



2021 Annual Teaching Plan – Term 4: ENGLISH FIRST ADDITIONAL LANGUAGE: Grade 1

| Term 4 47 days | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Suggested Theme | Solving problems | Solving problems | We grow and change | We grow and change | Our living history | Our living history | Science is fun | Science is fun | CONSOLIDATION AND REVISION | CONSOLIDATION AND REVISION | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CAPS Topic | LISTENING AND SPEAKING <ul style="list-style-type: none">Start with a greetingSong/rhymeThen you do an open-ended question (question with no wrong answer)Vocabulary of the day and sight words | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Core Concepts, Skills and Values | Greeting | Greeting | Greeting | Greeting | Greeting | Greeting | Greeting | Greeting | Greeting | Greeting | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Song/ Rhyme | <table><tr><th>Lyrics</th><th>Actions</th></tr><tr><td>Every problem has a solution</td><td><i>Put your index finger in the air</i></td></tr><tr><td>Big or small there's a resolution!</td><td><i>Stretch your hands out wide, bring your hands together again</i></td></tr><tr><td>We solve problems every day,</td><td>--</td></tr><tr><td>What problem have you solved today?</td><td><i>Turn and ask your partner</i></td></tr></table> | Lyrics | Actions | Every problem has a solution | <i>Put your index finger in the air</i> | Big or small there's a resolution! | <i>Stretch your hands out wide, bring your hands together again</i> | We solve problems every day, | -- | What problem have you solved today? | <i>Turn and ask your partner</i> | <table><tr><th>Lyrics</th><th>Actions</th></tr><tr><td>If there is a problem you need to go away</td><td><i>Wave your index finger</i></td></tr><tr><td>Ask someone for help, and let them have a say.</td><td><i>Put your hands around your mouth</i></td></tr><tr><td>Your teacher, grandmot her and grand-father too,</td><td><i>Point to your teacher</i></td></tr><tr><td>They're all wise, and will surely help you!</td><td><i>Put your hands on the sides of your</i></td></tr></table> | Lyrics | Actions | If there is a problem you need to go away | <i>Wave your index finger</i> | Ask someone for help, and let them have a say. | <i>Put your hands around your mouth</i> | Your teacher, grandmot her and grand-father too, | <i>Point to your teacher</i> | They're all wise, and will surely help you! | <i>Put your hands on the sides of your</i> | <table><tr><th>Lyrics</th><th>Actions</th></tr><tr><td>We all grow and change every day</td><td><i>Clap twice</i></td></tr><tr><td>We all grow and change every day</td><td><i>Clap twice</i></td></tr><tr><td>Whether you are short and small</td><td><i>Bend down low</i></td></tr><tr><td>Or the tallest of them all</td><td><i>Stand on your tip toes</i></td></tr><tr><td>We will all grow and change every day!</td><td><i>Clap twice</i></td></tr></table> <p>(Tune: If you're happy and you know it)</p> | Lyrics | Actions | We all grow and change every day | <i>Clap twice</i> | We all grow and change every day | <i>Clap twice</i> | Whether you are short and small | <i>Bend down low</i> | Or the tallest of them all | <i>Stand on your tip toes</i> | We will all grow and change every day! | <i>Clap twice</i> | <table><tr><th>Lyrics</th><th>Actions</th></tr><tr><td>We all grow</td><td><i>Stand on your tiptoes and stretch your arms out in the air</i></td></tr><tr><td>That's life you know!</td><td>--</td></tr><tr><td>Clothes I wore when I was small</td><td><i>Pretend to put clothes on</i></td></tr><tr><td>Just don't fit me anymore</td><td><i>Wave your index finger</i></td></tr><tr><td>We grow and change every day</td><td>--</td></tr><tr><td>So we can be better in every way!</td><td><i>Thumbs up, flex your arms</i></td></tr></table> | Lyrics | Actions | We all grow | <i>Stand on your tiptoes and stretch your arms out in the air</i> | That's life you know! | -- | Clothes I wore when I was small | <i>Pretend to put clothes on</i> | Just don't fit me anymore | <i>Wave your index finger</i> | We grow and change every day | -- | So we can be better in every way! | <i>Thumbs up, flex your arms</i> | <table><tr><th>Lyrics</th><th>Actions</th></tr><tr><td>What do you know about history?</td><td><i>Shrug your shoulders</i></td></tr><tr><td>Things that happened long ago!</td><td><i>Use your thumbs to point backwards</i></td></tr><tr><td>What do you know about history?</td><td><i>Shrug your shoulders</i></td></tr><tr><td>The world has changed, don't you know!</td><td><i>Nod your head up and down</i></td></tr></table> | Lyrics | Actions | What do you know about history? 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| | Lyrics | Actions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Every problem has a solution | <i>Put your index finger in the air</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | We solve problems every day, | -- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | What problem have you solved today? | <i>Turn and ask your partner</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Lyrics | Actions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | If there is a problem you need to go away | <i>Wave your index finger</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Ask someone for help, and let them have a say. | <i>Put your hands around your mouth</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Your teacher, grandmot her and grand-father too, | <i>Point to your teacher</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| They're all wise, and will surely help you! | <i>Put your hands on the sides of your</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| We all grow and change every day | <i>Clap twice</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Whether you are short and small | <i>Bend down low</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Or the tallest of them all | <i>Stand on your tip toes</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| We will all grow and change every day! | <i>Clap twice</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| We all grow | <i>Stand on your tiptoes and stretch your arms out in the air</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| That's life you know! | -- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Clothes I wore when I was small | <i>Pretend to put clothes on</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Just don't fit me anymore | <i>Wave your index finger</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| We grow and change every day | -- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| So we can be better in every way! | <i>Thumbs up, flex your arms</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lyrics | Actions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What do you know about history? | <i>Shrug your shoulders</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Things that happened long ago! | <i>Use your thumbs to point backwards</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| The world has changed, don't you know! | <i>Nod your head up and down</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| If you know your family history clap your hands | <i>Clap twice</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| If you know your family history | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Then things won't be such a mystery | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| I love science | <i>Hug yourself</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning something new | <i>Pretend to do something with your hands</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Oh don't you! | <i>Point at your friend</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lyrics | Actions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Red, orange, yellow, green and blue | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Indigo, and you know, there is vio-let too! | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| It's a rainbow, it's a rainbow | <i>Draw a rainbow in the air</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A beautiful rainbow in the sky | <i>Look up to the sky</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| It's a rainbow, it's a rainbow | <i>Draw a rainbow in the air</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A beautiful rainbow in the sky! | <i>Look up to the sky</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



