



basic education

Department:
Basic Education
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NATIONAL REVISED ANNUAL TEACHING PLANS

GRADE 1 – 3

ISINDEBELE 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 1st June 2020.

4. Revised Teaching Plans per Grade

This document presents the revised national annual teaching plans for Grade 1 – 3.

1. Isindebele Grade 1

Revised National Teaching Plan

IGREYIDI LOKU-1 ISINDEBELE HL UKULALELA NOKUKHULUMA OKUMUMETHWEKO/IMINQOPHO/AMAKGHONO Amakghono wo kuLalela nokuKhuluma azokuqalwa abe ahlolwen azokuqalwa ngesikhathi semisetjenzana yezomlomo kizo zoke iimfundo. Zihlanganiswe esifundwani seeMbalo namaKghono wPilo, elinye nelinye kghono asikenzelwa bonyana sibe msetjenzana wokuhlolwa kodwana yenza isiqinisekiso sokobana abafundi bakho bayanikelwa ithuba lokuhlolwa kizo zoke iimfundo ukutjengisa amakghono lawa ngezomlomo nangokwenza eemfundweni zangamalanga											
ILANGA	1	2	3	4	5	6	7	8	9	10	
Imisetjenzana yangamalanga/yeveke											
Ukulalela imiyalo nezaziso nokuphendula ngokufaneleko.	x	x	x	x	x	x	x	x	x	x	
Ukulalela ngaphandle kokuthikameza batjengise ihlonipho kokhulumako.	x	x	x	x	x	x	x	x	x	x	
Ukukhuluma ngelemuko labo njengo kucoca iindaba basebenzise ukulandelanisa okufaneleko	x	x	x	x	x	x	x	x	x	x	
Ukukhuluma ngelemuko labo: batjho iindaba, bahlathulule iindaba zobujamo bezulu, nezinye iinhloko zezehlakalo njll.											
Ukulalela iindatjana nokuvezwa kwamazizo okunge wakhe ngendatjana											
Ukurhaya iinkondlo nemidunduzelo begodu babonise ngokusikinya umzimbas	ingoma	ingoma	ingoma	ingoma	ingoma	ingoma	ingoma	ingoma	ingoma	ingoma	
Ukubona ingcenywe yokupheleleko njengengcenywe yomlolenjana	x	x	x	x	x	x	x	x	x	x	
Ukuzwisisa nokusebenzisa ilimi okungilo leemfundo ezihlukahlukeneke	x	x	x	x	x	x	x	x	x	x	
Ukusebenzisa amagama afana nemitjho, amagabhadlhela, nabongci											
Kabili ngeveke kunqontjhswe emisetjenzaneni yokulalela nokukhuluma											
Ukulalela indatjana ngokukareka nangethabo, kugwalwe isithombe bekutloliwe isihloko ngaso.	x	x	x	x	x	x	x	x	x	x	
Ukulalela, ukuthabela ube uphendule iinthombe namaphazeli wamagama, iinrarejo namahlaya, kusetjenziswa ilimi lengqondo.											
Ukuzibandakanye eenkulumiswaneni, ukubuza nokuphendula imibuzo.	x	x	x	x	x	x	x	x	x	x	
Ukulingisa izehlakalo ezihlukahlukeneke kusetjenziswa ilwazimagama elifaneleko.	x	x	x	x	x	x	x	x	x	x	
Ukuzibandakanye eenkulumiswaneni, ukubuza nokuphendula imibuzo.											

Ukuzibandakanya eenkulumiswaneni, unikele umbiko obuyako ujamele isiqhema sakho.											
Ukusebenzisa amaqhinga alula ukuthola ilwazi. Isibonelo, ukwenza isaveyi yokuthi abantwana beza njani esikolweni.											
Ukudlulisa umlayezo											
Ukuhlathulula izinto ngokombala, ubukhulu, ubujamo nobunengi ngokusebenzisa ilwazimagama elifaneleko											
Ukulalela iminingwana endatjaneni nokuphendula imibuzo evulekileko.	x	x	x	x	x	x	x	x	x	x	
Ukucoca indatjana ejayelekileko enesingeniso, umzimba nesiphetho, atjengise ukwehla nokukhuphuka kwephimbo.											
Ukubona okufanako nokungafaniko ngokusebenzisa ilwazimagama elifaneleko.											
Ukulandelanisa iinthombe zendatjana	x										
Ukusebenzisa ilwazimagama elikhula njalo Nakukhulunywako Ukusebenzisa ilwazimagama elikhula njalo Nakukhulunywako	x										
Ukuphendula imibuzo evalekileko nevulekileko											
UKUHLOLA: UKULALELA NOKUKHULUMA											
Ukulalela iindatjana nokuvezwa kwamazizo okunge wakhe ngendatjana											
Ukulalela indatjana ngokukareka nangethabo, kugwalwe isithombe bekuhlolwe isihloko ngaso. Ukukhuluma ngelemuko labo njengo kucoca iindaba basebenzise ukulandelanisa okufaneleko Ukulandelanisa okungasenani iinthombe ezi-5 zendatjana											
Ukucoca indatjana ejayelekileko enesingeniso, umzimba nesiphetho, atjengise ukwehla nokukhuphuka kwephimbo.											
Ukulalela imiyalo nezaziso nokuphendula ngokufaneleko.											
Ukuzibandakanye eenkulumiswaneni, ukubuza nokuphendula imibuzo.											
Ukuphendula imibuzo evalekileko nevulekileko											
Ukulingisa izehlakalo ezihlukahlukene kusetjenziswa ilwazimagama elifaneleko											

**IGREYIDI LESI-2 ISINDEBELE HL
UKULALELA NOKUKHULUMA
OKUMUMETHWEKO/IMINQOPHO/AMAKGHONO**
Imisetjenzana yangamalanga (imizuzu ema-60 ngeveke) Imisetjenzana ihlukana ngobude begodu ifanele ihlukaniswe ngamazinga wobudisi.

ILANGA	1	2	3	4	5	6	7	8	9	10
Lalelela imininingwana eseendatjaneni nokuphendula imibuzo eseqophelweni eliphezulu	x	x	x	x	x	x	x	x	x	x
Ukulalela imilandelane yeenlayelo nokuphendula ngefanelo.	x	x	x	x	x	x	x	x	x	x
Ukulalela ngaphandle kokuthikameza, ubuze imibuzo edinga ihlathululo bewuphawule ngalokho akuzwileko.	x	x	x	x	x	x	x	x	x	x
Khuluma ngelemuko lakhe neendaba ezivamileko	x	x	x	x	x	x	x	x	x	x
Coca indatjana enesingeniso, umzimba nesiphetho										
Veza amazizo ngetheksti nofana ikondlo ube unikele iinzathu,	x	x	x	x	x	x	x	x	x	x
Ukuphendula imibuzo evulekileko ube uqinisekise ipendulo,	x	x	x	x	x	x	x	x	x	x
Yenza imidunduzelo okungeyakho usebenzise ilimi lengqondo.	x	x	x	x	x	x	x	x	x	x
Ukulingisa ubujamo ezihlukahlukeneko	x	x	x	x	x	x	x	x	x	x
Zibandakanya ekucocisaneni, nokunkela imbiko obuyako ngomsebenzi wesiqhema.										
Ukusebenzisa amagama anjengamabizo, isiphawulo, izenzo, izabizwana, abonobuza, indinyana lokha ukhuluma ngemittolo yakho.	x	x	x	x	x	x	x	x	x	x

Imisetjenzana yokulalela nokukhuluma enqotjhiweko (Ubuncani imizuzu eli-15 x 3 ngeveke; Ubukhulu imizuzu eli- 15 x 4 ngeveke) Ukulalela iindatjana ezicocwako nezifundwako (Ukufunda ngokwabelana) Kanye nofana kabili ngeveke, kuzokuya ngesikhathi onaso, Utitjhere ucoca nofana afunde indatjana (nofana abuyelele izehlakalo). Iindatjana ezicocwako zingalingiswa kusetjenziswe ukutjhungulula izitho zomzimba namaprops ukusekela okutjhiwe yindatjana. Iindatjana ezifundwako zifanele zibuye eNcwadini eKulunofana iphostara ezokubonwa ngibo boke abantwana babone iinthombe.

