

MINISTRY OF EDUCATION

LOWER PRIMARY PHASE

SYLLABUS GUIDE

ENVIRONMENTAL STUDIES GRADES 1 - 4

National Institute for Educational Development (NIED) Ministry of Education Private Bag 2034 Okahandja

Namibia

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INTRODUCTION

The syllabus guide for Environmental Studies aims at the teacher with information on the syllabus and how to use it effectively. The syllabus guide will conduct the teacher towards implementing the learning programme and provide guidance on some tools for planning teaching based on the syllabus. The purpose of the guide is to help teacher plan their own teaching at the right level using a learner-centred approach.

In Grade 4, the previous subjects Social Studies and Natural Science and Health Education have been combined as Environmental Studies, both for consistency with the rest of the Lower Primary Phase and to avoid a double change in the learning programme for Grade 4.

In Environmental Studies, many separate themes and topics have been grouped under main headings and sub-headings to make the main conceptual areas clearer. The structure of the syllabus now consists of three main themes. They are: the Social Environment, Health and Nutrition and the Natural Environment, each of which has topics as subheadings.

PREPARATORY ACTIVITIES

School Readiness is no longer a separate unit in the curriculum and is fully integrated into the Grade 1 subjects. Teachers are referred to page 10 of the Environmental Studies Syllabus Grades 1 - 4 for guidance on preparatory work.

SCOPE AND SEQUENCE

To study the scope and sequence of the Lower Primary learning programme teachers are referred to the Environmental Studies Syllabus Grades 1-4.

TIME ALLOCATION

Time allocation has been adjusted as a result of streamlining the curriculum. In Grades 1 and 2 Environmental Studies has three periods per week. In Grades 3 and 4 there will be five periods per week.

THEMATIC SCHEME OF WORK

The aim/purpose of the Thematic Scheme of Work is to give teachers ideas and guidance on subject integration/thematic approach under one theme across the curriculum. Teachers are encouraged to draw up their own thematic scheme of work by using the examples included in the syllabus guide.

By using the Thematic Scheme of Work teachers will be able to develop/plan lessons and activities constructively and in the context of the curriculum design.

YEAR PLAN

The year plan for Environmental Studies is spread over 36 weeks. Each term consists of more or less 12 weeks. The sub-topics for each term are grouped accordingly. In Grade 1 there are 17 sub-topics. See Year Plan Grade 1 for allocation of number of weeks per topic.

In Grade 3 there are 19 sub-topics. See Year Plan for allocation of number of weeks per topic.

In Grade 4 there are 35 sub-topics. See Year Plan for allocation of number of weeks per topic.

Consult the syllabus for details regarding the lesson preparations.

• The Year Plan is flexible, e.g. the topic Weather should be taught according to prevailing weather conditions.

GRADE 1

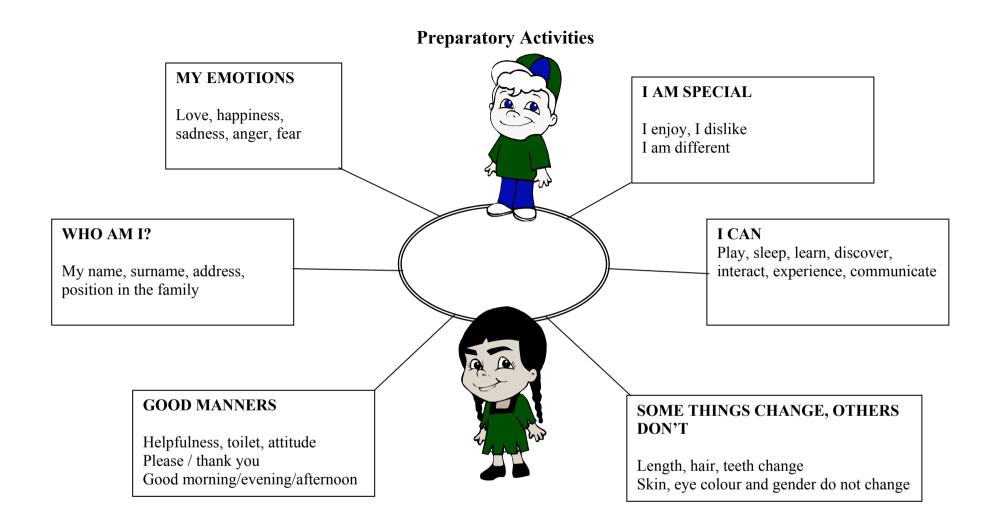
YEAR PLAN ENVIRONMENTAL STUDIES GRADE 1

Main Theme	1: Social Environment	
Topic 1	Preparatory Activity	
Sub-topic 1.1:	Myself	Week 1
Topic 2	Social Groups and Institutions	
Sub-topic 2.1	The Family Members	Week 2
Sub-topic 2.2	The Family as a Basic social Group-	Week 3
	Family Relationships	
Sub-topic 2.3:	One Social Service as a Health Provider	Weeks 4-6
Topic 3	Culture	
Sub-topic 3.1	Culture in the Family	Weeks 7-9
Sub-topic 3.2:	National Symbols	Weeks 10-11
Topic 4:	Infrastructure and Communications -	
Sub-topic 4.1:	In the Home and Local Community	Weeks 12-13
Sub-topic 4.2:	Transport and Communications	Weeks 14-15
Sub-topic 4.3:	Traffic Safety	Weeks 16-17
Topic 5	Economic Activity	
Sub-topic 5.1:	The Family as an Economic Unit	Week 18
Sub-topic 5.2:	Entrepreneurship	
Main Theme	2 Health, Safety and Nutrition	
Topic 1:	Health and Safety	
Sub-topci 1.1:	Personal Health	Weeks 19-20
Sub-topic 1.2:	Care of Oneself and Others	Weeks 19-22
Sub-topic 1.3:	Personal Safety in and around the	Weeks 23-24
	House&Environment	
Topic 2:	Nutrition	
Sub-topic 2.1:	Healthy and Unhealthy Food	Weeks 25-26
Main Theme	3: The Natural Environment	
Topic 1:	Plants	
Sub-topic 1.1:	Local Plants	Weeks 27-28
Topic 2:	Animals	
Sub-topic 2.1:	Domestic & Wild	Weeks 29-30
Topic 3:	Water	
Sub-topic 3.1:	Water is Life	Weeks 31-32
Topic 4:	Weather	
Sub-topic 4.1:	Everyday is a Weather Day	Weeks 33-34
Topic 5:	Environmental Care	
Sub-topic 5.1:	Keep the Environment Clean	Weeks +35-36

