**WAVECREST PRIMARY SCHOOL**

**WEEK 1 & 2**

A B C D

**Grade :** 4 **5** 6 7

**2**

**TERM:** **WEEK:** **GRADE:** CLASS/ES

**TIME FRAME:**

**ENGLISH HOME LANGUAGE**

**SUBJECT:**

**Time per week**: Gr 4-6 = 6hrs

**Integrated subject**: Home Language

LISTENING & SPEAKING, READING & VIEWING, WRITING & LANGUAGE

**FOCUS AREA:**

 **Skills, Knowledge, Attitudes and Values (SKAV’s)** (IP)

To **skilfully** combine a positive **attitude** with good **values** to obtain **knowledge of the language** to use and improve living conditions for ourselves and our environment through respectful communication by using language in the form of reading, writing and reasoning to develop a healthy lifestyle that is friendly, kind and sustainable.

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| --- | --- | --- | --- | --- | --- | --- |
| **Components/Time** | **Content/Concepts/Skills** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Listening** **and** **Speaking*****Time:*** *2 x 30 min*  *Per week* | **Gives and follows instructions** | * How to make a chocolate mug cake

(E-Learning)* How to play snakes and ladders

(E-Learning) | * How to make a chocolate mug cake

(E-Learning)* How to play snakes and ladders

(E-Learning) | * How to make a chocolate mug cake

(E-Learning)* How to play snakes and ladders

(E-Learning) | * How to make a chocolate mug cake

(E-Learning)* How to play snakes and ladders

(E-Learning) | * How to make a chocolate mug cake

(E-Learning)* How to play snakes and ladders

(E-Learning) |
| **Reading** **and****Viewing*****Time****: 5 x 30min* *Per week* | **Reads an instructional text containing a sequence of instructions** | * A pot of soup

(DBE Pg 78)* Make your own smoothie

(DBE Pg 74) | * A pot of soup

(DBE Pg 78)* Make your own smoothie

(DBE Pg 74) | * A pot of soup

(DBE Pg 78)* Make your own smoothie

(DBE Pg 74) | * A pot of soup

(DBE Pg 78)* Make your own smoothie

(DBE Pg 74) | * A pot of soup

(DBE Pg 78)* Make your own smoothie

(DBE Pg 74) |
| **Writing****and****Presenting*****Time****: 4 x 30min* *Per week* | **Writes instructions** | * My favourite soup

(DBE Pg 80)* How do you play your favourite game
 | * My favourite soup

(DBE Pg 80)* How do you play your favourite game
 | * My favourite soup

(DBE Pg 80)* How do you play your favourite game
 | * My favourite soup

(DBE Pg 80)* How do you play your favourite game
 | * My favourite soup

(DBE Pg 80)* How do you play your favourite game
 |
| **Language Structure** **and****Conventions***Time: 1 x 30min PLUS INTEGRATED TIME WITH OTHER SKILLS- Per week* | **Language structures and conventions** | * Adverbs

(DBE pg 73)* Prepositions

(DBE pg 83)* Moods
* Adjectives

(DBE pg 83)* Simple sentences
* Complex sentences(DBE pg 75)

(E-Learning)* Punctuation
 | * Adverbs

(DBE pg 73)* Prepositions

(DBE pg 83)* Moods
* Adjectives

(DBE pg 83)* Simple sentences
* Complex sentences (DBE pg 75)

(E-Learning)* Punctuation
 | * Adverbs

(DBE pg 73)* Prepositions

(DBE pg 83)* Moods
* Adjectives

(DBE pg 83)* Simple sentences
* Complex sentences (DBE pg 75)

(E-Learning)* Punctuation
 | * Adverbs

(DBE pg 73)* Prepositions

(DBE pg 83)* Moods
* Adjectives

(DBE pg 83)* Simple sentences
* Complex sentences (DBE pg 75)

