Acknowledgements

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## Abbreviations used

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

## Icons used in this programme

<table>
<thead>
<tr>
<th>Icon</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td><img src="image" alt="Listening and Speaking" /></td>
<td>Listening and Speaking</td>
</tr>
<tr>
<td><img src="image" alt="Group Guided Reading and Independent Work" /></td>
<td>Group Guided Reading and Independent Work</td>
</tr>
<tr>
<td><img src="image" alt="Phonics and Handwriting" /></td>
<td>Phonics and Handwriting</td>
</tr>
<tr>
<td><img src="image" alt="Beginning Knowledge and PSWB" /></td>
<td>Beginning Knowledge and PSWB</td>
</tr>
<tr>
<td><img src="image" alt="Maths" /></td>
<td>Maths</td>
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<tr>
<td><img src="image" alt="colour in" /></td>
<td>colour in</td>
</tr>
<tr>
<td><img src="image" alt="Shared Reading" /></td>
<td>Shared Reading</td>
</tr>
<tr>
<td><img src="image" alt="Visual and Performing Arts" /></td>
<td>Visual and Performing Arts</td>
</tr>
<tr>
<td><img src="image" alt="Morning meeting" /></td>
<td>Morning meeting</td>
</tr>
<tr>
<td><img src="image" alt="write or draw" /></td>
<td>write or draw</td>
</tr>
<tr>
<td><img src="image" alt="cut out" /></td>
<td>cut out</td>
</tr>
</tbody>
</table>
Using the Funda Wande Teacher’s Guide

The Funda Wande Teacher’s Guide provides all the information you need to teach the full Foundation Phase Life Skills and Literacy programmes. You can use the Teacher’s Guide in the following ways:
- with your grade level team for weekly planning
- in preparation for teaching each day
- during lessons as a reminder of the steps in the lesson
- when planning or marking assessments

New features in the Term 4 programme

Handwriting practice
Handwriting is no longer done in the LAB. Instead, learners copy a sentence from the board into their exercise books. Ensure that each day’s work is dated. Learners must also copy a pattern to develop fluency of hand movements. Teach the class to assess their own handwriting and to identify the two letters of which they are most proud and placing a dot above the letters.

Independent Work
Write the list of Independent Work activities on the board every week. Activities 1–3 practice phonics and are completed in the LAB. Activity 4 is the word list. Activity 5 is Paired Reading. Activities 6 and 7 are in the DBE workbook. For Activity 8, learners should check through their week’s work in the LAB and complete any pages which they did not complete fully during the week. Some optional DBE pages are given as well, for learners who work fast.
Overview of GGR activities for Grade 1

Group Guided Reading (GGR) is the CAPS reading activity that allows for differentiated teaching. Learners work in small, same ability groups with the teacher. Meanwhile the rest of the class does Independent Work in the LAB.

**Term 1**

**Concepts of Print**
Use the LAB or Big Book and the CoP checklist in the Funda Wande Gr1 Term 1 Teacher’s Guide.
• Ask the questions on the checklist.
• Reteach unknown concepts on the spot.

**Emergent Reading**
Use Shared Reading stories or Anthology.
• Do the activities on the Reading Ladder (see p5).
• If the group understands the concept, move on to the next level/activity.
• If the group is struggling, do more activities at that level.

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

**Terms 2–4**

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Reading</th>
<th>Can Do</th>
<th>Need</th>
<th>Can Do</th>
<th>Need</th>
</tr>
</thead>
</table>
| Early fluent reader | 5 Reading star | 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. |
| Early reader | 4 Reading rocket | 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. |
| Early reader | 3 Reading sun | 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. |
| Early reader | 2 Reading eagle | 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. |
| Emergent reader | 1 Reading bluebird | 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. |
Assessment plan Term 4

The assessment activities, mark allocations and marking guides are suggestions and may be replaced to fit with Departmental directives.

- In Term 4, suggestions for formal assessment tasks are spread throughout the term, not all in Week 8.
- Checklists per week for continuous and formal assessment are at the back of this Teacher Guide. The columns are numbered to indicate weeks in the term when learning objectives are covered.
- Marking criteria and a sample mark sheet for the formal assessments are at the back of this TG.
- Informal assessment of the learner’s performance over the term is taken into account in the final mark.

<table>
<thead>
<tr>
<th>Formal assessment tasks, Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
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<td>Week 3</td>
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<td>Week 4</td>
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<td>Week 5</td>
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<td>Week 6</td>
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<td>Week 7</td>
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<td>Week 8</td>
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</tbody>
</table>

Providing feedback on assessment

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

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

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

In the LAB, formal assessment pages and dictation assessments have a small blank box at the bottom of the page as well as a robot. The box is for the teacher’s signature after marking or, depending on the school’s policy, for the learner’s mark to be inserted.
## Term 4 weekly timetable

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

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

*Not included in these lesson plans

| [Verisoners language in bold] Intlanganiso yakusasa Morning meeting | [Verisoners language in bold] Ulwimi lwasekhaya Home language | [Verisoners language in bold] Mathematics | [Verisoners language in bold] Izakhono zobomi Life skills | FAL/2nd AL |
## Term 4 Content

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Shared Reading story</th>
<th>Listening &amp; Speaking</th>
<th>Life Skills informational text</th>
<th>BK and PSWB</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Homes: Different types of homes</td>
<td>The old woman who lived in a shoe</td>
<td>1. Read-aloud story: The old woman who lived in a shoe 2. Open questions.</td>
<td>South African homes</td>
<td>1. Traditional homes in SA 2. Unusual homes</td>
</tr>
<tr>
<td>2</td>
<td>Homes: Building materials</td>
<td>Three playhouses</td>
<td>1. Read-aloud story: Three playhouses 2. Class graph</td>
<td>Identify building materials</td>
<td>1. What is each house made from? 2. Three little pigs</td>
</tr>
<tr>
<td>3</td>
<td>Picture maps: A visit to the zoo</td>
<td>A visit to the zoo</td>
<td>1. Read-aloud to the zoo 2. Giving directions</td>
<td>Zoo picture map</td>
<td>1. Find the way 2. Picture map views</td>
</tr>
<tr>
<td>5</td>
<td>Water: Animals need water</td>
<td>How Ezra got his trunk</td>
<td>1. Read-aloud: At the waterhole 2. Classify animals (land or water or both)</td>
<td>The waterhole</td>
<td>1. Classification table 2. Experiment: filtering water</td>
</tr>
<tr>
<td>6</td>
<td>Water: People need water</td>
<td>The big fish</td>
<td>1. Read-aloud: The big fish 2. Listening comprehension</td>
<td>Using water at home</td>
<td>1. Saving water 2. Storing water</td>
</tr>
<tr>
<td>7</td>
<td>The night sky: day and night sky</td>
<td>Two shiny silver coats</td>
<td>1. Read-aloud: Two shiny silver coats 2. Talk about things you do at night or in the day</td>
<td>Day and night table</td>
<td>1. Day and night: use table to sort objects 2. Phases of the moon</td>
</tr>
<tr>
<td>8</td>
<td>The sky at night: The moon</td>
<td>Walking on the moon 2. Reading comprehension assessment</td>
<td>1. Read-aloud: Walking on the moon 2. Follow instructions</td>
<td>Phases of the moon</td>
<td>1. Observe and draw the moon 2. Read about stars and answer questions</td>
</tr>
<tr>
<td>9</td>
<td>Special days: New Year’s Day</td>
<td>Little star</td>
<td>1. Read-aloud: Little star 2. Open questions about good deeds</td>
<td>New Year celebrations</td>
<td>1. Looking back at the year’s highlights 2. New Year’s resolutions</td>
</tr>
<tr>
<td>10</td>
<td>Special days: A special holiday</td>
<td>Reread learners favourite story</td>
<td>Revision</td>
<td>Revision</td>
<td>Revision</td>
</tr>
<tr>
<td>Find out</td>
<td>Writing</td>
<td>GGR period</td>
<td>Phonics</td>
<td>Creative Arts</td>
<td>Physical Education</td>
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<td>---------------------------------------------------------</td>
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<tr>
<td>Famous houses</td>
<td>SW: Story map</td>
<td>Two groups a day with teacher</td>
<td>Revision</td>
<td>VA</td>
<td>1. Circle games such as Farmer in the Dell</td>
</tr>
<tr>
<td></td>
<td>IW: Drawing and writing a sentence about the story</td>
<td>IW pages</td>
<td></td>
<td>2. Draw own house</td>
<td>2. Mime building a house</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PA</td>
<td></td>
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<tr>
<td>People who lived in caves</td>
<td>SW: News recount</td>
<td>Two groups a day with teacher</td>
<td>S: kw,sw</td>
<td>VA: Design and make a</td>
<td>1. Catches games</td>
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<td></td>
<td>IW: Own news</td>
<td>IW pages</td>
<td>X: xh, qh A: oe</td>
<td>playhouse</td>
<td>2. Singing and spinning activity</td>
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<tr>
<td></td>
<td>Drawing and</td>
<td></td>
<td>Dictation</td>
<td>CA assessment</td>
<td></td>
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<tr>
<td></td>
<td>sentences</td>
<td></td>
<td></td>
<td>PA: Dramatise Three</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>little pigs story</td>
<td></td>
</tr>
<tr>
<td>Pangolins</td>
<td>SW: A trip to the</td>
<td>Two groups a day with teacher</td>
<td>S: lw, nw X: ng, nc A: ou</td>
<td>VA: Zoo picture map</td>
<td>1. Ball games</td>
</tr>
<tr>
<td></td>
<td>zoo</td>
<td>IW pages</td>
<td>Dictation</td>
<td>CA assessment</td>
<td>2. Ladder game</td>
</tr>
<tr>
<td></td>
<td>IW: Sequencing past tense sentences</td>
<td></td>
<td></td>
<td>PA: Action riddles</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>assessment</td>
<td></td>
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<tr>
<td>Crocodile babies</td>
<td>SW: Explain</td>
<td>Two groups a day with teacher</td>
<td>S: gw, hw X: ng, nc A: ou</td>
<td>VA: Make a book</td>
<td>1. Rope games</td>
</tr>
<tr>
<td></td>
<td>riddles</td>
<td>IW pages</td>
<td>Dictation</td>
<td>CA assessment</td>
<td>2. Follow Ruby</td>
</tr>
<tr>
<td></td>
<td>IW: Write a riddle</td>
<td></td>
<td></td>
<td>PA: Action riddles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(using writing frame)</td>
<td></td>
<td></td>
<td>assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PA: Action riddles</td>
<td></td>
</tr>
<tr>
<td>Boiling and freezing water</td>
<td>SW: Teacher’s walk</td>
<td>Two groups a day with teacher</td>
<td>S: nt, nk X: nt, nts Z: eu</td>
<td>VA: 1. Painting with water</td>
<td>1. Drumming with home-made drums</td>
</tr>
<tr>
<td></td>
<td>IW: Ruby’s walk: fill in prepositions</td>
<td>IW pages</td>
<td></td>
<td>2. Colour the fish scales</td>
<td>2. Introduction to long jump</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PA: Present traditional</td>
<td></td>
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<td></td>
<td></td>
<td>songs with movement</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>PA assessment</td>
<td></td>
</tr>
<tr>
<td>Camels</td>
<td>SW: Story map</td>
<td>Two groups a day with teacher</td>
<td>S: mp, bj X: nd,ngw A: ei</td>
<td>VA: Draw body in action</td>
<td>Make letters of the alphabet with body</td>
</tr>
<tr>
<td></td>
<td>IW: Story map with sentence starters</td>
<td>IW pages</td>
<td>Dictation</td>
<td>PA: Respond to music</td>
<td>PE assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>in different ways</td>
<td></td>
</tr>
<tr>
<td>Star groups</td>
<td>SW: Organise information in lists</td>
<td>Two groups a day with teacher</td>
<td>S: ll X: tsh,ttyh A revision</td>
<td>VA: Make poster using cut outs</td>
<td>1. Game: Over the river (side movements)</td>
</tr>
<tr>
<td></td>
<td>IW: Write sentences and draw pictures Writing assessment</td>
<td>IW pages</td>
<td></td>
<td>BK assessment</td>
<td>2. Play games to practice spatial orientation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PA: Represent day/</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>night in sound and movement</td>
<td></td>
</tr>
<tr>
<td>The first flight</td>
<td>IW: My news.</td>
<td>Individual Reading assessment</td>
<td>S: Kh, th, X: ts, nd A: ei</td>
<td>VA: Make a spaceship from waste materials</td>
<td>Sports day: individual activities and team races</td>
</tr>
<tr>
<td></td>
<td>Write three sentences and draw a picture. Writing assessment</td>
<td></td>
<td>Phonics assessments 1 &amp; 2</td>
<td>PA: Groups dramatise moon landing</td>
<td>PE assessment</td>
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<td>Chinese New Year</td>
<td>SW: We are stars</td>
<td>Two groups a day with teacher</td>
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<td>Games: Play favourite games</td>
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Theme 1: Homes (Weeks 1–2)

**Week 1**  Different types of homes

**Week 2**  Building materials

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### Homes

- traditional home
- apartments
- palace
- door
- window
- roof
- wall
- brick
- wood
- tile
- igloo
- tent
- caravan
Homes

**Purpose:** Learners will appreciate their own homes. They will understand that homes are more than buildings but should be places of safety and family. They become aware of learners who do not have permanent homes or who live in group homes. Their **Personal and social well-being** is developed through awareness of their own and others’ circumstances. Values and attitudes of **empathy and gratitude** are developed.

Types of homes

**Purpose:** Learners become aware of the range of homes in South Africa, from humble to large. Rather than compare homes in a negative way, they learn that everyone’s home is special to them. **Scientific process skills** developed include **observation** and **comparing**. **Tolerance for diversity** is also developed (PSWB).

Traditional homes

**Purpose:** Learners become aware of our rich heritage regarding traditional homes. They become aware of the beauty of these homes and how differently they were constructed in different regions. **Social science concepts** of **conservation**, **diversity**, **adaptation**, and **change** are developed through discussion of these homes. Teachers are encouraged to research traditional homes that are relevant to the learners you teach or are found in your area.

Homes to suit different weather conditions

**Purpose:** Learners expand their horizons to consider how homes are different across the world, mainly because of different weather conditions. **Social science concepts** such as **place** and **diversity** are developed.

Building materials for homes

**Purpose:** To alert learners to the materials which can be used to construct homes and why different materials are used (availability, cost, weather conditions). **Process skills** of **investigation** and **design** can be developed as well as **Natural science concepts** of **matter** and **materials** and **cause and effect**.

Say Hi! to 0600170000 for more details about theme content.
Theme 2: Picture maps (Weeks 3–4)

**Week 3**  A visit to the zoo

**Week 4**  Ruby’s walk

- **Map**
  - places
  - zoo
  - entrance
  - monkeys
  - crocodile
  - elephant
  - lion
  - visit
  - outing
  - path
  - road
Picture maps

**Purpose:** Learners will understand the concept of a map. They learn that it is a drawing of a place using a view from above. They will interpret and work with simple picture maps of familiar places. Their **Visual and Geographical skills**, as well as their **Technological process skills** are developed through **observing**, **interpreting**, **measuring**, and **drawing**.

Why do we need maps?

**Purpose:** Learners will understand the purpose of maps in our lives, and how to read and use simple picture maps, preparing them for later map work. **Social science concepts** of **place and relationships** will be developed as well as learners’ visual literacy.

- **Using a zoo map**
  
  **Purpose:** Learners will see the concept of a picture map applied to a place of interest, that is, a zoo. This will capture their imagination and demonstrate the usefulness of maps. Through interpreting, and then constructing their own map of a zoo, **Natural science concepts** of **life and living**; **Social science concepts** of **conservation** and **place** and **Scientific process skills** of **enquiry** will be developed.
Theme 3: Water (Weeks 5–6)

**Week 5** Animals need water

**Week 6** People need water

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**Water**

- drinking
- washing
- cooking
- cleaning
- saving water
- tap
- river
- dam
- sea
- storing water
- fish
- birds
- animals
- making water safe to drink

---

*Image of a bulletin board with various water-related activities and concepts.*
Animals and water

Purpose: Learners will become aware that water is a precious resource for our animals and they use it for many different purposes. This leads naturally to a comparison with the use of water by humans. Natural science concepts of life and living as well as the Scientific process skills of observing and comparing are developed.

