



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

2020

NATIONAL REVISED ANNUAL TEACHING PLANS

GRADE 1

FIRST ADDITIONAL LANGUAGE (FAL)

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1. Introduction

The National Curriculum Statement, Grades R-12 was approved as National Policy and published in the Government Gazette 34600, Notices 722 and 723 of 12 September 2011.

The National Curriculum Statement, Grades R-12 comprises:

- The Curriculum and Assessment Policy Statements for all approved subjects for Grades R-12;
- The National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12; and
- The National Protocol for Assessment.

The Curriculum and Assessment Policy Statement (CAPS) is a single, comprehensive, and concise document developed for all subjects listed in the National Curriculum Statement Grades R-12 and is arranged into Four Sections.

The National State of Disaster due to Covid and the ensuing lockdown has created a unique situation which has disrupted the school calendar thus impacting on the implementation of the Curriculum and Assessment Policy Statement (CAPS) for the 2020 academic year. To mitigate the impact of the Covid lockdown, the Department of Basic Education (DBE) working in collaboration Provincial Education Departments (PEDs), has put together a framework for curriculum recovery plans after the extended lockdown. The framework, which was consulted with key stakeholders in the sector, proposes a revised school calendar and curriculum reorganization and trimming, as some of the strategies to create opportunities for curriculum recovery.

In the context of the framework for the school curriculum recovery plan whose overarching aim is to ensure that the critical skills, knowledge, values and attitudes outlined in the CAPS are covered over a reduced time period, the purpose of curriculum reorganisation and trimming is to:

- Reduce the envisaged curriculum to manageable core content including skills, knowledge, attitudes and values so that schools have ample room for deep and meaningful learning
- Define the core knowledge, skills, attitude to be taught and assessed more specifically so that it provides guidance and support to teachers;
- Align curriculum content and assessment to the available teaching time;
- Maintain the alignment in the learning trajectory for learners, without compromising learners' transition between the grades; and
- Present a planning tool to inform instruction during the remaining school terms

The curriculum trimming and reorganisation maintain and support the foundational principles of the National Curriculum Statement (NCS) Grades R – 12 as stated in the Curriculum and Assessment Policy Statement (CAPS) namely:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and high, achievable standards in all subjects have been set;
- Progression: content and context of each grade shows progression from simple to complex

- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa.
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

In addition, the principles below guided the process of curriculum reorganisation and trimming:

- Maintain the spiral development of values, attitudes, concepts and skills, extension, consolidation and deeper understanding leading learners towards the final learning outcomes.
- Efficiency – less teaching time but more effective learning outcomes.
- Inclusivity – learning experience must cater for different types of learners who are differently abled by providing different types of learning experiences.
- Validity – the relevance of the content to the stated goals and outcomes of the curriculum.
- Utility –the content must lead to the acquisition of values, attitudes, skills and knowledge that are considered useful for transition to the next level and have relevance to the contexts in which learners live.
- Feasibility – analyse and examine the content in the light of the time and resources available to the schools, considering the current socio- economic and political climate.
- Coherence – Systematic curriculum mapping must have horizontal, vertical, subject area and interdisciplinary coherence; and
- Emphasise assessment for learning as a teaching strategy as opposed to assessment of learning to achieve the learning outcomes of each grade and subject.

2. Purpose

The purpose of the revised phase plan and revised annual national teaching plans is to:

- ensure that meaningful teaching proceeds during the revised school calendar.
- assist teachers with guided pacing and sequencing of curriculum content and assessment.
- enable teachers to cover the essential core content in each phase within the available time.
- address assessment overload to recoup time loss.
- assist teachers with planning for the different forms of assessment.
- ensure learners are adequately prepared for the subsequent year/s in terms of content, skills, knowledge, attitudes, and values

3. Implementation Dates

To meet the above-mentioned objectives, Section 3 of the CAPS, which deals with the overview of topics per term and annual teaching plans per subject have been trimmed and/or reorganised for the year 2020. The revised teaching and assessment plans are effective from the 1st June 2020.

4. Revised Teaching Plans per Subject

This document presents the revised national annual teaching plans for Grade 1.

1. Afrikaans First Additional Language

Revised National Teaching Plan

Die onderwyser moet af merk wat gedoen is - verseker dat alle aktiwiteite gedoen is in die gegewe tyd. Gebruik die eerste week vir oriëntering en basislynassessering. Assessering word deurlopende gedoen - 'en daar is n kontrole lys beskikbaar wat deurlopend afgemerk moet word. Gebruik van u SGA riglyne as 'n gids.

LUISTER EN PRAAT (MONDELING)

Datums	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Weke																						
TEMA																						
1. Ons hou ons liggeme gesond																						
2. Dinge wat groei																						
3. Diere																						
4. Sport en Speletjies																						
5. Die drie varkies																						
6. In en om die dorp																						
7. Ons werk almal saam																						
8. Lees is pret																						
9. Vriende																						

INHOUD/BEGRIPPE/VAARDIGHEDEN

Daagliksse Aktiwiteite (1 uur per week) Een of meer van die volgende aktiwiteite elke dag, afhangend van die tyd beskikbaar.

- * Onderwysers kies temas (2 weekliks) wat hul toelaat om woordeskata bekend te stel en te herhaal, asook om die aktiwiteite wat hieronder genoem word te dek.
- * Neem kennis dat die voorgestelde temas/onderwerpe slegs voorstellings is.
- * Opvoeders kies eie temas afhangende van die omstandighede en die hulpbronne wat beskikbaar is.
- * Opvoeders moet seker maak dat hulle die nodige Grootboeke/plakkate, rympies, liedjies, speletjies en realia (werklike voorwerpe) vir die tema wat hulle kies beskikbaar het.
- * Onderwysers moet probeer, waar moontlik, om die aktiwiteite meer as een keer te dek vir vaslegging.
- * Onderwysers moet die leerders assesseer deur van die aanbevole informele en formele assessoringsaktiwiteite gebruik te maak.

Weke	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Begin n mondelinge woordeskata (luister en praat) ontwikkel deur gebruik te maak van temas, byvoorbeeld: dinge wat gedoen kan word	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	

Rig eenvoudige versoek, byvoorbeeld: "Mag ek asseblief n appel kry?"	x x
Reageer op eenvoudige groetvorme deur frases te gebruik, byvoorbeeld: Goeie môre, Hoe gaan dit? Dit gaan goed met my.	x x
Wys in opdrag van die ondewyser na voorwerpe in die klaskamer of op prente, byvoorbeeld: Wys vir my die voëltjie. Integreer met Wiskunde, Gedeelde Lees en Lewensvaardigheid.	x x
Benoem, na aanleiding van die onderwyser se vrae, enkele voorwerpe in die klaskamer, byvoorbeeld: Wat is dit? 'n Voëltjie. Integreer met Gedeelde Lees, Wiskunde, en Lewensvaardigheid.	x x
Beantwoord eenvoudige mondelinge vrae oor die storie	x x
Reageer op eenvoudige mondelinge instruksies, "Hoeveel lemoene is daar? Twee". Integreer met Gedeelde lees, Wiskunde en Lewensvaardigheid.	x x
Later: Teken n prentjie van n voëltjie ". Teken die liggaam. Teken die vlerke. Teken twee bene. Teken die kop. Teken die oë. Teken die bek." Integreer met Gedeelde Lees en Lewensvaardigheid.	x x
Begin eenvoudige taalstrukture in konteks verstaan, soos die gebruik van die teenwoordige tyd, byvoorbeeld: Ek hou van appels. Ek hou nie van lemoene nie.	x x
Begin n mondelinge woordeskat (luister en praat) ontwikkel deur gebruik te maak van temas, byvoorbeeld: dinge wat gedoen kan word	x x
Begin eenvoudige taalstrukture in konteks verstaan, soos die gebruik van die woord ek kan, byvoorbeeld: Ek kan spring/huppel/hardloop. Ek kan my tone raak.	x x
Sing eenvoudige liedjies en voer die aksie uit, byvoorbeeld. "Ek kan vlieg"	x x
Speel taalspeletjies, byvoorbeeld: Raai, Raai. Een leerling tel n kaartjie op en die ander moet raai watter soort kos op die prentjie is.	x x
Identifiseer n persoon, dier of voorwerp deur middel van n eenvoudige, mondelinge beskrywing, byvoorbeeld: Ek het twee vlerke en n bek. Ek kan vlieg. Wat is ek? Integreer met Gedeelde Lees en Lewensvaardigheid.	x x

Aktiwiteite wat op luister en praat gefokus is (15 minute x 2 per week)

- * Luister na stories wat vertel of gelees word.
- * Die onderwyser moet twee maal per week n storie lees of vertel.
- * Stories wat vertel word, kan gedramatiseer word met gebare en ander toneelrekwisiete, byvoorbeeld maskers, om betekenis te gee.
- * 'n Grootboek of geïllustreerde plakkaat waar al die leerders die prent kan sien word gebruik vir stories wat gelees word.

Weke	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Luister na kort fiksie- en niefiksie tekste wat uit n Grootboek of n geïllustreerde plakkaat vertel of gelees word en neem op gepaste tye aan refreine deel. Integreer met Gedeelde Lees.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Beantwoord eenvoudige vrae oor n storie deur kort antwoorde te verskaf, byvoorbeeld: Kan n vlermuis vlieg? Wanneer vlieg n vlermuis?. Integreer met Gedeelde Lees.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Benoem sommige voorwerpe in die klaskamer na aanleiding van die onderwyser se vrae, byvoorbeeld: Wys vir my die appel/piesang/lemoen	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Die ontwikkeling van begrippe, woordeskat en taalstrukture. Deur aan die bestaande aktiwiteite deel te neem word: mondeline woordeskat, insluitend begripswoordeskat soos vermoë (vlermuise kan vlieg), voordurend uitgebrei.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
*Toon begrip van en vermoë om eenvoudige taalstrukture in konteks van die gesproke taal aan te leer, te ontwikkel en te gebruik, byvoorbeeld: * teenwoordige tyd – "Ek hou van appels"; * negatiewe vorm - "Ek hou nie van piesang nie; * Byvoeglike naamwoord (groot, klein); * Voorsetsels (in/op); * Bywoorde (vinnig/stadig)	Teenwoordige tyd	Teenwoordige tyd	Negatiewe vorm	Negatiewe vorm	Voorsetsels	Byvoeglike naamwoord							Teenwoordige tyd	Negatiewe vorm	Teenwoordige tyd	Negatiewe vorm	Voorsetsels	Byvoeglike naamwoord	Bywoorde			Negatiewe vorm	

Assessering : Luister en Praat

Moet teen week 9 voltooi wees	
Druk hom/haarself op eenvoudige wyse uit	KONTROLELYS
Reageer op eenvoudige instruksies	
Neem aan aksieliedjies en rympies deel en voer bewegings uit	
Wys na voorwerpe in die klaskamer of op prente in opdrag van die onderwyser, byvoorbeeld: Wys vir my die koei.	RUBRIEK
Moet teen week 20 voltooi wees	
Druk hom-haarself op eenvoudige wyse uit	RUBRIEK
Reageer op eenvoudige instruksies	
Neem aan aksieliedjies en rympies deel en voer bewegings uit	KONTROLELYS
Identifiseer n persoon, dier of voorwerp deur middel van n eenvoudige mondeling beskrywing	
Wys na voorwerpe in die klaskamer of op prente in opdrag van die onderwyser, byvoorbeeld: Wys vir my die koei.	

LEES EN KLANKE

INHOUD/BEGRIPPE/VAARDIGHEDEN

Klanke en fonemiese bewustheid (1–5 minute per aktiwiteit)

Aktiwiteit moet baie kort wees en met Luister en Praat en Gedeelde leesaktiwiteite geïntegreer word.

