





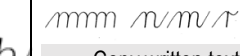
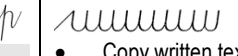
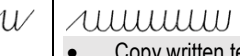
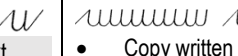

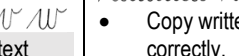
SUGGESTED PLANNING FOR TEACHING AND ASSESSMENT

Grade 3 **HL**

TERM 1 48 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEMES	About me		Feelings		Health education	Keeping my body safe		Rights and responsibilities		
<p>Listening and Speaking Weight value: 15%</p> <p>7 Listening Activities to Get Your Students Attentive & Ready to Learn ... https://proudtobepimary.com/listening-activities/</p>	<p>Listen to stories, identify the main idea and details and answer higher-order thinking questions. For example: "Do you think this is the best title for the story? Why?"</p> <ul style="list-style-type: none"> Listen to a story the teacher reads, e.g. My birthday wish. <p>Ask questions for clarity and comment on what is heard. For example: "Did it really happen? And What did you do?"</p> <ul style="list-style-type: none"> Ask questions about what was read. <p>Express feelings about a text and provide reasons.</p> <ul style="list-style-type: none"> Do you like receiving presents for your birthday? How do you feel when you get something you don't like that much? 	<p>Listen to a complex sequence of instructions (at least 4) and respond appropriately.</p> <ul style="list-style-type: none"> Give learners four instructions at a time on what they should do: e.g. Colour the biggest circle red and the smallest circle blue. Make a cross in the middle circle. Draw a square below the biggest circle. <p>Listen to stories, identify the main idea and details and answer higher-order thinking questions. For example: "Do you think this is the best title for the story? Why?"</p> <ul style="list-style-type: none"> Think of something that happened in your past and tell your friend about it so that he or she can get to know you better. <p>Ask questions for clarity and comment on what is heard.</p> <ul style="list-style-type: none"> Ask questions about the example of the timeline displayed. 	<p>Listen to stories, identify the main idea and details and answer higher-order thinking questions.</p> <ul style="list-style-type: none"> Look at the pictures and say how these children feel. Talk about: What makes you happy? What makes you sad? What makes you angry? <p>Ask questions for clarity and comment on what is heard.</p> <ul style="list-style-type: none"> Put questions to the learners. <p>Express feelings about a text and provide reasons.</p> <ul style="list-style-type: none"> Emotions – scared, angry, sad and happy. 	<p>Listen to a complex sequence of instructions (at least 4) and respond appropriately.</p> <ul style="list-style-type: none"> Friends give each other 4 instructions, e.g. Walk 5 steps forwards. Turn right. Give three huge steps. Stop. Clap your hands 3 times, etc. <p>Listen to stories, identify the main idea and details and answer higher-order thinking questions.</p> <ul style="list-style-type: none"> Listen to a story about, e.g. The argument in the orchard (any story about emotions). <p>Ask questions for clarity and comment on what is heard.</p> <ul style="list-style-type: none"> Things I like. What do you like? Activities I enjoy. <p>Express feelings about a text and provide reasons.</p>	<p>Listen to a complex sequence of instructions (at least 4) and respond appropriately.</p> <ul style="list-style-type: none"> A clinic sister tells the children about e.g. how to stop a nosebleed, treat a cut, etc. <p>Listen to stories, identify the main idea and details and answer higher-order thinking questions.</p> <ul style="list-style-type: none"> Talk about the most important aspects regarding the treatment of the above. <p>Ask questions for clarity and comment on what is heard.</p> <ul style="list-style-type: none"> The learners may pose questions for the clinic sister to answer. 	<p>Listen to a complex sequence of instructions (at least 4) and respond appropriately.</p> <ul style="list-style-type: none"> The social worker talks to the children about "Keeping my body safe". When we like something and want to continue, we get a "yes" feeling. When something makes us uneasy and we want to stop, we get a "no" feeling. <p>Listen to stories, identify the main idea and details and answer higher-order thinking questions. For example: "Do you think this is the best title for the story? Why?"</p> <ul style="list-style-type: none"> The social worker reads a story to the learners. <p>Ask questions for clarity and comment on what is heard.</p>	<p>Listen to stories, identify the main idea and details and answer higher-order thinking questions. For example: "Do you think this is the best title for the story? Why?"</p> <ul style="list-style-type: none"> Listen to a story about, e.g. The small lion that did not eat meat or A rare story. (A story about how I should keep myself healthy.) <p>Ask questions for clarity and comment on what is heard. For example: "Did it really happen? What did you do?"</p> <ul style="list-style-type: none"> Answers questions about the story. <p>Participate in discussions, ask questions and show sensitivity for other's feelings.</p> <ul style="list-style-type: none"> How did the characters in the story feel? <p>Answer questions and provide reasons for the answers. For example: "Yes. I think the title tells the reader what the story is about."</p>	<p>Listen to stories, identify the main idea and details and answer higher-order thinking questions. For example: "Do you think this is the best title for the story? Why?"</p> <ul style="list-style-type: none"> Listen to a story about, e.g. Peter breaks the school rules. <p>Ask questions for clarity and comment on what is heard.</p> <ul style="list-style-type: none"> Discuss: Why should we have rules? What is the difference between rights and responsibilities. <p>Express feelings about a text and provide reasons.</p> <ul style="list-style-type: none"> Why do you think the child is upset about being punished? <p>Answer questions and provide reasons for the answers. For example: "Yes. I think the title tells the reader what the story is about."</p> <ul style="list-style-type: none"> Discuss the title of the story; can you think of another title? 	<p>Listen to stories, identify the main idea and details and answer higher-order thinking questions.</p> <ul style="list-style-type: none"> Listen to a story about e.g. Lisa helps around the house. <p>Ask questions for clarity and comment on what is heard.</p> <ul style="list-style-type: none"> As questions about the story that was read. <p>Answer questions and provide reasons for the answers.</p> <ul style="list-style-type: none"> Learners tell each other which chores they help with at home. 	<p>Ask questions for clarity and comment on what is heard. For example: "Did it really happen? What did you do?"</p> <ul style="list-style-type: none"> Religious and other special days. We must respect people of other religions. What religion do you practise? What religion does your best friend practise? <p>Participate in discussions, ask questions and show sensitivity for other's feelings.</p> <ul style="list-style-type: none"> Respect for the sacred memories of others.
<p>Word building: Weight value: 20%</p> <p>Phonics: The 'ea, ey' spelling [FREE RESOURCE] - YouTube https://www.youtube.com/watch?v=nFGBy8uDnI</p>	<ul style="list-style-type: none"> Ncokolani ngamagqabantsh intshi ngokufundiweyo ngosuku loku-1. Ncokola nabafundi malunga nokubaluleka kwendlela yokuziphatha egumbini. Xoxani ngemithetho yegumbi efanelekileyo. 	<ul style="list-style-type: none"> Fundisa isandi nononbumba-u-/ndyw/ Fundisa amagama asuka kuluhlu lwamagama lwesandi-mazwi: indywagi Sika oonotsheluzulu lwamagama. Yenza umcwe wephepha wesivakalisi: 	<ul style="list-style-type: none"> Fundisa isandi nononbumba-u-/ndlw/ Fundisa amagama asuka kuluhlu lwamagama lwesandi-mazwi: umbundlwana Sika oonotsheluzulu lwamagama. Yenza umcwe wephepha wesivakalisi: 	<ul style="list-style-type: none"> Fundisa isandi nononbumba-u-/ngqw/ Fundisa amagama asuka kuluhlu lwamagama lwesandi-mazwi: ingqwa mbu Sika oonotsheluzulu lwamagama. Yenza umcwe wephepha wesivakalisi: Igusha isikwe 	<ul style="list-style-type: none"> Fundisa isandi nononbumba-u-/ngxw/ Fundisa amagama asuka kuluhlu lwamagama lwesandi-mazwi: ingxwelerha Sika oonotsheluzulu lwamagama. Yenza umcwe wephepha wesivakalisi: 	<ul style="list-style-type: none"> Fundisa isandi nononbumba-u-/ngcw/ Fundisa amagama asuka kuluhlu lwamagama lwesandi-mazwi: ngongcwalazi Sika oonotsheluzulu lwamagama. Yenza umcwe wephepha wesivakalisi: 	<ul style="list-style-type: none"> Fundisa isandi nononbumba-u-/tyw/ Fundisa amagama asuka kuluhlu lwamagama lwesandi-mazwi: ekhatywayo Sika oonotsheluzulu lwamagama. Yenza umcwe wephepha wesivakalisi: Abantwana 	<ul style="list-style-type: none"> Fundisa isandi nononbumba-u-/ngq/ Fundisa amagama asuka kuluhlu lwamagama lwesandi-mazwi: ingqondo Sika oonotsheluzulu lwamagama. Yenza umcwe wephepha wesivakalisi: UThemba 	<ul style="list-style-type: none"> Fundisa isandi nononbumba-u-/nkc/ Fundisa amagama asuka kuluhlu lwamagama lwesandi-mazwi: ekhenkezayo Sika oonotsheluzulu lwamagama. Yenza umcwe wephepha wesivakalisi: Iizwi 	<p>Uhlolo</p> <ul style="list-style-type: none"> Funda imiyalelo yemisebenzi, uqinisekisa ukuba umfundi ngamnye uyakuqonda amakakwenze. Chazela abafundi ixesha abanalo ukwenza ukwemisebenzi. Hamba-hamba phakathi kwabo uqinisekisa

