



2021 Annual Teaching Plan – Term 3: ENGLISH FIRST ADDITIONAL LANGUAGE: Grade 1

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10										
Suggested Theme	All around town	All around town	Working together	Working together	Clothes	Clothes	Reading is fun	Reading is fun	Keeping our bodies healthy and safe	Keeping our bodies healthy and safe										
CAPS Topic	<div>LISTENING AND SPEAKING</div> <div><div><div>Start with a greeting</div><div>Song/rhyme</div><div>An open-ended question (question with no wrong answer)</div><div>Vocabulary of the day and sight words</div></div></div>																			
Core Concepts, Skills and Values	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting										
Song/ Rhyme	<div>Lyrics</div> We'll be going into town on the bus We'll be going into town on the bus	<div>Actions</div> <i>Pretend to be riding in a bus</i>	<div>Lyrics</div> Turn left , turn right	<div>Actions</div> <i>Turn body to face left, then turn to face right</i>	<div>Lyrics</div> The more we work together, together, together	<div>Actions</div> <i>Point to your friends</i>	<div>Lyrics</div> If we work together	<div>Actions</div> <i>Point to your friend</i>	<div>Lyrics</div> Children with a white shirt Children with a white shirt	<div>Actions</div>	<div>Lyrics</div> I am special and I'm one of a kind	<div>Actions</div> <i>Hug yourself</i>	<div>Lyrics</div> Stories are such fun	<div>Actions</div> <i>Smile and nod your head</i>	<div>Lyrics</div> I can learn some words by sight	<div>Actions</div> <i>Hold your hand above your eyes</i>	<div>Lyrics</div> Ride ride ride your bike	<div>Actions</div> <i>Pretend to ride a bike</i>	<div>Lyrics</div> I may be young	<div>Actions</div> <i>Point to yourself</i>
	We'll be going into town We'll be going into town on the bus	<i>Pretend to be riding in a bus</i>	Go up go down	<i>Stand up then squat down</i>	The more we work together, the better it'll be!	<i>Point to your friends</i>	If we try our best		Please stand up Please stand up	<i>Stand</i>	Another one like me you'll never find!	<i>Shake your index finger</i>	This I know is true	<i>Hold up your thumbs</i>	Practice 'til I get them right	<i>Pretend to read a book</i>	All around the town	<i>Pretend to ride a bike</i>	I may be small	<i>Pinch your fingers together</i>
	We'll be going into town We'll be going into town on the bus	<i>Pretend to be riding in a bus</i>	Turn left turn right	<i>Turn body to face left, then turn to face right</i>	The more we help each other, each other, each other	<i>Point to your friends</i>	We will get it done	<i>Throw your arms up and jump up in the air</i>	Clap your hands and turn around Clap your hands and turn around		You be you, and I'll be me	<i>Point to your friend, point to yourself</i>	To the library I'll run	<i>Pretend to run</i>	I can sound some words out	<i>Pretend to point at sounds</i>	Don't forget to wear your helmet	<i>Pretend to put on a helmet</i>	But this is my body	<i>Point to yourself</i>
	There are so many places we will see There are so many places will see	<i>Put your hands on your eyes, Open your eyes wide</i>	Come see our town		The more we help each other, the better it'll be!	<i>Point to your friends</i>	And we can rest	<i>Pretend to relax</i>	Then sit down Then sit down	<i>Sit down.</i>	That's the way it should be!	<i>Thumbs up</i>	For a book to read with you!	<i>Point to a friend and smile</i>	Think of what the story is about!	<i>Hold your finger to your head</i>	So you're safe if you fall down!		I am in charge of it all	<i>Point to yourself</i>
	There are so many places. There are so many places we will see	<i>Put your hands on your eyes, Open your eyes wide</i>	Turn left turn right	<i>Turn body to face left, then turn to face right</i>																
	There are so many places. There are so many places we will see	<i>Put your hands on your eyes, Open your eyes wide</i>	Go up go down	<i>Stand up then squat down</i>																
	The wheels of the bus....		Turn left turn right	<i>Turn body to face left, then turn to face right</i>																
			To the library in town																	



