**Teaching Plan**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **TERM 1: Weeks 1 – 2**  **Chapter 1** | **TERM 1: Weeks 3 – 4**  **Chapter 2** | **TERM 1: Weeks 5 – 6**  **Chapter 3** |
| **Theme** | Living in Africa | Holiday time | Town and country life |
| **Resources** | Learner’s Book (pp. 5–12), Teacher’s Guide (pp. 47–52), Reader (pp. 7–13), class dictionaries, personal dictionaries, world map, books for independent reading | Learner’s Book (pp. 13–20), Teacher’s Guide (pp. 53–58), Reader (pp. 14–17), class dictionaries, personal dictionaries, books for independent reading, travel magazines | Learner’s Book (pp. 21–30), Teacher’s Guide (pp. 59–64), Reader (pp. 18–23), class dictionaries, personal dictionaries, books for independent reading, pictures of city scenes and rural South African scenes |
| **Text types** | LB: stories  RD: personal story, recount | LB: letter, photo, information text, map,  RD: information text, map, labels | LB: stories, invitation, word puzzle (game)  RD: personal story, invitation |
| **Listening & Speaking** | Listen to a story: *The angry camel* (LB pp. 5, 171) | Listen and speak about information: *Our holiday*  (LB pp. 13, 171)  Have a conversation (LB p. 15) | Listen to a story: *At the farm*  (LB pp. 21, 171)  Retell a story using reported speech (LB p. 25) |
| **Reading** | Story: *The bad day*: answer questions about the story  (LB pp. 6–7)  Read aloud (LB p. 12) | Read aloud (LB p. 14)  Answer questions about a photograph (LB p. 17)  Factual information in a map: answer questions about the information (LB p. 18) | Story: *Clean up time*: read aloud, answer questions about the story (LB pp. 22–24)  Invitation: ask and answer questions about the invitation  (LB p. 28) |
| **Independent Reading:**  Read a personal story: *The windy day*: retell the story (RD pp. 7–11)  Read a recount: *Kofi's early morning* (RD pp. 12–13) | **Independent Reading:**  Read an information text: *The Big Five* (RD pp. 14–15)  Read a map and labels: *Place names of South Africa*  (RD pp. 16–17) | **Independent Reading:**  Read a personal story: *City girl and country girl* (RD pp. 18–22)  Read an invitation: *Nikiwe's party invitation* (RD p. 23) |
| **Writing** | Give a recount of a story (LB p. 9)  Write your opinion about a story (LB p. 9)  Write your own story (LB p. 11) | Write a factual recount (LB p. 20) | Write descriptions (LB pp. 26–27)  Write a paragraph  Write a short message |
| **Language** | Practise using the past tense  (LB p. 8)  Practise using countable nouns and articles (LB p. 10)  Practise using personal pronouns (LB p. 12) | Practise using irregular verbs  (LB pp. 14–15)  Practise using adverbs of time and frequency (LB p. 16)  Practise can, may and must  (LB p 19) | Practise using reported speech (LB p. 25)  Play a language game - word puzzle (LB p. 30) |
| **Assessment** | **Informal assessment:**  Informal assessment takes place on a daily basis. See the Lesson Plans section for guidance  (TG pp. 47 – 52) | **Informal assessment:**  Informal assessment takes place on a daily basis. See the Lesson Plans section for guidance  (TG pp. 53 – 58) | **Formal assessment:**  Listening and speaking: listen to a story (LB pp. 21, 171)  Reading: read aloud  (LB pp. 22–23), comprehension (LB p. 24), read a story (RD p. 22)  Writing: descriptions  (LB pp. 26–27)  Language: comprehension  (LB p. 24) |
| **Inclusivity** | **Week 1:** Be aware that some learners may still be anxious about speaking in an additional language. Provide opportunities for them to develop their skills.  **Week 2:** Be aware that some learners do not have reading books at home. Make sure you have plenty of suitable books and stories in your reading box. | **Week 3:** Be aware that many learners may not have been away on holiday. Talk about how to make holidays at home just as much fun.  **Week 4:** Be aware that some learners struggle more than others to read a map. Offer support where necessary. | **Week 5:** Be aware that some learners may never have been to a working farm. Help them to imagine life there without using stereotypes.  **Week 6:** Be aware that may of our parks are full of litter. Organise an outing to clean up a park, the school grounds or adjacent verges. |

