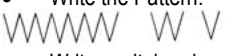
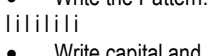

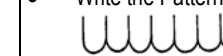
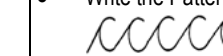



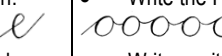
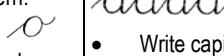


SUGGESTED PLANNING of TEACHING and ASSESSMENT

Grade 2 HL

TERM 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
THEME	Revision	Myself and other	Myself and other	Everyone is special	Everyone is special	Everyone is special	What do we need to live?	What do we need to live?	Healthy living	Healthy living	
<p>Listening & Speaking W: 20%</p> <p>How to Teach Your Child Listening Skills - YouTube https://www.youtube.com/watch?v=gTSoTB15Uq0</p> <p>A game to improve child's listening skills - YouTube https://www.youtube.com/watch?v=UZYxavJFfw</p>	<p>Listen with respect</p> <ul style="list-style-type: none"> Discuss class rules <p>Take turns to speak</p> <p>Talk about personal experiences</p> <ul style="list-style-type: none"> Share holiday news <p>Use words in context</p>	<p>Listen with enjoyment to a story and show respect</p> <ul style="list-style-type: none"> Teacher reads a story on bullying <p>Takes turns to speak</p> <ul style="list-style-type: none"> Learners discuss their friends How many friends do they have? How do you know it is a good friend? <p>Talk about personal experiences</p> <ul style="list-style-type: none"> Share with friends <p>Suggest solutions for problems</p> <ul style="list-style-type: none"> How must I act on bullying? 	<p>Listen with respect</p> <p>Takes turns to speak – role play</p> <ul style="list-style-type: none"> Plan role play with a friend on a child being bullied, demonstrating a solution to prevent bullying. <p>Talk about personal experiences</p> <p>Use words in context</p> <p>Suggest solutions for problems</p> <ul style="list-style-type: none"> Look at the pictures. Think about what good friends do. How can you help someone to be a good friend. Give practical ideas. 	<p>Listen with respect</p> <p>Take turns to speak</p> <p>Talk about personal experiences</p> <ul style="list-style-type: none"> Do you see that everyone is different. Do you see that we all are also same in certain areas? Discuss how are we the same? <p>Use words in context, e.g. emotion words</p> <ul style="list-style-type: none"> Look at the pictures and discuss how the children are the same/ different 	<p>Take turns to speak</p> <p>Talk about personal experiences</p> <ul style="list-style-type: none"> How do you feel when something good happens to you? How do you feel when something bad happens to you? <p>Use words in context, e.g. emotion words</p> <ul style="list-style-type: none"> “happy words” “Sad words” <p>Suggest solutions for problems</p> <ul style="list-style-type: none"> How must I act when I am sad? How must I act when I am happy? 	<p>Listen with respect</p> <p>Tell a story with a beginning, middle and end.</p> <ul style="list-style-type: none"> My special friend- learners with barriers <p>Take part in discussions, answers questions and suggest ideas.</p> <p>Take turns to speak</p> <p>Talk about personal experiences</p>	<p>Listen with respect</p> <p>Take turns to speak</p> <ul style="list-style-type: none"> Why do we need water? <p>Talk about personal experiences</p> <ul style="list-style-type: none"> Tell a classmate what water are used for. <p>Use words in context</p> <p>Participate in a discussion, ask and answer questions and suggest ideas</p> <ul style="list-style-type: none"> Where do we get water from? 	<p>Listen with respect</p> <p>Take turns to speak</p> <p>Talk about personal experiences</p> <p>Use words in context, Suggest solutions for problems</p> <ul style="list-style-type: none"> Water is precious, therefore we need to save water. Discuss with your friend ways to save water. 	<p>Listen with respect</p> <p>Take turns to speak</p> <ul style="list-style-type: none"> What does it mean to live a healthy life? What can I do to live a healthy life? <p>Talk about personal experiences</p> <ul style="list-style-type: none"> How do you live a healthy life? 	<p>Tell a story with a beginning, middle and end</p> <ul style="list-style-type: none"> Unhealthy living – Ben stays ill <p>Take part in discussions, ask and answer questions and suggest ideas</p> <ul style="list-style-type: none"> Practical ideas to live a healthy life 	
<p>Phonics Phonics W:20%</p> <p>Phonics Letter Learning Alphabet A Nursery Rhymes For Toddlers By Kids Tv Free By Kids TV - Nursery Rhymes And Baby Songs Resource URL https://www.youtube.com/watch?v=v8pZ3F8KB_Y</p> <p>Letter Sounds Learn the /ck/ Digraph - YouTube https://www.youtube.com/watch?v=Jc70eqyig9U</p> <p>The TH Sound In English - YouTube https://www.youtube.com/watch?v=h5LO0hHGfQg</p> <p>short oo - Phonics - book, cook, look - YouTube https://www.youtube.com/watch?v=9m24pCckM3Q</p>	<ul style="list-style-type: none"> Lungisa oonotsheluzabesandi namagama Fundisa isandi nononbumba-u-/ch/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: isacholo/chola/ Yenza umcwe wephepha wesivakalisi: uamama unxibe isacholo engalweni/ UMonde uchole imali. 	<ul style="list-style-type: none"> Lungisa oonotsheluzabesandi namagama Fundisa isandi nononbumba-u-/ng/ no-/nd/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: ingalo, ingacu, indalo, indoda, Yenza umcwe wephepha wesivakalisi: Ingathi nam ndingayithanda imengo/ Indoda ende enendevu ezinkulu. 	<ul style="list-style-type: none"> Fundisa izandi nononbumba-u-/kh/ no-/hl/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: isikhova, ihlosi Sika oonotsheluzakuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: sikhusela amantshontsho aso kukhetshe/ uHlengiwe ehleli nje uhla enyuka 	<ul style="list-style-type: none"> Fundisa izandi nononbumba-u-/nq/ no-/nw/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: inqanawa/ unwabu Sika oonotsheluzakuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: UNqanqa unqumla amanqina enkukhu/ uNwabisa uchebe iinwele zakhe. 	<ul style="list-style-type: none"> Fundisa izandi nononbumba-u-/qh/ no-/gq/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: iziqhamo/igqabi Sika oonotsheluzakuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: UQhinebe uqhayisa ngamaqhinga/ Igqudu liguqunywe ngamagqabi. 	<ul style="list-style-type: none"> Fundisa izandi nononbumba-u-/dl/ no-/gc/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: Dlala/ isigcawu Sika oonotsheluzakuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: Amatakane adlala edlelweni/UGcobisa ungumgcini wezigcawu. 	<ul style="list-style-type: none"> Fundisa izandi nononbumba-u-/mb/ no-/ng/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: imbiza/ ilanga Sika oonotsheluzakuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: Imbovane ihamba phezu kwembokodo/ Ingonyama ingene emqolombeni. 	<ul style="list-style-type: none"> Fundisa izandi nononbumba-u-/th/ no-/hl/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: isithuthuthu/ ihlosi Sika oonotsheluzakuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: UThembisa uthambisa amathanga/ Imehlo likaHlumisa libuhlungu. 	<ul style="list-style-type: none"> Fundisa izandi nononbumba-u-/bh/ no-/ph/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: Iphepha/ibhola Sika oonotsheluzakuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: Ibhola ibhabele epehulu/ uPhakama noPhumza bayakuthanda ukuphunga. 	<ul style="list-style-type: none"> Fundisa izandi nononbumba-u-/nc/ no-/th/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: inciniba/ isithuthuthu Sika oonotsheluzakuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: lintsiba zenciniba ziyahlaba/USive utshayiswe sisithuthuthu emlenzeni. 	<ul style="list-style-type: none"> Fundisa izandi nononbumba-u-/nc/ no-/th/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: inciniba/ isithuthuthu Sika oonotsheluzakuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: lintsiba zenciniba ziyahlaba/USive utshayiswe sisithuthuthu emlenzeni.
<p>Reading W:25% Shared Reading</p> <p>Teaching with Shared Reading of a Big Book Free By Bill Barnes Resource URL https://www.youtube.com/watch?v=Lu3QH9AJn0s</p>	<p>Read simple instructions in the classroom</p> <ul style="list-style-type: none"> Class rules Names of classmates <p>Interprets pictures</p> <ul style="list-style-type: none"> Class rooms Pictures on posters <p>Reads books in whole class context with</p>	<p>Reads books in whole class context with teacher and describe the main idea of the story</p> <ul style="list-style-type: none"> Teacher reads a story on bullying <p>Make use of visual cues to predict the story</p> <ul style="list-style-type: none"> Book cover Illustrations 	<p>Interprets pictures or other visual media, e.g. photo or advertisement to make up own stories, “read the photo or advertisement”</p> <ul style="list-style-type: none"> Pictures of good and bad friend-ships <p>Answers higher-order thinking questions before, and after the</p>	<ul style="list-style-type: none"> Usual visual clues to predict what the story is about (book cover or illustrations) (1) <p>Interprets pictures or other visual media, e.g. photo or advertisement to make up own stories, “read the photo or advertisement”</p>	<p>Reads books in whole class context with teacher and describe the main idea of the story</p> <ul style="list-style-type: none"> Emotions <p>Make use of visual cues to predict the story</p> <ul style="list-style-type: none"> Book cover Illustrations <ul style="list-style-type: none"> Identify core details and the sequence of events 	<ul style="list-style-type: none"> Identify core details and the sequence of events <p>Reads books in whole class context with teacher and describe the main idea of the story</p> <ul style="list-style-type: none"> My special friend – child with barriers <p>Make use of visual cues to predict the story</p> <ul style="list-style-type: none"> Book cover 	<p>Answers higher-order thinking questions before, and after the shared reading: “What will happen if...”</p> <p>Interprets pictures or other visual media, e.g. photo or advertisement to make up own stories, “read the photo or advertisement”</p> <ul style="list-style-type: none"> Advertisement 	<p>Read simple instructions</p> <ul style="list-style-type: none"> Tips to save water in our homes <p>Give a personal opinion on a story read.</p> <p>Identify core detail and the sequence of events in the text.</p>	<p>Interprets pictures or other visual media, e.g. photo or advertisement to make up own stories, “read the photo or advertisement”</p> <ul style="list-style-type: none"> Pictures of a healthy and unhealthy lifestyle <p>Give a personal opinion on a story read.</p>	<ul style="list-style-type: none"> Consolidate <p>Reads books in whole class context with teacher and describe the main idea of the story</p> <p>Make use of visual cues to predict the story</p> <ul style="list-style-type: none"> Book cover Illustrations Unhealthy lifestyle 	


