

## 2021 Annual Teaching Plan Template

### 1. English Home Language Grade 2

*Revised National Teaching Plan*

#### **GUIDELINES ON HOW TO USE THE ADJUSTED CURRICULUM FOR LANGUAGES IN FOUNDATION PHASE:**

##### **Please note the following:**

1. The CAPS document for terms 1-4 has been combined into one document.
2. The curriculum was adjusted to address the core concepts and skills.
3. All the skills are spread over the time given.
4. Content is scaffolded across weeks
5. The first 6 weeks in Grade 1 is dedicated to a readiness programme to ensure that all learners are ready for the formal schooling.
6. For Grades 2 & 3 the first six weeks is set aside for catchup and consolidation of previous grade's content. If a school does not find this necessary, they should follow CAPS as from term 1 content.
7. Life Skills themes must be integrated with Home Language.
8. The topics/themes for HL are only suggestions and not compulsory. Teachers should use topics applicable to the school context.
9. Whenever groupwork is done, social distancing is to be adhered to.

##### **Guidelines for assessment: Baseline assessment:**

- Should be done during the first 10 days of returning to school.
- Baseline activities should not be a stand-alone but be integrating with the teaching and learning process.
- Should be done informally and mostly through observation.
- The assessment activities will focus on previous grade content.
- The aim of the activities will be to determine the level of the learners to guide the teaching and learning process for the way forward.

##### **School Based Assessment:**

- Assessment takes place on a continuous basis in the Foundation Phase.
- A bigger focus should be on formative assessment.
- Be guided by the SBA guidelines. (Rubrics and checklists are found in this guide.)
- Assessment can only take place on content taught. Assessment items to be adjusted accordingly.

These are exceptional times. We would like to thank you for trying your utmost to prepare the learners for the next grade.

## 2021 Annual Teaching Plan – Term 1: **SUBJECT: English HL Grade 2**

Term 1 45 days	Week 1 27-29 January (3 days)	Week 2 1-5 February	Week 3 8-12 February	Week 4 15-19 February	Week 5 22-26 February	Week 6 1-5 March	Week 7 8-12 March	Week 8 15-19 March	Week 9 23-26 March (4 days)	Week 10 29-31 March (3 days)
<b>TOPIC/THEME</b>	TOPIC THAT WAS NOT ADDRESSED IN THE PREVIOUS GRADE						MYSELF AND OTHER		EVERYONE IS SPECIAL	
	SIX WEEKS CATCHUP PROGRAMME TEN DAY BASELINE INTEGRATED INTO THE TEACHING AND LEARNING PROCESS						TERM 1 CONTENT			
<b>CAPS Topic</b>	<b>LISTENING &amp; SPEAKING</b> (Minimum time 3 x 15 minutes a week; Maximum time 4 x 15 minutes a week)									
<b>Core Concepts, Skills and Values</b>	<p>Listen to stories and give an opinion</p> <p>Listen with enjoyment and respond to riddles and jokes/ use imaginative language</p> <ul style="list-style-type: none"> <li>Poem about water</li> </ul> <p>Group discussions and feedback</p> <p>Gain information through simple strategies</p> <p>Classify information</p> <ul style="list-style-type: none"> <li>Make use of pictures to discuss the different uses of water.</li> </ul> <p>Tell a known story with a beginning, middle and end.</p>	<p>Appropriate listening behaviour</p> <p>Talk about personal experiences and feelings</p> <ul style="list-style-type: none"> <li>How can we save water?</li> </ul> <p>Listen to stories and give opinion</p> <p>Tell well-known story with intonation</p> <p>Answer closed and open-ended questions</p> <ul style="list-style-type: none"> <li>Teacher reads a story on water</li> </ul> <p>Learners answers questions</p>	<p>Listen to stories and give opinion</p> <p>Group discussions and feedback</p> <p>Gain information through simple strategies</p> <p>Use terms: sentence, capital letter, full stop</p> <p>Listen to instructions and announcements and respond appropriately</p> <p>Answer closed and open-ended questions</p> <ul style="list-style-type: none"> <li>Answers questions on the story</li> </ul> <p>Answer closed and open-ended questions</p> <ul style="list-style-type: none"> <li>Answers questions on the story</li> </ul> <p>Tell a known story with a beginning, middle and end.</p>	<p>Talk about personal experiences and feelings</p> <ul style="list-style-type: none"> <li>Differences between day and night</li> <li>Careers on people working in the day and those working in the night</li> </ul> <p>Answer closed and open-ended questions</p> <ul style="list-style-type: none"> <li>Answers questions on the story</li> </ul> <p>Tell a known story with a beginning, middle and end.</p>	<p>Appropriate listening behaviour</p> <p>Listen to stories and give opinion</p> <ul style="list-style-type: none"> <li>Story on planets in the universe</li> <li>Learners listens to a song and sing along</li> </ul> <p>Listen to instructions and announcements and respond appropriately</p> <p>Answer closed and open-ended questions:</p> <ul style="list-style-type: none"> <li>Planets in the universe</li> </ul>	<p>Talk about personal experiences and feelings:</p> <ul style="list-style-type: none"> <li>Full moon, half moon, crescent moon</li> </ul> <p>Listen to stories and give opinion:</p> <ul style="list-style-type: none"> <li>Discussions on sun and moon</li> <li>Poem about stars</li> </ul> <p>Tell a known story with a beginning, middle and end.</p>	<p>Listen with respect</p> <ul style="list-style-type: none"> <li>Discuss class rules</li> </ul> <p>Take turns to speak</p> <p>Talk about personal experiences</p> <ul style="list-style-type: none"> <li>Share holiday news</li> </ul> <p>Use words in context</p>	<p>Listen with enjoyment to a story and show respect</p> <ul style="list-style-type: none"> <li>Teacher reads a story on bullying</li> </ul> <p>Takes turns to speak</p> <ul style="list-style-type: none"> <li>Learners discuss their friends</li> <li>How many friends do they have?</li> <li>How do you know it is a good friend?</li> </ul> <p>Talk about personal experiences</p> <ul style="list-style-type: none"> <li>Share with friends</li> </ul> <p>Suggest solutions for problems</p>	<p>Listen with respect</p> <p>Takes turns to speak – role play</p> <ul style="list-style-type: none"> <li>Plan role play with a friend on a child being bullied, demonstrating a solution to prevent bullying.</li> </ul> <p>Talk about personal experiences</p> <p>Use words in context</p> <p>Suggest solutions for problems</p> <ul style="list-style-type: none"> <li>Look at the pictures. Think about what good friends do.</li> <li>How can you help someone to be a good friend?</li> <li>Give practical ideas.</li> </ul>	<p>Listen with respect</p> <p>Take turns to speak</p> <p>Talk about personal experiences</p> <ul style="list-style-type: none"> <li>Do you see that everyone is different?</li> <li>Do you see that we all are also same in certain areas?</li> <li>Discuss how are we the same?</li> </ul> <p>Use words in context, e.g. emotion words</p> <ul style="list-style-type: none"> <li>Look at the pictures and discuss how the children are the same/ different</li> </ul>

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	SIX WEEKS CATCHUP PROGRAMME TEN DAY BASELINE INTEGRATED INTO THE TEACHING AND LEARNING PROCESS						TERM 1 CONTENT			
								How must I act on bullying?		
CAPS Topic	<p style="text-align: center;"><b>PHONICS</b> (5 X 15 minutes per week- minimum time; 15 x 5 minutes a week - maximum time)</p>									
<p style="text-align: center;"><b>Core Concepts, Skills and Values</b></p>	<ul style="list-style-type: none"> <li>• <b>Teach phonics that still needs to be taught from previous grade</b></li> <li>• Form words with sounds taught</li> <li>• Group words into sound families</li> <li>• Recognise plurals (-s, -es)</li> <li>• Read words taught in sentences and text</li> <li>• Learn how to spell 10 words per week from phonic lessons</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Teach phonics that still needs to be taught from previous grade</b></li> <li>• Form words with sounds taught</li> <li>• Group words into sound families</li> <li>• Recognise plurals (-s, -es)</li> <li>• Read words taught in sentences and text</li> <li>• Learn how to spell 10 words per week from phonic lessons</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Teach phonics that still needs to be taught from previous grade</b></li> <li>• Form words with sounds taught</li> <li>• Group words into sound families</li> <li>• Recognise plurals (-s, -es)</li> <li>• Read words taught in sentences and text</li> <li>• Learn how to spell 10 words per week from phonic lessons</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Teach phonics that still needs to be taught from previous grade</b></li> <li>• Form words with sounds taught</li> <li>• Group words into sound families</li> <li>• Recognise plurals (-s, -es)</li> <li>• Read words taught in sentences and text</li> <li>• Learn how to spell 10 words per week from phonic lessons</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Teach phonics that still needs to be taught from previous grade</b></li> <li>• Form words with sounds taught</li> <li>• Group words into sound families</li> <li>• Recognise plurals (-s, -es)</li> <li>• Read words taught in sentences and text</li> <li>• Learn how to spell 10 words per week from phonic lessons</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Teach phonics that still needs to be taught from previous grade</b></li> <li>• Form words with sounds taught</li> <li>• Group words into sound families</li> <li>• Recognise plurals (-s, -es)</li> <li>• Read words taught in sentences and text</li> <li>• Learn how to spell 10 words per week from phonic lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise all single sounds in words</li> <li>• Recognise and use the double sounds oo ee</li> <li>• Recognize word families and rhyming words</li> <li>• Write and sound words with sounds learnt</li> <li>• Spell known words correctly</li> <li>• Make use of phonic knowledge to spell unknown words.</li> <li>• Build words and sentences with phonic knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Revises word families with short vowel sounds: -at, -ag, -am, -it, etc.</li> <li>• Recognize word families and rhyming words</li> <li>• Write and sound words with sounds learnt</li> <li>• Spell known words correctly</li> <li>• Make use of phonic knowledge to spell unknown words.</li> <li>• Build words and sentences with phonic knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize word families and rhyming words</li> <li>• Write and sound words with sounds learnt</li> <li>• Spell known words correctly</li> <li>• Make use of phonic knowledge to spell unknown words.</li> <li>• Build words and sentences with phonic knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize word families and rhyming words</li> <li>• Write and sound words with sounds learnt</li> <li>• Spell known words correctly</li> <li>• Make use of phonic knowledge to spell unknown words.</li> <li>• Build words and sentences with phonic knowledge</li> </ul>

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	SIX WEEKS CATCHUP PROGRAMME TEN DAY BASELINE INTEGRATED INTO THE TEACHING AND LEARNING PROCESS						TERM 1 CONTENT			
CAPS Topic	READING									
<p><b>Core Concepts, Skills and Values</b> <b>Shared reading</b></p> <p>(5 x 15 minutes - maximum time; 3 x 15 minutes minimum time)</p>	<ul style="list-style-type: none"> <li>Consolidate by using shared reading stories not completed in the previous grade</li> </ul> <p>Read simple instructions in the classroom</p> <ul style="list-style-type: none"> <li>Class rules</li> <li>Names of classmates</li> </ul> <p>Interprets pictures</p> <ul style="list-style-type: none"> <li>Classrooms</li> <li>Pictures on posters</li> </ul> <p>Reads books in whole class context with teacher and describe the main idea of the story</p> <p>Make use of visual cues to predict the story</p> <ul style="list-style-type: none"> <li>Book cover</li> <li>Illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate by using shared reading stories not completed in the previous grade</li> </ul> <p>Reads books in whole class context with teacher and describe the main idea of the story</p> <ul style="list-style-type: none"> <li>Teacher reads a story on bullying</li> </ul> <p>Make use of visual cues to predict the story</p> <ul style="list-style-type: none"> <li>Book cover</li> <li>Illustrations</li> </ul> <p>Identify core detail and the sequence of events in the text.</p> <p>Answers higher-order thinking questions before, and after the shared reading:</p>	<ul style="list-style-type: none"> <li>Consolidate by using shared reading stories not completed in the previous grade</li> </ul> <p>Interprets pictures or other visual media, e.g. photo or advertisement to make up own stories, “read the photo or advertisement”</p> <ul style="list-style-type: none"> <li>Pictures of good and bad friendships</li> </ul> <p>Answers higher-order thinking questions before, and after the shared reading: “What will happen if...”</p> <ul style="list-style-type: none"> <li>Case studies of good and bad friendships</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate by using shared reading stories not completed in the previous grade</li> </ul> <ul style="list-style-type: none"> <li>Usual visual clues to predict what the story is about (book cover or illustrations) (1)</li> </ul> <p>Interprets pictures or other visual media, e.g. photo or advertisement to make up own stories, “read the photo or advertisement”</p> <ul style="list-style-type: none"> <li>Pictures of good and bad friendships</li> </ul> <p>Answers higher-order thinking questions before, and after the shared reading:</p>	<ul style="list-style-type: none"> <li>Consolidate by using shared reading stories not completed in the previous grade</li> </ul> <p>Read simple instructions in the classroom</p> <ul style="list-style-type: none"> <li>Class rules</li> <li>Names of classmates</li> </ul> <p>Interprets pictures</p> <ul style="list-style-type: none"> <li>Classrooms</li> <li>Pictures on posters</li> </ul> <p>Reads books in whole class context with teacher and describe the main idea of the story</p> <p>Make use of 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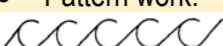
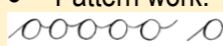
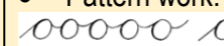
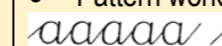
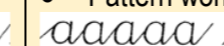
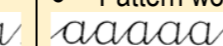

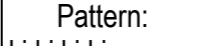


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	<b>SIX WEEKS CATCHUP PROGRAMME TEN DAY BASELINE INTEGRATED INTO THE TEACHING AND LEARNING PROCESS</b>						<b>TERM 1 CONTENT</b>			
	Give a personal opinion on a story read.	“What will happen if...”		“What will happen if...” • Case studies of good and bad friendships	Give a personal opinion on a story read.					
<p style="text-align: center;"><b>Core Concepts, Skills and Values: Group Guided Reading</b></p> <p>(Minimum 2h30 minutes per week - 30 minutes per day)</p> <p style="text-align: center;"><b>*Choose 2 – 3 strategies per week</b></p>	<p><b>*Learners continue graded readers of the previous grade, should they not read all the levels in the previous grade</b></p> <p>Read aloud from own book or reading chart with teacher</p> <p><b>Use structural-analytical decoding skills</b></p> <ul style="list-style-type: none"> <li>• Break up words in word parts</li> <li>• Add word parts together</li> <li>• Recognise smaller words within a word</li> </ul> <p><b>Make use of contextual cues:</b></p> <ul style="list-style-type: none"> <li>• Make use of pictures to make sense of a story</li> <li>• Predicts the story by making use of cues</li> </ul>	<p><b>*Learners continue graded readers of the previous grade, should they not read all the levels in the previous grade</b></p> <p>Read aloud from own book or 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TOPIC/THEME	TOPIC THAT WAS NOT ADDRESSED IN THE PREVIOUS GRADE						MYSELF AND OTHER		EVERYONE IS SPECIAL	
	<b>SIX WEEKS CATCHUP PROGRAMME TEN DAY BASELINE INTEGRATED INTO THE TEACHING AND LEARNING PROCESS</b>						<b>TERM 1 CONTENT</b>			
	<ul style="list-style-type: none"> <li>• Make use of the storyline to predict words</li> <li>• Look at words around a specific word, to enable you to read an unknown word</li> </ul> <p><b>Use phonic knowledge, sight words and clues during reading</b></p> <p><b>Use word recognition and comprehension skills during the reading lesson:</b></p> <ul style="list-style-type: none"> <li>• Sound words to understand</li> <li>• Use beginning sounds as a cue</li> <li>• Use general letter patterns e.g. -ow, -ew</li> <li>• Use know parts of the words to read the whole word</li> <li>• Make use of combining sounds to understand words e.g. bl-ock</li> <li>• Break word up in syllables to be able</li> </ul>	<ul style="list-style-type: none"> <li>• Make use of the storyline to predict words</li> <li>• Look at words around a specific word, to enable you to read an unknown word</li> </ul> <p><b>Use phonic knowledge, sight words and clues during reading</b></p> <p><b>Use word recognition and comprehension skills during the reading lesson:</b></p> <ul style="list-style-type: none"> <li>• Sound words to understand</li> <li>• Use beginning sounds as a cue</li> <li>• Use general letter patterns e.g. -ow, -ew</li> <li>• Use know parts of the words to read the whole word</li> <li>• Make use of combining sounds to understand words e.g. bl-ock</li> <li>• Break word up in syllables to be able</li> </ul>	<ul style="list-style-type: none"> <li>• Make use of the storyline to predict words</li> <li>• Look at words around a specific word, to enable you to read an unknown word</li> </ul> <p><b>Use phonic knowledge, sight words and clues during reading</b></p> <p><b>Use word recognition and comprehension skills during the reading lesson:</b></p> <ul style="list-style-type: none"> <li>• Sound words to understand</li> <li>• Use beginning sounds as a cue</li> <li>• Use general letter patterns e.g. -ow, -ew</li> <li>• Use know parts of the words to read the whole word</li> <li>• Make use of combining 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knowledge, sight words and clues during reading</b></p> <p><b>Use word recognition and comprehension skills during the reading lesson:</b></p> <ul style="list-style-type: none"> <li>• Sound words to understand</li> <li>• Use beginning sounds as a cue</li> <li>• Use general letter patterns e.g. -ow, -ew</li> <li>• Use know parts of the words to read the whole word</li> <li>• Make use of combining sounds to understand words e.g. bl-ock</li> <li>• Break word up in syllables to be able</li> </ul>	<ul style="list-style-type: none"> <li>• Make use of the storyline to predict words</li> <li>• Look at words around a specific word, to enable you to read an unknown word</li> </ul> <p><b>Use phonic knowledge, sight words and clues during reading</b></p> <p><b>Use word recognition and comprehension skills during the reading lesson:</b></p> <ul style="list-style-type: none"> <li>• Sound words to understand</li> <li>• Use beginning sounds as a cue</li> <li>• Use general letter patterns e.g. -ow, -ew</li> <li>• Use know parts of the words to read the whole word</li> <li>• Make use of combining sounds to understand words e.g. bl-ock</li> <li>• Break word up in syllables to be able</li> </ul>	<p>you to read an unknown word</p> <p><b>Use phonic knowledge, sight words and clues during reading</b></p> <p><b>Use word recognition and comprehension skills during the reading lesson:</b></p> <ul style="list-style-type: none"> <li>• Sound words to understand</li> <li>• Use beginning sounds as a cue</li> <li>• Use general letter patterns e.g. -ow, -ew</li> <li>• Use know parts of the words to read the whole word</li> <li>• Make use of combining sounds to understand words e.g. bl-ock</li> <li>• Break word up in syllables to be able to read and understand the word.</li> </ul> <p><b>Read with fluency and intonation</b></p>	<p>enable you to read an unknown word</p> <p><b>Use phonic knowledge, sight words and clues during reading</b></p> <p><b>Use word recognition and comprehension skills during the reading lesson:</b></p> <ul style="list-style-type: none"> <li>• Sound words to understand</li> <li>• Use beginning sounds as a cue</li> <li>• Use general letter patterns e.g. -ow, -ew</li> <li>• Use know parts of the words to read the whole word</li> <li>• Make use of combining sounds to understand words e.g. bl-ock</li> <li>• Break word up in syllables to be able to read</li> </ul> <p><b>Read with fluency and intonation</b></p>	<p>to read an unknown word</p> <p><b>Use phonic knowledge, sight words and clues during reading</b></p> <p><b>Use word recognition and comprehension skills during the reading lesson:</b></p> <ul style="list-style-type: none"> <li>• Sound words to understand</li> <li>• Use beginning sounds as a cue</li> <li>• Use general letter patterns e.g. -ow, -ew</li> <li>• Use know parts of the words to read the whole word</li> <li>• Make use of combining sounds to understand words e.g. bl-ock</li> <li>• Break word up in syllables to be able to read and understand the word.</li> </ul> <p><b>Read with fluency and intonation</b></p>	<p>you to read an unknown word</p> <p><b>Use phonic knowledge, sight words and clues during reading</b></p> <p><b>Use word recognition and comprehension skills during the reading lesson:</b></p> <ul style="list-style-type: none"> <li>• Sound words to understand</li> <li>• Use beginning sounds as a cue</li> <li>• Use general letter patterns e.g. -ow, -ew</li> <li>• Use know parts of the words to read the whole word</li> <li>• Make use of combining sounds to understand words e.g. bl-ock</li> <li>• Break word up in syllables to be able to read and understand the word.</li> </ul> <p><b>Read with fluency and intonation</b></p>

