



2021 Annual Teaching Plan – Term 2: ENGLISH FIRST ADDITIONAL LANGUAGE: Grade 1

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10								
Suggested Theme	Friends	Friends	Growing things	Growing things	Animals	Animals	Sports and Games	Sports and Games	The three little pigs	The three little pigs								
CAPS Topic	<div>LISTENING AND SPEAKING</div> <div><ul style="list-style-type: none">Start with a greetingSong/rhymeAn open-ended question (question with no wrong answer)Vocabulary of the day and sight words</div>																	
Core Concepts, Skills and Values	Greeting		Greeting		Greeting		Greeting		Greeting		Greeting		Greeting		Greeting		Greeting	
	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions
	If you want to be a friend, clap your hands	Clap twice	Make new friends	Point to the person left of you	This is my garden.		Here is a little seed.	Pretend to hold a tiny seed	Elephants have rough , grey skin.	Rub your hand, pretend to have rough skin.	This is the way we mild the cow,	Pretend to milk the cow	I'm out on the field, my shoes tied, tied tight!	Pretend to tie your shoes.	Little pigs, little pigs, let me in!	Knock on something (like a desk)	Little mouse, little mouse, let me in!	Knock on something (like a desk)
	If you want to be a friend, clap your hands	Clap twice	But keep the old.	Point to the person to the right of you	I plant it with care.		In the dark, dark ground!	Bend over and touch the ground			Milk the cow,	Pretend to milk the cow						
	A friend is someone who is always kind to you		One is silver.		Here are the seeds.	Hold out your hand, pretend you are holding seeds.	Out comes the warm sun	Make your arms into a round sun above your head	Zebras have stripes from their toes to chin.	Point to your toes and chin.	Milk the cow,	Pretend to milk the cow	I run so fast. I'm out of sight!	Run in place, fast!	Not by the hairs of our chinny chin chins!	Shake your finger 'no'	Not by the whiskers on my chinny-chin-chin!	Shake your finger 'no'
	If you want to be a friend, clap your hands	Clap twice	And the other gold.		I'll plant it there.	Pretend to push seeds into the soil.			Rabbits hop and have big bushy tails.	Make your hands into a bushy tail.	This is the way we mild the cow, early in the morning.	Point to the clock.	I kick the ball to the left,	Kick your left foot	Then I'll huff and I'll puff and I'll blow your house in!	Blow	Then I'll whack, and I'll smack, and I'll crack your house down!	Smack your hand against the desk
					The sun will shine	Make your arms into a round sun above your head.	Yellow and round!	Pretend to push the seeds into the soil.					I play soccer all day.	Hold your hands over your head like a sunshine				
							Down comes the rain,	Pretend your fingers are falling rain.			This is the way we feed the chickens	Pretend to throw seeds on the ground.	I kick the ball to the right!	Kick your right foot	Let's have some fun.			
									Lions have long and very sharp nails	Show your fingers like claws.	Feed the chickens,	Pretend to throw seeds on the ground.			On your marks, get set, ready!	Put one knee on the ground, like you're ready to race		
														And I play soccer all night!	Put your hands under your head like you are sleeping.	Let's run, run, run.	Run in place	



