MINISTRY OF EDUCATION

LOWER PRIMARY PHASE

SYLLABUS GUIDE

ENVIRONMENTAL STUDIES

GRADES 1 - 4

2005
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ACKNOWLEDGEMENT

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INTRODUCTION

The syllabus guide for Environmental Studies aims at the teacher with information on the syllabus and how to use it effectively. The syllabus guide will conduct the teacher towards implementing the learning programme and provide guidance on some tools for planning teaching based on the syllabus. The purpose of the guide is to help teacher plan their own teaching at the right level using a learner-centred approach.

In Grade 4, the previous subjects Social Studies and Natural Science and Health Education have been combined as Environmental Studies, both for consistency with the rest of the Lower Primary Phase and to avoid a double change in the learning programme for Grade 4.

In Environmental Studies, many separate themes and topics have been grouped under main headings and sub-headings to make the main conceptual areas clearer. The structure of the syllabus now consists of three main themes. They are: the Social Environment, Health and Nutrition and the Natural Environment, each of which has topics as sub-headings.

PREPARATORY ACTIVITIES

School Readiness is no longer a separate unit in the curriculum and is fully integrated into the Grade 1 subjects. Teachers are referred to page 10 of the Environmental Studies Syllabus Grades 1 - 4 for guidance on preparatory work.

SCOPE AND SEQUENCE

To study the scope and sequence of the Lower Primary learning programme teachers are referred to the Environmental Studies Syllabus Grades 1 – 4.

TIME ALLOCATION

Time allocation has been adjusted as a result of streamlining the curriculum. In Grades 1 and 2 Environmental Studies has three periods per week. In Grades 3 and 4 there will be five periods per week.

THEMATIC SCHEME OF WORK

The aim/purpose of the Thematic Scheme of Work is to give teachers ideas and guidance on subject integration/thematic approach under one theme across the curriculum. Teachers are encouraged to draw up their own thematic scheme of work by using the examples included in the syllabus guide.

By using the Thematic Scheme of Work teachers will be able to develop/plan lessons and activities constructively and in the context of the curriculum design.
YEAR PLAN

The year plan for Environmental Studies is spread over 36 weeks. Each term consists of more or less 12 weeks. The sub-topics for each term are grouped accordingly. In Grade 1 there are 17 sub-topics. See Year Plan Grade 1 for allocation of number of weeks per topic.

In Grade 3 there are 19 sub-topics. See Year Plan for allocation of number of weeks per topic.

In Grade 4 there are 35 sub-topics. See Year Plan for allocation of number of weeks per topic.

Consult the syllabus for details regarding the lesson preparations.

- The Year Plan is flexible, e.g. the topic Weather should be taught according to prevailing weather conditions.
# Main Theme 1: Social Environment

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<thead>
<tr>
<th>Topic 1</th>
<th>Preparatory Activity</th>
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<tr>
<td>Sub-topic 1.1:</td>
<td>Myself</td>
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<th>Topic 2</th>
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<td>Sub-topic 3.1:</td>
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<td>Sub-topic 3.2:</td>
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<th>Infrastructure and Communications -</th>
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<tr>
<td>Sub-topic 4.1:</td>
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<td>Sub-topic 4.2:</td>
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<td>Sub-topic 4.3:</td>
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<thead>
<tr>
<th>Topic 5</th>
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<tr>
<td>Sub-topic 5.1:</td>
<td>The Family as an Economic Unit</td>
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<td>Entrepreneurship</td>
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# Main Theme 2: Health, Safety and Nutrition

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<th>Health and Safety</th>
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<tbody>
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<td>Sub-topic 1.1:</td>
<td>Personal Health</td>
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# Main Theme 3: The Natural Environment

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<th>Topic 1:</th>
<th>Plants</th>
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<td>Sub-topic 1.1:</td>
<td>Local Plants</td>
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<table>
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<tr>
<th>Topic 2:</th>
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<td>Sub-topic 2.1:</td>
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<td>Sub-topic 4.1:</td>
<td>Everyday is a Weather Day</td>
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<th>Topic 5:</th>
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<tr>
<td>Sub-topic 5.1:</td>
<td>Keep the Environment Clean</td>
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EXAMPLES OF THEMATIC SCHEMES OF WORK GRADE 1

Theme: .................................................................  
Unit: .................................  
Grade: .................................

**Language 1**

**Theme 1: Social Environment**

**Topic 1.1: The Family**

**Listening and speaking:**
- Talk about family members: mother, father, sister, brother

**Reading:** Visual perception
- Discuss pictures of families
- Arrange pictures of families – youngest to oldest

**Phonics:** Hearing exercises
- two vowels per week: a, i, o, u

**Writing:**
- Correct posture
- Correct pencil grip
- 50 mm fold lines, thick crayons
- Focus on L>R
- Finger exercise
- Cutting exercise
- Colour pictures
- Tell stories with pattern

**Language 2**

**Theme 1: Social Environment**

**Topic: The Family**

**Listening and understanding:**
- Listen to: stories, rhymes, songs, respond to instructions

**Speaking:**
- Retell parts of stories
- Talk in pairs
- Sing songs (health/family)
- Role-play

**Reading:**
- Read picture words
- Develop eye movement with pictures of the family

**Writing:**
- Colour pictures
- Match pictures/puzzles
- Draw own pictures
- Trace and copy simple words

**Religious Education**

**Belonging: Self and the Community**

**Story: Baby Moses**

**Song: Own choice**

**Environmental Studies**

**Theme 1: Social Environment**

**Topic 1: Social groups and institutions**

**Preparatory Activity**
- Me – myself
- Sub-topic: The family as a basic social group
  - Tell about family members
  - Discuss family relationships
  - Draw the family members
  - Loyalty to parents, sisters and brothers
  - Mutual responsibility among family members
  - Obedience and cooperation

**Mathematics**

**Measurement:**
- 2-D shapes
- Graph shapes

**Spatial relationships:**
- Length: vocabulary
- Number Concept Development:
  - Count to 5
  - Matching one-to-one correspondence
  - Manipulate 5 counters
  - Count out 3 objects

**Problem solving:**
- In the range 0 – 2

**Computation:**
- Computation within the ranges 0 - 2

**Arts**

**Become aware of their senses themselves and their immediate surroundings:**
- Become aware of voice
- Become aware of movement
- Experiment individually and in pairs with facial expressions

**Physical Education**

**Athletics**
- Running activity
- Jumping activity
- Throwing activity
- Competition (S 3.12)
Preparatory Activities

MY EMOTIONS
Love, happiness, sadness, anger, fear

I AM SPECIAL
I enjoy, I dislike I am different

WHO AM I?
My name, surname, address, position in the family

I CAN
Play, sleep, learn, discover, interact, experience, communicate

GOOD MANNERS
Helpfulness, toilet, attitude Please / thank you Good morning/evening/afternoon

SOME THINGS CHANGE, OTHERS DON’T
Length, hair, teeth change Skin, eye colour and gender do not change
**Mathematics**

- Measurement:
  - Length - measure
  - Mass - balance

- Number Concept Development:
  - Counting 0 – 44

- Computation:
  - Computation within the range 0 – 2

**Language 1**

**Theme 2: Health and Nutrition**

**Topic 2.1:**
- Punctuation - clean parts of the body
- Phonics - sight words: this/that/those
- Writing: 12.5 mm
- Adjectives: dangerous objects, yes, no
- Read sentences: phone, photo, bill
- Revise reading and writing activities
- Copy sentences using letters and phonics
- Punctuation: upper case for first word in sentence, full stop
- Plural:
- Vocabulary: traffic lights, road signs, pedestrian