UKUHLOLA	
Ukukhuluma ngelemuko lakhe begodu neendaba ezijayelekileko. Isibonelo, Coca indaba kusetjenziswa ilimi elihlathululako	
Ukulalela ilandelano elibudisi leenlayelo begodu aphendule ngefanelo	
Ukuzibandakanya eenkulumiswaneni ukuhlungoza iinhloko zokucocisana ukubuza ngelwazi begodu nokubuyisa umlayezo	
Lalelela imininingwana eseendatjaneni nokuphendula imibuzo eseqophelweni eliphezulu isibonelo, 'ucabanga bonyana bekaqinisile ngoku...?'	
Veza amazizo ngetheksti ube unikele iinzathu, isib, 'Kungisilingile ngombana...'	

UKUFUNDA NAMATJHADA										
OKUMUMETHWEKO/IMINQOPHO/AMAKGHONO										
Ilemuko lamatjhada namatjhada (imizuzu eli-15 x 4 ngeveke-ubuncani besikhathi; imizuzueli-15 x 5 ngeveke – ubukhulu besikhathi)										
ILANGA										
	1	2	3	4	5	6	7	8	9	10
Ukubona ubudlelwane phakathi kweledere netjhada kiwo wo ke amaledere akhamba ngawodwana.	x	x	x	x	x	x				
Ukubona amagama asabukondlo njenga thula, thusa, thutha, thuma.	x		x		x	x	x			x
Buyekeza amatjhada amabili ajayelekileko (mb, th, ph) ekuthomeni kwagama isibonelo, mb-esa, th-ela, ph-eka.					ph	kh	mb	th	ng	dl
Ukusebenzisa ukuvanga kwabongwaqa ukwakha nokuphula amagama. (isib. hl-eka, ng-ena, ph-ika)										
Ukwakha nokuphula amagama alula anamatjhada akhamba ngalinye (Isib. lusa l-u-s-a, buza b-u-z-a njll.)										
Ukubona usebenzise iinlungelelo, isib. umzana, umuzikazi, njll.										
Ukubona amaledere amathathu wabongwaqa abalandelanako ekuthomeni kwamagama isibonelo, dlh-ayela kgh-ona, tjh-eja.										
Ukubona okungaseni 2 yabokamisa abalamanako abasemagameni asebungini isibonelo, iinkomo, eenkolweni njll.										
Yakha amagama anamaledere ama - 4 ukusebenzisa amaledere akhamba ngawodwana nabongwaqa abalandelanako										
Ukufunda ngokwabelana (imizuzu emi-5 x 15 – Ubukhulu besikhathi; imizuzu emi-3 x 15 ubuncani besikhathi)										
Ukufunda ngesiqhema esikhokhelwako (Ubuncani 2h30 ngeveke – imizuzu ema-30 ngelanga) Lokha utijhere nakasebenza nesiqhema lesi ezinye iinqhema zizobe zifundela phezulu zizodwa nofana zenze ukufunda ngababili, basebenzisa itheksti elula ejayelekileko nofana benze imisetjenzana ehlobene netheksti yokufunda. Iincwadi zifanele zibe ngezilula khulu begodu zibe neenthome ezisekela itheksti.										
	1	2	3	4	5	6	7	8	9	10
Fundela phezulu nezingeni lakho elilingeneko ngeenqhema ezikhokhelwa ngutijhere. Soke isiqhema sifunda indatjana efanako. Itlasi loke lifunda iincwadi ezingasilo iqiniso neziliqiniso	x	x	x	x	x	x	x	x	x	x
Ukusebenzisa amaqhinga wokuzilungisa lokha nakufundwako: ukufunda ubuyelele, ukuphumula, ukuzilungiselela igama ngaphambili kokuliphimisa	x	x	x	x	x	x	x	x	x	x
Ukufunda butjhelela nangebalo elingezelelweko ngokuphimisa ngefanelo	x	x	x	x	x	x	x	x	x	x
Tjengisa ukuzwisisa amatshwayo wokufunda nokutlola (. , ? !) nakufundelwa phezulu	x	x	x	x	x	x	x	x	x	x
Ukubona imininigwana eqakathekileko kilokho okufundiweko njengokubona umlingisi oqakathekileko nesizinda.	x	x	x	x	x	x	x	x	x	x
Ukubona ubudlelwane bamathada –namaledere wawo wo ke amaledere akhamba ngalinye	x	x	x	x	x	x	x	x	x	x
Ukubona umlingisi oqakathekileko begodu nomqondo oqakathekileko.	x	x	x	x	x	x	x	x	x	x