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<b>TOPIC/THEME</b>	<b>TOPIC THAT WAS NOT ADDRESSED IN THE PREVIOUS GRADE</b>						<b>MYSELF AND OTHER</b>		<b>EVERYONE IS SPECIAL</b>	
	<b>SIX WEEKS CATCHUP PROGRAMME TEN DAY BASELINE INTEGRATED INTO THE TEACHING AND LEARNING PROCESS</b>						<b>TERM 1 CONTENT</b>			
	to read and understand the word.  <b>Read with fluency and intonation</b>  <b>Build sight vocabulary during all reading</b>	to read and understand the word.  <b>Read with fluency and intonation</b>  <b>Build sight vocabulary during all reading</b>	to read and understand the word.  <b>Read with fluency and intonation</b>  <b>Build sight vocabulary during all reading</b>	to read and understand the word.  <b>Read with fluency and intonation</b>  <b>Build sight vocabulary during all reading</b>	to read and understand the word.  <b>Read with fluency and intonation</b>  <b>Build sight vocabulary during all reading</b>	to read and understand the word.  <b>Read with fluency and intonation</b>  <b>Build sight vocabulary during all reading</b>	<b>Build sight vocabulary during all reading</b>	and understand the word.  <b>Read with fluency and intonation</b>  <b>Build sight vocabulary during all reading</b>	<b>Build sight vocabulary during all reading</b>	<b>Build sight vocabulary during all reading</b>
<b>Core Concepts, Skills and Values: Paired/Independent reading</b>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>
<b>CAPS Topic</b>	<b>WRITING</b> (Minimum time: 4 x 15 minutes per day; Maximum time 3 x 20 minutes per day)									
<b>Core</b>	<i>This is suggested activities. Teacher</i>	<i>This is suggested activities. Teacher</i>	<i>This is suggested activities. Teacher</i>	<i>This is suggested activities. Teacher</i>	<i>This is suggested activities. Teacher</i>	<i>This is suggested activities. Teacher</i>	Do phonic tasks	Do phonic tasks	Do phonic tasks	Do phonic tasks

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TOPIC/THEME	TOPIC THAT WAS NOT ADDRESSED IN THE PREVIOUS GRADE						MYSELF AND OTHER		EVERYONE IS SPECIAL		
	SIX WEEKS CATCHUP PROGRAMME TEN DAY BASELINE INTEGRATED INTO THE TEACHING AND LEARNING PROCESS						TERM 1 CONTENT				
<b>Concepts, Skills and Values</b>	<p><i>to continue with what could not be completed in previous grade.</i></p> <p><b>Write sentences</b> with sight words and tricky words</p> <p>Do written activities and write <b>plurals</b> of known words</p> <p><b>Write a creative story of at least 3 sentences</b> by using learnt sounds and known sight words:</p> <ul style="list-style-type: none"> <li>• Uses of water</li> </ul> <p>Write with <b>capital letters and full stops</b></p>	<p><i>to continue with what could not be completed in previous grade.</i></p> <p><b>Write sentences</b> with sight words and tricky words</p> <p>Do written activities and write <b>plurals</b> of known words</p> <p><b>Write a creative story of at least 3 sentences</b> by using learnt sounds and known sight words:</p> <ul style="list-style-type: none"> <li>• We make clever plans to save water</li> </ul> <p><b>Write and illustrate sentences</b> for reading corner</p>	<p><i>to continue with what could not be completed in previous grade.</i></p> <p><b>Write sentences</b> with sight words and tricky words</p> <p><b>Write a creative story of at least 3 sentences</b> by using learnt sounds and known sight words:</p> <ul style="list-style-type: none"> <li>• Day and night</li> </ul> <p><b>Spell known words correctly</b></p> <p><b>Write prepositions correctly</b></p> <p>Use <b>present and past tense</b> correctly with teacher's assistance</p>	<p><i>to continue with what could not be completed in previous grade.</i></p> <p><b>Write sentences</b> with sight words and tricky words</p> <p><b>Write a creative story of at least 3 sentences</b> by using learnt sounds and known sight words:</p> <ul style="list-style-type: none"> <li>• I would like to go and live on the moon because ...</li> </ul> <p><b>Spell known words correctly</b></p> <p><b>Write prepositions correctly</b></p> <p>Use <b>present and past tense</b> correctly with teacher's assistance</p>	<p><i>to continue with what could not be completed in previous grade.</i></p> <p><b>Write sentences</b> with sight words and tricky words</p> <p>Do written activities and write <b>plurals</b> of known words</p>	<p><i>to continue with what could not be completed in previous grade.</i></p> <p><b>Write a creative story of at least 3 sentences</b> by using learnt sounds and known sight words:</p> <ul style="list-style-type: none"> <li>• My first school year</li> </ul> <p><b>Spell known words correctly</b></p> <p><b>Write prepositions correctly</b></p> <p>Use <b>present and past tense</b> correctly with teacher's assistance</p>	<ul style="list-style-type: none"> <li>• Draw a picture to convey a message (displaying holiday news)</li> </ul> <p>Write and illustrate 2 to 4 sentences on a topic to contribute to the reading corner:</p> <ul style="list-style-type: none"> <li>• Holiday news</li> </ul> <p>Create own dictionary to develop dictionary skills</p>	<p>Suggest ideas and words for a class story (Shared reading):</p> <ul style="list-style-type: none"> <li>• How can we be good friends to each other in the classroom?</li> </ul> <p>Write and illustrate 2 to 4 sentences on a topic to contribute to the reading corner:</p> <ul style="list-style-type: none"> <li>• How can we be good friends to each other in the classroom?</li> </ul> <p>Create own dictionary to develop dictionary skills</p>	<ul style="list-style-type: none"> <li>• Draw a picture to convey a message on personal experiences.</li> </ul> <p>Suggest ideas and words for a class story (Shared reading):</p> <ul style="list-style-type: none"> <li>• How to handle the bullies in the school – write down tips.</li> </ul> <p>Write at least 3 or more sentences on own news or creative story by making use of sounds learnt, known sight words, capital letters and full stops: My best friend</p>	<p>Draw a picture to convey a message on personal experiences</p> <ul style="list-style-type: none"> <li>• How do you feel today? Draw an emoticon</li> </ul> <p>Suggest ideas and words for a class story (Shared reading):</p> <ul style="list-style-type: none"> <li>• Write a list and use a comma to divide the words – Emotion words</li> </ul> <p>Write and illustrate sentences (2 to 4) to contribute to the reading corner</p> <ul style="list-style-type: none"> <li>• What make me happy? What make me sad?</li> </ul>	
<b>CAPS Topic</b>	<p style="text-align: center;"><b>HANDWRITING</b> (Minimum time 3 x 15 minutes per day; Maximum time 4 x 15 minutes per day)</p>										



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TOPIC/THEME	TOPIC THAT WAS NOT ADDRESSED IN THE PREVIOUS GRADE						MYSELF AND OTHER	EVERYONE IS SPECIAL		
	SIX WEEKS CATCHUP PROGRAMME TEN DAY BASELINE INTEGRATED INTO THE TEACHING AND LEARNING PROCESS						TERM 1 CONTENT			
Core Concepts, Skills and Values	<p><i>This is suggested activities. Teacher to continue with what could not be completed in previous grade.</i></p> <ul style="list-style-type: none"> <li>All work between lines with clear spacing of letters and words.</li> <li>Pattern work: </li> <li>Letter formation with words incorporating: c, e Number : 8</li> </ul>	<p><i>This is suggested activities. Teacher to continue with what could not be completed in previous grade.</i></p> <ul style="list-style-type: none"> <li>All work between lines with clear spacing of letters and words.</li> <li>Pattern work: </li> <li>Letter formation with words and sentence incorporating: o e.g. pot, hot, shot • The pot is hot. Number : 9</li> </ul>	<p><i>This is suggested activities. Teacher to continue with what could not be completed in previous grade.</i></p> <ul style="list-style-type: none"> <li>All work between lines with clear spacing of letters and words.</li> <li>Pattern work: </li> <li>Letter formation with words and sentence incorporating :p, b Number : 0 (zero)</li> </ul>	<p><i>This is suggested activities. Teacher to continue with what could not be completed in previous grade.</i></p> <ul style="list-style-type: none"> <li>All work between lines with clear spacing of letters and words.</li> <li>Pattern work: </li> <li>Letter formation with words and sentence incorporating: o, a, d • Number : 0 1 2 3 4 5</li> </ul>	<p><i>This is suggested activities. Teacher to continue with what could not be completed in previous grade.</i></p> <ul style="list-style-type: none"> <li>All work between lines with clear spacing of letters and words.</li> <li>Pattern work : </li> <li>Letter formation with words and sentence incorporating : g, q, k Number : Revise 6 7 8 9</li> </ul>	<p><i>This is suggested activities. Teacher to continue with what could not be completed in previous grade.</i></p> <ul style="list-style-type: none"> <li>All work between lines with clear spacing of letters and words.</li> <li>Pattern work: </li> <li>Letter formation with words and sentence incorporating: k, x, z • Number : 0 1 2 3 4 5 6 7 8 9</li> </ul>	<ul style="list-style-type: none"> <li>Write the date and heading: <b>Handwriting</b></li> <li>Write the Pattern: </li> <li>Write capital and lower case letters: Vv , Ww</li> <li>Write words and sentences with spacing</li> <li>Underline the work</li> </ul>	<ul style="list-style-type: none"> <li>Write the date and heading: <b>Handwriting</b></li> <li>Write the Pattern: </li> <li>Write capital and lower case letters: Oo , C c</li> <li>Write words and sentences with spacing</li> <li>Underline the work</li> </ul>	<ul style="list-style-type: none"> <li>Write the date and heading: <b>Handwriting</b></li> <li>Write the Pattern: </li> <li>Write capital and lower-case letters: Jj, K k</li> <li>Write words and sentences with spacing</li> <li>Underline the work</li> </ul>	<ul style="list-style-type: none"> <li>Write the date and heading: <b>Handwriting</b></li> <li>Write the Pattern: </li> <li>Write capital and lower-case letters: S s, U u</li> <li>Write words and sentences with spacing</li> <li>Underline the work</li> </ul>
Requisite Pre-Knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge
Resources (other than textbook) to enhance learning	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters
Informal Assessment	<ul style="list-style-type: none"> <li>The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>This must be done informally and ongoing.</li> </ul>									
SBA (Formal Assessment)	<ul style="list-style-type: none"> <li>The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>Rubrics, checklists and writing activities can be used.</li> </ul>									

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TOPIC/THEME	TOPIC THAT WAS NOT ADDRESSED IN THE PREVIOUS GRADE						MYSELF AND OTHER		EVERYONE IS SPECIAL	
	SIX WEEKS CATCHUP PROGRAMME TEN DAY BASELINE INTEGRATED INTO THE TEACHING AND LEARNING PROCESS						TERM 1 CONTENT			
	<ul style="list-style-type: none"> <li>Assessment can only take place if the concepts have been taught and learners had enough time to practice.</li> </ul> <p><b>Listening &amp; Speaking:</b></p> <ul style="list-style-type: none"> <li>Listens to a complex sequence of instructions and responds appropriately</li> <li>Listens without interrupting showing respect for the speaker, asking questions and commenting on what was heard</li> <li>Talks about personal experiences and more general news</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Identifies letter-sound relationships of all single letters</li> <li>Groups common words into sound families such as 'oy', 'oi'; 'ay', 'ai'</li> <li>Write and sound words with sounds learnt</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Reads aloud from own book in a guided reading group with the teacher. The whole group reads the same story or non-fiction text with the teacher.</li> <li>Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words)</li> <li>Shows an understanding of punctuation when reading aloud</li> <li>Use visual clues to predict and infer about a graphical text, advertisement</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Capital letters, full stops, commas, question marks, exclamation marks</li> <li>Build own word bank and personal dictionary</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>Uses handwriting tools effectively, e.g. pencil, eraser, ruler</li> <li>Forms upper- and lower-case letters correctly</li> <li>Writes words with correct spacing between letters and words</li> </ul>									

Term 2 51 days	Week 1 13 – 16 April (4 days)	Week 2 19 – 23 April	Week 3 28 – 30 April (3 days)	Week 4 3 – 7 May	Week 5 10 – 14 May	Week 6 17 – 21 May	Week 7 24 – 28 May	Week 8 31 May – 4 June	Week 9 7 – 11 June	Week 10 14 – 18 June (4 days)	Week 11 21 - 25 June
TOPIC\ THEME	EVERYONE IS SPECIAL	WHAT DO WE NEED TO LIVE?		HEALTHY LIVING			SEASONS			ANIMALS	
CAPS Topic	TERM 1 CONTENT						TERM 2 CONTENT				
CAPS Topic	<p style="text-align: center;"><b>LISTENING &amp; SPEAKING</b> (Minimum time 3 x 15 minutes a week; Maximum time 4 x 15 minutes a week)</p>										
<p style="text-align: center;"><b>Core Concepts, Skills and Values</b></p>	<p><b>Take turns to speak</b></p> <p><b>Talk about personal experiences</b></p> <ul style="list-style-type: none"> <li>How do you feel when something good happens to you?</li> <li>How do you feel when something bad happens to you?</li> </ul> <p><b>Use words in context, e.g. emotion words</b></p> <ul style="list-style-type: none"> <li>“happy words”</li> <li>“Sad words”</li> </ul> <p><b>Suggest solutions for problems</b></p> <ul style="list-style-type: none"> <li>How must I act when I am sad?</li> <li>How must I act when I am happy?</li> </ul>	<p><b>Listen with respect</b></p> <p><b>Tell a story with a beginning, middle and end.</b></p> <ul style="list-style-type: none"> <li>My special friend-learners with barriers</li> </ul> <p><b>Take part in discussions, answers questions and suggest ideas.</b></p> <p><b>Take turns to speak</b></p> <p><b>Talk about personal experiences</b></p>	<p><b>Listen with respect</b></p> <p><b>Take turns to speak</b></p> <ul style="list-style-type: none"> <li>Why do we need water?</li> </ul> <p><b>Talk about personal experiences</b></p> <ul style="list-style-type: none"> <li>Tell a classmate what water are used for.</li> </ul> <p><b>Use words in context</b></p> <p><b>Participate in a discussion, ask and answer questions and suggest ideas</b></p> <p>Where do we get water from?</p>	<p><b>Listen with respect</b></p> <p><b>Take turns to speak</b></p> <p><b>Talk about personal experiences</b></p> <p><b>Use words in context, Suggest solutions for problems</b></p> <ul style="list-style-type: none"> <li>Water is precious; therefore we need to save water.</li> <li>Discuss with your friend ways to save water.</li> </ul>	<p><b>Listen with respect</b></p> <p><b>Take turns to speak</b></p> <ul style="list-style-type: none"> <li>What does it mean to live a healthy life?</li> <li>What can I do to live a healthy life?</li> </ul> <p><b>Talk about personal experiences</b></p> <ul style="list-style-type: none"> <li>How do you live a healthy life?</li> </ul>	<p><b>Tell a story with a beginning, middle and end</b></p> <ul style="list-style-type: none"> <li>Unhealthy living – Ben stays ill</li> </ul> <p><b>Take part in discussions, ask questions and suggest ideas</b></p> <p>Practical ideas to live a healthy life</p>	<p><b>Listen with respect without interrupting</b></p> <p><b>Take turns to speak and show sensitivity to others. Give positive feedback.</b></p> <p><b>Talk about personal experiences</b></p> <ul style="list-style-type: none"> <li>Which season do you like most? Give reasons for your answer.</li> </ul> <p><b>Understand and use suitable vocabulary in the different subjects</b></p> <ul style="list-style-type: none"> <li>Vocabulary on seasons</li> </ul> <p><b>Identify similarities and differences</b></p> <ul style="list-style-type: none"> <li>Look at pictures of the four seasons. Tell a</li> </ul>	<p><b>Listen with respect without interrupting</b></p> <p><b>Take turns to speak and show sensitivity to others. Give positive feedback.</b></p> <p><b>Talk about personal experiences</b></p> <ul style="list-style-type: none"> <li>Which season do you like most? Give reasons for your answers.</li> </ul> <p><b>Understand and use suitable vocabulary in the different subjects</b></p> <ul style="list-style-type: none"> <li>Vocabulary on seasons</li> </ul> <p><b>Listen with enjoyment for a longer period to a story</b></p> <ul style="list-style-type: none"> <li>We dress up for the weather.</li> </ul>	<p><b>Listen with respect without interrupting</b></p> <p><b>Take turns to speak and show sensitivity to others. Give positive feedback.</b></p> <p><b>Understand and use suitable vocabulary in the different subjects</b></p> <ul style="list-style-type: none"> <li>Influence of seasons</li> </ul> <p><b>Listen with enjoyment for a longer period to a story</b></p> <ul style="list-style-type: none"> <li>Factual information on seasons</li> </ul> <p><b>Express feeling on a story</b></p> <p>Explain the story in your own words.</p>	<p><b>Listen with respect without interrupting</b></p> <p><b>Take turns to speak and show sensitivity to others. 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Give positive feedback.</b></p> <p><b>Talk about personal experiences</b></p> <ul style="list-style-type: none"> <li>Talks about own experience of animals on a farm.</li> </ul> <p><b>Understand and use suitable vocabulary in the different subjects</b></p> <ul style="list-style-type: none"> <li>Vocabulary on farm animals</li> <li>Male/ Female/ Noises/ Shelters/ baby animals</li> </ul> <p><b>Express feeling on a story of a poem</b></p> <ul style="list-style-type: none"> <li>Listen to a song on</li> </ul>