Uses of water at home

Purpose: Learners will understand the critical importance of water in our lives and how access to water enhances our health and wellbeing. An awareness of differences in access to water between urban and rural/informal homes will help to develop values of appreciation and empathy. The Social science concept of interdependence (water-humans-animals-plants) and the Natural science concept of life and living are developed.

Uses of water at school

Purpose: Learners become aware of sources of water at school, where they will find clean, safe water, and when to use it to maintain health and stay hydrated, especially in hot weather. The Social science concept of interdependence (water-health) is developed.

How water is wasted and saved

Purpose: Learners will understand that water is a precious, non-renewable resource on Earth. They will become aware of how it is wasted and how more water could be saved, for example, through rain harvesting. Social science and Natural science concepts of conservation and life and living are developed.

Safe and unsafe drinking water

Purpose: To alert learners to unsafe water in the environment and explain how it can be made safe through a simple filtration experiment that they observe and write about. Scientific and Technological process skills of experimenting, investigating, and observing are developed.

Storing clean water

Purpose: Learners will understand how to store water safely, by comparing different containers and explaining how much water is stored in each. The Scientific process skill of conservation and the Technological skill of measuring is developed.
Theme 4: The sky at night (Weeks 7–8)

**Week 7** Day and night sky

**Week 8** The moon

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The night sky

- isibhakabhaka
- ebusuku
- The Night Sky
- ilanga
- sun
- ubusuku
- night
- imini
- day
- ubumnyama
- dark
- ukukhanya
- light
- lala
- sleep
- vuka
- awake

---

- moon
- sun
- stars
- night
- day
- light
- dark
- sleep
- awake
- spaceship
- astronaut
- orbit
- reflect
- space
Changing from day to night

**Purpose:** Learners will understand the concepts of day and night and the human and animal activities associated with each, as well as the concept of time. **Natural science concepts** of *life and living and planet Earth and beyond* are developed through comparing and contrasting day and night skies. **Scientific processing skills** of *observing, comparing, and classifying* are developed through sorting activities.

What the night sky looks like

**Purpose:** Learners become aware of what can be seen in the night sky, including the moon, stars and planets. This is aligned to concepts of the Earth (our planet), the Sun (our closest star) and the Moon (a rock that goes around the Earth). Words like *orbit, reflect, and space* need to be explained. **Natural science concepts** of *planet Earth and beyond* and *matter and materials* are the focus, and **Scientific process skills** of *observing and classifying* are used.

What the moon looks like/how it seems to change shape

**Purpose:** Learners become aware of the different phases of the moon and why the moon seems to change shape each night. **Process skills** of *observation* are involved as well as **Natural** and **Social science concepts** of *energy and change, cause and effect*.

Astronauts on the moon

**Purpose:** Learners become aware that people have flown through space and landed on the moon. These people are called astronauts. Astronauts have had to adapt to conditions in space and on the moon. **Social science concepts** of *adaptation and cause and effect* are developed in the context of learning about *planet Earth and beyond*.

Stars

**Purpose:** Learners will understand what a star is (a burning, hot ball of rock) and how groups of stars make patterns in the night sky. These are called different names in different cultures. **Natural science concepts** of *planet Earth and beyond* and *matter and materials* are developed.

Say Hi! to 0600170000 for more details about theme content.
Overview of Week 1

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

**Phonics**
- Revision

**Beginning Knowledge and Personal & Social Well-being**
- South African homes
- Unusual homes
- Find out: Who lives in these famous houses?

**PE (indoors)**
- Games, action rhymes and movements

**PE (outdoors)**
- Circle games
- Building movements

**Visual Arts – 2-D**
- Colour in the Ndebele pattern
- Draw your own home

**Performing Arts**
- Dramatise story

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

**Shared Writing**
- Story map

**Independent Writing**
- Story drawing and sentence

**Oral**
- Pair work
- Answer open questions
- Rhyme
- There was an old woman
- Shared Reading
- The old woman who lived in a shoe

**Theme:** Homes
**Week 1:** Different types of homes

**Group Guided Reading**

**Reading**

**Writing**

**Life Skills**

**Handwriting**
- Practice four days this week

**Practice four days this week**

**Handwriting**
- Revision

**Story**
- There was an old woman

**Story* map**

**Story drawing and sentence**

**Story**

**Story**

**Story**
Preparation

- Ask learners to collect cardboard boxes and other waste to make model houses for next week’s visual arts lessons.
- Make flashcards or write sight-reading words onto the chalkboard:
  
  home  palace  grumbles  angry  suddenly

- Write Independent Work schedule on chalkboard.

Independent Work

1. LAB page 16
2. LAB page 17
3. LAB page 18
4. LAB page 19
5. LAB page 20
6. DBE Home Language book 2, page ??
7. DBE Life Skills book 2, page ??
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)

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

Two small groups a day for 15 mins each (see page 2 for instructions). Meanwhile, learners complete eight independent work activities over the week (15 mins per activity).

Vocabulary

Oral vocabulary
magic, palace, grumble, huge, queen, traditional, pattern, caravan, tent, boathouse, treehouse, igloo, hot climate, cold climate, Ndebele, IsiZulu, IsiXhosa, TsiTsonga, Setswana, Sepedi

Sight-reading words
home, palace, grumbles, angry, suddenly

Phonics words
[Versioners to insert this week’s 8 phonics words]
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.’
So, the woman promised to stop grumbling and suddenly 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.

Oral Vocabulary

- **magic**: the power to make impossible things happen; something that does not happen in real life
- **grumble**: complain and moan about things you don’t like
- **huge**: something that is very big, for example, a hill is big but a mountain is huge
- **queen**: a female ruler
- **palace**: a very big house with many rooms where kings and queens live
3. Different South African homes: Big Book page 1

1. Before reading
   - What is a home?
   - Why do we need a home?
   - Why do some children not have homes?
   - How does that make us feel?

2. Read the text together and discuss

Remember, learners can also look at the Big Book pages in the LAB.

4. Physical Education (indoors)

1. Warm up
2. Play Simon says

5. The sound **XX**: LAB page 6
6. Handwriting

- Copy the pattern and sentence into your exercise books.
- Place a dot above the two letters you are most proud of.

[Versioners please insert from your handwriting document the pattern and sentence]

7. GGR and Independent Work: Groups A and B

1. Two small groups a day for 15 mins each (see page 17 for instructions)
2. Rest of class complete eight independent work activities over the week (15 mins per activity)

8. Physical Education (outdoors)

1. Warm up
2. Play circle games for perceptual motor development
   - Examples include Hoki Koki, Farmer in the Dell or any traditional circle game.
WEEK 1 Tuesday

1. My news

2. Pair discussion: The old woman who lived in a shoe

1. Reread the story out loud
2. Learners discuss with partners
   - 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.

3. Shared Reading: Big Book pages 2–5

1. Read with learners
2. Ask Day 1 questions in Big Book

Remember, learners can also read the Big Book pages in the LAB.
Tuesday

4. Traditional South African homes / Find out: LAB pages 7 and 8

5. Physical Education (indoors)

1. Warm up
2. Do an action rhyme
6. Shared word building: LAB page 9

7. Handwriting

- Copy the same pattern and sentence as yesterday into your exercise books.
- Try and make it even neater and easier to read.
8. GGR and Independent Work: Groups B and C

1. Two small groups a day for 15 mins each (see page 17 for instructions)

2. Rest of class complete eight independent work activities over the week (15 mins per activity)

9. Colour in the Ndebele pattern: LAB page 10
WEEK 1

Wednesday

1. Morning meeting

2. Unusual homes: LAB page 11
   - Describe the unusual homes.
   - Discuss in relation to their environment, for example, homes for cold and hot climates.

3. Shared Reading: Big Book pages 2–5
   1. Read with learners
   2. Ask Day 2 questions in Big Book

Remember, learners can also read the Big Book pages in the LAB.
4. Shared Writing: Story map

1. Pre-prepare a story frame on board

Title: ___________________
Characters: ___________________
______________________________________________
What happened:
1. __________________
2. __________________
3. __________________
Ending: __________________

2. Ask questions to elicit a summary of the story

Title: The old woman who lived in a shoe
Characters: 
- old woman who lived in a shoe
- a fairy
What happened:
1. The old woman wanted a better house.
2. The fairy gave her three houses.
3. She wanted to be a queen in a palace.
Ending: The old woman was back in her shoe.

5. Physical Education (indoors)

6. The sound XX: LAB page 12

1. Warm up
2. Balancing exercises
WEEK 1

Wednesday

7. Handwriting

- Copy the new pattern and sentence into your exercise books.
- Place a dot above the two letters you are most proud of.

Pattern:

Sentence: Iingubo zisinda ingalo yam.

[Versioners please insert from your handwriting document the pattern and sentence]

8. GGR and Independent Work: Groups E and A

1. Two small groups a day for 15 mins each (see page 17 for instructions)
2. Rest of class complete eight independent work activities over the week (15 mins per activity)


- Hand out paper.
- Tell learners to draw their own houses.
- Encourage them to add details.
Thursday

1. My news

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

2. Poem: The old woman who lived in a shoe

Teach and practice saying this 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!

3. Shared Reading: Big Book pages 2–5

1. Read with learners
2. Ask Day 3 questions in Big Book

Remember, learners can also read the Big Book pages in the LAB.
WEEK 1

Thursday

4. Independent writing: LAB page 13

5. Physical Education (indoors)

1. Warm up
2. Finger and shoulder exercises

6. Independent word building: LAB page 14
7. Handwriting

- Copy the same pattern and sentence as yesterday into your exercise books.
- Try and make it even neater and easier to read.

**Pattern:**

**Sentence:**

8. GGR and Independent Work: Groups B and C

1. Two small groups a day for 15 mins each (see page 17 for instructions)

2. Rest of class complete eight independent work activities over the week (15 mins per activity)

9. Performing Arts: Dramatise a story

In pairs, dramatise the story of the old woman who lived in a shoe.
1. Morning meeting

2. Physical Education (outdoors)
   1. Warm up
   2. Do non-locomotor movements
      - Give instructions for learners to do movements linked to building a house, for example, dig the foundations, lay the bricks, spread the cement, stretch up to put on the roof, hammer, saw, carry wood, paint the house.

3. Share your writing
   - Learners share the drawings they did yesterday.
   - They explain what they drew and why.

4. Find out answers / Teacher story
   1. Learners give feedback on Find out question: LAB page 7
      Answers
      a) Genadendal is where the President of South Africa lives when he is in Cape Town. There is another official house for the President in Pretoria, called Mahlamba Ndlopfu.
b) **The White House**, in Washington, is the official home of the President of the United States of America.

c) **Buckingham Palace** is where the Queen of England lives when she is in London.

2. **Tell a story about a child who lives happily in a group home.**
   - Describe how the children share one ‘mother’ and have a routine like other children.

5. **Phonics: LAB page 15**

6. **GGR and Independent Work: Groups C and D**
   1. Two small groups a day for 15 mins each (see page 17 for instructions)
   2. Rest of class complete eight independent work activities over the week (15 mins per activity)

7. **Physical Education (outdoors)**

   1. **Warm up**
   2. **Play Freeze**
      - Have a signal to start and stop, such as a whistle or a bell.
      - Give an instruction (hop, jump, gallop, run, change direction, skip and so on).
      - When you give the signal, learners must freeze
      - Give a new movement instruction.
Overview of Week 2

**Building materials**

**Theme:**

**Homes**

**Week 2:**

**Building materials**

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

**Phonics**
- SEP: kw, sw
- XHO: xh, qh
- AFRIK: oe

**PE (indoors)**
- Games, action rhymes and movement

**PE (outdoors)**
- Catches games
- Singing and spinning

**Visual Arts – 3-D assessment**
- Make a playhouse

**Performing Arts (groups)**
- Dramatise Three Little Pigs

**Beginning Knowledge and Personal & Social Well-being**
- Building materials
- What is each house made from?
- The Three Little Pigs
- Find out: Who lived in caves?

**Read-aloud story**
- Three playhouses

**Poem**
- The house that Jack built

**Class**
- Class graph

**Shared Reading**
- Three playhouses

**Shared Writing**
- Own news: drawing and sentences

**Independent Writing**
- Practice four days this week

**Handwriting**
- Practice four days this week

**Group Guided Reading**
- Reading Life Skills

**Oral**
- Life Skills

**Writing**
- Independent Writing

**Performing Arts**
- Dramatise Three Little Pigs

**PE (indoors)**
- Games, action rhymes and movement

**PE (outdoors)**
- Catches games
- Singing and spinning

**Visual Arts – 3-D assessment**
- Make a playhouse

**Performing Arts (groups)**
- Dramatise Three Little Pigs

**Beginning Knowledge and Personal & Social Well-being**
- Building materials
- What is each house made from?
- The Three Little Pigs
- Find out: Who lived in caves?
Preparation

- Learners must bring a cardboard box and other waste materials to make a playhouse on Tuesday.
- Encourage learners to bring samples of building materials, such as a brick, tile, piece of wood and so on.
- Make flashcards or write sight-reading words onto the chalkboard:
  - wood
  - brick
  - grass
  - tiles
  - tin

- Write Independent Work schedule on chalkboard.

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

Two small groups a day for 15 mins each (see page 2 for instructions). Meanwhile, learners complete eight independent work activities over the week (15 mins per activity).

Vocabulary

Oral vocabulary
brick, plank, ladder, plank, bored, tin, wood, steel, glass, iron, tiles, floor, door, window, chimney, grass/straw/thatch, stone, ice, brick, cement, magnify, graph

Sight-reading words
wood, brick, grass, tiles, tin

Phonics words
[Versioners to insert the 8 phonics words from word building]
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.

‘I have an idea,’ said Mom. ‘You can 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 built the walls with the mud and some stones. 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, spun a web and felt very much at home in our little mud house.

And then we got a really lovely surprise. Dad made a house for us. He bought planks of wood, rope and nails. He hammered and sawed in the garage. Dad was making a tree house in our big old tree in the yard. It even had 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.

Oral Vocabulary

- **bored**: you are bored when you have nothing to do.
- **cement**: a grey powder that you mix with sand and water to make concrete.
- **brick**: we bake clay to make bricks.
- **plank**: a long thin piece of wood.
- **ladder**: a ladder is made from two long pieces of wood with steps between them that you climb up or down.
3. Building materials for homes: Big Book page 6

1. Before reading
   • 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).

2. Read the text together and discuss

Remember, the Big Book pages are also in the LAB so learners can follow as you read.

4. Physical Education (indoors)

1. Warm up
2. Play Simon says

5. The sound XX: LAB page 26
6. Handwriting

- Copy the pattern and sentence into your exercise books.
- Place a dot above the two letters you are most proud of.

[Versioners please insert from your handwriting document the pattern and sentence]

7. GGR and Independent Work: Groups A and B

1. Two small groups a day for 15 mins each (see page 35 for instructions)
2. Rest of class complete eight independent work activities over the week (15 mins per activity)

8. Physical Education (outdoors)

1. Warm up
2. Play circle games for perceptual motor development
- Link the gamers to the *Three little pigs* story, for example, Wolfie, wolfie, whats the time? and Wolf and little piggies catches.
WEEK 2

Tuesday

1. My news

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

2. Make a class bar graph

1. Pre-prepare graph on board
2. Use these questions to complete the graph
   - 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?
   - Represent the numbers in each column by colouring in the blocks.
   - (when complete) Which is the most/least common roof in this class?

