TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CAPS section	Listening & Speaking W: 60%	Listening & Speaking W: 60%	Listening & Speaking W:	Listening & Speaking W:	Listening & Speaking W:	Listening & Speaking	Listening &	Listening & Speaking	Listening &	Listening & Speaking
	Reading, Phonics & Spelling W:40%	Reading, Phonics & Spelling W:40%	60% Reading, Phonics & Spelling W:40%	60% Reading, Phonics & Spelling W:40%	60% Reading, Phonics & Spelling W:40%	W: 60% Reading, Phonics & Spelling W:40%	Speaking W: 60% Reading, Phonics & Spelling W:40%	W: 60% Reading, Phonics & Spelling W:40%	Speaking W: 60% Reading, Phonics & Spelling W:40%	W: 60% Reading, Phonics & Spelling W:40%
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	https://wcedeportal.co.za/eresource/49126	ME	ME	AT SCHOOL	AT SCHOOL	HEALTHY HABITS	HEALTHY HABITS	WEATHER	WEATHER	WEATHER
	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and speaking
Topic, concepts, skills and values	Identify ports of your body - play Simon says  Gives simple instructions eg point at your nose point at your friends nose and tell what it is . That is my friends nose – this is my nose  Listen to story and answer simple questions.  Why do you like the story?  Who is the main character? Who would you like to be in the story?  Learn a song Heads and shoulders, knees and toes etc  Play the story  https://wcedeportal.co.za/eresource/49256  https://wcedeportal.co.za/eresource/78611	Hide objects – Give instructions for learners to find it eg. Turn to the right walk 3 steps forward what do you see?  Give simple instructions Show me how to laugh, to cry to be sad to be happy  Listen to a story and answer simple questions  Learn a rhyme  Ask simple questions What do you do with your nose, what do you do with your eyes	Plural forms Eg one leg two legs One eye two eyes  Listen to a story an answer simple questions  Make simple requests May I go to the toilet? May I leave the room Learn a rhyme  Oral topic: What I like	Identify items in class Simon says touch your book –pick up your ruler.  Give simple instructions Close the window, close the door - open your book Listen to a story and answer simple questions Learn a song Ask simple questions – what do you do with your pencil – what do you do in your book - what do you do with the pencil	Point at certain objects in the class Point at your desk and say what it is: this is my desk – point at your ruler – this is my ruler Give simple instructions Stand up straight Listen to a story and answer simple questions Play the story Learn a song	Listen to a story and answer simple questions  Play the story  Learn a rhyme  Ask simple questions  What is the colour of the apple  What is the colour of the orange  How does the banana taste  Oral topic: Make a fruit kebab – discuss what you are doing and demonstrate to :the whole class	Oral topic: how does the apple smell, how does the banana smell Listen to a story and answer simple questions What kind of fruit is this, why do you like fruit? What is your favourite fruit and why? Play the story Learn a song	Listen to a story and answer simple questions Play a story Learn a rhyme Do the weather chart Oral topic: discuss the weather on the weather chart of the day. Tell how the day looks like – it is cloudy – it is sunny	Listen to a story and answer simple questions  Do the weather chart  Learn a song  Answer simple questions do you like it when it's cold –do you like it when it is sunny – do you like it is its rainy  Oral topic: discuss a picture on the weather	Consolidations
	Phonics	Phonics:	Phonics	Phonics:	Phonics:	Phonics:	Phonics	Phonics:	Phonics:	Phonics
	Phonemic awareness: Names/names are not the same //if I point at you - say your name  https://wcedeportal.co.za/eresourc e/78196	Phonemic awareness: Attention getters	Phonemic awareness: Learners learn to differentiate between different environmental sounds - You can make different sounds eg. clap, click, stamp, whistle	Phonemic awareness: Learners learn to differentiate between different environmental sounds - You can make different sounds eg. clap, click, stamp, whistle	Phonemic awareness: Learners learn to differentiate between different environmental sounds - You can make different sounds eg. clap, click, stamp, whistle Begins to identify initial sounds in words – for example 'h' in hat and 'b' in bag.	Phonemic awareness: With the teacher's help, identifies some rhyming words in stories, songs and rhymes, for example – The cat in a hat	With the teacher's help, identifies some rhyming words in stories, songs and rhymes, for example, The cat in a hat	Phonemic awareness: Segments oral sentences into individual words by clapping each word, for example, sentences from the story	Begins to identify different initial sounds in words	Begins to identify different initial sound in words – n
