****

Central School

Home School Package

**Year: 6**



**HOME SCHOOL PACKAGE CONTENT**

**General Studies Work Plan ……………………………………………………… 3**

**Lesson Plans:**

**Water:**

**Water Lesson 1 …………………………………………………………………… 4**

**Water Lesson 2 …………………………………………………………………… 8**

**Trees:**

**Trees Lesson 1 …………………………………………………………………... 10**

**Trees Lesson 2 …………………………………………………………………... 11**

**Health:**

**Health Lesson 1 …………………………………………………………………. 15**

**Health Lesson 2 …………………………………………………………………. 17**

**The Sea:**

**The Sea Lesson 1 ………………………………………………………………... 19**

**The Sea Lesson 2 ………………………………………………………………... 21**

**Air:**

**Air Lesson 1 …………………………………………………………………….. 24**

**Air Lesson 2 …………………………………………………………………….. 26**

**People & Government:**

**People & Government Lesson 1 ………………………………………………. 30**

**People & Government Lesson 2 ………………………………………………. 32**

**Weekly Checklist for Parents …………………………………………………. 34**

**Year 6 General Studies Term 2 Work Plan 2020**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Term | Week | Topic | Learning Outcome | Monday | Tuesday | Wednesday | Thursday | Friday |
| **2** | **6** | **Water & Trees** | • Identify animals and plants that live in water and the sea water.  • Explain why plants need water.  • Describe what happens to the water in the plant.  • Comprehend why we should protect the trees.  • Identify some ways they can help to protect trees.   * Identify and describe an avocado tree. * Identify the different uses of an avocado tree. | **Water**  Water & Living Things  Lesson 1 | **Water**  Do plants need water?  Lesson 2 | **Trees**  What can our children do to protect our trees?  Lesson 1 | **Trees**  Some common trees  Avocado tree  Lesson 2 | Revision  *(Check Assessments)* |
|  | **7** | **Health & The Sea** | * Know what to do in emergency when somebody has taken poison, when to make somebody vomit and give something to drink. * Know that poisoning can be prevented. * Know the simple rules of poisoning prevention. * Which signs are more dangerous? * Know the right person to tell the signs. * Identify some common sea creatures that can bite and sting. * know the different ways, signs and safety measures of marine animals poisoning. | **Health**  Poisoning first aid/prevention  Lesson 1 | **Health**  Signs of baby’s illness  Lesson 2 | **The Sea**  Animals that bites and stings  Lesson 1 | **The Sea**  Ciguatera/ shellfish  Lesson 2 | Revision  *(Check Assessments)* |
|  | **8** | **Air & Peopl & Gov** | * To show that air is moving * Know what prevailing wind is. * Know how the prevailing wind affects the climate. * Know the prevailing wind’s direction. * know the capital cities of all the pacific islands * About some well- known countries of the world and their capital cities. | **Air**  Wind is moving air  Lesson 1 | **Air**  Prevailing Winds  Lesson 2 | **Peo & Gov**  Pacific countries and their capitals  Lesson 1 | **Peo & Gov**  Other countries and the capital  Lesson 2 | Revision  *(Check Assessments)* |

**LESSON Plan**

|  |  |
| --- | --- |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name: Ruth Edmond & Lyndon Tambe  Subject: Water |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date |  |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic: Water & Living Things  Lesson number: 1 |
| Learning outcomesLearning outcomes | The student should be able to:   * Identify animals and plants that live in water and the sea water. |
| TopicIntroduction | Discussion Questions   1. Ask the class if they are living. 2. Ask students if their pets at home are living thin. 3. Ask students to identify what they need to survive. Write "food," "water," "shelter," and "air" on the board. 4. Explain to students that today they will be learning about living things in water and in the sea. 5. 1. List 5 plants and 5 animals that live in the water 6. 2. How do they survive in their environments? |
| Catch | Catch phrase for the lesson  All living things need water to live. |
| Learners notes 1  Learners notes | Summary  All living things need water to live. They do not only need water but they are actually partly or largely made of water; for example, a water melon is 99%, a tomato is 95%, a pineapple is 87%, a jellyfish is 99%, a chicken is 74%, a fish is 67%.  Very few plants and animal can live in the desserts of the world because there is so little water there. A camel can live in the dessert. It can drink as much water as 120 litres of water in 10 minutes and then go for about two weeks without water. A cactus is a typical dessert plant with a swollen stem. It can live for a long time without water. When it trains, it takes up a lot of water with its very long roots, which spread out to collect water from a large area.  Many plants and animals live on the land where there is plenty of water available. The animals drink water from pond, lakes, rivers and streams.  Plants and animals who live in fresh water or the sea have water all them. Those animals that live in fresh water drink the water around them. Those that live in the sea drink the salty water around them. Some plants which live in water grow along its edges. The roots of these plants helps to keep the banks at the edge of the water firm. Some plants float on the water. Some seems to be floating, but have long stems reaching down to roots in the mud at the bottom of the water. Others grow under the water.  Plants are very important to life in the water. They make hiding places for many of the animals. They also make oxygen for the animal to use. |
|  | water.jpg |
|  | Questions.   1. Name three animals and three plants that live in fresh water? 2. Name three plants and three animals that live in sea water? 3. Is it wise to cut down all the plants that grow along the edge of a river or around a pond? Explain your answer. 4. Why is oxygen important for the animals in the water? |
| Assignment |  |
| Assessment |  |
| Reference ClipartReferences |  |

