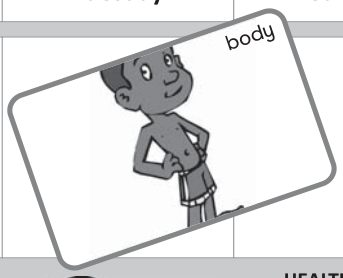
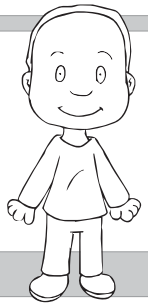
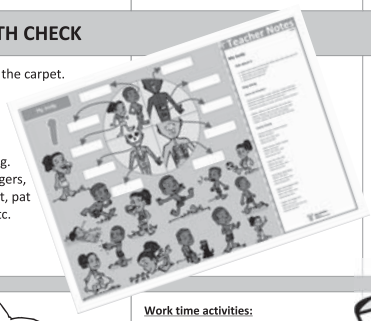
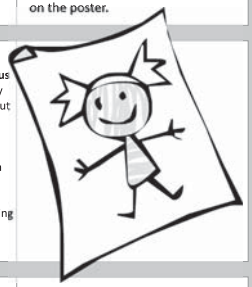
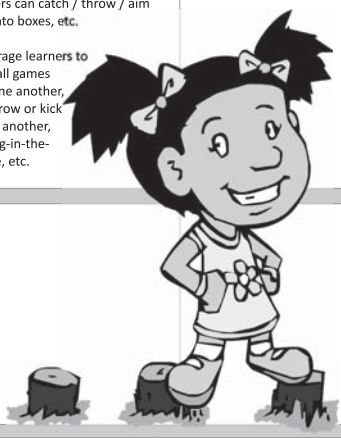
WEEKLY PLANNER: Weeks 1 and 2

My body

	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival 15 - 30 minutes	Welcome each learner. In each locker place a coloured card with a picture of a body part on it (only do six body parts in total). Have six baskets available. Learners must identify the body part and place the card in the correct matching basket.			Welcome each learner. Inside each learner's locker place a coloured counter or cube that matches the coloured body part cards. Learners then go to the matching basket where all six body parts have been mixed up. They need to re-arrange the pieces to create a completed body.	
			HEALTH CHECK		
Morning circle 10 - 15 minutes	Introduce the theme for the next two weeks. Discuss the theme table and all the items on it. Encourage learners to talk about their own bodies. What do they use their bodies for? How do certain parts of their body help them? Go through the labels on the poster and get learners to identify the various parts of the body.		Learners sit on the carpet. Ask them to do various exercises with their bodies, e.g. wiggle your fingers, stamp your feet, pat your tummy, etc.		Revise all that learners have learnt this week. Ask leading questions that will check their understanding. Turn learners' attention to the poster and the labels of the various parts of the body. Revise the names of the body parts. Hold up matching flashcards of the labels of the parts of the body. Read one slowly and get learners to identify it. Let them match it to the label on the poster. Call up a learner to Prestik the flashcard over the label on the poster.
Work time and small group time SMALL GROUP TIME: 10 - 15 minutes TOTAL TIME: 45 minutes	**Work time activities:** **1. Life Orientation focus** • This is me – let learners look at themselves in mirrors and describe what they see. • Learners make bodies by cutting out pictures of different body parts from magazines and assembling them. • Learners do puzzles. **2. Creative focus** Learners do body rubbings using cardboard cut-outs of different body pictures. They place these under paper and rub over with crayon.	**Work time activities**: **1. Creative focus** • Learners trace around their hands and feet. Cut these out and make a class mural. • Learners make playdough bodies. **2. Life Orientation focus** Learners complete the body (symmetry) on Worksheet 1. **3. Technology focus** Baking: Learners make biscuit faces, using sweets for facial features.		**Work time activities:** **1. Life Orientation and Technology focus** • Learners do large body tracings. They trace around one another's bodies, cut them out and paint them. • Learners make hand and foot prints. **2. Literacy focus** Learners complete their 'Me book' from yesterday's lesson. **3. Creative focus** Learners make faces on paper plates using waste materials, e.g. buttons for eyes, a cork for a nose, etc.	
