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## Icons and abbreviations

### Home Language
- Listening and Speaking
- Reading
- Phonics
- Writing and Handwriting
- Group Guided Reading
- Independent Work

### Life Skills
- Beginning Knowledge and Personal and Social Wellbeing
- Creative Arts
- Physical Education

### Icons used in LAB
- Write
- Colour in or draw
- Cut out

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

*Not included in these lesson plans*

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
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<tr>
<td><strong>4 x 85 min</strong></td>
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<td><strong>MATHS</strong></td>
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<td><strong>ORAL</strong></td>
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<tr>
<td><strong>15 mins</strong></td>
<td>Morning Meeting</td>
<td>Morning Meeting: News</td>
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<tr>
<td><strong>15 mins</strong></td>
<td>Listening &amp; Speaking (Read-aloud story)</td>
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<td><strong>15 min</strong></td>
<td>Beginning Knowledge and PSWB (30 mins)</td>
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<td>Beginning Knowledge and PSWB</td>
<td>Beginning Knowledge and PSWB</td>
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<td><strong>READING AND WRITING</strong></td>
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<tr>
<td><strong>TRANSITION:</strong> sharpen pencils, hand out books, hand exercises</td>
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<tr>
<td><strong>15 mins</strong></td>
<td>Phonics</td>
<td>Phonics</td>
<td>Phonics</td>
<td>Phonics</td>
<td>Phonics</td>
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<tr>
<td><strong>15 mins</strong></td>
<td>Handwriting</td>
<td>Handwriting</td>
<td>Handwriting</td>
<td>Handwriting</td>
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<tr>
<td><strong>TRANSITION:</strong> song</td>
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<tr>
<td><strong>15 min</strong></td>
<td>Shared Reading 1</td>
<td>Shared Reading 2</td>
<td>Shared Reading 3</td>
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<td><strong>15 min</strong></td>
<td>Shared Writing</td>
<td>Independent Writing</td>
<td>Independent Writing</td>
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<tr>
<td><strong>TRANSITION:</strong> stretch and shake / group moves to mat for GGR</td>
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<td><strong>30 mins</strong></td>
<td>Group Guided Reading and Independent Work</td>
<td>Group Guided Reading and Independent Work</td>
<td>Group Guided Reading and Independent Work</td>
<td>Group Guided Reading and Independent Work</td>
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<tr>
<td><strong>LIFE SKILLS</strong></td>
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<td><strong>25 mins</strong></td>
<td>Physical Education</td>
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<tr>
<td><strong>30 min</strong></td>
<td>Visual Arts</td>
<td>Visual Arts</td>
<td>Performing Arts</td>
<td>Performing Arts</td>
<td>FAL*</td>
</tr>
<tr>
<td><strong>30 min</strong></td>
<td>FAL*</td>
<td>FAL*</td>
<td>FAL*</td>
<td>FAL*</td>
<td>FAL*</td>
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<tr>
<td><strong>15 min</strong></td>
<td>2nd AL*</td>
<td>2nd AL*</td>
<td>2nd AL*</td>
<td>2nd AL*</td>
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</table>
## Term 2 content

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Read-aloud story</th>
<th>Shared Reading story</th>
<th>Life Skills informational text</th>
<th>BK and PSWB</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My family: What is a family?</td>
<td>The birthday surprise</td>
<td>Granny's birthday</td>
<td>Different families (photographs)</td>
<td>1. My own family (draw) 2. Family activities</td>
</tr>
<tr>
<td>2</td>
<td>My family: Caring for my family</td>
<td>Kagiso, Lion and Jackal</td>
<td>The special card</td>
<td>How to make a greeting card (instructions)</td>
<td>1. Caring for my family (discuss) 2. Making a card (sequencing)</td>
</tr>
<tr>
<td>3</td>
<td>Safety in the home: Dangers in the home</td>
<td>Town Mouse and Farm Mouse</td>
<td>Town Mouse and Farm Mouse</td>
<td>Dangers in the home</td>
<td>1. Dangers in the kitchen (identify) 2. Poison sign (draw)</td>
</tr>
<tr>
<td>4</td>
<td>Safety in the home: Keeping safe at home</td>
<td>Vain Mr Rooster</td>
<td>Vain Mr Rooster</td>
<td>Fires at home (different kinds' causes, what to do)</td>
<td>1. Emergency contact numbers 2. Emergency situations (what to do, problem solving)</td>
</tr>
<tr>
<td>5</td>
<td>My body: My amazing body</td>
<td>Refilwe's brother</td>
<td>Different bodies</td>
<td>My amazing body (main parts)</td>
<td>1. Parts of my body (label) 2. My face (identify parts)</td>
</tr>
<tr>
<td>6</td>
<td>My body: Inside my body</td>
<td>Mr Bones</td>
<td>Paul breaks his arm</td>
<td>Inside my body (diagram)</td>
<td>1. Identify skeletons 2. Inside and outside our bodies (classifying) 3. Assessment 1: Identify dangers in the house</td>
</tr>
<tr>
<td>7</td>
<td>My body: My senses</td>
<td>The Gingerbread Man</td>
<td>The Gingerbread Man</td>
<td>Your senses</td>
<td>1. Match sense to body part 2. Identify tastes on the tongue</td>
</tr>
<tr>
<td>8</td>
<td>Keeping my body safe: Keeping safe from germs</td>
<td>Florence Nightingale</td>
<td>Busi and Gogo</td>
<td>Keeping safe from germs (information poster)</td>
<td>Assessment 1: Label parts of body</td>
</tr>
<tr>
<td>9</td>
<td>Keeping my body safe: Keeping safe from others</td>
<td>Kiki</td>
<td>Kiki</td>
<td>Anti-bullying rules</td>
<td>1. What should I do (problem solving) 2. PANTS rules</td>
</tr>
<tr>
<td>10</td>
<td>Consolidation and revision</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Listening and speaking</td>
<td>Independent Writing</td>
<td>GGR and Independent Work</td>
<td>Phonics</td>
<td>Creative Arts</td>
<td>Physical Education</td>
</tr>
<tr>
<td>------------------------</td>
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</tr>
</tbody>
</table>
| 1. Characters in a story (discuss)  
2. Finger rhyme | My birthday. (sentence completion) | Complete a form to describe self | Revision | Visual: paper dolls  
Performing:  
1. Song (group)  
2. Finger rhyme | Activity stations |
| 1. Characters in a story (role-play and reasoning skills)  
2. Say a rhyme | Write a thank-you message | Write own ending to story (sentence completion) | S: b, n  
X: z, n  
A: t, r | Visual: A thank-you card  
Performing:  
1. Clapping rhythms  
2. Song (group) | Activity stations |
| 1. Talk about a story  
2. Say a rhyme | Draw a picture and write a sentence about the story | 2 groups a day with teacher 8 IW pages | S: g, r  
X: d, y  
A: w, b | Visual: Poster  
Performing:  
1. Explain a danger rule (pairs) | Activity stations |
| 1. Talk about a story  
2. Say a rhyme | Write own ending to story | 2 groups a day with teacher 8 IW pages | S: s, y  
X: f, w  
A: y, p | Visual: A box house  
Performing:  
1. Emergency calls  
2. Fire escape plans (groups) | Activity stations |
| 1. Discuss purpose of story (open-ended questions)  
2. Movement sentence | Complete a form to describe self | 2 groups a day with teacher 8 IW pages | S: t, p  
X: v, x  
2. Cartoon figure  
Performing:  
Group movement sentences | Activity stations |
| 1. Discuss a story  
2. Sing a song | Assessment 1: Write sentences: My news | 2 groups a day with teacher 8 IW pages | S: w, h  
X: g, t  
A: i, h | Visual: Using waste materials  
Performing:  
1. Present dolls  
2. Role dolls  
3. Interview | Assessment: Obstacle course |
| 1. Think-pair-share  
2. Listening game | List parts of the body | Assessment 1: Individual reading with teacher 8 IW pages | Assessment 1: Listen and write letters  
Assessment 2: Write dictated words | Visual: 1. Scribble pattern  
2. Gingerbread man  
Performing:  
Assessment: groups perform short song with actions | Activity stations |
| Assessment 1: Florence Nightingale  
Assessment 2: Talk about own drawing | Assessment 2: Write a sentence about your news | Assessment 2: Reading comprehension | S: kg, c, A: | Visual: Assessment: Draw your news  
Performing: mini choirs | Activity stations |
| 1. Review the week  
2. Action song | Write about a friendly alien | 2 groups a day with teacher. 8 IW pages | Revision | Visual: 1. Friendship flower  
2. A friendly alien  
Performing: stop bullying (role-play) | Activity stations |
Term 2 Assessment plan

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Task</th>
<th>Type</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Tuesday–Friday</td>
<td>Physical Education 1: Obstacle course (10 marks)</td>
<td>PRACTICAL</td>
<td>TG p 95, 97, 99, 101 &amp; 103</td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>BK/PSWB 1: Dangers in the home (10 marks)</td>
<td>LAB</td>
<td>p 122 TG p 102</td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>Handwriting A1: Copy sentence (5 marks)</td>
<td>LAB</td>
<td>p 123 TG p 102</td>
</tr>
<tr>
<td>7</td>
<td>Monday–Friday</td>
<td>Reading 1: Individual Read Aloud (10 marks)</td>
<td>LAB</td>
<td>p 136 TG p 109, 111, 113, 115 &amp; 117</td>
</tr>
<tr>
<td></td>
<td>Thursday</td>
<td>Performing Arts 1: Group song (10 marks)</td>
<td>PRACTICAL</td>
<td>TG p 115</td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>Phonics 1: Sounds (5 marks) Phonics 2 : Dictation (10 marks)</td>
<td>LAB</td>
<td>p 145 TG p 116</td>
</tr>
<tr>
<td>8</td>
<td>Monday</td>
<td>Listening &amp; Speaking 1: Comprehension (10 marks)</td>
<td>LAB</td>
<td>p 159 TG p 122</td>
</tr>
<tr>
<td></td>
<td>Monday–Tuesday</td>
<td>Visual Arts 1: Draw your family (10 marks)</td>
<td>LAB</td>
<td>p 162 TG p 123</td>
</tr>
<tr>
<td></td>
<td>Tuesday</td>
<td>BK/PSWB 2: Parts of body (10 marks)</td>
<td>LAB</td>
<td>p 163 TG p 124</td>
</tr>
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<td></td>
<td>Tuesday–Wednesday</td>
<td>Listening &amp; Speaking 2: Talk about your drawing (10 marks)</td>
<td>ORAL</td>
<td>TG p 125 &amp; 127</td>
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<tr>
<td></td>
<td>Thursday</td>
<td>Reading 2: Comprehension (10 marks)</td>
<td>LAB</td>
<td>p 167 TG p 128</td>
</tr>
<tr>
<td></td>
<td>Thursday</td>
<td>Writing 1: My news (10 marks)</td>
<td>LAB</td>
<td>p 168 TG p 129</td>
</tr>
</tbody>
</table>

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

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

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

**INTEGRATED LEARNING CYCLE**

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

LISTENING AND SPEAKING

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

How?

Morning meeting (Monday–Friday) ➔
Read-aloud story (Monday) ➔
Discussion (Tuesday) ➔
Poems/songs (Thursday)

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

Think-Pair-Share methodology
• Children are on the mat. Teach them how to turn to face a partner, touching knees but keeping hands to themselves.
• Teacher presents problem or task.
• Think: Think in silence. (1 min)
• Pair: Tell your thoughts to a partner. Listen respectfully. (5 min)
• Share: Selected children are invited to share with the class. (5 min)
• Respond: Teacher models affirming responses to children and how to ask for clarification politely. Children learn and practise these skills.
PHONICS

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

### Phonics Curriculum Grade 1

<table>
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<tr>
<th>Term 1</th>
<th>Week</th>
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</table>

### How?

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

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

[Appropriate table for ea language to be inserted]
Rapid letter naming practice
- At a fast pace, point to letters on the word wall or show flashcards of letters. Learners say the sound. Ask groups and individuals to respond.
- Say a sound. Learners hold up the corresponding letter card.
- Say a sound. Learners write it on a slate/whiteboard/paper.
- Do this regularly. Aim for accuracy and speed of recognition.
- **Benchmark: identify 40 letters in one minute by the end of Grade 1.**

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

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

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

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

Dictation
- Say each word clearly and slowly.
- Give learners time to write each word.
- Check and correct.
HANDWRITING

Why?

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

How?

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

**Read-aloud story (Monday)**

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

**How?**

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

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

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

**Shared Reading (Tuesday–Thursday)**

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

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

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

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

Why?

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

How?

Guided Reading Groups

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

Say Hi to 060 017 0000 for questions to ask about anthology stories
### Climbing the Reading Ladder

<table>
<thead>
<tr>
<th>Stage</th>
<th>Reading Level</th>
<th>I can read longer texts</th>
<th>I need</th>
</tr>
</thead>
</table>
| 5 | Reading star | • 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 more things to read.  
• Practise reading in GGR and by myself. |

<table>
<thead>
<tr>
<th>Stage</th>
<th>Reading Level</th>
<th>I can understand what I read</th>
<th>I need</th>
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</thead>
</table>
| 4 | Reading rocket | • Predict meaning from title/illustrations  
• Notice punctuation  
• Read with expression  
• Answer questions | • Teach me, please.  
• Practise reading in GGR and by myself. |

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<thead>
<tr>
<th>Stage</th>
<th>Reading Level</th>
<th>I can read aloud</th>
<th>I need</th>
</tr>
</thead>
</table>
| 3 | Reading sun | • Sound out words  
• Recognise high frequency words  
• Read 1–3 short sentences aloud  
• Read them at a good pace | • Help me to sound it out.  
• Give me HF words to learn.  
• Practise reading in GGR. |

<table>
<thead>
<tr>
<th>Stage</th>
<th>Reading Level</th>
<th>I can recognise letters</th>
<th>I need</th>
</tr>
</thead>
</table>
| 2 | Reading eagle | • Count letters in word  
• Say which letters are the same  
• Name letter-sounds  
• Find capital letters | • Teach me, please.  
• Look at the alphabet with me.  
• Practise in GGR. |

<table>
<thead>
<tr>
<th>Stage</th>
<th>Reading Level</th>
<th>I can hear sounds in words</th>
<th>I need</th>
</tr>
</thead>
</table>
| 1 | Reading bluebird | • Clap syllables  
• Count syllables  
• Say beginning sounds  
• Say ending sounds  
• Count the sounds in a word  
• Odd one out | • Teach me, please.  
• Give me some examples.  
• Practise in GGR. |
**WRITING**

**Shared Writing**

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

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

**Independent Writing**

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

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

Beginning Knowledge

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

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

Personal and Social Responsibility and Wellbeing

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

How?
- Integrate teaching into beginning knowledge topics where applicable.
- Use teaching opportunities created spontaneously in the classroom or community.
- Build on children’s concerns and conversations revealed informally or in morning meetings.
• Use relaxation and mindfulness activities in class when tensions are high.
• Encourage participation in and enthusiasm for Physical Education and Performing Arts activities.
• Explain teamwork and use group work and team activities as often as possible.
• Model and encourage kindness, listening to others, respecting each other in all lessons.
• Within this context, teach learners to:
  – keep themselves and their bodies safe and healthy.
  – recognise abuse and identify where they can get help.
  – relate to peers positively, be friendly and work as a team.
  – solve problems through talking and listening and not violence.
  – protect the vulnerable, the disabled and very young, for example, by reporting bullying, teasing.
  – care for and protect pets and other animals.
  – protect the environment and learn how to deal with litter.

CREATIVE ARTS

Visual Arts

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

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

Performing Arts

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

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

Monday

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

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

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

Tuesday–Friday

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

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

Cool down
- Deep breathing.
- Standing or seated stretches of different body parts.
- Tense and release muscles, starting at toes and moving up to head.
Activities for Physical Education: Term 2
Choose four activities per week, focusing on different skills.

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

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

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

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

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

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

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

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

PREPARATION

Flashcards

family  mommy  daddy  granny  birthday

GUIDE TO GROUP GUIDED READING (GGR) AND INDEPENDENT WORK (IW)

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<thead>
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<th>Tuesday</th>
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<th>Thursday</th>
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<td>IW 1</td>
<td>IW 2</td>
<td>IW 3</td>
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<td>2</td>
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<td>GGR 1</td>
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<td>3</td>
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EQUIPMENT FOR ACTIVITIES

- A4 paper, a pencil and scissors
- crayons or kokis
- bags or containers for this week's letters
- equipment needed for the selected Physical Education activities
**Week 1: My family**

**What is a family?**

**Theme:** My family

---

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

**Reading**
- Read-aloud story: *The birthday surprise*
- Group work: Identify characters
- Sum up *The birthday surprise*
- Sing / recite: Finger rhyme

**Shared Reading**
- *Granny’s birthday*

**Shared Writing**
- Sentence completion

**Independent Writing**
- Write own sentences

**Phonics**
- Revise sounds
- Shared and individual word building
- Dictation

**Handwriting**
- Revise letter formation
- Copy letter

**Listening and Speaking**

**Physical Education**
- Activity stations

**Visual Arts**
- Paper dolls

**Performing Arts**
- Perform songs
- Perform finger rhyme

**Life Skills**

**Beginning Knowledge and Personal & Social Well-being**
- *Different families* (BB)
- Draw family members
- Family activities: discussion
- Teacher’s story: a family story

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

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**Visual Arts**

---

**Performing Arts**

---

**Physical Education**

---

**Beginning Knowledge and Personal & Social Well-being**

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**Phonics**

---

**Handwriting**

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

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

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

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

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

‘The cake must have pink icing flowers’ said Amanda. ‘Granny loves pink roses.’

‘And before we cut the cake, we must sing Happy Birthday,’ said Mom.

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

‘What about a soccer ball’ asked Quinton?

‘Silly,’ said Amanda. ‘Granny doesn’t play soccer. What about a pretty purple alice-band?’

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

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

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

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

‘Second, I want you both to practise singing her favourite song. It is called Khumbaya and I think she would love to hear you sing it on her birthday. You two sing so beautifully. I will teach you the words.’
MONDAY

MORNING MEETING

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

Celebrate birthdays
- Sing the happy birthday song.

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

READ-ALOUD STORY

The birthday surprise

Before reading
- Introduce the story.
- Ask a few questions to link the story to the learners’ experience.

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

After reading
- Ask questions to explore the theme.

BEGINNING KNOWLEDGE AND PSWB

Different families

Prior knowledge
- What is a family?

Read from the BB
- Look at the pictures and read the text with the learners.
- Are these three families the same?
- How is each family different?
- How is your family like one of these families?

Discuss
- How are families different?
- How are families the same?
- Tell your partner about your family.

PHONICS

Revise sounds

Identify and say
- What is this picture?
- What sound do you hear at the beginning of the word?
- Give other words that start with this sound.
- Read the sentence. Find the letters.

HANDWRITING

- Follow the advice for handwriting lessons on page 7.
- Revise the letter formation of the sounds learned in Term 1.
- Learners write in their exercise books.
- Observe posture and assist.
**INDEPENDENT WORK**
- Introduce this week’s independent tasks.
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the first group to the mat for GGR.