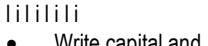




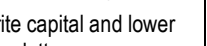
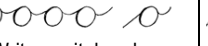
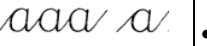
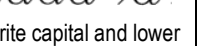
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<p>Group Guided Reading</p> <p>What Is Guided Reading? Reading Lessons Free By Howcast Resource URL https://www.youtube.com/watch?v=yw6CyBjkPqw</p>	<p>Read aloud from own book or reading chart with teacher</p> <p>Use structural-analytical decoding skills</p> <ul style="list-style-type: none"> Break up words in word parts <ul style="list-style-type: none"> Add word parts together <ul style="list-style-type: none"> Recognise smaller words within a word <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict words Look at words around a specific word, to enable you to read an unknown word <p>Use phonic knowledge, sight words and clues during reading</p> <p>Use word recognition and comprehension skills during the reading lesson:</p> <ul style="list-style-type: none"> Sound words to understand Use beginning sounds as a cue Use general letter patterns e.g. -ow, -ew Use know parts of the words to read the 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style="list-style-type: none"> Add word parts together <ul style="list-style-type: none"> Recognise smaller words within a word <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict words Look at words around a specific word, to enable you to read an unknown word <p>Use phonic knowledge, sight words and clues during reading</p> <p>Use word recognition and comprehension skills during the reading lesson:</p> <ul style="list-style-type: none"> Sound words to understand Use beginning sounds as a cue Use general letter patterns e.g. -ow, -ew Use know parts of the words to read the whole word Make use of combining sounds to understand words e.g. bl-ock Break word up in syllables to be able to read and understand the word. <p>Read with fluency and intonation</p>

	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading
<p>Writing: W:20%</p> <p>Writing</p> <p>Intro to Punctuation for Kids: English Grammar for Children - YouTube</p> <p>https://www.youtube.com/watch?v=BgcokHqAXUk</p> <p>Past Simple Tense be - was / were: Fun & Interactive English Grammar ...</p> <p>https://www.youtube.com/watch?v=O3FdGPehN-E</p>	<p>Do phonic tasks:</p> <ul style="list-style-type: none"> oo, ee <ul style="list-style-type: none"> Draw a picture to convey a message (displaying holiday news) <p>Write and illustrate 2 to 4 sentences on a topic to contribute to the reading corner:</p> <ul style="list-style-type: none"> Holiday news <ul style="list-style-type: none"> Create own dictionary to develop dictionary skills 	<p>Do phonic tasks:</p> <ul style="list-style-type: none"> a, e <p>Suggest ideas and words for a class story (Shared reading):</p> <ul style="list-style-type: none"> How can we be good friends to each other in the classroom? <p>Write and illustrate 2 to 4 sentences on a topic to contribute to the reading corner:</p> <ul style="list-style-type: none"> How can we be good friends to each other in the classroom? <ul style="list-style-type: none"> Create own dictionary to develop dictionary skills 	<p>Do phonic tasks:</p> <ul style="list-style-type: none"> i, o <ul style="list-style-type: none"> Draw a picture to convey a message on personal experiences. <p>Suggest ideas and words for a class story (Shared reading):</p> <ul style="list-style-type: none"> How to handle the bullies in the school – write down tips. <p>Write at least 3 or more sentences on own news or creative story by making use of sounds learnt, known sight words, capital letters and full stops:</p> <ul style="list-style-type: none"> My best friend 	<p>Do phonic tasks:</p> <ul style="list-style-type: none"> u, y <p>Draw a picture to convey a message on personal experiences</p> <ul style="list-style-type: none"> How do you feel today? Draw an emoticon <p>Suggest ideas and words for a class story (Shared reading):</p> <ul style="list-style-type: none"> Write a list and use a comma to divide the words – Emotion words <p>Write and illustrate sentences (2 to 4) to contribute to the reading corner</p> <ul style="list-style-type: none"> What make me happy? What make me sad? 	<p>Do phonic tasks:</p> <ul style="list-style-type: none"> ee <p>Write at least 3 or more sentences on own news or creative story by making use of sounds learnt, known sight words, capital letters and full stops:</p> <ul style="list-style-type: none"> I am special Fingerprint Draw a picture of yourself <ul style="list-style-type: none"> Draw a picture to convey a message on personal experiences. 	<p>Do phonic tasks:</p> <ul style="list-style-type: none"> oo <ul style="list-style-type: none"> Draw a picture to convey a message on personal experiences. <p>Suggest ideas and words for a class story (Shared reading):</p> <ul style="list-style-type: none"> How can we help people with barriers? <p>Write and illustrate sentences (2 to 4) to contribute to the reading corner</p> <ul style="list-style-type: none"> Types of barriers and how can we help? <ul style="list-style-type: none"> Create own dictionary to develop dictionary skills 	<p>Do phonic tasks:</p> <ul style="list-style-type: none"> ie, oe <p>Draw a picture to convey a message on personal experiences.</p> <ul style="list-style-type: none"> Make a poster to make people aware on how we can save water. <p>Suggest ideas and words for a class story (Shared reading):</p> <ul style="list-style-type: none"> Tips to save water 	<p>Do phonic tasks:</p> <ul style="list-style-type: none"> ou, ei <p>Write a list and use a comma to divide words</p> <ul style="list-style-type: none"> Make a list of ways to save water <p>Write at least 3 or more sentences on own news or creative story by making use of sounds learnt, known sight words, capital letters and full stops:</p> <ul style="list-style-type: none"> How will I save water at home? 	<p>Do phonic tasks:</p> <ul style="list-style-type: none"> eu, ei <p>Suggest ideas and words for a class story (Shared reading):</p> <ul style="list-style-type: none"> We make fruit salad. <p>Write a list and use a comma to divide words</p> <ul style="list-style-type: none"> Make a list of healthy food which you can pack in for school. 	<p>Do phonic tasks:</p> <ul style="list-style-type: none"> eu, ei <p>Write at least 3 or more sentences on own news or creative story by making use of sounds learnt, known sight words, capital letters and full stops:</p> <ul style="list-style-type: none"> How will I adjust my lifestyle to live a healthy life? <ul style="list-style-type: none"> Create own dictionary to develop dictionary skills
<p>Handwriting W:10%</p> <p>Handwriting</p>	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: Vv, Ww Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: Oo, Cc Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: Jj, Kk Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: Ss, Uu Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: Zz, Xx Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: Aa, Ee Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: Ff, Kk Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: Hh, Ii Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: Mm, Ll Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: Tt, Yy Write words and sentences with spacing Underline the work
<p>Requisite pre-knowledge</p>	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge
<p>Resources (other than textbook) to enhance learning</p>	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters
<p>Informal assessment; remediation</p>	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically. This must be done informally and ongoing. 									
<p>SBA (Formal Assessment)</p>	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically. By week 9 teachers should be able to complete the checklist and score each learner according to SBA rubrics. Teachers could choose from SBA guidelines on formal assessment model. <p>https://drive.google.com/file/d/15d3X0imFAL3RxxvHM9R8n8vIDHZNMrh-j/view?usp=sharing</p>									

