


















TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CAPS section	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%
Topic, concepts, skills and values	<p>ME</p> <p>https://wcedportal.co.za/eresource/49126</p>  <p>Listening and Speaking</p> <p>Identify parts of your body - play Simon says</p> <p>Gives simple instructions eg point at your nose point at your friends nose and tell what it is . That is my friends nose – this is my nose</p> <p>Listen to story and answer simple questions. Why do you like the story? Who is the main character? Who would you like to be in the story?</p> <p>Learn a song Heads and shoulders, knees and toes etc</p> <p>Play the story</p> <p>https://wcedportal.co.za/eresource/49256</p> <p>https://wcedportal.co.za/eresource/78611</p> <p>Phonics</p>  <p>Phonemic awareness: Names/names are not the same /If I point at you - say your name</p> <p>https://wcedportal.co.za/eresource/78196</p> <p>Reading</p> <p>Listen to a nonfiction story</p> <p>https://wcedportal.co.za/eresource/78611</p> <p>https://wcedportal.co.za/eresource/49176</p>	<p>ME</p>  <p>Listening and Speaking</p> <p>Hide objects – Give instructions for learners to find it eg. Turn to the right walk 3 steps forward what do you see?</p> <p>Give simple instructions Show me how to laugh, to cry to be sad to be happy</p> <p>Listen to a story and answer simple questions</p> <p>Learn a rhyme</p> <p>Ask simple questions What do you do with your nose, what do you do with your eyes</p> <p>Phonics:</p> <p>Phonemic awareness: Attention getters</p> <p>Reading:</p> <p>Listen to nonfiction story Follow the teacher and look at the pictures</p>	<p>ME</p> <p>Listening and Speaking</p> <p>Plural forms Eg one leg two legs One eye two eyes</p> <p>Listen to a story an answer simple questions</p> <p>Make simple requests May I go to the toilet? May I leave the room Learn a rhyme</p> <p>Oral topic: What I like</p> <p>Phonics</p> <p>Phonemic awareness: Learners learn to differentiate between different environmental sounds - You can make different sounds eg. clap, click, stamp, whistle</p> <p>Reading:</p> <p>Talks about the picture using home language where necessary</p>	<p>AT SCHOOL</p> <p>Listening and Speaking</p> <p>Identify items in class Simon says touch your book –pick up your ruler.</p> <p>Give simple instructions Close the window, close the door - open your book</p> <p>Listen to a story and answer simple questions</p> <p>Learn a song</p> <p>Ask simple questions – what do you do with your pencil – what do you do in your book - what do you do with the pencil</p> <p>Phonics:</p> <p>Phonemic awareness: Learners learn to differentiate between different environmental sounds - You can make different sounds eg. clap, click, stamp, whistle</p> <p>Reading:</p> <p>Identifies objects in the picture – show me the girl in the picture and tell me what it is – that is the girl. Where is the old woman in the picture – there is the old woman</p>	<p>AT SCHOOL</p> <p>Listening and Speaking</p> <p>Point at certain objects in the class Point at your desk and say what it is: this is my desk – point at your ruler – this is my ruler</p> <p>Give simple instructions Stand up straight</p> <p>Listen to a story and answer simple questions</p> <p>Play the story</p> <p>Learn a song</p> <p>Phonics:</p> <p>Phonemic awareness: Learners learn to differentiate between different environmental sounds - You can make different sounds eg. clap, click, stamp, whistle Begins to identify initial sounds in words – for example 'h' in hat and 'b' in bag.</p> <p>Reading:</p> <p>Answer some simple questions with the support of a picture Where is your school socks – where is your book</p>	<p>HEALTHY HABITS</p> <p>Listening and Speaking</p> <p>Listen to a story and answer simple questions</p> <p>Play the story</p> <p>Learn a rhyme</p> <p>Ask simple questions What is the colour of the apple What is the colour of the orange How does the banana taste</p> <p>Oral topic: Make a fruit kebab – discuss what you are doing and demonstrate to :the whole class</p> <p>Phonics:</p> <p>Phonemic awareness: With the teacher's help, identifies some rhyming words in stories, songs and rhymes, for example – The cat in a hat</p> <p>Reading:</p> <p>Learns some oral vocabulary dog man boy</p>	<p>HEALTHY HABITS</p> <p>Listening and Speaking</p> <p>Oral topic: how does the apple smell, how does the banana smell</p> <p>Listen to a story and answer simple questions What kind of fruit is this, why do you like fruit? What is your favourite fruit and why?