

## Planning and preparation page - About me

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<b>Day 1</b>	Greeting ring	Topic discussion	Topic-based routines	Language teacher-guided activity	Language Book	Art activity
	Focus letter, number, word	Personal details	Name tags	Self-correcting game	Activity sheet	Look, it's me!
	<ul style="list-style-type: none"> <li>• Letter: a A</li> <li>• Number: 1</li> <li>• Sight word: I</li> <li>• Weather chart, birthdays</li> <li>• Register, news</li> </ul>	<ul style="list-style-type: none"> <li>• Topic-based table or wall display</li> </ul>	<ul style="list-style-type: none"> <li>• Set of 2 identical name tags for each child</li> </ul>	<ul style="list-style-type: none"> <li>• Print the game from the website</li> <li>• Mount on cardboard or laminate</li> <li>• Cut the game out</li> </ul>	<ul style="list-style-type: none"> <li>• Activity sheet for Day 1</li> <li>• Crayons</li> </ul>	<ul style="list-style-type: none"> <li>• Body shape cut from cardboard</li> <li>• Wool, material scraps</li> <li>• Scissors, glue</li> </ul>
	Free play indoors	Drawing task	Mathematics teacher-guided activity	Mathematics Book	Free play outdoors	Life skills teacher-guided activity
	Dress up	My face	Block numbers	Activity sheet	Sand writing	Name tags
<ul style="list-style-type: none"> <li>• Clothes</li> <li>• Shoes</li> <li>• Accessories</li> </ul>	<ul style="list-style-type: none"> <li>• Colourful markers</li> <li>• A5 sheets of paper</li> </ul>	<ul style="list-style-type: none"> <li>• Chalk or tape</li> <li>• Plastic or wooden blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Activity sheet for Day 1</li> <li>• Coloured pencils</li> </ul>	<ul style="list-style-type: none"> <li>• Shallow tray</li> <li>• Sand</li> <li>• Name tags</li> <li>• Prestik</li> </ul>	<ul style="list-style-type: none"> <li>• Child's name</li> <li>• Cardboard</li> <li>• Glue</li> <li>• Decorations, stickers</li> </ul>	
<b>Day 2</b>	Greeting ring	Topic discussion	Topic-based routines	Language teacher-guided activity	Language Book	Art activity
	Focus letter, number, word	Gender	Group by gender	Am I a girl or a boy?	Activity sheet	Playdough people
	<ul style="list-style-type: none"> <li>• Letter: a A</li> <li>• Number: 1</li> <li>• Sight word: I</li> <li>• Weather chart, register</li> <li>• News and birthdays</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures of male and female children, adults and animals</li> </ul>	<ul style="list-style-type: none"> <li>• No preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Red block for each girl</li> <li>• Blue block for each boy</li> </ul>	<ul style="list-style-type: none"> <li>• Activity sheet and cut-out for Day 2</li> <li>• Scissors</li> <li>• Glue</li> </ul>	<ul style="list-style-type: none"> <li>• Playdough</li> </ul>
	Free play indoors	Drawing task	Mathematics teacher-guided activity	Mathematics Book	Free play outdoors	Life skills teacher-guided activity
	Playing in groups	Favourite animal	Number cards	Activity sheet	Call and jump	Boy and girl singing
<ul style="list-style-type: none"> <li>• A mixture of non-gender specific toys for each group</li> </ul>	<ul style="list-style-type: none"> <li>• Chalk</li> <li>• Chalk boards</li> </ul>	<ul style="list-style-type: none"> <li>• Day by Day number cards</li> <li>• Counters</li> </ul>	<ul style="list-style-type: none"> <li>• Activity sheet for Day 2</li> <li>• Coloured pencils</li> </ul>	<ul style="list-style-type: none"> <li>• Chalk</li> </ul>	<ul style="list-style-type: none"> <li>• A list of a few songs the children know well</li> </ul>	
<b>Day</b>	Greeting ring	Topic discussion	Topic-based routines	Language teacher-guided activity	Language Book	Art activity
	Focus letter, number, word	Abilities and interests	Movement line up	Favourite activities book	Activity sheet	How tall am I?
	<ul style="list-style-type: none"> <li>• Letter: a A</li> <li>• Number: 1</li> <li>• Sight word: I</li> <li>• Weather chart, register</li> <li>• News and birthdays</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures and videos of people displaying special talents or abilities</li> </ul>	<ul style="list-style-type: none"> <li>• No preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Thick marker</li> <li>• Stapler</li> </ul>	<ul style="list-style-type: none"> <li>• Activity sheet and cut-out for Day 3</li> <li>• Scissors</li> <li>• Glue</li> </ul>	<ul style="list-style-type: none"> <li>• Long sheets of paper</li> <li>• Green paint</li> <li>• Shallow tubs</li> <li>• Sponges</li> </ul>

<b>3</b>	Free play indoors	Drawing task	Mathematics teacher-guided activity	Mathematics Book	Free play outdoors	Life skills teacher-guided activity
	Paint my name • Sheets of A4 paper • Marker • Watercolour paints • Paintbrushes	Favourite activity • Colourful markers • A3 sheets of paper	Number rubbings • Thick A6 cardboard • Textured items • Paper • Thick crayons with paper covering removed	Activity sheet • Activity sheet for Day 3 • Crayons	Dance party • Device to play music on	Pizza faces • Bread dough • Rolling pins • Tomato sauce • Grated cheese • Variety of pizza toppings
<b>Day 4</b>	Greeting ring	Topic discussion	Topic-based routines	Language teacher-guided activity	Language Book	Art activity
	Focus letter, number, word • Letter: a A • Number: 1 • Sight word: I • Weather chart, register • News and birthdays	Things I like to eat • Pictures of food from different cultures	Colour sort • Red, yellow and blue tubs • Red, yellow and blue plastic toy food	Which is your favourite? • No preparation	Activity sheet • Activity sheet for Day 4 • Grocery store promotional pamphlets/ brochures or magazines	How tall am I? • Flower drawn on cardboard • Colourful paints • Paintbrushes • A photo of each child
	Free play indoors	Drawing task	Mathematics teacher-guided activity	Mathematics Book	Free play outdoors	Life skills teacher-guided activity
	People puzzles • Print the pictures from the website • Mount on cardboard or laminate • Cut into 4 or 5 pieces	Me in the mirror • Mirror • Whiteboard marker	In the box • Two boxes with lids • Four of the same objects	Activity sheet • Activity sheet for Day 4 • Crayons	Water table • Water table or tub filled with water • Plastic cooking utensils	Jump and crawl course • Tables • Chairs • Mattresses • Pillows
<b>Day 5</b>	Greeting ring	Topic discussion	Topic-based routines	Language teacher-guided activity	Language Book	Art activity
	Focus letter, number, word • Letter: a A • Number: 1 • Sight word: I • Weather chart, register • News and birthdays	How old am I? • Birthday chart with all of the children's birthdays listed on it	5 to the line • No preparation	Language cards • Day by Day Language cards	Activity sheet • Activity sheet and cut-out for Day 5 • Coloured pencils	'a' is for apple • 'a' Stencil from the website • Red paper • Glue + crayons • Apple seeds
	Free play indoors	Drawing task	Mathematics teacher-guided activity	Mathematics Book	Free play outdoors	Life skills teacher-guided activity
	Self-portraits • A4 paper • Paint • Paintbrushes	Birthday cake • Paper • Oil pastels	Playdough cakes • Playdough	Activity sheet • Activity sheet and cut-out for Day 5 • Scissors • Glue	Run and count • 2 markers such as: cones, buckets or chairs	When I grow up • Occupation-themed dress up items • Note pads • Pens

# DAILY PLAN

## ABOUT ME

### DAY 1

#### **Greeting ring (Whole class activity)**

Day, Month, Season, Weather, Birthdays, News and Register.

**Focus letter:** a, A. **Focus number:** 1. **Focus sight word:** I.

#### **Topic discussion (Whole class activity)**

**Personal details.** Introduce yourself to the class and then give each child the opportunity to introduce themselves to the class. Encourage them to share details such as their name and surname, age, birth date, family members, pets, address, contact number and likes and dislikes.

CAPS requirement: LS:2 What makes me special? Include name, language/s, gender.

#### **Topic-based routines (Whole class activity)**

**Name tags.** Make two sets of identical name tags with each child's name on. Give each child one of their name tags and hold up the other name tag as you call their name. Use this method to take the register, to line up or to divide the children into groups.

CAPS requirement: MA:11 Make use of a variety of ways to take the daily attendance register.

#### **Language teacher-guided activity (Small group activity)**

**Self-correcting game.** Using the PDF on the Grade R Summer Home Page, make the self-correcting game 'About me.' Play the game in small groups, matching and talking about the pictures as you play.

**Language Book Day 1.** Write the child's contact number and name in the top block for them and then have the children copy what you wrote in the block below. Let the children practise pressing their contact number on the phone on the page. Then have the children colour in the house and write their address in for them.

CAPS requirement: LA:40 Understands that print communicates meaning: a word can represent ones own name.

#### **Art activity (Small group activity)**

**Look, it's me!** Cut out a simple, human body shape from card for each child. You can make a stencil from the PDF on the CAPS Summer Home Page of the website. Give the children wool (the colour of their hair if possible) that they can paste on for hair. Have the children look in the mirror and then draw their face on the cut-out. Provide material and paper scraps of varying colours and textures for the children to make clothes for their body.



CAPS requirement: LS:2 What makes me special? Include name, language/s, gender.

**Free play indoors (Small group activity)**

**Dress up.** Lay out clothing, shoes and accessories for the children to dress up in. Provide dress up supplies for different genders and age groups.

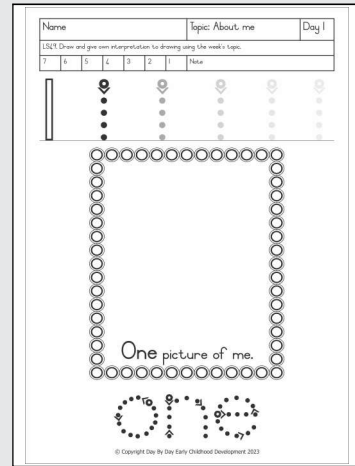
**Drawing task: My face.** Provide colourful markers and A5 sheets of paper for the children to draw their face on.

CAPS requirement: LS:48 Improvising stories based on fantasy or own life experiences using voice (singing/speaking), movement, music, props/objects.

**Mathematics teacher-guided activity (WCA)**

**Block numbers.** Write the number 1 on the floor using chalk or tape. In groups, have the children place blocks on top of the line to form the number.

