Term 2

English

Home Language and Life Skills

Teacher’s Guide
Acknowledgements

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Illustrators

Many thanks to Anja Stoeckigt for her contribution to the primary illustrations found in this book.

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Icons used in this programme

Abbreviations used

Integrated Home Language and Life Skills programme

Weekly timetable, Term 2
Term 2 content
Assessment plan, Term 2

Phonics lessons

Reading lessons

Climbing the Reading Ladder

Handwriting lessons

Writing lessons

Life skills lessons

Week 1 The seasons
Week 2 The seasons
Week 3 Seasons, plants and animals
Week 4 Seasons, plants and animals
Week 5 Animals – wild and tame
Week 6 Animals – wild and tame
Week 7 Water creatures
Week 8 Water creatures
Week 9 Animal homes
Week 10 Consolidation and revision

Assessment Term 2

Home Language: planning for continuous and formal assessment Term 2
Listening and Speaking assessment rubrics and checklists
Phonics assessment rubrics and checklists
Reading and Comprehension assessment rubrics and checklists
Handwriting assessment rubrics and checklists
Writing assessment rubrics and checklists
Home Language Term 2 Marksheet
Life skills: planning for continuous and formal assessment Term 2
BK and PSWB assessment rubrics and checklists
Visual arts assessment rubrics and checklists
Performing arts assessment rubrics and checklists
Physical education assessment rubrics and checklists
Life skills Term 2 Marksheet
### Icons used in this programme

<table>
<thead>
<tr>
<th>Home language</th>
<th>Life skills</th>
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<tr>
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<td>Wellbeing</td>
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<td>Reading</td>
<td>Beginning knowledge and Personal and social wellbeing</td>
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<td>Phonics</td>
<td>Creative arts</td>
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<td>Writing</td>
<td>Physical education</td>
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<td>Group guided reading</td>
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<td>Independent work</td>
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#### Abbreviations used
- 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
<table>
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<th>Monday</th>
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<td>1 hour 30 min Math Block</td>
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<td>30 min Life Skills Block</td>
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<td>Oral (HL) Oral (PSWB) Oral (PSWB) Oral (HL)</td>
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<td>BK text * BK activity * BK Find Out * PSWB activity * BK activity *</td>
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<td>Break</td>
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<td>Reading and Writing Block (6-page story every 2 weeks*)</td>
<td>Phonics New sound * Phonics Activity * Phonics New sound * Phonics Activity * Phonics Dictation/Timed Word Reading *</td>
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<td>10 min Extra HL per day for max time</td>
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<td>25 min EFAL</td>
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<td>30 min Physical Education Block</td>
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*Indicates page in the LAB

Note different version for Sepedi and isiXhosa

Please provide MS for English blueprint Weekly timetable, Term 2

Currently placed / used is the AFRIKAANS timetable
<table>
<thead>
<tr>
<th>Week</th>
<th>Read aloud story</th>
<th>Theme</th>
<th>Phonics</th>
<th>Writing</th>
<th>Comprehension</th>
<th>Creative Arts</th>
<th>Physical Education</th>
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<tbody>
<tr>
<td>1</td>
<td>Four seasons (poem)</td>
<td>The seasons</td>
<td>Four seasons</td>
<td>Four seasons</td>
<td>Complete a table – Four seasons</td>
<td>VA: Season Tree</td>
<td>BK and PSWB</td>
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<td></td>
<td>Dora gets it wrong</td>
<td>Fire in winter</td>
<td>How do apples grow</td>
<td>Fire in winter</td>
<td>Fire in winter</td>
<td>VA: Improvise and mime</td>
<td>PA: Non-locomotor movement, body percussion</td>
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<tr>
<td>2</td>
<td>Four seasons (poem)</td>
<td>The seasons</td>
<td>Four seasons</td>
<td>How do apples grow</td>
<td>Fire in winter</td>
<td>VA: Student Tree</td>
<td>PA: Improvise and mime</td>
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<td>Granny remembers a special day</td>
<td>Four seasons</td>
<td>How Zebra got his stripes</td>
<td>Fire in winter</td>
<td>Fire in winter</td>
<td>VA: Season Tree</td>
<td>PA: Non-locomotor movement, body percussion</td>
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<td>3</td>
<td>Animals, wild and tame</td>
<td>Seasons and plants</td>
<td>How Zebra got his stripes</td>
<td>Four seasons</td>
<td>How do apples grow</td>
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</tr>
</tbody>
</table>

**Term 2 content**

*Versioners, please insert relevant Phonics for your language*
Assessment Plan, Term 2

- Suggested written tasks for formal assessment are in the Learner’s Activity Book, mostly in weeks 6–8. Teachers may substitute these activities with others if necessary.
- Oral tasks for formal assessment are in the Teacher’s Guide mostly in weeks 6–8. Teachers may substitute these activities with others if necessary.
- Informal assessment of the learner’s performance takes place throughout the term.
- Both formal and informal assessment is taken into account in the final mark.
- Assessment procedures, marking criteria and a mark sheet for the formal assessments are at the back of this Teacher’s Guide.
- Checklists for both weekly continuous and formal assessment are at the back of this Teacher’s Guide. The columns are numbered to indicate weeks in the term when learning objectives are covered.

<table>
<thead>
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<th>Formal Assessment Term 2 Week 6</th>
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<tbody>
<tr>
<td><strong>Monday</strong></td>
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<tr>
<td>Writing 1: Write news</td>
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<tr>
<td><strong>Tuesday</strong></td>
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<tr>
<td>Listening and Speaking 1: Listen to story with enjoyment</td>
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<td>Beginning Knowledge 1: Classify wild animals</td>
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<tr>
<td><strong>Wednesday</strong></td>
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<tr>
<td>Listening and Speaking 1 (continued)</td>
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<td><strong>Thursday</strong></td>
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<tr>
<td>Writing 2: Write a story</td>
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<td>Handwriting 1</td>
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<th>Formal Assessment Term 2 Week 7</th>
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<tbody>
<tr>
<td><strong>Monday</strong></td>
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<tr>
<td>Visual Arts 1: Construct a crocodile from recycled materials</td>
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<tr>
<td><strong>Tuesday</strong></td>
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<tr>
<td>Beginning Knowledge 2: Match animals to descriptions</td>
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<tr>
<td>Visual Arts 1 (continued)</td>
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<tr>
<td>Physical Education 1: Perceptual motor and co-ordination</td>
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<tr>
<td><strong>Wednesday</strong></td>
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<tr>
<td>Writing 3: Write a paragraph</td>
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<td>Performing Arts 1: Movement</td>
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<td>Beginning Knowledge 3: Keeping safe</td>
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<td>Physical Education 1 (continued)</td>
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<td>Physical Education 1 (continued)</td>
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<th>Formal Assessment Term 2 Week 8</th>
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<tr>
<td><strong>Monday</strong></td>
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<tr>
<td>Reading and Comprehension 1: Oral reading</td>
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<tr>
<td><strong>Tuesday</strong></td>
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<tr>
<td>Beginning Knowledge 4: Poster about sea creatures</td>
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<tr>
<td>Phonics 1: Write sounds</td>
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<td>Reading and Comprehension 1 (continued)</td>
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<td><strong>Wednesday</strong></td>
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<td>Writing 4: Write a paragraph</td>
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<td>Reading and Comprehension 1 (continued)</td>
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<td>Physical Education 2: Sports and games</td>
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<td><strong>Thursday</strong></td>
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<td>Listening and Speaking 2: Present group poster</td>
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<td>Reading and Comprehension 2: Written comprehension</td>
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<td>Reading and Comprehension 1 (continued)</td>
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<td>Performing Arts 2: Perform a scene</td>
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<td><strong>Friday</strong></td>
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<td>Phonics 2: Dictation</td>
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<td>Reading and Comprehension 1 (continued)</td>
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<tr>
<td>Listening and Speaking 2 (continued)</td>
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<td>Physical Education 2 (continued)</td>
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Phonics lessons

Why?
• Developing knowledge of letter-sound relationships
• Using this knowledge to read and write words
• Improving fluency by automatically recognising high frequency words and word parts

How?

Introduce new sound 1 (Monday) →  
Practice activity (Tuesday) →  
Introduce new sound 2 (Wednesday) →  
Practice activity (Thursday) →  
Dictation (Friday, weeks 2, 4, 6, 8) /  
Timed word reading (Friday, weeks 1, 3, 5, 7, 9)

Introducing a new sound (Monday and Wednesday)
• Teach the sound and how it is written.
• Identify words with the sound.
• Pairs read the syllables and words.
• Learners write words for the pictures.

Practising working with sounds (Tuesday and Thursday)
• Practise rapid letter naming.
• Learners do the activity, teacher walks around and assists.
• Check/mark the activity.

Dictation (Friday, weeks 2, 4, 6, 8)
• Say each word clearly and slowly. Repeat it once only.
• Give learners time to write each word, using their best handwriting.
• Check and correct: Write the words on the board for learners to mark.

Timed word reading (Friday, weeks 1, 3, 5, 7, 9)
• Form pairs. Each partner has three turns to read for 1 minute.
• Teacher times 1-minute intervals and calls “start” and “stop”.
• Learners circle the last word read each time. Partners count incorrectly read words.
• They choose the best attempt and count the words. Subtract incorrectly read words.
• Learners write their best score on the line.
• Challenge learners to improve their score. Point out how they read more words with more practice.
Reading lessons

Read aloud (Monday) → Shared reading (Monday) → Sentence making (Tuesday) → Paired reading (Wednesday) → Vocabulary and language (Thursday) → Check Independent Work (1st Friday)/Independent reading (2nd Friday)

READ ALOUD (Monday, Oral-Life Skills period)

Why?
- Usually introduces the Shared reading story
- Linking the story to the learners’ context
- Listening comprehension
- Introducing rich vocabulary and language resources

How?

Before reading
- Read the story and questions yourself.
- Ask a few questions to link the story to the learners’ experience.

Read the story
- Ask the questions as you read the story.
- Explain the vocabulary.
- Ask the comprehension questions.

After reading
- Ask questions to explore the theme.

What is Teacher Read Aloud?
SHARED READING

Why?

∙ Developing descriptive language and prediction skills.
∙ Reading fluently and with expression with the support of the teacher.
∙ Developing comprehension skills with support of the teacher.
   - Ask questions to identify different levels of comprehension.
   - Identify specific words in the text.
   - Link the text with their own knowledge and feelings.

How?

Picture walk

Look at each page with the learners. Ask questions about what they see in each picture. Learners describe what they see and predict what they think will happen in the story. DO NOT TAKE MORE THAN 3–4 MINUTES FOR PICTURE WALK.

Read

∙ Read the story to the learners. Learners point to words in their LABs as you read.
∙ Read the story with the learners. Read fluidly and with expression. As learners begin to read more confidently, drop the volume of your voice. When you encounter difficult words or phrases, raise your voice.

Comprehension

Ask various questions which enable learners to
∙ find specific words in the text (here questions)
∙ identify ideas which are in the text but are not immediately obvious (hidden questions)
∙ make connections between the text and their own knowledge (head questions)
∙ make connections between the text and their feelings (heart questions).
SENTENCE MAKING

(Tuesday)

Why?

∙ Intensive reading of one or two sentences
∙ Developing comprehension skills by identifying what Why? individual words/word groups have in a sentence
∙ Building understanding of sentence structure, vocabulary

How?

Sentence strip

∙ Learners cut out the sentence strip from the Cut-out page at the back of the book.

Read the sentence strip to and with the learners

∙ Learners point to each word as they read. Repeat several times.
∙ Ask questions about sentence structure and punctuation.

Help learners identify specific words/groups of words/parts of words

∙ Ask questions or give a synonym (simpler word with a similar meaning)
∙ Learners point to the words/word groups and say them aloud.
∙ They cut the words /word groups from the sentence strip.

Questions to ask:

∙ **Who?** and **What?** help learners to identify nouns (people and things).
∙ **Do what?** helps learners to identify verbs (actions, things people say and feel).
∙ **When?** helps learners identify the time something occurred (adverbial).
∙ **Where?** helps learners identify a position or location (adverbial).
∙ **Why?** helps learners identify a reason for an action (adverbial).
∙ **How?** helps learners identify the manner something happens (adverbial).

Jumble and reconstruct

∙ Learners jumble up the cut-out words/word groups.
∙ They re-assemble the sentence correctly and read it aloud. Repeat this until all the learners can do this independently.

Learners stick their re-assembled sentence into the LAB
PAIRED READING (Wednesday & Independent Work)

Why?
- Developing fluency and expression when reading with support
- Reading independently

How?

Read together
- Read part of the story with the class focusing on fluency and phrasing.

Read in pairs/groups of three
- Learners read one or two pages each, supporting one another.
- They gently touch the partner’s arm if they need help.
- The partner asks a question to check comprehension. (For Independent Work, this question is provided on the Paired Reading page.)

Read alone
- Whisper-read the first three pages of the story.

INDEPENDENT READING (every second Friday)

Why?
- Developing reading fluency (accuracy and speed) by practising reading a familiar text silently
  - OR
- Developing independence in reading by reading an unfamiliar text silently

How?

Choose the text
- Learners read a familiar text (e.g. the Shared Reading story or a story from the anthology) or an unfamiliar text (e.g. a library book).

Learners read independently using the ‘whisper read’ technique
- Learners read quietly under their breath.

Teacher models independent reading
- Teacher reads her own book.
VOCABULARY AND LANGUAGE (Thursday)

Why?

Vocabulary
∙ Recognising and reading words out of the context of the sentence
∙ Matching and identifying individual words in text
∙ Adding new words to their own vocabulary by finding synonyms, homonyms, antonyms, etc. for familiar words in the text.

Language
∙ Using the familiar words in the text to develop an understanding of language conventions eg parts of speech, tense, plurals, etc.

How?

Using flashcards
∙ Hold up the flashcards for the week. Learners read them aloud.
∙ Learners find and point to the words in the story in the LAB.
∙ Help them learn a few additional words that are linked to the flashcards, e.g. homonyms, synonyms, antonyms, words with similar letter patterns.
∙ They write the new words in their personal dictionaries during Independent Work.

Language
∙ Learners re-read the sentence that they stuck into the LAB on Tuesday.
∙ Help learners identify a particular word or word group that is related to a language convention, e.g. tense, conjunctions, causality.
∙ Learners mark the words/word parts that demonstrate the language convention with a vertical line, e.g. Sy / het ge/praat.
∙ Ask questions that help the learners to use this language convention in other contexts.
GROUP GUIDED READING

(Every day)

Why?

∙ Providing differentiated teaching in small groups with similar abilities and needs
∙ Using levelled texts so learners experience reading success

How?

Handwriting and Independent Work

∙ Write the week’s tasks on the board and explain them at the start of the week.
∙ Each day, teach handwriting briefly (see page 8).
∙ Settle the class to work on Independent tasks.
∙ Learners complete eight tasks a week, doing two a day. When they have GGR with the teacher, they only do one independent task that day.

Guided Reading Groups

∙ Divide the class into five small groups of similar abilities. Some children may be at the Early Reading Level, but most should be early fluent or fluent readers by the end of the year.
∙ Call each group to work with you for 15 minutes at a time, twice a week for each group.
∙ Use the anthology or other levelled readers.
∙ For activities for the Early Reading Level, click here:
∙ For activities for the Early Fluent Reading Level, click here:
## Climbing the Reading Ladder

<table>
<thead>
<tr>
<th>1</th>
<th>Reading bluebird</th>
<th>I can hear sounds in words</th>
<th>I need</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Reading eagle</td>
<td>I can recognise letters</td>
<td>I need</td>
</tr>
<tr>
<td>3</td>
<td>Reading sun</td>
<td>I can read aloud</td>
<td>I need</td>
</tr>
<tr>
<td>4</td>
<td>Reading rocket</td>
<td>I can understand what I read</td>
<td>I need</td>
</tr>
<tr>
<td>5</td>
<td>Reading star</td>
<td>I can read longer texts</td>
<td>I need</td>
</tr>
</tbody>
</table>

### Emergent reader

- I can hear sounds in words
  - Clap syllables
  - Count syllables
  - Say beginning sounds
  - Say ending sounds
  - Count the sounds in a word
  - Odd one out

- I need
  - Teach me, please.
  - Give me some examples.
  - Practise in GGR.

### Early reader

- I can recognise letters
  - Count letters in word
  - Say which letters are the same
  - Name letter-sounds
  - Find capital letters

- I need
  - Teach me, please.
  - Look at the alphabet with me.
  - Practise in GGR.

### Early fluent reader

- I can read longer texts
  - Read 4 or more sentences
  - Read aloud or silently
  - Recognise high frequency words
  - Sound out unknown words
  - Read smoothly, notice punctuation
  - Answer higher order questions

- I need
  - I need more things to read.
  - Practise reading in GGR and by myself.
Handwriting lessons

Why?

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

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

How?

- In this programme, Handwriting is practised during GGR/Independent work time.
- Handwriting tasks are done in exercise books.
- At the start of the week, write the handwriting tasks on the board, together with other Independent tasks.
- On the Monday, demonstrate the handwriting tasks on the board.
- Remind learners about the criteria for good handwriting:
  - Correct pencil grip
  - Correct letter formation (starting at the right place, ending at the right place)
  - Positioning on the lines (in relation to spacing cat)
  - Spacing between letters in the rows and in the words
  - Pressure of pencil on page
  - Slant (consistent)
- Learners copy the pattern/letters/words/sentences from the board. They continue to do this for 15 minutes.
- Teach them assess their own handwriting and to circle the letters that they are most proud of for the teacher to notice.
- Throughout the day, the teacher should monitor pencil grip and posture at the desk.
Writing lessons

Writing news (Monday) →
Shared writing (Tuesday) →
Independent writing (Wednesday) →
Written comprehension (Thursday, weeks 2, 4, 6, 8) →
Creative writing (Friday)

WRITING NEWS (Monday)
Why?
• Developing personal writing
• Giving learners a framework for writing a recount by asking themselves the questions *when*, *who*, *where*, *what happened* and *how they felt*.
• Developing oral skills when sharing news

How?
• Briefly explain the icons for the question words and ask learners to think of answers.
• Learners share news briefly with a partner.
• They write their news, either using the framework or writing using their own format.
• Learners illustrate their news.

SHARED WRITING (Tuesday)
Why?
• Giving learners a model of how to write a text (the teacher is the scribe while learners supply ideas)
• Giving 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, recap the shared reading text on which the frame is based.
• Read through the writing frame with the learners.
• Brainstorm ideas for the gaps in the frame:
  - Write suggestions on the other side of the board.
  - Learners can vote on which ideas to use.
• Write the selected ideas into the frame.
• The class reads the new text together.
  - To extend the activity, learners can copy the new text into their exercise books and illustrate it.
• Copy the new text onto a chart or paper, or take a photo of the text, to refer to later in the week.
INDEPENDENT WRITING  (Wednesday)

Why?
- Helping learners write text that is related to the theme, using vocabulary that is already familiar
- Introducing different text types (genres)
- Focusing on sentence structure and paragraphs

How?
- The text type varies from week to week.
- Read through the activity in the LAB carefully with the learners, explaining what is required.
- Learners complete the sentences or short paragraph.

EDITING AND REVISING  (Thursday, weeks 1, 3, 5, 7, 9)

Why?
- Introducing learners to simple editing of their own writing
- Consolidating use of punctuation, capital letters and correct spelling
- Introducing text features like sentence structure and length, structure of paragraphs
- Encouraging use of language features such as adjectives, pronouns, adverbs, etc, in order to make writing more interesting

How?
- Select either News or the Independent Writing exercise from the week.
- Explain the language or text feature for the week identified in the TG, e.g. punctuation, add adjectives, use pronouns, etc.
- Learners whisper-read their writing and identify any changes they need to make. They mark the changes in pencil.
- In pairs, learners read their edited texts to each other and make suggestions about improving the text still further.
- They write the new draft of their text in their exercise books.
WRITTEN COMPREHENSION  (Thursday, weeks 2, 4, 6, 8)

Why?
- Teaching learners to find answers in the text
- Introducing learners to different types of question formats that they may encounter in external or standardised tests, e.g. multiple-choice, checklists, gap-fill, full sentences, etc.

How?
- Re-read the Shared Reading text to and with the learners.
- Explain what is required when answering different types of questions. Explain only the question types for that week.
  - **Completing a table**: represent the information from the text in a table
  - **Multiple-choice question**: read all the possible answers and tick only the correct one
  - **Checklist**: read all the possible answers and tick *all* that are correct
  - **Gap-fill**: select a few words to complete the sentence
  - **Full sentence**: answer the question using a full sentence with correct punctuation.
- Model and practise some examples on the board.
- Learners find the answers in the text and complete the written comprehension exercise in the LAB.
- If there is time, mark the activity with the class, explaining why particular answers are correct.

CREATIVE WRITING  (Friday)

Why?
- Encouraging learners to use their imaginations and create new ideas
- Supporting learners to write texts in different genres
- Encouraging learners to use both recycled and new vocabulary in their writing

How?
In weeks 1, 3, 5, 7, 9
- Read the instructions for the activity to and with the class.
- Learners complete the text using the cues provided.

In weeks 2, 4, 6, 8
- Write the writing frame from the Shared Writing activity (Tuesday) on the board.
- Re-read the shared writing text from Tuesday’s lesson.
- Remind the learners of the brainstorm exercise and the many ideas generated.
- Learners select their own ideas and copy the writing frame with their ideas into their LAB.
- They illustrate their own story.
Life skills lessons

Every day, follow the same pattern of lessons.

**WELLBEING/ORAL**

In the Funda Wande programme, oral lessons integrate Life Skills and Home Language. Lessons follow a predictable pattern every week.

- Read aloud story (Monday) →
- Mindful me (Tuesday) →
- I think, I feel (Wednesday) →
- Poem/song (Thursday) →
- Report back on find out question (Friday)

**BEGINNING KNOWLEDGE**

**Why?**

- Developing Creativity, Critical thinking, Communication, and Collaboration
- Concept and skill development
- Contributing to reading comprehension by expanding general knowledge and vocabulary.

**How?**

Teach learners to:

1. **Observe:** Pay close attention to colour, shape, size, texture, similarities, differences, using eyes and ears.
2. **Compare:** How are things the same or different? Consider colour, shape, size, texture, age, use.
3. **Classify:** Arrange things into categories on the basis of shared characteristics.
4. **Measure:** Size, capacity, growth, height, weight, length, temperature.
5. **Experiment:** We do experiments to test our predictions. Observation and recording of what happens is critical.
6. **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.
1. **The problem/need/want:** What do we need? How can we solve the problem?
2. **Research (find out):** What materials to use? What can be made?
3. **Design:** plan and draw what you will make.
4. **Make:** glue, cut, paste, roll etc
5. **Evaluate:** Is the product fit for purpose? What changes would make it better?

### FIND OUT LESSONS

**Why?**
- Developing simple research skills
- Encouraging home involvement in schooling
- Engage learners’ imaginations while developing their knowledge of the world

**How?**

**Read and discuss** *(Wednesday)*
- Learners take the question home to find the answer with the help of family/carers

**Report back** *(Friday)*
- Oral report back
- Writing what you learned

### CREATIVE ARTS

**Visual arts** *(Monday and Tuesday)*
- For Visual Arts, the teacher must provide paper, crayons, paint etc.
- Teach learners to self-assess their artwork by circling the appropriate face in the LAB every Tuesday.
- Display the completed work in the classroom.
- Make a collection of waste materials to be used for 3D art.

**Performing arts** *(Wednesday and Thursday)*
For Performing arts, it is a good idea to have a classroom collection of props such as scarves, hats and a mock microphone.
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
- Follow my instructions: Walk sideways/turn left/turn right/squat/jump up
- Rhythmic clapping/clicking/stomping activities, lead by different learners.