	Reading	Reading:	Reading:	Reading:	Reading:	Reading:	Reading:	Reading:	Reading:	Reading:
	https://wcedeportal.co.za/eresource/78611 https://wcedeportal.co.za/eresource/49176	Listen to nonfiction story Follow the teacher and look at the pictures	Talks about the picture using home language where necessary	Identifies objects in the picture  – show me the girl in the picture and tell me what it is – that is the girl. Where is the old woman in the picture – there is the old woman	Answer some simple questions with the support of a picture Where is you school socks – where is you book	Learns some oral vocabulary dog man boy	After repeated reading, joins in chorus where appropriate whissy whassy goes the clothes in the washing machine	Acts out the story using some of the dialogue	Draws a picture capturing the main idea of the story	Consolidation

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	Sight words	Sight words	Sight words	Sight words	Sight words	Sight words	Sight words	Sight words	Sight words	Sight words
	CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year  https://wcedeportal.co.za/eresource/949176	CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year	CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year	CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year	CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year	CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year	CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year	CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year	CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year	CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year
	Writing:	Writing:	Writing:	Writing:	Writing:	Writing:	Writing:	Writing:	Writing:	Writing:
		Copy words to a picture	Copy words to pictures	Copy words to pictures	Copy words to pictures	Copy words to pictures	Copy words to pictures	Copy a caption	Copy a caption	Consolidation
	Copy word on emotions unde5 the correct picture eg happy,									
Requisite pre- knowledge	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Consolidation
Resources (other than textbook) to enhance learning	Posters needed Big Books, Rhymes https://drive.google.com/open?id=1v B5kB0LuW4CRQyDT03LUMWV4qa 4uZ8kC	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes
Informal assessment remediation	Baseline	Baseline	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Consolidation
SBA (Formal Assessment)	Ongoing  Ong	Ongoing  Ongoing  Ongoing  Ongoing  Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	1 FAT to be completed by week 9	
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TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CAPS section	Listening & Speaking W: 60%	Listening & Speaking W: 60%	Listening & Speaking W: 60%	Listening & Speaking W: 60%	Listening & Speaking W: 60%	Listening & Speaking W: 60%	Listening & Speaking W: 60%	Listening & Speaking W: 60%	Listening & Speaking W: 60%	Listening & Speaking W: 60%
	Reading, Phonics & Spelling W:40%	Reading, Phonics & Spelling W:40%	Reading, Phonics & Spelling W:40%	Reading, Phonics & Spelling W:40%	Reading, Phonics & Spelling W:40%	Reading, Phonics & Spelling W:40%	Reading, Phonics & Spelling W:40%	Reading, Phonics & Spelling W:40%	Reading, Phonics & Spelling W:40%	Reading, Phonics & Spelling W:40%
	MY FAMILY  https://wcedeportal.co.za/eresource/49226	MY FAMILY  PAGE  SHORT  PAGE  PAGE	SAFETY IN THE HOME	SAFETY IN THE HOME	MY BODY	MY BODY	MY BODY	KEEPING MY BODY SAFE	KEEPING MY BODY SAFE	REVISION
	Listening and Speaking  Identify family members –mom, dad boy sister  Give simple instructions – point at the mother in the picture and tell me what it is – that is the mother – that is the father  Listen to a story and answer simple questions  Learn the song  Play the song	Listening and Speaking  Identify family members -mom, dad boy sister  Give simple instructions -point at the mother in the picture and tell me what it is - that is the mother – that is the father  Listen to a story and answer simple questions  Learn the song	Listening and Speaking  Hide objects –give instructions for learner to find it  Give simple instructions  Listen to a story and answer simple questions  Learn a rhyme  Ask simple questions	Plural forms Listen to a story and answer simple questions Make simple request Learn a rhyme Oral topic	Listening and Speaking  Identify items in class – play Simon says  Give simple instructions  Listen to a story and answer simple questions  Learn a song  Ask simple questions	Listening and Speaking  Point and tell – point at parts of the body  Listen to a story and answer simple questions ( Play the story  Learn a song	Listening and Speaking  Listen to a story and answer simple questions  Play the story  Learn a rhyme  Ask simple questions  Oral topic	Listening and Speaking Oral topic Listen to a story and answer simple questions Play the story Learn a song Ask simple questions	Listening and Speaking Listen to a story and answer simple questions Play the story Learn a rhyme Oral topic	Listening and Speaking Listen to a story and answer simple questions Learn a song Answer simple questions Oral Topic
