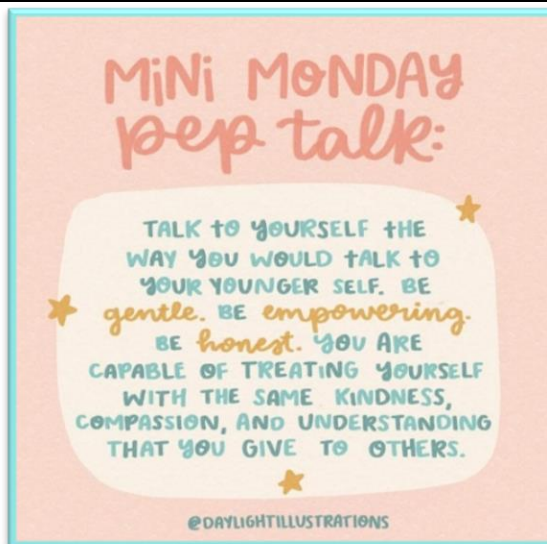


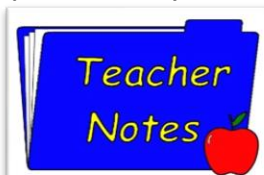
Mini Monday Pep Talk

For the teacher



HEALTH CHECKS

- Health checks need to take place every morning.
- The teacher is responsible for the learners emotional and social well-being.
 - Run a quick head to toes check of each child.
 - Children answer questions about any health problems, for example, they show plasters over any cuts and bruises.
 - Ask them what happened/what caused the injury.
- Keep a health record of any signs of illness/injury observed or medication given.
- Daily hygiene routines are to be strictly followed.
- Supervise snack and lunchtime.
- Wash hands with soap and water often or sanitize your hands.
- Toilet routine- Washing of hands.



ESTABLISHING TOILET ROUTINES

- All the learners will be introduced to the toilet routine at the same time.
- The children will hold on to each other's shoulders and will be an imaginary train puffing to the station.
- They will be chanting the sounds that the train makes as they move along.
- At the toilet awareness on first using the toilet, then washing hands, closing the tap and then dry your hands, etc will be developed in this session.



Toilet training basics



Dress your child in clothes that are easy to take off, like pants, shorts or skirts with elastic waistbands.



Watch for signs that your child needs to do a wee or poo, like wriggling or holding hands between their legs. Gently remind your child to use the toilet.

HINTS

Routine activities to continue daily- Learners need **STRUCTURE & ROUTINE**

- Season and Weather is discussed daily.
- Date chart: Days of the week, months of the year, Birthday chart
- Celebrations
- Toilet routine- Washing of hands (sing happy birthday twice)
(Refer to the Toilet Routine in Week 1)

YOU HAVE RECEIVED THE 10 WEEK TERM PLANNER



Province of the Eastern Cape

DEPARTMENT OF EDUCATION

GRADE R LIFE SKILLS - TERM PLANNER 2024

TERM 1

Basic routines and free play	Do routine activities:									
	- Arrival and departure greetings, toilet routine, birthday chart, date chart, health chart, weather chart - Preparation activities for Creative Arts and Physical Development e.g., Putting on aprons and taking off shoes. - Tidying up - Do free play activities indoors and outdoors e.g., Free art, fantasy play, block play, construction, ball play, gross motor play etc.									
	Week 1 ME	Week 2 AT SCHOOL	Week 3 IN THE CLASSROOM	Week 4 BOOKS	Week 5 DAYS OF THE WEEK	Week 6 MY BODY	Week 7 HEALTHY LIVING	Week 8 SUMMER	Week 9 SHAPE AND COLOUR AROUND US	Week 10 FESTIVALS AND SPECIAL DAYS



THE THEME: FESTIVALS TO BE INTEGRATED THROUGHOUT THE TERM WHEN TEACHING LIFE SKILLS, HOME LANGUAGE AND MATHEMATICS

UTILISATION OF DBE WORKBOOK IS ESSENTIAL



- Schools that have the **GRADE R RESOURCE KIT** with the posters and the **BIG BOOKS** to please utilise these resources as it links well with the CAPS.
- Schools that have received the **VIVLIA RESOURCE CRATES** to ensure that it is fully utilised in the Grade R classroom for teaching and learning.
- Schools that have received the **TAKALANI RESOURCES** to ensure full utilisation.
- Full utilisation of the **SIX BRICKS** received.
- Full utilisation of the **MATHS UP APP**.
- Schools that have the **THINK EQUAL RESOURCES** to fully utilised as guided in the training workshop.