|  |  |
| --- | --- |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name: Ruth Edmond & Lyndon Tambe  Subject: Water |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date |  |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic: Do plants need water?  Lesson number : 2 |
| Learning outcomesLearning outcomes | The children should be able to:   * Explain why plants need water. * Describe what happens to the water in the plant. |
| TopicIntroduction | Did you know plants can make their own food? Plants use a process called photosynthesis to make food and oxygen.  Learn how plants use carbon dioxide, water and light to run photosynthesis.  Wouldn't it be cool if your body could make food? All you would have to do is tell your body that you're hungry for a taco and, like magic; a warm, yummy taco would be ready for you to crunch.  Unfortunately, people can't make their own food, but plants can! **Photosynthesis** is the process plants use to convert carbon dioxide, water, and sunlight into food.  Photosynthesis is a big word, but it's easy to understand if you remember that its two Greek words put together. The word 'photo-' means 'light' and the word 'synthesis' means 'to combine things', so photosynthesis is the combining of carbon dioxide and water with light. |
| Catch | Catch phrase for the lesson  All living things needs water for survival |
| Learners notes 1  Learners notes | Summary  Plants, like all living things, have basic needs that must be met for them to survive. These needs include: light, **air**, **water**, a source of nutrition, space to live and grow in a best temperature.  What is Photosynthesis?  The word photosynthesis can be separated to make two smaller words:  “photo” which means light  “synthesis” which means putting together  Plants need food but they do not have to wait on people or animals to provide for them. Most plants are able to make their own food whenever they need it. This is done using light and the process is called photosynthesis.  **Photosynthesis is the process by which plants make their own food.**  We will add more details to this definition after making a few things clear as you will see below.  Photosynthesis-for-Kids-Infographic-768x975.jpg  What is needed for Photosynthesis?  To make food, plants need not just one but **all of the following**:   * carbon dioxide * water * sunlight   <https://photosynthesiseducation.com/wp-content/uploads/2013/03/Photosynthesis-Illustration.jpg>Let’s take a look at how these are collected by plants.   * Carbon dioxide from the air passes through small pores (holes) in the leaves. These pores are called stomata. * Water is absorbed by the roots and passes through vessels in the stem on its way to the leaves. * Sunlight is absorbed by a green chemical in the leaves. |
|  | <https://www.youtube.com/watch?v=UPBMG5EYydo> |
|  | Comprehension questions   1. What do the plants use the water for? 2. Explain how plants take up water? 3. What is photosynthesis? 4. What do plants need in order to make their own food? |
| Assignment |  |
| Assessment |  |
| Reference ClipartReferences |  |

|  |  |
| --- | --- |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name: Ruth Edmond & Lyndon Tambe  Subject: Trees |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date |  |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic: What can our children do to protect our trees  Lesson number : 1 |
| Learning outcomesLearning outcomes | The students should be able to:   * Comprehend why we should protect the trees. * Identify some ways they can help to protect trees. |
| TopicIntroduction | There are not much our children can do about the big question of logging. This is for the leaders of our country and individual communities to decide. But there are some ways in which they can help, to make sure we have enough trees for the future. |
| Catch | Catch phrase for the lesson  Protect the trees, protect your future. |
| Learners notes 1  Learners notes | Summary  Trees can be easily damaged. We ca help protecting the trees by not:   1. cutting our names in the bark or destroy young trees by slashing at them with bush knives. breaking branches of trees to get at the fruits. 2. Clear up any rubbish under the trees especially the plastics, which can stop the air from getting at parts of the young trees, or old batteries, which can poison them. 3. Damage trees by lighting fire under the trees. |
|  |  |
|  | Group discussion Questions   1. What is logging? 2. List advantages and disadvantages of logging. 3. What is the difference between re–afforestation and deforestation? 4. What is conservation? |
| Assignment |  |
| Assessment |  |
| Reference ClipartReferences |  |