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TOPIC\ THEME	EVERYONE IS SPECIAL		WHAT DO WE NEED TO LIVE?		HEALTHY LIVING			SEASONS		ANIMALS	
TERM 1 CONTENT						TERM 2 CONTENT					
							friend what you do not see in the picture. <ul style="list-style-type: none"> <li>Talks about the four seasons and how they differ from each other.</li> </ul>	<b>Compare and classify things and explain the classification</b> <ul style="list-style-type: none"> <li>What kind of clothes do you wear in every season?</li> <li>How does the clothes differ from each other?</li> <li>Which kind of clothes do you like most?</li> </ul>			farm animals  <b>Identify similarities and differences</b> <ul style="list-style-type: none"> <li>Look at pictures of different farm animals.</li> <li>Learners choose their favourite animal</li> <li>How does animals differ from each other?</li> <li>What do we get from each of these animals?</li> </ul> <b>Use words in context, e.g. emotion words</b> <ul style="list-style-type: none"> <li>“happy words”</li> <li>“Sad words”</li> </ul> <b>Suggest solutions for problems</b> <ul style="list-style-type: none"> <li>How must I act when I am sad?</li> <li>How must I act when I am happy?</li> </ul>



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TOPIC\ THEME	EVERYONE IS SPECIAL	WHAT DO WE NEED TO LIVE?		HEALTHY LIVING			SEASONS			ANIMALS	
CAPS Topic	TERM 1 CONTENT						TERM 2 CONTENT				
CAPS Topic	<p style="text-align: center;"><b>PHONICS</b> (5 X 15 minutes per week- minimum time; 15 x 5 minutes a week - maximum time)</p>										
<b>Core Concepts, Skills and Values</b>	<ul style="list-style-type: none"> <li>• Uses initial and final consonant blends to build up and break down words such as bl-a-ck, bri-ng, sa-ng</li> <li>• Recognize word families and rhyming words</li> <li>• Write and sound words with sounds learnt</li> <li>• Spell known words correctly</li> <li>• Make use of phonic knowledge to spell unknown words.</li> <li>• Build words and sentences with phonic knowledge</li> <li>• Recognise rhyming words</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize word families and rhyming words</li> <li>• Write and sound words with sounds learnt</li> <li>• Spell known words correctly</li> <li>• Make use of phonic knowledge to spell unknown words.</li> <li>• Build words and sentences with phonic knowledge</li> <li>• Recognise rhyming words</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize word families and rhyming words</li> <li>• Write and sound words with sounds learnt</li> <li>• Spell known words correctly</li> <li>• Make use of phonic knowledge to spell unknown words.</li> <li>• Recognise rhyming words</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes rhyming words such as rack, sack, back, lack, pack</li> <li>• Recognize word families and rhyming words</li> <li>• Write and sound words with sounds learnt</li> <li>• Spell known words correctly</li> <li>• Make use of phonic knowledge to spell unknown words.</li> <li>• Build words and sentences with phonic knowledge</li> <li>• Recognise rhyming words</li> </ul>	<ul style="list-style-type: none"> <li>• Builds 3 and 4-letter words using the single letters and digraphs taught this term</li> <li>• Recognize word families and rhyming words</li> <li>• Write and sound words with sounds learnt</li> <li>• Spell known words correctly</li> <li>• Make use of phonic knowledge to spell unknown words.</li> <li>• Recognises 'wh' at the beginning of a word such as wh-en, wh-y, wh-at, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate</li> <li>• Recognize word families and rhyming words</li> <li>• Write and sound words with sounds learnt</li> <li>• Spell known words correctly</li> <li>• Make use of phonic knowledge to spell unknown words.</li> <li>• Build words and sentences with phonic knowledge</li> <li>• Recognises 'wh' at the beginning of a word such as wh-en, wh-y, wh-at, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use rhyming words</li> <li>• Spell known words correctly</li> <li>• Make use of phonic knowledge to spell unknown words.</li> <li>• Build words and sentences with phonic knowledge</li> <li>• Read the words learnt in sentences and other text.</li> <li>• Break up words in syllables/ sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use rhyming words</li> <li>• Spell known words correctly</li> <li>• Make use of phonic knowledge to spell unknown words.</li> <li>• Build words and sentences with phonic knowledge</li> <li>• Read the words learnt in sentences and other text.</li> <li>• Break up words in syllables/ sounds.</li> <li>• Recognise common endings in words e.g. -ed</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use rhyming words</li> <li>• Spell known words correctly</li> <li>• Make use of phonic knowledge to spell unknown words.</li> <li>• Build words and sentences with phonic knowledge</li> <li>• Read the words learnt in sentences and other text.</li> <li>• Break up words in syllables/ sounds.</li> <li>• Recognise common endings in words e.g. -y</li> <li>• Groups common words into sound families such as oy', 'oi'; 'ay', 'ai'</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use rhyming words</li> <li>• Spell known words correctly</li> <li>• Make use of phonic knowledge to spell unknown words.</li> <li>• Build words and sentences with phonic knowledge</li> <li>• Read the words learnt in sentences and other text.</li> <li>• Break up words in syllables/ sounds.</li> <li>• Recognise common endings in words e.g. -s</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use rhyming words</li> <li>• Spell known words correctly</li> <li>• Make use of phonic knowledge to spell unknown words.</li> <li>• Build words and sentences with phonic knowledge</li> <li>• Read the words learnt in sentences and other text.</li> <li>• Break up words in syllables/ sounds.</li> <li>• Recognise common endings in words e.g. -s</li> </ul>

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TOPIC\ THEME	EVERYONE IS SPECIAL	WHAT DO WE NEED TO LIVE?		HEALTHY LIVING			SEASONS			ANIMALS	
	TERM 1 CONTENT						TERM 2 CONTENT				
CAPS Topic	READING										
<p><b>Core Concepts, Skills and Values</b></p> <p><b>Shared reading</b></p> <p>(5 x 15 minutes - maximum time; 3 x 15 minutes minimum time)</p>	<p>Reads books in whole class context with teacher and describe the main idea of the story</p> <ul style="list-style-type: none"> <li>Emotions</li> </ul> <p>Make use of visual cues to predict the story</p> <ul style="list-style-type: none"> <li>Book cover</li> <li>Illustrations</li> </ul> <ul style="list-style-type: none"> <li>Identify core details and the sequence of events</li> </ul> <p>Answers higher-order thinking questions before, and after the shared reading: “What will happen if...”</p>	<ul style="list-style-type: none"> <li>Identify core details and the sequence of events</li> </ul> <p>Reads books in whole class context with teacher and describe the main idea of the story</p> <ul style="list-style-type: none"> <li>My special friend – child with barriers</li> </ul> <p>Make use of visual cues to predict the story</p> <ul style="list-style-type: none"> <li>Book cover</li> <li>Illustrations</li> </ul> <p>Give a personal opinion on a story read</p> <ul style="list-style-type: none"> <li>How must I act towards people with barriers?</li> </ul>	<p>Answers higher-order thinking questions before, and after the shared reading: “What will happen if...”</p> <p>Interprets pictures or other visual media, e.g. photo or advertisment to make up own stories, “read the photo or advertisement”</p> <ul style="list-style-type: none"> <li>Advertisement</li> <li>Ways to save water</li> </ul> <p>Reads books in whole class context with teacher and describe the main idea of the story</p> <ul style="list-style-type: none"> <li>Read newspaper article – water is precious</li> </ul>	<p>Read simple instructions</p> <ul style="list-style-type: none"> <li>Tips to save water in our homes</li> </ul> <p>Give a personal opinion on a story read.</p> <p>Identify core detail and the sequence of events in the text.</p>	<p>Interprets pictures or other visual media, e.g. photo or advertisment to make up own stories, “read the photo or advertisement”</p> <ul style="list-style-type: none"> <li>Pictures of a healthy and unhealthy lifestyle</li> </ul> <p>Give a personal opinion on a story read.</p> <ul style="list-style-type: none"> <li>Under scripts with pictures</li> </ul> <p>Identify core detail and the sequence of events in the text.</p>	<ul style="list-style-type: none"> <li>Consolidate</li> </ul> <p>Reads books in whole class context with teacher and describe the main idea of the story</p> <p>Make use of visual cues to predict the story</p> <ul style="list-style-type: none"> <li>Book cover</li> <li>Illustrations</li> <li>Unhealthy lifestyle</li> </ul> <p>Give a personal opinion on a story read</p> <ul style="list-style-type: none"> <li>Unhealthy lifestyle – Ben stays ill</li> </ul> <p>Identify core detail and the sequence of events in the text.</p>	<p>Read books in whole class context with teacher and discuss the relation between cause and effect.</p> <ul style="list-style-type: none"> <li>The little red hen</li> </ul> <p>Identify detail of main characters in a text and in the background.</p> <p>Answers higher-order thinking questions based on the text.</p> <p>Give a personal opinion on a story read.</p>	<p>Read books in whole class context with teacher and discuss the relation between cause and effect.</p> <ul style="list-style-type: none"> <li>Facts of the four seasons and how they differ from each other.</li> </ul> <p>Make use of visual cues to predict the story</p> <ul style="list-style-type: none"> <li>Pictures of seasons</li> </ul> <p>Read known songs as a whole class with the teacher</p> <ul style="list-style-type: none"> <li>Song on seasons</li> </ul> <p>Answers higher-order thinking questions based on the text.</p>	<p>Make use of visual cues to understand the story</p> <ul style="list-style-type: none"> <li>Pictures of summer food and winter food. Sort the food.</li> <li>Which food do you like in summer and which food do you like in winter?</li> </ul> <p>Identify detail of main characters in a text and in the background.</p> <p>Read books in whole class context with teacher and discuss the relation between cause and effect.</p> <ul style="list-style-type: none"> <li>Read any story based on the theme</li> </ul>	<p>Read books in whole class context with teacher and discuss the relation between cause and effect.</p> <ul style="list-style-type: none"> <li>The influence of seasons</li> </ul> <p>Identify detail of the text.</p> <p>Answers higher-order thinking questions based on the text.</p> <ul style="list-style-type: none"> <li>What does some animals do during the duration of winter?</li> <li>How does animals protect themselves against the cold?</li> <li>When</li> </ul>	<p>Reads books in whole class context with teacher and describe the main idea of the story</p> <ul style="list-style-type: none"> <li>Read a story on any animal and their homes</li> </ul> <p>Make use of visual cues for understanding</p> <ul style="list-style-type: none"> <li>Read a story on any animal and their homes</li> </ul> <p>Identify detail of main characters in a text and in the background.</p> <p>Answers higher-order thinking questions based on the text.</p>

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	TERM 1 CONTENT						TERM 2 CONTENT				
			<ul style="list-style-type: none"> <li>Identify core details and the sequence of events</li> </ul>					Give own opinion on text read.	Answers higher-order thinking questions based on the text.  Give own opinion on text read.	does birds return to warmer countries to make a nest?	
<p><b>Core Concepts, Skills and Values:</b></p> <p><b>Group Guided Reading</b></p> <p>(Minimum 2h30 minutes per week - 30 minutes per day)</p> <p><b>*Choose 2 – 3 strategies per week</b></p>	<p>Read aloud from own book or reading chart with teacher</p> <p><b>Use structural-analytical decoding skills</b></p> <ul style="list-style-type: none"> <li>Break up words in word parts</li> <li>Add word parts together</li> <li>Recognise smaller words within a word</li> </ul> <p><b>Make use of contextual cues:</b></p> <ul style="list-style-type: none"> <li>Make use of pictures to make sense of a story</li> <li>Predicts the story by making use of cues</li> <li>Make use of the storyline to predict words</li> <li>Look at words around a specific word, to enable</li> </ul>	<p>Read aloud from own book or reading chart with teacher</p> <p><b>Use structural-analytical decoding skills</b></p> <ul style="list-style-type: none"> <li>Break up words in word parts</li> <li>Add word parts together</li> 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TOPIC\THEME	EVERYONE IS SPECIAL		WHAT DO WE NEED TO LIVE?		HEALTHY LIVING			SEASONS			ANIMALS	
TERM 1 CONTENT						TERM 2 CONTENT						
	<p>you to read an unknown word</p> <p><b>Use phonic knowledge, sight words and clues during reading</b></p> <p><b>Use word recognition and comprehension skills during the reading lesson:</b></p> <ul style="list-style-type: none"> <li>• Sound words to understand</li> <li>• Use beginning sounds as a cue</li> <li>• Use general letter patterns e.g. -ow, -ew</li> <li>• Use know parts of the words to read the whole word</li> <li>• Make use of combining sounds to understand words e.g. bl-ock</li> <li>• Break word up in syllables to be able to read and understand the word.</li> </ul>	<p>you to read an unknown word</p> <p><b>Use phonic knowledge, sight words and clues during reading</b></p> <p><b>Use word recognition and comprehension skills during the reading lesson:</b></p> <ul style="list-style-type: none"> <li>• Sound words to understand</li> <li>• Use beginning sounds as a cue</li> <li>• Use general letter patterns e.g. -ow, -ew</li> <li>• Use know parts of the words to read the whole 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Term 2 51 days	Week 1 13 – 16 April (4 days)	Week 2 19 – 23 April	Week 3 28 – 30 April (3 days)	Week 4 3 – 7 May	Week 5 10 – 14 May	Week 6 17 – 21 May	Week 7 24 – 28 May	Week 8 31 May – 4 June	Week 9 7 – 11 June	Week 10 14 – 18 June (4 days)	Week 11 21 - 25 June
TOPIC\ THEME	EVERYONE IS SPECIAL	WHAT DO WE NEED TO LIVE?		HEALTHY LIVING			SEASONS			ANIMALS	
	TERM 1 CONTENT						TERM 2 CONTENT				
	Read with fluency and intonation  Build sight vocabulary during all reading	Read with fluency and intonation  Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading
Core Concepts, Skills and Values:  Paired/ Independent reading	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>
CAPS Topic	<b>WRITING</b> (Minimum time: 4 x 15 minutes per day; Maximum time 3 x 20 minutes per day)										
Core Concepts, Skills and Values	Do phonic tasks: • ee  Write at least 3 or more sentences on own news or creative story by making use of sounds learnt, known sight words, capital	Do phonic tasks: • oo  • Draw a picture to convey a message on personal experiences.  Suggest ideas and words for a	Do phonic tasks: • ie, oe  Draw a picture to convey a message on personal experiences. • Make a poster to make people aware on how we can save water.	Do phonic tasks: • ou, ei  Write a list and use a comma to divide words • Make a list of ways to save water  Write at least 3 or more sentences	Do phonic tasks: • eu, ei  Suggest ideas and words for a class story (Shared reading): • We make fruit salad.	Do phonic tasks: • eu, ei  Write at least 3 or more sentences on own news or creative story by making use of sounds learnt, known sight words, capital letters and full stops:	• Do phonic tasks  • Take part in discussions to decide on a topic to write on.  <b>Write and illustrate on paragraph (at least 5</b>	• Do phonic tasks  <b>Take part in discussions to decide on a topic to write on.</b> • My favourite season	• Do phonic tasks  <b>Write and illustrate on paragraph (at least 5 sentences) to contribute to the reading corner</b> • My favourite recipe for	• Do phonic tasks  <b>Take part in discussions to decide on a topic to write on.</b>  <b>Write and illustrate on paragraph (at least 5 sentences) with</b>	• Do phonic tasks  <b>Take part in discussions to decide on a topic to write on.</b> • My favourite farm animal

