



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

2020
NATIONAL REVISED ANNUAL TEACHING PLANS
GRADE 5
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

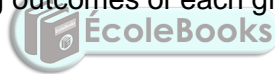
The curriculum trimming and reorganisation maintain and support the foundational principles of the National Curriculum Statement (NCS) Grades R – 12 as stated in the Curriculum and Assessment Policy Statement (CAPS) namely:

- 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 5.

1. Afrikaans First Additional Language

Revised National Teaching Plan

GRAAD 5 KWARTAAL 2				
VAARDIGHEDE	LUISTER EN PRAAT (MONDELING)	LEES EN KYK	SKRYF EN AANBIED	TAALSTRUKTURE EN -KONVENSIES
WEEK 1 - 2	<p>Luister en reageer op mondelinge instruksies</p> <p>Teks oor COVID-19</p> <p>Volg die instruksies</p> <ul style="list-style-type: none"> Verstaan opdragwoorde Verduidelik wat moet gebeur (indien instruksies nie uitgevoer kan word nie) <p>Oefen Luister en praat</p> <p>(Kies een vir daaglikse oefening)</p> <ul style="list-style-type: none"> Voer 'n kort gediggie of rympie op Speel eenvoudige taalspeletjies Gee en volg eenvoudige instruksies/aanwysings 	<p>Lees prosedurele teks, byvoorbeeld instruksies om iets te maak of te doen</p> <p>Teks oor COVID-19</p> <ul style="list-style-type: none"> Pre-lees: Maak voorspellings wat op titel en prente gebaseer is Gebruik leesstrategieë soos soeklees vir spesifieke besonderhede Bespreek spesifieke besonderhede van die teks Bespreek volgorde van instruksies Beantwoord vrae oor die teks <p>Doen 'n leesbegripsaktiwiteit oor die teks (mondeling of skriftelik)</p> <p>Oefen lees</p> <ul style="list-style-type: none"> Lees hardop met toepaslike uitspraak, vlotheid en uitdrukking <p>Besin oor tekste gelees tydens onafhanklike lees</p> <ul style="list-style-type: none"> Vergelyk boeke of tekste gelees Bring met eie ervarings in verband 	<p>Gebruik 'n raamwerk en skryf instruksies om iets te maak of te doen</p> <p>Teks oor COVID-19</p> <ul style="list-style-type: none"> Gebruik korrekte raamwerk Metode moet die korrekte volgorde insluit Gebruik toepaslike woordeskat Gebruik teenwoordige tyd Spel bekende woorde korrek Gebruik woordeboek om spelling na te gaan Bied werk netjies aan deur die gebruik van 'n behoorlike formaat soos opskrifte <p>Gebruik die stappe van die skryfproses</p> <ul style="list-style-type: none"> Hou 'n dinkskrum vir idees deur kopkaarte te gebruik Skryf die eerste weergawe Hersien Proeflees Skryf die finale weergawe Bied netjiese, leesbare finale weergawe met korrekte spasiëring aan 	<p>Spelling</p> <p>Spel bekende woorde korrek</p> <p>Skryf woorde en hul betekenis in 'n persoonlike woordeboek neer</p> <p>Spelpatrone: woorde met v- / f-</p> <p>Werk met woorde en sinne</p> <p>Gebruik bywoorde van plek, byvoorbeeld hier, daar</p> <p>Gebruik bywoorde van graad, byvoorbeeld baie, erg, besonder</p> <p>Tydsforme: Teenwoordige tyd</p> <p>Gebruik verbindingswoorde wat teenstellings, rede en doel aandui</p> <p>Woordeskat in konteks</p> <p>Woorde geneem uit tekste tydens onafhanklike/gedeelde lees</p>

GRAAD 5 KWARTAAL 2

VAARDIGHEDE	LUISTER EN PRAAT (MONDELING)	LEES EN KYK	SKRYF EN AANBIED	TAALSTRUKTURE EN -KONVENSIES
WEEK 3-4	<p>Luister na 'n inligtingstek</p> <p>Teks oor COVID-19</p> <p>Klassifiseer dinge: gebruik kriteria soos doel, ensovoorts</p> <ul style="list-style-type: none"> Verdeel items in groepe Verduidelik waarom dinge saam hoort. Voltooi 'n tabel met toepaslike opskrifte <p>Oefen Luister en praat</p> <p>(Kies een vir daaglikse oefening)</p> <ul style="list-style-type: none"> Hervertel eie nuus Hervertel storie wat jy gehoor of gelees het. 	<p>Lees 'n inligtingstek met visuele beelde, byvoorbeeld kaarte, tabelle, diagramme, kopkaarte, prente, grafieke,</p> <p>Teks oor COVID-19</p> <ul style="list-style-type: none"> Pre-lees: Maak voorspellings wat op die titel en prente gebaseer is Gebruik leesstrategieë, byvoorbeeld vluglees en soeklees Beantwoord vrae oor teks en visuele beelde <p>Doen 'n leesbegripsaktiwiteit oor die teks (mondeling of skriftelik)</p> <p>Oefen lees</p> <ul style="list-style-type: none"> Lees hardop met toepaslike uitspraak, vlotheid en uitdrukking <p>Besin oor tekste gelees tydens onafhanklike/gedeelde lees</p> <ul style="list-style-type: none"> Hervertel 'n storie 	<p>Maak 'n kopkaart-opsomming van 'n inligtingstek</p> <ul style="list-style-type: none"> Identifiseer ten minste drie hoof punte Gebruik sleutelwoorde Teken/voltooi en benoem visuele beelde, byvoorbeeld kaarte/tabelle/kopkaarte/grafieke/prente Sluit spesifieke besonderhede in Gebruik gepaste woordeskat <p>Gebruik die stappe van die skryfproses</p> <ul style="list-style-type: none"> Hou 'n dinkskrum vir idees deur kopkaarte te gebruik Skryf die eerste weergawe Hersien Proeflees Skryf die finale weergawe Bied netjiese, leesbare finale weergawe met korrekte spasiering aan <p>Skryf woorde en hul betekenis in 'n persoonlike woordeboek neer</p> <ul style="list-style-type: none"> Gebruik sinne of verduidelikings om betekenis van woorde te verduidelik 	<p>Spelling</p> <p>Spel bekende woorde korrek Skryf woorde en hul betekenis in 'n persoonlike woordeboek neer</p> <p>Alfabetiese rangskikking van woorde</p> <p>Werk met woorde en sinne</p> <p>Bou op kennis van eiename, byvoorbeeld geskryf met 'n hoofletter</p> <p>Tydsvorme: Gebruik en verstaan toekomstige tyd;</p> <p>Tydsvorme: Gebruik en verstaan teenwoordige tyd</p> <p>Gebruik voorsetsels korrek</p> <p>Woordeskat in konteks</p> <p>Woorde geneem uit tekste tydens onafhanklike/gedeelde lees</p> <ul style="list-style-type: none"> Antonieme (woorde met teenoorgestelde betekenis (dag/nag)) Basisvorme, voor- en agtervoegsels
	<p>FORMELE ASSESSERING TAAK 6</p> <p>SKRYF VRAESTEL 3 [Totaal 30 Punte]</p> <p>Transaksionele teks (10 punte)</p> <ul style="list-style-type: none"> Transaksionele skryf <p>EN</p> <p>Opstel (20 punte)</p> <p>Verhalend/Beskrywend (4 paragrawe)</p>			

GRAAD 5 KWARTAAL 3				
VAARDIGHEDE	LUISTER EN PRAAT (MONDELING)	LEES EN KYK	SKRYF EN AANBIED	TAALSTRUKTURE EN -KONVENSIES
WEEK 1-2	<p>Neem deel aan 'n gesprek oor 'n bekende onderwerp</p> <ul style="list-style-type: none"> Vra en beantwoord vrae Respekteer en luister na ander leerders Moedig groeplede aan om medeleerders te ondersteun Gebruik konsepte en woordeskat van ander vakke Gebruik kodewisseling indien nodig <p>Speel 'n taalspeletjie</p> <ul style="list-style-type: none"> Volg instruksies korrek Gebruik 'n uitgebreide woordeskat Maak beurte om te praat, gee ander 'n kans om te praat 	<p>Lees 'n inligtingstek gebaseer op die kurrikulum, byvoorbeeld 'n kort verslag, 'n beskrywing of verduideliking van iets in 'n ander vak</p> <ul style="list-style-type: none"> Pre-lees: Maak voorspellings wat op die titel en prente gebaseer is Gebruik leesstrategieë, byvoorbeeld vluglees Bespreek hoofgedagtes en spesifieke besonderhede Interpreteer en bespreek visuele beelde <p>Oefen lees</p> <ul style="list-style-type: none"> Lees hardop met toepaslike uitspraak, vlotheid en uitdrukking <p>Doen 'n leesbegripsaktiwiteit oor die teks (mondeling of skriftelik)</p> <p>Besin oor tekste gelees tydens onafhanklike/gedeelde lees</p> <ul style="list-style-type: none"> Deel menings oor die teks 	<p>Skryf 'n inligtingstek, byvoorbeeld tekste wat in ander vakke gebruik word</p> <ul style="list-style-type: none"> Skryf twee tot drie paragrawe Organiseer inligting logies Gebruik formele taal Sluit spesifieke besonderhede in Gebruik lydende vorm gepas Gebruik die woordeboek om spelling en betekenis na te gaan <p>Gebruik die stappe van die skryfproses</p> <ul style="list-style-type: none"> Hou 'n dinkskrum vir idees deur kopkaarte te gebruik Skryf die eerste weergawe Hersien Proeflees Skryf die finale weergawe <p>Skryf woorde en hul betekenis in 'n persoonlike woordeboek neer</p> <ul style="list-style-type: none"> Gebruik sinne of verduidelikings om betekenis van woorde te verduidelik 	<p>Spelling</p> <p>Spel bekende woorde korrek</p> <p>Skryf woorde en hul betekenis in 'n persoonlike woordeboek neer</p> <p>Spelpatrone: y- of ei- woorde</p> <p>Werk met woorde en sinne</p> <p>Verstaan en gebruik ontkenning</p> <p>Verstaan en gebruik lydendende en bedrywende vorm</p> <p>Woordeskat in konteks</p> <p>Woorde geneem uit tekste tydens onafhanklike/gedeelde lees</p> <p>Basisvorme, voor- en agtervoegsels</p>

GRAAD 5 KWARTAAL 3

VAARDIGHEDE	LUISTER EN PRAAT (MONDELING)	LEES EN KYK	SKRYF EN AANBIED	TAALSTRUKTURE EN
<p>WEEK</p> <p>3 - 4</p>	<p>Luister na 'n storie</p> <p>(Kies uit kontemporêre, realistiese fiksie/tradisionele stories/persoonlike verslae/avontuurverhale/snaakse stories/fantasie/werklike lewensverhale/historiese fiksie)</p> <p>Gebruik 'n teks van 'n handboek of uit die onderwyser se hulpbronnêr</p> <ul style="list-style-type: none"> Verstaan stories Beantwoord letterlike vrae Vra relevante vrae en reageer op vrae Vra en beantwoord meer komplekse vrae, byvoorbeeld: Waarom doen hulle dit nie ...? Wat sou jy doen ...? Bespreek etiese, sosiale en kritieke kwessies in die storie, gebruik kodewisseling indien nodig <p>Oefen Luister en praat</p> <p>(Kies een vir daaglikse oefening)</p> <ul style="list-style-type: none"> Voer 'n kort gediggie of rympie op Speel eenvoudige taalspeletjies Gee en volg eenvoudige instruksies/anwysings Hervertel eie nuus 	<p>Lees 'n storie</p> <p>Gebruik 'n teks van 'n handboek of uit die onderwyser se hulpbronnêr</p> <ul style="list-style-type: none"> Pre-lees: Maak voorspellings wat op die titel en prente gebaseer is Gebruik leesstrategieë, byvoorbeeld kontekstuele leidrade om die betekenis van nuwe woorde uit te vind Bespreek hoofgedagte en besonderhede Identifiseer volgorde van gebeure Identifiseer die agtergrond en karakters Beantwoord en vra meer komplekse vrae, byvoorbeeld: Waarom kon ... nie ...? Wat ...? Hoe dink jy ...? Bespreek etiese, sosiale en kritieke kwessies in die storie, gebruik kodewisseling indien nodig <p>Doen 'n leesbegripsaktiwiteit oor die teks (mondeling of skriftelik)</p> <p>Oefen lees</p> <ul style="list-style-type: none"> Lees hardop met uitdrukking en toon begrip van die teks Lees hardop met die gepaste uitspraak, tempo en volume <p>Besin oor tekste gelees tydens onafhanklike lees</p> <ul style="list-style-type: none"> Vergelyk tekste gelees 	<p>Skryf 'n eenvoudige storie</p> <ul style="list-style-type: none"> Gebruik die korrekte raamwerk vir 'n storie Gebruik taal verbeeldingryk veral 'n verskeidenheid woordeskat Verbind sinne tot 'n samehangende paragraaf deur voornaamwoorde, verbindingswoorde en korrekte punktuasie te gebruik. Gebruik deurgaans die gepaste tydsvorm Gebruik die woordeboek om betekenis en spelling van woorde na te gaan <p>Gebruik die stappe van die skryfproses</p> <ul style="list-style-type: none"> Hou 'n dinkskrum vir idees deur kopkaarte te gebruik Skryf die eerste weergawe Hersien Proeflees Skryf die finale weergawe <p>Skryf woorde en hul betekenis in 'n persoonlike woordeboek neer</p> <ul style="list-style-type: none"> Gebruik sinne of verduidelikings om betekenis van woorde te verduidelik 	<p>Spelling en punktuasie</p> <p>Gebruik 'n woordeboek om die speling en betekenis van woorde na te gaan</p> <p>Gebruik punktuasie korrekte: komma, kommapunt, uitroepteken</p> <p>Werk met woorde en sinne</p> <p>Selfstandige naamwoorde: geslag, byvoorbeeld bul/koei</p> <p>Selfstandige naamwoord: meervoude</p> <p>Werkwoorde</p> <p>Tydsvorme: Verstaan en gebruik teenwoordige tyd</p> <p>Gebruik verbindingswoorde wat op keuses dui, byvoorbeeld of ... of</p> <p>Woordeskat in konteks</p> <p>Woorde geneem uit tekste tydens onafhanklike/gedeelde lees</p>

GRAAD 5 KWARTAAL 3				
VAARDIGHEDE	LUISTER EN PRAAT (MONDELING)	LEES EN KYK	SKRYF EN AANBIED	TAALSTRUKTURE EN -KONVENSIES
<p>WEEK</p> <p>5 - 6</p>	<p>Luister na 'n gedig/liedjie</p> <p>Gebruik 'n teks van 'n handboek of uit die onderwyser se hulpbronnêer</p> <ul style="list-style-type: none"> • Praat oor die gedig/liedjie en waarom dit handel • Bring dit in verband met eie ervaring • Identifiseer rym en ritme • Gee persoonlike reaksie op die gedig/liedjie (hou jy daarvan of nie) <p>Oefen Luister en praat (Kies een vir daaglikse oefening)</p> <ul style="list-style-type: none"> • Voer 'n kort gedigjie of rympie op • Speel eenvoudige taalspeletjies • Gee en volg eenvoudige instruksies/aanwysings • Hervertel eie nuus 	<p>Lees 'n gedig/liedjie</p> <ul style="list-style-type: none"> • Pre-lees: Maak voorspellings wat op die titel en prente gebaseer is • Gebruik leesstrategieë soos voorspelling deur op die prente en kontekstuele leidrade te let • Bespreek die tema en die kerngedagte • Bespreek rym en vergelykings • Druk gevoelens uit wat deur die gedig/liedjie gestimuleer is. <p>Doen 'n leesbegripsaktiwiteit oor die teks (mondeling of skriftelik)</p> <p>Oefen lees</p> <ul style="list-style-type: none"> • Lees hardop met toepaslike uitspraak, vlotheid en uitdrukking <p>Besin oor tekste gelees tydens onafhanklike/gedeelde lees</p>	<p>Gebruik 'n raamwerk en skryf 'n gedig/liedjie</p> <ul style="list-style-type: none"> • Gebruik 'n raamwerk • Verduidelik waarom die gedig/liedjie handel • Druk gevoelens oor die gedig/liedjie uit <p>Gebruik die stappe van die skryfproses</p> <ul style="list-style-type: none"> • Hou 'n dinkskrum vir idees deur 5 kopkaarte te gebruik • Skryf die eerste weergawe • Hersien • Proeflees • Skryf die finale weergawe <p>Skryf woorde en hul betekenis in 'n persoonlike woordeboek neer</p> <ul style="list-style-type: none"> • Gebruik sinne of verduidelikings om betekenis van woorde te verduidelik 	<p>Spelling en punktuasie</p> <p>Spel bekende woorde korrek</p> <p>Skryf woorde en hul betekenis in 'n persoonlike woordeboek neer</p> <p>Gebruik punktuasie korrekte: vraagteken, uitroepteken, punt</p> <p>Werk met woorde en sinne</p> <p>Gebruik verskillende soorte byvoeglike naamwoorde</p> <p>Skryf enkelvoudige sinne (onderwerp, voorwerp en gesegde, byvoorbeeld 'Piet/lees/sy boek')</p> <p>Gebruik verbindingswoorde wat op voorwaarde dui</p> <p>Woordeskat in konteks</p> <p>Woorde geneem uit tekste tydens Onafhanklike / gedeelde lees</p>
	<p>FORMELE ASSESSERING TAAK 7 MONDELING [20 Punte]</p> <ul style="list-style-type: none"> • (On)voorbereide praat OF • Luisterbegrip OF <p>(Word gedurende die kwartaal afgehandel)</p>	<p>FORMELE ASSESSERING TAAK 8: Respons op tekste</p> <p>TOETS [Totaal: 40 Punte]</p> <ul style="list-style-type: none"> • Vraag 1 Leesbegrip: Literêre/Nie-literêre teks (15 punte) • Vraag 2 Visuele teks (10 punte) • Vraag 3 Opsomming (5 punte) • Vraag 4 Taalstrukture en -konvensies in konteks (10 punte) <p>(Word afgelê gedurende onderrigtyd)</p>		

GRAAD 5 KWARTAAL 3

VAARDIGHEDE	LUISTER EN PRAAT (MONDELING)	LEES EN KYK	SKRYF EN AANBIED	TAALSTRUKTURE EN -KONVENSIES
<p>WEEK</p> <p>7 -8</p>	<p>Luister na 'n storie</p> <p>(Kies uit kontemporêre, realistiese fiksie/tradisionele stories/persoonlike verslae/avontuurverhale/snaakse stories/fantasie/werklike lewensverhale/historiese fiksie)</p> <p>Gebruik 'n teks van 'n handboek of uit die onderwyser se hulpbronnêer</p> <ul style="list-style-type: none"> • Verstaan stories • Beantwoord letterlike vrae • Vra relevante vrae en reageer op vrae • Vra en beantwoord meer komplekse vrae, byvoorbeeld: Waarom doen hulle dit nie ...? Wat sou jy doen ...? • Bespreek etiese, sosiale en kritieke kwessies in die storie, gebruik kodewisseling indien nodig <p>Oefen Luister en praat</p> <p>(Kies een vir daaglikse oefening)</p> <ul style="list-style-type: none"> • Voer 'n kort gediggie of rympie op • Speel eenvoudige taalspeletjies • Gee en volg eenvoudige instruksies/aanwysings • Hervertel eie nuus 	<p>Lees 'n storie</p> <p>Gebruik 'n teks van 'n handboek, leesboek of uit die onderwyser se hulpbronnêer</p> <ul style="list-style-type: none"> • Pre-lees: Maak voorspellings wat op die titel en prente gebaseer is • Gebruik leesstrategieë, byvoorbeeld kontekstuele leidrade om die betekenis van nuwe woorde vas te stel • Bespreek hoofgedagte en besonderhede • Identifiseer volgorde van gebeure • Identifiseer die agtergrond en karakters • Beantwoord en vra meer komplekse vrae, byvoorbeeld: Waarom kon ... nie ...? Wat ...? Hoe dink jy ...? • Bespreek etiese, sosiale en kritieke kwessies in die storie, gebruik kodewisseling indien nodig <p>Oefen lees</p> <ul style="list-style-type: none"> • Lees hardop met uitdrukking en toon begrip van die teks • Lees hardop met die gepaste uitspraak, tempo en volume <p>Besin oor tekste gelees tydens onafhanklike lees</p> <ul style="list-style-type: none"> • Vergelyk gelesse tekste 	<p>Skryf 'n dialoog</p> <ul style="list-style-type: none"> • Kies toepaslike karakters • Organiseer die dialoog en handeling logies • Gebruik direkte rede • Gebruik informele skryfstyl • Gebruik gepaste punktuaasie, byvoorbeeld dubbelpunte, uitroeptekens en vraagtekens <p>Gebruik die stappe van die skryfproses</p> <ul style="list-style-type: none"> • Hou 'n dinksrum vir idees deur kopkaarte te gebruik • Skryf die eerste weergawe • Hersien • Proeflees • Skryf die finale weergawe • Bied netjiese, leesbare finale weergawe met korrekte spasiering aan <p>Skryf woorde en hul betekenis in 'n persoonlike woordeboek neer</p> <ul style="list-style-type: none"> • Gebruik sinne of verduidelikings om betekenis van woorde te verduidelik 	<p>Spelling en punktuaasie</p> <p>Gebruik 'n woordeboek om die spelling en betekenis van woorde na te gaan</p> <p>Gebruik punktuaasie korrekte: dubbelpunt, aanhalingstekens</p> <p>Werk met woorde en sinne</p> <p>Selfstandige naamwoorde: meervoude</p> <p>Hersien gebruik van "n" en "die" saam met selfstandige naamwoorde.</p> <p>Gebruik direkte en indirekte rede korrek</p> <p>Tydsvorme: Verstaan en gebruik verlede tyd</p> <p>Woordeskat in konteks</p> <p>Woorde geneem uit tekste tydens onafhanklike/gedeelde lees</p>

GRAAD 5 KWARTAAL 4				
VAARDIGHEDE	LUISTER EN PRAAT (MONDELING)	LEES EN KYK	SKRYF EN AANBIED	TAALSTRUKTURE EN
<p>WEEK</p> <p>1-2</p>	<p>Luister na 'n storie</p> <p>(Kies uit kontemporêre, realistiese fiksie/tradisionele stories/persoonlike verslae/avontuurverhale/snaakse stories/fantasie/werklike lewensverhale/historiese fiksie)</p> <p>Gebruik 'n teks van 'n handboek of uit die onderwyser se hulpbronnêer</p> <ul style="list-style-type: none"> • Verstaan stories • Beantwoord letterlike vrae • Vra relevante vrae en reageer op vrae • Vra en beantwoord meer komplekse vrae, byvoorbeeld: Waarom doen hulle dit nie ...? Wat sou jy doen ...? • Bespreek etiese, sosiale en kritieke kwessies in die storie, gebruik kodewisseling indien nodig <p>Oefen Luister en praat</p> <p>(Kies een vir daaglikse oefening)</p> <ul style="list-style-type: none"> • Voer 'n kort gediggie of rympie op • Speel eenvoudige taalspeletjies • Gee en volg eenvoudige instruksies/aanwysings • Hervertel eie nuus 	<p>Lees 'n storie</p> <p>Gebruik 'n teks van 'n handboek, leesboek of uit die onderwyser se hulpbronnêer</p> <p>Pre-lees: Maak voorspellings wat op die titel en prente gebaseer is</p> <ul style="list-style-type: none"> • Gebruik leesstrategieë, byvoorbeeld kontekstuele leidrade om die betekenis van nuwe woorde uit te vind • Bespreek hoofgedagte en besonderhede • Identifiseer volgorde van gebeure • Identifiseer die agtergrond en karakters • Beantwoord en vra meer komplekse vrae, byvoorbeeld: Waarom kon ... nie ...? Wat ...? Hoe dink jy ...? • Bespreek etiese, sosiale en kritieke kwessies in die storie, gebruik kodewisseling indien nodig <p>Doen 'n leesbegripsaktiwiteit oor die teks (mondelling of skriftelik)</p> <p>Oefen lees</p> <ul style="list-style-type: none"> • Lees hardop met toepaslike uitspraak, vlotheid en uitdrukking <p>Besin oor tekste gelees tydens onafhanklike/gedeelde lees</p> <ul style="list-style-type: none"> • Hervertel die storie in 5 tot 6 sinne • Gee 'n kort, mondelinge boekresensie 	<p>Skryf 'n eenvoudige storie</p> <ul style="list-style-type: none"> • Gebruik 'n storiestruktuur • Gebruik taal verbeeldingryk, veral 'n verskeidenheid woordeskat • Verbind sinne tot 'n samehangende paragraaf deur voornaamwoorde, verbindingswoorde en korrekte puntuasie te gebruik. • Gebruik die gepaste tydsvorm korrek • Gebruik die woordeboek om betekenis van woorde en spelling na te gaan <p>Gebruik die stappe van die skryfproses</p> <ul style="list-style-type: none"> • Hou 'n dinkskrum vir idees deur kopkaarte te gebruik • Skryf die eerste weergawe • Hersien • Proeflees • Skryf die finale weergawe <p>Skryf woorde en hul betekenis in 'n persoonlike woordeboek neer</p> <ul style="list-style-type: none"> • Gebruik sinne of verduidelikings om betekenis van woorde te verduidelik 	<p>Spelling</p> <p>Spel bekende woorde korrek</p> <p>Skryf woorde en hul betekenis in 'n persoonlike woordeboek neer</p> <p>Spelpatrone: woorde met t- / d-</p> <p>Werk met woorde en sinne</p> <p>Verstaan en gebruik ontelbare selfstandige naamwoorde, byvoorbeeld melk, water</p> <p>Verstaan en gebruik persoonlike voornaamwoorde, byvoorbeeld ek, jy, julle, ons, hulle</p> <p>Verstaan en gebruik verskillende soorte byvoeglike naamwoorde</p> <p>Werk met woorde en sinne</p> <p>Woorde geneem uit tekste tydens onafhanklike/gedeelde lees</p>

GRAAD 5 KWARTAAL 4

VAARDIGHEDE	LUISTER EN PRAAT (MONDELING)	LEES EN KYK	SKRYF EN AANBIED	TAALSTRUKTURE EN -KONVENSIES
<p>WEEK</p> <p>3 - 4</p>	<p>Neem aan 'n bespreking deel</p> <ul style="list-style-type: none"> Bespreek bekende onderwerpe, insluitend onderwerpe uit ander vakke Gebruik hoër vlak denkvaardighede, byvoorbeeld om voordele en nadele te bespreek en opinies te gee Gebruik konsepte en woordeskat uit ander vakke Neem beurte, respekteer ander leerders deur na hulle opinies te luister. <p>Oefen Luister en praat</p> <p>(Kies een vir daaglikse oefening)</p> <ul style="list-style-type: none"> Voer 'n kort gediggie of rympie op Speel eenvoudige taalspeletjies Gee en volg eenvoudige instruksies/aanwysings Hervertel eie nuus 	<p>Lees 'n mediateks, byvoorbeeld 'n tydskrifartikel of nuusberig.</p> <p>Gebruik 'n teks van 'n handboek of uit die onderwyser se hulpbronnêer</p> <ul style="list-style-type: none"> Pre-lees: Maak voorspellings wat op die titel en prente gebaseer is Gebruik 'n verskeidenheid leesstrategieë, byvoorbeeld soeklees, vluglees Beantwoord vrae Bespreek hoofgedagtes en spesifieke besonderhede Verstaan die uitleg en ontwerp van media tekste <p>Doen 'n leesbegripsaktiwiteit oor die teks (mondeling of skriftelik)</p> <p>Oefen lees</p> <ul style="list-style-type: none"> Lees hardop toepaslike uitspraak, vlotheid en uitdrukking <p>Besin oor tekste gelees tydens onafhanklike/gedeelde lees</p> <ul style="list-style-type: none"> Bespreek emosionele reaksie op gelese tekste Bring tekste met eie ervarings in verband 	<p>Gebruik 'n raamwerk en skryf 'n inligtingsteks</p> <ul style="list-style-type: none"> Kies 'n relevante onderwerp Sluit relevante inligting in Sluit inligting oor voordele en nadele in Organiseer voordele en nadele in 'n tabel <p>Gebruik die stappe van die skryfproses</p> <ul style="list-style-type: none"> Hou 'n dinkskrum vir idees deur kopkaarte te gebruik Skryf die eerste weergawe Hersien Proeflees Skryf die finale weergawe <p>Gebruik die woordeboek om betekenis en spelling van woorde na te gaan</p> <p>Ontwerp 'n plakkaat</p> <ul style="list-style-type: none"> Sluit relevante inligting in Sluit 'n prent in Gebruik lettergrootte effektief Bied 'n netjiese, leesbare, finale weergawe aan <p>Skryf woorde en hul betekenis in 'n persoonlike woordeboek neer</p> <ul style="list-style-type: none"> Gebruik sinne of verduidelikings om betekenis van woorde te verduidelik 	<p>Spelling</p> <p>Gebruik woordeboek om spelling en betekenis van woorde na te gaan</p> <p>Spelpatrone</p> <p>Werk met woorde en sinne</p> <p>Selfstandige naamwoorde: meervoudsvorme</p> <p>Verstaan en gebruik aanwysende voornaamwoorde, byvoorbeeld hierdie, daardie, dié</p> <p>Verstaan en gebruik verskillende soorte byvoeglike naamwoorde</p> <p>Woordeskat in konteks</p> <p>Woorde geneem uit tekste tydens onafhanklike/gedeelde lees</p>

GRAAD 5 KWARTAAL 4				
VAARDIGHEDE	LUISTER EN PRAAT (MONDELING)	LEES EN KYK	SKRYF EN AANBIED	TAALSTRUKTURE EN
<p>WEEK</p> <p>5 - 6</p>	<p>Neem deel aan 'n gesprek</p> <ul style="list-style-type: none"> Vra en beantwoord vrae Respekteer medeleerders Luister na en moedig medeleerders aan om te praat Gebruik kodewisseling indien nodig <p>Neem aan besprekings oor minder bekende onderwerpe deel, byvoorbeeld verbeel en beskryf moontlikhede van 'n situasie, soos wat hulle met R100 sal doen</p> <ul style="list-style-type: none"> Kies relevante inhoud Gebruik voorwaardelike vorme 	<p>Lees 'n inligtingstek gebaseer op die kurrikulum,</p> <p>Lees en verstaan 'n plakkaat</p> <ul style="list-style-type: none"> Pre-lees: bespreek prente Interpreteer die inligting Bespreek die doel van die teks Bespreek die taal gebruik in dieteks Identifiseer en bespreek kenmerke soos kleur, verskillende letter groottes en tipes <p>Besin oor tekste gelees tydens onafhanklike/gedeelde lees</p> <ul style="list-style-type: none"> Deel menings oor die teks Vergelyk teks met ander gelese tekste 	<p>Ontwerp 'n plakkaat</p> <ul style="list-style-type: none"> Sluit relevante inligting in Sluit 'n prent in Gebruik lettergroottes effektief Bied netjiese, leesbare, finale weergawe aan <p>Gebruik die stappe van die skryfproses</p> <ul style="list-style-type: none"> Hou 'n dinksrum vir idees deur kopkaarte te gebruik Skryf die eerste weergawe Hersien Proeflees Skryf die finale weergawe Bied netjiese, leesbare, finale weergawe aan 	<p>Spelling</p> <p>Gebruik woordeboek om spelling en betekenis van woorde na te gaan</p> <p>Selfstandige naamwoorde: enkelvoud en meervoud</p> <p>Werk met woorde en sinne</p> <p>Gebruik verbindingswoorde wat rede en doel aandui</p> <p>Verstaan en gebruik bywoord van manier, byvoorbeeld vinnig, stadig</p> <p>Verstaan en gebruik bywoord van graad, byvoorbeeld besonder, erg, baie</p> <p>Tydsvorme: Verstaan en gebruik Toekomstige tyd</p> <p>Verstaan en gebruik teenwoordige tyd</p> <p>Gebruik lydende en bedrywende vorm</p> <p>Woordeskat in konteks</p> <p>Woorde geneem uit tekste tydens onafhanklike/gedeelde lees</p>
<p>FORMELE ASSESSERING TAAK 9</p> <p>SKRYF VRAESTEL 3 [Totaal 30 Punte]</p> <p>Transaksionele teks (10 punte)</p> <ul style="list-style-type: none"> Transaksionele skryf <p>EN</p> <p>Opstel (20 punte)</p> <ul style="list-style-type: none"> 4 paragrawe Verhalend/Beskrywend 4 paragrawe <p>(Word afgelê gedurende onderrigtyd)</p>				



GRAAD 5 KWARTAAL 4

VAARDIGHEDE	LUISTER EN PRAAT (MONDELING)	LEES EN KYK	SKRYF EN AANBIED	TAALSTRUKTURE EN -KONVENSIES
WEEK 7 - 8	Hersiening	Hersiening Instruksionele teks Inligtingsteks Kortverhaal	Hersiening Dagboek Verslag Storie Beskrywende opstel	Hersiening Werk met woorde Woordbetekenis/woordeskat Werk met sinne
	FORMELE ASSESSERING TAAK 10 MONDELING VRAESTEL 1 [20 Punte] <ul style="list-style-type: none"> • (On)voorbereide praat OF • Luisterbegrip OF (Word gedurende kwartaal afgehandel)		FORMELE ASSESSERING TAAK 11: 2 uur RESPONS OP TEKSTE VRAESTEL 2 [Totaal: 40 Punte] <ul style="list-style-type: none"> • Vraag 1 Leesbegrip: Literêre/Nie-literêre teks (15 punte) • Vraag 2 Visuele teks (10 punte) • Vraag 3 Opsomming (5 punte) Vraag 4 Taalstrukture en –konvensies in konteks (10 punte)	



