



**basic education**

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

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**2020**  
**NATIONAL REVISED ANNUAL TEACHING PLANS**  
**GRADE 5**  
**HOME LANGUAGE**

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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 1<sup>st</sup> June 2020.

## 4. Revised Teaching Plans per Subject

This document presents the revised national annual teaching plans for Grade 10.

## 1. Afrikaans Home 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><b>Gee en volg instruksies</b></p> <p>Teks oor COVID-19</p> <p><b>Luister</b></p> <ul style="list-style-type: none"> <li>Inleidende aktiwiteite: voorspelling</li> <li>Identifiseer hoofboodskap en spesifieke besonderhede</li> <li>Vra vrae</li> <li>Bring met eie ervarings in verband</li> </ul> <p><b>Aanbieding</b></p> <ul style="list-style-type: none"> <li>Som hoofgedagtes op</li> <li>Druk gedagtes en gevoelens oor onderwerp uit</li> <li>Bring met eie ervaring in verband</li> </ul>	<p><b>Lees 'n instruksionele teks met 'n reeks instruksies</b></p> <p>Teks oor COVID-19</p> <ul style="list-style-type: none"> <li>Pre-lees: Maak voorspellings wat op die titel en prente gebaseer is</li> <li>Gebruik leesstrategieë: voorspelling, kontekstuele leidrade</li> <li>Bespreek kenmerke van teks</li> <li>Bespreek hoofgedagtes en spesifieke besonderhede</li> <li>Bespreek nuwe woordeskat</li> <li>Beantwoord vrae oor teks</li> <li>Skryf nuwe woorde in persoonlike woordeboek</li> </ul>	<p><b>Skryf instruksies</b>, byvoorbeeld veiligheidsmaatreëls</p> <ul style="list-style-type: none"> <li>Gebruik korrekte formaat</li> <li>Kies relevante inligting</li> <li>Gebruik korrekte en spesifieke besonderhede</li> <li>Gebruik toepaslike taal, spelling en leestekens</li> <li>Gebruik die bevelsvorm van die werkwoord</li> <li>Gebruik die stappe van die skryfproses</li> <li>Hou 'n dinkskrum vir idees deur kopkaarte te gebruik</li> <li>Skryf die eerste weergawe</li> <li>Hersien</li> <li>Proeflees</li> <li>Skryf die finale weergawe</li> </ul>	<p><b>Werk met woorde</b></p> <ul style="list-style-type: none"> <li>Bywoord van manier/wyse, tyd, frekwensie, graad</li> <li>Voorsetsels</li> </ul> <p><b>Werk met sinne</b></p> <ul style="list-style-type: none"> <li>Enkelvoudige sinne</li> <li>Komplekse sinne</li> <li>Bevelsinne</li> </ul> <p><b>Spelling and punktuasie</b></p> <ul style="list-style-type: none"> <li>Punt, komma</li> </ul>

GRAAD 5 KWARTAAL 2				
VAARDIGHEDE	LUISTER EN PRAAT (MONDELING)	LEES EN KYK	SKRYF EN AANBIED	TAASTRUKTURE EN -KONVENSIES
Week 3–4	<p><b>Luister en reageer op 'n verslag</b></p> <p>Teks oor COVID-19</p> <p><b>Luister</b></p> <ul style="list-style-type: none"> <li>Inleidende aktiwiteit: voorspelling</li> <li>Identifiseer hoofboodskap en spesifieke besonderhede</li> </ul> <p><b>Aanbieding</b></p> <ul style="list-style-type: none"> <li>Som hoofgedagtes op</li> <li>Druk gedagtes en gevoelens oor onderwerp</li> </ul>	<p><b>Lees 'n verslag met visuele beelde, byvoorbeeld tabelle/kaarte/grafieke/landkaarte</b></p> <p>Teks oor COVID-19</p> <ul style="list-style-type: none"> <li>Pre-lees: Maak voorspellings wat op die titel, opskrifte en prente gebaseer is</li> <li>Bespreek sentrale idee en spesifieke besonderhede</li> <li>Interpreteer besonderhede in grafiese tekste</li> <li>Bespreek nuwe woordeskat</li> <li>Gebruik 'n grafiek/tabel/landkaart/kaart/ diagram om inligting op te som</li> </ul>	<p><b>Skryf en bied 'n verslag in 'n visuele formaat aan, byvoorbeeld tabelle/kaarte/grafieke/landkaarte</b></p> <ul style="list-style-type: none"> <li>Gebruik die korrekte formaat en bied werk netjies aan</li> <li>Gebruik toepaslike taal, spelling en leestekens</li> <li>Gebruik die stappe van die skryfproses</li> <li>Hou 'n dinkskrum vir idees deur kopkaarte te gebruik</li> <li>Skryf die eerste weergawe</li> <li>Hersien</li> <li>Proeflees</li> <li>Skryf die finale weergawe</li> </ul>	<p><b>Werk met woorde</b></p> <ul style="list-style-type: none"> <li>Onbepaalde voornaamwoorde</li> <li>Voegwoorde, verbindingswoorde: proses, orde van belangrikheid</li> </ul> <p><b>Werk met sinne</b></p> <ul style="list-style-type: none"> <li>Saamgestelde sinne</li> <li>Lydende en bedrywende vorm</li> </ul> <p><b>Spelling and punktuasie</b></p> <ul style="list-style-type: none"> <li>Kommapunt, dubbelpunt</li> </ul>
<p><b>FORMELE ASSESSERING TAAK 6</b>  <b>SKRYF VRAESTEL 3 [Totaal 30 Punte]</b></p> <p><b>Transaksionele teks (10 punte)</b></p> <ul style="list-style-type: none"> <li>Transaksionele skryf</li> </ul> <p><b>EN</b></p> <ul style="list-style-type: none"> <li>Opstel (20 punte)</li> </ul> <p><b>Verhalend/Beskrywend (4 paragrawe)</b></p>				

GRAAD 5 KWARTAAL 3				
VAARDIGHEDE	LUISTER EN PRAAT (MONDELING)	LEES EN KYK	SKRYF EN AANBIED	TAALSTRUKTURE EN -KONVENSIES
Week 1–2	<p><b>Luister en reageer op 'n roman</b></p> <ul style="list-style-type: none"> <li>• Gebruik 'n teks van 'n handboek of uit die onderwyser se hulpbronnêer</li> <li>• Inleidende aktiwiteite: voorspelling</li> <li>• Luister na uittreksels uit die roman</li> <li>• Luister vir spesifieke besonderhede</li> <li>• Identifiseer die hoofboodskap</li> </ul> <p><b>Beskryf gebeurtenisse</b></p> <ul style="list-style-type: none"> <li>• Bring met eie ervarings in verband</li> <li>• Verduidelik gebeure duidelik en in volgorde</li> <li>• Druk gedagtes en gevoelens oor gebeure uit</li> </ul>	<p><b>Lees 'n roman</b></p> <ul style="list-style-type: none"> <li>• Gebruik 'n teks van 'n handboek of uit die onderwyser se hulpbronnêer</li> <li>• Pre-lees: identifiseer die verskille tussen 'n roman en 'n storie</li> <li>• Bespreek die struktuur, doel en gehoor</li> <li>• Maak voorspellings wat op die titel, hoofstukopskrifte en prente gebaseer is.</li> <li>• Bespreek en beantwoord vrae oor karakters, sentrale gebeure en temas</li> <li>• Bring gebeure en karakters met eie ervarings in verband</li> <li>• Gebruik 'n verskeidenheid leesstrategieë</li> <li>• Som inligting op of beantwoord vrae</li> <li>• Gebruik 'n woordeboek vir</li> </ul>	<p><b>Skryf 'n boekresensie</b></p> <ul style="list-style-type: none"> <li>• Gebruik 'n raamwerk om inhoud logies te organiseer</li> <li>• Kies inhoud wat geskik is vir die doel</li> <li>• Gebruik toepaslike taal, spelling en leestekens</li> <li>• Gebruik 'n woordeboek vir spelling en woordeskatontwikkeling</li> <li>• Gebruik die stappe van die skryfproses</li> <li>• Hou 'n dinkskrum vir idees deur kopkaarte te gebruik</li> <li>• Skryf die eerste weergawe</li> <li>• Hersien</li> <li>• Proeflees</li> <li>• Skryf die finale weergawe</li> </ul>	<p><b>Werk met woorde</b></p> <ul style="list-style-type: none"> <li>• Voornaamwoorde: vraende, wederkerende</li> <li>• Tussenwerpsels</li> </ul> <p><b>Werk met sinne</b></p> <ul style="list-style-type: none"> <li>• Tydsforme: Veledede tyd</li> </ul> <p><b>Woordbetekenis/woordeskat</b></p> <ul style="list-style-type: none"> <li>• Vergelykings, spreuke, idiome</li> </ul> <p><b>Spelling en punktuasie</b></p> <ul style="list-style-type: none"> <li>• Vraagteken, uitroepteken</li> </ul>

GRAAD 5 KWARTAAL 3				
VAARDIGHEDE	LUISTER EN PRAAT (MONDELING)	LEES EN KYK	SKRYF EN AANBIED	TAALSTRUKTURE EN -KONVENSIES
Week 3–4	<p><b>Luister en reageer op 'n storie</b></p> <p>Gebruik 'n teks van 'n handboek of uit die onderwyser se hulpbronnêer</p> <ul style="list-style-type: none"> <li>• Inleidende aktiwiteit: voorspelling</li> <li>• Luister na uittreksels uit die roman</li> <li>• Luister vir spesifieke besonderhede</li> <li>• Identifiseer die hoofboodskap</li> </ul> <p><b>Luisterbegrip</b></p>	<p><b>Lees 'n storie</b></p> <p>Gebruik 'n teks van 'n handboek of uit die onderwyser se hulpbronnêer</p> <ul style="list-style-type: none"> <li>• Pre-lees: identifiseer die verskille tussen 'n roman en 'n storie</li> <li>• Bespreek die struktuur, doel en gehoor</li> <li>• Pre-lees: Maak voorspellings wat op die titel, hoofstukopskrif en prente gebaseer is</li> <li>• Bespreek en beantwoord vrae oor karakters, sentrale gebeure en temas</li> <li>• Bring gebeure en karakters met eie ervarings in verband</li> <li>• Gebruik 'n verskeidenheid leesstrategieë</li> <li>• Som inligting op of beantwoord vrae</li> <li>• Gebruik 'n woordeboek vir woordeskat-ontwikkeling</li> </ul>	<p><b>Skryf 'n storie</b></p> <ul style="list-style-type: none"> <li>• Ontwikkel plot, karakters en agtergrond</li> <li>• Kies inhoud wat geskik is vir die gehoor en doel van die teks</li> <li>• Gebruik taal verbeeldingryk en gebruik 'n uitgebreide woordeskat</li> <li>• Verbind sinne tot 'n samehangende paragraaf deur voornaamwoorde, verbindingswoorde en leestekens te gebruik</li> <li>• Gebruik toepaslike taal, spelling en punktuasie</li> <li>• Gebruik die stappe van die skryfproses</li> <li>• Hou 'n dinkskrum vir idees deur kopkaarte te gebruik</li> <li>• Skryf die eerste weergawe</li> <li>• Hersien</li> <li>• Proeflees</li> <li>• Skryf die finale weergawe</li> </ul>	<p><b>Werk met woorde</b></p> <ul style="list-style-type: none"> <li>• Selfstandige naamwoorde: telbare, ontelbare, enkelvoud, meervoud</li> <li>• Werkwoorde</li> </ul> <p><b>Werk met sinne</b></p> <ul style="list-style-type: none"> <li>• Tydsforme: Verlede tyd</li> </ul> <p><b>Spelling en punktuasie</b></p> <ul style="list-style-type: none"> <li>• Aanhalingstekens, afkappingsteken,</li> <li>• Afbreek van woorde</li> <li>• Woordeboekgebruik</li> </ul>



GRAAD 5 KWARTAAL 3				
VAARDIGHEDE	LUISTER EN PRAAT (MONDELING)	LEES EN KYK	SKRYF EN AANBIED	TAALSTRUKTURE EN -KONVENSIES
Week 5–6	<p><b>Luister en reageer op 'n advertensie</b></p> <p>Gebruik 'n teks van 'n handboek of uit die onderwyser se hulpbronnêer</p> <ul style="list-style-type: none"> <li>• Inleidende aktiwiteite: voorspelling</li> <li>• Identifiseer sleutelkwessies</li> <li>• Luister vir spesifieke besonderhede</li> <li>• Deel idees en gee opinies</li> <li>• Druk gedagtes en gevoelens op 'n verbeeldingryke wyse uit</li> </ul>	<p>Lees 'n <b>Lees 'n advertensie</b> van 'n handboek of uit die onderwyser se hulpbronnêer</p> <ul style="list-style-type: none"> <li>• Gebruik leesstrategieë: vluglees (om 'n oorsig te kry), soeklees (om spesifieke inligting te vind), voorspelling van inhoud, gebruik voorkennis of tekstuele leidrade, maak afleidings</li> <li>• Identifiseer en bespreek grafiese tegnieke wat gebruik word in visuele tekste: kleur, lettertipe, uitleg</li> </ul> <p><b>Besin oor selfstandig gelese tekste</b></p> <ul style="list-style-type: none"> <li>• Hervertel storie/hoofidees in 3–5 sinne</li> <li>• Druk emosies op gelese tekste uit</li> <li>• Vergelyk boeke/tekste geles</li> </ul>	<p><b>Skryf 'n advertensie</b></p> <ul style="list-style-type: none"> <li>• Druk idees duidelik en logies uit</li> <li>• Gebruik toepaslike visuele beelde en uitleg vir die doel</li> <li>• Gebruik 'n uitgebreide woordeskat, toepaslike taal, spelling en punktuasie</li> <li>• Gebruik taal vir kreatiewe en verbeeldingryke uitdrukking van gevoelens</li> </ul> <p>Gebruik die stappe van die skryfproses</p> <ul style="list-style-type: none"> <li>• Hou 'n dinkskrum vir idees deur kopkaarte te gebruik</li> <li>• Skryf die eerste weergawe</li> <li>• Hersien</li> <li>• Proeflees</li> <li>• die finale weergawe</li> </ul>	<p><b>Werk met woorde</b></p> <ul style="list-style-type: none"> <li>• Byvoeglike naamwoorde: trappe van vergelyking,</li> <li>• Bywoorde</li> </ul> <p><b>Werk met sinne</b></p> <ul style="list-style-type: none"> <li>• Tydsvorme: Teenwoordige tyd</li> </ul> <p><b>Woordbetekenis/ woordeskat:</b></p> <ul style="list-style-type: none"> <li>• Afkortings</li> </ul> <p><b>Spelling en leestekens</b></p> <ul style="list-style-type: none"> <li>• Aanhalingstekens</li> </ul>
	<p><b>FORMELE ASSESSERING TAAK 7 MONDELING [20 Punte]</b></p> <ul style="list-style-type: none"> <li>• (On)voorbereide praat OF</li> <li>• Luisterbegrip OF</li> <li>• Gesprek</li> </ul> <p>(Word gedurende die kwartaal afgehandel)</p>		<p><b>FORMELE ASSESSERING TAAK 8: Respons op tekste TOETS [Totaal: 40 Punte]</b></p> <ul style="list-style-type: none"> <li>• Vraag 1 Leesbegrip: Literêre/Nie-literêre teks (15 punte)</li> <li>• Vraag 2 Visuele teks (10 punte)</li> <li>• Vraag 3 Opsomming (5 punte)</li> <li>• Vraag 4 Taalstrukture en –konvensies in konteks (10 punte)</li> </ul> <p>(Word afgelê gedurende onderrigtyd)</p>	

**GRAAD 5 WARTAAL 3**

VAARDIGHEDE	LUISTER EN PRAAT (MONDELING)	LEES EN KYK	SKRYF EN AANBIED	TAALSTRUKTURE EN - KONVENSIES
<p><b>Week 7–8</b></p>	<p><b>Luister en reageer op 'n gedig</b></p> <p>Gebruik 'n teks van 'n handboek of uit die onderwyser se hulpbronnêer</p> <ul style="list-style-type: none"> <li>• Inleidende aktiwiteit: voorspelling</li> <li>• Identifiseer hoofboodskap</li> <li>• Identifiseer klankeffekte</li> <li>• Bespreek toon en taalgebruik en die effek daarvan op die luisteraar</li> <li>• Bring met eie ervarings in verband</li> </ul>	<p><b>Lees 'n gedig</b></p> <p>Gebruik 'n teks van 'n handboek of uit die onderwyser se hulpbronnêer</p> <ul style="list-style-type: none"> <li>• Pre-lees: Maak voorspellings wat op titel en prente gebaseer is</li> <li>• Identifiseer hoofboodskap</li> <li>• Identifiseer rym, ritme en die effek daarvan op die luisteraar</li> <li>• Identifiseer beeldspraak en stylfigure</li> <li>• Druk gevoelens en opinies uit</li> <li>• Gebruik 'n woordeboek vir woordeskatontwikkeling</li> </ul>	<p><b>Skryf 'n gedig</b></p> <ul style="list-style-type: none"> <li>• Gebruik toepaslike formaat</li> <li>• Die hoofgedagte moet duidelik wees</li> <li>• Gebruik taal, insluitende beeldspraak en stylfigure, kreatief</li> <li>• Gebruik rym en ritme</li> <li>• Gebruik toepaslike leestekens</li> <li>• Gebruik die stappe van die skryfproses</li> <li>• Hou 'n dinkskrum vir idees deur kopkaarte te gebruik</li> <li>• Skryf die eerste weergawe</li> <li>• Hersien</li> <li>• Proeflees</li> <li>• Skryf die finale weergawe</li> </ul>	<p><b>Werk met woorde</b></p> <ul style="list-style-type: none"> <li>• Versamelname</li> <li>• Abstrakte selfstandige naamwoorde</li> <li>• Tussenwerpsels</li> </ul> <p><b>Werk met sinne</b></p> <ul style="list-style-type: none"> <li>• Tydsvorme: Toekomende tyd</li> </ul> <p><b>Woordbetekenis/ woordeskat:</b> personifikasie, metafoor, vergelyking, alliterasie, assonansie, ritme, rym,</p> <p><b>Spelling en punktuasie</b></p> <ul style="list-style-type: none"> <li>• Punt, komma</li> </ul>

GRAAD 5 KWARTAAL 4				
VAARDIGHEDE	LUISTER EN PRAAT (MONDELING)	LEES EN KYK	SKRYF EN AANBIED	TAALSTRUKTURE EN -KONVENSIES
Week 1–2	<p><b>Luister en reageer op 'n storie</b></p> <p>Gebruik 'n teks van 'n handboek of uit die onderwyser se hulpbronnêer</p> <p><b>Luisterbegrip</b></p> <ul style="list-style-type: none"> <li>• Identifiseer en beskryf die sentrale idee, intrige/plot, agtergrond, atmosfeer en karakters van 'n fiktiewe storie</li> <li>• Bespreek die sosiale, morele en kulturele waardes in verskillende tekste</li> </ul> <p><b>Vorbereide mondelinge aanbieding (praat)</b></p>	<p><b>Lees 'n storie</b> uit die klasleesboek, handboek of uit die onderwyser se hulpbronnêer</p> <ul style="list-style-type: none"> <li>• Voorspel inhoud of einde</li> <li>• Gebruik verskillende leesstrategieë soos vluglees, soeklees, kontekstuele leidrade en voorkennis</li> <li>• Identifiseer en bespreek karakters, temas en kwessies in 'n fiksie storie</li> <li>• Verduidelik oorsaak en gevolg</li> <li>• Beskryf en verduidelik emosionele respons op teks</li> <li>• Gebruik 'n woordeboek vir woordeskatontwikkeling [moet by elke aktiwiteit gedoen word]</li> </ul> <p><b>Besin oor selfstandig gelese tekste</b></p> <ul style="list-style-type: none"> <li>• Hervertel storie/hoofidees in 3–5 sinne</li> <li>• Druk emosies op gelese tekste uit</li> <li>• Bring met eie ervarings in verband</li> <li>• Vergelyk boeke/gelese tekste</li> </ul>	<p><b>Skryf 'n dagboek/dagboekinskrywings</b></p> <ul style="list-style-type: none"> <li>• Gebruik korrekte formaat</li> <li>• Toon bewustheid van gehoor en styl</li> <li>• Gebruik toepaslike toon</li> <li>• Verbind sinne tot 'n samehangende paragraaf deur verbindingswoorde, sinonieme en antonieme te gebruik</li> <li>• Gebruik die korrekte spelling en leestekens</li> <li>• Gebruik die stappe van die skryfproses</li> <li>• Hou 'n dinkskrum vir idees deur kopkaarte te gebruik</li> <li>• Skryf die eerste weergawe</li> <li>• Hersien</li> <li>• Proeflees</li> <li>• Skryf die finale weergawe</li> </ul>	<p><b>Werk met woorde</b></p> <ul style="list-style-type: none"> <li>• Voorsetsel</li> <li>• Determineerders</li> <li>• Byvoeglike naamwoorde</li> <li>• Bywoorde</li> <li>• Selfstandige naamwoorde</li> <li>• Voornaamwoorde</li> </ul> <p><b>Werk met sinne</b></p> <ul style="list-style-type: none"> <li>• Onderwerp, voorwerp</li> <li>• Indirekte rede</li> </ul> <p><b>Woordbetekenis/ woordeskat:</b></p> <p>Een woord vir 'n frase</p> <p><b>Spelling en leestekens</b></p> <ul style="list-style-type: none"> <li>• Afbreek van woorde</li> <li>• Hoofletters</li> </ul>

GRAAD 5 KWARTAAL 4				
VAARDIGHEDE	LUISTER EN PRAAT (MONDELING)	LEES EN KYK	SKRYF EN AANBIED	TAALSTRUKTURE EN - KONVENSIES
Week 3–4	<p><b>Luister en reageer op 'n verslag,</b> byvoorbeeld nuus, aktuele kwessies</p> <p>Gebruik 'n teks van 'n handboek of uit die onderwyser se hulpbronnêer</p> <ul style="list-style-type: none"> <li>• Inleidende aktiwiteite: voorspelling</li> <li>• Identifiseer hoofgedagtes en spesifieke besonderhede</li> <li>• Bespreek die formaat, kenmerke, taalgebruik en struktuur van die teks</li> <li>• Bring met eie ervarings in verband</li> <li>• Gee en regverdig opinies met redes</li> <li>• Vra en beantwoord kritiese vrae</li> </ul> <p><b>Vorbereide mondelinge aanbieding (praat)</b></p>	<p><b>Lees 'n inligtingstekst met visuele beelde,</b> byvoorbeeld foto's/diagramme/ landkaarte</p> <p>Gebruik 'n teks van 'n handboek of uit die onderwyser se hulpbronnêer</p> <ul style="list-style-type: none"> <li>• Pre-lees: Maak voorspellings wat op die titel, opskrifte en prente gebaseer is</li> <li>• Gebruik leesstrategieë: voorspelling, tekstuele en kontekstuele leidrade</li> <li>• Bespreek sentrale idee en spesifieke besonderhede</li> <li>• Lewer kommentaar op die keuse van prente in die teks</li> <li>• Deel idees en regverdig opinies</li> <li>• Beantwoord kritiese vrae</li> <li>• Gebruik 'n woordeboek vir woordeskat-ontwikkeling [Moet met elke aktiwiteit gedoen word]</li> </ul>	<p><b>Skryf 'n verslag</b></p> <ul style="list-style-type: none"> <li>• Gebruik 'n raamwerk en skryf 'n verslag</li> <li>• Organiseer inligting logies</li> <li>• Gebruik toepaslike taal, spelling en leestekens</li> <li>• Maak gebruik van toepaslike formaat soos opskrifte, spasiëring, paragrawe, ensovoorts.</li> <li>• Bied werk netjies aan</li> <li>• Gebruik die stappe van die skryfproses</li> <li>• Hou 'n dinkskrum vir idees deur kopkaarte te gebruik</li> <li>• Skryf die eerste weergawe</li> <li>• Hersien</li> <li>• Proeflees</li> <li>• Skryf die finale weergawe</li> </ul>	<p><b>Werk met woorde</b></p> <ul style="list-style-type: none"> <li>• Voegwoorde</li> </ul> <p><b>Werk met sinne:</b></p> <ul style="list-style-type: none"> <li>• Tydsvorme: Teenwoordige tyd</li> </ul> <p><b>Woordbetekenis/woordeskat</b></p> <ul style="list-style-type: none"> <li>• Sinonieme, antonieme, homofone, homonieme, polisemie</li> </ul> <p><b>Spelling en leestekens</b></p> <ul style="list-style-type: none"> <li>• Afbreek van woorde</li> <li>• Woordeboekgebruik</li> <li>• Hoofletters</li> </ul>

GRAAD 5 KWARTAAL 4				
VAARDIGHEDE	LUISTER EN PRAAT (MONDELING)	LEES EN KYK	SKRYF EN AANBIED	TAALSTRUKTURE EN -KONVENSIES
Week 5 – 6	<p><b>Luister en reageer op 'n inligtingstek</b></p> <p>Gebruik 'n teks van 'n handboek of uit die onderwyser se hulpbronnêer</p> <ul style="list-style-type: none"> <li>• Inleidende aktiwiteite: voorspelling</li> <li>• Identifiseer en verduidelik oorsaak en gevolg</li> <li>• Bespreek die sosiale, morele en kulturele waardes in die teks</li> <li>• Vrae kritiese vrae</li> <li>• Gee en regverdig opinies met redes</li> </ul>	<p><b>Lees 'n inligtingstek met visuele beelde</b>, byvoorbeeld landkaarte/ grafieke/kaarte/tabelle</p> <p>Gebruik 'n teks van 'n handboek of uit die onderwyser se hulpbronnêer</p> <ul style="list-style-type: none"> <li>• Gebruik verskillende leesstrategieë om hoof- en ondersteunende idees te identifiseer en</li> <li>• Inligting op te som</li> <li>• Interpreteer visuele beelde</li> <li>• Gebruik voorkennis of tekstuele leidrade om betekenis af te lei</li> <li>• Maak afleidings</li> <li>• Dra inligting van die visuele na die verhalende vorm oor</li> </ul>	<p><b>Skryf 'n beskrywende opstel</b></p> <ul style="list-style-type: none"> <li>• Kreatiewe skryf (vier paragrawe)</li> <li>• Kies relevante inhoud</li> <li>• Hou by die onderwerp</li> <li>• Gebruik beskrywende woorde, veral 'n verskeidenheid byvoeglike naamwoorde</li> <li>• Gebruik figuurlike taal, byvoorbeeld vergelykings, metafore</li> <li>• Rangskik gebeure logies en verduidelik die logika</li> </ul> <p><b>Gebruik die stappe van die skryfproses</b></p> <ul style="list-style-type: none"> <li>• Hou 'n dinkskrum vir idees deur kopkaarte te gebruik</li> <li>• Skryf die eerste weergawe</li> <li>• Hersien</li> <li>• Proeflees</li> <li>• Skryf die finale weergawe</li> </ul>	<p><b>Werk met woorde</b></p> <ul style="list-style-type: none"> <li>• Bepaalde en onbepaalde lidwoorde</li> <li>• Byvoeglike naamwoorde</li> </ul> <p><b>Werk met sinne</b></p> <ul style="list-style-type: none"> <li>• Bysinne: byvoeglike bysinne, bywoordelike bysinne,</li> <li>• Ontkenning</li> <li>• Vraagsin</li> </ul> <p><b>Woordbetekenis/woordeskat</b></p> <ul style="list-style-type: none"> <li>• Beeldspraak: metafore, vergelykings</li> <li>• Spreuke, idiome</li> </ul> <p><b>Spelling en leestekens</b></p> <ul style="list-style-type: none"> <li>• Woordeboekgebruik</li> <li>• Afbreek van woorde</li> </ul>
<p><b>FORMELE ASSESSERING TAAK 9</b>  <b>SKRYF VRAESTEL 3 [Totaal 30 Punte]</b></p> <p><b>Transaksionele teks (10 punte)</b></p> <ul style="list-style-type: none"> <li>• Transaksionele skryf</li> </ul> <p><b>EN</b></p> <p><b>Opstel (20 punte)</b></p> <ul style="list-style-type: none"> <li>• 4 paragrawe</li> <li>• Verhalend/Beskrywend 4 paragrawe</li> </ul> <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/woordeskaf Werk met sinne
	<b>FORMELE ASSESSERING TAAK 10</b> <b>MONDELING VRAESTEL 1 [20 Punte]</b> <ul style="list-style-type: none"> <li>• (On)voorbereide praat OF</li> <li>• Luisterbegrip OF</li> </ul> (Word gedurende kwartaal afgehandel)		<b>FORMELE ASSESSERING TAAK 11: 2 uur</b> <b>RESPONS OP TEKSTE VRAESTEL 2 [Totaal: 40 Punte]</b> <ul style="list-style-type: none"> <li>• Vraag 1 Leesbegrip: Literêre/Nie-literêre teks (15 punte)</li> <li>• Vraag 2 Visuele teks (10 punte)</li> <li>• Vraag 3 Opsomming (5 punte)</li> <li>• Vraag 4 Taalstrukture en –konvensies in konteks (10 punte)</li> </ul>	



## 2. English Home 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><b>Gives and follows instructions</b></p> <p>Text on Covid -19</p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Identifies main message and specific details</li> <li>• Asks questions</li> <li>• Links to own life</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>• Summarises main ideas</li> <li>• Expresses feelings about topic</li> <li>• Links to own life</li> </ul>	<p><b>Reads an instructional text containing a sequence of instructions</b></p> <p>Text on Covid -19</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicts from title and pictures</li> <li>• Uses reading strategies: prediction, contextual clues</li> <li>• Discusses feature of text</li> <li>• Discusses main ideas and specific details</li> <li>• Discusses new vocabulary</li> <li>• Answers questions on text</li> <li>• writes new words in personal dictionary</li> </ul>	<p><b>Writes instructions e.g. safety precautions</b></p> <ul style="list-style-type: none"> <li>• Uses correct format</li> <li>• Selects relevant information</li> <li>• Uses correct specific details</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Uses the command form of the verb and imperatives</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/pre-writing,</li> <li>• Drafting,</li> <li>• Revising,</li> <li>• Editing,</li> <li>• Proofreading, and</li> <li>• Presenting</li> </ul>	<p><b>Word level work:</b> adverbs of manner, time, frequency, degree Prepositions moods: imperatives</p> <p><b>Sentence level work:</b> simple sentences, complex sentences,</p> <p><b>Spelling and punctuation:</b> full stop, comma</p>

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
Week 3-4	<p><b>Listens and responds to a report</b></p> <p>Text on Covid -19</p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Identifies main message and specific details</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>• Summarises main ideas</li> <li>• Expresses feelings about topic</li> <li>• Links to own life</li> </ul>	<p><b>Reads a report with visuals</b> (e.g. tables/charts/graphs/maps)</p> <p>Text on Covid -19</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title, headings and pictures</li> <li>• Discusses central idea and specific details</li> <li>• Interprets graphic information</li> <li>• Discusses new vocabulary</li> <li>• Uses a graph/table/map/diagram to summarise information</li> </ul>	<p><b>Writes and presents a report in a visual format</b> e.g. tables/charts/graphs/maps</p> <ul style="list-style-type: none"> <li>• Presents information neatly using a proper format</li> <li>• Uses appropriate grammar, spelling and punctuation</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning / pre-writing,</li> <li>• Drafting,</li> <li>• Revising,</li> <li>• Editing,</li> <li>• Proofreading, and</li> <li>• Presenting</li> </ul>	<p><b>Word level work:</b> indefinite pronouns, Conjunctions: procedure, order of importance, connections</p> <p><b>Sentence level work:</b> compound sentences, active and passive voice</p> <p><b>Spelling and punctuation:</b> colon, semi-colon</p>
<p><b>FORMAL ASSESSMENT TASK 6</b> <b>WRITING [Total 30 Marks]</b></p> <p>Transactional text (10 marks)</p> <ul style="list-style-type: none"> <li>• Transactional writing:</li> </ul> <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
<b>Week 1-2</b>	<p><b>Listens and responds to a novel</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Listen to extracts from the novel</li> <li>• Listens for specific details</li> <li>• Identifies the main message</li> </ul> <p><b>Describes events</b></p> <ul style="list-style-type: none"> <li>• Relates to own life</li> <li>• Explains events clearly and in sequence</li> <li>• Expresses feelings in relation to events</li> </ul>	<p><b>Reads a novel</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Pre-reading: identifies the difference/s between novel and stories</li> <li>• Discusses the structure, purpose and audience</li> <li>• Predicts from title, chapter heading, pictures</li> <li>• Discusses and answers questions on characters, central events and themes</li> <li>• Relates events and characters to own life</li> <li>• Uses a range of reading strategies</li> <li>• Summarises information or answers questions</li> <li>• Uses a dictionary for vocabulary development</li> </ul>	<p><b>Writes a book review</b></p> <ul style="list-style-type: none"> <li>• Uses a frame to organise content logically</li> <li>• Selects content appropriate for the purpose</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Uses a dictionary for spelling and vocabulary development</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/pre-writing,</li> <li>• Drafting,</li> <li>• Revising,</li> <li>• Editing,</li> <li>• Proofreading, and</li> <li>• Presenting</li> </ul>	<p><b>Word level work:</b> relative pronouns, reflexive pronouns, interjections</p> <p><b>Sentence level work:</b> simple past tense, simple past tense, concords</p> <p><b>Word meaning:</b> similes, proverbs, idioms</p> <p><b>Spelling and punctuation:</b> question mark, exclamation mark</p>
<b>Week 3-4</b>	<p><b>Listens and responds to a story</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Listen to extracts from the novel</li> <li>• Listens for specific details</li> <li>• Identifies the main message</li> </ul> <p><b>Listening comprehension</b></p>	<p><b>Reads a-story</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Pre-reading: identifies the difference/s between novel and stories</li> <li>• Discusses the structure, purpose and audience</li> <li>• Pre-reading: predicts from title, chapter heading, pictures</li> <li>• Discusses and answers questions on characters, central events and themes</li> <li>• Relates events and characters to own life</li> <li>• Uses a range of reading strategies</li> <li>• Summarises information or answers questions</li> <li>• Uses a dictionary for vocabulary Development</li> </ul>	<p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning / pre-writing,</li> <li>• Drafting,</li> <li>• Revising,</li> <li>• Editing,</li> <li>• Proofreading, and</li> <li>• Presenting</li> </ul>	<p><b>Word level work:</b> Nouns: countable, uncountable, singular, plural verbs: regular irregular</p> <p><b>Sentence level work:</b> simple past tense, past continuous tense</p> <p><b>Spelling and punctuation:</b> Quotation marks, apostrophe word division, dictionary use,</p>