	<ul style="list-style-type: none"> • Cela abafundi bathathe inxaxheba. • Ukuphuma kwesikolo, khuphela lemithetho kwiphepha elikhulu eliza kuncanyathiselwa edongeni. • Hlaziya izandi ebezifundiswe kwibanga lwesi-2. 	Deda mhlangani endaweni yendywagi.	UMandla uchole umbundlwana wenja.	ingqwambu phantsi kolwimi.	Ootsotsi baambetha bamshiya umntu wabantu eyingxwelerha.	Kuthi cwaka ngongcwala.	bayayithanda ibhola ekhatywayo.	unengqondo ekrele-krele.	elikhenkceyayo liyangxola.	ukuba babhala umsebenzi wabo ngokucacileyo nangokuzola
<p>Reading Weight value: 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>Use visual clues to talk about a graphic text.</p> <ul style="list-style-type: none"> • Look at the picture of an invitation to a birthday party. • What information is given on the card? <p>Read enlarged texts such as poems, Big Books, posters and electronic text as a class with the teacher (shared reading).</p> <ul style="list-style-type: none"> • With the teacher, read the captions of a story about e.g. My birthday wish. <p>Read instructions in the classroom.</p> <ul style="list-style-type: none"> • Read the class rules with the teacher. <p>Answer higher-order thinking questions based on the text, before, during and after reading the text. For example: "What do you think will happen next?"</p> <ul style="list-style-type: none"> • Answer questions about e.g. My birthday wish. 	<p>Use visual clues to talk about a graphic text. For example, look at a photo and discuss what it's about, where it was taken, etc.</p> <ul style="list-style-type: none"> • Timeline – Look at the photos. <p>Read enlarged texts such as poems, Big Books, posters and electronic text as a class with the teacher (shared reading).</p> <ul style="list-style-type: none"> • Read the timeline captions. <p>Read different poems about a topic and discuss (both the format and the meaning).</p> <ul style="list-style-type: none"> • Read a poem about e.g. I am growing.... <p>Answer higher-order thinking questions based on the text, before, during and after reading the text. For example: "What do you think will happen next?"</p> <ul style="list-style-type: none"> • Timeline. • Poem that was read. 	<p>Use visual clues to talk about a graphic text. For example, look at a photo and discuss what it's about, where it was taken, etc.</p> <ul style="list-style-type: none"> • Use pictures/ photos to discuss the different emotions. • Especially refer to the facial expressions on the pictures/ photos. <p>Read enlarged texts such as poems, Big Books, posters and electronic text as a class with the teacher (shared reading).</p> <ul style="list-style-type: none"> • Friends read each other's timeline captions. • Read a story of, e.g., Sulking John.. <p>Answer higher-order thinking questions based on the text, before, during and after reading the text.</p> <ul style="list-style-type: none"> • Sulking John. 	<p>Read a book as a whole class with teacher (shared reading) and discuss the main idea and main characters.</p> <ul style="list-style-type: none"> • Read a story about emotions such as The argument in the orchard. <p>Read different poems about a topic and discuss (both the format and the meaning).</p> <ul style="list-style-type: none"> • Read poems about different emotions. <p>Answer higher-order thinking questions based on the text, before, during and after reading the text.</p>	<p>Use visual clues to talk about a graphic text.</p> <ul style="list-style-type: none"> • Pictures of the steps to treat nosebleeds and cuts. <p>Read enlarged texts such as poems, Big Books, posters and electronic text as a class with the teacher (shared reading).</p> <ul style="list-style-type: none"> • Read the captions of the posters. • Relate the text to the pictures. <p>Read instructions in the classroom.</p> <p>Answer higher-order thinking questions based on the text, before, during and after reading the text.</p> <ul style="list-style-type: none"> • Answer questions on nosebleeds and cuts. 	<p>Use visual clues to talk about a graphic text.</p> <ul style="list-style-type: none"> • Talk about the two pictures. • Which picture is an example of a "safe" activity and which picture is an example of an "unsafe" activity? <p>Read enlarged texts such as poems, Big Books, posters and electronic text as a class with the teacher (shared reading).</p> <ul style="list-style-type: none"> • Read the speech bubbles with the learners. <p>Read a book as a whole class with teacher (shared reading) and discuss the main idea and main characters.</p> <ul style="list-style-type: none"> • With the teacher, read the story about e.g. I learn to say 'No'... <p>Answer higher-order thinking questions based on the text, before, during and after reading the text. For example: "What do you think will happen next?"</p>	<p>Read a book as a whole class with teacher (shared reading) and discuss the main idea and main characters.</p> <ul style="list-style-type: none"> • With the teacher, read a story about... I keep my body healthy... <p>Read different poems about a topic and discuss (both the format and the meaning).</p> <ul style="list-style-type: none"> • I keep my body healthy ... <p>Answer higher-order thinking questions based on the text, before, during and after reading the text. For example: "What do you think will happen next?"</p> <ul style="list-style-type: none"> • Answer questions and discuss the story that was read. 	<p>Use visual clues to talk about a graphic text. For example, look at a photo and discuss what it's about, where it was taken, etc.</p> <ul style="list-style-type: none"> • Look at the picture of the children in the classroom. • Talk to your friend about the rules that these children are breaking. <p>Read enlarged texts such as poems, Big Books, posters and electronic text as a class with the teacher (shared reading).</p> <ul style="list-style-type: none"> • Read the poster with the rights and responsibilities and explain what each one means. <p>Read instructions in the classroom.</p> <ul style="list-style-type: none"> • Read the class rules written by the children. <p>Answer higher-order thinking questions based on the text, before, during and after reading the text. For example: "What do you think will happen next?"</p>	<p>Read a book as a whole class with teacher (shared reading) and discuss the main idea and main characters.</p> <ul style="list-style-type: none"> • With the teacher, read the story about e.g. Lisa helps at home. <p>Answer higher-order thinking questions based on the text, before, during and after reading the text. For example: "What do you think will happen next?"</p> <ul style="list-style-type: none"> • Answers questions about the story read. 	<p>Read a book as a whole class with teacher (shared reading) and discuss the main idea and main characters.</p> <ul style="list-style-type: none"> • With the teacher, read about different kinds of religions.
<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 in a guided reading group with the teacher, that is, the whole group reads the same story:</p> <p>Use structural-analytical decoding skills.</p> <ul style="list-style-type: none"> • Break down words into syllables. • Ability to combine syllables. • Recognise smaller words within a bigger word. <p>Use context clues.</p>	<p>Read aloud from own book in a guided reading group with the teacher, that is, the whole group reads the same story:</p> <p>Use structural-analytical decoding skills.</p> <ul style="list-style-type: none"> • Break down words into syllables. • Ability to combine syllables. • Recognise smaller words within a bigger word. <p>Use context clues.</p>	<p>Read aloud from own book in a guided reading group with the teacher, that is, the whole group reads the same story:</p> <p>Use structural-analytical decoding skills.</p> <ul style="list-style-type: none"> • Break down words into syllables. • Ability to combine syllables. • Recognise smaller words within a bigger word. <p>Use context clues.</p>	<p>Read aloud from own book in a guided reading group with the teacher, that is, the whole group reads the same story:</p> <p>Use structural-analytical decoding skills.</p> <ul style="list-style-type: none"> • Break down words into syllables. • Ability to combine syllables. • Recognise smaller words within a bigger word. <p>Use context clues.</p>	<p>Read aloud from own book in a guided reading group with the teacher, that is, the whole group reads the same story:</p> <p>Use structural-analytical decoding skills.</p> <ul style="list-style-type: none"> • Break down words into syllables. • Ability to combine syllables. • Recognise smaller words within a bigger word. <p>Use context clues.</p>	<p>Read aloud from own book in a guided reading group with the teacher, that is, the whole group reads the same story:</p> <p>Use structural-analytical decoding skills.</p> <ul style="list-style-type: none"> • Break down words into syllables. • Ability to combine syllables. • Recognise smaller words within a bigger word. <p>Use context clues.</p>	<p>Read aloud from own book in a guided reading group with the teacher, that is, the whole group reads the same story:</p> <p>Use structural-analytical decoding skills.</p> <ul style="list-style-type: none"> • Break down words into syllables. • Ability to combine syllables. • Recognise smaller words within a bigger word. <p>Use context clues.</p>	<p>Read aloud from own book in a guided reading group with the teacher, that is, the whole group reads the same story:</p> <p>Use structural-analytical decoding skills.</p> <ul style="list-style-type: none"> • Break down words into syllables. • Ability to combine syllables. • Recognise smaller words within a bigger word. <p>Use context clues.</p>	<p>Read aloud from own book in a guided reading group with the teacher, that is, the whole group reads the same story:</p> <p>Use structural-analytical decoding skills.</p> <ul style="list-style-type: none"> • Break down words into syllables. • Ability to combine syllables. • Recognise smaller words within a bigger word. <p>Use context clues.</p>	<p>Read aloud from own book in a guided reading group with the teacher, that is, the whole group reads the same story:</p> <p>Use structural-analytical decoding skills.</p> <ul style="list-style-type: none"> • Break down words into syllables. • Ability to combine syllables. • Recognise smaller words within a bigger word. <p>Use context clues.</p>


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Look at words close to a specific word to find out what the unknown word might be. <p>Use phonic knowledge and sight words during reading</p> <p>Use word recognition and comprehension skills during reading:</p> <ul style="list-style-type: none"> Sound words for understanding Use initial letters as clues. Use known parts of the words to understand the whole word. Use combination of sounds to understand words, e.g. fl-oor Use the division of words, such as breaking up syllables to understand the whole word. <p>Read with fluency and intonation</p> <p>Build sight vocabulary during all reading Independent reading: picture books, rhymes, story books from the library or the class reading corner.</p>
<p>Writing: Weight value: 30% Writing</p>	<p>Do word building tasks:</p> <ul style="list-style-type: none"> a, e, o, i, u Write the days of the week and months of the year correctly. Dictation of 3 sentences <p>Answer a comprehension text about e.g.</p> <ul style="list-style-type: none"> The party. 	<p>Do word building tasks:</p> <ul style="list-style-type: none"> aa, ee, oo, uu Write the days of the week and months of the year correctly. Dictation of 3 sentences <p>Draw pictures and write sentences to show understanding of a story.</p> <ul style="list-style-type: none"> My own timeline. 	<p>Do word building tasks:</p> <ul style="list-style-type: none"> ie, oe ou, ui, eu, ei. Write the days of the week and months of the year correctly. Dictation of 3 sentences. <p>Write instructions, for example to a friend.</p> <ul style="list-style-type: none"> Write two reasons why your friend should be grateful. 	<p>Do word building tasks:</p> <ul style="list-style-type: none"> ie, oe ou, ui, eu, ei. Write the days of the week and months of the year correctly. Dictation of 3 sentences. <p>Contribute ideas, words and sentences for a class story (shared writing).</p>	<p>Do word building tasks:</p> <ul style="list-style-type: none"> spr- in sprout, scr- in screw, str- in street Write the days of the week and months of the year correctly. <p>Draw pictures and write sentences to show understanding of a story.</p>	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Use the -t and -d end sound correctly such as bread, field, beat, feet Write the days of the week and months of the year correctly. <p>Write instructions, for example to a friend.</p> <ul style="list-style-type: none"> What should my friend do if he/she 	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Break down multi-syllabic words into separate syllables: re-mem-ber. Write the days of the week and months of the year correctly. <p>Contribute ideas, words and sentences for a class story (shared writing).</p>	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Write the days of the week and months of the year correctly. Dictation <p>Draw pictures and write sentences to show understanding of a story.</p> <p>Write instructions, for example to a friend.</p>	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Recognise and use rhyming words such as blow, flow, grow. Dictation <p>Contribute ideas, words and sentences for a class story (shared writing).</p> <ul style="list-style-type: none"> How can we help our teacher in class? 	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Sort letters and words into alphabetical order. Write the days of the week and months of the year correctly. Dictation. <p>Ask questions to help define the writing task.</p> <ul style="list-style-type: none"> Complete the map about yourself.

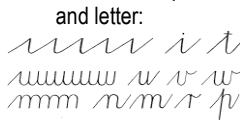
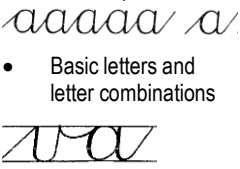
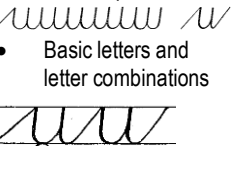
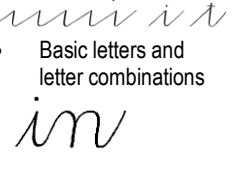

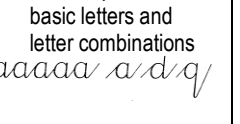
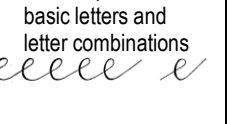
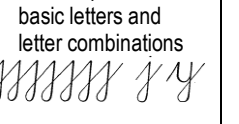
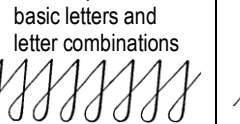
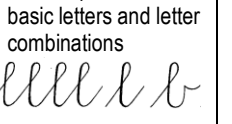
	<p>Contribute ideas, words and sentences for a class story (shared writing).</p> <ul style="list-style-type: none"> Class rules for the year – learners give ideas. <p>Plan the writing process with a friend.</p> <ul style="list-style-type: none"> My birthday wish. <p>Write at least one paragraph of eight sentences such as own news, creative story, description of an incident.</p> <ul style="list-style-type: none"> My birthday wish. <p>Write words to form a sentence using capital letters, full stops, question marks, commas, exclamation marks and inverted commas.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Use present, past and future tense correctly.</p>	<p>Use pictures to choose a topic to write about.</p> <ul style="list-style-type: none"> Choose a photo or a picture of yourself. Put the pictures in the correct sequence and write about them. <p>Plan the writing process with a friend.</p> <p>Write words to form a sentence using capital letters, full stops, question marks, commas, exclamation marks and inverted commas.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Use present, past and future tense correctly.</p>	<p>Contribute ideas, words and sentences for a class story (shared writing).</p> <ul style="list-style-type: none"> What makes us happy in class? <p>Plan the writing process with a friend.</p> <p>Ask questions to help define the writing task.</p> <p>Write at least one paragraph of eight sentences such as:</p> <ul style="list-style-type: none"> Write a diary entry about a day when you were happy and a day when you felt sad. <p>Write words to form a sentence using capital letters, full stops, question marks, commas, exclamation marks and inverted commas.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Use present, past and future tense correctly.</p>	<ul style="list-style-type: none"> Complete a mind map – things children love. <p>Plan the writing process with a friend.</p> <p>Ask questions to help define the writing task.</p> <ul style="list-style-type: none"> Questions such as Why, Where, When, Who, etc. <p>Write at least one paragraph of eight sentences.</p> <ul style="list-style-type: none"> Now complete your own mind map and write a paragraph about what you like to do and why you enjoy this activity. <p>Write words to form a sentence using capital letters, full stops, question marks, commas, exclamation marks and inverted commas.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Use present, past and future tense correctly.</p>	<ul style="list-style-type: none"> Draw and write down the steps for treating nosebleeds and cuts. <p>Write instructions.</p> <ul style="list-style-type: none"> Treatment of nosebleeds and cuts. <p>Ask questions to help define the writing task.</p> <p>Write at least one paragraph of eight sentences.</p> <ul style="list-style-type: none"> E.g. I help my friend <p>Write words to form a sentence using capital letters, full stops, question marks, commas, exclamation marks and inverted commas.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Use present, past and future tense correctly.</p>	<p>experiences a “no” feeling?</p> <p>Use pictures to choose a topic to write about.</p> <ul style="list-style-type: none"> Look at the pictures and choose a topic for your story. <p>Plan the writing process with a friend.</p> <p>Ask questions to help define the writing task.</p> <ul style="list-style-type: none"> Ask questions about the pictures. <p>Write at least one paragraph of eight sentences.</p> <ul style="list-style-type: none"> Write the story in your own words. <p>Write words to form a sentence using capital letters, full stops, question marks, commas, exclamation marks and inverted commas.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Use present, past and future tense correctly.</p>	<ul style="list-style-type: none"> Ways we can keep ourselves healthy.... <p>Write at least one paragraph of eight sentences.</p> <ul style="list-style-type: none"> Keep a diary for a week and write down one or two things you have done every day to keep yourself healthy. <p>Write words to form a sentence using capital letters, full stops, question marks, commas, exclamation marks and inverted commas.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Use present, past and future tense correctly.</p>	<p>Contribute ideas, words and sentences for a class story (shared writing).</p> <ul style="list-style-type: none"> Write down four rules for your class. <p>Use pictures to choose a topic to write about.</p> <ul style="list-style-type: none"> Choose three pictures about the rights and responsibilities of children. Write in your own words what this means. <p>Plan the writing process with a friend.</p> <ul style="list-style-type: none"> Rights and responsibilities of children. <p>Ask questions to help define the writing task.</p> <p>Write at least one paragraph of eight sentences.</p> <ul style="list-style-type: none"> Rights and responsibilities of children. <p>Write words to form a sentence using capital letters, full stops, question marks, commas, exclamation marks and inverted commas.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Use present, past and future tense correctly.</p>	<p>Write at least one paragraph of eight sentences.</p> <ul style="list-style-type: none"> How do you help your mom and dad at home? <p>Write and illustrate six to eight sentences on a topic to contribute to a book for the class library.</p> <ul style="list-style-type: none"> Illustrate the sentences about the things the learners are going to help the teacher with. <p>Write words to form a sentence using capital letters, full stops, question marks, commas, exclamation marks and inverted commas.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Use present, past and future tense correctly.</p>	<p>Write at least one paragraph of eight sentences.</p> <ul style="list-style-type: none"> I tell more about myself. <p>Write words to form a sentence using capital letters, full stops, question marks, commas, exclamation marks and inverted commas.</p> <p>Use present, past and future tense correctly.</p>
<p>Handwriting Weight value: 10%</p>	<p>Introduce cursive writing:</p> <ul style="list-style-type: none"> Date and captions. Formation of pattern and letter:  <ul style="list-style-type: none"> Copy written text correctly. 	<p>Introduce cursive writing:</p> <ul style="list-style-type: none"> Date and captions. Formation of pattern and letter:  <ul style="list-style-type: none"> Copy written text correctly. 	<p>Introduce cursive writing:</p> <ul style="list-style-type: none"> Date and captions. Formation of pattern and letter:  <ul style="list-style-type: none"> Copy written text correctly. 	<p>Introduce cursive writing:</p> <ul style="list-style-type: none"> Date and captions. Formation of pattern and letter:  <ul style="list-style-type: none"> Copy written text correctly. 	<p>Introduce cursive writing:</p> <ul style="list-style-type: none"> Date and captions. Formation of pattern and letter:  <ul style="list-style-type: none"> Copy written text correctly. 	<p>Introduce cursive writing:</p> <ul style="list-style-type: none"> Date and captions. Formation of pattern and letter:  <ul style="list-style-type: none"> Copy written text correctly. 	<p>Introduce cursive writing:</p> <ul style="list-style-type: none"> Date and captions. Formation of pattern and letter:  <ul style="list-style-type: none"> Copy written text correctly. 	<p>Introduce cursive writing:</p> <ul style="list-style-type: none"> Date and captions. Formation of pattern and letter:  <ul style="list-style-type: none"> Copy written text correctly. 	<p>Introduce cursive writing:</p> <ul style="list-style-type: none"> Date and captions. Formation of pattern and letter:  <ul style="list-style-type: none"> Copy written text correctly. 	<p>Introduce cursive writing:</p> <ul style="list-style-type: none"> Date and captions. Formation of pattern and letter:  <ul style="list-style-type: none"> Copy written text correctly.
<p>Requisite pre-knowledge</p>	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 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 DBP workbooks Flash cards Pictures Posters
<p>Informal assessment and didactic assistance</p>	<ul style="list-style-type: none"> These activities are observed and assessed daily during Language lessons. Not all skills have to be assessed, but the learners should rather be given the opportunity to practise and master the skills. This takes place informally and on a continuous basis. 									