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

**PHYSICAL EDUCATION**
**Activity stations**
**Prepare**
- Choose four different activities from pages X and Y for the week.
- Set up any equipment you need.
- Divide the class into four groups for the week.

**Introduce activity stations**
- Show the equipment and explain the four activities.
- Learners role-play the activities.

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

**VISUAL ARTS**
**Paper dolls**
**Hand out 1 x A4 page per learner, scissors, pencil**
- Demonstrate how to fold and cut out a paper doll family.
- Walk around and assist
MORNING MEETING  News

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

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

LISTENING AND SPEAKING

Remind learners about the story of the birthday party. Write the characters’ names on the board.

Discuss
• What are characters in a story? (the people or animals that the story is about)

Characters
• What did each person need to do for the party?

Groups of 5
• Sum up the story together.
• Each group member says what one family member did.

BEGINNING KNOWLEDGE AND PSWB

My own family

Introduce
• What is a family?
• Revise family member vocabulary.
• Complete the activity

Think about the people in your family
• Learners draw themselves in pencil.
• Learners draw their family underneath.
• In pairs, learners discuss who they chose to draw and why.

PHONICS

Shared word building

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

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

Put the letters in a container/bag to use again

HANDWRITING

• Follow the advice for handwriting lessons on page 7.
• Revise the letter formation of today’s sounds.
• Learners copy the letters from the board into their exercise books.
• Observe and assist.
**VISUAL ARTS**  
**Paper dolls continued**

Get out paper dolls

Draw features and clothes on the paper dolls
- Learners make a family out of their paper dolls.
- Draw faces and clothing on each one.
- Tell your partner who is in your doll family.

**INDEPENDENT WORK**

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

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

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

**PHYSICAL EDUCATION**  
**Activity stations**

Warm up

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

Cool down

**SHARED READING (1)**  
**Granny’s birthday**

Read from Big Book
- Read Granny’s birthday to the class.
- Ask the Day 1 questions on each page.
- Re-read the story together as a class

Revise the flashcard words family mommy daddy granny birthday
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
WEDNESDAY

MORNING MEETING

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

Celebrate birthdays
- Sing the happy birthday song.

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

BEGINNING KNOWLEDGE AND PSWB

Family activities

Pair and class discussion
- Learners look at the pictures.
- Learners discuss the questions in pairs.
- Learners share their family activities with the class.

PHONICS

Revise sounds

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

Complete LAB page
- What is this picture?
- What sound do you hear at the beginning of the word?
- Give other words that start with this sound.

HANDWRITING

- Follow the advice for handwriting lessons on page 7.
- Revise the letter formation of the sounds learned in Term 1.
- Learners write in their exercise books.
- Observe and assist.

SHARED READING (2)

Granny’s birthday

Read from Big Book
- Read Granny’s birthday to the class.
- Ask the Day 2 questions on each page.
- Re-read the story together as a class

Revise the flashcard words family mommy daddy granny birthday
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
WEDNESDAY

**GROUP GUIDED READING**

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

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

**PHYSICAL EDUCATION**

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

**Cool down**

**INDEPENDENT WORK**

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

**PERFORMING ARTS**

**Prepare**
- Divide class into groups.
- Groups prepare a song of their choice.

**Present**
- Groups sing for the class.

**SHARED WRITING**

**Prepare**
- Copy this sentence starter on to the board.
- Read it out loud
- Ask volunteers for their thoughts.

**Write some learners’ suggestions**
- Ask for ideas.
- Ask learners to spell appropriate words.
- Ask learners to punctuate the end of the sentence.

**Read the sentences together**

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

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

LISTENING AND SPEAKING  Sing / recite
Finger rhyme
• Link the rhyme to this week's theme.
• Teach the poem and the actions.
• Learners join in as they can.

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

HANDWRITING
• Follow the advice for handwriting lessons on page 7.
• Revise the formation of letters taught.
• Learners write in their exercise books.
• Observe and assist.

SHARED READING (3)  Granny's birthday
Read from Big Book
• Read Granny’s birthday to the class.
• Ask the Day 3 questions on each page.
• Re-read the story together as a class
Revise the flashcard words
family mommy daddy granny birthday
• Hold up the flashcards and say the words aloud with the learners.
• Match the flashcards to a word in the Big Book.
• Put the flashcards on the Word Wall.
PERFORMING ARTS  Perform finger rhyme

Prepare
• In groups, prepare the finger rhyme learnt taught earlier.

Present
• Present to the class.
• Best group will teach Grade R’s the finger rhyme.

INDEPENDENT WRITING  My birthday

Re-read shared writing sentences from yesterday
Learners write their own sentences
• Try to spell the words by thinking of the sounds in the word.

Teacher engages
• Ask individual learners to read their sentences to you.
• Respond to the content.

INDEPENDENT WORK

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

GROUP GUIDED READING  Groups B and C

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

PHYSICAL EDUCATION  Activity stations

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

Cool down

INDEPENDENT WRITING  My birthday

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Learners write their own sentences
• Try to spell the words by thinking of the sounds in the word.

Teacher engages
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Second reading
• In pairs, learners read alternate pages.
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PHYSICAL EDUCATION  Activity stations

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

Cool down
**FRIDAY**

**MORNING MEETING**

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

Celebrate birthdays
- Sing the happy birthday song.

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

**BEGINNING KNOWLEDGE AND PSWB**

**Tell a story**

Recap
- Remind class about the theme of the week.
- Ask learners to share something they learned this week.

Tell a story about your own or another family

**PHONICS**

**Dictation**

- Say each word slowly, twice.
- Learners listen and write each word.
- Afterwards, write the words on the board while demonstrating how to sound them out.
- Learners correct if necessary.

**INDEPENDENT WRITING**

**My birthday continued**

Read your sentences
- Learners read their sentences to the group.

Choose
- Groups choose one learner to read their sentence to the class.

Edit
- Learners make corrections to their writing based on feedback from their group.
INDEPENDENT WORK

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

GROUP GUIDED READING  Groups D and E

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

PHYSICAL EDUCATION  Activity stations

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

Cool down

TEACHER’S WEEKLY REVIEW

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

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

I have looked ahead to next week to ensure I am prepared and have all I need to start the week.
Caring for your family

PREPARATION
Flashcards
- card
- care
- message
- love

GUIDE TO GROUP GUIDED READING (GGR) AND INDEPENDENT WORK (IW)

<table>
<thead>
<tr>
<th></th>
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<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<tr>
<td>GGR: 2 x 15 minutes per group</td>
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<td>15 min</td>
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<td>Emergent reading activities</td>
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- Group A
  - GGR 1
  - IW 1
  - IW 2
  - IW 3
  - IW 4
  - GGR 2
  - IW 5
  - IW 6
  - IW 7
  - IW 8
- Group B
  - 1
  - GGR 1
  - 2
  - 3
  - 4
  - 5
  - GGR 2
  - 6
  - 7
  - 8
- Group C
  - 1
  - 2
  - GGR 1
  - 3
  - 4
  - 5
  - 6
  - GGR 2
  - 7
  - 8
- Group D
  - 1
  - 2
  - 3
  - GGR 1
  - 4
  - 5
  - 6
  - 7
  - GGR 2
  - 8
- Group E
  - 1
  - 2
  - 3
  - 4
  - GGR 1
  - 5
  - 6
  - 7
  - 8

EQUIPMENT FOR ACTIVITIES
- a pencil and scissors
- crayons or kokis
- paper for each learner
- bags or containers for this week’s letters
- equipment needed for the selected Physical Education activities
- counters for Caterpillar letter game
Phonics
• Introduce letter-sounds X and X XX (for Sep = g, r; Xho = z, n; Afrik= t, r)

• Shared and Individual word building

• Caterpillar letter game

Handwriting
Write letter X

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

Read-aloud story
Kagiso, Lion and Jackal

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

Finger rhyme
Grandma’s glasses

Physical Education
Activity stations

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

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

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

Life Skills

Listening and Speaking

Week 2:
Caring for your family

Theme:
My family

Shared Writing
Writing a thank you message

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

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

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

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

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

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

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

‘But you promised!’ cried Kagiso.

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

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

‘What is happening here, Lion?’ he said.

‘I was caught in the hunter’s hole and this boy helped me to get out,’ Lion replied. ‘But I am hungry so I am going to eat him.’
‘What!’ said Jackal. ‘Mighty Lion caught in that hole! How could you have fallen in? You are too clever to fall into a hole. Show me how it happened.’

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

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

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

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

MORNING MEETING

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

Celebrate birthdays
- Sing the happy birthday song.

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

READ-ALOUD STORY

Kagiso, Lion and Jackal

Before reading
- Introduce the story.
- Ask a few questions to link the story to the learners’ experience.

After reading
- Ask questions to explore the theme (see page ??).

Read the story aloud
- Read the story out loud.

BEGINNING KNOWLEDGE AND PSWB

Prior knowledge
- What is a greeting card?
- When do you give out greeting cards? (special occasions and also just to show love or appreciation.)
- Discuss why making your own cards is a nice thing to do (taking the time and making the effort shows people you care).

Read the page
- Look at the pictures and read the instructions.

Discuss the page
- Explain that these are instructions for doing something (step-by-step, numbered, in a particular order).
- Ask: Could you make a card if you follow these instructions?
- Discuss other types of instructions (such as recipes, setting up a device or appliance, playing a new game).

LAB p. 28

PHONICS

The sound X

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

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

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

Read the sentence
- Read the sentence slowly together.
- Circle the new sound.

HANDWRITING

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

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

PHYSICAL EDUCATION
Activity stations
Prepare
- Choose four different activities from pages X and X for the week.
- Set up the equipment.
- Divide the class into four groups for the week.

Introduce activity stations
- Show the equipment and explain the four activities for the week.
- Learners practise the activities.

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

VISUAL ARTS
Make a thank-you card
Hand out paper, crayons/kokis, pencil, scissors
Give instructions
- Encourage the learners to think of someone in their family that they would like to send a thank you card to.
- Demonstrate folding and how the card works.
- Tell them to think about what they will draw and make sure they fill the page.

Walk around and assist
- Get them to start in pencil.
- They will finish their drawings on Tuesday.
**MORNING MEETING**

**News**

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

- **Class**
  - Choose a few learners to tell their news to the class.

---

**LISTENING AND SPEAKING**

**Remind learners about the story: Kagiso, Lion and the Jackal**

- **Discuss**
  - Write the characters’ names on the board.
  - What are the characters in this story like?
  - What did each character do and why?

**Characters**

- **Role-play the characters in groups of three**

**Use reasoning skills**

- Groups discuss how the three characters could become friends.

**LAB**

- p. 30
- **15 min**

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**BEGINNING KNOWLEDGE AND PSWB**

**Caring for my family**

- **Revise**
  - What is a family?
  - How do we show people we care about them?

- **Read** the text with the learners and discuss the pictures.

- **Discuss**
  - Learners discuss the pictures in groups.
  - As a class, discuss how to care for your family.
  - Talk about who cares for the learners.

**LAB**

- p. 29
- **30 min**

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**PHONICS**

**Shared word building**

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

- **Build the words together**
  - Call a learner to the board for each word.
  - Say the word aloud. Ask: What is the first sound? So, what is the first letter?

- And so on.
  - Let learner find the letter cards and place in the correct position.
  - Other learners try to copy the word with their own cards.

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

**LAB**

- p. 30
- **15 min**

---

**HANDWRITING**

- Follow the advice for handwriting lessons on page ??.
- Revise the letter formation of yesterday’s sound.
- Learners copy the letters from the board into their exercise books.
- Observe and assist.

**TG**

- p. 36-37
- **15 min**

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TUESDAY

**SHARED READING (1)**  
**The special card**

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

Revise the flashcard words *card, care, message, love, hug*
- Hold up the flashcards and say the words aloud with the learners.
- Learners to match the flashcards to a word in the Big Book.

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

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

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

**PHYSICAL EDUCATION**  
**Activity stations**

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

Cool down

**VISUAL ARTS**  
**Drawing a thank-you card**

Hand out yesterday’s drawings, crayons/kokis

Finish drawings
- Learners colour in what they drew yesterday.
**WEDNESDAY**

**MORNING MEETING**
- **Register**
  - Mark yourselves present on the Bala Wande register poster.
  - Is anyone absent today?
- **Celebrate birthdays**
  - Sing the happy birthday song.
- **Weather**
  - What is the weather today?
  - Record on weather chart.

**BEGINNING KNOWLEDGE AND PSWB**
- **Making a card**
- **Pair and class discussion**
  - Learners look at the pictures.
  - Learners discuss the sequence in pairs.
  - Learners write the numbers to put the pictures in the correct sequence.

**PHONICS**
- **The sound X**
  - **Revise sounds**
    - At a fast pace, show some flashcards of letters taught. Learners say the sound.
  - **Introduce the new sound**
    - Listen to and say the new sound.
    - Notice your mouth.
  - **Identify words with the sound**
    - Learners provide more words with the sound.
- **Read the sentence**
  - Read the sentence slowly together.
  - Circle the new sound.

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

**SHARED READING (2)**
- **The special card**
  - **Read from Big Book**
    - Read The special card with the class.
    - Ask the Day 2 questions on each page.
    - Re-read the story as a class.
  - **Revise the flashcard words card, mother, message, hug**
    - Hold up the flashcards and say the words aloud with the learners.
    - Match the flashcards to a word in the Big Book.
**SHARED WRITING**

**Prepare**
- Copy these sentences starters on to the board
- Say: Let’s write a thank you card together for a family member. Who shall we write it to?
- Ask volunteers for their thoughts.

**Write some learners’ suggestions**
- Ask for ideas.
- Ask learners to spell appropriate words.

**Read the sentences together**

**INDEPENDENT WORK**

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

**GROUP GUIDED READING**

**Groups E and A**

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

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

**PHYSICAL EDUCATION**

**Activity stations**

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

**Cool down**

**PERFORMING ARTS**

**Clapping rhythms**

**Prepare**
- Say the action rhyme and do the actions.
- Show them the rhythm (clap, clap, click, clap, clap, clap, clap)
- Divide the class into groups.

**Present**
- Learners take turns to do a rhythm for others in their group to follow.

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

**MORNING MEETING**

**News**

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

Class
- Choose a few learners to tell their news to the class.

**LISTENING AND SPEAKING**

**Sing a rhyme**

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

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

**PHONICS**

**Independent word building**

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

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

**HANDWRITING**

- Learners copy the letters from the board into their exercise books.
- Observe and assist.

**SHARED READING (3)**

**The special card**

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

Revise the flashcard words card, mother, message, hug
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
- Put the flashcards on the Word Wall.
INDEPENDENT WRITING  A thank-you message

Re-read the sentences you wrote together yesterday

Learners complete the thank you message
- Write your own sentences.
- Try to spell the words by thinking of the sounds in the word.

INDEPENDENT WORK

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

GROUP GUIDED READING  Groups B and C

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

PHYSICAL EDUCATION  Activity stations

Warm up

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

Cool down

PERFORMING ARTS  Perform a song

Prepare
- Divide class into groups.
- Groups prepare a song of their choice.

Present
- Groups sing for the class.
FRIDAY

**MORNING MEETING**

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

Celebrate birthdays
Sing the happy birthday song.

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

**BEGINNING KNOWLEDGE AND PSWB**

Tell a story
- Remind learners what the theme of the week has been.

Tell a story
- Tell a story about a child doing something kind/making a sacrifice for someone in the family.

Encourage questions
- Allow learners to ask questions to clarify anything they may not have understood.

**PHONICS**

Caterpillar letter game
Play the game
- Give each learner a counter.
- Players take turns.
- Player closes their eyes and touches the page with one finger and says the closest number.
- Player moves that number of places.
- Player says the letter they land on and gives a word with that letter.
- Other players check that they are right.

**INDEPENDENT WRITING**

Complete thank-you card
Revise
- Remind learners about greeting cards and how they make people feel special.

Complete card
- Learners copy message from LAB page X into the thank-you card they drew this week.
- Give it to the family member you made it for when you get home.
INDEPENDENT WORK

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

GROUP GUIDED READING Groups D and E

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

PHYSICAL EDUCATION Activity stations

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

Cool down

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

Dangers in the home

PREPARATION

Flashcards

- danger
- town
- farm
- home
- safe

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<td>IW 1</td>
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<td>Group E</td>
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EQUIPMENT FOR ACTIVITIES

- crayons or kokis and a pencil
- large sheets of paper (A4 or larger, white or coloured)
- poster paint or wax crayons or thick, felt-tipped pens
- bags or containers for this week’s letters
- equipment needed for the selected Physical Education activities
WEEK 3

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

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

**Pair work**
Talk about the story

**Sing / recite**
Say a rhyme

**Shared Reading**
Town Mouse and Farm Mouse

**Shared Writing**
Story map

**Independent Writing**
Draw a picture and write a caption

**Physical Education**
Activity stations

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

**Performing Arts**
- Use actions and body movement to explain a danger rule
- Teach a danger rule

**Beginning Knowledge and Personal & Social Well-being**
- Dangers at home (BB)
- Identifying dangers in the kitchen
- The poison sign: discussion
- Teacher’s story: an accident at home

**Phonics**
- Introduce letter-sounds X and XX
- Shared and Individual word building
- Dictation

**Handwriting**
Write letters X and XX

**Theme:**
Safety in the home

**Week 3:**
Dangers in the home
Once upon a time there were two mice. They were cousins. One mouse lived in the town. He was called Town Mouse. The other mouse lived on a farm. He was called Farm Mouse.

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

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

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

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

But he didn’t see the big brown cow. MOOOO, said the cow. ‘Help!’ shouted Town Mouse, ‘an even bigger monster!’ He ran towards a bucket standing in the yard and leapt into it to escape. But, oh dear, the bucket was filled with water and poor Town Mouse couldn’t swim!
He **paddled** wildly trying to stay afloat. ‘Help!’ he spluttered. Luckily, at that moment, the cow put her big face into the bucket to have a drink. Quick as a flash, Town Mouse climbed onto the cow’s nose, **scampered** up her face and jumped off into the yard.

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

‘Help,’ he screamed as he ran away.

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

Meanwhile his cousin, Farm Mouse, had been walking all day to get to town. When he got there, he wandered around looking for Town Mouse’s street and his house number. As he was busy looking at the street signs, he heard a loud HOOOOOOT and a car came whizzing by.

‘Help!’ he shouted, as he jumped out of the way.

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

Poor Farm Mouse **scurried** along the kitchen counter. He didn’t see the stove. The plates on the stove were hot, ready to cook supper. Farm Mouse jumped right onto a hot plate.

‘OW, OW, OW,’ he shouted. He jumped off the hot plate and onto the floor.

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

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

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

Where would you like to live? Why?

What do you not like about living in town? And in the country?
MONDAY

WEEK 3 • SAFETY IN THE HOME

MORNING MEETING

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

Celebrate birthdays
• Sing the happy birthday song.

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

READ-ALOUD STORY

Town Mouse and Farm Mouse

Before reading
• Introduce the story.
• Ask a few questions to link the story to the learners’ experience.

Read the story aloud
• Read the story out loud.