3. Shared Reading: Big Book pages 7–10

1. Read with learners
2. Ask Day 1 questions in Big Book

Remember, learners can also read the Big Book pages in the LAB.
4. What is each home made from? / Find out: LAB pages 27 and 28

5. Physical Education (indoors)

1. Warm up
2. Do an action rhyme
6. Shared word building: LAB page 29

7. Handwriting

- Copy the same pattern and sentence as yesterday into your exercise books.
- Try and make your handwriting neat and easy to read.
8. GGR and Independent Work: Groups C and D

1. Two small groups a day for 15 mins each (see page 35 for instructions)
2. Rest of class complete eight independent work activities over the week (15 mins per activity)

9. Visual Arts assessment (3-D): Make a playhouse

1. Design and construct in 3-D
   - Learners make a playhouse individually, in pairs or groups.
   - Learners plan and bring the materials.
   - The activity is over 2 days.
   - When complete, display the playhouses.
   - Learners explain the design and construction to the class.

2. Design and construct in 3-D

If additional time is needed for fair assessment, time can be taken from PE or Performing Arts this week.
Wednesday

1. **Morning meeting**

2. **Three little pigs: LAB page 30**

- Read the story below to the class.
- Learners complete the page in the LAB.
- Re-tell the story in pairs, using the LAB page.

---

**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 straw house. The poor piggie was very scared and he ran as fast as he could to his 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.

3. Shared Reading: Big Book pages 7–10

1. Read with learners
2. Ask Day 2 questions in Big Book

Remember, learners can also read the Big Book pages in the LAB.

4. Shared Writing: News sentences

1. Prepare
   - Copy the writing frame onto the board before class.
   - Explain that news is something that happened recently.
   - Today let’s write about someone we played with or somewhere we went.

2. Write on board
   - Ask the prompt questions.
   - Choose two learners’ news to write down as examples.
WEEK 2

Wednesday

5. Physical Education (indoors)

1. Warm up
2. Balancing exercises

6. The sound **XX**: LAB page 31

7. Handwriting

- Copy the new pattern and sentence into your exercise books.
- Place a dot above the two letters you are most proud of.

**Pattern:**

**Sentences:**

Indoda iphethe induku ende.
8. GGR and Independent Work: Groups E and A

1. Two small groups a day for 15 mins each (see page 35 for instructions)

2. Rest of class complete eight independent work activities over the week (15 mins per activity)

9. Visual Arts: Make a playhouse continued

Groups complete their playhouses and present them to the class.
Thursday

1. My news

2. Poem: The house that Jack built

3. Shared Reading: Big Book pages 7–10
Thursday

4. Independent writing: LAB page 32

5. Physical Education (indoors)
   1. Warm up
   2. Finger and shoulder exercises

6. Independent word building: LAB page 32
7. Handwriting

- Copy the same pattern and sentence as yesterday into your exercise books.
- Try and make it even neater and easier to read.

[Versioners please insert from your handwriting document the pattern and sentence]

8. GGR and Independent Work: Groups B and C

1. Two small groups a day for 15 mins each (see page 35 for instructions)

2. Rest of class complete eight independent work activities over the week (15 mins per activity)

9. Performing Arts: Dramatise The three little pigs

- Divide learners into groups of four (wolf and three pigs).
- Ask for volunteers to describe what happens in the story.
- Give groups time to prepare and practice.
- This activity will go over two days. Groups will present tomorrow.
1. Morning meeting

2. Physical Education (outdoors): Spinning

1. Warm up
2. Do non-locomotor movements
   - Sing a traditional song. Learners join in.
   - When you come to the chorus, learners spin in pairs, holding hands.
   - Sing again but learners spin by themselves, first one way, then the other.

3. Share your writing

Take turns to read your news to each other.

4. Find out answers / Teacher story

1. Learners give feedback on Find out question: LAB page 28

Answer
The San people made these rock paintings. They were the first people to live in South Africa. They moved around looking for food and sheltered in caves in the mountains. The paintings they made are thousands of years old.
2. Teacher tells a story
The story can be about someone who had everything she wanted but she was sad and lonely. A fairy told her to invite all the village children to come and play in her garden and house. She did and she was never lonely again.

5. Dictation: LAB page 34

6. GGR and Independent Work: Groups D and E

1. Two small groups a day for 15 mins each (see page 35 for instructions)

2. Rest of class complete eight independent work activities over the week (15 mins per activity)

7. Performing Arts: Dramatise The three little pigs continued
Groups present their dramatisations of the story.
Overview of Week 3

**A visit to the zoo**

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

**Handwriting**
- Practice four days a week

**Phonics**
- SEP: lw, nw
- XHO: mb, mv
- AFRIK: ui

**AFRIK**
- UI

**Independent Work**
- Read from anthology or other levelled readers
- Five pages in LAB
- Two pages in DBE workbooks

**Beginning Knowledge and Personal & Social Well-being**
- Zoo picture map
- Find the way
- Picture map views
- Find out: Pangolins

**Visual Arts – 2-D & 3-D**
- Design a zoo
- Make a zoo picture map

**Performing Arts**
- Clapping games
- Presentations (CA map)
- Movement to music

**PE (indoors)**
- Games, action rhymes and movements

**PE (outdoors)**
- Hand soccer
- Ladder game

**Shared Reading**
- A visit to the zoo

**Shared Writing**
- Recount of zoo outing

**Independent Writing**
- Sequencing

**Handwriting**
- Practice four days a week

**shared writing**
- Rhyme: One two zoo

**Listening & Speaking**
- Talk about an outing (ongoing)

**Group Guided Reading**
- Reading: A visit to the zoo

**Life Skills**
- Pair work: Describe a route

**Oral**
- Pair work: Describe a route

**Reading**
- Read-aloud story: A visit to the zoo

**Theme:**
- Picture maps

**Week 3:**
- A visit to the zoo
Preparation

- Ask learners to bring flattened cardboard for zoo maps (CA Wednesday).
- Make flashcards or write sight-reading words onto the chalkboard:
  
  - zoo
  - visit
  - monkey
  - lion
  - crocodile

- Write Independent Work schedule on chalkboard.

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

Two small groups a day for 15 mins each (see page 2 for instructions). Meanwhile, learners complete eight independent work activities over the week (15 mins per activity).

Vocabulary

Oral vocabulary

- fierce, cheetah, leopard, special, trunk, roar, peacock, springbok, entrance, enclosure, gate, habitat, bridge, table and chairs, zoo shop, label, cages, route, path, lake, view from above, left, right, along, past, over, pangolin, scales, feathers

Sight-reading words

- zoo, visit, monkey, lion, crocodile

Phonics words

[Versioners to insert the 8 phonics words from word building]
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 it’s 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.

Oral Vocabulary

- **fierce**: angry and violent or cruel
- **special**: someone or something that is better or more important than others
- **trunk (of an elephant)**: a very long nose that an elephant uses to pick up things and put them in its mouth
- **roar**: make a very loud, deep noise
- **cheetah**: a large, wild cat with black spots that can run very fast
- **leopard**: a type of large wild cat with yellow fur and black spots
3. Zoo picture map: Big Book page 11

1. Introductory questions
   • How is a map different from a photograph? (see theme concepts on page 11)
   • What does this map show us?
   • Why do you think we need maps?

2. Read together and discuss

Remember, learners can also look at the Big Book pages in the LAB.

4. Physical Education (indoors)

1. Warm up
2. Play Simon says

5. The sound XX: LAB page 58
6. Handwriting

- Copy the pattern and sentence into your exercise books.
- Place a dot above the two letters you are most proud of.

[Versioners please insert from your handwriting document the pattern and sentence]

7. GGR and Independent Work: Groups A and B

1. Two small groups a day for 15 mins each (see page 55 for instructions)

2. Rest of class complete eight independent work activities over the week (15 mins per activity)

8. Physical Education (outdoors): Ball games

1. Play ball games to develop co-ordination
   - Use any type of ball, for example, soccer balls, tennis balls.
   - Examples of ball games: hand soccer, catch and throw, softball.
1. My news 🤝

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

2a. Listening and Speaking assessment: An outing 🎙️

Use activity 2a to assess learners listening and speaking skills while the rest of the class does activity 2b.

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).
   - I will call you to my table one by one to tell me about the outing.
   - Meanwhile, the class does activity 2b below.

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

3. **Marking rubric is on page 190**
   - Assessment of 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.
2b. Explain the route: LAB page 44

- Learners work in pairs.
- Learner A chooses an animal.
- Learner B explains in words how to get from the entrance to the correct enclosure.
- Learner A traces the route with their finger to see if they are correct.
- Swap roles.

3. A visit to the zoo: Big Book pages 12–15

1. Read with learners
2. Ask Day 1 questions in Big Book

Remember, learners can also read the Big Book pages in the LAB.

4. Find the way / Find out: LAB pages 46 and 47

5. Physical Education (indoors)

1. Warm up
2. Action rhyme
6. Shared word building: LAB page 48

7. Handwriting

- Copy the same pattern and sentence as yesterday into your exercise books.
- Try and make it even neater and easier to read.
Tuesday

8. GGR and Independent Work: Groups C and D

1. Two small groups a day for 15 mins each (see page 55 for instructions)

2. Rest of class complete eight independent work activities over the week (15 mins per activity)

9. Make a zoo picture map: LAB pages 49 and 189
WEEK 3

Wednesday

1. Morning meeting

2. Picture map view: LAB page 50

1. 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.
   - Learners look from above at common objects (pencil case, pencil, eraser and so on).

2. Do the activity

3. A visit to the zoo: Big Book pages 12–15

1. Read with learners
2. Ask Day 2 questions in Big Book

Remember, learners can also read the Big Book pages in the LAB.
4. Shared Writing: Recount

1. Pre-prepare writing frame on 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.

2. Ask questions to elicit answers
   - What did they see first? Second? After that? What animals did they see near the lake? When did they see the birds?
   - When questions are important, as well as time words such as first, second, then, after that, in the end, finally.
   - Write an exemplar based on the answers.

   **1. Heading:** ________________
   **2.** ________________
   **3. First** ________________
   **4. Then** ________________
   **5. After that** ________________
   **6. Last of all** ________________

   1. Heading: **A visit to the zoo**
   2. The learners went to the zoo.
   3. First they saw the monkeys.
   4. Then they saw animals that lived in the veld.
   5. After that they saw crocodiles and hippos near the lake.
   6. Last of all they saw the birds.

5. Physical Education (indoors)

6. The sound **XX:**
   LAB page 51

   1. Warm up
   2. Balancing exercises
7. Handwriting
- Copy the new pattern and sentence.
- Place a dot above the two letters you are most proud of.

[Versioners please insert from your handwriting document the pattern and sentence]

8. GGR and Independent Work: Groups E and A
1. Two small groups a day for 15 mins each (see page 55 for instructions)
2. Rest of class complete eight independent work activities over the week (15 mins per activity)

9. Groups: Design and make a map of a zoo with four animals
1. Design and draw a zoo map with four animals
   - Discuss which four, where they will go, suitable habitats.
   - Use a flat piece of cardboard (from a box) or a sheet of card and crayons or kokis.
   - Draw the entrance, a path, four enclosures and any other features (shop, picnic area).
   - Encourage individual interpretations and creative thinking.

2. Learners will present their map in Performing Arts
1. **My news**

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

2. **Number rhyme: One two zoo**

Teach and practice saying this poem.

**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!

[Versioners can add own number rhyme or translate.]

3. **A visit to the zoo: Big Book pages 12–15**

1. Read with learners
2. Ask **Day 3** questions in Big Book

Remember, learners can also read the Big Book pages in the LAB.
4. Sequencing: LAB page 52

5. Physical Education (indoors)

1. Warm up
2. Finger and shoulder exercises

6. Independent word building: LAB page 53
7. Handwriting

- Copy the same pattern and sentence as yesterday into your exercise books.
- Try and make it even neater and easier to read.

[Versioners please insert from your handwriting document the pattern and sentence]

8. GGR and Independent Work: Groups B and C

1. Two small groups a day for 15 mins each (see page 55 for instructions)
2. Rest of class complete eight independent work activities over the week (15 mins per activity)

9. Presentations

1. Warm up
   - Learners play clapping games in pairs.
2. Presentations
   - Groups present their zoo map and explain their design, choices and thinking.
1. **Morning meeting**

2. **Physical Education (outdoors): Ladder game**

   Develop coordination with the ladder game
   - Learners stand facing each other in two long rows.
   - They sit down with legs outstretched and toes touching, like a ladder.
   - The two at the start stand up and carefully step between the legs, until they reach the end.
   - They sit down at the end.
   - The next two learners step the ladder and so on.

3. **Share your writing**

   - Learners check each other’s written sequences to make sure they are correct.

4. **Find out answers / Teacher story**

   1. Learners give feedback on Find out question: LAB page 47

      **Answer:** Pangolins eat ants and termites. They pick up their food with their long sticky tongues.
2. Teacher talks about endangered animals in Africa
   - There are hundreds of endangered animals in Africa, including the pangolin, Cape vultures, cheetahs, African wild dog, blue cranes, rhinos and gorillas.
   - If possible, show pictures and talk about why this is happening (habitat destruction, poaching, unnecessary killing and so on).

5. Phonics game:
   LAB page 54
   Play with a partner

6. GGR and Independent Work: Groups C and D
   1. Two small groups a day for 15 mins each (see page 55 for instructions)
   2. Rest of class complete eight independent work activities over the week (15 mins per activity)

7. Performing Arts: Presentation continued / Movement to music
   1. Continue with presentations of zoo maps
   2. Develop non-locomotor movement with movements to music
      - Play some music or sing a song together.
      - Learners move to music (twisting, swinging arms, side bends, swaying, twirling and so on).
Overview of Week 4

**Theme:** Picture maps

Week 4: Ruby’s walk

**Group Guided Reading**
- Read-aloud story: *What animal am I?*
- Shared Reading: *What animal am I?*

**Oral**
- Rhyme: *If you are …*

**Reading**
- Pair work: Oral riddles

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

**Phonics**
- SEP: *gw, hw*
- XHO: *ng, ngc*
- AFRIK: *ou*

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

**Visual Arts – 2-D**
- Make a book

**Performing Arts**
- Action riddles

**PE (indoors)**
- Games, action rhymes and movements
- *Rope games*
- Follow Ruby

**PE (outdoors)**
- Rope games
- Follow Ruby

**Handwriting**
- Practice four days this week

**Independent Work**
- Read from anthology or other levelled readers
- Five pages in LAB
- Two pages in DBE workbooks

**GGR (two groups a day) and Independent Work**
Preparation

- Ask learners to collect cardboard boxes and other waste to make model houses for next week’s visual arts lessons.
- Make flashcards or write sight-reading words onto the chalkboard:
  
  ![Flashcards](riddle|tallest|biggest|longest|spotted)

- Write Independent Work schedule on chalkboard.

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

Two small groups a day for 15 mins each (see page 2 for instructions). Meanwhile, learners complete eight independent work activities over the week (15 mins per activity).

Vocabulary

**Oral vocabulary**

dangerous, beast, float, twig, attack; prepositions - through, around, under, over etc; descriptive adjectives: striped, dark, shiny, huge, fierce, etc; degrees of comparison – biggest, tallest, longest etc.; verbs: crawl, gallop, swim etc.

**Sight-reading words**

riddle, tallest, biggest, longest, spotted

**Phonics words**

[Versioners to insert the 8 phonics words from word building]
1. Morning meeting

2. Story time: What animal am I?

1. Read the story aloud
2. Discuss these questions
   - What animals do these riddles describe?
   - Have you seen other wild animals?
   - Where did you see them?
   - What did they look like?

Instead of reading a story, you are going to ask some riddles. Explain that a riddle is a question with clues that has a difficult or funny answer.

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?

**Oral Vocabulary**
- **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.
- **attack:** to hurt, damage or kill a person or an animal.
3. Which animal is this? Big Book page 17–20

1. Introductory questions
   - We know that things look different from far away. This is the view we see in a map.
   - Things also look different from close up.
   - On this page, the pictures are so close up they look different from the view you usually see.

2. Read together and discuss

4. Physical Education (indoors)

   1. Warm up
   2. Play Simon says

5. The sound XX: LAB page 65
6. Handwriting

- Copy the pattern and sentence into your exercise books.
- Place a dot above the two letters you are most proud of.

