

Theme: South Africa – our heritage Day 1

First ring	Concept: South African symbols	Ages: 3 – 6 y
Language discussion and Beginning knowledge		
Subjects, study areas, skills, content and integration		
Subject: Home language Skills: Listening and Speaking <ul style="list-style-type: none"> Participates in discussions and asks questions Listens and responds to simple questions Talks about pictures in posters, theme charts, books Subject: Mathematics Topic: Number concept development: Solve problems in context Problem solving techniques Money <ul style="list-style-type: none"> Develop an awareness of South African coins and bank notes 	Life Skills: Beginning knowledge Topic: South Africa Context: South African Symbols <ul style="list-style-type: none"> People Money Languages Symbols Provinces 	

Theme: South Africa – our heritage Day 1

Creative activities	Concept: South African symbols	Ages: 3 – 6 y
Main activity: Painting – the SA flag		
Subjects, study areas, skills, content and integration		
Life Skills Study area: Creative arts Create in 2D <ul style="list-style-type: none"> Draw and give own interpretation to drawings using the week's topic using wax crayon, oil pastels and other drawing media Painting: use pre-mixed tempera paint or coloured inks or dyes in primary and secondary colours to respond to the week's topic Create in 3D (constructing) <ul style="list-style-type: none"> Fine-motor and sensory co-ordination: (eye-hand-mind) manipulation of scissors and other tools and equipment. Encourage development of skills through manipulation of the materials Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off-cuts, and other 	Integration: Subject: Home language Skill: Handwriting <ul style="list-style-type: none"> Uses a range of writing tools e.g. paint brushes, wax crayons etc. Develops eye- hand co-ordination through play e.g. drawing and painting 	

Theme: South Africa – our heritage Day 1

Second ring	Concept: South African symbols	Ages: 3 – 6 y
Life Skills: Performing Arts: Music: Rhymes and songs		
Subjects, study areas, skills, content and integration		
Subject: Performing Arts Creative games and skills <ul style="list-style-type: none"> Indigenous songs, rhythmic games and rhymes using different dynamics (loud, soft, strong, gentle) with clapping and stamping Improvise and interpret <ul style="list-style-type: none"> Dramatising make-believe situations or own life experiences with movement and song (greetings) Dramatisation, using an existing indigenous story, poem, nursery rhyme or song as stimulus 	Subject: Home language Skills: Listening and Speaking <ul style="list-style-type: none"> Participates in discussions and asks questions Listens and responds to simple questions Sings simple songs and does action rhymes 	

Theme: South Africa – our heritage Day 1

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

Theme: South Africa – our heritage Day 2

First ring	Concept: South African cultures and food	Ages: 3 – 6 y
Language discussion and Beginning knowledge		
Subjects, study areas, skills, content and integration		
Subject: Home language Skills: Listening and Speaking <ul style="list-style-type: none"> • Participates in discussions and asks questions • Listens and responds to simple questions • Singing simple songs and does action rhymes • Talks about pictures in posters, theme charts, books 	Life Skills: Beginning knowledge Topic: South Africa Context: South African cultures and foods <ul style="list-style-type: none"> • Different cultures in South Africa • Different foods • Different ways of eating food 	

Theme: South Africa – our heritage Day 2

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

Theme: South Africa – our heritage Day 2

Second ring	Concept: South African cultures	Ages: 3 – 6 y
Life Skills: Performing arts: Singing : The National Anthem and other songs		
Subjects, study areas, skills, content and integration		
Subject: Life Skills: Performing arts Creative games and skills <ul style="list-style-type: none"> • Singing action songs using different parts of the body to interpret the song • Spontaneous use of voice and movement in participatory rhymes and stories Subject: Life Skills Beginning Knowledge Social science concepts; diversity and individuality	Integration: Subject: Home language Skills: Listening and Speaking <ul style="list-style-type: none"> • Participates in discussions and asks questions • Listens and responds to simple questions • Sings simple songs and does action rhymes 	

Theme: South Africa – our heritage Day 2

Story	Concept: South African cultures	Ages: 3 – 6 y
Title: How the elephant got its trunk (Rudyard Kipling)		
Subjects, study areas, skills, content and integration		
Subject: Home language Skills: Listening and Speaking <ul style="list-style-type: none"> • Listens to stories • Listens and responds to simple questions • Participates in discussions and asks questions 	Integration: Subject: Home language Skill: Reading and Viewing Shared reading as a class with teacher <ul style="list-style-type: none"> • Answers questions based on the story read • Makes links to own experience when reading with the teacher 	

