

CHAPTER 9: AN ESL PROGRAMME FOR PREPRIMARY CHILDREN IN IKAGENG

9.1 INTRODUCTION

In this chapter the ESL Programme that has been designed is presented. The programme is presented in grid form with different headings organizing the content and specifying the teaching-learning activities (cf. Section 8.3). The grids for each week for a total of 20 weeks are presented separately. This ESL Programme is designed in such a way that it could be used as part of the Grade 0 Literacy Programme.

9.2 GENERAL OUTCOMES (AIMS) FOR THE ESL PROGRAMME

By the end of this course learners will have

- developed their listening, speaking, reading, writing and creative skills to act in the world in order to establish relationships, and to interact with others;
- integrated new knowledge into existing knowledge; and
- obtained and conveyed ideas and information.

9.3 SPECIFIC OUTCOMES FOR WEEK 1

By the end of this week learners will have

- made and negotiated meaning (LLC 1);
- responded to the aesthetic, affective, cultural and social values in texts (LLC 3);
- accessed, processed and used information from a variety of sources (LLC 4);
- demonstrated a critical understanding of patterns of social development (HSS 2);
- used data from various contexts to make informed judgements (MLMMS 6);
- applied knowledge, techniques and skills to create and be critically involved in arts and cultural processes and products (AC 1);
- understood and accepted themselves as unique and worthwhile human beings (LO 1).

WEEK 1					
Phase Organiser: Personal Development			Programme Organiser: I'm special		
Day	LA	SO: AC	Skill	Activities	Est. time
1	LLC	1:2	Listening	Puppet introduces himself to class. "Good morning. How are you? "	5 min
	LLC	1:3	Speaking	Greeting puppet "Good morning. I am fine and how are you? "	10 min
	LLC AC MLM MS	4:6 1:1 6:3	Creativity	Building a body - introduction to body parts. Teacher has a life-sized cardboard version of a preschooler, but his body parts are not all intact. Children have to help her to build the body. Teacher: "This is the (body part). It goes there"	10 min
	LLC	1:2	Game	"Touch your (body part)". Teacher gives class the command and they do it. Later on she makes it more difficult by touching the wrong body part when giving the command.	10 min
2	LLC LO	1:1 1:2	Speaking	Greeting puppet and introduction of name. "Good morning. How are you? I'm fine. My name is (name)"	5 min
	LLC	3:1	Listening	Song: "I take my little hands"	10 min
	LLC AC LO	1:1 1:1 1:2	Creativity	Handprints with paint - children draw their own pictures with the handprints (e.g. peacocks/butterflies). "This is my hand/These are my hands"	10 min
	LLC	1:1	Speaking	"This is my (body part) and this is your (body part)". Children work in pairs and take turns to say the words. They first point to their own body parts and then to their partner's	5 min

3	LLC	4:1	Game	Obstacle course. Teacher creates this by turning over chairs and tables, using tyres etc. Each time children cross over an obstacle, they find a picture of a body part. Children: "I am touching my (body part)"	10 min
	LLC LO	4:1 2:1	Speaking	Children show pictures of themselves and their family to the puppet. "This is me, my mother/father/brother/sister etc."	10 min
	LLC HSS MLM MS	4:6 2:1 6:3	Reading	Who is missing from which photo? Each child gets a sheet with pictures of different ethnic families, with one member missing. The child has to find the missing member, cut him/her out and paste her in the correct space. "The mother/father/brother/sister etc. is missing"	10 min
4	LLC	1:2	Listening	Puppet: "Show me your (body part)"	10 min
	LLC	1:1	Game	Circle: This is my (body part); What is this? (pointing to body part of next child)	5 min
	LLC AC LO	1:1 1:1 2:1	Creativity	Moulding a family with play dough. "This is me, my mother/father/brother/sister etc."	15 min
5	LLC	1:3	Speaking	Greeting puppet. Adding: "My name is (name)"	5 min
	LLC	3:1	Listening	Story: Little Red Riding Hood (with emphasis on family members and body parts) with the help of pictures	15 min
	LLC MLM MS LO	4:6 6:3 1:2	Reading	Adding my photo to a name chart of all the children in class. "This is me. My name is (name)"	10 min

9.4 SPECIFIC OUTCOMES FOR WEEK 2

By the end of this week learners will have

- made and negotiated meaning (LLC 1);
- responded to the aesthetic, affective, cultural and social values in texts (LLC 3);
- accessed, processed and used information from a variety of sources (LLC 4);
- understood, known and applied language structures and conventions in context (LLC 5);
- used data from various contexts to make informed judgements (MLMMS 6);
- applied knowledge, techniques and skills to create and critically involved in arts and cultural processes and products (AC 1);
- reflected on and engaged critically with art experiences and art works (AC 3);
- understood and accepted themselves as unique and worthwhile human beings (LO 1).

WEEK 2					
Phase Organiser: Personal Development			Programme Organiser: I'm special		
Day	LA	SO: AC	Skill	Activities	Est. time
1	LLC	1:3	Speaking	Greeting puppet and adding "My name is (name)"	5 min
	LLC	3:1	Speaking	Song: Hokey pokey	15 min
	LLC	5:2	Game	Blindfold: Feel different body parts and guess. "This is her/his (body part)". Rest of the class: "Well done/ Oh no! Try again"	10 min
2	LLC MLM MS LO	1:3 & 4:6 6:3 1:2	Reading	Finding my name and my photo on the wall chart. Teacher has written name chart with a unique picture on it to stick next to the wall chart with their photos.	5 min
	LLC LO	1:3 1:2	Game	Teacher now takes the name charts and hides them in the class. Children look for name tags and decide whose is whose.	10 min
	LLC AC	1:1 1:1	Creativity	Drawing myself. "What is this?" "This is my (body part)"	10 min
	LLC	3:1	Speaking	Song: Hokey pokey	5 min
3	LLC	3:1	Listening	Story: Little Red Riding Hood (emphasis on family members and body parts) with the help of pictures	10 min
	LLC AC	4:1 1:1	Creativity	Making paper bag masks of the characters of Little Red Ridinghood. Teacher hands them templates that they can colour in and stick onto the paper bags. "This is (the character)"	10 min
	LLC	3:1 & 4 & 5:1	Listening	Teacher chooses 5 children to act out the story while she tells it again. Characters may repeat their words after her if they want to	10 min

4	LLC AC MLM MS	4:6 3:1 6:3	Game	Find the missing body part and say what it is. "The (body part) is missing. He needs a (body part)". Use the same body they used in Week1, Day 1	10 min
	LLC	4:1	Speaking	Puppet: Children tell the story of Little Red Ridinghood to puppet - with the help of series of pictures	10 min
	LLC	3:1	Speaking	Song: Hokey Pokey	5 min
5	LLC AC	1:1 1:1	Creativity	Making happy faces with Marie Biscuits and icing	20 min
	LLC	1:1	Speaking	Puppet: Telling puppet "This is the eyes/mouth/ears/nose" before eating biscuits	15 min
	LLC	3:1	Speaking	Song: I take my little hands	5 min

9.5 SPECIFIC OUTCOMES FOR WEEK 3

By the end of this week learners will have

- made and negotiated meaning (LLC 1);
- shown a critical awareness of language usage (LLC 2);
- responded to the aesthetic, affective, cultural and social values in texts (LLC 3);
- accessed, processed and used information from a variety of sources (LLC 4);
- understood, known and applied language structures and conventions in context (LLC 5);
- used data from various contexts to make informed judgements (MLMMS 6);
- applied knowledge, techniques and skills to create and be critically involved in arts and cultural processes and products (AC 1);
- demonstrated an ability to access creative arts and cultural processes to develop self esteem (AC 7).

WEEK 3					
Phase Organiser: Personal Development			Programme Organiser: Feelings		
Day	LA	SO: AC	Skill	Activities	Est. time
1	LLC	1:2 & 1:3	Speaking	Greeting puppet and introducing friend "This is my friend (name). I love him/her very much"	10 min
	LLC	3:1	Speaking	Song: I love you, you love me	10 min
	LLC	1:1	Game	Face exercises showing different emotions. "I am happy/sad/frightened/excited etc." Teacher first shows them, and then children take turns to do it.	10 min
2	LLC AC	1:1 7:1	Creativity	Drawing different faces in the sand/on the concrete. "She is, e.g. happy. He is e.g. sad"	15 min
	LLC	2:1	Speaking	Show class pictures of different situations. (E.g. a boy stuck in a tree/a girl eating ice-cream). Decide on feelings related to situations. "They are happy/sad etc."	10 min
	LLC	3:1	Listening	Story: Goldilocks and the three bears (emphasis on family members, body parts and feelings) with the help of pictures	10 min
3	LLC	3:1	Speaking	Song: I love you, you love me	5 min
	LLC AC	1:1 7:1	Creativity	Cutting and pasting from magazines: Collage of different emotions.	15 min
	LLC	1:1	Speaking	Present collage to class. "He/she is (emotion)"	10 min
4	LLC MLM MS	3:1 & 4 & 5:1 & 4:6 6:3	Listening	Goldilocks and the three bears. The series of pictures are mixed up and the children sort them out as the story develops.	10 min

	LLC AC	1:1 1:1	Creativity	Draw a picture of the story. "This is (character)"	10 min
	LLC	3:1	Speaking	Song: If you're happy and you know it clap your hands	10 min
5	LLC	1:3	Speaking	Greeting puppet, giving name and expressing how they feel "I am (emotion)"	5 min
	LLC	1:2	Listening	Puppet tells about his day - children make faces according to the emotions he felt.	10 min
	LLC	3:1 & 4 & 5:1	Game	Treasure Hunt for emotions. Teacher hides flash cards of written emotions with pictures in the class. Children look for them. As soon as they find them, they act out the emotion. The rest of the class has to guess which card each one has found: "You are (emotion)"	10 min
	LLC	3:1	Speaking	Song: If you're happy and you know it, clap your hands	5 min

9.6 SPECIFIC OUTCOMES FOR WEEK 4

By the end of this week learners will have

- made and negotiated meaning (LLC 1);
- responded to the aesthetic, affective, cultural and social values in texts (LLC 3);
- accessed, processed and used information from a variety of sources (LLC 4);
- understood, known and applied language structures and conventions in context (LLC 5);
- used data from various contexts to make informed judgements (MLMMS 6);
- demonstrated an ability to access creative arts and cultural processes to develop self esteem (AC 7).

WEEK 4					
Phase Organiser: Personal Development			Programme Organiser: Feelings		
Day	LA	SO: AC	Skill	Activities	Est. time
1	LLC	1:3	Speaking	Greeting puppet and introducing friend "This is my friend (name). I love him/her very much"	5 min
	LLC	1:1	Game	Showing emotion: Children work in pairs and they have to act an emotion and class guess how they feel. "They are (emotion)"	15 min
	LLC	1:2	Listening	They listen to taped dialogues and say how people on tape feel. "They are (emotion)"	10 min
2	LLC AC	3:6 7:1	Creativity	Finish the face. Each child gets a sheet with different situations on it and faceless people. The children have to decide how they would feel in that situation and finish the blank faces. "He/she feels (emotion)"	15 min
	LLC	3:1& 4	Speaking	They tell the story of Goldilocks with the help of pictures	15 min
3	LLC	3:1	Speaking	Song: Smile a while	10 min
	LLC	1:2	Listening	Blindfold class. Teacher makes sound to act out an emotion. They guess the emotion without looking. "You are (emotion)"	15 min
	LLC	1:2	Game	Facial exercises to practise emotions. Teacher gives commands and children obey. E.g. "Smile/frown/cry etc."	5 min
4	LLC	3:6	Speaking	Puppet is sad. Teacher comforts puppet. "(Name), are you all right?" "No, I'm sad." "Poor you! Let me give you a hug." Children do dialogue in pairs.	10 min
	LLC	3:1	Speaking	Song: Smile a while	5 min

	LLC	1:1	Game	Emotions Hop Scotch. Teacher draws hop scotch blocks in dirt or on concrete. Children skip in blocks and when they get to their pebble, they have to act out their emotion and say "I feel (emotion)" before they can continue.	10 min
	LLC MLM MS	4:6 6:3	Game	Which one is different? "This one is different, because he is (emotion)". Teacher puts up a poster with faces arranged in rows. In each row there is an odd one out. The children have to identify it and say why.	5 min
5	LLC	3:1& 4 & 5:1	Listening	Goldilocks - children act out the story	15 min
	LLC AC	1:1 7:1	Creativity	Making play dough faces with different emotions. "He/She is (emotion)"	15 min

9.7 SPECIFIC OUTCOMES FOR WEEK 5

By the end of this week learners will have

- made and negotiated meaning (LLC 1);
- shown a critical awareness of language usage (LLC 2);
- responded to the aesthetic, affective, cultural and social values in texts (LLC 3);
- accessed, processed and used information from a variety of sources (LLC 4);
- understood, known and applied language structures and conventions in context (LLC 5);
- applied a range of technical knowledge responsibly (T 2);
- demonstrated understanding of ways of working with numbers (MLMMS 1);
- used data from various contexts to make informed judgements (MLMMS 6);

WEEK 5					
Phase Organiser: Personal Development			Programme Organiser: Things we see/hear		
Day	LA	AC	Skill	Activities	Est. time
1	LLC MLM MS	1:3 1:1	Speaking	Greeting puppet, also "My name is (name). I am (age) years old"	10 min
	LLC T	1:1 2:1	Creativity	Making paper binoculars by sticking together empty toilet rolls and painting them. "I see an (object/person)"	15 min
	LLC	1:2	Game	Being an arrow. Teacher says "Show up/down/left/right". Teacher shows children arrows pointing in different directions. Each time they have to point in the same direction as the arrow	5 min
2	LLC	3:1	Listening	Story: The Ugly Duckling (emphasis on seeing and hearing)	15 min
	LLC	5:1	Game	Puppet: I spy with my little eye (focus on body parts, simple objects that have been discussed in the course of the morning)	10min
	LLC ML MMS	3:1 1:1	Speaking	Counting rhyme: One, two, three, what do I see?	5 min
3	LLC	3:1	Listening	Matching animal sounds to their pictures. Teacher plays a recording of different animal sounds. She puts up a wall chart of animals and children have to point to the animal that makes that noise. Teacher: "Yes, that is an (animal)"	15 min
	LLC T	1:3 2:1	Creativity	Making tin telephones by connecting two tins with a long piece of string. Greeting one another in pairs (as with the puppet)	15 min
4	LLC ML MMS	3:1 1:1	Speaking	Counting rhyme: One two three what do I see	5 min

	LLC	1:1	Game	Animal make-believe. "I am an (animal), I go (make sound)" Children take turns to pretend being an animal. The rest of the class guess what they are. "You are an (animal)"	10 min
	LLC	3:1	Listening	Song: I touch my little eyes	15 min
5	LLC	2:1	Game	Find as many colours as possible in 30 seconds. Children gather as many coloured objects as they can. Teacher introduces them to colours. Teacher: "This is (colour)"	15 min
	LLC MLM MS	4:6 6:3	Creativity	Colour Bingo. Children have to place their coloured objects on a big colour chart on the floor.	10 min
	LLC	3:1	Speaking	Song: I touch my little eyes	5 min

9.8 SPECIFIC OUTCOMES FOR WEEK 6

By the end of this week learners will have

- made and negotiated meaning (LLC 1);
- responded to the aesthetic, affective, cultural and social values in texts (LLC 3);
- accessed, processed and used information from a variety of sources (LLC 4);
- understood, known and applied language structures and conventions in context (LLC 5);
- demonstrated understanding of ways of working with numbers (MLMMS 1);
- used data from various contexts to make informed judgements (MLMMS 6);
- applied knowledge, techniques and skills to create and be critically involved in arts and cultural processes and products (AC 1);
- used skills and displayed attitudes and values that improve relationships in family, group and community (LO 2).

WEEK 6					
Phase Organiser: Personal Development			Programme Organiser: Things we see/hear		
Day	LA	SO: AC	Skill	Activities	Est. time
1	LLC	1:3 & 1:2	Speaking	Greeting puppet, also "My name is (name). I am (age) years old". Puppet introduces them to his blind friend. "This is (name). He cannot see"	10 min
	LLC AC	1:1 1:1	Creativity	Drawing a picture of a body. Pasting some string on the outlines of the pictures. Children close their eyes and feel the picture with their fingers, saying "This is the (body part)"	15 min
	LLC	3:1	Speaking	Song: Three blind mice	10 min
2	LLC LO	1:3 & 5:3 2:1	Game	What if you couldn't hear? Teacher moves her lips, but doesn't make a sound. When children don't understand her, the puppet comes to the rescue and tells the children this is what it would feel like (more or less) if they were deaf. Explains that deaf people look carefully at people's lips to understand what they're saying and that they have a special sign language	5 min
	LLC LO	1:3 2:1	Listening	Children say "Hello" in sign language. Work in groups of three. One signs, one "translates" and one listens	10 min
	LLC	1:1	Game	What is coming? Children feel vibrations on the floor/door/wooden table etc. and decide according to pictures the teacher has put up: "There is an elephant/mouse/chicken etc. coming"	15 min
3	LLC	3:1	Speaking	Song: I touch my little eyes	5 min

	LLC AC	1:3 1:1	Creativity	Painting a rainbow with empty roll-on deodorant bottles. Teacher fills empty bottles with the colours found in a rainbow. Children work in groups and have to share the bottles. "Could you please pass me the (colour)"	15 min
	LLC	1:1	Writing	Each child gets a sheet with umbrellas drawn in columns and rows. The handles of the umbrellas curve to the left and look like "j's". Children have to trace the umbrellas. They colour the umbrellas and can add clouds and rain if they want to. "This umbrella is (colour)"	10 min
4	LLC ML MMS	3:1 1:1	Speaking	Counting rhyme: One two three what do I see	10 min
	LLC AC	1:1 1:1	Creativity	Making an animal collage by cutting and pasting animals from magazines. "This is an (animal)"	15 min
	LLC	1:2	Game	"Be an (animal)". Teacher gives command and children pretend to be that specific animal.	5 min
5	LLC AC	1:1 1:1	Creativity	Making rainbow porridge with food colouring. "My porridge is (colour). His porridge is (colour)"	15 min
	LLC MLM MS	4:6 6:1	Game	Now you see it - now you don't! Teacher puts 8-10 different coloured objects (e.g a flower, a building block, scissors etc.) on a display table and makes sure everybody knows the objects and their colours. The children then close their eyes, while the teacher takes away an object. Children have to guess which object is missing	15 min

9.9 SPECIFIC OUTCOMES FOR WEEK 7

By the end of this week learners will have

- made and negotiated meaning (LLC 1);
- responded to the aesthetic, affective, cultural and social values in texts (LLC 3);
- accessed, processed and used information from a variety of sources (LLC 4);
- understood, known and applied language structures and conventions in context (LLC 5);
- applied knowledge, techniques and skills to create and be critically involved in arts and cultural processes and products (AC 1).

WEEK 7					
Phase Organiser: Personal Development			Programme Organiser: Things we taste/smell/touch		
Day	LA	SO: AC	Skill	Activities	Est. time
1	LLC	1:3	Speaking	Greeting puppet, also "My name is (name). I am (age) years old" "I live in (address) in Ikageng"	10 min
	LLC	1:2	Listening	Teacher shows them examples of different food types (e.g. porridge, fruit, sweets, vegetables). "I am feeling/smelling (food type)". Children allowed to touch and smell food	10 min
	LLC	5:2	Game	Guess what? Teacher blindfolds one child at a time and lets him taste some of the food mentioned above. He should then guess food type. "I am tasting (food type)". Rest of class: "Well done!/Oh no! Try again"	10 min
2	LLC	3:1	Speaking	Song: I take my little hands/nose/tongue	10 min
	LLC AC	1:1 1:1	Creativity	Paste cotton wool on a picture of a sheep. "This is a sheep. It feels soft"	10 min
	LLC	1:1	Game	Puppet tells the children about fabrics that come from animals. Shows them pictures of animals and the fabrics. (E.g. a cow and a piece of leather/ A sheep and a piece of wool/A chicken and a feather pillow). The children then take turns to put their hands into a pillow case and touch these fabrics. "What are you touching and where does it come from?" "I am touching (fabric). It comes from an (animal)"	10 min
3	LLC	1:2	Game	"Touch a (colour)". Teacher gives this command and the children try to find the colour in the classroom and touch it as quickly as possible.	10 min

	LLC	3:1	Listening	Story: Sleeping Beauty (with emphasis on touch and colour)with the help of pictures	15 min
	LLC	1:1	Speaking	Teacher positions children in front of a mirror or their reflection in a window or outside so that they can see their shadows. "I am touching my (body part)"	5 min
4	LLC	3:1	Reading	Rhyme for eye movements: Look, look. Teacher recites the rhyme and shows the children arrows on flash cards while doing it. They only move their eyes and not their heads according the the direction of the arrows.	10 min
	LLC	1:2	Speaking	Tasting different foods (sweet, salty, sour, bitter). Teacher displays different foods (e.g. salt, a lemon, syrup, a grapefruit). Children allowed to taste. Teacher explains what they are tasting and they repeat after her. "This tastes sweet/sour/salty/bitter"	15 min
	LLC	1:2	Game	"Touch your (body part) with your (body part)" (E.g. "Touch your nose with your tongue"). Teacher gives the commands and children do them as quickly as possible	5 min
5	LLC	3:1& 4	Creativity	Match the face with the taste	10 min
	LLC	3:1& 4 & 5:1	Speaking	Each child gets a different picture of the story of Sleeping Beauty. They colour it and tell that part of the story	15 min

9.10 SPECIFIC OUTCOMES FOR WEEK 8

By the end of this week learners will have

- made and negotiated meaning (LLC 1);
- responded to the aesthetic, affective, cultural and social values in texts (LLC 3);
- accessed, processed and used information from a variety of sources (LLC 4);
- understood, known and applied language structures and conventions in context (LLC 5);
- used data from various contexts to make informed judgements (MLMMS 6);
- applied knowledge, techniques and skills to create and be critically involved in arts and cultural processes and products (AC 1).

WEEK 8					
Phase Organiser: Personal Development			Programme Organiser: Things we taste/smell/touch		
Day	LA	SO: AC	Skill	Activities	Est. time
1	LLC	1:3	Speaking	Greeting puppet, also "My name is (name). I'am (age) years old. I live in (address) in Ikageng"	10 min
	LLC AC	1:1 1:1	Creativity	Each child receives a sheet of paper with pictures of different fruits and vegetables. They stick materials (e.g., peels and pips) onto the pictures. "This is a (fruit/vegetable)"	15 min
	LLC	3:1	Speaking	Hand exercise rhyme: Open them, shut them	5 min
2	LLC	3:1	Speaking	Song: I take my little hands/nose/tongue	10 min
	LLC	1:2	Speaking	Puppet introduces them to textures: soft, hard, smooth, rough, by showing them a variety of objects (e.g. cotton wool, firewood, silk etc.) Puppet: "This feels (texture)"	10 min
	LLC	1:2	Game	"Touch something soft/hard/rough/smooth" Teacher gives the command and the children touch something in the classroom with that texture as quickly as possible	10 min
3	LLC MLM MS	4:6 6:3	Game	Texture Bingo: Teacher puts a big wall chart on the floor and give the children many objects with different textures. The children have to classify the objects on the wall chart "This feels soft/hard/rough/smooth. It goes there"	10 min
	LLC	3:1	Listening	Story: Sleeping Beauty (with emphasis on touch, taste, smell)	15 min

	LLC	1:2	Game	Puppet introduces them to temperatures: hot/freezing/warm/cold by letting them touch objects with these temperatures (e.g. ice cubes/mug of boiling water/warm metal etc.) Puppet: "This feels (temperature)"	5 min
4	LLC MLM MS	1:1 & 4:6 6:3	Reading	A weather chart: "Yesterday it was (temperature). Today it is (temperature)". Teacher introduces them to a weather wall chart. The chart consists of a circle divided into four parts with an arrow indicator that can move - like a watch. There are four pictures - one in each quarter - indicating each of the four different temperatures. The teacher moves the indicator to the appropriate temperature while saying it. Children also take turns to do it.	15 min
	LLC AC	1:1 & 4:6 1:1	Creativity	Drawing own pictures for own weather charts. "Yesterday it was (temperature) Today it is (temperature)". Children divide their sheets of paper in quarters. In each one they draw a picture to indicate the temperature. They point to the appropriate one when saying the words.	10 min
	LLC	3:1	Listening	Song: Baabaa Black Sheep (with pictures)	5 min
5	LLC AC	1:1 1:1	Creativity	Making mini pizzas on savoury biscuits with chakalaka and crisps. "First the tomatoes and onions, then the crisps. "This tastes (sweet/sour/salty/bitter)"	15 min
	LLC	3:1	Speaking	Song: I take my little eyes/ears/nose/tongue/hands	10 min

9.11 SPECIFIC OUTCOMES FOR WEEK 9

By the end of this week learners will have

- made and negotiated meaning (LLC 1);
- responded to the aesthetic, affective, cultural and social values in texts (LLC 3);
- accessed, processed and used information from a variety of sources (LLC 4);
- used data from various contexts to make informed judgements (MLMMS 6);
- used process skills to investigate phenomena related to the natural sciences (NS 1);
- applied knowledge, techniques and skills to create and be critically involved in arts and cultural processes and products (AC 1);
- demonstrated the values and attitudes necessary for a healthy and balanced lifestyle (LO 7).

WEEK 9					
Phase Organiser: Health and Safety			Programme Organiser: Personal hygiene		
Day	LA	SO: AC	Skill	Activities	Est. time
1	LLC	1:3	Speaking	Greeting puppet, also "My name is (name). I am (age) years old. I live in (address) in Ikageng" Puppet: "Oh no! My hands are dirty! What should I do?" Teacher: "Wash your hands"	10 min
	LLC LO	3:1 7:1	Speaking	Song: This is the way we wash our hands: demonstration of handwashing	10 min
	LLC NS	1:2 1:8	Game	Growing germs on potatoes (for end of second week). (Children smear all kinds of objects such as money, dirt, and the sweat on their handpalms on different sliced potatoes and leave them for a week). Teacher comment on the names of the objects they are using while they are doing it, e.g. "You are smearing an (object) on the potato"	10 min
2	LLC AC	1:2 1:1	Creativity	Making teeth prints with play dough. Children roll play dough into a ball and bite into it. Teacher: "This is your teeth. You bite with your teeth."	10 min
	LLC LO	3:1 7:1	Speaking	Song: This is the way we brush our teeth: demonstration of teethbrushing	5 min
	LLC	1:2	Listening	Puppet: "Oh no! My tooth is sore. What should I do?" Teacher: "Go to the dentist". She introduces children to the dentist with the help of some pictures	15 min
3	LLC	3:1	Listening	Snow White (emphasis on cleanliness)	15 min

	LLC MLM MS	4:6 & 1:1 6:3	Reading	Teacher puts pictures of getting-up routine in order. Teacher places several pictures of actions the children perform in the morning before they come to school (e.g. getting out of bed, washing their faces, putting on clothes etc). The children have to put the pictures in the correct order. The teacher comments on the pictures after they have been organized.	10 min
	LLC LO	3:1 7:1	Speaking	Song: This is the way we brush our teeth	5 min
4	LLC MLM MS	1:1 & 4:6 6:3	Game	What hair goes with which picture? Teacher shows them different hairs from people and animals. She has pictures of these people and animals and the children have to decide what hair goes where. "This hair goes with the dog/man/baby etc."	5 min
	LLC AC	1:1 1:1	Creativity and Writing	The children draw themselves - they make twirling scribbles for their hair. "This is me - I am drawing my hair"	10 min
	LLC LO	3:1 7:1	Speaking	Song: This is the way we wash/comb our hair	10 min
	LLC	1:1	Game	Children comb each other's hair. "I am combing your hair"	5 min
5	LLC	3:1	Listening	Story: The boy who wouldn't take a bath	15 min
	LLC NS	1:1 1:4	Game	Blowing bubbles. The teacher makes a soapy solution of water and Sunlight liquid. She divides the children into groups and each group gets a metal ring to blow the bubbles with. The children take turns to blow the bubbles. The rest of the group: "The soap makes bubbles. (Child's name whose turn it is) is blowing bubbles"	10 min

	LLC NS	1:2 1:8& 9	Listening	Experiment: What does soap do to dirt? Teacher fills a container with water. She then adds oil to the water, and explains that the oil is like the dirt on dirty dishes. She asks children how they can get rid of the oil. Children give suggestions. Teacher then adds some washing powder to the water and the children watch while the soap dissolves the oil. Teacher: "It is important to use soap when we was ourselves, the dishes or our clothes."	5 min
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9.12 SPECIFIC OUTCOMES FOR WEEK 10

By the end of this week learners will have

- made and negotiated meaning (LLC 1);
- responded to the aesthetic, affective, cultural and social values in texts (LLC 3);
- used process skills to investigate phenomena related to the natural sciences (NS 1);
- applied knowledge, techniques and skills to create and be critically involved in arts and cultural processes and products (AC 1).

WEEK 10					
Phase Organiser: Health and Safety			Programme Organiser: Safety at home		
Day	LA	SO: AC	Skill	Activities	Est. time
1	LLC	1:3	Speaking	Greeting puppet, also "My name is (name). I am (age) years old". Puppet wants to play with matches - gets burnt. Teacher: "Fire is dangerous! Don't play with fire"	10 min
	LLC	3:6	Game	Teacher shows pictures of different situations where fire is either helpful or dangerous. The children categorize pictures into dangerous or safe situations. E.g. "Fire can burn us and is dangerous" or "Fire can help us to cook the food"	10 min
	LLC	3:1	Speaking	Song: London's burning	10 min
2	LLC NS	3:6 1:4	Game	"What is in the glasses?" Teacher pours liquid that looks like water (e.g. turpentine, medicine etc.) in glasses and asks the question. Children guess. Teacher "No it's not water, it is dangerous. Don't drink without asking Mommy/Daddy/Grandmother etc". Children allowed to smell and touch the liquids. Everyone washes their hands afterwards.	10 min
	LLC	1:1 & 3:6	Creativity	Each child gets a sheet of paper with different safe and dangerous situations at home. They colour the dangerous pictures red and the safe ones in different colours. "This is safe/This is dangerous"	15 min
	LLC	3:6	Speaking	Teacher shows flash cards of different situations at home. Children: "Oh no, that is dangerous/That is safe"	5 min
3	LLC	3:1	Listening	The three little pigs (emphasis on safety)	15 min
	LLC	3:6	Reading	Teacher shows pictures of danger signs (e.g. skull) and other neutral signs (e.g. toilet signs). Children: "That is dangerous/ That is safe"	10 min

	LLC	3:1	Speaking	Song: London's burning	5 min
4	LLC	3:6	Game	Teacher blindfolds one child - lets him feel a sharp object (knife/scissors). "Does it feel safe?" child "No, it feels dangerous" Discuss how to carry sharp objects	10 min
	LLC AC	1:1 & 3:6 1:1	Creativity	Children draw pictures of dangerous objects at home. Teacher helps them with vocabulary. "This (object) is dangerous"	10 min
	LLC	1:1 & 3:6	Reading	Pasting pictures of different dangerous objects (that have been cut out) into different rooms of the house in safe places. "The (e.g. knives) can go there (e.g. in a drawer in the kitchen). That is safe"	10 min
5	LLC NS	1:2 1:8 & 9	Listening	Teacher shows children potatoes on which germs have grown. Explains that the different colours that have formed on the potatoes are actually very small animals that make us sick. The potato on which they smeared their hands will have the darkest colours. Teacher emphasizes importance of washing hands. "It is safe to wash your hands. Germs are dangerous"	5 min
	LLC	3:1	Speaking	Song: This is the way	10 min
	LLC AC	1:1 1:1	Creativity	Children make bread houses by using 1½ slices of bread. They slice the bread themselves - using blunt knives safely. They can also cut out windows and a door etc. "This is my house. It is safe"	15 min

9.13 SPECIFIC OUTCOMES FOR WEEK 11

By the end of this week learners will have

- made and negotiated meaning (LLC 1);
- responded to the aesthetic, affective, cultural and social values in texts (LLC 3);
- accessed, processed and used information from a variety of sources (LLC 4);
- demonstrated understanding of ways of working with numbers (MLMMS 1);
- used data from various contexts to make informed judgements (MLMMS 6);
- applied knowledge, techniques and skills to create and be critically involved in arts and cultural processes and products (AC 1).

WEEK 11					
Phase Organiser: Health and Safety			Programme Organiser: Safety at school		
Day	LA	SO: AC	Skill	Activities	Est. time
1	LLC ML MMS	1:3 1:1	Speaking	Greeting puppet, also "My name is (name). I am (age) years old". Puppet shows them diagram of school. "This is our school. Where are dangerous places?" Children point to dangerous places and they circle them	10 min
	LLC	1:2	Game	Wolf, wolf what's going on? Children follow teacher in a row and ask the question. Teacher then gives safe situations at school (e.g. "It's lunchtime") and then they just keep following her, and dangerous situations (e.g. "There's a fire!/ Someone's hurt"), then children walk quickly to a designated safe spot and wait for her there	15 min
	LLC	1:1	Listening	Teacher introduce them to "Helpers Chart" with pictures of different chores on a chart with children's names next to them. They are then responsible for that chore for the day.	5 min
2	LLC	3:1& 4	Listening	Teacher reads rhyme: Three little children climbing on the climber (with pictures) and children repeats what the doctor says	10 min
	LLC MLM MS	1:1 & 4:6 6:3	Creativity	Each child receives a sheet of paper with pictures of different safe and dangerous situations at school. They colour the dangerous situations red, while they use many colours for the safe ones. "This is safe/This is dangerous"	15 min
	LLC	3:6	Speaking	Teacher shows flash cards of different dangerous and safe situations at school. Children: "Oh no, that is dangerous/That is safe"	5 min
3	LLC	3:1	Speaking	Song: I'm looking forward to school today	10 min

	LLC MLM MS	4:6 6:3	Creativity	How can they get to school? Each child gets a sheet of paper with a simple maze. They have to choose the right route and draw it with crayons	10 min
	LLC	1:1	Speaking	Teacher asks questions about Helpers' Chart, e.g. "Who hands out breakfast today?" Children: "(Child's name) hands out breakfast today"	10 min
4	LLC	3:1	Speaking	Song: This is the way we wash our hands	10 min
	LLC MLM MS	4:6 6:3	Game	Simple puzzle with a picture of a safety rule at school, e.g. "We mustn't hurt someone else - it is dangerous"	10 min
	LLC	3:1	Listening	Story: The three little pigs (emphasis on safety)	10 min
5	LLC AC	1:1 1:1	Creativity	Drawing a picture of one safety rule at school. Teacher sticks them all on a Rules Chart	10 min
	LLC	3:1	Speaking	Puppet reads rhyme: Three little children climbing on the climber. Children say the words of the doctor	10 min
	LLC	1:2	Game	Safety charades. Children mime certain safety rules in groups and the rest of the class have to guess which safety rule they are illustrating	10 min

9.14 SPECIFIC OUTCOMES FOR WEEK 12

By the end of this week learners will have

- made and negotiated meaning (LLC 1);
- responded to the aesthetic, affective, cultural and social values in texts (LLC 3);
- accessed, processed and used information from a variety of sources (LLC 4);
- understood, known and applied language structures and conventions in context (LLC 5);
- applied a range of technical knowledge responsibly (T 2);
- used data from various contexts to make informed judgements (MLMMS 6);
- demonstrated the values and attitudes necessary for a healthy and balanced lifestyle (LO 7).

WEEK 12					
Phase Organiser: Health and Safety			Programme Organiser: Things we eat		
Day	LA	SO: AC	Skill	Activities	Est. time
1	LLC	1:3	Listening	Greeting puppet. Puppet complains. Teacher: "What's wrong?" Puppet: "I feel sick!" Teacher "Go to the doctor" On his way to the doctor, puppet drops many sweet wrappers. "Oh no! You ate too many sweets! That is unhealthy."	10 min
	LLC	5:2	Speaking	Teacher shows them pictures of children who feel sick. Children (at first) "Go to the doctor", but then teacher shows them another picture of the child eating too much unhealthy food (e.g. cake/biscuits etc.) Children: "Oh no! You ate too many/much (food)! That is unhealthy"	15 min
	LLC MLM MS LO	4:6 6:3 7:2	Game	Children have a pile of pictures with foods on them. In groups, they have to classify these into healthy/unhealthy. "(Food) is healthy/unhealthy"	5 min
2	LLC MLM MS LO	4:6 & 1:1 6:3 7:2	Game	Same as previous day, but now children have to classify the healthy foods into 2 boxes: fruit and vegetables, food from animals. "(Food) is (type)"	10 min
	LLC	4:6	Creativity	Each child receives two sheets of paper. One with only a line drawn on it to indicate ground level and another with different types of vegetables on it. The children cut out the vegetables and paste them either above or below the line according to where they grow. "(Vegetables) grow above/below the ground"	15 min

	LLC	1:2	Listening	Children work in groups and they follow instructions from teacher on how to grow either dry maize kernels or dry lima beans in a jar with cotton wool. They leave it at school to follow the growth	5 min
3	LLC	1:1	Writing	Children have to follow the outlines of fruit types (e.g. apple, pear, orange, banana) and can then colour them. "This is a (fruit). It is (colour)"	15 min
	LLC	3:1	Speaking	Rhyme: I plant a tomato plant	10 min
	LLC	3:1& 4	Speaking	Teacher shows picture of little girl picking oranges. Prompt children to discuss what they see in the picture.	5 min
4	LLC	3:1	Speaking	Song: Thank you God for the food we eat	5 min
	LLC T	3:1& 4 2:4	Speaking and listening	Where does meat come from? Teacher asks questions and children answer - teacher then sticks picture of answer (e.g. cow, sheep, pig, chicken, fish) on wall. Children "Meat comes from (animal)" and they make the noise the animal makes if they can. Teacher's response "Yes we get (e.g. mince) from (e.g. cows)" and she then shows the class an example/picture of the meat.	15 min
	LLC	3:1	Listening	Story: The naughty chicken	15 min
5	LLC T	1:2 2:4	Listening	Puppet shows children a display of different forms of egg (e.g. raw egg, boiled egg, scrambled egg etc.) Children are allowed to touch, smell and taste the eggs on display. Teacher: "This is (type of egg)" while children do this	10 min
	LLC	1:1	Creativity	Pasting crushed egg shells onto picture of eggs and colouring all the foods we make with eggs. "This is (type of egg)"	10 min

	LLC	1:2	Game and listening	Making scrambled eggs. Children work in groups, they follow teacher's instructions and teacher fries the eggs on a gas stove, so that they can see. They repeat after teacher "We are blending the eggs/adding milk/adding salt/ frying the eggs"	10 min
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9.15 SPECIFIC OUTCOMES FOR WEEK 13

By the end of this week learners will have

- made and negotiated meaning (LLC 1);
- responded to the aesthetic, affective, cultural and social values in texts (LLC 3);
- accessed, processed and used information from a variety of sources (LLC 4);
- used data from various contexts to make informed judgements (MLMMS 6);
- applied knowledge, techniques and skills to create and be critically involved in arts and cultural processes and products (AC 1);
- demonstrated the values and attitudes necessary for a healthy and balanced lifestyle (LO 7).

WEEK 13					
Phase Organiser: Health and Safety			Programme Organiser: Things we eat		
Day	LA	SO: AC	Skill	Activities	Est. time
1	LLC	1:3 & 1:2	Listening	Greeting puppet. Puppet complains. "I smell something bad. Do you smell it too? What can it be?" (Children respond) Teacher takes out raw fish that she has hidden from their view. "This is fish"	10 min
	LLC	3:1	Listening	Story: Jesus gives food to many people with the help of pictures	15 min
	LLC	1:1	Writing	Children follow the wave movement (~~~~) of the fish on the sea and complete the pattern. "The fish go up and down"	5 min
2	LLC AC LO	1:1 1:1 7:2	Creativity	Children are divided into four groups and each group gets coloured play dough. One group makes meats and eggs, the other group makes bread and cereals and the next group makes milk and dairy products and the last group makes fruit and vegetables. "This is (product they are making)"	15 min
	LLC MLM MS LO	4:6 6:3 7:2	Listening	Children then place their products on a big food group chart on the floor. They repeat after teacher: "Milk and dairy products give us strong teeth, bones and hair. Eggs and meat help to build strong muscles and healthy bodies. Bread and cereals give us energy and protect us from the cold"	15 min
3	LLC LO	1:1 7:2	Listening	Greet puppet. Puppet asks them to show him how foods help us while he says it (see listening exercise on previous day) Children work out movements for the words	10 min
	LLC LO	1:1 7:2	Game	Teacher shows a picture of a food type and children make movements to show what these foods do in our bodies. They then repeat the words after the teacher	15 min
	LLC	3:1	Speaking	Rhyme: The apple tree	10 min

4	LLC	3:1& 4	Speaking	Teacher shows children sequence pictures of baking a cake. They discuss what they see in the pictures	10 min
	LLC	1:2	Reading	Teacher shows them similar sequence pictures for making jelly. They follow the pictures and repeat the steps after the teacher while she actually makes the jelly. They leave it for the next day	10 min
	LLC	1:1	Game	Children thread a piece of wool or string through holes in pictures on how to plant a mealie in the correct order according to what the teacher says.	10 min
5	LLC MLM MS	1:2 & 4:6 6:3	Listening	Children each get a page with pictures of different foods arranged in rows and columns. Each one gets a pebble or marker of some sort. The teacher then says: "Put your pebble/marker on the (food). It is (gives position on page)"	10 min
	LLC AC LO	1:1 1:1 7:2	Creativity	Cutting and pasting foods from magazines to make a "Healthy Foods" album for the class. "This is (food). It (gives function)"	15 min
	LLC	1:1	Speaking	Eat jelly prepared the previous day. "This is (colour) jelly. It tastes sweet. It smells like (fruit)"	5 min

9.16 SPECIFIC OUTCOMES FOR WEEK 14

By the end of this week learners will have

- made and negotiated meaning (LLC 1);
- responded to the aesthetic, affective, cultural and social values in texts (LLC 3);
- accessed, processed and used information from a variety of sources (LLC 4);
- understood, known and applied language structures and conventions in context (LLC 5);
- used data from various contexts to make informed judgements (MLMMS 6);
- applied knowledge, techniques and skills to create and be critically involved in arts and cultural processes and products (AC 1).

WEEK 14					
Phase Organiser: Health and Safety			Programme Organiser: Road Safety		
Day	LA	SO: AC	Skill	Activities	Est. time
1	LLC	1:3 & 1:2	Listening	Greeting puppet and giving name and address. Puppet: "How do you get to school?" Puppet puts up pictures of different types of transportation while saying what they are (e.g. "Do you walk?/Do you come by taxi?" etc.) and children put up their hands when they recognize their means of transportation.	10 min
	LLC	1:2	Creativity	Teacher introduces children to simple road signs (e.g. stop, yield, sharp turn, crossing etc.) "This is a (e.g. crossing), you have to (e.g. stop, look left and right and left again. Are there any cars? No? Then you can walk again.)" She sticks them to the wall. Children choose their favourite sign and draws it, while teacher comments on their work	15 min
	LLC	3:1	Speaking	Rhyme: I've got a little cycle	5 min
2	LLC	1:2	Listening	Going for a walk. Teacher says they are going for a walk. When she plays music, they demonstrate, when the music goes softer, she's going to put up a sign and they have to obey the sign (e.g. stop, look left and right, wait etc.)	15 min
	LLC	1:1	Writing	Children follow the movement of a taxi over hills, first with their eyes from left to right, then with their fingers on a paper in front of them and then they complete the (~) pattern and colour the taxi. "Over the hill, down in the valley"	10 min
	LLC	3:1	Speaking	Rhyme: I've got a little cycle	5 min

3	LLC	1:2	Reading and Listening	Teacher introduces them to shapes. ("This is a (shape). It has (characteristics) She puts the different shapes into boxes and then then children has to sort the different road signs according to their shapes	15 min
	LLC	3:1	Speaking	Rhyme: I've got a little cycle	5 min
	LLC	1:2	Game	"Touch a (shape)". Children try to find examples of the different shapes in the class and touch them	10 min
4	LLC AC	1:1 1:1	Creativity	Children 'build' a road sign. Teacher divides them into groups and gives them a picture of the sign. The shapes and words and borders for the sign have already been cut out beforehand and put into a box. Each group has to get their 'ingredients' for the road sign and stick it together. They then introduce their road sign to the class. "This is a (sign). It tells us to (function)"	15 min
	LLC MLM MS	4:6 & 1:1 6:3	Reading	Children get a sheet with road signs on the one side and shapes on the other. They have to match the signs with the shapes. "The (sign) is a (shape). It is (colours). They can colour the shapes and signs	10 min
	LLC	1:2	Listening	Going for a walk (See Day 2)	5 min
5	LLC	3:1	Listening	Story: Danny the Cat	15 min
	LLC	5:2	Speaking	Puppet tries to "teach" class the road signs, but he is a bit confused. The class corrects him : "Oh no! That is not a (sign). That is a (sign). It tells us to (function)"	10 min
	LLC	3:1	Speaking	Rhyme: I've got a little cycle	5 min

9.17 SPECIFIC OUTCOMES FOR WEEK 15

By the end of this week learners will have

- made and negotiated meaning (LLC 1);
- shown a critical awareness of language usage (LLC 2);
- responded to the aesthetic, affective, cultural and social values in texts (LLC 3);
- accessed, processed and used information from a variety of sources (LLC 4);
- used data from various contexts to make informed judgements (MLMMS 6);
- applied knowledge, techniques and skills to create and be critically involved in arts and cultural processes and products (AC 1).

WEEK 15					
Phase Organiser: Health and Safety			Programme Organiser: Road Safety		
Day	LA	SO: AC	Skill	Activities	Est. time
1	LLC MLM MS	4:6 6:3	Writing	Each child gets a sheet with hazardous situations and safe situations on the road. They have to cross the dangerous ones and circle the safe ones. "This is dangerous/safe"	10 min
	LLC	1:2 & 1:3	Speaking	Teacher introduces them to a traffic light made of cardboard, and coloured cellophane. She shines a flash light through the cellophane while explaining that "Green means go, Orange means be careful, and Red means stop" She now blindfolds a child and the rest of the class has to be his eyes. They give him one of the above three instructions and he has to obey them	15 min
	LLC	1:2 & 1:3	Game	Teacher shines light through the traffic light. When she shines the top red one, children have to reach for the sky and say the words that go with that colour light. Same with the middle one (stretch arms out in front of them) and the bottom one (touch the ground) while saying the matching words	5 min
2	LLC	3:1 & 4	Speaking	Teacher shows them a picture of a traffic situation with many elements. Children comment on it. I see a (object/sign/person). That is dangerous/safe etc"	15 min
	LLC AC	1:1 1:1	Creativity	Children colour a picture of a traffic light with crayons. They then paint black paint over it. After it has dried. They scratch out the black paint, and they comment on what the different colours mean when they see them again	15 min

3	LLC	1:2	Listening	Teacher plays a tape recording of street sounds. The children has to guess what they are. "That is a hooter/car breaking/taxi playing music/ambulance siren etc."	10 min
	LLC	3:1	Speaking	Song: I am walking	10 min
	LLC MLM MS	4:6 6:3	Creativity	How can they get to school? Children have to choose the right route through a simple maze on paper	10 min
4	LLC	3:1	Speaking	Rhyme: I've got a little cycle	10 min
	LLC	2:1	Listening	Teacher explains that they are going for a bicycle ride. Children lie on the ground and peddle in the air. Teacher takes them through journey with the help of pictures and they either peddle faster or slower according to the journey	10 min
	LLC	1:1 &3:1 &4	Game	Children go outside and make their own roads. They use whatever they find outside to indicate cars, traffic signs etc. They talk tell puppet about their roads: "This is (e.g. my house). This is (traffic sign). Red means stop" etc.	10 min
5	LLC	3:1	Speaking	Song I am walking	5 min
	LLC AC	2:1 1:1	Creativity	Make traffic signs with biscuits, icing sugar and marties. Teacher gives the instructions and they follow them	15 min

9.18 SPECIFIC OUTCOMES FOR WEEK 16

By the end of this week learners will have

- made and negotiated meaning (LLC 1);
- responded to the aesthetic, affective, cultural and social values in texts (LLC 3);
- accessed, processed and used information from a variety of sources (LLC 4);
- demonstrated a critical understanding of how South African society has changed and developed (HSS 1);
- used data from various contexts to make informed judgements (MLMMS 6);
- applied knowledge, techniques and skills to create and be critically involved in arts and cultural processes and products (AC 1).

WEEK 16					
Phase Organiser: Environment			Programme Organiser: My home		
Day	LA	AC	Skill	Activities	Est. time
1	LLC	1:3	Speaking	Greets puppet, gives name and address. Puppet shows each child on a simplified map of their town/city where they can more or less be found	10 min
	LLC HSS	1:2 & 1:3 1:7	Creativity	Where do you live? Each child gets a sheet of paper with pictures of different forms of housing and their names next to it (e.g. palace, trailer, house, makuku etc.) They have to circle their home and colour in the pictures. "I live in a (type of housing)"	10 min
	LLC MLM MS	4:6 6:3	Reading	Teacher has a bigger version of children's worksheets. She has hidden flash cards with the words and small pictures of the different types of housing on them. The children has to find the flash cards and stick them next to the correct picture. "This is a (type of housing)"	10 min
2	LLC AC	1:1 1:1	Creativity	Children draw pictures of their homes and families. "This is my home. I live in (address)"	10 min
	LLC	1:2	Listening	Puppet introduces them to different parts of the house - e.g. the kitchen, bedroom, toilet and living room by means of a simplified diagram	10 min
	LLC MLM MS	4:6 & 1:1 6:3	Game	What goes where? Puppet has more furniture and objects that needs to go into house. Children helps him to put them in the the correct room and sticks them there. "This is a (e.g. bed/cup). It goes in the (bedroom/kitchen)"	10 min

3	LLC	1:1	Reading	Things I do at home. Teacher shows the class action word cards of things they do at home (e.g. sleep, sit, eat etc.). She holds up the cards (first one at a time) and the children do what it says, then she creates a series of actions by holding up two or three cards and they have to do the actions in order. After they have done it, she says "You are (action)"	15 min
	LLC	3:1	Speaking	Rhyme: I have a house	10 min
	LLC	1:2	Game	Charades. The children take turns to mime the actions that they did in the reading exercise. The class have to guess these actions. "He/she is (action)"	5 min
4	LLC MLM MS	4:6 6:3	Writing	Children each gets a sheet with a person and different animals (e.g. a bee, a horse, a bird) on the one side and, in a different order on the other side, the homes of these creatures. Each picture on the left is connected to its correct home on the right with a line, but the lines are jumbled in the middle. They have to follow the different lines with different colour crayons to get to the house. Teacher : "The (bird/boy) lives in a (nest/house)"	15 min
	LLC	3:1	Listening	Story: The Three Little Pigs (emphasis on homes)	15 min
5	LLC AC	1:1 & 3:1 & 4 1:1	Creativity	Whole class makes a big picture of the three little pigs by using different materials (e.g. grass, sticks, pebbles etc.) onto a large picture. "This house is made from (material as used in the story)"	15 min

	LLC HSS	1:2 1:7	Game	Teacher have several different boxes with names and small pictures of different types of housing on them as well as a ball. Children stand in line and they pretend the ball is an orange that needs to be delivered to the house. The teacher tells each child where the orange should be delivered and then they have to throw the balls into the correct box	15 min
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9.19 SPECIFIC OUTCOMES FOR WEEK 17

By the end of this week learners will have

- made and negotiated meaning (LLC 1);
- responded to the aesthetic, affective, cultural and social values in texts (LLC 3);
- accessed, processed and used information from a variety of sources (LLC 4);
- demonstrated an understanding of the interrelationship between society and the natural environment (HSS 6);
- used data from various contexts to make informed judgements (MLMMS 6);
- applied knowledge, techniques and skills to create and be critically involved in arts and cultural processes and products (AC 1).

WEEK 17					
Phase Organiser: Environment			Programme Organiser: My school		
Day	LA	SO: AC	Skill	Activities	Est. time
1	LLC	3:1	Speaking	Rhyme: I'm looking forward to school today	5 min
	LLC	1:3 & 1:2	Speaking	Greets puppet, says name and address and add "I go to (name of preschool). Puppet asks them what they do at school. "We (activity)" Teacher puts up pictures of the daily programme. Then with the help of the class she puts them in order. E.g. "First we arrive, then we have Bible circle etc.)	15 min
	LLC AC	1:1 1:1	Creativity	Children draw picture of part of daily programme that they like best. "I like (activity)"	10 min
2	LLC MLM MS	4:6 & 1:1 6:3	Game	Simple jigsaw puzzle of different activities at school. Children do them in groups. "They are (activity)"	10 min
	LLC	4:6	Reading	What doesn't fit. Each child receives a sheet with pictures of objects at the preschool (4 in a row). Three of the pictures belong to the same class while one doesn't. They have to cross the one that doesn't fit. (E.g. a 3 toys and a fruit) "This one doesn't fit because (e.g. you can't play with it/you can eat it)"	15 min
	LLC	3:1	Speaking	Rhyme: Little hands go clap clap clap	5 min
3	LLC	3:1	Listening	Story: The little green frog	15 min
	LLC HSS	1:1 6:1	Writing	See how they go. Each child receives a sheet of paper with pictures of a train, bird, frog and child on the left side and opposite each picture the place where they're going to (the station, a nest, a pond, the school). Children have to first follow the different patterns (—/~/~//~) "The (person/animal) goes to the (location)"	10 min

	LLC	3:1	Speaking	Little hands go clap clap clap	5 min
4	LLC	1:2	Listening	Teacher plays sounds made in the classroom, and children have to guess what they are "We are eating/singing etc" They also show what activity it is on the pictures of the daily programme	10 min
	LLC AC	1:1 1:1	Creativity	Children divided into groups. Each group gets a part of the daily programme. They need to make a song and a dance to illustrate that part of the daily programme. The rest have to guess what it is	15 min
	LLC	3:1	Speaking	Rhyme: I'm looking forward to school today	5 min
5	LLC MLM MS	1:3 & 4:6 6:1	Game	Teacher puts different objects (about 6-10) out on a table (e.g. apple, doll, flower etc.) Children first answers questions about the objects. "What is the first object?/What colour is the flower? etc." Teacher makes sure children know the vocabulary. Then children close their eyes and the teacher takes away one of the objects. They have to guess which one has been taken away. "Which one is gone?" "The (object)"	15 min
	LLC	1:2	Listening	Following a series of commands. Children take turns to do certain 'tasks' for the teacher. She gives three simple commands in a row (e.g. "Put the book away, close the door and pick up the pencil")	15 min

9.20 SPECIFIC OUTCOMES FOR WEEK 18

By the end of this week learners will have

- made and negotiated meaning (LLC 1);
- responded to the aesthetic, affective, cultural and social values in texts (LLC 3);
- understood, known and applied language structures and conventions in context (LLC 5);
- demonstrated a critical understanding of how South African society has changed and developed (HSS 1);
- applied knowledge, techniques and skills to create and be critically involved in arts and cultural processes and products (AC 1).

WEEK 18					
Phase Organiser: Environment			Programme Organiser: My country		
Day	LA	SO: AC	Skill	Activities	Est. time
1	LLC	1:3 & 1:2	Speaking and Listening	Greeting puppet, giving name and address and name of preschool. Puppet shows them a world map. Explains that South Africa forms part of the world. Shows them South Africa on the world map, and more or less where there town/city is situated	10 min
	LLC	3:1& 4	Speaking	Who lives in South Africa? Teacher shows them one picture with different cultural and ethnic groups in South Africa. Children say who they recognize and what they see	10 min
	LLC	1:2	Listening	Children listen to South Africa's national anthem. Teacher explains that that is our national anthem and explains any difficult words in the vocabulary	10 min
2	LLC AC	1:3 & 1:1 1:1	Creativity	Puppet shows them the South African flag, and asks them what shapes and colours they see. "I see a (shape). It is (colour)" Children 'build' their own flags but cutting out the different forms and colours and pasting them onto a piece of cardboard. They each find a small stick outside and teacher helps them to attach the stick to the flag	15 min
	LLC	1:2	Listening	They listen to the national anthem while they are waving their flags	5 min
3	LLC HSS	3:1 1:4	Listening	Story: A simplified version of Mr Nelson Mandela's life	15 min
	LLC AC	1:1 1:1	Creativity	Children draw crayon pictures of Mr Nelson Mandela's life	10 min
	LLC	1:2	Speaking	Sing with the recording of the national anthem	5 min

4	LLC HSS	1:2 1:7	Game	Teacher draws 5 big concentric circles outside on the ground or with chalk on some concrete. Children form a circle outside the biggest one. Teacher asks: "In which country do you live?" ("South Africa" and they jump into the outer circle). In which province do you live ("(province)" and jump into the next circle) etc. Same with the town/city, the street and the number	10 min
	LLC	5:3	Listening and speaking	Puppet tells class that many languages are spoken in South Africa. He's going to greet them in the eleven official languages. If he speaks a language that they understand, they should jump up, tell him what language it is and do the greeting with him	10 min
	LLC	1:2	Creativity	Each child receives a map of South Africa divided into its nine provinces. The teacher puts up a bigger version and tells them about the provinces. They then have to colour the provinces the same colours she has used. Teacher "Colour the (e.g. Northern Province) (colour)" They then draw themselves in their own province	10 min
5	LLC	3:1	Speaking	Children sing the national anthem	5 min
	LLC	1:1	Writing	Children draw a picture of South Africa, but using specific patterns for the sea(~), the clouds(~ and ~), and the mountains (^ ^). They then draw in their own people, house, trees etc. "I am drawing the (object)"	15 min
	LLC	3:1	Speaking	Singing the national anthem	5 min

9.21 SPECIFIC OUTCOMES FOR WEEK 19

By the end of this week learners will have

- made and negotiated meaning (LLC 1);
- responded to the aesthetic, affective, cultural and social values in texts (LLC 3);
- accessed, processed and used information from a variety of sources (LLC 4);
- demonstrated an understanding of the interrelationship between society and the natural environment (HSS 6);
- measured with competence and confidence in a variety of contexts (MLMMS 5);
- used data from various contexts to make informed judgements (MLMMS 6);
- applied knowledge, techniques and skills to create and be critically involved in arts and cultural processes and products (AC 1).

WEEK 19					
Phase Organiser: Environment			Programme Organiser: The four seasons		
Day	LA	SO: AC	Skill	Activities	Est. time
1	LLC	1:3	Speaking	Greeting puppet, giving name and address and name of preschool. Puppet asks them what the weather chart says that day. Tells them about the four seasons and shows them a chart with the same tree in the four seasons	10 min
	LLC MLM MS	1:2 & 1:3 5:5	Game	Teacher put objects and liquids of different temperatures on a table. Children feel the objects and decide which sensation goes with which season. (E.g. hot metal goes with summer, ice cubes go with winter). "This feels like (season)" (also show season on season chart	10 min
	LLC	3:1	Listening	Story: The little red hen (emphasis on seasons)	10 min
2	LLC HSS MLM MS	4:6 6:4 6:3	Creativity and listening	What do we wear in summer? Children receive a sheet with different seasonal clothes on it. They only colour in the clothes they wear in summer.	10 min
	LLC HSS	1:2 6:4	Speaking	What do we do in summer? Teacher shows flash cards with different activities we do in summer. Children act it out (e.g "We play in the sun/go swimming" etc.)	15 min
	LLC	1:3	Game	Charades: Children take turns to act out different activities associated with summer and the rest of the class have to guess what they are doing. "He/she is (action)"	5 min

3	LLC	1:3	Game	Will it float or sink? Teacher displays 8 - 10 objects (e.g. wooden block, teaspoon, sponge etc.) Children have to predict whether object will float or sink in container of water. "It will float/sink" Teacher then puts the object in the water and children then categorizes the object on a floating or sinking chart	15 min
	LLC	1:1	Writing	Fingerpainting waves with three fingers	15 min
4	LLC	3:1	Reading	Children pretend to look at raindrops. The teacher says the rhyme "Look, look" and they do the eye movements without moving their heads	10 min
	LLC	3:1	Speaking	Rhyme: Rain, rain	15 min
	LLC	3:1& 4	Listening	Teacher tells the story of a rain storm (with pictures) and children make the sound effects (by e.g. tapping their fingers, stamping their feet, making sounds etc.)	5 min
5	LLC	1:3	Speaking	Puppet ask children whether they know which season comes after summer. Children find the answer on the season chart and give the answer: "Autumn"	5 min
	LLC	1:2	Listening	Story: Two little autumn leaves	15 min
	LLC AC	1:1 1:1	Creativity	Children draw autumn leaves by tracing different stencils. They then colour the leaves using brown, yellow and orange. "This is a (colour). It is an autumn leaf"	10 min

9.22 SPECIFIC OUTCOMES FOR WEEK 20

By the end of this week learners will have

- made and negotiated meaning (LLC 1);
- responded to the aesthetic, affective, cultural and social values in texts (LLC 3);
- accessed, processed and used information from a variety of sources (LLC 4);
- demonstrated an understanding of the interrelationship between society and the natural environment (HSS 6);
- demonstrated understanding of ways of working with numbers (MLMMS 1);
- measured with competence and confidence in a variety of contexts (MLMMS 5);
- used data from various contexts to make informed judgements (MLMMS 6);
- applied knowledge, techniques and skills to create and be critically involved in arts and cultural processes and products (AC 1).

WEEK 20					
Phase Organiser: Environment			Programme Organiser: The four seasons		
Day	LA	SO: AC	Skill	Activities	Est. time
1	LLC	1:3	Speaking	Greeting puppet, telling puppet what season we're in now. "It is (season) now". They also determine which season come after autumn	5 min
	LLC HSS MLM MS	4:6 6:4 6:3	Creativity and listening	What do we wear in summer? Children receive a sheet (same as day 2, week 19) with different seasonal clothes on it. They only colour in the clothes they wear in winter	10 min
	LLC HSS	3:1& 4 6:4	Speaking	What do we do in winter? Teacher shows flash cards with different activities we do in summer. Children act it out (e.g "We play inside/make a fire"etc.)	15 min
2	LLC	3:1	Speaking	Song: Baabaa Blacksheep	5 min
3	LLC	1:3	Listening	Puppet shows them an example of a woollen jersey. They each get a fairly long piece of wool that they have to wind into a ball. "I'm winding, winding the wool into a ball"	10 min
	LLC	1:1	Writing	Making winding patterns on a piece of paper. "I'm winding, winding the wool into a ball"	10 min
	LLC AC	1:2 & 1:1 1:1	Creativity	Teacher shows children pictures of snow falling and snowcovered landscapes. She also shows them ice cubes and explains that rain drops become ice cubes and then it snows in some countries. Use potato 'stamps' and paint to make patterns of snowflakes	10 min

4	LLC	1:2	Speaking	Puppet asks children which season comes after winter. He tells them about spring - about blossoms and green leaves and flowers. If possible, he lets them smell orange blossoms or jasmine (even if it is in perfume) or any other smell associated with spring	10 min
	LLC MLM MS	1:1 5:5	Creativity	Making a thermometer with cardboard and a strip of paper. Children thread the strip of paper through the cardboard. "Now it is hot/warm/cold/freezing"	15 min
	LLC MLM MS	3:1 1:1	Speaking	Counting rhyme: One, two, three	5 min
5	LLC AC	1:1 1:1	Creativity	Making seasonal trees. Teacher presents four fairly large bare branches that look like small trees stripped of their leaves. She divides the class into three groups - the autumn, summer and spring groups. Each group get different materials (e.g. play dough, coloured paper, paint etc.) to decorate their tree with that would make it look like the season. They then present it to the other groups. " This is a (season) tree. It has (e.g. fruit/blossoms/autumn leaves)"	20 min
	LLC	1:2	Game	Teacher places the four "trees" in different corners of the room. She then points to a season on the weather chart. Children have to form a circle around the appropriate tree and shout out the season	5 min