

Daily Planning

Grade R



Term 3 - Week 4
27 – 31 July 2020

Theme: **Safety**

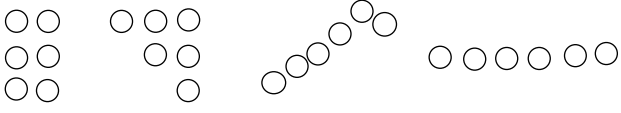
Monday 27th July 2020

Subject	Area	Activity
English	Listening and Speaking	<ul style="list-style-type: none"> Morning Ring: Days of the week, months of the year, alphabet, counting. Theme discussion – What is road safety and why is it important? (please look at the Road Safety pdf for an explanation.) Learners must draw a car on a page. Give a string of instructions that they must follow: Colour the car blue, draw a yellow light in the front, draw a road, etc.
	Emergent Reading	New sight word: day . Make a new flashcard with the word 'day' on it, show it to the learner and say the word to them. Let the learner look at the flashcard and repeat the word a few times. Add this word to the rest of the flashcards done thus far. These sight words need to be revised daily.
	Phonics	<ul style="list-style-type: none"> Introduce the learners to the letter sound "e". Read the eddie elephant letterland story and ask the learners if they can hear words that begin with the 'e' sound. Show them the picture of the story and let them point out items or things that begin with 'e'. Let them learn the eddie elephant song.
	Emergent Writing	Use a tray and sprinkle some flour on the tray. Help the learner form the letter 'e' in the flour on the tray. First we start by drawing a line from left to write and then we go up and around to the left as if we are drawing a circle, stop just before you make a complete circle, Let the learner practice this a few times in the flour. Please give the child some time to play and draw and write whatever they want in the flour for a little bit.
Mathematics		<p>Oral: Count everyday objects up to 6. Count forwards and backwards up to 6. Rote counting 1-10.</p> <p>Reinforce ordinal counting: Teacher/ adult packs 3 objects in a row. Point at each object while counting first, second, third.</p> <p>Reinforce the concepts of 'many and few'. Place two piles of counters on the table, one with many and one with few. Ask question: which pile of counters is most/least? Let the child count out the piles and ask which number is bigger.</p> <p>Kinaesthetic Let the learners:</p> <ul style="list-style-type: none"> - Count up to 6 while climbing the steps. - Count backwards while walking down - Draw number 6 in the sand, and walk/jump/skip along it - Clap hands 6 times - Recognise numbers 1-6 with a set of large number symbols <p>Pack out his/her house number and telephone number with the large symbol cards.</p> <p>Practising patterns on the white boards. The teacher/ adult can give some examples of written patterns, for the children to complete on the whiteboards, eg: draw a square, triangle circle, square, triangle...what comes after the triangle?</p>

Life Skills	Beginning Knowledge	<ul style="list-style-type: none">• What road signs do we get? (ask the learner if they can think of some road signs.) Listen to what they tell you and then show them the picture in the resources pdf and discuss them with the child.• Where can I walk safely?• What must I always do when walking next to a big road?
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Tuesday 28th July 2020

Subject	Area	Activity
English	Listening and Speaking	<ul style="list-style-type: none"> • Morning Ring <p>Days of the week, months of the year, alphabet, counting.</p> <ul style="list-style-type: none"> • Theme discussion – Discuss how to use a pedestrian crossing and other safety signs. (Use resource pdf to help you with an explanation.) • Allow your child to ask you questions about the pictures in the resource pdf and ask them questions as well. • Help your child say the following rhyme: <div style="text-align: center; padding: 5px;"> <p>Bucklebear</p> <p>I like my seatbelt, nice and snug Around my hips like a big bear hug I make it click, so the driver will know I'm buckled up, and ready to go!</p> </div>
	Emergent Reading	<ul style="list-style-type: none"> • Get the child to cut about 3 pictures out of a magazine. Ask the child to interpret the pictures. (They must tell their own story about what is happening in the pictures.) • Read a story to your child, eg: Red Riding Hood and get them to draw a picture of their favourite part of the story. • Remember to go through all the sight words and see if they can remember the new word from yesterday on their own, if not, remind them what the word is.
	Phonics	<ul style="list-style-type: none"> • Point to some objects around the house and ask the child what sound they begin with. • Ask your child if they can think of some words that begin with 'e'. • Go through some of the letterland sounds done thus far and ask your child to think of some words that begin with those sounds.
	Emergent Writing	<ul style="list-style-type: none"> • Using a whiteboard or sheet of paper, ask your child to write their name a few times. Make sure that only the first letter is capital. • Either print the patterns sheet in resources or copy them as they are on a sheet and get your child to complete them. • Let your child create their own patterns.