IMPORTANT INFORMATION

➤ **There are 9 themes for the term excluding Festivals and Special Days**

It is very important not to skip content that needs to be covered as the curriculum has been written in progression for the learners to acquire the knowledge and skills they need to be taught.

- The weekly term planner enables the teachers to have a sense of what needs to be taught in each term.
- It reflects the content, concepts and skills according to the CAPS requirement.
- Will enable the teachers to know what the learners will be expected to learn by the end of each term.
- The term planner paces and sequences the content, concepts and skills progressively on a week-to-week basis.
- Recommended assessment has been highlighted.

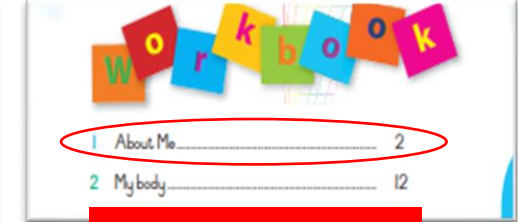
Me

LIFE SKILLS

The content and concepts of Beginning Knowledge is integrated throughout the Grade R-day in all Subject areas

Discussion

- ✓✗ Personal details:
Name, age, address, contact number.
- ✓✗ What makes me special:
include name, language, and gender.
- ✓✗ What are my abilities and interests?



DBE Workbook 1

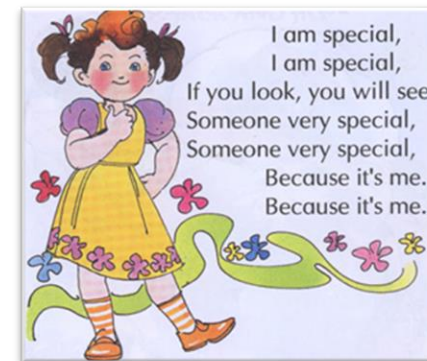
Creative Arts

- ✓✗ Informal use of art elements shape and colour in drawing and painting in response to weeks' topic (Finger painting.)
- ✓✗ Work in different sizes to increase awareness of detail.
- ✓✗ Interpreting body parts in drawing and painting.
- ✓✗ Simple print making techniques using found objects such as bottle tops, stones, etc. (OWN materials)
- ✓✗ Craft skills and techniques: Cutting (own scissors)
- ✓✗ Tearing and pasting
- ✓✗ Use play dough to model freely: Twisting, Shaping, Rolling



Performing Arts

- ✓✗ Warming up using everyday activities: such as cleaning my shoes, making my bed.
- ✓✗ Body awareness. Exploring space and direction such as large, small, high, low, far, near.
- ✓✗ Music, voice and movement; focusing on dynamics, such as loud and soft, strong and gentle.
- ✓✗ Indigenous songs, rhythmic games, and rhymes.
- ✓✗ Listening skills; reacting to signals, cues, stories, rhymes, and song, such as ("freeze!", "up!", "down!")
- ✓✗ Interpretation of indigenous & other songs using dynamics of soft and loud.
- ✓✗ Dramatizing; Make believe situations, fantasy, and own life experiences. Individually or in small groups
- ✓✗ Creating and imitating sound effects in stories, such as bees (buzz,) etc.
- ✓✗ Directions, levels (high medium and low) Shapes explored through creative movement and stories.
- ✓✗ Dramatization, using an existing indigenous story, poem, nursery rhymes or song as stimulus.



Me

LIFE SKILLS

The content and concepts of Beginning Knowledge is integrated throughout the Grade R-day in all Subject areas

Physical Education

- ✓✗ Body parts: sing songs and rhymes while learning the body parts - head shoulders, neck, chest, etc.
- ✓✗ Walking backwards and forwards.
- ✓✗ Walking/ running faster and slower.
- ✓✗ Using music or body percussion, identify body parts and move rhythmically as instructions are given, i.e., touch your toes, etc.
- ✓✗ Throwing and catching OWN bean bag.
- ✓✗ Balancing: Walking on a line
- ✓✗ Balancing on low level objects.
- ✓✗ Throw bean bags/ paper balls into containers.



Balancing activities boost focus & ease anxiety, anger & aggression.

#1: BALANCING

by Deborah Stevens-Smith & Jami Murdock

BENEFITS IN THE CLASSROOM:

1. Learning balance helps children develop better concentration needed for sitting and paying attention in class.
2. Balancing uses mechanical principles and helps kids understand concepts such as gravity, equilibrium, counterbalance, and other sports skills.
3. It promotes questioning and problem-solving skills to sort out questions like, "Why is this happening?"
4. It develops eye-hand coordination, so children can appropriately place letters and words on a page as they write.
5. Balance develops postural control to develop the strength to sit, not get tired, and focus on the task at hand.

