

Components	CONTENT COVERAGE: CONCEPTS/SKILLS
<b>Afrikaans: LUISTER EN PRAAT</b>	<p><b>INHOUD / BEGRIPPE / VAARDIGHEDE</b></p> <p><b>Daaglikse aktiwiteite (1 uur per week)</b> Een of meer van die volgende aktiwiteite moet elke dag gedoen word, afhangend van die tyd wat beskikbaar is: tyd wat beskikbaar is:</p> <ol style="list-style-type: none"> <li>1. Begin mondelinge woordeskat (luister en praat) ontwikkel deur van temas, byvoorbeeld, Voedsel, gebruik te maak.</li> <li>2. Reageer op eenvoudige groetvorme deur frases te gebruik, byvoorbeeld: Goeie môre. Hoe gaan dit? Dit gaan goed met my.</li> <li>3. Rig eenvoudige versoeke, byvoorbeeld: Mag ek asseblief 'n appel kry?</li> <li>4. Wys na voorwerpe in die klaskamer of op prente, in opdrag van die onderwyser se instruksies, byvoorbeeld: Wys vir my die appel / piesang / lemoen.</li> <li>5. Benoem sommige voorwerpe in die klaskamer na aanleiding van die onderwyser se vrae, byvoorbeeld: Wat is dit? "n Appel.</li> <li>6. Reageer op eenvoudige, mondelinge instruksies, byvoorbeeld: Neem die appel. Sit dit op die tafel.</li> <li>7. Reageer op eenvoudige vrae, byvoorbeeld: Hoeveel lemoene is daar? Twee.</li> <li>8. Begin eenvoudige taalstrukture in konteks verstaan, soos die gebruik van die teenwoordige tyd, byvoorbeeld: Ek hou van appels. Ek hou nie van lemoene nie.</li> <li>9. Sing eenvoudige liedjies en voer die aksies uit, byvoorbeeld: Dis hoe ek my appel eet, appel eet, appel eet ...</li> <li>10. Neem aan aksieliedjies en rympies deel en voer bewegings uit, byvoorbeeld: Stop, sê die rooi lig ...</li> <li>11. Speel taalspeletjies, byvoorbeeld: Raai, Raai. Een leerling tel 'n kaartjie op en die ander moet raai watter soort kos op die prentjie is.</li> </ol> <p><b>Aktiwiteite wat op luister en praat gefokus is:</b></p> <p><b>Luister na stories wat vertel of gelees word. Stories wat vertel word, kan met behulp van gebare gedramatiseer word. 'n Grootboek of geïllustreerde plakkaat (waarop al die leerders die prent kan sien) word gebruik vir stories wat gelees word.</b></p> <ol style="list-style-type: none"> <li>12. Luister met genot na kort fiksie- en niefiksie-tekste wat uit 'n Grootboek of 'n geïllustreerde plakkaat vertel of gelees word, byvoorbeeld: Die honger ruspe, en neem op gepaste tye aan refreine deel.</li> </ol>

1. Afrikaans: LUISTER EN PRAAT

13. Verstaan en reageer op eenvoudige vrae, byvoorbeeld: Hoeveel aarbeie is daar? En instruksies, byvoorbeeld: Wys vir my die aarbeie.
14. Noem van die dinge in 'n prent as reaksie op die onderwyser se vrae, byvoorbeeld: Wat is dit? Dit is 'n aarbeie.

**Die ontwikkeling van begrippe, woordeskat en taalstrukture**

Deur aan die bostaande aktiwiteite deel te neem, word ...

15. mondelinge woordeskat (insluitend begripwoordeskat soos volgorde – dae van die week) voortdurend aangeleer; en
16. die begrip van en vermoë om eenvoudige taalstrukture in konteks van die gesproke taal te gebruik, byvoorbeeld teenwoordige tyd – Ek hou van appels, asook die negatiewe vorm – Ek hou nie van piesangs nie, aangeleer.

