



Republic of Namibia

MINISTRY OF EDUCATION

JUNIOR PRIMARY PHASE

INTEGRATED PLANNING MANUAL

TEACHERS' MANUAL

GRADE 3

2015

Ministry of Education
National Institute for Educational Development (NIED)
Private Bag 2034
Okahandja
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Integrated Planning Manual: Grade 3

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1. Alina Niipare SEO Junior Primary - NIED
2. Heidie Labuschagen Senior Education Officer – Hardap Region
3. Paulina Hamukonda Senior Education Officer – Oshana Region
4. Rachel Nandjembo Senior Education Officer - Oshikoto Region
5. Lucia Serogwe Senior Education Officer - Omaheke Region
6. Helga Kaurora Senior Education Officer - Otjozondjupa Region
7. Helena N. Kayofa Senior Education Officer - Ohangwena Region
8. Jaline Oosthuizen Senior Education Officer – Erongo Region
9. Adolf Amutenya Senior Education Officer - Omusati Region
10. Albertina Nangolo Senior Education Officer - Omusati Region
11. Petrina Kanyetu Senior Education Officer - Kavango Region
12. Erica Dax Senior Education Officer - Kunene Region
13. Karolina !Gontes Lecturer – Khomasdal UNAM Campus
14. Betty MuJohn Senior Education Officer - Zambezi Region
15. Marietjie van der Byl Senior Education Officer – Khomas Region
16. Erica Beukes Head of Department – Omaheke Region

INTRODUCTION

Learning should promote the growth and development of each and every learner both as an individual and as a member of the society. Working with young learners is essential for laying a solid foundation for learning throughout the formal education system. If the foundation is properly laid, learners will be well prepared to continue their learning at the higher levels. This in turn prepares learners for fuller participation in their society. The Junior Primary teacher has a major role to play in promoting the holistic development of young learners.

What is the purpose of the manual?

When you buy new electrical or electronic equipment, the supplier will give you a manual which will teach you, step by step, how to assemble and operate or use the equipment to give you maximum qualitative use. Equally, this manual will help teachers use the curriculum to plan and deliver a quality learning experience in their classrooms. **Thus, the manual aims to support teachers in using an integrated approach to planning and teaching in Junior Primary classrooms.**

Teachers should use this manual as a support material. Some of the examples could be used as they are, while others could serve as a guideline to design and develop their own ideas. Teachers need to be creative, innovative in their planning.

This manual does not replace any previous document and teachers will still need to refer to the Curriculum document, their syllabus guides and all other resources available to them. This manual is not intended as an answer to all questions on teaching, but to be used to support teachers' **planning**.

What is in the manual?

There are three sections in this manual. The first section provides theoretical information on integration. Section 2 gives examples of how a year's work can be planned in an integrated manner. Section 3 includes resources and explains the terminology and strategies used. The structure is as follows:

Section 1: Theory

1. What is Integration?
(Integrated planning, teaching and learning, timing/timetabling)
2. Why Integrate?
(Development domains, holistic and child-centred approaches, benefits of integration)
3. Steps Towards Integrated Planning
(The six steps involved in integrated planning and teaching)
4. Evaluation and Assessment
(Self evaluation, continuous assessment, the purpose of assessment)

5. Learning Support and Multi-grade Teaching
(What is Learning Support? Advice to teachers of multi-grade classes)

Section 2: Planning

1. Long-term/Yearly Plan
(What are long-term plans? A sample year plan for Grade 3)
2. Scheme of Work
(The different subjects with the Scheme; full scheme of work for 3 terms/20 topics)
3. Lesson Plans
(How to structure a two-part lesson plan; a sample lesson plan)

Section 3: Resources

1. Literacy Resources
(Details of sample songs, stories, poems, rhymes, games, etc referenced in the manual)
2. Terminology
(Glossary of terms and terminology used in the manual)
3. Methodology
(Explanation of methodologies/strategies mentioned in the manual)
4. Other/Progression
(Sample of yearly sight words/phonics progression used in the manual)

SECTION 1: THEORY

1. WHAT IS INTEGRATION?



Integration is a key word in both planning and teaching. It is an approach to teaching and learning that is based on both philosophy and practicality. It involves purposefully drawing together knowledge, skills, attitudes and values from within or across subject areas to develop a more powerful understanding of key ideas. Integration occurs when components of the curriculum are connected and related in meaningful ways by both the students and teachers.

Most simply put, it is a way of planning, teaching and learning, whereby many areas or subjects of the curriculum are connected, often under a single theme or topic.

Integration is not a new method of organising instruction. Educators first explored the concept of integrating curriculum in the 1890s. Over the years, there have been numerous educational researchers, such as Susan Drake, Heidi Hayes Jacobs, James Beane and Gordon Vars, who have described various interpretations of curriculum integration, referring to the curriculum as interwoven, connected, thematic, interdisciplinary, multidisciplinary, correlated, linked and holistic. Some educators, such as, Robin Fogarty, go beyond a single definition of curriculum integration and view it instead as a continuum.¹

For the purpose of this manual, the key word is ‘integration’ and what we are concerned with is linking and connecting subject areas in the curriculum, particularly under the themes of the Environmental Studies syllabus.

Integrated Planning

This is planning schemes of work and individual lessons in a way that integrates and links the different areas of the curriculum. Successful integration is almost always planned and usually needs to be done well in advance although sometimes integration will happen by co-incidence and on the spur of the moment.

To plan in an integrated manner teachers must have an open and creative attitude when approaching the task. They need to be familiar with the curriculum

¹ Primary Programs Framework – Curriculum Integration: Making Connections
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content and areas. They could brainstorm and come up with links between areas of the curriculum and develop these into schemes of work and lesson plans. However they must also be careful to cover all the areas of the curriculum during the year (which will mean that not everything will be integrated or linked but still needs to be taught).

Integrated Teaching and Learning

Teachers need to have clear idea of what topic they are integrating so they can point out and explain these links to the learners and encourage them to come up with other links.

We do not live our lives by subject or in separate compartments; we use the different skills simultaneously. For example, while shopping for food we might ask the price of something, work out if we can afford it, but decide not to buy it as it is too unhealthy, thus using Language, Mathematics and Environmental Studies skills in an integrated manner.

Also, outside of school, learning usually takes place in a context and is linked to other parts of our lives. For example, we might read about a special offer, use the internet, the phone or a friend to find out more, use what we know to compare it with other offers and to decide if we would like to take advantage of the offer. We are using different skills to learn and we are putting the learning in context.

Timetables and Time Considerations

Although the timetable and the allocation of time per subject need to be taken in to account, teachers will often need to treat the timetable in a fluid and flexible manner. Teaching and learning in the early grades cannot adhere to a rigid timetable, as it does not allow for a learner-centred approach to education or genuine integration. **Integrated planning and teaching, most especially in grades one to three, must be flexible and not confined to the idea of following a subject-based timetable and fixed blocks or periods of time.**

For example, a teacher might decide to integrate Language (both First and Second Language), Arts and Mathematics with the Environmental Studies topic of Healthy Food and Eating Habits (Health, Safety and Nutrition). Over the week s/he might plan for the learners to discuss the necessity of correctly storing and preparing food, have the learners write a procedure for correct storage and read each other's work. The class might also discuss the shapes of food and how best to store them using appropriate containers (First Language). The teacher might plan to teach a song about food and have the learners paint posters showing how to prepare food (First Language and Arts). S/he might read a poem in their Second Language about getting sick from eating food that was not prepared correctly, and help the learners design a role-play based on it (Second Language and Drama). S/he might have the learners describe foods using terminology such

as edges, corners, and faces, etc (Mathematics), all the while exploring different types of food produced in Namibia (Environmental Studies).

This kind of work might not fit exactly into the usual timetable. Mathematics might be covered during Language as shapes of food would naturally be discussed while describing different foods using mathematical language. Consequently the language lesson might 'run into' the time allocated for Mathematics on the time table. Drama, Music and Visual Art might be part of the First or Second Language lesson instead of separate lessons on their own. The timetable should be flexible to accommodate this.

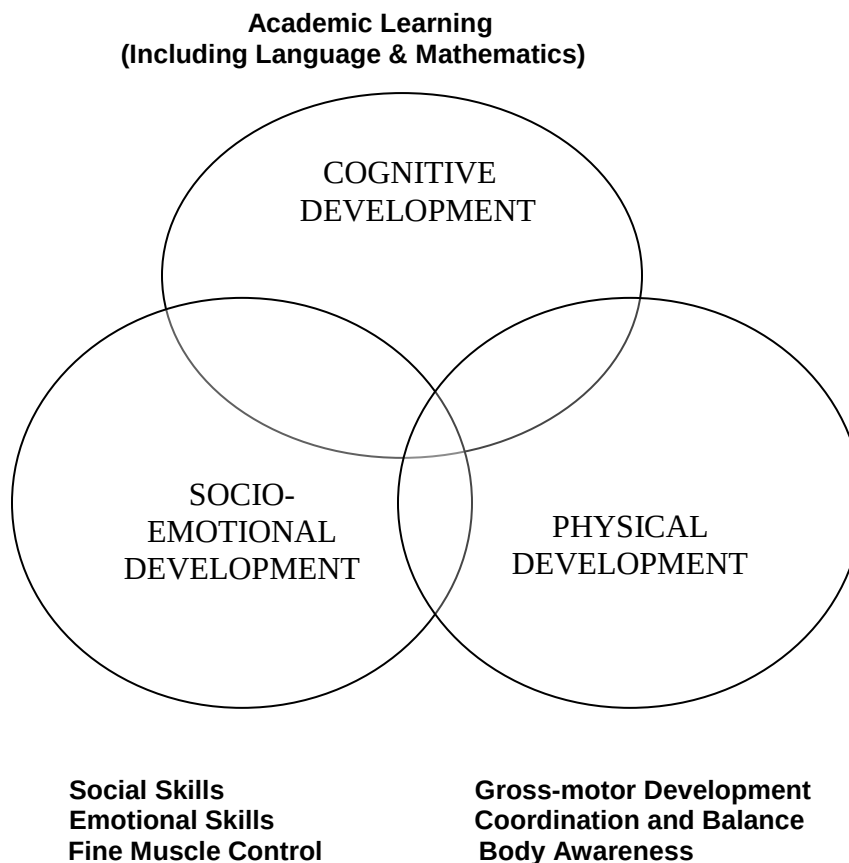
Note that the other subjects (in this case RME and PE) are still taught during this week for the allocated amount of time.

2. WHY INTEGRATE?



Taking a holistic approach means educating a child as a whole, and taking all the areas of development into consideration. It seeks to engage all aspects of the child's physical, emotional, cognitive, social and language development in an integrated way. This approach is all about balance and teachers should take this into consideration when planning teaching and learning

What Are the Development Domains?



Using an integrated approach to planning and teaching is holistic as it seeks to engage all of the development domains. It is especially important in the early grades to develop all of the domains and teachers should be careful to include elements of each in their planning and teaching.

What Are the Advantages of Integration?

If it is implemented meaningfully, integrated planning and teaching benefits both teachers and learners in many different ways:

It is learner-centred: Choosing meaningful connections among subject areas helps learners build on their diverse prior knowledge and experiences of a subject. It supports their holistic view of the world and ensures more meaningful learning.

It reflects the real world: When teaching is organised in an integrated or holistic way, it is a better reflection of the real world and the way children learn at home and in the community. It puts learning in context and allows learners see the big picture and makes it easier to learn and remember information.

It unifies learning: Curriculum integration enables learners to develop a unified view of the curriculum and to broaden the context of their learning beyond single subject areas. It also allows for a transfer of learning from one area to another.

It matches the way that learners think: Brain research supports the theory that younger learners take in many things and process and organise them at one time. Teaching ideas holistically, rather than in fragmented pieces, better reflects how young learners' brains process information.

It allows for flexibility: Through curriculum integration, teachers can plan for the development of key skills and understandings that transcend individual strands and subjects. They can also work with a variety of sources of information.

It allows for differentiation: Teachers can differentiate their teaching for learners with individual or specific needs. It also allows for individualised assessment.

It helps with time management: integration helps teachers to use their time more efficiently and fit all the different aspects of the curriculum subjects into their busy day and full timetable. It also allows them to plan for and include other cross-curricular areas of learning in their teaching.

3. HOW TO INTEGRATE



Step One: Broad Planning (long-term/year plans)

Planning is vital to successful integration. It is important to have a long-term or year plan in place so that all the competencies in the curriculum are covered.

In Section 2 of this manual there is an example of a long-term (yearly) plan that includes all of the competencies and topics of each subject spanning the three terms of the school year. There are 11 or 12 weeks' work in each term (based on a minimum of 36 working weeks in each year, varying from year to year).

The long-term plans do not need to be very detailed or specific. Their function is to incorporate the main areas into a time frame so that teachers don't discover in November that they have left important areas. Teachers need to have a long-term, overarching plan for the year so that parts of the curriculum are not omitted.

Progression is very important. The order in which the components of the subjects are taught needs to be logical and sequential. This is not the case for all areas of the subjects. For example it might not really matter if one song is taught before another but it is not advisable to teach the number 8 before the number 4 has been taught. Subject components like handwriting, phonics and number concept development need to be taught in a planned, sequential manner.

Step Two: Finding the Centre

The next step in integrated planning is to choose the central themes or topics. A theme or topic could be the basis for lessons of one, two or three weeks' duration. In the Namibian curriculum the themes and topics in the Environmental Studies syllabus are probably most suited to this. In section 2 of this manual there are more details on how a year's work can be planned using the Environmental Studies themes as the central integration topics.

This does not mean these themes have to be used in the exact order or form in which they are presented in the curriculum. Teachers might decide to explore the topic of 'Traffic Safety' in January as many learners are riding their bikes to school or walking to school after the summer holidays and need to consolidate their skills and knowledge about being safe on roads. (changed for G3)

Step Three: Specific Planning (Schemes)

Once teachers have their long-term plan in place, and they have selected their topic for a week or two weeks' work, they now need the specific details. This will probably involve a brainstorming session to decide on the different learning areas

connected to the chosen theme. A 'mind map' can be a useful brainstorming tool.

This planning, along with the year plans (long-term overview), can be used to develop a scheme of work.

Not all subject areas will fit naturally within the integration topic, and should not be forced to fit in an unnatural manner. These subjects should be planned for and taught separately.

Section 2 of the manual includes schemes of work based on the long-term plans. There are between 6 and 8 topics for each term and each topic is planned to be taught over 1 or 2 weeks. These can be adjusted to suit the individual needs of the teacher and the school with regards to teaching contact time, timetabling and internal policies. The schemes included here are more detailed than year plans and give an outline of what will be taught in each subject.

Step Four: Even More Specific Planning (Lesson Plans)

Each scheme of work will form the basis of teachers' weekly or daily lesson plans. These are teachers' specific and personal plans. Many teachers could (and indeed should) plan together and use the same scheme of work but they should not use other teachers' lesson plans, as these need to be more individual and specific to a certain class and teacher. The lesson plans should contain specific reference to the resources that will be used, references to the specific page in the text book that the teacher will use and activities for learning support, homework or differentiation. These plans should also include the strategies and methodologies the teacher plans to use, (e.g. group work, shared reading, Think/Pair/Share, exploring concrete materials, active learning, etc.)

Lesson plans can be organised by day or by subject and can be done daily or weekly. This manual recommends using a two-part lesson plan: the first part contains a short weekly overview to outline the main content and weekly objectives/competencies and the second part contains daily lesson plans written in preparation for each day, containing the details of the lessons to be taught. The examples in Section 2 are in this format.

Lesson plans should be written no more than a week in advance as the learning and needs of the class are constantly changing and developing. Through observation and assessment teachers should be continually changing and adjusting their plans and preparing lesson plans too far in advance does not allow for these adjustments.

In Section 2 there is a sample lesson plan intended to help teachers to structure their personal lesson plans.

Step Five: Materials and Resources

Once the lesson plan for the day/week is ready, teachers need to gather or prepare the necessary materials or resources. They might need to make sight word flash cards or find (or write) a suitable first language story to connect with the topic. They might need to develop a challenging worksheet for more able learners or plan group work that will allow some time to help a group of less able learners.

Step Six: Implementation

Now it is time to 'just do it!' and implement the plan. Teachers now 'teach' what they have planned, all the time observing, assessing and adjusting their teaching and planning accordingly.

The scheme of work is the basis for the daily/weekly lesson plans, but what happens in the class from day to day will affect even the best-laid plans. Plans are just that: an intention. The strategies used the ability of the learners and other factors outside of the control of the teacher (weather, celebrations and sickness) can affect the success of a lesson and, consequently, the lessons that follow. Teacher observation will mean constant adjustment to the plans.

4. EVALUATION AND ASSESSMENT



There are many different types of evaluation and assessment used in any classroom on a daily basis. Teachers reflect on, and evaluate their own planning and teaching (**self-evaluation**.) All assessment at the lower primary level is informal so teachers assess the progress of their learners through continual observation (**informal assessment**) as well as creating opportunities for more concrete assessment of their lesson objectives (**formal assessment**.) All these types of assessment can be recorded in some way, (e.g. record forms, assessment sheets, teacher's notes, etc).

Self-evaluation

Good teachers regularly spend time evaluating their teaching. Genuine self-evaluation is a valuable skill and a beneficial practice in all areas of life. In the classroom it helps teachers to confirm the strength of their practice and, where necessary, indicate areas for improvement. It supports their professional development, and helps them to be confident teachers. Reflective Teaching Practice is recommended to all teachers.

Reflective Teaching Practice is a process of recalling, considering and evaluating experiences in the classroom. It requires thinking about how the lesson, or the day, went and analysing it. Teachers need to look at their objectives and outcomes, their successes and failures. It is also important to think of the reasons why the lesson was successful or unsuccessful.

During reflection teachers must ask themselves questions such as, 'Did I succeed in my lesson objectives?' or 'Did most of the learners achieve the competency I was aiming for?' and 'Why or why not?' If they feel they are not succeeding in these objectives they need to ask themselves question like, 'What other strategy or approach could I use?' or 'Am I moving too fast?' or 'Do I need to revise/re-teach basic skills before I can continue?' When a problem or difficulty arises they need to ask questions such as, 'How could I have handled that better?' or 'Could better planning or organisation have helped to avoid that problem arising?'

Teachers should record these self-evaluations and the answers to the questions as part of the section on *Reflections* at the end of their lesson plans. These self-evaluations and the answers to the questions should be used in lesson planning for the following day.

The most important thing is that the answers to these questions should inform future planning and teaching. Self-evaluation is only useful if teachers use it to try to improve and learn from mistakes.

Continuous Assessment (informal /formal)

Assessment is an on-going, continuous process of monitoring teaching and learning in order to determine what the learners are able to do, in which areas they need to improve and whether the learning objectives have been met. It is a tool that measures learners' knowledge and skills and shows where learners have weaknesses and strengths.

Assessment is also important in order to give feedback to the parents and is used to vary teaching methods to ensure that every learner has the best opportunity to achieve the competencies in the syllabus. It is, therefore, closely linked to teachers' self-evaluation of their teaching and the methodologies used.

The two types of assessment used in Junior Primary are **Informal Continuous Assessment** and **Formal Continuous Assessment**. The purpose of both of these types of assessment is to help teachers improve their teaching and provide for a better learning experience for the learner.

The focus should be seen as Assessment **For** Learning (AfL) rather than Assessment **Of** Learning (AoL), which is more common in the upper grades.

Informal Assessment is based on observation, and is carried out as teachers observe all the learners during the course of all lessons or activities. Teachers will notice who is paying attention and who is not, who is able to work independently and who struggles when working on their own. By asking questions, they will determine who has understood and who has not. By monitoring a written activity they can note who can complete the task successfully and who cannot. By watching how the learners move or interact with each other, they will be able to discern learners' physical or social skills. The learners' participation, involvement and contributions to group work are also observed.

Teachers will continually make small adjustments to their planning and teaching based on these observations, (e.g. repeat a sentence or remind learners of a topic discussed earlier). Sometimes these observations might lead to large adjustments, (e.g. re-teaching an area in which many learners are having difficulty).

Teachers will often make a written note of an observation, (e.g. that a particular child or group cannot complete a type of sum or are having problem with a particular phonic) to remind themselves to revise this area or adjust their plans at a later date. These notes can contribute to the written assessments required.

Formal Assessment is usually planned and generally has a specific purpose in mind. It is also typically used by teachers to assess the whole class to see if a competency has been mastered. Teachers might plan an oral quiz, (e.g. to see who can read all the sight words learned) or a test, (e.g. to find out who can add numbers with totals up ten). They might also give the class an activity, (e.g. colour and label a picture)

and use it as an assessment of a particular skill, (e.g. their ability write certain letters or remember vocabulary).

Although this type of assessment is more formal than observation, it should not be seen as 'testing' or conducted in a strict or controlled way. The learners do not even need to be informed of the assessment.

The results of this type of assessment are recorded and used by the teacher when completing report cards, record books or learner profiles.

Again, it is vital to remember that teachers should never assess for the sake of assessing. The purpose of assessment is not to fill in record books or assign grades. The most important factor in assessment is what teachers do with the results. They must use these results to improve their teaching and help learners overcome their challenges.

5. LEARNING SUPPORT & MULTI GRADE CLASSES



Learning support (or compensatory teaching or inclusive teaching) is an essential element of teaching whereby teachers plan and teach in a way that ensures that all learners progress and achieve according to their abilities.

Teachers aim to support the learning of the more able learners by challenging them to deepen their knowledge and skills. This can be done by providing extension activities that encourage the learner to develop more advanced skills and knowledge, (e.g. an extra worksheet that adds to the basic vocabulary learned in a lesson or a Mathematics exercise that involves independent problem solving.)

Teachers must also support the learning of the less able learners who are having difficulties with achieving the competencies. This can be one of the most challenging aspects of teaching. Teachers must observe and analyse learners' progress in order to recognise areas in which they are struggling and are often required to diagnose why a learner is having difficulty. They must then develop compensatory or additional activities to help learners overcome their difficulties. This may include revising an area or competency with a small group or re-teaching a skill using a different methodology.

Integrated planning and teaching are useful tools in assisting teachers to provide learning support for their learners.

Multi-grade classes are those where teachers have more than one grade level to plan for and to teach. Combining grade levels occurs for several different reasons, most commonly because of the small numbers of learners within the school (teacher: learner ratio).

Integrated planning and teaching is also useful in providing for these classes. In order to support teachers of multi-grade classes a separate, accompanying and complementary manual, entitled "*Integrated Planning and the Multi-Grade Class*" is available. This manual provides additional information and practical examples and is designed to be used with the *Integrated Planning Manual* for the relevant grades.

SECTION 2: Planning

1. Long Term / Year Plans



Introduction to Long-term Plans

Planning is vital to successful integration. It is important for teachers to have a long-term or year plan in place before the year begins so they can 'pace' themselves, aim to cover all the competencies and insure that parts of the curriculum are not omitted.

The purpose of a year plan or long-term plan is to briefly outline the topics and areas that will be covered over the year and link them to the competencies in the curriculum.

The year plan is divided into three parts, one section for each term, and there is 12 weeks' work in each term, based on a minimum of 36 weeks in each year (which varies from year to year).

In this integrated year plan, the topics and areas covered in all the different subjects are connected to the central themes of the Environmental Studies curriculum.

The plan is divided into 7 columns, each having a subject area, and the main topics (or content areas) are listed along with the primary objectives and competencies for that subject. These come from the curriculum.

Sometimes a competency might be listed in more than one term, as it is a fundamental skill that will need continuous work throughout the year. Sometimes competencies are not introduced until the 2nd or 3rd term to ensure the plan has focus and the teacher is not attempting to do too much at once.

Environmental Studies	First Language (L1)	Second Language (L2)	Mathematics	Arts	RME	Phys Ed.
THEME: Social Environment Families and communities The role of the family members, Information about school, Public services providers Weather, season and the environment Summer-weather changes Family culture, national culture, historical events and people Traditions of different cultures. Coat of Arms, National Anthem. Religious/non-religious holidays, Functions of different leaders. Infrastructure (Buildings) Traditional and modern houses. Functions of different rooms. Infrastructure (Transport) Types of transport in the community Infrastructure (Communication) Types of communication and their purpose. Different road signs. Emergency numbers. Trading, Earning, Spending and Saving Regional Occupations. Need and saving money. Weather, season and the environment Autumn-weather changes	Listening and Responding Stories; instructions, messages, announcements and information, draw, mime and role play stories, Speaking and Communicating Fluent, Confident and Imaginative Communication; pronunciation, rhymes, and songs, simple directions, telling a procedure, questions & answers Reading and Viewing: <u>Phonological Awareness:</u> syllables, delete & replace, substitute rhyming words, short & long vowel sounds; beginning, middle and end sounds, <u>Features of Print:</u> from left-to-right, top-to-bottom, correct handling of books, <u>Phonics:</u> letter names and sounds, 2-letter blends, sight words, <u>Decoding strategies:</u> stories from pictures books, prediction skills, unfamiliar words, <u>Comprehension Strategies:</u> titles, headings and pictures to predict stories, <u>Comprehension:</u> Retelling & role-playing, sequence pictures, Answer literal & higher-order questions, <u>Reading Silently and Aloud:</u> prepared & unprepared, <u>Literature:</u> story structure Writing: <u>Handwriting:</u> rhythm and speed, correct formation, size, spacing <u>Forms of Writing:</u> dictation, creative stories, personal experience, procedures, interview questions, cards and invitations, <u>Process to Improve Writing:</u> Produce neat and legible written work Language Structure, Grammar and Language Use: Capitals and Punctuation; Tenses: Simple Present and Simple Past, Present Continuous, Future; Sentence Construction; Conventions and Rules; Word Study; Spelling Strategies(see comp. in the syllabus)	Listening and Responding Listening to stories, rhymes & poems; Instruction, courtesies & greetings; vocabulary in context Speaking and Communicating <u>Pronunciation and Expression:</u> Words & phrases; rhymes & songs; role play instructions, commands & instructions; use new words Reading and Viewing: <u>Incidental reading:</u> handle books with care, <u>Phonological awareness:</u> clap & count; delete & replace; short & long vowel; beginning, middle & end sound <u>Phonics:</u> familiar blend; diagraphs, diphthongs <u>Reading for understanding:</u> prepared and unprepared, simple & higher order questions Writing: <u>Handwriting:</u> copy words, correct pattern, formation & spacing, <u>creative writing:</u> cartoons, stories, & articles Language Structure, Grammar and Language Use: <u>Capitals/punctuation:</u> question marks, comma, exclamation <u>Parts of speech:</u> common nouns, pronouns, possessive, adjectives <u>Tenses:</u> present continuous, simple past, <u>sentence construction:</u> statements and questions, yes/no, who, when, what, <u>word study:</u> segment words, add 's', irregular verb, <u>Spelling:</u> sound out words, visual memory, spelling rules	NCD: Orientation 1-500 Subtising: 25; number names 1-20; decompose using ten frame, doubling 1-100, halving with & without a remainder; Fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{1}{4}$, $\frac{3}{4}$; Place values; round off to the nearest 10; odd & even numbers; number bonds (friends of 10); order number 1-500; ordinal numbers .1 st – 25 th Problem Solving & Computation : 1-100 Short stories to addition & subtraction. Ph 1 & 2 add, decades, ph 4 -5 add, Ph 1 subtraction., 2 digits-decades; phase 3 -4 subtraction; Revision Measurement: <u>Length:</u> vocab. , non-standard unit; standard units of cm & m; draw straight lines <u>Time:</u> Days of the week <u>Mass:</u> correct vocab. Capacity: correct vocab; order & compare <u>Area:</u> Compare area <u>Time:</u> Days of the week; months of the year calendar, time line <u>Money:</u> Coins and note N\$10, N\$20 & N\$50 Geometry: revise 2D shapes; sort out shapes; 2D & 3D using geometric properties; right angles; Draw & make shapes, create patterns; identify, name 2D & 3D Data Handling: collect, organise, display, interpret & analyse data	Visual Arts: Lines, show 7 draw, models and texture; patterns; mix colours; create non-geometrical shapes Music: Seasonal & Cultural songs; loud & soft sections; improvise a melody; songs in English & mother tongue Dance: Roll & walk, play; combine movements; traditional dances, rehearse dance techniques; put right hand to the left knee; balancing using body parts; coordinating arms and feet; walk using sequences of directions Drama: Dramatize and role-play seasonal events, mine traditional stories, wear traditional clothes, beginning, middle and end of the drama; drama techniques; show awareness of audience	Theme: Belonging The community as a resource- Adam & Eve, religious ceremonies, e.g. weddings, funerals; roles in a worshipping community, e.g. preaching, cleaning, teaching Sp.9 Theme: Phase of life Compare responsibilities, e. g. a story of Jesus in temple, Sp.9; growing up Mary Joseph & Jesus, Sp. 9; grow up, traditional rituals, confirmation Jewish Bar, Sp. 9 Theme: The scared Texts, music, arts; Torah & Quran; Draw religious symbols, Judaism, Islam, Christianity Sp. 11	Theme: Physical fitness; Athletic; Activities: Imitative activities : The <u>fielder</u> -run, bend, down, pick up, <u>The Sprinter</u> ; The foot, the fielder sp. 8-9, muscular strength and endurance, abdomen, Sp.5, Back, shoulder and arms Sp. 10; leg, frog jump Sp.9; Running activities Sp. 35; grab and follow the leader Sp. 36; word play & robot game Sp. 36; Hoop jump & jumping over the rope, Sp. 36; pattern jumps, jump & running skills, Sp. 38 Games: the boxer, sprinter and the bicycling, Sp.50, baking a cake, Sp.51; odd man out Sp. 51; free tag Sp. 52; all in tag, Sp. 52; Amagus; Competition-relay in groups, Sp. 40; London Bridge is falling down

Long-term/Year Plan - Grade 3 TERM 2 (Weeks 12 – 23 / May - August)

Environmental Studies	First Language (L1)	Second Language (L2)	Mathematics	Arts	RME	Phys Ed.
Theme: Health, Safety & Nutrition Healthy and safe lifestyle: Infectious diseases signs and symptoms. HIV/AIDS Parts of the body, changes, emotions and senses: Private and non private body parts. Internal organs and functions. Parts of the body, changes, emotions and senses: Controlling emotions Weather, season and the environment: winter changes Friendship: Attributes of good friendship Taking care in potentially dangerous situations: Safety measures Uncomfortable and dangerous situations Healthy food and eating habits: Food storage and preparation, Gathered and produced food Traffic safety: Road safety and rules for cyclists	Listening and Responding Attentive Listening and Appropriate Responding: Speaking and Communicating Fluent, Confident and Imaginative Communication: Purposes of Language: Reading and Viewing Phonological Awareness and Articulation: Features of Print Phonics; Decoding Strategies Comprehension; Reading Silently and Aloud; Response to Literature Writing: Handwriting; Forms of Writing; Process to Improve Writing Language Structure, Grammar and Language Use: Capitals and Punctuation; Parts of Speech Tenses: Sentence Construction, Conventions and Rules Simple Present and Simple Past Present Continuous; Future; Sentence Construction; Conventions and Rules; Word Study Spelling Strategies; Application of Spelling Rules	Listening and Responding Listening to stories, rhymes & poems; Instruction, courtesies & greetings; Listening to stories, rhymes & poems; Instruction, courtesies & greetings Speaking and Communicating Pronunciations & expression: Pronounce words and phrases, Rhymes & songs; instructions, greetings & commands; use new words, Reading and Viewing <u>Incidental:</u> handle books with care; <u>Phonological awareness:</u> clap & count; delete & replace; short & long vowel; beginning, middle & end sound ; blend & split onset & rimes; <u>Phonics:</u> familiar blends, diagraphs, diphthongs, <u>Reading for understanding:</u> prepared & unprepared text, simple and higher-order, information from books Writing: Handwriting: correct spacing & formation letters, <u>Creative writing:</u> cartoons, stories, & articles; prepared & unprepared paragraphs, list of new vocabulary Language Structure, Grammar and Language Use: <u>Capitals/punctuation:</u> question marks, comma, exclamation <u>Parts of speech:</u> common & proper nouns, pronouns, possessive, adjectives <u>Tenses:</u> present continuous, simple past, verb agreement, <u>Sentence construction:</u> statements and questions, yes/no, who, when, what, why, how, <u>Word study:</u> segment words, add 's', irregular verb, <u>Spelling:</u> sound out words, visual memory, spelling rules	NCD: Orientation 1-500 Subtising: Different arrangement; Place values; decomposition 500; Fraction: parts of a whole, $\frac{1}{2}$, $\frac{1}{3}$ & $\frac{1}{4}$; Halve- 1-100 & Double – 1-50 ; Ascending & descending -1-500; Decomposition & Place values 1-500; Rounding off to the nearest 10 ; Number pattern 1-500; Problem Solving & Computation : 1-500 Phase 1: multiple of 100 + 2 digits, phase 2: 3 digits; multi – step, short stories to solve addition & subtraction problems Measurement: <u>Length:</u> Draw a straight line; Accuracy lengths, widths & heights (cm, m) <u>Capacity:</u> vocab., standard unit l & ml, pictures & patterns with shapes; Properties of basic 2D shapes <u>Time:</u> Time in hours, half & quarter of an hour; Days of the week, Months of the year; Time & minutes on a clock, use time line <u>Area:</u> Area of different shapes <u>Mass:</u> Order & compare; Standard unit (g, kg) <u>Money:</u> Coins & notes to 100, their values and relevant properties Geometry: Revise sort & classify 2D & 3D, create models; angles in objects Data Handling: Collect, organise, analyse & interpret data from tables, display data on a bar graph	Visual Arts: Social skills Sp.11; Expressions; Safe practice; personal & social skills; Road safety signs; Mix colours Music: Long & Short sounds Sp. 17; Body percussion; Body sounds & instruments; Faster & slower tempo; Differences between beat & rhythm; Rhythmic pattern using percussion Dance & Drama: Rehearsal techniques, perform drama; Dramatise using puppets; Mime abstract ideas: wind, storm; Play character in different situations; Voice techniques; traditional songs; Voice characteristic & movement	Theme: Children's right & responsibilities: Rights to say no; positive & negative touching Theme: Social Skills Democracy: Decision making; Breaking rules Theme: Personal values: Friends, Good friendship; Bad friendship; Story, of Mary and Martha	Themes: Athletics; Activities: Throwing activities, Sp. 39; Theme: Sport skills Activities: Role the ball, forwards with both hands; Dribble objects using hands & feet; Throw objects ; Bounce the ball; Three against one Sp. 48; keep the ball in the air Theme: Gymnastics Activities: Locomotors movement; Feet & hands; Body parts; Straddle sitting, Sp. 21-22 Games: Traditional games; cat and mouse; Free tags Sp.52; Baking a cake, Three against one
Theme: The Natural Environment Plants as living things Effects of light and water on the growth of a plant. Flowering plants, Plants as medicine – poisonous and non poisonous						