Dangers at home

Discuss the page
• Look for the dangerous things in the pictures.
• Learners will spot plug sockets, electric wires, sharp knives, boiling water, medicine and pills, matches).
• Discuss any accidents that learners have seen in their homes.

BEGINNING KNOWLEDGE AND PSWB

Prior knowledge
• Ask learners what the word accident means.
• Talk about accidents that happen at home.

Read the page
• Discuss pictures and read the text with the learners.

PHONICS

The sound X

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

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

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

Read the sentence
• Read the sentence slowly together.
• Circle the new sound.

HANDWRITING

• Follow the advice for handwriting lessons on page 7.
• Teach the letter formation of today’s sound.
• Learners write in their exercise books.
• Observe posture, and assist.

15 min
INDEPENDENT WORK

- Introduce this week’s independent tasks.
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the first group to the mat for GGR.

GROUP GUIDED READING Groups A and B

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

PHYSICAL EDUCATION Activity stations

Prepare
- Choose four different activities from pages X and X for the week.
- Prepare the equipment.
- Divide the class into four groups for the week.

Introduce activity stations
- Show the equipment and explain the four activities for the week.

- Learners role-play the activities.

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

VISUAL ARTS Design a poster

Hand out paper and pencils
- Learners will make a full-sized poster in the following lesson.
- Re-read the danger rules on BB page X / LAB page X and choose one rule you would like to teach to the Grade Rs.
- Design a poster to teach the rule.

- Using a pencil, write the rule in big, capital letters on your poster.
- Draw a picture to show little children about the danger.
- The picture must fill the space. It must be clear and simple.

Walk around and assist
TUESDAY

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

LISTENING AND SPEAKING
Remind learners about the story: Town Mouse and Farm Mouse
Discuss
- Learners work in pairs. They take turns to talk and listen.

Talk about the story
- What does this story teach us?
- Where would you like to live? Explain why.

BEGINNING KNOWLEDGE AND PSWB
Revise
- What dangers exist in the home?
Read the page and identify possible dangers in the picture
- Using a pencil, learners mark all the dangers in the kitchen with an X.
- How many dangers did they find? (there are eight: matches, pills, pot, knife, plug, electric wire, cleaning materials, toys on floor)
Discuss
- Why is each dangerous? (could cause a fire, poisoning, cutting self, an electric shock, slipping/falling)
- Discuss safe alternatives – put things away or up high, ask a parent to fix wires, keep lid on pot and so on

Dangers in the kitchen

LAB p. 51
15 min

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

LAB p. 52
15 min

HANDWRITING
- Follow the advice for handwriting lessons on page 7.
- Revise the letter formation of yesterday’s sound.
- Learners copy the letters from the board into their exercise books.
- Observe and assist.
**TUESDAY**

**VISUAL ARTS**

Make a poster

**Hand out yesterday’s drawings and crayons/kokis.**

**Give learners instructions**

- Learners copy the poster design they drew yesterday on to a big piece of paper.
- Encourage the learners to use a pencil, make the letters/words big, and to use bright colours.
- Remind them that the poster is meant to teach young children, so it’s important that they will like it and understand it.

**Draw in pencil first, then use colours**

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**GROUP GUIDED READING**

**Groups C and D**

**First reading**

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

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**PHYSICAL EDUCATION**

Activity stations

**Warm up**

**Activity stations**

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

**Cool down**

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**INDEPENDENT WORK**

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

- When class is settled, call the next group to the mat for GGR.

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**SHARED READING (1)**

**Town Mouse and Farm Mouse**

**Read**

- Read *Town Mouse and Farm Mouse* to the class.
- Ask the Day 1 questions on each page.
- Re-read the story together as a class.

**Revise the flashcard words** *danger, town, farm, home, safe*

- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
WEDNESDAY

**MORNING MEETING**

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

Celebrate birthdays
- Sing the happy birthday song.

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

**BEGINNING KNOWLEDGE AND PSWB**

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

The poison sign
- Remind the class they shouldn’t drink anything their parents haven’t given them in case it is poisonous.

LAB page
- Ask learners what the sign means.
- Discuss why it is a picture and not words.
- Colour in the sign yellow.

**PHONICS**

The sound X

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

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

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

Read the sentence
- Read the sentence slowly together.
- Circle the new sound.

**HANDWRITING**

- Follow the advice for handwriting lessons on page 7.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist.

**SHARED READING (2)**

Town Mouse and Farm Mouse

Read from Big Book
- Read Town Mouse and Country Mouse with the class.
- Ask the Day 2 questions on each page.
- Re-read the story as a class.

Revise the flashcard words danger, town, farm, home, safe
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
**SHARE WRITING**

**Prepare the board**
- Copy this story map on to the board. A story map sums up a story. It helps us to remember a story.
- Read the headings together.
- Tell learners that they can use words rather than sentences in a story map.

**Write some learners’ suggestions**
- Ask for ideas to fill in the blanks. Learners make up the characters, the place (location), what happens (the plot) and an ending.

**Read the words together**

**INDEPENDENT WORK**

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

- When class is settled, call the next group to the mat for GGR.

**GROUP GUIDED READING**

**Groups E and A**

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

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

**PHYSICAL EDUCATION**

**Activity stations**

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

**Cool down**

**PERFORMING ARTS**

**Pairs**
- Using their posters, learners explain the dangers to their partner. They use actions and body movements to show what they mean.
- They explain the consequences to one another and say how it can be avoided.

**Give feedback**
- Partners give each other feedback to help when they present to the class.

**Present**
- Learners practise before they present to the whole class tomorrow.
THURSDAY

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

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

LISTENING AND SPEAKING  Sing / recite
Say a rhyme
• Link the rhyme to this week’s theme.
• Teach the poem and the actions.
• Learners join in as they can.

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

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

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

HANDWRITING
• Follow the advice for handwriting lessons on page 7.
• Revise the letter formation of yesterday’s sound.
• Learners copy the letters from the board into their exercise books.
• Observe and assist.

SHARED READING (3)  Town Mouse and Farm Mouse
Read from Big Book
• Read Town Mouse and Farm Mouse with the class.
• Ask the Day 3 questions on each page.
• Re-read the story with the class.

Revise flashcard words danger, town, farm, home, safe
• Hold up the flashcards and say the words aloud with the learners.
• Match the flashcards to a word in the Big Book.
• Put the flashcards on the Word Wall.
INDEPENDENT WRITING  Draw and write a caption
Re-read Shared Writing sentences from yesterday
Learners draw one of the mouse characters
• Think about which mouse you would like to draw.
• Think about what part of the story you would like to draw (one of the dangers, the ending, a mouse travelling, a mouse safe at home and so on).

Write a sentence about your drawing
• Try to spell the words by thinking of the sounds in the word.

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

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

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

Cool down

PERFORMING ARTS  Teach a danger rule
Prepare
A Grade R class represents a real audience and real purpose for making the poster and presenting it. Talk to your colleagues to see if it can be arranged.

Present
• Learners show their posters to the Grade R class.

LAB  p. 57
15 min

LAB  pp. 58-65
30 min

INDEPENDENT WORK
Characters: Town Mouse, Farm Mouse
Places: town, farm
What happened:
1. Town Mouse to farm – many dangers
2. Farm Mouse to town– many dangers
Ending:
Both safe/happy in their own homes.
FRIDAY

**MORNING MEETING**

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

Celebrate birthdays
- Sing the happy birthday song.

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

**BEGINNING KNOWLEDGE AND PSWB**

Tell a story
- Remind learners what the theme of the week has been.

Tell a story
- Tell a story about minor accident at home. This can be real or made up, for example, a cut finger, slipped on a wet floor, fell off a ladder.
- Explain who you told and what happened.
- Explain what you learned.

Encourage questions
- Allow learners to ask questions to clarify anything they may not have understood.

**PHONICS**

Dictation
- Say each word slowly, twice.
- Learners listen and write each word.
- Afterwards, write the words on the board while demonstrating how to sound them out.
- Learners correct if necessary.

**INDEPENDENT WRITING**

Read your sentence to your group

Learners explain drawings
- Choose a few learners to explain what they drew and why.
INDEPENDENT WORK

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

GROUP GUIDED READING  Groups D and E

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

PHYSICAL EDUCATION  Activity stations

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

Cool down

TEACHER’S WEEKLY REVIEW

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

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

I have looked ahead to next week to ensure I am prepared and have all I need to start the week.
WEEK 4 • SAFETY IN THE HOME

WEEK OVERVIEW

Keeping safe at home

PREPARATION

Flashcards

- door
- alone
- stranger
- knock
- fire

GUIDE TO GROUP GUIDED READING (GGR) AND INDEPENDENT WORK (IW)

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

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

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

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

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

EQUIPMENT FOR ACTIVITIES

- scissors and glue
- sticky tape/masking tape
- crayons/kokis
- empty box for each group
- bags or containers for this week’s letters
- equipment needed for the selected Physical Education activities
- counters for the Caterpillar word game
Group Guided Reading (GGR) and Independent Work (IW)
- 2 GGR groups a day
- 8 IW pages

Phonics
- Introduce letter-sounds XX and XX
- Shared and individual word building
- Caterpillar word game

Handwriting
- Write letters X and XX

Visual Arts
- Create in 3D: make a box house

Performing Arts
- Role-play emergency calls
- Present a fire escape plan

Physical Education
- Activity stations

Listening and Speaking

Reading
- Read-aloud story
  - Vain Mr Rooster
- Pair work
  - Predict story ending
- Sing / recite
  - Say a rhyme, do the actions

Shared Reading
- Vain Mr Rooster

Shared Writing
- Prediction: story ending
- Draw a picture and write an ending to the story

Beginning Knowledge and Personal & Social Well-being
- Fires at home (BB)
- Emergency numbers: role-play
- Emergency situations: discussion
- Teacher’s story: home alone

Theme: Safety in the home
Week 4: Keeping safe at home

Life Skills

Phonics
- Introduce letter-sounds XX and XX
- Shared and individual word building
- Caterpillar word game

Writing
- Write letters X and XX

Independent Writing
- Draw a picture and write an ending to the story
Mr Rooster lived in a little cottage in a **forest**. He lived with Mrs Cat. Mrs Cat was a very **sensible** animal but Mr Rooster, well, Mr Rooster was very **vain** and very silly. He loved to look at himself in the mirror all day long. He would turn this way and that and say ‘What a fine fellow am I! Look at my beautiful feathers! Look at my shapely legs!’

* [*show movement]*

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

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

**QUESTIONS + VOCAB**

- **forest**: area of land with lots of trees
- **sensible**: someone who made good decisions
- **vain**: too proud of how you look, boastful
- **admiring**: to think something or someone is wonderful
Mrs Cat got her basket, purse and umbrella and went out of the door. ‘Now lock the door,’ she said. ‘And remember, do not open it for anyone!’ Then she walked through the forest towards the town.

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

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

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

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

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

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

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

Mr Rooster was so pleased, he forgot everything Mrs Cat had told him. ‘Of course I will let you in,’ he said. And then silly Mr Rooster unlocked the door. ‘Please come in,’ he said. And he began opening the door. [Can you guess who was outside? Was it the kind lady neighbour who lived next door?]

Yes, you probably guessed correctly. I am sorry to say it was actually tricky Mr Jackal at the door. He had been pretending to be the neighbour. And Mr Jackal loved to eat chickens. Oh dear! Luckily, Mrs Cat was already on her way home from the shops. She was hurrying because she knew Mr Rooster was a foolish fellow. Just as she came to the edge of the forest, she saw Mr Rooster begin to open the door and Mr Jackal about to go inside.

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

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

What have you learnt about Mr Rooster?

How did Mr Jackal get Mr Rooster to open the door?

Have you thought about how the story ended?

Has anyone been at home alone when a stranger has knocked on the door. What did they do?
**MORNING MEETING**

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

Celebrate birthdays
- Sing the happy birthday song.

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

**READ-ALOUD STORY**

Vain Mr Rooster

Before reading
- Introduce the story.
- Ask a few questions to link the story to the learners’ experience.

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

After reading
- Ask questions to explore the theme (see page 65).

**BEGINNING KNOWLEDGE AND PSWB**

Fires at home

Prior knowledge
- What does the word safety mean?

Read the page
- Look at the pictures and read the caption below each one.

Discuss the page
- Look for the dangerous things in the pictures.
- Discuss details of fires and how to deal with fires.
- Ask learners if any of them have ever experienced a fire at home or in a building.

**PHONICS**

The sound X

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

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

Identify words with the sounds
- Learners can provide more words with the sounds.

Read the sentence
- Read the sentence slowly together.
- Circle the new sound.

**HANDWRITING**

- Follow the advice for handwriting lessons on page 7.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist.

**LAB**

p. 71
15 min
INDEPENDENT WORK

- Introduce this week’s independent tasks.
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the first group to the mat for GGR.

GROUP GUIDED READING

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

PHYSICAL EDUCATION

Activity stations

Prepare
- Choose four different activities from pages X and X for the week.
- Prepare the equipment.
- Divide the class into four groups for the week.

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

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

VISUAL ARTS

Make a box house

Hand out scissors, glue, sticky tape/masking tape, crayons/kokis, empty box for each group

Give them instructions
- Ask learners to think about how they could make their box into a small house with doors and windows.
- In their groups, learners must discuss their process and the role of each person in the group before they start.
- Each group will make a house.

Walk around and assist
- Start any cutting by piercing the cardboard with the point of the scissors. Do not let learners do this.

Come up with an evacuation plan
- The groups must demonstrate where people can get out of their box house in case of a fire.
TUESDAY

**MORNING MEETING**

**News**

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

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

**LISTENING AND SPEAKING**

Remind learners about the story: *Vain Mr Rooster*

**Discuss**
- Learners work in pairs. They take turns to talk and listen.
- How does each learner think the story ended?
- Possible endings could be:
  - Mr Jackal came inside and gobbled up Mr Rooster.
  - Mr Rooster heard Mrs Cat and quickly shut the door.
  - Mrs Cat arrived home and saved Mr Rooster.
- Each pair makes up an ending and share with the class.

**Predict the story ending**

- If there is a phone, you can phone emergency numbers for help.
- Write emergency numbers on the board. Read them as a class.

**Emergency numbers**

<table>
<thead>
<tr>
<th>Emergency</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Police</td>
<td></td>
</tr>
<tr>
<td>Fire</td>
<td></td>
</tr>
<tr>
<td>Ambulance</td>
<td></td>
</tr>
<tr>
<td>Mom or Dad</td>
<td></td>
</tr>
</tbody>
</table>

**Role-play calling the numbers in pairs.**
- Copy the numbers into your LAB.
- When you call out a number, your partner must press the numbers on the phone.

**BEGINNING KNOWLEDGE AND PSWB**

**Discuss emergencies**
- What is something an emergency?
- What are some examples of emergencies? (*fire, robbery, bad accidents, swallowing poison, person unconscious, person bleeding*).
- What should you do if there is an emergency?

**Discuss emergency numbers**
- Research emergency numbers for your own area before this lesson.

**PHONICS**

**Shared word building**

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

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

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

**HANDWRITING**

- Follow the advice for handwriting lessons on page 7.
- Revise the letter formation of yesterday’s sound.
- Learners copy the letters from the cards into their exercise books.
- Observe and assist.
**VISUAL ARTS**  Finish your box house

- Learners will use these houses in their Performing Arts activity on Thursday when they have to roleplay an escape plan.

**PHYSICAL EDUCATION**  Activity stations

**Warm up**

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

**Cool down**

**GROUP GUIDED READING**  Groups C and D

**First reading**

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

**PHYSICAL EDUCATION**  Activity stations

**Warm up**

**Activity stations**

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

**Cool down**

**INDEPENDENT WORK**

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

**GROUP GUIDED READING**  Groups C and D

**First reading**

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

**PHYSICAL EDUCATION**  Activity stations

**Warm up**

**Activity stations**

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

**Cool down**

**INDEPENDENT WORK**

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

**GROUP GUIDED READING**  Groups C and D

**First reading**

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

**MORNING MEETING**

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

Celebrate birthdays
Sing the happy birthday song.

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

**BEGINNING KNOWLEDGE AND PSWB**

What would you do?

Pair discussion about the scenarios
- In pairs, learners talk about each picture.
- They must tell each other what is happening or could happen in each picture.
- They discuss what they would do if they were there.

Pairs share their answers with the class

**PHONICS**

The X sound

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

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

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

Read the sentence
- Read the sentence slowly together.
- Circle the new sound.

**HANDWRITING**

- Follow the advice for handwriting lessons on page 7.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist.

**SHARED READING (2)**

Vain Mr Rooster

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

Revise the flashcard words *door, alone, stranger, knock, fire*
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
PERFORMING ARTS  Role-play emergency calls

Prepare for the role-plays
- Learners work in pairs to role-play emergency calls between emergency services and a caller.
- Tell them to think about what the emergency services operator will ask, how the person should answer, what they should tell the operator.

Learners role-play emergency calls
- Learners take turns to be the operator and the caller.
- They sit back-to-back to do the calls.
- Choose two pairs to present their role plays.

Feedback
- The rest of the class gives feedback and discusses effective emergency calls.

INDEPENDENT WORK

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

GROUP GUIDED READING  Groups E and A

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

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

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

PHYSICAL EDUCATION  Activity stations

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

Cool down

LAB pp. 79-86

30 min

SHARED WRITING  Story endings

Prepare the board
- Learners think of the different endings they came up with yesterday.
- They must make up a sentence about one ending.

Write some learners’ suggestions
- Ask for ideas.
- Ask learners to spell appropriate words.

Read the sentences together
THURSDAY

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

LISTENING AND SPEAKING  Sing / recite
Say a rhyme
• Link the rhyme to this week’s theme.
• Teach the poem and the actions.
• Learners join in as they can.

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

HANDWRITING
• Follow the advice for handwriting lessons on page 7.
• Revise the letter formation of yesterday’s sound.
• Learners copy the letters from the board into their exercise books.
• Observe and assist.

SHARED READING (3)  Vain Mr Rooster
Read from Big Book
• Read Vain Mr Rooster with the class.
• Ask the Day 3 questions on each page.
• Re-read the story with the class.
Revise flashcard word door, alone, stranger, knock, fire
• Hold up the flashcards and say the words aloud with the learners.
• Match the flashcards to a word in the Big Book.
• Put the flashcards on the Word Wall.
INDEPENDENT WRITING  
**Draw and write the story ending**

Re-read Shared Reading sentences from yesterday

Learners write their own sentences
- Decide which ending you will draw.
- Write a sentence to match your drawing.

---

INDEPENDENT WORK

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

---

GROUP GUIDED READING  
**Groups B and C**

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

---

PHYSICAL EDUCATION  
**Activity stations**

**Warm up**

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

**Cool down**

---

PERFORMING ARTS  
**Present fire escape plan**

**Prepare**
- Groups that built the houses together discuss their escape plan.

**Present**
- Learners present their escape plan to the class. They use their box houses to explain.
- More than one learner must do the talking for the group.
FRIDAY

MORNING MEETING

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

Celebrate birthdays
• Sing the happy birthday song.

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

BEGINNING KNOWLEDGE AND PSWB

Tell a story

Revise
• Remind learners what the theme of the week has been.