**Mathematics Book Day 1.** Trace over the number 1's. Draw a picture of yourself. Trace over the word 'one'.



CAPS requirement: MA:16 Concrete with 3D objects that involve the number 1.

**Toilet routine**

**Refreshments**

**Free play outdoors (Small group activity)**

**Sand writing.** Put out a shallow tray with a layer of dry sand in the tray. Put the children's name tags on the wall above the sand tray. Have the children find their name and then use their finger to write their name in the sand.

CAPS requirement: LA:64 'Writes' in sand trays.

**Toilet routine**

**Life skills teacher-guided activity (Small group activity)**

**Name tags.** Print the children's names. Have the children cut out their name and paste it onto cardboard. Lay out a variety of decorations that the children can use to decorate their name tag. You can use stickers, sequins, gems, glitter, foam shapes, buttons or ribbon. Punch holes at the top of the name tag and string onto a length of string so that the children can wear the tag around their neck.

CAPS requirement: LS:1 Personal details: name, age, address, contact number.

**Story suggestion (Whole class activity)**

'Know my name.' Written by Refiloe Moahloli. Illustrated by Katlego Keokgale.

CAPS requirement: LA:5 Listens to short stories with enjoyment and joins in choruses at the appropriate time.

**Quiet time and departure**

# DAILY PLAN

## ABOUT ME

### DAY 2

#### Greeting ring (WCA)

Day, Month, Season, Weather, Birthdays, News and Register.

**Focus letter:** a, A. **Focus number:** 1. **Focus sight word:** I.

#### Topic discussion (WCA)

**Gender:** Am I a girl or a boy? Discuss some differences between girls and boys. Discuss the similarities between girls and boys. Talk about how animals are divided into male and female too.

CAPS requirement: LA:13 Identifies and describes similarities and differences.

#### Topic-based routines (WCA)

**Group by gender.** Have the children line up or divide into groups according to gender.

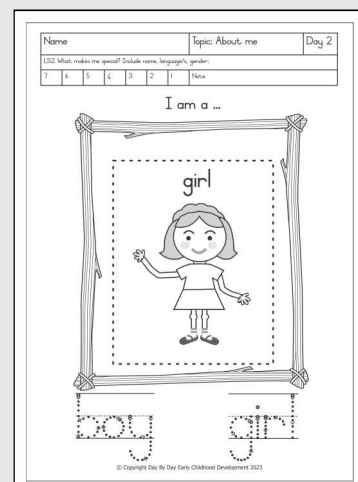
CAPS requirement: LS:2 What makes me special? Include name, language/s, gender.

#### Language teacher-guided activity (WCA)

**Am I a girl or a boy?** Give each girl a red block and each boy a blue block. Have the girls build a tower with their blocks and the boys do the same. Count the blocks in each tower. Which tower has more blocks? Which has less?

**Language Book Day 2.** Have the children choose the picture that represents their gender on the cut-out page and colour it in and cut it out.

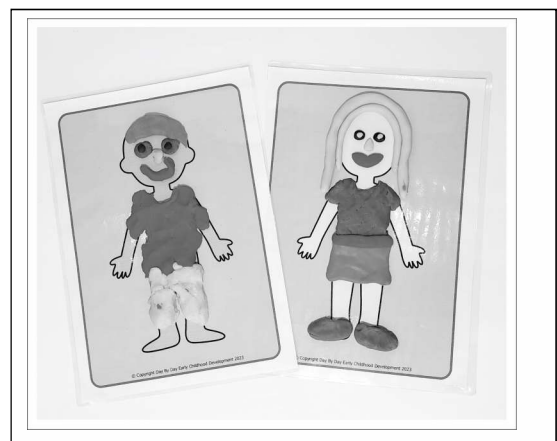
They then paste the picture in the frame and trace the letters of the word that represents their gender 'boy' or 'girl.'



CAPS requirement: MA:104 Sort and record data. LA:39 Matches words to words on objects and named items such as name cards on tables, door, window.

#### Art activity (SGA)

**Playdough people.** Give the children a ball of playdough. Have them use the dough to roll balls and sausages to form the different parts of their body, head, legs and arms. Use smaller pieces of dough to add hands, feet, hair and facial features. You could also download and print the 'About me playdough mats' from the CAPS Summer Home Page of the website. Place the mats inside a plastic file pocket or laminate them. The children add features and clothes using play dough.



CAPS requirement: LA:54 Develops fine motor skills for strengthening hands: models with play dough.

### **Free play indoors (SGA)**

**Playing in groups.** Designate some toys that are only for the girls to play with and some toys that are only for the boys to play with.

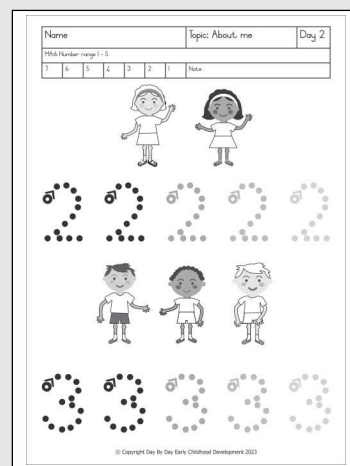
**Drawing task: Favourite animal.** Provide chalk and chalkboards for the children to draw pictures of the male and female version of their favourite animal.

CAPS requirement: LS:2 What makes me special? Include name, language/s, gender.

### **Mathematics teacher-guided activity (WCA)**

**Number cards.** Give each child their Day By Day number cards (supplied in the children's folder) and have them lay the cards out in front of them. Have the children pick out the number 2 and 3 cards and then pack the rest away. The children: trace the number 2 with their finger, count the shapes on their card, say the number name and count out 2 counters and place them on the shapes. Repeat with the number 3.

**Mathematics Book Day 2.** Let the children trace over the numbers using their finger. Count how many girls there are. Trace over each number 2 following the dotted line and arrows. Repeat with the boys and the number 3.



CAPS requirement: MA:7 Incidental counting using number rhymes and songs, counters, 3D objects, counting with body movements.

### **Toilet routine**

### **Refreshments**

### **Free play outdoors (SGA)**

**Call and jump.** Draw an outline of a girl and a boy outside on the ground using chalk. Have one child be the 'jumper' and one child be the 'caller.' The 'caller' calls out a body part and the 'jumper' has to jump to that part of the body.

CAPS requirement: LS:64 Jumping with feet together and on alternate feet.

### **Toilet routine**

### **Life skills teacher-guided activity (WCA)**

**Boy and girl singing.** Divide the class into girls and boys. Have the groups sit on opposite sides of the classroom. Give the children a song to sing and tell them the criteria you will use to judge who sang it the best. You can judge by who sang it the loudest or softest, fastest or slowest, or who included the most actions, etc. Have one group sing the song first and then the other group. Decide on a winner for that song based on which group followed the criteria best.

CAPS requirement: LS:45 Exploring music, movement and voice: focusing on tempo - fast and slow.

### **Story suggestion (WCA)**

'What if we were all the same.' Written by C.M. Harris. There is a link to a video of this story on our website.

CAPS requirement: LA:5 Listens to short stories with enjoyment and joins in choruses at the appropriate time.

### **Quiet time and departure**

# DAILY PLAN

## ABOUT ME

### DAY 3

#### Greeting ring (WCA)

Day, Month, Season, Weather, Birthdays, News and Register.

**Focus letter:** a, A. **Focus number:** 1. **Focus sight word:** I.

#### Topic discussion (WCA)

**My special abilities and interests.** Talk about any special talents or abilities the children or you have. Discuss what their favourite activities are? Do they have a favourite sport or a favourite sport they enjoy playing?

CAPS requirement: LS:3 Abilities and interests.

#### Topic-based routines (WCA)

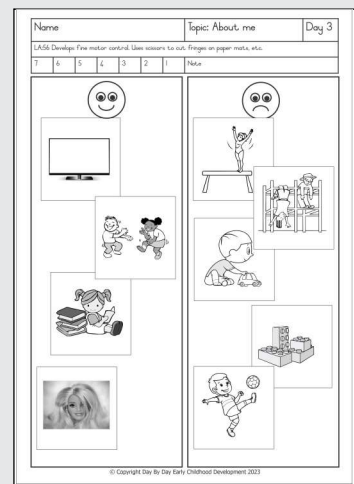
**Movement line up.** One at a time, have the children use their favourite form of movement to line up. They can run, hop, jump, skip, dance, twirl, roll, walk backwards or any other movement they choose.

CAPS requirement: MA:76 Directionality - forwards/backwards.

#### Language teacher-guided activity (WCA)

**Our favourite activities book.** Gather the pictures from the Drawing task. Ask the children to name the activity they have drawn and write the word in big, bold letters on the page. Staple all the pages together to make a class 'big book.'

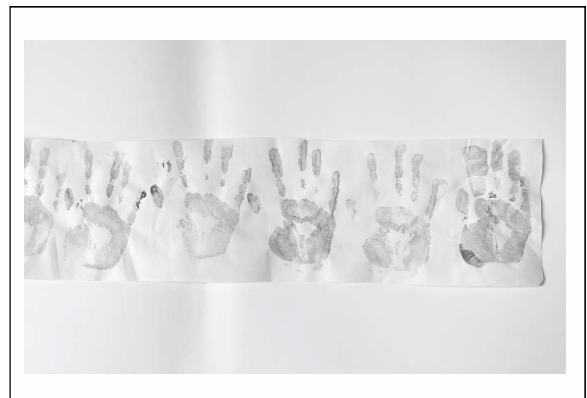
**Language Book Day 3.** Look through the pictures on the cut out page and discuss which activity each picture represents. Have the children colour in and cut out the pictures. Then let them sort the pictures into activities they enjoy doing in the smiley face column and activities they do not enjoy in the frowny face column. Once they have sorted their pictures, they paste them down.



CAPS requirement: LA:44 'Reads' enlarged texts such as poems, big books and posters as a whole class with the teacher. LA:56 Develops fine motor control: uses scissors to cut fringes on paper mats, etc.

#### Art activity (SGA)

**How tall am I? 1st day.** This activity is in two parts. Measuring with hand prints. Cut a long strip of paper for each child that is longer than their length and wider than their hand. Have the child lay down on the paper and mark their height. Lay out shallow tubs with green paint-soaked sponges in them. Let the children pat their hand onto the sponge and then print a hand print onto their strip of paper. Print the hand prints close together to see how many hand prints long their body is.



CAPS requirement: MA:102 Height chart with hands and feet. LS:53 Variation of paper size and format: encourage working in different scales.

### **Free play indoors (SGA)**

**Paint my name.** Write each child's name out on a sheet of paper. Provide watercolour paints for the children to paint over their name. Put the names up on the board and see if the children can find their name. Read out all the names together as a class.