Term 2 51 days	Week 1	Week 2	Week 3		Week 4		Week 5	Week 6		Week 7	Week 8	Week 9	Week 10		
Question of the day	Adapt the question to be related to your theme and vocabulary taught for the week	Adapt the question to suit your theme; for example, “Did you ever had an argument with your friend? “	sprout.	<i>little sprout.</i>	Up comes the little seed-	<i>Use your fingers to make a little sprout</i>		This is the way we feed the chicken, early in the morning.	<i>Point to the clock.</i>		Adapt the question to relate to your theme .	Adapt the question to relate to your theme .	Adapt the question to be related to your theme and vocabulary taught for the week	Adapt the question to be related to your theme and vocabulary taught	
			And grow up tall!	<i>Use your arms to show how the plant is growing tall.</i>		Grow, grow , grow									<i>Use your arms to show the plant is growing tall.</i>
Suggested Vocabulary (Teach 4 words a day)	friend, friends, talk, play, alone, meet, shy, friendly, tripped, laugh, joke, joking, share, give , kind, unkind, park, playground, home , slide	mean, nice, argue, argument, talent, drama, maths, sports, ground, fun, tell, secret, jealous, proud, race, trophy, apologise, sorry, card, draw	seed, grow, wheat, plant, sunshine, soil, water, rain, help, cut, grind, bake, meal, flour, bread, pap, share, work, alone, together	garden, tomatoes, carrots, cabbage, spinach, bed, worm, seedling, dig, replant, raised, bed	stripes. spots, leopard, zebra, fur, soft, lion, rabbit, claw, sharp, teeth, scary, skin, rough, elephant, snake, bushy, tail, long, short	short, milk, cow, feed, chicken, horse, carrot, farmer, sheep, peep, snort, chick, pig, maize, lost, cry, goat, horn, sheep, tractor	ball, kick, practise, catch, field, street, day, night, high, low. fence, flew, team, teammate, cricket, netball, surprised, scared, flying, air	throw, hit, duck, tins, stack, tower, topple, rule, point, goal, score, win	house, grass, sticks, bricks, afraid, wolf, chase, blow, character, first, second, third, down, up, huff, puff, story, door, knock, yell	nest, strong, reed, rock, snake, tail, scary, slithering, mice, mouse, whiskers, squeak, destroy, destroyed, swallow, gulp, whack, smack, warn, warning					
Sight words	my, very, good , friend	they, are, and , love	there, little ,red, hen	saw, didn't , that, worm	see, some, pretty, birds	can small, pig, cow	do, want, with, me	what, game, should, today	think, three, pigs, funny	read, all , about mice					
Curriculum Coverage Tracking	<ul style="list-style-type: none">Begins to develop an oral (listening and speaking) vocabulary using themes.Responds to simple greetings and farewells, using phrases.Makes simple requests.Points to objects in the classroom or in a picture in response to teacher’s instructions.Names some objects in a picture or in the classroom in response to teacher’s questions.Responds physically to simple oral instructions.Responds to simple questions.Understands and begins to use some simple language structures in context: simple present tense.Sings simple songs/action rhymes and does the actions.Plays language games.														
Date completed															



Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topic	READING In grade 1 we do Shared Reading only. Let learners make predictions (pre read) visualise, make inferences (make a good guess) , make connections									
Core Concepts, Skills and Values	Monday: Pre read activity	Monday: Pre read activity	Monday: Pre read activity	Monday: Pre read activity	Monday: Pre read activity	Monday: Pre read activity	Monday: Pre read activity	Monday: Pre read activity	Monday: Pre read activity	Monday: Pre read activity
	Tuesday: First read	Tuesday: First read	Tuesday: First read	Tuesday: First read	Tuesday: First read (Visualise)	Tuesday: First read	Tuesday: First read	Tuesday: First read	Tuesday: First read	Tuesday: First read
	Wednesday: Story illustration	Wednesday: Story illustration	Wednesday: Story illustration	Wednesday: Story illustration	Wednesday: Story illustration	Wednesday: Story illustration	Wednesday: Story illustration	Wednesday: Story illustration	Wednesday: Story illustration	Wednesday: Story illustration
	Thursday: Second read	Thursday: Second read	Thursday: Second read	Thursday: Second read	Thursday: Second read (Inferences)	Thursday: Second read	Thursday: Second read	Thursday: Second read	Thursday: Second read	Thursday: Second read
	Friday: Post read activity (Learners recount a part of the story they liked most.)	Friday: Post read activity	Friday: Post read activity (Learners recount a part of the story they liked most.)	Friday: Post read activity (Learners recount a part of the story they liked most.)	Friday: Post read activity (Learners recount a part of the story.)	Friday: Post read activity (Recount one thing you remember from the story.)	Friday: Post read activity (Recount/Act out a part of the story.)	Friday: Post read activity (Recount/Act out the story.)	Friday: Post read activity: (Recount/Act out the story)	Friday: Post read activity (Recount the story)
Curriculum Coverage Tracking	Emergent Literacy <ul style="list-style-type: none"> Recognises some common words in our everyday environment. Develops emergent literacy, for example, concepts of print through the Shared Reading activity. Shared Reading <ul style="list-style-type: none"> Listens to the story or non-fiction text while following the teacher and looking at the pictures. Talks about the pictures using Home Language where necessary. Identifies objects in the pictures. Answers some simple questions with the support of the pictures. Learns some oral vocabulary. After repeated readings, joins in the choruses where appropriate. Acts out the story using some of the dialogue. Draws a picture capturing the story. 									
Date completed										



Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topic	PHONICS									
Core Concepts, Skills and Values	Do revision of sounds taught in term 1 on the first two days i <i>it, sit, pit, tip, sip, pip</i> Remind learners that we have learned the sounds <i>p</i> and <i>i</i> Learners differentiate between the two sounds. Segments oral sentences into individual words.	Do revision of sounds taught n <i>nap, nip, nit, pin, tin, sin</i> Differentiate between <i>i</i> and <i>n</i> Segments oral sentences into individual words.	Review past sounds and words. m <i>mat, man, mam, mop, met, men</i> Differentiate between <i>m</i> and <i>n</i> Segments oral sentences into individual words.	Review past sounds and words h <i>hut, hen, his, hat, has, hit, ham</i> Differentiate between <i>d</i> and <i>h</i> Claps out syllables in familiar words, e.g. sight words.	Review past sounds and words o <i>on, mop, top, pot, not, dot, cot</i> Differentiate between <i>d</i> and <i>o</i> Claps out syllables in familiar words, e.g. sight words.	Review past sounds and words b <i>bed, bat, beg, bin, bun</i> Differentiate between <i>b</i> and <i>h</i> Identifies rhyming words.	Review past sounds and words c <i>cat, cop, cot, cap, can</i> Differentiate between <i>c</i> and <i>o</i> Identifies rhyming words.	Review past sounds and words k <i>kin, kit, kid</i> Differentiate between <i>o</i> and <i>k</i> Identify different initial sounds, e.g. names of peers/objects.	Review past sounds and words e <i>set, net, pet, met, get ten, pen, men</i> Differentiate between <i>k</i> and <i>e</i> Identify different initial sounds, e.g. names of peers/objects.	Review past sounds and words Revision (<i>a, s, t, p, i, n, d, f, k, c, e, o</i>) Show learners how to build CVC words with sounds taught f-i-n c-a-t s-i-t Differentiate between <i>d</i> and <i>f</i> Segmenting and blending of words.
Curriculum Coverage Tracking	<ul style="list-style-type: none"> Segments oral sentences into individual words by clapping on each word. Claps out the syllables in familiar words. With the teacher's help, identifies some rhyming words in stories, songs and rhymes. Begins to identify different initial sounds in words. 									
Date completed										
CAPS Topic	WRITING Remember to model the writing on the board first.....									
Core Concepts, Skills and Values	My friend is..... Learners draw themselves with their best friend.	We like to..... Learners draw something they like to do with their friends.	I want to grow..... Learners draw something they would like to grow	My garden is full of..... Learners draw their garden.	I want to see..... Learners draw a wild animal that they would like to see.	My favourite animal is... Learners draw their favourite animal.	I want to play..... Learners draw a sport they like to play.	I play games with..... Learners draw with who they would like to play games.	I want to build..... Learners draw the house they want to build.	The three little.....and the big bad
Curriculum Coverage Tracking	<ul style="list-style-type: none"> With the help of the teacher, writes a caption for his/her drawing and reads back what is written. 									
Date completed										



Extension activities	DBE Workbook 1 pages 49, 50 and 51 Draw a picture of your best friend	DBE Workbook 1 pages 52, 53, 54 Draw a picture of how you feel when you spend time with friends.	DBE Workbook 1 pages 54, 55, 56 Draw a picture of something that grows.	DBE Workbook pages 58 and 59 Draw something you want to grow at home.	DBE Workbook pages 60 and 61 Draw your favourite wild animal.	DBE Workbook pages 62, 63 and 64 Draw your favourite farm animal.	DBE Workbook pages 65 and 66 Draw a sport you like to play.	DBE Workbook pages 68, 69 and 70. Draw a sport you like to play.	DBE Workbook pages 70, 72 and 73. Draw a picture of the three little pigs.	DBE workbook pages 74,75 and 76. Draw a picture of three little mice.
Requisite Pre-Knowledge	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.
Resources (other than textbook) to enhance learning	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1
Assessment for learning (Informal Assessment)	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically. This must be done informally and ongoing. 									

ASSESSMENT: TERM 2

PROGRAMME OF ASSESSMENT:

Component	What skills will be assessed	Form of assessment	Assessment tool	Score (Suggestion)	Date to be completed	Date completed
Listening and Speaking	<ul style="list-style-type: none">Responds to simple questions and responds to oral instructions.Points to and name some objects in the classroom or in a picture in response to teacher’s instructions.	Observation/ practical and Oral	Rubric	10	By week 9	
	<ul style="list-style-type: none">Demonstrates understanding of the oral vocabulary taught during the term, e.g. responding to simple greetings and farewells.Sings songs and does action rhymes.Expresses self in simple ways by using short phrases & vocabulary taught.		Checklist	n/a		
Teacher notes: Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. By week 9 you should be able to complete the checklist and score each learner on 2 skills according to the rubric. On SASAMS we enter 1 score for listening and speaking						
Phonics	<ul style="list-style-type: none">Claps out the syllables in familiar words.	Observation/ practical & Oral	Rubric	5	By week 9	
Oral	<ul style="list-style-type: none">Segments oral sentences into individual wordsIdentifies some rhyming words in stories, songs and rhymesIdentify different initial sounds in words		Checklist	n/a		
Teacher notes: Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. Oral Phonic skills will be observed and assessed during daily lessons activities. By week 9 you should be able to score each learner accordingly using the attached checklist and rubric. On SASAMS we enter 1 score for Phonics						
Reading Oral	<ul style="list-style-type: none">Listens and responds to a story that is told and readJoins in choruses after repeated readings of a text	Observation & Oral	Rubric	10	By week 9	
	<ul style="list-style-type: none">Answers simple oral questions about a story / non -fiction text.Demonstrates understanding of the vocabulary in the story by pointing to objects in pictures in response to the teacher’s instructions		Checklist	n/a		
Teacher notes: Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. Learners will be observed and assessed on these reading skills during your daily class activities and by week 9 you should be able to score each child according the rubric. On SASAMS we enter 1 score for listening and speaking						
Writing	<ul style="list-style-type: none">Copies a caption for a picture that he/she has drawn and reads back what is written	Written	Classwork book	n/a	By week 9	
Teacher notes: Writing skills should be observed during shared reading lessons and by Week 9 you should be able to complete the checklist based on your observations. There is no formal writing activity and n recording on SASAMS.						
TOTAL SCORE: Scores will be captured on SASAMS. The score will be converted to indicate level 1-7						