Tell a story
• Tell a story about being home alone when you were a child and all the (funny) things that happened. Don’t make it too serious.
• For example: baby pulled the curtain off the rail, you tried to sweep but the broom knocked over an ornament, and so on.
• See your training manual for ideas.

Encourage questions
• Allow learners to ask questions to clarify anything they may not have understood.

PHONICS

Caterpillar word game

Equipment
• Each player needs a counter.

Play the Caterpillar letter game
• Player closes their eyes and touches the page with one finger and says the closest number.
• Player moves that number of places.
• Player says the letter they land on and gives a word with that letter.
• Other players check that they are right.

INDEPENDENT WRITING

Different endings

Revise
• Remind learners about the endings that they wrote.

Share writing
• Each learner will read their ending to their group.
• If there is time, count all the learners who suggested that Mr Rooster got eaten and those who suggested that Mrs Cat saved him. Compare the numbers.

Discuss the different endings
• Learners give their opinions about which are best, and why.
INDEPENDENT WORK

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

GROUP GUIDED READING

**Groups D and E**

Second reading

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

PHYSICAL EDUCATION

**Activity stations**

Warm up

Activity stations

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

Cool down

TEACHER’S WEEKLY REVIEW

This week, I have:

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

I have scheduled a time next week for:

- any class catchup or general feedback that is needed
- individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.

I have looked ahead to next week to ensure I am prepared and have all I need to start the week.
My amazing body

PREPARATION

Flashcards

ears  eyes  legs  bodies  teeth

GUIDE TO GROUP GUIDED READING (GGR) AND INDEPENDENT WORK (IW)

<table>
<thead>
<tr>
<th>Groups</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tr>
<td>A</td>
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<td>IW 1</td>
<td>IW 2</td>
<td>IW 3</td>
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<td>1</td>
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<td>1</td>
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<td>4</td>
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<tr>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>GGR 1</td>
</tr>
</tbody>
</table>

GGR: 2 x 15 minutes per group  \( \text{Emergent reading activities} \) IW: 8 pages

EQUIPMENT FOR ACTIVITIES

- scissors and glue
- pencil
- crayons or kokis
- ink or finger paint
- 3 pieces A4 paper per learner
- bags or containers for this week’s letters
- equipment needed for the selected Physical Education activities

[Insert QR code?]
WEEK 5

**Phonics**
- Introduce letter-sounds XX and XX
- Shared and individual word building
- Dictation

**Handwriting**
- Write letters X and XX

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

**Read-aloud story**
*Refilwe's brother*

**Pair work**
Ask open questions about the story

**Sing / recite**
*Movement sentences*

**Group Guided Reading**
- 2 GGR groups a day
- 8 IW pages

**Visual Arts**
- Create in 2-D: a Helping Hands tree
- Create in 2-D: draw body parts and make a cartoon figure

**Performing Arts**
Improvise and present movement sentences

**Beginning Knowledge and Personal & Social Well-being**
- My amazing body (BB)
- Label the parts of a body
- Identify and draw parts of the face
- Teacher’s story: not giving up

**Theme:**
My body

**Week 5:**
My amazing body

**Phonics**
- Introduce letter-sounds XX and XX
- Shared and individual word building
- Dictation

**Handwriting**
- Write letters X and XX

**Reading**
- Different bodies

**Shared Reading**
- Filling in a form
- Complete a form

**Life Skills**

**Listening and Speaking**

**Physical Education**
Activity stations

**Performing Arts**
Improvise and present movement sentences
Refilwe’s brother

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

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

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

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

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

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

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

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

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

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

QUESTIONS + VOCAB

**dwarfism:** a condition which causes people to be very short

**hurt his feelings:** to say things that make people feel unhappy or sad

**height:** how tall you are

**tease:** to laugh at or annoy someone in a playful or cruel way
Simphiwe put up his hand. ‘Miss, some children tease me because I am bigger and weigh more than them. They call me names. I don’t like it because it hurts my feelings.’

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

‘Yes, it is unkind,’ said their teacher. ‘Calling people names and teasing them because of how their bodies look is hurtful. We don’t like it and we shouldn’t do it to others. Now who would like to be Nhlakanipho’s friend and show him around the school?’

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

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

MORNING MEETING

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

Celebrate birthdays
- Sing the happy birthday song.

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

READ-ALOUD STORY

Refilwe’s brother

Before reading
- Introduce the story.
- Ask a few questions to link the story to the learners’ experience.

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

After reading
- Ask questions to explore the theme (see page ??).

BEGINNING KNOWLEDGE AND PSWB

My amazing body

Prior knowledge
- Call out different body parts and ask the learners to touch them as you do.

Read the page
- Look at the pictures.

Discuss the page
- What is the same about these children? What is different?
- Do we all grow at the same rate?
- Why do you think the story is called Our amazing bodies?
- What amazing things can your body do?

PHONICS

The sound X

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

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

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

Read the sentence
- Read the sentence slowly together.
- Circle the new sound.

HANDWRITING

- Follow the advice for handwriting lessons on page 7.
- Revise the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist.
**INDEPENDENT WORK**
- Introduce this week’s independent tasks.
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the first group to the mat for GGR.

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

**PHYSICAL EDUCATION**  
Activity stations
Prepare
- Choose four different activities from pages X and X for the week.
- Prepare the equipment.
- Divide the class into four groups for the week.

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

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

**VISUAL ARTS**  
A Helping Hands tree
Hand out scissors, pencil, crayons/kokis, piece of A4 paper per learner

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

Make a helping hands tree
- Learners trace around their hands with a pencil.
- They must write their names on their hands in clear letters.
- They colour or make patterns around their names.

Walk around and assist
- Help learners to cut out their hands.
- Stick the hands on the branches of a tree that you have drawn.
TUESDAY

MORNING MEETING
News

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

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

LISTENING AND SPEAKING
Remind learners about the story: Refilwe’s brother
Discuss the story as a class
• Who was the story about?
• What happened?
• How did it end?

Learners ask each other open-ended questions about the story

Discuss the purpose of a story
• Learners work in pairs.
• Each learner has a turn to talk and a turn to listen.
• They discuss what they learned from the story, whether they know anyone like Refilwe, and whether they know anyone like Nhlakanipho.

BEGINNING KNOWLEDGE
AND PSWB
Parts of my body
Discuss the pictures and the labels
• Read each label.
• Learners touch that part of their body as they say the word.

Learners draw lines from the labels to the picture
• Using a sharp pencil and a ruler, learners draw lines from the label to the body part.

PHONICS
Shared word building
Prepare
• Learners cut out the letter cards for the week (LAB page XX).
• Display the same teacher cards randomly on the board.

Build the words together
• Call a learner to the board for each word.
• Say the word aloud. Ask: What is the first sound? So, what is the first letter? And so on.

Put the letters in a container/bag to use again

HANDWRITING
• Follow the advice for handwriting lessons on page 7.
• Revise the letter formation of yesterday’s sound.
• Learners copy the letters from the board into their exercise books.
• Observe and assist.
**VISUAL ARTS**

**Make a cartoon figure**

- **Hand out two pieces of A4 paper per learner, pencil, scissors, glue, crayons/kokis**

**Draw or trace body parts**
- On one piece of paper, learners draw the following body parts (they will cut these out later so they can be separated): one head, two arms, two legs, a torso.

**Put the parts together**
- On a clean page, the learners use glue to construct a body from their body parts.
- They give their cartoon figure a name.

**Colour in the body parts.**
- Learners cut out the body parts (you may need to help).

---

**PHYSICAL EDUCATION**

**Activity stations**

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

- **Cool down**

---

**INDEPENDENT WORK**

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

---

**GROUP GUIDED READING**

**Groups C and D**

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

---

**SHARED READING (1)**

**Different bodies**

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

- **Revise the flashcard words**
  - ears, eyes, legs, bodies, teeth
  - Hold up the flashcards and say the words aloud with the learners.
  - Match the flashcards to a word in the Big Book.
WEDNESDAY

**MORNING MEETING**

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

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

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

**BEGINNING KNOWLEDGE AND PSWB**

**My face**

**Identify parts of the face**
- Read the labels out loud to the learners.
- As you read, learners look at their partner’s face and point to the feature (no touching).

**Draw a face**
- Learners now draw their partner’s face including the details that were discussed.

**PHONICS**

**The sound X**

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

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

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

**Read the sentence**
- Read the sentence slowly together.
- Circle the new sound.

**HANDWRITING**

- Follow the advice for handwriting lessons on page 7.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist.

**SHARED READING (2)**

**Different bodies**

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

**Revise the flashcard words** *ears, eyes, legs, bodies, teeth*
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
**PERFORMING ARTS**

**Group movement sentences**
- Groups will design their own movement sentences using these words: Our group is the best. If there is time, they think of their own sentence.
- Prepare for the presentation: They will present their movement sentences tomorrow.

**GROUP GUIDED READING**

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

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

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

---

**PHYSICAL EDUCATION**

**Activity stations**

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

**Cool down**

---

**SHARED WRITING**

**Filling in a form**
- Copy the form on page 99 onto the board.
- Read the form together.
- Using yourself as an example, model how to complete the form on board.
- Explain that each person’s fingerprint is unique.

---

**LAB**

- **LAB p. 99**: 15 min
- **LAB pp. 101-108**: 30 min
- Say Hi to 060 017 0000 for questions to ask about the story
THURSDAY

MORNING MEETING

News

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

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

LISTENING AND SPEAKING

Movement sentence

Teach a movement sentence
• Teach a movement sentence using bodies, sounds and instruments.
• Use movement or sounds to represent each word.

Warm up
• Give each group one verse of an action song to sing and do the actions.

PHONICS

Independent word building

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

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

HANDWRITING

• Follow the advice for handwriting lessons on page 7.
• Revise the letter formation of yesterday’s sound.
• Learners copy the letters from the board into their exercise books.

SHARED READING (3)

Different bodies

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

Revise flashcard words ears, eyes, legs, bodies, teeth
• Hold up the flashcards and say the words aloud with the learners.
• Match the flashcards to a word in the Big Book.
• Put the flashcards on the Word Wall.
INDEPENDENT WRITING  
Fill in a form

Help learners fill out the first part of the form
- Help them find where they write their names and ages.
- They must choose words that describe what they look like.

Make a fingerprint
- Show them how to colour the skin at the top of their little finger with a khoki pen, ink or finger paint and press their finger into the fingerprint space.

INDEPENDENT WORK

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

GROUP GUIDED READING  
Groups B and C

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

PHYSICAL EDUCATION  
Activity stations

Warm up

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

Cool down

PERFORMING ARTS  
Present movement sentences

Groups present movement sentences
- Watch carefully as each group presents their movement sentence.

Learners assess the presentations
- Were the words clear?
- Were the movements interesting?
FRIDAY

**MORNING MEETING**

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

Celebrate birthdays
- Sing the happy birthday song.

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

**BEGINNING KNOWLEDGE AND PSWB**

Revise
- Remind learners what the theme of the week has been.

Tell a story
- Tell a story about someone who wanted to play a sport/be chosen for a team, and how they had to practice and work hard and keep trying to achieve this.
- Allow learners to ask questions to clarify anything they may not have understood.

**PHONICS**

Dictation
- Say each word slowly, twice.
- Learners listen and write each word.
- Afterwards, write the words on the board while demonstrating how to sound them out.
- Learners correct if necessary.

**INDEPENDENT WRITING**

Guess who?
- Remind learners about the forms that they completed.

Choose 3–5 of the completed *I am special* forms to read aloud
- Read the forms aloud to the class.
- Learners guess who filled in the form.
INDEPENDENT WORK

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

GROUP GUIDED READING  Groups D and E

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

PHYSICAL EDUCATION  Activity stations

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

Cool down

TEACHER’S WEEKLY REVIEW

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

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

I have looked ahead to next week to ensure I am prepared and have all I need to start the week.
Inside my body

**PREPARATION**

Flashcards

- bone
- broken
- heal
- hurt
- Love

**FORMAL ASSESSMENT TASKS WEEK 6**

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<tr>
<th>Day</th>
<th>Task</th>
<th>Marks</th>
<th>Location</th>
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<td>Physical Education 1: Obstacle course (10 marks)</td>
<td>PRACTICAL</td>
<td>TG p. ??</td>
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<td>BK/PSWB 1: Dangers in the home (10 marks)</td>
<td>LAB p. 122</td>
<td>TG p. ??</td>
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<td>Friday</td>
<td>Handwriting: Copy sentences (5 marks)</td>
<td>LAB p. 123</td>
<td>TG p. ??</td>
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**GUIDE TO GROUP GUIDED READING (GGR) AND INDEPENDENT WORK (IW)**

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**EQUIPMENT FOR ACTIVITIES**

- scissors and glue
- sticky tape/masking tape, string
- crayons or kokis
- coloured paper
- extra waste materials (for groups that have not been able to collect)
- bags or containers for this week’s letters
- equipment needed for the selected Physical Education activities
**WEEK 6**

**Phonics**
- Introduce letter-sounds XX and XX
- Shared and individual word building

**Handwriting**
- Write letters X and XX

**Assessment**
- Identify letter-sounds XX and XX
- Identify dangers in the home

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

**Read-aloud story**
- Mr Bones

**Pair work**
- Discuss story and make up ending

**Sing / recite**
- Perform Parts of my body song

**Physical Education**
- Activity stations

**Assessment**
- Obstacle course

**Visual Arts**
- Create in 2-D: design a doll using waste materials
- Create in 3-D: make a doll

**Performing Arts**
- Present dolls to class
- Role play: interview dolls

**Shared Reading**
- Paul breaks his arm

**Shared Writing**
- Use question words to tell news

**Independent Writing**
- Write news sentences

**Beginning Knowledge and Personal & Social Well-being**
- Inside my body (BB)
- Identify skeletons
- Outside and inside our bodies: classification

**Assessment**
- Identify dangers in the home

**Theme:** My body

**Week 6:** Inside my body
The king of the animals, King Lion, lived in a cave on the Big Rocks. As he looked out over the African land, he saw some dust. Some of the animals were fighting about food. They all wanted to eat the same thing.

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

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

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

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

‘We must make sure there is enough food for everyone. I have thought about it and this is how it will work. Because I am the king, I will eat the fresh meat. And my two cousins, Leopard and Cheetah, will also be allowed to eat fresh meat.’
The animals *murmured* quietly. King Lion went on. 'Jackal and the smaller animals can eat the little scraps of meat that we leave behind. The rest of you ... you will eat the delicious plants of Africa. Giraffe, you are the tallest so you can eat the leaves off all our tall trees.

Elephants, you are the biggest so you can eat all the ripe fruit on the trees. You can also eat the soft young trees.'

Elephant and Giraffe were pleased.

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

Rho, hippo, buffalo and the other animals were pleased. There would be no more fights.

Before long, all the animals knew what they could eat. They went away and King Lion went back into his cave to have a nap.

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

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

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

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

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

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

MORNING MEETING

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

Celebrate birthdays
• Sing the happy birthday song.

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

READ-ALOUD STORY

Mr Bones

Before reading
• Introduce the story.
• Ask a few questions to link the story to the learners’ experience.

Read the story aloud
• Read the story out loud.
• Explain the vocabulary.

After reading
• Ask questions to explore the theme (see page 93).

BEGINNING KNOWLEDGE AND PSWB

Inside my body

Prior knowledge
• Ask learners to tell you what they think they have inside their bodies.

Read the page
• Using Big Book, read each label and explain the purpose of the organ.

Discuss the page
• Read the labels again. This time, ask learners to touch where they think it is in their bodies.
• See ideas in the Big Book for explaining why this is important.

PHONICS

The sound X

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

Introduce the sounds
• Listen to and say the sounds.
• Notice your mouth.

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

Read the sentence
• Read the sentence slowly together.
• Circle the new sound.

HANDWRITING

• Follow the advice for handwriting lessons on page 7.
• Teach the letter formation of today’s sound.
• Learners write in their exercise books.
• Observe and assist.
INDEPENDENT WORK
- Introduce this week’s independent tasks.
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the first group to the mat for GGR.

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

PHYSICAL EDUCATION ASSESSMENT 1
- Set up an obstacle course before the lesson – outside is best. Include things to balance on, climb over or under, jump between and so on.
- Divide the class into four groups for the week.
- Explain / show what learners must do at each obstacle. Let them practise.

VISUAL ARTS
Discuss LAB page
- Look at the waste materials and identify them.
- Decide how you could make a doll using waste materials.
- Look at the dolls and talk about what materials each one is made from.

Explain task
- Today, small groups plan how to make a doll from waste materials.

Using waste materials
- Tomorrow, groups make the dolls.

Group preparation
- Design a doll and draw a rough sketch on paper.
- Decide what materials you will need.
- At home, collect the materials you need and bring them tomorrow.
TUESDAY

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

LISTENING AND SPEAKING  Mr Bones
Remind learners about the story: Mr Bones
Pairs
• Discuss
  – What was the problem that King Lion tried to solve?
  – What was his solution?

BEGINNING KNOWLEDGE AND PSWB  Identify skeletons
Discuss different animal skeletons
• Look at each animal in the first column. What are their names?
• Look at the next column. These are skeletons – the bones that support the animals’ bodies.
• Talk about animals that have skeletons inside their bodies
Learners work with a partner
• Learners match each creature to a skeleton.

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

HANDWRITING
• Follow the advice for handwriting lessons on page 7.
• Revise the letter formation of yesterday’s sound.
• Learners copy the letters from the cards into their exercise books.
• Observe and assist.
**SHARED READING (1)** Paul breaks his arm

Read
- Read *Paul breaks his arm* to the class
- Ask the Day 1 questions on each page.
- Re-read the story together as a class.

Revise the flashcard words *bone, broken, heal, hurt, x-ray*
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

**INDEPENDENT WORK**

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

**GROUP GUIDED READING** Groups C and D

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

**PHYSICAL EDUCATION ASSESSMENT 1** Group A

Warm up

Activity stations
- Send each group to an activity station.
- Teacher observes and assesses Group A on the obstacle course.

Cool down

Marking:
- See page 161
- Marks: 10

**VISUAL ARTS** Make a doll

Hand out glue, sticky tape, string, waste materials, coloured paper

Groups make their doll
- Learners work in groups to make their doll out of the waste material they collected.
- If something doesn’t work, encourage them to try something else.
- Remind them that it is not how beautiful the dolls look but how hard they tried and how creative they are with the waste materials.

Learners explain what they did
- Tell learners that they will have to tell the class how they made their dolls. They prepare for this once they are done making their dolls.
WEDNESDAY

MORNING MEETING

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

Celebrate birthdays
Sing the happy birthday song.

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

BEGINNING KNOWLEDGE AND PSWB

Outside and inside our bodies

Talk about outside and inside body parts
- Look at each small picture and read the labels.
- Explain that some parts are inside the body and others are outside the body.
- In pairs, learners decide which ones are on the outside and put an X next to them.

Write names of body parts in columns
- Help learners to write the names of the parts that can be seen outside the body in the correct column.
- Now, do the same with the organs that are inside the body.

PHONICS

The sound X

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

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

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

Read the sentence
- Read the sentence slowly together.
- Circle the new sound.