[Versioners please insert from your handwriting document the pattern and sentence]

7. GGR and Independent Work: Groups A and B

1. Two small groups a day for 15 mins each (see page 77 for instructions)
2. Rest of class complete eight independent work activities over the week (15 mins per activity)

8. Physical Education (outdoors): Rope games

1. Warm up
2. Develop balance and spatial orientation using ropes
   - Learners walk forwards/ backwards/ sideways on the ropes.
   - Repeat each movement with hands on head /hands on hips/ hands behind backs.
   - Play River and land with learners. Draw a line in the playground or lay down a rope. Learners stand on one side (the land). Teacher calls “river” and they all jump to the other side with both feet together.
   - Teacher calls “land” and “river” alternatively, going faster and faster.
1. My news 🎉

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

2. Pairs: Riddles 🎉

1. Each learner thinks of any wild animal but don’t say what it is
2. 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 sounds it makes
   - What is special about it
3. Partner must guess the answer

3. Shared Reading: Big Book pages 17–20 📚

1. Read with learners
2. Ask Day 1 questions in Big Book

Remember, learners can also read the Big Book pages in the LAB.
1. Read the story
   • Tell the story below, while learners look at the illustrations in the LAB.

2. Match labels and pictures
   • Learners copy a label for each picture.

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.
Tuesday

5. Physical Education (indoors)

1. Warm up
2. Action rhyme

6. Shared word building: LAB page 68

7. Handwriting

- Copy the same pattern and sentence as yesterday into your exercise books.
- Try and make it even neater and easier to read.

[Versioners please insert from your handwriting document the pattern and sentence]
8. GGR and Independent Work: Groups B and C

1. Two small groups a day for 15 mins each (see page 77 for instructions)
2. Rest of class complete eight independent work activities over the week (15 mins per activity)

9. Make a book: LAB page 69

1. Show learners how to make a book
   - Hand out A4 paper cut in half lengthways.
   - Demonstrate how to fold the paper into six pages concertina-style.
   - Learners can use pencils, crayons or kokis to make their books.
   - Activity continues tomorrow.

2. Alternative
   - Make a copy of a grid like this for each child.

   4 4 4 4 4 4 4
   4 4 4 4 4 4 4
   4 4 4 4 4 4 4
   4 4 4 4 4 4 4
   4 4 4 4 4 4 4
   4 4 4 4 4 4 4

   Yenza incwadi
   1. Goba-goba umanye wophepha ube ziziqo zomaphema ezintandathu.
   2. Zoba umungo phakathi kwezhekhephu ngaline.
   3. Bhala isivakala ze uzobu umfanekiso kwphepha ngaline.
1. Morning meeting

2. Ruby’s walk picture map: LAB page 70
   1. Read and discuss the map
   2. Draw Ruby’s route
   - Re-read the story (see page 83) as learners draw where Ruby went.

3. Shared Reading: Big Book pages 17–20
   1. Read with learners
   2. Ask Day 2 questions in Big Book

Remember, learners can also read the Big Book pages in the LAB.
4. Shared Writing: Riddles

1. 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 sentences about the animal, for example:
     - how big it is?
     - what it has that is special?
     - what colour it is?
     - what it eats?
     - where it lives?
   - Ask a question at the end:
     - What am I?

2. Write an exemplar of a riddle, for example, about an elephant.
   Prompt the learners to give suggestions
   - Are elephants big or small?
   - What do elephants use to pick things up?
   - What colour are elephants?
   - What do elephants eat?
   - What question do we write at the end of a riddle?

5. Physical Education (indoors)

6. The sound XX:
   LAB page 71

1. Warm up
2. Balancing exercises
7. Handwriting

- Copy the new pattern and sentence into your exercise books.
- Place a dot above the two letters you are most proud of.

[Versioners please insert from your handwriting document the pattern and sentence]

![Pattern: XXXXX](image)

**Sentences:**
Zinkulu iinkuni zikaMonki.

8. GGR and Independent Work: Groups E and A

1. Two small groups a day for 15 mins each (see page 77 for instructions)

2. Rest of class complete eight independent work activities over the week (15 mins per activity)

![Two small groups](image)

![Rest of class](image)

9. Creative Arts continued: LAB page 69

When complete, let learners show each other their books.
1. My news

2. Action rhyme: If you are...

Teach and practice saying this poem.

If you are and you know it
If you’re an elephant and you know it
And you really want to show it
Stomp around, stomp around (do actions)
Stomp! Stomp! Stomp! (do actions)

If you’re a giraffe and you know it
And you really want to show it
Reach up high, reach up high
High! High! High!

If you’re a lion and you know it
And you really want to show it
Roar around, roar around
Roar! Roar! Roar!

If you’re a crocodile and you know it
And you really want to show it
Snap your arms, snap your arms
Snap! Snap! Snap!

3. Shared Reading: Big Book pages 17–20

1. Read with learners
2. Ask Day 2 questions in Big Book

Remember, learners can also read the Big Book pages in the LAB.
Thursday

4. Write a riddle: 
LAB page 72

5. Physical Education 
(indoors)

1. Warm up
2. Finger and shoulder exercises

6. Independent word building: LAB page 73
7. Handwriting

- Copy the same pattern and sentence as yesterday into your exercise books.
- Try and make it even neater and easier to read.

8. GGR and Independent Work: Groups B and C

1. Two small groups a day for 15 mins each (see page 77 for instructions)
2. Rest of class complete eight independent work activities over the week (15 mins per activity)

9. Performing Arts assessment 1: Action riddles

1. Perform in front of an audience and move bodies effectively
   - Work in pairs.
   - Prepare an action riddle by representing an animal with movement and sounds.
   - Present the riddle and actions for the class.
   - The class must guess the animal.

2. Use marking rubric on page 203
   - Continue the assessment tomorrow.
   - You can use PE time to complete the assessments.
1. Morning meeting

2. Physical Education (outdoors): Follow Ruby

   1. Warm up
   2. Develop leadership skills and use prepositions of place
      - Give instructions from Ruby’s walk. Do all the actions:
        - through the gate (do opening actions)
        - around the dam (walk in a small circle)
        - over the wood (pretend to climb up/down)
        - under the beehive (duck down)
        - and back through the gate. (close the gate)
      - Get groups to repeat the game.
      - Leaders can make up further instructions.

3. Share your writing

   Ask a classmate the riddle you have written. Ask someone you don’t usually work with.

4. Find out answers / Teacher story

   1. Learners give feedback on Find out question: LAB page 67

      **Answer:** Mother crocodiles carry and protect their babies by keeping them in their mouths. They carry them to the river when they hatch from their eggs. Even though crocodiles have huge, dangerous teeth, they do not hurt the babies! They are caring mothers.
2. Teacher tells a traditional story
   - Tell a story where one of the characters is a jackal who tries to trick the other animals.

5. Dictation: LAB page 74

6. GGR and Independent Work: Groups C and D
   - Two small groups a day for 15 mins each (see page 77 for instructions)
   - Rest of class complete eight independent work activities over the week (15 mins per activity)

7. Performing Arts assessment (continued)
   - Pairs continue to perform their action riddles in front of the class (see page 91).

Versioners:
Insert 5 words to be tested (see your manuscript for the LAB)
Overview of Week 5

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

**PE (indoors)**
Games, action rhymes and movements

**PE (outdoors)**
- Drumming
- Long jump

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

**Performing Arts assessment cont.**
Traditional song/dance

**BK/PSWB assessment**
- How do these animals use water?

**Beginning Knowledge and Personal & Social Well-being**
- The waterhole
- Safe and unsafe drinking water
- Find out: Boiling water

**Read-aloud story**
At the waterhole (this is a different story from Shared Reading)

**Pair work**
Classify information

**Rhyme**
Little drops of water

**Shared Reading**
How Ezra got his trunk (this was a read aloud story in Term 1)

**Shared Writing**
Teacher’s walk

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

**Handwriting**
Practice four days this week

**Theme: Water**

**Week 5:**
Animals need water

**Oral**

**Group Guided Reading**

**Reading**

**Phonics**
SEP: nt, nk
XHO: nt, nts
AFRIK: eu

**Life Skills**

**Writing**

**Performing Arts**
Assessment cont.
Traditional song/dance

**Visual Arts – 2-D**

**PE (indoors)**
Games, action rhymes and movements

**PE (outdoors)**
- Drumming
- Long jump

**Beginning Knowledge and Personal & Social Well-being**
- The waterhole
- Safe and unsafe drinking water
- Find out: Boiling water

**Read-aloud story**
At the waterhole (this is a different story from Shared Reading)

**Pair work**
Classify information

**Rhyme**
Little drops of water

**Shared Reading**
How Ezra got his trunk (this was a read aloud story in Term 1)

**Shared Writing**
Teacher’s walk

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

**Handwriting**
Practice four days this week
Preparation

- Materials for Creative Arts on Tuesday: paintbrushes and paints (boxes of watercolours, poster paints ready mixed or crushed chalk mixed with water). Ask learners to bring clean jars to fill with water. Bring newspaper to protect desks.
- Ask learners to look out for the materials needed for the experiment on page XXX if you are unable to provide these: empty plastic 2ℓ bottle, clean river or builders sand, charcoal, cotton wool.
- Make flashcards or write sight-reading words onto the chalkboard:

  waterhole  drinking  cooling  breathing  pulled

- Write Independent Work schedule on chalkboard.

Independent Work

1. LAB page 95
2. LAB page 96
3. LAB page 97
4. LAB page 98
5. LAB page 99
6. DBE Home Language book 2, page ??
7. DBE Life Skills book 2, page ??
8. Check and complete all work.

Optional: Life Skills book 2: Exercise 59 - Safe and unsafe drinking water; Exercise 60 - Storing clean water (has a picture of an experiment)

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

Two small groups a day for 15 mins each (see page 2 for instructions). Meanwhile, learners complete eight independent work activities over the week (15 mins per activity).

Vocabulary

Oral vocabulary
heron, warthog, buffalo, squawking, purify, unsafe, filter, breathing, hunting, washing, fine sand, coarse sand, pebbles/gravel, cotton wool, charcoal.

Sight-reading words

waterhole, drinking, cooling, breathing, pulled

Phonics words
[Versioners to insert the 8 phonics words from word building]
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 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.

**Oral Vocabulary**

- **waterhole**: a natural pool of water at which wild animals drink
- **heron**: a large, long-legged bird that wades into the water to catch fish to eat
- **buffalo**: a heavy, large wild animal, similar to an ox
- **sturdy**: strongly and solidly built
- **warthog**: an African wild pig with curved tusks squawking: a loud, harsh noise made by some birds
WEEK 5

Monday

3. The Waterhole: Big Book pages 22–25

1. Read together and discuss
   • What is a waterhole?
   • What animals do you see there?
   • How are they using the water?

4. Physical Education (indoors)

1. Warm up
2. Play Simon says

5. The sound XX: LAB page 85
6. Handwriting

- Copy the pattern and sentence into your exercise books.
- Place a dot above the two letters you are most proud of.

[Versioners please insert from your handwriting document the pattern and sentence]

7. GGR and Independent Work: Groups A and B

1. Two small groups a day for 15 mins each (see page 91 for instructions)

2. Rest of class complete eight independent work activities over the week (15 mins per activity)

8. Physical Education (outdoor): Drumming

1. Develop learners’ sense of rhythm with drumming activities
   - Learners find/make a drum from a tin can or a box or use their bodies as drums.
   - Start rhythms for learners to add to or copy.

Pattern:

Sentence: Ityali igqume ityesi etyobokileyo.
Tuesday

1. My news

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

2. Oral: Classifying animals

   1. Copy diagram on board
   2. Ask learners to name different animals and write list (elephant, crocodile, fish, hippo, frog, giraffe, buck, snake, bird and so on)
   3. Learners decide whether animals live on land, in water or both. They must explain their decision

3. Shared Reading: Big Book pages 22–25

   1. Read with learners
   2. Ask Day 1 questions in Big Book

   Remember, learners can also read the Big Book pages in the LAB.
4. Beginning Knowledge / PSWB assessment:
How do animals use water? / Find out

1. Assess knowledge of the uses of water:
LAB page 86
- Can learners compare and classify?

2. Marking rubric is on page 200

Only do the Find out question when the assessment activity is completed. If necessary, go into the following lesson.

5. Physical Education (indoors)

1. Warm up
2. Do an action rhyme
Tuesday

6. Shared word building: LAB page 88

7. Handwriting

- Copy the same pattern and sentence as yesterday into your exercise books.
- Try and make it even neater and easier to read.

Pattern: www

Sentence: Ityali igqume ityesi etyobokileyo.
8. GGR and Independent Work: Groups C and D

1. Two small groups a day for 15 mins each (see page 91 for instructions)

2. Rest of class complete eight independent work activities over the week (15 mins per activity)

9. Colour the fish scales: LAB page 89
1. Morning meeting

2. Do an experiment: LAB page 90

1. Introduction filtering water
   - Is the waterhole water safe for people to drink? Why? (*muddy, animals have been in it*)
   - What other water may be unsafe? (*rivers, dams*)
   - 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*)

2. Demonstrate how to filter water before boiling
   - Learners complete the LAB page.
Experiment: Filtering water

- Try this experiment before you demonstrate for the class.

Materials:

- muddy water
- Elastic band
- clean cloth
- charcoal
- gravel
- coarse sand
- fine sand
- empty cooldrink bottle, cut
- cotton wool

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 clear and clean.
- Let learners examine the jar of muddy water.
- Show them the materials.
- Layer the filters as shown in LAB.
- Pour the muddy water through the filters.
- 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.
WEEK 5

Wednesday

3. Shared Reading: Big Book pages 22–25

1. Read with learners
2. Ask Day 2 questions in Big Book

Remember, learners can also read the Big Book pages in the LAB.

4. Shared Writing: Teacher’s walk

1. Explain the activity
   - Copy this story frame onto the board.
   - Learners will make up sentences describing a teacher’s walk through the school.
   - Use the structure of Ruby’s walk. (see page 83)

2. Write the sentences
   - Ask prompt questions: Where did teacher walk?
   - Focus on using different prepositions

Teacher walks ...

and back.

5. Physical Education (indoors)

1. Warm up
2. Balancing exercises

6. The sound XX: LAB page 91
Wednesday

7. Handwriting

- Copy the new pattern and sentence into your exercise books.
- Place a dot above the two letters you are most proud of.

[Versioners please insert from your handwriting document the pattern and sentence]

8. GGR and Independent Work: Groups E and A

1. Two small groups a day for 15 mins each (see page 91 for instructions)
2. Rest of class complete eight independent work activities over the week (15 mins per activity)

9. Painting with watercolours

1. 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.

2. Learners paint something from nature
   - (the sky, a leaf/flower, a river)
   - Have examples of small objects learners can copy.
Thursday

1. **My news**
   - **When?**
   - **Who?**
   - **Where?**
   - **What happened?**
   - **I felt ... Because ...**

2. **Poem: A drop of water**
   Teach and practice saying the poem.

   **A drop of water**
   
   Little drops of water
   Little grains of sand
   Make the mighty oceans
   Make the hills and land

   Little deeds of kindness
   Little words of love
   Make our world a nicer place
   Make it full of love

3. **Shared Reading: Big Book pages 22–25**
   
   **1. Read with learners**
   **2. Ask Day 3 questions in Big Book**

   Remember, learners can also read the Big Book pages in the LAB.
4. Independent writing: LAB page 92

5. Physical Education (indoors)

1. Warm up
2. Finger and shoulder exercises

6. Independent word building: LAB page 93
7. Handwriting

- Copy the same pattern and sentence as yesterday into your exercise books.
- Try and make it even neater and easier to read.

[Versioners please insert from your handwriting document the pattern and sentence]

Pattern: CCCCC
Sentence: Utsosi utsibe ngefestile.

8. GGR and Independent Work: Groups B and C

1. Two small groups a day for 15 mins each (see page 91 for instructions)
2. Rest of class complete eight independent work activities over the week (15 mins per activity)

9. Performing Arts assessment 2: A traditional song/dance

1. In groups: Choose and practice a traditional song
   - 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.
   - Practice today and present tomorrow.