2. English First Additional Language

Revised National Teaching Plan

GRADE 5 TERM 2				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
Week 1-2	<p>Listens to and responds to oral instructions</p> <p>Covid-19 text</p> <p>Follows the instructions</p> <ul style="list-style-type: none"> Shows understanding of command words Explains what should happen (if instructions cannot be carried out) <p>Presentation</p> <ul style="list-style-type: none"> Summarises main ideas Expresses feelings about topic Links to own life 	<p>Reads procedural text, e.g. instructions for making or doing something</p> <p>Covid-19 text</p> <ul style="list-style-type: none"> Pre-reading: predicting from title and pictures Uses reading strategies such as scanning for specific detail Discusses specific details of text Discusses sequence of instructions Answers questions on the text <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate pronunciation, fluency, and expression <p>Reflects on texts read during independent reading</p> <ul style="list-style-type: none"> Compares books or texts read Relates to own experience 	<p>Writes instructions for making or doing something using a frame</p> <p>Covid-19 text</p> <ul style="list-style-type: none"> Uses the frame correctly Includes method in correct sequence Uses appropriate vocabulary Uses present simple tense Spells familiar words correctly Uses dictionary to check spelling Presents work neatly using proper form, such as headings <p>Uses writing process</p> <ul style="list-style-type: none"> Brainstorms ideas using mind maps Produces first draft Revises Proofreads Writes final draft Presents neat, legible final draft with correct spacing 	<p>Spelling</p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Words starting with g and followed by -e, -i or -y: start with g even though it sounds like j, e.g. germ</p> <p>Working with words and sentences</p> <p>Uses adverbs of place (here, there) Begins to use adverbs of degree, e.g. 'very, really, almost, too'</p> <p>Simple present tense</p> <p>Begins to use connecting words to show contrast (but), reason (because) and purpose (so that).</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p>

<p>Week 3-4</p>	<p>Listens to information text</p> <p>Covid-19 text</p> <p>Classifies items according to criteria such as their purpose or capability</p> <ul style="list-style-type: none"> • Sorts things into groups • Explains why things go together • Completes a table under appropriate headings <p>Presentation</p> <ul style="list-style-type: none"> • Summarises main ideas • Expresses feelings about topic • Links to own life 	<p>Reads information text with visuals, e.g. charts/tables/ diagrams/mind maps/ maps/pictures/graphs</p> <p>Covid-19 text</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title and pictures/visuals • Uses reading strategies, e.g. skimming and scanning • Answers questions on text and visuals <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, fluency, and expression <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Retells a story read 	<p>Summarises the information text using a mind map</p> <ul style="list-style-type: none"> • Identifies at least three main points • Uses key words • Draws/completes and labels visuals, e.g. charts/tables/ diagrams/ mind maps/maps/ pictures • Includes specific details • Uses appropriate vocabulary <p>Uses writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas using mind maps • Produces first draft • Revises • Proofreads • Writes final draft • Presents neat, legible final draft with correct spacing <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary.</p> <p>Working with words and sentences</p> <p>Builds on use of proper nouns, e.g. with capital letter</p> <p>Builds on understanding and use of future tense</p> <p>Simple present to describe universal truths, e.g. 'The sun sets in the west.'</p> <p>Uses prepositions that show direction (towards), time (on, during), possession (with)</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <ul style="list-style-type: none"> • Antonyms (words that are opposite in meaning e.g. sad/happy) • Joining prefixes or suffixes to a base word
<p>FORMAL ASSESSMENT TASK 6 WRITING [Total 30 Marks]</p> <p>Transactional text (10 marks)</p> <ul style="list-style-type: none"> • Transactional writing: <p>AND</p> <p>Essay (20 marks)</p> <p>Narrative / Descriptive (4 paragraphs)</p>				

GRADE 5 TERM 3				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
Week 1-2	<p>Listens to oral description of places/people</p> <ul style="list-style-type: none"> Text from the textbook or reader/s or Teacher's Resource File (TRF) Identifies places/people Notes relevant information from a story, e.g. on a chart/table Identifies similarities and differences <p>Listens to and gives personal recounts</p> <ul style="list-style-type: none"> Recalls own experiences in the right sequence Answers questions about what happened first, second, etc. Tells own news 	<p>Reads a story</p> <p>(Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/ fantasy/real life stories/historical fiction).</p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts from title and pictures Understands the features of the text Uses reading strategies, e.g. uses contextual clues to determine meaning, makes inferences Expresses cause and effect in a story, e.g. What happened when? Answers questions about the story Identifies and discusses characters <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate pronunciation, fluency and expression <p>Reads a short paragraph</p> <ul style="list-style-type: none"> Discusses main idea and specific details Summarises with support, e.g. chooses the best summary <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Does a short oral book review using an appropriate frame 	<p>Rewrites the story in own words, using a frame</p> <ul style="list-style-type: none"> Uses the simple past tense Identifies the main events Tells the events in the correct order Uses appropriate grammar, spelling, punctuation and spaces between paragraphs <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Words starting with g and followed by -e, -i or -y: start with g even though it sounds like j, e.g. germ</p> <p>Working with words and sentences</p> <p>Understands and uses countable nouns (e.g. book – books)</p> <p>Builds on use of personal pronouns (e.g. I, you, it, us, them)</p> <p>Builds on understanding and use of comparative adjectives</p> <p>Builds on use of subject verb concord, e.g. There is one book/There are two books ...</p> <p>Uses forms of the verb 'to be', e.g. be/ been/being; am/ is/ are; was/ were Uses exclamation marks Vocabulary in context</p> <p>Words taken from shared or individually read texts</p>

<p>Week 3-4</p>	<p>Talks about a familiar topic with preparation</p> <ul style="list-style-type: none"> Plans and prepares important points Says at least 5 sentences on the topic Answers questions <p>Practises Listening and Speaking</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a short poem or rhyme Plays a simple language game Gives and follows simple instructions/directions Tells own news <p>Listening comprehension</p>	<p>Reads information texts with visuals, e.g. charts/tables/ diagrams/ mindmaps/maps/pictures/ graphs</p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: scans for important details Discusses main information given and the specific details Selects relevant details to answer questions <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate pronunciation, fluency and expression <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Retells a text in about 5 sentences. 	<p>Draws/completes and labels simple visual texts, e.g. charts/tables/ diagrams/ maps/pictures/graphs</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Uses information from a visual or written text Organises information neatly Conveys information correctly Uses appropriate symbols/diagrams <p>Makes a mind map summary of a short text</p> <ul style="list-style-type: none"> Identifies at least three main points Uses the correct structure <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Words starting with c and followed by -e, -i or -y: pronounce as s, e.g. centre, city</p> <p>Working with words and sentences</p> <p>Uses the simple present to describe universal truths e.g. The sun sets in the west.</p> <p>Begins to use determiners such as one, two, etc. and first, second, last.</p> <p>Begins to use possessive pronouns (e.g. mine, yours, his, hers, ours, theirs)</p> <p>Uses different types of adjectives including those relating age/ temperature/what things are made of</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <p>Phrasal verbs, e.g. divide up, move in</p>
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<p>Week 5-6</p>	<p>Listens to a poem/song</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Listens to a poem • Talks about the poem/song (what poem/song is about) • Relates to own experience • Identifies rhyme and rhythm • Gives personal response (likes/dislikes the poem/song) <p>Practises Listening and Speaking</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a short poem or rhyme • Plays a simple language game • Gives and follows simple instructions/directions • Tells own news 	<p>Reads poem/song</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. prediction, looks at pictures carefully, uses contextual clues • Discusses topic and main idea • Discusses rhyme and comparisons (similes) • Expresses feelings stimulated by the Poem/song <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, fluency and expression <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Relates texts to own life • Shares opinions on the text 	<p>Writes about the poem/song using a frame</p> <ul style="list-style-type: none"> • Use the writing frame • Explains what poem/song is about • Expresses feelings about the poem/song <p>Uses the writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas using, e.g. mind maps • Writes first draft • Checks spelling • Writes final draft <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling and punctuations</p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Punctuates correctly: question mark, exclamation mark, full stop</p> <p>Working with words and sentences</p> <p>Uses different types of adjectives</p> <p>Constructs simple sentences using subject, verb, object, e.g. 'Bongi/read/ her book'</p> <p>Begins to use connecting words to show condition (if, then)</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p>
<p>FORMAL ASSESSMENT TASK 7</p> <p>ORAL [20 marks]</p> <ul style="list-style-type: none"> • (Un)prepared speech OR • Listening Comprehension (Completed during the Term) 		<p>FORMAL ASSESSMENT TASK 8: Response to Texts</p> <p>Test [Total: 40 Marks]</p> <ul style="list-style-type: none"> • Question 1 - Reading Comprehension: Literary / Non-literary text (15 marks) • Question 2 - Visual text (10 marks) • Question 3 - Summary (5 marks) • Question 4 - Language Structures and Conventions in context (10 marks) <p>(Administered during teaching and learning time.)</p>		



<p>Week 7-8</p>	<p>Takes part in a conversation on a familiar topic</p> <ul style="list-style-type: none"> Asks and answers questions Respects other learners by listening to them Encourages group members to support fellow learners Uses concepts and vocabulary relating to other subjects. Code switches if necessary <p>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a short poem or rhyme Plays a simple language game Gives and follows instructions / directions Tells own news 	<p>Reads procedural text, e.g. instructions for a simple scientific experiment or a project</p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicting from title and headings and pictures/visuals Uses reading strategies, e.g. skimming Finds specific details Interprets visuals Describes the sequence and format Follows the instructions <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate pronunciation, fluency and expression <p>Reads information texts from across the curriculum, e.g. a short report, description or explanation from another subject</p> <ul style="list-style-type: none"> Pre-reading: predicting from title and headings and pictures/visuals Uses reading strategies, e.g. skimming Discusses main ideas and specific details Interprets and discusses visuals <p>Does comprehension activity on the text (oral or written)</p> <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Shares opinions on the text 	<p>Writes information text, e.g. texts used in other subjects</p> <ul style="list-style-type: none"> Writes two to three paragraphs Organises information logically Uses formal language Includes specific details Uses passive voice appropriately Uses the dictionary to check spelling and meanings of words Uses the writing process <p>Uses the writing process</p> <ul style="list-style-type: none"> Brainstorms ideas using, e.g. mind maps Writes first draft Checks spelling Writes final draft <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Words starting with a k sound and followed by a, u or o: use a c to spell the word, e.g. can, cot, cut</p> <p>Working with words and sentences</p> <p>Develops understanding and use of connecting words showing addition, sequence and contrast.</p> <p>Uses prepositions that show position and direction</p> <p>Understands and uses reported speech.</p> <p>Understands and uses negative forms</p> <p>Uses the passive voice Vocabulary in context Words taken from shared or individually read texts</p> <p>Joining prefixes or suffixes to a base word</p>
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GRADE 5 TERM 4				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
Week 1-2	<p>Listens to a story (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/ fantasy/real life stories/historical fiction)</p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Understands stories • Answers literal questions • Asks relevant questions and responds to questions • Answers and begins to ask some more complex questions, e.g. Why couldn't ...?; What...? How do you think ...? • Discusses ethical, social and critical issues in a story, code switching if necessary <p>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a short poem or rhyme • Plays a simple language game • Gives and follows instructions/ directions • Tells own news 	<p>Reads a story Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from the title and pictures • Uses reading strategies, e.g. uses contextual clues to find the meaning of new words • Discusses main idea and other details. • Identifies the sequence of events • Identifies the setting and characters • Answers and begins to ask some more complex questions, e.g. Why couldn't ...?; What...? How do you think ...? • Discusses ethical, social and critical issues in a story, code switching if necessary <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, fluency and expression <p>Reads and solves a word puzzle</p> <ul style="list-style-type: none"> • Uses relevant vocabulary • Spells words correctly • Explains meanings of words/uses them in a sentence 	<p>Writes a simple story</p> <ul style="list-style-type: none"> • Uses story structure • Uses language imaginatively especially a variety of vocabulary • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Uses correct tense consistently • Uses the dictionary to check spelling and meanings of words <p>Uses the following writing process to write the story</p> <ul style="list-style-type: none"> • Brainstorms ideas using, e.g. mind maps • Writes first draft • Rewrites after feedback <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling Spells familiar words correctly, using a personal dictionary</p> <p>Words ending in -l : double the l when you add a suffix., e.g. travel, travelling</p> <p>Working with words and sentences Understands and uses uncountable nouns (e.g. chalk)</p> <p>Begins to understand there is no article with uncountable nouns (e.g. I like fish.)</p> <p>Builds on use of personal pronouns (e.g. I, you, it, us, them)</p> <p>Uses different types of adjectives including age/temperature/ what things are made of, e.g. woollen</p> <p>Builds on use of subject verb concord, e.g. There is one book/There are two books ...</p> <p>Vocabulary in context Words taken from shared or individually read texts</p>

<p>Week 3-4</p>	<p>Participates in discussion</p> <ul style="list-style-type: none"> • Discusses familiar topics including from other subjects • Uses higher level thinking skills, e.g. discusses advantages and disadvantages, gives opinions • Uses concepts and vocabulary from other subjects • Takes turns, shows respect for others, respects others opinions <p>Prepared speech</p>	<p>Reads media text, e.g. a magazine article or news report. Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts what text is about by previewing it • Uses a range of reading strategies, e.g. skimming, scanning • Answers questions • Discusses main ideas and specific details • Understands the layout and design of media texts <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, fluency and expression <p>Reads and understands a poster</p> <ul style="list-style-type: none"> • Pre-reading: discusses pictures • Interprets the information • Discusses the purpose of the text • Discusses some of the language use <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Expresses emotional response to texts read • Relates text to own life 	<p>Writes information text using a frame</p> <ul style="list-style-type: none"> • Selects a relevant topic • Includes relevant information • Includes information about advantages and disadvantages • Organise advantages and disadvantages into a table <p>Uses the following writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas using, e.g. mind maps • Writes first draft • Rewrites after feedback <p>Uses the dictionary to check spelling and meanings of words</p> <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Words with long vowel sounds: add the silent –e at the end, e.g. cake, pole, mine, tune</p> <p>Working with words and sentences</p> <p>Uses nouns that have only plurals, e.g. scissors and trousers</p> <p>Builds on use of demonstrative pronouns (e.g. this, that, those, these)</p> <p>Builds on use of adjectives (before nouns), e.g. The small dog</p> <p>Uses different types of adjectives including those relating to age/ temperature/ what things are made of</p> <p>Begins to use irregular forms of some verbs, e.g. run, ran</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p>
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<p>Week 5-6</p>	<p>Takes part in a conversation</p> <ul style="list-style-type: none"> Asks and answers questions Respects other learners Listens to them and encourages them to speak Code switches if necessary <p>Participates in discussion on less familiar topics, e.g. imagines and describes possibilities regarding the imaginary situation, such as what they would do with R100</p> <ul style="list-style-type: none"> Chooses relevant content Uses the conditional form <p>Prepared speech</p>	<p>Reads information text from across the curriculum, e.g. a short report, description or explanation from another subject</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: reads and discusses headings and pictures Uses reading strategies, e.g. scans for information Notices the role that pictures and photographs play in constructing meaning Answers questions about the text Summarises a paragraph with support <p>Does comprehension activity on the text (oral or written)</p> <p>Reads and understands a poster</p> <ul style="list-style-type: none"> Pre-reading: discusses pictures Interprets the information Discusses the purpose of the text Discusses some of the language use Identifies and discusses design features such as colour and different sizes or kinds of print (font) Discusses the layout 	<p>Designs a poster</p> <ul style="list-style-type: none"> Includes relevant information Includes a picture Uses print sizes effectively Presents neat, legible, final draft <p>Writes information text using a frame</p> <ul style="list-style-type: none"> Selects appropriate information Includes a chart, graph or diagram if appropriate Writes two to three paragraphs Uses correct facts and organises facts properly Uses correct spelling and punctuation Uses connecting words <p>Uses the writing process</p> <ul style="list-style-type: none"> Writes first draft Revises Proofreads Writes final draft Presents neat, legible final draft 	<p>Spelling</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>singular and plural forms of nouns Working with words and sentences Develops use of connecting words showing reason and purpose.</p> <p>Uses adverbs of manner (e.g. quickly, slowly)</p> <p>Future tense: uses 'will' to indicate something that will happen, e.g. There will be a storm today</p> <p>Begins to use adverbs of degree, e.g. 'very, really, almost, too'</p> <p>Present progressive tense (e.g. 'He is reading.')</p> <p>Uses the passive voice.</p> <p>Vocabulary in context Words taken from shared or individually read texts</p>
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	FORMAL ASSESSMENT TASK 9 WRITING PAPER 3 [Total 30 Marks] Transactional text (10 marks) <ul style="list-style-type: none"> • Transactional writing AND Essay (20 marks) <ul style="list-style-type: none"> • 4 paragraphs • Narrative/Descriptive (Administered during teaching and learning time)			
Week 7-8	Revision	Revision Instructional text Information text Short story	Revision Diary Report Story Descriptive essay	Revision Word level Word meaning Sentence level
End of Year Examination				
	FORMAL ASSESSMENT TASK 10 ORAL PAPER 1 [20 marks] <ul style="list-style-type: none"> • (Un)prepared speech OR • Listening Comprehension (Completed during the Term)		FORMAL ASSESSMENT TASK 11 – 2 hours RESPONSE TO TEXTS PAPER 2 [Total: 40 Marks] <ul style="list-style-type: none"> • Question 1 Reading Comprehension: Literary / Non-literary text (15 marks) • Question 2 - Visual text (10 marks) • Question 3 - Summary (5 marks) • Question 4 - Language Structures and Conventions in context (10 marks) 	




3. IsiXhosa First Additional Language

Revised National Teaching Plan

IBANGA LESI-5 IKOTA YESI-2				
IVEKI	UKUPHULAPHULA NOKUTHETHA(EZOMLOMO)	UKUFUNDA NOKUBUKELA	UKUBHALA NOKUNIKEZELA	IZAKHI NEMIGAQO YOKUSETYENZISWA KOLWIMI
IVEKI 1-2	<p>Ukunika nokulandela imiyalelo</p> <p>Itekisi kwiCovid-19</p> <p>Ukuphulaphula</p> <ul style="list-style-type: none"> Imisebenzi yentshayeleyo: ukuqikelela Ukuchonga umyalezo ongundoqo nokunika iinkcukacha ezithile Ukubuza imibuzo Ukunxulumanisa nobakhe ubomi <p>Ukunikezela ingxelo ngokuthetha</p> <ul style="list-style-type: none"> Ukushwankathela ulwazi Ukuvakalisa indlela ava ngayo ngesihloko Ukunxulumanisa nobakhe ubomi 	<p>Ukufunda itekisi enika imiyalelo</p> <p>Itekisi kwiCovid-19</p> <ul style="list-style-type: none"> Phambi kokufunda: ukuqikelela kwisihloko nakwimifanekiso Ukusebenzisa iindlela zokufunda: ukuqikelela, ukusebenzisa imikhondo Ukuxoxa ngeenkukacha ezithile zetekisi Ukuxoxa ngokulandelelana kwemiyalelo Ukulandela inkqubo/imiyalelo Ukuxoxa ngesigama esitsha esivela kwitekisi efundiweyo Ukuphendula imibuzo Ukusebenzisa isichazi magama 	<p>Ukubhala imiyalelo umz. amanyathelo okhuseleko</p> <ul style="list-style-type: none"> Ukusebenzisa isakhiwo esifanelekileyo Ukukhetha ulwazi olufanelekileyo Ukusebenzisa inkcukacha ezithile ezifanelekileyo Ukulandelelanisa ngokufanelekileyo Ukusebenzisa izenzi neziyaleli Sebenzisa ulwimi, upelo neempawu zokubhala/funda ezifanelekileyo <p>Ukusebenzisa nokulandela inkqubo yokubhala</p> <ul style="list-style-type: none"> Ukucwangcisa/phambi kokubhala Uyilo lokuqala Ukuqwalasela kwakhona Ukuhlela Ukuvavanya ushicilelo lokuqala Ukunikezela 	<p>Umsebenzi wezinga lamagama:</p> <p>Izihlomelo – esendawo, esexesha, esobunjani Izenzi, iziyaleli</p> <p>Umsebenzi wezinga lezivakalisi:</p> <p>Izivakalisi ezilula Izivakalisi ezimbaxa</p> <p>Upelo neempawu zokubhala:</p> <p>Isingxi Ikoma</p>
IVEKI 3-4	<p>Ukuphulaphula kwingxelo</p> <p>Itekisi kwiCovid-19</p> <p>Ukuphulaphula</p> <ul style="list-style-type: none"> Imisebenzi yentshayeleyo: ukuqikelela Ukuchonga iingcinga eziphambili kunye neenkukacha ezithile <p>Ukunikezela ingxelo ngokuthetha</p> <ul style="list-style-type: none"> Ukushwankathela ingongoma engundoqo Ukuvelisa nokuxhasa izimvo zakhe ngetekisi Ukunxulumanisa akufundileyo nokwenzeka ebomini bakhe 	<p>Ukufunda itekisi enika ingxelo enemifanekiso (umz. imizobo/ itheyibhile/iimephu)</p> <p>Itekisi kwiCovid-19</p> <ul style="list-style-type: none"> Phambi kokufunda: ukuqikelela kwisihloko, kwiingongoma nakwimifanekiso Ukuxoxa ngengcinga engundoqo kunye neenkukacha ezithile Ukuchaza ngokhetho lwemifanekiso kwitekisi Ukuxoxa ngesigama esitsha Ukusebenzisa imephu yengqondo/ amanqaku ushwankathela ulwazi 	<p>Ukubhala ingxelo enemifanekiso (umz. imizobo/itheyibhile/imephu)</p> <ul style="list-style-type: none"> Ukunikezela umsebezi ococekileyo usebenzisa isakhiwo esisiso Ukusebenzisa ulwimi, upelo neempawu zokubhala/funda ngokufanelekileyo <p>Inkqubo yokubhala</p> <ul style="list-style-type: none"> Ukucwangcisa/phambi kokubhala Uyilo lokuqala Ukuqwalasela kwakhona Ukuhlela Ukuvavanya ushicilelo lokuqala Ukunikezela 	<p>Umsebenzi wezinga lamagama:</p> <p>Izimelabizo, Izihlanganisi</p> <p>Umsebenzi wezinga lezivakalisi:</p> <p>Sebenzisa izivakalisi ezimbaxa, isixando sokwenziwa nesixando sokwenzeka</p> <p>Upelo neempawu zokubhala/funda:</p> <p>Ikholoni, isemi-kholoni</p>

<p>UHLOLO OLUSESIKWENI UMSEBENZI WESI-6 UKUBHALA IPHEPHA LESI-3 [Amanqaku ewonke 30]</p> <p>Itekisi yonxibelelwano (10 amanqaku) <ul style="list-style-type: none"> • Ukubhala itekisi emfutshane: KUNYE Isincoko (20 amanqaku) Esibalisayo / Esichazayo (4 imihlathi)</p>				
IBANGA LESI-5 IKOTA YESI-3				
IVEKI	UKUPHULAPHULA NOKUTHETHA (EZOMLOMO)	UKUFUNDA NOKUBUKELA	UKUBHALA NOKUNIKEZELA	IZAKHI NEMIGAQO YOKUSETYENZISWA KOLWIMI
IVEKI 1-2	<p>Ukuphulaphula inoveli</p> <ul style="list-style-type: none"> • Itekisi kwincwadi yokufunda okanye kuvimba katitshala • Imisebenzi yentshayeleyo: ukuqikelela • Ukuphulaphula kwizicatshulwa ezikwinoveli • Ukuphulaphula iinkcukacha ezithile • Ukuchonga imfundiso eziphambili <p>Ukuchaza iziganeko</p> <ul style="list-style-type: none"> • Ukunxulumanisa nokwenzeka ebomini bakhe • Ukuxoxa ngeengcinga eziphambili kunye neenkukacha ezithile • Ukucacisa iziganeko ngokucacileyo nangokulandelelana. • Ukubonakalisa uvakalelo malunga neziganeko 	<p>Ukufunda inoveli</p> <p>Itekisi kwincwadi yokufunda/okanye kuvimba katitshala</p> <ul style="list-style-type: none"> • Phambi kokufunda: ukuqikelela kwisihloko nokuxoxa ngemixholo enxulumeneyo • Ukuchonga nokucacisa iziganeko ezingundoqo • Ukuxoxa ngabalinganiswa • Ukuchonga aze axoxe ngeemvakalelo ezibonakalayo • Ukunxulumanisa iziganeko nabalinganiswa nokwenzeka ebomini bakhe • Ukusebenzisa uluhlu lweendlela ezifanelekileyo zokufunda • Ukuxoxa ngesakhiwo, usetyenziso lolwimi, injongo nabaphulaphuli • Ukuchonga umahluko phakathi kwamabali nenoveli • Ukushwankathela ulwazi okanye ukuphendula imibuzo • Ukusebenzisa isichazi-magama ukukhulisa isigama 	<p>Ukubhala isigxeko-ncomo sencwadi</p> <ul style="list-style-type: none"> • Ukusebenzisa isakhelo • Ukukhetha umxholo olungele injongo • Ukusebenzisa ulwimi, upelo, iimpawu zokubhala/funda uquka nezivumelanisi zentloko-senzi ngokufanelekileyo • Ukusebenzisa isichazi-magama kupelo nokukhulisa isigama <p>Inkqubo yokubhala</p> <ul style="list-style-type: none"> • Ukucwangcisa/phambi kokubhala • Uyilo lokuqala • Ukuqwalasela kwakhona • Ukuhlela • Ukuvavanya ushicilelo lokuqala • Ukunikezela 	<p>Izinga lokusebenza ngamagama:</p> <p>izimelabizo zoqobo, izimelabizo zogxiniso, izikhuzo</p> <p>Izinga lokusebenza ngezivakalisi:</p> <p>Ixesha eladlulayo izivumelanisi</p> <p>Intsingiselo yamagama:</p> <p>Izifaniso, izaci namaqhalo</p> <p>Upelo neempawu zokubhala/funda:</p> <p>Uphawu lombuzo Uphawu lokukhuzo</p>

<p>IVEKI 3-4</p>	<p>Ukuphulaphula uxoxe ngebali</p> <p>Itekisi kwincwadi yokufunda okanye kuvimba katitshala</p> <ul style="list-style-type: none"> • Imisebenzi yentshayeleyo: ukuqikelela • Ukuphulaphula kwizicatshulwa ezicatshulwe kwinothuli • Ukuphulaphula iinkcukacha ezithile • Ukuchonga imfundiso eziphambili • Ukuxoxa ngeengcinga eziphambili <p>Isicatshulwa esiphulaphulwayo</p>	<p>Ukufunda ibali</p> <p>Itekisi kwincwadi yokufunda/okanye kuvimba katitshala</p> <ul style="list-style-type: none"> • Phambi kokufunda: ukuqikelela kwisihloko nokuxoxa ngemixholo enxulumeneyo • Ukuchonga nokucacisa iziganeko ezingundoqo • Ukuxoxa ngabalinganiswa • Ukuchonga aze axoxe ngeemvakalelo ezibonakalayo • Ukunxulumanisa iziganeko nabalinganiswa nokwenzeka ebomini bakhe • Ukusebenzisa uluhlu lweendlela ezifanelekileyo zokufunda • Ukuxoxa ngesakhiwo, usetyenziso lolwimi, injongo nabaphulaphuli • Ukuchonga umahluko phakathi kwamabali nenoveli • Ukusebenzisa isichazi-magama ukukhulisa isigama <div data-bbox="981 754 1256 842" style="text-align: center;">  </div>	<p>Ukubhala ibali</p> <ul style="list-style-type: none"> • Ukuvelisa isakhiwo, abalinganiswa nesimo sentlalo • Ukuchonga umxholo olungele abaphulaphuli nenjongo yetekisi • Ukusebenzisa ulwimi ukuvelisa umfanekiso-ngqondweni, ingakumbi iintlobo zesigama • Ukudibanisa izivakalisi usakha imihlathi enentsingiselo usebenzisa izimelabizo, izihlanganisi neempawu zokubhala ezifanelekileyo • Ukusebenzisa ulwimi, upelo neempawu zokubhala/funda ngokufanelekileyo • Ukucwangcisa, evelisa uyilo lokuqala, avelise uyilo lokugqibela nokuphonononga ibali Chaza abalinganiswa ngokubhala • Ukukhetha umxholo ofanelekileyo • Ukunamathela kwaisihloko • Ukusebenzisa isigama esichazayo ingakumbi uluhlu lweziphawuli • Ukusebenzisa isafobe, umz. izifaniso, iziweko • Ukucwangcisa, uvelise uyilo lokuqala, uphonononge alungise akubhalileyo <p>Ukusebenzisa nokulandela umgaqo wokubhala/funda</p> <ul style="list-style-type: none"> • Ukucwangcisa/phambi kokubhala • Uyilo lokuqala • Ukuqwalasela kwakhona • Ukuhlela • Ukuvavanya ushicilelo lokuqala • Ukunikezela 	<p>Umsebenzi wezinga lwamagama:</p> <p>Izibizo: esikwaziyo ukuzibala, esingakwaziyo ukuzibala, isinye, isininzi, izenzi</p> <p>Izinga lokusebenza ngezivakalisi: ixesha eladlulayo, ixesha elidlulileyo</p> <p>Upelo neempawu zokubhala/funda</p> <p>Iimpawu zocaphulo, isimeli-nobumba, ukuqhawulwa kwamagama, ukusetyenziswa kwesichazi magama,</p>
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<p>IVEKI 5-6</p>	<p>Ukuphulaphula nokuxoxa ngezibhengezo</p> <p>Itekisi evela kwincwadi yomfundi/ kuvimba katitshala</p> <ul style="list-style-type: none"> • Imisebenzi yentshayeleyo: ukuqikelela • Ukuchonga iingcinga eziphambili • Ukuchaza iingcinga nemvakalelo ngendlela enika umfanekiso ngqondweni • Ukuphendula ngovelwano kwiingcinga neengcebiso • Ukwabelana ngeengcinga nangezimvo 	<p>Ukufunda izibhengezo kwincwadi yomfundi/kuvimba katitshala</p> <ul style="list-style-type: none"> • Ukusebenzisa ubuchule obufanalekileyo bokufunda: ukukrwqula ukufumana iingcinga ezithile, ukufunda ngokukhawuleza ukufumana iingcinga jikelele, ukuqikelela umxholo, ukusebenzisa ulwazi lwangaphambili okanye imikhondo nokwenza intelekelelo • Ukuqwalasela nokuphefumla ngemizobo ekwiitekisi ezinemifanekiso: umbala, oonobumba noyilo • Ukuxoxa ngengcinga engundoqo nangeenkukacha ezithile <p>Ukuvakalisa umbono wakhe ngeetekisi azifundeleyo</p> <ul style="list-style-type: none"> • Ukuphinda abalise ibali okanye iingcinga eziphambili ngezivakalisi ezi - 3 ukuya kwezi - 5 • Ukubonakalisa imvakalelo kwiitekisi azifundileyo • Ukunxulumanisa okwenzeka ebalini nokwenzeka ebomini bakhe • Ukuthelekisa iincwadi/neetekisi azifundileyo 	<p>Ukubhala izibhengezo</p> <ul style="list-style-type: none"> • Ukucacisa iingcinga ngokucacileyo nangengqiqo • Ukusebenzisa imifanekiso noyilo olufanelekileyo ukulungiselela injongo ethile • Ukusebenzisa iindidi zesigama, ulwimi, upelo neempawu zokubhala ezifanelekileyo • Ukusebenzisa ulwimi ukuzichaza ngokuyilayo nangokunika umfanekiso- ngqondweni <p>Ukusebenzisa nokulandela umgaqo wokubhala/funda</p> <ul style="list-style-type: none"> • Ukucwangcisa/phambi kokubhala • Uyilo lokuqala • Ukuqwalasela kwakhona • Ukuhlela • Ukuvavanya ushicilelo lokuqala • Ukunikezela 	<p>Umsebenzi wezinga lwamagama:</p> <p>Izichazi – iziphawuli nezibaluli , izihlomelo</p> <p>Umsebenzi wezinga lezivakalisi:</p> <p>Ixesha langoku Izivakalisi ezimfutshane ezilula Izivumelanisi zentloko nezenjongosenzi</p> <p>Intsingiselo yegama:</p> <p>Izifinyezo</p> <p>Upelo neempawu zokubhala/funda:</p> <p>Uphawu lokhuzo Iimpawu zocaphulo</p>
	<p>UHLOLO OLUSESIKWENI UMSEBENZI WESI-7</p> <p>IORALI [20 amanqaku]</p> <ul style="list-style-type: none"> • Intetho elungiselelweyo/ engalungiselelwanga OKANYE • Isicatshulwa esiphulaphulwayo OKANYE • Incoko OKANYE <p>(Ugqitywe ngexesha lekota)</p>	<p>UHLOLO OLUSESIKWENI UMSEBENZI WESI-8</p> <p>IIMPENDULO KWITEKISI UVAVANYO [Ewonke: 40 Amanqaku]</p> <ul style="list-style-type: none"> • Umbuzo 1 Ukufundela ukuqonda: Isicatshulwa esibalisayo / esinika ulwazi (15 amanqaku) • Umbuzo 2 – Itekisi ebonwayo (10 amanqaku) • Umbuzo 3 - Isishwankathelo (5 amanqaku) • Umbuzo 4 – Izakhi nemigaqo yokusetyenziswa kolwimi (10 amanqaku) <p>(Wenziwe ngexesha lokufundisa nokufunda.)</p>		

