MINISTRY OF EDUCATION

JUNIOR PRIMARY PHASE

INTEGRATED PLANNING MANUAL

TEACHERS’ MANUAL
GRADE 2

For the implementation 2015
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ACKNOWLEDGEMENTS

This manual was developed under the auspices of the National Institute for Educational Development (NIED). The following people are acknowledged:

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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 Intergrate
   (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 Teaching
   (What is Learning Support and 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 2)
2. Scheme 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. Methodology
   (Explanation of methodologies/strategies mentioned in the manual)

Other/Progression Documents
(Sample 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

¹ Primary Programs Framework – Curriculum Integration: Making Connections
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of the curriculum 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 into 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 how to wash and peel fruits and vegetables correctly before eating/cooking, and have the learners write sentences about this. The learners might read each other’s work, as well as discussing and reading food packages produced or available locally (L1). The teacher might plan to teach a song about food and have the learners make a food collage from paper or design a container for an imaginary food (L1 and Arts). S/he might read a funny poem in their L2 about food and help the learners design a role-play based on it (L2 and Drama). S/he might have the learners create a simple pictograph to classify where their favourite food comes from (Mathematics), all the while exploring what foods are produced locally and the
process of those foods coming from the field to the table (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 amount of time initially planned.
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?**

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 continuous assessment) as well as creating opportunities for more concrete assessment of their lesson objectives (formal continuous assessment.) All these types of assessment can be recorded in some way (e.g. record forms, assessment sheets, teacher’s notes, etc).

**Self-evaluation**

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 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 Continuous 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 Continuous 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 teachers 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 level 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 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 2nd or 3rd term to ensure the plan has focus and the teacher is not attempting to do too much at once.
<table>
<thead>
<tr>
<th>Environmental Studies</th>
<th>First Language (L1)</th>
<th>Second Language (L2)</th>
<th>Mathematics</th>
<th>Arts</th>
<th>RME</th>
<th>Phys Ed.</th>
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<td><strong>THEME: The Social Environment</strong></td>
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<td><strong>Participation: Cooperation Respect and use practice safe and convention</strong></td>
<td><strong>Theme 1:</strong> Belonging Our big family Family in conflict Setting conflict Joseph + his brother Naomi’s decision Jesus is our friend <strong>Theme 2:</strong> Phase of life Elders and ancestors Grandparents and grand children Asking older person for help</td>
<td><strong>Theme:</strong> Physical fitness Imitative activities s/p.8 Muscular strengths and endurance s/p.9 Free standing activity s/p.16 Flexibility activity free standing flexibility excercises</td>
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<td>Family and Communities</td>
<td>Instructions, massages, retell stories, rhymes, announcement, draw, mime and role play stories <strong>Speaking and communication</strong> Fluent, confident and imaginative: Communicate with confident, express own ideas, correct pronunciations, courtesy Purpose of language: tell prepared stories; rhymes and songs, questions and answers, describe Presenting information: Daily news</td>
<td>Stories, rhymes, poems and songs: phonemes and tones, role plays; Instructions, courtesies and greetings: ask and answer questions, follow and give instructions, respond to courtesies and greetings <strong>Speaking and communication</strong> Vocabulary in context: Storytelling Pronunciations and expressions: words and contractions rhymes &amp; songs, greetings, instructions &amp; commands, new words in context <strong>Reading and viewing:</strong> Incidental reading: care for books, good reading habit Phonological awareness and Articulation: clap/count words, rhyming words, short and long vowels, beginning and ending sounds Phonics: alphabet names and sounds, single sound, blend one syllable words <strong>Reading and viewing:</strong> Incidental reading: care for books, good reading habit Phonological awareness and Articulation: clap/count words, rhyming words, short and long vowels, beginning and ending sounds Phonics: alphabet names and sounds, single sound, blend one syllable words <strong>Reading and viewing:</strong> Incidental reading: care for books, good reading habit Phonological awareness and Articulation: clap/count words, rhyming words, short and long vowels, beginning and ending sounds Phonics: alphabet names and sounds, single sound, blend one syllable words</td>
<td><strong>Problem solving &amp; Computation 1-100</strong> Addition: 10 number friends; analogue problems; Number bonds, number friends, doubles, Subtraction: 1-20, analogue problems, halves; number friends; multi-step problem <strong>Measurement</strong> Length; vocabulary <strong>Time:</strong> Days of the week; events related to time; month of the year (calendar) <strong>Mass:</strong> vocabulary; order &amp; compare Money; coins and their value; N$5, N$10, N$20 <strong>Capacity:</strong> vocabulary; order &amp; comparing <strong>Geometry:</strong> 2D shape; patterns using 2D shapes <strong>Data handling:</strong> collect organise, display, interpret (picture)</td>
<td><strong>Creating:</strong> Visual arts: line, shape, patterns, modeling and pictures Use different lines and Patterns to make pictures Geometrical shapes, Use memories and imagination <strong>Music:</strong> Singing (rhythm, beat) Recognise different sounds Singing familiar song (tempo) Singing National Anthem <strong>Drama:</strong> Expression through mime, role play; Body awareness gesture &amp; movement facial expression Act situation using a puppet dance Body awareness, <strong>Dance:</strong> Move body parts according to rhythm; Body awareness Traditional dances</td>
<td><strong>Theme 1:</strong> Belonging Our big family Family in conflict Setting conflict Joseph + his brother Naomi’s decision Jesus is our friend <strong>Theme 2:</strong> Phase of life Elders and ancestors Grandparents and grand children Asking older person for help</td>
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<td>Infrastructure and means of Communication</td>
<td>Describe own house Family means of transport Family means of Communication</td>
<td><strong>Autum –Weather changes</strong></td>
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<td>Family customs and ceremonies</td>
<td><strong>Colour of Namibian flag Independence Day Name of the President</strong></td>
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<td><strong>NCD: Orientation 1-100.</strong></td>
<td><strong>Participation: Cooperation Respect and use practice safe and convention</strong></td>
<td><strong>Theme 1:</strong> Belonging Our big family Family in conflict Setting conflict Joseph + his brother Naomi’s decision Jesus is our friend <strong>Theme 2:</strong> Phase of life Elders and ancestors Grandparents and grand children Asking older person for help</td>
<td><strong>Theme:</strong> Physical fitness Imitative activities s/p.8 Muscular strengths and endurance s/p.9 Free standing activity s/p.16 Flexibility activity free standing flexibility excercises</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>First Language (L1)</td>
<td>Second Language (L2)</td>
<td>Mathematics</td>
<td>Arts</td>
<td>RME</td>
<td>Phys Ed.</td>
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<tr>
<td><strong>TERM 2</strong> (Weeks 14-25 / May - August)</td>
<td><strong>THEME : The Social Environmental</strong></td>
<td><strong>Listening and responding</strong></td>
<td><strong>Listening and responding</strong></td>
<td><strong>NCD: Orientation 1-100</strong></td>
<td><strong>Participation</strong></td>
<td><strong>Theme: Sport skills</strong></td>
</tr>
<tr>
<td><strong>Trading, Earning, Spending and Saving</strong></td>
<td>Listen and respond to instructions, massages, announcement; draw, mime and role play stories</td>
<td>Listen and respond to: Stories, rhymes, poems and songs; phonemes and tones; Instructions, courtesies and greetings; ask and answer questions, follow and give instructions, respond to courtesies and greetings, drawings, role plays</td>
<td><strong>(counting as in term1);</strong> Ordering &amp; comparing; number bonds (1-10); place value; decomposition; ordinal numbers to 20; subitizing 1-5; estimation to 20; count backwards; Number names. <strong>Fractions:</strong> Fractional parts of a whole (half and quarter)</td>
<td><strong>Co-operation, respect</strong></td>
<td><strong>Moving objects on the ground without apparatus s/p. 42;</strong></td>
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<tr>
<td>Occupations of families and the need/saving of money</td>
<td>Speaking and communication</td>
<td>Fluent, confident and imaginative; express own ideas, correct pronunciations. <strong>Purpose of language:</strong> tell prepared stories; poems, rhymes and songs; questions and answers</td>
<td><strong>Problem Solving &amp; Computation 1-100</strong></td>
<td><strong>Safe practice and convention</strong></td>
<td><strong>Dribbling objects with apparatus s/p. 43-64;</strong></td>
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<tr>
<td>Entrepreneurship (selling, buying and trading)</td>
<td>Presenting information: Daily news</td>
<td>Fluently, confidently and imaginatively; words and phrases; rhymes and songs; Role-play greetings, instructions &amp; commands; new words in context</td>
<td><strong>Analogue; decades:</strong> 60 Time tables of 10,5</td>
<td><strong>Personal and social skills. Art habit</strong></td>
<td><strong>Bounce balls with apparatus in the air and ground s/p. 45</strong></td>
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<tr>
<td><strong>THEME: Health Safety and Nutrition</strong></td>
<td><strong>Reading and viewing:</strong> Phonological Awareness: replace &amp; change words; count syllables; delete &amp; replace; short &amp; long sounds; beginning &amp; ending sound Features of print: read from left to right: handling of books, Phonics; alphabet names &amp; sounds; 3- letter words; 2-letter blends; sight words; stories from picture books; words with pictures; unfamiliar words.</td>
<td><strong>Reading and viewing:</strong> <strong>Incidental Reading books/handle with care; good reading habits; Phonological awareness:</strong> Clap and count syllables in words; rhyming words; short/long vowel sounds; beginning and end sound; initial sounds; onsets and rimes. **Phonic:**2 &amp; 3- letter sight words; familiar blends; familiar digraphs; familiar basic diphthongs</td>
<td><strong>Short stories leading to additions and subtractions 1-100</strong></td>
<td><strong>Changing colours</strong></td>
<td><strong>Move, stop and hold objects while avoiding dogging; participating in small games</strong></td>
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<tr>
<td>Personal hygiene and exercise; Precautions –HIV/AIDS; Inter</td>
<td><strong>Reading and viewing:</strong> <strong>Incidental Reading books/handle with care; good reading habits; Phonological awareness:</strong> Clap and count syllables in words; rhyming words; short/long vowel sounds; beginning and end sound; initial sounds; onsets and rimes. **Phonic:**2 &amp; 3- letter sight words; familiar blends; familiar digraphs; familiar basic diphthongs</td>
<td><strong>Writing:</strong> Handwriting: copy and write words using correct pattern, formation, spacing and rhythm, <strong>Creative writing:</strong> Keep list of new words; story containing 6 to 10- word; list of new vocabulary <strong>Language structure, grammar and language use:</strong> Capitals; Punctuation; Parts of Speech; Tenses; Sentence Construction (speaking and writing); <strong>Word Study:</strong> Spelling</td>
<td><strong>Music:</strong> Singing (rhythm, beat, duration pitch, dynamic)</td>
<td><strong>Long and short sounds</strong></td>
<td><strong>Renting in small games</strong></td>
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<td>weather changes</td>
<td><strong>Writing:</strong> Handwriting: copy and write words using correct pattern, formation, spacing and rhythm, <strong>Creative writing:</strong> Keep list of new words; story containing 6 to 10- word; list of new vocabulary <strong>Language structure, grammar and language use:</strong> Capitals; Punctuation; Parts of Speech; Tenses; Sentence Construction (speaking and writing); <strong>Word Study:</strong> Spelling</td>
<td><strong>Measurement:</strong> <strong>Capacity:</strong> vocabulary, measure and record, abbreviation t; capacity of containers</td>
<td><strong>Use percussion to discover sounds, Improvise melody Sing and perform songs</strong></td>
<td><strong>Long and short sounds</strong></td>
<td><strong>Jump on the sports in various ways s/p.30 Jump and landing with a bounce in the knee s/p.22, 30, 21</strong></td>
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<tr>
<td>Parts of the body, changes, emotions</td>
<td><strong>Reading and viewing:</strong> <strong>Incidental Reading books/handle with care; good reading habits; Phonological awareness:</strong> Clap and count syllables in words; rhyming words; short/long vowel sounds; beginning and end sound; initial sounds; onsets and rimes. **Phonic:**2 &amp; 3- letter sight words; familiar blends; familiar digraphs; familiar basic diphthongs</td>
<td><strong>Reading and viewing:</strong> <strong>Incidental Reading books/handle with care; good reading habits; Phonological awareness:</strong> Clap and count syllables in words; rhyming words; short/long vowel sounds; beginning and end sound; initial sounds; onsets and rimes. **Phonic:**2 &amp; 3- letter sight words; familiar blends; familiar digraphs; familiar basic diphthongs</td>
<td><strong>Use percussion to discover sounds, Improvise melody Sing and perform songs</strong></td>
<td><strong>Perform national anthem</strong></td>
<td><strong>Rotations: rotational movements longitudinal axis s/p.20-21;</strong></td>
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<tr>
<td>Parts of the body and functions; Five senses organs and functions</td>
<td><strong>Reading and viewing:</strong> <strong>Incidental Reading books/handle with care; good reading habits; Phonological awareness:</strong> Clap and count syllables in words; rhyming words; short/long vowel sounds; beginning and end sound; initial sounds; onsets and rimes. **Phonic:**2 &amp; 3- letter sight words; familiar blends; familiar digraphs; familiar basic diphthongs</td>
<td><strong>Writing:</strong> Handwriting: copy and write words using correct pattern, formation, spacing and rhythm, <strong>Creative writing:</strong> Keep list of new words; story containing 6 to 10- word; list of new vocabulary <strong>Language structure, grammar and language use:</strong> Capitals; Punctuation; Parts of Speech; Tenses; Sentence Construction (speaking and writing); <strong>Word Study:</strong> Spelling</td>
<td><strong>Dance:</strong> Body awareness Dance sequences</td>
<td><strong>Long and short sounds</strong></td>
<td><strong>Pull and push a partner walk with a partners/p.27;</strong></td>
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<tr>
<td>Various feelings and emotions</td>
<td><strong>Friendship: how to be a good friend; Taking care in potentially dangerous situations</strong></td>
<td><strong>Reading and viewing:</strong> <strong>Incidental Reading books/handle with care; good reading habits; Phonological awareness:</strong> Clap and count syllables in words; rhyming words; short/long vowel sounds; beginning and end sound; initial sounds; onsets and rimes. **Phonic:**2 &amp; 3- letter sight words; familiar blends; familiar digraphs; familiar basic diphthongs</td>
<td><strong>Measuremnt:</strong> <strong>Capacity:</strong> vocabulary, measure and record, abbreviation t; capacity of containers</td>
<td><strong>Perform national anthem</strong></td>
<td><strong>Balancing: balance on the spot s/p.32-33</strong></td>
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<tr>
<td><strong>Health Safety measures:</strong> Protect yourself –yes-no</td>
<td><strong>Healthy food and good eating habits</strong></td>
<td><strong>Working:</strong> <strong>Working:</strong> Handwriting: body posture and pencil grip; rhythm and speed; letter formation, size &amp; spacing. <strong>Forms of writing:</strong> dictation, creative stories, personal experiences, cards &amp; invitations <strong>Language structure, grammar and language use:</strong> Capitals; Punctuation; Parts of Speech; Tenses; Sentence Construction (speaking and writing); <strong>Word Study:</strong> Spelling</td>
<td><strong>Length: standard cm and non-standard units</strong></td>
<td><strong>Drama:</strong> Expression through mime, role play; special awareness; beginning and end to a story; drama techniques</td>
<td><strong>Games: Airplane s/p. 51;</strong></td>
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<tr>
<td>Traffic safety: Road signs in the local environment</td>
<td><strong>Moving objects on the ground without apparatus s/p. 42;</strong></td>
<td><strong>Working:</strong> <strong>Working:</strong> Handwriting: body posture and pencil grip; rhythm and speed; letter formation, size &amp; spacing. <strong>Forms of writing:</strong> dictation, creative stories, personal experiences, cards &amp; invitations <strong>Language structure, grammar and language use:</strong> Capitals; Punctuation; Parts of Speech; Tenses; Sentence Construction (speaking and writing); <strong>Word Study:</strong> Spelling</td>
<td><strong>Mass: vocabularies; improvise balance; compare objects ½ and 1 kg; Time:</strong> days of the week; months of the year time from a clock face (hours &amp; half hours), <strong>Money:</strong> coins, N$10 &amp; N$20 and their values; shopping list and estimated cost <strong>Geometry:</strong> sort &amp; classify 2D shapes; 3D figures, locations, positions and movements. <strong>Data Handling:</strong> organize, analyse, interpret and display</td>
<td><strong>Dance:</strong> Body awareness Dance sequences</td>
<td><strong>Traditional games Stand in line hitting targets Storming the tiger s/p.77</strong></td>
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<tr>
<td><strong>THEME: Natural Environment</strong></td>
<td><strong>Moving objects on the ground without apparatus s/p. 42;</strong></td>
<td><strong>Working:</strong> <strong>Working:</strong> Handwriting: body posture and pencil grip; rhythm and speed; letter formation, size &amp; spacing. <strong>Forms of writing:</strong> dictation, creative stories, personal experiences, cards &amp; invitations <strong>Language structure, grammar and language use:</strong> Capitals; Punctuation; Parts of Speech; Tenses; Sentence Construction (speaking and writing); <strong>Word Study:</strong> Spelling</td>
<td><strong>Comparing:</strong> <strong>Comparison:</strong> <strong>Comparison:</strong> <strong>Comparison:</strong> <strong>Comparison:</strong> <strong>Comparison:</strong></td>
<td><strong>Dance:</strong> Body awareness Dance sequences</td>
<td><strong>Imitating a partner movement; old mother witch s/p. 78</strong></td>
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<tr>
<td>Environmental Studies</td>
<td>First Language (L1)</td>
<td>Second Language (L2)</td>
<td>Mathematics</td>
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<td>Phys Ed.</td>
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<tr>
<td>THEME: The Natural Environment</td>
<td>Listening and responding: Listen and respond to instructions, massages, announcements; draw, mime and role play stories, sentence in correct sequence, personal experiences. Speaking and communication: Fluent, confident and imaginative, express own ideas, correct pronunciations. Purpose of language: tell prepared &amp; unprepared stories; poems, rhymes and songs, questions and answers. Presenting information: Daily news, tongue twisters. Reading and viewing: Phonological Awareness: long &amp; short vowel sounds; repetition of initial sounds; blend and split one-syllable words. Features of print: correct handling of books. Phonics: alphabet names &amp; sounds; 3&amp;3-letter blends; sight words; consonant and vowel diagraphs, digraphs &amp; diphthongs; short words. Comprehension strategies: phonics &amp; unfamiliar words; use tiles, headings, pictures; self correction; Comprehension: retell, role play to show understanding, literal and higher order questions. Silently and aloud: fictional text; information and visual texts; prepared &amp; unprepared stories. Response to literature: characters, settings and major events; structure of a story: beginning and ending. Writing: Handwriting: body posture and pencil grip; rhythm and speed; letter formation, size &amp; spacing. Forms of writing: dictation, factual descriptions, explanations, procedures, questions, statements; cards &amp; invitations; Procedure to improve writing: neat &amp; legible. Language structure, grammar and language use: Capitalization/ Punctuation; Parts of Speech (speaking, reading and writing); Tenses (speaking and writing); Sentence Construction (speaking and writing); Word Study: Spelling (see the suggested activities on the schemes of work).</td>
<td>Listening and responding: Stories. Rhymes Songs and Poems: Instructions, Courtesies and Greetings; Vocabulary in Context. Speaking and communication: Pronunciation and Expression: words and phrases; rhymes and sing Role-play greetings, instructions &amp; commands; songs; use new words in context. Daily news. Reading and viewing: Incidental Reading: Show respect for books; good reading habits. Phonological Awareness and Articulation: Clap and count syllables; Delete and replace syllables; short/long vowel sounds beginning and end sound; Blend and split onsets and rime; Phonics: 3-letter words; familiar blends; digraphs &amp; diphthongs patterns and blends. Reading for Understanding: prepared and unprepared text; answer simple and higher-order questions. Writing: Handwriting: correct pattern formation, spacing and rhythm; correct spacing, rhythm and formation of letters. Creative Writing: 6- to 10- word sentences; own stories; an up-to-date list of new vocabulary. Language structure, grammar and language use: Capitalization/ Punctuation; Parts of Speech (speaking, reading and writing); Tenses (speaking and writing); Sentence Construction (speaking and writing); Word Study: Spelling (see the suggested activities on the schemes of work).</td>
<td>NCD: Orientation 1-500 Count in 100’s &amp; 10’s: Order &amp; comparing; ascending and descending 1-100; number bonds (1-10) place values and decomposition; Number line up to 100; neighbouring numbers, 10 more; 10 less in the range 1-100; Times table of 1 and 2; Rounding off to the nearest 10; Problem solving &amp; Computation 1-100. Addition and Subtraction 1-100; Multi-step problems; Stories related to Add. &amp; Sur. 1-100. Measurement: Length: measurement using centimeters (cm); Capacity: measurement using liters (ℓ); Time: time in hours; calendar (dates and days). Money: coins, dollars, cents in dollars. Mass: compare mass of ½ and 1kg. Area: measure shapes using non-standard units; relate areas to 2D Geometry: find, sort, classify 2D and 3D shapes, location, position, movement. Data Handling: collect, organize, interpret, analyse, and display data. Participation: Cooperation, respect safe practice and convection. Personal and social skills. Safe practices. 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 Dance: Body awareness, Dance sequences. Use different tempos. Rehearsal techniques. Traditional dances own and other arts.</td>
<td>Participation: Personal values: Being at peace together. Topic of own choice: Creation of earth Garden of Eden. The birth of Jesus: Mathew:1:21-25 Noah’s Ark: Christian symbols. Eastern wise men.</td>
<td>Theme 7: Personal values: Being at peace together. Topic of own choice: Creation of earth Garden of Eden. The birth of Jesus: Mathew:1:21-25 Noah’s Ark: Christian symbols. Eastern wise men.</td>
<td>Theme: Gymnastic: Balancing; balance on the sport in different ways s/p.24-33 Activities with a partner Move in variety of ways on a various body parts. Rotational movement s/p 19-20 Rotational around the front axis Games: old mother witch s/p. 52 Dog in his Kennel Storming the tiger. Traditional games. Own games. Tree swaying s/p.50</td>
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</table>
Introduction to ‘Schemes of Work’ for Grade 2

The Schemes of Work for Grade 2 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 ‘The Seasons’ earlier in the year s/he could do so by swapping it with another topic in Term 1, (e.g. change it with the topic ‘Directions and Maps) 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 design their own Schemes of Work or add to and adapt the schemes 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 2 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 2) 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 Responding** 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**: Learners in Grade 2 have only just begun to learn and develop the skills needed to read. And they still need lots of exposure to books and reading material. They need to listen to stories, have books read to them and share in the experience of reading. As their skills improve they need plenty of occasions to read many different types of texts. Fictional stories, factual reports, real life examples of print in their environment and their own or others’ writing are all useful texts to practise reading skills. They also need constant positive encouragement and reinforcement as they attempt to read.

   The scheme gives a suggested focus for reading and some possible strategies for developing skills. It also suggests ‘sight words’ to teach which build on those learned in Grade 1. Content for phonics lessons and expanding on letter names and sounds explored in Grade 1 are also included in this section.

3. **Writing**: Apart from the mechanics of writing, (i.e. handwriting) learners need to develop confidence in their writing skills and continue to develop an understanding of the purpose of writing. When reading, they are exploring the writing of others (including syntax, sentence construction, spelling, the use of grammar and punctuation). Learners also need many opportunities to express their own ideas in writing.

   In the area of handwriting, learners need to revise and continue to practise the skills they have developed in Grade 1. Once they have learned how to form the letters correctly, learners need to develop fluency, speed and accuracy in their handwriting. Lots of practice in handwriting, (e.g. copying from the chalkboard, writing their own sentences) as well as some focused lessons are included in the scheme. Different content for a grammar or Language Structure lesson is also suggested in each scheme.
Second Language (L2) is divided into two sections:

1. **Listening, Speaking and Understanding** is still the primary focus for learning a second language in Grade two. Developing good oral language is vital before progress can be made in reading and writing. It is also important to include lots of revision in grade 2, (e.g. vocabulary and phrases they learned in Grade 1) so that learners continually add to a store of vocabulary on different topics and build on the knowledge of the structure and phrases in their second language.

2. **Reading and Writing** in a second language is, at this stage, primarily a tool to consolidate learning, both in oral language skills and reading and writing skills learned in the second language.

Phonics teaching, in L2 at this level, is both an oral and reading activity. Many learners are still only beginning to understand some aspects of listening to and pronouncing L2 sounds (phonological awareness). Phonics teaching should not be over-emphasised at this level and should be explored in a fun, informal way. Sight words can be introduced, building on prior knowledge (from Grade 1) and at a much slower pace than if it were their first language.

The ‘**Daily News’** can 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 simple sentences.

**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. The concepts of multiplication and division are also introduced in Grade 2.
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, area 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. Sometimes this will need further adjustment, especially with regards to Term 1 and the topic of Easter, (i.e. the integration of Theme 2 and Theme 4 will need to be re-organised depending on when Easter falls that 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.

Example

<table>
<thead>
<tr>
<th>Theme: The Social Environment</th>
<th>Sub topic: Social Groups and Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic of Integration: My Family and Me</td>
<td>Weeks: 1+ 2</td>
</tr>
<tr>
<td>TERM 1</td>
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</table>

The rest of the scheme is laid out in a spider web/mind map format. The integration topic is in the centre and the 7 subjects are in ‘bubbles’ around it.