Environmental Studies	First Language (L1)	Second Language (L2)	Mathematics	Arts	RME	Phys Ed.
Weather, season and the environment Spring changes Animals as living things Animal conservation, metamorphosis of a butterfly. Animals as living things Physical features, feeding habits, food chain, appearance. Water – its uses, conservation and pollution Traditional and modern purification. Sources of water. Water pollution Caring for the environment Cleaning and caring Properties and uses of materials Heating and cooling Weather, season and the environment The effects of seasons The earth, the moon, our solar system and the universe Features of the sky and seasons. Forces, motion and energy Energy-savings and benefits. Effects of gravity	Listening and Responding: <u>Listening and Appropriate Responding:</u> instructions, messages, announcements & information, mime & role play stories, retell stories: Speaking and Communicating: <u>Fluent, Confident and Imaginative Communication:</u> courtesy expression, <u>Purposes of Language:</u> prepared & unprepared stories; poems and simple dialogues; personal experiences & new events; procedures; interview questions; opinions; <u>Planning & presenting information:</u> prepare & present presentations: Reading and Viewing: Phonological Awareness: long & short vowels; blend & split syllables; <u>Features of Print:</u> handling of books; <u>Phonics:</u> 2 & 3- letter blend; consonant & vowel diagraphs; trigraphs, quadragraphs; diphthongs; sight words, <u>decoding strategies:</u> <u>comprehension strategies:</u> pictures to predict information; <u>comprehension:</u> retell & role play to show understanding; answer literal & higher order questions; <u>Reading Silently and Aloud:</u> fictional texts; informational texts; prepared & unprepared text <u>Response to Literature:</u> characters, settings & plots; structure of the story, Writing: <u>Handwriting:</u> 5 lines of words, letter formation, spacing and rhythm; <u>Creative writing:</u> stories, cartoons & articles, Language Structure, Grammar and Language Use: Capitals and Punctuation; Parts of Speech, <u>Tenses:</u> Sentence Construction, Simple Present and Simple Past Present Continuous; Future; Sentence Construction; Conventions and Rules; Word Study Spelling Strategies (see competencies in the syllabus)	Listening and Responding Listening to stories, rhymes & poems; Instruction, courtesies & greetings; Listening to stories, rhymes & poems; Instruction, courtesies & greetings Speaking and Communicating <u>Pronunciations & expression:</u> Pronounce words and phrases, Rhymes & songs; instructions, greetings & commands; new words Reading and Viewing <u>Incidental:</u> handle books with care; <u>phonological awareness:</u> clap & count; delete & replace; short & long vowel; beginning, middle & end sound ; blend & split onset & rimes; <u>Phonics:</u> familiar blends, diagraphs, diphthongs, <u>Reading for understanding:</u> prepared & unprepared text 50 words, simple and higher-order, information from books Writing: Handwriting: correct spacing & formation letters, <u>creative writing:</u> cartoons, stories, & articles; prepared & unprepared paragraphs, list of new vocabulary Language Structure, Grammar and Language Use: <u>Capitals/punctuation:</u> question marks, comma, exclamation <u>Parts of speech:</u> common & proper nouns, pronouns, possessive, adjectives <u>Tenses:</u> irregular verbs present continuous, simple past, verb agreement <u>sentence construction:</u> statements and questions, yes/no, who, when, what, why, how, <u>word study:</u> segment words, add 's', irregular verb, <u>Spelling:</u> sound out words, visual memory, spelling rules	NCD: Orientation 1-1000; Place values 1-999 ; Round off to the nearest 10, Odd & even numbers; doubling (1-250); Halving (1-500) of odd & even numbers; decomposition 1-999 Problem Solving & Computation Addition, subtraction multiplication 50-99, times 2, 3, 4, or 5, and division by 2, 3, 4, 5, and 10 Short stories to solve Addition & subtraction problems; Measurements: <u>Mass:</u> estimate, measure & compare weights <u>Length:</u> Draw a straight line in given cm & m, widths and heights and record <u>Capacity:</u> Vocab., measure everyday object; measure and record capacity using abbreviation l and ml <u>Time:</u> Use a calendar to obtain specific information; revise use of calendar <u>Area:</u> Relate area to a surface within a boarder <u>Money:</u> Demonstrate buying & selling, work out changes up to N\$20; express cents in dollars Geometry: Tables based on insects/ birds/wild animals; Location, position & movement of objects; locate & describe objects from various directions; create models using papers & recycled; right angles Data Handling: collect, organize, interpret and display	Visual Arts: Models of Animals & peoples Spaces between shapes; Thick & thin paints; show expression Sp. 12; memory and imagination; Social skills Sp. 11; mixed media Sp. 15; Music: Body clapping & instruments Body percussions instruments, improvise melody; beat & rhythm; fast & slow section; Challenging songs using Namibian language & English; Play instrument; long and short sounds Dance & Drama: Flow and sustained movements Contrasting movement by putting right hands to left knee; use sequence of directions and movements; move freely to music focusing on different parts of the body; Drama activities & effects Sp. 25; Exaggerate common gestures and spatial awareness; combine speeds when moving; perform drama to audience	Theme: Religion and Environment: Trees in religious traditions Theme: Festivals: African traditions and religion ; Trees in religious traditions Sp. 13; Arrest & condemnation of Jesus; traditional ceremony or festivals; Dramatize crucifixion of Jesus Topic of own	Theme: Gymnastic Activities: Balancing Activities with partners, Sp. 27-28; flexibility activities, Ankle, knee Sp. 11 Theme: Physical Fitness Activities: Muscular strength and endurance Sp. 10; flexibility activities, spinal column Sp. 12-14 Theme: Games in limited space Activities: imitation The boxer, the printer and the bicycling Sp. 50 Games: Running Activities Sp. 36; run activities, overtake a partner Sp. 35 ; Hopscotch; three against one Sp.48; competition , corner relay.; traditional games

2. Schemes of Work

Introduction to 'Schemes of Work' for Grade 3



The Schemes of Work for Grade 3 are based on 36 weeks in a school year (which is the minimum number of weeks in school.) The year is also divided into 3 terms:

Term 1 (called weeks 1-12) has 6 topics of integration

Term 2 (called weeks 13-24) has 8 topics of integration

Term 3 (called weeks 25-36) has 6 topics of integration.

Since most schools spend up to 40 weeks in school, the schemes should be adjusted and extended to suit the individual needs of the teacher/school/region. The amount of time spent on each topic will vary from class to class, but will usually be between 1 and 3 weeks.

The order of topics is not rigid and teachers can decide to change the order of the topics. For example if a teacher wanted to cover the topic of 'Forces, Motion and Energy' earlier in the year s/he could do so by swapping it with another topic in Term 1, (e.g. change it with the topic 'Earning, Saving and Commercial Activities') but s/he would need to adjust the content of the scheme accordingly. Some of the content would not be affected by being taught earlier in the year (the stories, vocabulary, songs, etc) but other progression-based content would (Mathematics, phonics, PE, sight words, etc). The teacher would need to carefully review the content and adjust it to suit the needs and abilities of their class at that time. For more details please refer to the Lower Primary Curriculum pg. 91-92.

The details of the schemes may need to be adjusted depending on the availability of resources, materials and text books. If teachers have chosen to use workbooks or have a class set of readers available to them, they can add them to the schemes of work, adjust the schemes of work to include it, or simply use it along with the schemes of work. In some cases, following the scheme of work will mean that text books or readers are not used in a strictly sequential manner. Stories and activities can be taken from text books to provide or supplement the content in the schemes.

Some examples of stories, poems, songs and games are mentioned in the schemes. These are just examples that link to the integration topic (and they are included in Section 3, under *Resources*). Teachers are encouraged to use their own stories, poems, songs and games collected from various sources. Some teaching methodologies and strategies are also mentioned. Again these should be treated as suggestions. These are briefly outlined in Section 3, under *Terminology and Glossary*.

Overall, the content of the Schemes of Work should be flexible. Teachers can design their own Schemes of Work or add to and adapt the schemes in this manual to suit their own needs.

Environmental Studies

All integration topics are chosen from the Environmental Studies syllabus and content for the other 6 subjects is integrated and linked to this where possible. Each of these integration topics comes from one of the three Environmental Studies themes: The Social Environment, Health, Safety and Nutrition, and the Natural Environment.

Environmental Studies also has its own subject content to be taught and ideas for exploration and investigation. When teaching the *subject* of Environmental Studies, the integration *topic* is looked at from a scientific and factual point of view.

Languages: Mother Tongue or First Language (L1) Second Language (L2)

The development of language and literacy is central to Lower Primary education. In Grade 3 the medium of instruction should be mother tongue so that learners can continue to develop fundamental concepts in a language they understand. They are also learning a second language, and, although the focus is primarily oral, this second language can also be used to practise the reading and writing skills learned in their first language.

Listening and Responding, Speaking and Communicating, Reading and Viewing, and Writing are the four skill areas in Language but these have many components. For example, the first two skills need vocabulary and language structures. In learning to read and write learners must, among other things, continue to develop phonological awareness, an understanding of phonics, learn to recognise commonly used words and learn about and practise letter formation.

The content taught in both languages will, as far as possible, be closely connected to the topic of integration. The teacher should try to choose stories, poems and songs that are linked to the topic. Of course this is not always possible (especially some of the nursery rhymes and nonsense poems used in the early grades) but these can still be taught.

Teachers should also discuss the topics in a learner-centred way and teach vocabulary and phrases to aid this. As with other subjects, some areas of language teaching will need a particular progression, regardless of the topic, (e.g. phonics and handwriting). This could be linked to a text book or teaching programme.

Over all, the progression of phonics and handwriting will have to take into consideration school policies or published schemes/programmes. For example, if the school is using THRASS (*Teaching Handwriting, Reading and Spelling Skills*); teachers will have a different system and order for teaching phonics and handwriting. If a teacher is using a handwriting workbook, (e.g. Pollination's publication, *Handwriting in Namibia* or Out of Africa's publication, *Handwriting Grade 3*) the scheme will have to be adjusted.

For those not using a specific programme, the details contained in the scheme suggest a phonics progression (order of introducing letters and letter sounds). Handwriting progression is closely linked to phonics. In grade 1, learning to write the letters (tracing and copying etc.) is introduced at the same time as the name of the letter is learned and the letter sound(s) are studied in phonics. Grade 2 consolidates the formation of these letters. This can continue in Grade 3 but handwriting lessons at this level are more about practising skills learned to develop speed, fluency and accuracy.

The suggested sight words are based on the Dolch list and introduce words according to frequency, although the teacher may choose to introduce them in a different order. The entire list for grades 1-3 (and the suggested number to teach each year) is included in Section 3 of the manual.

First Language (L1) is subdivided into three sections:

1. Listening and Responding covers the oral content of the lesson, particularly vocabulary, so this section outlines possible oral activities connected to the integration topic. It is still very important in Grade 3 to spend time on oral activities, (e.g. discussions, oral language activities and listening games) particularly before asking learners to read and write. Learners should be showing their *understanding* by listening and responding appropriately.

2. Speaking and Communicating has more to do with using *correct* language conventions and structures, (e.g. accurate grammar, pronunciation and word order, etc).

At this stage, learners move from 'daily news' to giving informal and formal talks. This is a valuable learner-centred tool for integrating all of the language skills and useful in practising correct language structure.

3. Reading and Viewing in Grade 3 continues to emphasise *comprehension*. Learners still learn 'sight words' and phonics but at this stage, there is greater attention given to reading for a purpose, (e.g. for leisure, to find information, etc).

Phonological awareness is still very important and, although a speaking and listening activity, is essential for early success in reading.

4. Writing in Grade 3, concentrates on fluency, speed and accuracy of handwriting as previously mentioned. It also further develops learners' creative writing skills. Different content for a grammar or Language Structure lesson is also suggested with each scheme.

Second Language (L2) is divided into two sections;

1. Listening, Speaking and Understanding is still the primary focus for most of Grade 3 but there is growing attention given to the skills of reading and viewing, and writing.

Phonics is also included in this section and is primarily concerned with the oral aspects of listening to and pronouncing sounds, although, at this stage, the application of phonics in

reading becomes important. Learning phonics should still be explored in a fun, casual way. Suggested vocabulary or phrases are also included in the schemes.

The use of the 'daily news' can be utilised in L2 also but at a much more basic level than would be expected in L1.

2. Reading and Writing is becoming more of a priority in learning a second language in Grade 3. Writing and reading skills learned in L1 could be practised in a L2 lesson where appropriate. Phonics and sight words can also be introduced, although initially at a much slower pace than in L1.

Mathematics

Mathematics and numeracy is another key skill to explore and develop in the Lower Primary Phase. However it is not always suited to integration. Sometimes the content of a problem can be linked or an element of data handling or measurement might fit with the topic. Integration should not be forced. Mathematics should be taught in a logical and sequential manner. It is divided into six components:

1. Number concept development (NCD) builds learners' understanding of number and what numbers mean. It explores counting, numbers, ordering, comparing, grouping and subitising numbers and number patterns.
2. Computation helps learners manipulate numbers, particularly through addition and subtraction. The concepts of multiplication and division are also introduced in Grade 2.
3. Problem Solving uses understanding of number and computational skills to develop mathematical problem solving of everyday practical situations.
4. Measurement explores topics such as time, length, mass, capacity, area and money
5. Geometry explores topics such as geometrical figures (shapes)
6. Data Handling looks at collecting simple data and displaying it using pictographs

The textbook used may also influence how Mathematics is taught and in what order topics are introduced. However textbooks should not be treated as a curriculum. Good, reflective teaching will often require the teacher to use different methods and progression than those suggested in the textbook.

All six components are not given equal time. The key components are number concept development, computation and problem solving. These are taught every day. Measurement, geometry and/or data handling are taught as part of every integration topic but are not taught every day.

Arts

'Arts' activities of every kind are especially suited to integration, particularly with the languages. Learners should be encouraged to take part in a wide and varied exploration of the 'creative arts' especially as activities linked to other subjects.

Arts Education has four areas:

1. Visual Art includes all kind of drawing, painting, creating and craft activities.
2. Drama includes role-play, acting out, using puppets and masks, telling stories and playing imaginative games.
3. Music includes exploring a variety of songs and rhythms in various languages.
4. Dance, often closely linked to music, physical education and drama, includes exploring the movement of the body.

Physical Education (PE)

Physical Education is concerned with healthy physical development and exercise. It covers different areas such as fitness, athletics, sports skills and gymnastics. It also develops skills needed to play games, promotes team spirit and co-operation, and encourages living a healthy lifestyle.

The Physical Education scheme is based on the teaching materials and content of the 2005 Physical Education Syllabus Guide. The page references and activities mentioned are described in that manual.

Religious and Moral Education (RME)

RME as a subject is based on the content outlined in *Religious and Moral Education Grades 1-4 Teacher's Guide* by Robin and Penny Minney (produced by MBESC in 2005) and is integrated and linked where possible. In order to make a better link with the topic of integration, the themes/units of work are sometimes taught in a different order from that in the guide. Sometimes this will need further adjustment, especially with regards to Term 1 and the topic of Easter, (i.e. the integration of Theme 2 and Theme 4 will need to be re-organised depending on when Easter falls that year).

The Layout of the Schemes of Work: (suggest putting this after the overview)

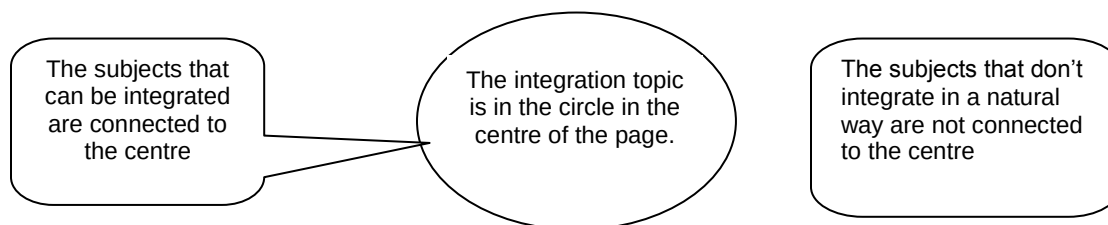
The first line tells us the theme and sub topic – these come directly from the Environmental Studies curriculum.

The topic of integration is written on the next line and is also written in the circle in the middle of the page

The week(s) and the term for which the topic is planned are underneath the topic of integration. The week or dates will, of course, vary from school to school.

Theme 1: The Social Environment Sub topic: Culture**Topic of Integration: Culture and traditions Weeks: 5-7 **TERM 1****

The rest of the scheme is laid out in a spider web / mind map format. The integration topic is in the centre and the 7 subjects are in 'bubbles' around it.


Overview of the themes and (sub) topics (from the Environmental Studies curriculum) and topics of integration
TERM 1

Week	Theme	Topic (sub topic)	Topic of Integration
1-3	1.The Social Environment	Families and communities	Role of the family members
4	The Social Environment	Weather, season and the environment	Summer
5 -7	1.The Social Environment	Family culture, national culture, and historical events and people	Culture and traditions
8	1.The Social Environment	Infrastructure and means of communication: (buildings)	Traditional and modern house
9	1.The Social Environment	Infrastructure and means of communication: (transport)	Types transport
10	1.The Social Environment	Infrastructure and means of communication:(communication)	Regional communication
11-12	1.The Social Environment	Trading, earning, spending and saving	Occupations
13	1.The Social Environment	Weather, season and the environment	Autumn

TERM 2

Week	Theme	Topic (sub topic)	Topic of Integration
14+15	2. Health, Safety & Nutrition	A healthy and safe lifestyle	Infectious diseases
16	Health, Safety & Nutrition	Parts of the body, changes, emotions and senses	Body parts
17	2. Health, Safety & Nutrition	Parts of the body, changes, emotions and senses	Decision making
18	2. Health, Safety	Weather, season and the	Winter

	& Nutrition	environment	
19	2. Health, Safety & Nutrition	Friendship	Good friendship
20	2. Health, Safety & Nutrition	Taking care in potentially dangerous situations	Safety measures
21	2. Health, Safety & Nutrition	Healthy food and eating habits	Food storage and preparation (This topic and scheme of work are used as the basis of the sample lesson plan later in the manual)
22	2. Health, Safety & Nutrition	Traffic Safety	Safety for cyclists
23-25	3. The Natural Environment	Plants as living things	Plant growth and uses

TERM 3

Week	Theme	Topic (sub topic)	Topic of Integration
26	3. The Natural Environment	Weather, seasons and the environment	Spring
27	3. The Natural Environment	Animals as living things	Animal conservation
28	3. The Natural Environment	Animals as living things	Food chain
29-30	3. The Natural Environment	Water – its uses, conservation and pollution	Saving Water
31	3. The Natural Environment	Caring for the environment	Clean up
32	3. The Natural Environment	Properties and uses of materials	Heating and cooling
33	3. The Natural Environment	Weather, seasons and the environment	The effects of seasons
34	3. The Natural Environment	The Earth, the Moon, our Solar System and the Universe	The seasons and the sky
35-36	3. The Natural Environment	Forces, motion and energy	Saving energy

THEME: THE SOCIAL ENVIRONMENT

Topic of Integration: Role of the family members

Topic: Families and Communities

Weeks: 1- 3

Term 1

First Language

Listen & Respond: Daily news (Think, Pair, Share). Ask learners to listen to each other and describe each other's families. Listen and retell the story.

Speaking & communicating: Give the learners opportunities to talk about the roles their families are playing at home. Interview a family member talking about their roles and responsibilities at home. Communicate with confidence, expressing own ideas. Use correct intonation and pronunciation. Discuss personal likes and dislikes.

Vocabulary: parents, sibling, grandparents, nephew, niece, oldest/eldest, youngest, brother, sister, etc.

Read & Viewing: Modeled and shared reading of a story about families. Mime the roles and responsibilities of family members. Answer comprehension questions about stories. Identify and count syllables. Delete and replace syllables to make new words.

Sight words: Revise Grade 2 sight words.

Phonics: Read words with 2 – letter blends. Read words with 3-letter blends. Read words with 2 and 3 letter blends.

Writing: Write short sentences about 'My Family'. Complete word puzzles, play language and card games to stimulate memory skills and develop vocabulary.

Handwriting: Demonstrate rhythm and speed in writing

Language Structure: Use punctuation and capital letters correctly. Use countable and uncountable nouns correctly. Change regular verbs from present to past. Enter words into self-made dictionaries.

Second Language

Listening & responding: Listen to story/poem and retell parts of it. Revise simple greetings, introducing oneself. Give description of own family and role-play greetings / role of family members.

Vocabulary: different family members

Speaking & Comm. Retell story. greetings, introductions (name, age etc) vocabulary to describe/discuss family. Counting 1-20

Reading & viewing: Read words/ sentences of story/poem/song. Identify rhyming words. Clap and count syllables. Identify beginning/ middle/ending sounds.

Phonics: spl- spr-

Sight words: his, him, her, as, an

Writing: Copy/write words /short sentences with correct spacing/ rhythm + letter formation.

Start own vocabulary list

Lang struct/Grammar: Capital letters and full stops. Revise (Gr.2) and use common/proper nouns. Add "s" to make nouns plural.

Physical Education

Theme: Physical Fitness

Activities: Imitative

Activities

The fielder: Run, bend, down, pick up an imaginary ball and throw to wicket.

The sprinter: The foot
The fielder, (Syllabus p.7)

Game (s)

The boxer, sprinter and bicycling (Syllabus p. 49)

Role of the family members

Arts:

Visual art: use lines: thick, thin, straight, jagged, continuous or broken lines
Music: recognise long and short sounds (duration)

Dance: move freely to music focusing on parts of the body, e.g. roll at a low level, walk on toes etc

Drama: dramatise how work can be shared at home carry out action.

Mathematics

NCD: Orientation 1-500 various aspects see teacher's guide. (TG)

Subitising: Estimate the number of objects up to 20 by grouping them, group of max 5, then count.

Problem solving & Computation 1-100.

Phase 1 addition (P^+ 1) decades + 2 digits by splitting:
 $40+34=40+30+4=70+4=74$.

Phase 4 addition (P^+ 4) column notations for decades + 2 digits. (see TG)

Times table 3

Use the theme to set up short stories leading to additions and subtractions in the range 1-100

Length: vocabulary for length; use of non standard units;

Time: Days of the week, relate to events of the day.[Note: if computations are done within measurement, they must be in the range 1-20]

Geometry: revise 2D shapes and introduce new ones (identify and name)

Revision: Choose from: Times tables of 2, 5 and 10.

RME

Theme: 1 Belonging

Unit 3: The community as a resource

Unit 1.2 A story of Adam and Eve (Genesis 2: 7)

Unit 1:4 Who helps at times of religious ceremonies, e.g. wedding, funeral

Environmental Studies

Content: The roles and support of family members. Discuss fostering and adoption in a family group. Know relevant information about school.

Describe various public services provided in the local community or nearby.

Explore/Investigate: Dramatise how work can be shared and contributions at home. Design a structure of the management of the school or visit the nearby clinic, write a short report on the visit. Group work – list different support groups in your community.

Display Table: Display simple map of community and local services. Poster of the school management structure etc

First Language

Listening & Responding: Daily news (Think, Pair, and Share). Let learners listen to one another talking about what they do during summer. Discuss the activities that took place during summer. Discuss the changes that took place during summer. Sequence verbal instructions

Speaking & communicating: In pairs fluently share their summer holiday experiences. Use courtesy expressions. Tell prepared and unprepared stories.

Vocabulary: athletic, swimming costume, wind, rain, temperature, etc.

Reading & Viewing: Modeled and shared reading of stories, news articles, pamphlets, etc. about summer or weather in general. Answer oral factual comprehension questions. Identify and substitute rhyming words. Read prints from left to right, top to bottom.

Sight words: Revision + 10 new words

Phonics: Read words with consonants and vowel diagraphs.

Write: Write a creative story in two - three paragraphs about summer.

Language Structure: Use pronouns correctly. Identify, name and use verbs correctly.

Physical Education

Theme: Physical Fitness

Activities: Leg, frog jump and free jump, (Syllabus p. 8)

Game(s)

Odd man out (Syllabus p.50)

Mathematics

NCD: Orientation 1-500 various aspects see teacher's guide. (TG)

Write down number names up to 20.

Problem solving & Computation 1-100.

Phase 2 addition (P⁺ 2) 2 digits+ 2 digits by splitting without bridging the 10: $45+34=40+30+5+4=70+9=79$

Phase 5 addition (P⁺ 5) column notation for 2 digits+ 2 digits without bridging the 10. (see TG)

Use the theme to set up short stories leading to additions and subtractions in the range 1-100. **[Calculations performed in problem solving and measurements should possibly be the same as the ones done under computations]**

Measurements: Mass: Use correct vocabulary

Geometry: Sort out a variety of shapes according to their geometrical properties.

Revision: Choose from: P⁺ 1 & P⁺ 4 times tables of 2, 3, 5 and 10.

Summer**Second Language**

Listening & responding: Listen to any story/song/poem. Listen to weather report-give own report (sentences /use new words). Answer simple questions. Share daily news.

Speaking & comm. Read/repeat songs/poem. Pronouns words and phrases. Answer questions- use new words. (Name numbers 1-10)

Use/pronounce indefinite article: a, an

Use/pronounce definite article: the

Reading & Viewing: Read short prepared text 3-5 sentences. Answer simple/high order questions.

Sight words: Read/construct 2/3-letter

Phonics: words oo- (look, room)

ee- (keep, feet)

Writing: Write short sentences (correct spacing/ rhythm/formation)

Lang.struct/grammar:

Use capital letters + full stops.

Recognise 2 and 3 letter cvc words

RME

Theme: Belonging

Unit 1:3 The community as a resource
e.g. Roles in a worshipping community, e.g. preaching,
Cleaning, teaching

Arts:

Visual Art: show and draw facial expression, e.g. happy, sad

Music: Sing seasonal songs at high and low pitches

Dance: combine flow movement, skipping in a circle then stretch to the sky

Drama: role-play seasonal work

Environmental Studies

Content:

Changes in weather conditions: temperature. The effects of summer on people and the environment. Types of sport played, appropriate clothing. Available fruit and vegetables.

Explore/Investigate:

Group work - daily recording of weather conditions on a chart.

Display Table:

Pictures of summer, clothing, sport, fruits, vegetables, weather chart etc.

THEME: THE SOCIAL ENVIRONMENT

Topic of Integration: Culture and Traditions

Topic: Family culture, national culture, historical Events and people

Weeks: 5 - 7

Term 1

First Language

Listen + Respond: Daily news (Think, Pair, Share). Listen to a story and put details in correct order. Deliver a message.

Speak and communicate: Give learners opportunity to describe a cultural event. Let them tell prepared stories about historical events. Retell a story in a correct order. Express own ideas on cultural events. Say poem and rhymes. Sing songs.

Vocabulary: traditional wear, food, cultural events, dance, national dates, etc.

Read + View: Modeled reading. Read stories from news papers or articles about cultural events and make short presentations.

Exchange written pieces about cultural or traditional events. Answer oral comprehension questions. Distinguish long vowel sound. Make up stories from picture books.

Sight words: Revision + 10 new words

Phonics: Recognize letter names and sounds of the alphabet. Read words with diagraphs. Read simple sentences with 2-3 letter blends words. Read compound sentences with 2-3 letter blends words.

Write: Write own stories about a historical event. Compile a song, poem or rhyme about their own culture. Write dictation words of two letter blends. Write short paragraphs on cultural events.

Handwriting: Demonstrate legible print, correct formation of letters.

Language Structure: Use possessive pronouns. Use prepositions. Use adjectives correctly. Change regular verbs from present to past.

Physical Education

Theme: Physical Fitness

Activities: Muscular strength and endurance.

Abdomen: (*Syllabus p.8*)

Back: (*Syllabus p. 9*)

Shoulders and arms:

Game(s)

Baking a cake
(*Syllabus p. 50*)

Mathematics

NCD: Orientation 1-500 various aspects see teacher's guide. (TG)

Decomposition using the ten frame; doubling numbers up to 100; halving numbers with and without a remainder.

Problem solving & Computation 1-100.

Phase 1 subtraction (P⁻ 1) (see TG)

2 digits – decades

64–20 only in column form see inset:

Use the theme to set up short stories leading to additions and subtractions in the range 1-100.

Times table 4

Measurements: Time: Days of the week; months of the year; relate common occurrences at home and in the community to days, weeks and months. Use of the calendar; duration of events; use of a time line.

Area: Compare areas of various different shapes by using squares

Geometry: Further investigate 2D and 3D shapes using geometric properties.

Culture and traditions

RME

Theme: 2 Phase of life
Unit 2:1 compare responsibilities
e.g. story of Jesus in temple)
Luke 2:44)

Second Language

Listening & Responding Talk about: own culture/ cultural food/different events/ act cultural songs/dances. Cultural stories.

Revise colours and numbers (6-10)

Learn cultural song/poem/rhyme

Vocabulary: play, games, friends

+ phrases (e.g my friend's name is/are..., we play football/cards/ with our dolls. We like to ... etc.)

Speaking & Comm. Discuss/ Role-play different greetings/cultures in Namibia.

Reading & Viewing: Read words with same initial sounds. Read long/short vowels. Clap/count syllables in words. Read short texts. Answer simple questions

Phonics: revise vowel sounds (i, e)

Sight words: he, she, at, be

Writing: Copy sentences

Write new vocabulary.

Lang.struct/grammar: use/write pronouns correctly. Use possessive pronouns in short sentences.(orally)

Read/sound: 2-3 letter words

Arts:

Visual Art: Make models and texture of people

Music: Sing songs from different cultures

Dance/drama: Wear traditional clothes, play traditional dances, mime traditional stories using simple masks

Rehearse dance techniques

Show beginning, middle and end of a drama

Environmental Studies

Content: Describe traditions of different cultures. Explain the meaning of the symbols on the Namibian Coat of Arms. Distinguish between religious and non-religious holidays. Correct pronunciation of words of the National Anthem. Functions and the difference of local, traditional and national leaders.

Explore/Investigate: Learn songs from different cultures , drama/dance day wearing traditional clothes. Mime/tell/role-play traditional stories using simple masks. Group work – poster with pictures and different duties of local, traditional and national leaders.

Display Table: Display the National flag and the Coat of Arms posters, drawings, pictures or real traditional clothes. Pictures of Namibian leaders.

THEME: THE SOCIAL ENVIRONMENT

Topic of Integration: *Traditional and modern houses*

Topic: Infrastructure and means of communication(Buildings)

Weeks: 8

Term 1

First Language

Listen +Respond: Daily news (Think, Pair, and Share). Let learners listen and repeat a sequence of sentences. Respond to instructions, messages, announcements and information.

Speak and communicate: Describe the type of houses they are living in (materials, type of buildings, size, etc.) Say rhymes and sing songs. Explain how things work, give directions.

Vocabulary: hut, brick houses, storey building, stones, cement, bricks, straws, plans, etc.