SBA (Formal assessment)	<ul style="list-style-type: none"> • These activities must be observed and assessed daily during Home Language lessons. Not all skills have to be assessed, but the learners should rather be given the opportunity to practise and master the skills. • At the end of Week 9, all the checklists must be completed, which allows the educator to score each child. • Teachers can choose from SBA guidelines on the formal assessment model <p>https://drive.google.com/file/d/1YlhNXwlfP1gpJXtXhEEyJolOdSLw4YA3/view?usp=sharing</p>
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TERM 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEMES	Healthy eating		Insects			Life cycles		Recycling		
Listening and Speaking Weight value: 15% 9 Ideas to Improve Your Child's Listening Skills WorksheetCloud https://www.worksheetcloud.com/blog/9-ideas-to-improve-your-childs-listening-skills/	<p>Listen to a complex sequence of instructions (at least 5) and respond appropriately.</p> <p>Do an oral presentation, e.g. "show and tell" – describe and compare an object.</p> <ul style="list-style-type: none"> • Look at the pictures of the different food groups and discuss. <p>Listen and respond to announcements on the intercom or radio.</p> <p>Talk about personal experiences, such as sharing news, expressing feelings and giving own opinion.</p> <ul style="list-style-type: none"> • Healthy eating <p>Use language to investigate and suggest alternatives. For example: "I think it may ...", "If ... then ...".</p> <p>Propose solutions for a problem.</p>	<p>Do an oral presentation, e.g. "show and tell" – describe and compare an object.</p> <ul style="list-style-type: none"> • Learners show each other what healthy food they packed for school. • Discuss and give reasons. <p>Listen to stories, poems and songs and give an opinion, with reasons.</p> <ul style="list-style-type: none"> • Listen to a poem about healthy food. <p>Pose questions to get clarity on an activity, to do planning and to obtain information.</p> <ul style="list-style-type: none"> • Healthy eating <p>Analyse, compare and contrast information such as the eating habits of a child and a monkey.</p> <ul style="list-style-type: none"> • Analyse the eating habits of others. <p>Propose solutions for a problem.</p>	<p>Do an oral presentation, e.g. "show and tell" – describe and compare an object.</p> <ul style="list-style-type: none"> • Discuss the different body parts of an insect. • Learners can bring insects to school. • Are the insects useful or harmful? <p>Talk about personal experiences, such as sharing news, expressing feelings and giving own opinion.</p> <ul style="list-style-type: none"> • What insects have you seen? <p>Listen to stories, poems and songs and give an opinion, with reasons.</p> <ul style="list-style-type: none"> • Poem about e.g. an ant. <p>Recognise and identify the relationship between cause and effect.</p> <ul style="list-style-type: none"> • Insects can be useful or harmful... 	<p>Listen attentively to stories on the radio, or that are read by the teacher.</p> <ul style="list-style-type: none"> • Listen to the story the teacher reads about e.g. The buzzy mosquito. <p>Tell a short story with a simple story line and different characters.</p> <ul style="list-style-type: none"> • One day there were three busy little bees • The learners tell the rest of the story. <p>Listen to stories, poems and songs and give an opinion, with reasons.</p> <ul style="list-style-type: none"> • Listen to the story about e.g. The busy little bees <p>With support, predict what will happen in a story. For example: "Look at the title and book cover. "What do you think is going to happen?"</p> <p>Recognise and identify the relationships between cause and effect in stories, songs and poems, and use conjunctions such as "because". For example: "The mouse is running away because ..."</p>	<p>Talk about personal experiences, such as sharing news, expressing feelings and giving own opinion.</p> <ul style="list-style-type: none"> • Learners tell each other how they will make their butterflies. <p>Use language to investigate and suggest alternatives.</p> <ul style="list-style-type: none"> • Make your own butterfly. <p>Pose questions to get clarity on an activity, to do planning and to obtain information.</p> <ul style="list-style-type: none"> • Make your own butterfly. <p>Analyse, compare and contrast information.</p> <ul style="list-style-type: none"> • Different ways I can make my butterfly. <p>Propose solutions for a problem.</p>	<p>Listen attentively to stories on the radio, or that are read by the teacher.</p> <ul style="list-style-type: none"> • Watch and listen to the video of the life cycle of e.g. the frog. <p>Listen to stories, poems and songs and give an opinion, with reasons.</p> <ul style="list-style-type: none"> • Listen to the story about, e.g. The new little frog. <p>With support, predict what will happen in a story. For example: "Look at the title and book cover. "What do you think is going to happen?"</p> <ul style="list-style-type: none"> • Listen to the story about, e.g. The new little frog <p>Recognise and identify the relationships between cause and effect in stories, songs and poems, and use conjunctions such as "because". For example: "The mouse is running away because ..."</p> <ul style="list-style-type: none"> • Why, for example, was the new little frog scared? <p>Propose solutions for a problem.</p>	<p>Participate in group and class discussions, suggest topics and ideas for discussions.</p> <ul style="list-style-type: none"> • Choose some of the groups' life cycles and discuss. <p>Listen to stories and give an opinion, with reasons.</p> <ul style="list-style-type: none"> • Learners in the class get silkworms. Discuss the life cycle of the silkworm. <p>Pose questions to get clarity on an activity, to do planning and to obtain information.</p> <ul style="list-style-type: none"> • How are we going to take care of our silkworms? <p>Analyse, compare and contrast information.</p> <ul style="list-style-type: none"> • Differences in the life cycles of different animals. 	<p>Participate in group and class discussions, suggest topics and ideas for discussions.</p> <ul style="list-style-type: none"> • We protect our environment. <p>Talk about latest news/news events, give an opinion and express feelings.</p> <ul style="list-style-type: none"> • Recycling – We protect our environment. • Look at the poster and talk to your friend about it. <p>Talk about personal experiences, such as sharing news, expressing feelings and giving own opinion.</p> <ul style="list-style-type: none"> • How do you protect your surroundings at home? <p>Pose questions to get clarity on an activity, to do planning and to obtain information.</p> <ul style="list-style-type: none"> • How can we protect our environment? <p>Understand and use appropriate language of different subjects, such as Life Skills.</p> <ul style="list-style-type: none"> • Recycling <p>Propose solutions for a problem.</p>	<p>Participate in group and class discussions, suggest topics and ideas for discussions.</p> <ul style="list-style-type: none"> • What products can be recycled? • What can it be used for? • How do we recycle e.g. paper? <p>Recognise and identify the relationship between cause and effect.</p> <ul style="list-style-type: none"> • What will happen if we do not start recycling products? <p>Analyse, compare and contrast information.</p> <ul style="list-style-type: none"> • Recycling of products. <p>Understand and use appropriate language of different subjects, such as Life Skills.</p> <p>Propose solutions for a problem.</p>	<p>Listen to stories, poems and songs and give an opinion, with reasons.</p> <ul style="list-style-type: none"> • Read a non-fiction story about e.g. Children who recycle. <p>With support, predict what will happen in a story. For example: "Look at the title and book cover. "What do you think is going to happen?"</p> <p>Recognise and identify the relationships between cause and effect in stories, songs and poems, and use conjunctions such as "because". For example: "The mouse is running away because ..."</p> <p>Propose solutions for a problem.</p>

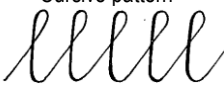
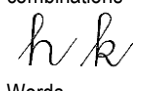
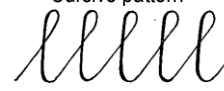

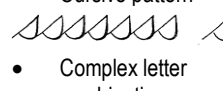
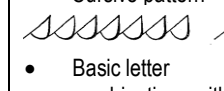
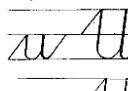

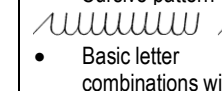
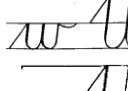