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<b>Week 5-6</b>	<p><b>Listens and responds to an advertisement</b></p> <p>Text from the textbook or Teacher's Resource File (TRF) or any other source</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Identifies key issues</li> <li>• Listens for specific details</li> <li>• Shares ideas and offers opinions</li> <li>• Expresses thoughts and feelings in an imaginative way</li> </ul>	<p><b>Reads an advertisement</b> from a textbook or Teacher's Resource File (TRF).</p> <ul style="list-style-type: none"> <li>• Uses reading strategies: scans for specific details, skims for general idea, predicts content, uses previous knowledge or textual clues, makes inferences</li> <li>• Views and comments on graphical techniques used in visual texts: colour, lettering, layout</li> </ul> <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> <li>• Retells story or main ideas in 3 to 5 sentences</li> <li>• Expresses emotional response to texts read.</li> <li>• Relates to own life</li> <li>• Compares books/texts read</li> </ul>	<p><b>Writes an advertisement</b></p> <ul style="list-style-type: none"> <li>• Expresses ideas clearly and logically</li> <li>• Uses appropriate visuals and layout for the purpose</li> <li>• Uses a wide variety of vocabulary, appropriate grammar, spelling and punctuation</li> <li>• Uses language for creative and imaginative self-expression</li> </ul> <p><b>Writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul>	<p><b>Word level work:</b> Adjectives: degrees of comparison, adverbs</p> <p><b>Sentence level work:</b> simple present tense, subject-verb agreement</p> <p><b>Word meaning:</b> abbreviations</p> <p><b>Spelling and punctuation:</b> inverted commas</p>
	<p><b>FORMAL ASSESSMENT TASK 7</b> <b>ORAL [20 marks]</b></p> <ul style="list-style-type: none"> <li>• (Un)prepared speech OR</li> <li>• Listening Comprehension</li> </ul> <p>(Completed during the Term)</p>		<p><b>FORMAL ASSESSMENT TASK 8: Response to Texts</b> <b>Test [Total: 40 Marks]</b></p> <ul style="list-style-type: none"> <li>• Question 1 Reading Comprehension: Literary / Non-literary text (15 marks)</li> <li>• Question 2 - Visual text (10 marks)</li> <li>• Question 3 - Summary (5 marks)</li> <li>• Question 4 - Language Structures and Conventions in context (10 marks)</li> </ul> <p>(Administered during teaching and learning time.)</p>	

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
Week 7-8	<p><b>Listens and responds to a poem</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Identifies main idea</li> <li>• Identifies sound effects</li> <li>• Expresses feelings stimulated by tone and language use in the poem</li> <li>• Relates to own experience</li> </ul>	<p><b>Reads a poem</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicts from title and pictures</li> <li>• Identifies main idea</li> <li>• Identifies rhyme, rhythm and comment on their effect on the listener</li> <li>• Identifies figures of speech</li> <li>• Expresses feelings and opinions</li> <li>• Uses a dictionary for vocabulary</li> <li>• Development</li> </ul>	<p><b>Writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul>	<p><b>Word level work:</b> collective nouns, abstract nouns, interjections</p> <p><b>Sentence level work:</b> present continuous tense</p> <p><b>Word meaning:</b> alliteration, (assonance, consonance), personification, rhythm, rhyme, metaphor, simile</p> <p><b>Spelling and punctuation:</b> full stop, comma</p>



GRADE 5 TERM 4				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
Week 1-2	<p><b>Listens and responds to a story</b></p> <p>Text from the class reader, textbook or Teacher's Resource File (TRF)</p> <p><b>Listening comprehension</b></p> <ul style="list-style-type: none"> <li>Identifies and describes the central idea, plot, setting, atmosphere and characters of a fiction story</li> <li>Comments on the social, moral and cultural values in different texts</li> </ul> <p><b>Prepared speech</b></p>	<p><b>Reads a story</b> from the class reader, textbook or the Teacher's Resource File (TRF).</p> <ul style="list-style-type: none"> <li>Predicts content or ending</li> <li>Uses a range of reading strategies: skimming, scanning, contextual clues and previous knowledge</li> <li>Identifies and comments on the characters, themes and issues in a fiction story</li> <li>Explains cause and effect</li> <li>Describes and explains emotional response to text</li> <li>Uses a dictionary for vocabulary development [to be repeated with every activity]</li> </ul> <p><b>Reflects on texts read independently</b></p> <ul style="list-style-type: none"> <li>Retells story or main ideas in 3 to 5 sentences</li> <li>Expresses emotional response to texts read.</li> <li>Relates to own life</li> <li>Compares books/texts read</li> </ul>	<p><b>Writes a diary entry</b></p> <ul style="list-style-type: none"> <li>Uses correct layout</li> <li>Shows awareness of audience and style</li> <li>Uses appropriate tone</li> <li>Uses connecting words, e.g. 'however', synonyms and antonyms to link sentences into cohesive paragraphs</li> <li>Uses correct spelling and punctuation</li> </ul> <p><b>Writing process</b></p> <ul style="list-style-type: none"> <li>Planning/pre-writing</li> <li>Drafting</li> <li>Revising</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul>	<p><b>Word level work:</b> prepositions, determiners, adjectives, adverbs, nouns, pronouns</p> <p><b>Sentence level work:</b> subject, object, reported speech</p> <p><b>Word meaning:</b> one word for a phrase</p> <p><b>Spelling and punctuation:</b> word division, capital letters</p>

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p><b>Week 3-4</b></p>	<p><b>Listens and responds to a report,</b> e.g. news, topical issues</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Identifies main ideas and specific details</li> <li>• Comments on format, features, language use and structure of the text</li> <li>• Relates to own life</li> <li>• Expresses and justifies own opinion with reasons</li> <li>• Asks and responds to critical questions</li> </ul> <p><b>Prepared speech</b></p>	<p><b>Reads an information text with visuals</b> (e.g. pictures/diagrams/maps)</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title, headings and pictures</li> <li>• Uses reading strategies, e.g. makes predictions and uses textual and contextual clues</li> <li>• Discusses central idea and specific details</li> <li>• Comments on choice of pictures in text</li> <li>• Shares ideas and justifies opinion</li> <li>• Answers critical questions</li> <li>• Uses a dictionary for vocabulary development [to be repeated with every activity]</li> </ul>	<p><b>Writes a report</b></p> <ul style="list-style-type: none"> <li>• Writes a report using a frame</li> <li>• Orders information logically</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Presents work neatly using proper form, such as headings, spacing for paragraphs etc.</li> </ul> <p><b>Writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul>	<p><b>Word level work:</b> conjunctions, moods</p> <p><b>Sentence level work:</b> simple present</p> <p><b>Word meaning:</b> synonyms, antonyms, homophones, homonyms, polysemy</p> <p><b>Spelling and punctuation:</b> word division, dictionary, capital letters</p>

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
Week 5-6	<p><b>Listens and responds to an information text</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Identifies and explains cause and effect</li> <li>• Comments on the social, moral and cultural values</li> <li>• Asks critical questions</li> <li>• Expresses and justifies own opinion with reasons</li> </ul>	<p><b>Reads information text with visuals, e.g. maps/graphs/charts/tables</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Uses a range of reading strategies to identify the main and supporting ideas and</li> <li>• Summarises information</li> <li>• Interprets visuals</li> <li>• Uses previous knowledge or textual clues to determine meaning</li> <li>• Makes inferences</li> <li>• Transfers information from the visual to narrative form</li> </ul>	<p><b>Writes descriptive essay</b></p> <ul style="list-style-type: none"> <li>• Creative writing (four paragraphs)</li> <li>• Chooses relevant content</li> <li>• Stays on topic</li> <li>• Uses descriptive vocabulary especially a range of adjectives</li> <li>• Uses figurative language, e.g. similes, metaphors</li> <li>• Sequences a series of steps or events in a logical way and explains the logic</li> <li>• Writing process</li> <li>• Planning/pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul>	<p><b>Word level work:</b> definite and indefinite articles, adjectives</p> <p><b>Sentence level work:</b> noun clause, verb clause, negative form, question form</p> <p><b>Word meaning:</b> metaphors, similes, proverbs, idioms</p> <p><b>Spelling and punctuation:</b> dictionary use, word division</p>
<p><b>FORMAL ASSESSMENT TASK 9</b> <b>WRITING PAPER 3 [Total 30 Marks]</b></p> <p>Transactional text (10 marks)</p> <ul style="list-style-type: none"> <li>• Transactional writing:</li> </ul> <p>AND</p> <p>Essay (20 marks)</p> <ul style="list-style-type: none"> <li>• 4 paragraphs</li> <li>• Narrative/Descriptive</li> </ul> <p>(Administered during teaching and learning time)</p>				



SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
Week 7-8	Revision	Revision Instructional text Information text Short story	Revision Diary Report Story Descriptive essay	Revision Word level Word meaning Sentence level
	<b>FORMAL ASSESSMENT TASK 10</b> <b>ORAL PAPER 1 [20 marks]</b> <ul style="list-style-type: none"> <li>(Un)prepared speech OR</li> <li>Listening Comprehension</li> </ul> (Completed during the Term)		<b>FORMAL ASSESSMENT TASK 11 – 2 hours</b>  <b>RESPONSE TO TEXTS PAPER 2 [Total: 40 Marks]</b> <ul style="list-style-type: none"> <li>Question 1 - Reading Comprehension: Literary / Non-literary text (15 marks)</li> <li>Question 2 - Visual text (10 marks)</li> <li>Question 3 - Summary (5 marks)</li> <li>Question 4 - Language Structures and Conventions in context (10 marks)</li> </ul>	



### 3. isiXhosa Home Language

#### Revised National Teaching Plan

IBANGA LESI-5 IKOTA YESI-2				
IIVEKI	UKUPHULAPHULA NOKUTHETHA(EZOMLOMO)	UKUFUNDA NOKUBUKELA	UKUBHALA NOKUNIKEZELA	IZAKHI NEMIGAQO YOKUSETYENZISWA KOLWIMI
Iveki 1-2	<p><b>Ukunika nokulandela imiyalelo</b></p> <p><b>Itekisi kwiCovid-19</b></p> <p><b>Ukuphulaphula</b></p> <ul style="list-style-type: none"> <li>• Imisebenzi yentshayeleyo: ukuqikelela</li> <li>• Ukuchonga umyalezo ongundoqo nokunika iinkcukacha ezithile</li> <li>• Ukubuza imibuzo</li> <li>• Ukunxulumanisa nobakhe ubomi</li> </ul> <p><b>Ukunikezela ingxelo ngokuthetha</b></p> <ul style="list-style-type: none"> <li>• Ukushwankathela ulwazi</li> <li>• Ukuvakalisa indlela ava ngayo ngesihloko</li> <li>• Ukunxulumanisa nobakhe ubomi</li> </ul>	<p><b>Ukufunda itekisi enika imiyalelo</b></p> <p><b>Itekisi kwiCovid-19</b></p> <ul style="list-style-type: none"> <li>• Phambi kokufunda: ukuqikelela kwisihloko nakwimifanekiso</li> <li>• Ukusebenzisa iindlela zokufunda: ukuqikelela, ukusebenzisa imikhondo</li> <li>• Ukuxoxa ngeenkukacha ezithile zetekisi</li> <li>• Ukuxoxa ngokulandelelana kwemiyalelo</li> <li>• Ukulandela inkqubo/imiyalelo</li> <li>• Ukuxoxa ngesigama esitsha esivela kwitekisi efundiweyo</li> <li>• Ukuphendula imibuzo</li> <li>• Ukusebenzisa isichazi magama</li> </ul>	<p><b>Ukubhala imiyalelo umz. amanyathelo okhuseleko</b></p> <ul style="list-style-type: none"> <li>• Ukusebenzisa isakhiwo esifanelekileyo</li> <li>• Ukukhetha ulwazi olufanelekileyo</li> <li>• Ukusebenzisa inkcukacha ezithile ezifanelekileyo</li> <li>• Ukulandelelanisa ngokufanelekileyo</li> <li>• Ukusebenzisa izenzi neziyaleli</li> <li>• Sebenzisa ulwimi, upelo neempawu zokubhala/funda ezifanelekileyo</li> </ul> <p><b>Ukusebenzisa nokulandela inkqubo yokubhala</b></p> <ul style="list-style-type: none"> <li>• Ukucwangcisa/phambi kokubhala</li> <li>• Uyilo lokuqala</li> <li>• Ukuqwalasela kwakhona</li> <li>• Ukuhlela</li> <li>• Ukuvavanya ushicilelo lokuqala</li> <li>• Ukunikezela</li> </ul>	<p><b>Umsebenzi wezinga lamagama:</b></p> <p>Izihlomelo – esendawo, esexesha, esobunjani lizenzi, iziyaleli</p> <p><b>Umsebenzi wezinga lezivakalisi:</b></p> <p>Izivakalisi ezilula Izivakalisi ezimbaxa</p> <p><b>Upelo neempawu zokubhala:</b></p> <p>Isingxi Ikoma</p>



IIVEKI	UKUPHULAPHULA NOKUTHETHA(EZOMLOMO)	UKUFUNDA NOKUBUKELA	UKUBHALA NOKUNIKEZELA	IZAKHI NEMIGAQO YOKUSETYENZISWA KOLWIMI
Iveki 3-4	<p><b>Ukuphulaphula kwingxelo</b></p> <p><b>Itekisi kwiCovid-19</b></p> <p><b>Ukuphulaphula</b></p> <ul style="list-style-type: none"> <li>• Imisebenzi yentshayeleyo: ukuqikelela</li> <li>• Ukuchonga iingcinga eziphambili kunye neenkukacha ezithile</li> </ul> <p><b>Ukunikezela ingxelo ngokuthetha</b></p> <ul style="list-style-type: none"> <li>• Ukushwankathela ingongoma engundoqo</li> <li>• Ukuvelisa nokuxhasa izimvo zakhe ngetekisi</li> <li>• Ukunxulumanisa akufundileyo nokwenzeka ebomini bakhe</li> </ul>	<p><b>Ukufunda itekisi enika ingxelo enemifanekiso</b> (umz. imizobo/ itheyibhile/iimephu)</p> <p>Itekisi kwiCovid-19</p> <ul style="list-style-type: none"> <li>• Phambi kokufunda: ukuqikelela kwisihloko, kwiingongoma nakwimifanekiso</li> <li>• Ukuxoxa ngengcinga engundoqo kunye neenkukacha ezithile</li> <li>• Ukuchaza ngokhetho lwemifanekiso kwitekisi</li> <li>• Ukuxoxa ngesigama esitsha</li> <li>• Ukusebenzisa imephu yengqondo/ amanqaku ushwankathela ulwazi</li> </ul>	<p><b>Ukubhala ingxelo</b> enemifanekiso (umz. imizobo/itheyibhile/iimephu)</p> <ul style="list-style-type: none"> <li>• Ukunikezela umsebezi ococekileyo usebenzisa isakhiwo esisiso</li> <li>• Ukusebenzisa ulwimi, upelo neempawu zokubhala/funda ngokufanelekileyo</li> </ul> <p><b>Inkqubo yokubhala</b></p> <ul style="list-style-type: none"> <li>• Ukucwangcisa/phambi kokubhala</li> <li>• Uyilo lokuqala</li> <li>• Ukuqwalasela kwakhona</li> <li>• Ukuhlela</li> <li>• Ukuvavanya ushicilelo lokuqala</li> <li>• Ukunikezela</li> </ul>	<p><b>Umsebenzi wezinga lamagama:</b></p> <p>Izimelabizo, Izihlanganisi</p> <p><b>Umsebenzi wezinga lezivakalisi:</b></p> <p>Sebenzisa izivakalisi ezimbaxa, isixando sokwenziwa nesixando sokwenzeka</p> <p><b>Upelo neempawu zokubhala/funda:</b></p> <p>Ikhloni, isemi-kholoni</p>
	<p><b>UHQLOLO OLUSESIKWENI UMSEBENZI WESI-6</b> <b>UKUBHALA IPHEPHA LESI-3 [Amanqaku ewonke 30]</b></p> <p><b>Itekisi yonxibelelwano</b> (10 amanqaku)</p> <ul style="list-style-type: none"> <li>• Ukubhala itekisi emfutshane:</li> </ul> <p><b>KUNYE</b> Isincoko (20 amanqaku) Esibalisayo / Esichazayo (4 imihlathi)</p>			

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

IIVEKI	UKUPHULAPHULA NOKUTHETHA (EZOMLOMO)	UKUFUNDA NOKUBUKELA	UKUBHALA NOKUNIKEZELA	IZAKHI NEMIGAQO YOKUSETYENZISWA KOLWIMI
Iveki 3-4	<p><b>Ukuphulaphula uxoxe ngebali</b></p> <p>Itekisi kwincwadi yokufunda okanye kuvimba katitshala</p> <ul style="list-style-type: none"> <li>• Imisebenzi yentshayeleyo: ukuqikelela</li> <li>• Ukuphulaphula kwizicatshulwa ezicatshulwe kwinoveli</li> <li>• Ukuphulaphula iinkcukacha ezithile</li> <li>• Ukuchonga imfundiso eziphambili</li> <li>• Ukuxoxa ngeengcinga eziphambili</li> </ul> <p><b>Isicatshulwa esiphulaphulwayo</b></p>	<p><b>Ukufunda ibali</b></p> <p>Itekisi kwincwadi yokufunda/okanye kuvimba katitshala</p> <ul style="list-style-type: none"> <li>• Phambi kokufunda: ukuqikelela kwisihloko nokuxoxa ngemixholo enxulumeneyo</li> <li>• Ukuchonga nokucacisa iziganeko ezingundoqo</li> <li>• Ukuxoxa ngabalinganiswa</li> <li>• Ukuchonga aze axoxe ngeemvakalelo ezibonakalayo</li> <li>• kunxulumanisa iziganeko nabalinganiswa nokwenzeka ebomini bakhe</li> <li>• Ukusebenzisa uluhlu lweendlela ezifanelekileyo zokufunda</li> <li>• Ukuxoxa ngesakhiwo, usetyenziso lolwimi, injongo nabaphulaphuli</li> <li>• Ukuchonga umahluko phakathi kwamabali nenoveli</li> <li>• Ukusebenzisa isichazi-magama ukukhulisa isigama</li> </ul>	<p><b>Ukubhala ibali</b></p> <ul style="list-style-type: none"> <li>• Ukuvelisa isakhiwo, abalinganiswa nesimo sentlalo</li> <li>• Ukuchonga umxholo olungele abaphulaphuli nenjongo yetekisi</li> <li>• Ukusebenzisa ulwimi ukuvelisa umfanekiso-ngqondweni, ingakumbi iintlobo zesigama</li> <li>• Ukudibanisa izivakalisi usakha imihlathi enentsingiselo usebenzisa izimelabizo, izihlanganisi neempawu zokubhala ezifanekileyo</li> <li>• Ukusebenzisa ulwimi, upelo neempawu zokubhala/funda ngokufanelekileyo</li> <li>• Ukucwangcisa, evelisa uyilo lokuqala, avelise uyilo lokugqibela nokuphonononga ibali Chaza abalinganiswa ngokubhala</li> <li>• Ukukhetha umxholo ofanelekileyo</li> <li>• Ukunamathela kwaisihloko</li> <li>• Ukusebenzisa isigama esichazayo ingakumbi uluhlu lweziphawuli</li> <li>• Ukusebenzisa isafobe, umz. izifaniso, iziweko</li> <li>• Ukucwangcisa, uvelise uyilo lokuqala, uphonononge alungise akubhalileyo</li> </ul>	<p><b>Umsebenzi wezinga lwamagama:</b> Izibizo: esikwaziyo ukuzibala, esingakwaziyo ukuzibala, isinye, isininzi, izenzi</p> <p><b>Izinga lokusebenza ngezivakalisi:</b> ixesha eladlulayo, ixesha elidlulileyo</p> <p><b>Upelo neempawu zokubhala/funda</b></p> <p>limpawu zocaphulo, isimeli-nobumba, ukuqhawulwa kwamagama, ukusetyenziswa kwesichazi magama,</p>

IIVEKI	UKUPHULAPHULA NOKUTHETHA (EZOMLOMO)	UKUFUNDA NOKUBUKELA	UKUBHALA NOKUNIKEZELA	IZAKHI NEMIGAQO YOKUSETYENZISWA KOLWIMI
			<p><b>Ukusebenzisa nokulandela umgaqo wokubhala/funda</b></p> <ul style="list-style-type: none"> <li>• Ukucwangcisa/phambi kokubhala</li> <li>• Uyilo lokuqala</li> <li>• Ukuqwalasela kwakhona</li> <li>• Ukuhlela</li> <li>• Ukuvavanya ushicilelo lokuqala</li> <li>• Ukunikezela</li> </ul>	



IIVEKI	UKUPHULAPHULA NOKUTHETHA (EZOMLOMO)	UKUFUNDA NOKUBUKELA	UKUBHALA NOKUNIKEZELA	IZAKHI NEMIGAQO YOKUSETYENZISWA KOLWIMI
Iveki 5-6	<p><b>Ukuphulaphula nokuxoxa ngezibhengezo</b></p> <p>Itekisi evela kwincwadi yomfundi/ kuvimba katitshala</p> <ul style="list-style-type: none"> <li>• Imisebenzi yentshayeleyo: ukuqikelela</li> <li>• Ukuchonga iingcinga eziphambili</li> <li>• Ukuchaza iingcinga nemvakalelo ngendlela enika umfanekiso ngqondweni</li> <li>• Ukuphendula ngovelwano kwiingcinga neengcebiso</li> <li>• Ukwabelana ngeengcinga nangezimvo</li> </ul>	<p><b>Ukufunda izibhengezo</b> kwincwadi yomfundi/kuvimba katitshala</p> <ul style="list-style-type: none"> <li>• Ukusebenzisa ubuchule obufanekileyo bokufunda: ukukrwaqula ukufumana iingcinga ezithile, ukufunda ngokukhawuleza ukufumana iingcinga jikelele, ukuqikelela umxholo, ukusebenzisa ulwazi lwangaphambili okanye imikhondo nokwenza intelekelelo</li> <li>• Ukuqwalasela nokuphefumla ngemizobo ekwiitekisi ezinemifanekiso: umbala, oonobumba noyilo</li> <li>• Ukuxoxa ngengcinga engundoqo nangeenkukacha ezithile</li> </ul> <p><b>Ukuvakalisa umbono wakhe ngeetekisi azifundileyo</b></p> <ul style="list-style-type: none"> <li>• Ukuphinda abalise ibali okanye iingcinga eziphambili ngezivakalisi ezi - 3 ukuya kwezi - 5</li> <li>• Ukubonakalisa imvakalelo kwiitekisi azifundileyo</li> <li>• Ukunxulumanisa okwenzeka ebalini nokwenzeka ebomini bakhe</li> <li>• Ukuthelekisa iincwadi/neetekisi azifundileyo</li> </ul>	<p><b>Ukubhala izibhengezo</b></p> <ul style="list-style-type: none"> <li>• Ukucacisa iingcinga ngokucacileyo nangengqiqo</li> <li>• Ukusebenzisa imifanekiso noyilo olufanelekileyo ukulungiselela injongo ethile</li> <li>• Ukusebenzisa iindidi zesigama, ulwimi, upelo neempawu zokubhala ezifanelekileyo</li> <li>• Ukusebenzisa ulwimi ukuzichaza ngokuyilayo nangokunika umfanekiso-ngqondweni</li> </ul> <p><b>Ukusebenzisa nokulandela umgaqo wokubhala/funda</b></p> <ul style="list-style-type: none"> <li>• Ukucwangcisa/phambi kokubhala</li> <li>• Uyilo lokuqala</li> <li>• Ukuqwalasela kwakhona</li> <li>• Ukuhlela</li> <li>• Ukuvavanya ushicilelo lokuqala</li> <li>• Ukunikezela</li> </ul>	<p><b>Umsebenzi wezinga lwamagama:</b></p> <p>Izichazi – iziphawuli nezibaluli , izihlomelo</p> <p><b>Umsebenzi wezinga lezivakalisi:</b></p> <p>Ixesha langoku Izivakalisi ezimfutshane ezilula Izivumelanisi zentloko nezenjongosenzi</p> <p><b>Intsingiselo yegama:</b></p> <p>Izifinyezo</p> <p><b>pelo neempawu zokubhala/funda:</b> Uphawu lokhuzo limpawu zocaphulo</p>
	<p><b>UHLOLO OLUSESIKWENI UMSEBENZI WESI-7 IORALI [20 amanqaku]</b></p> <ul style="list-style-type: none"> <li>• Intetho elungiselelweyo/ engalungiselelwanga OKANYE</li> <li>• Isicatshulwa esiphulaphulwayo OKANYE</li> <li>• Incoko OKANYE</li> </ul> <p>(Ugqitywe ngexesha lekota)</p>	<p><b>UHLOLO OLUSESIKWENI UMSEBENZI WESI-8</b></p> <p><b>IIMPENDULO KWITEKISI UVAVANYO [Ewonke: 40 Amanqaku]</b></p> <ul style="list-style-type: none"> <li>• Umbuzo 1 Ukufundela ukuqonda: Isicatshulwa esibalisayo / esinika ulwazi (15 amanqaku)</li> <li>• Umbuzo 2 – Itekisi ebonwayo (10 amanqaku)</li> <li>• Umbuzo 3 - Isishwankathelo (5 amanqaku)</li> <li>• Umbuzo 4 – Izakhi nemigaqo yokusetyenziswa kolwimi (10 amanqaku)</li> </ul> <p>(Wenziwe ngexesha lokufundisa nokufunda.)</p>		

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

IBANGA LESI-5 IKOTA YESI-4				
IIVEKI	UKUPHULAPHULA NOKUTHETHA (EZOMLOMO)	UKUFUNDA NOKUBUKELA	UKUBHALA NOKUNIKEZELA	IZAKHI NEMIGAQO YOKUSETYENZISWA KOLWIMI
Iveki 1-2	<p><b>Ukuphulaphula ibali</b></p> <p>Itekisi kwincwadi yokufunda okanye uvimba katitshala</p> <p><b>Isicatshulwa esiphulaphulweyo</b></p> <ul style="list-style-type: none"> <li>• Ukuchonga ingcinga engundoqo, isakhelo, isakhiwo sebali, imo, nabalinganiswa</li> <li>• Ukuchaza ngokuxabiseka kwezentlalo, ukuziphatha nenkcubeko kwitekisi</li> </ul> <p><b>Intetho elungiselelweyo</b></p>	<p><b>Ukufunda ibali</b></p> <p>Itekisi kwincwadi yokufunda, umqulu katitshala</p> <ul style="list-style-type: none"> <li>• Ukuqikelela umxholo okanye isiphelo</li> <li>• Ukusebenzisa uluhlu lweendlela zokufunda: ukufunda ngokukhawuleza, ukukrwaqula, ukusebenzisa imikhondo nolwazi lwangaphambili</li> <li>• Ukuchonga uchaze abalinganiswa, umxholo nemiba kwibali elingeyonyani</li> <li>• Ukucacisa unobangela nefuthe</li> <li>• Ukuchaza uhlele iimpendulo ezichukumisayo kwitekisi</li> <li>• Ukusebenzisa isichazi-magama ukwakha isigama (oku makwenziwe kumsebenzi ngamnye)</li> </ul> <p><b>Ukuvakalisa uluvo lwakhe ngeetekisi azifundeleyo</b></p> <ul style="list-style-type: none"> <li>• Ukuphinda ukubalisa ibali okanye bachonge iingcinga eziphambili ngezivakalisi ezi -3 ukuya kwezi -5</li> <li>• Ukubonakalisa impendulo ezikuchukumisayo kwiitekisi ezifundiweyo</li> <li>• Ukunxulumanisa imvakalelo yakhe ngakufundileyo nokwenzeka ebomini bakhe</li> <li>• Ukuthelekisa iincwadi netekisi azifundileyo</li> </ul>	<p><b>Ukubhala idayari</b></p> <ul style="list-style-type: none"> <li>• Ukusebenzisa isakhiwo esisiso</li> <li>• Ukubonisa ukuqonda abaphulaphuli/abafundi nesimbo sokubhala</li> <li>• Ukusebenzisa ithoni ngokufanelekileyo</li> <li>• Ukusebenzisa izihlanganisi, umz. 'kanti', izithetha ntonye nezichasi ukuqhagamshelisa izivakalisi ukwakha imihlathi enentsingiselo</li> <li>• Ukusebenzisa upelo neempawu zokubhala, funda ngokufanelekileyo</li> </ul> <p><b>Inkqubo yokubhala</b></p> <ul style="list-style-type: none"> <li>• Ukucwangcisa/phambi kokubhala</li> <li>• Uyilo lokuqala</li> <li>• Ukuqwalasela kwakhona</li> <li>• Ukuhlela</li> <li>• Ukuvavanya ushicilelo lokuqala</li> <li>• Ukunikezela</li> </ul>	<p><b>Umsebenzi wezinga lamagama:</b> Izibizo, izimelabizo, izichazi, izihlomelo</p> <p><b>Umsebenzi wezinga lezivakalisi:</b></p> <p>Intloko, Injongosenzi, ingxelo-ntetho</p> <p><b>Intsingiselo yegama:</b></p> <p>Igama elinye endaweni yamabinzana</p> <p><b>Upelo neempawu zokubhala/funda:</b></p> <p>Uqhawulo-magama, oonobumba abakhulu</p>

IIVEKI	UKUPHULAPHULA NOKUTHETHA (EZOMLOMO)	UKUFUNDA NOKUBUKELA	UKUBHALA NOKUNIKEZELA	IZAKHI NEMIGAQO YOKUSETYENZISWA KOLWIMI
Iveki 3-4	<p><b>Ukuphulaphula kwingxelo</b>, umz. iindaba, ezingundaba-mlonyeni</p> <p>Itekisi evela kwincwadi yomfundi/ kuvimba katitshala</p> <ul style="list-style-type: none"> <li>• Imisebenzi yentshayeleyo: ukuqikelela</li> <li>• Ukuchonga iingcinga eziphambili kunye neenkukacha ezithile</li> <li>• Ukunxulumanisa akufundileyo nokwenzeka ebomini bakhe</li> <li>• Ukuvelisa nokuxhasa izimvo zakhe aze anike izizathu zoko</li> <li>• Ukubuza nokuphendula imibuzo ngokunzulu</li> <li>• Ukuxoxa ngesakhiwo, iimpawu, ukusetyenziswa kolwimi kwitekisi</li> </ul> <p><b>Intetho elungiselelweyo</b></p>	<p><b>Ukufunda itekisi enika ulwazi enemifanekiso</b> (umz. imifanekiso/imizobo/iimephu)</p> <p>Itekisi evela kwincwadi yomfundi/ kuvimba katitshala</p> <ul style="list-style-type: none"> <li>• Phambi kokufunda: ukuqikelela kwisihloko, kwiingongoma nakwimifanekiso</li> <li>• Ukuxoxa ngengcinga engundoqo kunye neenkukacha ezithile</li> <li>• Ukuchaza ngokhetho lwemifanekiso kwitekisi</li> <li>• Ukusebenzisa iindlela zokufunda, umz., ukuqikelela nokusebenzisa imikhondo yeetekisi neyeendawo</li> <li>• Ukwabelana ngeengcinga nokunika izimvo zakho ngokuthelekelela nangokusebenzisa iingcinga ethathwa njengenyano engekaqinisekiswa</li> <li>• Ukuvakalisa uluvo lwakhe nokulixhasa ebeka izizathu</li> <li>• Ukuphendula imibuzo ngokunzulu</li> <li>• Ukusebenzisa isichazi magama</li> </ul>	<p><b>Ukubhala ingxelo</b></p> <ul style="list-style-type: none"> <li>• Ukubhala ingxelo usebenzisa isakhiwo</li> <li>• Ukucwangcisa ulwazi ngokwengqiqo</li> <li>• Ukusebenzisa ulwimi, upelo neempawu zokubhala/funda ngokufanelekileyo</li> <li>• Ukunikezela umsebezi ococekileyo usebenzisa isakhiwo esisiso njengezihloko, ukushiya izithuba kwimihlathi, njl njl</li> </ul> <p><b>Inkqubo yokubhala</b></p> <ul style="list-style-type: none"> <li>• Ukucwangcisa/phambi kokubhala</li> <li>• Uyilo lokuqala</li> <li>• Ukuqwalasela kwakhona</li> <li>• Ukuhlela</li> <li>• Ukuvavanya ushicilelo lokuqala</li> <li>• Ukunikezela</li> </ul>	<p><b>Umsebenzi wezinga lamagama:</b></p> <p>Izihlanganisi neemilo</p> <p><b>Umsebenzi wezinga lezivakalisi:</b></p> <p>Ixesha langoku</p> <p><b>Intsingiselo yamagama:</b></p> <p>Izichasi, Izithetha ntonye, oomabizwafane, izivakalisi ezineentsingiselo ezimbini (efihlakeleyo neselubala)</p> <p><b>Upelo neempawu zokubhala/funda:</b></p> <p>Uqhawulo-magama, isichazi-magama, oonobumba abakhulu</p>