EXAMPLES OF THEMATIC SCHEMES OF WORK GRADE 1

Theme:		Unit:
Date/Week:		Grade:
Language 1 Theme 1: Social Environment Topic 1.1: The Family Listening and speaking: Talk about family members: mother, father, sister, brother Reading: Visual perception - Discuss pictures of families - Arrange pictures of families – youngest to oldest Phonics: Hearing exercises - two vowels per week:a, i, o, u Writing: Correct posture - correct pencil grip - 50 mm fold lines, thick crayons - Focus on L>R - Finger exercise - Cutting exercise - Cutting exercise - Colour pictures - Tell stories with pattern Mathematics Measurement: - 2- D shapes	Religious Education Belonging: Self and the Community Story: Baby Moses Song: Own choice Environmental Studies Theme 1: Social Environment Topic 1: Social groups and institutions Preparatory Activity - Me – myself Sub-topic: The family as a basic social group - Tell about family members - Discuss family relationships - Draw the family members - Loyalty to parents, sisters and brothers - Mutual responsibility among family members - Obedience and	Language 2 Theme 1: Social Environment Topic: The Family Listening and understanding: Listen to: stories, rhymes, songs, respond to instructions Speaking: - Retell parts of stories - Talk in pairs - Sing songs (health/ family) - Role-play Reading: - Read picture words - Develop eye movement with pictures of the family Writing: - Colour pictures - Match pictures/puzzles - Draw own pictures - Trace and copy simple words
 Graph shapes Spatial relationships: Length: vocabulary Number Concept Development: Count to 5 Matching one-to-one correspondence Manipulate 5 counters Count out 3 objects Problem solving: In the range 0 – 2 Computation: 	Physical Education Athletics - Running activity - Jumping activity - Throwing activity - Competition (S 3.12)	Arts Become aware of their senses themselves and their immediate surroundings: - Become aware of voice - Become aware of movement - Experiment individually and in pairs with facial expressions

- Computation within the ranges 0 - 2



Theme: 2 – Health and Nutrition

Date / Week: 2 weeks

Language 1

Theme 2: Health and Nutrition Topic 2.1: Punctuation – clean parts of the body Phonics – sight words: this/that/those Writing: 12.5 mm Topic 2.1:

- Adjectives: dangerous objects, ves, no
- Read sentences: phone, photo, bll, brr, ssp Revise reading and writing activities Copy sentences using letters and phonics
- Punctuation: upper case for first word in sentence, full stop
- Plural:
- Vocabulary: traffic lights, road signs, pedestrian

Religious Education

Discuss why water is used in Christian baptism

Language 2

Theme 2: Health and Nutrition Topic: Personal Health Listening & understanding

- Listen to stories, songs, rhymes

Speaking

Unit:.....

Grade: 1

- Ask and answer questions
- Give and respond to instructions
- Sing songs
- Say rhymes

Reading

- Read aloud (body parts) words and phrases
- Read in groups & pairs Writing:
- label pictures
- write short sentences
- pattern writing

Environmental **Studies**

Theme 2: Health and Nutrition Topic 2.1: Health and Safety Sub-topic: Personal

Health

- Wash hands
- Clean skin
- Care for the hair
- Keep the nose clean
- Exercise and rest
- Caring for nails
- Caring for teeth

Mathematics

Measurement:

- Length measure
- Mass balance Number Concept Development:
- counting 0 44Computation:
- computation within the range 0-2Problem solving:

- in the range 0 - 7

Physical Education

- Sport skills
- Changing into practice dress
- Hanging up clothing
- Washing hands after exercise or play
- Roll and stop activities (5.2.1)

Arts

- Creating visual arts modeling pictures
- Creating music playing instruments

EXAMPLES OF LESSON PLANS GRADE 1

Lesson Plan Environmental Studies

40 minutes

Theme 1: The Social Environment
Topic 1.1: Social Groups and Institutions

Sub-topic - Preparatory: Myself and the family as a base social group

Learning objective: Learners will learn the value of good family relationships

Basic competency: Describe their immediate family

Lesson objective: At the end of the lesson learners should be able to name his/her

immediate family (mother, father, brother, sister)

Teaching aids: Pictures, flashcards, hand puppets

Teacher Activities	Learner Activities
• Allow learners to tell which family	• Each learner makes a family album
members they live with at home	of his/her family
• Discuss family relationships, e.g.	• Draw the family members or paste
mother, father, brother, sister	photographs of them
• Loyalty to parents, sisters, brothers	• Role-play family situations at home
• How to be helpful or tolerant with one	• Discuss what makes a good family
another	• Learners make puzzles of
• Mutual responsibilities among family	themselves
members	

Assessment:

- Teacher assesses family albums
- Teacher assesses the puzzles of body
- Teacher assesses learners' performance in role-play



Lesson Plan Environmental Studies

Theme 1: The Social Environment Social Groups and Institutions

Sub-topic: Preparatory: Myself

The family as a base Social Group

Learning objective: Know and understand Body Parts

Learners will learn the value of good family relationships

Basic competency: Explain parts of body and their functions

Describe their immediate family

Lesson objective: At the end of the lesson learners should be able to:

name body parts and their functions

name his/her immediate family (mother, father, brother, sister)

Teaching aids: Pictures, flashcards, hand puppets

A model of the body

Teacher Activities	Learner Activities
 Rhyme or Song – My Body Display the model or picture of my body 	 Learners sing or act Learners identify parts of body (model/ picture) and teacher assists them.

Grade 1

Subject: Environmental Studies Lesson Plan

Theme 2: Health and Nutrition

Topic: Health and Safety

Sub-topic: Personal Health

Sub-heading: The hands

Learning Objectives: Learners will understand the importance of personal hygiene

and health

Basic Competency: Learners will explain why hygiene, body exercises and rest are

important

Lesson Objectives: Learners should be able to:

- Recognise that dirty hands easily spread germs

- Establish the habit of washing their hands before eating and after

using the toilet

Teaching Materials: bowl of water, soap, nail brush, nail file

Introduction: Song, rhyme, story

Approach

Teacher Activities	Learner Activities
 Hands are used for almost all activities and become dirty easily Dirt contain germs that cause illnesses The germs end up in the mouth when 	 In small groups learners wash their hands Wash the top and palm of the hands and between the fingers Rinse the soap from their hands
dirty hands are used to eat with	 thoroughly and dry hands with a towel Tell each other why it is important to wash their hands

Assessment

- What do we use to clean dirty hands?
- Why do we wash our hands?
- When do we wash our hands?

YEAR PLAN GRADE 2 – ENVIRONMENTAL STUDIES

GRADE 2

Main Theme 1	The Social Environment	
Topic 1:	Social Groups and Institutions	
Sub-topic 1.1:	Own Identity and a Family Group	Weeks 1-2
Sub-topic 1.2:	Local Social Groups	Weeks 3-4
Sub-topic 1.3:	Local Sources of Help and Service	Weeks 5-6
Topic 2:	Culture	
Sub-topic 2.1	Local Culture	Weeks 7-8
Sub-topic 2.2:	National Culture	Weeks 9-10
Topic 3:	Infrastructure and Communications	
Sub-topic 3.1:	Traffic Safety	Weeks 11-12
Sub-topic 3.2:	Buildings	Weeks 13-14
Sub-topic 3.3:	Transport and Communications	Weeks 15-16
Topic 4:	Economic Activity	
Sub-topic 4.1:	Shops and Markets in our Local Community	Weeks 17-18
Sub-topic 4.2:	Entrepreneurship	Week 17
Main Theme 2:	Health, Safety and Nutrition	
Topic 1:	Being a healthy person	
Sub-topic 1.1:	Personal Hygiene	Weeks 18-19
Sub-topic 1.2:	The Senses	Weeks 20-21
Topic 2:	Nutrition	
Sub-topic 2.1:	Preparing Food	Week 22
Sub-topic 2.2:	Local Food	Week 23
Main Theme 3:	The Natural Environment	
Topic 1:	Plants	
Sub-topic 1.1:	Basic Characteristics of Plants	Weeks 24-25
Sub-topic 1.2:	Spread	Weeks 26-27
Sub-topic 1.3	Germination	Weeks 28-29
Topic 2:	Animals	
Sub-topic 2.1:	Animals as Part of the Food Chain	Weeks 30-33
Topic 3:	Weather	
Sub-topic 3.1	Seasons	Week 34
Topic 4	Environmental Care	
Sub-topic 4.1:	Water – the most Important Resource of all	Weeks 35-36

EXAMPLES OF THEMATIC SCHEMES OF WORK

Theme 1: The Social Environment

Date / Weeks: 2 weeks

Unit:......

