



Grade R - 2

Curriculum sample pages

Sample





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Grade R and Grade 1 Curriculum: Expectations and Key Features

The Grade R and Grade 1 curriculum has been carefully crafted to meet the educational needs of young learners. Recognising that Grade R is now considered the new Grade 1, this curriculum aims to ensure that learners are prepared for the increased academic standards of today's educational environment.

The curriculum focuses on developing reading skills, with the goal of enabling Grade R learners to read basic sentences by the end of the year. To achieve this, the curriculum employs a variety of engaging teaching methods and materials. One such tool is the colourful and inviting design, which captures the attention of young learners and encourages their active participation.

Within the curriculum, teachers will find a comprehensive teacher's guide that serves as a roadmap for the entire year. This guide provides detailed instructions and guidance on the work that needs to be covered, ensuring that educators have the necessary support to effectively deliver the curriculum.

In addition to the teacher's guide, the curriculum includes number tractor cards that can be conveniently pasted on the classroom wall. These cards serve as visual aids to help learners develop their counting skills. By the end of the Grade R year, learners are expected to be able to count from 0 to 100, and the tractor cards facilitate this learning process.

Mathematics skills are further enhanced through the inclusion of a math workbook. At the back of this workbook, there are weekly cutting exercises that learners can engage in to improve their cutting skills. These exercises provide a fun and practical way for learners to enhance their fine motor skills while reinforcing mathematical concepts.

The curriculum also features sound cards, which are designed to visually stimulate learners and introduce them to new sounds through songs and dances. Each sound card presents a story about an animal that represents a specific sound. These stories not only teach learners the alphabet phonetically but also impart valuable life lessons and emphasize the importance of demonstrating good character traits.

Overall, the Grade R and Grade 1 curriculum offers a comprehensive educational experience that caters to the unique needs of young learners. It equips them with foundational skills in reading, mathematics, and character development, setting a solid foundation for their future academic journey. With the teacher's guide, number tractor cards, and cutting exercises, this curriculum provides the necessary tools for educators to deliver a well-rounded and engaging learning experience to their students.

Expectations in Grade R and Grade 1:

In today's era, learners are expected to meet higher standards as their cognitive abilities develop at a faster pace compared to the past. Education requirements have become more demanding, particularly for Grade R and Grade 1 students. Extensive research has been conducted on various curricula, such as the K Series International Curriculum, Cambridge Curriculum, and Government CAPS, which emphasize the importance of acquiring knowledge and skills at early grade levels. With these insights, we have developed a curriculum that addresses the needs of modern learners.

The curriculum places a strong emphasis on the development of reading skills, aligning with global educational needs. Its updated approach aims to prepare students for the future. Here's what you can expect from the Grade R and Grade 1 curricula:

Grade R Curriculum:

Writing: Students are expected to start writing letters and numbers.

Reading: They begin with sight words in Term 2 and progress to reading short sentences by Term 4. Teachers should read words with the students until they can read independently and comprehend the text fully.

Adaptation: Teachers can modify lessons to help students when they encounter content that is too challenging for them.

Teacher's Role: Teachers play a crucial role in effectively implementing the curriculum to positively impact students' lives.

Within the curriculum, teachers will find a comprehensive teacher's guide that serves as a roadmap for the entire year. This guide provides detailed instructions and guidance on the work that needs to be covered, ensuring that educators have the necessary support to effectively deliver the curriculum.

Personalisation: Teachers are encouraged to be creative in working with the unique personalities of their students.

Additional Support: Students requiring extra assistance should receive attention during free play or aftercare.

The curriculum caters to both Grade R and Grade 1 learners, recognising the importance of a seamless transition between these grades. By setting higher expectations and providing appropriate support, we aim to equip students with the necessary skills and knowledge for their educational journey and future success.

Grade 1 Curriculum:

In Grade 1, learners are expected to achieve certain milestones in their education. By Term 3, they should be familiar with sight words and able to read short sentences. By Term 4, they should be able to read short paragraphs.

The primary goal of the curriculum is to assist new learners who did not follow the Grade R curriculum in mastering the fundamentals of reading. Phonetical sounds are taught in a specific order. To successfully implement the curriculum, teachers should follow the provided guides for daily lessons.

If learners are unable to complete all the required work, the focus should be on Math and English, the most crucial subjects for successful grade completion. Other subjects can be taught in a manner that ensures learners grasp essential information.

Continuous assessments should be conducted to monitor learner progress. Teachers should familiarise themselves with assessment content and evaluate learners based on completed work. Assessments cannot be completed if learners have not finished specific tasks or activities. Teachers may conduct targeted assessments to evaluate specific skills.

After quizzes or tests, progress report cards should be promptly completed to record learners' marks. These report cards provide an accurate record of the learners' performance for parents and other schools, particularly if learners switch schools. Academic records should be accurately recorded on progress report cards each term. Physical education information can be obtained from the continuous assessment records completed by the teacher.

Grade R Topics for Term 1

Index	
<u>Bible stories</u>	
Week 1	• Creation days 1-7. Genesis 1-2
Week 2	• Adam and Eve. Genesis 3
Week 3	• Noah and the ark. Genesis 3
Week 4	• The tower of babel. Genesis 10-11
Week 5	• Joseph the dreamer, Joseph's coat. Genesis 37
Week 6	• Joseph's rise to power. Genesis 41
Week 7	• Moses. Exodus 1-3
Week 8	• The 10 plagues. Exodus 7
Week 9	• The Israelite's leave Egypt. Exodus 14
Week 10	• The 10 commandments, the golden calf. Exodus 17,37-34

<u>Math</u>	
Week 1	• Number 0-3.
Week 2	• Number 4-7.
Week 3	• Number 9-10.
Week 4	• Number 0-10.
Week 5	• Counting 1-10.
Week 6	• Sets and sequences.
Week 7	• Number in front of.
Week 8	• Number order.
Week 9	• Counting objects.
Week 10	• Different sizes.

<u>Language literacy</u>	
Week 1	• A-Aden Ape.
Week 2	• A-Annie Ant.
Week 3	• A-Arnold Armadillo.
Week 4	• B-Becky bumble Bee.
Week 5	• C-Casey Chameleon.
Week 6	• C-Cecil Civet.
Week 7	• D-Daisy Deer.
Week 8	• E-Egan Eagle.
Week 9	• E-Emily Elephant.
Week 10	• F- Freddie Frog.

Life skills	
Week 1	<ul style="list-style-type: none"> • Stranger danger.
Week 2	<ul style="list-style-type: none"> • Caring for my teeth.
Week 3	<ul style="list-style-type: none"> • Healthy food.
Week 4	<ul style="list-style-type: none"> • My body.
Week 5	<ul style="list-style-type: none"> • My 5 senses.
Week 6	<ul style="list-style-type: none"> • Healthy habits.
Week 7	<ul style="list-style-type: none"> • Spring season.
Week 8	<ul style="list-style-type: none"> • Summer season.
Week 9	<ul style="list-style-type: none"> • Germs.
Week 10	<ul style="list-style-type: none"> • Life cycle of a frog.

Social Science	
Week 1	<ul style="list-style-type: none"> • Creation days.
Week 2	<ul style="list-style-type: none"> • About me.
Week 3	<ul style="list-style-type: none"> • Shape sequence.
Week 4	<ul style="list-style-type: none"> • My body parts.
Week 5	<ul style="list-style-type: none"> • My 5 senses.
Week 6	<ul style="list-style-type: none"> • Healthy habits.
Week 7	<ul style="list-style-type: none"> • Position in space.
Week 8	<ul style="list-style-type: none"> • The doctors' tools.
Week 9	<ul style="list-style-type: none"> • My nurse.
Week 10	<ul style="list-style-type: none"> • Needs and wants.

Grade R Topics for Term 2

Index	
<u>Bible stories</u>	
Week 1	<ul style="list-style-type: none"> The 12 spies. Numbers 12:25-26
Week 2	<ul style="list-style-type: none"> Balaam and the talking donkey. Numbers 22:23-27
Week 3	<ul style="list-style-type: none"> The story about Job. Job 1-2,42 Bible story about the floating axe head.
Week 4	<ul style="list-style-type: none"> The red cord, Crossing the Jordan river. Joshua 1-2 and 3-4
Week 5	<ul style="list-style-type: none"> The walls of Jericho. Joshua 5-6
Week 6	<ul style="list-style-type: none"> The sun and the moon stood still. Joshua 10
Week 7	<ul style="list-style-type: none"> Gideon and the 300 men. Judges 6:1-7,8 Gideon's victory over the Midianites. Judges 7:9-28
Week 8	<ul style="list-style-type: none"> Samson, the strongest man in the world. Judges 13-14 Samson and Delilah. Judges 16:1-22 The Armor of God. Ephesians 6:10-18
Week 9	<ul style="list-style-type: none"> Cain and Able. Genesis 4:1-16 Abraham's test. Genesis 22:1-19 Abraham and Lot. Genesis 13:1-18
Week 10	<ul style="list-style-type: none"> Isaac and Rebekah. Genesis 24 –26 Jacob and Esau. Genesis 25-27 Jacob's ladder. Genesis 28:10-22

<u>Math</u>	
Week 1	<ul style="list-style-type: none"> Numbers 20-50. Read and write numerals from 0 to 20. Count objects up to 20, recognising conservation of number. Order numbers to at least 20 positioning on a number track; use ordinal numbers. Counting backwards from 20-0. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
Week 2	<ul style="list-style-type: none"> Within the range 0 to 30, say the number that is 1 or 10 more or less than any given number. Cardinal Numbers 50-100. Read and write numerals from 50-100.
Week 3	<ul style="list-style-type: none"> Count on in tens from zero or a single-digit number to 100 or just over. Recite numbers in order (forwards from 1 to 100, backwards from 20 to 0).
Week 4	<ul style="list-style-type: none"> Counting in 10 to 100.
Week 5	<ul style="list-style-type: none"> Count on in two's, beginning to recognise odd/even numbers to 20 as 'every other number.
Week 6	<ul style="list-style-type: none"> Skip counting, 2s,5s, and 10's.
Week 7	<ul style="list-style-type: none"> Greater and less than. Use more or less to compare two numbers and give a number which lies between them. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

	<ul style="list-style-type: none"> • Directions.
Week 8	<ul style="list-style-type: none"> • Odd and even. • Detection- right, left, high and low, etc.
Week 9	<ul style="list-style-type: none"> • 2D shapes (e.g., circles, squares, rectangles, and triangles.) • 3D shapes (e.g., cube, cuboid, cylinder, cone, and sphere.) • Matching. • 1 Name and sort common 2D shapes (e.g., circles, squares, rectangles, and triangles) using features such as number of sides, curved or straight. Use them to make patterns and models. • Name and sort common 3D shapes (e.g., cube, cuboid, cylinder, cone, and sphere) using features such as number of faces, flat or curved faces. Use them to make patterns and models.
Week 10	<ul style="list-style-type: none"> • Number order. • Before and after.

Language literacy	
Week 1	<ul style="list-style-type: none"> • S-Sultan Serpent.
Week 2	<ul style="list-style-type: none"> • T-Tessa Turtle.
Week 3	<ul style="list-style-type: none"> • I-Irene Ibex.
Week 4	<ul style="list-style-type: none"> • I-Impa Impala.
Week 5	<ul style="list-style-type: none"> • P-Porter Pig.
Week 6	<ul style="list-style-type: none"> • N-Nancy Nighthawk.
Week 7	<ul style="list-style-type: none"> • O-Oda Opossum.
Week 8	<ul style="list-style-type: none"> • O-Ollie Otter.
Week 9	<ul style="list-style-type: none"> • M-Max Meerkat.
Week 10	<ul style="list-style-type: none"> • H-Henry Horse.

Life skills	
Week 1	<ul style="list-style-type: none"> • Transport.
Week 2	<ul style="list-style-type: none"> • Road safety.
Week 3	<ul style="list-style-type: none"> • Talk about predictions (orally and in text), the outcome and why this happened. • Review and explain what happened. • Objects that float and sink. • Things that live in the water. • Mixing different things in water to change what it looks like. • Pouring and measuring water. • Saving water.
Week 4	<ul style="list-style-type: none"> • Sport. • Sport, I like. • Why we have rules in sport. • Why playing sport is good for me.
Week 5	<ul style="list-style-type: none"> • Dairy farming. • Dairy products and the animals they come from. • How we get butter.
Week 6	<ul style="list-style-type: none"> • Changing from day to night.

	<ul style="list-style-type: none"> • What the night sky looks like. • The moon - What the moon looks like - When we can see the moon - How the moon seems to change shape. • Stars - A star burns like the sun (the sun is a star) Notes: It is possible to see the moon during the day. Include observation and drawing activities.
Week 7	<ul style="list-style-type: none"> • Primary colours. • Look at and name the different colours. Shades of colours - e.g., light, dark. • Secondary colours.
Week 8	<ul style="list-style-type: none"> • Uses of water - home and school. • Ways water is wasted. • Ways of saving water. • Safe and unsafe drinking water. • Storing clean water.
Week 9	<ul style="list-style-type: none"> • Manners.
Week 10	<ul style="list-style-type: none"> • Birds. • Different types of birds. General characteristics of a bird - feathers, two legs, beak, lays eggs. Birds that cannot fly - ostrich, penguin. • Nests.

<u>Social Science</u>	
Week 1	<ul style="list-style-type: none"> • Jobs people do.
Week 2	<ul style="list-style-type: none"> • Traffic officer.
Week 3	<ul style="list-style-type: none"> • Scientist. • Recognise that some materials can dissolve in water. • Use first-hand experience, e.g. observe melting ice.
Week 4	<ul style="list-style-type: none"> • Sport coaching. • Use first-hand experience, e.g. observe sport. Play sport.
Week 5	<ul style="list-style-type: none"> • Dairy Farmer. • Uses - such as food.
Week 6	<ul style="list-style-type: none"> • Wool farming. • A sheep farmer. • Where wool comes from. • Uses of wool.
Week 7	<ul style="list-style-type: none"> • Artist. • Light and dark. • Identify different light sources including the sun.
Week 8	<ul style="list-style-type: none"> • Pairs and measuring.
Week 9	<ul style="list-style-type: none"> • Baker. • Take simple measurements.
Week 10	<ul style="list-style-type: none"> • Road workers.