Datums

Weke	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Breek sinne in woorde op deur elke woord te klap, byvoorbeeld: sinne uit die storie.	x	x			x	x			x	x			x	x		x	x	x	x	x			
Klap die lettergrepe van bekende woorde, byvoorbeeld: skoen- lap- per.			x	x			x	x			x			x	x		x		x	x	x		
Identifiseer, met hulp van die onderwyser, rymwoorde in stories, liedjies en rympies, byvoorbeeld: luister en fluister.				x	x	x		x						x		x	x	x	x	x	x	x	
Identifiseer verskillende beginklanke in woorde, byvoorbeeld "b" in bok, "d" in donkie				x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Herken meervoude wat op s en e eindig deur na voorbeeldte te luister, byvoorbeeld: tou - toue, voël - voëls.								x	x	x									x	x	x		

Ontluikende/ Vormende lees (5–10 minute een of twee keer per kwartaal)

* Daar moet 'n permanente uitstalling in die klaskamer van plakkate en ander verpakkingsmedia wees wat in die mark en die omgewing beskikbaar is. Indien daar op uitstappings gegaan word, moet die onderwyser die leerders van gedrukte teks uit die omgewing bewus maak.

Weke	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Herken algemene woorde uit die alledaagse omgewing, byvoorbeeld padtekens, winkelname en handelsname soos Toyota, Jeep, BMW, Joko, Omo, Tastic, Nando's	x			x				x					x			x		x					

Gedeelde Lees (minimum 25–30 minute per week, en maksimum 1uur 15 minute per week)

- * As die onderwyser die maksimum tyd vir Eerste Addisionele Taal gebruik, moet hy of sy elke week n Grootboek of plakkaat (of enige ander vorm van vergrote teks) bekend stel en die aktiwiteit elke dag doen.
- * As die onderwyser die minimum tyd vir die eerste Addisionele Taal gebruik, moet sy/hy dieselfde teks oor 2 of 3 weke versprei en die aktiwiteit een of twee maal per week doen.
- * Die onderwyser lees die teks vir die hele klas, wys na die woorde en bespreek die prente en storielyn.
- * Sy lees dit weer gedeurende die week en moedig die leerders aan om meer te doen. Die teks word gebruik om nuwe woordeskata bekend te stel.
- * Ontluikende/ Vormende lees, bv. die konsep van tekste word deur gedeelde leesaktiwiteite ontwikkel.

Weeks	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Luister na die storie, volg die storie of niefiksie-teks en kyk na die prente saam met die onderwyser. Integreer met Luister en Praat.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Praat oor die prente en gebruik die huistaal indien dit nodig is.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	

Identifiseer voorwerpe in die storie, byvoorbeeld: Wys na die roomys. Integreer met Luister en Praat.	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x
Beantwoordenvoudigevrae met behulp van die prente, byvoorbeeld: Waar is die koek? Integreer met Luister en Praat.	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x
Leer mondeline woordeskataan, byvoorbeeld: Jellie, roomys, koek. Integreer met Luister en Praat.	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x
Na herhaaldelees, neem op gepaste tye aanrefreine deel.	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x
Dramatiseer die storie deur gedeeltes van die teks te gebruik.		x				x								x				x							
Teken'n prent wat die hoofgedagte van die storie weergee.	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x

ASSESSERING

Identifiseer verskillende beginklanke in woorde byvoorbeeld: "p" in piesang, "l" in lemoen.	KONTROLELYS
Herken meervoude wat op s en e eindig deur na voorbeeld te luister, byvoorbeeld: tou - toue, voël - voëls.	RUBRIEK
LEES:	
Luister na stories wat vertel of gelees word. Na herhaalde lees, neem op gepaste tye aan refreine deel. Identifiseer 'n voorwerp in die storie. Beantwoord eenvoudige vrae oor die storie deur kort antwoorde te verskaf.	KONTROLELYS
Moet voltooid wees teen week 20	RUBRIEK
Identifiseer verskillende beginklanke in woorde. Identifiseer rymwoorde in liedjies en rympies. Klap op die lettergrepe van bekende woorde, byvoorbeeld: skoen- lap- per. Herken meervoude(s en e) op gehoor, byvoorbeeld: tou - toue.	RUBRIEK KONTROLEER
LEES: Luister na stories wat vertel of gelees word. Na herhaalde lees, neem op gepaste tye aan refreine deel. Dramatiseer die storie deur gedeeltes van die teks te gebruik. Identifiseer 'n voorwerp in die storie. Beantwoord eenvoudige vrae oor die storie deur kort antwoorde te verskaf.	KONTROLEER
Woordherkening: Herken 20-30 alledaagse woorde in EAT	RUBRIEK

INHOUD/ BEGRIFFE/ VAARDIGHEDE**Gedeelde skryf (maksimum tyd - een maal per week)****Die onderwyser moet in Eerste Addisionele Taal bystand verleen met vroeë skryfaktiwiteite.**

Datums	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Weke																						
Skryf, met hulp van die onderwyser, 'n onderskrif vir sy of haar tekening en lees terug wat geskryf is.	x	x	x	x	x	x	x	x	x	x	x											
Skryf, met hulp van die onderwyser, 'nenvoudige lysie woorde met 'n opskrif, byvoorbeeld: diere: hond, kat, koei/ vrugte: appel, peer, piesang												x	x	x	x	x	x	x	x	x	x	x

VOORSTELLE VIR INFORMELE ASSESSERING AKTIWITEITE

Moet teen week 9 voltooi wees

Skryf 'n eenvoudinge lys woorde met 'n opskrif (3-5 woorde oor 'n Tema)	SLEGS INFORMEEL
Skryf 'n onderskrif vir sy/ haar tekening en lees terug wat geskryf is.	

Moet teen week 20 voltooi wees

Skryf 'n envoudige lys met 'n Opskrif (5-6 woorde.)	SLEGS INFORMEEL
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2. English First Additional Language

Revised National Teaching Plan

The teacher must tick off what she has done - ensure all aspects are done within the time given. Use the first week for orientation and baseline assessment. Assessment is done continuously- have a checklist available to tick off on an ongoing basis. Use your SBA guidelines as a guide.																								
LISTENING AND SPEAKING (ORAL)																								
Dates																								
Weeks	1	2	3	4	5	6	7	8	9	10	11			12	13	14	15	16	17	18	19	20	21	22
THEMES																								
1. Keeping our bodies healthy																								
2. Friends																								
3. Growing things																								
4. Animals																								
5. Sports and games																								
6. The three little pigs																								
7. All around town																								
8. Working together																								
9. All about clothes																								
10. Reading is fun																								

CONTENT/CONCEPTS/SKILLS

Daily activities (1 hour per week) One or more of the following activities every day depending on the time available.

* Teachers select themes that will allow them to introduce and recycle vocabulary, and cover the activities listed below.

* Note that the suggested themes/topics are simply suggestions.

* Teachers should choose their own appropriate themes depending on their context and the resources available.

* They should make sure that they have the necessary Big Books/posters, rhymes, songs, games and real objects for the theme they have chosen.

* Teachers should try to cover all the activities, more than once if possible.

* They should assess the learners using the Informal Assessment Activities recommended as well as the Formal Assessment.

Weeks	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Begins to develop an oral (listening and speaking) vocabulary using themes or topics. Integrate with Shared Reading, Mathematics, and Life Skills.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Makes simple requests, e.g. "May I have a glass of water?"	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Responds to simple greetings and farewells, using phrases, e.g. "Good morning. How are you? I'm fine."	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Points to objects in the classroom or in a picture in response to teacher's instructions. Integrate with Shared Reading, Mathematics, and Life Skills.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Names some objects in a picture or in the classroom in response to teacher's questions. Integrate with Shared Reading, Mathematics, and Life Skills.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Responds physically to simple oral instructions, e.g. "Come and sit on the carpet; Line up outside; Clean your tables, etc."	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Responds to simple questions, for example, "How many oranges are there? Two." Integrate with Shared Reading, Mathematics, and Life Skills.																							
Later: Draw a picture "Draw a picture of a bird. Draw the body. Draw the wings. Draw two legs. Draw the head. Draw the eyes. Draw the beak." Integrate with Shared Reading and Life Skills.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x

Understands and begins to use some simple language structures in context, e.g. simple present tense when expressing themselves.	x	x					x	x						x	x			x	x		
Understands and begins to use some simple language structures in context, Start to use adjectives like "The cow is big/ The cat is small" when expressing themselves.			x	x				x	x					x	x				x	x	
Understands and begins to use some simple language structures in context, for example, the modal 'can' : "I can jump/skip/run etc. I can touch my toes" when expressing themselves.					x	x				x			x			x	x	x	x		
Sings simple songs and does actions, e.g. "I like to eat, eat, eat, eat. I like to eat apples and bananas."	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Plays language games, e.g. Guessing Game – one person picks up a picture card, others must guess what food is pictured on the card, e.g. "Is it an apple?"	x	x			x	x			x	x	x		x		x	x	x	x			
Identifies a person, animal or object from a simple oral description, e.g. "I am a small animal. I have four legs and a tail. I say miaow, miaow, miaow. Who am I?" Integrate with Shared Reading and Life Skills.			x	x			x	x					x	x	x	x	x	x	x	x	

Focussed listening and speaking activities (15 minutes x 2 per week)

- * Listens to stories told and read
- * Twice a week, the teacher reads or tells a story.
- * Stories that are told can be dramatised using gestures and props to support meaning.
- * Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures.

Weeks	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Listens with enjoyment to short stories or non-fiction texts told or read from Big Books or illustrated posters and joins in choruses at the appropriate times. Integrate with Shared Reading.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Understands and answers simple literal questions with short answers and responds to instructions. Integrate with Shared Reading.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Names some of the things in the picture in response to questions from the teacher. Integrate with Shared Reading.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Development of concepts, vocabulary and language structures Through taking part in the above activities: continues to build oral vocabulary, including conceptual vocabulary, e.g. * sequence – days of the week/ number / size . Integrate with Shared Reading and Mathematics.													x	x	x	x	x	x	x	x	x	x	x
*begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, e.g. * simple present tense – "I like apples"; * negative forms - "I do not like bananas." * adjectives (big, small, little); * prepositions (in/on); * adverbs (quickly, slowly)	Present tense	Present tense	Negative forms	Negative forms	Prepositions	Adjectives	Adverbs		Present tense				Present tense	Negative forms	Present tense	Prepositions	Adjectives	Adverbs					Negative forms

Assessment : Listening and Speaking

To be completed by week 9																							
Responds to simple greetings and farewells																							
Responds to simple questions and to oral instructions																							

Checklist

Sings songs and does action rhymes	
Demonstrates understanding of basic oral vocabulary by pointing to and naming objects in the classroom (posters, or in a picture in response to teacher's instructions, etc)	Rubric
To be completed by week 20	
Expresses self in simple ways	
Responds to oral instructions	Rubric
Sings songs and does action rhymes	
Identifies a person, animal or object from a simple oral description	
Demonstrates understanding of basic oral vocabulary by pointing to and naming objects in the classroom -posters, or in a picture in response to teacher's instructions	Checklist

READING AND PHONICS

CONTENT/CONCEPTS/SKILLS

Phonological and Phonemic Awareness (1–5 minutes per activity)

These activities should be very brief and integrated into Listening and Speaking or Shared Reading activities

Dates																								
Weeks	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22	
Segments oral sentences into individual words by clapping on each word, e.g. sentences from the story.	x	x			x	x			x	x			x	x		x	x		x	x				
Claps out the syllables in familiar words, e.g. ba-na-na.			x	x			x	x			x			x	x		x		x		x	x		
With the teacher's help, identifies some rhyming words in stories, songs and rhymes, e.g. 'eat - feet'.				x	x	x		x						x		x	x	x		x	x	x		
Begins to identify different initial sounds in words, e.g. 'b' in banana, 'o' in orange, 'g' in goat, 'd' in dog and donkey, 'j' in jump, 'r' in run, 'w' in walk.				x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x		
Recognises plurals 's' and 'es') aurally.								x	x	x									x	x	x			

Emergent Literacy (5–10 minutes once or twice a term)

* The teacher brings packaging, posters, etc. into the classroom so that there is environmental print on permanent display.

Weeks	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Recognises some common words in our everyday environment, e.g. STOP, SCHOOL, TOYOTA, JEEP, BMW, JOKO, OMO, TASTIC, NANDOS	x			x					x				x			x			x				

Shared Reading (minimum 25–30 minutes per week, maximum 1 hour 15 minutes per week)

* Where teachers are using maximum time for the First Additional Language, they introduce a new Big Book or other form of enlarged text each week and do the activity every day.