HANDWRITING

- Follow the advice for handwriting lessons on page 7.
- Teach the letter formation of today's sound.
- Learners write in their exercise books.
- Observe and assist.

SHARED READING (2)

Paul breaks his arm

Read from Big Book
- Read Paul breaks his arm with the class.
- Ask the Day 2 questions on each page.
- Re-read the story as a class.

Revise the flashcard words bone, broken, heal, hurt, x-ray
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
**PERFORMING ARTS**

**Present dolls**

- Discuss briefly what a good presentation looks and sounds like.
- In groups, prepare to present the dolls and explain how they made them.
- Tell us about the doll’s character.

**Group presentations**

**Feedback**

What does the class like about each doll?
THURSDAY

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

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

LISTENING AND SPEAKING  Sing / recite
- Teach the song and the actions.
- Learners join in as they can.

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

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

HANDWRITING
- Follow the advice for handwriting lessons on page 7.
- Revise the letter formation of yesterday’s sound.
- Learners copy the letters from the board into their exercise books.
- Observe and assist.

SHARED READING (3)  Paul breaks his arm
Read from Big Book
- Read Paul Breaks his arm with the class.
- Ask the Day 3 questions on each page.
- Re-read the story with the class.

Revise flashcard words bone, broken, heal, hurt, x-ray
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
- Put the flashcards on the Word Wall.
THURSDAY

WRITING  My news

Revise how to write news
• Revise the key questions: when, who, what happened, where?
• Re-read Shared Writing sentences from yesterday.

Learners write their own sentences
• Learners complete LAB page 121.
• They write words and a sentence to fill in the gaps.

INDEPENDENT WORK

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

GROUP GUIDED READING  Groups B and C

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

PHYSICAL EDUCATION ASSESSMENT 1  Group C

Warm up: Group C
Activity stations
• Send each group to an activity station.
• Teacher observes and assesses Group C on the obstacle course.

Cool down

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

PERFORMING ARTS  Role-play

Prepare
• Groups role-play interviewing their dolls.
• Learners take turns asking and answering questions as if they are interviewing a celebrity on TV

Report back to the class
Share some funny questions and answers with the class.

LAB
p. 121
15 min

LAB
pp. 124-131
30 min

LAB pp. 124-131
30 min

Marking:
See page 161
Marks: 10

LAB
p. 121
15 min
FRIDAY

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

Celebrate birthdays
- Sing the happy birthday song.

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

BEGINNING KNOWLEDGE AND PSWB ASSESSMENT 1
Identify dangers in the home
Revise
- Remind learners that you discussed dangers in the home this term.

Do LAB page 122
- Learners work individually to put a cross on each of the dangers shown in the room.

HANDWRITING ASSESSMENT 1
- Ensure that learners have sharp pencils. Do not let them use erasers.
- Learners copy the sentence.
- They put a star above the letter they are most proud of.

INDEPENDENT WRITING
- Take turns reading your news sentences to your group.
- Choose the most interesting news from your group to read to the class.
INDEPENDENT WORK
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

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

LAB pp. 124-131
30 min

GROUP GUIDED READING

PHYSICAL EDUCATION ASSESSMENT 1 Group D
Warm up
Activity stations
- Send each group to an activity station.
- Teacher observes and assesses Group D on the obstacle course.

Marking:
See page 161
Marks: 10

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

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

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

My senses

PREPARATION

Flashcards

smelled  heard  tasted  ate  saw

FORMAL ASSESSMENT TASKS WEEK 7

<table>
<thead>
<tr>
<th>Day</th>
<th>Task</th>
<th>Marks</th>
<th>Resource 1</th>
<th>Resource 2</th>
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<tbody>
<tr>
<td>Monday</td>
<td>Reading 1: Individual Read-aloud</td>
<td>10</td>
<td>LAB p. 136</td>
<td>TG p. ??</td>
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<tr>
<td>Thursday</td>
<td>Performing Arts 1: Group song</td>
<td>10</td>
<td>PRACTICAL</td>
<td>TG p. ??</td>
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<tr>
<td>Friday</td>
<td>Phonics 1: Sounds</td>
<td>5</td>
<td>LAB p. 145</td>
<td>TG p. ??</td>
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<tr>
<td></td>
<td>Phonics 2: Dictation</td>
<td>10</td>
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</table>

GUIDE TO READING AND COMPREHENSION ASSESSMENT 1 AND INDEPENDENT WORK (IW)

<table>
<thead>
<tr>
<th>Group</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tr>
<td>Group A</td>
<td>Reading assessment</td>
<td>IW page 1</td>
<td>IW page 2</td>
<td>IW page 3</td>
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<td>Group B</td>
<td>1</td>
<td>2</td>
<td>Reading assessment</td>
<td>3</td>
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<td>Group C</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>Reading assessment</td>
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<td>Group D</td>
<td>1</td>
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<td>Group E</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

EQUIPMENT FOR ACTIVITIES

- pencil and scissors
- A4 blank paper
- crayons, kokis or watercolour paints
- clay/plasticine/playdough or real dough (recipes can be found on the internet)
- buttons/sweets/raisins
- bottle or rolling pin
- paper plates, different types of foods
- bags or containers for this week's letters
- equipment needed for the selected Physical Education activities
- non-see-through plastic packet and five items for mystery bag that will fit inside
Week 7:

**Phonics**
- Introduce letter-sounds XX and XX
- Shared and individual word building

**Assessment 1**
- Write letters for sounds

**Assessment 2**
- Dictation

**Handwriting**
- Write letters X and XX

**Visual Arts**
- Scribble pattern with eyes closed
- Make a gingerbread man

**Performing Arts**
- Feel and describe mystery objects

**Assessment**
- Groups perform song with actions

**Physical Education**
- Activity stations

**Life Skills**
- Your senses (BB)
- Senses and body parts: matching
- Identifying tastes on tongue

**Reading**
- The Gingerbread Man
- Read LAB page out loud
- 8 IW pages

**Shared Reading**
- The Gingerbread Man

**Independent Writing**
- Write own lists

**Shared Writing**
- List five things: categorise

**Beginning Knowledge**

**Listening and Speaking**
- Identify sounds

**Theme:**
- My body
- My senses
Once upon a time there was an old woman who loved to bake. She baked delicious biscuits and cakes. One day she made some gingerbread. She made it into the shape of a Gingerbread Man with a head, two arms and two legs. She put in raisins for eyes. Then she put it into the oven to bake.

When the Gingerbread Man was cooked, she opened the oven. It smelled wonderful. [Make a sniffing action.]

The old woman was looking forward to eating it with her tea. But, oh no! Something strange happened! The Gingerbread Man suddenly came to life. He jumped out of the oven. He ran to the window. He jumped out of the window. And then he ran away!

‘STOP! STOP!’ shouted the old woman, chasing after him.
But the Gingerbread Man just laughed cheekily. He sang, ‘RUN, RUN AS FAST AS YOU CAN, YOU CAN’T CATCH ME, I’M THE GINGERBREAD MAN.’ (Can you all sing that with me?)

The Gingerbread Man ran across the yard and into a field. There he met Cow. Cow sniffed the wonderful smell. She tried to stop the Gingerbread Man.

‘STOP! STOP!’ shouted Cow.

But the Gingerbread Man ran away from Cow. He laughed cheekily and sang, ‘Run, run as fast as you can, you can’t catch me, I’m the Gingerbread Man.’ (Can you all sing that with me again?)

Over the hill, Gingerbread Man met Pig. Pig sniffed the wonderful smell. He tried to stop the Gingerbread Man. ‘STOP! STOP!’ shouted Pig.

But the Gingerbread Man ran away from Pig. He laughed cheekily and sang. (What did he sing?) ‘RUN, RUN AS FAST AS YOU CAN, YOU CAN’T CATCH ME, I’M THE GINGERBREAD MAN.’

The Gingerbread Man went on running and running. But, oh dear, he came to a wide river. He couldn’t cross the river. Crocodile was in the river. He smelled the wonderful smell and heard people shouting, ‘STOP! STOP!’ He saw Pig and Cow and the old woman chasing the Gingerbread Man.

‘I will carry you across the river, Mr Gingerbread Man,’ said Crocodile. ‘Quick, hop onto the tip of my nose. I can’t eat you if you are on my nose.’

Gingerbread Man saw Pig and Cow and the old woman close behind him. ‘OK,’ he said, and he jumped onto Crocodile’s nose.

Crocodile began to swim across the river. But when he got to the middle, the smell was so wonderful, he couldn’t help himself. He tossed the Gingerbread Man up in the air. Then he caught him in his great big mouth. CRUNCH CRUNCH CRUNCH. He ate Gingerbread Man all up.

‘Mmm, that tasted delicious,’ he said.

The old woman and Cow and Pig saw the Gingerbread Man being eaten up. They went home to find something else to eat. And that was the end of the Gingerbread Man.
MONDAY

MORNING MEETING

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

Celebrate birthdays
- Sing the happy birthday song.

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

READ-ALOUD STORY

The Gingerbread Man

Before reading
- Introduce the story.
- Ask a few questions to link the story to the learners’ experience.

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

After reading
Ask questions to explore the theme (see page ??).

BEGINNING KNOWLEDGE AND PSWB

Your senses
- Explain that some people can see things that are far away better than things that are close – and the other way around.
- Talk about how some people can hear very soft sounds, and others none at all or only loud sounds.

Prior knowledge
- Ask learners if they know what senses are.

Read the page
- Ask this question after you have read each one: What pattern do you notice about how the text is written?

Talk more about senses
- Talk about how some people like the taste of sweet things and others the taste of salty things.

PHONICS

A new sound

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

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

Identify words with the sounds
- Learners can provide more words with the sounds.

Read the sentence
- Read the sentence slowly together.
- Circle the new sound.

HANDWRITING

- Follow the advice for handwriting lessons on page 7.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe posture, and assist.
INDEPENDENT WORK
- Introduce this week’s independent tasks.
- Learners do two tasks a day unless they have Reading Assessment 1.
- Remind them to work quietly on their own.
- When class is settled, call the first learner to read.

READING ASSESSMENT 1 Group A
Group
- Whole group comes to the mat, with their LABs.
- They whisper-read the Shared Reading stories in the LAB while you conduct assessment.
Assessment
- Call one learner at a time to read LAB page 136 to you.
- Each child learner for 3 minutes, regardless of how many sentences they read.

PHYSICAL EDUCATION
Activity stations
- Learners role-play the activities.
Whole class activity
- If you have time, play a game, such as catchers, red rover, hide-and-seek.

VISUAL ARTS
Scribble patterns
- With a pencil, they make a scribble pattern for just 1-2 seconds. Do not press hard.
- Open eyes and go over the lines.
- Colour in each shape or make patterns in the shapes using crayons, kokis or paint.

Hand out paper and pencil, crayons/kokis or paint
- Make a scribble pattern with your finger
- Demonstrate drawing a scribble pattern on the board.
- Ask learners to use their fingers to make a scribble pattern on their desks.
Draw a scribble pattern with your eyes closed
- Tell learners to close their eyes and to feel the edge of their paper and hold it still with one hand.
TUESDAY

MORNING MEETING

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

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

LISTENING AND SPEAKING

Remind learners about the story: The Gingerbread Man

Think-pair-share
- Each learner thinks of a question about the story.

The Gingerbread man
- They ask their partner the question, and then swap.
- Some pairs share questions and answers with the class.

BEGINNING KNOWLEDGE AND PSWB

Revise the five senses with the class
- Ask why each sense is important.
- Sensitively discuss some physical challenges.

Learners link senses to body parts
- Learners draw a line from the sense to the part of the body.

PHONICS

Build the word

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

Build the words together
- Call a learner to the board for each word.
- Say the word aloud. Ask: What is the first sound? So, what is the first letter? And so on.

LAB p. 140

Put the letters in a container/bag to use again

LAB p. 139

HANDWRITING

- Follow the advice for handwriting lessons on page 7.
- Revise the letter formation of yesterday’s sound.
- Learners copy the letters from the cards into their exercise books.
- Observe and assist.
**SHARED READING (1)**

**The Gingerbread Man**

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

**Revise the flashcard words**
- smelled, heard, tasted, ate, saw
  - Hold up the flashcards and say the words aloud with the learners.
  - Match the flashcards to a word in the Big Book.

---

**INDEPENDENT WORK**

- Learners do two tasks a day unless they have Reading Assessment 1.
- Remind them to work quietly on their own.
- When class is settled, call the next learner to read.

---

**READING ASSESSMENT 1 Group B**

**Group**
- Whole group comes to the mat, with their LABs.
- They whisper-read the Shared Reading stories in the LAB while you conduct assessment.

**Assessment**
- Call one learner at a time to read LAB page 136 to you.
- Each learner reads for 3 minutes, regardless of how many sentences they read.

---

**PHYSICAL EDUCATION**

**Activity stations**

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

**Cool down**

---

**VISUAL ARTS**

**A Gingerbread Man**

**Hand out**
- clay/plasticine/play-dough or cookie dough, buttons/sweets/raisins, bottles or rolling pins, paper, pencil and scissors

**Make and decorate a gingerbread man**
- Demonstrate how to roll dough, mark the shape, cut out and decorate.
- Learners make gingerbread men.

- Dry in the sun or bake according to the recipe.

**If no dough is available, make a paper gingerbread man**
- Draw the outline as big as possible on a sheet of A4 paper.
- Colour it in.
- Cut it out and display it.
**WEDNESDAY**

### MORNING MEETING

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

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

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

### BEGINNING KNOWLEDGE AND PSWB

**Equipment for each group:**
a paper plate with tiny amounts of 3–4 types of food, for example: a lemon segment cut into small pieces and teaspoons of salt, coffee granules and sugar or jam.

**Talk and taste**
- Where on our bodies do we taste?
- Learners taste a tiny bit of each food on different parts of their tongue.

**Four tastes**
- What tastes sweet/sour/ salty/bitter?

**Explain taste buds**
- Each part of our tongue tastes a different taste:
  - tip of tongue: sweet
  - sides: salty and sour
  - back: bitter

**Complete the LAB page**

### ABC PHONICS

**A new sound**

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

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

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

**Read the sentence**
- Read the sentence slowly together.
- Circle the new sound.

### HANDWRITING

- Follow the advice for handwriting lessons on page 7.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist.

### SHARED READING (2)

**The Gingerbread Man**

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

**Revise the flashcard words**
- smelled, heard, tasted, ate, saw

- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
**SHARED WRITING**

**Lists**

**Prepare the board**
- Divide class into groups and give each group a heading.
- Together, they must write a list of five things for that heading.

**Read the lists to the class**
- Learners can read their lists aloud to the class.
- Choose one to write on the board.

**INDEPENDENT WORK**

- Learners do two tasks a day unless they have Reading Assessment 1.
- Remind them to work quietly on their own.
- When class is settled, call the first next learner to read.

**READING ASSESSMENT 1**

**Group C**

**Group**
- Whole group comes to the mat, with their LABs.
- They whisper-read the Shared Reading stories in the LAB while you conduct assessment.

**Assessment**
- Call one learner at a time to read LAB page 136 to you.
- Each learner reads for 3 minutes, regardless of how many sentences they read.

**PHYSICAL EDUCATION**

**Activity stations**

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

**Cool down**

**PERFORMING ARTS**

**Group mystery bag**

**Prepare**
- Each group must prepare a mystery bag.
- They can talk about what to put in their group’s mystery bag. Objects can be from inside or outside.
- They must place five items inside their bags.

**Groups guess what is inside other groups’ bags**
- Swap bags with another group.
- Learners take turns to put their hands inside the bags and feel an object.
- They describe it without taking it out of the bag.
- They guess what it is and then can take it out to see if they are correct.
**THURSDAY**

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

**LISTENING AND SPEAKING**  
**Listening game**  
- Listen for two minutes.  
- What was the furthest sound you heard?  
- Nearest sound?  
- Loudest sound?  
- Softest sound?  
- Most interesting sound?

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

**HANDWRITING**  
- Follow the advice for handwriting lessons on page 7.  
- Revise the letter formation of yesterday’s sound.  
- Learners copy the letters from the cards into their exercise books.  
- Observe and assist.

**SHARED READING (3)**  
**The Gingerbread Man**  
- Read from Big Book  
  - Read The Gingerbread Man with the class.  
  - Ask the Day 3 questions on each page.  
  - Re-read the story with the class.  
- Revise flashcard words smelled, heard, tasted, ate, saw  
  - Hold up the flashcards and say the words aloud with the learners.  
- Match the flashcards to a word in the Big Book.  
- Put the flashcards on the Word Wall.
**INDEPENDENT WRITING**  Lists

Re-read Shared Reading sentences from yesterday
Remind learners of the features of a list: heading (capital letter, underlined), numbered, no caps for list, items on new lines).

**Learners make two lists of their own choosing**
- Learners use the two frames in the LAB to make their own lists.

**INDEPENDENT WORK**
- Learners do two tasks a day unless they have Reading Assessment 1.
- Remind them to work quietly on their own.
- When class is settled, call the first next learner to read.

**READING ASSESSMENT 1**  Group D

**Group**
- Whole group comes to the mat, with their LABs.
- They whisper-read the Shared Reading stories in the LAB while you conduct assessment.

**Assessment**
- Call one learner at a time to read LAB page 136 to you.
- Each learner reads for 3 minutes, regardless of how many sentences they read.

**PHYSICAL EDUCATION**  Activity stations

**Warm up**

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

**Cool down**

**PERFORMING ARTS ASSESSMENT 1**

**Prepare**
- Divide class into 6 groups. They choose a short song to perform, with actions.
- Go outside to practise

**Perform**
- Call groups inside to perform one at a time.
- Tell them that you are assessing them on the following criteria: singing together, in tune and in time, rhythm and movements.

**Marking:** See page 160  
**Marks:** 10
**FRIDAY**

**MORNING MEETING**

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

Celebrate birthdays
- Sing the happy birthday song.

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

**PHONICS ASSESSMENTS 1 AND 2**

**Phonics Assessment 1: Sounds (5 marks)**
- In row 1, write the letters for the sounds I say.

**Phonics Assessment 2: Dictation (10 marks)**
- Say each word twice only.
- Learners write the word in best handwriting.

**INDEPENDENT WRITING**

**Editing**

Prepare
- With learner’s help, make sample lists on board (eg Senses, parts of leg, parts of arm, inside parts)

Pairs: swap lists from Independent Writing
- Read your partner’s list. Check that it makes sense.
- Check the spelling by looking at the board.
- Underline any words you think are spelled incorrectly.

Individuals: Do spelling corrections
- Get your own book back.
- Check the spelling on the board and correct your spelling mistakes.
- Use a ruler to cross out the incorrect word. Write it correctly above.
INDEPENDENT WORK

- Learners do two tasks a day unless they have Reading Assessment 1.
- Remind them to work quietly on their own.
- When class is settled, call the first next learner to read.

READING ASSESSMENT 1  Group E

Group
- Whole group comes to the mat, with their LABs.
- They whisper-read the Shared Reading stories in the LAB while you conduct assessment.

Assessment
- Call one learner at a time to read LAB page 136 to you.
- Each learner reads for 3 minutes, regardless of how many sentences they read.