Grade R Topics for Term 3

Index	
<u>Bible stories</u>	
Week 1	<ul style="list-style-type: none"> • The lord calls Samuel. 1 Samuel 3:1-21 • Samuel anoints David as king. 1 Samuel 16
Week 2	<ul style="list-style-type: none"> • Ruth and Naomi. Ruth 1-4 • David and Goliath. 1 Samuel 17:1-52 • David becomes king. 2 Samuel 2:1-7
Week 3	<ul style="list-style-type: none"> • Elijah helps the Widow. 1 Kings 16:29-17 • The widow and the jar of oil. 2 Kings 4:1-7
Week 4	<ul style="list-style-type: none"> • Elijah fed by ravens. 1 Kings 17:1-16 • An Axe head floats. 2 Kings 6:1-7
Week 5	<ul style="list-style-type: none"> • Jonah and the wail. Jonah 1-4 • King Nebuchadnezzar dreams of the statue. Daniel 2
Week 6	<ul style="list-style-type: none"> • Shadrach, Meshach, and Abednego. Daniel 3 • Daniel in the lion's den. Daniel 6:22
Week 7	<ul style="list-style-type: none"> • Baby Jesus. Luke 2:1-36 • The 3 wise men. Matthew 2:1-12
Week 8	<ul style="list-style-type: none"> • Jesus is growing up. Luke 2:21-52 • John the Baptist baptizes Jesus. Matthew 3:13-17 • Jesus walks on water. Matthew 14:22-33
Week 9	<ul style="list-style-type: none"> • The fisherman and the miraculous catch of fish. Luke 5:1-11 • Jesus heals the 10 lepers. Luke 17:11-19
Week 10	<ul style="list-style-type: none"> • The man lowered through the roof. Mark 2:1-5 • The five loaves and 2 fish. Mathew 14

<u>Math</u>	
Week 1	<ul style="list-style-type: none"> • Adding two groups of pictures together. • Use the +, - and = signs. • Knowing number bonds. • Finding the missing number to solve the problem.
Week 2	<ul style="list-style-type: none"> • Addition as counting on and combining two sets. • Adding two groups of pictures together. • Knowing that for example $2+5=7$ and $5+2=7$.
Week 3	<ul style="list-style-type: none"> • Add more than two small numbers, spotting pairs to 10, e.g. $4 + 3 + 2 = 10$.
Week 4	<ul style="list-style-type: none"> • Add numbers to get to number past 10. • To know numbers and their number words. • Add numbers to get to the number past 30.
Week 5	<ul style="list-style-type: none"> • Recognise the use of a sign such as " " to represent an unknown, e.g. $6 + \text{ " } = 10$.

	<ul style="list-style-type: none"> Solving addition and subtraction problems.
Week 6	<ul style="list-style-type: none"> Add single and two-digit numbers.
Week 7	<ul style="list-style-type: none"> Comparison-bigger and smaller numbers. Comparisons-Bigger, smaller, and alike.
Week 8	<ul style="list-style-type: none"> Begin to know number pairs to 6, 7, 8, 9 and 10. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $_ + 3 = 8$ and $_ + 1 = 5$). Solving addition problems by counting dots or petals.
Week 9	<ul style="list-style-type: none"> Check the subtraction answer by addon $7 - 2 = 5$ / $2 + 5 = 7$.
Week 10	<ul style="list-style-type: none"> Known doubles e.g. $2 + 2 = 4$, $4 + 4 = 8$, $5 + 5 = 10$, $6 + 6 = 12$.

Language literacy	
Week 1	<ul style="list-style-type: none"> K-Kevin Koala.
Week 2	<ul style="list-style-type: none"> U-Ula Ulysses. Learning vowel sounds – A, E, I, O, U.
Week 3	<ul style="list-style-type: none"> U-Umba Umbrella bird. Diagraph- ou-Clouse Woodlouse.
Week 4	<ul style="list-style-type: none"> R-Rocko Rat. Diagraph- oo for Booker Baboon. Review the alphabet learned so far.
Week 5	<ul style="list-style-type: none"> G- Ginger Giraffe.
Week 6	<ul style="list-style-type: none"> G-Gilbert Gecko. Review the alphabet learned so far.
Week 7	<ul style="list-style-type: none"> L-Lazarus Lion.
Week 8	<ul style="list-style-type: none"> Y-Yasmin Yack.
Week 9	<ul style="list-style-type: none"> Y- Yaida Firefly. Diagraph – sh for Shea Shoebill Stark. Diagraph- wh for Whitney White Rhino.
Week 10	<ul style="list-style-type: none"> V-Vera Vulture. Review the alphabet learned so far.

Life skills	
Week 1	<ul style="list-style-type: none"> • My community. • Places in my community - include buildings and places where we meet. • Identifies & describes rural and urban areas in the community. • Your neighbourhood. • Looking after your neighbourhood. • Following your neighbourhood rules.
Week 2	<ul style="list-style-type: none"> • Know that we hear when sound enters our ear. • Sound- loud and soft sounds.
Week 3	<ul style="list-style-type: none"> • Pollution. • Recycling. • The importance of a clean environment. • Ways in which people pollute the environment. • What pollution is. • Different types of pollution - water, land, air, noise. • Effects of pollution on people. • Effects of pollution on the environment.
Week 4	<ul style="list-style-type: none"> • Recycling. • Understand ways to care for the environment. • The importance of recycling. • What happens to our waste. • Re-using (things that can be used again). • Recycling (used things that can be made into something new). • Making compost out of things that rot. • Re-using water.
Week 5	<ul style="list-style-type: none"> • Safari animals. • Study the lion. • What the animal looks like. • Where it lives. • What it eats. • Babies and where they are born. • An additional interesting fact.
Week 6	<ul style="list-style-type: none"> • African big 5. • What is a wild animal? • Types of wild animals. Where we find wild animals. • Where domestic animal live. • How wild animals live. • Camouflage.
Week 7	<ul style="list-style-type: none"> • Pets. • Animals we can keep as pets. • How to look after pets at home - include shelters, food, water, animal cleanliness.

	<ul style="list-style-type: none"> • Treating animals appropriately - such as giving exercise, and not teasing.
Week 8	<ul style="list-style-type: none"> • Reptiles. • Different reptiles - e.g., crocodile, snake, lizard. • Characteristics of reptiles - cold-blooded, scaly body, lays eggs. • Find out more about the crocodile. • Cold blooded animals.
Week 9	<ul style="list-style-type: none"> • Zoo. • Animals and creatures that make their homes - such as birds, some bees, ants. • Animals and creatures that find a home - such as baboons, snakes, squirrels. • Animals and creatures that carry their homes - such as snails, tortoises.
Week 10	<ul style="list-style-type: none"> • Different sources of water, windmill, rain, rivers, streams and ponds. • Fresh water - River - e.g., fish, crocodile - Ponds and dams - e.g., frog, dragonfly. • Ocean life. • Salt water - Sea - e.g., shark, crayfish - Rock pools - e.g., starfish, crab.

Social Science	
Week 1	<ul style="list-style-type: none"> • Opposites. • Before-after, young-old, boy-girl, full- empty. Etc.
Week 2	<ul style="list-style-type: none"> • Recognise that both push and pull are forces. • Recognise work that is being done by different actions. • Gravity. • Cause and effect. • Community helpers.
Week 3	<ul style="list-style-type: none"> • Natural disasters. • Fire safety. - Fire extinguishers. • Stranger danger. • Staying safe when walking in your community. • Knowing your personal information, address etc. • Municipal worker.
Week 4	<ul style="list-style-type: none"> • Entrepreneurship. • Setting up a little shop where the learners can buy items with pretend money.
Week 5	<ul style="list-style-type: none"> • Game ranger. • Game ranger's responsibilities. A game ranger is primarily responsible for the management of wildlife reserves or national parks, as well as ensuring the safety of protected areas under their management. • Tracks that animals leave.

Week 6	<ul style="list-style-type: none"> • Game drive. • The vehicle used on a game drive. • Safety rules to follow on a game drive. • Animals you might see on a game drive. • Items you might need on a game drive. • Tracks animals leave. • Wild animal and their families. • What different groups of animals are called. • Camouflage. • Animal behaviour.
Week 7	<ul style="list-style-type: none"> • Veterinarian. • Know the difference between a domestic animal and a wild animal. • Know about the need for a healthy diet, including the right types of food and water. • The butterfly life cycle. • Know that animals produce offspring which grow into adults. • How a veterinarian helps animals.
Week 8	<ul style="list-style-type: none"> • Life at night. • Things I can see at night. • Objects that can produce light. • Things I do at night - get ready for bed- e.g., read, tell stories, sleep, and dream. • People who work at night - such as security officers, doctors, pilots, truck drivers. • Night animals - such as owls, hamsters, porcupines, leopards, jackal.
Week 9	<ul style="list-style-type: none"> • Zookeeper. • The animals in the zoo. • Looking after the animals in the cages. • Animals that need special cages. • Animals that need special care. • What the animal may eat.
Week 10	<ul style="list-style-type: none"> • The Beach. • Safety on the beach. • Safety in the water. • Importance of sunblock. • Looking after the beach.

Grade R Topics for term 4

Index	
Bible stories	
Week 1	<ul style="list-style-type: none"> • A crippled man at the king's table. 2 Samuel 8-9 • The widow and the two coins. Mark 12:41-44 • The faithful disciple of Jesus Mrs. Tabitha. Acts 9:36-42
Week 2	<ul style="list-style-type: none"> • Jesus and the children. Matthew 19:14 • Turning water into wine. John 2:1-12 • Review of the creation days. Geneses 1
Week 3	<ul style="list-style-type: none"> • Jesus calms the storm. Mark 4:35-41 -52, • Jesus walks on water. Johan 6:16-21
Week 4	<ul style="list-style-type: none"> • The House upon the sand and the rock. Mark 7:24-27 • Jesus healed the blind man. John 9
Week 5	<ul style="list-style-type: none"> • The parable of the Sower. Luke 8:5-8 • The parable of the Good Samaritan. Luke 10:25-36
Week 6	<ul style="list-style-type: none"> • Jesus raised Lazarus from the dead. John 11 • The parable of the lost sheep. Luke 15:3-10
Week 7	<ul style="list-style-type: none"> • The parable of the prodigal son. Luke 15:11-32 • Zacchaeus. Luke 19:1-10
Week 8	<ul style="list-style-type: none"> • Solomon asks for wisdom. 1 Kings 3:16-18 • Solomon and the baby. 1 Kings 3 • Solomon builds a temple. 1 Kings 5:1-8:66 • Elijah and the prophets of Baal. 1 Kings 18
Week 9	<ul style="list-style-type: none"> • The sermon on the mount. Matthew 5-7 • Jesus is the potter, and we are the clay.
Week 10	<ul style="list-style-type: none"> • A crippled man at the king's table Luke 22:7-23 • The widow and the two coins. Matthew 27:32-56 • The faithful disciple of Jesus Mrs. Tabitha. Mark 16:18-8

Math	
Week 1	<ul style="list-style-type: none"> • Add more than two small numbers, spotting pairs to 10, e.g., $4 + 3 + 6 = 10 + 3$.
Week 2	<ul style="list-style-type: none"> • Subtraction- 'take away' difference as 'how many more to make?'
Week 3	<ul style="list-style-type: none"> • Measure/Money. • Compare lengths and weights by direct comparison, then by using uniform non-standard units. • Identify prices from different types of price tags & labels. • Counting money.
Week 4	<ul style="list-style-type: none"> • Shape folding, half's and quarters. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?" • Name and sort common 2D shapes (e.g., circles, squares, rectangles, and triangles) using features such as number of sides, curved or straight. Use them to make patterns and models.

	<ul style="list-style-type: none"> Find halves of small numbers and shapes by folding, and recognise which shapes are halved. Solve & explain solutions to practical problems, involving equal sharing & grouping, lead to solutions include unitary fractions ($\frac{1}{2}$ and $\frac{1}{4}$.)
Week 5	<ul style="list-style-type: none"> Measure/Time. Calendar. Learn to tell time. O'clock and half past.
Week 6	<ul style="list-style-type: none"> Measure/Length, mass, and capacity e.g., longer, shorter, heavier, lighter. Different sizes. Comparisons-Bigger and smaller than. Little, alike, different.
Week 7	<ul style="list-style-type: none"> Place value.
Week 8	<ul style="list-style-type: none"> Addition and subtraction.
Week 9	<ul style="list-style-type: none"> Number words. Ordinal numbers.
Week 10	<ul style="list-style-type: none"> Problem solving. Word problems. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Language literacy	
Week 1	<ul style="list-style-type: none"> J-Jay Jackal.
Week 2	<ul style="list-style-type: none"> Q-Quinine Quagga.
Week 3	<ul style="list-style-type: none"> W-Wanda Warthog.
Week 4	<ul style="list-style-type: none"> X-X-Ray Terra.
Week 5	<ul style="list-style-type: none"> Z-Zelda Zebra.
Week 6	<ul style="list-style-type: none"> A-Z revision. Know the name of and most common sound associated with every letter in the English alphabet. Phonic awareness: vowel sounds (ee, ea, ea, oo) 2 letter consonants (th, wh, st, ch..), Blends (bl, str, nds), rhymes, suffixes, high frequency sight words.
Week 7	<ul style="list-style-type: none"> Reading sight words. Use knowledge of sounds to read and write single syllable words with short vowels. Period and question mark.
Week 8	<ul style="list-style-type: none"> Reading sight words. Hear, read, and write initial letter sounds.
Week 9	<ul style="list-style-type: none"> Reading sight words and short sentences.
Week 10	<ul style="list-style-type: none"> Reading sight words and short sentences.

Life skills	
Week 1	<ul style="list-style-type: none"> • The earth and out in space. • Make comparisons. • Earth from space - what it looks like (land, sea, clouds). Stars and planets - what they are. • Names of the planets. • Telescopes. • Space travel. • Satellites and information we get.
Week 2	<ul style="list-style-type: none"> • Dinosaurs. • Different dinosaurs. How dinosaurs lived. • How we know about dinosaurs today.
Week 3	<ul style="list-style-type: none"> • Characteristics of an insect. • Different insects - such as fly, mosquito, ant, beetle. • Observing and drawing an insect. • How insects help us. • How some insects harm us.
Week 4	<ul style="list-style-type: none"> • Spiders. • Know my birthday, address, telephone number, identify name.
Week 5	<ul style="list-style-type: none"> • Time. • Days of the week. What we do on different days. Yesterday, today, and tomorrow.
Week 6	<ul style="list-style-type: none"> • Seeds. • Why we need plants - include food, shade, shelter for animals. • What plants look like - roots, stem, leaves, flowers. • Different plants - similarities and differences. • Seeds and where they come from. • What plants need to grow. • Growing a plant from a seed - such as a bean or a lentil. • Know that plants are living things. • Explore how seeds grow into flowering plants.
Week 7	<ul style="list-style-type: none"> • This is me I can read.
Week 8	<ul style="list-style-type: none"> • Emotions. • Feelings. • Things that make me happy and things that make me sad. • Recognising feelings - such as anger, fear, worry, loneliness. • Good ways to express what we feel. • Apologies - how to say sorry.
Week 9	<ul style="list-style-type: none"> • Books. • Why we need books. Looking after books. Using books for information. • Stories I like. • Where I can find books.
Week 10	<ul style="list-style-type: none"> • Celebrations. • Festivals and special days.