Mathematics	<p>Concrete using 3D objects</p> <p>Count objects around the house. Let the learners answer:</p> <ul style="list-style-type: none"> - Which number comes after 3, which number comes after 5? Etc. - The teacher/adult places objects in a pile on the table. Let learners estimate how many objects are in a pile. Count them afterwards. - Develop an awareness of number conservation by letting learners pack 6 counters, or any objects in different ways e.g.: <div style="text-align: center;">  </div> <p>When counting, the number of objects is not affected by their size, or position, or whether they are of the same type. For example:</p> <ul style="list-style-type: none"> - Arrange 6 buttons, 6 pencils, 6 hoops, 6 learners etc. <p>Count them in a different order e.g., count them spread out, close together, in a line or stacked up.</p> <p>Longer, shorter and the same length. The teacher/adult can show practical examples of different objects, then let the learner play with the objects, using the phrases longer than, shorter than and the same length as...</p> <p>Complete the exercises on page 20 and 21 in your blue government books.</p>
Life Skills	<p>Performing Arts</p> <ul style="list-style-type: none"> • Music – lets sing and dance. • Put on your child's favourite fast song and let them perform it for you. Do the same with a slow song and see if their body movement matches the tempo of the music.

Wednesday 29th July 2020

Subject	Area	Activity
English	Listening and Speaking	<ul style="list-style-type: none"> • Morning Ring <p>Days of the week, months of the year, alphabet, counting.</p> <ul style="list-style-type: none"> • Theme discussion – Discuss a traffic light and what each light means. • Play a guessing game with your child. E.g: describe a mode of transport to them; it has 2 wheels and a seat and handlebars, it also has peddles. What is it? (a bicycle). Describe a few more modes of transport and give them some time to think about the correct answer. Ask them to listen carefully.
	Emergent Reading	<ul style="list-style-type: none"> • Let your child read a book independently for pleasure. • Ask them if they can identify beginning sounds and new words. • Remember to go through sight words.
	Phonics	<ul style="list-style-type: none"> • Introduce the learners to the letter sound "n". • Read the noisy nick letterland story and ask the learners if they can hear words that begin with the 'n' sound. • Show them the picture of the story and let them point out items or things that begin with 'n'. • Let them learn the noisy nick song.
	Emergent Writing	<ul style="list-style-type: none"> • Join the dots and copy the patterns on page 10 of your green 'Introduction to Writing' workbook. • Draw your own picture of noisy nick and colour it in.