TERM 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEME	Revision	Seasons			Animals		Animals and creatures that live in water		Animal shelters	
<p>Listening & Speaking W: 20%</p> <p>Listening Skills Exercise - YouTube https://www.youtube.com/watch?v=B0a_YsGo9jc</p>	<ul style="list-style-type: none"> Revision 	<p>Listen with respect without interrupting</p> <p>Take turns to speak and show sensitivity to others. Give positive feedback.</p> <p>Talk about personal experiences</p> <ul style="list-style-type: none"> Which season do you like most? Give reasons for your answer. <p>Understand and use suitable vocabulary in the different subjects</p> <ul style="list-style-type: none"> Vocabulary on seasons <p>Identify similarities and differences</p> <ul style="list-style-type: none"> Look at pictures of the four seasons. Tell a friend what you do not see in the picture. Talks about the four seasons and how they differ from each other. 	<p>Listen with respect without interrupting</p> <p>Take turns to speak and show sensitivity to others. Give positive feedback.</p> <p>Talk about personal experiences</p> <ul style="list-style-type: none"> Which season do you like most? Give reasons for your answers. <p>Understand and use suitable vocabulary in the different subjects</p> <ul style="list-style-type: none"> Vocabulary on seasons <p>Listen with enjoyment for a longer period to a story</p> <ul style="list-style-type: none"> We dress up for the weather. <p>Compare and classify things and explain the classification</p> <ul style="list-style-type: none"> What kind of clothes do you wear in every season? How does the clothes differ from each other? Which kind of clothes do you like most? 	<p>Listen with respect without interrupting</p> <p>Take turns to speak and show sensitivity to others. Give positive feedback.</p> <p>Understand and use suitable vocabulary in the different subjects</p> <ul style="list-style-type: none"> Influence of seasons <p>Listen with enjoyment for a longer period to a story</p> <ul style="list-style-type: none"> Factual information on seasons <p>Express feeling on a story</p> <ul style="list-style-type: none"> Explain the story in your own words. 	<p>Listen with respect without interrupting</p> <p>Take turns to speak and show sensitivity to others. Give positive feedback.</p> <p>Talk about personal experiences</p> <ul style="list-style-type: none"> Talks about own experience of animals on a farm. <p>Understand and use suitable vocabulary in the different subjects</p> <ul style="list-style-type: none"> Vocabulary on farm animals Male/ Female/ Noises/ Shelters/ baby animals <p>Express feeling on a story of a poem</p> <ul style="list-style-type: none"> Listen to a song on farm animals <p>Identify similarities and differences</p> <ul style="list-style-type: none"> Look at pictures of different farm animals. Learners choose their favourite animal How does animals differ from each other? What do we get from each of these animals? <p>Use words in context, e.g. emotion words</p> <ul style="list-style-type: none"> "happy words" "Sad words" <p>Suggest solutions for problems</p> <ul style="list-style-type: none"> How must I act when I am sad? How must I act when I am happy? 	<p>Listen with respect</p> <p>Takes turns to speak</p> <p>Take part in discussions, answers questions and suggest ideas.</p> <p>Talk about personal experiences</p> <ul style="list-style-type: none"> Who of you have seen a wild animal? <p>Understand and use suitable vocabulary in the different subjects</p> <ul style="list-style-type: none"> Vocabulary on wild animals. <p>Listen to stories and poems and identify the main idea and logical sequence of happenings</p> <ul style="list-style-type: none"> Listen to factual stories of wild animals <p>Answers open and closed questions and give reasons for your answer</p> <ul style="list-style-type: none"> Answers questions on wild animals. <p>React suitably on riddles</p> <ul style="list-style-type: none"> Riddles on wild animals. How does animals hide? <p>Participate in a discussion, ask and answer questions to get clarity.</p>	<p>Listen with respect</p> <p>Take turns to speak</p> <p>Talk about personal experiences</p> <ul style="list-style-type: none"> Who has seen sea animals in real life? <p>Understand and use suitable vocabulary in the different subjects</p> <ul style="list-style-type: none"> Vocabulary of sea animals <p>Listen to stories and identify the main idea and logical sequence of happenings</p> <ul style="list-style-type: none"> Teacher to choose a suitable story <p>Answers open and closed questions and give reasons for your answer</p> <ul style="list-style-type: none"> Answers questions on the story read. 	<p>Listen with respect</p> <p>Take turns to speak</p> <p>Listen to a series of more complicated instructions and react</p> <ul style="list-style-type: none"> Use pictures of sea animals Which sea animals can be eaten by people? Which sea animals are dangerous? How does a sea animal protect and cover his body? <p>Answers open and closed questions and give reasons for your answer</p> <p>Take part in discussions, ask and answers questions. Give reasons for your answer.</p>	<p>Listen with respect</p> <p>Take turns to speak</p> <p>Talk about personal experiences</p> <ul style="list-style-type: none"> Who have seen animals carrying their homes on their back? Give examples. <p>Understand and use suitable vocabulary in the different subjects</p> <ul style="list-style-type: none"> Vocabulary on body parts of a snail <p>Listen to stories and poems and identify the main idea and logical sequence of happenings</p> <ul style="list-style-type: none"> Story about a snail <p>Answers open and closed questions and give reasons for your answer</p>	<p>React suitably on riddles and jokes</p> <ul style="list-style-type: none"> Guess who am I? <p>Create own poems and make use of imaginative language</p> <ul style="list-style-type: none"> Teacher gives words to learners to make a poem on a snail or tortoise. <p>Take part in discussions, ask and answer questions to get clarity</p>
<p>Phonics W:20%</p> <p>Phonics</p> <p>Learn Long Vowels with Silent e Phonics for Kids - YouTube https://www.youtube.com/watch?v=6j5dVs4QLpw</p> <p>Homophones for Kids Special Words that Sound the Same - YouTube https://www.youtube.com/watch?v=rQuWgcVzqUU</p>	<ul style="list-style-type: none"> Lungisa oonotsheluzabezandi namagama Fundisa izandi nononbumba-u-/dl/ no-/ny/; Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: ukudlala/ unyawo Abafundi mabanike izivakalisi besebenzisa la magama bebonakalisa ukuqonda 	<ul style="list-style-type: none"> Lungisa oonotsheluzabezandi namagama Fundisa izandi nononbumba-u-/lw/ no-/dw/; Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: ulwandle/ ukudwadwazela Abafundi mabanike izivakalisi besebenzisa la magama 	<ul style="list-style-type: none"> Lungisa oonotsheluzabezandi namagama Fundisa izandi nononbumba-u-/kw/ no-/tw/; Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: ukwamkela/ itwezekile Abafundi mabanike izivakalisi besebenzisa la magama 	<ul style="list-style-type: none"> Fundisa izandi nononbumba-u-/gw/ no-/jw/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: igwala/ uyajweda Sika oonotsheluzabezandi kuluhlu lwamagama. Abafundi mabanike izivakalisi besebenzisa la magama 	<ul style="list-style-type: none"> Fundisa izandi nononbumba-u-/qw/ no-/zw/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: iqwarhashe/ ilizwe Sika oonotsheluzabezandi kuluhlu lwamagama. Abafundi mabanike izivakalisi besebenzisa la magama 	<ul style="list-style-type: none"> Fundisa izandi nononbumba-u-/nz/ no-/nq/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: inzipho/ uyonqena Sika oonotsheluzabezandi kuluhlu lwamagama. Abafundi mabanike izivakalisi besebenzisa la magama 	<ul style="list-style-type: none"> Fundisa izandi nononbumba-u-/gc/ no-/gq Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: umgca/ isigqibo Sika oonotsheluzabezandi kuluhlu lwamagama. Abafundi mabanike izivakalisi besebenzisa la magama bebonakalisa ukuqonda 	<ul style="list-style-type: none"> Fundisa izandi nononbumba-u-/ty/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: ityala/ ukutya Sika oonotsheluzabezandi kuluhlu lwamagama. Abafundi mabanike izivakalisi besebenzisa la magama 	<ul style="list-style-type: none"> Fundisa izandi nononbumba-u-/oo/ no-/lii Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: oonopopi/iinkomo Sika oonotsheluzabezandi kuluhlu lwamagama. Abafundi mabanike izivakalisi besebenzisa la magama 	<p>Uhlolo</p> <ul style="list-style-type: none"> Funda imiyalelo yemisebenzi, uqinisekisa ukuba umfundi ngamnye uyakuqonda amakakwenze. Chazela abafundi ixesha abanalo ukwenza umsebenzi. Hamba-hamba phakathi kwabo uqinisekisa ukuba babhala umsebenzi wabo