Overview of the themes/subtopics and topics of integration

| TERM 1 |
|---|---|---|
| Week | Theme | Topic | Topic of Integration |
| 1-3 | 1.The Social Environment | Families and communities | Family |
| 4 | The Social Environment | Weather, season and the environment | Summer |
| 5 – 7 | 1.The Social Environment | Family culture, national culture, and historical events and people | Customs and cultural events |
| 8 | 1.The Social Environment | Infrastructure and means of communication: (buildings) | Building materials |
| 9 | 1.The Social Environment | Infrastructure and means of communication: (transport) | Public transport |
| 10 | 1.The Social Environment | Infrastructure and means of communication:(communication) | Local media |
| 11-12 | 1.The Social Environment | Trading, earning, spending and saving | Local businesses |
| 13 | 1.The Social Environment | Weather, season and the environment | Autumn |
### TERM 2

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Topic</th>
<th>Topic of Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>14+15</td>
<td>2. Health, Safety &amp; Nutrition</td>
<td>A healthy and safe lifestyle</td>
<td>Cleanliness</td>
</tr>
<tr>
<td>16+17</td>
<td>2. Health, Safety &amp; Nutrition</td>
<td>Parts of the body, changes, emotions and senses</td>
<td>Functions of the 5 senses</td>
</tr>
<tr>
<td>18</td>
<td>Health, Safety &amp; Nutrition</td>
<td>Weather, season and the environment</td>
<td>Winter</td>
</tr>
<tr>
<td>19</td>
<td>2. Health, Safety &amp; Nutrition</td>
<td>Friendship</td>
<td>Caring for friends</td>
</tr>
<tr>
<td>20+21</td>
<td>2. Health, Safety &amp; Nutrition</td>
<td>Taking care in potentially dangerous situations</td>
<td>Being safe</td>
</tr>
<tr>
<td>22</td>
<td>2. Health, Safety &amp; Nutrition</td>
<td>Healthy food and eating habits</td>
<td>Food hygiene</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>23</td>
<td>2. Health, Safety &amp; Nutrition</td>
<td>Traffic Safety</td>
<td>Road safety</td>
</tr>
<tr>
<td>24</td>
<td>3. The Natural Environment</td>
<td>Properties and uses of materials</td>
<td>Properties</td>
</tr>
<tr>
<td>25</td>
<td>3. The Natural Environment</td>
<td>Caring for the environment</td>
<td>Clean Up</td>
</tr>
</tbody>
</table>

### TERM 3

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Topic</th>
<th>Topic of Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>26+27</td>
<td>3. The Natural Environment</td>
<td>Plants as living things</td>
<td>Plants and growth</td>
</tr>
<tr>
<td>28</td>
<td>3. The Natural Environment</td>
<td>Plants as living things</td>
<td>Parts of plants and uses</td>
</tr>
<tr>
<td>29</td>
<td>3. The Natural Environment</td>
<td>Weather, seasons and the environment</td>
<td>Spring</td>
</tr>
<tr>
<td>30+31</td>
<td>3. The Natural Environment</td>
<td>Animals as living things</td>
<td>Habits and products</td>
</tr>
<tr>
<td>32</td>
<td>3. The Natural Environment</td>
<td>Animals as living things</td>
<td>Life cycle</td>
</tr>
<tr>
<td>33-34</td>
<td>3. The Natural Environment</td>
<td>Water – its uses, conservation and pollution</td>
<td>Saving Water</td>
</tr>
<tr>
<td>35</td>
<td>3. The Natural Environment</td>
<td>The Earth, the Moon, our Solar System and the Universe</td>
<td>Changes in the sky</td>
</tr>
<tr>
<td>36</td>
<td>3. The Natural Environment</td>
<td>Forces, motion and energy</td>
<td>Uses of energy</td>
</tr>
</tbody>
</table>
**First Language**

- **Listen + Respond:** Daily news (Think, Pair, and Share). Ask learners to listen to each other and describe each other's families. 
- **Speak and communicate:** Give the learners opportunities to talk about themselves and describe their families and their own place in the family. Get to know new class members and the teacher (if necessary). Discuss personal likes and dislikes. Discuss changes since they started school a year ago and their hopes for this year ('now I can...' / 'I used to like .. but now I like...') / 'this year, I hope to...'. Revise (re-learn) some action songs and nursery rhymes learned in Grade 1 (e.g. "If you are Happy and You know it!' 
- **Vocabulary:** Revise from grade 1 + new (parents, sibling, grandparents, nephew, niece, oldest/eldest, youngest) 
- **Read + View:** Modeled and shared reading of a story about families. Answer oral comprehension question and revise known sight words. 
- **Sight words:** Revise first 40 high frequency sight words (from Gr 1) 
- **Phonics:** Revision from Grade 1 (e.g. sounds of the alphabet) to assess starting level/standard. 
- **Write:** Write (or copy from the chalkboard) short sentences about 'My Family and Me'. Complete word puzzles, play language and card games to stimulate memory skills and develop vocabulary. 
- **Handwriting:** Practice pattern making, writing own name and surname, revise correct pencil grip and body posture. 
- **Language Structure:** Revision of common nouns and verbs. Punctuation.

**Second Language**

- **Listening & responding:** Listen to story/poem. Learn and role-play rhyme/song. Revise simple greetings, introducing oneself. Give simple description of own family. 
- **Speaking & Comm:** Retell story. greetings, introductions (name, age etc) vocabulary to describe/discuss family / number words (1-5), classroom instructions 
- **Reading & viewing:** Read words/ sentences of story/poem/song. Identify rhyming words. Clap and count syllables. Identify beginning/ ending sounds. 
- **Phonics:** revise (a, o, u) 
- **Sight words:** revise gr 1 words 
- **Writing:** Copy/write words short sentences correct spacing/ rhythm /formation. Start new vocab. list 
- **Lang/ Grammar:** Capital letters and full stops. Revise and use common/proper nouns. Add "s" to make nouns plural.

**Physical Education**

- **Theme:** Physical fitness 
  - **Activities:** 
    - 1.1 Preparatory activities. Imitative activities (e.g. gliders, motor car driving) 
    - Free running, arm movements (e.g. swing arms, move sideways, forward, side by side etc.) 
    - Game(s): Chopping wood, Sawing trees, ('Syllabus p.49) Old mother witch ('Syllabus p.51) 

**Mathematics**

- **NCD:** Orientation 1-100 (Counting selected intervals of 10 in the range 1-100; counting in 2’s up to 20; in 3’s up to 30; in 5’s up to 50 and in 10’s up to 100) and other aspects: order; even/odd; place values; decomposition; comparison, etc. 
- **Repeat number images 20-frame** 
  - **Problem solving & Computation 1-20.** (Revision from Gr 1 T3) 
    - **Addition:** 10 problems: 10+7; analogue problems: 1+3=4 → 11+3=14; Number bonds: 6=1+5... adding till 10: 8+ =10(friends of 10); doubles: 2+2=4 
    - **Subtraction:** analogue problems: 5-2=3 → 15-2=13; 10 problems: 17-10; halves: 18-9, 16-8... subtracting from 10: 10-2, 10-4 etc. (friends of 10). Use the theme to set up short stories leading to additions and subtractions in the range 1-20. 
- **Measurements:** Length; vocabulary for length; use of non standard units; Time: Days of the week, relate to events of the day. If numbers are occurred: see remark 2 front page.

**Arts**

- **Visual Art:** draw and colour pictures or make a collage of learner's family 
- **Music:** revision of some favourite songs from Grade 1 
- **Dance:** free movement to music 
- **Drama:** free play, mime and role-play based on L1 story about families

**Environmental Studies**

- **Content:** Family members and why it is important to be a member of a family (belonging). Discuss different types of families, immediate and extended families. Family trees showing their own place, and that of other family members, in the immediate and extended family. State relevant information about their school. Discuss main social activities in the family. 
- **Explore/Investigate:** Draw and describe family members. Learn about family relationships in other African languages. Dramatise some social activities. 
- **Display Table:** Family pictures and family trees. Drawings of school and friends.

**RME**

- **Theme 1:** Belonging 
  - Unit 1.1 + 1.2 
  - Our big Family 
  - Family in conflict e.g. Joseph and his brother
**Theme: The Social Environment**

**Topic of Integration: Summer**

**First Language**

- **Listening & Responding:** Listen to a story about the effect of summer on people’s daily lives.
- **Speaking and Communicating:** Give the learners opportunities to talk about events like summer sport, summer holidays, etc.
- **Discuss personal likes and dislikes about summer events.**
- **Revision:** From Grade 1 + new (hot, rainy, cloudy, water, swim, sport, etc.).

**Second Language**

- **Listening & responding:** Any story/Song/poem. Listen to weather report-give own report (sentences /use new words). Answer simple questions. Share daily news.
- **Speaking & comm.** Read/repeat songs/poem. Pronouns words and phrases. Answer questions-use new words. (Name numbers 1-10)
- **Reading & Viewing:** Read short prepared text 3-5 sentences. Answer simple/high order questions.
- **Phonics:** i + e
- **Writing:** Write short sentences (correct spacing/ rhythm/formation)

**Language Structure:** Continue with punctuation.

**Reading & Viewing:**

- **Phonics:** Recognize letter names (English) and letter sounds.
- **Sight words:** Read/construct 2/3-letter words
- **Writing:** Write short sentences (correct spacing/ rhythm/formation)
- **Langu. struct/grammar:** Use capital letters + full stops.

**Mathematics**

**NCD:** Orientation 1-100 (Counting selected intervals of 10 in the range 1-100; counting in 2’s up to 20; in 3’s up to 30; in 5’s up to 50 and in 10’s up to 100) and other aspects: order; even/odd; place values; doubling/halving, number images etc.

**Addition and Subtraction:** All aspects mentioned in wk1-3 if learners are not fluent and bridging the 10: 8+5=13; disappearance problems and almost disappearance problems: 13-13=. . and 13-12=. . ; Bridging the 10: 15-8=15-5-3=10-3=7 Use the theme to set up short leading to additions and subtractions in the range 1-20.

**Measurements:** Mass: Use vocabulary on mass.

**Data Handling:** Collect and organize data appropriate to the theme. (pictographs)

**Physical Education**

- **Theme:** Physical Fitness
- **Activities:** Muscular strengths and endurance
- **Free standing activity (foot legs and abdomen,** (Syllabus, p.9). Ball skills: bounce the ball on ground while walking or running (Syllabus, p.44).
- **Discuss playing games/sport with friends and play fairly**
- **Game(s): Sawing wood (Syllabus, p.49)**

**Arts:**

- **Visual Arts:** Mix two primary colours to get a secondary colour.
- **Music:** Give opportunities to recognize long and short sounds (duration)
- **Dance:** Move freely to music focusing on different parts of the body
- **Drama:** Create a beginning and an end of the story.

**Environmental Studies**

- **Content:** Why weather conditions? Name the months that summer covers. The effect of Summer on people and the environment. Types of sport played in Summer, appropriate clothing, changes in weather conditions.
- **Explore/Investigate:** At intervals, observe and record weather conditions on a chart, and relate to changes. List types of fruit available during summer.
- **Display Table:** Any pictures or drawings of summer. (clothing, sport, fruit ect.)
**THEME: THE SOCIAL ENVIRONMENT**

**Topic of Integration:** Customs and cultural events

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### First Language

**Listen + Respond:** Listen to daily news and answer questions.
**Speak + Communicate:** Discuss what the learners like about their own and other's cultures and customs. Talk about different cultures. Discuss about cultural food, events attire, festivals, etc. Learn a poem or rhyme about culture /customs.

**Vocabulary:** festivals, culture, custom, event, attire, food, etc.

**Read + View:** Shared reading of flyers, newsletters or information posters on Customs (reading for factual information). Answer comprehension questions.

Read/share each other’s writing about ‘My culture’

**Language Structure:** Possessive pronouns (mine, yours, his, hers)

---

### Second Language

**List, & Resp.** Talk about: own culture/ cultural food/different events/ act cultural songs/dances. Cultural stories.

Revise colours and numbers (6-10)

Learn cultural song/poem/rhyme

Vocabulary: play, games, friends

+ phrases (e.g my friend’s name is/are…, we play football/cards/ with our dolls. We like to … etc.)

**Speaking & Comm.**

Discuss/ Role-play different greetings/cultures in Namibia.

**Reading & Viewing:** Read words with same initial sounds. Read long/short vowels. Clap/count syllables in words. Read short texts.

Answer simple questions

**Phonics:** revise vowel sounds (i, e)

**Sight words:** he, she, at,

**Writing:** Copy sentences

Write new vocabulary.

**Lang struct/grammar:** use/write pronouns correctly. Use possessive pronouns in short sentences.(orally)

Read/sound/ 2-3 letter words

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### Physical Education

**Theme:** Physical fitness

**Activities:** Muscular strengths and endurance.

Free standing activity (for foot leg and abdomen, (Syllabus p.9)

Ball skills: bounce the ball on ground while walking or running (Syllabus p.44)

Discuss playing games/sport with friends and playing fairly

Game(s):

Sawing wood (Syllabus, p49)

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### Mathematics

**NCD:** Orientation 1-100 (Counting selected intervals of 10 in the range 1-100; counting in 2’s up to 20; in 3’s up to 30; in 5’s up to 50 and in 10’s up to 100) and other aspects: order; even/odd; place values; doubling/halving, number images (20 frame) neighboring numbers; Subitizing 1-5; estimating 6-20, check through counting;

**Problem solving & Computation 1-20.** (Revision from Gr 1 T3)

**Addition and Subtraction:** all aspects mentioned in wk1-4, emphasize on bridging the 10. Use the theme to set up short stories leading to additions and subtractions in the range 1-20.

**Measurements:** Time: Months of the year, introduce the calendar; relate events/occurrences to weeks and months.

Money: Name & identify coins and their values.

**Geometry:** Find and identify 2D objects often used in daily life.

**Data handling:** Collect and organize data appropriate to the theme. (pictographs)

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**Arts:**

**Visual Art:** Use colour, shape, texture and pattern to design artifacts or art relating to a local culture

**Music + Dance:** learn a local folk song/dance or traditional dance and song from a local or minority culture

**Drama:** Role-play and character work related to story in L1 or L2

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**Environment Studies**

**Content:** Describe customs and cultural expression in the local community - Special days, events and ceremonies. National flag – meaning, colours and images. Explain Namibian Historical Days how it occurs and identify its significance. Identify different local, traditional and national leaders.

**Explore/Investigate:**

Role play/dramatise special ceremonies/days. When and where the National flag is hoisted. Sing the National Anthem. Make a collage of the Namibian flag.

**Display Table:** Pictures, posters, drawings and traditional objects used at special days.

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**RME**

**Theme 1- Belonging**

Unit 1.3 + 1.4

Settling Conflict

Naomi’s Decision

+ Jesus is our friend
First Language

Listen + Respond: Listen to a story about the three little pigs.
Speak + Communicate: Discuss the different building materials used in the story and talk about what people in their community used to build their houses. Role-play the story.

Vocabulary: materials, zink, iron sheets, poles, bricks, stones, straw, etc.

Read + View: Read (a story) about buildings and materials. Ask comprehension questions and ask learners to explain new vocabulary in their own words (or put it in a sentence).

Modelled reading/writing of daily news items shared by the class. Begin a class diary (Daily News)
Phonics: Explore vowels 'i' & 'o' (bi/ci/di/fi... and bo/co/fo/fo...).

Sight words: Write phrases/sentences under pictures of different building materials. Make a mini-book (or class book) about ‘Building materials’.

Handwriting: Practice 'i' and 'o' + consonants from phonics.

Language Structure: Definite/ indefinite articles (a, an & the)

Second Language


Vocabulary: bricks, sticks, straw etc.

Speaking & comm. Role-play instructions/commands and use new words.

Reading & viewing: Replace beginning/ending sound to make new words. Repeat all single sounds. Make own/ read 2-3 letter words. Answer simple questions. Read words and sentence strips (building materials)

Sight words: our, was, that,

Phonics: explore consonants + ‘a’ (bad/cat/dad/fat.) recognize, find in words and practice saying sounds.

Writing: Write phrases/sentences

Lang. struct/grammar: Use/demonstrate common regular verbs in simple present. Tense

Physical Education

Theme: Physical fitness
Activities: Flexibility activities
Free standing flexibility exercises
Flexibility exercises with small apparatus (Syllabus p.12)
Ball skills: Bounce the ball in front of body, underneath right/ left leg etc. (Syllabus guide p.44)
Game(s): Revise games

Building materials

Visual Art:
modeling/construction; work in small groups to collect objects (stick, wore, cardboard etc) to construct a model (imaginative or connected to the theme)

Music: learn a new action song
Dance: choreography – work together to choreograph a dance

Arts:

Environmental Studies

Content:
Describe and name building materials in local environment. Discuss different rooms with its suitable furniture.

Explore/Investigate:
Collect and make group exhibitions – samples of building materials

Display Table:
Pictures, drawings, photos and real objects (toys)

Mathematics

NCD: Orientation 1-100 (Counting selected intervals of 10 in the range 1-100; counting in 2’s up to 20; in 3’s up to 30; in 5’s up to 50 and in 10’s up to 100) and other aspects: order; even/odd; place values; number images (20 frame) decomposition etc.

Subitizing 1-5: estimating 6-20, check through counting;

Problem solving & Computation 1-100
Phase + 1 (P+ 1) → 20+40=60 (analogue of 2+4=6)

Use the theme to set up short stories leading to additions and subtractions in the range 1-20.

Measurements: Length: Revise non standard units. Order and compare lengths of objects & use appropriate vocabulary.

See remark 2, front page

Revision: Computation: bridging the 10 (addition and subtraction) in the range 1-20.

RME

Theme 2- Phases of Life : Elders and Ancestors
Unit 2.1 + 2.3
Grandparents and grandchildren
Asking an older person for help
THEME: THE SOCIAL ENVIRONMENT
Topic of Integration: Public transport

First Language
Listen + Respond: Listen to a story about local transport and respond to questions.
Speak + Communicate: Discuss different types of transport used by learners to come to school.
Learn a rhyme or poem (e.g. Train number one has gone away).
Vocabulary: train, taxi bus, minibus, bicycle, donkey cart, horses, ox air-, water-, road transport, railways, etc.
Read + View: Read stories and magazine about transport.
Do sentence extension activities. Make up new sentences using vocabulary and sight words.
Phonics: Explore consonants + ‘u’ as in (bu/cu/du/fu...)
recognize, pronounce and find in words. Make cvc words with ‘u’ (bug, bud, bun.., cub, cup cut ...)
Have fun with nonsense words (bub, cug dun....)
Sight words: Revise first 90 high frequency sight words (G1)
Write: Write answers to simple lower order questions on reading content. Focus on learning how to answer the question that was asked and give information in their own words.
Handwriting: Practice copying cvc words from chalkboard, emphasis on accuracy and speed. Do time trials.
Language Structure: Synonyms (words that have similar meanings – e.g. lovely/nice/good/pleasant or big/large/huge/massive etc.)

Second Language
List. & resp; Song (e.g. the wheels of the bus/row the boat..)
Talk about different transport that learners use. (counting 1-20)
Speaking&Comm: Repeat song. Discuss different transport while use new words/pronounce correctly.
Reading&Viewing:
Sight words: on, they, but, at
Phonics: explore consonants + ‘e’,(be/ce/de/fe...) recognize, find in words and practise saying sounds.
Replace sound to make new words.
Read sentences about transport.
Construct own words.
Writing: Write own story (6-10 words) for others to read – use new vocabulary and capital letters + full stops.
(keep list of new vocab.)
Lang. struc./grammar:
Revise: verbs

Physical Education
Theme: 2. Athletics.
Activities & Game(s):
Games with the emphasis on endurance (Look and react, touch, escape (Syllabus p.34)
Games with emphasis on speed.
Game(s): Play the game of throw against-the wall-relay (syllabus p.38)
Discuss and play games associated with traditions and special events (e.g. party games or traditional games)

Arts:
Visual Art: Make models of fantasy mode of transport from cartons/boxes and/or draw label design for superhero transport
Dance + Music: Sing transport song (e.g. looby loo) and make up a dance/actions
Drama: Group role-play based on a journey (in a spaceship or private ship then discuss characters

Public transpots

Mathematics
NCD: Orientation 1-100 (Counting selected intervals of 10 in the range 1-100; counting in 2’s up to 20; in 3’s up to 30; in 5’s up to 50 and in 10’s up to 100 as well: 22-32-42.. and 86-76-66) and other aspects: order; even/odd; place values; number images (20 frame) doubling & halving; decomposition etc.
Problem solving & Computation 1-100
Multi step problems (Minibus problems) range 1-20.
Phase + 1 (P+1)  20+40=60 (analogue of 2+4=6). Use the theme to set up short stories leading to additions and subtractions in the range 1-20.
Measurements: Capacity; Use correct vocabulary; order and compare containers frequently used in daily life.
See remark 2, front page. Data handling as well
Data Handling: Display and interpret data.
Revision: Computation: bridging the 10 (addition and subtraction) in the range 1-20.

RME
Theme 2: Phases of life: Elders and ancestors
Unit 2.2 + 2.4
Elders of our nation
Our ancestors

Environmental Studies
Content:
Types of public transport in the community, its need and importance.
Explore/Investigate:
Draw a pictograph showing/indicating types of public transport.
Display Table:
Pictures, drawings, pictographs, objects
First Language

Listen + Respond: Daily news (Think, Pair, Share) continue to share and discuss news. Revise symbols of national culture (flags, coins, anthem etc) as explored in Grade 1. Extend understanding of local media by focusing on news from TV, radio or newspapers.

Speak + Communicate: Role-play meeting a news reader / reporter/journalist. Play language games (e.g. Chinese whispers) and complete word puzzles (e.g. hangman or a word search)

Vocabulary: news, reporter, journalist, newspaper, etc.

Read + View: Shared or guided reading of a simplified short paragraph about an event and discuss why things happened. Sight words: Revise first 90 high frequency sight words (from G1)

Phonics: Make cvc words with 'e' & 'i' (beg, bed, bet../bin, bid, bit..)

Write: Use modelled/shared writing and reading of daily news to create a class diary. Learn strategies and practice filling in a cloze exercise (fill in the blanks) on a topic related to the integration theme. At first provide a list of missing words.

Handwriting: Practice copying words and short sentences from chalk board (with emphasis on accuracy + speed)

Language Structure: Comparisons (As red as blood)

Second Language

List, responding: Respond to courtesies/greeting. Ask/answer questions and follow/give instructions through telephone.

Speaking and comm., Role-play greetings/instructions/commands and participate in free discussion.

Reading and viewing: Read words/ sentences: distinguish long/short vowels in words.

Phonics: Read words with familiar blends. Digraphs/diphthongs

Sight words: Construct 2/3 letter words. Revise Gr. 1 sight words.

Writing: Draw cellphone and write sms.

Lang. struc./grammar: Revise: add ‘s’ to make nouns plural

Revise conjunctions

Physical Education

Topic: Infrastructure (Communication)

Weeks: 10

Game(s): Jumping using hoops or skipping ropes.

Mathematics

NCD: Orientation 1-100 (Counting selected intervals of 10 in the range 1-100; counting in 2’s up to 20; in 3’s up to 30; in 5’s up to 50 and in 10’s up to 100 as well; 22-32-42.. and 86-76-66) and other aspects: order; even/odd; place values; number images (20 frame) doubling & halving; decomposition etc.

Problem solving & Computation 1-100

Phase 2 (P2) → 20+7=27

Use the theme to set up short stories leading to additions and subtractions in the range 1-20.

Measurements: Mass: Order and compare objects using improvised balance to compare.

See remark 2, front page1

Geometry: Revise 2D shapes; Create pictures using 2D shapes.

Data Handling: Revise, collect, organize and display data in a pictograph.

Revision: P+ 1 and Computation: bridging the 10 (addition and subtraction) in the range 1-20

Arts:

Visual Art: Make/paint a poster of advertising a TV/radio show (see L1)

Music: Revise song learned

Dance: Work in groups to choreograph a short dance to a pre- selected piece of music. Groups present dance to each other

Drama: Role plays based on characters from a TV show (e.g. scene from a favourite show chosen by the class) or prepare a TV/radio news show

Environmental Studies

Content:

Different means of communication used in the community. Discuss communication methods used in the past.

Explore/Investigate: Dramatise reading a news bulletin on TV or Radio.

Display Table:

Pictures, objects and drawings of communication.
**THEME: THE SOCIAL ENVIRONMENT**
**Topic of Integration: Local businesses**

**First Language**
- **Listen + Respond**: Listen to presentations on small businesses and answer questions.
- **Speak + Communicate**: Discuss the role of local businesses in the community. Role-play and dramatize selling and buying using direct speech.
- **Vocabulary**: left, right, straight ahead, corner, turn, past, positional prepositions (e.g. in front of, behind, near) + cardinal numbers.
- **Read + View**: Use modeled/shared writing and reading of daily news to create a class diary. Answer oral and written comprehension questions.
- **Write**: Draw a map of shopping complex/mall/area. Show directions how to find a certain shop.
- **Handwriting**: Practice copying words/ sentences from chalk board.
- **Phonics**: Make cvc words with 'o' & 'a' (bog, cop, dot, fog, hot, lot..)

**Second Language**
- **Speaking and comm.**: Discuss diff. traders in community - use new words.
- **Reading & viewing**: Clap/count syllables. Tell/create repetition of initial sound.
- **Sight words**: there, out, be, have
- **Phonics**: explore consonants + ‘u’” (byn, fun, syn, etc.)
- **Writing**: Write words/phrase/sent.
- **Lang. structure/grammar**: Use: 'can', 'may', 'must'. Spell words. Revise possessive pronouns.

**Physical Education**
- **Theme**: Athletics
- **Activities**: Throwing, Activities.
- **Games with the emphasis on throwing for distance (e.g. To and Fro, Bouncing To and Fro, (Syllabus p.38))
- **Game(s)**: Individual partner and group competitions (Syllabus p.39)
- **Competitions using instructions and directions**

**Mathematics**
- **NCD**: Orientation 1-100 (Counting selected intervals of 10 in the range 1-100; counting in 2's up to 20; in 3's up to 30; in 5's up to 50 and in 10's up to 100 as well: 22-32-42.., and 86-76-66) and other aspects: order; even/odd; place values; number images (20 frame) doubling & halving; decomposition; number bonds; friends of 10 comparison; Subitizing 1-5; estimating 6-20, check through counting;
- **Problem solving & Computation 1-100**: Phase + 2 (P+ 2) → 20+7=27; Use the theme to set up short stories leading to additions in the range 1-100.
- **Subtractions only in number range 1-20**
- **Measurements**: Money: select sets of coins up to N$5 and demonstrate buying and selling up to N$5; Name and identify N$10 and N$20 notes, discuss the value and properties.
- **Geometry**: Create patterns using 2D shapes.
- **Revision**: P+ 1 and Computation: bridging the 10 (addition and subtraction) in the range

**Local businesses**

**Arts**
- **Visual Art**: Design, draw, decorate and cut out costume/clothes for a character (real or imaginary)
- **Music**: Sing a song or learn an action rhyme. Add percussion instruments
- **Dance**: Given choreographed
- **Drama**: Mime getting dressed. Others guess what is worn.

