Republic of Namibia

MINISTRY OF EDUCATION

JUNIOR PRIMARY PHASE

INTEGRATED PLANNING MANUAL

TEACHERS’ MANUAL

GRADE 1

For implementation in 2015
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- Junior Primary Co-Group
- Junior primary panel members
INTRODUCTION

Learning should promote the growth and development of each and every learner both as an individual and as a member of the society. Working with young learners is essential for laying a solid foundation for learning throughout the formal education system. If the foundation is properly laid, learners will be well prepared to continue their learning at the higher levels. This in turn prepares learners for fuller participation in their society. The Junior Primary teacher has a major role to play in promoting the holistic development of young learners.

What is the purpose of the manual?

When you buy new electrical or electronic equipment, the supplier will give you a manual which will teach you, step by step, how to assemble and operate or use the equipment to give you maximum qualitative use. Equally, this manual will help teachers use the curriculum to plan and deliver a quality learning experience in their classrooms. Thus, the manual aims to support teachers in using an integrated approach to planning and teaching in Junior Primary classrooms.

Teachers should use this manual as support material. Some of the examples could be used as they are, while others could serve as a guideline for teachers to design and develop their own ideas. Teachers need to be creative and innovative in their planning.

This manual does not replace any previous document and teachers will still need to refer to the Curriculum document, their syllabus guides and all other resources available to them. This manual is not intended as an answer to all questions on teaching, but to be used to support teachers’ planning.

What is in the manual?

There are three sections in this manual. The first section provides theoretical information on integration. Section 2 gives examples of how a year’s work can be planned in an integrated manner. Section 3 includes resources and explains the terminology and strategies used. The structure is as follows:

Section 1: Theory
1. What is Integration?
   (Integrated planning, teaching and learning, timing/timetabling)
2. Why Integrate?
   (Development domains, holistic and child-centred approaches, benefits of integration)
3. How to integrate
   (The six steps involved in integrated planning and teaching)
4. Evaluation and Assessment
   (Self-evaluation, continuous assessment, the purpose of assessment)
5. Learning Support and Multi-grade classes
   (What is Learning Support? Advice to teachers of multi-grade classes)
Section 2: Planning

1. Long-term/Yearly Plan
   (What are long-term plans? A sample year plan for Grade 1)
2. Schemes of Work
   (The different subjects within the Scheme; full scheme of work for three terms/20 topics)
3. Lesson Plans
   (How to structure a two-part lesson plan; a sample lesson plan)

Section 3: Resources

1. Literacy Resources
   (Details of sample songs, stories, poems, rhymes, games, etc, referenced in the manual)
2. Terminology
   (Glossary of terms and terminology used in the manual)
3. Methodologies
   (Explanation of methodologies/strategies mentioned in the manual)
4. Other/ Progression Documents
   (Sample of yearly sight words/phonics progression used in the manual)
Integration is a key word in both planning and teaching. It is an approach to teaching and learning that is based on both philosophy and practicality. It involves purposefully drawing together knowledge, skills, attitudes and values from within or across subject areas to develop a more powerful understanding of key ideas. Integration occurs when components of the curriculum are connected and related in meaningful ways by both the students and teachers.

Most simply put, it is a way of planning, teaching and learning, whereby many areas or subjects of the curriculum are connected, often under a single theme or topic.

Integration is not a new method of organising instruction. Educators first explored the concept of integrating curriculum in the 1890s. Over the years, there have been numerous educational researchers, such as Susan Drake, Heidi Hayes Jacobs, James Beane and Gordon Vars, who have described various interpretations of curriculum integration, referring to the curriculum as interwoven, connected, thematic, interdisciplinary, multidisciplinary, correlated, linked and holistic. Some educators, such as, Robin Fogarty, go beyond a single definition of curriculum integration and view it instead as a continuum.¹

For the purpose of this manual, the key word is ‘integration’ and what we are concerned with is linking and connecting subject areas in the curriculum, particularly under the themes of the Environmental Studies syllabus.

Integrated Planning

This is planning schemes of work and individual lessons in a way that integrates and links the different areas of the curriculum. Successful integration is almost always planned and usually needs to be done well in advance although sometimes integration will happen by co-incidence and on the spur of the moment.

To plan in an integrated manner teachers must have an open and creative attitude when approaching the task. They need to be familiar with the curriculum content and areas. They could brainstorm and come up with links between areas of the curriculum.

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¹ Primary Programs Framework – Curriculum Integration: Making Connections
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and develop these into schemes of work and lesson plans. However they must also be careful to cover all the areas of the curriculum during the year (which will mean that not everything will be integrated or linked but still needs to be taught).

**Integrated Teaching and Learning**

Teachers need to have clear idea of what topic they are integrating so they can point out and explain these links to the learners and encourage them to come up with other links.

We do not live our lives by subject or in separate compartments; we use the different skills simultaneously. For example, while shopping for food we might ask the price of something, work out if we can afford it, but decide not to buy it as it is too unhealthy, thus using Language, Mathematics and Environmental Studies skills in an integrated manner.

Also, outside of school, learning usually takes place in a context and is linked to other parts of our lives. For example, we might read about a special offer, use the internet, the phone or a friend to find out more, use what we know to compare it with other offers and to decide if we would like to take advantage of the offer. We are using different skills to learn and we are putting the learning in context.

**Timetables and Time Considerations**

Although the timetable and the allocation of time per subject need to be taken in to account, teachers will often need to treat the timetable in a fluid and flexible manner. Teaching and learning in the early grades cannot adhere to a rigid timetable, as it does not allow for a learner-centred approach to education or genuine integration. **Integrated planning and teaching, most especially in grades one to three, must be flexible and not confined to the idea of following a subject-based timetable and fixed blocks or periods of time.**

For example, a teacher might decide to integrate Language (both First and Second Language), Arts and Mathematics with the Environmental Studies topic of ‘Healthy Food and Eating Habits’ (Health, Safety and Nutrition). Over the week s/he might plan for the learners to discuss and describe healthy foods, have the learners write sentences about their favourite food and read each other’s work (L1). The teacher might plan to teach a song about food and have the learners make a food collage from paper (L1 and Arts). S/he might read a funny poem during L2 about unhealthy food and help the learners dramatise a role-play based on it (L2 and Drama). S/he might have the learners create a simple pictograph to record their favourite food (Mathematics), all the while exploring healthy and unhealthy choices related to food (Environmental Studies).

This kind of work might not fit exactly into the usual timetable. Mathematics might be covered during Language as the discussion on favourite food would naturally precede the creation of a pictograph. Consequently the Language lesson might ‘run into’ the time
allocated for Mathematics on the timetable. Drama, Music and Visual Art might be part of the L1 or L2 or lesson instead of separate lessons on their own. The timetable should be flexible to accommodate this.

Note that the other subjects (in this case RME and PE) are still taught during this week for the allocated amount of time.
Taking a holistic approach means educating a child as a whole, and taking all the areas of development into consideration. It seeks to engage all aspects of the child’s physical, emotional, cognitive, social and language development in an integrated way. This approach is all about balance and teachers should take this into consideration when planning teaching and learning.

**What are the Development Domains?**

![Development Domains Diagram]

Using an integrated approach to planning and teaching is holistic as it seeks to engage all of the development domains. It is especially important in the early grades to develop all of the domains and teachers should be careful to include elements of each in their planning and teaching.
What Are the Advantages of Integration?

If it is implemented meaningfully, integrated planning and teaching benefits both teachers and learners in many different ways:

It is learner-centred: Choosing meaningful connections among subject areas helps learners build on their diverse prior knowledge and experiences of a subject. It supports their holistic view of the world and ensures more meaningful learning.

It reflects the real world: When teaching is organised in an integrated or holistic way, it is a better reflection of the real world and the way children learn at home and in the community. It puts learning in context and allows learners see the big picture and makes it easier to learn and remember information.

It unifies learning: Curriculum integration enables learners to develop a unified view of the curriculum and to broaden the context of their learning beyond single subject areas. It also allows for a transfer of learning from one area to another.

It matches the way that learners think: Brain research supports the theory that younger learners take in many things and process and organise them at one time. Teaching ideas holistically, rather than in fragmented pieces, better reflects how young learners’ brains process information.

It allows for flexibility: Through curriculum integration, teachers can plan for the development of key skills and understandings that transcend individual strands and subjects. They can also work with a variety of sources of information.

It allows for differentiation: Teachers can differentiate their teaching for learners with individual or specific needs. It also allows for individualised assessment.

It helps with time management: Integration helps teachers to use their time more efficiently and fit all the different aspects of the curriculum subjects into their busy day and full timetable. It also allows them to plan for and include other cross-curricular areas of learning in their teaching.
Step One: Broad Planning (long-term/year plans)

Planning is vital to successful integration. It is important to have a long-term or year plan in place so that all the competencies in the curriculum are covered.

In Section 2 of this manual there is an example of a long-term (yearly) plan that includes all of the competencies and topics of each subject spanning the three terms of the school year. There are 11 or 12 weeks' work in each term (based on a minimum of 36 working weeks in each year, varying from year to year).

The long-term plans do not need to be very detailed or specific. Their function is to incorporate the main areas into a time frame so that teachers don't discover in November that they have left important areas. Teachers need to have a long-term, overarching plan for the year so that parts of the curriculum are not omitted.

Progression is very important. The order in which the components of the subjects are taught needs to be logical and sequential. This is not the case for all areas of the subjects. For example it might not really matter if one song is taught before another but it is not advisable to teach the number 8 before the number 4 has been taught. Subject components like handwriting, phonics and number concept development need to be taught in a planned, sequential manner.

Step Two: Finding the Centre

The next step in integrated planning is to choose the central themes or topics. A theme or topic could be the basis for lessons of one, two or three weeks' duration. In the Namibian curriculum the themes and topics in the Environmental Studies syllabus are probably most suited to this. In section 2 of this manual there are more details on how a year's work can be planned using the Environmental Studies themes as the central integration topics.

This does not mean these themes have to be used in the exact order or form in which they are presented in the curriculum. Teachers might also decide to explore the topic of 'Water' in January because it is a wetter time of the year, even though in the curriculum document the topic is one of the last listed.
**Step Three: Specific Planning (Schemes)**

Once teachers have their long-term plan in place, and they have selected their topic for a week or two weeks’ work, they now need the specific details. This will probably involve a brainstorming session to decide on the different learning areas connected to the chosen theme. A 'mind map' can be a useful brainstorming tool.

This planning, along with the year plans (long-term overview), can be used to develop a scheme of work.

Not all subject areas will fit naturally within the integration topic, and should not be forced to fit in an unnatural manner. These subjects should be planned for and taught separately.

Section 2 of the manual includes schemes of work based on the long-term plans. There are between 6 and 8 topics for each term and each topic is planned to be taught over 1 or 2 weeks. These can be adjusted to suit the individual needs of the teacher and the school with regards to teaching contact time, timetabling and internal policies. The schemes included here are more detailed than year plans and give an outline of what will be taught in each subject.

**Step Four: Even More Specific Planning (Lesson Plans)**

Each scheme of work will form the basis of teachers’ weekly or daily lesson plans. These are teachers’ specific and personal plans. Many teachers could (and indeed should) plan together and use the same scheme of work but they should not use other teachers’ lesson plans, as these need to be more individual and specific to a certain class and teacher. The lesson plans should contain specific reference to the resources that will be used, references to the specific page in the text book that the teacher will use and activities for learning support, homework or differentiation. These plans should also include the strategies and methodologies the teacher plans to use (e.g. group work, shared reading, Think/Pair/Share, exploring concrete materials, active learning, etc.)

Lesson plans can be organised by day or by subject and can be done daily or weekly. This manual recommends using a two-part lesson plan: the first part contains a short weekly overview to outline the main content and weekly objectives/competencies and the second part contains daily lesson plans written in preparation for each day, containing the details of the lessons to be taught. The examples in Section 2 are in this format.

Lesson plans should be written no more than a week in advance as the learning and needs of the class are constantly changing and developing. Through observation and assessment teachers should be continually changing and adjusting their plans and preparing lesson plans too far in advance does not allow for these adjustments.
In Section 2 there is a sample lesson plan intended to help teachers to structure their personal lesson plans.

**Step Five: Materials and Resources**

Once the lesson plan for the day/week is ready, teachers need to gather or prepare the necessary materials or resources. They might need to make sight word flash cards or find (or write) a suitable first language story to connect with the topic. They might need to develop a challenging worksheet for more able learners or plan group work that will allow some time to help a group of less able learners.

**Step Six: Implementation**

Now it is time to ‘just do it!’ and implement the plan. Teachers now ‘teach’ what they have planned, all the time observing, assessing and adjusting their teaching and planning accordingly.

The scheme of work is the basis for the daily/weekly lesson plans, but what happens in the class from day to day will affect even the best-laid plans. Plans are just that: an intention. The strategies used the ability of the learners and other factors outside of the control of the teacher (weather, celebrations and sickness) can affect the success of a lesson and, consequently, the lessons that follow. Teacher observation will mean constant adjustment to the plans.
There are many different types of evaluation and assessment used in any classroom on a daily basis. Teachers reflect on, and evaluate their own planning and teaching (self-evaluation.) All assessment at the lower primary level is informal so teachers assess the progress of their learners through continual observation (informal assessment) as well as creating opportunities for more concrete assessment of their lesson objectives (formal assessment.) All these types of assessment can be recorded in some way, (e.g. record forms, assessment sheets, teacher's notes, etc).

Self-evaluation of the teacher

Good teachers regularly spend time evaluating their teaching. Genuine self-evaluation is a valuable skill and a beneficial practice in all areas of life. In the classroom it helps teachers to confirm the strength of their practice and, where necessary, indicate areas for improvement. It supports their professional development, and helps them to be confident teachers. Reflective Teaching Practice is recommended to all teachers.

Reflective Teaching Practice is a process of recalling, considering and evaluating experiences in the classroom. It requires thinking about how the lesson, or the day, went and analysing it. Teachers need to look at their objectives and outcomes, their successes and failures. It is also important to think of the reasons why the lesson was successful or unsuccessful.

During reflection teachers must ask themselves questions such as, ‘Did I succeed in my lesson objectives?’ or ‘Did most of the learners achieve the competency I was aiming for?’ and ‘Why or why not?’ If they feel they are not succeeding in these objectives they need to ask themselves question like, ‘What other strategy or approach could I use?’ or ‘Am I moving too fast?’ or ‘Do I need to revise/re-teach basic skills before I can continue?’’ When a problem or difficulty arises they need to ask questions such as, ‘How could I have handled that better?’ or ‘Could better planning or organisation have helped to avoid that problem arising?’

Teachers should record these self-evaluations and the answers to the questions as part of the section on Reflections at the end of their lesson plans. These self-evaluations and the answers to the questions should be used in lesson planning for the following day.

The most important thing is that the answers to these questions should inform future planning and teaching. Self-evaluation is only useful if teachers use it to try to improve and learn from mistakes.
Continuous Assessment (informal/formal assessment)

Assessment is an on-going, continuous process of monitoring teaching and learning in order to determine what the learners are able to do, in which areas they need to improve and whether the learning objectives have been met. It is a tool that measures learners’ knowledge and skills and shows where learners have weaknesses and strengths.

Assessment is also important in order to give feedback to the parents and is used to vary teaching methods to ensure that every learner has the best opportunity to achieve the competencies in the syllabus. It is, therefore, closely linked to teachers’ self-evaluation of their teaching and the methodologies used.

The two types of assessment used in Junior Primary are informal Continuous Assessment and formal Continuous Assessment. The purpose of both of these types of assessment is to help teachers improve their teaching and provide for a better learning experience for the learner.

The focus should be seen as Assessment For Learning (AfL) rather than Assessment Of Learning (AoL), which is more common in the upper grades. Informal Assessment is based on observation, and is carried out as teachers observe all the learners during the course of all lessons or activities. Teachers will notice who is paying attention and who is not, who is able to work independently and who struggles when working on their own. By asking questions, they will determine who has understood and who has not. By monitoring a written activity they can note who can complete the task successfully and who cannot. By watching how the learners move or interact with each other, they will be able to discern learners’ physical or social skills. The learners’ participation, involvement and contributions to group work are also observed.

Teachers will continually make small adjustments to their planning and teaching based on these observations, (e.g. repeat a sentence or remind learners of a topic discussed earlier). Sometimes these observations might lead to large adjustments, (e.g. re-teaching an area in which many learners are having difficulty).

Teachers will often make a written note of an observation, (e.g. that a particular child or group cannot complete a type of sum or are having problem with a particular phonic) to remind themselves to revise this area or adjust their plans at a later date. These notes can contribute to the written assessments required.

Formal Assessment is usually planned and generally has a specific purpose in mind. It is also typically used by teachers to assess the whole class to see if a competency has been mastered. Teachers might plan an oral quiz, (e.g. to see who can read all the sight words learned) or a test, (e.g. to find out who can add numbers with totals up ten). They might also give the class an activity, (e.g. colour and label a picture) and use it as an
assessment of a particular skill, (e.g. their ability write certain letters or remember vocabulary).

Although this type of assessment is more formal than observation, it should not be seen as ‘testing’ or conducted in a strict or controlled way. The learners do not even need to be informed of the assessment.

The results of this type of assessment are recorded and used by the teacher when completing report cards, record books or learner profiles.

Again, it is vital to remember that teachers should never assess for the sake of assessing. The purpose of assessment is not to fill in record books or assign grades. The most important factor in assessment is what teacher do with the results. They must use these results to improve their teaching and help learners overcome their challenges.
Learning support (or compensatory teaching or inclusive teaching) is an essential element of teaching whereby teachers plan and teach in a way that ensures that all learners progress and achieve according to their abilities.

Teachers aim to support the learning of the more able learners by challenging them to deepen their knowledge and skills. This can be done by providing extension activities that encourage the learner to develop more advanced skills and knowledge, (e.g. an extra worksheet that adds to the basic vocabulary learned in a lesson or a Mathematics exercise that involves independent problem solving.)

Teachers must also support the learning of the less able learners who are having difficulties with achieving the competencies. This can be one of the most challenging aspects of teaching. Teachers must observe and analyse learners’ progress in order to recognise areas in which they are struggling and are often required to diagnose why a learner is having difficulty. They must then develop compensatory or additional activities to help learners overcome their difficulties. This may include revising an area or competency with a small group or re-teaching a skill using a different methodology.

Integrated planning and teaching are useful tools in assisting teachers to provide learning support for their learners.

Multi-grade classes are those where teachers have more than one grade in the class to plan for and to teach. Combining grade levels occurs for several different reasons, most commonly because of the small numbers of learners within the school (teacher: learner ratio).

Integrated planning and teaching is also useful in providing for these classes. In order to support teachers of multi-grade classes a separate, accompanying and complementary manual, entitled “Integrated Planning and the Multi-Grade Class” is available. This manual provides additional information and practical examples and is designed to be used with the Integrated Planning Manual for the relevant grades.
SECTION 2: Planning

1. Long Term / Year Plans

Introduction to Long-term Plans

Planning is vital to successful integration. It is important for teachers to have a long-term or year plan in place before the year begins so they can ‘pace’ themselves, aim to cover all the competencies and insure that parts of the curriculum are not omitted.

The purpose of a year plan or long-term plan is to briefly outline the topics and areas that will be covered over the year and link them to the competencies in the curriculum.

The year plan is divided into three parts, one section for each term, and there are 12 weeks’ work in each term, based on a minimum of 36 weeks in each year (which varies from year to year).

In this integrated year plan, the topics and areas covered in all the different subjects are connected to the central themes of the Environmental Studies curriculum.

The plan is divided into 7 columns, each having a subject area, and the main topics (or content areas) are listed along with the primary objectives and competencies for that subject. These come from the scheme of work and the Curriculum.

Sometimes a competency might be listed in more than one term, as it is a fundamental skill that will need continuous work throughout the year. Sometimes competencies are not introduced until the 2\textsuperscript{nd} or 3\textsuperscript{rd} term to ensure the plan has focus and the teacher is not attempting to do too much at once.
<table>
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<tr>
<th>Environmental Studies</th>
<th>First Language (L1)</th>
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<th>Mathematics</th>
<th>Arts</th>
<th>RME</th>
<th>Phys Ed</th>
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</thead>
<tbody>
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<td><strong>Listening and Responding</strong></td>
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<td>Attentive listen &amp; comparing</td>
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</tr>
<tr>
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<tr>
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</tr>
<tr>
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</tr>
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<td>relationships, the school, the role of health providers,</td>
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<td>Sacred places and objects</td>
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</tr>
<tr>
<td>Family, Culture, National culture, Historical events and People</td>
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<tr>
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<td>Singing (rhythm, beat)</td>
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<td>Recognise different sounds</td>
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<td>Singing familiar song</td>
<td>The world around us: What there is around us</td>
<td>and stop fields objects; dribble and stop objects; throw objects and catch them; bounce a ball with different parts of the body:</td>
</tr>
<tr>
<td><strong>Environmental Mathematics</strong></td>
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</tr>
<tr>
<td><strong>Mathematics</strong></td>
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<td>My basic rights and responsibilities</td>
<td>Own traditional games</td>
</tr>
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<td>Three-letter words with short vowel sounds</td>
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<td>Body awareness gesture &amp; movement facial expression</td>
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</tr>
<tr>
<td><strong>Prepared grade</strong></td>
<td>Prepared grade-level texts</td>
<td>print and copy</td>
<td>Act situation using a puppet dance</td>
<td>Act situation using a puppet dance</td>
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<td>Amagus etc</td>
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<td><strong>parts of speech</strong>:</td>
<td>Language Structure, Grammar and Language</td>
<td>Language Structure, Grammar and Language</td>
<td>Body awareness, Dance: Move body parts according to rhythm</td>
<td>Body awareness Traditional dances</td>
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<td><strong>common and proper noun, pronoun, possessive pronoun</strong></td>
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<td>Traditional dances</td>
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<td><strong>Sentences construction:</strong></td>
<td>Proper nouns, pronouns and Possessive pronouns</td>
<td>Common verbs, simple</td>
<td>Writing: Collect and classify</td>
<td>Evaluation and reflection</td>
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<td><strong>Statement and Q.</strong></td>
<td>Common verbs, simple prepositions, plural nouns</td>
<td>Spelling: spell words</td>
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<td>Own feelings and observations</td>
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**Environmental Mathematics:**
- Counting: single sound, 2-letter sounds, 10 sounds
- Oral story problems
- Problem solving & Computation:
  - Oral story problems 1-10
  - Addition number bond 1-10
  - Subtraction-number bond 1-10
- Measurement:
  - Mass: compare mass-heavy/heavier; light/lighter
  - Capacity: order & compare
  - Time: days of the week
- Data handling:
  - Collect and classify

**Arts:**
- Music:
  - Singing (rhythm, beat)
  - Recognise different sounds
- Drama
- Expression through mime, role play
- Body awareness gesture & movement facial expression
- Act situation using a puppet dance
- Body awareness, Dance: Move body parts according to rhythm
- Traditional dances: Evaluation and reflection
- Own feelings and observations and feelings of others

**RME:**
- Mathematics:
  - Use memories and imagination
  - Singing: line, shape, patterns, modeling and pictures
  - Create geometrical shapes, Using natural objects
  - Singing National Anthem
  - Singing (rhythm, beat)
  - Singing familiar song
- Appreciation:
  - Musical performance through mime, role play
- Drama
  - Expression through mime, role play
  - Body awareness gesture & movement facial expression
  - Act situation using a puppet dance
  - Body awareness, Dance: Move body parts according to rhythm
- Traditional dances:
  - Evaluation and reflection
  - Own feelings and observations and feelings of others

**Phys Ed:**
- Physical Fitness:
  - Imitative activities: body awareness
  - Muscular strength and endurance (free standing exercise):
  - Flexibility Activities: with small apparatus
- Gymnastics:
  - Loco-motor movement, using variety of ways;
  - Activities with a partner: push and pull; follow and dodge;
  - move between, over, around, underneath and through small apparatus
- Athletics:
  - Running activities Jumping activities Throwing Activities
- Sport Skills:
  - Competition: individual, partner and group; roll and stop fields objects; dribble and stop objects; throw objects and catch them; bounce a ball with different parts of the body:
  - Games in limited space
  - Imitation: Large group activities/games
- Traditional Games:
  - Own traditional games
  - Cat and mouse
  - Amagus etc
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<tr>
<td>Family and local means of transport</td>
<td>Listening and Responding: Listen and respond to stories, rhymes and poems Instructions, Courtesies and greetings, vocabulary in context Speaking and Communicating: Pronunciation and Expression, greetings, instruct and commands Vocabulary</td>
<td>NCD: orientation 1-20 Counting 1-20 Presenting numbers 1-20; Tracing and writing numbers 1-20 Ordering &amp; comparing Sanitizing 1-5 Estimate 1-20 Odd and even numbers Doubling and halving Decomposition 1-20 Problem solving &amp; Computation: Oral story problem range 1-10 Addition 1-10: Count on, commutative law; doubling Subtraction 1-10: count back; halving Measurement: Time: long; short; sequence morning events; days of the week; vocab. before, after, later and first Length: order &amp; compare length of objects; use appropriate vocab., explore, estimate, measure use non-standard unit Mass: compare mass of objects Money: 5c, 10c, 50c, $1, $5 Geometry: 2D &amp; 3D shapes; location &amp; position in, under, over Data Handling: collect, classify, display and interpret on data on a pictographs Participation Personal and social skills Creating Visual arts Line, shape, patterns, modeling, pictures, colour Music: Singing (rhythm, beat, duration pitch, dynamic) Recognize long and short sounds Use percussion to discover sounds Improvise melody Sing and perform songs Perform national anthem Drama: Expression through mime, role play Demonstrate, special awareness Create beginning and end to a story Demonstrate drama techniques Dance: Body awareness, dance sequences, walk in different directions Perform traditional dances Evaluation and Reflection Describe and explain observations observe own and others arts</td>
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<td>Infrastructure:(Communication) In home and community</td>
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<td>Trading, Earning, Spending and Saving Occupations of family, entrepreneurship in families</td>
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<td>HEALTH, SAFETY AND NUTRITION</td>
<td>A healthy and safe lifestyle</td>
<td>Eating habits Healthy and unhealthy food, eating habits</td>
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<td>Winter-weather changes</td>
<td>Different road signs in local environment, dangers on the road, good pedestrian/cycling behaviour</td>
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<td>Parts of the body, Changes, Emotions and Senses</td>
<td>Body parts and functions, five sense organs and functions, emotions and feelings (changes)</td>
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<td>Friendship: Importance of friendship, bullying</td>
<td>Taking care in potentially dangerous situations Safety in homes, school and immediate environment; Uncomfortable, potentially harmful situations</td>
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<td>Healthy food and eating habits Healthy and unhealthy food, eating habits</td>
<td>Traffic safety Different road signs in local environment, dangers on the road, good pedestrian/cycling behaviour</td>
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**Long-term/Year Plan - Grade 1**

**TERM 3** *(Weeks >> / September - December) (12 weeks)*

**Environmental Studies**

**First Language (L1)**

**Second Language**

**Mathematics**

**Arts**

**RME**

**Phys. Ed.**

**Grade 1 (12 weeks)***

- **Environmental Studies**
  - Infrastructure (Transport)
  - Infrastructure:(Communication)
  - Healthcare and safety
  - Nutrition

- **First Language (L1)**
  - Listening and Responding: Listen and respond to stories, rhymes and poems Instructions, Courtesies and greetings, vocabulary in context
  - Speaking and Communicating: Pronunciation and Expression, greetings, instruct and commands Vocabulary

- **Second Language**
  - Reading and Viewing Rhyming words Long and short vowel Letter names and letter sounds, grade-level vocabulary and high-frequency sight words
  - High-order questions Fictional texts

- **Mathematics**
  - NCD: orientation 1-20
  - Counting 1-20
  - Presenting numbers 1-20; Tracing and writing numbers 1-20
  - Ordering & comparing
  - Sanitizing 1-5
  - Estimate 1-20
  - Odd and even numbers
  - Doubling and halving
  - Decomposition 1-20
  - Problem solving & Computation: Oral story problem range 1-10
  - Addition 1-10: Count on, commutative law; doubling
  - Subtraction 1-10: count back; halving
  - Measurement: Time: long; short; sequence morning events; days of the week; vocab. before, after, later and first
  - Length: order & compare length of objects; use appropriate vocab., explore, estimate, measure use non-standard unit
  - Mass: compare mass of objects
  - Money: 5c, 10c, 50c, $1, $5
  - Geometry: 2D & 3D shapes; location & position in, under, over
  - Data Handling: collect, classify, display and interpret on data on a pictographs

- **Arts**
  - Participation
  - Personal and social skills
  - Creating
  - Visual arts
  - Line, shape, patterns, modeling, pictures, colour
  - Music: Singing (rhythm, beat, duration pitch, dynamic)
  - Recognize long and short sounds
  - Use percussion to discover sounds
  - Improvise melody
  - Sing and perform songs
  - Perform national anthem
  - Drama: Expression through mime, role play
  - Demonstrate, special awareness
  - Create beginning and end to a story
  - Demonstrate drama techniques
  - Dance: Body awareness, dance sequences, walk in different directions
  - Perform traditional dances
  - Evaluation and Reflection
  - Describe and explain observations observe own and others arts

- **RME**
  - Theme 5: Social Values: Living together
  - Giving and receiving
  - Greeting people
  - How we care for each other
  - People around us and people who helped us
  - Theme 7: Personal Values: Change, loss, and growth
  - Being peace with oneself
  - Turning point in life
  - Death and rebirth
  - Coping with change: ways of supporting people at time of mourning
  - The school
  - Theme 8: Children’s rights: Basic rights and responsibilities: the right to a name, family, town and nation
  - Topic of own choice
  - Palm tree
  - Good Samaritan
  - Special visit
  - President ministers

- **Phys. Ed.**
  - Theme: Athletics
  - Jumping for height
  - Throw and catch objects with one hand or both
  - Throw for distance
  - Throw and receive
  - Long jump
  - High jump
  - Theme: Sport skills
  - Move objects using left and right hands
  - Roll the ball out of circle, netball, basketball, and soccer ball
  - Roll ball with right and left hand
  - Bounce a ball in a variety ways
  - Roll ball with different body parts
  - Moving objects in the air and on the ground
  - Theme: Gymnastic- locomotor movement
  - Games: Play games in small groups follow the leader
  - Games in limited space: Farmer and rabbits, frogs in the sea, magic carpets catch your
Natural Environment
Plants as living things
Local plants, growth cycle, needs and parts, poisonous plants
Spring-weather changes Animals as living things: Domestic and wild animals (needs and features and habits)
Water – its uses, conservation and pollution: Importance of clean water, water as life, local water sources, causes and prevention of water pollution
Caring for the environment: Cleaning and caring for the environment
Properties and uses of materials: Objects that can sink or float
Weather, Seasons and the environment: Summer: weather changes Seasonal changes and daily weather conditions
The earth, the Moon, our Solar System and Universe: Visible things in the sky
Forces, Motion and Energy: Simple sources of energy, effects of energy
Listening and Responding: Listen and respond with appreciation, Tell and retell stories, Listen and respond to verbal instruction messages, announcement and information;
Repeat a sequence of simple sentences
Speaking and Communicating: Questions & Answers. Daily news, Reading and Viewing
Rhythmic words; long vowel sounds; phonological awareness; Words with two-letter blends; Familiar words; Grade-level consonants and vowel diagraphs; Diphthongs; HF sight words; Phonics
Sequence sentences to make a logical story; literal & high-order questions, Fictional texts; Prepared, Writing: Dictation, printing, correct formation, size, spacing; Creative stories in simple past tense; simple poems, Factual description, Write simple explanations, questions, cards and invitations;
Language Structure, Grammar and Language use: Simple adjectives, Common and proper nouns, Irregular, negative irregular verbs, conjunctions ‘and’ and ‘or’; subject-verb agreement rules; Modals ‘can’ and ‘may’, Quantifies ‘few’, ‘little’, ‘many’ and ‘much’; Determiners ‘this’, ‘these’, and ‘those’; Synonyms and antonyms; Plural nouns; Spelling
Listening and Responding:
Stories, rhymes and poems, Instructions, Courtesies and expressions; Pronunciation and Expression; Rhymes and songs; Greetings, instruct and commands; New words in simple sentences
Reading and Viewing
Incidental reading for enjoyment; Phonological awareness; omission and replacement of words, clap/count syllables, rhyming words, long and short vowels, onset and rimes, Phonics: 2 & 3-letter words (incidentally)
Reading for understanding: words and phrases, vocabularies, simple sentences, simple comprehension questions
Writing: Handwriting: fine motor control, sentences
Creative writing: a story of about 2 simple sentences
Language Structure, Grammar and Language use
Punctuation; Parts of speech (speaking only); Common and proper nouns, pronouns, possessive nouns, common verbs; Tenses: (speaking only) simple present and past tenses, simple future Sentence construction: statements and questions, yes/no questions
Word study: 2/3-letter words, Spelling: specific words
NCP: orientation 1-100
Counting 1-100: small sequence & big sequence
Estimating 1-100
Odd & even no. 1-100
Doubling/halving
Decomposition
Solving and Computation:
Simple stories in range 1-20
Add 1-20
Subtract 1-20
Measurement:
Money: coins and vocab. NS1 & NS5; buying and selling range NS5
Time: short & long
Geometric: sort and classify 2D and 3D; own model; edges, corners & faces
Data Handling:
collect, classify, display, interpret data
Participation:
Cooperation, respect, safe practice and convection
Demonstrate personal and social skills
Use safe practices
Demonstrate art habits
Creating:
visual arts: Shapes, patterns; Repeat patterns to make pictures
Change colours, Create texture, Make 3 D structures
Make a boarder, Use found in detail nature, Create pictures
Use mixed media
appreciation
Music: Singing
Long and short sounds
Use percussions
Make appropriate movements
Use body percussion
Sing and perform
national anthem
Drama: Expression through mime and role play; Play character add onto stories
Dance: Body awareness, Dance sequences
Use different tempos
Rehearsal techniques
Perform traditional dances; Describe and explain feelings
Observations own and other arts
Theme 4: Festival:
Joyful celebration
Advent
Christmas and celebrating a feast Creation of earth
Noah’s Arch
The sky
Topic of own choice
Theme 6: Religious and the Environment:
The world around us
What is there around us?
Prayers
The sky is God’s creation
+ water as a Christian symbol (water of life, baptism)
Games: keep the ball away or Farmer and Rabbit
Games in limited space
Imitative games
Partner activities (push and pull)
Traditional game
Hopscotch
Amigus
River bank
Train
Scissor out
Introduction to ‘Schemes of Work’ for Grade 1

The Schemes of Work for Grade 1 are based on 36 weeks in a school year (which is the minimum number of weeks in school.) The year is also divided into 3 terms:
Term 1 (called weeks 1-12) has 6 topics of integration
Term 2 (called weeks 13-24) has 8 topics of integration
Term 3 (called weeks 25-36) has 6 topics of integration.