Social Science	
Week 1	<ul style="list-style-type: none"> • Astronaut. • Explore how the sun appears to move during the day and how shadows change.
Week 2	<ul style="list-style-type: none"> • Paleontologist.
Week 3	<ul style="list-style-type: none"> • Geologist. • Know that some materials occur naturally, and others are man-made. • Rocks. • Recognise some types of rocks and the uses of different rock.
Week 4	<ul style="list-style-type: none"> • Life cycle. • Silkworms' life cycle.
Week 5	<ul style="list-style-type: none"> • Mechanic. • Electricity. • Recognise the components of simple circuits involving cells (batteries). • Know how a switch can be used to break a circuit.
Week 6	<ul style="list-style-type: none"> • Farmer. • Name the major parts of a plant, looking at real plants and models. • Know that plants need light and water to grow.
Week 7	<ul style="list-style-type: none"> • People who help us in our community - such as clinic nurse, after-care teacher, Firefighter. • How different people help me. • How I ask for information and assistance - good manners. • How I ask for help in an emergency - Who to contact - What information to give.
Week 8	<ul style="list-style-type: none"> • Emotions.
Week 9	<ul style="list-style-type: none"> • Librarian. • Use a variety of ways to tell others what happened.
Week 10	<ul style="list-style-type: none"> • Pastor. • Ways we communicate. • Speaking - include explaining, conversation, poetry, and song. • Writing - include writing a letter or card and posting it. • Reading - include instructions and advertisements. • Listening - include radio and stories. • Looking - include lip reading, signing and gestures.

- WELCOME - BACK TO SCHOOL

Welcome Teacher, this is a new year, and a new beginning .

This guide will help you to explain to the students what to do and how to do it.

Students may forget what you said, they may forget what you did, but students will never forget how you made them feel. Be that teacher the makes a difference in each student's life.

A well-organised and well-stocked classroom is important for effective learning to take place.

Learning areas

The classroom should be divided into learning areas. Students will work at these areas, so you need to provide seating and working space.

Learning areas allow the learners to develop skills including:

- Working independently
- Working with others'
- Decision making
- Responsibility



Do not place all your equipment in the learning area. Rather place less equipment and change it on a weekly basis. This will ensure that the students practice different skills and that they do not get bored. The list below suggests the types of items that you can put in the learning area.

The theme table

This table is very important. It reflects the theme you are teaching. It should be against a wall and close to the place where you and the learners sit for group work. The wall will be used for posters, pictures and flashcards related to the theme. Your learners will enjoy preparing and contributing to the table with you.

Preparing a theme table

Place a coloured tablecloth on the table. The tablecloth should relate to the theme, e.g., blue for an ocean theme. Create a backdrop by displaying posters and pictures that relates to the theme on the wall. Make a theme label, e.g., what spring brings. Place artificial models and books on the table. Use neatly printed flashcards to label the items on the table.

The fantasy area (imagination area)

- Old clothes, shoes, and hats.
- Household items such as telephones, old computers, pots, and pans.
- Dolls.



The literacy area

- Wax crayons.
- Pencils.
- Paper (a variety.)
- Chalk and chalkboards.
- Tracing patterns cards.
- Puppets.
- Story cd's.
- Old telephone.



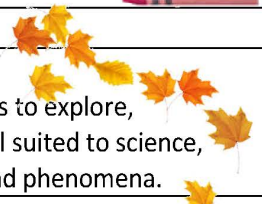
The creative area

- Crayons.
- Pastels.
- Paint.
- Sponges.
- Mopping-up cloths (for spills.)
- Playdough.
- Glue.
- Wool.
- Fabric scraps.
- Paper.



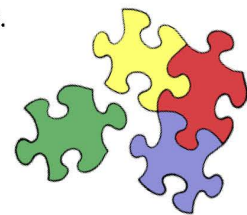
The science table

This table encourages the learners to explore, experiment and discover. It is well suited to science, math and technology concepts and phenomena.



The construction area. (Building numeracy)

- Threading beads.
- Blocks.
- Puzzles.
- Shapes.
- Buttons.
- Pegboards.



The literacy corner

A bookshelf is needed. Have a variety of reading material. E.g. pictures, pop-up stories, poetry, magazines, newspapers. The library corner should be welcoming and comforting. Place a carpet and pillows in the area.

Equipping your classroom

Stocking your classroom with good quality equipment does not have to cost a lot of money. On this page we show you how to do it.

Puff paint

- 2 parts shaving cream.
- 1 part wood (white) glue.
- Food colouring.

Mix together and place in a squeeze bottle.



Iridescent soap bubbles

- 1 cup water.
- 2 tablespoons liquid detergent.
- 1 tablespoon glycerin.
- ½ teaspoon sugar.

Mix together.



Chunky rainbow crayons

Little fingers benefit from using chunky crayons. Don't throw away old crayons. Remove the paper from the crayon and melt them slowly over a low heat. Pour into metal or silicone cookie trays or in ice cube trays. When the wax sets pop them out of the trays.

Finger paint

- 1 cup cold water.
- 2/3 cup dry starch.
- 3 cups boiling water.
- 1 cup soap flakes (graded sunlight soap.)
- A few drops of oil of cloves (available at the chemist.)
- Food colouring.

Dissolve the starch in cold water over a low heat. Smooth out any lumps and add the boiling water. Keep stirring until the mixture thickens (Do not allow to boil.)



Flannel board

- 1 large, strong cardboard box.
- Staples, split pins, or glue.
- Felt.

Cut the top and bottom flap from the box. Cut the box along one side seam to open it up. Overlap the two ends to form a triangle. Staple, glue or fasten the overlapping sides with felt. You can magnetise one side of the flannel board by inserting an old baking tray between the cardboard and the felt.

Threading games

A couple of packets of macaroni, spray painted in four or five different colours will provide enough "beads" to complete colour sequencing activities. Use shoelaces or pieces of string cut to length.

Soft playdough

- 1 cup of flour.
- 2 tsp cream of tartar.
- ½ cup salt.
- 1 tbsp cooking oil.
- 1 cup water.
- Food colouring.

Mix food colouring with the water first. Then add the cooking oil and water to the pot and mix well. Cook over a low to medium heat until the dough starts to form and become dry. Once it starts to form a ball take it off the heat. Once cool, knead for 5 minutes. Store in a plastic container.



Soft non-cook playdough

- 1 cup flour.
- ¼ cup salt.
- ½ cup hot water.
- 2 tbsp oil.
- Food colouring.

Mix all the ingredients together and knead for 5 minutes.

Store in a plastic container.



Glue

- 1 teaspoon flour.
- 2 teaspoons corn-starch (Mazina.)
- ¼ teaspoon alum (available at the chemist.)
- 1/3 cup water.

Mix the dry ingredients and add the water slowly while stirring out the lumps. Cook in a double boiler over low heat. Remove from the heat when the paste thickens and store in a jar. Thin with water as and when you use it.



Glitter paint

- 1 cup mixed paint.
- 8 teaspoons salt.

Mix well.

Counters

Bottle caps,
Buttons,
Cotton reels,
Acorns,
Pasta

Paper clips or rocks.
Anything that can be picked up by little fingers can be used as counters.



The daily planner



The daily planner helps you plan your learning activities and organise your time with your learners. It ensures that the school day is varied and stimulating and creates a sense of predictability which makes the learners feel secure in the school environment.

Make sure you arrive at school before your learners do. Prepare the learning area tables with the relevant materials and activities you have planned for the day.

Arrival time (15-30 minutes)

- Greet the learners as they arrive. Make sure that they neatly pack away their bags, jackets, jerseys and coats in their lockers.
- Allow learners to quietly complete puzzles and games, read books and draw pictures at their tables while they wait for their friends to arrive.
- Take time to speak to, and provide feedback to parents and caregivers. Discuss concerns, if you have any, and also give them positive feedback. Let them know what the learners are learning about.

Health check(10 minutes)



You as teacher are in charge of the education of the learners in your classroom. You are also responsible for the emotional and physical well-being while they are in your care. Spend some time asking learners how they are. Let them show you their scars, bruises and plasters. Ask them what caused the injury. Run a head-to-toe health check on each learner and record any signs of illness and neglect. Recording this information is vitally important. Neglect and abuse are very often repeated against children and a pattern emerges. Accurate recordings of your observation could make a big difference to the welfare of the learner.

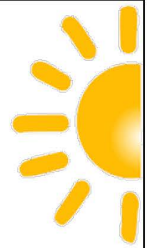
The calendar

The morning circle is also a time to look at the calendar. A simple desktop calendar hanging on the wall will work well. Let the learners find the day on the calendar and let one of them cross through the block. The calendar provides great numeracy learning opportunities. Ask the learners to look at:

- The date (the numeral) and read it.
- Count the days that are crossed out.
- Say how many days have passed this month.
- Count the open days.
- Say how many days are left in the month.
- Count how many days to the weekend.

Morning circle (10-15 minutes)

This happens at the beginning of the school day. All the learners gather on the carpet. There are various greeting songs that you can sing at this time. It will settle and focus the learners for the day.



The weather poster

At this time, you will work with the weather poster. Because you'll be using this poster daily, display it near the carpet at the reading level of the students. Ask the following questions.

- What are you wearing?
- Why are you wearing those clothes?
- What does the sky look like?
- Can you find the picture that shows us the weather for today?
- Can you find the word that says hot, cold, etc.?
- What day is it today?
- What day was it yesterday?
- What day will it be tomorrow?
- Can you find the word that says Monday, Tuesday etc.?

Ask questions like, what is the weather like today?



Morning circle (10-15 minutes)

This happens at the beginning of the school day. All the students gather on the carpet. There are various pack away songs that you can sing at this time. This will settle and focus the students for the day.

Clean up song

Clean up,
Clean up,
Everybody, everywhere,
Clean up,
Clean up,
Everybody do their share.



Let's help song

(Sung on the tune of Frere Jacques.)

Let's all help
Let's all help
Pick up the toys
Pick up the toys
Then when you are done
We'll have lots of fun
Let's all help
Pick up the toys.



Music and movement

This is a fun time that encourages group participation, but it should still be a carefully planned activity. For instance, on some days the students can move freely to music while on other days you can teach them a dance.

These activities can be included during this time:

- Walking, running, skipping, marching, and hopping.
- Dancing.
- Dining.
- Body percussions – clapping, stamping, finger clicking, etc.
- Listening for appreciation.
- Instrument work.

Types of stories to use:

- Fantasy stories, factual stories
- Animal stories
- Life like stories, e.g., stories that deal with living with HIV and AIDS
- Humorous stories
- Counting stories
- Alphabet stories
- Cartoon-style book
- Pop-up books
- Traditional stories, class-made books.



Snack time (10-15 minutes)

The students should eat in a relaxed and quiet environment. They should sit and talk quietly. Observe the students' eating habits as this could alert you to the onset of illness. Encourage them to practice good manners while eating.

Work time

Before the students arrive at school set up your learning areas for the day. Carefully plan the activities you set out. Make sure that they relate to the theme and that they fulfill the Assessment standard and milestones that you are working towards. Plan this time so that there is one teacher-directed activity for you to do (work with small groups of six to eight learners at a time) while the rest of the class has four independent activities to do on their own. Begin the session with an activity that introduces, extends concepts and skills with the context of the theme you are working with. You can use a poster, story, discussion, rhyme, or song. Next, explain the different activities you have set up at each of the learning areas. Make sure that the learners know how many of them can work at an area at any time. Let the students choose the activity they want to start with. They can rotate between the tables in their own time.

Be and active facilitator

- Observe.
- Ask open-ended questions.
- Support learners (especially those with barriers to learning.)
- Help them resolve conflicts.

Story time (45-55 minutes)

Introduce the story with an activity that helps learners calm down and participate for the story. Learners can sit on the carpet and if you have small cushions allow them to bring them to the floor. Do some stretches or say a rhyme. Begin the story. If the stories have pictures, ask the learners to look at the pictures and predict the story. Read or tell the story. Stop reading at regular intervals to ask questions. Get learners to predict what will happen or make their own conclusions. Change your voice to keep the students interested. Use props like puppets and toys to dramatize the story. Conclude by asking questions and planning an activity. The students could dramatize, role play, draw pictures, make their own books, or sequence card that relate to the story.

Health check signs to watch out for.

<u>Signs to watch out for</u>	<u>What it may indicate</u>	<u>What to do</u>
<ul style="list-style-type: none"> ▪ Injuries over a period of time. ▪ Injuries at various stages of healing. ▪ Cuts, bruises, burn marks, abrasions and fractures which cannot be explained. ▪ Obvious pain, often. 	Physical abuse.	Apply the following procedures if you suspect some form of child abuse: <ol style="list-style-type: none"> 1. Gather information about your suspicion without implicating any person. 2. Document your information in a file. (e.g. information from the learner, information from other learners and/or parents, and reports from parents and educators.) 3. Treat this information as highly confidential. (all information gathered must be placed in a separate file and stored in a strong-room or safe.) The information must not be discussed with other teachers, learners, or parents. 4. Report your suspicions to your school principal who will contact the relevant role players.
<ul style="list-style-type: none"> ▪ The child does not grow. ▪ Weight loss. ▪ Pale and emaciated. ▪ Constant vomiting and/ or diarrhoea. ▪ Does not reach developmental milestones with normal age-range. 	Neglect (could be due to economic factors.)	
PAIN <ul style="list-style-type: none"> ▪ Unusual itching of genitals or anal area. ▪ Sexually transmitted diseases. ▪ Difficulty sitting or walking. ▪ Regular urinary infection. ▪ Continual irritation and/or mouth sores (the result of forced oral sex.) 	Sexual abuse.	
Bedwetting <ul style="list-style-type: none"> ▪ Soiling. ▪ Continual complaints of headaches, nausea and/or stomach pain for which there is no physical cause. 	Emotional abuse.	

Accident/incident report form

The accident/ incident report form must be completed if a child gets hurt during school hours.

ABC Song
Glockenspiel
(The Alphabet Song)

www.singing-bell.com

A B C D E F G

H I J K L M N O P

Q R S T U and V

W X Y and Z.

Now I know my A B C's,

next time won't you sing with me.