IIVEKI	UKUPHULAPHULA NOKUTHETHA (EZOMLOMO)	UKUFUNDA NOKUBUKELA	UKUBHALA NOKUNIKEZELA	IZAKHI NEMIGAQO YOKUSETYENZISWA KOLWIMI
Iveki 5-6	<p><b>Ukuphulaphula nokuxoxa ngetekisi enika ulwazi</b></p> <p>Itekisi kwincwadi yokufunda okanye kuvimba katitshala</p> <ul style="list-style-type: none"> <li>• Imisebenzi yentshayeleyo: ukuqikelela</li> <li>• Ukuchonga nokucacisa unobangela nefuthe</li> <li>• Ukuchaza ngokuxabiseka kwezentlalo, ukuziphatha nezenkcubeko</li> <li>• Ukubuza imibuzo ngokunzulu</li> <li>• Ukuvakalisa nokuthethelela uluvo lwakhe ebeka izizizathu</li> </ul>	<p><b>Ukufunda itekisi ezinika ulwazi, iimephu/ iigrafu/ iitshathi/ iitheiyibhile</b></p> <p>Itekisi kwincwadi yokufunda okanye kuvimba katitshala</p> <ul style="list-style-type: none"> <li>• Ukuxoxa ngengcinga engundoqo kunye neenkucukacha ezithile</li> <li>• Ukutolika imifanekiso ekwitekisi</li> <li>• Ukusebenzisa iindlela zokufunda, umz. ukusebenzisa izandi nemikhondo</li> <li>• Ukwabelana ngeengcinga nokunikela ngezimvo zakhe esebenzisa uthlekelelo</li> <li>• Ukushwankathela ulwazi</li> <li>• Ukuguqula ulwazi olukuhlobo lwemifanekiso aluse kwimo yokubaliswayo/ yebali</li> <li>• Ukusebenzisa ulwazi lwangaphambili okanye imikhondo ukuzuza intsingiselo</li> </ul>	<p><b>Ukubhala isincoko esichazayo</b></p> <ul style="list-style-type: none"> <li>• Ukubhala ngokuyilayo (Imihlathi emine)</li> <li>• Ukukhetha umxholo ofanelekileyo</li> <li>• Ukunamathela kwisihloko</li> <li>• Ukusebenzisa isigama esichazayo ingakumbi uluhlu lweziphawuli</li> <li>• Ukusebenzisa izafobe, umz. , izifaniso, izikweko</li> <li>• Ukulandelelanisa amanyathelo okanye iziganeko ngokucwangciswa kakuhle kwaye acacise ulandelelwano olo.</li> </ul> <p><b>Ukulandela imigaqo yokubhala</b></p> <ul style="list-style-type: none"> <li>• Ukucwangcisa/phambi kokubhala</li> <li>• Uyilo lokuqala</li> <li>• Ukuqwalasela kwakhona</li> <li>• Ukuhlela</li> <li>• Ukuvavanya ushicilelo lokuqala</li> <li>• Ukunikezela</li> </ul>	<p><b>Umsebenzi wezinga lamagama: Izichazi, Izihlomelo, Izihlanganisi</b></p> <p><b>Umsebenzi wezinga lezivakalisi</b></p> <p>Sebenzisa ivakalisi ezimbaxa (amagatya), imibuzo, isilanduli</p> <p><b>Intsingiselo yamagama:</b></p> <p>Izikweko nezifaniso Izaci namaqhala</p> <p><b>Upelo neempawu zokubhala/funda:</b></p> <p>Ukusetyenziswa kwesichazi-magama ukuqhawulwa kwamagama</p>
<p><b>UHQLOLO OLUSESIKWENI UMSEBENZI WE-9 UKUBHALA IPHEPHA LESI-3 [EWONKE AMANQAKU 30]</b></p> <p>Itekisi yonxibelelwano (10 amanqaku)</p> <ul style="list-style-type: none"> <li>• Ukubhalwa kwetekisi emfutshane:</li> </ul> <p><b>KUNYE</b></p> <p>Isincoko (20 amanqaku)</p> <ul style="list-style-type: none"> <li>• / Esichazayo 4 imihlathi</li> <li>• Esibalisayo</li> </ul> <p>(Yenziwa ngexesha lokufundisa nokufunda)</p>				

IIVEKI	UKUPHULAPHULA NOKUTHETHA (EZOMLOMO)	UKUFUNDA NOKUBUKELA	UKUBHALA NOKUNIKEZELA	IZAKHI NEMIGAQO YOKUSETYENZISWA KOLWIMI
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
	<b>UHLOLO OLUSESIKWENI UMSEBENZI WE-10</b> <b>IORALI IPHEPHA LOKU-1 [20 amanqaku]</b> <ul style="list-style-type: none"> <li>• Intetho elungiselelweyo/ engalungiselelwanga OKANYE</li> <li>• Isicatshulwa esiphulaphulwayo</li> </ul> (Ugqitywe ngexesha lekota)		<b>UHLOLO OLUSESIKWENI UMSEBENZI WE-11 – 2 iiyure</b>  <b>IIMPENDULO KWITEKISI IPHEPHA LESI-2 [Ewonke: 40 Amanqaku]</b> <ul style="list-style-type: none"> <li>• Umbuzo 1 Ukufundela ukuqonda: Isicatshulwa esibalisayo/esinika ulwazi (15 amanqaku)</li> <li>• Umbuzo 2 – Itekisi ebonwayo (10 amanqaku)</li> <li>• Umbuzo 3 - Isishwankathelo (5 amanqaku)</li> <li>• Umbuzo 4 – Izakhi nemigaqo yokusetyenziswa kolwimi (10 amanqaku)</li> </ul>	



#### 4. isiZulu Home 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><b>Ukunikeza nokulandela imiyalelo</b></p> <p>Lalela indaba ekhuluma nge Covid 19 (uKhuvethe):</p> <p>Imisebenzi yokwethula isifundo: ukuqagela</p> <ul style="list-style-type: none"> <li>• Ukuthola ingqikithi yendaba neminingwane ethile.</li> <li>• Ukubuza imibuzo abuye aphenyule ngendlela efanele.</li> <li>• Yamanisa umyalezo wendaba nempilo yakho</li> </ul> <p><b>Ukwethula</b></p> <ul style="list-style-type: none"> <li>• Fingqa indaba ngokwethula amaphuzu asemqoka</li> <li>• Yisho imizwa yakho ngesihloko</li> <li>• Yamanisa nempilo yakho</li> </ul>	<p><b>Ukufunda imibhalo enemiyalelo</b></p> <p>Indaba nge COVID 19 (uKhuvethe)</p> <ul style="list-style-type: none"> <li>• Ngaphambi kokufunda: Ukuqagela susela esihlokwani sendaba nasezithombeni</li> <li>• Ukusebenzisa amasu okufunda: ukuqagela nezinkomba ezimayelana nengqikithi ukuze athole umqondo</li> <li>• Ukuxoxa ngemininingwane yombhalo</li> <li>• Ukuxoxa ngephuzu eliwumongo neminingwane ethile</li> <li>• Ukuxoxa ngokulandelana kwemiyalelo</li> <li>• Ukuphendula imibuzo yendaba</li> <li>• Bhala amagama amasha kwisichazamazwi ozakhele sona.</li> </ul>	<p><b>Ukubhala imiyalelo isib. Ukuzigcina uphephile u COVID 19 (uKhuvethe)</b></p> <ul style="list-style-type: none"> <li>• Sebenzisa isakhiwo esifanele</li> <li>• Khetha ulwazi olubalulekile</li> <li>• Sebenzisa imininingwane ethile eyiqiniso</li> <li>• Sebenzisa izimiso zolimi, ubhalomagama kanye nezimpawu zokuloba ezifanele</li> <li>• Sebenzisa indlela ephoqayo</li> </ul> <p><b>Ukulandela inqubo yokubhala:</b></p> <ul style="list-style-type: none"> <li>• <i>Ukulela</i></li> <li>• <i>Ukubhala umzamo wokuqala</i></li> <li>• <i>Ukubuyekeza</i></li> <li>• <i>Ukulungisa amaphutha</i></li> <li>• <i>Ukufunda ngokuqaphelisisa</i></li> <li>• <i>Ukwethula umbhalo/ umkhiqizo wokugcina</i></li> </ul> <p><b>Bhala umyalelo.</b></p>	<p><b>Ezingeni lamagama:</b> isandiso senkathi, esesimo, esendawo, izikhuliso, ondaweni, izindlela zesenzo.</p> <p><b>Ezingeni lemisho:</b> umusho oqondile, umusho omagatsha.</p> <p><b>Izimpawu zokuloba nopelamagama:</b> ungqi, ikhoma</p>

Amasonto	Ukulalela nokukhuluma	Ukufunda nokubukela	Ukubhala nokwethula	Izakhiwo nezimiso zokusetshenziswa kolimi
3-4	<p><b>Amasu okulalela nokukhuluma:</b></p> <p><b>Ukulalela nokuphendula kumbiko</b> Indaba nge COVID 19 (uKhuvethe)</p> <p><b>Ukulalela</b></p> <ul style="list-style-type: none"> <li>• Ukungenisa imisebenzi: Ukuqagela</li> <li>• Thola ingqikithi neminingwane ethile</li> </ul> <p><b>Ukwethula</b></p> <ul style="list-style-type: none"> <li>• Fingqa indaba ngokwethula amaphuzu asemqoka</li> <li>• Yisho imizwa yakho ngesihloko</li> <li>• Yamanisa nempilo yakho</li> </ul>	<p><b>Funda umbiko onombhalo obukwayo, njenge:</b> (ishadi/ ithebula/ igrafu/ ibalazwe)</p> <p>Indaba nge Covid 19 (uKhuvethe)</p> <ul style="list-style-type: none"> <li>• Ngaphambi kokufunda: Ukuqagela esusela esihlokwini sendaba nasezithombeni</li> <li>• Ukuxoxa ngephuzu eliwumongo neminingwane ethile</li> <li>• Cubungula ulwazi olwethulwe ngombhalo obukwayo</li> <li>• Xoxa ngamagama amasha</li> <li>• Fingqa indaba usebenzisa ishadi/ ithebula/ igrafu/ ibalazwe.</li> </ul>	<p><b>Ukubhalwa kombiko usebenzisa:</b> (ishadi/ ithebula/ igrafu/ibalazwe)</p> <ul style="list-style-type: none"> <li>• Sebenzisa izakhiwo esifanele</li> <li>• Bhala ngobunono</li> <li>• Sebenzisa ngokufanele izakhiwo zolimii, ubhalomagama kanye nezimpawu zokuloba.</li> </ul> <p><b>Ukulandela inqubo yokubhala:</b></p> <ul style="list-style-type: none"> <li>• Ukuhlela</li> <li>• Ukubhala umzamo wokuqala</li> <li>• Ukubuyekeza</li> <li>• Ukulungisa amaphutha</li> <li>• Ukufunda ngokuqaphelisisa</li> <li>• Ukwethula umbhalo/ umkhiqizo wokucina</li> </ul> <p><b>Ukubhala umbiko</b></p>	<p><b>Ezingeni lamagama:</b> isabizwana soqobo, izihlanganiso.</p> <p><b>Ezingeni lemisho:</b> Umusho ombaxa, inkulumo ngqo, inkulumo mbiko</p> <p><b>Izimpawu zokuloba nopepolamagama:</b> ikhloni, usingakhloni</p>
	<p><b>UKUHLOLA OKUNEZIMISO ITHASKI YESI – 6</b> <b>UKUBHALA NOKWETHULA (amamaki angama – 30)</b></p> <ul style="list-style-type: none"> <li>• Umbhalo odlulisa umyalezo (amamaki ayi -10) <b>KANYE</b></li> <li>• Indaba elandisayo/echazayo (amamaki angama -20)</li> </ul> <p><b>(Bhala izigaba ezine)</b></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 nokubukela	Ukubhala nokwethula	Izakhiwo nezimiso zokusetshenziswa kolimi
1-2	<p><b>Ukulalela umbhalo ofundwa kwinoveli</b> Imibhalo ecashunwe encwadini noma ethathwe (ku-TRF)</p> <ul style="list-style-type: none"> <li>• Imisebenzi yokwethula isifundo: ukuqagela</li> <li>• Ukulalela isiqeshana esicashunwe enovelini</li> <li>• Ukulalela ngenhloso yokuthola imininingwane.</li> <li>• Ukukhomba umyalezo owumongo</li> </ul> <p><b>Ukuchaza izehlakalo</b></p> <ul style="list-style-type: none"> <li>• Ukukhetha ulwazi oluhambelana nezehlakalo ezenzeka empilweni yakhe</li> <li>• Ukuchaza izehlakalo ngokucacile nangokulandelana</li> <li>• Ukuzwakalisa imizwa yakhe mayelana nezehlakalo</li> </ul>	<p><b>Ukufunda umbhalo wenoveli</b> <b>Imibhalo ecashunwe encwadini noma ethathwe (ku-TRF)</b></p> <ul style="list-style-type: none"> <li>• Ukulungiselela ukufunda: ukuqagela esusela esihlokweni axoxe ngezindikimba ezihambisana nokuqukethwe.</li> <li>• Ukubona nokuchaza izehlakalo eziwumongo.</li> <li>• Xoxa uphendule imibuzo ngabalingiswa, ngesigameko esisemqoka nomongo</li> <li>• Ukweyamanisa izehlakalo nabalingiswa nempilo yakhe.</li> <li>• Ukusebenzisa amasu okufunda anhlobonhlobo.</li> <li>• Fingqa okufundile noma uphendule imibuzo</li> <li>• Ukusebenzisa isichazamazwi nokuthuthukisa ulwazimagama</li> </ul>	<p><b>Ukubhala ukubuyezwa kwencwadi</b></p> <ul style="list-style-type: none"> <li>• Ukusebenzisa uhlaka.</li> <li>• Ukukhetha okuqukethwe okuhambisana nenhloso.</li> <li>• Ukusebenzisa ulimi nesakhiwo sombhalo esifanele.</li> <li>• Ukusebenzisa isichazamazwi ukubheka ukupelwa kwamagama nokuthuthukisa ulwazimagama.</li> </ul> <p><b>Ukulandela inqubo yokubhala:</b></p> <ul style="list-style-type: none"> <li>• <i>Ukulela</i></li> <li>• <i>Ukubhala umzamo wokuqala</i></li> <li>• <i>Ukubuyezwa</i></li> <li>• <i>Ukulungisa amaphutha</i></li> <li>• <i>Ukufunda ngokuqaphelisisa</i></li> <li>• <i>Ukwethula umbhalo/ umkhiqizo wokugcina</i></li> </ul>	<p><b>Ezingeni lamagama:</b> isibaluli, izabizwana, iziphawulo, izandiso, izihlanganiso, izixhumanisi nezibabazo.</p> <p><b>Ezingeni lemisho:</b></p>

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

Amasonto	Ukulalela nokukhuluma	Ukufunda nokubukela	Ukubhala nokwethula	Izakhiwo nezimiso zokusetshenziswa kolimi
5-6	<p><b>Ukulalela nokuxoxa ngesikhangiso</b></p> <p>Imibhalo ecashunwe encwadini noma ethathwe (ku-TRF).</p> <ul style="list-style-type: none"> <li>• Imisebenzi yokwethula isifundo:</li> <li>• Ukuqagela</li> <li>• Ukubona amaphuzu abalulekile.</li> <li>• Ukuxoxa ngokufaneleka kwesikhangiso</li> <li>• Ukuveza imibono nemizwa ngabakucabangayo</li> </ul>	<p><b>Ukufunda isikhangiso</b></p> <p>Imibhalo ecashunwe encwadini noma ethathwe (ku-TRF)</p> <ul style="list-style-type: none"> <li>• Ukusebenzisa amasu okufunda: ukufunda ukuze athole imininingwane ethize ukufunda ukuze athole amaphuzu asemqoka aqagele ingqikithi, ukusebenzisa ulwazi lwaphambillini noma izinkomba embhalweni nokucabangela.</li> <li>• Ukubona aphawule ngendlela okuvezwe ngayo izithombe, isib. imibala ukubhala amagama, isakhiwo sencwadi.</li> <li>• Ukucabanga ngombhalo azifundele ngokwakhe</li> <li>• Ukuphinda axoxe indaba noma amaphuzu awumongo ngemisho emi- 3 kuya kwe- 5.</li> <li>• Ukuzwakalisa imizwa yakhe ngemibhalo efundiwe.</li> <li>• Ukweyamanisa nezehlakalo zempilo yakhe.</li> <li>• Ukuqhathanisa izincwadi / imibhalo</li> </ul>	<p><b>Ukubhala isikhangiso</b></p> <ul style="list-style-type: none"> <li>• Ukuzwakalisa imizwa ngokulandelana nangokucacile</li> <li>• Ukusebenzisa izinto ezibonakalayo kanye nesakhiwo sencwadi.</li> <li>• Ukusebenzisa ulwazimagama, uhlelo lolimi, ukupelwa kwamagama nokusebenzisa izimpawu zokuloba</li> <li>• Ukusebenzisa ulimi eziqambela futhi eveza imibono ngokucabangela.</li> </ul> <p><b>Ukulandela inqubo yokubhala:</b></p> <ul style="list-style-type: none"> <li>• <i>Ukuhlela</i></li> <li>• <i>Ukubhala umzamo wokuqala</i></li> <li>• <i>Ukubuyekeza</i></li> <li>• <i>Ukulungisa amaphutha</i></li> <li>• <i>Ukufunda ngokuqaphelisisa</i></li> <li>• <i>Ukwethula umbhalo/ umkhiqizo wokuqala</i></li> </ul>	<p><b>Ezingeni lamagama:</b> ukuqhathanisa nezandiso.</p> <p><b>Ezingeni lemisho:</b> imisho emifushane, ukuvumelana kukamenzi kanye nesenzo.</p> <p><b>Ukupelwa kwamagama nezimpawu zokuloba:</b> Izifinyezo kanye nosokucaphuna</p>

**UKUHLOLA OKUNEZIMISO ITHASKI YESI – 7**

**Ukulalela nokukhuluma (amamaki angama – 20)**

- inkulumo elungiselelwe/inkulumo engalungiselelwe/
- Ukulalela isifundo sokuqondisisa/
- Ingxoxo

**Lo msebenzi kumele uqedwe ngokuphela kwethemu**

**UKUHLOLA OKUNEZIMISO ITHASKI YESI – 8:**

**UKUFUNDELA UKUQONDISISA**

**Isivivinyo (amamaki angama – 40)**

**UKUFUNDELA UKUQONDISISA (AMAHORA AMABILI)**

**Umbuzo 1**

- Umbhalo ofundwayo/umbhalo ofundwayo onezithombe (amamaki angama – 15)

**Umbuzo 2**

- Umbhalo obukwayo (amamaki ayi -10)

**Umbuzo 3**

- Ukufingqa (amamaki ayisi – 5)

**Umbuzo 4**

Izakhiwo nezimiso zolimi engqikithini (amamaki ayi -10)

**KUMELE KUBHALWE NGESIKHATHI SOKUFUNDA NOKUFUNDISA**






Amasonto	Ukulalela nokukhuluma	Ukufunda nokubukela	Ukubhala nokwethula	Izakhiwo nezimiso zokusetshenziswa kolimi
7-8	<p><b>Ukulalela inkondlo</b></p> <p>Imibhalo ecashunwe encwadini noma ethathwe ku-TRF</p> <ul style="list-style-type: none"> <li>• Imisebenzi yokwethula isifundo: ukuqagela</li> <li>• Ukuxoxa ngephuzu elimqoka/ngomqondo osemqoka</li> <li>• Ukuncoma nokunanela imisindo evuswa wukulalela inkondlo</li> <li>• Ukweyamanisa nezehlakalo zempilo</li> </ul>	<p><b>Ukufunda inkondlo</b></p> <p>Imibhalo ecashunwe encwadini noma ethathwe ku-TRF</p> <ul style="list-style-type: none"> <li>• Ukulungiselela ukufunda: Ukuqagela esusela esihlokweni sendaba nasezithombeni</li> <li>• Ukukhomba umqondo osemqoka</li> <li>• Ukukhomba isigqi, imvumelwano nokuohawula kwezethameli</li> <li>• Ukuzwakalisa imizwa nemibono Ukusebenzisa isichazamazwi ukuthuthukisa ulwazimagama</li> </ul>	<p><b>Ukubhala inkondlo</b></p> <ul style="list-style-type: none"> <li>• Sebenzisa uhlaka olufanele</li> <li>• Umqondo osobala mawucace</li> <li>• Ukusebenzisa ulimi oluchazayo</li> <li>• Sebenzisa isigqi nemvumelwano</li> <li>• Sebenzisa izimpawu zokuloba ezifanele</li> </ul> <p><b>Ukulandela inqubo yokubhala:</b></p> <ul style="list-style-type: none"> <li>• Ukuhlela</li> <li>• Ukubhala umzamo wokuqala</li> <li>• Ukubuyekeza</li> <li>• Ukulungisa amaphutha</li> <li>• Ukufunda ngokuqaphelisisa</li> <li>• Ukwethula umbhalo/ umkhiqizo wokugcina</li> </ul>	<p><b>Ezingeni lamagama:</b> Izinhlobo zamabizo isib. amabizoqoqa , amabizo ezinto ezingabonakali, amagama okubabaza</p> <p><b>Ezingeni lemisho:</b> inkathi yamanje eqhubekayo</p> <p><b>Incazelo yamagama:</b> (ifanankamisa, ifanangwaqa) ukwenzasamuntu, isigqi, imvumelwano, isingathekiso, nesifaniso</p> <p><b>Upelelomagama nezimpawu zokuloba:</b> 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><b>Amasu okulalela nokukhuluma:</b> <b>Ukulalela aphenhule indaba</b> Imibhalo ethathwe encwadini yokufunda yabafundi, incwadi yolimi yabafundi noma eFayilini likaThisha lezinSizakufundisa (TRF)</p> <p><b>Ukulalela isifundo sokuqondisa</b></p> <ul style="list-style-type: none"> <li>• Ukwazi ukubona umqondo osemqoka, isakhiwo, isizinda nabalingiswa endabeni eqanjiwe</li> <li>• Ukuphawula ngokuhlalisana, ngokuziphatha kanye nalokho okungamagugu esintu emibhalweni enhlobonhlobo.</li> </ul> <p><b>Inkulumo elungiselelwe</b></p>	<p><b>Ukufunda ngokuqondisa:</b> <b>Ukufunda indaba</b> <b>Ufunda indaba</b> esencwadini yokufunda yekilasi, incwadi yabafundi noma eFayilini likaThisha lezinSizakufundisa (TRF)</p> <ul style="list-style-type: none"> <li>• Ukucabangela / ukuqagela okuqokethwe noma isiphetho.</li> <li>• Ukusebenzisa amasu okufunda: ukufunda ngokushesha ukuze athole amaphuzu asemqoka, ukufunda ngokushesha ukuze athole imininingwane, izinkomba zokwenzeka endabeni kanye nolwazi lwaphambilini.</li> <li>• Ukubona aphawule ngabalingiswa, izindikimba kanye nezehlakalo endabeni eqanjiwe.</li> <li>• Ukuchaza imbangela kanye nomthelela.</li> <li>• Ukuchaza aphinde uveze indlela yokuphendula umbhalo ekhombisa imizwa</li> <li>• Ukusebenzisa isichazamazwi ngenhloso yokuthuthukisa ulwazimagama [kufanele kuphindwe kulowo nalowo msebenzi ]</li> </ul> <p><b>Ukuzindla ngemibhalo azifundele yedwa</b></p> <ul style="list-style-type: none"> <li>• Ukuphinda axoxe indaba noma umqondo osemqoka ngemisho emi-3 kuya kwemi-5</li> <li>• Ukukhombisa uzwelo emibhalweni efundiwe.</li> <li>• Ukuxhumanisa nendlela aphila ngayo</li> <li>• Ukuqhathanisa izincwadi nemibhalo ayifundile.</li> </ul>	<p><b>Ukubhala umbhalo odlulisa ulwazi</b> <b>Ukugcwalisa i-dayari</b></p> <ul style="list-style-type: none"> <li>• Ukusebenzisa isakhiwo sombhalo esifanele.</li> <li>• Ukuqikelela izethameli kanye nesitayela.</li> <li>• Ukusebenzisa iphimbo elifanele.</li> <li>• Ukusebenzisa izihlanganiso kanye nezixhumanisi ukwakha izigaba ezilandelana kahle.</li> <li>• Ukusebenzisa upelomagama olufanele kanye nezimpawu zokuloba ezifanele.</li> </ul> <p><b>Ukulandela inqubo yokubhala:</b></p> <ul style="list-style-type: none"> <li>• <i>Ukuhlela</i></li> <li>• <i>Ukubhala umzamo wokuqala</i></li> <li>• <i>Ukubuyekeza</i></li> <li>• <i>Ukulungisa amaphutha</i></li> <li>• <i>Ukufunda ngokuqaphelisisa</i></li> <li>• <i>Ukwethula umbhalo/ umkhiqizo wokugcina</i></li> </ul>	<p><b>Ezingeni lamagama:</b> iziphawulo, izandiso, amabizo kanye nezabizwana.</p> <p><b>Ezingeni lemisho:</b> umenzi, umenziwa, inkulumo mbiko.</p> <p><b>izimpawu zokuloba:</b> Ukuhlukaniswa kwamagama, ukusetshenziswa kosonhlamvukazi.</p>

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

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

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

## 5. Sepedi Home Language

### Revised National Teaching Plan

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

MPHATO WA 5 KOTARA YA 2				
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 3–4	<p><b>Theeletša le go ikarabela go pego</b></p> <p>Setšweletšwa mabapi le Covid -19</p> <p><b>Go Theeletša</b></p> <ul style="list-style-type: none"> <li>• Mešongwana ya matsenyagae: kakanyo</li> <li>• Identifies main message and specific details Hlatha molaetšamogolo le dintlha tše itšego</li> </ul> <p><b>Go hlagiša</b></p> <ul style="list-style-type: none"> <li>• Akaretša dintlhakgolo</li> <li>• Laetša maikutlo mabapi le hlogo</li> <li>• Tswalanya le maitemogelo a mong</li> </ul>	<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"> <li>• Pele ga go bala: akanya go tšwa go leina la puku, hlogo le diswantšho</li> <li>• Ahlaahla kgopolokgolo le dintlha ka botlalo tše itšeng</li> <li>• Tlhatholla tshedimošo ya dikerafo</li> <li>• Ahlaahla tlotlontšu ye mpsha go tswa go setšweletšwa se se badilwego</li> <li>• Šomiša kerafo/ nkatlapana/ mmepe/ taekramo go akaretša tshedimošo</li> </ul>	<p>Ngwala le go hlagiša pego ka sebopego sa go bogelwa: dinkatlapana/ditšhate/dikerafo/ mmepe</p> <ul style="list-style-type: none"> <li>• Hlagiša tshedimošo ka bothakga o šošiša sebopego sa maleba.</li> <li>• Šomiša polelo , mopeleto,le maswaodikga tša maleba.</li> </ul> <p><b>Šomiša magato go ngwala</b></p> <ul style="list-style-type: none"> <li>• Go beakanya</li> <li>• Go ngwala sengwalwakanywa</li> <li>• Go boeletša</li> <li>• Go hlokola</li> <li>• Go phošolla le</li> <li>• Go hlagiša</li> </ul>	<p><b>Šoma ka mantšu:</b> mašala, makopanyi, <b>Šoma ka mafoko:</b> mafokontši, tira le tirwa <b>Mopeleto le maswaodikga:</b> kgorwana, khutlo-fegelwana</p>
<p><b>MOŠOMO WA KELO YA SEMMUŠO WA 6</b> GO NGWALA: LEPHEPHE 3 [Palomoka 30 Meputso]</p> <p>Setšweletšwa sa tirišano (10 meputso) Le Taodišo kanegelo/ tlhaloši (ditemana tše nne) (20 meputso)</p>			30	

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><b>Theeletša le go iphetolela go padi</b> Setšweletšwa go tšwa go pukukgakollo goba Faele ya Morutiši</p> <ul style="list-style-type: none"> <li>• Mešongwana ya matsenyagae: kakanyo</li> <li>• Theeletša ditsopolwa go tšwa go padi</li> <li>• Theeletša dintlha ka botlalo</li> <li>• Lemoga molaetša kgolo.</li> </ul> <p><b>Hlaloša ditiragalo</b></p> <ul style="list-style-type: none"> <li>• Tswalanya le bophelo bja gagwe</li> <li>• Hlaloša ditiragalo gabotse ka tatelano.</li> <li>• Tšweletša maikutlo go elana le ditiragalo</li> </ul>	<p><b>Bala padi</b> Setšweletšwa go tšwa go pukukgakollo goba Faele ya Morutiši</p> <ul style="list-style-type: none"> <li>• Pele ga go bala: hlatha phapano magareng a padi le dikanegelo</li> <li>• Ahlaahla sebopego, morero le baamogedi ba molaetša</li> <li>• Akanya go tšwa go leina la puku, hlogo ya karolo le diswantšho.</li> <li>• Ahlaahla le go araba dipotšišo ka baanegwa.</li> <li>• Tswalanya ditiragalo le baanegwa go bophelo bja gagwe</li> <li>• Šomiša mehutahuta ya mekgwanakgwana ya go bala</li> <li>• Akaretša tshedimošo le go araba dipotšišo.</li> <li>• Šomiša pukuntšu go godiša tlotlontšu</li> </ul>	<p><b>Ngwala tshwayotshwayo ya puku</b></p> <ul style="list-style-type: none"> <li>• Šomiša foreime go beakanywa diteng</li> <li>• Kgetha diteng tša di lebanego le morero</li> <li>• Šomiša thutapolelo ya maleba, mopeleto le maswaodikga</li> <li>• Šomiša pukuntšu go godiša t lolontšu le mopeleto</li> <li>• Tsepelela go magato a go ngwala</li> <li>• Go beakanya</li> <li>• Go ngwala sengwalwakakanywa</li> <li>• Go boeletša</li> <li>• Go hlokola</li> <li>• Go phošolla le</li> <li>• Go hlagiša</li> </ul>	<p><b>Šoma ka mantšu:</b> Mašala-šupi, mašalathuo, malahlelwa</p> <p><b>Šoma ka mafoko:</b> mabaka: lebaka la lebjale, lebaka le lefetilego, makgokedi</p> <p><b>Hlalošo ya mantšu:</b> tshwantšhanyo, diema, dika</p> <p><b>Mopeleto le maswaodikga:</b> 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
Beke 3–4	<p><b>Theeletša le go araba dipotšišo mabapi le padi</b> Setšweletšwa go tšwa go pukukgakollo goba Faele ya Morutiši</p> <ul style="list-style-type: none"> <li>• Mešongwana ya matsenyagae: kakanyo</li> <li>• Theeletša ditsopolwa go tšwa go padi</li> <li>• Theeletša dintlha ka botlalo</li> <li>• Lemoga molaetša kgolo</li> <li>• Tswalanya le bophelo bja gagwe</li> </ul> <p>Tekakwešišo ya go theeletšwa</p>	<p><b>Bala padi</b> Setšweletšwa go tšwa go pukukgakollo goba Faele ya Morutiši</p> <ul style="list-style-type: none"> <li>• Pele ga go bala: akanya go tšwa go leina la puku , hlogo ya karolo, le diswantšho.</li> <li>• Lemoga le go hlaloša ditiragalo kgolo</li> <li>• Ahlaahla sebopego, tšhomišo ya polelo , morero le baamogedi ba molaetša</li> <li>• Šomiša mehutahuta ya mekgwanakgwana ya go bala</li> <li>• Tswalanya ditiragalo le baanegwa go bophelo bja gagwe</li> <li>• Ahlaahla le go araba dipotšišo mabapi le baanegwa, ditiragalo le morero/sererwa.</li> <li>• Akaretša tshedimošo le go araba dipotšišo.</li> </ul>	<p><b>Ngwala kanegelo</b></p> <ul style="list-style-type: none"> <li>• Tšweletša thulaganyo , baanegwa, le tikologo.</li> <li>• Kgetha diteng go bontšha temogo ya baamogedi ba tshedimošo le morero wa setšweletšwa</li> <li>• Šomiša polelo ka boikgopolelo kudu mehutahuta ya tlotlontšu</li> <li>• Kopanya mafoko go bopa temana ka go šomiša mašala, makopanyi le maswaodikga ka tshwanelo</li> <li>• Šomiša polelo,mopeleto le maswaodikga tša maleba</li> </ul> <p>Tsepelela go magato a go ngwala</p> <ul style="list-style-type: none"> <li>• Go beakanya</li> <li>• Go ngwala sengwalwakanywa</li> <li>• Go boeletša</li> <li>• Go hlokola</li> <li>• Go phošolla le</li> <li>• Go hlagiša</li> </ul>	<p><b>Šoma ka mantšu:</b> 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><b>Šoma ka mafoko:</b> mabaka: lebaka la lebjale, lebaka le lefetilego</p> <p><b>Mopeleto le maswaodikga:</b> Maswao a go tsopola (ditsebjana, lenalana) tšhomišo ya pukuntšu.</p>