* Where teachers are using the minimum time for First Additional Language, they use the same book over 2 or 3 weeks and do the activity once or twice a week.

* They read the book to the class, pointing to the words and discussing the pictures and story line.

* Teachers re-read the text during the week, encouraging the learners to join in. The text is used to introduce new vocabulary.

* Emergent literacy, e.g. cp=concepts of print, is developed through the Shared Reading activity.

Weeks	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Listens to the story or non-fiction text while following the teacher and looking at the pictures. Integrate with Listening and Speaking.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Talks about the pictures using home language where necessary.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Identifies objects in the pictures. Integrate with Listening and Speaking.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Answers some simple questions with the support of the pictures. Integrate with Listening and Speaking.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Learns some oral vocabulary.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
After repeated readings, joins in choruses where appropriate.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Acts out the story using some of the dialogue.		x				x							x					x					
Draws a picture capturing the main idea of the story.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	

ASSESSMENT

To be completed by week 9

Begins to identify different initial sounds in words	Checklist
Recognise plurals in words (s and es) orally	Rubric
READING	
Listens and responds to a story that is told or read	
Joins in choruses after repeated readings of a text.	Checklist
Identifies and names people, objects and animals in illustrations	
Answers simple questions related to a story that is read or told	Rubric
To be completed by week 20	

Begins to identify different initial sounds in words.	RUBRIC
Identifies some rhyming words in songs and rhymes.	CHECKLIST
Claps out the syllables in familiar words.	
Recognise plurals in words(-s and -es) orally.	
READING:	
Listens and responds to a story that is told and read	
Joins in choruses after repeated readings of a text	
Acts out the story using some dialogue	CHECKLIST
Identifies and names people, objects and animals in illustrations (Big Book, Poster)	
Answers simple literal questions related to a story that is told or read	
Word Recognition: Recognises 20-30 familiar words in FAL	RUBRIC

Writing**CONTENT/CONCEPTS/SKILLS****Shared writing (maximum time – once a week)****Early writing in the First Additional Language needs to be supported by the teacher**

Dates	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
With the help of the teacher writes a caption for his/her drawing and reads back what is written.	x	x	x	x	x	x	x	x	x	x												
With the help of the teacher writes simple lists with headings, e.g. Things that can fly: bird, bat, butterfly, bee, etc.												x	x	x	x	x	x	x	x	x	x	

ASSESSMENT Suggestions for Informal Assessment

To be completed by week 9	
Writes a simple list with a heading (3-5 words on a Topic)	Only done informally
Copies a caption for a picture he/she has drawn and reads back what is written	
To be completed by week 20	
Writes a simple list with a heading 5-6 words	Only done informally

3. isiXhosa First Additional Language

Revised National Teaching Plan

Utitshala makaphawule oko sele ekwenzile. Qiniseka ukuba yonke imiba ifundiswe ngokwexesha elimisiwego.

Sebenzisa ivedi yokugala ngokwazisa isikhokelo nohlolo kolwazi lwangaphambili.

Uhlolo malwenziwe ngokokuqhubekeka kusetyenziswa uluhlu olujongwayo/ itshekhlisi ukuphawula njengoba kuqhutyekekwa. Utitshala makasebenzise isikhokelo seSBA njengesikhokelo sokuhlola.

UKUPHULAPHULA NOKUTHETHA (ZOMLOMO)

UMXHOLO/ INGQIQQO/IZAKHONO

Imisebenzi yemihla ngemihla (1 iyure ngeveki) ubemnye nangaphezulu umsetyenzana yonke imihla kuxhomekeke exesheni.

- * Ootitshala bakhetha umxholo (yeveki ezi-2) ethi ivumele ukwazisa amagama amatsha nokusetyenzisa futhi kwesigama, ibe iquka yonke le misebenzi edweliswe ngezantsi.
- * Qaphela ukuba umxholo/ izihloko ozinkiwego ziyingcebiso kuphela.
- * Ootitshala bangakhetha ezabo izihloko ezibalungeleyo ngokwemo nezixhobo abanazo.
- * Kufuneka baqinisekise ukuba baneencwadi ezinkulu/ iiphowusta, imihobe, iingoma, imidlalo nezixhobo ezizizo zesihloko abasikhethileyo.
- * Ootitshala mabazame ukuquka yonke imisebenzi kangangoko banako, bayiphinde ukuba banakho.
- * Mabahole umsebenzi wabafundi besebenzisa imisebenzi ecetyisiweto yokuhlola okungekho seSikweni kunye nokuseSikweni.

liveki	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Ukuqalisa ukuvelisa isigama somlomo (ukuphulaphula nokuthetha) esebebenzisa isihloko. Bandakanya ukuFundaa notitshala, Izibalo kunye neZakhono zoBomi.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Enze izicelo ezilula umzekelo, "Ndicela iapile".	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Ukuphendula imibuliso elula nokuthetha ndlelantle esebebenzisa amabinzana anje ngala "Molo" "Unjani?" "Ndiphilile".	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Ukukhomba izinto eklassini okanye emfanekisweni ngokuthunywa ngutitshala, umz. "Ndibonise iapile/iorenji/ibhana" njalo-njalo Bandakanya ukuFundaa notitshala, Izibalo kunye neZakhono zoBomi.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Ukuxela izinto eziseklasini okanye emfanekisweni nokuphendula imibuzo katitshala enje ngale, umz. "Yintoni le?" "Liapile" Bandakanya ukuFundaa notitshala, Izibalo kunye neZakhono zoBomi.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Ukuphendula imibuzo elula, eyilinganisa umz." tsiba, qhwaba, khaba?" njalo-njalo.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Ukuphendula imibuzo elula, umz."zingaphi iiorenji?". "zimbini". Bandakanya ukuFundaa notitshala kunye neZakhono zoBomi.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Emva koko: Ukwenza ngokoimyalelo: Zoba "Zoba umfanekiso wentaka". Zoba umzimba. Zoba amaphiko. Zoba imilenze emibini. Zoba intloko. Zoba amehlo. Zoba umlomo." Bandakanya ukuFundaa notitshala kunye neZakhono zoBomi.																							
Ukuqonda nokuqalisa ukusebenzisa imigaqo yolwimi elula kumxholo, umz. ixesha langoku, umz. "ndiyazithanda iiapile	x	x					x	x					x	x						x	x		
Ukuqonda nokuqalisa ukusebenzisa imigaqo yolwimi elula kumxholo, umz. izichazi, umz. "inkomo inkulu, ikati incinane".			x	x				x	x					x	x					x	x		

Ukuqonda nokuqalisa ukusebenzisa imigaqo yolwimi elula kumxholo, umz. "ndingatsiba, ndingabaleka, ndingaqhwaba."					x	x				x		x			x			x	x	x	x	x	x	x	
Ukucula iingoma ezelula enze nezilinganiso, umz. "Iphin'inja yam encinane	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	
Ukulalala imidlalo ngolwimi, umz. omnye ulinganisa ukukhala kwentaka, emva koko ababuze imibuzo, umz. Yintaka ni le ikhalayo? Abanye baqikelele, "yinkuku, lidada, likiwi, ngukhetshe" njalo-njalo.	x	x			x	x			x	x	x		x			x		x		x		x			
Ukuchonga umntu, isilwanyana okanye into ngokunika inkcaza korayi-rayi okanye oqashi-qashi, umz. "Ndisisisilwanyana esincinane. Ndinemilenze emine nomsila. Xa ndikhala ndithi nyawu-nyawu-nyawu. Ndiyintoni?" Bandakanya ukuFunda notitshala kunye neZakhono zoBomi.			x	x			x	x						x	x		x		x			x	x		

Imisebenzi egxininisa ku 'kuPhulaphula nokuThetha' (imizuzu eli 15 ngeveki)

* Phulaphula amabali abaliswayo nafundwayo

* Utitshala ufunda okanye abalise ibali kabini ngeveki.

*Amabali abaliswayo angalinganiswa/asenokwenziwa umdlalo, kusetyenziswa izijekulo nempahla yeqonga ukuxhasa intsingiselo.

* Amabali afundwayo mawathathwe kwiNcwadi eNkulu okanye iphowusta enemifanekiso, apho bonke abafundi banokuyibona cacileyo imifanekiso.

liveki	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22	
Ukuphulaphula ngomda amabali amafutshane afundwa kwincwadi enkulu okanye kwiphowusta ndawonye nezinye iitekisi, baze bangenelele kwikhorasi, Bandakanya ukuFunda notitshala.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	
Ukuqonda nokuphendula imibuzo elula, nemiyalelo umz. ndibonise ibhabhathane" "ndibonise inkuku" Bandakanya ukuFunda notitshala.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	
Ukuxela izinto ezinye izinto emfanekisweni, ukuphendula imibuzo katitshala, umz. "yintoni le?" "yibhokhwe". Bandakanya ukuFunda notitshala.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	
Ukuqonda nokuqalisa ukusebenzisa imigaqo yolwimi elula kumxholo	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	
Ngokuthatha inxaxheba kule misebenzi imgentla: Ukuqhubeleka ngokwakha isigama somlomo kuquka isigama esilandeelanisayo, umz. iintsuku zeveki. Bandakanya ukuFunda notitshala nezibalo.																								
* Ukuqalisa ukuvelisa ukuqonda nokukwazi ukusebenzisa izakhiwo zolwimi ezelula kwimeko yolwimi oluthethwayo olunentsingiselo, umz. "	ixesha langoku	ixesha langoku	imo elandulayo	imo elandulayo	zalathisi	zichazi	zihlonelo						ixesha langoku		imo	ixesha langoku		zalathisi	zichazi	zihlonelo			imo elandulayo	
* ixesha langoku, umz. "ndiyazithanda iiapile"																								
* imo elandulayo umz. "andizithandi iibhanana".																								

* izichazi, umz. "inkulu - incinane"); * izalathisi, umz. "lo, lowo, Iowa; * nezihlomelo zobunjani, umz. ngokukhawuleza, ngokucotha																		
UKUHLOLA : Ukuphulaphula nokuthetha																		
MAKUGQITYWE KWIVEKI YE 9																		
Ukuphendula imibuliso elula nokuthi ndlelantle esebenzisa amabinzana anje ngala "Molo" "Unjani?" "Ndiphilile".	ITSHEKHLISTI/ULUHLU LOKUHLOLA																	
Ukuphendula imibuzo elula nmimiylelo.																		
Ukucula iingoma ezilula enze nezilinganiso																		
Ukuvelisa ukuqonda isigama somlomo ngokukhomba axele izinto eziseklasini okanye emfanekisweni nokuphendula imibuzo katitshala.	IRUBRIKHI																	
MAKUGQITYWE KWIVEKI YAMA 20																		
Ukuthetha ngendlela ekhululekileyo	IRUBRIKHI																	
Ukuphendula imiyalelo elula.																		
Ukucula iingoma ezilula enze nezilinganiso.	ITSHEKHLISTI/ULUHLU LOKUHLOLA																	
Ukuchonga umntu, isilwanyana okanye intaka ngokunika inkcaza.																		
Ukuvelisa ukuqonda isigama somlomo ngokukhomba axele izinto eziseklasini okanye emfanekisweni nokuphendula imibuzo katitshala.																		

UKUFUNDA NEZANDI

UMXHOLO/INGQIQO/IZAKHONO

Ulwazi ngezandi-mazwi kunye nokukwazi ukwahlula izandi ngokumamela (1–5 imuzuzu ngomsebenzi ngamnye)

Le misetyenzana mayibe mifutshane kakhulu, ingazimeli idityaniswe xa kusenziwa UkuPhulaphula nokuThetha okanye ukuFunda noTitshala.

