**Theme: Shopping and money**  
**Day 1**

### First ring

<table>
<thead>
<tr>
<th>Concept: Shopping procedures</th>
<th>Ages: 3 – 6 y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language discussion and Beginning knowledge</td>
<td></td>
</tr>
</tbody>
</table>

**Subjects, study areas, skills, content and integration**

<table>
<thead>
<tr>
<th>Subject: Home language</th>
<th>Life Skills: Beginning knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills: Listening and Speaking</td>
<td>Topic: Shopping and money</td>
</tr>
<tr>
<td>- Participates in discussions and asks questions</td>
<td>Context: Shopping procedures</td>
</tr>
<tr>
<td>- Listens and responds to simple questions</td>
<td>- Sequence of shopping</td>
</tr>
<tr>
<td>- Sings simple songs and does action rhymes</td>
<td>- Different shops</td>
</tr>
<tr>
<td>- Talks about pictures in posters, theme charts, books</td>
<td></td>
</tr>
<tr>
<td>- Matches and sorts things according to shape, colour, size etc</td>
<td></td>
</tr>
</tbody>
</table>

**Skill: Reading and Viewing**

**Emergent Reading skills**

- Arranges a set of pictures in such a way that they form a story

### Second ring

<table>
<thead>
<tr>
<th>Concept: Shopping procedures</th>
<th>Ages: 3 – 6 y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Skills: Performing Arts</td>
<td>Creative activities</td>
</tr>
<tr>
<td>Performing arts: Rhymes and songs</td>
<td></td>
</tr>
</tbody>
</table>

**Main activity: Cut and paste – items for a shopping bag**

**Subjects, study areas, skills, content and integration**

<table>
<thead>
<tr>
<th>Life Skills: Creative arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create in 2D</td>
</tr>
<tr>
<td>- Drawing and painting using the week's topic</td>
</tr>
<tr>
<td>Create in 3D (constructing)</td>
</tr>
<tr>
<td>- Fine-motor and sensory co-ordination: (eye-hand-mind) manipulation of scissors and other tools and equipment.</td>
</tr>
<tr>
<td>- Encourage development of skills through manipulation of the materials</td>
</tr>
<tr>
<td>- Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off-cuts, and other</td>
</tr>
<tr>
<td>- Craft skills and techniques: cutting, pasting, tearing</td>
</tr>
<tr>
<td>- pinching, joining</td>
</tr>
</tbody>
</table>

**Integration: Mathematics**

**Content: Data Handling**

- Collect and sort everyday physical objects

### Creative activities

**Subject: Home language**

**Skill: Handwriting**

- Uses a range of writing tools e.g. paint brushes, wax crayons etc.
- Develops fine motor control using scissors to cut on bold outlined pictures and shapes

**Subject: Life Skills: Performing arts**

**Creative games and skill**

- Singing action songs using different parts of the body to interpret the song
### Theme: Shopping and money  Day 1

**Story**  
Concept: Shopping procedures  
**Ages:** 3 – 6 y

**Title:** Don’t forget the bacon (Adapted from Pat Hutchinson)

**Subjects, study areas, skills, content and integration**

<table>
<thead>
<tr>
<th>Subject: Home language</th>
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</tr>
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<tbody>
<tr>
<td><strong>Skills:</strong> Listening and Speaking</td>
<td><strong>Skill:</strong> Reading and Viewing</td>
</tr>
<tr>
<td>- Listens to stories</td>
<td>- Answers questions based on the story read</td>
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<tr>
<td>- Listens and responds to simple questions</td>
<td>- Makes links to own experience when reading with the teacher</td>
</tr>
<tr>
<td>- Participates in discussions and asks questions</td>
<td></td>
</tr>
</tbody>
</table>

### Theme: Shopping and money  Day 2

**First ring**  
Concept: Money  
**Ages:** 3 – 6 y

**Language discussion and Beginning knowledge**

**Subjects, study areas, skills, content and integration**

<table>
<thead>
<tr>
<th>Subject: Home language</th>
<th>Life Skills: Beginning knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skills:</strong> Listening and Speaking</td>
<td><strong>Topic:</strong> Shopping and money</td>
</tr>
<tr>
<td>- Participates in discussions and asks questions</td>
<td><strong>Context:</strong> Money</td>
</tr>
<tr>
<td>- Listens and responds to simple questions</td>
<td><strong>Topic:</strong> Number concept development: Money</td>
</tr>
<tr>
<td>- Sings simple songs and does action rhymes</td>
<td>- Develop an awareness of South African coins and bank notes</td>
</tr>
<tr>
<td>- Talks about pictures in posters, theme charts, books</td>
<td></td>
</tr>
</tbody>
</table>