Read + View: Look for pictures of different types of houses in news papers, magazines and describe in groups (structure, size, costs, etc.) Answer oral comprehension question. Identify beginning, middle and end sounds. Replace/ delete sounds/letters in words

Sight words: Revision + 10 new words

Phonics: Play word games of 3-letter blend words. Read words with two letter blends

Write: Draw and describe their dream houses. Write dictation of two to three sentences

Handwriting: Demonstrate legible print, correct formation, size, spacing in written work

Language Structure: Change negative regular verbs from present to past. Use modals correctly. Use capital letters, exclamation mark correctly

Physical Education

Theme: Athletics

Activities: Running activities
-Overtaking the ball and overtaking a partner (*Syllabus p.34*)

Game(s)

Free tag (*Syllabus p.54*)

Mathematics

NCD: Orientation 1-500 various aspects see teacher's guide. (TG)

Place values for numbers with 3 digits.

Problem solving & Computation 1-100.

Phase 3 addition ($P^+ 3$) 2 digits+ 2 digits by splitting, bridging the 10: $45+29=40+20+5+9=60+14=74$

Phase 6 addition ($P^+ 6$) column notation

for 2 digits+ 2 digits bridging the 10. (see TG)

Use the theme to set up short stories leading to additions and subtractions in the range 1-100.

[Calculations performed in problem solving and measurements should possibly be the same as the ones done under computations]

Measurements: Length: Use standard units of cm and m to measure length; use of abbreviations (m, cm)

Data Handling: Use collected data to display on a pictogram.

Revision: Choose from: $P^+ 12$ & $P^+ 45$; $P^- 1$ times tables of 2, 3, 4, 5 and 10.
computation < 100, stepwise approach (add. & subtr.).

Traditional and modern houses

RME

Theme: 2 Phases of life

-Growing up e.g. the boyhood of Jesus. E.g. Bar Mitzvah and Bar Mitzvah Teacher guide 2, 3 & 4

Second Language

Listening & Responding Sing song, say a poem (eg. *The wise man builds his house*) Answer questions on song/poem.

Share daily news. Counting 1-40 **Vocabulary:** bricks, cement, mud sticks, grass, etc.

Speaking & comm. Role-play instructions/commands (when building a house) and use new words. Discuss diff. building materials and diff. types of houses.

Reading & viewing: Replace beginning/ending sound to make new words. Make own/ read 3 letter cvc words. Answer questions. Read words and sentence strips (*building materials*)

Sight words: from, any, how, put, *again*

Phonics: Form/write words with familiar diphthongs (ay/ ai) *day, play, rain, train etc*

Writing: Write phrases/sentences

Lang.struct/grammar: Use/demonstrate common regular verbs in simple present Tense

Use full stop, capital letters, comma and question marks in simple sentences.

Arts:

Visual Art: Repetition of pattern found in the environment.

Music: Sing songs that require loud and soft sections (dynamics).

Dance and Drama:

-Contrasting movement e.g.

put right hand to left knee.

-Exaggerate common gestures e.g. waving.

Environmental Studies

Content: Compare differences and similarities between traditional homesteads, shelters to modern buildings. Discuss the functions of different rooms in houses.

Explore/Investigate: Construct models/draw/create art forms of traditional homesteads, shelters and modern houses.

Display Table: Pictures, photos, drawings and models of different houses.

First Language

Listen +Respond: Daily news (Think, Pair, Share). Let learners listen to a story and draw the story. Listen and role play. Listen to others how they are coming to school.

Speak and communicate: Discuss the role of public transport. Debate on the roles of public transport. Give own opinion on transport they like or dislike. Say poems and rhymes.

Vocabulary: transport, taxi, bus, donkey carts, canoe, boat, airplane, helicopter, bicycle, etc.

Read + View : Modeled and shared reading of a story about transport and classify their types, e.g. land, water or air. Answer oral comprehension questions. Identify and substitute rhyming words.

Sight words: Revision + 10 new words

Phonics: Read words with diphthongs.

Write: Draw different types of transport and name them. Write creative stories in simple past tense.

Handwriting: Demonstrate legible print, correct formation, size, spacing in written work.

Language Structure: Change irregular verbs from present to past. Use quantifiers correctly. Add 's' to form plural. Spell prints from the environment.

Physical Education

Theme: Athletics

Activities: Running activities
-Grab and follow the leader
(Syllabus. 36)

Game(s)

All-in-tag (Syllabus.39)

Mathematics

NCD: Orientation 1-500 various aspects see teacher's guide. (TG)

Fractions: Naming parts of a whole halves; thirds and quarters only; use of $\frac{1}{2}$; $\frac{1}{3}$, $\frac{2}{3}$, $\frac{1}{4}$ and $\frac{3}{4}$.

Problem solving & Computation 1-100.

Phase 2 subtraction: 2digits– 2digits, not bridging the 10: 54–31 in column notation only see inset:

Use the theme to set up short stories leading to additions and subtractions in the range 1-100.

Measurements: Length: draw straight lines in given lengths, cm and m only.

Geometry: Identify right angles and use a reference tool to identify angles in shapes as greater than, equal to or less than a right angle.

Revision: Choose from: P⁺ 123 & P⁺ 456; P⁻ 1 times tables of 2, 3, 4, 5 and 10.

Types of transport

Second Language

Listening & Responding: Song (e.g. the wheels of the bus/row the boat.) Talk about different transport that learners use. Use: first – fifth Counting: 1-50 Answer questions on song.

Speaking&Comm: Repeat song. Discuss different transport while use new words/pronounce correctly. **Reading&viewing:** Read and find information from stories about transports. (use good reading habits)

Sight words: walk, every, over, stop.

Phonics: ee (*green, feet, feel, tree, sheep*)

ea (*, ear, hear, tear, beat, bean*).

Writing: Write 5 sentences for others to read – use new vocabulary and capital letters + punctuation (keep list of new vocab.)

Lang. struc./grammar:

Revise: common regular verbs (simple present tense)

Construct yes/no questions.

Use the word "because". Use/ spell words.

Use full stops, capital letters, comma ? and ! in short sentences.

Arts:

Visual Art: Mix different amounts of primary colour to get a variety of secondary colour.

Music: Improvise a melody by completing a simple unfinished melodic pattern.

Dance and Drama:

-Balancing using different body parts and coordinate arms and feet.

-Drama techniques

RME

Theme: 2 Phases of life

*Grow up

-Traditional rituals

-confirmation Jewish

Unit 2:1. New responsibilities

Environmental Studies

Content:

Discuss types of transport and the role of public transport.

Explore/Investigate:

Draw a pictograph of different types of transport.

Display Table:

Pictures, drawings, pictographs, objects and models of different types of transport.

THEME: THE SOCIAL ENVIRONMENT

Topic of Integration: *Regional communication*

Topic: Infrastructure and mean communication (communication)

Weeks: 10

Term 1

First Language

Listen + Respond: Daily news (Think, Pair, Share). Listen to instructions and respond appropriately. Learners talk to one another about communications in their region.

Speak and communicate: Explain how different communication tools are working, e.g telephone, faxes, cell phone, etc.

Demonstrate how people make use of communication to share information (advertisement, news, etc.). Talk about the means of communication in their regions (traditional and modern means of communication).

Vocabulary: road signs, telephones, news papers, internet, E-mail, billboards, mobile, facsimile, etc.

Read + View : Modeled and shared reading of a story about means of communication Answer oral comprehension question. Read unfamiliar words. Role play to show understanding of communication (the telephone tins and matches boxes)

Sight words: Revision + 10 new words

Phonics: Dictation of 2-letter blend words. Read words with two letter blends.

Write: Write a radio announcement about your own choice (e.g. birthday wishes, soccer results, etc.) write procedures to inform how to do things (telephone lines).

Handwriting: Demonstrate rhythm and speed in writing.

Language Structure: Change negative irregular verbs from present to past. Use verbs to describe current events and events in the past. Use determiners. Identifv simple homonvms.

Physical Education

Theme: Athletics

Activities: Running activities
Word play and the Robot game (*Syllabus p.35*)

Game(s)

Amagus (*Syllabus p.52*)

Mathematics

NCD: Orientation 1-500 various aspects see teacher's guide. (TG)

Rounding off to the nearest 10 for in the range 1-100
Odd & even numbers.

Problem solving & Computation 1-100.

Phase 3 subtraction: decades– 2digits, not bridging the 10: 54–31 in column notation only see inset:

Use the theme to set up short stories leading to additions and subtractions in the range 1-100.

[Calculations performed in problem solving and measurements should possibly be the same as the ones done under computations]

Measurements: Capacity: use correct vocabulary; order and compare everyday objects according to their capacity

Revision: P⁺ 123 & P⁺ 456; P⁻ 12 times tables of 2, 3, 4, 5 and 10.
(add. & subtr.).

Regional Communication

RME

Theme: The sacred

Unit 3.1: Attitude to the sacred text
Torah and the Quran are.
Sing religious songs

Second Language

Listening & Responding: A song about traffic signs .Invite traffic officer to explain traffic rules and different traffic signs then ask questions. Follow and give instructions (traffic signs).

Speaking and comm.

Act out traffic signs and create own sentences. Use new words and answer questions on importance of signs/rules

Reading and viewing: Read words with the same blends. (sp-) Distinguish long/short vowels in words. Read passages and find information.

Phonics: Read words with familiar blends. Digraphs: - ll (*spell, well, wall, hall, ball, call*)

Sight words: Revise Gr. 2 sight words and construct 3 letter words with – ll (phonics)

Writing: Write new vocabulary.

Write short paragraphs about traffic rules/signs.

Lang.struc./grammar: Revise: add's' to make nouns plural.
Use and act out prepositions

Arts:

Visual Art: Create 2D shape and patterns and symbolic shape e.g. circle.

Music: Sing song that require fast and slow.

Dance and Drama

-Coordinating arms and feet

-Demonstrate how to use space

Environmental Studies

Content:

Discuss different types of communication and their purpose. Explain the meaning of road signs and give examples. Discuss the importance of emergency numbers. **Explore/Investigate:** Group work – find out emergency numbers. Dramatise reading a news bulletin on TV or Radio.

Display Table:

Pictures, Posters of offices, emergency cars, emergency numbers, road signs.

THEME: THE SOCIAL ENVIRONMENT

Topic of Integration: *Occupations*

Topic: Trading, Earning, Spending and Saving

Weeks: 11 - 12

Term 1

First Language

Listen + Respond: Daily news (Think, Pair, Share).

Make announcements. Respond to events. Let learners tell others anything they know about occupations, and respond to questions.

Speak and communicate: Interview a prominent member of the community about his/her occupation. Share with others about their future occupations. Use correct intonation and pronunciation. Express own ideas on different occupations.

Vocabulary: street vendors, shopkeepers, craftsman, customers, etc.

Read + View: Modeled and shared reading of a story about different occupations. Sequence pictures, diagrams correctly. Read articles about different occupations and debate. Answer comprehension and high order questions correctly. Read fictional text silently with understanding.

Sight words: Revision + 10 new words

Phonics: Dictation of 3-letter blend words. Write a dictation of two to three simple sentences.

Write: Write stories about their future plans. Write simple interview questions. Write invitation and cards.

Handwriting: Demonstrate speed in writing.

Language Structure: Segment words into syllables. Identify homophones. Identify feminine and masculine words. Form irregular plurals. Write words correctly. Enter words into self-made dictionary

Physical Education

Theme: Athletics

Activities: Hoop jump and jumping over the rope
(*Syllabus p.36*)

Game(s)

*Competition

-Relay in groups (*Syllabus p.39*)

Mathematics

NCD: Orientation 1-500 various aspects see teacher's guide. (TG)

Subitising: estimate the number of 25 objects by grouping them appropriately and check by counting.

Numbers bonds (friends of 10)

Problem solving & Computation 1-100.

Phase 4 subtraction: 2 digits– 2digits, bridging the 10: 54–36 in column notation only see inset:

Use the theme to set up short stories leading to additions and subtractions in the range 1-100.

Multi step problems.

[Calculations performed in problem solving and measurements should possibly be the same as the ones done under computations]

Data handling: Collect, organize, display and interpret & analyze data appropriate to the theme. Use appropriate statistical vocabulary when analyzing graphs.

Geometry: Draw/make shapes showing essential spatial

Occupations

Second Language

Listening & Responding: Listen to story about a doctor/teacher/ nurse/ pastor etc. Follow/Give instructions-occupations. Role-play different occupations (story). Share daily news.

Speaking and comm. Discuss different jobs in community - use new words. Revise: articles + contractions

Reading & viewing: Clap/count syllables..

Read words with diphthongs. (oi/oy) e.g boy/boil, coin/enjoy etc. Answer questions on prepared texts-different occupations.

Read simplified version of the story.

Sight words: work, goes, write, wash.

Phonics: diphthongs (oi and oy)

Writing: Write own sentences (story) about occupations. Use correct spacing, rhythm, letter formation + punctuation
Add new words to vocab. list.

Lang.struct/grammar: Spell words. Revise prepositions
Use Present t cont. tense (actions happening now)
Form irregular plurals. (tomatoes, glasses)

Arts:

Visual Art: Create non geometrical shapes using manufactured and natural objects.

Music: Sing more challenging songs in a conducted group in English and mother tongue.

Dance and Drama

-Walk using a sequence of direction.

-Show awareness of audience.

RME

Theme: 3 The sacred

*Texts, music and art

Unit 3.3:3.4: Attitude to the sacred text

Unit 3.2: Listen to / sing traditional modern songs with different moods
(syllabus P. 10).

Environmental Studies

Content: Regional occupations and why they are needed. Discuss how different jobs complement each other. Discuss the need of saving money and how and where to do it.

Explore/Investigate: List and compare different occupations in urban and rural settings. Visit factories and craft centres and list them. Participate in buying and selling (fund raising projects)

Display Table: Craftwork, posters with examples of Namibian currency, pictures, and drawings.

THEME: THE SOCIAL ENVIRONMENT

Topic of Integration: *Autumn*

Topic: Weather, Season and the Environment

Weeks: 13

Term 1

First Language

Listen +Respond: Daily news (Think, Pair, Share). Listen to weather focus and discuss what happens during autumn. Listen and respond appropriately. Retell stories in correct order.

Speak and communicate: Explain how things work. Give simple directions. Discuss the process of weather and climate change. Use courtesy expressions. Answer questions using simple and compound sentences. Demonstrate reading weather reports on TV/ over the radio.

Vocabulary: temperature, leaves, windy, hot, trees, animals, plants, etc.

Read + View : Read aloud to the class on weather forecast. Ask questions to the rest of the class on their presentations. Demonstrate to the class reading whether report on TV. Use prediction skills to link words with pictures. Read prepared and unprepared text. Answer literal questions correctly.

Sight words: Revision + 10 new words

Phonics: Read sentences using words with diphthongs. Recognize letter names and sounds of alphabet. Recall sight words.

Write: Write personal experience in simple past. Write a poem with rhyming words about autumn. Produce neat and legible written work.

Handwriting: Demonstrate legible correct formation and speed in writing.

Language Structure: Apply the silent 'e' as a long vowel. Use synonyms and antonyms correctly. Identify little words within big words.

Physical Education

Theme: Athletics

Activities: Partner jumps, jumping and running skills (*Syllabus p.37*).

Game(s)
London Bridge is falling down.

Mathematics

NCD: Orientation 1-500 various aspects see teacher's guide. (TG)

Order numbers from 1-500; ordinal numbers 1th -25th)

Problem solving & Computation 1-100.

Revision of: P⁺ 1,2,3 & P⁺ 4,5,6 (columns);

P⁻ 1,2,3,4 (columns)

Use the theme to set up short stories leading to additions and subtractions in the range 1-100.

Multi step problems.

Measurement: Money: Name all coins and \$10; \$20 and \$50 notes, discuss their value and properties; select various sets of coins that can make N\$2.

Geometry: Identify, name 2D shapes and 3D figures.

Revision: Choose from: times tables of 2, 3, 4, 5 and 10.

Autumn

RME

Theme: 3 The sacred

Unit 3.3 + 3.4*Texts, music and art

-Draw religions symbol, Judaism, Islam Christianity (*syllabus p. 232*)

Second Language

Listening & Responding: Explain changing in weather conditions. Story about wind/ leaves of trees etc. Answer questions using new words. Retell story. Share news with each other,

Speaking& comm. Discuss changes in weather conditions– use new words. Pronounce articles and contractions.

Reading&viewing; Recognise/create repetition of initial sounds.

Read unfamiliar words

Identify and replace rhyming words

Sight words: Revise + brown/know/how

Phonics: digraphs –aw (*claw paw, straw*)

- ow (*cow, low, snow*)

Writing: Write short simple articles about autumn – correct spacing/letter formation + punctuation

Lang.struc/grammar;

Revise; nouns/pronouns/verbs/

Spell words

Ask /who/when/where/what questions (use pictures)

Revise use of the word "because"

Arts:

Visual Art: Colours can be grouped in families.

Music: Sing song with simple parts (traditional song).

Dance and Drama

-Use traditional attires.

-Combine different speed when moving.

Environmental Studies

Content Changes in weather conditions: temperature. The effect of Autumn on people and the environment. Types of sport played , appropriate clothing. Available fruit and vegetables.

Explore/Investigate: Group work - daily recording of weather conditions on a chart.

Display Table: Pictures of autumn, clothing, sport, fruits, vegetables, weather chart etc.

First Language

Listen +Respond: Daily news (Think, Pair, Share). Ask learners to listen to each or sharing information about infectious diseases. Let them listen to an adult (nurse, doctor or parent) speaking about the common infectious diseases.

Speak and communicate: Give the learners opportunities to talk about the common diseases and their symptoms and how they spread. Talk about the illness they have. Revise (re-learn) some action songs and nursery rhymes learned in Grade 2

Vocabulary: sick, infectious, symptoms, HIV/AIDS, sneezing, coughing, treat, handkerchief etc

Read + View : Modeled and shared reading of a story about infectious diseases. Answer oral factual comprehension question and revise known sight words. Read leaflets and other reading materials on infectious diseases. **Sight words:** Revise first 20 high frequency sight words (from Gr.2) + 10 new **Phonics:** Revision from Grade 2 (e.g. sounds of the alphabet) to assess starting level/standard. Read words with two letter blends.

Write: Write (or copy from the chalkboard) short sentences about infectious diseases. Create a chart of the common infectious diseases. Write dictation of 4 simple sentences.

Handwriting: Practice pattern making, writing own sentences. Revise correct pencil grip and body posture.

Language Structure: Use collective noun correctly. Change regular verbs from present to past. Change negative regular verbs from simple present to past.

Second Language

Listening & Responding. Discuss personal hygiene. Listen to story about HIV/Aids and answer questions.

Daily news (think/pair/share)

Learn a song/poem/rhyme (disease)

Counting 1-40

Vocabulary: hygiene, clean, exercises

Speaking+ comm. Repeat/Retell story/rhyme/ poem. Role-play: a visit to the doctor and use new words correctly.

Reading and viewing: Show respect for books. Sound, read and replace beginning middle and ending sounds. Clap/count syllables in words. Identify rhyming words. Read+ make own 3 letter words

Phonics: Diphthons o-e (*some, bone, gone,tone, one*, etc. a-e (*game, same, gate,late,etc.* Read simplified version of the story.

Sight words: wash, before, sleep, some

Writing: Write short paragraphs and use new vocabulary (correct spacing/rhythm/ letter formation + punctuation

Lang. struc/grammar:

Use capital letters+punctuations in sentences. Revise pronouns/possessive pronouns and common/proper nouns

Use and acting out regular +irregular verbs in simple present tense.

Physical Education

Theme: Athletics

Activities:

Throwing activities

Target throwing

with stones and

throwing an object

in a holder

(*Syllabus 38*)

Game(s) Own

traditional games

Mathematics

NCD: Orientation 1-500 various aspects see teacher's guide. (TG)

Subitizing; recognizing that different arrangements can represent the same number.

Problem solving & Computation 1-500.

Phase 1 (P_{FH}^+ 1): Multiple of 100 + 2 digits:

200+43 in column notation see inset:

Phase 2 (P_{FH}^+ 2) 3digits+2digits, not bridging ten or hundred, using column notation see TG.

Measurement: Time: tell time in hours; half hours and quarter of an hour and minutes on a clock face.

Geometry: Revise sorting & classifying a variety of 2D shapes & common 3D objects according to geometric properties; describe common 3D objects; create models

Revision: Choose from: P^+ 123 & P^+ 456; P^- 1234 ; times tables of 2, 3, 4, 5 and 10; Maintenance of computation < 100 stepwise approach (add. & subtr.).

Infectious diseases

RME

Theme: 8 Children's right and responsibilities

Unit 8.1 Right to say no

Unit 8.2 + 8.3 Be assertive in refusing negative touching.

-Mime animal characters.

Arts:

Visual Art: Demonstrate Social Skills e.g. share rolls

Music: Give opportunities to use percussion to recognize long and short sounds

Dance and Drama

Demonstrate rehearsal techniques e.g. go over part of dance

Perform drama to wider audience.

Environmental Studies

Content: Name/discuss the signs and symptoms of the most common infectious diseases, how to prevent them and how it spread. Discuss how HIV and AIDS is different from any other infectious disease and the effects that it has on our bodies. Behaviour towards people infected with HIV and AIDS.

Explore/Investigate:

Class survey of infectious diseases. Dramatise how to stop the spreading of diseases. Group work – give a short explanation of how the immune system works.

Display Table: Pictures, posters and charts with infectious diseases.

First Language

Listen +Respond: Daily news (Think, Pair, Share). Ask learners to listen to each other and describe each other's appearance.

Speak and communicate: Give the learners opportunities to talk about themselves. Discuss body parts and importance of keeping some parts private. Get to know new class members and the teacher (if necessary). Discuss changes since they started school two years ago and their hopes for this year ('Now I can...' / 'I used to like .. but now I like...' / 'this year, I hope to...')

.Revise (re-learn) some action songs and nursery rhymes learned in Grade 1 and 2 on body parts

Vocabulary: parts, body, private, non- private, appearance, function

Read + View : Modeled and shared reading of a story about body parts. Extending sentences orally by adding phrases/ more detail. Identify and substitute rhyming words. Answer oral comprehension question and revise known sight words.

Sight words: Revise first 20 high frequency sight words (from Gr.2) add 10 new ones.

Phonics: Read words with three letter blend. Read words with consonant and vowel diagraphs.

Write: Write dictation of short sentences about 'My body'. Complete word puzzles, play language and card games to stimulate memory skills and develop vocabulary. Write creative stories in simple past tense.

Handwriting: Demonstrate rhythm and speed in writing. Practice pattern making, writing own name and surname, revise correct pencil grip and body posture.

Language Structure: Use possessive pronouns correctly. Change irregular verbs from present to past

Physical Education

Theme: Sport Skills

Activities: Roll balls forwards with both hands, right and left.

Game(s)

Cat and mouse

Mathematics

NCD: Orientation 1-500 various aspects see teacher's guide (TG). Place values & decomposition of numbers < 500

Fractions: Naming parts of a whole halves; thirds and quarters only; use of $\frac{1}{2}$ etc..

Problem solving & Computation 1-500.

Phase 3 (P_{FH}^+ 3): 3digits + 3digits no bridging
342+156 in column notation see inset:

Phase 1 (P_{FH}^- 1) 3digits-multiple of 100 in column form only: 435-200 see TG. Multi step problems
Measurement: Length: Estimate with reasonable accuracy lengths, widths & heights (cm; m); do simple addition and subtraction..

Geometry: Recognise angles in everyday objects.

Revision: Choose from: P_{FH}^+ 12; P^+ 123 & P^+ 456; P^- 1234 ; times tables of 2, 3, 4, 5 and 10; Maintenance of computation < 100 stepwise approach (add. & subtr.).

Body parts**RME**

Theme: 8 Children's right and responsibilities

Unit 8.1 Right to say no

-Role play aggressive submission.

-Replay changing behavior.

Second Language

Listening & responding: use pictures of internal body parts, and discuss its functions Use new words (nouns). Play language games (e.g. 'I spy') and sing body song

Learn a poem/rhyme. Counting 1-50

Vocabulary: heart, lungs, kidney, stomach etc.

Speaking & comm.: Identify internal body parts and discuss importance of it. Discuss importance of healthy food.

Reading & Viewing: Read about internal organs and find information. Read books in pairs. Play reading games with new vocabulary (nouns)

Make own words with same beginning sounds

Phonics: Read unfamiliar words. Read words with gr- (green, great, grow, graph, grass)

Revise: Diphthongs+diagraphs

Sight words: were, them +vocabulary

Writing: Write 2 short paragraphs about functions of internal body parts

Lang. struc/grammar:

Revise syllables. Join sentences using *firstly, next, then, while, before, after.*

(Conjunctions of time)

Use the word *because* in sentences

Arts:

Visual Art: Show expression

Music: Use body percussion (clapping) or simple percussion.

Dance and Drama

Explain features desorbing effect and make judgment

Environmental Studies

Content: Identify and discuss private and non private body parts. Use pictures and identify internal organs and explain its functions. **Explore/Investigate:** Use pictures/charts to examine the skeleton, location of the heart, lungs and other organs. **Display table:** Chart, pictures of internal organs.

THEME: THE NATURAL ENVIRONMENT

Topic of Integration: Decision making

Topic: Parts of the body, changes, emotions and senses

Weeks: 17

Term 2

First Language

Listen +Respond: Daily news (Think, Pair, Share). Ask learners to listen to each other's ideas and decisions. Listen for enjoyment/ respond to characters and events. Listen to an adult talking about making right decisions. Retell stories with main ideas and detailed in correct order.

Speak and communicate: Give the learners opportunities to communicate spontaneously, confidently/ express own ideas. Use courtesy expressions. Tell prepared and unprepared stories. Discuss personal likes and dislikes.

Vocabulary: ideas, likes, dislike, decision, enjoyment etc

Read + View : Modeled and shared reading of a story about their own decisions. . Answer oral comprehension question and revise known sight words. Distinguish long vowel sounds. Read prints from left to right, top to bottom, page by page.

Sight words: Revise the last 10 sight words and add 10 new ones from the grade 3 list.

Phonics: Read words with diphthongs.

Write: Copy short sentences from the chalk board. Complete word puzzles, play language and card games to stimulate memory skills and develop vocabulary. Write simple rhyming or free verse poems.

Handwriting: Practice pattern making, writing own name and surname, revise correct pencil grip and body posture. Demonstrate legible print.

Language Structure: Use verbs correctly. Change negative irregular verbs from present to past.

Physical Education

Theme: Sport skills

Activities: Dribble an object using hands alternatively in a straight line.
Dribble an object using feet alternatively in a straight line.

Game(s)

Free tag (Syllabus p.51)

Mathematics

NCD: Orientation 1-500 various aspects see teacher's guide. (TG) Halving (1-100) and doubling (1-50)

Problem solving & Computation 1-500. Phase 2 (P_{FH}^- 2)

3digits-3digits in column

form only: 349-136 see TG, as well inset:

Multi step problems. Use the theme to set up short stories leading to additions and subtractions in the range 1-500.

Measurement: Area: Compare areas of different shapes counting squares needed to cover the area.

Data Handling: Interpret and analyze data from tables to gain intended information and discuss findings.

Revision: Choose from: P_{FH}^+ 123; P_{FH}^- 1 ; P^+ 123 & P^+ 456; P^- 1234 ; times tables of 2, 3, 4, 5 and 10; Maintenance of computation < 100 stepwise approach (add. & subtr.).

Decision making

RME

Theme: 8 Children's right and responsibilities

Unit 8.1 Right to say no

-Positive and negative touching.

Second Language

Listening & responding: Listen to a story about friends who made different decisions in their lives.

Role play on good and bad decisions

Vocabulary: (beat, help, steal, insult, kind etc.

Speaking & communicating: Participate in free discussion about decision making using the new words.

Sing a song about friendship. (The more we are together)

Reading & viewing: Read a story about ("The dog, goat +the donkey") showing Good reading habits and respect for books.

Identify rhyming words in the story/poem ("Make new friends") Read simplified version of the story.

Sight words: good, think, let, thank, right

Phonics: a-e (game/name/cake/male/female/bake)

Writing: Write prepared sentences on your best friend. (correct spacing rhythm and letter formation + punctuation)

Lang. struc/grammar: Revise prepositions.

Revise: Add's 'to make nouns plural.

Apply subject verb agreement. (He teaches/they teach)

Sound out words and spell words (apply spelling rules)

Arts:

Visual Art: use safe practices e.g. look after equipment.

Music: Use body (clapping) sound materials (seed, pods) and instruments.

Dance and Drama

A combination of flowing sustained movement e.g. skipping.

Plan and act out a situation using puppets.

Environmental Studies

Content: Controlling of emotions.

Explore/Investigate: Identify from whom to seek help to control emotions. Role - play different emotions.

Display Table: Poster of different emotions.

THEME: THE NATURAL ENVIRONMENT

Topic of Integration: *Winter*

Topic: Weather, season and the environment

Weeks: 18

Term 2

First Language

Listen +Respond: Daily news (Think, Pair, Share). Ask learners to listen to recorded weather observations and relate it to changes in temperature.

Speak and communicate: Give the learners opportunities to talk about winter. Let learners discuss the effects of winter on plants and animals.

Debate likes and dislikes about winter in groups. Discuss changes that occur during winter.

Learn some action songs and nursery rhymes

Vocabulary: winter, weather, cold, chilly, leaves, changes,

Read + View : Modeled and shared reading of a story about winter. Read no-fictional stories about winter silently. Read text to find information. Answer factual comprehension question and revise known sight words.

Sight words: Revise the previous 20 high frequency sight words then add 10.

Phonics: make words using diphthongs.

Write: Recount/recall personal experiences in simple present tense. Complete word puzzles, play language and card games to stimulate memory skills and develop vocabulary.

Handwriting: Demonstrate legible print and correct formation.

Language Structure: Use adjectives correctly. Use verbs to describe current events.

Physical Education

Theme: Sport skills

Activities: Kick the ball between two objects e.g. tins.

Kick a ball to a partner who stops it with his feet and kick it back.

Game(s) All-in-tag

Mathematics

NCD: Orientation 1-500 various aspects see teacher's guide. (TG), Give numbers (1-500) in ascending and descending order.

Problem solving & Computation 1-500.

Phase 4 (P_{FH}^+ 4): 3digits + 3digits, bridging

the 10: $138+245$ in column form see inset:

Phase 1 Multiplication P_M 1: 10 rule:

$3 \times 4 = 12 \rightarrow 3 \times 40 = 120$ (only using times table of 2, 3, 4 and 5.

Use the theme to set up short stories leading to additions and subtractions in the range 1-500.

Measurement: Capacity: Revise using correct vocabulary; measure everyday objects with reasonable accuracy using standard units: l and ml

Geometry: Revise describing common objects using words given.

Revision: Choose from: P_{FH}^+ 123; P_{FH}^- 12 ; P^+ 123 & P^+ 456; P^- 1234 ; times tables of 2, 3, 4, 5 and 10; Maintenance of computation < 100 stepwise approach (add. & subtr.).

Winter

Second Language

Listening & responding: Listen to a story and sing song about winter. Discuss changes in weather and temperature for winter. Answer questions about observations in environment.

Share daily news. Counting 1-70

Vocabulary: (Climate change, season, cold, freeze, etc.)

Speaking & communicating: Use vocabulary words and make own sentences about winter.

Tell how they protect themselves from winter. (clothes, shoes , blankets etc.)

Reading & viewing: Clap/count syllables in words. Read short and long vowel sounds. Identify repetition of beginning sound.

Sight words (once, very, again, after. etc

Phonics: words ending with -er (water, winter, weather, mother, father etc.)

Writing: Write short paragraphs on weather conditions during winter. Update vocabulary list

(correct spacing rhythm and letter formation)

Lang. struc/grammar: Use and act out common verbs in sentences (revision)

Arts:

Visual Art: Demonstrate habits e.g. recycle art material to avoid waste.

Music: Play instruments while gradually getting faster / slower tempo.

Dance and Drama

Demonstrate movement sequences that vary in action and counting. Mime abstract ideas wind, storm.

RME

Theme: 8 Children's right and responsibilities

Unit 8.1 Right to say no

Unit 8.2 + 8.3 training from submissive to assertive behavior to negative touching.

Environmental Studies

Content: Changes in weather conditions: temperature. The effect of Winter on people and the environment. Types of sport played , appropriate clothing. Available fruit and vegetables.

Explore/Investigate: Group work - daily recording of weather conditions on a chart.

Display Table: Pictures of Winter, clothing, sport, fruits, vegetables, weather chart etc.

First Language

Listen +Respond: Daily news (Think, Pair, Share). Ask learners to listen to each other and describe each other's friends.

Describe the qualities of a good friend and how to be a good friend to others.

Speak and communicate: Interview one another on making good friendship. Discuss how to help a friend. Discuss good and bad secrets. Give the learners opportunities to talk about themselves and describe their friends. Revise some action songs and nursery rhymes or learn new ones about friendship. (e.g. "The more we are together"). **Vocabulary:** friend, good, bad, bullying, secrets etc

Read + View : Modeled and shared reading of a story about friends. Read prepared text correctly. Read unprepared text correctly. Read unprepared text correctly. Use prediction skills to link words with pictures. Answer oral comprehension question

Sight words: Revise known sight words and add new from the Grade 3 word list. **Phonics:** Write dictation of words correctly.