**Environmental Studies**
- **Content**: Describe the occupations of traders in the local community. Discuss traditional and modern ways of trading and selling. Reasons for shops and markets. Difference between needs and wants to buy.
- **Explore/Investigate**: Visit a local shop or market. Role-play buying and selling at a shop or market. Practise saving money.
- **Display Table**: Pictures of different items, shops, money, etc
**Theme: The Social Environment**

**Topic of Integration:** Autumn

**Physics Education**
- **Theme:** Sport Skills
- **Activities:**
  - Extend knowledge of behavioural rules
  - Move objects on the ground without implements (e.g. roll, dribble, kick and stop, a ball) (Syllabus, p. 42)
- **Game(s):** Storming the tiger, (Syllabus, p. 50)

**First Language**
- **Listen + Respond:** Daily news on weather. (Think, Pair, Share)
- **Speak + Communicate:** Discuss the effects which autumn has on the environment, people and animals’ lives. Discuss during which months we experience autumn.
- **Read + View:** Read a story about autumn and answer oral and written comprehension questions.
- **Phonics:** Make cvc words with ‘o’ & ‘a’ (bog, cop, dot, fog, hot, lot)
- **Write:** Follow written directions and instructions.
- **Handwriting:** Practice copying words/ sentences from chalk board

**Second Language**
- **Listen & Respond:** Explain changing in weather conditions. Story about wind/ leaves of trees. Answer questions. Retell story. Share news with each other.
- **Speaking & Comm.:** Discuss weather – use new words.
- **Reading & Viewing:** Recognise/create repetition of initial sounds.
- **Phonics:** Make cvc words with ‘o’ & ‘a’ (bog, cop, dot, fog, hot, lot)
- **Writing:** Write simple sentences about autumn – correct spacing/letter formation.
- **Language & Grammar:** Revise; nouns/pronouns/verbs/Spell words
- **Ask/who/when/where/what questions (use pictures)**

**Mathematics**
- **NCD:** Orientation 1-100 (Counting selected intervals of 10 in the range 1-100; counting in 2’s up to 20; in 3’s up to 30; in 5’s up to 50 and in 10’s up to 100 as well; 22-32-42… and 86-76-66) and other aspects: order; even/odd; place values; number images (20 frame) doubling & halving; decomposition; number bonds; friends of 10 comparison; Subitizing 1-5; estimating 6-20, check through counting;
- **Problem solving & Computation 1-100**
  - Phase “2 (P* 2) → 20+7=27. Use the theme to set up short stories leading to additions in the range 1-100.
- **Subtractions only in number range 1-20**
- **Measurements:** Revise mass and capacity vocabulary.
- **Revision:** P* 1 and Computation: bridging the 10 (addition and subtraction) in the range 1-20.

**RME**
- Theme 5-Social Values: Forgiveness and reconciliation
- Unit 5.1
- The new football
- The Lord's Prayer

**Arts**
- **Visual Art:** Draw to record observations, e.g. during a natural environment (science) lesson look at a flower before drawing
- **Music + Dance:** create an introduction of an autumn song with dancing or action
- **Drama:** use materials and objects to support the dram, e.g. shake seeds in a container to make sound of rain

**Environmental Studies**
- Why weather conditions? Name the months that Autumn covers. The effect of Autumn on people and the environment. Types of sport played in Summer, appropriate clothing, changes in weather conditions.
- **Explore/Investigate:**
  - At intervals, observe and record weather conditions on a chart, and relate to changes.
  - List types of fruit available during summer.
- **Display Table:**
  - Any pictures or drawings of Autumn. (clothing, sport, fruit ect.)
**First Language**

**Listen + Respond:** Name and list all the different types of clothes that learners can think of.

**Speak + Communicate:** Describe and discuss the effect of uncleanliness on one’s health. Talk about healthy habits. Daily news/class diaries, language games and continues to add to repertoire of poems/songs/rhymes.

**Vocabulary:** clean, wash, soap, bath, water, health, etc.

**Read + View:** Collect and read descriptions on containers (detol, omo, Maq, stasoft, etc.) Guided/shared reading, o a story on cleanliness.

**Phonics:** 2 letter initial blends: dr/cr/br (draw, crow, brick…) and bl/cl/fl (blood, cloud, fly) make word lists. Play card games (e.g. matching families or snap)

**Write:** Make a mini book about descriptions on containers (labeled pictures of different items) or of a story about cleaning.

**Handwriting:** Practice and revise/consolidate letter formation of anticlockwise circular letters (c, a, d, g, q, o, e)

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**Second Language**

**Listening + Respond.** Discuss personal hygiene. Listen to story about HIV/AIDS.

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

**Learn a song/poem/rhyme.**

**Vocabulary:** hygiene, clean, exercises etc.

**Speaking+ comm.** Repeat/Retell story/rhyme/poem. Role-play story and use new words correctly.

**Reading and viewing:** Show respect for books. Sound and read beginning/ending sound. Clap/count syllables.

**Phonics:** Make cvc words with ‘i’ (big, bid, bit… did, dig, dip…) Have fun with nonsense words

**Sight words:** good, pretty, must, well

**Writing:** Write short sentences describing how to stay clean (correct spacing/rhythm/letter formation) Copy words. Write new vocabulary.

**Language/grammar:**

- Use capital letters + full stops in sentence
- Use and acting out verbs (regular verbs)
- Recognize, read 2-3 letter words.
- Revise: ‘when, where, who, what’, question
- Divide words in syllables.

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**Physical Education**

**Theme:** Sport skills + Playing games

**Activities:** Moving objects on the ground without apparatus (e.g. roll and stop, dribble, kick objects, move objects in various ways, (Syllabus p. 41-42))

**Game(s):** Airplane

Individual, partner and group competitions (Syllabus p.50)

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**Cleanliness**

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**Arts:**

**Visual Art:** Demonstrate use of line thick, thin, straight jagged, continuous or broken line.

**Music:** Perform songs, games in mother tongue, other Namibian languages and English

**Dance:** Constructing movement, e.g. stretch arm to wrap them around the body

**Drama:** mime getting dressed. Others guess what you are wearing.

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**Mathematics**

**NCD:** Orientation 1-100 (Counting as in term1)

Write number names 1-10, revise

**Problem solving & Computation 1-100**

Phase * 3 (P* 3) → 2 digits + 1 digit, not bridging the ten: 32+6 = 38, (analogue to 2+6=8.)

Phase 1 (P 1) → decades–decades: 60-20=40, analogue to 6-2=4.

Time table of 2 from 1×2 up to 10×2.

Use the theme to set up short stories leading to additions and subtractions in the range 1-100

[Only calculations covered so far ↓ & ↑ !]

**Measurements:**

**Capacity:** Use correct vocabulary; measure and record using abbreviation (ℓ) with reasonable accuracy.

**Money:** Name and identify all the coins, $10 & $20 notes and discuss their values and relevant properties; work out change in coins up to $20.

**Geometry:** Revise identify and name 2D shapes sort and classify a variety of shapes.

**Revision:** P* 1-2 and Computation: bridging the 10 (addition and subtraction) (1-20)

20. Number images in the 20 frame

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**RME**

**Theme 8 – Children’s Rights and Responsibilities (at home & in school)**

Unit 8.1

How Adults Help Children Acceptable behaviour

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**Environmental Studies**

Importance of personal hygiene, exercise and rest. Importance of contact and behaviour towards people infected with HIV and AIDS.

**Explore/Investigate:**

Group work – list all exercise done in the week.

Write a short poem about importance of wearing clean clothes. Role-play caring and safe physical contact.

**Display Table:** Pictures, poems.
**Theme:** HEALTH, SAFETY & NUTRITION  
**Topic of Integration:** Functions of the 5 senses

**First Language**

**Listen + Respond:** Daily news / Class Diary (think/pair/share)  
Identify and explore the 5 senses (the sense of hearing, sight/vision, taste, smell and touch). Why our senses are important and what do we use/need them for.

**Speak + Communicate:** Discuss what it would be like if one of our senses is not working. Talk, in particular, about people who can’t see/hear; the difficulties they face, how we should treat them and how we can help them. Talk about people with other disabilities and the learners’ experiences with them.

**Read + View:** Modeled reading of a story about someone with a disability (e.g. *The story of Helen Keller* / any other relevant story)  
Answer questions. *Sight words:* Revision + every, old, by, after.  
Phonics: 2 letter blends: gl/pl/sl (glass, play, slide…) make word lists.  
Play matching family’s card game + revision

**Write:** Play word puzzles (e.g. mixed up vocabulary words or mixed up sentences using known words) Fill in cloze exercises, play hangman and complete word-searches/crosswords.

**Handwriting:** Dictations – dictate words/short sentences to write down/scene alternatives on speed and accuracy.

**Language Structure:** Revise adjectives (describing words). Change regular verbs from present to past.

**Second Language**

**Listening and responding:** Discuss parts of the body and learn words connected with the 5 senses. Use known words (nouns) to make a list of the things we can see/hear/smell/touch/taste. Learn the names of nouns Answer simple questions on senses.(new vocabulary).  
Play language games (e.g.: ‘*I spy*’)  
Learn a poem/rhyme (e.g. *Poly Put the Kettle on*); *Vocabulary:* I can hear, see, smell, taste, touch/feel a …, + nouns

**Speaking and comm:** Identify sense organs and discuss importance of it. Discuss importance of healthy food.

**Reading + Writing:** Make a mini-book for each of the 5 senses containing pictures/words of nouns connected with it (from oral work) Read books in pairs. Play reading games (e.g. *Swat it*) with new vocabulary (nouns)  
Re-write mixed up sentences (e.g. I can *hear* a flower = I can *see/smell* a flower)  
Phonics: Revise cvc words with (a/e/i) and begin to explore cvc words with o’ (bog, cob, mop, not … ); *Sight words:* into, good + revision

**Writing:** Write words/ phrases and sentences.

**Language/grammar:** Recognise, read 2/3 letter sight words. Use “can”, “may” and *must*. Revise; ‘when, where, who, what’  
Divide words in syllables.

**Physical Education**

**Theme:** Sport skills + Playing games  
**Activities:** Revise sports skills  
Participating in variety of small games.(revise + Exchange Relay, Teacher Ball relay, *Syllabus pg.47*)

**Game(s):**  
Revise + play traditional games.

**Functions of the 5 Senses**

**Arts:**

**Visual Art:** Make a large group abstract collage (using different textures and colours) for each of the senses  
**Music:** Sing a song about the body (e.g. *This is the way…*)

**Dance:** Improvised dance to appropriate music  
**Drama:** Mime and blindfold exercises/games to fully explore the use of our senses (especially sight/hearing

**Mathematics**

**NCD:** Orientation 1-100 (Counting as in T1);  
Ordering & comparing; number bonds (1-10) place values and decomposition; ordinal numbers up to 20. Subitizing 1-5 and estimation of numbers up to 20, count afterwards.

**Problem solving & Computation 1-100**

Phase 4 (P* 4*) → 2 digits + 1 digit , bridging the ten: 38+6 = 44, (analogue to8+6=14). Phase 2 (P* 2*) → decades-digit: 60-8, analogue to 10-8=2. Use the theme to set up short stories leading to additions and subtractions in the range 1-100.  
[**Only calculations covered so far ↓ & ↑**]

**Measurements:** Time: Name the days of the week, months of the year and use a calendar to identify specific information about days and dates, relate everyday occurrences and events at home and in the community to days, weeks and months.

**Geometry:** Draw/make shapes showing essential features; identify and name common 3D shapes. 
Revision: P* 1-3 and P* 1; Computation: bridging the 10 (addition and subtraction) (1-20)

**RME**

Theme 8 – Children’s Rights and Responsibilities (at home & in school)  
Unit 8.2 How Children can help Adults

**Environmental Studies**

**Content:** Identify factors affecting growth and development. Different sense organs and how to take care of them. Good and bad emotions.

**Explore/Investigate:** Brainstorm a collection of word and pictures connected to each of the senses. Play games to emphasize the importance of the functions of the sense organs.

**Display Table:** Poster or chart with parts of the body and different emotions.
**First Language**

**Listen + Respond:** Name and list all the different types of clothes that learners can think of wearing during winter. **Speak + Communicate:** Describe and discuss the different situations/occasions/weather in which different types of clothes are needed. Talk about favourite clothes to wear during winter and the idea of fashion/style. Revise colours and develop descriptive vocabulary for clothes (e.g. etc.) Daily news/class diary, language games and continues to add to repertoire of poems/songs/rhymes. **Vocabulary:** trousers, shirt, jumper, skirt, dress, underwear, socks, coat, tracksuit, jersey, long, short, thick, wool, fabric **Read + View:** Read and draw (read a description of a person/outfit, draw and colour a picture to match the description) Guided reading of a story (any relevant story) answer question + complete language/sequencing activities. **Phonics:** Revision + how, know, put, take Phonics: 2 letter initial blends: dr/cr/br (draw, crow, brick…) and bl/cl/fl (blood, cloud, fly) make word lists. Play card games (e.g. matching families or snap) **Write:** Make a mini book about clothes (labeled pictures of different items of clothes) or of a story about clothes **Handwriting:** Practice and revise/consolidate letter formation of anticlockwise circular letters (c, a, d, g, q, o, e) **Language structure:** Revise regular verbs Change negative regular verbs from simple present to past.

**Second Language**

**Listening and responding:** Listen to story and sing song about winter. Discuss weather/clothes for winter. Answer questions about observations in environment. Share daily news. **Speaking and communicating:** Use vocabulary words and make own sentences about weather (work in groups). Repeat story and song. **Reading and viewing:** Good reading habits. Clap/count syllables. Sound out short/long vowel sounds. Identify repetition of beginning sound. **Sight words:** good, brown, under **Phonics:** words ending with -t/-d **Writing:** Write down new vocabulary **Write words and phrase about winter** (correct spacing rhythm and letter formation) **Language and grammar:** Use and act out prepositions (on, under, between, behind, etc.) Sound out words and spell words Revise ‘can, may, must’

**Physical Education**

**Theme:** Sport skills **Activities:** Move and stop objects on ground and air with apparatus. Dribbling objects with apparatus in a variety of ways (Syllabus p. 42) Bounce balls with apparatus in the air and on the ground. (Syllabus p. 44) **Game(s):** Stand in a line hitting Targets (Syllabus p. 289)

**Winter**

**Arts:**

**Visual Arts:** Draw winter cloths and winter food or cut out from magazine to past in their books **Music and dance:** Use traditional attires. **Drama:** create a beginning and an end to a story

**Mathematics**

**NCD:** Orientation 1-100 (Counting as in T1, special attention to counting in 2’s up to 20; in 5’s up to 50 and in 10’s up to 100); Ordering & comparing; number bonds (1-10) place values and decomposition; etc. **Problem solving & Computation 1-100** Phase 1* 4 (P 4) → 2 digits + 1 digit, bridging the ten: 38+6 = 44, (analogue to8+6=14.). Phase 2 (P 2) → decades→digit: 60-8, analogue to 10-8=2 Use the theme to set up short stories leading to additions and subtractions in the range 1-100. [Only calculations covered so far ↑ 1] **Measurements:** Time: tell time in hours and half hours from a clock face. **Geometry:** Sort and classify 3D objects according to geometric properties. **Revision:** P 1 and P 1; Computation: bridging the 10 (addition and subtraction) (1-20); 2 times table up to 10×2.

**RME**

**Theme:** 5 Social value forgiveness and reconciliation. Unit 5.1 + 5.2 e.g. New football e.g. forgiveness and reconciliation

**Environmental Studies**

Why weather conditions? Name the months that winter covers. The effect of winter on people and the environment. Types of sport played in winter, appropriate clothing, changes in weather conditions. **Explore/Investigate:** At intervals, observe and record weather conditions on a chart, and relate to changes. List types of fruit available during winter. **Display Table:** Any pictures or drawings of Autumn (clothing, sport, fruit ect.)
**First Language**

**Listen + Respond:** Daily news (Think, Pair, and Share). Ask the learners to share news about dangerous situations.

**Speak + Communicate:** Share experiences on dangerous situations. Share ideas on safety measures. Discuss the importance of safety. Role play (characters e.g. a stranger, little boy or girl, police officer, etc.) Learn a poem or rhyme.

**Vocabulary:** safety, dangerous, potentially, caring, touching, situations etc.

**Read + View:** Shared reading of story about safety. Answer simple and higher-order comprehension questions. Share each others writing about ‘My friends’

**Sight words:** Revision + 10 words

**Phonics:** continue with 2 letter initial blends: dr/cr/br (draw, crow, brick…) and bl/cl/fl (blood, cloud, fly) make word lists.

**Write:** Draw pictures of a dangerous item or situation and share.

**Handwriting:** Write dictation of 3 simple sentences. Write 1 or 2 compound sentences.

**Language structure:** Use verbs, ordinal numbers and cardinal numbers to describe the future events. (e.g. how many people where involved, what did the first, second, etc. doing)

**Second Language**

**Listening and responding:** Listen to story: Little Red Riding Hood. Retell parts of the story. Role-play story and respond appropriately to courtesies and greetings. Share news with friends.

**Vocabulary:** dangerous, safe, strangers etc.

**Speaking and communicating:** Role-play greetings, instructions and commands. (like in the story). Use new word to make own sentences.

**Revise articles:** a, an, the

**Use contractions:** I’m his best friend.

**She’s my best friend.**

**Reading and viewing:** Show respect for books. Create repetition of initial sound. Read/ build 2 and 3 letter sight words

**Phonics:** word starting with “c” and “k”

**Sight words:** ate, well, went yes, they

**Writing:** Copy three lines of words (correct spacing, rhythm, letter formation).

Add new words to vocabulary list. Sequence pictures and write own stories.

(Short sentences.)

**Language structure/grammar:** Use irregular verbs (have/has) in simple Present Tense in sentences.

Add “s” to make nouns plural.

Attempt to spell words (phonics)

**Physical Education**

**Theme:** 4. Gymnastics

**Activities:** Loco-motor-movements (e.g. travel in a variety of ways using hands, feet and other body parts, standing, sitting, lying, crouching – (Syllabus p.14-16)

**Game(s):** Traditional games. Explore movement and the 5 senses

**Mathematics**

**NCD:** Orientation 1-100 (Counting as in T1)

Ordering & comparing; number bonds (1-10) place values and decomposition; etc.

**Fractions:** name the fractional parts of a whole (half and quarter only).

**Times table of 10:** (1×10 - 10×10)

**Problem solving & Computation 1-100**

Phase * 5 (P * 5) → 2 digits + decade: 37+20

Phase 3 (P * 3) → two digits – 1 digit, not bridging the 10: 38 – 5 = 33.

Multi step problems.

**[Only calculations covered so far ↓ & ↑ !]**

**Measurements:** Length: order and compare objects using correct vocabulary; use standard unit of cm and draw a straight line given the length in cm; measure with reasonable accuracy in cm. Mass: Use correct vocabulary when ordering and comparing objects, use an improvised balance.

**Geometry:** Create recognizable 3D shapes from paper and recycled materials.

**Revision:** P* 1-3 and P* 1-2; Computation; bridging the 10 (addition and subtraction) 1-20; 2 times table up to 10×2..

**Environmental Studies**

**Content:** Identify and describe safety measures in the home, school and immediate environment. How to say “no” in an uncomfortable, potentially harmful situation. Describe forms of contact and touching are acceptable and unacceptable. Identify people who can help.

**Explore/Investigate:**

Role-play acceptable and unacceptable situations.

**Display Table:** Posters

**RME**

Theme: Sacred

Special time in our lives: tell weekly and annual times of worship in their religion. Discuss times of community Prayer and worship
**First Language**

**Listen + Respond:** Daily news (Think, Pair, Share). Ask the learners to share news about healthy food.

**Speak + Communicate:** Discuss what the learners like and dislikes about food. Share in pairs/groups their eating habits. Talk about the importance of having friends and what makes a good friend. Talk about things friends can do together, social groups in the school and community (e.g. soccer group, church choir, etc.) and the learners' involvement with them. Learn a poem or rhyme.

**Vocabulary:** food, health, habits, hygiene, unhealthy, like, dislike etc.

**Read + View:** Shared reading from magazines, articles, etc.

**Answer comprehension questions. Read/ share each other's writing about 'Healthy food'**

**Sight words:** Revision + 5 new words

**Phonics:** Continue with 2 letter initial blends: dr/cr/br (draw, crow, brick…) and bl/cl/fl (blood, cloud, fly) make word lists.

**Write:** Make poster about healthy food/ good eating habits.

**Handwriting:** Write dictation of 3 simple sentences. Write 1 or 2 compound sentences.

**Language structure:** Use irregular plurals

**Second Language**

**Listen and respond:** Revise vocabulary on personal hygiene. Learn song/poem and play favourite language game. Own sentences on hygiene before and when preparing food.

**Vocabulary:** good, wash, meal/dish, clean,

**Speaking and communicating:** Discuss in groups the steps to prepare simple dish. Sequence words/pictures. Repeat song/poem.

**Reading and viewing:** Respect for books. Blend/split onsets and rimes (eg. c at/ dr um)

**Phonics:** (beginning sound)

**Sight words:** please, eat, ate, like

**Writing:** Copy words (correct spacing, rhythm, letter formation). Add new words to vocabulary list. Sequence pictures and present own stories. (short sentences.)

**Language structure/grammar:** Revise common regular/irregular verbs in Simple Present Tense. Add “s” to make nouns plural. eg. dog/dogs. Attempt to spell words (phonics)

**Physical Education**

**Theme:** Gymnastic

**Activities:** Jumping

Jumping and landing with a bounce in the knees (Syllabus, p.21). Jump on the sport in various ways (Syllabus, p. 19). Travel using different ways of jumping (Syllabus, p. 19)

**Game(s):** Storming the tiger (Syllabus, p.50)

**Mathematics**

**NCD:** Orientation 1-100 (Counting as in T1)

Ordering & comparing; number bonds (1-10) place values and decomposition; etc.

Number patterns: complete sequences in ones and two’s

**Problem solving & Computation 1-100**

Phase A (P 5) → 2 digits + decade. Phase B (P 4) → two digits – decades. 42-20. Use the theme to set up short stories leading to additions and subtractions in the range 1-100. [Only calculations covered so far ↓ & ↑]

**Measurements:** Mass: Physically compare the mass of objects ½ and 1 kg.

**Geometry:** Describe common objects using correct vocabulary.

**Revision:** P 1-4 and P 1-3; Computation: bridging the 10 (addition and subtraction) (1-20) 2 and 10 times tables.

**RME**

**Theme 6 – Religion and the Environment**

**Unit 6.1 + 6.2**

**Where our food comes from**

**From Field to table**

**Arts:**

**Visual Art:** design a poster or package for a locally produced food

Make art using old food packages (construction, collage etc)

**Music:** sing a song about food – (e.g. Little Miss Muffet or the Queen of hearts)

**Dance:** improvised dance

**Drama:** role-play and mime based on characters or situations in the L1/L2 story

**Environmental Studies**

**Content:** How to handle food hygienically and why hygiene is necessary. Identify local food and their sources. How can boys and girls help prepare food at home. Explore/investigate: Classify food that can be eaten raw or cooked. Demonstrate how to wash and peeled them.

**Display Table:** Drawings, packaging labels and samples of different foods.
THEME: HEALTH, SAFETY & NUTRITION
Topic of Integration: Road Safety

First Language
Listen + Respond: Daily news (Think, Pair, Share). Discuss travel and traffic safety, especially grossing the road.
Speak + Communicate: Interview each other about traffic safety. Share experiences about road accidents. Role play (characters e.g traffic officers, drivers, pedestrians, traffic light, etc.) Learn a poem or rhyme.
Vocabulary: pedestrians, traffic lights, passengers, stop sign, etc.
Read + View: Shared reading of traffic signs. Read and share an article on road accident.
Sight words: Revision + 5 new words
Phonics: Continue with 2 letter initial blends: dr/cr/br (draw, crowd, brick...) and bl/cl/fl (blood, cloud, fly) make word lists.
Write: Draw traffic lights and explain the meaning of colours.
Language structure: Write dictation of 3 simple sentences. Write 1 or 2 compound sentences.

Second Language
Listening and responding: Learn song eg. the wheels of the bus. Listen to story about accident and answer questions on story.
Vocabulary: pedestrian /vehicle/ traffic etc.
Speak daily news.
Speaking and communicating: Create own sentences : (good and bad traffic behaviour ) Learners share own experiences
Reading and viewing: Read words with familiar blends eg bark/ work/ fork/
Read and create words with same beginning sounds. Read sentences and answer questions on it.
Sight words: went, ride, soon, there
Writing: Write short stories about road safety. (6-10 words)
Language structure/grammar :)
Use regular verb jumped/looked/climbed in Simple past tense.

Physical Education
Topic: Traffic Safety
Weeks: 23
Theme: Gymnastics
Activities: Rotations (turns)
Rotational movements
longitudinal axis (lengthwise) (Syllabus p.18)
Rotational movement (sagittal axis / forward and backwards) (Syllabus p.19)
Rotational movements front axis (directed at front)

Road Safety

Mathematics
NCD: Orientation 1-100 (Counting as in T1)
Ordering & comparing; number bonds (1-10) place values and decomposition; etc.
Times table of 5; (1x5 - 10x5)
Problem solving & Computation 1-100
Phase + 5 (P+5) → 2 digits + decade: ; 37+20
Phase - 4 (P-4) → two digits – decades: 42-20. Use the theme to set up short stories leading to additions and subtractions in the range 1-100.
[Only calculations covered so far ↓ & ↑ ]
Measurements: Use standard (cm) and non standard units of length to measure lengths of objects.
Geometry: Location, position, movement.
Revision: P+1 -4 and P-1 -3; Computation: bridging the 10 (addition and subtraction) (1-20)
2 and 10 time tables.

Arts:
Visual Arts: Create 2D geometrical shapes, patterns and symbolic shapes, e.g. circles, squares, rectangles, triangles, and road sign.
Music: Sing song at high and low pitches.
Dance: Coordinating arms and feet, e.g. walking with symmetrical arm pattern.
Drama: Use gesture and facial expression

Environmental Studies
Content:
Behaviour in traffic as a pedestrian and as a passenger in a vehicle.
Explore/Investigate:
Observe and tell about good and bad traffic behaviour in the community.
Role-play how to behave safely in traffic.
Display Table:
Display art work of good traffic behaviour.