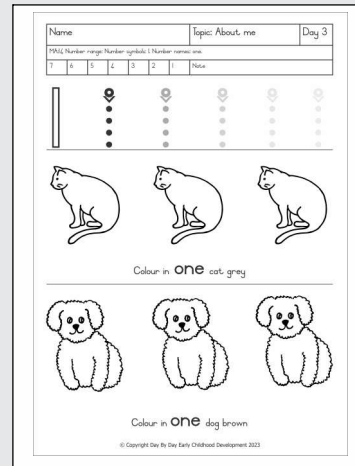
**Drawing task: Favourite activity.** Provide colourful markers and A3 sheets of paper for the children to draw a picture of their favourite activity.

CAPS requirement: LA:69 Copies known letters in own name to represent writing: copies own name.

### **Mathematics teacher-guided activity (SGA)**

**Number rubbings.** Make a number 1 on separate cards using different textures. You can use sandpaper, ice-lolly sticks, buttons, wool, pipe-cleaners, etc. Have the children feel the number and then make a rubbing using a crayon and a sheet of paper.

**Mathematics Book Day 3.** Trace over the number 1's. Colour in 1 cat grey and colour in 1 dog brown.



CAPS requirement: MA:12 Identify numbers in pictures and dot cards.

### **Toilet routine**

### **Refreshments**

### **Free play outdoors (WCA)**

**Dance party.** Ask the children to name a few of their favourite songs before outdoor play time. Put together a playlist and play these songs during free play outdoors for the children to dance to.

CAPS requirement: LS:45 Exploring music, movement and voice: focusing on tempo - fast and slow.

### **Toilet routine**

### **Life skills teacher-guided activity (WCA)**

**Pizza faces.** Give each child a ball of bread dough to roll out to make a round pizza base. Have the children spread tomato sauce on their base and then sprinkle on grated cheese. Put out a variety of toppings for the children to make a face on their pizza. You can use ham, salami, peppers, tomatoes or pineapple that the children can cut into shapes to use as eyes, noses, mouths, ears or hair.

CAPS requirement: LS:55 Naming shape in own work.

### **Story suggestion (WCA)**

'Carla's sandwich.' Written by Debbie Herman. Illustrated by Sheila Bailey. There is a link to a video of this story on our website.

CAPS requirement: LA:5 Listens to short stories with enjoyment and joins in choruses at the appropriate time.

### **Quiet time and departure**



# DAILY PLAN

## ABOUT ME

### DAY 4

#### Greeting ring (WCA)

Day, Month, Season, Weather, Birthdays, News and Register.

**Focus letter:** a, A. **Focus number:** 1. **Focus sight word:** I.

#### Topic discussion (WCA)

**Things I like to eat.** Discuss some of the children's favourite foods and favourite restaurants. Why do they enjoy these foods? Using pictures, talk about different cultures in our country and how food is a special part of culture. Which cultural foods have the children had the opportunity to taste?

CAPS requirement: LS:3 Abilities and interests.

#### Topic-based routines (WCA)

**Colour sort.** Put out a red, yellow and blue tub. Collect plastic toy food in these three colours. Give each child a plastic food item. Place the tubs where you would like the children to line up. Have all the children with red food go to the red tub and place their food inside the tub and line up behind the tub. Repeat with the other colours.

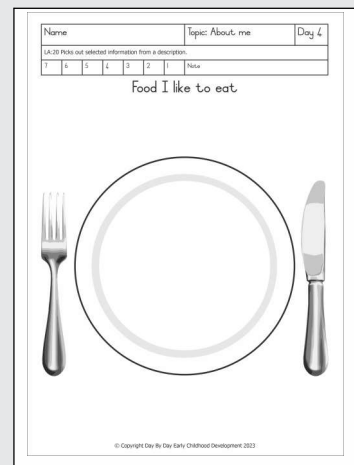
CAPS requirement: MA:52 Colour: Sort 3D objects and 2D shapes according to Primary colours.

#### Language teacher-guided activity (SGA)

**Which is your favourite?** Verbally list 3-4 different foods. Then ask one child 'which of those foods is your favourite?' The child should reply with their favourite amongst the foods you listed.

Repeat until each child has had a chance.

**Language Book Day 4.** Provide grocery store promotional brochures or magazines for the children to look through and find their favourite foods. Have them cut out 4 or 5 pictures of their favourite foods and paste them down onto their plate. They can also draw a pattern around the rim of their plate.



CAPS requirement: LA:20 Picks out selected information from a description.

#### Art activity (SGA)

**How tall am I? Continued, 2nd day.** Cut out a few flower stencils from card (there is a stencil pattern in the PDF on the CAPS Summer Home Page of the website). The children draw around the stencil onto paper or thin card and then paint the flower. Print a photo of each child's face the size of the centre of the flower. The children cut out their photo and paste it into the centre of their flower. Put the hand print height stems (made on Day 3) on the wall starting from ground level. Attach the child's flower to the top of their stem.



CAPS requirement: LS:2 What makes me special? Include name, language/s, gender. MA:102 Height chart with hands/feet.

### **Free play indoors (SGA)**

**People puzzles.** Make puzzles of people from different cultures using the pictures in the PDF on the CAPS Summer Home Page of the website or use your own pictures. Mount them onto cardboard and cut into 4 or five pieces for the children to build.

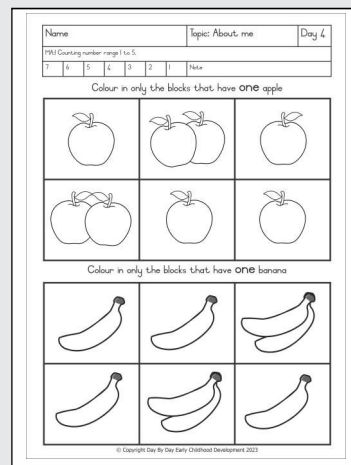
**Drawing task: Me in the mirror.** Let the children draw their face with a whiteboard marker on the mirror while looking into the mirror.

CAPS requirement: LS:48 Improvising stories based on fantasy or own life experiences using voice (singing/speaking), movement, music, props/objects.

### **Mathematics teacher-guided activity (SGA)**

**In the box.** Collect 2 boxes and 4 of the same object. Place the objects in the boxes, varying the amount of objects you place in the boxes each time. Call on a child to open the boxes and count how many objects are in each box. Repeat until each child has had a turn.

**Mathematics Book Day 4.** Have the children look at the top grid with the apple pictures. Ask the children to point out the boxes that contain 1 apple and then colour those boxes in. Repeat on the bottom grid with the bananas.



CAPS requirement: MA:36 Boxes: Introduce and explore boxes. MA:1 Number range: 1-5.

### **Toilet routine**

### **Refreshments**

### **Free play outdoors (SGA)**

**Water table.** Put out a water table with a variety of plastic cooking utensils, cups, jugs, bowls, sieves, funnels, etc. for the children to pour, scoop and stir.

CAPS requirement: LS:81 Multi-sensory activities, play in water with various plastic objects.

### **Toilet routine**

### **Life skills teacher-guided activity (WCA)**

**Jump and crawl course.** Set up an obstacle course in which the children will have to crawl over and under objects and jump from varying heights. You can use tables, chairs, or any other equipment you have available. If you have a higher jumping station, set out a crash pad by piling up mattresses and pillows for the children to land on.

CAPS requirement: LS:76 Jump over and move under obstacles, crawling, climbing, jumping, etc.

### **Story suggestion (WCA)**

'Same, Same but Different' by Jenny Sue Kostecki-Shaw. There is a link to a video of this story on our website.

CAPS requirement: LA:5 Listens to short stories with enjoyment and joins in choruses at the appropriate time.

### **Quiet time and departure**

# DAILY PLAN

## ABOUT ME

### DAY 5

#### **Greeting ring (WCA)**

Day, Month, Season, Weather, Birthdays, News and Register.  
**Focus letter:** a, A. **Focus number:** 1. **Focus sight word:** I.

#### **Topic discussion (WCA)**

**How old am I?** Ask the children if they know how old they are. Do they know when their birthday is? Use your birthday chart to discuss how many months it is until their next birthday. Do they know how old they will be on their next birthday?

CAPS requirement: MA:96 Introduce the birthday chart. MA:97 Learners should know their age.

#### **Topic-based routines (WCA)**

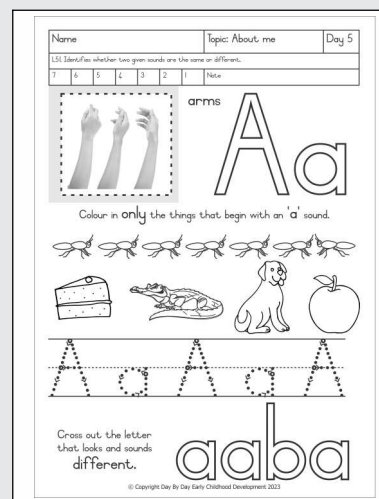
**Five to the line.** Have the children line up or sit in a circle. Count the children and every time you get to 5 the child you are at can line up or group up. Repeat until each child has lined/grouped up. Repeat with numbers 6 and 7 as well.

CAPS requirement: MA:5 Rote counting - number rhymes and songs.

#### **Language teacher-guided activity (WCA)**

**Language cards.** Give each child their Day By Day number cards (supplied in the children's folder) and have them lay the cards out in front of them. Ask the children to pick out their 'a' card and pack the rest away. They trace over the letters 'A' and 'a' with their finger while saying the sound 'a'. Say a word that begins with an 'a.' Have the children look around the class for something that begins with 'a.'

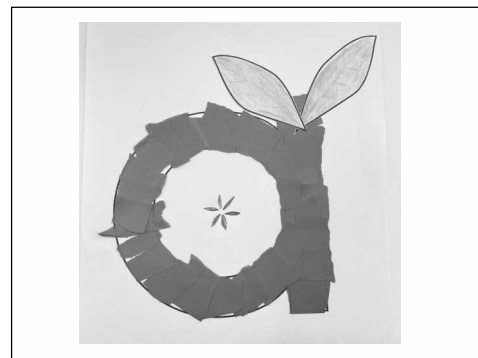
**Language Book Day 5.** The children cut out the picture of arms from the colour cutting page and paste it down in the block. Trace over the Aa with three different colours. Say the words of the pictures out loud and colour in only the pictures that begin with an 'a' sound. Trace over the dot-to-dot Aa. Say the sounds 'aaba' and cross out the letter that made a different sound.



CAPS requirement: LA:51 Identifies whether two given sounds are the same or different.

