-to-one teaching time or individual reading practice with me next week.

I have scheduled a time next week for:
- any class catchup or general feedback that is needed
- individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.

I have looked ahead to next week to ensure I am prepared and have all I need to start the week.

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### READING ASSESSMENT 1

**Group E**

Assess the learners’ abilities to read a seen sentence
- Call up each learner in the group to read the sentences in the LAB.
- Learners can use the cues from the illustration on the page.

**LAB pp. 164-165**

15 min

Marking: See page 152
Marks: 10

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### INDEPENDENT WORK REVIEW

- Go over the Independent Work done this week.
- Write answers on the board where appropriate, so learners can mark their work.
- Provide feedback and assistance on any common mistakes.

15 min

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### PHYSICAL EDUCATION ASSESSMENT 2

**Sports Day (continued)**

Assess half the class today

**Prepare**
- Divide the class into teams.
- Announce which races will be held today.
- Let teams decide who will do which race. Each learner participates in at least one race.

**Sports day**
- Conduct the races and assess the rest of the class.
- Assess learners’ abilities to take part in races and games skilfully and enthusiastically.

25 min

Marking: See page 161
Marks: 10
WEEK OVERVIEW

NEW YEAR’S DAY

PREPARATION

Flashcards

shine  deep  struggle  log  rescue

INDEPENDENT WORK SCHEDULE

Copy this schedule on to the board and keep it up all week

1. LAB page 159
2. LAB page 160
3. LAB page 161
4. LAB page 162
5. LAB page 163
7. DBE Life Skills book 2, page 63
8. Check and complete all work.

Additional: In Weeks 9 and 10, learners complete any set activities from the Rainbow workbook that are not completed.

EQUIPMENT FOR ACTIVITIES

- crayons / kokis, pencils and rulers
- large sheets of paper (A4 or larger, white or coloured)
- bags / containers for this week’s letters
- equipment needed for the selected Physical Education activities
- recordings of music that make you feel different emotions (happy, sad, excited, bored)
**WEEK 9**

**Phonics**
- SEP: [insert]
- XHO: [insert]
- AFRIK: [insert]

**Handwriting**
- Practise four days this week

**GGR (1 group a day) and Independent Work**
- Read from anthology or other levelled readers
- Five pages in LAB
- Two pages in DBE workbooks

**Read-aloud story**
- Little Star

**Pair work**
- Open questions

**Nursery rhyme**
- Star light, star bright
- Twinkle twinkle little star

**Physical Education**
- Games, action rhymes and movements
- Activity stations

**Visual Arts – 2-D**
- Make a star

**Performing Arts**
- Responding to music

**Beginning Knowledge and Personal & Social Well-being**
- New Year celebrations
- Looking back
- New Year’s resolutions
- New Year traditions

**Shared Reading**
- Little Star

**Shared Writing**
- I am a star

**Independent Writing**
- I am a star

**Theme:** Religious days and other special days

**Week 9:** New Year’s Day
Did you know that each of us has a special star in the sky that belongs to us? Every time we do a good deed or an act of kindness, our special star gets a little bit bigger and a little bit brighter!

Once there was a very small star in the sky. This little star was so small that you could hardly see it, so it was called Little Star. There are so many stars shining in the sky at night that you can never count all of them. All these stars were much bigger and brighter than Little Star. Looking at all these big, bright stars every night made Little Star feel very sad.

One day Little Star asked Mother Star, ‘Why am I so small? When will I grow big? I want to be big and shine brightly in the sky.’

‘All in good time,’ said Mother Star. ‘Look down there at the child you belong to. Every time this little child does a good deed or is kind to someone, you will grow a little bit bigger and a little bit brighter. One day you will be very big and bright and give off a lot of light.’

‘I hope so,’ said Little Star as it looked far down to the Earth to see its little child.
Little Star watched as its little child started to grow up. At first it was a tiny baby and then it started to walk and talk. Little Star could not wait to see its child’s first good deed so that it could grow a bit bigger and brighter.

Little Star wanted to be as big and bright as the biggest star it could see in the sky. This star was much bigger and much brighter even than Little Star’s mother. Its light shone very far and it lit up the darkest places in the night sky. Its light lit up the Earth in the day and the Moon at night.

‘Who did this beautiful big bright star belong to?’ asked Little Star.

‘It must have belonged to the kindest, most wonderful person who ever lived on the Earth to be so big and shine so brightly,’ said Mother Star.

I wonder who that could be? What do you think?

See lesson plan on page 136 for questions to ask.
**MONDAY**

### MORNING MEETING

**Register**
- Learners mark themselves present on the Bala Wande register poster if available.

**Calendar**
- Use the Bala Wande calendar if available. Discuss the day, month and year.

### READ-ALOUD STORY  **Little Star**

**Before reading**
- How do you feel when you do a good deed?

**Read the story aloud**
- Explain new vocabulary.

**After reading**
- Why was the star in the story so little?
- What could make the star grow big and bright?

### BEGINNING KNOWLEDGE AND PSWB

**New Year’s Day**

**Ask introductory questions**
- How does your family celebrate New Year’s Day?

**Read together and discuss**
- How long is a year?
- What is a new year?
- What happens in the new year? (new teacher, new class, another birthday...)
- What date is New Year’s Day?
- Why are people happy on New Year’s Day? (chance to do things better/differently/have more luck)
- Remember, the BB pages are also in the LAB so learners can follow as you read

### PHONICS

**The sound X**

**Revise sounds**
- At a fast pace, show flashcards of letters already taught. Learners say the sound.

**Introduce the new sound**
- Listen to and say the new sound.
- Notice your mouth.

**Identify words with the sound**
- Learners provide more words with the sound.

**Read**
- Read the letters and words in the blocks slowly together.
- Read the sentence

**Trace over the letter in the sentence**

### HANDWRITING

- Follow the advice for handwriting lessons on page 9.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist.
INDEPENDENT WORK
- Introduce this week’s independent tasks.
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.