**Religious Education**

Discuss why water is used in Christian baptism

**Language 2**

**Theme 2: Health and Nutrition**

**Topic: Personal Health**

**Listening & understanding**
- Listen to stories, songs, rhymes
- Read aloud (body parts) words and phrases
- Give and respond to instructions
- Say rhymes

**Speaking & writing**
- Ask and answer questions
- Read in groups & pairs
- Write short sentences
- Label pictures

**Arts**

- Creating visual arts
- Modeling pictures
- Playing music

**Physical Education**

- Sport skills: practice dress, hanging up clothes
- Exercise and rest
- Exercise and rest
- Exercise and rest
- Exercise and rest
- Exercise and rest

**Environmental Studies**

**Theme 2: Health and Nutrition**

**Sub-topic: Personal Health**
- Wash hands
- Clean skin
- Care for the hair
- Keep the nose clean
- Exercise and rest
- Exercise and rest
- Exercise and rest
- Exercise and rest
- Exercise and rest

**Physical Education**

- Sport skills
- Changing into practice dress
- Hanging up clothing
- Changing into practice dress
- Hanging up clothing
- Changing into practice dress
- Hanging up clothing
- Changing into practice dress
- Hanging up clothing

**Environmental Studies**

- Keeping hands clean
- Exercise and rest
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**Language 2**

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**Environmental Studies**

- Keeping hands clean
- Exercise and rest
- Exercise and rest
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**Language 2**

**Topic: Personal Health**

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- Read aloud (body parts) words and phrases
- Give and respond to instructions
- Say rhymes

**Speaking & writing**
- Ask and answer questions
- Read in groups & pairs
- Write short sentences
- Label pictures

**Arts**

- Creating visual arts
- Modeling pictures
- Playing music
EXAMPLES OF LESSON PLANS GRADE 1

Lesson Plan Environmental Studies

Theme 1: The Social Environment
Topic 1.1: Social Groups and Institutions
Sub-topic - Preparatory: Myself and the family as a base social group
Learning objective: Learners will learn the value of good family relationships
Basic competency: Describe their immediate family
Lesson objective: At the end of the lesson learners should be able to name his/her immediate family (mother, father, brother, sister)
Teaching aids: Pictures, flashcards, hand puppets

<table>
<thead>
<tr>
<th>Teacher Activities</th>
<th>Learner Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Allow learners to tell which family members they live with at home</td>
<td>• Each learner makes a family album of his/her family</td>
</tr>
<tr>
<td>• Discuss family relationships, e.g. mother, father, brother, sister</td>
<td>• Draw the family members or paste photographs of them</td>
</tr>
<tr>
<td>• Loyalty to parents, sisters, brothers</td>
<td>• Role-play family situations at home</td>
</tr>
<tr>
<td>• How to be helpful or tolerant with one another</td>
<td>• Discuss what makes a good family</td>
</tr>
<tr>
<td>• Mutual responsibilities among family members</td>
<td>• Learners make puzzles of themselves</td>
</tr>
</tbody>
</table>

Assessment:

• Teacher assesses family albums
• Teacher assesses the puzzles of body
• Teacher assesses learners’ performance in role-play
Theme 1: The Social Environment
Topic 1.1: Social Groups and Institutions
Sub-topic: Preparatory: Myself
The family as a base Social Group
Learning objective: Know and understand Body Parts
Learners will learn the value of good family relationships
Basic competency: Explain parts of body and their functions
Describe their immediate family
Lesson objective: At the end of the lesson learners should be able to:
name body parts and their functions
name his/her immediate family (mother, father, brother, sister)
Teaching aids: Pictures, flashcards, hand puppets
A model of the body

<table>
<thead>
<tr>
<th>Teacher Activities</th>
<th>Learner Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Rhyme or Song – My Body</td>
<td>• Learners sing or act</td>
</tr>
<tr>
<td>• Display the model or picture of my body</td>
<td>• Learners identify parts of body</td>
</tr>
<tr>
<td></td>
<td>(model/ picture) and teacher assists them.</td>
</tr>
</tbody>
</table>
Grade 1

Subject: Environmental Studies Lesson Plan

Theme 2: Health and Nutrition

Topic: Health and Safety

Sub-topic: Personal Health

Sub-heading: The hands

Learning Objectives: Learners will understand the importance of personal hygiene and health

Basic Competency: Learners will explain why hygiene, body exercises and rest are important

Lesson Objectives: Learners should be able to:
- Recognise that dirty hands easily spread germs
- Establish the habit of washing their hands before eating and after using the toilet

Teaching Materials: bowl of water, soap, nail brush, nail file

Introduction: Song, rhyme, story

Approach

<table>
<thead>
<tr>
<th>Teacher Activities</th>
<th>Learner Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hands are used for almost all activities and become dirty easily</td>
<td>• In small groups learners wash their hands</td>
</tr>
<tr>
<td>• Dirt contain germs that cause illnesses</td>
<td>• Wash the top and palm of the hands and between the fingers</td>
</tr>
<tr>
<td>• The germs end up in the mouth when dirty hands are used to eat with</td>
<td>• Rinse the soap from their hands thoroughly and dry hands with a towel</td>
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<tr>
<td></td>
<td>• Tell each other why it is important to wash their hands</td>
</tr>
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</table>

Assessment

• What do we use to clean dirty hands?
• Why do we wash our hands?
• When do we wash our hands?
### Year Plan Grade 2 – Environmental Studies

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<tbody>
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<td><strong>Topic 1:</strong></td>
<td><strong>Social Groups and Institutions</strong></td>
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<tr>
<td>Sub-topic 1.1:</td>
<td>Own Identity and a Family Group</td>
<td>Weeks 1-2</td>
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<td>Sub-topic 1.2:</td>
<td>Local Social Groups</td>
<td>Weeks 3-4</td>
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<td>Local Sources of Help and Service</td>
<td>Weeks 5-6</td>
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<td>Sub-topic 2.2</td>
<td>National Culture</td>
<td>Weeks 9-10</td>
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<td>Shops and Markets in our Local Community</td>
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<td>Sub-topic 1.1:</td>
<td>Personal Hygiene</td>
<td>Weeks 18-19</td>
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<td>The Senses</td>
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<td>Basic Characteristics of Plants</td>
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<td>Sub-topic 1.2:</td>
<td>Spread</td>
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<td>Animals as Part of the Food Chain</td>
<td>Weeks 30-33</td>
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<td>Sub-topic 4.1:</td>
<td>Water – the most Important Resource of all</td>
<td>Weeks 35-36</td>
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EXAMPLES OF THEMATIC SCHEMES OF WORK

Theme 1: The Social Environment
Date / Weeks: 2 weeks
Grade: 2

Language 1
Listening and Speaking:
- Vocabulary: based on the sub-topic, e.g. member, parents, family, extended, foster, adoption, orphans, family tree
- Grammar: correct use of nouns, singular and plural in speaking

Reading:
- revise Gr 1 phonics
- sight words: I am, a, we, are, have, aunt, uncle, sister, brother
- read simple sentences
- reading for understanding, e.g. recipe, game, word games
- songs, rhymes, role play

Writing:
- revise lower case letters
- write the alphabet in print: upper and lower case in all written work
- create simple puppets to help in telling story/poem

Religious Education
Belonging:
- Explain how members of a family can help each other, e.g. Ruth and Naomi or Joseph and his brothers

Language 2
Theme 1: Social groups and institutions
Topic: Family
Speaking and listening:
- Listen to stories and rhymes
- Respond to instructions
- Ask and answer questions
- Phonics: Vowels: a, e, i, o, u

Reading:
- Read aloud parts of stories, rhymes, songs in groups/pairs/individually
- Make own booklet with collection of stories

Writing:
- copy words and short sentences
- write letters, words in print script / block letters
- practise holding pencil
- write 5 vowels