Mathematics		<p>Oral: Count everyday objects up to 6. Count forwards and backwards up to 6. Rote counting 1-10.</p> <p>Know the number symbol and recognise the number name that involve the number 6. (Use the flashcards previously made. Place cards with numbers and number names face up on the table. Ask the child to pick out the number symbol and number name for 6. You can also ask them to do the same with other numbers.)</p> <p>Kinaesthetic:</p> <ul style="list-style-type: none"> - Draw a number 6 on the ground/floor (big) and let the learner walk along the number. - Let them draw the number 6 in the air and in the sand. - Form the number 6 with clay or playdough. - Let the learners predict how many toothpicks will be needed to form the number 6, then let them make the number 6 with the amount of toothpicks they guessed. <p>Concrete using 3-D objects</p> <ul style="list-style-type: none"> - Place a heap of objects on the table. Play around with numbers 1 to 6 e.g. - Let the learner estimate how many objects there are. - Count the objects. <p>Semi-concrete using 2-D shapes or pictures</p> <ul style="list-style-type: none"> - Let the learner identify from a mixture of flashcards those with 6 pictures on them and link them with the same number of dots and counters. <p>Show the flashcard with 6 dots and link them with the same number symbol and the same number counters.</p>
Life Skills	Visual Arts	<ul style="list-style-type: none"> • Help your child construct a robot using an empty toilet roll or roller towel. • Cut out three circles of paper. • Paint or colour entire toilet roll or roller towel in black. • Cut three circles to make lights for robot. • Colour or paint a green light, a yellow light, then a red light. • Help them say the rhyme. <p style="text-align: center;">STOP says the red light GO says the green Be careful says the amber light blinking in between. That's what they say and that's what they mean.</p>

Thursday 30th July 2020

Subject	Area	Activity
English	Listening and Speaking	<ul style="list-style-type: none"> • Morning Ring <p>Days of the week, months of the year, alphabet, counting.</p> <ul style="list-style-type: none"> • Theme discussion – How to be safe at home and at school. • Ask your child how they could be safe at home. Have a discussion with them about this. Allow them to give you their ideas. • How can we be safe at school? Again, discuss this with your child. • Where are safe places to play? • Which places are not safe to play?
	Emergent Reading	<ul style="list-style-type: none"> • Start recognising high frequency words. • Show your child some high frequency words in the resource pdf. See if they can recognise these words with their pictures. • Make flashcards with the days of the week and ask which is Monday, Thursday, etc. • Remember to go through sight words.
	Phonics	<ul style="list-style-type: none"> • Give the learner 3 words on flashcards • Let them identify and try to write the beginning sound of each word. • Look at different words with an 'n' in them. • Call out these words and let your child tell you when they hear an 'n' sound in the word. Ask if it is in the beginning, middle or end of the word.
	Emergent Writing	<ul style="list-style-type: none"> • Help your child form the letter 'n'. We start at the top and draw a line down, then we go back up the same line and before we reach the very top, we go right and round and down again. • Let your child practice this a few times. Please pay careful attention to finger grip (check previous prep). • The pencil should not be lifted while forming the letter 'n'.

Mathematics		<p>·Solves orally stated addition and subtraction problems with answers up to 6.</p> <p>Oral: Count everyday objects up to 6. Count forward and backwards up to 6.</p> <p>Kinaesthetic</p> <p>Examples</p> <ul style="list-style-type: none"> - Adult calls 3 family members to the front. Learners count them. Adult calls another 2 and asks: How many learners altogether? Say: 3 and 2 is the same as 5 - The adult packs out 2 chairs. Adds 2 more. How many chairs are there now? Say 2 and 2 is 4. - Adult holds up one hand. And says: count my fingers. If I hide my thumb, how many fingers can you see? Say 5 take away 1 is 4. <p>Let the learners count the fingers on one of their hands. Hide your own thumb. How many fingers do you see? Say 5 take away 1 is 4.</p> <p>Concrete using 3D objects</p> <p>Let learners pack out 6 counters (any objects around the house) and do the following:</p> <ul style="list-style-type: none"> - The adult gives instructions and the learners respond, e.g. pack out 2 counters, and add another 3. - How many altogether? Say 2 and 3 is 5. - The adult gives instructions and the learners respond, e.g. pack out 4 counters, and add another 2. - How many altogether? Say 4 and 2 is 6. Count on from 4, 5, 6. - Count all the counters that you have. If you cover 2 counters with your hand, how many do you see? Say 6 take away 2 is 4.
Life Skills	Physical Education	<ul style="list-style-type: none"> • Learners practice forward rolls on a carpet or on the grass. • Learners use a skipping rope to practice skipping. Please ask them to keep trying this. We have noticed that quite a few children have trouble skipping with a rope. Please give lots of praise and encouragement.