PHATO 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	<p><b>Theeletša le go ahlahlha papatšo</b> Setšweletšwa go tšwa go pukukgakollo goba Faele ya Morutiši</p> <ul style="list-style-type: none"> <li>• Mešongwana ya matsenyagae: kakanyo</li> <li>• Lemoga dintlha tše bohlokwa</li> <li>• Theeletša dintlha ka botlalo tše itšego</li> <li>• Abelana dikgopolo le go fa dikakanyo</li> <li>• Hlagiša dikgopolo le maikutlo ka tsela ya boikgopolelo</li> <li>•</li> </ul>	<p><b>Bala papatšo go tšwa go pukukgakollo goba Faele ya Morutiši</b></p> <ul style="list-style-type: none"> <li>• Šomiša mekgwanakgwana ya go bala: sekenela dintlha ka botlalo 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</li> <li>• Bogela le go swayaswaya ka ga dithekniki tša dithalwa tše di šomištšwego go ditšweletšwa tša go bonwa: mmala, mongwalo le kalo</li> </ul> <p><b>Gopodišiša ka ditšweletšwa tše di badilwego</b></p> <ul style="list-style-type: none"> <li>• Anega kanegelo gape goba dikgopolokgolo ka mafoko a 3 go fihla go 5</li> <li>• Hlagiša maikutlo a bona ka ga ditšweletšwa tše di badilwego</li> <li>• Tswalanya le bophelo bja gagwe</li> <li>• Bapetša dipuku/ditšweletšwa tše di badilwego</li> </ul>	<p><b>Ngwala papatšo</b></p> <ul style="list-style-type: none"> <li>• Hlagiša dikgopolo gabotse le ka kwesišego</li> <li>• Šomiša tša go bonwa le kalo ya morero</li> <li>• Šomiša mehutahuta ya tlotlontšu, thutapolelo ya maleba, mopeleto le maswaodikga</li> <li>• Šomiša polelo go go itlhagiša ka boitlhamelo le boikgopolelo</li> </ul> <p><b>Magato a go ngwala</b></p> <ul style="list-style-type: none"> <li>• Go beakanya/pele ga go ngwala</li> <li>• Go ngwala sengwalwakanywa</li> <li>• Go boeletša</li> <li>• Go hlokola</li> <li>• Go phošolla</li> <li>• Go hlagiša</li> </ul>	<p><b>Šoma ka mantšu:</b> mahlathi , mahlaodi</p> <p><b>Šoma ka mafoko:</b> Lebjaale, kwano ya sediri le lediri</p> <p><b>Hlalošo ya mantšu:</b> Khutsofatšo</p> <p><b>Mopeleto le Maswaodikga:</b> ditsebjana</p>
	<p><b>MOŠOMO WA KELO YA SEMMUŠO WA 7: BOMOLOMO [20 meputso]</b></p> <ul style="list-style-type: none"> <li>• Polelo ya go (se) itokišetšwa(e) goba</li> <li>• Tekakwešišo <b>ya go theeletšwa</b></li> </ul> <p>(e phethwa ka gare ga kotara)</p>		<p><b>MOŠOMO WA KELO YA SEMMUŠO WA 8: Boiphetoletlo go dingwalo [Palomoka: 40 Meputso]</b></p> <ul style="list-style-type: none"> <li>• Potšišo 1 Tekakwešišo: Setšweletšwa sa go ngwalwa / setšweletšwa sa go se ngwalwe text (15 meputso)</li> <li>• Potšišo 2 – setšweletšwa sa go bogelwa (10 meputso)</li> <li>• Potšišo 3 - kakaretšo (5 meputso)</li> <li>• Potšišo 4 – dibopego le melawana ya tšhomišo ya polelo (10 meputso)</li> </ul> <p>(e phethwa ka nako ya go rutwa.)</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 7–8	<p><b>Theeletša le go ahlahlala sereto</b> Setšweletšwa go tšwa go pukukgakollo goba Faele ya methopo ya Morutiši Mešongwana ya matsenya gae: kakanyo</p> <ul style="list-style-type: none"> <li>• Hlatha dikgopolokgolo</li> <li>• Lemoga medumo</li> <li>• Laetša maikutlo ao a hlohleletšwago ke segalo le tšhomišo ya polelo mo seretong.</li> <li>• Tswalanya le maitemogelo a mong</li> </ul>	<p><b>Bala Sereto</b> Setšweletšwa go tšwa go pukukgakollo goba Faele ya methopo ya Morutiši</p> <p>Pele ga Go bala: Akanya go tšwa go leina la puku le diswantšho</p> <ul style="list-style-type: none"> <li>• Hlatha dikgopolokgolo</li> <li>• Lemoga morumokwano le le mošito le go swayaswaya ka moo di amago motheeletši</li> <li>• Hlagiša maikutlo le dikakanyo</li> <li>• Hlatha dikapolelo</li> <li>• Šomiša pukuntšu go godiša tlotlontšu</li> </ul>	<p><b>Go ngwala sereto</b></p> <ul style="list-style-type: none"> <li>• Šomiša sebopego sa maleba</li> <li>• Kgopolokgolo e swanetše e bonagale</li> <li>• Šomiša polelo ka boithamelolo , go akaretšwa le dikapolelo.</li> <li>• Šomiša morumokwano le le mošito</li> <li>• Šomiša maswaodikga a maleba</li> </ul> <p><b>Magato a go ngwala</b></p> <ul style="list-style-type: none"> <li>• Go beakanya/pele ga go ngwala</li> <li>• Go ngwala sengwalwakanywa</li> <li>• Go boeletša</li> <li>• Go hlokola</li> <li>• Go phošolla</li> <li>• Go hlagiša</li> </ul>	<p><b>Šoma ka mantšu:</b> mainakgoboko, mainakgopolo, malahlalwa</p> <p><b>Šoma ka mafoko:</b> Letlago</p> <p><b>Hlalošo ya mantšu:</b> poeletšamedumo , (poeletšo ya ditumanoši, poeletšo ya ditumammogo) mothofatšo, mošito, morumokwano tshwantšhišo, tshwantšhanyo</p> <p><b>Mopeleto le Maswaodikga:</b> khutlo, fegelwana</p>

PHATO 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><b>Theeletša le go ahaahla kanegelo</b></p> <p>Setšweletšwa go tšwa go pukukgakollo goba Faele ya methopo ya Morutiši</p> <p><b>Go theeletša tekakwešišo</b></p> <ul style="list-style-type: none"> <li>Lemoga le go hlaloša Kgopolokgolo, thulaganyo, tikologo, moya o fokago le baanegwa ba kanegelo (nonwane)</li> <li>Swayaswaya ka ga tša leago, setho, le mehola ya setšo ditšweletšweng</li> </ul> <p><b>Go fa polelo ya go itokišetšwa</b></p>	<p><b>Go bala kanegelo go tšwa go setšwe-letšwa go tšwa go pukukgakollo goba Faele ya methopo ya Morutiši</b></p> <ul style="list-style-type: none"> <li>Akanya diteng le mafetšo</li> <li>Šomiša mekgwanakgwana ya go bala: sekena, sekima ,le tsebo ya go feta mabapi le maitemogelo a gago.</li> <li>Lemoga le go hlaloša baanegwa ba kanegelo (nonwane)</li> <li>Lemoga tlhologo le ditlamorago/dipoelo tša ditiro tše itšeng</li> <li>Laodiša le go ahaahla maikutlo a mmadi go setšweletšwa</li> <li>Šomiša pukuntšu go godiša tlotlontšu [swanetše go bušetšwa le mošo-ngwana o mongwe le o mongwe]</li> </ul> <p><b>Gopodišiša ka ditšweletšwa tše o ipaletšego</b></p> <ul style="list-style-type: none"> <li>Anega kanegelo gape goba dintlhakgolo ka mafoko a 3 go ya go a 5</li> <li>Araba ka go hlagiša maikutlo mabapi le ditšweletšwa tše di badilego</li> <li>Tswalanya le le bophelo bja gagwe</li> <li>Bapetša dipuku/ditšweletšwatšeo di badilwego</li> </ul>	<p><b>Ngwala ditseno tša Pukutšatši</b></p> <ul style="list-style-type: none"> <li>Šomiša kalo ya maleba</li> <li>Bontšha temogo ya baamogedi ba tshedimošo le setaele</li> <li>Šomiša segalo sa maleba</li> <li>Šomiša mantšu a dikgokaganyi, mohlala, 'le ge go le bjalo', mahlološetšagotee le malatodi go kopanya mafoko go bopa ditemana tše di tseenelelanago ka kgohlagano</li> <li>Šomiša mopeleto wo o nepagetšego le maswaodikga</li> </ul> <p><b>Magato a go ngwala</b></p> <ul style="list-style-type: none"> <li>Go beakanya/pele ga go ngwala</li> <li>Go ngwala sengwalwakakanywa</li> <li>Go boeletša</li> <li>Go hlokola</li> <li>Go phošolla</li> <li>Go hlagiša</li> </ul>	<p><b>Šoma ka mantšu:</b> matlema, mabaledi, mahlaodi, mahlathi, maina, mašala</p> <p><b>Šoma ka mafoko:</b> sediri le sedirwa, polelopegelo</p> <p><b>Hlalošo ya mantšu:</b> lentšu le tee seabakeng sa sekafoko</p> <p><b>Mopeleto le maswaodikga:</b> 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
Beke 3–4	<p>Theeletša pego mohlala, ditaba, ditabanatabana tša bjale tša maleba</p> <p>Setšweletšwa go tšwa go pukukgakollo goba Faele ya Methopo ya Morutiši</p> <ul style="list-style-type: none"> <li>• Mešongwana ya matsenyagae: kakanyo</li> <li>• Lemoga dikgopolokgolo le dintlha tše itšeng</li> <li>• Swayaswaya ka sebopego, diponagalo le tšhomišo ya polelo go setšweletšwa.</li> <li>• Tswalanya le maitemogelo a mong</li> <li>• Hlagiša le go lokafatša ntlhakemo ya gagwe ka go fa mabaka.</li> <li>• Botšiša dipotšišo tše di tseneletšego tše di senago karabo ye e lego pepeneneng</li> </ul> <p><b>Polelo ya go itokišetšwa</b></p>	<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"> <li>• Pele ga Go bala: Akanya go tšwa go leina la puku le diswantšho</li> <li>• Šomiša mekgwanakgwana ya go bala, mohlala, go dira dikakanyo le go šomiša dihlahli tša setšweletšwa le tša kamano</li> <li>• Ahlaahla kgopolokgolo le dintlha ka botlalo tše itšeng</li> <li>• Swayaswaya ka kgetho ya diswantšho go setšweletšwa.</li> <li>• Abelena le go netefatša dikgopolo</li> <li>• Araba dipotšišo tše di tseneletšego tše di senago karabo ye e lego pepeneneng</li> <li>• Šomiša pukuntšu go godiša tlotlontšu [swanetše go bušetšwa le mošongwana o mongwe le o mongwe]</li> </ul>	<p><b>Ngwala a pego</b></p> <ul style="list-style-type: none"> <li>• Ngwala pego ka go šomiša foreime</li> <li>• Beakanya tshedimošo ka kwesišego</li> <li>• Šomiša thutapolelo ya maleba, mopeleto le maswaodikga</li> <li>• Hlagiša mošomo wo mobotse ka go šomiša sebopego sa maleba, bjalo ka dihlogo, dikgoba gare ga ditemana bj.bj.</li> </ul> <p><b>Magato a go ngwala</b></p> <ul style="list-style-type: none"> <li>• Go beakanya/pele ga go ngwala</li> <li>• Go ngwal a dingwalwakanywa</li> <li>• Go boeletša</li> <li>• Go hlokola</li> <li>• Go phošolla</li> <li>• Go hlagiša</li> </ul>	<p><b>Šoma ka mantšu:</b> makopanyi, medirišo,</p> <p><b>Šoma ka mafoko:</b> Lebjale</p> <p><b>Tihalošo ya mantšu</b> mahlalasetšagotee, malatodi, ditumatshwano, pholisimi</p> <p><b>Mopeleto le maswaodikga:</b> 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><b>Go theeletša le go iphetolela go setšweletšwa sa tshedimošo</b></p> <p>Setšweletšwa go tšwa go pukukgakollo goba Faele ya Methopo ya Morutiši</p> <ul style="list-style-type: none"> <li>• Mešongwana ya matsenyagae: kakanyo</li> <li>• Lemoga tlholego le ditlamorago/dipoelo tša ditiro tše itšeng</li> <li>• Botšiša dipotšišo tše di tseneletšego tše di senago karabo ye e lego pepeneneng</li> <li>• Hlagiša le go lokafatša ntlhakemo ya gagwe ka go fa mabaka</li> </ul>	<p><b>Bala setšweletšwa sa tshedimošo ya go ba le tša go bonwa(mohlala: diswantšho/dithalwa/mebepe)</b></p> <p>Setšweletšwa go tšwa go pukukgakollo goba Faele ya Methopo ya Morutiši</p> <ul style="list-style-type: none"> <li>• Šomiša mekgwanakwana ya go bala, mohlala, go dira dikakanyo le go šomiša dihlahli tša setšweletšwa le tša kamano</li> <li>• Akaretša tshedimošo</li> <li>• Tlhatholla diswantšho</li> <li>• Šomiša tsebo ya pele/maitemogelo go hlatha tlhalošo</li> <li>• tšea diphetho</li> <li>• Fetišetša tshedimošo ya go bonwa go ya go anegwa.</li> </ul>	<p><b>Ngwala taodišotlhaloši</b></p> <p>Go ngwala ka boithlamelo (ditemana tše nne)</p> <ul style="list-style-type: none"> <li>• Kgetha diteng tša maleba swarelela go sererwa.</li> <li>• Šomiša tlotlontšu ya go hlaola kudu mehutahuta ya mahlaodi</li> <li>• Šomiša dikapolelo, mohlala, tšhwantšhanyo, tšhwantšhišo</li> <li>• Latelantšha tlhatlamano ya dikgato goba ditiragalo ka tsela ya go kwišišega le go hlaloša tatelano</li> </ul> <p>•</p> <p><b>Magato a go ngwala</b></p> <ul style="list-style-type: none"> <li>• Go beakanya/pele ga go ngwala</li> <li>• Go ngwala dingwalwakakanywa</li> <li>• Go boeletša</li> <li>• Go hlokola</li> <li>• Go phošolla</li> <li>• Go hlagiša</li> </ul>	<p><b>Šoma ka mantšu:</b> lehlaodi</p> <p><b>Šoma ka mafoko:</b> thabeina, thabediri sebopego sa kganetšo sebopego sa potšišo</p> <p><b>Tlhalošo ya mantšu:</b> Tshwantšhišo, tshwantšhanyo, diema, dika</p> <p><b>Mopeleto le maswaodikga:</b> tšhomišo ya pukuntšu, karogano ya mantšu</p>
	<p><b>MOŠOMO WA KELO YA SEMMUŠO WA 9</b> <b>WRITING LEPHEPHE 3 [Palomoka 30 Meputso]</b></p> <p><b>Setšweletšwa sa tirišano (10 meputso)</b></p> <p><b>Le</b> <b>Taodišo kanegelo / tlhaloši (20 meputso)</b> <b>(e phethwe ka nako ya go rutwa)</b></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	<b>KELOPHETHO</b>  <b>MOŠOMO WA KELO YA SEMMUŠO WA 10</b> <b>BOMOLOMOLEPHEPHE 1 [20 meputso]</b> <ul style="list-style-type: none"> <li>• polelo ya go(go se) itokišetšwa(e) goba</li> <li>• tekakwešišo <b>ya go theeletšwa</b></li> </ul> (e phethwa ka gare ga kotara)		<b>MOŠOMO WA KELO YA SEMMUŠO WA 11 – 2 diiri</b>  <b>BOIPHETOLELO GO DINGWALO</b> <b>LEPHEPHE 2 [Palomoka: 40 Meputso]</b> <ul style="list-style-type: none"> <li>• Potšišo 1 Tekakwešišo: Setšweletšwa sa go ngwalwa / setšweletšwa sa go se ngwalwe (15 meputso)</li> <li>• Potšišo 2 – setšweletšwa sa go bogelwa (10 meputso)</li> <li>• Potšišo 3 - Kakaretšo (5 meputso)</li> <li>• Potšišo 4 – Dibopego le melawana ya <b>tšhomišo ya polelo</b> (10 meputso)</li> </ul>	

## 6. Sesotho Home 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><b>Ho fana le ho latela ditaelo</b></p> <p>Tema ka Covid -19 (Sewa)</p> <p><b>Ho mamela</b></p> <ul style="list-style-type: none"> <li>Diketsahalo tse etellang pele: ho lepa</li> <li>Bontsha molaetsa le ho totobatsa dintlha tsa bohlokwa</li> <li>Botsa dipotso tse tshwanetseng le ho arabela ka tsela e loketseng</li> <li>Amahanya tema le bophelo ba hao</li> </ul> <p><b>Ho nehelana</b></p> <ul style="list-style-type: none"> <li>Kgutsufatsa dintlha tsa bohlokwa tsa tema</li> <li>Hlahisa maikutlo a hao ka sehlooho</li> <li>Amahanya tema le bophelo ba hao</li> </ul>	<p><b>Ho bala tema e fanang ka ditaelo: e fupereng tlhahlamano ya ditaelo</b></p> <p>Tema ka Covid -19 (Sewa)</p> <ul style="list-style-type: none"> <li>Pele ho ho bala: lepa ka sehlooho le ka ditshwantsho</li> <li>Sebedisa mawa a ho bala mohl. ho etsa dikakanyo le ho sebedisa ditemoso tsa tema le ditemoso tsa maemo</li> <li>Ho buisana ka dintlha tse totobetseng tsa tema</li> <li>Ho buisana ka dintlha tsa sehlooho le tse totobetseng tsa tema</li> <li>Ho araba dipotso ho tswa temeng</li> <li>Ho buisana ka tlotlontswe e ntjha eo o e badileng temeng ebe o e ngola bukantsweng ya hao</li> </ul>	<p><b>Ho ngola tema ya ditaelo mohl. boitshireletso bo bolokehileng / tshireletso e bolokehileng (boitshireletso bo molemo ho feta setlhare)</b></p> <ul style="list-style-type: none"> <li>Sebedisa dintlha tse ikgethileng ka nepo</li> <li>Kgetha tlhahisoleseding e amanang le sehlooho/tema</li> <li>Sebedisa tatelano e nepahetseng le sebopeho se nepahetseng</li> <li>Sebedisa puo, mopeleto le matshwao a puo a nepahetseng</li> <li>Sebedisa sebopeho sa leetsi se supang taelo</li> </ul> <p><b>Ho sebedisa tshebetso ya ho ngola</b></p> <ul style="list-style-type: none"> <li>Ho etsa moralo/Boitokisetso ba ho ngola</li> <li>Ho ngola mokgwaritso</li> <li>Ho boeletsa mosebetsi</li> <li>Ho bala hape bakeng sa ntlafatso</li> <li>Ho hlaola diphoso</li> <li>Ho nehelana</li> </ul>	<p><b>Mosebetsi o boemong ba lentswe:</b> mahlaosi; a mokgwa; a nako; sebaka</p> <p><b>Mathusi/maetelli</b> Dikao; sekaopeho; sekaohore; sekaotaelo</p> <p><b>Mosebetsi o boemong ba polelo:</b> polelonolo; polelomararane</p> <p><b>Mopeleto le matshwao a puo:</b> 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
Beke 3–4	<p><b>Ho mamela le ho araba: tlaleho/raporoto/tsebiso</b></p> <p>Tema ka Covid -19 (Sewa)</p> <p><b>Ho mamela</b></p> <ul style="list-style-type: none"> <li>Diketsahalo tse etelang pele: ho lepa</li> <li>Bontsha molaetsa le ho totobatsa dintlha tsa bohlokwa</li> </ul> <p><b>Ho nehelana</b></p> <ul style="list-style-type: none"> <li>Kgutsufatsa dintlha tsa bohlokwa tsa tema</li> <li>Hlahisa maikutlo a hao ka sehlooho</li> <li>Amahanya tema le bophelo ba hao</li> </ul>	<p><b>Ho bala tema ya tlaleho/tlahafoleseding e nang le ditshwantsho</b> (mohl. Ditjhate / dipapetla / dimmapa / dikerafo / didayakeramo)</p> <p>Tem a ka Covid -19 (Sewa)</p> <ul style="list-style-type: none"> <li>Pele ho ho bala: lepa ka sehlooho le ka ditshwantsho</li> <li>Hlwaya le ho bua ka mohopolo wa sehlooho le dintlha tse totobetseng tse ka sehloohong tsa tema</li> <li>Fetolela tlahafoleseding e kerafong ho dikakanyo, ditemoso le maemo a nnete</li> <li>Buisana ka tlotlontswe e ntjha e tswang temeng e badilweng</li> <li>Ho sebedisa dikerafo / dipapetla / mmapa / ditjhate ho akaretsa tlahafoleseding</li> </ul>	<p><b>Ho ngola tlaleho</b> mohl. (Ditjhate /dipapetla /dimmapa/kerafa/ didayakeramo)</p> <ul style="list-style-type: none"> <li>Fana ka dikahare tse loketseng tse itshetlehleng diphuphutsong</li> <li>Tshebediso ya puo, mopeleto le matshwao a puo e be tse nepahetseng</li> </ul> <p><b>Ho sebedisa tshebetso ya ho ngola</b></p> <ul style="list-style-type: none"> <li>Ho etsa moralo/Boitokisetso ba ho ngola</li> <li>Ho ngola mokgwaritso</li> <li>Ho boeletsa mosebetsi</li> <li>Ho bala hape bakeng sa ntlafatso</li> <li>Ho hlaola diphoso</li> <li>Ho nehelana</li> </ul>	<p><b>Mosebetsi o boemong ba lentswe:</b> leemedi; leemediqho; lekopanyi; lehokedi,</p> <p><b>Mosebetsi o boemong ba polelo:</b> polelomararane; sebopeho sa boetsi, sebopeho sa boetsuwa.</p> <p><b>Mopeleto le matshwao a puo:</b> dikgutlo (:), feelo (;)</p>
<p><b>TEKANYETSO E HLOPHISITSWENG – MOSEBETSI WA 6</b> <b>HO NGOLA PAMPIRI YA 3 [Matshwao kaofela 30]</b></p> <p>Tema tsa dikgokahano (matshwao a 10)</p> <ul style="list-style-type: none"> <li>Ho ngola tema ya dikgokahano:</li> </ul> <p>LE</p> <p>Moqoqo (matshwao a 20)</p> <p>Phethelo/Tihaloso (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><b>Ho Mamela padi</b></p> <p>Tema ho tswa bukeng kapa Faeleng ya Titjhere ya Mehlodi (FTM)</p> <ul style="list-style-type: none"> <li>• Mesebetsi e lelelekelang: ho akanya</li> <li>• Mamela ditema ho tswa pading</li> <li>• Mamela bakeng sa dintlha tse itseng</li> <li>• Bontsha mohopoplo wa sehlooho</li> </ul> <p><b>Hlalosa diketsahalo</b></p> <ul style="list-style-type: none"> <li>• Amahanya le bophelo ba hao</li> <li>• Hlalosa diketsahalo ka ho hlaka le tatelano</li> <li>• Fana ka maikutlo o ikamahantse le diketsahalo</li> </ul>	<p><b>Ho bala padi</b></p> <p>Tema ho tswa bukeng kapa Faeleng ya Titjhere ya Mehlodi (FTM)</p> <ul style="list-style-type: none"> <li>• Ho bala pele:bapisa dibuka/ditema tse badilweng</li> <li>• Buisana ka sebopeho, tshebediso ya puo, sepheo le bamamedi</li> <li>• Ho akanya ho tswa sehloohong le ho buisana ka mookotaba e amanang, ditshwantsho</li> <li>• Ho buisana le ho araba dipotso ka baphetwa, diketsahalo mmoho le sehlooho</li> <li>• Bapisa le bophelo ba hao</li> <li>• Sebedisa letoto la mawa a ho bala</li> <li>• Kgutsufatsa dintlha tsa bohlokwa kapa o arabe dipotso</li> <li>• Sebedisa bukantswe bakeng sa ntshetsopele ya tlotlontwe</li> </ul>	<p><b>Ho ngola tshekatsheko ya buka</b></p> <ul style="list-style-type: none"> <li>• Sebedisa foreimi bakeng sa ho hlophisa dikahare ka tatelano-sebedisa thatlhamano</li> <li>• Sebedisa moralo o nepahetseng - Kgetha dikahare tse loketseng bakeng la sepheo</li> <li>• Sebedisa thutapuo e nepahetseng, mopeleto le matshwao a puo, ho kenyelletsa le lehoka moetsi</li> <li>• Sebedisa bukantswe bakeng sa mopeleto le ntshetsopele ya tlotlontwe</li> </ul> <p>Ho sebedisa tshebetso ya ho ngola</p> <ul style="list-style-type: none"> <li>• Ho etsa moralo/Boitokisetso ba ho ngola</li> <li>• Ho ngola mokgwaritso</li> <li>• Ho boeletsa mosebetsi</li> <li>• Ho bala hape bakeng sa ntlafatso</li> <li>• Ho hlaola diphoso</li> <li>• Ho nehelana</li> </ul>	<p><b>Mosebetsi o boemong ba lentswe:</b> maemediqho, maemeditshupi, malahlelwa</p> <p><b>Mosebetsi o boemong ba polelo:</b> lekgathe lejwale, lekgathe lefitile</p> <p><b>Moelelo wa lentswe:</b> dipapiso, maele le dikapolelo</p> <p><b>Mopeleto le matshwao a puo:</b> 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
Beke 3–4	<p><b>Ho mamela le ho buisana ka pale</b></p> <p>Tema ho tswa bukeng kapa Faeleng ya Titjhere ya Mehloodi (FTM)</p> <ul style="list-style-type: none"> <li>• Mesebetsi e lelelekelang: ho akanya</li> <li>• Mamela ditema ho tswa pading</li> <li>• Mamela bakeng sa dintlha tse itseng</li> <li>• Bontsha mohopoplo wa sehlooho</li> </ul> <p><b>Tekokutlwisiso ya ho mamela</b></p>	<p><b>Ho bala pale</b></p> <p>Tema ho tswa bukeng kapa Faeleng ya Titjhere ya Mehloodi (FTM)</p> <ul style="list-style-type: none"> <li>• Ho bala pele:bapisa dibuka/ditema tse badilwen</li> <li>• Buisana ka sebopeho, tshebediso ya puo, sepheo le bamamedi</li> <li>• Ho akanya ho tswa sehloohong le ho buisana ka mookotaba e amanang/ditshwantsho</li> <li>• Ho buisana le ho araba dipotso ka baphetwa, diketsahalo mmoho le sehlooho</li> <li>• Bapisa le bophelo ba hao</li> <li>• Sebedisa letoto la mawa a ho bala</li> <li>• Kgutsufatsa dintlha tsa bohlokwa kapa o arabe dipotso</li> <li>• Sebedisa bukantswe bakeng sa ntshetsopele ya tlotlontswe</li> </ul>	<p><b>Ho ngola pale</b></p> <ul style="list-style-type: none"> <li>• Bopa poloto, baphetwa le tikoloho</li> <li>• Kgetha dikahare tse loketseng bamamedi le sepheo sa tema</li> <li>• Sebedisa puo ya monahano haholoholo tlotlontswe e fapaneng</li> <li>• Hokahanya dipolelo o bopa seratswana se momahaneng o sebedisa maemedi, makopanyi le matshwao a puo a loketseng</li> <li>• Sebedisa thutapuo, mopeleto le matshwao a puo a loketseng</li> </ul> <p><b>Ho sebedisa tshebetso ya ho ngola</b></p> <ul style="list-style-type: none"> <li>• Ho etsa moralo/Boitokisetso ba ho ngola</li> <li>• Ho ngola mekgwaritso</li> <li>• Ho boelatsa mosebetsi</li> <li>• Ho bala hape bakeng sa ntlafatso</li> <li>• Ho hlaola diphoso, le</li> <li>• Ho nehelana</li> </ul>	<p><b>Mosebetsi o boemong ba lentswe:</b> Mabitso:mabitsokgoboka,bonngwe le bongata ketso:moetsi</p> <p><b>Mosebetsi o boemong ba polelo:</b> lekgathe lefetile, lekgathe lefetile letswelli</p> <p><b>Mopeleto le matshwao a puo:</b> Diqotso, letshwao la tlami, tshebediso ya bukantswe, dinoko tsa lentswe</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><b>Ho mamela le ho buisana ka papatso</b> Tema ho tswa bukeng kapa Faeleng ya Titjhere ya Mehlodi (FTM)</p> <ul style="list-style-type: none"> <li>Mesebetsi e lelelekelang: ho akanya</li> <li>Qolla dintlha tsa bohlokwa</li> <li>Mamela dintlha tse itseng</li> <li>Arolelana mehopolole le maikutlo ka dihlooho tse sa tlwaelehang</li> <li>Araba ka tlhomphe mehopolole le ditshisinyo ebile o hlahisa maikutlo le mehopolole o ipopela ditshwantsho</li> </ul>	<p><b>Ho bala papatso</b> bukeng kapa Faeleng ya Titjhere ya Mehlodi (FTM)</p> <ul style="list-style-type: none"> <li>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</li> <li>Boha le ho ntsha maikutlo ka seo o se bohileng le ka mawa a ditema tsa dikerafo tse sebediswang ditemeng tse bohwang: mmala, popo ya ditlhaku, sebopeho/moralo</li> </ul> <p><b>Ho sheba ditema tse badilweng hape ka bonnotsi/bonngwe</b></p> <ul style="list-style-type: none"> <li>Pheta pale hape kapa mehopolole ya sehlooho ka dipolelo tse 3 ho isa ho tse 5</li> <li>Hlahisa maikutlo a hao ka tema e badilweng</li> <li>Amahanya tema le bophelo ba hao</li> <li>Bapisa dibuka / ditema tse badilweng</li> <li>Hlahisa karabelo ya maikutlo ya tema e badilweng</li> <li>Bapisa le bophelo ba hao</li> <li>Bapisa dibuka/ditema tse badilweng</li> </ul>	<p><b>Ho ngola papatso</b></p> <ul style="list-style-type: none"> <li>Ntsha maikutlo ka ho hlaka le ka mabaka a utlwalang</li> <li>Sebedisa ditshwantsho tse loketseng le sebopeho</li> <li>Sebedisa tlotlontswa e phatlalatseng, thutapuo e nepahetseng, mopeleto le tshebediso ya matshwao a puo</li> <li>Sebedisa puo bakeng sa boqapi le ho inahanela ha o ntsha dintlha tsa hao</li> </ul> <p><b>Ho sebedisa tshebetso ya ho ngola</b></p> <ul style="list-style-type: none"> <li>Ho etsa moralo/Boitokisetso ba ho ngola</li> <li>Ho ngola mekgwaritso</li> <li>Ho boelatsa mesebetsi</li> <li>Ho bala hape bakeng sa ntlafatso</li> <li>Ho hlaola diphoso, le</li> <li>Ho nehelana</li> </ul>	<p><b>Mesebetsi o boemong ba lentswe:</b> dikao, mahlalosi</p> <p><b>Mesebetsi o boemong ba polelo:</b> lekgathe lejwale, lehokedi la tumellano la moetsi le leetsi</p> <p><b>Moelelo wa lentswe:</b> dikgutsufatso <b>Mopeleto le matshwao a puo:</b> diqotso</p>