**Activity stations**

- Groups rotate through the activity stations, doing one activity a day, Tuesday–Friday. See page 19 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 activity stations

Choose four activities per week, focusing on different skills.

1. **Locomotor**
   - Simulation activities, such as ‘follow-the-leader’
   - Relay running with or without equipment
   - Relay running; dribble a ball; zigzag through skittles or markers
   - Reaction drills, such as knee boxing; grab the ball before your partner does, etc.

2. **Perceptual motor**
   - Ball skills – bouncing balls while marching on the spot
   - Ball skills – bouncing balls against the wall
   - Ball skills – bouncing balls around obstacles

3. **Rhythm**
   - Skipping with and without skipping ropes; skipping on the spot and across a distance
   - Keep the beat of music or drumming, move various parts of the body – head ... arms ... hips ... legs and feet

4. **Laterality**
   - In pairs, catch a ball with the non-dominant hand
   - In pairs, kick a ball with non-dominant foot

5. **Balance**
   - In pairs, duck fighting or cock fighting
   - Play simple games such as S.T.O.P.
   - Hopscotch

6. **Co-ordination**
   - Work with a partner – one rolls ball to other who kicks it back before it stops rolling
   - Throw a large ball at a target, e.g. goal post or netball ring
   - Simulation activities, i.e. picking apples, digging in the garden, sawing a plank, etc.

7. **Sport and games**
   - Games involving pulling, running, jumping and hoops, e.g. ‘tug-of-war’
   - Play games such as ‘Wolf, wolf what’s the time?’

8. **Spatial orientation**
   - Circle formation playing ‘cat and mouse’
   - Obstacle course
During this week we focus on the LS theme The seasons. We look at what causes the seasons and the effects of the seasons on us, in relation to clothes, food and activities.

We read a poem and a scientific text about the seasons, work with sentences and words, and learn about and write poems and a paragraph.

** Phonics ......** [language-specific activities for the week to be added. Versioners to provide details]

Creative Arts activities focus on Autumn. Physical Education games and activities focus on collaboration and co-operation.
The air is warm – mmmmmm! The days are long, the nights are short.

INDEPENDENT TASKS

1. Paired Reading LAB Page 22
2. Handwriting 1 o a d g
3. Handwriting 2 Bonolo le Mami ba bala dipalo
4. Handwriting 3 Mošupologo Labobedi Laboraro Labone
5. DBE Home Language Page ??
6. DBE Home Language Page ??
7. DBE Life Skills Page 34, 36–37
8. Dictionary

EQUIPMENT FOR ACTIVITIES

- Paint or pens/crayons
- Paper to paint/draw on
- Equipment required for selected Physical Education activities
Have you noticed that the weather and the length of day and night are different at different times of the year? We call these changes the **seasons**. We have four seasons every year. They are spring, summer, autumn and winter.

We are going to read a poem about the different seasons.

**It’s spring!**
- The air is warm – mmmmmm!
- The days are long, the nights are short.
- New leaves grow.
- Baby animals are born.
- It’s spring!

In spring many new animals are born – like goat kids, lambs and calves. This is also a **breeding** season for birds.

**It’s summer!**
- The air is hot – whew!
- The days are long, the nights are short.
- The leaves are green.
- Animals are **growing**.
- It’s summer!
It's **autumn**! 
The air is cool – brrrr!
The days are shorter, the nights are longer.
Coloured leaves fall down.
Animals get ready to sleep.
It's autumn!

Some animals sleep in winter. We say that they **hibernate**.
They eat a lot of food before they find a warm, safe place to sleep in, so that they do not starve while they are sleeping.

It's **winter**!
The air is cold – shiver!
The days are short, the nights are long.
The leaves are gone.
Some animals sleep.
It's winter!

Four seasons!
They are all **different**.
We **enjoy** them all.
Spring! Summer!
Autumn! Winter!
Four seasons!

**autumn** – the season of the year between summer and winter

What months of the year are in the autumn season?

What do we know about autumn from the poem?

**hibernate** – some animals sleep through the winter to save energy

**winter** – the season of the year between autumn and spring

What months of the year are in the winter season?

What do we know about winter from the poem?

Is there a best season?
Is there a worst season?

**different** – not the same

**enjoy** – like
**READ ALOUD**

**Four seasons**

**Before reading** Ask learners to name the seasons.

**Reading** Read the poem aloud and ask the questions.

**After reading**
- Did Sipho’s clothes fit? Why?
- What happens to the air in the different seasons?
- What can you say about how long the days and nights are?
- Why do we need all four seasons?

**BEGINNING KNOWLEDGE**

**Why do we have seasons?**

**Prior knowledge** Do you know the order of the seasons?

**Read the page** Look at the pictures and read the text.

**Discuss the questions**
- What does the earth move around once a year?
- Where is the earth when we have summer? (Close to the sun) Winter? (Far from the sun)
- Is the season the same in the north of the earth (Northern Hemisphere) and south of the earth (Southern Hemisphere) at the same time?

**PHONICS**

**[Heading]** (Versioners: Language specific)

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

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

**Pairs** Read the syllables and words.

**Write** Write words for the pictures.

**Read the sentence**

[Generic : note that where 2 sounds are covered in a day we need to pluralise. We also need to get the writers to identify if any changes are needed to the instructions per week.]

**READING**

**Four seasons**

**Picture walk** What can you see in each picture?

**Read the whole poem to and with the learners** Learners point to the words with their fingers.

**Comprehension**
- On page 2 point to the word that tells us what the poem is about.
- On page 3 point to the word that tells us what season this is.
- In what months is it spring?
- On page 4 point to the word that tells us how we feel when the air is hot? Is this a real word? How do you know?


**WRITING**

**My news**

**Pairs** Use the picture prompts to share news quickly.

**Individuals** Use the writing frame to write news.

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**INDEPENDENT WORK AND GGR**

**Handwriting**
- Check some handwriting books and provide feedback.
- Remind learners to practice consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Introduce this week’s Independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.

**GGR: Groups A and B first reading**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

---

**VISUAL ARTS**

**A season tree**

**Discuss in pairs**
- What do the leaves on a tree look like in each season?
- Refer back to the poem to check.

**Demonstrate**
- Hand out paper and pens/crayons.
- Demonstrate how to fold the paper into four strips.
- Demonstrate how to draw a tree trunk and branches. There must be branches in all four strips.
- Learners will add leaves tomorrow.

**Learners draw a tree outline**

---

**PHYSICAL EDUCATION**

**Introduction**

**Prepare**
- Choose four different activities from page 19 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**
- Play a game such as catches, red rover, hide and seek.
WEEK 1 • THE SEASONS

WELLBEING  Mindful me
- Learners sit comfortably and close their eyes.
- They keep their mouths closed and breathe in and out through their noses.
- They open their eyes and tell each other how they feel.
- Talk about how this activity can help them relax.

BEGINNING KNOWLEDGE  Name the seasons

Read
- Read the statement and the questions with the learners.

Gapfill
- Fill in the names of seasons on the diagram.

Complete sentences
- Fill in the names of seasons in the sentences.

ABC  [Heading] (Phonics activity heading from LAB)

Letter naming practice
- Point randomly to a letter on the alphabet frieze.
- Learners say sound of the letter.
- Repeat. Keep pace up.

Do the activity
- Walk around and assist learners where needed.

Check/mark the activity

READING  Sentence making

Cut out
- Learners cut out the sentence strip (page 177).

Read together
- Why is there an exclamation mark at the end of sentence 1?
- What do we find at the end of sentence 2?

Ask questions and cut off the words/word groups
- What? The air
- What is the air like? is warm – mmmmmm!

- What? The days
- Are what? are long,
- What? the nights
- Are what? are short.

Jumble and reconstruct the sentences

Stick the sentences
- Learners stick their sentences on LAB page 13.
**Shape poem**

**Introduction**
- Talk about poems: the lines are often different lengths; we use descriptive words.

**Show the writing frame**
- We will write a poem together about Spring.
- Which lines will be long?
- Which will be short?

**Brainstorm**
- **What words** can we use to describe spring? (warm, rain, flowers, new leaves, etc.)
- **What sentences** can we use to describe spring? (Baby animals are born. I like to play outside, etc.)

**Shared writing**
- Use the learners’ ideas to write a spring poem in the shape of a flower.
- Read the poem with expression.

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**A season tree**

**Plan**
- Each strip represents a different season.
- Learners plan what sort of leaves and flowers they will draw in each season of their tree.

**Create**
- They use paints, crayons or scraps of tissue paper to represent the leaves and flowers.

**Display**
**Self-assess**
- Complete the rubric on LAB page 13.

---

**Activity stations**

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

**Cool down**
WEDNESDAY

WELLBEING  I think, I feel...

Question
• What season do I like the best? Why?

Pairs
• Discuss the question.

Share
• Select two learners to share (give everyone a chance over the term).

BEGINNING KNOWLEDGE  Seasons around the world

Prior knowledge
• Think about a book or movie about Christmas time in the USA or Europe. What was the weather like? Is our weather the same at Christmas?

Discuss the page
• Look at this painting of leaves by the American artist Georgia O'Keefe. What season is it? What colours do you see?
• Americans call autumn ‘Fall’? Why do you think that is?
• Read the text and the question together.
• Learners do research at home and bring answer on Friday.

PHONICS  The NGQ sound  [Sepedi/isiXhosa]

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

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

Pairs
• Read the syllables and words.

Write
• Write words for the pictures.

Read the sentence

READING  Four seasons

Read together
• Read the first three pages of Four seasons to and with the class.

Read in groups
• In groups of three, take turns to read one page each.

Read alone
• Whisper-read the first three pages of the poem.
**WRITING**

A shape poem

Review the poem format
• Short and long lines for descriptive words and short phrases.

Brainstorm vocabulary
• Autumn – what the weather is like, what we can do, how we feel.

Write
• Complete the writing frame to make a shape poem about Autumn.

**INDEPENDENT WORK AND GROUP GUIDED READING**

Handwriting
• Check some handwriting books and provide feedback.
• Remind learners to practise consistent letter formation, sizing, position on the line and slant to identify their best letter.

Independent work
• Settle the class to do Independent tasks written on board.
• Learners do two tasks a day unless they have GGR.

Group E first reading
• Introduce/scaffold the story as needed.
• Learners whisper-read the story to themselves.
• They stop at the end of each page and teacher asks comprehension questions.

Group A second reading
• Re-read the story together, aloud.
• Learners read the story with a partner.
• Teacher listens to learners reading.

**PERFORMING ARTS**

Non-locomotor movements

Warm up
• Stretch up tall and touch the sky, then bend down and touch the ground. Repeat several times.

Tell a story with movement
• Learners use movements as you tell a story about autumn – wind blows, leaves fall to the ground (swing/float/quickly/spin/sway/drop to the ground/children sweep the leaves into a pile/wind blows the leaves away again.

Cool down
• Learners lie still like leaves that have been blown down. Turn over as the breeze blows them.

**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

**ORAL**  
Sing/recite  

If you know all the seasons, clap your hands! (x2)  
If you know all the seasons and you can say their names  
If you really love the spring, shout Hooray! (x2)  
Spring is when it gets warm and new leaves and flowers grow  
If you know all the seasons, clap your hands!  
If you really love the summer, stamp your feet! (x2)  
Summer’s really hot and we can go swimming  
If you really love the autumn, nod your head! (x2)  
Autumn’s getting cooler and the leaves are falling down  
If you really love the autumn, nod your head!  
If you really love the winter, slap your knees! (x2)  
In the winter it is freezing, we can drink hot chocolate  
If you really love the winter, slap your knees!  

**BEGINNING KNOWLEDGE**  
Seasonal activities  

Prior knowledge  
- Do we do the same things in every season?  

Look at the picture  
- How many pieces is the picture divided into?  
- What does each quarter show?  

Discuss the picture  
- What are the children wearing in each season?  
- What plants can you see in each season?  
- What are the children doing in each season?  

**PHONICS**  
[Heading]  
[Phonics activity heading from LAB]  

Quick letter naming practice  
- Point randomly to letters on the alphabet frieze.  
- Learners say sound of letter.  
- Repeat. Keep pace up.  

Learners do the activity  
- Walk around and assist where needed.  

Check/mark the activity  

**READING**  
Vocabulary and language  

Flashcards  
- Show and read each word.  
- Find and point to the words in the LAB.  
- Place the flashcards on the word wall and read them again.  

Sentence strip  
- Read the sentence strip on LAB page 13.  
- Which punctuation mark shows that you are talking about a feeling (exclamation mark) is this a good or bad feeling? (good, but sometimes shows a bad feeling)  
- Which punctuation mark shows there are two ideas in sentence 2? (comma) What are the two ideas? (difference between night and day)  
- Are the ideas related to each other? (yes)  

AW: probably no photo to accommodate long text; if space, use standard PHOTO of kids reciting a poem with actions.]
THURSDAY

WRITING

Improving our writing

Discuss shared writing
- Read a sentence from Tuesday’s shared writing to learners.
- Show how to make the sentence more interesting (for example add adjectives or descriptions; use interesting verbs).

Read
- Learners read a sentence from their writing from yesterday to a partner.

Check and improve
- Check the spelling and punctuation of the sentence.
- Can you make your sentence more interesting?

Swap and repeat for each partner

INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups B and C second reading
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

PERFORMING ARTS

Body percussion

Warm up
- Sing If you know all the seasons clap your hands (TG page 30).

Discuss
- Talk about how we can use our body to tell stories with movement and sounds.
- Examples are: clap/ stamp/ slap /click fingers/ rub hands together/ tap fingers on the ground /click tongue/ make sounds with the mouth, etc

Tell story with body percussion
- Repeat the story from yesterday’s lesson.
- Decide on body percussion for the story.
- Practise together.

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
The way the earth is tilted means that different hemispheres are closest to the sun at different times as it rotates around the sun. This means that the seasons in the Northern Hemisphere are closer to the sun when the Southern Hemisphere is further away. So the seasons are opposite. Right now we are having autumn in the Southern Hemisphere, but the Northern Hemisphere is having spring.

Pairs: Tell what you found out.

Report back and discuss

Seasons around the world
Write and draw what you found out
- Write one thing you learned.
- Draw a picture.

Timed word reading
Pairs read the words
- Read to partner for 1 minute.
- Teacher times the minute.
- Circle the last word read and partner counts incorrectly read words.
- Each learner has three turns.

Count the words
- Choose the best attempt. Subtract any incorrectly read words.
- Learners write their best score on the line.
- Point out how you read more words with more practice.

What I do in each season
Brainstorm
- What do we do in each season: spring – play outside; summer – swim, etc.
- Write vocabulary on the board.

Read
- Read the sentence starters with the learners.

Write
- Learners choose words from the list and complete the writing frame.
INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups D and E second reading
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

READING

Checking and feedback

Read
- In pairs, learners read their news to each other.

Mark Independent Work
- Go through the DBE workbook activities together.
- Learners correct or complete.

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
This week the focus remains on the Seasons but looks at how they affect us and other living things. We think about the clothes we wear, the food we eat and how other living things are affected in different seasons.

The Read Aloud story is about wearing the wrong clothes and the consequences. The BK text looks at the life cycle of an apple tree through the seasons.

Learners continue with sentence and word work based on the Shared Reading text for the fortnight and write a thank you note based on the Shared Writing lesson.

*Phonics ...... [language-specific activities for the week to be added. Versioners to provide details]*

In Creative Arts we continue to use Autumn as a theme.
WEEK 2

Flashcards
green    coloured    long    short    sleep

Sentence strip
New leaves grow. Baby animals are born.

INDEPENDENT TASKS (versioners to provide details)

1. Paired Reading LAB Page 38
2. Handwriting 1 o a d g
3. Handwriting 2 Bonolo le Mami ba bala dipalo
4. Handwriting 3 Mošupolo Ho la bobedho, la boraro, labone
5. DBE Home Language Page ??
6. DBE Home Language Page ??
7. DBE Life Skills Pages 42–43
8. Dictionary

green    coloured    long    short    sleep

EQUIPMENT FOR ACTIVITIES
- Scissors, paint, crayons, glue
- Autumn leaves for learners to observe
- Blank poster class tree collage
- Equipment required for selected Physical Education activities
It was Kegetso’s birthday. She was turning seven. Her mum asked her if she would like to have a party. “Yes please,” said Kegetso. “I want to have a party in the garden. We can enjoy the warm weather.”

Mum and Kegetso made plans. First, Kegetso made a list of the people she wanted to invite. “I would like to invite Dora, Jan, Neo and Petros,” she said. “They are my best friends.”

She thought for a little while. “I’d also like to invite Henry and Francoise. Henry is an immigrant from Malawi and Francoise comes from Rwanda. I don’t think they have a lot of friends yet.”

She thought a little longer. “I think I will invite Zee and Gladys. They are older than us. They helped us when someone was bullying us. But I am not going to ask a bully because he is unkind.”

Next, Kegetso and Mum made a list of food. “I think we should have chips and cooldrink and an enormous birthday cake,” said Kegetso. “That’s a good idea. I will ask Aunty Zorah to make the cake,” said Mum.
Lastly, they planned **decorations**. "I think we should put up an umbrella in case it is very hot. We don’t want anyone to get **dehydrated** because they have been in the sun too long," said Mum.

On Monday morning, Kegetso invited all her friends to come to her house on Saturday. “Come in your coolest clothes,” she said.

On Saturday afternoon, her friends came to her house. Jan and Petros arrived first. They walked down the road. Next, Neo and Henry arrived in a taxi. Zee and Gladys were with them. Then Francoise’s dad dropped her off in his car. Everyone came into the garden.

They were wearing their best summer clothes. Zee and Gladys had shiny sandals with little heels. Francoise was wearing a summer hat. Henry and Neo had sunglasses. It was very warm in the garden and they enjoyed a cool drink. But where was Dora?

Suddenly, Kegetso heard Dora singing, “Happy birthday dear Kegetso!” The children all turned and **stared** at the gate. There was Dora.

But what was she wearing? Dora was wearing a jersey and long pants. She had a beanie and a scarf on. She looked very hot and sweaty. Everyone **gasped**! Some of the children **giggled**.

“Dora!” exclaimed Kegetso, “What are you wearing?”

“You said I must wear my cool clothes,” said Dora, “So I have put on my clothes for cool weather.”

“Eish, Dora,” said Zee, “She meant clothes that keep you cool! Not clothes for cool weather!”

Suddenly Dora started laughing.

She threw off her hat and scarf. She pulled off her jersey. She had a summer dress under her jersey. She brought her sandals out from behind her back and put them on.

“Ha ha!” she laughed, “I **tricked** you! Did you really think I would wear winter clothes to a party on a warm day?”

Everyone started laughing. “That was a good trick,” giggled Kegetso. “Now, let’s start the party!”
**READ ALOUD**

**Dora gets it wrong!**

**Before reading**
- Discuss the picture on page 32 of the LAB. Ask learners what they think will happen.
- Ask: Have you ever worn the wrong clothes for the season?

**Reading**
- Read the story aloud and ask the questions.

**After reading**
- What season are Kegetso and her friends dressed for?
- What season is Dora dressed for?
- Do you think Dora made a mistake? Or did she trick her friends?

**BEGINNING KNOWLEDGE**

**How do apples grow?**

**Prior knowledge**
- What is your favourite fruit? Do you like eating apples?

**Read the page**
- Look at the pictures and read the text.

**Discuss the pictures**
- Point to different seasons in the picture.
- What happens to the apple tree in each season?
- When are the apples ready?
- Which insect helps the apple tree to make fruit?

---

**PHONICS**

**[Heading]**

(Versioners: Language specific)

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

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

**Pairs**
- Read the syllables and words.

**Write**
- Write words for the pictures.

---

**READING**

**Four seasons**

**Picture walk**
- What can you see in each picture? What is happening?

**Read the whole story to and with the learners**
- Learners point to the words with their fingers.

**Comprehension**
- On page 5 point to a word that means the same as cold.
- On page 6 point to a word that means the same as ‘hibernate’.
- On page 7 point to a word that means the same as like. Which season do you like the most?
**MONDAY**

**WRITING**

**My news**

**Pairs**
- Use the picture prompts to share news quickly.

**Individuals**
- Use the writing frame to write news.

---

**INDEPENDENT WORK AND GGR**

**Handwriting**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Introduce this week’s independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.

**GGR: Groups A and B first reading**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

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**VISUAL ARTS**

**Draw symmetrical leaves**

**Discuss**
- Look at the leaves on LAB page 179 discuss how leaves are symmetrical.
- Demonstrate how to complete the leaves by drawing the mirror images.

**Draw**
- Learners draw mirror images of the leaves.
- They colour them in autumn colours.

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**PHYSICAL EDUCATION**

**Introduction**

**Prepare**
- Choose four different activities from page 19 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**
- Play a game such as catches, red rover, hide and seek.
TUESDAY

WELLBEING

Mindful me

- Learners pretend to hold a cellphone to their ear.
- They imagine someone is telling them a funny story and laugh out loud.
- Ask one or two learners to tell the class what story they imagined.
- Talk about how laughing can help us to relax.

BEGINNING KNOWLEDGE

Apple tree seasons

Read

- Look at the pictures of the apple trees together.
- Explain that each picture stands for the tree in a particular season.

Answer

- Identify the season that each picture stands for.
- Start with Spring (picture 4). Write 1 in the small box.
- Number the other pictures in the correct sequence.
- Complete the gapfill sentences.

Check

- Check the answers with a partner.

PHONICS

[Heading] (Phonics activity heading from LAB)

Quick letter naming practice

- Point randomly to a letter on the alphabet frieze.
- Learners say sound of the letter.
- Repeat. Keep pace up.

Do the activity

- Walk around and assist learners where needed.

Check/mark the activity

READING

Sentence making

Cut out

- Learners cut out the sentence strip (page 177).

Read together

- What does the punctuation mark show?
- How do we say a sentence that ends with a full stop?

Ask questions and cut off the words/word groups

- What? New leaves
- Do what? grow.

- What kind? Baby
- What? animals
- Do what? are born.

Jumble and reconstruct the sentence

Stick the sentence

- Learners stick their sentence on LAB page 28.
THURSDAY

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 AND GROUP GUIDED READING
Handwriting
• Check some handwriting books and provide feedback.
• Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
• Settle the class to do Independent tasks written on board.
• Learners do two tasks a day unless they have GGR.

GGR: Groups C and D first reading
• Introduce/scaffold the story as needed.
• Learners whisper-read the story to themselves.
• They stop at the end of each page and teacher asks comprehension questions.

VISUAL ARTS Class tree collage
Prepare
• Draw an outline of a tree on a large poster and stick it on a wall in the classroom.

Create
• Learners cut out the leaves they drew and coloured on Monday.
• They paste them on the poster to create a class collage of an Autumn tree.

Self-assess
• Complete the rubric on LAB page 28.

SHARED WRITING Thank you note
Introduction
• What types of letters can we write? (Examples: thank you/ invitation to an event/say sorry)
• We are going to write a thank you note from Dora.

Show the writing frame
• Greeting
• Ending

Brainstorm
• What shall we write a thank you note for?
• Who shall we write to?
• What shall we say?

Shared writing
• Use the correct format and learners’ ideas.

[AW: Chalkboard with writing frame as below – must be big enough for teacher to read and copy]
WEDNESDAY

WELLBEING  I think, I feel...
Question
• Do I like some seasons more than others? How do I feel in my favourite season?
Pairs
• Discuss the questions.
Share
• Select two learners to share (give everyone a chance over the term).

BEGINNING KNOWLEDGE  Pollination
Prior knowledge
• Ask learners to share what they learnt about how bees help apples to grow.
Discuss and read
• Discuss the picture and read the text to the learners.
• How will you find out the answer?
• Learners do research at home and bring answer on Friday.