Grade: 2

Language 1

Listening and Speaking:

- Vocabulary: based on the sub-topic, e.g. member, parents, family, extended, foster, adoption, orphans, family tree
- Grammar: correct use of nouns, singular and plural in speaking

Reading:

- revise Gr 1 phonics
- sight words- I am, a, we, are, have, aunt, uncle, sister, brother
- read simple sentences
- reading for understanding, e.g. recipe, game, word games
- songs, rhymes, role play Writing: Formal and Creative Writing
- revise lower case letters
- write the alphabet in print: upper and lower case in all written work
- create simple puppets to help in telling story/poem

Religious Education

Belonging:

- Explain how members of a family can help each other, e.g. Ruth and Naomi or Joseph and his brothers

Environmental Studies

Theme 1: Social Environment Topic 1.1: Social groups and institutions Sub-topic: Own identity in a family group

- draw family trees showing their own place
- discuss important nuances in terms of family relationships
- discuss fostering and adoption

Language 2

Theme 1: Social groups and institutions

Topic: Family Speaking and listening:

- Listen to stories and rhymes
- Respond to instructions
- Ask and answer questions
- Phonics: Vowels: a, e, i, o, u

Reading:

- Read aloud parts of stories, rhymes, songs in groups/pairs/ individually
- Make own booklet with collection of stories

Writing:

- copy words and short sentences
- write letters, words in print script / block letters
- practise holding pencil
- write 5 vowels

Language:

- list new words
- practise phonics
- sound the 5 vowels

Mathematics

Measurement:

Vocabulary

Geometry:

- 3-D figures

Number Concept

Development

- counting 0 54
- sabitising, ordering and comparing
- number patterns 1 20

Computation:

- do computation in the range 0 - 10

Problem solving:

- 0 - 10

Physical Education

Escape: Groups A and B take up positions about 3 - 4 metres apart

Arts

- Experiment individually and in pairs with facial expressions (anger, happiness, fear, etc.)
- Experiment with body expressions, movement without music
- Experiment individually and in pairs with vocal sounds

Theme2: Health and Nutrition Date / Week: 2 weeks

Language 1

Theme 2:

Topic 2.1: Personal Hygiene

Listening and speaking

- Grammar: build own sentences with new words using correct tenses
- Vocabulary: bath, wash, clean, clothes, season

Reading:

- rhymes and songs;
- imitating bath and wash activities
- Phonics: revise previous phonics;
- introduce the silent e, e.g. *a* - *e* in *cake*
- Sight words: must, well, down, go

Writing:

- formal and creative
- copy sentences (check punctuation)
- write short paragraphs

Mathematics

Measurement:

- Capacity: estimate and measure
- Time:-match events
- Length: estimate, order and compare
- Number Concept Development: counting 0 - 94

Computation:

- do computation in range 0 59
- practise number bands

Problem solving:

- in range 0 - 29

Religious Education

Personal values:

- Self-control: being at peace together
- Topic of own choice

Environmental Studies

Theme 2:

Health and Nutrition Topic 2.1:

Be a healthy person Sub-topic:

- Personal Hygiene -how to keep the body clean
- -clean clothing
- -practise healthy habits

Language 2

Theme 2:

Unit:..... Grade: 2

Health and Nutrition Topic 1: Personal Health Listening and speaking:

- listen to songs, rhymes and stories
- talk about body parts in groups and pairs
- phonics of 2 consonants that blend, e.g. *bl, dr, br* Reading:
- read aloud parts of the body
- read loud stories, rhyme and songs
- phonic words to be read aloud in groups, pairs, individually

Writing:

- list the names of body parts
- make own sentences
- copy patterns from the chalkboard

Language:

- write short sentences and words correctly
- awareness of language structures, e.g. opposites
- form phonic words

Physical Education

Games in limited space

- Competition (5.5.2)
- Large-group activities
- Small-group activities
- Tag and dodging games (5.5.5)

Arts

- Start with simple repetitive patterns using instruments of found materials
- Complete a simple unfinished rhythmic pattern played by teacher

EXAMPLES OF LESSON PLANS GRADE 2

Grade 2 40 minutes

Subject: Environmental Studies Lesson Plan

Theme 1: The Social Environment

Topic: 1.1 Social groups and institutions

Sub-topic: Own identity in a family group

Learning Objectives: Learners will understand that a member of a family as a social

group is part of one's identity

Basic Competency: Explain why it is important to be a member of a family and the

difference between the immediate and extended family

Lesson Objectives: By the end of the lesson learners should be able to differentiate

between immediate family and extended family

Teaching Materials: Pictures, sentence strips, flashcards, family tree

Introduction: Rhyme, Song, Story

Approach

Teacher Activities	Learner Activities
 Allow learners to tell which family members live with them at home What other family members they have Discuss family relationships, e.g. grandfather, grandmother, uncle, aunt, cousins Explain the relationships between mother/father/uncle/aunt/grandparents/cousins 	 Each learner draws a family tree showing their own place in it, and other members of the immediate and extended family Compare the different family trees Find out who is related within the class

Assessment

• The teacher assesses the family tree.

Grade 2

Theme 2: Health and Nutrition

Topic: Being a Healthy Person

Sub-topic: Personal Hygiene

Learning Objectives: Learners will understand and be motivated to practise personal

hygiene

Basic Competencies: Explain why cleanliness is important

Lesson Objectives: Learners should come aware of:

- ways to keep their bodies and clothes clean

Introduction: Rhyme, song, story

Materials: Soap, face cloth, towel, shampoo, nail brush, toothpaste

Approach

Teacher Activities	Learner Activities
 A clean body helps prevent diseases and is a sign of neatness During work, play and exercise, dust and germs cling to the sweat on the skin One should wash and bathe daily and thoroughly Wash the whole body, face, neck, legs, feet, arms, hands, hair everyday Put on clean clothes everyday, especially underwear Wash hands often during the day, before each meal and after every visit to the toilet 	 Describe the facilities for bathing, washing at their disposal Learners should be in groups and have a quiz to describe why the body should be kept clean Learners should be in groups to discuss the wall chart Learners may use sticks or draw pictures of a neat, clean girl or boy Learners list the things used to clean the body, e.g. soap, face cloth, towel, shampoo, etc.