| Term 4 47 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, e.g. Have you solved a problem today? | Adapt the question to be related to your theme and vocabulary taught for the week, e.g. Who do you think is wise? | Adapt the question of the day according to the new vocabulary taught for that specific week, e.g. What can you do now that you could not do when you were a baby? | Adapt the question of the day according to the new vocabulary taught for the week, e.g. Which season do you like best? | Adapt the question of the day according to the new vocabulary taught for the week. | Adapt the question of the day according to the new vocabulary taught for that specific day. | Adapt the question of the day according to the new vocabulary taught for that specific day. | Adapt the question of the day according to the new vocabulary taught for that specific day. | | |
| | Questions from the Shared Reading story can be included. | Questions from the Shared Reading story can be included. | (The answers should start with ‘I can ...’) | Questions from the Shared Reading story can be included. | Questions from the Shared Reading story can be included. | Questions from the Shared Reading story can be included. | Formal Assessment: Questions from the Shared Reading story can be included. | Questions from the Shared Reading story can be included. | | |
| Suggested Vocabulary The vocabulary taught will depend on the theme that is chosen. (Teach 4 words a day) | problem, solve, creative, idea, paint, paintbrush, lose, find, stare, art, artist, children, fingers, leaf, leaves, bottle cap, different, buy, think, try | wise, argue, shout, mine, tree, mango, mangoes, shade, cut, wood, root, branch, half, fair, unfair, save, own, owner, belong, tricky | change, taller, smarter, kinder, boys, men, girls, women, supposed to, ignore, cry, feelings, important, free, sofa, comfortable, uncomfortable, happy, unhappy | season, winter, summer, spring, autumn, jacket, cold, fluffy, freezing, fit, tight, short, grow, confused, fight, stolen, thief, drawer, put on, take off, year | history, past, present, future, neighbour, neighbourhood, busy, quiet, tailor, barbershop, tram, mosque, synagogue, leave, destroy, bulldozer, force, memory, remember, forget, home | Ramadan, koekies, biscuit, tradition, fast (like when you don’t eat for a whole day), hungry, share, struggle, measure, ingredients, knead, dough, ring, sparkle, sparkly, terrible, gasp, pass down, grandmother, great-grandmother | science, experiment, vaccine, disease, scientist, solve, problems, fun, body, try, inject, needle, virus, small, large, amount, test, dangerous, risk, protect | rainbow, sky, colours, rain, sunlight, rain, raindrop, magic, curious, sun, shine, storm, scientist, laptop, computer, research, information, try, appear, disappear | Revision and assessment Oral description: Play a language game – Riddles: I have 2 legs, wings and a beak. What am I? I am round and red. Sometimes, mom puts me in your lunchbox. What am I? Use pictures and learners describe the object in the picture to their friend/class. The friend/class guess what it is being described. | |
| Sight words | can’t, find, but, it | tree, mine, no, that | grow, every, day, very | does, not, too, small | family, special, your, about | mother, her, bakes, Friday | milk, cows, get, sick | love, loves, learn, just | Revision | |
| Curriculum Coverage Tracking | <ul style="list-style-type: none">Begins to develop an oral (listening and speaking) vocabulary using themes or topics.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, e.g. the modal ‘can’: I can’Identifies a person, animal or object from a simple oral description.Sings simple songs and does actions with guidance.Joins in action rhymes and songs, doing the actions.Plays language games. | | | | | | | | | |
| Date completed | | | | | | | | | | |