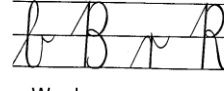
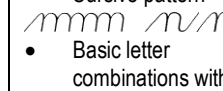
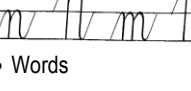
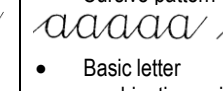
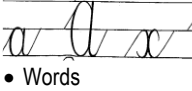
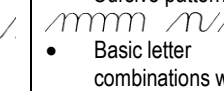
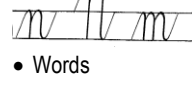
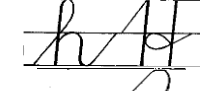
				<ul style="list-style-type: none"> Why did the mosquito fly away? 		<ul style="list-style-type: none"> Use problems from the story to provide solutions. 		<ul style="list-style-type: none"> How can we protect the environment? 		
<p>Word building: Weight value: 20%</p> <p>Teach your child to turn writing words into writing sentences</p> <p>https://schoolstart.com.au/.../one-simple-activity-that-will-teach-your-child-to-turn-writin...</p>	<ul style="list-style-type: none"> Fundisa isandi nononbumba-u-/ntsh/ Fundisa amagama asuka kuluhlu lwamagama lwesandi-mazwi: intshontsho Sika oonotsheluzulu lwamagama. Yenza umcwe wephepha wesivakalisi: Deda mhlngana endaweni yendywagi. 	<ul style="list-style-type: none"> Fundisa isandi nononbumba-u-/ndlw/ Fundisa amagama asuka kuluhlu lwamagama lwesandi-mazwi: indlwana Sika oonotsheluzulu lwamagama. Yenza umcwe wephepha wesivakalisi: Intshontsho lenja lilele kwindlwana yalo. 	<ul style="list-style-type: none"> Fundisa isandi nononbumba-u-/ndlw/ Fundisa amagama asuka kuluhlu lwamagama lwesandi-mazwi: umbundlwana Sika oonotsheluzulu lwamagama. Yenza umcwe wephepha wesivakalisi: UMandla uchole umbundlwana wenja. 	<ul style="list-style-type: none"> Fundisa isandi nononbumba-u-/nty/ Fundisa amagama asuka kuluhlu lwamagama lwesandi-mazwi: intyatyambo Sika oonotsheluzulu lwamagama. Yenza umcwe wephepha wesivakalisi: lintyatyambo zibantle entalkohlaza. 	<ul style="list-style-type: none"> Fundisa isandi nononbumba-u-/ntlw/ Fundisa amagama asuka kuluhlu lwamagama lwesandi-mazwi: intlwayelelo Sika oonotsheluzulu lwamagama. Yenza umcwe wephepha wesivakalisi: Kulungiswe intlwayelelo yesivuno. 	<ul style="list-style-type: none"> Fundisa isandi nononbumba-u-/ntsw/ Fundisa amagama asuka kuluhlu lwamagama lwesandi-mazwi: iintswelo Sika oonotsheluzulu lwamagama. Yenza umcwe wephepha wesivakalisi: Utata uthandazela iintswelo zakhe. 	<ul style="list-style-type: none"> Fundisa isandi nononbumba-u-/ntyw Fundisa amagama asuka kuluhlu lwamagama lwesandi-mazwi: untywila Sika oonotsheluzulu lwamagama. Yenza umcwe wephepha wesivakalisi: Umalume untywila edamini. 	<ul style="list-style-type: none"> Fundisa isandi nononbumba-u-/tyh/ Fundisa amagama asuka kuluhlu lwamagama lwesandi-mazwi: ityhefu Sika oonotsheluzulu lwamagama. Yenza umcwe wephepha wesivakalisi: Usana lutye ityhefu phantsi. 	<ul style="list-style-type: none"> Fundisa isandi nononbumba-u-/tshw/ Fundisa amagama asuka kuluhlu lwamagama lwesandi-mazwi: tshweza Sika oonotsheluzulu lwamagama. Yenza umcwe wephepha wesivakalisi: Abantwana batshweza iipensile zabo. 	<p>Uhlobo</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 Weight value: 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>Use visual clues</p> <ul style="list-style-type: none"> Use the pictures of the different food groups. <p>Read enlarged texts such as poems, Big Books, posters and electronic text as a class with the teacher (shared reading).</p> <ul style="list-style-type: none"> Read the information on each food group. <p>Use key words and headings to find information in non-fiction texts.</p> <ul style="list-style-type: none"> List of healthy foods. <p>Read and answer a variety of higher-order thinking questions based on the text.</p> <ul style="list-style-type: none"> Why are some foods more important than others? 	<p>Read a book as a whole class with teacher (shared reading) and describe the sequence of events, background and the relationship between cause and effect.</p> <ul style="list-style-type: none"> For example, read a story about things that strengthen us and things that weaken us. <p>Answer a variety of higher-order thinking questions based on the text.</p> <ul style="list-style-type: none"> Answers questions about the story read. 	<p>Read enlarged texts such as poems, Big Books, posters and electronic text as a class with the teacher (shared reading).</p> <p>Read non-fiction on insects:</p> <ul style="list-style-type: none"> Types Body parts. Harmful and harmless insects. <p>Use visual clues.</p> <ul style="list-style-type: none"> Picture of an insect, indicating body parts. <p>Use table of contents, index and page numbers to find information.</p> <ul style="list-style-type: none"> Facts about insects. <p>Answer a variety of higher-order thinking questions based on the text.</p> <ul style="list-style-type: none"> What will happen if there are more harmful than useful insects? 	<p>Read a book as a whole class with teacher (shared reading) and describe the sequence of events, background and the relationship between cause and effect.</p> <ul style="list-style-type: none"> With the teacher, read the story about e.g. The buzzy mosquito. <p>Use table of contents, index and page numbers to find information.</p> <ul style="list-style-type: none"> Leamers look for the story in the book. <p>Use key words and headings to find information in non-fiction texts.</p> <ul style="list-style-type: none"> Vocabulary on insects <p>Answer a variety of higher-order thinking questions based on the text.</p>	<p>Read enlarged texts such as poems, Big Books, posters and electronic text as a class with the teacher (shared reading).</p> <ul style="list-style-type: none"> With the teacher, read what resources are needed and what steps to follow to make a butterfly. <p>Find and use information sources such as community members, library books.</p> <ul style="list-style-type: none"> Look in different books at the different ways butterflies can be made. <p>Use table of contents, index and page numbers to find information.</p> <ul style="list-style-type: none"> Make your own butterfly. <p>Use key words and headings to find</p>	<p>Read a book as a whole class with teacher (shared reading) and describe the sequence of events, background and the relationship between cause and effect.</p> <ul style="list-style-type: none"> With the teacher, read the captions of the life cycle of e.g. the frog. <p>Find and use information sources such as library books.</p> <ul style="list-style-type: none"> Look for books that explain other animals' life cycles. <p>Use table of contents, index and page numbers to find information.</p> <ul style="list-style-type: none"> Life cycle of animals. <p>Use key words and headings to find information in non-fiction texts.</p>	<p>Read a book as a whole class with teacher (shared reading) and describe the sequence of events, background and the relationship between cause and effect.</p> <ul style="list-style-type: none"> Recycling poster: Look at the recycling poster. Where have you seen this emblem before? <p>Use key words and headings to find information in non-fiction texts.</p> <ul style="list-style-type: none"> Read the keywords – Reuse, recycle and reduce Discuss each of these words. <p>Answer a variety of higher-order thinking questions based on the text.</p>	<p>Read enlarged texts such as poems, Big Books, posters and electronic text as a class with the teacher (shared reading).</p> <ul style="list-style-type: none"> Watch the video – How is paper recycled? <p>Read a book as a whole class with teacher (shared reading) and describe the sequence of events, background and the relationship between cause and effect.</p> <ul style="list-style-type: none"> How can paper be recycled? <p>Find and use information sources such as community members.</p> <ul style="list-style-type: none"> Recycle paper. <p>Use table of contents, index and page numbers to find information.</p> <ul style="list-style-type: none"> Recycle paper. 	<p>Read a book as a whole class with teacher (shared reading) and describe the sequence of events, background and the relationship between cause and effect.</p> <ul style="list-style-type: none"> With the learners, read a non-fiction story about recycling. <p>Answer a variety of higher-order thinking questions based on the text.</p> <ul style="list-style-type: none"> Answer text-based questions. 	

				<ul style="list-style-type: none"> Answer questions about the text that was read. 	information in non-fiction texts. <ul style="list-style-type: none"> Make your own butterfly. 	<ul style="list-style-type: none"> Vocabulary on life cycles. Answer a variety of higher-order thinking questions based on the text.			Use key words and headings to find information in non-fiction texts. <ul style="list-style-type: none"> Recycle paper. 	
Group-guided reading What Is Guided Reading? Reading Lessons Free By Howcast Resource URL https://www.youtube.com/watch?v=yw6CyBikPqw	<p>Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level.</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills when reading unfamiliar words.</p> <p>Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud.</p> <p>Learners monitor themselves during reading in terms of word recognition and comprehension skills.</p> <p>Use diagrams and pictures from the text to enhance comprehension.</p> <p>Read with increasing fluency and expression.</p>	<p>Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level.</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills when reading unfamiliar words.</p> <p>Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud.</p> <p>Learners monitor themselves during reading in terms of word recognition and comprehension skills.</p> <p>Use diagrams and pictures from the text to enhance comprehension.</p> <p>Read with increasing fluency and expression.</p>	<p>Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level.</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills when reading unfamiliar words.</p> <p>Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud.</p> <p>Learners monitor themselves during reading in terms of word recognition and comprehension skills.</p> <p>Use diagrams and pictures from the text to enhance comprehension.</p> <p>Read with increasing fluency and expression.</p>	<p>Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level.</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills when reading unfamiliar words.</p> <p>Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud.</p> <p>Learners monitor themselves during reading in terms of word recognition and comprehension skills.</p> <p>Use diagrams and pictures from the text to enhance comprehension.</p> <p>Read with increasing fluency and expression.</p>	<p>Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level.</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills when reading unfamiliar words.</p> <p>Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud.</p> <p>Learners monitor themselves during reading in terms of word recognition and comprehension skills.</p> <p>Use diagrams and pictures from the text to enhance comprehension.</p> <p>Read with increasing fluency and expression.</p>	<p>Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level.</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills when reading unfamiliar words.</p> <p>Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud.</p> <p>Learners monitor themselves during reading in terms of word recognition and comprehension skills.</p> <p>Use diagrams and pictures from the text to enhance comprehension.</p> <p>Read with increasing fluency and expression.</p>	<p>Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level.</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills when reading unfamiliar words.</p> <p>Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud.</p> <p>Learners monitor themselves during reading in terms of word recognition and comprehension skills.</p> <p>Use diagrams and pictures from the text to enhance comprehension.</p> <p>Read with increasing fluency and expression.</p>	<p>Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level.</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills when reading unfamiliar words.</p> <p>Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud.</p> <p>Learners monitor themselves during reading in terms of word recognition and comprehension skills.</p> <p>Use diagrams and pictures from the text to enhance comprehension.</p> <p>Read with increasing fluency and expression.</p>	<p>Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level.</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills when reading unfamiliar words.</p> <p>Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud.</p> <p>Learners monitor themselves during reading in terms of word recognition and comprehension skills.</p> <p>Use diagrams and pictures from the text to enhance comprehension.</p> <p>Read with increasing fluency and expression.</p>	<p>Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level.</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills when reading unfamiliar words.</p> <p>Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud.</p> <p>Learners monitor themselves during reading in terms of word recognition and comprehension skills.</p> <p>Use diagrams and pictures from the text to enhance comprehension.</p> <p>Read with increasing fluency and expression.</p>
Writing: Weight value: 30%	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Do tasks that revise Term 1's work. <p>Participate in a discussion to select a topic to write about.</p> <ul style="list-style-type: none"> Healthy eating <p>Keep a diary for one week, noting the weather and other pieces of information.</p> <ul style="list-style-type: none"> For 5 days, write down what you pack for school every day. <p>Write and illustrate sentences on a topic to contribute to a book for the class library.</p> <ul style="list-style-type: none"> Write a recipe for your favourite food. Illustrate the recipe. <p>Use correct grammar so that others can read and</p>	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Recognise words ending with -er such as faster; -en such as listen. <p>Participate in a discussion to select a topic to write about.</p> <ul style="list-style-type: none"> Why is it important to eat healthy? <p>Write at least two paragraphs (ten or more sentences).</p> <ul style="list-style-type: none"> Why is it important to eat healthy? <p>Use correct grammar so that others can read and understand what has been written.</p> <ul style="list-style-type: none"> Vocabulary on health eating habits. <p>Use punctuation correctly: capital letters, full stops, commas,</p>	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Recognise words ending with -lm, such as calm. <p>Write at least two paragraphs (ten or more sentences).</p> <ul style="list-style-type: none"> Useful information on insects. <p>Write and illustrate sentences on a topic to contribute to a book for the class library.</p> <ul style="list-style-type: none"> Draw a picture of an insect and label the body parts. <p>Use correct grammar so that others can read and understand what has been written.</p> <ul style="list-style-type: none"> Vocabulary on insects <p>Use punctuation correctly: capital letters,</p>	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Recognise words ending with -ng, and -nk such as sing, drink. <p>Write at least two paragraphs (ten or more sentences).</p> <ul style="list-style-type: none"> Choose a writing frame for an insect.  <ul style="list-style-type: none"> Tell us more about yourself. <p>Write a simple book review.</p> <ul style="list-style-type: none"> Write a review (PNI – positive, negative and interesting facts) on the book that was read to you. <p>Use correct grammar so that others can read and</p>	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Recognise words ending in -idge and -age, such as bridge, stage <p>Participate in a discussion to select a topic to write about.</p> <ul style="list-style-type: none"> We make our own butterflies. <p>Write and illustrate sentences on a topic to contribute to a book for the class library.</p> <ul style="list-style-type: none"> How did I make my butterfly? Resources Steps Draw the butterfly. <p>Use correct grammar so that others can read and understand what has been written.</p> <ul style="list-style-type: none"> We make our own butterflies. 	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Recognise words ending with -ng, and -nk such as sing, drink. <p>Participate in a discussion to select a topic to write about.</p> <ul style="list-style-type: none"> Life cycles <p>Write and illustrate sentences on a topic to contribute to a book for the class library.</p> <ul style="list-style-type: none"> Learners work together in groups. Each group gets an animal's life cycle to draw and label. <p>Use correct grammar so that others can read and understand what has been written.</p> <ul style="list-style-type: none"> Vocabulary on life cycles. 	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Break down multi-syllabic words into separate syllables: re-mem-ber <p>Keep a diary for one week, noting the weather and other pieces of information.</p> <ul style="list-style-type: none"> Life cycle of the silkworm. <p>Use correct grammar so that others can read and understand what has been written.</p> <ul style="list-style-type: none"> Vocabulary on the life cycle of the silkworm. <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p>	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Break down multi-syllabic words into separate syllables: re-mem-ber <p>Participate in a discussion to select a topic to write about.</p> <ul style="list-style-type: none"> How can we keep the school grounds clean? <p>Write at least two paragraphs (ten or more sentences) on personal experiences such as daily news or a school event.</p> <ul style="list-style-type: none"> How do we keep the school grounds clean? What practical tips can you give? <p>Use correct grammar so that others can read and</p>	<p>Do tasks on: Plurals</p> <p>Participate in a discussion to select a topic to write about.</p> <ul style="list-style-type: none"> Recycle – Keep our country clean! <p>Write at least two paragraphs (ten or more sentences) on personal experiences such as daily news or a school event.</p> <ul style="list-style-type: none"> Design something you can make from objects you've recycled. Write the name of the object. What is the object made of? Draw a picture of your design. <p>Use correct grammar so that others can read and</p>	<p>Do tasks on: Plurals</p> <p>Write a simple book review.</p> <ul style="list-style-type: none"> Write a review (PNI – positive, negative and interesting facts) on the book that was read to you. <p>Read and edit own writing by correcting spelling, punctuation, etc.</p> <p>Read own and others' writing to a friend or a group.</p>