</p> <p>Play the story</p> <p>Learn a song</p> <p>Phonics</p> <p>With the teacher's help, identifies some rhyming words in stories, songs and rhymes, for example, The cat in a hat</p> <p>Reading:</p> <p>After repeated reading, joins in chorus where appropriate whissy whassy goes the clothes in the washing machine</p>	<p>WEATHER</p> <p>Listening and Speaking</p> <p>Listen to a story and answer simple questions</p> <p>Play a story</p> <p>Learn a rhyme</p> <p>Do the weather chart</p> <p>Oral topic: discuss the weather on the weather chart of the day. Tell how the day looks like – it is cloudy – it is sunny</p> <p>Phonics:</p> <p>Phonemic awareness: Segments oral sentences into individual words by clapping each word, for example, sentences from the story</p> <p>Reading:</p> <p>Acts out the story using some of the dialogue</p>	<p>WEATHER</p> <p>Listening and Speaking</p> <p>Listen to a story and answer simple questions</p> <p>Do the weather chart</p> <p>Learn a song</p> <p>Answer simple questions do you like it when it's cold –do you like it when it is sunny – do you like it is its rainy</p> <p>Oral topic: discuss a picture on the weather</p> <p>Phonics:</p> <p>Begins to identify different initial sounds in words</p> <p>Reading:</p> <p>Draws a picture capturing the main idea of the story</p>	<p>WEATHER</p> <p>Listening and speaking</p> <p>Consolidations</p> <p>Phonics</p> <p>Begins to identify different initial sound in words – n</p> <p>Reading:</p> <p>Consolidation</p>



	<p>Sight words</p> <p>CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year</p> <p>https://wcedportal.co.za/eresource/49176</p> <p>Writing:</p>  <p>Copy word on emotions unde5 the correct picture eg happy,</p>	<p>Sight words</p> <p>CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year</p> <p>Writing:</p> <p>Copy words to a picture</p>	<p>Sight words</p> <p>CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year</p> <p>Writing:</p> <p>Copy words to pictures</p>	<p>Sight words</p> <p>CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year</p> <p>Writing:</p> <p>Copy words to pictures</p>	<p>Sight words</p> <p>CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year</p> <p>Writing:</p> <p>Copy words to pictures</p>	<p>Sight words</p> <p>CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year</p> <p>Writing:</p> <p>Copy words to pictures</p>	<p>Sight words</p> <p>CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year</p> <p>Writing:</p> <p>Copy words to pictures</p>	<p>Sight words</p> <p>CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year</p> <p>Writing:</p> <p>Copy a caption</p>	<p>Sight words</p> <p>CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year</p> <p>Writing:</p> <p>Copy a caption</p>	<p>Sight words</p> <p>CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year</p> <p>Writing:</p> <p>Consolidation</p>
Requisite pre-knowledge	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Consolidation
Resources (other than textbook) to enhance learning	Posters needed Big Books, Rhymes https://drive.google.com/open?id=1vB5kB0LuW4CRQyDT03LUMWV4qa4uZ8kC	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes
Informal assessment remediation	Baseline	Baseline	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Consolidation
SBA (Formal Assessment)	<p>Ongoing</p>   <p>https://wcedportal.co.za/eresource/69191</p>	<p>Ongoing</p>  	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	1 FAT to be completed by week 9	





TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CAPS section	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%
Topic, concepts, skills and values	 MY FAMILY https://wcedportal.co.za/eresource/49226 Listening and Speaking Identify family members –mom, dad boy sister Give simple instructions – point at the mother in the picture and tell me what it is – that is the mother – that is the father Listen to a story and answer simple questions Learn the song Play the song https://wcedportal.co.za/eresource/49256 Phonics: Segments oral sentences into individual words by clapping on each word, for example, sentences from the story Begins to identify different initial sounds in words – s https://wcedportal.co.za/eresource/79151 Initial sounds in words Clapping sounds and syllables Reading: Shared Reading Consolidation https://wcedportal.co.za/eresource/62496 Sight words CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year https://wcedportal.co.za/eresource/49241 Writing: Copy a caption related to Listening and Speaking with own illustrations	 MY FAMILY Listening and Speaking Identify family members -mom, dad boy sister Give simple instructions -point at the mother in the picture and tell me what it is – that is the mother – that is the father Listen to a story and answer simple questions Learn the song Play the song Phonics Segments oral sentences into individual words by clapping on each word, for example, sentences from the story. Begins to identify different initial sounds in words r Initial sounds in words Clapping sounds and syllables Reading: Shared Reading Listen to non-fiction story, while following the teacher and looking at the pictures Sight words CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year Writing: Copy a caption related to Listening and Speaking with own illustrations	SAFETY IN THE HOME Listening and Speaking Hide objects –give instructions for learner to find it Give simple instructions Listen to a story and answer simple questions Learn a rhyme Ask simple questions Phonics Claps out syllables in familiar words, for example ba-na-na Begins to identify different initial sounds in words l Reading: Shared Reading Talks about the picture using home language where necessary Sight words CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year Writing: Copy a caption related to Listening and Speaking with own illustrations	SAFETY IN THE HOME Listening and Speaking Plural forms Listen to a story and