G A B C D E F G A B C D E F G

Stationary list – Grade 1

- 1 x ID sized photos (1 for students records file.)
- 1 x Chair bag.
- 1 x Plastic or wooden book holder for workbooks.
- 1 x Space case.
- 4 x Long grey HB pencils.
- 1 x Pritt (glue.)
- 1x Ponal wood glue (120ml.)
- 1 x Blunt nose scissors.
- 4 x Big erasers.
- 1 x Metal pencil sharpener.
- 1 x Packet of wax crayons (12 crayons.)
- 1 x Packets of pencils (12 crayons.)
- 1 x 30cm ruler.
- 1 x Colouring book.
- 1 x Water paint.
- 1 x Playdough.
- 1 x Tennis ball.
- 1 x 100 counting frame.
- 1 x Bean bag.
- 1 x A4 white board.
- 2 x white board markers.
- 1 x 60-70 Piece puzzle (please mark every piece of the puzzle, students tend to have the same puzzles.)
- 1 x Pack of wet wipes.
- 1x Box of tissues.
- 1 x Medium bubble bath or liquid hand wash soap (for washing little hands.)
- 1 x Facecloth.
- 1 x Plastic cup **(with a handle.)**
- 1 x Plastic plate.
- 1 x Soccer ball.

- 1 x Empty 2L ice cream tub with its lid (to store the students extra stationary until he/she needs it.)

PLEASE MAKE SURE THAT ALL YOUR CHILD'S ITEMS ARE CLEARLY MARKED!!

Teacher _____.

Contact number _____.

Lesson 2

Introduction: 07:30 until 08:00. **To be done daily.**

- Take attendance of the students in class.
- Ask how their weekend or afternoon was and how each student slept.
- Take the students to the bathroom and let them wash their hands.

Devotions, I Am Confessions and Prayer: 08:00 until 08:15. **To be done daily.**

I am what God said I am.

I am helpful.

I am honest.

I am happy.

Recap on the days of the week, months of the year and the seasons:
If there are any birthdays – wish the students a happy birthday and pray over them: 08:15 until 08:30.

Recap or introduce. 08:30 until 08:45.

Counting and sight words.

- Count to 50, and in 2's till 20 - this can change daily as the students learn to count to higher numbers and skip count in 5's and 10's – **please use your own discretion.**
- Learn sight words.

Term Scripture.

Psalm 23 vs 1:

¹The LORD is my shepherd; I shall not want.

Work activities: 08:45 until 10:00.

Bible Literacy: One Page.

Lesson – An angel brings amazing news.

Lesson reading.

Word for today: Incense – a material that gives off a pleasant smell when burned. (The word for today – could be the meaning or just some information related to the Word.)

- Read the instructions in the workbook to/with your students.

Work Piece:

1. Spot the difference – Hint there are 9 differences.



Math Literacy: Refer to Math Literacy Week 1, Day 2, Lesson 2.

Break-Time: 10:00 until 10:25.

Bathroom Routine: 10:25 until 10:30.

Work activities: 10:30 until 12:00.

English Literacy: Refer to English Literacy Week 1, Day 2, Lesson 2

Social Science: Refer to Social Science Week 1, Day 2, Lesson 2.

Life Skills: Refer to Life Skills Week 1, Day 2, Lesson 2.

Break-Time: 12:00 until 12:25.

Bathroom Routine: 12:25 until 12:30.

Free and Creative Play: 12:30 until 13:30.

Tidy Up time: 13:30 until 13:50.

Bathroom routine: 13:50 until 13:55.

Prayer for End of the Day: 13:55.

Greet each student, send them home with the assurance that you love them, and that you are looking forward to seeing them at school the next day.

Home time: 14:00.


Social Sciences

Lesson 21

The Water Cycle NB – LABELS NEED TO BE COPIED FOR THE ACTIVITY.

Do you love the rain? How about a nice refreshing glass of water on a super-hot day? We have already learned that we can't live without water. But where does water come from? Why does it rain? Where do the raindrops come from? This week we will learn about the water cycle.

Cycle meaning: a series of events that are regularly repeated in the same order..

	<p>We are going to learn about four stages in the water cycle:</p> <ol style="list-style-type: none">1. Evaporation2. Condensation3. Precipitation4. Collection or Runoff <p>Let's look at the meaning of each word first:</p>
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1. **Evaporation** — the **warmth of the sun** makes **water** from oceans, rivers, and lakes **evaporate** and **turn from liquid to gas** (vapour) that **rises into the air**.
2. **Condensation** — the **water vapour** cools as it rises and turns into droplets to form a **cloud**.
3. **Precipitation** — the **cloud gets too heavy**, and the **water** then **comes back** to the **earth when it rains, snows, or hails**.
4. **Collection or Runoff** — water falls (rain) to the earth and collects in the oceans, rivers, lakes, and streams. Runoff is water flowing down the mountains into the oceans, rivers, lakes, and streams.

Make copies of the labels for students to cut out and paste on the picture.

precipitation

condensation

water collection

evaporation

THE WATER CYCLE

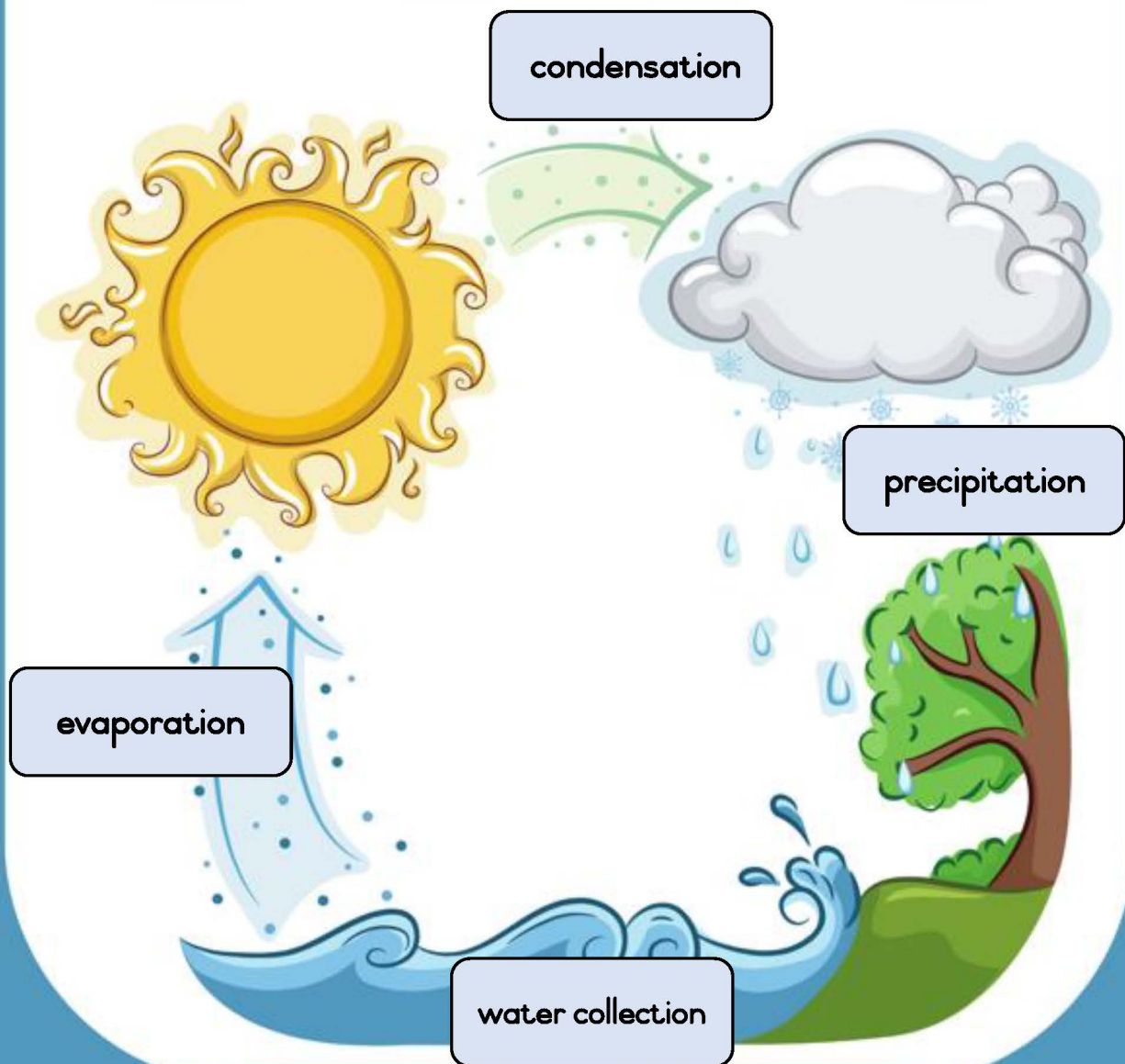
Label the parts of the water cycle:

precipitation

condensation

water
collection

evaporation



True	False
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Precipitation is the last thing that happens in the water cycle.

3. Write two sentences about what you have learned in the evaporation experiment.
(3 points per answer)

I have learned that water evaporates and turns into a gas called vapour.

I have learned that heat from the sun makes water evaporate faster.

Connect the word to the matching picture. (1 point per answer)

Rain	Hail	Snow
		

4. Write one thing that you love to do with water. (1 point per answer)

Anything that one can enjoy with water: swimming/drinking/painting/etc.



Sample

Work activities: 08:45 until 10:00.

Bible Story - Jonah and the big fish.

Jonah 1-4

Jonah and the big fish

Long ago, there was a man named Jonah. He was a prophet who spoke for God, and lived in a land called Israel.

One day, God came to Jonah and told him to go to a city called Nineveh and tell the people there to stop doing bad things. Jonah didn't want to go to Nineveh. He didn't like the people who lived there, and didn't want to help them. So, he decided to run away from God. He went to a port city called Joppa and got on a ship to go as far away from Nineveh as possible.

As the ship sailed across the sea, a big storm came. The wind blew hard, and the waves crashed against the ship. The sailors were afraid, and they prayed to their gods for help. Jonah was asleep at the bottom of the ship. The captain went down to find Jonah and told him to pray to his God for help. The sailors cast lots to find out who had caused the storm, and the lot fell on Jonah. He told them that he was running away from God and that they should throw him overboard.

The sailors didn't want to do that, but the storm was getting worse. So, they prayed to Jonah's God and threw him into the sea. Immediately, the storm stopped, and the sea became calm.

God didn't let Jonah drown. He sent a big fish to swallow Jonah whole. Jonah was inside the fish for three days and three nights. While he was inside the fish, Jonah prayed to God and asked for forgiveness. God heard Jonah's prayer and told the fish to spit him out onto the shore.

Jonah went to Nineveh and told the people there to stop doing bad things. To Jonah's surprise, the people of Nineveh listened to him, and they stopped doing bad things. But Jonah was still angry with God. He wanted God to punish the people of Nineveh, not forgive them. So, Jonah went to a hill outside the city and sat down to watch what would happen.

God caused a plant to grow quickly to give Jonah shade from the hot sun. Jonah was happy to have the shade. The next day, God caused the plant to wither and die. Jonah was angry again. God spoke to Jonah and asked him if he was right to be angry about the plant. Jonah said that he was, but God explained to Jonah that he cared about the people of Nineveh, even though they were not Israelites. God wanted them to turn away from their bad ways and live good lives.

Comprehension Test.

1. Who was Jonah? (Jonah was a prophet who spoke for God.)
2. Where did God tell Jonah to go? (God told Jonah to go to a city called Nineveh.)
3. Why did Jonah go to Joppa? (Jonah went to Joppa to get on a ship that was going as far away from Nineveh as possible.)
4. What happened to Jonah when he was thrown overboard? (A big fish swallowed Jonah whole.)
5. How long was Jonah in the fish? (Jonah was inside the fish for three days and three nights.)

Bible Literacy: Two Pages.

(Lesson 17)

Work Piece:

 Paste the pictures of Jonah's story in the correct order.

1. The picture of Jonah.
2. Jonah is at the bottom of the boat with three other men.
3. Jonah is being thrown overboard.
4. The big fish is opening his mouth to swallow Jonah.
5. Jonah is in the big fish's mouth.
6. Jonah is praying in the belly of the big fish.

(Lesson 17 continued.)

Work Piece:



Colour the picture of Jonah in the big fish.

Wigglers break:

- Cherry Pickers Exercise: Have the learner's alternate arms reach to pick "cherries" off a tree. Pull elbows down to the sides and then reach straight up again. Great for shoulder strength! Can you do 10, 20, 30 seconds?

Math Literacy: Two Pages.

Let's play with some squares. We have 10 squares in total, but we know only 5 squares have monkeys inside them. That means we have 5 empty squares. Now, we want to find out how many more monkeys we need to make a total of 10 monkeys. We can do that by counting the empty squares. If we count the empty squares, we will know how many more monkeys we need. So, 5 monkeys plus how many more monkeys will make 10? Let's count the empty squares to find out!

(Lesson 17.)

Work Piece:



Find the missing number to complete the sum.

Monkey $5+5=10$

Foxes $3+7=10$

Rhinos $8+2=10$

Crocodiles $7+3=10$

Elephants $2+8=10$

Lions $4+6=10$

(Lesson 17 continued.)

Work Piece:



Find the missing number to complete the sum.

Mice $6+4=10$

Racoons $9+1=10$

Giraffe $1+9=10$

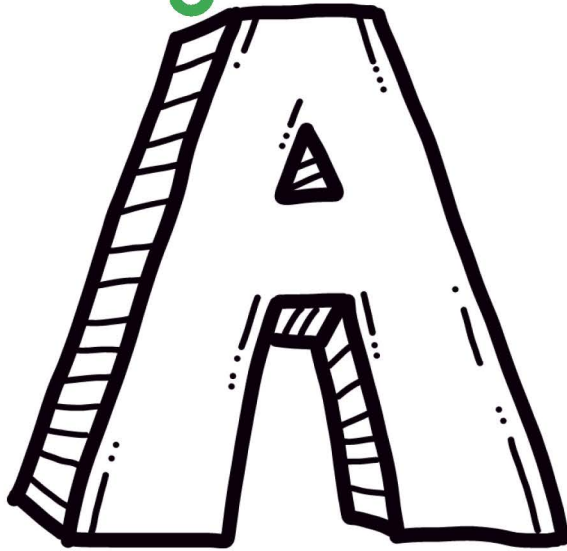
Garbles $10+0=10$

Nothing $0+10=10$

Rabbits $5+5=10$

This is a writing practice book where the learners can practice their writing skills.

