WEEKLY PLANNER: Weeks 3 and 4

My senses

	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival 15 - 30 minutes		Welcome each learner. In each locker place an item that matches a certain sense, for example, an item that makes an interesting sound or has an interesting smell. Tell learners to bring their item with them to the morning ring.		Welcome each learner. In each locker place an item that we taste. Tell learners to bring their item with them to the morning ring.	
			HEALTH CHECK		
Morning circle 10 - 15 minutes	Introduce the theme for the next two weeks. Ask learners if they know what they will be learning about. Discuss the theme table and all the items on it. Encourage learners to name the various ways we experience and explore our world using our senses.	Prepare and use the following sentence strips: I (see, hear, touch, smell, taste) with my _____ (eyes, ears, hands, nose, tongue).		Ask learners to name the items they brought onto the carpet. What do they all have in common? (They are all things we eat.) Can we group them further, for example: fruit, vegetable, sweets, etc. Let learners have a taste of their food item and describe what it tastes like. What does it make them think of?	
Work time and small group time SMALL GROUP TIME: 10 - 15 minutes TOTAL TIME: 45 minutes	**Work time activities:** **1. Creative focus** Learners make a collage: 'Things I like to hear'. **2. Creative focus** Spread shaving foam on the table for learners to experiment with. **3. Creative/ Numeracy focus** Learners follow and create patterns using pegboards and the pegboard cards in the Learner Resource Book.	**Work time activities:** **1. Literacy focus** Learners make a book of senses. They cut out magazine pictures that match a sense and paste each one onto a large eye, mouth, nose, etc. **2. Creative focus** Learners make a texture collage (include interesting textures like sandpaper). **3. Technology focus** Learners use paper plates to make tambourines.		**Work time activities:** **1. Technology focus** Baking: Learners make fruit salad. **2. Science/Creative focus** Learners make a nature collage using sticks, leaves, sand, etc. **3. Creative focus** Learners make chalk drawings. **4. Creative focus** Learners do blow painting. They drip paint onto paper and then use a straw to blow the paint along the page.	
	Small group time activity: **Science focus** Make popcorn. Let learners explore some raw corn: how does it feel, taste, smell, etc? Make the popcorn, and while it's popping, ask learners what they can smell, hear and see. Be very careful not to let children too near to the hot pot. Each learner can then draw a picture. Learners say a sentence about their picture for you to write.	**Small group time activity:** **Science/Life Orientation focus** Place a variety of items from the theme table on a tray. Discuss each one. Ask which sense we use to explore it. Set out four items. Point out the items and the order they are in. Ask learners to close their eyes. Remove an item. Learners must name the item that is missing. Continue the game – adding and removing items and changing the order of the items. This is a visual memory activity.	**Small group time activity:** **Numeracy focus** Count to 10. Give learners six buttons. Ask them to place them in groups of two. How many groups? How many in each group? Introduce learners to the number '2' and the word 'two'. Look at the flashcards. Ask each learner to walk around the room and come back with two of the same item. Count them out loud. Learners practise writing '2' in sand. They can then complete the pegboard pattern for '2' in the Learner Resource Book.	**Small group time activity:** **Science/Life Orientation focus** Give each learner a small mirror, a crayon or pencil, and a piece of paper with a large oval outline in the centre. Have learners look at their eyes in the mirror. What do they see? Where on their face are their eyes? They draw their eyes on the paper. Next they look at their nose in the mirror, then draw it. Go through all the features until learners have completed a very detailed picture of their face.	**Small group time activity:** **Numeracy focus** Show learners a circle. Let them name the shape. Ask learners to name things around the classroom that are circular in shape. Show learners a square and ask them what we call this shape. Discuss the number of sides and corners. Ask them to name some things in the classroom that are square in shape. Give learners squares cut from paper. They use these like a mosaic to create a picture of a square.
			TIDY UP TIME **HAND WASHING** **SNACK TIME**		
Music and movement ring		Learners bring the tambourines they have made with them to the carpet. They can use these to keep a beat while singing a previously learnt song. Teach learners the rhyme *I have two eyes*. Learners come up with actions and rhythms for various parts of the rhyme.	Begin with the song *The Hokey Pokey*. Play a charades game. Learners have to enact (mime) something they experience through one of their senses. The rest of the class must guess what they are doing and which sense was affected.		Begin with the song *Head and shoulders*. Ask learners to lie down on the carpet and close their eyes. Play different classical tunes for them. Stop and ask learners how the music made them feel. Let learners listen to the music again. This time they draw a picture of what the music makes them think of. Encourage learners to describe their drawings for the class.
Outdoor play	Blow up balloons and allow learners to hit them into the air.			Make some skittles from empty plastic cooldrink or milk containers by filling them up with sand. On each one write a number from 1 to 10. Provide soft balls which the learners use to roll along the ground to knock down the skittles. See if learners can roll a strike (knock all 10 skittles down at once).	
Story time		Make a sound story. Tell a story, e.g. start with a school bell ringing, followed by a child who went home from school, stamp-stamp-stamp. When the child got home he went knock-knock-knock at the door, etc. Provide learners with various items for making sounds and ask them to add to the oral story. If possible record the story and play it back to the class.			Read a storybook appropriate to the theme of 'My senses'.