| Term 4 47 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. | | | | | | | | | |
| Core Concepts, Skills and Values | Pre read activity - Predict First read – Make inferences Wednesday: Story illustration Second read – Make inferences Post read activity (Learners recount a part of the story they liked most.) | Pre read activity - Predict First read – Make evaluations (evaluate what is read and be able to justify the evaluation). Wednesday: Story illustration Second read – Make inferences Post read activity (Learners act out the story.) | Pre read activity – Predict First read – Make connections (to own frame of reference) Wednesday: Story illustration Second read – Make connections Post read activity (Learners recount/act out the story.) | Pre read activity - Predict First read – Visualise Wednesday: Story illustration Second read – Visualise Post read activity (Learners recount the story) | Pre read activity - Predict First read – Search the text (finding simple details) Wednesday: Story illustration Second read – Make inferences Post read activity (Learners recount/act out the story) | Pre read activity - Predict First read – Make connections Wednesday: Story illustration Second read – Make Connections Post read activity (Learners recount/act out the story.) | Pre read activity - Predict First read – Make evaluations Wednesday: Story illustration Second read – Make evaluations Post read activity (Learners recount/act out the story.) Formal Assessment: Learners answer questions about the story. | Pre read activity - Predict First read – Make inferences Wednesday: Story illustration Second read – Make inferences Post read activity (Learners recount the story.) | Pre read activity - Predict First read – Make inferences Wednesday: Story illustration Second read – Make inferences Post read activity (Learners recount the story.) | Pre read activity - Predict First read – Make inferences Wednesday: Story illustration Second read – Make inferences Post read activity (Learners recount the story.) |
| Curriculum Coverage Tracking | <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.• 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 main idea of the story or non-fiction text. | | | | | | | | | |
| Date completed | | | | | | | | | | |