PHONICS  [Heading]  [Sepedi/isiXhosa]
Introduce the sound
• Listen to and say the sound.
• Notice your mouth.
Identify words with the sound
• Learners can provide more words.
Pairs
• Read the syllables and words.
Write
• Write words for the pictures.

READING  Four seasons
Read together
• Read the last three pages of Four seasons to and with the class.
Read in groups
• In groups of three take turns to read one page each.
Read alone
• Whisper-read the last three pages of the story.
**WRITING**

**A thank you note**

**Brainstorm**
- Reread the Shared Writing story from Tuesday.
- Learners select their own characters for a new thank you note.

**Read**
- Read the sentence starters with the learners.

**Write**
- Learners complete the writing frame with their own story.

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

**Group E first reading**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

**Group A second reading**
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

**PERFORMING ARTS**

**Improvise**

**Introduction**
- Recap the story *Dora makes a mistake*.

**Discuss**
- Who were the characters in the story?
- How do you think Dora was dressed and talked?
- What did the others think about Dora was dressed?
- What did Dora do when she arrived at the party?

**Groups**
- Learners improvise a short scene about someone wearing the wrong clothes to a party.
- Everyone must have a turn.

**PHYSICAL EDUCATION**

**Activity stations**

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

**Cool down**
**ORAL**  
**Sing/recite**

I can balance one apple on my head. How about you? *(Pretend to put an apple on head)*

I can balance two apples on my head. How about you? *(Pretend to add an apple – move head as if balancing it)*

I can balance three apples on my head. How about you?

Oh no! Wobble, wobble, wobble ... *(Shake head from side to side)*

And they all fall down! *(Drop head forward)*

Repeat with bigger numbers.

**BEGINNING KNOWLEDGE**

**Dora gets it wrong!**

**Prior knowledge**
- What clothes do you wear in each season?

**Look at the picture**
- Who do you see in the picture?
- What are the children looking at?
- What clothes are right for summer? What clothes are right for winter?

**Discuss the picture**
- Complete the sentence.

**PHONICS**

**Quick letter naming practice**
- Point randomly to letter on the alphabet frieze.
- Learners say sound of letter.
- Repeat. Keep pace up.

**Learners do the activity**
- Walk around and assist where needed.

**Check/mark the activity**

**READING**

**Vocabulary and language**

**Flashcards**
- Show and read each word.
- Find and point to the words in the LAB.
- Place the flashcards on the word wall and read them again.

**Sentence strip**
- Read the sentence strip on LAB page 28.
- Which words in the sentences tell you that this is happening now – present tense *(grow; are)*
- What would you say if this was happening in the past tense? *(grew; were)*
- What is the past tense of these words: fall, enjoy

*Versioners: These questions are language specific and would need to be written about the sentence in each language. Focus on the punctuation *[comma and exclamation marks]*.*
**WRITING**  \*Written comprehension*

**Revision**
- Re-read the poem *Four seasons*.

**Answer the questions**
- Model on the board how learners should fill in the table.

---

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

**GGR: Groups B and C second reading**
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

---

**PERFORMING ARTS**  \*Perform*

**Perform**
- Each group performs the scene they practised the previous day for the class.
- Choose the strongest group to perform first.

**Evaluate**
- Praise and applaud each group.

---

**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**

**WEEK 2 • THE SEASONS**

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### Pollination

**Bees are the main insects that pollinate plants. Other insects that help pollinate are wasps, flies, beetles, ants, moths, butterflies, bumble bees, and even mosquitoes.**

**Pairs**
- Tell what you found out.

**Share**
- Ask a few learners to share with the class.
- Talk about what you found out.

---

### BEGINNING KNOWLEDGE

**Pollination**

**Write and draw what you found out**
- Write one thing you learned.
- Draw a picture.

---

### PHONICS

**Dictation**

**Dictate words**
- Say each word clearly and slowly.
- Repeat it once only.

**Write**
- Give learners time to write each word.
- They must use their best handwriting.

**Check and correct**
- Write the words on the board for learners to mark.

---

### WRITING

**My favourite season**

**Discuss**
- Discuss what a paragraph is: an introductory sentence with the main idea plus three or more additional sentences that give details.
- Give an example of a paragraph from elsewhere in the LAB.

**Brainstorm**
- Brainstorm ideas about why learners like different seasons.
- Write brainstorm vocabulary on the board.

**Write**
- Learners write a paragraph about the topic and illustrate it.
INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting
• Check some handwriting books and provide feedback.
• Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
• Settle the class to do Independent tasks written on board.
• Learners do two tasks a day unless they have GGR.

GGR: Groups D and E second reading
• Re-read the story together, aloud.
• Learners read the story with a partner.
• Teacher listens to learners reading.

READING

Checking and feedback

Read
• In pairs, learners read their independent writing to each other.
• Tell your partner what you liked about their writing.

Mark Independent Work
• Go through the DBE workbook activities together.
• Learners correct or complete.

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
During this week, we continue focus on the LS theme Seasons, plants and animals. We look at how plants grow in different seasons and do an experiment where we try growing a seed in a very cold place like a fridge.

We read a story about doing a dangerous thing that affects people and animals, work with sentences and words, learn about and write a recount and a record of an experiment.

Phonics ...... [language-specific activities for the week to be added. Versioners to provide details]

In Creative Arts learners create a mat from wool or scrap plastic or fabric and improvise a scene using mime.
It was winter. Sipho and Amos had cold feet.

PREPARATION

Flashcards
- dry
- fire
- wind
- smoke
- burnt

Sentence strip

It was winter. Sipho and Amos had cold feet.

INDEPENDENT TASKS

1. Paired Reading LAB Page 60
2. Handwriting 1 o a d g
3. Handwriting 2 Bonolo le Mami ba bala dipalo
4. Handwriting 3 Mošupologo Labobedi Laboraro Labone
5. DBE Home Language Page ??
6. DBE Home Language Page ??
7. DBE Life Skills Pages 40–41
8. Dictionary

EQUIPMENT FOR ACTIVITIES

- Waste cardboard or paper plates, string and wool or strips of fabric/plastic bags in different colours
- Saucers or plastic plates, paper towel/toilet paper, sunflower seeds (or another fast-growing seed like lentils)
- Equipment required for selected Physical Education activities
It was the middle of winter. When Sipho and Amos walked to school in the morning their feet were very cold. There was frost on the road.

“My toes have turned to ice,” said Amos.
“My toes were ice all night,” said Sipho.

But every day the sun warmed them up. There was no rain. All the grass was brown and dry.

One day after school Sipho saw Jakob and another boy in the grass.

Jakob called Sipho. He had a box of matches. “We are making a fire,” said Jakob, “just see how enormous this fire will be!” He lit a match and put it in the grass.

“You do it,” he said to Sipho. Sipho was scared of Jakob. He lit one match and put it in the grass. A fire started in the grass.

First it was just a little fire. But the wind blew and made the fire huge. All the boys ran away.

Sipho and Amos ran to Malume. They climbed in his bakkie.

Why do you think their feet were cold?

What is it like in winter where you live? Is it dry or wet?

Do you remember who Jakob is? How did he treat the younger boys?

Why did Sipho do what Jakob told him? What should he have done?

enormous, huge – other words for very big
The fire was really big. It was burning the dry grass. The teachers were shouting, “Look! There is a fire!” The fire burned the tall grass next to the teachers’ cars. The teachers ran to move the cars.

Sipho and Amos felt scared. “What have we done?” whispered Amos. When Sipho got home Granny said, “Why do you look so nervous?”

“Nothing’s wrong,” said Sipho. But he felt worried about the fire. He looked outside. He saw a lot of smoke.

In the night there was a strong wind. The wind was howling. It woke Sipho up.

He heard the neighbour shouting. The neighbour was MaZaca. She was a very old lady. She could not walk fast. She was shouting for help.

“Help!” she shouted. “Who will help? There is a fire! My cows can’t get out!”

Sipho ran outside. He saw the cows in the field. He heard the cows crying at the gate. He saw a big fire behind them. The flames were leaping into the sky.

“I will help you MaZaca!” shouted Sipho.

He ran to her gate. He opened the gate. The cows ran out. They ran across the road and got away from the fire. The fire couldn’t cross the road because there was nothing to burn on the road.

Sipho ran across the road too. Everyone was safe. “Thank you, thank you, thank you!” said MaZaca.

The next morning Sipho and his granny looked outside. All the grass was burnt black. There was nothing for the cows to eat.

MaZaca was crying. “My cows have nothing to eat!” she said. “Everything is burned! Look at the thatch grass I got to fix my roof! Look, it’s all burnt!”

Then she looked at Sipho. “But my cows are not burned!” she said. “because this boy is a hero!”

“My little hero!” said Gogo. She was very proud of Sipho.

Sipho did not feel like a hero. He looked at what the fire had burned. The cows had no grass to eat. MaZaca had no thatch grass to fix her roof.

“Oh no,” said Sipho to himself, “that was the fire that I lit. I feel so ashamed. What if someone tells Granny?”
**MONDAY**

**READ ALOUD**  
**Fire in winter**

*Before reading*
- Have you ever seen a grass fire? Tell us about it.

*Reading*
- Read the story aloud and ask the questions.

*After reading*
- Why did Sipho light the fire?
- How did he help MaZaca?
- How did he feel after the fire?

**BEGINNING KNOWLEDGE**  
**What do plants need to grow?**

*Prior knowledge*
- What do you think plants need to grow?

*Read the page*
- Look at the pictures and read the text.

*Discuss the questions*
- List the things plants need to grow.
- What seasons are best for growing plants?
- What do you think would happen if you took one of the things away, e.g. light, water or warmth?

**ABC**  
**PHONICS**

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

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

*Pairs*
- Read the syllables and words.

*Write*
- Write words for the pictures.

**READING**  
**Fire in winter**

*Picture walk*  
Who can you see in each picture?

*Read the whole story to and with the learners*
- Learners point to the words with their fingers.

*Comprehension*
- On page 40 point to the words that tells us what the weather was like.
- On page 41 point to the words that tell us what happened to the fire when the wind blew.
- How did Sipho and Amos feel?
- On page 42 point to the two words that tells us how Sipho felt at home.
- How would you feel if you started a fire that got out of control?
WRITING  My news

Pairs
• Use the picture prompts to share news quickly.

Individuals
• Use the writing frame to write news.

INDEPENDENT WORK AND GGR

Handwriting
• Check some handwriting books and provide feedback.
• Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
• Introduce this week’s independent tasks (written on board).
• Learners do two tasks a day unless they have GGR.

GGR: Groups A and B first reading
• Introduce/scaffold the story as needed.
• Learners whisper-read the story to themselves.
• They stop at the end of each page and teacher asks comprehension questions.

VISUAL ARTS  A woven mat

Discuss
• Talk about warm clothes, especially jerseys. Ask what they are made out of.
• Talk about sheep and how they grow warm coats in winter. Their wool is used for knitting and weaving.
• A frame that is used to weave yarn into fabric is called a loom.

Give learners paper plates and wool/fabric or plastic strips
Make a loom
• Cut an odd number of slits – between 9 and 19 – in the rim of a paper plate or round piece of cardboard.
• Wrap the string through the slits to make a star shape.
• Keep the loom safe till Tuesday.

PHYSICAL EDUCATION  Introduction

Prepare
• Choose four different activities from page 19 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
• Play a game such as catches, red rover, hide and seek.
**TUESDAY**

### WELLBEING

**Mindful me**
- Learners sit comfortably and close their eyes.
- They breathe in to a count of five and out to a count of five. Repeat.
- They open their eyes and tell each other how they feel.
- Remind them how this activity can help them relax or calm down.

### BEGINNING KNOWLEDGE

**Experiment: Will a plant grow if it is cold?**
- Read the experiment with the learners.
- Each group plants their seeds in two saucers.
- Put one saucer on the windowsill and one in a cold place.
- What do you think is going to happen?

### PHONICS

**Letter naming practice**
- Point randomly to a letter on the alphabet frieze.
- Learners say sound of the letter.
- Repeat. Keep pace up.

**Do the activity**
- Walk around and assist learners where needed.

**Check/mark the activity**

### READING

**Sentence making**
- Learners cut out the sentence strip (page 181).
- How many sentences are there?
- What do we find at the end of each sentence?
- What? It
- Was what? was winter.
- Who? Sipho and Amos
- Had what? had cold feet.

**Jumble and reconstruct the sentence**
- Learners stick their sentence on LAB page 51.
**TUESDAY**

**SHARED WRITING**

**Write riddles**

**Introduction**
- Say a riddle, e.g. I am a farm animal. I get a thick, woolly coat in winter. You use my wool to knit jerseys. What am I? (sheep)

**Brainstorm**
- Think of another animal?
- What clues can you think of?

**Shared writing**
- Use the learners’ ideas to fill in the writing frame.
- Write as many riddles as there is time.

**Show the writing frame**
- Three clues
- Answer

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**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

**GGR: Groups C and D first reading**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

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**VISUAL ARTS**

**A woven mat**

**Plan**
- Learners plan the colours of wool or fabric/plastic strips they will use.

**Create**
- Weave the wool in and out of the spokes, starting in the centre.
- When the frame is full, cut the long ends of the spokes and tie them to keep the mat from unravelling.

**Display**

**Self-assess**
- Complete the rubric on LAB page 51.

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**PHYSICAL EDUCATION**

**Activity stations**

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

**Cool down**
**WEDNESDAY**

**WELLBEING**

**I think, I feel...**

**Question**
- How do you feel when you do something you know is wrong?

**Pairs**
- Discuss the question.

**Share**
- Select two learners to share (give everyone a chance over the term).

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**BEGINNING KNOWLEDGE**

**Where do birds go to in winter?**

**Prior knowledge**
- Ask learners to share what they learnt about how bees help apples to grow.

**Discuss and read**
- Discuss the picture and read the text to the learners.
- How will you find out the answer?
- Learners do research at home and bring answer on Friday.

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**PHONICS**

**[LAB Heading]**
- **(language specific)**
  - **[Sepedi/isiXhosa]**

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

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

**Pairs**
- Read the syllables and words.

**Write**
- Write words for the pictures.

**Read the sentence**
- [Generic: note that where 2 sounds are covered in a day we need to pluralise. We also need to get the writers to identify if any changes are needed to the instructions per week.]

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**READING**

**Fire in winter**

**Read together**
- Read the first three pages of *Fire in winter* to and with the class.

**Read in groups**
- In groups of three, take turns to read one page each.

**Read alone**
- Whisper-read the first three pages of the story.
**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

**Group E first reading**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

**Group A second reading**
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

**PERFORMING ARTS**

**Improvise and mime**

**Warm up**
- Sing the seasons song from Week 1 *(if you know all the seasons, clap your hands)*.

**Discuss**
- Talk about weather and activities in different seasons.
- Ask how you would show them eg shiver in winter, swim in summer, etc.

**Groups**
- Learners practise miming different weather and activities.

**PHYSICAL EDUCATION**

**Activity stations**

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

**Cool down**
THURSDAY

**ORAL** Sing/recite

I keep your neck warm in the winter: What am I?  
- A scarf!

I keep your face cool in the summer: What am I?  
- A hat!

I keep your feet warm and dry in the autumn: What am I?  
- Some boots!

I keep your arms warm in the spring: What am I?  
- A jersey!

Repeat with other ‘riddles’.

**BEGINNING KNOWLEDGE** How did Sipho feel?

Prior knowledge
- What happened in the story about the fire?

Read the page
- What does the picture show?
- How does Sipho look?
- How do you think you would feel?

Do the activity
- Read the words.
- Draw a circle around the words that describe Sipho’s feelings.

**PHONICS** [Heading] Quick letter naming practice

- Point randomly to letter on the alphabet frieze.
- Learners say sound of letter.
- Repeat. Keep pace up.

**LEARNERS DO THE ACTIVITY**
- Walk around and assist where needed.

**CHECK/MARK THE ACTIVITY**

**READING** Vocabulary and language

Flashcards
- Show and read each word.
- Find and point to the words in the LAB.
- Place the flashcards on the word wall and read them again.

Sentence strip
- Read the sentence strip on LAB page 13.
- Which words shows that this happened long ago? (was, had)
- How would we say this in the present tense (is, have)

[Versioners: These questions are language specific and would need to be written about the sentence in each language. Focus on the past tense.]
THURSDAY

WRITING

Improving our writing
Discuss shared writing
• Read a sentence from Tuesday’s shared writing to learners.
• Show how to make the sentence more interesting (for example, add adjectives or descriptions; use interesting verbs).

Read
• Learners read a sentence from their News to a partner.

Check and improve
• Check the spelling and punctuation of the sentence.
• Can you make your sentence more interesting?

Swap and repeat for each partner

INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting
• Check some handwriting books and provide feedback.
• Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
• Settle the class to do Independent tasks written on board.
• Learners do two tasks a day unless they have GGR.

GGR: Groups B and C second reading
• Re-read the story together, aloud.
• Learners read the story with a partner.
• Teacher listens to learners reading.

PERFORMING ARTS

Perform
• Each group performs the mimes they practised the previous day for the class.
• The rest of the class guesses what the weather or activity is.

Evaluate
• Praise and applaud each group.

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

Where do birds go to in winter?

Some birds stay in South Africa the whole year. They find food to eat even in the winter. But some birds leave South Africa in our winter and go to places that are having summer. They may fly thousands of kilometres to the Northern Hemisphere and even to Asia. Swallows leave South Africa in about April and fly over Africa to Spain and France. They live there until it starts to get cold in Europe. Then they fly back to South Africa in our springtime. We call this migration.

Pairs
- Tell what you found out.
- Choose some learners to tell the class.

Discuss and add information.

BEGINNING KNOWLEDGE

Write and draw what you found out
- Write one thing you learned.
- Draw a picture.

ORAL

Where do birds go to in winter?

Brainstorm
- Remind learners of the riddles you wrote together on Tuesday.
- Look at the pictures of clothes and discuss which seasons you would wear them.
- Brainstorm some words to describe the clothes and what they are for.

Read
- Read the sentence starters with the learners.

Write
- Learners choose words from the list and write three riddles.

PHONICS

Timed word reading

Pairs read the words
- Learner reads to partner for 1 minute.
- Teacher times the minute.
- Circle the last word read. Partner counts incorrectly read words.
- Each learner has three turns.

Count the words
- Choose the best attempt. Subtract any incorrectly read words.
- Learners write their best score on the line.
- Point out how you read more words with more practice.
INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups D and E second reading
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

READING

Checking and feedback

Read
- In pairs, learners read their riddles to each other.

Mark Independent Work
- Go through the DBE workbook activities together.
- Learners correct or complete.

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
This week some activities continue to focus on the Seasons, but the Read Aloud story and the Life Skills text look at a special day – Freedom Day. In the story, Dora’s granny shares her experiencing of voting for the first time in 1994, and the BK text gives more details. Learners make a Freedom Day poster in Visual Arts.

The Shared Reading continues to focus on the Fire in winter story, and learners write a shared story and an individual story about doing something dangerous. They also record the growth of their seeds in the experiment begun in week 3.

**Phonics ......** [language-specific activities for the week to be added. Versioners to provide details]
My cows are not burned because this boy is a hero!
It was a very cold day. After school Kegetso went to Dora’s house. Granny made tea and vetkoek for them.

“My granny makes the best vetkoek,” said Dora. “Mmmmm,” said Kegetso. Her mouth was full so she could not talk. “Mmm, mmm, mmmm!” she said. She was nodding her head. She was smiling.

Dora felt happy. The tea made her warm. It was a good day to listen to stories. “Granny,” said Dora, “tell us about a special day that you remember from long ago.”

“Yo! Yo! Yo!” said Granny, “What day shall I tell you about? There have been a lot of special days in my life. I have many special memories.”

She was smiling too. “But let me tell you about one that made me cry,” she said.

“Oh, no!” said Dora, “That must have been a sad day!”

“No, no,” said Granny, “Sometimes we cry when we are very happy.”

“Hawu!” said Kegetso, “What could make you so happy that you cried? Will you tell us?”

Granny says sometimes happy things can also make you cry. Has that happened to you?
“I will,” said Granny, “It was all about voting,” and she told this story:

“Voting is the way we choose the government. In South Africa we use special papers called ballot papers to vote. The ballot paper has got the names of all the groups who want to be the government on it.

“We call these groups parties. But they are not Christmas parties. When a person votes they put a cross next to the name of group they choose to be the government. The group – or ‘party’ – that gets the most votes wins and they get to be the government.”

“Granny,” said Dora, “Can we have more tea? And another vetkoek while you tell us the story of voting?”

Granny gave them more tea and another vetkoek. It was raining and cold and the girls wanted to hear granny’s story about voting.

“When I was little like you, only white people could vote in South Africa. Only white people could be in government. But in 1994 that all changed. Black people voted for the first time. It was so exciting! I was a young woman then.

We voted on the 27th of April 1994. What a big day that was. We were so happy! We got up very early and went to the voting places – called voting stations.

“There were so many people that we had to stand in long lines. We waited a long time in those long lines, brown people, black people and white people all together. We did not mind waiting. We were happy that we were all doing something together for the first time.

“We got hot and thirsty but policemen brought us water to drink.

“We were all together – rich people and poor people, young people, old people, mothers, fathers – even grandmothers and grandfathers.

“People from the TV came to talk to us. They even talked to me! Imagine – I was on TV! They asked me if it was bad to wait so long. I told them we were happy to wait. I said, ‘We are free. We are fair. We are patient’! Lots of people told me they saw me on TV, saying that.

“After I marked my ballot paper I went out of the voting station. There was an old lady crying. She said she had waited for many, many years to vote. She said that her heart was so happy she had to cry. People hugged her and we all laughed and cried together.

“It was such a wonderful day!”
MONDAY

READ ALOUD
Granny remembers a special day

Before reading
- Discuss the picture on page 70 of the LAB.
- Ask: What do you think will happen?

Reading
- Read the story aloud and ask the questions.

After reading
- What did granny tell the girls about?
- What did she say to the TV presenter?
- Do you know about voting?

BEGINNING KNOWLEDGE
Freedom Day

Prior knowledge
- Have you seen election posters or heard people talking about voting?

Read the page
- Look at the picture and read the text.

Discuss the information
- When is Freedom Day?
- What do we remember on Freedom Day?
- Who was the first president of our democratic South Africa?

PHONICS
[LAB Heading] (Versioners: Language specific)

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

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

Pairs
- Read the syllables and words.

Write
- Write words for the pictures.

Read the sentence

READING
Fire in winter

Picture walk
- Who can you see in each picture? What is happening?

Read the whole story to and with the learners
- Learners point to the words with their fingers.

Comprehension
- On page 43 point to word that tells us what woke Sipho up.
- How do you think MaZaca felt?
- How do you think Sipho felt?
- On page 44 point to the words that tell us what problem the fire had caused.
- On page 44 point to the words that tell us what MaZaca thought about Sipho.
- Why didn’t Sipho want Granny to know he started the fire?
**Writing**

**My News**

- **Pairs**
  - Use the picture prompts to share news quickly.

- **Individuals**
  - Use the writing frame to write news.

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**Independent Work and GGR**

**Handwriting**

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent Work**

- Introduce this week’s independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.

**GGR: Groups A and B first reading**

- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

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**Visual Arts**

**Make a Freedom Day Poster**

- **Discuss**
  - Talk about the South African National symbols: the King protea, the Springbok, the Blue Crane, the Galjoen, the Yellowwood tree.
  - Ask if learners have ever seen any of these depicted on our money (springbok on R1, protea on 20c, and blue crane on old 5c).

- **Colour**
  - Learners will make a Freedom Day poster.
  - To prepare, they colour and cut out the symbols on the cut-out page.
  - Keep the pieces safe to use tomorrow.