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TOPIC\THEME	EVERYONE IS SPECIAL		WHAT DO WE NEED TO LIVE?		HEALTHY LIVING			SEASONS		ANIMALS	
TERM 1 CONTENT						TERM 2 CONTENT					
	letters and full stops: <ul style="list-style-type: none"> <li>I am special</li> <li>Fingerprint</li> <li>Draw a picture of yourself</li> </ul> <ul style="list-style-type: none"> <li>Draw a picture to convey a message on personal experiences.</li> </ul>	class story (Shared reading): <ul style="list-style-type: none"> <li>How can we help people with barriers?</li> </ul> Write and illustrate sentences (2 to 4) to contribute to the reading corner <ul style="list-style-type: none"> <li>Types of barriers and how can we help?</li> </ul> Create own dictionary to develop dictionary skills	Suggest ideas and words for a class story (Shared reading): <ul style="list-style-type: none"> <li>Tips to save water</li> </ul>	on own news or creative story by making use of sounds learnt, known sight words, capital letters and full stops: <p>How will I save water at home?</p>	Write a list and use a comma to divide words <p>Make a list of healthy food which you can pack in for school.</p>	<ul style="list-style-type: none"> <li>How will I adjust my lifestyle to live a healthy life?</li> <li>Create own dictionary to develop dictionary skills</li> </ul>	sentences) on personal experiences or happenings in daily news. <ul style="list-style-type: none"> <li>Holiday news</li> <li>Use the writing process (Planning, writing and editing)</li> <li>Make use of capital letters (at the beginning of sentences and names) and correct punctuation such as full stops, commas, question marks and exclamation marks</li> <li>Spell known words correctly</li> <li>Make use of present and past tense</li> <li>Use prepositions correctly</li> </ul>	Write and illustrate on paragraph (at least 5 sentences) with the use of a writing frame <ul style="list-style-type: none"> <li>My favourite season</li> </ul> Use the writing process (Planning, writing and editing) <ul style="list-style-type: none"> <li>My favourite season</li> <li>Make use of capital letters (at the beginning of sentences and names) and correct punctuation such as full stops, commas, question marks and exclamation marks</li> <li>Spell known words correctly</li> <li>Make use of present and past tense</li> </ul>	winter/summer food <ul style="list-style-type: none"> <li>Illustrate the recipe</li> </ul> Use the writing process (Planning, writing and editing) <ul style="list-style-type: none"> <li>Make use of capital letters (at the beginning of sentences and names) and correct punctuation such as full stops, commas, question marks and exclamation marks</li> <li>Spell known words correctly</li> <li>Make use of present and past tense</li> <li>Use prepositions correctly</li> <li>Read own writing out loud to a friend.</li> </ul> Create own dictionary to	the help of a writing frame. <p>Write simple expressive texts e.g. Thank you card, letter in the correct format.</p> <ul style="list-style-type: none"> <li>Write a thank you letter to grandmother to thank her for the nice visit.</li> </ul> Use the writing process (Planning, writing and editing) <ul style="list-style-type: none"> <li>Make use of capital letters (at the beginning of sentences and names) and correct punctuation such as full stops, commas, question marks and exclamation marks</li> <li>Spell known words correctly</li> </ul>	Write and illustrate on paragraph (4-6 sentences) to contribute to the reading corner <ul style="list-style-type: none"> <li>My favourite farm animal</li> </ul> Use the writing process (Planning, writing and editing) <ul style="list-style-type: none"> <li>Make use of capital letters (at the beginning of sentences and names) and correct punctuation such as full stops, commas, question marks and exclamation marks</li> <li>Spell known words correctly</li> <li>Make use of present and past tense</li> <li>Use prepositions correctly</li> </ul>



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<b>TOPIC\THEME</b>	<b>EVERYONE IS SPECIAL</b>	<b>WHAT DO WE NEED TO LIVE?</b>		<b>HEALTHY LIVING</b>			<b>SEASONS</b>			<b>ANIMALS</b>	
	<b>TERM 1 CONTENT</b>						<b>TERM 2 CONTENT</b>				
<b>Resources (other than textbook) to enhance learning</b>	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	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters
<b>Informal Assessment</b>	<ul style="list-style-type: none"> <li>The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>This must be done informally and ongoing.</li> </ul>										
<b>SBA (Formal Assessment)</b>	<ul style="list-style-type: none"> <li>The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>Rubrics, checklists and writing activities can be used.</li> <li>Assessment can only take place if the concepts have been taught and learners had enough time to practice</li> </ul> <p><b>Listening &amp; Speaking:</b></p> <ul style="list-style-type: none"> <li>Talks about personal experiences and more general news. For example, tells news using descriptive language</li> <li>Participates in discussions, asking and answering questions</li> <li>Expresses feelings about a story or poem</li> <li>Uses an ever-increasing vocabulary when speaking</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Recognises 3-letter consonant blends at the beginning of words. For example . str-ip, str-ap)</li> <li>Builds 3, 4 and 5-letter words using the consonant blends, vowel digraphs taught this term</li> <li>Uses consonant blends to build up and break down words</li> <li>Groups common words into sound families.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Reads aloud from own book in a guided reading group with the teacher. The whole group reads the same story or non-fiction text with the teacher.</li> <li>Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words)</li> <li>Shows an understanding of punctuation when reading aloud</li> <li>Gives an opinion on what was read</li> </ul>										



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<b>TOPIC\THEME</b>	<b>EVERYONE IS SPECIAL</b>	<b>WHAT DO WE NEED TO LIVE?</b>	<b>HEALTHY LIVING</b>			<b>SEASONS</b>			<b>ANIMALS</b>		
	<b>TERM 1 CONTENT</b>						<b>TERM 2 CONTENT</b>				
	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Writes an expressive text such as a thank you card or letter</li> <li>Uses present and past tenses correctly</li> <li>Writes own story of at least one paragraph (at least 5 sentences) using a writing frame</li> <li>Uses the writing process (drafting, writing, editing and publishing)</li> <li>Uses correct punctuation (full stops, commas, question marks and exclamation marks) so that others can read what has been written</li> <li>Spells common words correctly</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>Writes in print script most capitals and lower case letters confidently and accurately</li> <li>Copies and writes different formats of writing such as short birthday invitations, messages, lists etc.</li> </ul>										

<b>Term 3</b> 52 days	<b>Week 1</b> 13 – 16 July (4 days)	<b>Week 2</b> 19 – 23 July	<b>Week 3</b> 26 – 30 July	<b>Week 4</b> 2 – 6 August	<b>Week 5</b> 10 – 13 August (4 days)	<b>Week 6</b> 16 – 20 August	<b>Week 7</b> 23 – 27 August	<b>Week 8</b> 30 August – 3 September	<b>Week 9</b> 6 – 10 September	<b>Week 10</b> 13 – 17 September	<b>Week 11</b> 20 – 23 September (4 days)	
<b>TOPIC/THEME</b>	<b>ANIMAL CREATURES THAT LIVES IN WATER</b>		<b>ANIMAL SHELTERS</b>	<b>SOIL</b>		<b>TRANSPORT</b>		<b>ROAD SAFETY</b>		<b>PEOPLE WHO HELP US</b>		
	<b>TERM 2 CONTENT</b>			<b>TERM 3 CONTENT</b>								
<b>CAPS Topic</b>	<b>LISTENING &amp; SPEAKING</b> (Minimum time 3 x 15 minutes a week; Maximum time 4 x 15 minutes a week)											
<b>Core Concepts, Skills and Values</b>	<p>Listen with respect</p> <p>Takes turns to speak</p> <p>Take part in discussions, answers questions and suggest ideas.</p> <p>Talk about personal experiences</p> <ul style="list-style-type: none"> <li>Who of you have seen a wild animal?</li> </ul> <p>Understand and use suitable vocabulary in the different subjects</p> <ul style="list-style-type: none"> <li>Vocabulary on wild animals.</li> </ul> <p>Listen to stories and poems and identify the main idea and logical</p>	<p>Listen with respect</p> <p>Take turns to speak</p> <p>Talk about personal experiences</p> <ul style="list-style-type: none"> <li>Who has seen sea animals in real life?</li> </ul> <p>Understand and use suitable vocabulary in the different subjects</p> <ul style="list-style-type: none"> <li>Vocabulary of sea animals</li> </ul> <p>Listen to stories and identify the main idea and logical sequence of happenings</p> <ul style="list-style-type: none"> <li>Teacher to choose a suitable story</li> </ul> <p>Answers open and closed</p>	<p>Listen with respect</p> <p>Take turns to speak</p> <p>Listen to a series of more complicated instructions and react</p> <ul style="list-style-type: none"> <li>Use pictures of sea animals</li> <li>Which sea animals can be eaten by people?</li> <li>Which sea animals are dangerous?</li> <li>How does a sea animal protect and cover his body?</li> </ul> <p>Answers open and closed</p>	<p>Listens without interrupting, shows respect and ask questions to get clarity:</p> <ul style="list-style-type: none"> <li>Listens to class rules</li> </ul> <p>Talk about personal experiences</p> <ul style="list-style-type: none"> <li>Holiday news</li> </ul> <p>Use interesting words and descriptions when talking</p> <ul style="list-style-type: none"> <li>Holiday news</li> </ul> <p>Listen to a sequence of instructions and react suitably</p> <ul style="list-style-type: none"> <li>Teacher gives more than one instruction that learners</li> </ul>	<p>Listens without interrupting, shows respect and ask questions to get clarity</p> <p>Talk about personal experiences</p> <ul style="list-style-type: none"> <li>Why is soil important?</li> <li>How does soil look like? (Have a bowl with soil)</li> <li>How does soil feel?</li> <li>Are there plants growing in the soil?</li> </ul> <p>Use interesting words and descriptions when talking</p>	<p>Listens without interrupting, shows respect and ask questions to get clarity</p> <p>Use interesting words and descriptions when talking</p> <p>Takes part in discussions, ask questions and answers them</p> <ul style="list-style-type: none"> <li>Discuss pictures on animals living under the soil</li> </ul> <p>Suggest solutions for problems</p> <ul style="list-style-type: none"> <li>John wants to start a vegetable garden. How can we help him?</li> </ul>	<p>Talk about personal experiences</p> <ul style="list-style-type: none"> <li>How do you get to school every morning?</li> </ul> <p>Takes part in discussions, ask questions and answers them.</p> <ul style="list-style-type: none"> <li>Discuss different types of transport with which learners comes to school.</li> <li>With what kind of transport does the least/most learners make use of.</li> </ul> <p>Suggest solutions for problems</p> <ul style="list-style-type: none"> <li>Bertu stays far from</li> </ul>	<p>Listens without interrupting, shows respect and ask questions to get clarity</p> <p>Discuss the difference between transport by rail, air transport and transport on water.</p> <ul style="list-style-type: none"> <li>Picture discussion on different kinds of transport</li> </ul> <p>Talk about personal experiences</p> <ul style="list-style-type: none"> <li>Learners share experience on what kinds of transport they have used before.</li> </ul>	<p>Listens without interrupting, shows respect and ask questions to get clarity</p> <ul style="list-style-type: none"> <li>Peter is living in Cape Town and wants to go to Johannesburg. How can he get there?</li> </ul> <p>Use interesting words and descriptions when talking</p> <p>Takes part in discussions, ask questions and answers them.</p> <p>Suggest solutions for problems especially during Mathematics.</p> <p>Listen to a sequence of instructions and react suitably</p>	<p>Listens without interrupting, shows respect and ask questions to get clarity.</p> <ul style="list-style-type: none"> <li>Listens to a song on a traffic light.</li> <li>Discuss the meaning of each of the colours in the traffic light.</li> </ul> <p>Talk about personal experiences</p> <p>Use interesting words and descriptions when talking</p> <p>Takes part in discussions, ask questions and answers them</p> <ul style="list-style-type: none"> <li>Look at pictures of different road signs.</li> </ul>	<p>Listens without interrupting, shows respect and ask questions to get clarity</p> <ul style="list-style-type: none"> <li>Invites a traffic officer to come and address learners on safety on the road.</li> </ul> <p>Takes part in discussions, ask questions and answers them.</p> <ul style="list-style-type: none"> <li>Road safety</li> </ul> <p>Suggest solutions for problems</p> <ul style="list-style-type: none"> <li>Road safety in town</li> </ul>	

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TOPIC/THEME	ANIMAL CREATURES THAT LIVES IN WATER		ANIMAL SHELTERS	SOIL		TRANSPORT		ROAD SAFETY		PEOPLE WHO HELP US	
	TERM 2 CONTENT			TERM 3 CONTENT							
	<p><b>sequence of happenings</b></p> <ul style="list-style-type: none"> <li>Listen to factual stories of wild animals</li> </ul> <p><b>Answers open and closed questions and give reasons for your answer</b></p> <ul style="list-style-type: none"> <li>Answers questions on wild animals.</li> </ul> <p><b>React suitably on riddles</b></p> <ul style="list-style-type: none"> <li>Riddles on wild animals. How does animals hide?</li> </ul> <p><b>Participate in a discussion, ask and answer questions to get clarity.</b></p>	<p><b>questions and give reasons for your answer</b></p> <ul style="list-style-type: none"> <li>Answers questions on the story read.</li> </ul>	<p><b>questions and give reasons for your answer</b></p> <p><b>Take part in discussions, ask and answers questions. Give reasons for your answer.</b></p>	<p>have to do.</p>	<ul style="list-style-type: none"> <li>Soil</li> </ul> <p>Listen to stories and predict the end/give the end of the story.</p>	<p><b>Tell simple stories by changing voice and volume</b></p> <ul style="list-style-type: none"> <li>You are a rabbit/mole/ant living under the ground. Tell us about your home.</li> </ul>	<p>school. How can we help him to get to school every morning?</p> <ul style="list-style-type: none"> <li>Discuss different kinds of transport that can be used. E.g. bus, bicycle, car.</li> </ul>	<p><b>Use interesting words and descriptions when talking</b></p> <ul style="list-style-type: none"> <li>Use vocabulary on transport by using words in the correct context.</li> </ul> <p><b>Takes part in discussions and answers questions.</b></p>	<p><b>Listen to stories and predict the end or give own end for story.</b></p> <p><b>Tell simple stories by changing voice and volume.</b> Tell learners how you made a sailboat or a little airoplane.</p>	<ul style="list-style-type: none"> <li>Discuss the meaning of each of them.</li> </ul> <p><b>Suggest solutions for problems</b></p> <ul style="list-style-type: none"> <li>How can we sensitize people on the importance of road safety?</li> </ul> <p><b>Listen to stories and predict the end or give own end for story.</b> E.g Teacher read a story of children not wanting to keep to the road safety rules.</p>	
CAPS Topic	<p align="center"><b>PHONICS</b> (5 X 15 minutes per week- minimum time; 15 x 5 minutes a week - maximum time)</p>										

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TOPIC/THEME	ANIMAL CREATURES THAT LIVES IN WATER		ANIMAL SHELTERS	SOIL		TRANSPORT		ROAD SAFETY		PEOPLE WHO HELP US	
	TERM 2 CONTENT				TERM 3 CONTENT						
Core Concepts, Skills and Values	<ul style="list-style-type: none"> <li>Recognise and use rhyming words</li> <li>Spell known words correctly</li> <li>Make use of phonic knowledge to spell unknown words.</li> <li>Build words and sentences with phonic knowledge</li> <li>Read the words learnt in sentences and other text.</li> <li>Break up words in syllables/ sounds.</li> <li>Recognises the first sound (onset) and the last syllable (rime)</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and use rhyming words</li> <li>Spell known words correctly</li> <li>Make use of phonic knowledge to spell unknown words.</li> <li>Build words and sentences with phonic knowledge</li> <li>Read the words learnt in sentences and other text.</li> <li>Break up words in syllables/ sounds.</li> <li>Recognises the first sound (onset) and the last syllable (rime) in more complex patterns</li> </ul>	<ul style="list-style-type: none"> <li>Builds 3, 4 and 5-letter words using the consonant blends, vowel digraphs taught this term.</li> <li>Recognise and use rhyming words</li> <li>Spell known words correctly</li> <li>Make use of phonic knowledge to spell unknown words.</li> <li>Build words and sentences with phonic knowledge</li> <li>Read the words learnt in sentences and other text.</li> <li>Break up words in syllables/</li> </ul>	<ul style="list-style-type: none"> <li>Identifies letter-sound relationships of all single letters</li> <li>Use letter combinations for word building activities as mentioned above.</li> <li>Form words with new sounds learnt.</li> <li>Recognize word families and rhyme words.</li> <li>Group known words in sound families.</li> <li>Write known words correct.</li> <li>Use phonic knowledge to spell unknown</li> </ul>	<ul style="list-style-type: none"> <li>Uses consonant blends to build up and break down words</li> <li>Use letter combinations for word building activities as mentioned above.</li> <li>Form words with new sounds learnt.</li> <li>Recognize word families and rhyme words.</li> <li>Group known words in sound families.</li> <li>Write known words correct.</li> <li>Use phonic knowledge to spell</li> </ul>	<ul style="list-style-type: none"> <li>Aurally revises plurals ('s' and 'es'), 'ing' and 'ed' at the end of words</li> <li>Use letter combinations for word building activities as mentioned above.</li> <li>Form words with new sounds learnt.</li> <li>Recognize word families and rhyme words.</li> <li>Write known words correct.</li> <li>Use phonic knowledge to spell unknown words correctly.</li> <li>Build words by using phonic knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Use letter combinations for word building activities as mentioned above.</li> <li>Form words with new sounds learnt.</li> <li>Recognize word families and rhyme words.</li> <li>Write known words correctly.</li> <li>Use phonic knowledge to spell unknown words correctly.</li> <li>Build words by using phonic knowledge.</li> <li>Do word building activities and</li> </ul>	<ul style="list-style-type: none"> <li>Use letter combinations for word building activities as mentioned above.</li> <li>Form words with new sounds learnt.</li> <li>Recognize word families and rhyme words.</li> <li>Write known words correctly.</li> <li>Use phonic knowledge to spell unknown words correctly.</li> <li>Build words by using phonic knowledge.</li> <li>Do word building activities and</li> </ul>	<ul style="list-style-type: none"> <li>Use letter combinations for word building activities as mentioned above.</li> <li>Form words with new sounds learnt.</li> <li>Recognize word families and rhyme words.</li> <li>Group known words in sound families.</li> <li>Write known words correctly.</li> <li>Use phonic knowledge to spell unknown words correctly.</li> <li>Build words by using phonic knowledge.</li> <li>Do word building activities and divide the words in phonic parts and syllables.</li> </ul>	<ul style="list-style-type: none"> <li>Use letter combinations for word building activities as mentioned above.</li> <li>Form words with new sounds learnt.</li> <li>Recognize word families and rhyme words.</li> <li>Write known words correct.</li> <li>Use phonic knowledge to spell unknown words correctly.</li> <li>Build words by using phonic knowledge.</li> <li>Do word building activities and divide the words in</li> </ul>	<ul style="list-style-type: none"> <li>Builds words using the consonant and vowel digraphs, consonant blends and double consonants taught this year</li> <li>Use letter combinations for word building activities as mentioned above.</li> <li>Form words with new sounds learnt.</li> <li>Recognize word families and rhyme words.</li> <li>Write known words correctly.</li> <li>Use phonic knowledge to spell unknown</li> </ul>