PHYSICAL EDUCATION  Activity stations

Warm up

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

Cool down

TEACHER’S WEEKLY REVIEW

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

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

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

PREPARATION

Flashcards

- germ
- care
- soap
- fresh
- sick

FORMAL ASSESSMENT TASKS WEEK 8

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<th>Activity</th>
<th>Marks</th>
<th>Lab Page</th>
<th>Teacher Guide Page</th>
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<tr>
<td>Monday</td>
<td>Listening &amp; Speaking 1: Comprehension (10 marks)</td>
<td>10</td>
<td>159</td>
<td>??</td>
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<td></td>
<td>Visual Arts 1: Draw your family news (10 marks)</td>
<td>10</td>
<td>159</td>
<td>??</td>
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<tr>
<td>Tuesday</td>
<td>BK/PSWB 2: Parts of body (10 marks)</td>
<td>10</td>
<td>163</td>
<td>??</td>
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<td>Listening &amp; Speaking 2: Talk about your drawing (10 marks)</td>
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<td>Thursday</td>
<td>Reading 2: Comprehension (10 marks)</td>
<td>10</td>
<td>167</td>
<td>??</td>
</tr>
<tr>
<td>Thursday</td>
<td>Writing 1: News (10 marks)</td>
<td>10</td>
<td>168</td>
<td>??</td>
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GUIDE TO GROUP GUIDED READING (GGR) AND INDEPENDENT WORK (IW)

- GGR: 2 x 15 minutes per group
- Emergent reading activities
- IW: 8 pages

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Group A

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<th></th>
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<th>IW 1</th>
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<th>IW 3</th>
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<tr>
<td>Group B</td>
<td>1</td>
<td>GGR 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>GGR 2</td>
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<td>5</td>
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<td>7</td>
<td>8</td>
<td>GGR 2</td>
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</table>

EQUIPMENT FOR ACTIVITIES

- crayons or pencil crayons.
- bags or containers for this week’s letters
- equipment needed for the selected Physical Education activities

[Insert QR code?]
**Theme: Keeping my body safe**

**Week 8: Keeping safe from germs**

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

- **Phonics**
  - Introduce letter-sounds XX and XX
  - Shared and individual word building
  - Caterpillar word game

- **Handwriting**
  - Write letters X and XX

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

- **Shared Reading**
  - Busi and Gogo

- **Reading Assessment 2**
  - Answer questions about the story

- **Visual Arts Assessment 1**
  - Draw family news

- **Performing Arts**
  - Mini choirs: interpret and perform

- **Physical Education**
  - Activity stations

- **Writing Assessment 1**
  - Write a sentence of news

- **Beginning Knowledge and Personal & Social Well-being**
  - Keeping safe from germs (BB)

- **Assessment 2**
  - Label parts of body
  - Discuss vaccinations

- **Reading**
  - Florence Nightingale: Germ Buster

- **L&S Assessment 1**
  - Listening comprehension

- **L&S Assessment 2**
  - Talk about your drawing

- **Sing / recite**
  - Sing a number rhyme

- **Writing**
  - Write a sentence of news

- **Phonics**
  - Introduce letter-sounds XX and XX
  - Shared and individual word building
  - Caterpillar word game

- **Handwriting**
  - Write letters X and XX
Germs, and their cousins, viruses, are not a nice, little creatures. They have many spikey arms and legs and lots of sharp teeth to bite people. If a germ bites you, or you swallow one, you can get very sick. But the problem is that germs and viruses are so tiny no-one can see them.

They are invisible. They live in the air and on the things we touch, even on our bodies but you will never see them. You can breathe one in or touch one and you won’t know you have until you get sick. Also, every minute, germs multiply. Where there is one germ, a second later there are two, and two seconds later, four and an hour later, over 100 germs. Germs live everywhere around us.

Long ago there was a person who showed us how to beat germs. That person was called Florence Nightingale. She grew up in a small village in a country called England. At that time, most girls didn’t go to school but Florence’s father wanted his daughters to learn and gave them lessons in science and history and maths. Florence liked to help the ill and poor people in the community. She would pack a basket with fresh fruit, vegetables and a loaf of bread and write a note to tell the family she hoped they would get better soon. Then she would take the basket to the house and leave it outside the door for the sick family.
She asked her mother why some people became sick, but her mother didn’t know. Not many people knew about germs in those days. So, Florence decided to become a nurse and try to find out. To become a nurse, you have to go to nursing college. There was no school for nurses in England so, when she was 16, Florence travelled to Germany to train as a nurse.

There, she learnt about germs for the first time. She learnt that germs make people sick. She also learnt that germs love dirt.

When she went back to England she started to work in a hospital. She told the other nurses to keep the hospital very clean, to wash the patients each day and wash their own hands with soap and water. She also kept the windows of the hospital open for fresh air. The germs hated the clean, airy hospital, and many of the patients got better.

The government heard of this wonderful nurse and asked her to go to a soldier’s hospital.

Many soldiers had been wounded in a war and weren’t getting better. When she got to the hospital, she saw that the patients were dirty, the hospital was dirty, the bandages were dirty and the water they drank was not clean. There were germs everywhere! Florence asked the soldiers to help her scrub the hospital, from top to bottom. She opened all the windows to let in fresh air and washed all the blankets and bandages with hot water and soap. Then she set up a kitchen to make sure the soldiers only drank clean water and had fresh food to eat. Every night she walked around the hospital to see if the sick soldiers were getting better. She carried a little lamp. The soldiers called her The Lady with the Lamp.

When she got back from the soldiers’ hospital, she started a nursing school in England to train other nurses to fight germs. Because of this she became one of the most famous nurses in history and a famous germ-buster. Today nurses all over the world, even in South Africa, have a little lamp on their nurse badges to remember Florence Nightingale and her fight against germs.
**MORNING MEETING**

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

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

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

**READ-ALOUD STORY**

**Florence Nightingale: Germ Buster**

**Before reading**
- Explain that learners should listen carefully so that they can do assessment afterwards.

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

**Read the story aloud and explain vocabulary**

**LISTENING AND SPEAKING ASSESSMENT 1**

**Florence Nightingale: Germ Buster**

**Prior knowledge**
- Who remembers wearing a mask? Why did we have to do that?

**Read the page**
- Read the sentences and discuss the pictures.
- What else can we do to stay healthy?

**BEGINNING KNOWLEDGE AND PSWB**

**Keeping safe from germs**

**BB p. 36**

**30 min**

**LAB p. 160**

**PHONICS**

**A new sound**

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

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

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

**Read the sentence**
- Read the sentence slowly together.
- Circle the new sound.
HANDWRITING
- Follow the advice for handwriting lessons on page 7.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist.

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

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

PHYSICAL EDUCATION Activity stations
- Learners role-play the activities.

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

INTRODUCTION TO ACTIVITY STATIONS
- Show the equipment and explain the four activities for the week.

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

**MORNING MEETING**  News

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

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

**BEGINNING KNOWLEDGE AND PSWB ASSESSMENT 2**  Parts of the body

- Read the words with learners and explain the task.
- Learners complete LAB page individually.

**PHONICS**  Build the words

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

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

**Handwriting**

- Follow the advice for handwriting lessons on page 7.
- Revise the letter formation of yesterday’s sound.
- Learners copy the letters from the cards into their exercise books.
- Observe and assist.

**SHARED READING (1)**  Busi and Gogo

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

**Revise the flashcard words germ, mask, soap, fresh, sick**
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
INDEPENDENT WORK
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

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

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

LISTENING AND SPEAKING ASSESSMENT 2
- Settle the class to do Independent Work pages 178 and 179.
- Call learners one at a time to show you their drawing of their family news.
- Ask them 2-3 of these questions about their drawings:
  - Who is in the picture?
  - How old is ...?
  - What are you doing?
  - What did you do first?
  - Where is this happening?
- Assess half of the class today.

MARKING:
See page 150
Marks: 10

Say Hi to 060 017 0000 for questions to ask about the story
WEEK 8 • KEEPING MY BODY SAFE

MORNING MEETING

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

Celebrate birthdays
- Sing the happy birthday song.

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

LISTENING AND SPEAKING

Sing / recite

Teach a number rhyme
- Link the rhyme to this week’s theme.
- Learners join in as they can.

Five little gingerbread men
Five little gingerbread men lying on a tray.
One jumped up and ran away.
Shouting, “Catch me, catch me, catch me if you can ...
I’m really quick, I’m a gingerbread man!”

Four little, … three little, … two little, … one little, …

No more gingerbread men lying on a tray.
They all jumped up and ran away.
Oh, how I wish they had stayed with me to play.
Next time I’ll eat them before they run away.

PHONICS

Fill in missing sound
- At a fast pace, show some flashcards of letters taught. Learners say the sound.
- Complete LAB page

HANDWRITING

- Follow the advice for handwriting lessons on page 7.
- Teach the letter formation of today’s sounds.
- Learners write in their exercise books.
- Observe and assist.

SHARED READING (2) Busi and Gogo

Read from Big Book
- Read Busi and Gogo with the class.
- Ask the Day 2 questions on each page.
- Re-read the story as a class.

Revise the flashcard words germ, mask, soap, fresh, sick
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
**INDEPENDENT WORK**

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

**GROUP GUIDED READING**

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

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

**PHYSICAL EDUCATION**

**Activity stations**

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

**LISTENING AND SPEAKING: ASSESSMENT 2 (CONTINUED)**

- Settle class to do independent Work pages or to draw.
- Call learners to answer 2–3 of these questions about their drawings of their family news:
  - Who is in the picture?
  - How old is...?
  - What are you doing?
  - What did you do first?
  - Where is this happening?
- Complete assessment today.
THURSDAY

MORNING MEETING  

**News**  

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

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

---

ABC  

**PHONICS**  

**Build the words**  

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

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

---

**HANDWRITING**  

**15 min**  

- Follow the advice for handwriting lessons on page 7.  
- Revise the letter formation of yesterday’s sound.  
- Learners copy the letters from the cards into their exercise books.  
- Observe and assist.

---

**SHARED READING (3)**  

**Busi and Gogo**  

**Read from Big Book**  
- Read *Busi and Gogo* with the class.  
- Ask the *Day 3* questions on each page.  
- Re-read the story with the class.

**Revise flashcard words germ, mask, soap, fresh, sick**  
- Hold up the flashcards and say the words aloud with the learners.  
- Match the flashcards to a word in the Big Book.  
- Put the flashcards on the Word Wall.

---

**READING ASSESSMENT 2**  

**Busi and Gogo**  

**15 min**  

- Learners find the story *Busi and Gogo* in their LAB (see page 155). Read it together.  
- Learners bookmark the story.  
- Turn to LAB page 167. Read the questions to learners.  
- Encourage them to look at the story again to find the answers (it is not a memorisation activity)

---

Marking:  
See page 152  
Marks: 10
THURSDAY

WRITING ASSESSMENT 1  News
Revise
• Recap the key questions for writing news: when, who, where, what happened?
• Revise sentence punctuation.
Think and write
• Learners think what they are going to write about.
• They write at least one sentence of news.

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

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

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

PERFORMING ARTS  Mini choirs
Groups form mini choirs and practise singing a song
• In groups, learners choose a song or hymn that they all know.
• They decide where in the song they will sing loudly and where they will sing softly.
• They can also decide whether group members have solo parts.
• They practise until you call them back.
Have a mini choir festival
• Listen to each group’s song.
FRIDAY

MORNING MEETING

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

Celebrate birthdays
• Sing the happy birthday song.

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

LISTENING AND SPEAKING

Caterpillar word game
Pairs
• Throw dice or point at the numbers with closed eyes.
• Move counter that number of spaces.
• Read the word.
• Repeat.

Review the week

Allow learners to review the week
• Ask learners to name their favourite activities from the week.
• Also, allow them to say which activities they did not like and why.

BEGINNING KNOWLEDGE AND PSWB

Talk to learners about vaccinations
• Vaccinations are injections or drops that help protect our bodies from certain germs.

Discuss the vaccinations that learners have had
• Most children in South Africa have had a standard set of vaccines when they were babies.

Discuss vaccinations
• The smallpox vaccine was the first vaccination.
• The newest vaccines in the world are for COVID-19.

PHONICS

LAB

p. 169

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

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

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

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

I have scheduled a time next week for:
• any class catchup or general feedback that is needed
• individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.
I have looked ahead to next week to ensure I am prepared and have all I need to start the week.
Keeping safe from others

PREPARATION

Flashcards

welcome teased bully unkind pushed

GUIDE TO GROUP GUIDED READING (GGR) AND INDEPENDENT WORK (IW)

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

EQUIPMENT FOR ACTIVITIES

- A4 paper or cardboard for 2 activities
- crayons, paints or kiks
- bags or containers for this week’s letters
- equipment needed for the selected physical education activities

[Insert QR code?]
WEEK 9

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

Read-aloud story
- *Kiki*

Sing / recite
- A number rhyme
- An action song

Pair work
- Dialogue

Physical Education
- Activity stations

Shared Reading
- *Kiki*

Write a class story

Independent Writing
- Answer questions

Phonics
- Revise sounds
- Shared and individual word building
- Dictation

Handwriting
- Revision: write today’s sounds

Visual Arts
- Make a friendship flower
- Draw a friendly alien

Performing Arts
- Stop bullying: role play
- Problem solving: role play

Beginning Knowledge and Personal and Social Well-being
- Our class’s anti-bullying rules (BB)
- Problem solving
- The PANTS rules
- Teacher’s story: learning from rules

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

Reading

Listening and Speaking

Theme: Keeping my body safe

Week 9: Keeping safe from others

Life Skills

Phonics

Performing Arts

Stop bullying: role play
Problem solving: role play

Theme: Keeping my body safe

Week 9: Keeping safe from others

Visual Arts

Make a friendship flower
Draw a friendly alien

Performing Arts

Stop bullying: role play
Problem solving: role play

Beginning Knowledge and Personal and Social Well-being

Our class’s anti-bullying rules (BB)
Problem solving
The PANTS rules
Teacher’s story: learning from rules

Handwriting

Revision: write today’s sounds

Physical Education

Activity stations

Phonics

Revise sounds
Shared and individual word building
Dictation
In a place far away, there lived some friendly **aliens**. They looked a little like humans but these aliens had green skins and blue hair. And they had purple dots on their skin! *(Explain as much about aliens as necessary for this story to make sense to the learners.)*

Close your eyes and think about what they looked like. *(Give children a minute.)* Would you like to see a picture of one? Are they **similar** to what you **imagined**? *(Show the Big Book story page 1.)*

Well, just like you, these children had to go to school. They had to learn how to read and write and count. Their class teacher was Mr Maggs. The children all loved him. One day he told the class, ‘There is a new child in our class today. We need to make her feel welcome. Her name is Kiki.’

Kiki came in shyly. She looked a little different from the other children. She had pink spots instead of purple ones. A few of the children giggled when they saw her. *(Was that kind?)*
Soon it was break time. Kiki’s mom had packed her sandwiches, chips and a bottle of juice. Kiki went to eat and play with the other children. But no sooner had she gone outside than one of the big boys grabbed her chips and her juice and ran away. Then two girls grabbed her sandwiches and threw them on the ground and jumped on them so that she couldn’t eat them. Kiki began to cry. But no-one helped her. The girls began to tease her. They called her Cry-baby and Silly Pink Spot.

Kiki sat all by herself and cried because no-one wanted to play with her. She had been so excited to come to a new school and now she just wanted to go home. Poor Kiki.

When she got home, her mom noticed she wasn’t smiling. She asked, ‘Kiki, did something happen at school? You can always tell me.’

Kiki told mom what had happened. Her mom told her, ‘When children hurt your feelings or are mean on purpose, it is called bullying. No-one should be bullied. You must tell Mr Maggs. And don’t be afraid to say, “No. Don’t do that” in a loud voice if someone bullies you.’

The next day, Kiki told Mr Maggs what had happened. He talked to the class. ‘I am very disappointed to hear you hurt Kiki’s feelings yesterday,’ he said. ‘That is bullying. I don’t like bullies. We are all one class, big and small, old and young, green spots or pink spots or yellow spots.’

At break that day, Kiki went outside with her head held up high. She did not let the children see she was scared. When the big boy came towards her, she said loudly, ‘No, this is my lunch.’ Then she added, ‘But you can have a chip if you would like.’ She offered him a chip.

Then she marched to a bench to eat her lunch. She smiled at everyone. After a while, a shy girl called Mimi came to sit with her. Kiki knew they would be friends.

That day Kiki came home with a smile on her face.

Did these aliens look like us?
How were they different?
Do you understand what bullying is?
Was there bullying in the story?
Who was bullied?
Who were the bullies?
MONDAY

MORNING MEETING

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

Celebrate birthdays
• Sing the happy birthday song.

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

READ-ALOUD STORY

Kik i

Before reading
• Introduce the story.
• Ask a few questions to link the story to the learners’ experience.

Read the story aloud
• Read the story out loud.
• Explain the vocabulary.

After reading
• Ask questions to explore the theme (see page ??).

BEGINNING KNOWLEDGE
AND PSWB

Class discussion: What is bullying?
• Discuss what ‘bullying’ means and what it looks like.
• Talk about the different kinds of bullying: physical, verbal, relational.
• How does being bullied make people feel?

Read and discuss the page
• Read the rules together.
• Reiterate the importance of rules for keeping people in check.
• Talk about what happens when you break a rule.

PHONICS

Revise sounds
• At a fast pace, show some flashcards of letters taught. Learners say the sound.
• Complete the LAB page
  – Look at the picture.
  – Say the word in your head.
  – What is the first letter-sound?
  – Write the capital and lower case letters
  – Let’s check.

HANDWRITING

• Follow the advice for handwriting lessons on page 7.
• Revise letter formation of letters taught this term
• Learners write in their exercise books.
• Observe and assist.
INDEPENDENT WORK

- Introduce this week’s independent tasks.
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the first group to the mat for GGR.

GROUP GUIDED READING

Groups A and B

First reading
- Introduce the story.
- Read the story.
- Learners must whisper-read the story to themselves.
- Stop at the end of each page and teacher asks questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

PHYSICAL EDUCATION

Activity stations

Prepare
- Choose four different activities from pages X and X for the week.
- Prepare the equipment.
- Divide the class into four groups for the week.

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

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

VISUAL ARTS

Make a friendship flower

Hand out paper, crayons

Discuss
- What do friends do? Write words on the board, for example, help others, be kind, play together, share, love, smile, say sorry.

Make a friendship flower
- Draw a flower that has four petals. Make sure the petals are big enough for you to write words and colour them in.

- Choose four words from the board. Write them on the petals.
- Colour in and cut out your flower.

Make a friendship garden display
- Learners ‘plant’ their friendship flowers in the Friendship Garden display.
TUESDAY

**MORNING MEETING**  News

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

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

**LISTENING AND SPEAKING**

**Dialogue**
- They must use the conversation starters to make a dialogue about scenarios you give them, for example:
  - called a boy a name
  - told a girl she was stupid
  - wouldn’t let someone join the game
  - teased a boy about his clothes
  - pushed a boy in the line
  - took away somebody’s chips

**Prepare**
- Learners cut out the letter cards for the week (LAB p. XX)
- Display the same teacher cards randomly on the board. Read together.
- Where they see the dots is where they need to fill in the details.