### Theme: Shopping and money  Day 2

**Creative activities**  
Concept: Money  
**Ages:** 3 – 6 y

**Main activity:** Construction – purse or wallet

**Subjects, study areas, skills, content and integration**

<table>
<thead>
<tr>
<th>Life Skills</th>
<th>Study area: Creative arts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Create in 2D</strong></td>
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<tr>
<td>- Drawing and painting using the week’s topic</td>
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<tr>
<td><strong>Create in 3D (constructing)</strong></td>
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<td>- Fine-motor and sensory co-ordination: (eye-hand-mind) manipulation of scissors and other tools and equipment.</td>
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<td>- Craft skills and techniques: cutting, pasting, tearing</td>
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</tr>
<tr>
<td>- Use playdough to model freely: shaping, twisting, and rolling</td>
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</tbody>
</table>

**Integration:** Subject: Home language  
**Skill:** Handwriting

- Uses a range of writing tools e.g. paint brushes, wax crayons etc.
- Develops eye-hand co-ordination through play e.g. drawing and painting
- Develops fine motor control using scissors to cut on bold outlined pictures and shapes
- Develops small muscles skills through finger play, e.g. play dough
### Theme: Shopping and money  Day 2

#### Second ring  Concept: Money  Ages: 3 – 6 y

**Mathematics – Data handling – Graph – Favourite treat when shopping**

<table>
<thead>
<tr>
<th>Subjects, study areas, skills, content and integration</th>
</tr>
</thead>
</table>
| Subject: Mathematics  
Content: Data Handling  
Collect and sort objects  
- Collect and organise objects  
- Collect and sort everyday physical objects  
Represent sorted collection of objects  
- Draw a picture of collected objects  
Discuss and report on sorted collection of objects  
Answer questions about  
- How the collection was sorted  
- The drawing of the collection |
| Subject: Home language  
Skills: Listening and Speaking  
- Participates in discussions and asks questions  
- Listens and responds to simple questions |

---

### Theme: Shopping and money  Day 2

#### Story  Concept: Money  Ages: 3 – 6 y

**Title:** Paddington Bear goes shopping

**Subjects, study areas, skills, content and integration**

| Subject: Home language  
Skills: Listening and Speaking  
- Listens to stories  
- Listens and responds to simple questions  
- Participates in discussions and asks questions |
| Subject: Home language  
Skill: Reading and Viewing  
Shared reading as a class with teacher  
- Answers questions based on the story read  
- Makes links to own experience when reading with the teacher |

---

### Theme: Shopping and money  Day 3

#### First ring  Concept: The supermarket  Ages: 3 – 6 y

**Language discussion and Beginning knowledge**

| Subject: Home language  
Skills: Listening and Speaking  
- Participates in discussions and asks questions  
- Listens and responds to simple questions  
- Sings simple songs and does action rhymes  
- Talks about pictures in posters, theme charts, books  
- Divides multisyllabic words into syllables |
| Life Skills: Beginning knowledge  
**Topic:** Shopping and money  
**Context:** The supermarket  
- Different names of supermarkets  
- What you can buy from a supermarket  
- People who work at the supermarket |

---

### Theme: Shopping and money  Day 3

#### Creative activities  Concept: The supermarket  Ages: 3 – 6 y

**Main activity:** Cut and paste and printing – a shop

| Life Skills  
Study area: Creative arts  
Create in 2D  
- Drawing and painting using the week’s topic |
| Subject: Home language  
Skill: Handwriting  
- Uses a range of writing tools e.g. paint brushes, wax crayons etc.  
- Develops eye-hand co-ordination through play e.g. drawing and painting  
- Develops fine motor control using scissors to cut on bold outlined pictures and shapes etc  
- Develops small muscles skills through finger play, e.g. play dough |

| Create in 3D (constructing)  
- Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off-cuts, and other  
- Craft skills and techniques: cutting, pasting, tearing  
- Simple printmaking techniques to create informal pattern |
### Theme: Shopping and money  
#### Day 3