Friday 31st July 2020

Subject	Area	Activity
English	Listening and Speaking	<ul style="list-style-type: none"> Morning Ring Days of the week, months of the year, alphabet, counting. <ul style="list-style-type: none"> Theme discussion – role play if you get lost how to stay safe from strangers. Please discuss with your child the importance of never going off with a stranger. Have a safe word that only you and your child know should someone approach your child saying that you have sent them to pick up your child.
	Emergent Reading	<ul style="list-style-type: none"> Develops directionality: let your child read a series of arrows from left to right. Pack directional arrows along the floor and let your child follow it.
	Phonics	<ul style="list-style-type: none"> Look at some rhyming words and explain how we identify words that rhyme. (Rhyming words are words that have the same ending sounds. E.g. cat and hat are rhyming words because they have the same ending sounds. Can you think of some words that rhyme/have the same ending sound?
	Emergent Writing	<ul style="list-style-type: none"> Play catch with bean bags or tennis balls. Develop directionality. Click on the link! Funky Monkey song https://www.youtube.com/watch?v=w6YbSxMhsQ0 let your child follow the directions with this fun action song for kids.
Mathematics		<p>Oral: Count everyday objects up to 6. Count forward and backwards up to 6. Rote counting 1 – 10 Learners count to 6 snapping their fingers. Clap rhythms, varying the tempo (loud, soft, high, low) and let the learner repeat them.</p> <p>Kinaesthetic Let the learner:</p> <ul style="list-style-type: none"> - Nod their head 6 times - Make a number using their head moving it in the direction of number symbol 6. <p>Learner close their eyes. Adult claps 6 times. They open their eyes and say how many claps they have heard. Repeat with different numbers from 1 to 6.</p> <p>Semi concrete using 3D shapes: Examples:</p> <ul style="list-style-type: none"> - Lindiwe`s dad has 4 tyres, he buys 2 more how many wheels does he have now? - Mother hen has 3 chicks, mother duck has 3 ducklings, altogether how many babies are there? - How many legs does mum have? how many legs does dad have? how many legs do you have? How many legs do you have altogether? <p>Repeat different numbers that add up to 6.</p> <p>Some learners may need some extra help understanding the concepts in the lesson. NB please exercise patience.</p>

Life Skills

Beginning
Knowledge

Song/Poem:

This is the way that we stay safe, we stay safe, we stay safe

This is the way that we stay safe, out and about!

This is the way we **stick with mom x3**

This is the way we **don't talk to strangers x3**

This is the way we **look after our things x3**

This is the way we **don't take a lift x3**

This is the way we **lock the door x3**

This is the way we **know our phone number x3**

Make sure that your child can recite your phone number!

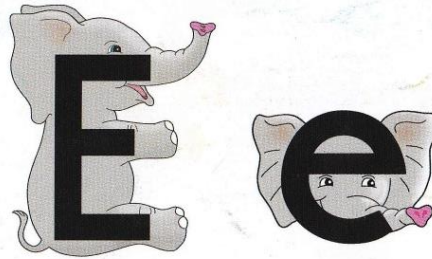
Monday 27th July 2020

What is road safety and why is it important?

Road safety refers to the methods we use to prevent road users from being killed or injured while using the road. Road users include pedestrians, cyclists, motorists, passengers in vehicles, horse-riders and passengers using public transport like busses and taxis.

Road safety is important because it can help prevent accidents and injuries and help save lives. If we all follow the rules of the road it will help society function properly with few problems. If we do not follow the rules of the road it could result in injuries or accidents and cause traffic jams. Worse than traffic jams or being late for school is people getting badly hurt or losing their lives. We must always follow the rules of the road. Always!!!