Write: Write (or copy from the chalkboard) short sentences about 'My Friends'. Complete word puzzles, play language and card games to stimulate memory skills and develop vocabulary. Write factual descriptions using simple and compound sentences.

Handwriting: Demonstrate rhythm and speed in writing.

Language Structure: Use verbs to describe future events. Use conjunction correctly.

Physical Education

Theme: Sport skills

Activities: Throw an object into the air and clap your hands twice before catching.
-Throw an object to and from without missing it.

Game(s)

Baking a cake

Mathematics

NCD: Orientation 1-500 various aspects see teacher's guide. (TG). Decomposition and place values (1-500)

Rounding off to the nearest 10 (1-500) using a number line.

Problem solving & Computation 1-500.

Phase 5 (P_{FH}^+ 5): 3digits + 3digits, bridging

the 100: 172+245 in column form see inset:

Use the theme to set up short stories leading

to additions and subtractions in the range 1-500

Measurement: Time: Relate everyday occurrences and events at home and in the community to times; days; weeks and months.

Data Handling: Collect, organize and display data appropriate to the theme on a bar graph.

Revision: Choose from: P_{FH}^+ 1234; P_{FH}^- 12; P_M 1; P^+ 123 & P^+ 456; P^- 1234 ; times tables of 2, 3, 4, 5 and 10; Maintenance of computation < 100 stepwise approach (add. & subtr.).

Good Friendship

Second Language

Listening & responding: Listen to a story about good friends.

Role-play own story about good/bad friends while using courtesies and greetings.

Vocabulary: kind, bullying, secrets, friendship, care, love etc.

Speaking & communicating: Discuss on how to be a good friend. Repeat story.

Role-play instructions on how to help a friend. (correct pronouncing of words and phrases)

Reading & viewing: Answer simple and high order questions about friendship.

Read 3 letter words. Make words with same 2-3 letter blends. Read simplified version of the story.

Phonics: -ur (*turn, burn, church, nurse* etc.)

Sight words (tell, ask, give, don't, may)

Writing: Write short sentences about good friendship (using correct spacing, rhythm, letter formation) Add new words to vocabulary list.

Lang. struc/grammar: Revise present continuous tense (*writing, running*). Use quantifiers (*many, much, lots of, every, a little*) Spell words correctly.

Arts:

Visual Art: Draw record/observation

Music: Recognize long and short sounds.

Dance and Drama

Create simple situation e.g. angry, happy
Play characters in different situations e.g. friends, enemies etc.

RME

Theme: 5 Social values

*Democracy

Unit 5.1 Decision making by majority

Unit 5.3 African traditional ways of resolving conflict.

Environmental Studies

Content: Attributes of good friendship. Discuss how to help friends. Identify good and bad secrets.

Explore/Investigate:

Conduct a survey, 'what makes a good friend' and make a pictograph. Group work – types and effects of bullying and where to seek for help.

Display Table: Photos of friends and pictures of good friendship.

First Language

Listen +Respond: Daily news (Think, Pair, Share). Ask learners to listen to each other describing safety measures. Let them listen to an adult telling them about their safety in their homes, at school and immediate environment.

Speak and communicate: Give the learners opportunities to talk how to play safely in water, in the sun and how to help if others are in danger.

Vocabulary: safety, measures, immediate, environment, danger, water, sun, etc

Read + View : Modeled and shared reading of a story about safety. Identify character, settings and plots. Identify the structure of the story (beginning and ending) . Answer oral comprehension question and revise known sight words. Use title, headings, pictures to predict stories.

Sight words: Revise the previously learned words and add 10 new words from the list.

Phonics: Recall sight words (their names and correct spelling).

Write: Write (or copy from the chalkboard) short sentences about safety. Describe an event on safety and write explanations and procedures correctly. Complete word puzzles, play language and card games to stimulate memory skills and develop vocabulary.

Handwriting: Practice correct grip and body posture.

Language Structure: Apply subject- verb agreement correctly

Physical Education

Theme: Sport skills

Activities: Bounce a small ball (tennis) on the spot and catch it with both / one hand.

-Bounce the ball continuously while walking (Syllabus p.44)

Game(s): Amagus (Syllabus p.52)

Mathematics

NCD: Orientation 1-500 various aspects see teacher's guide. (TG). Decomposition and place values (1-500). Rounding off to the nearest 10 (1-500) using a number line. **Problem solving &**

Computation 1-500. Phase 5 (P_{FH}^+ 5): 3digits + 3digits, bridging the 100: $172+245$ in column form see inset: Use the theme to set up short stories leading to additions and subtractions in the range 1-500.

Measurement: Money: Revise, name all coins and notes up to N\$100, discuss their value and relevant properties; select various sets of coins up to \$5 which add up to a stated cost. **Time:** Revise telling time to the nearest minute using correct vocabulary on a clock face. Determine the duration of events in hours, days and years using a time line.

Revision: Choose from: P_{FH}^+ 1234; P_{FH}^- 12; P^+ 123 & P^+ 456; P^- 1234; times tables of 2, 3, 4, 5 and 10; Maintenance of computation < 100 stepwise approach (add. & subtr.).

Safety measures

Second Language

Listening & responding: Correctly follow instructions and give instructions on safety measures. Ask and answer simple questions on safety measures at home, school, etc

Share news with friends. Counting 1-80

Vocabulary: play, touch, harmful, dangerous, safe, strangers etc.

Speaking & communicating: Role play situations and practice saying "NO" loudly and firmly. Say rhymes correctly and sing a songs on familiar topic.

Reading & viewing: Read prepared texts on familiar topic (Showing good reading habits, respect for books and handle with care.

Replace beginning/middle/ ending/sounds to make new words.

Phonics: Construct and read 3 letter words.

Sight words: Revise all.

Writing: Write unprepared short paragraphs about how to play safely in water. Write own stories/cartoon. - short sentences.(using correct spacing, rhythm, letter formation +punctuation

Lang. struc/grammar: Use regular verbs (*dressed/talked*) in simple present tense

Revise conjunctions of time.

Apply spelling rules + spell words

Arts:

Visual Art: Use safe practices e.g. look after equipment.

Music: Demonstrate the difference between beat and rhythm.

Dance and Drama

Move rhythmically in time to music alternating movements. Experiment with voice techniques.

RME

Theme: 5 Social value

*Democracy

-Breaking rules

Unit 5.3 + 5.2 Conflict between different groups.

Decision making in the early church

Environmental Studies

Content: Safety measures in the home, school and the immediate environment. How to say "no" in an uncomfortable situation and discuss when is touching acceptable or unacceptable.

Explore/Investigate: Identify people who can help if you are in danger. Role-play acceptable and unacceptable situations.

Display Table: Posters, pictures, drawings

First Language

Listen + Respond: Daily news (Think, Pair, Share). Ask learners to listen to each other describing how to store and prepare food. Repeat a sequence of sentences. Respond by drawing miming and role play

Speak and communicate: Say riddles and jokes. Give learners opportunity to recall personal experience on food preparation and food storage.

Revise (re-learn) some action songs and nursery rhymes

Vocabulary: food, prepare, storage, label, dry, etc

Read + View: Read articles from books and magazines on food preparation and storage from the library. Answer oral comprehension question. Make short presentations in front of the class.

Phonics: write words with two letter blends

Write: Write simple interview questions. Write cards and invitations. Complete word puzzles.

Handwriting: Demonstrate rhythm and speed in writing.

Language Structure: Identify simple homonyms. Use suffixes correctly. Use "s" to form plural.

Physical Education

Theme: Sport skills

Activities: Dribble an object with an implement on the ground in different directions e.g. forwards, backwards, sideways. -Dribble an object between obstacles. On signal dribble it (*Syllabus p.42*).

Mathematics

NCD: Orientation 1-500 various aspects see teacher's guide. (TG). Number patterns in the range (1-500). Odd & even (1-500)

Problem solving & Computation 1-500. Phase 6 (P_{FH}^+ 6): 3digits + 3digits, bridging the 100 and 10: 256+189 in column notation see TG and the inset to the right: Use the theme to set up short stories leading to additions and subtractions in the range 1-500.

Measurement: Capacity: measure and read capacity using the correct abbreviations l and ml .

Geometry: Create pictures and patterns with shapes including tessellations; properties of basic 2D shapes.

Revision: Choose from: P_{FH}^+ 12345; P_{FH}^- 12; P_M 1; P^+ 123 & P^+ 456; P^- 1234; times tables of 2, 3, 4, 5 and 10; Maintenance of computation < 100 stepwise approach (add. & subtr.).

Food storage and preparation

Second Language

Listening & responding: Listen to a story on how to prepare different meals. Retell parts of the story using new words. Follow/give instructions on how to store and prepare food..

Vocabulary: store, supply, fridge, freezer, cool, warm, cook, boil, braai, meal etc. Revise counting.

Speaking & communicating: Role-play instructions and commands on how to prepare a certain meal.(using correct pronunciations) Discuss freely on how they prepare different meals (using new words). Correctly say rhymes and sing songs

Reading & viewing: Get information from books on familiar topic. (Show respect for books

Correctly answer simple questions. Blend and split onsets and rimes including 3 letter words.

Phonics: str(*street/straw/stranger/strong* etc). Read unfamiliar words.

Sight words: cold, first, off, fly, open, take.

Writing: Write own short stories or cartoons (how to prepare meals (using correct spacing, rhythm, letter formation) punctuation. Add new words to vocabulary list.

Lang. struc/grammar: Revise regular verbs in simple past tense. Revise: Add "s" to make nouns plural.

Arts:

Visual Art: Demonstrate personal and social skills through visual art.

Music: Accompany songs using complex respective changing patterns e.g. tempo.

Dance and Drama

Describe drama activities and effects e.g. cleaning our utensils. Plan and act out a situation using puppets.

RME

Theme:7 Personal value

*Friends in everyday life

Unit 7.3 Good friendship.

Environmental Studies

Content: Correct storage and preparation methods of food. Discuss how some regions supply food to other regions. Discuss different ways of storing food.

Explore/Investigate:

Find out what food is gathered and produced in different parts of Namibia.

Display Table: Drawings, packaging labels and samples of different food.

First Language

Listen + Respond: Daily news (Think, Pair, Share). Ask learners to listen to each other talking about road safety rules. Let them listen to a Traffic Officer talking about road safety for road users.

Speak and communicate: Give the learners opportunities to talk about the importance of road signs. Share with others their experience of road safety. Demonstrate good examples of road safety. Revise (re-learn) some action songs and nursery rhymes

Vocabulary: safety, traffic, rules, cyclist, signs, traffic officer, sign boards, traffic lights, colors, etc

Read + View : Guided and shared reading of a story about road safety. Read newspapers and magazines on road safety. Answer literal and comprehension question correctly.

Sight words: Revise and add 10 new words from the list

Phonics: Revise the two letter blend and recall sight words.

Write: Design posters to display road signs and traffic lights. Write (or copy from the chalkboard) short sentences about 'road safety'. Complete word puzzles, play language and card games to stimulate memory skills and develop vocabulary. Role plays good traffic behavior.

Handwriting: Revise correct pencil grip and body posture. Demonstrate legible print, correct formation, size, spacing in written work.

Language Structure: Use synonyms and antonyms correctly. Add "es" to form plural. Use "y to i" to form plural.

Physical Education

Theme: Sport skills

Activities: Three against one (syllabus p.14).

-Keep the ball I the air

Game(s): Own traditional game

Mathematics

NCD: Orientation 1-500 various aspects see teacher's guide. (TG)

Fractions: Naming parts of a whole halves; thirds and quarters only; use of $\frac{1}{2}$ etc.; take half; third or a quarter of a group of objects.

Problem solving & Computation 1-500.

Phase 3 (P_{FH}^- 3) 3digits-3digits in column

form only, bridging 10: 345-136,

[d means deficit] see TG as well inset:

Multi step problems

Use the theme to set up short stories leading to additions and subtractions in the range 1-500.

Measurement: Mass order and compare 5 objects according to increasing & decreasing mass; use standard units to measure (g, kg)

Revision: Choose from: P_{FH}^+ 123456; P_{FH}^- 12; P_M 1; P^+ 123 & P^+ 456; P^- 1234 ; times tables of 2, 3, 4, 5 and 10; Maintenance of computation < 100 stepwise approach (add. & subtr.).

Safety for Cvclists**Second Language**

Listening & responding: Listen to a traffic officer about road safety and cyclists then ask and answer simple questions. Follow and give instructions on hand signals.

Vocabulary: pedestrian/vehicle/traffic, cyclists, bicycle, etc.

Speaking & communicating: Use new words and Create own sentences :(good and bad traffic behaviour) Share/discuss daily experiences of traffic on the way to school/home.

Reading & viewing: Divide words in syllables. Blend and split onsets and rimes including 3- letter blends. Read sentences and answer questions on it. Read story/sentences on road safety.

Phonics: - tion (information, correction, attention, mention, nation)

Sight words: (old, his, by, work, goes, or)

Writing: Write short stories about road safety and cyclists. Write own sentences on safety for cyclists. (Correct spacing, rhythm, letter formation, punctuation + capitals.

Lang. struc/grammar:

Revise: segment words in syllables

Form/use irregular and other plurals

Revise: regular verbs in simple present/simple past tense.

Arts:

Visual Art: Use safe practices e.g. Road safety signs.

Music: Create rhythmic pattern using percussion to begin and end a song and use between verses (form).

Dance and Drama

Perform increasingly challenging traditional songs learn from the other class members.

Use Materials and objects to support the drama.

RME

Theme: 7 Personal values

*Friendship in everyday life
Unit 7.3 Bad friendship

Environmental Studies

Content:

Discuss road safety and traffic rules for cyclists.

Explore/Investigate:

Practice hand signals cyclists must show.

Display Table:

Display road signs for cyclists.

THEME: THE NATURAL ENVIRONMENT

Topic of Integration: *Plant growth and uses*

Topic: Plants as living things

Weeks: 23 - 25

Term 2

First Language

Listen + Respond: Daily news (Think, Pair, Share). Ask learners to listen to an Agriculturalist about how plants grow. Listen to stories about plants and growth.

Speak and communicate: give learners opportunities to talk about how plants grow. Share their experience of plants and their growth.

Observe and explain how plants grow. Learners tell stories about how different types of plants grow. Say poems, rhymes and songs.

Vocabulary: seed, light, water, flowering, cuttings, tree, leaves, backs, etc.

Read + View: Shared reading about plants.

Read books, newspapers and magazines about plants.

Answer literal and comprehension questions correctly.

Phonics: Revise the two-letter blends at the beginning and introduce the two-letter blend at the end of a word.

Sight words: Revise and add 30 new words.

Write: copy the jumbled sentences correctly about plants and growth.

Observe and write sequences of sentences on how plants grow.

Learners write their own sentences about plants growth.

Handwriting: write with legible print in guiding lines with speed.

Language Structure: Do correct punctuation (capital letters, exclamation marks, question marks). Use corrective nouns correctly. Use countable and uncountable nouns correctly.

Physical Education

Theme: Gymnastics

Activities: Locomotors movement

-Feet, hands and feet (syllabus p.19).

-Other body part

Game(s)

Own traditional game

Mathematics

NCD: Orientation 1-500 various aspects see teacher's guide. (TG). Subitising: estimate the number of 25 objects by grouping them appropriately and check by counting.

Rounding off to the nearest 10 (1-500)

Problem solving & Computation 1-500.

General revision on the work in term 2

Multi step problems. Use the theme to set up short stories leading to additions and subtractions in the range 1-500

Measurement: Length: draw a straight line with given length (cm & m). **Money:** revise identification of all coins and notes up to N\$100; discuss their values. **Time:** Revise determination of duration of events in hours, days, months & years using a time line.

Geometry: Revise 2D shapes and 3D figures; identify right and other angles in shapes using a reference tool. **Revision:** Choose

from: P_{FH}^+ 123456; P_{FH}^- 123; P_M 1; P^+ 123 & P^+ 456; P^- 1234 ; times tables of 2, 3, 4, 5 and 10; Maintenance of computation < 100 stepwise approach (add. & subtr.).

Plants and growth

Second Language

Listening & responding: listen to any story of plants and answer oral questions. Make up questions to ask each other based on the story. Use puppets/masks to dramatise sections of the story. Ask learners to retell favourite parts of the story in their own words. Follow instructions when planting seeds.

Counting in tens up to 80.

Vocabulary: (from story) + watering, plants, garden, roots, leaves, sun etc.

Speaking & comm. Talk about how to plant a seed and how plants grow.

Talk about different ways plant can grow eg. germination/cuttings.

Reading & viewing: Reading of simplified version of the story.

Phonics: -oa- (goat, boat, goal, coat etc)

Sight words: around, write, going

Writing: Write short sentences (use pictures) on planting a seed/watering/ growing and use punctuation + capitals

Lang. struc/grammar: Revise: Tenses (verbs), Common and proper nouns. Pronouns and possessive pronouns
Prepositions, adjectives and plurals

Arts:

Visual Art: Create texture to stimulate real objects e.g. marking that look fur on a cat.

Music: Sing song with two simple parts harmony.

Dance and Drama:

Demonstrate rehearsal techniques

Take on role using characteristic voice and movement.

RME

Theme: 7 Personal value

Unit 7.2 Friendship in everyday life. Story from the new testament

-Story of Mary and Martha
John 11: 1-44

Environmental Studies

Content: Effects of light and water on the growth of a plant. Life cycle of flowering plants. Identify different types of trees in their environment. Why the welwitchia is special. Plants that is used as medicine – poisonous and non poisonous. How seeds are spread.

Explore/Investigate:

Simple experiments on the effect of light and water on plant growth. Graph – on plant cutting. Collect different seeds/pods, leaves, flowers and bark.

Display Table: Use different seeds/pods, leaves, flowers and bark for decoration. Posters, pictures and graphs.

THEME: THE NATURAL ENVIRONMENT

Topic of Integration: *Spring*

Topic: Weather, seasons and the Environment

Weeks: 26

Term 3

First Language

Listen + Respond: Daily news (Think, Pair, Share). Ask learners to listen to each other talking about weather conditions. Let them listen to a weather report on TV or Radio.

Speak and communicate: Let learners discuss weather reports and weather conditions. Let them debate on issues like change in temperature, presence of rain, wind and clouds. Give the learners opportunities to talk about the effects of climate changes on people, plants and animal. Say poems and perform simple dialogue about weather (Spring)

Vocabulary: weather, spring, temperature, rain, wind, clouds, conditions, etc

Read + View : Modeled and shared reading of a stories and articles about Spring. Read newspapers and magazines on weather and make short summaries. Answer literal and comprehension question correctly. Extend sentences by adding phrases/ more detail.

Sight words: Revise and add 10 new words from the list

Phonics: Revise the two letter blend at the beginning or end and recall sight words.

Write: Write dictation of combined sentences.

Write (or copy from the chalkboard) short simple or compound sentences about weather or Spring. Complete word puzzles, play language and card games to stimulate memory skills and develop vocabulary.

Handwriting: Revise correct pencil grip and body posture. Demonstrate rhythm and speed, writing in guiding lines.

Language Structure: Use apostrophes for contraction. Identify, name and use countable/ uncountable nouns. Use irregular plurals correctly

Physical Education

Theme: Gymnastics

Activities: Straddle sitting (*syllabus p. 19*).

Game(s)

Three against one

Mathematics

NCD: Orientation 1-1000 various aspects see teacher's guide.

(TG). Rounding off to the nearest 10 (1-500)

Problem solving & Computation 1-500.

Phase 2 multiplication ($P_M 2$) multiply any number (1-50) times (1-5) using special notation see TG and inset: $2 \times 17 \rightarrow$. Phase 1 division ($P_D 1$) $\div 2$ for (2-20) by inverted multiplication and halving and $\div 3$ for (3-30) by inverted multiplication.

See TG. Use the theme to set up short stories leading to additions and subtractions in the range 1-500.

Mass: measurement use appropriate vocabulary.

Area: relate area to the surface inside borders of a given shape using non standard units.

Geometry: Explore basic 2D shapes (square & rectangles) through their symmetry properties by folding the shapes.

Revision: Choose from: P_{FH}^+ 123456; P_{FH}^- 123; $P_M 1$; P^+ 123 & P^+ 456; P^- 1234 ; times tables of 2, 3, 4, 5 and 10. Maintenance of computation < 100 stepwise approach (add. & subtr.).

Spring

RME

Topic of own choice

Unit 7.1 Traditional story

Second Language

Listening &and Respoding: Revise vocabulary and phrases on the theme of weather (from G 2). Introduce vocabulary to talk about spring and answer question (which months are in spring, what clothes we wear, and what the weather is like etc) Learn a rhyme or song.

Daily News (think/pair/share)

Vocabulary: grow, blossoms, butterflies, spring etc.

Speaking & comm: Discuss the changes in plants during spring and answer questions. repeat vocabulary and also rhyme/song.

Reading &viewing: Read a text about spring (reading for information) to find specific information. Identify and replace rhyming words (*phonics*)

Phonics: -er (water, summer, soccer....etc)

Sight words: Revise all.

Writing: write short paragraph about spring. (using correct spacing, rhythm, letter formation.

Lang. struc./grammar Revise: Capitals and punctuations

Revise: Add 's' to make plurals

Revise: prepositions

Arts:

Visual Art: Mix different amounts of primary colours to get a variety of secondary colours.

Music: Sing song that requires loud and soft sections (dynamics)

Dance and Drama: - Develop rhythmic skills while dancing and using traditional attire.

Plan to act out a situation using puppets.

Environmental Studies

Content: Changes in weather conditions: temperature. The effect of Spring on people and the environment. Types of sport played , appropriate clothing. Available fruit and vegetables.

Explore/Investigate: Group work - daily recording of weather conditions on a chart.

Display Table: Pictures of Spring, clothing, sport, fruits, vegetables, weather chart etc.

First Language

Listen +Respond: Daily news (Think, Pair, Share). Ask learners to listen to each other talking about various movements of animals.

Speak and communicate: Let learners discuss about physical features, habits and feeding habits. Learners describe the changes in animal as they undergo major physical changes (metamorphosis) . Give the learners opportunities to talk about the appearance of insects and birds. Say poems and perform simple dialogue about animal habits

Vocabulary: animals, movements living things, habits, insects, birds, walk, fly, habitats, features etc

Read + View : Modeled and shared reading of a stories and articles about animal habitats. Distinguish long vowel sounds. Read unfamiliar words. **Sight words:** Revise and add 10 new words from the list

Phonics: Revise the two letter blend at the beginning or end and recall sight words.

Write: Write factual description using simple and compound sentences.
Write dictation of combined sentences.
Complete word puzzles, play language and card games to stimulate memory skills and develop vocabulary.

Handwriting: Revise correct pencil grip and body posture. Demonstrate rhythm and speed, writing in guiding lines.

Language Structure: Use apostrophes for possession. Use collective pronouns correctly.

Physical Education

Theme: Gymnastics

Activities: Balancing
-Balance on the spot, varying body position e.g. parts used for support position of limbs (*syllabus p.23*)

Game(s)
Run for your life

Mathematics

NCD: Orientation 1-1000 various aspects see teacher's guide. (TG)
Place values range (1-500)

Problem solving & Computation 1-500.
Phase 2 division ($P_D 2$) $\div 2$ for (2-20) by inverted multiplication and halving and $\div 3$ for (3-30) by inverted multiplication.
See TG

Use the theme to set up short stories leading to additions and subtractions in the range 1-500.

Mass: measurement estimate, measure & compare weights of learners.

Data Handling: Make a table based on favorite insect/bird/ wild animal

Revision: Choose from: $P_{FH}^+ 123456$; $P_{FH}^- 123$; $P_M 12$; $P_D 1$; $P^+ 123$ & $P^+ 456$; $P^- 1234$; times tables of 2, 3, 4, 5 and 10. Maintenance of computation < 100 stepwise approach (add. & subtr.).

Animal conservation

RME

Topic of own choice
Unit 6.3 the story from the other faith

Second Language

Listening & responding Listen to any animal story and answer questions. Retell story and use new vocabulary.

Vocabulary endangered, animals, national park . Orally Share daily news. Counting 1-90

Speaking & communicating: Discuss which animals need to be protected and share experiences of visits to game farm/park.

Reading & viewing: Read words with familiar blends eg. *ring, bring, wrong, long* and fl- (*flow, fly, flower, floor*)
Read and create words with same initial sounds. Read sentences and answer questions on it.

Phonics: fl- (*flow, fly, flower, floor*)

Sight words: fly, put, take,

Writing: Use new vocabulary words and write own animal stories. (*use correct spacing, rhythm and punctuation*)

Lang. struc/grammar: Use/revise possessive pronouns
Use statements, questions and exclamations
Sound out/spell words

Arts:

Visual Art: Make models of animals and people considering shape, detail feature, texture and clothing.

Music: Use body (clapping) found materials and instruments

Dance and Drama: A combination of flowing and sustained movement e.g. skipping.
-Use material and object to support the drama e.g. length of a blue fabric to wave.

Environmental Studies

Content: Structures that animals (including humans) use to move around. Importance of animal conservation. Describe metamorphosis of a butterfly.

Explore/Investigate:
Identify different movements of animals. Find out which animals need to be protected and why. Create a chart on how a butterfly changes.

Display Table: Pictures or drawings of animals that needs to be conserved. Different food prints. Chart of physical changes of a butterfly.

First Language

Listen +Respond: Daily news (Think, Pair, Share). Ask learners to listen to each other talking about how animals depend on one another for food.

Speak and communicate: Let learners discuss the feeding habits and enemies of animals. Describe animals and their feeding habits. Say poems and perform simple dialogue about weather (Spring)

Vocabulary: animals, habits, food chain, feeding habits, etc

Read + View : Modeled and shared reading of a stories and articles about the feeding habits of animals. Read story books and other articles on feeding habits of animals and make short summaries. Answer literal and comprehension question correctly. Extend sentences by adding phrases/ more detail.

Sight words: Revise and add 10 new words from the list

Phonics: Revise the three letter blends in words and recall sight words.

Write: Write creative stories in simple past tense with beginning, middle and end. Write dictation of combined sentences.

Handwriting: Demonstrate rhythm and speed, writing in guiding lines. Demonstrate legible print, correct formation, size, spacing in writing.

Language Structure: Revise using the apostrophe for contraction and for possession. Identify, name and use countable/ uncountable nouns.

Physical Education

Theme: Gymnastics

Activities: Activity with a partner
-Define area (*syllabus p. 28-33*).
-Oxen fighting

Game(s)

-Running activities
-Follow the leader

Mathematics

NCD: Orientation 1-1000 various aspects see teacher's guide. (TG)

Place values range (1-500)

Problem solving & Computation 1-500.

Phase 4 (P_{FH}^- 4) 3digits–3digits in column

form only, bridging 100: 345-182 see →

Use the theme to set up short stories leading to additions and subtractions in the range 1-500.

Measurement: Money: demonstrate buying & selling articles up to \$50 with play money and give correct change.

Geometry: Location, position & movement of objects: locate & describe objects from various directions.

Revision: Choose from: P_{FH}^+ 123456; P_{FH}^- 123; P_M 12; P_D 12; P^+ 123 & P^+ 456; P^- 1234 ; times tables of 2, 3, 4, 5 and 10. Maintenance of computation < 100 stepwise approach (add. & subtr.).

Food chain**Second Language**

Listening & responding Listen to a story about a predator and its prey (eg. The lion and the springbok) and Make up questions to ask each other based on the story. Roles play animal stories. Ask learners to retell parts of the story in their own words. Count in tens up to 90

Vocabulary: Elephant, cheetah, lion, kudu, zebra, hyena, giraffe, etc.

Speaking & and comm. Discuss feeding habits of wild animals.

Repeat story role-play courtesies and greetings

Reading & + viewing: Read prepared and unprepared animal stories (groups)

Phonics: ight (night/fight/light/night etc.)

Revision of cvc word lists.

Sight words: Use phonics

Writing: Write short paragraphs (use vocabulary (using correct spacing, rhythm, letter formation.

Lang. struc/grammar:

Revise: Common verbs

Use familiar verbs in simple future tense

Arts:

Visual Art: Create spaces between shapes

Music: Use body percussion instruments (sticks)

Dance and Drama

-Contrasting movement putting right hand to left knee and vice versa.
-Experiment with voice techniques.

RME

Theme: 6 Religion and Environment

*Trees in religious traditions

Unit 6.1 -Trees are special

Unit 6.2 Trees in the bible

Unit 6.4 Trees and prayer

Environmental Studies**Content:**

Distinguish between the basic physical features, habits and feeding habits of a variety of wild animals and their place in the food chain. Observe and discuss insects and birds – appearance, habitat, feeding and enemies.

Explore/Investigate:

Draw or paste pictures of the food chain.

Display Table:

Food chain, pictures of different wild animals, birds and insects.

First Language

Listen +Respond: Daily news (Think, Pair, Share). Ask learners to listen to each other talking about how they preserve water. Let them listen to a Namwater Official talking about water purification process.

Speak and communicate: Let learners prepare short speeches on how to find water in their environments. Discuss how water is being saved. Let them debate on water pollutions. Say poems and perform simple dialogue about water pollution.

Vocabulary: water, savings, purifying, pollution, boreholes, dams river, wells, etc

Read + View : Modeled and shared reading of a stories and articles about saving water. Recognize/ create repetitions of sounds. Blend and split one- syllable words. Read stories from newspapers and magazines on water saving and pollution. Answer factual comprehension question correctly. Extend sentences by adding phrases/ more detail.

Sight words: Revise and add 10 new words from the list

Phonics: Revise the three letter blend words and recall sight words.

Write: Write simple rhyming or free verse poem. Write dictation of combined sentences.

Copy compound sentences correctly from the chalkboard. Complete word puzzles, play language and card games.

Handwriting: Revise correct pencil grip and body posture. Demonstrate rhythm and speed, writing in guiding lines.

Language Structure: Use pronouns correctly. Use possessive pronouns correctly.

Second Language

Listening & Responding: Revise vocabulary and phrases on the theme of water. Add vocabulary on this topic by talking about water conservation. Review of stories, poems, rhymes.

Vocab: saving water, dry, desert, dam, river, etc Revise counting.

Speaking & comm: Tell why water should be saved, and why it is important.

Pronounce words correctly

Reading & viewing: Read short prepared and unprepared sentences about water and answer questions.

Replace beginning/middle and ending sounds to make new words.

Phonics: -or (*pork, short, fork, sport, corn*, etc

-ir (*bird, girl, first, skirt, stir*, etc

Sight words: Revise all + phonics

Writing: write short paragraphs on how to save water (*correct letter formation/ spacing*. Update vocabulary list.

Write questions (using *who, what, when where, why, and how*)

Lang. struc./grammar:

Describe nouns (use adjectives)

Revise: conjunctions of time

Construct *who what when where why and how* questions

Physical Education

Theme: Gymnastics

Activities: Activities with a partner move between, around, over, into and through hoops e.g. move around a spinning hoop etc. (*syllabus p. 29*).

Game(s)

-Running activities
-Overtaking a partner

Mathematics

NCD: Orientation 1-1000 various aspects see teacher's guide. (TG); Place values range (1-500)

Problem solving & Computation 1-500.

Phase 3 division ($P_D 3$): $\div 2$ through inverted multiplication; repeated subtraction and halving.

As well for $\div 3$ through inverted multiplication and repeated subtraction. (See TG)

Use the theme to set up short stories leading to additions and subtractions in the range 1-500.

Measurement: Money: work out change for payments up to \$20. Capacity: Revise using correct vocabulary; measure everyday objects with reasonable accuracy using standard units: l and ml

Geometry: Create models from papers and recycled materials, recognize angles in everyday objects.

Revision: Choose from: $P_{FH}^+ 123456$; $P_{FH}^- 1234$; $P_M 12$; $P_D 12$; $P^+ 123$ & $P^+ 456$; $P^- 1234$; times tables of 2, 3, 4, 5 and 10. Maintenance of computation < 100 stepwise approach (add. & subtr.).

Saving water

RME

Theme: 6 Religion and Environment

*Trees in religious traditions

-The tree of knowledge (*syllabus p. 235*).

Arts:

Visual Art: Create still life pictures use thick and thin paint.

Music: Improvise melody by completing a simple unfinished melodic pattern sung by the teacher

Dance and Drama:

Balance using different body parts as a base.

-Demonstrate how to use space.

Environmental Studies

Content: Modern and traditional methods of purifying water. Locate where water is found in the environment. Name and discuss sources of pollution and how to prevent it.

Explore/Investigate: Invite some officials to explain the purification process. List places where water is found in the environment. Create prevention of pollution posters and display.

Display Table: Posters and pictures

First Language

Listen +Respond: Daily news (Think, Pair, Share). Ask learners to listen to each other talking about cleaning. Respond to instructions, messages and announcements.