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**Physical Education**

**Introduction**

- **Prepare**
  - Choose four different activities from page 19 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**
  - Play a game such as catches, red rover, hide and seek.
TUESDAY

WELLBEING

Mindful me

- Pairs sit so that one has their back to the other.
- One draws gentle circles or patterns on the other's back with their fingers. Then swap over.
- Ask one or two learners to say how it felt.
- Talk about how gentle touch can help us to relax.

BEGINNING KNOWLEDGE

All about Freedom Day

Read the questions together.

Answer

- Learners fill in the answers in each block.

Check

- Check the answers with a partner.

PHONICS

Quick letter naming practice

- Point randomly to a letter on the alphabet frieze.
- Learners say sound of the letter.
- Repeat. Keep pace up.

Do the activity

- Walk around and assist learners where needed.

Check/mark the activity

READING

Sentence making

Cut out Learners cut out the sentence strip (page 181).

Read together

- What does the “.” punctuation mark mean?
- How do we say a sentence that ends with an exclamation mark (!)?

Ask questions and cut off the words/word groups

- What? My cows
- Are what? are not burned

Why? because

Who? this boy

Is what? a hero

Jumble and reconstruct the sentence

Stick the sentence

- Learners stick their sentence on LAB page 66.
**Plan**
- Talk about posters *(they grab attention; they have a clear message)*.
- Brainstorm slogans for the poster, e.g. *Happy Freedom Day!*

**Create**
- Learners write a slogan on their paper.
- They stick the decals they made on Monday onto the poster.

**Share**
- Pairs describe their poster to each other.
- Display posters.

**Self-assess** Complete rubric on LAB page 66.

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**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

**GGR: Groups C and D first reading**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

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**VISUAL ARTS**

**Make a Freedom Day poster**

**Plan**
- Talk about posters *(they grab attention; they have a clear message)*.

**Create**
- Learners write a slogan on their paper.
- They stick the decals they made on Monday onto the poster.

**Share**
- Pairs describe their poster to each other.
- Display posters.

---

**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**
WEDNESDAY

WELLBEING

I think, I feel ...

Questions
• How do I feel about living in South Africa?
• Am I proud of my country?

Pairs
• Discuss the question.

Share
• Select two learners to share (give everyone a chance over the term).

BEGINNING KNOWLEDGE

Famous South African freedom fighters

Prior knowledge
• Ask learners to name any South African heroes they know.

Discuss and read
• Discuss the picture and read the text to the learners.
• How will you find out the answer?
• Learners do research at home and bring answer on Friday.

PHONICS

[LAB Heading] (language specific) [Sepedi/isiXhosa]

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

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

Pairs
• Read the syllables and words.

Write
• Write words for the pictures.

Read the sentence

[Generic: note that where 2 sounds are covered in a day we need to pluralise. We also need to get the writers to identify if any changes are needed to the instructions per week.]

READING

Fire in winter

Read together
• Read the last three pages of Fire in winter to and with the class.

Read in groups
• In groups of three, take turns to read one page each.

Read alone
• Whisper-read the last three pages of the story.
**WEDNESDAY**

**物理教育**  活动站

**warm up**

- 将每个小组发送到一个活动站。
- 他们做活动。
- 老师观察并指导。

**Cool down**

**表演艺术**  唱快和慢

**准备**

- 选择一首可以快或慢唱的歌。

**唱**

- 用全班唱这首歌。

**组**

- 学生练习这首歌，唱得快和慢。

**独立工作和小组引导阅读**  

**手写工作**

- 检查一些书写书，并提供反馈。
- 提醒学生练习一致的字母形成、大小、位置在线和斜度，并识别他们最好的字母。

**独立工作**

- 安排全班做板上写的独立任务。
- 学生每天做两道题，除非有GGR。

**组E第一阅读**

- 引入/支架故事，如有需要。
- 学生小声阅读故事，自己阅读。
- 他们停在每页的末尾，老师问理解性问题。

**组A第二阅读**

- 重新阅读故事，一起大声读。
- 学生和同伴一起读故事。
- 老师听学生阅读。

**写作**  我们的种子试验（2）

**观察**

- 学生观察他们之前种的两颗种子。

**讨论**

- 他们讨论种子发生了什么——它们是如何生长的，如果它们之间有不同之处。

**头脑风暴词汇**

- 头脑风暴来描述实验的词。

**写**

- 完成写作框架。
THURSDAY

**ORAL**  Sing/recite  [15 min]

Molo, molo, let’s all say molo
It’s how I greet in isiXhosa
Let’s all say molo.

Hallo, hallo, let’s all say hallo
It’s how I greet in Afrikaans
Let’s all say Hallo.

Dumela, dumela, let’s all say dumela
It’s how I greet in Sesotho,
Setswana and Sepedi
Let’s all say Dumela.

Sawubona, Sawubona, let’s say sawubona
It’s isiZulu and Siswati for ‘Hello’
Let’s all say Sawubona.

Auvxeni, auvxeni, let’s all say auvxeni
It’s Tsonga for “ello’
Let’s all say Auvxeni.

Lotjani, lotjani, let’s all say lotjani
It’s Ndebele for ‘Hello’
Let’s all say Lotjani.

Nda or Aa, Nda or Aa, let’s all say Nda or Aa
It’s Venda for ‘Hello’
Let’s all say Nda or Aa.

**BEGINNING KNOWLEDGE**

Granny remembers a special day  [15 min]

Prior knowledge
- What do you remember about Freedom Day?

Read the page
- Who do you see in the picture?
- Look at the people’s faces.
- How do you think the people feel?
- How do you feel when you are free to do the things you like doing?

**PHONICS**  [Heading]  [15 min]

Quick letter naming practice
- Point randomly to letter on the alphabet frieze.
- Learners say sound of letter.
- Repeat. Keep pace up.

Learners do the activity
- Walk around and assist where needed.

Check/mark the activity

**READING**  Vocabulary and language  [15 min]

Flashcards
- Show and read each word.
- Find and point to the words in the LAB.
- Place the flashcards on the word wall and read them again.

Sentence strip
- Read the sentence strip on LAB page 66.
- There are two parts of the sentence. What is the first part? (My cows are not burned)
- What is the second part (this boy is a hero)
- What word joins the two parts? (because)
- What does because show us? (there is a reason for something happening)

[Versioners: These questions are language specific and would need to be written about the sentence in each language. Focus on causality]
WRITING

Written comprehension

Revision
  • Re-read the story Fire in winter.

Answer the questions
  • Check answers together

THURSDAY

INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting
  • Check some handwriting books and provide feedback.
  • Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
  • Settle the class to do independent tasks written on board.
  • Learners do two tasks a day unless they have GGR.

GGR: Groups B and C second reading
  • Re-read the story together, aloud.
  • Learners read the story with a partner.
  • Teacher listens to learners reading.

PERFORMING ARTS

Concert time

Perform
  • Each group performs the song they practised the previous day for the class.
  • Choose the strongest group to perform first.

Evaluate
  • Praise and applaud each group.

PHYSICAL EDUCATION

Activity stations

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

Cool down
FRIDAY

There are many famous people who fought for freedom in South Africa. Some of the people who wanted South Africa to be free were put in jail because they told the government they were wrong. Some had to leave South Africa and lived in exile in other countries. Some have died already but some are still alive. Most people around the world think that Nelson Mandela was the greatest South African who was ever born.

Pairs
- Tell what you found out.

Class
- Share and give more information.

BEGINNING KNOWLEDGE

Write and draw what you found out
- Write one thing you learned.
- Draw a picture.

PHONICS

Dictate words
- Say each word clearly and slowly.
- Repeat it once only.

Write
- Give learners time to write each word.
- They must use their best handwriting.

Check and correct
- Write the words on the board for learners to mark.

WRITING

Danger!

Brainstorm
- Re-read the Shared Writing story from Tuesday.
- Learners select their own characters for a new story.

Plan
- They must write their story in paragraph form.
- They need to give the story a title.
- They need to have a sentence that tells what the dangerous activity was.
- They need 3 or 4 sentences that tell what happened.

Write
- Learners write their own paragraph.
INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups D and E second reading
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

READING

Checking and feedback

Read
- In pairs, learners read their independent writing to each other.
- Tell your partner what you liked about their writing.

Mark Independent Work
- Go through the DBE workbook activities together.
- Learners correct or complete.

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
During this week, the focus is on the LS theme **Animals, wild and tame**. The Read aloud and Shared reading stories are based on the fable of *How Zebra got his stripes*. In Beginning Knowledge we look at farm animals, what they produce and which are most popular. The learners read and write an advertisement for farm products.

Learners continue to work with sentences and words, and record the growth of their seeds from the week 3 experiment.

**Phonics** ...... [language-specific activities for the week to be added. Versioners to provide details]

Creative Arts and Performing arts focus on making masks of farm animals and using them to improvise.
Long, long ago, Zebra had shiny black skin that shone like a diamond in the sun.
How Zebra got his stripes

Long, long ago, Zebra had glossy black skin. As he walked proudly through the long, pale grass, his beautiful black hide shone like a diamond in the sun.

When he strutted among the leopard trees with their white trunks, he tossed his mane because he knew he was beautiful. When he drank at the water hole, his black skin shone as brightly as the sparkling ripples on the water.

The hunters from the nearby village stared at the beautiful, shiny, black Zebra. They wanted to tame him.

“If we owned that Zebra, all the other people from other villages would envy us,” they said to one another. “We will catch him and tie him up!” said one hunter.

Zebra heard the hunters plotting to trap him. He ran to hide in the long, white grass, but the hunters saw his beautiful, shiny black hide and chased him.

He ran to hide amongst the leopard trees with their white trunks, but the hunters saw his shiny black hide and chased him.

QUESTIONS + VOCAB

- glossy – very shiny
- strutted – walked very proudly
- sparkling ripples – shiny waves on water
- tame – make him not wild anymore
- envy – want something that someone else has
- plotting – planning

How do you think he walked? Show me.

Why did the villagers want to catch him?

What was the hunters’ plan?

Why do you think the hunters could see Zebra even when he tried to hide?
Zebra ran and ran. At last he outran the hunters but he was far away from home.

He came to a clearing where some villagers were building a new hut. A big bucket of white paint stood in the middle of the clearing.

Zebra had an idea. “I will paint my hide so that the hunters don’t think I am beautiful any more.”

He kicked the bucket of paint until it fell over. The paint spilled on the ground and Zebra rolled over and over until his beautiful black hide was covered with stripes of white paint.

“Now I am sure I look quite different,” he said. “The hunters won’t want me any more!”

He started walking back home. He came to a waterhole and stopped and looked at his reflection. “I am black and white now!” he exclaimed. “If I hide amongst the leopard trees I’ll look like a tree trunk. If I hide amongst the tall grasses, I will look like tall grass stalks. I will be hidden! I don’t need to be afraid of the hunters any more!”

When he heard hunters coming, he stood very still. The hunters thought he was a leopard tree and went past without noticing him.

Zebra was very relieved. His camouflage protected him.

Soon all the other zebras decided to paint white stripes on their hides so that the hunters would leave them alone. Gradually, zebras started to be born with beautiful black and white stripes.

And that is why today all zebras have black and white striped hides.
MONDAY

READ ALOUD  How Zebra got his stripes

Before reading
• Ask learners to name wild animals that they think are beautiful.

Reading
• Read the story aloud and ask the questions.

After reading
• Did the hunters want to hurt the zebra?
• What happened when the zebra painted stripes on himself?
• Do you think zebras are beautiful with stripes?

BEGINNING KNOWLEDGE  Products from farm animals

Prior knowledge
• Do you know where our food comes from?

Read the page
• Look at the advertisement and read the text.

Discuss the questions
• What is this advertisement selling? How do you know? (pictures, prices)
• How does it try to persuade us to buy the goods? (fresh goods, good prices, special offer for first people who buy the goods)
• Would you like to buy food from MaZaca’s farm?

PHONICS  [LAB Heading]

(introduced by Language specific)

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

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

Pairs
• Read the syllables and words.

Write
• Write words for the pictures.

READING  How Zebra got his stripes

Picture walk
• What can you see in each picture?

Read the whole story to and with the learners
• Learners point to the words with their fingers.

Comprehension
• On page 78 point to the words that tells us that Zebra had a beautiful hide.
• Point to the words that tell us the villagers wanted to keep the zebra with them.
• On page 79 point to the words that tell us that the zebra didn’t want to be caught.
• On page 80 point to the word that tells us what the zebra said.
• Do you think his plan was good?
**WRITING**

*My news*

**Pairs**
- Use the picture prompts to share news quickly.

**Individuals**
- Use the writing frame to write news.

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**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Introduce this week’s independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.

**GGR: Groups A and B first reading**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

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**VISUAL ARTS**

*Animal masks*

**Discuss**
- Learners talk about different farm animals.

**Plan**
- Learners select the animal they will make a mask of.
- They do a simple drawing of their animal.

**Draw the mask**
- Learners draw the features of their animal on their paper plate or piece of cardboard.
- Carefully cut out the eyes. Keep the mask safe to complete on Tuesday.

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**PHYSICAL EDUCATION**

*Introduction*

**Prepare**
- Choose four different activities from page 19 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**
- Play a game such as catches, red rover, hide and seek.
**WELLBEING**

**Mindful me**

- Tell learners that they can make themselves feel strong, brave and happy by posing their bodies and pretending to be a character.
- Demonstrate a pose like Superman. Stand with feet apart and clenched fists, arms stretched up to the sky.
- Learners stand and pose their bodies. Tell them to say “I have super powers” to themselves. Hold the pose for 10 seconds.
- They sit down and tell each other how they feel.
- Talk about how this activity can help them feel brave when they are feeling nervous.

**BEGINNING KNOWLEDGE**

**Match the farm animals and products**

- **Match**
  - Look at the pictures and match the animals and products.
- **Read**
  - Read all statements to and with learners.
- **Answer**
  - Fill the gaps in the sentences.
- **Check**
  - Check the answers.

**PHONICS**

**Letter naming practice**

- Point randomly to a letter on the alphabet frieze.
- Learners say sound of the letter.
- Repeat. Keep pace up.

**Do the activity**

- Walk around and assist learners where needed.

**Check/mark the activity**

**READING**

**Sentence making**

- **Cut out** Learners cut out the sentence strip (page 185).
- **Read together**
  - Why is there a comma after long, long ago? (it is a phrase that often starts stories)
- **Ask questions and cut off the words/word groups**
  - **When?** Long, long ago
  - **Who?** Zebra
  - **Had what?** had shiny black skin
  - **Did what?** that shone
  - **Like what?** like a diamond
  - **Where?** in the sun
- **Jumble and reconstruct the sentence**
- **Stick the sentence**
  - Learners stick their sentence on LAB page 89.
THE DAY: TUESDAY

MAKE A POSTER

**Introduction**
- Remind learners of the advertising poster they read on Monday.

**Show the writing frame**
- Banner that describes the company
- Slogan that persuades people to buy
- Picture of the products
- Price list
- Contact details

**Brainstorm**
- Ideas for a company and product
- Ideas for a slogan

**Shared writing**
- Use the template and learners’ ideas.

SHARED WRITING

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

**GGR: Groups C and D first reading**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

**VISUAL ARTS**

**An animal mask**

**Create**
- Learners stick or staple on features like ears, etc.
- Draw or paint the rest of the features.

**Display**

**Self-assess**
- Complete the rubric on LAB page 89.

**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**
**WEDNESDAY**

**WELLBEING**

I think, I feel...

**Question**
- Which farm animal do you think is the most important?

**Pairs**
- Discuss the question.

**Share**
- Select two learners to share (give everyone a chance over the term).

---

**BEGINNING KNOWLEDGE**

Farming silkworms

**Prior knowledge**
- Ask learners if they have ever seen silkworms and their cocoons.

**Discuss and read**
- Discuss the picture and read the text to the learners.
- How will you find out the answer?
- Learners do research at home and bring answer on Friday.

---

**ABC**

**PHONICS**

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

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

**Pairs**
- Read the syllables and words.

**Write**
- Write words for the pictures.

**Read the sentence**

[Generic: note that where 2 sounds are covered in a day we need to pluralise. We also need to get the writers to identify if any changes are needed to the instructions per week.]

---

**READING**

How Zebra got his stripes

**Read together**
- Read the first three pages of How Zebra got his stripes to and with the class.

**Read in groups**
- In groups of three, take turns to read one page each.

**Read alone**
- Whisper-read the first three pages of the story.
**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

**Group E first reading**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

**Group A second reading**
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

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**PERFORMING ARTS**

**Role play**

**Warm up**
- Locomotor movements of farm animals, e.g. waddle like a duck, gallop like a horse, leap like a goat, etc., clapping the rhythm patterns as they move.

**Tell a story**
- Tell a short story about two farm animals who have an argument, e.g. the hen and the cow each saying they are the most important animal in the farmyard.

**Pairs**
- Learners role-play their own story about two animals arguing using their own masks as the characters.

---

**PHYSICAL EDUCATION**

**Activity stations**

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

**Cool down**
THURSDAY

ORAL  Sing/recite

Tune of Old McDonald had a farm

Farmer Mandla had a farm
E-I-E-I-O
And on this farm he had a cow
E-I-E-I-O

With a moo-moo here and a moo-moo there
Here a moo, there a moo,
Everywhere a moo-moo.
Farmer Mandla had a farm
E-I-E-I-O

Repeat with other animals.

BEGINNING KNOWLEDGE  Farm animals

Prior knowledge
• What is the most interesting thing you have learnt about farm animals?

Discuss
• What do you see in the picture?
• Name all the female animals, male animals and baby animals.
• What products do you get from these animals?

PHONICS  [Heading]

Quick letter naming practice
• Point randomly to letter on the alphabet frieze.
• Learners say sound of letter.
• Repeat. Keep pace up.

Learners do the activity
• Walk around and assist where needed.

Check/mark the activity

READING  Vocabulary and language

Flashcards
• Show and read each word.
• Find and point to the words in the LAB.
• Place the flashcards on the word wall and read them again.

Sentence strip
• Read the sentence strip on LAB page 89.
• Which words describe Zebra’s skin? (shiny black)
• What is his skin compared to? (a diamond in the sun)

[Versioners: These questions are language specific and would need to be written about the sentence in each language. Focus on the past tense.]
**WRITING**  Improving our writing

Discuss shared writing
- Read a sentence from Wednesday’s *My seed experiment* to learners.
- Show how to make the sentence more interesting (for example, add adjectives).

Read
- Learners read a sentence from their writing from yesterday to a partner.

Check and improve
- Check the spelling and punctuation of the sentence.
- Can you make your sentence more interesting?

Swap and repeat for each partner

**INDEPENDENT WORK AND GROUP GUIDED READING**

Handwriting
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups B and C second reading
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

**PERFORMING ARTS**  Sing a song loud and soft

Discuss
- Which farm animals make loud noises? Soft noises?
- Choose a song about farm animal noises (e.g. Farmer Mandla).

Sing
- Sing the song making loud and soft animal noises in appropriate places.

**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
Farming silkworms

Silkworms are no longer found in the wild. They eat only mulberry leaves. Inside the cocoon, the caterpillar changes into a moth. Farmers let some of the moths hatch, mate and lay eggs. The rest of the moths die when the silk is unravelled. Luckily silkworm moths lay a lot of eggs!

Pairs
- Tell what you found out.

Class
- Share and give more information.

BEGINNING KNOWLEDGE

Write and draw what you found out
- Write one thing you learned.
- Draw a picture.

PHONICS

Timed word reading

Pairs read the words
- Learner reads to partner for 1 minute.
- Teacher times the minute.
- Circle the last word read and partner counts incorrectly read words.
- Each learner has three turns.

Count the words
- Choose the best attempt. Subtract any incorrectly read words.
- Learners write their best score on the line.
- Point out how you read more words with more practice.

WRITING

Make an advertising poster

Brainstorm
- What would you like to advertise?
- How will you persuade people to buy your products?

Observe
- Look at the template with the learners and decide what needs to go in each of the placeholders.

Write and draw
- Learners complete the poster template with words and pictures.
INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups D and E second reading
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

READING

Checking and feedback

Read
- In pairs, learners read their news to each other.

Mark Independent Work
- Go through the DBE workbook activities together.
- Learners correct or complete.

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
This week the focus is on wild animals. The Life Skills texts and activities focus on classifying animals according to what they eat.

The Read Aloud story is about a chameleon which is able to camouflage itself by changing colour. This is linked to the Shared Reading story about zebra and its stripes which camouflage it.

Learners continue with sentence and word work based on the Shared Reading text for the fortnight, and write a story modelled on the text in Shared and Independent Writing. They are reminded about different tenses and focus on the past tense.

Phonics ...... [language-specific activities for the week to be added. Versioners to provide details]

In this week, conduct formal assessment in: Listening and Speaking, Writing, Beginning Knowledge/PSWB and Handwriting (see the Formal Assessment schedule on page 3).
He rolled over until his hide was covered with stripes of white paint.

PREPARATION

Flashcards
- envy
- catch
- chase
- kick
- hide

Sentence strip

INDEPENDENT TASKS

1. Paired Reading LAB Page 114
2. Handwriting 2 Bonolo le Mami ba bala dipalo
3. Handwriting 3 Mošupologo Labobedi Laboraro Labone
4. DBE Home Language Page ??
5. DBE Home Language Page ??
6. DBE Life Skills Page 53
7. Dictionary
- envy
- catch
- chase
- kick
- hide
8. Handwriting ASSESSMENT 1
   Copy what Lion said. LAB page 108

EQUIPMENT FOR ACTIVITIES

- Paint or crayons
- A picture of a leopard
- Equipment required for selected Physical Education activities
Chameleons are very clever creatures. They can sit very still for a long time, moving very slowly so that they are nearly invisible to the flies they want to catch.

They have eyes that can look all around them – up, down, to the side, forwards, backwards – so they can see flies and other insects without even moving.

They have long, flexible tails and curved feet that can curl around branches and stems and keep them from falling off the branches. They have long, sticky tongues that can shoot out a long way and catch flies far away from them.

But most of all, they have amazing skin, which can change colour.

If they sit on a green leaf, their skin slowly changes to a greenish colour so that they are invisible against the leaf.

If they move onto a brown stem, their skin slowly changes to a brownish colour so that they are invisible against the stem.

If they move onto a yellow flower, their skin slowly changes to a yellowish colour so that they are invisible against the flower.
But once there was a chameleon called Chloë who was very silly. Instead of sitting very still on a green leaf and waiting for her skin to change slowly, Chloë would rush from one coloured leaf to the other. Her mother said, “Sit still and wait, Chloë,” but she kept rushing from one leaf to the other.

Instead of turning her amazing eyes so she could see flies above, below, to the right, to the left, in front and behind, Chloë would turn her whole body around and around shouting, “There’s a fly! Let me catch it!” and frightening all the flies away. “Use your eyes, Chloë,” said her mother.

Instead of using her flexible tail to hold onto branches and twigs, Chloë waved her tail in the air. “Look at my beautiful tail!” she would shout. Then she’d fall off the branch and land in the bushes. “Oh Chloë!” her mother would scold. “Hold on tight with your tail!”

Chloë never caught any flies – she frightened them by moving so fast, by waving her tail and because she was never camouflaged.

The flies said, “Look at Chloë the silly chameleon!” and laughed as they flew away.

Chloë got very hungry and thin. Her mother said, “Now, Chloë, it’s time to stop being so silly! Your eyes turn around so that you can see flies. Don’t turn round and round looking for food!”

Then she said, “Use your tail to hold onto branches, and move your feet slowly!

But most of all, Chloë, you need to learn to camouflage yourself! Your skin won’t change colour if you keep running from leaf to leaf. You need to sit very still and wait. The colour will change gradually. And then the flies won’t see you.”