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	TERM 2 CONTENT			TERM 3 CONTENT							
	<p>in more complex patterns such as. dr-eam, cr-eam, scr-eam, str-eam</p> <ul style="list-style-type: none"> <li>Groups common words into sound families such as 'oy', 'oi'; 'ay', 'ai'</li> </ul>	<p>such as. dr-eam, cr-eam, scr-eam, str-eam</p> <ul style="list-style-type: none"> <li>Groups common words into sound families such as 'oy', 'oi'; 'ay', 'ai'</li> <li>Recognises common consonant digraphs at the beginning and end of words : <b>sh</b></li> </ul>	<p>sounds.</p> <ul style="list-style-type: none"> <li>Groups common words into sound families such as 'oy', 'oi'; 'ay', 'ai'</li> <li>Recognises common consonant digraphs at the beginning and end of words : <b>sh</b></li> </ul>	<p>words correctly.</p> <ul style="list-style-type: none"> <li>Build words by using phonic knowledge.</li> <li>Do word building activities and divide the words in phonic parts and syllables.</li> <li>Read the words learnt in sentences and other texts.</li> <li>Recognises common consonant digraphs at the beginning and end of words: <b>th</b></li> </ul>	<p>unknown words correctly.</p> <ul style="list-style-type: none"> <li>Build words by using phonic knowledge.</li> <li>Do word building activities and divide the words in phonic parts and syllables.</li> <li>Read the words learnt in sentences and other texts.</li> <li>Groups common words into sound families such as 'oy', 'oi'; 'ay', 'ai'</li> <li>Recognises common consonant digraphs at the beginning</li> </ul>	<ul style="list-style-type: none"> <li>Do word building activities and divide the words in phonic parts and syllables.</li> <li>Read the words learnt in sentences and other texts.</li> <li>Groups common words into sound families such as 'oy', 'oi'; 'ay', 'ai'</li> <li>Recognises common consonant digraphs at the beginning and end of words: <b>ch</b></li> </ul>	<p>divide the words in phonic parts and syllables.</p> <ul style="list-style-type: none"> <li>Read the words learnt in sentences and other texts.</li> <li>Groups common words into sound families such as 'oy', 'oi'; 'ay', 'ai'</li> <li>Recognises common consonant digraphs) at the beginning and end of words: <b>ch</b></li> </ul>	<p>divide the words in phonic parts and syllables.</p> <ul style="list-style-type: none"> <li>Read the words learnt in sentences and other texts.</li> <li>Groups common words into sound families such as 'oy', 'oi'; 'ay', 'ai'</li> <li>Recognises common consonant digraphs at the beginning and end of words: <b>wh</b></li> <li>Distinguishes aurally between long and short vowel sounds, (e.g. „not“ and „note“, „hat“ and „hate“)</li> </ul>	<ul style="list-style-type: none"> <li>Read the words learnt in sentences and other texts.</li> <li>Recognises common consonant digraphs at the beginning and end of words: <b>wh</b></li> <li>Distinguishes aurally between long and short vowel sounds, (e.g. „not“ and „note“, „hat“ and „hate“)</li> <li>Recognizes common double consonants such as ll, ss and zz) at the end of words such as do-ll, fu-ss, buzz</li> </ul>	<p>phonic parts and syllables.</p> <ul style="list-style-type: none"> <li>Read the words learnt in sentences and other texts.</li> <li>Groups common words into sound families such as 'oy', 'oi'; 'ay', 'ai'</li> <li>Distinguishes aurally between long and short vowel sounds, (e.g. „not“ and „note“, „hat“ and „hate“)</li> <li>Recognizes common double consonants such as ll, ss and zz) at the end of words such as do-ll, fu-ss, buzz</li> </ul>	<p>words correctly.</p> <ul style="list-style-type: none"> <li>Build words by using phonic knowledge.</li> <li>Do word building activities and divide the words in phonic parts and syllables.</li> <li>Read the words learnt in sentences and other texts.</li> <li>Distinguishes aurally between long and short vowel sounds, (e.g. „not“ and „note“, „hat“ and „hate“)</li> <li>Recognizes common double consonants such as ll, ss</li> </ul>

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TERM 2 CONTENT			TERM 3 CONTENT								
					and end of words: th						and zz) at the end of words such as do-ll, fu-ss, buzz
CAPS Topic	READING										
<p><b>Core Concepts, Skills and Values</b> <b>Shared reading</b> (5 x 15 minutes - maximum time; 3 x 15 minutes minimum time)</p>	<p>Identify detail of main characters in a text and in the background.</p> <ul style="list-style-type: none"> <li>Read a factual text on the “Big five” in SA.</li> </ul> <p>Answers higher-order thinking questions based on the text.</p> <p>Give a personal opinion on a story read</p>	<p>Reads books in whole class context with teacher and describe the main idea of the story</p> <ul style="list-style-type: none"> <li>Read a story about a sea animal.</li> </ul> <p>Identify detail of main characters in a text and in the background.</p> <p>Answers higher-order thinking questions based on the text.</p> <p>Give a personal opinion on a story read</p>	<p>Make use of visual cues to understand advertisements and to determine the target group</p> <ul style="list-style-type: none"> <li>Pictures of sea animals</li> </ul> <p>Identify detail of main characters in a text and in the background.</p> <ul style="list-style-type: none"> <li>Factual text on sea animals</li> </ul> <p>Answers higher-order thinking questions based on the text.</p> <ul style="list-style-type: none"> <li>Use pictures of sea animals</li> </ul>	<p>The whole group reads the same story and identify the sequence of events and the background.</p> <p>Use the cover of the book to predict the story.</p> <p>Answer higher-order thinking questions e.g. “What would happen if..?”</p> <p>Give an opinion on passage read.</p> <p>Identify some synonyms and antonyms.</p>	<p>The whole group reads the same story and identify the sequence of events and the background.</p> <ul style="list-style-type: none"> <li>Why is soil important?</li> <li>Three types of soil</li> </ul> <p>Use the cover of the book to predict the story.</p> <ul style="list-style-type: none"> <li>Why is soil important?</li> </ul> <p>Answer higher-order thinking questions e.g. “What would happen if..?”</p>	<p>The whole group reads the same story and identify the sequence of events and the background.</p> <ul style="list-style-type: none"> <li>Read a story of an animal living under the ground.</li> </ul> <p>Use the cover of the book to predict the story.</p> <ul style="list-style-type: none"> <li>Discuss the cover of the book.</li> </ul> <p>Answer higher-order thinking questions e.g. “What would happen if..?”</p> <p>Identify some synonyms and antonyms.</p>	<p>The whole group reads the same story and identify the sequence of events and the background.</p> <ul style="list-style-type: none"> <li>Read the under scripts of a video on different types of road transport and for what each can be used.</li> </ul> <p>Answer higher-order thinking questions e.g. “What would happen if...?”</p> <ul style="list-style-type: none"> <li>There are many learners in the school that have no</li> </ul>	<p>The whole group reads the same story and identify the sequence of events and the background.</p> <ul style="list-style-type: none"> <li>Read factual information on different kinds of transport.</li> </ul> <p>Answer higher-order thinking questions e.g. “What would happen if...?”</p> <ul style="list-style-type: none"> <li>Use fact on transport to pose questions.</li> <li>Learners to answer these questions by using their</li> </ul>	<p>Use the pictures to predict the sequence of the story.</p> <ul style="list-style-type: none"> <li>Look at the pictures.</li> <li>Place the pictures in the correct sequence.</li> <li>Fit the sentence strips to the pictures</li> </ul> <p>Give an opinion on passage read.</p> <p>Identify some synonyms and antonyms.</p>	<p>The whole group reads the same story and identify the sequence of events and the background.</p> <ul style="list-style-type: none"> <li>Read the under scripts of a video on the meaning of the traffic light.</li> <li>Read the under scripts of a story on many road signs.</li> </ul> <p>Answer higher-order thinking questions e.g. “What would happen if..?”</p> <ul style="list-style-type: none"> <li>People don’t follow the</li> </ul>	<p>The whole group reads the same story and identify the sequence of events and the background.</p> <ul style="list-style-type: none"> <li>Read a story on road safety.</li> </ul> <p>Use the cover of the book to predict the story.</p> <p>Answer higher-order thinking questions e.g. “What would happen if..?”</p> <p>Give an opinion on passage read.</p>

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	TERM 2 CONTENT			TERM 3 CONTENT							
			<ul style="list-style-type: none"> <li>Which sea animals can be eaten by man?</li> <li>Which sea animals are dangerous?</li> <li>What covers and protects the body of a sea animal?</li> </ul>	<p><b>Interpret information from simple tables e.g. calendar.</b></p>	<p><b>Identify some synonyms and antonyms.</b></p> <p><b>Interpret information from simple tables e.g. calendar.</b></p> <ul style="list-style-type: none"> <li>Discuss the completed table of three types of soil.</li> </ul>		<p>transport to come to school.</p> <ul style="list-style-type: none"> <li>What type of transport will be the best to come to school?</li> </ul> <p><b>Interpret information from simple tables e.g. calendar.</b></p> <ul style="list-style-type: none"> <li>Look at the graph and answers the questions.</li> <li>How does most learners come to school?</li> <li>How many children comes to school by car?</li> </ul>	<p>background knowledge.</p> <p><b>Give an opinion on passage read.</b></p> <p><b>Identify some synonyms and antonyms.</b></p> <p><b>Interpret information from simple tables e.g. calendar.</b></p> <ul style="list-style-type: none"> <li>Sort the different types of transport.</li> <li>Answers questions by using graphs.</li> </ul>		<p>road safety rules.</p> <p><b>Give an opinion on passage read.</b></p> <p><b>Identify some synonyms and antonyms.</b></p>	<p><b>Identify some synonyms and antonyms.</b></p>
<p><b>Core Concepts, Skills and Values:</b></p> <p><b>Group Guided Reading</b></p> <p>(Minimum 2h30 minutes per week -</p>	<ul style="list-style-type: none"> <li>Read aloud from own book or reading chart with teacher</li> <li>Use structural-analytical decoding skills</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud from own book or reading chart with teacher</li> <li>Use structural-analytical decoding skills</li> <li>Break up words in word parts</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud from own book or reading chart with teacher</li> <li>Use structural-analytical decoding skills</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud from own book or reading chart with teacher</li> <li>Use structural-analytical decoding skills</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud from own book or reading chart with teacher</li> <li>Use structural-analytical decoding skills</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud from own book or reading chart with teacher</li> <li>Use structural-analytical decoding skills</li> <li>Break up words in word parts</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud from own book or reading chart with teacher</li> <li>Use structural-analytical decoding skills</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud from own book or reading chart with teacher</li> <li>Use structural-analytical decoding skills</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud from own book or reading chart with teacher</li> <li>Use structural-analytical decoding skills</li> <li>Break up words in word parts</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud from own book or reading chart with teacher</li> <li>Use structural-analytical decoding skills</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud from own book or reading chart with teacher</li> <li>Use structural-analytical decoding skills</li> </ul>

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	TERM 2 CONTENT				TERM 3 CONTENT						
30 minutes per day) <b>*Choose 2 – 3 strategies per week</b>	<ul style="list-style-type: none"> <li>Break up words in word parts</li> <li>Add word parts together</li> <li>Recognise smaller words within a word</li> <li>Make use of contextual cues:</li> <li>Make use of pictures to make sense of a story</li> <li>Predicts the story by making use of cues</li> <li>Make use of the storyline to predict words</li> <li>Look at words around a specific word, to enable you to read an unknown word</li> </ul>	<ul style="list-style-type: none"> <li>Add word parts together</li> <li>Recognise smaller words within a word</li> <li>Make use of contextual cues:</li> <li>Make use of pictures to make sense of a story</li> <li>Predicts the story by making use of cues</li> <li>Make use of the storyline to predict words</li> <li>Look at words around a specific word, to enable you to read an unknown word</li> <li>Use phonic knowledge, sight words and clues during reading</li> </ul>	<ul style="list-style-type: 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	TERM 2 CONTENT				TERM 3 CONTENT						
	<ul style="list-style-type: none"> <li>Use phonic knowledge, sight words and clues during reading</li> <li>Use word recognition and comprehension skills during the reading</li> <li>lesson:</li> <li>Sound words to understand</li> <li>Use beginning sounds as a cue</li> <li>Use general letter patterns e.g. -ow, -ew</li> <li>Use know parts of the words to read the whole word</li> <li>Make use of combining sounds to understand words e.g. block</li> <li>Make use of combining sounds to understand words e.g. block</li> </ul>	<ul style="list-style-type: none"> <li>Use word recognition and comprehension skills during the reading</li> <li>lesson:</li> <li>Sound words to understand</li> <li>Use beginning sounds as a cue</li> <li>Use general letter patterns e.g. -ow, -ew</li> <li>Use know parts of the words to read the whole word</li> <li>Make use of combining sounds to understand words e.g. block</li> <li>Break word up in syllables to be able to read and understand the word.</li> </ul>	<ul 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<p><b>Core Concepts, Skills and Values:</b> <b>Paired/Independent reading</b></p>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>

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	TERM 2 CONTENT				TERM 3 CONTENT						
CAPS Topic	<p style="text-align: center;"><b>WRITING</b> (Minimum time: 4 x 15 minutes per day; Maximum time 3 x 20 minutes per day)</p>										
<p style="text-align: center;"><b>Core Concepts, Skills and Values</b></p>	<ul style="list-style-type: none"> <li>Do phonic tasks</li> </ul> <p>Take part in discussions to decide on a topic to write on.</p> <ul style="list-style-type: none"> <li>The “Big Five”</li> </ul> <p>Write and illustrate on paragraph (at least 5 sentences) with the help of a writing frame.</p> <ul style="list-style-type: none"> <li>Choose any one of the “Big Five “and write a paragraph on the animal.</li> </ul> <p>Use the writing process (Planning, writing and editing)</p> <ul style="list-style-type: none"> <li>Make use of capital letters (at the beginning of</li> </ul>	<ul style="list-style-type: none"> <li>Do phonic tasks</li> </ul> <p>Take part in discussions to decide on a topic to write on.</p> <ul style="list-style-type: none"> <li>Any Sea Animal</li> </ul> <ul style="list-style-type: none"> <li>Write and illustrate on paragraph (at least 5 sentences) with the help of a writing frame.</li> </ul> <p>Write the story the teacher read on a sea animal in your own words.</p> <p>Use the writing process (Planning, writing and editing)</p> <ul style="list-style-type: none"> <li>Write your own story on a sea animal</li> <li>Make use of capital letters (at</li> </ul>	<ul style="list-style-type: none"> <li>Do phonic tasks</li> </ul> <p>Take part in discussions to decide on a topic to write on.</p> <ul style="list-style-type: none"> <li>Steps to take to clean a fish tank</li> </ul> <p>Write and illustrate on paragraph (4 – 6 sentences) to contribute to the reading corner</p> <ul style="list-style-type: none"> <li>Write with a friend the steps to clean a fish tank.</li> <li>Draw a picture of the fish tank</li> </ul> <p>Use the writing process (Planning, writing and editing)</p> <ul style="list-style-type: none"> <li>Make use of capital letters (at the beginning of</li> </ul>	<p>Do phonic tasks.</p> <p>Take part in discussions to choose a topic to write on.</p> <p>Write a simple meaningful text e.g. a “Get better soon” card etc.</p> <p>Plan, write and present a story of at least six sentences.</p> <p>Write 1 - 2 paragraphs (at least 8 sentences) on personal experiences.</p> <ul style="list-style-type: none"> <li>Holiday news.</li> </ul> <p>Use correct punctuation (full stop, comma, question mark and exclamation mark) so that others can read what was written.</p>	<p>Do phonic tasks.</p> <p>Take part in discussions to choose a topic to write on.</p> <p>Write a simple meaningful text e.g. a “Get better soon” card etc.</p> <p>Plan, write and present a story of at least six sentences.</p> <p>Write 1 - 2 paragraphs (at least 8 sentences) on personal experiences.</p> <ul style="list-style-type: none"> <li>Why is soil important to us?</li> </ul> <p>Use correct punctuation (full stop, comma, question mark and exclamation mark) so that others can read</p>	<p>Do phonic tasks.</p> <p>Take part in discussions to choose a topic to write on.</p> <p>Write a simple meaningful text e.g. a “Get better soon” card etc.</p> <p>Plan, write and present a story of at least six sentences.</p> <ul style="list-style-type: none"> <li>I am a rabbit/ mole/ant under the ground.</li> </ul> <p>Write 1 - 2 paragraphs (at least 8 sentences) on personal experiences.</p> <p>Use correct punctuation (full stop, comma, question mark and exclamation mark) so that others can read what was written.</p>	<p>Do phonic tasks.</p> <p>Write a simple meaningful text e.g. a “Thank you” card etc.</p> <ul style="list-style-type: none"> <li>Write to the driver of the school bus to thank him for bringing you safely to school every morning.</li> </ul> <p>Use correct punctuation (full stop, comma, question mark and exclamation mark) so that others can read what was written.</p> <p>Spell known words correct and use phonic knowledge to spell unknown words.</p>	<p>Do phonic tasks.</p> <p>Plan, write and present a story of at least six sentences.</p> <ul style="list-style-type: none"> <li>Suzie and her brother Norman live in Cape Town. They went to stay with their nephews in Johannesburg. Look at the pictures and tell your friend what they are doing.</li> </ul> <p>Write 1 - 2 paragraphs (at least 8 sentences) on personal experiences.</p> <p>Use correct punctuation (full stop, comma, question mark and exclamation</p>	<p>Do phonic tasks.</p> <p>Take part in discussions to choose a topic to write on.</p> <ul style="list-style-type: none"> <li>Fit the sentences to the correct pictures.</li> <li>Sequence of happenings.</li> </ul> <p>Plan, write and present a story of at least six sentences.</p> <ul style="list-style-type: none"> <li>Write down the steps on how to fold a sailboat or airoplane out of paper.</li> <li>Draw the steps.</li> </ul> <p>Spell known words correct and use phonic knowledge to spell unknown words.</p> <p>Identify and use nouns and verbs correctly.</p> <p>Identify and use pronouns correctly.</p>	<p>Do phonic tasks.</p> <p>Plan, write and present a story of at least six sentences.</p> <ul style="list-style-type: none"> <li>Design your own traffic light and write down the meaning of each colour.</li> </ul> <p>Use correct punctuation (full stop, comma, question mark and exclamation mark) so that others can read what was written.</p> <p>Spell known words correct and use phonic knowledge to spell unknown words.</p> <p>Use present, past and future tense correctly.</p>	<p>Do phonic tasks.</p> <p>Plan, write and present a story of at least six sentences.</p> <ul style="list-style-type: none"> <li>Road safety</li> </ul> <p>Write 1 - 2 paragraphs (at least 8 sentences) on road safety.</p> <ul style="list-style-type: none"> <li>Write the story in your own words.</li> </ul> <p>Use correct punctuation (full stop, comma, question mark and exclamation mark) so that others can read what was written.</p> <p>Spell known words correct and use phonic knowledge to spell unknown words.</p>