Speak and communicate: Let learners discuss ways how they keep the environment clean. Recall personal experiences about cleaning. Say poems and rhymes on clean environment.

Vocabulary: clean, environment, caring, waste, dump, etc

Read + View : Modeled and shared reading of a stories and articles about cleaning. Read words with consonant and vowel diagraphs. Answer literal and comprehension question correctly. Extend sentences by adding phrases/ more detail.

Sight words: Revise and add 10 new words from the list

Phonics: Read sentences with two letter blend words at the beginning or end.

Write: Write personal experiences in simple past tense. Write (or copy from the chalkboard) short simple or compound sentences in the past tense. Complete word puzzles and play language games.

Handwriting: Demonstrate rhythm and speed, writing in guiding lines.

Language Structure: Use verbs correctly. Change regular verbs from present to past tense.

Physical Education

Theme: Gymnastics

Activities: Flexibility activities

-Ankle, knee (*syllabus p.12*)

Game(s)

Three against one

Mathematics

NCD: Orientation 1-1000 various aspects see teacher's guide. (TG). Rounding off to the nearest 10 using a number line.

Odd and even numbers (1-1000)

Problem solving & Computation 1-500.

Phase 3 multiplication: any 2digit number (50-99) times 2, 3, 4 or 5 using the notation as in week 26 as well use of the commutative law: $54 \times 3 = 3 \times 54$.

Use the theme to set up short stories leading to additions and subtractions in the range 1-500.

Length: Draw a straight line in given cm & m; measure with reasonable accuracy lengths, widths and heights and record (cm & m)

Geometry: identify right and other angles in shapes using a reference tool to find right angles in shapes that are less or more than a right angle.

Revision: Choose from: P_{FH}^+ 123456; P_{FH}^- 1234; P_M 12; P_D 123; P^+ 123 & P^+ 456; P^- 1234 ; times tables of 2, 3, 4, 5 and 10. Maintenance of computation < 100 stepwise approach (add. & subtr.).

Clean up**Second Language**

Listening & responding: Invite person to talk about a healthy environment.. Answer questions after speech. Follow and give instructions how to clean up and role play it.

Vocabulary: rubbish, dustbin, litter etc.

Orally Share daily news.

Speaking & communicating: Use new words and discuss how to keep the classroom/school grounds clean + importance of keeping it clean.

Reading & viewing: Read and create words with familiar blends eg. *ring, bring, wrong, long*. E.g. -rt (short, skirt, shirt, start, smart etc. Read paragraphs about cleaning up and answer questions on it.

Phonics: use -ng and -rt words (blends)

Sight words: went, ride, soon, there

Writing: Write short article about: cleaning up the school grounds.

Lang. struc/grammar:

Use: 'could', 'would', 'should'

Use irregular plurals in sentences

Arts:

Visual Art: Demonstrate social skills

Music: Sing more challenging songs using Namibian languages and English.

Dance and Drama: Describe drama activities and effects
-Show awareness of audience.

RME

Theme: 4 Festivals

*African traditions and religion

Unit 4.1 Traditional ceremony or festivals

Environmental Studies

Content: Importance of cleaning and caring for the environment

Explore/Investigate:

Write a short report about cleaning up the school grounds/community activities.

Display Table:

Reports, rubbish

First Language

Listen +Respond: Daily news (Think, Pair, Share). Ask learners to listen to each other talking about changes in physical properties.

Speak and communicate: Tell prepared and unprepared stories. Let learners demonstrate and explain the changes that occur during the process (cooling or heating). Give the learners opportunities to talk about the effects of heating on climate changes. Say poems and/ or sing songs about cooling and heating.

Vocabulary: energy, cool, heat, change, expand, solid, liquid, etc

Read + View : Modeled and shared reading of a stories and articles from books and magazines. Summarize stories. Answer literal and comprehension question correctly. Extend sentences by adding phrases/ more detail.

Sight words: Revise and add 10 new words from the list

Phonics: Revise the two letter blend at the beginning or end and recall sight words. Read words with trigraphs.

Write: Write explanation to show how things work. Write procedures to show how to do something

Write compound sentences. Complete word puzzles, play language games.

Handwriting: Revise correct pencil grip and body posture. Demonstrate rhythm and speed, writing in guiding lines.

Language Structure: Use adverbs correctly. Change regular verb from present to past.

Physical Education

Theme: Physical fitness

Activities: Muscular strength and endurance.
-Shoulder and arms e.g. lame dog (*syllabus p.9*).

Game(s)
Hopscotch

Mathematics

NCD: Orientation 1-1000 various aspects see teacher's guide. (TG)

Fractions: Naming parts of a whole halves; thirds and quarters only; use of $\frac{1}{2}$ etc.; take half; third or a quarter of a group of concrete objects.

Problem solving & Computation 1-500.

Phase 4 division (P_D 4): $\div 4$ & $\div 5$ through inverted multiplication and repeated subtraction (no remainders); $\div 10$ through inverted multiplication no remainder.

Use the theme to set up short stories leading to additions and subtractions in the range 1-500.

Measurement: Time: revise using a calendar to obtain specific information.

Geometry: Location, position & movement of objects: locate & describe objects from various directions.

Revision: Choose from: P_{FH}^+ 123456; P_{FH}^- 1234; P_M 123; P_D 123; P^+ 123 & P^+ 456; P^- 1234 ; times tables of 2, 3, 4, 5 and 10. Maintenance of computation < 100 stepwise approach (add. & subtr.).

Heating and cooling

Second Language

Listening & responding: Revise previous stories/poems/songs and answer questions.

Vocabulary: soft/hard/liquid/solid/float/sink etc

Share daily news. Counting 1-100

Speaking & communicating: Describe different object using vocabulary.

Reading & viewing read and create words with familiar diphthong (*found, house, mouse, about, round, shout, out*)

Read and create own words

Phonics: -ou- (use diphthongs)

Sight words: round, around, would, could etc.

Writing: Add sight words and phonics to vocabulary list.

Write short articles about heating and cooling using vocabulary.

Lang. struc/grammar:

Revise irregular verbs (simple past tense)

Sound and spell words (phonics + grammar)

Revise: *who, what, when, where, why, and how* questions.

RME

Theme: 4 Festivals

African traditions and religion

-Arrest and condemnation of Jesus.

Arts:

Visual Art: To show expression

Music: Demonstrate the difference between "beat" and "rhythm".

Dance and Drama

-Walk using sequence of directions and movement changing face and flow

Environmental Studies

Content:

Simple differences in the physical properties of solids, liquids and gases.

Explore/Investigate:

Experiment with water by cooling and heating.

Write a procedure to show how to freeze or heat water.

Display Table:

Posters and pictures

First Language

Listen +Respond: Daily news (Think, Pair, Share). Ask learners to listen and repeat sentences in a sequence

Speak and communicate: Let learners explain simple and directions. Let them do presentations on changes in weather conditions and on issues like change in temperature, presence of rain, wind and clouds. Give the learners opportunities to talk about the effects of climate changes on people, plants and animal. Say poems and sing song on weather and/ or rain.

Vocabulary: weather, change, temperature, rain, wind, clouds, conditions, etc

Read + View : Modeled and shared reading of a stories and articles about the effects of the season on plants and animals. Read story books on seasons and weather changes and make short summaries. Answer factual comprehension question correctly. Extend sentences by adding phrases/ more detail.

Sight words: Revise and add 10 new words from the list

Phonics: Read words with trigraphs and use them in simple sentences.

Write: Write dictation of combined sentences. Write cards and invitations Write (or copy from the chalkboard) short simple or compound sentences. Complete word puzzles, play language and card games to stimulate memory skills and develop vocabulary.

Handwriting: Revise correct pencil grip and body posture. Demonstrate rhythm and speed, writing in guiding lines.

Language Structure: Change irregular verbs from present to past. Use verbs to describe future events.

Second Language

Listening & Responding: Listen to a story about the changes of a tree during four seasons. Answer questions on the changes of the tree during every season and give reasons for the changes. Count in tens up to 100.

Vocab: summer, winter, shed, blossom, shades, green, yellow, brown, beautiful, dry

Speaking & comm: tell own experiences about changes of plants in their environment. Look at pictures of plants and name/create own sentences according to correct seasons.

Reading & viewing: Read short prepared and unprepared paragraphs about different seasons.

Phonics: -air (*pair/hair/fair/fairy/chair/stairs*)

Sight words: this, that, these, those,

Writing: Write short paragraph s about different seasons (*use correct letter formations spacing, rhythm and punctuation*)

Lang. struc/grammar: Revise: 'could', 'would', 'should'

Revise: irregular plural

Use: 'this', 'that', 'these', 'those' in sentences

Physical Education

Theme: Physical fitness

Activities:

Flexibility activities

-Spinal column

(*syllabus p. 11*).

Game(s)

-Competition

-Corner relay

Mathematics

NCD: Orientation 1-1000 various aspects see teacher's guide. (TG). **Place values:** for numbers 1-999.

Problem solving & Computation 1-500.

Phase 5 division (P_D 5): division by 2, 3, 4, 5 and 10 inverted multiplication and repeated subtraction including remainders. Use the theme to set up short stories leading to additions and subtractions in the range 1-500.

Measurement: **Mass:** estimate and measure mass of everyday used objects with reasonable accuracy using grams.

Area: relate area to the surface within a border by informally measuring shapes using non standard units. **Data Handling:** Collect, organize and display data on a bar graph appropriate

to the theme. **Revision:** Choose from: P_{FH}⁺ 123456; P_{FH}⁻ 1234; P_M 123; P_D 1234; P⁺ 123 & P⁺ 456; P⁻ 1234 ; times tables of 2, 3, 4, 5 and 10. Maintenance of computation < 100 stepwise approach (add. & subtr.).

The effects of seasons

RME

Theme: Festivals

Unit 4.1 African traditions and religion
-Dramatize crucifixion of Jesus.

Arts:

Visual Art: Recall memory and imagination as a source of drawing inspiration.

Music: Sing songs that require fast and slow section e.g. a chorus

Dance and Drama: Move freely to music focusing on different parts of the body and levels e.g. move like winds.

-Create a simple situation.

Environmental Studies

Content:

Revise the four seasons. Explain why weather conditions change. Discuss Winter – Summer time. Effects of the seasons on plants and animals.

Explore/Investigate:

Regularly record weather observations

Display Table:

Weather chart and drawings or pictures of the four seasons.

THEME: THE NATURAL ENVIRONMENT

Topic of Integration: *The seasons and the sky*

Topic: The earth, the moon, and our solar system and the universe

Weeks: 34

Term 3

First Language

Listen + Respond: Daily news (Think, Pair, Share). Ask learners to listen to a story or presentation and let them retell the story in a correct order.

Speak and communicate: Let learners describe features of the sky and seasons (clear, windy, cloudy, cold winter). Let them tell stories and give information about their own experience of winter and summer. Give the learners opportunities to talk about the effects of seasonal changes on people and animals. Say poems and rhymes.

Vocabulary: weather, sky, temperature, season, wind, clouds, conditions, etc

Read + View : Modeled and shared reading of a stories and articles about Seasons and the sky. Read newspapers and magazines on seasons and sky and make short summaries. Answer factual comprehension question correctly. Extend sentences by adding phrases/ more detail.

Sight words: Revise and add 10 new words from the list

Phonics: Revise the three letter blend words in sentences and recall sight words.

Write: Write simple interview questions. Write dictation of combined sentences.

Write a friendly letter. Complete word puzzles, play language and card games.

Handwriting: Revise correct pencil grip and body posture. Demonstrate rhythm and speed, writing in guiding lines.

Language Structure: Use conjunctions correctly. Change negative irregular verbs from present to past.

Physical Education

Theme: Games in limited space

Activities: Imitation
The boxer, the
sprinter and the
bicycling (syllabus
p.49).

Game(s)

Own traditional
games

Mathematics Mathematics

NCD: Orientation 1-1000 various aspects see teacher's guide. (TG)

Doubling (1-250) & halving (1-500) of odd and even numbers.

Problem solving & Computation 1-500.

Phase 5 (P_{FH}^- 5) 3digits–3digits in column

form only, bridging 10 and 100:

465-289 see inset→ (d: deficit)

Use the theme to set up short stories leading to additions and subtractions in the range 1-500.

Measurement: Time: revise use of the calendar to find specific information about days and dates.

Money: Express cents in dollars and vice versa; roughly estimate the total cost of two items.

Revision: Choose from: P_{FH}^+ 123456; P_{FH}^- 1234; P_M 123; P_D 12345; P^+ 123 & P^+ 456; P^- 1234 ; times tables of 2, 3, 4, 5 and 10. Maintenance of computation < 100 stepwise approach (add. & subtr.).

The seasons and the sky

Second Language

Listening & Responding: Listen to a story about any feature in the sky during day/night and answer questions on the story. Retell the story.

Oral sharing of daily news

Revise Counting.

Vocab: sun, moon, stars, earth, etc.

Speaking & comm: Groups make list of things you see in the sky during day/night. Give reasons for differences in temperature during day/night. Discuss winter/summer time.

Reading & viewing: Read poem/song and identify rhyming words.

Phonics: u-e (tube, cute, dune, cube, tune)

Sight words: use phonic words.,

Writing: Modeled writing and reading of daily news (correct letter formation/spacing)

Lang. struc/grammar:

Describe actions happening now.

(Present Continuous Tense)

Use quantifiers (little, few, many, much, lots of)

Sound out/spell words.

Revise: *this*, *that*, *these*, *those* in sentences

Arts:

Visual Art: Use mixed media (syllabus P. 15)

Music: Play instrument while gradually getting faster / slower (tempo)

Dance and Drama

-Exaggerate common gestures and demonstrate spatial awareness.

RME

Topic of own choice

Unit 4: Biblical events e.g. Easter, palm Sunday

Environmental Studies

Content:

Features of the sky and seasons. Discuss how it gets dark early in winter and later in summer.

Explore/Investigate: Observe, discuss and draw colours at sunset, moon at night and day.

Display Table:

Different drawings sunset, sunrise, moon, stars and features of the sky.

First Language

Listen +Respond: Daily news (Think, Pair, Share). Ask learners to listen to each other talking about ways how to save energy. Let them listen to an adult explaining how energy can change forms.

Speak and communicate: Let learners describe a simple process on how energy can make things work. Give the learners opportunities to describe the effects of gravity. Let learners demonstrate and explain how things work (opening and closing doors, blowing through a tube, etc) Inform by telling a procedure. Say poems and rhymes and sing songs.

Vocabulary: energy, solar panels, sun, warm, earth, forces, etc

Read + View : Modeled, shared and guided reading of a stories and articles about energy. Read books and magazines on how to save energy and make short summaries. Answer factual question correctly. Extend sentences by adding phrases/ more detail.

Sight words: Revise and add 10 new words from the list

Phonics: Revise sentences with three letter blend words and recall sight words. Write four letter blend words.

Write: Write simple interview questions (revision). Write statements to show opinions and justification.

Write (or copy from the chalkboard) short simple or compound sentences. Complete word puzzles, play language and card games to stimulate memory skills and develop vocabulary. Write a friendly letter. Make cards and invitations.

Handwriting: Revise correct pencil grip and body posture.

Demonstrate rhythm and speed, writing in guiding lines. Demonstrate legible print, correct formation, size and spacing.

Language Structure: Identify little words within big words. Apply subject- verb agreement rules correctly.

Physical Education

Theme: Athletics

Activities:

Competition
-Dodge ball (one against two (syllabus p.48).

Game(s)

Own traditional games

Mathematics

NCD: Orientation 1-1000 various aspects see teacher's guide. (TG). Doubling (1-250) & halving (1-500) of

odd and even numbers. Decomposition of numbers (1-999)

Problem solving & Computation 1-500.

Extra revision for division by (2, 3, 4, 5 and 10) using inverted multiplication and repeated subtraction.

Use the theme to set up short stories leading to additions and subtractions in the range 1-500.

Measurement: Capacity: Measure and record the capacity using the abbreviation l and ml; Length: Use standard units of m and cm to measure length with reasonable accuracy.

Geometry Revise 2 and 3D shapes.

Revision: Choose from: P_{FH}^+ 123456; P_{FH}^- 12345; P_M 123; P_D 12345; P^+ 123 & P^+ 456; P^- 1234 ; times tables of 2, 3, 4, 5 and 10. Maintenance of computation < 100 stepwise approach (add. & subtr.).

Saving energy

RME

Topic of own choice

Unit 4: e.g. Holy week

Second Language

Listening & Responding: Listen to and answer questions on how we use energy every day and how we can save energy.

Speaking & comm: Discuss different ways of saving energy. Share experiences on using solar panel and why it is suitable for Namibia. (Revise all counting)

Reading & viewing: Read texts on different sources of energy.

Phonics: Revise phonics/ diagraphs/ diphthongs/blends.

Sight words: Revise all

Writing: Write own story about objects that hit the ground faster than others when throwing it in the sky.

Lang. struc/grammar:

Revise: common verbs+ pronouns

Revise: Prepositions

Revise: Present continuous+ simple future tense

Arts:

Visual Art: Demonstrate social skills.

Music: Recognize long and short sound.

Dance and Drama:

Combine

-Speed when moving (time) fast then slow.

Perform drama to a wider audience.

Environmental Studies

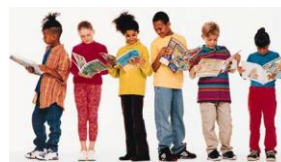
Content: Energy-saving practices and benefits. Identify how energy can change form. Describe the effects of gravity.

Explore/Investigate:

Find out about solar panels and why they are being used in Namibia. Demonstrate how gravity is working.

Display Table: Pictures of solar panels

3. Lesson Plans



Introduction to Lesson Plans

Lesson plans are used by teachers to plan their daily teaching. Teachers should prepare a lesson plan in advance of each week (or each day). A scheme of work is used as a guide or an outline when preparing the lesson plan. A lesson plan is detailed and personal to the teacher's situation. Teachers need to adjust a weekly lesson plan as the week progresses.

The Main Features of Lesson Plans

There are several necessary components to a lesson plan, they include:

- Competencies – see below
- Objectives (lesson and learning) – see below
- Introduction – how the lesson will be introduced
- Presentation – how the lesson will be taught, including main methodologies, activities and materials to be used.
- Conclusion – how the lesson will be concluded
- Assessment – what will be assessed during the lesson (and how)
- Learning Support – the intended provision of learning support
- Reflections – How the lesson went (reflections – to be filled in after the lesson is taught and kept in mind when planning the next day's lesson)
- Enrichment

Competencies

The competencies are the cognitive operations, skills, values and attitudes, which all learners should be able to demonstrate, and which can be assessed. Competencies are the *intended learning outcomes* of the lesson.

These are in the curriculum and also need to be included in the Weekly Overview (although not necessarily copied directly from the document but made relevant to the lesson in question).

Objectives

When looking at lesson plans, there are two types of objectives to consider: **Learning Objectives** and **Lesson Objectives**.

Learning Objectives are defined in terms of what learning is *intended* to happen throughout the Junior Primary Phase. These are outlined for each subject area in the curriculum (see p 57 and 61 column 2).

For example, in handwriting, “demonstrate fluent and legible handwriting” or in Mathematics, “understand and use time correctly, and understand how long daily events take in real life”. In Environmental Studies, under the topic of Animals as Living Things, “understand that animals are living things that have different characteristics, habitats and feeding habits” or in RME Grade 3 under the theme of Social Values, “understand that agreed rules are a social contract”.

Lesson Objectives are defined in terms of what learning is *intended* to happen at the level of a *lesson*. These need to be decided by teachers as they plan the lesson (using the learning objectives and competencies from the Curriculum).

From the point of view of writing a lesson plan, teachers should include the Competencies and the Learning Objectives (which are quite broad and from the Curriculum) in the weekly overview. Teachers should decide on Lesson Objectives (something more specific to focus on in the lesson) and include these in the daily lesson plans.

For Example:

A Grade 3 lesson on the topic, Plants as Living Things

Learning Objective: Understand that plants in their environment are living things and have a life cycle

Competency: Identify different types of trees in their environment using observable features

Lesson Objective: Collect seeds, leaves, flowers and bark from different trees. Mount and label

Lesson Plans and Integration

As far as possible the content of all subjects to be taught is integrated with the week’s topic of integration. However it is not possible to integrate every single element of the lesson plan with the week’s topic of Integration. For example, the sight words and phonics introduced, and Mathematics concepts taught, will not always be associated with the topic. The *Daily News* is done regularly but, it too, is not always integrated with the topic. Although every effort is made to integrate the content of the lessons into the week’s topic, it would be unrealistic and artificial to link absolutely everything. Every single item does not have to be linked to the topic of integration. Integration should not be forced and should take place in a natural manner.

Time Allocations in Lesson Plans

The time allocated to each subject for the Lower Primary Phase is as follows:

Subject	Grade		
	1	2	3
First Language	10	10	9
English Second Language	6	6	9
Mathematics	8	8	9
Environmental Studies	3	3	4
Arts	2	2	3
Religious and Moral Education	2	2	2
Physical Education	2	2	2
Reading Period	1	1	1
Total	34	34	40

As mentioned earlier in this manual (p.8) proper integrated teaching cannot take place within the traditional subject based period/block timetables. The curriculum supports flexible integrated timetabling and time allocation (*National Curriculum for Basic Education p. 6*).

The following depends on the decision made regarding time allocation

For example, the 'period allocation' per week for First Language, Second Language and Mathematics is 9 of 39 periods each in Grade 3. Each of these subjects attracts over $\frac{1}{4}$ of the weekly instructional time. This represents 1 hour 12 minutes per day (or 6 hours per week) on each of L1, L2 and Mathematics. The remaining instructional time of 1 hour 44 minutes a day (8 hours 40 minutes per week) is committed to other subjects.

All these subjects could simply be taught in separate blocks or periods each day (and indeed, sometimes they need to be) but a more flexible approach would be to integrate several subject areas using the available allocated time.

The time could comprise several short sessions or lessons (especially effective as young learners have short attention spans) or a few longer lessons where integration with other subjects takes place.

Pointers for Good Daily Lesson Plans

Lesson plans must be SPECIFIC

- They should include the details of what will be taught and make direct reference to the content (*the story, poem, rhyme, picture, poster, phonic, letter sound, page in the learners' book that will be used*) and how it will be taught (*using group work, pair work, games/activities, modelled/shared/guided reading, etc*).
- The specific focus for the lesson should be included.
- The topic of integration should be kept in mind and referred to when necessary.

Lesson Plans must also be PERSONAL and INDIVIDUAL

- They must relate to the teacher's own individual situation; each different class, school and timetable will mean a different plan.
- Different text books and available resources will also influence the plan.

The plans should also be PRACTICAL and ADAPTABLE

- The length and content of the plan should be practical rather than ideal. Each week builds on the week before and if material was not covered it may need to be included in the next week. Lesson plans will not always follow the yearly plan or the scheme of work exactly.
- The section for reflection at the end of each day will allow the teacher to note what needs to be added or changed in the plans for the following week.
- The lesson plan is flexible and leaves room for change and adaptation to suit the ever-changing needs of the learners.

The Two-Part Lesson Plan

The sample lesson plan outlined on pages 61-64 has two parts: a weekly overview and daily lesson plan. The two parts of the lesson plan work together to make teachers' planning more effective, practical and useful.

The Weekly Overview

This is for the teacher to plan, in a general way, what will be taught each day, so that there is a sense of continuity and everything in the scheme of work is included. It is a bridge between the scheme of work and the lesson plan and is an intended plan for the week's work. **The weekly overview contains the WHAT (content) and the WHY (learning objectives/competencies) of the lesson preparation.**

It is particularly important to plan weekly for First Language, Second Language and Mathematics as these are taught every day. If the scheme of work is for two or three weeks, a weekly overview should still be prepared for each week. It should also include the weekly learning objectives and competencies from the Lower Primary curriculum. It should be brief and just contain an outline of the work planned (the weekly overview sample is written in a 'note' format, using abbreviations so it is a concise, condensed, rough sketch).

The Daily Lesson Plan

This contains the details of the planned lessons, specifying what methodologies, strategies, resources, teaching aids and textbooks will be used as well as how learning support, assessment and homework will be arranged. **It contains HOW the content outlined in the weekly overview will be taught.**

It should be written daily (perhaps each afternoon, in preparation for the next day). This is because through observation and assessment teachers should be continually changing and adjusting their plans. Preparing lesson plans too far in advance does not allow for these adjustments. See also the '*How to Integrate*' segment in Section 1 (p.12).

It is recommended that teachers prepare the daily lesson plans using the weekly overview as a guide. However the self-evaluation of the previous day's lessons will also need to be considered and changes to the weekly overview made, depending on the success of the teaching. There may be the need for re-teaching, more revision, reviewing, consolidation or a complete change in the planned activities.

Over the next several pages there is information on how to use this two-part lesson plan to organize planning and prepare lessons.

1. First there is the 'Steps in Writing a Two-part Lesson Plan' which is a step-by-step guide outlining the actions a teacher can take to use a scheme of work to write a lesson plan.

2. Next is a bank template and a 'how to' guide. It shows what the teacher should write/type in each box on the grid/table. These instructions are written in *italics*.
3. Finally there is an example of what a teacher could plan for that week's work (using the 'My Family' scheme of work). The plan covers each of the 5 days of the week

The advantages of this style of plan:

- Teachers can clearly see what syllabus content they are planning to cover over the week, each day and in each subject.
- There is a clear plan in place so teachers are organized and all content outlined in the scheme is covered.
- In writing the weekly overview teachers are clear on where and how the content links to the learning objectives and competencies in the Curriculum.
- The weekly overview creates a bridge between the scheme of work and the actual lesson preparation.
- Because a scheme of work is very general (to suit many different teachers) writing an overview helps teachers personalize the content of the scheme.
- The daily lesson plans should concentrate on how teaching and learning will take place. This is an essential element of lesson preparation. Because teachers have already decided the content to be taught and know what learning objectives and competencies they want to cover, they can concentrate on the important details of how best to achieve this in their daily lesson plan.
- Teachers arrange their daily lesson plan in a day-to-day, integrated, learner-centred manner rather than a subject-centred way.

It is also important to remember to link and integrate lessons in different subjects as the day progresses. Linking to the 'topic of integration' takes place within each subject but also between subjects. As a reminder, areas that can be integrated are marked with a star. (☆)

Steps in writing a two-part lesson plan

1. Read the relevant scheme of work
 - Think about learners and their needs.
 - Think about the integration topic and all the areas it encompasses.
2. Write up the weekly overview (focus is on the WHAT and the WHY)
 - Take L1 and brainstorm (*write down all the possible content from the scheme of work and add to it according to the individual needs of the class and preferences of the teacher*).
 - Divide the content for L1 into 5 (*at least one oral/speaking/listening activity and one reading/writing activity for each day of the week*) and fill in on the blank lesson template (*teachers can also use their own version*).

- Decide on your lesson objective (focus) for each day.
 - Link the content with the curriculum by filling in the relevant learning objectives and competencies.
 - Do the same for L2 (brainstorm, divide in 5, choose a focus, link to curriculum).
 - Do the same for Maths (brainstorm, divide in 5, choose a focus, link to curriculum).
 - Do the same (*in a briefer way*) for PE, Environmental Studies, RME and Arts.
3. Write your daily lesson plan (focus is on HOW the content will be taught)
- Write the detailed lesson plan for L1 using the weekly overview and reflections on the previous day's lessons (include the details of the content and planned methodologies).
 - Write the resources/materials needed where integration will take place, how learning support and assessment will be approached and the homework to be assigned).
 - Write your lesson plan for L2 in the same way.
 - Write your lesson plan for Mathematics in a similar way.
 - Write a lesson plan for the other subjects to be taught that day.
4. After teaching, write your reflections (self-evaluation)
- Note what went well, what did not and, most importantly, why.
 - Make a note of area that will need re-teaching or more work (these reflections should be used with the weekly overview to write the lesson plan for the next day).

L1	Weekly learning objectives:			Competencies:	
	Mon	Tues	Wed	Thurs	Fri
	Focus: L&R: S&C: R&V: SW: PH: WR: HW:	Focus: L&R: S&C: R&V: SW: PH: WR: HW:	Focus: L&R: S&C: R&V: SW: PH: WR: HW:	Focus: L&R: S&C: R&V: SW: PH: WR: HW:	Focus: L&R: S&C: R&V: SW: PH: WR: HW:

L2	Weekly learning objectives:			Competencies:	
	Mon	Tues	Wed	Thurs	Fri
	Focus: L&R: S&C:	Focus: L&R: S&C:	Focus: L&R: S&C:	Focus: L&R: S&C:	Focus: L&R: S&C:

	R&V:	R&V:	R&V:	R&V:	R&V:
	SW:	SW:	SW:	SW:	SW:
	PH:	PH:	PH:	PH:	PH:
	WR:	WR:	WR:	WR:	WR:
	HW:	HW:	HW:	HW:	HW:

Maths	Weekly learning objectives:			Competencies:	
	Mon	Tues	Wed	Thurs	Fri
	Focus Content: Activity	Focus Content: Activity	Focus Content: Activity	Focus Content: Activity	Focus Content: Activity
Env	Weekly learning objective: Competency: Content:				
Rel	Weekly learning objective: Competency: Content:				
PE	Weekly learning objective: Competency: Content:				

Arts	Weekly learning objective: Competency: Content:

L&S = Listening & Responding, S&C= Speaking & Communicating, R&V= Reading & Viewing, OL= Oral Language, SW=Sight Words PH= Phonics HW = Handwriting, WR=Writing.
 Intro= Introduction, Comp Q= Comprehension Questions, Vocab = Vocabulary, Pic = picture, W = with, Lang = Language, Sen = Sentences, Ans = Answer

Part 2: Daily Lesson Plans

BLANK TEMPLATE

Day:	Date:	Term:	Week:	Topic of Integration:
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Subject	Lesson Content	Resources & integration ☆	Learning Support & Assessment	Homework
L1	Lesson Objective (daily focus): Integrated Activity: Daily News (Listening/Speaking/Reading/Writing) Introduction: Listening & Responding Speaking & Communicating: <u>Vocabulary:</u> Reading & Viewing Writing <u>Handwriting:</u> <u>Phonics:</u> <u>Sight words:</u> Conclusion:	☆ Integration –		
L2	Lesson Objective (daily focus) Introduction: Listening & Responding Speaking & Communicating: <u>Vocabulary:</u> Reading& Writing (or Language game /Activity) <u>Sight words-</u> <u>Phonics -</u> Conclusion/activity -	☆ Integration –		

Subject	Lesson Content	Resources + Integration	Learning Support & Assessment	Homework
Mathematics	Lesson Objective (daily focus) Introduction: Teach/Demonstrate: Activity: Conclusion:	☆ Integration:		
Environmental Studies	Lesson Objective: Talk about: Investigate: Conclusion:	☆ Integration:		
Arts Ed.	Lesson Objective: Visual Art: Music: Drama: Dance:	☆ Integration –		
RME	<u>Theme:</u> Content:	☆ Integration –		
Phys. Ed	<u>Theme:</u> Warm up – Activities - Cool Down –	☆ Integration –		

Reflections: _____

HOW TO GUIDE

Part 1: *How to fill in your: Weekly Overview of Lesson Plan (Week: write the week /Topic: write the topic of integration)*

[The purpose of Part 1 of the lesson plan is to divide up the content in the Scheme of Work over the days of the week so that there is continuity and an even amount of work for each day. It is used a reference when writing daily plans, but will obviously need to be adjusted as the week progresses]

L1	Weekly learning Objectives: <i>write your lesson objectives for the week for L1. These should reflect the learning objectives in the Curriculum (p. 34/5) but not be copied straight from it.</i>		Competencies: <i>write the competencies that you hope to work on during the week for L1. These should reflect the competencies in the Curriculum (p. 34/5) but must be adjusted. (WHY?)</i>		
	Mon	Tues	Wed	Thurs	Fri
	Daily Focus: <i>For each day choose a more specific focus or objective for the lesson. The focus should be reflected in the content of the lesson. Try to choose a different one for each day. This is also the focus for assessment</i> L&R: <i>From the scheme of work, choose the main listening and responding activity or area of focus for each day (it should link to the topic of integration) Try to have continuity in the content of the lesson. Each lesson should link to, and build on, the previous day. S&C: The question can be based on the topic of listening and responding.</i> R&V: <i>From the scheme of work, choose the main activity/area of focus for each day (it should link to the L&S activity). WR:</i>				
L2	Weekly learning Objectives: <i>write your lesson objectives for the week for L2. These should reflect the learning objectives in the Curriculum (p. 54) but not be copied straight from it.</i>		Competencies: <i>write the competencies that you hope to work on during the week for L2. These should reflect the competencies in the Curriculum (p. 54) but must be adjusted. (WHY?)</i>		
	Mon	Tues	Wed	Thurs	Fri
	Daily Focus: <i>For each day choose a more specific focus or objective for the lesson each day</i> L&R: <i>From the scheme of work, choose the main activity or area of focus for each day (it should link to the topic of integration) The bulk of the lesson should focus on Listening and responding skills with lots of opportunity to practise and use L2. S&C:</i> R&V: <i>From the scheme of work, choose an activity for each day (it should link to and consolidate the L&S activity)</i> <i>List the phonics (PH) and sight words (SW) that will be included for each day. WR: HW:</i>				