<p><b>TEKANYETSO E HLOPHISITSWENG - MOSEBETSI WA 7 MOSEBETSI WA MOLOMO [matshwao a 20]</b></p> <ul style="list-style-type: none"><li>• Puo e hlophisitsweng/e sa hlophiswang KAPA</li><li>• Temakutlwisiso e mamelwang KAPA</li><li>• Ho qoqa/moqoqo</li><li>•</li></ul> <p>(E etsahala nakong/mahareng a kotara)</p>	<p><b>TEKANYETSO E HLOPHISITSWENG –MOSEBETSI WA 8: Ho araba Ditema Teko [Matshwao kaofela: 40]</b></p> <ul style="list-style-type: none"><li>• Potso 1 - Temakutlwisiso ya ho bala: Tema ya dingolwa/ Tema e seng ya dingolwa (<i>matshwao a 15</i>)</li><li>• Potso 2 - Setshwantsho (<i>matshwao a 10</i>)</li><li>• Potso 3 - Kgutsufatso (<i>matshwao a 5</i>)</li><li>• Potso 4 - Dibopeho le melao ya tshebediso ya puo maemong (<i>matshwao a 10</i>)</li></ul> <p>(Di etswa nakong ya ho ruta le ho ithuta) (E ngolwa nakong ya ho ruta le ho ithuta.)</p>
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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 7–8	<p><b>Ho mamela le ho buisana ka thothokiso</b></p> <p>Tema ho tswa bukeng kapa Faeleng ya Titjhere ya Mehloodi (FTM)</p> <ul style="list-style-type: none"> <li>• Mesebetsi e lelelekelang: ho akanya</li> <li>• Buisana ka mohopolo wa sehlooho</li> <li>• Ananela le ho arabela ho medumo e tsosoloswang ke thothokiso</li> <li>• Hlahisa maikutlo a tsosoloswang ke thothokiso o ntano buisana ka sehalo le tshebediso ya puo mmoho</li> <li>• Amahanya le bophelo ba hae</li> </ul>	<p><b>Ho bala thothokiso</b></p> <p>Tema ho tswa bukeng kapa Faeleng ya Titjhere ya Mehloodi (FTM)</p> <ul style="list-style-type: none"> <li>• Mesebetsi ya pele ho ho bala: ho akanya ka sehlooho le ka ditshwantsho</li> <li>• Hlahisa ntlha e ka sehloohong</li> <li>• Bua ka tshebediso ya poeletsa modumo, phetapheto, tshwantshiso le leetsisa</li> <li>• Sebedisa mekgabiso puo, raeme, karaburetso le morethetho</li> <li>• Hlahisa maikutlo le puo e hlokolosi</li> <li>• Sebedisa bukantswe bakeng sa ntshetsopele ya tlotlontswe</li> </ul>	<p><b>Ho ngola thothokiso</b></p> <ul style="list-style-type: none"> <li>• Sebedisa sebopeho/foreimi se/e nepahetseng</li> <li>• Dintlha tsa sehlooho di hlake</li> <li>• Sebedisa bonono puong, o kenyelleditse le mekgabiso puo</li> <li>• Sebedisa raeme le morethetho</li> <li>• Sebedisa matshwao a puo a loketseng</li> </ul> <p><b>Ho sebedisa tshebetso ya ho ngola</b></p> <ul style="list-style-type: none"> <li>• Ho etsa moralo/Boitokisetso ba ho ngola</li> <li>• Ho ngola mekgwaritso</li> <li>• Ho boelatsa mosebetsi</li> <li>• Ho bala hape bakeng sa ntlafatso</li> <li>• Ho hlaola diphoso, le</li> <li>• Ho nehelana</li> </ul>	<p><b>Mosebetsi o boemong ba lentswe:</b> mabitsokgoboka, mabitsokgopolo, malahlelwa</p> <p><b>Mosebetsi o boemong ba polelo:</b> lekgathe lejwale letswelli</p> <p><b>Moelelo wa lentswe:</b> Poeletsamodumo, mothofatso, morethetho, raeme, papiso, tshwantshiso</p> <p><b>Mopeleto le matshwao a puo:</b> 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><b>Ho mamela pale</b> Tema ho tswa bukeng ya padiso kapa Faeleng ya Titjhere ya Mehloodi (FTM)</p> <p><b>Temakutlwisiso e mamelwang</b></p> <ul style="list-style-type: none"> <li>Qolla mohopolo wa sehlooho, poloto, maemo le pale eo e seng ya nnete</li> <li>Etsa tlhahiso ka makgabane a phedisano, boitshwaro le setso ka ditema tse fapaneng</li> </ul> <p><b>Puo e hlophisitsweng</b></p>	<p><b>Ho bala pale</b> Ho tswa bukeng ya padiso kapa Faele ya Titjhere ya Mehloodi (FTM)</p> <ul style="list-style-type: none"> <li>Akanya dikahare kapa phethelo</li> <li>Sebedisa mawa a fapaneng a ho bala: ho okola, ho tlovisa mahlo, ho sebedisa ditemoso tsa maemo le tsebo e fetileng</li> <li>Qolla le ho fana ka maikutlo ka baphetwa, mekotaba le maemo paleng eo eseng ya nnete</li> <li>Hlalosa sesosa le sephetho</li> <li>Hlalosa le ho manolla ditema tse nang le maikutlo</li> <li>Sebedisa bukantswe ho hodisa tlotlontswa [e lokelang ho phetwa bakeng sa mosebetsi o mong le o mong]</li> </ul> <p><b>Ho ikgopotsa ka ditema tse badilweng ka boikemelo</b></p> <ul style="list-style-type: none"> <li>Pheta pale hape kapa mohopolo wa sehlooho ka dipolelo tse 3 ho isa ho tse 5</li> <li>Ntsha maikutlo ka tema e badilweng</li> <li>Amahanya le bophelo ba hao</li> <li>Bapisa dibuka/ditema tse badilweng</li> </ul>	<p><b>Ho tlatsa bukatsatsi</b></p> <ul style="list-style-type: none"> <li>Sebedisa sebopeho se nepahetseng</li> <li>Kgetha dikahare tse loketseng bakeng sa sehlooho; o be o bontshe tlhokomediso ho baamohedi ba ditaba le mokgwa o nepahetseng wa ho e ngola</li> <li>Sebedisa sehlooho se lokelang ditaba</li> <li>Hokela diratswana o sebedisa makopanyi, mohl. 'leha ho le jwalo', mahlalosingwe le malatodi ho kopanya dipolelo tse tla aha diratswana tse momahaneng</li> <li>Sebedisa thutapuo, mopeleto le matshwao a puo a loketseng</li> </ul> <p><b>Ho sebedisa tshebetso ya ho ngola</b></p> <ul style="list-style-type: none"> <li>Ho etsa moralo/Boitokisetso ba ho ngola</li> <li>Ho ngola mokgwaritso</li> <li>Ho boeletsa mosebetsi</li> <li>Ho bala hape bakeng sa ntlafatso</li> <li>Ho hlaola diphoso</li> <li>Ho nehelana</li> </ul>	<p><b>Mosebetsi o boemong ba lentswe:</b> Makopanyi/mahokedi, makgethi, mahlalosi, mabitso, maemedi</p> <p><b>Mosebetsi o boemong ba polelo:</b> Moetsi moetsuwa, puopehelo/puopeho</p> <p><b>Moelelo wa lentswe:</b> lentswe le le leng bakeng sa polelo</p> <p><b>Mopeleto le matshwao a puo:</b> 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><b>Ho mamela tlaeho</b>, mohl.ditaba, dintlha tsa tlhahisoleseding, tabataba e ka sehloohong</p> <p>Tema ho tswa bukeng ya padiso kapa Faeleng ya Titjhere ya Mehlodi (FTM)</p> <ul style="list-style-type: none"> <li>• Diketsahalo tse etellang pele: ho lepa</li> <li>• Bontsha molaetsa le ho totobatsa dintlha tsa bohlokwa</li> <li>• Buisana ka moralo, makgetha, tshebediso ya puo le sebopeho sa tema</li> <li>• Amahanya tema le bophelo ba hao</li> <li>• Hlahisa maikutlo ka ho tshehetsa ka mabaka</li> <li>• Botsa le ho araba dipotso tse hlokolosi</li> </ul> <p><b>Puo e hlophisitsweng</b></p>	<p><b>Ho bala tema ya tlhahisoleseding e nang le ditshwantsho</b> (mohl. ditshwantsho/didayakeramo/ dimmapa)</p> <p>Tema ho tswa bukeng ya padiso kapa Faeleng ya Titjhere ya Mehlodi (FTM)</p> <ul style="list-style-type: none"> <li>• Pele ho ho bala: ho lepa ka sehlooho, dintlhakgolo le ditshwantsho</li> <li>• Sebedisa mawa a ho bala, mohl. ho etsa dikakanyo le ho sebedisa ditemoso tsa maemo</li> <li>• Buisana ka mohopolo wa sehlooho le dintlha tse ikgethileng</li> <li>• Ditlhahiso ka kgetho ya ditshwantsho temeng</li> <li>• Arolelana mehopolole ho fana ka maikutlo a sebedisa ho phopholetsa le ditlhahiso tse itshetlehileng hodima dintlha tse tsebahalang</li> <li>• Araba dipotso tse hlokolosi ka hloko</li> <li>• sebedisa bukantswe bakeng sa kgodiso ya tlotlontswe [sena se lokela ho etswa mosebetsing o mong le o mong]</li> </ul>	<p><b>Ho ngola tlaeho/raporoto</b></p> <ul style="list-style-type: none"> <li>• Ngola raporoto o latela moralo o nepahetseng wa yona</li> <li>• Beha tlhahisoleseding ka tatelano mme e tsepame</li> <li>• Tshebediso ya thutapuo, mopeleto le matshwao a puo e be tse nepahetseng</li> <li>• Nehelana ka mosebetsi o makgethe o sebedisa sebopeho se nepahetseng, jwalo ka dihlooho, ho arohanya diratswana, jj.</li> </ul> <p><b>Ho sebedisa tshebetso ya ho ngola</b></p> <ul style="list-style-type: none"> <li>• Ho etsa moralo/Boitokisetso ba ho ngola</li> <li>• Ho ngola mokgwaritso</li> <li>• Ho boeletsa mosebetsi</li> <li>• Ho bala hape bakeng sa ntlafatso</li> <li>• Ho hlaola diphoso</li> <li>• Ho nehelana</li> </ul>	<p><b>Mosebetsi o boemong ba lentswe:</b> makopanyi/mahokedi, dikao</p> <p><b>Mosebetsi o boemong ba polelo:</b> lekgethe lejwale</p> <p><b>Moelelo wa lentswe:</b> mahlalasonngwe, malatodi, homofouno, homonime/didumatschwano, polisime</p> <p><b>Mopeleto le matshwao a puo</b> karohano ya mantswe/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><b>Ho mamela le ho buisana ka tema ya tlhahisoleseding</b> Tema ho tswa bukeng ya padiso kapa Faeleng ya Titjhere ya Mehlodi (FTM)</p> <ul style="list-style-type: none"> <li>Diketsahalo tse etellang pele: ho lepa</li> <li>Iwaya le ho hlalosa sesosa le sephetho</li> <li>Ntsha maikutlo ka makgabane a phedisano, boitshwaro le botjhaba</li> <li>Botsa dipotso tse hlokolosi</li> <li>Hlahisa maikutlo le ho a tshehetsa ka mabaka</li> </ul>	<p><b>Ho bala tema ya tlhahisoleseding e nang le ditshwantsho</b> (mohl. dimmapa/ dikerafo/ ditjhate/ dipapetla )</p> <p>Tema ho tswa bukeng ya padiso kapa Faeleng ya Titjhere ya Mehlodi (FTM)</p> <ul style="list-style-type: none"> <li>Sebedisa mawa a ho bala mohl.: ho etsa dikakanyo le ho sebedisa ditemoso tsa maemo</li> <li>Kgutsufatsa tlhahisoleseding</li> <li>Hlalosa ditshwantsho</li> <li>Sebedisa tsebo ya sethatho kapa ditemoso tsa tema ho hlalosa moelelo</li> <li>Etsa diqeto</li> <li>Isa tlhahisoleseding ho tloha ditshwantshong tse bonwang ho ya ho sebopeho sa phetelo</li> </ul>	<p><b>Ho ngola moqoqo o hlahosang</b></p> <ul style="list-style-type: none"> <li>Bongodi ba boiqapelo (diratswana tse nne)</li> <li>Kgetha dikahare tse loketseng</li> <li>Tsepama sehloohong ha o ngola</li> <li>Sebedisa tlotlontswe e hlahosng haholo makgethi a fapaneng</li> <li>Sebedisa puo ya bonono, mohl. papiso, tshwantshiso</li> <li>Hlahlamanya letoto la mehato kapa diketsahalo ka tsela e utlwahalang le ho hlalosa mabaka</li> </ul> <p><b>Ho sebedisa tshebetso ya ho ngola</b></p> <ul style="list-style-type: none"> <li>Ho etsa moralo/Boitokisetso ba ho ngola</li> <li>Ho ngola mokgwaritso</li> <li>Ho boeletsa mosebetsi</li> <li>Ho bala hape bakeng sa ntlafatso</li> <li>Ho hlaola diphoso</li> <li>Ho nehelana</li> </ul>	<p><b>Mosebetsi o boemong ba lentswe:</b> makgethi</p> <p><b>Mosebetsi o boemong ba polelo:</b> polelobitso, polelwanakutu, kganyetso/tatolo, potso</p> <p><b>Moelelo wa lentswe:</b> tshwantshiso tshwantshwanyo/papiso, maele, dikapolelo</p> <p><b>Mopeleto le matshwao a puo:</b> tshebediso ya bukantswe, karohano ya mantse/dinoko tsa lentswe</p>
<p><b>TEKANYETSO E HLOPHISITSWENG - MOSEBETSI WA 9 HO NGOLA PAMPIRI YA 3 [Matshwao kaofela 30]</b></p> <p>Tema tsa dikgokahano (matshwao a 10)</p> <ul style="list-style-type: none"> <li>Ho ngola tema ya dikgokahano:</li> </ul> <p>LE</p> <p>Moqoqo (matshwao a 20)</p> <ul style="list-style-type: none"> <li>Diratswana tse 4</li> <li>Phethelo/Tlhaloso</li> </ul> <p>(E ngolwa nakong ya ho ruta le ho ithuta )</p>				

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 / tlaheho Pale Moqoqo tlhaloso	Poeletso ya mosebetsi Moelelo wa lentsewe Boemong ba lentsewe Boemong ba polelo
	<b>TEKANYETSO E HLOPHISITSWENG - MOSEBETSI WA 10 MOSEBETSI WA MOLOMO PAMPIRI YA 1 [matshwao a 20]</b> <ul style="list-style-type: none"> <li>Puo e hlophisitsweng /e sa hlophiswang KAPA</li> <li>Temakutlwisiso e mamelwang (E etsahala nakong/mahareng a kotara)</li> </ul>		<b>TEKANYETSO E HLOPHISITSWENG - MOSEBETSI WA 11 – Dihora tse 2</b>  <b>HO ARABA DITEMA/TEMENG PAMPIRI YA 2 [Matshwao Kaofela: 40]</b> <ul style="list-style-type: none"> <li>Potso ya 1 - Tema ya dingolwa /tema eo e seng ya dingolwa (<i>matshwao a 15</i>)</li> <li>Potso ya 2 - Tema ya ditshwantsho (<i>matshwao a 10</i>)</li> <li>Potso ya 3 - Kgutsufatso (<i>matshwao a 5</i>)</li> <li>Potso ya 4 - Dibopeho le Melao ya Tshebediso ya Puo maemong (<i>matshwao a 10</i>)</li> </ul>	



## 7. Setswana Home 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
<b>Beke 1-2</b>	<p>Go neela le go latela ditaelo</p> <ul style="list-style-type: none"> <li>• <b>Setlhangwa ka ga Covid19</b></li> <li>• <b>Go Reetsa</b></li> <li>• Ditirwana tsa matseno: ponelopele</li> <li>• Go ntsha molaetsa mogolo le dintlha tse di totobetseng</li> <li>• Botsa dipotso tse dimaleba le go araba sentle</li> <li>• Diragatsa ditaelo mo botshelong jwa nnete</li> </ul> <p><b>Go Tlhagisa</b></p> <ul style="list-style-type: none"> <li>• Sobokanya dintlhakgolo</li> <li>• Tlhagisa maikutlo ka setlhago</li> <li>• Golanya le Botshelo jwa nnete</li> </ul>	<p>Go buisa setlhangwa sa ditaelo se se tsenyeletsang tatelano ya ditaelo</p> <ul style="list-style-type: none"> <li>• <b>Setlhangwa ka ga Covid19</b></li> <li>• Pele ga puiso: ponelopele go tswa mo setlhogong le ditshwantsho</li> <li>• Dirisa ditogamaano tsa puiso: ponelopele, methala ya tiriso</li> <li>• Buisanang ka diponagalo tsa setlhangwa</li> <li>• Buisanang ka dintlhakgolo le tse di kgethegileng tsa setlhangwa.</li> <li>• Buisanang ka tlotlofoko e ntšhwa go tswa mo setlhangweng se se buisitsweng</li> <li>• Tsibogela dipotso ka setlhangwa</li> <li>• Kwala tlotlofoko e ntshwa mo thanoding ya gago</li> </ul>	<p>Go kwala ditaelo sekao: Dintlha tsa go itshireletsa</p> <p>Dirisa kagego e e nepagetseng.</p> <ul style="list-style-type: none"> <li>• Tlhopho tshedimosetso e e maleba</li> <li>• Dirisa dintlha tse di totobetseng tse di nepagetseng</li> <li>• Dirisa thutapuo, mopeleto tse di maleba le matshwao a puiso</li> <li>• Dirisa modiriso pego wa lediri le modirisotaelo</li> </ul> <p><b>Dirisa dikgato tsa go kwala</b></p> <ul style="list-style-type: none"> <li>• Go dira paakanyetsotiro /pele ga go kwala,</li> <li>• Go kwala ditlhangwa tsa ntlha,</li> <li>• Go boeletsa,</li> <li>• Go tseleganya,</li> <li>• Go tlhotlha diphoso, le</li> <li>• Go tlhagisa</li> </ul>	<ul style="list-style-type: none"> <li>• Kgato ya go dira ka mafoko: <b>Matlhalosi a mokgwa, nako, lefelo, matlama, mediriso, matlhaodi</b></li> <li>• Kgato ya go dira ka dipolelo: <b>Polelonolo, polelopate</b></li> <li>• Mopeleto le matshwao a puiso: <b>Khutlo, letshwao la tsiboso</b></li> </ul>
<b>Beke 3-4</b>	<p>Go reetsa le go tsibogela pegelo</p> <ul style="list-style-type: none"> <li>• Setlhangwa ka ga Covid19</li> </ul> <p><b>Go reetsa</b></p> <ul style="list-style-type: none"> <li>• Ditirwana tsa matseno le ponelopele</li> <li>• Go ntsha molaetsa mogolo le dintlha tse di totobetseng</li> </ul> <p><b>Tlhagiso</b></p> <ul style="list-style-type: none"> <li>• Sobokanya dintlhakgolo</li> <li>• Tlhagiso maikutlo ka setlhago</li> <li>• <b>Tsaya karolo mo puisanong ya Botshelo jwa nnete</b></li> </ul>	<p>Go buisa pegelo e e nang le ka didiriswa tsa pono/dithalo le ditshwantsho (<b>sekao, manane/ditšhate/ dikerafo/ditshwantsho/dimmepe</b>)</p> <ul style="list-style-type: none"> <li>• <b>Setlhangwa ka ga Covid 19</b></li> <li>• Pele ga puiso: ponelopele go tswa mo ditlhogong le ditshwantsho</li> <li>• Buisanang ka kakanyokgolo/ thitokgang le dintlha tse di totobetseng/kgethegileng</li> <li>• Rarabolola tshedimosetso ya ditshwantsho</li> <li>• Buisanang ka tlotlofoko e ntšhwa go tswa mo setlhangweng se se buisitsweng</li> </ul>	<p>Go kwala pegelo ka go dirisa kagego ya ditlhangwaponono</p> <ul style="list-style-type: none"> <li>• Tlhagisa tiro e e phepa o dirisa kagego e e siameng, jaaka ditlhago, sebaka mo ditemaneng jalo-jalo.</li> <li>• Dirisa thutapuo, mopeleto le matshwao a puiso sentle</li> </ul> <p><b>Dirisa dikgato tsa go kwala</b></p> <ul style="list-style-type: none"> <li>• Go dira paakanyetsotiro /pele ga go kwala,</li> <li>• Go kwala ditlhangwa tsa ntlha,</li> <li>• Go boeletsa,</li> <li>• Go tseleganya,</li> <li>• Go tlhotlha diphoso, le</li> <li>• Go tlhagisa</li> </ul>	<ul style="list-style-type: none"> <li>• Kgato ya go dira ka mafoko: <b>matlhaodi, maemedi, makopanyi</b></li> <li>• Kgato ya go dira ka dipolelo: <b>Polelopate, tira le tirwa, puopegel</b></li> <li>• Mopeleto le matshwao a puiso: <b>khutlokhutlo; phegelo</b></li> </ul>

		<ul style="list-style-type: none"> <li>• Dirisa mmepe wa tshaloganyo/dintlha go sobokanya tshedimosetso</li> </ul>		
	<p><b>TEKANYETSO E E TLHOMAMENG TIRO 6</b>  <b>GO KWALA PAMPIRI 3 [Maduo otlhe 30]</b></p> <ul style="list-style-type: none"> <li>• Ditlhangwa tsa tirisano ( Maduo: 10)</li> </ul> <p>LE</p> <ul style="list-style-type: none"> <li>• Ditlhamo: tlhamo ya Kanelo/ Tlhaloso ( Maduo 20) ( Ditemana di le 4)</li> </ul>			



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"> <li>• Setlhangwa go tswa mo bukakgakolong kgotsa Faele ya Metswedi ya Morutabana</li> <li>• Ditirwana tsa matseno: ponelopele</li> <li>• Reetsa nopollo go tswa mo pading</li> <li>• Reeletsa dintlha tse di totobetseng/ kgethegileng</li> <li>• Supa molaetsamogolo</li> </ul> <p><b>Tlhalosa Ditaragalo</b></p> <ul style="list-style-type: none"> <li>• Amanyane se se mo pading le botshelo jwa gago</li> <li>• Tlhalosa ditiragalo sentle go ya ka tatelano ya tsona.</li> <li>• Tlhagisa maikutlo go ya ka ditiragalo</li> </ul>	<p>Go buisa padi</p> <ul style="list-style-type: none"> <li>• Setlhangwa go tswa mo bukakgakolong kgotsa Faele ya Metswedi ya Morutabana</li> <li>• Pele ga puiso: ponelopele go tswa mo setlhogong le go buisana ka dithitokgang kgotsa diteng tse di tsamaelanang.</li> <li>• Buisanang ka popego, tiriso ya puo, maitlomo le bareetsi.</li> <li>• Bonelapele go tswa mo setlhogong, kgaolo, ditshwantsho</li> <li>• Buisana o be o tsibogele dipotso ka baanelwa, ditiragalokgolo le molaetsa</li> <li>• Amanyane ditiragalo le baanelwa le botshelo jwa gago</li> <li>• Dirisa ditogamaano tsa go buisa tse di farologaneng</li> <li>• Sobokanya tshedimosetso/ tsibogela dipotso</li> <li>• Dirisa thanodi go godisa tlotlofoko</li> </ul>	<p>Go kwala thadiso ya buka</p> <ul style="list-style-type: none"> <li>• Dirisa foreimi/letlhomeso</li> <li>• Tlhopha diteng tse di maleba le maitlomo</li> <li>• Dirisa puo le popego ya setlhangwa tse di maleba</li> <li>• Dirisa thanodi go peleta mafoko le kgodiso ya tlotlofoko</li> </ul> <p>Dirisa dikgato tsa go kwala</p> <ul style="list-style-type: none"> <li>• Go dira paakanyetsotiro /pele ga go kwala,</li> <li>• Go kwala ditlhangwa tsa ntlha,</li> <li>• Go boeletsa,</li> <li>• Go tseleganya,</li> <li>• Go tlhotlha diphoso, le Go tlhagisa</li> </ul>	<ul style="list-style-type: none"> <li>• Kgato ya go dira ka mafoko: <b>Maemedi, tlhogwana ya maemedi, malatlhelwa</b></li> <li>• Kgato ya go dira ka dipolelo: <b>pakajaanong, pakapheti, dithuanyi</b></li> <li>• Bokao jwa mafoko: <b>tshwantshanyo, diane, maele</b></li> <li>• Mopeleto le tiriso ya matshwao a puiso: <b>letshwao la potso, kgakgamalo</b></li> </ul>

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 3-4	<p>Go reetsa le go tsibogela Padi</p> <ul style="list-style-type: none"> <li>• Setlhangwa go tswa mo bukakgakolong kgotsa Faele ya Metswedi ya Morutabana kgotsa motswedi mongwe le mongwe</li> <li>• Ditirwana tsa matseno: ponelopele</li> <li>• Reeletsa go ntsha nopolo go tswa mo pading</li> <li>• Reetsa dintlha tse di totobetseng/ kgethegileng. <ul style="list-style-type: none"> <li>• Tlhopho dintlhakgolo</li> </ul> </li> </ul> <p><b>Tekatlhaloganyo ya Theetso</b></p>	<p>Buisa Padi</p> <ul style="list-style-type: none"> <li>• Setlhangwa go tswa mo bukakgakolong kgotsa Faele ya Metswedi ya Morutabana kgotsa motswedi mongwe le mongwe</li> <li>• Ditirwana tsa matseno: Supa pharologano ya padi le kgang</li> <li>• Buisana ka popego, maitlhommo le bareetsi</li> <li>• Bonelapele: setlhogo, kgaolo, ditshwantsho</li> <li>• Buisana o be o tsibogele dipotso ka baanelwa, ditiragalokgolo le molaetsa</li> <li>• Amanyana ditiragalo le baanelwa le botshelo jwa gago</li> <li>• Dirisa ditogamaano tsa puiso: go tlodisa matlho go bona dintlha tse di kgethegileng/totobetseng, go okola go bona dikakanyokakaretso, bonelapele diteng, dirisa kitso e e fetileng kgotsa metlhala ya setlhangwa ya tiriso, go itseela tshwetso</li> <li>• Sobokanya tshedimotsetso/tsibogela dipotso</li> <li>• Dirisa thanodi go godisa tlotlofoko</li> </ul>	<p>Go kwala Kgang</p> <ul style="list-style-type: none"> <li>• Bopa poloto, baanelwa le lemorago/boalo</li> <li>• Tlhopho diteng tse di maleba go bareetsi le maitlhommo a setlhangwa</li> <li>• Dirisa puo ya boithamedimedi le ya boikakanyetsi go itlhalosa</li> <li>• Golaganya dipolelo o dirisa maemedimedi, makopanyi, maamamnyi</li> <li>• Dirisa tlotlofoko e e farologaneng, puo, mopeleto, le matshwao a puiso tse di maleba</li> </ul> <p><b>Dirisa dikgato tsa go kwala</b></p> <ul style="list-style-type: none"> <li>• Go dira paakanyetsotiro /Pele ga go kwala</li> <li>• Go kwala ditlhangwa tsa ntlha</li> <li>• Go boeletsa</li> <li>• Go tseleganya</li> <li>• Go tlhotlha diphoso le</li> <li>• Go tlhagisa</li> </ul>	<ul style="list-style-type: none"> <li>• Kgato ya go dira ka mafoko: <b>Matlhalosi, bongwe, bontsi, madiri, madirimatlhaedi</b></li> <li>• Kgato ya go dira ka dipolelo: <b>Pakapheti, pakapheti tsweledi</b></li> <li>• Mopeleto le matshwao a puiso: <b>Matshwao a nopolo (ditsejwana), a kgaoganyo, tiriso ya thanodi</b></li> </ul>

DIKGONO	GO REETSA LE GO BUA (TIRO YA MOLOMO )	GO BUISA LE GO LEBELELA	GO KWALA LE GO TLHAGISA	DIPOPEGO TSA PUO LE MELAWANA
<p><b>Beke 5-6</b></p>	<p>Go reetsa le go buisana ka papatso</p> <ul style="list-style-type: none"> <li>• Sethangwa go tswa mo bukakgakololong kgotsa Faele ya Metswedi ya Morutabana kgotsa motswedi mongwe le mongwe</li> <li>• Ditirwana tsa matseno: ponelopele</li> <li>• Tlhophha dintlhakgolo</li> <li>• Reetsa dintlha tse di totobetseng/ kgethegileng.</li> <li>• Aroganya dikakanyo le go rebola dikgopolo tsa ditlhogo tse di tlwaelesegileng</li> <li>• Tlhagisa maikutlo le dikakanyo ka tsela ya boikakanyetsi</li> </ul>	<p>Buisa papatso</p> <ul style="list-style-type: none"> <li>• Papatso go tswa mo bukakgakololong kgotsa Faele ya Metswedi ya Morutabana kgotsa motswedi mongwe le mongwe</li> <li>• Dirisa ditogamaano tsa puiso: go tlodisa matlho go bona dintlha tse di kgethegileng/totobetseng, go okola go bona dikakanyokakaretso, bonelapele diteng, dirisa kitso e e fetileng kgotsa metlhala ya sethangwa ya tiriso, go itseela tshwetso</li> <li>• Lebelela le go tshwaela ka ditegeniki tsa ditshwantsho tse di dirisiwang mo ditlangweng tsa pono: mmala, mokwalo, boalo</li> </ul> <p>Tebelelo ya ditlangwa tse di buisitsweng ka nosi</p> <ul style="list-style-type: none"> <li>• Boeletsa kgang gape kgotsa dikakanyokgolo ka dipolelo di le 3-5</li> <li>• Tlhagisa tsibogelo ya gago ya maikutlo ka ditlangwa tse di buisitsweng</li> <li>• Amanyana kgang le botshelo jwa gago.</li> <li>• Bapisa/tshwantshanya dibuka/ ditlangwa tse di buisitsweng</li> </ul>	<p>Go kwala papatso</p> <ul style="list-style-type: none"> <li>• Tlhagisa dikakanyo tse di kgodisang sentle</li> <li>• Dirisa ditshwantsho le boalo jo bo maleba jwa maitlhome</li> <li>• Dirisa tlotlofoko e e farologaneng, puo, mopeleto, le matshwao a puiso tse di maleba</li> <li>• Dirisa puo ya boithamede le ya boikakanyetsi go ithalosa</li> </ul> <p><b>Dikgato tsa go kwala</b></p> <ul style="list-style-type: none"> <li>• Go dira paakanyetsotiro /Pele ga go kwala</li> <li>• Go kwala ditlangwa tsa ntlha</li> <li>• Go boeletsa</li> <li>• Go tseleganya</li> <li>• Go tlhotlha diphoso le</li> <li>• Go tlhagisa</li> </ul>	<ul style="list-style-type: none"> <li>• Kgato ya go dira ka mafoko: <b>Matlhalosi, papiso, matlhaodi</b></li> <li>• Kgato ya go dira ka dipolelo: <b>Pakajaanong, thuanani ya sediri</b></li> <li>• Bokao jwa mafoko: Dikhutshwafatso</li> <li>• Mopeleto le matshwao a puiso: <b>Matshwao a nopolo (ditsejwana)</b></li> </ul>
	<p><b>TEKANYETSO E E TLHOMAMENG TIRO 7 TIRO YA MOLOMO(Maduo 20)</b></p> <ul style="list-style-type: none"> <li>• <b>Puo e e sa ipakanyediwang</b></li> </ul> <p>KGOTSA</p> <ul style="list-style-type: none"> <li>• <b>Tekatlhaloganyo ya theetso</b></li> </ul> <p>(E lekanyediwe mo tsamaong ya kgweditharo)</p>	<p><b>TEKANYETSO E E TLHOMAMENG TIRO8:Tsibogelo ya ditlangwa [Maduo otlhe 40]</b></p> <p>Potso 1: Tekatlhaloganyo ya puiso/ e e sa buisitsweng ( Maduo: 15)</p> <p>Potso 2: Sethangwaponono ( Maduo: 10)</p> <p>Potso 3: Tshosobanyo ( Maduo: 5)</p> <p>Potso 4: Dipopego tsa puo le melawana ya tiriso: ( Maduo: 10)</p> <p>(E lekanyediwe ka nako ya go ruta le go ithuta)</p>		

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 7-8	<p>Go reetsa leboko</p> <ul style="list-style-type: none"> <li>• <b>Setlhangwa go tswa mo bukakgalolong/ Faele ya Metswedi ya Morutabana</b></li> <li>• Ditirwana tsa matseno: ponelopele</li> <li>• Supa kakanyokgolo/ thitokgang</li> <li>• itemogele le go tsibogela tlhotlheletso ya modumo e e tsosolositsweng ke leboko</li> <li>• Amanyana leboko le maitemogelo a gago</li> </ul>	<p>Go buisa leboko</p> <ul style="list-style-type: none"> <li>• <b>Setlhangwa go tswa mo bukakgalolong/ Faele ya Metswedi ya Morutabana</b></li> <li>• Pele ga puiso: ponelopele go tswa mo setlhogong le ditshwantsho</li> <li>• Supa kakanyokgolo/thitokgang</li> <li>• Supa/tlhaola moribo le morumo le go tshwaela ka seabe sa ona mo bareetsing</li> <li>• Supa puo ya botshwantshi</li> <li>• Tlhagisa maikutlo le dikakanyoAmanyana lebotshelo jwa gago</li> <li>• Dirisa thanodi go godisa tlotlofoko</li> </ul>	<p>Go kwala leboko</p> <ul style="list-style-type: none"> <li>• Dirisa kagego e e nepagetseng.</li> <li>• Totobatsa ntlhakgolo/thitokgang</li> <li>• Supa bokgoni jwa puo ya botshwantshi</li> <li>• Dirisa poeletsomodumo (ditumammogo le ditumanosi), tshwantshiso, tshwantshanyo</li> <li>• Dirisa melawana ya matshwao a puiso a a maleba</li> </ul> <p><b>Dikgato tsa go kwala</b></p> <ul style="list-style-type: none"> <li>• Go dira paakanyetsotiro /Pele ga go kwala</li> <li>• Go kwala ditlhangwa tsa ntlha</li> <li>• Go boeletsa</li> <li>• Go tseleganya</li> <li>• Go tlhotlha diphoso le</li> <li>• Go tlhagisa</li> </ul>	<ul style="list-style-type: none"> <li>• Kgato ya go dira ka mafoko: <b>Mainagoboka, mainakgopolo, malatlhelwa</b></li> <li>• Kgato ya go dira ka dipolelo: <b>Pakajaanong-tsweledi</b></li> <li>• Bokao jwa mafoko: <b>Poeletsomedumo, (poeletso ya ditumanosi le ditumammogo), mothofatso, moribo, morumo, tshwantshiso, tshwantshanyo</b></li> <li>• Mopeleto le matshwao a puiso: <b>Khutlo, phegelwana</b></li> </ul>



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

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 3-4	<p><b>TEKANYETSO E E TLHOMAMENG TIRO 7 TIRO YA MOLOMO(Maduo 20)</b></p> <ul style="list-style-type: none"> <li>• Puo e e sa ipakanyediwang</li> <li>• KGOTSA</li> </ul> <p><b>Tekatlhaloganyo ya theetso</b> (E lekanyediwe mo tsamaong ya kgweditharo)</p>	<p><b>TEKANYETSO E E TLHOMAMENG TIRO8:Tsibogelo ya ditlhangwa [Maduo otlhe 40]</b></p> <p>Potso 1: Tekatlhaloganyo ya puiso/ e e sa buisiweng ( Maduo: 15) Potso 2: Setlhangwapono ( 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)</p>	<p>Go kwala pegelo</p> <ul style="list-style-type: none"> <li>• Kwala pegelo o dirisa foreimi/ lethomeso</li> <li>• Rulaganya tshedimosetso ka tsela e e kgodisang</li> <li>• Dirisa thutapuo, mopeleto le tiriso ya matshwao a puiso a a maleba.</li> <li>• Tlhagisa tiro e e phepa o dirisa kagego e e siameng, jaaka setlhogo, le go tlogela sebaka go kgaoganya ditemana, jalo-jalo.</li> </ul> <p><b>Dikgato tsa go kwala</b></p> <ul style="list-style-type: none"> <li>• Go dira paakanyetsotiro /Pele ga go kwala</li> <li>• Go kwala ditlhangwa tsa ntlha</li> <li>• Go boeletsa</li> <li>• Go tseleganya</li> <li>• Go tlhotlha diphoso le</li> <li>• Go tlhagisa</li> </ul>	<ul style="list-style-type: none"> <li>• Kgato ya go dira ka mafoko: <b>Makopanyi, mediriso</b></li> <li>• Kgato ya go dira ka dipolelo: <b>Pakajaanong</b></li> <li>• Bokao jwa mafoko: <b>Makaelagongwe, malatodi, makwalwatshwano, ditumatshwano,</b></li> <li>• Mopeleto le matshwao a puiso: <b>Kgaoganyo ya mafoko, thanodi, ditlhakakgolo</b></li> </ul>