	Small group time activity: **Life Orientation focus** Get learners to name all the body parts on the poster. Now tell them to: Point to your ... Touch your ... Move your ... Touch your ... (ear) with your ... (thumb) etc. Make a body dice from a cubed box or from cardboard. On each of the six sides place a picture of a body part. Pass the dice around so that each learner has a turn to throw it, and then to draw that body part on a piece of paper. The dice goes around the circle until all learners have drawn a full body.	**Small group time activity:** **Life Orientation focus** Encourage learners to describe what their bodies can do. Use action words like 'walk', 'run', 'jump', etc. Prepare cards of people and cut them in half. Learners match the tops and bottoms. Play a fun memory game with the cards.	**Small group time activity:** **Literacy focus** Revise action words from previous day's activity: 'I run', 'walk', 'hop', etc. Show learners flashcards for 'I'. Learners practise writing the letter in sand trays. Provide a sheet of paper folded in half. Learners can make a 'Me book', including pictures of themselves hopping, walking, jumping, etc. Learners glue the pictures onto the pages. On the cover they draw themselves. They write the word 'I' on each page. Write the action word for them. Read through each book a few times with the group.	**Small group time activity:** **Numeracy focus** Provide six counters each for the members of the group. Learners count their counters out loud. Call out various problems for them to solve: *Hold four counters in your hand ... get one more ... how many do you have now?* Focus on one more and one less only. Show learners the flashcards for the numeral 1 and the word 'one'. Stick one counter onto the flashcard. Ask: How many? Learners can practise writing the number 1 in the sand trays.	**Small group time activity:** **Numeracy focus** Get learners to use their bodies to count to 6. They can clap hands, stamp feet, pat tummies, etc. Revise the number 1 flashcard. Ask: what number is this? Learners can practise writing 1 in the air. Get learners to stand up and talk about their heights: who is the tallest, shortest, taller than, shorter than, etc. Measure learners' heights and create a height chart of the class. Learners can even draw a small picture of themselves to place on the graph.
			TIDY UP TIME **HAND WASHING** **SNACK TIME**		
Music and movement ring	 	You will need the body dice and some music. Play music while learners move around the room. Stop music. Learners take turns to throw the dice and then do something interesting using the body part the dice lands on.	Begin with the song *Tommy Thumb*. Play the movement game Do this, *do that*. Mime an action and learners have to follow, e.g. Say 'Do this' and clap your hands. Learners must copy you. But if your action is preceded by the instruction 'Do that', then learners must not copy it. Those that do must sit out for a short time, after which they can join the game again.		Begin with a song, e.g. *The Hokey Pokey,* or any other appropriate movement song. Hand out a bean bag to each learner. Let them play with their bean bag for a few minutes. Then ask learners to balance the bean bag on their head. Play some music and get learners to move around to it, challenge them to do some actions while balancing the bean bag. Call out a different part of the body and learners have to balance their bean bag on it. Again, they must move around to music.
Outdoor play	Provide hula hoops for the learners. They can twirl the hoops on different parts of their bodies (waist, arm, wrist, ankle, etc.) Count who can make the most twirls with the hoop.			Provide different sized balls. Learners can catch / throw / aim balls into boxes, etc. Encourage learners to play ball games with one another, e.g. throw or kick to one another, play Pig-in-the-middle, etc.	
Story time	Encourage learners to tell the class stories about themselves when they were younger or babies. They can first describe their bodies and how they have changed since then.		Before reading a story related to the body, ask learners to talk about any accidents they may have had, where they broke or damaged a certain part of their body. Ask questions like: 'What did you break?' 'How did it happen?' 'Did you have a plaster cast?' 'How long was it on for?'		