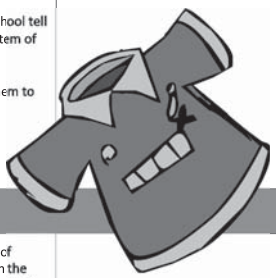
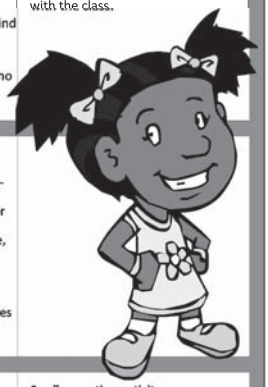
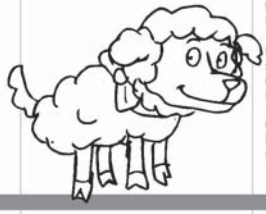
WEEKLY PLANNER: Weeks 13 and 14

This is what I wear

	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival 15 - 30 minutes	Welcome each learner. As each learner arrives at school tell them that they will find an item of clothing in their locker. They must bring this with them to morning circle.			Welcome each learner. Tell learners that some of them will find a shoe in their locker. They must bring this with them when they come to the carpet for the morning ring. (Before learners arrive place individual shoes that are part of a 'pair' into some of the learners' lockers.)	
			HEALTH CHECK		
Morning circle 10 - 15 minutes	Learners place all the items of clothing from their lockers in the middle of the carpet. Identify and talk about each item: how what we wear shows where we are going and what we are doing, etc. Select five different items from the pile, e.g. jersey, shorts, T-shirt, sandal and hat. Ask learners which one does not belong and why (jersey – winter clothing).		Talk about the pictures on the poster and go through the questions. Discuss the theme words. Get learners to match each label with an item of clothing from the theme table.	Get learners to describe their shoe. They can say when they would wear it – in what weather, to what kind of occasion? Each learner then puts their shoe behind their back. Based on memory, call out one learner at a time to stand up and find the other shoe that belongs to the one they have. They should remember from the discussions who had which shoe.	Use the sentence strip: I have a ___ (scarf, hat, shirt, etc.). Learners can have a chance to finish the sentence and read it together with the class. 
Work time and small group time SMALL GROUP TIME: 10 - 15 minutes TOTAL TIME: 45 minutes	5	**Work time activities:** **Technology focus** 1. Learners make clothing mobiles. They cut out pictures of different clothes from magazines and suspend these from a hangar using string. 2. Learners use a small box to make a suitcase. They design a handle and put pictures of clothes inside it. **Creative focus** 3. Learners make a collage using different pieces of fabric.	**Work time activities:** **Life Orientation focus** Learners cut out pictures of party clothes from magazines, and paste these onto paper to create a person wearing a party outfit, including accessories. 	**Work time activities:** **Technology focus** 1. Learners make and decorate cone-shaped party hats. 2. Learners make and decorate paper plate crowns. Prepare these by cutting out the middle of the plate, leaving the rim intact. 4. Collect old socks. Learners make sock puppets by adding faces. **Life Orientation focus** 3. Learners use pegs to attach pictures of clothes to a winter/summer washing line.	
	Small group time activity: **Numeracy focus** Begin with counting to 10. Revise the number flashcards 1 to 4. Introduce learners to the number 5 and word 'five'. Give learners a pile of socks. How many? Match the socks. How many pairs? Say oral addition and subtraction problems for learners to solve. Get learners to order the socks according to length (from shortest to longest). They can then describe which socks are the longest, shortest, longer than this pair, shorter than this pair, etc.	**Small group time activity:** **Literacy focus** Introduce the sentence for the week: 'What do I have in my suitcase?' Put a labelled picture of an item of clothing inside each suitcase made by the learners. They complete the sentence: 'I have a scarf in my suitcase', etc. Make a small book for each learner by folding two pieces of paper in half. On each page learners can draw or paste a picture of clothing and write a sentence. Encourage learners to read the book out loud.	**Small group time activity:** **Numeracy focus** Begin by counting to 10. Revise the names of the shapes already learnt. Show learners an oval: What is this? Discuss what other shape it resembles (egg). Think of things that are oval in shape. Give learners six paper ovals/ eggs. They count them. Ask learners to put their eggs inside an egg box. Is the box full? Can they group the eggs in different ways? Talk about it.	**Small group time activity:** **Life Orientation focus** Fill a box with a variety of pairs of shoes, including children's shoes, adult shoes, boots, slippers, sport shoes, sandals, work shoes, and others. If shoes are not available, cut out shoes from magazines. Place all the shoes on the floor and mix them up. Learners take turns finding two shoes that match, then say who would wear them, when/where they would be worn, and what the person would do while wearing them.	**Small group time activity:** **Numeracy focus** Make a washing line in the classroom. Have a suitcase full of clothing. Take out one item at a time. Talk about it: who wears it and when, what it feels like, etc. Use pegs to hang up the clothing. Talk about the order in which the clothing was hung. Learners must then close their eyes. Re-arrange the order of clothing. Can learners spot the error? Learners must then work together as a team to put the clothing back in the original order.
			TIDY UP TIME **HAND WASHING** **SNACK TIME**		
Music and movement ring	Begin the lesson by playing some music and letting learners do free movement to it. Play this game. All learners sit in a circle and take off one shoe. Learners cover their eyes while you hide all the shoes. Learners must find a shoe that does not belong to them and bring it back to the circle. When all the shoes have been found, ask a learner whose shoe he found. The learner looks around the circle to see who is wearing the shoe that matches the one he found and returns it.	Begin the ring by singing the *Getting Dressed* song to the tune of *The farmer in the dell* (see Poster 6). Play this game. Learners put on one sock only. Place the other sock from the pair in a pile in the middle. Learners must find their matching sock. While they look, sing this song together to the tune of *Hickory, dickory, dock*: *Hickory, dickory, dock* *Let's put on our socks* *We'll walk around* *Without a sound* *When we wear our socks*			Begin the lesson by singing this song to the tune of *Mary had a little lamb*. Learners do the actions: (Child's name) wears his/her jumping shoes, jumping shoes, jumping shoes (Child's name) wears his/her jumping shoes, all day long! Change the verb each time, for instance, dancing shoes/running shoes/skipping shoes.
Outdoor play			Collect a variety of old scarves or strips of old fabric. Learners use these for large movement play, e.g. swing them around, turn, twist, etc.		Provide thick plastic bags to play 'sack' races. Make a start and finish line. Learners put both feet inside the bag, while holding onto the sides. They see who can jump to the finish line first.
Story time		Share a book together related to the theme of clothing. Prepare four sequence cards of a child getting dressed. Discuss each one. Learners order the pictures correctly and dictate a caption for each one.		Read a book or tell a story about shoes or clothes. After reading/telling, hand out a few pairs of different kinds, colours and sizes of adult-sized shoes. Learners must describe the shoes and say who they are when wearing them. Where are they going and what work do they do? Give other learners a turn to describe themselves in the shoes.	