<p>IVEKI 7-8</p>	<p>Ukuphulaphula umbongo</p> <p>Itekisi kwincwadi yokufunda okanye kuvimba katitshala</p> <ul style="list-style-type: none"> • Imisebenzi yentshayeleyo: ukuqikelela • Ukonwabela nokuphendula kwifuthe lesandi elivuselelwe ngumbongo • Ukuxoxa ngengcinga engundoqo • Ukunxulumanisa akufundileyo namava ebomi bakhe • Ukubonakalisa indlela umfundi avakalelwa ngayo ngulo mbongo • Ukukhetha isandi nembonakalo efanelekileyo 	<p>Ukufunda umbongo</p> <p>Itekisi kwincwadi yokufunda okanye kuvimba katitshala</p> <ul style="list-style-type: none"> • Phambi ngokufunda: ukuqikelela kwisihloko nakwimifanekiso • Ukuchonga ingcinga engundoqo • Ukuchonga isifanadumo, nesingqisho uchaze ifuthe lwazo kumphulaphuli • Ukubonakalisa imvakalelo nezimvo • Ukunxulumanisa akufundileyo nokwenzeka ebomini bakhe • Ukusebenzisa isichazi-magama ukukhulisa isigama 	<p>Inkqubo yokubhala</p> <ul style="list-style-type: none"> • Ukucwangcisa/phambi kokubhala • Uyilo lokuqala • Ukuqwalasela kwakhona • Ukuhlela • Ukuvavanya ushicilelo lokuqala • Ukunikezela 	<p>Umsebenzi wezinga lamagama: Izibizo-iindidi zezibizo (eziqukayo, ezingabonakaliyo), izikhuzo</p> <p>Umsebenzi wezinga lezivakalisi: Ukusebenzisa elidlulileyo</p> <p>Intsingiselo yamagama: Imfanozandi (ukufana kwezikhamiso nemvumelwano zandi) Isimntwiso, Isingqisho Imvano-siphelo, Isikweko, Isifaniso</p> <p>Upelo neempawu zokubhala/funda: isingxi, ikoma</p>
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BANGA LESI-5 IKOTA YESI-4

IIVEKI	UKUPHULAPHULA NOKUTHETHA (EZOMLOMO)	UKUFUNDA NOKUBUKELA	UKUBHALA NOKUNIKEZELA	IZAKHI NEMIGAQO YOKUSETYENZISWA KOLWIMI
IVEKI 1-2	<p>Ukuphulaphula ibali</p> <p>Itekisi kwincwadi yokufunda okanye uvimba katitshala</p> <p>Isicatshulwa esiphulaphulweyo</p> <ul style="list-style-type: none"> • Ukuchonga ingcinga engundoqo, isakhelo, isakhiwo sebali, imo, nabalinganiswa • Ukuchaza ngokuxabiseka kwezentlalo, ukuziphatha nenkcubeko kwitekisi <p>Intetho elungiselelweyo</p>	<p>Ukufunda ibali</p> <p>Itekisi kwincwadi yokufunda, umqulu katitshala</p> <ul style="list-style-type: none"> • Ukuqikelela umxholo okanye isiphelo • Ukusebenzisa uluhlu lweendlela zokufunda: ukufunda ngokukhawuleza, ukukrwaqula, ukusebenzisa imikhondo nolwazi lwangaphambili • Ukuchonga uchaze abalinganiswa, umxholo nemiba kwibali elingeyonyani • Ukucacisa unobangela nefuthe • Ukuchaza uhlele iimpindulo ezichukumisayo kwitekisi • Ukusebenzisa isichazi-magama ukwakha isigama (oku makwenziwe kumsebenzi ngamnye) <p>Ukuvakalisa uluvo lwakhe ngeetekisi azifundeleyo</p> <ul style="list-style-type: none"> • Ukuphinda ukubalisa ibali okanye bachonge iingcinga eziphambili ngezivakalisi ezi -3 ukuya kwezi -5 • Ukubonakalisa impindulo ezikuchukumisayo kwiitekisi ezifundiweyo • Ukunxulumanisa imvakalelo yakhe ngakufundileyo nokwenzeka ebomini bakhe • Ukuthelekisa iincwadi netekisi azifundileyo 	<p>Ukubhala idayari</p> <ul style="list-style-type: none"> • Ukusebenzisa isakhiwo esisiso • Ukubonisa ukuqonda abaphulaphuli/abafundi nesimbo sokubhala • Ukusebenzisa ithoni ngokufanelekileyo • Ukusebenzisa izihlanganisi, umz. 'kanti', izithetha ntonye nezichasi ukuqhagamshelisa izivakalisi ukwakha imihlathi enentsingiselo • Ukusebenzisa upelo neempawu zokubhala, funda ngokufanelekileyo <p>Inkqubo yokubhala</p> <ul style="list-style-type: none"> • Ukucwangcisa/phambi kokubhala • Uyilo lokuqala • Ukuqwalasela kwakhona • Ukuhlela • Ukuvavanya ushicilelo lokuqala • Ukunikezela 	<p>Umsebenzi wezinga lamagama: Izibizo, izimelabizo, izichazi, izihlomelo</p> <p>Umsebenzi wezinga lezivakalisi: Intloko, Injongosenzi, ingxelo-ntetho</p> <p>Intsingiselo yegama: Igama elinye endaweni yamabinzana</p> <p>Upelo neempawu zokubhala/funda: Uqhawulo-magama, oonobumba abakhulu</p>



<p>IVEKI 3-4</p>	<p>Ukuphulaphula kwingxelo, umz. iindaba, ezingundaba-mlonyeni Itekisi evela kwincwadi yomfundi/ kuvimba katitshala</p> <ul style="list-style-type: none"> • Imisebenzi yentshayeleyo: ukuqikelela • Ukuchonga iingcinga eziphambili kunye neenkukacha ezithile • Ukunxulumanisa akufundileyo nokwenzeka ebomini bakhe • Ukuvelisa nokuxhasa izimvo zakhe aze anike izingathu zoko • Ukubuza nokuphendula imibuzo ngokunzulu • Ukuxoxa ngesakhiwo, iimpawu, ukusetyenziswa kolwimi kwitekisi <p>Intetho elungiselelweyo</p>	<p>Ukufunda itekisi enika ulwazi enemifanekiso (umz. imifanekiso/imizobo/iimephu)</p> <p>Itekisi evela kwincwadi yomfundi/ kuvimba katitshala</p> <ul style="list-style-type: none"> • Phambi kokufunda: ukuqikelela kwisihloko, kwiingongoma nakwimifanekiso • Ukuxoxa ngengcinga engundoqo kunye neenkukacha ezithile • Ukuchaza ngokhetho lwemifanekiso kwitekisi • Ukusebenzisa iindlela zokufunda, umz., ukuqikelela nokusebenzisa imikhondo yeetekisi neyeendawo • Ukwabelana ngeengcinga nokunika izimvo zakho ngokuthelekelela nangokusebenzisa iingcinga ethathwa njengenyaniso engekaqinisekiswa • Ukuvakalisa uluvo lwakhe nokulixhasa ebeka izingathu • Ukuphendula imibuzo ngokunzulu • Ukusebenzisa isichazi magama 	<p>Ukubhala ingxelo</p> <ul style="list-style-type: none"> • Ukubhala ingxelo usebenzisa isakhiwo • Ukucwangcisa ulwazi ngokwengqiqo • Ukusebenzisa ulwimi, upelo neempawu zokubhala/funda ngokufanelekileyo • Ukunikezela umsebezi ococekileyo usebenzisa isakhiwo esisiso njengezihloko, ukushiya izithuba kwimihlathi, njl njl <p>Inkqubo yokubhala</p> <ul style="list-style-type: none"> • Ukucwangcisa/phambi kokubhala • Uyilo lokuqala • Ukuqwalasela kwakhona • Ukuhlela • Ukuvavanya ushicilelo lokuqala • Ukunikezela 	<p>Umsebenzi wezinga lamagama:</p> <p>Izihlanganisi neemilo</p> <p>Umsebenzi wezinga lezivakalisi:</p> <p>Ixesha langoku</p> <p>Intsingiselo yamagama:</p> <p>Izichasi, Izithetha ntonye, oomabizwafane, izivakalisi ezineentsingiselo ezimbini (efihlakeleyo neselubala)</p> <p>Upelo neempawu zokubhala/funda:</p> <p>Uqhawulo-magama, isichazi-magama, oonobumba abakhulu</p>
<p>IVEKI 5-6</p>	<p>Ukuphulaphula nokuxoxa ngetekisi enika ulwazi</p> <p>Itekisi kwincwadi yokufunda okanye kuvimba katitshala</p> <ul style="list-style-type: none"> • Imisebenzi yentshayeleyo: ukuqikelela • Ukuchonga nokucacisa unobangela nefuthe • Ukuchaza ngokuxabiseka kwezentlalo, ukuziphatha nezenkcubeko • Ukubuza imibuzo ngokunzulu • Ukuvakalisa nokuthethelela uluvo lwakhe ebeka izingathu 	<p>Ukufunda itekisi ezinika ulwazi, iimephu/ iigrafu/ iitshathi/ iithebhile</p> <p>Itekisi kwincwadi yokufunda okanye kuvimba katitshala</p> <ul style="list-style-type: none"> • Ukuxoxa ngengcinga engundoqo kunye neenkukacha ezithile • Ukutolika imifanekiso ekwitekisi • Ukusebenzisa iindlela zokufunda, umz. ukusebenzisa izandi nemikhondo • Ukwabelana ngeengcinga nokunikela ngezimvo zakhe esebenzisa uthelekelelo • Ukushwankathela ulwazi • Ukuguqula ulwazi olukuhlobo lwemifanekiso aluse kwimo yokubaliswayo/ yebali • Ukusebenzisa ulwazi lwangaphambili okanye imikhondo ukuzuza intsingiselo 	<p>Ukubhala isincoko esichazayo</p> <ul style="list-style-type: none"> • Ukubhala ngokuyilayo (Imihlathi emine) • Ukukhetha umxholo ofanelekileyo • Ukunamathela kwisihloko • Ukusebenzisa isigama esichazayo ingakumbi uluhlu lweziphawuli • Ukusebenzisa izafobe, umz. izifaniso, izikweko • Ukulandelelanisa amanyathelo okanye iziganeko ngokucwangcise kakhulu kwaye acacise ulandelelwano olo. <p>Ukulandela imigaqo yokubhala</p> <ul style="list-style-type: none"> • Ukucwangcisa/phambi kokubhala • Uyilo lokuqala • Ukuqwalasela kwakhona • Ukuhlela • Ukuvavanya ushicilelo lokuqala • Ukunikezela 	<p>Umsebenzi wezinga lamagama:</p> <p>Izichazi, Izihlomelo, Izihlanganisi</p> <p>Umsebenzi wezinga lezivakalisi</p> <p>Sebenzisa ivakalisi ezimbaxa (amagatya), imibuzo, isilanduli</p> <p>Intsingiselo yamagama:</p> <p>Izikweko nezifaniso Izaci namaqhalo</p> <p>Upelo neempawu zokubhala/funda:</p> <p>Ukusetyenziswa kwesichazi-magama ukuqhawulwa kwamagama</p>

	UHLOLO OLUSESISIKWENI UMSEBENZI WE-9 UKUBHALA IPHEPHA LESI-3 [EWONKE AMANQAKU 30] Itekisi yonxibelelwano (10 amanqaku) <ul style="list-style-type: none"> • Ukubhalwa kwetekisi emfutshane: KUNYE Isincoko (20 amanqaku) <ul style="list-style-type: none"> • 4 imihlathi • Esibalisayo/ Esichazayo (Yenziwa ngexesha lokufundisa nokufunda)			
IVEKI 7-8	Uhlaziyo lomsebenzi osele wenziwe	Uhlaziyo Itekisi enika imiyalelo Itekisi enika ulwazi Ibali elifutshane	Uhlaziyo Idayari Ingxelo Ibali Isincoko esichazayo	Uhlaziyo Izinga lamagama Intsingiselo yamagama Izinga lezivakalisi
	UHLOLO OLUSESISIKWENI UMSEBENZI WE-10 IORALI IPHEPHA LOKU-1 [20 amanqaku] <ul style="list-style-type: none"> • Intetho elungiselelweyo/ engalungiselelwanga OKANYE • Isicatshulwa esiphulaphulwayo (Ugqitywe ngexesha lekota)		UHLOLO OLUSESISIKWENI UMSEBENZI WE-11 – 2 iiyure IIMPENDULO KWITEKISI IPHEPHA LESI-2 [Ewonke: 40 Amanqaku] <ul style="list-style-type: none"> • Umbuzo 1 Ukufundela ukuqonda: Isicatshulwa esibalisayo / esinika ulwazi (15 amanqaku) • Umbuzo 2 – Itekisi ebonwayo (10 amanqaku) • Umbuzo 3 - Isishwankathelo (5 amanqaku) • Umbuzo 4 – Izakhi nemigaqo yokusetyenziswa kolwimi (10 amanqaku) 	



4. IsiZulu First Additional Language

Revised National Teaching Plan

IBANGA LESI-5 ITHEMU YESI-2				
UHLELO OLUNCISHISIWE LOMSEBENZI WONYAKA NGENXA YE-COVID-19. IBANGA LESI-5				
Amasonto	Ukulalela nokukhuluma	Ukufunda nokubukela	Ukubhala nokwethula	Izakhiwo nezimiso zokusetshenziswa kolimi
1 - 2	<p>Ukunikeza nokulandela imiyalelo</p> <p>Lalela indaba ekhuluma nge Covid 19 (uKhuvethe):</p> <p>Imisebenzi yokwethula isifundo: ukuqagela</p> <ul style="list-style-type: none"> Ukuthola ingqikithi yendaba neminingwane ethile Ukubuza imibuzo abuye aphenule ngendlela efanele. Yamanisa umyalezo wendaba nempilo yakho <p>Ukwethula</p> <ul style="list-style-type: none"> Fingqa indaba ngokwethula amaphuzu asemqoka Yisho imizwa yakho ngesihloko Yamanisa nempilo yakho 	<p>Ukufunda imibhalo enemiyalelo</p> <p>Indaba nge COVID 19 (uKhuvethe)</p> <ul style="list-style-type: none"> Ngaphambi kokufunda: Ukuqagela esusela esihlokwini sendaba nasezithombeni Ukusebenzisa amasu okufunda: ukuqagela nezinkomba ezimayelana nengqikithi ukuze athole umqondo Ukuxoxa ngeminingwane yombhalo Ukuxoxa ngephuzu eliwumongo neminingwane ethile Ukuxoxa ngokulandelana kwemiyalelo Ukuphendula imibuzo yendaba Bhala amagama amasha kwisichazamazwi ozakhele sona. 	<p>Ukubhala imiyalelo isib. Ukuzigcina uphephile ku COVID 19 (uKhuvethe)</p> <ul style="list-style-type: none"> Sebenzisa isakhiwo esifanele Khetha ulwazi olubalulekile Sebensia iminingwane ethile eyiqiniso Sebenzisa izimiso zolimi, ubhalomagama kanye nezimpawu zokuloba ezifanele Sebenzisa indlela ephoqayo <p>Ukulandela inqubo yokubhala:</p> <ul style="list-style-type: none"> Ukuhlela Ukubhala umzamo wokuqala Ukubuyekeza Ukulungisa amaphutha Ukufunda ngokuqaphelisisa Ukwethula umbhalo/ umkhiqizo wokugcina <p>Bhala umyalelo.</p>	<p>Ezingeni lamagama:</p> <p>isandiso senkathi, esesimo, esendawo, izikhuliso, ondaweni, izindlela zesenzo.</p> <p>Ezingeni lemisho:</p> <p>umusho oqondile, umusho omagatsha.</p> <p>Izimpawu zokuloba nopelamagama:</p> <p>ungqi, ikhoma</p>

Amasonto	Ukulalela nokukhuluma	Ukufunda nokubukela	Ukubhala nokwethula	Izakhiwo nezimiso zokusetshenziswa kolimi
3 - 4	<p>Amasu okulalela nokukhuluma: Ukulalela nokuphendula kumbiko</p> <p>Indaba nge COVID 19 (uKhuvethe)</p> <p>Ukulalela</p> <ul style="list-style-type: none"> • Ukungenisa imisebenzi: Ukuqagela • Thola ingqikithi neminingwane ethile <p>Ukwethula</p> <ul style="list-style-type: none"> • Fingqa indaba ngokwethula amaphuzu asemqoka • Yisho imizwa yakho ngesihloko • Yamanisa nempilo yakho 	<p>Funda umbiko onombhalo obukwayo, njenge: (ishadi/ ithebula/ igrafu/ ibalazwe)</p> <p>Indaba nge Covid 19 (uKhuvethe)</p> <ul style="list-style-type: none"> • Ngaphambi kokufunda: Ukuqagela esusela esihlokwini sendaba nasezithombeni • Ukuxoxa ngephuzu eliwumongo neminingwane ethile • Cubungula ulwazi olwethulwe ngombhalo obukwayo • Xoxa ngamagama amasha • Fingqa indaba usebenzisa ishadi/ ithebula/ igrafu/ ibalazwe. 	<p>Ukubhalwa kombiko usebenzisa: (ishadi/ ithebula/ igrafu/ ibalazwe)</p> <ul style="list-style-type: none"> • Sebenzisa isakhiwo esifanele • Bhala ngobunono • Sebenzisa ngokufanele izakhiwo zolimii, ubhalomagama kanye nezimpawu zokuloba. <p>Ukulandela inqubo yokubhala:</p> <ul style="list-style-type: none"> • Ukuhlela • Ukubhala umzamo wokuqala • Ukubuyekeza • Ukulungisa amaphutha • Ukufunda ngokuqaphelisisa • Ukwethula umbhalo/ umkhizozo wokucina <p>Ukubhala umbiko</p>	<p>Ezingeni lamagama: isabizwana soqobo, izihlanganiso.</p> <p>Ezingeni lemisho: Umusho ombaxa, inkulamo ngqo, inkulamo mbiko</p> <p>Izimpawu zokuloba nopepolamagama: ikholoni, usingakholoni</p>
	<p>UKUHLOLA OKUNEZIMISO ITHASKI YESI – 6</p> <p>UKUBHALA NOKWETHULA (amamaki angama – 30)</p> <ul style="list-style-type: none"> • Umbhalo odlulisa umyalezo (amamaki ayi -10) <p>KANYE</p> <ul style="list-style-type: none"> • Indaba elandisayo/echazayo (amamaki angama -20) <p>(Bhala izigaba ezine)</p>			

IBANGA LESI 5 IBANGA LESI-5 ITHEMU YESI-3				
UHLELO OLUNCISHISIWE LOMSEBENZI WONYAKA NGENXA YE-COVID-19. IBANGA LESI-5				
Amasonto	Ukulalela nokukhuluma	Ukufunda nokubekela	Ukubhala nokwethula	Izakhiwo nezimiso zokusetshenziswa kolimi
1-2	<p>Ukulalela umbhalo ofundwa kwinothuli</p> <p>Imibhalo ecashunwe encwadini noma ethathwe (ku-TRF)</p> <ul style="list-style-type: none"> Imisebenzi yokwethula isifundo: ukuqagela Ukulalela isiqeshana esicashunwe enovelini Ukulalela ngenhloso yokuthola imininigwane. Ukukhomba umyalezo wumongo <p>Ukuchaza izehlakalo</p> <ul style="list-style-type: none"> Ukukhetha ulwazi oluhambelana nezehlakalo ezenzeka empilweni yakhe Ukuchaza izehlakalo ngokucacile nangokulandelana Ukuzwakalisa imizwa yakhe mayelana nezehlakalo 	<p>Ukufunda umbhalo wenovelini</p> <p>Imibhalo ecashunwe encwadini noma ethathwe (ku-TRF)</p> <ul style="list-style-type: none"> Ukulungiselela ukufunda: ukuqagela esusela esihlokweni axoxe ngezindikimba ezihambisana nokuqukethwe. Ukubona nokuchaza izehlakalo ezizumongo. Xoxa uphendule imibuzo ngabalingiswa, ngesigameko esisemqoka nomongo Ukweyamanisa izehlakalo nabalingiswa nempilo yakhe. Ukusebenzisa amasu okufunda anhlobonhlobo. Fingqa okufundile noma uphendule imibuzo Ukusebenzisa isichazamazwi nokuthuthukisa ulwazimagama 	<p>Ukubhala ukubuyezwa kwencwadi</p> <ul style="list-style-type: none"> Ukusebenzisa uhlaka. Ukukhetha okuqukethwe okuhambisana nenhloso. Ukusebenzisa ulimi nesakhiwo sombhalo esifanele. Ukusebenzisa isichazamazwi ukubheka ukupelwa kwamagama nokuthuthukisa ulwazimagama. <p>Ukulandela inqubo yokubhala:</p> <ul style="list-style-type: none"> <i>Ukuhlela</i> <i>Ukubhala umzamo wokuqala</i> <i>Ukubuyezwa</i> <i>Ukulungisa amaphutha</i> <i>Ukufunda ngokuqapheliswa</i> <i>Ukwethula umbhalo/ umkhiziso wokugcina</i> 	<p>Ezingeni lamagama:</p> <p>isibaluli, izabizwana, iziphawulo, izandiso, izihlanganiso, izixhumanisi nezibabazo.</p> <p>Ezingeni lemisho:</p>

Amasonto	Ukulalela nokukhuluma	Ukufunda nokubukela	Ukubhala nokwethula	Izakhiwo nezimiso zokusetshenziswa kolimi
3 - 4	<p>Ukulalela aphenhule ngendaba Imibhalo ecashunwe encwadini noma ethathwe ku-TRF</p> <ul style="list-style-type: none"> • Imisebenzi yokwethula isifundo: ukuqagela • Ukulalela isiqeshana esicashunwe enovelini • Ukulalela ngenhloso yokuthola imininingwane. • Ukukhomba umyalezo owumongo <p>Ukulalela ngokuqondisa</p>	<p>Ukufunda indaba</p> <p>Imibhalo ecashunwe encwadini noma ethathwe ku-TRF</p> <ul style="list-style-type: none"> • Ukulungiselela ukufunda: thola umehluko phakathi kwenovelei nendaba emfishane • Xoxa ngesakhiwo, inhloso nezethameli • Ukulungiselela ukufunda: qagela ngesihloko, izahlokwana nezithombe • Ukuxoxa baphendule imibuzo mayelana ngabalingiswa, umqondo obalulekile nezindikimba • Ukweyamanisa izehlakalo nabalingiswa nempilo yakhe • Ukusebenzisa amasu okufunda anhlobonhlobo. • Fingqa okufundile noma uphendule imibuzo • Ukusebenzisa isichazamazwi ukuthuthukisa ulwazimagama 	<p>Ukubhala indaba</p> <ul style="list-style-type: none"> • Qamba abalingiswa, inhloso nesizinda • Khetha okuqukethwe ngendlela • Sebenzisa ulimi oluchazayo nolwandisa ulwazi • Xhuma kahle imisho ngokusebenzisa amabizo nezihlanganiso kanye nezimpawu zokuloba • Sebenzisa ulimi olufanele, Isipelingi nezimpawu zokuloba ngendlela <p>Ukulandela inqubo yokubhala:</p> <ul style="list-style-type: none"> • <i>Ukuhlela</i> • <i>Ukubhala umzamo wokuqala</i> • <i>Ukubuyekeza</i> • <i>Ukulungisa amaphutha</i> • <i>Ukufunda ngokuqaphelisisa</i> • <i>Ukwethula umbhalo/ umkhqizo wokugcina</i> 	<p>Ezingeni lamagama: amabizo abalekayo nangabaleki, ubunye, ubuningi, izenzo Ezingeni lemisho: Inkathi edlule elula, inkathi edlule eqhubekayo</p> <p>Izimpawu zokuloba: omacaphuna, umbabazi, ikhonco</p> <p>Sebenzisa isichazamazwi</p>

Amasonto	Ukulalela nokukhuluma	Ukufunda nokubukela	Ukubhala nokwethula	Izakhiwo nezimiso zokusetshenziswa kolimi
5 -6	<p>Ukulalela nokuxoxa ngesikhangiso</p> <p>Imibhalo ecashunwe encwadini noma ethathwe (ku-TRF).</p> <p>Imisebenzi yokwethula isifundo:</p> <ul style="list-style-type: none"> • Ukuqagela • Ukubona amaphuzu abalulekile. • Ukuxoxa ngokufaneleka kwesikhangiso • Ukuveza imibono nemizwa ngabakucabangayo 	<p>Ukufunda isikhangiso</p> <p>Imibhalo ecashunwe encwadini noma ethathwe (ku-TRF)</p> <p>Ukusebenzisa amasu okufunda:</p> <ul style="list-style-type: none"> • ukufunda ukuze athole • iminingwane ethize • ukufunda ukuze athole amaphuzu • asemqoka aqagele ingqikithi, • ukusebenzisa ulwazi lwaphambililini • noma izinkomba embhalweni • nokucabangela. <p>Ukubona aphawule ngendlela</p> <ul style="list-style-type: none"> • okuvezwe ngayo izithombe, isib. • imibala ukubhala amagama, • isakhiwo sencwadi. <p>Ukucabanga ngombhalo azifunde ngokwakhe</p> <ul style="list-style-type: none"> • Ukuphinda axoxe indaba noma • amaphuzu awumongo ngemisho • emi- 3 kuya kwe- 5. <p>Ukuzwakalisa imizwa yakhe ngemibhalo efundiwe.</p> <ul style="list-style-type: none"> • Ukweyamanisa nezehlakalo zempilo yakhe. <p>Ukuqhathanisa izincwadi / imibhalo</p>	<p>Ukubhala isikhangiso</p> <ul style="list-style-type: none"> • Ukuzwakalisa imizwa ngokulandelana nangokucacile • Ukusebenzisa izinto ezibonakalayo kanye nesakhiwo sencwadi. • Ukusebenzisa ulwazimagama, uhlelo lolimi, ukupelwa kwamagama nokusebenzisa izimpawu zokuloba • Ukusebenzisa ulimi eziqambela futhi eveza imibono ngokucabangela. <p>Ukulandela inqubo yokubhala:</p> <ul style="list-style-type: none"> • <i>Ukuhlela</i> • <i>Ukubhala umzamo wokuqala</i> • <i>Ukubuyekeza</i> • <i>Ukulungisa amaphutha</i> • <i>Ukufunda ngokuqaphelisisa</i> • <i>Ukwethula umbhalo/ umkhqizo wokugcina</i> 	<p>Ezingeni lamagama: ukuqhathanisa nezandiso.</p> <p>Ezingeni lemisho: imisho emifushane, ukuvumelana kukamenzi kanye nesenzo.</p> <p>Ukupelwa kwamagama nezimpawu zokuloba: Izifinyezo kanye nosokucaphuna</p>
<p>UKUHLOLA OKUNEZIMISO ITHASKI YESI – 7</p> <p>Ukulalela nokukhuluma (amamaki angama – 20)</p> <ul style="list-style-type: none"> • inkulumo elungiselelwe/inkulumo engalungiselelwe/ • Ukulalela isifundo sokuqondisisa/ • Ingxoxo <p>Lo msebenzi kumele uqedwe ngokuphela kwethemu</p>		<p>UKUHLOLA OKUNEZIMISO ITHASKI YESI – 8:</p> <p>UKUFUNDELA UKUQONDISISA</p> <p>Isivivinyo (amamaki angama – 40)</p> <p>UKUFUNDELA UKUQONDISISA (AMAHORA AMABILI)</p> <p>Umbuzo 1</p> <ul style="list-style-type: none"> • Umbhalo ofundwayo/umbhalo ofundwayo onezithombe (amamaki angama – 15) <p>Umbuzo 2</p> <ul style="list-style-type: none"> • Umbhalo obukwayo (amamaki ayi -10) <p>Umbuzo 3</p> <ul style="list-style-type: none"> • Ukufingqa (amamaki ayisi – 5) <p>Umbuzo 4</p> <ul style="list-style-type: none"> • Izakhiwo nezimiso zolimi engqikithini (amamaki ayi -10) <p>KUMELE KUBHALWE NGESIKHATHI SOKUFUNDA NOKUFUNDISA</p>		

Amasonto	Ukulalela nokukhuluma	Ukufunda nokubukela	Ukubhala nokwethula	Izakhiwo nezimiso zokusetshenziswa kolimi
7 - 8	<p>Ukulalela inkondlo</p> <p>Imibhalo ecashunwe encwadini noma ethathwe ku-TRF</p> <ul style="list-style-type: none"> • Imisebenzi yokwethula isifundo: ukuqagela • Ukuxoxa ngephuzu elimqoka/ngomqondo osemqoka • Ukuncoma nokunanela imisindo evuswa wukulalela inkondlo • Ukweyamanisa nezehlakalo zempilo 	<p>Ukufunda inkondlo</p> <p>Imibhalo ecashunwe encwadini noma ethathwe ku-TRF</p> <ul style="list-style-type: none"> • Ukulungiselela ukufunda: Ukuqagela esusela esihlokweni sendaba nasezithombeni • Ukukhomba umqondo osemqoka • Ukukhomba isigqi, imvumelwano nokuhawula kwezethameli • Ukuzwakalisa imizwa nemibono • Ukusebenzisa isichazamazwi ukuthuthukisa ulwazimagama 	<p>Ukubhala inkondlo</p> <ul style="list-style-type: none"> • Sebenzisa uhlaka olufanele • Umqondo osobala mawucace • Ukusebenzisa ulimi oluchazayo • Sebenzisa isigqi nemvumelwano • Sebenzisa izimpawu zokuloba ezifanele <p>Ukulandela inqubo yokubhala:</p> <ul style="list-style-type: none"> • <i>Ukuhlela</i> • <i>Ukubhala umzamo wokuqala</i> • <i>Ukubuyekeza</i> • <i>Ukulungisa amaphutha</i> • <i>Ukufunda ngokuqaphelisisa</i> • <i>Ukwethula umbhalo/ umkhiqizo wokucina</i> 	<p>Ezingeni lamagama:</p> <p>Izinhlobo zamabizo isib. amabizoqoqa , amabizo ezinto ezingabonakali, amagama okubabaza</p> <p>Ezingeni lemisho: inkathi yamanje eqhubekayo</p> <p>Incazelo yamagama: (ifanankamisa, ifanangwaqa) ukwenzasamuntu, isigqi, imvumelwano, isingathekiso, nesifaniso</p> <p>Upelomagama nezimpawu zokuloba: ukuhlukaniswa kwamagama, isigqi, imvumelwano, isifaniso</p>



IBANGA LESI-5 ITHEMU YESI-4				
UHLELO OLUNCISHISIWE LOMSEBENZI WONYAKA NGENXA YE-COVID-19. IBANGA LESI- 5				
Amasonto	Ukulalela nokukhuluma	Ukufunda nokubukela	Ukubhala nokwethula	Izakhiwo nezimiso zokusetshenziswa kolimi
1-2	<p>Amasu okulalela nokukhuluma: Ukulalela aphenhlole indaba Imibhalo ethathwe encwadini yokufunda yabafundi, incwadi yolimi yabafundi noma eFayilini likaThisha lezinSizakufundisa (TRF)</p> <p>Ukulalela isifundo sokuqondisisa</p> <ul style="list-style-type: none"> Ukwazi ukubona umqondo osemqoka, isakhiwo, isizinda nabalingiswa endabeni eqanjwe Ukuphawula ngokuhlalisana, ngokuziphatha kanye nalokho okungamagugu esintu emibhalweni enhlobonhlobo. <p>Inkulumo elungiselelwe</p>	<p>Ukufunda ngokuqondisisa: Ukufunda indaba Ufunda indaba esencwadini yokufunda yekilasi, incwadi yabafundi noma eFayilini likaThisha lezinSizakufundisa (TRF)</p> <ul style="list-style-type: none"> Ukucabangela / ukuqagela okuqokethwe noma isiphetho. Ukusebenzisa amasu okufunda: ukufunda ngokushesha ukuze athole amaphuzu asemqoka, ukufunda ngokushesha ukuze athole imininingwane, izinkomba zokwenzeka endabeni kanye nolwazi lwaphambilini. Ukubona aphawule ngabalingiswa, izindikimba kanye nezehlakalo endabeni eqanjwe. Ukuchaza imbangela kanye nomthelela. Ukuchaza aphinde uveze indlela yokuphendula umbhalo ekhombisa imizwa Ukusebenzisa isichazamazwi ngenhloso yokuthuthukisa ulwazimagama [kufanele kuphindwe kulowo nalowo msebenzi] <p>Ukuzindla ngemibhalo azifundele yedwa</p> <ul style="list-style-type: none"> Ukuphinda axoxe indaba noma umqondo osemqoka ngemisho emi-3 kuya kwemi-5. Ukukhombisa uzwelo emibhalweni efundiwe. Ukuxhumanisa nendlela aphila ngayo Ukuqhathanisa izincwadi nemibhalo ayifundile. 	<p>Ukubhala umbhalo odlulisa ulwazi Ukugcwalisa i-dayari</p> <ul style="list-style-type: none"> Ukusebenzisa isakhiwo sombhalo esifanele. Ukuqikelela izethameli kanye nesitayela. Ukusebenzisa iphimbo elifanele. Ukusebenzisa izihlanganiso kanye nezixhumanisi ukwakha izigaba ezilandelana kahle. Ukusebenzisa upelomagama olufanele kanye nezimpawu zokuloba ezifanele. <p>Ukulandela inqubo yokubhala:</p> <ul style="list-style-type: none"> <i>Ukuhlela</i> <i>Ukubhala umzamo wokuqala</i> <i>Ukubuyekeza</i> <i>Ukulungisa amaphutha</i> <i>Ukufunda ngokuqaphelisisa</i> <i>Ukwethula umbhalo/ umkhiqizo wokugcina</i> 	<p>Ezingeni lamagama: iziphawulo, izandiso, amabizo kanye nezabizwana.</p> <p>Ezingeni lemisho: umenzi, umenziwa, inkulumo mbiko.</p> <p>izimpawu zokuloba: Ukuhlukaniswa kwamagama, ukusetshenziswa kosonhlamvukazi.</p>