**Pairs**
- Learners decide who is A and who is B.

**BEGINNING KNOWLEDGE AND PSWB**

**Problem solving**

**Look at the pictures**
- Read what the children are saying.

**Discuss the pictures**
- How could the story have a positive outcome?
- What could the person say to solve the problem?

**ABC PHONICS**

**Build the words**

**Prepare**
- Let learner find the letter cards and place in the correct position.
- Other learners try to copy the word with their own cards.

**Build the words together**
- Call a learner to the board for each word.
- Say the word aloud. Ask: What is the first sound? So, what is the first letter? And so on.

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

**HANDWRITING**

- Follow the advice for handwriting lessons on page 7.
- Revise letter formation of letters taught this term
- Learners copy the letters from the cards into their exercise books.
- Observe and assist.
**TUESDAY**

**VISUAL ARTS**

**Draw a friendly alien**

- Hand out paper, pencils, crayons/kokis
- Close eyes and imagine a friendly alien
- Encourage learners to be creative and adventurous.
- How many eyes, arms, legs does the alien have? What colours does it have?
- Learners draw their alien
- Learners must keep their drawings for a writing activity later in the week.

---

**INDEPENDENT WORK**

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

---

**GROUP GUIDED READING**

**Groups C and D**

**First reading:**
- Introduce the story.
- Read the story.
- Learners must whisper-read the story to themselves.
- Stop at the end of each page and teacher asks questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

---

**PHYSICAL EDUCATION**

**Activity stations**

**Warm up**

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

**Cool down**

---

**SHARED READING (1)**

**Kiki**

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

**Revise the flashcard words**

- welcome, teased, pushed, bully, unkind
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

---

**LAB pp. 180-183**

**PHYSICAL EDUCATION**

**Activity stations**

**Warm up**

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

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- Learners must whisper-read the story to themselves.
- Stop at the end of each page and teacher asks questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

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**INDEPENDENT WORK**

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.
WEEK 9 • KEEPING MY BODY SAFE

**MORNING MEETING**

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

Celebrate birthdays
Sing the happy birthday song.

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

**BEGINNING KNOWLEDGE AND PSWB**

What does it mean if something is private?
- Some parts of our body are private parts – they are only for us.

Read and discuss
- Privates are privates. Your underwear covers your private parts.
- Always remember your body belongs to you. No-one should make you do things that make you uncomfortable.

**The PANTS rules**
- No means no. You can say no to anyone – a family member, someone you love or a stranger.
- Talk about bad secrets. If a secret makes you feel sad or worried, tell someone.
- Speak up. Tell a grown up (mom, a family member, a teacher or another adult). Or phone Childline (08000 55555 – free).

**PHONICS**

Revision
- At a fast pace, show some flashcards of letters taught. Learners say the sounds.

Complete LAB page
- What is this picture?
- What sound do you hear at the beginning of the word?
- Write the words

**HANDWRITING**

- Follow the advice for handwriting lessons on page 7.
- Revise the letter formation of the sounds learned in Term 1.
- Learners write in their exercise books.
- Observe posture, and assist.

**SHARED READING (2)**

Kiki

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

Revisit the flashcard words welcome, teased, bully, unkind, pushed
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
PERFORMING ARTS
Role-play: Stop bullying

Introduce the activity
- There are usually three people in a bullying situation: the bully, the person being bullied, bystander.
- Any one of these three can stop the bullying.

Learners work in groups of three
- The groups must discuss a situation where someone is being bullied.

They must suggest ways that each of the three people could stop the bullying situation.

Role-play each person stopping the bullying
- The groups must decide who will act the bully, the person being bullied, and the bystander.
- They will role-play how each person could stop the bullying.
- Choose a group to perform for the class tomorrow.

PHYSICAL EDUCATION
Activity stations

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

Cool down
THURSDAY

MORNING MEETING

News

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

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

LISTENING AND SPEAKING

Sing / recite

The more we get together
The more we get together, together, together,
The more we get together, The happier we’ll be.

For your friend is my friend, and my friend is your friend,
The more we get together, The happier we’ll be.

PHONICS

Build the words

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

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

HANDWRITING

• Follow the advice for handwriting lessons on page 7.
• Revise the letter formation of letters taught this term
• Learners copy the letters from the cards into their exercise books.
• Observe and assist.

SHARED READING (3) Kiki

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

Revise flashcard words welcome, teased, pushed, bully, unkind
• Hold up the flashcards and say the words aloud with the learners.
• Match the flashcards to a word in the Big Book.
• Put the flashcards on the Word Wall.
INDEPENDENT WRITING  
**Story (My friendly alien)**

Learners look at their pictures of their friendly alien and answer questions
- Using the prompts on the LAB page, learners write answers to the questions about their alien.
- They use their imaginations to be creative and make it fun!

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

GROUP GUIDED READING  
**Groups B and C**

Second reading
- Re-read the story together aloud.
- Learners read in pairs.
- Listen to them read.

PHYSICAL EDUCATION  
**Activity stations**

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

Cool down

PERFORMING ARTS  
**Perform role-play**

Learners present their problem-solving role plays
- Groups present their role plays (or you choose one or more groups to do so).
- Discuss the different solutions that groups presented. Ask if learners agree or disagree with the solutions.

Thank each group and compliment them on problem solving.
FRIDAY

MORNING MEETING

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

Celebrate birthdays
- Sing the happy birthday song.

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

BEGINNING KNOWLEDGE AND PSWB

Tell a story

Teacher’s story
- Tell a story about a child who heard about the PANTS rule and told his mom about his father’s friend who played soccer with him but always touched his privates. How it was difficult for the child but he didn’t like it and wanted it to stop. His mom spoke to his dad and the friend didn’t come around any more. The child was glad he didn’t have to worry about it anymore.
- Alternatively, a story about a child who read the bullying rules and realised he was bullying his friend by always teasing and laughing at him because he wasn’t good at sports. The rule made him treat his friend with more respect. He also realised his friend was better than him at drawing but his friend never teased him about his silly drawings.

Revise
- Remind learners of what you have discussed this week.

Tell a story about a child’s response to the PANTS rule OR to the anti-bullying rule
- Discuss responses from the children

PHONICS

Dictation
- Say each word slowly, twice.
- Learners listen and write each word.
- Afterwards, write the words on the board while demonstrating how to sound them out.
- Learners correct if necessary.

INDEPENDENT WRITING

Share your writing

Small groups
- Learners take turns to read to the class about their aliens.
- The groups each choose the most interesting one to read to the class.

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

GROUP GUIDED READING
Groups D and E
Second reading
- Re-read the story together aloud.
- Learners read in pairs.
- Listen to them read.

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

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

I have scheduled a time next week for:
- any class catchup or general feedback that is needed
- individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.
I have looked ahead to next week to ensure I am prepared and have all I need to start the week.
This is a revision week with no structured daily programme. The suggested revision activities can be done at any time in the week.

**LISTENING AND SPEAKING**
- Let learners choose a story they would like you to read again.
- Afterwards, ask one or two learners to retell the story.
- Pairs: tell a favourite story to their partner.
- Recite rhymes or poems individually or in small groups.
- Invite someone from the community to visit and talk about ways they help the community, for example, nurse, librarian.

**READING**
- Reread stories in the BB that the learners have particularly enjoyed this term.
- Swap roles with learners who can be the ‘teachers’ for different stories.
- Individual: read books from the reading corner/library.

**PHONICS**
- Repeat word building activities.
- Play the Friday phonics games again.
- Groups: do sorting activities with the flashcard words, for example: find ten four letter words, find five words beginning with X, and so on.
- Pairs: reread the words on phonics pages.
- Sing phonics songs.
- Learners complete any Independent Work pages in the LAB that they have not finished. Check they have been done correctly.
- DBE workbook phonics activities.

**WRITING**
- Provide paper for learners to draw a picture and write a caption.
- Tell learners to try to sound out unknown words or use the Word Wall words.
BEGINNING KNOWLEDGE AND PSWB

- Learners do any pages in the DBE Life Skills workbook. Some of the activities go beyond pencil and paper activities and include drawing, acting, constructing and discussion.

VISUAL ARTS

- Provide art supplies such as crayons, kokis and paper of different sizes or colours and allow learners to choose what they would like to draw.
- Let learners show their work to the group or class and explain what they chose to draw.

PERFORMING ARTS

- Groups: revise the poems and rhymes provided in Week 1-9. Choose one to practice and present.

PHYSICAL EDUCATION

- Have a Sports Day where teams compete against each other doing activities from the term.
### CONTINUOUS AND FORMAL ASSESSMENT FOR TERM 2

- **Curriculum links** for each week are shown with light colour blocks.
- **Formal assessment** tasks are shown with darker blocks.
- **Continuous assessment**: Tick the blocks each week when you observe that this outcome has been attained by the majority of learners.
- Make a note of any children who are still struggling. Keep your notes for assessment purposes. You will need to reteach or provide more practice for these learners.

#### LISTENING AND SPEAKING: The learners are able to …

<table>
<thead>
<tr>
<th>1</th>
<th>Listen without interrupting [Read-aloud story]</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>Talk about personal experiences: news, weather and so on [Morning meeting]</td>
</tr>
<tr>
<td>3</td>
<td>Join in the choruses of songs, stories and rhymes [Listening and Speaking (L&amp;S)]</td>
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<tr>
<td>4</td>
<td>Say poems and rhymes and do the actions [L&amp;S]</td>
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<tr>
<td>5</td>
<td>Identify part from whole [Life Skills (LS)]</td>
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<tr>
<td>6</td>
<td>Listen to instructions and respond appropriately [all subjects]</td>
</tr>
<tr>
<td>7</td>
<td>Pass on messages [all subjects]</td>
</tr>
<tr>
<td>8</td>
<td>Listen to stories with interest; draw a picture to show understanding [Read-aloud story, Visual Arts (VA)]</td>
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<tr>
<td>9</td>
<td>Answer closed and open questions [Read-aloud story, Shared Reading (SR)]</td>
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<tr>
<td>10</td>
<td>Describe objects in terms of age, direction, sequence using correct vocabulary [LS]</td>
</tr>
<tr>
<td>11</td>
<td>Listen to stories and identify main idea [Read-aloud story]</td>
</tr>
<tr>
<td>12</td>
<td>Sequence pictures of a story</td>
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<tr>
<td>13</td>
<td>Participate in classroom discussions [Read-aloud story, SR, LS]</td>
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<tr>
<td>14</td>
<td>Ask questions related to stories told and read [L&amp;S]</td>
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<tr>
<td>15</td>
<td>Understand and use appropriate language of different subjects [LS, Numeracy]</td>
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</tbody>
</table>

#### PHONICS: The learner is able to …

<table>
<thead>
<tr>
<th>1</th>
<th>Distinguish aurally between beginning and end of words</th>
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<tbody>
<tr>
<td>2</td>
<td>Identify the letter-sound relationship of single letters taught this term</td>
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<tr>
<td>3</td>
<td>Participate in Phonemic Awareness activities – blending sounds, segmenting words, consonant and vowel substitution</td>
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<tr>
<td>4</td>
<td>Build words using sounds learnt (word building)</td>
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<td>5</td>
<td>Build and break down simple words into syllables</td>
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<td>6</td>
<td>Group common words into word families</td>
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<tr>
<td>7</td>
<td>Use phonics knowledge to read words in sentences and other texts [also SR and Group Guided Reading (GGR)]</td>
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</tbody>
</table>
## READING AND COMPREHENSION

<table>
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<th>9</th>
<th>10</th>
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</thead>
<tbody>
<tr>
<td><strong>Shared Reading: The learners are able to ...</strong></td>
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</tr>
<tr>
<td>1</td>
<td>Read Big Book as whole class with teacher</td>
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<td>2</td>
<td>Use pictures to predict what the story is about [also GGR]</td>
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<td>3</td>
<td>Interpret pictures to make up own story [also LS]</td>
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<td>4</td>
<td>Use clues and pictures in the text for understanding</td>
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<td>5</td>
<td>Answer a wide variety of literal + higher order questions [also Read-aloud story, LS]</td>
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<tr>
<td>6</td>
<td>Discuss the use of capital letters and full stops</td>
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| 7 | Read aloud from own book | | | | | | | | |
| 8 | Read silently from own book | | | | | | | | |
| 9 | Use phonics, context clues and sight words when reading | | | | | | | | |
| 10 | Begin to monitor self when reading in word recognition and comprehension | | | | | | | | |
| 11 | Continue to build a sight vocabulary from incidental reading programme, anthologies, shared reading texts [SR, GGR] | | | | | | | | |

| 12 | Read to a partner from prepared or known texts to develop fluency [GGR] | | | | | | | | |
| 13 | Re-read familiar texts such as those read in Shared Reading | | | | | | | | |

## HANDWRITING: The learner is able to ...  

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<th>1</th>
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</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Hold pencil and crayon correctly</td>
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<tr>
<td><strong>2</strong></td>
<td>Form lower case letters correctly according to size and position on line</td>
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<tr>
<td><strong>3</strong></td>
<td>Form some frequently used capital letters correctly</td>
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<td><strong>4</strong></td>
<td>Write words with correct spacing</td>
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<tr>
<td><strong>5</strong></td>
<td>Write and copy short simple sentences from writing strip, chalkboard or LAB</td>
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</table>

## WRITING: The learner is able to ...  

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<tr>
<th>1</th>
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<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Draw pictures to convey a message, adding a label or caption [also in Visual Arts]</td>
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<tr>
<td><strong>2</strong></td>
<td>Write one sentence of own news or shared writing</td>
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<tr>
<td><strong>3</strong></td>
<td>Compile a list of words according to instructions (practised in Term 1)</td>
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<tr>
<td><strong>4</strong></td>
<td>Contribute ideas for a class writing activity [Shared Writing (SW)]</td>
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<tr>
<td><strong>5</strong></td>
<td>Write and illustrate a caption or short sentence on a topic to contribute to a book</td>
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<tr>
<td><strong>6</strong></td>
<td>Begin to build own word bank and personal dictionary</td>
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<tr>
<td><strong>7</strong></td>
<td>Write sentences using words containing the phonic sounds already taught.</td>
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</tbody>
</table>
**LISTENING AND SPEAKING 1**

Formal assessment (10 marks)
Written: Listening comprehension
Week 8, Monday: Read-aloud story
Curriculum link: Listening and Speaking 9, 11, 12

Mark guide:

<table>
<thead>
<tr>
<th>Answer 1</th>
<th>Answer 2</th>
<th>Answer 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>nurse (1 mark)</td>
<td>lamp (1 mark)</td>
<td>number pictures 2, 3, 1 (2 marks each)</td>
</tr>
</tbody>
</table>

**LISTENING AND SPEAKING 2**

Formal assessment (10 marks)
Oral: Talk about own drawing
Week 8, Monday and Tuesday: Visual Arts
Curriculum link: Listening and Speaking 2, 6, 9

Mark guide: Meets ...

<table>
<thead>
<tr>
<th>One criterion</th>
<th>Two criteria</th>
<th>Three criteria</th>
<th>Four criteria</th>
<th>Five criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–2</td>
<td>3–4</td>
<td>5–6</td>
<td>7–8</td>
<td>9–10</td>
</tr>
</tbody>
</table>

Criteria
- Understands the questions
- Provides relevant answers
- Uses full sentences
- Language ability (correct structure, wide vocabulary)
- Speaking ability (volume, pronunciation, speed, fluency)

**LISTENING AND SPEAKING 3**

Continuous assessment (5 marks)
Classroom observation during Listening and Speaking lessons, Week 1–8
(note, you can also consider oral lessons in other subjects, for example, Life Skills)
Checklist link: Listening and Speaking 1, 3, 6, 13, 15

Mark guide: Meets ...

<table>
<thead>
<tr>
<th>One criterion</th>
<th>Two criteria</th>
<th>Three criteria</th>
<th>Four criteria</th>
<th>Five 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
- Listens to others without interrupting
- Joins in choruses, rhymes and songs
- Participates in/contributes to discussions
- Asks and answers questions
- Uses appropriate language
**PHONICS 1**

**Formal assessment (5 marks)**

Written: Fill in the dictated letters

Week 7, Friday

Checklist link: Phonics 2, 4

**Mark guide:** one mark for each correct letter-sound

---

**PHONICS 2**

**Formal assessment (10 marks)**

Written: Dictation

Week 7, Friday

Checklist link: Phonics 5, 6

**Mark guide:**

<table>
<thead>
<tr>
<th></th>
<th>Word 1</th>
<th>Word 2</th>
<th>Word 3</th>
<th>Word 4</th>
<th>Word 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely correct</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Partly correct</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

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**PHONICS 3**

**Continuous assessment (5 marks)**

Class observation during Phonemic awareness and word building activities

Checklist link: Phonics 1, 2, 3, 4

**Mark guide:** Meets ...

<table>
<thead>
<tr>
<th>One criterion</th>
<th>Two criteria</th>
<th>Three criteria</th>
<th>Four criteria</th>
<th>Five criteria</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
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<td>5</td>
</tr>
</tbody>
</table>

**Criteria**

- Demonstrates phonemic awareness
- Quickly identifies letter-sound relationship of letters taught this year
- Can segment words into sounds
- Can blend sounds together to make words orally
- Independently builds words with increasing confidence
ASSESSMENTS

READING AND COMPREHENSION 1

Formal assessment (10 marks)
Oral: Individual reading aloud
Week 7, Monday–Friday
TG pages 109, 111, 113, 115 & 117, LAB page 136

Checklist link: Reading and comprehension 7, 9, 10

Mark guide: Meets ...

<table>
<thead>
<tr>
<th>One criterion</th>
<th>Two criteria</th>
<th>Three criteria</th>
<th>Four criteria</th>
<th>Five criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–2</td>
<td>3–4</td>
<td>5–6</td>
<td>7–8</td>
<td>9–10</td>
</tr>
</tbody>
</table>

Criteria
- Reads at a good pace
- Recognises most taught sight words
- Sounds out any unknown words
- Notices punctuation
- Shows they are reading for meaning

READING AND COMPREHENSION 2

Formal assessment (10 marks)
Written: Reading comprehension
Week 8, Thursday
TG page 128, LAB page 167

Checklist link: Reading and Comprehension 2, 4, 5

Mark guide

<table>
<thead>
<tr>
<th>Answer 1</th>
<th>Answer 2</th>
<th>Answer 3</th>
<th>Answer 4</th>
<th>Answer 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>house</td>
<td>Covid</td>
<td>Mask</td>
<td>Groceries</td>
<td>Busi</td>
</tr>
<tr>
<td>(2 marks)</td>
<td>(2 marks)</td>
<td>(2 marks)</td>
<td>(2 marks)</td>
<td>(2 marks)</td>
</tr>
</tbody>
</table>

READING AND COMPREHENSION 3

Continuous assessment (5 marks)
Observation during Shared Reading and Guided Group Reading, Weeks 1–6, 8 & 9
Checklist link: Reading and comprehension 1, 6, 8, 10, 12, 13

Mark guide: Meets ...