Maths	Weekly learning objectives: <i>write your lesson objectives for the week for L2. These should reflect the learning objectives in the Curriculum (p. 67 -72) but not be copied straight from it.</i>			Competencies: <i>write the competencies that you hope to work on during the week for L2. These should reflect the competencies in the Curriculum (p. 67 -72) but must be adjusted (WHY?)</i>	
	Mon	Tues	Wed	Thurs	Fri
	Daily Focus/Objective: <i>For each day choose a more specific focus or objective for the lesson. The focus should be reflected in the content of the lesson. Try to choose a different one for each day. This is also the focus for assessment</i> Introduction: <i>Briefly write how the lesson will be introduced each day.</i> Presentation/Teaching: <i>For each day, write the main content/focus area for the body of the lesson</i> Activity: <i>Outline the activity for each day (link to presentation/teaching)</i> Conclusion: <i>Write the concluding activity for each day</i>				
Env	Weekly Learning Objective/competency: <i>Write the relevant weekly lesson objective and competency (See Curriculum p. 96 - 99)</i> Content: <i>Outline the main content to be covered over the week. Mention the main scientific/investigative approaches that will be used to explore the topic (Although Environmental Studies isn't taught everyday, much of the content will be covered through its integration with other subjects L1 in particular)</i>				
Rel	Weekly Learning Objective/competency: <i>Write the relevant weekly lesson objective and competency (See Curriculum p. 135 - 137)</i> Content: <i>Outline the main content to be covered over the week. (try to identify 2-3 main content areas)</i>				
PE	Weekly Learning Objective/competency: <i>Write the relevant weekly lesson objective and competency (See Curriculum p. 152 - 154)</i> Content: <i>Outline the main content to be covered over the week.</i>				
Arts	Weekly Learning Objective/competency: <i>Write the relevant weekly lesson objective and competency (See Curriculum p. 123 -127)</i> Content: <i>Outline the main content to be covered over the week. Try to include at least one activity for each aea (music, visual arts, drama and dance and remember that Integration is very important in Arts</i>				

In an attempt to make it quicker and easier to outline the weekly content of the lessons, abbreviations have been used in filling in the grid. It is, of course, up to the teacher if they find such a system useful or if they want to use it. These are the abbreviations used:

L&R = Listening & Responding, **S&C**=Speaking & Communicating, **R&V**= Reading & Viewing, **OL**= Oral Language (a more formal word for speaking and listening), **SW**=Sight Words
PH= Phonics **HW** = Handwriting, **WR**= Writing

Intro= Introduction. **Comp Q**= Comprehension Questions. **Vocab** = Vocabulary, **Pic** = Picture, **W/** = With, **Lang** = Language, **Sen** = Sentences, **Ans** = answer

Part 2 : How to fill in your: Daily Lesson Plan

Day: Write the day (there should be a plan for each day of the week) **Date:** Write the date **Term:** Write the term **Week:** Write each week of the term
Topic of Integration : Write the topic of integration (in the circle in the centre of the page in the 'scheme of work')

Subject	Objectives & Lesson Content	Resources & integration ☆	Learning Support & Assessment	Homework
L1	Objective: Write the daily objective for the L1 lesson. Just select one objective as the main focus for the lesson (although it may cover others) Listening & Speaking/Reading & Writing; (integration/revision activity) Introduction: Listening & Responding Write about the oral activity (listening/speaking) that will be used to introduce the lesson. Also list the main vocabulary, oral phonics activities, language games and discussion content that will be covered Speaking & Communicating: The teacher can asks questions on Language Structures or games. Reading & Viewing: Write the reading activities here. This should include the content, (e.g. name of story or cut and paste activity) and the methodology (how you will teach it, e.g. modelled/shared reading, group work). The sight words, phonics and handwriting should also be included Conclusion: Write the concluding activity, e.g. Writing/colouring activity, recap questions, etc HW: Concentrate on the formation and the speed of writing.	List all the resources needed for the L1 lesson, (e.g. flashcards, story, charts, worksheets, etc) List the text book, teacher's manual or learners' books to be used (if any). Specify which page(s) will be used Integration List the subjects that will integrate with L1 (mark with a star ☆)	List what kind of learning support is planned for the lesson List how it will be organized and if there are specific targets for it List the assessment that is planned for the lesson, e.g. observation, less structured or more structured aims	List the homework that will be assigned This should be to consolidate work or practise skills covered in class This can also be used to develop a home-school link
L2	Objective: Write the daily objective for the L2 lesson Introduction: Listening & Responding Write about the oral activity (listening/responding) that will be used to introduce the lesson. List the main vocabulary, phonics activities and language games that will be used List the oral content of the lesson (most of the L2 lesson should be oral) Speaking & Communicating: Ask questions based on the oral activity and learners must retell the story/poem. Reading & viewing Write the reading activities here. This should include the content, (e.g. name of story or cut and paste activity) and the methodology (how you will teach it, e.g. modelled/shared reading, group work). The planned sight words and phonics should also be included. L2 in grade 3 should still focus	List all the resources, text books, teacher's manuals or learners' books needed for the L2 lesson. Specify which page(s) Integration List the subjects that will integrate with L1 (mark with a star ☆)	List what kind of learning support is planned for the lesson List how it will be organized and if there are specific targets for it List the assessment that is planned for the lesson, e.g. observation, less structured or more	List the homework that will be assigned This should be to consolidate work or practise skills covered in class

	<i>to some extent on listening, speaking and understanding skills</i> WR: & HW: Activities from reading activity. Conclusion: Write the concluding activity, e.g. activity or recap questions		structured aims	
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	Objectives & Lesson Content	Resources + Integration ☆	Learning Support & Assessment	Homework
Mathematics	Objective/focus: Write the main objective for the mathematics lesson Introduction: Write how the lesson will be introduced, e.g. activity, counting, song, rhyme, etc. It is recommended that there is some element of revision in the introduction, e.g. recapping or linking to a previous lesson/concept Teach/Demonstrate: Write the content of the lesson that will be taught (the 'what' of the lesson) and the methodology to be used (the 'how' of the lesson). This is the most important part of the lesson. Activity: Write about the practical activity that the learners will complete to consolidate the teaching or demonstrating, e.g. worksheet, copy work from textbook or from chalkboard, practical investigation, etc. There should be a clear link to the objective of the lesson and to the teaching element of the lesson Conclusion: Write how the lesson will be concluded (some element of revision of the lesson or looking at the lesson objective is recommended)	List all the resources, text books, teacher's manuals or learners' books needed for the Mathematics lesson Specify concrete materials and which page(s) of the books List the subjects that will be integrated with L1 (mark with a star ☆)	List what kind of learning support is planned for the lesson List how it will be organized and if there are specific targets for it List the assessment that is planned for the lesson	List the homework that will be assigned This should be to consolidate work or practise skills covered in class
Environmental Studies	* Objective: Write the focus for the week/lesson Talk about/Introduction: Write the areas that will be discussed or explained. Describe how the lesson will be approached Investigate: Include what kind of investigations, experiments, classification, etc will be included in the lesson	As above	As above	=====
Arts Education	* Visual Art: Drama: Music: Dance: Write which Arts area will have focus and what activity will be completed. Include the content, the skill and the integration area	As above	As above	=====
RME	* RME: Write the objective, introduction and content for the lesson	As above	As above	=====
Physical Education	* Phys Ed: Write the warm up, content and cool down activity.	As above	As above	=====

* All subjects will not be taught every day (depending on timetable) so leave these areas blank

Reflections: *This is where teachers write daily reflections on how the lesson(s) went. It should include brief notes on each subject, (e.g. what went well, what did not, what was not covered, what needs more work, etc). It can also include observations on the learners, (e.g. who is struggling, who is not keeping up, etc). This is used when planning work for the next day/week, especially if certain areas weren't covered as planned or if adjustments need to be made to the work planned. These notes are for the teachers' own use.*

Sample Lesson Plans

The following example of a two-part lesson plan is written for an imaginary class based around an invented timetable and with book/page references from text books that could be used when teaching this topic.

Sample textbooks: The sample daily lesson plan refers to using Longman's *English for All for You* Grade 2 learner's and teacher's book in Second Language. It also refers to MacMillan's series of Environmental Studies textbooks and Mathematics textbooks from the *Friendly Earth* series (the learner's book and teacher's guide for Grade 2). In First Language there are no text books referenced, but 'worksheets' are mentioned. These refer to possible ideas for teacher-designed worksheets and stories from the 'Resource' section of this manual. Different schools choose to use, or not use, different textbooks. These schemes are not intended to reflect an ideal classroom set-up or promote the use of any particular textbook. They show different ideas that could be used to teach the topic in question.

Sample timetable: In the sample lesson plan, First Language, Second Language and Mathematics are taught every day. Environmental Studies and Arts are taught three times a week (in this case, Monday, Wednesday and Friday) and PE and RME are taught twice a week (Tuesday and Thursday). Again, this should not be seen as a recommendation or ideal timetable. Each classroom has its own timetable and allocation of time decided by teachers in accordance with their particular situation, preferences and circumstances. Also, the order in which the subjects are listed on the sample plan does not prescribe the order in which they are to be covered.

This sample lesson plan was written using the scheme of work – specifically '*Preparing Food*' which is the last topic in the second term of Grade 2. Usually this would be taught in about the 24th week of school (usually towards the end of August). Turning a scheme of work (aimed at one or two weeks' work) into a practical lesson plan is one of the most challenging steps in integrated planning.

The scheme of work was used to write the weekly overview (following the steps outlined above) and then the weekly overview was used to write the daily lesson plans. These are quite detailed and content-heavy, because it is for an 'ideal' situation and it is better to plan too much than too little. Remember, it is just an example and teachers' own plans might be somewhat different.

The SAMPLE LESSON PLAN that follows should be used as a guide to show how to organise and structure a weekly and daily lesson plan and what should be included.

L1	Weekly learning objectives: Learners will: - Listen attentively and show understanding by responding appropriately. - Communicate fluently, confidently and with imagination. - Recall and use knowledge of phonics when reading familiar words. - Read a wide range of books silently and aloud with purpose and understanding.		Competencies: Learners should be able to: - Discuss texts, answer questions and present information in simple and compound sentences. - Use everyday language fluently with expression, and correct intonation and pronunciation. - Correctly read familiar-grade-level words beginning with two-letter blends. - Demonstrate the need and desire to read independently for knowledge and pleasure	
	Mon Daily Focus: L&R L&R: Daily news (think, pair, share) Listen to how food is stored. Arrange a sequence of sentences in the right order. Voc: storage, dry, bottles, etc S&C: Answer literal and comprehension question. R&V: Read articles from books and magazines. PH : dr-, st- SW: of, when, was, work, are, they, etc. HW: Demonstrate rhythm and speed in writing. WR: Written activity on Lang. Struc Lang. struc: Use 's' to form plural	Tues Focus: Reading and Viewing L&R: Daily news Revise the sequencing of sentences Voc: sorghum, store, vegetables etc. S&C: Give learners opportunities to recall personal experience on food storage. R&V: Read a story about food storage Phonics: Read through the dr- and st- words. SW: is, are, up, etc HW: Demonstrate rhythm and speed in writing. WR: Corrections from the previous day's work. Lang. struc: Revise 's' to form plurals	Wed Focus: Phonics L&R: Daily news (think, pair, share) Learners share experience on food preparation. Voc: containers, crop, ripe, etc S&C: Talk about words they have come up with individually by explaining the meaning with others. R&V: Read words and sentences with dr- and st-sounds. Phonics: Learners come up with their own words using the dr- and st- sound. SW: her, can, but, in, on, etc HW: Demonstrate rhythm and speed in writing. WR: Learners can write 3 or 4 sentences Lang. struc: add 's' dr- and st- words to make them plural	Thurs Focus: Language Structure L&R: Daily news Listen and respond to short rhymes about homonyms Voc: mahangu, bags, bottle, etc. S&C: Do the Pat-a-cake poem on page 93 (IPM) R&V: Read the simple homonym words Phonics: Do words with 2 letter blends at the end. SW: the, their, was, lot, as, etc HW: Demonstrate rhythm and speed in writing down the homonyms words in their books. WR: Corrections from previous work. Lang. struc: Introduce simple homonyms

L2	Weekly learning objectives: Learners will: • Develop listening skills to distinguish English from other languages. • Listen and respond/act appropriately to courtesies, greetings, questions and instructions. • Use basic and new words in context. • Use correct pronunciation and vocabulary. • Be aware of the need to read English and develop good reading habits. • Demonstrate phonological awareness. • Print script accurately shoeing correct body posture, and using correct letter formation, spacing and adequate speed. • Use simple present, present continuous, simple past and simple future tenses. • Speak, read and write grade-level words correctly using knowledge of word study skills.		Competencies: Learners should be able to: • Distinguish phonemes and tones, e.g. listen to a story, sing songs, and recite rhymes. • Ask questions, follow/give instructions. • Use new words in activities and assignments and practice them in a variety of ways. • Pronounce words and phrases, e.g. recite rhymes, retell stories, ask and answer questions, follow and give instructions, discuss in groups. • Demonstrate good reading habits through eagerness to read, e.g. read frequently in the reading/book corner of the classroom/library. • Blend and split onsets and rimes including three-letter blends. • Write stories, cartoons and articles on given topics and present in a booklet for others to read. • Use regular verbs (Speaking and Writing), e.g. dressed, talked, enjoyed • Add 's' to make familiar nouns plural, use irregular plural of some nouns that are the same in singular/plural form, e.g. sheep, deer, scissors,		
	Mon Focus: Listening and Responding L&R: - Story on meal preparation Answer questions. Voc: stove, boil, cool, warm, wash, clean, cook, meal, container, etc. S&C: Group discussion R&V: Read and Answer questions Phonics: str- & unfamiliar words SW: cold, off, take, open, first, Wr: Draw Lang. struc: Regular verbs in simple past tense. HW: Demonstrate rhythm and speed in writing	Tues Focus: Speaking & Communicating + Writing L&R: Revise the story Role-play Voc: store, supply, fridge, freezer, cool, warm, cook, meal, container, etc. S&C: Retell the story R&V: Follow a recipe Phonics: str- SW: cold, off, take, open, first, Wr: Own stories Lang. struc: : Regular verbs in simple past tense HW: Demonstrate rhythm and speed in writing.	Wed Focus: Phonics str- L&R: Follow instructions Voc: Match words with given meanings S&C: Give commands R&V: Get information/recipe from books/ magazines Phonics: Find str- words SW: Read sight words Wr: Construct sentences (str-) Lang. struc: add 's' to make plural HW: Demonstrate rhythm and speed in writing.	Thurs Focus: Reading & Viewing L&R: Talk about different meals preparation Voc: Un-jumble known words S&C: A rhyme R&V: Different stories Phonics: Find more str- words SW: Write own sentences (homework) Wr: Write 5 instructions Lang. struc: Punctuations HW: Demonstrate rhythm and speed in writing	Fri Focus: Listening & Responding L&R: Invited speaker (Chef) Voc: Learned voc + new voc S&C: Questions/discussions R&V: Words from invited speaker Phonics: blend and split onset and rimes e.g. str-ee-t SW: Read their sentences Wr: 5 sentences of what they heard from Chef Lang. struc: Punctuations HW: Demonstrate rhythm and speed in writing.

Maths	Weekly learning objectives: Learners will - Recognize odd and even numbers and extend and describe number sequence. - Learners will understand basic mathematical concepts to master addition and numerical notation. - Understand the importance of measuring capacity and its application to everyday life. - Learners solve story problems about everyday contexts using addition, using any logical strategies. - Identify, name and explore the attributes of two-dimensional (2D) shapes and three-dimensional (3D) shapes.		Competencies: Learners should be able to - Describe the sequence of multiples of three. - Identify odd and even numbers from 1 – 500. - Add two or more different numbers with a sum between 0 – 500 by: using place values. - Measure and record the capacity using the correct abbreviations. - Solve, interpret and write story problems about everyday events in the number range 1 – 100. - Create pictures and patterns with shapes including tessellation: properties of basic 2D shapes.		
	Mon	Tues	Wed	Thurs	Fri
Focus: NCD Number pattern Odd and Even Numbers Content: Revise time tables of 3 Activity: Recite/say timetables of 3, describe multiple of 3 by adding 3 to the given number (must be a multiple) Identify odd and even numbers by circling, underlining or filling in.	Focus: Computation: P_{FH}^+ 6; 3 digits + 3 digits, bridging the 100 and 10 in column notation Content: Revise P_{FH}^+ 5; Addition: 3 digits + 3 digits, bridging the 100 and 10 in column notation Activity: Do exercise in pairs using P_{FH}^+ 5; Demonstrate on the board, Practice addition P_{FH}^+ 6; in groups. Individual worksheets on P_{FH}^+ 6;	Focus: Measurements Capacity vocabulary ml, l Content: Revise length estimate Measure and record capacity Use correct abbreviation of Capacity ml, l Capacity vocabulary Activity: Estimate with reasonable accuracy in cm and m. Measure the capacity of various containers in ml and l. Correct abbreviation of capacity.	Focus: Problem Solving Content: Revise multiples of 10 Solve story problems using addition P_{FH}^+ 6; and capacity Activity: Count in 10s (10-250) Solve story problems using P_{FH}^+ 6; using capacity vocabulary	Focus: Geometry Content: Revise 2D shapes Create pictures and patterns with 2D shapes Activity: Name 2D shapes Create pictures and patterns with 2D shapes.	

Env	Weekly learning objective: Learners will understand that healthy food and eating habits are necessary for growth and health. Competency: Learners should be able to explain the correct storage and preparation methods of food and why these are important. Content: Correct storage and preparation methods of food. Discuss how some regions supply food to other regions. Discuss different ways of storing food.
RME	Weekly learning objective: Learners will understand that each party must contribute to friendship. Competency: Learners should be able to explain how to be a good friend. Content: Define characteristics of a good and a bad friend Role play and discuss the story of Mary and Martha (note different ways of being a friend)
PE	Weekly learning objective: Learners will dribble and stop objects (bean, bags, ball) with an implement. Competency: Learners should be able to dribble objects with feet between stationary objects, e.g. hoops, cones. Content: Sport skills Dribbling a ball with feet Dribbling a ball with hands
Arts	Weekly learning objective: Learners will cooperate in groups, respect the needs of others and use safe practices and conventions. Competency: Learners should be able to demonstrate personal and social skills through visual arts, music, drama, and dance. Content: Visual Arts – model about food storage and preparation Music – sing a song about food preparation Dance and Drama – plan and act out a situation on food preparation using puppets

L&R = Listening & Responding, S&C = Speaking & Communicating, R&V= Reading & Viewing, SW=sight words, PH= phonics, W= Writing, HW = handwriting, Lang. Struc = Language Structure/Grammar, Intro= introduction, Comp Q= comprehension questions, Vocab = vocabulary, pic = picture, w/ = with, lang = language, sen = sentences, ans = answer

Day: Monday Date _ /07/2014 Term: 2 Week: 21 Topic of Integration: Food storage and Preparation

Subject	Day: Monday Term: 2 Week: 21 Theme: Health, Safety & Nutrition <u>Topic:</u> Food storage (Listening and Responding)	Resources & integration ☆	Learning Support & Assessment	Homework
L1	<u>Lesson Objective/daily focus:</u> By the end of the lesson learners should be able to: Listen and respond appropriately to a story. <u>Revision? Integrated Activity: Daily News</u> (Listening/Speaking/Reading/Writing) Learners say their daily news. <u>Introduction: Listening & Responding</u> Teacher asks some learners to share ideas on how they store food at home. <u>Speaking & Communicating:</u> Learners share their knowledge with the rest of the class how they stored food at home. <u>Teaching and learning activities</u> Teacher reads out vocabulary words and explains them to the learners. Teacher reads out the story out loud to the learners. Learners listen attentively to the learners. Teacher asks questions according to the story read. Learners answer literal and comprehension question. Teacher writes jumbled sentences on the chalkboard. Learners re-arrange sentences in the correct order according to the sequence of the story. <u>Vocabulary:</u> crow, crops, sorghum, vegetables, ripe, spread, mahangu, store, storage, dry, bags, bottle, cool room, container <u>Reading & Viewing:</u> Read sight words and vocabulary words. They write sentences given, in the correct order. <u>Sight words:</u> of, when, was, work, are, very <u>Handwriting:</u> Demonstrate rhythm and speed writing when un-jumbling sentences in their exercise books. <u>Phonics:</u> WR: un-jumbling sentences <u>Conclusion:</u> Learners re-tell part of the story.	<u>Resources:</u> flashcards, a story, sentence strip ☆ <u>Integration</u> – Environmental Studies, Mathematics	<u>Learning Support:</u> help learners with reading difficult words, new vocabularies, spelling of words, punctuations, etc. <u>Assessment:</u> learners answer questions about the story told. Re-arrange the un-jumbled sentences in the correct order in their exercise books.	Read articles from books and magazines at home.

	Reflection:			
L2	Day: Monday Term: 2 Week: 21 Theme: Health, Safety & Nutrition Topic: Food preparation (Listening and Responding) Topic of integration: Food storage and Preparation	Resources + Integration ✨	Learning Support & Assessment	Homework
	Lesson Objective/Focus: by the end of the lesson learners should be able to listen to a story about food preparation, and respond appropriately. Revision/ Daily News: Let some learners share news Introduction: Ask learners if they know how the kind of food they have in their lunch boxes, the food they eat at home, buy in the shops is prepared? Note learners' answers on the chalkboard. Teaching and learning activities: Listening & Responding Teacher puts up a poster drawn a picture about the story. Teacher illicit discussions from learners. Teacher puts up a poster written vocabulary from the story. Asks learners to read them individually. Teacher then asks learners to try and give meaning of the words. Teacher emphasizes and adds to what learners have answered. Teacher tells learners to attentively listen to a story he/she is going to tell them so that they can be able to answer questions. NB: (Teacher reads/repeats the story 3 times). Speaking & Communicating: The learners can retell stories and answer literal, inferential or evaluative questions. Reading and Viewing: Learners (some) get chances to individually read a story while others follow. Phonics: Learners find words with "str-"sound from the story. Sight words: Learners read sight words such as; cold, first, off, open, take, etc, Writing: Learners answer questions about what they heard from the story. Learners come up with simple drawings showing meal preparation. Lang. struc: Learners find regular verbs in simple past tense from the story Conclusion: Discuss freely on how to prepare a common meal. Ask question about the story. Mark learners work. Do corrections and give feedback of the activity done. Reflection:	A Poster written new vocabularies i.e. store, supply, fridge, freezer, cool, warm, dry, boil, meal, storage, prepare, container, etc Poster drawn a picture on food storage and preparation. ☆ Integration – Visual Arts	Learning support: Move around and assist learners who are struggling answering questions (rephrasing questions, reading together, spelling words and they repeat etc.) Assessment: Check and see if learners have answered questions about the story correctly. Check learners drawing on meal preparation.	Read new vocabularies and find more words that have to do with food preparation from magazines or newspapers or from family members.

Subject	Day: Monday Term: 2 Week: 21 Theme: Health, Safety & Nutrition Topic: NCD (Odd and Even numbers) Topic of integration: Food storage and Preparation	Resources + Integration ✂	Learning Support & Assessment	Homework
MATHS	Lesson Objective/Focus: By the end of the lesson learners should be able to identify odd and even numbers. Introduction: Learners count in 1's from 400 – 500. They also count in 3's from 3 - 99 Teach/Demonstrate: Teacher writes different numbers on the chalkboard. (Some are odd and some are even). Teacher puts different colour papers to differentiate even numbers from odd numbers. Mark all odd numbers with blue colour and even numbers with yellow colour. Explain the term odd and even numbers to the learners. Activity: learners identify odd and even numbers by circling out odd numbers whilst underlining even numbers. Conclusion: Display 2 similar posters with mixed up numbers. Divide learners in two groups. One group will sort out odd numbers from one poster and the other group sort out even number in the other poster. The group to find all asked numbers is the winner. Reflection:	Resources: Flash cards of terms Number charts Poster with numbers Integration: Arts	Learning Support: Ask learners to count in 2's Re-explain even numbers Assessment: Check if learners can identify odd and even numbers.	Give a worksheet for learners to circle odd numbers and underline even numbers.
ENV. STUDIES	Day: Monday Term: 2 Week: 21 Theme: Healthy foods and eating habits Topic of integration: Food storage and Preparation	Resources + Integration ✂	Learning Support & Assessment	Homework
	Lesson Objective: By the end of the lesson learners should be able to explain correct storage and preparation methods for storing food. Talk about: Different methods of preparing and storing food. How some regions supplies food to other regions. Explore and Experiment: Find out which food is produced and which food is gathered in Namibia.	Posters, samples of different food flashcards Integration: Languages and Mathematics	Learning support: Emphasize on main points and make sure each learner understand. Learning Support: Check if learners list names of gathered and produced food in Namibia. Check if learners can name	Collect pictures of gathered and produced food in Namibia. Collect pictures of different types of food and different storage facilities.

	Conclusion: Find out from the food labels where the food has been produced or gathered. Display the pictures and samples of different food types. Reflection:		food from their own region and from other regions.	
ARTS	Day: Monday Term: 2 Week: 21 Theme: Topic of integration: Food storage and Preparation	Resources + Integration ✧	Learning Support & Assessment	Homework
	Lesson Objective: By the end of the lesson learners should be able to sing a song in a conducted group. Introduction: A teacher read lyrics /words of a song in a poster placing an emphasis on correct pronunciation while learners listen and follow. Presentation/Activity: Step 1: Teacher asks learners to read the lyrics/words of the song from the poster. Step 2: teacher sings a song while learners are listening. Step 3: teacher sings a song and learners repeat after him/her. Step 4: learners perform/sing the song in groups of 5, with correct actions Conclusions: Learners sing the song as a whole class using correct action. Reflection:	A poster written a song (Title “mother is cooking”.) Integration – Environmental Studies, L1, L2	Learning support: Whole class and group observation. Checking if everyone can sing the song correctly. Repeat the song if necessary. Assessment: Observe how learners sing the song correctly with the actions, pronunciation of words, pitch and rhythm.	Copy the words of a song into their homework book and sing the song when at home.
RME	Day: Monday Term: 2 Week: 21 Theme 7: Personal Values Topic of integration: Food storage and Preparation	Resources + Integration ✧	Learning Support & Assessment	Homework
	Lesson Objective: By the end of the lesson learners should be able to mention characteristics of good and bad friendship. Introduction: Teacher reads the verse from the bible (Mark 10:13-16) to the learners Presentation/Activity: Teacher asks questions from the verse about Jesus. Teacher then asks learners to describe the characteristics of good and bad friend Teacher writes the characteristics of good and bad friends on the chalkboard and asks learners to read them as a whole class. Teacher explains the characteristics that describe the good and bad friends. Conclusion: Teacher concludes the lesson by asking learners to read the words that describe good and bad friends. Reflection:	Flashcards with words describing characteristics of good and bad friends. Bible Integration: L1, L2	Learning support: work in small groups to assist learners who cannot read and write characteristic of a good and bad friends. Assessment: check if learners can read words that describe good and bad friends.	Enquire from their parents/guardian on what they think good and bad friends are. Take note of words that describe good and bad friends in their homework books.

PHYS. ED	Day: Monday Term: 2 Week: 21 Theme: Games and Sport Activities Topic of integration: Food storage and Preparation	Resources + Integration ✕	Learning Support & Assessment	Homework
	Lesson Objective: By the end of the lesson learners should be able to dribble objects between objects using their feet. Introduction/warm ups: learners stand in a circle and kick the ball to one another. Presentation/activities: Step 1: teacher explains and demonstrates to the learners on how to dribble the ball between objects. Step 2: teacher give learners a chance to individually practice how to dribble the ball between objects using their feet. Conclusion: learners stand in two lines facing each other and pass the ball to one another. Reflection:	Balls, cones, tins, etc	Learning support: teacher observe and assist learners who cannot dribble the ball using their feet. Assessment: check how and if learners can dribble the ball within a defined area, using relevant movements and tactics.	Encourage learners to go and practice dribbling the ball between objects at home.

SECTION 3 : Resources

1. Resources



Introduction to the Literacy Resources

In this manual there are lots of different stories, poems, rhymes, songs and games mentioned or given as examples. These represent just a small sample with themes that link (sometimes loosely) with the topic of integration. There are, of course, hundreds of others that could be used. There are also some other stories, poems and songs in the Grade 1 and Grade 2 Integrated Planning Manual that could be revised, expanded upon or taught if not done previously.

Stories: *Hansel and Gretel; Little Red Hen; Jack and the Beanstalk; The Enormous Turnip; Cinderella; The Dog, the Goat and the Donkey*

In some cases there are two versions included, a longer version (perhaps for reading aloud in L1 or maybe later in L2) and a simplified version (perhaps for use in L2 or reading in L1 towards the end of the year) It is up to the teacher to decide which is more appropriate for their learners and their purpose.

Poems/Rhymes/Songs: *Starlight; Make New Friends; A Sailor Went to Sea; Happy Birthday to You; Doe a Deer; London Bridge; Looby Loo; Polly Put the Kettle On; Pat-a-cake; Pease Porridge Hot; Old Mother Hubbard; Little Miss Muffet; Somewhere Over the Rainbow; Baa, Baa Black Sheep; Here's My Little Garden; Baby Bumblebee; Whistle a Happy Tune; Wash Your Hands; Desperate Dan*

The melody for most of these songs (and for some of the poems) can be found on the internet, for example; <http://www.smart-central.com>

Counting rhymes/songs: *Five Fat Sausages; Five Little Monkeys; One, Two Buckle My Shoe; The Ants Go Marching; This Old Man*

Games: *Simon Says; Kim's Game; Fruit Bowl; Chinese Whispers; Matching Pairs; Swat It; I Spy*

Hansel and Gretel



children
house
were

Once upon a time there lived a woodcutter who had two children called Hansel and Gretel. They lived in a comfortable little house on the edge of the woods. The fields around the house were sunny and pleasant and safe but the woods were deep and dark and dangerous. The woodcutter often warned his children not to go into the woods. "Don't go into the woods or you will get lost," he warned them.

Hansel and Gretel were good children who usually listened to their father but one day they decided to go into the woods. They took some bread and something to drink and walked to end of the road that led past the woods. "It doesn't look too dangerous," said Gretel, looking into the woods. "But what if we get lost?" Hansel picked up some white stones from the path near the path. "We can leave a trail of stones so that we can follow them and find our way back," he said.

They went into the woods and walked through the tall trees looking at the unusual plants and strange animals. It was quiet and cool in the woods and the children played chase and hide and go seek. Hansel dropped the white stones as they went along, but soon the white stones were all gone. "We should go back," said Hansel. "Wait! I can hear a river!" said Gretel. "Let's go a little bit further and see if we can find it." Hansel had an idea. "We can drop pieces of bread to make a trail." The children went further into the woods following the sound of water and dropping breadcrumbs behind them.

After a while they found a stream and had fun splashing in the water. Suddenly Gretel noticed that it was starting to get dark. "Let's go home now," she said. They started to follow the trail of breadcrumbs but after a short time they couldn't find any more crumbs. "Where are the crumbs?" said Hansel. Then they saw a huge black crow eating some bread. "The birds must have eaten the crumbs!" said Gretel. They searched for the white stones but couldn't find any either. It was getting darker and darker. "We're lost!" said Hansel. They began to wander through the woods crying and calling for their father but on one answered.

Suddenly they saw something through the trees. "Look! It's a house!" said Hansel and they ran towards it. It was a small, pretty house but very strange. "What is it made of?" said Gretel as Hansel touched the wall. "I think this is gingerbread!" he said. He broke off a piece and tasted it. "It is gingerbread!" Gretel broke off another piece. "This tastes delicious!" she said. They were busy munching on the gingerbread when the door opened and an old lady came out. "Are you eating my house?" she asked. "I'm sorry," said Gretel. "We were so hungry and lost!" said Hansel. "Come inside," said the old lady, "and I will give you something even nicer to eat." Smiling happily, Hansel and Gretel followed the little old lady into her house.

As soon as they were inside, the door slammed shut behind them and the little old lady turned around. She didn't look like a kind old lady anymore. She looked ugly and mean and she laughed in a horrible, cruel way. She pushed Hansel into a cage and locked the

door. "I will fatten you and eat you," she said. "No," said Gretel. "Leave my brother alone!" "And you," said the witch, "will be my servant. You will wash and clean and cook for me." Hansel and Gretel were very frightened but they were trapped in the witch's house.

Everyday Gretel was forced cook and clean for the witch and Hansel was kept in a cage, until one day she decided he was ready to eat. "I must make sure the oven is nice and hot," she said and went to get more fire wood. The children were scared. "Don't worry," said Gretel. "I have a plan". As soon as the witch opened the oven to check if it was hot enough, Gretel rushed over and pushed the wicked witch in. She slammed the oven door and ran to the cage to let Hansel out.

