DAILY PLANNER: Weeks 33 and 34



This is where people live

Phonics focus: d
Day: Monday
Term: 4

Big Book story: *Who lives here?*
Poster: This is where people live

1. Arrival time
Make little doors for each locker or hook. Colour and pattern them differently, e.g. blue dots, red diamonds. Greet the learners individually. Ask them to make sure their lockers are tidy. They collect the door and bring it to morning circle to talk about the colour and shapes. Swap doors tomorrow.

2. Health check
As you greet the learners, carefully check their general appearance. Check for runny noses, coughing and general wellbeing. Sick learners should not come to school as they could be contagious. Contact parents and caregivers if their child should return home.

3. Morning circle
Invite the learners to sit on the carpet. Ask learners to tell you what they did in preparation for coming to school and where in their home they did it, e.g. 'I woke up in my bed in my bedroom, went to the bathroom where I washed my face' etc.

4. Work time
Use Poster 17 and the theme table to introduce the theme: This is where people live. Begin by asking learners where they live and gradually over a period of days expand the theme to where other people live. (You could even bring in an international perspective, e.g. boathouses in Europe and the Far East.)

Work time: work stations

Science/technology table: Set out building materials. If possible provide a magnifying glass and wood, brick, canvas, sand paper, sand etc. Learners examine these and say what each item feels and looks like. Let learners sand pieces of wood with sandpaper.
Literacy table: Learners make a little book titled 'Where do you live?' On the inside they draw a picture of their home and if possible label it, using the flashcards on the theme table to help them.
Creative table: Learners paint a picture of a house with sand paint (see pages 4-5 of the Teacher's Guide) and add twigs and leaves to create gardens around their sand house.
Numeracy table: Numeracy focus: Learners make a small floor covering. Put out paper shapes in different colours and sizes. Give each learner a piece of paper on which you have drawn a square. Let learners use the coloured cut-out shapes to fill the square. They can pretend to be carpet makers or tilers. Ask them to name the shapes as they work. Display learners' squares together to make a big 'carpet' that covers the bulletin board.
Fantasy focus: Have a builder's outfit, builder's plans (if possible), toy tools and tool boxes available in the fantasy area. Learners can pretend to be builders and build 'houses' with chairs, tables, cloths, etc.

5. Small group time
Look at the pictures of the different homes. Ask: What do all these homes have in common? (roofs, windows, doors, etc.) How do we get inside them? (through the door) What are doors made from? What shape are they? What sound does 'door' begin with? Let learners put up their hands if their names begin with 'D'. Let them think of other words that begin with 'd'.

Introduce the letter 'd'. Let learners trace the letter in a sand tray. Trace a letter 'd' on the floor with chalk or string and let learners 'walk' it. Let learners draw a letter 'd' on a piece of paper. Then let them glue sawdust or wood shavings onto it. Pin these up on the bulletin board.

6. Tidy up time
Learners tidy up the different focus areas. Let them pretend that they are tidying up a building site. They throw away waste and put scraps of paper into the recycling box. Check that learners have put away the items in the correct place.

7. Hand washing
As learners wash their hands, sing *Fingers all*:
Tommy Thumb, Tommy Thumb, where are you?
Here I am, here I am and how do you do?
Repeat for the other fingers, e.g. Peter Pointer, Middle Mike, Ruby Ring, Baby Small.

8. Snack time
Let learners pretend that they are eating at a building construction site, e.g. sitting on a scaffold. Show them a picture of what this looks like. Tell them to sit carefully in one place as they eat.

9. Music and movement ring
Sing and move to *This is the way we build our house* sung to the tune of *Here we go round the mulberry bush*:
This is the way we build our house
Build our house, build our house
This is the way we build our house
So early in the morning
You can add the following verses:
This is the way we lay the bricks
This is the way we tile the floor
This is the way we saw the wood
This is the way we bang in the nails etc.
Let learners make noises to accompany the actions, e.g. Bang! Bang!

10. Outdoor play
Place a variety of cardboard boxes in the outdoor play area. Let learners build (construct) houses from the boxes. Encourage them to build carefully and safely. Let them make noises to accompany their actions. Get learners to role-play requests, e.g. Please would you pass me the hammer? May I please have some of those big nails?

11. Hand washing and toilet time
Learners hop like dassies to the toilet, saying **d-d-d-d** along the way. Make sure that learners flush the toilet after using it. Remind every learner to wash and dry their hands after using the toilet.



12. Story time
Turn to the story *Who lives here*? on page 49 of the Big Book. Show learners the pictures on each page. See if they are able to identify each of these places as a home. Let learners try to guess the theme of the story. Discuss what a home is (a place that provides shelter and safety).

This story contains a great deal of repetition so encourage learners to read along with you by pointing to each word as you read it. Use the flashcards from the Resource Book (see page 20) and practise completing the sentence strip: Where do you live? I live in a ..... .



Theme table
Use the following ideas to create a theme table to stimulate discussion and discovery.
Use Poster 17 as a backdrop for the theme table.
Place a brown or black tablecloth on the table.
Where people live
Create a street plan on the tablecloth. Use toys or home-made buildings to create a three-dimensional 'map'.
Place small cars and little toy people in and around the scene. Have pictures of animal homes and homes around the world on the bulletin board. Label these pictures.
If possible place a dolls' house on a table and label the different rooms. If not, make a house with rooms out of simple shapes and place this on the table.
Put books about different homes on the table or in the library corner.

Fantasy corner
Change this area every two or three days to represent a different room (or area) in the home, e.g. a kitchen, a bathroom, a playroom.
Provide matching accessories for learners to play with, e.g. kitchen utensils, objects usually found in a bathroom like soap, a towel, shampoo, etc.