answer simple questions Make simple request Learn a rhyme Oral topic Phonics: Claps out syllables in familiar words, for example ba-na-na Begins to identify different initial sounds in words b Reading: Shared Reading Identifies objects in the pictures eg show me the jelly – point to the ice-cream touch the glass Sight words CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year Writing: Copy a caption related to Listening and Speaking with own illustrations	MY BODY Listening and Speaking Identify items in class – play Simon says Give simple instructions Listen to a story and answer simple questions Learn a song Ask simple questions Phonics Identifies some rhyming words in stories, songs and rhymes, for example 'eat' and 'feet'. Begins to identify different initial sounds in words d Reading: Shared Reading Answer some simple questions with the support of the picture – where is my leg – where is my arm Sight words CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year Writing: Copy a caption related to Listening and Speaking with own illustrations	MY BODY Listening and Speaking Point and tell – point at parts of the body Listen to a story and answer simple questions (Play the story Learn a song Phonics: Identifies some rhyming words in stories, songs and rhymes, for example 'eat' and 'feet'. Begins to identify different initial sounds in words f Reading: Shared Reading Learn some oral vocabulary Sight words CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year Writing: Copy a caption related to Listening and Speaking with own illustrations	MY BODY Listening and Speaking Listen to a story and answer simple questions Play the story Learn a rhyme Ask simple questions Oral topic Phonics Segments oral sentences into individual words by clapping on each word, for example, sentences from the story. Begins to identify different initial sounds in words k Reading: Shared Reading After repeated readings, joins in chorus where appropriate Sight words CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year Writing: Copy a caption related to Listening and Speaking with own illustrations	KEEPING MY BODY SAFE Listening and Speaking Oral topic Listen to a story and answer simple questions Play the story Learn a song Ask simple questions Phonics Claps out syllables in familiar words, for example ba-na-na Begins to identify different initial sounds in words p Reading: Shared Reading Acts out the story – using the same dialog Sight words CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year Writing: Copy a caption related to Listening and Speaking with own illustrations	KEEPING MY BODY SAFE Listening and Speaking Listen to a story and answer simple questions Play the story Learn a rhyme Oral topic Phonics Identifies some rhyming words in stories, songs and rhymes, for example 'eat' and 'feet'. Begins to identify different initial sounds in words t Reading: Shared Reading Draws a picture capturing the main idea of the story Sight words CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year Writing: Copy a caption related to Listening and Speaking with own illustrations	REVISION Listening and Speaking Listen to a story and answer simple questions Learn a song Answer simple questions Oral Topic Phonics: Segments oral sentences into individual words by clapping on each word, for example, sentences from the story. Begins to identify different initial sounds in words y Reading: Shared Reading Consolidation Sight words CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year Writing: Copy a caption related to Listening and Speaking with own illustrations

Requisite pre-knowledge	Knowledge of the topic	Have knowledge of the topic	Have knowledge of the topic	Have knowledge of the topic	Have knowledge of the topic	Have knowledge of the topic	Have knowledge of the topic	Have knowledge of the topic	Have knowledge of the topic	Revision
Resources (other than textbook) to enhance learning	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	
Informal assessment ; remediation	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	
SBA (Formal Assessment)	Ongoing  https://wcedportal.co.za/eresource/69191	Ongoing 	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	1FAT to be completed by week 9	

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CAPS section	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%
Topic, concepts, skills and values	MY COMMUNITY https://wcedportal.co.za/eresource/62481  Listening and Speaking Identify places in the community – hospital, police station, municipality the school Give simple instructions – point to the hospital in the picture and say what it is – that is the hospital Listen to a story and answer simple questions Play the story Learn a song https://wcedportal.co.za/eresource/62451 Phonics: Claps out syllables in familiar words, for example, ani-mal, don-key Begins to identify different initial sounds in words c as in cat Reading: Shared Reading Consolidation	MY COMMUNITY  Listening and Speaking Identify places in the community – hospital, police station, municipality the school Give simple instructions – point to the hospital in the picture and say what it is – that is the hospital Listen to a story and answer