The children quickly hurried outside and, without stopping, ran into the woods. Hansel found the trail of white stones and they followed it back to the edge of the woods. As soon as they got to the path their father saw them and ran towards. He hugged them and kissed them and scolded them and then hugged them and kissed them some more. Hansel and Gretel never went into the wood again and the witch and her gingerbread house were never seen again.

Hansel and Gretel - shorter version:

Once upon a time there were two children called Hansel and Gretel, who lived with their father near a deep, dark wood. One day the children went into the wood to play. They left a trail of stones to find their way home.

When the stones were all gone, they used breadcrumbs instead. However birds ate the breadcrumbs so when Hansel and Gretel tried to find their way home there were no crumbs to follow. They were lost in the deep dark wood. They were very frightened.

Then they saw a house in the wood made of gingerbread. An old lady came out and gave them cake and sweets to eat. "Come inside," she said, and Hansel and Gretel went inside. The old lady was a witch and she put Hansel in a cage.

One day the witch said she was going to eat Hansel. When she opened the oven, Gretel jumped up, pushed the witch inside and shut the oven door. Hansel and Gretel ran outside and into the woods. They ran and ran until they found the trail of stones.

They followed the trail all the way home. Their father was very happy to see them. "Do not go into the deep dark woods again!" he said.

The Little Red Hen



One day the Little Red Hen was out scratching in the fields around the farm. Scratch, scratch, peck, peck, she searched for tasty worms and seeds. Then, to her delight, she found some wheat grains. Instead of just eating the grains she said to herself, "I will plant these grains." She scurried back to the farm yard to look for help. "I have found some grains of wheat," she said to the other animals. "Who will help me to plant them?" "Not me," said the pig. "Oink, oink. I must clean my sty." "Not me," said the cow. "Moo, Moo. I must clean my hooves!" "Not me," said the dog. "Woof, woof. I must clean my kennel!"

"Then I'll do myself!" said the Little Red Hen and she worked hard and planted the grains all by herself. She watered and cared for the seedlings and soon they grew into tall yellow stalks of corn with ripe grains of wheat. "It is time to harvest the wheat," she said to herself. She went back to farm yard and said to the other animals. "Who will help me to harvest the wheat?" "Not me," said the pig. "Oink, oink. I have to eat my feed." "Not me," said the cow. "Moo, Moo. I have to eat this grass!" "Not me," said the dog. "Woof, woof. I have a bone to eat!"

"Then I'll do myself!" said the Little Red Hen and she worked hard cutting the wheat. Soon it lay in a pile and she asked, "Who will help me thrash the wheat?" "Not me," said the pig. "Oink, oink. I am busy with my piglets." "Not me," said the cow. "Moo, Moo. I am busy with my calves!" "Not me," said the dog. "Woof, woof. I am busy with my puppies!"

"Then I'll do myself!" said the Little Red Hen and she worked hard thrashing the wheat and soon had a nice big pile of golden wheat grains. "Now we must bring the grain to the mill so it can be ground into flour," said the Little Red Hen. "Who will help me?" "Not me," said the pig. "Oink, oink. It is hot today and I want to lie in the mud." "Not me," said the cow. "Moo, Moo. It is hot and I want to stand by this cool stream." "Not me," said the dog. "Woof, woof. It is hot and I want to lie in the shade or a tree!"

"Then I'll do myself!" said the Little Red Hen and she brought the wheat to the flour mill and carried the sack of flour all the way back to the farm. "Now who will help me bake some bread?" she asked. "Not me," said the pig. "Oink, oink." "Not me," said the cow. "Moo, Moo." "Not me," said the dog. "Woof, woof."

"Then I'll do myself!" said the Little Red Hen and she mixed the flour with yeast and salt and water. She kneaded the dough, left it to rise and put the bread in the oven. Soon the aroma of freshly baked bread could be smelled all around the farm. "Who would like to eat some fresh bread?" asked the Little Red Hen, as she took the steaming loaf from the oven. "Me!" said the pig. "Oink, oink." "Me!" said the cow. "Moo, Moo." "Me!" said the dog, "Woof, woof."

"Oh no, I don't think so!" said the Little Red Hen. "I'll do it myself!" So she called her chicks around her and they ate the delicious warm bread with some butter and jam. The

pig, the cow and the dog watched them but the Little Red Hen and her family ate up every bit until all there were left were some crumbs.

Little Red Hen - shorter version:

One day the Little Red Hen found some grains of wheat in the field. "I will plant this wheat and it will grow," she said. She went back to the farm. "Who will help me plant this wheat?" she asked. "Not me," said the pig. "Oink, oink!" "Not me," said the cow. "Moo, moo!" "Not me," said the dog. "Woof, woof!"
"Then I'll do it myself," said the Little Red Hen. So she did.

The wheat grew. "Who will help me cut the wheat?" asked the Little Red Hen. "Not me," said the pig. "Oink, oink!" "Not me," said the cow. "Moo, moo!" "Not me," said the dog. "Woof, woof!"

"Then I'll do it myself," said the Little Red Hen. So she did and soon she had a pile of wheat. "Who will help me make the wheat into flour?" asked the Little Red Hen. "Not me," said the pig. "Oink, oink!" "Not me," said the cow. "Moo, moo!" "Not me," said the dog. "Woof, woof!"

"Then I'll do it myself," said the Little Red Hen. So she did and soon she had a bag of flour. "Who will help me bake some bread with the flour?" asked the Little Red Hen. "Not me," said the pig. "Oink, oink!" "Not me," said the cow. "Moo, moo!" "Not me," said the dog. "Woof, woof!"

"Then I'll do it myself," said the Little Red Hen. So she did and soon she had a loaf of bread. "Who will help me eat the bread?" asked the Little Red Hen. "Me!" said the pig. "Oink, oink." "Me!" said the cow. "Moo, Moo." "Me!" said the dog. "Woof, woof."

"No!" said the Little Red Hen. "I'll do it myself!" And she did.

Jack and the Beanstalk



Jack and his mother lived on a small farm and they were very poor. Their farm was tiny, the soil was rocky and the only animal they had was their cow, Bess. Jack was a happy but lonely boy and he loved Bess. Every morning he milked her so they would have milk for breakfast and cheese for lunch. He often talked to Bess as he worked and told her of his dreams of going on exciting adventures.

One day Jack's mother came to him with some sad news. She told him the next morning he would have to take Bess to the market and sell her. "But why?" wailed Jack. His mother explained that Bess was getting old and soon would no longer give milk. "But she's my friend," said Jack. His mother told him that they were too poor to keep a cow as pet and that they needed the money for food.

Jack pleaded and argued but his mother wouldn't change her mind and the next morning Jack left for the market, taking Bess with him. He walked slowly but before long he reached the market. He tried to sell Bess but the only people who would even offer to buy the old cow were a cruel looking farmer and a butcher. "I cannot sell Bess to those men," said Jack to himself.

"I will buy your cow and treat her well," said a voice behind him. He turned around to see a kind but strange looking man standing nearby. He wore strangely coloured clothes but he was smiling. "Will you promise not to kill her?" asked Jack. "I promise," said the man, and this made Jack very happy. "How much will you give me?" he asked eagerly. "I will give you some magic beans in exchange for your cow," said the odd looking man. Jack was afraid his mother would not be happy if he brought home magic beans instead of money but he wanted Bess to be safe so he agreed.

When Jack showed his mother the magic beans she was not happy. In fact she was furious. She shouted and yelled at Jack and sent him to bed without any supper. "You silly boy!" she cried. "What will happen to us now? These beans can't help us." And she threw the beans out the window.

But the beans *were* magic and that night they began to grow. They grew into a beanstalk that grew as tall as the house and then grew taller and taller still. When Jack got up the next morning the beanstalk was so tall he couldn't see the top. He called his mother and pointed up into the sky where the top of the beanstalk was hidden in the clouds. "I am going to climb the beanstalk," he told his mother, "to see what I can find at the top." He began to climb. "Be careful!" shouted his mother as he climbed higher and higher.

When Jack reached the top of the beanstalk he found that he had reached a land hidden in the clouds. He saw that this cloud land was where giants lived and everything was huge. He was very excited to go off on an adventure so he decided to explore. He could see huge trees and houses and even the flowers were taller than him. He walked

along the road until he found an open door and crept inside the giant house. Everything was huge: a high bed, tall chairs, massive plates and cups on the big table.

There was kind, lady giant in the house who was a bit surprised to see a tiny human in her house but she fed Jack and told him about her husband who was not so kind. "You'll have to go before he gets back," she told Jack, "or he'll eat you!" "Don't worry," said Jack. "I'll hide." "That won't work," said the lady giant. "He can smell humans!" Suddenly they heard loud footsteps coming towards the house and a loud voice said, "Fee! Fi! Fo! Fum! I smell the blood of a human! Be he alive, or be he dead I'll grind his bones to make my bread!" "Run! Quickly!" said the lady giant. She gave Jack a bag of golden coins and he managed to escape out the back door before the giant got back.

Jack climbed back down the beanstalk and his mother was delighted with the giant golden coins. They were able to buy food and new animals for the farm. For a time Jack and his mother were very happy but Jack began to grow restless and wanted another adventure so he climbed the beanstalk again. This time he was not so lucky. He went again to the giant's house and began to explore the huge kitchen. Suddenly the door burst open and in stomped the giant. "Fee! Fi! Fo! Fum!" he growled, "I smell the blood of a human! Be he alive, or be he dead I'll grind his bones to make my bread!" Jack hid behind a jam pot but the giant began to search the house. The giant's wife saw him and helped him escape through the high window but the giant saw him too and began to chase him.

Jack ran as fast as he could and began to climb down the beanstalk. The giant followed him and began to climb down the beanstalk too. The huge beanstalk began to shake and Jack climbed as fast as he could. As he neared the bottom he called out to his mother, "Bring the axe!" His mother ran to fetch the axe and as soon as Jack jumped to the ground he grabbed it and began to cut down the beanstalk. "Fee! Fi! Fo! Fum!" roared the giant and he climbed down the beanstalk. Jack chopped and chopped at the beanstalk as the giant got closer and closer. Suddenly the beanstalk began to fall. It wobbled for a moment and then, with a loud CRASH! fell to the ground, killing the giant instantly.

Jack and his mother lived very happily in their little house and were never poor again. Jack sometimes had small adventures but he was never again tempted to climb magic beanstalks!

Jack and the Beanstalk - shorter version

Jack and his mother were very poor. Jack went to the market to sell their cow. He met a man who gave him some magic beans for the cow.

Jack's mother was not happy with the beans. She threw them outside. The beans were magic and they grew into a very tall beanstalk. Jack wanted to climb the beanstalk to see what was at the top.

Jack climbed the beanstalk. At the top there was a giant's house and Jack went inside. When the giant came home he said, "Fee! Fi! Fo! Fum! I smell the blood of a human!" and tried to catch Jack to eat him. The giant's wife gave Jack some gold coins and helped him get away.

The giant chased Jack. Jack ran and ran and climbed back down the beanstalk. The giant followed Jack and began to climb down the beanstalk too. Jack got an axe and cut down the beanstalk. The beanstalk fell down. Crash! The giant fell down too. Crash! Jack was safe.

The Enormous Turnip



Once upon a time there was a family who lived on a farm. They grew lots of different kinds of fruit and vegetables and crops on their farm. They grew potatoes, turnips, carrots and cabbage. They had trees filled with apples and pears and bushes full of raspberries and cherries. They had fields of wheat and barley and oats. They were always very busy; the farmer and his wife worked hard every day planting, watering, weeding and tending the crops. Their children, a boy called David and a girl called Anne, often helped out too.

One day the farmer went into his field of turnips and noticed that one seemed to be much bigger than the rest. The next day he came back and saw that it had become even bigger. He decided not to dig up the turnip but to wait and see how big it would get. The turnip grew and grew. "Great!" said the farmer, who loved turnip stew. "This one will make lots of turnip stew." The turnip continued to grow and grow. Every day the farmer visited and was astonished by how huge the turnip was getting. First the leaves were to his knee, then his waist, then his shoulder and eventually the leaves on the turnip were higher than his head. He decided it was time to dig up the turnip so one morning she went to the field with his spade.

He tried to dig the turnip but it was just too big. It was huge! It was massive! It was a truly enormous turnip! He decided to pull it out of the earth. He grabbed the leaves that grew above the earth and began to pull. He pulled and he pulled. He tugged and he tugged but he could not move the enormous turnip. He decided he needed some help.

He called his wife. She was busy fixing the roof of the hen house while she waited for an apple pie to cook but she came when her husband called. "Oh my goodness!" she gasped when she saw the gigantic turnip. "It's enormous!" "Come and help me pull it up!" said the farmer. "We can make a lot of turnip stew with this!" The farmer grabbed the leaves and his wife grabbed him around the waist. They pulled and they pulled. They tugged and they tugged but he could not move the enormous turnip. They decided that they needed some help.

The farmer saw his son, David, walking past the field on his way home from school and he called him to come and help. "Oh my goodness!" gasped David when he saw the oversized turnip. "It's enormous!" "Come and help us pull it up!" said his mother. "Your

father wants turnip stew for dinner.” The farmer grabbed the leaves, his wife grabbed him around the waist and the boy grabbed his mother by the waist. They pulled and they pulled. They tugged and they tugged but he could not move the enormous turnip. They decided that they needed even more help.

Then David saw his sister, Anne, heading along the road towards the house on her way home from soccer training and he called her to come and help. “Oh my goodness!” she said when he saw the colossal turnip. “Its enormous!” “Come and help us pull it up!” said her brother. “We’re getting hungry and we want turnip stew for dinner.” The farmer grabbed the leaves again, his wife grabbed him around the waist, the boy grabbed his mother by the waist and the girl grabbed her brother by the waist. They pulled and they pulled. They tugged and they tugged but he could not move the enormous turnip. They decided that they needed even more help.

Then Anne saw Bob, their dog, trotting along the road and she called him to come and help. The farmer grabbed the leaves again, his wife grabbed him around the waist, the boy grabbed his mother by the waist, the girl grabbed her brother by the waist and Bob, the dog, took the back of Anne’s jumper in his mouth. They pulled and they pulled. They tugged and they tugged but he could not move the enormous turnip. They were getting worried that there would be no turnip stew for dinner.

Patch, the farm cat, was sitting on the fence watching the family try to pull the enormous turnip. “Come and help us!” called David. Patch jumped down and went to help. The farmer grabbed the leaves again, his wife grabbed him around the waist, the boy grabbed his mother by the waist, the girl grabbed her brother by the waist, Bob took the back of Anne’s jumper in his mouth and Patch, the cat, took Bob’s tail in her mouth. They pulled and they pulled. They tugged and they tugged but he could not move the enormous turnip. They were just about to give up.

A small mouse was nibbling on a grain of corn near the fence, saw them and offered to help. “You?” said Patch. “You’re just a tiny mouse. How can you help?” “Well, I can try,” squeaked the mouse. “Every little bit helps!” The all agreed so once more they got ready to pull. The farmer grabbed the leaves again, his wife grabbed him around the waist, the boy grabbed his mother by the waist, the girl grabbed her brother by the waist, Bob took the back of Anne’s jumper in his mouth, Patch took Bob’s tail in her mouth and the tiny mouse took Patch’s tail in her tiny mouth. Altogether they gave one final enormous pull and suddenly, with a loud “pop!” the enormous turnip shot out of the earth.

The turnip came out so suddenly that everyone fell over covered in soil. They sat in silence for a moment looking at the enormous vegetable and then everyone began to laugh. Working together they carried the turnip to the house and with everyone helping they washed, peeled and cut up the turnip. Soon they were all sitting down to a delicious bowl of turnip stew, even Bob, Patch and the tiny mouse got their share.

The Enormous Turnip - shorter version:

Once on a farm there was a field of turnips. One turnip began to grow bigger than all the rest. It grew and grew and it grew until it was enormous! A man came to the field and saw the enormous turnip. He tried to pull the enormous turnip. He pulled and he pulled but it didn't work.

A woman came to the field to help him. They tried to pull the enormous turnip. The man pulled, the woman pulled. They pulled and they pulled but it didn't work.

A girl came to the field to help them. They tried to pull the enormous turnip. The man pulled, the woman pulled, the girl pulled. They pulled and they pulled but it didn't work.

A boy came to the field to help them. Altogether they tried to pull the enormous turnip. The man pulled, the woman pulled, the girl pulled, the boy pulled. They pulled and they pulled but it didn't work.

A dog came to the field to help them. Altogether they tried to pull the enormous turnip. The man pulled, the woman pulled, the girl pulled, the boy pulled, the dog pulled. They pulled and they pulled but it didn't work.

A cat came to the field to help them. Altogether they tried to pull the enormous turnip. The man pulled, the woman pulled, the girl pulled, the boy pulled, the dog pulled, the cat pulled. They pulled and they pulled but it didn't work.

A mouse came to the field to help them. Altogether they tried to pull the enormous turnip. The man pulled, the woman pulled, the girl pulled, the boy pulled, the dog pulled, the mouse pulled. They pulled and they pulled and suddenly POP! the turnip came out!

They all had turnip stew for dinner and enjoyed every bit of it!

Cinderella



Once upon a time there was a girl called Ella who lived in a lovely house in the country with her father. Her mother had died when she was just a baby, and sometimes living in a big house with no brothers or sister was lonely, especially because her father travelled away from home a lot. But mostly Ella's life was happy, carefree and full of fun. That is until her father decided to remarry. He chose for his new wife a beautiful woman who was as mean spirited on the inside as she was lovely on the outside.

She also had three beautiful daughters and at first Ella was delighted that she would have three sisters to play and share with. She thought they would all have fun climbing trees in the woods, playing chase in the garden and making mud pies in the fields. Her new sisters, however, were spoiled and snooty and didn't want to play silly games with their new sister. They were interested in clothes, jewellery, going to balls and gossiping.

In the beginning they just made fun of Ella or ignored her but soon they began to treat her like a servant asking her to fetch and carry for them.

Ella soon found herself busy from morning 'til night washing and ironing her sister's fine clothes and taking care of all the house work. She got up early every morning to light the fire, spent the day rushing around cooking and cleaning, and was so tired by night fall, that she often fell asleep by the kitchen fire. Her step-sisters and step-mother gossiped in their rooms all day and made fun of her shabby, grubby clothes. "Ewww, you're filthy!" one of her step-sisters said one day. "Did you sleep in the fireplace? You're covered in ash and cinders!" "That's disgusting!" said another step-sister. "We should call you Cinder-Ella." They all laughed thinking it was a great joke. "Fetch my gloves, Cinderella!" they would say. "Where is my fur cape, Cinderella?" they would shriek. "Hurry up, Cinderella!" they would snap.

Poor Ella felt lonelier than ever, even though the house was now full of people. She had no time for playing, having fun or enjoying herself anymore. Sometimes as she sat in the kitchen, near the ashes of the fire late at night, she cried herself to sleep. Things got even worse when her father got sick and died. As Ella grew older her step-sisters and step-mother forgot she was part of the family and that her name wasn't really "Cinderella" at all.

One day as Ella was making breakfast she heard a great commotion at the door. She rushed upstairs to find out what had happened. Her step-sisters were jumping around, laughing and screaming and talking all at the same time. Ella eventually found out that an invitation had arrived from the palace inviting them all to a ball in honour of the Prince. "He's looking for a wife!" one step-sister screeched. "I'll bet he'll pick me!" gasped another.

They rushed off to begin preparing for the ball. Ella helped them clean and iron their best dresses and gowns, but they just laughed when she asked if she could go to the ball with them. "You, Cinderella?" they shrieked. "Why would you want to go?" "I thought it might be fun," said Ella shyly. The sisters laughed again. "A scruffy thing like you at a royal ball?" they giggled. "You would embarrass yourself," sneered her step-mother. "And us!"

Three days later, Ella watched her step-sisters and step-mother laughing and chatting excitedly as they left for the palace in the family carriage. She closed the door, went inside and sat by the fireplace and began to cry. "It's so unfair!" she sobbed. "I wish I could go to the ball!" "But you shall go to the ball," said a voice from behind her. Ella jumped up, gasping and wiping her tears. Standing in the kitchen, smiling at her, was a beautiful lady in a sparkling dress. "Wh-who are you?" stammered Ella. "I am your Fairy Godmother," said the lady. "I am here to see that you get to go to the ball." "But how?" sniffed Ella. "I don't have a dress, the carriage has already left, and..." "Don't worry," her Fairy Godmother said as she took out her magic wand. "This will help!"

She looked around the kitchen, took a large pumpkin from the shelf and took it outside. With a wave of her wand the pumpkin became a golden carriage. She found four mice

and turned them into a driver and footmen. Then she waved her wand and turned Ella's worn rags into a shimmering silver ball gown. "Oh!" gasped Ella. "It's beautiful!" Another wave of the wand and Ella's messy hair and tear stained face were transformed to match the stunning dress. "You look beautiful," said her Fairy Godmother. "Just one more thing..." From her pocket she produced a pair of exquisite glass dancing slippers that fitted Ella's tiny feet perfectly. "Now you are ready for the ball!"

Ella looked around in amazement. "How can I ever thank you?" she said. "Just enjoy yourself," said her Fairy Godmother. "But I have one warning. At midnight the magic will end and everything will return to what it was before." "I will leave before midnight," promised Ella. "Thank you so much." She climbed into the golden carriage, and her Fairy Godmother waved as she set off to the palace.

The ball had already started when Ella arrived but everyone stopped and turned to stare and the beautiful and mysterious lady as she entered the ball room. Even the Prince looked up. Even though he had to pretend he was having a wonderful time, the Prince had not been enjoying the ball. He had found all the ladies he'd met so far to be boring and tiresome and only interested in his money. He went over to the gorgeous lady in the silver dress and asked her to dance. At first she was shy but the Prince was kind, and as they began to talk, they found they had lots of common interests.

In fact, Ella was so busy talking to and dancing with the Prince that she forgot all about the time. It wasn't until she heard the first chime of the clock striking midnight that she remembered. "I've got to go!" she said suddenly and turned and ran from the ball room. "What? Wait!" said the startled Prince, but Ella knew she couldn't stop. She ran as fast as she could as the clock continued to strike midnight. She was in such a rush to get away that she lost one of her glass slippers on the steps of the palace. As she ran out into the night, the last chime struck and her beautiful dress turned back in grubby rags, the golden carriage became a pumpkin again and the driver and footmen turned back into mice. When the Prince arrived on the steps there was no sign of the beautiful lady, just a tiny glass slipper lying on the steps.

The next morning Ella made breakfast for her family and listened to them gossiping about the mysterious lady who had danced with the Prince all night. They were very jealous but had no idea who the lady was. Ella smiled to herself but said nothing. They were in for a great shock when the Prince himself arrived at their door later that morning holding a glass slipper. He told them he was searching the kingdom for the beautiful lady he'd fallen in love with last night. Each of the step-sisters tried desperately to fit their foot into the delicate shoe but didn't even come close. The Prince was relieved as he could see that even though they were pretty they were also mean and spoilt. "Is there anyone else in the house?" he asked. "No," said Ella's step-mother. "What about her?" asked the Prince pointing at Ella who was clearing the table, sure that the Prince wouldn't notice her. "Her?" said the eldest sister. "She wasn't even at the ball!" "Would you like to try?" asked the Prince, thinking to himself that there was something familiar about the grubby maid.

Ella came forward and tried on the glass slipper. Of course, it fitted perfectly. “It is you!” said the Prince. She smiled shyly and took the other slipper out of her pocket. The Prince was delighted. “I’ve found you!” he said, not caring at all that she wore scruffy clothes and had ash in her hair. Ella was as happy as her step-sisters and step-mother were shocked.

Things were very different after that. Ella became a Princess when she married the Prince and moved to the palace. Her step-sisters and step-mother had to do their own cleaning and cooking and always wished they’d been nicer to Ella. They never called her Cinderella again. Of course Ella and the Prince lived happily ever after.

Cinderella - shorter version

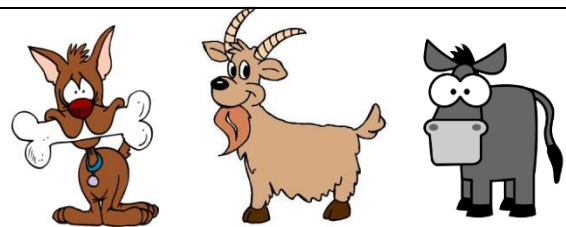
Once upon a time there was a girl called Ella. She had three step-sisters who were not very nice to her. They called her Cinderella and made her do all the work in their house. She had to wash and clean and cook all day. She was very sad.

One day the Prince asked everyone to a ball. Cinderella wanted to go but her sisters said no. They put on nice dresses and went to the ball. Cinderella was all alone and she started to cry.

Then Cinderella’s Fairy Godmother came to the house. She used her magic wand to give Cinderella a lovely dress. “Now you can go to the ball,” she said. Cinderella was very happy. Cinderella went to the ball. She had lots of fun and danced with the Prince. At 12 o’clock she had to go. She lost her lovely glass shoe when she ran away. Her lovely dress was gone and she was very sad again.

The Prince found the shoe. He came to Cinderella’s house with the shoe. It fitted her but not her sisters. The Prince was in love with Cinderella and they lived happily ever after.

The Dog, the Goat and the Donkey



Once upon a time there was dog and a goat and donkey who all lived on a farm in the middle of the veld. Donkey was an old, wise creature who was sensible and patient. Goat was young and not so calm. He tended to get excited very easily! Dog was usually patient and reasonable but he was also had a stubborn streak.

One day the friends decided to travel to town. Donkey wanted to meet her friends for a chat. Dog wanted to have a sniff around and see if he could find any tasty scraps to eat. Goat went along because he didn’t have anything more interesting to do!

They walked for a long time but eventually decided it was a long way and that they should try and get a lift. "We could get a combi or maybe hitch?" suggested Goat. Then they saw a taxi coming towards them. "Let's see if this taxi has room for us," said Dog. The taxi was empty and stopped for them. Dog, Donkey and Goat all climbed in and they sped off towards town.

When they got close to town, Donkey got out first. "How much?" she asked the driver. "Ten dollars, please," he said. Donkey paid the fare, thanked the driver and trotted off to where some other donkeys were munching grass near the edge of the road.

Goat got off in the town centre. "Ten dollars, please," said the driver. It was only then that Goat realised he didn't have any money with him. "Excuse me?" he said to the driver, pretending to look for the money. "Ten dollars, please," said the driver again, a little crossly this time. Suddenly Goat made a dash for it, trotting away as quickly as his hooves would take him. "Hey!" said the driver climbing out of the car. "Stop!" but he was too late. Goat had already vanished around the side of a shop.

"I think I'll get out here too," said Dog and jumped out of the car. He gave the taxi driver twenty dollars and waited for his change. The driver climbed back into his car and started the engine. "What about my change?" said Dog. "You can ask that silly goat for your change," said the driver and drove off. "Stop! That's not fair!" barked Dog chasing after the car. "Give me my change!" yelped Dog, trying to snap at the wheels. The taxi sped up and kept going. "I'll get you some day!" barked Dog glaring at the vehicle in the distance.

After that, the animals acted a little different when they saw a car. Every time Goat saw a car she darted and dashed out of the way, always acting excited and a little guilty. Dog always chased after any cars he saw, barking, "Give me my change! I want my money!" and trying to snap at the wheels. Donkey, however, was still the same calm creature she always was, ignored all vehicles and moving only when she felt like it.

Songs, Poems & Rhymes :

Make New Friends

A circle is round; it has no end.
That's how long I'll be your friend.



A fire burns bright; it warms the heart.
We've been friends right from the start.

New made friends like new made wine,
Age and mellow till the end of time.

Take one hand, then take another;
Put them together and we have each other

Doe a Deer

Let's start at the very beginning,
A very good place to start.
When you read you begin with A-B-C;
When you sing you begin with do-re-mi.
Do-re-mi, do-re-mi -
The first three notes just happen to be
Do-re-mi, do-re-mi -

Doe, a deer, a female deer;
Ray, a drop of golden sun;
Me, a name I call myself;
Far, a long, long way to run!
Sew, a needle pulling thread;
La, a note to follow Sew;
Tea, a drink with jam and bread;
That will bring us back to Do (o -o -o)!

Looby Loo

Here we go looby loo,
Here we go looby light
Here we go looby loo
All on a Saturday night!



1. You put your right hand in,
You take your right hand out;
You give your right hand a shake, shake, shake,
And turn yourself about!

Here we go looby loo...

You put your right/left foot in....
You put your right/left hip in....
You put your whole head in....
You put your whole self in...
etc.

London Bridge is Falling Down

London Bridge is falling down,
Falling down, falling down.
London Bridge is falling down,
My fair lady



How will we build it up,
Build it up, build it up?
How will we build it up,
My fair lady?

Build it up with silver and gold,
Silver and gold, silver and gold.
Build it up with silver and gold,
My fair lady.

Gold and silver I have none,
I have none, I have none.
Gold and silver I have none,
My fair lady.

Build it up with wood and clay,
Wood and clay, wood and clay.
Build it up with wood and clay,
My fair lady

Wood and clay will wash away,
Wash away, wash away.
Wood and clay will wash away,
My fair lady.

Build it up with stone so strong,
Stone so strong, stone so strong.
Build it up with stone so strong,
My fair lady.

Stone so strong will last so long,
Last so long, last so long.
Stone so strong will last so long,
My fair lady.

A Sailor Went to Sea

A Sailor went to sea, sea, sea
To see what he could see, see, see
But all that he could see, see, see
Was the bottom of the deep blue sea, sea, sea!

Star Light

Star light, star bright,
First star I see tonight,
I wish I may, I wish I might,



Have the wish I wish tonight.

Happy Birthday

Happy Birthday to you,
Happy Birthday to you
Happy Birthday dear ...
Happy Birthday to you.



Pat-a-Cake

Pat-a-cake, pat-a-cake, baker's man,
Bake me a cake as fast as you can.
Roll it, and prick it, and mark it with a "B,"
And put it in the oven for Baby and me!

(The first letter of learners' names can be used instead of 'B'/Baby)

Polly, Put the Kettle On

Polly, put the kettle on,
Polly, put the kettle on,
Polly, put the kettle on,
We'll all have tea.



Blow the fire and make the toast,
Put the muffins on to roast,
Blow the fire and make the toast,
We'll all have tea.

Sukey, take it off again,
Sukey, take it off again,
Sukey, take it off again,
They've all gone away.

Pease Porridge Hot

Pease porridge hot,
Pease porridge cold,
Pease porridge in the pot
Nine days old.
Some like it hot,
Some like it cold,
Some like it in the pot
Nine days old.



Little Miss Muffet

Little Miss Muffet
Sat on a tuffet,
Eating her curds and whey;
There came a big spider,
And sat down beside her,
And frightened Miss Muffet away.

Old Mother Hubbard

Old Mother Hubbard went to the cupboard
To give her poor dog a bone,
But when she got there,
the cupboard was bare,
And so the poor dog had none.

She went to the baker's
To buy him some bread,
But when she came back
The poor dog was dead.

She went to the joiner's
To buy him a coffin,
But when she came back
The poor dog was laughin'.

She took a clean dish
To get him some tripe,
But when she came back
He was smoking a pipe.

She went to the hatter's
To buy him a hat,
But when she came back
He was feeding the cat.



She went to the barber's
To buy him a wig,
But when she came back
He was dancing a jig.

She went to the tailor's
To buy him a coat,
But when she came back
He was riding a goat.

She went to the cobbler's
To buy him some shoes,
But when she came back
He was reading the news.

The dame made a curtsy,
The dog made a bow,
The dame said, "Your servant,"
The dog said, "Bow-wow"

Wash Your Hands

Wash, wash, wash your hands,
Wash those germs away.
Soap and water does the trick,
To keep them clean all day.



Somewhere Over the Rainbow



Somewhere over the rainbow
Way up high,
There's a land that I heard of
Once in a lullaby.
Somewhere over the rainbow
Skies are blue,
And the dreams that you dare to dream
Really do come true.

Someday I'll wish upon a star
And wake up where the clouds are far
Behind me.
Where troubles melt like lemon drops
Away above the chimney tops
That's where you'll find me.

Somewhere over the rainbow
Bluebirds fly.
Birds fly over the rainbow.
Why then, oh why can't I?

If happy little bluebirds fly
Beyond the rainbow
Why, oh why can't I?

Baa, Baa, Black Sheep



Baa, baa, black sheep,
Have you any wool?
Yes sir, yes sir,
Three bags full.
One for my master,
And one for my dame,
And one for the little boy
Who lives down the lane.

Here is My Little Garden

Here is my little garden,
And some seeds I'm going to sow.
Here is my rake to rake the ground.
And here is my handy hoe.

Here is the big round yellow sun,
Our sun warms everything.
Here are the rain clouds in the sky,
The birds will start to sing.