Writing Practice

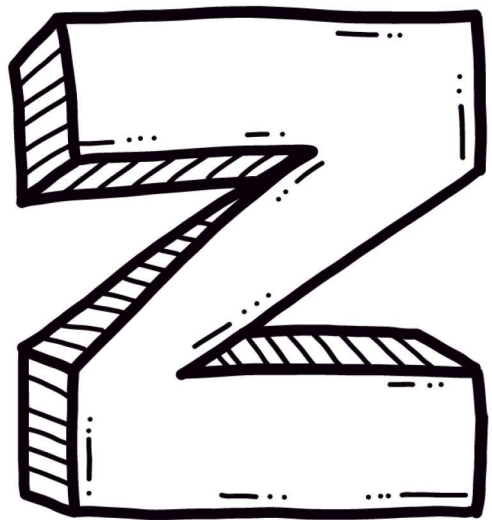


b c d e f g

h i j k l m n

o p q r s t u

v w x y



A

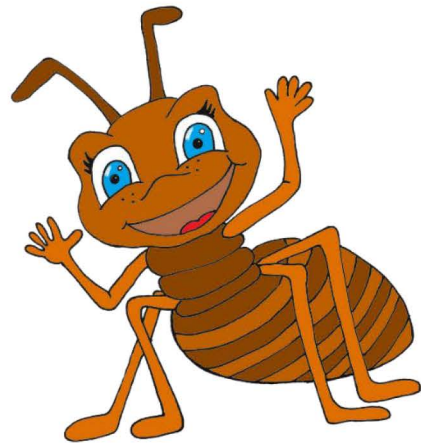
a



Aden Ape

A

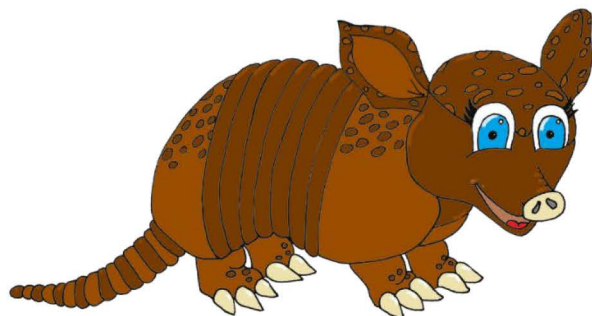
a



Annie Ant

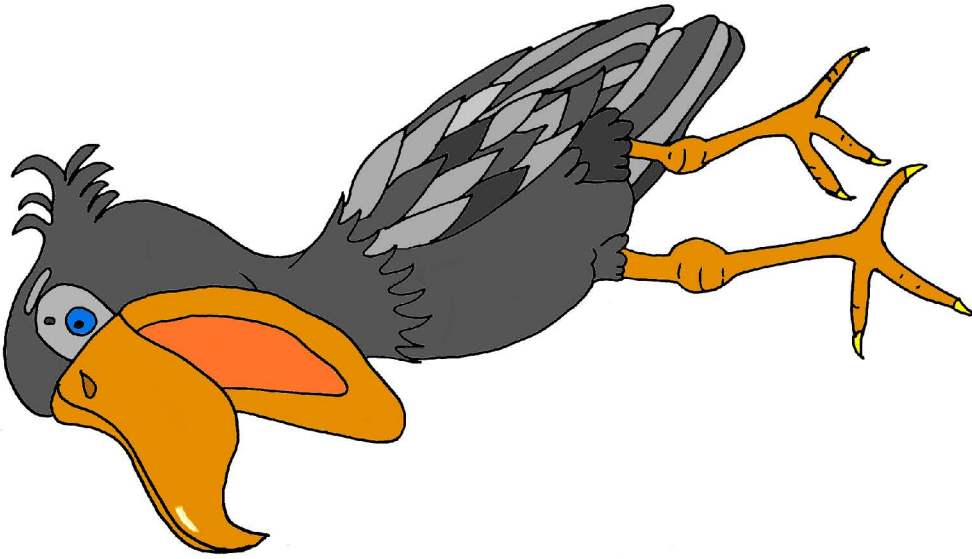
A

a



Arnold Armadillo

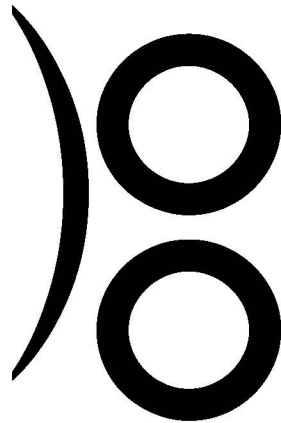
Sound card



sh

Shea Shoebill Stork

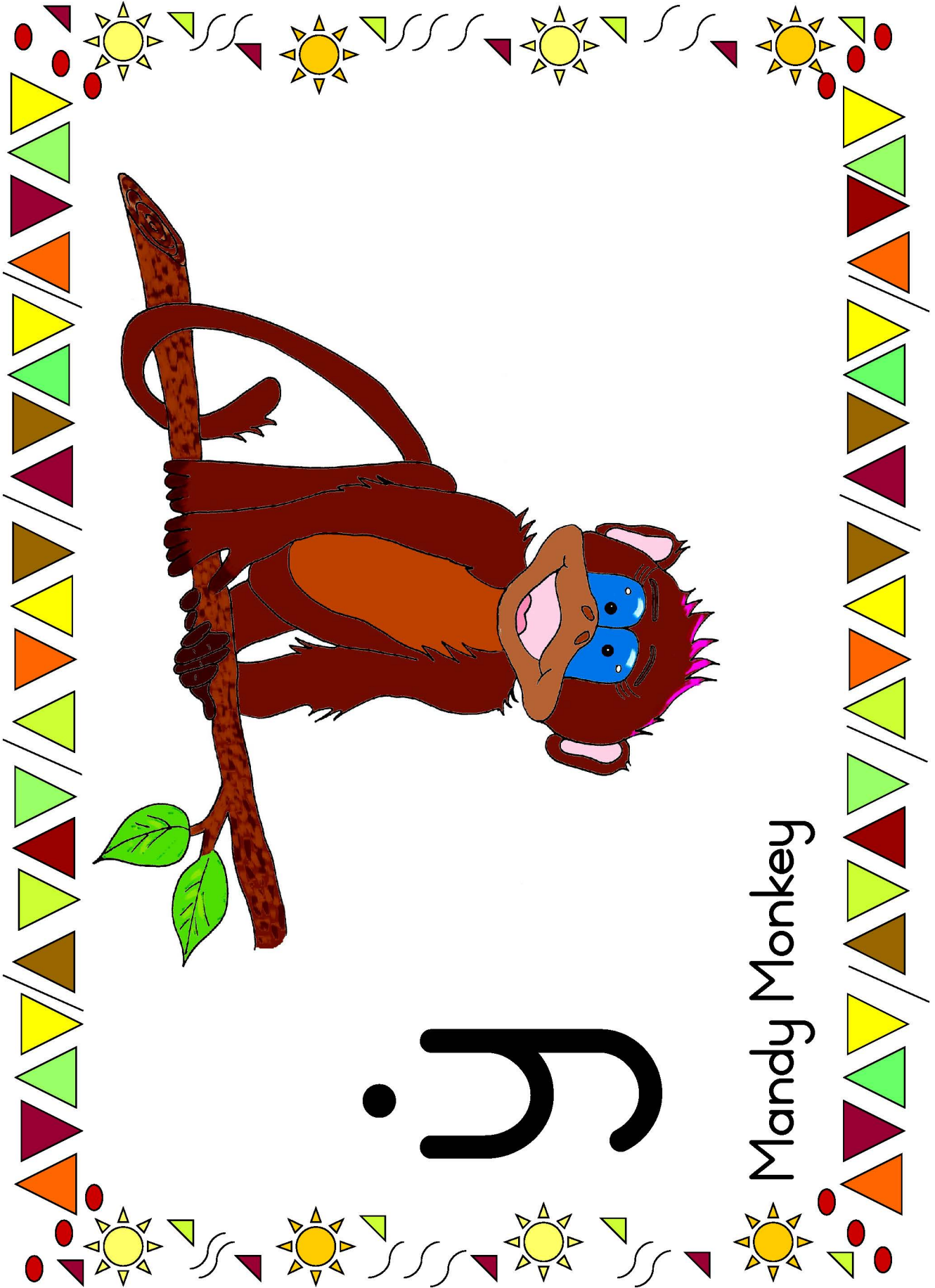
Sound card



Booker Baboon

Sample

Sound card



u

Mandy Monkey

Sample

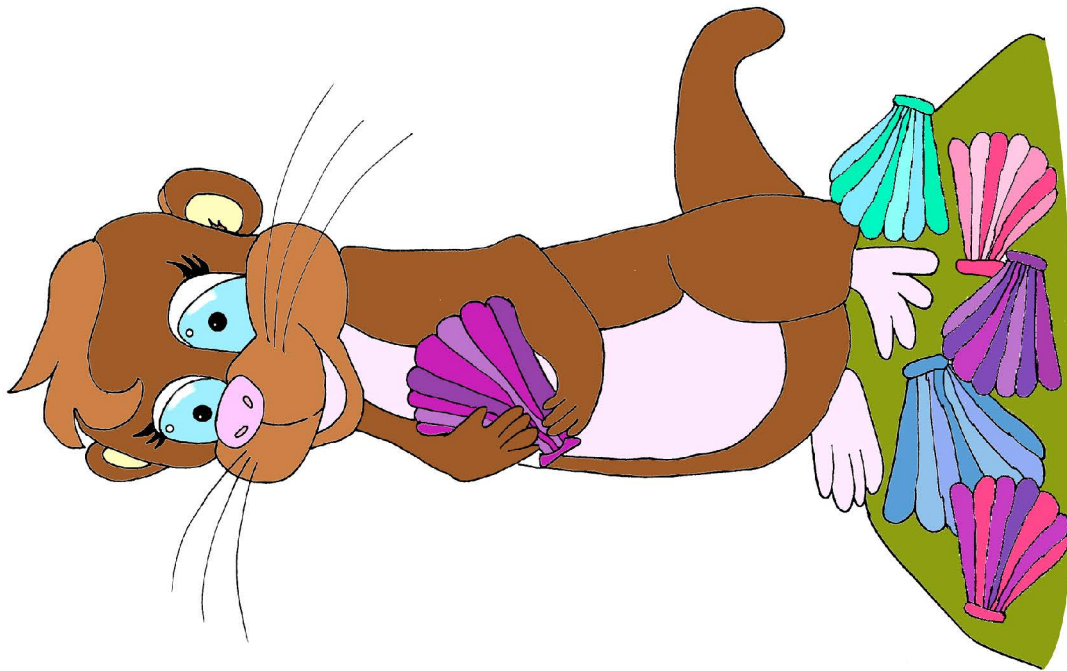
Sound card



A a

Annie Ant

Sound card



o o

Ollie Otter

Sample

Sound card



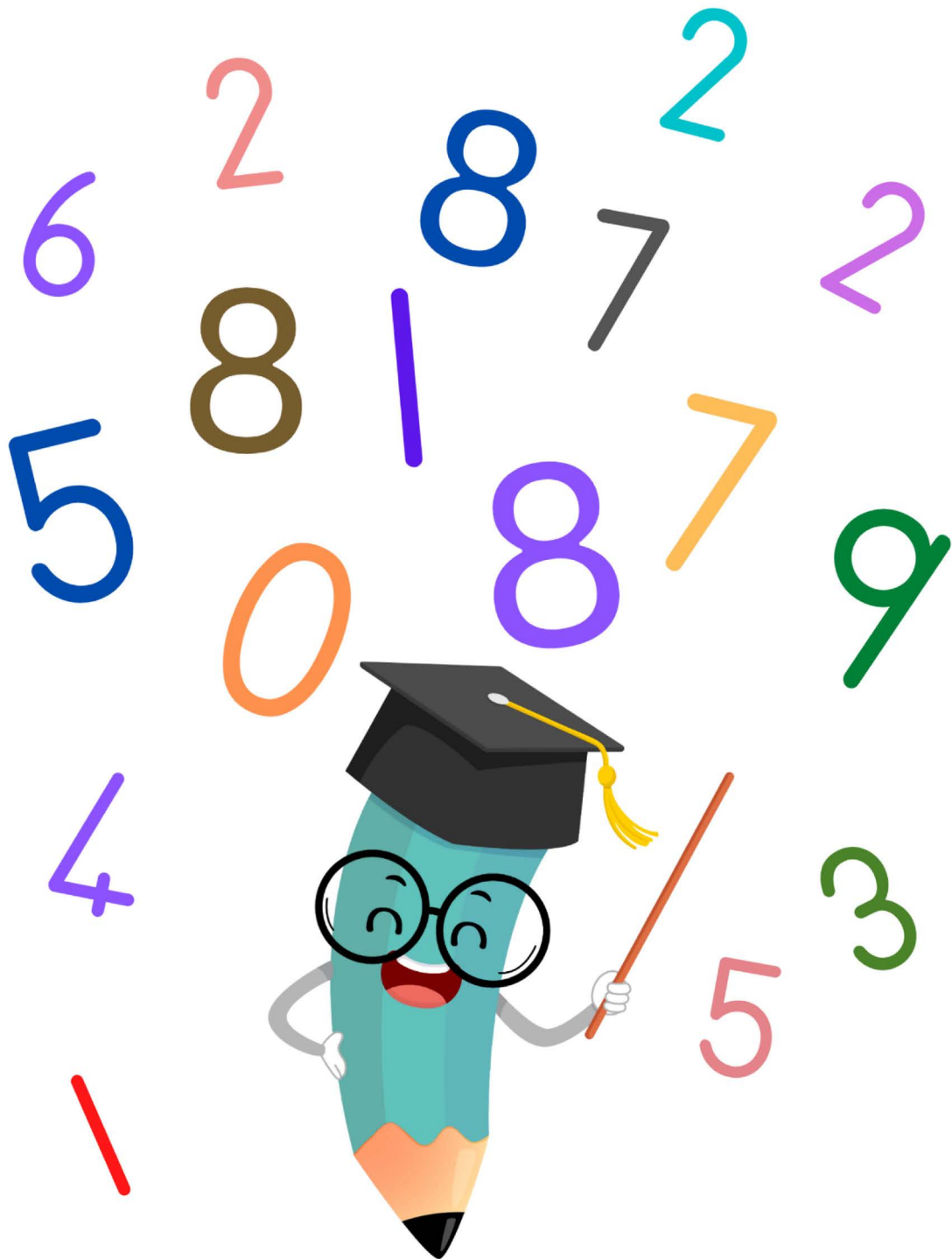
Zz

Zelda Zebra

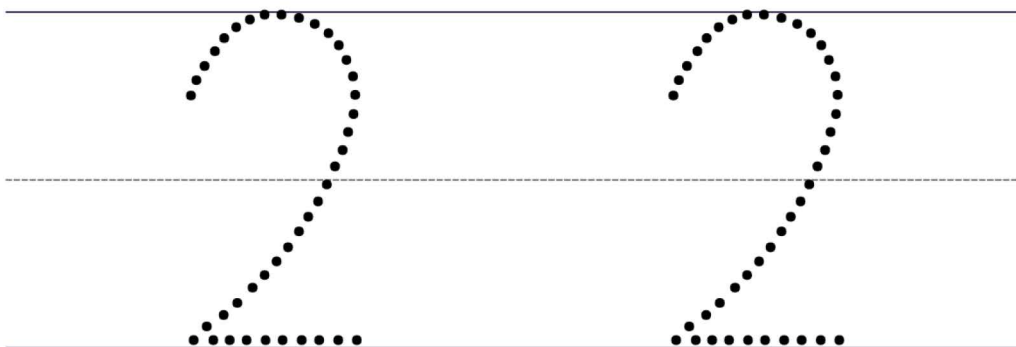
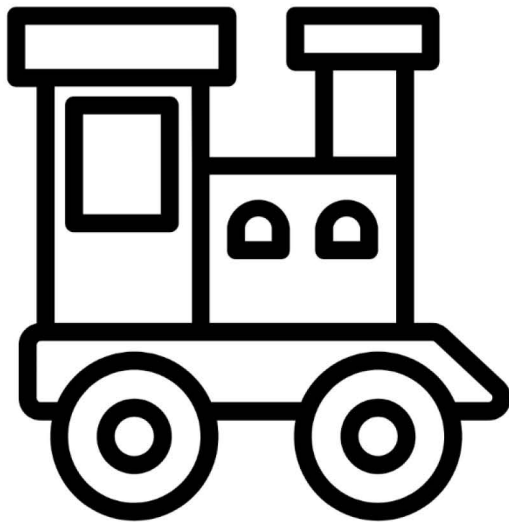
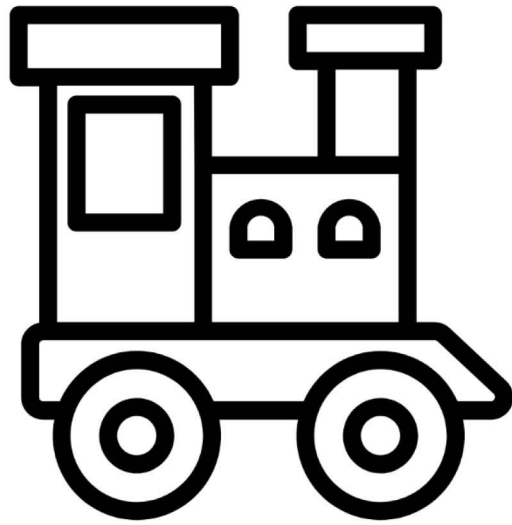
Sample

This is a number practice book where the learners can practice their writing skills.