Assessment

- Draw a picture of a neat, clean girl or boy
- List the things used to clean the body
- Tell why washing and bathing regularly is important

GRADE 3
YEAR PLAN GRADE 3 – ENVIRONMENTAL STUDIES

Main Theme 1	The Social Environment	
Topic 1	Social Groups	
Sub Topic 1.1	Family	Weeks 1 – 2
Sub Topic 1.2	Other Social Groups	Week 3
Sub Topic 1.3	Social Service Providers	Week 4
Topic 2	Culture	
Sub Topic 2.1	Cultural Diversity	Week 5
Sub Topic 2.2	National Culture	Week 6
Sub Topic 2.3	Public Holidays making important Social	Weeks 7 – 8
	Events	
Topic 3	Infrastructure and Communications	
Sub Topic 3.1	Traffic Safety	Weeks 9 – 10
Sub Topic 3.2	Transport and Communications	Weeks 11 – 12
Sub Topic 3.3	Housing Before and Now	Week 13
Topic 4	Economic Activities	
Sub Topic 4.1	Our Resources	Week 14
Sub Topic 4.2	Crafts and Factories	Week 15
Sub Topic 4.3	Economic Activities and Entrepreneurships in	
	our Rural and Urban Areas	Week 16
Main Theme 2	Health, Safety and Nutrition	
Topic 1	Health and Safety	
Sub Topic 1.1	Infectious Diseases	Weeks 17 - 18
Sub Topic 1.2	HIV and AIDS	Weeks 19 – 20
Topic 2	Nutrition	
Sub Topic 2.1	Food Storage and Preparation	Weeks 21 – 22
Sub Topic 2.2	Food from Namibia	Weeks 23 – 24
Main Theme 3	The Natural Environment	
Topic 1	Plants	
Sub Topic 1.1	Growth	Weeks 25 - 26
Sub Topic 1.2	Identification	Weeks 27 – 28
Topic 2	Animals	
Sub Topic 2.1	Interdependence of Animals and their Habitat	Weeks 29 – 32
Topic 3	Weather	
Sub Topic 3.1	Inter dependence of Climate and Environment	Weeks 33 – 34
Topic 4	Environmental Care	
Sub Topic 4.1	Clean Water	Weeks 35 - 36

EXAMPLES OF THEMATIC SCHEMES OF WORK

Theme 1: The Social Environment

Date / Week: 2 weeks

Language 1

Theme: Social Environment Topic: The family

<u>Listening and speaking</u>:

- Grammar: -role-play of a family group and togetherness
- Vocabulary: support, doctor, teacher, members, help, sharing

Reading:

- read 10 sentences from reader or teacher- selected passages
- do silent self-reading
- practise phonics: au in aunt, cause, pause, clause, fault;
 ui in fruit, juice, bruise
- sight words: strengthen, occupation, fire brigade, airplane

Writing:

- formal and creative writing
- names of family members, e.g. Esther, Freddy

Mathematics

Measurement:

- geometry -2 D and 3 D (name, describe, draw)
- new shape pyramid
- count sides & corners of square, rectangle, triangle
- height of family members in cm and m
- estimate and measure
- graph of height

Number Concept

<u>Development</u>

- within the range 0 14 Counting and numbers:
- read and write up to 10
- subitising up to 10
- doubling and halving
- regrouping

Computation:

- do in the range 0 - 99 Problem solving:

- do in the range 0 - 49

Unit:.....Grade: 3

Religious Education

Belonging:

- The first community:
 Listen to the story of
 God creating Adam and
 Eve and assigning them
 work to do.
- Mime the story

Environmental Studies

Theme 1:

The Social Environment Topic 1.1: Social Groups Sub-topic: Family

- discuss and dramatise what each person does at home
- discuss how work can be shared
- explain what they can contribute

Language 2

Theme:

The Social Environment Topic: Family and social groups

Listening and speaking

- greetings
- listen to stories/rhymes and retell parts of them
- sing songs
- role-play from the story
- revise phonics from Grade 2
- practise phonics *spl, spr* Reading:
- read stories/rhymes and songs in groups/pairs and individually
- read passages aloud and for understanding

Writing:

- copy words and short sentences
- practise spelling words
- complete sentences
- write short paragraphs

Language:

- spelling
- phonics
- verbs: simple present and past tenses

Physical Education

Overtaking a partner:

- B waits for approaching A. As soon as A crosses the line, B must take off and run as fast as possible to stay ahead while A tries to overtake B before a given mark

Arts

- Sense games and exercises in hearing
- Vocal sounds and vocal colour
- Experiment with voice: volume, pitch, tempo and articulation
- Use voice & movement in characterisation

Theme 2: Health and Nutrition

Date / Week: 2 weeks

Language 1

Topic 13: Infectious diseases
Reading: Read silently books and find factual information. List words alphabetically
Grammar: Listening and Speaking
Group discussion
(debate) using correct pronunciation. Do contractions, e.g. don't = do not.
Vocabulary: Family,

disease, signs, spreads,

common, illnesses

Phonics: Silent w...

Write, wrong, wrap,

wring, wrist, wrinkle

Handwriting: Creative

Draw and write a Get

well card. Make and

with hints

prevent

label first-aid booklet

Sight words: Infection,

survey, symptoms,

Religious Education

Theme:

Personal Values p.20 Story: The healing of the ten lepers Song: Own choice

Language 2

Theme: Health and Nutrition Topic: Infectious diseases <u>Listening and speaking</u>:

- Listen to a story
- Ask and answer questions
- Do a role-play
- Phonics: silent, magic e- oe- male

Reading:

Unit:.....

Grade: 3

- Read stories aloud and in groups
- Read for information
- Read books in school, class library

Writing:

- copy words, short sentences in print script/block letters
- write unprepared short paragraphs
- write phonic words: silent e o e

Language:

- spelling
- phonics
- prepositions

Environmental Studies

Theme 2: Health and Nutrition Topic 2.1: Health and Safety

Sub-topic: Infectious diseases

- Discuss infectious diseases
- Explain ways to prevent the spread of infectious diseases

Mathematics

Measurement:

- Graphs, capacity
- Money determine change in transactions

Number Concept

Development

- range 0 504
- Computation:
- range 0 399 Problem solving
- range 0 79

Physical Education

Games and sport skills

- races and relays (5.5)
- self-designed games
- knowledge of behaviour rules (5.4)
- move, roll and dribble ball (5.4.3)

Arts

- Experiment with materials surrounding them (wet, dry)
- Collect objects for modelling and construction (sand, wool, leaves)
- Perform songs and song games together in mother tongue, other Namibian languages, English
- Participate in mirror and mime games, mime animals

EXAMPLES OF LESSON PLANS

Grade 3 40 minutes

Theme 1: The Social Environment

Topic 1.1: Social Groups

Sub-topic: The Family

Learning Objectives: Learners will understand how sharing work in the home helps

strengthen the family

Basic Competencies: Describe how the roles of family members complement support

each other. Describe the occupations of their family members

Lesson Objectives: Learners should be able to dramatise the roles of the family

members and explain their occupations

Teaching Media: Pictures, sentence strips and flashcards

Introduction: Story, rhyme, song

Approach

Teacher Activities	Learner Activities
 Have a class discussion about: sharing food, problems, space, personal positions Different occupations, e.g. doctor, nurse, builder, farmer, etc. 	 Learners dramatise and discuss what each person does at home How work can be shared What they can contribute, e.g. have a conversation together, celebrate festive days Help parents with chores in and around the house, go to church, take care of pets (animals) and plants. Learners draw their family members and write about their occupations

Assessment

• The teacher assesses the drawings and writings of family member's occupations

Grade 3 40 minutes

Theme 2: Health and Nutrition

Learning Objectives: Learners will understand how to avoid infections from most

common diseases

Lesson Objectives: Learners should:

- know how to prevent contagious diseases

Basic Competencies: Describe the signs and symptoms of the most common contagious

diseases in their environment and how they can be prevented from

spreading

Teaching Media: Pictures

Introduction: 3 - 5 minutes

Approach

Teacher's Activities	Learner's Activities
Gather as much information as possible about contagious diseases such as: common cold, diarrhoea, measles, mumps, conjunctivitis, chicken pox	 Tell about diseases they have had Do a survey and draw a graph depicting the incidence of the different diseases

Assessment

- Name the different infectious diseases
- Describe how to prevent infectious diseases

GRADE 4

YEAR PLAN GRADE 4 – ENVIRONMENTAL STUDIES

Main Theme 1	The Social Environment	
Topic 1	Our Regions	
Sub Topic 1.1	Know the Regions	Weeks 1 – 2
Sub Topic 1.2	Origins of the People of our Region	Week 3
Sub Topic 1.3	Our Family Life	Week 4
Topic 2	Our Cultures	
Sub Topic 2.1	The Culture of our Region	Week 5
Sub Topic 2.2	Historic Places and Famous People	Week 6
Topic 3	Infrastructure and Communications	
Sub Topic 3.1	Means of Transport and Links in our Region	Week 7
Sub Topic 3.2	Communications	Week 8
Sub Topic 3.3	Current Events and Issues in the Region	Week 9
Topic 4	Economic Activities	
Sub Topic 4.1	How Early People Lived	Week 10
Sub Topic 4.2	Farming, Fishing, Mining	Week 11
Sub Topic 4.3	Entrepreneurship	Week 12
Topic 5	Civics of our Region	
Sub Topic 5.1	Social Groups	Week 13
Sub Topic 5.2	How our Region is Governed	Week 14
Sub Topic 5.3	Security and Social Services in our Region	Week 15
Topic 6	Geography of our Region	
Sub Topic 6.1	Location and Physical Features	Week 16
Sub Topic 6.2	Weather, Plants and Animals	Week 17
Sub Topic 6.3	Our Settlements, Towns, Villages and Farms	Week 18
Sub Topic 6.4	Our Population Distribution	Week 19
Main Theme 2	Health, Safety and Nutrition	
Topic 1	Health and Safety	
Sub Topic 1.1	My Body	Week 20
Sub Topic 1.2	Growing up	Week 21
Sub Topic 1.3	Myself	Week 22
Sub Topic 1.4	HIV and AIDS	Week 23
Topic 2	Nutrition	
Sub Topic 2.1	Good Nutrition	Week 24
Main Theme 3	The Natural Environment	
Topic 1	The Living World	
Sub Topic 1.1	Living or Non-Living Things	Week 25
Sub Topic 1.2	The Needs of Living Things	Week 26
Sub Topic 1.3	Plants as Living Things	Week 27
Sub Topic 1.4	Plants as Important Sources of Food and Raw Materials	Week 28
Sub Topic 1.5	Animals as Living Things	Week 29
Topic 2	The Non-Living World	
Sub Topic 2.1	Materials and their Characteristics	Week 30
Sub Topic 2.2; 2.3	Water, Soils	Weeks 31 & 32
Sub Topic 2.4; 2.5	Light, Sound	Weeks 33 & 34
Topic 3	Environmental care	
Sub Topic 3.1	A Healthy Environment	Week 35
Sub Topic 3.2	Plant and Animal Conservation	Week 36

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EXAMPLES OF THEMATIC SCHEMES OF WORK

Theme 1: The Social Environment

Date / Week: 2 weeks

Language 1 Listening and speaking

- Talk about the names of their regions

Reading:

- Read the regions' names correctly
- Read the phonic words selected by the teacher
- Read sight words from the lesson

Writing:

- Fill in the regions' names on the map
- Write a short paragraph, "My Region"

Mathematics

Measurement:

- Capacity: vocabulary
- Mass: vocabulary

Number Concept

Development

- Within number range 0 54
- Counting numbers: recognice, read and write 0 10
- Subitising, doubling, halving

Computation:

- in the range 0 -499

Problem solving:

- in the range 0 - 99

Religious Education

- Leadership in the church or faith
- Leadership is African traditions and religions

Environmental

Studies

Topic 1.1: Our Regions

- Name the regions of

Locate regions on a

Theme 1: The Social

Sub-topic: Know the

Environment

Namibia

map

region

Language 2

Theme: Social Environment Topic: Know the Region

Unit:....

Grade: 4

Listening and speaking:

- Listen to songs and rhymes on the topic
- Ask and answer questions
- Revision

Reading

Comprehension:

- Read for information
- Read factual texts and answer questions on topics

Writing and comprehension:

- Write a short paragraph on topic (creative)
- Draw and label the region map

Language:

- Phonics
- Revision
- Spelling
- Verbs (simple present)

Physical Education

Sprints:

- Run fast over 30-50 metres emphasicing straight foreward running correct foot placing high knee action

Arts

- Learn the National Anthem
- Learn more challenging songs
- In teams to pitch, rhythm, tempo, etc.

Theme 2: Health Safety and Nutrition

Date / Week: 1 week

Language 1

Listening and Speaking

- Vocabulary about the topic, e.g. body parts
- Grammar: ask questions to teacher to gain more information
- Song: Dry Bones Reading
- Each learner reads his/ her riddle for others to guess. The winner reads all his / her riddles

Writing

- Learners write riddles to guess the objects, e.g.: It's hard and when it lies in the sun it is warm; at night it is cold.
What is it? = (Stone)

Religious Education

Personal values

 listen to and discuss stories about people being helped to recover from illness

Environmental Studies

Theme 2: Health, Safety and Nutrition Topic 2.1: Health and Safety

Sub-topic: My body

- identify the functions of human sense organs
- investigate the functions of the human skeleton and muscles
- understand the digestive system

Language 2

Theme 2: Health, Safety and Nutrition

Topic: My body

Unit:.....

Grade: 4

Listening and speaking

- listen to songs, rhymes and stories
- talk about myself and my environment
- sing and say the songs, rhymes and stories of the body parts

Reading comprehension

- read for enjoyment
- read aloud the parts of the body
- read more on own books from the class library

Writing comprehension

- label parts of the body, e.g. navel, chest, etc.
- write short paragraphs on parts of the body

Language

- spelling
- phonics: soft letters, e.g. g, k in giraffe, knee, etc.
- singular and plural

Mathematics

Measurement

- Mass: compare estimates with real measurements
- Use of abbreviations

 Number Concept

 Development in the range of 0 854

 Computation:
- in the range 0 -749 Problem solving
- in the range 0 -439

Physical Education

Physical fitness

- run fast over 30
 40 metres
 emphasising:
 straight running,
 correct foot
 placing/spacing
 and high knee
 action
- run in groups and with partners (5.1.2)

Arts

Visual art

- discover and create bright and subdued colours in nature and materials in the environment
- communicate
 his/her
 interpretation of
 others' efforts and
 respond to the
 artistic expression
 of others with an
 appreciative
 attitude

EXAMPLES OF LESSON PLANS

Grade 4 40 minutes

Theme 1: The Social Environment

Topic 1.1: Our Regions

Sub-topic: Know the regions

Learning Objectives: Learn the names and boundaries of the regions of Namibia

Basic Competencies: Correctly locate and name the regions of Namibia on a map

Lesson Objective: Learners should be able to name and write the names of the

regions and their location in Namibia

Teaching aids: Map of Namibia, labels and workbooks

Approach

Teacher Activities	Learner Activities				
 Explanation: Our country Namibia. Namibia is divided into 13 smaller parts called regions. Each region has its own name, e.g. Erongo, Caprivi, Karas, etc. Discuss the map of Namibia. The thin black lines on the map show the boundaries between the regions. 	 Learners work in pairs/groups with maps with regional boundaries, place name labels where they think they belong. The names of the regions appear inside their boundaries. Locate and name the regions of Namibia on the map. 				