(E-Learning)* Punctuation
 | * Adverbs

(DBE pg 73)* Prepositions

(DBE pg 83)* Moods
* Adjectives

(DBE pg 83)* Simple sentences
* Complex sentences (DBE pg 75)

(E-Learning)* Punctuation
 |
| Homework |  | DBE Blue book | DBE Blue book | DBE Blue book | DBE Blue book | DBE Blue book |
| **Assessment** Formal/informal |  |

RESOURCES: BARRIERS: FORMS OF ASSESSMENT: INSTRUMENT USED:

* Test
* Checklist
* Analytical Rubric
* Holistic Rubric
* Memorandum
* Written Work
* Presentation
* Models
* Test
* Oral
* Project
* Reading
* Lack of readers
* No textbooks
* Too little resources
* No Resources
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Maps
* Textbooks
* Newspapers
* Magazines
* Internet
* Libraries

Teacher: …………………………………………… SMT ………………………………………………(HOD/DP/P)

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Date: ……………………………………………….. Date: ……………………………………………

**WAVECREST PRIMARY SCHOOL**

**WEEK 3 & 4**

A B **C** D

**Grade :** **4**  5 6 7

**2**

**TERM:** **WEEK:** **GRADE:** CLASS/ES

**TIME FRAME:**

**ENGLISH HOME LANGUAGE**

**SUBJECT:**

**Time per week**: Gr 4-6 = 6hrs

**Intergrated subject** : Home Language

LISTENING & SPEAKING, READING & VIEWING, WRITING & LANGUAGE

**FOCUS AREA:**

 **Skills, Knowledge, Attitudes and Values (SKAV’s)** (IP)

To **skilfully** combine a positive **attitude** with good **values** to obtain **knowledge of the language** to use and improve living conditions for ourselves and our environment through respectful communication by using language in the form of reading, writing and reasoning to develop a healthy lifestyle that is friendly, kind and sustainable.

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| --- | --- | --- | --- | --- | --- | --- |
| **Components/Time** | **Content/Concepts/Skills** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Listening** **and** **Speaking*****Time:*** *2 x 30 min*  *Per week* | **Participates in interviews to collect information****Participates in group discussions** | * Lets save our planet
* Designing a survey
 | * Lets save our planet
* Designing a survey
 | * Lets save our planet
* Designing a survey
 | * Lets save our planet
* Designing a survey
 | * Lets save our planet
* Designing a survey
 |
| **Reading** **and****Viewing*****Time****: 5 x 30min* *Per week* | **Reads a report with visuals (eg. Graph, charts, diagrams, etc)** | * Visit to a landfill
* Read a graph

(E-Learning)* More about T-shirts

(DBE pg 89) | * Visit to a landfill
* Read a graph

(E-Learning)* More about T-shirts

(DBE pg 89) | * Visit to a landfill
* Read a graph

(E-Learning)* More about T-shirts

(DBE pg 89) | * Visit to a landfill
* Read a graph

(E-Learning)* More about T-shirts

(DBE pg 89) | * Visit to a landfill
* Read a graph

(E-Learning)* More about T-shirts

(DBE pg 89) |
| **Writing****and****Presenting***Time: 4 x 30min* *Per week* | **Writes a report** | * Design a survey