GROUP GUIDED READING  Groups A and B
First reading
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

PHYSICAL EDUCATION
Prepare
- Choose four different activities from page 19 for the week.
- Set up the equipment.
- Divide the class into four groups.

Introduce activity stations
- Show the equipment and explain how to do the activity at each station.
- Learners practise the activities.

Whole class activity
- If you have time, play a game such as catches, red rover or hide-and-seek.

VISUAL ARTS  Draw a star
Introduce
- Hand out A4 paper (or bigger), rulers, sharp pencils and crayons / paint.
- Demonstrate how to draw a star on the board.

Create
- Learners draw and colour/paint their stars.
- Cut them out and hang them up.
TUESDAY

MORNING MEETING

News

Pairs
- Take turns to tell news to a partner.
- Use the My news frame on the back cover to assist.

Class
- Choose a few learners to tell their news to the class.
- Give everyone a chance during the term.

LISTENING AND SPEAKING

Open questions

Have a class discussion based on these questions
- What can we do to make our special star shine more brightly and grow bigger?
- Do you know anyone who is very kind? What does he or she do?
- What good deeds have you done for your family or friends? How did they feel?
- What good deeds have your family done for you? How did you feel?
- Have you ever done a good deed for an animal? What was it?
- What does the Little Star story teach us?

BEGINNING KNOWLEDGE AND PSWB

Looking back at this year

Read the sentence starters
- Ask volunteers for their contributions.

Learners complete the worksheet
- Learners work individually to complete the sentences.

PHONICS

Shared word building

Prepare
- Learners cut out the letter cards for the week (LAB page 187).
- Display the same teacher cards randomly on the board.

Build the words together
- Call a learner to the board for each word.
- Say the word aloud. Ask: What is the first sound? So, what is the first letter? And so on.
- Let learner find the letter cards and place in the correct position.
- Other learners try to copy the word with their own cards.

Put the letters in a container/bag to use again

HANDWRITING

- Follow the advice for handwriting lessons on page 9.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist.
**SHARED READING (1)**  
*Little Star*

**Read**
- Read *Little Star* to the class
- Ask the **Day 1** questions on each page.
- Re-read the story together as a class.

**Show flashcard words:** *shine, good deeds, bigger, brighter, kindest*
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

**INDEPENDENT WORK**
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

**GROUP GUIDED READING**  
*Groups C and D*

**First reading**
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**PHYSICAL EDUCATION**

**Warm up**
- Activity stations
  - Send each group to an activity station.
  - They do the activity.
  - Teacher observes and advises.

**Cool down**

**VISUAL ARTS**  
**Draw a star continued**

- Hand out learners’ drawings
- Learners continue to complete, cut out, and display their stars
WEDNESDAY

MORNING MEETING

Register
- Learners mark themselves present on the Bala Wande register poster if available.

Calendar
- Use the Bala Wande calendar if available. Discuss the day, month and year.

Celebrate birthdays
- Sing the happy birthday song.

Weather
- What is the weather today?
- Record on weather chart.

BEGINNING KNOWLEDGE AND PSWB

New year’s resolutions

Read the page
- Talk about the examples.
- Talk about wanting to do things better and why.

Discuss your resolutions
- Learners discuss their resolutions with a partner.

PHONICS

The sound X

Revise sounds
- At a fast pace, show flashcards of letters already taught. Learners say the sound.

Introduce the new sound
- Listen to and say the new sound.
- Notice your mouth.

Identify words with the sound
- Learners provide more words with the sound.

Read
- Read the letters and words in the blocks slowly together.
- Read the sentence.

Trace over the letter in the sentence

HANDWRITING

- Follow the advice for handwriting lessons on page 9.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist.

SHARED READING (2)

Little Star

Read from Big Book
- Read Little Star with the class.
- Ask the Day 2 questions on each page.
- Re-read the story as a class.

Revise the flashcard words: shine, good deeds, bigger, brighter, kindest
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
**SHARED WRITING**  
*We are stars!*

**Prepare the board**
- Copy the writing frame onto the board.

**Learners think about why they are special**
- Learners think about:
  - The things they are good at.
  - The things that make them happy.
  - The things they do to make others happy.
  - The people they love.
  - How they are kind to others.
  - How they are kind to animals.
  - The things they do to help our community/school/family.

**Use different learners’ suggestions to complete the writing frame**

*Read the words and sentences together*

**INDEPENDENT WORK**
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

**GROUP GUIDED READING**  
*Groups E and A*

**First reading**
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**Second reading for Group A**
- In pairs, learners read alternate pages.
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**PHYSICAL EDUCATION**

**Warm up**
- Activity stations
  - Send each group to an activity station.
  - They do the activity.
  - Teacher observes and advises.