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	<p>sentences and names) and correct punctuation such as full stops, commas, question marks and exclamation marks</p> <ul style="list-style-type: none"> <li>• Spell known words correctly</li> <li>• Make use of present and past tense</li> <li>• Use prepositions correctly</li> <li>• Read own writing out loud to a friend.</li> </ul> <p>Create own dictionary to develop dictionary skills</p>	<p>the beginning of sentences and names) and correct punctuation such as full stops, commas, question marks and exclamation marks</p> <ul style="list-style-type: none"> <li>• Spell known words correctly</li> <li>• Make use of present and past tense</li> <li>• Use prepositions correctly</li> <li>• Read own writing out loud to a friend.</li> </ul> <p>Create own dictionary to</p>	<p>sentences and names) and correct punctuation such as full stops, commas, question marks and exclamation marks</p> <ul style="list-style-type: none"> <li>• Spell known words correctly</li> <li>• Make use of present and past tense</li> <li>• Use prepositions correctly</li> <li>• Read own writing out loud to a friend.</li> </ul> <p>Create own dictionary to develop dictionary skills</p>	<p><b>Spell known words correct and use phonic knowledge to spell unknown words.</b></p> <p><b>Use present, past and future tense correctly.</b></p> <p><b>Identify and use nouns and verbs correctly.</b></p> <p><b>Identify and use pronouns correctly.</b></p> <p><b>Read and discuss own writing with friend.</b></p> <p><b>Create own word bank and personal dictionary.</b></p>	<p>what was written.</p> <p><b>Spell known words correct and use phonic knowledge to spell unknown words.</b></p> <p><b>Use present, past and future tense correctly.</b></p> <p><b>Identify and use nouns and verbs correctly.</b></p> <p><b>Identify and use pronouns correctly.</b></p> <p><b>Read and discuss own writing with friend.</b></p> <p><b>Create own word bank and personal dictionary.</b></p>	<p><b>Spell known words correct and use phonic knowledge to spell unknown words.</b></p> <p><b>Use present, past and future tense correctly.</b></p> <p><b>Identify and use nouns and verbs correctly.</b></p> <p><b>Identify and use pronouns correctly.</b></p> <p><b>Read and discuss own writing with friend.</b></p> <p><b>Create own word bank and personal dictionary.</b></p>	<p><b>Use present, past and future tense correctly.</b></p> <p><b>Identify and use nouns and verbs correctly.</b></p> <p><b>Identify and use pronouns correctly.</b></p> <p><b>Read and discuss own writing with friend.</b></p> <p><b>Create own word bank and personal dictionary.</b></p>	<p>mark) so that others can read what was written.</p> <p><b>Spell known words correct and use phonic knowledge to spell unknown words.</b></p> <p><b>Use present, past and future tense correctly.</b></p> <p><b>Identify and use nouns and verbs correctly.</b></p> <p><b>Identify and use pronouns correctly.</b></p> <p><b>Read and discuss own writing with friend.</b></p>		<p><b>Identify and use nouns and verbs correctly.</b></p> <p><b>Identify and use pronouns correctly.</b></p> <p><b>Read and discuss own writing with friend.</b></p>	<p><b>Use present, past and future tense correctly.</b></p> <p><b>Identify and use nouns and verbs correctly.</b></p> <p><b>Identify and use pronouns correctly.</b></p>



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		develop dictionary skills									
CAPS Topic	<p style="text-align: center;"><b>HANDWRITING</b> (Minimum time 3 x 15 minutes per day; Maximum time 4 x 15 minutes per day)</p>										
Core Concepts, Skills and Values	<ul style="list-style-type: none"> <li>Write the date and heading: <b>Handwriting</b></li> <li>Write the Pattern: <i>eeee e</i></li> <li>Write capital and lower-case letters: C c, E e</li> <li>Write words and sentences with spacing</li> <li>Underline the work</li> </ul>	<ul style="list-style-type: none"> <li>Write the date and heading: <b>Handwriting</b></li> <li>Write the Pattern: <i>oooo o</i></li> <li>Write capital and lower-case letters: O o, Q q</li> <li>Write words and sentences with spacing</li> <li>Underline the work</li> </ul>	<ul style="list-style-type: none"> <li>Write the date and heading: <b>Handwriting</b></li> <li>Write the Pattern: <i>oooo o</i></li> <li>Write capital and lower-case letters: P p, D d</li> <li>Write words and sentences with spacing</li> <li>Underline the work</li> </ul>	<ul style="list-style-type: none"> <li>Write the date and heading: <b>Handwriting</b></li> <li>Write the Pattern: <i>www w v</i></li> <li>Write capital and lower-case letters: V v, W w</li> <li>Write words and sentences with spacing</li> <li>Underline the work</li> </ul>	<ul style="list-style-type: none"> <li>Write the date and heading: <b>Handwriting</b></li> <li>Write the Pattern: <i>lilili</i></li> <li>Write capital and lower-case letters: L l, I i</li> <li>Write words and sentences with spacing</li> <li>Underline the work</li> </ul>	<ul style="list-style-type: none"> <li>Write the date and heading: <b>Handwriting</b></li> <li>Write the Pattern: <i>mmmm</i></li> <li>Write capital and lower-case letters: R r, N n</li> <li>Write words and sentences with spacing</li> <li>Underline the work</li> </ul>	<ul style="list-style-type: none"> <li>Write the date and heading: <b>Handwriting</b></li> <li>Write the Pattern: <i>uuuu</i></li> <li>Write capital and lower-case letters: V v, U u</li> <li>Write words and sentences with spacing</li> <li>Underline the work</li> </ul>	<ul style="list-style-type: none"> <li>Write the date and heading: <b>Handwriting</b></li> <li>Write the Pattern: <i>cccc</i></li> <li>Write capital and lower-case letters: C c, D d</li> <li>Write words and sentences with spacing</li> <li>Underline the work</li> </ul>	<ul style="list-style-type: none"> <li>Write the date and heading: <b>Handwriting</b></li> <li>Write the Pattern: <i>eeee e</i></li> <li>Write capital and lower-case letters: C c, E e</li> <li>Write words and sentences with spacing</li> <li>Underline the work</li> </ul>	<ul style="list-style-type: none"> <li>Write the date and heading: <b>Handwriting</b></li> <li>Write the Pattern: <i>oooo o</i></li> <li>Write capital and lower-case letters: O o, Q q</li> <li>Write words and sentences with spacing</li> <li>Underline the work</li> </ul>	<ul style="list-style-type: none"> <li>Write the date and heading: <b>Handwriting</b></li> <li>Write the Pattern: <i>oooo o</i></li> <li>Write capital and lower-case letters: H h, I i</li> <li>Write words and sentences with spacing</li> <li>Underline the work</li> </ul>
Requisite Pre-Knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge

Term 3 52 days	Week 1 13 – 16 July (4 days)	Week 2 19 – 23 July	Week 3 26 – 30 July	Week 4 2 – 6 August	Week 5 10 – 13 August (4 days)	Week 6 16 – 20 August	Week 7 23 – 27 August	Week 8 30 August – 3 September	Week 9 6 – 10 September	Week 10 13 – 17 September	Week 11 20 – 23 September (4 days)
TOPIC/THEME	ANIMAL CREATURES THAT LIVES IN WATER		ANIMAL SHELTERS	SOIL		TRANSPORT		ROAD SAFETY		PEOPLE WHO HELP US	
	TERM 2 CONTENT			TERM 3 CONTENT							
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	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters
Informal Assessment	<ul style="list-style-type: none"> <li>The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>This must be done informally and ongoing.</li> </ul>										
SBA (Formal Assessment)	<ul style="list-style-type: none"> <li>The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>Rubrics, checklists and writing activities can be used.</li> <li>Assessment can only take place if the concepts have been taught and learners had enough time to practice.</li> </ul> <p><b>Listening &amp; Speaking:</b></p> <ul style="list-style-type: none"> <li>Talks about personal experiences and more general news. For example, tells news using descriptive language</li> <li>Listens to a complex sequence of instructions and responds appropriately</li> <li>Participates in discussions, suggesting topics for discussion and asking questions for information and reporting back on</li> <li>Listens for the detail in stories and answers higher-order questions, e.g., “Do you think he was right to...?”</li> <li>Expresses feelings about a text and gives reasons, e.g., “It made me angry because...”</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Recognises at least 5 new vowel digraphs. For example ‘ar’ as in car, ‘er’ as in fern, ‘ir’ as in shirt, ‘or’ as in short, ‘ur’ as in church etc.</li> <li>Recognises the first sound (onset) and the last syllable (rime) in more complex patterns. For example dr-eam, cr-eam,</li> <li>Recognises common double consonants such as ll, ss and zz at the end of words. For example do-ll, fu-ss, buzz</li> <li>Groups common words into sound families.</li> </ul> <p><b>Reading:</b></p>										

Term 3 52 days	Week 1 13 – 16 July (4 days)	Week 2 19 – 23 July	Week 3 26 – 30 July	Week 4 2 – 6 August	Week 5 10 – 13 August (4 days)	Week 6 16 – 20 August	Week 7 23 – 27 August	Week 8 30 August – 3 September	Week 9 6 – 10 September	Week 10 13 – 17 September	Week 11 20 – 23 September (4 days)
TOPIC/THEME	ANIMAL CREATURES THAT LIVES IN WATER		ANIMAL SHELTERS	SOIL		TRANSPORT		ROAD SAFETY		PEOPLE WHO HELP US	
	TERM 2 CONTENT			TERM 3 CONTENT							
	<ul style="list-style-type: none"> <li>Assess each learner individually 40-50 sight words (Big Book, Theme, Reader)</li> <li>Uses sight words, phonics, contextual and structural analysis decoding skills and comprehension skills to make meaning</li> <li>Reads with increasing fluency and speed using correct pronunciation</li> <li>Choose a short reading passage of 40 - 50 words (DBE Workbook or Reader) Types of questions Multiple choice questions Fill in the missing words (cloze procedure)</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Writes at least two paragraphs (8 sentences) on personal experiences or events such as a family celebration</li> <li>Uses informational structures when writing such as writes recipes</li> <li>Uses present, past and future tenses correctly</li> <li>Uses correct punctuation (full stops, commas, question marks and exclamation marks) so that others can read what has been written</li> <li>Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>Copies and writes writing patterns in the joined script or cursive writing</li> <li>Writes in print script all capitals and lower case letters confidently and accurately</li> </ul>										

Term 4 47 days	Week 1 5 – 8 October (4 days)	Week 2 11-15 October	Week 3 18-22 October	Week 4 25 – 29 October	Week 5 1 – 5 November	Week 6 8 – 12 November	Week 7 15 – 19 November	Week 8 22 – 26 November	Week 9 29 November – 3 December	Week 10 6 – 8 December (3 days)
TOPIC/THEME	OUR COUNTRY		WAYS TO COMMUNICATE			LIFE AT NIGHT			CONSOLIDATION	
TERM 4 CONTENT										
CAPS Topic	<b>LISTENING &amp; SPEAKING</b> (Minimum time 3 x 15 minutes a week; Maximum time 4 x 15 minutes a week)									
<b>Core Concepts, Skills and Values</b>	Listen to a complicated sequence of instructions and react appropriately.  Take part in discussions, propose topics for discussion and ask questions to get information. Report on the groupwork done.  Take part in word games e.g. “I spy with my little eye...”  Tell jokes and riddles with the appropriate tone of voice and volume.	Listen to a complicated sequence of instructions and react appropriately. <ul style="list-style-type: none"> <li>• Listens to the history of the SA flag and the symbolic meaning of each colour.</li> </ul> Take part in discussions, propose topics for discussion and ask questions to get information. Report on the groupwork done. <ul style="list-style-type: none"> <li>• Our country’s flag. Are there a SA flag at your school?</li> <li>• Does the police station or other places</li> </ul>	Take part in discussions, propose topics for discussion and ask questions to get information. Report on the groupwork done. <ul style="list-style-type: none"> <li>• Our national symbols.</li> <li>• Look at the pictures and discuss in small groups.</li> <li>• Groups give feedback.</li> </ul> Tell jokes and riddles with the appropriate tone of voice and volume. Ask riddles to explain the national symbols and to get to know them.	Take part in discussions, propose topics for discussion and ask questions to get information. Report on the groupwork done. <ul style="list-style-type: none"> <li>• Learners uses pictures and discuss the different ways on which people can communicate.</li> </ul> Take part in word games e.g. “I spy with my little eye...” Learners make use of hand signs to explain and their classmates must guess what they are explaining.	Listen to a complicated sequence of instructions and react appropriately. <ul style="list-style-type: none"> <li>• We use writing and our voices to communicate.</li> </ul> Take part in discussions, propose topics for discussion and ask questions to get information. Report on the groupwork done. <ul style="list-style-type: none"> <li>• How does people that is deaf and blind communicate?</li> <li>• Use pictures and discuss.</li> </ul> Take part in word games e.g. “I spy with my little eye...”	Listen and react to a speaker which the learner cannot see. <ul style="list-style-type: none"> <li>• Sit with you back against a friend’s back and act as if you are talking on the telephone.</li> <li>• Take turns to talk about the holiday.</li> <li>• Use voices to talk about feelings.</li> </ul> Listen to detail in stories and answers higher-order questions. E.g. “Do you think her was right to...” <ul style="list-style-type: none"> <li>• Read a story e.g. We visit the seaside.</li> </ul> Answers open-ended questions and give reasons for your answer. E.g “Why do you say so	Listen and react to a speaker which the learner cannot see. <ul style="list-style-type: none"> <li>• Listens to night sounds that the teacher plays.</li> </ul> Listen to detail in stories and answers higher-order questions. E.g. “Do you think her was right to...” <ul style="list-style-type: none"> <li>• Listen to the story of a night ape...</li> </ul> Answers open-ended questions and give reasons for your answer. E.g “Why do you say so <ul style="list-style-type: none"> <li>• Can you identify the sounds?</li> <li>• Do the sounds make you feel afraid? Why?</li> </ul>	Listen and react to a speaker which the learner cannot see. <ul style="list-style-type: none"> <li>• Listen to facts on different night animals.</li> </ul> Answers open-ended questions and give reasons for your answer. E.g “Why do you say so  Express feelings on a text and give reasons for your answer. E.g. “It made me angry because ...”	Listen to a speaker and react appropriately <ul style="list-style-type: none"> <li>• How do you feel when mother puts out the light?</li> <li>• Discuss your feelings with a friend.</li> </ul> Listen to detail in stories and answers higher-order questions. <ul style="list-style-type: none"> <li>• Listen to a poem expressing a feeling</li> </ul> Express feelings on a text and give reasons for your answer. E.g. “It made me afraid because ...”	Listen to detail in stories and answers higher-order questions. <ul style="list-style-type: none"> <li>• People working day shifts and night shifts.</li> </ul> Answers open-ended questions and give reasons for your answer. E.g. “Why do you say so <ul style="list-style-type: none"> <li>• Answers questions on the text read</li> </ul>



Term 4 47 days	Week 1 5 – 8 October (4 days)	Week 2 11-15 October	Week 3 18-22 October	Week 4 25 – 29 October	Week 5 1 – 5 November	Week 6 8 – 12 November	Week 7 15 – 19 November	Week 8 22 – 26 November	Week 9 29 November – 3 December	Week 10 6 – 8 December (3 days)
TOPIC/THEME	OUR COUNTRY		WAYS TO COMMUNICATE			LIFE AT NIGHT			CONSOLIDATION	
<b>TERM 4 CONTENT</b>										
		in the community have a SA flag? • At which events do we use the SA flag?				Answers questions on the story.				
	<b>PHONICS</b> (5 X 15 minutes per week- minimum time; 15 x 5 minutes a week - maximum time)									
<b>CAPS Topic</b>										