	<p>understand what has been written.</p> <ul style="list-style-type: none"> Thabo and Nomsa are on their way to the Sunshine Cafe. They have to buy food for dinner. Write a menu of healthy foods they're going to buy. <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Identify and use nouns, pronouns, verbs and adverbs correctly.</p> <p>Use phonic knowledge and spelling rules to write unfamiliar words.</p>	<p>question marks, exclamation marks and inverted commas.</p> <p>Identify and use nouns, pronouns, verbs and adverbs correctly.</p> <p>Use phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Use present and past tense correctly, for example: He reads his book. They sang yesterday.</p> <p>Read and edit own writing by correcting spelling, punctuation, etc.</p> <p>Read own and others' writing to a friend or a group.</p>	<p>full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Identify and use nouns, pronouns, verbs and adverbs correctly.</p> <p>Use phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Use present and past tense correctly, for example: He reads his book. They sang yesterday.</p> <p>Read and edit own writing by correcting spelling, punctuation, etc.</p> <p>Read own and others' writing to a friend or a group.</p>	<p>understand what has been written.</p> <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Identify and use nouns, pronouns, verbs and adverbs correctly.</p> <p>Use phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Use present and past tense correctly, for example: He reads his book. They sang yesterday.</p> <p>Read and edit own writing by correcting spelling, punctuation, etc.</p>	<p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Identify and use nouns, pronouns, verbs and adverbs correctly.</p> <p>Read own and others' writing to a friend or a group.</p>	<p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Identify and use nouns, pronouns, verbs and adverbs correctly.</p> <p>Use phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Read and edit own writing by correcting spelling, punctuation, etc.</p>	<p>Identify and use nouns, pronouns, verbs and adverbs correctly.</p> <p>Use phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Use present and past tense correctly, for example: He reads his book. They sang yesterday.</p> <p>Read and edit own writing by correcting spelling, punctuation, etc.</p>	<p>understand what has been written.</p> <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Use phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Read and edit own writing by correcting spelling, punctuation, etc.</p> <p>Read own and others' writing to a friend or a group.</p>	<p>understand what has been written.</p> <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Identify and use nouns, pronouns, verbs and adverbs correctly.</p> <p>Read and edit own writing by correcting spelling, punctuation, etc.</p> <p>Read own and others' writing to a friend or a group.</p>	
<p>Handwriting</p> <p>Weight value: 10%</p>	<p>Revise cursive writing:</p> <ul style="list-style-type: none"> Date and captions Formation of pattern and letter: 	<p>Introduce:</p> <ul style="list-style-type: none"> Date and captions Cursive pattern: 	<p>Introduce:</p> <ul style="list-style-type: none"> Date and captions Cursive pattern: Basic letters and letter combinations 	<p>Introduce:</p> <ul style="list-style-type: none"> Date and captions Cursive pattern: Basic letters and letter combinations 	<p>Introduce:</p> <ul style="list-style-type: none"> Date and captions Cursive pattern and basic letter combinations 	<p>Introduce:</p> <ul style="list-style-type: none"> Date and captions Cursive pattern and basic letters and letter combinations 	<p>Introduce:</p> <ul style="list-style-type: none"> Date and captions Cursive pattern and basic letters and letter combinations 	<p>Introduce:</p> <ul style="list-style-type: none"> Date and captions Cursive pattern and basic letters and letter combinations 	<p>Introduce:</p> <ul style="list-style-type: none"> Date and captions Cursive pattern and basic letters and letter combinations 	<p>Introduce:</p> <ul style="list-style-type: none"> Date and captions Cursive pattern and basic letters and letter combinations 
Requisite pre-knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 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 and didactic assistance	<ul style="list-style-type: none"> These activities are observed and assessed daily during Language lessons. Not all skills have to be assessed, but the learners should rather be given the opportunity to practise and master the skills. This takes place informally and on a continuous basis. 									
SBA (Formal assessment)	<ul style="list-style-type: none"> These activities must be observed and assessed daily during Home Language lessons. Not all skills have to be assessed, but the learners should rather be given the opportunity to practise and master the skills. At the end of Week 9, all the checklists must be completed, which allows the educator to score each child. Teachers can choose from SBA guidelines on the formal assessment model <p>https://drive.google.com/file/d/1YlhNXwlfP1qpJXtXhEEyJolOdSLw4YA3/view?usp=sharing</p>									

TERM 3 54 days	Week 1	Week 2	Week 3	Week 4:	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEMES	Public safety		Pollution		How people lived a long time ago			Space		
Listening and Speaking Weight value: 15% Word Family -at Phonics Song for Kids Jack Hartmann - YouTube https://www.youtube.com/watch?v=DkUunCjP3Hs	Conduct interviews with people for a specific purpose, such as finding out more about their work. <ul style="list-style-type: none"> The teacher invites a police officer to come and talk to the learners. The learners interview the police officer to find out what his/her job entails. Do an oral presentation: Tell news or talk about an experience in a logical sequence. <ul style="list-style-type: none"> Learners relate in their own words what the job of a policeman entails. Use increasingly interesting words and descriptions in oral language. <ul style="list-style-type: none"> Use vocabulary on safe and unsafe places. 	Conduct interviews with people for a specific purpose, such as finding out more about their work. <ul style="list-style-type: none"> The teacher invites a traffic officer to come and talk to the learners. The learners interview the traffic officer to find out what his/her work entails. Listen to a story and identify the relationship between cause and effect in the story. <ul style="list-style-type: none"> Listen to a story about safety. Use increasingly interesting words and descriptions in oral language. <ul style="list-style-type: none"> Vocabulary on safety. Suggest solutions for problems.	Listen to a story and identify the relationship between cause and effect in the story. <ul style="list-style-type: none"> Listen to factual text – What is pollution? Different types of pollution Do an oral presentation: Tell news or talk about an experience in a logical sequence. <ul style="list-style-type: none"> Learners tell each other what pollution is and the types of pollution around us. Use increasingly interesting words and descriptions in oral language. <ul style="list-style-type: none"> Descriptive vocabulary on pollution types. 	Participate in discussions and give useful feedback. <ul style="list-style-type: none"> Effects of pollution. Listen to a story and identify the relationship between cause and effect in the story. <ul style="list-style-type: none"> Read a story about e.g. The litterbugs who pollute our water. Suggest solutions for problems. <ul style="list-style-type: none"> How can we help to reduce pollution? 	Participate in discussions and give useful feedback. <ul style="list-style-type: none"> How people lived long ago – The things we do and how we do it change over time. Look at the pictures. Think about the kind of work the people in the pictures did and where they worked. How far from their homes do you think they worked? What did they eat, etc.? Conduct interviews with people for a specific purpose, such as finding out more about their work. <ul style="list-style-type: none"> Invite an older person to the class and conduct an interview with the person. 	Give the logical sequence of events. <ul style="list-style-type: none"> Tell the course of the story. Listen to a story and identify the relationship between cause and effect in the story. <ul style="list-style-type: none"> For example, listen to the story Mr March has to tell. Use increasingly interesting words and descriptions in oral language. How people lived long ago. <ul style="list-style-type: none"> How people lived long ago. Learners can bring something old from home – they can tell their friends what it was used for. 	Listen for details in stories and other oral texts and answer open-ended questions. <ul style="list-style-type: none"> More on how things were done in the past. Listen to the last part of Mr March's story. Look at the picture of life on a farm about 200 years ago. Use increasingly interesting words and descriptions in oral language. <ul style="list-style-type: none"> In groups, learners discuss – Look at the clothes, the tools, the implements and the means of transport. Groups provide feedback to the class. 	Listen for details in stories and other oral texts and answer open-ended questions. <ul style="list-style-type: none"> Watch the video of the planets and the rest of the solar system. Answer open-ended questions. Tell a story with a beginning, middle and end. Listen to a story and identify the relationship between cause and effect in the story. <ul style="list-style-type: none"> Watch a video of e.g. The planets and the solar system. Use increasingly interesting words and descriptions in oral language. <ul style="list-style-type: none"> Vocabulary on the planets and the solar system. 	Listen for details in stories and other oral texts and answer open-ended questions. <ul style="list-style-type: none"> Listen to a story about, e.g. Little green man goes to the moon. Tell a story with a beginning, middle and end. <ul style="list-style-type: none"> Tell the story in your own words. Listen to a story and identify the relationship between cause and effect in the story.	Do an oral presentation: Tell news or talk about an experience in a logical sequence. <ul style="list-style-type: none"> Explain in your own words what your spacecraft will look like and the tools you will use to make it. Use increasingly interesting words and descriptions in oral language. Suggest solutions for problems.
Word building: Weight value: 20% Phonics: The 'ea, ey' spelling [FREE RESOURCE] - YouTube https://www.youtube.com/watch?v=nFGBY8uDnjl	<ul style="list-style-type: none"> Hlaziya izandi ebezifundiswe kwikota yesi-3. 	<ul style="list-style-type: none"> Lungisa oonotsheluzabesandi namagama Fundisa isandi nononbumba-u-xhw/ Fundisa amagama asuka kuluhlu lwamagama lwesandi-mazwi: xhwila Lungisa izivakalisi esinamagama anesandi esifundisiweyo. 	<ul style="list-style-type: none"> Fundisa isandi nononbumba-u-/khw/ Fundisa amagama asuka kuluhlu lwamagama lwesandi-mazwi: ibhulukhwe Sika oonotsheluzakuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: Ibhulukhwe kaBahle inkulu. 	<ul style="list-style-type: none"> Fundisa isandi nononbumba-u-/nkx/ Fundisa amagama asuka kuluhlu lwamagama lwesandi-mazwi: inkxopho Sika oonotsheluzakuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: Inkxopho ikhula ngasemlanjeni. 	<ul style="list-style-type: none"> Fundisa isandi nononbumba-u-/ngqw/ Fundisa amagama asuka kuluhlu lwamagama lwesandi-mazwi: ingqwela Sika oonotsheluzakuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: USipho yingqwela ekubalekeni. 	<ul style="list-style-type: none"> Fundisa isandi nononbumba-u-/ntlw/ Fundisa amagama asuka kuluhlu lwamagama lwesandi-mazwi: intlwayelelo Sika oonotsheluzakuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: Kulungiswe intlwayelelo yesivuno. 	<ul style="list-style-type: none"> Fundisa isandi nononbumba-u-/ntshw/ Fundisa amagama asuka kuluhlu lwamagama lwesandi-mazwi: intshwela Sika oonotsheluzakuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: Kushiyeke intshwela yokutya embizeni. 	<ul style="list-style-type: none"> Fundisa isandi nononbumba-u-/ntyw/ Fundisa amagama asuka kuluhlu lwamagama lwesandi-mazwi: intywenka Sika oonotsheluzakuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: Ndibone intywenka yemali evenkileni. 	<ul style="list-style-type: none"> Fundisa isandi nononbumba-u-/nyhw/ Fundisa amagama asuka kuluhlu lwamagama lwesandi-mazwi: inyhwala Sika oonotsheluzakuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: Bekuyinyhwala nje emgidini! 	Uhlolo <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
Reading Weight value: 25% Shared Reading Phonics: The 'ea, ey' spelling [FREE RESOURCE] - YouTube https://www.youtube.com/watch?v=nFGBY8uDnjl	Interpret information from graphic texts such as advertisements, illustrations, posters, graphs, maps. <ul style="list-style-type: none"> Look at the pictures of safe and unsafe places and talk to your friend about it. 	Read enlarged texts such as poems, Big Books, posters and electronic text as a class with the teacher. <ul style="list-style-type: none"> With the teacher, read the story about e.g. Bongi and Jabu. 	Read enlarged texts such as poems, Big Books, posters and electronic text as a class with the teacher. <ul style="list-style-type: none"> With the teacher, learners read the captions of different types of pollution. 	Read a book as a whole class with teacher (shared reading) and discuss the main idea, characters and storyline. <ul style="list-style-type: none"> Read the learners a story about e.g. pollution. 	Read enlarged texts such as poems, Big Books, posters and electronic text as a class with the teacher. <ul style="list-style-type: none"> Watch a video with the teacher. How did people live in the past? 	Read a book as a whole class with teacher (shared reading) and discuss the main idea, characters and storyline. <ul style="list-style-type: none"> Read e.g. Mr March's story. 	Read enlarged texts such as poems, Big Books, posters and electronic text as a class with the teacher. <ul style="list-style-type: none"> Read the last part of Mr March's story. 	Read enlarged texts such as poems, Big Books, posters and electronic text as a class with the teacher. <ul style="list-style-type: none"> With the teacher, read the factual text about the planets and the solar system. 	Read a book as a whole class with teacher (shared reading) and discuss the main idea, characters and storyline. <ul style="list-style-type: none"> With the teacher, read the story about 	Read different poems around a topic and discusses these (form, meaning and word choice). <ul style="list-style-type: none"> Read poems about space.