**Cool down**

**PERFORMING ARTS**  
*Movement to music*

**Develop learners’ abilities to respond to music**
- Play a variety of music from your smartphone or a CD player.
- After each piece of music, ask the learners how the music made them feel.
- Play it again and allow the learners to move in time to the music, in any way they wish.
- Try to have a variety of music, traditional, modern, and so on.
THURSDAY

MORNING MEETING  News
Pairs
- Take turns to tell news to a partner.
- Use the My news frame on the back cover to assist.
Class
- Choose a few learners to tell their news to the class.
- Give everyone a chance during the term.

LISTENING AND SPEAKING  Rhymes
Star light, star bright
Star light, star bright
First star I see tonight
I wish I may
I wish I might
Have the wish
I wish tonight.
Twinkle twinkle little star
Twinkle twinkle little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky.
When the blazing sun is gone
When he nothing shines upon
Then you show your little light
Twinkle twinkle all the night.

PHONICS  Independent word building
Letter naming using cards
- Learners spread letter cards on desk.
- Teacher says a sound
- Learners hold up the matching letter card.
Independent word building
- Look at the picture and say the word.
- Build the word with your cards. The little blocks tell you how many letters.
- Check (one learner writes word on the board).

HANDWRITING
- Follow the advice for handwriting lessons on page 9.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist.

SHARED READING (3)  Little Star
Read from Big Book
- Read Little Star with the class.
- Ask the Day 3 questions on each page.
- Re-read the story with the class.
Revise flashcard words: shine, good deeds, bigger, brighter, kindest
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
- Put the flashcards on the Word Wall.
INDEPENDENT WRITING  I am a star
Re-read Shared Writing from yesterday
• Re-read the questions/prompts and shared writing from yesterday.

Independent writing
• Learners write sentences about themselves in the star.

INDEPENDENT WORK
• Learners do two tasks a day unless they have GGR.
• Remind them to work quietly on their own.
• When class is settled, call the next group to the mat for GGR.

GROUP GUIDED READING  Groups B and C
Second reading
• In pairs, learners read alternate pages.
• Listen to them read. Record your observations.
• Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

PHYSICAL EDUCATION
Warm up
Activity stations
• Send each group to an activity station.
• They do the activity.
• Teacher observes and advises.

Cool down

PERFORMING ARTS  Moving to music continued
Repeat activity
• If possible, use different music.
FRIDAY

MORNING MEETING

Register
- Learners mark themselves present on the Bala Wande register poster if available.

Calendar
- Use the Bala Wande calendar if available. Discuss the day, month and year.

Celebrate birthdays
- Sing the happy birthday song.

Weather
- What is the weather today?
- Record on weather chart.

PHONICS

I spy...
- Play in pairs.
- Choose a picture.
- Say what the picture starts with. Say: “I spy with my little eye, something beginning with…”
- The other player guesses the picture.
- Swap.

INDEPENDENT WORK

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

INDEPENDENT WRITING

Share your writing
- Learners share their writing with the class.
FRIDAY

GROUP GUIDED READING  Groups D and E

Second reading
- In pairs, learners read alternate pages.
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

Cool down

INDEPENDENT WORK REVIEW

- Go over the Independent Work done this week.
- Write answers on the board where appropriate, so learners can mark their work.
- Provide feedback and assistance on any common mistakes.

PHYSICAL EDUCATION

Warm up
Activity stations
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

Cool down

TEACHER’S WEEKLY REVIEW

This week, I have:
- taken in the LABs and commented on the Writing on page 157
- checked and corrected the other LAB pages and identified areas of concern or specific learners needing more assistance
- referred back to the Week Overview and identified any lesson I was not able to complete
- scanned my lap book and noted any learners needing additional one-to-one teaching time or individual reading practice with me next week.

I have scheduled a time next week for:
- any class catchup or general feedback that is needed
- individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.

I have looked ahead to next week to ensure I am prepared and have all I need to start the week.

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

This is a revision week so there is no structured daily programme. You will find suggestions for revision activities that can be done at any time in the week.

**LISTENING AND SPEAKING**

- Focus on a special day or holiday that is meaningful to the learners in your particular class or community. This may be a religious holiday such as Christmas, Hannukah or Eid, a special day such as Mandela Day, or a special school day such as the last day of school for the year. Tell a story that links to the day you have chosen.
- Let learners choose a story they would like you to read again. Afterwards, ask one or two learners to retell another story.
- Pairs: tell a favourite story to their partner.
- Recite rhymes or poems individually or in small groups.

**SHARED READING**

- Reread stories in this Big Book which the learners have particularly enjoyed this term.
- Read the stories without referring to the prompts.
- Swop roles with learners who can be the ‘teachers’ for different stories.
- Reread stories from earlier in the year. Less confident learners may enjoy being the ‘teacher’ for stories from Term 1 or 2.

**PHONICS**

- Repeat word building activities.
- Play the Friday phonic games again.
- Groups 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.
- Ensure that all Independent Work Pages have been completed in the LAB. Check they have been done correctly.
- DBE workbook phonics activities.