Since most schools spend up to 40 weeks in school, the schemes should be adjusted and extended to suit the individual needs of the teacher/school/region. The amount of time spent on each topic will vary from class to class, but will usually be between 1 and 3 weeks.

The order of topics is not rigid and teachers can decide to change the order of the topics. For example if a teacher wanted to cover the topic of ‘Weather’, earlier in the year s/he could do so by swapping it with another topic in Term 1, (e.g. ‘Local Health Providers’) but s/he would need to adjust the content of the scheme accordingly. Some of the content would not be affected by being taught earlier in the year (the stories, vocabulary, songs, etc) but other progression-based content would (Mathematics, phonics, PE, sight words, etc). The teacher would need to carefully review the content and adjust it to suit the needs and abilities of their class at that time. For more details please refer to the Junior Primary Curriculum pg. 91-92.

The details of the schemes may need to be adjusted depending on the availability of resources, materials and text books. If teachers have chosen to use workbooks or have a class set of readers available to them, they can add them to the schemes of work, adjust the schemes of work to include it, or simply use it along with the schemes of work. In some cases, following the scheme of work will mean that text books or readers are not used in a strictly sequential manner. Stories and activities can be taken from text books to provide or supplement the content in the schemes.

Some examples of stories, poems, songs and games are mentioned in the schemes. These are just examples that link to the integration topic (and they are included in Section 3, under Resources). Teachers are encouraged to use their own stories, poems, songs and games collected from various sources. Some teaching methodologies and strategies are also mentioned. Again these should be treated as suggestions. These are briefly outlined in Section 3, under Terminology and Glossary.

Overall, the content of the Schemes of Work should be flexible. Teachers can add to the Schemes of Work in this manual to suit their own needs.
Environmental Studies

All integration topics are chosen from the Environmental Studies syllabus and content for the other 6 subjects is integrated and linked to this where possible. Each of these integration topics comes from one of the three Environmental Studies themes: The Social Environment, Health, Safety and Nutrition, and the Natural Environment.

Environmental Studies also has its own subject content to be taught and ideas for exploration and investigation. When teaching the subject of Environmental Studies, the integration topic is looked at from a scientific and factual point of view.

Languages: Mother Tongue or First Language (L1) Second Language (L2)

The development of language and literacy is central to Junior Primary education. In Grade 1 the medium of instruction should be mother tongue so that learners can develop fundamental concepts in a language they understand. They are also introduced to a second language, and, although the focus is primarily oral, this second language can also be used to practise the reading and writing skills learned in their first language.

Listening and Responding, Speaking and Communicating, Reading and Viewing, and Writing are the four skill areas in Language but these have many components. For example, the first two skills need vocabulary and language structures. In learning to read and write learners must, among other things, develop phonological awareness, an understanding of phonics, learn to recognise commonly used words and learn about and practise letter formation.

The content taught in both languages will, as far as possible, be closely connected to the topic of integration. The teacher should try to choose stories, poems and songs that are linked to the topic. Of course this is not always possible (especially some of the nursery rhymes and nonsense poems used in the early grades) but these can still be taught.

Teachers should also discuss the topics in a learner-centred way and teach vocabulary and phrases to aid this. As with other subjects, some areas of language teaching will need a particular progression, regardless of the topic, (e.g. phonics and handwriting). This could be linked to a text book or teaching programme.

Over all, the progression of phonics and handwriting will have to take into consideration school policies or published schemes/programmes. For example, if the school is using THRASS (Teaching Handwriting, Reading And Spelling Skills), teachers will have a different system and order for teaching phonics and handwriting. If a teacher is using a handwriting workbook, (e.g. Pollination’s publication, Handwriting in Namibia or Out of Africa’s publication, Handwriting Grade 1) the scheme will have to be adjusted.
For those not using a specific programme, the details contained in the scheme suggest a phonics progression (order of introducing letters and letter sounds). Handwriting progression is closely linked to phonics. In this scheme, letter formation is revised and practised at the same time as letter sounds are studied in phonics. Additional activities to improve handwriting fluency are also included in the Schemes of Work.

The introduction of sight words is based on the Dolch list and introduces words according to frequency, although the teacher may choose to introduce them in a different order. The entire list for grades 1-3 (and the suggested number to teach each year) is included in Section 3 of the manual.

First Language (L1) is divided into three sections:

1. Listening and Speaking covers all the oral content of the lesson, particularly vocabulary, so this section outlines possible oral activities connected to the integration topic. It is very important to spend much time on oral activities in the early grades, (e.g. discussions, oral languages activities and listening games) as it is unlikely learners will progress with reading and writing until they have adequate listening and speaking skills.

Using the learners’ ‘daily news’ is included in every scheme as it is a valuable learner-centred tool for integrating all of the language skills, although it starts as an oral activity. It is suggested that this is used several times a week.

2. Reading and Viewing: In the early part of Grade 1 learners concentrate on reading readiness, print awareness and modelled reading. It is crucial that enough time is spent on this area and that ‘formal reading’ does not begin too soon. As formal reading begins, the scheme gives a suggested focus for reading and suggested ‘sight words’. Teaching phonics begins with developing phonological awareness. Content for a basic phonics lesson is also included in this section, although it is important to remember that phonics teaching is initially an oral activity in Grade 1.

3. Writing: Grade 1 concentrates on writing readiness, mark and pattern making and developing fine motor skills. Learners will learn to recognise and write letters as they study phonics, but other areas for handwriting practice and development are also included. Different content for a grammar or Language Structure lesson is also suggested with each scheme.

Second Language (L2) is divided into two sections:

1. Listening, Speaking and Understanding. This is the primary focus for most of Grade 1. Developing oral language must be done before beginning reading and writing. Phonics is also included in this section (from about half way through the first term) as phonics teaching in L2 at this level is primarily concerned with the oral aspects of listening to and pronouncing sounds. Phonics teaching should not be over-emphasised at this level (especially in L2) and should be explored in a fun, casual way. Suggested vocabulary or phrases are also included.
The use of the ‘daily news’ can be utilised in L2 also but at a much more basic level and not until the learners can use the language well enough to put together a simple sentence.

2. Reading and Writing: There is far lesser priority in teaching reading and writing at this level in a second language. Reading and writing can be developed later, after these skills have been introduced (if not mastered) in their first language and at a much slower pace. Writing and reading skills learned in L1 could be practiced in a L2 lesson where appropriate. Phonics and sight words can also be introduced, although initially at a much slower pace than in L1.

Mathematics

Mathematics and numeracy is another key skill to explore and develop in the Junior Primary Phase. However it is not always suited to integration. Sometimes the content of a problem can be linked or an element of data handling or measurement might fit with the topic. Integration should not be forced. Mathematics should be taught in a logical and sequential manner. It is divided into six components:

1. **Number concept development** (NCD) builds learners’ understanding of number and what numbers mean. It explores counting, numbers, ordering, comparing, grouping and subitising numbers and number patterns.
2. **Computation** helps learners manipulate numbers, particularly through addition and subtraction. Multiplication and division are introduced but only as concepts of grouping and sharing.
3. **Problem Solving** uses understanding of number and computational skills to develop mathematical problem solving of everyday practical situations.
4. **Measurement** explores topics such as time, length, mass, capacity and money
5. **Geometry** explores topics such as geometrical figures (shapes)
6. **Data Handling** looks at collecting simple data and displaying it using pictographs

The textbook used may also influence how Mathematics is taught and in what order topics are introduced. However textbooks should not be treated as a curriculum. Good, reflective teaching will often require the teacher to use different methods and progression than those suggested in the textbook.

All six components are not given equal time. The key components are number concept development, computation and problem solving. These are taught every day. Measurement, geometry and/or data handling are taught as part of every integration topic but are not taught every day.

Arts

‘Arts’ activities of every kind are especially suited to integration, particularly with the languages. Learners should be encouraged to take part in a wide and varied exploration of the ‘creative arts’ especially as activities linked to other subjects.
Arts Education has four areas:
1. **Visual Art** includes all kind of drawing, painting, creating and craft activities.
2. **Drama** includes role-play, acting out, using puppets and masks, telling stories and playing imaginative games.
3. **Music** includes exploring a variety of songs and rhythms in various languages.
4. **Dance**, often closely linked to music, physical education and drama, includes exploring the movement of the body.

**Physical Education (PE)**

Physical Education is concerned with healthy physical development and exercise. It covers different areas such as fitness, athletics, sports skills and gymnastics. It also develops skills needed to play games, promotes team spirit and co-operation, and encourages living a healthy lifestyle.

The Physical Education scheme is based on the teaching materials and content of the 2005 Physical Education Syllabus Guide. The page references and activities mentioned are described in that manual.

**Religious and Moral Education (RME)**

RME as a subject is based on the content outlined in *Religious and Moral Education Grades 1-4 Teacher’s Guide* by Robin and Penny Minney (produced by MBESC in 2005) and is integrated and linked where possible. In order to make a better link with the topic of integration, the themes/units of work are sometimes taught in a different order from that in the guide. For example, Christmas is in Theme 4 but is not really suited to be explored in April, so it has been moved to the end of the year.

**The layout of the schemes of work:** (suggest putting this after the overview)

The first line tells us the **theme** and **sub topic** – these come directly from the Environmental Studies curriculum.
The **topic of integration** is written on the next line and is also written in the circle in the middle of the page.
The **week(s)** and the **term** for which the topic is planned are underneath the topic of integration. The week or dates will, of course, vary from school to school and teacher to teacher.
Example:
Term: 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Topic</th>
<th>Topic of Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1+ 2</td>
<td>Preparatory activities</td>
<td>Myself</td>
<td>Myself</td>
</tr>
<tr>
<td>3 - 5</td>
<td>Preparatory activities</td>
<td>Myself</td>
<td>Myself Body</td>
</tr>
<tr>
<td>6</td>
<td>Preparatory activities</td>
<td>Revision</td>
<td>Myself &amp; My Body</td>
</tr>
<tr>
<td>7-8</td>
<td>The Social Env</td>
<td>Families and communities</td>
<td>My family</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(This topic and scheme of work are used as the basis of the sample lesson plan later in the manual)</td>
</tr>
<tr>
<td>9 - 10</td>
<td>The Social Env</td>
<td>Family Culture, National Culture and Historical Events</td>
<td>Customs and ceremonies</td>
</tr>
<tr>
<td>11-12</td>
<td>The Social Env</td>
<td>Infrastructure and means of communication (building)</td>
<td>Houses</td>
</tr>
<tr>
<td>13</td>
<td>The Social Env</td>
<td>Weather, seasons and the environment</td>
<td>Autumn</td>
</tr>
</tbody>
</table>

**Overview of the themes/subtopics (from the Environmental Studies curriculum) and topics of integration**

*Term 2*

<table>
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<tr>
<th>Week</th>
<th>Theme</th>
<th>Topic</th>
<th>Topic of Integration</th>
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<tbody>
<tr>
<td>14-15</td>
<td>The Social Env</td>
<td>Revision</td>
<td>Local transport</td>
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<td></td>
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<td>Infrastructure and means of communication (transport)</td>
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<td>16</td>
<td>The Social Env</td>
<td>Infrastructure and means of communication</td>
<td>Local media</td>
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<td>17</td>
<td>The Social Env</td>
<td>Trading, earning, spending and savings</td>
<td>Money and saving</td>
</tr>
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<td>18</td>
<td>Health, Safety &amp; Nutrition</td>
<td>A Healthy and Safe lifestyle</td>
<td>Healthy lifestyle</td>
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</tbody>
</table>
### Term 3

<table>
<thead>
<tr>
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<th>Theme</th>
<th>Topic</th>
<th>Topic of Integration</th>
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<tbody>
<tr>
<td>26-27</td>
<td>The Natural Env</td>
<td>Revision Plants as living things</td>
<td>Seeds, bushes and trees</td>
</tr>
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<td>28</td>
<td>The Natural Env</td>
<td>Weather, seasons and the environment</td>
<td>Spring</td>
</tr>
<tr>
<td>29-30</td>
<td>The Natural Env</td>
<td>Animals as living things</td>
<td>Animals</td>
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<tr>
<td>31</td>
<td>The Natural Env</td>
<td>Water – its uses, conservation and pollution</td>
<td>Water</td>
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<td>32</td>
<td>The Natural Env</td>
<td>Caring for environment</td>
<td>A clean environment</td>
</tr>
<tr>
<td>33</td>
<td>The Natural Env</td>
<td>Properties and uses of materials</td>
<td>Floating and sinking</td>
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<td>34</td>
<td>The Natural Env</td>
<td>Weather, seasons and the environment</td>
<td>Summer</td>
</tr>
<tr>
<td>35</td>
<td>The Natural Env</td>
<td>The earth, the moon, our solar system and the universe</td>
<td>The sky</td>
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<tr>
<td>36</td>
<td>The Natural Env</td>
<td>Forces, motion and energy</td>
<td>Sources of energy</td>
</tr>
</tbody>
</table>
**First Language**

**Listen + responding:** Learn the names of the other learners in the class. Give learners opportunity to talk about themselves and to listen to others. Speak + communicate. Discuss feelings + emotions (e.g. finish the sentence “I feel .... when ...” and “Sometimes I feel .... because...”). Discuss personal likes / dislikes. Talk about being at school – explain rules and procedures.

Learn/practice greetings and how to show good manners.

Learn nursery rhymes and nonsense poems (e.g. Hey Diddle Diddle) and action songs (e.g. If you’re happy and you know it)

**Vocabulary:** give personal information (name, surname, address, telephone numbers, birthday etc) + Greetings

**Read + View:** Develop reading/writing readiness and print awareness. Modelled reading of books (e.g. big books on the topic of myself) and ‘read’/ tell a story using picture books.

Tour of school – point out print in the environment

**Phonics:** Phonological Awareness. Repeat sound patterns and rhymes. Play listening games. Explore letter name/sound; /s/ and /a/. begin word lists.

**Write:** Develop fine motor muscles, experiment freely, scribble and draw patterns using a thick crayon. Colour pictures correctly and creatively.

Participate in card games, complete jigsaw puzzles

**Handwriting:** Free scribbling on unruled paper. Discover dominant hand and demonstrate correct grip and body posture.

Learn to write ‘s’ and ‘a’ (in the air/on paper)

**Language Structure:** nouns (names of class/school objects)

**Second Language**

**Listening, Speaking & Understanding:** listen and respond to simple greetings correctly

Differentiate between L1 & L2 sounds (identify far/close, loud/soft, high/low sounds)

Learn to introduce self (What is your name? My name is..)

Learn the “Greeting Song” Learn a Nursery rhyme (e.g. Jack and Jill)

**Listening Activities/ Games-- Clapping game (e.g. Listen to & repeat a clapping pattern) Play ‘Fruit Bowl’**

**Vocabulary:** Good morning Teacher, how are you? I am fine thanks, how are you? Good afternoon. Good evening. Good night.

**Reading + Writing**

**Perceptual development / Print Awareness, exposure to L2**

Look at pictures in L2 books.

Colour pictures with L2 captions

Demonstrate finger plays and exercises

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**Physical Education**

**Theme:** Physical fitness

**Activities:** Preparatory activities. (E.g. Flying Birds (Syllabus p.7)

**co-ordination:** Roll ball in different directions: with right and left hand.

**Game(s):** Imitative games, (galloping like a horse, jumping like a frog etc.

**Mime:** miming myself and ‘read'/ tell a story using picture books.

**Visual Art:** Drawing + Painting - learners create paintings of themselves using bold colors. Create paper plate masks to show feeling or ‘Me’ mobiles. Play with clay to create models

**Music & Dance:** body percussion (including clapping)Listening to music & free movement

Sing song: “If you’re happy and you know it’ (RME) or other on the theme of ‘myself’

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**Mathematics**

**Preparatory Activities (pre-mathematics)**

Explore materials and concrete objects from the environment.

Play with materials and enjoy maths activities (matching/memory/ guessing games, building blocks, jigsaw puzzles)

Classify: sort objects on the basis of one attribute (e.g. colour, or size)

Match: equivalent and non-equivalent sets using one-to-one correspondence (e.g. pairs of identical and related objects)

Compare: objects according to measurement (e.g. length, mass)

**Measurement:**

Length: explore big/small,

Mass: explore heavy/light

**Geometry:** 2D shapes (circle, square)

**Numeracy vocabulary:**

Colours (red, green, blue, yellow, green)

Positions (up/down, high/low, far/near)

---

**RME**

1. Belonging :Self and Community

Unit 1.1 The ‘Me’ that God Made

+Song: ‘If you’re happy and you know it’

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**Arts:**

**Visual Art:** Drawing + Painting - learners create paintings of themselves using bold colors. Create paper plate masks to show feeling or ‘Me’ mobiles. Play with clay to create models

**Music & Dance:** body percussion (including clapping)Listening to music & free movement

Sing song: “If you’re happy and you know it’ (RME) or other on the theme of ‘myself’

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**Environmental Studies**

Content: Discuss ‘myself’ (who I am , what I like/dislike, personal information etc) human beings are special, emotions/feelings (e.g. angry, sad, happy, and shy)

Explore/Investigate: mood changes (reasons for different emotions and positive/negative responses to emotions)

Display Table: Pictures/drawings/photos of myself, Things I enjoy/dislike (items) Pictures representing different emotions
**First Language**

**Listen+ Respond:** Daily News (Think, Pair Share)
Teach names of body parts and functions. Discuss 'My body' (e.g. "I can" and "I am able to" and "I can’t") Learn action words/verbs.

**Speak + Communicate:** Discuss difference and similarities in our bodies, what can/not change. Discuss the senses. Song: *Head and shoulders, knees and toes*

**Game:** Simon Says - respond to verbal instructions. *Fruit Bowl* – practice listen skills and get to know names of other learners.

**Vocabulary:** parts of the body (head, face, arm, hand, leg etc) and verbs (run, walk, sit, stretch, jump, roll, turn, hop etc)

**Read+ View:** Develop reading/writing readiness and print awareness: Use modelled/ shared reading of big books (e.g. 'The Gingerbread Boy' or stories on 'my body (I am able to...') Visual activities (e.g. recall what they see on picture, spot the difference, identify position of objects) Build puzzle, Sequence pictures, 'read' picture stories L→R. clap syllables in names e.g. Ro-bert, Ja-n, Ra-ni, Fi-o-na, Be-nja-min

**Phonics:** Explore phonological awareness. Revise /s/ and /a/

**Write:** Develop fine motor muscles. Draw and colour pictures from story, make patterns (L→R.) dot to dot, following dotted lines, draw between straight & curved lines. Demonstrate correct pencil grip.

**Write** letters from phonics. Colour pictures correctly and creatively. Participate in card games, complete jigsaw puzzles.

**Handwriting:** Use fold lines 50mm. Discover dominant hand and demonstrate correct grip and body posture.

**Language Structures:** Verbs, capital letters

**Second Language**

**Listening, Speaking & Understanding:** practice using and responding to simple greetings and introduce themselves

Listen to simplified version or extract from 'The Gingerbread Boy'. Repeat the phrase 'run as fast as you can'

Learn and mime simple action words

Listen to and repeat simple action rhymes and songs. (E.g. *Head and shoulders, knees and toes*)

**Listening Activities:** Simon Says (simplified version using a few main body parts and action words)

**Vocabulary:** simply action words (run, sit, put, jump, laugh) and main body parts (head, arm, leg, hand, parts of the face)

**Reading + Writing:**
Perceptual development / Print Awareness./Visual perceptual skills (consolidate/practice skills developed in L1 ) Complete jigsaw puzzles, colour pictures, copy patterns. Explore L2 picture books & stories.

**Physical Education**

**Theme:** Physical fitness

**Activities:** Gross motor skills and development

Muscular strength and endurance activities & free standing exercises.

**Explore body movements** (e.g. caterpillar walking with toes. Sparrow hopping, the drummer)

**Game(s):** Imitative games

(e.g. Flying birds, Jumping frogs)

**Mathematics**

**Preparatory Activities** (pre-maths)

Explore materials and concrete objects (also develop fine motor skills) Play with materials and enjoy maths games

**Classify:** sort objects on the basis of one attribute (e.g. colour, shape or size) Identify the 'odd one out' in a set or group of objects

**Match:** equivalent and non-equivalent sets using one-to-one correspondence

**Compare + Order:** objects according to measurement (e.g. length, mass)

Explore and discuss the concepts; 'many/few', 'more than', 'less than', 'as many as', 'enough' the same as

**Measurement:**

Length: long/short + narrow/wide

**Geometry:** 2D (rectangle, triangle)

**Numeracy Vocabulary:**

Colour (revise + black, white)

Positions (right/left, in front of/behind/ between)

**Arts:**

**Visual Art:** Collage/texture: make a picture of 'My body' (or a gingerbread boy) from fabric/materials.

Body prints: foot prints, finger prints, hand prints etc. Cut & paste pictures of body parts from old magazines/newspapers to make body collage.

Free play with clay to create a gingerbread man'

**Music:** body percussion and singing (song L1)

**Dance:** Large and small muscle movements. Rhythmic skip, walk, run, jump etc.(actions from L1 with/without music+ rhythm)

**Drama:** Body awareness + Body

**Environmental Studies**

**RME**

1. Belonging: Self and the community
   Unit: 1.4 The Good Shepherd
   1.3 The Birth of Moses

**Content:** Know understand body parts and functions. Identify and name the five sensory functions and how they contribute to learning.

**Explore/Investigate:** Eyes/Look
(observe outside environment) Ears/ Hear, (listen to outside sounds) Hands/Feel (explore texture in a feeling box) Tongue/ Taste (blind folded tasting of items)

Nose/ Smell (smelling activities; e.g. spices)

**Display Table:** Items from investigation. Poster: My body, jointed figure
**First Language**

**Listen + Respond:** Daily News (Think, Pair Share)
- Discuss pictures of families and describe/name members of the family.
- Teach vocabulary for members of extended family. Compare/discuss different types of family structures.
- Listen and respond to a story about families (e.g., ‘The Ugly Duckling’)
- Play listening games.

**Speak + communicate:** Talk about and describe own family.
- Vocabulary: mother, father, brother, sister, baby, grandfather, grandmother, aunt, uncle, cousin, son, daughter, man, woman, boy, girl, orphan

**Read + View:** Continue to develop reading/writing readiness and print awareness; listen to stories, re-tell parts of the story, modeled reading of big books/daily news. Match pictures with vocabulary. Answer comprehension questions based on a story.
- Introduce sight words + sequencing/comprehension: sight words, the, to, and
- Phonics: Phonological Awareness + introduce C & M. Revise previous phonic sounds and letter names
- Write: Trace copy or cut out labels and paste under picture of family.
- Make name tags.
- Sequence pictures from a story (in groups)
- Teacher’s modeled writing of the Daily News.

**Language Structures:** Use possessive pronouns correctly in full clear sentences (his, her, my, your) positional prepositions (in, on, at, under)

**Second Language**

**Listening and responding:** Look at pictures/talk about and name members of the family. Play listening game (Simon says) Sing action songs. Learn name of basic/common colours (link with Maths)

**Speaking and communicating:** Describe own family/pronounce word and phases correctly. (Distinguish: family members) Imitate sounds of machines/animals

**Reading and viewing:** Show respect for books. Identify number of letters in a word/identify number of words in sentence. Replace word in sentences eg. The cat is on the mat. The cat is on the floor. Identify beginning sounds.

**Phonics:** Learn sounds “a” and “s”
- Sight words: one, two, three
- Writing: Fine motor control (handle scissors/brushes by cut out pictures and making patterns.

**Language structure/use and grammar:**
- Use common nouns (chair/desk/table) and proper nouns (Linda/Namibia/Oshakati)
- Use simple present tense (he runs/they run)

**Physical Education**

**Theme:** Physical fitness
- Activities: Muscular Strength & Endurance activities (e.g. rabbit hopping, caterpillar walking) Flexibility activities (e.g. bear walking, trees, and Syllabus p.10)
- Game(s): imaginative games (e.g. magic carpets – (Syllabus p.50; flying birds + Ostrich running p.7)

**Mathematics**

**NCD:** Orientation 1-10 (Counting in 1’s; 2’s; up to 10; ordering; comparing; patterns; odd & even learning songs and rhymes) Wk 7 → number 6; Wk 8 → number 7
- Aspects: Quantity; Number bonds; Odd (no halving), Even (halving); Number images; Neighbors; Friends of; Daily life uses; tracing and writing the digit; Counting 1-7 & 7-1 with and without objects; different groupings; order.

**Problem solving & Computation up to 6, 7:** Use the theme to set up questions on 6 and 7.

**Measurements:** Time: use correct vocabulary & days of the week (Sunday-Monday)
- Discuss: ‘many/few’, ‘more than’ /’less than’, ‘as many as’, the same as
- Revise: numbers 1-5 (many aspects, as well: subitizing), colour, shape and measurement vocabulary; (classify, match, compare)

**Arts:**

**Visual Art:** Drawing + Painting - learners create paintings of themselves using bold colors. Create paper plate masks to show feeling or ‘Me’ mobiles. Play with clay to create models

**Music & Dance:** body percussion (including clapping). Listening to music & free movement
- Sing song: ‘If you’re happy and you know it’ (RME) or other on the theme of ‘myself’

**Environmental Studies**

**Content:** Good family relationships, rights and responsibilities of family members, relevant information about school, role of healthcare providers.

**Explore/Investigate:** Healthcare providers in our communities. Role-play visits to health institutions.

**Display table:** Photographs of learners’ families.

**RME**
- **1. Belonging:**
  - Self and the community
  - Unit: 1.2
  - My place in my family, school, village

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**My Family**

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**Term 1**
### THEME: THE SOCIAL ENVIRONMENT

**Topic of Integration:** Customs and ceremonies

<table>
<thead>
<tr>
<th>First Language</th>
<th>Physical Education</th>
<th>Mathematics</th>
</tr>
</thead>
</table>
| **Listen + Respond:** Daily News (Think, Pair Share) Discuss and compare traditions practiced at home/locally. Explore people as sources of information and story by finding out information/stories from other people (e.g. grandparents, parents, neighbours etc). **Speak + communicate:** Share/retell stories about/from own culture. | **Theme:** Athletics
**Activities:** Running + Jumping
With emphasis on endurance (e.g. stay with the ball and filling the basket (Syllabus p. 34). Jumping into the hoop Game(s): explore and learn some traditional games from local region Long jump competitions | **NCD:** Orientation 1-10 (Counting in ’1’s; towards and backwards; ordering; comparing; patterns; odd & even learning songs and rhymes up to 9)
Wk 9 \(\rightarrow\) number 8; Wk 10 \(\rightarrow\) number 9
**Aspects:** Quantity: Number bonds; Odd (no halving), Even (halving); Number images: Neighbors; Friends of; Daily life uses; tracing and writing the digit; Counting 1-9 & 9-1 with and without objects; different groupings; order.
**Problem solving & Computation up to 8, 9:** Use the theme to set up questions on 8 and 9. Multi step problems
**Measurements:** Capacity: order & compare different containers.
**Data Handling:** Collect & classify objects.
**Revise:** numbers 1-7 (many aspects, as well: subitizing up to 5and estimating + counting for numbers above 5; number images for numbers) |
| **Vocabulary:** Food, clothes, birthday, celebration, traditional festivals, funerals, deaths, homestead. **Read + View:** Use modeled/ shared reading of big books (themes: Local culture/traditions) Q and A, Learners help re tell story (using the pictures) in their own words. Drill using picture cards / flash card to teach some words/phrases. **Sight words:** a, I, you, it, in, said **Phonics:** Phonological Awareness + sounds: h, e, c, m Identify known sounds in familiar words. Introduce Syllables (e.g. Clap syllables in names) **Write:** Begin own picture word book- using known letters from phonics, write words in own dictionary + Teacher writes and models reading the Daily News **Handwriting:** continue formal pattern making (particularly arches, semi-circular patterns) Copy + trace own name Practice letter formation (of letters explored in phonics) **Language Structure:** prepositions (in, under etc) pick out past tense and present tense in stories. Add “s” to form plurals | **RME**
The Scared: Scared Places and Objects
**Unit:**
3.1 A special place
3.2 Two special places; Home and school (Relate to local) |
| **Listening and responding:** Listen to story from diff. cultures and respond with drawings. Learn song/rhyme from diff. cultures. Listen to National Anthem. Learn colours/shapes and learn new ones. (Vocabulary: flag/ culture/Namibia) **Speaking and communicating:** Answer oral question: song/rhyme and National flag in terms of shapes/colours. Imitate sounds from environ. Repeat new vocab. **Reading and viewing:** Identify rhyming words from songs/rhyme Replace words in sentences e.g Paul can jump/sing/run. **Phonics:** ‘n’, ‘t’, and ‘r’. Clap/count syllables. Match/label posters of flag **Sight words:** to, and, my **Writing:** Pattern making/letter form. **Lang. structure/grammar:** Use pronouns (he/she/I/you) Revise common/proper nouns. Use/demonstrate common verbs (Incidentally recognize 2 –letter words) | **Visual Art:** drawing/colour; design and decorate covers for word books (L1) Make traditional cultural artifacts (e.g. jewelry, pictures, and clay/wood articles) **Music + Dance:** Listen to different traditional and cultural music. Look at/perform a traditional dance / songs **Drama:** Role-play of local/family customs. Use L1/L2 traditional stories as starting points. |
| **Environmental Studies**
Know family customs/traditions and ceremonies in everyday life. Discuss different dress attires. Design and meaning of the colours of our Namibian flag. The importance of Independence Day. Singing the National Anthem. Know the president. **Explore/Investigate:** Different customs in different cultures. Where to find the Namibian flag and when and where it is hoisted. |
| **Data Handling:** Collect & classify objects. **Revise:** numbers 1-7 (many aspects, as well: subitizing up to 5and estimating + counting for numbers above 5; number images for numbers) | **Presentation:** Photos, pictures and drawings of different customs and cultures. |
First Language
Listen + Respond: Daily News (Think, Pair Share)
Ask the learners to describe their own houses. Discuss different types of local houses, what the houses are made from and how they are built. List/classify furniture found in local houses. Listen to and discuss the story of 'The 3 Little Pigs'. Answer comprehension questions.

Speak + communicate: Retell the story, role play on story, oral activities. Sing song: Who's Afraid of the Big Bad Wolf

Vocabulary: types of building materials, (e.g. clay, sand, stone, cement, wood etc.) names of furniture, vocabulary and phrases from the story.

Read + View: Shared/Guided on 'The 3 Little Pigs'. Word study, answer oral questions on reading.
Choose vocabulary/words/phrases/sight words and teach (using picture cards / flash cards)

Sight words: for, up, look, is, go

Phonics: Phonological Awareness& listening activities

Write: Sequence story using pictures, draw own pictures to sequence the story, copy and match words

Language Structures: Future tense, masculine and feminine

Second Language
Listening and responding: Story – 3 little pigs/ Use repeated verses and verbs. Learn action song (Here is a house) or rhyme. Play game - I spy.
Answer questions on story.