	<ul style="list-style-type: none"> Talk about why it is dangerous to play in places that are unsafe. <p>Read a book as a whole class with teacher (shared reading) and discuss the main idea, characters and storyline.</p> <ul style="list-style-type: none"> The teacher can read a story with the learners about e.g. Suzie's secret. <p>Answer a variety of higher-order thinking questions based on the passage read.</p> <ul style="list-style-type: none"> Answer questions on the story that was read. 	<p>Read a poem and listen to a song.</p> <ul style="list-style-type: none"> Road safety <p>Read a book as a whole class with teacher (shared reading) and discuss the main idea, characters and storyline.</p> <ul style="list-style-type: none"> Discuss the main idea of the story that was read. <p>Answer a variety of higher-order thinking questions based on the passage read.</p>	<p>Interpret information from graphic texts such as advertisements, illustrations, posters, graphs, maps.</p> <ul style="list-style-type: none"> Pictures of pollution. <p>Answer a variety of higher-order thinking questions based on the passage read.</p> <ul style="list-style-type: none"> Answer questions on pollution. <p>Use a dictionary for new vocabulary and the meaning of words.</p> <ul style="list-style-type: none"> Vocabulary on pollution. 	<p>Say if they like the story and can justify the answer.</p> <ul style="list-style-type: none"> Discuss the story that was read about pollution. <p>Answer a variety of higher-order thinking questions based on the passage read.</p> <ul style="list-style-type: none"> How can we become more aware of the different types of pollution? <p>Use a dictionary for new vocabulary and the meaning of words.</p> <ul style="list-style-type: none"> Vocabulary on pollution. 	<p>Interpret information from graphic texts such as advertisements, illustrations, posters, graphs, maps.</p> <ul style="list-style-type: none"> Discuss the video and pictures of how people lived long ago. <p>Answer a variety of higher-order thinking questions based on the passage read.</p> <ul style="list-style-type: none"> Can you imagine what it must have felt like to have lived long ago? 	<p>Say if they like the story and can justify the answer.</p> <ul style="list-style-type: none"> Discuss the story that was read. <p>Answer a variety of higher-order thinking questions based on the passage read.</p> <ul style="list-style-type: none"> Answer questions on the story that was read. 	<ul style="list-style-type: none"> Look at the picture of a farm about 200 years ago. <p>Interpret information from graphic texts such as advertisements, illustrations, posters, graphs, maps.</p> <ul style="list-style-type: none"> Look at the picture of the farm and discuss. <p>Answer a variety of higher-order thinking questions based on the passage read.</p> <ul style="list-style-type: none"> Answer questions on the story and the picture of the farm. <p>Use a dictionary for new vocabulary and the meaning of words.</p>	<p>Answer a variety of higher-order thinking questions based on the passage read.</p> <ul style="list-style-type: none"> Answer questions on the facts that were read. <p>Use a dictionary for new vocabulary and the meaning of words.</p>	<p>e.g. Little green man goes to the moon.</p> <p>Say if they like the story and can justify the answer.</p> <p>Answer a variety of higher-order thinking questions based on the passage read.</p> <p>Use a dictionary for new vocabulary and the meaning of words.</p>	<p>Interpret information from graphic texts such as advertisements, illustrations, posters, graphs, maps.</p> <ul style="list-style-type: none"> An example of how a toy spacecraft can be made. <p>Use a dictionary for new vocabulary and the meaning of words.</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 alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level.</p> <p>Read different genres such as play scripts.</p> <p>Use self-correcting strategies when reading: re-reading, reading on, pausing.</p> <p>Read with increasing fluency, expression and correct pronunciation.</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills to read unfamiliar words.</p> <p>Learners monitor themselves during reading in terms of word recognition and comprehension skills.</p>	<p>Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level.</p> <p>Read different genres such as play scripts.</p> <p>Use self-correcting strategies when reading: re-reading, reading on, pausing.</p> <p>Read with 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the group's reading level.</p> <p>Read different genres such as play scripts.</p> <p>Use self-correcting strategies when reading: re-reading, reading on, pausing.</p> <p>Read with increasing fluency, expression and correct pronunciation.</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills to read unfamiliar words.</p> <p>Learners monitor themselves during reading in terms of word recognition and comprehension skills.</p>	<p>Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level.</p> <p>Read different genres such as play scripts.</p> <p>Use self-correcting strategies when reading: re-reading, reading on, pausing.</p> <p>Read with increasing fluency, expression and correct pronunciation.</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills to read unfamiliar words.</p> <p>Learners monitor themselves during reading in terms of 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pronunciation.</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills to read unfamiliar words.</p> <p>Learners monitor themselves during reading in terms of word recognition and comprehension skills.</p>	<p>Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level.</p> <p>Read different genres such as play scripts.</p> <p>Use self-correcting strategies when reading: re-reading, reading on, pausing.</p> <p>Read with increasing fluency, expression and correct pronunciation.</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills to read unfamiliar words.</p> <p>Learners monitor themselves during reading in terms of word recognition and comprehension skills.</p>	<p>Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level.</p> <p>Read different genres such as play scripts.</p> <p>Use self-correcting strategies when reading: re-reading, reading on, pausing.</p> <p>Read with increasing fluency, expression and correct pronunciation.</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills to read unfamiliar words.</p> <p>Learners monitor themselves during reading in terms of word recognition and comprehension skills.</p>	<p>Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level.</p> <p>Read different genres such as play scripts.</p> <p>Use self-correcting strategies when reading: re-reading, reading on, pausing.</p> <p>Read with increasing fluency, expression and correct pronunciation.</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills to read unfamiliar words.</p> <p>Learners monitor themselves during reading in terms of word recognition and comprehension skills.</p>
<p>Writing</p> <p>Weight value: 30%</p>	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Revise Weeks 9 and 10 of Term 2. <p>Write personal texts in different forms: A diary entry.</p> <ul style="list-style-type: none"> Imagine you are Suzie. Write a daily entry, relating what happened today. Explain how you felt. <p>Plan, write, edit and present own story of at</p>	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Recognise and use the plurals of familiar words by adding 's' or 'es' <p>Write and illustrate sentences on a topic to contribute to a book in the classroom library.</p> <ul style="list-style-type: none"> Write an ending for the story in which you say what you think may happen next. 	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Recognise and use the plurals of familiar words by adding 's' or 'es' <p>Plan, write, edit and present own story of at least two paragraphs (ten or more sentences) and give the story a caption/heading.</p> <ul style="list-style-type: none"> What is pollution? Different types of pollution 	<p>Do word-building activities using sounds that were taught.</p> <p>Write personal texts in different forms: a diary entry, a letter to a relative, a description.</p> <ul style="list-style-type: none"> Write a letter to your friend, telling him/her what you learnt about pollution. <p>Plan, write, edit and present own story of at least two paragraphs</p>	<p>Do word-building activities using sounds that were taught.</p> <p>Write personal texts in different forms: a diary entry, a letter to a relative, a description.</p> <ul style="list-style-type: none"> Write down the questions you want to ask your parents about your ancestors. Enter the names of your parents and grand-parents in the family tree. 	<p>Do word-building activities using sounds that were taught.</p> <p>Write personal texts in different forms: a diary entry, a letter to a relative, a description.</p> <ul style="list-style-type: none"> Write a letter to your friend and tell him/her about Mr March. <p>Write and illustrate sentences on a topic to contribute to a book in the classroom library.</p>	<p>Do word-building activities using sounds that were taught.</p> <p>Plan, write, edit and present own story of at least two paragraphs (ten or more sentences) and give the story a caption/heading.</p> <ul style="list-style-type: none"> Imagine you are a child who lived on such a farm 200 years ago. My story plan The characters and the background. 	<p>Do word-building activities using sounds that were taught.</p> <p>Write and illustrate sentences on a topic to contribute to a book in the classroom library.</p> <ul style="list-style-type: none"> We have many interesting neighbours in the solar system. Which one is most interesting to you? Write down your choice and give two 	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Break down multi-syllabic words into separate syllables: re-mem-ber <p>Write personal texts in different forms: a diary entry, a letter to a relative, a description.</p> <ul style="list-style-type: none"> Write diary entries of the little green man's journey to the moon. 	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Break down multi-syllabic words into separate syllables: re-mem-ber <p>Summarise and keep a record of information using mind maps, tables, notices, diagrams or maps.</p> <ul style="list-style-type: none"> Write down the steps on how you will make your spacecraft and what resources you will need.


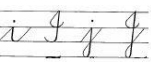
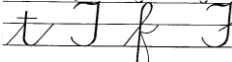
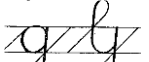
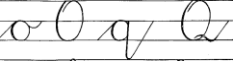
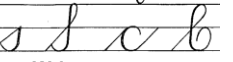
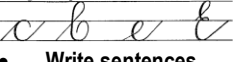
	<p>least two paragraphs (ten or more sentences) and give the story a caption/heading.</p> <ul style="list-style-type: none"> Write holiday news. <p>Make use of different kinds of sentences e.g. questions, commands, etc.</p> <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Identify and use nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly.</p> <p>Joins sentences by using conjunctions such as <i>and, but, because</i>.</p> <p>Use a variety of vocabulary to make the writing more interesting.</p> <p>Use phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Read own writing to the class.</p> <p>Use a dictionary for new vocabulary and the meaning of words.</p>	<p>Summarise and keep a record of information using mind maps, tables, notices, diagrams or maps.</p> <ul style="list-style-type: none"> Create a mind map and write 5 road safety rules. You can draw pictures next to it. <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Identify and use nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly.</p> <p>Joins sentences by using conjunctions such as <i>and, but, because</i>.</p> <p>Use a variety of vocabulary to make the writing more interesting.</p> <p>Use phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Read own writing to the class.</p> <p>Use a dictionary for new vocabulary and the meaning of words.</p>	<p>Summarise and keep a record of information using mind maps, tables, notices, diagrams or maps.</p> <ul style="list-style-type: none"> Design a poster to make people aware of pollution. Draw pictures. <p>Make use of different kinds of sentences e.g. questions, commands, etc.</p> <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Identify and use nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly.</p> <p>Joins sentences by using conjunctions such as <i>and, but, because</i>.</p> <p>Use a variety of vocabulary to make the writing more interesting.</p> <p>Use phonic knowledge and spelling rules to write unfamiliar words.</p>	<p>(ten or more sentences) and give the story a caption/heading.</p> <ul style="list-style-type: none"> My story plan: The characters and the background. Who is in your of story? Where does the story take place? When does the story begin? The beginning The middle The end <p>Make use of different kinds of sentences e.g. questions, commands, etc.</p> <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Identify and use nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly.</p> <p>Joins sentences by using conjunctions such as <i>and, but, because</i>.</p> <p>Use a variety of vocabulary to make the writing more interesting.</p> <p>Use phonic knowledge and spelling rules to write unfamiliar words.</p>	<p>Summarise and keep a record of information using mind maps, tables, notices, diagrams or maps.</p> <ul style="list-style-type: none"> Use a mind map to plan your questions (when, where, what, why and how). <p>Make use of different kinds of sentences e.g. questions, commands, etc.</p> <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Identify and use nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly.</p> <p>Joins sentences by using conjunctions such as <i>and, but, because</i>.</p> <p>Use a variety of vocabulary to make the writing more interesting.</p> <p>Use phonic knowledge and spelling rules to write unfamiliar words.</p>	<ul style="list-style-type: none"> Write two or three interesting facts about Mr March's story. Draw pictures. <p>Make use of different kinds of sentences e.g. questions, commands, etc.</p> <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Identify and use nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly.</p> <p>Joins sentences by using conjunctions such as <i>and, but, because</i>.</p> <p>Use a variety of vocabulary to make the writing more interesting.</p> <p>Use phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Read own writing to the class.</p>	<ul style="list-style-type: none"> Who is in your of story? Where does the story take place? When does the story begin? The beginning The middle The end <p>Summarise and keep a record of information using mind maps, tables, notices, diagrams or maps.</p> <ul style="list-style-type: none"> Plan your story – use a mind map. <p>Make use of different kinds of sentences e.g. questions, commands, etc.</p> <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Identify and use nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly.</p> <p>Joins sentences by using conjunctions such as <i>and, but, because</i>.</p> <p>Use a variety of vocabulary to make the writing more interesting.</p> <p>Use phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Read own writing to the class.</p> <p>Use a dictionary for new vocabulary and the meaning of words.</p>	<p>reasons for your choice.</p> <p>Make use of different kinds of sentences e.g. questions, commands, etc.</p> <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Identify and use nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly.</p> <p>Joins sentences by using conjunctions such as <i>and, but, because</i>.</p> <p>Use a variety of vocabulary to make the writing more interesting.</p> <p>Use phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Read own writing to the class.</p> <p>Use a dictionary for new vocabulary and the meaning of words.</p>	<p>Make use of different kinds of sentences e.g. questions, commands, etc.</p> <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Identify and use nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly.</p> <p>Joins sentences by using conjunctions such as <i>and, but, because</i>.</p> <p>Use a variety of vocabulary to make the writing more interesting.</p> <p>Use phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Read own writing to the class.</p> <p>Use a dictionary for new vocabulary and the meaning of words.</p>	<p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Identify and use nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly.</p> <p>Joins sentences by using conjunctions such as <i>and, but, because</i>.</p> <p>Use a variety of vocabulary to make the writing more interesting.</p> <p>Use phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Read own writing to the class.</p> <p>Use a dictionary for new vocabulary and the meaning of words.</p>
<p>Handwriting</p> <p>Weight value: 10%</p>	<p>Introduce:</p> <ul style="list-style-type: none"> Date and captions Cursive pattern  <ul style="list-style-type: none"> Complex letter combinations  <ul style="list-style-type: none"> Words 	<p>Introduce:</p> <ul style="list-style-type: none"> Date and captions Cursive pattern  <ul style="list-style-type: none"> Complex letter combinations  <ul style="list-style-type: none"> Words 	<p>Introduce:</p> <ul style="list-style-type: none"> Date and captions Cursive pattern  <ul style="list-style-type: none"> Complex letter combinations <ul style="list-style-type: none"> Words 	<p>Introduce:</p> <ul style="list-style-type: none"> Date and captions Cursive pattern  <ul style="list-style-type: none"> Basic letter combinations with capital letter   <ul style="list-style-type: none"> Words 	<p>Introduce:</p> <ul style="list-style-type: none"> Date and captions Cursive pattern  <ul style="list-style-type: none"> Basic letter combinations with capital letter   <ul style="list-style-type: none"> Words 	<p>Introduce:</p> <ul style="list-style-type: none"> Date and captions Own cursive pattern. Basic letter combinations with capital letter  <ul style="list-style-type: none"> Words 	<p>Introduce:</p> <ul style="list-style-type: none"> Date and captions Cursive pattern  <ul style="list-style-type: none"> Basic letter combinations with capital letter  <ul style="list-style-type: none"> Words 	<p>Introduce:</p> <ul style="list-style-type: none"> Date and captions Cursive pattern  <ul style="list-style-type: none"> Basic letter combinations with capital letter  <ul style="list-style-type: none"> Words 	<p>Introduce:</p> <ul style="list-style-type: none"> Date and captions Cursive pattern  <ul style="list-style-type: none"> Basic letter combinations with capital letter  <ul style="list-style-type: none"> Words 	<p>Introduce:</p> <ul style="list-style-type: none"> Date and captions Own cursive pattern Basic letter combinations with capital letter  <ul style="list-style-type: none"> Words
<p>Requisite pre-knowledge</p>	<p>Grade 2 knowledge</p>	<p>Grade 2 knowledge</p>	<p>Grade 2 knowledge</p>	<p>Grade 2 knowledge</p>	<p>Grade 2 knowledge</p>	<p>Grade 2 knowledge</p>	<p>Grade 2 knowledge</p>	<p>Grade 2 knowledge</p>	<p>Grade 2 knowledge</p>	<p>Grade 2 knowledge</p>
<p>Resources (other than textbook) to enhance learning</p>	<p>Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters</p>	<p>Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters</p>	<p>Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters</p>	<p>Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters</p>	<p>Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters</p>	<p>Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters</p>	<p>Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters</p>	<p>Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters</p>	<p>Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters</p>	<p>Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters</p>
<p>Informal assessment and didactic assistance</p>	<ul style="list-style-type: none"> These activities are observed and assessed daily during Language lessons. Not all skills have to be assessed, but the learners should rather be given the opportunity to practise and master the skills. This takes place informally and on a continuous basis. 									