#### Second ring  
<table>
<thead>
<tr>
<th>Concept: The supermarket</th>
<th>Ages: 3 – 6 y</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics:</strong> Counting, number recognition, patterning and money</td>
<td></td>
</tr>
<tr>
<td><strong>Subjects, study areas, skills, content and integration</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Subject:** Mathematics  
**Content:** Numbers, Operations and Relationships  
**Topic:** Number concept development:  
- **Count with whole numbers:** Counting objects  
  - Estimate and count to at least 10 everyday objects  
- **Count forwards and backwards:**  
  - Count forwards and backwards in 1’s from 1-10  
  - Uses number rhymes and songs  
**Money:**  
  - Develop an awareness of South African money |
| **Topic:** Number concept development: Represent whole numbers  
**Number symbols and number names:**  
  - Say and use number names in familiar context  
  - Know and read number symbols 1-10  
  - Know and read number names 1-10  
**Topic:** Number concept development:  
Use ordinal numbers to show order, place or position  
  - Develop an awareness of ordinal numbers e.g. first, second, third up to sixth and last |

---

### Theme: Shopping and money  
#### Day 3

#### Story  
<table>
<thead>
<tr>
<th>Concept: The supermarket</th>
<th>Ages: 3 – 6 y</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Thabo gets into trouble</td>
<td></td>
</tr>
<tr>
<td><strong>Subjects, study areas, skills, content and integration</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Subject:** Home language  
**Skills:** Listening and Speaking  
  - Listens to stories  
  - Listens and responds to simple questions  
  - Participates in discussions and asks questions |
| **Subject:** Home language  
**Skill:** Reading and Viewing  
Shared reading as a class with teacher  
  - Answers questions based on the story read  
  - Makes links to own experience when reading with the teacher |

---

### Theme: Shopping and money  
#### Day 4

#### First ring  
<table>
<thead>
<tr>
<th>Concept: Different kinds of shops</th>
<th>Ages: 3 – 6 y</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language discussion and Beginning knowledge</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Subject:** Home language  
**Skills:** Listening and Speaking  
  - Participates in discussions and asks questions  
  - Listens and responds to simple questions  
  - Talks about pictures in posters, theme charts, books |
| **Life Skills:** Beginning knowledge  
**Topic:** Shopping and money  
**Context:** Different kinds of shops  
  - Departmental stores  
  - Clothing stores  
  - Shoe shops |

---

### Theme: Shopping and money  
#### Day 4

#### Creative activities  
<table>
<thead>
<tr>
<th>Concept: Different kinds of shops</th>
<th>Ages: 3 – 6 y</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main activity:</strong> Printing – with fruit and vegetables</td>
<td></td>
</tr>
<tr>
<td><strong>Subjects, study areas, skills, content and integration</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Life Skills**  
**Study area:** Creative arts  
**Create in 2D:**  
  - Painting: use pre-mixed tempera paint or coloured inks or dyes in primary and secondary colours to respond to the week’s topic |
  - **Create in 3D (constructing):**  
  - Encourage development of skills through manipulation of the materials  
  - Craft skills and techniques: cutting, pasting, tearing  
  - Use playdough to model freely: shaping, twisting, and rolling  
  - Simple printmaking techniques to create informal pattern |
| **Integration:** Subject: Home language  
**Skill:** Handwriting  
  - Uses a range of writing tools e.g. paint brushes, wax crayons etc.  
  - Develops eye-hand co-ordination through play e.g. drawing and painting  
  - Develops fine motor control using scissors to cut on bold outlined pictures and shapes etc  
  - Develops small muscles skills through finger play, e.g. play dough |
### Theme: Shopping and money  Day 4

#### Second ring  Concept: Different kinds of shops  Ages: 3 – 6

<table>
<thead>
<tr>
<th>Perceptual activities and language development</th>
</tr>
</thead>
</table>
| **Subject:** Home language  
**Skills:** Listening and Speaking  
- Participates in discussions and asks questions  
- Listens and responds to simple questions  
- Sings simple songs and does action rhymes  
- Talks about pictures in posters, theme charts, books  |
| **Integration:**  
**Skill:** Reading and Viewing  
**Shared reading as a class with teacher**  
- Answers questions based on the story read  
- Makes links to own experience when reading with the teacher |

- Listens to and recalls simple word sequences in order (e.g. big, beg, bag)  
- Identifies rhyming words in well-known rhymes and songs such as Humpty Dumpty  
- Begins to recognise that words are made up of sounds e.g. the beginning letter of their names