Amasonto	Ukulalela nokukhuluma	Ukufunda nokubukela	Ukubhala nokwethula	Izakhiwo nezimiso zokusetshenziswa kolimi
3-4	<p>Ukulalela umbiko Izindaba ezisematheni</p> <p>Imbhalo ethathwe encwadini yokufunda yabafundi, incwadi yolimi yabafundi noma eFayilini likaThisha lezinSizakufundisa (TRF)</p> <ul style="list-style-type: none"> • Ukusebenzisa amasu okufunda: Ukuqagela. • Ukwazi ukubona umqondo osemqoka kanye neminingwane efanele. • Phawula ngesakhiwo, izimpawu zolimi kanye nesakhiwo sombhalo. • Ukubuka bese ubheka umbiko ukuthi uhlobene kanjani nempilo oyiphilayo • Ukusho futhi asekele umbono wakhe enikeza izizathu • Ukubuza imibuzo ehlolisayo engenazo izimpendulo ezisobala. <p>Inkulumo elungiselelwe</p>	<p>Ukufunda umbhala onikeza ulwazi nemidwebo (isb. Izithombe, imidwebo kanye namabalazwe)</p> <p>Imbhalo ephuma encwadini yomfundi noma eFayilini likaThisha lezinSizakufundisa (TRF)</p> <ul style="list-style-type: none"> • Ukulungiselela ukufunda: Ubikezela okuzokwenzeka ngokubuka isihloko, izihlokwana kanye nezithombe • Ukusebenzisa amasu okufunda, isib. Uyaqagela futhi asebenzise lokhu akufundile • Ukuxoxa ngomqondo osemqoka kanye neminingwane ehambisanayo. • Ukuphawula ngokukhethwa kwezithombe emibhalweni • Ukwabelana ngemiqondo anikeze ngemibono • Ukuphendula imibuzo ehlolisayo. • Ukusebenzisa isichazamazwi ukuthuthukisa ulwazimagama [kufanele kuphindwe kulowo nalowo msebenzi]. 	<p>Ukubhala umbiko</p> <ul style="list-style-type: none"> • kubhala umbiko kusetshenziswa isakhiwo. • Ukulandela ulwazi ngokuyikho • Ukusebenzisa uhlelo olufanele, ukupelwa kwamagama nokusebenzisa izimpawu zokuloba kahle. • Ukwethula umsebenzi obhalwe ngobunono esebenzisa uhlaka olufanele, njengezihloko, ukuhlukanisa, izigaba, njll. <p>Ukulandela inqubo yokubhala:</p> <ul style="list-style-type: none"> • Ukuhlela • Ukubhala umzamo wokuqala • Ukubuyekeza • Ukulungisa amaphutha • Ukufunda ngokuqaphelisisa • Ukwethula umbhala/ umkhiqizo wokugcina 	<p>Ezingeni lamagama: izihlanganiso kanye nezindlela zesenzo.</p> <p>Ezingeni lemisho: inkathi yamanje.</p> <p>Incazelo yamagama: amagama amqondofana, amagama amqondophika kanye nomabizwafane.</p> <p>Izimpawu zokuloba: ukuhlukaniswa kwamagama, ukusetshenziswa kwesichazamazwi.</p>

Amasonto	Ukulalela nokukhuluma	Ukufunda nokubukela	Ukubhala nokwethula	Izakhiwo nezimiso zokusetshenziswa kolimi
5-6	<p>Ukulalela nokuxoxa ngombhalo onikeza ulwazi Umbhalo ethathwe encwadini yomfundi noma eFayilini likaThisha lezinSizakufundisa (TRF)</p> <ul style="list-style-type: none"> • Imisebenzi yokwethula isifundo: ukuqagela. • Ukukhomba kanye nokuchaza imbangela kanye nomthelela. • Ukuphawula ngezinto ezithinta inhlalo nokuziphatha kanye nokubaluleka kwamasiko ezitholakala embhalweni. • Ukubuza imibuzo ecubungulayo • Ukuveza nokuchaza imibono okungeyakhe anikeze nezizathu 	<p>Ukufunda umbhalo oqukethe ulwazi onemidwebo (isb. Izithombe, imidwebo / amathebula kanye namabalazwe) Imbhalo ephuma encwadini yomfundi noma eFayilini likaThisha lezinSizakufundisa (TRF)</p> <ul style="list-style-type: none"> • Ukusebenzisa amasu okufunda anhlolobhlobo ukuthola umqondo osemqoka kanye nemiqondo esekelayo • Ukufingqa ulwazi. • Ukuhumusha imidwebo. • Ukusebenzisa ulwazi lwangaphambili noma lokho akuthathe embhalweni ukuthola umqondo • Ukucabangela okungenzeka • Ukuthatha ulwazi emdwebeni alushintshela umbhalweni ebhaliwe elandayo 	<p>Ukubhala umbhalo equkethe ulwazi Ukubhala kokuziqambela indaba echazayo: indaba yakho ayibe namagama ayi-120 kuya kwayi-140 (izigaba ezi-4)</p> <ul style="list-style-type: none"> • Ukukhetha isihloko esifanele. • Ukungachezuki esihlokweni. • Ukusebenzisa ulwazimagama oluhambisana nesihloko, isib. Iziphawulo. • Ukusebenzisa izifengqo ezifana nesifaniso nesingathekiso. • Ukuphenya athuthukise izindlela zokubuka izihloko ezijwayelekile • Ukulandelanisa izehlakalo ngendlela eyiyona aphinde achaze. <p>Ukulandela inqubo yokubhala:</p> <ul style="list-style-type: none"> • <i>Ukuhlela</i> • <i>Ukubhala umzamo wokuqala</i> • <i>Ukubuyekeza</i> • <i>Ukulungisa amaphutha</i> • <i>Ukufunda ngokuqaphelisisa</i> • <i>Ukwethula umbhalo/ umkhiqizo wokugcina</i> 	<p>ezingeni lamagama: Iziphawulo.</p> <p>Ezingeni lemisho: umusho omele ibizo, umusho omele isenzo, ukuphika kanye nezindlela zokubuza imisho.</p> <p>Incazelo yamagama: izingathekiso, izifaniso, izaga kanye nezisho.</p> <p>izimpawu zokuloba: ukusetshenziswa kwesichazamazwi kanye nokwehlukaniswa kwamagama</p>
	<p>UKUHLOLA OKUNEZIMISO ITHASKI YESI – 9 UKUBHALA NOKWETHULA IPHEPHA LESI – 3 (amamaki angama – 30)</p> <ul style="list-style-type: none"> • Umbhalo odlulisa umyalezo (amamaki ayi -10) KANYE • Indaba elandisayo/echazayo (amamaki angama -20) (Bhala izigaba ezine) <p>KUMELE KUBHALWE NGESIKHATHI SOKUFUNDA NOKUFUNDISA</p>			



Amasonto		Ukufunda nokubukela	Ukubhala nokwethula	Izakhiwo nezimiso zokusetshenziswa kolimi
7-8	Ukubuyekeza	Ukubuyekeza Umbhalo oyalelayo Umbhalo oqukethe ulwazi Izindaba ezimfishane	Ukubuyekeza Idayari Umbiko Indaba elandisayo Indaba echazayo	Ukubuyekeza Ezingeni lamagama Ezingeni lemisho Incazelo yamagama
UKUHLOLA OKUNEZIMISO ITHASKI YE - 10 Ukulalela nokukhuluma (amamaki angama – 20) <ul style="list-style-type: none"> • inkulumo elungiselelwe/inkulumo engalungiselelwe/ • Ukulalela isifundo sokuqondisisa/ Lo msebenzi kumele uqedwe ngokuphela kwethemu		UKUHLOLA OKUNEZIMISO ITHASKI YE – 11 (AMAHORA – 2) UKUFUNDELA UKUQONDISISA (amamaki angama – 40) Umbuzo 1 <ul style="list-style-type: none"> • Umbhalo ofundwayo/umbhalo ofundwayo onezithombe (amamaki angama – 15) Umbuzo 2 <ul style="list-style-type: none"> • Umbhalo obukwayo (amamaki ayi -10) Umbuzo 3 <ul style="list-style-type: none"> • Ukufingqa (amamaki ayisi – 5) Umbuzo 4 Izakhiwo nezimiso zolimi engqikithini (amamaki ayi -10)		
KUMELE KUBHALWE NGESIKHATHI SOKUFUNDA NOKUFUNDISA				



5. Sepedi First Additional Language

Revised National Teaching Plan

MPHATO WA 5 KOTARA YA 2				
MABOKG ONI	GO THEELETŠA LE GO BOLELA (BOMOLOMO)	GO BALA LE GO BOGELA	GO NGWALA LE GO HLAGIŠA	DIBOPEGO LE MELAO YA TŠHOMIŠO YA POLELO
BEKE 1–2	<p>Fa le go latela ditaelo Setšweletša mabapi le Covid -19</p> <p>Go Theeletša</p> <ul style="list-style-type: none"> • Mešongwana ya matsenyagae: kakanyo • Theeletša le go fa dintlha ka botlalo tše itšeng • Botšiša dipotšišo • Tswalanya le maitemogelo a bophelo bja mong. <p>Go hlagiša</p> <ul style="list-style-type: none"> • Akaretša dintlhakgolo • Laetša maikutlo mabapi le hlogo • Tswalanya le maitemogelo a mong 	<p>Bala setšweletšwa sa ditaelo seo se nago le ditaelo Setšweletša mabapi le Covid -19</p> <ul style="list-style-type: none"> • Pele ga go bala: akanya go tšwago leina la puku le diswantšho • Šomiša mekgwanakgwana ya go bala: kakanyo, ditlhahli tša kamano • Ahlaahla diponagalo tša setšweletšwa • Ahlaahla dinhlakgolo le dinhla tše itšeng • Ahlaahla tlotlontšu ye mpsha go tšwa go setšweletšwa se se badilwego • Ngwala mantšu a maswa ka gare ga pukuntšu ya maiterelo. 	<p>Ngwala ditaelo, mohlala, ditaelo tša polokego</p> <ul style="list-style-type: none"> • Šomiša sebopego sa maleba • Kgetha tshedimošo ya maleba • Šomiša dintlha tše itšeng tša maleba • Šomiša thutapolelo ya maleba, mopeleto le maswaodikga • šomiša mdiri a maleba go tšweletša molaetša <p>Šomiša magato go ngwala</p> <ul style="list-style-type: none"> • Go beakanya • Go ngwala sengwalwakakanywa • Go boeletša • Go hlokola • Go phošolla le • Go hlagiša 	<p>Šoma ka mantšu: mahlathi a mokgwa, nako, lefelo, tekanyo, matlema, medirišo: modirišotaelo</p> <p>Šoma ka mafoko: mafokonolo, mafokofokwana</p> <p>Mopeleto le maswaodikga: khutlo, leswao la tlabego, khutšofatšo, -akhronimi, tlhaka ya pele</p>

MPHATO WA 5 KOTARA YA 2

MABOKG ONI	GO THEELETŠA LE GO BOLELA (BOMOLOMO)	GO BALA LE GO BOGELA	GO NGWALA LE GO HLAGIŠA	DIBOPEGO LE MELAO YA TŠHOMIŠO YA POLELO
BEKE 3 – 4	<p>Theeletša le go ikarabela go pego</p> <p>Setšweletšwa mabapi le Covid -19</p> <p>Go Theeletša</p> <ul style="list-style-type: none"> • Mešongwana ya matsenyagae: • kakanyo • Identifies main message and specific details Hlatha molaetšamogolo le dintlha tše itšego <p>Go hlagiša</p> <ul style="list-style-type: none"> • Akaretša dintlhakgolo • Laetša maikutlo mabapi le hlogo • Tswalanya le maitemogelo a mong 	<p>Bala pego ya go balwa le go bogelwa: dinkatlapana/ditšhate/dikerafo/ mmepe./diswantšho</p> <p>Setšweletša mabapi le Covid -19</p> <ul style="list-style-type: none"> • Pele ga go bala: akanya go tšwa go leina la puku, hlogo le diswantšho • Ahlaahla kgopolokgolo le dintlha ka botlalo tše itšeng • Tlhatholla tshedimošo ya dikerafo • Ahlaahla tlotlontšu ye mpsha go tswa go setšweletšwa se se badilwego • Šomiša kerafo/ nkatlapana/ mmepe/ taekramo go akaretša tshedimošo 	<p>Ngwala le go hlagiša pego ka sebopego sa go bogelwa: dinkatlapana/ditšhate/dikerafo/ mmepe</p> <ul style="list-style-type: none"> • Hlagiša tshedimošo ka bothakga o šošmiša sebopego sa maleba. • Šomiša polelo, mopeleto, le maswaodikga tša maleba. <p>Šomiša magato go ngwala</p> <ul style="list-style-type: none"> • Go beakanya • Go ngwala sengwalwakanywa • Go boeletša • Go hlokola • Go phošolla le • Go hlagiša 	<p>Šoma ka mantšu: mašala, makopanyi, Šoma ka mafoko: mafokontši, tira le tirwa Mopeleto le maswaodikga: kgorwana, khutlo-fegelwana</p>



KELO YA SEMMUŠO: KOTARA 2

<p>MOŠOMO WA KELO YA SEMMUŠO WA 6</p> <p>GO NGWALA : LEPHEPHE 3 [Palomoka 30 Meputso]</p> <p>Setšweletšwa sa tirišano (10 meputso)</p> <p>Le</p> <p>Taodišo kanegelo/ tlhaloši (ditemana tše nne) (20 meputso)</p>	30
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MPHATO WA 5 KOTARA YA 3				
MABOKGONI	GO THEELETŠA LE GO BOLELA (BOMOLOMO)	GO BALA LE GO BOGELA	GO NGWALA LE GO HLAGIŠA	DIBOPEGO LE MELAO YA TŠHOMIŠO YA POLELO
BEKE 1-2	<p>Theeletša le go iphetolela go padi</p> <p>Setšweletšwa go tšwa go pukukgakollo goba Faele ya Morutiši</p> <ul style="list-style-type: none"> • Mešongwana ya matsenyagae: kakanyo • Theeletša ditsopolwa go tšwa go padi • Theeletša dintlha ka bottlalo • Lemoga molaetša kgolo. <p>Hlaloša ditiragalo</p> <ul style="list-style-type: none"> • Tswalanya le bophelo bja gagwe • Hlaloša ditiragalo gabotse ka tatelano. • Tšweletša maikutlo go elana le ditiragalo 	<p>Bala padi</p> <p>Setšweletšwa go tšwa go pukukgakollo goba Faele ya Morutiši</p> <ul style="list-style-type: none"> • Pele ga go bala: hlatha phapano magareng a padi le dikanegelo • Ahlaahla sebopego, morero le baamogedi ba molaetša • Akanya go tšwa go leina la puku , hlogo ya karolo le diswantšho. • Ahlaahla le go araba dipotšišo ka baanegwa. • Tswalanya ditiragalo le baanegwa go bophelo bja gagwe • Šomiša mehutahuta ya mekgwanakwana ya go bala • Akaretša tshedimošo le go araba dipotšišo. • Šomiša pukuntšu go godiša tlotlontšu 	<p>Ngwala tshwayotshwayo ya puku</p> <ul style="list-style-type: none"> • Šomiša foreime go beakanywa diteng • Kgetha diteng tša di lebanego le morero • Šomiša thutapolelo ya maleba, mopeleto le maswaodikga • Šomiša pukuntšu go godiša tlotlontšu le mopeleto <p>Tsepelela go magato a go ngwala</p> <ul style="list-style-type: none"> • Go beakanya • Go ngwala sengwalwakakanywa • Go boeletša • Go hlokola • Go phošolla le • Go hlagiša 	<p>Šoma ka mantšu: Mašala-šupi, mašalathuo, malahlelwa</p> <p>Šoma ka mafoko: mabaka: lebaka la lebjale, lebaka le lefetilego, makgokedi</p> <p>Hlalošo ya mantšu: tshwantšhanyo, diema, dika</p> <p>Mopeleto le maswaodikga: leswao la potšišo, leswao la tlabego.</p>

MPHATO WA 5 KOTARA YA 3

MABOKGONI	GO THEELETŠA LE GO BOLELA (BOMOLOMO)	GO BALA LE GO BOGELA	GO NGWALA LE GO HLAGIŠA	DIBOPEGO LE MELAO YA TŠHOMIŠO YA POLELO
<p>BEKE</p> <p>3 – 4</p>	<p>Theeletša le go araba dipotšišo mabapi le padi</p> <p>Setšweletšwa go tšwa go pukukgakollo goba Faele ya Morutiši</p> <ul style="list-style-type: none"> • Mešongwana ya matsenyagae: kakanyo • Theeletša ditsopolwa go tšwa go padi • Theeletša dintlha ka bottlalo • Lemoga molaetša kgolo • Tswalanya le bophelo bja gagwe <p>Tekakwešišo ya go theeletšwa</p>	<p>Bala padi</p> <p>Setšweletšwa go tšwa go pukukgakollo goba Faele ya Morutiši</p> <ul style="list-style-type: none"> • Pele ga go bala: akanya go tšwa go leina la puku , hlogo ya karolo, le diswantšho. • Lemoga le go hlaloša ditiragalo kgolo • Ahlaahla sebopego, tšhomišo ya polelo , morero le baamogedi ba molaetša • Šomiša mehuhahuta ya mekgwanakwana ya go bala • Tswalanya ditiragalo le baanegwa go bophelo bja gagwe • Ahlaahla le go araba dipotšišo mabapi le baanegwa, ditiragalo le morero/sererwa. • Akaretša tshedimošo le go araba dipotšišo. 	<p>Ngwala kanegelo</p> <ul style="list-style-type: none"> • Tšweletša thulaganyo , baanegwa, le tikologo. • Kgetha diteng go bontšha temogo ya baamogedi ba tshedimošo le morero wa setšweletšwa • Šomiša polelo ka boikgopolelo kudu mehuhahuta ya tlotlontšu • Kopanya mafoko go bopa temana ka go šomiša mašala, makopanyi le maswaodikga ka tshwanelo • Šomiša polelo, mopeleto le maswaodikga tša maleba <p>Tsepelela go magato a go ngwala</p> <ul style="list-style-type: none"> • Go beakanya • Go ngwala sengwalwakakanywa • Go boeletša • Go hlokola • Go phošolla le • Go hlagiša 	<p>Šoma ka mantšu: Maina(a go balega le a go se balege), bootee le bontši, madiri (ao a bontšhago le ao a sa botšhego kwano le sediri)</p> <p>Šoma ka mafoko: mabaka: lebaka la lebjale, lebaka le lefetilego</p> <p>Mopeleto le maswaodikga: Maswao a go tsopola (ditsebjana, lenalana) tšhomišo ya pukuntšu.</p>

MPHATO WA 5 KOTARA YA 3				
MABOKGONI	GO THEELETŠA LE GO BOLELA (BOMOLOMO)	GO BALA LE GO BOGELA	GO NGWALA LE GO HLAGIŠA	DIBOPEGO LE MELAO YA TŠHOMIŠO YA POLELO
BEKE 5 – 6	Theeletša le go ahlahlha papatšo Setšweletšwa go tšwa go pukukgakollo goba Faele ya Morutiši <ul style="list-style-type: none"> • Mešongwana ya matsenyagae: kakanyo • Lemoga dintlha tše bohlokwa • Theeletša dintlha ka bottlalo tše itšego • Abelana dikgopolo le go fa dikakanyo • Hlagiša dikgopolo le maikutlo ka tsela ya boikgopolelo 	Bala papatšo go tšwa go pukukgakollo goba Faele ya Morutiši <ul style="list-style-type: none"> • Šomiša mekgwanakgwana ya go bala: sekenela dintlha ka bottlalo tše itšego, sekimela kgopolo kakaretšo, akanya diteng, šomiša tsebo ya pele goba dihlahli tša setšweletšwa, go dira dithumo go ya ka dintlha tše di filwego • Bogela le go swayaswaya ka ga dithekniki tša dithalwa tše di šomištšwego go ditšweletšwa tša go bonwa: mmala, mongwalo le kalo Gopodišiša ka ditšweletšwa tše di badilwego <ul style="list-style-type: none"> • Anega kanegelo gape goba dikgopolokgolo ka mafoko a 3 go fihla go 5 • Hlagiša maikutlo a bona ka ga ditšweletšwa tše di badilwego • Tswalanya le bophelo bja gagwe • Bapetša dipuku/ditšweletšwa tše di badilwego 	Ngwala papatšo <ul style="list-style-type: none"> • Hlagiša dikgopolo gabotse le ka kwesišego • Šomiša tša go bonwa le kalo ya morero • Šomiša mehutahuta ya tlotlontšu, thutapolelo ya maleba, mopeleto le maswaodikga • Šomiša polelo go go itlhagiša ka boithlamelo le boikgopolelo Magato a go ngwala <ul style="list-style-type: none"> • Go beakanya/pele ga go ngwala • Go ngwala sengwalwakanywa • Go boeletša • Go hlokola • Go phošolla • Go hlagiša 	Šoma ka mantšu: mahlathi , mahlaodi Šoma ka mafoko: Lebjale, kwano ya sediri le lediri Hlalošo ya mantšu: Khutsofatšo Mopeleto le Maswaodikga: ditsebjana
	MOŠOMO WA KELO YA SEMMUŠO WA 7 : BOMOLOMO [20 meputso] <ul style="list-style-type: none"> • Polelo ya go (se) itokišetšwa(e) goba • Tekakwešišo ya go theeletšwa (e phethwa ka gare ga kotara)		MOŠOMO WA KELO YA SEMMUŠO WA 8: Boiphetoletlo go dingwalo [Palomoka: 40 Meputso] <ul style="list-style-type: none"> • Potšišo 1 Tekakwešišo : Setšweletšwa sa go ngwalwa / setšweletšwa sa go se ngwalwe text (15 meputso) • Potšišo 2 – setšweletšwa sa go bogelwa (10 meputso) • Potšišo 3 - kakaretšo (5 meputso) • Potšišo 4 – dibopego le melawana ya tšhomišo ya polelo (10 meputso) (e phethwa ka nako ya go rutwa.)	

MPHATO WA 5 KOTARA YA 3

3

MABOKGONI	GO THEELETŠA LE GO BOLELA (BOMOLOMO)	GO BALA LE GO BOGELA	GO NGWALA LE GO HLAGIŠA	DIBOPEGO LE MELAO YA TŠHOMIŠO YA POLELO
<p>BEKE 7 – 8</p>	<p>Theeletša le go ahlaha sereto Setšweletšwa go tšwa go pukukgakollo goba Faele ya methopo ya Morutiši Mešongwana ya matsenya gae: kakanyo</p> <ul style="list-style-type: none"> • Hlatha dikgopolokgolo • Lemoga medumo • Laetša maikutlo ao a hlohleletšwago ke segalo le tšhomišo ya polelo mo seretong. • Tswalanya le maitemogelo a mong 	<p>Bala Sereto Setšweletšwa go tšwa go pukukgakollo goba Faele ya methopo ya Morutiši Pele ga Go bala: Akanya go tšwa go leina la puku le diswantšho</p> <ul style="list-style-type: none"> • Hlatha dikgopolokgolo • Lemoga morumokwano le le mošito le go swayaswaya ka moo di amago motheeletši • Hlagiša maikutlo le dikakanyo • Hlatha dikapolelo • Šomiša pukuntšu go godiša tlotlontšu 	<p>Go ngwala sereto</p> <ul style="list-style-type: none"> • Šomiša sebopego sa maleba • Kgopolokgolo e swanetše e bonagale • Šomiša polelo ka boithamelolo, go akaretšwa le dikapolelo. • Šomiša morumokwano le le mošito • Šomiša maswaodikga a maleba <p>Magato a go ngwala</p> <ul style="list-style-type: none"> • Go beakanya/pele ga go ngwala • Go ngwala sengwalwakakanywa • Go boeletša • Go hlokola • Go phošolla • Go hlagiša 	<p>Šoma ka mantšu: mainakgoboko, mainakgopolo, malahlelwa</p> <p>Šoma ka mafoko: Letlago</p> <p>Hlalošo ya mantšu: poeletšamedumo, (poeletšo ya ditumanoši, poeletšo ya ditumammogo) mothofatšo, mošito, morumokwano tshwantšhišo, tshwantšhanyo</p> <p>Mopeleto le Maswaodikga: khutlo, fegelwana</p>



MPHATO WA 5 KOTARA YA 4				
MABOKGONI	GO THEELETŠA LE GO BOLELA (BOMOLOMO)	GO BALA LE GO BOGELA	GO NGWALA LE GO HLAGIŠA	DIBOPEGO LE MELAO YA TŠHOMIŠO YA POLELO
BEKE 1 – 2	<p>Theeletša le go ahaahla kanegelo</p> <p>Setšweletšwa go tšwa go pukukgakollo goba Faele ya methopo ya Morutiši</p> <p>Go theeletša tekakweišo</p> <ul style="list-style-type: none"> Lemoga le go hlaloša Kgopolokgolo, thulaganyo, tikologo, moya o fokago le baanegwa ba kanegelo (nonwane) Swayaswaya ka ga tša leago, setho, le mehola ya setšo ditšweletšweng <p>Go fa polelo ya go itokišetšwa</p>	<p>Go bala kanegelo go tšwa go setšwe-letšwa go tšwa go pukukgakollo goba Faele ya methopo ya Morutiši</p> <ul style="list-style-type: none"> Akanya diteng le mafetšo Šomiša mekgwanakgwana ya go bala: sekena , sekima ,le tsebo ya go feta mabapi le maitemogelo a gago. Lemoga le go hlaloša baanegwa ba kanegelo (nonwane) Lemoga tlhologo le ditlamorago/dipoelo tša ditiro tše itšeng Laodiša le go ahaahla maikutlo a mmadi go setšweletšwa Šomiša pukuntšu go godiša tlotlontšu [swanetše go bušetšwa le mošo-ngwana o mongwe le o mongwe] <p>Gopodišiša ka ditšweletšwa tše o ipaletšego</p> <ul style="list-style-type: none"> Anega kanegelo gape goba dintihakgolo ka mafoko a 3 go ya go a 5 Araba ka go hlagiša maikutlo mabapi le ditšweletšwa tše di badilego Tswalanya le le bophelo bja gagwe Bapetša dipuku/ditšweletšwatšeo di badilwego 	<p>Ngwala ditšeno tša Pukutšatši</p> <ul style="list-style-type: none"> Šomiša kalo ya maleba Bontšha temogo ya baamogedi ba tshedimošo le setaele Šomiša segalo sa maleba Šomiša mantšu a dikgokaganyi, mohlala, 'le ge go le bjalo', mahlološetšagotee le malatodi go kopanya mafoko go bopa ditemana tše di tsenelelanago ka kgohlagano Šomiša mopeleto wo o nepagetšego le maswaodikga <p>Magato a go ngwala</p> <ul style="list-style-type: none"> Go beakanya/pele ga go ngwala Go ngwala sengwalwakakanywa Go boeletša Go hlokola Go phošolla Go hlagiša 	<p>Šoma ka mantšu: matlema, mabaledi, mahlaodi, mahlathi, maina, mašala</p> <p>Šoma ka mafoko: sediri le sedirwa, polelopegelo</p> <p>Hlalošo ya mantšu: lentšu le tee sebakeng sa sekafoko</p> <p>Mopeleto le maswaodikga: karogano ya mantšu, ditlhakagolo</p>

MPHATO WA 5 KOTARA YA 4

MABOKGONI	GO THEELETŠA LE GO BOLELA (BOMOLOMO)	GO BALA LE GO BOGELA	GO NGWALA LE GO HLAGIŠA	DIBOPEGO LE MELAO YA TŠHOMIŠO YA POLELO
<p>BEKE 3 – 4</p>	<p>Theeletša pego mohlala, ditaba, ditabanatabana tša bjale tša maleba Setšweletšwa go tšwa go pukukgakollo goba Faele ya Methopo ya Morutiši</p> <ul style="list-style-type: none"> • Mešongwana ya matsenyagae: kakanyo • Lemoga dikgopolokgolo le dintlha tše itšeng • Swayaswaya ka sebopego, diponagalo le tšhomišo ya polelo go setšweletšwa. • Tswalanya le maitemogelo a mong • Hlagiša le go lokafatša ntlhakemo ya gagwe ka go fa mabaka • Botšiša dipotšišo tše di tseeneletšego tše di senago karabo ye e lego pepeneneng <p>Polelo ya go itokišetšwa</p>	<p>Bala setšweletšwa sa tshedimošo ya go ba le tša go bonwa(mohlala: diswantšho/dithalwa/mebepe)</p> <p>Setšweletšwa go tšwa go puku-kgakollo goba Faele ya Methopo ya Morutiši</p> <ul style="list-style-type: none"> • Pele ga Go bala: Akanya go tšwa go leina la puku le diswantšho • Šomiša mekgwanakgwana ya go bala, mohlala, go dira dikakanyo le go šomiša dihlahli tša setšweletšwa le tša kamano • Ahlaahla kgopolokgolo le dintlha ka botlalo tše itšeng • Swayaswaya ka kgetho ya diswantšho go setšweletšwa. • Abelena le go netefatša dikgopolo • Araba dipotšišo tše di tseeneletšego tše di senago karabo ye e lego pepeneneng • Šomiša pukuntšu go godiša tlotlontšu • [swanetše go bušeletšwa le mošo-ngwana o mongwe le o mongwe] 	<p>Ngwala a pego</p> <ul style="list-style-type: none"> • Ngwala pego ka go šomiša foreime • Beakanya tshedimošo ka kwesišego • Šomiša thutapolelo ya maleba, mopeleto le maswaodikga • Hlagiša mošomo wo mobotse ka go šomiša sebopego sa maleba, bjalo ka dihlogo, dikgoba gare ga ditemana bj.bj. <p>Magato a go ngwala</p> <ul style="list-style-type: none"> • Go beakanya/pele ga go ngwala • Go ngwal a dingwalwakakanywa • Go boeletša • Go hlokola • Go phošolla • Go hlagiša 	<p>Šoma ka mantšu: makopanyi, medirišo,</p> <p>Šoma ka mafoko: Lebjale</p> <p>Tlhalošo ya mantšu mahlalosešagotee, malatodi, ditumatschwano, pholisimi</p> <p>Mopeleto le maswaodikga: karogano ya mantšu, pukuntšu, ditlhakakgolo</p>

MPHATO WA 5 KOTARA YA 4				
MABOKGONI	GO THEELETŠA LE GO BOLELA (BOMOLOMO)	GO BALA LE GO BOGELA	GO NGWALA LE GO HLAGIŠA	DIBOPEGO LE MELAO YA TŠHOMIŠO YA POLELO
BEKE 5 – 6	<p>Go theeletša le go iphetolela go setšweletšwa sa tshedimošo</p> <p>Setšweletšwa go tšwa go pukukgakollo goba Faele ya Methopo ya Morutiši</p> <ul style="list-style-type: none"> • Mešongwana ya matsenyagae: kakanyo • Lemoga tlholego le ditlamorago/dipoelo tša ditiro tše itšeng • Botšiša dipotšišo tše di tseneletšego tše di senago karabo ye e lego pepeneneng • Hlagiša le go lokafatša ntlhakemo ya gagwe ka go fa mabaka 	<p>Bala setšweletšwa sa tshedimošo ya go ba le tša go bonwa(mohlala: diswantšho/dithalwa/mebepe)</p> <p>Setšweletšwa go tšwa go pukukgakollo goba Faele ya Methopo ya Morutiši</p> <ul style="list-style-type: none"> • Šomiša mekgwanakgwana ya go bala, mohlala, go dira dikakanyo le go šomiša dihlahli tša setšweletšwa le tša kamano • Akaretša tshedimošo • Tlhatholla diswantšho • Šomiša tsebo ya pele/maitemogelo go hlatha tlhalošo • tšea diphetho • Fetišetša tshedimošo ya go bonwa go ya go anegwa. 	<p>Ngwala taodišothaloši</p> <p>Go ngwala ka boithameloo (ditemana tše nne)</p> <ul style="list-style-type: none"> • Kgetha diteng tša maleba • swarelela go sererwa. • Šomiša tlotlontšu ya go hlaola kudu mehutahuta ya mahlaodi • Šomiša dikapolelo, mohlala, tšhwantšhanyo, tšhwantšhišo • Latelantšha tthatlamano ya dikgato goba ditiragalo ka tsela ya go kwišišega le go hlaloša tatelano <p>Magato a go ngwala</p> <ul style="list-style-type: none"> • Go beakanya/pele ga go ngwala • Go ngwala dingwalwakakanywa • Go boeletša • Go hlokola • Go phošolla • Go hlagiša 	<p>Šoma ka mantšu: lehlaodi</p> <p>Šoma ka mafoko: thabeina, thabediri sebopego sa kganetšo sebopego sa potšišo</p> <p>Tlhalošo ya mantšu :Tshwantšhišo, tshwantšhanyo, diema, dika</p> <p>Mopeleto le maswaodikga: tšhomišo ya pukuntšu, karogano ya mantšu</p>
	<p>MOŠOMO WA KELO YA SEMMUŠO WA 9 WRITING LEPHEPHE 3 [Palomoka 30 Meputso]</p> <p>Setšweletšwa sa tirišano (10 meputso)</p> <p>Le Taodišo kanegelo / tlhaloši (20 meputso) (e phethwe ka nako ya go rutwa)</p>			



MPHATO WA 5 KOTARA YA 4

SKILLS	GO THEELETŠA LE GO BOLELA (BOMOLOMO)	GO BALA LE GO BOGELA	GO NGWALA LE GO HLAGIŠA	DIBOPEGO LE MELAO YA TŠHOMIŠO YA POLELO
BEKE 7-8	Poeletšo	Poeletšo Setšweletšwa sa taelo Setšweletšwa sa tshedimošo Kanegelokopana	Poeletšo Ditseno tša pukutšatši Pego Kanegelo Taodišotlhaloši	Poeletšo Maemo a lentšu/ Šoma ka lentšu Hlalošo ya mantšu Šoma ka mafoko
BEKE 9-10	KELOPHETHO			
	<p>MOŠOMO WA KELO YA SEMMUŠO WA 10</p> <p>BOMOLOMOLEPHEPHE 1 [20 meputso]</p> <ul style="list-style-type: none"> • polelo ya go(go se) itokišetšwa(e) goba • tekakwešišo ya go theeletšwa • (e phethwa ka gare ga kotara) 	<p>MOŠOMO WA KELO YA SEMMUŠO WA 11 – 2 diiri</p> <p>BOIPHETOLELO GO DINGWALO</p> <p>LEPHEPHE 2 [Palomoka: 40 Meputso]</p> <ul style="list-style-type: none"> • Potšišo 1 Tekakwešišo : Setšweletšwa sa go ngwalwa / setšweletšwa sa go se ngwalwe (15 meputso) • Potšišo 2 – setšweletšwa sa go bogelwa (10 meputso) • Potšišo 3 - Kakaretšo (5 meputso) • Potšišo 4 – Dibopego le melawana ya tšhomišo ya polelo (10 meputso) 		