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

3. Marking rubric is on page 204
1. **Morning meeting**

2. **Physical Education (outdoors): Long jump**

   **1. Prepare**
   - If there is a sand pit, do this activity there. Make a line in sand to show where to jump. If not, make a line on the field.
   - Explain long jump techniques *(run up to the line, jump off one foot and land on both feet)*.

   **2. Practice and do**
   - Start by practicing jumping without a run-up. Take off on both feet and one foot and land on two.
   - Give everyone 2–3 opportunities to jump. Who can jump the furthest?

   **3. Share your writing**
   - Show your writing to a partner.
1. Learners give feedback on Find out question: LAB page 87

Answer: Water boils when it is heated up to 100 degrees. Be careful with boiling water and steam, both can burn you badly!

2. Teacher tells the story of Noah’s Ark or another story on the theme of water

3. Phonics game: LAB page 94

* Biza, nika, sebenzisa
  - Sebenzisa pempeli akanye idaya ukuselwa kwicicili.
  - Biza igama owelwa kuza, nika alele igama akhona ndi esofana ndi ukukhala kweli gama uza usake sebenza kwicicili.
6. GGR and Independent Work: Groups D and E

1. Two small groups a day for 15 mins each (see page 91 for instructions)

2. Rest of class complete eight independent work activities over the week (15 mins per activity)

7. Performing Arts assessment: Traditional song performances continued

- Continue with assessment (see page 106).
- The marking rubric is on page 204.
Overview of Week 6

**Theme:** Water

**Week 6:** People need water

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

- **PE (indoors)**
  - Games, action rhymes and movements

- **PE (outdoors) assessment**
  - Making alphabet letters

- **Visual Arts – 2-D assessment**
  - Draw yourself in water (swimming, rowing, fishing)

- **Performing Arts**
  - Listen to music or sounds and say how it makes you feel

- **Beginning Knowledge and Personal & Social Well-being**
  - Using water at home
  - Saving water
  - Storing water
  - Find out: Camels

- **Phonics**
  - SEP: mp, bj
  - XHO: ndl, ngw
  - AFRIK: ei

- **Handwriting**
  - Practice four days this week

- **Read-aloud story**
  - The big fish

- **Listening comprehension assessment**
  - Story time

- **Rhyme**
  - Fish alive

- **Shared Reading**
  - The big fish

- **Shared Writing**
  - Story map

- **Independent Writing**
  - Story map
**Preparation**

- Make flashcards of the sight-reading words or write them onto the chalkboard:
  
  | fishing line | deep | struggle | log  | rescue |

- For Performing Arts, make a collection of instrumental music on a smartphone or recorder (different tempos, different genres, different instruments)
- Write Independent work schedule on chalkboard.

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**Independent Work**

1. LAB page 116
2. LAB page 117
3. LAB page 118
4. LAB page 119
5. LAB page 120
6. DBE Home Language book 2, page ??
7. DBE Life Skills book 2, page ??
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

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

Two small groups a day for 15 mins each (see page 2 for instructions). Meanwhile, learners complete eight independent work activities over the week (15 mins per activity).

**Vocabulary**

*Oral vocabulary*
shallow, bait, fishing rod, fishing line, slimy, log, mud, sunk, scared, watering plants, pump, basin, bucket, tap, twist, container, jug, tank, swimming, fishing, rowing

*Sight-reading words*

fishing line, deep, struggle, log, rescue

*Phonics words*

[Versioners to insert this week’s 8 phonics words]
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!

**Oral Vocabulary**

- **shallow**: the part of the water in the dam that is not deep
- **fishing rod**: a long thin pole with a line and a hook on it that you use to catch fish
- **bait**: the food you put on a hook to catch fish
- **fishing line**: cord that is much stronger and thinner than string, used for fishing
- **rescue**: to save from danger
WEEK 6 Monday

3. Listening comprehension assessment: LAB page 104

1. Assess learners’ ability to listen to, understand, and answer questions about a story
   • Explain that they will have to answer written questions after this story so they must listen carefully.
   • Read the story to the learners.
   • Read the questions and explain the answer format.
   • Learners can work lock-step with you, or at their own pace.

2. Marking rubric is on page 190

4. Using water at home: Big Book page 105

1. Ask introductory questions
   • What is the difference between these two homes? (see theme concepts on page 13)
   • Where does each family get their water from?

2. Read together and discuss

Remember, the Big Book pages are also in the LAB so learners can follow as you read.

5. Physical Education (indoors)

1. Warm up
2. Play Simon says

6. The sound XX: LAB page 106
7. Handwriting

- Copy the pattern and sentence into your exercise books.
- Place a dot above the two letters you are most proud of.

[Versioners please insert from your handwriting document the pattern and sentence]

8. GGR and Independent Work: Groups A and B

1. Two small groups a day for 15 mins each (see page 115 for instructions)

2. Rest of class complete eight independent work activities over the week (15 mins per activity)

9. Physical Education assessment: Make letters of the alphabet

1. Assess the learners’ suppleness, their ability to use their bodies creatively, and ability to work with others
   - Explain task: Use your bodies to create letters of the alphabet.
   - Small groups of 4–5 learners try to make the initial letters of their names (in capitals)
   - Each group chooses 3 letters to demonstrate to the class.
   - Presentations will be on Friday.

2. Marking rubric is on page 205
   - The activity takes two lessons, preparation (Monday) and presentation (Friday).
1. My news

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

2. Shared Reading: Big Book pages 27–30

1. Read with learners
2. Ask Day 1 questions in Big Book

Remember, learners can also read the Big Book pages in the LAB.

3. Saving water / Find out: LAB pages 107 and 108
4. Physical Education (indoors)

1. Warm up
2. Action rhymes

5. Shared word building: LAB page 110
WEEK 6

Tuesday

6. Handwriting

- Copy the same pattern and sentence as yesterday into your exercise books.
- Try and make it even neater and easier to read.

[Versioners please insert from your handwriting document the pattern and sentence]

7. GGR and Independent Work: Groups B and C

1. Two small groups a day for 15 mins each (see page 115 for instructions)

2. Rest of class complete eight independent work activities over the week (15 mins per activity)


1. Assess learner’s ability to draw a human body in action
   - Explain the task carefully. Encourage learners to add details.
   - Check how learners handle drawing implements and that they compose their pictures in a balanced way.
   - Ensure each child has sharp pencil and crayons.

2. Marking rubric is on page 202
   - This activity takes place over two Visual Arts lessons (Tuesday and Wednesday).
Wednesday

1. Morning meeting

2. Storing water: LAB page 111

   1. Develop knowledge of conservation of volume and measurement
      - Read the page with learners.
      - Discuss the questions as a class.
      - Learners complete the activity on their own.

3. Shared Reading: Big Book pages 27–30

   1. Read with learners
   2. Ask Day 2 questions in Big Book

Remember, learners can also read the Big Book pages in the LAB.
4. Shared Writing: Story map

1. Remind learners about story maps
   - Prepare a summary of the story in short sentences.
   - Put the story map on the board.
   - Explain the format.

   **Heading:** ___________________
   **Who was the story about (characters)?** ___________________
   **What happened?**
   1. ___________________
   2. ___________________
   3. ___________________
   4. ___________________
   5. ___________________
   **The story ended when** ___________________

2. Prompt learners to re-tell the story by asking 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?

   **Heading: The Big Fish**
   **Who was the story about? Deon and Jonathan**
   **What happened?**
   1. Deon and Jonathan went to the dam.
   2. Deon felt a big fish on his line.
   3. He went after the fish and got into deep water.
   5. Then Jonathan ran to get help.
   **The story ended when Deon was rescued.**

5. Physical Education (indoors)

   1. Warm up
   2. Balancing exercises

6. The sound **XX**: LAB page 112

   **Heading:** ___________________
   **Who was the story about?** ________________
   **What happened?**
   1. ________________
   2. ________________
   3. ________________
   4. ________________
   5. ________________
   **The story ended when** ___________________
7. Handwriting

- Copy the new pattern and sentence into your exercise books.
- Place a dot above the two letters you are most proud of.

[Versioners please insert from your handwriting document the pattern and sentence]

Pattern: ioioioio
Sentence: ULudwe udwelise amafundwana.

8. GGR and Independent Work: Groups E and A

1. Two small groups a day for 15 mins each (see page 115 for instructions)
2. Rest of class complete eight independent work activities over the week (15 mins per activity)

9. Visual Arts assessment 2 continued

- Learners continues drawing a human body in action (see page 122)
Thursday

1. My news

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

2. 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. (put up your right hand little finger)

3. Shared Reading: Big Book pages 27–30

1. Read with learners
2. Ask Day 3 questions in Big Book

Remember, learners can also read the Big Book pages in the LAB.
4. Write a story map: LAB page 113

5. Physical Education (indoors)

1. Warm up
2. Finger and shoulder exercises

6. Independent word building: LAB page 114
7. Handwriting

- Copy the same pattern and sentence as yesterday into your exercise books.
- Try and make it even neater and easier to read.

[Versioners please insert from your handwriting document the pattern and sentence]

8. GGR and Independent Work: Groups B and C

1. Two small groups a day for 15 mins each (see page 115 for instructions)

2. Rest of class complete eight independent work activities over the week (15 mins per activity)

9. Performing Arts: Respond to music

1. 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.
**Friday**

1. **Morning meeting**
   - Groups present their letters to the class (see page 119).
   - Assessment rubric is on page 205.

2. **Physical Education**
   - Assessment continued
   - Learners give feedback on Find out question
   - Camels store fat, not water, in their humps. Fat provides food when none is around. Camels can go for so long without drinking because their bodies are incredibly good at using water without wasting it.

3. **Share your writing**
   - Learners share their writing with the class (LAB page 113).
   - Teacher tells a story
   - Make up a story about a child who was rescued when swimming in the sea. NSRI can be mentioned.
5. Dictation: LAB page 115

Versioners:
Insert 5 words to be tested (see your manuscript for the LAB)

6. GGR and Independent Work: Groups C and D

1. Rest of class complete eight independent work activities over the week (15 mins per activity)

2. Two small groups a day for 15 mins each (see page 115 for instructions)

7. Performing Arts: Respond to music continued

- Play recorded music of different types, and let learners dance expressively to it (see page 128)
Overview of Week 7

**Theme:**
The sky at night

**Week 7:**
Day and night sky

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

**Handwriting**
- Assessment
- Practice three days this week

**Phonics**
- SEP: ll, XHO: tsh, tyh
- AFRIK: Revision

**Beginning Knowledge and Personal & Social Well-being**
- Day and night
- Day and night sort
- Phases of the moon
- Find out: Star groups

**Visual Arts – 2-D**
BK/PSWB assessment
Day/night poster

**Performing Arts**
Day and night representations

**Oral**

**Group Guided Reading**

**Reading**

**Writing**

**Life Skills**

**Phonics**

**Shared Reading**
Two shiny silver coats

**Shared Writing**
Organising information in lists

**Independent Writing assessment**
Night and day

**Handwriting**
- Assessment
- Practice three days this week

**PE (indoors)**
Games, action rhymes and movements

**PE (outdoors)**
- Side movements
- Games such as Cat and pigeons

**Performing Arts**
Day and night representations

**Beginnings Knowledge and Personal & Social Well-being**
- Day and night
- Day and night sort
- Phases of the moon
- Find out: Star groups

**Theme:**
The sky at night

**Week 7:**
Day and night sky

**Handwriting**
- Assessment
- Practice three days this week

**Phonics**
- SEP: ll, XHO: tsh, tyh
- AFRIK: Revision

**Visual Arts – 2-D**
BK/PSWB assessment
Day/night poster

**Performing Arts**
Day and night representations

**Oral**

**Group Guided Reading**

**Reading**

**Writing**

**Life Skills**

**Phonics**

**Shared Reading**
Two shiny silver coats

**Shared Writing**
Organising information in lists

**Independent Writing assessment**
Night and day

**Handwriting**
- Assessment
- Practice three days this week

**PE (indoors)**
Games, action rhymes and movements
Preparation

- Equipment for Beginning Knowledge/PSWB assessment (Tues and Wed in Creative Arts):
  A3 paper for each learner, scissors, glue, markers.
- Make flashcards or write sight-reading words onto the chalkboard:
  day  night  moon  star  sun

- Write Independent Work schedule on chalkboard.

Guide to Group Guided Reading (GGR) and Independent Work (IW)
Two small groups a day for 15 mins each (see page 2 for instructions). Meanwhile, learners complete eight independent work activities over the week (15 mins per activity).

Vocabulary

Oral vocabulary
phases, crescent, half-moon, gibbous, space, dark/light, warm/cold, shape

Sight-reading words
day, night, moon, star, sun

Phonics words
[Versioners to insert this week’s 8 phonics words]
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.

Oral Vocabulary

- tailor: someone who sews clothes, mostly for men
- customer: someone who buys things from shops
- surprise: you are surprised when something happens that you did not expect
- puzzled: you are puzzled when you don’t understand something
- change: something changes when it is different from what it was when you first saw it
3. Night and day: Big Book page 31 🌙

1. 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?

   Remember, learners can also look at the Big Book pages in the LAB.

4. Physical Education (indoors)

   1. Warm up
   2. Play Simon says

5. The sound XX: LAB page 126 🎤
6. Handwriting

- Copy the pattern and sentence into your exercise books.
- Place a dot above the two letters you are most proud of.

[Versioners please insert from your handwriting document the pattern and sentence]

7. GGR and Independent Work: Groups A and B

1. Two small groups a day for 15 mins each (see page 133 for instructions)
2. Rest of class complete eight independent work activities over the week (15 mins per activity)

8. Physical Education (outdoors): Side movements

1. Develop laterality through games and movement where learners move from side to side
   - Jump to left/right.
   - Bend to left/right.
   - Turn to left/right.
   - Kick ball with different feet.
   - Throw ball with different hands.
2. Play other traditional circle games
1. **My news**

1. **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.

2. **Pairs: Day and night**

3. **Shared Reading: Big Book pages 32–35**

   1. **Read with learners**
   2. **Ask Day 1 questions in Big Book**

Remember, learners can also read the Big Book pages in the LAB.
4. Day and night sort / Find out: LAB pages 127 and 128

5. Physical Education (indoors)

1. Warm up
2. Action rhyme
6. Shared word building: LAB page 129

7. Handwriting

- Copy the same pattern and sentence as yesterday into your exercise books.
- Try and make it even neater and easier to read.
8. GGR and Independent Work: Groups B and C

1. Two small groups a day for 15 mins each (see page 133 for instructions)

2. Rest of class complete eight independent work activities over the week (15 mins per activity)

9. Beginning Knowledge/PSWB assessment: LAB page 130

This activity can be used for Term 4 Beginning Knowledge/PSWB assessment 2. Learners work in pairs and the activity takes place over two Visual Art lessons (Tuesday and Wednesday).

1. Assess learner’s understanding of day and night and the ability to sort, compare and classify
   - Provide paper and equipment.
   - Explain the purpose of the poster (to show the difference between night and day).
   - Look at the examples in the LAB.
   - Learners must do their own drawings and use the cut outs.
   - Each item must be clearly labelled.

2. Marking rubric is on page 201
Wednesday

1. Morning meeting

2. Phases of the moon: LAB page 131

- Read the page to the learners.
- Learners cut out the moons from page 203 and paste them in the correct place in the table.

3. Shared Reading: Big Book pages 32–35

1. Read with learners
2. Ask Day 2 questions in Big Book

Remember, learners can also read the Big Book pages in the LAB.
4. Shared Writing: Day and night

1. Revise the features of a list
   - Make list of features: headings, no punctuation, words in lower case, one below the other.
   - Prepare frame for list and write on board.

   Heading: ____________________________

   Day          Night
   ____________________          ____________________
   ____________________          ____________________
   ____________________          ____________________
   ____________________          ____________________

2. Write two lists
   - Learners list all the things we see in the sky at night and in the day.
   - Write their suggestions in the frame you prepared.