Topic, concepts, skills and values	Phonics:  Segments oral sentences into individual words by clapping on each word, for example, sentences from the story  Begins to identify different initial sounds in words – s  https://wcedeportal.co.za/eresource/79151	Phonics  Segments oral sentences into individual words by clapping on each word, for example, sentences from the story.  Begins to identify different initial sounds in words  r  Initial sounds in words  Clapping sounds and syllables	Phonics  Claps out syllables in familiar words, for example ba-na-na  Begins to identify different initial sounds in words  I	Phonics: Claps out syllables in familiar words, for example ba-na-na Begins to identify different initial sounds in words b	Phonics Identifies some rhyming words in stories, songs and rhymes, for example 'eat' and 'feet'. Begins to identify different initial sounds in words d	Phonics: Identifies some rhyming words in stories, songs and rhymes, for example 'eat' and 'feet'. Begins to identify different initial sounds in words  f	Phonics  Segments oral sentences into individual words by clapping on each word, for example, sentences from the story.  Begins to identify different initial sounds in words  k	Phonics  Claps out syllables in familiar words, for example ba-na-na  Begins to identify different initial sounds in words  p	Phonics Identifies some rhyming words in stories, songs and rhymes, for example 'eat' and 'feet'. Begins to identify different initial sounds in words  t	Phonics:  Segments oral sentences into individual words by clapping on each word, for example, sentences from the story.  Begins to identify different initial sounds in words  y
	Reading: Shared Reading  Consolidation  https://wcedeportal.co.za/eresource/62496  Sight words  CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year  https://wcedeportal.co.za/eresource/49241	Reading Shared Reading Listen to non-fiction story, while following the teacher and looking at the pictures  Sight words  CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year	Reading: Shared Reading  Talks about the picture using home language where necessary  Sight words  CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year	Reading: Shared Reading  Identifies objects in the pictures eg show me the jelly – point to the ice-cream touch the glass  Sight words  CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year	Reading: Shared Reading  Answer some simple questions with the support of the picture – where is my leg – where is my arm  Sight words  CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year	Reading: Shared Reading  Learn some oral vocabulary  Sight words  CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year	Reading: Shared Reading  After repeated readings, joins in chorus where appropriate  Sight words  CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year	Reading Shared Reading  Acts out the story – using the same dialog  Sight words  CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year	Reading: Shared Reading  Draws a picture capturing the main idea of the story  Sight words  CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year	Reading: Shared Reading  Consolidation  Sight words  CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year
	Writing: Copy a caption related to Listening and Speaking with own illustrations	Writing: Copy a caption related to Listening and Speaking with own illustrations	Writing: Copy a caption related to Listening and Speaking with own illustrations	Writing: Copy a caption related to Listening and Speaking with own illustrations	Writing: Copy a caption related to Listening and Speaking with own illustrations	Writing: Copy a caption related to Listening and Speaking with own illustrations	Writing: Copy a caption related to Listening and Speaking with own illustrations	Writing: Copy a caption related to Listening and Speaking with own illustrations	Writing: Copy a caption related to Listening and Speaking with own illustrations	Writing: Copy a caption related to Listening and Speaking with own illustrations

Requisite pre- knowledge	Knowledge of the topic	Have knowledge of the topic	Have knowledge of the topic	Have knowledge of the topic	Have knowledge of the topic	Have knowledge of the topic	Have knowledge of the topic	Have knowledge of the topic	Have knowledge of the Revision topic
Resources (other than textbook) to enhance learning	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes				
Informal assessment; remediation	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
SBA (Formal Assessment)	Ongoing  The Department of the Control of the Contr	Ongoing	1FAT to be completed by week 9						