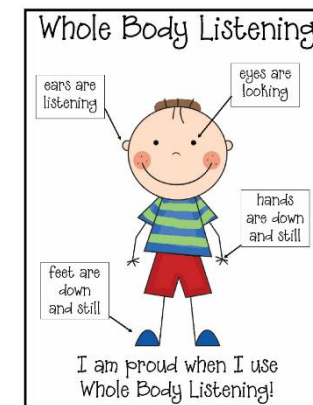
Even on rainy days kids can enjoy loads of balancing activities indoors ...



HOME LANGUAGE

LISTENING AND SPEAKING

- ✔✗ Listens attentively to simple questions, announcements and instructions and responds appropriately.
- ✔✗ Listens to simple instructions and acts on them
- ✔✗ Listens without interrupting
- ✔✗ Listens to short stories with enjoyment and joins in choruses at the appropriate time.
- ✔✗ Sings simple songs and does the actions (with help), e.g. 'This is the way I wash my hands,
- ✔✗ Recites simple rhymes and does actions.
- ✔✗ Talks about pictures in posters, theme charts, books etc. related to a minimum of five themes per term
- ✔✗ Develops language to develop concepts colour, shape, age, time and sequence
- ✔✗ Matches things that go together, and compares things that are different
- ✔✗ Classifies familiar items such as puts all toys in box, books on shelves, crayons in tins, sorts according to colour etc
- ✔✗ Asks questions
- ✔✗ Gives explanations
- ✔✗ Solves and completes at least five or more jig-saw puzzle
- ✔✗ Recognises and points out common objects in pictures.



Listening and speaking are important in Grade R because:

- Students use speaking and listening to solve problems, speculate, share ideas, make decisions and reflect on what is important.
- Social relations in the classroom depend on talk, and students' confidence and attitudes to learning are affected by friendships and positive interaction.
- Listening requires the fundamental skill of focusing attention on the speaker to be able to hear and understand what the speaker is saying.
- Speaking skills require students to take turns, speak confidently, stay on topic, and speak with clarity.



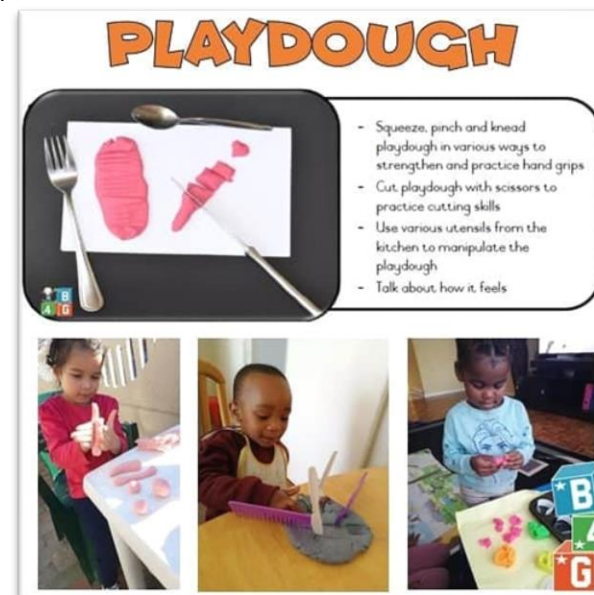
Reference: [Develop speaking and listening skills in young learners](https://teachmiddleeastmag.com/develop-speaking-listening-skills-young-learners/)
<https://teachmiddleeastmag.com/develop-speaking-listening-skills-young-learners/>

[Strengthening Students' Speaking and Listening Skills](https://www.responsiveclassroom.org/strengthening-students-speaking-and-listening-skills/)
<https://www.responsiveclassroom.org/strengthening-students-speaking-and-listening-skills/>