   Heading: What I see in the sky

   Day          Night
   sun          moon
   birds        stars
   butterflies  owls
   bees         bats

5. Physical Education (indoors)

6. The sound XX:
   LAB page 132

1. Warm up
2. Balancing exercises
Wednesday

7. Handwriting

- Copy the new pattern and sentence into your exercise books.
- Place a dot above the two letters you are most proud of.

[Versioners please insert from your handwriting document the pattern and sentence]

8. GGR and Independent Work: Groups E and A

1. Two small groups a day for 15 mins each (see page 133 for instructions)
2. Rest of class complete eight independent work activities over the week (15 mins per activity)

9. Beginning Knowledge/PSWB assessment continued

- Learners continue making their day/night posters (see page 141).
1. My news

2. Poem: The moon’s game

Teach and practice saying the 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.

3. Shared Reading: Big Book pages 32–35

1. Read with learners
2. Ask Day 3 questions in Big Book

Remember, learners can also read the Big Book pages in the LAB.
1. Assess learners’ ability to write sentences
   - Check if learners can compare and contrast ideas and write grammatically correct sentences.
   - This activity is done individually.

2. Marking rubric is on page 195

4. Independent Writing assessment: LAB page 133

5. Physical Education (indoors)
   1. Warm up
   2. Finger and shoulder exercises

6. Independent word building: LAB page 134
7. Handwriting assessment

1. Assess the learners’ ability to form letters
   - Learners write the same pattern and sentence as yesterday and place a dot above their two best letters.
   - Check for consistent shaping, spacing and slant, as well as their ability to identify good letter formation.
   - The activity is done individually.

2. A marking rubric is on page 194

8. GGR and Independent Work: Groups B and C

1. Two small groups a day for 15 mins each (see page 133 for instructions)

2. Rest of class complete eight independent work activities over the week (15 mins per activity)

9. Performing Arts: Represent day and night

1. Develop learners’ ability to represent ideas in movement and sound
   - Small groups show day and then night in movement and sound.
   - They can represent day/night animals and insects, or the activities people do.
   - They could even represent the sun/moon.
1. **Morning meeting**

2. **Physical Education (outdoors): Games**
   - Practice spatial orientation by playing games with demarcated areas, for example, *Cat and pigeons*, *Red rover*, *Haasie* or a traditional game.

3. **Share your writing: LAB page 133**
   - Learners share their writing with a partner.

4. **Find out answers / Teacher story**

   **1. Learners give feedback on Find out question: LAB page 128**

   **Answer:** People tell stories about groups of stars. The ancient Greeks called these stars *Orion’s Belt* and they imagined it as part of a hunter-god in the sky. The Bapedi call it *Makolobe* (three wild pigs), the Venda call it *Makhli* (rhinoceros) and in isiZulu, it is *iMpambano*.

   *(Versioners, please add the name for these stars in your language – do some research if necessary)*
2. Teacher tells a story
   • It can be a funny story about a child from another planet where
day is night, and night is day. The learners go to school when it is
dark, and sleep in the day.

5. Phonics game: LAB page 135

6. GGR and Independent Work: Groups C and D

1. Rest of class complete eight independent work activities over
the week (15 mins per activity)

2. Two small groups a day for 15 mins each (see page 133 for instructions)

7. Performing Arts: Day and night representations continued
   • Groups continue to present their representations of day and night (see page 147).
Overview of Week 8

**Theme:** The sky at night

**Week 8:** The moon

**Group Guided Reading**
- Read-aloud factual text
  - Walking on the moon

**Oral**
- Pair work
  - Follow instructions

**Reading**
- Rhyme
  - Five little astronauts

**Reading Comprehension**
- Assessment
  - Walking on the moon

**Writing**
- Shared/Independent Writing assessment
  - My news

**Phonics**
- SEP: kh, th, phonics assessments
- XHO: ts, nd, phonics assessments
- AFRIK: ei, phonics assessments

**Handwriting**
- Practice four days this week

**GGR (two groups a day) and Independent Work**
- Individual reading assessment
- Five pages in LAB
- Two pages in DBE workbooks

**PE (indoors)**
- Games, action rhymes and movements
- Sports day

**PE assessment**
- Sports day

**Visual Arts – 3-D**
- Make a spaceship from waste

**Performing Arts**
- Dramatise moon landing

**Beginning Knowledge and Personal & Social Well-being**
- Phases of the moon
- Last night in the sky
- The stars

**Beginning Knowledge and Personal & Social Well-being**
- Phases of the moon
- Last night in the sky
- The stars
Preparation

- All assessments for Term 4 should be completed this week. With all assessments, allow the learners to complete the assessment task, even if this means adjusting the timetable for subsequent lessons.
- Make flashcards or write sight-reading words onto the chalkboard:
  - astronaut
  - spaceship/craft
  - footprint
  - earth
  - forever
- Write Independent Work schedule on chalkboard.

**Independent Work**

1. LAB page 156
2. LAB page 157
3. LAB page 158
4. LAB page 159
5. LAB page 160 & 161
6. DBE Home Language book 2, page ??
7. DBE Life Skills book 2, page ??
8. Check and complete all work.

Optional: Life Skills book 2: Exercise 63 - The sun and moon; Stars

**Individual reading assessment (in GGR) and Independent Work (IW)**

Conduct individual reading assessments (see page 2 for marking rubric) with one GGR group a day. Meanwhile, learners complete eight independent work activities over the week (15 mins per activity).

**Vocabulary**

**Oral vocabulary**

astronaut, crater, dust, shiny, valley, space, spacecraft/spaceship, module

**Sight-reading words**

astronaut, spaceship/craft, footprint, earth, forever

**Phonics words**

[Versioners to insert the 8 phonics words from word building]
1. Morning meeting

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 back to Earth safely. 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 the earth so that we could find out more about the moon. They put an American flag on the moon because they were American.

2. Story time: Walking on the moon

The reading today is not a story, it is a factual text with questions and answers.
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 around (orbits) the earth slowly. As the moon moves you can only see those parts of the moon that the sun shines on because the moon has no light of its own. This makes the moon look as if it changes its shape every night. This is why you see a long thin shape (crescent moon) that changes to a bigger shape (gibbous moon) and finally a round shape (full moon). After that it starts getting smaller again each night and then goes back to a long thin shape every month.

Oral Vocabulary

- astronaut: someone who travels in space
- craters: a big deep hole in the ground
- footprints: a mark in the shape of a foot that your foot makes in the ground
- crescent moon: the long thin curved shape of the moon
- full moon: the round whole shape of the moon
3. The Moon: Big Book page 136

1. Read together and discuss
   - We know the moon seems to change its shape each night. We also know the moon travels around the earth. Look at these pictures to see exactly what happens.

Remember, the Big Book pages are also in the LAB so learners can follow as you read.

4. Physical Education (indoors)

1. Warm up
2. Play Simon says

5. The sound XX: LAB page 147
6. Handwriting

- Copy the pattern and sentence into your exercise books.
- Place a dot above the two letters you are most proud of.

7. Individual Reading assessment: Group A (LAB pages 160 and 161)

1. Assess the learners’ ability 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.

2. Use marking rubric on page 192

3. Meanwhile, class does independent work

8. Physical Education assessment: Sports day

This activity can be used for Term 4 assessment which will take place in both PE outdoor periods over the week.

1. Assess the learners’ ability to take part in races and games skillfully and enthusiastically
   - Arrange a series of activities for a sports day such as:
     - relay running race
     - long jump
     - walking race
     - running race
     - cross country race
   - Learners do activities in groups today and on Friday.

2. Use the marking rubric on page 205
WEEK 8

Tuesday

1. My news

2. Listening and Speaking: Follow instructions

Develop learners’ ability to follow instructions by playing games such as Simon says, Hoki Koki and so on.

3. Shared Reading: Big Book pages 37–40

1. Read with learners
2. Ask Day 1 questions in Big Book

Remember, learners can also read the Big Book pages in the LAB.
4. Observation / Find out: LAB pages 148 and 149

5. Physical Education (indoors)

1. Warm up
2. Action rhyme
6. Shared word building: LAB page 150

7. Handwriting

- Copy the same pattern and sentence as yesterday into your exercise books.
- Try and make it even neater and easier to read.
8. Individual reading assessment: Group B (LAB pages 160 and 161)

1. Assess the learners’ ability 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.

2. Use marking rubric on page 192
3. Meanwhile, class does independent work.

9. Visual Arts: Make a spaceship

1. Divide into groups.
2. Explain task: to make a spaceship from waste.
3. Plan what waste to collect (cardboard tubes from toilet rolls or kitchen paper, aluminium foil, flat cardboard cut from containers, newspaper, plastic bottles).
4. Begin making the spaceship if possible.
1. Morning meeting

2. All about stars: LAB page 151
   1. Read together
   2. Learners circle the correct answers

3. Shared Reading: Big Book pages 37–40
   1. Read with learners
   2. Ask Day 1 questions in Big Book

Remember, learners can also read the Big Book pages in the LAB.
4. Independent writing assessment: LAB page 153

1. Assess learners’ ability to write grammatically correct sentences and express themselves in writing
   - Learners work on their own.
   - Assessment takes place over two days (Wednesday and Thursday).

2. Use marking rubric on page 195
3. Meanwhile, class does independent work

5. Physical Education (indoors)

1. Warm up
2. Balancing exercises

6. The sound XX: LAB page 152
WEEK 8

Wednesday

7. Handwriting

- Copy the new pattern and sentence into your exercise books.
- Place a dot above the two letters you are most proud of.

[Versioners please insert from your handwriting document the pattern and sentence]

Pattern:

Sentence: Indoda ende ibuka indalo.

8. Individual reading assessment: Group C (LAB pages 160 and 161)

1. Assess the learners’ ability 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.

2. Use marking rubric on page 192
3. Meanwhile, class does independent work

9. Make a spaceship continued

- Allow learners to complete their spaceships. Each group can show the class what they have created.
1. My news

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

2. Counting rhyme: Five little astronauts

**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!*

3. Shared Reading assessment: LAB page 145

1. Assess learners’ ability to comprehend what they read
   - Learners re-read the story in the LAB (pages 141–144) and then answer the questions.
   - If you read the questions out loud, do not discuss answers.

2. Use marking rubric on page 193
4. Independent writing assessment continued: LAB page 153

- Learners complete their drawing and sentences.

5. Physical Education (indoors)

1. Warm up
2. Finger and shoulder exercises

6. Phonics assessment: LAB page 154

1. Assess learners’ ability to listen for sounds in words and write corresponding letters
   - The activity is done individually.
2. Use marking rubric on page 191
1. Assess the learners’ ability 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.

2. Use marking rubric on page 192
3. Meanwhile, class does independent work

9. Performing Arts: Dramatise landing on the moon
1. **Morning meeting**

2. **Physical Education assessment continued**

   - Complete the Physical Education assessment started on Monday (see page 155).

3. **Share your writing**

   - Pairs read the sentences they wrote yesterday to each other.

4. **Find out answers / Teacher story**

   **1. Learners give feedback on Find out question: LAB page 149**

   Two brothers, Orville and Wilbur Wright, invented and flew the first powered plane. They experimented for four years before they succeeded. The plane was made of wood and canvas. The driver lay on the bottom wing, next to the engine. Their plane is now in a museum in the USA.
2. Teacher tells a story
   • Make up a story about astronauts in a spaceship going to Mars. They can have various adventures. Describe what they find.

5. Phonics Assessment (Dictation): LAB page 155
   1. Assess the ability to use
      use phonics knowledge to write words

   2. Dictate the words clearly, repeat once only and give time for learners to write the words

   3. Use marking rubric on page 191

Versioners:
Insert 5 words to be tested (see your manuscript for the LAB)

6. Individual reading assessment: Group E (LAB pages 160 and 161)
   1. Assess the learners’ ability 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.

   2. Use marking rubric on page 192

   3. Meanwhile, class does independent work

7. Dramatisation of walking on moon, continued
   • Continue with activity stared yesterday (see page 161).
Overview of Week 9

GGR (two groups a day) and Independent Work
- Read from anthology or other books
- Five pages in LAB
- Two pages in DBE workbooks

Phonics

Beginning Knowledge and Personal & Social Well-being
- New Year celebrations
- Looking back
- New Year’s resolutions
- Find out: Chinese new year

Week 9: New Year’s Day

Theme: Religious days and other special days

Shared Writing

Independent Writing

Handwriting

Practice four days this week

Oral

Group Guided Reading

Reading

Life Skills

Phonics

Performing Arts

Responding to music

PE (indoors)
Games, action rhymes and movements

PE (outdoors)
Traditional games

Visual Arts – 2-D
Make a star

Pair work
Open questions

Nursery rhyme
Star light, star bright; Twinkle twinkle

Read-aloud story
Little Star

Shared Reading
Little Star

I am a star

I am a star

Little Star

Theme:
Religious days and other special days

Week 9:
New Year’s Day

Take a look at the details of the week's activities.
Preparation

• New Year’s Day is celebrated by most South Africans. If the majority of the learners your class have a significant religious day towards the end of the year (for example, Christmas or Hannukah), focus on this in the next (final) week. Make sure this is done inclusively so that all learners are affirmed even if they have different beliefs.

• Make flashcards of the sight-reading words or write onto the chalkboard:
  
  shine  good deeds  bigger  brighter  kindest

• Write Independent Work schedule on chalkboard.

  Independent Work

  1. LAB page 177
  2. LAB page 178
  3. LAB page 179
  4. LAB page 180
  5. LAB page 181
  6. DBE Home Language book 2, page ??
  7. DBE Life Skills book 2, page ??
  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.

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

Two small groups a day for 15 mins each (see page 2 for instructions). Meanwhile, learners complete eight independent work activities over the week (15 mins per activity).

Vocabulary

Oral vocabulary
resolution, goals, celebrations, party, Durban, Cape Town, Johannesburg.

Sight-reading words
shine, good deeds, bigger, brighter, kindest

[Versioners to insert this week’s 8 phonics words]
1. Morning meeting

2. Story time: Little star

1. Read the story aloud
2. Learners answer these questions
   - Why was the star in the story so little?
   - What could make Little Star grow big and bright?

Did you know that we all have a special star in the sky that belongs to each one of 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 were so many stars shining in the sky at night that you could never count all of them. All these stars were much bigger and brighter than Little Star. Little Star felt sad as it looked at all these big, bright stars and tried to count them.
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 the child was a tiny baby and then he 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?

**Oral Vocabulary**

- **bright**: full of light
- **shine**: something that shines is very bright and clear
- **deed**: something you do
- **kind**: someone who cares, is gentle and helpful to other people
- **wonderful**: someone who is very good
3. New Year’s Day: Big Book page 41

1. Read the text with the class
2. Read the text 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 do you think? (chance to do things better? differently? have more luck?)

Remember, learners can also look at the Big Book pages in the LAB.

4. Physical Education (indoors)

1. Warm up
2. Play Simon says

5. The sound XX: LAB page 167
6. Handwriting

- Copy the pattern and sentence into your exercise books.
- Place a dot above the two letters you are most proud of.

[Versioners please insert from your handwriting document the pattern and sentence]

7. GGR and Independent Work: Groups A and B

1. Two small groups a day for 15 mins each (see page 165 for instructions)

2. Rest of class complete eight independent work activities over the week (15 mins per activity)

8. Physical Education (outdoors): Traditional and other games

- Ask learners what games they like to play.
- Select one to play with the class today and another on Friday. Possibilities include: soft ball, basketball, Wolfie, wolfie, what's the time?, Cat and mouse, jukskei, dibeke, kho-kho.
1. My news

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

2. 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?

3. Shared Reading: Big Book pages 42–45

1. Read with learners
2. Ask Day 1 questions in Big Book

Remember, learners can also read the Big Book pages in the LAB.
4. Looking back / Find out: LAB pages 168 and 169

5. Physical Education (indoors)

1. Warm up
2. Action rhyme
6. Shared word building: LAB page 170

7. Handwriting

- Copy the same pattern and sentence as yesterday into your exercise books.
- Try and make it even neater and easier to read.