SBA (Formal assessment)	<ul style="list-style-type: none"> These activities must be observed and assessed daily during Home Language lessons. Not all skills have to be assessed, but the learners should rather be given the opportunity to practise and master the skills. At the end of Week 9, all the checklists must be completed, which allows the educator to score each child. Teachers can choose from SBA guidelines on the formal assessment model. <p>https://drive.google.com/file/d/1YlhNXwlfP1qpJXtXhEEyJolOdSLw4YA3/view?usp=sharing</p>
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TERM 4 47 days	Week 1	Week 2	Week 3	Week 4:	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEME	Products and processes		Disasters and what we should do			Animals			Consolidation of Grade 3	
Listening and Speaking Weight value: 15% Teaching Your Child to Listen and Follow Directions Child Mind ... https://childmind.org/article/how-to-give-kids-effective-instructions/ How to get students to follow directions the first time https://thecornerstoneforteachers.com/how-to-get-students-to-follow-directions/	Participate in a conversation as a social skill and respect the way others talk. <ul style="list-style-type: none"> Where does food come from? Look at the pictures and talk to your friend about it. Listen for details in stories and answer open-ended questions. For example: "Do you think it's necessary to come to school?" <ul style="list-style-type: none"> Listen to the information the teacher reads about plants. Use terminology such as subject, verb, object, question, statement, order, synonym, antonym (opposites), exclamation mark during text discussions. <ul style="list-style-type: none"> Plants – what we get from them. Understand and use appropriate language of different subjects. <ul style="list-style-type: none"> Terminology of plant parts and foods made from plants. 	Participate in a conversation as a social skill and respect the way others talk. <ul style="list-style-type: none"> Discuss the stories the teacher has read. Listen for details in stories and answer open-ended questions. <ul style="list-style-type: none"> The teacher reads a story to the learners about e.g. How sheep got their wool and The elf and the sheep wool. Tell a story using descriptive language, different gestures and facial expressions. <ul style="list-style-type: none"> Tell the story in your own words (beginning, middle and end). Use terminology such as subject, verb, object, question, statement, order, synonym, antonym (opposites), exclamation mark during text discussions.	Participate in a conversation as a social skill and respect the way others talk. <ul style="list-style-type: none"> The flood disaster. Listen for details in stories and answer open-ended questions. <ul style="list-style-type: none"> Listen to the newspaper article that the teacher reads about e.g. The flood disaster Answer questions based on the content of the article. Understand and use appropriate language of different subjects. <ul style="list-style-type: none"> Disasters and what we need to do. 	Listen for details in stories and answer open-ended questions. <ul style="list-style-type: none"> Listen to a story about e.g.: The firefighter saves little Peter or The accident. Tell a story using descriptive language, different gestures and facial expressions. <ul style="list-style-type: none"> Tell the story in your own words. Use terminology such as subject, verb, object, question, statement, order, synonym, antonym (opposites), exclamation mark during text discussions.	Participate in a conversation as a social skill and respect the way others talk. <ul style="list-style-type: none"> Discuss the story the teacher has read about e.g. My worst experience. Listen for details in stories and answer open-ended questions. <ul style="list-style-type: none"> Listen to the story the teacher has read about e.g. My worst experience. Use terminology such as subject, verb, object, question, statement, order, synonym, antonym (opposites), exclamation mark during text discussions.	Plan and do an oral presentation: Use a visual resource. <ul style="list-style-type: none"> Dogs – Dogs are pets, but they can also perform other important tasks. Type of tasks that dogs perform – Guide dogs help the blind, police dogs track criminals, sheep dogs gather sheep, watch dogs keep watch, hunting dogs hunt. Discuss solutions to a problem and use higher-order thinking skills. <ul style="list-style-type: none"> Ask questions such as e.g. What other animals can be used to do the work of dogs? Tell a story using descriptive language, different gestures and facial expressions. <ul style="list-style-type: none"> Tell a story about a dog in your own words. Use terminology such as subject, verb, object, question, statement, order, synonym, antonym (opposites), exclamation mark during text discussions.	Listen for details in stories and answer open-ended questions. <ul style="list-style-type: none"> Animals that give us food and clothes e.g.: cattle, chickens or bees. Watch the video e.g. Animals that give us food and clothes. Discuss the video. Discuss solutions to a problem and use higher-order thinking skills. <ul style="list-style-type: none"> Answer questions based on the video. Use terminology such as subject, verb, object, question, statement, order, synonym, antonym (opposites), exclamation mark during text discussions.	Plan and do an oral presentation: <ul style="list-style-type: none"> E.g. My pet. Learners can bring a picture of their pet or the pet itself to school. They tell the class, e.g., what the pet eats, where it sleeps, how the pet is cared for. Discuss solutions to a problem and use higher-order thinking skills. <ul style="list-style-type: none"> Discuss questions such as We stay in a flat. What type of pet am I allowed to keep? Use terminology such as subject, verb, object, question, statement, order, synonym, antonym (opposites), exclamation mark during text discussions.	Listen for details in stories and answer open-ended questions. <ul style="list-style-type: none"> Discuss solutions to a problem and use higher-order thinking skills. Use terminology such as subject, verb, object, question, statement, order, synonym, antonym (opposites), exclamation mark during text discussions.	Listen for details in stories and answer open-ended questions. <ul style="list-style-type: none"> Discuss solutions to a problem and use higher-order thinking skills. Use terminology such as subject, verb, object, question, statement, order, synonym, antonym (opposites), exclamation mark during text discussions.
Word building: Weight value: 20% Learn English - What are prefixes roots and suffixes? - YouTube https://www.youtube.com/watch?v=NivXske6afI Adjectives for Kids Language Arts Video Lesson - YouTube	<ul style="list-style-type: none"> Hlaziya izandi ebezifundiswe kwikota yoku-1, yesi- 2 neyesi -3. 	<ul style="list-style-type: none"> Fundisa ukusetyenziswa kolwimi. 	Fundisa ukusebenzisa amagama abizwayo kodwa iintsingiselo zawo zahlukile, imiz. ithanga, ibala, njl.	Fundisa amagama aqala okanye aphela ngezi zandi: -inda, -olo,-, eka,ee,ndw,-ana,-imi,-aba,ntsh,tsh, njl..	<ul style="list-style-type: none"> Fundisa isandi nononbumba -u/-ntsh/ Fundisa amagama asuka kuluhlu lwamagama lwesandi-mazwi: intshontsho 	<ul style="list-style-type: none"> Fundisa isandi nononbumba- u/-nqw/ Fundisa amagama asuka kuluhlu lwamagama lwesandi-mazwi: umnqweno 	<ul style="list-style-type: none"> Fundisa isandi nononbumba- u/-nty Fundisa amagama asuka kuluhlu lwamagama lwesandi-mazwi: intyabontyi 	Uhlobo <ul style="list-style-type: none"> Ukugqibezele uhlobo, ukuqinisekisa umntwana ngamnye usebenzile Ukuqokelela amanqaku okuphela konyaka onke. 		

https://www.youtube.com/watch?v=4jxXnHSbicY					<p>Qaphela uziqhelanise nendlela esibizwa ngaso isandi, chonga amagama anesi sandi ze nithethe ngezivakalisi ezinalamagama.</p>	<ul style="list-style-type: none"> Qaphela uziqhelanise nendlela esibizwa ngaso isandi, chonga amagama anesi sandi ze nithethe ngezivakalisi ezinalamagama 	<ul style="list-style-type: none"> Qaphela uziqhelanise nendlela esibizwa ngaso isandi, chonga amagama anesi zandi ze nithethe ngezivakalisi ezinalamagama 	<ul style="list-style-type: none"> Ukundela abafundi amabali Ukukwenza uqoqosho lewe ncwadi zokufunda zeklasi Ukulungiselela unyaka ozayo, ukubeka calanye izixhobo zokufundisa. 		
<p>Reading Weight value: 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 enlarged texts such as fiction and non-fiction, Big Books, newspaper articles, dialogue and electronic text as a whole class with the teacher (shared reading).</p> <ul style="list-style-type: none"> With the teacher, read the captions of the video about: Plants – what we get from them <p>Use visual clues to read graphical texts and to analyse text for attitudes and assumptions.</p> <ul style="list-style-type: none"> Look at the pictures (chicken, apple tree, cow, wheat and pumpkin) and discuss which foods we get from the figures in the pictures. <p>Answer a variety of higher-order thinking questions based on the passage read.</p> <ul style="list-style-type: none"> Answer questions about the text and picture. <p>Use a dictionary for new vocabulary and the meaning of words.</p>	<p>Read a written text as a class with the teacher and describe the characters, storyline and values in the text.</p> <ul style="list-style-type: none"> Read a Big Book with the teacher e.g. The elf and the sheep wool. <p>Say if they like the story and can justify the answer.</p> <ul style="list-style-type: none"> Talk about the story that was read. <p>Use visual clues to read graphical texts and to analyse text for attitudes and assumptions.</p> <ul style="list-style-type: none"> Use the cover of the Big Book to predict the course of the story. <p>Answer a variety of higher-order thinking questions based on the passage read.</p> <p>Use a dictionary for new vocabulary and the meaning of words.</p>	<p>Read enlarged texts such as fiction and non-fiction, Big Books, newspaper articles, dialogue and electronic text as a whole class with the teacher (shared reading).</p> <ul style="list-style-type: none"> Read the newspaper article on the flood disaster with the teacher. <p>Use visual clues to read about a graphic text.</p> <ul style="list-style-type: none"> Discuss the photo that accompanies the newspaper article. <p>Answer a variety of higher-order thinking questions based on the passage read.</p> <ul style="list-style-type: none"> Answer questions based on the newspaper article that was read. <p>Answer a variety of higher-order thinking questions based on the passage read.</p> <ul style="list-style-type: none"> Why did the candle's flame die? <p>Use a dictionary for new vocabulary and the meaning of words.</p>	<p>Read enlarged texts such as fiction and non-fiction, Big Books, newspaper articles, dialogue and electronic text as a whole class with the teacher (shared reading).</p> <ul style="list-style-type: none"> With the teacher, read the captions on the poster about: When fires break out. Read the captions of the video that will help learners to prevent fires. <p>Use visual clues to read graphical texts and to analyse text for attitudes and assumptions.</p> <ul style="list-style-type: none"> The teacher lights a candle. An empty glass is turned over the candle. <p>Answer a variety of higher-order thinking questions based on the passage read.</p> <ul style="list-style-type: none"> Why did the candle's flame die? <p>Use a dictionary for new vocabulary and the meaning of words.</p>	<p>Read a written text as a class with the teacher and describe the characters, storyline and values in the text.</p> <ul style="list-style-type: none"> With the teacher, the learners read a story about e.g. My worst experience. <p>Say if they like the story and can justify the answer.</p> <ul style="list-style-type: none"> Learners give their opinions on the story that was read. <p>Answer a variety of higher-order thinking questions based on the passage read. For example: "Suppose the shop owner left the door open when he went home that night. What might have happened?"</p> <ul style="list-style-type: none"> Answers questions about the story read. 	<p>Read enlarged text such as fiction and non-fiction. Read a written text as a class with the teacher and describe the characters, storyline and values in the text.</p> <ul style="list-style-type: none"> With the teacher, read a story about e.g. A day in the life of a guide dog or Rolo the police dog. <p>Say if they like the story and can justify the answer.</p> <ul style="list-style-type: none"> Learners give their opinions on the story that was read. <p>Use visual clues to read graphical texts and to analyse text for attitudes and assumptions.</p> <ul style="list-style-type: none"> Look at the pictures of the different dogs. Which tasks do which dogs perform? Discuss. 	<p>Read enlarged texts such as fiction and non-fiction, Big Books, newspaper articles, dialogue and electronic text as a whole class with the teacher (shared reading).</p> <ul style="list-style-type: none"> Read the captions of the video or Big Book. Animals that give us food and clothes. <p>Use visual clues to read graphical texts and to analyse text for attitudes and assumptions.</p> <ul style="list-style-type: none"> Use a poster with animals. Discuss each animal. Do we get food or clothes from the animal or both? Name the type of clothing and type of food. 	<p>Read a written text as a class with the teacher and describe the characters, storyline and values in the text.</p> <ul style="list-style-type: none"> Read a story with the learners about e.g. Rex has a smart plan. <p>Say if they like the story and can justify the answer.</p> <ul style="list-style-type: none"> Learners give their opinions on the story that was read. <p>Answer a variety of higher-order thinking questions based on the passage read.</p> <ul style="list-style-type: none"> For example: Did Rex make the smartest plan? What plan would you make if you were Rex? 	<p>Read enlarged texts such as fiction and non-fiction, Big Books, newspaper articles, dialogue and electronic text as a whole class with the teacher (shared reading).</p> <p>Use visual clues to read about a graphic text.</p>	<p>Read enlarged texts such as fiction and non-fiction, Big Books, newspaper articles, dialogue and electronic text as a whole class with the teacher (shared reading).</p> <p>Use visual clues to read about a graphic text.</p>
<p>Group-guided Reading</p> <p>What Is Guided Reading? Reading Lessons Free By Howcast Resource URL https://www.youtube.com/watch?v=yw6CyBikPqw</p>	<p>Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level.</p> <p>Read with increasing fluency, speed and expression (read with feeling).</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills and comprehension skills to create meaning.</p>	<p>Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level.</p> <p>Read with increasing fluency, speed and expression (read with feeling).</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills and comprehension skills to create meaning.</p>	<p>Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level.</p> <p>Read with increasing fluency, speed and expression (read with feeling).</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills and comprehension skills to create meaning.</p>	<p>Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level.</p> <p>Read with increasing fluency, speed and expression (read with feeling).</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills and comprehension skills to create meaning.</p>	<p>Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level.</p> <p>Read with increasing fluency, speed and expression (read with feeling).</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills and comprehension skills to create meaning.</p>	<p>Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level.</p> <p>Read with increasing fluency, speed and expression (read with feeling).</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills and comprehension skills to create meaning.</p>	<p>Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level.</p> <p>Read with increasing fluency, speed and expression (read with feeling).</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills and comprehension skills to create meaning.</p>	<p>Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level.</p> <p>Read with increasing fluency, speed and expression (read with feeling).</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills and comprehension skills to create meaning.</p>	<p>Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level.</p> <p>Read with increasing fluency, speed and expression (read with feeling).</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills and comprehension skills to create meaning.</p>	<p>Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level.</p> <p>Read with increasing fluency, speed and expression (read with feeling).</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills and comprehension skills to create meaning.</p> <p>Learners monitor themselves during</p>