Number Practice

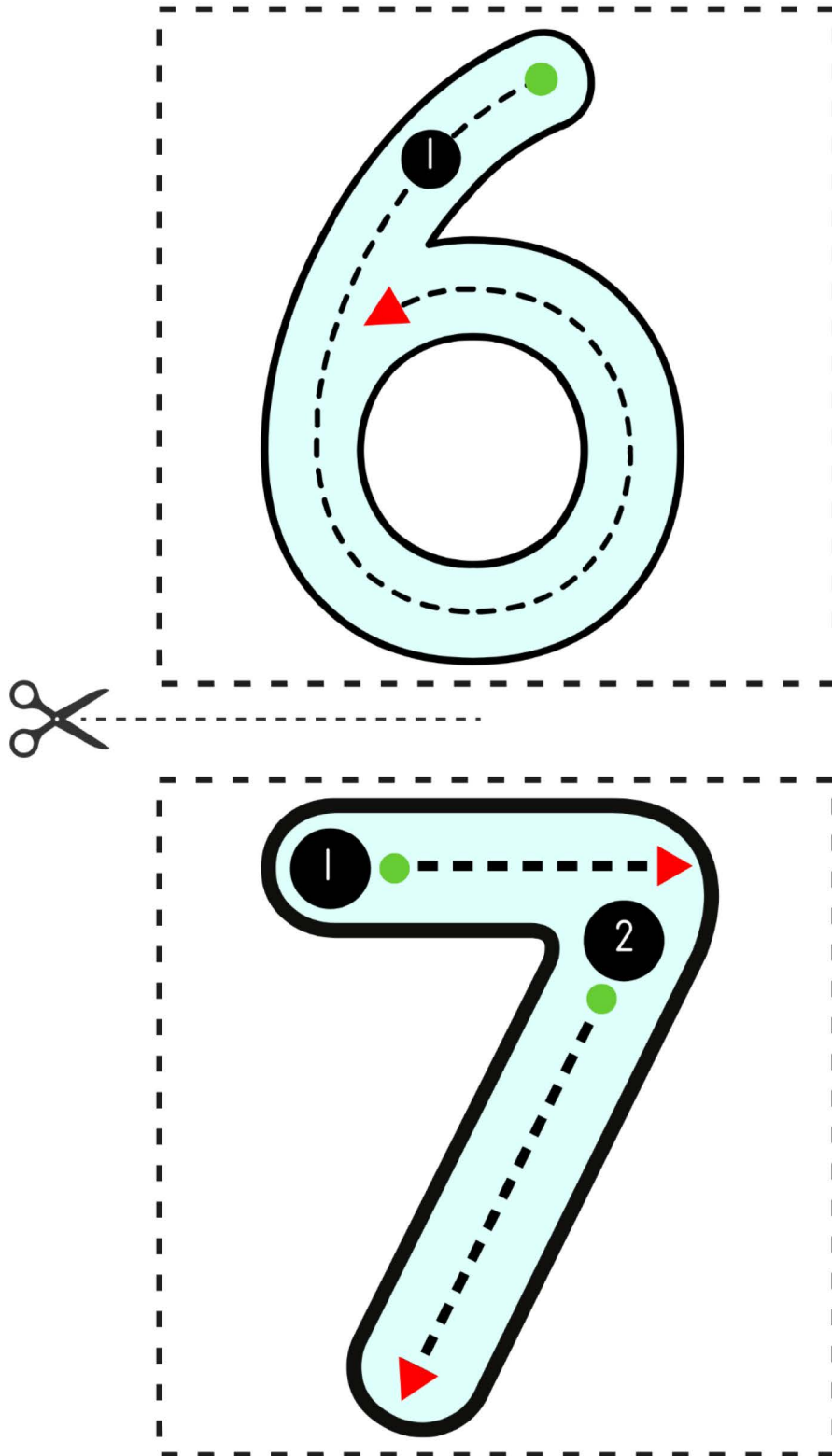


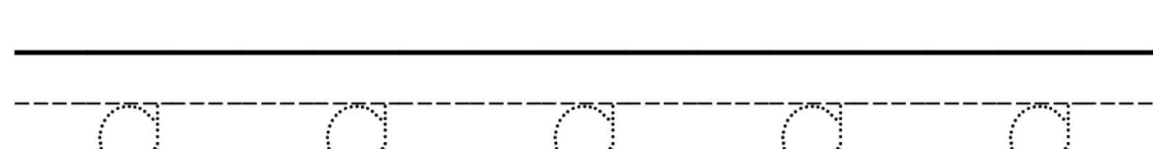
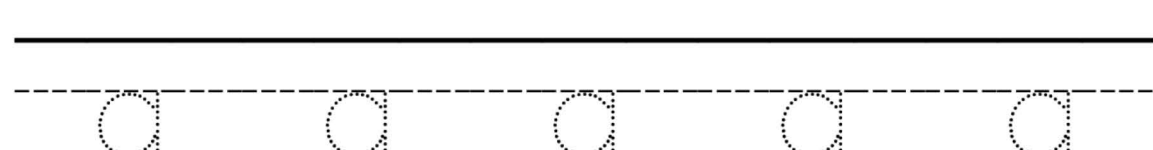
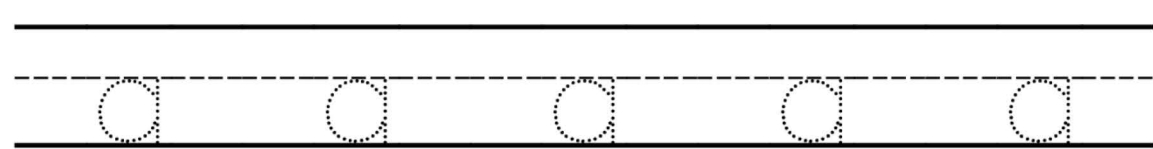
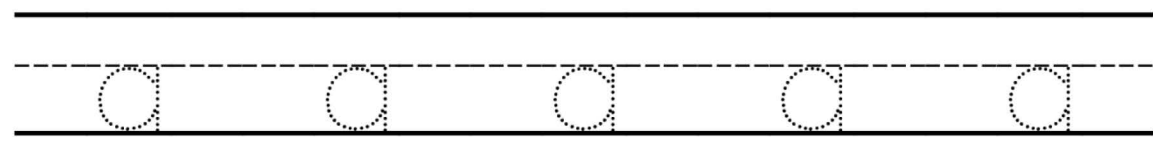
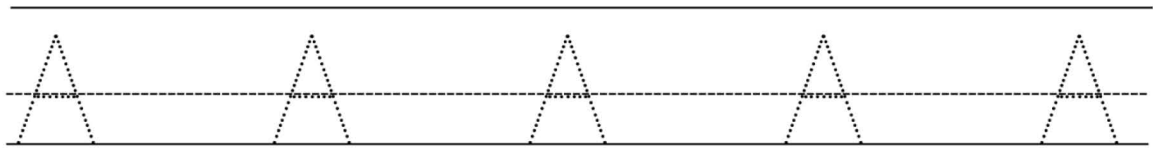
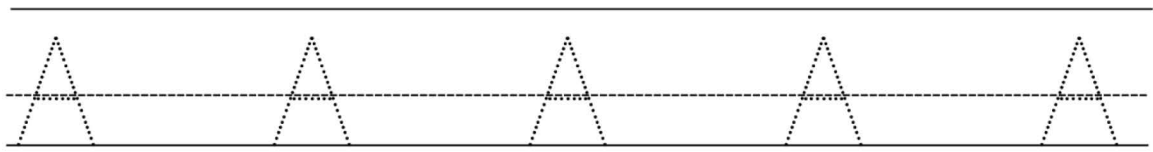
2



Trace the number 2 and colour the pictures.

Cut out and form your own double digit numbers.





Trace the letter Aa.

