

**ENGLISH FIRST ADDITIONAL LANGUAGE GRADE 1****Revised National Teaching Plan****GUIDELINES ON HOW TO USE THE ADJUSTED CURRICULUM FOR LANGUAGES IN FOUNDATION PHASE:**

Please note the following:

1. The CAPS document for terms 1-4 (2020) has been combined into one document.
2. The curriculum was adjusted to address the core concepts and skills.
3. The first few weeks must be used to teach sounds / concepts that were not addressed in the previous year.
6. Learners will be at different levels. All schools will not be the same, If a school does not find this necessary, they should follow CAPS as from term 1 content.
7. The topics/themes and vocabulary for FAL are only suggestions and not compulsory. Teachers should use themes applicable to the school context. Choose your vocabulary according to your theme.
9. Whenever group work is done, social distancing is to be adhered to.

**Guidelines for assessment: Baseline assessment:**

- Should be done during the first 10 days of returning to school.
- Baseline activities should not be a stand-alone but be integrated with the teaching and learning process.
- Should be done informally and mostly through observation.
- The assessment activities will focus on previous grade content.
- The aim of the activities will be to determine the level of the learners to guide the teaching and learning process for the way forward.

**School Based Assessment:**

- Assessment takes place on a continuous basis in the Foundation Phase.
- A bigger focus should be on formative assessment.
- Be guided by the SBA guidelines. (Rubrics and checklists are found in this guide.)  
Rubrics are only suggestions.
- Assessment can only take place on content taught. Assessment items to be adjusted accordingly.

**These are exceptional times. We would like to thank you for trying your utmost to prepare our learners.**

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

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Suggested Theme</b>	<b>ORIENTATION</b> This is me	<b>ORIENTATION/</b> My birthday	<b>ORIENTATION</b> We go to school	We go to school	<b>My Family</b> DBE workbook page 12-13 (Family at home inside their house)	My Family	We play outside	We play outside	<b>We have feelings</b>	<b>We have feelings</b>
<b>CAPS Topic</b>	<p><b>LISTENING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>Start with a greeting</li> <li>Song/rhyme</li> <li>Then you do an open-ended question (question with no wrong answer)</li> <li>Vocabulary of the day and sight words</li> </ul>									
<b>Core Concepts, Skills and Values</b>	Greet the learners and let them greet the friend next to them.	Greeting Teach learners a routine and procedure to move to the carpet and back to their tables. Rhyme: Come to the carpet, come to the carpet Quiet as a mouse, quiet as a mouse	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting.	Greeting	Greeting

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<p><b>Song/ Rhyme</b></p> <p>Grade 1 learners must get use to the class routine.</p> <p>Teach learners a routine and procedure to hand out their DBE Workbooks and open to the correct page. Then teach them a routine and procedure to collect and hand in DBE Workbooks/ other books.</p> <p>Song: Head and shoulders DBE WB 1 pg 4 Divide learners into 5 groups. Ask group 1: How do you feel? I feel happy. I feel sad.</p>	<p><i>Happy birthday to you</i></p>	<p><i>If you are happy and you know it.....</i></p>	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>Look who came to school today,</td> <td>Clap your hands</td> </tr> <tr> <td>School today, school today!</td> <td>Clap your hands</td> </tr> <tr> <td>Look who came to school today!</td> <td>Clap your hands</td> </tr> <tr> <td>(child's name) did!</td> <td>Point to a child</td> </tr> </tbody> </table>	Lyrics	Actions	Look who came to school today,	Clap your hands	School today, school today!	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Cross your arms	<p><b>Can also use:</b>  <b>If you're frustrated and you know it, stomp your feet!</b>  <b>If you're excited and you know it, jump up and down!</b></p>
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<p><b>Question of the day</b></p>	<p>Which colour do you like most?</p>	<p>Adapt the question of the day according to the new vocabulary taught for that specific day</p>	<p>Adapt the question of the day according to the new vocabulary taught for that specific day</p>	<p>Adapt the question of the day according to the new vocabulary taught for that specific day.</p>	<p>Adapt the question of the day according to the new vocabulary taught for that specific day.</p>	<p>Adapt the question of the day according to the new vocabulary taught for that specific day.</p>	<p>Adapt the question of the day according to the new vocabulary taught for that specific day.</p>	<p>Adapt the question of the day according to the new vocabulary taught for that specific day.</p>	<p>Adapt the question of the day according to the new vocabulary taught for that specific day.</p>																																																																																									