Mathematics
Measurement:
- Vocabulary

Geometry:
- 3-D figures

Number Concept Development
- counting 0 - 54
- sabitising, ordering and comparing
- number patterns 1 - 20

Computation:
- do computation in the range 0 - 10

Problem solving:
- 0 - 10

Environmental Studies
Theme 1: Social Environment
Topic 1.1: Social groups and institutions
Sub-topic: Own identity in a family group
- draw family trees showing their own place
- discuss important nuances in terms of family relationships
- discuss fostering and adoption

Physical Education
Escape: Groups A and B take up positions about 3 - 4 metres apart

Arts
- Experiment individually and in pairs with facial expressions (anger, happiness, fear, etc.)
- Experiment with body expressions, movement without music
- Experiment individually and in pairs with vocal sounds

Page 11 of 44
Theme 2: Health and Nutrition
Date / Week: 2 weeks
Grade: 2

Language 1
Theme 2:
Topic 2.1: Personal Hygiene
Listening and speaking
- Grammar: - build own sentences with new words using correct tenses
- Vocabulary: - bath, wash, clean, clothes, season
Reading:
- rhymes and songs;
- imitating bath and wash activities
- Phonics: - revise previous phonics;
- introduce the silent e, e.g. a - e in cake
- Sight words: - must, well, down, go
Writing:
- formal and creative
- copy sentences (check punctuation)
- write short paragraphs

Religious Education
Personal values:
- Self-control: being at peace together
- Topic of own choice

Environmental Studies
Theme 2: Health and Nutrition
Topic 2.1: Be a healthy person
Sub-topic: Personal Hygiene
- how to keep the body clean
- clean clothing
- practise healthy habits

Language 2
Theme 2: Health and Nutrition
Topic 1: Personal Health
Listening and speaking:
- listen to songs, rhymes and stories
- talk about body parts in groups and pairs
- phonics of 2 consonants that blend, e.g. bl, dr, br
Reading:
- read aloud parts of the body
- read loud stories, rhyme and songs
- phonic words to be read aloud in groups, pairs, individually
Writing:
- list the names of body parts
- make own sentences
- copy patterns from the chalkboard
Language:
- write short sentences and words correctly
- awareness of language structures, e.g. opposites
- form phonic words

Mathematics
Measurement:
- Capacity: - estimate and measure
- Time: - match events
- Length: - estimate, order and compare
- Number Concept Development: counting 0 - 94
Computation:
- do computation in range 0 - 59
- practise number bands
Problem solving:
- in range 0 - 29

Physical Education
Games in limited space
- Competition (5.5.2)
- Large-group activities
- Small-group activities
- Tag and dodging games (5.5.5)

Arts
- Start with simple repetitive patterns using instruments of found materials
- Complete a simple unfinished rhythmic pattern played by teacher
EXAMPLES OF LESSON PLANS GRADE 2

Grade 2 40 minutes

Subject: Environmental Studies Lesson Plan

Theme 1: The Social Environment

Topic: 1.1 Social groups and institutions

Sub-topic: Own identity in a family group

Learning Objectives: Learners will understand that a member of a family as a social group is part of one's identity

Basic Competency: Explain why it is important to be a member of a family and the difference between the immediate and extended family

Lesson Objectives: By the end of the lesson learners should be able to differentiate between immediate family and extended family

Teaching Materials: Pictures, sentence strips, flashcards, family tree

Introduction: Rhyme, Song, Story

Approach

<table>
<thead>
<tr>
<th>Teacher Activities</th>
<th>Learner Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Allow learners to tell which family members live with them at home</td>
<td>• Each learner draws a family tree showing their own place in it, and other members of the immediate and extended family</td>
</tr>
<tr>
<td>• What other family members they have</td>
<td>• Compare the different family trees</td>
</tr>
<tr>
<td>• Discuss family relationships, e.g. grandfather, grandmother, uncle, aunt, cousins</td>
<td>• Find out who is related within the class</td>
</tr>
<tr>
<td>• Explain the relationships between mother/father/uncle/aunt/grandparents/cousins</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

• The teacher assesses the family tree.
Grade 2

Theme 2: Health and Nutrition

Topic: Being a Healthy Person

Sub-topic: Personal Hygiene

Learning Objectives: Learners will understand and be motivated to practise personal hygiene

Basic Competencies: Explain why cleanliness is important

Lesson Objectives: Learners should come aware of:
- ways to keep their bodies and clothes clean

Introduction: Rhyme, song, story

Materials: Soap, face cloth, towel, shampoo, nail brush, toothpaste

Approach

<table>
<thead>
<tr>
<th>Teacher Activities</th>
<th>Learner Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A clean body helps prevent diseases and is a sign of neatness</td>
<td>• Describe the facilities for bathing, washing at their disposal</td>
</tr>
<tr>
<td>• During work, play and exercise, dust and germs cling to the sweat on the skin</td>
<td>• Learners should be in groups and have a quiz to describe why the body should be kept clean</td>
</tr>
<tr>
<td>• One should wash and bathe daily and thoroughly</td>
<td>• Learners should be in groups to discuss the wall chart</td>
</tr>
<tr>
<td>• Wash the whole body, face, neck, legs, feet, arms, hands, hair everyday</td>
<td>• Learners may use sticks or draw pictures of a neat, clean girl or boy</td>
</tr>
<tr>
<td>• Put on clean clothes everyday, especially underwear</td>
<td>• Learners list the things used to clean the body, e.g. soap, face cloth, towel, shampoo, etc.</td>
</tr>
<tr>
<td>• Wash hands often during the day, before each meal and after every visit to the toilet</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

- Draw a picture of a neat, clean girl or boy
- List the things used to clean the body
- Tell why washing and bathing regularly is important
# GRADE 3

## YEAR PLAN GRADE 3 – ENVIRONMENTAL STUDIES

<table>
<thead>
<tr>
<th>Main Theme 1</th>
<th>The Social Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic 1</strong></td>
<td><strong>Social Groups</strong></td>
</tr>
<tr>
<td>Sub Topic 1.1</td>
<td>Family</td>
</tr>
<tr>
<td>Sub Topic 1.2</td>
<td>Other Social Groups</td>
</tr>
<tr>
<td>Sub Topic 1.3</td>
<td>Social Service Providers</td>
</tr>
<tr>
<td><strong>Topic 2</strong></td>
<td><strong>Culture</strong></td>
</tr>
<tr>
<td>Sub Topic 2.1</td>
<td>Cultural Diversity</td>
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<tr>
<td>Sub Topic 2.2</td>
<td>National Culture</td>
</tr>
<tr>
<td>Sub Topic 2.3</td>
<td>Public Holidays making important Social Events</td>
</tr>
<tr>
<td><strong>Topic 3</strong></td>
<td><strong>Infrastructure and Communications</strong></td>
</tr>
<tr>
<td>Sub Topic 3.1</td>
<td>Traffic Safety</td>
</tr>
<tr>
<td>Sub Topic 3.2</td>
<td>Transport and Communications</td>
</tr>
<tr>
<td>Sub Topic 3.3</td>
<td>Housing Before and Now</td>
</tr>
<tr>
<td><strong>Topic 4</strong></td>
<td><strong>Economic Activities</strong></td>
</tr>
<tr>
<td>Sub Topic 4.1</td>
<td>Our Resources</td>
</tr>
<tr>
<td>Sub Topic 4.2</td>
<td>Crafts and Factories</td>
</tr>
<tr>
<td>Sub Topic 4.3</td>
<td>Economic Activities and Entrepreneurships in our Rural and Urban Areas</td>
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<table>
<thead>
<tr>
<th>Main Theme 2</th>
<th>Health, Safety and Nutrition</th>
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<tr>
<td><strong>Topic 1</strong></td>
<td><strong>Health and Safety</strong></td>
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<tr>
<td>Sub Topic 1.1</td>
<td>Infectious Diseases</td>
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<td>Sub Topic 1.2</td>
<td>HIV and AIDS</td>
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<td><strong>Topic 2</strong></td>
<td><strong>Nutrition</strong></td>
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<tr>
<td>Sub Topic 2.1</td>
<td>Food Storage and Preparation</td>
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<tr>
<td>Sub Topic 2.2</td>
<td>Food from Namibia</td>
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</table>

<table>
<thead>
<tr>
<th>Main Theme 3</th>
<th>The Natural Environment</th>
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</thead>
<tbody>
<tr>
<td><strong>Topic 1</strong></td>
<td><strong>Plants</strong></td>
</tr>
<tr>
<td>Sub Topic 1.1</td>
<td>Growth</td>
</tr>
<tr>
<td>Sub Topic 1.2</td>
<td>Identification</td>
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<td><strong>Topic 2</strong></td>
<td><strong>Animals</strong></td>
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<tr>
<td>Sub Topic 2.1</td>
<td>Interdependence of Animals and their Habitat</td>
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<td><strong>Topic 3</strong></td>
<td><strong>Weather</strong></td>
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<tr>
<td>Sub Topic 3.1</td>
<td>Inter dependence of Climate and Environment</td>
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<td><strong>Topic 4</strong></td>
<td><strong>Environmental Care</strong></td>
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<tr>
<td>Sub Topic 4.1</td>
<td>Clean Water</td>
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Weeks 1 – 2
Week 3
Week 4
Week 5
Week 6
Weeks 7 – 8
Weeks 9 – 10
Weeks 11 – 12
Week 13
Week 14
Week 15
Week 16
Weeks 17 - 18
Weeks 19 – 20
Weeks 21 – 22
Weeks 23 – 24
Weeks 25 - 26
Weeks 27 – 28
Weeks 29 – 32
Weeks 33 – 34
Weeks 35 - 36
EXAMPLES OF THEMATIC SCHEMES OF WORK

Theme 1: The Social Environment
Date / Week: 2 weeks

<table>
<thead>
<tr>
<th>Language 1</th>
<th>Language 2</th>
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<tbody>
<tr>
<td>Theme: Social Environment</td>
<td>Theme: The Social Environment</td>
</tr>
<tr>
<td>Topic: The family</td>
<td>Topic: Family and social groups</td>
</tr>
<tr>
<td>Listening and speaking:</td>
<td>Listening and speaking:</td>
</tr>
<tr>
<td>- Grammar: - role-play of a family group and togetherness</td>
<td>- greetings</td>
</tr>
<tr>
<td>- Vocabulary: - support, doctor, teacher, members, help, sharing</td>
<td>- listen to stories/rhymes and retell parts of them</td>
</tr>
<tr>
<td>Reading:</td>
<td>- role-play from the story</td>
</tr>
<tr>
<td>- read 10 sentences from reader or teacher-selected passages</td>
<td>- revise phonics from Grade 2</td>
</tr>
<tr>
<td>- do silent self-reading</td>
<td>- practise phonics spl, spr</td>
</tr>
<tr>
<td>- practise phonics: au in aunt, cause, pause, clause, fault; ui in fruit, juice, bruise</td>
<td>Reading:</td>
</tr>
<tr>
<td>- sight words: strengthen, occupation, fire brigade, airplane</td>
<td>- read stories/rhymes and songs in groups/pairs and individually</td>
</tr>
<tr>
<td>Writing:</td>
<td>- read passages aloud and for understanding</td>
</tr>
<tr>
<td>- formal and creative writing</td>
<td>Writing:</td>
</tr>
<tr>
<td>- names of family members, e.g. Esther, Freddy</td>
<td>- copy words and short sentences</td>
</tr>
<tr>
<td>Environment Studies</td>
<td>Language:</td>
</tr>
<tr>
<td>Theme 1: The Social Environment</td>
<td>- spelling</td>
</tr>
<tr>
<td>Topic 1.1: Social Groups</td>
<td>- phonics</td>
</tr>
<tr>
<td>Sub-topic: Family</td>
<td>- verbs: simple present and past tenses</td>
</tr>
<tr>
<td>- discuss and dramatise what each person does at home</td>
<td>Physical Education</td>
</tr>
<tr>
<td>- discuss how work can be shared</td>
<td>Overtaking a partner:</td>
</tr>
<tr>
<td>- explain what they can contribute</td>
<td>- B waits for approaching A. As soon as A crosses the line, B must take off and run as fast as possible to stay ahead while A tries to overtake B before a given mark</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>Arts</td>
</tr>
<tr>
<td>Theme:</td>
<td>- Sense games and exercises in hearing</td>
</tr>
<tr>
<td>The Social Environment</td>
<td>- Vocal sounds and vocal colour</td>
</tr>
<tr>
<td>Topic: Social Groups</td>
<td>- Experiment with voice: volume, pitch, tempo and articulation</td>
</tr>
</tbody>
</table>

Religious Education

Belonging:
- The first community: Listen to the story of God creating Adam and Eve and assigning them work to do.
- Mime the story

Mathematics

Measurement:
- geometry - 2 D and 3 D (name, describe, draw)
- new shape - pyramid
- count sides & corners of square, rectangle, triangle
- height of family members in cm and m
- estimate and measure
- graph of height

Number Concept Development
- within the range 0 - 14

Counting and numbers:
- read and write up to 10
- subitising up to 10
- doubling and halving
- regrouping

Computation:
- do in the range 0 - 99

Problem solving:
- do in the range 0 - 49

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EXAMPLES OF LESSON PLANS

Grade 3 40 minutes

Theme 1: The Social Environment

Topic 1.1: Social Groups

Sub-topic: The Family

Learning Objectives: Learners will understand how sharing work in the home helps strengthen the family

Basic Competencies: Describe how the roles of family members complement support each other. Describe the occupations of their family members

Lesson Objectives: Learners should be able to dramatise the roles of the family members and explain their occupations

Teaching Media: Pictures, sentence strips and flashcards

Introduction: Story, rhyme, song

Approach

<table>
<thead>
<tr>
<th>Teacher Activities</th>
<th>Learner Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have a class discussion about: sharing food, problems, space, personal positions</td>
<td>• Learners dramatise and discuss what each person does at home</td>
</tr>
<tr>
<td>• Different occupations, e.g. doctor, nurse, builder, farmer, etc.</td>
<td>• How work can be shared</td>
</tr>
<tr>
<td></td>
<td>• What they can contribute, e.g. have a conversation together, celebrate festive days</td>
</tr>
<tr>
<td></td>
<td>• Help parents with chores in and around the house, go to church, take care of pets (animals) and plants. Learners draw their family members and write about their occupations</td>
</tr>
</tbody>
</table>

Assessment

• The teacher assesses the drawings and writings of family member’s occupations
Theme 2: Health and Nutrition

Learning Objectives: Learners will understand how to avoid infections from most common diseases

Lesson Objectives: Learners should:
- know how to prevent contagious diseases

Basic Competencies: Describe the signs and symptoms of the most common contagious diseases in their environment and how they can be prevented from spreading

Teaching Media: Pictures

Introduction: 3 - 5 minutes

Approach

<table>
<thead>
<tr>
<th>Teacher's Activities</th>
<th>Learner's Activities</th>
</tr>
</thead>
</table>
| • Gather as much information as possible about contagious diseases such as: common cold, diarrhoea, measles, mumps, conjunctivitis, chicken pox | • Tell about diseases they have had  
• Do a survey and draw a graph depicting the incidence of the different diseases |

Assessment

• Name the different infectious diseases
• Describe how to prevent infectious diseases
# GRADE 4

## YEAR PLAN GRADE 4 – ENVIRONMENTAL STUDIES

<table>
<thead>
<tr>
<th>Main Theme 1</th>
<th>The Social Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic 1</strong></td>
<td>Our Regions</td>
</tr>
<tr>
<td>Sub Topic 1.1</td>
<td>Know the Regions</td>
</tr>
<tr>
<td></td>
<td>Weeks 1 – 2</td>
</tr>
<tr>
<td>Sub Topic 1.2</td>
<td>Origins of the People of our Region</td>
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<tr>
<td></td>
<td>Week 3</td>
</tr>
<tr>
<td>Sub Topic 1.3</td>
<td>Our Family Life</td>
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<td>Week 4</td>
</tr>
<tr>
<td><strong>Topic 2</strong></td>
<td>Our Cultures</td>
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<tr>
<td>Sub Topic 2.1</td>
<td>The Culture of our Region</td>
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<td>Week 5</td>
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<tr>
<td>Sub Topic 2.2</td>
<td>Historic Places and Famous People</td>
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<td>Week 6</td>
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<tr>
<td><strong>Topic 3</strong></td>
<td>Infrastructure and Communications</td>
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<tr>
<td>Sub Topic 3.1</td>
<td>Means of Transport and Links in our Region</td>
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<td>Week 7</td>
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<td>Sub Topic 3.2</td>
<td>Communications</td>
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<td>Current Events and Issues in the Region</td>
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<td>Week 9</td>
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<td><strong>Topic 4</strong></td>
<td>Economic Activities</td>
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<td>Sub Topic 4.1</td>
<td>How Early People Lived</td>
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<td>Week 10</td>
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<td>Sub Topic 4.2</td>
<td>Farming, Fishing, Mining</td>
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<td>Week 11</td>
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<td>Sub Topic 4.3</td>
<td>Entrepreneurship</td>
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<td>Week 12</td>
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<td><strong>Topic 5</strong></td>
<td>Civics of our Region</td>
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<td>Sub Topic 5.1</td>
<td>Social Groups</td>
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<td>Week 13</td>
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<tr>
<td>Sub Topic 5.2</td>
<td>How our Region is Governed</td>
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<td>Week 14</td>
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<td>Sub Topic 5.3</td>
<td>Security and Social Services in our Region</td>
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<td>Week 15</td>
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<td><strong>Topic 6</strong></td>
<td>Geography of our Region</td>
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<tr>
<td>Sub Topic 6.1</td>
<td>Location and Physical Features</td>
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<td>Week 16</td>
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<tr>
<td>Sub Topic 6.2</td>
<td>Weather, Plants and Animals</td>
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<td>Week 17</td>
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<td>Sub Topic 6.3</td>
<td>Our Settlements, Towns, Villages and Farms</td>
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<td>Week 18</td>
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<td>Sub Topic 6.4</td>
<td>Our Population Distribution</td>
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<td>Week 19</td>
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<td><strong>Main Theme 2</strong></td>
<td>Health, Safety and Nutrition</td>
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<td><strong>Topic 1</strong></td>
<td>Health and Safety</td>
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<td>Sub Topic 1.1</td>
<td>My Body</td>
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<td>Week 20</td>
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<td>Sub Topic 1.2</td>
<td>Growing up</td>
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<td>Week 21</td>
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<td>Sub Topic 1.3</td>
<td>Myself</td>
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<td>Week 22</td>
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<td>Sub Topic 1.4</td>
<td>HIV and AIDS</td>
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<td>Good Nutrition</td>
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<td>Week 24</td>
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<tr>
<td><strong>Main Theme 3</strong></td>
<td>The Natural Environment</td>
</tr>
<tr>
<td><strong>Topic 1</strong></td>
<td>The Living World</td>
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<tr>
<td>Sub Topic 1.1</td>
<td>Living or Non-Living Things</td>
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<td>The Needs of Living Things</td>
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<td>Sub Topic 1.3</td>
<td>Plants as Living Things</td>
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<td>Week 27</td>
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<td>Plants as Important Sources of Food and Raw Materials</td>
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<td>Week 28</td>
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<td>Animals as Living Things</td>
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<td>Week 29</td>
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<td><strong>Topic 2</strong></td>
<td>The Non-Living World</td>
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<td>Materials and their Characteristics</td>
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<td>Sub Topic 2.2; 2.3</td>
<td>Water, Soils</td>
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<td>Weeks 31 &amp; 32</td>
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<td>Light, Sound</td>
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<td>Weeks 33 &amp; 34</td>
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<td>Environmental care</td>
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<td>Sub Topic 3.1</td>
<td>A Healthy Environment</td>
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<td>Week 35</td>
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<td>Sub Topic 3.2</td>
<td>Plant and Animal Conservation</td>
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<td>Week 36</td>
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</table>
EXAMPLES OF THEMATIC SCHEMES OF WORK

Theme 1: The Social Environment
Date / Week: 2 weeks
Grade: 4

Language 1
Listening and speaking
- Talk about the names of their regions
Reading:
- Read the regions' names correctly
- Read the phonic words selected by the teacher
- Read sight words from the lesson
Writing:
- Fill in the regions' names on the map
- Write a short paragraph, “My Region”

Religious Education
- Leadership in the church or faith
- Leadership is African traditions and religions

Environment Studies
Theme 1: The Social Environment
Topic 1.1: Our Regions
Sub-topic: Know the region
- Name the regions of Namibia
- Locate regions on a map

Language 2
Theme: Social Environment
Topic: Know the Region
Listening and speaking:
- Listen to songs and rhymes on the topic
- Ask and answer questions
- Revision
Reading
Comprehension:
- Read for information
- Read factual texts and answer questions on topics
Writing and comprehension:
- Write a short paragraph on topic (creative)
- Draw and label the region map
Language:
- Phonics
- Revision
- Spelling
- Verbs (simple present)

Mathematics
Measurement:
- Capacity: vocabulary
- Mass: vocabulary
Number Concept Development
- Within number range 0 - 54
- Counting numbers: recognize, read and write 0 - 10
- Subitising, doubling, halving
Computation:
- in the range 0 - 499
Problem solving:
- in the range 0 - 99

Physical Education
Sprints:
- Run fast over 30-50 metres emphasising straight forward running
  correct foot placing high knee action

Arts
- Learn the National Anthem
- Learn more challenging songs
- In teams to pitch, rhythm, tempo, etc.
Theme 2: Health Safety and Nutrition
Date / Week: 1 week
Grade: 4

Language 1
- Vocabulary about the topic, e.g. body parts
- Grammar: ask questions to teacher to gain more information
- Song: Dry Bones

Reading
- Each learner reads his/her riddle for others to guess. The winner reads all his/her riddles

Writing
- Learners write riddles to guess the objects, e.g.: It’s hard and when it lies in the sun it is warm; at night it is cold. What is it? = (Stone)

Environmental Studies
Theme 2: Health, Safety and Nutrition
Topic 2.1: Health and Safety
Sub-topic: My body
- identify the functions of human sense organs
- investigate the functions of the human skeleton and muscles
- understand the digestive system

Physical Education
Physical fitness
- run fast over 30 – 40 metres emphasising: straight running, correct foot placing/spacing and high knee action
- run in groups and with partners (5.1.2)

Religious Education
Personal values
- listen to and discuss stories about people being helped to recover from illness

Language 2
Theme 2: Health, Safety and Nutrition
Topic: My body
- listen to songs, rhymes and stories
- talk about myself and my environment
- sing and say the songs, rhymes and stories of the body parts

Reading comprehension
- read for enjoyment
- read aloud the parts of the body
- read more on own books from the class library

Writing comprehension
- label parts of the body, e.g. navel, chest, etc.
- write short paragraphs on parts of the body

Language
- spelling
- phonics: soft letters, e.g. g, k in giraffe, knee, etc.
- singular and plural

Arts
Visual art
- discover and create bright and subdued colours in nature and materials in the environment
- communicate his/her interpretation of others’ efforts and respond to the artistic expression of others with an appreciative attitude

Mathematics
Measurement
- Mass: compare estimates with real measurements
- Use of abbreviations
Number Concept Development in the range of 0 – 854
Computation:
- in the range 0 -749
- in the range 0 -439
EXAMPLES OF LESSON PLANS

Grade 4  

40 minutes

Theme 1: The Social Environment  
Topic 1.1: Our Regions  
Sub-topic: Know the regions  

Learning Objectives: Learn the names and boundaries of the regions of Namibia  
Basic Competencies: Correctly locate and name the regions of Namibia on a map  
Lesson Objective: Learners should be able to name and write the names of the regions and their location in Namibia  
Teaching aids: Map of Namibia, labels and workbooks  

Approach

<table>
<thead>
<tr>
<th>Teacher Activities</th>
<th>Learner Activities</th>
</tr>
</thead>
</table>
| Explanation: Our country Namibia.  
• Namibia is divided into 13 smaller parts called regions.  
• Each region has its own name, e.g. Erongo, Caprivi, Karas, etc.  
• Discuss the map of Namibia.  
• The thin black lines on the map show the boundaries between the regions. | • Learners work in pairs/groups with maps with regional boundaries, place name labels where they think they belong.  
• The names of the regions appear inside their boundaries.  
• Locate and name the regions of Namibia on the map. |

Assessment

• How many regions are there in Namibia?  
• Name the regions adjacent to your region.

Footnote:

REGION: an area, e.g. a smaller section of the country  
BOUNDARY: the dividing line between two places
The regions of Namibia

The map of our country
Subject: Environmental Studies
Theme 2: Health
Topic: My Body

Learning Objectives: Learners should be able to identify the functions of the human sense organs.

Basic Competencies: Describe the functions of human sense organs.

Lesson Objective: Learners should be able to name the different sense organs and explain their functions.

Teaching aids: Pictures, learners

Approach

<table>
<thead>
<tr>
<th>Teacher Activities</th>
<th>Learner Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Revise the previous lesson, e.g. questions and answers.</td>
<td>• Revise by answering questions from the class.</td>
</tr>
<tr>
<td>• Find out what learners know about the topic.</td>
<td>• Tell what they know about the new topic.</td>
</tr>
<tr>
<td>• Introduce the sense organs by telling a story about the sense organs.</td>
<td>• Listen to the story of a sense organ.</td>
</tr>
<tr>
<td>• Discuss the story with whole class.</td>
<td>• Answer and ask questions based on the story.</td>
</tr>
<tr>
<td>• Explain the different sense organs.</td>
<td>• Listen to the explanations, ask where they do not understand, allow them to give their opinion.</td>
</tr>
<tr>
<td>• Ask learners to tell and later give information that is received by the different sense organs, e.g. smell, pain, etc.</td>
<td>• Tell items and sounds using their sense organs.</td>
</tr>
<tr>
<td>• Organise learners to work in groups, e.g. one group should find out the function of the nose.</td>
<td>• Work in groups to find information on the functions of sense organs.</td>
</tr>
<tr>
<td>• Summarise the information that the learners come up with.</td>
<td>• Copy summary.</td>
</tr>
</tbody>
</table>

Assessment

• Name the different human sense organs.
• In your own words briefly explain why human sense organs are important.

• HOW TO DO .....an example of how to teach and conduct some of the classes

Competency: Describe how observable parts of the human body are used to meet the needs of humans.

Objective: Describe how humans use their body parts to get food and to breathe.
A. Introduction:
Point out to learners that human beings are like other animals. They use the parts of their bodies to meet their needs.
Say: We have already talked about the needs of animals this year:
1. Tell us the needs of all animals.
2. Tell us the needs of all humans.
Today and to-morrow we are going to find out how humans use the parts of their bodies to meet these needs.

B. Strategies
Focus on getting food and water.
Say: We all need food and water.
1. What parts of our bodies do we use to get food? Draw a picture in your exercise book to show all the parts of the body used for getting food and water. Label the parts.
Walk around in the class to observe what learners are drawing and labelling.
Say: Think about fishing.
1. What parts of your body do you use when you are fishing?
Say: Think about harvesting muhango.
1. What parts of the body do you use when you are harvesting?
2. What parts of the body do you use when fetching water?
3. When we have gathered food and water, which parts of the body take it in?

C. Vocabulary
- label: to write the name of an object or part of an object on a picture
- ribs: bones around the chest cavity
- rib cage: all the bones around the chest to form a protective area internal around organs.
- breathe: to exchange fresh air from the outside with used air inside the lungs through the nose and mouth

D. Assessment
- Ask learners to draw a picture or a diagram for a Grade 1 learner.
- The picture must show all the parts of the body which we use to get food, water and air. Label the parts.
All About Me: My Senses
An Educator’s Reference Desk Lesson Plan

Grade Level(s): Grade 4
Subject(s): Environmental Studies

- Health/Body Systems and senses

Overview:

The primary focus of this lesson is on young children and individuals, and how they respond to the stimuli in their world around them. It discusses the senses, and introduces the parts of the body that are sense organs and develops the concept that using the senses helps people learn about the world around them.

Purpose:

The lesson will provide meaningful, literature-based experiences which assist the students to develop, practice, and apply critical thinking process skills. The students are given the opportunity to use, practice, and apply those processes which are most compatible with their appropriate developmental level. The following basic process skills are presented in experiences which facilitate the children’s’ advancement toward higher levels of cognitive maturation, therefore towards more advanced thinking patterns.

Basic Process Skills:

1. Observing
2. Classifying
3. Inferring
4. Communicating
5. Measuring
6. Using Numbers

Objectives:

1. Identify parts of the body that are senses.
2. Describe what each sense allows the body to do.

Activities and Procedures:

Vocabulary: senses, eyes, ears, nose, tongue, hands, skin.

Time Frame: 15 – 30 minutes per lesson

Note: There are a total of 5 lessons for this unit

Group Size: Whole class and small group.

When the students are not in the room, place a hot air popcorn popper filled with popcorn on a low table covered with a box. Students will sit on the floor in front of the table. Plug in the popcorn popper. Ask: How can we find out what is under this mystery box? Discuss: Using their senses helps to learn about unknown things.
Remove the box for the students to see what is underneath. Give each student a sample of the popcorn. 

**Ask:** What does the popcorn feel like? What does popcorn taste like? What sound is made when you eat popcorn?

**Shared Reading:** Tomie de Paola, The Popcorn Book

**Closure:** Review the senses used to experience the making of popcorn.

**Materials:**

1. Hot air popcorn popper
2. Large clean box to cover popper
3. Low table or clean sheet for floor
4. Napkins/cups for popcorn

**Extension Activities**

**One:** Make more popcorn for the students. Have the students estimate how many kernels it will take to pop one container full. Record this student information onto chart paper. Have the students assist in counting the kernels with portion cups in sets of 10. When finished have the whole group count the sets by 10’s. Write the numeral on the chart paper, explaining which numeral represents which group/sets of portion cups – hundreds, tens, ones. Pop the popcorn.

**Two:** Put a vegetable or fruit in a small bag or clean sock. Have the students sit in a circle. Have the students guess what is in the sock without looking inside. Pass the sock around and ask the students to shake and listen to it. Pass the sock around a second time and ask them to smell it. The third time around, ask the students to feel the object. Students should now be able to guess what the sock contains. The final pass around, let each student peek in. Discuss the content of the sock and how they learned what was in it. Prepare a tray of different fruit and vegetables for students to taste.

**Challenge:** Encourage students to use their senses to sort some fruits and/or vegetables into groups. Students will discuss and share which senses they are utilizing during the activity. Write on a chart paper the students responses. They may classify by color, smell, or taste.

**Materials Needed.**

1. Hot air popcorn popper
2. Portion cups
3. Napkins, cups for popcorn
4. Trays of various fruits and vegetables
5. Several clean trays for classifying
6. Chart Paper
7. Marker
8. Clean sock or small bag.

**Goal:** To provide individual learners with the opportunity to show understanding of the parts of the body that help them sense their world.

**Materials:**

1. Construction paper
2. Yarn
3. Glue
4. Scissors
5. Pictures of objects/living things

**Procedure:**

Make a large head picture of the children’s favorite person or character out of construction paper. Make the features exaggerated. Mount pictures of objects or living things that exemplify using a specific sense, Attach one end of a piece of yarn to each picture. Ask the students to attach the other end of the yarn to a sense used to learn about each object.
Science Center

**Goal:** To develop the senses.

**Materials:** Tape recorder

1. Tape with book
2. Headphones
3. Blank tape
4. 6 pairs of empty film canisters
5. 6 pairs of different colored blank self-adhesive dots
6. Felly/mystery box
7. 6 pairs of small objects
8. Tray of fruit/vegetables
9. Mirror
10. Hand lenses
11. Tripod magnifying lens
12. Rocks
13. Plants
14. Nature objects

**Procedure:**

Make five mini-centers for children to explore their 5 senses. Hearing Center: Listening to a story tape with or without storybook. Make their own tape recording reading the storybook, then listening to their tape recording.

**Touch Center:**

Students try and guess what each object is in the "feely box", Next, through their sense of touch, match each object with their twin.

**Seeing Center:**

Look at themselves in a mirror and draw a picture of what they see. View various rocks, objects at the center or classroom with a hand lense, or tripod lense.

**Smelling Center:**

Through their sense of smell, match each spice with their twin. Checking their work by closing the lid tightly and matching the colored dots on the bottom of each film canister.

**Tasting Center:**

Students will taste various fruits and vegetables, and describe to a friend how each food tastes or tastes like.
Tying It All Together

Activity: Take the students on a field around of the school. Go past the offices, near the cafeteria before lunch, and around the outside of the building. Stop at each place.

Ask: What do you see here? What do you smell here? How would the ______ taste? If you close your eyes, what do you hear here? Go touch the __________, how does it feel?

Field Trip Ideas: Visit an optometrist's office. Ask the optometrist to discuss the eye parts/functions, why eye examinations are important, and proper eye care/protection.

Speakers/Visitors: Invite a person who knows sign language to visit the class and share with students why some people use this type of communication.

Helpful Hints: Curriculum Integration

Language Arts

Using adjectives have the students describe an experience or event. Encourage use of multiple adjectives in their descriptions. List their experiences on chart paper and ask the students to name which sense would help them to identify what is happening in each situation. List the senses on the chart paper.

Art

Students will make kaleidoscopes. Using a warm iron and a pressing cloth, melt crayon shavings between two large sheets of waxed paper. Cut out circles that will overlap one end of a toilet paper tube. Secure the circles with tape.
Food groups and Food pyramid

Grade: 3, 4

Subject: Environmental Studies

Theme: Health and Nutrition

Duration: Two 40-minute periods

Description: In this activity, students learn about the five food groups and how to use the food pyramid as their guide.

Goals: To learn the basics of good nutrition.

Objectives: The student will be able to:

1. List the 5 food groups that make up the food pyramid.
2. Explain orally and in writing the purpose of the food pyramid.
3. Define and give an example of each food group.
4. Separate a group of mixed food into the proper food groups.

Materials:

- poster of food pyramid
- dictionaries

Procedure:

1. Teacher will hold up a candy bar and an apple and ask learners which do they think is better and healthier for their bodies.
2. Teacher will then ask the learners if they ever think about what they are putting in their bodies before they eat something.
3. Teacher will then explain that in order to be healthy children should be eating more of certain foods and less of others.
4. Teacher will then list the six categories shown on the food pyramid (5 food groups: grains, protein, dairy, fruits, vegetables; and sweets/fats --use sparingly) on the board.
5. Teacher will then ask six learners to get a dictionary and look up each word, the definitions will then be put on the board.
6. Teacher will then provide many examples and explain why they are examples of each group.
7. Teacher will then display the food pyramid poster located at the front of the room.
8. Teacher will explain to the class the purpose of the food pyramid and tell how many servings of each food should be eaten.
9. Teacher will then hold up more examples and ask what food groups they should be in, either asking if they are in a certain group, or asking what group they should be in and (for example: hold up a bagel and ask if it is in the protein group and why or why not.)
10. Teacher will then restate the definitions and ask the children what they think should be added to the definition and why.
11. The learners will then write each definition with 2 examples in their notebooks,

Assessment: Teacher will divide the class into 3 groups and give them each a box of assorted food products; the groups will then divide the products into the correct 6 categories and list them on a separate sheet of paper.
The essential competencies in the syllabus cater for the “average” learner. In each class there will/may be fast or gifted learners and teachers should also accommodate their needs. If they are neglected, they will become bored, frustrated and disappointed and it may result in disciplinary problems.

Teachers are obliged to recognize fast learners and provide additional/more-challenging tasks for them to stimulate them and to allow them to excel. These learners can be used in some cases to assist other learners to complete activities based on the essential competencies (peer teaching), but mostly special tasks should be provided for them.

The most common approach will be to prepare activities based on work for the next grade. It is advisable not to follow this, but rather prepare activities/tasks to stimulate their thinking skills.

Following are a few suggestions to lead teachers in this regard:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>TOPIC</th>
<th>BASIC COMPETENCIES</th>
<th>ENRICHMENT ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The family</td>
<td>o Describe their immediate family</td>
<td>o Request the learner to make his/her own “family album”. He/she can use old magazines (provided by the teacher) to cut out pictures of family members, paste it in “album” and copy names from flashcards under each picture.</td>
</tr>
<tr>
<td>2</td>
<td>Own identity in family group</td>
<td>o Explain why it is important to be a member of family, and the difference between the immediate and extended family.</td>
<td>o Request the learner to make a “case study” of one family member. Provide learner with list of questions to be completed at home. (See example on p.)</td>
</tr>
<tr>
<td>3</td>
<td>The family</td>
<td>o Describe how the roles of family members complement/support each other.</td>
<td>o “You are the eldest child in your family. Your mother is in hospital. You and your Daddy are alone at home.” Write five sentences on how you will handle the situation at home.</td>
</tr>
<tr>
<td>4</td>
<td>Our family life</td>
<td>o Explain why family life is important.</td>
<td>o There is a competition in town. Pick and Pay are looking for the best mother in town. In just ten (10) lines write why you think your mother is the best mother in town.</td>
</tr>
</tbody>
</table>
Enrichment Worksheet  

Our Family

Choose the correct answer:

1. My mother’s husband is my father / grandfather.
2. My father’s daughter is my aunt / sister.
3. My father and my mother’s parents are my uncle and aunt / grandfather and grandmother.

Fill in cousin, sister-in-law, uncle, grandfather, birthday, brother-in-law, brother:

1. Mother’s brother is my ……………………………….  
2. My aunt’s son is my …………………………………  
3. My sister’s husband is my ……………………………  
4. My brother’s wife is my ………………………………  
5. My birthday is on the ………………………………..