Grade R Sample pages Term 1 to 3

BIBLE LITERACY

GRADE R | WORKBOOK 1

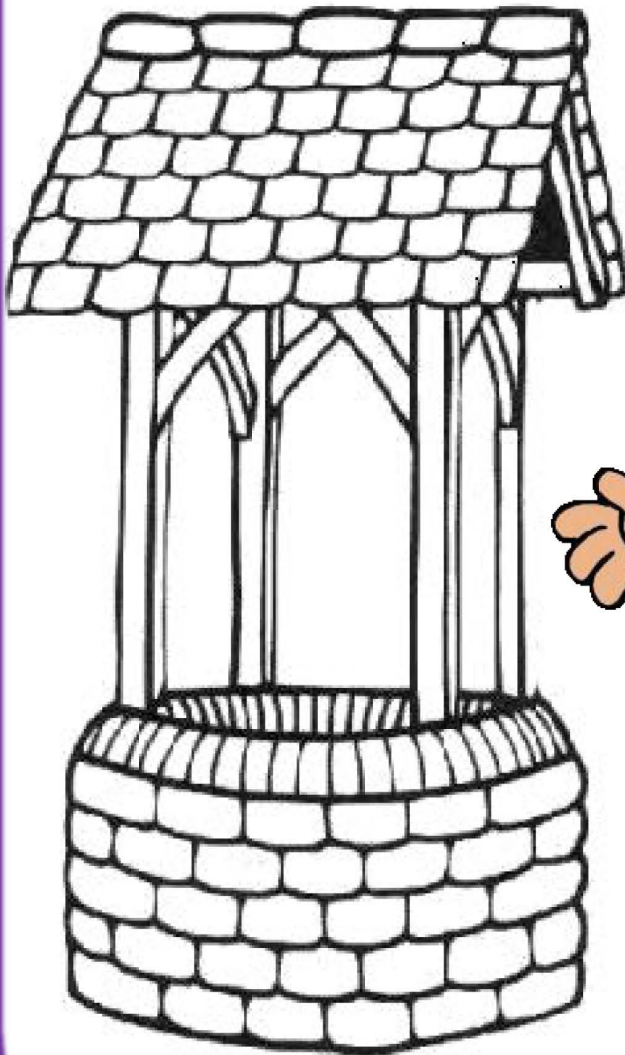


Name: _____

Date: _____

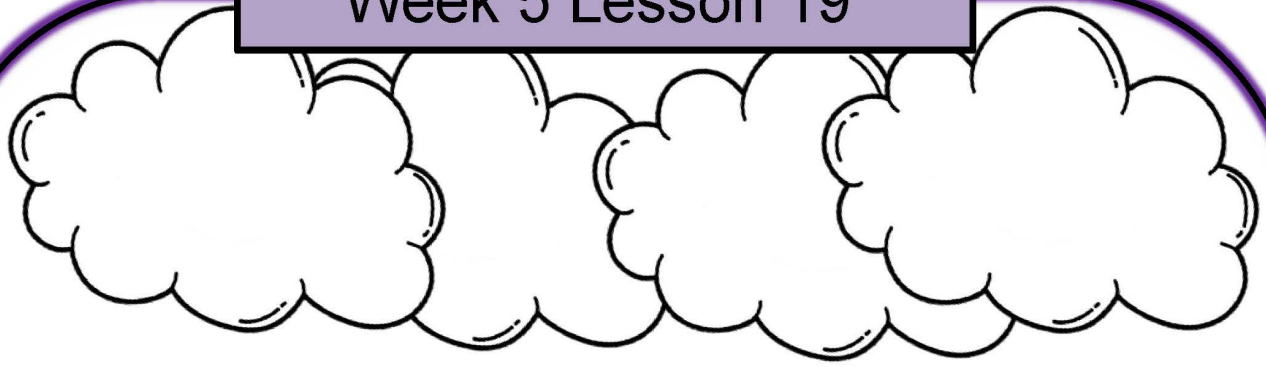
Sample

Term 1 Bible Literacy



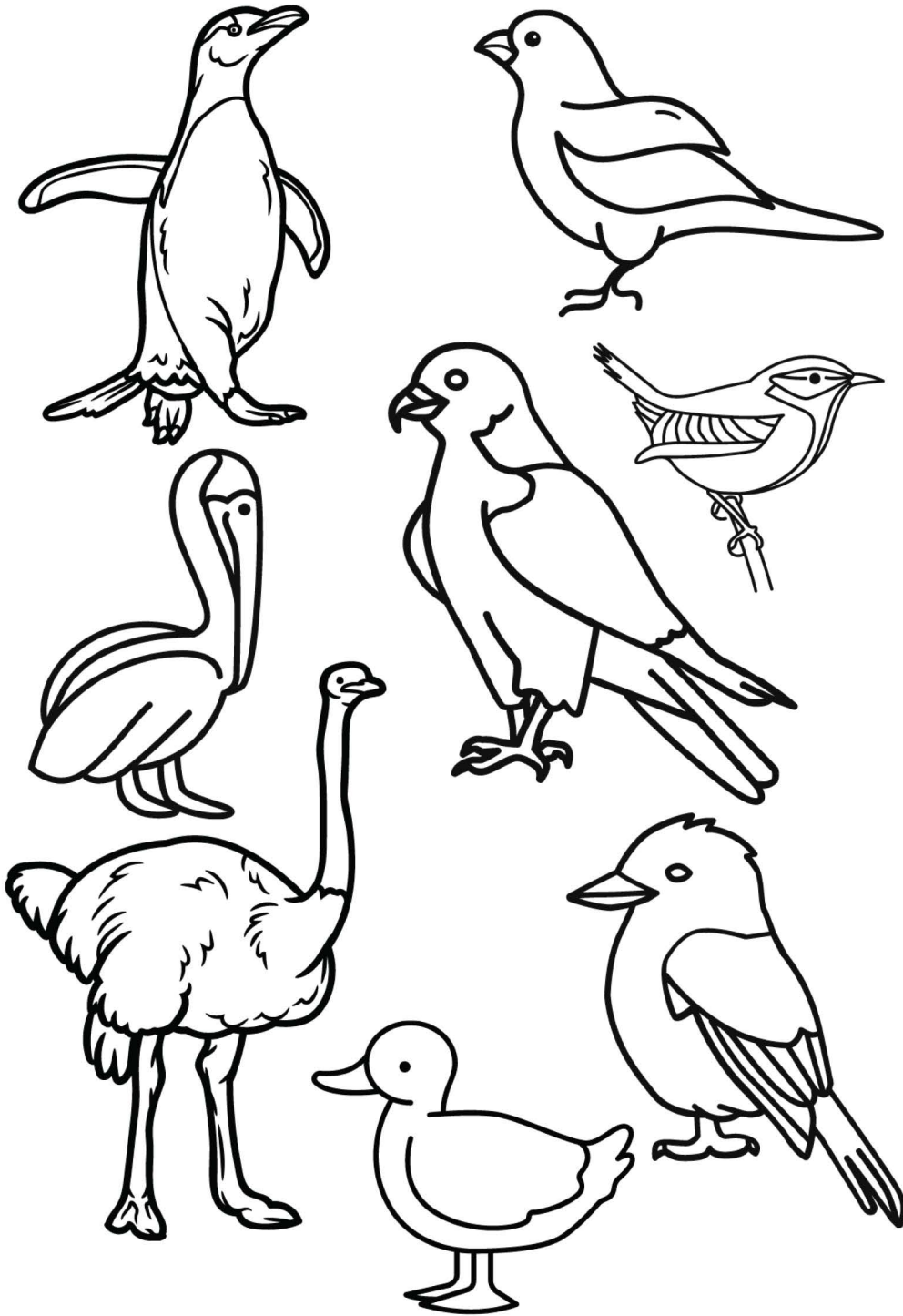
Tear and paste brown paper on the rocks of the well. Colour the rest of the well black.

Week 5 Lesson 19



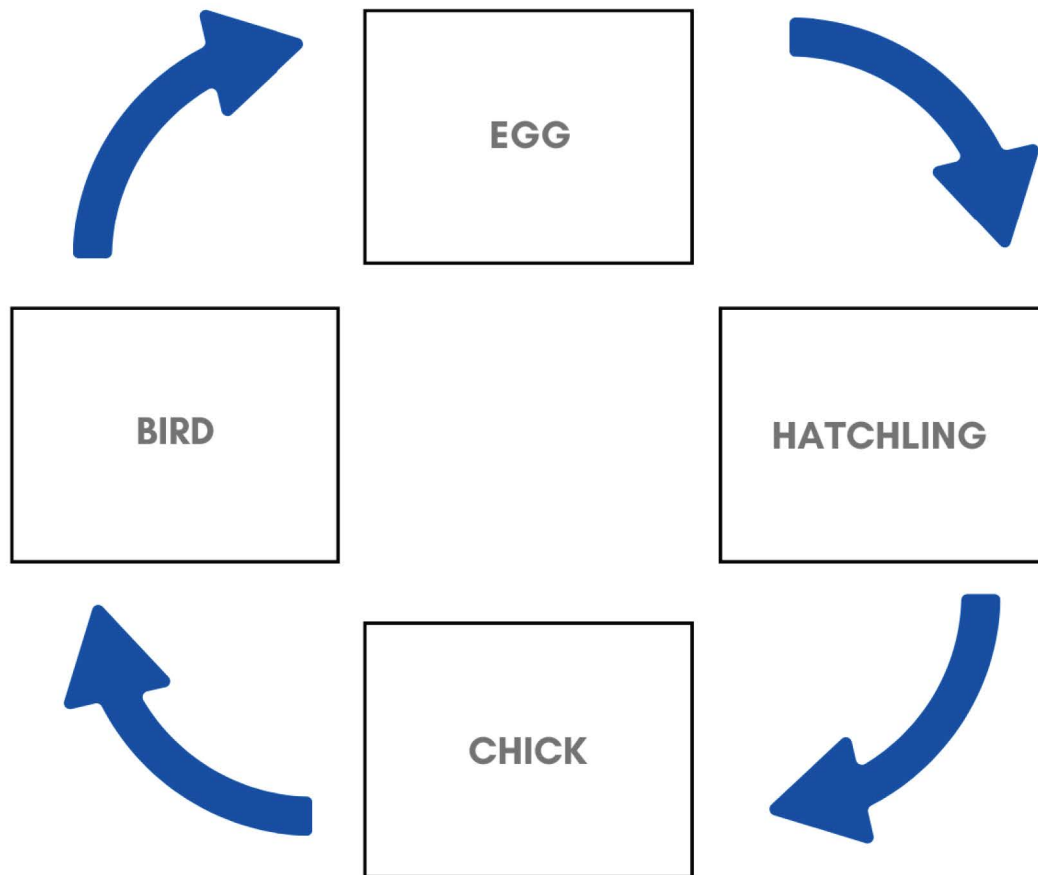
Paste a thin layer of wool on the sheep that
Joseph is looking after.

Term 2 Life Skills



Colour all the beautiful birds that God made.

Week 10 Lesson 37



Paste the pictures in the correct order to show the life cycle of the bird.

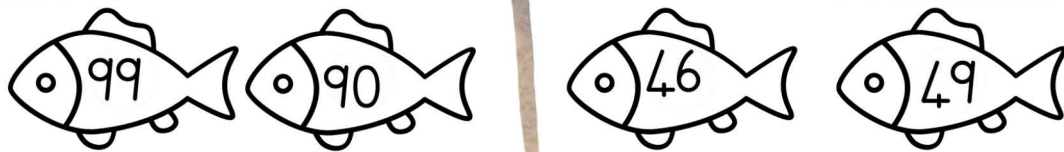
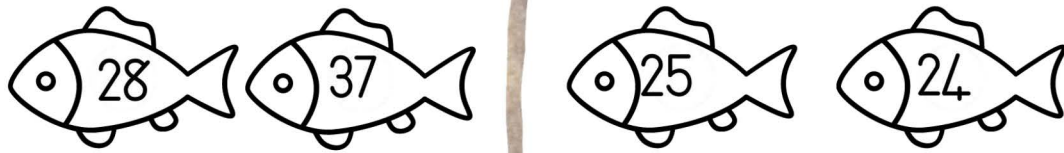
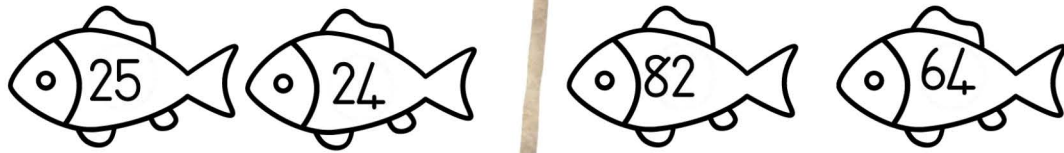
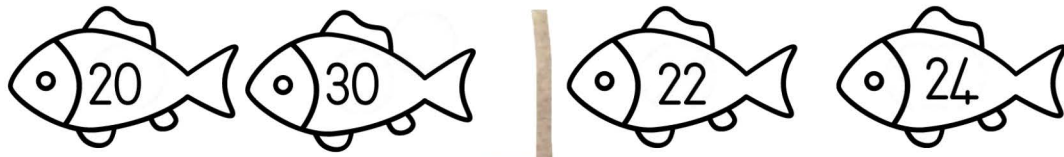
Week 10 Lesson 38



All birds have feet. Draw a line from the bird to the matching feet.

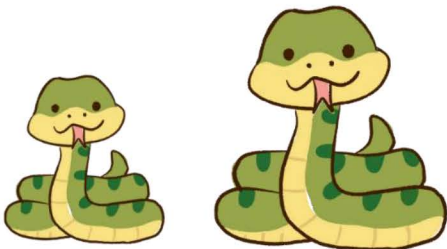
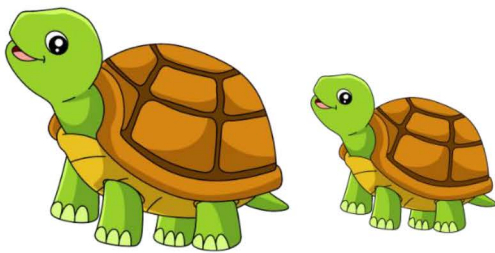
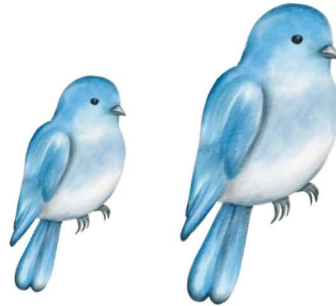
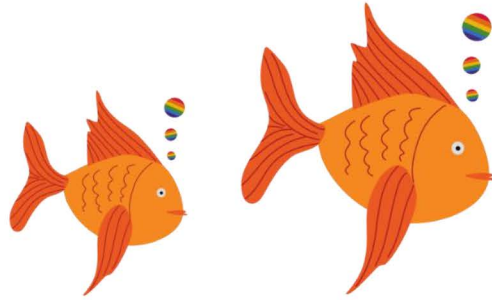
Week 7 Lesson 25

Term 3 Mathematical Literacy



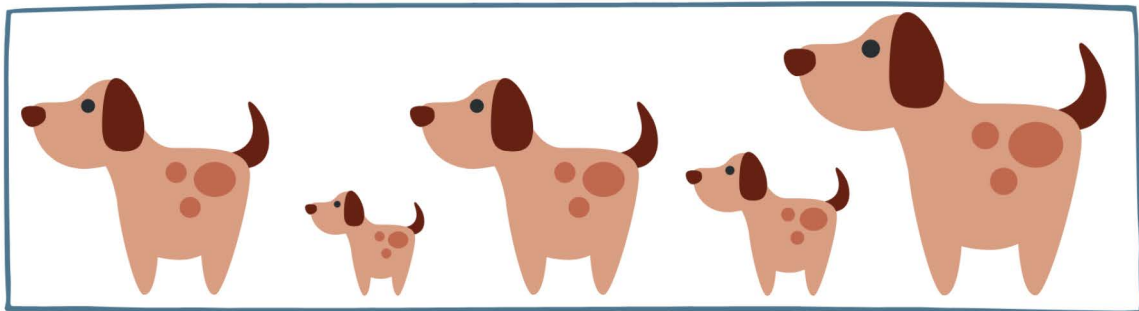
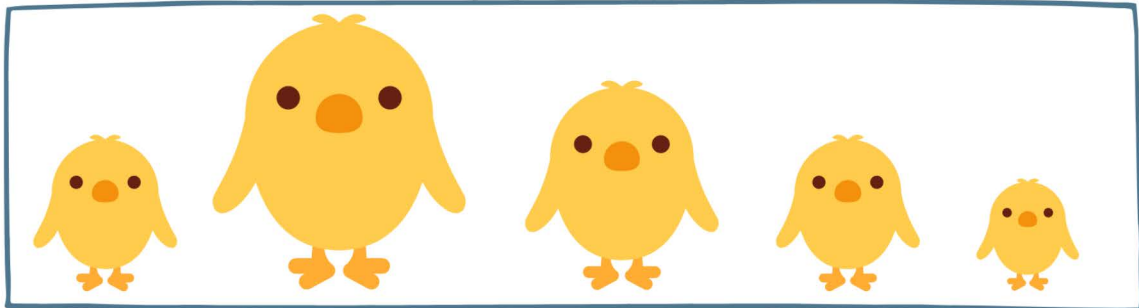
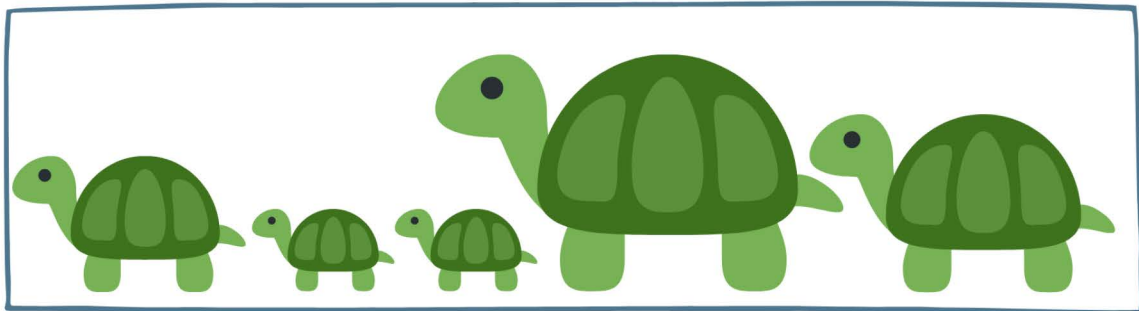
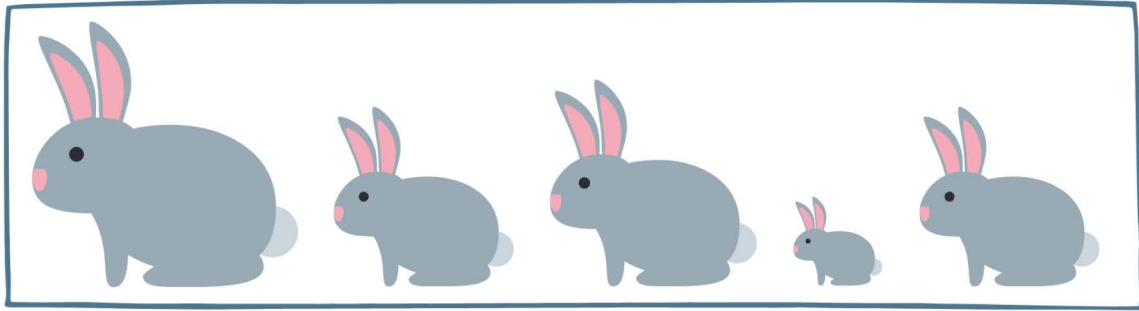
Look at the fish in each block, colour the fish with the bigger number.