6. Sesotho First Additional Language

Revised National Teaching Plan

KEREITI YA 5 KOTARA YA 2				
BOKGONI	HO MAMELA LE HO BUA (MESEBETSI YA MOLOMO)	HO BALA LE HO BOHA	HO NGOLA LE HO NEHELANA	DIBOPEHO LE MELAO YA TSHEBEDISO YA PUO
BEKE 1 – 2	<p>Ho fana le ho latela ditaelo Tema ka Covid -19 (Sewa)</p> <p>Ho mamela</p> <ul style="list-style-type: none"> Diketsahalo tse etellang pele: ho lepa Bontsha molaetsa le ho totobatsa dintlha tsa bohlokwa Botsa dipotso tse tshwanetseng le ho arabela ka tsela e loketseng Amahanya tema le bophelo ba hao <p>Ho nehelana</p> <ul style="list-style-type: none"> Kgutsufatsa dintlha tsa bohlokwa tsa tema Hlahisa maikutlo a hao ka sehlooho Amahanya tema le bophelo ba hao 	<p>Ho bala tema e fanang ka ditaelo: e fupereng tlhahlamano ya ditaelo Tema ka Covid -19 (Sewa)</p> <ul style="list-style-type: none"> Pele ho ho bala: lepa ka sehlooho le ka ditshwantsho Sebedisa mawa a ho bala mohl. ho etsa dikakanyo le ho sebedisa ditemoso tsa tema le ditemoso tsa maemo Ho buisana ka dintlha tse totobetseng tsa tema Ho buisana ka dintlha tsa sehlooho le tse totobetseng tsa tema Ho araba dipotso ho tswa temeng Ho buisana ka tlotlontswe e ntjha eo o e badileng temeng ebe o e ngola bukantsweng ya hao 	<p>Ho ngola tema ya ditaelo mohl. boitshireletso bo bolokehileng / tshireletso e bolokehileng (boitshireletso bo molemo ho feta setlhare)</p> <ul style="list-style-type: none"> Sebedisa dintlha tse ikgethileng ka nepo Kgetha tlhahisoleseding e amanang le sehlooho/tema Sebedisa tatelano e nepahetseng le sebopeho se nepahetseng Sebedisa puo, mopeleto le matshwao a puo a nepahetseng Sebedisa sebopeho sa leetsi se supang taelo <p>Ho sebedisa tshebetso ya ho ngola</p> <ul style="list-style-type: none"> Ho etsa moralo/Boitokisetso ba ho ngola Ho ngola mokgwaritso Ho boeletsa mosebetsi Ho bala hape bakeng sa ntlafatso Ho hlaola diphoso Ho nehelana 	<p>Mosebetsi o boemong ba lentswe: mahlaosi: a moggwa; a nako; sebaka</p> <p>Mathusi/maetelli Dikao: sekaopeho; sekaohore; sekaotaelo</p> <p>Mosebetsi o boemong ba polelo: polelonolo; polelomararane</p> <p>Mopeleto le matshwao a puo: kgutlo; feelwane</p>

KEREITI YA 5 KOTARA YA 2

BOKGONI	HO MAMELA LE HO BUA (MESEBETSI YA MOLOMO)	HO BALA LE HO BOHA	HO NGOLA LE HO NEHELANA	DIBOPEHO LE MELAO YA TSHEBEDISO YA PUO
<p>BEKE 3 – 4</p>	<p>Ho mamela le ho araba: tlaleho/raporoto/tsebiso</p> <p>Tema ka Covid -19 (Sewa)</p> <p>Ho mamela</p> <ul style="list-style-type: none"> Diketsahalo tse etellang pele: ho lepa Bontsha molaetsa le ho totobatsa dintlha tsa bohlokwa <p>Ho nehelana</p> <ul style="list-style-type: none"> Kgutsufatsa dintlha tsa bohlokwa tsa tema Hlahisa maikutlo a hao ka sehlooho Amahanya tema le bophelo ba hao 	<p>Ho bala tema ya tlaleho/tlhahisoleseding e nang le ditshwantsho (mohl. Ditjhate / dipapetla / dimmapa / dikerafo / didayakeramo)</p> <p>Tema ka Covid -19 (Sewa)</p> <ul style="list-style-type: none"> Pele ho ho bala: lepa ka sehlooho le ka ditshwantsho Hlwaya le ho bua ka mohopolo wa sehlooho le dintlha tse totobetseng tse ka sehloohong tsa tema Fetolela tlhahisoleseding e kerafong ho dikakanyo, ditemoso le maemo a nnete Buisana ka tlotlontswe e ntjha e tswang temeng e badilweng Ho sebedisa dikerafo / dipapetla / mmapa / ditjhate ho akaretsa tlhahisoleseding 	<p>Ho ngola tlaleho mohl. (Ditjhate /dipapetla /dimmapa/kerafu/ didayakeramo)</p> <ul style="list-style-type: none"> Fana ka dikahare tse loketseng tse itshetlehileng diphuphutsong Tshebediso ya puo, mopeleto le matshwao a puo e be tse nepahetseng <p>Ho sebedisa tshebetso ya ho ngola</p> <ul style="list-style-type: none"> Ho etsa moralo/Boitokisetso ba ho ngola Ho ngola mkgwaritso Ho boeletsa mosebetsi Ho bala hape bakeng sa ntlafatso Ho hlaola diphoso Ho nehelana 	<p>Mosebetsi o boemong ba lentswe: leemedi; leemediqho; lekopanyi; lehokedi,</p> <p>Mosebetsi o boemong ba polelo: polelomararane; sebopeho sa boetsi, sebopeho sa boetsuwa.</p> <p>Mopeleto le matshwao a puo: dikgutlo (:), feelo (:)</p>
<p>TEKANYETSO E HLOPHISITSWENG – MOSEBETSI WA 6 HO NGOLA PAMPURI YA 3 [Matshwao kaofela 30] Tema tsa dikgokahano (matshwao a 10)</p> <ul style="list-style-type: none"> Ho ngola tema ya dikgokahano : <p>LE Moqoqo (matshwao a 20) Phethelo/Tlhaloso (diratswana tse 4)</p>				

KEREITI YA 5 KOTARA YA 3				
BOKGONI	HO MAMELA LE HO BUA (MESEBETSI YA MOLOMO)	HO BALA LE HO BOHA	HO NGOLA LE HO NEHELANA	DIBOPEHO LE MELAO YA TSHEBEDISO YA PUO
BEKE 1 – 2	<p>Ho Mamela padi</p> <p>Tema ho tswa bukeng kapa Faeleng ya Titihere ya Mehloodi (FTM)</p> <ul style="list-style-type: none"> Mesebetsi e lelelekelang: ho akanya Mamela ditema ho tswa pading Mamela bakeng sa dintlha tse itseng Bontsha mohopoplo wa sehlooho <p>Hlalosa diketsahalo</p> <ul style="list-style-type: none"> Amahanya le bophelo ba hao Hlalosa diketsahalo ka ho hlaka le tatelano Fana ka maikutlo o ikamahantse le diketsahalo 	<p>Ho bala padi</p> <p>Tema ho tswa bukeng kapa Faeleng ya Titihere ya Mehloodi (FTM)</p> <ul style="list-style-type: none"> Ho bala pele:bapisa dibuka/ditema tse badilweng Buisana ka sebopeho, tshebediso ya puo, sepheo le bamamedi Ho akanya ho tswa sehloohong le ho buisana ka mookotaba e amanang, ditshwantsho Ho buisana le ho araba dipotso ka baphetwa, diketsahalo mmoho le sehlooho Bapisa le bophelo ba hao Sebedisa letoto la mawa a ho bala Kgutsufatsa dintlha tsa bohlokwa kapa o arabe dipotso Sebedisa bukantswe bakeng sa ntshetsopele ya tlotlontswe 	<p>Ho ngola tshekatsheko ya buka</p> <ul style="list-style-type: none"> Sebedisa foreimi bakeng sa ho hlophisa dikahare ka tatelano- sebedisa thathamano Sebedisa moralo o nepahetseng - Kgetha dikahare tse loketseng bakeng la sepheo Sebedisa thutapuo e nepahetseng, mopeleto le matshwao a puo, ho kenyelletsa le lehoka moetsi Sebedisa bukantswe bakeng sa mopeleto le ntshetsopele ya tlotlontswe <p>Ho sebedisa tshebetso ya ho ngola</p> <ul style="list-style-type: none"> Ho etsa moralo/Boitokisetso ba ho ngola Ho ngola mokgwaritso Ho boeletsa mosebetsi Ho bala hape bakeng sa ntlafatso Ho hlaola diphoso Ho nehelana 	<p>Mosebetsi o boemong ba lentswe: maemediqho, maemeditshupi, malahlelwa</p> <p>Mosebetsi o boemong ba polelo: lekgathe lelwale, lekgathe leftiile</p> <p>Moelelo wa lentswe: dipapiso, maele le dikapolelo</p> <p>Mopeleto le matshwao a puo: letshwao la potso le letshwao la makalo</p>

KEREITI YA 5 KOTARA YA 3

BOKGONI	HO MAMELA LE HO BUA (MESEBETSI YA MOLOMO)	HO BALA LE HO BOHA	HO NGOLA LE HO NEHELANA	DIBOPEHO LE MELAO YA TSHEBEDISO YA PUO
<p>BEKE</p> <p>3 – 4</p>	<p>Ho mamela le ho buisana ka pale</p> <p>Tema ho tswa bukeng kapa Faeleng ya Titihere ya Mehloodi (FTM)</p> <ul style="list-style-type: none"> • Mesebetsi e lelelekelang: ho akanya • Mamela ditema ho tswa pading • Mamela bakeng sa dintlha tse itseng • Bontsha mohopoplo wa sehlooho <p>Tekokutlwisiso ya ho mamela</p>	<p>Ho bala pale</p> <p>Tema ho tswa bukeng kapa Faeleng ya Titihere ya Mehloodi (FTM)</p> <ul style="list-style-type: none"> • Ho bala pele:bapisa dibuka/ditema tse badilweng • Buisana ka sebopeho, tshebediso ya puo, sepheo le bamamedi • Ho akanya ho tswa sehloohong le ho buisana ka mookotaba e amanang/ditshwantsho • Ho buisana le ho araba dipotso ka baphetwa, diketsahalo mmoho le sehlooho • Bapisa le bophelo ba hao • Sebedisa letoto la mawa a ho bala • Kgutsufatsa dintlha tsa bohlokwa kapa o arabe dipotso • Sebedisa bukantswe bakeng sa ntshetsopele ya tlotlontwe 	<p>Ho ngola pale</p> <ul style="list-style-type: none"> • Bopa poloto, baphetwa le tikoloho • Kgetha dikahare tse loketseng bamamedi le sepheo sa tema • Sebedisa puo ya monahano haholoholo tlotlontwe e fapaneng • Hokahanya dipolelo o bopa seratswana se momahaneng o sebedisa maemedi, makopanyi le matshwao a puo a loketseng • Sebedisa thutapuo, mopeleto le matshwao a puo a loketseng <p>Ho sebedisa tshebetso ya ho ngola</p> <ul style="list-style-type: none"> • Ho etsa moralo/Boitokisetso ba ho ngola • Ho ngola mekgwaritso • Ho boelatsa mosebetsi • Ho bala hape bakeng sa ntlafatso • Ho hlaola diphoso, le • Ho nehelana 	<p>Mosebetsi o boemong ba lentsewe:</p> <p>Mabitso:mabitsokgoboka, bonngwe le bongata ketso:moetsi</p> <p>Mosebetsi o boemong ba polelo: lekgathe lefetile, lekgathe lefetile letswelli</p> <p>Mopeleto le matshwao a puo:</p> <p>Diqotso, letshwao la tlami, tshebediso ya bukantswe, dinoko tsa lentsewe</p>

KEREITI YA 5 KOTARA YA 3				
BOKGONI	HO MAMELA LE HO BUA (MESEBETSI YA MOLOMO)	HO BALA LE HO BOHA	HO NGOLA LE HO NEHELANA	DIBOPEHO LE MELAO YA TSHEBEDISO YA PUO
BEKE 5 – 6	<p>Ho mamela le ho buisana ka papatso</p> <p>Tema ho tswa bukeng kapa Faeleng ya Titjhere ya Mehloodi (FTM)</p> <ul style="list-style-type: none"> Mesebetsi e lelelekelang: ho akanya Qolla dintlha tsa bohlokwa Mamela dintlha tse itseng Arolelana mehopolole le maikutlo ka dihlooho tse sa tiwaelehang Araba ka tlhomphe mehopolole le ditshisinyo ebile o hlahisa maikutlo le mehopolole o ipopela ditshwantsho 	<p>Ho bala papatso bukeng kapa Faeleng ya Titjhere ya Mehloodi (FTM)</p> <ul style="list-style-type: none"> Sebedisa mawa a ho bala: ho okola dintlha tsa bohlokwa feela, tlodisa mahlo bakeng sa dintlha ka kakaretso, lepa dikahare a sebedisa tsebo ya pejana kapa ditemoso tsa tema, etsa diqeto Boha le ho ntsha maikutlo ka seo o se bohileng le ka mawa a ditema tsa dikerafotse sebediswang ditemeng tse bohlang: mmala, popo ya ditlhaku, sebopeho/moralo <p>Ho sheba ditema tse badilweng hape ka bonnotsi/bongwe</p> <ul style="list-style-type: none"> Pheta pale hape kapa mehopolole ya sehlooho ka dipolelo tse 3 ho isa ho tse 5 Hlahisa maikutlo a hao ka tema e badilweng Amahanya tema le bophelo ba hao Bapisa dibuka / ditema tse badilweng Hlahisa karabelo ya maikutlo ya tema e badilweng Bapisa le bophelo ba hao Bapisa dibuka/ditema tse badilweng 	<p>Ho ngola papatso</p> <ul style="list-style-type: none"> Ntsha maikutlo ka ho hlaka le ka mabaka a utlwahalang Sebedisa ditshwantsho tse loketseng le sebopeho Sebedisa tlontontse e phatlalatseng, thutapuo e nepahetseng, mopeleto le tshebediso ya matshwao a puo Sebedisa puo bakeng sa boqapi le ho inahanela ha o ntsha dintlha tsa hao <p>Ho sebedisa tshebetso ya ho ngola</p> <ul style="list-style-type: none"> Ho etsa moralo/Boitokisetso ba ho ngola Ho ngola mekgwaritso Ho boelatsa mesebetsi Ho bala hape bakeng sa ntlafatso Ho hlaola diphoso, le Ho nehelana 	<p>Mesebetsi o boemong ba lentse: dikao, mahlalosi</p> <p>Mesebetsi o boemong ba polelo: lekgathe lelwale, lehokedi la tumellano la moetsi le leetsi</p> <p>Moelelo wa lentse: dikgutsufatso</p> <p>Mopeleto le matshwao a puo: diqotso</p>
	<p>TEKANYETSO E HLOPHISITSWENG - MOSEBETSI WA 7</p> <p>MOSEBETSI WA MOLOMO [matshwao a 20]</p> <ul style="list-style-type: none"> Puo e hlophisitsweng/e sa hlophiswang KAPA Temakutlwisiso e mamelwang KAPA Ho qoqa/moqoqa <p>(E etsahala nakong/mahareng a kotara)</p>	<p>TEKANYETSO E HLOPHISITSWENG –MOSEBETSI WA 8: Ho araba Ditema Teko [Matshwao kaofela: 40]</p> <ul style="list-style-type: none"> Potso 1 - Temakutlwisiso ya ho bala: Tema ya dingolwa/ Tema e seng ya dingolwa (<i>matshwao a 15</i>) Potso 2 - Setshwantsho (<i>matshwao a 10</i>) Potso 3 - Kgutsufatso (<i>matshwao a 5</i>) Potso 4 - Dibopeho le melao ya tshebediso ya puo maemong (<i>matshwao a 10</i>) (Di etswa nakong ya ho ruta le ho ithuta.) <p>(E ngolwa nakong ya ho ruta le ho ithuta.)</p>		

KEREITI YA 5 KOTARA YA 3

BOKGONI	HO MAMELA LE HO BUA (MESEBETSI YA MOLOMO)	HO BALA LE HO BOHA	HO NGOLA LE HO NEHELANA	DIBOPEHO LE MELAO YA TSHEBEDISO YA PUO
<p>BEKE</p> <p>7 – 8</p>	<p>Ho mamela le ho buisana ka thothokiso</p> <p>Tema ho tswa bukeng kapa Faeleng ya Titjhere ya Mehloodi (FTM)</p> <ul style="list-style-type: none"> Mesebetsi e lelelekelang: ho akanya Buisana ka mohopolo wa sehlooho Ananela le ho arabela ho medumo e tsosoloswang ke thothokiso Hlahisa maikutlo a tsosoloswang ke thothokiso o ntano buisana ka sehalo le tshebediso ya puo mmoho Amahanya le bophelo ba hae 	<p>Ho bala thothokiso</p> <p>Tema ho tswa bukeng kapa Faeleng ya Titjhere ya Mehloodi (FTM)</p> <ul style="list-style-type: none"> Mesebetsi ya pele ho ho bala: ho akanya ka sehlooho le ka ditshwantsho Hlahisa ntlha e ka sehloohong Bua ka tshebediso ya poeletsa modumo, phetapheto, tshwantshiso le leetsisa Sebedisa mekgabiso puo, raeme, karaburetso le morethetho Hlahisa maikutlo le puo e hlokolosi Sebedisa bukantswe bakeng sa ntshetsopele ya tlotlontswa 	<p>Ho ngola thothokiso</p> <ul style="list-style-type: none"> Sebedisa sebopeho/foreimi se/e nepahetseng Dintlha tsa sehlooho di hlake Sebedisa bonono puong, o kenyelleditse le mekgabiso puo Sebedisa raeme le morethetho Sebedisa matshwao a puo a loketseng <p>Ho sebedisa tshebetso ya ho ngola</p> <ul style="list-style-type: none"> Ho etsa moralo/Boitokisetso ba ho ngola Ho ngola mekgwaritso Ho boelatsa mosebetsi Ho bala hape bakeng sa ntlafatso Ho hlaola diphoso, le Ho nehelana 	<p>Mosebetsi o boemong ba lentswe: mabitsokgoboka, mabitsokgopolo, malahlelwa</p> <p>Mosebetsi o boemong ba polelo: lekgathe lejwale letswelli</p> <p>Moelelo wa lentswe: Poeletsamodumo, mothofatso, morethetho, raeme, papiso, tshwantshiso</p> <p>Mopeleto le matshwao a puo: kgutlo le feelwana</p>



KEREITI YA 5 KOTARA YA 4				
BOKGONI	HO MAMELA LE HO BUA (MESEBETSI YA MOLOMO)	HO BALA LE HO BOHA	HO NGOLA LE HO NEHELANA	DIBOPEHO LE MELAO YA TSHEBETSO YA PUO
BEKE 1 – 2	<p>Ho mamela pale Tema ho tswa bukeng ya padiso kapa Faeleng ya Titihere ya Mehloodi (FTM)</p> <p>Temakutlwisiso e mamelwang</p> <ul style="list-style-type: none"> Qolla mohopolo wa sehlooho, poloto, maemo le pale eo e seng ya nnete Etsa tlhahiso ka makgabane a phedisano, boitshwaro le setso ka ditema tse fapaneng <p>Puo e hlophisitsweng</p>	<p>Ho bala pale Ho tswa bukeng ya padiso kapa Faele ya Titihere ya Mehloodi (FTM)</p> <ul style="list-style-type: none"> Akanya dikahare kapa phethelo Sebedisa mawa a fapaneng a ho bala: ho okola, ho tlodisa mahlo, ho sebedisa ditemoso tsa maemo le tsebo e fetileng Qolla le ho fana ka maikutlo ka baphetwa, meokotaba le maemo paleng eo eseng ya nnete Hlalosa sesosa le sephetho Hlalosa le ho manolla ditema tse nang le maikutlo Sebedisa bukantswe ho hodisa tlontontse [e lokelang ho phetwa bakeng sa mosebetsi o mong le o mong] <p>Ho ikgopotsa ka ditema tse badilweng ka boikemelo</p> <ul style="list-style-type: none"> Pheta pale hape kapa mohopolo wa sehlooho ka dipolelo tse 3 ho isa ho tse 5 Ntsha maikutlo ka tema e badilweng Amahanya le bophelo ba hao Bapisa dibuka/ditema tse badilweng 	<p>Ho tlatsa bukatsatsi</p> <ul style="list-style-type: none"> Sebedisa sebopeho se nepahetseng Kgetha dikahare tse loketseng bakeng sa sehlooho; o be o bontshe tlhokomediso ho baamohedi ba ditaba le mokgwa o nepahetseng wa ho e ngola Sebedisa sehlooho se lokelang ditaba Hokela diratswana o sebedisa makopanyi, mohl. 'leha ho le jwalo', mahlalasonngwe le malatodi ho kopanya dipolelo tse tla aha diratswana tse momahaneng Sebedisa thutapuo, mopeleto le matshwao a puo a loketseng <p>Ho sebedisa tshebetso ya ho ngola</p> <ul style="list-style-type: none"> Ho etsa moralo/Boitokisetso ba ho ngola Ho ngola mokgwaritso Ho boeletsa mosebetsi Ho bala hape bakeng sa ntlafatso Ho hlaola diphoso Ho nehelana 	<p>Mosebetsi o boemong ba lentse: Makopanyi/mahokedi, makgethi, mahlalosi, mabitso, maemedi</p> <p>Mosebetsi o boemong ba polelo: Moetsi moetsuwa, puopehelo/puopeho</p> <p>Moelelo wa lentse: lentse le le leng bakeng sa polelo</p> <p>Mopeleto le matshwao a puo: dinoko tsa mantswe/karohano ya mantswe, ditlhaku tse kgolo le tse nyane</p>

KEREITI YA 5 KOTARA YA 4				
BOKGONI	HO MAMELA LE HO BUA (MESEBETSI YA MOLOMO)	HO BALA LE HO BOHA	HO NGOLA LE HO NEHELANA	DIBOPEHO LE MELAO YA TSHEBETSO YA PUO
BEKE 3 – 4	<p>Ho mamela tlaleho, mohl. ditaba , dintlha tsa tlhahisoleseding, tabataba e ka sehloohong</p> <p>Tema ho tswa bukeng ya padiso kapa Faeleng ya Titjhere ya Mehloti \ (FTM)</p> <ul style="list-style-type: none"> • Diketsahalo tse etellang pele: ho lepa • Bontsha molaetsa le ho totobatsa dintlha tsa bohlokwa • Buisana ka moralo, makgetha, tshebediso ya puo le sebopeho sa tema • Amahanya tema le bophelo ba hao • Hlahisa maikutlo ka ho tshetsetsa ka mabaka • Botsa le ho araba dipotso tse hlokolosi <p>Puo e hlophisitsweng</p>	<p>Ho bala tema ya tlhahisoleseding e nang le ditshwantsho (mohl. ditshwantsho/didayakeramo/ dimmapa)</p> <p>Tema ho tswa bukeng ya padiso kapa Faeleng ya Titjhere ya Mehloti (FTM)</p> <ul style="list-style-type: none"> • Pele ho ho bala: ho lepa ka sehlooho, dintlhakgolo le ditshwantsho • Sebedisa mawa a ho bala, mohl. ho etsa dikakanyo le ho sebedisa ditemoso tsa maemo • Buisana ka mohopolo wa sehlooho le dintlha tse ikgethileng • Ditlhaliso ka kgetho ya ditshwantsho temeng • Arolelana mehopolole ho fana ka maikutlo a sebedisa ho phopholetsa le ditlhaliso tse itshetlehileng hodima dintlha tse tsebahalang • Araba dipotso tse hlokolosi ka hloko • sebedisa bukantswe bakeng sa kgodiso ya tlotlontswa [sena se lokela ho etswa mosebetsing o mong le o mong] 	<p>Ho ngola tlaleho/raporoto</p> <ul style="list-style-type: none"> • Ngola raporoto o latela moralo o nepahetseng wa yona • Beha tlhahisoleseding ka tatelano mme e tsepame • Tshebediso ya thutapuo, mopeleto le matshwao a puo e be tse nepahetseng • Nehelana ka mosebetsi o makgethe o sebedisa sebopeho se nepahetseng, jwalo ka dihlooho, ho arohanya diratswana, jj. <p>Ho sebedisa tshebetso ya ho ngola</p> <ul style="list-style-type: none"> • Ho etsa moralo/Boitokisetso ba ho ngola • Ho ngola mokgwaritso • Ho boeletsa mosebetsi • Ho bala hape bakeng sa ntlafatso • Ho hlaola diphoso • Ho nehelana 	<p>Mosebetsi o boemong ba lentswe: makopanyi/mahokedi, dikao</p> <p>Mosebetsi o boemong ba polelo: lekgathe lejwale</p> <p>Moelelo wa lentswe: mahlalosongwe, malatodi, homofouno, homonime/didumatschwano, polisime</p> <p>Mopeleto le matshwao a puo karohano ya mantse/dinoko tsa lentswe, bukantswe, ditlhaku tse kgolo le tse nyane</p>

KEREITI YA 5 KOTARA YA 4				
BOKGONI	HO MAMELA LE HO BUA (MESEBETSI YA MOLOMO)	HO BALA LE HO BOHA	HO NGOLA LE HO NEHELANA	DIBOPEHO LE MELAO YA TSHEBETSO YA PUO
BEKE 5 – 6	<p>Ho mamela le ho buisana ka tema ya tlhahisoleseding</p> <p>Tema ho tswa bukeng ya padiso kapa Faeleng ya Titjhere ya Mehloodi (FTM)</p> <ul style="list-style-type: none"> Diketsahalo tse etellang pele: ho lepa Hlwaya le ho hlalosa sesosa le sephetho Ntsha maikutlo ka makgabane a phedisano, boitshwaro le botjhaba Botsa dipotso tse hlokolosi Hlahisa maikutlo le ho a tshehetsa ka mabaka 	<p>Ho bala tema ya tlhahisoleseding e nang le ditshwantsho (mohl. dimmapa/ dikerafo/ ditjhate/ dipapetla)</p> <p>Tema ho tswa bukeng ya padiso kapa Faeleng ya Titjhere ya Mehloodi (FTM)</p> <ul style="list-style-type: none"> Sebedisa mawa a ho bala mohl.: ho etsa dikakanyo le ho sebedisa ditemoso tsa maemo Kgutsufatsa tlhahisoleseding Hlalosa ditshwantsho Sebedisa tsebo ya sethatho kapa ditemoso tsa tema ho hlalosa moelelo Etsa diqeto Isa tlhahisoleseding ho tloha ditshwantshong tse bonwang ho ya ho sebopeho sa phetelo 	<p>Ho ngola moqoqo o hlahosang</p> <ul style="list-style-type: none"> Bongodi ba boiqapelo (diratswana tse nne) Kgetha dikahare tse loketseng Tsepama sehloohong ha o ngola Sebedisa tlotlontswa e hlahosng haholo makgethi a fapaneng Sebedisa puo ya bonono, mohl. papiso, tshwantshiso Hlahlamanya letoto la mehato kapa diketsahalo ka tsela e utlwalang le ho hlalosa mabaka <p>Ho sebedisa tshebetso ya ho ngola</p> <ul style="list-style-type: none"> Ho etsa moralo/Boitokisetso ba ho ngola Ho ngola mokgwaritso Ho boeletsa mosebetsi Ho bala hape bakeng sa ntlafatso Ho hlaola diphoso Ho nehelana 	<p>Mosebetsi o boemong ba lentse: makgethi</p> <p>Mosebetsi o boemong ba polelo: polelobitso, polelwanakutu, kganyetso/tatolo, potso</p> <p>Moelelo wa lentse: tshwantshiso tshwantshwanyo/papiso, maele, dikapolelo</p> <p>Mopeleto le matshwao a puo: tshebediso ya bukantswe, karohano ya mantse/dinoko tsa lentse</p>
<p>TEKANYETSO E HLOPHISITSWENG - MOSEBETSI WA 9</p> <p>HO NGOLA PAMPIRI YA 3 [Matshwao kaofela 30]</p> <p>Tema tsa dikgokahano (matshwao a 10)</p> <ul style="list-style-type: none"> Ho ngola tema ya dikgokahano: <p>LE</p> <p>Moqoqo (matshwao a 20)</p> <ul style="list-style-type: none"> Diratswana tse 4 Phethelo/Tlhaloso <p>(E ngolwa nakong ya ho ruta le ho ithuta)</p>				



KEREITI YA 5 KOTARA YA 4

BOKGONI	HO MAMELA LE HO BUA (MESEBETSI YA MOLOMO)	HO BALA LE HO BOHA	HO NGOLA LE HO NEHELANA	DIBOPEHO LE MELAO YA TSHEBETSO YA PUO
BEKE 7 – 8	Poeletso ya mosebetsi ohle	Poeletso ya mosebetsi Tema ya ditaelo Tema ya tlhahisoleseding Palekgutshwe	Poeletso ya mosebetsi Dayari/bukatsatsi Raporoto / tlaleho Pale Moqoqo tlhaloso	Poeletso ya mosebetsi Moelelo wa lentswe Boemong ba lentswe Boemong ba polelo
	TEKANYETSO E HLOPHISITSWENG - MOSEBETSI WA 10 MOSEBETSI WA MOLOMO PAMPIRI YA 1 [matshwao a 20] <ul style="list-style-type: none"> Puo e hlophisitsweng /e sa hlophiswang KAPA Temakutlwisiso e mamelwang (E etsahala nakong/mahareng a kotara)		TEKANYETSO E HLOPHISITSWENG - MOSEBETSI WA 11 – Dihora tse 2 HO ARABA DITEMA/TEMENG PAMPIRI YA 2 [Matshwao Kaofela: 40] <ul style="list-style-type: none"> Potso ya 1 - Tema ya dingolwa /tema eo e seng ya dingolwa (<i>matshwao a 15</i>) Potso ya 2 - Tema ya ditshwantsho (<i>matshwao a 10</i>) Potso ya 3 - Kgutsufatso (<i>matshwao a 5</i>) Potso ya 4 - Dibopeho le Melao ya Tshebediso ya Puo maemong (<i>matshwao a 10</i>) 	

7. Setswana First Additional Language

Revised National Teaching Plan

MOPHATO 5 KGWEDITHARO 2				
DIKGONO	GO REETSA LE GO BUA (TIRO YA MOLOMO)	GO BUISA LE GO LEBELELA	GO KWALA LE GO TLHAGISA	DIPOPEGO TSA PUO LE MELAWANA
Beke 1-2	<p>Go neela le go latela ditaelo</p> <ul style="list-style-type: none"> Setlhangwa ka ga Covid19 <p>Go Reetsa</p> <ul style="list-style-type: none"> Ditirwana tsa matseno: ponelopele Go ntsha molaetsa mogolo le dintlha tse di totobetseng Botsa dipotso tse dimaleba le go araba sentle Diragatsa ditaelo mo botshelong jwa nnete <p>Go Tlhagisa</p> <ul style="list-style-type: none"> Sobokanya dintlhakgolo Tlhagisa maikutlo ka setlhogo Golanya le Botshelo jwa nnete 	<p>Go buisa setlhangwa sa ditaelo se se tsenyeletsang tatelano ya ditaelo</p> <ul style="list-style-type: none"> Setlhangwa ka ga Covid19 Pele ga puiso: ponelopele go tswa mo setlhogong le ditshwantsho Dirisa ditogamaano tsa puiso: ponelopele, methala ya tiriso Buisanang ka diponagalo tsa setlhangwa Buisanang ka dintlhakgolo le tse di kgethegileng tsa setlhangwa. Buisanang ka tlotlofoko e ntshwa go tswa mo setlhangweng se se buisitsweng Tsibogela dipotso ka setlhangwa Kwala tlotlofoko e ntshwa mo thanoding ya gago 	<p>Go kwala ditaelo sekao: Dintlha tsa go itshireletsa</p> <ul style="list-style-type: none"> Dirisa kagego e e nepagetseng. Tlhopha tshedimosetso e e maleba Dirisa dintlha tse di totobetseng tse di nepagetseng Dirisa thutapuo, mopeleto tse di maleba le matshwao a puiso Dirisa modiriso pego wa lediri le modirisotaelo <p>Dirisa dikgato tsa go kwala</p> <ul style="list-style-type: none"> Go dira paakanyetsotiro /pele ga go kwala, Go kwala ditlhangwa tsa ntlha, Go boeletsa, Go tseleganya, Go thotlha diphoso, le Go tlhagisa 	<ul style="list-style-type: none"> Kgato ya go dira ka mafoko: Matlhalosi a mokgwa, nako, lefelo, matlama, mediriso, matlhaodi Kgato ya go dira ka dipolelo: Polelonolo, polelopate Mopeleto le matshwao a puiso: Khutlo, letshwao la tsiboso