**Pattern:**

```
^ ^ ^
\ \ \```

**Sentence:**

*Sibone ilulwane esikolweni.*
8. GGR and Independent Work: Groups C and D

1. Two small groups a day for 15 mins each (see page 165 for instructions)

2. Rest of class complete eight independent work activities over the week (15 mins per activity)

9. Visual Arts: LAB page 171

1. Demonstrate how to draw a star on the board
   • See ideas on LAB page 171.

2. Learners draw and colour/paint their stars
   • Cut them out and hang them up.

Equipment per learner: paper (A4 size or bigger), pencil, ruler, crayons or paint.
WEEK 9

Wednesday

1. **Morning meeting**
   - Read the page to the learners
     - Talk about the examples.
     - Talk about wanting to do things better and why.
   - Discuss your resolutions with a partner

2. **New Year’s resolutions: LAB page 172**
   - Read the page to the learners
     - Talk about the examples.
     - Talk about wanting to do things better and why.
   - Discuss your resolutions with a partner

3. **Shared Reading: Big Book pages 42–45**
   - Read with learners
   - Ask Day 2 questions in Big Book

Remember, learners can also read the Big Book pages in the LAB.
4. Shared Writing: We are stars!

1. Pre-prepare a writing frame
2. Learners to think about why they are special including:
   - The things that make us feel good about ourselves.
   - The things we are good at.
   - The things that make us happy.
   - The things we do to make others happy.
   - The people we love.
   - The people we are kind to.
   - The animals we are kind to.
   - The things we do to help our community/school/family.
3. Use learners suggestions to fill in the writing frame

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<thead>
<tr>
<th>Heading:</th>
<th>I am a star!</th>
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<td>I am a star because:</td>
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<th>Heading:</th>
<th>I am a star</th>
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<tr>
<td>I am a star because:</td>
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<td>1. I am good at counting.</td>
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<td>2. The things I love doing are ..........</td>
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<td>3. The things I do to make others happy are ..........</td>
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<td>4. The people I love are ..........</td>
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<td>5. I am kind to ......</td>
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<td>6. The animals I am kind to are ..........</td>
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<td>7. I help ...........</td>
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</table>

5. Physical Education (indoors)

1. Warm up
2. Balancing exercises

6. The sound XX: LAB page 173
7. Handwriting

- Copy the new pattern and sentence into your exercise books.
- Place a dot above the two letters you are most proud of.

[Versioners please insert from your handwriting document the pattern and sentence]

8. GGR and Independent Work: Groups E and A

1. Two small groups a day for 15 mins each (see page 165 for instructions)
2. Rest of class complete eight independent work activities over the week (15 mins per activity)

9. Visual Arts: Make a star continued

- Allow learners to complete, cut out and display their stars.
1. **My news**

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

2. **Rhymes: Star light / Twinkle twinkle**

**Star light, star bright**

*Star light star bright*

*The 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.*

[Versioners can add own poem or translate ONE of these]

3. **Shared Reading: Big Book pages 42–45**

1. **Read with learners**

2. **Ask Day 3 questions in Big Book**

Remember, learners can also read the Big Book pages in the LAB.
Thursday

4. Independent writing: LAB page 174

5. Physical Education (indoors)
   1. Warm up
   2. Finger and shoulder exercises

6. Independent word building: LAB page 175

Inkwenkwezi yam
Bhola ngwesapha kule inkwenkwezi.

Warm up
Finger and shoulder exercises
7. Handwriting

- Copy the same pattern and sentence as yesterday into your exercise books.
- Try and make it even neater and easier to read.

[Versioners please insert from your handwriting document the pattern and sentence]

8. GGR and Independent Work: Groups B and C

1. Two small groups a day for 15 mins each (see page 165 for instructions)
2. Rest of class complete eight independent work activities over the week (15 mins per activity)

9. Performing Arts: Movement to music

Develop learners’s ability to respond to music in words and movement

- Play a variety of music from your smart phone or a CD player.
- After each piece of music, ask the learners how the music made them feel.
- Play it again and allow 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.
1. Morning meeting 🧵

2. Physical Education (outdoors): Traditional and other games 🏀

- Play another traditional or circle game, as on Monday (see page 169).

3. Share your writing 📝

- Learners read their writing from yesterday to each other.

4. Find out answers / Teacher story 💔❓⏰

1. Learners give feedback on Find out question: LAB page 169

- At Chinese New Year, children are given red envelopes containing money, to wish them good luck. Chinese New Year is celebrated at full moon between January 21 and February 20.
2. Teacher tells a story
   • Tell the learners a story that celebrates a religious celebration that most of the learners are familiar with, for example, the story of Christmas.

5. Phonics game: LAB page 176

6. GGR and Independent Work: Groups D and E
   1. Two small groups a day for 15 mins each (see page 165 for instructions)
   2. Rest of class complete eight independent work activities over the week (15 mins per activity)

7. Performing Arts: Moving to music continued
   • Repeat the activity from Thursday (see page 179). If possible, use different music.
This theme goes across all four terms. Link it into public holidays or community celebration days that occur during the term. The last week, or weeks, of each term are always focussed on one aspect of the theme. In this term the focus in Week 9 was New Year’s Day which is an inclusive theme that all learners can identify with.

In Week 10, 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. It is important to make sure any discussions are inclusive so that all the learners feel comfortable talking about their own experiences.

Consolidation and revision week
This is a revision week so there is no structured daily programme. You will find suggestions for revision activities which can be done at any time in the week.

Overview of Week 10

**Theme:** Special days

**Week 10:** A special holiday

- **Oral**
  - Read-aloud story
    - Re-read the learners’ favourite story from the term
  - Shared Reading
    - Re-read selected stories from the term or year

- **Reading**
  - Independent Writing
    - Free choice writing
  - Phonics
    - Revision activities
  - Handwriting
    - Revision activities
  - Reading, writing and phonics
    - DBE literacy workbook pages

- **Life Skills**
  - DBE Life Skills workbook pages

- **Visual Arts and Performing Arts**
  - Free choice drawing

- **PE (indoors) and (outdoors)**
  - Games, rhymes, and activities from Term 4

This theme goes across all four terms. Link it into public holidays or community celebration days that occur during the term. The last week, or weeks, of each term are always focussed on one aspect of the theme. In this term the focus in Week 9 was New Year’s Day which is an inclusive theme that all learners can identify with.

In Week 10, 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. It is important to make sure any discussions are inclusive so that all the learners feel comfortable talking about their own experiences.

Consolidation and revision week
This is a revision week so there is no structured daily programme. You will find suggestions for revision activities which can be done at any time in the week.

Overview of Week 10
1. Revision activities for Story time

- Tell a story that links to the theme you have chosen.
- Let learners to 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.

2. Revision activities for 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.

3. Revision activities for 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.
4. Revision activities for 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.

5. Revision activities for Beginning Knowledge/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
- **The sky at night**: Activity 61–63, page 58–63, DBE workbook

6. Activities for Visual Arts

- Provide art supplies such as crayons, kokis 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.
Curriculum links for each week are shown with light colour blocks.

Formal assessment tasks are shown with darker blocks.

Informal/continuous assessment: Tick the blocks each week when you observe that this outcome has been attained by the majority of learners.

Make a note of any learners who are still struggling. You will need to reteach or provide more practice for them.

### Listening and Speaking: The learners are able to …

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<tbody>
<tr>
<td>1. Listen without interrupting, asking questions for clarification</td>
<td>[MM, story time]</td>
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<td>2. Talk about personal experiences and feelings</td>
<td>[MM, LS (outing)]</td>
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<td>3. Listen to, enjoys and respond to picture and word puzzles, riddles and jokes, using language imaginatively (assessed in PA)</td>
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<td>4. Participate in discussions, reporting back on behalf of the group [group work in Literacy and LS]</td>
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<td>5. Use simple strategies for finding information [LS]</td>
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<td>6. Classify information [L&amp;S]</td>
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<td>7. Listen to instructions and announcements and respond appropriately [all subjects]</td>
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<td>8. Tell a familiar story which has a beginning, middle and end, varying tone and volume of voice [LS]</td>
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<td>9. Answer closed and open-ended questions [L&amp;S]</td>
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<td>10. Listen to stories with interest and enjoyment [Story time]</td>
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<td>11. Use terms such as sentence, capital letter, full stop [Shared Reading, Day 2]</td>
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### Phonics: The learners are able to …

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<tbody>
<tr>
<td>1. Revise common consonant digraphs at the beginning and end of words</td>
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<td>2. Use consonant blends to build up and break down words</td>
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<td>3. Recognise plurals</td>
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<td>4. Build words using sounds learnt</td>
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<td>5. Group common words into sound families</td>
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<td>6. Learn to spell ten words a week taken from phonics lessons [Dictation]</td>
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<td>7. Read phonic words in sentences and other texts [Shared Reading, GGR, Reading assessment]</td>
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### Reading: The learners are able to …

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<tbody>
<tr>
<td>1. Read Big Book as whole class with teacher or other enlarged texts [Shared Reading]</td>
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<td>2. Identify the initial problem in a story that sets the story in motion [Storytime, GGR, SR: Day 1]</td>
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<td>3. Use clues and pictures in the book for understanding [GGR, SR Day 1, IR assessment]</td>
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<td>4. Identify the sequence of events in what was read [GGR, SR Day 1, LS stories]</td>
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<td>5. Recognise cause and effect in a story [Story time, SR: Day 1, L&amp;S]</td>
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<td>6. Answer higher order questions [Story time, SR: Day 1, L&amp;S]</td>
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<td>7. Interpret information from posters, pictures and simple tables [LS: Big Book pages]</td>
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</table>
## Reading: The learners are able to …

<table>
<thead>
<tr>
<th>Group Guided Reading (twice weekly per group)</th>
<th>1</th>
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<tbody>
<tr>
<td>8 Read silently from own book in GGR</td>
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<tr>
<td>9 Use phonics, context clues and sight words when reading</td>
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<td>10 Monitor self when reading, both in the area of word recognition and comprehension</td>
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<td>11 Read with increasing fluency and expression</td>
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<td>12 Show an understanding of punctuation when reading aloud [Shared Reading, GGR]</td>
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<tr>
<td>13 Continue to build a sight vocabulary from incidental reading programme, anthologies, and Shared Reading texts [Shared Reading, GGR]</td>
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</tr>
</tbody>
</table>

## Paired and Independent Reading

| 14 Read aloud to partner [IW: Paired Reading] |   |   |   |   |   |   |   |   |   |    |
| 15 Read own and other’s writing, starting to correct errors [Sharing our writing] |   |   |   |   |   |   |   |   |   |    |
| 16 Read books read in Shared Reading sessions and other books [IW: Paired Reading] |   |   |   |   |   |   |   |   |   |    |

## Handwriting: The learners are able to …

| 1 Hold pencil and crayon correctly |   |   |   |   |   |   |   |   |   |    |
| 2 Form lower and upper case letters correctly and fluently according to size and position on the line |   |   |   |   |   |   |   |   |   |    |
| 3 Copy and write words with correct spacing |   |   |   |   |   |   |   |   |   |    |
| 4 Copy and write short sentences correctly |   |   |   |   |   |   |   |   |   |    |

## Writing: The learners are able to …

| 1 Write at least three sentences of own news or creative story using sounds learnt and common sight words, capital letters and full stops |   |   |   |   |   |   |   |   |   |    |
| 2 Write a recount (past tense) |   |   |   |   |   |   |   |   |   |    |
| 3 Write a riddle (present tense) |   |   |   |   |   |   |   |   |   |    |
| 4 Sequence sentences to make a story (prepositions) |   |   |   |   |   |   |   |   |   |    |
| 5 Write a story map (summary) |   |   |   |   |   |   |   |   |   |    |
| 6 Write about self- why you are special (present tense) |   |   |   |   |   |   |   |   |   |    |
| 7 Contribute ideas for a class writing activity [Shared Writing] |   |   |   |   |   |   |   |   |   |    |
| 8 Discusses with classmates ideas for writing [Shared Writing] |   |   |   |   |   |   |   |   |   |    |
| 9 Writes and illustrates a sentence on a topic to contribute to a book for the reading corner |   |   |   |   |   |   |   |   |   |    |
| 10 Form plurals of familiar words [Shared Writing] |   |   |   |   |   |   |   |   |   |    |
| 11 Use prepositions correctly |   |   |   |   |   |   |   |   |   |    |
| 12 Spell common words correctly |   |   |   |   |   |   |   |   |   |    |
| 13 Begin to use present and past tense correctly in writing |   |   |   |   |   |   |   |   |   |    |
| 14 Build own word bank and personal dictionary using initial letter of word |   |   |   |   |   |   |   |   |   |    |
| 15 Organise information into a simple graphic form such as a chart or timeline |   |   |   |   |   |   |   |   |   |    |
Note to teacher: The assessment activities, mark allocations and marking guides are suggestions and may be replaced to fit with Departmental directives.

### Formal assessment (5 marks)
**Written:** Listening comprehension  
Week 6, Monday: LAB page 104 (answer written questions)

<table>
<thead>
<tr>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
<th>Question 4</th>
<th>Question 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>dam (1)</td>
<td>got stuck (1)</td>
<td>a log of wood (1)</td>
<td>ran for help (1)</td>
<td>was rescued (1)</td>
</tr>
</tbody>
</table>

### Formal assessment (10 marks)
**Oral:** Listening comprehension  
Week 3, Tuesday: TG page 60

<table>
<thead>
<tr>
<th>0–1 criteria met</th>
<th>2 criteria met</th>
<th>3 criteria met</th>
<th>4 criteria met</th>
<th>5 criteria met</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</table>

**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.
Informal assessment (5 marks)
Weeks 1–7: Listening and Speaking and other oral lessons – classroom observation

Mark guide:

<table>
<thead>
<tr>
<th>0–1 criteria met</th>
<th>2 criteria met</th>
<th>3 criteria met</th>
<th>4 criteria met</th>
<th>5 criteria met</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</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.

Formal assessment (5 marks)
Week 8, Thursday: LAB page 154 (write missing letters)

Mark guide:
1 mark for each correct answer

Formal assessment (10 marks)
Week 8, Friday: LAB page 155 (Dictation)

Mark guide:
2 marks for each completely correct word written