**WRITING**

- Provide lined paper for learners to write a story of their choice. It can be a story based on one from the Big Book, or their own story.
- Tell them to try to sound out unknown words or use the Word Wall words.
BEGINNING KNOWLEDGE AND PSWB

- Learners can complete any uncompleted pages in the DBE workbook. The following pages in the DBE are particularly appropriate for the themes covered this term. Some of the activities go beyond pencil and paper activities and include drawing, acting and discussion activities.
- Homes: Activity 49–52, page 34–41, DBE workbook
- Picture maps: Activity 53–55, page 42–47, DBE workbook
- Water: Activity 57–60, page 50–57, DBE workbook
- The sky at night: Activity 61–63, page 58–63, DBE workbook

VISUAL ARTS

- Provide art supplies such as crayons, kokis, paints and brushes and paper of different sizes or colours.
- Allow learners to choose what they would like to draw.
- Let learners show their work to the group or class and explain what they chose to draw.

PERFORMING ARTS

- Revise the poems and rhymes provided in Week 1-9. Groups choose one to practice and present.

PHYSICAL EDUCATION

- Play traditional games for Heritage Day.
- Have a Sports Day where teams compete against each other. Do activities from the term.
### CONTINUOUS AND FORMAL ASSESSMENT FOR TERM 3

- **Curriculum links** for each week are shown with light colour blocks.
- **Formal assessment** tasks are shown with darker blocks.
- **Continuous assessment**: Tick the blocks **each week** when you observe that this outcome has been attained by the majority of learners.
- Make a note of any children who are still struggling. Keep your notes for assessment purposes. You will need to reteach or provide more practice for these learners.

#### LISTENING AND SPEAKING: The learners are able to ...

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#### PHONICS: The learner is able to ...

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#### READING

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</table>
## Reading

**Group Guided Reading: The learners are able to ...**

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<tbody>
<tr>
<td>8</td>
<td>Read silently from own book in GGR</td>
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<td>9</td>
<td>Use phonics, context clues and sight words when reading</td>
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<td>10</td>
<td>Monitor self when reading, both in the area of word recognition and comprehension</td>
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<td>11</td>
<td>Read with increasing fluency and expression</td>
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<td>12</td>
<td>Show an understanding of punctuation when reading aloud [Shared Reading, GGR]</td>
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<td>13</td>
<td>Continue to build a sight vocabulary from incidental reading programme, anthologies, and Shared Reading texts [Shared Reading, GGR]</td>
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**Paired and Independent Reading: The learners are able to ...**

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<tr>
<td>14</td>
<td>Read aloud to partner [IW: Paired Reading]</td>
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<td>15</td>
<td>Read own and other’s writing, starting to correct errors [Sharing our writing]</td>
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<td>16</td>
<td>Read books read in Shared Reading sessions and other books [IW: Paired Reading]</td>
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## Handwriting

**The learner is able to ...**

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<tbody>
<tr>
<td>1</td>
<td>Hold pencil and crayon correctly</td>
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<td>2</td>
<td>Form lower and upper case letters correctly and fluently according to size and position on the line</td>
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<td>3</td>
<td>Copy and write words with correct spacing</td>
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<td>4</td>
<td>Copy and write short sentences correctly</td>
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## Writing

**The learner is able to ...**

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<tbody>
<tr>
<td>1</td>
<td>Write at least three sentences of own news or creative story using sounds learnt and common sight words, capital letters and full stops</td>
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<td>2</td>
<td>Write a recount (past tense)</td>
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<td>Write a riddle (present tense)</td>
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<td>4</td>
<td>Sequence sentences to make a story (prepositions)</td>
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<td>5</td>
<td>Write a story map (summary)</td>
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<td>6</td>
<td>Write about self- why you are special (present tense)</td>
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<td>7</td>
<td>Contribute ideas for a class writing activity [Shared Writing]</td>
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<td>8</td>
<td>Discusses with classmates ideas for writing [Shared Writing]</td>
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<td>9</td>
<td>Writes and illustrates a sentence on a topic to contribute to a book for the reading corner</td>
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<td>10</td>
<td>Form plurals of familiar words [Shared Writing]</td>
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<td>11</td>
<td>Use prepositions correctly</td>
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<td>Spell common words correctly</td>
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<td>13</td>
<td>Begin to use present and past tense correctly in writing</td>
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<td>14</td>
<td>Build own word bank and personal dictionary using initial letter of word</td>
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<td>15</td>
<td>Organise information into a simple graphic form such as a chart or timeline</td>
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LISTENING AND SPEAKING 1

**Formal assessment (10 marks)**

Oral: Listening & Speaking: An outing
Week 3 Tuesday

**Mark guide: Meets ...**

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**Criteria**
- Understands the topic and describes an appropriate outing.
- Describes an outing with clarity and uses interesting words.
- Explains the outing in the correct sequence.
- Language ability: correct structure, wide vocabulary.
- Speaking ability: volume, pronunciation, speed, fluency.

LISTENING AND SPEAKING 2

**Formal assessment (5 marks)**

Written: Listening Comprehension: The big fish
Week 6 Tuesday: answer written questions

**Mark guide:**

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<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
<th>Question 4</th>
<th>Question 5</th>
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</thead>
<tbody>
<tr>
<td>dam (1)</td>
<td>called for help (1)</td>
<td>a log of wood (1)</td>
<td>ran for help (1)</td>
<td>was rescued (1)</td>
</tr>
</tbody>
</table>

LISTENING AND SPEAKING 3

**Continuous assessment (10 marks)**

Classroom observation: Listening and Speaking and other oral lessons, Week 1–7

**Mark guide: Meets ...**

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</table>

**Criteria**
- Listens to others without interrupting.
- Follows instructions and announcements.
- Joins in rhymes, poems and songs.
- Contributes to class discussions.
- Participates in pair discussions.
**ASSESSMENTS**