<p>Beke 3-4</p>	<p>Go reetsa le go tsibogela pegelo</p> <ul style="list-style-type: none"> • Setlhangwa ka ga Covid19 <p>Go reetsa</p> <ul style="list-style-type: none"> • Ditirwana tsa matseno le ponelopele • Go ntsha molaetsa mogolo le dintlha tse di totobetseng <p>Tlhagiso</p> <ul style="list-style-type: none"> • Sobokanya dintlhakgolo • Tlhagiso maikutlo ka setlhogo • Tsaya karolo mo puisanong ya Botshelo jwa nnete 	<p>Go buisa pegelo e e nang le ka didiriswa tsa pono/dithalo le ditswantsho (seka, manane/ditshate/ dikerafu/ditshwantsho/dimmepe)</p> <ul style="list-style-type: none"> • Setlhangwa ka ga Covid 19 • Pele ga puiso: ponelopele go tswa mo dithogong le ditshwantsho • Buisanang ka kakanyokgolo/ thitokgang le dintlha tse di totobetseng/kgethegileng • Rarabolola tshedimosetso ya ditshwantsho • Buisanang ka tlotofoko e ntshwa go tswa mo setlhangweng se se buisitsweng • Dirisa mmepe wa thaloganyo/dintlha go sobokanya tshedimosetso 	<p>Go kwala pegelo ka go dirisa kagego ya ditlhangwaponno</p> <ul style="list-style-type: none"> • Tlhagisa tiro e e phepa o dirisa kagego e e siameng, jaaka ditlhogo, sebaka mo ditemaneng jalo-jalo. • Dirisa thutapuo, mopeleto le matshwao a puiso sentle <p>Dirisa dikgato tsa go kwala</p> <ul style="list-style-type: none"> • Go dira paakanyetsotiro /pele ga go kwala, • Go kwala ditlhangwa tsa ntlha, • Go boeletsa, • Go tseleganya, • Go tlhotlha diphoso, le • Go tlhagisa 	<ul style="list-style-type: none"> • Kgato ya go dira ka mafoko: matlhaodi, maamedi, makopanyi • Kgato ya go dira ka dipolelo: • Polelopathe, tira le tirwa, puopegel • Mopeleto le matshwao a puiso: khutlokhutlo; phegelo
<p>TEKANYETSO E E TLHOMAMENG TIRO 6 GO KWALA PAMPURI 3 [Maduo otlhe 30]</p> <ul style="list-style-type: none"> • Dithangwa tsa tirisano (Maduo: 10) LE • Dithamo: tlhomo ya Kanelo/ Tlhaloso (Maduo 20) (Ditemana di le 4) 				



MOPHATO 5 KGWEDITHARO 3				
DIKGONO	GO REETSA LE GO BUA (TIRO YA MOLOMO)	GO BUISA LE GO LEBELELA	GO KWALA LE GO TLHAGISA	DIPOPEGO TSA PUO LE MELAWANA
Beke 1-2	<p>Go reetsa padi</p> <ul style="list-style-type: none"> • Sethangwa go tswa mo bukakgakololong kgotsa Faele ya Metswedi ya Morutabana • Ditirwana tsa matseno: ponelopele • Reetsa nopollo go tswa mo pading • Reeletsa dintlha tse di totobetseng/ kgethegileng • Supa molaetsamogolo <p>Tthalosa Ditaragalo</p> <ul style="list-style-type: none"> • Amanya se se mo pading le botshelo jwa gago • Tthalosa ditiragalo sentle go ya ka tatelano ya tsona. • Tlhagisa maikutlo go ya ka ditiragalo 	<p>Go buisa padi</p> <ul style="list-style-type: none"> • Sethangwa go tswa mo bukakgakololong kgotsa Faele ya Metswedi ya Morutabana • Pele ga puiso: ponelopele go tswa mo sethogong le go buisana ka dithitokgang kgotsa diteng tse di tsamaelanang. • Buisanang ka popego, tiriso ya puo, maitlomo le bareetsi. • Bonelapele go tswa mo sethogong, kgaolo, ditshwantsho • Buisana o be o tsibogele dipotso ka baanelwa, ditiragalokgolo le molaetsa • Amanya ditiragalo le baanelwa le botshelo jwa gago • Dirisa ditogamaano tsa go buisa tse di farologaneng • Sobokanya tshedimosetso/tsibogela dipotso • Dirisa thanodi go godisa tlotlofoko 	<p>Go kwala thadiso ya buka</p> <ul style="list-style-type: none"> • Dirisa foreimi/lethomeso • Tlhopho diteng tse di maleba le maitlomo • Dirisa puo le popego ya sethangwa tse di maleba • Dirisa thanodi go peleta mafoko le kgodiso ya tlotlofoko <p>Dirisa dikgato tsa go kwala</p> <ul style="list-style-type: none"> • Go dira paakanyetsotiro /pele ga go kwala, • Go kwala ditlhangwa tsa ntlha, • Go boeletsa, • Go tseleganya, • Go thotlha diphoso, le <p>Go thagisa</p>	<ul style="list-style-type: none"> • Kgato ya go dira ka mafoko: Maemedi, tlhogwana ya maemedi, malatlhelwa • Kgato ya go dira ka dipolelo: pakajaanong, pakapheti, dithuanyi • Bokao jwa mafoko: tshwantshanyo, diane, maele • Mopeleto le tiriso ya matshwao a puiso: letshwao la potso, kgakgamalo

<p>Beke 3-4</p>	<p>Go reetsa le go tsibogela Padi</p> <ul style="list-style-type: none"> • Sethangwa go tswa mo bukakgakololong kgotsa Faele ya Metswedi ya Morutabana kgotsa motswedi mongwe le mongwe • Ditirwana tsa matseno: ponelopele • Reeletsa go ntsha nopolo go tswa mo pading • Reetsa dintlha tse di totobetseng/ kgethegileng. • Tlhophadintlhakgolo <p>Tekatlhaloganyo ya Theetso</p>	<p>Buisa Padi</p> <ul style="list-style-type: none"> • Sethangwa go tswa mo bukakgakololong kgotsa Faele ya Metswedi ya Morutabana kgotsa motswedi mongwe le mongwe • Ditirwana tsa matseno: Supa pharologano ya padi le kgang • Buisana ka popego, maitlhomole bareetsi • Bonelapele: sethogo, kgaolo, ditshwantsho • Buisana o be o tsibogele dipotso ka baanelwa, ditiragalokgolo le molaetsa • Amanya ditiragalo le baanelwa le botshelo jwa gago • Dirisa ditogamaano tsa puiso: go tlotlota matlho go bona dintlha tse di kgethegileng/totobetseng, go okola go bona dikakanyokakaretso, bonelapele diteng, dirisa kitso e e fetileng kgotsa methala ya sethangwa ya tiriso, go itseela tshwetso • Sobokanya tshedimosetso/tsibogela dipotso • Dirisa thanodi go godisa tlotlofoko 	<p>Go kwala Kgang</p> <ul style="list-style-type: none"> • Bopa poloto, baanelwa le lemorago/boalo • Tlhophaditeng tse di maleba go bareetsi le maitlhomole a sethangwa • Dirisa puo ya boithlamedile le ya boikakanyetsi go itlhalosa • Golaganya dipolelo o dirisa maemedi, makopanyi, maamamnyi • Dirisa tlotlofoko e e farologaneng, puo, mopeleto, le matshwao a puiso tse di maleba <p>Dirisa dikgato tsa go kwala</p> <ul style="list-style-type: none"> • Go dira paakanyetsotiro /Pele ga go kwala • Go kwala ditlhangwa tsa ntlha • Go boeletsa • Go tseleganya • Go tlhotlha diphoso le • Go tlhagisa 	<ul style="list-style-type: none"> • Kgato ya go dira ka mafoko: Matlhalosi, bongwe, bontsi, madiri, madirimatlaedi • Kgato ya go dira ka dipolelo: Pakapheti, pakapheti tsweledi • Mopeleto le matshwao a puiso: Matshwao a nopolo (ditsejwana), a kgaoganyo, tiriso ya thanodi
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<p>Beke 5-6</p>	<p>Go reetsa le go buisana ka papatso</p> <ul style="list-style-type: none"> • Sethangwa go tswa mo bukakgakololong kgotsa Faele ya Metswedi ya Morutabana kgotsa motswedi mongwe le mongwe • Ditirwana tsa matseno: ponelopele • Tlhophadintlhakgolo • Reetsa dintlha tse di totobetseng/ kgethegileng. • Aroganya dikakanyo le go rebola dikgopolo tsa ditlhago tse di tlwaelesegileng • Tlhagisa maikutlo le dikakanyo ka tsela ya boikakanyetsi 	<p>Buisa papatso</p> <ul style="list-style-type: none"> • Papatso go tswa mo bukakgakololong kgotsa Faele ya Metswedi ya Morutabana kgotsa motswedi mongwe le mongwe • Dirisa ditogamaano tsa puiso: go tloisa matlho go bona dintlha tse di kgethegileng/totobetseng, go okola go bona dikakanyokaretso, bonelapele diteng, dirisa kitso e e fetileng kgotsa methala ya sethangwa ya tiriso, go itseela tshwetso • Lebelela le go tshwaela ka ditegeniki tsa ditshwantsho tse di dirisiwang mo ditlhangweng tsa pono: mmala, mokwalo, boalo <p>Tebelelo ya ditlhangwa tse di buisitsweng ka nosi</p> <ul style="list-style-type: none"> • Boeletsa kang gape kgotsa dikakanyokgolo ka dipolelo di le 3-5 • Tlhagisa tsibogelo ya gago ya maikutlo ka ditlhangwa tse di buisitsweng • Amana kang le botshelo jwa gago. • Bapisa/tshwantshanya dibuka/ ditlhangwa tse di buisitsweng 	<p>Go kwala papatso</p> <ul style="list-style-type: none"> • Tlhagisa dikakanyo tse di kgodisang sentle • Dirisa ditshwantsho le boalo jo bo maleba jwa maithomo • Dirisa tlotlofoko e e farologaneng, puo, mopeleto, le matshwao a puiso tse di maleba • Dirisa puo ya boitlhamedi le ya boikakanyetsi go ithalosa <p>Dikgato tsa go kwala</p> <ul style="list-style-type: none"> • Go dira paakanyetsotiro /Pele ga go kwala • Go kwala ditlhangwa tsa ntlha • Go boeletsa • Go tseleganya • Go thlotlha diphoso le • Go tlhagisa 	<ul style="list-style-type: none"> • Kgato ya go dira ka mafoko: Matthalosi, papiso, matlhaodi • Kgato ya go dira ka dipolelo: Pakajaanong, thuanani ya sediri • Bokao jwa mafoko: Dikhutshwafatso • Mopeleto le matshwao a puiso: Matshwao a nopolo (ditsejwana)
	<p>TEKANYETSO E E TLHOMAMENG TIRO 7</p> <p>TIRO YA MOLOMO(Maduo 20)</p> <ul style="list-style-type: none"> • Puo e e sa ipakanyediwang <p>KGOTSA</p> <ul style="list-style-type: none"> • Tekathaloganyo ya theetso (E lekanyediwe mo tsamaong ya kgweditharo) 	<p>TEKANYETSO E E TLHOMAMENG TIRO8 :Tsibogelo ya ditlhangwa [Maduo otlhe 40]</p> <p>Potso 1: Tekathaloganyo ya puiso/ e e sa buisitsweng (Maduo: 15)</p> <p>Potso 2: Sethangwapono (Maduo: 10)</p> <p>Potso 3: Tshosobanyo (Maduo: 5)</p> <p>Potso 4: Dipopego tsa puo le melawana ya tiriso: (Maduo: 10) (E lekanyediwe ka nako ya go ruta le go ithuta)</p>		

Beke 7-8

Go reetsa leboko

- Sethangwa go tswa mo bukakgalolong/ Faele ya Metswedi ya Morutabana
- Ditirwana tsa matseno: ponelopele
- Supa kakanyogolo/ thitokgang
- itemogele le go tsibogela tlhotlheletso ya modumo e e tsosolositsweng ke leboko
- Amanyane leboko le maitemogelo a gago

Go buisa leboko

- Sethangwa go tswa mo bukakgalolong/ Faele ya Metswedi ya Morutabana
- Pele ga puiso: ponelopele go tswa mo sethogong le ditshwantsho
- Supa kakanyogolo/thitokgang
- Supa/tlhaola moribo le morumo le go tshwaela ka seabe sa ona mo bareetsing
- Supa puo ya botshwantshi
- Tlhagisa maikutlo le dikakanyoAmanyane lebotshelo jwa gago
- Dirisa thanodi go godisa tlotlofoko

Go kwala leboko

- Dirisa kagego e e nepagetseng.
- Totobatsa nthakgolo/thitokgang
- Supa bokgoni jwa puo ya botshwantshi
- Dirisa poeletsomodumo (ditumammogo le ditumanosi), tshwantshiso, tshwantshanyo
- Dirisa melawana ya matshwao a puiso a a maleba

Dikgato tsa go kwala

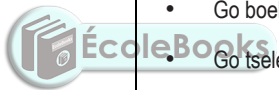
- Go dira paakanyetsotiro /Pele ga go kwala
- Go kwala ditlhangwa tsa ntlha
- Go boeletsa
- Go tseleganya
- Go thotlha diphoso le
- Go tlhagisa

- **Kgato ya go dira ka mafoko:** Mainagoboka, mainakgopolo, malathelwa
- **Kgato ya go dira ka dipolelo:** Pakajaanong-tsewedi
- **Bokao jwa mafoko:** Poeletsomedumo, (poeletso ya ditumanosi le ditumammogo), mothofatso, moribo, morumo, tshwantshiso, tshwantshanyo
- **Mopeleto le matshwao a puiso:** Khutlo, phegelwana



MOPHATO 5 KGWEDITHARO 4				
DIKGONO	GO REETSA LE GO BUA (TIRO YA MOLOMO)	GO BUISA LE GO LEBELELA	GO KWALA LE GO TLHAGISA	DIPOPEGO TSA PUO LE MELAWANA
Beke 1-2	<p>Go reetsa le go tsibogela kgang</p> <ul style="list-style-type: none"> Setlhangwa go tswa mo padisong yaphaposi, bukakgakololo, kgotsa Faele ya Metswedi ya Morutabana <p>Tekatlhologanyo ya theetso</p> <ul style="list-style-type: none"> Tlhaola kakanyokgolo/ thitokgang, poloto, maitshetlego (lefelokgang le nako), mowa o o renang/maikutlo/ boemo le baanelwa ba kgang e e seng ya nnete. Tshwaela ka mesola ya ditlhangwa tse di farologaneng mo go tsa loago, tsa setho le tsa setso <p>Puo e e ipaakanyeditsweng</p>	<p>Buisa kgang go tswa mo padisong ya phaposi, bukakgakololo kgotsa Faele ya metswedi ya Morutabana.</p> <ul style="list-style-type: none"> Bonela pele diteng kgotsa bokhutlo Dirisa ditogamaano tsa puiso: go okola, go tlodisa matlho, metlhala ya tiriso le kitso e e fetileng. Supa le go tshwaela ka baanelwa, dithitokgang le dintha tsa kgang e e seng ya boammaaruri Tlhalosa lebaka le ditlamorago Tlhalosa le go ranola tsibogelo ya maikutlo ya setlhangwa Dirisa thanodi go godisa tlotofofoko [e boelediwe mo tirwaneng nngwe le nngwe] <p>Tshwaela ka setlhangwa se se ipuise-ditsweng</p> <ul style="list-style-type: none"> Boeletsa kgang gape kgotsa dikakanyokgolo ka dipolelo di le 3-5 Tlhagisa tsibogelo ya gago ya maikutlo ka ditlhangwa tse di buisitsweng Amanya kgang le botshelo jwa gago. Bapisa/tshwantshanya dibuka/ ditlhangwa tse di buisitsweng 	<p>Go kwala bukatsatsi</p> <ul style="list-style-type: none"> Dirisa boalo jo bo siameng Bontsha temogo ya bareetsi le setaele sa setlhangwa Dirisa segalo se se maleba Dirisa makopanyi, sekao, 'le fa gontse jalo ', makaelagongwe le malatodi go ka golaganya dipolelo go bopa ditemana tse di lotagantsweng sentle. Dirisa mopeleto le matshwao a puiso a a nepagetseng <p>Dikgato tsa go kwala</p> <ul style="list-style-type: none"> Go dira paakanyetsotiro /Pele ga go kwala Go kwala ditlhangwa tsa ntlha Go boeletsa Go tseleganya Go thoththa diphoso le Go tlhagisa 	<ul style="list-style-type: none"> Kgato ya go dira ka mafoko: Matlama, mabadi, matlhaodi, matlhalosi, maina, maemedi Kgato ya go dira ka dipolelo: Sediri, sedirwa, lefoko le le lengwe boemong jwa polelwana, polelo ya peelo-mabaka Bokao jwa mafoko: lefoko le le lengwe boemong jwa tlhaloso Mopeleto le matshwao a puiso: Kgaoganyo ya mafoko, ditlhakagolo

<p>Beke 3-4</p>	<p>TEKANYETSO E E TLHOMAMENG TIRO 7</p> <p>TIRO YA MOLOMO (Maduo 20)</p> <ul style="list-style-type: none"> • Puo e e sa ipaakanyediwang • KGOTSA <p>Tekathaloganyo ya theetso (E lekanyediwe mo tsamaong ya kgweditharo)</p>	<p>TEKANYETSO E E TLHOMAMENG TIRO8 :Tsibogelo ya ditlhangwa [Maduo otlhe 40]</p> <ul style="list-style-type: none"> • Potso 1: Tekathaloganyo ya puiso/ e e sa buisiweng (Maduo: 15) • Potso 2: Setlhangwaponono (Maduo: 10) • Potso 3: Tshosobanyo (Maduo: 5) • Potso 4: Dipopego tsa puo le melawana ya tiriso: (Maduo: 10) <p>(E lekanyediwe ka nako ya go ruta le go ithuta)</p>	<p>Go kwala pegelo</p> <ul style="list-style-type: none"> • Kwala pegelo o dirisa foreimi/ letlhomeso • Rulaganya tshedimosetso ka tsela e e kgodisang • Dirisa thutapuo, mopeleto le tiriso ya matshwao a puiso a a maleba. • Tlhagisa tiro e e phepa o dirisa kagego e e siameng, jaaka setlhogo, le go tlogela sebaka go kgaoganya ditemana, jalo-jalo. <p>Dikgato tsa go kwala</p> <ul style="list-style-type: none"> • Go dira paakanyetsotiro /Pele ga go kwala • Go kwala ditlhangwa tsa ntsha • Go boeletsa • Go tseleganya • Go thhotlha diphoso le • Go tlhagisa 	<ul style="list-style-type: none"> • Kgato ya go dira ka mafoko: Makopanyi, mediriso • Kgato ya go dira ka dipolelo: Pakajaanong • Bokao jwa mafoko: Makaelagongwe, malatodi, makwalwatshwano, ditumatshwano, • Mopeleto le matshwao a puiso: Kgaoganyo ya mafoko, thanodi, ditlhakagolo
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Beke 7-8	POELETSO	Poeletso Ditlhagwa tsa ditaelo Ditlhagwa tsa tshedimosetso Kgangkhutswa	Poeletso Bukatsatsi Pegelo Kgang Tlhamo ya tihaloso	Poeletso Kgato ya go dira ka mafoko Bokao jwa mafoko Kgato ya go dira ka dipolelo
	TEKANYETSO E E TLHOMAMENG TIRO 10 TIRO YA MOLOMO PAMPIRI 1 (Maduo 20) <ul style="list-style-type: none"> Puo e e sa ipakanyediwang KGOTSA Tekatlhaloganyo ya theetso (E lekanyediwe mo tsamaong ya kgweditharo) 		TEKANYETSO E E TLHOMAMENG TIRO 11 – 2 DIURA TSIBOGELO YA DITLHANGWA PAMPIRI 2 [Maduo otlhe 40] <ul style="list-style-type: none"> Potso 1: Tekatlhaloganyo ya puiso/ e e sa buisiweng (Maduo: 15) Potso 2: Sethangwapono (Maduo: 10) Potso 3: Tshosobanyo (Maduo: 5) Potso 4: Dipopego tsa puo le melawana ya tiriso: (Maduo: 10) (E lekanyediwe ka nako ya go ruta le go ithuta) 	



8. Siswati First Additional Language

Revised National Teaching Plan

LUHLELO LWEKUFUNDZISA LWEMNYAKA SISWATI LULWIMI LWASEKHAYA LIBANGA 5 ITHEMU 2

Emakhono	Kulalela Nekukhuluma (Temlomo)	Kufundza Nekwehlwaya	Kubhala Nekwetfula	Takhi Netimiso Telulwimi
<p>Liviki</p> <p>1-2</p>	<p>Unika abuye alandzele ticondziso</p> <p>Itheheksthi kumange Covid -19</p> <p>Kulalela</p> <ul style="list-style-type: none"> • Imisebenti yesingeniso: kucombela • Utfola umlayeto lomcoka neminingwane lebalulekile • Ubuta imibuto • Uhlanganisa nalokwenteki emphilweni yakhe <p>Kwetfula</p> <ul style="list-style-type: none"> • Ufinyeta imicondvo lebalulekile • Uveta imiva yakhe ngesihloko • Uhlanganisa nalokwenteki emphilweni yakhe 	<p>Ufundza itheksthi yeticondziso</p> <p>Itheheksthi kumange Covid -19</p> <p>leneticondziso lethlelwe ngekulandzelanako</p> <ul style="list-style-type: none"> • Ngembi kwekufundza: Ucombela ngekubuka sihloko sencwadzi netifombe • Usebentisa emasu ekufundza: kucombela nekusebentisa tinkhomba tesimongcondvo • Ucoca ngetimphawu tetheksthi • Ucoca ngemicondvo lemcola Neminingwane lebalulekile • Ucoca ngesilumagama lesisha • Uphendvula imibuto ngetheksthi • Ubhala emagama lamasha kusichazamagama sakhe 	<p>Ubhala ticondziso sib. tindlela tekuphepha</p> <ul style="list-style-type: none"> • Usebentisa sakhawo lesifanele • Ukhetsa lwati lolufanele • Usebentisa iminingwane lefanele • Usebentisa lulwimi, lupelomagama netimphawu tekubhala ngendlela lefanele • Usebentisa indlela lephocako <p>Usebentisa inchobo yekubhala</p> <ul style="list-style-type: none"> • Uyahlela/ulungiselela kubhala • Ubhala luhlaka • Uyabuyeketa • Uhlela umbhalo kabusha • Ufundza alungise emaphutsa bese • Uyetfula 	<p>Lizinga lekusebenta ngemagama: tandziso tesimo, tesikhatsi, tendzawo, kucatsacanisa tintfo letitsite</p> <p>Simo: lesiphocaco</p> <p>Lizinga lekusebenta ngemisho: imisho lecondzile, imisho lemagalagala</p> <p>Lupelomagama netimphawu tekubhala: ngci, siphumuti/khefana</p>

<p>Liviki</p> <p>3-4</p>	<p>Ulalela abuye aphenzvule umbiko</p> <p>Ithekehlumange-Covid -19</p> <p>Kulalela</p> <ul style="list-style-type: none"> • Imisebenti yesingeniso: kucombela • Ufola umlayeto lomcoka neminingwane lebalulekile <p>Kwetfula</p> <ul style="list-style-type: none"> • Ufinyeta imicondvo lemcola • Uveta imiva yakhe ngesihloko • Uhlanganisa nemphilo yakhe 	<p>Ufundza umbiko lonetibonwa (sib. emathebuli/emashadi/emagrafu/emabalave)</p> <p>Ithekehlumange-Covid -19</p> <ul style="list-style-type: none"> • Ngembi kwefundza : kucombela ngesihloko sencwadzi, tihlokwana netitfombe • Ucola ngemicondvo lemcola neminingwane lebalulekile • Uhumusha lwati loluvelwe ngemidvwebo • Ucola ngesilulumagama lesisha • Usebentisa igrafu/liithebuli/ libalave nemidvwebo kufinyeta lwati 	<p>Ubhala etfule umbiko ngendlela lesibonwa sib. emathebuli/emashadi/emagrafu/emabalave</p> <ul style="list-style-type: none"> • Wetfula umsebenti lobhaleke kahle asebentisa sakhiwo lesifanele • Usebentisa lulwimi lupelomagama netimphawu tekubhala letifanele <p>Usebentisa inchoyo yekubhala</p> <ul style="list-style-type: none"> • Uyahlela /Ulungiselela kubhala • Ubhala luhlaka, • Uyabuyeketa, • Uhlela umbhalo kabusha, • Ufundza alungise emaphutsa bese • Uyetfula 	<p>Lizinga lekusebenta ngemagama: tabito tihlanganisi, kucatsanisa tijobelelo</p> <p>Lizinga lekusebenta ngemisho: imishombici, imphambosi yekwenta nemphambosi yekwentiwa</p> <p>Lupelomagama netimphawu tekubhala: ikholoni, isemikhholoni</p>
<p>LUHLOLO LOLUHLELEKILE UMSEBENTI 6 KUBHALA LIPHEPHA 3 [Samba: 30 Emamaki]</p> <p>Ithekehlumange (10 emamaki)</p> <ul style="list-style-type: none"> • Kubhala umbhalombiko: <p>Kanye ne Eseyi (20 emamaki) Lelandzisaki/Lechazako D (tinzima le-4)</p>				

LIBANGA 5 ITHEMU 3

Emakhono	Kulalela Nekukhuluma (Temlomo)	Kufundza Nekwehlwaya	Kubhala Nekwetfula	Takhi Netimiso Teluwimi
<p>Liviki</p> <p>1-2</p>	<p>Ulalela abuye aphendvule inoveli</p> <ul style="list-style-type: none"> • Ithekele lecashunwe ebhukwinitifundvo noma efayeleni yathishela (TRF) • Imisebenti yesingeniso : kucombela • Ulalela sicashunwa lesitsetfwe kunoveli • Ulalelela kutfola imininingwane lebalulekile • Ufola umlayeto lomcoka <p>Uchaza tigameko</p> <ul style="list-style-type: none"> • Uhlanganisa nemphilo yakhe • Uchaza tigameko ngendlela levakalako nangekulandzelana kwato • Uveta imiva levuswa tigameko 	<p>Ufundza inoveli</p> <p>Ithekele lecashunwe ebhukwinitifundvo noma efayeleni yathishela</p> <ul style="list-style-type: none"> • Ngembi kwekufunda: utfola umehluko emkhatsini wenoveli netindzaba • Ucoca ngesakhiwo, inhloso netetsamelilwati. • Ucombela ngekubuka sihloko sencwadzi, sihloko sesehluko netitfombe. • Ucoca abuye aphendvule imibuto ngebalingisi, tigameko letimcoka netingcikitsi • Uhlanganisa tigameko nebalingisi nemphilo yakhe • Usebentisa emasu ekufundza lehlukahlukene. • Ufinyeta lwati noma aphendvule imibuto • Usebentisa sichazamagama kuze atfutukise silulumagama 	<p>Ubhala kuhlatywa kwencwadzi</p> <p>- Usebentisa luhlaka kuhlela lokucuketfwe ngekulandzelana</p> <ul style="list-style-type: none"> • Ukhetsa lokutawubhalwa ngako lokufanele lokuhambisana nenhloso • Usebentisa lulwimi, lupelomagama netimphawu tekubhala letifanele. • Usebentisa sichazamagama kuze atfutukise lupelomagama nesilulumagama <p>Usebenyisa inchubo yekubhala</p> <ul style="list-style-type: none"> • Uyahlela / ulungiselela kubhala • Ubhala luhlaka • Uyabuyeketa • Uhlela umbhalo kabusha • Ufundza alungise emaphutsa bese • Uyetfula 	<p>Lizinga lekusebenta ngemagama: tabito tebuniyo , tabito tekukhomba , tihlanganisi.</p> <p>Lizinga lekusebenta ngemisho: sikhatsi sanyalo, sikhatsi lesengcile, tivumelwano</p> <p>Inshokutsi yemagama: sifaniso, taga, tisho</p> <p>Lupelomagama netimphawu tekubhala: sibuti, sibabati</p>
<p>Liviki</p> <p>3-4</p>	<p>Ulalela abuye aphendvule inoveli</p> <p>Ithekele lecashunwe ebhukwinitifundvo noma efayeleni yathishela (TRF)</p> <ul style="list-style-type: none"> • Imisebenti yesingeniso : kucombela • Ulalela sicashunwa lesitsetfwe kunoveli • Ulalelela kutfola imininingwane lebalulekile • Ufola umlayeto lomcoka <p>Sivisiso lesilalelwako</p>	<p>Ufundza inoveli</p> <p>Ithekele lecashunwe ebhukwinitifundvo noma efayeleni yathishela</p> <ul style="list-style-type: none"> • Ngembi kwekufundza : utfola umehluko emkhatsini wenoveli netindzaba • Ucoca ngesakhiwo, inhloso netetsamelilwati. • Ngembi kwekufundza: ucombela ngekubuka sihloko sencwadzi, sihloko sesehluko netitfombe. • Ucoca abuye aphendvule imibuto ngebalingisi, tigameko letimcoka netingcikitsi • Uhlanganisa tigameko nebalingisi nemphilweni yakhe • Usebentisa emasu ekufundza lehlukahlukene. • Ufinyeta lwati noma aphendvule imibuto • Usebentisa sichazamagama kuze atfutukise silulumagama 	<p>Ubhala indzaba</p> <ul style="list-style-type: none"> • Ufutukisa sakhiwo , balingisi nesibekandzaba • Ukhetsa lokutawubhalwa lokufanele tetsamelilwati nenhloso yembalo. • Usebentisa lulwimi lolwenta ucabange ikakhulukati silulumagama lesahlukahlukene • Uhlanganisa imisho yakhe indzima leletsa umcondvo lobumbene asebentise tabito, tihlanganisi, netimphawu tekubhala letifanele. • Usebentisa lulwimi , lupelomagama netimphawu tekubhala letifanele <p>Usebentisa inchubo yekubhala</p> <ul style="list-style-type: none"> • Uyahlela / ulungiselela kubhala • Ubhala luhlaka • Uyabuyeketa • Uhlela umbhalo kabusha • Ufundza alungise emaphutsa bese • Uyetfula 	<p>Lizinga lekusebenta ngemagama: emabito etinfo letibalekako , letingabaleki, bunye, bunyenti, tento</p> <p>Lizinga lekusebenta ngemisho: sikhatsi lesengcile lesilula, sikhatsi lesengcile lesichubekako</p> <p>Lupelomagama netimphawu tekubhala: tibuti, secamagama, kuhlahlela emagama, kusebentisa sichazamagama.</p>

Emakhono	Kulalela Nekukhuluma (Temlomo)	Kufundza Nekwehlwaya	Kubhala Nekwetfula	Takhi Netimiso Telulwimi
<p>Liviki</p> <p>5-6</p>	<p>Ulalela abuye aphenzvule sikhangisi.</p> <p>Itheksthi lecashunwe ebhukwinitifundvo noma efayeleni yathishela noma kuletinye nje tinsita</p> <ul style="list-style-type: none"> • Imisebenti yesingeniso : kucombela • Ufola tintfo letimcoka • Ulalelela kufola imininingwane lebalulekile • Waba imicondvo abuye anike imibono • Uveta imiva nemicabango yakhe ngendlela leletsa umfanekisomcondvo lotsite. 	<p>Ufundza sikhangisi lesicashunwe ebhukwinitifundvo noma efayeleni yathishela yetinsita</p> <ul style="list-style-type: none"> • Usebentisa emasu ekufundza: Kufundza ujule kuze utfole imininingwane letsite, kufundza ukhe etulu kuze utfole umcondvo jikelele, kucombela lokucuketfwe, kusebentisa lwati lwangaphambilini nobe tinkhomba tesimongcondvo kucombela. • Uhlwaya abuye aphawule ngemasu ekudvweba lasetjentiswe kumatheksthi latibonwa: ngembala, kubhalwa kwemagama nesakhiwo. <p>Ubuyeketa ematheksthi lawafundze ngekutimela.</p> <ul style="list-style-type: none"> • Uphindze acoce indzaba noma ngemicondvo lobalulekile ngemisho le-3 kuya kule-5. • Uveta kutsintseka kwemiva lokuhambisana netheksthi lefundziwe • Uhlanganisa nemphilo yakhe. • Ucatsanisa tincwadzi/ematheksthi lafundziwe 	<p>Ubhala sikhangisi</p> <ul style="list-style-type: none"> • Uveta imicondvo ngendlela levakalako nalehlelekile • Usebentisa tibonwa nesakhiwo lesifanele lenhloso • Usebentisa silulumagama lesahlukahlukene, lulwimi, lupelomagama netimphawu tekubhala letifanele • Usebentisa lulwimi kuveta likhono lekucamba nemfanekisomcondvo kuveta lokutsite <p>Usebentisa inchubo yekubhala</p> <ul style="list-style-type: none"> • Uyahlela / ulungiselela kubhala • Ubhala luhlaka • Uyabuyeketa • Uhlela umbhalo kabusha • Ufundza alungise emaphutsa bese • Uyetfula 	<p>Lizinga lekusebenta ngemagama: tiphawulo, lizinga lekucatsanisa tintfo, tandziso tesimo, tendzawo, tesikhatsi</p> <p>Lizinga lekusebenta ngemisho: sikhatsi sanyalo lesilula, sivumelwano senhloko-sento</p> <p>Inshokutsi yemagama: tifyinyeto</p> <p>Lupelomagama netimphawu tekubhala: bokhulunyiwe</p>

LUHLOLO LOLUHLELEKILE UMSEBENTI 7 TEMLOMO [20 emamaki] <ul style="list-style-type: none"> Inkhulumo lengakalungiselelwa/lelungiselelwe NOMA Sivisiso lesilalelwako NOMA Inkhulumiswano NOMA (Kwentiwa kucedvwe ngekuhamba kwethemu)		LUHLOLO LOLUHLELEKILE UMSEBENTI 8: Kusebenta ngematheksthi Sivivinyo [Samba: 40 Emamaki] <ul style="list-style-type: none"> Umbuto 1 Sivisiso lesifundvwako: itheksthi yetemibhalo lengewona emaciniso/lengemaciniso (15 emamaki) Umbuto 2 – Itheksthi yesibonwa (10 emamaki) Umbuto 3 - Sifinyeto (5 emamaki) Umbuto 4 – Takhi Netimiso Telulwimi letikusimongcondvo lesitsite (10 emamaki) (Kwentiwa ngesikhatsi sekufundzisa nekufundza.)		
Liviki 7-8	Ulalela abuye aphenzvule inkondlo Itheksthi lecashunwe ebhukwinitifundvo noma efayeleni yathishela yetinsita <ul style="list-style-type: none"> Imisebenti yesingeniso: kucombela Utfola umcondvo lobalulekile Utfola imitselela lekhethsekile Uveta imiva levuswe ngumoya nelulwimi lolusetjentiswe enkondlweni Uhlanganisa nemphilo yakhe 	Ufundza inkondlo Itheksthi lecashunwe ebhukwinitifundvo noma efayeleni yathishela yetinsita <ul style="list-style-type: none"> Ngembi kwekufundza : kucombela ngesihloko netitfombe Utfola umcondvo lobalulekile Utfola imvumelwano sigci nemitselela yako kulolalele Utfola tinongo tenkhulumo Uveta imiva nemibono Usebentisa sichazamagama kutfutukisa silulumagama 	Ubhala inkondlo <ul style="list-style-type: none"> Usebentisa luhlaka lolufanele Usebentisa sakhiwo lesifanele Umcondvo lobalulekile kufanele uvele ebaleni Usebentisa lulwimi ngebuciko lobukhulu, lokufaka ekhatsi tinongo tenkhulumo Usebetisa imvumelwano nesigci Usebentisa timphawu tekubhala letifanele Usebentisa inchoyo yekubhala Uyahlela / ulungiselela kubhala Ubhala luhlaka Uyabuyeketa Uhlela umbhalo kabusha Ufundza alungise emaphutsa Uyetfula 	Lizinga lekusebenta ngemagama : emabitogocoga, emabitombici , tibabato Lizinga lekusebenta ngemisho sikhatsi sanyalo lesichubekako Inshokutsi yemagama: sifanamsindvo, (sifanangwaca sifanankhamisa), kumuntfutisa, sigci, imvumelwano , sifanisongco, sifaniso Lupelomagama netimphawu tekubhala: ngci, khefana