UMHLA	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
IVEKI	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Ukwahlula-hlula izivakalisi zomlomo zibe ngamagama azimeleyo ngokuhwaba igama ngalinye.Umz: Izivakalisi ezisebalini	x	x			x	x			x	x			x	x			x	x		x	x		
Ukuqhawaba kumagama aqhelekileyo, umz: bha- na - na			x	x			x	x			x				x	x			x		x	x	
Ngoncedo lukatitshala bachonga amagama aphinda-phindwayo kwibali, iingoma nezicengcelezo .umz: lqaga liyaziqika-qika					x	x	x		x						x		x	x	x		x	x	x
Ukuqalisa ukuchonga izandi ezahluka-hlukeneyo, oononye noonombini kunye nezandi zokuqala egameni umz: 'c' - cula , 's' - sela, 'f' - fika	a,i	u	o, e	s	b	c	d	k, g	b, h	l,y	m, f		n,t	q, w	z	p,j	v,r	bh	dl	sh	oo	dy	hl
Ukuqaphela isinini umz: iigusha, izandla,amawa									x	x	x									x	x	x	
Iliteresi esakhulayo (imizuzu emi 5 -10 kanye okanye kabini ngekota) Utitshala uza nezixhobo, iipowusta, njalo-njalo eklasini ukwenzela ukuba abantwana bangqongwe zizixhobo abafunda ngazo mihla le (zibe zingezinto abazaziyo ngokwengingqi yabo).																							
IVEKI	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Ukuqaphela amagama asetyenziswa yonke imihla kuko konke okusingqongileyo.Umz: yima, hamba, isikolo, iToyota ...	x			x					x				x			x			x				

Ukufunda notitshala (elona lixa lincinci imizuzu engama30 nelona likhulu iyure ibenyemizuzu eli 15 ngeveki)

* Xa utitshala esebeanza elona xesha likhulu kulwimi lokuqala oloNgezelelweyo, uqala incwadi enkuleni entsha (Ipowusta okanye nayiphina itekisi enamagama amakhulu)qho ngeveki aze enze umsebenzi yonke imihla.

* Xa esebeanza elona xesha lincinane kulwimi lokuqala oloNgezelelweyo, usebeanza le tekisi inye iiveki ezimbini nezintathu aze enze umsebenzi kanye okanye kabini ngeveki.

* Utitshala ufundela iklasi incwadi okanye itekisi leyo ,akhombe amagama kuxoxwe ngemifanekiso nangokuhubekayo ebalini .

* Utitshala uphinda alifunde ibali apha evekini,ekhuthaza abafundi ukuba bangenelele xa efunda.Itekisi le isetyenziselwa ukwazisa isigama esitsha.

* Ukuvelisa iliteresi esakhulayo, umz: izihloko ngokufunda notitshala.

IVEKI	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Ukupulaphula ibali okanye itekisi belinganisa utitshala bejonje nemifanekiso ubandakanya nokuPhulaphula nokuThetha	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Ukuxoxa ngemifanekiso besebeanza ulwimi Lwasekhaya apha kuyimfuneko.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Uchonga izinto azibona emifanekisweni umz; imvula, ilanga, amafu	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x

Ukuphendula imibuzo elula bencediswa yimifanekiso ebandakanya ukuPhulaphula nokuThetha.	x x
Ukufunda isigama somlomo (esibhekisele kwitekisi)	x x
Emva kokuphinda-phinda ukufunda bangenelela kumculo weklasi, umz: Chapha-chapha imanzi ilokhwe yam.	x x
Ukudlala imidlalo ngebali besebenzisa ingxoxo yababini	x x
Ukuzoba imifanekiso bebonisa oyena ndoqo webali.	x x

UKUHLOLA

Makuggitye ngeveki ye 9

Ukuqalisa ukuchonga izandi ezahluka-hlukeneyo zokuqala egameni Umz: "c" - cula, "s" - sela	ITSHEKHLISTI/ULUHLU LOKUHLOLA
Ukuqaphela isinanzi emagameni umz: iigusha, iinkomo	IRUBRIKHI
UKUFUNDA	
Uphulaphula ze aphendule kwibali alivileyo okanye alifundileyo	ITSHEKHLISTI/ULUHLU LOKUHLOLA
Ukuqhwaba kumagama aqhelekileyo umz:bha - na - na ukubonisa amalungu egama	
Ukuchonga abantu, izilwanyana , izinto kwimizobo ekwiincwadi ezinkulu nakwezinye itekisiezinemibhalo emikhulu	
Ukuphendula imibuzo elula ngomfanekiso okanye ibali.	IRUBRIKHI

Makuggitye kwiveki yama 20

Ukuqalisa ukuchonga izandi ezahluka-hlukeneyo zokuqala egameni Umz: "c" - cula, "s" - sela	IRUBRIKHI
Ukuchonga amagamaaphindaphindwayokwiingoma nezicengcelezo	ITSHEKHLISTI/ULUHLU LOKUHLOLA
Ukuqhwaba kumagama aqhelekileyo	
Ukuqaphela isinanzi emagameni	
UKUFUNDA	
Ukuphulaphula baphendule abalivileyo okanye abalifundileyo	Itsekhlisti
Emva kokuphinda-phinda ukufunda bangenelela kumculo weklasi.	
Ukudlala imidlalo ngebali besebenzisa ingxoxo yababini	
Ukuchonga abantu, izilwanyana , izinto kwimizobo ekwiincwadi ezinkulu nakwezinye itekisiezinemibhalo emikhulu	
Ukuphendula imibuzo elulangokomfanekiso okanye ibali elifundiweyo	
Ulwazi Iwamagama: Ukufunda 20-30 amagama aqhelekileyo	Irubrikhi

UKUBHALA**UMXHOLO/INGQIQO/IZAKHONO**

Ukubhala notitshala(elona lincinci kanye ngeveki)

Ukubhala okokuqalakulwimi lokuqala oloNgezelelweyomaluncediswe ngutitshala.

UMHLA

IIVEKI	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Ngoncedo lukatitshala ubhala isihloko somzobo wakhe aze afunde oko akubhalileyo.	x	x	x	x	x	x	x	x	x	x												
Ngoncedo lukatitshala ubhala uluhlu lwezinto nezihloko , Umz: Izinto ezibhabhayo : iintaka, iinyosi												x	x	x	x	x	x	x	x	x	x	

UKUHLOLA: lingcebiso zomsebenzi wokuhlola okungekho sesikweni**MAKUGQITYWE KWIVEKI YE 9**

Ubhala uluhlu lwezinto olulula kunye nesihloko (amagama 3-5)

UKUHLOLA OKUNGEKHO SESIKWENI

Ukopa ze abhale isihloko somzobo wakhe aze afunde oko akubhalileyo

MAKUGQITYWE KWIVEKI YAMA 20

Ubhala uluhlu lwezinto olulula kunye nesihloko (amagama 5 -6)

UKUHLOLA OKUNGEKHO SESIKWENI

4. isiZulu First Additional Language

Revised National Teaching Plan

Uthisha kufanele akhombise ngokufaka uphawu olubonisa ukuthi uyenzile imisebenzi - aqinisekise ukuthi imisebenzi yensiwe ngesikhathi esibekiwe. Sebenzisa isonto lokuqala ukujwayeza kanye nokwenza ukuhlola kokuqala.

Ukuhlola kwensiwa ngendlela eqhubekayo - uhla lokubheka abakwaziyo alubekhona njalo uma kwensiwa umsebenzi wokuhlola. Sebenzisa imigomo yoHlelo lokuHlola okumiselwe yisikole njengomhlahlandlela.

UKULALELA NOKUKHULUMA (OKUKHULUNYWAYO)

Usuku	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Amasonto																						
IZINDIKIMBA																						
1. Umndeni																						
2. Ukuphepha ekhaya																						
3. Umzimba wami																						
4. Ukugcina umzimba wami uphephile																						
5. Umphakathi																						
6. Izilwane ezifuywayo																						
7. Indlela yokuziphatha nezinto okumelele ukuzenza																						
8. Izinsuku zenkolo kanye nezinsuku ezikhethekile																						

OKUQUKETHWE/ULWAZI/NAMAKHONO

Imisebenzi yansukuzonke (ihora elilodwa ngesonto) Makwenziwe owodwa noma ngaphezulu emisebenzini elandelayo zonke izinsuku kuye ngokwesikhathi esikhona:

- * Othisha bakhetha izindikimba ezimbili ezizokwenza bakwazi ukwethula baphinde basebenzise ulwazimagama, kumele benze wonke umsebenzi obalwe ngezansi.
- * Qaphela ukuthi izindikimba/izihloko eziphakanyisiwe ziyiziphakamiso nje.
- * Othisha kumele bazikhethele ezabo kuye ngokwesimo abakuso kanye nezinsizakufundisa ezikhona.
- * Kumele benze isiqiniseko sokuthi banezincwadi ezinkulu /amaphosta, imilolozelo, amaculo, imidlalo kanye nezinto eziphathekayo ezifanele ezimayelana nezindikimba abazikhethile.
- * Othisha kumele bazame ukwenza wonke umsebenzi, ngaphezu kokukodwa uma kwenzeka.
- * Kumele bahlole abafundi besebenzisa imisebenzi yokuhola engahleliwe enconyiwe kanye naleyo ehleliwe.

Amasonto	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Uqala ukuthuthukisa ukukhuluma (ukulalela nokukhuluma) ulwazimagama esebeenzisa izindikimba noma izihloko. Hlanganisa nezifundo zokuFundu ngokuHlanganyela, zeziBalo, kanye nezamaKhono eMpilo.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Wenza izicelo ezilula, isibonelo, Ngicela i-aphula.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Uphendula izibingelelo ezilula nokuvalelisa, esebeenzisa ibinzana, isibonelo, Sawubona. Unjani? Ngiyaphila.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Ukhomba izinto ekilasini noma esithombeni enza ngokomyalelo kathisha. Hlanganisa nezifundo zokuFundu ngokuHlanganyela, zeziBalo, kanye nezamaKhono eMpilo.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Shono ezinye izinto esithombeni noma ekilasini ukuphendula imibuzo kathisha. Hlanganisa nezifundo zokuFundu ngokuHlanganyela, zeziBalo, kanye nezamaKhono eMpilo.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Phendula ngokwenza imiyalelo elula kathisha, isibonelo, 'thatha i-aphula. Libeke etafuleni.'	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x

Kugxilwa emsebenzini wokulalela nokukhuluma (imizuzu eyi-15 iphindwa kabili ngesonto).

* Ulalela izindaba ezixoxwayo kanye nezifundwayo

* Uthisha ufundu noma axoxe indaba kabili ngesonto.

* Izindaba ezixoxiwe bangazilingisa besebeenzisa iminyakazo kanye nezinto zokulingisa ukusekela umqondo wendaba.

* Izindaba ezifundwayo kufanele zithathwe encwadini enkuIlu noma iphosta enezithombe ezigqamile lapho bonke abafundi bezozibona izithombe.

Amasonto	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Ulalela izindaba ezimfushane noma imibhalo engelona iqiniso exoxwayo noma efundwa ezincwadini ezinkulu noma kumaphosta anemidwebo ngokuzijabulisa bese bengenelela ngesikhathi esifanele. Hlanganisa nokuFunda ngokuHlanganyaIa.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Uqonda bese ephendula imibuzo elula ngezimpendulo ezimfishane bese enza ngokwemiyalelo. Hlanganisa nokuFunda ngokuHlanganyaIa.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Unikeza amagama ezinye izinto ezisesithombeni ukuphendula imibuzo kathisha Hlanganisa nesifundo sokuFunda ngokuHlanganyaIa.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Ukuthuthukiswa komqondo, ulwazimagama kanye nezakhiwo zolimi. Ngokubamba iqhaza kule misebenzi engenhla: Uqhubeka nokwakha ulwazimagama, kufaka amagama ezinto, isb. * ukulandelana - kwezinsuku zeviki / izinombolo / ubungako bezinto. Hlanganisa nezifundo zokuFunda ngokuHlanganyaIa, zeziBalo, kanye nezamaKhono eMpilo.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Uqala ukuthuthukisa ukuqonda kwakhe kanye nokukwazi ukusebenzisa izakhiwo zolimi ezilula olimini olukhulunwayo olunomqondo, isibonelo *inkathi yamanje elula - Ngithanda ama-aphula *ukuphika - "Angiwuthandi ubhanana".	Inkathi	Inkathi	Ukuphika	Ukuphika	Sandiso	Ziphawulo	Zandiso					Inkathi	Inkathi	Ukuphika	Inkathi	Sandiso	Isiphawulo	Zandiso				Ukuphika	

*iziphawulo - (omkhulu, omncane)															
*izandiso - (ngokushesha, kancane)															
Ukuhlola: Ukulalela nokukhulumu															
Kumele kuqedwe ngesonto lesi-9															
Uphendula izibingelelo ezilula kanye nezivaleliso	Uhlo Lokuhlola														
Uphendula imibuzo elula kanye nemiyalelo ekhulunyiwe.															
Ucula amaculo kanye nemilolozelo enyakazisa umzimba.															
Ubonisa ukuqonda ulwazimagama ngokukhomba kanye nokusho izinto ezisekilasini (kumaphosta, noma ezithombeni) enza ngokwemiyalelo kathisha.	Irubhrikhi														
Kumele kuqedwe ngesonto lama-20															
Ukuzichaza ngezindlela ezilula.	Irubhrikhi														
Uphendula ngokwenza imiyalelo elula ekhulunyiwe															
Ucula amaculo kanye nemilolozelo enyakazisa umzimba.	Uhlu Lokuhlola														
Ubona umuntu, isilwane noma into elandela incazelos ekhulunyiwe															
Ubonisa ukuqonda ulwazimagama ngokukhomba kanye nokusho izinto ezisekilasini, kumaphosta, noma ezithombeni enza ngokwemiyalelo kathisha.															