**PHONICS 1**

Formal assessment (5 marks)
Written: Write missing letters
Week 8 Thursday
TG page 128, LAB page 139

Mark guide: 1 mark for each correct answer

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<tr>
<th>Answer 1</th>
<th>Answer 2</th>
<th>Answer 3</th>
<th>Answer 4</th>
<th>Answer 5</th>
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**PHONICS 2**

Formal assessment (10 marks)
Written: Dictation
Week 8 Thursday
TG page 130

Mark guide: 2 marks for correct words, 1 mark for partially correct words

**PHONICS 3**

Continuous assessment (5 marks)
LAB: Word building activities, dictation tests, activities Week 1–7

Mark guide:

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<th>Five criteria</th>
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</table>

Criteria
- Identifies letter sounds taught.
- Breaks words down into sounds.
- Builds sounds up into words.
- Completes independent word building activities.
- Completes independent Phonics activities.
ASSESSMENTS

READING 1

Formal assessment (10 marks)
Oral: Read-aloud
Week 8 Monday–Friday
TG pages 123, 125, 127, 128 & 131, LAB pages 164 & 165

Mark guide: Meets ...

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<th>Three criteria</th>
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<th>Five criteria</th>
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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.

READING 2

Formal assessment (10 marks)
Written: Reading comprehension
Week 8 Thursday
TG page 128, LAB page 140

Mark guide:
Do not expect full sentences, mark for meaning rather than correct spelling
- Question 1: because there is no air (1) or water (1) or food (1)
- Question 2: footprints (1) and moon module (1)
- Question 3: in a spacecraft (1)
- Question 4: blue (1)
- Question 5: accept any reasonable answers, for example, the moon is smaller (1), has no living things (1), has no water or air (1)

READING 3

Continuous assessment (5 marks)
Class/group observations: Shared Reading and Guided Group Reading Weeks 1-7

Mark guide: Meets ...

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<th>One criterion</th>
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<th>Four criteria</th>
<th>Five criteria</th>
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</table>

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.
- Demonstrates understanding of text.
**HANDWRITING 1**

**Formal assessment (5 marks)**
Handwriting: Copy pattern and sentence
Week 7 Thursday

Mark guide: Meets ...

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<th>Five criteria</th>
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**Criteria**
- Letter formation is consistently correct.
- Placement of letters on line is consistently correct.
- Spacing in and between words is consistent.
- Slant is consistent.
- Correctly identifies best letters.

**HANDWRITING 2**

**Continuous assessment (5 marks)**
LAB: Handwriting tasks and other written work Weeks 1–7

Mark guide:

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<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>
</thead>
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## WRITING 1

**Formal assessment (5 marks)**  
Writing: Write sentences  
Week 7 Thursday: LAB page 121, TG page 115

**Mark guide: Meets ...**

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**Criteria**
- Writes two sentences.
- Shows personal response to topic (goes beyond what has been discussed in class).
- Organises information correctly (day/night).
- Punctuation: full stops and commas used correctly.
- Spelling: shows phonic or sight word knowledge.

## WRITING 2

**Formal assessment (10 marks)**  
Writing: Write news  
Week 8 Wednesday and Thursday TG pages 127 & 129

**Mark guide: Meets ...**

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</table>

**Criteria**
- Writes three sentences.
- Ideas and vocabulary: writes interesting, but personal, news sentences.
- Punctuation: capital letters and full stops used correctly.
- Grammar: word order, tense (past), first person, nouns and pronouns used correctly.
- Spelling: demonstrates phonic or sight word knowledge.

## WRITING 3

**Continuous assessment (5 marks)**  
Class observation: Shared Writing lessons  
Weeks 1–7 Monday to Friday

**Mark guide:**

<table>
<thead>
<tr>
<th>Almost never contributes to Shared Writing lessons.</th>
<th>Occasionally contributes to Shared Writing lessons.</th>
<th>Sometimes contributes to Shared Writing lessons.</th>
<th>Often contributes to Shared Writing lessons.</th>
<th>Always contributes to Shared Writing lessons.</th>
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</table>
# HOME LANGUAGE MARK SHEET FOR TERM 4

(for photocopying)

<table>
<thead>
<tr>
<th>LS (25%)</th>
<th>PS (20%)</th>
<th>READ (25%)</th>
<th>HW (10%)</th>
<th>WRITE (20%)</th>
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</thead>
<tbody>
<tr>
<td>1. Talks about an outing</td>
<td>1. Fill in the missing letters</td>
<td>1. Read-aloud to teacher</td>
<td>1. Complete two sentences and draw appropriate picture</td>
<td>1. Writes news</td>
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<tr>
<td>3. Classroom observation: all oral L&amp;S lessons</td>
<td>3. LAB: all word building, dictation and phonics pages</td>
<td>3. Classroom observation: CGR and Shared Reading</td>
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</tbody>
</table>

### TG p. 54
LAB p. 98; TG p. 96
Week 1-7
Max. mark

### LAB p. 130
TG p. 128
Week 1-7
Max. mark

### LAB p. 139; TG p. 128
Week 1-7
Max. mark

### LAB p. 140; TG p. 128
Week 1-7
Max. mark

### LAB pp. 164-165; TG pp. 123, 125, 127, 129
LAB p. 140; TG p. 128
Week 1-7
Max. mark

### TG p. 114
Week 1-7
Max. mark

### LAB p. 121; TG p. 115
TG pp. 127 & 129
Week 1-7
Max. mark

| NAME | 10 | 5 | 10 | 25 | 5 | 10 | 5 | 20 | 10 | 5 | 10 | 5 | 20 | 10 | 5 | 10 | 5 | 20 | 10 | 5 | 10 | 5 | 20 |
### ASSESSMENTS

#### LIFE SKILLS

- Curriculum links for each week are shown with light colour blocks.
- **Formal assessment tasks** are shown with darker blocks.
- Continuous assessment: Tick the blocks each week when you observe that this outcome has been attained by the majority of learners.
- Make a note of any children who are still struggling. Keep your notes for assessment purposes. You will need to reteach or provide more practice for these children.