	intsingiselo.	bebonakalisa ukuqonda intsingiselo.	bebonakalisa ukuqonda intsingiselo.	bebonakalisa ukuqonda intsingiselo.	bebonakalisa ukuqonda intsingiselo.	magama bebonakalisa ukuqonda intsingiselo	intsingiselo	bebonakalisa ukuqonda intsingiselo	bebonakalisa ukuqonda intsingiselo	ngokucacileyo nangokuzola
<p>Reading W:25% Shared Reading</p> <p>Teaching with Shared Reading of a Big Book Free By Bill Barnes Resource URL https://www.youtube.com/watch?v=Lu3QH9AJn0s</p>	<p>Read books in whole class context with teacher and discuss the relation between cause and effect.</p> <ul style="list-style-type: none"> The little red hen <p>Identify detail of main characters in a text and in the background.</p> <p>Answers higher-order thinking questions based on the text.</p> <p>Give a personal opinion on a story read.</p>	<p>Read books in whole class context with teacher and discuss the relation between cause and effect.</p> <ul style="list-style-type: none"> Facts of the four seasons and how they differ from each other. <p>Make use of visual cues to predict the story</p> <ul style="list-style-type: none"> Pictures of seasons <p>Read known songs as a whole class with the teacher</p> <ul style="list-style-type: none"> Song on seasons <p>Answers higher-order thinking questions based on the text.</p> <p>Give own opinion on text read.</p>	<p>Make use of visual cues to understand the story</p> <ul style="list-style-type: none"> Pictures of summer food and winter food. Sort the food. Which food do you like in summer and which food do you like in winter? <p>Identify detail of main characters in a text and in the background.</p> <p>Read books in whole class context with teacher and discuss the relation between cause and effect.</p> <ul style="list-style-type: none"> Read any story based on the theme <p>Answers higher-order thinking questions based on the text.</p> <p>Give own opinion on text read.</p>	<p>Read books in whole class context with teacher and discuss the relation between cause and effect.</p> <ul style="list-style-type: none"> The influence of seasons <p>Identify detail of the text.</p> <p>Answers higher-order thinking questions based on the text.</p> <ul style="list-style-type: none"> What does some animals do during the duration of winter? How does animals protect themselves against the cold? When does birds return to warmer countries to make a nest? 	<p>Reads books in whole class context with teacher and describe the main idea of the story</p> <ul style="list-style-type: none"> Read a story on any animal and their homes <p>Make use of visual cues for understanding</p> <ul style="list-style-type: none"> Read a story on any animal and their homes <p>Identify detail of main characters in a text and in the background.</p> <p>Answers higher-order thinking questions based on the text.</p>	<p>Identify detail of main characters in a text and in the background.</p> <ul style="list-style-type: none"> Read a factual text on the "Big five" in SA. <p>Answers higher-order thinking questions based on the text.</p> <p>Give a personal opinion on a story read</p>	<p>Reads books in whole class context with teacher and describe the main idea of the story</p> <ul style="list-style-type: none"> Read a story about a sea animal. <p>Identify detail of main characters in a text and in the background.</p> <p>Answers higher-order thinking questions based on the text.</p> <p>Give a personal opinion on a story read</p>	<p>Make use of visual cues to understand advertisements and to determine the target group</p> <ul style="list-style-type: none"> Pictures of sea animals <p>Identify detail of main characters in a text and in the background.</p> <ul style="list-style-type: none"> Factual text on sea animals <p>Answers higher-order thinking questions based on the text.</p> <ul style="list-style-type: none"> Use pictures of sea animals Which sea animals can be eaten by man? Which sea animals are dangerous? What covers and protects the body of a sea animal? 	<p>Make use of visual cues for understanding</p> <ul style="list-style-type: none"> Read a story of a snail <p>Make use of visual cues for understanding</p> <ul style="list-style-type: none"> Read a story of a snail. <p>Give a personal opinion on a story read.</p>	<p>Read known rhymes, poems and songs in whole class context with the teacher (Shared reading) and discuss the different formats</p> <ul style="list-style-type: none"> Riddles and rhymes of animals <p>Give a personal opinion on a story read</p>
<p>Group Guided Reading</p> <p>What Is Guided Reading? Reading Lessons Free By Howcast Resource URL https://www.youtube.com/watch?v=yw6CyBjkPqw</p>	<p>Read aloud from own book or reading chart with teacher</p> <p>Use structural-analytical decoding skills</p> <ul style="list-style-type: none"> Break up words in word parts Add word parts together Recognise smaller words within a word <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict words Look at words around a specific word, to enable you to read an unknown word 	<p>Read aloud from own book or reading chart with teacher</p> <p>Use structural-analytical decoding skills</p> <ul style="list-style-type: none"> Break up words in word parts Add word parts together Recognise smaller words within a word <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story Predicts the story by making use of 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	<p>Use phonic knowledge, sight words and clues during reading</p> <p>Use word recognition and comprehension skills during the reading lesson:</p> <ul style="list-style-type: none"> • Sound words to understand • Use beginning sounds as a cue • Use general letter patterns e.g. -ow, -ew • Use know parts of the words to read the whole word • Make use of combining sounds to understand words e.g. bl-ock • Break word up in syllables to be able to read and understand the word. <p>Read with fluency and intonation</p> <p>Build sight vocabulary during all reading</p>	<p>Use phonic knowledge, sight words and clues during reading</p> <p>Use word recognition and comprehension skills during the reading lesson:</p> <ul style="list-style-type: none"> • Sound words to understand • Use beginning sounds as a cue • Use general letter patterns e.g. -ow, -ew • Use know parts of the words to read the whole word • Make use of combining sounds to understand words e.g. bl-ock • Break word up in syllables to be 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<p>Writing: W:25% Writing Learn English Punctuation for Kids: Period, Exclamation Mark, Question Mark Free By Kids Academy Resource URL https://www.youtube.com/watch?v=mPnSYcxkiKU English Lesson 01 (ESL Verbs in Present Tense) by Uceda School ... https://www.youtube.com/watch?v=BVIU_U2hjNO</p>	<ul style="list-style-type: none"> • Do phonic tasks • Take part in discussions to decide on a topic to write on. <p>Write and illustrate on paragraph (at least 5 sentences) on personal experiences or happenings in daily news.</p> <ul style="list-style-type: none"> • Holiday news • Use the writing process (Planning, writing and editing) • Make use of capital letters (at the beginning of sentences and names) and correct punctuation such as full stops, commas, question marks and exclamation marks • Spell known words correctly • Make use of present and past tense • Use prepositions correctly 	<ul style="list-style-type: none"> • Do phonic tasks <p>Take part in discussions to decide on a topic to write on.</p> <ul style="list-style-type: none"> • My favourite season <p>Write and illustrate on paragraph (at least 5 sentences) with the use of a writing frame</p> <ul style="list-style-type: none"> • My favourite season <p>Use the writing process (Planning, writing and editing)</p> <ul style="list-style-type: none"> • My favourite season • Make use of capital letters (at the beginning of sentences and names) and correct punctuation such as full stops, commas, question marks and exclamation marks • Spell known words correctly • Make use of present and past tense • Use prepositions correctly • Read own writing out loud to a friend. 	<ul style="list-style-type: none"> • Do phonic tasks <p>Write and illustrate on paragraph (at least 5 sentences) to contribute to the reading corner</p> <ul style="list-style-type: none"> • My favourite recipe for winter/summer food • Illustrate the recipe <p>Use the writing process (Planning, writing and editing)</p> <ul style="list-style-type: none"> • Make use of capital letters (at the beginning of sentences and names) and correct punctuation such as full stops, commas, question marks and exclamation marks • Spell known words correctly • Make use of present and past tense • Use prepositions correctly • Read own writing out loud to a friend. • Create own dictionary to develop dictionary skills 	<ul style="list-style-type: none"> • Do phonic tasks <p>Take part in discussions to decide on a topic to write on.</p> <p>Write and illustrate on paragraph (at least 5 sentences) with the help of a writing frame.</p> <p>Write simple expressive texts e.g. Thank you card, letter in the correct format.</p> <ul style="list-style-type: none"> • Write a thank you letter to grandmo-ther to thank her for the nice visit. <p>Use the writing process (Planning, writing and editing)</p> <ul style="list-style-type: none"> • Make use of capital letters (at the beginning of sentences and names) and correct punctuation such as full stops, commas, question marks and exclamation marks • Spell known words correctly • Make use of present and past tense • Use prepositions correctly • Make use of present and past tense 	<ul style="list-style-type: none"> • Do phonic tasks <p>Take part in discussions to decide on a topic to write on.</p> <ul style="list-style-type: none"> • My favourite farm animal <p>Write and illustrate on paragraph (4-6 sentences) to contribute to the reading corner</p> <ul style="list-style-type: none"> • My favourite farm animal <p>Use the writing process (Planning, writing and editing)</p> <ul style="list-style-type: none"> • Make use of capital letters (at the beginning of sentences and names) and correct punctuation such as full stops, commas, question marks and exclamation marks • Spell known words correctly • Make use of present and past tense • Use prepositions correctly • Read own writing out loud to a friend. 	<ul style="list-style-type: none"> • Do phonic tasks <p>Take part in discussions to decide on a topic to write on.</p> <ul style="list-style-type: none"> • The "Big Five" <p>Write and illustrate on paragraph (at least 5 sentences) with the help of a writing frame.</p> <ul style="list-style-type: none"> • Choose any one of the "Big Five" and write a paragraph on the animal. <p>Use the writing process (Planning, writing and editing)</p> <ul style="list-style-type: none"> • Make use of capital letters (at the beginning of sentences and names) and correct punctuation such as full stops, commas, question marks and exclamation marks • Spell known words correctly • Make use of present and past tense 	<ul style="list-style-type: none"> • Do phonic tasks <p>Take part in discussions to decide on a topic to write on.</p> <ul style="list-style-type: none"> • Any Sea Animal <p>Write and illustrate on paragraph (at least 5 sentences) with the help of a writing frame.</p> <ul style="list-style-type: none"> • Write the story the teacher read on a sea animal in your own words. <p>Use the writing process (Planning, writing and editing)</p> <ul style="list-style-type: none"> • Write your own story on a sea animal • Make use of capital letters (at the beginning of sentences and names) and correct punctuation such as full stops, commas, question marks and exclamation marks • Spell known words correctly • Make use of present and past tense • Use prepositions correctly 	<ul style="list-style-type: none"> • Do phonic tasks <p>Take part in discussions to decide on a topic to write on.</p> <ul style="list-style-type: none"> • Steps to take to clean a fish tank <p>Write and illustrate on paragraph (4 – 6 sentences) to contribute to the reading corner</p> <ul style="list-style-type: none"> • Write with a friend the steps to clean a fish tank. • Draw a picture of the fish tank <p>Use the writing process (Planning, writing and editing)</p> <ul style="list-style-type: none"> • Make use of capital letters (at the beginning of sentences and names) and correct punctuation such as full stops, commas, question marks and exclamation marks • Spell known words correctly • Make use of present and past tense • Use prepositions correctly 	<ul style="list-style-type: none"> • Do phonic tasks <p>Write and illustrate on paragraph (at least 5 sentences) with the help of a writing frame.</p> <ul style="list-style-type: none"> • Choose a writing frame for either a snail or a tortoise • Use the rhyming words the teacher gives and write your own poem on the writing frame. <p>Make use of capital letters (at the beginning of sentences and names) and correct punctuation such as full stops, commas, question marks and exclamation marks</p> <ul style="list-style-type: none"> • Spell known words correctly • Make use of present and past tense • Use prepositions correctly • Read own writing out loud to a friend. • Create own dictionary to develop dictionary skills 	<ul style="list-style-type: none"> • Do phonic tasks <p>Make use of capital letters (at the beginning of sentences and names) and correct punctuation such as full stops, commas, question marks and exclamation marks</p> <ul style="list-style-type: none"> • Do a reading comprehension task and answers in full sentences • Spell known words correctly • Make use of present and past tense • Use prepositions correctly • Read own writing out loud to a friend. • Create own dictionary to develop dictionary skills







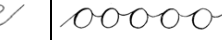
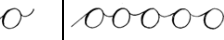
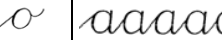
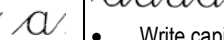
	<ul style="list-style-type: none"> Read own writing out loud to a friend. Create own dictionary to develop dictionary skills 	<ul style="list-style-type: none"> Create own dictionary to develop dictionary skills 		<ul style="list-style-type: none"> Use prepositions correctly Read own writing out loud to a friend. Create own dictionary to develop dictionary skills 	<ul style="list-style-type: none"> Create own dictionary to develop dictionary skills 	<ul style="list-style-type: none"> Use prepositions correctly Read own writing out loud to a friend. Create own dictionary to develop dictionary skills 	<ul style="list-style-type: none"> Read own writing out loud to a friend. Create own dictionary to develop dictionary skills 	<ul style="list-style-type: none"> Read own writing out loud to a friend. Create own dictionary to develop dictionary skills 		
Handwriting W:10% Handwriting	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: Vv, Ww Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: T t, J j Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: M m, N n Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: U u, X x Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: C c, K k Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: C c, E e Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: O o, Q q Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: P p, D d Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: A a, C c Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: Z z, Y y Write words and sentences with spacing Underline the work
Requisite pre-knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge
Resources (other than textbook) to enhance learning	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters
Informal assessment; remediation	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically. This must be done informally and ongoing. 									
SBA (Formal Assessment)	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically. By week 9 teachers should be able to complete the checklist and score each learner according to SBA rubrics. Teachers could choose from SBA guidelines on formal assessment model. <p>https://drive.google.com/file/d/15d3X0imFAL3RxxvHM9R8n8vIDHZNMrh-j/view?usp=sharing</p>									

TERM 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEME	Revision	Soil		Transport			Road Safety		People who help us	