Vocabulary: blow, run, straw, huff, build

Speaking and comm. Role-play 3 little pigs. Repeat rhymes/ song.
Imitate sounds (wolf/pigs)
Discuss story-distinguish between houses

Reading and viewing: Modeled/shared reading of 3 little pigs. Learn sight words

Use sentence strips to build sentences cut, paste, copy words to sequence the story. Answer simple questions

Sight words: Revise + in + it

Phonics: ‘t’ and ‘p’

Writing: cut/colour pictures. Match words – draw lines. (Trace and copy)

Arts:

Visual Art: Make collage pictures of own house using materials of different textures (e.g. straw, twigs, and sand) Make houses for the 3 Little Pigs’ or make pig/wolf masks

Music + Dance: plot a 3 little Pigs or a wolf dance (to music/song)

Drama: role play the story of the 3 Little pigs using masks. Retell/mime the story using a narrator and puppets

Environmental Studies Content:
Learner’s houses and furniture. Similarities and different building materials used in various houses. Discuss different rooms in a house.

Explore/Investigate: Different houses in the community, the materials they’re made of, different rooms and furniture.

Display Table: Photos, pictures, drawings and models of different houses. Samples of different building materials used.

Mathematics
NCD: Orientation 1-10 (Counting in 1’s; ordering; comparing; patterns; odd & even learning songs and rhymes up to 10). Wk 11 → number 10;

Aspects: as before

Conservation of numbers (e.g. arrange up to 10 objects in different patterns and rearrange) . Doubling & halving for numbers 1-10.

Problem solving & Computation up to 8, 9:

Oral story problems to compare and order 1-10. Use concrete materials and draw pictures to represent the stories.

Measurements: Mass: use a balance to compare mass of different objects (heavy/heavier; light/ lighter)

Data Handling: Collect & classify objects.

Revise: numbers 1-9 (many aspects, as well: subitizing up to 5and estimating + counting for numbers above 5; number images for numbers)

Term 1
**THEME: THE SOCIAL ENVIRONMENT**

**Topic of Integration: Autumn**

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**First Language**
- **Listen+ Respond:** Listen to and discuss a story about the weather in autumn. Retell stories in correct order.
- **Speak and communicate:** Communicate with confidence. Express own ideas about autumn and things that are happening during that season (the weather, the temperature, harvesting, etc.) Sing songs and say poems or rhymes about weather (Songs like: Whether the Weather or You are my Sunshine)
- **Vocabulary:** sun, windy, cold, warm, mild, strong, mist, wet, dry, storm, weather, harvest, plants, animals
- **Read+ View:** Modeled/shared reading of story
  - Guided reading of story/ sentences about the weather leading to independent reading about the weather focus, developing independent reading skills
- **Sight Words:** Revise and add five new words from the list
  - Phonics: Revise all letters/sounds + focus on short vowel sounds (e.g. /e/ as in egg rather than /e/ as in equal)
- **Write:** modeled/shared/guided/independent writing of sentences about the weather; "Today the weather is..." Draw a picture to illustrate sentences
- **Handwriting:** revise letter formation. Try to form letters fluently and smoothly. Encourage speed and accuracy
- **Language Structure:** enter words in self-made dictionary
  - Revise antonyms and synonyms

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**Second Language**
- **Listen & responding:** Explain changing in weather conditions. Answer questions. And retell part of the story. Share news with each other,
- **Speaking & comm.:** Discuss daily weather use vocabulary from the story. (Today is... /yesterday was...) Predict what the weather will be the next day.
- **Reading & viewing:** Recognise words starting with same initials. Pick words and match them with pictures.
  - Clap/count syllables
  - Say rhyming words
- **Sight words:** Revise all
- **Phonics:** Revise all
- **Writing:** Copy 2/3 words about autumn using correct spacing/letter formation.
- **Language structure/grammar:**
  - Attempt to spell words
  - Try to use and demonstrate common verbs as action words (speaking)

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**Physical Education**
- **Theme:** Athletics
  - **Activities:** Hold one leg while jumping
  - Games
  - Frogs in the sea
    (Syllabus p.50)

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**Mathematics**
- **NCD:** Orientation 1-10 (Counting in 1’s; forward and backward.
  - Revision on:
    - Tracing & writing no 1-10
    - Number images for 1-10
    - Daily life appearance of numbers 1-10
    - Number images (10 frame + other images), Odd & even,
    - Friends of 10
    - Doubling & halving
    - Subtitizing (1-5) estimating (6-10) + counting
    - Number bonds (1-10)
    - Groupings for all numbers up to 10.
  - **Problem solving & Computation up to 10:**
    - Oral story problems to compare and order 1-10. Use concrete materials and draw pictures to represent the stories.

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**Arts**
- **Visual Art:** use materials of different textures to create a collage/pictures representing autumn season (sunny, rainy, cloudy, stormy etc.)
- **Music:** weather songs from L1 /L2
- **Dance:** choreography - using different gymnastic / balancing activities & suitable music.
- **Drama:** mime moving in different weather conditions

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**RME**
- **Theme:** Social Value
  - Living together
  - Unit 5.3
  - Giving and receiving

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**Environmental Studies**
- **Content:**
  - Why weather conditions? The effect of Autumn on people and the environment. Types of sport played, appropriate clothing, changes in weather conditions.
  - **Explore/Investigate:**
    - At intervals, observe and record weather conditions on a chart, and relate to changes.
  - **Display Table:**
    - Pictures of weather, clothing, sport, etc
**First Language**

**Listen + Respond:** Daily News (Think, Pair Share)
- Listen and discuss types of transport (locally, nationally) and sounds.

**Speak + communicate:** Discuss the learners experience in using transport. Discuss travel and traffic safety, especially crossing the road. Interview each other about traffic safety.
- Poems, songs, rhymes on theme of transport/traffic safety (e.g. *The Safe Cross Code or The Wheels on the Bus*)
- Vocabulary: names/types of transport (car, truck, jeep, bakkie, train, cart, bicycle, airplane, bus, van, etc) and traffic safety (robot, stop sign, pedestrian crossing etc.)

**Read + View:** Shared/Guided reading of a story on theme of transport/traffic. Word study, revise previous
- Choose vocabulary and develop comprehension strategies
- Sight words: come, blue, red, where, jump, away, help, help, make (+ revise previous)
- Phonics: Explore letter/sounds: /g, d, o / Develop list of words beginning with these sounds/letters. Examine different sounds /o/ makes in words (+ revise other vowels)
- **Write:** Label type of transport & match words with pictures.
- Copy/write own 3-4 word sentences on topic (e.g. I have a blue car) + Teacher writes the Daily News (with guided reading)
- Handwriting: Pattern making and copy/trace/write phonics letters practice to write own name
- **Language Structures:** Verbs/action words (to do with transport)

**Second Language**

**Listening and responding:** Listen to story/song about transport.
- **Vocabulary:** bicycle, bike, car, taxi, bus (Courtesy vocabulary for travelling)

**Speaking and comm:** Pronounce and use vocabulary correctly. Discuss how to get to school/compile a class survey and create pictogram (Maths)
- Practice dialogue for getting on a bus/taxi.

**Reading and viewing:** Modelled/ shared reading of sentences about transport.
- Use sentence strips to build new sentences. Look at/read traffic signs. Identify long/short vowels
- **Sight words:** for, up, look.

**Writing:** Label /Match vocabulary words with pictures. Trace/copy patterns and words.
- **Lang. structure/grammar/lang.use:** Use/demonstrate prepositions (on, under, in, behind, between). Use regular and irregular verbs

**Physical Education**

**Theme:** Athletics

**Activities:**
- Jumping for height, e.g. jumping over objects or ropes – (Syllabus p. 39)
- **Game(s):** Long jump competition. Play ‘Stop and Go’ (Using traffic safety rules)
- Run around a marker at a set of distance away and back

**Mathematics**

**NCD:** Orientation 1-20 (Counting in 1’s; up to 20. (See teachers manual). Wk 13 → 11; Wk 14 → 12 (introduction).
- Aspects: Quantity; Decomposition; Odd (no halving); Even (halving); Number images; (20 frame) Neighbors Friends of the place value. of 11 & 12; tracing and writing the digits; Counting 1-12 & 12-1 with and without objects; different groupings; ordering & comparing up to 12. Number image (20 frame).
- Counting rhymes. Estimation of < 12 objects then count.

**Problem solving & computation up to 5:** Phase 1 addition of 1 and 2 (wk 13)
- Phase 2 → addition of 3 and 4 (wk 14). No maths symbols.
- Phase 1 → subtraction of 1 and 2 (wk 14)

**Measurements:** Time, long and short; Length compare objects using appropriate vocabulary.

**Geometry:** Revise 2D shapes

**Data handling:** Pictograph, discuss and read on the theme transport.

**Revision:** No 1-10 counting, n. bonds, etc.

**Local Transport**

**Arts:**

**Visual Art:** Modeling- design and make vehicles/robots/stop signs using cartons, boxes, paper clips, cardboard etc
- Draw/colour posters (advising road safety)

**Music:** Singing songs about transport
- (E.g. *The wheels on the bus, Train number 1 etc*) and safety

**Dance:** movement/actions for songs

**Drama:** role play / use puppets how to cross the road safely

**Environmental Studies Content:**

Types of transport used by the family and community.

**Explore/Investigate:**
- Graph of different transport used by learners. Explain safety rules and unsafe practices.

**Display Table:**
- Pictures, photos, objects and models of different transport.
First Language

**Listen + Respond:** Use people as sources of information.

**Speak + communicate:** Discuss and identify different types of communication. Learners share what they know about different types of communication (how they work, when they are used etc.). Compare different types. Teach a song on the theme of communication.

**Vocabulary:** Letter, radio, internet, cell phone, sms, newspaper, message, post office, letter, postcard, MTC/Leo, telephone, call, write, surf, text, etc.

**Read + view:** Shared reading of postcards/letters (using known/sight words) Sort mixed up 3-4 word sentences. Modeled reading of story (e.g. about a letter/phone call) Make words with known sounds or letters

**Sight words:** we, see, not, one, my, me, big

**Phonics:** Letter/Sound awareness // make lists of words (max. 3 & 4 letters) using /u/ as initial or ending sound. Add to other word lists as they arise. Listening activities, introduce 'I'

**Write:** Teacher elicits and writes the Daily News (Learners read it – shared or guided). Write a postcard (short sentences + known/sight words).

**Handwriting:** Pattern making, letter formation + practice writing own name

**Language Structure:** Revise capital letters, singular and plurals.

Second Language

**List. and responding:** Revise greeting. Counting rhyme.

**Vocabulary:** Phone courtesies (Can I help you? Can I take a message?) Learn number names (Maths)

**Speaking and comm.:** Phone courtesies (dialogue/role-play) use and pronounce definite article (the chair/the telephone/ the table). Repeat previous rhymes/songs.

**Reading and viewing:** Modeled/ shared reading of simple phone dialogue. Sequence dialogue pictures.

**Phonics:** m Sight words: is, in, l, a

**Writing:** Revise/write short familiar words using correct spacing/letter form.

**Language str./grammar/ Lang. use**

Revise: is, am, are (simple present T.)

Revise: on, in, under, between etc.

Conjunction (and) e.g I am a boy and stand between two class mates.

Physical Education

**Theme:** Athletics

**Activities:** Throwing with emphasis on throwing for distance (e.g. ‘throw and retrieve’ or ‘high ball’ - Syllabus p. 38) Game(s): high jump, individual, partner and group competitions using running, jumping and throwing skills

Local Media

Arts:

**Visual Art:** make a TV/cell phone/radio/mic from boxes/cardboard and use in drama

Design/colour front of postcard (L1)

**Music:** Learn/sing a song

**Drama:** pair role play (improvise dialogue) of a conversation over the phone (in L1 or L2) or reading news on the TV/radio

Environmental Studies

**Content:**

Different family means of communication.

**Explore/Investigate:** Find out the means of communication used at home, in the community and in other regions. Practice how to use a telephone/ cell phone.

**Display Table:**

Posters, drawings, photos, models, objects of various means of communication.

Environmental Studies

**Content:**

Different family means of communication.

**Explore/Investigate:** Find out the means of communication used at home, in the community and in other regions. Practice how to use a telephone/ cell phone.

**Display Table:**

Posters, drawings, photos, models, objects of various means of communication.

Mathematics

**NCD:** Orientation 1-20 (Counting in 1’s up to 20)

Wk 15 → 13 (introduction)

Aspects: Quantity; Decomposition; Odd (no halving), Even (halving); Number images; (20 frame) Neighbors; Friends of the pl. v. of 13; tracing and writing the digits; Counting 1-13 & 13-1 with and without objects; different groupings; ordering & comparing up to 13; place value & decomposition Number image (20 frame). Counting rhymes.

**Problem solving & computation up to 5:**

Introduce mathematical symbols + and =.

Phase 1 ‘P + 1’ → addition of 1 and 2

Phase ‘P − 1’ → subtraction of 1 and 2

**Measurements:** Mass; compare the mass of 2 items (estimate and compare with a balance). Compare and order the mass of more than 2 objects.

**Location, position & movement of objects:** Describe the position of objects e.g. over, under, in, inside. **Revision:** No 1-12 counting, order, etc.

Mathematics

**NCD:** Orientation 1-20 (Counting in 1’s up to 20)

Wk 15 → 13 (introduction)

Aspects: Quantity; Decomposition; Odd (no halving), Even (halving); Number images; (20 frame) Neighbors; Friends of the pl. v. of 13; tracing and writing the digits; Counting 1-13 & 13-1 with and without objects; different groupings; ordering & comparing up to 13; place value & decomposition Number image (20 frame). Counting rhymes.

**Problem solving & computation up to 5:**

Introduce mathematical symbols + and =.

Phase 1 ‘P + 1’ → addition of 1 and 2

Phase ‘P − 1’ → subtraction of 1 and 2

**Measurements:** Mass; compare the mass of 2 items (estimate and compare with a balance). Compare and order the mass of more than 2 objects.

**Location, position & movement of objects:** Describe the position of objects e.g. over, under, in, inside. **Revision:** No 1-12 counting, order, etc.

**Language Structure:** Revise capital letters, singular and plurals.

**Phonics:** m Sight words: is, in, l, a

**Writing:** Revise/write short familiar words using correct spacing/letter form.

**Language str./grammar/ Lang. use**

Revise: is, am, are (simple present T.)

Revise: on, in, under, between etc.

Conjunction (and) e.g I am a boy and stand between two class mates.

**Read + view:** Shared reading of postcards/letters (using known/sight words) Sort mixed up 3-4 word sentences. Modeled reading of story (e.g. about a letter/phone call) Make words with known sounds or letters

Second Language

**List. and responding:** Revise greeting. Counting rhyme.

**Vocabulary:** Phone courtesies (Can I help you? Can I take a message?) Learn number names (Maths)

**Speaking and comm.:** Phone courtesies (dialogue/role-play) use and pronounce definite article (the chair/the telephone/ the table). Repeat previous rhymes/songs.

**Reading and viewing:** Modeled/ shared reading of simple phone dialogue. Sequence dialogue pictures.

**Phonics:** m Sight words: is, in, l, a

**Writing:** Revise/write short familiar words using correct spacing/letter form.

**Language str./grammar/ Lang. use**

Revise: is, am, are (simple present T.)

Revise: on, in, under, between etc.

Conjunction (and) e.g I am a boy and stand between two class mates.
**First Language**

*Listen + Respond:* Use people as sources of information (e.g. family, neighbours)

*Speak + communicate:* Discuss occupations. Say rhyme/poem or tell story about a shopkeeper & customers or bank. Share and retell Daily News.

*Vocabulary:* shopkeeper, customer, price, money, change, cheap, expensive, sale, amount, shopping list, how much, save, bank, withdraw, deposit etc

*Read + View:* Modeled /shared reading of Big Book (on the theme of selling/saving) Q and A, retell the story using words and pictures as prompts

Reading for understanding and sequencing.

*Sight words:* run, find, two, yellow, three, play.

*Phonics:* Revise all letters/sounds learned so far (s, t, n, p and vowels a, e, o) + introduce ‘f’

*Write:* Write thank you card/letter or complain to banker or shopkeeper.

*(Modeled /shared)* writing of Daily News

*Handwriting:* Learn to write phonics letters and practice patterns. Write own name without help.

*Language Structure:* Punctuation (the full stop), Use common and proper nouns

**Second Language**

*Listening and resp:* Learn counting rhyme. Learn courtesies used while shopping e.g. Good morning, can I please have a loaf of bread?

*Vocabulary:* common/local food or grocery items (in groups)

*Speaking and comm:* Repeat counting rhyme/ number names. Role-play: shopping. Discuss food/grocery items. (in groups)

*Reading and viewing:* Clap/count syllables in words. Demonstrate good reading habit. Incidentally combine letters to make 2-letter words eg as, on, at, to

*Sight words:* we, on

*Phonics:* o and d

*Writing:* use dominant hand/ writing words/ correct spacing and letter formation.

*Lang. structure/grammar/Lang. use:* Revise conjunctions: and/ but Sort/category words with same initial sound e.g. bin/baby/boy/bad (new words)

Use common verbs

**Physical Education**

*Theme:* Sports skills

*Activities:* moving objects on the ground without implements (e.g. dribble, roll and stop objects without implements, using left and right hands/feet - *kick the ball with different parts of the foot*)

*Game(s):* The Dog Catches the Cat (*Syllabus p.48*)

**Arts:**

*Visual Art:* Colour / draw pictures of different occupations

*Music:* Song: e.g. ‘I am a Farmer Man’

*Dance:* watch a local performer (e.g. dancer or musician)

*Drama:* pair role play/ improvising/dress up. (e.g. teacher & learner, doctor & patient, taxi driver- passenger etc.)

*Role:* entrepreneurship in family

**Money and saving**

**Mathematics**

*NCD:* Orientation 1-20 (Counting in 1’s; up to 20 forward and backward.

Wk 16 → 14 (introduction)

Aspects of number 14: as before.

*Problem solving & computation up to 5:

Introduce mathematical symbols – and =.

Phase 2 (P’2) → addition of 3 and 4

Phase 2 (P’2) → subtraction of 3 and 4

Simple stories leading to sums in the range 1-5 on addition and subtraction using pictures and objects.

*Measurements:* Capacity: explore and measure the capacity of containers using nonstandard units.

Money: Revision: Name & identify 5c; 10c & 50c

Identify the value of the coins.

*Geometry:* Introduce 3D shapes like ball; cone and box. Explore and discuss properties.

*Revision:* P’1; P’1; No 1-13 counting, place value, etc.

**Environmental Studies**

*Content:* Different occupations of family members. The need for earning/saving money in a family.

*Explore/investigate:* Participating in trading, buying and selling activities. Group work - list different things learners can make and sell.

*Display table:* Posters – occupations and money. Homemade selling items.
**Theme: Health, Safety & Nutrition**

**Topic of Integration:** Healthy lifestyle

**Weeks:** 18

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### First Language

**Listen + Respond:** Daily News (Think, Share, Pair). Listen to a story (on the theme HIV/AIDS or sickness) and answer questions.

**Speak and communicate:** Discuss accidents and injuries (different types and what to do if they happen) Discuss HIV and AIDS from the point of view of the Learners experiences; Demonstrate + talk about tending to wounds.

**Vocabulary:** cut, wound, blood danger, fear, contact, touch, blood, avoid, risk, disease, spit, gloves.

**Read/View:** Guided reading in small groups (on theme ‘an accident/sickness’) read and extend sentences. Answer oral questions.

Guided reading of Daily News (written by teacher)

**Construct simple sentences**

**Sight Words:** that, she, on, they, but, at

**Phonics:** Sound awareness letter, revise d, g, & vowel d, o, e

**Write:** Order pictures of events ‘when I fell and hurt myself’ and write simple sentences about each picture (3-4 words) shared/guided writing

**Handwriting:** revise letter formation for all known letters.

**Language Structure:** Change negative regular verbs from present to past tense.

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### Second Language

**Listening and resp.** Listen and respond to songs (This is the way…) Respond to courtesies and greetings. Answer short questions

**Vocabulary:** clean, read, play, brush, etc.

**Speaking and comm.** Interview each other/free discussion on daily routines. Repeat song. Answer questions

**Reading and viewing:** Modelled/shared reading of sentences about what I do every morning. Sequence the events of the morning. count/omit/replace words in sentences.

**Sight words:** little, down

**Phonics:** Revise all sounds + e/f

**Writing:** Write 4-5 familiar words using correct spacing/letter formation.

**Language structure/grammar/Lang. use:** Discuss daily routines (focus on verbs). Simple present/present continuous. Match words and pictures focusing on verbs. Match correct verb with correct picture.

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### Physical Education

**Theme:** Sport skills

**Activities:** Throwing and catching objects in a variety of ways (e.g. throwing over arm, under arm, catching with one hand, both hands – *Syllabus* p.43). Keep the ball away – it is dangerous (p.47)

Discuss the importance of rest / exercise.

**Game(s):** Roll the ball out of the circle

Netball, basketball, soccer ball

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### Mathematics

**NCD:** Orientation 1-20 (Counting in 1’s; up to 20 forward and backward. Counting in 15 and 25 up to 20)(See teachers Manual).

**Wk 17 → 15 (introduction)**

**Problem solving & computation up to 5:**

Phase 3 (P^3^) → addition of 0.

Phase 3 (P^3^) → subtraction of 0.

**Simple stories leading to sums in the range 1-5 on addition and subtraction using pictures and objects.**

**Measurements:** Time: Sequence of events in the morning; events of the day. Time vocabulary: (before; after; later; first; then)

**Data handling:** Collect, classify & display objects.

**Revision:** P^1^ & P^2^; P^1^ & P^2^; No 1-14 counting, place value, etc.

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### RME

7. Personal Values: Change, loss and Growth

**Unit:** 7.1 Being at peace with oneself

7.2 Turning points in life

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### Environmental Studies

**Content:** The importance of personal hygiene, exercise and rest. Where to go for help if wounds are serious. Precautions for safe contact with people infected with HIV/AIDS. (physical contact)

**Explore/Investigate:** Correct way of tending to a simple skin wounds using salt, antiseptic, cream etc.

**Display Table:** Poster, pictures, objects of dettol, plaster, gloves, soap etc. (toiletries)
**THEME: THE SOCIAL ENVIRONMENT**

**Topic of Integration:** Winter

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**First Language**

**Listen+ Respond:** Listen to and discuss a story about the weather in winter. Respond to instruction, messages or announcements.

**Speak and communicate:** Discuss different types of weather. Use correct intonation and pronunciations. Let the learners discuss things like (types of clothes people put on, winter sports, food, etc.). Talk about things they like or dislike. Sing songs and say poems or rhymes about weather.

**Read+ View:** Modeled/shared reading of story. Guided and shared reading of story/sentences about the weather in winter, leading to independent reading. Identify short vowel sounds.

**Write:** modeled/shared/guided/independent writing of sentences about the weather in winter; “Today the weather is...” Draw a picture to illustrate sentences.

**Handwriting:** revise letter formation. Try to form letters fluently and smoothly. Encourage speed and accuracy.

**Language Structure:** Use capital letters correctly. Use common verbs correctly.

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**Second Language**

**Listening and responding:** Listen to story and sing song about winter. Discuss clothes for winter. Answer questions about winter. Share daily news.

**Speaking and communicating:** Use vocabulary words and make short sentences about winter. Repeat story and song.

**Reading and viewing:** Show good reading habits. Clap/count syllables in a word. Sound out short vowel sounds. Identify repetition of beginning sound.

**Writing:** Trace and copy patterns and words in print script.

**Language and grammar:** Use common nouns and revise tenses.

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**Physical Education**

**Theme:** Sport Skills

**Activities:** Roll ball with right and left hand, role ball in different directions, e.g. forwards, backwards, and sideways.

**Games:** Snakes, (Syllabus, p. 51)

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**Mathematics**

**NCD:** Orientation 1-20 (Counting in 1’s; 2’s; 3’s and 5’s forward and backward. 

**Revision on:** Tracing & writing no 1-15

**Daily life appearance of numbers 1-10**

**Number images for 1-15**

**Number images (20 frame + other images: fingers; dice images)**

**Odd & even**

**Friends of 10 for numbers 1-9**

**Doubling & halving**

**Subitizing (1-5) estimating (6-15) + counting**

**Number bonds (1-10)**

**Groupings for all numbers up to 10.**

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**RME**

**Theme:** 7 Personal Value

**Change, loss and growth**

**Unit 7.4**

**Coping with change, e.g. weather, clothes and food**

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**Environmental Studies**

**Content:**

Why weather conditions? The effect of Winter on people and the environment. Types of sport played, appropriate clothing, changes in weather conditions.

**Explore/Investigate:**

At intervals, observe and record weather conditions on a chart, and relate to changes.

**Display Table:**

Pictures of weather, clothing, sport, etc.
**First Language**

**Listen + Respond:** Daily News (Think, Share, Pair)

**Speak and communicate:** Discuss personal health/hygiene, keeping clean, washing oneself, brushing teeth. Describe what we do before we go to school in the morning.

**Song/lyric:** "This is the way I brush my teeth"

**Vocabulary:** Shower, bath, basin, soap, towel, cloth, tooth paste, tooth brush, nail clipper, rest, exercises, toilet paper, odours/smells, sweat.

**Read + View:** Guided reading in small groups (story on ‘Getting ready for school / In the morning’).

- Put pictures from familiar stories in correct order. Match sentences with pictures.
- Guided reading of Daily News (written by teacher) introduce

**Sight words:** with, all, there, out, be, have

**Phonics:** Sound awareness; k & i. Find words that start/end/contain these sounds. Make a list of all vowels (point out long and short vowel sounds for a, e, o, i, u) Phonological Awareness activities

**Write:** Order pictures of events ‘before I go to school’ and write a word for each picture. Fill in missing words in sentences about ‘before I go to school’

- Use to make a mini book (see visual art) or make own

**Handwriting:** Continue to practice letter formation.

**Language Structure:** Use correct tense to describe future events.

**Second Language**

**Listening and respond:** Learn/sing simple song (Head, shoulders, knees and toes)

- Repeat short sentences. Play listening game (Simon says)

**Vocabulary:** head, shoulders, knees etc.

**Speaking and communicate:** Use/pronounce indefinite articles correctly e.g. a leg/ an arm. Use new words from song in context. Discuss and answer questions on use of diff. body parts

**Reading and viewing:** Modeled/shared reading of song/sentences written on poster (Head, shoulders, knees...) Match/Informally read words and pictures of body parts.

**Sight words:** a, an, the. Phonics: g, h

**Writing:** Copy 4-5 words Trace/copy words. Model with clay/

**Language structure/grammar/Lang. use** recognize 2 letter words eg if, is me, he

- Introduce: Capital letters/full stops Yes/No questions. Can/May questions
- Revise pronouns/possessive pronouns

**Physical Education**

**Theme:** Sport skills

**Activities:** bounce a ball in a variety of ways (in the air/on the ground) using an implement. Bounce a ball on the spot and catch it with both hands (Syllabus p. 44)

**Game(s):** play games in small groups (e.g. catch the ball in the clock, keep the ball away, dribble an object with left hand/food, right hand/foot (Syllabus p.43)

**Mathematics**

**NCD:** Orientation 1-20 (Counting in 1’s; 2’s; 3’s and 5’s forward and backward.

- Wk 19 → 16 (introduction)
- Wk 20 → 17 (introduction). Aspects of number 16 and 17: as before. Quantities: Number conservation (rearranging objects)

**Problem solving & computation up to 1-10:**

- Phase 4 → addition counting on
- Phase 4 → subtraction counting backwards.

- Simple stories leading to sums in the range 1-10 on addition and subtraction using pictures and objects, taking in account the weekly theme.

**Measurements:** Revision on vocabulary and concepts. Data handling: Collect, classify & display objects. **Revision:** P 1, 2,3; P 1,2,3 No 1-15 counting, comparing, etc.

**RME**

7. Personal Values: Change, loss and Growth

**Unit:**

7.3 Death and rebirth
7.4 Coping with change

**Environmental Studies**

Body parts and their functions. The five sense organs and their functions. Various feelings, emotions, how and why they can change.

**Explore/Investigate:** Uses of different sense organs in daily life. Identify foods by taste, touch and smell.

**Display Table:** Poster of sense organs and body parts.
**First Language**

**Listen + Respond:** Daily News (Think, Share, Pair)

**Speak and communicate:** Discuss who their friends are, what they do, why they are important. Story/song/rhyme (“The more we are together”).

**Vocabulary:** friends, good, bad, care, relationship, behaviour

**Read + View:** Guided reading in small groups (story on ‘good friends/friendship’)

**Match sentences with pictures.**

**Guided reading of Daily News (written by teacher)** Do revision on sentence construction and sequencing

**Sight words:** revision of week 20-21

**Phonics:** Sound awareness; revise I, k, introduce ‘u’

**Find words that start/end/contain these sounds.** Make a list of long and short vowel sounds

**Write:** Fill in missing words in sentences about ‘My Friends.”

**Write invitation or birthday cards**

**Write words in own dictionary or use words to make a mini book**

**Handwriting:** Continue to practice letter formation

**Language Structure:** Use synonyms correctly.

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**Second Language**

**Listening and responding:** Own/any stories about friends. Identify best friends. Answer simple questions.

**Vocabulary:** good, bad, caring, friends

**Speaking and comm.** Discuss good/bad friendship. Repeat any story.

**Reading and viewing:** Clap/count syllables in words. Replace beginning sound to form new word eg. fat/cat sun/run ten/ten

**Read vocabulary words**

**Sight words:** no, go, can, help

**Phonics:** Repeat all single sounds

**Writing:** Fine motor control/use of dominant hand. Copy words/short sentences.

**Lang.struc./grammar/Lang use** Use diff. sentences:

**Statements:** I like my friend.

**Questions:** Do you have a friend? Recognise 3-letter words

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**Physical Education**

**Topic:** Friendship

**Weeks:** 22

**Theme:** Sport Skills

**Activities:** Use variety of objects to demonstrate roll and stop skills, e.g. roll ball with different parts of the body, e.g. hand, head, nose, forehead and elbow (Syllabus p.41)

**Games:** Follow the leader. (Syllabus p.35)

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**Arts:**

**Visual Art:** Colour pictures of friends based on L1. Make or decorate friends’ cards and jewelry. Change colours by adding other colours, e.g. yellow and red mixed together makes orange.

**Drama:** Role play a discussion with a very good friend.

**Music:** Sing familiar songs very fast and very slow.

**Dance:** Use different tempos when moving time, e.g. slow or faster

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**Mathematics**

**NCD:** Orientation 1-20 (Counting in 1’s; 2’s; 3’s and 5’s forward and backward.

Wk 21 → 18 (introduction)

Aspects of number 18: as before. (See teachers manual)

**Problem solving & computation up to 1-10:**

Phase 5: → commutative law: 3+2=2+3

Phase 6: → doubles up to 10: 1+1; 2+2 etc.

Phase 5 → Halves : 10→5→5→4 etc.

Simple stories leading to sums in the range 1-10 on addition and subtraction using pictures and objects, taking in account the weekly theme.

**Measurements:** Length: explore; estimate and measure using non standard measures (hand spans; footsteps etc.)

**Data handling:** Interpret data.

**Geometry:** Draw and color 2D shapes.

**Revision:** P 1-4; P 1-4 No 1-17 counting, odd & even, etc.

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**Environmental Studies**

**Content:**

The importance of good friendship and how to care for friends. What is bullying and how to go about it.

**Explore/Investigate:** Demonstrate and practice good friendship.

**Display Table:**

Photos and drawings of learners’ good friends.

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**RME**

**Social values:**

Living together.

**Unit 5.5**

- How we care for each other.

- People around us and people who help us.

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**Environmental Studies**

**Content:**

The importance of good friendship and how to care for friends. What is bullying and how to go about it.

**Explore/Investigate:** Demonstrate and practice good friendship.

**Display Table:**

Photos and drawings of learners’ good friends.
**THEME: HEALTH SAFETY & NUTRITION**

**Topic of Integration: Being safe**

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### First Language

**Listening + Respond:** Listen to and discuss the story of ‘Little Red Riding Hood’.

**Speak and communicate:** Discuss the danger of strangers, getting lost, not following instructions and other common dangers. Discuss ways to recognize, avoid and deal with these dangers. Discuss words/phrases to use in dangerous situations: ‘Stop! No! Watch Out! Help! Go Away!’ etc. Explore other stories/rhymes on this theme.

**Vocabulary:** Dangerous, fire, gas, electricity, sharp, lost, safe, strangers, bullies, no secrets.

**Read + View:** Shared (whole class) and guided (in small groups) reading of ‘Little Red Riding Hood’. Make predictions, give advice, learn new words. Answer questions based on text/pictures and sequence the story using pictures.

**Phonic:** Revise and continue to build word lists for known letter/sounds; d, g, l, f & vowels (a, e, i, o,) Play ‘Swat It’ with letter names/sounds. Introduce the letter/sound /v/.

**Write:** Fill in missing words in sentences about ‘Little Red Riding Hood’. Write sentences/words for pictures. Handwriting: Practice handwriting of known letters. Check for correct grip, posture and starting point for each letter.