Ukusebenzisa imithala ebonwako ukwenza ibonelo phambili nokufunisela ngetheksti yegrafiki, umkhangiso.	x	x	x	x	x	x	x	x	x	x
Ukuhlathulula ilwazi eliseentombeni, emaphostareni, emathebuleni begodu nekhalelendeni.	x	x	x	x	x	x	x	x	x	x
Ukunikela umbono ngalokho okufundiweko	x	x	x	x	x	x	x	x	x	x
Unobangela nomphumela	x	x	x	x	x	x	x	x	x	x
Ukuphendula imibuzo eseqophelweni eliphezulu	x	x	x	x	x	x	x	x	x	x
Ukufunda umtloko okungewakhe begodu nowabanye"	x	x	x	x	x	x	x	x	x	x
Ukufunda ngokuzijamela iincwadi ezifundwe ngeenkhathi zokufunda ngokukhokhelwa begodu sessions begodu neendwadi ezineenhloko ezilula neencwadi zeendatjana ezineentombeni ngeLimi leKhaya ezisekhoneni lokufunda elingetlasini.	x	x	x	x	x	x	x	x	x	x
Ukusebenzisa iinhlathululi –magama zeentombeni sabantwana (esinelimi elilodwa namalimi amabili) ukuthola ihlathululo lamagama angaziwako	x	x	x	x	x	x	x	x	x	x
Ukufunda ngokuzijamela (ngesikhathi somfundi angenzi litho ngaso esikolweni begodu nekhayin). Abafundi bafanele bakhuthazwe bonyana bafunde ngokuzijamela ngeLimi labo leKhaya lokha nabangenzi litho ngetlasini, Isibonelo, lokha nabaqede ngaphambili kwesikhathi ukwenza umsebenzi wabo ngetlasini nofana ekhaya nabaqede ukwenza umsebenzi wekhaya. Kuqakathekile bonyana loke ithuba abalitholako ngetlasini balisebenzisela ukuthuthukisa ukufunda kwabo.	x	x	x	x	x	x	x	x	x	x
UKUHLOLA AMATJHADA										
Ukulumbana kwabongwaqa: th-, ph-, kh, ekuthomeni kwamagama										
Ukubana amagama anamatjhada tj,mb,nd .										
Ukutlola amagama esebunengini iin,een										
Ukukwakha amagama ngokulumbanisa aongwaqa nokubona abongwaqa abakhamba ngababili (kg, ng, bh, nd njll.)										
Ukwakha amagama asebenzengini (een-; iin-)										
Ukupeleda: Irhelo lamagama ali- 10 begodu nemitjho emi- 1-2 ukutlola isibizelo										
UKUHLOLA UKUFUNDA										
Hlola omunye nomunye umfundi ngayedwana amagamaavela kanengi ama- 50-60 (inCwadi eKulu, Umongo, Incwadi yokufunda)										
Khetha indinyana yokufunda enamagama ama- 50 - 60 (Incwadi yeDBE nofana incwadi yokufunda) ilmihlobo yemibuzo Imibuzo yokukhetha MCQ. Zalisa ngamagama atjhodako(indlela efihlekileko)										
AMATJHADA AZOKUTHUTHUKELA EGREYIDINI YESI- 3 (Amatjhada amanengi aragele phambili nekharihyulamu yeGreyidini yesi-3 ngalokho amanye angasalela enziwe egreyidini elilandelako)										
Abongwaqa abanatjhada amayhathu tjh, ngh, dlh										

UMTLOLO										
OKUMUMETHWEKO/IMINQOPHO/AMAKGHONO										
ILANGA										
	1	2	3	4	5	6	7	8	9	10
Abotijher bafanele ukukhetha kilokhu okulandelako; bafanele balinge ukwenza imisetjenzana eminengi ngendlela abangakghona ngayo ngesikhathi esikhona										
UMTLOLO WESANDLA										
Ukusebenzisa iintlabagelo zokutlola ngefanelo: ipensela, iraba, irula.	x	x	x	x	x	x	x	x	x	x
Nqophisa umtlole ngendlela efaneloko phakathi kwemida eli-17mm.	x	x	x	x	x	x	x	x	x	x
Bumba amaledere amakhulu namancani ngendlela efaneleko	x	x	x	x	x	x	x	x	x	x
Ukusebenzisa iinkhala ngendlela efaneleko hlanguka namagama asemitjhweni	x	x	x	x	x	x	x	x	x	x
Ukutlola ngokuhlukanisa woke amagabhadlhela namaledere amancani	x	x	x	x	x	x	x	x	x	x
Kopa ukutlole indinyana enemida ephakathi koku-3 - 4 esuselwa ethekistini egadangisiweko (indatjana)	x	x	x	x	x	x	x	x	x	x
Kopa ukutlole amabumbeko wokutlola (isimemo esifitjhani njengeselanga lokubelethwa, imilayezo, amarhelo, njll).	x	x	x	x	x	x	x	x	x	x
Tlola ngokuhlukanisa ngeendlela ezahlukeneko zokurekhoda.	x	x	x	x	x	x	x	x	x	x
Kopulula bewutlole amaphetheni wokutlola ngokuhlukanisa.										
Kopa ube utlole woke amaledere amancani namagabhadlhela asetjenziswa kanengi li ngomtlole wokutlola ngokuhlukanisa										
Kopa ube utlole amagama amafitjhani ngomtlole wokutlola ngokuhlukanisa:										
Ukukopa nokutlola imitjho emifitjhani ngomtlole wokutlola ngokuhlukanisa.										

UMTLOLO										
Ukukopa nokutlola imitjho emifitjhani ngomtlole wokutlola ngokuhlanganisa.	x	x	x	x	x	x	x	x	x	x
Ukusebenzisa itshwayo elifaneleko (abongci, amakhoma, abonobuza neembabazo)	x	x	x	x	x	x	x	x	x	x
Ukuthoma ukupeleda amagama ajayelekileko ngefanelo	x	x	x	x	x	x	x	x	x	x
Ukusebenzisa isikhathi sanje, esadlulako nesizako ngefanelo.	x	x	x	x	x	x	x	x	x	x
Kopa ukutlole amabumbeko wokutlola (isimemo esifitjhani njengeselanga lokubelethwa, imilayezo, amarhelo, njll).	x	x	x	x	x	x	x	x	x	x
Imitjho emihlanu ngeendaba okungezakhe nofana ngesihloko	x	x	x	x	x	x	x	x	x	x
Ukutlola ikarada, incwadi kusetjenziswa isihlaka esinikelweko	x	x	x	x	x	x	x	x	x	x
Abondaweni	x	x	x	x	x	x	x	x	x	x
Abondaweni	x	x	x	x	x	x	x	x	x	x
Wakha ibulungelo lamagama nesihlathululi-mezwi okungesakhe										
Tlola indatjana okungeyakho okungasenani ibe indinyana eyodwa (imitjho e-8 –indinyana 1 nofana2) kusetjenziswa isihlaka sokutlola.										
Okufanako nokungafaniko										
Ukusebenzisa isikhathi sanje nesidlulileko nesizako ngefanelo.										
Ukusebenzisa amabizo, izabizwana, izenzo										
Imitjho ebunane ngeendaba okungezakhe nofana ngesihloko										
Ukuhlela ilwazi etjhadini nofana ethebuleni										
Ukutlola indatjana okungeyakhe okungasenani ibe yindinyana eyodwa (imitjho eli-10 - iindinyana ezi-1 ukuya 2 kusetjenziswa ifremu yokutlolela: ikondlo, iingoma, amaresebhu, umbungazo womndeni.										
UKUHLOLA										
Ukukopa nokutlola okungasenani amaledere amabili ngomtlole wokuhlanganisa ngeveke, kuqedwe woke amaledere ekupheleni kwethemu										
Ukukopa nokutlola amagama amafitjhani ngomtlole wokutlola ngokuhlanganisa										
Ukukopa nokutlola amagabhadlhela asetjenziswa kanengi ngomtlole wokuhlanganisa										
Ukukopa nokutlola amagabhadlhela asetjenziswa kanengi ngomtlole wokuhlanganisa										
Ukutlola okungasenani iindinyana ezimbili (imitjho elitjhumu) ngelemuko okungelakhenofana isehlakalo esifana nombungazo womndeni										
Ukuhlela ilwazi etjhadini nofana ethebuleni										
Ukusebenzisa izakhiwo zelwazi lokha nakutlolwako okufana nokutlola amaresebhu										
Ukulandelanisa itheksti ngokusebenzisa amagama afana nokuthi 'kokuthoma', 'okulandelako' begodu 'kwamaswaphela'										
Ukusebenzisa amatshwayo wokufunda nokutlola ngefanelo (anagabhadlhela, amakhoma, abonobuzabegodu neembabazo) ukuzu abanye bakwazi ukufunda okutloliweko										
Ukupeleda amagama ajayelekileko ngefanelo begodu alinge ukupeleda amagama angakajayeleki kusetjenziswa ilwazi lamatjhada.										