| Term 4 47 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 3 on the first two days. j- <i>jog, jam, job, jug, jet</i> Sound differentiation Rhyming words Clap out syllables in words: Own name and the names of peers. | Do revision of previously taught sounds and words. v- <i>vet, van, vat</i> Sound differentiation Clap out syllables in words: Words from the story | Do revision of previously taught sounds and words. w- <i>wag, wig, wet, wit, wall, will, well</i> Sound differentiation | Revise taught sounds and words. -x <i>fox, box, fix, six, wax, fax</i> Sound differentiation | Revise taught sounds and words. y- <i>yes, yet, yes, yum, yip</i> Sound differentiation Clap out syllables in words: Sight words | Revise taught sounds and words. -y <i>my, cry, why, dry, fry, fly, sky</i> Sound differentiation Rhyming words Clap out syllables in words: Sight words | Revise taught sounds and words from Week 1-6. Sound differentiation – initial sounds Plurals - -s; -es: Show a picture of an object and ask learners to say the plural of the word. Repeat with other pictures. | Revise taught sounds and words. Sound differentiation – initial sounds Revise plurals Formal Assessment: Clap out syllables in words: Sight words | Revise taught sounds and words. Sound differentiation – initial sounds Rhyming words Revise plurals | Revision of all phonics taught this year. |
| Curriculum Coverage Tracking | <ul style="list-style-type: none"> Claps out 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 | Writing frame: I could not find ... So I ... | Writing frame: I needed help when helped me solve the problem. | Writing frame: I feel happy and free when I... My... helps me feel happy and free! | Writing frame: I used to wear my ... Now it | Writing frame: 1. I know that... 2. I know that... | Writing frame: A tradition in my family is... This tradition makes me feel... | Writing frame: I want to invent ... I want it to ... | Writing frame: I feel curious about: 1. 2. | Make a list of what you would like to buy for the holiday. | Writing frame: This holiday, I am going to Draw a picture |
| 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 | | | | | | | | | | |



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|--|---|---|---|--|--|---|--|--|--|--|
| Extension activities | DBE workbook 2 pages 28, 29 Draw a picture of a problem you want to solve. | DBE workbook 2 pages 30, 31, 32 Ask your friend a question about a problem they have solved. | DBE workbook 2 pages 35, 36, 37 Draw a picture of you have changed since you were younger, | DBE workbook 2 pages 37, 38, 39, 40. | DBE workbook 2 pages 41, 42, 43 – 44 Draw a picture of your family. | DBE workbook 2 pages 46, 47, 48 Draw a picture of your family doing something special. | DBE workbook 2 pages: 50, 51-53, 54-55. Draw a picture of a science experiment. | DBE workbook 2 pages: 60-62, 63-64, 65, 67-68 | Complete the activities in the DBE Workbook | |
| 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 2 | Big books Flash cards Pictures Posters Readers DBE Workbook 2 | Big books Flash cards Pictures Posters Readers DBE Workbook 2 | Big books Flash cards Pictures Posters Readers DBE Workbook 2 | Big books Flash cards Pictures Posters Readers DBE Workbook 2 | Big books Flash cards Pictures Posters Readers DBE Workbook 2 | Big books Flash cards Pictures Posters Readers DBE Workbook 2 | Big books Flash cards Pictures Posters Readers DBE Workbook 2 | Big books Flash cards Pictures Posters Readers DBE Workbook 2 | Big books Flash cards Pictures Posters Readers DBE Workbook 2 |
| 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. Use a checklist for assessment for learning (Informal Assessment) | | | | | | | | | |