simple questions Play the story Learn a song Phonics: Claps out syllables in familiar words, for example, ani-mal, don-key Begins to identify different initial sounds in words j as in jug Rhyme word in stories Recognises plurals Reading: Shared Reading	PETS Listening and Speaking Hide objects – give instructions for learners to find it Give simple instructions Listen to story and answer simple questions Learn a rhyme Ask simple questions Phonics: Identifies some rhyming words in stories, song and rhymes, for example, a fat cat wearing a hat. Begins to identify different initial sounds in words – v v as in van Rhyming word in stories Recognises plurals Reading: Shared Reading	MANNERS AND RESPONSIBILITIES Listening and Speaking Plural forms Listen to a story and answer simple questions Make simple requests Learn a rhyme Oral topic Riddles Phonics: Identifies some rhyming words in stories, song and rhymes, for example, a fat cat wearing a hat. Begins to identify different initial sounds in words – w w as in wet Rhyming words in story Recognises plurals Reading: Shared Reading Identifies objects in pictures – show and pint	PLANTS AND SEEDS Listening and Speaking Identify items in class Give simple instructions Listen to a story and answer simple questions Learn a song Ask simple questions Phonics Recognizes plurals ('s' and 'es') aurally. Begins to identify different initial sounds in words – y y as in yes Rhyming word in story Reading: Shared Reading	PLATS AND SEEDS Listening and Speaking Points at certain parts of your body Give simple instructions Play the story Learn a song Phonics: Recognizes plurals ('s' and 'es') aurally. Begins to identify different initial sounds in words – z z as in zebra Rhyming words in stories Reading: Shared Reading Learns some oral vocabulary	FOOD Listening and speaking Listen to a story and answer simple questions Play the story Learn a rhyme Ask simple questions Oral topic Riddles Phonics: Claps out syllables in familiar words, for example, ani-mal, don-key Begins to identify different initial sounds in words – q q as in queen Rhyming word in stories Recognises plurals Reading: Shared Reading	FOOD Listening and speaking Oral topic Listen to a story and answer simple questions Play the story Learn a song Ask simple questions Riddles Phonics Identifies some rhyming words in stories, song and rhymes, for example, a fat cat wearing a hat. Begins to identify different initial sounds in words – g g as in grass Rhyming words in stories Acts out the story using some of the dialogue Reading: Shared Reading	FOOD Listening and speaking Listen to a story and answer simple questions Play the story Learn a rhyme Oral topic Riddles Phonics: Recognizes plurals ('s' and 'es') aurally. Consolidation of phonics Rhyming words in stories Recognises plurals Reading: Shared Reading	REVISION Listening and speaking Consolidation Phonics: Consolidation Reading: Shared Reading Consolidations

	https://wcedportal.co.za/eresource/62446	Listen to a non-fiction story, while following the teacher and looking at the picture	Talks about the picture using home language where necessary		Answers some simple questions with the support of the picture		After repeated reading, joins in choruses where appropriate		Draws a picture, capturing the main idea of the story	
	Sight words CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year https://wcedportal.co.za/eresource/62446 Writing: Consolidation	Sight words CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year Writing: Copy a caption and draw my town	Sight words CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year Writing: Write a simple list of animals	Sight words CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year Writing: Copy 2 captions and draw	Sight words CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year Writing: Copy a caption and draw	Sight words CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year Writing: Labelling – parts of a flower	Sight words CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year Writing: Write a simple list of fruit	Sight words CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year Writing: Write a simple list of healthy food	Sight words CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year Writing: Write a simple list of vegetables	Sight words CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year Writing: Consolidation
Requisite pre-knowledge	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Revision
Resources (other than textbook) to enhance learning	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes
Informal assessm; remediation	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
SBA (Formal Assessment)	Ongoing  https://wcedportal.co.za/eresource/69191	Ongoing  	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	1 FAT to be completed by week 9	

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CAPS section	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%