#### **Art activity (SGA)**

**'a' is for apple.** Using the page in the PDF on the Grade R Summer Home Page, print an 'a' and leaves for each child. Provide red paper for the children to tear and paste onto the 'a.' Colour in the leaves and paste them onto the line of the 'a.' Draw in some apple seeds in the center of the 'a' or paste on real ones.



CAPS requirement: MA:9 Learner should know his/her age.

### **Free play indoors (SGA)**

**Self-portraits.** With the children observing, paint a picture of yourself. Note aloud each element that you include while painting your self-portrait. Provide paper and paints for the children to paint their own self-portrait.

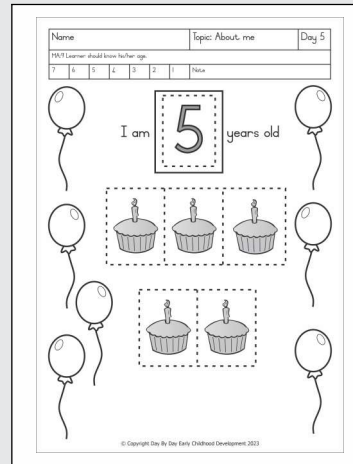
**Drawing task: Birthday cake.** The children draw a birthday cake with the amount of candles on that represent their age.

CAPS requirement: LS:50 Painting: used pre-mixed tempera paint or coloured inks or dyes in primary or secondary colours to respond to the week's topic.

### **Mathematics teacher-guided activity (SGA)**

**Playdough cakes.** The children use playdough to make a cake for each year of their age, e.g. a 6 year old makes 6 cakes. Roll a candle for on top of each cake.

**Mathematics Book Day 5.** On the colour cut-out page, have the children find the number that represents their age and cut it out and paste it in the 'I am  years old' block. Then the children count out and cut out the same amount of cakes as their age and paste them between the balloons on their page.



CAPS requirement: MA:2 One-to-one correspondence. MA:9 Learner should know his/her age.

### **Toilet routine**

### **Refreshments**

### **Free play outdoors (SGA)**

**Run and count.** Place two markers for the children to run around. You can use cones, buckets, chairs or anything you have available. The children that are 5 run around the markers 5 times, 6 - run around 6 times, 7 - run around 7 times.

CAPS requirement: LS:58 Running around two markers. MA:4 Count in ones: Concrete apparatus, body parts, clapping hands, stamping feet, climbing steps.

### **Toilet routine**

### **Life skills teacher-guided activity (SGA)**

**When I grow up.** Ask the children what they would like to be when they grow up. Put out dress up items and props that the children can use to dress up and act out an occupation of their choice. Encourage them to act out the duties of their occupation and to interact with their 'customers' or 'clients.' Provide note pads and pens for them to take messages, write scripts, draw designs or write invoices or fines.

CAPS requirement: LA:68 Role-plays writing in play situations: takes a telephone message, writes traffic fine, etc.

### **Story suggestion (WCA)**

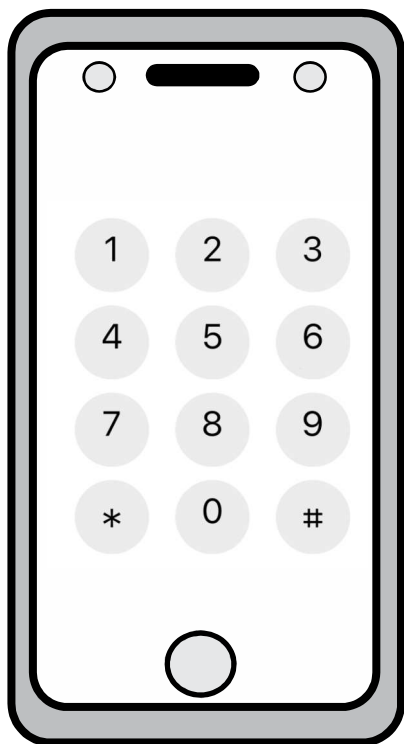
'Happy birthday to you!' Written by Dr Seuss. There is a link to a video of this story on our website.

CAPS requirement: LA:5 Listens to short stories with enjoyment and joins in choruses at the appropriate time.

### **Quiet time and departure**

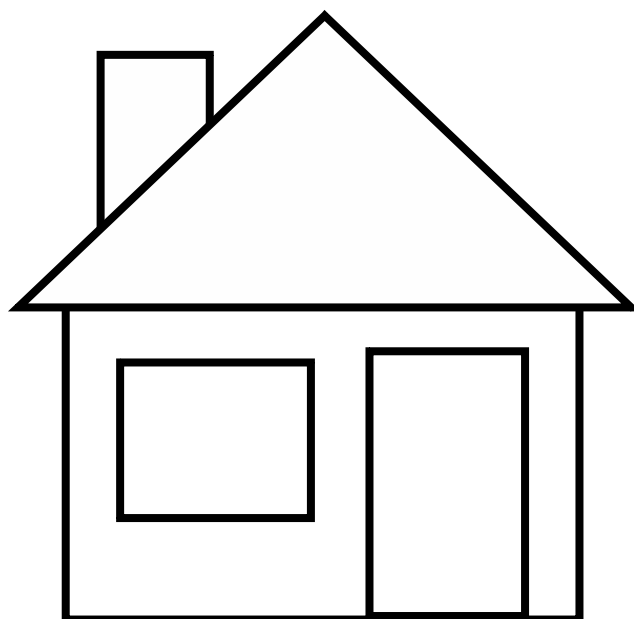
Name				Topic: About me			Day 1
LS: Personal details: name, age, address and contact number.							
7	6	5	4	3	2	1	Note

My name is:



My contact number is:

My address is:



Name

Topic: About me

Day 1

LS:49 Draw and give own interpretation to drawing using the week's topic.

7

6

5

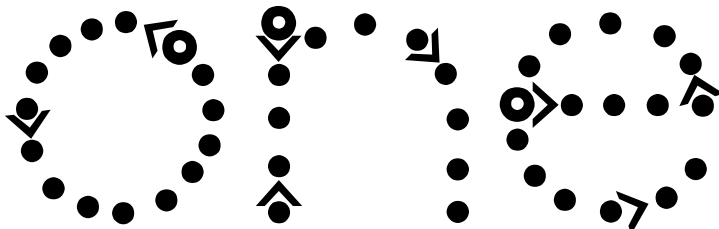
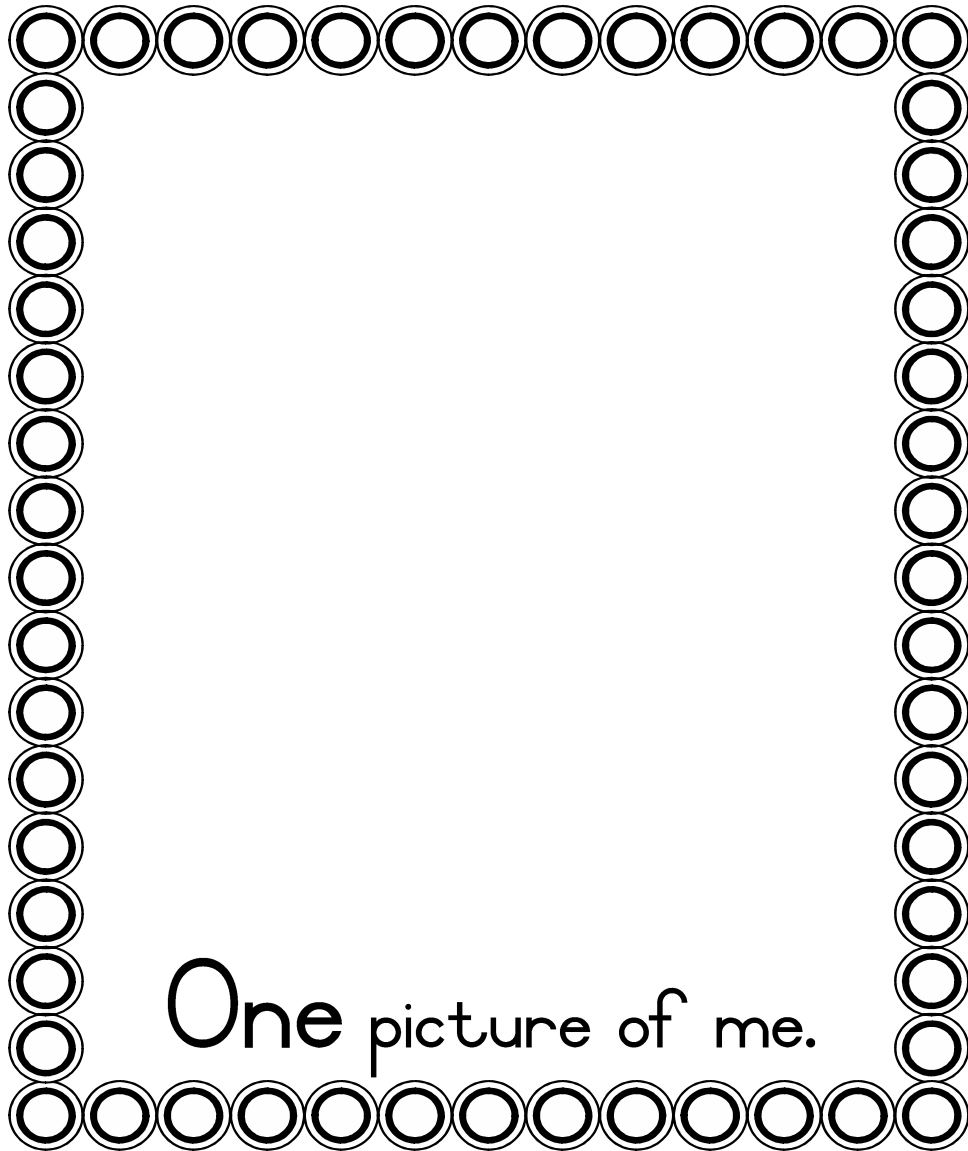
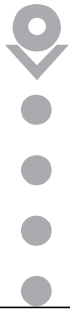
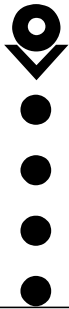
4

3

2

1

Note



Name

Topic: About me

Day 2

LS:2 What makes me special? Include name, language/s, gender. LA:39 Matches words to words on objects.

7

6

5

4

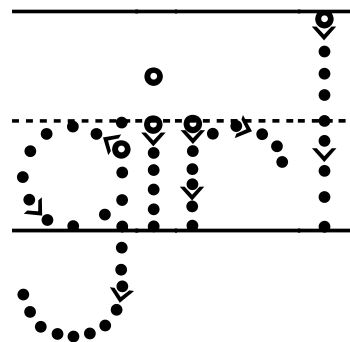
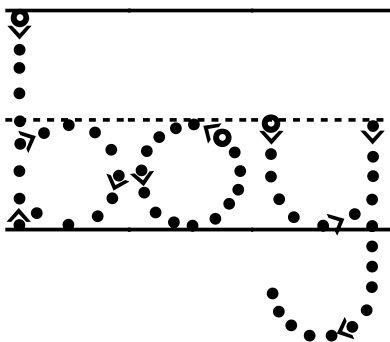
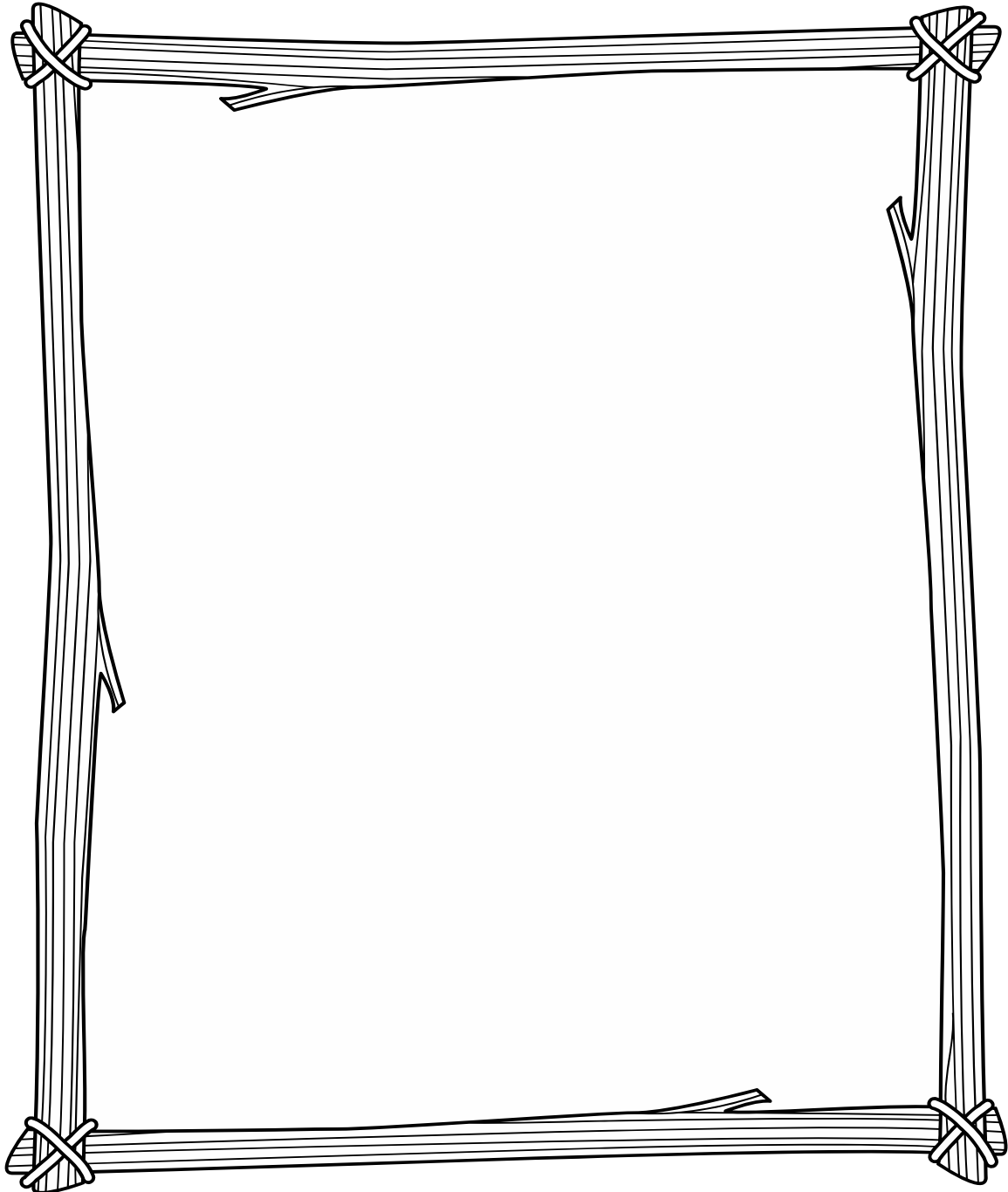
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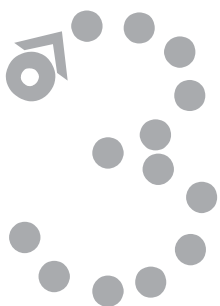
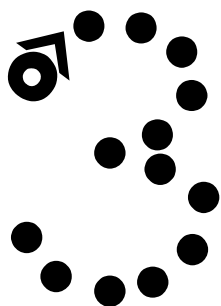
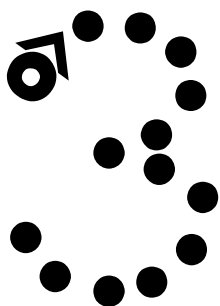
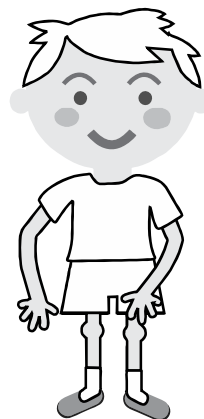
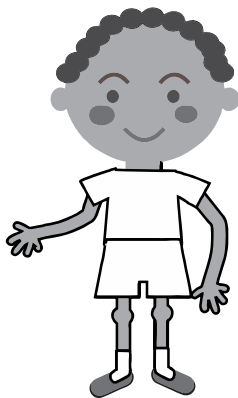
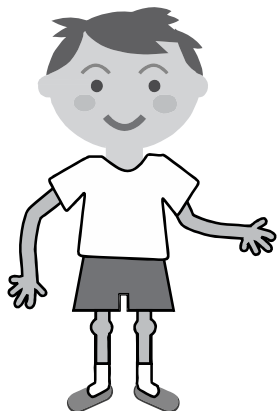
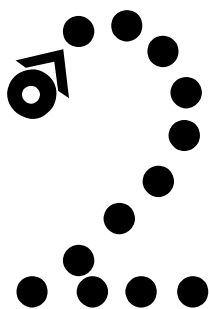
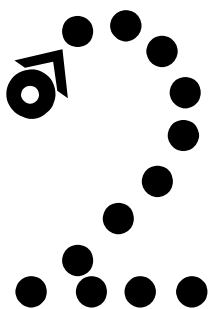
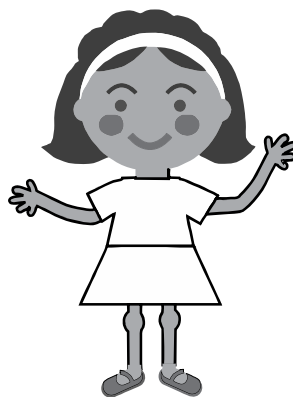
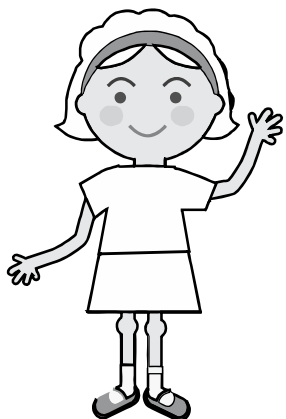
1

Note

I am a ...



Name							Topic: About me		Day 2	
MA:6 Number range 1 - 5										
7	6	5	4	3	2	1	Note			





Name

Topic: About me

Day 3

LA:56 Develops fine motor control. Uses scissors to cut fringes on paper mats, etc.

7

6

5

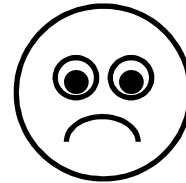
4

3

2

1

Note



Name

Topic: About me

Day 3

MA:14 Number range: Number symbols: 1. Number names: one.

7

6

5

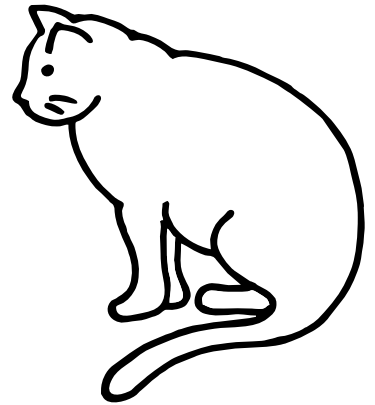
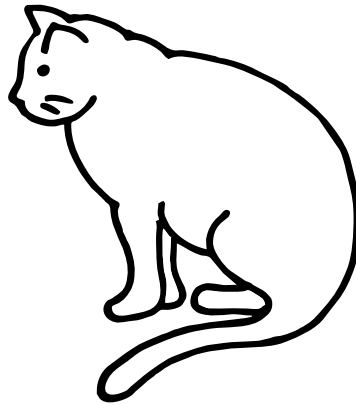
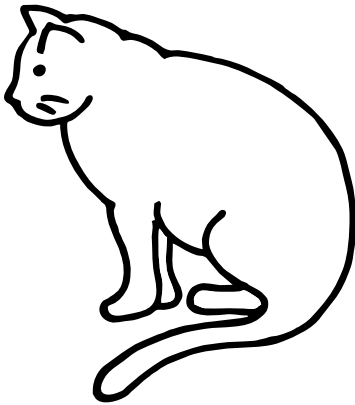
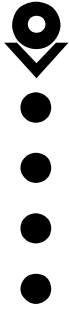
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3

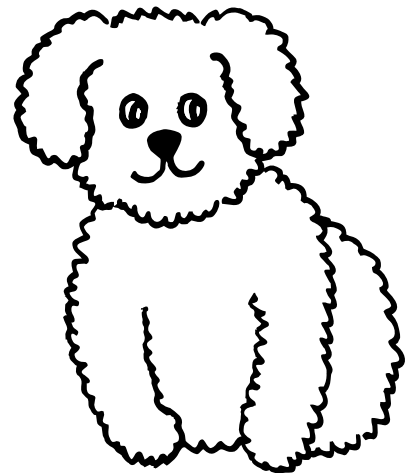
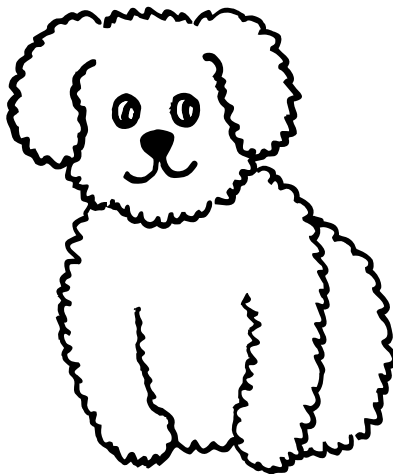
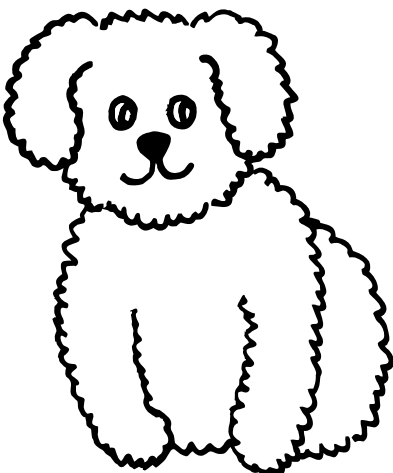
2

1

Note



Colour in **one** cat grey



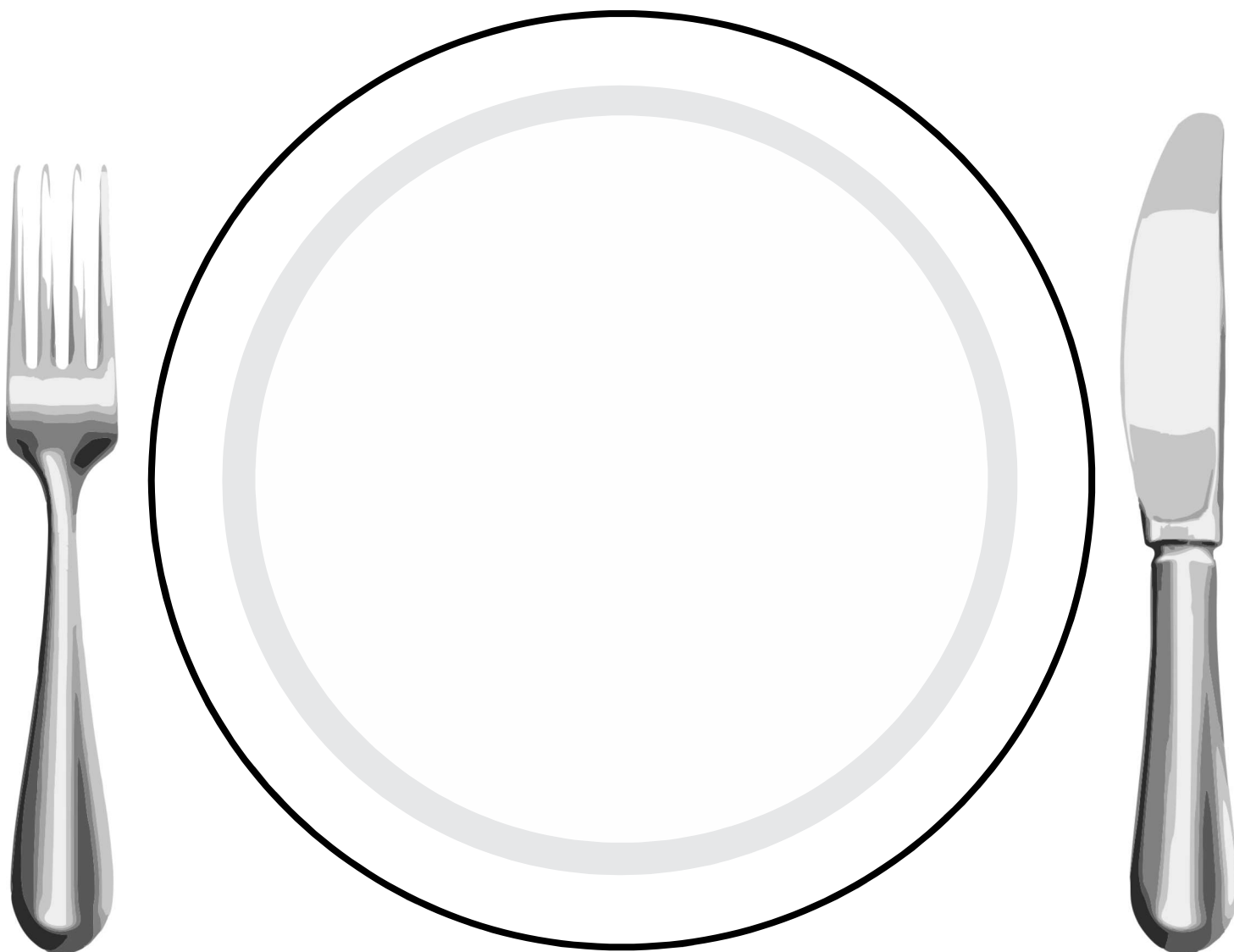
Colour in **one** dog brown

Name	Topic: About me	Day 4
------	-----------------	-------

LA:20 Picks out selected information from a description.

7	6	5	4	3	2	1	Note
---	---	---	---	---	---	---	------

## Food I like to eat



Name

Topic: About me

Day 4

MA:l Counting number range 1 to 5.

7

6

5

4

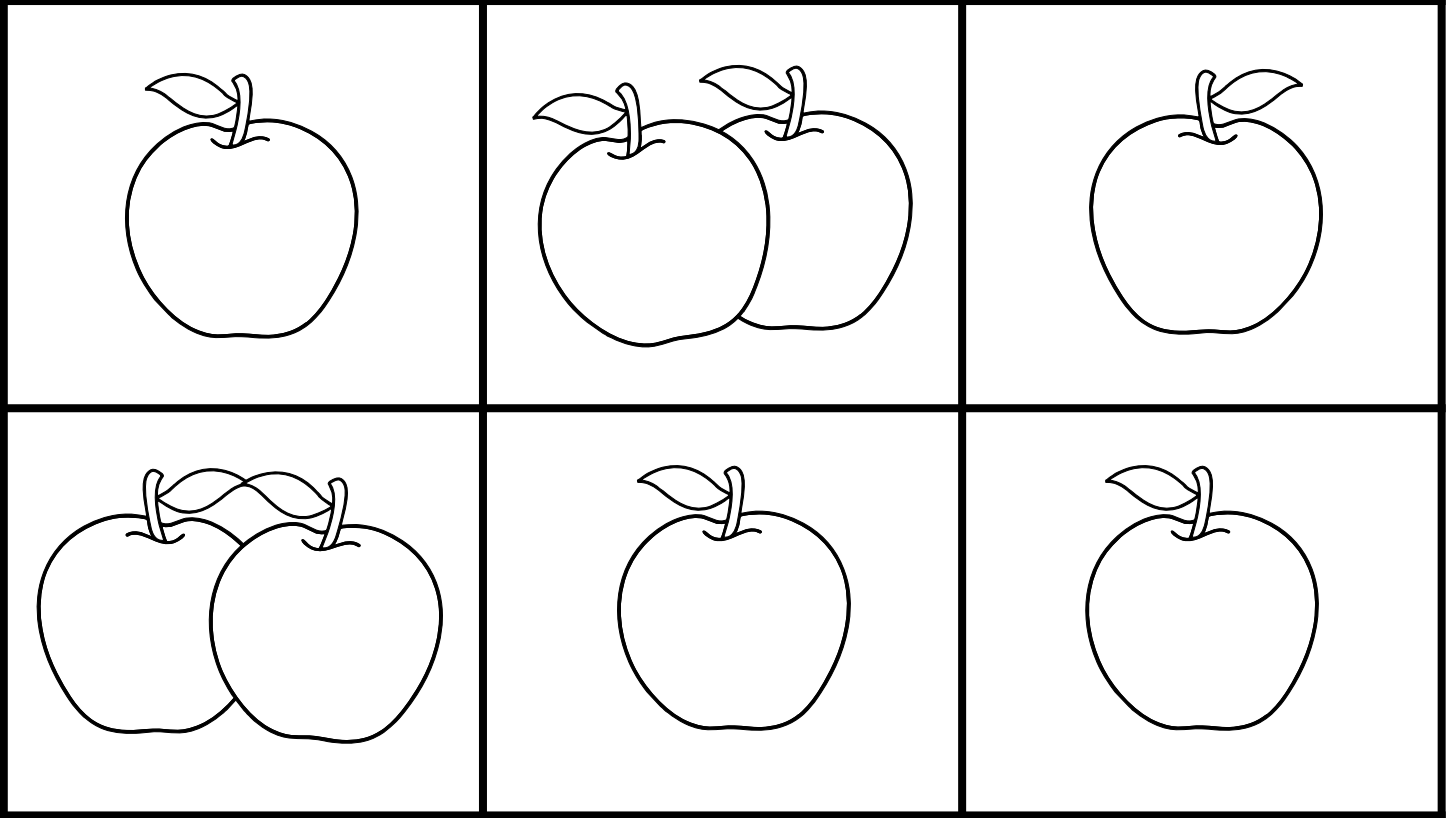
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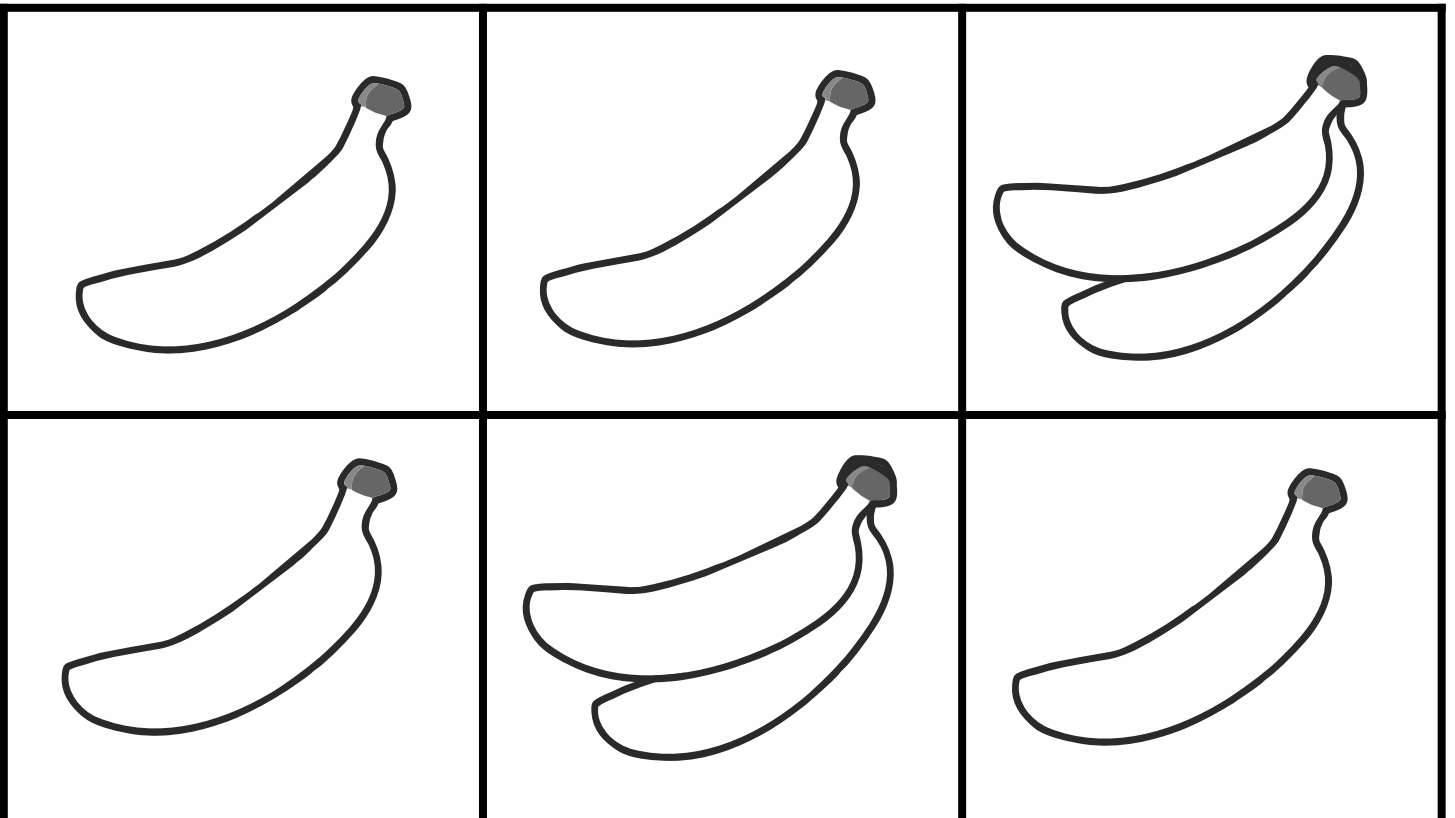
1