<p>Listening & Speaking W: 20%</p> <p>How to practice English listening skills (without spending extra time ... https://www.youtube.com/watch?v=uDVoZ39mONk</p>	<p>Listens without interrupting, shows respect and ask questions to get clarity:</p> <ul style="list-style-type: none"> Listens to class rules <p>Talk about personal experiences</p> <ul style="list-style-type: none"> Holiday news <p>Use interesting words and descriptions when talking</p> <ul style="list-style-type: none"> Holiday news <p>Listen to a sequence of instructions and react suitably</p> <ul style="list-style-type: none"> Teacher gives more than one instruction that learners have to do. 	<p>Listens without interrupting, shows respect and ask questions to get clarity</p> <p>Talk about personal experiences</p> <ul style="list-style-type: none"> Why is soil important? How does soil look like? (Have a bowl with soil) How does soil feel? Are there plants growing in the soil? <p>Use interesting words and descriptions when talking</p> <ul style="list-style-type: none"> Soil <p>Listen to stories and predict the end/give the end of the story.</p>	<p>Listens without interrupting, shows respect and ask questions to get clarity</p> <p>Use interesting words and descriptions when talking</p> <p>Takes part in discussions, ask questions and answers them</p> <ul style="list-style-type: none"> Discuss pictures on animals living under the soil <p>Suggest solutions for problems</p> <ul style="list-style-type: none"> John wants to start a vegetable garden. How can we help him? <p>Tell simple stories by changing voice and volume</p> <ul style="list-style-type: none"> You are a rabbit/mole/ant living under the ground. Tell us about your home. 	<p>Talk about personal experiences</p> <ul style="list-style-type: none"> How do you get to school every morning? <p>Takes part in discussions, ask questions and answers them.</p> <ul style="list-style-type: none"> Discuss different types of transport with which learners comes to school. With what kind of transport does the least/most learners make use of. <p>Suggest solutions for problems</p> <ul style="list-style-type: none"> Bertu stays far from school How can we help him to get to school every morning? Discuss different kinds of transport that can be used. E.g. bus, bicycle, car. <p>Use interesting words and descriptions when talking</p> <ul style="list-style-type: none"> Use vocabulary on transport by using words in the correct context. <p>Takes part in discussions and answers questions.</p>	<p>Listens without interrupting, shows respect and ask questions to get clarity</p> <p>Discuss the difference between transport by rail, airtransport and transport on water.</p> <ul style="list-style-type: none"> Picture discussion on different kinds of transport. <p>Talk about personal experiences</p> <ul style="list-style-type: none"> Learners shares experience on what kinds of transport they have used before. <p>Use interesting words and descriptions when talking</p> <ul style="list-style-type: none"> Use vocabulary on transport by using words in the correct context. <p>Takes part in discussions and answers questions.</p>	<p>Listens without interrupting, shows respect and ask questions to get clarity</p> <ul style="list-style-type: none"> Peter is living in Cape Town and wants to go to Johannesburg. How can he get there? <p>Use interesting words and descriptions when talking</p> <p>Takes part in discussions, ask questions and answers them.</p> <p>Suggest solutions for problems especially during Mathematics.</p> <p>Listen to a sequence of instructions and react suitably</p> <p>Listen to stories and predict the end or give own end for story.</p> <p>Tell simple stories by changing voice and volume.</p> <ul style="list-style-type: none"> Tell learners how you made a sailboat or a little airplane. 	<p>Listens without interrupting, shows respect and ask questions to get clarity.</p> <ul style="list-style-type: none"> Listens to a song on a traffic light. Discuss the meaning of each of the colours in the traffic light. <p>Talk about personal experiences</p> <p>Use interesting words and descriptions when talking</p> <p>Takes part in discussions, ask questions and answers them</p> <ul style="list-style-type: none"> Look at pictures of different road signs. Discuss the meaning of each of them. <p>Suggest solutions for problems</p> <ul style="list-style-type: none"> How can we sensitize people on the importance of road safety? <p>Listen to stories and predict the end or give own end for story.</p> <ul style="list-style-type: none"> E.g Teacher read a story of children not wanting to keep to the road safety rules. 	<p>Listens without interrupting, shows respect and ask questions to get clarity</p> <ul style="list-style-type: none"> Invites a traffic officer to come and address learners on safety on the road. <p>Takes part in discussions, ask questions and answers them.</p> <ul style="list-style-type: none"> Road safety <p>Suggest solutions for problems</p> <ul style="list-style-type: none"> Road safety in town 	<p>Takes part in discussions, ask questions and answers them.</p> <ul style="list-style-type: none"> Talks to a friend about all the people in the community that we can help. <p>Suggest solutions for problems</p> <ul style="list-style-type: none"> What will happen if there is not people in our communities who we can help? <p>Listen to a sequence of instructions and react suitably</p> <p>Tell simple stories by changing voice and volume</p>	<p>Takes part in discussions, ask questions and answers them.</p> <ul style="list-style-type: none"> People that helps us in school. Discuss the roles of different people at school. <p>Listen to stories and predict the end or give own end for story.</p> <ul style="list-style-type: none"> Read a story to learners on somebody's career. Learners then predicts the end of the story. <p>Tell simple stories by changing voice and volume</p>
<p>Phonics W:20% Phonics Phonics: The 'a-e' spelling [FREE RESOURCE] - YouTube https://www.youtube.com/watch?v=f0aCGmNNI-s Let's Learn Singular and Plural Nouns - Grammar for kids - English ... https://www.youtube.com/watch?v=tRT_FXDeQWM</p>	<ul style="list-style-type: none"> Lungisa oonotsheluzabezandi namagama Fundisa izandi nononbumba-u-/qh/ no-/tsh/; Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: iziqhamo/ iqhuma/ umtshayelo/ itshefu Lungisa izivakalisi esinamagama anezandi ezifundisiweyo. 	<ul style="list-style-type: none"> Lungisa oonotsheluzabezandi namagama Fundisa izandi nononbumba-u-/th/ no-/sh/; Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: Isithuthu/ ihashe Lungisa izivakalisi esinamagama anezandi ezifundisiweyo. 	<ul style="list-style-type: none"> Fundisa izandi nononbumba-u-/nw/ no-/kr/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: unwabu/ ukrebe Sika oonotsheluzakuluhlu lwamagama. Lungisa izivakalisi esinamagama anezandi ezifundisiweyo. 	<ul style="list-style-type: none"> Fundisa izandi nononbumba-u-/mf/ no-/hl/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: imfene/ ihlosi Sika oonotsheluzakuluhlu lwamagama. Lungisa izivakalisi esinamagama anezandi ezifundisiweyo. 	<ul style="list-style-type: none"> Fundisa isandi nononbumba-u-/nka/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: inkqayi Sika oonotsheluzakuluhlu lwamagama. Lungisa izivakalisi esinamagama anezandi ezifundisiweyo 	<ul style="list-style-type: none"> Fundisa izandi nononbumba-u-/ndl/ no-/ngc/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: indlu/ ingca Sika oonotsheluzakuluhlu lwamagama. Lungisa izivakalisi esinamagama anezandi ezifundisiweyo 	<ul style="list-style-type: none"> Fundisa izandi nononbumba-u-/ngq/ no-/nts// Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: ingqolowa/ iintsiba/ Sika oonotsheluzakuluhlu lwamagama. Lungisa izivakalisi esinamagama anezandi ezifundisiweyo. 	<ul style="list-style-type: none"> Fundisa izandi nononbumba-u-/ngx/ no-/ krw/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: ingxowa/ kwela Sika oonotsheluzakuluhlu lwamagama. Lungisa izivakalisi esinamagama anezandi ezifundisiweyo. 	<ul style="list-style-type: none"> Fundisa izandi nononbumba-u-/tsw/ no-/ncw/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: itswele/ incwadi Sika oonotsheluzakuluhlu lwamagama. Lungisa izivakalisi esinamagama anezandi ezifundisiweyo. 	<p>Uhlolo</p> <ul style="list-style-type: none"> Funda imiyalelo yemisebenzi, uqinisekisa ukuba umfundi ngamnye uyakuqonda amakakwenze. Chazela abafundi ixesha abanalo ukwenza umsebenzi. Hamba-hamba phakathi kwabo uqinisekisa ukuba babhala umsebenzi wabo ngokucacileyo nangokuzola
<p>Reading W:25% Shared Reading</p> <p>Teaching with Shared Reading of a Big Book Free By Bill Barnes Resource URL https://www.youtube.com/watch?v=Lu3QH9AJn0s</p>	<p>The whole group reads the same story and identify the sequence of events and the background.</p> <p>Use the cover of the book to predict the story.</p> <p>Answer higher-order thinking questions e.g.</p>	<p>The whole group reads the same story and identify the sequence of events and the background.</p> <ul style="list-style-type: none"> Why is soil important? Three types of soil <p>Use the cover of the book to predict the story.</p>	<p>The whole group reads the same story and identify the sequence of events and the background.</p> <ul style="list-style-type: none"> Read a story of an animal living under the ground. <p>Use the cover of the book to predict the story.</p>	<p>The whole group reads the same story and identify the sequence of events and the background.</p> <ul style="list-style-type: none"> Read the under scripts of a video on different types of road transport and for what each can be used. <p>Use the cover of the book to predict the story.</p>	<p>The whole group reads the same story and identify the sequence of events and the background.</p> <ul style="list-style-type: none"> Read factual information on different kinds of transport. <p>Answer higher-order thinking questions e.g.</p>	<p>Use the pictures to predict the sequence of the story.</p> <ul style="list-style-type: none"> Look at the pictures. Place the pictures in the correct sequence. Fit the sentence strips to the pictures <p>Give an opinion on passage read.</p>	<p>The whole group reads the same story and identify the sequence of events and the background.</p> <ul style="list-style-type: none"> Read the under scripts of a video on the meaning of the traffic light. Read the under scripts of a story on many road signs. <p>Use the cover of the book to predict the story.</p>	<p>The whole group reads the same story and identify the sequence of events and the background.</p> <ul style="list-style-type: none"> Read a story on road safety. <p>Use the cover of the book to predict the story.</p> <p>Make use of pictures to describe a person's work.</p>	<p>The whole group reads the same story and identify the sequence of events and the background.</p> <ul style="list-style-type: none"> Read the description of a person's work and fit it to a picture. <p>Make use of pictures to describe a person's work.</p>	<p>The whole group reads the same story and identify the sequence of events and the background.</p> <ul style="list-style-type: none"> Read with the teacher the under scrips of different careers of different people. <p>Give an opinion on passage read.</p>