Little plants will wake up soon,
And lift their sleepy heads.
The little plants will grow and grow,
From their warm earthy beds.

Whistle a Happy Tune

Whenever I feel afraid,
I hold my head up high,
And whistle a happy tune,
So no one will suspect I'm afraid!



While shivering in my shoes,
I strike a careless pose,
And whistle a happy tune,
And no one ever knows I'm afraid!

The result of this deception
Is very strange to tell;
For when I fool the people I fear
I fool myself as well!

I whistle a happy tune,
And every single time,
The happiness in the tune,
Convinces me that I'm not afraid!

Make believe you're brave
And the trick will take you far;
You may be as brave
As you make believe you are!



Baby Bumblebee

I'm bringing home a baby bumblebee,
Won't my mommy be so proud of me (x2)

I'm squishing up the baby bumblebee,
Won't my mommy be so proud of me (x2)

I'm wiping off the baby bumblebee,
Won't my mommy be so proud of me,
I'm wiping off the baby bumblebee,
Now my mommy won't be mad at me!

Desperate Dan

Desperate Dan, was a terrible man,
He washed his face in a frying pan,
He combed his hair with the leg of a chair;
Desperate Dan, what a terrible man,

Counting rhymes/songs:	
------------------------	--

Five Fat Sausages

Five fat sausages sizzling in a pan,
One went pop! and the others went bang!
Four fat sausages sizzling in a pan....
Three fat sausages
Two fat sausages
One fat sausage sizzling in a pan
One went pop! and none went bang!
No fat sausages sizzling in a pan.



Five Little Monkeys

Five little monkeys
Swinging on a tree,
Teasing Mr. Crocodile.
"You can't catch me!"

Along came Mr. Crocodile
As quietly as can be,
He smiled at the monkeys,
Sitting in the treeSNAP!!

Four little monkeys...
three little, two little, no little...



One, Two, Buckle My Shoe;

One, two, buckle my shoe;
Three, four, knock at the door;
Five, six, pick up sticks;
Seven, eight, lay them straight;
Nine, ten, a good fat Hen;
Eleven, twelve, dig and delve;
Thirteen, fourteen, maids a-courting;
Fifteen, sixteen, maids a-kissing;
Seventeen, eighteen, maids a-waiting;
Nineteen, twenty, my plate's empty;

The Ants Go Marching.

The ants go marching one by one,
hurrah, hurrah (x2)
The ants go marching one by one,
The little one stops to suck his thumb
And they all go marching into the ground
For to get out of the rain, The ants go marching
two by two/



The little one stops to tie his shoe

The ants go marching three by three/

The little one stops to climb a tree
The ants go marching four by four/
The little one stops to shut the door

The ants go marching five by five/
The little one stops to take a dive

The ants go marching six by six/
The little one tries to do some tricks

The ants go marching seven by seven/
The little one stops to pray to heaven

The ants go marching eight by eight/
The little one stops to shut the gate

The ants go marching nine by nine/
The little one stops to check the time

The ants go marching ten by ten/
The little one stops to say "The End"

This Old Man

This old man, he played one,
He played knick knack on his drum,
With a knick, knack, paddy whack,
Give the dog a bone;
This old man came rolling home.

This old man, he played two/
He played knick knack with my shoe,

This old man, he played three/
He played knick knack on my knee,

This old man, he played four/
He played knick knack at my door,

This old man, he played five/
He played knick knack, jazz and jive,

This old man, he played six/
He played knick knack with his sticks,

This old man, he played seven/
He played knick knack up to heaven,

This old man, he played eight/
He played knick knack on my gate,

This old man, he played nine/
He played knick knack, rise and shine,

This old man, he played ten/
He played knick knack in my den,

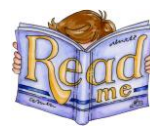


Games:

Where to start...	How to play...	Notes
SIMON SAYS		
Needs: space (enough for everyone to stand up and move about a little) Explain the game and the sanctions or rules (being 'out' of 'losing a life') Teach and practise the vocabulary/action (especially if played in L2)	When the teacher calls out 'Simon says' followed by an instruction (e.g. stand on one leg) the Learners must follow it. If the teacher does not say 'Simon says' first they must not follow the instruction. The Learners continue to do action until the teacher say a new 'Simon says' action. E.g. T: Simon Says stand on one leg (all the learners obey) T: hop up and down! (Learners continue to stand on one foot and any learner who hops up and down is 'out' or loses 'a life')	The list of instructions is endless but be careful not to introduce too many new instructions at once (especially in L2) Variation (for more able learners): Choose a learner to be the 'teacher' or combine 2 instructions
KIM'S GAME		
Needs: pictures of objects/vocabulary or sight words on flash cards (with power sticker on the back) Teach the names of the objects or sight words	The teacher displays the objects/flash cards to the learners. They discuss and try to memorise them. The learners close their eyes and the teacher removes/hides one of the items. The learners open their eyes and try to remember/guess which item is missing.	Only use a few sight words at a time, add to the amount gradually Variation (for more able learners): Hide 2 items/words
FRUIT BOWL		
Needs: space, chairs for everyone Teach/revise the focus (names of items in set) Place the chairs in a circle	The teacher picks 4 or 5 items from a set (e.g. fruit – apple, orange, mango, papaya and banana) and gives everyone a name of one of these items so that there is roughly an even number of each. The teacher calls one of the set (e.g. mango) and these must change places (e.g. all the learners who are 'mangos' must change places) Once all the learners have had a go, the teacher removes a chair, so that after moving, there is one person without a chair. This person calls the next item and tries to sit in one of the chairs when the others move. The aim is to have a chair. Add the call of 'fruit bowl' which means that everyone must change to change places.	Any set of items can be used - colours, shapes, numbers, names of characters in a story. Link these to the integration topic or lesson Add rules with regards to safety/rough behaviour as needed.

Where to start...	How to play...	Notes
CHINESE WHISPERS		
Needs: Practise, teach or revise the target language	The teacher divides the class in teams (2-4 depending on numbers) the teacher decides on and whispers a sentence to one person on each team. The sentence must be passed around the team (by whispering) Once everyone has heard the whispered sentence the last person says what they have heard. The team with the most accurate sentence wins.	<u>Variation:</u> instead of saying the sentence to the first person the teacher could write it down (to practise reading) and ask the last person to write down what they heard. If they are not accurate the team could work together to fix it.
MATCHING PAIRS		
Needs: a set of flashcards (e.g. with sight words) or picture cards where there are at least 2 of everything. Teach/revise the names of the pictures or sight words	The teacher mixes up the cards and places them all face down on the floor. Learners are divided into 2 (or more) teams. Each team takes a turn to turn over 2 cards and say/read what is on the card. If the cards match they keep the cards for their team. If they don't match the cards must be turned back over and the other team takes a turn. The team with the most cards at the end is the winner. The learners should be encouraged to try and remember the position of the cards they have seen.	Can also be played with a pack of playing cards. It could be played on the chalkboard (with the learners in their seats) if bostick was put on the cards. It could also be played in small groups
SWAT IT!		
Needs: pictures or words on flash cards (bostick on the back) Fly swatter (or rolled up newspaper) counters Revise the target language	Display lots of flashcards on the chalkboard (e.g. all the sight words learned so far,) The teacher divides the class in 3 or 4 teams. Each team sends one member to the chalk board with the swatter. The teacher calls out a word. The first person to swat the correct word wins a counter for their team. New team members come up to compete. The teacher could call out a sentence and the learners could listen out for specific words and try to swat them.	<u>Variation:</u> This could also be used with mathematics facts. <u>Variation 2:</u> This could also be used with text (e.g. the words of a song or poem on a poster or some sentences already on the chalkboard at the end of a lesson) A learner could take the teacher's place
I SPY		
Needs: a picture	Everyone looks at a picture and the teacher Selects something from the picture and says "I spy with my little eye, something beginning with ..." (whatever letter the item starts with.) Learners take turns guessing what the item is.	<u>Variation:</u> instead of the starting letter, the teacher could pick a starting sound or give a clue about the item

2. Terminology



Thematic integration

A theme or topic is selected and various areas of learning are planned around it. The theme could be anything: a book/story, (e.g. The Three Little Pigs or an African legend); an area of interest to the learners, (e.g. the desert or football); an element of a subject, (e.g. 'clocks' from Mathematics or 'rivers' from the section on water in Environmental Studies) or any other topic that the learners or teacher would like to explore. Sometimes thematic integration takes place just within one subject. It is usually a fairly specific topic but wide enough to link with other areas of learning. This topic can be linked with a curriculum (??) but does not have to be.

Curricular Integration

A topic or theme is selected from one subject area of the curriculum, (e.g. Environmental Studies) and then learning and lessons are planned that link to areas within other curricular subjects. The aim is to link subjects and areas of learning within the curriculum with each other using a specific theme or topic.

Cross-curricular

This refers to cross-curricular planning and is another term for curricular integration. This is when sections or subjects of the curriculum are crossed, intersected and linked. In the Namibian context it refers to a topic that is dealt with across or in all curriculum subjects, e.g. HIV and Aids. (See Curriculum p.8)

Spiral learning

This refers to when areas of the curriculum are covered repeatedly as the learner progresses 'up' the different grades or levels of learning. For example, in Grade 1, learners explore and learn about the area of HIV and AIDS or personal hygiene. They do this in a manner that is suited to their age and learning abilities. They return to these areas many times as they proceed through school, but each time they learn more about the areas in a way that broadens their knowledge and develops their understanding of the complexities of the issues connected to them. This learning expands according to the maturity and advanced abilities of the learner. Another example is Number Concept Development in Mathematics: the teacher plans activities in the various topics again and again throughout the year, but each time learners learn more about the topic and use higher number ranges.

Spider web, mind mapping or brain-storming

These are various names for a way of organising thoughts and planning. Brainstorming usually starts with writing down a central idea (often in the centre of a page) and then writing down connected ideas. Drawing lines to connect these ideas to the central topic can make it look like a spider web. This 'mind map' can then be organised to facilitate further planning.

Print Awareness and Reading Readiness (background information for teachers of Grade 3)

Allowing time for a learner to develop an understanding of the concepts of print (print awareness) and become aware of all the fundamentals of literacy (reading readiness) is vital before formal reading in Grade 1 can begin. Problems with reading later can sometimes stem from inadequate time spent on reading readiness in the early grades.

Learners need to become aware that the squiggles on the packages/poster/sign/lists they see around them have meaning. They must realize that these squiggles are symbols and they have to understand there is a connection between these written symbols, called letters, and the words and sounds we make when we speak. They need to know that these symbols join up to form writing, that we can read and understand it and that it has a purpose.

Teachers can develop print awareness and reading readiness by encouraging learners to become aware of all kinds of print around them. They need to discuss and explain the concept of reading and writing and expose learners to them. Modelled reading and modelled writing can also be helpful in this.

To develop reading readiness, learners need to become familiar with books and all kinds of texts (magazines, leaflets, comics, newspapers, etc). They need to be able to recognise the front and the back of a book, identify the title and where one would start reading, and be able to identify letters, words, spaces between words and sentences.

Phonological Awareness:

Phonological awareness and phonics are not the same thing. Phonological awareness deals with sounds in spoken words, whereas phonics involves the relationship between sounds and written symbols. Phonics deals with learning sound-spelling relationships and is associated with print. Most phonological awareness tasks, by contrast, are purely oral. Learners must develop phonological awareness before they learn and use phonics. It is usually still important to continue phonological awareness in Grade 3.

There are 5 main tasks to be achieved to develop phonological awareness.² The learners must be able to:

1. hear rhyme and alliteration (identify sounds and words that rhyme or recognize words that start with the same sound)
2. do oddity tasks (identify the 'odd one out' in a list of rhyming words or words with the same beginning/median/ending sound)
3. orally blend words (hear separate syllables, onset/rime or letter sounds and blend then together to make a word)
4. orally segment words (orally break words into their syllables, onset/rime or letter sounds)
5. do phonemic manipulation tasks (be able to substitute and delete initial/final/vowel sounds)

² From an article “**Explicit Systematic Phonics**” at <http://www2.scholastic.com>

Phonics:

There are many different terms used in teaching phonics but it is not the intention of this manual to describe these. More detail, specific to each grade, can be found under the progression documents. Following is a brief explanation of the basic terms used in this manual.

The term 'word lists' or 'word families' refers to created lists of words with a common theme. A list of 'word families' might include words containing the same digraph /oo/, e.g. book, look, took, wood, cook, foot, good, shook, hook and crook. These word lists or word families are usually displayed in the classroom and are constantly referred to and added to.

The terms 'letter name' and 'letter sounds' are used to show the difference between the name of the letter (when spelling out a word or saying the alphabet, for example) and the sound(s) that the letter makes in a word. By Grade 3 learners should be very sure of the difference.

Phonics also refers to learning about syllables (written and spoken sounds that make up words, e.g. pen/cil), onset and rime (the first and last sound in a one-syllable word, e.g. sh-ee-p), blending (joining two or three letters together to form a sound blend, e.g. **st**-op; **str**-ing), and alliteration (a sequence of words that starts with the same sound, e.g. **S**aara **s**its **s**till on the **s**and).

Sight Words

'Sight Words' are words that learners know by sight and can read without sounding them out. These words are the most commonly used words in a language and are learned through study and constant exposure to them. A list of the 220 most used words in English writing, called the 'Dolch Sight Word List', is used by teachers all over the world. These words are arranged by frequency (the more commonly used ones first) and called 'high frequency' sight words. A suggested number to be learned by each grade is available in the '*Other Documents*' section.

3. Methodologies



Think, Pair, Share

This is usually used during an oral activity. The teacher asks the learners a question. Each learner THINKS of an answer (or their own opinion). Then the teacher asks the learners to PAIR with another learner. Then the pair SHARE their answers with each other. If required the learners can share their answer(s) with the rest of the class.

This can be used effectively in lots of subjects and is particularly useful when encouraging learners to practise language or join in discussions (even when there are large numbers). It is also a means of asking all learners to think about an answer rather than waiting to be called on by the teacher. The teacher will not be able to hear answers from everyone but s/he can walk around and listen to the discussions, to assess who is 'on task'. It is also a beneficial strategy as it puts some responsibility for learning on to the learner and encourages more participation.

Listen and Respond

Listen and Respond requires learners to respond in different ways to instructions (by writing, drawing or acting out). Dictation is where learners write down words or sentences that the teacher calls out and by Grade 3 this should be an integral part of the spelling programme.

Cloze Exercises

'Cloze' refers to different kinds of 'fill in the blanks' exercises. The most common type is some sentences (or a piece of text) with some missing words. Learners try to fill in the missing words. Sometimes they have a word bank (a list of the missing words) or, to make it more challenging, they must think of a word that fits so that the sentence makes sense. (In this case there might be more than one correct word/answer). The task develops vocabulary, an understanding of syntax and sentence structure, and learners also need to use reading, writing and comprehension skills.

Sentence Extension or Sentence Building

A sentence is taken from a text or from oral work and extended or built upon. For example, a learner might say, "I went to the market with my brother." This sentence is written on the chalkboard and the learners try to change one word to make a new sentence, e.g. change the word 'market' so it becomes: "I went to the shop/clinic/football match with my brother" or change the word 'brother' so it becomes: "I went to the market with my sister/mother/father."

Later, short simple sentences can be added to and improved. The above example, "I went to the market with my brother" could become "Last Saturday I went to the big market in town with my older brother."

The Daily News (maybe change to Class News for Grade 3?)

This is an extremely beneficial and useful teaching strategy to integrate all the language skills. It is similar to 'The Daily News' in Grades 1 and 2 but moves away from learners' daily personal events to those particularly related to classroom learning. Depending on the learners' skills, it can also be conducted two or three times a week rather than every day.

Class news still starts with speaking and listening. Using '*Think, Pair, Share*' the teacher asks the learners to share a piece of news or information with their partner. This could be a very general open question, (e.g. *think of something interesting to tell your partner or what did you do yesterday?*) or specific- or topic-related, (e.g. *tell your partner about the investigation we did on the sun and shadows; what did you learn?*) The learners then chat with their partner and report back to the class (either their own news/information or their partner's). The purpose is to encourage the learners to talk. The teacher should try not to interrupt them but should ask further questions to show interest and encourage elaboration.

The teacher can model the writing of the learner's news/information on the chalkboard (and later move to shared writing). By Grade 3, more time can be spent on this activity, particularly if it is not done every day. Teachers should also encourage the learners to 'help' them to write on the chalkboard/poster, (e.g. '*Nadia, can you help me spell the word 'beautiful'? Who can tell me the two letters that begin the word 'knife'? Who can make these two short sentences into one with a joining word? etc*).

The teacher can also use the sentences as teaching points, for example, by pointing out syntax errors or grammar mistakes. However, it is not always appropriate to do this when the learner is speaking or sharing their news as it often discourages learners to speak and participate.

Initially, class news can be used for modelled and shared reading. A flipchart or poster can be used to write a few items of news/information. This becomes a class diary and at the end of the week the learners are asked to read it. By Grade 3 learners should be able to write sentences on their own (perhaps using some key words on the chalkboard) and maybe even keep their own diary. This method is also very useful when revising content and when teaching new concepts such as 'how to write a procedure', 'how to write a description' or 'how to write a report'.

Once they have learned to take part in 'Class News' in L1, learners can learn to use it in their second language. This will most likely be slow at first and will possibly require the teaching of structures and vocabulary, and the use of very specific questions. With practice the learners will become better at expressing themselves.

Modelled, Guided, Shared and Independent Reading and Writing

Using the strategy of moving from modelled, to guided, to shared, to independent reading and writing, is based on the idea of progressing from structured to unstructured instruction. Modelled and shared reading/writing are very teacher-led and controlled. As learners become more competent the teacher gives them more independence in their reading and writing and they move to guided and independent methods.

The pattern of modelled, guided, shared, and independent reading/writing can be used at all grades but at different levels and with different expectations, keeping in mind the skills of the learners.

READING:

Modelled Reading

This is a more structured version of 'reading aloud'. Teachers read stories to learners and model good reading practice. They handle the books with care, show interest in reading and in stories, and stop to ask themselves questions and make predictions (this is demonstrated aloud to model to learners how it is to be done). They could also stop to ask learners questions to make sure they understand and are following the story. This technique is used in the early grades to instil an interest in stories and care for books.

Shared Reading

Teachers and learners have a shared text that they can all see, (e.g. a 'Big Book', a poster or some writing on the chalkboard). Learners read the text together, usually at the same time (as a large group or in small groups) and led by the teacher. It can follow on from modelled reading or even be linked to it. Teachers ask questions as they read and the learners are encouraged to answer, make observations, make predictions and ask their own questions.

Guided Reading

Teachers guide the reading of the learners who have their own copy of the text, (e.g. a textbook, reader or worksheet). It can be done as a large group or in small groups, prepared or unprepared. Teachers organise and guide the reading lesson and encourage the learners to read aloud (or silently) on their own. Teachers ask questions that focus on a particular aspect of the text and support the learners to 'have a go' at reading on their own.

Independent Reading

Learners read independently, either silently or aloud, without assistance from teachers. Learners are able to self-correct, understand and comment on what they are reading. This is the ultimate aim in the teaching of reading.

WRITING:

Modelled Writing

Teachers model good writing practice, often talking aloud to show the learners the 'thought processes' they go through when writing. They think about sentences before they write them, even saying it aloud in full before they put pencil to paper (or chalk to chalkboard). They use neat handwriting and check what they have written by re-reading. Teachers should also model questioning aloud what they have written, asking for help or 'having a go' if they are not sure, so the learners can see that writing is a process. They also show what should be done if a mistake is made or if a spelling is not known.

Shared Writing

Teachers and learners plan and decide together what to write and the teachers act as scribes. They help and guide the process, but encourage the learners to be involved and gain

ownership of the piece of writing, which could be anything from a sentence to a poem to a description or procedure.

Guided Writing

Teachers guide the learners' writing, most often with the planning or editing of the writing. Depending on how much guidance teachers want to give, they might write key words or phrases on the chalkboard, plan the writing orally or discuss with the learners what they might write about. As the learners write, teachers move around the classroom making individual suggestions for spellings or structure.

Independent Writing

Learners successfully plan, write and edit their own writing, without assistance from teachers. This is the ultimate aim in learning to writing.

Other Literacy Methodologies:

Mini book

Learners, in pairs, individually or in small groups, make a small/short book on a topic. A single folded A4 page could be used or small pieces of paper stapled together.

Have-a-go pad

A pad or notebook, usually arranged in alphabetical order, where learners attempt to spell words by themselves. The teacher regularly checks and corrects where necessary.

Spelling journal

A notebook where learners write down the words they need to learn to spell during a week/fortnight, and use self-testing and partner testing to check their spelling. It is often used with a method such as 'look, say, cover, visualise, write and check'.

Look, say, cover, visualize, write, check

A method of learning to spell individual words. Learners LOOK at the whole word and find letter patterns or 'tricky parts'. Then they SAY the word quietly to themselves in a way that will help them remember. Next they COVER the word with their hand or book. Then they VISUALISE the word to get a picture of it in their minds. Then they WRITE the word (in their spelling journal or notebook) thinking about what it looks like and sounds like when it is said. Finally, they CHECK the word they've written with the original word to see if the spelling is correct.

This method needs to be taught well before it is put into practice by the learners

4. Other/Progression Documents



PHONICS (G3)

Below is a sample phonics progression for Grade 3. In Grade 1 it is suggested that the *name* of the letter, the sound or *sounds* the letter makes and how to form or *write* the letter are all taught at the same time, and this continues to some extent in Grade 2. During Grade 3, learners should master these concepts.

For Example:

- the name of the letter 'b' is pronounced 'bee'
- the sound the letter 'b' make is pronounced 'buh' (written /b/) as in the start of the word 'ball' or 'bull' or 'bin'
- the letter 'b' is written by going 'down, up and around'

If English is their first language, at the start of Grade 3, most learners should know the names of the letters in the alphabet and be familiar with most of the sounds they make. They should be aware that some letters have more than one sound, (e.g. the 'g' in generous or giant and the 'c' in cake or city). They should also be familiar with the concept of a vowel and that they make 'long' and 'short' sounds in words (and that every word has at least one). They should be able to identify words that start with certain sounds and hear and identify rhyming words.

They should also know that combinations of some letters make new sounds. For example, /ea/ as in meat, /aw/ as in saw, /ow/ as in cow and /oi/ as in soil.

If English is a second language, learners at the start of Grade 3 will have some phonics knowledge which may depend, to some extent, on their progress and understanding of phonics in their mother tongue. They might know most of the names of the letters and sounds. They may also know some combinations of letters making new sounds, e.g. /ar/ as in car, /ck/ as in duck, /ss/ as in mess and /oo/ as in book. They may know some blends such as /st/ and /cl/.

Phonics in Grade 3 starts with revising and consolidating all phonics knowledge from Grade 2 and perhaps even Grade 1. Once all the letter names and sounds are revised, teachers can start building words (this will still be revision for some, but it is better to go slowly). Consonant-vowel-consonant words (cvc), are a good place to start. The learner can start building and spelling words using the letters they know (c-a-t, l-e-g, b-i-g, d-o-g, s-u-n, etc.) and 'sound out' nonsense words (l-u-n, t-a-t, etc.). This develops into building words using sound blends (when two or three letters join together, e.g. /s/ and /t/ become /st/ as in **step**). The development should be systematic and start with where the learners are.

If many of the learners do not know their letter names and sounds, for whatever reason, the teacher will have to spend time on phonics that would normally be taught in Grades 1 and 2. Teachers cannot just move on to Grade 3 work if learners have not yet mastered all the letter sounds and names.

Teachers should use a variety of different approaches and strategies when teaching phonics. It is recommended that they use a combination of the 'the phonics method' (phonics taught explicitly as a specific skill) and the 'Whole Language Approach' (phonics taught incidentally within the context of a reading text or embedded in the reading lesson) so that a balanced approach is taken.

It is also important to make phonics fun and interesting. Play games, (e.g. *Swat It* or *Kim's Game*) and have fun activities so phonics is not a boring chorusing of meaningless sounds. It is important to continually relate phonics to the real world. For example, use print in the environment as a starting point for a phonics lesson and look for target phonics in any reading and writing they meet (especially in other subjects).

Just a reminder: An overview of Grade 1+ 2 Phonics in English

Overview of phonics in G 1 (English as L1)	Overview of phonics in G1 (English as L2)
Develop Phonological Awareness Learn the names of the letters in the alphabet Learn the sounds the consonants make (some have more than one but just teach one for now) Learn the importance of vowels and the sounds they make (particularly long and short vowel sounds)	Develop Phonological Awareness Learn the names of the letters in the alphabet Learn the basic sounds these letters make

Overview of phonics in G2 (English as L1)	Overview of phonics in G2 (English as L2)
revision of G1 cvc words digraphs (wh/ch/th/sh/ar/or/ur/er) 2 letter initial blends (with r/l/s)	revision of G1 cvc words digraphs (wh/sh/ch/th)

Overview of Phonics in Grade 3

Overview of phonics in G3 (English as L1)	Overview of phonics in G3 (English as L2)
Revision of G1+ G2 Word Families (2 letter and 3 letter blends) Word families (word endings) –nd (end/and/und) -ng (ing/ang/ong/ung) -St (ust/ast/est) -ck (eck,/uck/ack/ock/ick) –ll (ill/ell/ull) –nk (ink/unk/ank) Vowel combinations (ee, ai, ea, oa, oe, ie, ue, ei, oa)	Revision of G1+ G2 Word Families (2 letter and 3 letter blends) Word families (word endings) –nd (end/and/und) -ng (ing/ang/ong/ung) -St (ust/ast/est) -ck (eck,/uck/ack/ ock/ick) –ll (ill/ell/ull) –nk (ink/unk/ank) Vowel combinations (ee, ai, ea, oa, oe, ie, ue, ei, oa)

TERM 1

Wk	Phonics - Eng L1	Phonics - Eng L2
1	Revise letter names and letter sounds and recap word building and cvc words	Spl – (split, splash)
2	Revise digraphs (wh/ch/th/sh/ar/or/ur/er)	Spr – (spring, sprint, spray, sprite)
3	Revise word families with initial consonant blends – e.g. br, pr & cr (bring, brush, branch / /pram, prom, private / crib, crust, crack, crash ...)	Revision of spl- spr-
4	Develop word families with initial consonant combinations – st, sp, sl (star, stand, stick / spell, spin, spill, spend / slap, sling. Slip, slam, slot...)	-oo- (book, soon, room, look) -ee- (feet, see, keep, street)
5	Extend 2 letter blends to 3 letter blends – scr (scrap, scrub, scratch) spr (spring, sprint) and str (string, strong, street, strap)	Ch- (church, chew, change, check)
6	Extend 2 letter blends to 3 letter blends – squ (squirt, squirrel, squash) thr (thrill, thrush, three)	Sh- (shall, shower, she, show)
7	Revision, particularly consonants blends	Revision
8	Explore word families – words ending in – ng (ing) (ring, sing, king, wing + 'ing' on verbs; falling, looking, running)	-ay- (rain, train, brain) -ai- (tray, may, say)
9	Explore word families – words ending in – ng (ang, ung, & ong) (rang, sang, hang/ rung, hung, lung/ long, song, ..)	-ee- (see, green, seed) -ea- (sea, great, bean)
10	Explore word families – words containing or ending in – nd (and, end) (band, hand, land, sand, landing / bend, lend, tend, mend, sending..)	-ll- (till, tall, hall, ball)
11	Explore word families – words containing or ending in – nd (ond/und) (pond, round, found, sound .)	-oi- (boil, coil, soil)
12	Revision	-oy- (toy, boy, joy)
13	Revision	Digraphs: – aw- (paw, claw, straw)

TERM 2

Wk	Phonics - Eng L1	Phonics - Eng L2
14	Explore word families – words containing or ending in –ck (ick/ock) (sick, lick, chicken, pick / lock, dock, rock, sock.)	a – e (game, same, name)
15	Explore word families – words containing or ending in –ck (ack/uck/eck) (back, hack, pack, sack / duck, luck, truck, muck / deck, neck, peck ..)	o – e (bone, one, some, gone)
16	Explore word families – words containing or ending in –st (est) (best, rest, vest, smallest, biggest)	Revision + gr- (green, great, grieve)
17	Explore word families – words containing or ending in – st (ast/ust) (fast, last, past / gust, rust, must..)	-ow- (cow, low, snow, now)

18	Revision	Revision -er- (water, later, sweater)
19	Explore word families – words containing or ending in –ell (bell fell, hell, selling, yelled ...)	-ur- (turn, burn, church,nurse)
20	Explore word families – words containing or ending in –ill (bill, kill, pill, hill, until, fill ...)	Construct and read 3 letter words
21	Explore word families – words containing or ending in –ull (bull, dull, full, pull ...)	Str- (street, straw, stranger) Read unfamiliar words
22	Explore word families – words containing or ending in –all (ball, tall, wall, fall, hall, falling, taller ...)	-tion (correction, nation, mention, attention)
23	Explore word families – words containing or ending in –nk (ink/ank/unk) (link, pink, sink think / bank, sank, thank / sunk, bunk, junk ...)	-oa- (goat, boat, goal,coat)
24	Revision, particularly word endings	-oo- (food, good,look,book)
25	Revision particularly vowels and digraphs (ar/or/ur/er)	Revision –ee- (keep, feet, weep,see)

TERM 3

Wk	Phonics - Eng L1	Phonics - Eng L2
26	*Vowel combination – ee (bee, tree, sweet, feet, sheep, sleep, feed, need, seed, been, seen,...)	-er (water, summer, soccer)
27	*Vowel combination – ai (sail, snail, pail, tail, paint, chain, train, rain, rail , email...)	fl- (flow, fly, flower, floor)
28	*Vowel combination – ea (seat, meat, beat, wheat, team, dream, leaf...)	-ight (night, fight, light, right)
29	* Vowel combination – oa (boat, coat, goat, road, coal, roast, coast, boast, load, float ...)	-or- (pork, short, fork, corn)
30	* Vowel combination – oe (toe, hoe, doe Joe, foe...)	-ir- (bird, girl, first)
31	*Vowel combination –ie (tie, lie, die, dried, pie, cries, flies ...)	Use blends –ng and –rt words
32	*Vowel combination – ue (cue, clue, blue, glue, true ...)	-ou- (use diphthongs)
33	* Vowel combination – ei (seize, receive, weird)	-ai (pair, hair, fair, chair)
34	* Vowel combination – oa (board, hoarse, oar, roar ...)	u – e (tube, cute, cube, dune)
35	Revise	Revise phonics, diagraphs
36	Revise	Revise diphthongs, blends

*The general rule for vowel combinations is: when two vowels come together only look at the first vowel and call it by its name (rather than its sound). Ignore the second vowel. The exceptions to the rule (ea/ie) will be covered in Grade 4

E.g. 'snail'; look at the 'a' but say 'ay' and ignore the 'i'
'tie'; look at the 'i' but say 'eye' and ignore the 'e'
'road' look at the 'o' but say 'oh' and ignore the 'a'

Sight Words

Below is a list of sight words that could be taught in English as a first language in each grade (based on the Dolch list of high frequency sight words)

Sight Words for English as a First Language (L1)

Grade 1 (90+)		Grade 2 (130+)	Grade 3 (180)
the	he	of	would
to	was	his	very
and	that	had	your
a	she	him	its
I	on	her	around
you	they	some	don't
it	but	as	right
in	at	then	green
said	with	could	their
for	all	when	call
up	there	were	sleep
look	out	them	five
is	be	ask	wash
go	have	an	or
we	am	over	before
little	do	just	been
down	did	from	off
can	what	any	cold
see	so	how	tell
not	get	know	work
one	like	put	first
my	this	take	does
me	will	every	goes
big	yes	old	write
come	went	by	always
blue	are	after	made
red	now	think	gave
where	no	let	us
jump	came	going	buy
away	ride	walk	those
here	into	again	use
help	good	may	fast
make	want	stop	pull
yellow	too	fly	both
two	pretty	round	sit
play	four	give	which
run	saw	once	read
find	well	open	why
three	ran	has	found
funny	brown	live	because
	eat	thank	best
	who		upon
	new		these
	must		sing
	black		wish
	white		many
	soon		
	our		
	ate		
	say		
	under		
	please		

Below is a list of sight words that could be taught in English as a Second language in each grade (based on the Dolch list of high frequency sight words)

Sight Words for English as a Second Language (L2)

Grade 1 (40+)	Grade 2 (90+)		Grade 3 (150+)	
the to and a I you it in said for up look is go we little down can see not one my me big come blue red where jump away here help make yellow two play run find three funny so have with were	he was that she on they but at with all there out be have is in when my our of the it can am do did what so get like this will yes went are now no came ride into good want too over time pretty four saw well ran	white soon our ate say under please play brown eat who new must black	of his had him her some as then could when were them ask an over just from any how know put take every old by after think let going walk again may stop fly round give once open has live thank would very your its around don't right green their call	sleep five wash or before been off cold tell work first does goes write