**Language Structure:** Possessive pronouns (his, her, my)

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### Second Language

**Listening and resp.** Revise numbers. Listen to story of Little Red Riding Hood. Show how to react in dangerous situations: Stop! No! Help! Repeat phrases of story.

**Speaking and comm.** Repeat/discuss the story. Role-play the story and pronounce contractions correctly, e.g. ‘She’s afraid of the wolf’, ‘He’s a bad friend, I’m your friend’.

**Reading and viewing:** Identify/read rhyming words. Read/recognize initial sounds in words. Informally read words and sentence strips. Blend and split onsets and rimes. Identify short/long vowels. Sight words: he, she, I, am

**Phonic:** i, j

**Writing:** Write/copy words using correct pencil grip +posture.

**Lang. struct./grammar/Lang. use** Add ‘s’ to make nouns plural, e.g. Girl/girls


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### Physical Education

**Theme:** Sports skills

**Activities:** Revise sports skills from Term 2(e.g. moving objects in air and on the ground with and without implements)

**Game(s):** in limited space (e.g. Farmers and rabbits – (Syllabus p.51, snakes)

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### Mathematics

**NCD:** Orientation 1-20 (Counting in 1’s; 2’s; 3’s and 5’s forward and backward).

**Wk 22 → 19** (introduction) Aspects of number 19: as before.(See teachers manual).

Number patterns up to 19

Odd & even numbers up to 19

Order numbers up to 19

**Problem solving & computation up to 1-10:**

- Phase 7 (P*7) → 5 problems: 5+1; 5+2 etc.
- Phase 6 (P*6) → 5 problems: 10; 9; 5 etc.

Simple stories leading to sums in the range 1-10 on addition and subtraction using pictures and objects, taking in account the weekly theme.

**Measurements:** Time: Days of the week.

Mass: Balance and compare.

**Geometry:** Make 3D shapes.

**Revision:** P* 1-6; P* 1-5

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### Arts:

**Visual Art:** Colour pictures based on the story (L1/L2). Make/decorate puppets/masks of characters from story (Little Red, the wolf, granny etc)

**Music:** Song/singing (pitch + tempo)

**Drama:** Role Play elements of story (using puppet/masks) & scenarios of saying Yes/No in a strong way

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### RME

8. Children’s Rights:

My basic rights & responsibilities

Unit 6.1/6.2 The right to a name, family, town, nation.

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### Environmental Studies

**Content:** How to stay safe in the home, school and the immediate environment. How to say ‘no’ in an uncomfortable, potentially harmful situation.

**Investigate/Explore:**

Forms of touching that is acceptable and unacceptable. Role-play different situations. Identification of helpful people in the family and community.

**Display table:**

Poster, pictures and examples of dangerous objects.
**First Language**

**Listen +Respond:** Listen to a story and respond to questions on a balanced diet.

**Speak and communicate:** Discuss different types of food, describe favourite foods and classify food as healthy and unhealthy. Discuss why some foods are unhealthy and what effects they have on our health.

Talk about table manners and table courtesies

Role play having a meal/eating out/teddy bear’s picnic

**Song/rhyme/poem** about food (e.g. Hot Cross Buns)

**Vocabulary:** healthy & unhealthy food, sweets, fruit, vegetables, maize, meat, porridge, pasta, yogurt, bitter, sour, smooth, snacks, rice, ‘please pass the…’

**Read+ View:** Read food packages/containers/labels. Guided reading in small groups of simple. Discuss menu, make choices, using courtesies correctly revise b, k, v

**Sight words:** like, this, will

**Phonics:** Revise vowels, a, e, i.

**Write:** draw/copy/write food packaging labels. Write own sentences about food (I like…). Design fantasy labels for favorite or invented foods (see Arts)

**Handwriting:** letter formation practice (see phonics)

**Language Structure:** Revise possessive pronouns

**Second Language**

**Listening and resp.** Talk about common food. Learn poem/rhyme about food e.g. Hot Cross Buns. Learn nursery rhyme, e.g. Little Bo Peep. Vocabulary: bread, meat, fruit, vegetables, porridge etc.

**Speaking and comm.** Use vocabulary words in sentences. Distinguish food shown/mentioned. Describe packaging. Discuss likes/dislikes in food. Revise articles: the, a, an. Long/short vowels

**Reading and viewing:** Modelled/Shared reading of food labels.

**Labelling/Match pictures of food.**

**Phonics:** k

**Sight words:** go, we, said

**Writing:** Cut/paste or draw pictures of food + write first letter for drawing. Use dominant hand/fine motor control.

**Lang. struct/grammar/Lang.use** Add ‘s’ to make words plural eg. apple/apples, bun/buns, pear/pears

**Revise pronouns**

**Term 2**

**Mathematics**

**NCD:** Orientation 1-20 (Counting in 1’s; 2’s; 3’s and 5’s forward and backward.)

Wk 23 → 20 (introduction). Aspects of number 20: as before..

Read; copy; trace and write numbers up to 20. Double and halve numbers 1-20

**Problem solving & computation up to 1-10:**

Phase 8 (P8) → friends of 10: 1+9; 2+8 etc.

Phase 7 (P7) → friends of 10: 10–1=9; 10–2=8 etc. Simple stories leading to sums in the range 1-10 on addition and subtraction using pictures and objects, taking in account the weekly theme.

**Measurements:** Money: select a set of coins up to 50c, how many 5c; 10c coins will make 50c.

**Data:** Interpret data on a pictograph (on relevant theme: favorite food)

**Revision:** P* 1-7; P 1-6 No 1-19 counting, different groupings for no 1-19 using 10 etc.

**Environmental Studies**

**Content:** Discuss healthy and unhealthy food. Good eating habits to ensure grow and good health. Identify local food.

**Explore/Investigate:**

What is needed for a balanced diet? Group work – poster with healthy and unhealthy food.

**Display Table:**

Posters & pictures – healthy and unhealthy food (cut and paste pictures in the correct section)

**Arts:**

**Visual Art:** Design fantasy labels for favourite or invented foods. Colour/make a collage of pictures of healthy/unhealthy food.

Make pictures using food (e.g. pasta, flour) or wrappers (e.g. from sweets/chocolate)

**Music:** song about food (L1)

**Dance:** Choreography

**Drama:** Role Play of a meal (e.g. Teddy bear’s picnic) eating out/choosing food at a stall using …language 1 + 2. L1 + L2.
**THEME: HEALTH SAFETY & NUTRITION**
**Topic of Integration: Road safety**

**First Language**
- **Listen + Respond:** Daily News (Think, Pair, Share)
  Listen and discuss types of transport (locally, nationally) and sounds.
- **Speak and communicate:** Discuss the learners experience in using transport. Discuss travel and traffic safety, especially crossing the road. Interview each other about traffic safety. Poems, songs, rhymes about traffic safety (*The Safe Cross Code or The Wheels on the Bus*)
  - *Vocabulary:* road safety, robot, road signs, pedestrian crossing, left and right, rules etc.
- **Read + View:** Shared/Guided reading of a story about traffic safety Word study, re-tell story and answer oral questions on reading. Find phonic sounds in reading.
  - *Develop comprehension strategies:
    - Sight words: come, blue, red, where, jump, away, help, make (+review previous)
    - Phonics: Revise b, k, v & vowels, o, u, introduce j’
- **Write:** Draw road signs and label them. Copy/write own 3-4 word sentences on topic (Traffic rules)
  - +Teacher writes the Daily News (with guided reading)
- **Language Structures:** Revise adjectives

**Second Language**
- **Listening and resp.** Listen to story about accident. Learn and sing action song and say nursery rhyme. Play language/listening game. Answer questions on story
  - *Vocabulary:* fall, cut, bleeding, blood, cry, clean, bandage.
- **Speaking and comm.** Repeat vocab. Revise contractions (he’s, she’s, I’m)
  - Discuss injuries + accidents
- **Reading and viewing:** Modelled/shared reading of sentences about ‘an accident at school’. Identify long/short vowels
  - *Sight words:* find, make, help
- **Writing:** Sequence pictures about accident. Fill in missing words in sentences. Write 3 letter words
  - *Lang, structure/grammar/Lang. use*
  - Use possessive pronouns: e.g That is his pen. That is his. It is her dress. It is hers. That is my pencil. It is mine. Use familiar verbs in simple future e.g. we will see my father tomorrow.

**Physical Education**
- **Theme:** Gymnastic
  - *Activities:* Activities with a partner, e.g. push, shoulder pushing (*Syllabus p. 27*)
  - *Games:* Play game where a partner is followed/dodge, e.g. catch your partner’s tail. (*Syllabus p.28*)

**Mathematics**
- **NCD:** Orientation 1-20 (Counting in 1’s; 2’s; 3’s and 5’s forward and backward.
- Revision on: Tracing & writing no 1-20
  - Number images for 1-20 (20 frame)
  - Daily life appearance of numbers 1-10
  - Number images (20 frame + other images: fingers; dice images), Odd & even (1-20)
  - Friends of 10 for numbers 1-9
  - Doubling & halving. Subitizing (1-5 estimating (6-20) + counting Number bonds (1-10). Groupings for all numbers up to 10.

**Problem solving & Computation up to 1-10:** Oral story problems to compare and order 1-10. Use concrete materials and draw pictures to represent the stories taking in account the theme of the week.
  - *Revision:* P* 1-8; P 1-7;
  - *Capacity:* vocabulary;
  - *Geometry:* Sort and classify shapes (2D & 3D)

**Environmental Studies**
- **Content:** The road signs in the local environment. Dangers on the road and on the way to school. Discuss good pedestrian/cycling behaviour. Describe the route to school and potential traffic dangers.
  - *Explore/Investigate:* Different road signs in the environment.
  - *Display Table:* Posters, pictures and drawings of different road signs in the environment
**First Language**

**Listen + Respond:** Listen and respond to a story about plants (e.g., Jack and the bean stalk)

**Speak and communicate:** Discuss plants that grow locally (where they grow, what they need to grow) and the learners' experiences of plants/growing things. Learn a rhyme/poem

**Vocabulary:** Plant/tree dance to suitable music

**Reading and viewing:** Label items on pictures of fruit/veg. Match pictures/words. Identify sounds in word. Read labeled pictures.

**Writing:** Modeled writing and reading of daily news. Write short familiar words.

**Language Structure:** Review simple past tense

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**PHYSICAL EDUCATION**

**Theme:** gymnastic

**Activities:**
- Rotation (turns)
- Activities (e.g., rotational movements around the long axis (lengthwise) and sagital axis (forwards/ backwards)

**Game:** Keep that ball away

**Language Structure:** Review common and proper nouns, adjectives

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**SECOND LANGUAGE**

**Listening and responding:** Listen to story about plants. Look at different fruits and veg, available locally. Taste and name. (Play blind taste game)

**Speaking and comm:** Repeat vocabulary. Revise articles: an apple, an orange, a tree, a tomato

**Reading and viewing:** Identify words using known letter sounds.

**Writing:** Modeled writing and reading of daily news. Write short familiar words.

**Language structure/grammar/language use**

Revise: Simple Present Tense

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**ARTS**

**Visual Art:** Leaf bark rubbings or a collage of a tree/ plant using organic materials. Make a dish garden or stand-up paper pumpkin.

**Music:** Percussion instrument

**Dance:** Plant/tree dance to suitable music

**Drama:** Mime and movement based on plant movements/growth

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**MATHEMATICS**

**NCD:** Orientation 1-100 count forwards and backwards in the specified range in tens, starting anywhere: 32-42-52 and 94-84-74, etc. Count the small sequence: 1-2-3-4-9-10 and reverse; count the big sequence: 10-20-...90-100

Learners combine the 2 sequences to count from 58 to 68.

Double and half numbers 1-20 revision. Odd and even 1-100 (maintenance). Division (1-20) in the form of equal grouping.

**Problem solving & computation up to 1-20:** Phase 1 (P 1)

→ 10 problems: 10 + 2; 10 + 3 etc. Simple stories leading to sums in the range 1-20 on addition and subtraction using pictures and objects, taking in account the weekly theme.

**Data Handling:** Collect and classify data

**Geometry:** Make models with 3D shapes

**Revision:** P 1-8; P 1-7 from Term 2 range 1-10

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**ENVIROMENTAL STUDY**

**Content:** The needs of plants as living things to survive. Observe and discuss how seeds germinate. The main parts of bushes, grass and trees from their environment. Poisonous plants in the local environment.

**Explore/investigate:** Observe, compare and describe local trees, bushes and grasses in the environment. Find examples of poisonous and non poisonous plants. Write a short poem.

**Display table:** Poster, pictures of different bushes, grass and trees in their own environment. Different seeds and leaves from their environment.
**Theme:** The Social Environment

**Topic of Integration:** Spring

**First Language**

**Listen+ Respond:** Listen to and discuss a story about spring.
Respond to instructions and announcements. Retell stories in correct order.

**Speak and communicate:** Discuss different types of weather.
Discuss keeping safe (effects of the sun, rain). Communicate with confidence, telling stories using simple sentence and correct language structure. Sing songs, poems or rhymes about weather.

**Vocabulary:** sun, cloudy, windy, cold, hot, mild, rainy, strong, mist, wet, dry, storm, hail, flowers, leaves, etc

**Read+ View:** Modeled/shared reading of story
Guided reading of story/sentences about the weather leading to independent reading.

**Sight Words:** who, new, must, black, white, soon

**Phonics:** Read three letter words. Introduce w

**Write:** Modeled/shared/guided/independent writing of sentences about the weather in spring; “Today the weather is…”

**Handwriting:** Revise letter formation. Try to form letters fluently and smoothly. Encourage speed and accuracy.

**Language Structure:** Use capital letters correctly. Use simple prepositions.

**Second Language**

**Listening and Responding:** Introduce vocabulary to talk about spring.
(which months are in spring, what clothes we wear, and what the weather is like etc)

**Daily News (think/pair/share)**

Learn a rhyme or song about spring.

**Vocabulary:** grow, blossoms, butterflies, spring etc.

**Speaking and Comm:** Discuss the weather and answer questions on spring, repeat vocabulary, say rhymes and songs

**Reading + viewing:** Read words and phrases about spring. Read rhyming words (phonic) Replace words in sentences.

**Phonics:** Revise all single sounds + rhyming words

**Writing:** Write words about spring.

**Language struc./grammar/Lang use**

Use capital letters and full stops. Use ‘what’, ‘where’ questions

**Physical Education**

**Theme:** Gymnastic

**Activities:** Move in a variety of ways using various body parts, e.g. walk on heels, toes and sides of feet.

**Games:** Choose own traditional games, e.g. cat and mouse

**Arts:**

**Visual Art:** Leaf/bark rubbings or a collage of a tree/plant using organic materials. Make a dish garden or stand-up paper pumpkin.

**Music:** Percussion instrument

**Dance:** Plant/tree dance to suitable music

**Drama:** Mime and movement based on plant movements/growth

**Mathematics**

**NCD:** Orientation 1-100 count forwards and backwards in the specified range in tens, starting anywhere: 32-42, 52, and 94-84, etc.

Count the small sequence: 1-2-3…9-10 and reverse; count the big sequence: 10-20…90-100

Learners combine the 2 sequences to count downwards from 91 to 81 for instance.

Double and halve numbers 1-20 revision

Division (1-20) by repeated subtraction (by grouping concrete objects)

**Problem solving & computation up to 1-20:**

Phase 2 (P+2) → analogue problems: 3+4 = 7 so 13+4 = 17 etc.

Phase 1 (P +1) analogue problems:

5-2 = 3 so 15-2 = 13 etc.

Simple stories leading to sums in the range 1-20 on addition and subtraction using pictures and objects, taking in account the weekly theme.

**Revision:** P +1-8; P’ 1-7 from T2 range 1-10

**RME**

**Theme:** 6 Religious and Environment

**The world around us**

**Unit:** 6.4

**Prayers, e.g. prayer and songs for season**

**Environmental Studies**

**Content:**

Why weather conditions? The effect of Spring on people and the environment. Types of sport played, appropriate clothing, changes in weather conditions.

**Explore/Investigate:**

At intervals, observe and record weather conditions on a chart, and relate to changes.

**Display Table:**

Pictures of weather, clothing, sport, etc
THEME: THE NATURAL ENVIRONMENT
Topic of Integration: Animals

First Language

Listen + Respond: Listen and respond to a story about plants (e.g., Jack and the Beanstalk)
Speak and communicate: Discuss plants that grow locally (where they grow, what they need to grow) and the learners’ experiences of plants/growing things. Learn a rhyme/poem
Vocabulary: poor, mother, cow, money, giant, axe, tree beans, talk, grow, fire wood etc.
Read + View: Guided reading about plants (including labeled diagrams). Answer questions based on text/pictures. Learn new words. Read for comprehension
Sight Words: yes, went, are, now, no, came
Phonics: Sound awareness /y/ and /w/. Continue to write word lists using known letter sounds.
Write: Develop comprehension strategies. Make own plants booklet by cutting out magazine pictures (or draw own) of plants and label.
Language Structure: Revise common and proper nouns, adjectives

Second Language

Listening and resp. Show/name pictures of diff. animals/pets. Sing song (Old McDonald had a farm.) Play: Animal alphabet game.
Vocabulary: dog, cat, bird, pet, etc.
Speaking and comm. Discuss diff. types of pets + how to care for them. Repeat song. Imitate animal sounds.
Phonics: Introduce x, z
Writing: Draw lines-matching pictures. Write 3-letter words. Trace+ copy – fine motor control
Language struc./grammar/Lang. use
Simple past Tense – cooked, washed
Revise: Simple Present (is, am, are)

Physical Education

Theme: gymnastic
Activities: Rotation (turns), Activities (e.g. movements around the frontal axis)
Game(s): in limited space
The dog catches the cat. (Syllabus p.48)
Imitative games (e.g. imitating the movements of animals – (Syllabus p.49)

Animals

Arts:
Visual Art: clay modeling: domestic/wild animals, flying fish, pets. Make animal mobile or animal puppets/masks
Music: Old MacDonald’s Farm, + L1 and L2
Dance: Animal dances
Drama: dramatise and mime songs with gestures

Mathematics

NCM: Orientation 1-100 count forwards and backwards in the specified range in tens, starting anywhere: 32-42-52... and 94-84-74... etc. Count the small sequence: 1-2-3-...9-10 and reverse; count the big sequence: 10-20...90-100. Double and halve numbers 1-20 revision
Place values range 1-20; ordinal numbers 1-6
Problem solving & computation up to 1-20:
Phase 3 (P*3) – Number bonds 1-9: 6=5+1 etc. Phase 1 (P*1) analogue problems: 5-2 = 3so 15-2 = 13 etc. A simple stories leading to sums in the range 1-20 on addition and subtraction, using pictures and objects, taking in account the weekly theme.

Revision: P* 1-8; P* 1-7 from T2 range 1-10;

RME

6. Religion and the Environment: The world around us
Unit:
6.4 Prayer

Environmental Studies

Content: Animals (including humans) as living things, their basic needs to survive. Physical features and feeding habits of domestic and wild animals.
Explore/Investigate: Compare/classify physical features/feeding habits – domestic and wild animals. Discuss/tell stories and create art/drama showing domestic and wild animals.
Display Table: Posters, pictures and models of wild and domestic animals (including humans)
First Language
- **Listen+ Respond**: Daily news (Think, Pair, Share). Listen and respond to a song/story/rhyme about animals (e.g., Old Macdonald, Little red hen, Baa baa black sheep etc.)
- **Speak and communicate**: Discuss animals that are found locally (domestic and wild). Describe and compare different animals (according to colour, size, what it eats, where it lives, sounds they make).
- **Vocabulary**: names of animals and sounds, new words in story/poem/song
- **Read + View**: Guided reading of stories about animals (or factual information about animals) Answer questions based on text/pictures. Learn new words
- **Phonics**: Sound awareness x, z. Build word lists using known letter sounds. Revise w, x, z
- **Write**: Make own animal booklet by drawing, colouring and cutting out pictures of animals and labeling them (include some facts about the animals)
- **Handwriting**: revise letter formations
- **Language Structure**: Use conjunctions (or, and), use modals

Second Language
- **Speaking and comm**: Discuss water and why it’s important/different uses/why it is important to save water. How to save water at home? Discuss rain/rivers. Importance of clean water. Discuss water pollution. Repeat poem/story and answer questions on poem/story.
- **Reading and viewing**: Design poster.
- **Reading sentence strips about water**.
- **Replace beginning sound-make new words**
- **Sight words**: may, blue, you
- **Phonics**: y, z
- **Writing**: Write word/sentences on poster. Paint: polluted river. Write 2/3 letter word
- **Lang struct/grammar/Lang use**: Revise conjunction/ Capital letters/full stop. Use modals: ‘can’ eg. Can I play football? ‘may’ eg. May I have sweets please?

Water

Physical Education
- **Theme**: Gymnastics
- **Activities**: Jumping and landing, Jump on the spot, travel using different ways of jumping. Jump over obstacles (Syllabus p.21)
- **Game(s)**: partner activities (push/pull - Syllabus p.26-27)

Mathematics
- **NCD**: Orientation 1-100 count forwards and backwards in the specified range in tens, starting anywhere: 32-42-52.. and 94-84-74.. etc. Count the small sequence & big sequence. Double and halve numbers 1-20 revision. Multiplication as repeated addition. Decomposition of numbers less than 20
- **Problem solving & computation up to 1-20**: Phase* 3 (P* 3) → Number bonds 1-9: 6=5+1 etc. Phase* 2(P* 2) → 10 problems: 17-10 = etc. Simple stories leading to sums in the range 1-20 on addition and subtraction using pictures and objects, taking in account the weekly theme.
- **Measurement**: Money, revise coins and vocabulary.
- **Geometry**: Describe common objects using edges, corners, faces etc.
- **Revision**: P* 1-8; P* 1-7 from T2 range 1-10; P* 1-2 and P 1of Term 3 range.

Term 3

Arts:
- **Visual Art**: Mix water colours & make a mural by spraying water. Make soap bubbles
- **Dance**: create/learn rain dances, under the sea/water dance
- **Drama**: role play/dramatization based on ‘The Rain Dance’ story

Environmental Studies
- **The need of water and the importance of clean water**. Identify local water sources. Basic causes of water pollution and simple prevention.
- **Explore/investigate**: Create art to show how clean water is used. Make a simple pictograph showing the types of pollution found in local environment. Role-play how to stop people polluting the water.
- **Display Table**: Posters, pictures, class chart, artwork.

RME
- **6. Religion and the Environment**: The world around us
- **Unit**: 6.3 The sky is God’s creation + Water as a Christian symbol (water of life, baptism)
THEME: THE NATURAL ENVIRONMENT

### Physical Education
**Theme:** Gymnastics

**Activities:** Body movement with small apparatus (e.g. performing movements while holding small apparatus and skipping– (Syllabus p. 29))

**Game(s):** revise

### Arts:

#### Visual Art:
‘Clean up’ posters
Pictures- collages (Colour, shape, texture) using rubbish/litter items

#### Music:
revise all songs done during the year.
+ Christmas songs and music

#### Dance:
Improvied dance

#### Drama:
Improvied role play/mime

### Mathematics

**NCD:** Orientation 1-100 count forwards and backwards in the specified range in tens, starting anywhere: 32-42-52.. and 94-84-74.. etc.
Count the small sequence & big sequence.
Count intervals in the range of 1-100 from 33-53.
Double and halve numbers 1-20 revision
Decomposition of numbers less than 20.
Fractions vocabulary.

**Problem solving & computation up to 1-20:**
Phase 4 (P 4) → Adding till 10 (friends of 10)
Phase 5 (P 5) → Doubles: 6+6; 7+7 etc.
Phase 3(P 3) → Halves: 18-9; 16-8 etc.
Phase 4(P 4) → subtraction from 10: 10-3 etc.
Simple stories leading to sums in the range 1-20 on addition and subtraction using pictures and objects, taking in account the weekly theme.

**Measurement:** Money Introduce N$1 and N$5.
**Geometry:** Create own models

### RME

4. Festival: Joyful celebration
Unit
4.3 Advent
4.1 Christmas and celebrating a festival
4.2 Celebrating the feast

### Environmental Studies

**Content:**
Explain and demonstrate the importance of cleaning and caring for the environment.

**Explore/Investigate:** Different clean-up activities of the school environment. Take turns to tidy the classroom.

**Display Table:**
Poster, pictures, cleaning materials.

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### First Language

**Listen + Respond:** Listen to a talk by the school cleaners. Q and A

**Speak and communicate:** Discuss the importance of keeping our classroom/school/community clean. Discuss who cleans our classroom/school/community, what they do and how the Learners can help. Discuss ‘litter’, why it is bad for the environment and how we can stop littering. Poems/rhymes/story (theme: cleaning / the Environment/)

**Vocabulary:** tidy, clean, dirty, clean up, sweep, brush, pick up, protect, care

**Read+ View:** Guided reading of story/sentences about keeping our environment clean (leading to independent reading.)

**Sight Words** our, ate, say, under, please + revise

**Phonics:** Revise all phonics covered. Assess if learners can identify entire alphabet by letter name and letter sound and identify vowels.

**Write:** In pairs/groups make large posters encouraging classmates to keep their room clean and not to litter.
Write sentences independently (on own choice of theme)

**Language Structure:** Use determiners this, that, these, those

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### Second Language

**Listening and resp.** Listen to talk by school cleaners. How can we help to keep classroom/school grounds/environment clean. Repeat short sentences. Answer simple questions.

**Vocab:** litter, pick up, clean, sweep.

**Speaking and comm.** Discuss importance of clean school/ environment.

**Reading and viewing:** Write and read 2 and 3-letter words. Read sentence strips about keeping environment/classroom clean.

**Sight words** help, look, come, red

**Phonics:** Repeat all single sounds

**Writing:** Copy/Trace words- correct letter formation. Write short sentences:

**Language struct/grammar/Lang. use**

Revise: Simple Past T (regular/irregular verbs)

Revise and use pronouns
**First Language**

**Listen + Respond:** Listen to instructions and demonstrate how things float.

**Speak and communicate:** Discuss why some objects float and others sink. Q and A.

**Song/rhymes/story:** (row row, a boat of shore, Michael row a boat)

**Vocabulary:** row, boat, sink, float, swim, water, under, above, shore

**Read+ View:** Guided reading of story/sentences about sinking and floating (leading to independent reading.) Read a factual text about topic, play language games

**Sight Words:** our, ate, say, under, please + revise

**Phonics:** Revise all phonics covered. Assess if learners can identify entire alphabet by letter name and letter sound and identify vowels.

**Write:** In pairs/groups make large posters of objects that can float and sink, label the objects. Rewrite jumbled sentences in correct order to make a story

**Handwriting:** letter formation practice/revision. Write neat and legible with correct spacing, speed and rhyme written work

**Language Structure:** revise irregular verbs and future tense

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**Second Language**

**Listening and responding:** Identify and distinguish objects that float/sink

**Speaking and comm:** Discuss objects that sink/float. Use vocabulary to create own short sentences.

**Reading and viewing:** Read own/others short sentences. Read sentence strips about objects that float/sink.

**Phonics:** oo (wood, room, look, book)

**Sight words:** little, where, down, not, up

**Writing:** Write 2-3 short sentences about objects that float/sink. Use capital letters/full stops in sentences. Trace and copy – fine motor control

**Language struct./grammar/Lang use:**

Revise: Simple Past Tense (regular/irregular verbs) Construct own questions. Revise: Verbs and plural of Nouns. Introduce: Subject-verb agreement eg. (The girl plays/ The girls play.)

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**Physical Education**

**Theme:** Gymnastic

**Activities:** Balancing in different ways and using different body parts (feet, knees, hands, seat, nape, trunk, head, elbows etc)

**Game(s):** partner activities (follow/dodge – the partner)

**Syllabus p.28**

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**Mathematics**

**NCD:** Orientation 1-100 count forwards and backwards in the specified range in tens, starting anywhere: 32-42-52.. and 94-84-74.. etc.

Count the small sequence & big sequence.

Count intervals in the range of 1-100 from 33-53. Forwards and backwards. Double and halve numbers 1-20 revision.

Decomposition of numbers less than 20. Multiplication by repeated addition.

**Problem solving & computation up to 1-20:**

Phase 6 (P 6) – Commutative law: 3+2=2+3

Bridging the 10: 8+6=8+2+4=10+4=14

Phase 5 (P 5) – Disappearance and almost disappearance problems: 13-13 and 13-12 etc.

Simple stories leading to sums in the range 1-20 on addition and subtraction using pictures and objects, taking in account the weekly theme.

**Measurement:** Time vocabulary: short/long

**Geometry:** Sort and classify common 3D objects according to attributes

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**RME**

**Topic of own choice**

- Creation of the earth.

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**Arts:**

**Visual Arts:** Draw colour objects that can float or sink on/in water

**Music:** Own songs about floating + sinking

**Dance:** Move freely to music focusing on different parts of the body and levels, e.g. swim through the sea on the bottom/surface of the ocean.

**Drama:** Role play what you can do when someone is sinking/ floating in water

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**Environmental Studies**

**Content:**

Identify and describe objects that can sink and float in water

**Explore/Investigate:** Experiment and classify objects that can sink or float in water.

**Display Table:**

Poster, pictures and examples of objects that sink and float.
**First Language**

**Listen+ Respond:** Listen to and discuss a story about the weather (Who’s Stronger?)

**Speak and communicate:** Discuss different types of weather. Discuss keeping safe (effects of the sun, rain). Songs, poems or rhymes about weather (Songs like: Whether the Weather or You are my Sunshine)

**Read+ View:** Modeled/shared reading of story

Guided reading of story/sentences about the weather leading to independent reading about the weather.

**Write:** modeled/shared/guided/independent writing of sentences about the weather; “Today the weather is…” Draw a picture to illustrate sentences

**Handwriting:** revise letter formation. Try to form letters fluently and smoothly. Encourage speed and accuracy

**Language Structure:** enter words in self-made dictionary

Revise antonyms and synonyms

**Second Language**

**Listening and resp.** Learners report on daily weather. Song/story/poem on weather.

(Twinkle, Twinkle little star) Distinguish cold/hot dry/wet sunny/cloudy

**Vocabulary:** cold, hot, warm, wet, windy, dry etc.

**Speaking and comm.** Discuss daily weather use vocabulary. (Today is…. /Yesterday was….) Predict what the weather will be the next day- use own sentences. Make own sentences from words shown to them.

**Reading and viewing:** Read reading strips about weather. Pick vocab. words and put in sentences. Label pictures from story.

**Writing:** Write 2 short sentences (Use capital letters/full stops). Trace + copy.

**Lang struct./grammar/Lang use:**

Revise: Nouns and Prepositions

Introduce determiners: (This + That)

Attempt to spell words.

**Physical Education**

**Theme:** Traditional games

**Activities:** Own traditional games, e.g. London bridge is falling down

**Music:** weather songs from L1 /L2

**Dance:** choreography - using different gymnastic /balancing activities & suitable music.

**Drama:** mime moving in different weather conditions

**Arts:**

**Visual Art:** use materials of different textures to create a collage/pictures representing summer season (sunny, rainy, cloudy, stormy etc.)

**Environment Studies**

**Content:**

Seasonal changes and daily weather conditions. Clothes and food that are suitable for the weather condition.

**Explore/investigate:** Compare different weather conditions and seasons.

**Display table:** Weather chart and reports

**Environmental Studies**

**Content:**

Seasonal changes and daily weather conditions. Clothes and food that are suitable for the weather condition.

**Explore/investigate:** Compare different weather conditions and seasons.

**Display table:** Weather chart and reports

**Mathematics**

**NCD:** Direction 1-100 count forwards and backwards in the specified range in tens, starting anywhere: 32-42-52. and 94-84-74. etc. Count the small sequence & big sequence.

Count intervals in the range of 1-100 from 33-53. Forwards and backwards

Double and halve numbers 1-20 revision

Ordering 1-20 (maintenance) use a number line. Multiplication by repeated addition.

**Problem solving & computation up to 1-20:**

Phase’ 6 (P’ 6) → Commutative law: 3+2=2+3

Bridging the 10: 8+6=8+2+4=10+4=14

Phase’ 6(P’ 6) → Bridging the 10: Subtracting from 10: 14-6=14-4-2=10-2=8 (friends of 10)

Simple stories leading to sums in the range 1-20 on addition and subtraction using pictures and objects, taking in account the weekly theme.

**Measurement:** Time revise long and short time (comparison)

**Data:** Collect/classify/display/interpret data

**Revision:** P’ 1-8; P’ 1-7 from T2 range 1-10;

P’ 1-5 and P’ 1-5of T 3.

**Summer**

**RME**

Personal value:

Discuss ways of supporting people at times of mourning.

**Term 3**
**First Language**

**Listen+ Respond:** Listen, observe and discuss about things in the sky (stars, sun, moon etc.)

**Speak and communicate:** Discuss the effects of being in the sun. Discuss the story (Who’s Stronger? or Neil Armstrong, the first man on the moon) Songs, poems or rhymes about the sky.