	<p>“What would happen if..?”</p> <p>Give an opinion on passage read.</p> <p>Identify some synonyms and antonyms.</p> <p>Interpret information from simple tables e.g. calender.</p>	<ul style="list-style-type: none"> Why is soil important? <p>Answer higher-order thinking questions e.g. “What would happen if..?”</p> <p>Identify some synonyms and antonyms.</p> <p>Interpret information from simple tables e.g. calender.</p> <ul style="list-style-type: none"> Discuss the completed table of three types of soil. 	<ul style="list-style-type: none"> Discuss the cover of the book. <p>Answer higher-order thinking questions e.g. “What would happen if..?”</p> <ul style="list-style-type: none"> There are many learners in the school that have no transport to come to school. What type of transport will be the best to come to school? <p>Interpret information from simple tables e.g. calender.</p> <ul style="list-style-type: none"> Look at the graph and answers the questions. How does most learners come to school? How many children comes to school by car? 	<p>Answer higher-order thinking questions e.g. “What would happen if..?”</p> <ul style="list-style-type: none"> Use fact on transport to pose questions. Learners to answer these questions by using their background knowledge. <p>Give an opinion on passage read.</p> <p>Identify some synonyms and antonyms.</p> <p>Interpret information from simple tables e.g. calender.</p> <ul style="list-style-type: none"> Sort the different types of transport. Answers questions by using graphs. 	<p>Identify some synonyms and antonyms.</p>	<p>Answer higher-order thinking questions e.g. “What would happen if..?”</p> <ul style="list-style-type: none"> Wat sal gebeur as mense weier om die padverkeers-reëls na te kom? <p>Give an opinion on passage read.</p> <p>Identify some synonyms and antonyms.</p>	<p>Answer higher-order thinking questions e.g. “What would happen if..?”</p> <p>Give an opinion on passage read.</p> <p>Identify some synonyms and antonyms.</p>	<p>Give an opinion on passage read.</p> <p>Interpret information from simple tables e.g. calender.</p> <ul style="list-style-type: none"> What career like learners most? Of what career does learners like the least? Which career does learners like equally? 	<p>Identify some synonyms and antonyms.</p>
<p>Group Guided Reading</p> <p>What Is Guided Reading? Reading Lessons Free By Howcast Resource URL https://www.youtube.com/watch?v=yw6CyBjkPqw</p>	<p>Read aloud from own book or reading chart with teacher</p> <p>Use structural-analytical decoding skills</p> <ul style="list-style-type: none"> Break up words in word parts Add word parts together Recognise smaller words within a word <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict words Look at words around a specific word, to enable you to read an unknown word <p>Use phonic knowledge, sight words and clues during reading</p> <p>Use word recognition and comprehension skills during the reading lesson:</p> <ul style="list-style-type: none"> Sound words to understand Use beginning sounds as a cue Use general letter patterns e.g. -ow, -ew 	<p>Read aloud from own book or reading chart with teacher</p> <p>Use structural-analytical decoding skills</p> 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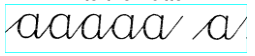
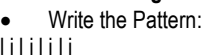
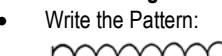
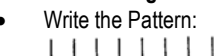
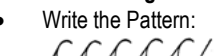
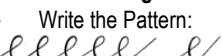
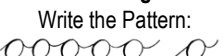
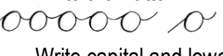
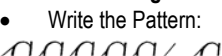
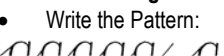
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<p>Writing: W:25%</p> <p>Writing</p> <p>How to Teach Synonyms - YouTube https://www.youtube.com/watch?v=TZ1P8ZXqtak</p> <p>Antonyms and Synonyms - YouTube https://www.youtube.com/watch?v=bBWm3-mxL1U</p>	<p>Do phonic tasks.</p> <p>Take part in discussions to choose a topic to write on.</p> <p>Write a simple meaningful text e.g. a "Get better soon" card etc.</p> <p>Plan, write and present a story of at least six sentences.</p> <p>Write 1 - 2 paragraphs (at least 8 sentences) on personal experiences.</p> <ul style="list-style-type: none"> Holiday news. <p>Use correct punctuation (full stop, comma, question mark and exclamation mark) so that others can read what was written.</p> <p>Spell known words correct and use phonic knowledge to spel unknown words.</p> <p>Use present, past and future tense correctly.</p> <p>Identify and use nouns and verbs correctly.</p> <p>Identify and use pronouns correctly.</p> <p>Read and discuss own writing with friend.</p> <p>Create own word bank and personal dictionary.</p>	<p>Do phonic tasks.</p> <p>Take part in discussions to choose a topic to write on.</p> <p>Write a simple meaningful text e.g. a "Get better soon" card etc.</p> <p>Plan, write and present a story of at least six sentences.</p> <p>Write 1 - 2 paragraphs (at least 8 sentences) on personal experiences.</p> <ul style="list-style-type: none"> Why is soil important to us? <p>Use correct punctuation (full stop, comma, question mark and exclamation mark) so that others can read what was written.</p> <p>Spell known words correct and use phonic knowledge to spel unknown words.</p> <p>Use present, past and future tense correctly.</p> <p>Identify and use nouns and verbs correctly.</p> <p>Identify and use pronouns correctly.</p> <p>Read and discuss own writing with friend.</p> <p>Create own word bank and personal dictionary.</p>	<p>Do phonic tasks.</p> <p>Take part in discussions to choose a topic to write on.</p> <p>Write a simple meaningful text e.g. a "Get better soon" card etc.</p> <p>Plan, write and present a story of at least six sentences.</p> <ul style="list-style-type: none"> I am a rabbit/ mole/ant under the ground. <p>Write 1 - 2 paragraphs (at least 8 sentences) on personal experiences.</p> <p>Use correct punctuation (full stop, comma, question mark and exclamation mark) so that others can read what was written.</p> <p>Spell known words correct and use phonic knowledge to spel unknown words.</p> <p>Use present, past and future tense correctly.</p> <p>Identify and use nouns and verbs correctly.</p> <p>Identify and use pronouns correctly.</p> <p>Read and discuss own writing with friend.</p> <p>Create own word bank and personal dictionary.</p>	<p>Do phonic tasks.</p> <p>Write a simple meaningful text e.g. a "Thank you" card etc.</p> <ul style="list-style-type: none"> Write to the driver of the school bus to thank him for bringing you safely to school every morning.. <p>Use correct punctuation (full stop, comma, question mark and exclamation mark) so that others can read what was written.</p> <p>Spell known words correct and use phonic knowledge to spel unknown words.</p> <p>Use present, past and future tense correctly.</p> <p>Identify and use nouns and verbs correctly.</p> <p>Identify and use pronouns correctly.</p> <p>Read and discuss own writing with friend.</p> <p>Create own word bank and personal dictionary.</p>	<p>Do phonic tasks.</p> <p>Plan, write and present a story of at least six sentences.</p> <ul style="list-style-type: none"> Suzie and her brother Norman lives in Cape Town. They went to stay with their nephews in Johannesburg. Look at the pictures and tell your friend what they are doing. <p>Write 1 - 2 paragraphs (at least 8 sentences) on personal experiences.</p> <p>Use correct punctuation (full stop, comma, question mark and exclamation mark) so that others can read what was written.</p> <p>Spell known words correct and use phonic knowledge to spel unknown words.</p> <p>Use present, past and future tense correctly.</p> <p>Identify and use nouns and verbs correctly.</p> <p>Identify and use pronouns correctly.</p> <p>Read and discuss own writing with friend.</p>	<p>Do phonic tasks.</p> <p>Take part in discussions to choose a topic to write on.</p> <ul style="list-style-type: none"> Fit the sentences to the correct pictures. Sequence of happenings. <p>Plan, write and present a story of at least six sentences.</p> <ul style="list-style-type: none"> Write down the steps on how to fold a sailboat or airplane out of paper. Draw the steps. <p>Spell known words correct and use phonic knowledge to spel unknown words.</p> <p>Identify and use nouns and verbs correctly.</p> <p>Identify and use pronouns correctly.</p>	<p>Do phonic tasks.</p> <p>Plan, write and present a story of at least six sentences.</p> <ul style="list-style-type: none"> Design your own traffic light and write down the meaning of each colour. <p>Use correct punctuation (full stop, comma, question mark and exclamation mark) so that others can read what was written.</p> <p>Spell known words correct and use phonic knowledge to spel unknown words.</p> <p>Use present, past and future tense correctly.</p> <p>Identify and use nouns and verbs correctly.</p> <p>Identify and use pronouns correctly.</p> <p>Read and discuss own writing with friend.</p>	<p>Do phonic tasks.</p> <p>Plan, write and present a story of at least six sentences.</p> <ul style="list-style-type: none"> Road safety <p>Write 1 - 2 paragraphs (at least 8 sentences) on road safety.</p> <ul style="list-style-type: none"> Write the story in your own words. <p>Use correct punctuation (full stop, comma, question mark and exclamation mark) so that others can read what was written.</p> <p>Spell known words correct and use phonic knowledge to spel unknown words.</p> <p>Use present, past and future tense correctly.</p> <p>Identify and use nouns and verbs correctly.</p> <p>Identify and use pronouns correctly.</p>	<p>Do phonic tasks.</p> <p>Take part in discussions to choose a topic to write on.</p> <p>Write a simple meaningful text e.g. a "Get better soon" card etc.</p> <ul style="list-style-type: none"> Write a message to a sick friend. <p>Plan, write and present a story of at least six sentences.</p> <ul style="list-style-type: none"> My career when I am grown up. <p>Use correct punctuation (full stop, comma, question mark and exclamation mark) so that others can read what was written.</p> <p>Spell known words correct and use phonic knowledge to spel unknown words.</p> <p>Use present, past and future tense correctly.</p> <p>Identify and use nouns and verbs correctly.</p> <p>Identify and use pronouns correctly.</p> <p>Read and discuss own writing with friend.</p>	<p>Do phonic tasks.</p> <p>Write 1 - 2 paragraphs (at least 8 sentences) on personal experiences.</p> <ul style="list-style-type: none"> Choose two people out of the community and write on how they have helped you. <p>Use correct punctuation (full stop, comma, question mark and exclamation mark) so that others can read what was written.</p> <p>Spell known words correct and use phonic knowledge to spel unknown words.</p> <p>Use present, past and future tense correctly.</p> <p>Identify and use nouns and verbs correctly.</p> <p>Identify and use pronouns correctly.</p> <p>Read and discuss own writing with friend.</p>	

Handwriting W:10% Handwriting	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: Vv, Ww Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: L l, I i Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: R r, N n Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: V v, U u Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: C c, D d Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: E e Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: O o, Q q Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: H h, I i Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: J j, C c Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: S s, F f Write words and sentences with spacing Underline the work
Requisite pre-knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge
Resources (other than textbook) to enhance learning	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters
Informal assessment; remediation	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically. This must be done informally and ongoing. 									
SBA (Formal Assessment)	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically. By week 9 teachers should be able to complete the checklist and score each learner according to SBA rubrics. Teachers could choose from SBA guidelines on formal assessment model. <p>https://drive.google.com/file/d/15d3X0imFAL3RxxvHM9R8n8vIDHZNMrh-j/view?usp=sharing</p>									