Note

Colour in only the blocks that have **one** apple



Colour in only the blocks that have **one** banana



Name

Topic: About me

Day 5

L51. Identifies whether two given sounds are the same or different.

7

6

5

4

3

2

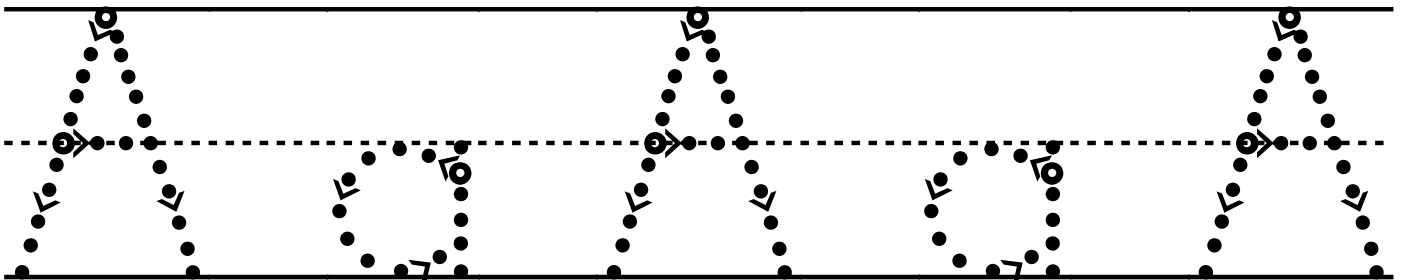
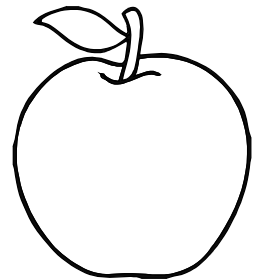
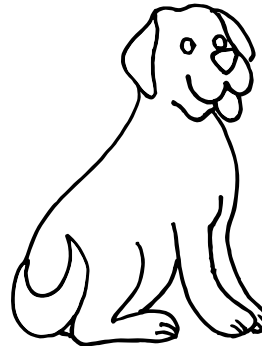
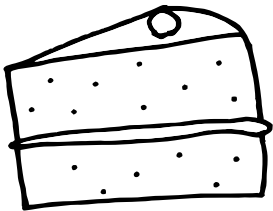
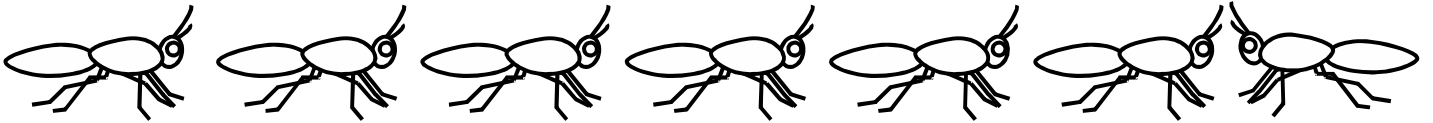
1

Note

arms

A a

Colour in **only** the things that begin with an 'a' sound.



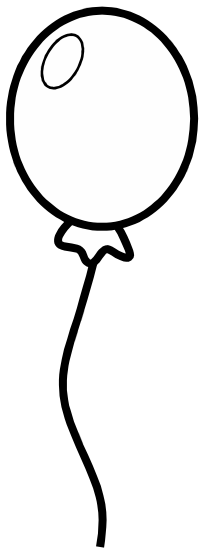
Cross out the letter that looks and sounds different.

a a b a

Name	Topic: About me	Day 5
------	-----------------	-------

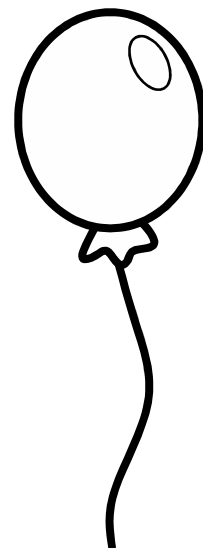
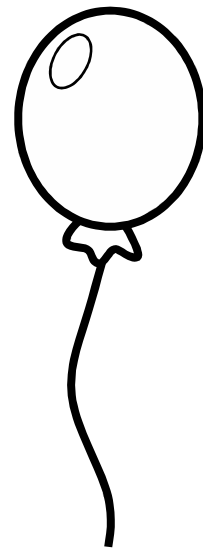
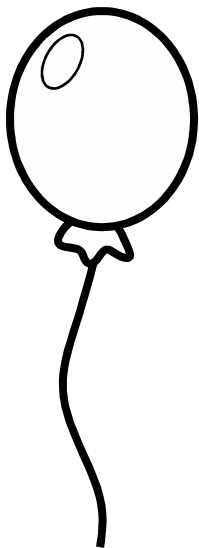
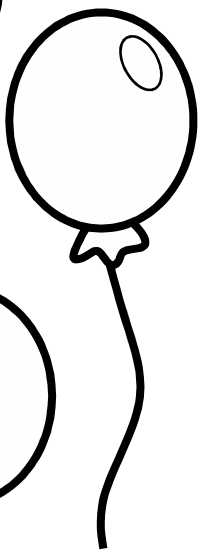
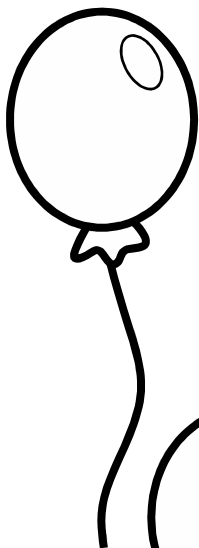
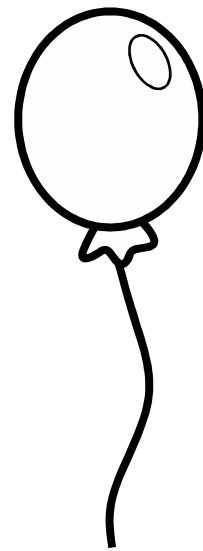
MA:9 Learner should know his/her age.

7	6	5	4	3	2	1	Note
---	---	---	---	---	---	---	------



I am

years old



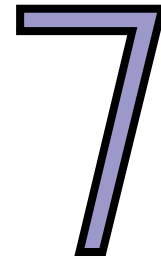
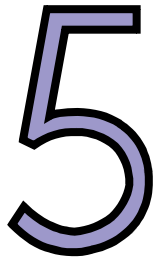
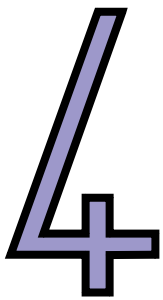
About me  
Language  
Day 5

To cut out. Use as directed in  
the lesson plan.

At school  
Language  
Day 1

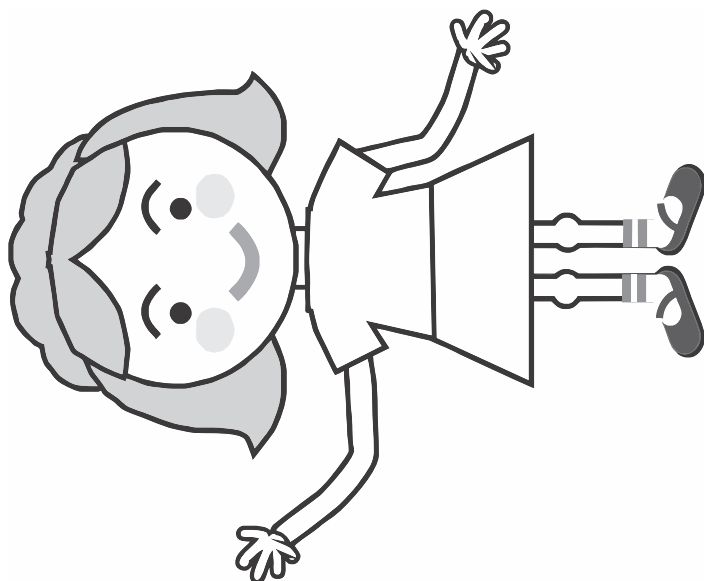


About me  
Mathematics  
Day 5

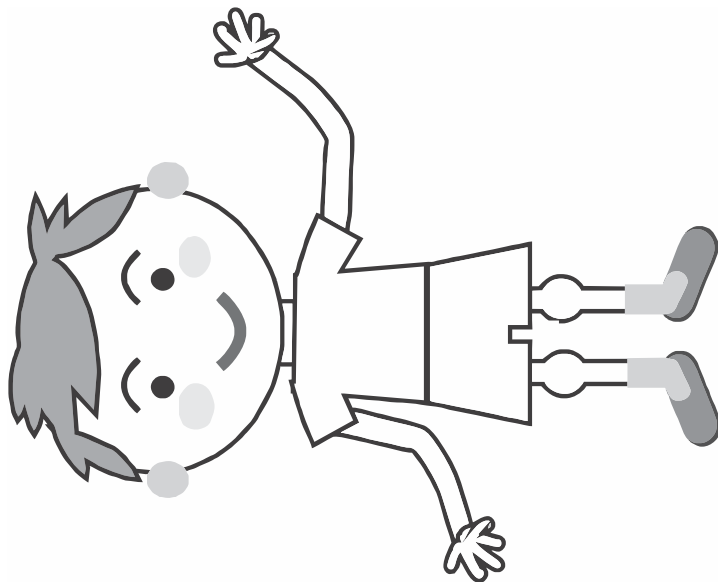


To cut out. Use as directed in  
the lesson plan.

girl



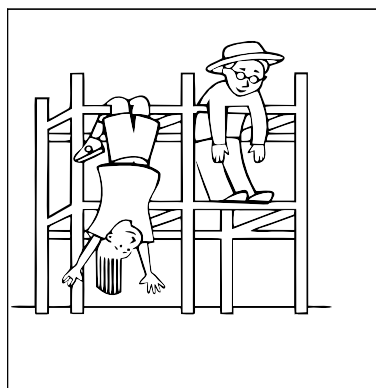
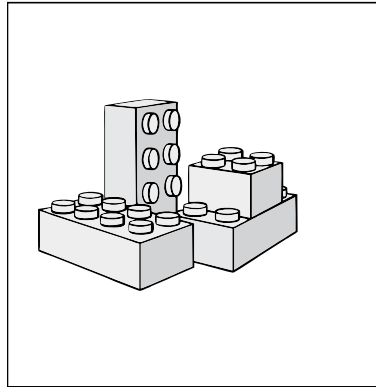
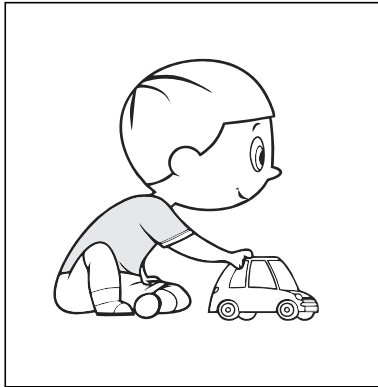
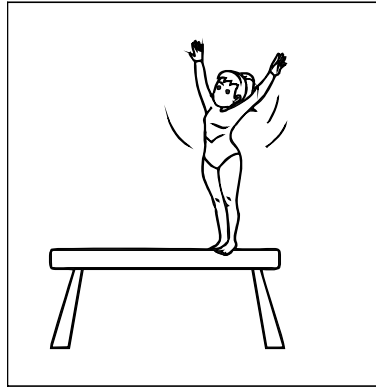
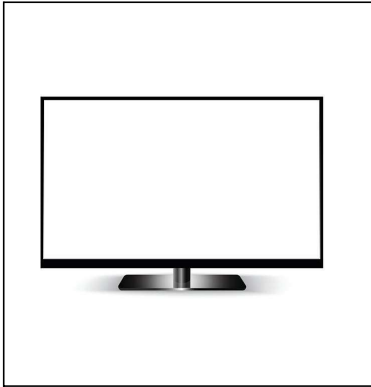
boy





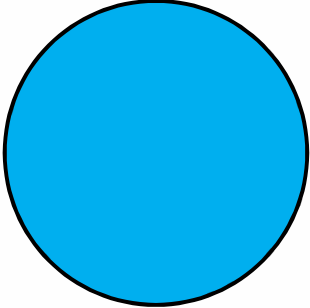
About me  
Language  
Day 3

To cut out. Use as directed in  
the lesson plan.



Sample of a set of Mathematics cards

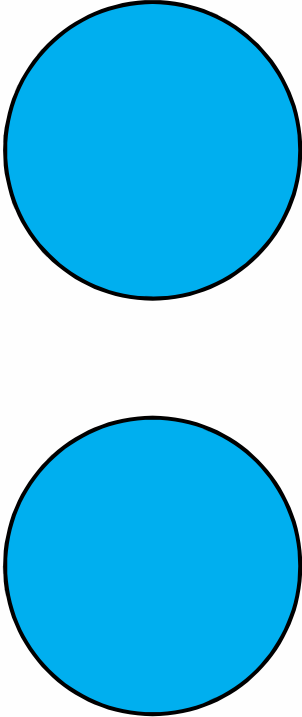
1



one

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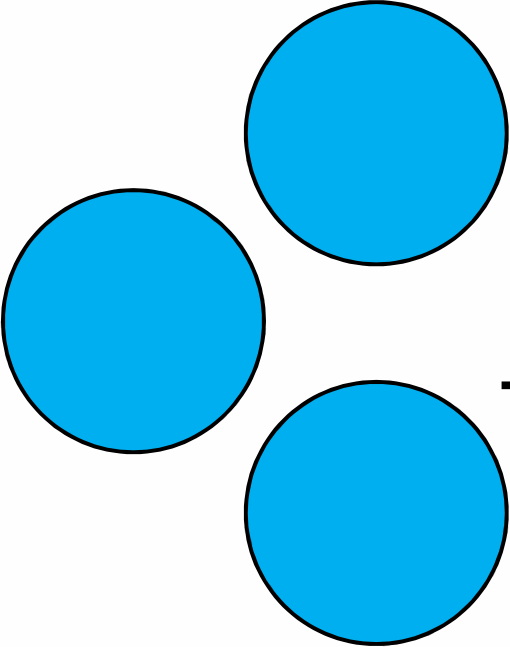
2



two

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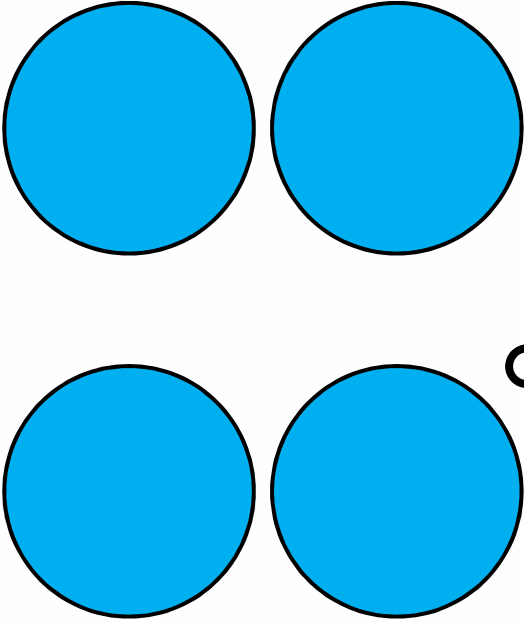
3



three

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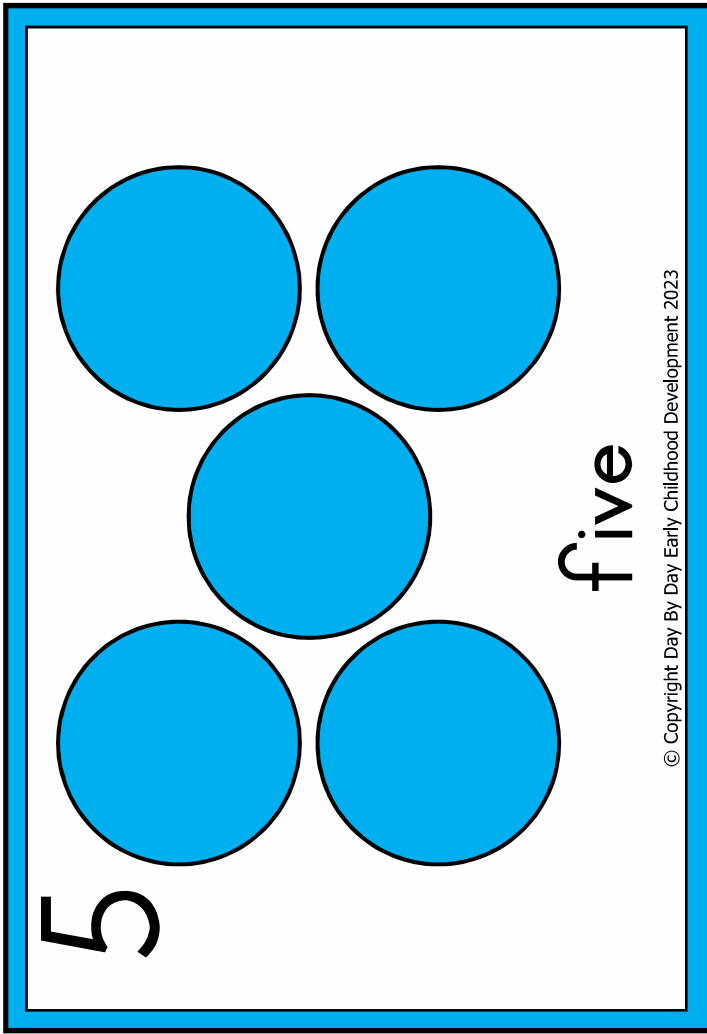
4



four

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Sample of a set of Mathematics cards



A mathematics card with a blue border. It features five blue circles arranged in a pentagonal pattern. In the bottom left corner, the number '5' is written in a large, bold, black font. To the right of the circles, the word 'five' is written in a large, bold, black font. A vertical copyright notice on the right side reads '© Copyright Day By Day Early Childhood Development 2023'.

Sample of a set of Language cards

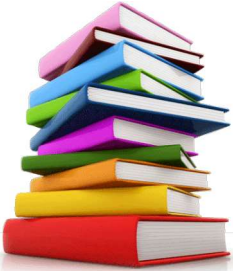
airplane



Aa

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books



Bb

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crayons

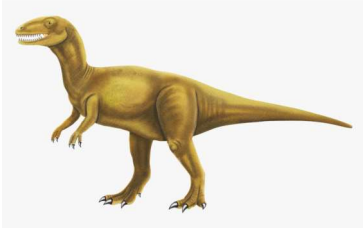


Cc

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Sample of a set of Language cards

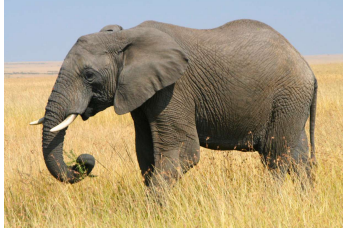
dinosaur



Dd

© Copyright Day By Day Early Childhood Development 2023

elephant



Ee

© Copyright Day By Day Early Childhood Development 2023

fish



Ff

© Copyright Day By Day Early Childhood Development 2023

goose



Gg

© Copyright Day By Day Early Childhood Development 2023

hat



Hh

© Copyright Day By Day Early Childhood Development 2023

igloo



Ii

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cat

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hat

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rat

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