UKUFUNDA NAMATJHADA										
OKUMUMETHWEKO/IMINQOPHO/AMAKGHONO										
Ilemuko amatjhada namatjhada (imizuzu eli-15 x 4 ngeveke-ubuncani besikhathi; imizuzueli-15 x 5 ngeveke – ubukhulu besikhathi)										
ILANGA										
	1	2	3	4	5	6	7	8	9	10
Ukubona ubudlelwane phakathi kweledere netjhada kiwo woke amaledere akhamba ngawodwana. Fundisa abongwaqa(aba-13 nabokamisa aba-3)ragela phambili ngemisetjenzana yelemuko amatjhada begodu nobumba amagama	Buyelela amatjhada afundiweko Isib.a, b s ,i		Buyelela amatjhada afundiweko Isib. o,l e,g		Buyelela amatjhada afundiweko Isib. o,l e,g		Buyelela amatjhada afundiweko Isib. u,k,t,d,y,		Fundisa amatjhada amatjha	Fundisa amatjhada amatjha
Ukuhlukanisa ngokuzwa phakathi kwamatjhada ahlukeneko wokuthoma wamagama	Ekuthomeni		Ekuthomeni		Ekuthomeni		Ekuthomeni		Ekuthomeni	
Ukubona ubudlelwane beledere netjhada bamanye amaledere akhamba ngawodwana	Buyelela amatjhada a, b s ,i		Buyelela amatjhada afundiweko Isib. o,l e,g		Buyelela amatjhada afundiweko Isib.u,k,t,d,y,		Fundisa amatjhada amatjha		Fundisa amatjhada amatjha	Fundisa amatjhada amatjha
Ukuzibandakanya emisetjenzaneni yokulemuka amatjhada: amatjhada avangileko (i-dla kube ngu idla; ukuhlephula amagama(idla= i-dl-a); ukudlala umdlalo wokujamiselela unywaqa nofana ukamisa (Jamisela u- b wesibili egameni baba ngo- y kwenza yaba).	sila mila lila vila njll.		yaba jamiselela uledere lokuthoma		sela jamiselela uledere lokuthoma		vula jamiselela uledere lokuthoma		jamiselela uledere lokuthoma	jamiselela uledere lokuthoma
Ukwakha amagama kusetjenziswe amatjhada afundiweko okungesenani amagama amabili amindenani ngeveke.	Isib .nana Sebenzisa amatjhada afundisiweko		Isib. lola Sebenzisa amatjhada afundisiweko		Isib. neka Sebenzisa amatjhada afundisiweko		Isib. vuma Sebenzisa amatjhada afundisiweko		Isib. dela Sebenzisa amatjhada afundisiweko	Isib. gega Sebenzisa amatjhada afundisiweko
Ukwakha ukghedlhe /nokuhlukanisa amagama alula athomako anongwaqa oyedwa osekuhomeni (itjhada elisekuhomeni)babe babone ubukondlo (l-ala, s-ala, s-ila, l-ima, l-uma,v-uma).	Isib. lala, sala, sila, lima, luma, vuma (okuya ngama tjhada afundis iweko)		Isib. lala, sala, sila, lima, luma, vuma (okuya ngama tjhada afundis iweko)		Isib. lala, sala, sila, lima, luma, vuma (okuya ngama tjhada afundis iweko)		Isib. lala, sala, sila, lima, luma, vuma (okuya ngama tjhada afundis iweko)		Isib. lala, sala, sila, lima, luma, vuma (okuya ngama tjhada afundis iweko)	Isib. lala, sala, sila, lima, luma, vuma (okuya ngama tjhada afundis iweko)
Ukubuthelela amagama ajayelekileko abe mindeni yamatjhada.	x		x		x		x		x	x
Ukufunda amagama wamatjhada emitjhweni nakamanye amathekisti	x		x		x		x		x	x

Ukubuyekeza imindeni yamagama usetjenziswa amatjhada wabokamisa afundiweko.	Ukuya ngama tjhada afundi siweko		Ukuya ngama tjhada afundi siweko		Ukuya ngama tjhada afundi siweko		Ukuya ngama tjhada afundi siweko		Ukuya ngama tjhada afundi siweko	
Ukwakha amagama anamaledere amane kusetjenziswa woke amaledere akhamba ngawodwana	x		x		x		x		x	
Ukusebenzisa ukuvanga kwabongwaqa ukwakha nokuphula amagama (isib. hl-eka, ng-ena, ph- ika njll)	hl- hleka hleka hlela hlika hlula hloma		ph- phepha pheka phupha phuma phola phala		ng- ngeza ngula ngama ngoma ngingiza ngunguza		mb- mbatha mbesa mbuyise mbuso mboza		kh- khula khokhaba khelela khibelela	tj- tjela tjuza tjobela tjala
Ukubona ukulumbana kwabongwaqa (mb,tl,th)ekuthomeni kwegama(isib mb-esa,tl-ola,th-ula)										
Ukubuthelela amagama ajayekekileko abe mindeni yamatjhada.	x		x		x		x		x	
Ukubuyekeza amatjhada amabili ajayekekileko (mb,th,ph)ekuthomeni kwegama isibonelo,mb-esa,th-ela,ph-eka.										
Ukubuyekeza abongwaqa ababili abajayekekileko (mb,th,ph)ekuthomeni kwegama isibonelo,mb-esa,th-ela,ph-eka.										
Ukukhumbula ubunengi (i-'iin' no e-'een')										
Ukufunda amagama wamatjhada asemutjhwani nakamanye amathekisti.										
Ukufunda ukupeleda amagama alitjumi ngeveke athethwe eemfundweni zamatjhada.										
UKUFUNDA NGEENQHEMA EZIKHOKHELWAKO (iinqhema ezi-2 ngelanga) Ukufunda ngokwabelana amahlandla ama-2-3 ngeveke										
Ukutjengisa iqhinga lemimo emihlanu lokha nakufundwakoUthubhakghuru: Tjhiya igama lokha nawungalaziko emutjhwani, umuno wokuthoma: Qala isithombe Umuno wesibili: Qala igama ubone bonyana ikhona ingcenyeyaziko Umuno wesithathu: Phimisa igama ngamatjhada Umuno wesine: Bawa irhelebho lokufunda igama nofana ukuzwisisa ihlathululo										
Ukufunda iincwadi ezikulu nofana amanye amathekisti akhulisiseko itlasi loke lifunda notijhere.										
Ukubona bonyana kungaba yini umraro owenza isitjhukumiso esisendabeni. Endabeni yamabhere amathathu umraro kwakumdoko ogade utjhisa khulu amabhere aphuma ngendlini athatha ikhambo	x		x		x		x		x	x
Ukusebenzisa imithala neenthombe ezisencwadini ukuzwisisa.	x		x		x		x		x	x
Ukubona ukulandelana kwezehlakalo nonobangela kokufundiweko	. x		x		x		x		x	x
Ukusebenzisa ingaphandle lencwadi ukwenza ibonelo phambili lokobana incwadi ikhuluma ngani.	x		x		x		x		x	x
Ukubona unobangela nomphumela endatjaneni (isib. umsana uwile ngomlolenjana ngombana ureye ngebelo elikhulu	x		x		x		x		x	x