HOME LANGUAGE

HANDWRITING AND WRITING

- ✓✗ Develops fine-motor skills for strengthening hands: rolls plasticine models with play dough, screws, nuts and bolts, plays the piano in the air, etc.
- ✓✗ Develops fine-motor control to strengthen fingers: plays finger rhymes with finger actions or rolls small paper balls between fingers, etc.
- ✓✗ Develops fine-motor control: uses scissors to cut fringes on paper mats, etc.
- ✓✗ Develops eye-hand coordination: plays catch with bean bags, balls, draws with crayons or paints informally during outdoor play, etc.
- ✓✗ Develops directionality: moves parts of the body to the left or right, up or down, etc.
- ✓✗ Crosses the midline: takes the right hand across the midline to touch the left shoulder, etc.
- ✓✗ Traces simple outlines of pictures and patterns.
- ✓✗ Copies patterns onto pegboard
- ✓✗ Using a range of writing tools: paint brushes, wax crayons, etc during free indoor play or creative arts activities
- ✓✗ "Writes" in sand tray (in the air, on the floor)
- ✓✗ Draws pictures to convey messages during creative art activities such as about a personal experience
- ✓✗ Copies known letters in own name to represent writing: copies own name.
- ✓✗ "Writes" from left to right and top to bottom
- ✓✗ Contributes ideas for a class news book by means of drawings.
- ✓✗ Identifies name in print



What are the pre-writing skills?

- Drawing - Encourage learners to do a drawing and then ask him/her to tell you about it when they have finished.
- Copying.
- Colouring in - Colour in shapes and pictures.
- Tracing, mazes and dot to dots.
- Grasp and manipulation activities.
- Sensory activities.
- Eye hand coordination activities.
- Building and construction activities
- Well-developed gross motor control.
- Good posture and core control.
- The ability to cross the midline.
- Bilateral coordination.
- A good pencil grasp.
- Well-developed fine motor control.
- The ability to form basic patterns.

HOME LANGUAGE

READING AND PHONICS

- ✔✘ Participates in directionality activities such as moving the body left to right and top to bottom.
- ✔✘ Use sequencing skills to order 3 pictures and relate the story created.
- ✔✘ Completes a visual picture such as building puzzles, completing pictures.
- ✔✘ Holds the book the right way up and turns pages correctly.
- ✔✘ Uses picture to predict what the story is about: 'reads' pictures and captions showing an understanding that pictures and words are related but different
- ✔✘ Recognises own name and names of at least 5 other children in the class
- ✔✘ Understands that print communicates meaning: a word can represent one's own name
- ✔✘ Understands that written text words refer to spoken words
- ✔✘ 'Reads' high frequency words: own name, common brand names - SPAR, COKE, and tv programme titles
- ✔✘ Identifies whether two given sounds are the same or different: /p/p(same):/p/d/(different)



<https://www.nalibali.org/story-library/audio-stories/english>

What is the importance of phonics in early childhood education?

Phonics is important in early childhood education because it lays the foundation for strong literacy skills later in life. By introducing phonics during this critical period, we can help children develop the foundational skills they need to become successful readers and writers.



MATHEMATICS

Counting objects 1-5

- ✓ Count in ones using: - Concrete apparatus, Body parts, clapping hands, stamping feet, Climbing steps.
- ✓ Rote counting: number rhymes and songs ([Make use of the MathsUp Application Resources](#))

Counting forward and counting backward 1-5

- ✓ Incidental counting using number rhymes/songs/counters/body parts and percussion.
- ✓ Counting in ones.

Number symbols and number names

- ✓ Recognise and identify: - number symbols- 1 and number name: one

Describe, compare, and order numbers. Recognizes numbers in familiar context e.g.:

- ✓ Learner should know her/his age
- ✓ Identify numbers in pictures and dot cards
- ✓ Play number card games

Describe, compare, and order numbers

- ✓ Compares which of two given collections of objects are: - Bigger and smaller.

Problem solving techniques

- ✓ Uses the following techniques: - concrete apparatus e.g., counters

Geometric patterns

- ✓ Identify patterns in clothes, objects and in their environment
- ✓ Copy and complete patterns

Describe position of 3-D objects

- ✓ Introduce the position of two or more objects in relation to the learner: - In and out; Up and down

3-D objects and 2-D shapes

- ✓ Recognise, identifies and name 3-D objects and 2-D shapes in the classroom according to: Shapes (Triangles, circles, rectangles, squares).

Geometric shapes Introduce – circle and triangle.

Symmetry

- ✓ Identify body parts (Under counting): Reinforce the awareness that one's body has 2 sides: the one side and the other side.

Time

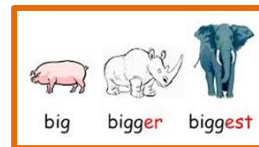
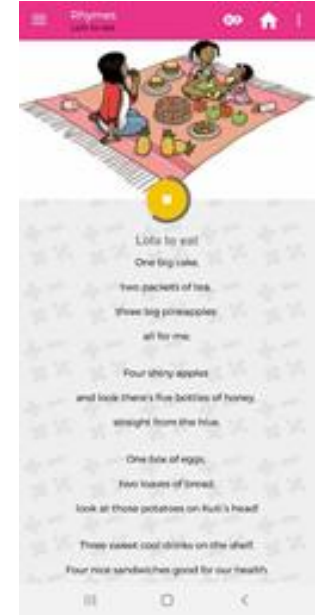
- ✓ Introduces both concepts of – morning, afternoon and tonight.