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<b>Suggested Vocabulary</b>  <b>(Teach 4 words a day from week 3 onwards)</b>	Teach learners the theme words: I, feel, happy, sad  Teach the word “same” in different ways, e.g. teacher holds up 1 finger and asks the learners to do the same; teacher draws a simple shape on the board and asks learners to draw the same shape in their books.  Teach the word “different” in many ways, e.g. teacher holds up 2 fingers and asks the learners to hold up a different number of fingers.	Teach learners: six, seven, eight years old  Teach them the word “more” in different ways, e.g. using different number of learners  Teach the word “fewer” in different ways.	happy, sad, feel, today, backpack, bag, carry, school, favourite, draw, listen, story, excited, friend, teacher, dog, classroom, read, write, sing	scared, first, uniform, shoes, stationery, pencil, pen, book, learn, teach, maths, letters, taxi, bus, drive, walk, desk, sit, front, back	big, small, family, home, brother, sister, baby, friend, grandmother, grandfather, grandparents, wait, help, clean, dirty, backyard, climb, game, skip, rope	little, big, born, new, younger, older, sibling, doll, hold, held, wrap, blanket, nappy, neck, strong, weak	ball, kick, throw, bounce, hot, cold, outside, inside, playground, slide, swings, down, run, pond, swim, jump, tree, sun, shade, sit	season, temperature, Summer, Winter, Spring, flowers, leaves, grow, bucket, splash, dry, wet	sad, mad, embarrassed, feeling, late, miss, bus, grumpy, mood, silly, bad, good, wear, uniform, wrong, swimming costume, mistake, forget, bag, calm	excited, scared, love, hate, confused, corrected (verb), shorten, annoyed, long, short, polite, rude, worried, quickly, slowly, wait, syllable, name, clap, count
<b>Sight words</b>			I, like, to, play	all, day, at, school	Mom, Dad, and, my	Have, a big, family	we, in, the, sun	do, you, hot, run	am, sad, he, said	is, so, happy, she
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Begins to develop an oral (listening and speaking) vocabulary using themes or topics.</li> <li>Responds to simple greetings and farewells using phrases.</li> <li>Points to objects in the classroom or in a picture in response to teacher’s instructions.</li> <li>Names some objects in a picture or in the classroom in response to teacher’s questions.</li> <li>Responds physically to simple oral instructions.</li> <li>Responds to simple questions.</li> <li>Understands and begins to use some simple language structures in context, e.g. plural forms of countable nouns.</li> <li>Sings simple songs and does actions with guidance.</li> <li>Joins in action rhymes and songs, doing the actions.</li> <li>Plays language games.</li> </ul>									
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<b>CAPS Topic</b>	<b>READING</b> <b>In grade 1 we do Shared Reading only.</b>									
<b>Core Concepts, Skills and Values</b>	Tell learners to look at the picture: DBE WB 1 pg 2 Second-Read: read the story to learners: The girls and boys are at the playground. Mary says 'hello'. Peter says 'hello'. The girls feel happy. The boys feel happy. They like the playground. Ask: Who says 'hello'? Mary says hello. / Peter says hello. Ask: Who feels happy? The girls feel happy. / the boys feel happy.	DBE WB 1 pg 8 First-Read: read this story to learners, explaining each sentence with code-switching: It is Tuli's birthday. She is six years old. The children sing 'happy birthday to you'. The girls eat the pink cake. The boys eat the pink cake. They feel happy.	Shared reading  Pre read activity  First read  Learners illustrate the story on Wednesday.  Second read	Shared reading  Pre read activity  First read  Learners illustrate the story on Wednesday.  Second read (Learners recount a part of the story they liked most.)	Shared reading  Pre read activity  First read (Visualise)  Learners illustrate the story on Wednesday  Second read (Inferences) At the end, learners recount a part of the story.	Shared reading  Pre read activity  First read  Learners illustrate the story on Wednesday.  Second read (Recount one thing you remember from the story.)	Shared reading  Pre read activity  First read  Learners illustrate the story on Wednesday.  Second read	Shared reading  Pre read activity  First read (Visualise)  Learners illustrate the story on Wednesday.  Second read (Recount the story.)	Shared reading  Pre Read – Prediction  First Read- Make connection  Illustrate the story  Second read – making connections  Recount the story	Shared reading  Pre Read – Prediction  First Read- Make inferences  Illustrate the story  Second read
<b>Curriculum Coverage Tracking</b>	<p><b>Emergent Literacy</b></p> <ul style="list-style-type: none"> <li>Recognises some common words in our everyday environment.</li> <li>Develops emergent literacy, for example, concepts of print through the Shared Reading activity.</li> </ul> <p><b>Shared Reading</b></p> <ul style="list-style-type: none"> <li>Listens to the story or non-fiction text while following the teacher and looking at the pictures.</li> <li>Talks about the pictures using Home Language where necessary.</li> <li>Identifies objects in the pictures.</li> <li>Answers some simple questions with the support of the pictures.</li> <li>Learns some oral vocabulary.</li> <li>After repeated readings, joins in the choruses where appropriate.</li> <li>Draws a picture capturing the story.</li> </ul>									
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<b>CAPS Topic</b>	<b>PHONICS</b>									
<b>Core Concepts, Skills and Values</b>	1. Teach an ATTENTION GETTER, e.g.: 1-2-3 EYES ON ME, 1-2 EYES ON YOU!  2. Instruct learners to talk to their neighbours.  3. When they hear '1-2-3 EYES ON ME' they must stop talking.  4. They must say '1-2 EYES ON YOU.'  5. They must sit quietly in their seats with their eyes on the teacher.	Another attention getter: When they hear 'IF YOU CAN HEAR ME CLAP ONCE' they must stop talking.  They must clap once.	Environmental sounds. Make two sounds, learners decide whether it's the same or different. (e.g. clap, whistle, click, tap)	Environmental sounds. Make two sounds, learners decide whether it's the same or different. (e.g. clap, whistle, click, tap)	Environmental sounds. Make two sounds, learners decide whether it's the same or different. (e.g. clap, whistle, click, tap)	<p style="text-align: center;"><b>a</b></p> <i>ant, apple, axe, animal</i>  INTRODUCE /a/ SONG  /a/, /a/ ants on my arm /a/, /a/ ants on my arm /a/, /a/ ants on my arm Causing me alarm!  Environmental sounds	<p style="text-align: center;"><b>s</b></p> <i>snake, snail, sand, sun</i>  INTRODUCE /s/ SONG  /s/, /s/ Sammy snake /s/, /s/ Sammy snake /s/, /s/ Sammy snake Slithering softly and slowly  Revision of a and s sound	<p style="text-align: center;"><b>t</b></p> <i>tap, tiger, tortoise, not, spot, got, dot</i>  Learners differentiate between t and s.  <b>Segmenting and blending:</b> First the teacher illustrates how to segment the word tap, then the learners do it. Do this with several words like tap, sat, mat,	<p style="text-align: center;"><b>p</b></p> <i>path, power, pap, pencil, map, clap, cap</i>  Rhyming words: pat, sat, tap  Differentiate between s and p. Segmenting and blending words, e.g. pat, sap, tap, Environmental sounds	Environmental sounds (clap, whistle, stamp, click)  Make sound patterns and learners must copy the teacher  Rhyming words. .
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Segments oral sentences into individual words by clapping on each word.</li> <li>With the teacher's help, identifies some rhyming words in stories, songs and rhymes.</li> <li>Begins to identify different initial sounds in words.</li> </ul>									
<b>Date completed</b>										
<b>CAPS Topic</b>	<b>WRITING</b> Remember to model the writing on the board first.....									
<b>Core Concepts, Skills and Values</b>	Tell learners to turn to DBE WB 1 pg 5 Tell them to draw themselves and write their names	Draw your family	I feel.....  (Learners draw about how do they feel at school.)	I like.....  (Learners draw something they like at school.)	My family is .....  (Learners draw their family.)	My family is.....  Learners draw something they like to do with their family.	I like to.....  Learners draw something they like doing outside.	I like to play....  Learners draw a place they like to be outside.	I felt grumpy when.....  Learners draw of a time when they felt grumpy.	I felt scared when.....  Learners draw of a time when they felt scared.
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>With the help of the teacher, writes a caption for his/her drawing and reads back what is written.</li> </ul>									
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<b>Extension activities</b>			DBE workbook pages 3, 5, 6. Draw a picture of your school.	DBE workbook pages 4, 6, 7. Draw a picture of what is inside your bag.	DBE workbook pages 13, 14 Draw a picture of how you feel when you are with your family.	DBE workbook page 16, 17 and 20. Draw something you like doing outside.	DBE workbook 22, 23, 24. Draw something you wear when you play outside.	DBE workbook pages 25, 26 and 27 Draw a picture of a time when you felt real mad.	DBE workbook pages 28, 29, 31 Draw a picture of a time when you felt excited.
<b>Requisite Pre-Knowledge</b>		Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.
<b>Resources (other than textbook) to enhance learning</b>		Big books Flash cards DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1
<b>Assessment for learning (Informal Assessment)</b>	<ul style="list-style-type: none"> <li>The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>This must be done informally and ongoing.</li> <li>Use a checklist for assessment for learning (Informal Assessment)</li> </ul>								