RME
Theme 6 – Religion and the Environment
Unit 6.3
Observing a Beautiful thing, e.g. why we should care for the environment
**First Language**

**Listen + Respond:** Daily news (Think, Pair, Share). Ask learners questions from the daily news.

**Speak + Communicate:** Discuss different properties characteristics of objects. (liquid, solid, clay, etc.)

**Read + View:** Read/ share each others writing about 'characteristics' of a object.

**Sight words:** Revision + 5 words

**Phonics:** Introduce diagraphs

**Write:** Write own sentences describing an object.

**Language structure:** Antonyms. Identify little words within big words.

**Second Language**

**Listening and responding:** Revise previous stories/poems/songs and answer questions.

**Vocabulary:** soft/hard/liquid/solid/float/sink etc

**Speaking and communicating:** Describe different object using vocabulary.

**Reading and viewing:** Read words with familiar sounds eg. keep/clean, meat, eat, sweep, sweet etc

Read and create own words

**Phonics:** ee and ea (keep/clean)

**Sight words:** please, eat, etc.

**Writing:** Create own sentences with ee/ea words.

**Language structure/grammar:**

Use irregular verbs (simple past tense)

Sound and spell words (phonics + grammar)

**Physical Education**

**Theme:** 4. Gymnastics

**Activities:**

- Jumping
- Jumping and landing with a bounce in the knees (Syllabus p. 21)
- Jump on the spot in various ways.
- Travel using different ways of jumping.

**Game(s):** Storming the Tiger (Syllabus p. 50)

**Mathematics**

**NCD:** Orientation 1-100 (Counting as in T1). Ordering & comparing; number bonds (1-10) place values and decomposition; Doubling and halving numbers 1-100 (halving only even numbers); Odd and even numbers (1-100)

**Problem solving & Computation 1-100.**

Phase *6 (P* 6) → 2 digits + 2 digits, not bridging the ten: 41+23

Use the theme to set up short stories leading to additions and subtractions in the range 1-100.

[Only calculations covered so far ↓ & ↑ !]

**Measurements:**

- **Capacity:** measure and record using correct abbreviation (ℓ); estimate with reasonable accuracy capacity of containers.

**Data Handling:** Interpret and analyze data to gain intended information and discuss findings.

**Revision:** P +1-5 and P -1-4; Computation: bridging the 10 (addition and subtraction) (1-20); 2, 5 and 10 time tables.

**Arts:**

**Visual arts:** Create a collage using a range of natural and processed materials to a landscape, e.g. sand, leaves, wood, shaving, string and glue

**Music:** Sing songs gradually getting louder and softer.

**Dance:** contrasting movements, e.g. stretch arms to ceiling then wrap them around the body.

**Drama:** use materials and objects to support the drama, e.g. shake seed

**RME**

**Theme 6:** Religion and Environment

**Unit 6.1**

List different types of staple food and where it comes from e.g. (Harvesting)

**Environmental Studies**

**Content:**

Describe simple differences in the physical properties of solids and liquids.

**Explore/Investigate:**

Experiment with different containers to show how they take the shape of the container. Demonstrate how some solids can be molded. Demonstrate how some solids can be poured but are not liquids.

**Display Table:** Pictures or examples of liquids and solids
**First Language**

**Listen + Respond:** Daily news (Think, Pair, Share). Ask the learners to share news about how to keep the environment clean.

**Speak + Communicate:** Discuss about things that makes the environment untidy and how to keep it clean. Learner’s to create their own song, poem or rhyme.

**Read + View:** Shared reading of stories, articles. Answer higher-order thinking comprehension questions.

**Sight words:** Revision + 5 new words

**Write:** Write 2-3 compound sentences. Write own 3-letter blend words.

**Handwriting:** Continue 3-letter blends

**Language structure:** Enter words in self-made dictionary. Reads and spell prints from environment.

---

**Second Language**

**Listening and responding:** Invite person to talk about a healthy environment. Answer questions after speech.

**Speaking and communicating:** Discuss how to keep the classroom/school grounds clean and importance of keeping it clean.

**Reading and viewing:** Read words with familiar blends eg. ring, bring, wrong, long

Read and create words with same ending sounds. Read sentences and answer questions on it.

**Phonics:** -ng

**Sight words:** went, ride, soon, there

**Writing:** Write 2-3 short sentences about road safety.

**Language structure/grammar:**
Use irregular verb (told/took/ate/went) in Simple past tense.

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**Physical Education**

**Theme:** Gymnastics

**Activities with a partner**
- Pull and push a partner using various parts of the body and from different standing positions.
- Play games where a partner is following/dodge (Syllabus p.29)
- Work with a partner, Games: imitating a partner’s movements (e.g. Tree swigging (Syllabus p.49)

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**Mathematics**

**NCD:** Orientation 1-100 (Counting as in T1)

Ordering & comparing; number bonds (1-10) place values and decomposition; etc.

Number images (1-20) 20frame.

Ordering ordinal numbers (1-20)

**Problem solving & Computation 1-100.**

Phase "6 (P" 6) → 2 digits + 2 digits, not bridging the ten: 41+23

Use the theme to set up short stories leading to additions and subtractions in the range 1-100.

[Only calculations covered so far ↑ !]

**Measurements:**

Time: Tell time accurately in hours and half hours; identify the duration of well known events.

**Revision:** P" 1-5 and P" 1-4; Computation: bridging the 10 (addition and subtraction) (1-20)

2, 5 and 10 time tables.

---

**RME**

**Theme 6:** Religion and Environment

Unit 6.1 From field to table. e.g. discuss harvest, festivals/ sing hear/harvest hymns, compare different prayers said before and after meals

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**Environmental Studies**

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

**Explore/Investigate:**

Clean - up activities in the school/community environment. Write a short poem.

**Display Table:** Poems and posters
First Language

**Listen + Respond:** Daily news (Think, Pair, Share). Ask the learners to share news on how plants grow.

**Speak + Communicate:** Discuss and share ideas on how plants grow. Learn a song, poem or rhyme about plants.

**Vocabulary:** seeds, cuttings, germinate, light, food, plants, water, etc.

**Read + View:** Shared and modeled reading information on how plants grow. Answer comprehension questions.

**Phonics:** Read 3-letter blend words correctly. Write sentences to describe pictures or observation of growing seeds; Play card games (e.g. matching friends)

**Write:** Write creative stories about plants.

**Language structure:** Use verbs to describe what is happening. Use punctuation correctly. Read and spell print from environment correctly.

Second Language

**Listening and responding:** listen to the story of ‘Jack and the Beanstalk’ and answer oral questions. Make up questions to ask each other based on the story. Use puppets/masks to dramatise sections of the story. Ask learners to retell favourite parts of the story in their own words. Follow instructions when planting a seed.

**Vocabulary:** (from story) magic beans, beanstalk, cow, sell, giant, golden, etc.

**Speaking and comm.** Talk about how to plant a seed and how plants grow. Talk about different ways plant can grow eg. germination/cuttings.

**Reading + viewing:** Reading of simplified version of Jack and the Beanstalk. **Phonics:** explore diagraph ‘sh’ make word lists + revision of cvc word lists.

**Sight words:** ran, brown, out +revision

**Writing:** Write short sentences (use vocabulary). Sequence sentences from the story.

**Lang. structure/grammar:** Revise syllables

Revise irregular verbs (simple present & past Tense)

Plants and growth

### Physical Education

**Theme:** Gymnastics.

**Activities:** Balancing Balance on the spot in different ways (Syllabus, p.23), revise jumping + rotations.

**Game(s):** Old mother witch (Syllabus, p.50). Link it to a story, e.g. play with a giant instead of a witch

### Mathematics

**NCD:** Orientation 1-100 (Counting as in T1)

Ordering & comparing; number bonds (1-10) place values and decomposition; etc.

Number line up to 100; neighboring numbers, 10 more; 10 less in the range 1-100.

Times table of 1 (1×1 - 10×1)

Rounding off to the nearest 10

**Problem solving & Computation 1-100.**

Phase 5 (P-5) → two digits – 1 digit, bridging the 10: 33-5=28.

Use the theme to set up short stories leading to additions and subtractions in the range 1-100.

[Only calculations covered so far ↓ & ↑ !]

**Measurements:**

- **Length:** Measure and estimate with reasonable accuracy in cm; write down lengths using cm.
- **Capacity:** Measure and record capacity, using ℓ . Estimate and measure capacity with reasonable accuracy in liters.

**Geometry:** Identify and name 2D and 3D shapes. Draw/make 2D & 3D shapes.

**Revision:** P’ 1-6 and P’ 1-4; Computation: bridging the 10 (addition and subtraction) (1-20)

### Arts:

**Visual Art:** explore pattern making with different materials (e.g. use potato bottle tops/sticks and paint/ink to make prints and patterns)

**Music + Dance:** learn to sing a song and work in groups to develop choreography or actions to go with it

**Drama:** In small groups plan a role-play (or acting out) of story from L1

### Environmental Studies

**Content:**

Absorption of water through the roots. Impact of sunlight on leaves and on seedlings. Describe different seed germination (similarities and differences). Identify local plants by their leaves and seeds.

**Explore/Investigate:** Place and observe plant cuttings into different coloured water. Draw how seeds germinate. Collect, compare and classify leaves and seeds.

**Display Table:** Posters and pictures

### RME

**Theme 6 – Religion and the Environment**

**Unit 6.3**

Observing a Beautiful thing

Listen to the passage on the birds and lilies from the Sermon on the Mountain
**THEME: THE NATURAL ENVIRONMENT**

**Topic of Integration:** Parts of plants and uses

---

**First Language**

**Listen + Respond:** Daily news (Think, Pair, Share). Ask the learners to share news about parts of plants and uses.

**Speak + Communicate:** Discuss how plants are being used in their everyday life. Debate about the importance of plants. Learn a poem or rhyme.

**Vocabulary:** roots, leaves, stem, branches, uses, building food, etc.

**Read + View:** Independent reading to get information about plants. Answer higher-order thinking comprehension questions. Share each others reading.

**Sight words:** Revision + 10 words

**Phonics:** Write simple sentences using 3-letter blends

**Write:** Do Independent writing on the plants. Make a mini book about plants.

**Handwriting:** Dictation of 3-4 word sentences.

**Language structure:** Use common nouns correctly. Use synonyms.

---

**Second Language**

**Listening and responding:** Listen to story/poem about plants. Look at different plants or parts of plants available locally.

**Speaking and communication:** Repeat vocabulary. Answer simple questions on parts of plants and its uses.

**Reading and viewing:** Label items on pictures of parts of plants. Match pictures/words. Identify sounds in word. Read labeled picture. Identify/replacement beginning sounds

**Sight words:** Revision different colours

**Phonics:** Revise ch- and sh-

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

**Language structure/grammar/Lang use**

Revise: Make sentences in Simple Present Tense (reg/irregular verbs)

Use irregular plurals eg. men/ women. Revise irregular

---

**Physical Education**

**Theme:** Gymnastics.

**Activities:** Balancing

Balance on the spot in different ways (Syllabus p. 23)

+ revise jumping + rotations

**Game(s):** Old Mother Witch (Syllabus p. 51) but link to story (e.g. play with a giant instead of a witch)

---

**Mathematics**

**NCD:** Orientation 1-100 (Counting as in T1). Ordering & Comparing; number bonds (1-10) place values and decomposition etc.

Put numbers in ascending and descending order, range 1-100; Rounding off to the nearest 10.

**Problem solving & Computation 1-100.**

Phase + 7 (P+7) → 2 digits + 2 digits, bridging the ten: 46+28

Phase 5 (P 5) → two digits – 1 digit, bridging the 10: 33–5=28.

Use the theme to set up short stories leading to additions and subtractions in the range 1-100.

[Only calculations covered so far ↓ & ↑ !]

**Measurements:** Mass: Physically compare the mass of objects ½ and 1 kg.

**Data Handling:** Interpret and analyze data to gain intended information and discuss findings.

**Revision:** P 1-6 and P 1-4; Computation: bridging the 10 (addition and subtraction) (1-20)

2, 3, 5 and 10 time tables.

---

**Arts:**

**Visual Art:** Make/construct a large beanstalk from rubbish (e.g. packages) or organic material (e.g. leaves branches)

Make puppets/masks/props for drama.

**Music + dance:** Sing a song & develop choreography to go with it. (e.g **Somewhere over the Rainbow**)

**Drama:** Role of play based on the story + imaginative group role-play/drama on what might happen if learners found a magic

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**Environmental Studies**

**Content:** Identify parts of plants that are used for food and give examples. Classify plants according to edible parts, roots, leaves, fruits, stems.

**Explore/Investigate:**

Use seeds and leaves to make a collage

**Display Table:**

Collages

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**Term 3**

**Environmental Studies**

**Theme 7 Personal Values:** Being at Peace

Together

Unit 7.1

Training for Athletics
THEME: THE NATURAL ENVIRONMENT
Topic of Integration: Spring

First Language
Listen + Respond: Daily news (Think, Pair, Share). Ask the learners to share news about spring season.
Speak + Communicate: Talk about the seasons they like. Talk about the months in which this season occurs. Learn a poem or rhyme.
Vocabulary: sunny, clouds, windy, months of spring, etc.
Read + View: Independent /Shared reading in groups about spring. Answer comprehension questions.
Sight words: Revision + 10 words
Phonics: Write words and simple sentences about spring. Use proper nouns correctly.
Language structure: Use irregular verbs from present to past. Use proper nouns correctly.

Physical Education
Theme: Gymnastics
Activities: Body movement with adaptation to small apparatus.
Move between, around, over, into, on, to, underneath and small apparatus. Balancing activities on and over small apparatus. Performing different movements while holding small apparatus. Jumping over an object handled by oneself (Syllabus p.29)
Game(s): Old mother witch jumping over objects. (Syllabus p.51)

Second Language
Listening and Responding: Revise vocabulary and phrases on the theme of weather (from G1). 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
Vocabulary: grow, blossoms, butterflies, spring etc.
Speaking and comm.: Discuss the weather and answer questions on spring, repeat vocabulary.
Reading + viewing: Read a text about spring (reading for information) to find specific information. Read rhyming words (phonics)
Phonics:-er (water, summer, soccer….etc)
Sight words: like, will, new, all
Writing: write words and simple sentences about spring.
Language struct./grammar/Lang.use
Use the word “because” in sentences
Use capital letters and full stops.
Revise syllables,
Revise irregular verbs: simple present /-past

Spring

Arts:
Visual Art: Make a seasons collage (particularly focusing on texture and colour) using materials collected from the environment (leaves, sand, grass, nuts, seeds etc) and paint
Music: explore melody (e.g. Whistle A Happy Tune) or explore percussion by playing an instrument as a group
Dance + Drama: Develop and extend dance role-play (from previous week) by extending it or changing elements of the story

Mathematics
NCD: Orientation 1-100 (Counting as in T1); Ordering & comparing; number bonds (1-10) place values and decomposition; etc.
Rounding off to the nearest 10.
Problem solving & Computation 1-100.
Phase 1 (P 1) → 2 digits + 2 digits, bridging the ten: 46+28
Phase 2 (P 2) → two digits – two digit, not bridging the 10: 33–21.
Grouping in groups of 2 (Range 1-20)
Grouping in groups of 5 (Range 1-50)
Use the theme to set up short stories leading to additions and subtractions in the range 1-100.
[Only calculations covered so far ↑ !]
Measurements: Time: tell time accurately in hours and half hours; use calendar to identify specific information about days and dates.
Geometry: sort and classify common 2D and 3D shapes according to its properties.
Revision: P 1-6 and P 1-5; Computation: bridging the 10 (addition and subtraction) (1-20); 2, 3, 5 and 10 time tables.

RME
Topics of own choice e.g. creation of earth.
Genesis 1:

Environmental Studies
Content:
Why weather conditions? Name the months that Spring covers. The effect of Spring on people and the environment. Types of sport played in Spring, appropriate clothing, changes in weather conditions.
Explore/Investigate:
At intervals, observe and record weather conditions on a chart, and relate to changes. List types of fruit available during spring.
Display Table:
Any pictures or drawings of Spring (clothing, sport, fruit etc.)
**First Language**

**Listen + Respond:** Daily news (Think, Pair, Share). Ask the learners to share news. Describe and compare different animals (according to colour, size, food they eat, habitat, etc.)

**Speak + Communicate:** Role-pay the sound animals make. Discuss how to treat wild animals and domestic animals and potential dangers. Learn a poem or rhyme. etc.

**Vocabulary:** animals, food, water, plants, meat, milk, etc.

**Read + View:** Shared reading of flyers, newsletters or information about animals and their habits posters from local environment (reading for factual information. Answer comprehension questions. Read/ share each others writing about ‘My friends’.

- **Sight words:** Revision + 10 new words
- **Phonics:** ‘er’ (as in eve), and ‘ur’ (in fur)

**Write:** Write short stories about their chosen animals or pets.

**Language structure:** Use pronouns. Use negative irregular verbs from present to past. Use conjunctions correctly.

---

**Second Language**

**Listening and Responding:** Listen to any animal story, and retell part of story. Revise vocabulary and phrases of animals and pets (from G1) extend vocabulary on this topic.

Learn vocabulary and phrases to talk about and describe other animals (farm/wild) found in Namibia. Complete listen and draw activities. Learn a song/rhyme (e.g. Baa, Baa Black sheep)

**Vocabulary:** farm, cattle, donkey, goat, sheep, national park, lion, elephant, zebra, giraffe

**Speaking and Comm:** discuss in groups different products we get from animals.

**Reading + Viewing:** Shared or guided factual reading on animals.

- **Ask/answer questions.**
- **Write sentences using sight words**
- **Read each other’s sentences**
- **Phonics:** ‘th’ and make word lists
- **Sight words:** black, white, brown
- **Writing:** write names of animals draw + write short stories about animals and products.

**Language structure/grammar/ Lang use**

- **Talk/sound out comparison of animals**
  - (dog is big)
  - (Goat is bigger, cow is the biggest)

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**Physical Education**

**Theme:** Gymnastics

**Activities:** Activities with a partner.
- Work with a partner (e.g. compete with, follow, dodge a partner)

**Game(s):**
- Dog in his Kennel
- Storming the Tiger

(Syllabus p.28)

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**Mathematics**

**NCD:** Orientation 1-100 (Counting as in T1)

Ordering & comparing; number bonds (1-10) place values and decomposition; etc.

Rounding off to the nearest 5

Times table of 2 (1×2 - 10×2).

**Problem solving & Computation 1-100.**

Phase 7 (P 7) → two digits – two digit, bridging the 10: 33–25.

Use the theme to set up short stories leading to additions and subtractions in the range 1-100.

**[Only calculations covered so far ↓ & ↑ !]**

**Measurements:**

- **Area:** Relate to surface by informally measuring shapes using non standard units.
- **Money:** Express cents in dollars and vice versa up to $20; work out change in coins up to $10.
- **Geometry:** location, position and movements.

**Revision:**

- P' 1-7 and P' 1-6; Computation: bridging the 10 (addition and subtraction) (1-20)
- 2, 3, 5 and 10 time tables. Grouping in groups 2 and 5.

---

**Arts:**

**Visual Art:**

- Animal prints – choose an animal with a distinctive skin/fur pattern (zebra, leopard, cheetah, cow etc.) and re-create the print/pattern

**Music:**

- Sing a song about animals (e.g. Baby Bumblebee)

**Drama + Dance:** use role-play, drama, dance and music to present elements of the L1 story (in groups)

---

**Environmental Studies**

**Content:**

- Different ways in which animals (including humans) obtain water and food and classify them accordingly. Identify food, other products and feeding habits of domestic animals.

**Explore/Investigate:**

- Visit the local butchery. Factual description of food and food products.

**Display Table:**

- Posters and pictures of different domestic animals
THEME: THE NATURAL ENVIRONMENT

**Topic of Integration:** Life cycle

---

### First Language

**Listen + Respond:** Daily news (Think, Pair, Share). Ask the learners to share news.

**Speak + Communicate:** Share own ideas on the life styles of animals. Discuss life cycles of animals. Learn a poem or rhyme.

**Vocabulary:** water, food, life cycle, metamorphosis, baby, etc.

**Read + View:** Shared reading of texts, posters for factual information. Answer factual and comprehension questions.

**Sight words:** Revision + 10 new words

**Phonics:** Revise 'er' and 'ur'. Do 'or' and 'ar'.

**Write:** Draw and explain the life cycle of animals

**Language structure:** Use verbs to describe future. Use modal ‘can’ and ‘may’.

---

### Second Language

**Listening and Responding:** Learn poem/songs about animal. (E.g. old MacDonald) Learn new vocabulary (animal babies, animal sounds) Role play dialogue between animals. Share daily news. Vocab: kitten, puppy, cub, lamb, fowl, calf etc.

**Speaking and comm:** tell stories of own animals/experiences of baby animals. Look at pictures and name animals/baby animals.

**Reading + viewing:** Read short prepared texts about animals and answer questions,

**Phonics:** explore diagraphs ‘-ck’ and make word lists (chicken, duck)

**Sight words:** that, these, those, this

**Writing:** write names of baby animals, and write short sentences about baby animals. Write sentences using sight words

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

Spell names of baby animals and match animals with the sounds it make.

Use sight words in sentences.

Use Present cont. tense to describe action (She is pla Is playing in the garden./He is washing his hands

Revise: who, what, when, where questions.

---

### Physical Education

**Theme:** Gymnastics

**Activities:** move in a variety of ways on various body parts, e.g. as in grade 1

Game(s): Choose own traditional games, e.g. Amangus, (Syllabus, p.52)

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### Mathematics

**NCD:** Orientation 1-100 (Counting as in T1); Ordering & comparing; number bonds (1-10) place values and decomposition; etc.; Place Values for numbers up to 100.

**Problem solving & Computation 1-100.**

- Phase 7 (P 7) → two digits – two digit, bridging the 10: 33–25.
- Grouping in groups of 3 (Range 1-30)
- Use the theme to set up short stories leading to additions and subtractions in the range 1-100.

[Only calculations covered so far ↓ & ↑ !]

**Measurements:** Time: revise time.

**Data Handling:** Collect, organize and display data appropriate to the theme.

**Revision:** P+1-7 and P-1-6; Computation: bridging the 10 (addition and subtraction) (1-20)

2, 3, 4, 5 and 10 time tables. Grouping in groups 2 and 5.

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### RME

**Topic of own choice**

The birth of Jesus

Mathew 1:21-25

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### Environmental Studies

**Content:**

The life cycles of animals that grow but do not change form (metamorphose).

**Explore/Investigate:**

Collect pictures of babies, children, adults and elderly people. Use baby photographs of learners to discover how learners have changed.

**Display Table:** Pictures, posters and photos.

---

### Arts:

**Visual Art:** make models of animals and people considering share detail and texture using river clay/play dodge wire, string and wool etc.

**Music:** Sing songs while gradually getting faster/slower (tempo) where on introduction is given from.

**Dance and Drama:** Perform increasingly challenging traditional improvised and dance to other classes, parents, and whole school.
**Theme:** The Natural Environment  
**Topic of Integration:** Saving water  
**Weeks:** 33-34

### First Language
**Listen + Respond:** Daily news (Think, Pair, Share). Ask the learners to share news.  
**Speak + Communicate:** In groups prepare and present short oral presentation on how to save water, where our water comes from and uses of water. Learn a song, poem or rhyme about water.  
**Vocabulary:** water, conservation, re-use/recycle, taps, boreholes, chemicals, etc.  
**Read + View:** Read stories about water. Have a reading quiz etc. Answer comprehension questions.  
**Phonics:** Use letter cards to build two and three letter blends.  
**Writing:** Select from poems, songs or rhymes individually or in groups.  
**Language structure:** Revision modals ‘can’ and ‘may’. Add ‘must’. Apply subject verb, agreement, rules correctly. Use quantifiers correctly.

### Second Language
**Listening and Responding:** Revise vocabulary and phrases on the theme of water. Add vocabulary on this topic by talking about water conservation. Review of stories, poems, rhymes  
**Vocab:** saving water, dry, desert, dam, river, etc  
**Speaking and comm:** tell why water should be saved, and why it is important.  
**Reading + viewing:** Read short prepared and unprepared sentences about water.  
**Phonics:** explore sound ‘ai’ and ‘ay’ (eg. rain and day)  
**Sight words:** Revise all  
**Writing:** write short sentences on how to save water (correct letter formation/spacing)  
**Language structure/grammar/Lang.use**  
Use present cont. T (I will go to town tomorrow)  
Revise previous tenses.  
Revise; this, that, these, those

### Physical Education
**Theme:** Gymnastics  
**Activities:** Revise Gymnastics skills  
Revise all the different ways to travel using shapes, figures, numbers, letters etc.  
**Game(s):** In small groups, create or make up own game. Demonstrate to and play with others.

### Mathematics
**NCD:** Orientation 1-100 (Counting as in T1)  
Ordering & comparing; number bonds (1-10) place values and decomposition; etc.)  
Doubling and halving not above 100, halving only for even numbers.  
**Problem solving & Computation 1-100:**  
Grouping in groups of 1 (Range 1-100)  
Grouping in groups of 10 (Range 1-100)  
Use the theme to set up short stories leading to additions and subtractions in the range 1-100.  
[Only calculations covered so far ↓ & ↑]  
**Measurements:** Capacity; Revise capacity; Area: Informally relate areas of 2D shapes using non standard units.  
**Geometry:** Find and indentify 2D and 3D shapes in the environment.

### Arts:
**Visual Art:** Create a classroom art gallery displaying examples of the different art works created during the year. Look at and discuss them.  
**Music:** Revise all songs learned during the year (at least 10)  
**Dance + Drama:** Present a piece of dance or drama to others (i.e. to another class or invite parents / people from the community)  
**RME**
Topic of own choice  
E.g. Noah’s ark Genesis 7:1  
Christian symbols (water of, baptism + bible stories with water. Mathew 3:13

### Environmental Studies
How and why water should be saved and stored. Local water sources and the uses of clean water. Water pollution and prevention.  
**Explore/Investigate:** Conduct a drawing competition showing “How to save water” . Make a list of ways to disposed of household rubbish.  
**Display Table:** Posters, pictures, drawings.
THEME: THE NATURAL ENVIRONMENT
Topic of Integration: Change in the sky

First Language
Listen + Respond: Daily news (Think, Pair, Share). Ask the learners to share news.
Speak + Communicate: Discuss what the learners are doing during the day. Talk about why certain things can only be done during the day and not during the night, e.g. doing household chores, going to school, etc. Learn a poem or rhyme.
Vocabulary: sky, moon, change, day, night, sunset, sunrise, universe, solar system, etc.
Read + View: Shared reading of story books about the stars, sun, moon, and the sky. Answer factual comprehension questions.
Sight words: Revision + 10 new words
Write: Compile own songs, poems or rhymes about the stars, sun, moon, or the sky and share your writing with the class.
Handwriting: Draw pictures of the stars, sun, moon, or the sky and write a sentence to describe your chosen drawing.
Language structure: Use determiners correctly. Use simple antonyms. Write words correctly into a self-made dictionary

Second Language
Listening and Responding: Learn song/poem (twinkle, twinkle little star).
Answer questions on poem/song.
Oral sharing of daily news.
Vocab: sun, moon, stars, earth, etc.
Speaking and comm: Groups make list of things you see in the sky during day/night. Give reasons for diff. in temp. during day/night.
Reading + viewing: Read poem/song and identify rhyming words.
Phonics: explore sound “ll” (bell, doll, call)
Sight words: all, well, will,
Writing: Modeled writing and reading of daily news (correct letter formation-spacing)
Language struc./grammar/Lang.use
Correct use of subject-verb: (eg. The cat walks/ The cats walk

Physical Education
Theme: Gymnastic
Activities: move a variety of rotational movement around the longitudinal axis, in different starting positions (Syllabus, p.18)
Rotate in a variety of ways around the sagittal axis the hands for temporal support (Syllabus, p.19)
Game(s) Tree swigging (Syllabus p. 49)

Mathematics
NCD: Orientation 1-100 (Counting as in T1)
Ordering & comparing; number bonds (1-10) place values and decomposition; etc.)
Doubling and halving not above 100, halving only for even numbers.
Problem solving & Computation 1-100.
Practice all addition and subtractions in the number range 1-100.
Multi steps problems (addition and subtraction)
Use the theme to set up short stories leading to additions and subtractions in the range 1-100.
[Only calculations covered so far ↑ !]
Measurements:
Area: Informally relate areas of 2D shapes using non standard units or by cutting up papers so that areas can be compared.
Revision: P`1-7 and P`1-6;
2, 3, 4, 5 and 10 time tables. Grouping in groups 2, 3, 5 and 10.
Rounding of to the nearest 10 and rounding off to the nearest 5.