Length

- ✓ Introduces concept of: - Tall, taller, tallest and long and short

Collect and Sort physical objects: Collects physical objects of a similar kind e.g. Leaves, shapes

Sort physical objects according to size, shape, gender.



SCHOOL BASED ASSESSMENT

School Based Assessment:

- ✎ Assessment takes place informally through observation with the teacher observing the learners in an ongoing and planned way.
- ✎ This happens during their daily routine, structured and free play activities when they work in small groups or in large groups or individually.
- ✎ Be guided by the SBA guidelines.
- ✎ See the Subject Term Planners

100% continuous and ongoing, focusing on informal, play-based learning experiences.

ELECTRONIC RESOURCES AVAILABLE



It is important for teachers to make use of electronic resources.

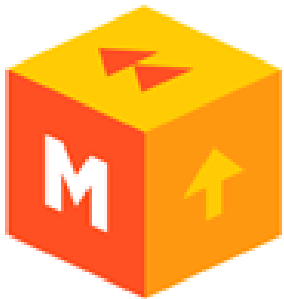
As teachers we need to upskill ourselves daily on making use of virtual platforms to enrich our teaching and learning.

Teaching is a lifelong learning process!!

Let us make learning fun!!!

Remember to make use of the Mathsup Application Resource. Stories, rhymes and activities can be downloaded and shared during lesson presentations.

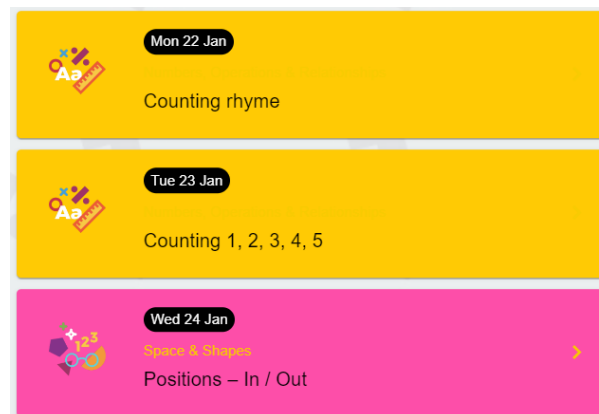
MathsUp@Home



isiXhosa: <https://bit.ly/2ADpz6A>

English: <https://bit.ly/37CCMSi>

Afrikaans: <https://bit.ly/3ebA6V2>



SIX BRICKS

What is Six Bricks all about ?

WHAT IS SIX BRICKS?

Six colours – red, orange, yellow, green, dark blue, light blue 2x4s
bright to add colour to the child's day
different except for 2 shades of blue – light / dark
enables learning of colours; colour matching; colour associations
all children receive same 6 colours = no fighting; allows for mixing of the bricks /
working in groups and pooling bricks together; easy to collect own six colours again



WHY DO ACTIVITIES WITH SIX BRICKS?

So easy to manage – children keep their 6 bricks on their own table / in chairbag (if no tables),
or in a container which is always readily available.

No need to unpack heaps of DUPLO which may be disruptive – six bricks on desk is easy to access

Easy to control – at end of day each child needs to make sure that they have their six bricks on their desk,
(or in the container) ready for the next day.

Six bricks allows children to work outside their field of vision which enables them to work / build in the abstract (encourage "out of
the box" thinkers); develops peripheral vision – vital skill for reading fluency.



Six bricks can be used

individually
with a partner
in a small group
in a large group
with a variety of ages
as an assessment tool - Teacher observes children whilst performing the activities
& can then assess their abilities / knowledge

Six bricks activities can take 2 mins / 5 mins – short, sharp & engaging; 30 mins – allowing more time for children to explore by
building ... all depending on the aim of the activity

WHEN TO USE SIX BRICK ACTIVITIES ?