### CONTINUOUS AND FORMAL ASSESSMENT FOR TERM 4

<table>
<thead>
<tr>
<th>BEGINNING KNOWLEDGE AND PSWB</th>
<th>1</th>
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<tbody>
<tr>
<td><strong>Routines</strong></td>
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<td>1. Discuss the day and month using class calendar</td>
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<td>2. Keep the daily weather chart updated</td>
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<td>3. Discuss holidays, religious days, and other special days</td>
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<td><strong>Topics</strong></td>
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<td>4. Homes: types of homes; homes to suit different weather conditions, what different homes are made of</td>
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<td>5. Picture maps: what is a map; finding places and things on a map; finding the way from one place to another</td>
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<td>6. Water: uses of water (home and school); ways water is wasted; ways of saving water; safe and unsafe drinking water; storing clean water; water for animals and humans</td>
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<td>7. The night sky: Changing from day to night; what the night sky looks like; the moon; stars.</td>
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<td>8. Religious and other special days: New Year's Day</td>
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<td><strong>Key concepts and skills</strong></td>
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<td>9. Social Science concepts: conservation, cause &amp; effect, place, adaptation, relationships, interdependence, diversity &amp; individuality, change, problem solving</td>
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<td>10. Natural Science concepts: life &amp; living, energy &amp; change, matter &amp; materials, planet Earth &amp; beyond, interdependence</td>
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<td>11. Scientific process skills: enquiry (observing, comparing, classifying, measuring, experimenting, communicating</td>
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<td>12. Technological process skills: investigate, design, make, evaluate, communicate</td>
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<td>13. Social and emotional health</td>
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<td>14. Relationships with other people and the environment</td>
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<td>15. Values and attitudes</td>
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<td><strong>VISUAL ARTS</strong></td>
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<tr>
<td>1. Make paintings &amp; drawings relevant to the term's topics; focus on body in action, line, shape and colour</td>
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<td><strong>PERFORMING ARTS</strong></td>
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<td>1. Warm up the body</td>
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<td>2. Perform locomotor movement: hopping, jumping, galloping running and skipping with a partner and changing directions</td>
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<td>3. Perform non-locomotor movements: combining twisting swinging the arms, side bends and jumps</td>
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### Performing Arts

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<tbody>
<tr>
<td><strong>Play games and develop skills (continued)</strong></td>
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<td>4</td>
<td>Play clapping games with a partner developing focus and co-ordination</td>
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<td>5</td>
<td>Listen to music and describe how it makes them feel using words such as happy, sad and so on</td>
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<td>6</td>
<td>Cool down the body and relax</td>
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<td><strong>Improvise and interpret</strong></td>
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<td>7</td>
<td>Choose and make own movement sentences (sentence about an animal)</td>
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<td>8</td>
<td>Traditional song and dance</td>
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### Physical Education

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<tr>
<td><strong>Locomotor</strong></td>
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<td>1</td>
<td>Walk, run and skip using signals to change from walking to running or skipping</td>
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<td>2</td>
<td>Perform non-locomotor movements: spin – different movements; different ways of spinning: spin alone and with a partner</td>
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<td><strong>Perceptual motor</strong></td>
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<td>3</td>
<td>Circle formation – game (such as beat the ball)</td>
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<td><strong>Rhythm</strong></td>
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<td>4</td>
<td>Games using ropes – Uqaphu/Kgati/Ntimo (two learners swing the rope and third jumps over it while the rest of the group sing rhymes)</td>
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<td>5</td>
<td>Follow instructions, e.g. using a drum to signal change in rhythm</td>
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<td><strong>Co-ordination</strong></td>
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<td>6</td>
<td>Hand soccer with big balls</td>
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<td>7</td>
<td>Foot-eye co-ordination, greeting each other touching the feet</td>
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<td><strong>Balance</strong></td>
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<td>8</td>
<td>Walk on ropes – backwards, forwards and sideways with or without crossing feet over</td>
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<td>9</td>
<td>Walk on ropes with hands on heads, hands behind backs, hands on hips.</td>
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<td>10</td>
<td>Stand on tip toes, crouch on haunches, walk on the balls of the feet, walk on the heels slowly</td>
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<td><strong>Spatial orientation</strong></td>
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<td>11</td>
<td>Play games like Cats amongst the pigeons in a demarcated area</td>
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<td>12</td>
<td>Use bodies to form shapes of numbers 1, 2, 3 or letters A, B, C and so on in a human chain</td>
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<td><strong>Laterality</strong></td>
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<td>13</td>
<td>Turn on the spot to the left and to the right</td>
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<td>14</td>
<td>Kick a ball at a target using L/R foot; throw a ball through a hoop with L/R hand</td>
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<td><strong>Sports and games</strong></td>
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<td>15</td>
<td>Play games of catches such as Cats amongst the pigeons</td>
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<td>16</td>
<td>Walking races – walking on tip toes; walking on heels; walking on flat feet</td>
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<td>17</td>
<td>Relay games</td>
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<td>18</td>
<td>Running races (sprint and longer); long jump</td>
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BEGINNING KNOWLEDGE AND PSWB 1