TERM 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Revision	Our country		Ways to communicate			Life at night			
Listening & Speaking W: 20% Teaching Listening Actively - YouTube https://www.youtube.com/watch?v=e16mymdji68 Teaching Listening - YouTube https://www.youtube.com/watch?v=3h34lPHZ2n8 Listening practice activity for elementary students - YouTube https://www.youtube.com/watch?v=4s5o0iUqrOs	<p>Listen to a complicated sequence of instructions and react appropriately.</p> <p>Take part in discussions, propose topics for discussion and ask questions to get information. Report on the groupwork done.</p> <p>Take part in word games e.g. "I spy with my little eye..."</p> <p>Tell jokes and riddles with the appropriate tone of voice and volume.</p>	<p>Listen to a complicated sequence of instructions and react appropriately.</p> <ul style="list-style-type: none"> Listens to the history of the SA flag and the symbolic meaning of each colour. <p>Take part in discussions, propose topics for discussion and ask questions to get information. Report on the groupwork done.</p> <ul style="list-style-type: none"> Our country's flag. Are there a SA flag at your school? Does the police station or other places in the community have a SA flag? At which events do we use the SA flag? 	<p>Take part in discussions, propose topics for discussion and ask questions to get information. Report on the groupwork done.</p> <ul style="list-style-type: none"> Our national symbols. Look at the pictures and discuss in small groups. Groups give feedback. <p>Tell jokes and riddles with the appropriate tone of voice and volume.</p> <ul style="list-style-type: none"> Ask riddles to explain the national symbols and to get to know them. 	<p>Take part in discussions, propose topics for discussion and ask questions to get information. Report on the groupwork done.</p> <ul style="list-style-type: none"> Learners uses pictures and discuss the different ways on which people can communicate. <p>Take part in word games e.g. "I spy with my little eye..."</p> <ul style="list-style-type: none"> Learners make use of hand signs to explain and their class mates must guess what they are explaining. 	<p>Listen to a complicated sequence of instructions and react appropriately.</p> <ul style="list-style-type: none"> We use writing and our voices to communicate. <p>Take part in discussions, propose topics for discussion and ask questions to get information. Report on the groupwork done.</p> <ul style="list-style-type: none"> How does people that is deaf and blind communicate? Use pictures and discuss. <p>Take part in word games e.g. "I spy with my little eye..."</p>	<p>Listen and react to a speaker which the learner cannot see.</p> <ul style="list-style-type: none"> Sit with you back against a friend's back and act as if you are talking on the telephone.. Take turns to talk about the holiday.. Use voices to talk about feelings. <p>Listen to detail in stories and answers higher-order questions. E.g. "Do you think her was right to..."</p> <ul style="list-style-type: none"> Read a story e.g. We visit the seaside. <p>Answers open-ended questions and give reasons for your answer. E.g "Why do you say so"</p> <ul style="list-style-type: none"> Answers questions on the story. 	<p>Listen and react to a speaker which the learner cannot see.</p> <ul style="list-style-type: none"> Listens to night sounds that the teacher plays. <p>Listen to detail in stories and answers higher-order questions. E.g. "Do you think her was right to..."</p> <ul style="list-style-type: none"> Listen to the story of a night ape... <p>Answers open-ended questions and give reasons for your answer. E.g "Why do you say so"</p> <ul style="list-style-type: none"> Can you identify the sounds? Does the sounds make you feel afraid? Why? 	<p>Listen and react to a speaker which the learner cannot see.</p> <ul style="list-style-type: none"> Listen to facts on different night animals. <p>Answers open-ended questions and give reasons for your answer. E.g "Why do you say so"</p> <p>Express feelings on a text and give reasons for your answer. E.g. "It made me angry because ..."</p>	<p>Listen to a speaker and react appropriately</p> <ul style="list-style-type: none"> How do you feel when mother puts out the light? Discuss your feelings with a friend. <p>Listen to detail in stories and answers higher-order questions.</p> <ul style="list-style-type: none"> Listen to a poem expressing a feeling <p>Express feelings on a text and give reasons for your answer. E.g. "It made me afraid because ..."</p>	<p>Listen to detail in stories and answers higher-order questions.</p> <ul style="list-style-type: none"> People working day shifts and night shifts. <p>Answers open-ended questions and give reasons for your answer. E.g "Why do you say so"</p> <ul style="list-style-type: none"> Answers questions on the text read

<p>Phonics W:20% Phonics</p> <p>Digraph /ow, ou/ Sound - Phonics by TurtleDiary - YouTube</p> <p>https://www.youtube.com/watch?v=3Uz9U7YhmCw</p> <p>https://www.pinterest.com/conniejmoss/ou-and-ow-sound/</p>	<ul style="list-style-type: none"> Lungisa oonotsheluzabezandi namagama Fundisa izandi nononbumba-u-/nyw/ no-/nzw/; Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: inywebeba/ inzwakazi Qaphela uziqhelanise nendlela ezibizwa ngazo izandi, chonga amagama anezi zandi ze nithethe ngezivakalisi ezinalamagama. 	<ul style="list-style-type: none"> Lungisa oonotsheluzabezandi namagama Fundisa izandi nononbumba-u-/ndy/ no-/nty/; Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: UNdyebo/ intyabontyi Qaphela uziqhelanise nendlela ezibizwa ngazo izandi, chonga amagama anezi zandi ze nithethe ngezivakalisi ezinalamagama. 	<ul style="list-style-type: none"> Fundisa isandi nononbumba-u-/qhw/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: qhwaba Qaphela uziqhelanise nendlela ezibizwa ngazo izandi, chonga amagama anezi zandi ze nithethe ngezivakalisi ezinalamagama. 	<ul style="list-style-type: none"> Fundisa izandi nononbumba-u-/rhw/ no-/shw/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: iyarhwashaza/ ilishwa Qaphela uziqhelanise nendlela ezibizwa ngazo izandi, chonga amagama anezi zandi ze nithethe ngezivakalisi ezinalamagama. 	<ul style="list-style-type: none"> Fundisa izandi nononbumba-u-/thw/ no-/tsw/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: isiThwalandwe/liyat swina Qaphela uziqhelanise nendlela ezibizwa ngazo izandi, chonga amagama anezi zandi ze nithethe ngezivakalisi ezinalamagama. 	<ul style="list-style-type: none"> Fundisa izandi nononbumba-u-/tyw/ no-/tsh Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: utywala/ isithetshe Qaphela uziqhelanise nendlela ezibizwa ngazo izandi, chonga amagama anezi zandi ze nithethe ngezivakalisi ezinalamagama. 	<ul style="list-style-type: none"> Fundisa izandi nononbumba-u-/tyh/ no-/xhw/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: ityhefu/ ixhwele Qaphela uziqhelanise nendlela ezibizwa ngazo izandi, chonga amagama anezi zandi ze nithethe ngezivakalisi ezinalamagama. 	<ul style="list-style-type: none"> Fundisa isandi nononbumba-u-/ths/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: thsu/ Qaphela uziqhelanise nendlela ezibizwa ngazo izandi, chonga amagama anezi zandi ze nithethe ngezivakalisi ezinalamagama. 	<p>Uhlolo</p> <ul style="list-style-type: none"> Ukugqibezele uhlolo, ukuqinisekisa umntwana ngamnye usebenzile Ukuqokelela amanqaku okuphela konyaka onke. Ukundela abafundi amabali Ukukwenza uqoqosho lewe ncwadi zokufunda zeklasi Ukulungiselela unyaka ozayo, ukubeka calanye izixhobo zokufundisa. 	
<p>Reading W:25% Shared Reading</p> <p>Teaching with Shared Reading of a Big Book Free By Bill Barnes Resource URL</p> <p>https://www.youtube.com/watch?v=Lu3QH9AJn0s</p>	<p>Read fiction and non-fiction as a whole class with teachers.</p> <ul style="list-style-type: none"> Read a story with the teacher... <p>Answers higher-order questions on text read e.g. What do you think...?</p> <ul style="list-style-type: none"> Answers questions on the story read. 	<p>Read fiction and non-fiction as a whole class with teachers.</p> <ul style="list-style-type: none"> Read with the teacher a non-fiction text on the history of the SA flag. Look at a video that explains the meaning of the colours in the SA flag. <p>Answers higher-order questions on text read e.g. What do you think...?</p> <ul style="list-style-type: none"> Why do you think it is important to know the history of the SA flag and the meaning of the colours in the flag? 	<p>Read poems and songs with the teacher (Shared reading) as a whole class. Discuss the different formats and the poet's choice of words.</p> <ul style="list-style-type: none"> Learners read their poems on the flag of SA. <p>Read fiction and non-fiction as a whole class with teachers.</p> <ul style="list-style-type: none"> Read a newspaper article/story of e.g. I am proud of my country... <p>Learner says if he or she likes a story and give a good reason for his/her answer. E.g. "I did not like the story because"</p> <p>Gives expression on a personal reaction on printed media like newspapers, magazines, posters and advertisements. E.g. "I like this advertisement most because ..."</p> <ul style="list-style-type: none"> Give critical comments on the newspaper article/story that the teacher read. 	<p>Read fiction and non-fiction as a whole class with teachers.</p> <ul style="list-style-type: none"> Read fiction text on different ways of communication. <p>Answers higher-order questions on text read e.g. What do you think...?</p> <ul style="list-style-type: none"> Which senses do we use to communicate? In which ways does people communicate most? <p>Learner says if he or she likes a story and give a good reason for his/her answer. E.g. "I did not like the story because"</p> <p>Learner says if he or she likes a story and give a good reason for his/her answer. E.g. "I did not like the story because"</p>	<p>Read fiction and non-fiction as a whole class with teachers.</p> <ul style="list-style-type: none"> Read with the class a message in sign language. Read a passage on how we communicate if we cannot see or hear. <p>Answers higher-order questions on text read e.g. What do you think...?</p> <ul style="list-style-type: none"> Do you think it is difficult for children who is blind or deaf to communicate? How can we make it easier for them? <p>Learner says if he or she likes a story and give a good reason for his/her answer. E.g. "I did not like the story because"</p>	<p>Read fiction and non-fiction as a whole class with teachers.</p> <ul style="list-style-type: none"> Read a story to learners e.g. Going to the seaside. <p>Answers higher-order questions on text read e.g. What do you think...?</p> <ul style="list-style-type: none"> Answers questions on the story read. <p>Learner says if he or she likes a story and give a good reason for his/her answer. E.g. "I did not like the story because"</p>	<p>Read fiction and non-fiction as a whole class with teachers.</p> <ul style="list-style-type: none"> Read a story on e.g. a night ape. <p>Answers higher-order questions on text read e.g. What do you think...?</p> <ul style="list-style-type: none"> Answers questions on the story read. <p>Learner says if he or she likes a story and give a good reason for his/her answer. E.g. "I did not like the story because"</p>	<p>Read fiction and non-fiction as a whole class with teachers.</p> <ul style="list-style-type: none"> Read fiction on night animals to the learners. <p>Answers higher-order questions on text read e.g. What do you think...?</p> <ul style="list-style-type: none"> Answers questions on the story read. <p>Give expression on a personal reaction on printed media.</p>	<p>Read poems and songs with the teacher (Shared reading) as a whole class. Discuss the different formats and the poet's choice of words.</p> <ul style="list-style-type: none"> Read a poem on a emotion with teacher e.g. Afraid <p>Read fiction and non-fiction as a whole class with teachers.</p> <ul style="list-style-type: none"> Read a story on dreams and wishes <p>Answers higher-order questions on text read e.g. What do you think...?</p> <ul style="list-style-type: none"> Answers questions on the story read. 	<p>Read fiction and non-fiction as a whole class with teachers.</p> <ul style="list-style-type: none"> Read a text on people working day or night shift.. <p>Answers higher-order questions on text read e.g. What do you think...?</p> <ul style="list-style-type: none"> Answers questions on the story read. <p>Give expression on a personal reaction on printed media e.g. photos in magazines.</p> <ul style="list-style-type: none"> What would you prefer – to work day or night shifts? Why do you say so?
<p>Group Guided Reading</p> <p>What is Guided Reading? Reading Lessons Free By Howcast Resource URL</p> <p>https://www.youtube.com/watch?v=yw6CyBjkPqw</p>	<p>Read aloud from own book or reading chart with teacher</p> <p>Use structural-analytical decoding skills</p> <ul style="list-style-type: none"> Break up words in word parts Add word parts together <p>Recognise smaller words within a word</p> <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story Predicts the story by making use of cues 	<p>Read aloud from own book or reading chart with teacher</p> <p>Use structural-analytical decoding skills</p> <ul style="list-style-type: none"> Break up words in word parts Add word parts together <p>Recognise smaller words within a word</p> <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story 	<p>Read aloud from own book or reading chart with teacher</p> <p>Use structural-analytical decoding skills</p> <ul style="list-style-type: none"> Break up words in word parts Add word parts together <p>Recognise smaller words within a word</p> <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story 	<p>Read aloud from own book or reading chart with teacher</p> <p>Use structural-analytical decoding skills</p> <ul style="list-style-type: none"> Break up words in word parts Add word parts together <p>Recognise smaller words within a word</p> <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story 	<p>Read aloud from own book or reading chart with teacher</p> <p>Use structural-analytical decoding skills</p> <ul style="list-style-type: none"> Break up words in word parts Add word parts together <p>Recognise smaller words within a word</p> <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story 	<p>Read aloud from own book or reading chart with teacher</p> <p>Use structural-analytical decoding skills</p> <ul style="list-style-type: none"> Break up words in word parts Add word parts together <p>Recognise smaller words within a word</p> <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story 	<p>Read aloud from own book or reading chart with teacher</p> <p>Use structural-analytical decoding skills</p> <ul style="list-style-type: none"> Break up words in word parts Add word parts together <p>Recognise smaller words within a word</p> <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story 	<p>Read aloud from own book or reading chart with teacher</p> <p>Use structural-analytical decoding skills</p> <ul style="list-style-type: none"> Break up words in word parts Add word parts together <p>Recognise smaller words within a word</p> <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story 	<p>Read aloud from own book or reading chart with teacher</p> <p>Use structural-analytical decoding skills</p> <ul style="list-style-type: none"> Break up words in word parts Add word parts together <p>Recognise smaller words within a word</p> <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story 	<p>Read aloud from own book or reading chart with teacher</p> <p>Use structural-analytical decoding skills</p> <ul style="list-style-type: none"> Break up words in word parts Add word parts together <p>Recognise smaller words within a word</p> <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story