Chloë listened to her mother, and she tried to follow her instructions. Soon the flies didn’t see her big, sticky tongue coming. She got fat and strong and no one called her silly any more.
**MONDAY**

**READ ALOUD**  
**Chloë the silly chameleon**

**Before reading**
- Discuss what learners know about chameleons. Some may be afraid of them.
- Explain that chameleons cannot hurt people.
- Ask them to look at the picture of the chameleon on LAB pg 187.

**Reading**  
Read the story aloud and ask the questions.

**After reading**
- Why does a chameleon have eyes that turn around in their head?
- Why does a chameleon change colour?
- Who taught Chloë the silly chameleon to be sensible.
- Do we need to be afraid of chameleons?

**BEGINNING KNOWLEDGE**  
**Staying alive**

**Prior knowledge**
- Ask learners to name any wild animals they have seen or heard about.
- Ask why animals need to eat (to stay alive).

**Read the page**
- Look at the pictures and read the text.

**Discuss the text**
- Talk about and name other carnivores.
- Talk about and name other herbivores.
- Talk about and name other omnivores.

**PHONICS**

**[LAB Heading]**  
**Versioners: Language specific**

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

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

**Pairs**
- Read the syllables and words.

**Write**
- Write words for the pictures.

**READING**  
**How Zebra got his stripes**

**Picture walk**
- Who can you see in each picture? What is happening?

**Read the whole story to and with the learners**
- Learners point to the words with their fingers.

**Comprehension**
- On page 81 point to word that tells us how the zebra moved.
- On page 82 point to the words that say what zebra did when he heard the hunters.
- On page 83 point to the word that tells us that we are talking about more than one zebra.
- How do you think the zebra felt when the hunters couldn’t find him?
MONDAY

WRITING ASSESSMENT 1  My news
Pairs
• Use the picture prompts to share news quickly.

Individually
• Tell learners this is an assessment and will be marked.
• Remind them to:
• Check their punctuation and spelling.
• Write interesting ideas.
• Check their writing before they hand it in.

INDEPENDENT WORK AND GROUP GUIDED READING
Handwriting
• Check some handwriting books and provide feedback.
• Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
• Introduce this week’s independent tasks (written on board). On Friday, learners do Handwriting Assessment as an independent task.
• Learners do two tasks a day unless they have GGR.

GGR: Groups A and B first reading
• Introduce/scaffold the story as needed.
• Learners whisper-read the story to themselves.
• They stop at the end of each page and the teacher asks comprehension questions.

VISUAL ARTS  Camouflage art
Discuss
• What happens when chameleons move onto different coloured plants?

Colour
• Colour the chameleon on LAB page 187.
• Remove the pages from the LAB and display.

PHYSICAL EDUCATION  Introduction
Prepare
• Choose four different activities from page 19 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
• Play a game such as catches, red rover, hide and seek.
**LISTENING & SPEAKING ASSESSMENT 1**

- **How Zebra got his stripes**
  - Ask two to three questions. Use both lower and higher order questions.
  - **Examples:**
    - Retell the story of How Zebra got his stripes in sequence.
    - Who are the characters in the story?
    - Why did the hunters want to catch Zebra?
    - How did the zebra change his looks?
    - Do you think this is a true story? Why/why not?

**GENERAL ACTIVITIES**

- **Quick letter naming practice**
  - Point randomly to a letter on the alphabet frieze.
  - Learners say sound of the letter.
  - Repeat. Keep pace up.

- **Do the activity**
  - Walk around and assist learners where needed.

- **Check/mark the activity**
  - [Heading]
    - [Phonics activity heading from LAB]

**PHONICS**

- **Quick letter naming practice**
  - Point randomly to a letter on the alphabet frieze.
  - Learners say sound of the letter.
  - Repeat. Keep pace up.

- **Do the activity**
  - Walk around and assist learners where needed.

**READING**

- **Sentence making**
  - **Cut out**
    - Learners cut out the sentence strip (page 185).
  - **Read together**
    - Who does the word “he” refer to? (zebra)
    - Was Zebra male or female?
  - **Ask questions and cut off the words/word groups**
    - **When?** until
    - **What?** his hide
    - **Was what?** covered
    - **With what?** stripes
    - **Of what?** white paint
  - **Jumble and reconstruct the sentence**
  - **Stick the sentence**
    - Learners stick their sentence on LAB page 104.

**BEGINNING KNOWLEDGE ASSESSMENT 1**

- **Individuals**
  - Explain that this activity is an assessment and will be marked.
  - Learners work individually with no talking.

- **Pictures**
  - Learners look at the pictures and read the labels.

- **Sort**
  - They write the animals’ names in the correct circles.
**Shared Writing**

**Write a Story**

**Introduction**
- Learners tell the story *How Zebra got his stripes* in their own words.
- Is this story in the past or is it happening now?
- What words do we use to show it is past tense?

**Show the Writing Frame**

**Brainstorm**
- What should the title be?
- What animal shall we choose?
- How did it look long ago?

**What happened to change their looks?**
- How do they look now? (Use a well-known story like how the elephant got a long trunk, how the cheetah got his spots, etc.)

**Shared Writing**
- Write the new story on the board, using learners’ ideas.
- Emphasise that this story is in the past so all verbs must be in the past tense.

**Visual Arts**

**An Animal Mask**

**Discuss**
- Look at a picture of a leopard and discuss how the spotty coat is a kind of camouflage.

**Observe**
- Look carefully at the spots and note how they have two colours – brown and black.

**Create**
- Use paint and fingerprints/crayons to cover the page with a leopard spot pattern.

**Display**
- Display the patterned paper in the classroom.

**Self-assess**
- Complete rubric on LAB page 104.

**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**
WEDNESDAY

**LISTENING & SPEAKING ASSESSMENT 1**

**How Zebra got his stripes**

- Ask two to three questions. Use both lower and higher order questions.

**Examples:**
- Retell the story of *How Zebra got his stripes* in sequence.
- Who are the characters in the story?
- Why did the hunters want to catch Zebra?
- How did the zebra change his looks?
- Do you think this is a true story? Why/why not?

**BEGINNING KNOWLEDGE**

**South African wild animals**

**Prior knowledge**
- Ask learners to name some South African wild animals they know.

**Discuss and read**
- Discuss the pictures and read the question to the learners.
- How will you find out the answer?
- Learners do research at home and bring answer on Friday.

**PHONICS**

**The NGQ sound**  
*Sepedi/isiXhosa*

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

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

**Pairs**
- Read the syllables and words.

**Write**
- Write words for the pictures.

**Read the sentence**

**READING**

**How Zebra got his stripes**

**Read together**
- Read pages the last three pages of *How Zebra got his stripes* to and with the class.

**Read in groups**
- In groups of three, take turns to read one page each.

**Read alone**
- Whisper-read the last three pages of the story.
**WRITING**

**The life of chickens**

**Discuss**
- Explain that the words in the sentences are not in the correct order.
- These sentences give information about chickens.

**Read**
- Read the first jumbled sentence and rearrange the words/phrases on the board.

**Write**
- Learners unjumble and write the rest of the sentences in the lab.

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Settle the class to do independent tasks written on the board.
- Learners do two tasks a day unless they have GGR.

**Group E first reading**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and the teacher asks comprehension questions.

**Group A second reading**
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

**PERFORMING ARTS**

**Improvise**

**Introduction**
- Recap the story you wrote in Shared writing on Tuesday.

**Discuss**
- Who were the characters in the story?
- How do you think the animals or people looked?
- How do you think the animals or people moved?
- How do you think the animals or people talked?

**Groups**
- Learners improvise a short scene about how an animal changed its appearance.
- Everyone must have a turn.

**PHYSICAL EDUCATION**

**Activity stations**

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

**Cool down**
THURSDAY

BEGINNING KNOWLEDGE

Don’t be scared

Prior knowledge
• What wild animals can be scary?

Read the page
• Read the poem to and with the learners.

Discuss
• Why was the child frightened at first? Was the child frightened when he or she got to know the lion?
• Are we sometimes frightened of things that we don’t know?
• How can we learn to be brave when we meet new people or do new things?

ABC

PHONICS

Quick letter naming practice
• Point randomly to letter on the alphabet frieze.
• Learners say sound of letter.
• Repeat. Keep pace up.

Learners do the activity
• Walk around and assist where needed.

Check/mark the activity

READING

Vocabulary and language

Flashcards
• Show and read each word.
• Find and point to the words in the LAB.
• Place the flashcards on the word wall and read them again.

Sentence strip
• Read the sentence strip on LAB page 104.
• Look at the word until. What does this word do in the sentence? (It joins the two parts of the sentence)

How Zebra got his stripes

• Ask two to three questions. Use both lower and higher order questions.

Examples:
• Retell the story of How Zebra got his stripes in sequence.
• Who are the characters in the story?
• Why did the hunters want to catch Zebra?
• How did the zebra change his looks?
• Do you think this is a true story? Why/why not?
WRITING

Written comprehension
Revision
• Re-read the story How Zebra got his stripes.
Answer the questions
Check answers together

INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting
• Check some handwriting books and provide feedback.
• Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
• Settle the class to do Independent tasks written on board.
• Learners do two tasks a day unless they have GGR.

GGR: Groups B and C second reading
• Re-read the story together, aloud.
• Learners read the story with a partner.
• Teacher listens to learners reading.

PERFORMING ARTS

Concert time!
Perform
• Groups perform their plays that they practised yesterday.
Evaluate
• Praise and applaud each group.

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
These animals shown in the pictures are all endangered animals from South Africa. This means that there are very few of them left. If we do not protect them there may soon be none of them left! We can protect endangered animals by not killing them, and by not messing up the places they live in or using up their food. Some other endangered animals in South Africa are: the wild dog, the riverine rabbit, the black rhino.

**Pairs**
- Tell what you found out.

**Class**
- Share and give more information.

**BEGINNING KNOWLEDGE**

**South African wild animals**

**Write and draw what you found out**
- Write one thing you learned.
- Draw a picture.

**PHONICS**

**Dictation**

**Dictate words**
- Say each word clearly and slowly.
- Repeat it once only.

**Write**
- Give learners time to write each word.
- They must use their best handwriting.

**Check and correct**
- Write the words on the board for learners to mark.

**WRITING ASSESSMENT 2**

**An animal story**

**Revise**
- Reread the Shared Writing text from Tuesday.
- Remind learners about the ideas for a story about how an animal changed how it looked.
- Remind learners to write in the past tense.

**Write**
- Tell learners this is an assessment.
- They write their own short story.
HANDBRITING ASSESSMENT 1

Explain task
- Ensure that all learners have LAB page 108 open for the assessment.
- Groups A, B, C and E begin by doing this activity. Group D does it after GGR.

Individuals
- Learners copy what the lion said (the four lines in inverted commas) on the lines provided.
- Remind them to:
  - Use capital letters and full stops
  - Use correct spacing between the letters and words
  - Write the words on the lines.

INDEPENDENT WORK AND GROUP GUIDED READING

Independent work
- Groups A, B and C do their Dictionary activity after doing the Handwriting Assessment.

GGR: Groups D and E second reading
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

READING Checking and feedback

Read
- In pairs, learners read their independent writing to each other.
- Tell your partner what you liked about their writing.

Mark Independent Work
- Go through the DBE workbook activities together.
- Learners correct or complete.

PHYSICAL EDUCATION Activity stations

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

Cool down
During this week, we focus on the LS theme **Animals and creatures that live in water**, in particular, animals that live in fresh water.

The reading text is a factual text about fresh water rivers and dams in South Africa, which is written in the present tense. Following on from this, learners are reminded about keeping safe near water.

Learners work with sentences and words, learn about and write news, paragraphs and stories.

**Phonics** ...... [language-specific activities for the week to be added. Versioners to provide details]

In this week, conduct formal assessment in Visual Arts, Performing Arts, Physical Education Beginning Knowledge and Writing (see the Formal Assessment schedule on page 3).
Rivers carry fresh water to people, plants, and animals all across Earth.

INDEPENDENT TASKS

1. Paired Reading LAB Page 136
2. Handwriting 2 o a d g
3. Handwriting 2 Bonolo le Mami ba bala dipalo
4. Handwriting 3 Mošupologo Labobedi Laboraro Labone
5. DBE Home Language Page ??
6. DBE Home Language Page ??
7. DBE Life Skills Page 54
8. Dictionary

natural water river flow ocean

EQUIPMENT FOR ACTIVITIES

- Learners to bring a long eggbox with a lid (12-egg size) for Visual Arts
- Paint, scissors, string or glue
- Equipment required for selected Physical Education activities
Today we are going to read a factual text about rivers and dams in South Africa.

A factual text tells us things that are true. This text is about **natural** and **man-made** places where we can find fresh water. Fresh water does not have salt in it, unlike sea water.

A river is a big, natural stream of water that flows over land. Rivers carry fresh water to people, plants and animals all across Earth.

Most rivers begin on high ground like mountains or hills. The start of a river is called the **source**. Small streams of water form and get bigger as they join up with other small streams. When there is enough water, it is called a river. A large river usually ends in the sea. Where the river flows into the sea is called the **mouth** of that river.

South Africa has big rivers in most provinces. Some of the big rivers **flow** into the Indian Ocean. Some flow into the Atlantic Ocean. Some of the rivers flow into other rivers.
Some rivers have lakes or ponds on them.

A lake is a large **body of water** that is not made by people. Lakes are mostly found on large rivers. Usually, rivers flow into the lake at one end and out at the other end.

A pond is a small body of water. Ponds are usually found on small streams.

Because South Africa is a dry country, we do not get a lot of rain. The government builds big dams on some of our rivers to store water so that people and animals have enough water to drink, to **irrigate** the crops we grow, and to keep factories going.

Dams are man-made walls of **concrete** that are built across rivers to block the flow of the river. Water is stored behind the dam wall.

These dams store water for communities so that they don’t run out of water in times of drought.

Large dams supply the big cities with water. They are usually built on big rivers.

Some of the biggest dams in South Africa are:
- Gariep Dam, which is found in the border of Eastern Cape and Free State
- Sterkfontein Dam, Free State
- Vanderkloof Dam, Northern Cape
- Vaal Dam, Gauteng
- Pongolapoort Dam, KwaZulu-Natal
- Bloemhof Dam, North West Province
- Theewaterskloof Dam, Western Cape
- Loskop Dam, Mpumalanga
- De Hoop Dam, Limpopo
- Mthatha Dam, Eastern Cape

Farmers also build smaller dams on their farms. They use rocks to block the flow of a river and then pack earth and soil into the spaces between the rocks. We call this an **earth dam**. The part that is across the river is called the dam wall. There is always a small gap on the side that allows some water to go back into the river. This is called the overflow.

Farmers use this water to **irrigate** crops, to provide water for their animals and for drinking water for the people who live on the farm.

Both big and small dams are homes to many different **water creatures**. Insects, cold-blooded animals like fish, frogs and tadpoles and even crocodiles, and warm-blooded animals like water birds and otters are found in dams, lakes and ponds.

**body of water** – a lot of water all in one place

**irrigate** – to water the crops that farmers grow

**concrete** – a very strong type of cement that is used for building

Listen to the names of these dams and see if you can identify one that is in your province.

Can you name any other big dams in your province?

Are all dams big? Have you seen a small dam in the countryside?

**earth dam** – dam that has a wall made of earth, not concrete

What do you think farmers use to help them build their dams? Spades? Bulldozers? What else?

**water creatures** – big and small animals that live in water

Can you name some of the insects you see near water?
Before reading
• Ask learners to describe a river they have seen. Where was it? Did they cross over it? How?

Reading
• Read the text aloud and ask the questions.

After reading
• Describe what a river is.
• Why do we need dams?
• What was the most interesting thing you learnt from this text?

Prior knowledge
• What kind of creatures do you know that live in or near water?

Read the page
• Look at the pictures and read the text bubbles.

Discuss these questions
• Which of these creatures are insects? Which are warm-blooded animals? Which are birds? Which are cold-blooded?
• Do any of these creatures eat other creatures?

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

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

Pairs
• Read the syllables and words.

Write
• Write words for the pictures.

Read the sentences

Rivers and dams in South Africa

Picture walk
What can you see in each picture?

Read the whole text to and with the learners
• Learners point to the words with their fingers.

Comprehension
• On page 116 point to the word that tells us people did not make rivers. (natural)
• On page 117 point to the word describing how a river moves. (flows)
• On page 118 point to the word/words that tell/us that there is a reason why dams were built. (so that)
• On page 118 point to the word that tells us the water is not salty. (fresh)
• What do you think would happen in the dry season if we didn’t have dams?
**WRITING**

**My news**

**Talk in pairs**
- Use the picture prompts to share news quickly.

**Individual writing**
- Use the writing frame to write news.

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**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Introduce this week’s independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.

**GGR: Groups A and B first reading**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

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**VISUAL ARTS ASSESSMENT 1**

**Make a crocodile**

**Preparation**
- Put learners in pairs. Give each pair two egg boxes, scissors and some string.
- Tell learners this is an assessment.
- They will complete the assessment over two days.

**Plan**
- Use the egg boxes to make a crocodile.
- How will you make teeth?

**How can you join the two boxes together to make the crocodile shape?**

**Construct**
- Learners cut teeth in the lid of one of the boxes.
- They use the string and tie the two boxes together to make the crocodile shape.
- They put the construction away safely to complete on Tuesday.

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**PHYSICAL EDUCATION**

**Prepare**
- Choose four different activities from page 19 for the week.

**The following activity will be assessed this week and must be included as one of the four activities:**
- Bounce a ball while marching on the spot.
- Bounce a ball against the wall.
- Bounce a ball around obstacles.

**Introduction**
- 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**
- Play a game such as catches, red rover, hide and seek.
TUESDAY

WELLBEING

Mindful me

- Learners sit alone.
- They close their eyes and write their names with their fingers on their thighs.
- They write ‘I am brave’ with their fingers.
- Talk about how this can make them feel brave if they are anxious.

BEGINNING KNOWLEDGE/PSWB ASSESSMENT 2

Individuals

- Explain that this activity is an assessment and will be marked.
- Learners work individually with no talking.

Pictures

- Learners look at the pictures and read the names of the creatures.

Marking:

See page 158
Marks: 5

PHONICS

Quick letter naming practice

- Point randomly to a letter on the alphabet frieze.
- Learners say sound of the letter.
- Repeat. Keep pace up.

Do the activity

- Walk around and assist learners where needed.

Check/mark the activity

READING

Sentence making

Cut out

- Learners cut out the sentence strip (page 191).

Read together

- Why does the word “Earth” have a capital letter?
- Why is there a comma between people and plants?

Ask questions and cut off the words/word groups

- What? Rivers
- Do what? carry
- Where? all across Earth.

Jumble and reconstruct the sentence

Stick the sentence

- Learners stick their sentence on LAB page 127.
Paragraph about creatures that live in fresh water

Main idea:________
More information:
Sentence 1:_______
Sentence 2:_______
Sentence 3:_______

SHARED WRITING

Introduction
• What can you remember about writing a paragraph?

Show the writing frame
• Main idea
• More information

Brainstorm
• What creature shall we choose?

• What information do we put in the main idea?
• What extra information shall we put in the other sentences?

Shared writing
• Write the paragraph on board, using the learners’ ideas.

INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting
• Check some handwriting books and provide feedback.
• Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
• Settle the class to do independent tasks written on board.
• Learners do two tasks a day unless they have GGR.

GGR: Groups C and D first reading
• Introduce/scaffold the story as needed.
• Learners whisper-read the story to themselves.
• They stop at the end of each page and teacher asks comprehension questions.

VISUAL ARTS ASSESSMENT 1 (CONTINUED)

Make a crocodile
Pairs complete their crocodile.

Decorate
• Paint or colour the crocodile.
• Mix paints to make a suitable colour.
• Add texture by scratching the paint.
• Add eyes.

Display
Self-assess
• Complete rubric on LAB page 127.

MARKING:
See page 159
Marks: 10

PHYSICAL EDUCATION ASSESSMENT 1

Activity stations
Warm up

Activity stations
• Send each group to an activity station.

Observe and assess one group
• Bounce a ball while marching on the spot.
• Bounce a ball against the wall.
• Bounce a ball around obstacles.

Cool down

MARKING:
See page 161
Marks: 10
WEDNESDAY

**WELLBEING** I think, I feel ...

**Question**
- Do you enjoy drinking fresh water?
- Should you drink water out of a river or dam? Why not?

**Pairs**
- Discuss the questions.

**Share**
- Select two learners to share (give everyone a chance over the term).

**BEGINNING KNOWLEDGE** Water power

**Prior knowledge**
- Ask learners if they know of a dam in their province.

**Discuss and read**
- Discuss the pictures and read the question to the learners.
- How will you find out the answer?
- Learners do research at home and bring answer on Friday.

**ABC** PHONICS LAB Heading [Sepedi/isiXhosa]

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

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

**Pairs**
- Read the syllables and words.

**Write**
- Write words for the pictures.

**Read the sentence**

**READING** Rivers and dams in South Africa

**Read together**
- Read the first three pages of Rivers and dams in South Africa to and with the class.

**Read in groups**
- In groups of three, take turns to read one page each.

**Read alone**
- Whisper-read the first three pages of the text.
**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

**Group E first reading**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

**Group A second reading**
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

**INDEPENDENT WORK AND GROUP GUIDED READING**

**WRITING ASSESSMENT 3**

**Revise**
- Reread the Shared Writing text from Tuesday.
- Remind learners about features of a paragraph.
- Remind learners about water creatures/animals.

**Write**
- Tell learners this is an assessment.
- They write their own short paragraph.

**MARKING:**
- See page 154
- Marks: 5

**PERFORMING ARTS ASSESSMENT 1**

**Move like water creatures**
- Observe half the learners as they perform the movements and record their progress.

**Warm up**
- Contrasting movements – learners run, skip, gallop etc.
- Teacher uses verbal signals ‘Freeze!’ and ‘Go!’

**Interpret**
- Call out the names of different water creatures: fish, frog, tadpole, crocodile, dragonfly, duck, kingfisher, etc.
- Learners move appropriately.

**Cool down**
- Learners lie still like crocodiles sleeping after a heavy meal.

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

**PHYSICAL EDUCATION ASSESSMENT 1**

**Activity stations**

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

**Observe and assess one group**
- Bounce a ball while marching on the spot.
- Bounce a ball against the wall.
- Bounce a ball around obstacles.

**MARKING:**
- See page 161
- Marks: 10
WEEK 7 • WATER CREATURES

THURSDAY

**ORAL**  
Sing/recite  
15 min

If I were a crocodile  
I’d flick my tail,  
I’d snap my jaws,  
I’d click my teeth,  
And say “Hello!”

If I were a swimming fish  
I’d flap my tail,  
I’d blow some bubbles,  
I’d open my mouth,  
And say “Hello!”

If I were a hoppy frog  
I kick my legs,  
I’d jump up high,  
I’d catch a fly,  
And say “Hello!”

BEGINNING KNOWLEDGE/PSWB ASSESSMENT 3  
Keeping safe near rivers

Introduce  
• Explain that this activity is an assessment and will be marked.  
• Learners work individually with no talking.

Do the activity  
• Learners read and answer the questions.

PHONICS  
[Heading]  
15 min

Quick letter naming practice  
• Point randomly to letter on the alphabet frieze.  
• Learners say sound of letter.  
• Repeat. Keep pace up.

Learners do the activity  
• Walk around and assist where needed.

Check/mark the activity

READING  
Vocabulary and language

Flashcards  
• Show and read each word.  
• Find and point to the words in the LAB.  
• Place the flashcards on the word wall and read them again.

Sentence strip  
• Read the sentence strip on LAB page 127.  
• Which word shows that this is still happening now? (carry)  
• What would we say if this were in the past tense? (carried)

[Versioners: These questions are language specific and would need to be written about the sentence in each language. Focus on the present tense (this is simple present tense).]
THURSDAY

WRITING Improving our writing

Discuss shared writing
• Read a sentence from Tuesday’s shared writing to learners.
• Show how to make the sentence more interesting (for example, add adjectives or descriptions; use interesting verbs).

