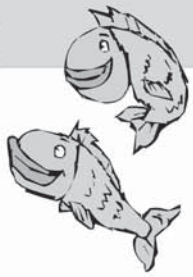
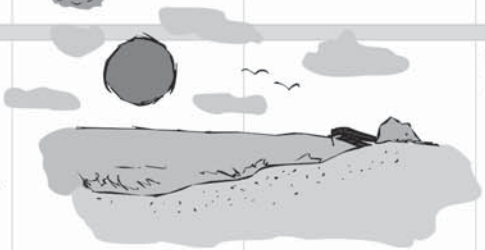
WEEKLY PLANNER: Weeks 33 and 34

This is where people live

	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival 15 - 30 minutes	Cut out pictures of different homes. Prestik a different home to each learner's locker. Welcome the learners back after the weekend and tell them to put their bags away in their lockers and to collect the picture that they find there.	Swap the pictures of the homes around (see above) so that the learners find a new picture on their locker each day. Ask: "Who has the caravan? Who has the tent?" etc. (This is a useful auditory perceptual exercise.) 			
			HEALTH CHECK		
Morning circle 10 - 15 minutes	Ask each learner to show the picture of the house they found at their locker. Discuss each type of home. 	Discuss the sequence in which a house is built. Design your own sequencing cards for learners to complete. 	Remember the weather board and continue to use it regularly. 	Play recorded household sounds, e.g. tap running, toilet flushing, cutlery clanging, doorbell ringing, etc. Learners can use Poster 17 to identify the rooms where these sounds are made.	Learners share stories about their grandparents' homes, e.g. in the past, toilets were not built inside but rather outside the house. 
Work time and small group time SMALL GROUP TIME: 10 - 15 minutes TOTAL TIME: 45 minutes	**Small group time activity**: **Numeracy focus:** Remember to count daily! Count the buildings on Poster 17. Count windows, chalk an area and count the tiles or bricks. Let learners make pegboard and Unifix block houses. Ask them to look at both sides of each house (all of these pictures are symmetrical). Learners complete Worksheet 1 in the Learners' Workbook. **Literacy focus:** Make a large letter 'd' door for the sound table. Display items inside (behind) the door that begin with 'd', e.g. desk, dog, donkey, dinosaur, dish.	**Small group time activity**: **Literacy focus:** Use Poster 17 to introduce a discussion about rooms in the home. Remember to be sensitive – some learners may live in one-roomed/ multifunctional-roomed homes. Talk about the fittings and furnishings that go into each room (or area of the room). Allow learners to complete Worksheet 2 in the Learners' Workbook. **Creative focus:** Learners make doodle patterns. Ask what sound the word 'doodle' begins with and how many times they can hear the 'd' sound (twice).	**Work time activities:** 1. **Creative/Literacy focus**: Dip and dye. Learners dip paper towels or serviettes folded into four into shallow dishes filled with food colouring. Look at the patterns.. As learners dip, they say 'dip, dip' focusing on the 'd' sound. 2. **Numeracy focus:** Place out shape puzzles for learners to play with. 3. **Creative/Technology focus:** Learners make homes out of boxes.	**Work time activities:** 1. **Creative focus:** Provide coloured transparent paper and pre-prepared cardboard 'window frames'. Learners use these to make stained glass windows. 2. **Technology focus:** Display various locks e.g. bolt, door chain, key lock, padlock, combination lock, slide lock, etc. on the table for learners to experiment opening and closing.	 **Small group time activity**: **Literacy focus**: Pin a map (commercial or hand-drawn) of your local area onto the board. Use a drawing pin and flashcard to mark your school. Then mark where each learner lives with drawing pins and name tags. Use pieces of string to see who lives closest to/furthest away from school.
			TIDY UP TIME **HAND WASHING** **SNACK TIME**		
Music and movement ring		Learners recite the *A very nice place* finger play, using different animals. 	Play a piece of appropriate music e.g. *Carnival of the Animals* by Camille Saint Saens. Let learners listen and imagine what animals they hear. Then let them move accordingly.		
Outdoor play	Play dodge-ball. Learners stand in a circle. Choose 3 learners to stand inside the circle. The outside learners take turns to throw a soft ball into the circle to try and 'hit' the 3 learners in the middle. Learners swap when one is hit by a ball. Remind learners to throw gently!			Take learners on a neighbourhood walk to observe houses in the community. 	Let learners pretend to be builders. Let them pretend to mix cement, lay bricks, knock in nails, screw in screws, etc. 
Story time		Let the learners retell the story *Who lives here*?	Look at the story Who lives here? And ask: What is the difference between the homes on the first page (*for people*) and the homes in the rest of the story (*for animals*)? Which animal home would you like to live in?.	Remind learners about the home safety rules which they learnt about during the 'Keeping safe' theme. 	