LIBANGA 5 ITHEMU 4

Emakhono	Kulalela Nekukhuluma (Temlomo)	Kufundza Nekwehlwaya	Kubhala Nekwetfula	Takhi Netimiso Telulwimi
<p>Liviki</p> <p>1-2</p>	<p>Ulalela abuye aphenzvule indzaba</p> <p>Itheksthi lecashunwe ebhukwinitifundvo nobe efayeleni yathishela yetinsita</p> <p>Sivisiso lesilalelwako</p> <ul style="list-style-type: none"> • Ubona abuye achaze umcondvo lobalulekile, sakhiwo, sibekandzaba, umoya losenzabeni kanye nebalingsi labasenzabeni lengelona liciniso • Uphawula ngemagugu etekuhlalisana, similo, kanye nemasiko latfolakala ematheksthini lahlukene <p>Inkhulumo lelungisilewe</p>	<p>Ufundza indzaba lecashunwe encwadzini yekufundza yaseklasini, emabhukwinitifundvo nobe efayeleni yathishela yetinsita.</p> <ul style="list-style-type: none"> • Ucombela lokucuketfwe nobe siphetfo • Usebentisa emasu ekufundza: kufundza ujule kuze utfole imininingwane letsite, kufundza ukhe etulu kuze utfole umcondvo jikelele, tinkhomba tesimongcondvo, kusebentisa lwati lwangaphambilini • Ubona abuye aphawule ngebalingisi, ingcikitsi kanye netehlakalo letisenzabeni lengelona liciniso • Uchaza imbangela nemtselela. • Uchaza abuye abeke kabanti ngemiva levuswa yitheksthi. • Usebentisa sichazamagama kutfutukisa silulumagama (Kufanele kwentiwe kuyo yonkhe imisebenti). <p>Ubuyeketa ematheksthi lafundvwe ngekutimela</p> <ul style="list-style-type: none"> • Ucoca indzaba nobe umcondvo lobalulekile ngemisho le-3 kuye kule-5 • Uveta imiva lephatselene netheksthi lefundziwe. • Ucatsanisa nemphilo yakhe. • Ucatsanisa tincwadzi/ematheksthi lafundziwe. 	<p>Ugcwalisa idayari</p> <ul style="list-style-type: none"> • Usebentisa sakhiwo lesifanele • Ukhomba lwati ngetsetsamelilwati nesitayela • Usebentisa umoya walobhalako lofanele. • Usebentisa tihlanganisi, sib. 'nobekunjalo', bomcondvofana, bomcondvophika ahlanganise imisho yakhe tindzima letibumbene. • Usebentisa lupelomagama netimphawu tekubhala letifanele. <p>Usebentisa inchubo yekubhala</p> <ul style="list-style-type: none"> • Uyahlela/ulungiselela kubhala • Ubhala luhlaka • Uyabuyeketa • Uhlela umbhalo kabusha • Ufundza alungise emaphutsa • Uyetfula 	<p>Lizinga lekusebenta ngemagama: bondzaweni, sandvulela libito, tiphawulo, tandziso, tinhlobo temabito, tabito</p> <p>Lizinga lekusebenta ngemisho: inhloko, mentiwa, inkhulumombiko.</p> <p>Lupelomagama netiphawu tekubhala: kuhlalela emagama, bofeleba</p>

<p>Liviki</p> <p>3-4</p>	<p>Ulalela abuye aphendvule umbiko, sib. tindzaba letisakatwako, tindzaba letihamba phambili</p> <p>Itheksthi lecashunwe ebhukwinitifundvo nobe efayeleni yathishela yetinsita.</p> <ul style="list-style-type: none"> • Imisebenti yesingeniso: kucombela • Ufola imicondvo lemcoka kanye neminingwane lebalulekile • Uphawula ngesakhiwo, timphawu netakhi nekusetjentiswa kweluwimi • Uhlanganisa nemphilo yakhe. • Uveta abuye asekele umbono • wakhe ngekubeka tizatfu. • Ubuta abuye aphendvule imibuto lejulile <p>Inkhulumo lelungisilewe</p>	<p>Ufundza itheksthi yelwati lenetibonwa, sib. tiifombe, imidvwebo, emabalave)</p> <p>Itheksthi lecashunwe ebhukwinitifundvo nobe efayeleni yathishela yetinsita</p> <ul style="list-style-type: none"> • Ngembi kwekufundza: kucombela ngesihloko sencwadzi, tihlokwana kanye netifombe. • Usebentisa emasu ekufundza: kucombela, kususela kulokubhaliwe kanye netinkhomba tesimongcondvo • Ucoca ngemcondvo lomcoka kanye neminingwane lebalulekile. • Uphawula ngekukhetfwa kwetifombe etheksthini. • Waba imicondvo abuye asekele umbono wakhe • Uphendvula imibuto lejulile • Usebentisa libalavengcondvo/ emanotsi • Usebentisa sichazamagama kutfutukisa silulumagama <p>(Kufanele kwentiwe kuyo yonke imisebenti)</p>	<p>Ubhala umbiko</p> <ul style="list-style-type: none"> • Ubhala umbiko asebentise sakhiwo • Uhlela lwati ngekulandzelana kwalo • Usebentisa lulwimi, lupelomagama kanye netimphawu tekubhala letifanele • Wetfula umsebenti ngekuhleleka asebentisa indlela lefanele, njengetihloko, kwehlukani swa kwetindzima, njll. <p>Usebentisa inchubo yekubhala</p> <ul style="list-style-type: none"> • Uyahlela/ Ulungiselela kubhala • Ubhala luhlaka • Uyabuyeketa • Uhlela umbhalo kabusha • Ufundza alungise emaphutsa • Uyetfula 	<p>Lizinga lekusebenta ngemagama: Tihlanganisi, sandziso sesimo</p> <p>Lizinga lekusebenta ngemisho: Sikhatsi sanyalo</p> <p>Inshokutsi yemagama: bomcondvofana, bomcondvophika, bomcondvomnyenti, emabtomfutiselo</p> <p>Lupelomagama netimphawu tekubhala: kuhlahlela emagama, sichazamagama, bofeleba</p>
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<p>Liviki</p> <p>5-6</p>	<p>Ujalela abuye aphenzvule lthekesthi yelwati</p> <p>Ithekesthi lecashunwe ebhukwinitifundvo nobe efayeleni yathishela yetinsita</p> <ul style="list-style-type: none"> • Imisebenti yesingeniso: kucombela • Ubona abuye achaze imbangela nemitselela • Uphawula ngemagugu etekuhlalisana, similo kanye nemasiko. • Ubuta imibuto lejulile. • Uveta abuye asekele umbono wakhe ngetizatfu letitsite. 	<p>Ufundza lthekesthi yelwati letinetibonwa, Sib. emabalave, emagrafu/ emashadi/ emathebuli</p> <p>Ithekesthi lecashunwe ebhukwinitifundvo nobe efayeleni yathishela yetinsita</p> <ul style="list-style-type: none"> • Usebentisa emasu lamanyenti ekufundza kutfola imicondvo lebalulekile nalesekelako • Ufinyeta lwati. • Uhumusha tibonwa. • Usebentisa lwati lwangaphambilini nobe tinkhomba talokubhaliwe kutfola inshokutsi. • Uyacombela. • Ugucula lokucuketfwe tibonwa kube yingcoco noma kulandziswe ngako. 	<p>Ubhala indzaba lechazako Umbhalo wekucicambela (tinzima letine)</p> <ul style="list-style-type: none"> • Ukhetsa latawubhala ngako/ lokucuketfwe lokufanele. • Ugcila esihlokweni. • Usebentisa silulumagama lesichazako kakhulukati tiphawulo letinyenti. • Usebentisa tinongo tenkhulumo, sib. tifaniso, tifanisongco • Ulandzelanisa tintfo letehlukene nobe tigateko letilandzelanako bese uchaza ngekulandzelana kwato. <p>Inchubo yekubhala</p> <ul style="list-style-type: none"> • Uyahlela/ulungiselela kubhala • Ubhala luhlaka • Uyabuyeketa • Uhlela umbhalo kabusha • Ufundza alungise emaphutsa • Uyetfula 	<p>Lizinga lekusebenta ngemagama: buniyo, linani, tandziso,</p> <p>Lizinga lekusebenta ngemisho: libito emshweni, sento emshweni, indlela lephikako, indlela lebutako</p> <p>Inshokutsi yemagama: tifanisongco, tifaniso, taga, tisho</p> <p>Lupelomagama netimphawu tekubhala: kusebentisa sichazamagama, kuhlalela emagama</p>
<p>LUHLOLO LOLUHLELEKILE UMSEBENTI 9 KUBHALA LIPHEPHA 3 [Samba 30 Emamaki] Ithekesthi yembhalombiko (10 emamaki)</p> <ul style="list-style-type: none"> •Kubhala umbhalombiko: <p>Kanye ne</p> <p>Eseyi (20 emamaki)</p> <ul style="list-style-type: none"> •Tinzima le-4 •Lelandzisako/Lechazako <p>(Kwentiwa ngesikhatsi sekufundzisa nekufundza)</p>				

<p>Liviki 7-8</p>	<p>KUBUYEKETA</p>	<p>KUBUYEKETA Itheksthi yeticondziso Itheksthi yelwati Indzaba lemfisha</p>	<p>KUBUYEKETA Idayari Umbiko Indzaba Indzaba lechazako</p>	<p>KUBUYEKETA Lizinga lekusebenta ngemagama Inshokutsi yemagama Lizinga lekusebenta ngemisho</p>
	<p>LUHLOLO LOLUHLELEKILE UMSEBENTI 10 TEMLOMO LIPHEPHA 1 [20 emamaki]</p> <ul style="list-style-type: none"> Inkhulumo lengakahleleki/lehlelekile NOMA Sivisiso lesilalelwako (kwentiwa kucedvwe ngekuhamba kwethemu) 		<p>LUHLOLO LOLUHLELEKILE UMSEBENTI 11 – 2 ema-awa</p> <p>KUSENBENTA NGEMATHEKSTHI LIPHEPHA 2 [Samba: 40 Emamaki]</p> <ul style="list-style-type: none"> Umbuto 1 Sivisiso lesifundvwako: itheksthi yetemibhalo lengewona emaciniso/lengemaciniso (15 emamaki) Umbuto 2 – Itheksthi yesibonwa (10 emamaki) Umbuto 3 - Sifinyeto (5 emamaki) Umbuto 4 – Takhi Netimiso Telulwimi letikusimongcondvo lesitsite (10 emamaki) 	

9. Tshivenda First Additional Language

Revised National Teaching Plan

GIREIDI YA 5 THEMO YA 2				
ZWIKILI	U THETSHELESA NA U AMBA (ORALA)	U VHALA NA U TALELA	U N'WALA NA U NEKEDZA	ZWIVHUMBEO NA MILAYO ZWA LUAMBO
VHEGE 1-2	<p>U nea na u tevhedza ndaela</p> <p>Tshibvedzwa ngaha Khovidi -19</p> <p>U thetshelesa</p> <ul style="list-style-type: none"> Nyithangeli: u hambulela U divha mulaedza muhulwane na zwidombedzwa zwo khetheaho U vhudzisa mbudziso U livhanya na vhutshilo ha iwe mune <p>Mukumedzo</p> <ul style="list-style-type: none"> U nweledza mihumbulo mihulwane U bvisela vhuqipfi khagala nga ha tshoho U livhanya na vhutshilo ha iwe 	<p>U vhalala tshibveledzwa tsha ndaela tshi re na mutevhe wa ndaela</p> <p>Tshibveledzwa tsha Khovidi- 19</p> <ul style="list-style-type: none"> U rangela u vhalala: U hambulela zwi tshi bva kha tshoho ya tshibveledzwa na zwifanyiso. U shumisa zwitirathedzhi zwa u vhalala, u hambulela, ludungela lwa mafhungo U ita nyambedzano nga ha mbonalo dza tshibveledza U ita nyambedzano nga ha mihumbulo mihulwane na zwidombedzwa zwo khetheaho. U ita nyambedzano nga ha maipfi maswa a re kha tshibveledzwa. U fhindula mbudziso kha tshibveledzwa U n'wala maipfi maswa kha dikishinari 	<p>U n'wala ndaela tsumbo: Kuitele kwa sangwedzhi</p> <ul style="list-style-type: none"> U shumisa tshivhumbeo tshi re tshone U nanga mafhungo a elanaho na ndaela U shumisa thevhekano i re yone U shumisa girama, mupeleto na ndongazwiga zwo teaho U shumisa tshivhumbeo tsha ndaela ya jiti na malaali <p>U shumisa maitele a u n'wala</p> <ul style="list-style-type: none"> U pulana/rangela u n'wala, U ita mvetomveto, U dovhola, U dzudzanya, U vhalulula u itela u khakhulula ho khakheaho, na U nekedza. 	<p>U shuma na/nga maipfi: maqadzi a maitele, tshifhinga, digini, thangeladzina, mamudi a ndaela</p> <p>U shuma na /nga mafhungo: mafhungo tswiti, mafhungo tserekano</p> <p>Mupeleto na ndongazwiga: tshithoma, khoma (tshiawelo)</p>

<p>VHEGE 3-4</p>	<p>U thetshelesa na u fhindula muvhigo</p> <p>Tshibvedzwa ngaha Covid -19</p> <p>U thetshelesa</p> <ul style="list-style-type: none"> Nyitothangeli: u humbulela U qivha mulaedza muhulwane na zwidodombedzwa zwo khetheaho <p>Mukumedzo</p> <ul style="list-style-type: none"> U nweledza mihumbulo mihulwane U bvisela vhuqipfi khagala nga ha t̄hoho U livhanya na vhutshilo ha iwe mune 	<p>U vhala muvhigo wa zwithu zwine wa tou vhona (tsumbo:, dzithebulu/dzitshati/dzigirafu/nyolo/mimapa</p> <p>Tshibveledzwa tsha Khovidi- 19</p> <ul style="list-style-type: none"> U rangela u vhala: U humbulela zwi tshi bva kha t̄hoho, t̄hohwana na zwifanyiso U ita nyambedzano nga ha muhumbulo muhulwane na zwidodombedzwa zwo khetheaho U t̄alutshedza mafhungo a re kha girafu U ita nyambedzano nga ha maipfi maswa a re kha tshibveledzwa tsho vhalwaho U shumisa girafu/thebulu/mapa/nyolo u nweledza mafhungo 	<p>U n̄wala na u n̄ekedza muvhigo nga tshivhumbeo tsha zwibveledzwa zwa u tou vhone, tsumbo</p> <p>thebulu/tshathi/girafu/mimapa</p> <ul style="list-style-type: none"> U n̄ekedza mafhungo lwa vhudele ho shumiswa fometh e i re yone U shumisa girama, mupeleto nan donga zwiga zwo teaho <p>U shumisa maitela a u n̄wala</p> <ul style="list-style-type: none"> U pulana/rangela u n̄wala, U ita mvetomveto, U dovholola, U dzudzanya, U vhalulula u itela u khakhulula ho khakheaho, na U n̄ekedza. 	<p>U shuma na/nga maipfi: Masala, maṭanganyi, malungekanyi</p> <p>U shuma na /nga mafhungo: mafhungo mbumbano, tshipitshi tsho livhaho na tsho vhwahaho</p> <p>Mupeleto na ndongazwiga: khoḽoni, semi-khoḽoni</p>
<p>MUSHUMO WA U LINGA WA FOMALA WA VHU 6: Bambiri 2 - U n̄wala (Maraga dza 30)</p> <ul style="list-style-type: none"> Tshibveledzwa tsha vhudavhidzani (Maraga dza 10) Maanea: Maanea a u anetshela/ mbuletshedzo (Maraga dza 20) <p>(Pharagirafu 4)</p>				

GIREIDI YA 5
THEMO YA 3

ZWIKILI	U THETSHELESA NA U AMBA (ORALA)	U VHALA NA U TALELA	U N'WALA NA U N'EKEDZA	ZWIVHUMBEO NA MILAYO ZWA LUAMBO
VHEGE 1-2	<p>U thetshesela na u fhindula nganea</p> <p>Tshibvedzwa tshi bvaho kha bugupfarwana kana Faelaya Zwishumiswa Mudededzi (FZM)</p> <ul style="list-style-type: none"> Nyitothangeli: u humbulela U thetshesela zwipida zwa mafhungo zwi bvaho kha nganea U thetshesela u itela u wana zwidodombedzwa zwo khetheaho. U divha/wana mulaedza muhulwane <p>U buletshedza zwiwo</p> <ul style="list-style-type: none"> U livhanya na vhutshilo ha iwe mune U tšalutshedza zwiwo nga nđila i re khagala i tevhekanaho U bvisela vhuđipfi khagala zwi tshi elana na zwiwo 	<p>U vhala nganea</p> <p>Tshibvedzwa tshi bvaho kha bugupfarwana kana Faela ya Zwishumiswa zwa Mudededzi</p> <ul style="list-style-type: none"> U rangela u vhala: u wana phambano vhukati ha nganea na zwiđori. U ita nyambedzano nga ha tshivhumbeco, ndivho na vhathetsheseli U humbulela zwi tshi bva kha tšohoh, tšohoh ya ndima, zwifanyiso U ita nyambedzano na u fhindula mbudziso nga ha vhaanewa, zwiwo zwihulwane na thero U vhambedza zwiwo na vhaanewa na vhutshilo hau U shumisa zwiđirathedzhi zwinzhi zwa u vhala U nweledza mafhungo kana u fhindula mbudziso U shumisa tšhalusamaipfi u itela mveledziso ya đivhaipfi 	<p>U n'wala tsedzuluso ya bugu</p> <ul style="list-style-type: none"> U shumisa fureme u dzudzanya mafhungo nga nđila ine a lungekana U nanga mafhungo o teaho ndivho U shumisa girama, mupeleđo na ndongazwiga zwo teaho U shumisa bugu ya tšhalusamaipfi u itela mupeleđo na mveledziso ya đivhaipfi <p>U shumisa maitela a u n'wala</p> <ul style="list-style-type: none"> U pulana/rangela u n'wala, U ita mvetomveto, U dovhoolola, U dzudzanya, U vhalulula u itela u khakhulula ho khakheaho, na U n'ekedza. 	<p>U shuma na/nga maipfi: masala vhushaka, masala a vhuđiiti, manyanyu</p> <p>U shuma na/nga mafhungo: tshifhinga tsha zwino, tshifhinga tsho fhelaho, mapfanisi</p> <p>Tšalutshedzo dza maipfi: mafanyisi, mirero, maidioma</p> <p>Mupeleđo na ndongazwiga: tshivhudzisi, tshigagarukela</p>

<p>VHEGE 3-4</p>	<p>U thetshelesa na u fhindula nganea</p> <p>Tshibvedzwa tshibvaho kha bugupfawakana Faelaya Zwishumiswa Mudededzi (FZM)</p> <ul style="list-style-type: none"> • Nyitohangeli: u humbulela • U thetshelesa zwipida zwa mafhungo zwi bvaho kha nganea • U thetshelesa u itela u wana • zwidombedzwa zwo khetheaho. • U qivha/wana mulaedza muhulwane <p>U thetshelesa u itela u pfesesa</p>	<p>U vhala nganea</p> <p>Tshibvedzwa tshi bvaho kha Faela ya mudededzi</p> <ul style="list-style-type: none"> • U ita nyambedzano nga ha tshivhumbeo, ndivho na vhatsheshelesi • U rangela u vhala: U humbulela zwi tshi bva kha tshoho, tshoho ya ndima, zwifanyiso • U ita nyambedzano na u fhindula mbudziso nga ha vhaanewa, zwiwo zwihulwane na thero • U vhambedza zwiwo na vhaanewa na vhutshilo hau • U shumisa zwitirathedzhi zwinzhi zwa u vhala • U nweledza mafhungo kana u fhindula mbudziso • U shumisa thalusamaipfi u itela mveledziso ya qivhaipfi 	<p>U nwala tshitori</p> <ul style="list-style-type: none"> • U bvedza puloto, vhaanewa/vhabvumbudzwa na fhethuvhupo • U nanga mafhungi o teaho vhatsheshelesi na ndivho ya tshitori • U shumisa girama, mupeleto, na ndongazwiga zwi re zwone • U tanganya mafhungo a ita pharagirafu a tshi shumisa masala, matanganyi na ndongazwiga zwi re zwone • U shumisa girama, mupeleto na ndongazwiga zwi re zwone <p>U shumisa maitela a u nwala</p> <ul style="list-style-type: none"> • U pulana/rangela u nwala, • U ita mvetomveto, • U dovholola, • U dzudzanya, • U vhalulula u itela u khakhulula ho khakheaho, na • U nekedza. 	<p>U shuma na/nga maipfi: Madzina: a zwi vhaleaho, a zwi sa vhalei, vhuthihi, vhunzhi</p> <p>Maiti: a regula na a si regula</p> <p>U shuma na/nga mafhungo: tshifhinga tsho fhelaho, tshifhinga tsho fhelaho tshi bvelaho phanda</p> <p>Mupeleto na ndonga zwiga: zwiqevhe, u khethekanya maipfi nga lunala (apositirofi), u shumisa thalusamaipfi</p>
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VHEGE 5-6	<p>U thetshelesa na u fhindula khungedzelo</p> <p>Tshibvedzwa tshibvaho khabugupfawakana Faelaya Zwishumiswa Mudededzi (FZM)</p> <ul style="list-style-type: none"> • Nyitothangeli: u humbulela • U divha/topola/wana zwithu zwa ndeme • U thetshelesa u itela u wana zwidombwedzwa zwo khetheaho. • U kovhekana na u nea mihumbulo • U bvisela khagala mihumbulo na vhuḍipfi nga ndila ya u tou humbulela 	<p>U vhala khungedzelo i re kha bugupfarwa kana faela ya mudededzi</p> <ul style="list-style-type: none"> • U shumisa zwiṭirathedzhi zwa u vhala, u sikena u itela u wana zwidombwedzwa zwo khetheaho, u sikima, u shumisa ndivho ya murahu kana ludungela lwa mafhungo, u humbulela u itela u dzhia tsheo, u gaganyela • U ṭalela na u nea mihumbulo nga ha thekhiniki ya kuṅwalele yo shumiswaho kha khungedzelo, sa: muvhala, kuṅwalele, nzudzanyo • U humbula nga ha tshibveldzwa tsho vhalwaho nga iwe muṅe • U dovha u anetshela tshiṭori kana mihumbulo mihulwane nga mitaladzi ya 3 u swika kha 5. • U sumbedza vhuḍipfi kha tshibveledzwa tsho vhalwaho. 	<p>U ṅwala khungedzelo</p> <ul style="list-style-type: none"> • U bvisela khagala mihumbulo nga ndila i pfalaho nahone i tevhekanaho • U shumisa zwithu zwa u tou vhona na tshivhumbeo zwo teaho u itela ndivho • U shumisa divhaipfi nnzhi yo ṭandavhuwaho, girama, mupeleṭo na ndongazwiga • U shumisa luambo lwa vhusiki na u humbulela u itela u bvisela vhuḍipfi hawe khagala <p>U shumisa maitele a u ṅwala</p> <ul style="list-style-type: none"> • U pulana/rangela u ṅwala, • U ita mvetomveto, • U dovholola, • U dzudzanya, • U vhalulula u itela u khakhulula ho khakheaho, na • U nekedza. 	<p>U shuma na/nga maipfi: Maṭaluli: mbambedzo ya digirii, maḍadzisi</p> <p>U shuma na /nga mafhungo: tshifhinga tsha zwino, pfano ya nefhungo na ḷiiti</p> <p>Ṭhalutshedzo dza maipfi: pfufhifhadzo</p> <p>Mupeleṭo na ndongazwiga: zwidvehe</p>
	<p>MUSHUMO WA U LINGA WA FOMALA WA VHU 7: ORALA</p> <p>Bambiri 1 (Maraga dza 20)</p> <ul style="list-style-type: none"> • Tholokanyondivho ya u thetshelesa / Tshipitshi tsho lugiselwaho / tshi so ngo lugiselwaho <p>Mushumo uyu u itwa kha themo</p>	<p>MUSHUMO WA U LINGA WA FOMALA WA VHU 8: Bambiri 2 - U fhindula zwibveledzwa zwa vhudavhidzani (Maraga dza 40)</p> <p>Mbudziso 1 (maraga dza 15)</p> <ul style="list-style-type: none"> • Tholokanyondivho ya u tou vhala tshibveledzwa tsha vhudavhidzani tsha litherari kana tshi si tsha litherari <p>Mbudziso 2 (maraga dza 10)</p> <ul style="list-style-type: none"> • Tholokanyondivho ya u tou vhala tshibveledzwa tsha vhudavhidzani tsha vishuala <p>Mbudziso 3 (maraga 5)</p> <ul style="list-style-type: none"> • U ṅwala samari (manweledzo) <p>Mbudziso 4 (maraga dza 10)</p> <p>Milayo na Zwivhumbeo zwa Luambo</p>		

<p>VHEGE 7-8</p>	<p>U thetshelesa na u fhindula tshirendo</p> <p>Tshibvedzwa tshi bvaho kha bugupfarwa kana Faela ya Zwishumiswa Mudededzi (FZM)</p> <ul style="list-style-type: none"> • Nyitothangeli: u humbulela • U divha/wana muhumbuhulo muhulwane • U wana miungo ya ndeme • U bvisela vhudipfi khagala ho nyanyulwaho nga thounu na kushumisele kwa luambo kha tshirendo • U livhanya na tshenzhemo ya iwe mune 	<p>U vhalu tshirendo</p> <p>Tshibveledzwa tshi bvaho kha bugupfarwa kana Faela ya mudededzi</p> <ul style="list-style-type: none"> • U rangela u vhalu: U humbulela zwi tshi bva kha thoho na zwifanyiso • U wana muhumbulo muhulwane • U wana pfanapehedzo, mutevhetsindo na u amba nga zwine zwa isa kha muthetshelesi • U wana figara dza muambo • U sumbedza vhuqipfi na mihumbulo • U shumisa thalusamai pfi u itela mveledziso ya divhaipfi 	<p>U nwala tshirendo</p> <p>shumisa tshivhumbeo tshi re tshone</p> <ul style="list-style-type: none"> • Muhumbulo muhulwane u tea u vha khagala • U shumisa luambo nga ndila ya vhuqi, lwo fangwaho nga figara dza muambo • U shumisa rithimu na raimi • U shumisa ndongazwiga nga ndila yone <p>U shumisa maitela a u nwala</p> <ul style="list-style-type: none"> • U pulana/rangela u nwala, • U ita mvetomveto, • U dovholola, • U dzudzanya, • U vhalulula u itela u khakhulula ho khakheaho, na • U nekedza. 	<p>U shuma na/nga maipfi: makateli, madzina a ngelekanyo, manyanyu</p> <p>U shuma na/nga mafungo: tshifhinga tsha zwino tshi bvelaho phanda</p> <p>Thalutshedzo dza maipfi: alitheresheni (asonentse, khotsonentse), mafanyamuthu, mutevhetsindo, pfanapehedzo, jimethafore, jifanyisi</p> <p>Mupeleto na ndongazwiga: tshithoma, khoma</p>
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GIREIDI YA 5
THEMO YA 4

ZWIKILI	U THETSHELESA NA U AMBA (ORALA)	U VHALA NA U TALELA	U N'WALA NA U N'EKEDZA	ZWIVHUMBEO NA MILAYO ZWA LUAMBO
VHEGE 1-2	<p>U thetshelesa na u fhindula tshiṭori</p> <p>Tshibvedzwa tshibvaho kha bugupfawaka kana Faelaya Zwishumiswa Mudededzi (FZM)</p> <p>U thetshelesa u itela u pfesesa</p> <ul style="list-style-type: none"> U ḡivha/wana na u buletshedza muhumbulo muhulwane, puloto, fhethuvhupo, nzulele na vhaanewa vha re kha tshiṭori tsha fikishini. U ṅea muhumbulo nga ha ndeme dza matshilisano, mikhwa na mvelele kha zwibveledzwa zwo fhambanaho. <p>Tshipitshi tsho lugiselwaho</p>	<p>U vhala tshiṭori tshibvaho kha bugu ya u vhala kilasini, bugupfawaka kana Faelaya zwo wishumiswa zwa Mudededzi</p> <ul style="list-style-type: none"> U humbulela zwi re ngomu kana magumo U shumisa zwiṭirathedzhi zwa u vhala zwo fhambanaho, tsumbo, u sikima, u sikena, ludungela lwa mafhungo, na u shumisa ṅivho ya murahu U wana na u amba nga ha vhaanewa, thero, na zwithu zwi re kha tshiṭori tsha fikishini U ṭalutshedza zwiitisi na masiandaitwa U ṭalusa na u sengulusa u nyanyulea zwi tshi bva kha tshiṭori U shumisa ṭhalusamaipfi u itela mveledziso ya ḡivhaipfi [zwi tea u dovholowa kha nyito inwe na inwe] <p>U vhuisa muhumbulo kha zwibveledzwa zwo vhaliwaho nga mugudiswa e eṭhe</p> <ul style="list-style-type: none"> U dovha u anetshela tshiṭori kana mihumbulo mihulwane nga mafhungo a re vhukati ha 3 na 5. U bvisela khagala u nyanyuwa sa ṅila ya u fhindula kha zwibveledzwa zwo vhalwaho 	<p>U ḡadza/dzhenisa dayari</p> <ul style="list-style-type: none"> U shumisa nzudzanyo/tshivhumbeo tshi re tshone U sumbedza u dzhiela nzhele vhathetshelesi na tshitaela U shumisa thounu nga ṅila yo teaho U shumisa maṭanganyi, tsumbo, hone-ha, pfanywa na mafhambanyi u ṭanganya mafhungo a ita pharagirafu dzo tevhekanaho U shumisa mupeleṭo na ndongazwiga zwi re zwone <p>U shumisa maitela a u ṅwala</p> <ul style="list-style-type: none"> U pulana/rangela u ṅwala, U ita mvetomveto, U dovholola, U dzudzanya, U vhalulula u itela u khakhulula ho khakheaho, na U ṅekedza. 	<p>U shuma na maipfi: thangeladzina, maṭaluli, madzina, na masala</p> <p>U shuma na mafhungo: ṅefhungo, tshitiwa, ipfi ṭithi vhudzuloni ha manzhi, fhungodavhi ṭa nyimele</p> <p>ṭhalutshedzo dza maipfi: makateli</p> <p>Mupeleṭo na ndongazwiga: Khethekanyo ya maipfi, ṭhalusamaipfi, maṭeḡere, danzi.</p>