Formal assessment (10 marks)
Written: Fill in table
Week 5 Tuesday
TG page 82, LAB page 80

Mark guide:

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<tr>
<th></th>
<th>Drink</th>
<th>Wash</th>
<th>Cool down</th>
<th>Breathe</th>
<th>Find food</th>
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<tr>
<td>zebra</td>
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<tr>
<td>giraffe</td>
<td>✓</td>
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<tr>
<td>elephant</td>
<td>✓ ✓</td>
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<td>✓</td>
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<td>hippo</td>
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<td>✓</td>
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<td>crocodile</td>
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</table>

1 mark for each correct answer (green ticks).
0 marks for answers that are inconclusive (red crosses). These are not necessarily incorrect but do not count for marks.
–½ mark for any blocks ticked erroneously (unmarked blocks).

BEGINNING KNOWLEDGE AND PSWB 2

Formal assessment (20 marks)
Written: Make a poster in Visual Arts lessons
Week 6 Wednesday and Thursday
TG pages 113 & 115, LAB page 116

Mark guide:

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<tr>
<td>Understanding of the concepts</td>
<td>unable to represent day and night clearly</td>
<td>showed dark and light; no labels</td>
<td>showed dark and light; headings correct.</td>
<td>showed dark and light clearly; headings correct; good presentation</td>
</tr>
<tr>
<td>Pictures</td>
<td>only 2–3 cut-outs used</td>
<td>some cut-outs used</td>
<td>all cut-outs used</td>
<td>all cut-outs used and other pictures added (drawn or sourced)</td>
</tr>
<tr>
<td>Sorting</td>
<td>only 2 sorted correctly</td>
<td>mostly sorted correctly</td>
<td>all sorted correctly</td>
<td>all sorted neatly and correctly</td>
</tr>
<tr>
<td>Labels</td>
<td>only 1–2 labels</td>
<td>some pictures labelled correctly</td>
<td>almost all pictures labelled correctly</td>
<td>all pictures labelled correctly; spelling reasonable</td>
</tr>
</tbody>
</table>
BEGINNING KNOWLEDGE AND PSWB 3

Continuous assessment (10 marks)
Participation in News, MM and class discussions
Weeks 1–7 Monday to Friday

Mark guide:

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listens to others</strong></td>
<td>unable to listen for more than a few seconds while others speak</td>
<td>listens to others but tends to interrupt</td>
<td>listens to others and seldom interrupts</td>
<td>listens to others without interrupting</td>
</tr>
<tr>
<td><strong>Responds appropriately</strong></td>
<td>seldom shows a response or responds inappropriately</td>
<td>sometimes responds to others appropriately; some responses inappropriate</td>
<td>mostly responds to others appropriately with body language and sometimes with words</td>
<td>always responds appropriately and empathetically as seen in body language and words</td>
</tr>
</tbody>
</table>
ASSESSMENTS

**VISUAL ARTS 1**
Formal assessment (5 marks)
Groups make a playhouse
Week 2 Monday and Tuesday
Mark guide: Meets ...

<table>
<thead>
<tr>
<th>One criterion</th>
<th>Two criteria</th>
<th>Three criteria</th>
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<th>Five criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>5</td>
</tr>
</tbody>
</table>

Criteria
- Planned and brought materials
- Created a house of some type.
- Design is imaginative/shows creativity.
- Materials used are appropriate.
- Is sturdy and carefully made.

**VISUAL ARTS 2**
Formal assessment (5 marks)
Draw self in water
Week 6 Monday and Tuesday
Mark guide: Meets ...

<table>
<thead>
<tr>
<th>One criterion</th>
<th>Two criteria</th>
<th>Three criteria</th>
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<th>Five criteria</th>
</tr>
</thead>
<tbody>
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<td>5</td>
</tr>
</tbody>
</table>

Criteria
- Draws a recognisable figure (self) with details (hair, eyes, fingers and so on).
- Figure engaged in some recognisable action in water (swimming, rowing, fishing).
- Realistic use of colour.
- Good control of pencil and crayons (lines, consistent pressure in colouring).
- Creative design using the whole space.

**VISUAL ARTS 3**
Formal assessment (5 marks)
Weeks 1–7: classroom observation
Mark guide: Meets ...

<table>
<thead>
<tr>
<th>One criterion</th>
<th>Two criteria</th>
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<th>Four criteria</th>
<th>Five criteria</th>
</tr>
</thead>
<tbody>
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<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Criteria
- Follows instructions.
- Completes work with care.
- Demonstrates good control of scissors, paint and glue.
- Cleans up afterwards.
- Expresses own ideas.
**PERFORMING ARTS 1**

**Formal assessment (5 marks)**
Use sound and movement to present riddle
Week 4 Monday and Tuesday  
TC pages 67 & 69

**Mark guide:** Meets ...

<table>
<thead>
<tr>
<th>One criterion</th>
<th>Two criteria</th>
<th>Three criteria</th>
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<th>Five criteria</th>
</tr>
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<tbody>
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</tbody>
</table>

**Criteria**
- Mystery animal represented in sound, words and/or movement.
- Confident presentation.
- Imaginative presentation.
- Presentation clearly represents the target animal.
- Pair evidently working together.