Components	CONTENT COVERAGE: CONCEPTS/SKILLS
2. Afrikaans: KLANKE	<p><b>INHOUD / BEGRIPPE / VAARDIGHEDE</b></p> <p><b>Klanke en fonemiese bewustheid (1 – 5 minute per aktiwiteit)</b>  <b>Hierdie aktiwiteit moet baie vlugtig gedoen word en met luister en praat, en gedeelde leesaktiwiteite geïntegreer word.</b></p> <ol style="list-style-type: none"> <li>1. Breek sinne in woorde op deur op elke woord te klap, byvoorbeeld sinne uit die storie.</li> <li>2. Klap op die lettergrepe van bekende woorde, byvoorbeeld: skoen - lap – per.</li> <li>3. Identifiseer, met hulp van die onderwyser, woorde wat in stories, liedjies en rymies rym, byvoorbeeld luister en fluister.</li> <li>4. Identifiseer verskillende beginklanke in woorde, byvoorbeeld: p in piesang, l in lemoen.</li> </ol>

Components	CONTENT COVERAGE: CONCEPTS/SKILLS
<b>3. Afrikaans: LEES</b>	<p><b>Ontluikende / Vormende lees</b></p> <p><b>Indien daar op uitstappies gegaan word, moet die leerders van gedrukte teks uit die omgewing bewus gemaak word.</b></p> <ol style="list-style-type: none"> <li>1. Herken algemene woorde uit die alledaagse omgewing, byvoorbeeld SPAR, Cell C.</li> <li>2. Ontwikkel ontluikende lees, byvoorbeeld die konsep van teks deur die gedeelde leesaktiwiteit.</li> </ol> <p><b>Gedeelde lees</b></p> <p><b>Lees weekliks 'n Grootboek of plakkaat (of enige ander vorm van vergrote teks). Die teks word gebruik om nuwe woordeskat bekend te stel.</b></p> <ol style="list-style-type: none"> <li>1. Luister na, volg die storie of niefiksie-tekst en kyk saam met die onderwyser na die prente.</li> <li>2. Praat oor die prente en gebruik die huistaal indien dit nodig is.</li> <li>3. Identifiseer voorwerpe in die storie, byvoorbeeld: Wys vir my die jellie. Wys na die roomys.</li> <li>4. Beantwoord eenvoudige vrae met behulp van die prente, byvoorbeeld: Waar is die koek?</li> <li>5. Leer mondelinge woordeskat aan, byvoorbeeld: jellie, roomys, koek.</li> <li>6. Na herhaalde lees, neem op gepaste tye aan refreine deel.</li> <li>7. Dramatiseer die storie deur gedeeltes van die teks te gebruik.</li> <li>8. Teken 'n prent wat die hoofgedagte van die storie weergee.</li> </ol>

Components	CONTENT COVERAGE: CONCEPTS/SKILLS
<b>4. Afrikaans: SKRYF</b>	<p><b>Gedeelde skryf (maksimum tyd: een maal per week)</b></p> <ol style="list-style-type: none"> <li>1. Skryf, met hulp van die onderwyser, 'n onderskrif vir sy of haar tekening en lees terug wat geskryf is.</li> </ol>

Components	CONTENT COVERAGE: CONCEPTS/SKILLS
<b>1. English: LISTENING AND SPEAKING</b>	<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><b>Daily / Weekly activities in all areas of Language and other subjects</b></p> <ul style="list-style-type: none"> <li>• Listens without interrupting, taking turns to speak in whole class and group sessions.</li> <li>• Talks about personal experiences. For example, tells news using correct sequence.</li> <li>• Joins in the choruses of songs, stories, rhymes.</li> <li>• Says poems and rhymes and does the actions.</li> <li>• Identifies part from the whole such as parts of a bicycle, plant.</li> <li>• Twice weekly focussed listening and speaking activities.</li> </ul> <p><b>Weeks 1 – 5</b></p> <ol style="list-style-type: none"> <li>1. Listens to instructions (group and daily routines) and responds appropriately.</li> <li>2. Passes on messages.</li> <li>3. Listens to stories with interest, drawing a picture to show understanding.</li> <li>4. Answers closed and open-ended questions.</li> </ol> <p><b>Weeks 6 – 10</b></p> <ol style="list-style-type: none"> <li>5. Describes objects in terms of age, direction, sequence using correct vocabulary.</li> <li>6. Listens to stories and identifies the main idea.</li> <li>7. Sequences pictures of a story.</li> <li>8. Participates in classroom discussions.</li> <li>9. Asks questions related to stories told and read.</li> <li>10. Understands and uses appropriate language of different subjects.</li> </ol>