Theme: South Africa – our heritage Day 3

First ring	Concept: Traditional crafts and music	Ages: 3 – 6 y
Language discussion and Beginning knowledge		
Subjects, study areas, skills, content and integration		
Subject: Home language Skills: Listening and Speaking <ul style="list-style-type: none"> • Participates in discussions and asks questions • Listens and responds to simple questions • Sings simple songs and does action rhymes • Talks about pictures in posters, theme charts, books 	Life Skills: Beginning knowledge Topic: South Africa Context: Traditional crafts and music <ul style="list-style-type: none"> • Crafts from different cultures • Musical instruments from different cultures • Social science concepts; diversity and individuality 	

Theme: South Africa – our heritage Day 3

Creative activities	Concept: Traditional crafts and music	Ages: 3 – 6 y
Main activity: Construction – a shield		
Subjects, study areas, skills, content and integration		
Life Skills Study area: Creative arts Create in 2D <ul style="list-style-type: none"> • Drawing and painting using the week's topic Create in 3D (constructing) <ul style="list-style-type: none"> • Fine-motor and sensory co-ordination: (eye-hand-mind) manipulation of scissors and other tools and equipment. • Encourage development of skills through manipulation of the materials • Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off-cuts, and other • Craft skills and techniques: cutting, pasting, tearing • Simple printmaking techniques to create informal pattern 	Integration: Subject: Home language Skill: Handwriting <ul style="list-style-type: none"> • Uses a range of writing tools e.g. paint brushes, wax crayons etc. • Develops eye- hand co-ordination through play e.g. drawing and painting • Develops fine motor control using scissors to cut on bold outlined pictures and shapes etc 	

South Africa – our heritage Day 3

Second ring	Concept: Traditional crafts and music	Ages: 3 – 6 y
Music: Dancing with musical instruments		
Subjects, study areas, skills, content and integration		
Subject: Life skills: Performing arts Creative games and skills <ul style="list-style-type: none"> • Keeping a steady beat: playing rhythmic games such as clapping, stamping, percussion using different rhythms and tempos • Exploring music, movement and voice: focusing on tempo: • Singing action songs using different parts of the body to interpret the song • Spontaneous use of voice and movement in participatory rhymes and stories • Cooling down the body and relaxing (listening to a lullaby) • Using body percussion and/or percussion instruments to perform simple rhythm patterns Improvise and interpret <ul style="list-style-type: none"> • Dramatising make-believe situations or own life experiences with movement and song • Interpretation of indigenous and other songs using dynamics such as soft, loud, etc. 		Subject: Home language Skills: Listening and Speaking <ul style="list-style-type: none"> • Participates in discussions and asks questions • Listens and responds to simple questions • Sings simple songs and does action rhymes

Theme: South Africa – our heritage Day 3

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

Theme: South Africa – our heritage Day 4

First ring	Concept: Traditional clothes	Ages: 3 – 6 y
Language discussion and Beginning knowledge		
Subjects, study areas, skills, content and integration		
Subject: Home language Skills: Listening and Speaking <ul style="list-style-type: none"> • Participates in discussions and asks questions • Listens and responds to simple questions • Sings simple songs and does action rhymes • Talks about pictures in posters, theme charts, books 		Life Skills: Beginning knowledge Topic: South Africa Context: Traditional clothes <ul style="list-style-type: none"> • Different materials used to make clothes • Different patterns, colours and styles • Different accessories • Blankets • Hats

Theme: South Africa – our heritage Day 4

Creative activities	Concept: Traditional clothes	Ages: 3 – 6 y
Main activity: Collage – a person using toilet rolls wearing a ‘grass’ skirt		
Subjects, study areas, skills, content and integration		
Subject: Life Skills Study area: Creative arts Create in 2D <ul style="list-style-type: none"> Draw and give own interpretation to drawings using the week’s topic using wax crayon, oil pastels and other drawing media Painting: use pre-mixed tempera paint or coloured inks or dyes in primary and secondary colours to respond to the week’s topic Create in 3D (constructing) <ul style="list-style-type: none"> Fine-motor and sensory co-ordination: (eye-hand-mind) manipulation of scissors and other tools and equipment. Encourage development of skills through manipulation of the materials Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off-cuts, and other Craft skills and techniques: cutting, pasting, tearing 	Integration: Subject: Home language Skill: Handwriting <ul style="list-style-type: none"> Uses a range of writing tools e.g. paint brushes, wax crayons etc. Develops eye- hand co-ordination through play e.g. drawing and painting Develops fine motor control using scissors to cut on bold outlined pictures and shapes etc 	