Arts:
Visual Art: Use recalls memory and imagination as a source of drawing inspiration e.g. discuss and draw an event that happened during the holidays
Music: Sing round with two simple parts (harmony)
Dance: Demonstrate body awareness through balancing using different body parts as a base
Drama: Create a simple situation and explore what happened before and what happened after

Change in the sky

Environmental Studies
Content: Describe how the sky changes during day and night.
Explore/Investigate: Observe, discuss and draw colours at sunset, moon at night and day.
Display Table: Different drawings

Topic: The earth, the moon, our solar system and the universe
Weeks: 35

RME
Topic of own choice e.g. Eastern wise men Mathew 2:1
**First Language**

**Listen + Respond:** Daily news (Think, Pair, and Share).
Ask the learners to share news.

**Speak + Communicate:** Demonstrate and role plays the sources of energy in everyday life, e.g. lighting a candle, etc. Learn a poem or rhyme.

**Vocabulary:** candle, oil lamp, forces, gas, solar energy, electricity, fire, etc.

**Read + View:** Shared reading of non-fiction stories about energy forces and motion. Answer factual comprehension questions.

**Sight words:** Revision + 10 new words

**Phonics:** Continue with three letter blend words.

**Write:** A story about the source of energy they use at home.

**Language structure:** Form irregular plurals. Identify little words within big words. Apply spelling rules correctly.

**Second Language**

**Listening and Responding:** Listen to and answer questions on how we use energy every day.

**Speaking and comm:** Role-play how energy is using: put petrol in the car/lighting a fire etc.

**Reading + viewing:** Read texts on different sources of energy.

**Phonics:** words with “oa” goat/boat/goal

**Sight words:** Revise all

**Writing:** Write sentence about how to boil water.

**Language struct./grammar/Lang.use**
Revise tenses and subject verb agreement
Revise: who, what, when, where.
Revise: suffix: ed, worked, talked.

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**Physical Education**

**Theme:** Gymnastic

**Activities:** Rotate around the front axis, e.g. in all four position, stick straight, hand through the gap between the left leg, head following right arm (Syllabus, p.20)

Jump and perform a deep landing, e.g. jump high into the air and land in crouch position

Game(s) choose own traditional games

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**Uses of energy**

**Mathematics**

**NCD:** Orientation 1-100 (Counting as in T1); Ordering & comparing; number bonds (1-10) place values and decomposition; etc.

Doubling and halving not above 100, halving only for even numbers.

**Problem solving & Computation 1-100.**
Practice all addition and subtraction in the number range 1-100.
Multi steps problems (addition and subtraction); Use the theme to set up short stories leading to additions and subtractions in the range 1-100.

[Only calculations covered so far ↑ 1]

**Measurements:** area

Revision on money and length.

**Revision:** P 1-7 and P 1-6; 2, 3, 4, 5 and 10 time tables.
Grouping in groups 2, 3, 5 and 10. Rounding off to the nearest 10 and rounding off to the nearest 5.

---

**Arts:**

**Visual Art:** Use recalls memory and imagination as a source of drawing inspiration e.g. discuss and draw an event that happened during the holidays

**Music:** Sing round with two simple parts (harmony)

**Dance:** Demonstrate body awareness through balancing using different body parts as a base

**Drama:** Create a simple situation and explore what happened before and what happened after

---

**RME**
Topic of own choice e.g. Eastern wise men
Mathew 2:1

---

**Environmental Studies**
Identify how sources of energy are used every day. Discuss how energy moves.

**Explore/Investigate:**
Role-play different uses of energy. Observe different ways how energy moves.

**Display Table:**
Poster of different energy sources
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)
- Enrichment

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 Junior 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 2 under the theme of Social Values, “appreciate the importance of forgiveness and reconciliation”.

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 2 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: Identify local plants by their leaves and seeds
Lesson Objective: Collect and match seeds and leaves from local trees

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:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
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<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>First Language</td>
<td>10</td>
</tr>
<tr>
<td>English Second Language</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>3</td>
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<tr>
<td>Arts</td>
<td>2</td>
</tr>
<tr>
<td>Religious and Moral Education</td>
<td>2</td>
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<tr>
<td>Physical Education</td>
<td>2</td>
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<tr>
<td>Reading Period</td>
<td>1</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
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</table>

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 2. This represents just under ¼ of the weekly instructional time or 1 hour 20 minutes per day (6 hours 39 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 62-63 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, write your 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

#### L1

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<th>Focus:</th>
<th>L&amp;R:</th>
<th>S&amp;C:</th>
<th>R&amp;V:</th>
<th>SW:</th>
<th>PH:</th>
<th>WR:</th>
<th>HW:</th>
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<th>R&amp;V:</th>
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<td>Content:</td>
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</table>

L&S = Listening & Responding, Speaking & Communicating, R&V= Reading &Viewing, 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
### Part 2: Daily Lesson Plans

<table>
<thead>
<tr>
<th>Day:</th>
<th>Date:</th>
<th>Term:</th>
<th>Week:</th>
<th>Topic of Integration:</th>
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<table>
<thead>
<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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<tbody>
<tr>
<td>L1</td>
<td>Lesson Objective (daily focus):</td>
<td></td>
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<tr>
<td></td>
<td>Integrated Activity: Daily News (Listening/Speaking/Reading/Writing)</td>
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<td>Introduction: Listening &amp; Responding</td>
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<td>Reading &amp; Viewing (or language game/activity)</td>
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- Integration –
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<thead>
<tr>
<th>Subject</th>
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<tbody>
<tr>
<td>Mathematics</td>
<td>Lesson Objective (daily focus)</td>
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<td>Conclusion:</td>
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<td>Environmental Studies</td>
<td>Weekly Learning Objective:</td>
<td>🌟 Integration –</td>
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<td>Talk about:</td>
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<td>Arts Ed.</td>
<td>Weekly Learning Objective:</td>
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<td>Visual Art:</td>
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<td>Music:</td>
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<td>Dance:</td>
<td>🌟 Integration –</td>
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<td>RME</td>
<td>Theme:</td>
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<td>Content:</td>
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<td>Phys. Ed</td>
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<td>Warm up –</td>
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<td>Activities -</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.

| L1 | Weekly Learning Objectives: write your lesson objectives for the week for L1. These should reflect the learning objectives in the Curriculum (p. 37-39) but not be copied straight from it | Competencies: write the competencies that you hope to work on during the week for L1. These should reflect the competencies in the Curriculum (p. 37-39) but must be adjusted |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mon | | |
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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 and responding 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: Try to have continuity in the content of the lesson. Each lesson should link to and build on, the previous day. 

R&V: From the scheme of work, choose the main activity/area of focus for each day (it should link to the L&S activity).

WR:__

| L2 | Weekly Learning Objectives: Write your lesson objectives for the week for L2. These should reflect the learning objectives in the Curriculum (p. 55) 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. 55) but must be adjusted |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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Daily Focus: For each day, choose a more specific focus or objective for the lesson

L&R: 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. 

S&C: Learners should answer question from oral activity.

R&V: 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. WR:__

HW:__
## Maths

**Weekly learning Objectives:** Write your lesson objectives for the week for L2. These should reflect the learning objectives in the Curriculum (p. 73 -77) 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. 73 -77) 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

## Env

**Weekly learning objective/competency:** Write the relevant weekly lesson objective and competency (See Curriculum p. 100 - 103)

**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 is not taught every day, much of the content will be covered through its integration with other subjects L1 in particular)

## Rel

**Weekly learning objective/competency:** Write the relevant weekly lesson objective and competency (See Curriculum p. 138 - 140)

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

## PE

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

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

## Arts

**Weekly learning 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

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*In an attempt to make it quicker and easier to outline the weekly content of the lessons, abbreviations are used in filling in the grid. It is, of course, up to the teacher if such a system useful or if they want to use it. These are the abbreviations used:*

**L&S =** Listening & Responding, **S&C =** Speaking & Communicating, **R&V =** Reading & Viewing, **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
**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 each 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><strong>Subject</strong></th>
<th><strong>Objectives &amp; Lesson Content</strong></th>
<th><strong>Resources &amp; integration 🌟</strong></th>
<th><strong>Learning Support &amp; Assessment</strong></th>
<th><strong>Homework</strong></th>
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</thead>
</table>
| L1 | **Objective:** Write the daily objective for the L1 lesson. Just select one objective as the main focus for the lesson (although it may cover others)  
Listening & Speaking/Reading & Writing: (integration/revision activity)  
Doing 'Daily News' integrates all these areas so it is included here  
**Introduction:** Listening & Responding  
Write about the oral activity (listening/speaking) that will be used to introduce the lesson. Also list the main vocabulary, oral phonics activities, language games and discussion content that will be covered  
**Speaking & Communicating**  
Learners will respond through playing the games will they are communicating with one another.  
**Reading & Viewing**  
Write the reading 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  
**WR:** & **HW:** Demonstrate rhythm and speed in writing in answering comprehension questions about a short story.  
**Conclusion:** Write the concluding activity, e.g. writing/colouring activity, recap questions, etc | List all the resources needed for the L1 lesson, (e.g. flashcards, story, charts, worksheets, etc)  
List the text book, teacher's manual or learners' books to be used (if any). Specify which page(s) will be used  
**Integration**  
List the subjects that will integrate with L1 (mark with a star 🌟) | 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 | 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 |
| L2 | **Objective:** Write the daily objective for the L2 lesson  
**Introduction:** Listening & Responding  
Write about the oral activity (listening/responding) 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)  
**Speaking & Communicating:** The learners answer questions about the oral activity or language games.  
**Reading & Viewing**  
Write the reading activities here. This should include the content, (e.g. name of story or cut and paste activity) and the methodology (how you | List all the resources, text books, teacher’s manuals or learners’ books needed for the L2 lesson. Specify which page(s) | 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 | List the homework that will be assigned  
This should be to consolidate work or practise skills covered in class |
will teach it, e.g. modelled/shared reading, group work). The planned sight words and phonics should also be included. L2 in grade 2 should still focus to some extent on listening, speaking and understanding skills

**Conclusion:** Write the concluding activity, e.g. activity or recap questions

<table>
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<tr>
<th><strong>Objectives &amp; Lesson Content</strong></th>
<th><strong>Resources + Integration</strong></th>
<th><strong>Learning Support &amp; Assessment</strong></th>
<th><strong>Homework</strong></th>
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<tbody>
<tr>
<td><strong>Mathematics</strong>&lt;br&gt;&lt;br&gt;<strong>Objective/focus:</strong> Write the main objective for the mathematics lesson&lt;br&gt;&lt;br&gt;<strong>Introduction:</strong> Write how the lesson will be introduced, e.g. activity, counting, song, rhyme, etc. It is recommended that there is some element of revision in the introduction, e.g. recapping or linking to a previous lesson/concept&lt;br&gt;&lt;br&gt;<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.&lt;br&gt;&lt;br&gt;<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&lt;br&gt;&lt;br&gt;<strong>Conclusion:</strong> Write how the lesson will be concluded (some element of revision of the lesson or looking at the lesson objective is recommended)</td>
<td>List all the resources, text books, teacher’s manuals or learners’ books needed for the Mathematics lesson&lt;br&gt;Specify concrete materials and which page(s) of the book</td>
<td>List what kind of learning support is planned for the lesson&lt;br&gt;List how it will be organized and if there are specific targets for it</td>
<td>List the homework that will be assigned&lt;br&gt;This should be to consolidate work or practise skills covered in class</td>
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<td><strong>Environmental Studies</strong>&lt;br&gt;&lt;br&gt;* Objective: Write the focus for the week/lesson&lt;br&gt;&lt;br&gt;Talk about/Introduction: Write the areas that will be discussed or explained. Describe how the lesson will be approached&lt;br&gt;&lt;br&gt;Investigate: Include what kind of investigations, experiments, classification, etc will be included in the lesson</td>
<td>As above</td>
<td>As above</td>
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<tr>
<td><strong>Arts Education</strong>&lt;br&gt;&lt;br&gt;* Visual Art: Drama: Music: Dance: Write which Arts area will have focus and what activity will be completed. Include the content, the skill and the integration area</td>
<td>As above</td>
<td>As above</td>
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<td><strong>RME</strong>&lt;br&gt;&lt;br&gt;* RME: Write the objective, introduction and content for the lesson</td>
<td>As above</td>
<td>As above</td>
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<td><strong>Physical Education</strong>&lt;br&gt;&lt;br&gt;* Phys Ed: Write the warm up, content and cool down activity.</td>
<td>As above</td>
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* All subjects will not be taught every day (depending on timetable) so leave these areas blank
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 did not, what was not covered, what needs more work, etc). It can also include observations on the learners, (e.g. who is struggling, who is not 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

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 Longman’s English for All for You Grade 2 learner’s and teacher’s book in Second Language. It also refers to MacMillan’s series of Environmental Studies textbooks and Mathematics textbooks from the Friendly Earth series (the learner’s book and teacher’s guide for Grade 2). In First Language there are no text books referenced, but ‘worksheets’ are mentioned. These refer to possible ideas for teacher-designed worksheets and stories from the ‘Resource’ section of this manual. 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, First Language, Second Language 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 ‘Preparing Food’ which is the last topic in the second term of Grade 2. Usually this would be taught in about the 24th week of school (usually towards the end of August). Turning a scheme of work (aimed at one or two weeks’ work) into a practical lesson plan is one of the most challenging steps in integrated planning.

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.
### L1: Weekly Overview of Lesson Plan (Week 24/Preparing Food)

**Weekly learning objectives:**
- Use a variety of appropriate language in daily situations
- Learn and use new vocabulary about preparing food
- Learn to read simple texts fluently and with expression
- Develop an interest in books and reading
- Continue to develop phonics awareness
- Continue to consolidate writing skills using a print script
- Apply basic grammatical structures correctly

**Competencies:**
- Listen to others and respond appropriately
- Use everyday oral language fluently, using a varied vocabulary and showing understanding
- Read short prepared sections of text aloud
- Discuss and describe content of a text
- Explain the meaning of a word (in own words) and show understanding of language structures
- Write 5 or 6 prepared sentences correctly and legibly

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<tbody>
<tr>
<td><strong>Focus:</strong> Vocab use</td>
<td><strong>Focus:</strong> L&amp;S skills</td>
<td><strong>Focus:</strong> Reading fluency</td>
<td><strong>Focus:</strong> Language fluency (read + speak + drama)</td>
<td><strong>Focus:</strong> Comp + grammar/Lang. structure</td>
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<tr>
<td><strong>L&amp;R:</strong> General discussion on favourite food/meal</td>
<td><strong>L&amp;R:</strong> Discuss cooking food, implements for cooking</td>
<td><strong>L&amp;R:</strong> Verbs for cooking</td>
<td><strong>L&amp;R:</strong> Recipe lists (ingredients, verbs); discuss pictures of cooked food</td>
<td><strong>L&amp;R:</strong> Steps and ingredients for recipe</td>
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<tr>
<td><strong>S&amp;C:</strong> Answer question about their favourite food.</td>
<td><strong>S&amp;C:</strong> Learners explain how to use their implements when cooking food.</td>
<td><strong>S&amp;C:</strong> Explain the implements</td>
<td><strong>S&amp;C:</strong> Explain how to use the ingredients</td>
<td><strong>S&amp;C:</strong> Learners will demonstrate the steps of recipe.</td>
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<td><strong>R&amp;W:</strong> Intro story, discuss pic, play I Spy</td>
<td><strong>R&amp;W:</strong> Continue story + comp Q + rhyme activity; rearrange mixed up words</td>
<td><strong>R&amp;W:</strong> Finish story + retell/predict + rhyme; independent reading activity; sequencing; match verbs with pic</td>
<td><strong>R&amp;W:</strong> Independent/paired reading of story + activity; drama/role-play</td>
<td><strong>R&amp;W:</strong> Shared/guided writing and reading of a recipe + recap rhyme</td>
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<td>Activity: recap Q</td>
<td><strong>SW:</strong> Revise all</td>
<td><strong>PH:</strong> Revise 2 letter blends with r (/br/cr/dr/, etc)</td>
<td><strong>SW:</strong> ’let’</td>
<td><strong>SW:</strong> Revise</td>
</tr>
<tr>
<td><strong>HW:</strong> Copy + speed</td>
<td><strong>PH:</strong> Revise 2 letter blends with l (/cl/bl/gl/, etc)</td>
<td><strong>PH:</strong> Revise 2/th/sh/ word lists</td>
<td><strong>PH:</strong> Revise digraphs /wh/ch/</td>
<td><strong>PH:</strong> Review + assess</td>
</tr>
<tr>
<td><strong>WR:</strong> Copy, fill in of missing words.</td>
<td><strong>WR:</strong> Accuracy of letters</td>
<td><strong>WR:</strong> L&amp;S skills</td>
<td><strong>WR:</strong> L&amp;S skills</td>
<td><strong>WR:</strong> Do an activity on Lang Struc.</td>
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<tr>
<td><strong>HW:</strong> Copy Recipes</td>
<td><strong>HW:</strong> Problem letters to practice</td>
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<td><strong>HW:</strong> Accuracy and speed in writing</td>
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### L2: Weekly Overview of Lesson Plan (Week 24/Preparing Food)

**Weekly learning objectives:**
- Learn, understand and use new English words, phrases and phonics
- Read words and short sentences aloud
- Be exposed to print and books in English
- Learn to write short sentences in English (using handwriting skills developed in L1)

**Competencies:**
- Listen and respond appropriately to basic instructions and greetings
- Answer simple comprehension questions
- Speak in full, simple sentences about everyday topics
- Read simple prepared texts or 3 or 4 sentences
- Enjoy stories and books in English and show an eagerness to read
- Demonstrate handwriting/drawing skills developed in L1 by writing short sentences

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<tr>
<td><strong>Focus:</strong> Vocab + revision</td>
<td><strong>Focus:</strong> Reading + SW</td>
<td><strong>Focus:</strong> Vocab</td>
<td><strong>Focus:</strong> Grammar + speaking</td>
<td><strong>Focus:</strong> Writing sentences</td>
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<tr>
<td>Revise a rhyme (wk. 23)</td>
<td>Discuss + shared read text book p.52/3 (make a fruit)</td>
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<td>Share news (oral activity)</td>
<td>Write + read the steps/procedure in making a</td>
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<td>Revise food vocab from G1</td>
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<td>Learn new vocab; describe</td>
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**SAMPLE**
### Maths

**Weekly lesson objectives:**
- **NCD:** Learn to count, read and write numbers, Develop logical and analytical thinking by comparing and ordering using mathematical vocabulary, understand how to decompose 2-digit numbers,
- **Problem Solving & computation:** Understand basic concepts of addition, subtraction and numerical notation
- **Measurement:** Understand measuring and ordering mass in everyday life

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| **Focus:** Understand concept of $\frac{1}{2}$ and $\frac{3}{4}$ of a whole  
**Content:** Revise number recognition (1-20) play  
Number Bingo  
Introduce $\frac{1}{2}$ & whole using concrete objects (food)  
**Activity:** Colour and cut up pic of food  
Play memory games (Kim’s Game) | **Focus:** Revise place value, consolidate understanding $\frac{1}{2}$ and $\frac{3}{4}$  
**Content:** Count to 95, revise writing nos. 1-20  
Decompose nos. 1-50  
Revise $\frac{1}{2}$ of whole (2D shapes)  
**Activity:** Prepare and complete activity in text book (p. 52)  
Maths game (swat It) | **Focus:** Revise understanding of mass and balance  
**Content:** Order nos. 1-20, compare 2 digit nos. 1-50 (bigger, smaller, equal)  
Intro counting rhyme  
Divide 2D shapes in $\frac{1}{2}$ and $\frac{3}{4}$  
Revise weight vocab, balance food items (kg)  
**Activity:** Classify pic of food by weight | **Focus:** Consolidate understanding of mass and balance  
**Content:** Count concrete objects up to 20, compare 2 digit nos. 1-50 (bigger, smaller, equal)  
Activity: Prepare and complete activity in book p.53  
Compensatory teaching  
Continue rhyme | **Focus:** Integrate w/L1  
**Content:** Decompose nos. 1-50  
Look at mass/weight in sample recipes (link w/L1)  
**Activity:** Prepare activity in book p.54  
Compensatory teaching  
Act out rhyme |

### Arts

**Weekly learning objective:** Become aware of their senses, their immediate surroundings, movement and gesture and the possibilities of voice

**Competency:** Co-operate in a group, respecting the need of others. Create their own pictures and explain what it means and how it was done. Sing together

### Env

**Weekly learning objective:** Understand the importance of handling food hygienically

**Competency:** Explain how to handle food hygienically and why food hygiene is important

**Content:** Handling food hygienically, tasting/identify raw and cooked food, sharing work at home (in food preparations) text book p. 68-73  
Read/tell a story, taste and examine raw/cooked foods, read a recipe, think and talk, make a poster, write a poem.

### Rel

**Weekly learning objective:** Understand that rights involve responsibilities at home and at school

**Competency:** Recount how they are valued, how others show it to them and how they can show it to others

**Content:** Children’s Rights and Responsibilities (at home & in school) Unit 8.1 The Right to Life. Discuss and explore bible stories.

### PE

**Weekly learning 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:** Gymnastics: explore and develop skills in rotations (turns)

### Steps/Procedure in Making a Sandwich

- Ingredients/Verbs etc
- Drawing a Sandwich, draw pics
- Make a booklet
- Practise a rhyme
- SW: Revise (‘want’ + ‘to’)
- PH: cvc words with /o/

---

**Competencies:**
- **NCD:** Explain orally and in Mathematical symbols their understanding of number patterns with the number range of 95
- **Problem Solving & computation:** Solve story problems in everyday contexts using $+/-$ (range 1-95)
- **Measurement:** Compare estimates to measurements (mass in Kg)
and present a group-planned role-play using puppets.