Components	CONTENT COVERAGE: CONCEPTS/SKILLS
<b>2. English: PHONICS</b>	<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><b>Daily Phonemic Awareness/ Phonic Activities of 15 minutes</b></p> <p><b>Teach the remainder of the single letters (3 vowels and 13 consonants) by the end of the term, continue with phonemic awareness and word building activities</b></p> <ol style="list-style-type: none"> <li>1. Distinguishes aurally between different beginning and end sounds of words.</li> <li>2. Identifies letter-sound relationships of most single letters.</li> </ol>

THE FOLLOWING CONCEPTS WILL BE TAUGHT DURING THE SECOND TERM IN ENGLISH HOME LANGUAGE.

	<ol style="list-style-type: none"> <li>3. Participates in whole class phonemic awareness activities: blending sounds [h-op into hop]; segmenting words [hop into h-o-p]; consonant and vowel substitution word play [replace the 'h' in hop with 'm' to make mop].</li> <li>4. Builds words using sounds learnt ( -at, -et, -it, -ot, -ut, -ag, -eg, -ig, -og, -ug, -an, -en, -in, -un -am - at least two word families per week).</li> <li>5. Builds up and breaks down simple words beginning with a single consonant into onset (the initial sound) and rime (the last part of the syllable), e.g. h-en, p-en; t-in, p-in, identifying the rhymes.</li> <li>6. Groups common words into sound families, e.g. hot, hop, hob.</li> <li>7. Reads phonic words in sentences and other texts.</li> </ol>
--	--

Components	CONTENT COVERAGE: CONCEPTS/SKILLS
3. English: SHARED READING	<p><b>Shared Reading</b></p> <p><b>When reading, model the use of phonic decoding skills and other strategies that include context clues and structural analysis. Refer to the Five Finger Strategy. Start teaching children this process when they meet unknown words.</b></p> <ol style="list-style-type: none"> <li>1. Reads big books or other enlarged texts as a whole class with teacher.</li> <li>2. Uses pictures to predict what the story is about.</li> <li>3. Interprets pictures to make up own story, that is, 'reads' the pictures.</li> <li>4. Uses clues and pictures in the text for understanding.</li> <li>5. Discusses the story, identifying the main idea in the text, the main characters etc.</li> <li>6. Answers a wide variety of types of questions based on the texts read including higher order type questions.</li> <li>7. Discusses the use of capital letters and full stops.</li> </ol> <p><b>Group Guided</b></p> <p><b>Teach children to monitor themselves when reading, both in the area of word recognition and comprehension. (Children are taught to ask: 'Does it sound right?', 'Does it look right?' and 'Does it make sense?') Model the process in Shared Reading and apply it in Guided Reading with support.</b></p> <ol style="list-style-type: none"> <li>1. Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story.</li> <li>2. Uses phonics, context clues and sight words when reading.</li> <li>3. Begins to monitor self when reading, both in the area of word recognition and comprehension.</li> <li>4. Continues to build a sight vocabulary from the incidental reading programme, the graded reading series and high-frequency word lists.</li> </ol>

THE FOLLOWING CONCEPTS WILL BE TAUGHT DURING THE SECOND TERM IN ENGLISH HOME LANGUAGE.