Term 3 52 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.	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 for the week.	Adapt the question to relate to your theme for example. Which animal do you like? A zebra with stripes or a leopard with spots?	Adapt the question to relate to your theme.	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.
Suggested Vocabulary (Teach 4 words a day)	taxi, passenger, town, street, bus stop, school, clinic, important, drive, driver, drove, hurry, petrol, full, empty, petrol station, walk, by foot, path, sidewalk	safe, safer, unsafe, home, together, alone, shop, shebeen, warn, warning, passage, between, dark, night, light, day, worried, fast, faster, run	work, help, class, classmate, giant, beetroot, stuck, pull, frustrated, ground, dirty, sweaty, call, family, strong, clever, right, wrong, team, teamwork	mess, messy, messier, clean, job, problem, scrub, carpet, fix, broken, paint, wall, pile, papers, box, recycle, gather, idea, group, queue	clothing, blue, red, purple, wear, boots, orange, green, dress, pants, skirt, uniform, jersey, shirt, cold, warm, rain, puddle, wet, dry	T-shirt, choose, pink, white, dinosaur, car, plain, buy, disagree, argue, shopping, frustrated, boy, girl, front, back, koki pen, draw, mirror, colourful	book, fun, read, parents, cover, story, title, author, page, turn (like to turn a page), title, page number, character, picture, words, interesting, gift, in love, dream, carry	newspaper, comics, Bible, difficult, story, phone, app, download, bored, boring, search, exciting, aloud, share, silent, noise, data, free, language, airtime	body, helmet, bike, bicycle, crash, broken, bone, rock, hurt, head, fall, protect, wash, seatbelt, sick, healthy, sleep, tired, awake, brain	uncomfortable, secret, tell, trust, brave, kiss, lips, hug, food, fruit, vegetable, many, ignore, listen, feeling, shout, greet, high five, window, underneath
Sight words	drives, taxi, around, all	together, friend, shop, sister	help, here, please, dog	they, work, pull, beetroot	up, down, boots, in	what, buy, two, shirts	this, fun, book	read, wants, for, books	wear, ride, helmet, ride	tell, mother, father, feel
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 asked by the teacher. • Understands and begins to use some simple language structures in context: few adjectives. • Identifies a person, animal or object from a simple oral description. • Sings simple songs/action rhymes and does actions. • Plays language games. 									
Date completed										



Term 3 52 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 Tuesday: First read Wednesday: Story illustration Thursday: Second read Friday: Post read activity (Learners recount a part of the story they liked most.)	Pre read First Read Wednesday- Draw the story Thursday: Second read Friday- Post read activity	Pre read activity First read Wednesday: Story illustration Second read Post read activity (Learners recount a part of the story they liked most.)	Pre read activity First read Wednesday: Story illustration Second read Post read activity (Learners recount a part of the story they liked most.)	Pre read activity First read (Visualise) Learners illustrate the story on Wednesday Second read (Inferences) Post read activity (Learners recount/act out a part of the story.	Pre read activity First read Learners illustrate the story on Wednesday. Second read Post read activity: (Recount one thing you remember from the story.)	Pre read activity First read Learners illustrate the story on Wednesday. Second read Post read activity- recount/act out a part of the story	Pre read activity First read Learners illustrate the story on Wednesday. Second read Post read activity (Recount/act out the story.)	Pre Read – Prediction First Read- Wednesday: Story illustration Second read Post read activity: (Recount the story)	Pre Read – Prediction First Read- Wednesday: Story illustration Second read Post read activity: (Recount the story)
Curriculum Coverage Tracking	<ul style="list-style-type: none"> • Listens to short stories or non-fiction texts told or read from a Big Book or illustrated poster • Answers simple literal questions about a story with short answers. • Names some of the things in the picture in response to questions from the teacher. • Begins to develop understanding and ability to use simple language structures in the context: few adjectives such as 'big, small, little'; prepositions such as 'in, on'; and adverbs such as 'quickly, slowly' • 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. • Learns some oral vocabulary. • After repeated readings, joins in choruses where appropriate • Acts out the story using some of the dialogue • Draws a picture capturing the main idea of the story 									
Date completed										