|  |  |  |
| --- | --- | --- |
|  | **TERM 1: Weeks 7 – 8, Chapter 4** | **TERM 1: Weeks 9 – 10, Chapter 5** |
| **Theme** | Doing things together | Animals and birds |
| **Resources** | Learner’s Book (pp. 31–38), Teacher’s Guide  (pp. 65–70), Reader (pp. 24–31), sheet of A4 paper per learner, class dictionaries, personal dictionaries, books for independent reading | Learner’s Book (pp. 39–46), Teacher’s Guide  (pp. 71–77), Reader (pp. 32–43), class dictionaries, personal dictionaries, books for independent reading, fiction and non-fiction books about animals and birds |
| **Text types** | LB: instructions  RD: story, instructions | LB: poems, song, rhymes  RD: story, lullaby, poems |
| **Listening & Speaking** | Listen to instructions: *How to make a paper chain*  (LB pp. 31, 171–172  Instructions: *How to make a cup of hot chocolate*: talk about instructions (LB pp. 36–37)  Play a game (LB p. 38) | Listen to a poem: *Giraffes* (LB pp. 39, 172) |
| **Reading** | Instructions: *Diketo*: get ready to read, answer questions about the instructions (LB pp. 32–34) | Poem: *The Lion*: answer questions about the poem (LB pp. 40–41)  Read and sing a song: *Old MacDonald* (LB p. 43)  Poem: *Grandpa Bear's lullaby*: answer questions about the poem (LB pp. 44–45) |
| **Independent Reading:**  Read a story: *The skipping rope game*  (RD pp. 24–30)  Read instructions: *Memory game* (RD p. 31) | **Independent Reading:**  Read a story: *Small boy, big voice* (RD pp. 32-–7)  Read a lullaby: *Mockingbird lullaby* (RD pp. 38–39)  Read poems: *Spider in the bath*, *My goldfish*, *Guess* *who* (RD pp. 40–43) |
| **Writing** | Write a recount (LB p. 34)  Write instructions (LB p. 37) | Write a poem using words that imitate sounds  (LB p. 44)  Write rhymes (LB p. 46) |
| **Language** | Write adjectives (LB p. 35)  Practise using possession (LB p. 38) | Vocabulary (LB p. 41) Practise using tenses (LB p. 42) |
| **Assessment** | **Formal assessment:**  Listening and speaking: talk about instructions  (LB p. 36)  Reading: comprehension (LB pp. 32, 34)  Writing: write instructions (LB p. 37)  Language: write adjectives (LB p. 35) | **Informal assessment:**  Informal assessment takes place on a daily basis. See the Lesson Plans section for guidance  (TG pp. 71 – 77) |
| **Inclusivity** | **Week 7:** Be aware that some learners are less able to read diagrams than others and may need extra support.  **Week 8:** Be aware that some learners are shy and struggle with group work. Compose groups carefully so that shy learners are nurtured. | **Week 9:** Be aware that that some learners have a negative attitude towards animals. Nurture a more positive response through the theme of this chapter.  **Week 10:** Be aware that some learners are tone deaf and cannot sing in tune. Be tolerant of this while learners perform their song in Activity 5. |

|  |  |  |
| --- | --- | --- |
|  | **TERM 2: Weeks 1 – 2, Chapter 6** | **TERM 2: Weeks 3 – 4, Chapter 7** |
| **Theme** | Friends and family | Growing things |
| **Resources** | Learner’s Book (pp. 47–54), Teacher’s Guide  (pp. 79–85), Reader (pp. 44–53), class dictionaries, personal dictionaries, books for independent reading | Learner’s Book (pp. 55–64), Teacher’s Guide  (pp. 86–93), Reader (pp. 54–59), class dictionaries, personal dictionaries, books for independent reading, children's books about insects, birds and flowers |
| **Text types** | LB: stories, review  RD: story, poem, poster | LB: information texts, descriptions, action poem  RD: instructions, information text, descriptions |
