

**Theme: Fire Day 1**

<b>First ring</b>	<b>Concept: Use of fire</b>	<b>Ages: 3 – 6 y</b>
<b>Language discussion and Beginning knowledge</b>		
<b>Subjects, study areas, skills, content and integration</b>		
<b>Subject: Home language</b> <b>Skills: Listening and Speaking</b> <ul style="list-style-type: none"> <li>• Participates in discussions and asks questions</li> <li>• Listens and responds to simple questions</li> <li>• Sings simple songs and does action rhymes</li> <li>• Talks about pictures in posters, theme charts, books</li> </ul>	<b>Integration: Life Skills:</b> <b>Beginning knowledge</b>  <b>Topic: Fire</b> <b>Context: Use of fire</b>	

**Theme: Fire Day 1**

<b>Creative activities</b>	<b>Concept: Use of fire</b>	<b>Ages: 3 – 6 y</b>
<b>Main activity: Collage and finger painting a fire</b>		
<b>Subjects, study areas, skills, content and integration</b>		
<b>Life Skills Study area: Creative arts</b> <b>Create in 2D</b> <ul style="list-style-type: none"> <li>• Drawing and painting using the week's topic</li> </ul> <b>Create in 3D (constructing)</b> <ul style="list-style-type: none"> <li>• Encourage development of skills through manipulation of the materials</li> <li>• Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off-cuts, and other</li> <li>• Craft skills and techniques: cutting, pasting, tearing</li> <li>• Use playdough to improve fine-motor ability; rolling,</li> </ul>	<b>Integration: Subject: Home language</b> <b>Skill: Handwriting</b> <ul style="list-style-type: none"> <li>• Uses a range of writing tools e.g. paint brushes, wax crayons etc.</li> <li>• Develops eye- hand co-ordination through play e.g. drawing and painting</li> <li>• Develops fine motor control using scissors to cut on bold outlined pictures and shapes etc</li> <li>• Develops small muscles skills through finger play, e.g. play dough</li> </ul>	

**Theme: Fire Day 1**

<b>Second ring</b>	<b>Concept: Use of fire</b>	<b>Ages: 3 – 6 y</b>
<b>Life skills: Music: Songs and rhymes with dramatic movements (Drama)</b>		
<b>Subjects, study areas, skills, content and integration</b>		
<b>Subject: Life Skills: Performing arts</b> <b>Creative games and skills</b> <ul style="list-style-type: none"> <li>• Spontaneous use of voice and movement in participatory rhymes and stories</li> <li>• Singing action songs using different parts of the body to interpret the song</li> <li>• Developing spatial awareness: freeze games, finding own space no bumping</li> <li>• Listening skills: reacting to signals, cues, stories, rhymes and songs, such as 'Stop, drop and roll'</li> <li>• Dramatising make-believe situations, fantasy and own life experiences</li> </ul> <b>Improvise and interpret</b> <ul style="list-style-type: none"> <li>• Cooling down the body and relaxing (going to sleep)</li> </ul>	<b>Integration: Subject: Home language</b> <b>Skills: Listening and Speaking</b> <ul style="list-style-type: none"> <li>• Participates in discussions and asks questions</li> <li>• Listens and responds to simple questions</li> <li>• Sings simple songs and does action rhymes</li> </ul>	

**Theme: Fire Day 1**

<b>Story</b>	<b>Concept: Use of fire</b>	<b>Ages: 3 – 6 y</b>
<b>Title: Stone soup</b>		
<b>Subjects, study areas, skills, content and integration</b>		
<b>Subject: Home language</b> <b>Skills: Listening and Speaking</b> <ul style="list-style-type: none"> <li>• Listens to stories</li> <li>• Listens and responds to simple questions</li> <li>• Participates in discussions and asks questions</li> </ul> <b>Skill: Reading and Viewing</b> <b>Emergent Reading skills</b> <ul style="list-style-type: none"> <li>• Arranges a set of pictures in such a way that they form a story</li> </ul>	<b>Integration: Subject: Home language</b> <b>Skill: Reading and Viewing</b> <b>Shared reading as a class with teacher</b> <ul style="list-style-type: none"> <li>• Answers questions based on the story read</li> <li>• Makes links to own experience when reading with the teacher</li> </ul>	