Read
• Learners read a sentence from their writing from yesterday to a partner.

Check and improve
• Check the spelling and punctuation of the sentence.
• Can you make your sentence more interesting?

Swap and repeat for each partner

INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting
• Check some handwriting books and provide feedback.
• Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
• Settle the class to do Independent tasks written on board.
• Learners do two tasks a day unless they have GGR.

GGR: Groups B and C second reading
• Re-read the story together, aloud.
• Learners read the story with a partner.
• Teacher listens to learners reading.

PERFORMING ARTS ASSESSMENT 1

Move like water creatures
Repeat the lesson from Wednesday. Observe the second half of the learners as they perform the movements. Record their progress.

Warm up
• Contrasting movements – learners run, skip, gallop etc.
• Teacher uses verbal signals ‘Freeze!’ and ‘Go’!

Interpret
• Call out the names of different water creatures: fish, frog, tadpole, crocodile, dragonfly, duck, kingfisher, etc.
• Learners move appropriately.

Cool down Learners lie still like crocodiles sleeping after a heavy meal.

PHYSICAL EDUCATION ASSESSMENT 1

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

Observe and Assess one group
• Bounce a ball while marching on the spot.

Marking: see page 160
marks: 5

Marking: See page 161
Marks: 10

Marking:
BEGINNING KNOWLEDGE

Water power

Write and draw what you found out
• Write one thing you learned.
• Draw a picture.

PHONICS

Timed word reading

Pairs read the words
• Learner reads to partner for 1 minute.
• Teacher times the minute.
• Circle the last word read and partner counts incorrectly read words.
• Each learner has three turns.

Count the words
• Choose the best attempt. Subtract any incorrectly read words.
• Learners write their best score on the line.
• Point out how you read more words with more practice.

WRITING

If I were a crocodile

Brainstorm
• Re-read the poem from Thursday (TG page 114) to the class.
• Brainstorm a list of other things a crocodile can do.

Write
• Learners choose words from the list and write their own story about a crocodile.
INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups D and E second reading
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading

READING  Checking and feedback

Read
- In pairs, learners read their news to each other.

Mark Independent Work
- Go through the DBE workbook activities together.
- Learners correct or complete.

PHYSICAL EDUCATION ASSESSMENT 1

Activity stations

Warm up

Activity stations
- Send each group to an activity station.

Observe and Assess one group
- Bounce a ball while marching on the spot.
- Bounce a ball against the wall.
- Bounce a ball around obstacles.

Cool down
This week the focus remains on Water creatures but shifts to look at animals that live in the sea. The Life Skills texts and activities focus on classification and description of creatures.

The Read Aloud story describes a school trip to the beach and touches on keeping safe near the sea.

Learners continue with sentence and word work based on the Shared Reading text for the fortnight, and write a story modelled on the Read Aloud story in Shared and Independent Writing.

Phonics ..... [language-specific activities for the week to be added. Versioners to provide details]

Week 8 sees the completion of the formal assessment activities for the term. Conduct assessment in Listening and Speaking, Reading and Comprehension, Phonics, Performing Arts, Beginning Knowledge and Physical Education (see the Formal Assessment schedule on page 3).
Dams are walls of concrete that are built across rivers to block the flow of the river.

INDEPENDENT TASKS

1. Paired Reading LAB Page 152
2. Handwriting 1 o a d g
3. Handwriting 2 Bonolo le Mami ba bala dipalo
4. Handwriting 3 Mošupologo Labobedi Laboraro Labone
5. DBE Home Language Page ??
6. DBE Home Language Page ??
7. DBE Life Skills Page 56
8. Dictionary

dam  concrete  block  earth  stored

EQUIPMENT FOR ACTIVITIES

- Paper for posters – 1 piece per group
- Crayons, scissors, glue
- Equipment required for selected Physical Education activities
“Come children!” called the teachers, “On the bus!” All the children got on the bus. The bus driver started the engine. They were going to the sea. It was a long drive.

The teachers showed the children pictures of sea animals that they would see. They had a book with illustrations. There were photos of sea birds. There was a picture of a crab, and pictures of shell fish and snails.

Then the children sang songs. They sang so loudly that people in cars on the road heard them. They waved to the children.

But then the singing stopped. All the children just looked out of the windows. They were silent. “What can you see, children?” asked the teacher.

“It’s the SEA!” shouted the children. “There’s a ship!” shouted Ayanda, “just like on TV! Look, look – lots of ships!”

The bus driver parked the bus next to the beach. All the children jumped out.

They all went to look for sea animals. They first examined the sand. They saw small birds running on the sand. The birds flew away when the children got close.
They saw crabs with lots of legs. The crabs ran down their holes.

They saw snails in the wet sand. The little snails dug into the sand after the waves went over them.

The teacher showed them hard shells stuck on the rocks. “These shells are animals’ houses,” said the teacher. “This one is a limpet. See how it is attached onto the rock if you try to take it off? It’s small but very strong.”

They looked in little rock pools. They saw tiny fish. The tiny fish hid under the rocks.

“Don’t touch the brown spiky things,” said the teacher, “they are sea urchins. Those spikes will hurt you.”

They saw orange things waving lots of arms. “Those are sea anemones,” said the teacher “see how they pull all their arms in if something touches them.”

“All of these small things know how to keep safe,” said Sipho. “Yes,” said the teacher “well done, Sipho! You have been watching carefully.”

The children ran to wet their feet in the waves.

“I’m going in the water!” Jakob shouted, “I learned to swim in the dam!” He ran into the waves. A big wave hit him. He fell over. His head went under the water.

A strong young woman in a red costume came running. She swam to Jakob. She gave him a float to hold. She pulled him out of the water. Jakob was very tired. “He’ll be okay,” said the young woman. She was a lifeguard. Lifeguards are strong swimmers. They keep people safe at the beach.

They played games on the beach. They ate oranges. The teachers made sure they put the peels in the rubbish bins. Then it was time to go home.

The teachers counted the children to make sure they were that everyone was there. “All here!” said one teacher. “Thank goodness for the lifeguard,” said the other teacher, “we nearly lost one.”

“Who, me?” said Jakob, “I was just swimming.”

“Yes, Jakob,” said the teacher. She smiled.

Sipho couldn’t wait to tell Granny what happened at the beach.
**MONDAY**

**WEEK 8 • WATER CREATURES**

**READ ALOUD**

**What happened at the beach**

**Before reading**
- Discuss the picture on page 146 of the LAB. Ask learners what they think will happen.
- Ask: Have you ever been on a trip to the beach?

**Reading**
- Read the story aloud and ask the questions.

**After reading**
- What did the children see on the beach?
- Why did Jakob think he could swim in the sea?
- How could he have kept safe in the water?

**BEGINNING KNOWLEDGE**

**Amazing facts about sea creatures**

**Prior knowledge**
- Have you been to the beach. If so, what did you see? If not, what would you like to see?

**Read**
- Look at the grid together. Identify the sea creatures.
- Explain that each column tells you specific information about different sea creatures.
- Read the information about each of the animals/creatures.

**Compare**
- Compare the habitat, diet and amazing facts of the different creatures/animals.
- Which live in the deep sea? In rockpools? On the seashore?
- Which amazing fact is most interesting?

**PHONICS**

**[LAB activity]**

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

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

**Pairs**
- Read the syllables and words.

**Write**
- Write words for the pictures.

**Read the sentence**

**READING**

**Rivers and dams in South Africa**

**Picture walk**
- Who can you see in each picture? What is happening?

**Read the whole text to and with the learners**
- Learners point to the words with their fingers.

**Comprehension**
- On page 120 point to the words that tell us where water from big dams goes.
- On page 121 point to the word that says what would happen in South Africa if there were no rivers.
- How do you think it would be to live in a desert?
**MONDAY**

**WRITING**  
**My news**

**Pairs**
- Use the picture prompts to share news quickly.

**Individuals**
- Use the writing frame to write news.

---

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting and Independent work**
- Introduce this week’s independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.
- Call one GGR group a day for Reading and Comprehension Assessment.

---

**READING AND COMPREHENSION ASSESSMENT 1**

**Group A**
- Learners whisper-read a story from their anthology.
- Call them one at a time to listen to them read.
- Listen to each child read for one to two minutes.
- Ask questions to check understanding.

---

**VISUAL ARTS**  
**A poster about sea creatures**

**Discuss**
- What sea creatures were in the Read aloud story?

**Colour**
- Individually, learners colour the creatures on the LAB cut-out page.
- They keep their pictures safe to complete a poster on Tuesday.

---

**PHYSICAL EDUCATION**  
**Introduction**

**Prepare**
- Choose only two activities from page 19 for Tuesday and Thursday this week.
- Prepare the equipment.
- Divide the class into two groups for the week.

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

**Whole class activity**
- Play a game such as catches, red rover, hide and seek.
**WELLBEING**  Mindful me
- Learners sit cross legged with their hands cupped around their mouths.
- Take a deep breath and then exhale slowly, pretending to blow up a balloon.
- As you breathe out, grow your hands out and pretend you have a big balloon in your hands.
- Breathe normally and pretend to throw your balloon into the air.
- Talk about how breathing helps us to relax.

**BEGINNING KNOWLEDGE ASSESSMENT 4**

**A poster about sea creatures**

Prepare
- Explain that this activity is an assessment and will be marked.
- Divide learners into groups. They will receive a group mark.

Instructions
- Find out facts about three sea creatures. Use the information in the LAB, general knowledge, DBE workbook, library books, etc.
- Plan a poster with a heading, drawings and written facts. They can use the pictures they coloured on Monday.

Make the poster
- As a group, learners make their poster on a large piece of paper.
- Tick LAB page 140 when they have done each step.
- Complete the activity during today’s Visual Arts period.

**PHONICS ASSESSMENT 1**

**Fill in the sounds**

Dictate the sounds
Learners write sounds in the boxes as you say them.

1. [ ]
2. [ ]
3. [ ]
4. [ ]
5. [ ]

Dictate the words
Learners write words in the boxes as you say them.

1. [ ]
2. [ ]
3. [ ]
4. [ ]
5. [ ]

(see words in the phonics manuscript)

**READING**

**Sentence making**

Cut out
- Learners cut out the sentence strip (page 193).

Read together
- What does the word ‘are’ tell us about the tense?
- Can you find a small sentence at the beginning of this long sentence?

Ask questions and cut off the words/word groups
- **What?** Dams
- **Are what?** are walls
- **Of what?** of concrete
- **Do what?** that are built
- **Where?** across rivers
- **Why?** to block
- **What?** the flow
- **Of what?** of the river

Jumble and reconstruct the sentence
- Learners stick their sentence on LAB page 142.
Write a story

**Introduction**
- Learners tell the story *What happened at the beach* in their own words.

**Show the writing frame**

**Brainstorm**
- Where should the class go?
- What did the children see?

- Who did something silly?
- What was it?
- What happened when they came home?
- How did they feel?

**Shared writing**
- Write the new story on the board, using learners’ ideas.

---

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting and Independent work**
- Introduce this week’s independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.
- Call one GGR group a day for Reading and Comprehension Assessment.

**READING AND COMPREHENSION ASSESSMENT 1**

**Group B**
- Learners whisper-read a story from their anthology.
- Call them one at a time to listen to them read.
- Listen to each child read for one to two minutes.
- Ask questions to check understanding.

**VISUAL ARTS**

**A poster about sea creatures**

**Group work**
- Learners complete the poster they began during the BK lesson. This is an integrated activity.

**Self-assess**
- Complete the rubric on LAB page 142.

**PHYSICAL EDUCATION**

**Activity stations**

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

**Cool down**

---

**Our class trip**
- Our class went ______.
- We saw __________.
- He ______ did something silly.
- When we came home ______.
- I felt ___________.

---

**Marking:**
- See page 152
- Marks: 10
WEDNESDAY

LISTENING AND SPEAKING

Prepare for poster presentations

Explain task
- This is preparation for an assessment activity.
- Each group will take a turn to bring their poster about sea creatures to the front.
- Each learner will say two or three sentences about the poster.
- Each learner must give a different fact and point to the sea creature on the poster as they speak about it.

Groups prepare their presentation
- Presentations take place on Thursday and Friday.

BEGINNING KNOWLEDGE

Oceans

Prior knowledge
- What does all the blue on the world map stand for? The ocean!
- Ask learners to name any ocean they know.

Read the page
- This is a famous painting by the Japanese artist Hokusai. (Can you see the boat?)
- Discuss the picture and read the text with the learners.

Talk about the questions
- How will you find out the answer?
- Learners to bring answer on Friday.

ABC

PHONICS

LAB Heading

[Sepedi/isiXhosa]

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

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

Pairs
- Read the syllables and words.

Write
- Write words for the pictures.

Read the sentence

[Generic: note that where 2 sounds are covered in a day we need to pluralise. We also need to get the writers to identify if any changes are needed to the instructions per week.]

READING

Rivers and dams in South Africa

Read together
- Read the last three pages of Rivers and dams in South Africa to and with the class.

Read in groups
- In groups of three, take turns to read one page each.

Read alone
- Whisper-read the last three pages of the story.

Prior knowledge
- What does all the blue on the world map stand for? The ocean!
**WEDNESDAY**

**WRITING ASSESSMENT 3**  A thank you letter

**Revise**
- Remind learners about the format of a letter:
  - Greeting
  - Main idea
  - Details
  - Closing

**Read**
- Read the sentence starters to and with the learners.

**Write**
- Tell learners this is an assessment.
- They write their own letter using the sentence starters.

**Marking:**
See page 154
**Marks:** 5

---

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting and Independent work**
- Introduce this week’s independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.
- Call one GGR group a day for Reading and Comprehension Assessment.

**Marking:**
See page 152
**Marks:** 10

---

**READING AND COMPREHENSION ASSESSMENT 1**

**Group C**
- Learners whisper-read a story from their anthology.
- Call them one at a time to listen to them read.
- Listen to each child read for one to two minutes.
- Ask questions to check understanding.

**Marking:**
See page 152
**Marks:** 10

---

**PERFORMING ARTS**  Improvise

**Introduction**
- Recap the story *What happened at the beach*.

**Groups**
- Learners improvise a short scene from the story. They can choose which section.
- Everyone must have a turn.
- Tomorrow they will perform these scenes for assessment.

**Marking:**
See page 161
**Marks:** 30

---

**PHYSICAL EDUCATION ASSESSMENT 2**

**Play a game**
- Observe and assess half the learners during this lesson.
  - Check that they understand the rules by asking questions.
  - Supply any equipment they might need.

**Choose a game**  Select from Cat and Mouse, S.T.O.P or Wolf, wolf what’s the time?

**Model the game**  with a learner.

**Marking:**
See page 161
**Marks:** 10

**Play the game**
- Learners play the game.
- Observe and assess the learners.
THURSDAY

LISTENING AND SPEAKING ASSESSMENT 2
Poster presentations
Assess half the groups today and half on Friday.

Explain task
- Each group takes a turn to bring their poster about Sea creatures to the front.
- Each learner in the group says two or three sentences about the poster, giving one fact that they learnt.
- Each learner needs to give a different fact. Point to the sea creature on the poster as they speak about it.
- Tell learners that this is an assessment and that they need to stand up straight and speak clearly and loudly.

BEGINNING KNOWLEDGE
A trip to the beach

Prior knowledge
- What happened to Neo in the Read aloud story?

Read the page
- Who do you see in the picture?
- Why is the teacher shouting?
- How can we keep ourselves safe?

Do the activity
- Write a sentence about how to keep safe at the beach.

PHONICS
[Heading]
Quick letter naming practice
- Point randomly to letter on the alphabet frieze.
- Learners say sound of letter.
- Repeat. Keep pace up.

Learners do the activity
- Walk around and assist where needed.

Check/mark the activity

READING
Vocabulary and language

Flashcards
- Show and read each word.
- Find and point to the words in the LAB.
- Place the flashcards on the word wall and read them again.

Sentence strip
- Read the sentence strip on LAB page 142.
- Which words show that this is still happening now? (are, block)
- What would we say if this were in the past tense? (were, blocked)

[Versioners: These questions are language specific and would need to be written about the sentence in each language. Focus on the present tense (this is simple present tense. This same language convention is repeated in weeks 7 and 8)]
**THURSDAY**

**READING AND COMPREHENSION ASSESSMENT 2**

**Written comprehension**

**Introduction**
- Tell the learners this is an assessment.

**Revision**
- Re-read the text *Rivers and dams in South Africa*.

**Answer the questions**
- Learners work individually to answer the comprehension questions based on the text.

**Marking:** see page 152

**Marks:** 10

---

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting and Independent work**
- Introduce this week’s independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.
- Call one GGR group a day for Reading and Comprehension Assessment.

**READING AND COMPREHENSION ASSESSMENT 1**

**Group D**
- Learners whisper-read a story from their anthology.
- Call them one at a time to listen to them read.
- Listen to each child read for one to two minutes.
- Ask questions to check understanding.

**Marking:** See page 152

**Marks:** 10

---

**PERFORMING ARTS ASSESSMENT 2**

**Perform a scene from the story**

**Introduction**
- Remind learners about the scene they practised the previous day.

**Perform**
- Call one group at a time to perform for you.

**Marking:** See page 160

**Marks:** 5

---

**PHYSICAL EDUCATION**

**Activity stations**

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

**Cool down**
FRIDAY

ORAL Oceans

The biggest and deepest ocean is the Pacific Ocean. Australia is in the Pacific Ocean. The Atlantic Ocean is the next biggest, followed by the Indian Ocean. The Southern and the Arctic Oceans are the two smallest.

South Africa is bordered by the Indian and Atlantic Oceans. They meet at Cape Agulhas in the Western Cape. The Indian Ocean is warmer than the Atlantic Ocean.

Do you know where the salt in the ocean comes from? Most comes from rocks on the land. It gets into the sea from the rivers.

Pairs Tell what you found out.

Class

• Share and give more information. Show the oceans on a globe if possible.

BEGINNING KNOWLEDGE Oceans

Write and draw what you found out

• Write one thing you learned.
• Draw a picture.

PHONICS ASSESSMENT 2 Dictation

Dictate words

• Say each word clearly and slowly.
• Repeat it once only.

Write

• Give learners time to write each word.
• They must use their best handwriting.

Marking:
See page 151
Marks: 5

WRITING A class trip

Brainstorm

• Re-read the shared writing story from Tuesday.
• Learners select their own characters for a new story.

Read

• Read the sentence starters with the learners.

Write

• Learners complete the writing frame with their own story.
PHYSICAL EDUCATION ASSESSMENT 2

Play a game (continued)
Observe and assess half the learners during this lesson.

Choose a game
Select from Cat and Mouse, S.T.O.P or Wolf, wolf what’s the time?

Explain the activity
• Tell learners the rules of the game you have selected.
• Check that they understand the rules by asking questions.
• Supply any equipment you might need.

Model the game with a learner.

Play the game
• Learners play the game.
• Observe and assess the learners.

INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting and Independent work
• Introduce this week’s independent tasks (written on board).
• Learners do two tasks a day unless they have GGR.
• Call one GGR group a day for Reading and Comprehension Assessment.

READING AND COMPREHENSION ASSESSMENT 1

Group E
• Learners whisper-read a story from their anthology.
• Call them one at a time to listen to them read.
• Listen to each child read for one to two minutes.
• Ask questions to check understanding.

LISTENING AND SPEAKING ASSESSMENT 2

Poster presentations (continued)
Assess the remaining half of the groups.

Explain task
• Each group takes a turn to bring their poster about Sea creatures to the front.
• Each learner in the group says two or three sentences about the poster, giving one fact that they learnt.
• Each learner needs to give a different fact. Point to the sea creature on the poster as they speak about it.
• Tell learners that this is an assessment and that they need to stand up straight and speak clearly and loudly.
During this week, we continue to focus on animals and the Life skills theme is Animal homes. We look at different types of animal homes, with a special focus on how bees build their hives and swallows build their nests.

We read a story with a moral, work with sentences and words, write a factual text and a story, and create a collaborative book where learners contribute a page.

**Phonics** ..... *(language-specific activities for the week to be added. Versioners to provide details)*

Creative Art lessons are inspired by bees – in Visual Arts learners decorate hexagons and create a tessellated poster as they join their hexagons together.
The boys found a swallows’ nest under the roof at school.

**PREPARATION**

**Flashcards**

- bee
- beehive
- pollen
- nectar
- honey

**Sentence strip**

The boys found a swallows’ nest under the roof at school.

**INDEPENDENT TASKS**

1. Paired Reading LAB Page 175
2. Handwriting 1 o a d g
3. Handwriting 2 Bonolo le Mami ba bala dipalo
4. Handwriting 3 Mošupologo Labobedi Laboraro Labone
5. DBE Home Language Page ??
6. DBE Home Language Page ??
7. DBE Life Skills Pages 58–59
8. Dictionary

bee beehive pollen nectar honey

**EQUIPMENT FOR ACTIVITIES**

- Crayons, markers, scissors, glue and poster paper.
- Equipment required for selected Physical Education activities
Swallows are small birds. They fly a lot. They look for safe places to build nests. They build nests from mud.

The boys found a swallows’ nest under the roof at school. Jakob threw stones at it. “You try, Sipho,” he said, “You can’t throw hard. And you can’t throw hard, Amos. And you can’t throw hard, Samson.”

“I can throw hard,” said Amos, and he picked up a stone and threw it. It hit the swallows’ nest. A piece of the nest fell down. The swallows flew around crying.

“Stop it, stop it!” shouted Lindi.

“Stop it now!” shouted Ayanda.

“Shall we call the teacher?” said Lindi quietly to Ayanda.

“They will say we are tell-tales,” said Ayanda, and she started crying.

“Ha!” said Jakob, “Good throw, Amos! You can’t throw like that, Sipho. And you can’t, Samson. You are weak boys!”

Samson and Sipho threw stones at the nest. But they missed the nest.

The swallows flew around crying loudly. Ayanda was crying too.

The swallows and Ayanda cried so loudly that the teacher came out. She saw what the boys were doing.
“What is it?” said the teacher. She loved children and animals and all living things. She was very annoyed.

“Oh, no!” she said, “Who is breaking the swallows’ nest?”

Jakob pointed at Amos. “He did it!” he said, “I saw him! He threw a stone and it hit the nest!”

“Amos?” said the teacher. “That’s not like you. I’m very disappointed. You are usually a kind boy. And all of you – do you know why swallows build their nests on our walls?”

“No,” said the children.

“They come to us because they want us to protect them. Do you know what “protect” means?”

“It means to keep something safe,” said Lindi.

“Yes,” said the teacher, “they come to us for safety. We must look after them.”

“Granny says swallows bring us good luck,” said Sipho, “especially if they fly into the house.”

“That’s true,” said Ayanda, “and it’s bad luck to break their nests. My uncle broke a swallows’ nest and the next day he stood on a beer bottle and fell over and broke his leg.”

Amos was ashamed. “I want to look after the swallows,” he said. “I’m sorry I broke the nest.”

The swallows fetched mud in their beaks to mend their nest.

Every morning the children ran to see the nest. They told the other children not to break the nest. Everyone started watching the swallows bring mud in their beaks and mend their nest.

Then they saw how they put grass and feathers into the nest. “They are making a bed for their babies,” said the teacher, “just like your mums and grannies make beds for you. Now they will lay eggs.”

After two weeks the children saw the swallows taking flying ants into the nest.

“The baby swallows have hatched!” shouted Amos. At break time he stayed next to the nest to make sure no one broke it.

Then one day the baby swallows flew out. Amos was very happy. “They are like my family now,” he said.