**Read+ View:** Modeled/shared reading of story
- Guided reading of story/sentences about the sky leading to independent reading
- Develop independent reading skills

**Sight Words:** revise week 33

**Phonics:** Revise all letters/sounds + focus on short vowel sounds (e.g. /a, o/ as in bag, cat, mat, log, pot, dog)

**Write:** modeled/shared/guided/independent writing of sentences about the solar system.

**Handwriting:** revise letter formation. Try to form letters fluently and smoothly. Encourage speed and accuracy

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**Second Language**

**Listening and Resp.** Listen to story eg. Creation of the Earth (any related story)

**Song:** Twinkle, twinkle. Answer questions about story.

**Vocabulary:** sun, earth, stars, moon, day, night etc.

**Speaking and comm.** Repeat song/story Discuss/distinguish things we see in sky during day/night. Use new words in sentences. Rhyming words - song

**Reading and viewing:** Read reading strips about the sky. Read 2/3 letter words. Identify short/long vowels

**Sight words:** jump, help, down, can

**Phonics:** Revise - ee oo

**Writing:** Use familiar words in 2 short sentences. Write own 2/3 letter words.

**Trace/copy patterns and words. Fine motor control**

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**Environmental Studies**

**Content:**
- Observe and discuss visible things in the sky.
- Discuss the dangers of looking directly at the sun.

**Explore/Investigate:**
- Draw visible things in the sky.

**Display Table:** Pictures, photos and drawings of things in the sky

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**Mathematics**

**NCD:** Orientation 1-100 count forwards and backwards in the specified range in tens, starting anywhere: 32-42-52.. and 94-84-74., etc. Count the small sequence & big sequence.

**Count intervals in the range of 1-100 from 33-53. Forwards and backwards**

**Place values range 1-99 (use ten frames)**

**Ordering 1-20 (maintenance) use a number line.**

**Problem solving & computation up to 1-20:**

**Phase ‘6’ (P ‘6) → Commutative law: 3+2=2+3**

**Bridging the 10: 8+6=8+2+4=10+4=14**

**Phase ‘6’ (P ‘6) → Bridging the 10: Subtracting from 10: 14-6=14-4-2=10-2=8 (friends of 10)**

**Simple stories leading to sums in the range 1-20 on addition and subtraction using pictures and objects, taking in account the weekly theme.**

**Measurement:** Money: Demonstrate buying & selling up to N$5.

**Revision:** P* 1-8; P* 1-7 from T2 range 1-10; P* 1-5 and P* 1-50 T 3.

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**Arts:**

**Visual Art:** Draw and colour things in the sky.

Create simple print using the environment

**Music:**
- Improvise melody by unfinished melody, pattern sing by a teacher

**Dance:** Develop rhythmic skills while dancing

**Drama:** Use materials and objects to support the drama, e.g. one prop to indentify each character
THEME: THE NATURAL ENVIRONMENT
Topic of Integration: Sources of Energy

First Language
Listen+ Respond: Listen, observe and discuss about sources of energy (stars, sun, moon etc.)
Speak and communicate: Discuss the effects of being in the sun. Discuss the story (Who’s Stronger? or Neil Armstrong, the first man on the moon) Songs, poems or rhymes about the sky
Vocabulary: sun, stars moon, day, night, dark, light, shine
Read+ View: Modeled/shared reading of story
Guided reading of story/sentences about the source of energy leading to independent reading
Develop independent reading skills
Sight Words revise: revise week 34
Phonics: Revise all letters/sounds + focus on all short vowel sounds (u, i) as in mug, tug, tub, fig, big, bin, pig
Write: modeled/shared/guided/independent writing of sentences about Sources of energy. Draw a picture to illustrate sentences
Handwriting: revise letter formation. Try to form letters fluently and smoothly. Encourage speed and accuracy
Language Structure: Revise quantifiers: a few, a little, many, much

Second Language
Distinguish between standing in sun/shade. Answer simple questions
Vocabulary: sun, wind, fuel, energy
Speaking and comm. Use and pronounce words correctly. Discuss diff. sources of energy.
Sight words: Revise all
Phonics: Revise all
Writing: Write simple sentences/words. Trace and copy/fine motor control
Lang. struct/grammar/Lang.use: Apply subject-verb agreement.
Revise verbs/tenses.
Use statements and questions. Use familiar verbs in simple future. e.g. we will see him tomorrow.

Physical Education
Theme: Traditional games
Activities: Choose own traditional games, e.g.
- Train
- Scissor out
- River bank

Sources of Energy

Arts:
Visual Arts: Draw 3 figures using skills of weaving, tearing, cutting folding and pasting
Music: Sing the national anthem
Dance: Demonstrate body awareness through constructing movements, e.g. swing two arms together or separately
Drama: Show awareness of audience, e.g. bow at end of performance

Environmental Studies
Content:
Simple sources of energy. The effects of energy and what makes things work, grow and move.
Explore/investigate: Observe and discuss how wind makes things move – hit from the sun and light for plants to grow.
Display table: Posters

Mathematics
NCD: Orientation 1-100 count forwards and backwards in the specified range in tens, starting anywhere: 32-42, 52.. and 94-84, 74.. etc. Count the small sequence & big sequence.
Count intervals in the range of 1-100 from 33-53. Forwards and backwards
Trace/copy/write numbers up to 20.
Ordering 1-20 (maintenance) use a number line.
Problem solving & computation up to 1-20:
Phase 6 (P 6) Commutative law: 3+2=2+3
Bridging the 10: 8+6=8+2+4=10+4=14
Phase 6 (P 6) Bridging the 10: Subtracting from 10: 14-6=14-2-2=10-2=8 (friends of 10)
Simple stories leading to sums in the range 1-20 on addition and subtraction using pictures and objects, taking in account the weekly theme.
Measurement: Revise mass: use of the correct vocabulary.
Geometry: Describe common objects using edges, corners, faces etc.

RME
Topic of own choice e.g. - Holy fire
- Eastern Wiseman
- Moses and burning bush.

Weeks: 36
Introduction to Lesson Plans

Lesson plans are used by teachers to plan their daily teaching. Teachers should prepare a lesson plan in advance of each week (or each day). A scheme of work is used as a guide or an outline when preparing the lesson plan. A lesson plan is detailed and personal to the teacher’s situation. Teachers need to adjust a weekly lesson plan as the week progresses.

The Main Features of Lesson Plans

There are several necessary components to a lesson plan, they include:

- Competencies – see below
- Objectives (lesson and learning) – see below
- Introduction – how the lesson will be introduced
- Presentation – how the lesson will be taught, including main methodologies, activities and materials to be used.
- Conclusion – how the lesson will be concluded
- Assessment – what will be assessed during the lesson (and how)
- Learning Support – the intended provision of learning support
- Reflections – How the lesson went (reflections – to be filled in after the lesson is taught and kept in mind when planning the next day’s lesson)

Competencies

The competencies are the cognitive operations, skills, values and attitudes, which all learners should be able to demonstrate, and which can be assessed. Competencies are the intended learning outcomes of the lesson.

These are in the curriculum and also need to be included in the Weekly Overview (although not necessarily copied directly from the document but made relevant to the lesson in question).

Objectives

When looking at lesson plans, there are two types of objectives to consider: Learning Objectives and Lesson Objectives.

Learning Objectives are defined in terms of what learning is intended to happen throughout the Lower Primary Phase. These are outlined for each subject area in the curriculum (see p 57 and 61 column 2).

For example, in handwriting, “demonstrate fluent and legible handwriting” or in
Mathematics, “understand and use time correctly, and understand how long daily events take in real life”. In Environmental Studies, under the topic of Animals as Living Things, “understand that animals are living things that have different characteristics, habitats and feeding habits” or in RME Grade 1 under the theme of Social Values, “appreciate that positive values and actions bind us together”.

**Lesson Objectives** are defined in terms of what learning is *intended* to happen at the level of a *lesson*. These need to be decided by teachers as they plan the lesson (using the learning objectives and competencies from the Curriculum).

From the point of view of writing a lesson plan, teachers should include the **Competencies** and the **Learning Objectives** (which are quite broad and from the Curriculum) in the weekly overview. Teachers should decide on **Lesson Objectives** (something more specific to focus on in the lesson) and include these in the daily lesson plans.

For Example:

A Grade 1 lesson on the topic, Plants as Living Things

**Learning Objective**: Understand that plants in their environment are living things and have a life cycle  
**Competency**: Describe plants as living things that need air, water and sunlight to survive  
**Lesson Objective**: Place a plant in the sunlight and a plant in a cupboard. Observe the changes to the plants over time.

**Lesson Plans and Integration**

As far as possible the content of all subjects to be taught is integrated with the week’s topic of integration. However it is not possible to integrate every single element of the lesson plan with the week’s topic of Integration. For example, the sight words and phonics introduced, and Mathematics concepts taught, will not always be associated with the topic. The *Daily News* is done regularly but, it too, is not always integrated with the topic. Although every effort is made to integrate the content of the lessons into the week’s topic, it would be unrealistic and artificial to link absolutely everything. Every single item does not have to be linked to the topic of integration. Integration should not be forced and should take place in a natural manner.

**Time Allocations in Lesson Plans**

The number of periods allocated to each subject per week for the Lower Primary Phase is as follows:
As discussed earlier in this manual (p.8) genuine integrated teaching cannot always take place within the traditional subject based period/block timetables. The curriculum supports flexible integrated timetabling and time allocation (*National Curriculum for Basic Education* p. 6).

The following depends on the decision made regarding time allocation.

For example, the ‘period allocation’ per week for First Language is 10 of 34 periods in Grade 1. This represents just under ⅓ of the weekly instructional time or 1 hour 20 minutes per day (6 hours 40 minutes per week). Mathematics represents ¼ of the school day (just over 1 hour per day or 5 hours 20 minutes per week) and L2 represents just over 1/6 of the time (40 minutes per day or 3 hours 20 minutes per week). The remaining instructional time (1 hour 20 minutes per day or 6 hours 40 minutes per week) is taken up with other subjects.

Some of these subjects could simply be taught as separate blocks or periods each day (indeed, sometimes they need to be) but a more flexible approach would be to integrate several subject areas using the available allocated time.

The instructional time could comprise several short sessions or lessons (especially effective as young learners have short attention spans) or a few longer lessons where integration with other subjects takes place.
Pointers for good daily lesson plans

Lesson plans must be SPECIFIC
- They should include the details of what will be taught and make direct reference to the content (the story, poem, rhyme, picture, poster, phonic, letter sound, page in the learners' book that will be used) and how it will be taught (using group work, pair work, games/activities, modelled/shared/guided reading, etc).
- The specific focus for the lesson should be included.
- The topic of integration should be kept in mind and referred to when necessary.

Lesson Plans must also be PERSONAL and INDIVIDUAL
- They must relate to the teacher's own individual situation; each different class, school and timetable will mean a different plan.
- Different text books and available resources will also influence the plan.

The plans should also be PRACTICAL and ADAPTABLE
- The length and content of the plan should be practical rather than ideal. Each week builds on the week before and if material was not covered it may need to be included in the next week. Lesson plans will not always follow the yearly plan or the scheme of work exactly.
- The section for reflection at the end of each day will allow the teacher to note what needs to be added or changed in the plans for the following week.
- The lesson plan is flexible and leaves room for change and adaptation to suit the ever-changing needs of the learners.

The Two-Part Lesson Plan

The sample lesson plan outlined on pages 60-62 has two parts: a weekly overview and daily lesson plan. The two parts of the lesson plan work together to make teachers’ planning more effective, practical and useful.

The Weekly Overview

This is for the teacher to plan, in a general way, what will be taught each day, so that there is a sense of continuity and everything in the scheme of work is included. It is a bridge between the scheme of work and the lesson plan and is an intended plan for the week’s work. The weekly overview contains the WHAT (content) and the WHY (learning objectives/competencies) of the lesson preparation.

It is particularly important to plan weekly for First Language, Second Language and Mathematics as these are taught every day. If the scheme of work is for two or three weeks, a weekly overview should still be prepared for each week. It should also include the weekly learning objectives and competencies from the Lower Primary curriculum. It should be brief and just contain an outline of the work planned (the weekly overview sample is written in a ‘note’ format, using abbreviations so it is a concise, condensed, rough sketch).
The Daily Lesson Plan

This contains the details of the planned lessons, specifying what methodologies, strategies, resources, teaching aids and textbooks will be used as well as how learning support, assessment and homework will be arranged. It contains HOW the content outlined in the weekly overview will be taught.

It should be written daily (perhaps each afternoon, in preparation for the next day). This is because through observation and assessment teachers should be continually changing and adjusting their plans. Preparing lesson plans too far in advance does not allow for these adjustments. See also the ‘How to Integrate’ segment in Section 1 (p.12).

It is recommended that teachers prepare the daily lesson plans using the weekly overview as a guide. However the self-evaluation of the previous day’s lessons will also need to be considered and changes to the weekly overview made, depending on the success of the teaching. There may be the need for re-teaching, more revision, reviewing, consolidation or a complete change in the planned activities.

Over the next several pages there is information on how to use this two-part lesson plan to organize planning and prepare lessons.

1. First there is the ‘Steps in Writing a Two-part Lesson Plan’ which is a step-by-step guide outlining the actions a teacher can take to use a scheme of work to write a lesson plan.

2. Next is a bank template and a ‘how to’ guide. It shows what the teacher should write/type in each box on the grid/table. These instructions are written in italics.

3. Finally there is an example of what a teacher could plan for that week’s work (using the ‘My Family’ scheme of work). The plan covers each of the 5 days of the week.

The advantages of this style of plan:

- Teachers can clearly see what syllabus content they are planning to cover over the week, each day and in each subject.
- There is a clear plan in place so teachers are organized and all content outlined in the scheme is covered.
- In writing the weekly overview teachers are clear on where and how the content links to the learning objectives and competencies in the curriculum.
- The weekly overview creates a bridge between the scheme of work and the actual lesson preparation.
- Because a scheme of work is very general (to suit many different teachers) writing an overview helps teachers personalize the content of the scheme.
- The daily lesson plans should concentrate on how teaching and learning will take place. This is an essential element of lesson preparation. Because teachers have already decided the content to be taught and know what learning objectives and
competencies they want to cover, they can concentrate on the important details of how best to achieve this in their daily lesson plan.

- Teachers arrange their daily lesson plan in a day-to-day, integrated, learner-centred manner rather than a subject-centred way.

It is also important to remember to link and integrate lessons in different subjects as the day progresses. Linking to the 'topic of integration' takes place within each subject but also between subjects. As a reminder, areas that can be integrated are marked with a star.

### Steps in Writing a Two-part Lesson Plan

1. **Read the relevant scheme of work**
   - Think about learners and their needs.
   - Think about the integration topic and all the areas it encompasses.

2. **Write up the weekly overview (focus is on the WHAT and the WHY)**
   - Take L1 and brainstorm *(write down all the possible content from the scheme of work and add to it according to the individual needs of the class and preferences of the teacher)*.
   - Divide the content for L1 into 5 *(at least one oral/speaking/listening activity and one reading/writing activity for each day of the week)* and fill in on the blank lesson template *(teachers can also use their own version)*.
   - Decide on your lesson objective (focus) for each day.
   - Link the content with the curriculum by filling in the relevant learning objectives and competencies.
   - Do the same for L2 (brainstorm, divide in 5, choose a focus, link to curriculum).
   - Do the same for Maths (brainstorm, divide in 5, choose a focus, link to curriculum).
   - Do the same *(in a briefer way)* for PE, Environmental Studies, RME and Arts.

3. **Write your daily lesson plan (focus is on HOW the content will be taught)**
   - Write the detailed lesson plan for L1 using the weekly overview and reflections on the previous day’s lessons *(include the details of the content and planned methodologies)*.
   - Write the resources/materials needed, where integration will take place, how learning support and assessment will be approached and the homework to be assigned.
   - Write your lesson plan for L2 in the same way.
   - Write your lesson plan for Mathematics in a similar way.
   - Write a lesson plan for the other subjects to be taught that day.
4. After teaching, fill in reflections (self-evaluation)
   - Note what went well, what did not and, most importantly, why.
   - Make a note of area that will need re-teaching or more work (these reflections should be used with the weekly overview to write the lesson plan for the next day).
### Part 1: Weekly overview of Lesson Plan (Week: / Topic: )

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<th>Arts</th>
<th>Weekly lesson objective:</th>
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L&R = Listening & Responding, S&C = Speaking and Communicating, R&V = Reading and Viewing, W = Writing, OL = Oral language, SW = sight words, PH = phonics, HW = handwriting, Intro = introduction, Comp Q = comprehension questions, Vocab = vocabulary, pic = picture, w/ = with, lang = language, sen = sentences, ans = answer
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<tr>
<th>Subject</th>
<th>Lesson Content</th>
<th>Resources &amp; integration</th>
<th>Learning Support &amp; Assessment</th>
<th>Homework</th>
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</thead>
<tbody>
<tr>
<td>L1</td>
<td>Lesson Objective (daily focus):&lt;br&gt;Integrated Activity: Daily News (Listening/Speaking/Reading/Writing)&lt;br&gt;Introduction: Listening &amp; Responding&lt;br&gt;Speaking &amp; Communicating&lt;br&gt;Vocabulary:&lt;br&gt;Reading &amp; Viewing&lt;br&gt;Writing&lt;br&gt;Handwriting:&lt;br&gt;Phonics:&lt;br&gt;Sight words:&lt;br&gt;Conclusion:</td>
<td>♠ Integration –</td>
<td></td>
<td></td>
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<tr>
<td>L2</td>
<td>Lesson Objective (daily focus)&lt;br&gt;Introduction: Listening &amp; Responding&lt;br&gt;Speaking &amp; Communicating&lt;br&gt;Vocabulary:&lt;br&gt;Reading &amp; Viewing&lt;br&gt;Writing (or Language game /Activity)</td>
<td>♠ Integration –</td>
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<td>Subject</td>
<td>Lesson Content</td>
<td>Resources + Integration</td>
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<td><strong>Mathematics</strong></td>
<td>Lesson Objective (daily focus)</td>
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<td>Conclusion:</td>
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<td><strong>Environmental Studies</strong></td>
<td>Weekly Objective:</td>
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<td><strong>Arts Ed.</strong></td>
<td>Weekly Objective:</td>
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<td>Visual Art:</td>
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<td>Dance:</td>
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<td><strong>RME</strong></td>
<td>Theme:</td>
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<td><strong>Phys. Ed</strong></td>
<td>Theme:</td>
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<td>Warm up –</td>
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<td>Activities -</td>
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<td>Cool Down –</td>
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Reflections: ________________________________________________________________________________________________________________
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**HOW TO GUIDE**

**Part 1:** how to fill in your: **Weekly Overview of Lesson Plan (Week: write the week /Topic: write the topic of integration)**

The purpose of Part 1 of the lesson plan is to divide up the content in the Scheme of Work over the days of the week so that there is continuity and an even amount of work for each day. It is used as a reference when writing daily plans, but will obviously need to be adjusted as the week progresses.

<table>
<thead>
<tr>
<th>L1 Weekly lesson objectives: write your lesson objectives for the week for L1. These should reflect the learning objectives in the Curriculum (p. 34/5) but not be copied straight from it.</th>
<th>Competencies: write the competencies that you hope to work on during the week for L1. These should reflect the competencies in the Curriculum (p. 34/5) but must be adjusted. (WHY?)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mon</strong></td>
<td><strong>Tues</strong></td>
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</table>

**Daily Focus:** For each day choose a more specific focus or objective for the lesson. The focus should be reflected in the content of the lesson. Try to choose a different one for each day. This is also the focus for assessment.

**L&R:** From the scheme of work, choose the main listening activity or area of focus for each day (it should link to the topic of integration). Try to have continuity in the content of the lesson. Each lesson should link to, and build on, the previous day.

**S&C:** From the scheme of work, choose the main speaking activity or area of focus for each day (it should link to the topic of integration). Try to have continuity in the content of the lesson.

**R&W:** From the scheme of work, choose the main activity/area of focus for each day (it should link to the L&S activity). List the phonics (PH) and sight words (SW) activities that will be included for each day.

**Weekly lesson objectives:** write your lesson objectives for the week for L2. These should reflect the learning objectives in the Curriculum (p. 54) but not be copied straight from it.

| L2 Competencies: write the competencies that you hope to work on during the week for L2. These should reflect the competencies in the Curriculum (p. 54) but must be adjusted. (WHY?) |
|---|---|
| **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** |

**Daily Focus:** For each day choose a more specific focus or objective for the lesson each day.

**L&S:** From the scheme of work, choose the main activity or area of focus for each day (it should link to the topic of integration). The bulk of the lesson should focus on Listening and speaking skills with lots of opportunity to practise and use L2.

**R&W:** From the scheme of work, choose an activity for each day (it should link to and consolidate the L&S activity). List the phonics (PH) and sight words (SW) that will be included for each day.
**Maths**

**Weekly lesson objectives:** write your lesson objectives for the week for L2. These should reflect the learning objectives in the Curriculum (p. 67-72) but not be copied straight from it.

**Competencies:** write the competencies that you hope to work on during the week for L2. These should reflect the competencies in the Curriculum (p. 67-72) but must be adjusted (WHY?)

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**Daily Focus/Objective:** For each day choose a more specific focus or objective for the lesson. The focus should be reflected in the content of the lesson. Try to choose a different one for each day. This is also the focus for assessment.

**Introduction:** Briefly write how the lesson will be introduced each day.

**Presentation/Teaching:** For each day, write the main content/focus area for the body of the lesson.

**Activity:** Outline the activity for each day (link to presentation/teaching).

**Conclusion:** Write the concluding activity for each day.

*NOTE: the sample lesson plans below are taught during the first 5 weeks of Grade 1 and are ‘Preparatory Activities’ so they do not follow this usual format/layout.*

**Env**

**Weekly objective/competency:** Write the relevant weekly lesson objective and competency (See Curriculum p. 96 - 99)

**Content:** Outline the main content to be covered over the week. Mention the main scientific/investigative approaches that will be used to explore the topic (Although Environmental Studies isn’t taught every day, much of the content will be covered through its integration with other subjects L1 in particular)

**Rel**

**Weekly objective/competency:** Write the relevant weekly lesson objective and competency (See Curriculum p. 135 - 137)

**Content:** Outline the main content to be covered over the week. (try to identify 2-3 main content areas)

**PE**

**Weekly objective/competency:** Write the relevant weekly lesson objective and competency (See Curriculum p. 152 - 154)

**Content:** Outline the main content to be covered over the week.

**Arts**

**Weekly objective/competency:** Write the relevant weekly lesson objective and competency (See Curriculum p. 123 -127)

**Content:** Outline the main content to be covered over the week. Try to include at least one activity for each area (music, visual arts, drama and dance and remember that integration is very important in Arts)

In an attempt to make it quicker and easier to outline the weekly content of the lessons, abbreviations have been used in filling in the grid. It is, of course, up to the teacher if they find such a system useful or if they want to use it. These are the abbreviations used:

- **L&S =** Listening & Responding
- **S&C =** Speaking & Communication
- **R&V =** reading & Viewing
- **W =** Writing
- **OL =** Oral language (a more formal word for speaking and listening)
- **SW =** sight words
- **PH=** phonics
- **HW =** handwriting
- **Intro =** introduction
- **Comp Q =** comprehension questions
- **Vocab =** vocabulary
- **pic =** picture
- **w/ =** with
- **lang =** language
- **sen =** sentences
- **ans =** answer
## Part 2: how to fill in your Daily Lesson Plan

**Day:** write the day (there should be a plan for each day of the week)  
**Date:** write the date  
**Term:** write the term  
**Week:** write which week of the term  
**Topic of Integration:** write the topic of integration (in the circle in the centre of the page in the 'scheme of work')

<table>
<thead>
<tr>
<th>Subject</th>
<th>Objectives &amp; Lesson Content</th>
<th>Resources &amp; integration</th>
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<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L1</strong></td>
<td><strong>Lesson Objective:</strong> Write the daily objective for the L1 lesson. Just pick one objective as the main focus for the lesson (although it may cover others) <strong>Listening &amp; Speaking/Reading &amp; Writing; (Integration or revision activity)</strong> Doing 'Daily News' integrates all these areas so it is included here: <strong>Doing revision or warm up activities can also be included here</strong> <strong>Introduction:</strong> Listening &amp; Responding, Speaking &amp; Communication Write about the oral activity (listening/speaking) that will be used to introduce the main body of the lesson. Also list the main vocabulary, phonics activities, language games and discussion content that will be covered. <strong>Reading &amp; Viewimg and writing</strong> Write the reading and/or writing activities here. This should include the content (e.g. name of story or cut and paste activity) and the methodology (how you will teach it (e.g. modelled/shared reading, group work) The sight words, phonics and handwriting should also be included <strong>Conclusion:</strong> Write the concluding activity (e.g. writing/colouring activity, recap questions etc.)</td>
<td>List all the resources needed for the L1 lesson (e.g. flashcards, story, charts, worksheets, etc) List the text book, teachers manual or learners book to be used (if any) Specify which page(s) will be used</td>
<td>List what kind of Learning Support is planned for the lesson. List how it will be organized and if there are specific targets for it</td>
<td>List the homework that will be assigned. This should be to consolidate work or practise skills covered in class. This can also be used to develop a home-school link</td>
</tr>
<tr>
<td><strong>L2</strong></td>
<td><strong>Objective:</strong> write the daily objective for the L2 lesson. <strong>Introduction:</strong> Listening &amp; Responding, Speaking &amp; Communication Write about the oral activity (listening/speaking) that will be used to introduce the lesson. List the main vocabulary, phonics activities and language games that will be used. List the oral content of the lesson (most of the L2 lesson should be oral) <strong>Reading &amp;Viewing, and writing</strong> Write the reading and writing activities here. This should include the content (e.g. name of story or cut and paste activity) and the methodology (how you will teach it (e.g. modelled/shared reading, group work) The planned sight words and phonics should also be included. L2 in grade 1 should focus on listening, speaking and understanding skills <strong>Conclusion:</strong> Write the concluding activity (e.g. activity or recap questions)</td>
<td>List all the resources, text books, teachers manuals or learners books needed for the L2 lesson. Specify which page(s)</td>
<td>List the assessment that is planned for the lesson (e.g. observation, less structured or more structured aims)</td>
<td>List the homework that will be assigned. This should be to consolidate work or practise skills covered in class.</td>
</tr>
<tr>
<td>Mathematics</td>
<td><strong>Objective:</strong> Write the main objective for the mathematics lesson</td>
<td><strong>Introduction:</strong> Write how the lesson will be introduced (e.g. recapping a previous lesson/concept, counting, song, rhyme) Introductions should be brief, focused and include some revision</td>
<td><strong>Teach/Demonstrate:</strong> Write the content of the lesson that will be taught (the ‘what’ of the lesson) and the methodology to be used (the ‘how’ of the lesson) This is the most important part of the lesson.</td>
<td><strong>Activity:</strong> Write about the practical activity that the learners will complete to consolidate the teaching or demonstrating (e.g. worksheet, copy work from textbook or from chalkboard, practical investigation, etc.) There should be a clear link to the objective of the lesson and to the teaching element of the lesson.</td>
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<tr>
<td>Integration</td>
<td>List all the resources, text books, teachers manuals or learners books needed for the Mathematics lesson. Specify concrete materials and which page(s) of the books. List the subjects that will be integrated with L1 (mark with a star ⭐️)</td>
<td><strong>Assessment:</strong> List what kind of Learning Support is planned for the lesson. List how it will be organized and if there are specific targets for it.</td>
<td><strong>Assessment:</strong> List the assessment that is planned for the lesson</td>
<td><strong>List the homework that will be assigned.</strong> This should be to consolidate work or practise skills covered in class.</td>
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<tr>
<td>Environmental Studies</td>
<td><strong>Objective:</strong> Write the focus for the week/lesson</td>
<td><strong>Talk about/Introduction:</strong> Write the areas that will be discussed or explained. Describe how the lesson will be approached.</td>
<td><strong>Investigate:</strong> Include what kind of investigations, experiments, classification etc will be included in the lesson</td>
<td><strong>As above</strong></td>
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<tr>
<td>Arts Education</td>
<td><strong>Visual Art:</strong> Drama: Music: Dance: Write which Arts area will be focused on and what activity will be completed. Include the content, the skill and the integration area.</td>
<td><strong>As above</strong></td>
<td><strong>As above</strong></td>
<td><strong>As above</strong></td>
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<td>RME</td>
<td>All subjects will not be taught everyday (depending on timetable) leave these areas blank <strong>RME:</strong> Write the objective, introduction and content for the lesson</td>
<td><strong>As above</strong></td>
<td><strong>As above</strong></td>
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<td>Physical Education</td>
<td>All subjects will not be taught everyday, <strong>Phys Ed:</strong> Write the warm up, content and cool down activity to be done</td>
<td><strong>As above</strong></td>
<td><strong>As above</strong></td>
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**Reflections:** This is where teachers write daily reflections on how the lesson(s) went. It should include brief notes on each subject, (e.g. what went well, what didn’t, what wasn’t covered, what needs more work, etc). It can also include observations on the learners, (e.g. who is struggling, who isn’t keeping up, etc). This is used when planning work for the next day/week, especially if certain areas weren’t covered as planned or if adjustments need to be made to the work planned. These notes are for the teachers’ own use.

**Sample Lesson Plans**

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**NOTE:** The sample lessons below are taught during the first 5 weeks of grade 1 and are ‘Preparatory Activities’ so they do not follow this usual format/layout**
The following example of a two-part lesson plan is written for an imaginary class based around an invented timetable and with book/page references from text books that could be used when teaching this topic.

**Sample textbooks:** The sample daily lesson plan refers to using MacMillan’s *English for All for Namibia* Grade 1 learner’s and teacher’s book in L2. It also refers to Longman’s *Day by Day 1* learner’s book in Environmental Studies. In Mathematics there are no textbooks referenced, but ‘worksheets’ are mentioned. These refer to possible ideas for teacher-designed worksheets. Different schools choose to use, or not use, different textbooks. These schemes are not intended to reflect an ideal classroom set-up or promote the use of any particular textbook. They show different ideas that could be used to teach the topic in question.

**Sample timetable:** In the sample lesson plan, L1, L2 and Mathematics are taught every day. Environmental Studies and Arts are taught three times a week (in this case, Monday, Wednesday and Friday) and PE and RME are taught twice a week (Tuesday and Thursday). Again, this should not be seen as a recommendation or ideal timetable. Each classroom has its own timetable and allocation of time decided by teachers in accordance with their particular situation, preferences and circumstances. Also, the order in which the subjects are listed on the sample plan does not prescribe the order in which they are to be covered.

This sample lesson plan was written using the scheme of work – specifically ‘My Family’ which is the third topic in the first term of Grade 1. Usually this would be taught in about the 6th week of school (usually towards the end of February). This is also during the first six weeks of Grade 1, so teachers are still involved in readiness/preparatory activities and in introducing their learners to formal schooling. It is important to remember that the content of these sample lessons might look different from ones used later in the year, especially in regards to Mathematics and learning objectives in Languages, because it is so early in the school year and the skills of the learners may still be quite limited.

The scheme of work was used to write the weekly overview (following the steps outlined above) and then the weekly overview was used to write the daily lesson plans. These are quite detailed and content-heavy, because it is for an ‘ideal’ situation and it is better to plan too much than too little. Remember, it is just an example and teachers’ own plans might be somewhat different.

The SAMPLE LESSON PLAN that follows should be used as a guide to show how to organise and structure a weekly and daily lesson plan and what should be included.
**Part 1: Weekly Overview of Lesson Plan (Week 6/My Family)**

### L1

**Weekly lesson objectives:**
- Develop auditory and phonic awareness skills,
- Show understanding of spoken narratives,
- Develop implicit understanding of basic grammar structures,
- Extend and develop vocabulary,
- Develop an interest in books and reading,
- Learn to ‘read’ picture books and follow teachers’ reading using left to right orientation,
- Develop fine motor muscles and hand-eye co-ordination

**Competencies:**
- Demonstrate correct phonic perception and articulation,
- Use oral language with confidence,
- Demonstrate correct use of grammatical structures in speaking
- Ask and answer questions,
- Demonstrate normal eye control
- Use dominant hand, correct body posture and correct grip when writing,
- Follow patterns, trace and write letters rhythmically from left to right, demonstrate correct use of grammatical structures in speaking.