DIKGONO	GO REETSA LE GO BUA (TIRO YA MOLOMO)	GO BUISA LE GO LEBELELA	GO KWALA LE GO TLHAGISA	DIPOPEGO TSA PUO LE MELAWANA
<b>Beke 5-6</b>	<p>Go reetsa le go buisana ka setlhangwa sa tshedimosetso</p> <ul style="list-style-type: none"> <li>• <b>Setlhangwa go tswa mo bukakgakolong kgotsa Faele ya Metswedi ya Morutabana</b></li> <li>• Ditirwana tsa matseno: ponelopele</li> <li>• Supa le go tthalosa lebaka le ditlamorago</li> <li>• Tshwaela ka boleng/ mesola ya loago, setho le loago.</li> <li>• Botsa dipotso tse di tseneletseng</li> <li>• Botsa dipotso tse di tseneletseng tse di di gwetlhang le go batla ditlhaloso tse dintsi</li> <li>• Tlhagisomaikutlo le go tshegetsa kakanyo ya gago ka mabaka</li> </ul>	<p>Buisa setlhangwa sa tshedimosetso sa dtshwantsho, <b>sekao, dimmepe/ dikerafo/ditshate/manane</b></p> <ul style="list-style-type: none"> <li>• <b>Setlhangwa go tswa mo bukakgakolong kgotsa Faele ya Metswedi ya Morutabana</b></li> <li>• Dirisa ditogamaano tse di farologaneng tsa puiso go tlaola dikakanyokgolo le tse di tshegetsang</li> <li>• Sobakanya tshedimosetso</li> <li>• Ranola ditshwantsho</li> <li>• Itseele ditshweetso</li> <li>• Fetisetso tshedimosetso go tswa mo ditshwantshong go ya mo sebopegong sa kanelo</li> </ul>	<p>Go kwala tlhamo ya tthaloso</p> <ul style="list-style-type: none"> <li>• <b>Setlhangwa sa boithamedu (Ditemana tse nne )</b></li> <li>• Tlhopho diteng tse di maleba</li> <li>• Tlhomama mo setlhogong</li> <li>• Dirisa dikapuo, tshwantshano, tshwantshiso</li> <li>• Rulaganya tlhatlhamano ya dikgato tse latelang/kgotsa ditragalo tse di rulagantsweng le go tthalosa ka go akanya</li> </ul> <p><b>Dikgato tsa go kwala</b></p> <ul style="list-style-type: none"> <li>• Pele ga go kwala</li> <li>• Setlhangwa sa ntlha</li> <li>• Go boeletsa</li> <li>• Go tseleganya</li> <li>• Go tlhotlha diphoso</li> <li>• Go tlhagisa</li> </ul>	<ul style="list-style-type: none"> <li>• Kgato ya go dira ka mafoko: <b>Dithuanyithaodi, Matlhaodi</b></li> <li>• <b>Kgato ya go dira ka dipolelo:</b> Polelwana, polelwana ya lediri, malatodi, mabotsi</li> <li>• <b>Bokao jwa mafoko:</b> tshwantshiso, tshwantshano, diane, maele</li> <li>• <b>Mopeleto le matshwao a puiso:</b> Tiriso ya thanodi, kgaoganyo ya mafoko</li> </ul>
	<p><b>TEKANYETSO E E TLHOMAMENG TIRO 9</b> <b>GO KWALA PAMPIRI 3 [Maduo otlhe 30]</b></p> <p>Ditlhangwa tsa tirisano ( Maduo: 10) LE Ditlhamo:</p> <ul style="list-style-type: none"> <li>• Tlhamo ya Kanelo/ Tlhaloso ( Maduo 20)</li> <li>• (Ditemana di le 4) (E lekanyediwe ka nako ya go ruta le go ithuta)</li> </ul>			

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 7-8	POELETSO	Poeletso Ditlhagwa tsa ditaelo Ditlhagwa tsa tshedimosetso Kgangkhutswe	Poeletso Bukatsatsi Pegelo Kgang Tlhamo ya tlhaloso	Poeletso Kgato ya go dira ka mafoko <b>Bokao jwa mafoko</b> Kgato ya go dira ka dipolelo
	<b>TEKANYETSO E E TLHOMAMENG TIRO 10</b> <b>TIRO YA MOLOMO PAMPIRI 1(Maduo 20)</b> <ul style="list-style-type: none"> <li>Puo e e sa ipakanyediwang</li> </ul> <b>KGOTSA</b> <ul style="list-style-type: none"> <li>Tekatthaloganyo ya theetso</li> </ul> (E lekanyediwe mo tsamaong ya kgweditharo)		<b>TEKANYETSO E E TLHOMAMENG TIRO 11 – 2 DIURA</b> <b>TSIBOGELO YA DITLHANGWA PAMPIRI 2 [Maduo otlhe 40]</b> <p>Potso 1: Tekatthaloganyo ya puiso/ e e sa buisiweng ( Maduo: 15)  Potso 2: Setlhagwapono ( 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)	



## 8. Siswati Home 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
<b>Liviki 1-2</b>	<p><b>Unika abuye alandzele ticondziso</b></p> <p>Itheksthi lekhuluma nge- Covid -19</p> <p><b>Kulalela</b></p> <ul style="list-style-type: none"> <li>• Imisebenti yesingeniso: kucombela</li> <li>• Ufola umlayeto lomcoka neminingwane lebalulekile</li> <li>• Ubuta imibuto</li> <li>• Uhlanganisa nalokwenteki emphilweni yakhe</li> </ul> <p><b>Kwetfula</b></p> <ul style="list-style-type: none"> <li>• Ufinyeta imicondvo lebalulekile</li> <li>• Uveta imiva yakhe ngesihloko</li> <li>• Uhlanganisa nalokwenteki emphilweni yakhe</li> </ul>	<p><b>Ufundza itheksthi yeticondziso leneticondziso letihlelwe ngekulandzelanako</b></p> <p>Itheksthi lekhuluma nge- Covid -19</p> <ul style="list-style-type: none"> <li>• Ngembi kwekufundza: Ucombela ngekubuka sihloko sencwadzi netifombe</li> <li>• Usebentisa emasu ekufundza: kucombela nekusebentisa tinkhomba tesimongcondvo</li> <li>• Ucoca ngetimphawu tetheksthi</li> <li>• Ucoca ngemicondvo lemcoka Neminingwane lebalulekile</li> <li>• Ucoca ngesilulumagama lesisha</li> <li>• Uphendvula imibuto ngetheksthi</li> <li>• Ubhala emagama lamasha kusichazamagama sakhe</li> </ul>	<p><b>Ubhala ticondziso sib. tindlela tekuphepha</b></p> <ul style="list-style-type: none"> <li>• Usebentisa sakhiwo lesifanele</li> <li>• Ukhetsa lwati lolufanele</li> <li>• Usebentisa iminingwane lefanele</li> <li>• Usebentisa lulwimi, lupelomagama netimphawu tekubhala ngendlela lefanele</li> <li>• Usebentisa indlela lephocaco</li> </ul> <p>Usebentisa inchubo yekubhala</p> <ul style="list-style-type: none"> <li>• Uyahlela/ulungiselela kubhala</li> <li>• Ubhala luhlaka</li> <li>• Uyabuyeketa</li> <li>• Uhlela umbhalo kabusha</li> <li>• Ufundza alungise emaphutsa bese</li> <li>• Uyetfula</li> </ul>	<p><b>Lizinga lekusebenta ngemagama:</b> tandziso tesimo, tesikhatsi, tendzawo, kucatsacanisa tintfo letitsite Simo: lesiphocaco</p> <p><b>Lizinga lekusebenta ngemisho:</b> imisho lecondzile, imisho lemagalagala</p> <p><b>Lupelomagama netimphawu tekubhala:</b> ngci, siphumuti/khefana</p>

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

LIBANGA 5 ITHEMU 3

Emakhono	Kulalela Nekukhuluma (Temlomo)	Kufundza Nekwehlwaya	Kubhala Nekwetfula	Takhi Netimiso Telulwimi
<b>Liviki 1-2</b>	<p>Ulalela abuye aphenzvule inoveli</p> <p>Itheksi lecashunwe ebhukwinitifundvo noma efayeleni yathishela (TRF)</p> <ul style="list-style-type: none"> <li>• Imisebenti yesingeniso: kucombela</li> <li>• Ulalela sicashunwa lesitsetfwe kunoveli</li> <li>• • Ulalelela kutfola imininingwane lebalulekile</li> <li>• Ufola umlayeto lomcoka</li> </ul> <p>Uchaza tigateko</p> <ul style="list-style-type: none"> <li>• Uhlanganisa nemphilo yakhe</li> <li>• Uchaza tigateko ngendlela levakalako nangekulandzelana kwato</li> <li>• Uveta imiva levuswa tigateko</li> </ul>	<p>Ufundza inoveli</p> <p>Itheksi lecashunwe ebhukwinitifundvo noma efayeleni yathishela</p> <ul style="list-style-type: none"> <li>• Ngembi kwekufunda: utfola umehluko emkhatsini wenoveli netindzaba</li> <li>• Ucoca ngesakhiwo, inhloso netetsamelilwati.</li> <li>• Ucombela ngekubuka sihloko sencwadzi, sihloko sesehluko netitfombe.</li> <li>• Ucoca abuye aphenzvule imibuto ngebalingisi, tigateko letimcoka netingcikitsi</li> <li>• Uhlanganisa tigateko nebalingisi nemphilo yakhe</li> <li>• Usebentisa emasu ekufundza lehlukahlukene.</li> <li>• Ufinyeta lwati noma aphenzvule imibuto</li> <li>• Usebentisa sichazamagama kuze atfutukise silulumagama</li> </ul>	<p>Ubhala kuhlatiywa kwencwadzi</p> <p>- Usebentisa luhlaka kuhlela lokucuketfwe ngekulandzelana</p> <ul style="list-style-type: none"> <li>• Ukhetsa lokutawubhalwa ngako lokufanele lokuhambisana nenhloso</li> <li>• Usebentisa lulwimi, lupelomagama netimphawu tekubhala letifanele.</li> <li>• Usebentisa sichazamagama kuze atfutukise lupelomagama nesilulumagama</li> </ul> <p>Usebenyisa inchubo yekubhala</p> <ul style="list-style-type: none"> <li>• Uyahlela / ulungiselela kubhala</li> <li>• Ubhala luhlaka</li> <li>• Uyabuyeketa</li> <li>• Uhlela umbhalo kabusha</li> <li>• Ufundza alungise emaphutsa bese</li> <li>• Uyetfula</li> </ul>	<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>

Emakhono	Kulalela Nekukhuluma (Temlomo)	Kufundza Nekwehlwaya	Kubhala Nekwetfula	Takhi Netimiso Telulwimi
<b>Liviki 3-4</b>	<p>Ulalela abuye aphenzvule inoveli</p> <p>Ithekezi lecashunwe ebhukwinitifundvo noma efayeleni yathishela (TRF)</p> <ul style="list-style-type: none"> <li>• Imisebenti yesingeniso: kucombela</li> <li>• Ulalela sicashunwa lesitsetfwe kunoveli</li> <li>• Ulalelela kufola imininingwane lebalulekile</li> <li>• Ufola umlayeto lomcoka</li> </ul> <p>Sivisiso lesilalelwako</p>	<p>Ufundza inoveli</p> <p>Ithekezi lecashunwe ebhukwinitifundvo noma efayeleni yathishela</p> <ul style="list-style-type: none"> <li>• Ngembi kwekufundza: ufolo umehluko emkhatsini wenoveli netindzaba</li> <li>• Ucoca ngesakhiwo, inhloso netetsamelilwati.</li> <li>• Ngembi kwekufundza: ucombela ngekubuka sihloko sencwadzi, sihloko sesehluko netifombe.</li> <li>• Ucoca abuye aphenzvule imibuto ngebalingisi, tigateko letimcoka netingcikitsi</li> <li>• Uhlanganisa tigateko nebalingisi nemphilweni yakhe</li> <li>• Usebentisa emasu ekufundza lehlukahlukene.</li> <li>• Ufinyeta lwati noma aphenzvule imibuto</li> <li>• Usebentisa sichazamagama kuze afutfukise silulumagama</li> </ul>	<p>Ubhala indzaba</p> <ul style="list-style-type: none"> <li>• Ufutfukisa sakhiwo , balingisi nesibekandzaba</li> <li>• Ukhetsa lokutawubhalwa lokufanele tetsamelilwati nenhloso yembalo.</li> <li>• Usebentisa lulwimi lolwenta ucabange ikakhulukati silulumagama lesahlukahlukene</li> <li>• Uhlanganisa imisho yakhe indzima leletsu umcondvo lobumbene asebentise tabito, tihlanganisi, netimphawu tekubhala letifanele.</li> <li>• Usebentisa lulwimi, lupelomagama netimphawu tekubhala letifanele</li> </ul> <p>Usebentisa inchubo yekubhala</p> <ul style="list-style-type: none"> <li>• Uyahlela / ulungiselela kubhala</li> <li>• Ubhala luhlaka</li> <li>• Uyabuyeketa</li> <li>• Uhlela umbhalo kabusha</li> <li>• Ufundza alungise emaphutsa bese</li> <li>• Uyetfula</li> </ul>	<p><b>Lizinga lekusebenta ngemagama:</b> emabito etintfo letibalekako , letingabaleki, bunye, bunyenti, tento</p> <p><b>Lizinga lekusebenta ngemisho:</b> sikhatsi lesengcile lesilula, sikhatsi lesengcile lesichubekako</p> <p><b>Lupelomagama netimphawu tekubhala:</b> tibuti, secamagama, kuhlahlela emagama, kusebentisa sichazamagama.</p>



Emakhono	Kulalela Nekukhuluma (Temlomo)	Kufundza Nekwehlwaya	Kubhala Nekwetfula	Takhi Netimiso Telulwimi
<b>Liviki 5-6</b>	<p><b>Ulalela abuye aphenyule sikhangisi.</b></p> <p>Itheksthi lecashunwe ebhukwinitifundvo noma efayeleni yathishela noma kuletinye nje tinsita</p> <ul style="list-style-type: none"> <li>• Imisebenti yesingeniso: kucombela</li> <li>• Ufola tintfo letimcoka</li> <li>• Ulalelela kuffola imininingwane lebalulekile</li> <li>• Waba imicondvo abuye anike imibono</li> <li>• Uveta imiva nemicabango yakhe ngendlela leletsa umfanekisomcondvo lotsite.</li> </ul>	<p><b>Ufundza sikhangisi</b> lesicashunwe ebhukwinitifundvo noma efayeleni yathishela yetinsita</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Uhlwaya abuye aphawule ngemasu ekudvweba lasetjentiswe kumatheksthi latibonwa: ngembala, kubhalwa kwemagama nesakhiwo.</li> </ul> <p>Ubuyeketa ematheksthi lawafundze ngekuhimela.</p> <ul style="list-style-type: none"> <li>• Uphindze acoce indzaba noma ngemicondvo lobalulekile ngemisho le-3 kuya kule-5.</li> <li>• Uveta kutsintseka kwemiva lokuhambisana netheksthi lefundziwe</li> <li>• Uhlanganisa nemphilo yakhe.</li> <li>• Ucatsanisa tincwadzi/ematheksthi lafundziwe</li> </ul>	<p><b>Ubhala sikhangisi</b></p> <ul style="list-style-type: none"> <li>• Uveta imicondvo ngendlela levakalako nalehlelekile</li> <li>• Usebentisa tibonwa nesakhiwo lesifanele lenhloso</li> <li>• Usebentisa silulumagama lesahlukahlukene, lulwimi, lupelomagama netimphawu tekubhala letifanele</li> <li>• Usebentisa lulwimi kuveta likhono lekucamba nemfanekisomcondvo kuveta lokutsite</li> </ul> <p>Usebentisa inchubo yekubhala</p> <ul style="list-style-type: none"> <li>• Uyahlela / ulungiselela kubhala</li> <li>• Ubhala luhlaka</li> <li>• Uyabuyeketa</li> <li>• Uhlela umbhalo kabusha</li> <li>• Ufundza alungise emaphutsa bese</li> <li>• Uyetfula</li> </ul>	<p><b>Lizinga lekusebenta ngemagama:</b> tiphawulo, lizinga lekucatsanisa tintfo, tandziso tesimo, tendzawo, tesikhatsi</p> <p><b>Lizinga lekusebenta ngemisho:</b> sikhatsi sanyalo lesilula, sivumelwano senhloko-sento</p> <p><b>Inshokutsi yemagama:</b> tifynyeto</p> <p><b>Lupelomagama netimphawu tekubhala:</b> bokhulunyiwe</p>
	<p><b>LUHLOLO LOLUHLELEKILE UMSEBENTI 7 TEMLOMO [20 emamaki]</b></p> <ul style="list-style-type: none"> <li>• Inkhulumo lengakalungiselelwa/lelungiselelwe NOMA</li> <li>• Sivisiso lesilalelwako NOMA</li> <li>• Inkhulumiswano NOMA</li> </ul> <p>(Kwentiwa kucedvwe ngekuhamba kwethemu)</p>	<p><b>LUHLOLO LOLUHLELEKILE UMSEBENTI 8: Kusebenta ngematheksthi Sivivinyo [Samba: 40 Emamaki]</b></p> <ul style="list-style-type: none"> <li>• Umbuto 1 Sivisiso lesifundvwako: itheksthi yetemibhalo lengewona emaciniso/lengemaciniso (15 emamaki)</li> <li>• Umbuto 2 – Itheksthi yesibonwa (10 emamaki)</li> <li>• Umbuto 3 - Sifynyeto (5 emamaki)</li> <li>• Umbuto 4 – Takhi Netimiso Telulwimi letikusimongcondvo lesitsite (10 emamaki)</li> </ul> <p>(Kwentiwa ngesikhatsi sekufundzisa nekufundza.)</p>		

Emakhono	Kulalela Nekukhuluma (Temlomo)	Kufundza Nekwehlwaya	Kubhala Nekwetfula	Takhi Netimiso Telulwimi
<b>Liviki 7-8</b>	<p><b>Ulalela abuye aphenzvule inkondlo</b></p> <p>Itheksthi lecashunwe ebhukwinitifundvo noma efayeleni yathishela yetinsita</p> <ul style="list-style-type: none"> <li>• Imisebenti yesingeniso: kucombela</li> <li>• Ufola umcondvo lobalulekile</li> <li>• Ufola imitselela lekhetsikile</li> <li>• Uveta imiva levuswe ngumoya nelulwimi lolusetjentiswe enkondlweni</li> <li>• Uhlanganisa nemphilo yakhe</li> </ul>	<p><b>Ufundza inkondlo</b></p> <p>Itheksthi lecashunwe ebhukwinitifundvo noma efayeleni yathishela yetinsita</p> <ul style="list-style-type: none"> <li>• Ngembi kwekufundza: kucombela ngesihloko netitfombe</li> <li>• Ufola umcondvo lobalulekile</li> <li>• Ufola imvumelwano sigci nemitselela yako kulolalele</li> <li>• Ufola tinongo tenkhulumo</li> <li>• Uveta imiva nemibono</li> <li>• Usebentisa sichazamagama kutfutukisa silulumagama</li> </ul>	<p><b>Ubhala inkondlo</b></p> <p>Usebentisa luhlaka lolufanele</p> <ul style="list-style-type: none"> <li>• Usebentisa sakhiwo lesifanele</li> <li>• Umcondvo lobalulekile kufanele uvele ebaleni</li> <li>• Usebentisa lulwimi ngebuciko lobukhulu, lokufaka ekhatsi tinongo tenkhulumo</li> <li>• Usebetisa imvumelwano nesigci</li> <li>• Usebentisa timphawu tekubhala letifanele</li> </ul> <p>Usebentisa inchubo yekubhala</p> <ul style="list-style-type: none"> <li>• Uyahlela / ulungiselela kubhala</li> <li>• Ubhala luhlaka</li> <li>• Uyabuyeketa</li> <li>• Uhlela umbhalo kabusha</li> <li>• Ufundza alungise emaphutsa</li> <li>• Uyetfula</li> </ul>	<p><b>Lizinga lekusebenta ngemagama:</b> emabitoqogca, emabitoombici , tibabato</p> <p><b>Lizinga lekusebenta ngemisho</b> sikhatsi sanyalo lesichubekako</p> <p><b>Inshokutsi yemagama:</b> sifanamsindvo, (sifanangwaca sifanankhamisa), kumuntfutisa, sigci, imvumelwano , sifanisongco, sifaniso</p> <p><b>Lupelomagama netimphawu tekubhala:</b> ngci, khefana</p>



LIBANGA 5 ITHEMU 4

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

Emakhono	Kulalela Nekukhuluma (Temlomo)	Kufundza Nekwehlwaya	Kubhala Nekwetfula	Takhi Netimiso Telulwimi
Liviki 3-4	<p><b>Ulalela abuye aphenzvule umbiko, sib. tindzaba letisakatwako, tindzaba letihamba phambili</b></p> <p>Itheksthi lecashunwe ebhukwinitifundvo nobe efayeleni yathishela yetinsita.</p> <ul style="list-style-type: none"> <li>• Imisebenti yesingeniso: kucombela</li> <li>• Ufola imicondvo lemcola kanye neminingwane lebalulekile</li> <li>• Uphawula ngesakhiwo, timphawu netakhi nekusetjentiswa kwelulwimi</li> <li>• Uhlanganisa nemphilo yakhe.</li> <li>• Uveta abuye asekele umbono wakhe ngekubeka tizatfu.</li> <li>• Ubuta abuye aphenzvule imibuto lejulile</li> </ul> <p><b>Inkhulumo lelungisilelwe</b></p>	<p><b>Ufundza itheksthi yelwati lenetibonwa, sib. titfombe, imidvwebo, emabalave)</b></p> <p>Itheksthi lecashunwe ebhukwinitifundvo nobe efayeleni yathishela yetinsita</p> <ul style="list-style-type: none"> <li>• Ngembi kwekufundza: kucombela ngesihloko sencwadzi, tihlokwana Kanye netitfombe.</li> <li>• Usebentisa emasu ekufundza: kucombela, kususela kulokubhaliwe kanye netinkhomba tesimongcondvo</li> <li>• Ucola ngemcondvo lomcola kanye neminingwane lebalulekile.</li> <li>• Uphawula ngekukhetfwa kwetifombe etheksthini.</li> <li>• Waba imicondvo abuye asekele umbono wakhe</li> <li>• Uphendvula imibuto lejulile</li> <li>• Usebentisa libalavengcondvo/emanotsi</li> <li>• Usebentisa sichazamagama kutfutukisa silulumagama(Kufanele kwentiwe kuyo yonkhe imisebenti)</li> </ul>	<p><b>Ubhala umbiko</b></p> <ul style="list-style-type: none"> <li>• Ubhala umbiko asebentise sakhiwo</li> <li>• Uhlela lwati ngekulandzelana kwalo</li> <li>• Usebentisa lulwimi, lupelomagama kanye netimphawu tekubhala letifanele</li> <li>• Wetfula umsebenti ngekuhleleka asebentisa indlela lefanele, njengehloko, kwehlukaniwa kwetindzima, njll.</li> </ul> <p>Usebentisa inchubo yekubhala</p> <ul style="list-style-type: none"> <li>• Uyahlela/ Ulungiselela kubhala</li> <li>• Ubhala luhlaka</li> <li>• Uyabuyeketa</li> <li>• Uhlela umbhalo kabusha</li> <li>• Ufundza alungise emaphutsa</li> <li>• Uyetfula</li> </ul>	<p><b>Lizinga lekusebenta ngemagama:</b> Tihlanganisi, sandziso sesimo</p> <p><b>Lizinga lekusebenta ngemisho:</b> Sikhatsi sanyalo</p> <p><b>Inshokutsi yemagama:</b> bomcondvofana, bomcondvophika, bomcondvomnyenti, emabtomfutiselo</p> <p><b>Lupelomagama netimphawu tekubhala:</b> kuhlalela emagama, sichazamagama, bofeleba</p>

Emakhono	Kulalela Nekukhuluma (Temlomo)	Kufundza Nekwehlwaya	Kubhala Nekwetfula	Takhi Netimiso Telulwimi
Liviki 5-6	<p><b>Ulalela abuye aphenzvule ltheksthi yelwati</b></p> <p>ltheksthi lecashunwe ebhukwinitifundvo nobe efayeleni yathishela yetinsita</p> <ul style="list-style-type: none"> <li>• Imisebenti yesingeniso: kucombela</li> <li>• Ubona abuye achaze imbangela nemitselela</li> <li>• Uphawula ngemagugu etekuhlalisana, similo kanye nemasiko.</li> <li>• Ubuta imibuto lejulile.</li> <li>• Uveta abuye asekele umbono wakhe ngetizatfu letitsite.</li> </ul>	<p><b>Ufundza ltheksthi yelwati letinetibonwa, Sib. emabalave, emagrafu/ emashadi/ emathebuli</b></p> <p>ltheksthi lecashunwe ebhukwinitifundvo nobe efayeleni yathishela yetinsita</p> <ul style="list-style-type: none"> <li>• Usebentisa emasu lamanyenti ekufundza kutfolo imicondvo lebalulekile nalesekelako</li> <li>• Ufinyeta lwati.</li> <li>• Uhumusha tibonwa.</li> <li>• Usebentisa lwati lwangaphambilini nobe tinkhomba talokubhaliwe kutfolo inshokutsi.</li> <li>• Uyacombela.</li> <li>• Ugucula lokucuketfwe tibonwa kube yingcoco noma kulandziswe ngako.</li> </ul>	<p><b>Ubhala indzaba lechazako</b></p> <p>Umbhalo wekucicambela (tindzima letine)</p> <ul style="list-style-type: none"> <li>• Ukhetsa latawubhala ngako/lokucuketfwe lokufanele.</li> <li>• Ugcila esihlokweni.</li> <li>• Usebentisa silulumagama lesichazako kakhulukati tiphawulo letinyenti.</li> <li>• Usebentisa tinongo tenkhulumo, sib. tibaniso, tibanisongco</li> <li>• Ulandzelanisa tintfo letehlukene nobe tigameko letilandzelanako bese uchaza ngekulandzelana kwato.</li> </ul> <p>Inchubo yekubhala</p> <ul style="list-style-type: none"> <li>• Uyahlela/ulungiselela kubhala</li> <li>• Ubhala luhlaka</li> <li>• Uyabuyeketa</li> <li>• Uhlela umbhalo kabusha</li> <li>• Ufundza alungise emaphutsa</li> <li>• Uyetfula</li> </ul>	<p><b>Lizinga lekusebenta ngemagama:</b> buniyo, linani, tandziso,</p> <p><b>Lizinga lekusebenta ngemisho:</b> libito emshweni, sento emshweni, indlela lephikako, indlela lebutako</p> <p><b>Inshokutsi yemagama:</b> tibanisongco, tibaniso, taga, tisho</p> <p><b>Lupelomagama netimphawu tekubhala:</b> kusebentisa sichazamagama, kuhlahlela emagama</p>
	<p><b>LUHLOLO LOLUHLELEKILE UMSEBENTI 9</b></p> <p><b>KUBHALA LIPHEPHA 3 [Samba 30 Emamaki]</b></p> <p>ltheksthi yembhalombiko (10 emamaki)</p> <ul style="list-style-type: none"> <li>• Kubhala umbhalombiko: Kanye ne Eseyi (20 emamaki)</li> <li>• Tindzima le-4</li> <li>• Lelandzisako/Lechazako</li> </ul> <p>(Kwentiwa ngesikhatsi sekufundzisa nekufundza)</p>			

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



## 9. Tshivenda Home Language

### Revised National Teaching Plan

GIREIDI YA 5 THEMO YA 2				
ZWIKILI	U THETSHELESA NA U AMBA (ORALA)	U VHALA NA U TALELA	U N̄WALA NA U N̄EKEDZA	ZWIVHUMBEO NA MILAYO ZWA LUAMBO
Vhege 1-2	<p><b>U nea na u tevhedza ndaela</b></p> <p>Tshibveledzwa nga ha Khovidi -19</p> <p><b>U thetshesela</b></p> <ul style="list-style-type: none"> <li>• Nyitothangeli: u humbulela</li> <li>• U qivha mulaedza muhulwane na zwidodombedzwa zwo khetheaho</li> <li>• U vhudzisa mbudziso</li> <li>• U livhanya na vhutshilo ha iwe mune</li> </ul> <p><b>Mukumedzo</b></p> <ul style="list-style-type: none"> <li>• U nweledza mihumbulo mihulwane</li> <li>• U bvisela vhuq̄ipfi khagala nga ha t̄hoho</li> <li>• U livhanya na vhutshilo ha iwe</li> </ul>	<p><b>U vhalo tshibveledzwa tsha ndaela tshi re na mutevhe wa ndaela</b></p> <p>Tshibveledzwa tsha Khovidi- 19</p> <ul style="list-style-type: none"> <li>• U rangela u vhalo: U humbulela zwi tshi bva kha t̄hoho ya tshibveledzwa na zwifanyiso.</li> <li>• U shumisa zwiṭirathedzhi zwa u vhalo, u humbulela, ludungela lwa mafhungo</li> <li>• U ita nyambedzano nga ha mbonalo dza tshibveledza</li> <li>• U ita nyambedzano nga ha mihumbulo mihulwane na zwidodombedzwa zwo khetheaho.</li> <li>• U ita nyambedzano nga ha maipfi maswa a re kha tshibveledzwa.</li> <li>• U fhindula mbudziso kha tshibveledzwa</li> <li>• U n̄wala maipfi maswa kha dikishinari</li> </ul>	<p><b>U n̄wala ndaela tsumbo:</b> <b>Kuitele kwa sangwedzhi</b></p> <ul style="list-style-type: none"> <li>• U shumisa tshivhumbeo tshi re tshone</li> <li>• U nanga mafhungo a elanaho na ndaela</li> <li>• U shumisa thevhekano i re yone</li> <li>• U shumisa girama, mupeleṭo na ndongazwiga zwo teaho</li> <li>• U shumisa tshivhumbeo tsha ndaela ya Jiiti na malaeli</li> </ul> <p><b>U shumisa maitete a u n̄wala</b></p> <ul style="list-style-type: none"> <li>• U pulana/rangela u n̄wala,</li> <li>• U ita mvetomveto,</li> <li>• U dovholola,</li> <li>• U dzudzanya,</li> <li>• U vhalulula u itela u khakhulula ho khakheaho, na</li> <li>• U n̄ekedza.</li> </ul>	<p><b>U shuma na/nga maipfi:</b> maḡadzisi a maitete, tshifhinga, digirii, thangeladzina, mamudi a ndaela</p> <p><b>U shuma na /nga mafhungo:</b> mafhungo tswititi, mafhungo tserekano</p> <p><b>Mupeleṭo na ndongazwiga:</b> tshithoma, khoma (tshiawelo)</p>

ZWIKILI	U THETSHELESA NA U AMBA (ORALA)	U VHALA NA U TALELA	U N'WALA NA U NEKEDZA	ZWIVHUMBEO NA MILAYO ZWA LUAMBO
Vhege 3-4	<p><b>U thetshelesa na u fhindula muvhigo</b></p> <p>Tshibveledzwa nga ha Covid -19</p> <p><b>U thetshelesa</b></p> <ul style="list-style-type: none"> <li>Nyitothangeli: u hambulela</li> <li>U divha mulaedza muhulwane na zwidodombedzwa zwo khetheaho</li> </ul> <p><b>Mukumedzo</b></p> <ul style="list-style-type: none"> <li>U nweledza mihumbulo mihulwane</li> <li>U bvisela vhuḍipfi khagala nga ha ṭhoho</li> <li>U livhanya na vhutshilo ha iwe mune</li> </ul>	<p>U vhalwa muvhigo wa zwithu zwine wa tou vhone (tsumbo:, dzithebulu/dzitshati/dzigirafu/nyolo/mimapa</p> <p>Tshibveledzwa tsha Khovidi- 19</p> <ul style="list-style-type: none"> <li>U rangela u vhalwa: U hambulela zwi tshi bva kha ṭhoho,ṭhohwana na zwifanyiso</li> <li>ita nyambedzano nga ha muhumbulo muhulwane na zwidodombedzwa zwo khetheaho</li> <li>U ṭalutshedza mafhungo a re kha girafu</li> <li>U ita nyambedzano nga ha maipfi maswa a re kha tshibveledzwa tsho vhalwaho</li> <li>U shumisa girafu/thebulu/mapa/nyolo u nweledza mafhungo</li> </ul>	<p><b>U n'wala na u nekeda muvhigo nga tshivhumbeo tsha zwiḅveledzwa zwa u tou vhone, tsumbo thebulu/tshathi/girafu/mimapa</b></p> <ul style="list-style-type: none"> <li>U nekeda mafhungo lwa vhudele ho shumiswa fomethe i re yone</li> <li>U shumisa girama, mupeleṭo nan donga zwiga zwo teaho</li> </ul> <p><b>U shumisa maitete a u n'wala</b></p> <ul style="list-style-type: none"> <li>U pulana/rangela u n'wala,</li> <li>U ita mvetomveto,</li> <li>U dovholola,</li> <li>U dzudzanya,</li> <li>U vhalulula u itela u khakhulula ho khakheaho, na</li> <li>U nekeda.</li> </ul>	<p><b>U shuma na/nga maipfi:</b> Masala, maṭanganyi, malungekanyi</p> <p><b>U shuma na /nga mafhungo:</b> mafhungo mbumbano, tshipitshi tsho livhaho na tsho vhwahaho</p> <p><b>Mupeleṭo na ndongazwiga:</b> khoḷoni, semi-khoḷoni</p>
	<p><b>MUSHUMO WA U LINGA WA FOMALA WA VHU 6: Bambiri 2 - U n'wala (Maraga dza 30)</b></p> <ul style="list-style-type: none"> <li><b>Tshibveledzwa tsha vhudavhidzani (Maraga dza 10)</b></li> <li><b>Maanea: Maanea a u anetshela/ mbuletshedzo (Maraga dza 20)</b></li> </ul> <p>(Pharagirafu 4)</p>			