- at the end of a day to simply unwind and have a little bit of fun while you bond with your classmates
- first thing in the morning to sharpen your brain & get you ready for learning
- just after break to re-focus attention and settle down
- as a "brain-break" during the course of a school day – stop whatever you are doing and re-energise the brain as you play!
- as "brain-gym" in any of the learning areas to develop working memory; inhibitory control & cognitive flexibility
- as motivation to pay attention & focus for a lesson that is to follow
- at any time during the day as a concrete tool for children to manipulate in order to develop critical learning skills
- at any time during the day as a concrete tool for children to grasp concepts and gain understanding of new learning
- when children have finished their set tasks, they could build for fun or reinforce & consolidate their learning
- at any time during the day child can use their bricks to help them work out a problem or demonstrate an idea

- Teachers are reminded to utilise the activity booklet they received during the training.
- You need to indicate on your lesson plan where you have done the Six Bricks activity.
- Ensure that you have an effective storage method for the bricks in your class.
- Bricks need to be easily accessible for the learners

Grade R

All about me

Language

Listening and speaking:

Name and point to parts of the body.

Listens and responds to simple questions.

- Learners choose a colour brick that is their favorite and hold it up high so everyone can see.
- learners find friends in the classroom that has the same colour brick as them. Make a group with those friends
- Each child takes a turn going into the middle of the group and performs a different action with their bricks by placing them on the different parts of their body.
- The rest of the group copies the learners' position of the brick on their body and calls out the name of the body part it is balanced on.
- Allow some time for all the learners to try out the tricks



TERM 1 - Week 1

Grade R

Repeated patterns

Mathematics

Patterns, functions and algebra:

Copy and extend:

- Simple patterns using physical objects

- Teacher creates a pattern using 3 bricks and asks the learners to copy it.
- Ask the learners to extend the pattern.
- In pairs; work with a partner to create an interesting pattern that reads from left to right.
- Transfer the visual pattern to sound – use your body to make those sounds.
- Copy each other's patterns.



TERM 1 - Week 1

MATHSUP

- ♣ Teachers we have now reached the stage where the MathsUp App that was introduced to all the schools in 2019 to be integrated into your lesson plan.
- ♣ This APP is to be utilised to enhance and effectively teach Emergent Numeracy and workshops will be held to upskill our teachers on the use thereof.
- ♣ We kindly request you to download and engage with the content.
- ♣ There are wonderful features that can be used: Activities, posters, stories and songs & rhymes

Week 1



Mon 22 Jan

Counting rhyme



Tue 23 Jan

Counting 1, 2, 3, 4, 5



Wed 24 Jan

Positions – In / Out



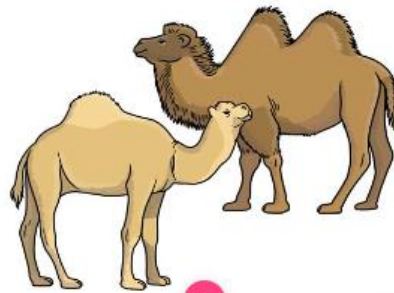
Thu 25 Jan

Measurement
Birthday Chart



Fri 26 Jan

Practice counting 1 - 5



Counting rhyme

On Monday, start off by singing the counting song – Alice the Camel.

Alice the camel has one hump.

Alice the camel has one hump.

Alice the camel has one hump.

So go, Alice, go.

Alice the camel has two humps...

So go Alice go

Alice the camel has three humps...

Alice the camel has four humps...

Alice the camel has five humps...

Ask the learners to act out the rhyme using their bodies to pretend to be each camel. One learner is Alice with one hump, two learners together act out the Alice with two humps, three learners are the Alice with three humps and so on until five.

Make sure that all the learners get a turn to be part of a camel.

Let's check out the Rhyme.



Counting 1, 2, 3, 4, 5

On Tuesday, practise counting to five. Here is a fun movement game.

Line the learners up in rows of five. It doesn't matter if the last row does not total five. Stand in front of the first row and tell learners they should sit down on the count of five. Beat a drum and let them count and sit down.

Then move to the second row, and count again. Move to the remaining rows until all the learners have counted and sat down.

Let learners do this again, this time without any direction from you – they just listen to the beat of the drum.

Finally let all the learners sit down at the start and stand up on the count of five.



Birthday Chart

On Thursday, tell learners that there are 12 months in one year.

Put up a time line of the months from January to December.

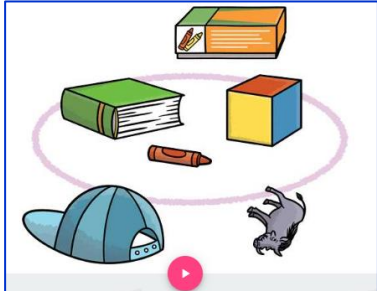
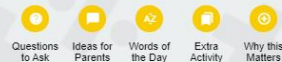
Using the chart, explain that each month has a special name.