	<p><b>Paired/Independent Reading (twice a week in Language focus time).</b></p> <p><b>Introduce Paired/Independent reading. Select texts that are at the independent reading level of the child (simpler than those used in Shared Reading with more than 95% word recognition accuracy when reading the text)</b></p> <ol style="list-style-type: none"> <li>1. Reads to a partner from prepared or known texts to develop fluency. Rereads familiar texts such as those read in Shared Reading sessions.</li> </ol>
--	---

Components	CONTENT COVERAGE: CONCEPTS/SKILLS
4. English: HANDWRITING	<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><b>Development of letter formation in formal handwriting lessons.</b></p> <p><b>Align the order of teaching of the lowercase letters to the phonics programme. Model correct letter formation and directionality. Child practises 2 letters per week, copying from writing strips so that, by the end of the term at least 20 lower case letters have been taught. Demonstrate the correct spacing of letters in a word and words in a sentence.</b></p> <p><b>Towards the end of the term introduce the formation of frequently used capital letters (A, C, H, I, T, W).</b></p> <ol style="list-style-type: none"> <li>1. Holds pencil and crayon correctly.</li> <li>2. Forms at least 20 lower case letters correctly according to size and position, that is, starts and ends in the correct place.</li> <li>3. Forms some frequently used capital letters correctly (e.g. A, C, H, I, T, W).</li> <li>4. Writes words with correct spacing.</li> <li>5. Writes and copies short, simple sentences from writing strip, chalkboard.</li> </ol> <p><b>In addition, continue activities that strengthen fine muscles and develop fine and gross motor skills and eye-hand co-ordination. Ensure that children use the correct sitting position when they write.</b></p>

Components	CONTENT COVERAGE: CONCEPTS/SKILLS
<b>5. English: WRITING</b>	<p><b>Shared, Group and Independent Writing.</b></p> <p><b>Shared Reading, discussions and personal experiences. Provide sentence starters and other support so that children can begin writing their own news etc. Introduce the use of a personal dictionary.</b></p> <ol style="list-style-type: none"><li>1. Draws pictures to convey a message, adding a label or caption. For example, about a personal experience.</li><li>2. Writes words using sounds learnt.</li><li>3. Writes one sentence of own news or shared writing.</li><li>4. Compiles a list of words according to instructions such as food.</li><li>5. Contributes ideas for a class story (Shared Writing).</li><li>6. Writes and illustrates a caption or short sentence on a topic to contribute to a book for the reading corner.</li><li>7. Begins to build own word bank and personal dictionary using initial letter of words such as ant, book, cat.</li><li>8. Writes sentences using words containing the phonic sounds already taught.</li></ol>

Components	CONTENT COVERAGE: CONCEPTS/SKILLS
<p><b>1. Life Skills: BEGINNING KNOWLEDGE AND PERSONAL AND SOCIAL WELL-BEING</b></p>	<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <ol style="list-style-type: none"> <li><b>1. Topic: My family</b> <ul style="list-style-type: none"> <li>• What a family is</li> <li>• Members of my family - immediate and extended</li> <li>• Caring for each other at home</li> </ul> </li>   <li><b>2. Topic: Safety in the home</b> <ul style="list-style-type: none"> <li>• Dangers at home                             <ul style="list-style-type: none"> <li>○ When cooking.</li> <li>○ When washing</li> <li>○ Lighting and electricity.</li> <li>○ Outside areas.</li> <li>○ Medicines.</li> <li>○ Poisonous substances - types and recognising warning symbols.</li> </ul> </li> <li>• Keeping safe when home alone.</li> <li>• Emergency number card.</li> </ul> </li>   <li><b>3. Topic: My body.</b> <ul style="list-style-type: none"> <li>• Different parts of my body.</li> <li>• Different parts of my body which move.</li> <li>• Parts of my body that I cannot see - include lungs, heart, stomach, brain, skeleton.</li> <li>• The five senses and their uses - touch, smell, sound, sight and taste.</li> </ul> </li>   <li><b>4. Topic: Keeping my body safe.</b> <ul style="list-style-type: none"> <li>• Safe and unsafe situations and places - such as waiting for transport, alone in shopping areas</li> <li>• 'Yes' and 'No' feelings</li> <li>• Practising saying 'No'</li> <li>• Protecting our bodies from illness                             <ul style="list-style-type: none"> <li>○ Covering mouth and nose when sneezing or coughing</li> <li>○ Never touching another person's blood</li> <li>○ Washing fruit and vegetables before eating</li> <li>○ Making water safe to drink</li> </ul> </li> </ul> </li>   <li><b>5. Religious days and other special days</b></li> </ol>