<table>
<thead>
<tr>
<th>One criterion</th>
<th>Two criteria</th>
<th>Three criteria</th>
<th>Four criteria</th>
<th>Five 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
- Participates in Shared Reading lessons
- Participates in Group Guided Reading lessons
- Reads with a partner in Group Guided Reading
- Can recognise most learnt sight words in context (the big book)
- Reads with understanding
## HANDWRITING 1

**Formal assessment (5 marks)**  
Written: Handwriting  
Week 6, Friday  
Checklist link: Writing 1, 2, 3, 4  
TG page 102, LAB page 123

**Mark guide: Meets …**

<table>
<thead>
<tr>
<th>One criterion</th>
<th>Two criteria</th>
<th>Three criteria</th>
<th>Four criteria</th>
<th>Five criteria</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
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<td>4</td>
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</tbody>
</table>

**Criteria**  
- Forms the letters correctly, starting and ending at the correct point  
- Places lower case letters correctly on lines  
- Places capital letters correctly on lines  
- Writes words with correct spacing within words  
- Writes words with correct spacing between words

## HANDWRITING 2

**Continuous assessment (5 marks)**  
Written: Handwriting  
Observation in all written activities during Weeks 1–8  
Checklist link: Writing 1, 2, 3, 4

**Mark guide: In all written work during weeks 1–8 …**

<table>
<thead>
<tr>
<th>One criterion</th>
<th>Two criteria</th>
<th>Three criteria</th>
<th>Four criteria</th>
<th>Five criteria</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Criteria**  
- Holds pencil correctly  
- Shows good letter formation  
- Letters have consistent size  
- Letters are consistently spaced  
- Words are well spaced
## WRITING 1

**Formal assessment (10 marks)**

Writing: Sentence of news  
Week 8, Thursday: Individual Writing  
Checklist link: Writing: 1, 2, 7  

**TG page 129, LAB page 168**

**Mark guide: Meets ...**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>One criterion</th>
<th>Two criteria</th>
<th>Three criteria</th>
<th>Four criteria</th>
<th>Five criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence tells who, when, where, did what</td>
<td>1–2</td>
<td>3–4</td>
<td>5–6</td>
<td>7–8</td>
<td>9–10</td>
</tr>
<tr>
<td>Idea makes sense/is logical</td>
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<tr>
<td>Grammar (word order and tense correct)</td>
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<tr>
<td>Punctuation (capital letter at beginning, full stop at the end)</td>
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<tr>
<td>Spelling (shows phonic knowledge or sight-word knowledge)</td>
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</tbody>
</table>

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## WRITING 2

**Continuous assessment (10 marks)**

Class observation during Shared Writing: Week 1–7  
Observation of Individual Writing activities: Week 1–7 (in LAB)  
Checklist link: Writing 4, 5

**Mark guide: Meets ...**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>One criterion</th>
<th>Two criteria</th>
<th>Three criteria</th>
<th>Four criteria</th>
<th>Five criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates in Shared Writing lessons (contributes to ideas, spelling, grammar, punctuation)</td>
<td>1–2</td>
<td>3–4</td>
<td>5–6</td>
<td>7–8</td>
<td>9–10</td>
</tr>
<tr>
<td>Reads the Shared Writing with the class</td>
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<tr>
<td>Independent Writing activities for weeks 1–6 show creative ideas</td>
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<tr>
<td>Independent Writing activities show use of phonics knowledge for spelling</td>
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<tr>
<td>Independent Writing activities show grammatically correct sentences, and correct punctuation</td>
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</tbody>
</table>
## Home Language Mark Sheet for Term 2

### (For photocopying)

<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 &amp; Speaking</strong></td>
<td></td>
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</tr>
<tr>
<td>1. Listening comprehension after read-aloud story</td>
<td>LAB p 159; TG p 122</td>
<td>TG pp 124 &amp; 127</td>
<td>Week 1–7</td>
<td>Max. mark</td>
<td>10 10 5</td>
</tr>
<tr>
<td>2. Talk about own drawing</td>
<td>LAB p 145; TG p 116</td>
<td>LAB p 145; TG p 116</td>
<td>Week 1–7</td>
<td>Max. mark</td>
<td>25 5 5</td>
</tr>
<tr>
<td>3. Classroom Observation (Listening and Speaking lessons)</td>
<td>LAB p 145; TG p 116</td>
<td>LAB p 145; TG p 116</td>
<td>Week 1–7</td>
<td>Max. mark</td>
<td>10 10 5</td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
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<tr>
<td>1. Identify letter-sounds</td>
<td>LAB p 136, TG pp 109, 111, 113 &amp; 115</td>
<td>LAB p 167; TG p 128</td>
<td>Week 1–7</td>
<td>Max. mark</td>
<td>10 5 5</td>
</tr>
<tr>
<td>2. Dictation</td>
<td>LAB p 136, TG pp 109, 111, 113 &amp; 115</td>
<td>LAB p 167; TG p 128</td>
<td>Week 1–7</td>
<td>Max. mark</td>
<td>10 5 5</td>
</tr>
<tr>
<td>3. Classroom observation (PA and word building lessons)</td>
<td>LAB p 128; TG p 102</td>
<td>LAB p 128; TG p 102</td>
<td>Week 1–7</td>
<td>Max. mark</td>
<td>10 10 10</td>
</tr>
<tr>
<td><strong>Reading &amp; Comprehension</strong></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>1. Reading aloud</td>
<td>LAB p 123; TG p 129</td>
<td>LAB p 123; TG p 129</td>
<td>Week 1–7</td>
<td>Max. mark</td>
<td>10 10 10</td>
</tr>
<tr>
<td>2. Reading comprehension</td>
<td>LAB p 123; TG p 129</td>
<td>LAB p 123; TG p 129</td>
<td>Week 1–7</td>
<td>Max. mark</td>
<td>10 10 10</td>
</tr>
<tr>
<td>3. Classroom observation (Shared Reading lessons)</td>
<td>LAB p 123; TG p 129</td>
<td>LAB p 123; TG p 129</td>
<td>Week 1–7</td>
<td>Max. mark</td>
<td>10 10 10</td>
</tr>
<tr>
<td><strong>Handwriting</strong></td>
<td></td>
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</tr>
<tr>
<td>Write one sentence of news</td>
<td>LAB p 123; TG p 129</td>
<td>LAB p 123; TG p 129</td>
<td>Week 1–7</td>
<td>Max. mark</td>
<td>10 10 10</td>
</tr>
<tr>
<td>Classroom observation (Shared Writing lessons)</td>
<td>LAB p 123; TG p 129</td>
<td>LAB p 123; TG p 129</td>
<td>Week 1–7</td>
<td>Max. mark</td>
<td>10 10 10</td>
</tr>
</tbody>
</table>

### Max. marks

- **LS (25%)**: 25
- **PS (20%)**: 20
- **READ (25%)**: 25
- **HW (10%)**: 10
- **WRITE (20%)**: 20

### NAME

10 10 5 25 5 10 5 20
CONTINUOUS AND FORMAL ASSESSMENT FOR TERM 2

- Curriculum links for each week are shown with light colour blocks.
- Formal assessment tasks are shown with darker blocks.
- Continuous assessment: Tick the blocks each week when you observe that this outcome has been attained by the majority of learners.
- Make a note of any children who are still struggling. Keep your notes for assessment purposes. You will need to reteach or provide more practice for these children.

<table>
<thead>
<tr>
<th>BEGINNING KNOWLEDGE AND PSWB</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<th>10</th>
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</thead>
<tbody>
<tr>
<td><strong>Routines</strong></td>
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<tr>
<td>1 Use a class calendar to discuss the day, month</td>
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<tr>
<td>2 Keep daily weather chart updated</td>
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<tr>
<td>3 Discuss religious days and other special days</td>
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<tr>
<td><strong>Discuss topics/themes</strong></td>
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<tr>
<td>4 My family</td>
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<tr>
<td>5 Safety in the home</td>
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<tr>
<td>6 My body</td>
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<tr>
<td>7 Keeping my body safe</td>
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<tr>
<td>8 Special days</td>
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<tr>
<td><strong>Develop key concepts and skills</strong></td>
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<tr>
<td>9 Social Science concepts: conservation, cause and effect, place, adaptation, relationships, interdependence, diversity and individuality, change</td>
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<tr>
<td>10 Natural Science concepts: life and living, energy and change, matter and materials, planet earth and beyond</td>
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<tr>
<td>11 Scientific process skills: enquiry (observing, comparing, classifying, measuring, experimenting, communicating)</td>
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<tr>
<td>12 Technological process skills: investigate, design, make, evaluate, communicate</td>
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<tr>
<td><strong>Develop PSWB</strong></td>
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<tr>
<td>13 Social and emotional health</td>
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<tr>
<td>14 Relationships with other people and the environment</td>
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<tr>
<td>15 Values and attitudes</td>
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</table>

<table>
<thead>
<tr>
<th>VISUAL ARTS</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<td><strong>Create in 2-D</strong></td>
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<tr>
<td>1 Draw and colour; finger, hand or brush painting; mix primary colours</td>
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<td>2 Make a drawing of self with family involved in an activity; discuss line and shape</td>
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<td>3 Make drawings and paintings of body/self in action (to encourage awareness of body in action and to name and discuss active body parts)</td>
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<td>4 Cut-out activities</td>
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<td><strong>Create in 3-D</strong></td>
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<td>5 Make models out of clay/playdough (encourage correct use of materials and tools)</td>
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<td>6 Construct figurines/houses/imaginary shelters using recyclable boxes and other materials. (encourage the correct use of glue and applicators)</td>
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<th>PERFORMING ARTS</th>
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<tr>
<td><strong>Games and skills</strong></td>
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<td>1 Warm up the body</td>
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<td>2 Play freeze games</td>
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<td>3</td>
<td>Locomotor movement (games, activity songs)</td>
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<td>4</td>
<td>Axial movement (fire drills)</td>
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<td>5</td>
<td>Explore beginnings, middles and endings of songs, stories and movements</td>
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<td>6</td>
<td>Copy movements, rhythms and movement patterns (finger/clapping rhymes, activity games)</td>
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<td>7</td>
<td>Isolate body parts through movement (finger/clapping rhymes, activity songs)</td>
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<td>8</td>
<td>Do vocal exercises such as rhymes, tongue twisters, songs (songs, finger and clapping rhymes)</td>
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<td>9</td>
<td>Cool down the body and practice relaxation (daily indoor PE)</td>
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**Improvise and Interpret**

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<td>10</td>
<td>Role-play activities</td>
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<td>11</td>
<td>Develop short sentences of dialogue/explanation, re-tell stories</td>
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**Improvise and Interpret**

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<td>12</td>
<td>Practice movements appropriate to a role in different situations</td>
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<td>13</td>
<td>Sing songs using contrasts</td>
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**PHYSICAL EDUCATION**

| Locomotor                                                                 |
|                                                                           |
| 1  | Body parts: Sing songs or recite rhymes while touching various parts of the body |
| 2  | Game: Simon says, Do this, do that and so on – moving different parts of the body |

**Perceptual motor**

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<tr>
<td>3</td>
<td>Ball skills: passing over head/under legs; throw to a partner; bounce and catch with a partner</td>
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<td>4</td>
<td>Hit balloons in the air</td>
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**Rhythm**

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<tr>
<td>5</td>
<td>Jump and hop</td>
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<td>6</td>
<td>Jump up and down, high and low, forwards, backwards, sideways</td>
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<td>7</td>
<td>Finger play activities and finger rhymes; clapping rhymes</td>
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**Co-ordination**

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<tr>
<td>8</td>
<td>Eye-hand-foot co-ordination (dribble balls, crawl)</td>
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<td>9</td>
<td>Ballon push – through a target or goal post</td>
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**Balance**

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<tr>
<td>10</td>
<td>Walk on a rope or line marked on the ground</td>
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<td>11</td>
<td>Balance on a low-level beam/plant</td>
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<td>12</td>
<td>Balance on chair</td>
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**Spatial orientation**

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<td>13</td>
<td>Complete an obstacle course using jungle gym or similar equipment</td>
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**Laterality**

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<tr>
<td>14</td>
<td>Roll sideways in both directions, forwards and backwards</td>
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<td>15</td>
<td>Throw and catching a bean bag with non-dominant hand</td>
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<td>16</td>
<td>Balance on non-dominant leg</td>
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**Sports and games**

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<tr>
<td>17</td>
<td>Traditional/indigenous and games chosen by the learners</td>
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<td>18</td>
<td>Ballon push – through a target or goal post</td>
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*balloon-based activities should be added by the teacher if there is access to balloons*
ASSESSMENTS

LIFE SKILLS ASSESSMENT FOR TERM 2

BEGINNING KNOWLEDGE AND PSWB 1
Formal assessment (10 marks)
Written: Identify dangers in the home
Week 6, Friday
Curriculum link: BK/PSWB 5, 9, 11

Mark guide and criteria: One mark for each danger identified (max 10)

<table>
<thead>
<tr>
<th>danger</th>
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<tbody>
<tr>
<td>candle near curtain</td>
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<tr>
<td>broken plug</td>
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BEGINNING KNOWLEDGE AND PSWB 2
Formal assessment (10 marks)
Written: Locate some internal and external parts of the body
Week 8, Tuesday
Curriculum link: BK/PSWB 6, 9, 10, 11

Mark guide and criteria
- 6 marks for correct location of body parts
- 2 marks each for circling heart and brain (inside parts)

BEGINNING KNOWLEDGE AND PSWB 3
Continuous assessment (10 marks)
Check completed LAB BK/PSWB pages during Week 1–8
Checklist link: BK/PSWB: 4–12

Mark guide
- LAB pages completed: 2 marks for 25% completion, 4 marks for 50% completion, 6 marks for 75% completion, 8 marks for 100% completion
- Shows engagement with topic and new skills (2 marks)

BEGINNING KNOWLEDGE AND PSWB 4
Continuous assessment (10 marks)
Check participation in Morning meetings during Week 1–8
Checklist link: BK/PSWB: 13–15

Mark guide: Meets ...

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<th>One criterion</th>
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<th>Five criteria</th>
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Criteria
- Listens to others without interrupting
- Contributes/participates in meetings
- Responds appropriately, for example, showing empathy
- Describes weather correctly
- Participates in calendar activities
### VISUAL ARTS 1

**Formal assessment (10 marks)**  
Written: Draw and colour a picture of a family activity  
Week 8, Tuesday  
Curriculum link: Visual Arts 1, 2, 3  
TG page 123, LAB page 162

**Mark guide: Meets ...**

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**Criteria**
- Draws recognisable figures (shape)  
- Uses whole space  
- Realistic use of colour  
- Good control of pencil and crayons (lines, consistent pressure)  
- Creative design (perspective/interesting detail)

### VISUAL ARTS 2

**Continuous assessment (5 marks)**  
Check completed LAB Visual Arts pages  
Observation of 3-D constructions (figurines, house, paper dolls)  
Curriculum link: Visual Arts 1–6

**Mark guide: Meets ...**

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**Criteria**
- 2D:  
  - There are an appropriate number of completed drawings  
  - Objects portrayed are identifiable, colours realistic  
- 3D:  
  - Constructions are imaginative and show creativity  
  - Are sturdy and carefully made  
  - Good control of scissors and glue
PERFORMING ARTS 1

Formal assessment (10 marks)
Practical: Groups present an action song or rhyme
Week 7, Thursday
Curriculum link: Performing Arts 3, 6, 8, 13

Mark guide: Meets ...

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Criteria
- Integrates song with movement
- Vocal ability and contrast (loud/soft; high/low)
- Sense of rhyme and rhythm
- Body language (eye contact, posture, confidence)
- Co-operates in groups

PERFORMING ARTS 2

Continuous assessment (5 marks)
Observe children during PA activities during Week 1–7
Curriculum link: Performing Arts 1–13

Mark guide: Meets ...

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Criteria
- Participates in PA activities
- Shows performing arts skills (movement, voice)
- Shows ability to improvise (role-play, explanations)
- Appropriate body language (eye contact, posture, confidence)
- Co-operates in groups
### PHYSICAL EDUCATION 1

**Formal assessment (10 marks)**

PRACTICAL: Complete an obstacle course  
Week 6, Tuesday to Friday  
Curriculum link: PE 6, 8, 10, 13  
TG page 95, 97, 99, 101 & 103

**Mark guide:** Meets ...

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**Criteria**
- Good co-ordination (eye-hand-foot, locomotor)
- Spatial orientation
- Balance
- Perceptual motor skills
- Completes course at a good pace

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### PHYSICAL EDUCATION 2

**Continuous assessment (20 marks)**

Observe children during indoor and outdoor PE time during Week 1–8  
Curriculum link: PE 1–16

**Mark guide:** Meets ...

<table>
<thead>
<tr>
<th>One criterion</th>
<th>Two criteria</th>
<th>Three criteria</th>
<th>Four criteria</th>
<th>Five criteria</th>
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<tbody>
<tr>
<td>1–4</td>
<td>5–8</td>
<td>9–12</td>
<td>13–16</td>
<td>17–20</td>
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</tbody>
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**Criteria**
- General fitness and movement (locomotor)
- Pace/speed
- Co-ordination, balance (perceptual motor)
- Rhythm
- Participation (in games and team sports)
# LIFE SKILLS MARK SHEET FOR TERM 2

**ASSESSMENTS**

**LIFE SKILLS**

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**LIFE SKILLS MARK SHEET FOR TERM 2**

(for photocopying)

<table>
<thead>
<tr>
<th></th>
<th>BK &amp; PSWB</th>
<th>VA</th>
<th>PA</th>
<th>PE</th>
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</thead>
<tbody>
<tr>
<td>1. Identify dangers in the home</td>
<td>LAB P122, TG P102</td>
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<tr>
<td>2. Locate internal and external parts of the body</td>
<td>LAB P163, TG P124</td>
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<tr>
<td>3. Classroom observation (BK/PSWB pages in LAB)</td>
<td>Week 1-7</td>
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<td>4. Classroom observation (participation in Morning meeting)</td>
<td>Week 1-7</td>
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<tr>
<td><strong>BEGINNING KNOWLEDGE AND PSWB</strong></td>
<td><strong>Max. mark</strong></td>
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<tr>
<td>1. Draws picture of family</td>
<td>LAB P162, TG P123</td>
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<tr>
<td>2. Classroom observation (VA LAB pages – 2-D and 3-D constructions)</td>
<td>Week 1-7</td>
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<tr>
<td><strong>VISUAL ARTS</strong></td>
<td><strong>Max. mark</strong></td>
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<tr>
<td>1. Pairs or groups: present action song/rhyme</td>
<td>TG p115</td>
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<td>2. Classroom observation (performance in PA lessons)</td>
<td>Week 1-7</td>
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<tr>
<td><strong>PERFORMING ARTS</strong></td>
<td><strong>Max. mark</strong></td>
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<tr>
<td>1. Obstacle course</td>
<td>TG p 95, 97, &amp; 103</td>
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<td>2. Classroom observation (participation in PE lessons)</td>
<td>Week 1-7</td>
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<tr>
<td><strong>PHYSICAL EDUCATION</strong></td>
<td><strong>Max. mark</strong></td>
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