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<th>Tues</th>
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<tbody>
<tr>
<td><strong>Daily Focus:</strong> listening + vocab</td>
<td><strong>Focus:</strong> vocab use</td>
<td><strong>Focus:</strong> vocab + grammar</td>
<td><strong>Focus:</strong> comprehension</td>
<td><strong>Focus:</strong> comp + asking Q</td>
</tr>
<tr>
<td><strong>L&amp;R:</strong> Revise song + game (from previous week)</td>
<td><strong>L&amp;R:</strong> Play’ listen &amp; draw’</td>
<td><strong>L&amp;S:</strong> Daily News</td>
<td><strong>L&amp;S:</strong> Daily News</td>
<td><strong>L&amp;S:</strong> Daily News</td>
</tr>
<tr>
<td><strong>S&amp;C:</strong> Daily News</td>
<td><strong>S&amp;C:</strong> Daily News</td>
<td><strong>Vocab for extended family, talk about others (his/her) role play with name tags</strong></td>
<td><strong>Revise vocab, introduce story (make predictions, discuss pic, play ’I spy’)</strong></td>
<td><strong>L&amp;S + R&amp;W:</strong> retell and finish story, ask/ans Q, sequence pictures.</td>
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<tr>
<td>Look at pic of families, discuss, learn vocab</td>
<td>Look at pic of families, extend vocab, ask Q</td>
<td><strong>R&amp;W:</strong> make name tags</td>
<td><strong>R&amp;W:</strong> modelled reading of story, answer comp Q, colour pic from story</td>
<td><strong>SW:</strong> find in story (s, a, t, n, p) + oral phonics quiz</td>
</tr>
<tr>
<td><strong>R&amp;W:</strong> draw pic of family</td>
<td><strong>SW:</strong> and + write sen using SW and family vocab</td>
<td><strong>SW:</strong> the, and, to + find examples</td>
<td><strong>PH:</strong> revase /p/ +/a/</td>
<td><strong>HW:</strong> fine motor skills + phonics letters</td>
</tr>
<tr>
<td><strong>SW:</strong> the + activity</td>
<td><strong>PH:</strong> revise /n/ + /a/</td>
<td><strong>HW:</strong> pattern making + letters</td>
<td><strong>HW:</strong> reinforce L1 skills</td>
<td><strong>Focus:</strong> Pronunciation</td>
</tr>
<tr>
<td><strong>PH</strong> revase /s/ +/a/</td>
<td><strong>HW:</strong> free scribbling + letters</td>
<td></td>
<td><strong>L&amp;S:</strong> Nursery rhyme</td>
<td><strong>L&amp;S:</strong> Nursery rhyme</td>
</tr>
<tr>
<td><strong>HW:</strong> free scribbling + letters</td>
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<td></td>
<td><strong>Revise ‘her’ + teach ’his’</strong></td>
<td><strong>Revise vocab and talk about pic of family</strong></td>
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</table>

### L2

**Weekly lesson objectives:**
- Develop listen skills to distinguish English from L1,
- Respond to instructions and greetings,
- Understand and use basic words in context,
- Become aware of the need to speak and read in English,
- Be exposed to written English.

**Competencies:**
- Listen and respond appropriately to basic instructions and greetings.
- Answer simple questions,
- Participate in singing songs and saying rhymes,
- Demonstrate handwriting/drawing skills developed in L1

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<tbody>
<tr>
<td><strong>Focus:</strong> Listen + respond</td>
<td><strong>Focus:</strong> Understanding</td>
<td><strong>Focus:</strong> Vocab + ans Q</td>
<td><strong>Focus:</strong> Pronunciation</td>
<td><strong>Focus:</strong> Vocab in context/use</td>
</tr>
<tr>
<td><strong>L&amp;S:</strong> Revise greetings in pairs, + practise song, role play</td>
<td><strong>L&amp;S:</strong> Look at pictures (book p11) teach vocab, role play, draw a picture.</td>
<td><strong>L&amp;S:</strong> Nursery rhyme</td>
<td><strong>L&amp;S:</strong> Nursery rhyme</td>
<td><strong>L&amp;S:</strong> Nursery rhyme</td>
</tr>
<tr>
<td>Teach colours</td>
<td>Play, listen &amp; draw</td>
<td><strong>Revise colours (Kim’s game)</strong></td>
<td><strong>Revise ‘her’ + teach ‘his’</strong></td>
<td><strong>Revise vocab and talk about pic of family</strong></td>
</tr>
<tr>
<td>Play fruit Bowl (w/ colours)</td>
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<td><strong>Ans Q on pic (book p.11) using ‘her’</strong></td>
<td><strong>Discuss pic (book p.10/11)</strong></td>
<td><strong>Intro book p. 12 (learn new vocab)</strong></td>
</tr>
</tbody>
</table>
**Maths**

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus: Classify</td>
<td>Focus: Comparing</td>
<td>Focus: Ordinal numbers</td>
<td>Focus: Capacity</td>
<td>Focus: Revise + assess</td>
</tr>
<tr>
<td>Action song, revise &amp; add to colour vocab. Revise shapes</td>
<td>Continue action song, revise colours, shapes, size</td>
<td>Continue action song, revise colour, size, shape vocab (use guessing game)</td>
<td>Practise action song</td>
<td>Revise action song</td>
</tr>
<tr>
<td>Classify sets according to colour + shape</td>
<td>Classify sets according to colour + shape</td>
<td>Intro first/last. Compare and order according to size</td>
<td>Revise + use colour, size, shape and ordinals to classify/compare/order.</td>
<td>Revise vocab (colours, shapes, size, position, etc)</td>
</tr>
<tr>
<td>Conclusion: Memory game + matching game</td>
<td>Compare/Find odd-one-out</td>
<td>Conclusion: Have a race. Complete a worksheet</td>
<td>Intro capacity (full/empty).</td>
<td>Conclusion: Assess understanding of classify/compare/order through an oral quiz or activity</td>
</tr>
</tbody>
</table>

**Env**

Weekly lesson objective: Learn the value of good family relationships

Competency: Distinguish between good and poor family relationships

Content: Discuss the value of good family relationships, discuss poor family relationships and compare them. Tell a story, sing a song, Look at pictures, role play situations (good/poor family relationships)

**Rel**

Weekly lesson objective: Appreciate being cared for as the basis of becoming oneself

Competency: Recount how they are valued, how others show it to them and how they can show it to others

Content: Belonging : Myself and the community (Unit: 1.2: My Place in My Family) integrate with L1, Arts. Discuss favourite family memories + pictures/photos

**PE**

Weekly lesson objective: Understand the importance of physical fitness & experience a wide range of physical Education activities

Competency: Participate in Physical Education activities to the best of their ability, demonstrate good co-operation, sportsmanship & team work

Content: Physical fitness (emphasis on muscular strength + endurance); Activity such as rabbit hopping, caterpillar walking, bear walking, chase + Imitative games

**Arts**

Weekly lesson objective: Become aware of their senses, their immediate surroundings, movement and gesture and the possibilities of voice

Competency: Participate freely in movement, gesture and vocal activities, co-operate in a group, and join in during singing

Content: Integration (singing songs, dancing/doing actions to songs, colouring, drawing, cutting, sticking, role play) + make a frame for picture of ‘my Family’ (Visual Arts)
### Day: Monday | Date: 22nd Feb | Term: 1 | Week: 6 | Topic of Integration: My Family

#### Subject | Lesson Content | Resources & Integration | Learning Support & Assessment | Homework
--- | --- | --- | --- | ---
**L1** | **Objective/Daily focus:** Listening and developing Vocabulary  
**Revision:** Revise song from previous week: *Head, Shoulders, Knees and Toes*  
Play language game (Simon Says) to recap on vocabulary  
**Integrated Activity: Daily News (Listening/Speaking/Reading/Writing)**  
Learners share “What I did over the weekend” as their ‘daily news’ (using ‘think pair share’ technique). Ask learners to listen carefully to each other. Modelled writing and reading of daily news (from 1 or 2 learners) on a flipchart by teacher.  
**Introduction: Listening & Speaking**  
Look at pictures of families from magazines/newspapers/packaging/posters & discuss the names for the different members of the family.  
**Vocabulary:** mother, father, brother, sister, cousin, She is the … /He is the …  
**Qs:** Who is this?/Why do you think that?/Can you describe this person?  
**Reading & writing**  
Draw and colour a picture of own family.  
Introduce the sight word: the. Divide the class into small groups and give them a sheet of newspaper, ask them to find ‘the’ and draw a circle around the word with crayon.  
**Handwriting:** Free scribbling, left to right pattern making (follow the dots) + letter ‘s’  
**Phonics:** Revise letter sounds/name; /s/ Add to the word list created (wk.1) Look at word list for /a/, revise that ‘a’ is an important letter (a vowel) Revise + practise drawing ‘s’ in the air and copying/tracing/writing the letter on paper  
**Conclusion:** Recap questions on pictures (ask learners to think of different questions)  
 | Flash cards for vocabulary (pictures)  
and sight word (‘the’)  
Pictures of families (from media)  
Flip chart for class news  
(or cardboard/chalkboard)  
Old newspapers + crayons  
Handwriting worksheet  
Paper/copybook + crayons/colouring pencils  
/s/ word list  
**Integration – music, visual arts,**  
 | Whole class observation and incidental support especially with vocabulary + pronunciation  
Assessment by whole class observation, in particular listening skills (listening to instructions and showing understanding of tasks)  
 | Find pictures or photographs of different kinds of families  
(see also Environmental Studies)

**L2** | **Objective/focus:** Listening and responding to greetings and instructions  
**Introduction**  
Recap on greetings, (hello, good morning, how are you? I’m fine, thank you, and you? etc) and practise in pairs. Revise/sing *The Greeting Song* (from week 3)  
**Listening & Speaking**  
Teach vocabulary for basic colours in L2. Practise pronunciations and classify common objects by colour using phrases: “Show me the... one” and “Point at the ... one”  
**Vocabulary:** red, green, yellow, blue. (Link with Mathematics).  
**Language game – Fruit Bowl (with colours)**  
**Conclusion:** Activity – role-play families greeting each other in L2  
 | *The Greeting Song*  
Coloured cards, objects  
Integration – Music, Drama, Mathematics  
 | Whole class observation, checking everyone can use basic greetings  
Repeat greetings if necessary  
 | Encourage learners to practise greetings at home

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**Subject** | **Lesson Content** | **Resources** | **Learning Support** | **Homework**
--- | --- | --- | --- | ---
--- | --- | --- | --- | ---
| Mathematics | Objective/Focus: Revise, add to and classify by colour  
Introduction: Learn and sing first verse of action song: One finger, One Thumb  
Revise colours already known (red, green, blue, yellow, black, white) and introduce some new colours (pink, purple, orange, grey) Find/discuss examples of things in the classroom that are pink/purple/orange etc.  
Classify + Match: In groups classify a set of concrete objects according to colour. Pick out pairs of objects that are the same colour. Revise shapes (square, circle, rectangle and triangle) then classify groups of objects according to shape.  
Conclusion: Play a memory games (Kim’s Game) and matching games (Matching Pairs) with coloured cards / objects | Action song: One finger, One Thumb  
Concrete objects for sorting  
Coloured cards/objects  
Maths activities/games  
Integration: L2, L1, music | Revise colours with whole class, observe who is having difficulty  
Observe group work to see who is having difficulty with classifying.  
Practise song at home  
Ask learners to find objects at home that are pink/purple/orange etc. Bring in an example if possible |
| Environmental Studies | Weekly Objective: Learn the value of good family relationships  
Talk about: Good family relationships (Use words like caring, loving, helpful)  
Show the picture (p.3) and ask learners questions like: what word would you use to describe this family? Can you give me positive words to describe a family? How can you show your family you care about them? Can you think of examples of caring/loving/helpful things that families do?  
Conclusion: Tell a story about a family (that shows ‘good’ family relationships) and ask the learners to remember and give examples of good family relationships from the story | Picture of a family, (e.g. from L1)  
Learner’s book p.3  
Integration: L1 | Be sensitive to those with difficult family situations, (e.g. OVCs)  
Ask learners to find pictures/photos that show ‘good’ family relationships (see L1) |
| Arts Ed. | Weekly Objective: Develop the potential of colour and pictorial skills  
Visual Art:  
Finish/colour picture of family from L1 and make a frame for the family photos (colour decorations, cut out and glue on card frame or paint pasta pieces and glue on card frame)  
Music + Drama:  
The Greeting Song and role-play (L2) Head, shoulders… (in L1) | Art materials – card, decorations, scissors, glue, crayons etc.  
Integration – L1, L2 | General observation – identify those who are having difficulty with using scissors, fine motor skills |
<p>| RME (Tues + Thurs) | | | |
| Phys. Ed (Tues + Thurs) | | | |</p>
<table>
<thead>
<tr>
<th>Subject</th>
<th>Lesson Content</th>
<th>Resources &amp; Integration</th>
<th>Learning Support &amp; Assessment</th>
<th>Homework</th>
</tr>
</thead>
</table>
| L1 | **Objective/Daily focus:** Use vocabulary in context + develop confidence in speaking.  
**Integrated Activity: Daily News** (Listening/Speaking/Reading/Writing)  
Daily news (think pair share). Modelled writing and shared reading of daily news  
**Introduction: Listening & Speaking**  
Report on homework, discuss pictures of different families in pairs/groups. Ask each other questions (Who is this? S/he is the.. She is his/her...) and answer.  
Vocab: grandmother, grandfather, son, daughter, baby, S/he is his/her...  
Game/activity to reinforce vocabulary, (e.g. listen and draw) ☆  
**Reading & Writing**  
Cut out and stick labels of vocabulary (from Monday) on to drawing of family ☆  
Sight word: recap ‘the’ and introduce ‘and’ Find examples in text (e.g. old newspaper)  
Use flashcards of vocabulary to reinforce. Write sentences with sight words on the chalkboard, (e.g. This is the mother and the father) read them together, point at words  
**Handwriting** Free scribbling and left to right pattern making (follow the dots) and revise and practise ‘n’ (draw in the air, trace, copy and write)  
**Phonics** Revise letter sounds/name: /n/ Add to the word list created, (e.g. What is the name of this letter? Can anyone remember any of our words that start with a /n/ sound? Can anyone think of a new word? Does anyone have the letter ‘n’ in their name?  
**Conclusion:** Ask questions about the pictures created (in 'listen and draw' game and in label sticking activity) | Flash cards of sight words (‘the’, ‘and’)  
Flip chart for class news  
Paper/copybook + crayons/colouring pencils, glue, scissors  
Worksheet (vocabulary to cut out and paste)  
/n/ word list  
☆ Integration: visual arts | Incidental support esp. vocabulary + pronunciation | Complete picture of own family (with labels)  
Practise reading labels and discuss at home |
| L2 | **Objective/Daily focus:** develop understanding of vocabulary in context  
**Introduction (Listening & Speaking)**  
Discuss and learn the names of the family members in picture (use learners book p.11)  
Talk about the vocabulary, to promote understanding, and practise the pronunciations. Ask the learners to pretend that they are Haukongo (role-play) ask them questions (e.g. who is this? Who is that?) They answer as Haukongo, (e.g. This is my... That is my...)  
Vocab: mother, father, brother, sister, This is my...  
**Reading & Writing**  
Listen and draw: Learners follow instructions to draw pictures of a family, (e.g. teacher says “draw a picture of my family. I have a mother and a father and a brother”)  
**Conclusion:** Draw and colour picture of Haukongo’s family | Learner’s L1 book p.11 (picture)  
Teachers book p. 15-19  
☆Integration: Visual Arts, Drama, L1 | Repeat family members’ names many times  
Ask individuals questions to ensure understanding and develop pronunciation. | Encourage learners to talk about and discuss the picture (drawn in class) at home (creating a home-school link) |
<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Objective/Focus: Revise shape and colour. Classify, compare and match.</th>
<th>Action song: One finger, One Thumb</th>
<th>Observation individual work as learners colour worksheet to see who is having difficulties. If necessary work with a small group while the rest of the class completes the conclusion activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction: Learn and sing second verse of action song: One finger, One Thumb</td>
<td>&amp; Integration: L2, L1, music</td>
<td>Assessment</td>
<td></td>
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<tr>
<td>Revise: Recap colours using coloured cards. Play memory game. Look at / discuss homework (examples of things that are pink/purple/orange etc. from home)</td>
<td>Concrete objects for sorting</td>
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<tr>
<td>Revise shapes and size (big/small, long/short, narrow/wide)</td>
<td>Coloured cards</td>
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<tr>
<td>Classify + compare: In groups classify a set of concrete objects according to colour, shape and size. Pick out the ‘odd one out’ in sets of objects.</td>
<td>Worksheet</td>
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<tr>
<td>Worksheet: follow directions to colour, then circle the odd one out in sets</td>
<td>Maths activities/games</td>
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<tr>
<td>Conclusion: Group work: co-operate to complete a jigsaw, build a block tower or thread beads on a string</td>
<td>Integration: L2, L1, music</td>
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<thead>
<tr>
<th>Environmental Studies</th>
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<tbody>
<tr>
<td>(Mon, Wed + Friday)</td>
<td>Visual Arts Colouring/drawing in L1 &amp; L2</td>
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<thead>
<tr>
<th>Arts Ed.</th>
<th>(Mon, Wed + Friday)</th>
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<tbody>
<tr>
<td></td>
<td>Visual Arts Colouring/drawing in L1 &amp; L2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RME</th>
<th>Belonging: Myself and the Community (Unit: 1.2: My Place in My Family)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Encourage the learners to discuss their place in their families, (e.g. first born) and those who live with them. Ask them to draw pictures of their family.</td>
</tr>
<tr>
<td></td>
<td>RME manual (p.3/4)</td>
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<tr>
<td></td>
<td>Integration: L1 + Visual Arts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phys. Ed.</th>
<th>Theme: Physical fitness (emphasis on muscular strength + endurance)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Warm up – stretching, jogging on the spot</td>
</tr>
<tr>
<td></td>
<td>Activity (to promote muscular strength and endurance) rabbit hopping, caterpillar walking + Game – duck, duck, goose</td>
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<td></td>
<td>Imitative games and activities, (e.g. flying birds + magic carpet)</td>
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<td></td>
<td>Cool Down – floating exercise</td>
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<td></td>
<td>Syllabus guide p.14, 16/17 + 77</td>
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</tbody>
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Reflections: ________________________________________________________________________________________________________________
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<thead>
<tr>
<th>Subject</th>
<th>Lesson Content</th>
<th>Resources &amp; Integration</th>
<th>Learning Support &amp; Assessment</th>
<th>Homework</th>
</tr>
</thead>
</table>
| L1      | **Objective/Daily focus:** Develop vocabulary and basic grammar structures  
**Integrated Activity:** Daily News (Listening/Speaking/Reading/Writing)  
Daily news (think pair share) Ask learners to report back on what others said, *(e.g. Maria, what did David tell us about?)* Record (modelled writing) some sentences on the flip chart to examine (sentence extension and sentence building)  
**Introduction (Listening & speaking)**  
Discuss names of extended family members. Role play: give several learners name tags of different family roles. Question learners about the ‘family’ showing that each member wears different name tags. *(e.g. Who is this? Who is her brother/sister? Mother?…)* Each person will have a few name tags. Have the learners ask the questions Vocab: cousin, aunt, uncle, his, her, who is..?  
**Reading & Writing**  
Make/cut out name tags for their own family roles, *(e.g. sister, daughter, aunt etc)*  
**Phonics** - revise letter sounds and names: /t/ Look at and add to the word lists created, *(e.g. Does anyone’s name have a /t/ or /p/ sound in it? etc)* Try putting /a/ with /t/ *(‘at’ or ‘ta’)* or with /s/ or /n/. *(What sound do they make? How would you write/spell that?)*  
**Sight word** - revise ‘and’ and ‘the’ and introduce ‘to’. Find and point out examples of these words in text *(magazines, news papers or library books)* Write sentences with the sight words on the chalk board, *(e.g. The sister and brother go to the shop)* and read them together. Ask learners to point out the sight words. Display the sight words  
**Conclusion:** Recap ‘family’ vocabulary using completed name tags | Flash cards of sight words *(‘the’, ‘and’, ‘to’)*  
Flip chart for class news  
Name tags  
Old newspapers or Books in L1  
/t/ word list  
☆ Integration: Visual arts + drama | Incidental support esp. with activities  
Extended vocabulary for more able  
Assessment/Observation of whole class to evaluate who is having difficulties with speaking and listening skills | Pattern/phonics activity |
| L2      | **Objective/Daily focus:** develop vocabulary & skills to answer simple questions  
**Revision (Listening & Speaking)**  
Practise nursery rhymes and introduce a new one: *Hey Diddle Diddle* by showing the picture + Revise colours *(play Kim’s Game)*  
**Introduction (Listening & Speaking)**  
Revise/discuss names of family members in picture *(from Monday, use Learner’s book)* Teach the vocab ‘her’. Ask the learners about Magda’s family – pg.11 *(e.g. who is this? Who is that?)* They answer using ‘her’, *(e.g. This is her… That is her…)*  
Vocabulary: revise + grandmother, This is her…  
**Reading & Writing**  
Left to right pattern making *(follow the dots)* to reinforce handwriting skills *(from L1)*  
**Conclusion:** Draw a picture of Magda’s family *(listen and draw)* | Nursery rhyme: *Hey Diddle Diddle* + picture  
Coloured cards  
Learner’s book p.10  
Teacher’s book p. 15-19  
Paper/copybook + crayons/colouring pencils  
☆ Integration: Visual Arts, music | Observe who is having difficulty reporting back what others have said. Assess why this might be *(are they not paying attention or not understanding?)* | Find/think of a news item for Thursday |
<table>
<thead>
<tr>
<th>Lesson Content</th>
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<th>Learning Support &amp; Assessment</th>
<th>Homework</th>
</tr>
</thead>
</table>
| **Mathematics** | **Objective/Focus:** Introduce the ordinals ‘1st’ and ‘last’  
**Introduction:** Sing all of action song: *One finger, One Thumb.*  
**Revise:** Recap colours, shapes and size (from Tuesday) and play a guessing game (teacher thinks of something, gives clues to its colour/size/shape and learners must guess what it is. Learners take turns to be the ‘teacher’)  
**Compare + Order:** Show a picture of children in a race, discuss and describe who is ‘first’ and who is ‘last’. Order objects according to size/mass or learners line up according to height (big/small) or age and discuss who is first and last.  
**Worksheet to consolidate ordinal (follow instructions — “colour the first one blue”, “colour the last one red”)**  
**Conclusion:** Have competitions/races (with blocks/jig-saws/Mathematics activities) and discuss who is first and last. | Action song: *One finger, One Thumb*  
Concrete objects for sorting  
Coloured cards  
Mathematics activities/games  
Worksheet  
Integration: L2, L1, music, PE | Observe individual work as learners complete worksheet. Make note of who is having difficulties. | Encourage learners to practise rhyme at home |
| **Environmental Studies** | **Weekly Objective:** Learn the value of good family relationships  
**Talk about:** Recap good family relationships and discuss poor family relationships  
Use words like selfish, fighting, unhappy, violence  
Show picture of an unhappy family and ask learner questions (e.g. *what word would you use to describe this family? Can you give me negative words to describe a family? How can we avoid/prevent/deal with poor family relationships?*)  
**Conclusion:** Introduce song: *This is My Family* | Picture of a unhappy family  
Song: *This is My family*  
Integration: Music, L1 | Extended vocabulary and challenging questions for more able |
| **Arts Ed.** | **Weekly Objective:** Integration of various elements of Arts Ed.  
**Music + Dance:**  
Sing (and continue) song *This is My Family* (from Enviro. Studies) + Action song (L2) *Hokey, Cokey (Mathematics)* *One Finger, One Thumb*  
**Visual Arts & Drama:**  
Drawing and colouring (L2) and making name tags & role play (L1) | Song: *This is My Family + Hokey, Cokey*  
Art materials (card, scissors, crayons etc)  
Integration; Enviro. Studies, L1, L2 | |
| **RME** | --- | --- | --- |
| **Phys. Ed.** | --- | --- | --- |

**Reflections:** __________________________________________________________________________  
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</tr>
</thead>
<tbody>
<tr>
<td>L1</td>
<td><strong>Objective/Daily focus</strong>: Comprehension development</td>
<td>Flash cards of sight words (‘the’, ‘and’, ‘to’), Flip chart for class news</td>
<td>Incidental support (as a result of observation/assessment on Wednesday)</td>
<td>Finish colouring pictures of frog family</td>
</tr>
<tr>
<td></td>
<td><strong>Integrated Activity</strong>: Daily News (Listening/Speaking/Reading/Writing)</td>
<td>Story: <em>The Ugly Duckling</em> + picture(s)</td>
<td>Re-read story with small group during activity if necessary</td>
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<tr>
<td></td>
<td>Daily news (think pair share) Modelled writing and shared reading of daily news</td>
<td>Worksheet with pictures from <em>The Ugly Duckling</em> to colour (out of sequence)</td>
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<td></td>
<td><strong>Introduction</strong>: Listening &amp; Speaking</td>
<td>word list for /p/</td>
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<td></td>
<td>Revise family vocabulary using pictures collected during the week</td>
<td>Integration: visual art</td>
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<td></td>
<td>Look at picture(s) from the story, <em>The Ugly Duckling</em>. Discuss, make predictions</td>
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<td></td>
<td><strong>Reading &amp; Writing</strong></td>
<td><strong>Conclusion</strong>: Play ‘I spy’ with the picture(s) from the story</td>
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<tr>
<td></td>
<td>Modelled reading (reading aloud) of the story, stopping to make comments and ask comprehension questions, <em>e.g.</em> <em>What did the ducklings say when they saw their brother for the first time? Why do you think they did this? How would you feel if you were him?</em></td>
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<td>Recap sight words (the, and, to) using flash cards and re-reading of story (e.g. point out vocabulary and sight words) Colour pictures of the Ugly Duckling</td>
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<td>Phonics: Revise letter sounds and names; /p/ and add to the word chart</td>
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<td>Handwriting: Revise and practise ‘t’ &amp; ‘p’ (draw in the air, trace, copy and write) and develop fine motor skill (colouring pictures)</td>
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<tr>
<td></td>
<td><strong>Conclusion</strong>: Play ‘I spy’ with the picture(s) from the story</td>
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<tr>
<td>L2</td>
<td><strong>Objective/Daily focus</strong>: Improve vocabulary pronunciation</td>
<td>Nursery rhyme <em>Hey Diddle Diddle</em> + picture</td>
<td>Observe who is having difficulty with drawing pictures independently</td>
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<tr>
<td></td>
<td><strong>Introduction</strong></td>
<td>Learner’s book p.10/11</td>
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<td></td>
<td>Say rhyme + Recap names of family members in picture (using learner’s book)</td>
<td>Teacher’s book p.15-19</td>
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<tr>
<td></td>
<td><strong>Listening &amp; Speaking</strong></td>
<td>Pictures of families</td>
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<td></td>
<td>Teach vocab his, her, your. Ask the learners about Magda and Haukongo’s families, <em>e.g.</em> <em>who is that?</em> The learners answer using ‘his’ and ‘her’, <em>e.g.</em> <em>That is her... This is his...</em> Use all pictures to say simple sentences about family (that is his ... that is her...)</td>
<td>Old newspapers/text/magazines</td>
<td></td>
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<tr>
<td></td>
<td>Vocab: grandfather, her, his, my, your</td>
<td>Integration: visual arts, music,</td>
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<td></td>
<td><strong>Reading &amp; Writing</strong>: Sight words: introduce the sight word ‘the’ Explore old L2 magazines/ newspapers/ leaflets and draw a circle around all the times ‘the’ is used</td>
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<td><strong>Conclusion</strong>: Draw/colour a picture of own immediate family and describe to a partner (this is my mother/father/brother/sister)</td>
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80
| Mathematics | Objective/Focus: Revise and explore capacity (full/empty)  
Introduction: Revise other action songs + sing: One Finger, One Thumb.  
Revise: Recap colours, shapes and size and discuss ‘first’ and ‘last’. Play a ‘matching pairs’ game to match pairs of related objects (one-to-one correspondence) using concrete objects of picture cards.  
Measurement: Use containers of various sizes to explore the concept of full and empty. Allow the learners to play with containers in groups, filling/emptying them with sand/water/beads/seeds. Order the containers in order of capacity and size.  
Conclusion: Worksheet to consolidate empty/full (follow instructions – e.g. “colour the ‘full’ pictures blue”, “colour the ‘empty’ pictures red”) | Action songs  
Containers of different sizes  
Concrete objects or pictures for matching  
Coloured cards  
Worksheet  
Integration: L2, L1, music, PE | If necessary (see Wed.) work with a small group while the rest of the class completes the conclusion activity  
Discuss full and empty at home |
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<tbody>
<tr>
<td>Environmental Studies</td>
<td>(Mon, Wed + Friday)</td>
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</table>
| Arts Ed. | (Mon, Wed + Friday) | Visual Arts / music  
Continued integration | |
| RME | Belonging: Myself and the Community (Unit: 1.2 The Place in My Family)  
Involve the learners in selecting favourite drawings/pictures and photos of families to display in the classroom. Ask the learner to explain why they have chosen certain pictures.  
Talk about favourite memories of their families, (e.g. events attended together, special occasions shared, traditions, etc) | RME manual (p.4)  
Integration: L1, Enviro. Studies, arts | |
| Phys. Ed. | Physical fitness (emphasis on flexibility)  
Warm up – stretching, jogging on the spot, star jumps  
Revise muscular strength/endurance activities (rabbit hopping, caterpillar walking)  
Imitative games and activities to develop endurance (bear walking, being trees)  
Games that promote healthy competition - animal chase  
Cool Down: stretching, magic carpet | Syllabus guide p.14, 16/17 + 77 | |

Reflections: ____________________________________________  
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<th>Subject</th>
<th>Lesson Content</th>
<th>Resources &amp; integration</th>
<th>Learning Support &amp; Assessment</th>
<th>Homework</th>
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<tbody>
<tr>
<td><strong>L1</strong></td>
<td>Objective/Daily focus: Comprehension development and asking questions</td>
<td>Flash cards of sight words (the, and, to)</td>
<td>Incidental support according to assessment and observation.</td>
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<td>Integrated Activity: Daily News (Listening/Speaking/Reading/Writing)</td>
<td>Flip chart for class news</td>
<td>Oral quiz – to assess who can recognize and say all the phonic sounds learned so far (s, a, t, i, n, p) [more structured assessment]</td>
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<td>Daily news (think pair share). Make sure every learner has shared at some point during the week. Modelled writing/shared reading of daily news from whole week. Learners draw a picture for their favourite piece of news</td>
<td>Handwriting book p. 22</td>
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<td></td>
<td>Introduction (Listening &amp; Speaking)</td>
<td>Word lists + ‘swatter’</td>
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<td>Ask questions about the picture for the story The Ugly Duckling, (e.g. Who is this? Who is his father/mother?) Retell the main points of the story with help from the learners. Ask questions, (e.g. Who can remember what happens next?) Ask the learners to come up with questions, and allow other learners to answer</td>
<td>Story and pictures: The Ugly Duckling + worksheet/pictures from Thurs</td>
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<td></td>
<td>Reading &amp; Writing</td>
<td>Integration: music (rhythm), visual art</td>
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<td>Modelled re-reading of the story. Allow learners to point out sight words/vocabulary. If using a ‘Big Book’ the learners might be able to read along (shared reading) for parts. Ask questions and identify words that contain /s/, /a/, /i/, /n/, /p/</td>
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<td></td>
<td>Listening game: learners do an action/clap when they hear/read a sight word</td>
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<td>Group work: Cut out, sequence and paste pictures from the story (coloured on Thurs)</td>
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<td>Phonics: Revise letter sound and name explored during the week. Play Swat It! with letter names or sounds. Practise writing all letters</td>
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<td>Conclusion: Oral phonics assessment quiz and assessment of ability to write letters clearly</td>
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<tr>
<td><strong>L2</strong></td>
<td>Objective/Daily focus: Develop understanding of basic words in context</td>
<td>Coloured cards/objects</td>
<td>Ensure everyone can understand boy/girl and man/woman by asking individual questions</td>
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<td></td>
<td>Introduction (Listening &amp; Speaking)</td>
<td>Learner’s book p. 12</td>
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<td>Revise colours in L2 (Kim’s Game) + Recap previous day’s activity (using his/her/my/your and family vocabulary to talk about families)</td>
<td>Flashcards (pictures of a boy, girl, man, woman)</td>
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<td>Teach vocab (learner’s book p.12) Ask learners for examples, (e.g. Can anyone name a boy/girl/man/woman in this class/book/story or in our school/community?)</td>
<td>jig-saw puzzles, clay/plasticine</td>
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<td></td>
<td>Vocab: boy, girl, man, woman, she, he, is, as ...</td>
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<td></td>
<td>Reading &amp; Writing</td>
<td>Integration: visual arts, music,</td>
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<td>Complete jig-saw puzzles to help develop fine motor skills</td>
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<td>Play with clay or plasticine to make models ‘my family’</td>
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<td>Conclusion: Say the rhyme in small groups, Hey Diddle Diddle. Encourage the learners to make up actions to go with rhyme and perform.</td>
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| **Mathematics**  | **Objective/Focus:** Revise all preparatory activities  
**Introduction:** Revise all action/counting songs (from week 1-6).  
**Revise:** Recap colours, shapes and size, ‘first’ and ‘last’ from during the week. Revise positions (right/left, in front/behind/between, up/down, far/near. High/low) measurement and comparing vocabulary from previous weeks  
**Assessment:** Play games and do oral activities with concrete material (already done in previous weeks) to observe the level of understanding of Mathematics vocabulary and classifying, comparing and ordering skills  
**Conclusion:** Worksheet to assess each learner’s grasp of Mathematics vocabulary and skills                                                                                                                                                                                                                                                                                                                                                     | Action songs  
Concrete objects  
Worksheet                                                                 | Assess learners as they complete the revision activities and worksheet to see who is having difficulties. Make a note for further learning support next week.                                                                                                                                         |                                                                          |
| **Environmental Studies** | **Talk about:** Revisit all the photos and pictures of families collected during the week and compare good and poor family relationships  
**Role-play – in groups learners role-play a simple family situation (meal time, watching TV, bed time, washing up, helping/not helping out, etc) and the other learners comment on the good/poor relationships seen on the role play.                                                                                                                                                                                                                                                                                                                                                     | Different pictures of families  
Integration; drama                                                                 |                                                                          |                                                                          |
| **Arts Ed.**     | **Drama:**  
Role play – see Enviro Science  
**Music:**  
Sing song *This is My Family* (from Enviro Studies on Wed) and *Hokey, Cokey* in L2  
**Visual Arts:**  
Cutting and sticking in L1                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Songs: *This is My Family*; *Hokey, Cokey*  
Art materials (card, scissors, crayons, etc)  
Integration; Enviro. Studies, L1, L2                                                                 |                                                                          |                                                                          |
| **RME**          | --- %---------------- % T ues + Thurs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                         |                                                                          |                                                                          |
| **Phys. Ed.**    | --- %---------------- % T ues + Thurs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                         |                                                                          |                                                                          |

Reflections: ___________________________________________________________________________________________________________________________________________________________  
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SECTION 3: Resources

1. Literacy Resources

Introduction to Literacy Resources

In this manual there are lots of different stories, poems, rhymes, songs and games mentioned or given as examples. These represent just a small sample with themes that link (sometimes loosely) with the topic of integration. There are, of course, hundreds of others that could be used. Teachers are strongly encouraged to use other stories, poems, songs and games and make up their own.