#### Theme: Shopping and money  Day 4

#### Story  Concept: Different kinds of shops  Ages: 3 – 6 y

**Title:** I’m so tired

<table>
<thead>
<tr>
<th>Subjects, study areas, skills, content and integration</th>
</tr>
</thead>
</table>
| **Subject:** Home language  
**Skills:** Listening and Speaking  
- Listens to stories  
- Listens and responds to simple questions  
- Participates in discussions and asks questions  |

- Integration:  
**Subject:** Home language  
**Skill:** Reading and Viewing  
**Shared reading as a class with teacher**  
- Answers questions based on the story read  
- Makes links to own experience when reading with the teacher |

#### Theme: Shopping and money  Day 5

#### First ring  Concept: People who work at shops  Ages: 3 – 6 y

<table>
<thead>
<tr>
<th>Language discussion and Beginning knowledge</th>
</tr>
</thead>
</table>
| **Subject:** Home language  
**Skills:** Listening and Speaking  
- Participates in discussions and asks questions  
- Listens and responds to simple questions  
- Talks about pictures in posters, theme charts, books  |

- **Life Skills:** Beginning knowledge  
**Topic:** Shopping and money  
**Context:** People who work at shops  
- Different people who work at shops  
- Background people who work at shops  
- Roles and responsibilities

#### Theme: Shopping and money  Day 5

#### Creative activities  Concept: People who work at shops  Ages: 3 – 6 y

<table>
<thead>
<tr>
<th>Main activity: Puppet – a shop assistant</th>
</tr>
</thead>
</table>
| **Life Skills**  
**Study area:** Creative arts  
**Create in 3D (constructing)**  
- Fine-motor and sensory co-ordination: (eye-hand-mind) manipulation of scissors and other tools and equipment.  
- Encourage development of skills through manipulation of the materials  
- Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off-cuts, and other  
- Craft skills and techniques: cutting, pasting, tearing  
- Simple printmaking techniques to create informal pattern  |

- **Integration:**  
**Subject:** Home language  
**Skill:** Handwriting  
- Uses a range of writing tools e.g. paint brushes, wax crayons etc.  
- Develops eye-hand co-ordination through play e.g. drawing and painting  
- Develops fine motor control using scissors to cut on bold outlined pictures and shapes etc |
### Theme: Shopping and money  Day 5

**Second ring**  |  **Concept: People who work at shops**  |  **Ages: 3 – 6**

#### Life Skills: Physical Development: Games and movement

<table>
<thead>
<tr>
<th>Subject: Life skills: Physical education</th>
<th>Integration: Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locomotor/non-locomotion</td>
<td>Content: Measurement</td>
</tr>
<tr>
<td>- Walk and run in different directions without bumping into each other</td>
<td>Length: Informal measuring</td>
</tr>
<tr>
<td>- Running backwards and forwards</td>
<td>- Compare and order the length, height or width of two or more objects by placing them next to each other. Use language to talk about the comparison e.g. longer, taller, shorter, wider</td>
</tr>
<tr>
<td>- Walking, marching, hopping, sliding, skipping, galloping, jumping and rolling</td>
<td>Subject: Home language</td>
</tr>
<tr>
<td>- Non-locomotor: bending, stretching and curling the body into various shapes</td>
<td>Skills: Listening and Speaking</td>
</tr>
<tr>
<td>Co-ordination</td>
<td>- Listens and responds to simple questions</td>
</tr>
<tr>
<td>- Throwing and catching beanbags (boxes)</td>
<td>- Sings simple songs and does action rhymes</td>
</tr>
<tr>
<td>Sports and games</td>
<td></td>
</tr>
<tr>
<td>- Shopping, shopping so many things to buy</td>
<td></td>
</tr>
</tbody>
</table>

#### Subject: Home language

<table>
<thead>
<tr>
<th>Skills: Listening and Speaking</th>
<th>Integration: Subject: Home language</th>
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</thead>
<tbody>
<tr>
<td>- Listens to stories</td>
<td>Skill: Reading and Viewing</td>
</tr>
<tr>
<td>- Listens and responds to simple questions</td>
<td>Shared reading as a class with teacher</td>
</tr>
<tr>
<td>- Participates in discussions and asks questions</td>
<td>- Answers questions based on the story read</td>
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<td></td>
<td>- Makes links to own experience when reading with the teacher</td>
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</table>