Week 7 Lesson 26



Follow your teacher's instructions to complete this work page.

Week 7 Lesson 26



Circle the pictures that are the same size.

Grade 1 Sample pages Term 1 to 3

DIGITAL LITERACY

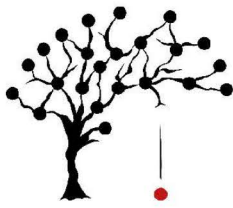
GRADE 1 | WORKBOOK 1



Name: _____

Date: _____

Term 1 Digital Literacy



Lesson 11 STEAM - Gravity

Cardboard Marble Run

Things you need:

Cardboard tubes
(As many as you want)



Empty Tissue Box
(To catch the Marbles)



Painter's or Masking tape



Marbles



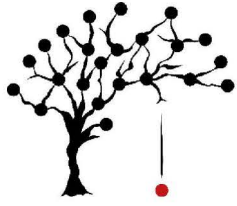
Step 1 – Decisions

Decide if you will use full/half cylinders. Cut the tubes in half if you wish to use it this way.

Step 2 - Decorate

Decorate your cardboard tubes. Be creative. Use your imagination to create interesting shapes and colour on your tracks.

Lesson 11



Lesson 11

STEAM - Gravity

Use the tape to stick your tubes against the blackboard/whiteboard or make use of a cardboard that can be hung against the wall.

Make use of angles to guide the marble through your track.

Remember:

Your marble should run from high to low.

Place your tissue box at the lowest exit point to catch the marbles when it comes out.

Experiment with different tracks to see how long it takes the marble to run down.



Term 2 Social Sciences

Understanding data.



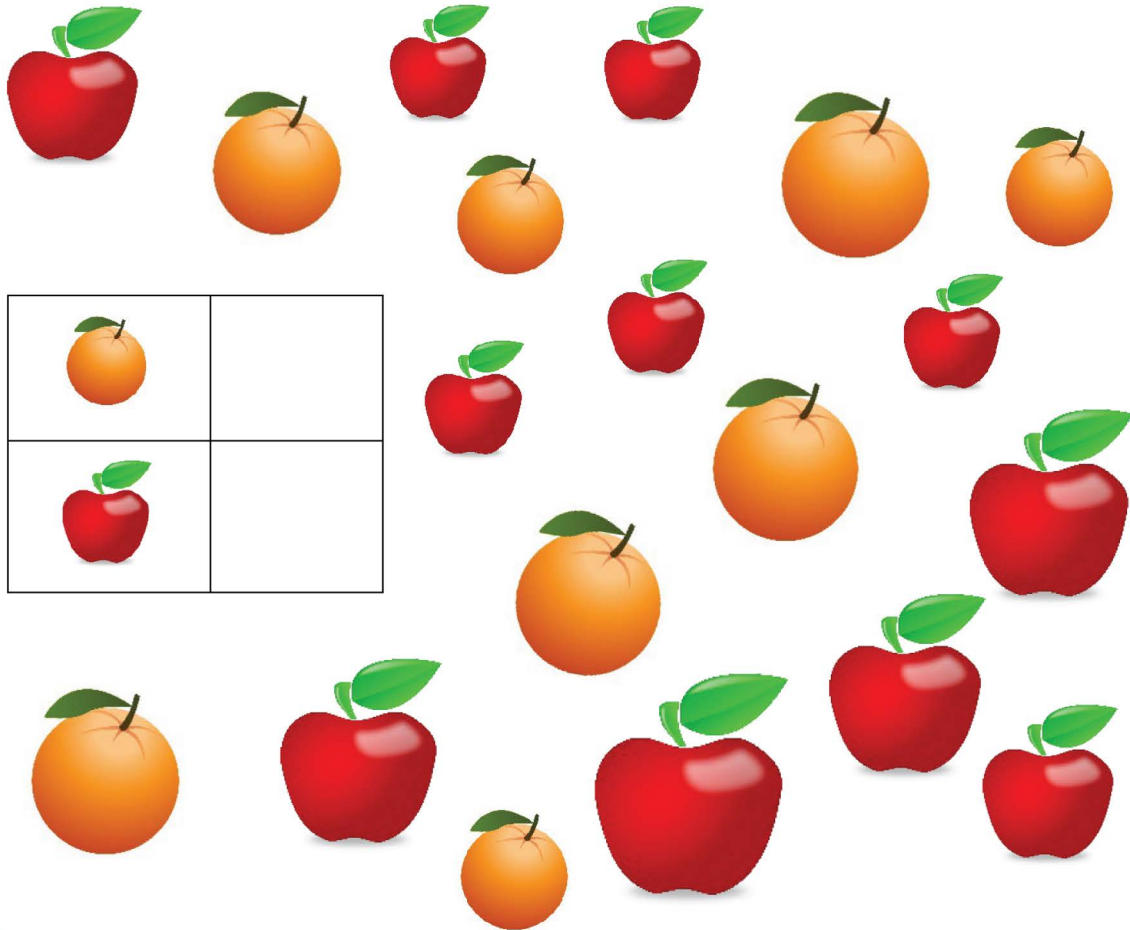
What is data?

Data is information like facts and numbers that are collected all together.

Data is all around us and is just waiting to be collected and read...

Apples and Oranges.

Count and write how many apples and oranges there are.







Week 2 Lesson 6

Understanding Data.

Count how many of each object and then colour in the blocks. One block per object. Use your green crayon.

Graph the autumn objects.







			

Week 2 Lesson 6

Count how many of each object, and then colour in the circles. One circle per object. Use your blue crayon.

Graph the summer objects.



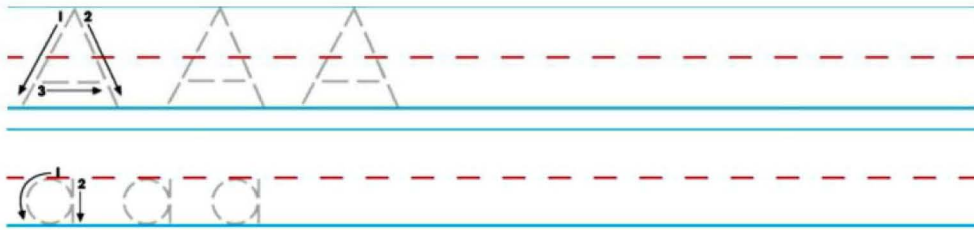
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Term 3 English Literacy

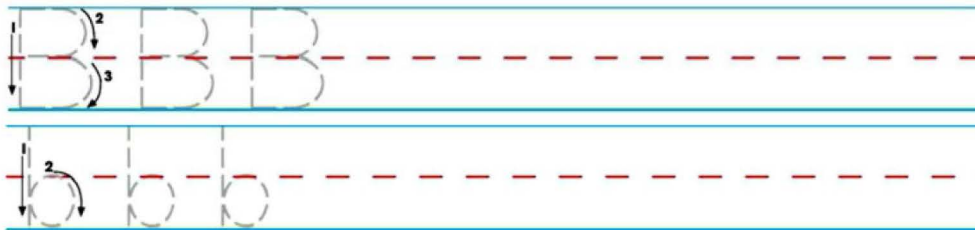
Revise writing uppercase and lowercase letters and reading.
Trace the letters Aa, Bb and Cc.



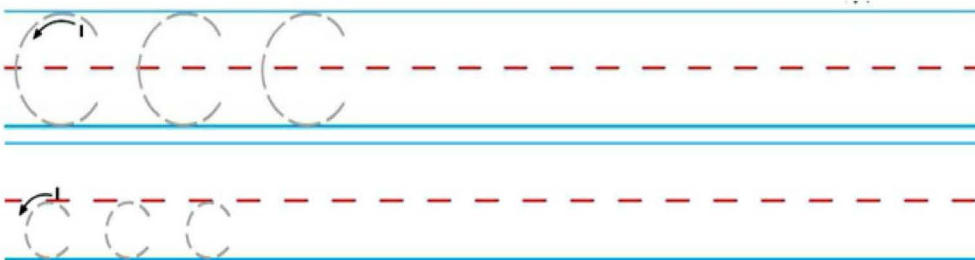
The letter Aa



The letter Bb



The letter Cc



Week 8 Lesson 29

Sight words

Learn the following sight words.

the

that

there

this

Read the words. Listen for the $\bar{A}a$, $\check{A}a$, and $\text{\AA}a$ sound.

māy

sāfe

rāy

āir

bāy

ăm

Săm

răm

răn

jār

sāw

āre

fār

măn

hārm

Match the picture with its correct name. Listen for the different $\text{\AA}a$ sounds.



ray



ram



man



jar

harm



bay



Grade 2 Sample pages Term 1 to 3

MATHEMATICAL LITERACY

GRADE 2 | WORKBOOK 1



Name: _____

Date: _____

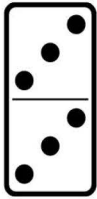
Term 1 Mathematical Literacy

Making groups: 6, 7, 8, 9

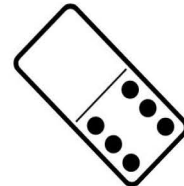
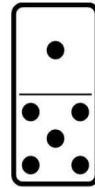
$4+2$

$1+4$

$5+1$

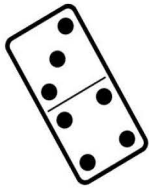


$3+3$

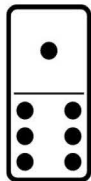


$2+3$

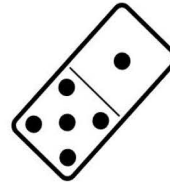
Circle the groups of numbers that make six



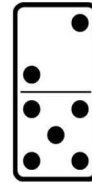
$4+3$



$2+3$



$3+4$

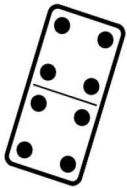


$5+2$

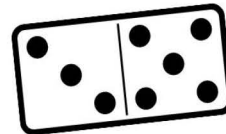
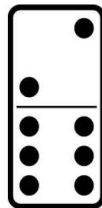
$1+6$

Circle the groups of numbers that make seven

$6+1$



$2+6$



$1+7$

$4+4$

$5+3$

Circle the groups of numbers that make eight

Circle the groups of numbers that make nine

$2 + 7$ $2 + 6$
 $4 + 2$
 $8 + 1$ $6 + 3$

Add and colour by numbers:

2 - red	4 - blue	6 - yellow	8 - green
3 - pink	5 - orange	7 - purple	9 - brown

$2 + 4$ $3 + 3$ $7 + 2$
 $2 + 3$ $4 + 4$ $2 + 0$
 $3 + 6$ $1 + 1$ $7 + 7$
 $4 + 9$ $5 + 2$ $4 + 3$
 $1 + 1$ $2 + 1$ $1 + 4$ $5 + 7$
 $6 + 7$ $1 + 7$ $1 + 6$ $3 + 1$
 $2 + 2$ $3 + 3$ $1 + 6$ $3 + 1$
 $8 + 7$ $4 + 4$ $4 + 1$

Term 2 English Literacy

Read, write and tell stories.



Writing skills.

You have learned that a sentence must be a complete thought.

A sentence starts with a **capital** letter and end with a **period**.

When we write **five** sentences it is called a **paragraph**.



Complete the sentences. Use the words in the box to fill in the right places.

complete capital five period

A sentence starts with a _____ letter and end with a _____.

A sentence must be a _____ thought.

A paragraph consists out of _____ sentences.

Week 10 Lesson 37

Writing is a process in which there are no wrong answers.

Writers all have their own ideas for what they want to write about.

Think first and decide what you want to write before writing.



Look at the picture and complete the sentences.



Colour in the picture.

1. My friend _____

2. The boy _____

3. The girl _____

4. We are _____

Week 7 Lesson 25

Term 3 Social Sciences

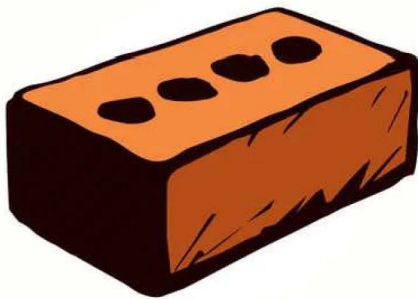
Matter and Energy.

Matter and Energy

This week we will learn about **Matter and Energy**. Do you think you can **guess** what these **things are**? Does it sound interesting? I think you will find it very interesting. Let's find out more.

Matter

Matter is **everywhere** around us. Anything we can **touch** consists of **matter**. It takes up **space** and **has mass**. **Even gas** and **air** are called **matter**. Examples of matter are chairs, trees, water, your clothes and even you. The **mass of an object** tells us what it weighs. For example, a **brick has more mass** and **takes up more space** than a **small wooden building block**.



A brick that weighs 2kg.



Wooden blocks that weigh 100g.

Different states of matter.

Have you ever wondered **what ice is**? Or how about vapour from **boiling water**? Well, that is **water in a different state**. If we put water in the freezer, it **turns into ice**. **Ice** is water's **solid state**. When we **boil** water and see the **vapour**, it is **still water**. The **vapour** is water's **gas state**. If you **pour water** into a glass to drink, it is water's **liquid state**.

Choose the State

Write the correct word under the correct picture.

States of Matter



liquid

gas




solid

Week 7 Lesson 26

All matter has a state. There are 7 different states of matter. The **3 states** that we will learn more about now are: **Solid, Liquid and Gas.**

Solid

The **solid-state** of matter is **stable**. An object in the solid state has a **definite shape**. It **keeps its shape** even when it is **placed in a container**.

		
Books	Chair	Crayons

Liquid

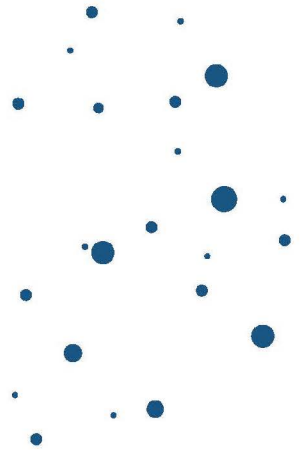
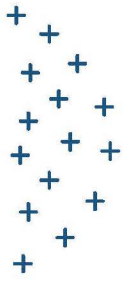
The **liquid state** of matter is **wet and can flow**. Liquid does **not** have a **specific shape**. Liquid **takes the shape of the container** that holds it.

		
Water	Grape Juice	Milk

Gas

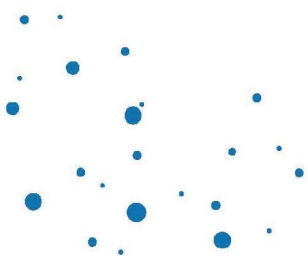
The **gas state** of matter has **no fixed shape**. We cannot **always see gas**. It can spread and **takes the shape of the container** that **holds it**, like gas compressed in a cylinder or a balloon filled with air.

		
Gas compressed in a cylinder.	Balloons filled with air.	Vapour from a boiling kettle.



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Sample