## ASSESSMENT: TERM 1

### PROGRAMME OF ASSESSMENT:

Component	What skills will be assessed	Form of assessment	Assessment tool	Score (Suggestion)	Date to be completed	Date completed
Listening and Speaking	<ul style="list-style-type: none"> <li>Points to and name some objects in the classroom or in a picture in response to teacher's instructions</li> <li>Responds to a simple question</li> </ul>	Observation/ practical and Oral	Rubric	7	By week 9	
	<ul style="list-style-type: none"> <li>Responds to simple greetings</li> <li>Sings simple songs and does action rhymes</li> <li>Make simple requests</li> </ul>		Checklist	n/a		
<b>Teacher notes:</b> Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. By week 9 you should be able to complete the checklist and score each learner on 2 skills according to the rubric. On SASAMS we enter 1 score for listening and speaking						
Phonics	Reproduces sound patterns using environmental sounds	Observation/ practical & Oral	Rubric	7	By week 9	
Oral	<ul style="list-style-type: none"> <li>Begins to identify different initial sounds in words.</li> <li>Identifies some rhyming words in stories, songs, poems and rhymes.</li> </ul>		Checklist	n/a		
<b>Teacher notes:</b> Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. Oral Phonic skills will be observed and assessed during daily lessons activities. By week 9 you should be able to score each learner accordingly using the attached checklist and rubric. On SASAMS we enter 1 score for Phonics						
Reading Oral	<ul style="list-style-type: none"> <li>Answers simple oral questions about a story</li> <li>Joins in choruses after repeated readings of a text</li> <li>Identifies people, animals and objects in the illustrations ( Big Book/ Poster)</li> </ul>	Observation & Oral	Rubric / Checklist	7	By week 9	
<b>Teacher notes:</b> Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. Learners will be observed and assessed on these reading skills during your daily class activities and by week 9 you should be able to score each child according the rubric. On SASAMS we enter 1 score for listening and speaking						
Writing	<ul style="list-style-type: none"> <li>Draws a picture for a story that is told</li> <li>Copies a caption for a picture</li> </ul>	Written	Classwork book	n/a	By week 9	
<b>Teacher notes:</b> Writing skills should be observed during shared reading lessons and by Week 9 you should be able to complete the checklist based on your observations. There is no formal writing activity and n recording on SASAMS.						
<b>TOTAL SCORE: Scores will be captured on SASAMS. The score will be converted to indicate level 1-7</b>						


**ASSESSMENT FOR LEARNING: CHECKLIST TO USE**

Mark with x or ✓	LISTENING AND SPEAKING			PHONICS		READING		WRITING		COMMENT
	Can respond to a simple greeting	Make simple requests	Sing a song and do the actions	Begins to identify initial sounds in words	Identifies some rhyming words in stories, songs, poems or rhymes	Joins in choruses after repeated readings of a text	Identifies people, animals and objects in the illustrations (Big Book/ Poster_	Draws a picture about a story that is told or read	Copies a caption for a picture	
<b>Learner's names</b>										

**ASSESSMENT OF LEARNING: SCORESHEET**

DATE	LISTENING AND SPEAKING			PHONICS	READING	Total	Comment
	Identifies and names items in a familiar picture	Responds to simple questions	Total	Reproduces sound patterns using environmental sound patterns	Listens to and answers questions related to a story		
<b>SCORE</b>	<b>7</b>	<b>7</b>	<b>14</b>	<b>7</b>	<b>7</b>	<b>14</b>	
<b>NAMES OF LEARNERS</b>							
1							
2							
3							
4							
5							

**RUBRIC EXAMPLES:**

<b>LISTENING &amp; SPEAKING RUBRIC</b>				
<b>OBJECTIVE</b>	1. Learner identifies and names items in a familiar picture. 2. Learners respond to a simple question.			
<b>IMPLEMENTATION</b>	1. Week 7 or 8 when the learners are settled and writing. 2. Week 7 or 8 Oral: Daily question.			
<b>ACTIVITY 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>MARKS</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7</b>
Settle the class to complete a written activity. Then, call individual learners to your desk. Use a picture from the big book story for the week, or from the DBE Workbook. First, ask the learner to point to 2 items that you name. Next, ask the learner to name 2 items that you point to.	The learner can correctly point to one of the items named by the teacher. The learner cannot name either of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner cannot name either of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner correctly names one of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner correctly names both of the items that the teacher points to.
<b>ACTIVITY 2</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>MARKS</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7</b>
Complete this during the oral daily question activity. Follow the routine of calling one group per day to answer a theme-related question. Listen carefully as each learner answers the question.	The learner cannot answer the question without total support from the teacher.	The learner answers the question with some support from the teacher.	The learner answers the question independently, but is hesitant or very quiet.	The learner answers the question independently, clearly and confidently.
<b>CALCULATION</b>				
<ul style="list-style-type: none"> <li>Add each learner's totals out of 7 for the two activities, to get a total out of 14.</li> <li>Divide by 2 to get a rating from 1-7 to record on the report.</li> </ul>				

<b>READING &amp; PHONICS RUBRIC</b>				
<b>OBJECTIVE</b>	1. Learner reproduces sound patterns using environmental sounds. 2. Learner listens to and answers questions related to a story.			
<b>IMPLEMENTATION</b>	1. Week 7 or 8 phonics 2. Week 7 or 8 Shared Reading			
<b>ACTIVITY 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>MARKS</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7</b>
Go around the room during phonics and complete this activity with small groups of learners. Tell learners to listen as you make a 'sound pattern', for example: clap clap click click stamp click. Then, ask the learners to repeat the sound pattern. Listen and watch carefully. Do 2 sound patterns with each group.	The learner cannot correctly reproduce the sound patterns, both in terms of sounds and rhythm.	The learner can correctly reproduce only one sound pattern, or the struggles with the rhythm on both sound patterns.	The learner can correctly reproduce both sound patterns, but struggles with the rhythm on occasion.	The learner can correctly reproduce both sound patterns, with the correct rhythm.
<b>ACTIVITY 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>MARKS</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7</b>
Once you have read the big book story to learners, ask individual learners a basic recall question about the story. Listen carefully to the answers.	The learner cannot answer the question without total support from the teacher.	The learner answers the question with some support from the teacher.	The learner answers the question independently, but is hesitant or very quiet.	The learner answers the question independently, clearly and confidently.
<b>CALCULATION</b>				
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### OVERVIEW OF FOUNDATION PHASE PHONICS

	GRADE 1		GRADE 2		GRADE 3	
	THEME	PHONICS	THEME	PHONICS	THEME	PHONICS
T1 WK 1	<b>We go to school</b>	ORIENTATION Environmental sounds		CONSOLIDATION PROGRAMME & BASELINE ASSESSMENT j,w, r, at words/ an words		CONSOLIDATION PROGRAMME & BASELINE ASSESSMENT Revision of oo oa ee br dr fl sl cl pl gr tr
T1 WK 2						
T1 WK 3						
T1 WK 4						
T1 WK 5						
T1 WK 6	<b>My family</b>	a				
T1 WK 7	<b>We play outside</b>	s	<b>Celebrating birthdays</b>	e	<b>What is friendship?</b>	-sh
T1 WK 8		t		i		-ch
T1 WK 9	<b>We have feelings</b>	p	<b>Getting around</b>	o	<b>Determination</b>	-th
T1 WK 10		revision		u		wh
T2 WK 1	<b>Friends</b>	i	<b>Helping our friends</b>	Revise: e i an	<b>Me and my siblings</b>	u-e
T2 WK 2		n		Revise o/u / at		oo
T2 WK 3	<b>Growing things</b>	m	<b>Setting goals</b>	y	<b>Practice makes perfect!</b>	ea
T2 WK 4		h		s		oa
T2 WK 5	<b>Animals</b>	o	<b>We have feelings!</b>	long /short	<b>Families caring for each other</b>	ng/nk
T2 WK 6		b		long /short		ch/cl
T2 WK 7	<b>Sports and games</b>	c	<b>Making mistakes</b>	ed	<b>Bullying</b>	a-e
T2 WK 8		k		ing		i-e
T2 WK 9	<b>The three little pigs</b>	e	<b>Being safe and responsible</b>	Revision	<b>We are writers</b>	o-e
T2 WK 10		revision		Revision		u-e
T2 WK 11						Revision
T3 WK 1	<b>All around town</b>	ck	<b>Traditions</b>	sp	<b>Compassion</b>	ai
T3 WK 2		g		sh-		ay
T3 WK 3	<b>Working together</b>	d	<b>Community</b>	-sh	<b>Honesty</b>	oi
T3 WK 4		u		th		ou
T3 WK 5	<b>All about clothes</b>	r	<b>Creative thinking</b>	Word families	<b>Solving problems</b>	oy
T3 WK 6		f		ch, ed		str
T3 WK 7	<b>Reading is fun</b>	l	<b>Healthy eating</b>	th	<b>Learning new things</b>	tch
T3 WK 8		plurals s		sl-ing		nch
T3 WK 9	<b>Keeping our bodies healthy and safe</b>	plurals es	<b>Worried and afraid</b>	oo	<b>Identities</b>	ph/ff
T3 WK 10		Revision		ch-ed		ss/ll
T3 WK 11				Revision		
T4 WK 1	<b>Problem solving</b>	j	<b>Solving problems</b>	fl-	<b>The power of education</b>	ar /er
T4 WK 2		v		sl-		ir/or
T4 WK 3	<b>We grow and change</b>	w	<b>Historical figures</b>	cl	<b>Calm and relaxed</b>	ur
T4 WK 4		x		br		spr
T4 WK 5	<b>Our living history</b>	y	<b>Bullying &amp; appearance</b>	oo	<b>Grief</b>	str
T4 WK 6		Revision		ee		dr
T4 WK 7	<b>Science is fun!</b>	Plurals -s and -es	<b>Using technology for good</b>	Revision	<b>History</b>	Revision
T4 WK 8		Plurals -s and -es		Assessment		-tch
T4 WK 9	PREPARATION FOR 2022	Revision		Revision		Suffixes
T4 WK 10		Revision		Revision		Revision

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

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10																																																																																																																										
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On your marks, get set, ready!	Put one knee on the ground, like you're ready to race																																																																																																																																			
Let's run, run, run.	Run in place																																																																																																																																			
Lyrics	Actions																																																																																																																																			
Little pigs, little pigs, let me in!	Knock on something (like a desk)																																																																																																																																			
Not by the hairs of our chinny chin chins!	Shake your finger 'no'																																																																																																																																			
Then I'll huff and I'll puff and I'll blow your house in!	Blow																																																																																																																																			
Lyrics	Actions																																																																																																																																			
Little mouse, little mouse, let me in!	Knock on something (like a desk)																																																																																																																																			
Not by the whiskers on my chinny-chin!	Shake your finger 'no'																																																																																																																																			
Then I'll whack, and I'll smack, and I'll crack your house down!	Smack your hand against the desk																																																																																																																																			

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

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

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



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

## ASSESSMENT: TERM 2

### PROGRAMME OF ASSESSMENT:

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

**ASSESSMENT FOR LEARNING: CHECKLIST TO USE**

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

**ASSESSMENT OF LEARNING: SCORESHEET**

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



## RUBRIC EXAMPLES:

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

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

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10																																																																																																																		
<b>Suggested Theme</b>	All around town	All around town	Working together	Working together	Clothes	Clothes	Reading is fun	Reading is fun	Keeping our bodies healthy and safe	Keeping our bodies healthy and safe																																																																																																																		
<b>CAPS Topic</b>	<b>LISTENING AND SPEAKING</b>																																																																																																																											
<b>CAPS Topic</b>	<ul style="list-style-type: none"> <li>Start with a greeting</li> <li>Song/rhyme</li> <li>An open-ended question (question with no wrong answer)</li> <li>Vocabulary of the day and sight words</li> </ul>																																																																																																																											
<b>Core Concepts, Skills and Values</b>	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting																																																																																																																		
<b>Song/ Rhyme</b>	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>We'll be going into town on the bus We'll be going into town on the bus</td> <td><i>Pretend to be riding in a bus</i></td> </tr> <tr> <td>We'll be going into town We'll be going into town We'll be going into town on the bus</td> <td><i>Pretend to be riding in a bus</i></td> </tr> <tr> <td>There are so many places we will see There are so many places will see</td> <td><i>Put your hands on your eyes, Open your eyes wide</i></td> </tr> <tr> <td>There are so many places. There are so many places we will see</td> <td><i>Put your hands on your eyes, Open your eyes wide</i></td> </tr> <tr> <td>The wheels of the bus....</td> <td></td> </tr> </tbody> </table>	Lyrics	Actions	We'll be going into town on the bus We'll be going into town on the bus	<i>Pretend to be riding in a bus</i>	We'll be going into town We'll be going into town We'll be going into town on the bus	<i>Pretend to be riding in a bus</i>	There are so many places we will see There are so many places will see	<i>Put your hands on your eyes, Open your eyes wide</i>	There are so many places. 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Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Question of the day</b>	Adapt the question to be related to your theme and vocabulary taught for the week.	Adapt the question to suit your theme.	Adapt the question to be related to your theme and vocabulary taught for the week.	Adapt the question to be related to your theme and vocabulary taught for the week.	Adapt the question to relate to your theme for example. Which animal do you like? A zebra with stripes or a leopard with spots?	Adapt the question to relate to your theme.	Adapt the question to relate to your theme.	Adapt the question to relate to your theme.	Adapt the question to be related to your theme and vocabulary taught for the week.	Adapt the question to be related to your theme and vocabulary taught.
<b>Suggested Vocabulary</b> (Teach 4 words a day)	taxi, passenger, town, street, bus stop, school, clinic, important, drive, driver, drove, hurry, petrol, full, empty, petrol station, walk, by foot, path, sidewalk	safe, safer, unsafe, home, together, alone, shop, shebeen, warn, warning, passage, between, dark, night, light, day, worried, fast, faster, run	work, help, class, classmate, giant, beetroot, stuck, pull, frustrated, ground, dirty, sweaty, call, family, strong, clever, right, wrong, team, teamwork	mess, messy, messier, clean, job, problem, scrub, carpet, fix, broken, paint, wall, pile, papers, box, recycle, gather, idea, group, queue	clothing, blue, red, purple, wear, boots, orange, green, dress, pants, skirt, uniform, jersey, shirt, cold, warm, rain, puddle, wet, dry	T-shirt, choose, pink, white, dinosaur, car, plain, buy, disagree, argue, shopping, frustrated, boy, girl, front, back, koki pen, draw, mirror, colourful	book, fun, read, parents, cover, story, title, author, page, turn (like to turn a page), title, page number, character, picture, words, interesting, gift, in love, dream, carry	newspaper, comics, Bible, difficult, story, phone, app, download, bored, boring, search, exciting, aloud, share, silent, noise, data, free, language, airtime	body, helmet, bike, bicycle, crash, broken, bone, rock, hurt, head, fall, protect, wash, seatbelt, sick, healthy, sleep, tired, awake, brain	uncomfortable, secret, tell, trust, brave, kiss, lips, hug, food, fruit, vegetable, many, ignore, listen, feeling, shout, greet, high five, window, underneath
<b>Sight words</b>	drives, taxi, around, all	together, friend, shop, sister	help, here, please, dog	they, work, pull, beetroot	up, down, boots, in	what, buy, two, shirts	this, fun, book	read, wants, for, books	wear, ride, helmet, ride	tell, mother, father, feel
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>• Begins to develop an oral (listening and speaking) vocabulary using themes.</li> <li>• Responds to simple greetings and farewells, using phrases.</li> <li>• Makes simple requests.</li> <li>• Points to objects in the classroom or in a picture in response to teacher's instructions.</li> <li>• Names some objects in a picture or in the classroom in response to teacher's questions.</li> <li>• Responds physically to simple oral instructions.</li> <li>• Responds to simple questions asked by the teacher.</li> <li>• Understands and begins to use some simple language structures in context: few adjectives.</li> <li>• Identifies a person, animal or object from a simple oral description.</li> <li>• Sings simple songs/action rhymes and does actions.</li> <li>• Plays language games.</li> </ul>									
<b>Date completed</b>										

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>READING</b>  <b>In grade 1 we do Shared Reading only.</b>  <b>Let learners make predictions ( pre read) visualise, make inferences ( make a good guess) , make connections</b>									
<b>Core Concepts, Skills and Values</b>	Monday: Pre read activity  Tuesday: First read  Wednesday: Story illustration  Thursday: Second read  Friday: Post read activity (Learners recount a part of the story they liked most.)	Pre read First Read  Wednesday- Draw the story  Thursday: Second read  Friday- Post read activity	Pre read activity First read  Wednesday: Story illustration Second read  Post read activity (Learners recount a part of the story they liked most.)	Pre read activity First read  Wednesday: Story illustration Second read  Post read activity (Learners recount a part of the story they liked most.)	Pre read activity First read (Visualise)  Learners illustrate the story on Wednesday  Second read (Inferences)  Post read activity (Learners recount/act out a part of the story.)	Pre read activity First read  Learners illustrate the story on Wednesday.  Second read  Post read activity: (Recount one thing you remember from the story.)	Pre read activity First read  Learners illustrate the story on Wednesday.  Second read  Post read activity- recount/act out a part of the story	Pre read activity First read  Learners illustrate the story on Wednesday.  Second read  Post read activity (Recount/act out the story.)	Pre Read – Prediction  First Read-  Wednesday: Story illustration  Second read  Post read activity: (Recount the story)	Pre Read – Prediction  First Read-  Wednesday: Story illustration  Second read  Post read activity: (Recount the story)
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>• Listens to short stories or non-fiction texts told or read from a Big Book or illustrated poster</li> <li>• Answers simple literal questions about a story with short answers.</li> <li>• Names some of the things in the picture in response to questions from the teacher.</li> <li>• Begins to develop understanding and ability to use simple language structures in the context: few adjectives such as 'big, small, little'; prepositions such as 'in, on'; and adverbs such as 'quickly, slowly'</li> <li>• Listens to the story or non-fiction text while following the teacher and looking at the pictures.</li> <li>• Talks about the pictures using home language where necessary</li> <li>• Identifies objects in the pictures.</li> <li>• Learns some oral vocabulary.</li> <li>• After repeated readings, joins in choruses where appropriate</li> <li>• Acts out the story using some of the dialogue</li> <li>• Draws a picture capturing the main idea of the story</li> </ul>									
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Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>PHONICS</b>									
<b>Core Concepts, Skills and Values</b>	<p>Do revision of sounds taught in term 2 on the first two days</p> <p style="text-align: center;"><b>ck</b></p> <p><i>sick, pack, sock, kick, sack, mock</i></p> <p>Introduce the new sound and word</p> <p>Rhyming words, e.g. pack/sack; sick/kick; sock/mock.</p>	<p>Review past sounds and words.</p> <p style="text-align: center;"><b>g</b></p> <p><i>gap, gas, gel, got, gun, gum, gem</i></p> <p>Introduce the sound and words</p> <p>Differentiate between <i>ck</i> and <i>g</i></p> <p>Clap out syllables in familiar words, e.g. sight words/ words from the story.</p>	<p>Review past sounds and words.</p> <p style="text-align: center;"><b>d</b></p> <p><i>dad, dot, dim, dog, dry, dam, dig</i></p> <p>Introduce the sound and words</p> <p>Clap out syllables in familiar words, e.g. sight words/ words from the story.</p>	<p>Review past sounds and words.</p> <p style="text-align: center;"><b>u</b></p> <p><i>sun, bun, gun, hug, bug</i></p> <p>Introduce the sound and words</p> <p>Do segmenting and blending</p> <p>Differentiate between <i>u</i> and <i>g</i></p> <p>Rhyming words, e.g. sun/gun/bun; hug/bug.</p>	<p>Review past sounds and words.</p> <p style="text-align: center;"><b>r</b></p> <p><i>red, rat, rod, rip, rag, rock, rub</i></p> <p>Introduce the sound and words</p> <p>Do segmenting and blending</p> <p>Differentiate between <i>r</i> and <i>n</i></p>	<p>Review past sounds and words.</p> <p style="text-align: center;"><b>f</b></p> <p><i>fat, fit, fig, fed, fin, far</i></p> <p>Introduce the sound and words</p> <p>Do segmenting and blending</p> <p>Differentiate between <i>r</i> and <i>f</i></p>	<p>Review past sounds and words.</p> <p style="text-align: center;"><b>l</b></p> <p><i>lip lap, lot, lad, lid, lick lock</i></p> <p>Introduce the sound and words</p> <p>Do segmenting and blending</p> <p>Differentiate between <i>l</i> and <i>f</i></p>	<p>Review past sounds and words.</p> <p style="text-align: center;"><b>Plurals –s</b></p> <p>e.g. <i>books, dogs, socks, hugs, rats, figs, cats</i></p> <p>Explain the function of the –s</p> <p>Introduce words and their plurals</p>	<p>Review past sounds and words.</p> <p style="text-align: center;"><b>Plurals –es</b></p> <p>e.g. <i>boxes, dishes, dresses, brushes, watches, glasses</i></p> <p>Explain the function of the –es</p> <p>Introduce words and their plurals</p>	<p>Review past sounds and words.</p> <p style="text-align: center;"><b>ll</b></p> <p><i>ball, call, fall, pill, kill, Hill</i></p> <p>Introduce the sound and words</p> <p>Do segmenting and blending</p>
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Claps out the syllables in familiar words.</li> <li>With the teacher’s help, identifies some rhyming words in stories, songs and rhymes.</li> <li>Begins to identify different initial sounds in words.</li> <li>Recognises plurals (‘s’ and ‘es’) aurally.</li> </ul>									
<b>Date completed</b>										
<b>CAPS Topic</b>	<b>WRITING</b> <b>Remember to model the writing on the board first.....</b>									
<b>Core Concepts, Skills and Values</b>	<p>I like to go.....</p> <p>Draw about a place you like to go in town.</p>	<p>I go to town.</p> <p>Learners draw themselves going to town.</p>	<p>I work well with,....</p> <p>Learners draw the person they like working with.</p>	<p>My friend and I.....</p> <p>Learners draw about a time they worked together with their friend.</p>	<p>I love to wear....</p> <p>Learners draw something they love to wear.</p> <p>Help learners to draw list of clothing they like to wear.</p>	<p>I want to buy.....at the clothing shop!</p> <p>Learners draw something new they would like if they went to the clothing shop.</p> <p>Help learners to draw list.</p>	<p>I want to read a story about.....</p> <p>Learners draw about a story they want to read.</p>	<p>I like to read with....</p> <p>Learners draw the person they like reading with.</p>	<p>My body is healthy when...</p> <p>Learners draw what they do to keep their bodies healthy.</p> <p>Make a list, e.g. healthy food.</p>	<p>I trust.....</p> <p>Learners draw someone they can’t trust.</p>



<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>With the help of the teacher writes a caption for his/her drawing and reads back what is written</li> <li>With the help of the teacher writes simple lists with headings.</li> </ul>									
	<b>Date completed</b>									
<b>Extension activities</b>	DBE Workbook 2 pages 2 and 3	DBE Workbook 2 pages 4-5	DBE Workbook 2 pages 6,7 and 8	DBE Workbook 2 pages 8,9	DBE Workbook2 pages 10,11 and 12	DBE Workbook 2 pages 13 and 14	DBE Workbook 2 Pages 15,16,17,	DBE Workbook 2 Pages 19, 20 and 21.	DBE Workbook 2 Pages 21,22 and 23	DBE workbook 2 pages 24 and 25
	Draw an interesting place in your town.	Draw yourself going to town.	Draw yourself working together with your friend..	Draw a picture of something you do to help your family at home.	Draw a picture of your favourite clothes	Draw a picture of clothes that you still want to buy.	Draw a book that you still want to read.	Draw yourself reading a book.	Draw a picture of something that is safe.	Draw a picture of something that is unsafe.
<b>Requisite Pre-Knowledge</b>	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.
<b>Resources (other than textbook) to enhance learning</b>	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1
<b>Assessment for learning (Informal Assessment)</b>	<ul style="list-style-type: none"> <li>The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>This must be done informally and ongoing.</li> </ul>									

## ASSESSMENT: TERM 3

### PROGRAMME OF ASSESSMENT:

Component	What skills will be assessed	Form of assessment	Assessment tool	Score (Suggestion)	Date to be completed	Date completed
Listening and Speaking	<ul style="list-style-type: none"> <li>Identifies a person, animal or object from a simple oral description.</li> <li>Demonstrates understanding of basic oral vocabulary by pointing to and naming objects in the classroom (posters, or in a picture in response to teacher's instructions, etc.)</li> </ul>	Observation/ practical and Oral	Rubric	10	By week 9	
	<ul style="list-style-type: none"> <li>Responds to simple greetings and farewells</li> <li>Responds to simple questions and to oral instructions</li> <li>Sings songs and does action rhymes</li> </ul>		Checklist	n/a		
<b>Teacher notes:</b> Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. By week 9 you should be able to complete the checklist and score each learner on 2 skills according to the rubric. On SASAMS we enter 1 score for listening and speaking						
Phonics	<ul style="list-style-type: none"> <li>Recognise plurals in words (s and es) orally.</li> </ul>	Observation/ practical & Oral	Rubric	5	By week 9	
Oral	<ul style="list-style-type: none"> <li>Begins to identify different initial sounds in words.</li> </ul>		Checklist	n/a		
<b>Teacher notes:</b> Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. Oral Phonic skills will be observed and assessed during daily lessons activities. By week 9 you should be able to score each learner accordingly using the attached checklist and rubric. On SASAMS we enter 1 score for Phonics						
Reading	<ul style="list-style-type: none"> <li>Answers simple questions related to a story that is read or told</li> <li>Acts out the story using some of the dialogue</li> </ul>	Observation & Oral	Rubric	10	By week 9	
Oral	<ul style="list-style-type: none"> <li>Listens and responds to a story that is told or read</li> <li>Joins in choruses after repeated readings of a text.</li> <li>Identifies and names people, objects and animals in illustrations</li> </ul>		Checklist	n/a		
<b>Teacher notes:</b> Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. Learners will be observed and assessed on these reading skills during your daily class activities and by week 9 you should be able to score each child according the rubric. On SASAMS we enter 1 score for listening and speaking						
Writing	<ul style="list-style-type: none"> <li>Writes a simple list with a heading (3-5 words on a Topic)</li> </ul>	Written	Classwork book	n/a	By week 9	
<b>Teacher notes:</b> Writing skills should be observed during shared reading lessons and by Week 9 you should be able to complete the checklist based on your observations. There is no formal writing activity and n recording on SASAMS.						
<b>TOTAL SCORE: Scores will be captured on SASAMS. The score will be converted to indicate level 1-7</b>						

**ASSESSMENT FOR LEARNING: CHECKLIST TO USE**

	LISTENING AND SPEAKING			PHONICS	READING			WRITING	COMMENT
Mark with x or ✓	Responds to simple greetings and farewells	Sings songs and does action rhymes	Responds to simple questions and responds to oral instructions	Begins to identify different initial sounds in words and responds to a story that is told and read	Joins in choruses after repeated readings of a text	Listens and responds to a story that is told	Identifies and names people, objects and animals in illustrations (Big Book, Poster)	Writes a simple list with a heading (3-5 words on a Topic)	
<b>Learner's names</b>									