“Yes,” said Ayanda “and you looked after them, so you won’t have bad luck. My uncle still has a sore leg because he broke a swallow’s nest.”
**MONDAY**

**READ ALOUD**

The boys, the girls and the swallows’ nest

**Before reading**
- Ask learners if they have ever seen a swallows’ nest made of mud on a house or wall.

**Reading**
- Read the story aloud and ask the questions.

**After reading**
- Why did Amos try to break the swallows’ nest?
- Why do swallows build their nests near people?
- Is it true that looking after swallows can bring good luck?

**BEGINNING KNOWLEDGE**

Bees and beehives

**Prior knowledge**
- What have we learnt about bees already this term?

**Read the page**
- Look at the pictures and read the text.

**Discuss these questions**
- What are bees’ homes called? What is the honeycomb made of?
- What shape is the honeycomb? What do the bees keep in the honeycomb?

**ABC**

**PHONICS**

[LAB activity] [Generic : note that where 2 sounds are covered in a day we need to pluralise. We also need to get the writers to identify if any changes are needed to the instructions per week.]

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

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

**Pairs**
- Read the syllables and words.

**Write**
- Write words for the pictures.

**Read the sentence**

The boys, the girls and the swallows’ nest

**Picture walk**

Read the whole story to and with the learners

**Comprehension**
- On page 154 point to the words that tells us where the swallows’ nest was.
- On page 155 point to the words that tell us how people felt.
- On page 156 point to the words that tell us why swallows build their nest near people.
- On page 157 point to the word that tells us how Amos felt when the teacher was cross.
- On page 158 point to the word that means the same as ‘fix’.
- On page 159 point to the word that tells us the baby swallows came out of their eggs.
**WRITING**  
*My news*

**Pairs**
- Use the picture prompts to share news quickly.

**Individuals**
- Use the writing frame to write news.

---

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Introduce this week’s independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.

**GGR: Groups A and B first reading**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

---

**VISUAL ARTS**  
*Hexagon poster*

**Discuss**
- Patterns using different tones of the same colour
- Thick and thin lines

**Make patterns**
- Learners will make a hexagon poster with other learners in their group.
- To prepare, they use markers or crayons to decorate their hexagons with patterns.
- Keep the page safe to complete on Tuesday.

---

**PHYSICAL EDUCATION**  
*Introduction*

**Prepare**
- Choose four different activities from page 19 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**
- Play a game such as catches, red rover, hide and seek.
WEEK 9 • ANIMAL HOMES

TUESDAY

WELLBEING

Mindful me
- Learners sit comfortably with index fingers from both hands in front of their mouths.
- They breathe in to a count of five. Breathe out and at the same time roll their fingers around each other. Listen for the ‘swish’ sound.
- They open their eyes and tell each other how they feel.
- Talk about what the sound reminded them of.

BEGINNING KNOWLEDGE

Facts about bees
Review
- Review what learners know about bees – draw on knowledge from earlier in the term and what they learnt yesterday.

Write
- Write one fact about bees in each cell of the honeycomb.

Share
- Learners share their facts with a partner.

PHONICS

Letter naming practice
- Point randomly to a letter on the alphabet frieze.
- Learners say sound of the letter.
- Repeat. Keep pace up.

Do the activity
- Walk around and assist learners where needed.

Check/mark the activity

READING

Sentence making
Cut out
- Learners cut out the sentence strip (page 197).

Read together
- Why is there an apostrophe in the word swallows’?
- What do we find at the end of the sentence?

Ask questions and cut off the words/word groups
- Who? The boys
- What? a swallows’ nest
- Where? under the roof
- Where? at school.

Jumble and reconstruct the sentence

Stick the sentence
- Learners stick their sentence on LAB page 165.
**SHARED WRITING**

**Write a story**

**Brainstorm**
- What will the girls do? e.g. try to break a spider’s web, stamp on an ants’ nest, etc.
- What will the boys do?
- What will the teacher say?
- How will they fix the problem?

**Shared writing**
- Use the writing frame and learners’ ideas.

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

**GGR: Groups C and D first reading**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

**VISUAL ARTS**

**Hexagon poster**

**Cut**
- Learners cut their hexagons carefully, making sure to maintain the shape.

**Group work**
- In groups, learners fit their hexagon shapes together to make a pleasing pattern.
- They stick them onto a large piece of paper, leaving no gaps.

**Display**
- Complete rubric on LAB page 165.

**PHYSICAL EDUCATION**

**Activity stations**

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

**Cool down**
WEDNESDAY

**WELLBEING**
I think, I feel ...

**Question**
- How do you feel when you/others hurt a living creature (a bird, an ant, a bee, etc.)?

**Pairs**
- Discuss the question.

**Share**
- Select two learners to share (give everyone a chance over the term).

**BEGINNING KNOWLEDGE**
Animals that carry their homes

**Prior knowledge**
- Ask learners if they know any animals that carry their home with them, e.g. snail, tortoise, limpet or mussel, etc.

**Discuss and read**
- Discuss the picture and read the text to the learners.
- How will you find out the answer?
- Learners do research at home and bring answer on Friday.

**ABC**

**PHONICS**
[LAB Heading] (language specific) [Sepedi/isiXhosa]

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

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

**Pairs**
- Read the syllables and words.

**Write**
- Write words for the pictures.

**Read the sentence**

**READING**
The boys, the girls and the swallows’ nest

**Read together**
- Read the story *The boys, the girls and the swallows’ nest* to and with the class.

**Read in groups**
- In groups of three, take turns to read two pages each.

**Read alone**
- Whisper-read the first three pages of the story.
**WRITING**

**Animal homes**

**Review background knowledge**
- Discuss different animal homes.

**Brainstorm vocabulary**
- Names of animals, e.g. bee, swallow, ant
- Animal homes, e.g. hive, nest, anthill

**Write**
- Complete the writing frame with a title, main idea sentence and details. Write four to five sentences.
- Illustrate the paragraph.

**Copy the pages**
- Photocopy or give learners blank paper to copy their paragraph.
- Staple the pages to make a reference book for the book corner.

---

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

**Group E first reading**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

**Group A second reading**
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

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**PERFORMING ARTS**

**Warm up**
- Make the sounds of different animals we have learnt about, e.g. bee buzzing, birds calling, frog croaking, whale song.

**Move in different ways**
- Give different instructions, e.g. move like a bee returning to the hive, an ant scurrying back to the anthill with food, a bird flying back to the nest, a tortoise moving slowly home, a snail moving along the ground.
- Learners take turns to suggest different movements for the class to do.

**Cool down**
- Move live birds returning to nest, settling down and going to sleep.

---

**PHYSICAL EDUCATION**

**Activity stations**

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

**Cool down**

---

**WRITING**

**Animal homes**

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- Discuss different animal homes.

**Brainstorm vocabulary**
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- Animal homes, e.g. hive, nest, anthill

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- Staple the pages to make a reference book for the book corner.

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- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

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**PHYSICAL EDUCATION**

**Activity stations**

**Warm up**
- Send each group to an activity station.
- They do the activity.
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**Cool down**

---
THURSDAY

ORAL

Sing/recite

The ants went marching two-by-two looking for food, looking for food.
They found some leaves, some seeds, some crumbs they took it home they took it home.

Marching to the anthill two-by-two two-by-two.
To store the food in the anthill under the ground under the ground.

Getting ready for winter safe in their anthill safe in their anthill.

BEGINNING KNOWLEDGE

Prior knowledge
- What did Amos learn about being kind to the swallows? What did he do?

Read the page
- What does the picture show?
- What are the children doing?
- Who is being kind to the birds?

Do the activity
- Think of ways of being kind to animals/creatures.
- Write one idea next to each bullet point.

PHONICS

[Heading] Phonics activity heading from LAB

Quick letter naming practice
- Point randomly to letter on the alphabet frieze.
- Learners say sound of letter.
- Repeat. Keep pace up.

Learners do the activity
- Walk around and assist where needed.

Check/mark the activity

READING

Vocabulary and language

Flashcards
- Show and read each word.
- Find and point to the words in the LAB.
- Place the flashcards on the word wall and read them again.

Sentence strip
- Read the sentence strip on LAB page 165.
- Which words tell us where the nest was (under the roof)
- What other words like under could we use? (on, next to, below, etc.)

[Versioners: These questions are language specific and would need to be written about the sentence in each language. Focus on prepositions of place.]
WRITING  Written comprehension
Revision
• Re-read the story The boys, the girls and the swallows’ nest.
Answer the questions
Check answers together

INDEPENDENT WORK AND GROUP GUIDED READING
Handwriting
• Check some handwriting books and provide feedback.
• Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
• Settle the class to do independent tasks written on board.
• Learners do two tasks a day unless they have GGR.

GGR: Groups B and C second reading
• Re-read the story together, aloud.
• Learners read the story with a partner.
• Teacher listens to learners reading.

PERFORMING ARTS  Singalong
Warm up the voice
• Make different sounds using the tongue, lips and by moving the jaw.

Sing
• Choose a traditional or popular song.
• Learners sing it with actions and dynamics (loud/soft, fast/slow).

Cool down
• Learners hum the song through closed lips.

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
Animals that carry their homes

Tortoises are very ancient creatures. They have been around for over 200 million years. Most tortoises live a very long time. Tortoises that are more than 100 years old are found in many places. In Durban, there is a tortoise who is more than 110 years old. His name is Admiral and he lives in the Mitchell Park Zoo. Some kinds of tortoises can grow very big. In the Seychelles, there are giant tortoises that weigh more than 400 kg and are 1.3 metres long.

Pairs Tell what you found out.

Class
• Share and give more information.
**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

**GGR: Groups D and E second reading**
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

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**READING**

**Checking and feedback**

**Read**
- In pairs, learners read their news to each other.

**Mark Independent Work**
- Go through the DBE workbook activities together.
- Learners correct or complete.

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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**
Consolidation and revision

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

REVISION ACTIVITIES FOR LISTENING AND SPEAKING

• Let learners choose a story they would like you to read again.
• Afterwards, ask one or two learners to retell another story.
• Pairs: tell a favourite story to their partner.
• Recite rhymes or poems individually or in small groups.

REVISION ACTIVITIES FOR READING

• Reread stories in the LAB that the learners have particularly enjoyed this term.
• Swop roles with learners who can be the ‘teachers’ for different stories.
• Pairs: read the sentence strips from each week.
• Pairs: read the paired reading texts from each week.
• Individuals: read books from the reading corner/library.

REVISION ACTIVITIES FOR PHONICS

• Pairs reread the words on phonics pages.
• Team competition to read flashcards correctly.
• Repeat timed word reading and dictation activities and try to improve your score.
• Ensure that all Independent Work pages have been completed in the LAB. Check they have been done correctly.
• DBE workbook phonics activities.
REVISION ACTIVITIES FOR WRITING

- Provide lined paper for learners to write a story of their choice.
- Tell them to try to sound out unknown words or use the Word Wall words.
- Encourage groups of learners to make a book for the book corner.

REVISION ACTIVITIES FOR BEGINNING KNOWLEDGE/PSWB

Learners can complete any uncompleted pages in the DBE Life Skills workbook. Some of the activities go beyond pencil and paper activities and include drawing, acting, constructing and discussion.

ACTIVITIES FOR VISUAL ARTS

- Provide art supplies such as crayons, kokis and paper of different sizes or colours.
- Allow learners to choose what they would like to draw.
- Let learners show their work to the group or class and explain what they chose to draw.

ACTIVITIES FOR PHYSICAL EDUCATION

- Play traditional games.
- Have a sports day, where teams compete against each other. Do activities from the term.
HOME LANGUAGE: PLANNING FOR CONTINUOUS AND FORMAL ASSESSMENT TERM 2

- Curriculum links for each week are shown with light colour blocks.
- Formal assessment activities are shown with darker blocks.
- Informal/continuous assessment: Tick the blocks each week when you observe that this outcome has been attained by the majority of learners.
- Make a note of any learners who are still struggling. You will need to reteach or provide more practice for these learners.

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<thead>
<tr>
<th>LISTENING AND SPEAKING</th>
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<tr>
<td>1. Listens to stories with enjoyment</td>
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<td>2. Listens to stories and poems and identifies the main idea, details and sequence of events</td>
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<td>3. Expresses feelings about a story or poem</td>
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<td>4. Talks about personal experiences</td>
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<td>5. Answers closed and open-ended questions and gives reasons for answers</td>
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<td>6. Listens to complex instructions and responds appropriately</td>
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<td>7. Participates in discussions and asks questions for clarity</td>
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<td>8. Identifies similarities and differences</td>
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<td>9. Compares and classifies things explaining classification</td>
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<td>10. Responds to riddles and jokes</td>
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<td>1. Learns new sounds</td>
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<td>2. Builds words using phonics taught</td>
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<td>3. Develops fluency in reading common words</td>
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<td>4. Demonstrates knowledge of sounds in dictation</td>
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<tr>
<td>1. Uses sight words, phonics, contextual and structural analysis decoding skills when reading</td>
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<td>2. Uses visual cues to identify the purpose of advertisements and the intended audience</td>
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<td>3. Reads book as a whole class with teacher (shared reading) and discusses cause-effect relations</td>
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<td>4. Reads with increasing fluency and expression</td>
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<td>5. Identifies key details in what was read, such as main characters and setting</td>
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<td>6. Reads well-known nursery rhymes, poems and songs as a whole class with teacher (shared reading) and discusses the different formats</td>
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<td>7. Answers higher-order questions based on the text read</td>
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<td>8. Gives an opinion on what was read</td>
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<td>9. Reads own and others’ writing</td>
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<td>10. Reads aloud to a partner</td>
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<td>HANDWRITING</td>
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<td>1 Writes in print script all capitals and lower-case letters confidently and accurately</td>
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<td>2 Uses appropriate spacing between words in a sentence</td>
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<td>3 Copies and writes one paragraph of between three and four lines from a printed text</td>
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<td>4 Copies and writes different formats of writing</td>
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<tbody>
<tr>
<td>1 Participates in a discussion to choose a topic to write about</td>
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<td>2 Writes an expressive text such as a thank you card or letter using a given format</td>
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<td>3 Writes own story of at least one paragraph (at least five sentences) using a writing frame</td>
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<td>4 Writes one paragraph (at least five sentences) on personal experiences or events such as daily news</td>
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<td>5 Writes and illustrates sentences (four to six sentences) on a topic to contribute to a book for the reading corner</td>
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<td>6 Uses the writing process (drafting, writing and editing)</td>
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<td>7 Begins to spell common words correctly</td>
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<td>8 Uses past and present tenses correctly</td>
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<td>9 Reads own writing to a partner</td>
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### LISTENING AND SPEAKING Formal Assessment Activity 1: Listen to a story with enjoyment

(Week 6 Tuesday/Wednesday/Thursday) TG pages 96, 98, 100

<table>
<thead>
<tr>
<th>The learner:</th>
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<tbody>
<tr>
<td>• Retells the story of <em>How Zebra got his stripes</em> in sequence with beginning, middle and end</td>
<td>Struggles to retell the story in sequence and struggles to answer lower order questions correctly</td>
<td>Retells the beginning of the story and answers one or two of the questions</td>
<td>Retells the beginning and middle of the story in sequence and answers all lower order questions</td>
<td>Retells the beginning, middle and ending of the story and answers all lower order and some higher order questions</td>
<td>Retells the whole story in sequence with beginning, middle and end and answers both lower and higher order questions confidently</td>
</tr>
</tbody>
</table>

### LISTENING AND SPEAKING Formal Assessment Activity 2: Present group poster

(Week 8 Thursday/Friday) TG pages 128, 131

<table>
<thead>
<tr>
<th>The learner:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Presents 2–3 sentences describing 1 fact about a sea creature</td>
<td>Talks about the topic in only 2–3 words. Does not refer to the poster. Posture and voice projection are poor.</td>
<td>Talks about the topic in 1 sentence using the poster. Posture and voice projection are weak.</td>
<td>Talks about the topic in 2 sentences using the poster. Posture and voice projection are adequate.</td>
<td>Talks about the topic in 3 sentences using the poster. Posture and voice projection are good.</td>
<td>Talks about the topic in 3 excellent sentences using the poster. Posture and voice projection are excellent.</td>
</tr>
</tbody>
</table>

### CLASSROOM OBSERVATION (Weeks 1–9)

<table>
<thead>
<tr>
<th>The learner:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listens to stories with enjoyment</td>
<td>Fulfils 1 criterion</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils 5 criteria</td>
</tr>
<tr>
<td>2. Retells stories that are read or told</td>
<td>Fulfils 1 criterion</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils 5 criteria</td>
</tr>
<tr>
<td>3. Tells own stories confidently and in sequence</td>
<td>Fulfils 1 criterion</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils 5 criteria</td>
</tr>
<tr>
<td>4. Participates and contributes actively in story lessons</td>
<td>Fulfils 1 criterion</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils 5 criteria</td>
</tr>
<tr>
<td>5. Answers questions about the story that is read or told</td>
<td>Fulfils 1 criterion</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils 5 criteria</td>
</tr>
</tbody>
</table>

### The learner:

| 1. Participates actively in class discussions and takes turns | Fulfils 1 criterion | Fulfils 2 criteria | Fulfils 3 criteria | Fulfils 4 criteria | Fulfils 5 criteria |
| 2. Comments on others’ contributions | Fulfils 1 criterion | Fulfils 2 criteria | Fulfils 3 criteria | Fulfils 4 criteria | Fulfils 5 criteria |
| 3. Listens attentively to complex instructions | Fulfils 1 criterion | Fulfils 2 criteria | Fulfils 3 criteria | Fulfils 4 criteria | Fulfils 5 criteria |
| 4. Asks for clarification if s/he doesn’t understand | Fulfils 1 criterion | Fulfils 2 criteria | Fulfils 3 criteria | Fulfils 4 criteria | Fulfils 5 criteria |
| 5. Follows instructions accurately | Fulfils 1 criterion | Fulfils 2 criteria | Fulfils 3 criteria | Fulfils 4 criteria | Fulfils 5 criteria |

**Total** 20 marks
### PHONICS Formal Assessment Activity 1: Write sounds
(Week 8 Tuesday)
LAB page 141, TG page 124

<table>
<thead>
<tr>
<th>1 mark for each correct answer:</th>
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<tbody>
<tr>
<td>1.</td>
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<td>8.</td>
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<td>9.</td>
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<td>10.</td>
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</tbody>
</table>

*versioners insert the 5 sounds you will test and the 5 completed words. Numbered 1-10 (See phonics ms).*

### PHONICS Formal Assessment Activity 2: Dictation
(Week 8 Friday)
LAB page 150, TG page 130

<table>
<thead>
<tr>
<th>1 mark for each correct word:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
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<tr>
<td>5.</td>
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</tbody>
</table>

*versioners insert the 5 words you will test. Numbered 1-5. (See phonics ms).*

### CLASSROOM OBSERVATION
(Weeks 1–9)

<table>
<thead>
<tr>
<th>The learner:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Builds words using phonics taught (LAB activities)</td>
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<tr>
<td>2. Reads words using phonics taught</td>
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<tr>
<td>3. Uses invented spelling in writing</td>
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<tr>
<td>4. Spells words correctly in dictation activities</td>
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<tr>
<td>5. Shows increasing fluency (accuracy and speed) in timed word reading</td>
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</tbody>
</table>

Fulfils 1 criterion  Fulfils 2 criteria  Fulfils 3 criteria  Fulfils 4 criteria  Fulfils 5 criteria

Total 20 marks
# READING AND COMPREHENSION Formal Assessment Activity 1: Oral reading (GGR)

(Week 8 Monday to Friday) TG pages 123, 125, 127, 129, 131

<table>
<thead>
<tr>
<th>The learner:</th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reads aloud to teacher for 1-2 minutes</td>
<td>Unable to predict the story from visual cues. Reads from own book a text of 1–2 lines with support from the teacher. Is unable to answer any questions or identify characters</td>
<td>Partially predicts the story from visual cues. Reads word by word a text of 3–4 lines and responds correctly to 1-2 lower-order questions or identifies setting.</td>
<td>Can predict most of the story from visual cues. Reads aloud from own book a text of 5–6 lines and responds correctly to 3 lower-order questions. Can identify characters and setting.</td>
<td>Can predict the story from visual cues. Reads fluently from own book a text of 7–8 lines and responds correctly to 3 questions, both lower- and higher-order. Can identify characters and setting.</td>
<td>Can predict the story from visual cues. Reads fluently and with expression from own book a text of more than 10 lines and responds correctly to 3 questions, both lower- and higher-order. Can give details about characters and setting.</td>
</tr>
<tr>
<td>• Uses visual cues for prediction</td>
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<tr>
<td>• Recognises sight words and decodes words using phonics and contextual analysis</td>
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<tr>
<td>• Reads fluently and with expression</td>
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<tr>
<td>• Responds to at least 3 questions (both lower- and higher-order questions)</td>
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<tr>
<td>• Is able to identify characters and setting</td>
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</tbody>
</table>

# READING AND COMPREHENSION Formal Assessment Activity 2: Written comprehension

(Week 8 Thursday) LAB page 148, TG page 129

1 mark for each correct answer:
1. Rivers – fresh, yes; Dams – fresh, yes (4 marks)
2. concrete, rocks and earth (2 marks)
3. the government, farmers (2 marks)
4. Learners' own answer (2 marks)

# CLASSROOM OBSERVATION (Weeks 1–9)

<table>
<thead>
<tr>
<th>The learner:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listens attentively and asks and answers questions during Shared Reading</td>
<td>Fulfils 1 criterion</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils 5 criteria</td>
</tr>
<tr>
<td>• Identifies words/word groups during Sentence Making and is able to cut the correct words out</td>
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<td>• Is able to re-assemble the sentence correctly without assistance</td>
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<tr>
<td>• Reads the story in small groups and independently</td>
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<tr>
<td>• Records vocabulary from the story in the personal dictionary</td>
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</tbody>
</table>

Total 25 marks
**HANDWRITING Assessment Rubrics and Checklists**

<table>
<thead>
<tr>
<th>5 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The learner:</em></td>
</tr>
<tr>
<td>1. Holds pencil and positions writing materials correctly</td>
</tr>
<tr>
<td>2. Forms 26 lower- and upper-case letters correctly</td>
</tr>
<tr>
<td>3. Uses punctuation marks: full stops, question marks, commas, inverted commas, and exclamation marks correctly</td>
</tr>
<tr>
<td>4. Writes words with correct spacing between letters and words</td>
</tr>
<tr>
<td>5. Copies and writes two or more sentences legibly</td>
</tr>
<tr>
<td><strong>Total 10 marks</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLASSROOM OBSERVATION (Weeks 1-9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Holds pencil and positions writing materials correctly</td>
</tr>
<tr>
<td>2. Forms 26 lower- and upper-case letters correctly</td>
</tr>
<tr>
<td>3. Uses punctuation marks: full stops, question marks, commas, inverted commas, and exclamation marks correctly</td>
</tr>
<tr>
<td>4. Writes words with correct spacing between letters and words</td>
</tr>
<tr>
<td>5. Copies and writes two or more sentences legibly</td>
</tr>
<tr>
<td><strong>Fulfils 5 criteria</strong></td>
</tr>
</tbody>
</table>

**ASSESSMENT**

**HANDWRITING Formal Assessment Activity 1**

**LAB page 108, TG page 103**

<table>
<thead>
<tr>
<th>5 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The learner:</em></td>
</tr>
<tr>
<td>1. Holds pencil and positions writing materials correctly</td>
</tr>
<tr>
<td>2. Forms 26 lower- and upper-case letters correctly</td>
</tr>
<tr>
<td>3. Uses punctuation marks: full stops, question marks, commas, inverted commas, and exclamation marks correctly</td>
</tr>
<tr>
<td>4. Writes words with correct spacing between letters and words</td>
</tr>
<tr>
<td>5. Copies and writes two or more sentences legibly</td>
</tr>
<tr>
<td><strong>Fulfils 5 criteria</strong></td>
</tr>
</tbody>
</table>