Term 4 47 days	Week 1 5 – 8 October (4 days)	Week 2 11-15 October	Week 3 18-22 October	Week 4 25 – 29 October	Week 5 1 – 5 November	Week 6 8 – 12 November	Week 7 15 – 19 November	Week 8 22 – 26 November	Week 9 29 November – 3 December	Week 10 6 – 8 December (3 days)
TOPIC/THEME	OUR COUNTRY		WAYS TO COMMUNICATE			LIFE AT NIGHT			CONSOLIDATION	
TERM 4 CONTENT										
<p><b>Core Concepts, Skills and Values</b></p>	<ul style="list-style-type: none"> <li>Use phonics taught to build words.</li> <li>Form and sound words on level of own phonic knowledge.</li> <li>Build sentences making use of phonic knowledge learned through the year.</li> <li>Read the words learnt in sentences and other texts.</li> <li>Learn to spell at least 10 spelling words (Phonic words and sight words) per week.</li> <li>Recognizes common double consonants such as ll, ss and zz) at the end of words</li> </ul>	<ul style="list-style-type: none"> <li>Recognises at least 5 new vowel digraphs (e.g. ‘ar’ as in car, ‘er’ as in fern, ‘ir’ as in shirt, ‘or’ as in short, ‘ur’ as in church etc.)</li> <li>Recognize and use suffixes e.g. -ness: sadness, happiness</li> <li>Use phonics taught to build words.</li> <li>Form and sound words on level of own phonic knowledge.</li> <li>Build sentences making use of phonic knowledge learned through the year.</li> </ul>	<ul style="list-style-type: none"> <li>Recognises vowel digraphs :oo</li> <li>Recognise and use suffixes e.g. -ness: sadness, happiness</li> <li>Use phonics taught to build words.</li> <li>Form and sound words on level of own phonic knowledge.</li> <li>Build sentences making use of phonic knowledge learned through the year.</li> <li>Read the words learnt in sentences and other texts.</li> <li>Learn to spell at least 10 spelling words (Phonic words and sight words) per week.</li> </ul>	<ul style="list-style-type: none"> <li>Recognises vowel digraphs: oo</li> <li>Recognise and use suffixes e.g. -ness: sadness, happiness</li> <li>Use phonics taught to build words.</li> <li>Form and sound words on level of own phonic knowledge.</li> <li>Build sentences making use of phonic knowledge learned through the year.</li> <li>Read the words learnt in sentences and other texts.</li> <li>Learn to spell at least 10 spelling words (Phonic words and sight</li> </ul>	<ul style="list-style-type: none"> <li>Recognises vowel digraphs: ee</li> <li>Recognise and use suffixes e.g. -ness: sadness, happiness</li> <li>Use phonics taught to build words.</li> <li>Form and sound words on level of own phonic knowledge.</li> <li>Build sentences making use of phonic knowledge learned through the year.</li> <li>Read the words learnt in sentences and other texts.</li> <li>Learn to spell at least 10 spelling words (Phonic words</li> </ul>	<ul style="list-style-type: none"> <li>Recognises vowel digraphs: ee</li> <li>Recognise and use suffixes e.g. -ness: sadness, happiness</li> <li>Use phonics taught to build words.</li> <li>Form and sound words on level of own phonic knowledge.</li> <li>Build sentences making use of phonic knowledge learned through the year.</li> <li>Read the words learnt in sentences and other texts.</li> <li>Learn to spell at least 10 spelling words (Phonic words</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and use suffixes e.g. -ness: sadness, happiness</li> <li>Use phonics taught to build words.</li> <li>Form and sound words on level of own phonic knowledge.</li> <li>Build sentences making use of phonic knowledge learned through the year.</li> <li>Read the words learnt in sentences and other texts.</li> <li>Learn to spell at least 10 spelling words (Phonic words and sight words) per week.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and use suffixes e.g. -ness: sadness, happiness</li> <li>Use phonics taught to build words.</li> <li>Form and sound words on level of own phonic knowledge.</li> <li>Build sentences making use of phonic knowledge learned through the year.</li> <li>Read the words learnt in sentences and other texts.</li> <li>Learn to spell at least 10 spelling words (Phonic words and sight words) per week.</li> <li>Write two short</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and use suffixes e.g. -ness: sadness, happiness</li> <li>Use phonics taught to build words.</li> <li>Form and sound words on level of own phonic knowledge.</li> <li>Build sentences making use of phonic knowledge learned through the year.</li> <li>Read the words learnt in sentences and other texts.</li> <li>Learn to spell at least 10 spelling words (Phonic words and sight words) per week.</li> <li>Write two short sentences</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and use suffixes e.g. -ness: sadness, happiness</li> <li>Use phonics taught to build words.</li> <li>Form and sound words on level of own phonic knowledge.</li> <li>Build sentences making use of phonic knowledge learned through the year.</li> <li>Read the words learnt in sentences and other texts.</li> <li>Learn to spell at least 10 spelling words (Phonic words and sight words) per week.</li> <li>Write two short</li> </ul>

Term 4 47 days	Week 1 5 – 8 October (4 days)	Week 2 11-15 October	Week 3 18-22 October	Week 4 25 – 29 October	Week 5 1 – 5 November	Week 6 8 – 12 November	Week 7 15 – 19 November	Week 8 22 – 26 November	Week 9 29 November – 3 December	Week 10 6 – 8 December (3 days)
TOPIC/THEME	OUR COUNTRY		WAYS TO COMMUNICATE			LIFE AT NIGHT			CONSOLIDATION	
TERM 4 CONTENT										
	<p>such as do-ll, fu-ss, buzz</p> <ul style="list-style-type: none"> <li>Distinguishes aurally between long and short vowel sounds, (e.g. „not“ and „note“, „hat“ and „hate“)</li> <li>Builds up and breaks down simple words beginning with some common consonant blends (e.g. fl-at, sl-ip, cl-ap, pl-um; br-im, cr-op, dr-ip, gr-ab, tr-ip)&amp; 3-letter consonant blend at beginning and end of words (e.g. str-and, br-and)</li> </ul>	<p>through the year.</p> <ul style="list-style-type: none"> <li>Read the words learnt in sentences and other texts.</li> <li>Learn to spell at least 10 spelling words (Phonic words and sight words) per week.</li> <li>Groups common words into sound families such as ‘oy’, ‘oi’, ‘ay’, ‘ai’</li> <li>Recognizes common double consonants such as ll, ss and zz) at the end of words such as do-ll, fu-ss, buzz</li> </ul>	<ul style="list-style-type: none"> <li>Distinguishes aurally between long and short vowel sounds, (e.g. „not“ and „note“, „hat“ and „hate“)</li> <li>Builds up and breaks down simple words beginning with some common consonant blends (e.g. fl-at, sl-ip, cl-ap, pl-um; br-im, cr-op, dr-ip, gr-ab, tr-ip)&amp; 3-letter consonant blend at beginning and end of words (e.g. str-and, br-and)</li> </ul>	<p>words) per week.</p> <ul style="list-style-type: none"> <li>Groups common words into sound families such as ‘oy’, ‘oi’, ‘ay’, ‘ai’</li> <li>Builds up and breaks down simple words beginning with some common consonant blends (e.g. fl-at, sl-ip, cl-ap, pl-um; br-im, cr-op, dr-ip, gr-ab, tr-ip)&amp; 3-letter consonant blend at beginning and end of words (e.g. str-and, br-and)</li> </ul>	<p>and sight words) per week.</p> <ul style="list-style-type: none"> <li>Builds up and breaks down simple words beginning with some common consonant blends (e.g. fl-at, sl-ip, cl-ap, pl-um; br-im, cr-op, dr-ip, gr-ab, tr-ip)&amp; 3-letter consonant blend at beginning and end of words (e.g. str-and, br-and)</li> </ul>	<p>and sight words) per week.</p> <ul style="list-style-type: none"> <li>Builds up and breaks down simple words beginning with some common consonant blends (e.g. fl-at, sl-ip, cl-ap, pl-um; br-im, cr-op, dr-ip, gr-ab, tr-ip)&amp; 3-letter consonant blend at beginning and end of words (e.g. str-and, br-and)</li> </ul>	<ul style="list-style-type: none"> <li>Write two short sentences dictated by the teacher.</li> <li>Builds up and breaks down simple words beginning with some common consonant blends (e.g. fl-at, sl-ip, cl-ap, pl-um; br-im, cr-op, dr-ip, gr-ab, tr-ip)&amp; 3-letter consonant blend at beginning and end of words (e.g. str-and, br-and)</li> </ul>	<p>sentences dictated by the teacher.</p> <ul style="list-style-type: none"> <li>Builds up and breaks down simple words beginning with some common consonant blends (e.g. fl-at, sl-ip, cl-ap, pl-um; br-im, cr-op, dr-ip, gr-ab, tr-ip)&amp; 3-letter consonant blend at beginning and end of words (e.g. str-and, br-and)</li> </ul>	<p>dictated by the teacher.</p> <ul style="list-style-type: none"> <li>Builds up and breaks down simple words beginning with some common consonant blends (e.g. fl-at, sl-ip, cl-ap, pl-um; br-im, cr-op, dr-ip, gr-ab, tr-ip)&amp; 3-letter consonant blend at beginning and end of words (e.g. str-and, br-and)</li> </ul>	<p>sentences dictated by the teacher.</p> <ul style="list-style-type: none"> <li>Builds up and breaks down simple words beginning with some common consonant blends (e.g. fl-at, sl-ip, cl-ap, pl-um; br-im, cr-op, dr-ip, gr-ab, tr-ip)&amp; 3-letter consonant blend at beginning and end of words (e.g. str-and, br-and)</li> </ul>

Term 4 47 days	Week 1 5 – 8 October (4 days)	Week 2 11-15 October	Week 3 18-22 October	Week 4 25 – 29 October	Week 5 1 – 5 November	Week 6 8 – 12 November	Week 7 15 – 19 November	Week 8 22 – 26 November	Week 9 29 November – 3 December	Week 10 6 – 8 December (3 days)
TOPIC/THEME	OUR COUNTRY		WAYS TO COMMUNICATE			LIFE AT NIGHT			CONSOLIDATION	
TERM 4 CONTENT										
		<ul style="list-style-type: none"> <li>Builds up and breaks down simple words beginning with some common consonant blends (e.g. fl-at, sl-ip, cl-ap, pl-um; br-im, cr-op, dr-ip, gr-ab, tr-ip)&amp; 3-letter consonant blend at beginning and end of words (e.g. str-and, br-and)</li> </ul>								
CAPS Topic	READING									
<p><b>Core Concepts, Skills and Values</b> <b>Shared reading</b></p> <p>(5 x 15 minutes - maximum time; 3 x 15 minutes minimum time)</p>	<p>Read fiction and non-fiction as a whole class with teachers.</p> <ul style="list-style-type: none"> <li>Read a story with the teacher...</li> </ul> <p><b>Answers higher-order questions on text read e.g.</b></p>	<p>Read fiction and non-fiction as a whole class with teachers.</p> <ul style="list-style-type: none"> <li>Read with the teacher a non-fiction text on the history of the SA flag.</li> </ul>	<p>Read poems and songs with the teacher (Shared reading) as a whole class. <b>Discuss the different formats and the poet's choice of words.</b></p>	<p>Read fiction and non-fiction as a whole class with teachers.</p> <ul style="list-style-type: none"> <li>Read fiction text on different ways of communication.</li> </ul> <p><b>Answers higher-order questions</b></p>	<p>Read fiction and non-fiction as a whole class with teachers.</p> <ul style="list-style-type: none"> <li>Read with the class a message in sign language.</li> <li>Read a passage on how we</li> </ul>	<p>Read fiction and non-fiction as a whole class with teachers.</p> <ul style="list-style-type: none"> <li>Read a story to learners e.g. Going to the seaside.</li> </ul> <p><b>Answers higher-order questions</b></p>	<p>Read fiction and non-fiction as a whole class with teachers.</p> <ul style="list-style-type: none"> <li>Read a story on e.g. a night ape.</li> </ul> <p><b>Answers higher-order questions on text read e.g.</b></p>	<p>Read fiction and non-fiction as a whole class with teachers.</p> <ul style="list-style-type: none"> <li>Read fiction on night animals to the learners.</li> </ul> <p><b>Answers higher-order questions on text read e.g.</b></p>	<p>Read poems and songs with the teacher (Shared reading) as a whole class. <b>Discuss the different formats and the poet's choice of words.</b></p> <ul style="list-style-type: none"> <li>Read a poem on an emotion</li> </ul>	<p>Read fiction and non-fiction as a whole class with teachers.</p> <ul style="list-style-type: none"> <li>Read a text on people working day or night shift..</li> </ul> <p><b>Answers higher-order questions</b></p>

Term 4 47 days	Week 1 5 – 8 October (4 days)	Week 2 11-15 October	Week 3 18-22 October	Week 4 25 – 29 October	Week 5 1 – 5 November	Week 6 8 – 12 November	Week 7 15 – 19 November	Week 8 22 – 26 November	Week 9 29 November – 3 December	Week 10 6 – 8 December (3 days)
TOPIC/THEME	OUR COUNTRY		WAYS TO COMMUNICATE			LIFE AT NIGHT			CONSOLIDATION	
TERM 4 CONTENT										
	<p><b>What do you think...?</b></p> <ul style="list-style-type: none"> <li>Answers questions on the story read.</li> </ul>	<ul style="list-style-type: none"> <li>Look at a video that explains the meaning of the colours in the SA flag.</li> </ul> <p><b>Answers higher-order questions on text read e.g. What do you think...?</b></p> <ul style="list-style-type: none"> <li>Why do you think it is important to know the history of the SA flag and the meaning of the colours in the flag?</li> </ul>	<ul style="list-style-type: none"> <li>Learners read their poems on the flag of SA.</li> </ul> <p><b>Read fiction and non-fiction as a whole class with teachers.</b></p> <ul style="list-style-type: none"> <li>Read a newspaper article/story of e.g. I am proud of my country...</li> </ul> <p><b>Learner says if he or she likes a story and give a good reason for his/her answer. E.g. "I did not like the story because ....."</b></p> <p><b>Gives expression on a personal reaction on printed media like newspapers, magazines, posters and advertisements. E.g. "I like this advertisement most because ..."</b></p> <p>Give critical comments on the newspaper article/story that the teacher read.</p>	<p><b>on text read e.g. What do you think...?</b></p> <ul style="list-style-type: none"> <li>Which senses do we use to communicate?</li> <li>In which ways does people communicate most?</li> </ul>	<p>communicate if we cannot see or hear.</p> <p><b>Answers higher-order questions on text read e.g. What do you think...?</b></p> <ul style="list-style-type: none"> <li>Do you think it is difficult for children who is blind or deaf to communicate?</li> <li>How can we make it easier for them?</li> </ul> <p><b>Learner says if he or she likes a story and give a good reason for his/her answer. E.g. "I did not like the story because ....."</b></p>	<p><b>on text read e.g. What do you think...?</b></p> <ul style="list-style-type: none"> <li>Answers questions on the story read.</li> </ul> <p><b>Learner says if he or she likes a story and give a good reason for his/her answer. E.g. "I did not like the story because ....."</b></p>	<p><b>What do you think...?</b></p> <ul style="list-style-type: none"> <li>Answers questions on the story read.</li> </ul> <p><b>Learner says if he or she likes a story and give a good reason for his/her answer. E.g. "I did not like the story because ....."</b></p>	<p><b>What do you think...?</b></p> <ul style="list-style-type: none"> <li>Answers questions on the story read.</li> </ul> <p><b>Give expression on a personal reaction on printed media.</b></p>	<p>with teacher e.g. Afraid</p> <p><b>Read fiction and non-fiction as a whole class with teachers.</b></p> <ul style="list-style-type: none"> <li>Read a story on dreams and wishes</li> </ul> <p><b>Answers higher-order questions on text read e.g. What do you think...?</b></p> <ul style="list-style-type: none"> <li>Answers questions on the story read.</li> </ul>	<p><b>on text read e.g. What do you think...?</b></p> <ul style="list-style-type: none"> <li>Answers questions on the story read.</li> </ul> <p><b>Give expression on a personal reaction on printed media e.g. photos in magazines. What would you prefer – to work day or night shifts? Why do you say so?</b></p>



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<p style="text-align: center;"><b>Core Concepts, Skills and Values: Group Guided Reading</b></p> <p>(Minimum 2h30 minutes per week - 30 minutes per day)</p> <p style="text-align: center;"><b>*Choose 2 – 3 strategies per week</b></p>	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	
	Use structural-analytical decoding skills	Use structural-analytical decoding skills	Use structural-analytical decoding skills	Use structural-analytical decoding skills	Use structural-analytical decoding skills	Use structural-analytical decoding skills	Use structural-analytical decoding skills	Use structural-analytical decoding skills	Use structural-analytical decoding skills	Use structural-analytical decoding skills	
	<ul style="list-style-type: none"> <li>Break up words in word parts</li> <li>Add word parts together</li> <li>Recognise smaller words within a word</li> </ul>	<ul style="list-style-type: none"> <li>Break up words in word parts</li> <li>Add word parts together</li> <li>Recognise smaller words within a word</li> </ul>	<ul style="list-style-type: none"> <li>Break up words in word parts</li> <li>Add word parts together</li> <li>Recognise smaller words within a word</li> </ul>	<ul style="list-style-type: none"> <li>Break up words in word parts</li> <li>Add word parts together</li> <li>Recognise smaller words within a word</li> </ul>	<ul style="list-style-type: none"> <li>Break up words in word parts</li> <li>Add word parts together</li> <li>Recognise smaller words within a word</li> </ul>	<ul style="list-style-type: none"> <li>Break up words in word parts</li> <li>Add word parts together</li> <li>Recognise smaller words within a word</li> </ul>	<ul style="list-style-type: none"> <li>Break up words in word parts</li> <li>Add word parts together</li> <li>Recognise smaller words within a word</li> </ul>	<ul style="list-style-type: none"> <li>Break up words in word parts</li> <li>Add word parts together</li> <li>Recognise smaller words within a word</li> </ul>	<ul style="list-style-type: none"> <li>Break up words in word parts</li> <li>Add word parts together</li> <li>Recognise smaller words within a word</li> </ul>	<ul style="list-style-type: none"> <li>Break up words in word parts</li> <li>Add word parts together</li> <li>Recognise smaller words within a word</li> </ul>	<ul style="list-style-type: none"> <li>Break up words in word parts</li> <li>Add word parts together</li> <li>Recognise smaller words within a word</li> </ul>
	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:
	<ul style="list-style-type: none"> <li>Make use of pictures to make sense of a story</li> <li>Predicts the story by making use of cues</li> <li>Make use of the storyline to predict words</li> <li>Look at words around a specific word, to enable you to read an unknown word</li> </ul>	<ul style="list-style-type: none"> <li>Make use of pictures to make sense of a story</li> <li>Predicts the story by making use of cues</li> <li>Make use of the storyline to predict words</li> <li>Look at words around a specific word, to enable you to read an unknown word</li> </ul>	<ul style="list-style-type: none"> <li>Make use of pictures to make sense of a story</li> <li>Predicts the story by making use of cues</li> <li>Make use of the storyline to predict words</li> <li>Look at words around a specific word, to enable you to read an unknown word</li> </ul>	<ul style="list-style-type: none"> <li>Make use of pictures to make sense of a story</li> <li>Predicts the story by making use of cues</li> <li>Make use of the storyline to predict words</li> <li>Look at words around a specific word, to enable you to read an unknown word</li> </ul>	<ul style="list-style-type: none"> <li>Make use of pictures to make sense of a story</li> <li>Predicts the story by making use of cues</li> <li>Make use of the storyline to predict words</li> <li>Look at words around a specific word, to enable you to read an unknown word</li> </ul>	<ul style="list-style-type: none"> <li>Make use of pictures to make sense of a story</li> <li>Predicts the story by making use of cues</li> <li>Make use of the storyline to predict words</li> <li>Look at words around a specific word, to enable you to read an unknown word</li> </ul>	<ul style="list-style-type: none"> <li>Make use of pictures to make sense of a story</li> <li>Predicts the story by making use of cues</li> <li>Make use of the storyline to predict words</li> <li>Look at words around a specific word, to enable you to read an unknown word</li> </ul>	<ul style="list-style-type: none"> <li>Make use of pictures to make sense of a story</li> <li>Predicts the story by making use of cues</li> <li>Make use of the storyline to predict words</li> <li>Look at words around a specific word, to enable you to read an unknown word</li> </ul>	<ul style="list-style-type: none"> <li>Make use of pictures to make sense of a story</li> <li>Predicts the story by making use of cues</li> <li>Make use of the storyline to predict words</li> <li>Look at words around a specific word, to enable you to read an unknown word</li> </ul>	<ul style="list-style-type: none"> <li>Make use of pictures to make sense of a story</li> <li>Predicts the story by making use of cues</li> <li>Make use of the storyline to predict words</li> <li>Look at words around a specific word, to enable you to read an unknown word</li> </ul>	<ul style="list-style-type: none"> <li>Make use of pictures to make sense of a story</li> <li>Predicts the story by making use of cues</li> <li>Make use of the storyline to predict words</li> <li>Look at words around a specific word, to enable you to read an unknown word</li> </ul>