UKUFUNDA KANYE NEMISINDO

OKUQUKETHWE/ULWAZI/AMAKHONO

Ukwakhiwa nokwazi imisindo (imizuzu eyi-15 umsebenzi ngamunye)

Le misebenzi kumele ibe mifishane futhi ididiyelwe emisebenzini yoKulalela Nokukhulumka kanye noKufunda Ngokuhlanganyela.

Izinsuku	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Amasonto																						
Uhlukanisa imisho ekhulunwayo ngamagama ngokushaya izandla kulelo nalelo gama, isibonelo, imisho esuselwa endaben.	x	x			x	x			x	x		x	x			x	x		x	x		
Ushaya izandla kumalunga amagama emagameni ajwayelekile, isibonelo,u-bha-na-na			x	x			x	x			x			x	x		x			x	x	
Ngokusizwa uthisha ubona amagama aphindaphindayo endaben, amaculo nemilolozelo. Isib Thula mntwana, Owa, Owa, Owa					x	x	x		x					x		x	x	x		x	x	x
Uqala ukubona imisindo engafani ekuqaleni kwamagama, isibonelo, 'b' bona, 'o' omama, 'g' gula, 'd' duba, 'j' jabula, 's' sala, 'w' wela				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Ubona amagama akhomba ubuningi (ama- amakathi, izi- izingane, aba-abafana)									x	x	x								x	x	x	

Ukufunda kokuqala (imizuzu eyi-5-10 kanye noma kibili ngethemu)

* Uthisha uza nezincwadi, amaphosta, njil. ekilasini ukuze kubukiswe ngakho isimo sihambisane nalokho okuzofundwa.

Amasonto	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Ubona nsuku zonke amagama avamile endaweni, isibonelo,amagama emigwaqo, amagama ezitolo, amagama emikhqizo: njengo Toyota, BMW, Jeep nezinye izinto: Omo, Joko, Nandos,Tastic	x			x					x			x			x		x						

Ushaya izandla kumalunga amagama emagameni ajwayelekile, isibonelo,u-bha-na-na	Irubhrikhi
UKUFUNDA	
Ulalela bese ephendula endabeni exoxiwe noma efundiwe.	Uhlu lokuhlolola
Emuva kokufunda ngokuphindelela, uhlanganyela nabanye abafundi lapho kufanele khona	
Ubona bese esho abantu, izinto kanye nezilwane ezisezithombeni	
Uphendula imibuzo elula emayelana nendaba efundiwe noma exoxiwe	Irubhrikhi
Kumele kuqedwe ngesonto lama-20	
Uqala ukubona imisindo ehlukahlukene esekualeni kwamagama,	Irubhrikhi
Ubona amagama afanayo emaculweni kanye nasemilolozelweni	Uhlu lokuhlolola
Ushaya izandla kumalunga amagama emagameni ajwayelekile	
Recognise plurals in words(-s and -es) orally. Ubona amagama akhomba ubuningi (ama-, aba-, izi-)	
UKUFUNDA:	
Ulalela bese ephendula endabeni exoxiwe noma efundiwe.	Uhlu lokuhlolola
Emuva kokufunda ngokuphindelela, uhlanganyela nabanye abafundi lapho kufanele khona	
Ulingisa indaba esebebenzisa indaba enenkulumo-mpendulwana	
Ubona bese esho abantu, izinto kanye nezilwane ezisezithombeni (iNcwadi eNkulu, iphosta)	
Uphendula imibuzo elula emayelana nendaba efundiwe noma exoxiwe	
Ukubona amagama: Ubona amagama ajwayelekile angama-20 kuya kwangama-30 oLimini Lokuqala Lokwengeza	Irubhrikhi

UKUBHALA

OKUQUKETHWE/ULWAZI/AMAKHONO

Ukubhala ngokuhlanganyela (isikhathi esiphezulu - kanye ngesonto)

Ukubhala kokuqala oLimini Lokuqala LokweNgeza kumele kusekelwe nguthisha.

Izinsuku	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Amasonto																						
Ngosizo lukathisha ubhala isihlokwana somdwebo wakhe bese efunda okubhaliwe	x	x	x	x	x	x	x	x	x	x	x											
Ngokusizwa uthisha ubhala uhlu olulula olunesihlokana, isibonelo, Izilwane ezindizayo: inyoni, ilulwane, uvemvane, inyosi njil.												x	x	x	x	x	x	x	x	x	x	
UKUHLOLA Iziphakamiso zokuhlola okungahleliwe																						
Kumele kuqedwe ngesonto lesi-9	Kwenziwe ngokungahleliwe kuphela																					
Ubhala uhlu lwezinto olulula olunesihloko (Amagama ama -3 kuya kwayisi-5 ngesihloko esisodwa.)	Kwenziwe ngokungahleliwe kuphela																					
Ukopisha isihloko sesithombe asidwebile bese efunda okubhaliwe.	Kwenziwe ngokungahleliwe kuphela																					
Kumele kuqedwe ngesonto lama-20	Kwenziwe ngokungahleliwe kuphela																					
Ubhala uhlu lwezinto olulula olunesihloko (Amagama ama -5 kuya kwayisi-6)	Kwenziwe ngokungahleliwe kuphela																					

5. Sesotho First Additional Language

Revised National Teaching Plan

Titjhere o lokela ho tshwaya mosebetsi a o entseng - a netefatse hore dikarolo tsohle di etswa ka nako e lekantsweng. A sebedise beke ya pele bakeng sa boikwetliso le tekanyetso ya motheo (baseline assessment). A sebedise tekanyetso e tswelang pele - a be a sebedise lenanetekolo (checklist) leo a tla le tshwaya kgafetsa. A sebedise Bukana ya Tataiso ya Tekanyetso Ya Sekolong (SBA Guidelines).

HO MAMELA LE HO BUA (PUO YA MOLOMO)

Letsatsi	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Dibeke																						
MOOKOTABA																						
1. Ho boloka mmele ya rona e phetse hantle																						
2. Metswalle																						
3. Dintho tse holang																						
4. Diphoofolo																						
5. Dipapadi																						
6. Dikolobe the tharo tse nnyane																						
7. Hohle toropong																						
8. Ho sebetsa mmoho																						
9. Diaparo																						
10. Ho bala ho monate																						

DIKAHARE/DIKGOPOLOKUTLWISISO/BOKGONI

Mesebetsi ya ka mehla (hora e 1 beke le beke) Etsa mosebetsi o le mong kapa ho feta ka letsatsi ho ena e latelang ho ya ka nako e o nang le yona.

* Matitjhere a kgethe meokotaba e tla ba thusa ho hlahisa tlotlontswe le ho e pheta, mme a rute mesebetsi e ka tlase.

* Hlokomela ho re mookotaba/dihlooho tse sisintsweng di mpa di sisintsweng feela.

* Matitjhere a kgethe mookotaba o dumellanang le moelego le mehlodi e teng ya disebediswa.

* Ba nnetefatse hore ba na le Dibuka tse Kgolo/diphoustara, diraeme, dipina, dipapadi le dintho tsa nnete tse hlokahalang bakeng sa mookotaba oo ba o kgethileng.

* Matitjhere a lokela ho leka ho ruta mesebetsi yohle, ho feta hanngwe ha ho kgonahala.

* Ba lokela ho lekanyetsa baithuti ba bona ba sebedisa Mesebetsi ya Tekanyetso e seng ya Semmuso le ya Semmuso e e kgothalletswang.

Dibeke	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Ntshetsa pele tlotlontswe ya puo ya molomo (ho mamela le ho bua) a sebedisa mookotaba kapa sehloohlo. Kopanya le Padisommoho, Mmetse "Dipalo", le Bokgoni ba Bophelo.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Etsa dikopo tse tlwaelehileng, mohlala. "Ke kopa metsi?"	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Araba ditumediso, a sebedisa dipolelwana tse tlwaelehileng, mohlala. "Dumela. O phela jwang? Ha monate"	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Supa dintho tse ka phaposing kapa setshwantshong ho latela ditaelo tsa titjhere. Kopanya le Padisommoho, Mmetse "Dipalo", le Bokgoni ho tsa Bophelo.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Fana ka mabitso a dintho tse setshwantshong kapa ka phaposing ho araba dipotso tsa titjhere. Kopanya le Padisommoho, Mmetse "Dipalo", le Bokgoni ho tsa Bophelo.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Latela ditaelo ka ho etsa ketso tse bonolo, mohlala. "Tloho o tlo dula mona.", Ema kantle, Hlwekisang ditafole tsa lona." jwalojwalo.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Araba dipotso tse bonolo. mohlala, Dilamunu tsena di kae ka palo? Kopanya le Padisommoho, Mmetse "Dipalo", le Bokgoni ho tsa Bophelo.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Ha moraonyana: Taka setshwantsho. "Taka setshwantso sa nonyana. Taka mmele. Taka mapheo. Taka maoto a mabedi. Taka hloho. Kopanya le Padisommoho, le Bokgoni ho tsa Bophelo.																							
Ultwisia le ho sebedisa melao ya puo e bonolo ho ya ka maemo, mohlala: lekgathle lejwale ha a ntshetsa dikgopolokutlwisiso tsa hae pele.	x	x				x	x						x	x					x	x			
Ultwisia le ho sebedisa melao ya puo e bonolo ho ya ka maemo, Sebedisa mahlalosi a jwaloka, "Kgomoe kgolo/Katse e nyenyane" ha a ntshetsa dikgopolokutlwisiso tsa hae pele.			x	x				x	x				x	x					x	x		x	x

Utlwisa le ho sebedisa melao ya puo e bonolo ho ya ka maemo, mohlala: ' nka' Nka qhoma/tlola/matha jwalojwalo. "Nka ama menwana ya ka." Ha a ntshetsa dikgopolokutlwiso tsa hae pele.				x	x				x		x					x	x		x	x			
Bina dipina tse bonolo le ho etsa diketso, mohlala: "Ke rata ho ja, ho ja, ho ja. Ke rata ho ja diapole le dipanana."	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Nka karolo dipapading tsa puo, mohlala: Papadi ya ho Lepa - motho a le mong o nka karete e nang le setshwantsho, ba bang ba tlamehile ho lepa hore na ke sejo sefe se kareteng eo, mohlala: "Ke apole na?"	x	x			x	x			x	x	x		x		x		x		x				
Hlwaya le ho hlalosa motho, phoofolo kapa ntho, mohlala: "Ke phoofolo e nyenyane. Ke na le maoto a mane le mohatla. Ke re miaow, miaow, miaow. Ke nna mang?" Kopanya le Padisommoho le Bokgoni ba Bophelo.			x	x			x	x					x	x		x		x			x	x	

Mesebetsi e tobaneng/tsepamisitsweng ho ho mamela le ho bua (metsots e 15, habedi ka beke)

* Mamela dipale ka thahasello le thabo.

* Titjhere o bala kapa o pheta pale habedi bekeng.

* Dipale tse phethwang di ka bontshwa ka tshwantshiso kapa ho sebedisa dithusathuto/disebediswa ho etsa moelelo.

* Dipale tse balwang di lokela ho tswa dibukeng tse kgolo kapa ho phousetara e nang le ditshwantsho tse ka bonwang ke baithuti bohle.