The selection of stories, poems and songs in the Grade 2 Integrated Planning Manual should be avoided if possible so that Grade 2 teachers have literacy resources to use that they know are new to their learners.

Stories: Little Red Riding Hood; The Three Little Pigs; The Gingerbread Boy; The Ugly Duckling; Who’s Stronger?

In some cases there are two versions included, a longer version (perhaps for reading aloud in L1 or maybe later in L2) and a simplified version (perhaps for use in L2 or reading in L1 towards the end of the year). Teachers need to decide which is more appropriate for their learners and their purpose.

Poems/Rhymes: This Little Piggy Went To Market; Hey Diddle Diddle; Hickory Dickory Dock; Jack and Jill; Hot Cross Buns; Little Bo Peep; Humpty Dumpty; Incy Wincy Spider; Whether the Weather; You Are My Sunshine; Wash Your Hands

Songs: One Finger, One Thumb; If You’re Happy and You Know It; Head, Shoulders, Knees and Toes; The Wheels on the Bus; I Am a Farmer Man; Old MacDonald Had a Farm; The Animals Went in Two by Two; Who’s Afraid of the Big Bad Wolf?; Row, Row, Row Your Boat; The Hokey Cokey; Here’s a House; This is the Way; The Bear Went Over the Mountain; Twinkle Twinkle; Three Little Fishes

The melody for most of these songs (and for some of the poems) can be found on the internet, for example; http://www.smart-central.com

Counting rhymes/songs: Three Blind Mice; Five Little Ducks; Five Currant Buns; One, Two, Three, Four, Five; Ten Little Monkeys; Ten Little Indians; This Old Man

Games: Simon Says; Matching Pairs; Duck, Duck, Goose; Kim’s Game; Fruit Bowl; I Spy; The Alphabet Game
Once upon a time, there lived a little girl called ‘Little Red Riding Hood.’ She was called this because she loved to wear a long red cape and hood. She got this ‘red riding hood’ as a present from her grandmother, whom she loved very much. She lived with her family in a small town on the edge of the forest.

One day Little Red Riding Hood’s mother called her and gave her a basket full of food. “Your Grandmother is sick and cannot walk to town,” she told Little Red Riding Hood. “I want you to bring this food to her.” Little Red Riding Hood’s Granny lived deep inside the forest. “Oh, poor Granny!” said Little Red Riding Hood. “I will also pick her some flowers along the way.” “Be careful!” said her mother. “Be sure to stay on the path, the forest can be very dangerous.” “Of course I’ll be careful,” said Little Red Riding Hood as she skipped off along the path into the forest.

Little Red Riding Hood strolled along the path through the forest looking for flowers to pick for her Granny, but there were not very many flowers near the path. “Hello, little girl,” came a deep voice from behind her. Little Red Riding Hood jumped in surprise and then turned around to see a wolf smiling at her. “Hello,” she said shyly. “How are you today?” asked the wolf. “I’m fine,” Little Red Riding Hood replied. “My name is Mr. Wolf,” said the wolf. “What’s your name?” Little Red Riding Hood remembered that her mother said she shouldn’t talk to strangers but this wolf seemed so nice and friendly she answered, “My friends call me Little Red Riding Hood.”

The wolf smiled again and moved closer. “That’s a wonderful name,” he said. “Where are you going?” “I’m going to visit my granny. She’s sick and I’m bringing her some food,” said Little Red Riding Hood, showing him the basket. “You are a wonderful granddaughter,” said the wolf. “Does your granny live in the little stone house near the stream?” “Yes, she does!” said Little Red Riding Hood. “Do you know her?” “Of course, I do,” said the wolf. “You should bring her some flowers.” “I can’t find any nice ones along the path,” said Little Red Riding Hood sadly. “I know a place where the most beautiful flowers grow,” said the wolf. “It’s only a little way off the path.” He told Little Red Riding Hood where to find the flowers and they said goodbye. Little Red Riding Hood decided to leave the path and find the flowers.

While Little Red Riding Hood was picking flowers the wolf was hurrying through the forest towards her grandmother’s house. When he got there he knocked on the door. “Who is it?” came Granny’s voice from inside. “It’s me, Little Red Riding Hood,” said the wolf, pretending to be the girl. “Come on in, the door is open,” said Granny. The wolf opened the door and went in. The moment that Granny saw the wolf she screamed as knew she had been tricked. She jumped out of her bed and ran out the back door as quickly as she could. The wolf was not happy that Granny got away but decided to wait for Little Red Riding Hood. He dressed himself in Granny’s clothes, turned off the light and got into bed to wait.

A little while later, he heard a knock on the door. “Who’s there?” said the wolf in a voice like Granny’s. “It’s me, Little Red Riding Hood,” said Little Red Riding Hood. “Come in, the door is
open,” said the wolf. When Little Red Riding Hood went inside, it was dark and she couldn’t see very well but she knew something wasn’t quite right. She put down the basket and flowers and walked towards the bed. “Granny!” she said. “What big ears you have!” “All the better to hear you with, my dear,” said the wolf still pretending to be Granny. “But Granny, what big eyes you have,” said Little Red Riding Hood. “All the better to see you with, my dear,” said the wolf, watching the girl come closer and closer. “But Granny, what big teeth you have!” said Little Red Riding Hood. “All the better to eat you with,” the wolf shouted, as he jumped out of bed. Little Red Riding Hood screamed and tried to run away but the wolf grabbed her.

Suddenly, the door burst open and Little Red Riding Hood’s daddy ran in with Granny close behind him. Daddy had an axe. “Put her down!” he shouted at the wolf. When he wolf saw the axe he dropped Little Red Riding Hood and ran out the back door, chased by Daddy. Granny hugged Little Red Riding Hood as she started to cry. “I was really frightened,” said the girl. “Me too,” said Granny. “Thank Goodness, your father was nearby.” “I should not have talked to the wolf,” said Little Red Riding Hood. “and I should not have left the path.” Granny patted her head. “It’s okay,” she said. “You’re safe now and I’m sure you’ve learned your lesson!”

Simplified/shorter version:

One day Mammy asked Little Red Riding Hood to go to Granny’s house. Granny was not feeling well. “Please take some food to Granny,” said Mammy. “Goodbye Mammy,” said Little Red Riding Hood. “Be careful!” said Mammy. “Stay on the path”

Granny lived in the woods. Little Red Riding Hood went along the path to Granny’s House. She met a wolf. “Hello,” said the wolf. “Hello,” said Little Red Riding Hood. “Where are you going?” asked the wolf. “I’m going to see my granny,” said Little Red Riding Hood.

“I’m hungry,” said the wolf. He ran to Granny’s house. Granny was in bed. “Hello Granny,” said the wolf. “I’m hungry. I want to eat you.” Granny was frightened. She jumped up and ran away. The wolf got into her bed.

Little Red Riding Hood came to Granny’s house. “What big ears you have Granny,” said Little Red Riding Hood. “All the better to hear you with,” said the wolf. “What big eyes you have Granny,” said Little Red Riding Hood. “All the better to hear you with,” said the wolf. The wolf was very hungry now.

“But Granny, what big teeth you have,” said Little Red Riding Hood. “All the better to EAT you with,” said the wolf. “I’m hungry and I’m going to eat you.” Little Red Riding Hood was frightened. “You are not my Granny,” said Little Red Riding Hood. “I am very hungry,” said the wolf and he jumped up.

Little Red Riding Hood’s daddy came in. Granny was with him. He was not frightened. “Stop,” he said. “Go away! You are a bad wolf!” The wolf ran out of the house. “Thank you,” said Little Red Riding Hood. “I was very frightened.” “Now you are safe,” said Daddy.
The Three Little Pigs

Once upon a time there were three little pigs who all lived together in a small house with their mother. As the pigs grew up and became bigger and fatter, the house became too small and the brothers decided it was time for them to move out and build houses of their own. Their mother was sad to see them leave. “Be careful,” she said, “and watch out for the Big Bad Wolf.”

The little pigs had different ideas when it came to building houses. The youngest pig decided to build his house out of straw because this was easy and very cheap. His house looked very pretty and was warm and comfortable inside. Very soon he was living in his new house. The middle pig decided to build his house from wood because it was quick and not too expensive. His house was beautiful and soon he too was living in his new house. The oldest pig decided to build his house from stones even though this took a long time and he had to save his money. His brothers were already in their new houses when the oldest pig moved into his lovely new house. Although the houses were different, each little pig was very happy with his new home.

When all the pigs had been living in their houses for a while a wolf came to the region. He was known as the Big Bad Wolf because he liked to eat other animals, especially pigs! He just loved all kinds of bacon, pork, and ham. Soon after he arrived he saw the three little pigs and decided he wanted to eat them, starting with the youngest, juiciest little pig.

He came to the straw house and knocked on the thin straw door. “Little pig, little pig, let me come in!” he said in a loud, rude voice. The little pig inside was terrified but he tried to be brave. “No, no, not by the hair on my chinny chin chin, I will not let you in!” he said, although his voice was shaking with fear. “Then I’ll huff and I’ll puff and I’ll blow your house down!” said the wolf. He took a breath and blew down the little straw house. The little pig screamed and ran as quickly as he could to his brother’s house.

When the Big Bad Wolf searched the pile of straw but couldn’t find the little pig he started to get angry. He was hungry and really wanted some bacon for lunch. He went to the house made of wood and knocked on the small wooden door. “Little pigs, little pigs, let me come in!” he said in a deep, cross voice. The little pigs inside were terrified. “No, no, not by the hair on our chinny chin chins, we will not let you in!” they said, their voices shaking with fear. “Then I’ll huff and I’ll puff and I’ll blow your house down!” said the wolf. This time it took two huge breaths to blow down the little wooden house. Luckily both pigs were able to escape while the wolf was catching his breath again.

This time when the Big Bad Wolf searched the pile of wood but could not find any little pigs he started to get really angry. He was getting even hungrier now and really wanted some pork for his dinner. He ran to the house made of stone where all three pigs were hiding and knocked on the big, strong door. “Little pigs, little pigs, let me come in!” he shouted. The little pigs inside were scared. “No, no, not by the hair on our chinny chin chins, we will not let you in!” they all said bravely. “Then I’ll huff and I’ll puff, and I’ll blow your house down!” said the wolf.
So he began to huff and puff and puff and huff but this time he could not blow down the stone house. He got very angry. He shouted and huffed and screamed and puffed but in the end he had to give up. “I will get you, little pigs!” he said. He really wanted some ham for his supper.

The wolf then decided to climb onto the roof to see if he could get down the chimney. The little pigs heard the noise on the roof. “He’s on the roof!” said the middle pig. “He will try to get down the chimney,” said the oldest pig. “He’s going to eat us!” said the youngest pig. “No, he will not!” said his brothers. Then the oldest pig had an idea, “Quick, put the pot on the fire and fill it with water,” he said.

In the end the wolf jumped down the chimney and fell into the pot of boiling water that was waiting for him. And that was the end of the Big Bad Wolf!

Simplified/shorter version
Once there were three little pigs. They were brothers and lived in three little houses. One pig made his house from straw. Another pig made his house from wood. The last pig made his house from stone. They were very happy little pigs.

One day a big bad wolf came. He knocked on the door of the straw house. “Little pig, little pig, let me come in!” he said. “No! No!” said the little pig. The big bad wolf blew down the straw house. He tried to eat the little pig. The little pig was very scared and ran to stay with his brother.

Then the big bad wolf went to the house made of wood and knocked on the door. “Little pigs, little pigs, let me come in” he said. “No! No!” said the little pigs. The big bad wolf blew down the wooded house. He tried to eat both pigs. The little pigs were scared and ran to stay with their brother.

When the big bad wolf came to the stone house he knocked on the door. “Little pigs, little pigs, let me come in” he said. All the little pigs were inside. “No! No!” they said. The big bad wolf tried to blow down the stone house but he could not. He blew and he blew but the little pigs were safe inside.

“I want to eat those pigs!” said the big bad wolf. He was very angry. “I will climb down the chimney,” he said. He climbed up on to the roof and jumped into the chimney.

The little pigs heard the wolf on the roof. They put a big pot full of water on the fire. When the wolf jumped down the chimney he fell into the pot of hot water. He was not happy. “You are a bad wolf!” said the three little pigs.
The Gingerbread Man

One bright sunny day a little old lady decided to cook something nice for her husband who was working in the field. She looked in the cupboard and found flour, brown sugar and baking soda. She also found cinnamon and ginger. "I know. I'll make a gingerbread man!" she said. She made the dough, rolled it out and then cut out the shape. She gave the gingerbread man a round head, two legs and two arms. She then put the gingerbread man in the oven to cook. When the gingerbread man had cooled, the little old lady added raisins for eyes, a slice of apple for a mouth and a nut for a nose. "You look delicious!" said the little old lady.

Suddenly the gingerbread man jumped up! "You are not going to eat me!" he said. The gingerbread man jumped off the table. He ran outside and he ran down the road. "Stop! Stop! Come back, come back!" said the little old lady. But the gingerbread man did not come back; he did not stop. He ran and he ran. "Run, run as fast as you can, you can’t catch me I’m the gingerbread man," he said as he ran away.

The little old lady chased the gingerbread man down the road and past the field where the little old man was working. "Where are you going?" said the little old man. "Stop, slow down." But the gingerbread man did not slow down; he did not stop. "Run, run as fast as you can, you can’t catch me I’m the gingerbread man," he said as he ran away from the little old man and the little old woman.

Then the gingerbread man met a horse. "What are you doing?" said the horse. "Slow down!" But the gingerbread man did not slow down; he did not stop. "Run, run as fast as you can, you can’t catch me I’m the gingerbread man," he said as he ran away from the horse, and the little old man, and the little old woman.

Next the gingerbread man met a dog. "What are you doing?" said the dog. "Slow down!" But the gingerbread man did not slow down; he did not stop. "Run, run as fast as you can, you can’t catch me I’m the gingerbread man," he said as he ran away from the dog, and horse, and the little old man, and the little old woman.

Finally the gingerbread man came to a river and he had to slow down and stop. There was a fox next to the river. "Would you like me to take you across the river?" asked the fox. "Oh no!" said the gingerbread man. "You just want to eat me!" "Not at all," said the fox. "Climb onto my tail and you will be safe." "Are you sure you won’t eat me?" asked the gingerbread man. "Oh no!" said the fox.

The gingerbread man saw the dog, the horse, the little old man and the little old woman running to the river! "Run, run as fast as you can, you can’t catch me I’m the gingerbread man!" he said. He climbed onto the fox’s tail and the fox went onto the river. Soon the water became deep and the fox began to swim. "Climb onto my back or you will get wet," he told the gingerbread man. The gingerbread man climbed onto the fox’s back. But the water got deeper. "Climb onto my nose or you will get wet," the fox told the gingerbread man. The gingerbread man looked at the water but it was getting closer and closer so he climbed onto the fox’s nose.
Soon they were almost at the far side. The gingerbread man looked back at the little old lady, the little old man, the horse and the dog. “Ha!” he said. “They won’t catch me now!” Then suddenly the fox threw the gingerbread man into the air and caught him in his mouth on the way down. “No!” said the gingerbread man. But the sly fox swallowed him in one bite and, smiling contentedly, climbed out of the river and went on his way.

**Simplified/shorter version**

Once upon a time a little old lady made a gingerbread man. She gave him a head, two legs and two arms. She gave him eyes, a nose and a mouth. Suddenly he jumped up and ran to the door. “Run, run as fast as you can, you can’t catch me I’m the gingerbread man!” he said.

“Stop!” said the little old lady but the gingerbread man did not stop. He ran outside, past the little old man. “Stop!” said the little old man but the gingerbread man did not stop. “Run, run as fast as you can, you can’t catch me I’m the gingerbread man!” he said.

The gingerbread man ran as fast as he could. He ran down the road, past a horse. “Stop!” said the horse, but the gingerbread man did not stop. “Run, run as fast as you can, you can’t catch me I’m the gingerbread man!” he said.

The gingerbread man ran through the town and he ran past a dog. “Stop!” said the dog, but the gingerbread man did not stop. “Run, run as fast as you can, you can’t catch me I’m the gingerbread man!” he said.

The gingerbread man came to a river and he had to stop. There was a fox sitting by the river. “Climb on my back and I swim across the river,” said the fox. The gingerbread man climbed onto the fox’s back and he went into the river.

The water got deep and the fox told the gingerbread man to climb onto his nose. The gingerbread man climbed onto the fox’s nose. Suddenly the fox threw the gingerbread man into the air and swallowed him in one bite. And that was the end of the gingerbread man.
The Ugly Duckling

Once there was a duck called Matilda. She lived on farm that had a large pond where lots of other ducks lived. In the spring, with help of Drake, her husband, she built a nest on the edge of the pond laid her eggs in it. Then she sat herself on the eggs to hatch them. She sat, and she sat, and she sat. Sometimes Drake helped too but usually it was Matilda’s job to sit on the eggs and keep them warm so they would hatch into baby ducklings. She was very excited and couldn’t wait to see the little ducklings.

One day Drake came to look at the nest. There were five eggs in the nest but one was much bigger than the rest. Drake looked carefully at all of the eggs. “I think a turkey has laid an egg in your nest,” he said. “Don’t be silly!” said Matilda “Turkeys can’t swim. How would a turkey lay its egg in my nest?” “But, it’s much bigger than the other eggs,” said Drake. And he was right, it was! “I don’t care!” said Matilda. “I’m sure everything will be fine.”

The next day, the eggs began to hatch. Crraaacck! The first egg cracked and out popped a yellow, fluffy, little duckling. “Quack!” he said. Crraaaccckk! The second egg cracked and out popped another yellow, fluffy, little duckling. “Quack!” she said. Crraaaccck! Crraaaccck! Two more eggs cracked open and out came two more yellow, fluffy ducklings. “Quack! Quack!” they said. The big egg did not hatch. Drake took the four little ducklings off for a swim and to find some tasty waterweed. Matilda went back to sit on the big egg.

Finally the big egg began to crack. First it shook and it trembled and finally it cracked open and out came a big, fuzzy, grey duckling. “Oh my goodness!” said Matilda. He was much bigger than the other ducklings and he wasn’t fluffy or yellow or cute. He was scruffy and ugly and grey.

“Q…Q… Honk!” he said in a loud voice. “Oh my goodness!” said Matilda again. “Are you my mother?” said the Ugly Duckling. “Yes,” said Matilda. “Would you like to go for a swim?” “Oh yes please!” said the Ugly Duckling. He splashed into the water and began to swim. “You are really good at swimming!” said Matilda. She was very proud of her son.

“Come and meet your brother!” she called to the other ducklings when they returned with Drake. “You can’t be our brother!” said the ducklings, “you’re too ugly!” “Stop that at once!” said Drake crossly. “He is your brother and he’s my son,” said Matilda. “I love him just as much as I love all of you!”

The Ugly Duckling felt very sad when his brothers and sisters laughed at him and wouldn’t let him play because he looked so different. His brothers and sisters made fun of him when he tried to ‘quack’ too. When he tried, all he could say was “Honk!” and they laughed loudly at him. So even though he knew his mother and father loved him, and he could always beat his brothers and sisters in a swimming race, the Ugly Duckling often felt sad.

One day, towards the end of summer, the Ugly Duckling was swimming far out in the water when he saw some tasty waterweed near the edge of the pond so he climbed out and waddled over to eat it. Suddenly a cat from the farm jumped out and began to chase the Ugly Duckling. He was very frightened and jumped back into the pond and swam away but he
swam so far away that he got lost and couldn’t find his way back to the farm or his family. He felt very sad and lonely.

Then he looked up and saw some beautiful white birds flying over head. He watched as they landed on the pond and began to swim. The Ugly Duckling hid in the reeds at the side of the pond so they wouldn’t see him. He was afraid that they too would laugh at his raggedy, scruffy feathers and he began to cry. One of the birds saw him and swam over. “What’s the matter?” she asked. “Why are you hiding there?” “I’m hiding because I’m ugly,” said the Ugly Duckling, “and I’m crying because I’m lost.” “But you’re not ugly,” said the kind white bird. “My name is Sally Swan. Why don’t you come and stay with us until you find your own family.” So the Ugly Duckling stayed with Sally and the other swans during the long cold winter and they were very kind to him and took care of him.

Back on the pond near the farm, Matilda and Drake were very sad that winter. They had searched for their son but couldn’t find him anywhere and they missed him. His brothers and sisters also missed him and were sorry they had been mean and called him names.

One day at the start of spring a beautiful white swan landed in the pond near the farm. All the young ducks looked at him but were too shy to speak to him. “Look at how beautiful he is,” they said to one another. The beautiful swan swam over to Matilda and Drake. “Hello Mother and Father,” the swan said. Matilda and Drake looked at each other in surprise. “But I’m not your mother,” said Matilda. “You’re a swan!” “You are my parents, I’ve been looking for you all winter,” said the swan. “I do look different now.”

Matilda looked carefully and she saw her son. He wasn’t ugly any more. He had lost his scruffy grey feathers and grown beautiful white feathers in their place. “My son is a swan!” she said and hugged him. All his brothers and sisters gathered around. “We are sorry we were mean to you and called you names,” they said. “We missed you when you were lost. Will you stay on the pond now?” “Yes,” said the swan, who was once ugly. “This is my home.”

Matilda and Drake were very proud of their son. He lived on the pond near the farm and Sally and some of the other swans came to live there too. They were all very happy and no-one ever laughed at baby ducks that were different again.

**Simplified/shorter version**

The mother duck sat on the nest to keep the eggs warm. There were five eggs in the nest. One egg was much bigger than the rest.

The eggs began to hatch! Crack! Crack! Crack! Crack! Crack! Four eggs hatched. The big egg did not hatch. The little ducklings went swimming with father duck.

The big egg began to hatch. Out came a big ugly duckling. He looked funny but he could swim too. “You look different, but I love you,” said mother duck.

The other ducklings laughed at the big ugly duckling. “You are ugly,” they said. “Stop it!” said father duck. The ugly duckling was sad.
The ugly duckling got lost. He met some big white ducks. They were called swans and they were very beautiful. They took care of him when it was cold.

The ugly duckling was not really a duck; he was a swan. He grew up and became a beautiful white swan. He found his mother and father and brothers and sisters. They were all happy to see him.

Who's Stronger?

One day the Wind and the Sun were having an argument about who was stronger. “I’m stronger,” said the Wind. “I am the strongest thing in the whole wide world.” “I don’t think so,” said the Sun. The Wind did not like this! “I am the strongest thing in the whole wide world!” he boasted. The Sun just smiled.


“Ok,” said the Sun. “Do you see that man down there? The one with the heavy coat?” The Wind looked down and saw the man waiting at a bus stop. “Of course I can see him!” he said. “I could blow him over!” “I’m sure you could,” said the Sun. “But could you do something even more difficult?” “What?” said the Wind. “Can you remove his coat?” asked the Sun. “Of course I can!” said the Wind. “I am the strongest thing in the world!”

So the Wind began to blow. He blew and he blew. The man at the bus stop buttoned his coat. The Wind blew even harder. The man pulled his coat closer. The Wind blew with all his might. But the man just held his coat even tighter. “It is impossible!” said the Wind crossly. “No, it isn’t,” said the Sun and she began to shine.

The Sun shone and it began to get warm. The man unbuttoned his coat. The sun shone even harder and the man opened his coat. The Sun shone even stronger and the man took off his coat. “See,” said the Sun. “That’s not fair!” said the Wind. The Sun just smiled.

The man looked up at the sky. “Crazy weather we’re having today!” he said.
Poems and Rhymes

Hey Diddle Diddle

Hey Diddle Diddle
The cat and the fiddle,
The cow jumped over the moon.
The little dog laughed
To see such fun,
And the dish ran away with the spoon

Humpty Dumpty

Humpty Dumpty sat on a wall;
Humpty Dumpty had a great fall.
All the King's horses
And all the King's men
Couldn't put Humpty together again!

Hickory Dickory

Hickory Dickory dock,
The mouse ran up the clock;
The clock struck one,
The mouse ran down, Oh, Hickory Dickory dock.

Hickory Dickory dock,
"Why scamper?" asked the clock.
"You scare me so
I have to go!"
Oh, Hickory Dickory dock.

This Little Piggy

This little piggy went to market,
This little piggy stayed home,
This little piggy had roast beef,
This little piggy had none,
And this little piggy cried,
Wee, wee, wee, all the way home

Jack and Jill

Jack and Jill went up the hill,
To fetch a pail of water;
Jack fell down and
broke his crown,
And Jill came tumbling after

Little Bo-Peep

Little Bo-Peep has lost her sheep,
And can't tell where to find them;
Leave them alone,
and they'll come home,
Wagging their tails behind them.

Hot Cross Buns!

Hot cross buns!
Hot-cross buns!
One a penny,
Two a penny,
Hot-cross buns!

If ye have no daughters,
Give them to your sons.
One a penny,
Two a penny,
Hot-cross buns!

Whether the Weather

Whether the weather be fine,
Or whether the weather be not,
Whether the weather be cold,
Or whether the weather be hot,
We'll weather the weather
Whatever the weather,
Whether we like it or not!

You Are My Sunshine

You are my sunshine, my little sunshine;
You make me happy when skies are gray.
You'll never know dear,
how much I love you;
Please don't take my sunshine away.

Incy Wincy Spider

Incy Wincy Spider
Climbed up the waterspout.
Down came the rain
and washed the spider out!

Out came the sunshine
and dried up all the rain.
Incy Wincy Spider
Climbed up the spout again

Wash Your Hands

Wash, wash, wash your hands,
Wash those germs away.
Soap and water does the trick,
To keep them clean all day
Songs:

One Finger, One Thumb
One Finger, One Thumb,
keep moving (x3)
We'll all be merry and bright!

One Finger, One Thumb,
one arm, keep moving (x3)
We'll all be merry and bright!

One Finger, One Thumb,
one arm, one leg, keep moving (x3)
We'll all be merry and bright!

One Finger, One Thumb,
one arm, one leg, one nod of the head, keep moving (x3)
We'll all be merry and bright!

If You're Happy and You Know It!

If you're happy and you know it
Clap your hands! (clap clap) x2
If you're happy and you know it
And you really want to show it!
If you're happy and you know it
Clap your hands! (clap clap)

If you're happy and you know it
Stamp your feet! (stamp stamp)

If you're happy and you know it
Shout hurray!(hor – ay!)

Head, Shoulders, Knees and Toes

Head, Shoulders, Knees and Toes,
Knees and Toes (x2)
And eyes and ears and mouth and nose,
Head, Shoulders, Knees and Toes,
Knees and Toes!

(repeat substituting different words with actions)

The Wheels on the Bus
The wheels on the bus go 'round and 'round,
'Round and 'round, 'round and 'round;
The wheels on the bus go 'round and 'round,
All day long.

The wipers - go swish, swish, swish…
The door - open and shut…..
The horn - goes beep, beep, beep…
The money - goes clink, clink, clink,
The baby - goes "Wah, wah, wah!
The Mummies – say "Sh, sh, sh, sh, etc.

I Am the Farmer Man

Oh I am the farmer man,
I do the best I can
Growing things for everyone
I am the farmer man

I am the builder man …. building
I am the baker man …. growing
I am the cleaner man … cleaning
I am the shopkeeper …. selling (to)

Old MacDonald Had a Farm

Old MacDonald had a farm, E-I-E-I-O!
And on this farm he had a duck, E-I-E-I-O!
With a quack-quack here, and a quack-quack there,
Here a quack, there a quack, everywhere a quack-quack;
Old MacDonald had a farm, E-I-E-I-O!

Cow - moo-moo;
Dog - bow-wow;
Pig - oink-oink;
Horse - neigh-neigh;
Sheep - baa-baa
Hen - cluck-cluck;
Cat - meow-meow
Mouse - eek-eek;
Donkey – hee- haw
Goat – mhe —mhe

The Animals Went in Two by Two

The Animals Went in Two by Two, Hurray! Hurray!
(x2)
The Animals Went in Two by Two, the elephant and
the kangaroo
They all went into the Ark, for to get out of the rain.
Who’s Afraid of the Big Bad Wolf?

Who’s afraid of the big bad wolf?
The big bad wolf
Who’s afraid of the big bad wolf?
I’m not afraid of the big bad wolf!

She’s afraid of the big bad wolf! ....
I’m not afraid of the big bad wolf! ....
He’s afraid of the big bad wolf ...
I’m not afraid of the big bad wolf! ..

Row, Row, Row Your Boat

Row, row, row your boat,
Gently down the stream.
Merrily, merrily, merrily, merrily,
Life is but a dream.
(can be sung as ‘a round’)

The Hokey Cokey

You put your left foot in,
You put your left foot out,
You put your left foot in,
And you shake it all about!
You do the Hokey-Cokey,
And you turn yourself around;
That’s what it’s all about!

You put your right foot in...
You put your left hand in...
You put your right hand in...
You put your left side in...
You put your backside in...
You put your nose in...
You put your chin in...
You put your head in...
You put your whole self in …

Here’s a House

Here’s a house built up so high,
Lift your hands and touch the sky,
Hammer on the ceiling, hammer on the floor
Say ‘hello’ then hammer on the door.

Here’s a house built up so high,
High as the hills and high as the sky,
Put your hat on sleepy head
Say ‘good night” then go to bed.

Twinkle, Twinkle

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,

Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are.

This is the Way

This is way we brush our teeth,
Brush our teeth, brush our teeth,
This is way we brush our teeth,
Early in the morning.

This is the way we...
wash out face / brush our hair / go down stairs /
sweep the floor / mend our clothes / wash our
clothes / scrub the floor etc.

The Bear Went Over the Mountain

The Bear went over the Mountain (x3)
To see what he could see
But all that he could see (x2)
Was the other side of the mountain,
the other side of the mountain (x2)
Was all that he could see.

walked, marched, climbed, ran, fell …etc.

Three Little Fishies

Down in the meadow in a little bitty pool
Swam three little fishies
and a mama fishie too.
“Swim” said the mama fishie,
“Swim if you can!”
And they swam and they swam
all over the dam.

“Stop” said the mama fishie,
"or you will get lost;"
But the three little fishies
didn't wanna be bossed.
The three little fishies went off on a spree;
And they swam and they swam
right out to the sea.

“Wheel!” yelled the little fishies, “This is lotsa fun!
We’ll swim in the sea till the day is done!”
They swam and they swam, and it was a lark;
Till all of a sudden they saw a shark!
"Help!" cried the little fishies, "Gee! look at all the
whales;"
And quick as they could, they turned on their tails!
And back to the pool in the meadow they swam;
And they swam and they swam back over the dam.
### Counting rhymes /songs:

**Three Blind Mice**

Three blind mice, three blind mice,
See how they run, see how they run!
They all ran after the farmer's wife,
Who cut off their tails with a carving knife!
Did you ever see such a sight in your life
As three blind mice?

**Five Little Ducks**

Five little ducks went swimming one day,
Over the hill and far away,
Mother duck said "Quack, quack, quack,"
But only four little ducks came back!