Assessment

- How many regions are there in Namibia?
- Name the regions adjacent to your region.

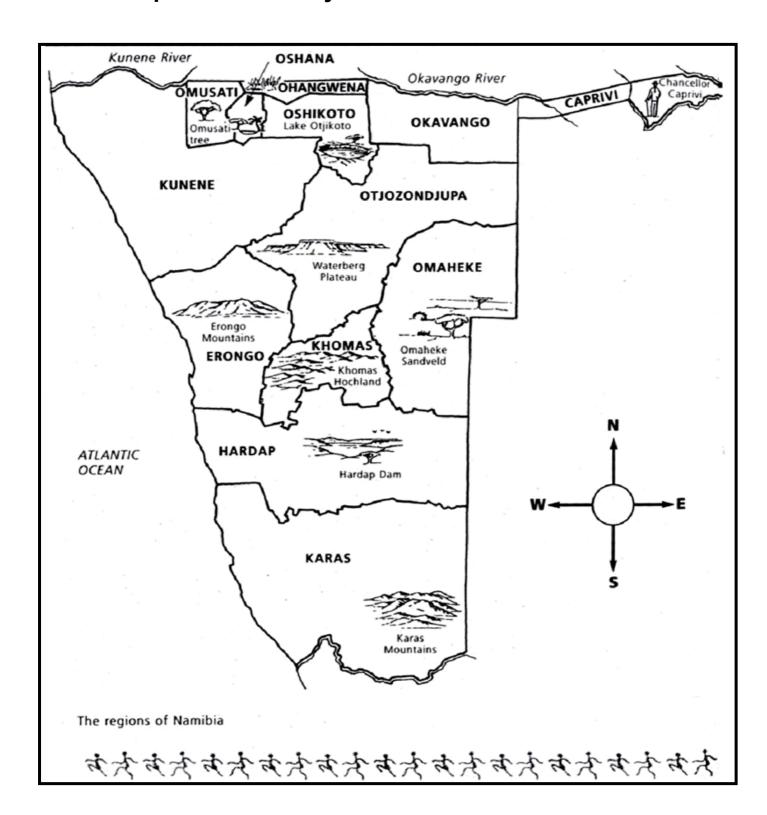
Footnote:

REGION: an area, e.g. a smaller section of the country

BOUNDARY: the dividing line between two places

The regions of Namibia

The map of our country



Grade 4 40 minutes

Subject: Environmental Studies

Theme 2: Health
Topic: My Body

Learning Objectives: Learners should be able to identify the functions of the human

sense organs.

Basic Competencies: Describe the functions of human sense organs.

Lesson Objective: Learners should be able to name the different sense organs and

explain their functions.

Teaching aids: Pictures, learners

Approach

	Teacher Activities	Learner Activities					
•	Revise the previous lesson, e.g. questions and answers.	•	Revise by answering questions from the class.				
•	Find out what learners know about the topic.	•	Tell what they know about the new topic.				
•	Introduce the sense organs by telling a story about the sense organs.	•	Listen to the story of a sense organ. Answer and ask questions based on				
•	Discuss the story with whole class.		the story.				
•	Explain the different sense organs.	•	Listen to the explanations, ask where				
•	Ask learners to tell and later give information that is received by the		they do not understand, allow them to give their opinion.				
	different sense organs, e.g. smell, pain, etc.		Tell items and sounds using their sense organs.				
•	Organise learners to work in groups, e.g. one group should find out the	•	Work in groups to find information on the functions of sense organs.				
	function of the nose.	•	Copy summary.				
•	Summarise the information that the learners come up with.						

Assessment

- Name the different human sense organs.
- In your own words briefly explain why human sense organs are important.
- **HOW TO DO**an example of how to teach and conduct some of the classes

Competency: Describe how observable parts of the human body are used to meet the needs of humas.

Objective: Describe how humans use their body parts to get food and to breathe.

A. Introduction:

Point out to learners that human beings are like other animals. They use the parts of their bodies to meet their needs.

Say: We have already talked about the needs of animals this year:

- 1. Tell us the needs of all animals.
- 2. Tell us the needs of all humans.

Today and to-morrow we are going to find out how humans use the parts of their bodies to meet these needs.

B. Strategies

Focus on getting food and water.

Say: We all need food and water.

1. What parts of our bodies do we use to get food? Draw a picture in your exercise book to show all the parts of the body used for getting food and water. Label the parts.

Walk around in the class to observe what learners are drawing and labelling.

Say: Think about fishing.

1. What parts of your body do you use when you are fishing?

Say: Think about harvesting muhango.

- 1. What parts of the body do you use when you are harvesting?
- 2. What parts of the body do you use when fetching water?
- 3. When we have gathered food and water, which parts of the body take it in?

C. Vocabulary

- label: to write the name of an object or part of an object on a picture
- ribs: bones around the chest cavity
- rib cage: all the bones around the chest to form a protective area internal around organs.
- breathe: to exchange fresh air from the outside with used air inside the lungs through the nose and mouth

D. Assessment

- Ask learners to draw a picture or a diagram for a Grade 1 learner.
- The picture must show all the parts of the body which we use to get food, water and air. Label the parts.

All About Me: My Senses

An Educator's Reference Desk Lesson Plan

Grade Level(s): Grade 4

Subject(s): Environmental Studies

• Health/Body Systems and senses

Overview:

The primary focus of this lesson is on young children and individuals, and how they respond to the stimuli in their world around them. It discusses the senses, and introduces the parts of the body that are sense organs and develops the concept that using the senses helps people learn about the world around them

Purpose:

The lesson will provide meaningful, literature-based experiences which assist the students to develop, practice, and apply critical thinking process skills. The students are given the opportunity to use, practice, and apply those processes which are most compatible with their appropriate developmental level. The following basic process skills are presented in experiences which facilitate the children's' advancement toward higher levels of cognitive maturation, therefore towards more advanced thinking patterns.

Basic Process Skills:

- 1. Observing
- 2. Classifying
- 3. Inferring
- 4. Communicating
- 5. Measuring
- 6. Using Numbers

Objectives:

- 1. Identify parts of the body that are senses.
- 2. Describe what each sense allows the body to do.

Activities and Procedures:

Vocabulary: senses, eyes, ears, nose, tongue, hands, skin.

Time Frame: 15 - 30 minutes per lesson

Note: There are a total of 5 lessons for this unit

Group Size: Whole class and small group.

When the students are not in the room, place a hot air popcorn popper filled with popcorn on a low table covered with a box. Students will sit on the floor in front of the table. Plug in the popcorn popper. *Ask:* How can we find out what is under this mystery box? *Discuss:* Using their senses helps to learn about unknown things.

Remove the box for the students to see what is underneath. Give each student a sample of the popcorn. *Ask:* What does the popcorn feel like? What does popcorn taste like? What sound is made when you eat popcorn?

Shared Reading: Tomie de Paola, The Popcorn Book *Closure:* Review the senses used to experience the making of popcorn.