Components	CONTENT COVERAGE: CONCEPTS/SKILLS
<p><b>2. Life skills: PERFORMING ARTS</b></p>	<p><b>Concepts/Skills for Performing Arts.</b></p> <p><b>Creative games and skills</b></p> <ol style="list-style-type: none"> <li>1. Warming up body parts such as ‘playing the piano’, ‘washing body’, ‘shaking off water’, etc.</li> <li>2. Safe environment: finding own and sharing space with no bumping</li> <li>3. Locomotor movements: walking, skipping and running forwards and backwards</li> <li>4. Non-locomotor movements: bending knees, shoulder and wrist circles</li> <li>5. Warming up voice: breathing exercises and creative games such as blowing out candles, etc.</li> <li>6. Body awareness exploring space and direction such as below, behind, above, using bodies or obstacles</li> <li>7. Keeping a steady beat with changes in tempo whilst clapping or moving in time to music such as walking in fours, skipping</li> <li>8. in twos</li> <li>9. Cooling down the body and relaxation: e.g. ‘candle melting’, ‘balloon deflating’</li> <li>10. Improvise and interpret</li> <li>11. Exploring shape and weight using action words and movements such as crooked, narrow, wide, feathery, pulling a heavy</li> <li>12. box, etc.</li> <li>13. Singing indigenous songs using appropriate movements and dramatisation</li> <li>14. Simple improvisation around familiar experiences in own family and community such as the ‘birthday party’, ‘umdlalo’,</li> <li>15. playing ‘pophuis’, etc.</li> <li>16. Dramatisation: making up short stories of no more than a few sentences, based on a box of interesting objects - an object</li> <li>17. is selected, and imagined to be alive</li> </ol>

Components	CONTENT COVERAGE: CONCEPTS/SKILLS
------------	-----------------------------------

**3. Life Skills: VISUAL ART**

**Visual Arts**

**Create in 2D**

1. Draw pictures of self using different media, thick wax crayons or chalk
2. Draw and paint pictures of self interacting with others
3. Paint own portrait adding features - eyes, ears, nose and mouth; discuss features on the head, shape, colour and line
4. Print patterns with thick paint

**Create in 3D (constructing)**

1. • Box constructions using recyclable boxes; emphasis on geometric shapes; discuss shapes