Ukuphendula imibuzo eseqophelweni eliphezulu esuselwa endinyaneni efundiweko (isib. 'Ucabanga ukuthi...?' 'kubayini ...?'))	x		x		x		x		x	x
Ukunikela umbono ngalokho okufundiweko	x		x		x		x		x	x
Ukuhlathulula ilwazi elisemaphostareni, eenthombeni nemathebuleni alula (Isib.ikhalenda	x		x		x		x		x	x
UKUFUNDA NGESIQHEMA ESIXHOKHELWAKO										
Ukufundela phezu eencwadini zabo esiqhemeni esikhokhelwa ngutijhere okutjho ukuthi, isiqhema soke sifunda indatjana efanako.	x		x		x		x		x	x
Ukusebenzisa amatjhada, ubujamo obunemithala namagama avela kanengi nakufundwako.	x		x		x		x		x	x
Ukuthoma ukuzilandeleda ngokwabo nabafundako, kiyo yomibili imikhakha yokubona igama nokuzwisisa.	x		x		x		x		x	x
Ukufunda ngebelo elingezelelweko nangokuveza amazizo.	x		x		x		x		x	x
Ukuthoma ukwakha ilwazimagama ehlelweni lokufunda okungakalindeleki, iincwadi ezihleliweko namarhelo wamagama avela kanengi.	x		x		x		x		x	x
UKUFUNDA NGABABILI/NGOKUZIAMELA (Kathathu ngeveke)										
Ukufundela phezu afundele umngani.	x		x		x		x		x	x
Ukufunda umtlo wakhe, athome ukulungisa imitjhapho.	x		x		x		x		x	x
Ukufunda umtlo okungewakhe newabanye.	x		x		x		x		x	x
Ukufunda iincwadi ezafundwa ngesikhathi sokufunda ngokwabelana neencwadi ezibuya ewugwini yokufundela engetlasini	x		x		x		x		x	x
UKUHLOLA AMATJHADA										
Ukubona ubudlelwana bamaledere –namatjhada wawo woke amatjhada akhamba ngawodwa: Itjhadi lamaledere										
Ukubona ukulumbana kwabongwaqa (mb,tl,th)ekuthomeni kwegama(isib mb-esa,tl-ola,th-ula)										
Ukubumba amagama anamaledere amane ngokuphula ukulumbana kwamatjhada wokuthoma(Isib. L-ila)										
Ukusebenzisa ukuvanga kwabongwaqa ukwakha nokuphula amagama (isib. hl-eka, ng-ena, ph- ika njll)										
Ukubuthelela amagama ajayelekileko abe mindeni yamatjhada.										
Ukukhumbula ubunengi (i-'iin' no e-'een')										
Ukutlola iledere lokuthoma lesithombe, amadanise iledere lokuthoma nesithombe/negama (abongwaqa nabokamisa)										
Ukubuyekeza amatjhada amabili ajayelekileko (mb,th,ph)ekuthomeni kwegama isibonelo,mb-esa,th-ela,ph-eka.										
Ukusebenzisa ukuvanga kwabongwaqa ukwakha nokuphula amagama (isib. hl-eka, ng-ena, ph- ika njll)										
Ukuzungelezela nofana ukutshaya igama igama elingakhambelani namanye isib.lala, sala,bala, vula										
Ukuhlola ukupeleda:irhelo lamagama okungasenani ali-10 (amaledere amane)										

UKUHLOLA UKUFUNDA (Kwenziwa ngesikhathi sokufunda ngeenqhema ezikhokhelwako)										
Hlola omunye nomunye umfundi ukufunda ngokomlomo .Khetha itheksti(encwadini yeDBE,incwadi yokufunda)enamagama okungasenani 50-60 begodu ubuze imibuzo ehlobana netheksti emi-2-3										
Khetha indinyana yokufunda efitjhani okungasenani ibe namagama ama50-60 (incwadi yeBE nofana incwadi yokufunda) <u>Imihlobo yemibuzo:</u> Imibuzo yokukhetha. Zungelezela ipendulo ekungiyi begodu uhlele imibuzo Zaliselela ngegama elitjhodako Landelanisa izehlakalo ezisendatjaneni. Hlathulula ilwazi elisephostareni, eenthombeni nofana ithebla elilula										
UKUTLOLA										
UMTLOLO WESANDLA										
ILANGA										
Ukuzijayeza ukubamba nokuphatha buqobolwana ikhrayoni nepensela										
Ukubumba amanye wamagabhadhlhela avame ukusetjenziswa kanengi ngendlela efaneleko. (isib. A, C, H, I, T, W)										
Ukubumba iinomboro ngendlela efaneleko.										
Ukukopa nokutlola amagama ngokutjhiya iinkhala ngokufaneleko.										
Ukukopa nokutlola imitjho emfitjhani ngefanelo										
Ukutlola ngokwabelana,ngesiqhema begodu nangokuzijamela(ubuncani besikhathi:3xngeveke imizuzu emi-15 Ubukhulu besikhathi:4xngeveke imizuzi eli-15)										
Ukugwala iinthombe ukudlulisa umlayezo, bafake ilebula nofana isihloko. Isibonelo. ngelemuko labo										
Ukutlola amagama kusetjenziswe amatjhada afundiweko.										
Ukutlola amagama wokwakha umutjho kusetjenziswa amatjhada afundiweko namagama ajayekekileko avela kanengi.										
Ukutlola umutjho owodwa weendatjana zabo nofana ukutlola ngokwabelana.										
Ukwenza irhelo lamagama ngendlela abalayelwe ngayo njengokudla.										
Ukutlola okungasenani imitjho emibili yendatjana ukungeyakhe namkha ukutlola ngokwabelana kusetjenziswe isikhathi esidlulileko.										
Ukutlola okungasenani imitjho emithathu yeendatjana zakhe nofana indatjana azitlamele yona kusetjenziswe amatjhada										

afundiweko namagama avele kanengi ajayelekileko, amagabhadlhela nabongci.										
Ukunikela imibono ukusiza ukubuyekeza indatjana yangetlasini/ yesiqhema.(ukutlola ngokwabelana)										
Ukutlola nofana batjengise isihloko nofana umutjho omfitjhani ngesihloko ukunikelela incwadi yewugwini yokufunda.										
Ukuthoma ukusebenzisa amagabhadhlela nabongci, okufaka hlangu amagabhadhlela wamabizo.										
Ngokusizwa, kusetjenziswa amabizo nezabizwana (mina, wena, yena, yona.) ngendlela efaneleko nakutlolwako.										
Ukupeleda amagama ajayelekileko ngendlela efaneleko										
Ukuthoma ukusebenzisa isikhathi sanje nesidlulileko ngendlela okungiyiyo nakutlolwako.										
Ukubumba ubunengi bamagama ajayelekileko ngokusenzisa u 'iin' no 'een' emagameni atjho ubunengi Ukusebenzisa abondaweni/ amaphriphozitjhini ngefanelo.										
Ukuhlela ilwazi ngendlela yegrafiki elula efana netjhadi isib. ukusebenzisa itjhadi ukurekhoda imiphumela ye saveyi yokobana abantwana beza bunjani esikolweni.										
Ukwakha ibulungelomagama okungelakhe begodu nesihlathululi-mezwi okungesakhe ngokusebenzisa iledere lokuthoma										
UKUHLOLA UMTLOLO WESANDLA										
Ukutlola amagama atjhodako ngefremini yokutlolela ukuqedelela itheksti (okungasenani imitjho e 3-5)										
Ukutlola okungasenani imitjho emi-3 ngendaba okungezakhe nofana ngesihloko(Ummongo/Indatjana njll.kusetjenziswa amagabhadhlela nabongci.										