**Content:** Integration (singing songs, colouring, drawing, cutting, sticking, role-play/mime) + explore primary colours (with paint) + improvised dance

L&S = Listening & Responding, S&C = Speaking & Communicating, R&V = Reading & Viewing, 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, WR = Writing,

CVC = Consonants Vowels Consonants
## Part 2: Daily Lesson Plan

**Day:** Monday  
**Date:** 16th Aug  
**Term:** 2  
**Week:** 24  
**Topic of Integration:** Preparing Food

<table>
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<tr>
<th>Subject</th>
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<th>Resources &amp; integration</th>
<th>Learning Support &amp; Assessment</th>
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</thead>
</table>
| L1      | **Objective/Daily focus:** Vocabulary use and development  
**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). Learners copy an item of news from chalkboard and illustrate it.  
**Introduction: Listening & Responding**  
Revise song *Looby Loo* (from wk. 23) with actions  
Discuss learners’ favourite foods. Ask each learner to name their favourite dish/meal. Ask learners to describe how favourite meals/dishes are prepared at home, (e.g. *Who makes that dish for you at home? How do they make it? What do they do first? What are the ingredients? How do you help when preparing the dish/meal?*)  
**Vocabulary:** food, dish, meal, ingredient, prepare (+ names of favourite dishes/meals)  
**Speaking & Communicating:** Teacher will ask the learners to give their own favourite food and give reasons why it is their favourite food.  
**Reading & Viewing**  
Introduce the story *The Little Red Hen* using a picture. Discuss the picture and play *I Spy*. Teach new vocabulary (grain, wheat, plant) and recap animal sounds. Read first section on the story aloud (learners follow own copy of the text) then read it together.  
**Sight words:** Revise recent sight words by playing a game (e.g. *Swat It*)  
**Writing:** Language Structure taken from the story.  
**Handwriting:** Handwriting practice (daily news) emphasis on speed  
**Phonics:** Explore cvc words with /o/ (*bob, cob, job, rob, sob etc) and make a list on the chalkboard. Discuss meaning of words and practise pronunciations.  
**Integration – music, Environmental Studies** | Pictures/flashcards for vocabulary  
Story + picture of *The Little Red Hen*  
Copy of the text for learners  
Flash cards/pictures for new words  
Chart with list of sight words  
“swatter” for *Swat It!*  
Assessment by whole class observation (especially in revision of phonics) | Whole class observation and Incidental support  
Especially with new vocabulary + pronunciation  
Encourage learners to practise using vocabulary at home |
| L2      | **Objective/Focus:** Expand and consolidate vocabulary  
**Introduction: Listening & Responding**  
Practise rhyme/song *Polly Put the Kettle On* (from previous week)  
Recap on food vocabulary (from G1 and incidental) Play a language game (*Fruit Bowl*)  
Discuss favourite foods. (I like.../I don’t like.../ My favourite food is...) Revise courtesies (yes, please/no, thank you/may I ... )  
**Speaking & Communicating:** Learners practice to say  
**Phonics:** Explore cvc words with /o/ (e.g. bob, cob, job, rob, sob etc) and make a list on the chalkboard. Discuss meaning of words and practise pronunciations.  
**Integration – Environmental Studies** | Rhyme: *Polly Put the Kettle On*  
Pictures of food  
Chart for recording cvc words. | Whole class observation, checking everyone can remember basic food vocabulary and use simple sentence structures.  
Repeat vocabulary if... | Encourage learners to practise using vocabulary at home |
<table>
<thead>
<tr>
<th>Reading and Viewing: Phonics</th>
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<tr>
<td>Read cvc words with /o/. Copy some from chalk board, draw and colour pictures to go with the words.</td>
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<td><strong>Conclusion:</strong> language game – Simon Says (using directions/instructions)</td>
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| Mathematics       | **Objective/Focus:** Introduce and understand concept of ½ and ¼ (of a whole)  
**Introduction:** Kim’s Game (memory) with pictures of food items. Learners close their eyes, some pictures are removed & learners try to remember which ones  
**Teach/Demonstrate:** Use/cut up food items, (e.g. an apple, a loaf of bread) to introduce the concept of ‘whole’ and ‘half’ (½) . Use and explain vocabulary such as ‘share’, ‘between two’ ‘divide in 2’, half/2 halves’. Write ½ on the board and explain. Introduce and explain ⅛ in the same way.  
**Activity:** Ask learners to colour pictures of food items, (e.g. an apple, a cake, a pizza) and then cut them in halves (⅛) or in quarters (¼)  
**Conclusion:** Number recognition bingo (with numbers 1-20) | Food items, a knife pictures of food items, scissors, colouring materials                                       | Observation of learners to note who is having difficulties with concept of ½ , ¼ and whole.                       | Give out worksheet of problems/computation sums. Prepare 3-5 sums for homework. [consolidation + revision work]                                                                                                  |
| Environmental Studies | **Weekly Objective:** Understand the importance of handling food hygienically  
**Talk about:** preparing/cooking food at home and how learners (both boys and girls) can help, (e.g. Who prepares or cooks your breakfast/lunch/dinner? Who help with the cooking preparation? What do they do? How do they help? Is there anyone who doesn’t help? Why? Is there any way you could help more? Why should everyone help? )  
**Conclusion:** Tell a story about a parent cooking/preparing that shows how everyone helping makes it easier/better | Integration: L1, L2                                                                                           | Be sensitive to the learners’ home situations                                                                    |                                                                                                                                                                                                        |
| Arts Education    | **Weekly Objective:** Develop the potential of colour and pictorial skills  
**Visual Art:** Explore primary colours and the results when they are mixed (using red, green and blue paint) Discuss and display the results + integration (music) singing a song in L1 | Art materials – paint, paint brushes, paper                                                                    |                                                                                                                                                                                                              |                                                                                                                                                                                                        |
| RME               | (Tues + Thurs)                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                              |                                                                                                                                                                                                        |
| Physical Education | (Tues + Thurs)                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                              |                                                                                                                                                                                                        |

Reflections: ____________________________________________________________________________________________________________________________________________________________
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</table>
| **L1**  | **Objective/Daily focus:** Extend vocabulary + develop oral language confidence.  
**Integrated Activity:** Daily News (Listening/Speaking/Reading/Writing)  
Daily news (think pair share). Guided writing and shared reading of daily news.  
**Introduction: Listening & Responding**  
Introduce the poem *Old Mother Hubbard* learners listen to and learn 1st verse. Discuss.  
Report on homework, discuss preparing food in more detail - particularly if and how they are cooked. Ask learners to name and describe the implements needed/used for cooking. Explain the difference between ‘raw’ and ‘cooked’ food  
**Speaking & Communicating:**  
Learners discuss in groups how to prepare “raw” food or what is “cooked” food  
**Vocabulary:** raw, cooked, Implements for cooking, (e.g. pot, pan, stove, oven, cooker)  
**Reading & Viewing**  
Revise (comprehension questions) and continue (teach new vocabulary + shared reading) of the story *The Little Red Hen*. Listen to small groups reading the story (guided reading) while the class completes an activity  
Activity: Rearrange mixed up words from the story. Put in sentences (for more able)  
**Sight words:** Introduce sight word ‘think’ add to sight word list and put in a sentence  
**Handwriting:** Handwriting practice (daily news) emphasis on accuracy.  
**Phonics:** Revise 2 letter blend words list with ‘l’ (/bl/cl/fl/gl/pl/sl/, etc). Practise pronunciations, show understanding of words (play ‘Hangman’ with words in pairs)  
**Writing:** Learners will use different blends to form word and give the meaning of each word.  
**Conclusion:** Activity – in groups match correct words to picture of cooking implements. | Rhyme:  
*Old Mother Hubbard*  
Pictures of cooking implements  
Story + picture: *The Little Red Hen*  
+ text  
Flash cards for new words  
Worksheet of mixed up words from story (or write on chalkboard)  
Flash cards of sight word (‘think’)  
✔ Integration: Environmental Studies | Incidental support esp. with independent reading  
Prepare easier oral questions for those with difficulties (when asking comprehension questions)  
General observation – identify those who are having difficulty with oral language (expressing themselves) | Practise reading (first half of the story) + sight words and vocabulary |
| **L2**  | **Objective/Focus:** Practise reading skills and knowledge of sight words  
**Introduction: Listening & Responding**  
Play a language game (*Matching Pairs*) using pictures/words of food items (especially fruit and sandwich ingredients). Look at pictures in text book (p.52/3) and discuss. Shared reading. Learn new vocabulary/phrases (peel, cut, take out, bowl, put all)  
**Speaking & Communicating:** Learners answer question on the story they have read, explain the games and do shared reading. | Learners’ text book P.52/3  
(Longman’s *English For You 2*)  
✔ Integration: L1, Environmental Studies | Observe and note who is having difficulties with reading in L2 | Encourage learners to practise vocabulary at home |
### Reading and Viewing:
Shared reading of pg. 52/3. Learn new vocabulary/phrases (peel, cut, take out, bowl, put all) Ask comprehension questions ★

**Sight words:** Introduce ‘want’. Read and write simple sentences with ‘want’ (e.g. I want some bread, I want ham)

**Conclusion:** Sequencing activity using pictures/sentences from text book

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<tr>
<th>Subject</th>
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<th>Resources &amp; integration ★</th>
<th>Learning Support &amp; Assessment</th>
<th>Homework</th>
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<tbody>
<tr>
<td><strong>Mathematics</strong></td>
<td><strong>Objective/Focus:</strong> Revise whole, ⅓, ¼ and consolidate understanding of place value</td>
<td>Food items, pictures of food items, scissors</td>
<td>Work with a small group who were having difficulties with concept (from observations today and Monday) Re-teach concept + challenging work for more able.</td>
<td>Prepare 3-5 more computation sums for homework. [consolidation + revision work]</td>
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<td><strong>Introduction:</strong> Mechanical counting to 95 and focus on numbers 1-20. Call out numbers and learners write them down correctly. Call out 2 or 3 numbers at a time (to challenge more able learners)</td>
<td>Text book pg. 52 (Friendly Earth Mathematics G2)</td>
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<td><strong>Teach/Demonstrate:</strong> revise whole, ⅓ and ¼ using pictures (or food items) from Monday. Divide 2D shapes in ⅓ and ¼. Write a number sentence to explain it. Explain activity in text book. Do examples on the chalkboard.</td>
<td>Integration: L1, L2.</td>
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<td><strong>Activity:</strong> Learners complete p. 52 from text book in their copy. Teacher corrects homework and works with a small group of less able learners</td>
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<td><strong>Conclusion:</strong> Play Swat It (write numbers on the chalkboard, divide in teams, teacher calls out mental arithmetic sums, players compete to ‘swat’ the correct answer 1st)</td>
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| Environmental Studies | (Mon, Wed + Friday) | | | |
| Arts Education        | (Mon, Wed + Friday) | Visual Arts | Colouring/drawing in L1 & L2 | |
| RME                  | **Theme:** Children’s Rights and Responsibilities: The Right to Life (Unit 8.3) | Bible ★ | RME teachers guide p.73 | |
|                      | Re-tell the story of King Herod (as told in Matt 2:13-18) and discuss the right to life and relate to current affairs. | | | |
|                      | Pray together | | | |
| Physical Education    | **Theme:** Gymnastics: Rotations (2.1 – 2.3) | Syllabus guide p.25, 27, 28 + 29 | | |
|                      | Warm up – stretching, jogging on the spot | | | |
|                      | Activity 1: explore turning around the longitudinal axis from different starting positions (standing, crouching, crook sitting, front kneeling, back lying etc.) | | | |
|                      | Activity 2: move around sagittal axis using various parts of the body for support, (e.g. hands, feet, knees, etc) | | | |
|                      | Imaginative games – that include turns, (e.g. spinning like a top) | | | |
|                      | Cool Down – floating exercise | | | |
**Day:** Wednesday  
**Date:** 18th Aug  
**Term:** 2  
**Week:** 24  
**Topic of Integration:** Preparing Food

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<tr>
<th>Subject</th>
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<tr>
<td><strong>L1</strong></td>
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**Objective/Daily focus:** Develop reading fluency  
**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?) Guided writing/reading of some news items  
**Introduction (Listening & Responding):** Learn the next 2 verses of rhyme Old Mother Hubbard and discuss the occupations. Recap discussion on food and cooking. Talk about all the different ways you can cook food and make a list of the verbs associated with it. Make a list of verbs involved in preparing a favourite dish/meal.  
**Speaking & Communicating:** Learners can talk about the different occupations in their families or the different occupations they know about.  
**Vocabulary:** Cooking verbs (e.g. chop, stir, beat, mix, add, brown, boil, roast, fry etc.)  
**Reading & Writing:** Revise (retell the story, make predictions) and finish (teach new vocabulary + shared reading) of the story, The Little Red Hen. Listen to independent reading during written activity. Activity: complete a sequencing activity using mixed up sentences from the story. Learners must put the sentences in order and draw pictures to match.  
**Phonics:** Revise /th/ and /sh/ word lists. Play Word Family Snap.  
**WR:** Language Structures  
**Conclusion:** Recap verbs + ask learners to find pictures of cooked food for homework. |  
**Text of story:** The Little Red Hen  
**Rhyme:** Old Mother Hubbard  
Worksheet with mixed up sentences (or write sentences on chalkboard out of order) /th/ and /sh/ word list flashcards for word family snap  
**Integration:** Visual arts (colouring) |  
Incidental support esp. with independent reading and grammar  
Extended vocabulary for more able  
Observe handwriting and select a letter/letters that many are having difficulty with or are writing incorrectly to focus on in future lessons | Practise reading (first half of the story) + sight words and vocabulary  
Find pictures of cooked food in magazines/newspapers |
| **L2**  |  
**Objective/Focus:** Practise reading skills and knowledge of sight words  
**Introduction: Listening & Responding:** Revise and practise new vocabulary (from text book pg. 52/3) and sight word (want). Recap the steps for making a fruit salad and mention other fruits that could be used. Revise/learn basic verbs (used in cooking) and make up actions or mime them. Play language game (Simon Says) using verb mimes/actions  
**Speaking & Communicating:** Learners play a game by using the action verbs (do and say)  
**Vocabulary:** revise + eat, spread, slice, get |  
**Text book (English For You 2)** pg.52/53  
Flashcards of sight words and pictures for vocabulary  
**Integration:** Visual Arts, Environmental Studies, L1 |  
Observe who is having difficulty reporting back what others have said. Assess why this might be (are they not paying attention or not) | Find/think of a news item for Thursday |
<table>
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<tr>
<th>Reading and Viewing:</th>
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<tr>
<td>Guided and independent reading of text book in pairs and small groups. Learners complete activity on P.53 while the teacher listens to reading.</td>
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</tbody>
</table>

**Phonics:** Oral revision cvc words with /o/  
**Conclusion:** Colour pictures from activity  

(understanding?)
### Aims/Lesson Content

**Mathematics**

**Objective/Focus:** Revise and consolidate understanding of mass and balance

**Revision:** Oral work: Ordering the numbers 1-20 using flashcard of the numbers

Compare 2 digit numbers (1-50) using works like bigger, smaller, equal

Learn a counting rhyme, *Five Little Monkeys*

**Introduction:** Revise/discuss ‘mass’ vocabulary (e.g. heavier/st, lighter/st, kilogram, kg, weight, balance, etc.)

**Teach/Demonstrate:** Use a balance to compare weights of classroom objects and then food items (e.g. a bag of flour/sugar/pasta/maize, crisps, cereal, biscuits, etc). Discover that weight is not always the same as size.

**Activity:** Learners draw pictures to classify food items as heavy or light

**Conclusion:** Recap and practise counting rhyme in small groups

**Environment Studies**

**Weekly Objective:** Understand the importance of handling food hygienically

**Talk about:** Pictures and questions in learner’s book (Macmillan *Environmental Studies G2* p. 68/69). Discuss raw and cooked food and potential dangers of raw food (link to L1 on Tuesday)

Identify the foods that should be washed or peeled before eating them raw and the foods that should be cooked before eating.

**Conclusion:** Read and discuss the story in learner’s book (pg. 70/71)

**Arts Education**

**Weekly Objective:** Integration of various elements of Arts Ed.

**Visual Arts:** Make puppets or masks for the characters in *The Little Red Hen* (L1): the hen, the pig, the dog and the cow, using recycled cardboard and other collected materials.

Decorate/colour them

+ integration: music (L1/2)

**RME**

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**Tues + Thurs**

**Physical Education**

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**Tues + Thurs**

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**Learning Support & Assessment**

- Counting rhyme (words and pictures)
- Flashcards of numbers 1-20
- Counting rhyme:
  - Food items to weigh
  - A balance/scales

- Observation of learners to note who is having difficulties with concept of mass

- Prepare 3-5 more computation sums for homework.
  - [Consolidation + revision work]

- Learner’s text book (Macmillan *Environmental Studies G2* p. 68- 71)

- Integration: L1, L2

- Be sensitive to the learners’ home situations

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Reflections: ____________________________________________________

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<td><strong>L1</strong></td>
<td><strong>Objective/Daily focus:</strong> Development of reading fluency  &lt;br&gt; <strong>Integrated Activity:</strong> Daily News (Listening/Speaking/Reading/Writing) &lt;br&gt; Daily news (think pair share) Modelled writing and shared reading of daily news  &lt;br&gt; <strong>Introduction:</strong> Listening &amp; Responding &lt;br&gt; Look at pictures of cooked dishes/meals and identify some of the ingredients and methods of cooking. Talk about cooking as a profession (restaurants, take away, chef, cook, menu etc) discuss what a recipe is (recipe book, baking). Pick a favourite dish and make lists of the ingredients, cooking implements and verbs needed (to write a recipe)  &lt;br&gt; <strong>Speaking &amp; Communicating:</strong> The learners give their own lists of recipes the create.  &lt;br&gt; <strong>Vocabulary:</strong> chef, recipe, restaurant, take away, menu, cook book + revise  &lt;br&gt; <strong>Reading &amp; Viewing</strong>  &lt;br&gt; Independent reading of the story <em>The Little Red Hen</em> in pairs/small groups. The teacher asks comprehension questions and then the learners ask each other comprehension questions in their pairs/small groups.  &lt;br&gt; <strong>Phonics:</strong> revise /wh/ and /ch/ word lists. Play Word Family Snap.  &lt;br&gt; <strong>Handwriting:</strong> Choose some ‘problem’ letters to focus on &amp; practise writing correctly  &lt;br&gt; <strong>Sight words:</strong> Revision + ‘let’  &lt;br&gt; <strong>Conclusion:</strong> Select dialogue from the story. Small group role-play of the story (using masks/puppets) using the dialogue as ‘a script’. Small groups present different parts of the story (in sequence)</td>
<td>Flash card of sight words (‘let’) + chart  &lt;br&gt; Pictures of cooked food (from magazines/newspapers/flyers/brochures, etc)  &lt;br&gt; Text of story: <em>The Little Red Hen</em>  &lt;br&gt; /wh/ and /ch/ word list  &lt;br&gt; Integration: drama, visual arts</td>
<td>Incidental support (as a result of observation during the independent paired reading)  &lt;br&gt; Re-read story (guided reading) with small group who are having difficulty, if necessary</td>
<td>Practise reading all of the story + sight words and vocabulary</td>
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<tr>
<td><strong>L2</strong></td>
<td><strong>Objective/Focus:</strong> Develop oral language confidence and grammar usage  &lt;br&gt; <strong>Introduction:</strong> Listening &amp; Responding  &lt;br&gt; Ask learners if they have any ‘news’ they would like to share with the class (oral activity). Discuss/practise using simple vocabulary needed to talk about making a sandwich. Use vocabulary and structures learned in reading on Tuesday and Wednesday. Practise asking for things needed in pairs. Revise verbs.  &lt;br&gt; <strong>Speaking &amp; Communicating:</strong> Learners are working in pairs and discuss how to make a sandwich.  &lt;br&gt; <strong>Vocabulary:</strong> bread, butter, meat, tomato, knife, plate, spread, cover, + courtesies, e.g. Can please I have..., I need..., I want...  &lt;br&gt; <strong>Reading and Viewing:</strong> sight words  &lt;br&gt; Read and say rhyme <em>Pease Porridge Hot</em> and discuss.  &lt;br&gt; <strong>Sight words:</strong> Introduce ‘want’ and ‘to’. Read and write simple sentences with ‘want’, (e.g. I</td>
<td>Text (shared) of rhyme: <em>Pease Porridge Hot</em>  &lt;br&gt; Flash cards of sight words, pictures of vocabulary  &lt;br&gt; ⭐ Integration: L1, Environmental Studies</td>
<td>Observe and note who is having difficulty in using vocabulary in context.</td>
<td>Encourage learners to practise vocabulary at home</td>
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want some bread, I want ham, etc.)

**Conclusion:** Memory games (Kim’s games) with pictures of sandwich ingredients/verbs

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<td><strong>Mathematics</strong></td>
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<tr>
<td><strong>Objective/Focus:</strong></td>
<td>Revise and consolidate understanding of mass and balance</td>
<td>Concrete objects to count</td>
<td>Work with a small group who were having difficulties with concept (from observations on Wed + Thurs)</td>
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<tr>
<td><strong>Revision:</strong></td>
<td>Use beans/counters to count objects up to 20, count on and count back</td>
<td>Counting rhyme (words and pictures)</td>
<td>Re-teach concepts if necessary</td>
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<td>Compare 2 digit numbers (1-50) using works like bigger, smaller, equal</td>
<td>Food items to weigh</td>
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<td>Continue counting rhyme, <em>Five Little Monkeys</em>. Add actions or use concrete materials.</td>
<td>A balance/scales</td>
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<tr>
<td><strong>Introduction:</strong></td>
<td>Revise/discuss yesterday’s work on balancing/compare weights of food items and that weight is not always the same as size.</td>
<td>Text book pg. 53 (Friendly Earth <em>Mathematics G2</em>)</td>
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<td><strong>Teach/Demonstrate:</strong></td>
<td>look at food items and find examples of weight measurements written on them, (e.g. 1kg, 450g etc) Discuss and use balance to compare them.</td>
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<td>Prepare activity on pg.53 of text book (or similar activity using available foods) Discuss, and complete orally.</td>
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<tr>
<td><strong>Activity:</strong></td>
<td>Allow learners to complete the activity in their copies. Work with learners who need support (compensatory teaching)</td>
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<td>Prepare 3-5 more computation sums for homework.</td>
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<tr>
<td><strong>Conclusion:</strong></td>
<td>Ask learners to find packages of common food items to examine (or bring in to class) or find a recipe</td>
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<tr>
<td><strong>Environmental</strong></td>
<td>(Mon, Wed + Friday)</td>
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<tr>
<td><strong>Studies</strong></td>
<td>(Mon, Wed + Friday)</td>
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<tr>
<td><strong>Arts Education</strong></td>
<td>(Mon, Wed + Friday)</td>
<td>Drama</td>
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<td>Integration with L1</td>
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<tr>
<td><strong>RME</strong></td>
<td>Theme: Children’s Rights and Responsibilities: The Right to Life (Unit 8.3)</td>
<td>Bible</td>
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<td>Re-tell the story of Jesus and the Loaves and Fishes (as told in John 6:1-14) and discuss what the learners have learned from the story. Illustrate the story.</td>
<td>RME Teacher’s Guide p.73</td>
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<td>Choose an important problem, (e.g. someone who is sick or people who are hungry)</td>
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<td>Talk about it and pray together for help.</td>
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<tr>
<td><strong>Physical</strong></td>
<td>Theme: Gymnastics: Rotations (2.1 – 2.3)</td>
<td>Syllabus guide p.25, 27, 28 + 29</td>
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<td><strong>Education</strong></td>
<td>Warm up – stretching, jogging on the spot</td>
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<td>Revise Activities 1 and 2 from Tuesday</td>
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<td>Activity 3: Move around frontal axis (as described in Syllabus guide)</td>
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<td>Cool Down – ask learners to find new ways of turning and rotation their bodies. Work with partners (or in small groups) to explore rotating together.</td>
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Reflections: ________________________________________________________________________________________________________________

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<tr>
<th>Subject</th>
<th>Aims/Lesson Content</th>
<th>Resources &amp; integration</th>
<th>Learning Support &amp; Assessment</th>
<th>Homework</th>
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| L1      | **Objective/Daily focus:** Comprehension development  
**Integrated Activity:** Daily News (Listening/Speaking/Reading/Writing)  
Daily news (think pair share); make sure every learner has shared at some point during the week. Guided writing of news. Independent reading of news items for the week.  
**Introduction (Listening & Responding)**  
Add more verses to the rhyme *Old Mother Hubbard*; say verses in groups/individually.  
**Listening & Responding, Speaking & Communicating, Reading & Viewing, Writing**  
Revisit/revise discussions from the week, particularly lists of ingredients, implements and verbs from the chosen meal/dish. Talk about quantities/how much of the ingredient is needed. Discuss and shared writing of the recipe for the chosen dish.  
Shared reading of the recipe. In pairs choose a different well known dish and write/draw pictures for a similar recipe using the same format (make lists, write simple sentences and draw pictures)  
**Vocabulary:** quantities, (e.g. much, many, a lot, a little, some, )  
**Sight words:** Revise all sight words from term 2  
**Phonics:** Revise all 2 letter blends + digraphs from term 2  
**Conclusion:** Oral phonics or sight words assessment quiz | Flash cards of sight words and phonics word lists  
Lists of ingredients, implements, verbs used chosen recipe (from Thurs)  
**Rhyme:** *Old Mother Hubbard*  
**Integration:** visual art | Incidental support (particularly of comprehension ability)  
Oral quiz to assess who can recognize and say all phonic blends/digraphs covered in term 2 [more structured assessment] | ========= |
| L2      | **Objective/focus:** Using language to write simple sentences  
**Introduction:** Listening & Responding  
**Speaking & communicating**  
**Phonics:** add to list of cvc words with /o/ and practise pronouncing and using them.  
Make up nonsense cvc words with /o/ and have fun saying/reading them  
Revise discussion on making a sandwich, and describe steps in making a sandwich. List key words and phrases on the chalkboard.  
**Reading and Viewing: sight words**  
Ask learners to write simple sentences to describe how to make a sandwich (using key words on chalkboard) read each other sentences or read sentences aloud to the class  
**Sight words:** revise ‘want’ and ‘to’.  
Practise saying rhyme *Pease Porridge Hot* in small groups or individually.  
**Conclusion:** Illustrate sentences to form a booklet on ‘how to make a sandwich’ | Chart for recording cvc words.  
Text (shared) of rhyme: *Pease Porridge Hot*  
Paper for making a booklet and colouring materials to decorate/illustrate | Observe who is having difficult using key words to write a sentence independently  
For less able learners, provide a sequencing worksheet/activity: learners must cut out sentences/pictures and paste them in the correct order | ========= |
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| Mathematics      | **Objective/Focus:** Integrate Mathematics (mass) with L1 (recipe)  
**Revision:** Decompose numbers in different ways (1-50)  
Practise counting rhyme, *Five Little Monkeys*. Add actions or use concrete materials.  
**Introduction:** Revise/discuss yesterday’s work, look at homework (samples of packages) and use with balance.  
**Teach/Demonstrate:** Look at a recipe for play dough in the textbook (pg. 54); read and discuss amounts (link with L1 and L2)  
**Activity:** Make play dough with groups of learners, other groups can copy the recipe and illustrate it while they wait their turn.  
**Conclusion:** Allow them to make numbers with the play dough when it is ready.                                                                 | Concrete objects to count  
Counting rhyme:  
Ingredients for play dough, measuring equipment  
Text book pg. 54 *(Friendly Earth Mathematics G2)* | Continue work with a small group who were having difficulties with concept (from earlier observations)  
Re-teach concept(s) if necessary |          |
| Environmental Studies | **Weekly Objective:** Understand the importance of handling food hygienically  
**Talk about:** Recap the story learner’s book (pg. 70/71) and the discussion on raw and cooked food. Recap foods that should be washed or peeled before eating them raw and the foods that should be cooked before eating.  
Discuss hygienic food preparation and why it is important. Make a list of things we should and shouldn’t do when preparing food. Demonstrate how to wash and peel fruit, vegetables and edible roots.  
**Conclusion:** Make/draw/colour posters encouraging hygienic food preparation                                                                 | Learners’ text book *(Macmillan Environmental Studies G2 p. 68-71)*  
☆ Integration: L1, L2 |          |
| Arts Education   | **Drama:** continue, repeat or finish role-play – see L1 (on Thurs) ☆  
**Music:**  
Practise rhymes (L1 and L2) using clapping rhythms or percussion instruments ☆ | ☆ Integration: L1, L2 |          |
| RME              | ------------------------------- Tues + Thurs |          |          |
| Physical Education | ------------------------------ Tues + Thurs |          |          |
SECTION 3: Resources

1. Literacy Resources

Introduction to the 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. There are also some other stories, poems and songs in the Grade 1 Integrated Planning Manual that could be revised, expanded upon or taught if not done previously.

Stories: Hansel and Gretel; Little Red Hen; Jack and the Beanstalk; The Enormous Turnip; Cinderella; The Dog, the Goat and the Donkey

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.

Songs, Poems & Rhymes: Starlight; Make New Friends; A Sailor Went to Sea; Happy Birthday to You; Doe a Deer; London Bridge; Looby Loo; Polly Put the Kettle On; Pat-a-cake; Pease Porridge Hot; Old Mother Hubbard; Little Miss Muffet; Somewhere Over the Rainbow; Baa, Baa Black Sheep; Here’s My Little Garden; Baby Bumblebee; Whistle a Happy Tune; Wash Your Hands; Desperate Dan

The melody for most of these songs (and for some of the poems) can be found on the internet, for example at: http://www.smart-central.com

Counting rhymes/songs: Five Fat Sausages; Five Little Monkeys; One, Two Buckle My Shoe; The Ants Go Marching; This Old Man

Games: Simon Says; Kim’s Game; Fruit Bowl; Chinese Whispers; Matching Pairs; Swat It; I Spy
Hansel and Gretel

Once upon a time there lived a woodcutter who had two children called Hansel and Gretel. They lived in a comfortable little house on the edge of the woods. The fields around the house were sunny and pleasant and safe but the woods were deep and dark and dangerous. The woodcutter often warned his children not to go into the woods. “Don’t go into the woods or you will get lost,” he warned them.