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CAPS section	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60%	Listening & Speaking W: 60%	Listening & Speaking W: 60%	Listening & Speaking W: 60%	Listening & Speaking W: 60%	Listening & Speaking W: 60%	Listening & Speaking W: 60%	Listening & Speaking W: 60%	Listening & Speaking W: 60%
	reading, Filolitics α Spelling W:40%	Reading, Phonics & Spelling W:40%	Reading, Phonics & Spelling W:40%	Reading, Phonics & Spelling W:40%	Reading, Phonics & Spelling W:40%	Reading, Phonics & Spelling W:40%	Reading, Phonics & Spelling W:40%	Reading, Phonics & Spelling W:40%	Reading, Phonics & Spelling W:40%	Reading, Phonics & Spelling W:40%
	https://wcedeportal.co.za/eresource/62481	MY COMMUNITY	PETS  Listening and Speaking	MANNERS AND RESPONSIBILITIES  Listening and Speaking	PLANTS AND SEEDS  Listening and	PLATS AND SEEDS  Listening and Speaking	FOOD  Listening and	FOOD  Listening and	FOOD  Listening and	REVISION  Listening and speaking
Topic, concepts, skills and values	Identify places in the community – hospital, police station, municipality the school  Give simple instructions – point to the hospital in the picture and say what it is – that is the hospital  Listen to a story and answer simple questions  Play the story  Learn a song  https://wcedeportal.co.za/eresource/62451	Identify places in the community – hospital, police station, municipality the school  Give simple instructions – point to the hospital in the picture and say what it is – that is the hospital  Listen to a story and answer simple questions  Play the story  Learn a song	Hide objects – give instructions for learners to find it  Give simple instructions  Listen to story and answer simple questions  Learn a rhyme  Ask simple questions	Plural forms  Listen to a story and answer simple questions  Make simple requests  Learn a rhyme  Oral topic  Riddles	Speaking Identify items in class Give simple instructions Listen to a story and answer simple questions Learn a song Ask simple questions	Points at certain parts of your body Give simple instructions Play the story Learn a song	speaking Listen to a story and answer simple questions Play the story Learn a rhyme Ask simple questions Oral topic Riddles	speaking Oral topic Listen to a story and answer simple questions Play the story Learn a song Ask simple questions Riddles	speaking Listen to a story and answer simple questions Play the story Learn a rhyme Oral topic Riddles	Consolidation
	Phonics: Claps out syllables in familiar words, for example, ani-mal, don-key Begins to identify different initial sounds in words c as in cat  Reading: Shared Reading	Phonics:  Claps out syllables in familiar words, for example, ani-mal, don-key  Begins to identify different initial sounds in words  j as in jug  Rhyme word in stories  Recognises plurals  Reading: Shared Reading	Phonics:  Identifies some rhyming words in stories, song and rhymes, for example, a fat cat wearing a hat.  Begins to identify different initial sounds in words – v  v as in van  Rhyming word in stories  Recognises plurals  Reading: Shared Reading	Phonics:  Identifies some rhyming words in stories, song and rhymes, for example, a fat cat wearing a hat.  Begins to identify different initial sounds in words – w  w as in wet  Rhyming words in story  Recognises plurals  Reading: Shared Reading	Phonics  Recognizes plurals ('s' and 'es') aurally.  Begins to identify different initial sounds in words – y  y as in yes  Rhyming word in story  Reading: Shared Reading	Phonics:  Recognizes plurals ('s' and 'es') aurally.  Begins to identify different initial sounds in words – z  z as in zebra  Rhyming words in stories  Reading: Shared Reading	Phonics:  Claps out syllables in familiar words, for example, ani-mal, donkey  Begins to identify different initial sounds in words – q  q as in queen  Rhyming word in stories  Recognises plurals  Reading: Shared Reading	Phonics  Identifies some rhyming words in stories, song and rhymes, for example, a fat cat wearing a hat.  Begins to identify different initial sounds in words – g  g as in grass  Rhyming words in stories  Reading: Shared Reading	Phonics:  Recognizes plurals ('s' and 'es') aurally.  Consolidation of phonics Rhyming words in stories  Recognises plurals  Reading: Shared Reading	Phonics: Consolidation  Reading: Shared Reading
	Shared Reading  Consolidation	Snared Reading	Snared Reading	Shared Reading  Identifies objects in pictures – show and pint	Snared Reading	Shared Reading  Learns some oral vocabulary	Snared Reading	Acts out the story using some of the dialogue	Snared Reading	Consolidations

	https://wcedeportal.co.za/eresource/62446  Sight words	Listen to a non-fiction story, while following the teacher and looking at the picture	Talks about the picture using home language where necessary		Answers some simple questions with the support of the picture		After repeated reading, joins in choruses where appropriate		Draws a picture, capturing the main idea of the story	
	CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year <a href="https://wcedeportal.co.za/eresource/62446">https://wcedeportal.co.za/eresource/62446</a> Writing:	Sight words  CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year	Sight words  CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year	Sight words  CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year	Sight words  CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year	Sight words  CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year	Sight words  CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year	Sight words  CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year	Sight words  CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year	Sight words  CAPS p. 87 – 89 Sight words and High frequency words. Spread these words throughout the year
	Consolidation	Writing:  Copy a caption and draw my town	Writing: Write a simple list of animals	Writing: Copy 2 captions and draw	Writing:  Copy a caption and draw	Writing: Labelling – parts of a flower	Writing: Write a simple list of fruit	Writing: Write a simple list of healthy food	Writing:  Write a simple list of vegetables	Writing: Consolidation
Requisite pre- knowledge	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Revision
Resources (other than textbook) to enhance learning	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes			
Informal assessm; remediation	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
SBA (Formal Assessment)	Ongoing    Ongoing   Ongoi	Ongoing  Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	1 FAT to be completed by week 9	

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CAPS section	Listening & Speaking W: 60% Reading, Phonics & Spelling W:40%	Listening & Speaking W: 60%	Listening & Speaking W: 60%	Listening & Speaking W: 60%	Listening & Speaking W: 60%	Listening & Speaking W: 60%	Listening & Speaking W: 60%	Listening & Speaking W: 60%	Listening & Speaking W: 60%	Listening & Speaking W: 60%
		Reading, Phonics & Spelling W:40%	Reading, Phonics & Spelling W:40%	Reading, Phonics & Spelling W:40%	Reading, Phonics & Spelling W:40%	Reading, Phonics & Spelling W:40%	Reading, Phonics & Spelling W:40%	Reading, Phonics & Spelling W:40%	Reading, Phonics & Spelling W:40%	Reading, Phonics & Spelling W:40%
	HOMES	HOMES	PICTURE MAPS	PICTURE MAPS	WATER	WATER	THE SKY AT NIGHT	THE SKY AT NIGHT	REVISION	REVISION
	https://wcedeportal.co.za/eresource/62551									
	Listening and Speaking	Listening and speaking	Listening and Speaking	Listening and speaking	Listening and speaking	Listening and speaking	Listening and Speaking	Listening and Speaking	Listening and speaking	Listening and speaking
	Identify places in the room of the house –	lalandif unla san in the masse of	Hide objects – give instructions for learners to find	Plural forms	Identify items in aless	Points at an object and	Listan to a standard	Oral tamia	Listen to a stam, and	Consolidation
	kitchen – dining room - bedroom	Identify places in the room of the house – kitchen – dining	for learners to find	Listen to a story and answer	Identify items in class	name it	Listen to a story and answer simple	Oral topic	Listen to a story and answer simple questions	
Topic, concepts, skills	Give simple instructions and learners has to point at it	room - bedroom	Give simple instructions	simple questions	Give simple instructions	Give simple instructions	questions	Listen to a story and answer simple	Play the story	
and values	Listen to a story and give simple answers to	Give simple instructions and learners has to point at it	Listen to a story and give simple answers to questions	Make simple requests	Listen to a story and answer simple	Listen to a story and answer simple questions	Play the story	questions	Learn a rhyme	
	questions	learners has to point at it	answers to questions	Learn a rhyme	questions	Simple questions	Learn a rhyme	Play the story	Leam a myme	
		Listen to a story and give	Learn a rhyme	,		Play the story	,		Oral topic	
	Play the story	simple answers to questions	Ask simple questions	Oral topic	Learn a song	Learn a song	Ask simple questions	Learn a song	Riddles	
	Learn a song	Play the story	Ask simple questions		Ask simple questions	Lean a song	Oral topic	Ask simple questions	Nadies	
	-			Riddles				5.1.		
	https://wcedeportal.co.za/eresource/62536	Learn a song					Riddles	Riddles		
	Phonics:	Phonics:	Phonics:	Phonics:	Phonics:	Phonics	Phonics:	Phonics:	Phonics:	Phonics:
	Claps out the syllables in familiar words, for example an-i-mal, don-key					Consolidation of beginning sounds.	Consolidation of beginning sounds.	Consolidation of beginning sounds.	Consolidation of beginning sounds.	Consolidation of beginning sounds.