Term 3 52 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 2 on the first two days ck <i>sick, pack, sock, kick, sack, mock</i> Introduce the new sound and word Rhyming words, e.g. pack/sack; sick/kick; sock/mock.	Review past sounds and words. g <i>gap, gas, gel, got, gun, gum, gem</i> Introduce the sound and words Differentiate between <i>ck</i> and <i>g</i> Clap out syllables in familiar words, e.g. sight words/ words from the story.	Review past sounds and words. d <i>dad, dot, dim, dog, dry, dam, dig</i> Introduce the sound and words Clap out syllables in familiar words, e.g. sight words/ words from the story.	Review past sounds and words. u <i>sun, bun, gun, hug, bug</i> Introduce the sound and words Do segmenting and blending Differentiate between <i>u</i> and <i>g</i> Rhyming words, e.g. sun/gun/bun; hug/bug.	Review past sounds and words. r <i>red, rat, rod, rip, rag, rock, rub</i> Introduce the sound and words Do segmenting and blending Differentiate between <i>r</i> and <i>n</i>	Review past sounds and words. f <i>fat, fit, fig, fed, fin, far</i> Introduce the sound and words Do segmenting and blending Differentiate between <i>r</i> and <i>f</i>	Review past sounds and words. l <i>lip lap, lot, lad, lid, lick lock</i> Introduce the sound and words Do segmenting and blending Differentiate between <i>l</i> and <i>f</i>	Review past sounds and words. Plurals –s e.g. <i>books, dogs, socks, hugs, rats, figs, cats</i> Explain the function of the –s Introduce words and their plurals	Review past sounds and words. Plurals –es e.g. <i>boxes, dishes, dresses, brushes, watches, glasses</i> Explain the function of the –es Introduce words and their plurals	Review past sounds and words. Revision ll <i>ball, call, fall. pill, kill. Hill</i> Introduce the sound and words Do segmenting and blending
Curriculum Coverage Tracking	<ul style="list-style-type: none"> 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. Recognises plurals ('s' and 'es') aurally. 									
Date completed										
CAPS Topic	WRITING Remember to model the writing on the board first.....									
Core Concepts, Skills and Values	I like to go..... Draw about a place you like to go in town.	I go to town. Learners draw themselves going to town.	I work well with,.... Learners draw the person they like working with.	My friend and I..... Learners draw about a time they worked together with their friend.	I love to wear.... Learners draw something they love to wear. Help learners to draw list of clothing they like to wear.	I want to buy.....at the clothing shop! Learners draw something new they would like if they went to the clothing shop. Help learners to draw list.	I want to read a story about..... Learners draw about a story they want to read.	I like to read with.... Learners draw the person they like reading with.	My body is healthy when... Learners draw what they do to keep their bodies healthy. Make a list, e.g. healthy food.	I trust..... Learners draw someone they can't trust.



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 With the help of the teacher writes simple lists with headings. 									
	Date completed									
Extension activities Requisite Pre-Knowledge Resources (other than textbook) to enhance learning	DBE Workbook 2 pages 2 and 3 Draw an interesting place in your town.	DBE Workbook 2 pages 4-5 Draw yourself going to town.	DBE Workbook 2 pages 6,7 and 8 Draw yourself working together with your friend..	DBE Workbook 2 pages 8,9 Draw a picture of something you do to help your family at home.	DBE Workbook2 pages 10,11 and 12 Draw a picture of your favourite clothes	DBE Workbook 2 pages 13 and 14 Draw a picture of clothes that you still want to buy.	DBE Workbook 2 Pages 15,16,17, Draw a book that you still want to read.	DBE Workbook 2 Pages 19, 20 and 21. Draw yourself reading a book.	DBE Workbook 2 Pages 21,22 and 23 Draw a picture of something that is safe.	DBE workbook 2 pages 24 and 25 Draw a picture of something that is unsafe.
	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.
	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 3