|  |  |
| --- | --- |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name: Ruth Edmond & Lyndon Tambe  Subject: Trees |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date |  |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic: Descriptions of some common trees - Avocado  Lesson number : 2 |
| Learning outcomesLearning outcomes | The children should be able to:   * Identify and describe an avocado tree. * Identify the different uses of an avocado tree. |
| TopicIntroduction | Discussion Questions   1. Does anyone recognise the tree in the picture? 2. What are some uses of the tree.   avocados.jpg |
| Catch | Catch phrase for the lesson |
| Learners notes 1  Learners notes | Summary  Avocado(Butterfruit)  Origin:  C:\Users\EDMOND.Yogi\AppData\Local\Microsoft\Windows\INetCache\Content.Word\20200511_135015.jpgThe avocado is believed to have originated in Central America. It was brought to Vanuatu by the early explorers. There are 10 species which are found in tropical.  Habitat:  The avocado tree grows beat in  the lowlands of the tropics and  subtropical countries. It can be  grown on a wide range of soil  types but cannot grow where  the soil is too damp.  Description:  The tree is evergreen and reaches a height of up to 20 metres. The roots are shallow and the hair roots are invisible. The fruit has a large seed inside. Itis enclosed in an edible part which varies from yellow to yellowish green in colour. Under normal conditions the seeds will germinate 2 to 3 weeks after removal from the fruit but they can be stored for longer periods in dry heat. Seedlings begin to bear fruit after 5 to 6 years.  Uses:  The fruit is eaten when ripe. It can be used in salads and other dishes. Avocado oil is used in cosmetics for men and women. |
|  |  |
|  | List down at least 5 uses of the avocado tree. |
| Assignment |  |
| Assessment |  |
| Reference ClipartReferences |  |

|  |  |
| --- | --- |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name: Ruth Edmond & Lyndon Tambe  Subject: Health |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date |  |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic: Poisoning: First Aid and Prevention  Lesson number : 1 |
| Learning outcomesLearning outcomes | The students should be able to:   * Know what to do in emergency when somebody has taken poison, when to make somebody vomit and give something to drink. * Know that poisoning can be prevented. * Know the simple rules of poisoning prevention. |
| TopicIntroduction | The main thing to remember about poisoning are:  Start the first aid quickly. Try to stop the poison from entering the blood  Dilute the poison. Water is easy to give for this.  Get the poison out of the stomach. Make the person vomit except for gasoline, kerosene, chlorox or lye. |
| Catch | Catch phrase for the lesson  Poison make you sick  Poison may kill you |
| Learners notes 1  Learners notes | Summary  How can we prevent poison?  Keep poison from small children.  Use medicine correctly.  Drink or eat only things you know are safe.  Do not keep poisons, such as gasoline or kerosene, in bottles which might look like something to drink.  Put the name of a poison on the container it is stored in. |
|  |  |
|  | Activity.  List household items that are poison |
| Assignment |  |
| Assessment |  |
| Reference ClipartReferences |  |

|  |  |
| --- | --- |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name: Ruth Edmond & Lyndon Tambe  Subject: Health |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date |  |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic: Signs of baby’s illness  Lesson number: 2 |
| Learning outcomesLearning outcomes | The students should be able to:   * Which signs are more dangerous? * Know the right person to tell the signs. |
| TopicIntroduction | Young children often fall ill suddenly and cannot tell older people what they feel.  Older children often notice early signs of illness while they are in charge of babies and young children. Children can be helpful if they can tell an older person about these signs. For instance : parents or grandparent ; another adult or neighbour, a teacher, health worker, community or religious worker. |
| Catch | Catch phrase for the lesson  Treat the symptoms, not the number. |
| Learners notes 1  Learners notes | Summary  What is healthy baby?  Behaviour: A healthy baby is active. Playful, sucks at the breast or eats well and is interested in what goes on around.  Appearance:  The children baby has strong arms and legs bright eyes and firm smooth skin.  Sometimes signs of illness are very common and some are more dangerous and actions need to be taken. Some examples are:  - very rapid and noisy breathing.  - Fever which last for more than 3 days.  - blood in urine and stools.  - very high fever. |
|  | images.jfifdownload.jfif |
|  | Invite a health worker to talk about some of the common illness found in your area and ways to prevent them  Exercises:  List some common illnesses and how to prevent them. |
| Assignment |  |
| Assessment |  |
| Reference ClipartReferences |  |

