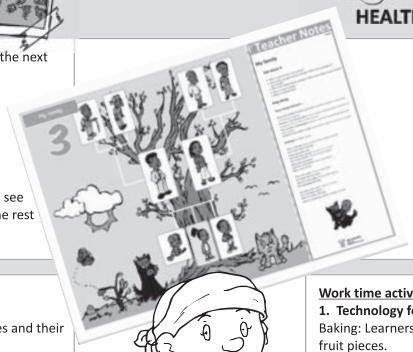
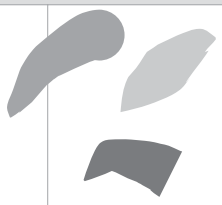
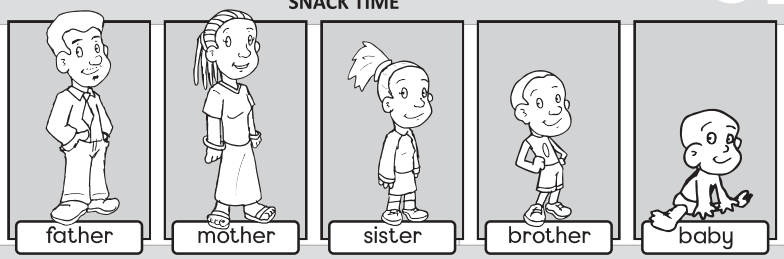
WEEKLY PLANNER: Weeks 5 and 6

My family

	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival 15 - 30 minutes	Welcome each learner. Ask parents or caregivers to please bring a family photograph to school for tomorrow.	Welcome each learner. Cut out magazine pictures of people and cut them in half across. Place a picture half in each learner's locker. Ask them to bring these pictures with them to the carpet for morning circle.			Welcome each learner. Make similar magazine people pictures as earlier in the week. This time, cut each picture in half from top to bottom. Place a half picture in each learner's locker. Tell learners to bring these to morning ring.
			**HEALTH CHECK**		
Morning circle 10 - 15 minutes	Introduce the theme for the next two weeks. Look at Poster 3 and talk about the various family members listed there. Go through the labels of each family member and see how they are linked to the rest of the family.	 		Discuss family relationships: What does it mean to be part of a family? How do family members look after each other? Learners can play charades and enact various members of the family.	Explain that our bodies are symmetrical – if we cut our bodies in half from top to bottom, the halves would match. Tell learners to find the partner who has the missing left or right half of their person. They each paste their half onto paper, then draw the other half of the person by copying their partner's picture.
Work time and small group time SMALL GROUP TIME: 10 - 15 minutes TOTAL TIME: 45 minutes	**Work time activities:** **1. Literacy focus** Learners draw themselves and their family busy at home. **2. Creative focus** Learners make wooden or plastic spoon puppets. **3. Numeracy focus** Learners make a shape family, using shape cut-outs to make people.	**Work time activities:** **1. Technology focus** Baking: Learners make jelly with fruit pieces. **2. Creative focus** Learners make family finger puppets. **3. Numeracy focus** Learners build a 'family home' with blocks.	**Work time activities:** **1. Creative focus** Learners make a collage with shades of green. **2. Life Skills/creative focus** Learners make their family members using plasticine. **3. Literacy focus** Learners draw with chalk.		
	Small group time activity: **Life Orientation focus** Bring a suitcase full of clothing. Pull out one item at a time. Learners describe the item, then say who in the family would use it and why. As you finish with an item, let a learners put it on. At the end of the lesson, the learners should each be wearing some items of clothing or accessories. Call up one learner and tell the rest to close their eyes. Change something on the learner – the rest of the group must guess what was changed or removed.	**Small group time activity:** **Literacy focus** Introduce the sentence for the week: 'Who am I?'Have pictures of the family members and their labels. Read the sentence, pointing to the words, then point at a family member. Learners reply, e.g. I am the grandmother. Make a small book for each learner by folding two pieces of paper. On each page learners can paste pictures and sentences: 'Who am I? I am the (family member)'. Encourage each learner to read their book out loud.	**Small group time activity:** **Numeracy focus** Begin with counting to 10. Give each learner six counters. Ask them to place the counters in groups of three. Ask: How many groups? How many in each group? Introduce learners to the number 3 and the word 'three' on flashcards. Ask each learner to walk around the room and to find three of the same item. Learners count these out loud. Learners practise writing 3 in sand. They can then complete the pegboard pattern for 3.	**Small group time activity:** **Literacy focus** Ask learners to point out the various family members – use the pictures and labels. Clap the syllables for each family name: mo-ther; fa-ther, etc. Say an initial syllable, then stop. Learners must fill in the rest of the word, for example: sis ...(ter), bro ... (ther).	**Small group time activity:** **Numeracy focus** Show learners a circle and a square. Can they remember what these shapes are called? Ask learners to name things around the classroom that are square in shape. Now show a triangle. Ask: What do we call this shape? Discuss the number of sides and corners. Ask learners to name something that is triangular in shape. Give learners triangles cut from paper – with help they then create a triangular picture.
		TIDY UP TIME **HAND WASHING** **SNACK TIME**			
Music and movement ring	Introduce learners to the following family rhyme: *This is the daddy who bakes the bread* *This is the mommy who tucks us in bed* *This is the sister who cuddles the doll* *This is the brother who bounces the ball* *This is the baby,* *the last one of all* *Oh, how we love our family, one and all* Get learners to come up with actions for each sentence. They can practise performing the rhyme.				
Outdoor play			Provide learners with a large box of dress-up clothes and accessories. They can dress up and imitate a family. Do not allow any use of the clothing or accessories on the climbing apparatus.		Provide learners with a few small buckets and some bean bags. Spread the buckets around and allow learners to practise aiming and throwing bean bags into buckets.
Story time	Use some of the spoon puppets made during work time to initiate a story. Learners can give each puppet a name and role within a family. They can then use the characters to come up with a fun family story. Write down the story as learners make it up.	Talk to learners about the lessons that their parents teach them, for example, never to be rude (especially to older people), to say please and thank you. Select a story with a moral lesson in it – preferably within the context of the family. After reading, get learners to re-tell the story in their own words.		Re-read the story learners wrote from earlier in the week, where they used the spoon puppets as inspiration. Write up the story on large A3 paper, with a little text on each page. Ask learners what picture is needed to illustrate each page. Divide learners into groups and get them to illustrate the story. Paste pictures on the appropriate pages. Re-read the story when it's completed.	