Hansel and Gretel were good children who usually listened to their father but one day they decided to go into the woods. They took some bread and something to drink and walked to end of the road that led past the woods. “It doesn’t look too dangerous,” said Gretel, looking into the woods. “But what if we get lost?” Hansel picked up some white stones from the path near the path. “We can leave a trail of stones so that we can follow them and find our way back,” he said.

They went into the woods and walked through the tall trees looking at the unusual plants and strange animals. It was quiet and cool in the woods and the children played chase and hide and go seek. Hansel dropped the white stones as they went along, but soon the white stones were all gone. “We should go back,” said Hansel. “Wait! I can hear a river!” said Gretel. “Let’s go a little bit further and see if we can find it.” Hansel had an idea. “We can drop pieces of bread to make a trail.” The children went further into the woods following the sound of water and dropping breadcrumbs behind them.

After a while they found a stream and had fun splashing in the water. Suddenly Gretel noticed that it was starting to get dark. “Let’s go home now,” she said. They started to follow the trail of breadcrumbs but after a short time they couldn’t find any more crumbs. “Where are the crumbs?” said Hansel. Then they saw a huge black crow eating some bread. “The birds must have eaten the crumbs!” said Gretel. They searched for the white stones but couldn’t find any either. It was getting darker and darker. “We’re lost!” said Hansel. They began to wander through the woods crying and calling for their father but on one answered.

Suddenly they saw something through the trees. “Look! It’s a house!” said Hansel and they ran towards it. It was a small, pretty house but very strange. “What is it made of?” said Gretel as Hansel touched the wall. “I think this is gingerbread!” he said. He broke off a piece and tasted it. “It is gingerbread!” Gretel broke off another piece. “This tastes delicious!” she said. They were busy munching on the gingerbread when the door opened and an old lady came out. “Are you eating my house?” she asked. “I’m sorry,” said Gretel. “We were so hungry and lost!” said Hansel. “Come inside,” said the old lady, “and I will give you something even nicer to eat.” Smiling happily, Hansel and Gretel followed the little old lady into her house.

As soon as they were inside, the door slammed shut behind them and the little old lady turned around. She didn’t look like a kind old lady anymore. She looked ugly and mean and she laughed in a horrible, cruel way. She pushed Hansel into a cage and locked the door. “I will fatten you and eat you,” she said. “No,” said Gretel. “Leave my brother
alone!" “And you,” said the witch, “will be my servant. You will wash and clean and cook for me.” Hansel and Gretel were very frightened but they were trapped in the witch's house.

Everyday Gretel was forced cook and clean for the witch and Hansel was kept in a cage, until one day she decided he was ready to eat. “I must make sure the oven is nice and hot,” she said and went to get more fire wood. The children were scared. “Don’t worry,” said Gretel. “I have a plan”. As soon as the witch opened the oven to check if it was hot enough, Gretel rushed over and pushed the wicked witch in. She slammed the oven door and ran to the cage to let Hansel out.

The children quickly hurried outside and, without stopping, ran into the woods. Hansel found the trail of white stones and they followed it back to the edge of the woods. As soon as they got to the path their father saw them and ran towards. He hugged them and kissed them and scolded them and then hugged them and kissed them some more. Hansel and Gretel never went into the wood again and the witch and her gingerbread house were never seen again.

**Hansel and Gretel - shorter version:**

Once upon a time there were two children called Hansel and Gretel, who lived with their father near a deep, dark wood. One day the children went into the wood to play. They left a trail of stones to find their way home.

When the stones were all gone, they used breadcrumbs instead. However birds ate the breadcrumbs so when Hansel and Gretel tried to find their way home there were no crumbs to follow. They were lost in the deep dark wood. They were very frightened.

Then they saw a house in the wood made of gingerbread. An old lady came out and gave them cake and sweets to eat. “Come inside,” she said, and Hansel and Gretel went inside. The old lady was a witch and she put Hansel in a cage.

One day the witch said she was going to eat Hansel. When she opened the oven, Gretel jumped up, pushed the witch inside and shut the oven door. Hansel and Gretel ran outside and into the woods. They ran and ran until they found the trail of stones.

They followed the trail all the way home. Their father was very happy to see them. “Do not go into the deep dark woods again!” he said.
The Little Red Hen

One day the Little Red Hen was out scratching in the fields around the farm. Scratch, scratch, peck, peck, she searched for tasty worms and seeds. Then, to her delight, she found some wheat grains. Instead of just eating the grains she said to herself, “I will plant these grains.” She scurried back to the farm yard to look for help. “I have found some grains of wheat,” she said to the other animals. “Who will help me to plant them?” “Not me,” said the pig. “Oink, oink. I must clean my sty.” “Not me,” said the cow. “Moo, Moo. I must clean my hooves!” “Not me,” said the dog. “Woof, woof. I must clean my kennel!”

“Then I’ll do myself!” said the Little Red Hen and she worked hard and planted the grains all by herself. She watered and cared for the seedlings and soon they grew into tall yellow stalks of corn with ripe grains of wheat. “It is time to harvest the wheat,” she said to herself. She went back to farm yard and said to the other animals. “Who will help me to harvest the wheat?” “Not me,” said the pig. “Oink, oink. I have to eat my feed.” “Not me,” said the cow. “Moo, Moo. I must eat the grass!” “Not me,” said the dog. “Woof, woof. I have a bone to eat!”

“Then I’ll do myself!” said the Little Red Hen and she worked hard cutting the wheat. Soon it lay in a pile and she asked, “Who will help me thrash the wheat?” “Not me,” said the pig. “Oink, oink. I am busy with my piglets.” “Not me,” said the cow. “Moo, Moo. I am busy with my calves!” “Not me,” said the dog. “Woof, woof. I am busy with my puppies!”

“Then I’ll do myself!” said the Little Red Hen and she worked hard thrashing the wheat and soon had a nice big pile of golden wheat grains. “Now we must bring the grain to the mill so it can be ground into flour,” said the Little Red Hen. “Who will help me?” “Not me,” said the pig. “Oink, oink. It is hot today and I want to lie in the mud.” “Not me,” said the cow. “Moo, Moo. It is hot and I want to stand by this cool stream.” “Not me,” said the dog. “Woof, woof. It is hot and I want to lie in the shade or a tree!”

“Then I’ll do myself!” said the Little Red Hen and she brought the wheat to the flour mill and carried the sack of flour all the way back to the farm. “Now who will help me bake some bread?” she asked. “Not me,” said the pig. “Oink, oink.” “Not me,” said the cow. “Moo, Moo.” “Not me,” said the dog. “Woof, woof.”

“Then I’ll do myself!” said the Little Red Hen and she mixed the flour with yeast and salt and water. She kneaded the dough, left it to rise and put the bread in the oven. Soon the aroma of freshly baked bread could be smelled all around the farm. “Who would like to eat some fresh bread?” asked the Little Red Hen, as she took the steaming loaf from the oven. “Me!” said the pig. “Oink, oink.” “Me!” said the cow. “Moo, Moo.” “Me!” said the dog, “Woof, woof.”

“Oh no, I don’t think so!” said the Little Red Hen. “I’ll do it myself!” So she called her chicks around her and they ate the delicious warm bread with some butter and jam. The
pig, the cow and the dog watched them but the Little Red Hen and her family ate up every bit until all there were left were some crumbs.

**Little Red Hen - shorter version:**

One day the Little Red Hen found some grains of wheat in the field. “I will plant this wheat and it will grow.” she said. She went back to the farm. “Who will help me plant this wheat?” she asked. “Not me,” said the pig. “Oink, oink!” “Not me,” said the cow. “Moo, moo!” “Not me,” said the dog. “Woof, woof!”

“Then I’ll do it myself,” said the Little Red Hen. So she did.

The wheat grew. “Who will help me cut the wheat?” asked the Little Red Hen. “Not me,” said the pig. “Oink, oink!” “Not me,” said the cow. “Moo, moo!” “Not me,” said the dog. “Woof, woof!”

“Then I’ll do it myself,” said the Little Red Hen. So she did and soon she had a pile of wheat. “Who will help me make the wheat into flour?” asked the Little Red Hen. “Not me,” said the pig. “Oink, oink!” “Not me,” said the cow. “Moo, moo!” “Not me,” said the dog. “Woof, woof!”

“Then I’ll do it myself,” said the Little Red Hen. So she did and soon she had a bag of flour. “Who will help me bake some bread with the flour?” asked the Little Red Hen. “Not me,” said the pig. “Oink, oink!” “Not me,” said the cow. “Moo, moo!” “Not me,” said the dog. “Woof, woof!”

“Then I’ll do it myself,” said the Little Red Hen. So she did and soon she had a loaf of bread. “Who will help me eat the bread?” asked the Little Red Hen. “Me!” said the pig. “Oink, oink.” “Me!” said the cow. “Moo, Moo.” “Me!” said the dog. “Woof, woof.”

“No!” said the Little Red Hen. “I’ll do it myself!” And she did.
Jack and his mother lived on a small farm and they were very poor. Their farm was tiny, the soil was rocky and the only animal they had was their cow, Bess. Jack was a happy but lonely boy and he loved Bess. Every morning he milked her so they would have milk for breakfast and cheese for lunch. He often talked to Bess as he worked and told her of his dreams of going on exciting adventures.

One day Jack's mother came to him with some sad news. She told him the next morning he would have to take Bess to the market and sell her. “But why?” wailed Jack. His mother explained that Bess was getting old and soon would no longer give milk. “But she's my friend,” said Jack. His mother told him that they were too poor to keep a cow as pet and that they needed the money for food.

Jack pleaded and argued but his mother wouldn't change her mind and the next morning Jack left for the market, taking Bess with him. He walked slowly but before long he reached the market. He tried to sell Bess but the only people who would even offer to buy the old cow were a cruel looking farmer and a butcher. “I cannot sell Bess to those men,” said Jack to himself.

“I will buy your cow and treat her well,” said a voice behind him. He turned around to see a kind but strange looking man standing nearby. He wore strangely coloured clothes but he was smiling. “Will you promise not to kill her?” asked Jack. “I promise,” said the man, and this made Jack very happy. “How much will you give me?” he asked eagerly. “I will give you some magic beans in exchange for your cow,” said the odd looking man. Jack was afraid his mother would not be happy if he brought home magic beans instead of money but he wanted Bess to be safe so he agreed.

When Jack showed his mother the magic beans she was not happy. In fact she was furious. She shouted and yelled at Jack and sent him to bed without any supper. “You silly boy!” she cried. “What will happen to us now? These beans can't help us.” And she threw the beans out the window.

But the beans were magic and that night they began to grow. They grew into a beanstalk that grew as tall as the house and then grew taller and taller still. When Jack got up the next morning the beanstalk was so tall he couldn’t see the top. He called his mother and pointed up into the sky where the top of the beanstalk was hidden in the clouds. “I am going to climb the beanstalk,” he told his mother, “to see what I can find at the top.” He began to climb. “Be careful!” shouted his mother as he climbed higher and higher.

When Jack reached the top of the beanstalk he found that he had reached a land hidden in the clouds. He saw that this cloud land was where giants lived and everything was huge. He was very excited to go off on an adventure so he decided to explore. He could see huge trees and houses and even the flowers were taller than him. He walked
along the road until he found an open door and crept inside the giant house. Everything was huge: a high bed, tall chairs, massive plates and cups on the big table.

There was kind, lady giant in the house who was a bit surprised to see a tiny human in her house but she fed Jack and told him about her husband who was not so kind. “You’ll have to go before he gets back,” she told Jack, “or he’ll eat you!” “Don’t worry,” said Jack. “I’ll hide.” “That won’t work,” said the lady giant. “He can smell humans!” Suddenly they heard loud footsteps coming towards the house and a loud voice said, “Fee! Fi! Fo! Fum! I smell the blood of a human! Be he alive, or be he dead I’ll grind his bones to make my bread!” “Run! Quickly!” said the lady giant. She gave Jack a bag of golden coins and he managed to escape out the back door before the giant got back.

Jack climbed back down the beanstalk and his mother was delighted with the giant golden coins. They were able to buy food and new animals for the farm. For a time Jack and his mother were very happy but Jack began to grow restless and wanted another adventure so he climbed the beanstalk again. This time he was not so lucky. He went again to the giant’s house and began to explore the huge kitchen. Suddenly the door burst open and in stomped the giant. “Fee! Fi! Fo! Fum!” he growled, “I smell the blood of a human! Be he alive, or be he dead I’ll grind his bones to make my bread!” Jack hid behind a jam pot but the giant began to search the house. The giant’s wife saw him and helped him escape through the high window but the giant saw him too and began to chase him.

Jack ran as fast as he could and began to climb down the beanstalk. The giant followed him and began to climb down the beanstalk too. The huge beanstalk began to shake and Jack climbed as fast as he could. As he neared the bottom he called out to his mother, “Bring the axe!” His mother ran to fetch the axe and as soon as Jack jumped to the ground he grabbed it and began to cut down the beanstalk. “Fee! Fi! Fo! Fum!” roared the giant and he climbed down the beanstalk. Jack chopped and chopped at the beanstalk as the giant got closer and closer. Suddenly the beanstalk began to fall. It wobbled for a moment and then, with a loud CRASH! fell to the ground, killing the giant instantly.

Jack and his mother lived very happily in their little house and were never poor again. Jack sometimes had small adventures but he was never again tempted to climb magic beanstalks!

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**Jack and the Beanstalk - shorter version**

Jack and his mother were very poor. Jack went to the market to sell their cow. He met a man who gave him some magic beans for the cow.

Jack’s mother was not happy with the beans. She threw them outside. The beans were magic and they grew into a very tall beanstalk. Jack wanted to climb the beanstalk to see what was at the top.
Jack climbed the beanstalk. At the top there was a giant’s house and Jack went inside. When the giant came home he said, “Fee! Fi! Fo! Fum! I smell the blood of a human!” and tried to catch Jack to eat him. The giant’s wife gave Jack some gold coins and helped him get away.

The giant chased Jack. Jack ran and ran and climbed back down the beanstalk. The giant followed Jack and began to climb down the beanstalk too. Jack got an axe and cut down the beanstalk. The beanstalk fell down. Crash! The giant fell down too. Crash! Jack was safe.

The Enormous Turnip

Once upon a time there was a family who lived on a farm. They grew lots of different kinds of fruit and vegetables and crops on their farm. They grew potatoes, turnips, carrots and cabbage. They had trees filled with apples and pears and bushes full of raspberries and cherries. They had fields of wheat and barley and oats. They were always very busy; the farmer and his wife worked hard every day planting, watering, weeding and tending the crops. Their children, a boy called David and a girl called Anne, often helped out too.

One day the farmer went into his field of turnips and noticed that one seemed to be much bigger than the rest. The next day he came back and saw that it had become even bigger. He decided not to dig up the turnip but to wait and see how big it would get. The turnip grew and grew. “Great!” said the farmer, who loved turnip stew. “This one will make lots of turnip stew.” The turnip continued to grow and grow. Every day the farmer visited and was astonished by how huge the turnip was getting. First the leaves were to his knee, then his waist, then his shoulder and eventually the leaves on the turnip were higher than his head. He decided it was time to dig up the turnip so one morning she went to the field with his spade.

He tried to dig the turnip but it was just too big. It was huge! It was massive! It was a truly enormous turnip! He decided to pull it out of the earth. He grabbed the leaves that grew above the earth and began to pull. He pulled and he pulled. He tugged and he tugged but he could not move the enormous turnip. He decided he needed some help.

He called his wife. She was busy fixing the roof of the hen house while she waited for an apple pie to cook but she came when her husband called. “Oh my goodness!” she gasped when she saw the gigantic turnip. “It’s enormous!” “Come and help me pull it up!” said the farmer. “We can make a lot of turnip stew with this!” The farmer grabbed the leaves and his wife grabbed him around the waist. They pulled and they pulled. They tugged and they tugged but he could not move the enormous turnip. They decided that they needed some help.

The farmer saw his son, David, walking past the field on his way home from school and he called him to come and help. “Oh my goodness!” gasped David when he saw the oversized turnip. “It’s enormous!” “Come and help us pull it up!” said his mother. “Your
father wants turnip stew for dinner.” The farmer grabbed the leaves, his wife grabbed him around the waist and the boy grabbed his mother by the waist. They pulled and they pulled. They tugged and they tugged but he could not move the enormous turnip. They decided that they needed even more help.

Then David saw his sister, Anne, heading along the road towards the house on her way home from soccer training and he called her to come and help. “Oh my goodness!” she said when he saw the colossal turnip. “Its enormous!” “Come and help us pull it up!” said her brother. “We’re getting hungry and we want turnip stew for dinner.” The farmer grabbed the leaves again, his wife grabbed him around the waist, the boy grabbed his mother by the waist and the girl grabbed her brother by the waist. They pulled and they pulled. They tugged and they tugged but he could not move the enormous turnip. They decided that they needed even more help.

Then Anne saw Bob, their dog, trotting along the road and she called him to come and help. The farmer grabbed the leaves again, his wife grabbed him around the waist, the boy grabbed his mother by the waist, the girl grabbed her brother by the waist and Bob, the dog, took the back of Anne’s jumper in his mouth. They pulled and they pulled. They tugged and they tugged but he could not move the enormous turnip. They were getting worried that there would be no turnip stew for dinner.

Patch, the farm cat, was sitting on the fence watching the family try to pull the enormous turnip. “Come and help us!” called David. Patch jumped down and went to help. The farmer grabbed the leaves again, his wife grabbed him around the waist, the boy grabbed his mother by the waist, the girl grabbed her brother by the waist, Bob took the back of Anne’s jumper in his mouth and Patch, the cat, took Bob’s tail in her mouth. They pulled and they pulled. They tugged and they tugged but he could not move the enormous turnip. They were just about to give up.

A small mouse was nibbling on a grain of corn near the fence, saw them and offered to help. “You?” said Patch. “You’re just a tiny mouse. How can you help?” “Well, I can try,” squeaked the mouse. “Every little bit helps!” The all agreed so once more they got ready to pull. The farmer grabbed the leaves again, his wife grabbed him around the waist, the boy grabbed his mother by the waist, the girl grabbed her brother by the waist, Bob took the back of Anne’s jumper in his mouth, Patch took Bob’s tail in her mouth and the tiny mouse took Patch’s tail in her tiny mouth. Altogether they gave one final enormous pull and suddenly, with a loud “pop!” the enormous turnip shot out of the earth.

The turnip came out so suddenly that everyone fell over covered in soil. They sat in silence for a moment looking at the enormous vegetable and then everyone began to laugh. Working together they carried the turnip to the house and with everyone helping they washed, peeled and cut up the turnip. Soon they were all sitting down to a delicious bowl of turnip stew, even Bob, Patch and the tiny mouse got their share.
The Enormous Turnip - shorter version:
Once on a farm there was a field of turnips. One turnip began to grow bigger than all the rest. It grew and grew and it grew until it was enormous! A man came to the field and saw the enormous turnip. He tried to pull the enormous turnip. He pulled and he pulled but it didn’t work.

A woman came to the field to help him. They tried to pull the enormous turnip. The man pulled, the woman pulled. They pulled and they pulled but it didn’t work.

A girl came to the field to help them. They tried to pull the enormous turnip. The man pulled, the woman pulled, the girl pulled. They pulled and they pulled but it didn’t work.

A boy came to the field to help them. Altogether they tried to pull the enormous turnip. The man pulled, the woman pulled, the girl pulled, the boy pulled. They pulled and they pulled but it didn’t work.

A dog came to the field to help them. Altogether they tried to pull the enormous turnip. The man pulled, the woman pulled, the girl pulled, the boy pulled, the dog pulled. They pulled and they pulled but it didn’t work.

A cat came to the field to help them. Altogether they tried to pull the enormous turnip. The man pulled, the woman pulled, the girl pulled, the boy pulled, the dog pulled, the cat pulled. They pulled and they pulled but it didn’t work.

A mouse came to the field to help them. Altogether they tried to pull the enormous turnip. The man pulled, the woman pulled, the girl pulled, the boy pulled, the dog pulled, the mouse pulled. They pulled and they pulled and suddenly POP! the turnip came out!

They all had turnip stew for dinner and enjoyed every bit of it!
Once upon a time there was a girl called Ella who lived in a lovely house in the country with her father. Her mother had died when she was just a baby, and sometimes living in a big house with no brothers or sister was lonely, especially because her father travelled away from home a lot. But mostly Ella’s life was happy, carefree and full of fun. That is until her father decided to remarry. He chose for his new wife a beautiful woman who was as mean spirited on the inside as she was lovely on the outside.

She also had three beautiful daughters and at first Ella was delighted that she would have three sisters to play and share with. She thought they would all have fun climbing trees in the woods, playing chase in the garden and making mud pies in the fields. Her new sisters, however, were spoiled and snooty and didn’t want to play silly games with their new sister. They were interested in clothes, jewellery, going to balls and gossiping. In the beginning they just made fun of Ella or ignored her but soon they began to treat her like a servant asking her to fetch and carry for them.

Ella soon found herself busy from morning ‘til night washing and ironing her sister’s fine clothes and taking care of all the house work. She got up early every morning to light the fire, spent the day rushing around cooking and cleaning, and was so tired by night fall, that she often fell asleep by the kitchen fire. Her step-sisters and step-mother gossiped in their rooms all day and made fun of her shabby, grubby clothes. “Ewww, you’re filthy!” one of her step-sisters said one day. “Did you sleep in the fireplace? You’re covered in ash and cinders!” “That’s disgusting!” said another step-sister. “We should call you Cinderella.” They all laughed thinking it was a great joke. “Fetch my gloves, Cinderella!” they would say. “Where is my fur cape, Cinderella?” they would shriek. “Hurry up, Cinderella!” they would snap.

Poor Ella felt lonelier than ever, even though the house was now full of people. She had no time for playing, having fun or enjoying herself anymore. Sometimes as she sat in the kitchen, near the ashes of the fire late at night, she cried herself to sleep. Things got even worse when her father got sick and died. As Ella grew older her step-sisters and step-mother forgot she was part of the family and that her name wasn’t really “Cinderella” at all.

One day as Ella was making breakfast she heard a great commotion at the door. She rushed upstairs to find out what had happened. Her step-sisters were jumping around, laughing and screaming and talking all at the same time. Ella eventually found out that an invitation had arrived from the palace inviting them all to a ball in honour of the Prince. “He’s looking for a wife!” one step-sister screeched. “I’ll bet he’ll pick me!” gasped another.

They rushed off to begin preparing for the ball. Ella helped them clean and iron their best dresses and gowns, but they just laughed when she asked if she could go to the ball with them. “You, Cinderella?” they shrieked. “Why would you want to go?” “I thought
it might be fun,” said Ella shyly. The sisters laughed again. “A scruffy thing like you at a royal ball?” they giggled. “You would embarrass yourself,” sneered her step-mother. “And us!”

Three days later, Ella watched her step-sisters and step-mother laughing and chatting excitedly as they left for the palace in the family carriage. She closed the door, went inside and sat by the fireplace and began to cry. “It’s so unfair!” she sobbed. “I wish I could go to the ball!” “But you shall go to the ball,” said a voice from behind her. Ella jumped up, gasping and wiping her tears. Standing in the kitchen, smiling at her, was a beautiful lady in a sparkling dress. “Wh-who are you?” stammered Ella. “I am your Fairy Godmother,” said the lady. “I am here to see that you get to go to the ball.” “But how?” sniffed Ella. “I don’t have a dress, the carriage has already left, and…” “Don’t worry,” her Fairy Godmother said as she took out her magic wand. “This will help!”

She looked around the kitchen, took a large pumpkin from the shelf and took it outside. With a wave of her wand the pumpkin became a golden carriage. She found four mice and turned them into a driver and footmen. Then she waved her wand and turned Ella’s worn rags into a shimmering silver ball gown. “Oh!” gasped Ella. “It’s beautiful!” Another wave of the wand and Ella’s messy hair and tear stained face were transformed to match the stunning dress. “You look beautiful,” said her Fairy Godmother. “Just one more thing…” From her pocket she produced a pair of exquisite glass dancing slippers that fitted Ella’s tiny feet perfectly. “Now you are ready for the ball!”

Ella looked around in amazement. “How can I ever thank you?” she said. “Just enjoy yourself,” said her Fairy Godmother. “But I have one warning. At midnight the magic will end and everything will return to what it was before.” “I will leave before midnight,” promised Ella. “Thank you so much.” She climbed into the golden carriage, and her Fairy Godmother waved as she set off to the palace.

The ball had already started when Ella arrived but everyone stopped and turned to stare and the beautiful and mysterious lady as she entered the ball room. Even the Prince looked up. Even though he had to pretend he was having a wonderful time, the Prince had not been enjoying the ball. He had found all the ladies he’d met so far to be boring and tiresome and only interested in his money. He went over to the gorgeous lady in the silver dress and asked her to dance. At first she was shy but the Prince was kind, and as they began to talk, they found they had lots of common interests.

In fact, Ella was so busy talking to and dancing with the Prince that she forgot all about the time. It wasn’t until she heard the first chime of the clock striking midnight that she remembered. “I’ve got to go!” she said suddenly and turned and ran from the ball room. “What? Wait!” said the startled Prince, but Ella knew she couldn’t stop. She ran as fast as she could as the clock continued to strike midnight. She was in such a rush to get away that she lost one of her glass slippers on the steps of the palace. As she ran out into the night, the last chime struck and her beautiful dress turned back in grubby rags, the golden carriage became a pumpkin again and the driver and footmen turned back into mice. When the Prince arrived on the steps there was no sign of the beautiful lady, just a tiny glass slipper lying on the steps.
The next morning Ella made breakfast for her family and listened to them gossiping about the mysterious lady who had danced with the Prince all night. They were very jealous but had no idea who the lady was. Ella smiled to herself but said nothing. They were in for a great shock when the Prince himself arrived at their door later that morning holding a glass slipper. He told them he was searching the kingdom for the beautiful lady he’d fallen in love with last night. Each of the step-sisters tried desperately to fit their foot into the delicate shoe but didn’t even come close. The Prince was relieved as he could see that even though they were pretty they were also mean and spoilt. “Is there anyone else in the house?” he asked. “No,” said Ella’s step-mother. “What about her?” asked the Prince pointing at Ella who was clearing the table, sure that the Prince wouldn’t notice her. “Her?” said the eldest sister. “She wasn’t even at the ball!” “Would you like to try?” asked the Prince, thinking to himself that there was something familiar about the grubby maid.