|  |  |
| --- | --- |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name: Ruth Edmond &Lyndon Tambe  Subject: The Sea |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date |  |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic: Animals that bites and stings  Lesson number : 1 |
| Learning outcomesLearning outcomes | The students should be able to identify some common sea creatures that can bite and sting. |
| TopicIntroduction | Watch video of sea creatures that can bite and sting.  <https://www.youtube.com/watch?v=y7ECwl1drDk> |
| Catch | Catch phrase for the lesson |
| Learners notes 1  Learners notes | Summary  Animals that bite and sting  Sea creatures may look beautiful and attractive, but most have their own ways of defending themselves from their predators. A lot of these defence methods are dangerous to humans.  There are other marine animals which can also sting or bite you. These include other corals and sea anemones, and other fish, including catfish, trigger fish and surgeon fish, which can give you a poisonous sting, and sharks and snake, which can give you a dangerous bite. |
| C:\Users\ARMITAGE.Nathan\AppData\Local\Microsoft\Windows\INetCache\Content.Word\20200513_143002.jpg | box jellyfish  blue-ringed octobus  stone fish  bristle worm  Crown-of-thorns  Scorpion Fish  Sea Cucmber |
|  |  |
| Assignment |  |
| Assessment |  |
| Reference ClipartReferences | <https://www.youtube.com/watch?v=y7ECwl1drDk> |

|  |  |
| --- | --- |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name: Ruth Edmond & Lyndon Tambe  Subject: The Sea |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date |  |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic: Ciguatera and shellfish poisoning.  Lesson number : 2 |
| Learning outcomesLearning outcomes | The students should be able to:   * The students should be able to know the different ways, signs and safety measures of marine animals poisoning. |
| TopicIntroduction | Discussion Question   1. Have you ever been poison by ciguatera poisoning? 2. How do you feel ? 3. What are some treatments you took to treat the poison? |
| Catch | Catch phrase for the lesson |
| Learners notes 1  Learners notes | Summary  Ciguatera poisoning:  Marine animal scan hurt you in other ways, not only by sting or biting you. one way is through ciguatera poisoning  This is common known as fish poisoning and comes from eating fish that themselves have eaten a type of tiny algae that contains this poison. Fish that eat the algae store the poison. Larger fish that eat these smaller fish will also store the poison. When humans eat the fish they will be affected. The times and places to be found in the different kinds of fish varies.  Signs of poisoning  Two to twelve hours after you have eaten some fish, you will notice a tingling feeling in your arm and legs, and around your lips and mouth. You will have nausea and stomach pains. Cold objects may feel hot and hot objects feel cold.  Safety measures   * Avoid eating kinds of fish that are known to contain ciguatera * Avoid eating large specimens of all reef fish. * Do not eat fish guts especially liver and other glands * Avoid repeated meals of the same fish.   Shell fish poisoning  When oceans change from the usual blue colour to a red brown colour, avoid eating bivalves like clam and mussels. The brown colour is caused by another type of tiny algae that is poisonous. The colour change in the ocean is often called the red tide. People who eats the bivalves which filter out these algae from the sea will suffer from paralytic shellfish poisoning.  Signs of poisoning  In less than half an hour, you will notice a numbness and tingling in your body. You will not be able to balance properly or coordinate your movement. Your speech will sound slurred as if you were drunk. In severe cases you could become paralysed and die.  Safety measures  To avoid shellfish poisoning, do not eat bivalves during a red tide and for some weeks after it has gone |
|  |  |
|  | Research Questions  Find out many different kind of traditional medicines people used to treat ciguatera poisoning. |
| Assignment |  |
| Assessment |  |
| Reference ClipartReferences |  |