Materials:

- 1. Hot air popcorn popper
- 2. Large clean box to cover popper
- 3. Low table or clean sheet for floor
- 4. Napkins/cups for popcorn

Extension Activities

One: Make more popcorn for the students. Have the students estimate how many kernels it will take to pop one container full. Record this student information onto chart paper. Have the students assist in counting out the kernels with portion cups in sets of 10. When finished have the whole group count the sets by 10's. Write the numeral on the chart paper, explaining which numeral represents which group/sets of portion cups – hundreds, tens, ones. Pop the popcorn.

Two: Put a vegetable or fruit in a small bag or clean sock. Have the students sit in a circle. Have the students guess what is in the sock without looking inside. Pass the sock around and ask the students to shake and listen to it. Pass the sock around a second time and ask them to smell it. The third time around, ask the students to feel the object. Students should now be able to guess what the sock contains. The final pass around, let each student peek in. Discuss the content of the sock and how they learned what was in it. Prepare a tray of different fruit and vegetables for students to taste.

Challenge: Encourage students to use their senses to sort some fruits and/or vegetables into groups. Students will discuss and share which senses they are utilizing during the activity. Write on a chart paper the students responses. They may classify by color, smell, or taste.

Materials Needed.

- 1. Hot air popcorn popper
- 2. Portion cups
- 3. Napkins, cups for popcorn
- 4. Trays of various fruits and vegetables
- 5. Several clean trays for classifying
- 6. Chart Paper
- 7. Marker
- 8. Clean sock or small bag.

Goal: To provide individual learners with the opportunity to show understanding of the parts of thebody that help them sense their world.

Materials:

- 1. Construction paper
- 2. Yarn
- 3. Glue
- 4. Scissors
- 5. Pictures of objects/living things

Procedure:

Make a large head picture of the children's favorite person or character out of construction paper. Make the features exaggerated. Mount pictures of objects or living things that exemplify using a specific sense, Attach one end of a piece of yarn to each picture. Ask the students to attach the other end of the yarn to a sense used to learn about each object

Science Center

Goal: To develop the senses.

Materials: Tape recorder

- 1. Tape with book
- 2. Headphones
- 3. Blank tape
- 4. 6 pairs of empty film canisters
- 5. 6 pairs of different colored blank self-adhesive dots
- 6. Felly/mystery box
- 7. 6 pairs of small objects
- 8. Tray of fruit/vegetables
- 9. Mirror
- 10. Hand lenses
- 11. Tripod magnifying lense
- 12. Rocks
- 13. Plants
- 14. Nature objects

Procedure:

Make five mini-centers for children to explore their 5 sense. Hearing Center: Listening to a story tape with or without storybook. Make their own tape recording reading the storybook, then listening to their tape recording.

Touch Center:

Students try and guess what each object is in the "feely box", Next, through their sense of touch, match each object with their twin.

Seeing Center:

Look at themselves in a mirror and draw a picture of what they see. View various rocks, objects at the center or classroom with a hand lense, or tripod lense.

Smelling Center:

Through their sense of smell, match each spice with their twin. Checking their work by closing the lid tightly and matching the colored dots on the bottom of each film canister.

Tasting Center:

Students will taste various fruits and vegetables, and describe to a friend how each food tastes or tastes like.

Tying It All Together

Activity: Take the students on a field around of the school. Go past the offices, near the cafeteria before lunch, and around the outside of the building. Stop at each place.

Ask: What do you see here? What do you smell here? How would the ______ taste? If you close your eyes, what do you hear here? Go touch the ______, how does it feel?

Field Trip Ideas: Visit an optometrist's office. Ask the optometrist to discuss the eye parts/functions, why eye examinations are important, and proper eye care/protection.

Speakers/Visitors: Invite a person who knows sign language to visit the class and share with students why some people use this type of communication.

Helpful Hints: Curriculum Integration

Language Arts

Using adjectives have the students describe an experience or event. Encourage use of multiple adjectives in their descriptions. List their experiences on chart paper and ask the students to name which sense would help them to identify what is happening in each situation. List the senses on the chart paper.

Art

Students will make kaleidoscopes. Using a warm iron and a pressing cloth, melt crayon shavings between two large sheets of waxed paper. Cut out circles that will overlap one end of a toilet paper tube. Secure the circles with tape.

Food groups and Food pyramid

Grade: 3, 4

Subject: Environmental Studies

Theme: Health and Nutrition

Duration: Two 40-minute periods

Description: In this activity, students learn about the five food groups and how to use the food pyramid as their guide.

Goals: To 1earn the basics of good nutrition.

Objectives: The student will be able to:

- 1. List the 5 food groups that make up the food pyramid.
- 2. Explain orally and in writing the purpose of the food pyramid.
- 3. Define and give an example of each food group.
- 4. Separate a group of mixed food into the proper food groups.

Materials:

- poster of food pyramid
- dictionaries

Procedure:

- 1. Teacher will hold up a candy bar and an apple and ask **learners** which do they think is better and healthier for their bodies.
- 2. Teacher will then ask the **learners** if they ever think about what they are putting in their bodies before they eat something.
- 3. Teacher will then explain that in order to be healthy children should be eating more of certain foods and less of others.
- 4. Teacher will then list the six categories shown on the food pyramid (5 food groups: grains, protein, dairy, fruits, vegetables; and sweets/fats --use sparingly) on the board.
- 5. Teacher will then ask six **learners** to get a dictionary and look up each word, the definitions will then be put on the board.
- 6. Teacher will then provide many examples and explain why they are examples of each group.
- 7. Teacher will then display the food pyramid poster located at the front of the room.
- 8. Teacher will explain to the class the purpose of the food pyramid and tell how marry servings of each food should be eaten.
- 9. Teacher will then hold up more examples and ask what food groups they should be in, either asking if they are in a certain group, or asking what group they should be in and (for example: hold up a bagel and ask if it is in the protein group and why or why not.)
- 10. Teacher will then restate the definitions and ask the children what they think should be added to the definition and why.
- 11. The **learners** will then write each definition with 2 examples in their notebooks,

Assessment: Teacher will divide the class into 3 groups and give them each a box of assorted food products; the groups wm then divide the products into the correct 6 categories and list them on a separate sheet of paper.

ENRICHMENT ACTIVITIES

Enrichment

The essential competencies in the syllabus cater for the "average" learner. In each class there will/may be fast or gifted learners and teachers should also accommodate their needs. If they are neglected, they will become bored, frustrated and disappointed and it may result in disciplinary problems.

Teachers are obliged to recognize fast learners and provide additional/more-challenging tasks for them to stimulate them and to allow them to excel. These learners can be used in some cases to assist other learners to complete activities based on the essential competencies (peer teaching), but mostly special tasks should be provided for them.

The most common approach will be to prepare activities based on work for the next grade. It is advisable not to follow this, but rather prepare activities/tasks to stimulate their thinking skills.

Following are a few suggestions to lead teachers in this regard:

GRADE	TOPIC	BASIC COMPETENCIES	ENRICMENT ACTIVITIES			
1	The family	Describe their immediate family	o Request the learner to make his/her own "family album". He/she can use old magazines (provided by the teacher) to cut out pictures of family members, paste it in "album" and copy names from flashcards under each picture.			
2	Own identity in family group	 Explain why it is important to be a member of family, and the difference between the immediate and extended family. 	Request the learner to make a "case study" of one family member. Provide learner with list of questions to be completed at home. (See example on p.)			
3	The family	 Describe how the roles of family members complement/ support each other. 	o "You are the eldest child in your family. Your mother is in hospital. You and your Daddy are alone at home." Write five sentences on how you will handle the situation at home.			
4	Our family life	 Explain why family life is important. 	o There is a competition in town. Pick and Pay are looking for the best mother in town. In just ten (10) lines write why you think your mother is the best mother in town.			