**Theme: Fire Day 2**

<b>First ring</b>	<b>Concept: Causes of fire</b>	<b>Ages: 3 – 6 y</b>
<b>Language discussion and Beginning knowledge</b>		
<b>Subjects, study areas, skills, content and integration</b>		
<b>Subject: Home language</b> <b>Skills: Listening and Speaking</b> <ul style="list-style-type: none"> <li>• Participates in discussions and asks questions</li> <li>• Listens and responds to simple questions</li> <li>• Sings simple songs and does action rhymes</li> <li>• Talks about pictures in posters, theme charts, books</li> </ul>	<b>Integration: Life Skills:</b> <b>Beginning knowledge</b>  <b>Topic: Fire</b> <b>Context: Causes of fire</b>	

**Theme: Fire Day 2**

<b>Creative activities</b>	<b>Concept: Causes of fire</b>	<b>Ages: 3 – 6 y</b>
<b>Main activity: Drawing and colour wash a candle</b>		
<b>Subjects, study areas, skills, content and integration</b>		
<b>Life Skills Study area: Creative arts</b> <b>Create in 2D</b> <ul style="list-style-type: none"> <li>• Draw and give own interpretation to drawings using the week's topic using wax crayon, oil pastels and other drawing media</li> <li>• Painting: using coloured inks or dyes in primary and secondary colours to respond to the week's topic</li> </ul> <b>Create in 3D (constructing)</b> <ul style="list-style-type: none"> <li>• Fine-motor and sensory co-ordination: (eye-hand-mind) manipulation of scissors and other tools and equipment.</li> <li>• Craft skills and techniques: cutting, pasting, tearing</li> <li>• Simple printmaking techniques to create informal pattern</li> </ul>	<b>Integration: Subject: Home language</b> <b>Skill: Handwriting</b> <ul style="list-style-type: none"> <li>• Uses a range of writing tools e.g. paint brushes, wax crayons etc.</li> <li>• Develops eye- hand co-ordination through play e.g. drawing and painting</li> <li>• Develops fine motor control using scissors to cut on bold outlined pictures and shapes etc</li> </ul>	

## Theme: Fire Day 2

<b>Second ring</b>	<b>Concept: Causes of fire</b>	<b>Ages: 3 – 6 y</b>
<b>Mathematics – data handling – graph and measuring</b>		
<b>Subjects, study areas, skills, content and integration</b>		
<p><b>Subject: Mathematics</b>  <b>Content: Numbers, Operations and Relationships</b>  <b>Topic: Number concept development: Count with whole numbers</b>  <b>Counting objects</b></p> <ul style="list-style-type: none"> <li>Estimate and count to at least 10 everyday object readily</li> </ul> <p><b>Content: Data Handling</b>  <b>Collect and sort objects</b></p> <ul style="list-style-type: none"> <li>Collect and organise objects</li> </ul> <p><b>Discuss and report on sorted collection of objects</b></p> <ul style="list-style-type: none"> <li>Answer questions about - How the collection was sorted</li> </ul> <p><b>Content: Measurement Length Informal measuring</b></p> <ul style="list-style-type: none"> <li>Compare and order the length, height or width of two or more objects by placing them next to each other. Use language to talk about the comparison e.g. longer, shorter, equal – the same</li> </ul>	<p><b>Integration: Subject: Home language</b>  <b>Skills: Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>Listens and responds to simple questions</li> </ul> <p><b>Subject: Mathematics</b>  <b>Content: Measurement Length</b>  <b>Informal measuring</b></p> <ul style="list-style-type: none"> <li>Compare and order the length, height or width of two or more objects by placing them next to each other. Use language to talk about the comparison e.g. longer, taller, shorter, wider</li> </ul>	

## Theme: Fire Day 2

<b>Story</b>	<b>Concept: Causes of fire</b>	<b>Ages: 3 – 6 y</b>
<b>Title: Thabo plays with matches</b>		
<b>Subjects, study areas, skills, content and integration</b>		
<p><b>Subject: Home language</b>  <b>Skills: Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>Listens to stories</li> <li>Listens and responds to simple questions</li> <li>Participates in discussions and asks questions</li> </ul>	<p><b>Integration: Subject: Home language</b>  <b>Skill: Reading and Viewing</b>  <b>Shared reading as a class with teacher</b></p> <ul style="list-style-type: none"> <li>Answers questions based on the story read</li> <li>Makes links to own experience when reading with the teacher</li> </ul>	