ASSESSMENT: TERM 4

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">Expresses self in simple ways by using short phrases and vocabulary taught. | Observation/ practical and Oral | Rubric | 7 | By week 9 | |
| | <ul style="list-style-type: none">Sings simple songs and does action rhymesPoints to objects in the classroom or in a picture in response to teacher's instruction.Identifies a person, animal or object from a simple oral description. | | 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 Oral | <ul style="list-style-type: none">Claps out syllables in words. | Observation/ practical & Oral | Rubric | 7 | By week 9 | |
| | <ul style="list-style-type: none">Identifies different initial sounds in words.Identifies some rhyming words in songs and rhymes.Recognise plurals in words (-s and -es) aurally | | 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/Practical | <ul style="list-style-type: none">Answers simple literal questions about a story. | Observation & Oral/Practical | Rubric | 7 | By week 9 | |
| | <ul style="list-style-type: none">Listens to a story that is told or read.Joins in choruses after repeated readings of a textActs out the story using some of the dialogueIdentifies objects in the picture | | 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">Draws a picture for a story that is toldCopies a caption for a picture | 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 ✓ | Sings simple songs and does action rhymes | Points to objects in the classroom or in a picture in response to teacher's instruction. | Identifies a person, animal or object from a simple oral description | Identifies different initial sounds in words. | Identifies some rhyming words in songs and rhymes. | Recognise plurals in words (-s and -es) aurally | Listens to stories that are told or read. | After repeated readings, joins in choruses where appropriate. | Acts out the story using some of the dialogue. | Identifies objects in the pictures. | Draws a picture for a story that is told. | Copies a caption for a picture that he/she has drawn and reads back what is written | |
| Learner's names | | | | | | | | | | | | | |
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ASSESSMENT OF LEARNING: SCORESHEET

| | LISTENING AND SPEAKING | PHONICS | READING | Comment |
|-------------------|--------------------------------|-------------------------------|---|---------|
| | Expresses self in simple ways. | Claps out syllables in words. | Answers simple literal questions about a story. | |
| DATE | | | | |
| SCORE | 7 | 7 | 7 | |
| NAMES OF LEARNERS | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |



RUBRIC EXAMPLES:

| LISTENING & SPEAKING RUBRIC | | | | |
|--|---|---|--|---|
| OBJECTIVE | Expresses self in simple ways. | | | |
| IMPLEMENTATION | Week 7 to 8 Oral: Daily question. | | | |
| ACTIVITY 1 | Level 1 | Level 2 | Level 3 | Level 4 |
| MARKS | 1-2 | 3-4 | 5-6 | 7 |
| Ask the learner to recount part of his or her best big book story. | The learner struggles to share 1-2 points about the story, using single words or phrases. Little or no story specific vocabulary is used. | The learner shares 2-3 points about the story, using phrases. Some story specific vocabulary is used. | The learner shares at least 3 points about the story, using short sentences. The learner has clearly retained much of the story specific vocabulary. | The learner shares at least 4 points about the story, using complete sentences. The learner has clearly retained much of the story specific vocabulary. |

| READING & PHONICS RUBRIC | | | | |
|---|--|---|--|--|
| OBJECTIVE | 1. Claps out syllables in words. 2. Answers simple literal questions about a story. | | | |
| IMPLEMENTATION | 1. Week 7 to 8 Shared Reading 2. Week 7 to 8 phonics | | | |
| ACTIVITY 1: PHONICS | Level 1 | Level 2 | Level 3 | Level 4 |
| MARKS | 1-2 | 3-4 | 5-6 | 7 |
| Ask the learner to clap out the syllables of 2-3 words from the story | The learner does not understand the concept of syllables and claps incorrectly. | The learner claps out two or three syllable words correctly, but struggles with one syllable words. | The learner claps out one, two and three syllable words correctly. | The learner clearly understands the concept of syllables, and correctly claps out all words. |
| ACTIVITY 1: READING | Level 1 | Level 2 | Level 3 | Level 4 |
| MARKS | 1-2 | 3-4 | 5-6 | 7 |
| Ask 5 questions about a story during Shared Reading. Not all learners can be assessed in one day if the assessment is done orally– spread the assessment across 2 weeks. Learners can also be given a worksheet with pictures relevant to the story. Teacher asks the question and learners circle the correct pictures in answer to the questions. | Learner is able to respond to 1 simple question with support. | Learner is able to respond to 2 of the 5 questions. | Learner is able to respond to 3 – 4 of the 5 questions. | Learner is able to respond to all 5 questions confidently and without hesitation. |