Eddy elephant letterland story



Eddy Elephant is having an exciting time at the Letterland fair. He is trying a new trick to show everybody – juggling eggs! He isn't exactly an expert yet, but he keeps on trying.

Can you see Mr E, the Easy Magic Man, standing under the Entrance sign on that big tent? He showed Eddy Elephant the juggling trick. He also showed Eddy some tricks for him to do in words. Eddy especially enjoys making his sound at the start of the word elephant!

Eddy Elephant also has a clever Elephant-on-End trick. Can you see him doing that trick at the top of this page? Can you find an emerald ring in the big picture?

Eddy Elephant

eggs

Entrance

EXIT



eddy elephant



Everyone loves Eddy

Everyone loves Eddy Elephant.
They never ever mind.

Whether he waves his trunk in front,
or swings his tail behind.

Yesterday he walked through
Letterland from end to end

and gave away a chocolate egg
to every special friend.

Road Signs



stop



yield



pedestrian
crossing



children
ahead



**cyclists
ahead**



slippery
road



**railway
crossing**



No entry



**scholar patrol
ahead**



traffic
light

Tuesday 28th July 2020

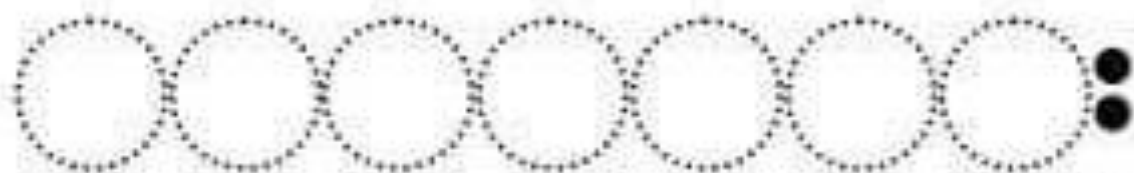
How to use a pedestrian crossing.



Pedestrian crossing

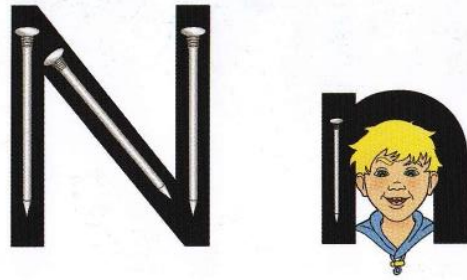
You are always safer at a marked pedestrian crossing, but even then, do not expect drivers to stop for you. They may not notice you or are not watching properly. Always remember to stop, look for turning vehicles from ahead and behind you and make sure the traffic has stopped before you start crossing. Keep a good lookout all the time. Never run - walk briskly. -Arrive Alive

Trace the Pattern



Wednesday 29th July

Noisy Nick story



It is Noisy Nick's ninth birthday and he is very happy. His parents have given him a drum set so now he thinks he can make as much noise as he likes.

Nick loves making a noise. His neighbours think he is a nuisance because he loves hammering nails, and that is very noisy, too! Can you see how Nick has hammered together three of his nice new nails to make his capital letter at the top of this page?

Nick is having so much noisy fun at his birthday party that no one can hear anything! Perhaps he will be quiet for a few minutes so that Golden Girl can sing 'Happy Birthday'.