|  |  |
| --- | --- |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name: Ruth Edmond & Lyndon Tambe  Subject: Air |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date |  |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic: Wind is moving air  Lesson number: 1 |
| Learning outcomesLearning outcomes | The students should be able to:   * To show that air is moving |
| TopicIntroduction | If you blow up a balloon and then take your fingers away from the mouth of the balloon, what happens?  When you blow up a balloon, you are forcing more and more air into the rubber skin of the balloon. This stretches the skin. The air pressure inside the balloon is higher than the air pressure outside it, so when the air finds an opening, it rushes out to where the pressure is lower. |
| Catch | Catch phrase for the lesson  I own the air I breathe. |
| Learners notes 1  Learners notes | Summary  In nature, air always moves from an area of high pressure to an area of low pressure. When this happens, The moving air is called the wind |
|  |  |
|  | Act.  Draw pictures of house, animals and use sharp knife to cut out. Make a hole in each of the cut out and tie one end of the rope to each shape, tie the other end to a stick. Your finished products are called **mobiles.**  **Exercises.**   1. What happens when you hang your mobiles up? 2. What is causing this to happen? |
| Assignment |  |
| Assessment |  |
| Reference ClipartReferences |  |

|  |  |
| --- | --- |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name: Ruth Edmond & Lyndon Tambe  Subject: Air |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date |  |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic: Prevailing winds  Lesson number :2 |
| Learning outcomesLearning outcomes | The students should be able to:   * Know what prevailing wind is. * Know how the prevailing wind affects the climate. * Know the prevailing wind’s direction. |
| TopicIntroduction | **Wind** is air in motion. It is produced by the uneven heating of the earth's surface by the sun. Since the earth's surface is made of various land and water formations, it absorbs the sun's radiation unevenly.  **Prevailing winds** are **winds** that blow consistently in a given direction over a particular region on Earth. Due to factors such as uneven heating from the Sun and the Earth's rotation, these **winds** vary at different latitudes on Earth. |
| Catch | Catch phrase for the lesson  A rainbow in the morning, gives you fair warning. |
| Learners notes 1  C:\Users\ARMITAGE.Nathan\AppData\Local\Microsoft\Windows\INetCache\Content.Word\20200514_121651.jpgLearners notes | Summary  C:\Users\ARMITAGE.Nathan\AppData\Local\Microsoft\Windows\INetCache\Content.Word\20200514_121722.jpg |
|  |  |
|  | Exercises   1. When you were heating some soil and water, which of the two would heat up faster? 2. If you stopped heating, which one would cool down faster? 3. What are the prevailing winds of Vanuatu? 4. How long do they last each year? |
| Assignment |  |
| Assessment |  |
| Reference ClipartReferences |  |

|  |  |
| --- | --- |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name: Ruth Edmond & Lyndon Tambe  Subject: People and Government |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date |  |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic: Pacific countries and their capital cities  Lesson number : 1 |
| Learning outcomesLearning outcomes | The students should be able to know the capital cities of all the pacific islands |
| TopicIntroduction | Discussion Questions   1. What is the capital of Vanuatu? 2. Why is it called the capital?   port vila.jfif |
| Catch | Catch phrase for the lesson  Keep your city clean and green for the future generation to be seen. |
| Learners notes 1  Learners notes | Summary  Every country has many cities. All these cities are special to that country and have their own importance in one way or the other. But often one city is called the **capital.**For instance, capital of United States of America is Washington, D.C. Capital of India is New Delhi. Capital of United Kingdom is London.  So what is so unique about the capital city?  The capital city, often called the capital, is the one from where the government of a country functions. All prominent offices like parliament or the highest court of justice are situated in the capital. All leaders and officials work in the capital city. Thus, capital city has homes of all the important leaders. |
|  | download (6).jfif |
|  | Questions  List all the pacific islands and their capital cities. |
| Assignment |  |
| Assessment |  |
| Reference ClipartReferences |  |

|  |  |
| --- | --- |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpgTeacher | Name: Ruth Edmond & Lyndon Tambe  Subject: People and Government |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date |  |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Topic: Other countries of the world and their capitals  Lesson number : 2 |
| Learning outcomesLearning outcomes | The student should be able to know:   * About some well- known countries of the world and their capital cities. |
| TopicIntroduction |  |
| Catch | Catch phrase for the lesson  Keep your city clean and green for the future generation to be seen. |
| Learners notes 1  Learners notes | Summary |
|  |  |
|  | Research work  Find out about some of the well-known countries of the world and their capital cities. |
| Assignment |  |
| Assessment |  |
| Reference ClipartReferences |  |



**WEEKLY CHECKLIST For Parents**:

Term: 2 Week number 6 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tick when activity is complete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 7 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tick when activity is complete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 8 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tick when activity is complete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |