

HOME LANGUAGE FOCUS LESSON:

TERM: 3

WEEK: 1

CONTEXT: Winter

FOCUS FOR THE WEEK: Listens and responds to simple questions. Makes links with own experiences when “reading” pictures or reading with teacher. Match words/labels with objects e.g. high frequency words i.e. chair, cupboard, labelled objects on theme table.

WHOLE CLASS SESSION:

STUDY AREA:	ACTIVITY:	RESOURCES:	DAY:
Shared Reading: Emergent Reading:	Text: Advert (winter clothes) Read high frequency words e.g. Shop name “Read” words matching with items e.g. scarf, cap, socks – ‘read it’ (use items on theme/ discovery table)	Advert for clothes Winter clothes Matching words	Daily
	Eye Movements, like follow my finger from L to R		Tues
	Develops sense of direction: Move blocks from L to R and top to bottom.	Blocks	Wed.
	Dramatize parts of stories/ rhymes	Story/rhyme	Thurs. Fri.
Listening & Speaking	-Listens to questions and responds appropriately. - Makes links with own experiences when “reading” pictures or reading with teacher.	Advert for clothes Winter clothes	Daily
	- Auditory Discrimination: which is the first sound you hear? Use familiar words e.g. socks, cap etc.)	Beginning sounds	Tues.
Word and Sentence level words (phonics):	Identify words beginning with “a”. Repeat it aloud. Allow learners to identify first sound in word (auditory) In the air/ in sand/on each other’s backs. Identify the “a” in text (e.g. magazines, newspaper, story)	Sand tray to write letter in Text where a can be found.	Daily

HOME LANGUAGE FOCUS LESSON

TERM: 3

WEEK: 1

CONTEXT: Winter

SMALL GROUP SESSION:

STUDY AREA:	ACTIVITY:	RESOURCES
Shared Reading: Emergent Reading	Text: Advert (winter clothes) Read high frequency words e.g. names of shops "Read" words/labels matching with items e.g. scarf, cap, socks – 'read it' (use items on theme/ discovery table)	Adverts of clothes Winter Clothes Matching words
Listening & speaking	<ul style="list-style-type: none">- Listens to questions and responds appropriately.- Makes links with own experiences when "reading" pictures or reading with teacher.	Clothes advert Winter clothes
Words & sentence level work (Phonics):	Identify words beginning with a Identify the a in text (e.g. Magazine, newspaper, story)	text

TERM : 3

WEEK: 1

CONTEXT: Winter

GROUP WORK:

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
Draw your body. Cut out Winter clothes from magazine or advert and "dress yourself". Colour in with retractable wax crayons & paint background with dry powder paint. Copy the word "Winter" at the bottom of your page.	Bubble blow a background page and keep it for a next activity.	Draw your holiday news. Colour it in with chalk dipped in sugar water. Tear and paste a frame.	Play dough: Create little people with winter clothing on. Remember scarf, gloves, caps and boots. (teacher can provide buttons and pom-poms to add detail to their creations)	Flour picture: Draw a snow picture with white chalk on black paper. "Colour" your picture in with glue & sprinkle flour over. Shake off excess flour. Remember the snowman!

HOME LANGUAGE FOCUS LESSON:**TERM: 3****WEEK: 1****CONTEXT: Winter****INDEPENDENT PLAY:**

READING CORNER	EDUCATIONAL GAMES	CREATIVE WORK	HOME LANGAUGE FOCUS TABLE	FANTASY CORNER
Books about Winter Magazines Adverts for Winter clothes and food.	Before and after Same & different Thread: plastic shapes - squares	Modelling with clay using beads. Paint easel Board chalk with sugar water	-Create an "a" with play dough on the example provided. -Find the letter "a" in a magazine and cut and paste on paper. Decorate with khoki's	Caps, gloves, scarves, boots

REFLECTION:

HOME LANGUAGE FOCUS LESSON:**TERM: 3****WEEK: 2****CONTEXT: Transport**

FOCUS FOR THE WEEK: Uses language to develop concepts in all subjects. For example, Mathematics: colour, shape, age, time, direction, sequence. Uses pictures to understand simple phrases and sentences in a book e.g. "The car drives". Understands that writing & drawing are different and begins to copy letters and numerals e.g. squiggles

WHOLE CLASS SESSION:

STUDY AREA:	ACTIVITY:	RESOURCES:	DAY:
Shared Reading: Emergent Reading	Text: Poster -Match flashcards -'Read' the flashcards - Uses pictures to understand simple phrases and sentences in a book e.g. "The car is red". -'Reads' books independently for pleasure in the reading corner, turning pages correctly and respecting books (independent play)	Poster Matching words Items on theme table Different colours and shapes of vehicles Simple phrases /sentences	Daily
Listening & speaking	- Use language to develop concepts in all subjects. For example, Mathematics: colour, shape, age, time, direction, sequence. -Partakes in discussions and asks questions -Listens to a string of instruction & acts on them -Analysis: clap a short sentence, e.g. the car is red.	Items on theme table Different colours and shapes of vehicles	Daily Daily Thurs. Fri.
Words and sentence level words (phonics):	Identify words that begin with e. Repeat it aloud. Ask learners to identify the beginning sound in a word (auditory) Write the letter in the air/ in the sand tray/ on some ones back. Identify the die e in a text (e.g. newspaper, magazines, story)	Sand tray to form letters in sand. Text that contains the letter "e"	Daily

HOME LANGUAGE FOCUS LESSON

TERM: 3

WEEK: 2

CONTEXT: Transport

SMALL GROUP SESSION:

STUDY AREA:	ACTIVITY:	RESOURCES
Shared Reading: Emergent Reading	Text: Poster -Add labels -'Read' the labels <u>-Uses pictures to understand simple phrases and sentences in a book e.g. "The car is red".</u>	Poster Labels Items on theme table Different colours and shapes of vehicles. Simple phrases / sentences
Listening & Speaking	<u>Uses language to develop concepts in all subjects. For example, Mathematics: colour, shape, age, time, direction, sequence.</u>	Items on theme table Different colours and shapes of vehicles
Word & Sentence level work (Phonics):	Identify words beginning with e. Identify the e in a text (e.g. Magazines, newspaper, story)	The letter e

HOME FOCUS LESSON:

TERM: 3

WEEK:2

CONTEXT: Transport

GROUP WORK:

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
Draw with wax crayons and colour in with paint: 'n train. Tear and paste a railway line/track for your train.	Fine motor: Finger muscles: Thread a frame. Cut out a picture of any transport from a magazine and paste it in the middle of your page. Draw some background with khokis.	Draw a car and "write" its name below. <u>Understands that writing & drawing are different and begins to copy letters and numerals e.g. squiggles "Read" what squiggles say.</u>	Play dough: Create the letter e with dough on the example given. Work from top to bottom and L to R	Construction Work: Make a space ship of toilet roll holders and other scrap material. Paint it with colours of your choice.

HOME LANGUAGE FOCUS LESSON:**TERM: 3****WEEK:2****CONTEXT: Transport****INDEPENDENT PLAY:**

READING CORNER	INDEPENDENT PLAY	CREATIVE WORK	HOME LANGUAGE FOCUS TABLE	FANTASY CORNER
'Reads' books independently for pleasure in reading corner	Fine motor control: small balls and pinchers Clown Around: opposites What does not belong?	-Words to copy e.g. car, truck, aeroplane - Draw and colouring	Pattern cards to complete (with beads) - Writing patterns with chalk board	Fantasy clothing e.g. helmets, motor racing outfits

REFLECTION:

HOME LANGUAGE FOCUS LESSON:

TERM:3

WEEK:3

CONTEXT: Safety around us

FOCUS FOR THE WEEK: Matches things that go together and compare things that are different.

WHOLE CLASS SESSION:

STUDY AREA:	ACTIVITY:	RESOURCES:	DAY:
Shared reading: Emergent reading	Text: Recipe -Place a range of pictures in logical order and “read” the recipe. <i>(A good idea- Test the recipe beforehand- take photographs of each step and allow children to put into sequence- Teacher Lize Marais: Kidscope – Strand)</i> - Makes links to own experiences	Recipe Pictures of recipe in sequence Matching words/labels	Daily
	Understands that text has meaning: a word can represent his/her name, names of people/places/objects e.g. Sasko or Albany (bread/hamburger rolls etc. <u>Visual Memory:</u> What have you seen? Allow learners to look at ingredients. Place a kitchen towel over it and allow them to recall what they have seen.	Names of ingredients	Thurs.
	Visual Memory: What have you seen? Allow learners to look at ingredients. Place a kitchen towel over it and allow them to recall what they have seen.	Ingredients	Fri.
Listening & Speaking	- Matches things that go together and compares things that are different: Which of the ingredients here matches today’s recipe, which does not? - Asks questions and looks for answers: why do some of the ingredients not match today’s recipe? What can we do with it? - Identify and discuss differences & similarities - Auditory Discrimination: listen to and repeat rhythmical patterns	Ingredients	Daily
			Tues.
			Wed.
Word & Sentence level work (Phonics):	Identify words beginning with b. Repeat it aloud. Ask learners to identify the initial sound in a word (auditory) Write the letter in the air/in sand/on some ones back. Identify the b in a text (e.g. magazines, newspaper, story)	Ingredients Sand tray to write letter in Text where b can be found Letter b	Daily

HOME LANGUAGE FOCUS LESSON

TERM:3

WEEK: 3

CONTEXT: Safety around us

SMALL GROUP SESSION:

STUDY AREA:	ACTIVITY:	RESOURCES
Shared Reading: Emergent Reading	Text: Recipe - Place a range of pictures in logical order and "read" the recipe. -Add matching words	Name of ingredients
Listening & Speaking	Match things that go together and compare differences: which of the ingredients before us matches today's recipe and which not? and why?	Ingredients
Word & Sentence level work (Phonics):	Identify words starting with b . Identify the b in a text (e.g. Magazine, newspaper, story)	Text where b can be found Letter b

HOME LANGUAGE FOCUS LESSON:

TERM: 3

WEEK: 3

CONTEXT: Safety around us

GROUP WORK:

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
Recipe: Hamburgers	Cut out 3 circles. Make traffic light. Paint the rest of the traffic light	Tear and Paste a pedestrian crossing. Cut out children from a magazine and paste it down demonstrating them using the pedestrian crossing.	Educational Game: Spot the difference	Play dough: Create b with play dough. Now create a object beginning with b Eg. bear

HOME LANGUAGE FOCUS LESSON:**TERM:3****WEEK:3****CONTEXT: Safety around us****INDEPENDENT PLAY:**

READING CORNER	EDUCATIONAL GAMES	CREATIVE WORK	HOME LANGUAGE FOCUS TABLE	FANTASY CORNER
Books about safety Puppet theatre	Shadows Memory Card Game 10 Rules and then?	-Collage with different scrap materials -Paint: easel	-Writing patterns Chalk board -Form letter sounds with clay	Masks Clothes Shoes Wigs Gloves

REFLECTION:

HOME LANGUAGE FOCUS LESSON:**TERM: 3****WEEK: 4****CONTEXT: OCCUPATIONS (Jobs people do)**

FOCUS FOR THE WEEK: Tell stories and retells other children stories in own words. Listens without interrupting, showing respect for the speaker and takes turns to speak.

“Reads” class or group generated text, e.g. Sentences teacher has written down while learners look, speak and dictate. Draws pictures to convey a message about a personal experience and uses this as a starting point for writing. Begins to “write” observing conventions of directionality: “writes” from L to R, top to bottom.

WHOLE CLASS SESSION:

STUDY AREA:	ACTIVITY:	RESOURCES:	DAY:
Shared Reading: Emergent Reading	Text: Big Book -“Reads” enlarged text as a whole class with teacher - Reads class generated texts. In other words text written by teacher while learners watch, talk & dictate	Big Book Matching words Short sentences	Daily
	Uses words like “sound”, “word”, “letter”, “rhyme”, “beginning”, “middle”, “end” when talking about text	Big Book	Tues
	-Uses cover of book and illustrations throughout text to predict storyline	Big Book	Mon.
Listening & Speaking	-Tells stories & retells stories in own words -Listening without interrupting, showing respect for the speaker and takes turns to speak.		Daily
	-Build a 10 to 20 piece puzzle or more (Reading)	Puzzle	Fri.
	-Finds object hidden in the classroom among other items and guides peers to items using simple direction	Objects in class	
Word & Sentence level work (Phonics):	Understands that words consist of more than one sound. For example, “cat” has four sounds: c-a-t Identify words beginning with c. Repeat it aloud. Ask learners to identify beginning sound in word (Auditory) Write the sound in the air/ on chalk board/on one another’s back	Letter c Chalkboard and chalk	Daily

	Recognise the letter c in Text (e.g. Magazine, newspaper, story)		
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HOME LANGUAGE FOCUS LESSON

TERM: 3

WEEK: 4

CONTEXT: OCCUPATIONS (Jobs people do)

SMALL GROUP SESSION:

STUDY AREA:	ACTIVITY:	RESOURCES
Shared Reading: Emergent Reading	Text: Big book -- "Reads" enlarged text as a whole class with teacher - <u>Reads class generated texts. In other words text written by teacher while learners watch, talk & dictate</u>	Big Book Matching words Short sentences
Listening & Speaking	- <u>Tells stories & retells stories in own words</u> - <u>Listening without interrupting, showing respect for the speaker and takes turns to speak.</u>	
Word & Sentence level words (Phonics):	Identify words beginning with c . Repeat it aloud. Write it on chalk board Identifies the letter c in text (e.g. magazine, newspaper, story)	Letter c Chalkboard & chalk Text

HOME LANGUAGE FOCUS LESSON:

TERM: 3

WEEK: 4

CONTEXT: OCCUPATIONS (Jobs people do)

GROUP WORK:

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
Draw the main idea of the story in the BIG BOOK which we read. Colour in with wax crayons and paint over with ink or food colouring	- <u>Draws picture to convey a message about personal experiences.</u> <u>Begins to "write" observing conventions of directionality: writes from L to R and top to bottom</u> 'Write' below the	Educational Games: Puzzle (10 – 20 piece or more)	Cut and paste the letter b from magazine. Add a drawing of something beginning with b eg. Bus, bag etc. and colour it in	Play dough: free choice

	drawing of your news by copying teachers writing.			
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HOME LANGUAGE FOCUS LESSON:

TERM: 3

WEEK: 4

CONTEXT: OCCUPATIONS (Jobs people do)

INDEPENDENT PLAY:

READING CORNER	EDUCATIONAL GAMES	CREATIVE WORK	HOME LANGUAGE FOCUS TABLE	FANTASY CORNER
Books about different occupations with captions/flashcards	Next up Join up and then? Before and after	-Little Chalk boards & chalk -Play dough with rollers & cookie cutters	Words to copy. Poster with various occupations with sight words which children can match and "read" themselves	Clothing for different occupations High heels, sunglasses, handbags/ old computer

REFLECTION:

HOME LANGUAGE FOCUS LESSON:**TERM: 3****WEEK: 5****CONTEXT: Water**

FOCUS FOR THE WEEK: Understands that pictures and photographs convey meaning about events, people, places & things and talks about these. Holds the book the right way up and turns pages correctly. Describes the characteristics of characters in stories or television and gives opinions.

WHOLE CLASS SESSION:

STUDY AREA:	ACTIVITY:	RESOURCES:	DAY:
Shared Reading: Emergent Reading	Text: Picture book/ Big Book <u>-Holds the book the right way up while 'Reading'</u> - Teacher discusses the appropriate handling and caring of books - 'Reading' picture books with three or four predictable sentences. For example, it is a dog. Look at the dog. It is a big dog. <u>-Understands that pictures and photographs convey meaning about events, people, places and things and talks about these.</u>	Big Book story	Daily
Listening & Speaking	<u>-Describes the characteristics of characters in stories and gives opinions.</u> -Groups words belonging to the same family, e.g. bat, cat, hat -Asks questions and looks to texts for explanations. -Listens to longer stories and shows understanding by answering questions related to story.	Big Book story	Wed. Fri.
Word & Sentence level work (Phonics):	Form letters with their bodies in pairs or on their own(Emergent handwriting) Identify words beginning with d . Repeat it aloud. Ask learners to identify the beginning sound in a word (auditory) Write the letters in the air/ on a chalk=board/ on some ones back. Identifies the d in a text (e.g. magazine, newspaper, story)	Learners Letter sound - d Chalk and chalk board Text	Daily

HOME LANGUAGE FOCUS LESSON

TERM:3

WEEK: 5

CONTEXT: Water

SMALL GROUP SESSION:

STUDY AREA:	ACTIVITY:	RESOURCES:
Shared Reading: Emergent Reading	Text: Picture Books / Big Book - <u>Holds the book the right way up while 'Reading'</u> - <u>Understands that pictures and photographs convey meaning about events, people, places and things and talks about these.</u>	Big Book Story
Listening & Speaking	- <u>Describes the characteristics of characters in stories and gives opinions.</u>	Big Book Story
Word & Sentence level work (Phonics)	- Form letters with their bodies in pairs or on their own (Emergent handwriting) - Groups words belonging to the same family, e.g. bat, cat, hat Identify words beginning with d. Repeat it aloud. Ask learners to identify beginning sound in word (auditory) Write the letters in the air/ on a chalkboard/ on some ones back. Identifies the d in a text (e.g. magazine, newspaper, story)	Letter d Chalk and chalk board Text

HOME LANGUAGE FOCUS LESSON:

TERM: 3

WEEK: 5

CONTEXT: Water

GROUP WORK:

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
Draw a picture of story read during shared reading. Learners 'write' the name of the story under their drawing. 'Read' it to their friends.	Group words beginning with the same letter. (Use words which were in story) Now use one of the words e.g. "house" and draw a picture of it. Colour in with ink.	Drizzle hot wax onto the letter d from top to bottom and L to R. Bubble blow the rest of the page. Print a frame around the page with paint.	Make a background page. Paint your entire page with water, now sprinkle dry powder and observe what happens with your page. Keep the page for a picture next time.	Paint a river and draw different kinds of fish and organisms that live in the water. Sprinkle the bodies of the fish with sand to create a 3D effect

HOME LANGUAGE FOCUS LESSON:**TERM: 3****WEEK: 5****CONTEXT: Water****INDEPENDENT PLAY:**

READING CORNER	EDUCATIONAL GAMES	CREATIVE WORK	HOME LANGUAGE FOCUS TABLE	FANTASY CORNER
Books about water Pictures Poster of the water cycle.	Puzzle Barney Memory Game Where do I live and what do I eat? Thread: plastic shapes	-Weaving -Paint and scrape (Can use old milk bottles) a pattern on background page.	-Vis. Discrimination worksheet: which picture does not fit? Writing patterns and letters. Chalk Board for practice	Clothing Wigs Watering can Plants to plant and water

REFLECTION:

HOME LANGUAGE FOCUS LESSON:

TERM: 3

WEEK: 6

CONTEXT: Healthy Food

FOCUS FOR THE WEEK: Sing songs and rhymes & performs actions on own with confidence. Recognises aurally and visually some initial consonants and vowels at the beginning of common words. Interprets pictures to construct ideas: makes up own story and reads the pictures. Role play “writing” in play situations. For example, “writes” lists.

WHOLE CLASS SESSION:

STUDY AREA:	ACTIVITY:	RESOURCES:	DAY:
Shared Reading: Emergent Reading	Text: Shopping List -Matching words -Interprets pictures to construct ideas. For example, makes up own story and “reads” the pictures -Distinguish between picture & print: For example, points to a word and asks for it to be read. -Pretends to “read” and adopts a ‘reading’ voice.	Shopping Lists Matching words Pictures	Daily
	-Sing songs and rhyme and performs actions on own. -Identifies the sequence of events in simple songs -Visual memory: what have you seen in the picture?	Songs Pictures of songs	Fri.
Listening & Speaking	Gives explanations and offers solutions -Auditory Discrimination: Which sound does not fit? e.g. p p t p Rhyming words Visual analysis & synthesis: (the ability to differentiate between parts and whole objects e.g. letters that make up a word) How many words do you hear? ‘The apple is rotten’ Which word do you hear? Ba-na-na		Daily
Word & Sentence level work (Phonics):	Recognises aurally and visually some initial consonants and vowels at the beginning of common words . Identify words beginning with g . Repeat it aloud. Ask learners to identify initial letter sound in word (auditory) Write the letter in the air/ on the chalk	Letter g Chalk board and chalk Text	Tues. Thurs. Daily

	board/ on each other's back Identify the letter g in a Text (e.g. magazine, newspaper, story)		
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HOME LANGUAGE FOCUS LESSON

TERM: 3

WEEK: 6

CONTEXT: Healthy Food

SMALL GROUP SESSION:

STUDY AREA:	ACTIVITY:	RESOURCES
Shared Reading: Emergent Reading	Text: Shopping List - <u>Interprets pictures to construct ideas. For example, makes up own story and "reads" the pictures</u> - <u>Sing songs and rhymes & performs actions</u>	Bog Book and pictures
Listening & Speaking	Sing songs and rhymes & performs actions with the class	Song
Word & Sentence level work (Phonics):	<u>Recognises sound at the beginning of some words, especially that of own name</u> Identifies words beginning with g . Repeat it aloud. Write the letter in the air/ on the chalk board/ on each other's back Identify the letter g in a Text (e.g. magazine, newspaper, story)	Letter g Chalk Board and chalk Text

HOME LANGUAGE FOCUS LESSON:

TERM:3

WEEK:6

CONTEXT: Healthy Food

GROUP WORK:

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
Traces simple outlines of pictures, patterns and own names where the correct starting point and writing direction are indicated on letters. Form the letter g on page with example with finger paint. Decorate with sequence and spray paint.	<u>Role plays writing in play situations. For example, writes lists.</u> Draw next to each word, the item you are buying.	Tear and paste an apple. Add to your picture by drawing the tree with wax crayons and cover your page with ink colouring. Sprinkle a sand frame around your picture	Educational games: Pick up little pom-pom balls with tweezers – move to different container.	Paper Maché: make a fruit bowl. Paint it the next week when it's dry.

HOME LANGUAGE FOCUS LESSON:**TERM: 3****WEEK: 6****CONTEXT: Healthy food****INDEPENDENT PLAY:**

READING CORNER	EDUCATIONAL GAMES	CREATIVE WORK	HOME LANGUAGE FOCUS TABLE	FANTASY CORNER
Books about healthy food Picture sticker book about healthy food Shopping list and adverts	Memory card game Something's different Puzzle What does not fit? (card)	Play dough. Paint a background page with thick paint and scrape a pattern	-Form the letter g- with roller paint on page with example - Foreground/ background work sheet: Only colour in the pear.	Apron Chefs hat Plastic food Cutlery Table with table cloth and flower vase

REFLECTION:

HOME LANGUAGE FOCUS LESSON:**TERM:3****WEEK: 7****CONTEXT: Farming and Land**

FOCUS FOR THE WEEK: Recognises and names some letters of the alphabet especially own name. 'Reads' high frequency words in the community: road signs, shop names.

WHOLE CLASS SESSION:

STUDY AREA:	ACTIVITY:	RESOURCES	DAY:
Shared Reading: Emergent Reading	Text: Big Book -Add high frequency words. Read it. -Speaks about picture -Identifies part from a whole, like parts that make up a picture - Recognises and names some letters of the alphabet especially own name.	Big Book High frequency words picture alphabet letters	Daily
Listening & Speaking	-Identifies parts from a whole, e.g. name parts of the body e.g. elbow, knee, etc. -Recites rhymes and adds actions to them within a group -Talks about pictures in posters, theme charts, books etc. Related to a minimum of five themes per term. -Auditory memory game: e.g. I go on holiday and pack (Each repeat the sentence and add their own piece)	Pictures of parts of the body Rhyme/poem Posters/books of last five themes which were covered	Daily Tues. Wed. Fri.
Word & Sentence level work (Phonics):	Identifies words starting with h . Repeat it aloud. Ask learners to identify initial (first) sound in a word (auditory) Write the letter in the air/on chalkboard/on someone's back. Identify the h in a text (e.g. magazine, newspaper, story)	Letter - h Chalkboard and chalk Text	Daily

HOME LANGUAGE FOCUS LESSON

TERM: 3

WEEK: 7

CONTEXT: Farming and Land

SMALL GROUP SESSION:

STUDY AREA:	ACTIVITY:	RESOURCES
Shared Reading: Emergent Reading	Text: Big Book - <u>Add high frequency words. Read it.</u> - <u>Recognises and names some letters of the alphabet especially own name.</u>	Big Book High frequency words picture alphabet letters
Listening & Speaking	- Recites rhymes and adds actions to them within a group -Segments oral sentences into individual words. For example, claps on each word in a sentence using words of one syllable first – “It – is – time – for - lunch”.	Rhyme
Word & Sentence level word (Phonics):	Identify words beginning with h . Write the letter in the air/on the chalkboard/ on each other’s back. Identifies the h in a text (e.g. magazines, newspaper, story)	Letter h Chalkboard and chalk Text

HOME LANGUAGE FOCUS LESSON:

TERM:3

WEEK:7

CONTEXT: Farming and land

GROUP WORK:

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
<u>Start to form letters using finger paint, paint brushes, wax crayons etc.</u> Form the letter h with finger paint. Cut and paste a pretty frame around it your page. Decorate with board chalk.	Trace the h on paper. Draw a picture of something beginning with h . Thread a frame around it.	Collage ‘n truck with waste paper and bottle tops. Colour in with paint and print a frame around it.	Make a 3D pig with toilet paper holder. Decorate with waste material	Educational games: Puzzle building

HOME LANGUAGE FOCUS LESSON:**TERM: 3****WEEK: 7****CONTEXT: Farming and Land****INDEPENDENT PLAY:**

READING CORNER	EDUCATIONAL GAMES	CREATIVE WORK	HOME LANGUAGE FOCUS TABLE	FANTASY CORNER
Books about farming and farm animals Scrap book about farming	Fine motor coordination: Pinch pom - pom balls with tweezers (<i>purchase at PNA or any stationery shop</i>) Animal Babies Animatch Mothers and babies	-Collage of seeds: Design your own picture -Stuffed chicken: Cut body out, stuff with cotton wool and staple the sides closed. Paste feathers and a beak, ad eyes.	-Eye – hand coordination: Draw a line between outside lines without touching. Match mother and baby animal together. Form the letter h .	-masks

REFLECTION:

HOME LANGUAGE FOCUS LESSON:**TERM:3****WEEK: 8****CONTEXT: Farm Animals****FOCUS FOR THE WEEK: CONSOLIDATION****WHOLE CLASS SESSION:**

STUDY AREA:	ACTIVITY:	RESOURCES:	DAY:
Shared Reading: Emergent Reading	Text: Poster of farm animals -Flash cards -‘Reading’ flashcards and match the appropriate picture - Distinguish between the shape of different letters and words	Poster of farm animals Plastic farm animals Matching words Letters and words	Daily
Listening & Speaking	Identifies rhyming words in well-known rhymes and songs and in sequences of rhyming words. Is able to substitute rhyming words in common songs and rhymes to complete a sentence. -Rhyming word: which word rhymes with pig? Big OR cow? Now OR hen? Ten etc.. -Divides multisyllabic words into syllables: e.g. por-cu-pine Clap syllables	Teachers prepares words	Daily
Word & Sentence level work (phonics):	Identifies words beginning with the letter i, e.g. in, is, igloo Repeat it aloud. Ask learners to identify beginning sound in words (auditory) Write the letter in the air/on the chalk board/on each other’s back. Identify the beginning sound in a text (e.g. magazine, newspaper, stories)	Letter- i Text Chalkboard and chalk	Daily

TERM: 3

WEEK: 8

CONTEXT: Farm Animals

SMALL GROUP SESSION:

STUDY AREA:	ACTIVITY	RESOURCES
Shared Reading: Emergent Reading	Text: Poster of insects Flashcards	6x small poster cards of insects flashcards
Listening & Speaking	Distinguish between shape of different letters and words, like sorts objects that are identical. Arrange pictures, which are almost the same and talks which does not match & talks about its differences.	Pictures of insects Words which almost looks the same e.g. bee, see, see
Word & Sentence level work (Phonics):	Identifies words beginning with the letter i. Write the letter in the air /on the chalkboard/on each other's backs. Identifies the beginning sound in a text (magazine, newspaper, story)	Letter - i Text Chalkboard and chalk

HOME LANGUAGE FOCUS LESSON:

TERM: 3

WEEK: 8

CONTEXT: Farm Animals

GROUP WORK:

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
Uses writing tools with increased confidence and ease: Make a collage of your choice. Use a variety of writing tools and materials to create your picture	-Holds crayons using an acceptable pencil grip and writes using a good writing position Draw farm animals of your choice and colour in with wax crayons. Spray ink colouring/food colouring from plastic spray can.	Choose the names of two farm animals you would like to draw. Copy the names onto your page. Ensure you leave a space between the 2 words.	Make a mask of a pig from paper plates. Colour in with paint.	Spatter paint over a template of a chicken. Allow to dry. Next time you can add detail with pastel crayons.

HOME LANGUAGE FOCUS LESSON:**TERM: 3****WEEK: 8****CONTEXT: Farm Animals****INDEPENDENT PLAY:**

READING CORNER	EDUCATIONAL GAMES	CREATIVE WORK	HOME LANGUAGE FOCUS TABLE	FANTASY CORNER
Books about insects Scrapbook about farm animals	Join up Same and different Shadows What comes next?	Paint easel Play dough Collage with waste materials	-Forms letters on example which shows where to start and where to end. -Visual closure: Complete the other half of picture	Masks of farm animals

REFLECTION:

HOME LANGUAGE FOCUS LESSON:**TERM:3****WEEK: 9****CONTEXT: Everyone wears a coat****FOCUS VIR DIE WEEK: Consolidation****WHOLE CLASS SESSION:**

STUDY AREA:	ACTIVITY:	RESOURCES:	DAY:
Shared Reading: Emergent Reading	Text: SONG: Everyone wears a coat -Add matching words and "read" -Reads high frequency words used in the classroom e.g. days of the week -Sequence pictures and relates the story created (use a story told the week before)	Song: "Everyone wears a coat" Matching words High frequency words Pictures of a story	Daily Fri
Listening & Speaking	Auditory memory: Repeat 3 or more simple words e.g. mat, sat, fat -Contribute ideas for a class news book. -Contributes sentences to a class piece of writing: child dictates as the teacher writes -Uses terms like beginning, middle, end, sound, word, letter when talking about text -Auditory closure: (the ability to complete indistinct or inaudible words to create a clear auditory image) complete a friends name e.g. Bever (ley)	Class news book	Daily
Word & Sentence level work (Phonics):	Identify words beginning with j. Repeat it aloud. Ask learners to identify the beginning sound (auditory) Write it in the air/on a chalk board/on each other's back. Identifies the beginning sound in a text e.g.(magazines, newspaper, story)	Letter j Chalk board and chalk	Daily

HOME LANGUAGE FOCUS LESSON

TERM: 3

WEEK: 9

CONTEXT: Everyone wears a coat

SMALL GROUP SESSION:

STUDY AREA:	ACTIVITY:	RESOURCES
Shared Reading: Emergent Reading	Song: Everyone wears a coat Add matching words and read Read high frequency words used in the class e.g. days of the week	Song: Everyone wears a coat High frequency words
Listening & Speaking	Contribute ideas for a class news book. -Contributes sentences to a class piece of writing: child dictates as the teacher writes -Uses terms like beginning, middle, end, sound, word, letter when talking about text	Class news book
Word & Sentence level work (Phonics):	Identify words starting with j. Write the letter in the air/on the chalk board/on one another's back. Identifies the letter j in a text (e.g. magazine, newspaper, story)	Letter j Chalk board and crayon Text

HOME LANGUAGE FOCUS LESSON:

TERM:3

WEEK: 9

CONTEXT: Everyone wears a coat

GROUP WORK:

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
Use a template to draw the outline of a tiger. Paint your tiger with a print pattern/finger paint. Colour background with ink/food colouring	Salt clay: make a rhino and paint it.	Material painting: draw and paint an elephant. Use your painting to make a pillow case or library bag.	Paper maché (soak strips of newspaper in water –layer over balloon) around a blown up balloon. Allow to dry and make a pig money - box. Paint it	Play dough: own choice. Provide collage material for children to decorate their creation.

HOME LANGUAGE FOCUS LESSON:**TERM:3****WEEK: 9****CONTEXT: Everyone wears a coat****INDEPENDENT PLAY:**

READING CORNER	EDUCATIONAL GAMES	CREATIVE WORK	HOME LANGUAGE FOCUS TABLE	FANTASY CORNER
Books about wild animals	What comes next? Before and after Writing patterns Letter Board for practice	-pastels and colouring -paint wild animals	-Visual Discrimination worksheet: Which animal in the row looks different to the others? - Create the letter your name begins with by using dough	Fantasy clothes Hats High heels Handbags Gloves

REFLECTION:

HOME LANGUAGE FOCUS LESSON:**TERM:3****WEEK: 10****CONTEXT: Festivals & special days****FOCUS FOR THE WEEK: Reflection****WHOLE CLASS SESSION:**

STUDY AREA:	ACTIVITY:	RESOURCES:	DAY:
Shared Reading: Emergent Reading	<p>Text: Recipe</p> <ul style="list-style-type: none"> -Match words in recipe -‘Read’ the recipe -arrange the pictures of the ingredients in the correct order/sequence <p>-Visual memory: Teachers flashes names of learners. Who can read which name?</p> <p>-Visual sequential memory. Teacher packs out ingredients in a row. Mix it up again. Ask learner to arrange it in sequence again.</p>	<p>Recipe</p> <p>Flashcards</p> <p>Pictures of ingredients</p>	Daily
Listening & Speaking	<ul style="list-style-type: none"> -Share own baking activity with the class. -Takes turn to speak <p>Listens attentively and without interruption.</p> <p>Rhyming words: which word rhymes with.....bag? wag</p> <p>-Categories: Which words does not fit? orange, apple, bed, banana? (bed)</p> <p>-Synthesis: Which word do you hear? Tea and pot = teapot</p>		Daily
Word & Sentence level words (Phonics):	<p>Identifies words beginning with the letter I.</p> <p>Repeat it aloud.</p> <p>Ask learners to identify beginning sound in words (auditory)</p> <p>Write the letter in the air/ on a chalk board/on each other’s back.</p> <p>Identify the letter I in a Text (e.g. Magazines, newspaper, story</p>	<p>Letter - I</p> <p>Text</p> <p>Chalk board and chalk</p>	Daily

HOME LANGUAGE FOCUS LESSON

TERM:3

WEEK: 10

CONTEXT: Festival and special days

SMALL GROUP SESSION:

STUDY AREA:	ACTIVITY:	RESOURCES
Shared Reading: Emergent Reading	Text: Recipe -Add matching words/flashcards -'Read' the recipe -Pak pictures of ingredients in the proper sequence	6 x small recipe cards Flashcards Pictures of ingredients
Listening & Speaking	-Share own baking activity with the class -Take turns to speak -Listens without interruption	
Word & Sentence level work(Phonics):	Identifies words beginning with k, t. Write letter in the air/ on the chalkboard and on each other's back. Identifies the l in a text (e.g. Magazine, newspaper, story)	Letter l Text Chalk Board and Chalk

HOME LANGUAGE FOCUS LESSON:

TERM: 3

WEEK:10

CONTEXT: Festivals and special days

GROUP WORK:

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
Recipe: baking activity Each learner receives his/her own baking card to follow.	Thread a frame: Look for words beginning with l in a text and paste it in the middle of your page. Now draw something beginning with l and colour it in e.g. lion, leopard, leaves.	Play dough: free choice	Educational games: Shadow pictures	Paint: Create a background page with thick paint, scrapers and sequencing. Keep for next time.

HOME LANGUAGE FOCUS LESSON:**TERM:3****WEEK:10****CONTEXT: Festival and special days****INDEPENDENT PLAY:**

READING CORNER	EDUCATIONAL GAMES	CREATIVE WORK	HOME LANGUAGE FOCUS TABLE	FANTASY CORNER
Story books Scrap books Albums	Where do I live and what do I eat? And then? Climbing pictures	White board and markers Salt clay and cookie cutters Drawing & painting	Match beginning sounds with the appropriate pictures, e.g. b for ball	Clothes Kitchen items Dolls Pram and/or trolley

REFLECTION:

HOME LANGUAGE FOCUS LESSON:**TERM: 3****WEEK: 11****CONTEXT: Revision****FOCUS FOR THE WEEK: Reflection****WHOLE CLASS SESSION:**

STUDY AREA:	ACTIVITY:	RESOURCES:	DAY:
Shared Reading: Emergent Reading	Text: Rhyme -Match words -'Read' the matching words -What do you see in the picture? -Reasoning: Why? What will you do if... What do you think will happen next?	Rhyme Matching words Picture	Daily
Listening & Speaking	-Auditory Closure: (the ability to complete indistinct or inaudible words to create a clear auditory image) How can you complete the word? Butter..., aero..., ele..., -Auditory Memory:(the ability to store and later recall the impression perceived to ears) Teachers calls out a few words, learners repeat it e.g. flour, sugar, oil, salt -Auditory Discrimination:(the ability to interpret information relating to the differences between sounds, which facilitates understanding spoken words & spelling skills) Which sound does not match/fit: d t d d		Daily
Word & Sentence level work (Phonics):	Revise alphabet sounds taught this term: a e b c d g h i j l Identifies words beginning with the above alphabet sounds. Repeat it aloud. Ask learners to identify the beginning sound of a word (auditory) Write letters in the air/ on the chalk board/on each other's back. Identifies the beginning sounds in a text (e.g. magazine, newspaper, story)	Flash cards with alphabet sounds Text for identification.	Daily

HOME LANGUAGE FOCUS LESSON**TERM:3****WEEK: 11****CONTEXT: Revision****SMALL GROUP SESSION:**

STUDY AREA:	ACTIVITY:	RESOURCES
Shared Reading: Emergent Reading	Text: Rhyme - Matching words - 'Read' the matching word	Rhyme Matching words Picture
Listening & Speaking	-Closure: How can you complete the word? Butter..., aero..., ele..., -Auditory Memory: Teachers calls out a few words, learners repeat it e.g. flour, sugar, oil, salt -Auditory Discrimination: Which sound does not match/fit: d t d d	
Word & Sentence level work (phonics):	Revise alphabet sounds taught this term: a e b c d g h i j l Identifies words beginning with the above alphabet sounds. Repeat it aloud. Ask learners to identify the beginning sound of a word (auditory) Write letters in the air/ on the chalk board/on each other's back. Identifies the beginning sounds in a text (e.g. magazine, newspaper, story)	Flash cards with alphabet sounds Text for identification.

HOME LANGUAGE FOCUS LESSON:**TERM: 3****WEEK:11****CONTEXT: Revision****GROUP WORK:**

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
Draw the main idea of the rhyme taught this week. Colour in with ink/food colouring	Draw your news and colour with Wax crayon and ink or food colouring	Trace shapes and create your own picture with it. Colour in with retractable crayons and bubble blow over it.	Form any letter in the middle of your page with roller paint. Thread a frame around the edges of your page.	Cut and paste faces from a magazine. Add the bodies with black khakis and colour in with ink or food colouring.

HOME LANGUAGE FOCUS LESSON:**TERM: 3****WEEK:11****CONTEXT: Revision****INDEPENDENT PLAY:**

READING CORNER	EDUCATIONAL GAMES	CREATIVE WORK	HOME LANGUAGE FOCUS TABLE	FANTASY CORNER
Reading books Scrap books	Threading Puzzle Shadows What does not fit?	Paint Easel Scraping of crayons, cover with colouring and keep as background page	Form letters on example provided indicating where to start and where to end.	Clothes Shoes Hats Telephone Kitchen ware dolls

REFLECTION: