

2021 Annual Teaching Plan Template

1. English Home Language Grade 3

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 has been combined into one document.
2. The curriculum was adjusted to address the core concepts and skills.
3. All the skills are spread over the time given.
4. Content is scaffolded across weeks
5. The first 6 weeks in Grade 1 is dedicated to a readiness programme to ensure that all learners are ready for the formal schooling.
6. For Grades 2 & 3 the first six weeks is set aside for catchup and consolidation of previous grade's content. If a school does not find this necessary, they should follow CAPS as from term 1 content.
7. Life Skills themes must be integrated with Home Language.
8. The topics/themes for HL are only suggestions and not compulsory. Teachers should use topics applicable to the school context.
9. Whenever groupwork 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 integrating 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.)
- 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 the learners for the next grade.

2021 Annual Teaching Plan – Term 1: **SUBJECT:** English HL Grade 3

Term 1 45 days	Week 1 27-29 January (3 days)	Week 2 1-5 February	Week 3 8-12 February	Week 4 15-19 February	Week 5 22-26 February	Week 6 1-5 March	Week 7 8-12 March	Week 8 15-19 March	Week 9 23-26 March (4 days)	Week 10 29-31 March (3 days)
THEME/TOPIC	TOPICS NOT ADDRESSED IN PREVIOUS GRADE						ABOUT ME		FEELINGS	
	SIX WEEKS CATCHUP PROGRAMME TEN DAY BASELINE INTEGRATED INTO THE TEACHING AND LEARNING PROCESS						TERM 1 CONTENT			
CAPS Topic	LISTENING & SPEAKING (Minimum time 3 x 15 minutes per week; Maximum time 4 x 15 minutes per week)									
Core Concepts, Skills and Values	<p>Listen to a complicated sequence of instructions and react appropriately.</p> <ul style="list-style-type: none"> We use writing and our voices to communicate. <p>Take part in discussions, propose topics for discussion and ask questions to get information. Report on the groupwork done.</p> <ul style="list-style-type: none"> How does people that is deaf and blind communicate? Use pictures and discuss. <p>Take part in word games e.g. "I spy with my little eye..."</p>	<p>Listen and react to a speaker which the learner cannot see.</p> <ul style="list-style-type: none"> Sit with you back against a friend's back and act as if you are talking on the telephone.. Take turns to talk about the holiday.. Use voices to talk about feelings. <p>Listen to detail in stories and answers higher-order questions. E.g. "Do you think her was right to..."</p> <ul style="list-style-type: none"> Read a story e.g. We visit the seaside. <p>Answers open-ended questions and give reasons for your answer. E.g "Why do you say so Answers questions on the story.</p>	<p>Listen and react to a speaker which the learner cannot see.</p> <ul style="list-style-type: none"> Listens to night sounds that the teacher plays. <p>Listen to detail in stories and answers higher-order questions. E.g. "Do you think her was right to..."</p> <ul style="list-style-type: none"> Listen to the story of a night ape... <p>Answers open-ended questions and give reasons for your answer. E.g "Why do you say so Can you identify the sounds? Does the sounds make you feel afraid? Why?</p>	<p>Listen and react to a speaker which the learner cannot see.</p> <ul style="list-style-type: none"> Listen to facts on different night animals. <p>Answers open-ended questions and give reasons for your answer. E.g "Why do you say so Express feelings on a text and give reasons for your answer. E.g. "It made me angry because ..."</p>	<p>Listen to a speaker and react appropriately</p> <ul style="list-style-type: none"> How do you feel when mother puts out the light? Discuss your feelings with a friend. <p>Listen to detail in stories and answers higher-order questions.</p> <ul style="list-style-type: none"> Listen to a poem expressing a feeling <p>Express feelings on a text and give reasons for your answer. E.g. "It made me afraid because ..."</p>	<p>Listen to detail in stories and answers higher-order questions.</p> <ul style="list-style-type: none"> People working day shifts and night shifts. <p>Answers open-ended questions and give reasons for your answer. E.g "Why do you say so Answers questions on the text read</p>	<p>Listen to stories, identify the main idea and details and answer higher-order thinking questions. For example: "Do you think this is the best title for the story? Why?"</p> <ul style="list-style-type: none"> Listen to a story the teacher reads, e.g. My birthday wish. <p>Ask questions for clarity and comment on what is heard. For example: "Did it really happen? And What did you do?"</p> <ul style="list-style-type: none"> Ask questions about what was read. <p>Express feelings about a text and provide reasons.</p> <ul style="list-style-type: none"> Do you like receiving presents for your birthday? How do you feel when you get 	<p>Listen to a complex sequence of instructions (at least 4) and respond appropriately.</p> <ul style="list-style-type: none"> Give learners four instructions at a time on what they should do: e.g. Colour the biggest circle red and the smallest circle blue. Make a cross in the middle circle. Draw a square below the biggest circle. <p>Listen to stories, identify the main idea and details and answer higher-order thinking questions. For example: "Do you think this is the best title for the story? Why?"</p> <ul style="list-style-type: none"> Think of something that happened in your past and 	<p>Listen to stories, identify the main idea and details and answer higher-order thinking questions.</p> <ul style="list-style-type: none"> Look at the pictures and say how these children feel. Talk about: What makes you happy? What makes you sad? What makes you scared? What makes you angry? <p>Ask questions for clarity and comment on what is heard.</p> <ul style="list-style-type: none"> Put questions to the learners. <p>Express feelings about a text and provide reasons. Emotions – scared, angry, sad and happy.</p>	<p>Listen to a complex sequence of instructions (at least 4) and respond appropriately.</p> <ul style="list-style-type: none"> Friends give each other 4 instructions, e.g. Walk 5 steps forwards. Turn right. Give three huge steps. Stop. Clap your hands 3 times, etc. <p>Listen to stories, identify the main idea and details and answer higher-order thinking questions.</p> <ul style="list-style-type: none"> Listen to a story about, e.g. The argument in the orchard (any story about emotions). <p>Ask questions for clarity and</p>

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							something you don't like that much?	tell your friend about it so that he or she can get to know you better. Ask questions for clarity and comment on what is heard. <ul style="list-style-type: none"> Ask questions about the example of the timeline displayed. 		comment on what is heard. <ul style="list-style-type: none"> Things I like. What do you like? Activities I enjoy. Express feelings about a text and provide reasons.	
CAPS Topic	PHONICS (Minimum time 4 X 15 minutes per week; Maximum time 5 x 15 minutes a week)										
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Teach phonics that still needs to be taught from previous grade Form words with sounds taught Group words into sound families Recognise plurals (-s, -es) Read words taught in sentences and text Learn how to spell 10 words 	<ul style="list-style-type: none"> Teach phonics that still needs to be taught from previous grade Form words with sounds taught Group words into sound families Recognise plurals (-s, -es) Read words taught in sentences and text Learn how to spell 10 words per week 	<ul style="list-style-type: none"> Teach phonics that still needs to be taught from previous grade Form words with sounds taught Group words into sound families Recognise plurals (-s, -es) Read words taught in sentences and text Learn how to spell 10 words per week from phonic lessons 	<ul style="list-style-type: none"> Teach phonics that still needs to be taught from previous grade Form words with sounds taught Group words into sound families Recognise plurals (-s, -es) Read words taught in sentences and text Learn how to spell 10 words per week from phonic lessons 	<ul style="list-style-type: none"> Teach phonics that still needs to be taught from previous grade Form words with sounds taught Group words into sound families Recognise plurals (-s, -es) Read words taught in sentences and text Learn how to spell 10 words per week from phonic lessons 	<ul style="list-style-type: none"> Teach phonics that still needs to be taught from previous grade Form words with sounds taught Group words into sound families Recognise plurals (-s, -es) Read words taught in sentences and text Learn how to spell 10 words per week from phonic lessons 	<ul style="list-style-type: none"> Recognize common consonant diagraphs at the beginning and end of words. th-, wh-, ch-, sh- Identify the letter-sound relationship of all single sounds. Recognize and use rhyming words. 	<ul style="list-style-type: none"> Recognize vowel diagraphs: ee, oo, Recognise and use rhyming words Form words with phonic knowledge taught. Spell words correctly by using phonic knowledge. 	<ul style="list-style-type: none"> Recognize vowel diagraphs: ea, Form words with phonic knowledge taught. Spell words correctly by using phonic knowledge. Learn ten words per week from the phonic lessons 	<ul style="list-style-type: none"> Recognize vowel diagraphs: ai Form words with phonic knowledge taught. Spell words correctly by using phonic knowledge. Learn ten words per week from the phonic 	

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	per week from phonic lessons	from phonic lessons					<ul style="list-style-type: none"> Form words with phonic knowledge taught. Spell words correctly by using phonic knowledge. Learn ten words per week from the phonic lessons and sight words. Write three short sentences dictated by the teacher. 	<ul style="list-style-type: none"> Write three short sentences dictated by the teacher. 	and sight words. <ul style="list-style-type: none"> Write three short sentences dictated by the teacher. 	lessons and sight words. <ul style="list-style-type: none"> Write three short sentences dictated by the teacher. 	
CAPS Topic	READING										
Core Concepts, Skills and Values Shared reading (maximum time 5 x 15 minutes; minimum time 3 x 20 minutes)	<ul style="list-style-type: none"> Consolidate by using shared reading stories not completed in the previous grade. Read fiction and non-fiction as a whole class with teachers. <ul style="list-style-type: none"> Read with the class a 	Consolidate by using shared reading stories not completed in the previous grade. Read fiction and non-fiction as a whole class with teachers. <ul style="list-style-type: none"> Read a story to learners e.g. Going to the seaside. 	Consolidate by using shared reading stories not completed in the previous grade. fiction as a whole class with teachers. <ul style="list-style-type: none"> Read a story on e.g. a night ape. 	Consolidate by using shared reading stories not completed in the previous grade. Read fiction and non-fiction as a whole class with teachers. <ul style="list-style-type: none"> Read fiction on night animals to the learners. 	Consolidate by using shared reading stories not completed in the previous grade. Read poems and songs with the teacher (Shared reading) as a whole class. Discuss the different formats and the poet's choice of words.	Consolidate by using shared reading stories not completed in the previous grade. Read fiction and non-fiction as a whole class with teachers. <ul style="list-style-type: none"> Read a text on people working day or night shift.. 	Use visual clues to talk about a graphic text. <ul style="list-style-type: none"> Look at the picture of an invitation to a birthday party. What information is given on the card? Read enlarged texts such as poems, Big	Use visual clues to talk about a graphic text. For example, look at a photo and discuss what it's about, where it was taken, etc. <ul style="list-style-type: none"> Timeline – Look at the photos. Read enlarged texts such as poems, Big Books, posters	Use visual clues to talk about a graphic text. For example, look at a photo and discuss what it's about, where it was taken, etc. <ul style="list-style-type: none"> Use pictures/photos to discuss the different emotions. Especially refer to the facial 	Read a book as a whole class with teacher (shared reading) and discuss the main idea and main characters. <ul style="list-style-type: none"> Read a story about emotions such as The argument in the orchard. Read different poems about a	

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	<p>messag in sign language.</p> <ul style="list-style-type: none"> Read a passage on how we communicate if we cannot see or hear. <p>Answers higher-order questions on text read e.g. What do you think...?</p> <ul style="list-style-type: none"> Do you think it is difficult for children who is blind or deaf to communicate? How can we make it easier for them? <p>Learner says if he or she likes a story and give a good reason for his/her anwer. E.g. "I did not like the story because"</p>	<p>Answers higher-order questions on text read e.g. What do you think...?</p> <ul style="list-style-type: none"> Answers questions on the story read. <p>Learner says if he or she likes a story and give a good reason for his/her anwer. E.g. "I did not like the story because"</p>	<p>Answers higher-order questions on text read e.g. What do you think...?</p> <ul style="list-style-type: none"> Answers questions on the story read. <p>Learner says if he or she likes a story and give a good reason for his/her anwer. E.g. "I did not like the story because"</p>	<p>Answers higher-order questions on text read e.g. What do you think...?</p> <ul style="list-style-type: none"> Answers questions on the story read. <p>Give expression on a personal reaction on printed media.</p>	<ul style="list-style-type: none"> Read a poem on a emotion with teacher e.g. Afraid <p>Read fiction and non-fiction as a whole class with teachers.</p> <ul style="list-style-type: none"> Read a story on dreams and wishes <p>Answers higher-order questions on text read e.g. What do you think...?</p> <ul style="list-style-type: none"> Answers questions on the story read. 	<p>Answers higher-order questions on text read e.g. What do you think...?</p> <ul style="list-style-type: none"> Answers questions on the story read. <p>Give expression on a personal reaction on printed media e.g. photos in magazines. What would you prefer – to work day or night shifts? Why do you say so?</p>	<p>Books, posters and electronic text as a class with the teacher (shared reading).</p> <ul style="list-style-type: none"> With the teacher, read the captions of a story about e.g. My birthday wish. <p>Read instructions in the classroom.</p> <ul style="list-style-type: none"> Read the class rules with the teacher. <p>Answer higher-order thinking questions based on the text, before, during and after reading the text. For example: "What do you think will happen next?"</p> <ul style="list-style-type: none"> Answer questions about e.g. My birthday wish. 	<p>and electronic text as a class with the teacher (shared reading).</p> <ul style="list-style-type: none"> Read the timeline captions. <p>Read different poems about a topic and discuss (both the format and the meaning).</p> <ul style="list-style-type: none"> Read a poem about e.g. I am growing.... <p>Answer higher-order thinking questions based on the text, before, during and after reading the text. For example: "What do you think will happen next?"</p> <ul style="list-style-type: none"> Timeline. Poem that was read. 	<p>expressions on the pictures/photos.</p> <p>Read enlarged texts such as poems, Big Books, posters and electronic text as a class with the teacher (shared reading).</p> <ul style="list-style-type: none"> Friends read each other's timeline captions. Read a story of, e.g., Sulking John.. <p>Answer higher-order thinking questions based on the text, before, during and after reading the text. Sulking John.</p>	<p>topic and discuss (both the format and the meaning).</p> <ul style="list-style-type: none"> Read poems about different emotions. <p>Answer higher-order thinking questions based on the text, before, during and after reading the text.</p>
<p>Core Concepts, Skills and Values Group Guided Reading</p>	<p>*Learners continue graded readers of the previous grade, should they not read all the levels in the previous grade</p>	<p>*Learners continue graded readers of the previous grade, should they not read all the levels in the previous grade</p>	<p>*Learners continue graded readers of the previous grade, should they not read all the levels in the previous grade</p>	<p>*Learners continue graded readers of the previous grade, should they not read all the levels in the previous grade</p>	<p>*Learners continue graded readers of the previous grade, should they not read all the levels in the previous grade</p>	<p>*Learners continue graded readers of the previous grade, should they not read all the levels in the previous grade</p>	<p>Read aloud from own book in a guided reading group with the teacher, that is, the whole group reads the same story:</p>	<p>Read aloud from own book in a guided reading group with the teacher, that is, the whole group reads the same story:</p>	<p>Read aloud from own book in a guided reading group with the teacher, that is, the whole group reads the same story:</p>	<p>Read aloud from own book in a guided reading group with the teacher, that is, the whole group reads the same story:</p>

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<p>(Minimum 2h30 minutes per week - 30 minutes per day)</p> <p>*Choose 2 -3 strategies per week</p>	<p>Read aloud from own book or reading chart with teacher</p> <p>Use structural-analytical decoding skills</p> <ul style="list-style-type: none"> • Break up words in word parts • Add word parts together • Recognise smaller words within a word <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> • Make use of pictures to make sense of a story • Predicts the story by making use of cues • Make use of the storyline to predict words • Look at words around a specific word, to enable you to read an unknown word <p>Use phonic knowledge, sight</p>	<p>Read aloud from own book or reading chart with teacher</p> <p>Use structural-analytical decoding skills</p> <ul style="list-style-type: none"> • Break up words in word parts • Add word parts together • Recognise smaller words within a word <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> • Make use of pictures 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word might be. <p>Use phonic knowledge and sight words during reading</p>	<p>Use structural-analytical decoding skills.</p> <ul style="list-style-type: none"> • Break down words into syllables. • Ability to combine syllables. • Recognise smaller words within a bigger word. <p>Use context clues.</p> <ul style="list-style-type: none"> • Use picture to determine what the story is about. • Follow the clue of the story to predict what a certain word in a sentence might be. • Use story line to predict words. • Look at words close to a specific word to find out what the unknown word might be. <p>Use phonic knowledge and sight words during reading.</p>	<p>Use structural-analytical decoding skills.</p> <ul style="list-style-type: none"> • Break down words into syllables. • Ability to combine syllables. • Recognise smaller words within a bigger word. <p>Use context clues.</p> <ul style="list-style-type: none"> • Use picture to determine what the story is about. • Follow the clue of the story to 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<p style="text-align: center;">SIX WEEKS CATCHUP PROGRAMME TEN DAY BASELINE INTEGRATED INTO THE TEACHING AND LEARNING PROCESS</p>							<p style="text-align: center;">TERM 1 CONTENT</p>				
	<p>words and clues during reading</p> <p>Use word recognition and comprehension skills during the reading lesson:</p> <ul style="list-style-type: none"> • Sound words to understand • Use beginning sounds as a cue • Use general letter patterns e.g. -ow, -ew • Use know parts of the words to read the whole word • Make use of combining sounds to understand words e.g. bl-ock • Break word up in syllables to be able to read and understand the word. <p>Read with fluency and intonation</p> <p>Build sight vocabulary during all reading</p>	<p>words and clues during reading</p> <p>Use word recognition and comprehension skills during the reading lesson:</p> <ul style="list-style-type: none"> • Sound words to understand • Use beginning sounds as a cue • Use general letter patterns e.g. -ow, -ew • Use know parts of the words to read the whole word • Make use of combining sounds to understand words e.g. bl-ock • Break word up in syllables to be able to read and understand the word. <p>Read with fluency and intonation</p> <p>Build sight vocabulary during all reading</p>	<p>words and clues during reading</p> <p>Use word recognition and comprehension skills during the reading lesson:</p> <ul style="list-style-type: none"> • Sound words to understand • Use beginning sounds as a cue • Use general letter patterns e.g. -ow, -ew • Use know parts of the words to read the whole word • Make use of combining sounds to understand words e.g. bl-ock • Break word up in syllables to be able to read and understand the word. <p>Read with fluency and intonation</p> <p>Build sight vocabulary during all reading</p>	<p>words and clues during reading</p> <p>Use word recognition and comprehension skills during the reading lesson:</p> <ul style="list-style-type: none"> • Sound words to understand • Use beginning sounds as a cue • Use general letter patterns e.g. -ow, -ew • Use know parts of the words to read the whole word • Make use of combining sounds to understand words e.g. bl-ock • Break word up in syllables to be able to read and understand the word. <p>Read with fluency and intonation</p> <p>Build sight vocabulary during all reading</p>	<p>words and clues during reading</p> <p>Use word recognition and comprehension skills during the reading lesson:</p> <ul style="list-style-type: none"> • Sound words to understand • Use beginning sounds as a cue • Use general letter patterns e.g. -ow, -ew • Use know parts of the words to read the whole word • Make use of combining sounds to understand words e.g. bl-ock • Break word up in syllables to be able to read and understand the word. <p>Read with fluency and intonation</p> <p>Build sight vocabulary during all reading</p>	<p>words and clues during reading</p> <p>Use word recognition and comprehension skills during the reading lesson:</p> <ul style="list-style-type: none"> • Sound words to understand • Use beginning sounds as a cue • Use general letter patterns e.g. -ow, -ew • Use know parts of the words to read the whole word • Make use of combining sounds to understand words e.g. bl-ock • Break word up in syllables to be able to read and understand the word. <p>Read with fluency and intonation</p> <p>Build sight vocabulary during all reading</p>	<p>Use word recognition and comprehension skills during reading:</p> <ul style="list-style-type: none"> • Sound words for understanding • Use initial letters as clues. • Use known parts of the words to understand the whole word. • Use combination of sounds to understand words, e.g. fl-oor • Use the division of words, such as breaking up syllables to understand the whole word. <p>Read with fluency and intonation.</p> <p>Build sight vocabulary during all reading. Independent reading: picture books, rhymes, story books from the library or the class reading corner.</p>	<p>Use word recognition and comprehension skills during reading:</p> <ul style="list-style-type: none"> • Sound words for understanding • Use initial letters as clues. • Use known parts of the words to understand the whole word. • Use combination of sounds to understand words, e.g. fl-oor • Use the division of words, such as breaking up syllables to understand the whole word. <p>Read with fluency and intonation.</p> <p>Build sight vocabulary during all reading. Independent reading: picture books, rhymes, story books from the library or the class reading corner.</p>	<p>Use word recognition and comprehension skills during reading:</p> <ul style="list-style-type: none"> • Sound words for understanding • Use initial letters as clues. • Use known parts of the words to understand the whole word. • Use combination of sounds to understand words, e.g. fl-oor • Use the division of words, such as breaking up syllables to understand the whole word. <p>Read with fluency and intonation.</p> <p>Build sight vocabulary during all reading. Independent reading: picture books, rhymes, story books from the library or the class reading corner.</p>	<p>Use word recognition and comprehension skills during reading:</p> <ul style="list-style-type: none"> • Sound words for understanding • Use initial letters as clues. • Use known parts of the words to understand the whole word. • Use combination of sounds to understand words, e.g. fl-oor • Use the division of words, such as breaking up syllables to understand the whole word. <p>Read with fluency and intonation.</p> <p>Build sight vocabulary during all reading. Independent reading: picture books, rhymes, story books from the library or the class reading corner.</p>	

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	SIX WEEKS CATCHUP PROGRAMME TEN DAY BASELINE INTEGRATED INTO THE TEACHING AND LEARNING PROCESS						TERM 1 CONTENT				
										class reading corner.	
Core Concepts, Skills and Values Paired/Independent Reading	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	
CAPS Topic	WRITING (Minimum time: 3 x 20 minutes per day; Maximum time 3 x 20 minutes per day)										
Core Concepts, Skills and Values	<p><i>This is suggested activities. Teacher to continue with what could not be completed in previous grade.</i></p> <p>Do phonic tasks.</p> <p>Place happenings in the text in sequence with the help of words like <i>Then, First, at last.</i></p> <ul style="list-style-type: none"> Use the pictures to explain how people have communicated 	<p><i>This is suggested activities. Teacher to continue with what could not be completed in previous grade.</i></p> <p>Do phonic tasks.</p> <p>Take part in discussions and contribute ideas for a story.</p> <p>Experiment with words to write a simple poem or song.</p>	<p><i>This is suggested activities. Teacher to continue with what could not be completed in previous grade.</i></p> <p>Do phonic tasks.</p> <p>Take part in discussions and contribute ideas for a story.</p> <ul style="list-style-type: none"> How did the night ape feel? <p>Write at least two paragraphs (at least 10 sentences) on</p>	<p><i>This is suggested activities. Teacher to continue with what could not be completed in previous grade.</i></p> <p>Do phonic tasks.</p> <p>Take part in discussions and contribute ideas for a story.</p> <p>Experiment with words to write a simple poem or song.</p>	<p><i>This is suggested activities. Teacher to continue with what could not be completed in previous grade.</i></p> <p>Do phonic tasks.</p> <p>Take part in discussions and contribute ideas for a story.</p> <ul style="list-style-type: none"> Emotion words – happy word and words when you are afraid. <p>Write at least two paragraphs (at</p>	<p><i>This is suggested activities. Teacher to continue with what could not be completed in previous grade.</i></p> <p>Do phonic tasks.</p> <p>Plan, write and present own story of at least two paragraphs and use words like <i>“Some day”</i> and <i>“At last”</i></p> <ul style="list-style-type: none"> Look at pictures and write on what kind of work the people 	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Write the days of the week and months of the year correctly. Dictation of 3 sentences <p>Answer a comprehension text about e.g.</p> <ul style="list-style-type: none"> The party. <p>Contribute ideas, words and sentences for a class story (shared writing).</p>	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Write the days of the week and months of the year correctly. Dictation of 3 sentences <p>Draw pictures and write sentences to show understanding of a story.</p> <ul style="list-style-type: none"> My own timeline. <p>Use pictures to choose a topic to write about.</p>	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Write the days of the week and months of the year correctly. Dictation of 3 sentences. <p>Write instructions, for example to a friend.</p> <ul style="list-style-type: none"> Write two reasons why your friend should be grateful. <p>Contribute ideas, words and</p>	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Write the days of the week and months of the year correctly. Dictation of 3 sentences. <p>Contribute ideas, words and sentences for a class story (shared writing).</p> <ul style="list-style-type: none"> Complete a mind map – things children love. 	

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SIX WEEKS CATCHUP PROGRAMME TEN DAY BASELINE INTEGRATED INTO THE TEACHING AND LEARNING PROCESS						TERM 1 CONTENT					
	<p>in the old day and how they are communicating now.</p> <p>Use punctuation correctly (Capital letters, commas, question marks and exclamation marks) so that others can read what was written.</p> <ul style="list-style-type: none"> Write a message on what was written in sign language. <p>Sound/spel known words correctly and try to spell unknown words with the help of phonic knowledge</p> <p>Use present, past and future tense correctly.</p> <p>Create own word bank and personal dictionary.</p> <p>Consult a dictionary to verify the meaning and spelling of words</p>	<ul style="list-style-type: none"> Write a song to convey a message <p>Write at least two paragraphs (at least 10 sentences) on personal experiences or happenings.</p> <ul style="list-style-type: none"> Christmas. How does your family celebrate Christmas? <p>Place happenings in the text in sequence with the help of words like <i>Then, First, at last.</i></p> <p>Use punctuation correctly (Capital letters, commas, question marks and exclamation marks) so that others can read what was written.</p> <p>Sound/spel known words correctly and try to spell unknown words with the help of phonic knowledge</p> <p>Use present, past and future tense correctly.</p>	<p>personal experiences or happenings.</p> <ul style="list-style-type: none"> Choose any night animal and tell us where he lives, what he eats and what he does etc.. <p>Place happenings in the text in sequence with the help of words like <i>Then, First, at last.</i></p> <p>Use punctuation correctly (Capital letters, commas, question marks and exclamation marks) so that others can read what was written.</p> <p>Sound/spel known words correctly and try to spell unknown words with the help of phonic knowledge</p> <p>Use present, past and future tense correctly.</p>	<ul style="list-style-type: none"> Use rhyming words to write a poem on a night animal. <p>Organise information and answers comprehension questions in full sentences.</p> <ul style="list-style-type: none"> Comprehension questions on night animals. <p>Use punctuation correctly (Capital letters, commas, question marks and exclamation marks) so that others can read what was written.</p> <p>Sound/spel known words correctly and try to spell unknown words with the help of phonic knowledge</p> <p>Use present, past and future tense correctly.</p> <p>Create own word bank and personal dictionary.</p>	<p>least 10 sentences) on personal experiences or happenings.</p> <ul style="list-style-type: none"> Imagine you see a shooting star and you can write down a wish. I wish.... I would like to dream about... <p>Organise information in a diagram or table.</p> <ul style="list-style-type: none"> Write words on emotion in a table and write when each one will be used. <p>Use punctuation correctly (Capital letters, commas, question marks and exclamation marks) so that others can read what was written.</p> <p>Sound/spel known words correctly and try to spell unknown words with the help of phonic knowledge</p> <p>Use present, past and future tense correctly.</p>	<p>are doing in the night.</p> <p>Use punctuation correctly (Capital letters, commas, question marks and exclamation marks) so that others can read what was written.</p> <p>Sound/spel known words correctly and try to spell unknown words with the help of phonic knowledge</p> <p>Use present, past and future tense correctly.</p>	<ul style="list-style-type: none"> Class rules for the year – learners give ideas. <p>Plan the writing process with a friend.</p> <ul style="list-style-type: none"> My birthday wish. <p>Write at least one paragraph of eight sentences such as own news, creative story, description of an incident.</p> <ul style="list-style-type: none"> My birthday wish. <p>Write words to form a sentence using capital letters, full stops, question marks, commas, exclamation marks and inverted commas.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Use present, past and future tense correctly.</p>	<ul style="list-style-type: none"> Choose a photo or a picture of yourself. Put the pictures in the correct sequence and write about them. <p>Plan the writing process with a friend.</p> <p>Write words to form a sentence using capital letters, full stops, question marks, commas, exclamation marks and inverted commas.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Use present, past and future tense correctly.</p>	<p>sentences for a class story (shared writing).</p> <ul style="list-style-type: none"> What makes us happy in class? <p>Plan the writing process with a friend.</p> <p>Ask questions to help define the writing task.</p> <p>Write at least one paragraph of eight sentences such as:</p> <ul style="list-style-type: none"> Write a diary entry about a day when you were happy and a day when you felt sad. <p>Write words to form a sentence using capital letters, full stops, question marks, commas, exclamation marks and inverted commas.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to write unfamiliar words.</p>	<p>Plan the writing process with a friend.</p> <p>Ask questions to help define the writing task.</p> <ul style="list-style-type: none"> Questions such as Why, Where, When, Who, etc. <p>Write at least one paragraph of eight sentences.</p> <ul style="list-style-type: none"> Now complete your own mind map and write a paragraph about what you like to do and why you enjoy this activity. <p>Write words to form a sentence using capital letters, full stops, question marks, commas, exclamation marks and inverted commas.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to</p>	

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	SIX WEEKS CATCHUP PROGRAMME TEN DAY BASELINE INTEGRATED INTO THE TEACHING AND LEARNING PROCESS						TERM 1 CONTENT				
Informal Assessment	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically. This must be done informally and ongoing. 										
SBA (Formal Assessment)	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically. Rubrics, checklists and writing activities can be used. Assessment can only take place if the concepts have been taught and learners had enough time to practice. <p>Listening & Speaking:</p> <ul style="list-style-type: none"> Talks about personal experiences. For example, tells news expressing feelings and opinions Listens to a complex sequence of instructions (at least 4) and responds appropriately Listens for the main idea and for detail in stories and answers higher-order questions, e.g., “Do you think the title is the best one for this story? Why?” <p>Phonics:</p> <ul style="list-style-type: none"> Identifies letter-sound and letter-name relationships of all single letters Recognizes vowel digraphs such as ‘oo’, ‘ee’, ‘ea’, ‘ai’, ‘oa’, ‘ay’ Recognize and use rhyming words. Form words with phonic knowledge taught. <p>Reading:</p> <ul style="list-style-type: none"> Reads aloud at own level in a Guided Reading group with the teacher, that is, the whole group reads same story based on the instructional reading level of the group Uses phonics, contextual and structural analysis decoding skills when reading Answers higher order questions before, during and after reading a shared text, e.g., “What do you think will happen next? Why do you say this?” <p>Writing:</p> <ul style="list-style-type: none"> Writes at least one paragraph of eight sentences on own news, creative story, description of an incident/experiment etc. Writes words to form a sentence using capital letters, full stops, question marks, commas, exclamation marks and inverted commas Uses phonic knowledge and spelling rules to write unfamiliar words Uses present, past and future tense correctly 										

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	Handwriting: <ul style="list-style-type: none"> Writes short words in the joined script or cursive writing Copy written text correctly. 										

2021 Annual Teaching Plan – Term 2: **SUBJECT:** English HL Grade 3

Term 2 51 days	Week 1 13 – 16 April (4 days)	Week 2 19 – 23 April	Week 3 28 – 30 April (3 days)	Week 4 3 – 7 May	Week 5 10 – 14 May	Week 6 17 – 21 May	Week 7 24 – 28 May	Week 8 31 May – 4 June	Week 9 7 – 11 June	Week 10 14 – 18 June (4 days)	Week 11 21 - 25 June
THEME/ TOPIC	HEALTH EDUCATION	KEEPING MY BODY SAFE		RIGHTS AND RESPONSIBILITIES		HEALTHY EATING		INSECTS			LIFE CYCLES
	TERM 1 CONTENT					TERM 2 CONTENT					
CAPS Topic	LISTENING & SPEAKING (Minimum time 3 x 15 minutes per week; Maximum time 4 x 15 minutes per week)										
Core Concepts, Skills and Values	Listen to a complex sequence of instructions (at least 4) and respond appropriately. <ul style="list-style-type: none"> A clinic sister tells the children about e.g. how to stop a nosebleed, treat a cut, etc. 	Listen to a complex sequence of instructions (at least 4) and respond appropriately. <ul style="list-style-type: none"> The social worker talks to the children about “Keeping my body safe”. 	Listen to stories, identify the main idea and details and answer higher-order thinking questions. For example: “Do you think this is the best title for the story? Why?” <ul style="list-style-type: none"> Listen to a story about, e.g. The small 	Listen to stories, identify the main idea and details and answer higher-order thinking questions. For example: “Do you think this is the best title for the story? Why?” <ul style="list-style-type: none"> Listen to a story about, e.g. Peter 	Listen to stories, identify the main idea and details and answer higher-order thinking questions. <ul style="list-style-type: none"> Listen to a story about e.g. Lisa helps around the house. 	Listen to a complex sequence of instructions (at least 5) and respond appropriately. Do an oral presentation, e.g. “show and tell” – describe and compare an object.	Do an oral presentation, e.g. “show and tell” – describe and compare an object. <ul style="list-style-type: none"> Learners show each other what healthy food they packed for school. Discuss and give reasons. 	Do an oral presentation, e.g. “show and tell” – describe and compare an object. <ul style="list-style-type: none"> Discuss the different body parts of an insect. Learners can bring insects to school. 	Listen attentively to stories on the radio, or that are read by the teacher. <ul style="list-style-type: none"> Listen to the story the teacher reads about e.g. The buzzy mosquito. Tell a short story with a simple	Talk about personal experiences, such as sharing news, expressing feelings and giving own opinion. <ul style="list-style-type: none"> Learners tell each other how they will make their butterflies. 	Listen attentively to stories on the radio, or that are read by the teacher. <ul style="list-style-type: none"> Watch and listen to the video of the life cycle of e.g. the frog. Listen to stories, poems and songs and give an

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THEME/ TOPIC	HEALTH EDUCATION		KEEPING MY BODY SAFE		RIGHTS AND RESPONSIBILITIES		HEALTHY EATING		INSECTS		LIFE CYCLES
TERM 1 CONTENT						TERM 2 CONTENT					
	<p>Listen to stories, identify the main idea and details and answer higher-order thinking questions.</p> <ul style="list-style-type: none"> Talk about the most important aspects regarding the treatment of the above. <p>Ask questions for clarity and comment on what is heard.</p> <ul style="list-style-type: none"> The learners may pose questions for the clinic sister to answer. 	<ul style="list-style-type: none"> When we like something and want to continue, we get a “yes” feeling. When something makes us uneasy and we want to stop, we get a “no” feeling. <p>Listen to stories, identify the main idea and details and answer higher-order thinking questions. For example: “Do you think this is the best title for the story? Why?”</p> <ul style="list-style-type: none"> The social worker reads a story to the learners. <p>Ask questions for clarity and comment on what is heard.</p> <p>Express feelings about a text and provide reasons.</p>	<p>lion that did not eat meat or A rare story. (A story about how I should keep myself healthy.)</p> <p>Ask questions for clarity and comment on what is heard. For example: “Did it really happen? What did you do?”</p> <ul style="list-style-type: none"> Answers questions about the story. <p>Participate in discussions, ask questions and show sensitivity for other’s feelings.</p> <ul style="list-style-type: none"> How did the characters in the story feel? <p>Answer questions and provide reasons for the answers. For example: “Yes. I think the title tells the</p>	<p>breaks the school rules.</p> <p>Ask questions for clarity and comment on what is heard.</p> <ul style="list-style-type: none"> Discuss: Why should we have rules? What is the difference between rights and responsibilities ? <p>Express feelings about a text and provide reasons.</p> <ul style="list-style-type: none"> Why do you think the child is upset about being punished? <p>Answer questions and provide reasons for the answers. For example: “Yes. I think the title tells the reader what the story is about.” Discuss the title of the story; can you think of another title?</p>	<p>Ask questions for clarity and comment on what is heard.</p> <ul style="list-style-type: none"> As questions about the story that was read. <p>Answer questions and provide reasons for the answers. Learners tell each other which chores they help with at home.</p>	<ul style="list-style-type: none"> Look at the pictures of the different food groups and discuss. <p>Listen and respond to announcements on the intercom or radio.</p> <p>Talk about personal experiences, such as sharing news, expressing feelings and giving own opinion.</p> <ul style="list-style-type: none"> Healthy eating <p>Use language to investigate and suggest alternatives. For example: “I think it may ...”, “If ... then ...”.</p> <p>Propose solutions for a problem.</p>	<p>Listen to stories, poems and songs and give an opinion, with reasons.</p> <ul style="list-style-type: none"> Listen to a poem about healthy food. <p>Pose questions to get clarity on an activity, to do planning and to obtain information.</p> <ul style="list-style-type: none"> Healthy eating <p>Analyse, compare and contrast information such as the eating habits of a child and a monkey.</p> <ul style="list-style-type: none"> Analyse the eating habits of others. <p>Propose solutions for a problem.</p>	<ul style="list-style-type: none"> Are the insects useful or harmful? <p>Talk about personal experiences, such as sharing news, expressing feelings and giving own opinion.</p> <ul style="list-style-type: none"> What insects have you seen? <p>Listen to stories, poems and songs and give an opinion, with reasons.</p> <ul style="list-style-type: none"> Poem about e.g. an ant. <p>Recognise and identify the relationship between cause and effect.</p> <ul style="list-style-type: none"> Insects can be useful or harmful.... 	<p>story line and different characters.</p> <ul style="list-style-type: none"> One day there were three busy little bees The learners tell the rest of the story. <p>Listen to stories, poems and songs and give an opinion, with reasons.</p> <ul style="list-style-type: none"> Listen to the story about e.g. The busy little bees <p>With support, predict what will happen in a story. For example: “Look at the title and book cover. “What do you think is going to happen?”</p> <p>Recognise and identify the relationships between cause and effect in stories, songs and poems, and use conjunctions</p>	<p>Use language to investigate and suggest alternatives.</p> <ul style="list-style-type: none"> Make your own butterfly. <p>Pose questions to get clarity on an activity, to do planning and to obtain information.</p> <ul style="list-style-type: none"> Make your own butterfly. <p>Analyse, compare and contrast information.</p> <ul style="list-style-type: none"> Different ways I can make my butterfly. <p>Propose solutions for a problem.</p>	<p>opinion, with reasons.</p> <ul style="list-style-type: none"> Listen to the story about, e.g. The new little frog. <p>With support, predict what will happen in a story. For example: “Look at the title and book cover. “What do you think is going to happen?”</p> <ul style="list-style-type: none"> Listen to the story about, e.g. The new little frog <p>Recognise and identify the relationships between cause and effect in stories, songs and poems, and use conjunctions such as “because”. For example: “The mouse is running away because ...”</p> <ul style="list-style-type: none"> Why, for example, was the new little frog scared?

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THEME/ TOPIC	HEALTH EDUCATION	KEEPING MY BODY SAFE		RIGHTS AND RESPONSIBILITIES		HEALTHY EATING		INSECTS		LIFE CYCLES	
	TERM 1 CONTENT					TERM 2 CONTENT					
		<ul style="list-style-type: none"> Why does he/she feel that way? <p>Participate in discussions, ask questions and show sensitivity for other's feelings.</p> <ul style="list-style-type: none"> I experienced "yes" and "no" feelings when... 	reader what the story is about."						such as "because". For example: "The mouse is running away because ..." <ul style="list-style-type: none"> Why did the mosquito fly away? 		<p>Propose solutions for a problem. Use problems from the story to provide solutions.</p>
CAPS Topic	PHONICS (Minimum time 4 X 15 minutes per week; Maximum time 5 x 15 minutes a week)										
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Recognize and use initial sounds of words: spr- in sprout, scr- in screw, str- in street Recognize vowel diagraphs: ea Write the days of the week and months of the year correctly. Form words with phonic 	<ul style="list-style-type: none"> Use the -t and -d end sound correctly such as bread, field, beat, feet Recognize vowel diagraphs: ai Write the days of the week and months of the year correctly. Form words with phonic knowledge taught. 	<ul style="list-style-type: none"> Break down multi-syllabic words into separate syllables: re-mem-ber. Recognize vowel diagraphs: oa Sort letters and words into alphabetical order. Learn ten words per week from the phonic lessons 	<ul style="list-style-type: none"> Write the days of the week and months of the year correctly. Recognize vowel diagraphs: ay Break down multi-syllabic words into separate syllables: re-mem-ber Sort letters and words into 	<ul style="list-style-type: none"> Recognize and use rhyming words such as blow, flow, grow. Sorts letters and words in alphabetical order Form words with phonic knowledge taught. Spell words correctly by using phonic knowledge. 	<ul style="list-style-type: none"> Revise sounds already taught. Do word-building activities using sounds that were taught. Spell words correctly using phonic knowledge in informal tests, dictation and in all written work. Recognises that some sounds can be 	<ul style="list-style-type: none"> Revise sounds already taught. Recognize words ending with -er such as faster; -en such as listen. Do word-building activities using sounds that were taught. Spell words correctly using phonic knowledge in informal tests, dictation and in all written 	<ul style="list-style-type: none"> Revise sounds already taught. Recognize words ending with -lm, such as calm. Do word-building activities using sounds that were taught. Spell words correctly using phonic knowledge in informal tests, dictation and in all written work. 	<ul style="list-style-type: none"> Revise sounds already taught. Recognize words ending with -ng, and -nk such as sing, drink. Do word-building activities using sounds that were taught. Spell words correctly using phonic knowledge in informal tests, dictation and in all written 	<ul style="list-style-type: none"> Revise sounds already taught. Recognises digraphs making /ff/ (e.g. 'ph' as in elephant, Do word-building activities using sounds that were taught. Spell words correctly using phonic knowledge in informal tests, dictation and in all written 	<ul style="list-style-type: none"> Revise sounds already taught. Recognize words ending with -ng, and -nk such as sing, drink. Do word-building activities using sounds that were taught. Spell words correctly using phonic knowledge in informal tests, dictation and in all written

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THEME/ TOPIC	HEALTH EDUCATION	KEEPING MY BODY SAFE		RIGHTS AND RESPONSIBILITIES		HEALTHY EATING		INSECTS			LIFE CYCLES
	TERM 1 CONTENT					TERM 2 CONTENT					
	<p>knowledge taught.</p> <ul style="list-style-type: none"> Spell words correctly by using phonic knowledge. Learn ten words per week from the phonic lessons and sight words. Write three short sentences dictated by the teacher. 	<ul style="list-style-type: none"> Spell words correctly by using phonic knowledge. Learn ten words per week from the phonic lessons and sight words. Write three short sentences dictated by the teacher. 	<p>and sight words.</p> <ul style="list-style-type: none"> Write three short sentences dictated by the teacher. 	<p>alphabetical order.</p> <ul style="list-style-type: none"> Learn ten words per week from the phonic lessons and sight words. Write three short sentences dictated by the teacher 	<ul style="list-style-type: none"> Sort letters and words into alphabetical order. Learn ten words per week from the phonic lessons and sight words. Write three short sentences dictated by the teacher. 	<p>represented by a number of different spelling choices such as ow, ou</p> <ul style="list-style-type: none"> Breaks down multi-syllabic words into separate syllables: re-mem-ber 	<p>work.</p> <ul style="list-style-type: none"> Recognises that some sounds can be represented by a number of different spelling choices such as aw, au e.g autumn Breaks down multi-syllabic words into separate syllables: re-mem-ber 	<ul style="list-style-type: none"> Recognises that some sounds can be represented by a number of different spelling choices such as tie, high, sky Breaks down multi-syllabic words into separate syllables: re-mem-ber 	<p>work.</p> <ul style="list-style-type: none"> Recognises that some sounds can be represented by a number of different spelling choices such as few, blew Breaks down multi-syllabic words into separate syllables: re-mem-ber 	<p>work.</p> <ul style="list-style-type: none"> Recognises that some sounds can be represented by a number of different spelling choices Breaks down multi-syllabic words into separate syllables: re-mem-ber Recognises that the same spelling can represent different sounds, e.g. 'bread', 'read' Uses words that are pronounced and spelt the same but have different meanings such as fly : to fly in an aeroplane or fly that is an insect 	<p>work.</p> <ul style="list-style-type: none"> Recognises that some sounds can be represented by a number of different spelling choices Breaks down multi-syllabic words into separate syllables: re-mem-ber Uses words that are pronounced and spelt the same but have different meanings such as fly : to fly in an aeroplane or fly that is an insect Recognises digraphs making /f/ e.g. 'gh' as in laugh Uses words that sound the same but are spelt differently such as 'pair' and


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THEME/ TOPIC	HEALTH EDUCATION	KEEPING MY BODY SAFE		RIGHTS AND RESPONSIBILITIES		HEALTHY EATING		INSECTS		LIFE CYCLES	
	TERM 1 CONTENT					TERM 2 CONTENT					
											'pear', 'hair' and 'hare'
CAPS Topic	READING										
<p>Core Concepts, Skills and Values Shared reading</p> <p>(maximum time 5 x 15 minutes; minimum time 3 x 20 minutes)</p>	<p>Use visual clues to talk about a graphic text.</p> <ul style="list-style-type: none"> Pictures of the steps to treat nosebleeds and cuts. <p>Read enlarged texts such as poems, Big Books, posters and electronic text as a class with the teacher (shared reading).</p> <ul style="list-style-type: none"> Read the captions of the posters. Relate the text to the pictures. <p>Read instructions in the classroom.</p> <p>Answer higher-order thinking questions based on the text, before, during and after reading the text.</p> <ul style="list-style-type: none"> Answer questions on 	<p>Use visual clues to talk about a graphic text.</p> <ul style="list-style-type: none"> Talk about the two pictures. Which picture is an example of a “safe” activity and which picture is an example of an “unsafe” activity? <p>Read enlarged texts such as poems, Big Books, posters and electronic text as a class with the teacher (shared reading).</p> <ul style="list-style-type: none"> Read the speech bubbles with the learners. <p>Read a book as a whole class with teacher (shared reading) and discuss the main idea and main characters.</p>	<p>Read a book as a whole class with teacher (shared reading) and discuss the main idea and main characters.</p> <ul style="list-style-type: none"> With the teacher, read a story about... I keep my body healthy... <p>Read different poems about a topic and discuss (both the format and the meaning).</p> <ul style="list-style-type: none"> I keep my body healthy ... <p>Answer higher-order thinking questions based on the text, before, during and after reading the text. For example: “What do you think will happen next?”</p> <ul style="list-style-type: none"> Answer questions and 	<p>Use visual clues to talk about a graphic text. For example, look at a photo and discuss what it’s about, where it was taken, etc.</p> <ul style="list-style-type: none"> Look at the picture of the children in the classroom. Talk to your friend about the rules that these children are breaking. <p>Read enlarged texts such as poems, Big Books, posters and electronic text as a class with the teacher (shared reading).</p> <ul style="list-style-type: none"> Read the poster with the rights and responsibilities and explain what each one means. 	<p>Read a book as a whole class with teacher (shared reading) and discuss the main idea and main characters.</p> <ul style="list-style-type: none"> With the teacher, read the story about e.g. Lisa helps at home. <p>Answer higher-order thinking questions based on the text, before, during and after reading the text. For example: “What do you think will happen next?”</p> <p>Answers questions about the story read.</p>	<p>Use visual clues</p> <ul style="list-style-type: none"> Use the pictures of the different food groups. <p>Read enlarged texts such as poems, Big Books, posters and electronic text as a class with the teacher (shared reading).</p> <ul style="list-style-type: none"> Read the information on each food group. <p>Use key words and headings to find information in non-fiction texts.</p> <ul style="list-style-type: none"> List of healthy foods. <p>Read and answer a variety of higher-order thinking questions based on the text.</p>	<p>Read a book as a whole class with teacher (shared reading) and describe the sequence of events, background and the relationship between cause and effect.</p> <ul style="list-style-type: none"> For example, read a story about things that strengthen us and things that weaken us. <p>Answer a variety of higher-order thinking questions based on the text.</p> <p>Answers questions about the story read.</p>	<p>Read enlarged texts such as poems, Big Books, posters and electronic text as a class with the teacher (shared reading).</p> <p>Read non-fiction on insects:</p> <ul style="list-style-type: none"> Types Body parts. Harmful and harmless insects. <p>Use visual clues.</p> <ul style="list-style-type: none"> Picture of an insect, indicating body parts. <p>Use table of contents, index and page numbers to find information.</p> <ul style="list-style-type: none"> Facts about insects. <p>Answer a variety of higher-order thinking</p>	<p>Read a book as a whole class with teacher (shared reading) and describe the sequence of events, background and the relationship between cause and effect.</p> <ul style="list-style-type: none"> With the teacher, read the story about e.g. The buzzy mosquito. <p>Use table of contents, index and page numbers to find information.</p> <ul style="list-style-type: none"> Learners look for the story in the book. <p>Use key words and headings to find information in non-fiction texts.</p> <ul style="list-style-type: none"> Vocabulary on insects 	<p>Read enlarged texts such as poems, Big Books, posters and electronic text as a class with the teacher (shared reading).</p> <ul style="list-style-type: none"> With the teacher, read what resources are needed and what steps to follow to make a butterfly. <p>Find and use information sources such as community members, library books.</p> <ul style="list-style-type: none"> Look in different books at the different ways butterflies can be made. <p>Use table of contents, index and page</p>	<p>Read a book as a whole class with teacher (shared reading) and describe the sequence of events, background and the relationship between cause and effect.</p> <ul style="list-style-type: none"> With the teacher, read the captions of the life cycle of e.g. the frog. <p>Find and use information sources such as library books.</p> <ul style="list-style-type: none"> Look for books that explain other animals’ life cycles. <p>Use table of contents, index and page numbers to find information.</p> <ul style="list-style-type: none"> Life cycle of animals.

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THEME/ TOPIC	HEALTH EDUCATION	KEEPING MY BODY SAFE		RIGHTS AND RESPONSIBILITIES		HEALTHY EATING		INSECTS		LIFE CYCLES	
	TERM 1 CONTENT					TERM 2 CONTENT					
	nosebleeds and cuts.	<ul style="list-style-type: none"> With the teacher, read the story about e.g. I learn to say 'No'... <p>Answer higher-order thinking questions based on the text, before, during and after reading the text. For example: "What do you think will happen next?"</p>	discuss the story that was read.	<p>Read instructions in the classroom.</p> <ul style="list-style-type: none"> Read the class rules written by the children. <p>Answer higher-order thinking questions based on the text, before, during and after reading the text. For example: "What do you think will happen next?"</p>		<ul style="list-style-type: none"> Why are some foods more important than others? 		<p>questions based on the text. What will happen if there are more harmful than useful insects?</p>	<p>Answer a variety of higher-order thinking questions based on the text. Answer questions about the text that was read.</p>	<p>numbers to find information.</p> <ul style="list-style-type: none"> Make your own butterfly. <p>Use key words and headings to find information in non-fiction texts. Make your own butterfly.</p>	<p>Use key words and headings to find information in non-fiction texts.</p> <ul style="list-style-type: none"> Vocabulary on life cycles. <p>Answer a variety of higher-order thinking questions based on the text.</p>
<p>Core Concepts, Skills and Values</p> <p>Group Guided Reading</p> <p>(Minimum 2h30 minutes per week - 30 minutes per day)</p> <p>*Choose 2-3 strategies</p>	<p>Read aloud from own book in a guided reading group with the teacher, that is, the whole group reads the same story:</p> <p>Use structural-analytical decoding skills.</p> <ul style="list-style-type: none"> Break down words into syllables. Ability to combine syllables. Recognise smaller words 	<p>Read aloud from own book in a guided reading group with the teacher, that is, the whole group reads the same story:</p> <p>Use structural-analytical decoding skills.</p> <ul style="list-style-type: none"> Break down words into syllables. Ability to combine syllables. Recognise smaller words 	<p>Read aloud from own book in a guided reading group with the teacher, that is, the whole group reads the same story:</p> <p>Use structural-analytical decoding skills.</p> <ul style="list-style-type: none"> Break down words into syllables. Ability to combine syllables. Recognise smaller words 	<p>Read aloud from own book in a guided reading group with the teacher, that is, the whole group reads the same story:</p> <p>Use structural-analytical decoding skills.</p> <ul style="list-style-type: none"> Break down words into syllables. Ability to combine syllables. Recognise smaller words 	<p>Read aloud from own book in a guided reading group with the teacher, that is, the whole group reads the same story:</p> <p>Use structural-analytical decoding skills.</p> <ul style="list-style-type: none"> Break down words into syllables. Ability to combine syllables. Recognise smaller words 	<p>Read aloud from own book in a guided reading group with the teacher, that is, the whole group reads the same story:</p> <p>Use structural-analytical decoding skills.</p> <ul style="list-style-type: none"> Break down words into syllables. Ability to combine syllables. Recognise smaller words 	<p>Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level.</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills when reading unfamiliar words.</p>	<p>Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level.</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills when reading unfamiliar words.</p>	<p>Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level.</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills when reading unfamiliar words.</p>	<p>Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level.</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills when reading unfamiliar words.</p>	<p>Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level.</p> <p>Use phonic knowledge, contextual and structural-analytical decoding skills when reading unfamiliar words.</p>







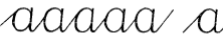

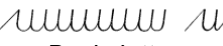




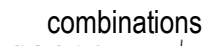
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THEME/ TOPIC	HEALTH EDUCATION	KEEPING MY BODY SAFE		RIGHTS AND RESPONSIBILITIES		HEALTHY EATING		INSECTS			LIFE CYCLES
	TERM 1 CONTENT					TERM 2 CONTENT					
per week	<p>within a bigger word.</p> <p>Use context clues.</p> <ul style="list-style-type: none"> Use picture to determine what the story is about. Follow the clue of the story to predict what a certain word in a sentence might be. Use story line to predict words. Look at words close to a specific word to find out what the unknown word might be. <p>Use phonic knowledge and sight words during reading.</p> <p>Use word recognition and comprehension skills during reading:</p>	<p>within a bigger word.</p> <p>Use context clues.</p> <ul style="list-style-type: none"> Use picture to determine what the story is about. Follow the clue of the story to predict what a certain word in a sentence might be. Use story line to predict words. Look at words close to a specific word to find out what the unknown word might be. <p>Use phonic knowledge and sight words during reading.</p> <p>Use word recognition and comprehension skills during reading:</p>	<p>within a bigger word.</p> <p>Use context clues.</p> <ul style="list-style-type: none"> Use picture to determine what the story is about. Follow the clue of the story to predict what a certain word in a sentence might be. Use story line to predict words. Look at words close to a specific word to find out what the unknown word might be. <p>Use phonic knowledge and sight words during reading.</p> <p>Use word recognition and comprehension skills during reading:</p>	<p>within a bigger word.</p> <p>Use context clues.</p> <ul style="list-style-type: none"> Use picture to determine what the story is about. Follow the clue of the story to predict what a certain word in a sentence might be. Use story line to predict words. Look at words close to a specific word to find out what the unknown word might be. <p>Use phonic knowledge and sight words during reading.</p> <p>Use word recognition and comprehension skills during reading:</p>	<p>within a bigger word.</p> <p>Use context clues.</p> <ul style="list-style-type: none"> Use picture to determine what the story is about. Follow the clue of the story to predict what a certain word in a sentence might be. Use story line to predict words. Look at words close to a specific word to find out what the unknown word might be. <p>Use phonic knowledge and sight words during reading.</p> <p>Use word recognition and comprehension skills during reading:</p>	<p>Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud.</p> <p>Learners monitor themselves during reading in terms of word recognition and comprehension skills.</p> <p>Use diagrams and pictures from the text to enhance comprehension.</p> <p>Read with increasing fluency and expression.</p>	<p>Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud.</p> <p>Learners monitor themselves during reading in terms of word recognition and comprehension skills.</p> <p>Use diagrams and pictures from the text to enhance comprehension.</p> <p>Read with increasing fluency and expression.</p>	<p>Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud.</p> <p>Learners monitor themselves during reading in terms of word recognition and comprehension skills.</p> <p>Use diagrams and pictures from the text to enhance comprehension.</p> <p>Read with increasing fluency and expression.</p>	<p>Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud.</p> <p>Learners monitor themselves during reading in terms of word recognition and comprehension skills.</p> <p>Use diagrams and pictures from the text to enhance comprehension.</p> <p>Read with increasing fluency and expression.</p>	<p>Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud.</p> <p>Learners monitor themselves during reading in terms of word recognition and comprehension skills.</p> <p>Use diagrams and pictures from the text to enhance comprehension.</p> <p>Read with increasing fluency and expression.</p>	<p>Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud.</p> <p>Learners monitor themselves during reading in terms of word recognition and comprehension skills.</p> <p>Use diagrams and pictures from the text to enhance comprehension.</p> <p>Read with increasing fluency and expression.</p>

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TERM 1 CONTENT						TERM 2 CONTENT					
	<ul style="list-style-type: none"> • Sound words for understanding • Use initial letters as clues. • Use known parts of the words to understand the whole word. • Use combination of sounds to understand words, e.g. floor • Use the division of words, such as breaking up syllables to understand the whole word. <p>Read with fluency and intonation.</p> <p>Build sight vocabulary during all reading. Independent reading: picture books, rhymes, story books from the library or the class reading corner.</p>	<ul style="list-style-type: none"> • Sound words for understanding • Use initial letters as clues. • Use known parts of the words to understand the whole word. • Use combination of sounds to understand words, e.g. floor • Use the division of words, such as breaking up syllables to understand the whole word. <p>Read with fluency and intonation.</p> <p>Build sight vocabulary during all reading. Independent reading: picture books, rhymes, story books from the library or the class reading corner.</p>	<ul style="list-style-type: none"> • Sound words for understanding • Use initial letters as clues. • Use known parts of the words to understand the whole word. • Use combination of sounds to understand words, e.g. floor • Use the division of words, such as breaking up syllables to understand the whole word. <p>Read with fluency and intonation.</p> <p>Build sight vocabulary during all reading. Independent reading: picture books, rhymes, story books from the library or the class reading corner.</p>	<ul style="list-style-type: none"> • Sound words for understanding • Use initial letters as clues. • Use known parts of the words to understand the whole word. • Use combination of sounds to understand words, e.g. floor • Use the division of words, such as breaking up syllables to understand the whole word. <p>Read with fluency and intonation.</p> <p>Build sight vocabulary during all reading. Independent reading: picture books, rhymes, story books from the library or the class reading corner.</p>	<ul style="list-style-type: none"> • Sound words for understanding • Use initial letters as clues. • Use known parts of the words to understand the whole word. • Use combination of sounds to understand words, e.g. floor • Use the division of words, such as breaking up syllables to understand the whole word. <p>Read with fluency and intonation.</p> <p>Build sight vocabulary during all reading. Independent reading: picture books, rhymes, story books from the library or the class reading corner.</p>						

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	TERM 1 CONTENT					TERM 2 CONTENT					
Core Concepts, Skills and Values Paired/Independent Reading	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner
CAPS Topic	WRITING (Minimum time: 3 x 20 minutes per day; Maximum time 3 x 20 minutes per day)										
Core Concepts, Skills and Values	<p>Do word building tasks:</p> <ul style="list-style-type: none"> spr- in sprout, scr- in screw, str- in street Write the days of the week and months of the year correctly. 	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Use the -t and -d end sound correctly such as bread, field, beat, feet Write the days of the week and months of the year correctly. 	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Break down multi-syllabic words into separate syllables: re-mem-ber. Write the days of the week and months of the year correctly. 	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Write the days of the week and months of the year correctly. Dictation <p>Draw pictures and write sentences to</p>	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Recognize and use rhyming words such as blow, flow, grow. Dictation <p>Contribute ideas, words and sentences for a</p>	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Do tasks that revise Term 1's work. <p>Participate in a discussion to select a topic to write about.</p> <ul style="list-style-type: none"> Healthy eating 	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Recognize words ending with -er such as faster; -en such as listen. <p>Participate in a discussion to select a topic to write about.</p>	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Recognize words ending with -lm, such as calm. <p>Write at least two paragraphs (ten or more sentences).</p>	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Recognize words ending with -ng, and -nk such as sing, drink. <p>Write at least two paragraphs (ten or more sentences).</p>	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Recognize words ending in -idge and -age, such as bridge, stage <p>Participate in a discussion to select a topic to write about.</p>	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Recognize words ending with -ng, and -nk such as sing, drink. <p>Participate in a discussion to</p>

Term 2 51 days	Week 1 13 – 16 April (4 days)	Week 2 19 – 23 April	Week 3 28 – 30 April (3 days)	Week 4 3 – 7 May	Week 5 10 – 14 May	Week 6 17 – 21 May	Week 7 24 – 28 May	Week 8 31 May – 4 June	Week 9 7 – 11 June	Week 10 14 – 18 June (4 days)	Week 11 21 - 25 June
THEME/ TOPIC	HEALTH EDUCATION		KEEPING MY BODY SAFE		RIGHTS AND RESPONSIBILITIES		HEALTHY EATING		INSECTS		LIFE CYCLES
TERM 1 CONTENT						TERM 2 CONTENT					
	<p>Draw pictures and write sentences to show understanding of a story.</p> <ul style="list-style-type: none"> Draw and write down the steps for treating nosebleeds and cuts. <p>Write instructions.</p> <ul style="list-style-type: none"> Treatment of nosebleeds and cuts. <p>Ask questions to help define the writing task.</p> <p>Write at least one paragraph of eight sentences.</p> <ul style="list-style-type: none"> E.g. I help my friend <p>Write words to form a sentence using capital letters, full stops, question marks, commas, exclamation marks and inverted commas.</p>	<p>Write instructions, for example to a friend.</p> <ul style="list-style-type: none"> What should my friend do if he/she experiences a “no” feeling? <p>Use pictures to choose a topic to write about.</p> <ul style="list-style-type: none"> Look at the pictures and choose a topic for your story. <p>Plan the writing process with a friend.</p> <p>Ask questions to help define the writing task.</p> <ul style="list-style-type: none"> Ask questions about the pictures. <p>Write at least one paragraph of eight sentences.</p> <ul style="list-style-type: none"> Write the story in your own words. <p>Write words to form a sentence</p>	<p>Contribute ideas, words and sentences for a class story (shared writing).</p> <ul style="list-style-type: none"> Ways we can keep ourselves healthy.... <p>Write at least one paragraph of eight sentences.</p> <ul style="list-style-type: none"> Keep a diary for a week and write down one or two things you have done every day to keep yourself healthy. <p>Write words to form a sentence using capital letters, full stops, question marks, commas, exclamation marks and inverted commas.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to</p>	<p>show understanding of a story.</p> <p>Write instructions, for example to a friend.</p> <p>Contribute ideas, words and sentences for a class story (shared writing).</p> <ul style="list-style-type: none"> Write down four rules for your class. <p>Use pictures to choose a topic to write about.</p> <ul style="list-style-type: none"> Choose three pictures about the rights and responsibilities of children. Write in your own words what this means. <p>Plan the writing process with a friend.</p> <ul style="list-style-type: none"> Rights and responsibilities of children. 	<p>class story (shared writing).</p> <ul style="list-style-type: none"> How can we help our teacher in class? <p>Write at least one paragraph of eight sentences.</p> <ul style="list-style-type: none"> How do you help your mom and dad at home? <p>Write and illustrate six to eight sentences on a topic to contribute to a book for the class library.</p> <ul style="list-style-type: none"> Illustrate the sentences about the things the learners are going to help the teacher with. <p>Write words to form a sentence using capital letters, full stops, question marks, commas, exclamation</p>	<p>Keep a diary for one week, noting the weather and other pieces of information.</p> <ul style="list-style-type: none"> For 5 days, write down what you pack for school every day. <p>Write and illustrate sentences on a topic to contribute to a book for the class library.</p> <ul style="list-style-type: none"> Write a recipe for your favourite food. Illustrate the recipe. <p>Use correct grammar so that others can read and understand what has been written.</p> <ul style="list-style-type: none"> Thabo and Nomsa are on their way to the Sunshine Cafe. They have to buy food for dinner. 	<ul style="list-style-type: none"> Why is it important to eat healthy? <p>Write at least two paragraphs (ten or more sentences).</p> <ul style="list-style-type: none"> Why is it important to eat healthy? <p>Use correct grammar so that others can read and understand what has been written.</p> <ul style="list-style-type: none"> Vocabulary on health eating habits. <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Identify and use nouns, pronouns, verbs and adverbs correctly.</p> <p>Use phonic knowledge and</p>	<ul style="list-style-type: none"> Useful information on insects. <p>Write and illustrate sentences on a topic to contribute to a book for the class library.</p> <ul style="list-style-type: none"> Draw a picture of an insect and label the body parts. <p>Use correct grammar so that others can read and understand what has been written.</p> <ul style="list-style-type: none"> Vocabulary on insects <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Identify and use nouns, pronouns, verbs and adverbs correctly.</p>	<ul style="list-style-type: none"> Choose a writing frame for an insect.  <ul style="list-style-type: none"> Tell us more about yourself. <p>Write a simple book review.</p> <ul style="list-style-type: none"> Write a review (PNI – positive, negative and interesting facts) on the book that was read to you. <p>Use correct grammar so that others can read and understand what has been written.</p> <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Identify and use nouns, pronouns, verbs and</p>	<ul style="list-style-type: none"> We make our own butterflies. <p>Write and illustrate sentences on a topic to contribute to a book for the class library.</p> <ul style="list-style-type: none"> How did I make my butterfly? Resources Steps Draw the butterfly. <p>Use correct grammar so that others can read and understand what has been written.</p> <ul style="list-style-type: none"> We make our own butterflies. <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Identify and use nouns, pronouns, verbs and</p>	<p>select a topic to write about.</p> <ul style="list-style-type: none"> Life cycles <p>Write and illustrate sentences on a topic to contribute to a book for the class library.</p> <ul style="list-style-type: none"> Learners work together in groups. Each group gets an animal’s life cycle to draw and label. <p>Use correct grammar so that others can read and understand what has been written.</p> <ul style="list-style-type: none"> Vocabulary on life cycles. <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p>

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THEME/ TOPIC	HEALTH EDUCATION	KEEPING MY BODY SAFE		RIGHTS AND RESPONSIBILITIES		HEALTHY EATING		INSECTS			LIFE CYCLES
	TERM 1 CONTENT					TERM 2 CONTENT					
	<p>Use word-building techniques, phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Use present, past and future tense correctly.</p>	<p>using capital letters, full stops, question marks, commas, exclamation marks and inverted commas.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Use present, past and future tense correctly.</p>	<p>write unfamiliar words.</p> <p>Use present, past and future tense correctly.</p>	<p>Ask questions to help define the writing task.</p> <p>Write at least one paragraph of eight sentences.</p> <ul style="list-style-type: none"> Rights and responsibilities of children. <p>Write words to form a sentence using capital letters, full stops, question marks, commas, exclamation marks and inverted commas</p> <p>Use word-building techniques, phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Use present, past and future tense correctly.</p>	<p>marks and inverted commas.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Use present, past and future tense correctly.</p>	<ul style="list-style-type: none"> Write a menu of healthy foods they're going to buy. <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Identify and use nouns, pronouns, verbs and adverbs correctly.</p> <p>Use phonic knowledge and spelling rules to write unfamiliar words.</p>	<p>spelling rules to write unfamiliar words.</p> <p>Use present and past tense correctly, for example: He reads his book. They sang yesterday.</p> <p>Read and edit own writing by correcting spelling, punctuation, etc.</p> <p>Read own and others' writing to a friend or a group.</p>	<p>Use phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Use present and past tense correctly, for example: He reads his book. They sang yesterday.</p> <p>Read and edit own writing by correcting spelling, punctuation, etc.</p> <p>Read own and others' writing to a friend or a group.</p>	<p>adverbs correctly.</p> <p>Use phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Use present and past tense correctly, for example: He reads his book. They sang yesterday.</p> <p>Read and edit own writing by correcting spelling, punctuation, etc.</p>	<p>adverbs correctly.</p> <p>Read own and others' writing to a friend or a group.</p>	<p>Identify and use nouns, pronouns, verbs and adverbs correctly.</p> <p>Use phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Read and edit own writing by correcting spelling, punctuation, etc.</p>
CAPS Topic	<p style="text-align: center;">HANDWRITING</p> <p style="text-align: center;">(Minimum time 3 x 15 minutes per day; Maximum time 4 x 15 minutes per day)</p>										

Term 2 51 days	Week 1 13 – 16 April (4 days)	Week 2 19 – 23 April	Week 3 28 – 30 April (3 days)	Week 4 3 – 7 May	Week 5 10 – 14 May	Week 6 17 – 21 May	Week 7 24 – 28 May	Week 8 31 May – 4 June	Week 9 7 – 11 June	Week 10 14 – 18 June (4 days)	Week 11 21 - 25 June
THEME/ TOPIC	HEALTH EDUCATION	KEEPING MY BODY SAFE		RIGHTS AND RESPONSIBILITIES		HEALTHY EATING		INSECTS		LIFE CYCLES	
	TERM 1 CONTENT					TERM 2 CONTENT					
Core Concepts, Skills and Values	Introduce cursive writing: <ul style="list-style-type: none"> Date and captions. Formation of pattern and letter:  Copy written text correctly.	Introduce cursive writing: <ul style="list-style-type: none"> Date and captions. Formation of pattern and letter:  Copy written text correctly.	Introduce cursive writing: <ul style="list-style-type: none"> Date and captions. Formation of pattern and letter:  Copy written text correctly.	Introduce cursive writing: <ul style="list-style-type: none"> Date and captions. Formation of pattern and letter:  Copy written text correctly.	Introduce cursive writing: <ul style="list-style-type: none"> Date and captions. Formation of pattern and letter:  Copy written text correctly.	Revise cursive writing: <ul style="list-style-type: none"> Date and captions Formation of pattern and letter:  Copy written text correctly.	Introduce: <ul style="list-style-type: none"> Date and captions Cursive pattern: Basic letters and letter combinations  	Introduce: <ul style="list-style-type: none"> Date and captions Cursive pattern: Basic letters and letter combinations  	Introduce: <ul style="list-style-type: none"> Date and captions Cursive pattern: Basic letters and letter combinations  	Introduce: <ul style="list-style-type: none"> Date and captions Cursive pattern and basic letter combinations 	Introduce: <ul style="list-style-type: none"> Date and captions Cursive pattern and basic letters and letter combinations 
Requisite Pre-Knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge
Resources (other than textbook) to enhance learning	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters
Informal Assessment	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically. This must be done informally and ongoing. 										
SBA (Formal Assessment)	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically. Rubrics, checklists and writing activities can be used. Assessment can only take place if the concepts have been taught and learners had enough time to practice. Listening & Speaking: <ul style="list-style-type: none"> Listens for the main idea and for detail in stories and answers open-ended questions 										

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THEME/ TOPIC	HEALTH EDUCATION	KEEPING MY BODY SAFE		RIGHTS AND RESPONSIBILITIES		HEALTHY EATING		INSECTS			LIFE CYCLES
	TERM 1 CONTENT					TERM 2 CONTENT					
	<ul style="list-style-type: none"> Listens to stories, poems and songs and expresses feelings about the story, poem or song, giving reasons Listens to a complex sequence of instructions and responds appropriately Engages in conversation as a social skill, accepting and respecting the way others speak Participates in discussions, giving useful feedback to others Listens for the detail in stories and other oral texts and answers open-ended questions, e.g., “What will you do when you grow up?” <p>Phonics:</p> <ul style="list-style-type: none"> Recognises that some sounds can be represented by a number of different spelling choices (Homonyms) ow (cow) ou (found), aw (draw), au (autumn) tie, high, sky, few, blue Recognises digraphs making /f/ such as ‘ph’ as in elephant, ‘gh’ as in laugh Recognizes vowels digraphs such as oo, ee, ea, ai, ea, ay Uses words in written sentences that are pronounced the same way but have different meaning e.g. Read, reed Recognises all vowel and consonant blends learnt so far Homonyms: Uses words that are pronounced and spelt the same but have different meanings such as fly : to fly in an aeroplane or a fly that is an insect Spelling & Dictation: Word list of at least 20 words from phonic lessons and 2 sentences of dictation <p>Reading:</p> <ul style="list-style-type: none"> Assess each learner individually on at least 80-100 sight words (Word list) Choose 2 graphical texts (bar graph, pictorial map, advertisement, weekly class roster etc) Types of questions: Multiple choice questions Sequence events in a story in the right order Recall & higher order type questions (express an opinion, cause and effect etc) <p>Writing:</p> <ul style="list-style-type: none"> Writes and illustrates a familiar story with a title (beginning, middle and end) in at least 10 sentences (2 paragraphs) and uses punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas Uses more complex tenses such as present and past progressive. Uses different sentence types when writing such as statements, questions, commands, etc Writes personal texts in different forms: a diary entry, a letter to a relative, description 										

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THEME/ TOPIC	HEALTH EDUCATION	KEEPING MY BODY SAFE		RIGHTS AND RESPONSIBILITIES		HEALTHY EATING		INSECTS			LIFE CYCLES
	TERM 1 CONTENT					TERM 2 CONTENT					
	Handwriting: <ul style="list-style-type: none"> Copies and writes short words and short sentences in the joined script with correct letter formation and spacing (integrate with Reading, Life Skills) Writes lower- and upper-case letters in the joined script that is aligned to the school's writing policy Copies words correctly from a variety of sources, that is, board, strips, work cards etc. and writes with increased speed in the joined script or cursive writing Copies and writes short words and short sentences in the joined script with correct letter formation and spacing (integrate with Reading, Life Skills) 										

2021 Annual Teaching Plan – Term 3: **SUBJECT:** English HL Grade 3

Term 3 52 days	Week 1 13 – 16 July (4 days)	Week 2 19 – 23 July	Week 3 26 – 30 July	Week 4 2 – 6 August	Week 5 10 – 13 August (4 days)	Week 6 16 – 20 August	Week 7 23 – 27 August	Week 8 30 August – 3 September	Week 9 6 – 10 September	Week 10 13 – 17 September	Week 11 20 – 23 September (4 days)
THEME/ TOPIC	LIFE CYCLES	RECYCLING		PUBLIC SAFETY		POLLUTION		HOW PEOPLE LIVED LONG AGO		SPACE	
	TERM 2 CONTENT			TERM 3 CONTENT							
CAPS Topic	LISTENING & SPEAKING (Minimum time 3 x 15 minutes per week; Maximum time 4 x 15 minutes per week)										

Term 3 52 days	Week 1 13 – 16 July (4 days)	Week 2 19 – 23 July	Week 3 26 – 30 July	Week 4 2 – 6 August	Week 5 10 – 13 August (4 days)	Week 6 16 – 20 August	Week 7 23 – 27 August	Week 8 30 August – 3 September	Week 9 6 – 10 September	Week 10 13 – 17 September	Week 11 20 – 23 September (4 days)
THEME/ TOPIC	LIFE CYCLES	RECYCLING		PUBLIC SAFETY		POLLUTION		HOW PEOPLE LIVED LONG AGO		SPACE	
	TERM 2 CONTENT			TERM 3 CONTENT							
Core Concepts, Skills and Values	<p>Participate in group and class discussions, suggest topics and ideas for discussions.</p> <ul style="list-style-type: none"> Choose some of the groups' life cycles and discuss. <p>Listen to stories and give an opinion, with reasons.</p> <ul style="list-style-type: none"> Learners in the class get silkworms. Discuss the life cycle of the silkworm. <p>Pose questions to get clarity on an activity, to do planning and to obtain information.</p> <ul style="list-style-type: none"> How are we going to take care of our silkworms? <p>Analyse, compare and contrast information.</p>	<p>Participate in group and class discussions, suggest topics and ideas for discussions.</p> <ul style="list-style-type: none"> We protect our environment. <p>Talk about latest news/news events, give an opinion and express feelings.</p> <ul style="list-style-type: none"> Recycling – We protect our environment. Look at the poster and talk to your friend about it. <p>Talk about personal experiences, such as sharing news, expressing feelings and giving own opinion.</p> <ul style="list-style-type: none"> How do you protect your surroundings at home? <p>Pose questions to get clarity on</p>	<p>Participate in group and class discussions, suggest topics and ideas for discussions.</p> <ul style="list-style-type: none"> What products can be recycled? What can it be used for? How do we recycle e.g. paper? <p>Recognise and identify the relationship between cause and effect.</p> <ul style="list-style-type: none"> What will happen if we do not start recycling products? <p>Analyse, compare and contrast information.</p> <ul style="list-style-type: none"> Recycling of products. <p>Understand and use appropriate language of different</p>	<p>Conduct interviews with people for a specific purpose, such as finding out more about their work.</p> <ul style="list-style-type: none"> The teacher invites a police officer to come and talk to the learners. The learners interview the police officer to find out what his/her job entails. <p>Do an oral presentation: Tell news or talk about an experience in a logical sequence.</p> <ul style="list-style-type: none"> Learners relate in their own words what the job of a policeman entails. <p>Use increasingly interesting words and descriptions in oral language.</p>	<p>Conduct interviews with people for a specific purpose, such as finding out more about their work.</p> <ul style="list-style-type: none"> The teacher invites a traffic officer to come and talk to the learners. The learners interview the traffic officer to find out what his/her work entails. <p>Listen to a story and identify the relationship between cause and effect in the story.</p> <ul style="list-style-type: none"> Listen to a story about safety. <p>Use increasingly interesting words and descriptions in oral language.</p> <ul style="list-style-type: none"> Vocabulary on safety. <p>Suggest</p>	<p>Listen to a story and identify the relationship between cause and effect in the story.</p> <ul style="list-style-type: none"> Listen to factual text – What is pollution? Different types of pollution <p>Do an oral presentation: Tell news or talk about an experience in a logical sequence.</p> <ul style="list-style-type: none"> Learners tell each other what pollution is and the types of pollution around us. <p>Use increasingly interesting words and descriptions in oral language.</p> <ul style="list-style-type: none"> Descriptive vocabulary on pollution types. 	<p>Participate in discussions and give useful feedback.</p> <ul style="list-style-type: none"> Effects of pollution. <p>Listen to a story and identify the relationship between cause and effect in the story.</p> <ul style="list-style-type: none"> Read a story about e.g. The litterbugs who pollute our water. <p>Suggest solutions for problems. How can we help to reduce pollution?</p>	<p>Participate in discussions and give useful feedback.</p> <ul style="list-style-type: none"> How people lived long ago – The things we do and how we do it change over time. Look at the pictures. Think about the kind of work the people in the pictures did and where they worked. How far from their homes do you think they worked? What did they eat, etc.? <p>Conduct interviews with people for a specific purpose, such as finding out more about their work. Invite an older person to the class and conduct an interview with the</p>	<p>Give the logical sequence of events.</p> <ul style="list-style-type: none"> Tell the course of the story. <p>Listen to a story and identify the relationship between cause and effect in the story.</p> <ul style="list-style-type: none"> For example, listen to the story Mr March has to tell. <p>Use increasingly interesting words and descriptions in oral language. How people lived long ago.</p> <ul style="list-style-type: none"> How people lived long ago. Learners can bring something old from home – they can tell their friends what it was used for. 	<p>Listen for details in stories and other oral texts and answer open-ended questions.</p> <ul style="list-style-type: none"> More on how things were done in the past. Listen to the last part of Mr March's story. Look at the picture of life on a farm about 200 years ago. <p>Use increasingly interesting words and descriptions in oral language.</p> <ul style="list-style-type: none"> In groups, learners discuss – Look at the clothes, the tools, the implements and the means of transport. Groups provide feedback to the class. 	<p>Listen for details in stories and other oral texts and answer open-ended questions.</p> <ul style="list-style-type: none"> Watch the video of the planets and the rest of the solar system. Answer open-ended questions. <p>Tell a story with a beginning, middle and end. Listen to a story and identify the relationship between cause and effect in the story.</p> <ul style="list-style-type: none"> Watch a video of e.g. The planets and the solar system. <p>Use increasingly interesting words and descriptions in oral language.</p> <ul style="list-style-type: none"> Vocabulary on the planets and the solar system.

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THEME/ TOPIC	LIFE CYCLES	RECYCLING		PUBLIC SAFETY		POLLUTION		HOW PEOPLE LIVED LONG AGO		SPACE	
	TERM 2 CONTENT			TERM 3 CONTENT							
	<ul style="list-style-type: none"> Differences in the life cycles of different animals. 	<p>an activity, to do planning and to obtain information.</p> <ul style="list-style-type: none"> How can we protect our environment? <p>Understand and use appropriate language of different subjects, such as Life Skills.</p> <ul style="list-style-type: none"> Recycling <p>Propose solutions for a problem. How can we protect the environment?</p>	<p>subjects, such as Life Skills.</p> <p>Propose solutions for a problem.</p>	<ul style="list-style-type: none"> Use vocabulary on safe and unsafe places. 	<p>solutions for problems.</p>			person.			
CAPS Topic	<p align="center">PHONICS (Minimum time 4 X 15 minutes per week; Maximum time 5 x 15 minutes a week)</p>										
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Revise sounds already taught. Break down multi-syllabic 	<ul style="list-style-type: none"> Revise sounds already taught. 	<ul style="list-style-type: none"> Revise sounds already taught. Plurals: s 	<ul style="list-style-type: none"> Recognize all sound combinations already learnt. 	<ul style="list-style-type: none"> Recognize and use the plurals of familiar words by 	<ul style="list-style-type: none"> Revise plurals: ('s' and 'es'), 'ing' and 'ed' at the end of words. 	<ul style="list-style-type: none"> Do word-building activities using sounds that were taught. 	<ul style="list-style-type: none"> Do word-building activities using sounds that were taught. 	<ul style="list-style-type: none"> Do word-building activities using sounds that were taught. 	<ul style="list-style-type: none"> Do word-building activities using sounds that were taught. 	<ul style="list-style-type: none"> Break down multi-syllabic words into separate

Term 3 52 days	Week 1 13 – 16 July (4 days)	Week 2 19 – 23 July	Week 3 26 – 30 July	Week 4 2 – 6 August	Week 5 10 – 13 August (4 days)	Week 6 16 – 20 August	Week 7 23 – 27 August	Week 8 30 August – 3 September	Week 9 6 – 10 September	Week 10 13 – 17 September	Week 11 20 – 23 September (4 days)
THEME/ TOPIC	LIFE CYCLES	RECYCLING		PUBLIC SAFETY		POLLUTION		HOW PEOPLE LIVED LONG AGO		SPACE	
	TERM 2 CONTENT			TERM 3 CONTENT							
	<p>words into separate syllables: re-mem-ber</p> <ul style="list-style-type: none"> Do word-building activities using sounds that were taught. Spell words correctly using phonic knowledge in informal tests, dictation and in all written work. Recognises that some sounds can be represented by a number of different spelling choices Uses words that sound the same but are spelt differently such as 'pair' and 'pear', 	<ul style="list-style-type: none"> Break down multi-syllabic words into separate syllables: re-mem-ber Do word-building activities using sounds that were taught. Spell words correctly using phonic knowledge in informal tests, dictation and in all written work. Recognises that some sounds can be represented by a number of different spelling choices Silent e as in bite 	<ul style="list-style-type: none"> Do word-building activities using sounds that were taught. Spell words correctly using phonic knowledge in informal tests, dictation and in all written work. Recognises that some sounds can be represented by a number of different spelling choices Breaks down multi-syllabic words into separate syllables: re-mem-ber Silent e as in rope Recognises silent letters in 	<ul style="list-style-type: none"> Do word-building activities using sounds that were taught. Use sounds and letter names to spell words correctly using phonic knowledge and spelling rules in informal tests, in dictation and in all written work. Use phonic knowledge to spell words correctly. Breaks down multi-syllabic words into separate syllables: re-mem-ber Recognises silent letters in words, that is, 'l' as in half, 	<p>adding 's' or 'es'</p> <ul style="list-style-type: none"> Do word-building activities using sounds that were taught. Use sounds and letter names to spell words correctly using phonic knowledge and spelling rules in informal tests, in dictation and in all written work. Use phonic knowledge to spell words correctly. Breaks down multi-syllabic words into separate syllables: re-mem-ber 	<ul style="list-style-type: none"> Do word-building activities using sounds that were taught. Use sounds and letter names to spell words correctly using phonic knowledge and spelling rules in informal tests, in dictation and in all written work. Use phonic knowledge to spell words correctly. Breaks down multi-syllabic words into separate syllables: re-mem-ber Recognises silent letters in words, that is, 'w' as in write, 	<ul style="list-style-type: none"> Use sounds and letter names to spell words correctly using phonic knowledge and spelling rules in informal tests, in dictation and in all written work. Use phonic knowledge to spell words correctly. Breaks down multi-syllabic words into separate syllables: re-mem-ber Recognises silent letters in words, that is, 'h' as in hour Uses both the letter sound as well as the 	<ul style="list-style-type: none"> Use sounds and letter names to spell words correctly using phonic knowledge and spelling rules in informal tests, in dictation and in all written work. Use phonic knowledge to spell words correctly. Breaks down multi-syllabic words into separate syllables: re-mem-ber Uses both the letter sound as well as the letter name to spell words Recognises hard and soft 	<ul style="list-style-type: none"> Use sounds and letter names to spell words correctly using phonic knowledge and spelling rules in informal tests, in dictation and in all written work. Use phonic knowledge to spell words correctly. Breaks down multi-syllabic words into separate syllables: re-mem-ber Uses both the letter sound as well as the letter name to spell words Recognises hard and soft 	<ul style="list-style-type: none"> Use sounds and letter names to spell words correctly using phonic knowledge and spelling rules in informal tests, in dictation and in all written work. Use phonic knowledge to spell words correctly. Spell words correctly using phonic knowledge in informal tests, dictation and in all written words. Breaks down multi-syllabic words into separate syllables: re-mem-ber 	<p>syllables: re-mem-ber</p> <ul style="list-style-type: none"> Use sounds and letter names to spell words correctly using phonic knowledge and spelling rules in informal tests, in dictation and in all written work. Use phonic knowledge to spell words correctly. Spell words correctly using phonic knowledge in informal tests, dictation and in all written words. Breaks down multi-syllabic words into separate syllables: re-mem-ber

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	TERM 2 CONTENT			TERM 3 CONTENT							
	'hair' and 'hare'		words, that is, 'k' as in know	<ul style="list-style-type: none"> Uses both the letter sound as well as the letter name to spell words Silent e as in snake 	<ul style="list-style-type: none"> Recognises silent letters in words, that is, 'b' as in comb Uses both the letter sound as well as the letter name to spell words Silent e as in here 	<ul style="list-style-type: none"> Uses both the letter sound as well as the letter name to spell words 	letter name to spell words	sounds of 'c' 'c' as in city; <ul style="list-style-type: none"> Recognises and uses prefixes such as un-, re- 	sounds of 'g' as in giant <ul style="list-style-type: none"> Recognises and uses suffixes such as -ful, -ness 	<ul style="list-style-type: none"> Uses both the letter sound as well as the letter name to spell words 	<ul style="list-style-type: none"> Uses both the letter sound as well as the letter name to spell words Recognises vowels such as -ere in 'here'
CAPS Topic	READING										
<p>Core Concepts, Skills and Values Shared reading</p> <p>(maximum time 5 x 15 minutes; minimum time 3 x 20 minutes)</p>	<p>Read a book as a whole class with teacher (shared reading) and describe the sequence of events, background and the relationship between cause and effect.</p> <ul style="list-style-type: none"> With the teacher, read the captions of the life cycle of the silkworm. <p>Answer a variety of higher-order thinking</p>	<p>Use visual clues to talk about the purpose of advertisements and to determine the audience/target group it is intended for.</p> <ul style="list-style-type: none"> Recycling poster: Look at the recycling poster. Where have you seen this emblem before? 	<p>Read enlarged texts such as poems, Big Books, posters and electronic text as a class with the teacher (shared reading).</p> <ul style="list-style-type: none"> Watch the video – How is paper recycled? <p>Read a book as a whole class with teacher (shared reading) and describe the sequence of events,</p>	<p>Interpret information from graphic texts such as advertisements, illustrations, posters, graphs, maps.</p> <ul style="list-style-type: none"> Look at the pictures of safe and unsafe places and talk to your friend about it. Talk about why it is dangerous to play in places that are unsafe. 	<p>Read enlarged texts such as poems, Big Books, posters and electronic text as a class with the teacher.</p> <ul style="list-style-type: none"> With the teacher, read the story about e.g. Bongzi and Jabu. <p>Read a poem and listen to a song.</p> <ul style="list-style-type: none"> Road safety <p>Read a book as a whole class with</p>	<p>Read enlarged texts such as poems, Big Books, posters and electronic text as a class with the teacher.</p> <ul style="list-style-type: none"> With the teacher, learners read the captions of different types of pollution. <p>Interpret information from graphic texts such as advertisements, illustrations,</p>	<p>Read a book as a whole class with teacher (shared reading) and discuss the main idea, characters and storyline.</p> <ul style="list-style-type: none"> Read the learners a story about e.g. pollution. <p>Say if they like the story and can justify the answer.</p> <ul style="list-style-type: none"> Discuss the story that was 	<p>Read enlarged texts such as poems, Big Books, posters and electronic text as a class with the teacher.</p> <ul style="list-style-type: none"> Watch a video with the teacher. How did people live in the past? <p>Interpret information from graphic texts such as advertisements,</p>	<p>Read a book as a whole class with teacher (shared reading) and discuss the main idea, characters and storyline.</p> <ul style="list-style-type: none"> Read e.g. Mr March's story. <p>Say if they like the story and can justify the answer.</p> <ul style="list-style-type: none"> Discuss the story that was read. 	<p>Read enlarged texts such as poems, Big Books, posters and electronic text as a class with the teacher.</p> <ul style="list-style-type: none"> Read the last part of Mr March's story. Look at the picture of a farm about 200 years ago. <p>Interpret information from graphic texts such as</p>	<p>Read enlarged texts such as poems, Big Books, posters and electronic text as a class with the teacher.</p> <ul style="list-style-type: none"> With the teacher, read the factual text about the planets and the solar system. <p>Answer a variety of higher-order thinking questions based</p>

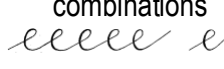

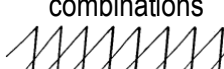
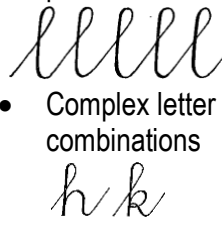
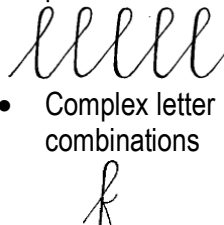

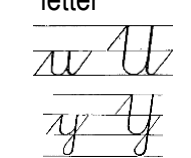
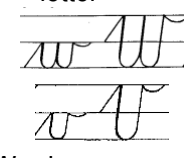
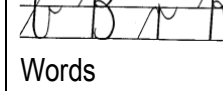
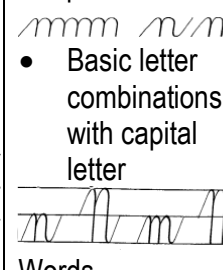
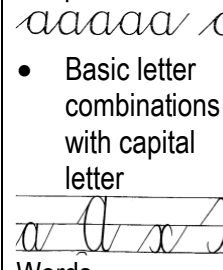
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	TERM 2 CONTENT			TERM 3 CONTENT							
	<p>questions based on the text. For example: “How would you describe the lion’s behaviour?”</p>	<p>Use key words and headings to find information in non-fiction texts.</p> <ul style="list-style-type: none"> Read the keywords – Reuse, recycle and reduce Discuss each of these words. <p>Answer a variety of higher-order thinking questions based on the text.</p>	<p>background and the relationship between cause and effect.</p> <ul style="list-style-type: none"> How can paper be recycled? <p>Find and use information sources such as community members.</p> <ul style="list-style-type: none"> Recycle paper. <p>Use table of contents, index and page numbers to find information.</p> <ul style="list-style-type: none"> Recycle paper. <p>Use key words and headings to find information in non-fiction texts.</p> <ul style="list-style-type: none"> Recycle paper. 	<p>Read a book as a whole class with teacher (shared reading) and discuss the main idea, characters and storyline.</p> <ul style="list-style-type: none"> The teacher can read a story with the learners about e.g. Suzie’s secret. <p>Answer a variety of higher-order thinking questions based on the passage read.</p> <ul style="list-style-type: none"> Answer questions on the story that was read. 	<p>teacher (shared reading) and discuss the main idea, characters and storyline.</p> <ul style="list-style-type: none"> Discuss the main idea of the story that was read. <p>Answer a variety of higher-order thinking questions based on the passage read.</p>	<p>posters, graphs, maps.</p> <ul style="list-style-type: none"> Pictures of pollution. <p>Answer a variety of higher-order thinking questions based on the passage read.</p> <ul style="list-style-type: none"> Answer questions on pollution. <p>Use a dictionary for new vocabulary and the meaning of words. Vocabulary on pollution.</p>	<p>read about pollution.</p> <p>Answer a variety of higher-order thinking questions based on the passage read.</p> <ul style="list-style-type: none"> How can we become more aware of the different types of pollution? <p>Use a dictionary for new vocabulary and the meaning of words. Vocabulary on pollution.</p>	<p>illustrations, posters, graphs, maps.</p> <ul style="list-style-type: none"> Discuss the video and pictures of how people lived long ago. <p>Answer a variety of higher-order thinking questions based on the passage read.</p> <ul style="list-style-type: none"> Can you imagine what it must have felt like to have lived long ago? 	<p>Answer a variety of higher-order thinking questions based on the passage read.</p> <ul style="list-style-type: none"> Answer questions on the story that was read. 	<p>advertisements, illustrations, posters, graphs, maps.</p> <ul style="list-style-type: none"> Look at the picture of the farm and discuss. <p>Answer a variety of higher-order thinking questions based on the passage read.</p> <ul style="list-style-type: none"> Answer questions on the story and the picture of the farm. <p>Use a dictionary for new vocabulary and the meaning of words.</p>	<p>on the passage read.</p> <ul style="list-style-type: none"> Answer questions on the facts that were read. <p>Use a dictionary for new vocabulary and the meaning of words.</p>

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	TERM 2 CONTENT				TERM 3 CONTENT							
<p>Core Concepts, Skills and Values Group Guided Reading</p> <p>(Minimum 2h30 minutes per week - 30 minutes per day)</p> <p>*Choose 2 - 3 strategies per week</p>	<ul style="list-style-type: none"> Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level. Use phonic knowledge, contextual and structural-analytical decoding skills when reading unfamiliar words. Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud. Learners monitor themselves 	<ul style="list-style-type: none"> Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level. Use phonic knowledge, contextual and structural-analytical decoding skills when reading unfamiliar words. Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud. Learners monitor themselves 	<ul style="list-style-type: none"> Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level. Use phonic knowledge, contextual and structural-analytical decoding skills when reading unfamiliar words. Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud. Learners monitor themselves 	<ul style="list-style-type: none"> Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level. Read different genres such as play scripts. Use self-correcting strategies when reading: re-reading, reading on, pausing. Read with increasing fluency, expression and correct pronunciation. Use phonic knowledge, contextual and structural- 	<ul style="list-style-type: none"> Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level. Read different genres such as play scripts. Use self-correcting strategies when reading: re-reading, reading on, pausing. Read with increasing fluency, expression and correct pronunciation. Use phonic knowledge, contextual and structural- 	<ul style="list-style-type: none"> Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level. Read different genres such as play scripts. Use self-correcting strategies when reading: re-reading, reading on, pausing. Read with increasing fluency, expression and correct pronunciation. Use phonic knowledge, contextual and structural- 	<ul style="list-style-type: none"> Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level. Read different genres such as play scripts. Use self-correcting strategies when reading: re-reading, reading on, pausing. Read with increasing fluency, expression and correct pronunciation. Use phonic knowledge, contextual and structural- 	<ul style="list-style-type: none"> Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level. Read different genres such as play scripts. Use self-correcting strategies when reading: re-reading, reading on, pausing. Read with increasing fluency, expression and correct pronunciation. Use phonic knowledge, contextual and structural- 	<ul style="list-style-type: none"> Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level. Read different genres such as play scripts. Use self-correcting strategies when reading: re-reading, reading on, pausing. Read with increasing fluency, expression and correct pronunciation. Use phonic knowledge, contextual and structural- 	<ul style="list-style-type: none"> Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level. Read different genres such as play scripts. Use self-correcting strategies when reading: re-reading, reading on, pausing. Read with increasing fluency, expression and correct pronunciation. Use phonic knowledge, contextual and structural- 	<ul style="list-style-type: none"> Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level. Read different genres such as play scripts. Use self-correcting strategies when reading: re-reading, reading on, pausing. Read with increasing fluency, expression and correct pronunciation. Use phonic knowledge, contextual and structural- 	

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	TERM 2 CONTENT			TERM 3 CONTENT							
	during reading in terms of word recognition and comprehension skills. <ul style="list-style-type: none"> Use diagrams and pictures from the text to enhance comprehension. Read with increasing fluency and expression. 	during reading in terms of word recognition and comprehension skills. <ul style="list-style-type: none"> Use diagrams and pictures from the text to enhance comprehension. Read with increasing fluency and expression. 	during reading in terms of word recognition and comprehension skills. <ul style="list-style-type: none"> Use diagrams and pictures from the text to enhance comprehension. Read with increasing fluency and expression. 	analytical decoding skills to read unfamiliar words. <ul style="list-style-type: none"> Learners monitor themselves during reading in terms of word recognition and comprehension skills. 	analytical decoding skills to read unfamiliar words. <ul style="list-style-type: none"> Learners monitor themselves during reading in terms of word recognition and comprehension skills. 	analytical decoding skills to read unfamiliar words. <ul style="list-style-type: none"> Learners monitor themselves during reading in terms of word recognition and comprehension skills. 	analytical decoding skills to read unfamiliar words. <ul style="list-style-type: none"> Learners monitor themselves during reading in terms of word recognition and comprehension skills. 	analytical decoding skills to read unfamiliar words. <ul style="list-style-type: none"> Learners monitor themselves during reading in terms of word recognition and comprehension skills. 	analytical decoding skills to read unfamiliar words. <ul style="list-style-type: none"> Learners monitor themselves during reading in terms of word recognition and comprehension skills. 	analytical decoding skills to read unfamiliar words. <ul style="list-style-type: none"> Learners monitor themselves during reading in terms of word recognition and comprehension skills. 	analytical decoding skills to read unfamiliar words. <ul style="list-style-type: none"> Learners monitor themselves during reading in terms of word recognition and comprehension skills.
Core Concepts, Skills and Values Paired/Independent Reading	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner

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	TERM 2 CONTENT				TERM 3 CONTENT						
CAPS Topic	<p style="text-align: center;">WRITING (Minimum time: 3 x 20 minutes per day; Maximum time 3 x 20 minutes per day)</p>										
<p style="text-align: center;">Core Concepts, Skills and Values</p>	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Break down multi-syllabic words into separate syllables: re-mem-ber <p>Keep a diary for one week, noting the weather and other pieces of information.</p> <ul style="list-style-type: none"> Life cycle of the silkworm. <p>Use correct grammar so that others can read and understand what has been written.</p> <ul style="list-style-type: none"> Vocabulary on the life cycle of the silkworm. <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation</p>	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Break down multi-syllabic words into separate syllables: re-mem-ber <p>Participate in a discussion to select a topic to write about.</p> <ul style="list-style-type: none"> How can we keep the school grounds clean? <p>Write at least two paragraphs (ten or more sentences) on personal experiences such as daily news or a school event.</p> <ul style="list-style-type: none"> How do we keep the school grounds clean? 	<p>Do tasks on: Plurals</p> <p>Participate in a discussion to select a topic to write about.</p> <ul style="list-style-type: none"> Recycle – Keep our country clean! <p>Write at least two paragraphs (ten or more sentences) on personal experiences such as daily news or a school event.</p> <ul style="list-style-type: none"> Design something you can make from objects you've recycled. Write the name of the object. What is the object made of? Draw a picture of your design. 	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Revise Weeks 9 and 10 of Term 2. <p>Write personal texts in different forms: A diary entry.</p> <ul style="list-style-type: none"> Imagine you are Suzie. Write a daily entry, relating what happened today. Explain how you felt. <p>Plan, write, edit and present own story of at least two paragraphs (ten or more sentences) and give the story a caption/heading.</p> <ul style="list-style-type: none"> Write holiday news. <p>Make use of different kinds of</p>	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Recognize and use the plurals of familiar words by adding 's' or 'es' <p>Write and illustrate sentences on a topic to contribute to a book in the classroom library.</p> <ul style="list-style-type: none"> Write an ending for the story in which you say what you think may happen next. <p>Summarise and keep a record of information using mind maps, tables, notices, diagrams or maps.</p> <ul style="list-style-type: none"> Create a mind map and write 	<p>Do word building tasks:</p> <ul style="list-style-type: none"> Recognize and use the plurals of familiar words by adding 's' or 'es' <p>Plan, write, edit and present own story of at least two paragraphs (ten or more sentences) and give the story a caption/heading.</p> <ul style="list-style-type: none"> What is pollution? Different types of pollution <p>Summarise and keep a record of information using mind maps, tables, notices, diagrams or maps.</p> <ul style="list-style-type: none"> Design a poster to make 	<p>Do word-building activities using sounds that were taught.</p> <p>Write personal texts in different forms: a diary entry, a letter to a relative, a description.</p> <ul style="list-style-type: none"> Write a letter to your friend, telling him/her what you learnt about pollution. <p>Plan, write, edit and present own story of at least two paragraphs (ten or more sentences) and give the story a caption/heading.</p> <ul style="list-style-type: none"> My story plan: The characters and the background. Who is in your of story? 	<p>Do word-building activities using sounds that were taught.</p> <p>Write personal texts in different forms: a diary entry, a letter to a relative, a description.</p> <ul style="list-style-type: none"> Write down the questions you want to ask your parents about your ancestors. Enter the names of your parents and grandparents in the family tree. <p>Summarise and keep a record of information using mind maps, tables, notices, diagrams or maps.</p> <ul style="list-style-type: none"> Use a mind map to plan your questions 	<p>Do word-building activities using sounds that were taught.</p> <p>Write personal texts in different forms: a diary entry, a letter to a relative, a description.</p> <ul style="list-style-type: none"> Write a letter to your friend and tell him/her about Mr March. <p>Write and illustrate sentences on a topic to contribute to a book in the classroom library.</p> <ul style="list-style-type: none"> Write two or three interesting facts about Mr March's story. Draw pictures. <p>Make use of different kinds of</p>	<p>Do word-building activities using sounds that were taught.</p> <p>Plan, write, edit and present own story of at least two paragraphs (ten or more sentences) and give the story a caption/heading.</p> <ul style="list-style-type: none"> Imagine you are a child who lived on such a farm 200 years ago. My story plans The characters and the background. Who is in your of story? Where does the story take place? When does the story begin? The beginning The middle 	<p>Do word-building activities using sounds that were taught.</p> <p>Write and illustrate sentences on a topic to contribute to a book in the classroom library.</p> <ul style="list-style-type: none"> We have many interesting neighbours in the solar system. Which one is most interesting to you? Write down your choice and give two reasons for your choice. <p>Make use of different kinds of sentences e.g. questions, commands, etc.</p>

Term 3 52 days	Week 1 13 – 16 July (4 days)	Week 2 19 – 23 July	Week 3 26 – 30 July	Week 4 2 – 6 August	Week 5 10 – 13 August (4 days)	Week 6 16 – 20 August	Week 7 23 – 27 August	Week 8 30 August – 3 September	Week 9 6 – 10 September	Week 10 13 – 17 September	Week 11 20 – 23 September (4 days)	
THEME/ TOPIC	LIFE CYCLES	RECYCLING		PUBLIC SAFETY		POLLUTION		HOW PEOPLE LIVED LONG AGO		SPACE		
	TERM 2 CONTENT				TERM 3 CONTENT							
	<p>marks and inverted commas.</p> <p>Identify and use nouns, pronouns, verbs and adverbs correctly.</p> <p>Use phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Use present and past tense correctly, for example: He reads his book. They sang yesterday.</p> <p>Read and edit own writing by correcting spelling, punctuation, etc.</p>	<ul style="list-style-type: none"> What practical tips can you give? <p>Use correct grammar so that others can read and understand what has been written.</p> <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Use phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Read and edit own writing to a friend or a group.</p>	<p>Use correct grammar so that others can read and understand what has been written.</p> <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Identify and use nouns, pronouns, verbs and adverbs correctly.</p> <p>Read and edit own writing by correcting spelling, punctuation, etc.</p> <p>Read own and others' writing to a friend or a group.</p>	<p>sentences e.g. questions, commands, etc.</p> <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Identify and use nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly.</p> <p>Joins sentences by using conjunctions such as <i>and</i>, <i>but</i>, <i>because</i>.</p> <p>Use a variety of vocabulary to make the writing more interesting.</p> <p>Use phonic knowledge and spelling rules to write unfamiliar words.</p>	<p>5 road safety rules.</p> <ul style="list-style-type: none"> You can draw pictures next to it. <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Identify and use nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly.</p> <p>Joins sentences by using conjunctions such as <i>and</i>, <i>but</i>, <i>because</i>.</p> <p>Use a variety of vocabulary to make the writing more interesting.</p> <p>Use phonic knowledge and spelling rules to</p>	<p>people aware of pollution.</p> <ul style="list-style-type: none"> Draw pictures. <p>Make use of different kinds of sentences e.g. questions, commands, etc.</p> <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Identify and use nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly.</p> <p>Joins sentences by using conjunctions such as <i>and</i>, <i>but</i>, <i>because</i>.</p> <p>Use a variety of vocabulary to make the writing more interesting.</p>	<ul style="list-style-type: none"> Where does the story take place? When does the story begin? The beginning The middle The end <p>Make use of different kinds of sentences e.g. questions, commands, etc.</p> <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Identify and use nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly.</p> <p>Joins sentences by using conjunctions</p>	<p>(when, where, what, why and how).</p> <p>Make use of different kinds of sentences e.g. questions, commands, etc.</p> <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Identify and use nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly.</p> <p>Joins sentences by using conjunctions such as <i>and</i>, <i>but</i>, <i>because</i>.</p> <p>Use a variety of vocabulary to make the writing more interesting.</p>	<p>sentences e.g. questions, commands, etc.</p> <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Identify and use nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly.</p> <p>Joins sentences by using conjunctions such as <i>and</i>, <i>but</i>, <i>because</i>.</p> <p>Use a variety of vocabulary to make the writing more interesting.</p> <p>Use phonic knowledge and spelling rules to write unfamiliar words.</p>	<ul style="list-style-type: none"> The end <p>Summarise and keep a record of information using mind maps, tables, notices, diagrams or maps.</p> <ul style="list-style-type: none"> Plan your story – use a mind map. <p>Make use of different kinds of sentences e.g. questions, commands, etc.</p> <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Identify and use nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly.</p> <p>Joins sentences by using</p>	<p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.</p> <p>Identify and use nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly.</p> <p>Joins sentences by using conjunctions such as <i>and</i>, <i>but</i>, <i>because</i>.</p> <p>Use a variety of vocabulary to make the writing more interesting.</p> <p>Use phonic knowledge and spelling rules to write unfamiliar words.</p> <p>Read own writing to the class.</p> <p>Use a dictionary</p>	

Term 3 52 days	Week 1 13 – 16 July (4 days)	Week 2 19 – 23 July	Week 3 26 – 30 July	Week 4 2 – 6 August	Week 5 10 – 13 August (4 days)	Week 6 16 – 20 August	Week 7 23 – 27 August	Week 8 30 August – 3 September	Week 9 6 – 10 September	Week 10 13 – 17 September	Week 11 20 – 23 September (4 days)
THEME/ TOPIC	LIFE CYCLES	RECYCLING		PUBLIC SAFETY		POLLUTION		HOW PEOPLE LIVED LONG AGO		SPACE	
	TERM 2 CONTENT			TERM 3 CONTENT							
				Read own writing to the class. Use a dictionary for new vocabulary and the meaning of words	write unfamiliar words. Read own writing to the class. Use a dictionary for new vocabulary and the meaning of words.	Use phonic knowledge and spelling rules to write unfamiliar words.	such as <i>and, but, because</i> . Use a variety of vocabulary to make the writing more interesting.	Use phonic knowledge and spelling rules to write unfamiliar words.	Read own writing to the class.	conjunctions such as <i>and, but, because</i> . Use phonic knowledge and spelling rules to write unfamiliar words.	for new vocabulary and the meaning of words.
CAPS Topic	<p style="text-align: center;">HANDWRITING (Minimum time 3 x 15 minutes per day; Maximum time 4 x 15 minutes per day)</p>										
Core Concepts, Skills and Values	<p>Introduce:</p> <ul style="list-style-type: none"> Date and captions Cursive pattern and basic letters and letter combinations 	<p>Introduce:</p> <ul style="list-style-type: none"> Date and captions Cursive pattern and basic letters and letter combinations 	<p>Introduce:</p> <ul style="list-style-type: none"> Date and captions Cursive pattern and basic letters and letter combinations 	<p>Introduce:</p> <ul style="list-style-type: none"> Date and captions Cursive pattern Complex letter combinations  <p>Words</p>	<p>Introduce:</p> <ul style="list-style-type: none"> Date and captions Cursive pattern Complex letter combinations  <p>Words</p>	<p>Introduce:</p> <ul style="list-style-type: none"> Date and captions Cursive pattern Complex letter combinations  <p>Words</p>	<p>Introduce:</p> <ul style="list-style-type: none"> Date and captions Cursive pattern Basic letter combinations with capital letter  <p>Words</p>	<p>Introduce:</p> <ul style="list-style-type: none"> Date and captions Cursive pattern Basic letter combinations with capital letter  <p>Words</p>	<p>Introduce:</p> <ul style="list-style-type: none"> Date and captions Own cursive pattern. Basic letter combinations with capital letter  <p>Words</p>	<p>Introduce:</p> <ul style="list-style-type: none"> Date and captions Cursive pattern Basic letter combinations with capital letter  <p>Words</p>	<p>Introduce:</p> <ul style="list-style-type: none"> Date and captions Cursive pattern Basic letter combinations with capital letter  <p>Words</p>
Requisite Pre-Knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge

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THEME/ TOPIC	LIFE CYCLES	RECYCLING		PUBLIC SAFETY		POLLUTION		HOW PEOPLE LIVED LONG AGO		SPACE	
	TERM 2 CONTENT			TERM 3 CONTENT							
Resources (other than textbook) to enhance learning	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters
Informal Assessment	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically. This must be done informally and ongoing. 										
SBA (Formal Assessment)	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically. Rubrics, checklists and writing activities can be used. Assessment can only take place if the concepts have been taught and learners had enough time to practice. <p>Listening & Speaking:</p> <ul style="list-style-type: none"> Tells a story with a simple plot with a beginning, middle and end and different characters (using props such as masks, puppets etc, integrate with Reading, Life Skills) Listens for the detail in stories and other oral texts and answers open-ended questions, e.g., “What will you do when you grow up?” Listens to a story and works out cause and effect in the story Participates in discussions, giving useful feedback to others <p>Phonics:</p> <ul style="list-style-type: none"> Recognises silent letters in words, that is, ‘k’ as in know, ‘l’ as in half, ‘b’ as in comb, ‘w’ as in write, ‘h’ as in hour Recognises vowels such - as ‘ere’ in ‘here’, -air as in ‘hair’, -are as in ‘square’ Silent e Recognise that the same spelling can represent different sounds Recognises hard and soft sounds of ‘c’ and ‘g’ such as ‘c’ as in city; ‘g’ as in giant Recognises that some sounds can be represented by a number of different spelling choices (Homonyms) ow (cow) ou (found), aw (draw), au (autumn) tie, high, sky, few, blue Recognises all vowel and consonant blends learnt so far Recognises and uses prefixes such as un-, re- and suffixes such as -ful, -ness 										

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THEME/ TOPIC	LIFE CYCLES	RECYCLING		PUBLIC SAFETY		POLLUTION		HOW PEOPLE LIVED LONG AGO		SPACE	
	TERM 2 CONTENT			TERM 3 CONTENT							
	<ul style="list-style-type: none"> • Spelling & Dictation: Word list of at least 20 words from phonic lessons and 2 sentences of dictation <p>Reading:</p> <ul style="list-style-type: none"> • Assess each learner individually on at least 80-100 sight words (Word list) • Choose 2 graphical texts (bar graph, pictorial map, advertisement, weekly class roster etc) • Types of questions: • Multiple choice questions • Sequence events in a story in the right order • Recall & higher order type questions (express an opinion, cause and effect etc) <p>Writing:</p> <ul style="list-style-type: none"> • Writes and illustrates a familiar story with a title (beginning, middle and end) in at least 10 sentences (2 paragraphs) and uses punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas • Uses more complex tenses such as present and past progressive. • Summarises and records information using mind maps, tables, notices, diagrams or charts • Uses different sentence types when writing such as statements, questions, commands, etc • Joins sentences using conjunctions such as 'and', 'but' • Writes personal texts in different forms: a diary entry, a letter to a relative, description <p>Handwriting:</p> <ul style="list-style-type: none"> • Copies and writes short words and short sentences in the joined script with correct letter formation and spacing (integrate with Reading, Life Skills) • Writes lower- and upper-case letters in the joined script that is aligned to the school's writing policy • Copies words correctly from a variety of sources, that is, board, strips, work cards etc. and writes with increased speed in the joined script or cursive writing • Copies and writes short words and short sentences in the joined script with correct letter formation and spacing (integrate with Reading, Life Skills) • Uses the joined script freely for written recordings in all subjects. 										

2021 Annual Teaching Plan – Term 4: **SUBJECT:** English HL Grade 3

Term 4 47 days	Week 1 5 – 8 October (4 days)	Week 2 11-15 October	Week 3 18-22 October	Week 4 25 – 29 October	Week 5 1 – 5 November	Week 6 8 – 12 November	Week 7 15 – 19 November	Week 8 22 – 26 November	Week 9 29 November – 3 December	Week 10 6 – 8 December (3 days)
THEME/ TOPIC	PRODUCTS AND PROCESSES		DISASTERS AND WHAT WE SHOULD DO			ANIMALS			CONSOLIDATION	
TERM 4 CONTENT										
CAPS Topic	LISTENING & SPEAKING (Minimum time 3 x 15 minutes per week; Maximum time 4 x 15 minutes per week)									
Core Concepts, Skills and Values	Participate in a conversation as a social skill and respect the way others talk. <ul style="list-style-type: none"> Where does food come from? Look at the pictures and talk to your friend about it. Listen for details in stories and answer open-ended questions. For example: “Do you think it’s necessary to come to school?” <ul style="list-style-type: none"> Listen to the information the teacher reads about plants. 	Participate in a conversation as a social skill and respect the way others talk. <ul style="list-style-type: none"> Discuss the stories the teacher has read. Listen for details in stories and answer open-ended questions. <ul style="list-style-type: none"> The teacher reads a story to the learners about e.g. How sheep got their wool and The elf and the sheep wool. Tell a story using descriptive language, different	Participate in a conversation as a social skill and respect the way others talk. <ul style="list-style-type: none"> The flood disaster. Listen for details in stories and answer open-ended questions. <ul style="list-style-type: none"> Listen to the newspaper article that the teacher reads about e.g. The flood disaster Answer questions based on the content of the article. Understand and use appropriate	Listen for details in stories and answer open-ended questions. <ul style="list-style-type: none"> Listen to a story about e.g.: The firefighter saves little Peter or The accident. Tell a story using descriptive language, different gestures and facial expressions. <ul style="list-style-type: none"> Tell the story in your own words. Use terminology such as subject, verb, object, question, statement, order, synonym, antonym (opposites), exclamation mark	Participate in a conversation as a social skill and respect the way others talk. <ul style="list-style-type: none"> Discuss the story the teacher has read about e.g. My worst experience. Listen for details in stories and answer open-ended questions. <ul style="list-style-type: none"> Listen to the story the teacher has read about e.g. My worst experience. Use terminology such as subject, verb, object, question,	Plan and do an oral presentation: Use a visual resource. <ul style="list-style-type: none"> Dogs – Dogs are pets, but they can also perform other important tasks. Type of tasks that dogs perform – Guide dogs help the blind, police dogs track criminals, sheep dogs gather sheep, watch dogs keep watch, hunting dogs hunt. Discuss solutions to a problem and use higher-order thinking skills.	Listen for details in stories and answer open-ended questions. <ul style="list-style-type: none"> Animals that give us food and clothes e.g.: cattle, chickens or bees. Watch the video e.g. Animals that give us food and clothes. Discuss the video. Discuss solutions to a problem and use higher-order thinking skills. <ul style="list-style-type: none"> Answer questions based on the video. 	Plan and do an oral presentation: <ul style="list-style-type: none"> E.g. My pet. Learners can bring a picture of their pet or the pet itself to school. They tell the class, e.g., what the pet eats, where it sleeps, how the pet is cared for. Discuss solutions to a problem and use higher-order thinking skills. <ul style="list-style-type: none"> Discuss questions such as We stay in a flat. What type of pet am I allowed to keep? 	Listen for details in stories and answer open-ended questions. Discuss solutions to a problem and use higher-order thinking skills. Use terminology such as subject, verb, object, question, statement, order, synonym, antonym (opposites), exclamation mark during text discussions.	Listen for details in stories and answer open-ended questions. Discuss solutions to a problem and use higher-order thinking skills. Use terminology such as subject, verb, object, question, statement, order, synonym, antonym (opposites), exclamation mark during text discussions.

Term 4 47 days	Week 1 5 – 8 October (4 days)	Week 2 11-15 October	Week 3 18-22 October	Week 4 25 – 29 October	Week 5 1 – 5 November	Week 6 8 – 12 November	Week 7 15 – 19 November	Week 8 22 – 26 November	Week 9 29 November – 3 December	Week 10 6 – 8 December (3 days)
THEME/ TOPIC	PRODUCTS AND PROCESSES		DISASTERS AND WHAT WE SHOULD DO			ANIMALS			CONSOLIDATION	
TERM 4 CONTENT										
	<p>Use terminology such as subject, verb, object, question, statement, order, synonym, antonym (opposites), exclamation mark during text discussions.</p> <ul style="list-style-type: none"> Plants – what we get from them. <p>Understand and use appropriate language of different subjects. Terminology of plant parts and foods made from plants.</p>	<p>gestures and facial expressions.</p> <ul style="list-style-type: none"> Tell the story in your own words (beginning, middle and end). <p>Use terminology such as subject, verb, object, question, statement, order, synonym, antonym (opposites), exclamation mark during text discussions.</p>	<p>language of different subjects. Disasters and what we need to do.</p>	<p>during text discussions.</p>	<p>statement, order, synonym, antonym (opposites), exclamation mark during text discussions.</p>	<ul style="list-style-type: none"> Ask questions such as e.g. What other animals can be used to do the work of dogs? <p>Tell a story using descriptive language, different gestures and facial expressions.</p> <ul style="list-style-type: none"> Tell a story about a dog in your own words. <p>Use terminology such as subject, verb, object, question, statement, order, synonym, antonym (opposites), exclamation mark during text discussions.</p>	<p>Use terminology such as subject, verb, object, question, statement, order, synonym, antonym (opposites), exclamation mark during text discussions.</p>	<p>Use terminology such as subject, verb, object, question, statement, order, synonym, antonym (opposites), exclamation mark during text discussions.</p>		
CAPS Topic	<p>PHONICS (Minimum time 4 X 15 minutes per week; Maximum time 5 x 15 minutes a week)</p>									

Term 4 47 days	Week 1 5 – 8 October (4 days)	Week 2 11-15 October	Week 3 18-22 October	Week 4 25 – 29 October	Week 5 1 – 5 November	Week 6 8 – 12 November	Week 7 15 – 19 November	Week 8 22 – 26 November	Week 9 29 November – 3 December	Week 10 6 – 8 December (3 days)
THEME/ TOPIC	PRODUCTS AND PROCESSES		DISASTERS AND WHAT WE SHOULD DO			ANIMALS			CONSOLIDATION	
TERM 4 CONTENT										
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Revise sounds already taught Recognise and use phonics and spelling rules to spell words correctly. Spell words correctly using phonic knowledge in informal tests, dictation and in all written words. Breaks down multi-syllabic words into separate syllables: re-mem-ber Uses both the letter sound as well as the letter name to spell words Recognises vowels such as -air as in 'hair', 	<ul style="list-style-type: none"> Recognise and use phonics and spelling rules to spell words correctly. Spell words correctly using phonic knowledge in informal tests, dictation and in all written words. Breaks down multi-syllabic words into separate syllables: re-mem-ber Uses both the letter sound as well as the letter name to spell words Recognises vowels such as are as in 'square' 	<ul style="list-style-type: none"> Recognise and use phonics and spelling rules to spell words correctly. Spell words correctly using phonic knowledge in informal tests, dictation and in all written words. Breaks down multi-syllabic words into separate syllables: re-mem-ber Uses both the letter sound as well as the letter name to spell words Recognises and uses spelling patterns such as -igh [high] 	<ul style="list-style-type: none"> Recognise and use phonics and spelling rules to spell words correctly. Spell words correctly using phonic knowledge in informal tests, dictation and in all written words. Breaks down multi-syllabic words into separate syllables: re-mem-ber Uses both the letter sound as well as the letter name to spell words Recognises and uses spelling patterns such ough [tough], - 	<ul style="list-style-type: none"> Uses words that sound the same but are spelt differently such as 'pair' and 'pear', 'hair' and 'hare'. Spell words correctly using phonic knowledge in informal tests, dictation and in all written words. Breaks down multi-syllabic words into separate syllables: re-mem-ber Uses both the letter sound as well as the letter name to spell words Recognises and uses spelling patterns such as eigh [neigh], 	<ul style="list-style-type: none"> Uses words that sound the same but are spelt differently such as 'pair' and 'pear', 'hair' and 'hare'. Revise all words with plurals. Write dictation sentences. Breaks down multi-syllabic words into separate syllables: re-mem-ber Uses both the letter sound as well as the letter name to spell words Recognises and uses spelling patterns such as augh [caught] 	<ul style="list-style-type: none"> Write dictation sentences. Recognise and use phonics and spelling rules to spell words correctly. Breaks down multi-syllabic words into separate syllables: re-mem-ber Uses both the letter sound as well as the letter name to spell words Recognises and uses synonyms: happy is the same as glad 	<ul style="list-style-type: none"> Revise Term 4 word building Write dictation sentences. Recognise and use phonics and spelling rules to spell words correctly. Breaks down multi-syllabic words into separate syllables: re-mem-ber Uses both the letter sound as well as the letter name to spell words Recognises and uses synonyms: happy is the same as glad 	<ul style="list-style-type: none"> Revise Term 4 word building Write dictation sentences. Recognise and use phonics and spelling rules to spell words correctly. Breaks down multi-syllabic words into separate syllables: re-mem-ber Uses both the letter sound as well as the letter name to spell words 	<ul style="list-style-type: none"> Revise Term 4 word building Write dictation sentences. Recognise and use phonics and spelling rules to spell words correctly. Breaks down multi-syllabic words into separate syllables: re-mem-ber Uses both the letter sound as well as the letter name to spell words