<p>VHEGE 3-4</p>	<p>U thetshelesa na u fhindula muvhigo, tsumbo, mafhungo, zwithu zwine zwa khou ambeswa nga hazwo</p> <p>Tshibvedzwa tshi bvaho kha bugupfarwa kana Faela ya Zwishumiswa Mudededzi (FZM)</p> <ul style="list-style-type: none"> • Nyitothangeli: u humbulela • U qivha mulaedza muhulwane na zwidodombedzwa zwo khetheaho • U nea muhumbulo nga fomethe, mbonalo, kushumisele kwa luambo na tshivhumbeo tsha tshibveledzwa • U livhanya na vhutshilo ha iwe mune • U bvisela khagala na u imelela muhumbulo wawe a tshi nea na mbuno/zwititisi • U vhudzisa na u fhindula mbudziso dzi kondaho <p>Tshipitshi tsho lugiselwaho</p>	<p>U vhala tshibveledzwa tsha mafhungo tshi re na zwine zwa tou vhonwa (tsumbo: ,zwifanyiso/nyolo/mimapa)</p> <p>Tshibveledzwa tshi bvaho kha bugupfarwa kana Faela ya zwishumiswa zwa mudededzi</p> <ul style="list-style-type: none"> • U rangela u vhala: U humbulela zwi tshi bva kha thoho, thoho ya ndima na zwifanyiso • U shumisa zwi tirathedzhi zwa u vhala, u humbulela na u shumisa ludungela lwa tshibveledzwa • U ita nyambedzano nga ha muhumbulo muhulwane na zwidodombedzwa zwo khetheaho • U bvisela khagala nga ha u nanga hau zwifanyiso kha tshibveledzwa • U kovhekana mihumbulo na u khwa thisedza muhumbulo • U fhindula mbudziso dzine dzi si vhe na phindulo dzi re khagala • U shumisa thalusamaipfi u itela mveledziso ya qivhaipfi (zwi tea u dovhoolwa kha nyito inwe na inwe) 	<p>U nwala muvhigo</p> <ul style="list-style-type: none"> • U nwala muvhigo u tshi shumisa fureme • U vhekanya mafhungo nga u tevhekana • U shumisa girama, mupeleto na ndongazwiga zwo teaho • U nekedza mushumo wo kunaho hu tshi shumiswa tshivhumbeo tshone, sa thoho, u ita zwikhala hu tshi itelwa u ita pharagirafu, nz. <p>U shumisa maitela a u nwala</p> <ul style="list-style-type: none"> • U pulana/rangela u nwala, • U ita mvetomveto, • U dovhoolola, • U dzudzanya, • U vhalulula u itela u khakhulula ho khakheaho, na • U nekedza. 	<p>U shuma na maipfi: maṭanganyi, mamudi</p> <p>U shuma na mafhungo: tshifhinga tsha zwino</p> <p>Thalutshedzo dza maipfi: ppanywa (sinonimi), mafhambanyi (anthonimi), homophouunu, homonimi, pojisemi</p> <p>Mupeleto na ndongazwiga: Khethekanyo ya maipfi, thalusamaipfi, maṭedere danzi</p>
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<p>VHEGE 5-6</p>	<p>U thetshelesa na u fhindula tshibveledzwa tsha mafhungo</p> <p>Tshibveledzwa tshi bvaho khabugupawakana Faelaya Zwishumiswa Mudededzi (FZM)</p> <ul style="list-style-type: none"> • Nyitothangeli: u hambulela • U ðivha na u ðalutshedza zwiitisi • U ñea muhumbulo nga ha ndeme dza matshilisano, mikhwa na mvelele kha zwibveledzwa zwo fhambanaho. • U vhudzisa mbudziso dza ndeme • U bvisela khagala na u imelela muhumbulo wawe a tshi ñea na mbuno/zwiitisi 	<p>U vhala tshibveledzwa tsha mafhungo tshi re na zwithu zwa u tou vhonwa,</p> <p>tsumbo : mimapa/girafu/tshati/thebulu/</p> <p>Tshibveledzwa tshi bvaho kha Faela ya zwishumiswa zwa mudededzi</p> <ul style="list-style-type: none"> • U shumisa zwiðirathedzhi zwa u vhala zwo fhambanaho a tshi itela u kona u ðivha mihumbulo mihulwane na ine ya i tikedza • U nweledza mafhungo • U ðalutshedzela zwithu zwine zwa vhonala • U shumisa ñdivho ya murahu kana ludungela lwa tshibveledzwa u itela u wana ðhalutshedzo • U hambulela • U bvisa mafhungo a tshi bva kha zwithu zwine zwa tou vhonala u ya kha tshivhumbeo tsha u tou anetshela 	<p>U ñwala maanea a mbuletshedzo</p> <p>Mañwalo a vhusiki (pharagirafu nna)</p> <ul style="list-style-type: none"> • U nnanga mafhungo a elanaho na ðhoho • U sa bva nñda ha ðoho ya mafhungo • U shumisa ðivhaipfi ya mbuletshedzo nga maanða kha mutevhe wa maðaluli • U shumisa figara dza muambo, tsumbo, mafanyisi na mamethafore • U ita mutevhe wa maga kana zwiwo nga u tevhekana na u ðalutshedza mutevhe uyo <p>U shumisa maitele a u ñwala</p> <ul style="list-style-type: none"> • U pulan a/rangela u ñwala, • U ita mvetomveto, • U dovholola, • U dzudzanya, • U vhalulula u itela u khakhulula ho khakheaho, na • U ñekedza. 	<p>U shuma na maipfi: maðaluli</p> <p>U shuma na mafhungo: fhungodavhi dzina, fhungodavhi ða ðiti, khandza, fhungo ða mbudziso</p> <p>ðhalutshedzo dza maipfi: mamethafore, mafanyisi, mirero, maidioma, luambo lwa musanda</p> <p>Mupeleto na ndongazwiga: U shumisa ðhalusamaipfi, khethekanyo ya maipfi</p>
<p>MUSHUMO WA U LINGA WA FOMA ðA WA VHU 9: Bambiri 2 - U ñwala (Maraga dza 30)</p> <ul style="list-style-type: none"> • Tshibveledzwa tsha vhudavhidzani (Maraga dza 10) • Maanea: Maanea a u anetshela/ mbuletshedzo (Maraga dza 20) (Pharagirafu 4) 				



VHEGE 7-8	Ndovhololo	Ndovhololo	Ndovhololo	Ndovhololo
Mulingo wa Mafhelo a Nwaha				
	<p>MUSHUMO WA U LINGA WA FOMAḼA WA VHU 10: ORALA Bambiri 1 (Maraga dza 20)</p> <ul style="list-style-type: none"> Tholokanyonḡivho ya u thetshesesa / Tshipitshi tsho lugiselwaho / tshi so ngo lugiselwaho <p>Mushumo uyu u itwa kha themo</p>		<p>MUSHUMO WA U LINGA WA FOMAḼA WA VHU 11: Bambiri 2 - U fhindula zwibveledzwa zwa vhudavhidzani (Maraga dza 40) Mbudziso 1 (maraga dza 15)</p> <ul style="list-style-type: none"> Tholokanyonḡivho ya u tou vhala tshibveledzwa tsha vhudavhidzani tsha litherari kana tshi si tsha litherari <p>Mbudziso 2 (maraga dza 10)</p> <ul style="list-style-type: none"> Tholokanyonḡivho ya u tou vhala tshibveledzwa tsha vhudavhidzani tsha vishuala <p>Mbudziso 3 (maraga 5)</p> <ul style="list-style-type: none"> U nḡwala samari (manweledzo) <p>Mbudziso 4 (maraga dza 10) Milayo na Zwivhumbeo zwa Luambo</p>	



10. Xitsonga First Additional Language

Revised National Teaching Plan

GIREDI YA 5 KOTARA YA 2				
VUSWIKOTI	KU YINGISELA NA KU VULAVULA	KU HLAYA NA KU LANGUTISA	KU TSALA NA KU ANDLALA	SWIAKI NA MILAWU YA MATIRHISELO YA RIRIMI
MAVHIKI 1 – 2	<p>Nyika na ku landzelela swileriso</p> <p>Xitshuriwa xo vulavula Covid -19</p> <p>Ku yingisela</p> <ul style="list-style-type: none"> Mingigiriko ya masungulo : ku bvumba Humesa hungunkulu na ku nyika voxokoxoko byo karhi Vutisa swivutiso Yelanisa leswi a swi yingiseleka na vutomi bya yena <p>Ku andlala</p> <ul style="list-style-type: none"> Endla nkomiso hi timhakankulu Humesela matitwelo hi nhlokomhaka Yelanisa leswi a swi yingiseleka na vutomi bya yena 	<p>U hlaya xitshuriwa xa Swileriso lexi nga na ndzandzelelano wa swileriso</p> <p>Xitshuriwa xo vulavula Covid -19</p> <ul style="list-style-type: none"> Ku tilulamisela ku hlaya: ku bvumba ku suka eka vito ra xitshuriwa na swifaniso. U tirhisa maqhingha yo hlaya: ku bvumba, vuthala bya mahungu Kanela hi swihlawulekiso swa xitshuriwa Kanela hungunkulu na vuxokoxoko bya karhi Kanela hi ntivomarito lowuntshwa Hlamula swivutiso hi xitshuriwa Tsala marito lawantshwa eka dikixinari ya yena 	<p>Ku tsala swileriso xik: ku endla swo karhi hi vukheta/ vuxiyaxiya</p> <ul style="list-style-type: none"> Tirhisa xivumbeko lexi faneleke Hlawula mahungu lama faneleke Tirhisa vundzeni lebyi faneleka Tirhisa ntivoririmi lowu faneleke, mapeletelo na mahikahatelo Tirhisa maendli yo lerisa <p>Tsala hi ku landzelela magoza</p> <ul style="list-style-type: none"> Ku kunguhata Ku pfapfharhuta Ku pfluxeta Ku hlela Ku hlerisisa na Ku andlala 	<p>Mpimo wa ntirho wa rito: maengeteri ya mukhuva, nkarhi, ndhawu,</p> <p>Mahlayelo: Ndzeriso</p> <p>Mpimo wa ntirho wa xivulwa: swivulwan'we, swivulwampfilungano</p> <p>Mapeletelo na mahikahatelo : hiko, hefemulo</p>

GIREDI YA 5 KOTARA YA 2				
VUSWIKOTI	KU YINGISELA NA KU VULAVULA	KU HLAYA NA KU LANGUTISA	KU TSALA NA KU ANDLALA	SWIAKI NA MILAWU YA MATIRHISELO YA RIRIMI
MAVHIKI 3 – 4	<p>U yingisela kutani a angula eka xiviko</p> <p>Xitshuriwa xo vulavula hi Covid -19</p> <p>Ku yingisela</p> <ul style="list-style-type: none"> Migingiriko ya masungulo: ku bvumba Humesa hungunkul na ku nyika voxokoxoko byo karhi <p>Ku andlala</p> <ul style="list-style-type: none"> Endla nkomiso wa timhakankulu Humesela matitwelo hi nhlokomhaka Yelanisa leswi a swi yingiseleka na vutomi bya wena 	<p>U hlaya xiviko le xingana swovoniwa (xik: matala/ichai/tjrafu/mimepe)</p> <p>Xitshuriwa xo vulavula hi Covid -19</p> <ul style="list-style-type: none"> Ku tilulamisela ku hlaya: ku bvumba ku suka eka vito, nhlokomhaka na swifaniso Kanela mhakankulu na vuxokoxoko byo karhi Hlamusela mahungu ya swidirowiwa Kanela ntivomarito lowuntshwa Endla nkomiso wa hungu hi ku tirhisa girafu /tafula/ mepe/ dayagiramu 	<p>U tsala na ku andlala xiviko hi ku tirhisa xivumbeko swovoniwa xik: matala/ichai/tjrafu/mimepe</p> <ul style="list-style-type: none"> Tirhisa xivumbeko lexi lulameke ku andlala mahungu Tirhisa ntivoririmi lowu faneleke, mapeletelo na mahikahatelo <p>Tsala hi ku landzelela magoza</p> <ul style="list-style-type: none"> Ku kunguhata Ku pfapfharhuta Ku pfluxeta Ku hlela Ku hlerisisa na Ku andlala 	<p>Mpimo wa ntirho wa rito: Masivinene, mahlanganisi, switwananisi</p> <p>Mpimo wa ntirho wa xivulwa: swivulwankatsano, riendli ra nghingiriko na riendli ra xitvisiwo</p> <p>Mapeletelo na mahikahatelo: hikombirhi, hikwana</p>
<p>NTIRHO WA MAKAMBELELO YA MAFUNDZA WA 6</p> <p>KU TSALA: PAPILA RA 3 [Ntsengo wa timaraka: 30]</p> <p>Xitshuriwa xa xitsalwambiko (10 wa timaraka)</p> <p>NA</p> <p>Xitsalwana (20 wa timaraka)</p> <p>Ndzungulo / Nhlamuselo (4 wa tindzimana)</p>				



GIREDI YA 5 KOTARA YA 3

VUSWIKOTI	KU YINGISELA NA KU VULAVULA	KU HLAYA NA KU LANGUTISA	KU TSALA NA KU ANDLALA	SWIAKI NA MILAWU YA MATIRHISELO YA RIRIMI
MAVHIKI 1 – 2	<p>U yingisela na ku angula eka novhele</p> <p>Xitshuriwa xo huma eka buku ya mudyondzi kumbe eka FSM</p> <ul style="list-style-type: none"> • Migingiriko ya masungulo: ku bvumba • U yingsela ndzimana yintsingo yo huma eka novhele • U yingiselela ku kuma vuxokoxoko byo karhi • U kuma kana hungunkulu <p>U hlamusela swindleko</p> <ul style="list-style-type: none"> • Vundzeni byi fanele ku suka eka ntokoto wa wena/ byi fambelana na leswi a swi tokoteke • U hlamusela swindleko hi ndlela leyinene na ndzandzelano • Humesa matitwelo mayelena na swindleko 	<p>U hlaya novhele</p> <p>Xitshuriwa xo huma eka buku ya mudyondzi kumbe eka FSM</p> <ul style="list-style-type: none"> • Ku tilulamisela ku hlaya: u kombisa ku hambana exikarhi ka novhele na switori • Kanela xivumbeko, xikongomelo na vahlayi • Bvumba ku suka ka nhlokomhaka, nhlokomhaka ya ndzimana na swifaniso • Kanela na ku hlamula swivutiso hi swimunhuahatwa, mongo na nkongomelo • Yelanisa swindleko na swimunhuahatwa na vutomi bya yena • Tirhisa maqhinga yo tala ya ku hlaya • Endla nkomo wa mahungu kumbe ku hlamula swivutiso • Tirhisa dikixinari ku ndlandlamuxa ntivomarito 	<p>U tsala nhluto wa buku</p> <ul style="list-style-type: none"> • U tirhisa rimba ku lulamisa vundzeni hi ndlela leyi faneleke • Hlawula vundzeni lebyi faneleke xikongomelo • U tirhisa ririmi leri faneleke , mapeletelo na mahikahatelo • U tirhisa dikixinari ku kamba mapeletelo na ku ndlandlamuxa ntivomarito <p>Tsala hi ku landzelela magoza</p> <ul style="list-style-type: none"> • Ku kunguhata • Ku pfapfharhuta • Ku pfluxeta • Ku hlela • Ku hlerisisa na • Ku andlala 	<p>Mpimo wa ntirho wa rito:</p> <p>masivintalo, masivikomba, mahlamari</p> <p>Mpimo wa ntirho wa xivulwa: nkarhi lowu nga hundza, switwananisi</p> <p>Nhlamuselo ya rito: Swifananisi, swivulavulelo, swivuriso</p> <p>Mapeletelo na mahikahatelo: Mfungho wa xivutiso, mfungho wa rihlamari/ xihlamalo</p>

GIREDI YA 5 KOTARA YA 3				
VUSWIKOTI	KU YINGISELA NA KU VULAVULA	KU HLAYA NA KU LANGUTISA	KU TSALA NA KU ANDLALA	SWIAKI NA MILAWU YA MATIRHISELO YA RIRIMI
<p>MAVHIKI</p> <p>3 – 4</p>	<p>U yingisela na ku angula eka xitori</p> <p>Xitshuriwa xo huma eka buku ya mudyondzi kumbe eka FSM</p> <ul style="list-style-type: none"> • Migingiriko ya masungulo: ku bvumba • U yingsela ndzimana yintsingo yo huma eka novhele • U yingiselela ku kuma vuxokoxoko byo karhi • U kuma kanela hungunkulu <p>Xikambelantwisiso xo yingisela</p>	<p>U hlaya xitori</p> <p>Xitshuriwa xo huma eka buku ya mudyondzi kumbe eka FSM</p> <ul style="list-style-type: none"> • Ku tilulamisela ku hlaya: u kombisa ku hambana exikarhi ka novhele na switori • Kanela xivumbeko, xikongomelo na vahlayi • Bvumba ku suka ka nhlokomhaka, nhlokomhaka ya ndzimana na swifaniso • Kanela na ku hlamula swivutiso hi swimunhuahatwa, mongo na nkongomelo • Yelanisa swiendleko na swimunhuahatwa na vutomi bya yena • Tirhisa maqhinga yo tala ya ku hlaya • Endla nkomiso wa mahungu kumbe ku hlamula swivutiso • Tirhisa dikixinari ku ndlandfamuxa ntivomarito 	<p>U tsala xitori</p> <ul style="list-style-type: none"> • U tumbuluxa kungu, swimunhuahatwa na mbangu • U hlawula vundzeni lebyi faneleke vahlayi na xikongomelo xa xitshuriwa • U tirhisa ririmi hi ku ehleketa, ngopfungpfu eka ntivomarito wo hambanahambana • U hlanganisa swivulwa swi endla ndzimana leyi khomaneke hi ku tirhisa masivi, mahlanganisi na mahikahatelo lamanene • U tirhisa ntivoririmi lowu faneleke, mapeletelo na mahikahatelo lamanene <p>Tsala hi ku landzelela magoza</p> <ul style="list-style-type: none"> • Ku kunguhata • Ku pfapfharhuta • Ku pfuxeta • Ku hlela • Ku hlerisisa na • Ku andlala 	<p>Mpimo wa ntirho wa rito:</p> <p>Maviti: vun'we, vunyingi, maendli</p> <p>Mpimo wa ntirho wa xivulwa: nkarhi wa sweswi, nkarhi lowu hundzeke wa ku yisa emahlweni</p> <p>Mapeletelo na mahikahatelo: Mimfungho ya mintsaho, xirhatana, ku avanyisa marito, ku tirhisa dikixinari</p>

GIREDI YA 5 KOTARA YA 3				
VUSWIKOTI	KU YINGISELA NA KU VULAVULA	KU HLAYA NA KU LANGUTISA	KU TSALA NA KU ANDLALA	SWIAKI NA MILAWU YA MATIRHISELO YA RIRIMI
MAVHIKI 5 – 6	<p>U yingisela na ku angula eka xinavetiso</p> <p>Xitshuriwa xo huma eka buku ya mudyondzi kumbe eka FSM</p> <ul style="list-style-type: none"> Migingiriko ya masungulo: ku bvumba U yingisela ku kuma vuxokoxoko byo karhi U humesa miehleketo ya yena na mavonelo U humelerisa miehleketo ya yena na matitwelo hi ndlela yo hlamarisa 	<p>U hlaya xinavetiso xo huma eka buku ya mudyondzi kumbe eka FSM</p> <ul style="list-style-type: none"> U tirhisa maqhinga yo hlaya: hlaya hi ku hatlisa ku kuma voxokoxoko byo karhi, a hlaya hi ku hatlisa ku kuma mhaka hi ku angarhela, a tirhisa vutivi bya khale kumbe vuthala eka xitshuriwa, a endla nkumbetelo U langutisa na ku nyika mavonelo hi vuthekiniki bya swidirowiwa lebyi tirhisiweke eka switshuriwa swa swovoniwa: muhlovo, matsalelo ya maletere, vuandlalo <p>Ku angula eka switshuriwa leswi a swi hlayeke a ri yexe</p> <ul style="list-style-type: none"> U rungula xitori kumbe mhakankulu hi swivulwa swa 3 ku fika eka 5 U humelerisa matitwelo ya yena/ ntlhaveko hi xitshuriwa lexi a xi hlayeke. Yelanisa na vutomi bya yena Pimanisa tibuku / switshuriwa leswi a swi hlayeke 	<p>U tsala xinavetiso</p> <ul style="list-style-type: none"> Humesa mhakankulu yi va erivaleni na hi mfanelo Tirhisa swovoniwa leswi faneleke na vuandllo lebyi faneleke xikongomelo Tirhisa ntivomarito wo hambanahambana, ntivoririmi lowu faneleke, mapeletelo na mahikahatelo Tirhisa ririmi ku humelerisa vutumbuluxi na miehleketo ya yena. <p>Tsala hi ku landzelela magoza</p> <ul style="list-style-type: none"> Ku kunguhata Ku pfapfharhuta Ku pfluxeta Ku hlela Ku hlerisisa na Ku andlala 	<p>Mpimo wa ntirho wa rito: Mahlawuri, maengeteri</p> <p>Mpimo wa ntirho wa xivulwa: Nkarhi lowu hundzeke, xitwananisi xa nhlokomhaka</p> <p>Nhlamuselo ya rito: Minkomiso ya marito</p> <p>Mapeletelo na mahikahatelo:: Mimfungo ya mintshaho</p>
	<p>NTIRHO WA MAKAMBELELO YA MAFUNDZA WA 7</p> <p>SWANOMO [20 wa timaraka]</p> <ul style="list-style-type: none"> Mbulavulo wa xijumana/ mbulavulo lowu lulamisiweke KUMBE Xikambelantwisiso xo yingisela (Wu endliwa exikarhi ka Kotara) 			

GIREDI YA 5 KOTARA YA 3				
VUSWIKOTI	KU YINGISELA NA KU VULAVULA	KU HLAYA NA KU LANGUTISA	KU TSALA NA KU ANDLALA	SWIAKI NA MILAWU YA MATIRHISELO YA RIRIMI
<p>MAVHIKI</p> <p>7 – 8</p>	<p>U yingisela na ku angula eka xithhokovetselo</p> <ul style="list-style-type: none"> Xitshuriwa xo huma eka buku ya mudyondzi kumbe eka FSM Migingiriko ya masungulo : ku bvumba Kombisa hungunkulu Kombisa nkucetelo wa mimpfumawulo lowu tisaka hi xithhokovetselo U hlamusela matitwelo lama thlonthiwaka hi thoni na ririmi leri tirhisiwaka eka xithhokovetselo Yelanisa na leswi humelake evuton'wini bya yena / leswi a swi tokoteke 	<p>U hlaya xithhokovetselo</p> <p>Xitshuriwa xo huma eka buku ya mudyondzi kumbe eka FSM</p> <ul style="list-style-type: none"> Ku tilulamisela ku hlaya: bvumba ku suka eka vito ra xithhokovetselo na swifaniso Kombisa hungunkulu U kombisa yelano wa mimpfumawulo na ncino na ku nyika vonelo hi nkucetelo lowu swi nga na wona eka muyingiseri Kombisa swigaririmi U kombisa matitwelo na nyika mavonelo Tirhisa dikixinari ku ndlandlamuxa ntivomarito 	<p>U tsala xithhokovetselo</p> <ul style="list-style-type: none"> Tirhisa xivumbeko lexinene xa matsalelo ya xithhokovetselo Mongo wa xithhokovetselo wu fanele ku va erivaleni Tirhisa ririmi ra vutumbuluxi, ku katsa na swigaririmi Tirhisa yelano wa mimpfumawulo na ncino Tirhisa mahikahatelo lama faneleke <p>Tsala hi ku landzelela magoza</p> <ul style="list-style-type: none"> Ku kunguhata Ku pfapfharhuta Ku pfuxeta Ku hlela Ku hlerisisa na Ku andlala 	<p>Mpimo wa ntirho wa rito: mavitantlawa, mavitaswianakanyiwa, mahlamari</p> <p>Mpimo wa ntirho wa xivulwa: nkarhi wa sweswi lowu yaka emahlweni</p> <p>Nhlamuselo ya marito: alitirexini (asonense/ mbuyelelo wa switwari, khonsonense / mbuyelelo wa switatisi), vumunhato, ku yelana ka mimpfumawulo, ncino, xigego, xifananiso</p> <p>Mapeletelo na mahikahatelo: hiko, hefemulo</p>

GIREDI YA 5 KOTARA YA 4

VUSWIK OTI	KU YINGISELA NA KU VULAVULA	KU HLAYA NA KU LANGUTISA	KU TSALA NA KU ANDLALA	SWIAKI NA MILAWU YA MATIRHISELO YA RIRIMI
<p>MAVHIKI 1 – 2</p>	<p>Ku Yingisela na ku angula eka xitori</p> <p>Xitshuriwa xo huma eka buku yo hlaya ya vadyondzi, buku ya mudyondzi kumbe Fayili ya Switirhisiwa swa Mudyondzisi (FSM)</p> <p>Xikambelantwisiso xo yingisela</p> <ul style="list-style-type: none"> • U kombisa na ku hlamusela mhakankulu, kungu, mbangu, moya wa xitori na swimunhuhatwa eka xitori xo ka xi nga ri xa ntiyiso • U nyika vonelo ra yena hi nkoka wa swavanhu, mahanyelo na ndhavuko eka switshuria swo hambanahambana <p>Mbulavulo lowu lulamisiweke</p>	<p>U hlaya xitori xo huma eka buku yo hlaya ya vadyondzi, buku ya mudyondzi kumbe Fayili ya Switirhisiwa swa Mudyondzisi (FSM)</p> <p>U bvumba vundzeni kumbe mahetelelo</p> <ul style="list-style-type: none"> • U tirhisa maqhingha yo tala yo hlaya: Ku hlaya hi ku hatlisa ku kuma hungu hi ku angarhela, ku kuma vuxokoxoko bya karhi, vuthala eka xitshuriwa na vitivi bya kahle • U kombisa no nyika mavonelo hi swimunhuhatwa, minkongomelo na timhaka leti nga eka xitori xo ka xi nga ri xa ntiyiso • Hlamusela xivangelo na switandzhaku • Hlamusela matitwelo ya yena/ ntlhaveko hi xitshuriwa lexi a xi hlayeke • Tirhisa dikixinari ku ndlandlamuxa ntiyomarito [swi fanele ku vuyeleriwa eka nghingiriko wun'wana na wun'wana] <p>Ku angula eka switshuriwa leswi a swi hlayeke a ri yexe</p> <ul style="list-style-type: none"> • U rungula xitori kumbe mhakankulu hi swivulwa swa 3 ku fika eka 5 • U humelerisa matitwelo ya yena/ ntlhaveko hi xitshuriwa lexi a xi hlayeke. • Yelanisa na vutomi bya yena • Pimanisa tibuku / switshuriwa leswi a swi hlayeke 	<p>U tsala dayari</p> <ul style="list-style-type: none"> • Tirhisa vuandlalo byo lulama • Kombisa ku lemuka vaamukeri va mahungu na xitayili • Tirhisa thoni leyi faneleke • Tirhisa mahlanganisi xik: hambiswiritano, vamavizweni na maritofularha ku hlanganisa swivulwa ku vumba tindzimana leti nga na nkhomano. • Tirhisa mapeletelo na mahikahatelo lawa ya lulameke <p>Tsala hi ku landzelela magoza</p> <ul style="list-style-type: none"> • Ku kunguhata • Ku pfafnarhuta • Ku pfuxeta • Ku hlela • Ku hlerisisa na • Ku andlala 	<p>Mpimo wa ntirho wa rito: Vundhawu bya maviti, mahlawuri, maengeteri, maviti, masivi</p> <p>Mpimo wa ntirho wa xivulwa: nhlokomhaka, xiendliwa, marito yo runguriwa</p> <p>Nhlamuselo ya marito: rito rin'we ematshan'wini ya xivulwana</p> <p>Mapeletelo na mahikahatelo: avanyiso wa marito, maletre lamakulu</p>

GIREDI YA 5 KOTARA YA 4				
VUSWIKOTI	KU YINGISELA NA KU VULAVULA	KU HLAYA NA KU LANGUTISA	KU TSALA NA KU ANDLALA	SWIAKI NA MILAWU YA MATIRHISELO YA RIRIMI
<p>MAVHIKI 3 – 4</p>	<p>Ku yingisela na ku angula eka xiviko xik: mahungu, timhaka leti humelelaka ka minkarhi ya sweswi</p> <p>Xitshuriwa xo huma eka buku ya mudyondzi kumbe Fayili ya Switirhisiwa swa Mudyondzisi (FSM)</p> <ul style="list-style-type: none"> Migingiriko ya masungulo: ku bvumba Kombisa timhakankulu na vuxokoxoko byo karhi Nyika mavonelo hi xivumbeko, swihlawulekisi swo karhi, matirhiseho ya ririmi na xivumbeko xa xitshuriwa Yelanisa na leswi humeleleke evuton'wini bya yena U humelerisa na ku hlamusela vonelo ra yena a tlhela a seketela Vutisa na ku angula eka swivutiso swa nkoka <p>Mbulavulo lowu lulamisiweke</p>	<p>U hlaya xitshuriwa xa mahungu lexi nga na swovoniwa xik: swifaniso / tidayagiramu/ mimepe</p> <p>Xitshuriwa xo huma eka buku ya mudyondzi kumbe Fayili ya Switirhisiwa swa Mudyondzisi (FSM)</p> <ul style="list-style-type: none"> Ku tilulamisela ku hlaya: ku bvumba ku suka eka vito ra xitshuriwa, tinhlokomhaka na swifaniso. U tirhisa maqhingha yo hlaya: ku bvumba na ku tirhisa vuthala bya le ka xitshuriwa na mbangu Kanela hungunkulu na vuxokoxoko bya karhi Nyika mavonelo hi swifaniso leswi nga hlawuriwa eka xitshuriwa Nyikana miehleketo na van'wana no tlhela a seketela mavonelo ya yena Hlamula swivutiso swa nkoka Tirhisa dikixinari ku ndlandlamuxa ntivomarito [swi fanele ku vuyeleriwa eka nghingiriko wun'wana na wun'wana] 	<p>U tsala xiviko</p> <ul style="list-style-type: none"> Tirhisa rimba ku tsala xiviko Xaxameta mahungu hi ndlela leyi faneleke Tirhisa ntivoririmi, mapeletelo na mahikahatelo Andlala ntirho hi ndlela leyi baseke hi ku tihisa xivumbeko lexinene ku fana na tinhlokomhaka, ntsalanganyo exikarhi ka tindzimana <p>Tsala hi ku landzelela magoza</p> <ul style="list-style-type: none"> Ku kunguhata Ku pfapfharhuta Ku pfluxeta Ku hlela Ku hlerisisa na Ku andlala 	<p>Mpimo wa ntirho wa rito: mahlanganisi, mahlayelo ya maendli</p> <p>Mpimo wa ntirho wa xivulwa: nkarhi wa sweswi</p> <p>Nhlamuselo ya marito; mavizweni, maritofularha, homofoni, tihomonimi, pholisemi</p> <p>Mapeletelo na mahikahatelo: avanyiso wa marito, ku tirhisa dikixinari, maletere lamakulu</p>

GIREDI YA 5 KOTARA YA 4

VUSWIKOTI	KU YINGISELA NA KU VULAVULA	KU HLAYA NA KU LANGUTISA	KU TSALA NA KU ANDLALA	SWIAKI NA MILAWU YA MATIRHISELO YA RIRIMI
<p>MAVHIKI 5 – 6</p>	<p>U yingisela na ku angula eka xitshuriwa xa mahungu</p> <p>Xitshuriwa xo huma eka buku ya mudyondzi kumbe Fayili ya Switirhisiwa swa Mudyondzisi (FSM)</p> <ul style="list-style-type: none"> • Migingiriko ya masungulo: ku bvumba • U kombisa na ku hlamusela xivangelo na switandzhaku • U nyika vonelo ra yena hi nkoka wa swavanhu, mahanyelo na ndhavuko • Vutisa na ku angula eka swivutiso swa nkoka • U humelerisa na ku hlamusela vonelo ra yena a tlhela a seketela 	<p>U hlaya xitshuriwa xa mahungu lexi nga na swovoniwa xik: mimepe/ tigirafu/ tichati/ matafula</p> <p>Xitshuriwa xo huma eka buku ya mudyondzi kumbe Fayili ya Switirhisiwa swa Mudyondzisi (FSM)</p> <ul style="list-style-type: none"> • U tirhisa maqhinga yo tala yo hlaya ku kombisa mhakankulu na timhaka to seketela • U komisa mahungu • U hlamusela swovoniwa • U tirhisa vutivi bya khale kumbe vuthala bya xitshuriwa ku kuma nhlamuselo • Endla nkumbetelo • Tsala mahungu ku suka eka swovoniwa ku ya eka xivumbeko xa ku ya hlamuseriwa/ runguriwa 	<p>U tsala xitsalwana xa nhlamuselo</p> <ul style="list-style-type: none"> • Ku tsala ka vutumbuluxi (tindzimana ta mune) • Hlawula ntsena mahungu lama faneleke • U nga humi eka nhlokomhaka • U tirhisa ntivomarito wo hlamusela, ngopfungopfu mahlawuri yo hambanahambana • U tirhisa ririmi ro gego, xik. Swifananisi, swigego • U landzelerisa swiendleko hi ndlela leyi faneleke no hlamusela malongoloxelo <p>Tsala hi ku landzelela magoza</p> <ul style="list-style-type: none"> • Ku kunguhata • Ku pfapfharhuta • Ku pfuxeta • Ku hlela • Ku hlerisisa na • Ku andlala 	<p>Mpimo wa ntirho wa rito: Mahlawuri</p> <p>Mpimo wa ntirho wa xivulwa: xivulwana xa riviti, xivulwana xa riendi, nandzulo, xivumbeko xa xivulwa xa xivutiso</p> <p>Nhlamuselo ya marito: swigego, swifananisi, swivuriso, swivulavulelo</p> <p>Mapeletelo na mahikahatelo: avanyisao wa marito, ku tirhisa dikixinari</p>
<p>NTIRHO WA MAKAMBELELO YA MAFUNDZA WA 9</p> <p>KU TSALA: PAPILA RA 3 [Ntsengo wa timaraka: 30]</p> <p>Xitshuriwa xa xitsalwambiko (10 wa timaraka)</p> <ul style="list-style-type: none"> • NA <p>Xitsalwana (20 wa timaraka)</p> <ul style="list-style-type: none"> • Ndzungulo / Nhlamuselo (4 wa tindzimana) <p>(Swi tsarisiwa hi nkarhi wa ku dyondzisa no dyondza)</p>				

GIREDI YA 5 KOTARA YA 4

VUSWIKOTI	KU YINGISELA NA KU VULAVULA	KU HLAYA NA KU LANGUTISA	KU TSALA NA KU ANDLALA	SWIAKI NA MILAWU YA MATIRHISELO YA RIRIMI
MAVHIKI 7 – 8	Mpfluxeto	Mpfluxeto Xitshuriwa xa swileriso Xitshuriwa ya mahungu Xirungulwana	Mpfluxeto Dayari Xiviko Xitori Xitsalwana xa nhlamuselo	Mpfluxeto Mpimo wa ntirho wa rito Nhlamuselo ya marito Mpimo wa ntirho wa xivulwa
	NTIRHO WA MAKAMBELELO YA MAFUNDZA WA 10 SWANOMO: PAPILA RA 1 [20 wa timaraka] <ul style="list-style-type: none"> Mbulavulo wa xijumana/ mbulavulo lowu lulamisiweke KUMBE Xikambelantwisiso xo yingisela (Wu endliwa exikarhi ka Kotara)		NTIRHO WA MAKAMBELELO YA MAFUNDZA WA 11 – 2 wa tiawara KU ANGULA EKA SWITSHURIWA [Ntsengo wa timaraka: 40] <ul style="list-style-type: none"> Xivutiso xa 1: Xikambelantwisiso xa xitshuriwa xa matsalwa / xo ka xi nga ri xa matsalwa (15 wa timaraka) Xivutiso xa 2: Xitshuriwa xa swovoniwa (10 wa timaraka) Xivutiso xa 3: Ku tsala Nkomiso (5 wa timaraka) Xivutiso xa 4: Swiaki na Milawu ya Matirhisele ya Ririmi (10 wa timaraka) 	