COMPENSATORY ACTIVITIES

Teachers should not just ignore errors/mistakes made by learners Environmental Studies. Teachers must identify problems very soon. Determine the causes and steps to be taken to address the problems. There could be many reasons or causes why learners make mistakes. Always keep in mind your slow learners when setting quizzes and activities. These learners need more explanation and repetition.
<table>
<thead>
<tr>
<th>Skill</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can answer questions on higher order thinking level clearly (level 3)</td>
<td>Can answer questions very well when they are not too demanding. Level 1 and 2.</td>
<td>Can answer simple questions correctly.</td>
<td>Struggle to answer simple questions clearly.</td>
<td>Cannot answer simple questions.</td>
<td>Cannot answer simple questions.</td>
</tr>
<tr>
<td>Can retell stories in own words, rhymes, dialogues with feeling and expression.</td>
<td>Can retell story in own words, do dialogues, rhymes with understanding.</td>
<td>Can retell story using simple words, can recite, sing songs taught.</td>
<td>Cannot retell story in own words, struggles to recite or sing.</td>
<td>Cannot remember story, songs, rhymes or has to be assisted a lot.</td>
<td>Cannot remember story, songs, rhymes or has to be assisted a lot.</td>
</tr>
<tr>
<td>Learner reads words and sentences fluently, accurately, with feeling and understanding.</td>
<td>Read most of the words and sentences correctly with feeling and understanding.</td>
<td>Read about half of the sentences correctly with understanding.</td>
<td>Reads less than half of the words and sentences correctly.</td>
<td>Cannot hardly read any words of sentence.</td>
<td>Cannot hardly read any words of sentence.</td>
</tr>
<tr>
<td>Can read a variety of texts including long sentences.</td>
<td>Can read familiar unprepared texts.</td>
<td>Can read materials taught in class (familiar matter).</td>
<td>Can only read prepared reading.</td>
<td>Cannot answer question correctly.</td>
<td>Cannot answer question correctly.</td>
</tr>
<tr>
<td>All punctuation marks are expressed correctly.</td>
<td>Can read the class reading materials and a reader for that grade with understanding.</td>
<td>Can read easy unprepared reading and tell about something read.</td>
<td>Needs assistance with phonics and sounding words and recognition of most words.</td>
<td>Cannot use phonics to assist with word recognition.</td>
<td>Cannot use phonics to assist with word recognition.</td>
</tr>
<tr>
<td>Can retell what was read in own words.</td>
<td>Can express.,?! with reading.</td>
<td>Can use full stop and comma correctly when reading.</td>
<td>Cannot retell in own words what was read.</td>
<td>Can hardly read any words of sentence.</td>
<td>Cannot hardly read any words of sentence.</td>
</tr>
<tr>
<td>Can answer questions on different levels about the content.</td>
<td>Can answer simple questions about the content.</td>
<td>Can recognize vowels and consonants.</td>
<td>Can answer a few of the simple questions on the content.</td>
<td>Can hardly read any words of sentence.</td>
<td>Cannot answer question correctly.</td>
</tr>
<tr>
<td>Skill</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
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<td>------------------------------</td>
<td>------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Handwriting</td>
<td>o Writes letters with correct formation and according to line size.</td>
<td>o Writes letters with correct formation according to line size.</td>
<td>o Writes letters with correct formation but they do not always touch the lines.</td>
<td>o Learner needs a rubber extensively.</td>
<td>o Can hardly copy letters.</td>
</tr>
<tr>
<td></td>
<td>o Correct spacing between letters and lines.</td>
<td>o Correct spacing between letters and lines.</td>
<td>o There are spaces between letters and lines.</td>
<td>o Shows ability to form letters but are smaller/bigger than line size or letters differ in size.</td>
<td>o Illegible letters.</td>
</tr>
<tr>
<td></td>
<td>o Good layout of work.</td>
<td>o Layout of work, e.g. use of ruler can improve.</td>
<td>o Can finish in time.</td>
<td>o Spacing makes reading difficult.</td>
<td>o Spacing makes reading difficult.</td>
</tr>
<tr>
<td></td>
<td>o Neat, upright letters according to examples in study guide.</td>
<td>o Neat upright letters.</td>
<td>o Can finish in time.</td>
<td>o Untidy work.</td>
<td>o Messy work.</td>
</tr>
<tr>
<td></td>
<td>o Can write fast, accurate and neatly.</td>
<td></td>
<td></td>
<td>o Very slow.</td>
<td>o Extremely slow.</td>
</tr>
<tr>
<td>Creative writing</td>
<td>o Can construct clear descriptive grammatically correct complex sentences.</td>
<td>o Can construct grammatically correct sentences.</td>
<td>o Can construct simple short sentences with no. of words as in 6 essential competency.</td>
<td>o Can only construct very short simple sentences correctly.</td>
<td>o What is written does not make sense.</td>
</tr>
<tr>
<td></td>
<td>o All words are spelt correctly.</td>
<td>o All words are spelt correctly.</td>
<td>o Most words are spelt correctly.</td>
<td>o Most questions answered wrongly.</td>
<td>o Cannot give correct answers in writing.</td>
</tr>
<tr>
<td></td>
<td>o Can answer question clearly in writing.</td>
<td>o Can answer questions suitably in writing.</td>
<td>o Legible handwriting.</td>
<td>o Majority vocabulary words are spelt incorrectly.</td>
<td>o Illegible and messy handwriting.</td>
</tr>
<tr>
<td></td>
<td>o Legible and tidy handwriting and layout.</td>
<td>o Legible and tidy handwriting.</td>
<td>o Can answer most questions suitably in writing.</td>
<td>o Some words illegible.</td>
<td>o Cannot spell words.</td>
</tr>
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<td></td>
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</tr>
</tbody>
</table>
RHYMES, POEMS AND SONGS

An Apple a Day
Nursery Rhymes

An apple a day
Sends the doctor away

Apple in the morning
Doctor's warning

Roast apple at night
Starves the doctor outright

Eat an apple going to bed
Knock the doctor on the head

Three each day, seven days a week
Ruddy apple, ruddy cheek

Rhyme
First the seed
And then the grain,
Thank you, thank you
For sun and rain
First the flour
And then the bread
Thank you, thank you
That we are fed
Thank you, Thank you
For all the care
Help us all to share and share.
Rhyme on the family

Father, Mother, Sister, Brother and I
This is the family
This is the family
This is the family of mine.

Rhyme on hygiene

Wash your body in the morning
Wash your hands – before you eat and after
Brush your teeth after eating
Bath your body - before you go to sleep

Poem - My body (prayer)

With my legs I run around
With my ears I hear each sound
With my mouth I laugh and sing
With my hands I touch everything.
With my knees, what do you think?
These I bend and then I pray -
Thank you God for everything.
My teeth like apples

My teeth like apples.
They go crunch, crunch, crunch

My teeth like bread
They go munch, munch, munch

My eyes like carrots
They go crunch, crunch, crunch

My muscles like cheese
I say yum, yum, yum.

Song about road safety

My little bicycle

I ride my little bicycle
I bought it at the shop
- I bought it at the shop
And when I see the big red light
I know I have to stop
- I know I have to stop

Stop says the red light
Go says the green light
Careful says the yellow light
Winky in between.
GLOSSARY

Essential - of utmost importance
Image - the picture of something, also in the mind
Improvise - to create or make something new based on other examples
Immune - resistance of the body to diseases
Harmful - can hurt or damage, like poison or bad food
Pollute - to dirty the environment, make it unhealthy
Dispersal - spreading of organisms, seeds or animals in the environment
Stigma - a mark of shame or discredit
Textiles - materials for clothes made of plant fibres
Emit - to give out or throw out
Vibration - to make soft shaky movements or sounds
Context - things with related conditions affecting one another
Courteous - to be respectful, show respect
Dignatory - a person of high rank or high office
Exhibition - a public show or display
Entrepreneurship - one who organises and manages a business enterprise for profit
Edible - plants or stuff suitable to eat as food
Purify - to make pure, to clean
Sparingly - to save or use only when necessary
Sequence - in the correct order
Stall holder - person in charge of a market stall where things are sold