WEEKLY PLANNER: Weeks 25 and 26

The sky day and night

	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival 15 - 30 minutes			Greet each child. Ask them to make sure all the equipment in the classroom is packed away neatly in the correct place. They will have tidied up the day before / but put some things in the wrong place for them to find and fix.		
			HEALTH CHECK		
Morning circle 10 - 15 minutes				Ask the learners what they saw in the sky on the way to school today (birds, clouds, aeroplanes, kites, etc.). Repeat the poem *Kites* on Poster 13.	Ask learners what they are looking forward to doing this weekend. Will they do it during the day or at night? Why will they do it then?
Work time and small group time SMALL GROUP TIME: 10 - 15 minutes TOTAL TIME: 45 minutes	**Literacy focus:** Introduce the letter 'q'. Learners suggest words that begin with 'q', e.g. quiet, quick, queen. Learners pretend they are Queen Quellerina and each one has to ask a question. **Numeracy focus:** Introduce the crescent shape. Ask learners to name objects that look like this shape (bananas, half moon etc). Let learners make jewelled patterns (using cut-out stars, moons and suns) on paper crowns. Call out patterns, e.g. moon-sun- moon or crescent-circle-crescent. Learners measure the crown to fit their head before asking you to staple it together.	**Numeracy focus:** Learners count the wings/ beaks/ claws, etc. of the owls that they made in their group. Ask the learners how many owls will remain if one flies away. How many wings/ beaks/ claws now? Learners use the number (numeral) cards in the Resource Book to show their workings. Repeat.	1. **Literacy focus:** Make 'q' mobiles. Provide letter 'q' templates for learners to trace around. Let them glue shiny sweet foil wrappers onto the 'q'. Attach string or wool to the top of the shape and hang them from hangers. 2. **Numeracy focus:** Make pegboard templates of basic shapes. Learners copy the shapes onto their pegboards. 3. **Life Orientation:** Learners make a night and day sandwich using one rectangle of white bread and one of brown bread.	**Creative focus:** Provide black crèpe paper and silver tinfoil. Learners make a night collage.	**Creative focus:** Give each learner a circle of paper, a pair of scissors and a cardboard tube (like an empty toilet roll holder). Learners fold paper and cut out small shapes. They unfold the paper and fasten it to the end of the tube with an elastic band. Let them shine a torch through the open end of the tube so that the shapes reflect against the wall.
			TIDY UP TIME **HAND WASHING** **SNACK TIME**		
Music and movement ring			Learners can fly like birds and aeroplanes; dive like swimmers or like birds towards prey. They can go 'whish' like the wind and wave to say 'hi'. They can also float like a cloud. Then they can say the rhyme *Kites* together with actions.	Learners touch a body part that rhymes with a word you say, e.g. *land, meet, bed, fly, hose*. Say the words again – faster and eventually jumbled – to see how fast the learners can do it.	
Outdoor play	Revise positional language. Learners take their chairs outside. Get them to sit on/ stand behind/ in front of/ next to their 'throne'. Learners describe what their bodies are doing.				
Story time	Tell historical indigenous stories about queens, e.g. Modjadji.	Learners find outfits from the fantasy area. Choose one learner to wear the crown they made in the Numeracy focus – this child will play the queen. Choose learners to be the sun, moon, rain, lightning, thunder and wind. Read the story with expression and let learners dramatise the story.			Learners read the books that they created this week, with you. See Daily Planner.