2. Isindebele Grade 2

Revised National Teaching Plan

IGREYIDI LESI-2 ISINDEBELE HL UKULALELA NOKUKHULUMA OKUMUMETHWEKO/IMINQOPHO/AMAKGHONO Imisetjenzana yangamalanga (imizuzu ema-60 ngeveke) Imisetjenzana ihlukana ngobude begodu ifanele ihlukaniswe ngamazanga wobudisi.											
ILANGA	1	2	3	4	5	6	7	8	9	10	
Lalelela imininingwana eseendatjaneni nokuphendula imibuzo eseqophelweni eliphhezulu	x	x	x	x	x	x	x	x	x	x	
Ukulalela imilandelane yeenlayelo nokuphendula ngefanelo.	x	x	x	x	x	x	x	x	x	x	
Ukulalela ngaphandle kokuthikameza, ubuze imibuzo edinga ihlathululo bewuphawule ngalokho akuzwileko.	x	x	x	x	x	x	x	x	x	x	
Khuluma ngelemuko lakhe neendaba ezivamileko	x	x	x	x	x	x	x	x	x	x	
Coca indatjana enesingeniso, umzimba nesiphetho											
Veza amaziso ngetheksti nofana ikondlo ube unikele iinzathu,	x	x	x	x	x	x	x	x	x	x	
Ukuphendula imibuzo evulekileko ube uqinisekise ipendulo,	x	x	x	x	x	x	x	x	x	x	
Yenza imidunduzelo okungeyakho usebenzise ilimi lengqondo.	x	x	x	x	x	x	x	x	x	x	
Ukulingisa ubujamo ezihlukahlukeneko	x	x	x	x	x	x	x	x	x	x	
Zibandakanya ekucocisaneni, nokunkela imbiko obuyako ngomsebenzi wesiqhema.											
Ukusebenzisa amagama anjengamabizo, isiphawulo, izenzo, izabizwana, abonaweni,, ikhoma, abonobuza, indinyana lokha ukhuluma ngemitlolo yakho.	x	x	x	x	x	x	x	x	x	x	
Imisetjenzana yokulalela nokukhuluma enqotjiweko (Ubuncani imizuzu eli-15 x 3 ngeveke; Ubukhulu imizuzu eli- 15 x 4 ngeveke) Ukulalela iindatjana ezicocwako nezifundwako (Ukufunda ngokwabelana) Kanye nofana kabili ngeveke, kuzokuya ngesikhathi onaso, Utitjhere ucoca nofana afunde indatjana (nofana abuyelele izehlakalo). Iindatjana ezicocwako zingalingiswa kusetjenziswe ukutjhugulula izitho zomzimba namaprops ukusekela okutjiwe yindatjana. Iindatjana ezifundwako zifanele zibuye eNcwadini eKulunofana iphostara ezokubonwa ngibo boke abantwana babone iinthombe.											
UKUHLOLA											
Ukukhuluma ngelemuko lakhe begodu neendaba ezijayelekileko. Isibonelo, Coca indaba kusetjenziswa ilimi elihlathululako											
Ukulalela ilandelano elibudisi leenlayelo begodu aphendule ngefanelo											

Ukuzibandakanya eenkulumiswaneni ukuhlungoza iinhloko zokucocisana ukubuza ngelwazi begodu nokubuyisa umlayezo	
Lalelela imininingwana eseendatjaneni nokuphendula imibuzo eseqophelweni eliphezulu isibonelo, 'ucabanga bonyana bekaqinisile ngoku...?'	
Veza amaziso ngetheksti ube unikele iinzathu, isib, 'Kungisilingile ngombana...'	

UKUFUNDA NAMATJHADA										
OKUMUMETHWEKO/IMINQOPHO/AMAKGHONO										
Ilemuko lamatjhada namatjhada (imizuzu eli-15 x 4 ngeveke-ubuncani besikhathi; imizuzuli-15 x 5 ngeveke – ubukhulu besikhathi)										
ILANGA										
	1	2	3	4	5	6	7	8	9	10
Ukubona ubudlelwane phakathi kweledere netjhada kiwo woke amaledere akhamba ngawodwana.	x	x	x	x	x	x				
Ukubona amagama asabukondlo njenga thula, thusa, thutha, thuma.	x		x		x	x	x			x
Buyekeza amatjhada amabili ajayelekileko (mb, th, ph) ekuthomeni kwagama isibonelo, mb-esa, th-ela, ph-eka.					ph	kh	mb	th	ng	d l
Ukusebenzisa ukuvanga kwabongwaqa ukwakha nokuphula amagama. (isib. hl-eka, ng-ena, ph-ika)										
Ukwakha nokuphula amagama alula anamatjhada akhamba ngalinye (Isib. lusa l-u-s-a, buza b-u-z-a njll.)										
Ukubona usebenzise iinlungelelo, isib. umzana, umuzikazi, njll.										
Ukubona amaledere amathathu wabongwaqa abalandelanako ekuthomeni kwamagama isibonelo, dlh-ayela kgh-ona, tjh-eja.										
Ukubona okungaseni 2 yabokamisa abalamanako abasemagameni asebungini isibonelo, iinkomo, eenkolweni njll.										
Yakha amagama anamaledere ama - 4 ukusebenzisa amaledere akhamba ngawodwana nabongwaqa abalandelanako										
Ukufunda ngokwabelana (imizuzu emi-5 x 15 – Ubukhulu besikhathi; imizuzu emi-3 x 15 ubuncani besikhathi)										
Ukufunda ngesiqhema esikhokhelwako (Ubuncani 2h30 ngeveke – imizuzu ema-30 ngelanga) Lokha utitjhere nakasebenza nesiqhema lesi ezinye iinqhema zizobe zifundela phezulu zizodwa nofana zenze ukufunda ngababili, basebenzisa itheksti elula ejayelekileko nofana benze imisetjenzana ehlobene netheksti yokufunda. Iincwadi zifanele zibe ngezilula khulu begodu zibe neenthome ezisekela itheksti.										
	1	2	3	4	5	6	7	8	9	10
Fundela phezulu nezingeni lakho elilingeneko ngeenqhema ezikhokhelwa ngutitjhere. Soke isiqhema sifunda indatjana efanako. Itlasi loke lifunda iincwadi ezingasilo iqiniso neziliqiniso	x	x	x	x	x	x	x	x	x	x
Ukusebenzisa amaqhinga wokuzilungisa lokha nakufundwako: ukufunda ubuyelele, ukuphumula, ukuzilungiselela igama ngaphambili kokuliphimisa	x	x	x	x	x	x	x	x	x	x
Ukufunda butjhelela nangebelo elingezelelweko ngokuphimisa ngefanelo	x	x	x	x	x	x	x	x	x	x
Tjengisa ukuzwisisa amatshwayo wokufunda nokutlola (. , ? !) nakufundelwa phezulu	x	x	x	x	x	x	x	x	x	x