| **Listening & Speaking** | Listen to a story: A special place (LB pp. 47, 172)  Have a conversation about the story (LB p. 50) | Listen to an information text: Different gardens  (LB pp. 55, 172)  Listen and draw information (LB p. 59)  An action poem: I saw a little bird (LB p. 64) |
| **Reading** | Story: *All you need is a friend*: answer questions about the story (LB pp. 48–50)  Read a review (LB p. 53) | Information text: *Birds and butterflies in your garden*: read aloud, answer questions about the text  (LB pp. 56–58) |
| **Independent Reading:**  Read a story: *The amaRecyclers* (RD pp. 44–49)  Read a poem: *The woman next door* (RD pp. 50–51)  Read a poster: *Fun family fair* (RD pp. 52–53) | **Independent Reading:**  Read instructions: *Growing plants* (RD pp. 54–55)  Read information about animals: *The Riverine rabbit, The Leopard tortoise* (RD pp. 56-57)  Read descriptions: *My southern African trip*  (RD pp. 58–59) |
| **Writing** | Write a story (LB p. 52)  Write a story review (LB p. 54) | Classify information: Weather and gardens (LB p. 58)  Write a description (LB p. 60)  Write a mind map (LB p. 62) |
| **Language** | Practise adjectives (LB p. 51)  Practise using nouns (LB p. 54) | Practise using the future tense (LB p. 59)  Practise using prepositions (LB p. 61)  Practise proper nouns (LB p. 61)  Practise using the present tense (LB p. 63)  Practise using verbs (LB p. 64) |
| **Assessment** | **Informal assessment:**  Informal assessment takes place on a daily basis. See the Lesson Plans section for guidance  (TG pp. 79 – 85) | **Formal assessment:**  Listening and speaking: listen and draw information (LB p. 59)  Reading: read aloud (LB p. 56), comprehension  (LB pp. 57-58), read instructions (RD p. 55)  Writing: write a description (LB p. 60)  Language: practise using prepositions (LB p. 61), practise proper nouns (LB p. 61) |
| **Inclusivity** | **Week 1:** Be aware that some learners in your class may have problems making friends. Help them towards a positive self-image.  **Week 2:** Be aware that some learners are visually impaired. Be sure that they are seated where they can see you and the board clearly. | **Week 3:** Be aware that some learners do not have gardens. Talk about growing plants in pots.  **Week 4:** Be aware that some learners are physically impaired. Include them in the action poem by encouraging them to join in even if, for example, they remain seated. |

|  |  |  |
| --- | --- | --- |
|  | **TERM 2: Weeks 5 – 6, Chapter 8** | **TERM 2: Weeks 7 – 8, Chapter 9** |
| **Theme** | Magical stories | Art in our world |
| **Resources** | Learner’s Book (pp. 65–72), Teacher’s Guide  (pp. 94–99), Reader (pp. 60–65), class dictionaries, personal dictionaries, books for independent reading, additional books that include magical stories - especially from Africa | Learner’s Book (pp. 73–82), Teacher’s Guide  (pp. 100 – 106), Reader (pp. 66–71), class dictionaries, personal dictionaries, books for independent reading, a sheet of A4 paper per child for Activity 1 |
| **Text types** | LB: stories,  RD: story and letters, information text | LB: instructions, diagram with labels  RD: biography, chart, procedural text |
| **Listening & Speaking** | Story: *How the Zebra got his stripes*: listen and answer questions (LB pp. 65, 173) | Listen to instructions (LB pp. 73, 173)  Give instructions (LB p. 79) |
| **Reading** | Story with a lesson: *Why willows weep*: answer questions about the story (LB pp. 66–67) | Instructions: *A drawing game*: Strange people: answer questions about the instructions  (LB pp. 74–76)  Read and follow instructions: *How to daw and label diagrams* (LB p. 81) |
| **Independent Reading:**  Read a story: *The mystery letter* (RD pp. 60–64)  Read about a storyteller: *Gcina Mhlope – the African storyteller* (RD p. 65) | **Independent Reading:**  Read a biography: *Derrick Nxumalo, a self-taught artist* (RD pp. 66–68)  Read a chart: *The colour wheel* (RD p. 69)  Read a procedural text: *Drawing better*  (RD pp. 70–71) |