Four little ducks went swimming one day...
Three little ducks.... Two little ducks...
One little duck...

**Five Currant buns**

Five currant buns in a baker's shop,
Big and round with a cherry on the top,
Along came a boy with a penny one day,
Bought a currant bun and took it away.

Four currant buns in a baker's shop....
Three currant buns... Two currant buns....
One currant bun in a baker's shop....

**One, Two, Three, Four, Five**

One, two, three, four, five,
Once I caught a fish alive.
Six, seven, eight, nine, ten,
I let it go again.
Why did you let it go?
Because it bit my finger so!
Which finger did it bite?
This little one on the right!

**Ten Little Indians**

One little, Two little,
Three little Indians....
Four little, Five little,
Six little Indians.....
Seven little, Eight little,
Nine little Indians....
Ten little Indian boys.

**This Old Man**

This old man, he played one,
He played knick knack on his drum,
With a knick, knock, paddy whack,
Give the dog a bone;
This old man came rolling home.

This old man, he played two,
He played knick knack with my shoe,
With a knick, knock, paddy whack...

This old man, he played three,
He played knick knack on my knee,
With a knick, knock, paddy whack...

This old man, he played four,
He played knick knack at my door,
With a knick, knock, paddy whack...

This old man, he played five,
He played knick knack, jazz and jive,
With a knick, knock, paddy whack...

This old man, he played six,
He played knick knack with his sticks,
With a knick, knock, paddy whack...

This old man, he played seven,
He played knick knack up to heaven,
With a knick, knock, paddy whack...

This old man, he played eight,
He played knick knack on my gate,
With a knick, knock, paddy whack....

This old man, he played nine,
He played knick knack, rise and shine,
With a knick, knock, paddy whack..

This old man, he played ten,
He played knick knack in my den.
With a knick, knock, paddy whack...

**Ten Little Monkeys**

Ten little monkeys
Jumping on the bed;
One fell off and bumped his head!
Mama called the doctor
And the doctor said:
"No more monkeys,
Jumping on the bed!"

9 little monkeys, Jumping on the bed…
Continue until you get to: One little monkey…
### Games

<table>
<thead>
<tr>
<th>Where to start...</th>
<th>How to play...</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SIMON SAYS</strong></td>
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<tr>
<td>Needs: space</td>
<td>When the teacher calls out ‘Simon says’ followed by an instruction (e.g. stand on one leg) the Learners must follow it. If the teacher doesn’t say ‘Simon Says’ first they must not follow the instruction. The Learners continue to do action until the teacher say a new ‘Simon Says’ action. E.g. T: Simon Says stand on one leg (all the learners obey) T: hop up and down! (Learners continue to stand on one foot and any learner who hops up and down is ‘out’ or looses ‘a life’)</td>
<td>The list of instructions is endless but be careful not to introduce too many new instructions at once (especially in L2) For more able learners: Choose a learner to be the ‘teacher’ or combine 2 instructions</td>
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<td>(enough for everyone to stand up and move about a little)</td>
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<tr>
<td>Explain the game and the sanctions or rules (being ‘out’ of ‘losing a life’)</td>
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<tr>
<td>Teach and practise the vocabulary/action (especially if played in L2)</td>
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<tr>
<td><strong>KIM'S GAME</strong></td>
<td>The teacher displays the objects/flash cards to the learners. They discuss and try to memorise them. The learners close their eyes and the teacher removes/hides one of the items. The learners open their eyes and try to remember/guess which item is missing.</td>
<td>Only use a few sight words at a time, add to the amount gradually For more able learners: Hide 2 items/words</td>
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<tr>
<td>Needs: pictures of objects/vocabulary or sight words on flash cards (with bostick on the back)</td>
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<tr>
<td>Teach the names of the objects or sight words</td>
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<td></td>
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<tr>
<td><strong>FRUIT BOWL</strong></td>
<td>The teacher picks 4 or 5 items from a set (e.g. fruit – apple, orange, mango, papaya and banana) and gives everyone a name of one of these items so that there is roughly an even number of each. The teacher calls one of the set (e.g. mango) and these must change places (e.g. all the learners who are ‘mangos’ must change places) Once all the learners have had a go, the teacher removes a chair, so that after moving, there is one person without a chair. This person calls the next item and tries to sit in one of the chairs when the others move. The aim is to have a chair. Add the call of ‘fruit bowl’ which means that everyone must change to change places.</td>
<td>Any set of items can be used - colours, shapes, numbers, names of characters in a story. Link these to the integration topic or lesson Add rules with regards to safety / rough behavior as needed</td>
</tr>
<tr>
<td>Needs: space, chairs for everyone</td>
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<tr>
<td>Teach/revise the focus (names of items in set)</td>
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<tr>
<td>Place the chairs are in a circle</td>
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<tr>
<td>Where to start...</td>
<td>How to play...</td>
<td>Notes</td>
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<tr>
<td><strong>DUCK, DUCK, GOOSE</strong></td>
<td>One learner becomes the farmer and walks around the outside the circle, touching the other learners on the head saying “duck, duck, duck…” When ‘the farmer’ touches a learner on the head and “goose”, this learners must chase ‘the farmer’ around the outside of the circle. ‘The farmer’ is safe if he can make around and sit down in the ‘goose’s’ place before being caught. The ‘goose’ becomes ‘the farmer’ and the game begins again.</td>
<td>With a large number of learners, this can be played in several smaller circles (if space permits) once the learners understand the game.</td>
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<tr>
<td>Needs: space (probably outside, so there is enough for everyone to sit in a circle and run around the outside) The learners sit in a circle facing in</td>
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<tr>
<td><strong>MATCHING PAIRS</strong></td>
<td>The teacher mixes up the cards and places them all face down on the floor. Learners are divided into 2 (or more) teams. Each team takes a turn to turn over 2 cards and say/read what is on the card. If the cards match they keep the cards for their team. If they don't match the cards must be turned back over and the other team takes a turn. The team with the most cards at the end is the winner. The learners should be encouraged to try and remember the position of the cards they have seen.</td>
<td>Can also be played with a pack of playing cards. It could be played on the chalkboard (with the learners in their seats) if bostick was put on the cards. It could also be played in small groups</td>
</tr>
<tr>
<td>Needs: a set of flashcards (e.g. with sight words) or picture cards where there are at least 2 of everything. Teach/revise the names of the pictures or sight words</td>
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<td><strong>I SPY</strong></td>
<td>The teacher looks around (or looks at a picture) and picks out something beginning with a particular letter. The teacher says “I spy with my little eye something beginning with…” The Learners must try to guess what the teacher has picked.</td>
<td>Use colours, shapes instead of letter (“I spy with my little eye something that is…”) or sounds, or rhyming words (“I spy with my little eye something that sounds like…”)</td>
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<tr>
<td>Needs: nothing (but best used with a picture) The learners need to know the alphabet (or see 'notes')</td>
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<tr>
<td><strong>THE ALPHABET GAME</strong></td>
<td>The teacher picks a theme (e.g. animals) and the class take turns (individually or in small groups) to add to an alphabetized list. With the theme of animals you could pretend to be on safari! E.g. Teacher; I can see an antelope! Group 1: We can see a buffalo Group 2: We can see a cheetah Group 3: We can see a dung beetle…</td>
<td>Use with different themes (food, games, plants, girls names etc) More challenging: make a competition (each group score points for their words – more original words get more points) or put a time limit on thinking of a word.</td>
</tr>
<tr>
<td>Needs: nothing The learners need to know the alphabet / sounds</td>
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</tbody>
</table>
Thematic integration

A theme or topic is selected and various areas of learning are planned around it. The theme could be anything: a book/story, (e.g. The Three Little Pigs or an African legend); an area of interest to the learners, (e.g. the desert or football); an element of a subject, (e.g. 'clocks' from Mathematics or 'rivers' from the section on water in Environmental Studies) or any other topic that the learners or teacher would like to explore. Sometimes thematic integration takes place just within one subject. It is usually a fairly specific topic but wide enough to link with other areas of learning. This topic can be linked with a curriculum but does not have to be.

Curricular Integration

A topic or theme is selected from one subject area of the curriculum, (e.g. Environmental Studies) and then learning and lessons are planned that link to areas within other curricular subjects. The aim is to link subjects and areas of learning within the curriculum with each other using a specific theme or topic.

Cross-curricular

This refers to cross-curricular planning and is another term for curricular integration. This is when sections or subjects of the curriculum are crossed, intersected and linked. In the Namibian context it refers to a topic that is dealt with across or in all curriculum subjects, e.g. HIV and Aids. (See Curriculum p.8)

Spiral learning

This refers to when areas of the curriculum are covered repeatedly as the learner progresses ‘up’ the different grades or levels of learning. For example, in Grade 1, learners explore and learn about the area of HIV and AIDS or personal hygiene. They do this in a manner that is suited to their age and learning abilities. They return to these areas many times as they proceed through school, but each time they learn more about the areas in a way that broadens their knowledge and develops their understanding of the complexities of the issues connected to them. This learning expands according to the maturity and advanced abilities of the learner. Another example is Number Concept Development in Mathematics: the teacher plans activities in the various topics again and again throughout the year, but each time learners learn more about the topic and use higher number ranges.

Spider web, mind mapping or brain-storming

These are various names for a way of organising thoughts and planning. Brainstorming usually starts with writing down a central idea (often in the centre of a page) and then writing down connected ideas. Drawing lines to connect these ideas to the central topic can make it look like a spider web. This ‘mind map’ can then be organised to facilitate further planning.
Print Awareness and Reading Readiness

Allowing time for a learner to develop an understanding of the concepts of print (print awareness) and become aware of all the fundamentals of literacy (reading readiness) is vital before formal reading in Grade 1 can begin. Problems with reading later can sometimes stem from inadequate time spent on reading readiness in the early grades.

Learners need to become aware that the squiggles on the packages/poster/sign/lists they see around them have meaning. They must realize that these squiggles are symbols and they have to understand there is a connection between these written symbols, called letters, and the words and sounds we make when we speak. They need to know that these symbols join up to form writing, that we can read and understand it and that it has a purpose.

Teachers can develop print awareness and reading readiness by encouraging learners to become aware of all kinds of print around them. They need to discuss and explain the concept of reading and writing and expose learners to them. Modelled reading and modelled writing can also be helpful in this.

To develop reading readiness, learners need to become familiar with books and all kinds of texts (magazines, leaflets, comics, newspapers, etc). They need to be able to recognise the front and the back of a book, identify the title and where one would start reading, and be able to identify letters, words, spaces between words and sentences.

Phonological Awareness:

Developing phonological awareness and understanding phonics are not the same thing. Phonological awareness deals with sounds in spoken words, whereas phonics involves the relationship between sounds and written symbols. Phonics deals with learning sound-spelling relationships and is associated with print. Most phonological awareness tasks, by contrast, are purely oral. Learners must develop phonological awareness before they learn and use phonics.

There are 5 main tasks to be achieved to develop phonological awareness. The learners must be able to:

1. hear rhyme and alliteration (identify sounds and words that rhyme or recognize words that start with the same sound)
2. do oddity tasks (identify the ‘odd one out’ in a list of rhyming words or words with the same beginning/median/ending sound)
3. orally blend words (hear separate syllables, onset/rime or letter sounds and blend them together to make a word)
4. orally segment words (orally break words into their syllables, onset/rime or letter sounds)
5. do phonemic manipulation tasks (be able to substitute and delete initial/final/vowel sounds)

Phonics:

2 From an article “Explicit Systematic Phonics” at http://www2.scholastic.com
There are many different terms used in teaching phonics but it is not the intention of this manual to describe these. More detail, specific to each grade, can be found under the progression documents. Following is a brief explanation of the basic terms used in this manual.

The term ‘word lists’ or ‘word families’ refers to created lists of words with a common theme. For example, a list of words that start with the same initial sound ‘s’ would include see, sandwich, sun, sick, silly, start and stop. These word lists or word families are usually displayed in the classroom and are constantly referred to and added to.

The terms ‘letter name’ and ‘letter sounds’ are used to show the difference between the name of the letter (when spelling out a word or saying the alphabet, for example) and the sound(s) that the letter makes in a word. Learners need to know that these are two different but connected ideas.

Phonics also refers to learning about syllables (written and spoken sounds that make up words, e.g. pen/cil), onset and rime (the first and last sound in a one-syllable word, e.g. sh-eep), blending (joining two or three letters together to form a sound blend, e.g. st-op; str-ing), and alliteration (a sequence of words that starts with the same sound, e.g. Saara sits still on the sand).

Sight Words

‘Sight Words’ are words that learners know by sight and can read without sounding them out. These words are the most commonly used words in a language and are learned through study and constant exposure to them. A list of the 220 most used words in English writing, called the ‘Dolch Sight Word List’, is used by teachers all over the world. These words are arranged by frequency (the more commonly used ones first) and called ‘high frequency’ sight words. A suggested number to be learned by each grade is available in the ‘Other Documents’ section.
3. Methodologies

Think, Pair, Share

This is usually used during an oral activity. The teacher asks the learners a question. Each learner THINKS of an answer (or their own opinion). Then the teacher asks the learners to PAIR with another learner. Then the pair SHARE their answers with each other. If required the learners can share their answer(s) with the rest of the class.

This can be used effectively in lots of subjects and is particularly useful when encouraging learners to practise language or join in discussions (even when there are large numbers). It is also a means of asking all learners to think about an answer rather than waiting to be called on by the teacher. The teacher will not be able to hear answers from everyone but s/he can walk around and listen to the discussions, to assess who is ‘on task’. It is also a beneficial strategy as it puts some responsibility for learning back to the learner and encourages more participation.

Listen and Draw

This is primarily a listening or comprehension exercise. The teacher gives instructions as to what to draw and the learner listens and draws. It can be used to check understanding or comprehension in both L1 and L2, especially where writing skills are minimal.

Listen and Respond is a similar activity requiring learners to respond in different ways to instructions (by writing, drawing or acting out). Dictation is where learners write down words or sentences that the teacher calls out and can be used once learners have adequate writing skills.

Cloze Exercises

‘Cloze’ refers to different kinds of ‘fill in the blanks’ exercises. The most common type is some sentences (or a piece of text) with some missing words. Learners try to fill in the missing words. Sometimes they have a word bank (a list of the missing words) or, to make it more challenging, they must think of a word that fits so that the sentence makes sense. (In this case there might be more than one correct word/answer). The task develops vocabulary, an understanding of syntax and sentence structure, and learners also need to use reading, writing and comprehension skills.

Sentence Extension or Sentence Building

A sentence is taken from a text or from oral work and extended or built upon. For example, during the ‘Daily News’ a learner might say, “I went to the market with my brother.” This sentence is written on the chalkboard and the learners try to change one word to make a new sentence, e.g. change the word ‘market’ so it becomes: “I went to the shop/clinic/football match with my brother” or change the word ‘brother’ so it becomes: “I went to the market with my sister/mother/father.”
Later, short simple sentences can be added to and improved. The above example, “I went to the market with my brother” could become “Last Saturday I went to the big market in town with my older brother.”

**The Daily News/Class Diary**

This is an extremely beneficial and useful teaching strategy to integrate all the language skills. It can start with speaking and listening. Using ‘Think, Pair, Share’ the teacher asks the learners to share a piece of news with their partner. This could be a very general open question, (e.g. think of something interesting to tell your partner or what did you do yesterday?) or specific- or topic-related, (e.g. what is your favourite food? or tell your partner about a time you were sick). The learners then chat with their partner and report back to the class (either their own news or their partner’s). The purpose is to encourage the learners to talk. The teacher should try not to interrupt them but should ask further questions to show interest and encourage elaboration.

The teacher can model the writing of the learner’s news on the chalkboard (and later move to shared writing). Only choose a few sentences to write each day and try and include everyone over time. Teachers should also encourage the learners to ‘help’ them to write the news on the chalkboard/poster, (e.g. ‘Elizabeth, can you help me spell your name? Who can tell me the name of the letter that the word ‘spaghetti’ starts with? Who can remind me of the full sentence before I begin to write? etc).

The teacher can also use the sentences as teaching points, for example, by pointing out syntax errors or grammar mistakes. However, it is not always appropriate to do this when the learner is speaking or sharing their news as it often discourages learners to speak and participate.

Initially, class news can be used for modelled and shared reading. A flipchart or poster can be used to write a few items of news on every day. This becomes a class diary and at the end of the week the learners are asked to read it.

Once they have learned to take part in ‘the Daily News’ in L1, learners can learn to use it in their second language. This will most likely be slow at first and will possibly require the teaching of structures and vocabulary, and the use of very specific questions. With practice the learners will become better at expressing themselves. This can be further developed in later grades.

**Modelled, Guided, Shared and Independent Reading and Writing**

Using the strategy of moving from modelled, to guided, to shared, to independent reading and writing, is based on the idea of progressing from structured to unstructured instruction. Modelled and shared reading/writing are very teacher-led and controlled. As learners become more competent the teacher gives them more independence in their reading and writing and they move to guided and independent methods.
The pattern of modelled, guided, shared, and independent reading/writing can be used at all grades but at different levels and with different expectations, keeping in mind the skills of the learners.

READING:

**Modelled Reading**
This is a more structured version of ‘reading aloud’. Teachers read stories to learners and model good reading practice. They handle the books with care, show interest in reading and in stories, and stop to ask themselves questions and make predictions (this is demonstrated aloud to model to learners how it is to be done). They could also stop to ask learners questions to make sure they understand and are following the story. This technique is used in the early grades to instil an interest in stories and care for books.

**Shared Reading**
Teachers and learners have a shared text that they can all see, (e.g. a ‘Big Book’, a poster or some writing on the chalkboard). Learners read the text together, usually at the same time (as a large group or in small groups) and led by the teacher. It can follow on from modelled reading or even be linked to it. Teachers ask questions as they read and the learners are encouraged to answer, make observations, make predictions and ask their own questions.

**Guided Reading**
Teachers guide the reading of the learners who have their own copy of the text, (e.g. a textbook, reader or worksheet). It can be done as a large group or in small groups, prepared or unprepared. Teachers organise and guide the reading lesson and encourage the learners to read aloud (or silently) on their own. Teachers ask questions that focus on a particular aspect of the text and support the learners to ‘have a go’ at reading on their own.

**Independent Reading**
Learners read independently, either silently or aloud, without assistance from teachers. Learners are able to self-correct, understand and comment on what they are reading. This is the ultimate aim in the teaching of reading.

WRITING:

**Modelled Writing**
Teachers model good writing practice, often talking aloud to show the learners the ‘thought processes’ they go through when writing. They think about sentences before they write them, even saying it aloud in full before they put pencil to paper (or chalk to chalkboard). They use neat handwriting and check what they have written by re-reading. Teachers should also model questioning aloud what they have written, asking for help or ‘having a go’ if they are not sure, so the learners can see that writing is a process. They also show what should be done if a mistake is made or if a spelling is not known.

**Shared Writing**
Teachers and learners plan and decide together what to write and the teachers act as scribes. They help and guide the process, but encourage the learners to be involved and gain ownership of the piece of writing, which could be anything from a sentence to a poem to a description or procedure.
Guided Writing
Teachers guide the learners’ writing, most often with the planning or editing of the writing. Depending on how much guidance teachers want to give, they might write key words or phrases on the chalkboard, plan the writing orally or discuss with the learners what they might write about. As the learners write, teachers move around the classroom making individual suggestions for spellings or structure.

Independent Writing
Learners successfully plan, write and edit their own writing, without assistance from teachers. This is the ultimate aim in learning to writing.

Other Literacy Methodologies

Mini book
Learners, in pairs, individually or in small groups, make a small/short book on a topic. A single folded A4 page could be used or small pieces of paper stapled together.

Have-a-go pad
A pad or notebook, usually arranged in alphabetical order, where learners attempt to spell words by themselves. The teacher regularly checks and corrects where necessary.

Spelling journal
A notebook where learners write down the words they need to learn to spell during a week/fortnight, and use self-testing and partner testing to check their spelling. It is often used with a method such as ‘look, say, cover, visualise, write, check’. Depending on the skills of the learners, a spelling journal (or a simpler form of it) should be introduced to Grade 1 learners towards the end of term 2 or in term 3.

Look, say, cover, visualize, write, check
A method of learning to spell individual words. Learners LOOK at the whole word and find letter patterns or ‘tricky parts’. Then they SAY to word quietly to themselves in a way that will help them remember. Next they COVER the word with their hand or book. Then they VISUALISE the word to get a picture of it in their minds. Then they WRITE the word (in their spelling journal or notebook) thinking about what it looks like and sounds like when it is said. Finally, they CHECK the word they’ve written with the original word to see if the spelling is correct.

This method (or a simpler form of it) needs to be taught well before it is put into practice by the learners. Depending on the skills of the learners it should be introduced to Grade 1 learners towards the end of term 2 or in term 3.
PHONICS (G1)

Below is a sample phonics progression for Grade 1. It is suggested that the name of the letter, the sound or sounds the letter makes and how to form or write the letter are all taught at the same time.

For Example:
- the name of the letter ‘b’ is pronounced ‘bee’
- the sound the letter ‘b’ make is pronounced ‘buh’ (written /b/) as in the start of the word ‘ball’ or ‘bull’ or ‘bin’
- the letter ‘b’ is written by going ‘down, up and around’

If English is their first Language, learners should understand that vowels have more than one sound (a long sound and a short sound). It is necessary and important for learners to grasp the idea that vowels are important in English (and that every word has at least one).

Some consonants also have more than one sound (e.g. the /g/ in generous or giant and the /c/ in cake or city) but only teach one main sound at this level. Other sounds or combinations of sounds can be noted, commented upon or explained in a simple way but do not concern learners with all the intricacies of English phonics just yet!

Teachers should use a variety of different approaches and strategies when teaching phonics. It is recommended that they use a combination of the ‘the phonics method’ (phonics taught explicitly as a specific skill) and the ‘Whole Language Approach’ (phonics taught incidentally within the context of a reading text or embedded in the reading lesson) so that a balanced approach is taken.

It is also important to make phonics fun and interesting. Play games, (e.g. Swat It or Kim’s Game) and have fun activities so phonics is not a boring chorusing of meaningless sounds. It is important to continually relate phonics to the real world. For example, use print in the environment as a starting point for a phonics lesson and look for target phonics in any reading and writing they meet (especially in other subjects).

Phonics Progression in English (Grade 1)

<table>
<thead>
<tr>
<th>Overview of phonics in G1 (English as L1)</th>
<th>Overview of phonics in G1 (English as L2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop Phonological Awareness</td>
<td>Develop Phonological Awareness</td>
</tr>
<tr>
<td>Learn the names of the letters in the alphabet</td>
<td>Learn the names of the letters in the alphabet</td>
</tr>
<tr>
<td>Learn the sounds the consonants make</td>
<td>Learn the basic sounds these letters make</td>
</tr>
<tr>
<td>(some have more than one but just teach one for now)</td>
<td></td>
</tr>
<tr>
<td>Learn the importance of vowels and the</td>
<td></td>
</tr>
</tbody>
</table>
sounds they make (particularly long and short vowel sounds)

**TERM 1**

<table>
<thead>
<tr>
<th>Wk</th>
<th>Phonics - English L1</th>
<th>Phonics - English L2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Explore the letter ‘s’ and the sound /s/ + Phonological Awareness</td>
<td>Develop Phonological Awareness</td>
</tr>
<tr>
<td>2</td>
<td>Explore the letter ‘a’ and the sound /a/ Point out it is a vowel and explain</td>
<td>Develop Phonological Awareness</td>
</tr>
<tr>
<td>3</td>
<td>Explore the letter ‘t’ and the sound /t/ + Phonological Awareness</td>
<td>Develop Phonological Awareness</td>
</tr>
<tr>
<td>4</td>
<td>Explore the letter ‘p’ and the sound /p/ + Phonological Awareness</td>
<td>Develop Phonological Awareness</td>
</tr>
<tr>
<td>5</td>
<td>Explore the letter ‘n’ and the sound /n/ + Phonological Awareness</td>
<td>Develop Phonological Awareness</td>
</tr>
<tr>
<td>6</td>
<td><strong>Revise</strong> s, t, p, &amp; n + more exploration of a + Phonological Awareness</td>
<td>Develop Phonological Awareness</td>
</tr>
<tr>
<td>7</td>
<td>Explore the letter ‘c’ and the sound /c/ + Phonological Awareness</td>
<td>Explore the letter ‘s’ and the sound /s/</td>
</tr>
<tr>
<td>8</td>
<td>Explore the letter ‘m’ and the sound /m/ + Phonological Awareness</td>
<td>Explore the letter ‘a’ and the sound /a/ Point out it is a vowel and explain</td>
</tr>
<tr>
<td>9</td>
<td>Explore the letter ‘e’ and the sound /e/ Point out it is another vowel</td>
<td>Explore the letter ‘t’ and the sound /t/</td>
</tr>
<tr>
<td>10</td>
<td>Explore the letter ‘h’ and the sound /h/ + Phonological Awareness</td>
<td>Explore the letter ‘p’ and the sound /p/</td>
</tr>
<tr>
<td>11</td>
<td>Explore the letter ‘r’ and the sound /r/ + Phonological Awareness</td>
<td>Explore the letter ‘n’ and the sound /n/</td>
</tr>
</tbody>
</table>

**TERM 2**

<table>
<thead>
<tr>
<th>Wk</th>
<th>Phonics - Eng L1</th>
<th>Phonics - Eng L2</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td><strong>Revise</strong> c, m, h, &amp; r + more exploration of e Revise also wks. 1-6 Assess Phonological Awareness</td>
<td><strong>Revise</strong> s, t, p, &amp; n + more exploration of a Assess Phonological Awareness</td>
</tr>
<tr>
<td>13</td>
<td>Explore the letter ‘d’ and the sound /d/</td>
<td>Explore the letter ‘c’ and the sound /c/</td>
</tr>
<tr>
<td>14</td>
<td>Explore the letter ‘g’ and the sound /g/</td>
<td>Explore the letter ‘m’ and the sound /m/</td>
</tr>
<tr>
<td>15</td>
<td>Explore the letter ‘o’ and the sound /o/ Point out it is another vowel</td>
<td>Explore the letter ‘e’ and the sound /e/ Point out it is another vowel</td>
</tr>
<tr>
<td>16</td>
<td>Explore the letter ‘l’ and the sound /l/</td>
<td>Explore the letter ‘h’ and the sound /h/</td>
</tr>
<tr>
<td>17</td>
<td>Explore the letter ‘f’ and the sound /f/</td>
<td>Explore the letter ‘r’ and the sound /r/</td>
</tr>
<tr>
<td>Week</td>
<td><strong>Phonics - Eng L1</strong></td>
<td><strong>Phonics - Eng L2</strong></td>
</tr>
<tr>
<td>------</td>
<td>----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>18</td>
<td><strong>Revision</strong> of all letter/sounds taught so far especially d, g, l, f and vowels (a, e, o) Re Assess Phonological Awareness</td>
<td><strong>Revise</strong> c, m, h, &amp; r + more 'e' Revise also wks. 1-6 Re Assess Phonological Awareness</td>
</tr>
<tr>
<td>19</td>
<td>Explore the letter 'b' and the sound /b/</td>
<td>Explore the letter 'd' and the sound /d/</td>
</tr>
<tr>
<td>20</td>
<td>Explore the letter 'i' and the sound /i/ Point out it is another vowel</td>
<td>Explore the letter 'g' and the sound /g/</td>
</tr>
<tr>
<td>21</td>
<td>Explore the letter 'k' and the sound /k/</td>
<td>Explore the letter 'o' and the sound /o/ Point out it is another vowel</td>
</tr>
<tr>
<td>22</td>
<td>Explore the letter 'u' and the sound /u/ Point out it is another vowel</td>
<td>Explore the letter 'l' and the sound /l/</td>
</tr>
<tr>
<td>23</td>
<td>Explore the letter 'v' and the sound /v/</td>
<td>Explore the letter 'f' and the sound /f/</td>
</tr>
</tbody>
</table>

**TERM 3**

<table>
<thead>
<tr>
<th>Wk</th>
<th><strong>Phonics - Eng L1</strong></th>
<th><strong>Phonics - Eng L2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td><strong>Revision</strong> of all letter/sounds taught so far especially b, k &amp; v and vowels (a, e, o, i, u)</td>
<td><strong>Revision</strong> of all letter/sounds taught so far especially d, g, l, f and vowels (a, e, o)</td>
</tr>
<tr>
<td>25</td>
<td>Explore the letter 'j' and the sound /j/</td>
<td>Explore the letter 'b' and the sound /b/</td>
</tr>
<tr>
<td>26</td>
<td>Explore the letter 'q' and the sound /q/ Point out its link with 'u'</td>
<td>Explore the letter 'i' and the sound /i/ Point out it is another vowel</td>
</tr>
<tr>
<td>27</td>
<td>Explore the letter 'y' and the sound /y/</td>
<td>Explore the letter 'k' and the sound /k/</td>
</tr>
<tr>
<td>28</td>
<td>Explore the letter 'w' and the sound /w/ Point out it is another vowel</td>
<td>Explore the letter 'u' and the sound /u/</td>
</tr>
<tr>
<td>29</td>
<td>Explore the letter 'x' and the sound /x/</td>
<td>Explore the letter 'v' and the sound /v/</td>
</tr>
<tr>
<td>30</td>
<td>Explore the letter 'z' and the sound /z/</td>
<td>Explore the letter 'j' and the sound /j/</td>
</tr>
<tr>
<td>31</td>
<td><strong>Revision</strong> of all letter/sounds taught so far Particularly consonants</td>
<td>Explore the letter 'q' and the sound /q/ Explore the letter 'z' and the sound /z/</td>
</tr>
<tr>
<td>32</td>
<td><strong>Revision</strong> of all letter/sounds taught so far Particularly long vowel sounds</td>
<td>Explore the letter 'y' and the sound /y/ Explore the letter 'x' and the sound /x/</td>
</tr>
<tr>
<td>33</td>
<td><strong>Revision</strong> of all letter/sounds taught so far Particularly long vowel sounds</td>
<td>Explore the letter 'w' and the sound /w/</td>
</tr>
<tr>
<td>34</td>
<td><strong>Revision</strong> of all letter/sounds taught so far Particularly short vowel sounds</td>
<td>Revise</td>
</tr>
</tbody>
</table>
35 **Revision** of all letter/sounds taught so far  
Particularly short vowel sounds

36 Revise all

---

**SIGHT WORDS**

**Sight Words for English as a First Language (L1)**

Below is a list of sight words that could be taught in English as a first language in each grade (based on the Dolch list of high frequency sight words)

<table>
<thead>
<tr>
<th>Grade 1 (90+)</th>
<th>Grade 2 (130+)</th>
<th>Grade 3 (180)</th>
</tr>
</thead>
<tbody>
<tr>
<td>the</td>
<td>he</td>
<td>of</td>
</tr>
<tr>
<td>to</td>
<td>was</td>
<td>his</td>
</tr>
<tr>
<td>and</td>
<td>that</td>
<td>had</td>
</tr>
<tr>
<td>a</td>
<td>she</td>
<td>him</td>
</tr>
<tr>
<td>I</td>
<td>on</td>
<td>her</td>
</tr>
<tr>
<td>you</td>
<td>they</td>
<td>some</td>
</tr>
<tr>
<td>it</td>
<td>but</td>
<td>as</td>
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<tr>
<td>in</td>
<td>at</td>
<td>then</td>
</tr>
<tr>
<td>said</td>
<td>with</td>
<td>could</td>
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<tr>
<td>for</td>
<td>all</td>
<td>when</td>
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<tr>
<td>up</td>
<td>there</td>
<td>were</td>
</tr>
<tr>
<td>look</td>
<td>out</td>
<td>them</td>
</tr>
<tr>
<td>is</td>
<td>be</td>
<td>ask</td>
</tr>
<tr>
<td>go</td>
<td>have</td>
<td>an</td>
</tr>
<tr>
<td>we</td>
<td>do</td>
<td>over</td>
</tr>
<tr>
<td>little</td>
<td>did</td>
<td>just</td>
</tr>
<tr>
<td>down</td>
<td>what</td>
<td>from</td>
</tr>
<tr>
<td>can</td>
<td>so</td>
<td>any</td>
</tr>
<tr>
<td>see</td>
<td>get</td>
<td>how</td>
</tr>
<tr>
<td>not</td>
<td>like</td>
<td>know</td>
</tr>
<tr>
<td>one</td>
<td>this</td>
<td>put</td>
</tr>
<tr>
<td>my</td>
<td>will</td>
<td>take</td>
</tr>
<tr>
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<td>yes</td>
<td>every</td>
</tr>
<tr>
<td>big</td>
<td>went</td>
<td>old</td>
</tr>
<tr>
<td>come</td>
<td>are</td>
<td>by</td>
</tr>
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### Sight Words for English as a Second Language (L2)

Below is a list of sight words that could be taught in English as a Second Language in each grade (based on the Dolch list of high frequency sight words)

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<th>Grade 2 (90+)</th>
<th>Grade 3 (150+)</th>
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