Tell them that the months of the year come in a set order. Name the months for the children, point to the months on your time line.

Ask them if they can show you their birthday month on the time line.

Help those who don't know their birthday month. Give them a paper with their name on it, and help them to put it against the correct month.

Tell them that this is the way we will know when to celebrate each child's birthday.



Positions – In / Out

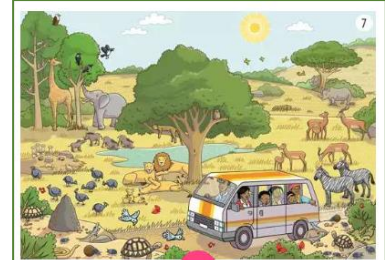
On Wednesday, set up this in/ out, big/ small activity.

Draw a big chalk circle on the floor.

The learners sit around the circle. They follow your instructions to put different body parts in and out of the circle. "Put your one arm into the circle", "put one foot in the circle and one foot out of the circle" repeat for different body parts – arms, hands, legs, feet, head etc.

Next each learner collects two objects from around the classroom – a block, a book, a crayon, a box. They each need one small object and one big object.

Sitting around the circle, ask them to follow your instructions with their objects – "Put the small object in the circle", "put both objects in the circle", "put your big object out of the circle".



Practice counting 1 - 5

On Friday, start with a counting song. Then count with movements. Learners stand in a circle and bend to one side then to the other side as they count one to five. Repeat these with other movements a few times.

Sit in a circle with the learners and hold up Poster 7: Wild Animals. Ask learners what they can see. Use the guiding questions in the "questions" section to focus the discussion.

Point to each animal or object being counted.

Ask open-ended questions that require more than one-word answers and encourage learners to think for themselves, e.g. "why do you think...", "what do you think will happen next...", "what if ..."

Give learners time to think about and respond to your questions.

Let's check out the Poster



THINK EQUAL

- ♣ There are many schools who have attended the THINK EQUAL training and have received the 24 story books, the Lesson Plans and the resource booklet.
- ♣ All teachers need to indicate on their lesson plans where the 3 lesson per week have been integrated.
- ♣ Schools that are not as yet part of the programme will be trained in 2024.

Remember there are 3 lessons of 30 minutes per week

LESSON 1 / WEEK 1

MARVELLOUS ME – MAYA ROMER

OBJECTIVES

By the end of the WEEK, children should be able to:

- Understand the concepts 'same' and 'different'
- Celebrate similarities and differences
- Demonstrate self-confidence

RESOURCES

- Book – Marvellous Me
- Mirror (if possible)

VOCABULARY

- Self
- Other
- Same
- Different
- Special
- Colour
- Shades

ACTION

- Gather the children together.
- Ask them to **list things that are the same about them and their friends.**
 - 'We all have eyes, we all have knees, etc.'
 - Please Note: Be sensitive to disabilities, or characteristics that children might feel self-conscious about, or for which they might be teased or excluded.
- Discuss characteristics that are the same and characteristics that are different. 'You have black hair and you have brown hair' 'Some of us have brown eyes and some have green eyes. We all have eyes, but some of us can see well and some can see a bit and some not at all.'
- Tell the children you are going to read a book about people who are similar to each other in some ways and different in other ways.
- Read 'Marvellous Me'.
- Stop after each page and encourage the children to notice similarities and differences in the pictures.
- After reading, say:
 - 'The children in this book were all different but they all liked the special things about them.'
 - For example, refer to pg. 5: 'This girl likes her curly hair and this boy likes his short hair', or pg. 10: 'This girl likes her dimples', etc.
- Show the mirror to the children. Look at yourself and name one thing you like about your face. If you do not have a mirror, just name something you like about your face.
- Next, invite the children to look in the mirror and to share with the class one thing they like about their face. If there is no mirror, invite the children to share from memory.
- After the children have shared, point out that they all have different things



about themselves that they like.

- For example, '(Ngoc) likes her (light brown) skin', '(Rayaan) likes his (dimples)', '(Suki) likes her (green) eyes.'
- Finish the discussion by saying, 'We all have some things that are the same and we all have some things that are different.'
- Say, 'I'm glad we live in a world where we have so many different people. I like learning about new people and new places. And even though we look different, we all have things in common too!'