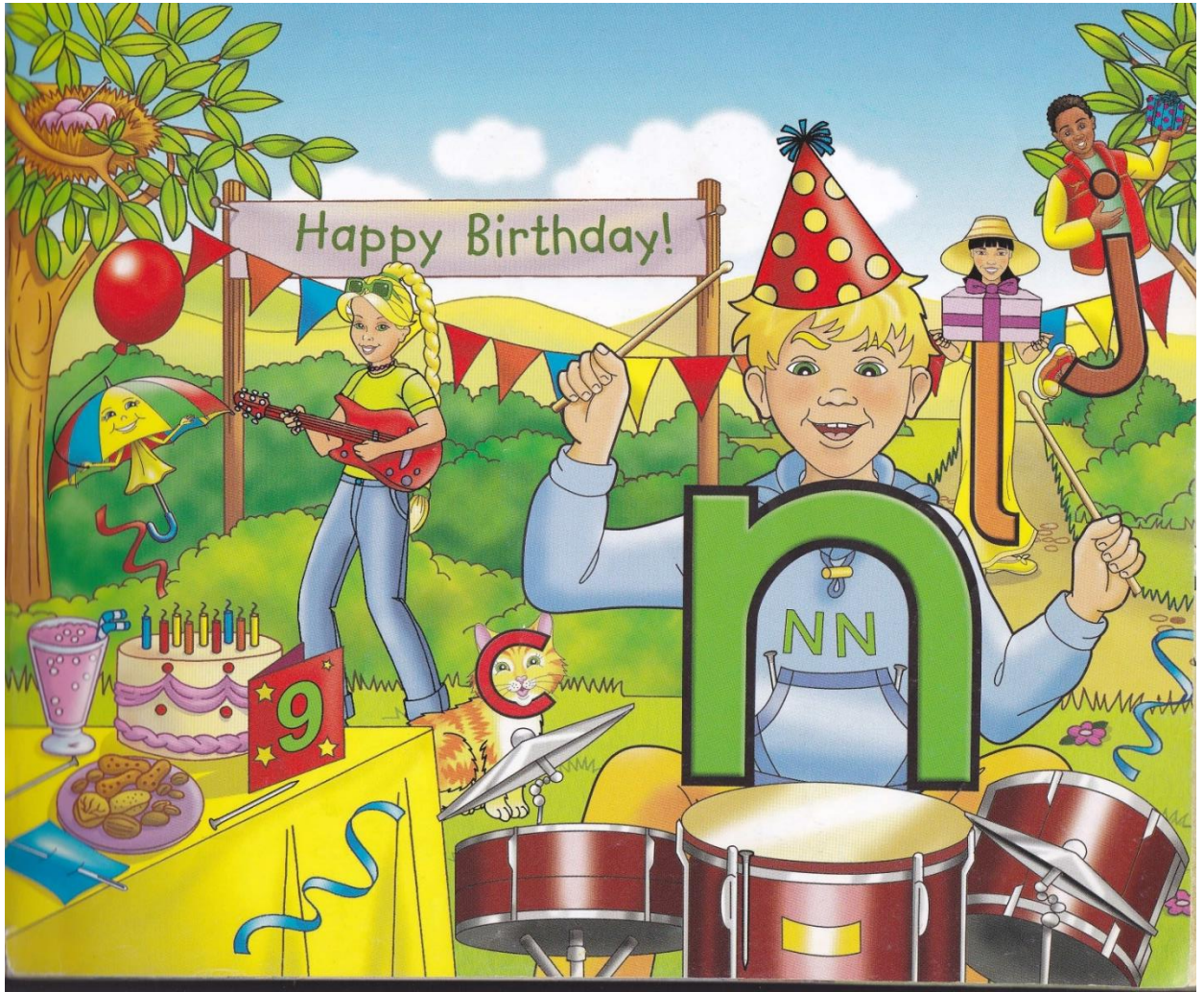
Can you find nine nails hidden in the picture?

Noisy Nick

nails

nest

nuts



noisy nick



Noisy, noisy Nick

My friend Nick is noisy, oh the
noisiest of boys.

Hammering his nails all day,
he never minds the noise.

He nailed a notice on a tree,
"If you need nails then send for me!"

Is Nick really naughty?
No, no, no!

Thursday 30th July

High frequency words



table



chair



book



pencil



eraser



board



door



window





Pick **n** **P**lay



Mr Price



FNB



Friday 31st July

Let your child watch the following video on Stranger Danger.

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

Here is a fun song for your child to learn on Stranger Danger.

<https://www.youtube.com/watch?v=92HCKfYakLU>