Ella came forward and tried on the glass slipper. Of course, it fitted perfectly. “It /is you!” said the Prince. She smiled shyly and took the other slipper out of her pocket. The Prince was delighted. “I’ve found you!” he said, not caring at all that she wore scruffy clothes and had ash in her hair. Ella was as happy as her step-sisters and step-mother were shocked.

Things were very different after that. Ella became a Princess when she married the Prince and moved to the palace. Her step-sisters and step-mother had to do their own cleaning and cooking and always wished they’d been nicer to Ella. They never called her Cinderella again. Of course Ella and the Prince lived happily ever after.

Cinderella - shorter version
Once upon a time there was a girl called Ella. She had three step-sisters who were not very nice to her. They called her Cinderella and made her do all the work in their house. She had to wash and clean and cook all day. She was very sad.

One day the Prince asked everyone to a ball. Cinderella wanted to go but her sisters said no. They put on nice dresses and went to the ball. Cinderella was all alone and she started to cry.

Then Cinderella’s Fairy Godmother came to the house. She used her magic wand to give Cinderella a lovely dress. “Now you can go to the ball,” she said. Cinderella was very happy. Cinderella went to the ball. She had lots of fun and danced with the Prince. At 12 o’clock she had to go. She lost her lovely glass shoe when she ran away. Her lovely dress was gone and she was very sad again.

The Prince found the shoe. He came to Cinderella’s house with the shoe. It fitted her but not her sisters. The Prince was in love with Cinderella and they lived happily ever after.
Once upon a time there was dog and a goat and donkey who all lived on a farm in the middle of the veld. Donkey was an old, wise creature who was sensible and patient. Goat was young and not so calm. He tended to get excited very easily! Dog was usually patient and reasonable but he was also had a stubborn streak.

One day the friends decided to travel to town. Donkey wanted to meet her friends for a chat. Dog wanted to have a sniff around and see if he could find any tasty scraps to eat. Goat went along because he didn’t have anything more interesting to do!

They walked for a long time but eventually decided it was a long way and that they should try and get a lift. “We could get a combi or maybe hitch?” suggested Goat. Then they saw a taxi coming towards them. “Let’s see if this taxi has room for us,” said Dog. The taxi was empty and stopped for them. Dog, Donkey and Goat all climbed in and they sped off towards town.

When they got close to town, Donkey got out first. “How much?” she asked the driver. “Ten dollars, please,” he said. Donkey paid the fare, thanked the driver and trotted off to where some other donkeys were munching grass near the edge of the road.

Goat got off in the town centre. “Ten dollars, please,” said the driver. It was only then that Goat realised he didn’t have any money with him. “Excuse me?” he said to the driver, pretending to look for the money. “Ten dollars, please,” said the driver again, a little crossly this time. Suddenly Goat made a dash for it, trotting away as quickly as his hooves would take him. “Hey!” said the driver climbing out of the car. “Stop!” but he was too late. Goat had already vanished around the side of a shop.

“I think I’ll get out here too,” said Dog and jumped out of the car. He gave the taxi driver twenty dollars and waited for his change. The driver climbed back into his car and started the engine. “What about my change?” said Dog. “You can ask that silly goat for your change,” said the driver and drove off. “Stop! That’s not fair!” barked Dog chasing after the car. “Give me my change!” yelped Dog, trying to snap at the wheels. The taxi sped up and kept going. “I’ll get you some day!” barked Dog glaring at the vehicle in the distance.

After that, the animals acted a little different when they saw a car. Every time Goat saw a car she darted and dashed out of the way, always acting excited and a little guilty. Dog always chased after any cars he saw, barking, “Give me my change! I want my money!” and trying to snap at the wheels. Donkey, however, was still the same calm creature she always was, ignored all vehicles and moving only when she felt like it.
Songs, Poems & Rhymes:

Make New Friends

A circle is round; it has no end.
That's how long I'll be your friend.

A fire burns bright; it warms the heart.
We've been friends right from the start.

New made friends like new made wine,
Age and mellow till the end of time.

Take one hand, then take another;
Put them together and we have each other

Doe a Deer

Let's start at the very beginning,
A very good place to start.
When you read you begin with A-B-C;
When you sing you begin with do-re-mi.
Do-re-mi, do-re-mi -
The first three notes just happen to be
Do-re-mi, do-re-mi -

Doe, a deer, a female deer;
Ray, a drop of golden sun;
Me, a name I call myself;
Far, a long, long way to run!
Sew, a needle pulling thread;
La, a note to follow Sew;
Tea, a drink with jam and bread;
That will bring us back to Do (o-o-o)!

Looby Loo

Here we go looby loo,
Here we go looby light
Here we go looby loo
All on a Saturday night!

1. You put your right hand in,
You take your right hand out;
You give your right hand a shake, shake, shake,
And turn yourself about!

Here we go looby loo...

You put your right/left foot in.....
You put your right/left hip in.....
You put your whole head in.....
You put your whole self in...
etc.

London Bridge is Falling Down

London Bridge is falling down,
Falling down, falling down.
London Bridge is falling down,
My fair lady

How will we build it up,
Build it up, build it up?
How will we build it up,
My fair lady?

Build it up with silver and gold,
Silver and gold, silver and gold.
Build it up with silver and gold,
My fair lady.

Gold and silver I have none,
I have none, I have none.
Gold and silver I have none,
My fair lady.

Build it up with wood and clay,
Wood and clay, wood and clay.
Build it up with wood and clay,
My fair lady

Wood and clay will wash away,
Wash away, wash away.
Wood and clay will wash away,
My fair lady.

Build it up with stone so strong,
Stone so strong, stone so strong.
Build it up with stone so strong,
My fair lady.

Stone so strong will last so long,
Last so long, last so long.
Stone so strong will last so long,
My fair lady.

A Sailor Went to Sea

A Sailor went to sea, sea, sea
To see what he could see, see, see
But all that he could see, see, see
Was the bottom of the deep blue sea, sea, sea!

Star Light

Star light, star bright,
First star I see tonight,
I wish I may, I wish I might,
Have the wish I wish tonight.
Happy Birthday

Happy Birthday to you,
Happy Birthday to you
Happy Birthday dear …
Happy Birthday to you.

Pat-a-Cake

Pat-a-cake, pat-a-cake, baker's man,
Bake me a cake as fast as you can.
Roll it, and prick it, and mark it with a "B,"
And put it in the oven for Baby and me!

(The first letter of learners’ names can be used instead of ‘B’/Baby)

Polly, Put the Kettle On

Polly, put the kettle on,
Polly, put the kettle on,
Polly, put the kettle on,
We'll all have tea.

Blow the fire and make the toast,
Put the muffins on to roast,
Blow the fire and make the toast,
We'll all have tea.

Sukey, take it off again,
Sukey, take it off again,
Sukey, take it off again,
They've all gone away.

Pease Porridge Hot

Pease porridge hot,
Pease porridge cold,
Pease porridge in the pot
Nine days old.
Some like it hot,
Some like it cold,
Some like it in the pot
Nine days old.

Little Miss Muffet

Little Miss Muffet
Sat on a tuffet,
Eating her curds and whey;
There came a big spider,
And sat down beside her,
And frightened Miss Muffet away.

Old Mother Hubbard

Old Mother Hubbard went to the cupboard
To give her poor dog a bone,
But when she got there,
the cupboard was bare,
And so the poor dog had none.

She went to the baker's
To buy him some bread,
But when she came back
The poor dog was dead.

She went to the joiner's
To buy him a coffin,
But when she came back
The poor dog was laughin'.

She took a clean dish
To get him some tripe,
But when she came back
He was smoking a pipe.

She went to the barber's
To buy him a wig,
But when she came back
He was dancing a jig.

She went to the tailor's
To buy him a coat,
But when she came back
He was riding a goat.

She went to the cobbler's
To buy him some shoes,
But when she came back
He was reading the news.

The dame made a curtsy,
The dog made a bow,
The dame said, "Your servant,"
The dog said, "Bow-wow

Wash Your Hands

Wash, wash, wash your hands,
Wash those germs away.
Soap and water does the trick,
To keep them clean all day.
Somewhere Over the Rainbow

Somewhere over the rainbow
Way up high,
There's a land that I heard of
Once in a lullaby.
Somewhere over the rainbow
Skies are blue,
And the dreams that you dare to dream
Really do come true.

Someday I'll wish upon a star
And wake up where the clouds are far
Behind me.
Where troubles melt like lemon drops
Away above the chimney tops
That's where you'll find me.

Somewhere over the rainbow
Bluebirds fly.
Birds fly over the rainbow.
Why then, oh why can't I?

If happy little bluebirds fly
Beyond the rainbow
Why, oh why can't I?

Baa, Baa, Black Sheep

Baa, baa, black sheep,
Have you any wool?
Yes sir, yes sir,
Three bags full.
One for my master,
And one for my dame,
And one for the little boy
Who lives down the lane.

Here is My Little Garden

Here is my little garden,
And some seeds I'm going to sow.
Here is my rake to rake the ground.
And here is my handy hoe.

Here is the big round yellow sun,
Our sun warms everything.
Here are the rain clouds in the sky,
The birds will start to sing.

Little plants will wake up soon,
And lift their sleepy heads.
The little plants will grow and grow,
From their warm earthy beds.

Whistle a Happy Tune

Whenever I feel afraid,
I hold my head up high,
And whistle a happy tune,
So no one will suspect I'm afraid!

While shivering in my shoes,
I strike a careless pose,
And whistle a happy tune,
And no one ever knows I'm afraid!

The result of this deception
Is very strange to tell;
For when I fool the people I fear
I fool myself as well!

I whistle a happy tune,
And every single time,
The happiness in the tune,
Convinces me that I'm not afraid!

Make believe you're brave
And the trick will take you far;
You may be as brave
As you make believe you are!

Baby Bumblebee

I'm bringing home a baby bumblebee,
Won't my mommy be so proud of me (x2)

I'm squishing up the baby bumblebee,
Won't my mommy be so proud of me (x2)

I'm wiping off the baby bumblebee,
Won't my mommy be so proud of me,
Now my mommy won't be mad at me!

Desperate Dan

Desperate Dan, was a terrible man,
He washed his face in a frying pan,
He combed his hair with the leg of a chair;
Desperate Dan, what a terrible man,
### Counting rhymes/songs:

<table>
<thead>
<tr>
<th>Song Title</th>
<th>Lyrics</th>
</tr>
</thead>
</table>
| **Five Fat Sausages** | Five fat sausages sizzling in a pan, One went pop! and the others went bang! Four fat sausages sizzling in a pan….
|                       | Three fat sausages …. Two fat sausages …. One fat sausage sizzling in a pan One went pop! and none went bang! No fat sausages sizzling in a pan. |
| **Five Little Monkeys** | Five little monkeys Swinging on a tree, Teasing Mr. Crocodile. "You can't catch me!"
|                       | Along came Mr. Crocodile As quietly as can be, He smiled at the monkeys, Sitting in the tree …SNAP!! |
|                       | Four little monkeys… three little, two little, no little… |
| **One, Two, Buckle My Shoe** | One, two, buckle my shoe; Three, four, knock at the door; Five, six, pick up sticks; Seven, eight, lay them straight; Nine, ten, a good fat Hen; Eleven, twelve, dig and delve; Thirteen, fourteen, maids a-courting; Fifteen, sixteen, maids a-kissing; Seventeen, eighteen, maids a-waiting; Nineteen, twenty, my plate's empty; |
| **The Ants Go Marching** | The ants go marching one by one, hurrah, hurrah (x2) The ants go marching one by one, The little one stops to suck his thumb And they all go marching into the ground For to get out of the rain, |
|                       | The ants go marching two by two/ The little one stops to tie his shoe |
|                       | The ants go marching three by three/ The little one stops to climb a tree |

The ants go marching four by four/ The little one stops to shut the door
The ants go marching five by five/ The little one stops to take a dive
The ants go marching six by six/ The little one tries to do some tricks
The ants go marching seven by seven/ The little one stops to pray to heaven
The ants go marching eight by eight/ The little one stops to shut the gate
The ants go marching nine by nine/ The little one stops to check the time
The ants go marching ten by ten/ The little one stops to say "The End"

**This Old Man**

This old man, he played one, He played knick knack on his drum, With a knick, knack, 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, This old man, he played three/ He played knick knack on my knee, This old man, he played four/ He played knick knack at my door, This old man, he played five/ He played knick knack, jazz and jive, This old man, he played six/ He played knick knack with his sticks, This old man, he played seven/ He played knick knack up to heaven, This old man, he played eight/ He played knick knack on my gate, This old man, he played nine/ He played knick knack, rise and shine, This old man, he played ten/ He played knick knack in my den,
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>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Needs</strong>: space</td>
<td>When the teacher calls out ‘Simon says’</td>
<td>The list of instructions is endless but be careful not to introduce too many new instructions at once (especially in L2)</td>
</tr>
<tr>
<td>(enough for everyone to stand up and move about a little)</td>
<td>followed by an instruction (e.g. stand on one leg) the Learners must follow it. If the teacher does not 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.</td>
<td></td>
</tr>
<tr>
<td>Explain the game and the sanctions or rules (being ‘out’ of ‘losing a life’)</td>
<td>E.g. T: Simon Says stand on one leg</td>
<td>Variation (for more able learners): Choose a learner to be the ‘teacher’ or combine 2 instructions</td>
</tr>
<tr>
<td>Teach and practise the vocabulary/action (especially if played in L2)</td>
<td>(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>
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</tr>
</tbody>
</table>

| **KIM’S GAME** |                |       |
| **Needs**: pictures of objects/vocabulary or sight words on flash cards (with powerstique on the back) | 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. | Only use a few sight words at a time, add to the amount gradually |
| Teach the names of the objects or sight words | | Variation (for more able learners): Hide 2 items/words |

<p>| <strong>FRUIT BOWL</strong> |                |       |
| <strong>Needs</strong>: space, chairs for everyone | 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. | Any set of items can be used – colours, shapes, numbers, names of characters in a story. Link these to the integration topic or lesson |
| Teach/revise the focus (names of items in set) | 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 rules with regards to safety/rough behaviour as needed. |
| Place the chairs are in a circle | Add the call of ‘fruit bowl’ which means that everyone must change to change places. | |</p>
<table>
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<th>Where to start...</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>CHINESE WHISPERS</strong></td>
<td>The teacher divides the class in teams (2-4 depending on numbers) the teacher decides on and whispers a sentence to one person on each team. The sentence must be passed around the team (by whispering) Once everyone has heard the whispered sentence the last person says what they have heard. The team with the most accurate sentence wins.</td>
<td>Variation: instead of saying the sentence to the first person the teacher could write it down (to practise reading) and ask the last person to write down what they heard. If they are not accurate the team could work together to fix it.</td>
</tr>
<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. Can also be played in small groups.</td>
</tr>
<tr>
<td><strong>SWAT IT!</strong></td>
<td>Display lots of flashcards on the chalkboard (e.g. all the sight words learned so far,) The teacher divides the class in 3 or 4 teams. Each team sends one member to the chalkboard with the swatter. The teacher calls out a word. The first person to swat the correct word wins a counter for their team. New team members come up to compete. The teacher could call out a sentence and the learners could listen out for specific words and try to swat them.</td>
<td>Variation: This could also be used with mathematics facts. Variation 2: This could also be used with text (e.g. the words of a song or poem on a poster or some sentences already on the chalkboard at the end of a lesson) A learner could take the teacher’s place</td>
</tr>
<tr>
<td><strong>I SPY</strong></td>
<td>Everyone looks at a picture and the teacher selects something from the picture and says “I spy with my little eye, something beginning with …” (whatever letter the item starts with.)</td>
<td>Variation: instead of the starting letter, the teacher could pick a starting sound or give</td>
</tr>
</tbody>
</table>
2. Terminology

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:

Phonological awareness and 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 then together to make a word)

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2 From an article “Explicit Systematic Phonics” at http://www2.scholastic.com
Phonics:

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.
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 on 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. Later in Grade 2 learners might be able to write simple sentences on their own (perhaps using some key words on the chalkboard). Once the learners are able to write their own news (and that of others) they can have their own class diary.

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.
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’.

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 needs to be taught well before it is put into practice by the learners.
Below is a sample phonics progression for Grade 2. In 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, and this continues to some extent in Grade 2.

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, at the start of Grade 2, most learners should know the names of the letters in the alphabet and be familiar with most of the sounds they make. Although some letters have more than one sound, (e.g. the /g/ in generous or giant and the /c/ in cake or city) they may only know one at this stage. They should also be familiar with the concept of a vowel and that they make ‘long’ and ‘short’ sounds in words (and that every word has at least one). They should be able to identify words that start with certain sounds and hear and identify rhyming words.

If English is a second language, learners at the start of Grade 2 will have only the most basic understanding of English phonics: they might know most of the names of the letters and sounds. Their knowledge of English phonics may also depend, to some extent, on their progress and understanding of phonics in their mother tongue.

Phonics in Grade 2 starts with revising and consolidating all phonics knowledge from Grade 1.

Once all the letter names and sounds are known, teachers can start building words (this will still be revision for some, but it is better to go slowly). Consonant-vowel-consonant words (cvc), are a good place to start. The learner can start building and spelling words using the letters they know (c-a-t, l-e-g, b-i-g, d-o-g, s-u-n, etc.) and ‘sound out’ nonsense words (l-u-n, t-a-t, etc.). This develops into building words using sound blends (when two or three letters join together, e.g. /s/ and /t/ become /st/ as in step). The development should be systematic and start with where the learners are.

If many of the learners do not know their letter names and sounds, for whatever reason, the teacher will have to spend time on phonics that would normally be taught in Grade 1. Teachers cannot just move on to Grade 2 work if learners have not yet mastered all the letter sounds and names.

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).

**Just a reminder: Grade 1 Phonics in English**

<table>
<thead>
<tr>
<th>Overview of phonics in G 1  (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 sounds they make (particularly long and short vowel sounds)</td>
<td></td>
</tr>
</tbody>
</table>

**Phonics Progression in English (Grade 2)**

<table>
<thead>
<tr>
<th>Overview of phonics in G2  (English as L1)</th>
<th>Overview of phonics in G2  (English as L2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>revision of G1</td>
<td>revision of G1</td>
</tr>
<tr>
<td>cvc words</td>
<td>cvc words</td>
</tr>
<tr>
<td>digraphs (/wh/ch/th/sh/ar/or/ur/er)</td>
<td>digraphs (/wh/sh/ch/th/)</td>
</tr>
<tr>
<td>2 letter initial blends (with r/l/s)</td>
<td></td>
</tr>
</tbody>
</table>
## TERM 1

<table>
<thead>
<tr>
<th>Wk</th>
<th>Phonics - Eng L1</th>
<th>Phonics - Eng L2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Revise vowels (from G1)</td>
<td>Revise vowels (a, o, u)</td>
</tr>
<tr>
<td>2</td>
<td>Revise consonants (from G1)</td>
<td>Revise vowels (a, o, u)</td>
</tr>
<tr>
<td>3</td>
<td><strong>Consonant + a</strong> (ba, ca, da, fa, ga, ha, ka, la...)</td>
<td>Revise vowels (i, e)</td>
</tr>
<tr>
<td>4</td>
<td><strong>Consonant + e</strong> (be, ce, de, fe, ge, he, je, ke, le...)</td>
<td>Revise vowels (i, e)</td>
</tr>
<tr>
<td>5</td>
<td><strong>Consonant + i</strong> (bi, ci, di, fi, gi, hi, ki, li, ni...)</td>
<td>Consonant + a (ba, ca, da, fa, ga, ha, ka, la...)</td>
</tr>
<tr>
<td>6</td>
<td><strong>Consonant + o</strong> (bo, co, do, fo, go, ho, jo, ko, lo...)</td>
<td><strong>Consonant + a</strong> (ba, ca, da, fa, ga, ha, ka, la...)</td>
</tr>
<tr>
<td>7</td>
<td><strong>Consonant + u</strong> (bu, cu, du, fu, gu, hu, ju, ku, lu...)</td>
<td>Consonant + e (be, ce, de, fe, ge, he, je, ke, le...)</td>
</tr>
<tr>
<td>8</td>
<td>Make 3 letter cvc words with ‘a’ as vowel (ba + g ca + b, da + d ...)</td>
<td>Consonant + e (be, ce, de, fe, ge, he, je, ke, le...)</td>
</tr>
<tr>
<td>9</td>
<td>Make 3 letter cvc words with ‘e’ as vowel (be + d, de + n, he + n ...)</td>
<td>Consonant + i (bi, ci, di, fi, gi, hi, ki, li, mi, ni...)</td>
</tr>
<tr>
<td>10</td>
<td>Make 3 letter cvc words with ‘i’ as vowel (bi + n, hi + t, + ni + b ...)</td>
<td>Consonant + i (bi, ci, di, fi, gi, hi, ki, li, mi, ni...)</td>
</tr>
<tr>
<td>11</td>
<td>Make 3 letter cvc words with ‘o’ as vowel (bo + g, co + b, do + g ...)</td>
<td>Consonant + o (bo, co, do, fo, go, ho, jo, ko, lo...)</td>
</tr>
<tr>
<td>12</td>
<td>Make 3 letter cvc words with ‘u’ as vowel (bu + g, cu + t, fu + n...)</td>
<td>Consonant + o (bo, co, do, fo, go, ho, jo, ko, lo...)</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>13</td>
<td>Revision</td>
<td>Consonant + u (bu, cu, du, fu, gu, hu, ju, ku, lu...)</td>
</tr>
<tr>
<td>14</td>
<td>Explore digraphs /wh/</td>
<td>Consonant + u (bu, cu, du, fu, gu, hu, ju, ku, lu...)</td>
</tr>
<tr>
<td>15</td>
<td>Explore digraphs /ch/</td>
<td>Revise</td>
</tr>
<tr>
<td>16</td>
<td>Explore digraphs /th/</td>
<td>Make 3 letter cvc words with ‘a’ as vowel (ba + g ca + b, da + d ...)</td>
</tr>
<tr>
<td>17</td>
<td>Explore digraphs /sh/</td>
<td>Make 3 letter cvc words with ‘a’ as vowel (ba + g ca + b, da + d ...)</td>
</tr>
<tr>
<td>18</td>
<td>Revision</td>
<td>Make 3 letter cvc words with ‘e’ as vowel (be + d, de + n, he + n ...)</td>
</tr>
<tr>
<td>19</td>
<td>Initial consonant blends (onset) – with ‘r’ (/gr/ /pr/ /fr/ /tr/)</td>
<td>Make 3 letter cvc words with ‘e’ as vowel (be + d, de + n, he + n ...)</td>
</tr>
<tr>
<td>20</td>
<td>Initial consonant blends (onset) – with ‘r’ (/dr/ /cr/ /br/)</td>
<td>Make 3 letter cvc words with ‘i’ as vowel (bi + n, hi + t, + ni + b ...)</td>
</tr>
<tr>
<td></td>
<td>Initial consonant blends (onset) – with 'l' (/bl/ /cl/ /fl/)</td>
<td>Make 3 letter cvc words with 'i' as vowel (bi + n, hi + t, ni + b …)</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>22</td>
<td>Initial consonant blends (onset) – with 'l' (/gl/ /pl/ /sl/)</td>
<td>Revise</td>
</tr>
<tr>
<td>23</td>
<td>Revision</td>
<td>Make 3 letter cvc words with 'o' as vowel (bo + g, co + b, do +g, …)</td>
</tr>
<tr>
<td>24</td>
<td>Revision</td>
<td>Make 3 letter cvc words with 'o' as vowel (bo + g, co + b, do + g …)</td>
</tr>
</tbody>
</table>

**TERM 3**

<table>
<thead>
<tr>
<th>Wk</th>
<th>Phonics - Eng L1</th>
<th>Phonics - Eng L2</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Initial consonant blends (onset) – with ‘s’ (/st/ &amp; /sm/ &amp; /sp/)</td>
<td>Make 3 letter cvc words with ‘u’ as vowel (bu + g)</td>
</tr>
<tr>
<td>26</td>
<td>Revision of 2 letter blends (with ‘r’ ‘l’ and ‘s’)</td>
<td>Make 3 letter cvc words with 'u' as vowel (bu + g, cu + t, fu + n…)</td>
</tr>
<tr>
<td>27</td>
<td>digraph – /ar/ (car, part, start)</td>
<td>Revise</td>
</tr>
<tr>
<td>28</td>
<td>digraph – /ar/ (car, part, start)</td>
<td>Explore digraphs /wh/</td>
</tr>
<tr>
<td>29</td>
<td>digraph – /or/ (for, north, corn)</td>
<td>Explore digraphs /ch/</td>
</tr>
<tr>
<td>30</td>
<td>digraph – /or/ (for, north, corn)</td>
<td>Revision</td>
</tr>
<tr>
<td>31</td>
<td>digraph – /er/ (ever, under, river)</td>
<td>Explore digraphs /th/</td>
</tr>
<tr>
<td>32</td>
<td>digraph – /er/ (ever, under, river)</td>
<td>Explore digraphs /sh/</td>
</tr>
<tr>
<td>33</td>
<td>digraph – /ur/ (fur, turn, church)</td>
<td>Revise</td>
</tr>
<tr>
<td>34</td>
<td>digraph – /ur/ (fur, turn, church)</td>
<td>Revise</td>
</tr>
<tr>
<td>35</td>
<td>Revise</td>
<td>Revise</td>
</tr>
<tr>
<td>36</td>
<td>Revise</td>
<td>Revise</td>
</tr>
</tbody>
</table>
**SIGHT WORDS**

**Sight Words – English 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>
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<tr>
<td>a</td>
<td>she</td>
<td>him</td>
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<tr>
<td>I</td>
<td>on</td>
<td>her</td>
</tr>
<tr>
<td>you</td>
<td>they</td>
<td>her</td>
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<tr>
<td>it</td>
<td>but</td>
<td>some</td>
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<tr>
<td>in</td>
<td>at</td>
<td>as</td>
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<tr>
<td>said</td>
<td>with</td>
<td>then</td>
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<tr>
<td>for</td>
<td>all</td>
<td>could</td>
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<tr>
<td>up</td>
<td>there</td>
<td>when</td>
</tr>
<tr>
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**Sight Words - English 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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