ASSESSMENT FOR LEARNING: CHECKLIST TO USE

	LISTENING AND SPEAKING				PHONICS		READING		WRITING		COMMENT
Mark with x or √	Demonstrates understanding of the oral vocabulary taught during the term, e.g. responding to simple greetings and farewells	Sings simple songs and does action rhymes	Expresses self in simple ways by using short phrases and vocabulary taught.	Segments oral sentences into individual words.	Identify different initial sounds in words	Identifies some rhyming words in stories, songs and rhymes	Demonstrates understanding of the oral vocabulary in the story by point to objects in the illustrations	Answers simple oral questions about a story (that is told or read) or a non - fiction text)	Copies a caption for a picture that he/she has drawn and reads back what is written		
Learner's names											

ASSESSMENT OF LEARNING: SCORESHEET

	LISTENING AND SPEAKING			PHONICS	READING			Comment
	Responds to simple questions and responds to oral instructions.	Points to and name some objects in the classroom or in a picture in response to teacher's instructions.	Total for Listening and Speaking	Claps out the syllables in familiar words.	Listens and responds to a story that is told and read	Joins in choruses after repeated readings of a text	Total for Reading and Phonics	
DATE								
SCORE	5	5	10	5	5	5	15	
NAMES OF LEARNERS								
1								
2								
3								
4								
5								

RUBRIC EXAMPLES:

GRADE 1 RUBRIC : Term 2					
LISTENING AND SPEAKING					
Activity	1	2	3	4	5
Responds to simple questions and oral instructions	Learner is unable to respond to instructions without prompting from teacher	Learner expresses much hesitation in responding to instructions due to language proficiency	Learner is able to respond to 2 instructions.	Learner is able to respond to 3 simple questions and oral instructions confidently	Learner is able to respond to 4 simple questions and oral instructions confidently without hesitation
Activity	1	2	3	4	5
Points to and names some objects in the classroom or in a picture	Learner is able to point to 1-2 objects in classroom with support	Learner is able to point to and name 3-4 objects in the classroom or in a picture correctly	Learner is able to point to and 5-6 objects in the classroom or in a picture correctly	Learner is able to point to and name 7-8 objects in the classroom or in a picture correctly	Learner is able to point to and name 9-10 objects in the classroom or in a picture correctly
PHONICS					
Activity	1	2	3	4	5
Claps out the syllables in familiar words (4 words)	Unable to clap out the syllables without the support of the teacher.	Attempts to clap out the syllables for 1 of 4 words as taught by the teacher but misses 2 -3 syllables	Attempts to clap out the syllables for 2 of 4 words as taught by the teacher but misses one syllable.	Able to clap out the syllables for 3 of words as taught by the teacher independently.	Claps out the syllables for 4 words independently and confidently.
READING					
Activity	1	2	3	4	5
Listens and respond to a story that is told and read	Needs support from the teacher to respond to a story.	Attempts to listen to the teacher and responds to half of the story told and read.	Able to listen and respond to the story read and told but teacher has to use gestures for better understanding.	Listens and responds to a story told by the teacher accurately.	Listens and responds to a story that is told by the teacher accurately and joins in the reading as it is read and told.
Activity	1	2	3	4	5
Joins in choruses after repeated readings of a text	Needs teacher support and prompted to join in choruses prompting by the teacher.	Attempts to join in choruses as taught by the teacher.	Able to join in choruses as taught by the teacher.	Joins in choruses after repeated readings of the text independently with rhythm.	Joins in choruses after repeated readings independently bringing own gestures.