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">Identifies a person, animal or object from a simple oral description.Demonstrates understanding of basic oral vocabulary by pointing to and naming objects in the classroom (posters, or in a picture in response to teacher’s instructions, etc.)	Observation/ practical and Oral	Rubric	10	By week 9	
	<ul style="list-style-type: none">Responds to simple greetings and farewellsResponds to simple questions and to oral instructionsSings songs and does action rhymes		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">Recognise plurals in words (s and es) orally.	Observation/ practical & Oral	Rubric	5	By week 9	
Oral	<ul style="list-style-type: none">Begins to identify 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	<ul style="list-style-type: none">Answers simple questions related to a story that is read or toldActs out the story using some of the dialogue	Observation & Oral	Rubric	10		
Oral	<ul style="list-style-type: none">Listens and responds to a story that is told or readJoins in choruses after repeated readings of a text.Identifies and names people, objects and animals in illustrations		Checklist	n/a	By week 9	
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">Writes a simple list with a heading (3-5 words on a Topic)	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 √	Responds to simple greetings and farewells	Sings songs and does action rhymes	Responds to simple questions and responds to oral instructions	Begins to identify different initial sounds in words and responds to a story that is told and read	Joins in choruses after repeated readings of a text	Listens and responds to a story that is told	Identifies and names people, objects and animals in illustrations (Big Book, Poster)	Writes a simple list with a heading (3-5 words on a Topic)	
Learner's names									

ASSESSMENT OF LEARNING: SCORESHEET

	LISTENING AND SPEAKING			PHONICS	READING			Comment
DATE	Identifies a person, animal or object from a simple oral description.	Demonstrates understanding of basic oral vocabulary by pointing to and naming objects in the classroom	Total for Listening and Speaking	Recognise plurals in words orally	Acts out the story using some of the dialogue	Answers simple questions related to the story	Total for Reading and Phonics	
SCORE	5	5	10	5	5	5	15	
NAMES OF LEARNERS								
1								
2								
3								
4								
5								



RUBRIC EXAMPLES:

GRADE 1 RUBRIC : Term 3					
LISTENING AND SPEAKING					
Activity	1	2	3	4	5
Identifies a person, animal or object from a simple oral description. (At least 4 items)	The learner is unable to identify a person, animal or object without support from the teacher.	The learner can only identify 1 of the 4 items independently.	The learner can only identify 2 of the 4 items independently.	The learner can only identify 3 of the given items from an oral description.	The learner can identify all items from the given oral description with confidence.
Activity	1	2	3	4	5
Demonstrates understanding of basic oral vocabulary by pointing to objects. (At least 4 objects)	Learner is unable to point to objects without support.	Learner is able to point to 1 of the 4 objects without any support from the teacher.	Learner is able to point to 2 of the 4 objects without any support from the teacher.	Learner is able to point to 3 of the 4 objects without any support from the teacher.	Learner points to all the objects independently and confidently.
PHONICS					
Activity	1	2	3	4	5
Recognise plurals in words orally (s and es) (At least 5 words)	Unable to recognise plurals in words orally	Recognise plurals in words orally by identifying at least 2	Recognise plurals in words orally by identifying at least 3	Recognise plurals in words orally by identifying at least 4	Recognise plurals in words orally by identifying at least 5
READING					
Activity	1	2	3	4	5
Answers simple oral questions about a story (At least 2-3 questions)	Unable to respond to oral question about a story without support.	Answers 1 simple oral questions about a story	Answers 2 simple oral questions about a story	Answers 3 simple oral questions about a story	Answers more than 3 simple oral questions about a story
Activity	1	2	3	4	5
Acts out parts of the story using some of the dialogue	Needs support to speak in FAL	Is able to act out the story but cannot read the dialogue fluently	Is able to act out the story and reads 1 short dialogue	Is able to act out the story and using the 1 dialogue of the main character that the learner has memorised	Very good at acting out parts of the story, and using some of the dialogue