GIREIDI YA 5 THEMO YA 3				
ZWIKILI	U THETSHELESA NA U AMBA (ORALA)	U VHALA NA U TALELA	U N̄WALA NA U N̄EKEDZA	ZWIVHUMBEO NA MILAYO ZWA LUAMBO
Vhege 1-2	<p><b>U thetshelesa na u fhindula nganea</b></p> <p>Tshibveledzwa tshi bvaho kha bugupfarwa kana Faela ya Zwishumiswa Mudededzi (FZM)</p> <ul style="list-style-type: none"> <li>• Nyitothangeli: u humbulela</li> <li>• U thetshelesa zwipida zwa mafhungo zwi bvaho kha nganea</li> <li>• U thetshelesa u itela u wana zwidodombedzwa zwo khetheaho.</li> <li>• U divha/wana mulaedza muhulwane</li> </ul> <p><b>U buletshedza zwiwo</b></p> <ul style="list-style-type: none"> <li>• U livhanya na vhutshilo ha iwe mune</li> <li>• U t̄alutshedza zwiwo nga nḡila i re khagala i tevhekanaho</li> <li>• U bvisela vhuḍipfi khagala zwi tshi elana na zwiwo</li> </ul>	<p><b>U vhala nganea</b></p> <p>Tshibveledzwa tshi bvaho kha bugupfarwa kana Faela ya Zwishumiswa zwa Mudededzi</p> <ul style="list-style-type: none"> <li>• U rangela u vhala: u wana phambano vhukati ha nganea na zwiḵori.</li> <li>• U ita nyambedzano nga ha tshivhumbeo, ndivho na vhatshetshelesi</li> <li>• U humbulela zwi tshi bva kha t̄hoho, t̄hoho ya ndima, zwifanyiso</li> <li>• U ita nyambedzano na u fhindula mbudziso nga ha vhaanewa, zwiwo zwiḵulwane na thero</li> <li>• U vhambedza zwiwo na vhaanewa na vhutshilo hau</li> <li>• U shumisa zwiḵirathedzhi zwinzhi zwa u vhala</li> <li>• U nweledza mafhungo kana u fhindula mbudziso</li> <li>• U shumisa t̄halusamaipfi u itela mveledziso ya divhaipfi</li> </ul>	<p><b>U n̄wala tzedzuluso ya bugu</b></p> <ul style="list-style-type: none"> <li>• U shumisa fureme u dzudzanya mafhungo nga nḡila ine a lungekana</li> <li>• U nanga mafhungo o teaho ndivho</li> <li>• U shumisa girama, mupeleḵo na ndongazwiga zwo teaho</li> <li>• U shumisa bugu ya t̄halusamaipfi u itela mupeleḵo na mveledziso ya divhaipfi</li> </ul> <p><b>U shumisa maitela a u n̄wala</b></p> <ul style="list-style-type: none"> <li>• U pulana/rangela u n̄wala,</li> <li>• U ita mvetomveto,</li> <li>• U dovholola,</li> <li>• U dzudzanya,</li> <li>• U vhalulula u itela u khakulula ho khakheaho, na</li> <li>• U n̄ekedza.</li> </ul>	<p><b>U shuma na/nga maipfi:</b> masala vhushaka, masala a vhuḵiiti, manyanyu</p> <p><b>U shuma na/nga mafhungo:</b> tshifhinga tsha zwino, tshifhinga tsho fhelaho, mapfanisi</p> <p><b>T̄halutshedzo dza maipfi:</b> mafanyisi, mirero, maidioma</p> <p><b>Mupeleḵo na ndongazwiga:</b> tshivhudzisi, tshigagarukela</p>

ZWIKILI	U THETSHELESA NA U AMBA (ORALA)	U VHALA NA U TALELA	U N'WALA NA U NEKEDZA	ZWIVHUMBEO NA MILAYO ZWA LUAMBO
Vhege 3-4	<p><b>U thetshelesa na u fhindula nganea</b></p> <p>Tshibveledzwa tshi bvaho kha bugupfarwa kana Faela ya Zwishumiswa Mudededzi (FZM)</p> <ul style="list-style-type: none"> <li>• Nyitothangeli: u humbulela</li> <li>• U thetshelesa zwipida zwa mafhungo zwi bvaho kha nganea</li> <li>• U thetshelesa u itela u wana zwidombedzwa zwo khetheaho.</li> <li>• U divha/wana mulaedza muhulwane</li> </ul> <p><b>U thetshelesa u itela u pfesesa</b></p>	<p><b>U vhalanga</b></p> <p>Tshibveledzwa tshi bvaho kha Faela ya mudededzi</p> <ul style="list-style-type: none"> <li>• U ita nyambedzano nga ha tshivhumbeo, ndivho na vhatsheshelesi</li> <li>• U rangela u vhalanga: U humbulela zwi tshi bva kha thoho, thoho ya ndima, zwifanyiso</li> <li>• U ita nyambedzano na u fhindula mbudziso nga ha vhaanewa, zwiwo zwiwulwane na thero</li> <li>• U vhambedza zwiwo na vhaanewa na vhutshilo hau</li> <li>• U shumisa zwiṭirathedzhi zwinzhi zwa u vhalanga</li> <li>• U nweledza mafhungo kana u fhindula mbudziso</li> <li>• U shumisa thalusamaipfi u itela mveledziso ya divhaipfi</li> </ul>	<p><b>U n'wala tshitori</b></p> <ul style="list-style-type: none"> <li>• U bveledza puloto, vhaanewa/vhabvumbudzwa na fhethuvhupo</li> <li>• U nanga mafhungo o teaho vhatsheshelesi na ndivho ya tshitori</li> <li>• U shumisa girama, mupeleto, na ndongazwiga zwi re zwone</li> <li>• U tanganya mafhungo a ita pharagirafu a tshi shumisa masala, matanganyi na ndongazwiga zwi re zwone</li> <li>• U shumisa girama, mupeleto na ndongazwiga zwi re zwone</li> </ul> <p><b>U shumisa maitela a u n'wala</b></p> <ul style="list-style-type: none"> <li>• U pulana/rangela u n'wala,</li> <li>• U ita mvetomveto,</li> <li>• U dovholola,</li> <li>• U dzudzanya,</li> <li>• U vhalulula u itela u khakhulula ho khakheaho, na</li> <li>• U nekeda.</li> </ul>	<p><b>U shuma na/nga maipfi:</b> Madzina: a zwi vhaleaho, a zwi sa vhalei, vhuthihi, vhunzhi</p> <p><b>Maiti:</b> a regula na a si regula</p> <p><b>U shuma na/nga mafhungo:</b> tshifhinga tsho fhelaho, tshifhinga tsho fhelaho tshi bvelaho phanda</p> <p><b>Mupeleto na ndonga zwiga:</b> zwiḍevhe, u khethekanya maipfi nga lunala (apositirofi), u shumisa thalusamaipfi</p>

ZWIKILI	U THETSHELESA NA U AMBA (ORALA)	U VHALA NA U TALELA	U N'WALA NA U NEKEDZA	ZWIVHUMBEO NA MILAYO ZWA LUAMBO
Vhege 5-6	<p><b>U thetshesela na u fhindula khungedzelo</b></p> <p>Tshibveledzwa tshi bvaho kha bugupfarwa kana Faela ya Zwishumiswa Mudededzi (FZM)</p> <ul style="list-style-type: none"> <li>• Nyitothangeli: u humbulela</li> <li>• U divha/topola/wana zwithu zwa ndeme</li> <li>• U thetshesela u itela u wana zwidodombedzwa zwo khetheaho.</li> <li>• U kovhekana na u nea mihumbulo</li> <li>• U bvisela khagala mihumbulo na vhuḍipfi nga nḡila ya u tou humbulela</li> </ul>	<p><b>U vhalwa khungedzelo i re kha bugupfarwa kana faela ya mudededzi</b></p> <ul style="list-style-type: none"> <li>• U shumisa zwiṭirathedzhi zwa u vhalwa, u sikena u itela u wana zwidodombedzwa zwo khetheaho, u sikima, u shumisa nḡivho ya murahu kana ludungela lwa mafhungo, u humbulela u itela u dzhia tsho, u gaganyela</li> <li>• U talela na u nea mihumbulo nga ha thekhiniki ya kuṅwalele yo shumiswaho kha khungedzelo,sa: muvhalwa, kuṅwalele, nzudzanyo</li> </ul> <p>U humbula nga ha tshibveledzwa tsho vhalwaho nga iwe muṅe</p> <ul style="list-style-type: none"> <li>• U dovha u anetshela tshitori kana mihumbulo mihulwane nga mitaladzi ya 3 u swika kha 5.</li> <li>• U sumbedza vhuḍipfi kha tshibveledzwa tsho vhalwaho.</li> </ul>	<p><b>U ṅwala khungedzelo</b></p> <ul style="list-style-type: none"> <li>• U bvisela khagala mihumbulo nga nḡila i pfallaho nahone i tevhekanaho</li> <li>• U shumisa zwithu zwa u tou vhoṅa na tshivhumbeo zwo teaho u itela ndivho</li> <li>• U shumisa ḡivhaipfi nṅzhi yo ṭaṅḡavhuwaho, girama, mupeleṭo na ndongazwiga</li> <li>• U shumisa luambo lwa vhusiki na u humbulela u itela u bvisela vhuḍipfi hawe khagala</li> </ul> <p><b>U shumisa maitela a u ṅwala</b></p> <ul style="list-style-type: none"> <li>• U pulana/rangela u ṅwala, <ul style="list-style-type: none"> <li>• U ita mvetomveto,</li> <li>• U dovholola,</li> <li>• U dzudzanya,</li> <li>• U vhalulula u itela u khakhulula ho khakheaho, na</li> <li>• U nekeda.</li> </ul> </li> </ul>	<p><b>U shuma na/nga maipfi:</b> Maṭaluli: mbambedzo ya digirii, maḡadzisi</p> <p><b>U shuma na /nga mafhungo:</b> tshifhinga tsha zwino, pfano ya nefhungo na liiti</p> <p><b>Tḡalutshedzo dza maipfi:</b> pfufhifhadzo</p> <p><b>Mupeleṭo na ndongazwiga:</b> zwiḡevhe</p>
	<p><b>MUSHUMO WA U LINGA WA FOMALA WA VHU 7: ORALA</b></p> <p><b>Bambiri 1 (Maraga dza 20)</b></p> <ul style="list-style-type: none"> <li>• Tholokanyonḡivho ya u thetshesela / Tshipitshi tsho lugiselwaho / tshi so ngo lugiselwaho</li> </ul> <p>Mushumo uyu u itwa kha themo</p>	<p><b>MUSHUMO WA U LINGA WA FOMALA WA VHU 8: Bambiri 2 - U fhindula zwiḡveledzwa zwa vhudavhidzani (Maraga dza 40)</b></p> <p><b>Mbudziso 1 (maraga dza 15)</b></p> <ul style="list-style-type: none"> <li>• Tholokanyonḡivho ya u tou vhalwa tshibveledzwa tsha vhudavhidzani tsha litherari kana tshi si tsha litherari</li> </ul> <p><b>Mbudziso 2 (maraga dza 10)</b></p> <ul style="list-style-type: none"> <li>• Tholokanyonḡivho ya u tou vhalwa tshibveledzwa tsha vhudavhidzani tsha vishuala</li> </ul> <p><b>Mbudziso 3 (maraga 5)</b></p> <ul style="list-style-type: none"> <li>• U ṅwala samari (manweledzo)</li> </ul> <p><b>Mbudziso 4 (maraga dza 10)</b></p> <p>Milayo na Zwivhumbeo zwa Luambo</p>		

ZWIKILI	U THETSHELESA NA U AMBA (ORALA)	U VHALA NA U TALELA	U N'WALA NA U NEKEDZA	ZWIVHUMBEO NA MILAYO ZWA LUAMBO
Vhege 7-8	<p><b>U thetshelesa na u fhindula tshirendo</b></p> <p>Tshibveledzwa tshi bvaho kha bugupfarwa kana Faela ya Zwishumiswa Mudededzi (FZM)</p> <ul style="list-style-type: none"> <li>• Nyitothangeli: u humbulela</li> <li>• U divha/wana muhumbuhulo muhulwane</li> <li>• U wana miungo ya ndeme</li> <li>• U bvisela vhudipfi khagala ho nyanyulwaho nga thounu na kushumisele kwa luambo kha tshirendo</li> <li>• U livhanya na tshenzhemo ya iwe mune</li> </ul>	<p><b>U vhalo tshirendo</b></p> <p>Tshibveledzwa tshi bvaho kha bugupfarwa kana Faela ya mudededzi</p> <ul style="list-style-type: none"> <li>• U rangela u vhalo: U humbulela zwi tshi bva kha thoho na zwifanyiso</li> <li>• U wana muhumbulo muhulwane</li> <li>• U wana pfanapeledzo, mutevhetsindo na u amba nga zwine zwa isa kha muthetshelesi</li> <li>• U wana figara dza muambo</li> <li>• U sumbedza vhuqipfi na mihumbulo</li> <li>• U shumisa thalusamaipfi u itela mveledziso ya divhaipfi</li> </ul>	<p><b>U n'wala tshirendo</b></p> <ul style="list-style-type: none"> <li>• U shumisa tshivhumbeo tshire tshone</li> <li>• Muhumbulo muhulwane u tea u vha khagala</li> <li>• U shumisa luambo nga ndila ya vhuqi, lwo fangwaho nga figara dza muambo</li> <li>• U shumisa rithimu na raimi</li> <li>• U shumisa ndongazwiga nga ndila yone</li> </ul> <p><b>U shumisa maitela a u n'wala</b></p> <ul style="list-style-type: none"> <li>• U pulana/rangela u n'wala,</li> <li>• U ita mvetomveto,</li> <li>• U dovholola,</li> <li>• U dzudzanya,</li> <li>• U vhalulula u itela u khakulula ho khakheaho, na</li> <li>• U nekeda.</li> </ul>	<p><b>U shuma na/nga maipfi:</b> makateli, madzina a ngelekanyo, manyanyu</p> <p><b>U shuma na/nga mafungo:</b> tshifhinga tsha zwino tshi bvelaho phanda</p> <p><b>Thalutshedzo dza maipfi:</b> alitheresheni (asonentse, khotsonentse), mafanyamuthu, mutevhetsindo, pfanapeledzo, limethafore, lifanyisi</p> <p><b>Mupeleto na ndongazwiga:</b> tshithoma, khoma</p>

GIREIDI YA 5 THEMO YA 4				
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><b>U thetshelesa na u fhindula tshiṭori</b></p> <p>Tshibveledzwa tshi bvaho kha bugupfarwa kana Faela ya Zwishumiswa Mudededzi (FZM)</p> <p><b>U thetshelesa u itela u pfesesa</b></p> <ul style="list-style-type: none"> <li>• U ḡivha/wana na u buletshedza muhumbulo muhulwane, puloto, fhethuvhupo, nzulele na vhaanewa vha re kha tshiṭori tsha fikishini.</li> <li>• U ḡea muhumbulo nga ha ndeme dza matshilisano, mikhwa na mvelele kha zwibveledzwa zwo fhambanaho.</li> </ul> <p><b>Tshipitshi tsho lugiselwaho</b></p>	<p><b>U vhalwa tshiṭori</b> tshibvaho kha bugu ya u vhalwa kilasini,bugupfarwa kana Faela ya zwishumiswa zwa Mudededzi</p> <ul style="list-style-type: none"> <li>• U humbulela zwi re ngomu kana magumo</li> <li>• U shumisa zwiṭirathedzhi zwa u vhalwa zwo fhambanaho,tsumbo, u sikima, u sikena, ludungela lwa mafhungo, na u shumisa ḡivho ya murahu</li> <li>• U wana na u amba nga ha vhaanewa, thero, na zwithu zwi re kha tshiṭori tsha fikishini</li> <li>• U ṭalutshedza zwiitisi na masiandaitwa</li> <li>• U ṭalusa na u sengulusa u nyanyulea zwi tshi bva kha tshiṭori</li> <li>• U shumisa ṭhalusamaipfi u itela mveledziso ya ḡivhaipfi [zwi tea u dovhola kha nyito inwe na inwe]</li> </ul> <p><b>U vhuisa muhumbulo kha zwibveledzwa zwo vhaliwaho nga mugudiswa e eṭhe</b></p> <ul style="list-style-type: none"> <li>• U dovha u anetshela tshiṭori kana mihumbulo mihulwane nga mafhungo a re vhukati ha 3 na 5.</li> <li>• U bvisela khagala u nyanyuwa sa ḡila ya u fhindula kha zwibveledzwa zwo vhalwaho</li> </ul>	<p><b>U ḡadza/dzhenisa dayari</b></p> <ul style="list-style-type: none"> <li>• U shumisa nzudzanyo/tshivhumbeo tshi re tshone</li> <li>• U sumbedza u dzhiela nzhele vhathetshelesi na tshitaela</li> <li>• U shumisa thounu nga ḡila yo teaho</li> <li>• U shumisa maṭanganyi, tsumbo, hone-ha, pfanywa na mafhambanyi u ṭanganya mafhungo a ita pharagirafu dzo tevhekanaho</li> <li>• U shumisa mupeleṭo na ndongazwiga zwi re zwone</li> </ul> <p><b>U shumisa maitete a u ḡwala</b></p> <ul style="list-style-type: none"> <li>• U pulana/rangela u ḡwala,</li> <li>• U ita mvetomveto,</li> <li>• U dovhola,</li> <li>• U dzudzanya,</li> <li>• U vhalulula u itela u khakhulula ho khakheaho, na</li> <li>• U ḡekedza.</li> </ul>	<p><b>U shuma na maipfi:</b> thangeladzina, maṭaluli, madzina, na masala</p> <p><b>U shuma na mafhungo:</b> ḡefhungo, tshiitwa, ipfi ḡithihi vhudzuloni ha manzhi, fhungodavhi ḡa nyimele</p> <p><b>ṭhalutshedzo dza maipfi:</b> makateli</p> <p><b>Mupeleṭo na ndongazwiga:</b> Khethekanyo ya maipfi, ṭhalusamaipfi, maḡedere, danzi.</p>

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 3-4	<p><b>U thetshelesa na u fhindula muvhigo, tsumbo, mafhungo, zwithu zwine zwa khou ambeswa nga hazwo</b></p> <p>Tshibveledzwa tshi bvaho kha bugupfarwa kana Faela ya Zwishumiswa Mudededzi (FZM)</p> <ul style="list-style-type: none"> <li>• Nyithangeli: u humbulela</li> <li>• U divha mulaedza muhulwane na zwidodombedzwa zwo khetheaho</li> <li>• U nea muhumbulo nga fomethe, mbonalo, kushumisele kwa luambo na tshivhumbeo tsha tshibveledzwa</li> <li>• U livhanya na vhutshilo ha iwe mune</li> <li>• U bvisela khagala na u imelela muhumbulo wawe a tshi nea na mbuno/zwitisi</li> <li>• U vhudzisa na u fhindula mbudziso dzi kondaho</li> </ul> <p><b>Tshipitshi tsho lugiselwaho</b></p>	<p><b>U vhalala tshibveledzwa tsha mafhungo tshi re na zwine zwa tou vhone</b> (tsumbo: ,zwifanyiso/nyolo/mimapa)</p> <p>Tshibveledzwa tshi bvaho kha bugupfarwa kana Faela ya zwishumiswa zwa mudededzi</p> <ul style="list-style-type: none"> <li>• U rangela u vhalala: U humbulela zwi tshi bva kha thoho, thoho ya ndima na zwifanyiso</li> <li>• U shumisa zwi tirathedzhi zwa u vhalala, u humbulela na u shumisa ludungela lwa tshibveledzwa</li> <li>• U ita nyambedzano ha muhumbulo muhulwane na zwidodombedzwa zwo khetheaho</li> <li>• U bvisela khagala nga ha u nanga hau zwifanyiso kha tshibveledzwa</li> <li>• U kovhekana mihumbulo na u khwa thisedza muhumbulo</li> <li>• U fhindula mbudziso dzine dzi si vhe na phindulo dzi re khagala</li> <li>• U shumisa thalusamaipfi u itela mveledziso ya divhaipfi (zwi tea u dovhoolwa kha nyito inwe na inwe)</li> </ul>	<p><b>U n'wala muvhigo</b></p> <ul style="list-style-type: none"> <li>• U n'wala muvhigo u tshi shumisa fureme</li> <li>• U vhekanya mafhungo nga u tevhekana</li> <li>• U shumisa girama, mupeleto na ndongazwiga zwo teaho</li> <li>• U nekedza mushumo wo kunaho hu tshi shumiswa tshivhumbeo tshone, sa thoho, u ita zwikhala hu tshi itelwa u ita pharagirafu, nz.</li> </ul> <p><b>U shumisa maitela a u n'wala</b></p> <ul style="list-style-type: none"> <li>• U pulana/rangela u n'wala,</li> <li>• U ita mvetomveto,</li> <li>• U dovhoolola,</li> <li>• U dzudzanya,</li> <li>• U vhalulula u itela u khakhulula ho khakheaho, na</li> <li>• U nekedza.</li> </ul>	<p><b>U shuma na maipfi:</b> matanganyi, mamudi</p> <p><b>U shuma na mafhungo:</b> tshifhinga tsha zwino</p> <p><b>Thalutshedzo dza maipfi:</b> ppanywa (sinonimi), mafhambanyi (anthonimi), homophounu, homonimi, polisemi</p> <p><b>Mupeleto na ndongazwiga:</b> Khethekanyo ya maipfi, thalusamaipfi, maledere danzi</p>

ZWIKILI	U THETSHELESA NA U AMBA (ORALA)	U VHALA NA U TALELA	U Nwala NA U NĒKEDZA	ZWIVHUMBEO NA MILAYO ZWA LUAMBO
Vhege 5-6	<p><b>U thetshelesa na u fhindula tshibveledzwa tsha mafhungo</b></p> <p>Tshibveledzwa tshi bvaho kha bugupfarwa kana Faela ya Zwishumiswa Mudededzi (FZM)</p> <ul style="list-style-type: none"> <li>• Nyitothangeli: u humbulela</li> <li>• U ñivha na u ñalutshedza zwiitisi</li> <li>• U ñea muhumbulo nga ha ndeme dza atshilisano, mikhwa na mvelele kha zwibveledzwa zwo fhambanaho</li> <li>• U vhudzisa mbudziso dza ndeme</li> <li>• U bvisa khagala na u imelela muhumbulo wawe a tshi ñea na mbuno/zwiitisi</li> </ul>	<p><b>U vhalala tshibveledzwa tsha mafhungo tshi re na zwithu zwa u tou vhone,</b></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"> <li>• U shumisa zwiñirathedzhi zwa u vhalala zwo fhambanaho a tshi itela u kona u ñivha mihumbulo mihulwane na ine ya i tikedza</li> <li>• U nweledza mafhungo</li> <li>• U ñalutshedzela zwithu zwine zwa vhone</li> <li>• U shumisa ñivho ya murahu kana ludungela lwa tshibveledzwa u itela u wana ñalutshedzo</li> <li>• U humbulela</li> <li>• U bvisa mafhungo a tshi bva kha zwithu zwine zwa tou vhone u ya kha tshivhumbeo tsha u tou anetshela</li> </ul>	<p><b>U ñwala maanea a mbuletshedzo</b></p> <ul style="list-style-type: none"> <li>• Mañwalo a vhusiki (pharagirafu nna)</li> <li>• U nnanga mafhungo a elanaho na ñhoho</li> <li>• U sa bva nnã ha ñoho ya mafhungo</li> <li>• U shumisa ñivhaipfi ya mbuletshedzo nga maãã kha mutevhe wa mañaluli</li> <li>• U shumisa figara dza muambo, tsumbo, mafanyisi na mamethafore</li> <li>• U ita mutevhe wa maga kana zwiwo nga u tevhekana na u ñalutshedza mutevhe uyo</li> </ul> <p><b>U shumisa maitele a u ñwala</b></p> <ul style="list-style-type: none"> <li>• U pulan a/rangela u ñwala,</li> <li>• U ita mvetomveto,</li> <li>• U dovhola,</li> <li>• U dzudzanya,</li> <li>• U vhalulula u itela u khakhulula ho khakheaho, na</li> <li>• U ñekedza.</li> </ul>	<p><b>U shuma na maipfi: mañaluli</b></p> <p><b>U shuma na mafhungo:</b> fhungodavhi dzina, fhungodavhi ña ñiti, khandza, fhungo ña mbudziso</p> <p><b>Ñalutshedzo dza maipfi:</b> mamethafore, mafanyisi, mirero, maidoma, luambo lwa musanda</p> <p><b>Mupeleto na ndongazwiga:</b> U shumisa ñalusamaipfi, khethekanyo ya maipfi</p>
	<p><b>MUSHUMO WA U LINGA WA FOMALA WA VHU 9: Bambiri 2 - U ñwala (Maraga dza 30)</b></p> <ul style="list-style-type: none"> <li>• <b>Tshibveledzwa tsha vhudavhidzani (Maraga dza 10)</b></li> <li>• <b>Maanea:</b> Maanea a u anetshela/ mbuletshedzo (Maraga dza 20)</li> </ul> <p>(Pharagirafu 4)</p>			

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





## 10. Xitsonga Home 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><b>Nyika na ku landzelela swileriso</b></p> <p>Xitshuriwa xo ulavula hi Covid-19</p> <p><b>Ku yingisela</b></p> <ul style="list-style-type: none"> <li>Mingigiriko ya masungulo: ku bvumba</li> <li>Humesa hungunkulu na ku nyika voxokoxoko byo karhi</li> <li>Vutisa swivutiso</li> <li>Yelanisa leswi a swi yingiseleka na vutomi bya yena</li> </ul> <p><b>Ku andlala</b></p> <ul style="list-style-type: none"> <li>Endla nkomiso hi timhakankulu</li> <li>Humesela matitwelo hi nhlokomhaka</li> <li>Yelanisa leswi a swi yingiseleka na vutomi bya yena</li> </ul>	<p><b>U hlaya xitshuriwa xa Swileriso lexi nga na ndzandzelelano wa swileriso</b></p> <p>Xitshuriwa xo vulavula hi Covid -19</p> <ul style="list-style-type: none"> <li>Ku tilulamisela ku hlaya: ku bvumba ku suka eka vito ra xitshuriwa na swifaniso.</li> <li>U tirhisa maqhingana yo hlaya: ku bvumba, vuthala bya mahungu</li> <li>Kanela hi swihlawulekiso swa xitshuriwa</li> <li>Kanela hungunkulu na vuxokoxoko bya karhi</li> <li>Kanela hi ntivomarito lowuntshwa</li> <li>Hlamula swivutiso hi xitshuriwa</li> <li>Tsala marito lawantshwa eka dikixinari ya yena</li> </ul>	<p><b>Ku tsala swileriso xik: ku endla swo karhi hi vukheta/ vuxiyaxiya</b></p> <ul style="list-style-type: none"> <li>Tirhisa xivumbeko lexi faneleke</li> <li>Hlawula mahungu lama faneleke</li> <li>Tirhisa vundzeni lebyi faneleka</li> <li>Tirhisa ntivoririmi lowu faneleke, mapeletelo na mahikahatelo</li> <li>Tirhisa maendli yo lerisa</li> </ul> <p><b>Tsala hi ku landzelela magoza</b></p> <ul style="list-style-type: none"> <li>Ku kunguhata</li> <li>Ku pfapfharhuta</li> <li>Ku pfuxeta</li> <li>Ku hlela</li> <li>Ku hlerisisa na</li> <li>Ku andlala</li> </ul>	<p><b>Mpimo wa ntirho wa rito:</b> maengeteri ya mukhuva, nkarhi, ndhawu, Mahlayelo: Ndzeriso</p> <p><b>Mpimo wa ntirho wa xivulwa:</b> swivulwan'we, swivulwampfilungano</p> <p><b>Mapeletelo na mahikahatelo:</b> 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><b>U yingisela kutani a angula eka xiviko</b></p> <p>Xitshuriwa xo vulavula hi Covid -19</p> <p><b>Ku yingisela</b></p> <ul style="list-style-type: none"> <li>Migingiriko ya masungulo: ku bvumba</li> <li>Humesa hungunkul na ku nyika voxokoxoko byo karhi</li> </ul> <p><b>Ku andlala</b></p> <ul style="list-style-type: none"> <li>nkomiso wa timhakankulu</li> <li>Humesela matitwelo hi nhlokomhaka</li> <li>Yelanisa leswi a swi yingiseleka na vutomi bya wena</li> </ul>	<p><b>U hlaya xiviko lexi nga na swovoniwa</b> (xik: matafula / tichati / tigrifu / mimepe)</p> <p>Xitshuriwa xo vulavula hi Covid -19</p> <ul style="list-style-type: none"> <li>Ku tilulamisela ku hlaya: ku bvumba ku suka eka vito, nhlokomhaka na swifaniso</li> <li>Kanela mhakankulu na vuxokoxoko byo karhi</li> <li>Hlamusela mahungu ya swidirowiwa</li> <li>Kanela ntivomarito lowuntshwa</li> <li>Endla nkomiso wa hungu hi ku tirhisa girafu /tafula/ mepe/ dayagiramu</li> </ul>	<p><b>U tsala na ku andlala xiviko hi ku tirhisa xivumbeko swovoniwa xik:</b> matafula / tichati / tigrifu / mimepe</p> <ul style="list-style-type: none"> <li>Tirhisa xivumbeko lexi lulameke ku andlala mahungu</li> <li>Tirhisa ntivoririmi lowu faneleke, mapeletelo na mahikahatelo</li> </ul> <p><b>Tsala hi ku landzelela magoza</b></p> <ul style="list-style-type: none"> <li>Ku kunguhata</li> <li>Ku pfapfharhuta</li> <li>Ku pfluxeta</li> <li>Ku hlela</li> <li>Ku hlerisisa na</li> <li>Ku andlala</li> </ul>	<p><b>Mpimo wa ntirho wa rito:</b> Masivinene, mahlanganisi, switwananisi</p> <p><b>Mpimo wa ntirho wa xivulwa:</b> swivulwankatsano, riendli ra nghingiriko na riendli ra xitwisiwo</p> <p><b>Mapeletelo na mahikahatelo:</b> hikombirhi, hikwana</p>
	<p><b>NTIRHO WA MAKAMBELELO YA MAFUNDZA WA 6 KU TSALA: PAPILA RA 3 [Ntsengo wa timaraka: 30]</b></p> <ul style="list-style-type: none"> <li>Xitshuriwa xa xitsalwambiko (10 wa timaraka)</li> </ul> <p>NA</p> <ul style="list-style-type: none"> <li>Xitsalwana (20 wa timaraka)</li> </ul> <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><b>U yingisela na ku angula eka novhele</b></p> <p>Xitshuriwa xo huma eka buku ya mudyondzi kumbe eka FSM</p> <ul style="list-style-type: none"> <li>• Migingiriko ya masungulo: ku bvumba</li> <li>• U yingsela ndzimana yintsingo yo huma eka novhele</li> <li>• U yingiselela ku kuma vuxokoxoko byo karhi</li> <li>• U kuma kana hungunkulu</li> </ul> <p><b>U hlamusela swindleko</b></p> <ul style="list-style-type: none"> <li>• Vundzeni byi fanele ku suka eka ntokoto wa wena/ byi fambelana na leswi a swi tokoteke</li> <li>• U hlamusela swindleko hi ndlela leyinene na ndzandzelano</li> <li>• Humesa matitwelo mayelena na swindleko</li> </ul>	<p><b>U hlaya novhele</b></p> <p>Xitshuriwa xo huma eka buku ya mudyondzi kumbe eka FSM</p> <ul style="list-style-type: none"> <li>• Ku tilulamisela ku hlaya: u kombisa ku hambana exikarhi ka novhele na switori</li> <li>• Kanela xivumbeko, xikongomelo na vahlayi</li> <li>• Bvumba ku suka ka nhlokomhaka, nhlokomhaka ya ndzimana na swifaniso</li> <li>• Kanela na ku hlamula swivutiso hi swimunhuahatwa, mongo na nkongomelo</li> <li>• Yelanisa swindleko na swimunhuahatwa na vutomi bya yena</li> <li>• Tirhisa maqhinga yo tala ya ku hlaya</li> <li>• Endla nkomiso wa mahungu kumbe ku hlamula swivutiso</li> <li>• Tirhisa dikixinari ku ndlandlamuxa ntivomarito</li> </ul>	<p><b>U tsala nhluto wa buku</b></p> <ul style="list-style-type: none"> <li>• U tirhisa rimba ku lulamisa vundzeni hi ndlela leyi faneleke</li> <li>• Hlawula vundzeni lebyi faneleke xikongomelo</li> <li>• U tirhisa ririmi leri faneleke , mapeletelo na mahikahatelo</li> <li>• U tirhisa dikixinari ku kamba mapeletelo na ku ndlandlamuxa ntivomarito</li> </ul> <p><b>Tsala hi ku landzelela magoza</b></p> <ul style="list-style-type: none"> <li>• Ku kunguhata</li> <li>• Ku pfapfharhuta</li> <li>• Ku pfuxeta</li> <li>• Ku hlela</li> <li>• Ku hlerisisa na</li> <li>• Ku andlala</li> </ul>	<p><b>Mpimo wa ntirho wa rito:</b> masivintalo, masivikomba, mahlamari</p> <p><b>Mpimo wa ntirho wa xivulwa:</b> nkarhi lowu nga hundza, switwananisi</p> <p><b>Nhlamuselo ya rito:</b> Swifananisi, swivulavulelo, swivuriso</p> <p><b>Mapeletelo na mahikahatelo:</b> 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
Mavhiki 3–4	<p><b>U yingisela na ku angula eka xitori</b></p> <p>Xitshuriwa xo huma eka buku ya mudyondzi kumbe eka FSM</p> <ul style="list-style-type: none"> <li>• Migingiriko ya masungulo: ku bvumba</li> <li>• U yingsela ndzimana yintsingo yo huma eka novhele</li> <li>• U yingiselela ku kuma vuxokoxoko byo karhi</li> <li>• U kuma kana hungunkulu</li> </ul> <p><b>Xikambelantwisiso xo yingisela</b></p>	<p><b>U hlaya xitori</b></p> <p>Xitshuriwa xo huma eka buku ya mudyondzi kumbe eka FSM</p> <ul style="list-style-type: none"> <li>• Ku tilulamisela ku hlaya: u kombisa ku hambana exikarhi ka novhele na switori</li> <li>• Kanela xivumbeko, xikongomelo na vahlayi</li> <li>• Bvumba ku suka ka nhlokomhaka, nhlokomhaka ya ndzimana na swifaniso</li> <li>• Kanela na ku hlamula swivutiso hi swimunhuahatwa, mongo na nkongomelo</li> <li>• Yelanisa swiendleko na swimunhuahatwa na vutomi bya yena</li> <li>• Tirhisa maqhinga yo tala ya ku hlaya</li> <li>• Endla nkomiso wa mahungu kumbe ku hlamula swivutiso</li> <li>• Tirhisa dikixinari ku ndlandlamuxa ntivomarito</li> </ul>	<p><b>U tsala xitori</b></p> <ul style="list-style-type: none"> <li>• U tumbuluxa kungu, swimunhuahatwa na mbangu</li> <li>• U hlawula vundzeni lebyi faneleke vahlayi na xikongomelo xa xitshuriwa</li> <li>• U tirhisa ririmi hi ku ehleketa, ngopfungpfu eka ntivomarito wo hambanahambana</li> <li>• U hlanganisa swivulwa swi endla ndzimana leyi khomaneke hi ku tirhisa masivi, mahlanganisi na mahikahatelo lamanene</li> <li>• U tirhisa ntivoririmi lowu faneleke, mapeletelo na mahikahatelo lamanene</li> </ul> <p><b>Tsala hi ku landzelela magoza</b></p> <p>Ku kunguhata</p> <ul style="list-style-type: none"> <li>• Ku pfapfarhuta</li> <li>• Ku pfluxeta</li> <li>• Ku hlela</li> <li>• Ku hlerisisa na</li> <li>• Ku andlala</li> </ul>	<p><b>Mpimo wa ntirho wa rito:</b> Maviti: vun'we, vunyingi, maendli</p> <p><b>Mpimo wa ntirho wa xivulwa:</b> nkarhi wa sweswi, nkarhi lowu hundzeke wa ku yisa emahlweni</p> <p><b>Mapeletelo na mahikahatelo:</b> 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"> <li>• Migingiriko ya masungulo: ku bvumba</li> <li>• U yingisela ku kuma vuxokoxoko byo karhi</li> <li>• U humesa miehleketo ya yena na mavonelo</li> <li>• U humelerisa miehleketo ya yena na matitwelo hi ndlela yo hlamarisa</li> </ul>	<p>U hlaya xinavetiso xo huma eka buku ya mudyondzi kumbe eka FSM</p> <ul style="list-style-type: none"> <li>• U tirhisa maqhingha 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</li> <li>• U langutisa na ku nyika mavonelo hi vuthekiniki bya swidirowiwa lebyi tirhisiweke eka switshuriwa swa swovoniwa: muhlovo, matsalelo ya maletere, vuandlalo</li> </ul> <p>Ku angula eka switshuriwa leswi a swi hlayeke a ri yexe</p> <ul style="list-style-type: none"> <li>• U rungula xitori kumbe mhakankulu hi swivulwa swa 3 ku fika eka 5</li> <li>• U humelerisa matitwelo ya yena/ ntlhaveko hi xitshuriwa lexi a xi hlayeke.</li> <li>• Yelanisa na vutomi bya yena</li> <li>• Pimanisa tibuku / switshuriwa leswi a swi hlayeke</li> </ul>	<p>U tsala xinavetiso</p> <ul style="list-style-type: none"> <li>• Humesa mhakankulu yi va erivaleni na hi mfanelo</li> <li>• Tirhisa swovoniwa leswi faneleke na vuandllo lebyi faneleke xikongomelo</li> <li>• Tirhisa ntivomarito wo hambanahambana, ntivoririmi lowu faneleke, mapeletelo na mahikahatelo</li> <li>• Tirhisa ririmi ku humelerisa vutumbuluxi na miehleketo ya yena.</li> </ul> <p><b>Tsala hi ku landzelela magoza</b></p> <ul style="list-style-type: none"> <li>• Ku kunguhata</li> <li>• Ku pfapfharhuta</li> <li>• Ku pfluxeta</li> <li>• Ku hlela</li> <li>• Ku hlerisisa na</li> <li>• Ku andlala</li> </ul>	<p><b>Mpimo wa ntirho wa rito:</b> Mahlawuri, maengeteri</p> <p><b>Mpimo wa ntirho wa xivulwa:</b> Nkarhi lowu hundzeke, xitwananisi xa nhlokomhaka</p> <p><b>Nhlamuselo ya rito:</b> Minkomiso ya marito</p> <p><b>Mapeletelo na mahikahatelo::</b> Mimfungho ya mintshaho</p>
<p><b>NTIRHO WA MAKAMBELELO YA MAFUNDZA WA 7 SWANOMO [20 wa timaraka]</b></p> <ul style="list-style-type: none"> <li>• Mbulavulo wa xijumana/ mbulavulo lowu lulamisiweke KUMBE</li> <li>• Xikambelantwisiso xo yingisela</li> </ul> <p><b>(Wu endliwa exikarhi ka Kotara)</b></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 7–8	<p><b>U yingisela na ku angula eka tlhokovetselo</b> Xitshuriwa xo huma eka buku ya mudyondzi kumbe eka FSM</p> <ul style="list-style-type: none"> <li>• Migingiriko ya masungulo: ku bvumba</li> <li>• Kombisa hungunkulu</li> <li>• Kombisa nkucetelo wa mimpfumawulo lowu tisaka hi xitlhokovetselo</li> <li>• U hlamusela matitwelo lama thlontlhiwaka hi thoni na ririmi leri tirhisiwaka eka xitlhokovetselo</li> <li>• Yelanisa na leswi humelelake evuton'wini bya yena / leswi a swi tokoteke</li> </ul>	<p><b>U hlaya xitlhokovetselo</b> Xitshuriwa xo huma eka buku ya mudyondzi kumbe eka FSM</p> <ul style="list-style-type: none"> <li>• Ku tilulamisela ku hlaya: bvumba ku suka eka vito ra xitlhokovetselo na swifaniso</li> <li>• Kombisa hungunkulu</li> <li>• U kombisa yelano wa mimpfumawulo na ncino na ku nyika vonelo hi nkucetelo lowu swi nga na wona eka muyingiseri</li> <li>• Kombisa swigaririmi</li> <li>• U kombisa matitwelo na nyika mavonelo</li> <li>• Tirhisa dikixinari ku ndlandlamuxa ntivomarito</li> </ul>	<p><b>U tsala xitlhokovetselo</b></p> <ul style="list-style-type: none"> <li>• Tirhisa xivumbeko lexinene xa matsalelo ya xitlhovetselo</li> <li>• Mongo wa xitlhovetselo wu fanele ku va erivaleni</li> <li>• Tirhisa ririmi ra vutumbuluxi, ku katsa na swigaririmi</li> <li>• Tirhisa yelano wa mimpfumawulo na ncino</li> <li>• Tirhisa mahikahatelo lama faneleke</li> </ul> <p><b>Tsala hi ku landzelela magoza</b></p> <ul style="list-style-type: none"> <li>• Ku kunguhata</li> <li>• Ku pfapfharhuta</li> <li>• Ku pfluxeta</li> <li>• Ku hlela</li> <li>• Ku hlerisisa na</li> <li>• Ku andlala</li> </ul>	<p><b>Mpimo wa ntirho wa rito:</b> mavitantlawa, mavitaswianakanyiwa, mahlamari</p> <p><b>Mpimo wa ntirho wa xivulwa:</b> nkarhi wa sweswi lowu yaka emahlweni</p> <p><b>Nhlamuselo ya marito:</b> alitirexini (asonense/ mbuyelelo wa switwari, khonsonense / mbuyelelo wa switatisi), vumunhuhato, ku yelana ka mimpfumawulo, ncino, xigego, xifananiso</p> <p><b>Mapeletelo na mahikahatelo:</b> hiko, hefemulo</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 1-2	<p><b>Ku Yingisela na ku angula eka xitori</b></p> <p>Xitshuriwa xo huma eka buku yo hlaya ya vadyondzi, buku ya mudyondzi kumbe Fayili ya Switirhisiwa swa Mudyondzisi (FSM)</p> <p><b>Xikambelantwisiso xo yingisela</b></p> <ul style="list-style-type: none"> <li>• U kombisa na ku hlamusela mhakankulu, kungu, mbangu, moya wa xitori na swimunhuhatwa eka xitori xo ka xi nga ri xa ntiyiso</li> <li>• U nyika vonelo ra yena hi nkoka wa swavanhu, mahanyelo na ndhavuko eka switshuria swo hambanahambana</li> </ul> <p><b>Mbulavulo lowu lulamisiweke</b></p>	<p><b>U hlaya xitori</b> xo huma eka buku yo hlaya ya vadyondzi, buku ya mudyondzi kumbe Fayili ya Switirhisiwa swa Mudyondzisi (FSM)</p> <ul style="list-style-type: none"> <li>• U bvumba vundzeni kumbe mahetelelo</li> <li>• U tirhisa maqhinga 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</li> <li>• U kombisa no nyika mavonelo hi swimunhuhatwa, minkongomelo na timhaka leti nga eka xitori xo ka xi nga ri xa ntiyiso</li> <li>• Hlamusela xivangelo na switandzhaku</li> <li>• Hlamusela matitwelo ya yena/ nthaveko hi xitshuriwa lexi a xi hlayeke</li> <li>• Tirhisa dikixinari ku ndlandlamuxa ntivomarito [swi fanele ku vuyeleriwa eka nghingiriko wun'wana na wun'wana]</li> </ul> <p><b>Ku angula eka switshuriwa leswi a swi hlayeke a ri yexe</b></p> <ul style="list-style-type: none"> <li>• U rungula xitori kumbe mhakankulu hi swivulwa swa 3 ku fika eka 5</li> <li>• U humelerisa matitwelo ya yena/ nthaveko hi xitshuriwa lexi a xi hlayeke.</li> <li>• Yelanisa na vutomi bya yena</li> <li>• Pimanisa tibuku / switshuriwa leswi a swi hlayeke</li> </ul>	<p><b>U tsala dayari</b></p> <ul style="list-style-type: none"> <li>• Tirhisa vuandlalo byo lulama</li> <li>• Kombisa ku lemuka vaamukeri va mahungu na xitayili</li> <li>• Tirhisa thoni leyi faneleke</li> <li>• Tirhisa mahlanganisi xik: hambiswiritano, vamavizweni na maritofularha ku hlanganisa swivulwa ku vumba tindzimana leti nga na nkhomano.</li> <li>• Tirhisa mapeletelo na mahikahatelo lawa ya lulameke</li> </ul> <p><b>Tsala hi ku landzelela magoza</b></p> <ul style="list-style-type: none"> <li>• Ku kunguhata</li> <li>• Ku pfapfharhuta</li> <li>• Ku pfuxeta</li> <li>• Ku hlela</li> <li>• Ku hlerisisa na</li> <li>• Ku andlala</li> </ul>	<p><b>Mpimo wa ntirho wa rito:</b> Vundhawu bya maviti, mahlawuri, maengeteri, maviti, masivi</p> <p><b>Mpimo wa ntirho wa xivulwa:</b> nhlokomhaka, xiendliwa, marito yo runguriwa</p> <p><b>Nhlamuselo ya marito:</b> rito rin'we ematshan'wini ya xivulwana</p> <p><b>Mapeletelo na mahikahatelo:</b> 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
Mavhiki 3–4	<p><b>Ku yingisela na ku angula eka xiviko xik:</b> 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"> <li>• Migingiriko ya masungulo: ku bvumba</li> <li>• Kombisa timhakankulu na vuxokoxoko byo karhi</li> <li>• Nyika mavonelo hi xivumbeko, swihlawulekisi swo karhi, matirhiseho ya ririmi na xivumbeko xa xitshuriwa</li> <li>• Yelanisa na leswi humeleleke evuton'wini bya yena</li> <li>• U humelerisa na ku hlamusela vonelo ra yena a tlhela a seketela</li> <li>• Vutisa na ku angula eka swivutiso swa nkoka</li> </ul> <p><b>Mbulavulo lowu lulamisiweke</b></p>	<p><b>U hlaya xitshuriwa xa mahungu lexi nga na swovoniwa xik: swifaniso / tidayagiramu/ mimepe</b></p> <p>Xitshuriwa xo huma eka buku ya mudyondzi kumbe Fayili ya Switirhisiwa swa Mudyondzisi (FSM)</p> <ul style="list-style-type: none"> <li>• Ku tilulamisela ku hlaya: ku bvumba ku suka eka vito ra xitshuriwa, tinhlokomhaka na swifaniso.</li> <li>• U tirhisa maqhingha yo hlaya: ku bvumba na ku tirhisa vuthala bya le ka xitshuriwa na mbangu</li> <li>• Kanela hungunkulu na vuxokoxoko bya karhi</li> <li>• Nyika mavonelo hi swifaniso leswi nga hlawuriwa eka xitshuriwa</li> <li>• Nyikana miehleketo na van'wana no tlhela a seketela mavonelo ya yena</li> <li>• Hlamula swivutiso swa nkoka</li> <li>• Tirhisa dikixinari ku ndlandlamuxa ntivomarito [swi fanele ku vuyeleriwa eka nghingiriko wun'wana na wun'wana]</li> </ul>	<p><b>U tsala xiviko</b></p> <ul style="list-style-type: none"> <li>• Tirhisa rimba ku tsala xiviko</li> <li>• Xaxameta mahungu hi ndlela leyi faneleke</li> <li>• Tirhisa ntivoririmi, mapeletelo na mahikahatelo</li> </ul> <ul style="list-style-type: none"> <li>• Andlala ntirho hi ndlela leyi baseke hi ku tihisa xivumbeko lexinene ku fana na tinhlokomhaka, ntsalanganyo exikarhi ka tindzimana</li> </ul> <p><b>Tsala hi ku landzelela magoza</b></p> <ul style="list-style-type: none"> <li>• Ku kunguhata</li> <li>• Ku pfapfharhuta</li> <li>• Ku pfuxeta</li> <li>• Ku hlela</li> <li>• Ku hlerisisa na</li> <li>• Ku andlala</li> </ul>	<p><b>Mpimo wa ntirho wa rito:</b> mahlanganisi, mahlayelo ya maendli</p> <p><b>Mpimo wa ntirho wa xivulwa:</b> nkarhi wa sweswi</p> <p><b>Nhlamuselo ya marito;</b> mavizweni, maritofularha, homofoni, tihomonimi, pholisemi</p> <p><b>Mapeletelo na mahikahatelo:</b> 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
Mavhiki 5–6	<p><b>U yingisela na ku angula eka xitshuriwa xa mahungu</b></p> <p>Xitshuriwa xo huma eka buku ya mudyondzi kumbe Fayili ya Switirhisiwa swa Mudyondzisi (FSM)</p> <ul style="list-style-type: none"> <li>• Migingiriko ya masungulo: ku bvumba</li> <li>• U kombisa na ku hlamusela xivangelo na switandzhaku</li> <li>• U nyika vonelo ra yena hi nkoka wa swavanhu, mahanyelo na ndhavuko</li> <li>• Vutisa na ku angula eka swivutiso swa nkoka</li> <li>• U humelerisa na ku hlamusela vonelo ra yena a tlhela a seketela</li> </ul>	<p><b>U hlaya xitshuriwa xa mahungu lexi nga na swovoniwa</b> xik: mimepe/ tigrifu/ 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"> <li>• U tirhisa maqhinga yo tala yo hlaya ku kombisa mhakankulu na timhaka to seketela</li> <li>• U komisa mahungu</li> <li>• U hlamusela swovoniwa</li> <li>• U tirhisa vutivi bya khale kumbe vuthala bya xitshuriwa ku kuma nhlamuselo</li> <li>• Endla nkumbetelo</li> <li>• Tsala mahungu ku suka eka swovoniwa ku ya eka xivumbeko xa ku ya hlamuseriwa/ runguriwa</li> </ul>	<p><b>U tsala xitsalwana xa nhlamuselo</b></p> <ul style="list-style-type: none"> <li>• Ku tsala ka vutumbuluxi (tindzimana ta mune)</li> <li>• Hlawula ntsena mahungu lama faneleke</li> <li>• U nga humi eka nhlokomhaka</li> <li>• U tirhisa ntivomarito wo hlamusela, ngopfungopfu mahlawuri yo hambanahambana</li> <li>• U tirhisa ririmi ro gego, xik. Swifananisi, swigego</li> <li>• U landzelerisa swiendleko hi ndlela leyi faneleke no hlamusela malongoloxelo</li> </ul> <p><b>Tsala hi ku landzelela magoza</b></p> <ul style="list-style-type: none"> <li>• Ku kunguhata</li> <li>• Ku pfapfarhuta</li> <li>• Ku pfuxeta</li> <li>• Ku hlela</li> <li>• Ku hlerisisa na</li> <li>• Ku andlala</li> </ul>	<p><b>Mpimo wa ntirho wa rito:</b> Mahlawuri</p> <p><b>Mpimo wa ntirho wa xivulwa:</b> xivulwana xa riviti, xivulwana xa riendi, nandzulo, xivumbeko xa xivulwa xa xivutiso</p> <p><b>Nhlamuselo ya marito:</b> swigego, swifananisi, swivuriso, swivulavulelo</p> <p><b>Mapeletelo na mahikahatelo:</b> avanyisao wa marito, ku tirhisa dikixinari</p>
<p><b>NTIRHO WA MAKAMBELELO YA MAFUNDZA WA 9</b>  <b>KU TSALA: PAPILA RA 3 [Ntsengo wa timaraka: 30]</b>                      Xitshuriwa xa xitsalwambiko (10 wa timaraka)                      NA                      Xitsalwana (20 wa timaraka)</p> <ul style="list-style-type: none"> <li>• Ndzungulo / Nhlamuselo (4 wa tindzimana)</li> </ul> <p><b>(Swi tsarisiwa hi nkarhi wa ku dyondzisa no dyondza)</b></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
	<b>NTIRHO WA MAKAMBELELO YA MAFUNDZA WA 10</b> <b>SWANOMO: PAPILA RA 1 [20 wa timaraka]</b> <ul style="list-style-type: none"> <li>Mbulavulo wa xijumana/ mbulavulo lowu lulamisiweke KUMBE</li> <li>Xikambelantwisiso xo yingisela</li> </ul> <b>(Wu endliwa exikarhi ka Kotara)</b>		<b>NTIRHO WA MAKAMBELELO YA MAFUNDZA WA 11 – 2</b> <b>wa tiawara</b> <p><b>KU ANGULA EKA SWITSHURIWA [Ntsengo wa timaraka: 40]</b></p> <ul style="list-style-type: none"> <li>Xivutiso xa 1: Xikambelantwisiso xa xitshuriwa xa matsalwa / xo ka xi nga ri xa matsalwa (15 wa timaraka)</li> <li>Xivutiso xa 2: Xitshuriwa xa swovoniwa (10 wa timaraka)</li> <li>Xivutiso xa 3: Ku tsala Nkomiso (5 wa timaraka)</li> <li>Xivutiso xa 4: Swiaki na Milawu ya Matirhisele ya Ririmi (10 wa timaraka)</li> </ul>	

## 11. South African Sign Language (SASL) Home Language

### Revised National Teaching Plan

GRADE 5 - TERM 2				
WEEKS	OBSERVING ANDSIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
1-2	<p><b>Observe and discuss a signed information/ non-fiction text, on Covid-19</b></p> <ul style="list-style-type: none"> <li>• Live-signs content</li> <li>• Reinforces critical observation skills</li> <li>• Identifies main message and specific detail</li> <li>• Constructs knowledge</li> <li>• Expresses ideas and opinions</li> <li>• Retells the events in sequence</li> <li>• Follows the observing process</li> </ul> <p><b>Prepared presentation</b></p> <ul style="list-style-type: none"> <li>• Summarises main ideas</li> <li>• Expresses feelings about topic</li> <li>• Links to own life</li> </ul>	<p><b>“Read” an information text with visuals (e.g. pictures/diagrams/ maps) on Covid 19</b></p> <ul style="list-style-type: none"> <li>• “Pre-reading”: predicting from title and</li> <li>• Discusses new vocabulary from the text</li> <li>• Shares thoughts and opinions</li> <li>• Reflects on what was viewed</li> <li>• Discusses specific details of text</li> <li>• Discusses sequence of content</li> <li>• Asks and answers questions</li> <li>• Explains main ideas</li> <li>• Interprets information in the visual</li> <li>• Describes the effect of an action or events</li> <li>• Expresses emotional response to texts read.</li> <li>• Follows the visual reading process</li> </ul>	<p><b>Record an information text on Covid 19</b></p> <ul style="list-style-type: none"> <li>• Communicates thoughts and ideas coherently</li> <li>• Uses correct format/frame</li> <li>• Use appropriate and varied vocabulary</li> <li>• Uses correct signing style (register)</li> <li>• Stays on topic</li> <li>• Research ideas and support with evidence</li> <li>• Clarify any unfamiliar concepts</li> <li>• Take the viewer from the known to the unknown</li> <li>• Follows the recording process</li> </ul>	<p><b>Syntax/Semantics:</b></p> <p>Sentence types: Questions Wh; Yes/No; Rhetorical</p> <p><b>Discourse:</b></p> <p>Rhetoricals</p>

WEEKS	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
3-4	<p><b>Observe and discuss an instructional text, e.g. directions</b></p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Identifies the features of instructional signed text</li> <li>• Signs clear instructions</li> <li>• Asks questions to clarify</li> <li>• Follows the observing process</li> </ul> <p><b>Participate in discussions</b> (facilitated by the teacher and integrated with topic above)</p>	<p><b>“Read” an instructional text containing a sequence of instructions</b></p> <ul style="list-style-type: none"> <li>• Discusses new signs from the text</li> <li>• Shares thoughts and opinions</li> <li>• Reflects on what was viewed</li> <li>• Discusses specific details of text</li> <li>• Discusses sequence of content</li> <li>• Asks and answers questions</li> <li>• Explains main ideas</li> <li>• Interprets information in the visual</li> <li>• Describes the effect of an action or events</li> <li>• Expresses emotional response to texts read</li> <li>• Follows the visual reading process</li> </ul>	<p><b>Record instructions, e.g. how to make a sandwich</b></p> <ul style="list-style-type: none"> <li>• Instructions must be in chronological order</li> <li>• Becomes familiar with the process</li> <li>• Considers vocabulary, grammar, expressions, technical language and phrases that might be use</li> <li>• Prepares clear and logical sequence of instructions</li> <li>• Uses visual material</li> <li>• Follows the recording process</li> </ul>	<p><b>Syntax/Semantics:</b> Adjectives Synonyms, Antonyms Conjunctions</p> <p><b>Discourse:</b> Cohesion and coherence Chunking</p>
<p><b>FORMAL ASSESSMENT TASK 6</b> <b>RECORDING PAPER 3 [Total 30 Marks]</b></p> <p>Transactional text (10 marks) (1 – 2 minutes)</p> <p><b>AND</b></p> <p>Essay (20 marks) Narrative / Descriptive (2 – 4 minutes)</p>				

GRADE 5 TERM 3				
WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
1-2	<p><b>Observe a story</b></p> <ul style="list-style-type: none"> <li>Identifies and discusses the main message</li> <li>Recall specific detail in the story</li> <li>Reflects on values and messages values</li> <li>Discuss character, plot and setting</li> <li>Follows the observing process</li> </ul> <p><b>Present an unprepared presentation</b></p>	<p><b>“Read” an advertisement</b></p> <ul style="list-style-type: none"> <li>Suggests purpose and audience</li> <li>Focuses on the use of persuasive language</li> <li>Expresses personal response to images</li> <li>Evaluates the image for effectiveness</li> <li>Confirm purpose and audience</li> <li>Compares and contrasts</li> <li>Follows the visual reading process</li> </ul>	<p><b>Record an advertisement</b></p> <ul style="list-style-type: none"> <li>Keeps the attention of the viewer—ensuring that the important signs stand out.</li> <li>Creates a desire to own the product or use the service.</li> <li>Considers the following in designing:                             <ul style="list-style-type: none"> <li>The target market (for whom the advertisement is intended)</li> <li>Positioning(when and where the advertisement will appear)</li> <li>Appeals (to what sense is the advertisement appealing?)</li> <li>The structure</li> <li>The language used (repetitive, figurative)</li> </ul> </li> </ul>	<p><b>Morphology:</b></p> <p>Numeral Incorporation Compounds</p>
3-4	<p><b>Describe events</b></p> <ul style="list-style-type: none"> <li>Presents an unprepared presentation</li> <li>Relates to own life</li> <li>Explains events clearly and in sequence</li> <li>Shows some sense of structure</li> <li>Remains on the topic</li> <li>Keeps presentation short but effective</li> <li>Expresses feelings in relation to events</li> </ul>	<p><b>“Read” a drama</b></p> <ul style="list-style-type: none"> <li>Suggest purpose and audience</li> <li>Identify the main idea, the characters and the plot</li> <li>Ask questions</li> <li>Clarify issues</li> <li>Answer higher order questions</li> <li>Make simple notes</li> <li>Explain whether or <b>not</b> a story line was liked and why</li> <li>Give an opinion on what was viewed</li> <li>Draw conclusions</li> </ul>	<p><b>Record a dramatic dialogue (by using roleshift – one signer)</b></p> <ul style="list-style-type: none"> <li>Outline a scenario before signing</li> <li>Introduce and place the characters</li> <li>Use roleshift appropriately</li> <li>Reflect a conversation between two or more people</li> <li>Present exchanges as they occur, directly from the signer’s point of view</li> </ul>	<p><b>Morphology:</b></p> <p>Verbs: Indicating verbs; plain verbs; transitive and intransitive verbs</p> <p>Lexicalised fingerspelling</p>

WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
5-6	<p><b>Observe and discuss a non-fiction report, e.g. a signed review</b></p> <ul style="list-style-type: none"> <li>• Live-signs content</li> <li>• Identifies specific details</li> <li>• Interprets and discusses the information given</li> <li>• Uses new and appropriate vocabulary</li> <li>• Responds appropriately</li> <li>• Asks questions to obtain information</li> </ul> <p><b>Present a signed report</b></p> <ul style="list-style-type: none"> <li>• Choose a topic / item</li> <li>• Give exact feedback / details on a story</li> <li>• Collect and organize information</li> <li>• Prepare a coherent presentation with title, introduction and conclusion</li> <li>• Use semi-formal/formal language register and style</li> </ul>	<p><b>“Read” a signed review</b></p> <ul style="list-style-type: none"> <li>• Pre-reading activities, e.g. prediction based on title</li> <li>• Identifies different perspectives and gives own perspective based on the review</li> <li>• Asks questions</li> <li>• Clarifies issues</li> <li>• Answers higher order questions</li> <li>• Follows the visual reading process</li> </ul>	<p><b>Record a signed review</b></p> <ul style="list-style-type: none"> <li>• Reflects an individual’s response to a work of the review</li> <li>• Projects his/her ‘judgement’ on the work presented</li> <li>• The viewer of the review does not have to agree with the reviewer</li> <li>• Two reviewers may respond differently to the same text</li> </ul>	<p><b>Syntax/ Semantics:</b></p> <p>Adjectives Adverbs Pronouns (placement and indexing)</p>
	<p><b>FORMAL ASSESSMENT TASK 7</b> <b>ORAL [20 marks]</b></p> <ul style="list-style-type: none"> <li>• (Un)prepared presentation OR</li> <li>• Listening Comprehension OR</li> <li>• Conversation OR</li> </ul> <p>(Completed during the Term)</p>		<p><b>FORMAL ASSESSMENT TASK 8: Response to Texts</b> <b>Test [Total: 40 Marks]</b></p> <ul style="list-style-type: none"> <li>• Question 1 Visual Reading Comprehension: Literary / Non-literary text (15 marks)</li> <li>• Question 2 - Visual text (10 marks)</li> <li>• Question 3 - Summary (5 marks)</li> <li>• Question 4 - Language Structures and Conventions in context (10 marks)</li> </ul> <p>(Administered during teaching and learning time.)</p>	



WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
7-8	<p><b>Observes and discusses a story</b></p> <ul style="list-style-type: none"> <li>Identifies and discusses the main message</li> <li>Recall specific detail in the story</li> <li>Reflects on values and messages values</li> <li>Discuss character, plot and setting</li> <li>Follows the observing process</li> </ul>	<p><b>“Reads” a poem</b></p> <ul style="list-style-type: none"> <li>“Pre-reading”: predicting from title</li> <li>Asks and answers questions</li> <li>Discusses specific details such as the figure of speech elements presented in the poem</li> <li>Discusses some of the language used</li> <li>Identifies and discusses design features such as use of space, tempo, rhythm, parameters, repetition etc.</li> </ul>	<p><b>Record a poem</b></p> <ul style="list-style-type: none"> <li>Produce short simple poems</li> <li>Begin to use appropriate poetic devices, e.g. symmetry, alliteration (repetition of parameters), rhythm, imagery, pace and sign size</li> <li>Use appropriate SASL discourse conventions</li> </ul>	<p><b>Syntax/ Semantics</b></p> <p>Figures of speech: simile, metaphor, personification, idioms</p>



GRADE 5 - TERM 4				
WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
1-2	<p><b>Observe a signed story</b></p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Identifies and discusses the main message</li> <li>• Recalls specific detail in the story</li> <li>• Reflects on values and messages values</li> <li>• Discusses character, plot and setting</li> <li>• Follows the observing process</li> </ul> <p><b>Act out the story (single person role-play)</b></p>	<p><b>“Read” a story</b></p> <ul style="list-style-type: none"> <li>• Pre-reading activities, e.g. prediction based on title</li> <li>• Uses different types of questions in SASL</li> <li>• Identifies main and supporting ideas</li> <li>• Interprets and discusses message</li> <li>• Comments on storyline</li> <li>• Follows the visual reading process</li> </ul>	<p><b>Record a descriptive essay</b></p> <ul style="list-style-type: none"> <li>• Depicts a story /a past event/fiction</li> <li>• Uses a story line that is convincing</li> <li>• Establishes a time frame (i.e. past, present, future) and marks time changes when needed</li> <li>• Uses a captivating introductory paragraph</li> <li>• Uses an interesting ending</li> <li>• Ensures sustained interest with style and action</li> <li>• Uses descriptive elements</li> <li>• Follows the recording process</li> </ul>	<p><b>Syntax/Semantics:</b> Adverbs of time, manner, location, Intensification</p> <p><b>Syntax/Semantics:</b> Tense</p>
3-4	<p><b>Observe a report (information text), e.g. signed news and topical issues</b></p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Identifies main ideas and responds appropriately</li> <li>• Participates in a class discussion, explaining own opinion</li> <li>• Reflects, clarify and discuss</li> <li>• Asks critical questions</li> <li>• Follows the observing process</li> </ul>	<p><b>“Read” a an information text with visuals</b></p> <ul style="list-style-type: none"> <li>• Pre-reading activities, e.g. prediction based on title</li> <li>• Uses different visual reading strategies</li> <li>• Identifies and explains cause and effect</li> <li>• Uses previous knowledge to determine meaning</li> <li>• Makes inferences</li> <li>• Follows the visual reading process</li> </ul>	<p><b>Record a report with visuals</b></p> <ul style="list-style-type: none"> <li>• Researches ideas and support with evidence</li> <li>• Clarifies any unfamiliar concepts</li> <li>• Organises logically</li> <li>• Takes the viewer from the known to the unknown</li> <li>• Presents in the present tense</li> </ul>	<p><b>Morphology:</b> Predicates: Temporal aspects: simple/punctual–repetitive/ iterative, habitual</p> <p><b>Syntax/Semantics:</b> Tense</p>



WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
5-6	<p><b>Observe and discuss an instructional text, e.g. recipe</b></p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Identifies the features of instructional text</li> <li>• Signs clear instructions</li> <li>• Asks questions to clarify</li> <li>• Follows the observing process</li> </ul>	<p><b>Read' a longer story</b></p> <p>Focus on key features of literature texts:</p> <ul style="list-style-type: none"> <li>• Plot / sub-plot</li> <li>• Characterisation</li> <li>• Message / theme</li> <li>• Background and setting</li> <li>• Mood, ironic twist and ending</li> <li>• Follows the visual reading process</li> </ul>	<p><b>Record a social media message (friendly "letter") or a diary entry</b></p> <ul style="list-style-type: none"> <li>• Communicates thoughts and ideas coherently</li> <li>• Selects appropriate detail and content for the topic</li> <li>• Uses a variety of signs</li> <li>• Relates to own experiences</li> <li>• Follows the recording process</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• A diary is a portrayal of daily events</li> <li>• Presents his/her evaluation of the day or event</li> <li>• Records from the signer's point of view</li> <li>• The language choice is simple and to the point</li> <li>• Uses everyday language and keep to the point</li> <li>• The signing mode will be determined by the nature of the entry</li> </ul>	<p><b>Syntax/Semantics:</b></p> <p>Modals Basic sentence types: Question mark wiggle</p>
<p><b>FORMAL ASSESSMENT TASK 9</b> <b>RECORDING PAPER 3 [Total 30 Marks]</b></p> <p>Transactional text (10 marks) (1 – 2 minutes) <b>AND</b> Essay (20 marks) Narrative / Descriptive (2 – 4 minutes)</p>				



WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
7-8	<b>Revision and preparation for examination</b> <b>Signing:</b> Prepared presentation <b>Observing:</b> Observing for comprehension	<b>Revision and preparation for examination</b> <ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Summary</li> <li>• Literature:                Longer stories/short stories/folklore                Drama                Poems</li> </ul>	<b>Revision and preparation for examination</b> Essays / Transactional texts	<b>Revision and preparation for examination</b> Morphology Syntax/ Semantics Discourse
	<b>FORMAL ASSESSMENT TASK 10</b>  <b>OBSERVING AND SIGNING (“oral”) PAPER 1 [20 marks]</b> <ul style="list-style-type: none"> <li>• (Un)prepared presentation OR</li> <li>• Observing for Comprehension                (Completed during the Term)</li> </ul>		<b>FORMAL ASSESSMENT TASK 11 – 2 hours</b>  <b>RESPONSE TO TEXTS PAPER 2 [Total: 40 Marks]</b> <ul style="list-style-type: none"> <li>• Question 1 - Visual Reading Comprehension: Literary / Non-literary text (15 marks)</li> <li>• Question 2 - Visual text (10 marks)</li> <li>• Question 3 - Summary (5 marks)</li> <li>• Question 4 - Language Structures and Conventions in context (10 marks)</li> </ul>	