	<p>Learners monitor themselves during reading in terms of word recognition and comprehension skills.</p> <p>Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud.</p> <p>Play word games to practise reading and vocabulary skills.</p>	<p>Learners monitor themselves during reading in terms of word recognition and comprehension skills.</p> <p>Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud.</p> <p>Play word games to practise reading and vocabulary skills.</p>	<p>Learners monitor themselves during reading in terms of word recognition and comprehension skills.</p> <p>Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud.</p> <p>Play word games to practise reading and vocabulary skills.</p>	<p>Learners monitor themselves during reading in terms of word recognition and comprehension skills.</p> <p>Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud.</p> <p>Play word games to practise reading and vocabulary skills.</p>	<p>Learners monitor themselves during reading in terms of word recognition and comprehension skills.</p> <p>Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud.</p> <p>Play word games to practise reading and vocabulary skills.</p>	<p>Learners monitor themselves during reading in terms of word recognition and comprehension skills.</p> <p>Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud.</p> <p>Play word games to practise reading and vocabulary skills.</p>	<p>Learners monitor themselves during reading in terms of word recognition and comprehension skills.</p> <p>Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud.</p> <p>Play word games to practise reading and vocabulary skills.</p>	<p>Learners monitor themselves during reading in terms of word recognition and comprehension skills.</p> <p>Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud.</p> <p>Play word games to practise reading and vocabulary skills.</p>	<p>Learners monitor themselves during reading in terms of word recognition and comprehension skills.</p> <p>Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud.</p> <p>Play word games to practise reading and vocabulary skills.</p>	<p>reading in terms of word recognition and comprehension skills.</p> <p>Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud.</p> <p>Play word games to practise reading and vocabulary skills.</p>
<p>Writing</p> <p>Weight value: 30%</p>	<p>Do word building tasks</p> <p>Use pre-writing strategies to gather information and plan writing: talk to a friend, draw a mind map, plan a framework for writing.</p> <ul style="list-style-type: none"> Use a framework to plan your letter. <p>Write a variety of short texts for different purposes, such as recounts, dialogue.</p> <ul style="list-style-type: none"> Write a letter to the person who usually prepares your meals. Use words from the list for your letter. <p>Plan, write, edit and present own story of at least two paragraphs (at least 12 sentences).</p> <p>Use punctuation correctly: capital letters, full stops, commas, exclamation marks, inverted commas.</p> <p>Use conjunctions to form composite sentences.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to write difficult words.</p> <p>Create a word bank and personal dictionary.</p> <p>Use a dictionary to find new vocabulary and to check spelling.</p>	<p>Do word building tasks</p> <p>Write a variety of short texts for different purposes, such as recounts, dialogue.</p> <ul style="list-style-type: none"> The learners talk about the qualities of wool. Write their words in speech bubbles so that we can read what they say. <p>Plan, write, edit and present own story of at least two paragraphs (at least 12 sentences).</p> <ul style="list-style-type: none"> Write two paragraphs on e.g. Where wool comes from or about Woolie the sheep. Use the writing frame of the sheep in which to write your story. <p>Give information in the correct sequence and provide a caption (heading).</p> <ul style="list-style-type: none"> My story plan: The characters and the background. Who is in your of story? Where does the story take place? When does the story begin? The beginning The middle The end <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks, inverted commas.</p> <p>Use conjunctions to form composite sentences.</p>	<p>Do word building tasks</p> <p>Write about a personal experience in different forms, such as a short news article.</p> <ul style="list-style-type: none"> Write a short news article based on the newspaper report. <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks, inverted commas.</p> <ul style="list-style-type: none"> Read the newspaper report again. Answer the comprehension questions in full sentences. <p>Use conjunctions to form composite sentences.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to write difficult words.</p> <p>Use a dictionary to find new vocabulary and to check spelling.</p> <p>Discuss own and other's writing to provide and receive feedback.</p>	<p>Do word building tasks</p> <p>Use pre-writing strategies to gather information and plan writing: talk to a peer, draw a mind map, plan a framework for writing.</p> <ul style="list-style-type: none"> Group work: Make a poster of e.g. What causes fires? Write and draw. <p>Write about a personal experience.</p> <ul style="list-style-type: none"> Why did the flame of the candle go out? Write in your own words what you observed. <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks, inverted commas.</p> <p>Use conjunctions to form composite sentences.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to write difficult words.</p> <p>Create a word bank and personal dictionary.</p> <p>Use a dictionary to find new vocabulary and to check spelling.</p>	<p>Do word building tasks</p> <p>Use pre-writing strategies to gather information and plan writing: talk to a peer, draw a mind map, plan a framework for writing.</p> <ul style="list-style-type: none"> Use a mind map and plan your story based on the photo. <p>Plan, write, edit and present own story of at least two paragraphs (at least 12 sentences).</p> <ul style="list-style-type: none"> My story plan: The characters and the background. Who is in your of story? Where does the story take place? When does the story begin? The beginning The middle The end <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks, inverted commas.</p> <p>Use conjunctions to form composite sentences.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to write difficult words.</p> <p>Discuss own and other's writing to provide and receive feedback.</p> <p>Create own book to contribute to the classroom library.</p>	<p>Do word building tasks</p> <p>Plan, write, edit and present own story of at least two paragraphs (at least 12 sentences).</p> <ul style="list-style-type: none"> Choose a writing frame of a dog. Write 2 paragraphs on A day in the life of a ... <p>Give information in the correct sequence and provide a caption (heading).</p> <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks, inverted commas.</p> <p>Use conjunctions to form composite sentences.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to write difficult words.</p> <p>Discuss own and other's writing to provide and receive feedback.</p>	<p>Do word building tasks</p> <p>Write a variety of short texts for different purposes, such as recounts, dialogue.</p> <ul style="list-style-type: none"> Cut out pictures of the animals. Describe each animal based on: Does the animal give us clothes? What type of clothes? Does the animal give us food? What type of food? <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks, inverted commas.</p> <p>Use conjunctions to form composite sentences.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to write difficult words.</p> <p>Discuss own and other's writing to provide and receive feedback.</p>	<p>Do word building tasks</p> <p>Plan, write, edit and present own story of at least two paragraphs (at least 12 sentences).</p> <ul style="list-style-type: none"> My pet. <p>Give information in the correct sequence and provide a caption (heading).</p> <ul style="list-style-type: none"> My pet. <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks, inverted commas.</p> <p>Use conjunctions to form composite sentences.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to write difficult words.</p>	<p>Do word building tasks</p> <p>Plan, write, edit and present own story of at least two paragraphs (at least 12 sentences).</p> <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks, inverted commas.</p> <p>Use conjunctions to form composite sentences.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to write difficult words.</p>	<p>Do word building tasks</p> <p>Plan, write, edit and present own story of at least two paragraphs (at least 12 sentences).</p> <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks, inverted commas.</p> <p>Use conjunctions to form composite sentences.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to write difficult words.</p>

<p>Handwriting Weight value: 10%</p>	<ul style="list-style-type: none"> Write the caption and date Introduce own cursive pattern in headings Basic letter combinations with capital letters  <ul style="list-style-type: none"> Write sentences 	<ul style="list-style-type: none"> Write the caption and date Introduce own cursive pattern in headings Basic letter combinations with capital letters  <ul style="list-style-type: none"> Write sentences 	<ul style="list-style-type: none"> Write the caption and date Introduce own cursive pattern in headings Basic letter combinations with capital letters  <ul style="list-style-type: none"> Write sentences 	<ul style="list-style-type: none"> Write the caption and date Introduce own cursive pattern in headings Basic letter combinations with capital letters  <ul style="list-style-type: none"> Write sentences 	<ul style="list-style-type: none"> Write the caption and date Introduce own cursive pattern in headings Basic letter combinations with capital letters  <ul style="list-style-type: none"> Write sentences 	<ul style="list-style-type: none"> Write the caption and date Introduce own cursive pattern in headings Basic letter combinations with capital letters  <ul style="list-style-type: none"> Write sentences 	<ul style="list-style-type: none"> Write the caption and date Introduce own cursive pattern in headings Basic letter combinations with capital letters  <ul style="list-style-type: none"> Write sentences 	<ul style="list-style-type: none"> Write the caption and date Write a paragraph. Learners who progress will be able to complete all work in cursive writing. 	<ul style="list-style-type: none"> Write the caption and date Write a paragraph. Learners who progress will be able to complete all work in cursive writing. 	<ul style="list-style-type: none"> Write the caption and date Write a paragraph. Learners who progress will be able to complete all work in cursive writing.
<p>Requisite pre-knowledge</p>	<p>Grade 2 knowledge</p>	<p>Grade 2 knowledge</p>	<p>Grade 2 knowledge</p>	<p>Grade 2 knowledge</p>	<p>Grade 2 knowledge</p>	<p>Grade 2 knowledge</p>	<p>Grade 2 knowledge</p>	<p>Grade 2 knowledge</p>	<p>Grade 2 knowledge</p>	<p>Grade 2 knowledge</p>
<p>Resources (other than textbook) to enhance learning</p>	<p>Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters</p>	<p>Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters</p>	<p>Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters</p>	<p>Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters</p>	<p>Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters</p>	<p>Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters</p>	<p>Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters</p>	<p>Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters</p>	<p>Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters</p>	<p>Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters</p>
<p>Informal assessment and didactic assistance</p>	<ul style="list-style-type: none"> These activities are observed and assessed daily during Language lessons. Not all skills have to be assessed, but the learners should rather be given the opportunity to practise and master the skills. This takes place informally and on a continuous basis. 									
<p>SBA (Formal assessment)</p>	<ul style="list-style-type: none"> These activities must be observed and assessed daily during Home Language lessons. Not all skills have to be assessed, but the learners should rather be given the opportunity to practise and master the skills. At the end of Week 9, all the checklists must be completed, which allows the educator to score each child. Teachers can choose from SBA guidelines on the formal assessment model. <p>https://drive.google.com/file/d/1YlhNXwlfP1qpJXtXhEEyJolOdSLw4YA3/view?usp=sharing</p>									