## Theme: Fire Day 3

<b>First ring</b>	<b>Concept: Fire using our senses Properties of fire</b>	<b>Ages: 3 – 6 y</b>
<b>Language discussion and Beginning knowledge</b>		
<b>Subjects, study areas, skills, content and integration</b>		
<p><b>Subject: Home language</b>  <b>Skills: Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>Participates in discussions and asks questions</li> <li>Listens and responds to simple questions</li> <li>Sings simple songs and does action rhymes</li> <li>Talks about pictures in posters, theme charts, books</li> </ul>	<p><b>Integration: Life Skills: Beginning knowledge</b>  <b>Topic: Fire and Senses</b>  <b>Context:</b></p> <ul style="list-style-type: none"> <li>Fire using our senses</li> <li>Properties of fire</li> </ul>	

### Theme: Fire Day 3

<b>Creative activities</b>	<b>Concept: Properties of fire Fire using our senses</b>	<b>Ages: 3 – 6 y</b>
<b>Main activity: Drawing with melted wax crayons on a candle</b>		
<b>Subjects, study areas, skills, content and integration</b>		
<b>Life Skills Study area: Creative arts</b> <b>Create in 2D</b> <ul style="list-style-type: none"> <li>Drawing and painting using the week's topic</li> </ul> <b>Create in 3D (constructing)</b> <ul style="list-style-type: none"> <li>Fine-motor and sensory co-ordination: (eye-hand-mind) manipulation of scissors and other tools and equipment.</li> <li>Encourage development of skills through manipulation of the materials</li> <li>Craft skills and techniques: cutting, pasting, tearing</li> <li>Use greater detail in playdough modelling: pinching, pulling, rolling smaller pieces</li> </ul>	<b>Integration: Subject: Home language</b> <b>Skill: Handwriting</b> <ul style="list-style-type: none"> <li>Uses a range of writing tools e.g. paint brushes, wax crayons etc.</li> <li>Develops eye- hand co-ordination through play e.g. drawing and painting</li> <li>Develops fine motor control using scissors to cut on bold outlined pictures and shapes</li> <li>Develops small muscles skills through finger play, e.g. play dough</li> <li>Copies patterns, words and letters (using the correct starting point and direction when forming letters)</li> </ul>	

### Theme: Fire Day 3

<b>Second ring</b>	<b>Concept: Fire using our senses Properties of fire</b>	<b>Ages: 3 – 6 y</b>
<b>Life skills: Natural sciences – fire needs oxygen(air) to burn (Technology integration)</b>		
<b>Subjects, study areas, skills, content and integration</b>		
<b>Subject: Life Skills</b> <b>Beginning Knowledge</b>  <b>Scientific process skills;</b> the process of enquiry which involves observing, comparing, classifying, measuring, experimenting, and communicating;  <b>Technological process skills;</b> investigate, design, make, evaluate, communicate	<b>Integration: Subject: Home language</b> <b>Skills: Listening and Speaking</b> <ul style="list-style-type: none"> <li>Participates in discussions and asks questions</li> <li>Listens and responds to simple questions</li> </ul>	

### Theme: Fire Day 3

<b>Story</b>	<b>Concept: Fire using our senses Properties of fire</b>	<b>Ages: 3 – 6 y</b>
<b>Title: Smoke everywhere</b>		
<b>Subjects, study areas, skills, content and integration</b>		
<b>Subject: Home language</b> <b>Skills: Listening and Speaking</b> <ul style="list-style-type: none"> <li>Listens to stories</li> <li>Listens and responds to simple questions</li> <li>Participates in discussions and asks questions</li> </ul>	<b>Integration: Subject: Home language</b> <b>Skill: Reading and Viewing</b> <b>Shared reading as a class with teacher</b> <ul style="list-style-type: none"> <li>Answers questions based on the story read</li> <li>Makes links to own experience when reading with the teacher</li> </ul>	