Dibeke	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Mamela ka thabo dipale tse kgutshwane kapa ditema tseo e seng tsa boiqapelo tse balwang kapa tse balwang ho tswa Bukeng e Kgolo kapa phoustarteng ya ditshwantsho, mme a kenella mahlasong ka nepo e loketseng. Kopanya le Padisommoho.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Utlwisa le ho araba dipotso tse bonolo ka ho fana ka dikarabo tse kgutshwane le ho latela ditaelo. Kopanya le Padisommoho.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	

Fana ka mabitso a mmalwa a dintho tse ditshwantshong mme a araba dipotso tsa titjhere Kopanya le Padisommoho.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Ntshetsa pele dikgopolokutlwiso, tlotlontswe le dibopeho tsa puo ka ho ba le seabo mesebetsing e latelang: Tswelo pele ya ho bopa tlotlontswe ya molomo, e kenyelletsang le tlotlontswe ya kgopoloo. * tlhahlamano - matsatsi a beke / dinomoro / boholo. Kopanya le Padisommoho le Mmetse "Dipalo".	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
* Qala ho ntshetsa pele kutlwiso le bokgoni ba ho sebedisa puo e bonolo ya dibopeho tsa puo moelelong wa puo e buuwang e nang le moelelo, mohlala, * lekgatthe lejwale - Ke rata apole * makgethi (kgolo, nyenyanne, telele); * masupi (tsena, ena, yane) * mahlalosi (kapele, butle)	Lekgatthe lejwale	Lekgatthe lejwale				Masupi	Mahlalosi	Makgethi			Lekgatthe lejwale		Lekgatthe lejwale		Masupi	Mahlalosi	Makgethi								

Tekanyetso : Ho Mamela le ho Bua	
Tekanyetso e phethelwe ka beke ya 9	
Ho araba ditumediso tse bonolo	Lenanetekolo
Ho araba dipotso tse bonolo le ditaelo tsa molomo.	
Bina dipina tse bonolo a etsa le diketso tsa merethetho.	
Ho bontsha kutlwisiso ya puo e tlwaelehileng ya molomo ka ho supa le ho fana ka mabitso a dintho tse ka phaposing (phousetara, kapa setshwantsho a latela taelo ya titjhere, jwalojwalo)	Ruburiki
Tekanyetso e phethelwe ka beke ya 20	
Bua ka boitemohelo ba hae ka tsela e bonolo	Ruburiki
Ho latela ditaelo tsa molomo	
Bina dipina tse bonolo a etsa diketso tsa merethetho	Lenanetekolo
Hlwaya motho, phoofolo kapa ntho ho tswa thhalosong e bonolo ya puo ya molomo.	
Bontsha kutlwisiso ya tlotlontswe e tlwaelehileng ka ho supa le ho fana ka mabitso a dintho tse ka phaposing, phousetareng kapa setshwantshong ho latela ditaelo tsa titjhere.	

HO BALA LE MEDUMO

DIKAHARE/DIKGOPOLOKUTLWISISO/BOKGONI

Temoho ya kamano ya ditlhaku le medumo (metsotsso e 1-5 mosebetsi ka mong)

Mesebetsi ena e lokela ho ba mekgutshwane mme e kenyelletswe mesebetsing ya Ho bua le Ho mamela le Padisommoho

Letsatsi	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Dibeke	x	x		x	x		x	x		x	x	x	x		x	x	x	x	x	x		
Arola dipolelo tsa molomo ho ya ho mantswe a ikemetseng ka ho opa diatla lentsweng ka leng, mohlala, dipolelo tse tswang paleng			x	x		x	x		x	x		x	x		x	x	x	x	x	x		
Ho opa matsoho bakeng sa dinoko mantsweng a tlwaelehileng, mohlala, a-po-le		x	x		x	x		x	x		x		x	x		x	x	x	x	x	x	
Ka thuso ya titjhere, o hlwaya mantswe a mmalwa a nang le morethetho dipaleng, dipineng le diraemeng, mohlala, 'eja' le 'maoto'			x	x	x	x	x	x				x		x	x	x	x	x	x	x	x	
Qala ho hlwaya medumo e fapaneng e qalang mantswe, mohlala, 'l' ho lamunu, 'a' ho apole, 'p' ho panana, 'm' molala, 'k' ho katse, 'n' ho noha, 'f' ho fofa, 'd' ho dula.		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Elellwa didumannotshi tse phahameng le tse tlase (tseba-tsebisa, loma - lomisa)							x	x	x									x	x	x		

Bokgoni ba ho bala le ho ngola ka kutlwisiso ba sethatho (metsotsso e 5-10 hang kapa habedi ka kotara)

* Titjhere o tlisa diphuthelwana, diphoustara, jj. ka phaposing ya ho rutela hore ho be le mongolo wa tikolohoo dipontshong tsa ka nako tsohle.

Dibeke	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Elellwa mantswe a mmalwa a bonolo tikolohong ya rona ya ka mehla, mohlala, matshwao a tsela, a mabenkele, mabitso a dihlahiswa jwalo ka Toyota, Jeep, BMW, Joko, Omo, Tastic, Nando's	x			x				x				x		x		x		x				

Padisommoho (bonyane metsotsso e 25-30 ka beke mme o sa fete hora e le 1 le metsotsso e 15 ka beke)

* Moo titjhere a sebedisang moedi wa nako bakeng sa Puo ya Tlatsetso ya bobedi, o hlahisa buka e Kgolo e ntjha kapa dibopeho tse ding tsa tema e mongolo o hodisitsweng ka beke mme a etse mosebetsi letsatsi ka leng.

* Moo titjhere a sebedisang nako e ka tlasa moedi Puong ya Tlatsetso ya Pele, o sebedisa tema ka nako ya dibeke tse 2 kapa tse 3 mme a etse mosebetsi hang kapa habedi ka beke..

* O balla baithuti kaofela tema, a supa mantswe mme ba buisana ka ditshwantsho le mola wa pale.

* O e bala hape hara beke, a kgothalletsa baithuti ho kenella padisong. Tema e sebedisetswe ho ruta /"hlahisa" tlotsontswe e ntjha.

* Bokgoni ba ho bala le ho ngola ka kutlwisiso ba sethatho: mohlala; bokgoni ba ho bala kgatiso ya kamehla e tlwaelehileng, e ka ntshetswa pele ka nako ya Padisommoho.

Dibeke	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Mamela pale kapa tema eo e seng ya nneta ha a ntse a latela titjhere mme a shebile ditshwantsho. Kopanya le Ho mamela le Ho bua.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Bua ka ditshwantsho a sebedisa puo ya lapeng moo ho hlokeheng	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Hlwaya dintho tse ditshwantshong. Kopanya le Ho mamela le Ho bua.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	

TEKANYETSO

Tekanyetso e phethelwe ka beke ya 9

Medumo

Qala ho hlwaya medumo e fapaneng e qalang mantswe.	Lenanetekolo
Opa matsoho bakeng sa dinoko mantsweng a tlwaelehileng	Ruburiki
HO BALA	
Mamela a be a arabele pale kapa tema eo e seng ya boiqapelo.	Lenanetekolo
O nka karolo ho bala mmoho tema e phethilweng.	
Hlwaya batho ba mmalwa, diphoofolo le dintho ditshwantshong tse Bukeng e Kgolo	
Araba dipotso tse mmalwa tsa molomo ka pale le tema e badilweng.	Ruburiki

Tekanyetso e phethelwe ka beke ya 20

Medumo

Qala ho hlwaya medumo e fapaneng e qalang mantswe. Hlwaya mantswe a mmalwa a nang le morethetho dipaleng, dipineng le diraemeng.	RUBURIKI LENANE TEKOLO
Opa matsoho bakeng sa dinoko mantsweng a tlwaelehileng,	
Temoho ya didumannotshi tse phahameng le tse tlase mantsweng	
HO BALA:	
Mamela a be a arabele pale kapa tema eo e seng ya boiqapelo.	LENANETEKOLO
O nka karolo ho bala mmoho tema e phethilweng.	
Tshwantshisa pale a sebedisa puisano e kgutshwane	
Hlwaya mabitso a batho, dintho le diphoofolo ditshwantshong tsa (Buka e Kgolo kapa Phousetara)	
Araba dipotso tse bonolo tse mabapi le pale kapa tema e badilweng.	
Temoho ya mantswe: Lemoha mantswe a ka bang 20-30 a tlwaelehileng Puong ya Tlatsetso.	RUBURIKI

HO NGOLA**DIKAHARE/DIKGOPOLOKUTLWISISO/BOKGONI****Ho ngola ka kopanelo / ngodisommoho (moedi wa nako – hang bekeng)****Qalo ya ho ngola Puong ya Tlatsetso ya Pele e hloka ho tshehetswa ke titjhere**

Letsatsi	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Dibeke	x	x	x	x	x	x	x	x	x	x	x											
Ka thuso ya titjhere o ngola sehlooho sa setshwantsho sa hae mme a bale hape se ngotsweng												x	x	x	x	x	x	x	x	x	x	

TEKANYETSO: Ditshitsinyo tsa Tekanyetso eo e seng ya Semmuso**Tekanyetso e phethelwe ka beke ya 9**

Ngola lenane le bonolo le nang le sehlooho (mantswe a 3-5 a nang le sehlooho)

Sena se etswa e le karolo ya Tekanyetso eo e seng ya Semmuso

Ngola lenswe le hhalosang setshwantsho seo a se takileng le ho bala seo a se ngotseng.

Tekanyetso e phethelwe ka beke ya 20

Ngola lenane le bonolo le nang le sehlooho le mantswe a 5-6.

Sena se etswa e le karolo ya Tekanyetso eo e seng ya Semmuso

6. Setswana First Additional Language

Revised National Teaching Plan

Morutabana o tshwanetse go thophpha dithitokgang tse di tla ba kgontshang go itsise le go dirisa tlotlofoko le go akaretsa ditirwana tse di mo lenaneng le le fa tlase.

GO REETSA LE GO BUA(MOTLOTLO)

DIBEKE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Ditsala																						
2. Go lema																						
Diphologolo																						
Metshameko																						
Dikolojane tse tharo																						
Tikologo ya toropo																						
Go dira mmogo																						
Diaparo																						
Go buisa ka go ithabisa																						
Go tshola mmele ya rona e itekanetse																						

DITENG/DIKGOPOLO/DIKGONO

Ditirwana tsa letsatsi (Ura e le 1 mo bekeng) kgotsa go akaretsa ditirwana tsotlhе go fetisa gangwe fa go kgonagala.

- * Barutabana ba tshwanetse go itlhophela ditlhogo tse di maleba ba ikaegile ka bokao jo bo tla kgontshang go itsise kitso- kakaretso; le go feleletsa ditirwana tse di fa tlase.
- * ELA TLHOKO: Ditlhogo tse di tlhagisitsweng ke ditshitsinyo fela.
- * Barutabana ba tshwanetse go itlhophela ditlhogo tse di maleba go ya ka ditlhokego le dithusathuto tse ba nang le tsone.
- * Ba netefatse go re ba na le ditlhokego tse di latelang Dibukakgolo,diphousetara,morumo,dipina,metshameko le dilo tsa nnete tsa thitokgang e ba e tlhophileng.
- * Barutabana ba tshwanetse go leka go akaretsa ditirwana di le dintsi mo nakong e e rebotsweng fa go kgonega.
- * Ba tshwanetse go tlhatlhoba barutwana ba dirisa ditirwana tsa tlhatlhobo tse di sa tlhomamang le tse di atlenegisitsweng.