Components	CONTENT COVERAGE: CONCEPTS/SKILLS
<b>1. Mathematics: NUMBERS, OPERATIONS AND RELATIONSHIPS</b>	<p><b>1.1. Count out objects reliably to 20.</b>            Give a reasonable <b>estimate</b> of a number of objects that can be checked by counting.            Counting by grouping is encouraged</p>
	<p><b>1.2 Count forwards and backwards in:</b></p> <ul style="list-style-type: none"> <li>• Ones from any number Between 0 and 50.</li> <li>• Count forwards in:               <ul style="list-style-type: none"> <li>○ 10s from any multiple of 10 between 0 and 50</li> <li>○ 5s from any multiple of 5 between 0 and 50</li> <li>○ 2s from any multiple of 2 between 0 and 20</li> </ul> </li> </ul>
	<p><b>1.3 Recognise, identify and read numbers</b></p> <ul style="list-style-type: none"> <li>• Recognise, identify and read number symbols 1 to 50</li> <li>• Write number symbols 1 to 10</li> <li>• Recognise, identify and read number names 1 to 10</li> <li>• Write number names 1 to 10</li> </ul>
	<p><b>1.4 Describe, compare and order numbers:</b></p> <ul style="list-style-type: none"> <li>• Describe, compare and order up to 10 objects.               <ul style="list-style-type: none"> <li>○ Compare collection of objects according to many, few; most, least; more than, less than; the same as, just as many as, different.</li> <li>○ Order collection of objects from most to least and least to most.</li> </ul> </li> <li>• Describe, compare and order numbers to 10.               <ul style="list-style-type: none"> <li>○ Describe and compare whole numbers according to smaller than, greater than, more than, less than, is equal to.</li> <li>○ Describe and order numbers:                   <ul style="list-style-type: none"> <li>◆ from smallest to greatest and greatest to smallest</li> <li>◆ before, after, in the middle / between.</li> <li>◆ using the number line 0 – 10</li> </ul> </li> </ul> </li> </ul>
	<p><b>1.5 Place Value is only done during term 3 and term 4.</b></p>
	<p><b>1.6 Problem-solving techniques:</b></p> <ul style="list-style-type: none"> <li>• Use the following techniques when solving problems and explain solutions to problems:               <ul style="list-style-type: none"> <li>○ concrete apparatus e.g. counters.</li> <li>○ pictures to draw the story sum.</li> <li>○ building up and breaking down numbers.</li> <li>○ doubling and halving.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ number lines supported by concrete apparatus e.g. counting beads.</li> </ul>
<b>1.7</b>	<p><b>Addition and subtraction:</b></p> <ul style="list-style-type: none"> <li>● Solve word problems in context and explain own solution to problems involving addition, subtraction with answers up to 10.</li> </ul>
<b>1.8</b>	<p><b>Repeated addition leading to multiplication:</b></p> <ul style="list-style-type: none"> <li>● Solve word problems in context and explain own solution to problems Involving repeated addition with answers up to 10.</li> </ul>
<b>1.9</b>	<p><b>Grouping and sharing leading to division:</b></p> <ul style="list-style-type: none"> <li>● Solve word problems in context and explain own solutions to problems involving equal sharing and grouping with whole numbers up to 10 and with answers that may include remainders.</li> </ul>
<b>1.10</b>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>● Recognise and identify the South African currency coins 5c, 10c, 20, 50c, R1, R2; R5.</li> <li>● Solve money problems involving totals and change to R10 and in cents up to 20c.</li> </ul>
<b>1.11</b>	<p><b>Techniques (methods or strategies)</b></p> <ul style="list-style-type: none"> <li>● Use the following techniques when performing calculations:             <ul style="list-style-type: none"> <li>○ concrete apparatus e.g. counters</li> <li>○ draw pictures</li> <li>○ building up and breaking down numbers</li> <li>○ doubling and halving</li> <li>○ number lines supported by concrete apparatus e.g. counting beads.</li> </ul> </li> </ul>
<b>1.12</b>	<p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>● Number range: 1 – 10             <ul style="list-style-type: none"> <li>○ Add up to 10</li> <li>○ Subtract from 10</li> <li>○ Use appropriate symbols (+, -, =, <math>\square</math>)</li> <li>○ Practise number bonds to 7</li> </ul> </li> </ul>
<b>1.13</b>	<p><b>Repeated addition leading to multiplication</b></p> <ul style="list-style-type: none"> <li>● Repeated addition(i.e. the same number) to 10</li> <li>● Use appropriate symbols (+, =, <math>\square</math>)</li> </ul>

	<p><b>1.16 Mental mathematics</b></p> <ul style="list-style-type: none"> <li>• Number concept: Range 10             <ul style="list-style-type: none"> <li>○ Order a given set of selected numbers.</li> <li>○ Compare numbers up to 10 and say which is 1 and 2 more or less</li> </ul> </li> </ul>
--	--