1 mark for each partially correct word written
Informal assessment (5 marks)
Weeks 1–7: Word building activities, dictation tests, activities

Mark guide:

<table>
<thead>
<tr>
<th>0–1 criteria met</th>
<th>2 criteria met</th>
<th>3 criteria met</th>
<th>4 criteria met</th>
<th>5 criteria met</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–1</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</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.

Reading and Comprehension 1

Formal assessment (10 marks)
Week 8, Monday to Friday: LAB pages 160 and 161 (Individual Reading aloud)

Mark guide:

<table>
<thead>
<tr>
<th>0–1 criteria met</th>
<th>2 criteria met</th>
<th>3 criteria met</th>
<th>4 criteria met</th>
<th>5 criteria met</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–1</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

Criteria
• Reads at a good pace.
• Recognises most taught sight words.
• Sounds out any unknown words.
• Notices punctuation (shows they are reading for meaning).
• Reads with expression and fluency.
Informal assessment (5 marks)
Weeks 1–7, Monday to Friday: class/group observations in Shared Reading and Guided Group Reading activities

Mark guide:
- 0 – 1 criteria met
- 2 criteria met
- 3 criteria met
- 4 criteria met
- 5 criteria met

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.

Formal assessment (10 marks)
Week 8, Thursday: LAB page 145 (written reading comprehension)

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)
**Handwriting 1**

**Formal assessment (5 marks)**
Week 7, Thursday: TG page 143 (copy pattern and sentence)

**Mark guide:**

<table>
<thead>
<tr>
<th>0–1 criteria met</th>
<th>2 criteria met</th>
<th>3 criteria met</th>
<th>4 criteria met</th>
<th>5 criteria met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

**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**

**Informal assessment (5 marks)**
Weeks 1–7 Monday to Friday: LAB Handwriting tasks and other written work

**Mark guide:**

<table>
<thead>
<tr>
<th>Handwriting is not acceptable and is not improving.</th>
<th>Handwriting is sometimes acceptable and improving slightly.</th>
<th>Handwriting is usually acceptable and shows improvement.</th>
<th>Handwriting is consistently acceptable and shows improvement.</th>
<th>Handwriting is consistently excellent.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Literacy assessment and marking guides for Term 4 (aligned to mark sheet)
# Literacy assessment and marking guides for Term 4
(Aligned to mark sheet)

## Writing 1

**Formal assessment (5 marks)**
Week 7, Thursday: LAB page 133 (write sentences)

### Mark guide:

<table>
<thead>
<tr>
<th>0–1 criteria met</th>
<th>2 criteria met</th>
<th>3 criteria met</th>
<th>4 criteria met</th>
<th>5 criteria met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

### 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)**
Week 8, Wednesday and Thursday: LAB page 153 (write sentences)

### Mark guide:

<table>
<thead>
<tr>
<th>0–1 criteria met</th>
<th>2 criteria met</th>
<th>3 criteria met</th>
<th>4 criteria met</th>
<th>5 criteria met</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</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.
Informal assessment (5 marks)
Weeks 1–7 Monday to Friday: Independent Writing tasks, class observation in Shared Writing lessons

Mark guide:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0–1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
# HOME LANGUAGE, TERM 4, MARK SHEET

<table>
<thead>
<tr>
<th></th>
<th>LS (25%)</th>
<th>PS (20%)</th>
<th>READ (25%)</th>
<th>HW (10%)</th>
<th>WRITE (20%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening comprehension</strong></td>
<td>1. Fill in the missing letters</td>
<td>1. Reading aloud to teacher</td>
<td>1. Copy pattern and sentence</td>
<td>1. Complete two sentences and draw</td>
<td>2. LAB: all Individual Writing pages + Classroom observation: Shared writing lessons</td>
</tr>
<tr>
<td></td>
<td>LAB P 154, TG p 60</td>
<td>LAB P 160</td>
<td>LAB P 160</td>
<td>LAB P 143</td>
<td>LAB P 133, TG p 142</td>
</tr>
<tr>
<td></td>
<td>Week 1–7</td>
<td>Week 1–7</td>
<td>Week 1–7</td>
<td>Week 1–7</td>
<td>Week 1–7</td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LAB P 154, TG p 60</td>
<td>LAB P 160</td>
<td>LAB P 160</td>
<td>LAB P 145; TG p 143</td>
<td>LAB P 133, TG p 142</td>
</tr>
<tr>
<td></td>
<td>Week 1–7</td>
<td>Week 1–7</td>
<td>Week 1–7</td>
<td>Week 1–7</td>
<td>Week 1–7</td>
</tr>
<tr>
<td><strong>Reading &amp; Comprehension</strong></td>
<td>1. Fill in the missing letters</td>
<td>1. Reading aloud to teacher</td>
<td>1. Classroom observation: GGR and Shared Reading</td>
<td>1. Classroom observation: Handwriting in all activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LAB P 154, TG p 60</td>
<td>LAB P 160</td>
<td>LAB P 160</td>
<td>LAB P 145; TG p 143</td>
<td>LAB P 133, TG p 142</td>
</tr>
<tr>
<td></td>
<td>Week 1–7</td>
<td>Week 1–7</td>
<td>Week 1–7</td>
<td>Week 1–7</td>
<td>Week 1–7</td>
</tr>
<tr>
<td><strong>Handwriting</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>/lab p 104; TG p 114</td>
<td>LAB P 160; TG p 163</td>
<td>LAB P 160</td>
<td>LAB P 145; TG p 159</td>
<td>LAB P 133, TG p 142</td>
</tr>
<tr>
<td></td>
<td>Week 1–7</td>
<td>Week 1–7</td>
<td>Week 1–7</td>
<td>Week 1–7</td>
<td>Week 1–7</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

| Name | 5 | 10 | 10 | 25 | 5 | 10 | 5 | 20 | 10 | 10 | 5 | 25 | 5 | 5 | 10 | 10 | 10 | 20 |
|------|---|----|----|----|---|----|---|----|----|----|---|----|---|----|---|----|---|----|---|

**Max. mark** for each category:
- **LS (25%)**
- **PS (20%)**
- **READ (25%)**
- **HW (10%)**
- **WRITE (20%)**
Curriculum links for each week are shown with light colour blocks.

Formal assessment tasks are shown with darker blocks.

Informal/continuous assessment: Tick the block when you observe that this outcome has been attained by the majority of learners.

Make a note of the individual learners who are still struggling. You will need to reteach or provide more practice.

### Beginning Knowledge and PSWB: Learners are able to ...

<table>
<thead>
<tr>
<th>Routines</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Discuss the day and month using class calendar</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Keep the daily weather chart updated</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Discuss holidays, religious days, and other special days</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Topics

| 4 Homes: types of homes; homes to suit different weather conditions, what different homes are made of | | | | | | | | | | |
| 5 Picture maps: what is a map; finding places and things on a map; finding the way from one place to another | | | | | | | | | | |
| 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 | | | | | | | | | | |
| 7 The night sky: – Changing from day to night; what the night sky looks like; the moon; stars. | | | | | | | | | | |
| 8 Religious and other special days: New Year’s Day | | | | | | | | | | |

### Key concepts and skills (* number refers to week)

| 9 Social Science concepts: conservation, cause & effect, place, adaptation, relationships, interdependence, diversity & individuality, change, problem solving | | | | | | | | | | |
| 10 Natural Science concepts: life & living, energy & change, matter & materials, planet Earth & beyond, interdependence | | | | | | | | | | |
| 11 Scientific process skills: enquiry (observing, comparing, classifying, measuring, experimenting, communicating | | | | | | | | | | |
| 12 Technological process skills: investigate, design, make, evaluate, communicate | | | | | | | | | | |

### PSWB

| 13 Social and emotional health | | | | | | | | | | |
| 14 Relationships with other people and the environment | | | | | | | | | | |
| 15 Values and attitudes | | | | | | | | | | |

### Performing Arts: Learners are able to ...

<p>| 1 Warm up the body | | | | | | | | | | |
| 2 Perform locomotor movement: hopping, jumping, galloping running and skipping with a partner and changing directions | | | | | | | | | | |
| 3 Perform non-locomotor movements: combining twisting swinging the arms, side bends and jumps | | | | | | | | | | |
| 4 Play clapping games with a partner developing focus and co-ordination | | | | | | | | | | |
| 5 Listen to music and describe how it makes them feel using words such as happy, sad and so on | | | | | | | | | | |
| 6 Cool down the body and relax | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th>Improvise and interpret</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Choose and make own movement sentences (sentence about an animal)</td>
</tr>
<tr>
<td>8 Do clapping rhythms in 3 or 4 time / move to music in 3 or 4 time (musical statues, movement/dancing)</td>
</tr>
<tr>
<td>Visual Arts: Learners are able to …</td>
</tr>
<tr>
<td>Create in 2-D</td>
</tr>
<tr>
<td>1 Make paintings &amp; drawings relevant to the term’s topics; focus on body in action, line, shape and colour</td>
</tr>
<tr>
<td>Create in 3-D</td>
</tr>
<tr>
<td>2 Make models of self in action in own environment using clay/playdough; encourage personal expression, appropriate use of materials and special awareness</td>
</tr>
<tr>
<td>Physical Education: Learners are able to …</td>
</tr>
<tr>
<td>Locomotor/non-locomotor</td>
</tr>
<tr>
<td>1 Walk, run and skip using signals to change from walking to running or skipping</td>
</tr>
<tr>
<td>2 Perform non-locomotor movements: spin – different movements; different ways of spinning: spin alone and with a partner</td>
</tr>
<tr>
<td>Perceptual motor</td>
</tr>
<tr>
<td>3 Circle formation – game (such as beat the ball)</td>
</tr>
<tr>
<td>Rhythm</td>
</tr>
<tr>
<td>4 Games using ropes – Ugqaphu/Kgati/Ntimo (two learners swing the rope and third jumps over it while the rest of the group sing rhymes)</td>
</tr>
<tr>
<td>5 Follow instructions, e.g. using a drum to signal change in rhythm</td>
</tr>
<tr>
<td>Co-ordination</td>
</tr>
<tr>
<td>6 Hand soccer with big balls</td>
</tr>
<tr>
<td>7 Foot-eye co-ordination, greeting each other touching the feet</td>
</tr>
<tr>
<td>Balance</td>
</tr>
<tr>
<td>8 Walk on ropes – backwards, forwards and sideways with or without crossing feet over</td>
</tr>
<tr>
<td>9 Walk on ropes with hands on heads, hands behind backs, hands on hips.</td>
</tr>
<tr>
<td>10 Stand on tip toes, crouch on haunches, walk on the balls of the feet, walk on the heels slowly</td>
</tr>
<tr>
<td>Spatial orientation</td>
</tr>
<tr>
<td>11 Play games like Cats amongst the pigeons in a demarcated area</td>
</tr>
<tr>
<td>12 Use bodies to form shapes of numbers 1, 2, 3 or letters A, B, C and so on in a human chain</td>
</tr>
<tr>
<td>Laterality</td>
</tr>
<tr>
<td>13 Turn on the spot to the left and to the right</td>
</tr>
<tr>
<td>14 Kick a ball at a target using L/R foot; throw a ball through a hoop with L/R hand</td>
</tr>
<tr>
<td>Sports and games</td>
</tr>
<tr>
<td>15 Play games of catches such as Cats amongst the pigeons</td>
</tr>
<tr>
<td>16 Walking races – walking on tip toes; walking on heels; walking on flat feet</td>
</tr>
<tr>
<td>17 Relay games</td>
</tr>
<tr>
<td>18 Running races (sprint and longer); long jump</td>
</tr>
<tr>
<td>Life Skills: Continuous and formal assessment, Term 4</td>
</tr>
</tbody>
</table>
The assessment activities, mark allocations and marking guides are suggestions and may be replaced to fit with Departmental directives.

### Beginning Knowledge/PSWB 1

**Formal assessment (10 marks)**  
Week 5, Tuesday: LAB page 86 (fill in table)

**Mark guide:**

<table>
<thead>
<tr>
<th></th>
<th>Drink</th>
<th>Wash</th>
<th>Cool down</th>
<th>Breathe</th>
<th>Find food</th>
</tr>
</thead>
<tbody>
<tr>
<td>zebra</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>giraffe</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>elephant</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hippo</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>fish</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>heron</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>crocodile</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</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).
Life Skills assessment and marking guide for Term 4  
(aligned to mark sheet)

Beginning Knowledge/PSWB 2

Formal assessment (20 marks)
Week 7, Tuesday and Wednesday: LAB page 130 (make a poster in Visual Arts lessons)

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>Understanding of the concepts</strong></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><strong>Pictures</strong></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><strong>Sorting</strong></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><strong>Labels</strong></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/PSWB 3

Informal assessment (10 marks)
Weeks 1–7, Monday to Friday: Participation in News, MM and class discussions

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>
Visual Arts 1

Formal assessment (5 marks)
Week 2, Tuesday: TG page 43 (groups make a playhouse)

Mark guide:

<table>
<thead>
<tr>
<th>Met no criteria</th>
<th>Met very few criteria</th>
<th>Met some criteria</th>
<th>Met most criteria</th>
<th>Met all criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Criteria
- 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)
Week 6, Tuesday: LAB page 109 (draw self in water)

Mark guide:

<table>
<thead>
<tr>
<th>Met no criteria</th>
<th>Met very few criteria</th>
<th>Met some criteria</th>
<th>Met most criteria</th>
<th>Met all criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<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.
Life Skills assessment and marking guide for Term 4
(aligned to mark sheet)

Visual Arts 3

Informal Assessment (5 marks)
Weeks 1–7: classroom observation

Mark guide:

<table>
<thead>
<tr>
<th>Met no criteria</th>
<th>Met very few criteria</th>
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<th>Met most criteria</th>
<th>Met all criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–1</td>
<td>2</td>
<td>3</td>
<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)
Week 4, Thursday: TG page 87 (use sound and movement to present riddle)

Mark guide:

<table>
<thead>
<tr>
<th>Met no criteria</th>
<th>Met very few criteria</th>
<th>Met some criteria</th>
<th>Met most criteria</th>
<th>Met all criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Criteria
- Mystery animal represented in sound, words and/or movement.
- Imaginative presentation.
- Presentation clearly represents the target animal.
- Pair evidently working together.
Performing Arts 2

Formal assessment (5 marks)
Week 5, Thursday: TG page 106 (groups presents traditional South African song or dance)

Mark guide:

<table>
<thead>
<tr>
<th>Met no criteria</th>
<th>Met very few criteria</th>
<th>Met some criteria</th>
<th>Met most criteria</th>
<th>Met all criteria</th>
</tr>
</thead>
<tbody>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Criteria
- Group was well prepared; had evidently practised.
- Sang in unison, voices in tune, clear and audible.
- Body movements appropriate to song.
- Song chosen by group appropriate.

Performing Arts 3

Informal Assessment (5 marks)
Weeks 1–7: classroom observation

Mark guide:

<table>
<thead>
<tr>
<th>Met no criteria</th>
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<th>Met all criteria</th>
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</table>

Criteria
- Participates enthusiastically in A activities.
- Shows performing arts skills (movement, voice).
- Shows ability to improvise (role play, explanations).
- Confident body language (eye contact, posture).
Physical Education 1

Formal assessment (10 marks)
Week 6, Monday: TG page 115 (form alphabet letters with bodies)

Mark guide: Meets...

<table>
<thead>
<tr>
<th>Met no criteria</th>
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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)
Week 8, Monday and Friday: TG pages 151 and 162 (Sports day)

Mark guide: Meets...

<table>
<thead>
<tr>
<th>Met no criteria</th>
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<th>Met most criteria</th>
<th>Met all 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
- General fitness and stamina shown.
- Pace/speed acceptable.
- Co-ordination, perceptual motor skills evident.
- Shows participation and ability to work in a team shown.
- Performed locomotor (walk/run and change) movements as required by sport.
Physical Education 3

Informal assessment (10 marks)
Weeks 1–7 Monday to Friday: class observation

Mark guide:

<table>
<thead>
<tr>
<th>Met no criteria</th>
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<td>8</td>
<td>10</td>
</tr>
</tbody>
</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.
<table>
<thead>
<tr>
<th>Activity/Subject</th>
<th>Week 1–7</th>
<th>Week 1–7</th>
<th>Week 1–7</th>
<th>Week 1–7</th>
<th>Week 1–7</th>
</tr>
</thead>
<tbody>
<tr>
<td>BK &amp; PSWB (40%)</td>
<td>LAB p 86, TG p 97</td>
<td>LAB p 130, TG pp 137 &amp; 140</td>
<td>TG p 118</td>
<td>Visual Arts – 3-D: make playhouse</td>
<td>TG p 43</td>
</tr>
<tr>
<td>VA (15%)</td>
<td>Max. mark</td>
<td>Max. mark</td>
<td>Max. mark</td>
<td>Visual Arts</td>
<td>Max. mark</td>
</tr>
<tr>
<td>PA (15%)</td>
<td>TG p 97</td>
<td>TG p 106</td>
<td>Week 1–7</td>
<td>1. Present action riddles</td>
<td>Week 1–7</td>
</tr>
<tr>
<td>PE (30%)</td>
<td>TG p 87</td>
<td>TG p 115</td>
<td>TG pp 151 &amp; 162</td>
<td>Performing Arts</td>
<td>Max. mark</td>
</tr>
</tbody>
</table>

**LAB**

**TG**

**Week 1–7**

**Max. mark**

**Name**

| 10 | 20 | 10 | 40 | 5 | 5 | 5 | 15 | 5 | 5 | 5 | 15 | 10 | 10 | 10 | 30 |

**Notes:**

- LAB p 86, TG p 97
- LAB p 130, TG pp 137 & 140
- TG p 118
- Visual Arts – 3-D: make playhouse
- Visual Arts
- TG p 43
- Visual Arts
- Max. mark
- TG p 97
- TG p 106
- Week 1–7
- Performing Arts
- TG p 87
- TG p 115
- TG pp 151 & 162
- Max. mark