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<p>Writing: W:25%</p> <p>Writing</p> <p>Exclamation Marks – Punctuation for Students - YouTube</p> <p>https://www.youtube.com/watch?v=DBbXnG4UJVo</p>	<p>Do phonic tasks.</p> <p>Take part in discussions and contribute ideas for a story.</p> <p>Experiment with words to write a simple poem or song.</p> <p>Write at least two paragraphs (at least 10 sentences) on personal experiences or happenings.</p> <ul style="list-style-type: none"> Vakansienuus <p>Plan, write and present own story of at least two paragraphs and use words like “Some day” and “At last”</p> <p>Organise information in a diagram or table.</p> <p>Make use of informal structures for writing like writing recipes.</p>	<p>Do phonic tasks.</p> <p>Experiment with words to write a simple poem or song.</p> <ul style="list-style-type: none"> Use rhyming words to write a poem on the SA flag and to explain the meaning of the colours.. <p>Make use of informal structures for writing like writing recipes.</p> <ul style="list-style-type: none"> Bring a traditional recipe (3 ingredients) from home. Write it in your own words and illustrate. <p>Place happenings in the text in sequence with the help of words like <i>Then, First, at last</i>.</p> <ul style="list-style-type: none"> Write a recipe <p>Use punctuation correctly (Capital letters, commas, question marks and exclamation</p>	<p>Do phonic tasks.</p> <p>Write at least two paragraphs (at least 10 sentences) on personal experiences or happenings.</p> <ul style="list-style-type: none"> I am proud of my country... <p>Plan, write and present own story of at least two paragraphs and use words like “Some day” and “At last”</p> <p>Organise information in a diagram or table.</p> <ul style="list-style-type: none"> Complete a questionnaire on the symbols of our country. <p>Place happenings in the text in sequence with the help of words like <i>Then, First, at last</i>.</p> <p>Use punctuation correctly (Capital letters,</p>	<p>Do phonic tasks.</p> <p>Take part in discussions and contribute ideas for a story.</p> <p>Plan, write and present own story of at least two paragraphs and use words like “Some day” and “At last”</p> <ul style="list-style-type: none"> Imagine you are in a town you have never visited before. Write a postcard to a friend to tell him/her on what you have seen and done in the town. <p>Make use of informal structures for writing like writing recipes.</p> <ul style="list-style-type: none"> Write a whatsapp message to a friend. <p>Use punctuation correctly (Capital letters, question</p>	<p>Do phonic tasks.</p> <p>Place happenings in the text in sequence with the help of words like <i>Then, First, at last</i>.</p> <ul style="list-style-type: none"> Use the pictures to explain how people have communicated in the old day and how they are communicating now. <p>Use punctuation correctly (Capital letters, commas, question marks and exclamation marks) so that others can read what was written.</p> <ul style="list-style-type: none"> Write a message on what was written in sign language. <p>Sound/spel known words correctly and try to spell unknown words with the help of phonic knowledge</p>	<p>Do phonic tasks.</p> <p>Take part in discussions and contribute ideas for a story.</p> <p>Experiment with words to write a simple poem or song.</p> <ul style="list-style-type: none"> Write a song to convey a message <p>Write at least two paragraphs (at least 10 sentences) on personal experiences or happenings.</p> <ul style="list-style-type: none"> Christmas. How does your family celebrate Christmas? <p>Place happenings in the text in sequence with the help of words like <i>Then, First, at last</i>.</p> <p>Use punctuation correctly (Capital letters, commas, question marks and exclamation</p>	<p>Do phonic tasks.</p> <p>Take part in discussions and contribute ideas for a story.</p> <ul style="list-style-type: none"> How did the night ape feel? <p>Write at least two paragraphs (at least 10 sentences) on personal experiences or happenings.</p> <ul style="list-style-type: none"> Choose any night animal and tell us where he lives, what he eats and what he does etc.. <p>Place happenings in the text in sequence with the help of words like <i>Then, First, at last</i>.</p> <p>Use punctuation correctly (Capital letters, commas, question marks and exclamation marks) so that others</p>	<p>Do phonic tasks.</p> <p>Take part in discussions and contribute ideas for a story.</p> <p>Experiment with words to write a simple poem or song.</p> <ul style="list-style-type: none"> Use rhyming words to write a poem on a night animal. <p>Organise information and answers comprehension questions in full sentences.</p> <ul style="list-style-type: none"> Comprehension questions on night animals. <p>Use punctuation correctly (Capital letters, commas, question marks and exclamation marks) so that others can read what was written.</p>	<p>Do phonic tasks.</p> <p>Take part in discussions and contribute ideas for a story.</p> <p>Write at least two paragraphs (at least 10 sentences) on personal experiences or happenings.</p> <ul style="list-style-type: none"> Imagine you see a shooting star and you can write down a wish. I wish.... I would like to dream about... <p>Organise information in a diagram or table.</p> <ul style="list-style-type: none"> Write words on emotion in a table and write when each one will be used. 	<p>Do phonic tasks.</p> <p>Plan, write and present own story of at least two paragraphs and use words like “Some day” and “At last”</p> <ul style="list-style-type: none"> Look at pictures and write on what kind of work the people are doing in the night. <p>Use punctuation correctly (Capital letters, commas, question marks and exclamation marks) so that others can read what was written.</p> <p>Sound/spel known words correctly and try to spell unknown words with the help of phonic knowledge</p> <p>Use present, past and future tense correctly.</p> <p>Use present, past and future tense correctly.</p>

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Handwriting W:10% Handwriting	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: S s, F f Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: L l, I i Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: R r, M m Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: Y y, U u Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: A a, X x Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: T t, E e Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: P p, G g Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: O o, I i Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: B b, D d Write words and sentences with spacing Underline the work 	<ul style="list-style-type: none"> Write the date and heading: Handwriting Write the Pattern:  Write capital and lower case letters: J j, F f Write words and sentences with spacing Underline the work
Requisite pre-knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge
Resources (other than textbook) to enhance learning	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters
Informal assessment; remediation	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically. This must be done informally and ongoing. 									
SBA (Formal Assessment)	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically. By week 9 teachers should be able to complete the checklist and score each learner according to SBA rubrics. Teachers could choose from SBA guidelines on formal assessment model. <p>https://drive.google.com/file/d/15d3X0imFAL3RxxvHM9R8n8vDHZNMrh-j/view?usp=sharing</p>									