(E-Learning)* Writing a report

(DBE pg 97)* A report about me

(DBE pg 101) | * Design a survey

(E-Learning)* Writing a report

(DBE pg 97)* A report about me

(DBE pg 101) | * Design a survey

(E-Learning)* Writing a report

(DBE pg 97)* A report about me

(DBE pg 101) | * Design a survey

(E-Learning)* Writing a report

(DBE pg 97)* A report about me

(DBE pg 101) | * Design a survey

(E-Learning)* Writing a report

(DBE pg 97)* A report about me

(DBE pg 101) |
| **Language Structure** **and****Conventions***Time: 1 x 30min PLUS INTEGRATED TIME WITH OTHER SKILLS* *Per week* | **Language structures and conventions** | * Adjectives
* Pronouns
* Conjunctions
* Connections
* Past continuous tense
* Future continuous tense
* Reported speech
* Question form
* Punctuation
 | * Adjectives
* Pronouns
* Conjunctions
* Connections
* Past continuous tense
* Future continuous tense
* Reported speech
* Question form
* Punctuation
 | * Adjectives
* Pronouns
* Conjunctions
* Connections
* Past continuous tense
* Future continuous tense
* Reported speech
* Question form
* Punctuation
 | * Adjectives
* Pronouns
* Conjunctions
* Connections
* Past continuous tense
* Future continuous tense
* Reported speech
* Question form
* Punctuation
 | * Adjectives
* Pronouns
* Conjunctions
* Connections
* Past continuous tense
* Future continuous tense
* Reported speech
* Question form
* Punctuation
 |
| Homework |  | DBE Blue book | DBE Blue book | DBE Blue book | DBE Blue book | DBE Blue book |
| **Assessment** Formal/informal |  |

RESOURCES: BARRIERS: FORMS OF ASSESSMENT: INSTRUMENT USED:

* Test
* Checklist
* Analytical Rubric
* Holistic Rubric
* Memorandum
* Written Work
* Presentation
* Models
* Test
* Oral
* Project
* Reading
* Lack of readers
* No textbooks
* Too little resources
* No Resources
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Maps
* Textbooks
* Newspapers
* Magazines
* Internet
* Libraries

Teacher: …………………………………………… SMT ………………………………………………(HOD/DP/P)

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**WAVECREST PRIMARY SCHOOL**

**WEEK 5 & 6**

A B **C**  D

**Grade:** **4**  5 6 7

**2**

**TERM:** **WEEK:** **GRADE:** CLASS/ES

**TIME FRAME:**

**ENGLISH HOME LANGUAGE**

**SUBJECT:**

**Time per week**: Gr 4-6 = 6hrs

**Intergrated subject** : Home Language

LISTENING & SPEAKING, READING & VIEWING, WRITING & LANGUAGE

**FOCUS AREA:**

 **Skills, Knowledge, Attitudes and Values (SKAV’s)** (IP)

To **skilfully** combine a positive **attitude** with good **values** to obtain **knowledge of the language** to use and improve living conditions for ourselves and our environment through respectful communication by using language in the form of reading, writing and reasoning to develop a healthy lifestyle that is friendly, kind and sustainable.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Components/Time** | **Content/Concepts/Skills** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Listening** **and** **Speaking*****Time:*** *2 x 30 min*  *Per week* | **Listen to a poem****Performs an oral poem/choral chant** | * Mans best friend

(E-Learning)* Lets do rhythm (DBE pg 104)
* A strange poem

(DBE pg 112) | * Mans best friend

(E-Learning)* Lets do rhythm (DBE pg 104)
* A strange poem

(DBE pg 112) | * Mans best friend

(E-Learning)* Lets do rhythm (DBE pg 104)
* A strange poem

(DBE pg 112) | * Mans best friend

(E-Learning)* Lets do rhythm (DBE pg 104)
* A strange poem

(DBE pg 112) | * Mans best friend

(E-Learning)* Lets do rhythm (DBE pg 104)
* A strange poem

(DBE pg 112) |
| **Reading** **and****Viewing*****Time****: 5 x 30min* *Per week* | **Reads a poem** | * Mans best friend

(E-Learning)* Lets do rhythm (DBE pg 104)
* A strange poem

(DBE pg 112) | * Mans best friend

(E-Learning)* Lets do rhythm (DBE pg 104)
* A strange poem

(DBE pg 112) | * Mans best friend

(E-Learning)* Lets do rhythm (DBE pg 104)
* A strange poem

(DBE pg 112) | * Mans best friend

(E-Learning)* Lets do rhythm (DBE pg 104)
* A strange poem

(DBE pg 112) | * Mans best friend

(E-Learning)* Lets do rhythm (DBE pg 104)
* A strange poem
* (DBE pg 112)
 |
| **Writing****and****Presenting*****Time****: 4 x 30min* *Per week* | **Writes a poem** | * Write your own rhyming poem

(DBE pg 110)* Let’s be creative (DBE pg 114)
 | * Write your own rhyming poem

(DBE pg 110)* Let’s be creative (DBE pg 114)
 | * Write your own rhyming poem

(DBE pg 110)* Let’s be creative (DBE pg 114)
 | * Write your own rhyming poem

(DBE pg 110)* Let’s be creative (DBE pg 114)
 | * Write your own rhyming poem

(DBE pg 110)* Let’s be creative (DBE pg 114)
 |
| **Language Structure** **and****Conventions***Time: 1 x 30min PLUS INTEGRATED TIME WITH OTHER SKILLS- Per week* | **Language structures and conventions** | * Collective nouns
* Abstract nouns
* Interjections
* Present continuous tense
* Word meaning (alliteration assonance, consonance, personification, rhythm, rhyme, metaphor & simile)
 | * Collective nouns
* Abstract nouns
* Interjections
* Present continuous tense
* Word meaning (alliteration assonance, consonance, personification, rhythm, rhyme, metaphor & simile)
 | * Collective nouns
* Abstract nouns
* Interjections
* Present continuous tense
* Word meaning (alliteration assonance, consonance, personification, rhythm, rhyme, metaphor & simile)
 | * Collective nouns
* Abstract nouns
* Interjections
* Present continuous tense
* Word meaning (alliteration assonance, consonance, personification, rhythm, rhyme, metaphor & simile)
 | * Collective nouns
* Abstract nouns
* Interjections
* Present continuous tense
* Word meaning (alliteration assonance, consonance, personification, rhythm, rhyme, metaphor & simile)
 |
| Homework |  | DBE Blue book | DBE Blue book | DBE Blue book | DBE Blue book | DBE Blue book |
| **Assessment** Formal/informal |  |

RESOURCES: BARRIERS: FORMS OF ASSESSMENT: INSTRUMENT USED:

* Test
* Checklist
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* Lack of readers
* No textbooks
* Too little resources
* No Resources
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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* Textbooks
* Newspapers
* Magazines
* Internet
* Libraries

Teacher: …………………………………………… SMT ………………………………………………(HOD/DP/P)

 Tick applicable one

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**WAVECREST PRIMARY SCHOOL**

**WEEK 7 & 8**

A B C D

**Grade:** **4**  5 6 7

**2**

**TERM:** **WEEK:** **GRADE:** CLASS/ES

**TIME FRAME:**

**ENGLISH HOME LANGUAGE**

**SUBJECT:**

**Time per week**: Gr 4-6 = 6hrs

**Intergrated subject** : Home Language

LISTENING & SPEAKING, READING & VIEWING, WRITING & LANGUAGE

**FOCUS AREA:**

 **Skills, Knowledge, Attitudes and Values (SKAV’s)** (IP)

To **skilfully** combine a positive **attitude** with good **values** to obtain **knowledge of the language** to use and improve living conditions for ourselves and our environment through respectful communication by using language in the form of reading, writing and reasoning to develop a healthy lifestyle that is friendly, kind and sustainable.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Components/Time** | **Content/Concepts/Skills** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Listening** **and** **Speaking*****Time:*** *2 x 30 min*  *Per week* | **Listens to and discusses folklore (myth/legend)** | * Anansi and Wisdom