LEVEL 2

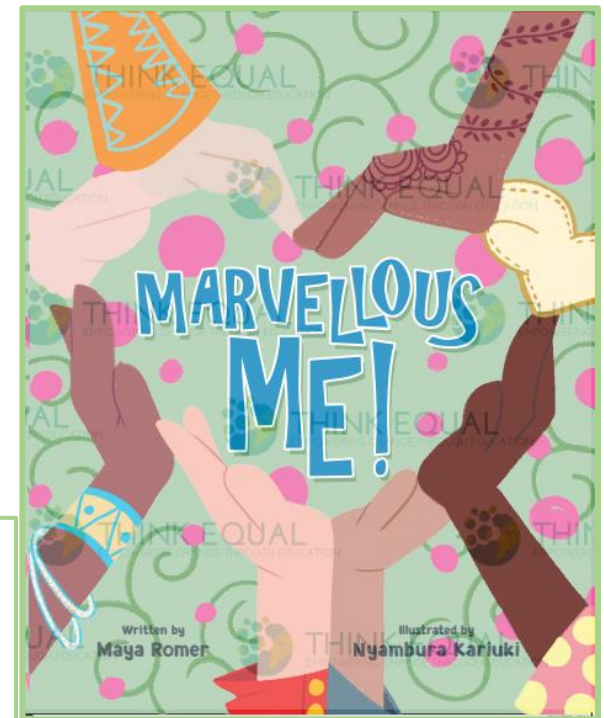
Resource Booklet

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RESOURCE BOOKLET

Think Equal provides resources for many of the lessons in the programme. Please copy images from this booklet for use in the classroom with the children. See below for suggestions on how to best use this booklet:

- In this booklet, you will find the resources organised by WEEK, starting with WEEK 1.
- The name of each resource can be found on the top of the page.
- The 'Resources' section of lesson plans will often include the number of copies needed for each resource and the page number on which to find the resource within this booklet. Please use that to navigate the booklet.
- Resources that appear in more than one lesson will only be included once in the booklet - in the first lesson it appears. Please see the page numbers within the lesson plans to locate repeated resources.
- Please note that each lesson plan suggests the number of resources will be needed. For example, in the resource list within the lesson plans, you will see '1 per child', meaning you will need to ensure each child in the class has this resource.
- Not all lesson plans have resources. Always refer to the lesson plans before teaching a lesson so you are well prepared.
- If you have limited access to a printer, adjust the number of resources to fit your needs.
- Some resources can be drawn by hand, rather than printed. This will save paper and monetary costs of printing. Feel free to draw any simple resources you feel able to recreate.
- Do not cut any of the images in this booklet. They should be copied and reused each year.
- Feel free to reuse resources in lessons if you see fit. These are designed for you to use in a way that works best for your classroom, your supplies and your teaching style.
- Prepare resources prior to teaching.



RESOURCES LISTED TO SUPPORT WEEK 1 FOCUS

Theme: Me

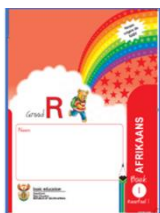
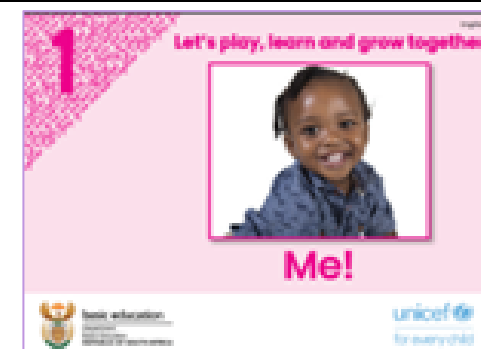
https://www.eccurriculum.co.za/Grade_R/BOOKIE%201%20ME%20-%20ENGLISH.pdf

Songs and Rhymes: I am special

<https://www.youtube.com/watch?v=lrqkjS1cV24>

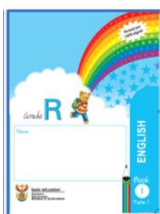
Video: Sesame Street: What Makes You Special?

<https://www.youtube.com/watch?v=LrPm7BasRBo>



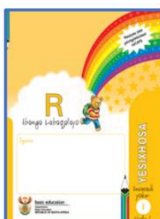
Afrikaans

https://www.education.gov.za/LinkClick.aspx?fileticket=OlZNjh_Tu5A%3d&tabid=3210&portalid=0&mid=10775



English

<https://www.education.gov.za/LinkClick.aspx?fileticket=Q32Ahs86-XY%3d&tabid=3210&portalid=0&mid=10775>



IsiXhosa

<https://www.education.gov.za/LinkClick.aspx?fileticket=HjODSt55Z0Y%3d&tabid=3210&portalid=0&mid=10775>

QUOTE OF THE WEEK