**PERFORMING ARTS 2**

**Formal assessment (5 marks)**
Groups presents traditional song or dance
Week 5 Wednesday and Thursday  
TC pages 85 & 87

**Mark guide:** Meets ...

<table>
<thead>
<tr>
<th>One criterion</th>
<th>Two criteria</th>
<th>Three criteria</th>
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</tr>
</tbody>
</table>

**Criteria**
- Group was well prepared; had evidently practised.
- Sang in unison, clear and audible.
- Voices in tune.
- Body movements appropriate to song.
- Song chosen by group appropriate.

**PERFORMING ARTS 3**

**Continuous assessment (5 marks)**
Weeks 1–7: classroom observation

**Mark guide:** Meets ...

<table>
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</table>

**Criteria**
- Participates enthusiastically in activities.
- Shows performing arts skills (movement, voice).
- Shows ability to improvise (role play, explanations).
- Confident body language (eye contact, posture).
- Co-operates with others.
ASSESSMENTS

**PHYSICAL EDUCATION 1**

**Formal assessment (10 marks)**
Form alphabet letters with bodies
Week 6 Monday and Friday  
Mark guide: Meets ...

<table>
<thead>
<tr>
<th>One criterion</th>
<th>Two criteria</th>
<th>Three criteria</th>
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<th>Five criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</table>

**Criteria**
- Learners work together to form the letters.
- Spatial orientation: learners are able to make recognisable letters.
- Laterality: both sides of the body used.
- Locomotor: learners move in a controlled way.
- Good balance and stability evident.

**PHYSICAL EDUCATION 2**

**Formal assessment (10 marks)**
Sports Day
Week 8 Thursday and Friday  
Mark guide: Meets ...

<table>
<thead>
<tr>
<th>One criterion</th>
<th>Two criteria</th>
<th>Three criteria</th>
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<th>Five criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
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</tbody>
</table>

**Criteria**
- General fitness and stamina shown.
- Pace/speed acceptable.
- Co-ordination, perceptual motor skills evident.
- Shows participation and ability to work in a team.
- Performed locomotor (walk/run and change) movements as required by sport.

**PHYSICAL EDUCATION 3**

**Continuous assessment (10 marks)**
Weeks 1–7 Monday to Friday: class observation  
Mark guide: Meets ...

<table>
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</table>

**Criteria**
- Participates with enthusiasm.
- Displays good team awareness.
- Demonstrates co-ordination, perceptual motor skills, balance, laterality.
- Demonstrates increasing skill development in sports and games.
- General fitness and stamina.
## LIFE SKILLS MARK SHEET FOR TERM 3

(for photocopying)

<table>
<thead>
<tr>
<th>Task</th>
<th>BK &amp; PSWB (40%)</th>
<th>VA (15%)</th>
<th>PA (15%)</th>
<th>PE (30%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Compare &amp; classify: How animals use water</td>
<td></td>
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<tr>
<td>2. Day and night poster</td>
<td></td>
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</tr>
<tr>
<td>3. Class observation: participation in Morning Meeting and News</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>BEGINNING KNOWLEDGE</strong></td>
<td><strong>Max. mark</strong></td>
<td><strong>Max. mark</strong></td>
<td><strong>Max. mark</strong></td>
<td><strong>Max. mark</strong></td>
</tr>
<tr>
<td>1. Visual Arts – 3-D: make playhouse</td>
<td></td>
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<td></td>
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<tr>
<td>2. Visual Arts – 2-D: Draw self in water</td>
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<tr>
<td>3. Class observation: participation and performance in Visual Art activities</td>
<td></td>
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</tr>
<tr>
<td><strong>VISUAL ARTS</strong></td>
<td><strong>Max. mark</strong></td>
<td><strong>Max. mark</strong></td>
<td><strong>Max. mark</strong></td>
<td><strong>Max. mark</strong></td>
</tr>
<tr>
<td>1. Present action riddles</td>
<td></td>
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<tr>
<td>2. Perform a traditional song in all PA lessons</td>
<td></td>
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</tr>
<tr>
<td>3. Class observation: performance in all PA lessons</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>PERFORMING ARTS</strong></td>
<td><strong>Max. mark</strong></td>
<td><strong>Max. mark</strong></td>
<td><strong>Max. mark</strong></td>
<td><strong>Max. mark</strong></td>
</tr>
<tr>
<td>1. Use body to create letters of alphabet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Sports Day</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Class observation</td>
<td></td>
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<td><strong>Max. mark</strong></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME</th>
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<th>15</th>
<th>10</th>
<th>10</th>
<th>10</th>
<th>30</th>
</tr>
</thead>
</table>

LAB p 109; TG p 82
TC pp. 113 & 115, LAB p. 116
LAB pp. 82
TG pp. 113 & 115, LAB pp. 116
TG pp. 113 & 115
TG pp. 116

Week 1–7
Max. mark
TG pp 39 & 41
TG pp 95 & 96
TG pp 67 & 69
TG pp 85 & 87
TG pp 95 & 103
TG p 131

Week 1–7
Max. mark
TG pp 95 & 103
TG p 131
TG p 131

Week 1–7
Max. mark