| **Writing** | Write using comparisons (LB p. 68)  Write a story (LB pp. 69–70)  Draw and write captions (LB p. 72) | Write a factual recount (LB p. 77)  Write instructions (LB p. 78–79) |
| **Language** | Verbs - choose the right word (LB p. 71) Connecting words – join the sentences (LB p. 71)  Play a language game (LB p. 72) | Practise using adverbs (LB p. 78)  Practise connecting words – write a paragraph  (LB p. 80)  Practise using punctuation (LB p. 82) |
| **Assessment** | **Informal assessment:**  Informal assessment takes place on a daily basis. See the Lesson Plans section for guidance  (TG pp. 94 – 99) | **Informal assessment:**  Informal assessment takes place on a daily basis. See the Lesson Plans section for guidance  (TG pp. 100 – 106) |
| **Inclusivity** | **Week 5:** Be aware that some learners will still be anxious about speaking in an additional language. Provide opportunities for them to develop their skills.  **Week 6:** Be aware that some learners struggle to choose a book for reading pleasure. Ask other learners to recommend books or stories that they have enjoyed. | **Week 7:** Be aware that some learners are shy and struggle with group work. Compose groups carefully so that shy learners are nurtured.  **Week 8:** Be aware that some learners have had little exposure to art and drawing. Support them during this theme by encouraging all efforts. |

In Term 2, weeks 9 and 10, learners will be writing examinations. Revision exercises are provided in the Learner’s Book to help them prepare.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **TERM 3: Weeks 1 – 2**  **Chapter 10** | **TERM 3: Weeks 3 – 4**  **Chapter 11** | **TERM 3: Weeks 5 – 6**  **Chapter 12** |
| **Theme** | Biographies | Ideas and opinions | Myths, legends and poems |
| **Resources** | Learner’s Book (pp. 85–92), Teacher’s Guide (pp. 109 – 114), Reader (pp. 72–77), class dictionaries, personal dictionaries, books for independent reading | Learner’s Book (pp. 93–102), Teacher’s Guide (pp. 115 – 121), Reader (pp. 78–85), class dictionaries, personal dictionaries, books for independent reading, text books from other subjects with graphs and pie charts in them | Learner’s Book (pp. 103–112), Teacher’s Guide (pp. 122 – 127), Reader (pp. 86–93), class dictionaries, personal dictionaries, books for independent and paired reading |
| **Text types** | LB: life/personal stories  RD: biography, book review, social and media texts | LB: opinions, Information text in graphs  RD: interview, review, graph, poster/advertisement | LB: myths, poem  RD: story, poems |
| **Listening & Speaking** | Listen to a story: *How I became a vet* (LB pp. 85, 173)  Tell a personal story (LB p. 89) | Listen and speak - statements/ opinions (LB pp. 93, 173)  Give a prepared talk on a topic (LB p. 97)  Read aloud (LB p. 102) | Myth: *Kaang's people*: listen and answer questions (LB pp. 103, 173–174) |
| **Reading** | Story: *My life so far*: answer questions about the story  (LB pp. 86–87)  Life story: *Matthew Goniwe*: summarising stories  (LB pp. 90–91) | Information text: *Grade 5 survey results*: answer questions about the graphs (LB pp. 94–95)  Read a mind map (LB p. 99) | Myth: *An ancient Egyptian myth: The myth of Osiris*: answer questions about the myth  (LB pp. 104–106)  Poem: *The crocodile*: answer questions about the poem  (LB pp. 110–111) |
| **Independent Reading:**  Read a biography: *My life so far* (RD pp. 72–74)  Read a book review (RD p. 75)  Read social and media texts  (RD pp. 76–77) | **Independent Reading:**  Read an interview: *Have your say* (RD pp. 78–81)  Read a review: *Hectic Nine-9* (RD pp. 82–83)  Read the graph: *TV survey*  (RD p. 84)  Read a poster/advertisement: *Cinderella on Ice* (RD p. 85) | **Independent Reading:**  Read a story: *Old Man Winter*  (RD pp. 86–90)  Read a poem: *The wizard said* (RD p. 91)  Read a poem: *Table Mountain* (RD pp. 92–93) |
| **Writing** | Write a story (LB p. 92) | Draw graphs (LB p. 96)  Draw a mind map (LB p. 100) | Draw a mind map (LB p. 107)  Write your own myth (LB p. 109)  Write similes (LB p. 112) |
| **Language** | Practise using subject and verb agreement (LB p. 88)  Practise using personal pronouns (LB p. 89) | Practise using possessive pronouns (LB p 98)  Write adjectives (LB p. 101) | Practise using punctuation  (LB p. 107)  Practise using direct and reported speech (LB p. 108)  Similes (LB p. 112) |
| **Assessment** | **Informal assessment:**  Informal assessment takes place on a daily basis. See the Lesson Plans section for guidance  (TG pp. 109 – 114) | **Formal assessment:**  Listening and speaking: prepared talk on a topic (LB p. 97)  Reading: comprehension (LB p. 95), read aloud (LB p. 102), read an interview (RD p. 81), read a review (RD p. 83)  Writing: draw graphs (LB p. 96), draw a mind map (LB p. 100)  Language: practise using possessive pronouns (LB p 98) | **Informal assessment:**  Informal assessment takes place on a daily basis. See the Lesson Plans section for guidance  (TG pp. 122 – 127) |
| **Inclusivity** | **Week 1:** Be aware that some learners do not have grandparents. Include these learners in the discussion about life stories by also talking about aged relatives or friends.  **Week 2:** Be aware that some learners struggle to choose books to enjoy reading at home. Ask other learners to recommend books or stories that they have enjoyed. | **Week 3:** Be aware that some learners may not have the confidence to express a firm opinion about the statements you read them (Activity 1). Encourage them to believe in themselves and their ideas.  **Week 4:** Be aware that some learners may need extra support with their reading. Identify these learners while you listen to them read aloud. | **Week 5:** Be aware, when you discuss myths, that your learners will come from different cultures. Include them all by encouraging learners to share cultural stories.  **Week 6:** Be aware that recognising rhyme depends on correct pronunciation. Encourage learners to read words accurately. |

|  |  |  |
| --- | --- | --- |
|  | **TERM 3: Weeks 7 – 8, Chapter 13** | **TERM 3: Weeks 9 – 10, Chapter 14** |
| **Theme** | Science in our world | All about our feelings |
| **Resources** | Learner’s Book (pp. 113–122), Teacher’s Guide  (pp. 128 – 133), Reader (pp. 94–97), class dictionaries, personal dictionaries, books for independent and paired reading, glass bottles or glasses and water for Activity 4 | Learner’s Book (pp. 123–132), Teacher’s Guide  (pp. 134 – 139), Reader (pp. 98–106), class dictionaries, personal dictionaries, books for independent and paired reading |
| **Text types** | LB: instructions, report, information text (map with key)  RD: information text, instructions, story | LB: play script, book review  RD: play script, play |
| **Listening & Speaking** | Instructions: *Broken telephone* (LB pp. 113, 174)  Follow instructions (LB p. 117)  Have a conversation (LB p. 121) | Listen and speak: a conversation (LB p. 123)  Perform a drama (LB p. 131) |
| **Reading** | Report: *Science experiment report*: answer questions about the report (LB pp. 115–117)  Report: *South Africa's rainfall*: answer questions about the text (LB p. 119) | Play script: *Funeka finds a true friend*: get ready to ready, answer questions about the script, read the pay aloud (LB pp. 124–127) |
| **Independent Reading:**  Read information: *Rainbows* (RD pp. 94–95)  Read instructions: *Make a rainbow* (RD pp. 96–97)  Read a story: *Mamlambo and the boy who walked on the rainbow* (RD pp. 98–99) | **Independent Reading:**  Read a play script: *Feelings can be hurt*  (RD pp. 100–103)  Read a play: *Split in two* (RD pp. 104–106) |
| **Writing** | Write information (LB p. 122) | Write a play script (LB p. 129)  Compare books read (LB p. 132) |
| **Language** | Practise active and passive voice (LB p. 114)  Practise using prefixes and suffixes (LB p. 118) | Practise using speech and punctuation (LB p. 128)  Practise using tenses (LB p. 130)  Use connecting words to show choice (LB p. 131) |
| **Assessment** | **Informal assessment:**  Informal assessment takes place on a daily basis. See the Lesson Plans section for guidance  (TG pp. 128 – 133) | **Formal assessment:**  Listening and speaking: perform a drama (LB p. 131)  Reading: comprehension (LB pp. 124, 127)  Writing: write a play script (LB p. 129)  Language: practise using speech and punctuation (LB p. 128) |
| **Inclusivity** | **Week 7:** Be aware that some learners are negative about science. Try to make the discussions about an experiment interesting so that you change this perception.  **Week 8:** Be aware that some learners will not be confident holding a conversation in English. They may code switch when necessary. | **Week 9:** Be aware that in Activity 2d some learners will not be confident taking the role of a character in the play. Compose groups carefully so that these learners are nurtured by others in their group.  **Week 10:** Be aware that some learners may struggle to compare two books in the book review. Help them to choose suitable books for the activity. |

|  |  |  |
| --- | --- | --- |
|  | **TERM 4: Weeks 1 – 2, Chapter 15** | **TERM 4: Weeks 3 – 4, Chapter 16** |
| **Theme** | What's around us? | Media |
| **Resources** | Learner’s Book (pp. 133–140), Teacher’s Guide  (pp. 141 – 147), Reader (pp. 107–111), class dictionaries, personal dictionaries, books for independent and paired reading, pictures of things that the senses appreciate e.g. beauty in nature, musicians, aromatic food | Learner’s Book (pp. 141–150), Teacher’s Guide  (pp. 148 – 153), Reader (pp. 112–115), old magazines and poster paper, class dictionaries, personal dictionaries, books for independent and paired reading, newspapers, movie or play posters |
| **Text types** | LB: stories  RD: stories | LB: media text (website), posters  RD: magazine, newspaper articles |
| **Listening & Speaking** | Listen to a story: *The storm* (LB pp. 133, 174)  Tell news (LB p. 137) | Have a discussion (LB p. 141)  Have a discussion (LB p. 146) |
| **Reading** | Story: *Lost and found*: answer questions about the story, a short oral book review (LB pp. 134–135) | Discuss questions about the media text  (LB pp. 142-143)  Answer questions about design and layout  (LB p. 144)  Read a poster (LB pp. 148–149) |
| **Independent Reading:**  Read about our senses: *A different kind of morning*: read a story (RD pp. 107–109)  Read a story: *The mystery of the singing bicycle*  (RD pp. 110–111) | **Independent Reading:**  Read a magazine: *Songololo Sunrise Magazine December* (RD pp. 112–113)  Read newspaper articles: *Shacks burn*, *Candle burns down home*, *Fire extinguished*  (RD pp. 114–115) |
| **Writing** | Write your own news (LB p. 138)  Write a story (LB p. 140) | Organise Information in a table (LB p. 145)  Write a poster (LB p. 150) |
| **Language** | Read and spell words (LB p. 136)  Practise using subject and verb concord (LB p. 138)  Practise using personal pronouns (LB p. 139)  Practise connecting words (LB p. 139) | Practise using verbs in the past tense (LB p. 147) |
| **Assessment** | **Informal assessment:**  Informal assessment takes place on a daily basis. See the Lesson Plans section for guidance  (TG pp. 141 – 147) | **Formal assessment:**  Listening and speaking: have a discussion  (LB p. 141)  Reading: comprehension (LB pp. 142, 144, 149)  Writing: organise information in a table - read aloud (LB p. 145), write a poster (LB p. 150)  Language: practise using verbs in the past tense  (LB p. 147) |
| **Inclusivity** | **Week 1:** Be aware that some learners may have personal experience of the issues you discuss during this chapter, for example, child safety. Be careful to deal with the topic responsibly.  **Week 2:** Be aware that there may be learners in your class who have one or more of their senses impaired. Treat this chapter theme with sensitivity and include all learners. | **Week 3:** Be aware that learners have different levels of access to the media. Some learners may not have access to a television, for example, or a computer. Focus discussion accordingly.  **Week 4:** Be aware that some learners lack confidence in their design abilities. Encourage them as they make their posters in Activity 9. |

|  |  |  |
| --- | --- | --- |
|  | **TERM 4: Weeks 5 – 6, Chapter 17** | **TERM 4: Weeks 7 – 8, Chapter 18** |
| **Theme** | Getting on with each other | Places |
| **Resources** | Learner’s Book (pp. 151–158), Teacher’s Guide  (pp. 154 – 159), Reader (pp. 116 – 119), class dictionaries, personal dictionaries, books for independent and paired reading | Learner’s Book (pp. 159-166), Teacher’s Guide  (pp. 160 – 165), Reader (pp. 120 - 123), class dictionaries, personal dictionaries, books for independent and paired reading, children's books about fossils and prehistoric humans, photographs of well-known heritage sites, old magazines for cutting and stationery for posters |
| **Text types** | LB: stories, poem, book review  RD: poem, story | LB: posters, information texts, photos  RD: information text, opinions |
| **Listening & Speaking** | Listen to a story (LB pp. 151, 174–175)  Express and opinion (LB p. 154) | Have a conversation (LB pp. 159, 175) |
| **Reading** | Story: *It's no joke*: answer questions about the story (LB pp. 152–154)  Poem: *Nobody likes me*: talk about the poem  (LB p. 157) | Answer questions about the posters  (LB pp. 160–161)  Read photographs and captions (LB p. 163)  Information text: read and answer questions  (LB pp. 164–165) |
| **Independent Reading:**  Read a poem: *Poem for my father* (RD p. 116)  Read a story: *Getting on together* (RD pp. 117–119) | **Independent Reading:**  Read information: *Big City, New York*  (RD pp. 120–121)  Read opinions: *What we think*: read information, reflect on reading (RD pp. 122–123) |
| **Writing** | Write a personal recount (LB p. 155)  Write a book review (LB p. 158) | Write factual information (LB p. 165)  Write a poster (LB p. 166) |
| **Language** | Practise can and may; adverbs (LB p. 154)  Practise using prepositions (LB p. 156) | Practise using connecting words (LB p. 162)  Practise writing cause and effect (LB p. 163) |
| **Assessment** | **Informal assessment:**  Informal assessment takes place on a daily basis. See the Lesson Plans section for guidance  (TG pp. 154 – 159)  **Formal assessment:**  Reading: read a poem (RD p. 116) | **Informal assessment:**  Informal assessment takes place on a daily basis. See the Lesson Plans section for guidance  (TG pp. 160 – 165) |
| **Inclusivity** | **Week 5:** The chapter topic has a lot to do with families. Be aware that some learners do not come from a home with a mother and father. Include them by talking about all different kinds of families.  **Week 6:** Be aware that some learners may be victims of bullying but afraid to say so. Be available as a caring adult and encourage people to turn to you. | **Week 7:** Be aware that some learners may struggle to partake in group conversations because of hearing difficulties. Be sure that groups sit in a circle so that everyone can see and hear clearly.  **Week 8:** Be aware that some learners may struggle to hold a conversation on an unfamiliar topic. Allow them to code switch when necessary. |

In Term 4, weeks 9 and 10, learners will be writing examinations. Revision exercises are provided in the Learner’s Book to help them prepare.