**ASSESSMENT OF LEARNING: SCORESHEET**

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

## RUBRIC EXAMPLES:

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

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

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10																																																																																											
<b>Suggested Theme</b>	Solving problems	Solving problems	We grow and change	We grow and change	Our living history	Our living history	Science is fun	Science is fun	CONSOLIDATION AND REVISION	CONSOLIDATION AND REVISION																																																																																											
<b>CAPS Topic</b>	<b>LISTENING AND SPEAKING</b>																																																																																																				
<b>CAPS Topic</b>	<ul style="list-style-type: none"> <li>Start with a greeting</li> <li>Song/rhyme</li> <li>Then you do an open-ended question (question with no wrong answer)</li> <li>Vocabulary of the day and sight words</li> </ul>																																																																																																				
<b>Core Concepts, Skills and Values</b>	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting																																																																																											
<b>Song/ Rhyme</b>	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>Every problem has a solution</td> <td>Put your index finger in the air</td> </tr> <tr> <td>Big or small there's a resolution!</td> <td>Stretch your hands out wide, bring your hands together again</td> </tr> <tr> <td>We solve problems every day,</td> <td>--</td> </tr> <tr> <td>What problem have you solved today?</td> <td>Turn and ask your partner</td> </tr> </tbody> </table>	Lyrics	Actions	Every problem has a solution	Put your index finger in the air	Big or small there's a resolution!	Stretch your hands out wide, bring your hands together again	We solve problems every day,	--	What problem have you solved today?	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Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Question of the day</b>	Adapt the question to be related to your theme and vocabulary taught for the week, e.g. Have you solved a problem today?  Questions from the Shared Reading story can be included.	Adapt the question to be related to your theme and vocabulary taught for the week, e.g. Who do you think is wise?  Questions from the Shared Reading story can be included.	Adapt the question of the day according to the new vocabulary taught for that specific week, e.g. What can you do now that you could not do when you were a baby?  (The answers should start with 'I can ...')	Adapt the question of the day according to the new vocabulary taught for the week, e.g. Which season do you like best?  Questions from the Shared Reading story can be included.	Adapt the question of the day according to the new vocabulary taught for the week.  Questions from the Shared Reading story can be included.	Adapt the question of the day according to the new vocabulary taught for that specific day.  Questions from the Shared Reading story can be included.	Adapt the question of the day according to the new vocabulary taught for that specific day.  Formal Assessment: Questions from the Shared Reading story can be included.	Adapt the question of the day according to the new vocabulary taught for that specific day.  Questions from the Shared Reading story can be included.		
<b>Suggested Vocabulary</b>  <b>The vocabulary taught will depend on the theme that is chosen.</b>  <b>(Teach 4 words a day)</b>	problem, solve, creative, idea, paint, paintbrush, lose, find, stare, art, artist, children, fingers, leaf, leaves, bottle cap, different, buy, think, try	wise, argue, shout, mine, tree, mango, mangoes, shade, cut, wood, root, branch, half, fair, unfair, save, own, owner, belong, tricky	change, taller, smarter, kinder, boys, men, girls, women, supposed to, ignore, cry, feelings, important, free, sofa, comfortable, uncomfortable, happy, unhappy	season, winter, summer, spring, autumn, jacket, cold, fluffy, freezing, fit, tight, short, grow, confused, fight, stolen, thief, drawer, put on, take off, year	history, past, present, future, neighbour, neighbourhood, busy, quiet, tailor, barbershop, tram, mosque, synagogue, leave, destroy, bulldozer, force, memory, remember, forget, home	Ramadan, koekies, biscuit, tradition, fast (like when you don't eat for a whole day), hungry, share, struggle, measure, ingredients, knead, dough, ring, sparkle, sparkly, terrible, gasp, pass down, grandmother, great-grandmother	science, experiment, vaccine, disease, scientist, solve, problems, fun, body, try, inject, needle, virus, small, large, amount, test, dangerous, risk, protect	rainbow, sky, colours, rain, sunlight, rain, raindrop, magic, curious, sun, shine, storm, scientist, laptop, computer, research, information, try, appear, disappear	Revision and assessment  <b>Oral description:</b> Play a language game – Riddles: I have 2 legs, wings and a beak. What am I?  I am round and red. Sometimes, mom puts me in your lunchbox. What am I?  Use pictures and learners describe the object in the picture to their friend/class. The friend/class guess what it is being described.	
<b>Sight words</b>	can't, find, but, it	tree, mine, no, that	grow, every, day, very	does, not, too, small	family, special, your, about	mother, her, bakes, Friday	milk, cows, get, sick	love, loves, learn, just	Revision	
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>• Begins to develop an oral (listening and speaking) vocabulary using themes or topics.</li> <li>• Responds to simple greetings and farewells using phrases.</li> <li>• Makes simple requests.</li> <li>• Points to objects in the classroom or in a picture in response to teacher's instructions.</li> <li>• Names some objects in a picture or in the classroom in response to teacher's questions.</li> <li>• Responds physically to simple oral instructions.</li> <li>• Responds to simple questions asked by the teacher.</li> <li>• Understands and begins to use some simple language structures in context, e.g. the modal 'can': I can .....</li> <li>• Identifies a person, animal or object from a simple oral description.</li> <li>• Sings simple songs and does actions with guidance.</li> <li>• Joins in action rhymes and songs, doing the actions.</li> <li>• Plays language games.</li> </ul>									
<b>Date completed</b>										

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>READING</b> <b>In grade 1 we do Shared Reading only.</b>									
<b>Core Concepts, Skills and Values</b>	Pre read activity - Predict  First read – Make inferences  Wednesday: Story illustration  Second read – Make inferences  Post read activity (Learners recount a part of the story they liked most.)	Pre read activity - Predict  First read – Make evaluations (evaluate what is read and be able to justify the evaluation).  Wednesday: Story illustration  Second read – Make inferences  Post read activity (Learners act out the story.)	Pre read activity – Predict  First read – Make connections (to own frame of reference)  Wednesday: Story illustration  Second read – Make connections  Post read activity (Learners recount/act out the story.)	Pre read activity - Predict  First read – Visualise  Wednesday: Story illustration  Second read – Visualise  Post read activity (Learners recount the story)	Pre read activity - Predict  First read – Search the text (finding simple details)  Wednesday: Story illustration  Second read – Make inferences  Post read activity (Learners recount/act out the story)	Pre read activity - Predict  First read – Make connections  Wednesday: Story illustration  Second read – Make Connections  Post read activity (Learners recount/act out the story.)	Pre read activity - Predict  First read – Make evaluations  Wednesday: Story illustration  Second read – Make evaluations  Post read activity  Formal Assessment: Learners answer questions about the story.	Pre read activity - Predict  First read – Make inferences  Wednesday: Story illustration  Second read – Make inferences  Post read activity (Learners recount the story.)	Pre read activity - Predict  First read – Make inferences  Wednesday: Story illustration  Second read – Make inferences  Post read activity (Learners recount the story.)	Pre read activity - Predict  First read – Make inferences  Wednesday: Story illustration  Second read – Make inferences  Post read activity (Learners recount the story.)
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>• Recognises some common words in our everyday environment.</li> <li>• Develops emergent literacy, for example, concepts of print through the Shared Reading activity.</li> <li>• Listens to the story or non-fiction text while following the teacher and looking at the pictures.</li> <li>• Talks about the pictures using Home Language where necessary.</li> <li>• Identifies objects in the pictures.</li> <li>• Answers some simple questions with the support of the pictures.</li> <li>• Learns some oral vocabulary.</li> <li>• After repeated readings, joins in the choruses where appropriate.</li> <li>• Acts out the story using some of the dialogue.</li> <li>• Draws a picture capturing the main idea of the story or non-fiction text.</li> </ul>									
<b>Date completed</b>										