(E-Learning)* Anansi the greedy spider and the turtle

(DBE pg 128) | * Anansi and Wisdom

(E-Learning)* Anansi the greedy spider and the turtle

(DBE pg 128) | * Anansi and Wisdom

(E-Learning)* Anansi the greedy spider and the turtle

(DBE pg 128) | * Anansi and Wisdom

(E-Learning)* Anansi the greedy spider and the turtle

(DBE pg 128) | * Anansi and Wisdom

(E-Learning)* Anansi the greedy spider and the turtle

(DBE pg 128) |
| **Reading** **and****Viewing*****Time****: 5 x 30min* *Per week* | **Reads folklore (myth/legend)** | * Anansi and Wisdom

(E-Learning)* Anansi the greedy spider and the turtle

(DBE pg 128) | * Anansi and Wisdom

(E-Learning)* Anansi the greedy spider and the turtle

(DBE pg 128) | * Anansi and Wisdom

(E-Learning)* Anansi the greedy spider and the turtle

(DBE pg 128) | * Anansi and Wisdom

(E-Learning)* Anansi the greedy spider and the turtle

(DBE pg 128) | * Anansi and Wisdom

(E-Learning)* Anansi the greedy spider and the turtle

(DBE pg 128) |
| **Writing****and****Presenting*****Time****: 4 x 30min* *Per week* | **Writes a folklore (myth/legend)****Writes descriptions of characters** | * More about Anansi

(DBE pg 130)* Describing Anansi’s character
* Create your own folklore

(DBE pg 135) | * More about Anansi

(DBE pg 130)* Describing Anansi’s character
* Create your own folklore

(DBE pg 135) | * More about Anansi

(DBE pg 130)* Describing Anansi’s character
* Create your own folklore

(DBE pg 135) | * More about Anansi

(DBE pg 130)* Describing Anansi’s character
* Create your own folklore

(DBE pg 135) | * More about Anansi

(DBE pg 130)* Describing Anansi’s character
* Create your own folklore

(DBE pg 135) |
| **Language Structure** **and****Conventions***Time: 1 x 30min PLUS INTEGRATED TIME WITH OTHER SKILLS- Per week* | **Language structures and conventions** | * Infinitive verbs
* Gerund
* Singular and plural

(DBE pg 135)* Adjectives

(DBE pg 123)* Diminutive prefixes
* Object
* Questions

(DBE pg 123)* Direct and indirect speech

(DBE pg 127)* Punctuation
 | * Infinitive verbs
* Gerund
* Singular and plural

(DBE pg 135)* Adjectives

(DBE pg 123)* Diminutive prefixes
* Object
* Questions

(DBE pg 123)* Direct and indirect speech

(DBE pg 127)* Punctuation
 | * Infinitive verbs
* Gerund
* Singular and plural

(DBE pg 135)* Adjectives

(DBE pg 123)* Diminutive prefixes
* Object
* Questions

(DBE pg 123)* Direct and indirect speech

(DBE pg 127)* Punctuation
 | * Infinitive verbs
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* Singular and plural

(DBE pg 135)* Adjectives

(DBE pg 123)* Diminutive prefixes
* Object
* Questions

(DBE pg 123)* Direct and indirect speech

(DBE pg 127)* Punctuation
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(DBE pg 135)* Adjectives

(DBE pg 123)* Diminutive prefixes
* Object
* Questions

(DBE pg 123)* Direct and indirect speech

(DBE pg 127)* Punctuation
 |
| Homework |  | DBE Blue book | DBE Blue book | DBE Blue book | DBE Blue book | DBE Blue book |
| **Assessment** Formal/informal |  |

RESOURCES: BARRIERS: FORMS OF ASSESSMENT: INSTRUMENT USED:

* Test
* Checklist
* Analytical Rubric
* Holistic Rubric
* Memorandum
* Written Work
* Presentation
* Models
* Test
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* Reading
* Lack of readers
* No textbooks
* Too little resources
* No Resources
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Maps
* Textbooks
* Newspapers
* Magazines
* Internet
* Libraries

Teacher: …………………………………………… SMT ………………………………………………(HOD/DP/P)

 Tick applicable one

Signature: ………………………………………… Signature: …………………………………….

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