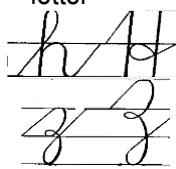
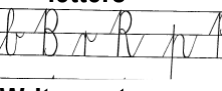
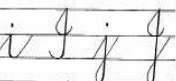
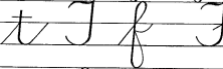
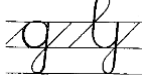
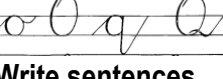
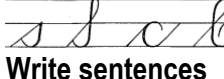
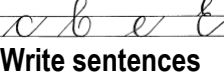
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	THEME/ TOPIC		PRODUCTS AND PROCESSES			DISASTERS AND WHAT WE SHOULD DO		ANIMALS		CONSOLIDATION
TERM 4 CONTENT										
					<ul style="list-style-type: none"> Recognises and uses antonyms: good is the opposite of bad 	<ul style="list-style-type: none"> Recognises and uses antonyms: good is the opposite of bad 				
CAPS Topic	READING									
<p>Core Concepts, Skills and Values Shared reading</p> <p>(maximum time 5 x 15 minutes; minimum time 3 x 20 minutes)</p>	<p>Read enlarged texts such as fiction and non-fiction, Big Books, newspaper articles, dialogue and electronic text as a whole class with the teacher (shared reading).</p> <ul style="list-style-type: none"> With the teacher, read the captions of the video about: Plants – what we get from them <p>Use visual clues to read graphical texts and to</p>	<p>Read a written text as a class with the teacher and describe the characters, storyline and values in the text.</p> <ul style="list-style-type: none"> Read a Big Book with the teacher e.g. The elf and the sheep wool. <p>Say if they like the story and can justify the answer.</p> <ul style="list-style-type: none"> Talk about the story that was read. <p>Use visual clues to read graphical texts and to</p>	<p>Read enlarged texts such as fiction and non-fiction, Big Books, newspaper articles, dialogue and electronic text as a whole class with the teacher (shared reading).</p> <ul style="list-style-type: none"> Read the newspaper article on the flood disaster with the teacher. <p>Use visual clues to read about a graphic text.</p>	<p>Read enlarged texts such as fiction and non-fiction, Big Books, newspaper articles, dialogue and electronic text as a whole class with the teacher (shared reading).</p> <ul style="list-style-type: none"> With the teacher, read the captions on the poster about: When fires break out. Read the captions of the video that will help learners to prevent fires. 	<p>Read a written text as a class with the teacher and describe the characters, storyline and values in the text.</p> <ul style="list-style-type: none"> With the teacher, the learners read a story about e.g. My worst experience. <p>Say if they like the story and can justify the answer.</p> <ul style="list-style-type: none"> Learners give their opinions on the story that was read. 	<p>Read enlarged text such as fiction and non-fiction. Read a written text as a class with the teacher and describe the characters, storyline and values in the text.</p> <ul style="list-style-type: none"> With the teacher, read a story about e.g. A day in the life of a guide dog or Rolo the police dog. <p>Say if they like the story and can justify the answer.</p> <ul style="list-style-type: none"> Learners give their opinions 	<p>Read enlarged texts such as fiction and non-fiction, Big Books, newspaper articles, dialogue and electronic text as a whole class with the teacher (shared reading).</p> <ul style="list-style-type: none"> Read the captions of the video or Big Book. Animals that give us food and clothes. <p>Use visual clues to read graphical texts and to analyse text for</p>	<p>Read a written text as a class with the teacher and describe the characters, storyline and values in the text.</p> <ul style="list-style-type: none"> Read a story with the learners about e.g. Rex has a smart plan. <p>Say if they like the story and can justify the answer.</p> <ul style="list-style-type: none"> Learners give their opinions on the story that was read. <p>Answer a variety of higher-order</p>	<p>Read enlarged texts such as fiction and non-fiction, Big Books, newspaper articles, dialogue and electronic text as a whole class with the teacher (shared reading).</p> <p>Use visual clues to read about a graphic text.</p>	<p>Read enlarged texts such as fiction and non-fiction, Big Books, newspaper articles, dialogue and electronic text as a whole class with the teacher (shared reading).</p> <p>Use visual clues to read about a graphic text.</p>

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TERM 4 CONTENT										
	<p>analyse text for attitudes and assumptions.</p> <ul style="list-style-type: none"> Look at the pictures (chicken, apple tree, cow, wheat and pumpkin) and discuss which foods we get from the figures in the pictures. <p>Answer a variety of higher-order thinking questions based on the passage read.</p> <ul style="list-style-type: none"> Answer questions about the text and picture. <p>Use a dictionary for new vocabulary and the meaning of words.</p>	<p>analyse text for attitudes and assumptions.</p> <ul style="list-style-type: none"> Use the cover of the Big Book to predict the course of the story. <p>Answer a variety of higher-order thinking questions based on the passage read.</p> <p>Use a dictionary for new vocabulary and the meaning of words.</p>	<ul style="list-style-type: none"> Discuss the photo that accompanies the newspaper article. <p>Answer a variety of higher-order thinking questions based on the passage read.</p> <ul style="list-style-type: none"> Answer questions based on the newspaper article that was read. 	<p>Use visual clues to read graphical texts and to analyse text for attitudes and assumptions.</p> <ul style="list-style-type: none"> The teacher lights a candle. An empty glass is turned over the candle. <p>Answer a variety of higher-order thinking questions based on the passage read.</p> <ul style="list-style-type: none"> Why did the candle's flame die? <p>Use a dictionary for new vocabulary and the meaning of words.</p>	<p>Answer a variety of higher-order thinking questions based on the passage read. For example: "Suppose the shop owner left the door open when he went home that night. What might have happened?"</p> <ul style="list-style-type: none"> Answers questions about the story read. 	<p>on the story that was read.</p> <p>Use visual clues to read graphical texts and to analyse text for attitudes and assumptions.</p> <ul style="list-style-type: none"> Look at the pictures of the different dogs. Which tasks do which dogs perform? Discuss. 	<p>attitudes and assumptions.</p> <ul style="list-style-type: none"> Use a poster with animals. Discuss each animal. Do we get food or clothes from the animal or both? Name the type of clothing and type of food. 	<p>thinking questions based on the passage read.</p> <ul style="list-style-type: none"> For example: Did Rex make the smartest plan? What plan would you make if you were Rex? 		

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<p>Core Concepts, Skills and Values Group Guided Reading</p> <p>(Minimum 2h30 minutes per week - 30 minutes per day)</p> <p>*Choose 2 -3 strategies per week</p>	<ul style="list-style-type: none"> Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level. Read with increasing fluency, speed and expression (read with feeling). Use phonic knowledge, contextual and structural-analytical decoding skills and comprehension skills to create meaning. Learners monitor themselves during reading 	<ul style="list-style-type: none"> Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level. Read with increasing fluency, speed and expression (read with feeling). Use phonic knowledge, contextual and structural-analytical decoding skills and comprehension skills to create meaning. Learners monitor themselves during reading in terms of word recognition and 	<ul style="list-style-type: none"> Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level. Read with increasing fluency, speed and expression (read with feeling). Use phonic knowledge, contextual and structural-analytical decoding skills and comprehension skills to create meaning. Learners monitor themselves during reading 	<ul style="list-style-type: none"> Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level. Read with increasing fluency, speed and expression (read with feeling). Use phonic knowledge, contextual and structural-analytical decoding skills and comprehension skills to create meaning. Learners monitor themselves during reading in terms of word recognition and 	<ul style="list-style-type: none"> Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level. Read with increasing fluency, speed and expression (read with feeling). Use phonic knowledge, contextual and structural-analytical decoding skills and comprehension skills to create meaning. Learners monitor themselves during reading 	<ul style="list-style-type: none"> Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level. Read with increasing fluency, speed and expression (read with feeling). Use phonic knowledge, contextual and structural-analytical decoding skills and comprehension skills to create meaning. Learners monitor themselves during reading in terms of word recognition and 	<ul style="list-style-type: none"> Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level. Read with increasing fluency, speed and expression (read with feeling). Use phonic knowledge, contextual and structural-analytical decoding skills and comprehension skills to create meaning. Learners monitor themselves during reading in terms of word recognition and 	<ul style="list-style-type: none"> Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level. Read with increasing fluency, speed and expression (read with feeling). Use phonic knowledge, contextual and structural-analytical decoding skills and comprehension skills to create meaning. Learners monitor themselves during reading in terms of word recognition and 	<ul style="list-style-type: none"> Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level. Read with increasing fluency, speed and expression (read with feeling). Use phonic knowledge, contextual and structural-analytical decoding skills and comprehension skills to create meaning. Learners monitor themselves during reading 	<ul style="list-style-type: none"> Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group's reading level. Read with increasing fluency, speed and expression (read with feeling). Use phonic knowledge, contextual and structural-analytical decoding skills and comprehension skills to create meaning. Learners monitor themselves during reading

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TERM 4 CONTENT										
	in terms of word recognition and comprehension skills. <ul style="list-style-type: none"> Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud. Play word games to practise reading and vocabulary skills. 	comprehension skills. <ul style="list-style-type: none"> Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud. Play word games to practise reading and vocabulary skills. 	in terms of word recognition and comprehension skills. <ul style="list-style-type: none"> Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud. Play word games to practise reading and vocabulary skills. 	comprehension skills. <ul style="list-style-type: none"> Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud. Play word games to practise reading and vocabulary skills. 	in terms of word recognition and comprehension skills. <ul style="list-style-type: none"> Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud. Play word games to practise reading and vocabulary skills. 	comprehension skills. <ul style="list-style-type: none"> Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud. Play word games to practise reading and vocabulary skills. 	comprehension skills. <ul style="list-style-type: none"> Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud. Play word games to practise reading and vocabulary skills. 	comprehension skills. <ul style="list-style-type: none"> Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud. Play word games to practise reading and vocabulary skills. 	in terms of word recognition and comprehension skills. <ul style="list-style-type: none"> Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud. Play word games to practise reading and vocabulary skills. 	in terms of word recognition and comprehension skills. <ul style="list-style-type: none"> Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud. Play word games to practise reading and vocabulary skills.
Core Concepts, Skills and Values Paired/ Independent Reading	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from

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	<p>who usually prepares your meals.</p> <ul style="list-style-type: none"> Use words from the list for your letter. <p>Plan, write, edit and present own story of at least two paragraphs (at least 12 sentences).</p> <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks, inverted commas.</p> <p>Use conjunctions to form composite sentences.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to write difficult words.</p>	<p>least 12 sentences).</p> <ul style="list-style-type: none"> Write two paragraphs on e.g. Where wool comes from or about Woolie the sheep. Use the writing frame of the sheep in which to write your story. <p>Give information in the correct sequence and provide a caption (heading).</p> <ul style="list-style-type: none"> My story plan: The characters and the background. Who is in your of story? Where does the story take place? When does the story begin? The beginning The middle The end 	<ul style="list-style-type: none"> Read the newspaper report again. Answer the comprehension questions in full sentences. <p>Use conjunctions to form composite sentences.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to write difficult words.</p> <p>Use a dictionary to find new vocabulary and to check spelling.</p> <p>Discuss own and other’s writing to provide and receive feedback.</p>	<p>what you observed.</p> <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks, inverted commas.</p> <p>Use conjunctions to form composite sentences.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to write difficult words.</p> <p>Create a word bank and personal dictionary.</p> <p>Use a dictionary to find new vocabulary and to check spelling.</p>	<p>The characters and the background.</p> <ul style="list-style-type: none"> Who is in your of story? Where does the story take place? When does the story begin? The beginning The middle The end <p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks, inverted commas.</p> <p>Use conjunctions to form composite sentences.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to write difficult words.</p>	<p>letters, full stops, commas, question marks, exclamation marks, inverted commas.</p> <p>Use conjunctions to form composite sentences.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to write difficult words.</p> <p>Discuss own and other’s writing to provide and receive feedback.</p>	<p>letters, full stops, commas, question marks, exclamation marks, inverted commas.</p> <p>Use conjunctions to form composite sentences.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to write difficult words.</p>	<p>marks, inverted commas.</p> <p>Use conjunctions to form composite sentences.</p> <p>Use word-building techniques, phonic knowledge and spelling rules to write difficult words.</p> <p>Discuss own and other’s writing to provide and receive feedback.</p>	<p>Use word-building techniques, phonic knowledge and spelling rules to write difficult words.</p>	<p>Use word-building techniques, phonic knowledge and spelling rules to write difficult words.</p>

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	<p>Create a word bank and personal dictionary.</p> <p>Use a dictionary to find new vocabulary and to check spelling.</p>	<p>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks, inverted commas.</p> <p>Use conjunctions to form composite sentences.</p>			<p>Discuss own and other's writing to provide and receive feedback.</p> <p>Create own book to contribute to the classroom library.</p>					
CAPS Topic	HANDWRITING (Minimum time 3 x 15 minutes per day; Maximum time 4 x 15 minutes per day)									
<p>Core Concepts, Skills and Values</p>	<p>Introduce:</p> <ul style="list-style-type: none"> Date and captions Own cursive pattern Basic letter combinations with capital letter  <p>Words</p>	<ul style="list-style-type: none"> Write the caption and date Introduce own cursive pattern in headings Basic letter combinations with capital letters  <p>Write sentences</p>	<ul style="list-style-type: none"> Write the caption and date Introduce own cursive pattern in headings Basic letter combinations with capital letters 	<ul style="list-style-type: none"> Write the caption and date Introduce own cursive pattern in headings Basic letter combinations with capital letters 	<ul style="list-style-type: none"> Write the caption and date Introduce own cursive pattern in headings Basic letter combinations with capital letters  <p>Write sentences</p>	<ul style="list-style-type: none"> Write the caption and date Introduce own cursive pattern in headings Basic letter combinations with capital letters  <p>Write sentences</p>	<ul style="list-style-type: none"> Write the caption and date Introduce own cursive pattern in headings Basic letter combinations with capital letters  <p>Write sentences</p>	<ul style="list-style-type: none"> Write the caption and date Introduce own cursive pattern in headings Basic letter combinations with capital letters  <p>Write sentences</p>	<ul style="list-style-type: none"> Write the caption and date Write a paragraph. Learners who progress will be able to complete all work in cursive writing. 	<ul style="list-style-type: none"> Write the caption and date Write a paragraph. Learners who progress will be able to complete all work in cursive writing.

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			Write sentences	Write sentences						
Requisite Pre- Knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge
Resources (other than textbook) to enhance learning	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters
Informal Assessment	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically. This must be done informally and ongoing. 									
SBA (Formal Assessment)	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically. Rubrics, checklists and writing activities can be used. Assessment can only take place if the concepts have been taught and learners had enough time to practice. <p>Listening & Speaking:</p> <ul style="list-style-type: none"> Tells a story using descriptive language, different gestures and facial expressions Does an oral presentation: Show and Tell or prepared speech on a topic using poster or story board linked to a theme topic (integrated with Life Skills). Listens for the detail in stories and answers open-ended questions, e.g., “Do you think it is right that you have to wear a school uniform 									

Term 4 47 days	Week 1 5 – 8 October (4 days)	Week 2 11-15 October	Week 3 18-22 October	Week 4 25 – 29 October	Week 5 1 – 5 November	Week 6 8 – 12 November	Week 7 15 – 19 November	Week 8 22 – 26 November	Week 9 29 November – 3 December	Week 10 6 – 8 December (3 days)
THEME/ TOPIC	PRODUCTS AND PROCESSES		DISASTERS AND WHAT WE SHOULD DO			ANIMALS			CONSOLIDATION	
TERM 4 CONTENT										
<ul style="list-style-type: none"> • Uses language imaginatively: tells jokes and riddles using appropriate volume and intonation <p>Phonics:</p> <ul style="list-style-type: none"> • Recognises that some sounds can be represented by a number of different spelling choices (Homonyms) ow (cow) ou (found), aw (draw), au (autumn) tie, high, sky, few, blue • Recognises all vowel and consonant blends learnt so far • Recognises and uses spelling patterns such as -igh (high), -ough (tough), -eigh (neigh), augh (caught) • Recognises and uses synonyms such as happy is the same as glad and antonyms: good is the opposite of bad • Breaks down multi-syllabic words into separate syllables such as re-mem-be • Spelling & Dictation: Word list of at least 20 words from phonic lessons and 2 sentences of dictation <p>Reading:</p> <ul style="list-style-type: none"> • Assess each learner individually on at least 100-120 sight words (Word list) • Choose a fiction/non-fiction text with 100-120 words (DBE Workbook or Reader) • Types of questions: • Multiple choice questions • Sequence events in a story in the right order • Recall & higher order type questions (express an opinion, cause and effect etc) <p>Writing:</p> <ul style="list-style-type: none"> • Writes and illustrates a familiar story with a title (beginning, middle and end) in at least 10 sentences (2 paragraphs) and uses punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas • Uses more complex tenses such as present and past progressive. • Writes a personal text (40-50 words) e.g. a birthday invitation or a letter to a friend • Uses different sentence types when writing such as statements, questions, commands, etc • Joins sentences using conjunctions such as 'and', 'but' <p>Handwriting:</p> <ul style="list-style-type: none"> • Copies and writes short words and short sentences in the joined script with correct letter formation and spacing (integrate with Reading, Life Skills) • Writes lower- and upper-case letters in the joined script that is aligned to the school's writing policy • Uses the joined script freely for written recordings in all subjects. 										