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>PHONICS</b>									
<b>Core Concepts, Skills and Values</b>	Do revision of sounds taught in term 3 on the first two days.  <b>j-</b> <i>jog, jam, job, jug, jet</i>  Sound differentiation  Rhyming words  Clap out syllables in words: Own name and the names of peers.	Do revision of previously taught sounds and words.  <b>v-</b> <i>vet, van, vat</i>  Sound differentiation  Clap out syllables in words: Words from the story	Do revision of previously taught sounds and words.  <b>w-</b> <i>wag, wig, wet, wit, wall, will, well</i>  Sound differentiation	Revise taught sounds and words.  <b>-x</b> <i>fox, box, fix, six, wax, fax</i>  Sound differentiation	Revise taught sounds and words.  <b>y-</b> <i>yes, yet, yes, yum, yip</i>  Sound differentiation  Clap out syllables in words: Sight words	Revise taught sounds and words.  <b>-y</b> <i>my, cry, why, dry, fry, fly, sky</i>  Sound differentiation  Rhyming words  Clap out syllables in words: Sight words	Revise taught sounds and words from Week 1-6.  Sound differentiation – initial sounds  Plurals - -s; -es: Show a picture of an object and ask learners to say the plural of the word. Repeat with other pictures.	Revise taught sounds and words.  Sound differentiation – initial sounds  Revise plurals  Formal Assessment: Clap out syllables in words: Sight words	Revise taught sounds and words.  Sound differentiation – initial sounds  Rhyming words  Revise plurals	Revision of all phonics taught this year.
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Claps out syllables in familiar words.</li> <li>With the teacher's help, identifies some rhyming words in stories, songs and rhymes.</li> <li>Begins to identify different initial sounds in words.</li> <li>Recognises plurals ('s' and '-es) aurally.</li> </ul>									
<b>Date completed</b>										
<b>CAPS Topic</b>	<b>WRITING</b> <b>Remember to model the writing on the board first.....</b>									
<b>Core Concepts, Skills and Values</b>	<b>Writing frame:</b> I could not find ... So I ...	<b>Writing frame:</b> I needed help when ... ... helped me solve the problem.	<b>Writing frame:</b> I feel happy and free when I... My... helps me feel happy and free!	<b>Writing frame:</b> I used to wear my ... Now it .....	<b>Writing frame:</b> 1. I know that... 2. I know that...	<b>Writing frame:</b> A tradition in my family is... This tradition makes me feel...	<b>Writing frame:</b> I want to invent ... I want it to ...	<b>Writing frame:</b> I feel curious about: 1. .... 2. ....	Make a list of what you would like to buy for the holiday.	<b>Writing frame:</b> This holiday, I am going to .....  Draw a picture
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>With the help of the teacher, writes a caption for his/her drawing and reads back what is written.</li> <li>With the help of the teacher writes simple lists with headings.</li> </ul>									
<b>Date completed</b>										



<b>Extension activities</b>	DBE workbook 2 pages 28, 29 Draw a picture of a problem you want to solve.	DBE workbook 2 pages 30, 31, 32 Ask your friend a question about a problem they have solved.	DBE workbook 2 pages 35, 36, 37 Draw a picture of you have changed since you were younger,	DBE workbook 2 pages 37, 38, 39, 40. Draw a picture of your family.	DBE workbook 2 pages 41, 42, 43 – 44 Draw a picture of your family.	DBE workbook 2 pages 46, 47, 48 Draw a picture of your family doing something special.	DBE workbook 2 pages: 50, 51-53, 54-55. Draw a picture of a science experiment.	DBE workbook 2 pages: 60-62, 63-64, 65, 67-68	Complete the activities in the DBE Workbook	
<b>Requisite Pre-Knowledge</b>	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.
<b>Resources (other than textbook) to enhance learning</b>	Big books Flash cards Pictures Posters Readers DBE Workbook 2	Big books Flash cards Pictures Posters Readers DBE Workbook 2	Big books Flash cards Pictures Posters Readers DBE Workbook 2	Big books Flash cards Pictures Posters Readers DBE Workbook 2	Big books Flash cards Pictures Posters Readers DBE Workbook 2	Big books Flash cards Pictures Posters Readers DBE Workbook 2	Big books Flash cards Pictures Posters Readers DBE Workbook 2	Big books Flash cards Pictures Posters Readers DBE Workbook 2	Big books Flash cards Pictures Posters Readers DBE Workbook 2	Big books Flash cards Pictures Posters Readers DBE Workbook 2
<b>Assessment for learning (Informal Assessment)</b>	<ul style="list-style-type: none"> <li>The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>This must be done informally and ongoing.</li> <li>Use a checklist for assessment for learning (Informal Assessment)</li> </ul>									

## ASSESSMENT: TERM 4

### PROGRAMME OF ASSESSMENT:

Component	What skills will be assessed	Form of assessment	Assessment tool	Score (Suggestion)	Date to be completed	Date completed
Listening and Speaking	<ul style="list-style-type: none"> <li>Expresses self in simple ways by using short phrases and vocabulary taught.</li> </ul>	Observation/ practical and Oral	Rubric	7	By week 9	
	<ul style="list-style-type: none"> <li>Sings simple songs and does action rhymes</li> <li>Points to objects in the classroom or in a picture in response to teacher's instruction.</li> <li>Identifies a person, animal or object from a simple oral description.</li> </ul>		Checklist	n/a		
<b>Teacher notes:</b> Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. By week 9 you should be able to complete the checklist and score each learner on 2 skills according to the rubric. On SASAMS we enter 1 score for listening and speaking						
Phonics	<ul style="list-style-type: none"> <li>Claps out syllables in words.</li> </ul>	Observation/ practical & Oral	Rubric	7	By week 9	
Oral	<ul style="list-style-type: none"> <li>Identifies different initial sounds in words.</li> <li>Identifies some rhyming words in songs and rhymes.</li> <li>Recognise plurals in words (-s and -es) aurally</li> </ul>		Checklist	n/a		
<b>Teacher notes:</b> Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. Oral Phonic skills will be observed and assessed during daily lessons activities. By week 9 you should be able to score each learner accordingly using the attached checklist and rubric. On SASAMS we enter 1 score for Phonics						
Reading Oral/Practical	<ul style="list-style-type: none"> <li>Answers simple literal questions about a story.</li> </ul>	Observation & Oral/Practical	Rubric	7	By week 9	
	<ul style="list-style-type: none"> <li>Listens to a story that is told or read.</li> <li>Joins in choruses after repeated readings of a text</li> <li>Acts out the story using some of the dialogue</li> <li>Identifies objects in the picture</li> </ul>		Checklist	n/a		
<b>Teacher notes:</b> Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. Learners will be observed and assessed on these reading skills during your daily class activities and by week 9 you should be able to score each child according the rubric. On SASAMS we enter 1 score for listening and speaking						
Writing	<ul style="list-style-type: none"> <li>Draws a picture for a story that is told</li> <li>Copies a caption for a picture</li> </ul>	Written	Classwork book	n/a	By week 9	
<b>Teacher notes:</b> Writing skills should be observed during shared reading lessons and by Week 9 you should be able to complete the checklist based on your observations. There is no formal writing activity and n recording on SASAMS.						
<b>TOTAL SCORE: Scores will be captured on SASAMS. The score will be converted to indicate level 1-7</b>						



**ASSESSMENT FOR LEARNING: CHECKLIST TO USE**

Mark with x or ✓	LISTENING AND SPEAKING			PHONICS			READING			WRITING		COMMENT
	Sings simple songs and does action rhymes	Points to objects in the classroom or in a picture in response to teacher's instruction.	Identifies a person, animal or object from a simple oral description	Identifies different initial sounds in words.	Identifies some rhyming words in songs and rhymes.	Recognise plurals in words (-s and -es) aurally	Listens to stories that are told or read.	After repeated readings, joins in choruses where appropriate.	Acts out the story using some of the dialogue.	Identifies objects in the pictures.	Draws a picture for a story that is told.	
<b>Learner's names</b>												

**ASSESSMENT OF LEARNING: SCORESHEET**

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

**RUBRIC EXAMPLES:**

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

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