## Theme: Fire Day 4

<b>First ring</b>	<b>Concept: Fire safety</b>	<b>Ages: 3 – 6 y</b>
<b>Language discussion and Beginning knowledge</b>		
<b>Subjects, study areas, skills, content and integration</b>		
<b>Subject: Home language</b> <b>Skills: Listening and Speaking</b> <ul style="list-style-type: none"> <li>• Participates in discussions and asks questions</li> <li>• Listens and responds to simple questions</li> <li>• Sings simple songs and does action rhymes</li> <li>• Talks about pictures in posters, theme charts, books etc</li> </ul>	<b>Integration: Life Skills</b> <b>Beginning knowledge</b>  <b>Topic: Fire</b> <b>Context: Fire safety</b> <b>Topic: Safety</b> <b>Context: Fire safety</b>	

## Theme: Fire Day 4

<b>Creative activities</b>	<b>Concept: Fire safety</b>	<b>Ages: 3 – 6 y</b>
<b>Main activity: Collage – a burning house with shapes and flames</b>		
<b>Subjects, study areas, skills, content and integration</b>		
<b>Life Skills Study area: Creative arts</b> <b>Create in 2D</b> <ul style="list-style-type: none"> <li>• Drawing and painting using the week's topic</li> </ul> <b>Create in 3D (constructing)</b> <ul style="list-style-type: none"> <li>• Encourage development of skills through manipulation of the materials</li> <li>• Craft skills and techniques: cutting, pasting, tearing</li> <li>• Use greater detail in playdough modelling: pinching, pulling, rolling smaller pieces</li> </ul>	<b>Integration: Subject: Home language</b> <b>Skill: Handwriting</b> <ul style="list-style-type: none"> <li>• Uses a range of writing tools e.g. paint brushes, wax crayons etc.</li> <li>• Develops eye- hand co-ordination through play e.g. drawing and painting</li> <li>• Develops small muscles skills through finger play, e.g. play dough</li> </ul>	

## Theme: Fire Day 4

<b>Second ring</b>	<b>Concept: Fire safety</b>	<b>Ages: 3 – 6 y</b>
<b>Mathematics – patterning with matches</b>		
<b>Subjects, study areas, skills, content and integration</b>		
<b>Subject: Mathematics</b> <b>Content: Patterns, Functions and Algebra</b> <b>Geometric patterns</b> <b>Copy and extend</b> <ul style="list-style-type: none"> <li>• Copy and extend simple patterns using physical objects (matches)</li> </ul>	<b>Integration: Subject: Home language</b> <b>Skills: Listening and Speaking</b> <ul style="list-style-type: none"> <li>• Participates in discussions and asks questions</li> <li>• Listens and responds to simple questions</li> </ul> <b>Skills: Handwriting</b> <ul style="list-style-type: none"> <li>• Develops small muscles skills through finger play, e.g. pasting matches in a pattern</li> </ul>	

## Theme: Fire Day 4

<b>Story</b>	<b>Concept: Fire safety</b>	<b>Ages: 3 – 6 y</b>
<b>Title: The power failure</b>		
<b>Subjects, study areas, skills, content and integration</b>		
<b>Subject: Home language</b> <b>Skills: Listening and Speaking</b> <ul style="list-style-type: none"> <li>• Listens to stories</li> <li>• Listens and responds to simple questions</li> <li>• Participates in discussions and asks questions</li> </ul>	<b>Integration: Subject: Home language</b> <b>Skill: Reading and Viewing</b> <b>Shared reading as a class with teacher</b> <ul style="list-style-type: none"> <li>• Answers questions based on the story read</li> <li>• Makes links to own experience when reading with the teacher</li> </ul>	