Ukubona iminingwana eqakathekileko kilokho okufundiweko njengokubona umlingisi oqakathekileko nesizinda.	X	X	X	X	X	X	X	X	X
Ukubona ubudlelwana bamathada –namaledere wawo woke amaledere akhamba ngalinye	X	X	X	X	X	X	X	X	X
Ukubona umlingisi oqakathekileko begodu nomqondo oqakathekileko.	X	X	X	X	X	X	X	X	X
Ukusebenzisa imithala ebonwako ukwenza ibonelo phambili nokufunisela ngetheksti yegrafiki, umkhangiso.	X	X	X	X	X	X	X	X	X
Ukuhlathulula ilwazi eliseenthombeni, emaphostareni, emathebuleni begodu nekhalelendeni.	X	X	X	X	X	X	X	X	X
Ukunikela umbono ngalokho okufundiweko	X	X	X	X	X	X	X	X	X
Unobangela nomphumela	X	X	X	X	X	X	X	X	XX
Ukuphendula imibuzo eseqophelweni eliphezulu	X	X	X	X	X	X	X	X	X
Ukufunda umtloko okungewakhe begodu nowabanye"	X	X	X	X	X	X	X	X	X
Ukufunda ngokuzijamela iincwadi ezifundwe ngeenkxhathi zokufunda ngokukhokhelwa begodu sessions begodu neendwadi ezineenhloko ezilula neencwadi zeendatjana ezineenthombe ngeLimi leKhaya ezisekhoneni lokufunda elingetlasini.	X	X	X	X	X	X	X	X	X
Ukusebenzisa iinhlathululi –magama zeenthombe sabantwana (esinelimi elilodwa namalimi amabili) ukuthola iinhlathululo lamagama angaziwako	X	X	X	X	X	X	X	X	X
Ukufunda ngokuzijamela (ngesikhathi somfundi angenzi litho ngaso esikolweni begodu nekhayain). Abafundi bafanele bakhuthazwe bonyana bafunde ngokuzijamela ngeLimi labo leKhaya lokha nabangenzi litho ngetlasini, Isibonelo, lokha nabaqede ngaphambili kwesikhathi ukwenza umsebenzi wabo ngetlasini nofana ekhaya nabaqede ukwenza umsebenzi wekhaya. Kuqakathekile bonyana loke ithuba abalitholako ngetlasini balisebenzisela ukuthuthukisa ukufunda kwabo.	X	X	X	X	X	X	X	X	X
UKUHLOLA AMATJHADA									
Ukulumbana kwabongwaqa: th-, ph-, kh, ekuthomeni kwamagama									
Ukubana amagama amatjhada tj,mb,nd .									
Ukutlola amagama esebunengini iin,een									
Ukukwakha amagama ngokulumbanisa aongwaqa nokubona abongwaqa abakhamba ngababili (kg, ng, bh, nd njll.)									
Ukwakha amagama asebenzengini (een-, iin-)									
Ukupeleda: Irhelo lamagama ali- 10 begodu nemitjho emi- 1-2 ukutlola isibizelo									
UKUHLOLA UKUFUNDA									
Hlola omunye nomunye umfundi ngayedwana amagamaavela kanengi ama- 50-60 (inCwadi eKulu, Umongo, Incwadi yokufunda)									
Khetha indinyana yokufunda enamagama ama- 50 - 60 (Incwadi yeDBE nofana incwadi yokufunda) ilmihlobo yemibuzo Imibuzo yokukhetha MCQ. Zalisa ngamagama atjhadako(indlela efihlekileko)									
AMATJHADA AZOKUTHUTHUKELA EGREYIDINI YESI- 3 (Amatjhada amanengi aragele phambili nekharihyulamu yeGreyidini yesi-3 ngalokho amanye angasalela enziwe egreyidini elilandelako)									
Abongwaqa abamatjhada amayhathu tjh, ngh, dlh									

UMTLOLO										
OKUMUMETHWEKO/IMINQOPHO/AMAKGHONO										
ILANGA										
	1	2	3	4	5	6	7	8	9	10
Abotijher bafanele ukukhetha kilokhu okulandelako; bafanele balinge ukwenza imisetjenzana eminengi ngendlela abangakghona ngayo ngesikhathi esikhona										
UMTLOLO WESANDLA										
Ukusebenzisa iintlabagelo zokutlola ngefanelo: ipensela, iraba, irula.	x	x	x	x	x	x	x	x	x	x
Nqophisa umtlole ngendlela efaneloko phakathi kwemida eli-17mm.	x	x	x	x	x	x	x	x	x	x
Bumba amaledere amakhulu namancani ngendlela efaneleko	x	x	x	x	x	x	x	x	x	x
Ukusebenzisa iinkhala ngendlela efaneleko hlanguana namagama asemitjhwani	x	x	x	x	x	x	x	x	x	x
Ukutlola ngokuhlukanisa woke amagabhadlhela namaledere amancani	x	x	x	x	x	x	x	x	x	x
Kopa ukutlole indinyana enemida ephakathi koku-3 - 4 esuselwa ethekistini egadangisiweko (indatjana)	x	x	x	x	x	x	x	x	x	x
Kopa ukutlole amabumbeko wokutlola (isimemo esifitjhani njengeselanga lokubelethwa, imilayezo, amarhelo, njll).	x	x	x	x	x	x	x	x	x	x
Tlola ngokuhlukanisa ngeendlela ezahlukeneko zokurekhoda.	x	x	x	x	x	x	x	x	x	x
Kopulula bewutlole amaphetheni wokutlola ngokuhlukanisa.										
Kopa ube utlole woke amaledere amancani namagabhadlhela asetjenziswa kanengi li ngomtlole wokutlola ngokuhlukanisa										
Kopa ube utlole amagama amafitjhani ngomtlole wokutlola ngokuhlukanisa:										
Ukukopa nokutlola imitjho emifitjhani ngomtlole wokutlola ngokuhlukanisa.										

UMTLOLO										
Ukukopa nokutlola imitjho emifitjhani ngomtlole wokutlola ngokuhlanganisa.	x	x	x	x	x	x	x	x	x	x
Ukusebenzisa itshwayo elifaneleko (abongci, amakhoma, abonobuza neembabazo)	x	x	x	x	x	x	x	x	x	x
Ukuthoma ukupeleda amagama ajayelekileko ngefanelo	x	x	x	x	x	x	x	x	x	x
Ukusebenzisa isikhathi sanje, esadlulako nesizako ngefanelo.	x	x	x	x	x	x	x	x	x	x
Kopa ukutlole amabumbeko wokutlola (isimemo esifitjhani njengeselanga lokubelethwa, imilayezo, amarhelo, njll).	x	x	x	x	x	x	x	x	x	x
Imitjho emihlanu ngeendaba okungezakhe nofana ngesihloko	x	x	x	x	x	x	x	x	x	x
Ukutlola ikarada, incwadi kusetjenziswa isihlaka esinikelweko	x	x	x	x	x	x	x	x	x	x
Abondaweni	x	x	x	x	x	x	x	x	x	x
Abondaweni	x	x	x	x	x	x	x	x	x	x
Wakha ibulungelo lamagama nesihlathululi-mezwi okungesakhe										
Tlola indatjana okungeyakho okungasenani ibe indinyana eyodwa (imitjho e-8 –indinyana 1 nofana2) kusetjenziswa isihlaka sokutlola.										
Okufanako nokungafaniko										
Ukusebenzisa isikhathi sanje nesidlulileko nesizako ngefanelo.										
Ukusebenzisa amabizo, izabizwana, izenzo										
Imitjho ebunane ngeendaba okungezakhe nofana ngesihloko										
Ukuhlela ilwazi etjhadini nofana ethebuleni										
Ukutlola indatjana okungeyakhe okungasenani ibe yindinyana eyodwa (imitjho eli-10 - iindinyana ezi-1 ukuya 2 kusetjenziswa ifremu yokutlolela: ikondlo, iingoma, amaresebhu, umbungazo womndeni.										
UKUHLOLA										
Ukukopa nokutlola okungasenani amaledere amabili ngomtlole wokuhlanganisa ngeveke, kuqedwe woke amaledere ekupheleni kwethemu										
Ukukopa nokutlola amagama amafitjhani ngomtlole wokutlola ngokuhlanganisa										
Ukukopa nokutlola amagabhadlhela asetjenziswa kanengi ngomtlole wokuhlanganisa										
Ukukopa nokutlola amagabhadlhela asetjenziswa kanengi ngomtlole wokuhlanganisa										
Ukutlola okungasenani iindinyana ezimbili (imitjho elitjhumu) ngelemuko okungelakhenofana isehlakalo esifana nombungazo womndeni										
Ukuhlela ilwazi etjhadini nofana ethebuleni										
Ukusebenzisa izakhiwo zelwazi lokha nakutloliwako okufana nokutlola amaresebhu										
Ukulandelanisa itheksti ngokusebenzisa amagama afana nokuthi 'kokuthoma', 'okulandelako' begodu 'kwamaswaphela'										
Ukusebenzisa amatshwayo wokufunda nokutlola ngefanelo (anagabhadlhela, amakhoma, abonobuzabegodu neembabazo) ukuzu abanye bakwazi ukufunda okutloliweko										
Ukupeleda amagama ajayelekileko ngefanelo begodu alinge ukupeleda amagama angakajayeleki kusetjenziswa ilwazi lamatjhada.										

3. Isindebele Grade 3

Revised National Teaching Plan

IGREYIDI YESI-3										
UKULALELA NOKUKHULUMA										
ILANGA										
	1	2	3	4	5	6	7	8	9	10
Imisetjenzana yangamalanga/yeveke										
Ukulalela uphendule iimemezelo neenlayelo ezisemrhatjhweni nofanae-inthakhomu	x	x	x	x	x					
Lalelela imininingwana eseendatjaneni nakamanye amathekisti akhulunywako ube uphendule imibuzo evulekileko	x	x	x	x	x	x	x	x	x	x
Thula ikulumo ngomlomo: ukuthula iindaba ngelemuko labo nofana ngelojikhi nangelandelano.						x	x	x		
Ukulalela iindatjana, iinkondlo neengoma ube uveze namazizo ngendatjana, ngekondlo nofana ingoma unikele neenzathu	x	x	x	x	x	x	x	x	x	x
Bonela phambili ngokuzokwenzeka endatjaneni isib 'qala isihloko nengaphandle lencwadi.'Udlumbana bonyana kuzokwenzakala ini?'	x	x	x	x	x	x	x	x	x	x
Ukusebenzisa ilwazi-magama elikhulako lokha nawukhulumako.	x	x	x	x	x	x	x	x	x	
Ukusebenzisa amathemu anjengehloko, isenzo, umbuzo, isitatimende, umlayo, abomqondofana, abomqondophika,iimbabazo nakuhlathululwa amatheksti	x	x	x	x	x	x	x	x	x	
Zwisisa bewusebenzise ilimi leemfundo ezahluahlukeneko	x	x	x	x	x	x	x	x	x	x
Hlongoza iinsombululo zemiraro, khulukhulu imiraro yamagama weeMbalu.	x	x	x	x	x	x	x	x	x	x
Hlunga abantu ngokomnqopho othileko njengokuthola umsebenzi umuntu awenzako.	x	x	x	x						
Ukulalela iinlayelo zokulandelana ezibudisi (okungasenani 4) ube uphendule ngokufaneleko.					x	x	x	x		
Ukulalela indatjana bewuthole unobangela nomphumela wendatjana leyo	x	x	x	x	x	x	x	x	x	x
Zibandakanye emikhulumiswaneni yamakghono wokuhlalisana, ukwamukela nokuhlonipha indlela abanye abantu abakhuluma ngayo.	x	x	x	x	x	x	x	x	x	x
Ukusebenzisa ilimi ngokucabanga: ukutjho amahlaya neenrarejo kusetjenziswa iphimbo nokwehla nokwenyuka kwephimbo.										
Coca indatjana ngokusebenzisa ilimi elihlathululako, utjhugulule nezitho zomzimba										
Zibandakanya ekucocisaneni, unikele umbiko obuyako nakabanye	x	x	x	x	x	x	x	x	x	x
Beka izehlakalo ngendlela yelojikhi nokulandelana	x	x	x	x	x	x	x	x	x	x
Weeks 7 - 10										

Lalelela imininingwana eseendatjaneni nakamanye amathekisti akhulunywako ube uphendule imibuzo evulekileko, isib,'Uzokwenzani wena nasele ukhulileko / umdala?'	x	x	x	x	x	x	x	x	x	x
Coca indatjana enesithomo, umzimba nesiphetho.enesizinnda esilulla nabalingisi abahlukahlukeneko	x	x	x	x	x	x	x	x	x	x
Plana wenze ikulumo yomlomo ukhulume neendaba okungezakho, uhlathulule ngento onelemuko ngayo, ukhumbule isehlakalo njll. usebenziswa iinsiza ezibonakalako										
Ukucoca indatjana enesizinda esilula begodu ibe nesithomo ,umzimba nesiphetho beyibe nabalingisi abahlukahlukeneko(kusetjenziswa amaprops afana namamaski,amaphaphethi njll. Kuhlanguaniswe nokuFunda,AmamKghono wePilo)										
NOFANA										
Ukuthula ikulumo yomlomo: Ukutjengisa begodu nokucoca nofana ikulumo elungiselelweko ngesihloko kusetjenziswa iphostara nofana ibhodi yendatjana ihlanguaniswe nesihloko sommongo(kuhlanguaniswe namaKghono wePilo).										
NOFANA										
Ukuplana nokwethula ikulumo yomlomo: Ukucoca ngeendaba okungezakhe ukuhlathulula okuthile anelemuko ngakho,ukukhumbula isehlakalo njll. Kungasetjenziswa iinsetjenziswa ezibonwako(kuhlanguaniswe nokuFunda,AmamKghono wePilo)										