	Begins to identify middle sounds in words -	Claps out the syllables in	Identifies some rhyming words	Identifies some rhyming words	Identifies some rhyming					
	a-/-e-	familiar words, for example	in stories, songs and rhymes,	in stories, songs and rhymes,	words in stories, songs					
		an-i-mal, don-key	for example, fly, sky, high, why	for example, fly, sky, high, why	and rhymes, for					
					example, fly, sky, high,					
		Begins to identify middle	Begins to identify middle	Consolidation of vowels.	why					
		sounds in words -u-, -o-	sounds in words -i-							
					Consolidation of					
					vowels.					
							Reading:	Reading:	Reading:	Reading:
	Reading:	Reading:	Reading:	Reading:	Reading:	Reading:	Shared Reading	Shared Reading	Shared Reading	Shared Reading
	Shared Reading	Shared Reading	Shared Reading	Shared Reading	Shared Reading	Shared Reading				
							After repeated reading,	Acts out the story using	Draws a picture,	Consolidation
	Listen to a non-fiction story while following	Listen to a non-fiction story	Talks about the picture using	Identify objects in the picture –	Answer some simple	Learns some oral	joins in choruses where	some of the dialogue	capturing the main idea	
	the teacher and looking at the pictures	while following the teacher	home language where	show and point	questions with the	vocabulary	appropriate		of the story	
		and looking at the pictures	necessary		support of the picture					
	https://wcedeportal.co.za/eresource/75941									
	1000									
	https://wcedeportal.co.za/eresource/49221									
	Sight words	Sight words	Ciahtanda	Sight words	Sight words	Sight words	Sight words	Sight words	Sight words	Sight words
	Signt words	Signt words	Sight words	Signt words	Signi words	Signt words	Signi words	Signt words	Signi words	Signt words
	CAPS p. 87 – 89	CAPS p. 87 – 89	CAPS p. 87 – 89	CAPS p. 87 – 89	CAPS p. 87 – 89	CAPS p. 87 – 89	CAPS p. 87 – 89	CAPS p. 87 – 89	CAPS p. 87 – 89	CAPS p. 87 – 89
	Sight words and High frequency words.	Sight words and High	Sight words and High	Sight words and High	Sight words and High	Sight words and High	Sight words and High	Sight words and High	Sight words and High	Sight words and High
	Spread these words throughout the year	frequency words. Spread	frequency words. Spread	frequency words. Spread	frequency words.	frequency words. Spread	frequency words.	frequency words.	frequency words.	frequency words. Spread
	oprodu triose words trioughout trie year	these words throughout the	these words throughout the	these words throughout the	Spread these words	these words throughout the	Spread these words	Spread these words	Spread these words	these words throughout
	https://wcedeportal.co.za/eresource/62496	year	vear	year	throughout the year	year	throughout the year	throughout the year	throughout the year	the year
	111(ps://woodsportal.co.zza/orcood/02/100	, ,	Joan	l year	anoughout and your	, , , , , , , , , , , , , , , , , , , ,	a moughtout and your	anoughout and your	a noughout and your	1.10 ) 60.1
	Writing:	Writing:	Writing:	Writing:	Writing:	Writing:	Writing:	Writing:	Writing:	Writing:
	Consolidation	Write a list with a heading	Write a caption – write words	Write a caption –write words	Write a caption and	Write underneath a picture	Write simple words	Make a list of the	Write a caption and draw	Consolidation
			next to the map	next to the map	draw it – the water cycle	true or false	underneath a picture	planets		
Requisite pre-										
knowledge	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Knowledge of topic	Revision	Revision
Resources				l		l _   .				
(other than	Posters needed Big Books, Rhymes	Posters needed Big Books,	Posters needed Big Books,	Posters needed Big Books,	Posters needed Big	Posters needed Big Books,	Posters needed Big	Posters needed Big	Posters needed Big	Posters needed Big
textbook) to		Rhymes	Rhymes	Rhymes	Books, Rhymes	Rhymes	Books, Rhymes	Books, Rhymes	Books, Rhymes	Books, Rhymes
enhance										
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Informal	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
assessm;	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
remediation										
	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	1 FAT to be completed			
			Chigoling		Chigoling	ongoing	by week 7			
SBA (Formal							DJ WOOK I			
Assessment)										
	https://wcedeportal.co.za/eresource/69191									