## Theme: Fire Day 5

<b>First ring</b>	<b>Concept: Ways to extinguish a fire / Fire fighters</b>	<b>Ages: 3 – 6 y</b>
<b>Language discussion and Beginning knowledge</b>		
<b>Subjects, study areas, skills, content and integration</b>		
<b>Subject: Home language</b> <b>Skills: Listening and Speaking</b> <ul style="list-style-type: none"> <li>• Participates in discussions and asks questions</li> <li>• Listens and responds to simple questions</li> <li>• Singing simple songs and does action rhymes</li> <li>• Talks about pictures in posters, theme charts, books</li> </ul> <b>Subject: Life Skills: Performing arts</b> <ul style="list-style-type: none"> <li>• Dramatising make-believe situations, fantasy and own life experiences – Role play</li> </ul>		<b>Integration: Life Skills</b> <b>Beginning knowledge</b> <b>Topic: Fire</b> <b>Context:</b> <ul style="list-style-type: none"> <li>• Ways to extinguish a fire</li> <li>• Fire-fighters</li> </ul> <b>Topic: Safety</b> <b>Context:</b> <ul style="list-style-type: none"> <li>• Ways to extinguish a fire</li> </ul> <b>Topic: Community workers</b> <b>Context:</b> <ul style="list-style-type: none"> <li>• Fire-fighters</li> </ul>

## Theme: Fire Day 5

<b>Creative activities</b>	<b>Concept: Ways to extinguish a fire Fire fighters</b>	<b>Ages: 3 – 6 y</b>
<b>Main activity: Box construction – a fire engine using egg boxes</b>		
<b>Subjects, study areas, skills, content and integration</b>		
<b>Life Skills Study area: Creative arts</b> <b>Create in 2D</b> <ul style="list-style-type: none"> <li>• Drawing and painting using the week's topic</li> <li>• Draw and give own interpretation to drawings using the week's topic using wax crayon, oil pastels and other drawing media</li> </ul> <b>Create in 3D (constructing)</b> <ul style="list-style-type: none"> <li>• Fine-motor and sensory co-ordination: (eye-hand-mind) manipulation of scissors and other tools and equipment.</li> <li>• Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off-cuts, and other</li> <li>• Craft skills and techniques: cutting, pasting, tearing</li> </ul>		<b>Integration: Subject: Home language</b> <b>Skill: Handwriting</b> <ul style="list-style-type: none"> <li>• Uses a range of writing tools e.g. paint brushes, wax crayons etc.</li> <li>• Develops eye- hand co-ordination through play e.g. drawing and painting</li> <li>• Develops fine motor control using scissors to cut on bold outlined pictures and shapes etc</li> </ul>

## Theme: Fire Day 5

<b>Second ring</b>	<b>Concept: Ways to extinguish a fire Fire fighters</b>	<b>Ages: 3 – 6 y</b>
<b>Life skills: Physical Development: Games and movement</b>		
<b>Subjects, study areas, skills, content and integration</b>		
<b>Subject: Life skills: Physical Development</b> <b>Locomotor/non-locomotion</b> <ul style="list-style-type: none"> <li>• Running on all fours - crawling</li> <li>• Running backwards and forwards</li> <li>• Walking, marching, hopping, skipping, jumping and rolling</li> </ul> <b>Perceptual motor</b> <ul style="list-style-type: none"> <li>• Simple obstacle course e.g. jumping, running, throwing, climbing,</li> <li>• Jump to cover distances on the ground</li> </ul> <b>Spatial orientation</b> <ul style="list-style-type: none"> <li>• Crawling and weaving through ladder frames</li> </ul>		<b>Subject: Life Skills: Performing Arts</b> <ul style="list-style-type: none"> <li>• Dramatising make-believe situations, fantasy and own life experiences</li> </ul> <b>Creative games and skill</b> <ul style="list-style-type: none"> <li>• Listening skills: to signals, cues, stories, rhymes and songs, such as 'Freeze!', 'Up!', 'Down!'</li> </ul>

## Theme: Fire Day 5

<b>Story</b>	<b>Concept: Ways to extinguish a fire: Fire fighters</b>	<b>Ages: 3 – 6 y</b>
<b>Title: A visit to the fire station</b>		
<b>Subjects, study areas, skills, content and integration</b>		
<b>Subject: Home language</b> <b>Skills: Listening and Speaking</b> <ul style="list-style-type: none"><li>• Listens to stories</li><li>• Listens and responds to simple questions</li><li>• Participates in discussions and asks questions</li><li>• Sings simple songs and does action rhymes</li></ul>	<b>Integration: Subject: Home language</b> <b>Skill: Reading and Viewing</b> <b>Shared reading as a class with teacher</b> <ul style="list-style-type: none"><li>• Answers questions based on the story read</li><li>• Makes links to own experience when reading with the teacher</li></ul>	