Theme: South Africa – our heritage Day 4

Second ring	Concept: Traditional clothes	Ages: 3 – 6 y
Mathematics – Data handling, patterning and symmetry		
Subjects, study areas, skills, content and integration		
Subject: Mathematics Content: Patterns, Functions and Algebra Geometric patterns Copy and extend <ul style="list-style-type: none"> Copy and extend simple patterns using physical objects and drawings (e.g. using colours and shapes) Symmetry <ul style="list-style-type: none"> Recognises symmetry in own body Content: Data Handling Collect and sort objects <ul style="list-style-type: none"> Collect and organise objects (learners) Discuss and report on sorted collection of objects <ul style="list-style-type: none"> Answer questions about How the collection was sorted Content: Measurement Length Informal measuring <ul style="list-style-type: none"> 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, 	Integration: Subject: Home language Skills: Listening and Speaking <ul style="list-style-type: none"> Participates in discussions and asks questions Listens and responds to simple questions Sings simple songs and does action rhymes Talks about pictures in posters, theme charts, books 	

Theme: South Africa – our heritage Day 4

Story	Concept: Traditional clothes	Ages: 3 – 6 y
Title: Dress up time at the cultural village		
Subjects, study areas, skills, content and integration		
Subject: Home language Skills: Listening and Speaking <ul style="list-style-type: none"> Listens to stories Listens and responds to simple questions Participates in discussions and asks questions 	Integration: Subject: Home language Skill: Reading and Viewing Shared reading as a class with teacher <ul style="list-style-type: none"> Answers questions based on the story read Makes links to own experience when reading with 	

Theme: South Africa – our heritage Day 5

First ring	Concept: Homes – traditional and regular The South African constitution and children's rights	Ages: 3 – 6 y
Language discussion and Beginning knowledge		
Subjects, study areas, skills, content and integration		
Subject: Home language Skills: Listening and Speaking <ul style="list-style-type: none"> • Participates in discussions and asks questions • Listens and responds to simple questions • Sings simple songs and does action rhymes • Talks about pictures in posters, theme charts, books Subject: Life skills; Personal and social well-being <ul style="list-style-type: none"> • Learners will develop the skills to relate positively and make a contribution to family, community and society, while practising the values embedded in the Constitution. • Learners will learn to exercise their constitutional rights and responsibilities, to respect the rights of others and to show tolerance for cultural and religious diversity in order to contribute to a democratic society. 		Life Skills: Beginning knowledge Topic: South Africa Context: Homes – traditional and regular The South African constitution and children's rights <ul style="list-style-type: none"> • Traditional homes • Conventional homes • Rules of our country • Children's rights

Theme: South Africa – our heritage Day 5

Creative activities	Concept: Homes – traditional and regular	Ages: 3 – 6 y
Main activity: Drawing (and painting) – Ndebele patterns		
Subjects, study areas, skills, content and integration		
Life Skills Study area: Creative arts: Create in 2D <ul style="list-style-type: none"> • Draw and give own interpretation to drawings using the week's topic using wax crayon, oil pastels and other drawing media • Painting: use pre-mixed tempera paint or coloured inks or dyes in primary and secondary colours to respond to the week's topic Create in 3D (constructing) <ul style="list-style-type: none"> • Encourage development of skills through manipulation of the materials • Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off-cuts, and other • Craft skills and techniques: cutting, pasting, tearing • Use playdough to model freely: shaping, twisting, and rolling 		Integration: Subject: Home language Skill: Handwriting <ul style="list-style-type: none"> • Uses a range of writing tools e.g. paint brushes, wax crayons etc. • Develops eye- hand co-ordination through play e.g. drawing and painting • Develops fine motor control using scissors to cut on bold outlined pictures and shapes etc • Develops small muscles skills through finger play, e.g. play dough

Theme: South Africa – our heritage Day 5

Second ring	Concept: Homes – traditional and regular	Ages: 3 – 6 y
Life Skills: Physical development: Games and movement		
Subjects, study areas, skills, content and integration		
Subject: Life skills; Performing arts Locomotor movements <ul style="list-style-type: none"> • Dramatisation, using an existing indigenous story, poem, nursery rhyme or song as stimulus Creative games and skills <ul style="list-style-type: none"> • Warming up movements using actions to rhymes as a stimulus • Using body percussion and/or percussion instruments to perform simple rhythm patterns • Singing action songs using different parts of the body to interpret the song • Spontaneous use of voice and movement in participatory rhymes and stories • Cooling down the body and relaxing 		Subject: Life skills: Physical development Sports and games <ul style="list-style-type: none"> • Hide-and-seek • Buck and hunters; cat and mouse; wolf and sheep; catch the tail; etc.

Theme: South Africa – our heritage Day 5

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