Enric	hment Worksheet	Grade 2
Name	i	
Our Fa	amily	
Choos	e the correct answer:	
1.	My mother's husband is my father / grandfather.	
2.	My father's daughter is my aunt / sister.	
3.	My father and my mother's parents are my uncle and grandmother.	aunt / grandfather and
Fill in	cousin, sister-in-law, uncle, grandfather, birthday, bro	ther-in-law, brother:
1.	Mother's brother is my	
2.	My aunt's son is my	,
3.	My sister's husband is my	
4.	My brother's wife is my	
5.	My birthday is on the	

COMPENSATORY ACTIVITIES

Teachers should not just ignore errors/mistakes made by learners Environmental Studies. Teachers must identify problems very soon. Determine the causes and steps to be taken to address the problems. There could be many reasons or causes why learners make mistakes. Always keep in mind your slow learners when setting quizzes and activities. These learners need more explanation and repetition.

ASSESSMENT

CRITERIA FOR ASSESSMENT

Skill	A	В	C	D	E
	 Learner can follow instructions carefully after hearing it once. Can express self clearly in well-constructed sentences with good vocabulary and tenses. Can answer questions on higher order thinking level clearly (level 3) Can retell stories in own words, rhymes, dialogues with feeling and expression. 	 Can follow various instructions carefully after hearing it once. Can express self clearly and correctly in suitable vocabulary. Can answer questions very well when they are not too demanding. Level 1 and 2. Can retell story in own words, do dialogues, rhymes with understanding. 	 Can follow simple instructions after hearing it once. Can express self in short simple sentences clearly. Can answer simple questions correctly. Can retell story using simple words, can recite, sing songs taught. 	 Can follow simple instructions with guidance. Struggles to express self clearly. Struggle to answer simple questions clearly. Cannot retell story in own words, struggles to recite or sing. 	 Cannot carry out simple instructions. Cannot express self clearly. Cannot answer simple questions. Cannot remember story, songs, rhymes or has to be assisted a lot.
	 Learner reads words and sentences fluently, accurately, with feeling and understanding. Can read a variety of texts including long sentences. All punctuation marks are expressed correctly. Can retell what was read in own words. Can answer questions on different levels about the content. 	 Read most of the words and sentences correctly with feeling and understanding. Can read familiar unprepared texts. Can read the class reading materials and a reader for that grade with understanding. Can express.,?! with reading. Can answer simple questions about the content. 	 Read about half of the sentences correctly with understanding. Can read materials taught in class (familiar matter). Can read easy unprepared reading and tell about something read. Can use full stop and comma correctly when reading. Can recognize vowels and consonants. 	 Reads less than half of the words and sentences correctly. Can only read prepared reading. Needs assistance with phonics and sounding words and recognition of most words. Cannot retell in own words what was read. Can answer a few of the simple questions on the content. 	 Can hardly read any words of sentence. Cannot answer question correctly. Cannot use phonics to assist with word recognition.

Skill		A		В	C		D		E	
Handwriting	0 0 0 0	Writes letters with correct formation and according to line size. Correct spacing between letters and lines. Good layout of work. Neat, upright letters according to examples in study guide. Can write fast, accurate and neatly.	0 0 0	Writes letters with correct formation according to line size. Correct spacing between letters and lines. Layout of work, e.g. use of ruler can improve. Neat upright letters.	0	Writes letters with correct formation but they do not always touch the lines. There are spaces between letters and lines that make them legible, but are not always the same. Can finish in time.	0 0 0 0 0	Learner needs a rubber extensively. Shows ability to form letters but are smaller/bigger than line size or letters differs in size. Spacing makes reading difficult. Untidy work. Very slow.	0 0 0 0 0	Can hardly copy letters. Illegible letters. Spacing makes reading difficult. Messy work. Extremely slow.
Creative writing	0 0 0	Can construct clear descriptive grammatically correct complex sentences. All words are spelt correctly. Can answer question clearly in writing. Legible and tidy handwriting and layout.	0 0 0	Can construct grammatically correct sentences. All words are spelt correctly. Can answer questions suitably in writing. Legible and tidy handwriting.	0 0 0	Can construct simple short sentences with no. of words as in 6 essential competency. Most words are spelt correctly. Legible handwriting. Can answer most questions suitably in writing.	0 0 0 0 0	Can only construct very short simple sentences correctly. Most questions answered wrongly. Majority vocabulary words are spelt incorrectly. Some words illegible. Untidy work.	0 0 0	What is written does not make sense. Cannot give correct answers in writing. Illegible and messy handwriting. Cannot spell words.

RHYMES, POEMS AND SONGS



An Apple a Day

Nursery Rhymes

An apple a day
Sends the doctor away

Apple in the morning

Doctor's warning

Roast apple at night
Starves the doctor outright

Eat an apple going to bed

Knock the doctor on the head

Three each day, seven days a week Ruddy apple, ruddy cheek

Rhyme

First the seed

And then the grain,

Thank you, thank you

For sun and rain

First the flour

And then the bread

Thank you, thank you

That we are fed

Thank you, Thank you

For all the care

Help us all to share and share.

Rhyme on the family

Father, Mother, Sister, Brother and I

This is the family

This is the family

This is the family of mine.

Rhyme on hygiene

Wash your body in the morning
Wash your hands - before you eat and after
Brush your teeth after eating
Bath your body - before you go to sleep

Poem - My body (prayer)

With my legs I run around
With my ears I hear each sound
With my mouth I laugh and sing
With my hands I touch everything.
With my knees, what do you think?
These I bend and then I pray Thank you God for everything.

My teeth like apples

My teeth like apples.

They go crunch, crunch, crunch
My teeth like bread

They go munch, munch, munch
My eyes like carrots

They go crunch, crunch, crunch
My muscles like cheese
I say yum, yum, yum.

Song about road safety

My little bicycle

I ride my little bicycle
I bought it at the shop
-I bought it at the shop
And when I see the big red light
I know I have to stop
-I know I have to stop

Stop says the red light

Go says the green light

Careful says the yellow light

Winky in between.

GLOSSARY

Essential - of utmost importance

Image - the picture of something, also in the mind

Improvise - to create or make something new based on other examples

Immune - resistence of the body to diseases

Harmful - can hurt or damage, like poison or bad food

Pollute - to dirty the environment, make it unhealthy

Dispersal - spreading of organisms, seeds or animals in the environment

Stigma - a mark of shame or discredit

Textiles - materials for clothes made of plant fibres

Emit - to give out or throw out

Vibration - to make soft shaky movements or sounds

Context - things with related conditions affecting one another

Courteous - to be respectful, show respect

Dignatory - a person of high rank or high office

Exhibition - a public show or display

Entrepreneurship - one who organises and manages a business enterprise for profit

Edible - plants or stuff suitable to eat as food

Purify - to make pure, to clean

Sparingly - to save or use only when necessary

Sequence - in the correct order

Stall holder - person in charge of a market stall where things are sold