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	<p>Use phonic knowledge, sight words and clues during reading</p> <p>Use word recognition and comprehension skills during the reading lesson:</p> <ul style="list-style-type: none"> <li>• Sound words to understand</li> <li>• Use beginning sounds as a cue</li> <li>• Use general letter patterns e.g. -ow, -ew</li> <li>• Use know parts of the words to read the whole word</li> <li>• Make use of combining sounds to understand words e.g. bl-ock</li> <li>• Break word up in syllables to be able to read and understand the word.</li> </ul> <p><b>Read with fluency and intonation</b></p>	<p>read an unknown word</p> <p>Use phonic knowledge, sight words and clues during reading</p> <p>Use word recognition and comprehension skills during the reading lesson:</p> <ul style="list-style-type: none"> <li>• Sound words to understand</li> <li>• Use beginning sounds as a cue</li> <li>• Use general letter patterns e.g. -ow, -ew</li> <li>• Use know parts of the words to read the whole word</li> <li>• Make use 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	<p><b>Build sight vocabulary during all reading</b></p>	<ul style="list-style-type: none"> <li>Break word up in syllables to be able to read and understand the word.</li> </ul> <p><b>Read with fluency and intonation</b></p> <p><b>Build sight vocabulary during all reading</b></p>	<p><b>Build sight vocabulary during all reading</b></p>	<p><b>Build sight vocabulary during all reading</b></p>	<p><b>Build sight vocabulary during all reading</b></p>	<p><b>Build sight vocabulary during all reading</b></p>	<p><b>Build sight vocabulary during all reading</b></p>	<p><b>Build sight vocabulary during all reading</b></p>	<p><b>Build sight vocabulary during all reading</b></p>	<p><b>Build sight vocabulary during all reading</b></p>
<p><b>Core Concepts, Skills and Values: Paired/Independent reading</b></p>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>

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CAPS Topic	<b>WRITING</b> (Minimum time: 4 x 15 minutes per day; Maximum time 3 x 20 minutes per day)									
<b>Core Concepts, Skills and Values</b>	<p>Do phonic tasks.</p> <p>Take part in discussions and contribute ideas for a story.</p> <p>Experiment with words to write a simple poem or song.</p> <p>Write at least two paragraphs (at least 10 sentences) on personal experiences or happenings.</p> <ul style="list-style-type: none"> <li>Holiday news</li> </ul> <p>Plan, write and present own story of at least two paragraphs and use words like “Some day” and “At last”</p> <p>Organize information in a diagram or table.</p> <p>Make use of informal</p>	<p>Do phonic tasks.</p> <p>Experiment with words to write a simple poem or song.</p> <ul style="list-style-type: none"> <li>Use rhyming words to write a poem on the SA flag and to explain the meaning of the colours..</li> </ul> <p>Make use of informal structures for writing like writing recipes.</p> <ul style="list-style-type: none"> <li>Bring a traditional recipe (3 ingredients) from home.</li> <li>Write it in your own words and illustrate.</li> </ul> <p>Place happenings in the text in</p>	<p>Do phonic tasks.</p> <p>Write at least two paragraphs (at least 10 sentences) on personal experiences or happenings.</p> <ul style="list-style-type: none"> <li>I am proud of my country...</li> </ul> <p>Plan, write and present own story of at least two paragraphs and use words like “Some day” and “At last”</p> <p>Organize information in a diagram or table.</p> <ul style="list-style-type: none"> <li>Complete a questionnaire on the symbols of our country.</li> </ul> <p>Place happenings in the text in sequence with the help of words like <i>Then, First, at last.</i></p> <p>Use punctuation correctly (Capital</p>	<p>Do phonic tasks.</p> <p>Take part in discussions and contribute ideas for a story.</p> <p>Plan, write and present own story of at least two paragraphs and use words like “Some day” and “At last”</p> <ul style="list-style-type: none"> <li>Imagine you are in a town you have never visited before. Write a postcard to a friend to tell him/her on what you have seen and done in the town.</li> </ul> <p>Make use of informal structures for writing like writing recipes.</p> <ul style="list-style-type: none"> <li>Write a WhatsApp message to a friend.</li> </ul>	<p>Do phonic tasks.</p> <p>Place happenings in the text in sequence with the help of words like <i>Then, First, at last.</i></p> <ul style="list-style-type: none"> <li>Use the pictures to explain how people have communicated in the old day and how they are communicating now.</li> </ul> <p>Use punctuation correctly (Capital letters, commas, question marks and exclamation marks) so that others can read what was written.</p> <ul style="list-style-type: none"> <li>Write a message on what was written in sign language.</li> </ul> <p>Sound/spell known words</p>	<p>Do phonic tasks.</p> <p>Take part in discussions and contribute ideas for a story.</p> <p>Experiment with words to write a simple poem or song.</p> <ul style="list-style-type: none"> <li>Write a song to convey a message</li> </ul> <p>Write at least two paragraphs (at least 10 sentences) on personal experiences or happenings.</p> <ul style="list-style-type: none"> <li>Christmas. How does your family celebrate Christmas?</li> </ul> <p>Place happenings in the text in sequence with the help of words like <i>Then, First, at last.</i></p>	<p>Do phonic tasks.</p> <p>Take part in discussions and contribute ideas for a story.</p> <ul style="list-style-type: none"> <li>How did the night ape feel?</li> </ul> <p>Write at least two paragraphs (at least 10 sentences) on personal experiences or happenings.</p> <ul style="list-style-type: none"> <li>Choose any night animal and tell us where he lives, what he eats and what he does etc.</li> </ul> <p>Place happenings in the text in sequence with the help of words like <i>Then, First, at last.</i></p> <p>Use punctuation correctly (Capital letters, commas, question marks</p>	<p>Do phonic tasks.</p> <p>Take part in discussions and contribute ideas for a story.</p> <p>Experiment with words to write a simple poem or song.</p> <ul style="list-style-type: none"> <li>Use rhyming words to write a poem on a night animal.</li> </ul> <p>Organize information and answers comprehension questions in full sentences.</p> <ul style="list-style-type: none"> <li>Comprehension questions on night animals.</li> </ul> <p>Use punctuation correctly (Capital letters, commas, question marks and exclamation marks) so that others can read what was written.</p>	<p>Do phonic tasks.</p> <p>Take part in discussions and contribute ideas for a story.</p> <ul style="list-style-type: none"> <li>Emotion words – happy word and words when you are afraid.</li> </ul> <p>Write at least two paragraphs (at least 10 sentences) on personal experiences or happenings.</p> <ul style="list-style-type: none"> <li>Imagine you see a shooting star and you can write down a wish.</li> <li>I wish....</li> <li>I would like to dream about...</li> </ul> <p>Organize information in a diagram or table.</p> <ul style="list-style-type: none"> <li>Write words on emotion in a table and write when each one will be used.</li> </ul>	<p>Do phonic tasks.</p> <p>Plan, write and present own story of at least two paragraphs and use words like “Some day” and “At last”</p> <ul style="list-style-type: none"> <li>Look at pictures and write on what kind of work the people are doing in the night.</li> </ul> <p>Use punctuation correctly (Capital letters, commas, question marks and exclamation marks) so that others can read what was written.</p> <p>Sound/spell known words correctly and try to spell unknown words with the help of phonic knowledge Use present, past and future tense correctly.</p>

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TOPIC/THEME	OUR COUNTRY		WAYS TO COMMUNICATE			LIFE AT NIGHT			CONSOLIDATION	
TERM 4 CONTENT										
	<p>structures for writing like writing recipes.</p> <p>Place happenings in the text in sequence with the help of words like <i>Then, First, at last</i>.</p> <p>Use punctuation correctly (Capital letters, commas, question marks and exclamation marks) so that others can read what was written.</p> <p>Sound/spel known words correctly and try to spell unknown words with the help of phonic knowledge.</p> <p>Use present, past and future tense correctly.</p>	<p>sequence with the help of words like <i>Then, First, at last</i>.</p> <ul style="list-style-type: none"> <li>Write a recipe</li> </ul> <p>Use punctuation correctly (Capital letters, commas, question marks and exclamation marks) so that others can read what was written.</p> <p>Sound/spell known words correctly and try to spell unknown words with the help of phonic knowledge</p> <p>Use present, past and future tense correctly.</p> <p>Sound/spell known words correctly and try to spell unknown words with the help of phonic knowledge</p> <p>Use present, past and future tense correctly.</p> <p>Consult a dictionary to verify the meaning and</p>	<p>letters, commas, question marks and exclamation marks) so that others can read what was written.</p> <p>Sound/spell known words correctly and try to spell unknown words with the help of phonic knowledge.</p> <p>Use present, past and future tense correctly.</p>	<p>Use punctuation correctly (Capital letters, commas, question marks and exclamation marks) so that others can read what was written.</p> <p>Sound/spell known words correctly and try to spell unknown words with the help of phonic knowledge</p> <p>Use present, past and future tense correctly.</p>	<p>correctly and try to spell unknown words with the help of phonic knowledge</p> <p>Use present, past and future tense correctly.</p> <p>Create own word bank and personal dictionary.</p> <p>Consult a dictionary to verify the meaning and spelling of words</p>	<p>Use punctuation correctly (Capital letters, commas, question marks and exclamation marks) so that others can read what was written.</p> <p>Sound/spell known words correctly and try to spell unknown words with the help of phonic knowledge</p> <p>Use present, past and future tense correctly.</p>	<p>and exclamation marks) so that others can read what was written.</p> <p>Sound/spell known words correctly and try to spell unknown words with the help of phonic knowledge</p> <p>Use present, past and future tense correctly.</p> <p>Use present, past and future tense correctly.</p> <p>Consult a dictionary to verify the meaning and spelling of words</p>	<p>Sound/spell known words correctly and try to spell unknown words with the help of phonic knowledge</p> <p>Use present, past and future tense correctly.</p> <p>Create own word bank and personal dictionary.</p> <p>Consult a dictionary to verify the meaning and spelling of words</p>	<p>Use punctuation correctly (Capital letters, commas, question marks and exclamation marks) so that others can read what was written.</p> <p>Sound/spell known words correctly and try to spell unknown words with the help of phonic knowledge</p> <p>Use present, past and future tense correctly.</p>	<p>Use present, past and future tense correctly.</p>



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<b>TERM 4 CONTENT</b>										
spelling of words.										
CAPS Topic	<b>HANDWRITING</b> (Minimum time 3 x 15 minutes per day; Maximum time 4 x 15 minutes per day)									
Core Concepts, Skills and Values	<ul style="list-style-type: none"> <li>Write the date and heading: <b>Handwriting</b></li> <li>Write the Pattern: <i>aaaaa a</i></li> <li>Write capital and lower-case letters: S s, F f</li> <li>Write words and sentences with spacing Underline the work</li> </ul>	<ul style="list-style-type: none"> <li>Write the date and heading: <b>Handwriting</b></li> <li>Write the Pattern: <i>lililili</i></li> <li>Write capital and lower-case letters: L l, I i</li> <li>Write words and sentences with spacing Underline the work</li> </ul>	<ul style="list-style-type: none"> <li>Write the date and heading: <b>Handwriting</b></li> <li>Write the Pattern: <i>mmmm</i></li> <li>Write capital and lower-case letters: R r, M m</li> <li>Write words and sentences with spacing Underline the work</li> </ul>	<ul style="list-style-type: none"> <li>Write the date and heading: <b>Handwriting</b></li> <li>Write the Pattern: <i>uuuuu</i></li> <li>Write capital and lower-case letters: Y y, U u</li> <li>Write words and sentences with spacing Underline the work</li> </ul>	<ul style="list-style-type: none"> <li>Write the date and heading: <b>Handwriting</b></li> <li>Write the Pattern: <i>xxxxx</i></li> <li>Write capital and lower-case letters: A a, X x</li> <li>Write words and sentences with spacing Underline the work</li> </ul>	<ul style="list-style-type: none"> <li>Write the date and heading: <b>Handwriting</b></li> <li>Write the Pattern: <i>eeeee e</i></li> <li>Write capital and lower-case letters: T t, E e</li> <li>Write words and sentences with spacing Underline the work</li> </ul>	<ul style="list-style-type: none"> <li>Write the date and heading: <b>Handwriting</b></li> <li>Write the Pattern: <i>ooooo o</i></li> <li>Write capital and lower-case letters: P p, G g</li> <li>Write words and sentences with spacing Underline the work</li> </ul>	<ul style="list-style-type: none"> <li>Write the date and heading: <b>Handwriting</b></li> <li>Write the Pattern: <i>ooooo o</i></li> <li>Write capital and lower-case letters: O o, I i</li> <li>Write words and sentences with spacing Underline the work</li> </ul>	<ul style="list-style-type: none"> <li>Write the date and heading: <b>Handwriting</b></li> <li>Write the Pattern: <i>aaaaa a</i></li> <li>Write capital and lower-case letters: B b, D d</li> <li>Write words and sentences with spacing Underline the work</li> </ul>	<ul style="list-style-type: none"> <li>Write the date and heading: <b>Handwriting</b></li> <li>Write the Pattern: <i>aaaaa a</i></li> <li>Write capital and lower-case letters: J j, F f</li> <li>Write words and sentences with spacing Underline the work</li> </ul>
Requisite Pre-Knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge
Resources (other than textbook) to enhance learning	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters
Informal Assessment	<ul style="list-style-type: none"> <li>The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically. This must be done informally and ongoing.</li> </ul>									

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<b>TERM 4 CONTENT</b>										
<b>SBA (Formal Assessment)</b>	<ul style="list-style-type: none"> <li>• The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>• Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>• Rubrics, checklists and writing activities can be used.</li> <li>• Assessment can only take place if the concepts have been taught and learners had enough time to practice.</li> </ul> <p><b>Listening &amp; Speaking:</b></p> <ul style="list-style-type: none"> <li>• Talks about personal experiences and more general news. For example, tells news using descriptive language</li> <li>• Listens to a complex sequence of instructions and responds appropriately</li> <li>• Participates in discussions, suggesting topics for discussion and asking questions for information and reporting back on</li> <li>• Listens for the detail in stories and answers higher-order questions, e.g., “Do you think he was right to...?”</li> <li>• Expresses feelings about a text and gives reasons, e.g., “It made me angry because...”</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Recognises at least 5 new vowel digraphs. For example, ‘ar’ as in car, ‘er’ as in fern, ‘ir’ as in shirt, ‘or’ as in short, ‘ur’ as in church etc.</li> <li>• Recognises the first sound (onset) and the last syllable (rime) in more complex patterns. For example, dr-eam, cr-eam,</li> <li>• Recognises 3-letter consonant blends at the end of words. For example, ca-tch, fe-tch, i-tch)</li> <li>• Groups common words into sound families.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Assess each learner individually 50-60 sight words (Big Book, Theme, Reader)</li> <li>• Uses sight words, phonics, contextual and structural analysis decoding skills and comprehension skills to make meaning</li> <li>• Reads with increasing fluency and speed using correct pronunciation</li> <li>• Choose a short reading passage of 50 - 60 words (DBE Workbook or Reader)</li> <li>• <u>Types of questions</u> Multiple choice questions Fill in the missing words (cloze procedure)</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Writes at least two paragraphs (ten sentences) on personal experiences or events such as a family celebration</li> <li>• Uses informational structures when writing such as writes recipes</li> <li>• Uses present, past and future tenses correctly</li> <li>• Uses correct punctuation (full stops, commas, question marks and exclamation marks) so that others can read what has been written</li> <li>• Sequences text by using words like ‘first’, ‘next’ and ‘finally’</li> <li>• Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• Copies and writes one paragraph of between 3 - 4 lines from a printed text such as a story, a poem etc.</li> <li>• Copies and writes writing patterns in the joined script or cursive writing</li> <li>• Writes in print script all capitals and lower-case letters confidently and accurately</li> </ul>									