Topic, concepts, skills and values	HOMES https://wcedportal.co.za/eresource/62551  Listening and Speaking Identify places in the room of the house – kitchen – dining room - bedroom Give simple instructions and learners has to point at it Listen to a story and give simple answers to questions Play the story Learn a song https://wcedportal.co.za/eresource/62536 Phonics: Claps out the syllables in familiar words, for example an-i-mal, don-key	HOMES  Listening and speaking Identify places in the room of the house – kitchen – dining room - bedroom Give simple instructions and learners has to point at it Listen to a story and give simple answers to questions Play the story Learn a song Phonics:	PICTURE MAPS Listening and Speaking Hide objects – give instructions for learners to find Give simple instructions Listen to a story and give simple answers to questions Learn a rhyme Ask simple questions Phonics:	PICTURE MAPS Listening and speaking Plural forms Listen to a story and answer simple questions Make simple requests Learn a rhyme Oral topic Riddles Phonics:	WATER Listening and speaking Identify items in class Give simple instructions Listen to a story and answer simple questions Learn a song Ask simple questions Phonics:	WATER Listening and speaking Points at an object and name it Give simple instructions Listen to a story and answer simple questions Play the story Learn a song Phonics:	THE SKY AT NIGHT Listening and Speaking Listen to a story and answer simple questions Play the story Learn a rhyme Ask simple questions Oral topic Riddles Phonics:	THE SKY AT NIGHT Listening and Speaking Oral topic Listen to a story and answer simple questions Play the story Learn a rhyme Ask simple questions Riddles Phonics:	REVISION Listening and speaking Listen to a story and answer simple questions Play the story Learn a rhyme Oral topic Riddles Phonics:	REVISION Listening and speaking Consolidation Phonics:

	<p>Begins to identify middle sounds in words - a- / -e-</p> <p>Reading: Shared Reading</p> <p>Listen to a non-fiction story while following the teacher and looking at the pictures</p> <p>https://wcedportal.co.za/eresource/75941</p> <p>https://wcedportal.co.za/eresource/49221</p> <p>Sight words</p> <p>CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year</p> <p>https://wcedportal.co.za/eresource/62496</p> <p>Writing:</p> <p>Consolidation</p>	<p>Claps out the syllables in familiar words, for example an-i-mal, don-key</p> <p>Begins to identify middle sounds in words -u-, -o-</p> <p>Reading: Shared Reading</p> <p>Listen to a non-fiction story while following the teacher and looking at the pictures</p> <p>Sight words</p> <p>CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year</p> <p>Writing:</p> <p>Write a list with a heading</p>	<p>Identifies some rhyming words in stories, songs and rhymes, for example, fly, sky, high, why</p> <p>Begins to identify middle sounds in words -i-</p> <p>Reading: Shared Reading</p> <p>Talks about the picture using home language where necessary</p> <p>Sight words</p> <p>CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year</p> <p>Writing:</p> <p>Write a caption – write words next to the map</p>	<p>Identifies some rhyming words in stories, songs and rhymes, for example, fly, sky, high, why</p> <p>Consolidation of vowels.</p> <p>Reading: Shared Reading</p> <p>Identify objects in the picture – show and point</p> <p>Sight words</p> <p>CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year</p> <p>Writing:</p> <p>Write a caption –write words next to the map</p>	<p>Identifies some rhyming words in stories, songs and rhymes, for example, fly, sky, high, why</p> <p>Consolidation of vowels.</p> <p>Reading: Shared Reading</p> <p>Answer some simple questions with the support of the picture</p> <p>Sight words</p> <p>CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year</p> <p>Writing:</p> <p>Write a caption and draw it – the water cycle</p>	<p>Reading: Shared Reading</p> <p>Learns some oral vocabulary</p> <p>Sight words</p> <p>CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year</p> <p>Writing:</p> <p>Write underneath a picture true or false</p>	<p>Reading: Shared Reading</p> <p>After repeated reading, joins in choruses where appropriate</p> <p>Sight words</p> <p>CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year</p> <p>Writing:</p> <p>Write simple words underneath a picture</p>	<p>Reading: Shared Reading</p> <p>Acts out the story using some of the dialogue</p> <p>Sight words</p> <p>CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year</p> <p>Writing:</p> <p>Make a list of the planets</p>	<p>Reading: Shared Reading</p> <p>Draws a picture, capturing the main idea of the story</p> <p>Sight words</p> <p>CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year</p> <p>Writing:</p> <p>Write a caption and draw</p>	<p>Reading: Shared Reading</p> <p>Consolidation</p> <p>Sight words</p> <p>CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year</p> <p>Writing:</p> <p>Consolidation</p>
Requisite pre-knowledge	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Revision	Revision
Resources (other than textbook) to enhance learning	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes
Informal assessm; remediation	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
SBA (Formal Assessment)	<p>Ongoing</p>   <p>https://wcedportal.co.za/eresource/69191</p>	<p>Ongoing</p>  	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	1 FAT to be completed by week 7		