DIBEKE	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Tswelela go tlhabolola tlotlofoko ya molomo(go reetsa le go bua) dirisa kitso-kakaretso; ditlhogo di lomaganngwe le puisokopanelo, Dipalo le Dikgono tsa botshelo.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Dira dikopo le ditlhagiso tse di bonolo; sk,'Ke ya ga mang?. 'Ke buka ya ga mang?.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
O tsibogela ditumediso le ditaelano tse di bonolo,o dirise dipolelwana, sk.'Dumelang.Lo tsogile jang?Re tsogile sentle'.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
O neela maina a dilo mo setshwantshong kgotsa mo phapusiborutelong go ya ka dipotso le tsibogo , lomaganya le puisokopanelo,Dipalo le Dikgono tsa botshelo. "Ke eng sec?Ke hutshe.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
O supa dilo mo phaposiborutelo kgotsa maina a dilo mo setshwantshong kgotsa mo setshwantshong go ya ka tsibogogelo le ditaelo tsa morutabana,sk."Mpontshe apole/panana/namune"jj. Lomaganya le Puisokopanelo, Dipalo le Dikgono tsa botshelo.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
O tsibogela ka namana ditaelo tsa molomo tse di bonolo, sk. "Tsaya apole; E beye mo tafoleng."	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
O tsibogela dipotso tse di bonolo, sk. Go na le diapole tse kae fao? "Ke tse pedi" Lomaganya le Puisokopanelo, Dipalo le Dikgono tsa botshelo.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Morago: "Thala setshwantsho sa nonyane. (mmele,diphuka, maoto a mabedi,diphuka,tlhogo,matlho, molomo wa nonyane)Lomaganya le Puisokopanelo, Dikgono tsa botshelo.																							
O tlhaloganya le go dirisa dipopego tsa puo mo bokaong jwa tsona, sk.Pakajaanong jaaka 'Pule o a ja'	x	x					x	x					x	x					x	x			

O tlhaloganya le go dirisa dipopego tsa puo mo bokaong jwa tsona, sk'. Matlhaodi' jaaka: 'Kgomo e tonna', 'Katse e nnye'.			x	x				x	x						x	x			x	x		x	x	
O tlhaloganya le go dirisa dipopego tsa puo mo bokaong jwa tsona sk.go kgona': "Ke kgona go tlola, taboga, Ke kgona go tshwara menwana ya maoto jj.					x	x				x			x				x	x		x	x		x	x
O opela dipina tse di bonolo mme a di diragatse. Sk." Ke rata go ja, ja, ja. Ke rata go ja diapole le dipanana.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
O tshameka motshameko wa puo, sk.Motshameko wa go fopholetsa-morutwana o tsaya karata ya setshwantsho,ba bangwe ba tshwanetse go fopholetsa gore dijo tse di mo setshwantshong ke eng?sk.A se o se tshotseng ke apole?	x	x			x	x			x	x	x		x			x		x		x				
O supa dilo mo phaposiborutelo kgotsa mo setshwantshong go ya ka tsibogelo le ditaelo tsa morutabana,sk.Mpontshe katse" Lomaganya le Dikgono tsa botshelo le Go reetsa le go bua.			x	x			x	x						x	x		x	x		x		x	x	

Ditirwana tse go itebagantsweng le tsona, jaaka go reetsa le go bua.(metsotso e le 15 gabedi mo bekeng).

* Reetsa dikgang tse di tlottilweng kgotsa tse di buisitsweng.

* Morutabana o buisa kgotsa go bua kgang gabedi mo bekeng.

* Dikgang tse di tlottilweng di ka diragatswa go dirisiwa puo ka dikarolo tsa mmele le moaparo o o maleba go tshegetswa ka bokao.

* Dikgang tse di buisitsweng di tshwanetse go tswa mo dibukakgolo kgotsa phousetara ya ditshwantsho mo e leng gore barutwana bottile ba tla kgona go bona ditshwantsho.

DIBEKE	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
O reetsa dikgankhutshwe kgotsa ditlhanga tse di nang le nnete tse a di tlottletsweng kgotsa tse a di buisitseng go tswa mo dibukakgolo kgotsa diphousetara tsa ditshwantsho, sk. 'Rremogolo le hutshe ya gagwe' O dira jalo ka boitumelo le go tsena khorase mo gare ka nako e tshwanetseng.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
O tlhaloganya le go tsibogela dipotso tse di bonolo, sk.'Mpontshe podi' 'Dipodi di kae?	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Naya maina a dilo dingwe tse di mo setshwantshong ka go tsibogela dipotso go tswa mo morutabana, sk.'Ke mang? "Ke rremogolo.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Tlhabololo ya dikgopolo/tlotlofoko le popegopuo ka go tsaya karolo mo ditirwaneng tse di fa godimo. Tswelela ka go aga tlotlofoko e e ikakanyetswang, sk.nomore, bogolo (Lomaganya le Dipalo, Puisokopanelo.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x

*O simolola go tlhabolola go tlhaloganya le bokgoni jwa tiriso e e bonolo ya dipopego tsa puo fa e dirisitswe mo puong e e nang le bokao ya molomo sk. go tlhaloganya le go simolola go dirisa matlhalosi jaaka ka , **ka pele bonya, ka bonako.**

* Pakajaanong(– "Ke rata diapole"

*Pakakganetso: - "Ga ke rate dipanana."

* Matlhaodi: (kgolo , nnye ,mokawana)

* Matlama (mo)

* Matthalosi: (ka pele, ka bonya)

*O simolola go tlhabolola go tlhaloganya le bokgoni jwa tiriso e e bonolo ya dipopego tsa puo fa e dirisitswe mo puong e e nang le bokao ya molomo sk. go tlhaloganya le go simolola go dirisa matthalosi jaaka ka , ka pele bonya, ka bonako.	Paka jaanong	Pakajaanong	Pakajaanong	Pakajaanong
* Pakajaanong(– "Ke rata diapole";	Pakajaanona	Pakakganetso	Kganetso	Kganetso
*Pakakganetso: - "Ga ke rate dipanana."			Matlama	Matlama
* Matthaodi: (kgolo , nnye ,mokawana)			Mathaodi	Mathaodi
* Matlama (mo)			Mathalosi	Mathalosi
* Matthalosi: (ka pele, ka bonya)				

TLHATLHOBO : GO REETSA LE GO BUA

Go reetsa le go bua (molomo/tiragatso)	RUBURIKI
1.O tsibogela dipotso tse di bonolo sk.A o kgora go bala go fitlha ka 10? A ko o mpontshe .Itlhagise ka ditsela tse di bonolo ka go dirisa dipolelwana tse tse dikhutshwane, sk.'Nka kwala leina la me'.	LETLHARE LA GO NETEFATSA
O supa go tlhaloganya motheo wa tlotlofoko ya molomo ka go supa dilo mo phaposiborutelo kgotsa mo setshwantshong go ya ka tsibogelo le ditaelo tsa morutabana , sk.'Mpontsha apole,panana, namunejj ' Thala dinamune di le tharo/tlhano'	

Morutabana o tshwaya se a se dirileng- netefatsa gore dithitokgang di diragatswe mo nakong ya dibeke di le 22.

PUISO LE MEDUMOPUO

DITENG/DIKGOPOLO/DIKGONO

Temogo ya medumo(Metsotso e le 1-5 tirwana e nngwe le e nngwe)

Ditirwana tse di tshwanetse go nna dikhutshwane le go golaganngwa mo ditirwaneng tsa go reetsa le go bua kgotsa ditirwana tsa Puisokopanelo.

DIBEKE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Kgaoganya dipolelo tsa molomo ka mafoko a le nosi ka go opa diatla mo lefokong lengwe le lengwe,sk. Polelo e e tswang mo kgang.	x	x			x	x			x	x		x	x			x	x		x	x		
O opa diatla ka dinoko tsa mafoko a a tlwaelegileng, sk. Ba-na, pa-na-na			x	x			x	x			x			x	x			x			x	x
Ka thuso ya morutabana o supa mangwe a mafoko a a rumisanang a kgang, dipina le diraeme.					x	x	x		x					x		x	x	x		x	x	x
O simolola go lemoga tshimologo ya medumo e e farologaneng mo mafokong, sk. 'b' mo go bana, 'a' mo go apole.				x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
O lemoga bontsi ka go utlwa.								x	x	x									x	x	x	

Tshimololo ya kitso ya puisokwalo(metsotso e le 5-10 gangwe kgotsa gabedi mo kotareng)

* Morutabana o tlisa diphousetara mo phaposiboruteleng gore go tle go nne le mokwalo mo tikologong kwa go nang le dipontsho tsa leruri. Fa go tsewa loeto lwa sekolo ,morutabana o supetsa barutwana ditshwantsho mo tikologong.

DIBEKE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
O lemoga mangwe a mafoko a a tlwaelegileng mo tikologong ya bona ya letsatsi le letsatsi, sk.tsela, tsena, bula.	x			x				x				x			x			x				

Puisokopanelo(bonnye jwa nako metsotso e le 25-30 bogolo jwa nako ura e le nngwe metsotso e le 15 mo bekeng)

* Fa morutabana a dirisa bogolo jwa nako mo puotlaleletso ya ntsha,o itsise dibukakgolo tse dintshwa(kgotsa phousetara kgotsa ditlhangwa dingwe tse dikgolo) mo bekeng e nngwe le e nngwe mme a bo a dira ditirwana tsa letsatsi lengwe le lengwe.

* Fa a dirisa bonnye jwa nako mo Puotlaleletso ya Ntsha, o dirisa sona setlhengwa sele gape mo bekeng tse 2-3 mme a dire tirwana gangwe kgotsa gabedi mo bekeng.

* Morutabana o buisa setlhengwa mo phaposiborutelo, a supa mafoko le go sekaseka ditshwantsho mo kgang.

* Morutabana o buisa setlhengwa gape mo gare ga beke,a rotloetsa barutwa go dira mmogo le ena.Setlhengwa se dirisiwa go itsise tlotlofoko e ntshwa.

DIBEKE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Reetsa kgang kgotsa setlhengwa se se nang le nneta fa ba ntse ba setse morutabana morago le go lebelela ditshwantsho.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	

Tlotla ka ditshwantsho a dirisa Puo ya Gae mo go tlhokagalang.	x x
Supa dilo mo ditshwantshong, sk. 'Mpontshe rremogolo", 'Mpontshe ntswa'.gokaganya le go reetsa le go bua.	x x
Araba dipotso dingwe tse di bonolo ka tshegetso ya ditshwantsho,sk. 'Hutshe e kae?gokaganya le go reetsa le go bua.	x x
O ithuta tlotlofoko nngwe ya molomo sk. Mme, katse, rre, nkgonne, diaparo jj.	x x
Morago ga poeletso ya puiso o tsena khorase mo gare mo go tlhokagalang.	x x
O diragatse kgang o dirise mmuisano.	x x x x x x x x x x x
O rale setshwantsho o be o bone kakanyokgolo ya kgang.	x x
TLHATLHOBO	
O simolola go lemoga tshimologo ya medumopuo e e farologaneng mo mafokong, sk.'b' mo go 'bana'le 'a' mo go 'apole'.	
Supa mangwe a mafoko a a rumisanang mo kgang, dipina le diraeme.	
O opa diatla go ya ka dinoko tsa mafoko a a twaelegileng, sk. Ba-na, pa-na-na.	
O lemoga bontsi ka go utlwa.	
	RUBURII
	LETLHARE LA GO NETEFATSA

Morutabana a tshwaye se a se dirileng - netefatsa gore dithitokgang di diragatswe mo nakong ya dibeke di le 22.																								
GO KWALA																								
DITENG/DIKGOPOLOLO/DIKGONO																								
Mokwalokopanelo (bogolo jwa nako-gangwe mo bekeng)																								
Go kwala pele mo puotlaleletso ya ntla go tshwanetswe ga tshegetswa ke morutabana.																								
DIBEKE	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22	
Ka thuso ya morutabana o kwala dintlhatalhaloso tsa setshwantsho le go buisa se a se kwadileng.	x	x	x	x	x	x	x	x	x	x	x													
Ka thuso ya morutabana o kwala lenaane le le bonolo ka setlhogo, sk. Diphologolo: ntswa, katse, kgomo jj Maungo: apole, panana, namune jj.													x	x	x	x	x	x	x	x	x	x	x	x
TLHATLHOBO E E SA TLHOMAMANG.	Tlhatlhobo e e sa tlhomamang																							
O kopolola dintlhatalhaloso tsa setshwantsho le go buisa se a se thadileng.																								
O kwala lenaane le le bonolo sk. Diphologolo: katse, kgomo jj. Maungo:apole, panana.																								