Components	CONTENT COVERAGE: CONCEPTS/SKILLS
<p><b>2. Mathematics: PATTERNS, FUNCTIONS AND ALGEBRA</b></p>	<p><b>2.1 Geometric patterns</b></p> <p><b>Copy, extend and describe:</b></p> <ul style="list-style-type: none"> <li>• Copy, extend and describe in words             <ul style="list-style-type: none"> <li>○ simple patterns made with physical objects.</li> <li>○ simple patterns made by drawings lines, shapes or objects</li> </ul> </li> </ul> <p><b>Create and describe own patterns</b></p> <ul style="list-style-type: none"> <li>• Create own geometric patterns             <ul style="list-style-type: none"> <li>○ with physical objects</li> <li>○ by drawing lines, shapes or objects</li> </ul> </li> <li>• Describe own patterns</li> </ul>
	<p><b>2.2 Number patterns</b></p> <p><b>Copy, extend and describe</b></p> <p>Copy, extend and describe simple number sequences to at least 50.</p> <p>Sequences should show counting forwards and backwards in:</p> <ul style="list-style-type: none"> <li>• 1s from any number between 1 and 50 counting forwards in:</li> <li>• 10s from any multiple of 10 between 0 and 50</li> <li>• 5 s from any multiple of 5 between 0 and 50</li> <li>• 2 s from any multiple of 2 between 0 and 20</li> </ul> <p><b>Create and describe own patterns</b></p> <ul style="list-style-type: none"> <li>• Create and describe own number patterns</li> </ul>

### 3.3 Two Dimensional (2D) shapes

#### Range of Shapes

- Recognise and name 2-D shapes
  - Circles
  - Triangles
  - squares

#### Features of shapes

- Describe, sort and compare 2-D shapes in terms of:
  - Size
  - Colour
  - straight sides
  - round sides

#### Suggested focus and sequencing of activities for Term 2

- Start with free play with various shapes including making pictures with cut-out geometric shapes. This can be done in independent time. This can also be done during Life Skills lessons.
- Copy a picture made up of geometric shapes. This can be done in independent time.
- Compare the size of similar objects e.g. order squares from smallest to biggest and use the language of size to describe shapes.
- Talk about the colours of shapes and then sort shapes according to colour.
- Work with circles and squares of different sizes, and triangles with different shapes. Sort them according to whether they have straight or round sides.
- Sort and group shapes according to whether they are triangles, squares or circles.
- Work is consolidated through written exercises.

Components	CONTENT COVERAGE: CONCEPTS/SKILLS
<b>4. Mathematics: MEASUREMENT</b>	<p><b>4.1 Time</b></p> <p>Time is dealt with continuously during whole class teaching time.</p>
	<p><b>4.2 Length is done in Term 1 and 3 and 4.3 Mass is done in Term 1 and 4 only.</b></p>
	<p><b>4.4 Capacity/Volume</b></p> <p><b>Informal measuring</b></p> <ul style="list-style-type: none"> <li>• Compare and order the amount of liquid that two containers can hold if filled (capacity).</li> <li>• Use language to talk about the comparison e.g. more than, less than, full, empty.</li> <li>• Estimate, measure, compare, order and record the capacity of containers by using nonstandard measures e.g. spoons and cups.</li> </ul>

Components	CONTENT COVERAGE: CONCEPTS/SKILLS
<b>5. Mathematics: DATA HANDLING</b>	<p><b>5.1 Collect and sort objects.</b></p> <p>Collect and sort everyday physical objects.</p>
	<p><b>5.2 Represent sorted collection of objects.</b></p> <p>Draw a picture of the sorted objects.</p>
	<p><b>5.3. Discuss and report on sorted collection of objects.</b></p> <ul style="list-style-type: none"> <li>• Give reasons for how the collection was sorted.</li> <li>• Answer questions about; <ul style="list-style-type: none"> <li>○ how the sorting was done (process).</li> <li>○ what the sorted collection looks like (product).</li> </ul> </li> <li>• Describe the sorted collection.</li> </ul>