**Needs support to write 1 short sentence with punctuation.**

**Writes 1 short sentence with punctuation but correct letter formation, spacing between words and size of letters are not observed.**

**Writes 2 short sentences with punctuation paying attention to correct letter formation**

**Fulfils 4 criteria**

**Fulfils 3 criteria**

**Fulfils 2 criteria**

**Fulfils 1 criterion**

**LAB page 108, TG page 103**

**Classroom Observation**

**Week 6 Friday**

1. Holds pencil and positions writing materials correctly
2. Forms 26 lower- and upper-case letters correctly
3. Uses punctuation marks: full stops, question marks, commas, inverted commas, and exclamation marks correctly
4. Writes words with correct spacing between letters and words
5. Copies and writes two or more sentences legibly

**Total 10 marks**

**5 marks**

**The learner:**

1. Writes 2–3 short sentences paying attention to directionality, correct letter formation of both upper- and lower-case letters, size and spacing within lines
2. Uses punctuation marks, e.g. full stops, question marks, commas, inverted commas, exclamation marks correctly
3. Writes the words on the lines

**Fulfils 5 criteria**

**Fulfils 4 criteria**

**Fulfils 3 criteria**

**Fulfils 2 criteria**

**Fulfils 1 criterion**

**LAB page 108, TG page 103**

**Classroom Observation**

**Weeks 1–9**

1. Holds pencil and positions writing materials correctly
2. Forms 26 lower- and upper-case letters correctly
3. Uses punctuation marks: full stops, question marks, commas, inverted commas, and exclamation marks correctly
4. Writes words with correct spacing between letters and words
5. Copies and writes two or more sentences legibly

**Total 10 marks**
### WRITING Formal Assessment Activity 1: Write news
(Week 6 Monday)
LAB page 101, TG page 95

**The learner:**
- Writes one paragraph (at least five sentences) on personal experiences or an event
- Uses capital letters (at the beginning of a sentence and for proper names) and correct punctuation (full stops, commas, apostrophe)
- Illustrates the story with an appropriate drawing

<table>
<thead>
<tr>
<th>The learner</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Struggles to write a sentence or uses punctuation incorrectly</td>
<td>Attempts to write 2 sentences of own news but uses capital letters incorrectly</td>
<td>Writes 3 sentences of own news using capital letters and full stops</td>
<td>Writes 4 sentences of own news in paragraph format using capital letters, full stops and correct grammar and spelling</td>
<td>Writes 5 sentences of own news in a paragraph format using capital letters, full stops and correct grammar and spelling</td>
<td></td>
</tr>
</tbody>
</table>

**Total 5 marks**

### WRITING Formal Assessment Activity 2: Write a story
(Week 6 Friday)
LAB page 113, TG page 102

**The learner:**
- Writes an original story (writing frame) using the theme vocabulary
- Uses capital letters (at the beginning of a sentence and for proper names) and correct punctuation (full stops, commas, apostrophe)
- Illustrates the story with an appropriate drawing

<table>
<thead>
<tr>
<th>The learner</th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Struggles to complete the writing frame and does not use the theme vocabulary. Does not use punctuation correctly. Drawing does not relate to the story</td>
<td>Attempts to complete the writing frame but vocabulary is limited. Uses some correct punctuation. Drawing relates partially to the story</td>
<td>Completes the writing frame adequately, but vocabulary is limited. Uses most punctuation correctly. Drawing relates to the story</td>
<td>Completes the writing frame using original ideas and rich vocabulary, correct punctuation and an appropriate drawing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total 10 marks**

### WRITING Formal Assessment Activity 3: Write a paragraph
(Week 7 Wednesday)
LAB page 130, TG page 113

**The learner:**
- Writes a paragraph about fresh water creatures using the writing frame
- Uses capital letters and correct punctuation
- Writes in the present tense
- Illustrates the paragraph with an appropriate drawing

<table>
<thead>
<tr>
<th>The learner</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Struggles to complete the writing frame independently. Tenses are confused</td>
<td>Attempts to complete the writing frame. Tense is not clear. Drawing relates partially to the topic. Tenses are confused</td>
<td>Completes the writing frame but vocabulary is limited. Uses correct tense. Drawing relates partially to the topic. Tenses are confused</td>
<td>Completes the writing frame adequately, using interesting vocabulary. Uses present tense correctly. Drawing relates to the topic</td>
<td>Completes the writing frame using original ideas and rich vocabulary, correct punctuation and an appropriate drawing</td>
<td></td>
</tr>
</tbody>
</table>

**Total 5 marks**

### WRITING Formal Assessment Activity 4: Write a letter
(Week 8 Wednesday)
LAB page 145, TG page 127

**The learner:**
- Writes a thank you letter using the writing frame
- Uses the correct greetings
- Uses capital letters and correct punctuation

<table>
<thead>
<tr>
<th>The learner</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Struggles to complete the writing frame independently. The letter is not related to the topic. Greetings are not correctly used</td>
<td>Attempts to complete the writing frame. The letter is partly related to the topic. Greetings are correctly used</td>
<td>Completes the writing frame and the letter is partly related to the topic. Greetings are correctly used</td>
<td>Completes the writing frame adequately, using interesting vocabulary. The letter is related to the topic. Greetings are correctly used</td>
<td>Completes the writing frame using original ideas and rich vocabulary. The topic is related to the topic and greetings are used correctly</td>
<td></td>
</tr>
</tbody>
</table>

**Total 5 marks**

**Total 25 marks**
<table>
<thead>
<tr>
<th>Weeks 1–9</th>
<th>Max mark</th>
<th>LISTENING AND SPEAKING 1:</th>
<th>L&amp;S RUBRIC pg 150</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>LISTENING AND SPEAKING 2:</td>
<td>L&amp;S RUBRIC pg 150</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CLASSROOM OBSERVATION:</td>
<td>L&amp;S CHECKLIST pg 150</td>
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<td></td>
<td>PHONICS 1:</td>
<td>PHONICS RUBRIC pg 151</td>
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<td></td>
<td></td>
<td>PHONICS 2:</td>
<td>PHONICS RUBRIC pg 151</td>
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<td></td>
<td>CLASSROOM OBSERVATION:</td>
<td>PHONICS CHECKLIST pg 151</td>
</tr>
<tr>
<td></td>
<td></td>
<td>READING AND COMPREHENSION 1:</td>
<td>R&amp;C RUBRIC 1 pg 152</td>
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<td>READING AND COMPREHENSION 2:</td>
<td>R&amp;C RUBRIC 2 pg 152</td>
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<td>CLASSROOM OBSERVATION:</td>
<td>R&amp;C CHECKLIST pg 152</td>
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<td></td>
<td></td>
<td>HANDWRITING 1:</td>
<td>HW RUBRIC pg 153</td>
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<td>HANDWRITING 2:</td>
<td>W RUBRIC 1 pg 154</td>
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<td>WRITING 4:</td>
<td>W RUBRIC 4 pg 154</td>
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</tbody>
</table>
**LIFE SKILLS: PLANNING FOR CONTINUOUS AND FORMAL ASSESSMENT**

**TERM 2**

- **Curriculum links** for each week are shown with light colour blocks.
- **Formal assessment tasks** are shown with darker blocks.
- **Informal/continuous assessment**: Tick the blocks each week when you observe that this outcome has been attained by the majority of learners.
- Make a note of any learners who are still struggling. You will need to reteach or provide more practice for these learners.

### BEGINNING KNOWLEDGE AND PSWB

<table>
<thead>
<tr>
<th>Routine</th>
<th>1</th>
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<th>10</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Discuss personal ideas and feelings about theme topics</td>
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<td>2</td>
<td>Discuss holidays and other special days</td>
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### Topics

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<tr>
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<th>7</th>
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<tbody>
<tr>
<td>3</td>
<td>Seasons</td>
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<td></td>
<td>Animals – farm and wild</td>
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<td>Animals and creatures that live in water</td>
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<td>Animal homes</td>
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<td></td>
<td>Special days</td>
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### Key concepts and skills

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<tbody>
<tr>
<td>1</td>
<td>Social science concepts: conservation (Week 8), cause and effect (Weeks 3, 4), adaptation (Weeks 2, 3, 4), place (Week 8), relationships and interdependence (Weeks 7, 8), diversity and individuality (Weeks 5, 6), change (Week 2)</td>
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<td>2</td>
<td>Natural science concepts: life and living (Weeks 1–9), energy and change (Week 2), planet earth and beyond (Weeks 1, 2, 3, 4, 5)</td>
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<td>3</td>
<td>Scientific process skills: the process of enquiry, which involves observing (Weeks 4, 5), comparing (Weeks 1, 2, 3, 4), Classifying (Weeks 1, 2, 6), measuring (Weeks 4, 5), experimenting (Weeks 3, 4, 5), communicating (Weeks 4, 5)</td>
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<td>4</td>
<td>Technological process skills: investigate (Week 8), design (Week 8), make, (Week 8), evaluate (Week 8), communicate (Week 8)</td>
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### PSWB

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<tbody>
<tr>
<td>1</td>
<td>Social and emotional health</td>
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<td>Relationships with others</td>
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<td>Relationship with the environment</td>
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### VISUAL ARTS

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<tbody>
<tr>
<td>1 CREATE IN 2D</td>
<td>Draw or paint pictures related to topics of the term; focus informally on line, tone, texture, colour</td>
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<td>2 CREATE IN 3D</td>
<td>Use recyclable objects and thick paint to create a printed surface; talk about geometric and organic shapes</td>
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<tr>
<td>3 CREATE IN 3D</td>
<td>Construct objects using recyclable materials; discuss shape, texture, develop craft skills</td>
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<td>4 CREATE IN 3D</td>
<td>Discuss pattern and line</td>
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### PERFORMING ARTS

#### CREATIVE GAMES AND SKILLS

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<td>1</td>
<td>Warming up the voice and developing articulation</td>
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<td></td>
<td>Interpret a song – actions</td>
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<td>2</td>
<td>Warming up the body and contrasting movements using verbal and</td>
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<td>sound signals such as ‘Freeze!’, ‘Go!’, ‘Up!’</td>
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<td>3</td>
<td>Playing percussion instruments/body percussion</td>
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<td>4</td>
<td>Locomotor and non-locomotor movements: marching, leaping,</td>
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<td>jumping, galloping, turning, rolling, swinging, stretching</td>
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<td>5</td>
<td>Cooling down the body and relaxation: express moods and ideas</td>
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<td>through movement such as floating on a cloud, feeling sleepy,</td>
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#### IMPROVISE AND INTERPRET

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<td>6</td>
<td>Performing rhythm patterns combined with locomotor movements</td>
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<td>such as: clapping the rhythm of pony galleys, marching,</td>
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<td>skipping, etc.</td>
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<td>Performing songs focusing on dynamics such as: loud and</td>
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<td>soft, slow and fast</td>
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<td>8</td>
<td>Role play related to selected topics or stories told by the</td>
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<td>9</td>
<td>Using drama techniques to explore characters’ thoughts and</td>
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#### PHYSICAL EDUCATION

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<td>• Simulation activities such as ‘follow-the-leader’</td>
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<td>• Relay running with or without equipment</td>
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<td>• Relay running; dribble a ball; zigzag through skittles or</td>
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<td>• Reaction drills, such as knee boxing; grab the ball before</td>
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<td>your partner does, etc.</td>
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<td>Perceptual motor</td>
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<td>• Ball skills – bouncing balls while marching on the spot</td>
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<td>• Ball skills – bouncing balls against the wall</td>
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<td>• Ball skills – bouncing balls around obstacles</td>
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<td>• Skipping with and without skipping ropes; skipping on the</td>
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<td>spot and across a distance</td>
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<td>• Keep the beat of music or drumming, move various parts of</td>
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<td>the body – head ... arms ... hips ... legs and feet</td>
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<td>• Work with a partner – one rolls ball to other who kicks it</td>
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<td>back before it stops rolling</td>
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<td>• Throw a large ball at a target, e.g. goal post or netball</td>
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<td>• Simulation activities, i.e. picking apples, digging in the</td>
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<td>garden, sawing a plank, etc.</td>
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<td>• In pairs, duck fighting or cock fighting</td>
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<td>• Play simple games such as S.T.O.P.</td>
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<td>• Hopscotch</td>
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<td>• Circle formation playing ‘cat and mouse’</td>
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<td>• Obstacle course</td>
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<td>Laterality</td>
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<td>• In pairs, catch a ball with the non-dominant hand</td>
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<td>• In pairs, kick a ball with non-dominant foot</td>
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<td>Sports and games</td>
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<td></td>
<td>• Games involving pulling, running, jumping and hoops, e.g.</td>
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<td>‘tug-of-war’</td>
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<td>• Play games such as ‘Wolf, wolf what’s the time?’</td>
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**BK and PSWB Assessment Rubrics and Checklists**

**BK/PSWB Formal Assessment Activity 1: Classify wild animals (Week 6 Tuesday)**
LAB page 102, TG page 96 10 marks

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<thead>
<tr>
<th>Carnivores: lion, wild dog, mongoose...</th>
<th>Omnivores: ant, baboon, rat/ostrich...</th>
<th>Herbivores: elephant, allaffe, tortoise...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 mark for each correct answer:</td>
<td>1 mark for each correct answer:</td>
<td>1 mark for each correct answer:</td>
</tr>
</tbody>
</table>

**BK/PSWB Formal Assessment Activity 2: Match animals to descriptions (Week 7 Tuesday)**
LAB page 125, TG page 110 5 marks

<table>
<thead>
<tr>
<th>Tadpole – 3</th>
<th>Crocodile – 5</th>
<th>Otter – 4</th>
<th>Dragonfly – 2</th>
<th>Fish – 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 mark for each correct answer:</td>
<td>1 mark for each correct answer:</td>
<td>1 mark for each correct answer:</td>
<td>1 mark for each correct answer:</td>
<td>1 mark for each correct answer:</td>
</tr>
</tbody>
</table>

**BK/PSWB Formal Assessment Activity 3: Keeping safe (Week 7 Thursday)**
LAB page 131, TG page 114 5 marks

<table>
<thead>
<tr>
<th>1. yes</th>
<th>2. no</th>
<th>3. current</th>
<th>4. Learners' own answer (2 marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 mark for each correct answer:</td>
<td>1 mark for each correct answer:</td>
<td>1 mark for each correct answer:</td>
<td>1 mark for each correct answer:</td>
</tr>
</tbody>
</table>

**BK/PSWB Formal Assessment Activity 4: Poster about sea creatures (Week 8 Tuesday)**
LAB page 140, TG page 124 10 marks

<table>
<thead>
<tr>
<th>Illustrations, photos, captions, drawings and other resources are not relevant to the topic.</th>
<th>Poor or no design and layout. Limited design and layout. Space not well utilised.</th>
<th>Language poorly used with grammar and spelling errors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess (for 5 marks)...</td>
<td>Assess (for 5 marks)...</td>
<td>Assess (for 5 marks)...</td>
</tr>
<tr>
<td>1. Over-all look of poster</td>
<td>2. Creativity</td>
<td>3. Group involvement</td>
</tr>
<tr>
<td>1 mark for each correct criterion:</td>
<td>1 mark for each correct criterion:</td>
<td>1 mark for each correct criterion:</td>
</tr>
</tbody>
</table>

**CLASSROOM OBSERVATION: PSWB (Weeks 1–9) 5 marks**

| Learner: | | | | | |
|---------|------|------|------|------|
| Fulfils 1 criterion | Fulfils 2 criteria | Fulfils 3 criteria | Fulfils 4 criteria | Fulfils 5 criteria |

**CLASSROOM OBSERVATION: BK (Weeks 1–9) 5 marks**

| Learner: | | | | | |
|---------|------|------|------|------|
| 1. Follows instructions | 2. Uses initiative when completing activities | 3. Contributes own ideas to discussions | 4. Discusses own feelings and thoughts | 5. Shows evidence of research in the topic |
| Fulfils 1 criterion | Fulfils 2 criteria | Fulfils 3 criteria | Fulfils 4 criteria | Fulfils 5 criteria |

**Total 40 marks**

The answers highlighted in **PINK** depends on final artwork.
**VISUAL ARTS Formal Assessment Activity 1: Construct a crocodile from recycled materials**  
(Week 7 Monday/Tuesday)  
TG page 109, 111

<table>
<thead>
<tr>
<th>The learner is able to:</th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plan a model using recycled egg boxes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Construct a crocodile</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Paint the model adding texture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Follow instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Work with a partner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Poor plan. Did not construct a model properly. Struggled to follow instructions or work with a partner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Weak plan. Model was untidy and does not look realistic. Followed some instructions. Struggled to work with a partner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Adequate plan. Model was neat and looked reasonably realistic. Followed most instructions and worked adequately with partner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Good plan. Model was neat and realistic. Followed instructions and worked with partner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Plan was well conceptualised. Model was neat and realistic with textured surface. Followed instructions and worked well with partner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Classroom observation**  
(Weeks 1–9)  

<table>
<thead>
<tr>
<th>The learner is able to:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complete all activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Show evidence of planning before executing the activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Successfully use tools – scissors, paintbrushes, crayons, kokis, glue, etc.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. Follow instructions</td>
<td></td>
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</tr>
<tr>
<td>5. Show evidence of enjoyment and creativity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 1 criterion fulfilled successfully</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>- 2 criteria fulfilled successfully</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 3 criteria fulfilled successfully</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 4 criteria fulfilled successfully</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>- All 5 criteria fulfilled successfully</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Total 15 marks
### Performing Arts Formal Assessment Activity 1: Movement (Week 7 Thursday) TG page 113

<table>
<thead>
<tr>
<th>The learner is able to:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Follow instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- React to commands</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Perform locomotor and non-locomotor movements, e.g. skip, gallop, run</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Use imagination to interpret movements, e.g. waddle like a duck</td>
<td>Does not follow instructions independently and is unable to perform movements with any confidence. Is unable to use imagination when interpreting movements</td>
<td>Follows some instructions and commands. Is able to perform most movements but shows little imagination when interpreting movements</td>
<td>Follows most instructions and commands. Is able to perform all movements but shows limited imagination when interpreting movements</td>
<td>Follows all instructions and commands. Is able to interpret most movements and move confidently</td>
<td>Follows all instructions and commands confidently. Is able to interpret movements and move confidently and with enjoyment</td>
</tr>
</tbody>
</table>

### Performing Arts Formal Assessment Activity 2: Perform a scene (Week 8 Thursday) TG page 129

<table>
<thead>
<tr>
<th>The learner is able to:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Work with a group to select a scene</td>
<td>Does not contribute any ideas to the group. Does not act or speak in the scene</td>
<td>Contributes few ideas to the group. Acts and speaks in the scene only minimally</td>
<td>Contributes adequately to the group to plan the scene. Performs adequately but does not speak clearly</td>
<td>Works with the group to plan the scene. Performs well, speaking clearly and loudly</td>
<td>Helps the group to plan the scene. Performs confidently with good voice projection and volume</td>
</tr>
<tr>
<td>- Select characters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Role-play the scene in sequence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Use clear dialogue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Use appropriate actions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Speak clearly and with appropriate volume</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### CLASSROOM OBSERVATION (Weeks 1–9) TG page 113

<table>
<thead>
<tr>
<th>The learner is able to:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participate in all lessons</td>
<td>Fulfils 1 criterion</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils 5 criteria</td>
</tr>
<tr>
<td>2. Work in a group – taking turns, sharing ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Perform songs and rhymes with actions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Participate confidently in role play and storytelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Move and dance with co-ordination and confidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total | 15 marks

5 marks
### Physical Education Formal Assessment Activity 1: Perceptual motor and co-ordination
(Week 7 Tuesday–Friday)
TG page 111, 113, 115, 117

<table>
<thead>
<tr>
<th>The learner is able to demonstrate:</th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Perceptual-motor skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Co-ordination</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Following instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not follow instructions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unable to control or bounce the ball at all</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attempts to follow some instructions. Can only control and bounce the ball occasionally</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows instructions most of the time. Controls and bounces the ball about half of the time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows instructions well. Controls and bounces the ball accurately throughout the activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows instructions well. Controls and bounces the ball accurately throughout the activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Physical Education Formal Assessment Activity 2: Sports and games
(Week 8 Wednesday, Friday)
TG page 127, 131

<table>
<thead>
<tr>
<th>The learner is able to:</th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Follow instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Understand the rules of the game</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Participate actively in the game</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Co-operate with other learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is unable to follow the instructions. Does not understand the rules or participate in the game. Unable to work with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows some of the instructions and attempts to follow the rules and participate in the game. Co-operation with others needs attention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows most of the instructions. Knows most of the rules and participates in the game. Co-operation with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows all instructions. Knows the rules and participates in the game. Co-operates adequately with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows all instructions very well. Knows the rules and participates fully in the game. Excellent co-operation with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Classroom Observation
(Weeks 1–9)

1 mark = 1 criterion
1. Follow instructions
2. Take turns
3. Work in a team
4. Move rhythmically
5. Jump and skip over ropes
6. Throw and catch a ball or beanbag
7. Stretch and curl the body
8. Balance on one foot and on equipment
9. Play an indigenous game
10. Warm up and cool down

<table>
<thead>
<tr>
<th>Total</th>
<th>30 marks</th>
</tr>
</thead>
</table>

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161

---
<table>
<thead>
<tr>
<th>Name</th>
<th>weeks</th>
<th>subject</th>
<th>assessment</th>
<th>rubric</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Week 6</td>
<td>LAB pg 102</td>
<td>BK/PSWB Assessment 1: Rubric pg 158</td>
<td>Classify wild animals</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Week 7</td>
<td>LAB pg 125</td>
<td>BK/PSWB Assessment 2: Rubric pg 158</td>
<td>Match animal to descriptions</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Week 7</td>
<td>LAB pg 131</td>
<td>BK/PSWB Assessment 3: Rubric pg 158</td>
<td>Keeping safe</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Week 8</td>
<td>LAB pg 140</td>
<td>BK/PSWB Assessment 4: Rubric pg 158</td>
<td>Poster about sea creatures</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Weeks 1-9</td>
<td>PSWB Classroom observations</td>
<td>Checklist pg 158</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Weeks 1-9</td>
<td>BK Classroom observation</td>
<td>Checklist pg 158</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Max mark</td>
<td>Beginning Knowledge and PSWB</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Week 7</td>
<td>TG pg 109, 111</td>
<td>Visual Arts Assessment 1: Rubric pg 159</td>
<td>Construct a crocodile from recycled materials</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Weeks 1-9</td>
<td>Classroom observations</td>
<td>Checklist pg 159</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Max mark</td>
<td>Visual Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Week 7</td>
<td>TG pg 113</td>
<td>Performing Arts Assessment 1: Rubric pg 160</td>
<td>Movement</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Week 8</td>
<td>TG pg 129</td>
<td>Performing Arts Assessment 2: Rubric pg 160</td>
<td>Perform</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Weeks 1-9</td>
<td>Classroom observations</td>
<td>Checklist pg 160</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Max mark</td>
<td>Performing Arts</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10</td>
<td>Week 7</td>
<td>TG pg 111, 113, 115, 117</td>
<td>PE Assessment 1: Rubric pg 161</td>
<td>Perceptual motor and co-ordination</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Week 8</td>
<td>TG pg 127, 131</td>
<td>PE Assessment 2: Rubric pg 161</td>
<td>Sports and games</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Weeks 1-9</td>
<td>Classroom observations</td>
<td>Checklist pg 161</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Max mark</td>
<td>Physical Education</td>
<td></td>
<td></td>
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</tbody>
</table>