7. Siswati First Additional Language

Revised National Teaching Plan

Tishela ufanele akhombise ngeluphawu þ wonkhe umebenti lawentile - cinisekisa kutsi wonkhe umsebenti wentiwe kungakapheli emaviki langema: 22.																							
KULALELA NEKUKHULUMA (TEMLOMO)																							
TINGCIKITSI	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
1. Bangani																							
2. Tinfo letimilako																							
3. Tilwane																							
4. Imidlalo leyehlukahlukene																							
5. Tingulutjane letintsatfu																							
6. Edolobheni lonkhe																							
7. Kusebentisana																							
8. Konkhe kuphatselene netimpahala																							
9. Kufundza singakwenta umdlalo																							
10. Kugcina imitimba yetfu iphile kahle																							

OKUCUKETFWE/LWATI / EMAKHONO

Liviki 1 - 5.

Bothishela bakhetsa tigcikitsi letimbili letitabavumela betfule babuye bavuselele silulumagama, bente lemisebenti lengentasi.

Chaphela kutsi tihloko letiphakanyisiwe titiphakamiso nje. Bothishela kumele bakhetsa tihloko tabo letifanelekile kuye ngengcikitsi netinsita letikhona. Kumele bacinisekise kutsi banetincwadzi letinkhulu tekufundza/ emaphosta, imilolotelo, tingoma, imidlalo netintfo mbamba letimayelana nengcikitsi lekhetsiwe.

Bothishela kumele bayente yonkhe lemisebenti, kube kanyentana uma kungenteka. kumele bahlole bafundzi ngekusebentisa

Imisebentiluholo Lolungakahaleki loluphakanyiselwe evikini 1-5

EMAVIKI	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Ucalal kufola silulumagama setemlomo (kulalela nekukhuluma) asebentisa tingcikitsi nobe tihloko letifana nalesi: 'kudla'	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Wenta ticelo letilula, sib. Ngicela emanti.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Baphendvula tibingeleo letilula netivaleliso, basebentisa emabintana, sibonelo, Sala kahle. Sitawubonana kusasa'	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Ukhomba tintfo letiseklausini nobe esitfombeni aphendvula ticondziso tathishela, sib. Ngikhombe libhanana, lilamula, njll	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Basho tintfo letitfolakala esitfombeni nobe ekilasini, balandzele ticondziso temibuto yathishela.'sib. Yini lena? 'yinkhomo	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Uphendvula imibuto lelula lebutwa nguthishela, sib. 'Uhlala nabani ekhaya?', Unjani umbala welihembe lako.'	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Uphendvula imibuto yathishela ngekuniketa letinye tetintfo letitfolakala esitfombeni, sib. 'Bangaki bantu kulesitfombe?'	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Uphendvula ngekwenta ticondziso letilula temlomo, sib. Dvweba litafula.'																							
Uvisisa abuye acale kusebentisa tinhlelo telulwimi letilula letisukela kungcikitsi, sib. Sikhatsi sanyalo lesilula: 'Ngihamba naMuzi', njll.	x	x					x	x					x	x						x	x		
Uvisisa acale kusebentisa takhi letilula teLulwimi kusimongcondvo , sib. kucala kusebentisa tiphawulo, njengaleti: 'Umfana lomkhulu', Intfombatane lencane.			x	x					x	x					x	x						x	x
Ucalal kutfukisa silulumagama setemlomo (kulalela nekukhuluma) usebentisa tingcikitsi/tihloko letifana naleti: Tintfo lengingatenta.'	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Uhlabelela tingoma letilula bese wenta umnyakato, sib. 'Ngitsandza kuhleka, nighleke, nighleke', njll	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x

Udlala imidlalo yelulwimi, sib. Imidlalo yekucombela munye utsatsa likhadigama alifihle bese ubuta loku: 'kubhalweni kulelikhadi?' njll	x	x			x	x			x	x	x		x		x		x	x	x	x			
Ubona umuntfu, silwane nobe intfo ngalokuchazwe ngemlomo lokulula, sib. Nginemacembe, neticu, ngiyini?			x	x			x	x					x	x		x	x		x	x		x	x
Imisebenti yekulalela nekukhuluma lekugcilwe kuyo (15 emaminithi x2 ngeliviki)																							
* Kulalela tindzaba lococelwe tona nobe letifundziwe.																							
* Thishela ufundza nobe acoce indzaba kibili ngeliviki.																							
* Tindzaba leticocwako tingalingiswa ngekusebentisa lulwimi lwemtimba netinsita kwenanelia lwati.																							
* Tindzaba letifundziwe kumele tisukele encwadzini lenkhulu yekufundza nobe emaphosta lanemifanekiso letawubonakala kahle kubo bonkhe bantfwana.																							
EMAVIKI	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Ulalela tindzaba letimfisha nobe ematheksthi langemaciniso lacociwe nobe letifundvwe encwadzini lenkhulu yekufundza nobe emaphosta lanemidvwebo ngekutijabulisa babuye bangenelele kumakhorasi lapho kufanele khona sib. Sitinyoni tsine, njll.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Uvisisa abuye aphendvule imibuto lelula ngetimpwendvulo letimfisha abuye ente lokushiwo ticondziso	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Uniketa tintfo letisesitfombeni uphendvula imibuto yathishela, sib, Ngubani lomile kulesitfombe?	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Uchubeka nekwakha silulumagama setemlomo lokufaka ekhatsi lwati lwesilulumagama, sib. Kulandzelanisa tintfo – emalanga eliviki	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Ucala kuvisisa nekuba nelikhono lekusebentisa takhi telulwimi letilula kusimongcondvo selulwimi lolukhulunywako loluvakalako, sibonelo: sikhatsi sanyalo, Ngiya edolobheni. Indlela lephikisako, sib. Angidlali ibhola. Bondzaweni,sib. etulu/ phasi. Siphawulo,sib. kukhuklu/ kuncane.	Sikhatsi sanyalo	Sikhatsi sanyalo	Indlela lephikisako	Indlela lephikisako	Bondzaweni	Siphawulo	Sandziso						Sikhatsi sanyalo			Sikhatsi sanyalo	Indlela lephikisako	Sikhatsi sanyalo	Bondzaweni	Siphawulo	Sandziso		Indlela lephikisako

LUHLOLO : Kulalela neKukhuluma: (temlomo na/ nobe kwenta)	
Kutetfula ngetindlela letilula, sib. 'Ngingadla.'	Rubhriki
Kuphendvula imibuto lelula, sib. Tingaki tinkhomo letisesitfombeni ?	
Uhlabelela tingoma letilula bese wenta umnyakato, sib. 'Ngitsandza kuhleka, ngihleke, ngihleke', njll	Luhla Iwekuhlola
Ubona umuntfu, tilwane nobe tintfo letichazwe ngemlomo sib. Ngisilwane lesikhulu 'Nginipha lubisi' Ngikhala njani ?	
Kukhombisa kuvisisa silulumagama setemlomo lesisisekelo ngekukhombisa tintfo letisekilasini (nobe sitfombe / umdvwebo) kulandzelwe ticondziso tathishela, sib.khomba inkhomo/inja/ likati, njll.	

KUFUNDZA NEMISINDVO		1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
LOKUCUKETFWE/LWATI/EMAKHONO																								
Imphimiso nelwati lwemisindvo (1-5 emaminithi)																								
Lemisebenti kumele ifishaniswe ibuye ihlanganiswe nekulalela nekukhuluma nobe imisebenti yekufundza ngekuhlanganyela.																								
EMAVIKI	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22	
Hlahlela musho ube magama.	x	x			x	x			x	x			x	x			x	x		x	x			
Ushaya tandla kukhombisa emalunga emagameni latayelekile (sib. um/si/la, si/hla/hla)			x	x			x	x			x			x	x			x			x	x		
Ngelusito lwathishela utfola emagama lanemvumelwano endzabeni, tingoma nemilolotel (sib. Naba bomake batfwele imitfwalo).					x	x	x		x					x		x	x	x		x	x	x		
Bacala kubona imisindvo leyehlukene lesekucaleni kweligama, (sib. Sihlahla, Likhuba)				x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x		
Ubuna bonyenti emagameni (sib. Litafula – ematafula, indlu - tindlu)									x	x	x									x	x	x		
Kucala kufundza nekubhala (5-10 emaminithi kanye nobe kabili ngethemu)																								
Thishela uletsita tinsita, emaphosta, njll, eklasini kute kuvetwe simo sembhalo wetindzawo letihlukene sembukiso waseklasini. Uma kuneluhambo lwekuvakasha lwesikolo, thishela utawukhombisa bafundzi umbhalo lobhalwe etindzaweni lebakuto.																								
EMAVIKI	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22	
Ubuna emagama latayelekile endzaweni lesiphila kuyo sib.luphawu Iwesitaladi, luphawu Iwesitolo, emagama lakhangisako, sib. i-Toyota, i -OMO, i-Nandos, njll.	x			x					x				x			x			x					
Kufundza ngekuhlanganyela (Linanincane: 25-30 emaminithi ngeliviki, linanikhulu 1 li - awa 15 emaminithi ngeliviki)																								
Nangabe thishela asebentisa linanikhulu lesikhatsi eLulwimini Lwekucala Lwekwengeta wetfula incwadzi lenkhulu nobe letinye tinhlobo temidvwebo lekhulisiwe ematheksthini, evikini ngalinye, lomsebenti wentiwa malanga onkhe. Lapho thishela asebentisa linanincane lesikhatsi eLulwimi Lwekucala Lwekwengeta usebentisa libhuku lelifanako emavikini la -2 nobe la-3, lomsebenti wentiwa kanye nobe kabili ngeliviki. Thishela ufundzela likilasi itheksth, akhombise emagama babuye bacoce ngesitfombe nangesimondzawo sendzaba. Thishela uphindze afundze indzaba emkhatsini weliviki, abuye agcugcutele bafundzi kutsi bafundze. Itheksth isetjentiselwa kwetfula silulumagama lesisha.																								
EMAVIKI	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22	
Ulalela indzaba nobe ematheksth langemaciniso ngalesikhatsi balandzela thishela babuye babuke titfombe.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	
Ucoca ngetifombe asebentisa Lulwimi Lwasekhaya lapho kufanele khona.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	
Ubona tintfo esitfombeni, sib. 'Khombisa logwaja' 'Khombisa litje'.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	
Uphendvula imibuto lelula ngekusitwa titfombe, sib. Ngabe logwaja unemadlebe lamadze nobe lamafisha?	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	

Ufundza silulumagama setemlomo, sib. sihlahla, lomdzala, indvodza, umoya, njll.	x x
Ngemuva kwekufundza kanyentana, ungenelela kumakhorasi lapho kufanele khona.	x x
Ulingisa indzaba usebentise ikhulumomphendvulwano.	x x
Udvweba sitfombe lesikhombisa umcondvo lobalulekile wendzaba.	x x
LUHLOLO	
Ubona imisindvo yekucala emagameni latayelekile (sib: babe "b", make "m")	Rubhriki
Ngekusitwa nguthishela utfola emagama lanemvumelwane etindzabeni, etingomeni nasemilolotelweni (sib. 'Gege' 'lagege')	
Ushaya tandla kukhombisa emalunga emagameni latayelekile (sib. um/si/la, si/hla/hla).	Luhla lwekuhlola
Bona buyenti emagameni, sib (liso - emehlo, inkhommo - tinkhommo.	

KUBHALA		1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Ngekushiyelana (Linanincane lesikhatsi –15 emaminithi ngeliviki)	Kubhala ngekushiyelana (Linanincane lesikhatsi –15 emaminithi ngeliviki)	x	x	x	x	x	x	x	x	x	x	x												
Ngekushiyelana (Linanincane lesikhatsi –15 emaminithi ngeliviki)	Kubhala ngekushiyelana (Linanincane lesikhatsi –15 emaminithi ngeliviki)												x	x	x	x	x	x	x	x	x	x	x	
LUHLOLO																								
Tiphakamiso temisebentiluhlolo Lolungakahleki:																								
Tsatsela umbhalosihumusho wesitfombe lowusidvweibile ubuye ufundze lokubhaliwe.	Luhlolo Lolungakahleki																							
Bhala luhla lolulula lolunesihloko.																								

8. Tshivenda First Additional Language

Revised National Teaching Plan

9. Xitsonga First Additional Language

Revised National Teaching Plan