

FOUNDATION PHASE

LIFE SKILLS

SBA EXEMPLAR BOOKLET

GRADES 1-3



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



FOREWORD



The Department of Basic Education has pleasure in releasing a subject exemplar booklet for School Based Assessment (SBA) to assist and guide teachers with the setting and development of standardised SBA tasks and assessment tools. The SBA booklets have been written by teams of subject specialists to assist teachers to adapt teaching and learning methods to improve learner performance and the quality and management of SBA.

The primary purpose of this SBA exemplar booklet is to improve the quality of teaching and assessment (both formal and informal) as well as the learner's process of learning and understanding of the subject content. Assessment of and for learning is an ongoing process that develops from the interaction of teaching, learning and assessment. To improve learner performance, assessment needs to support and drive focused, effective teaching.

School Based Assessment forms an integral part of teaching and learning, its value as a yardstick of effective quality learning and teaching is firmly recognised. Through assessment, the needs of the learner are not only diagnosed for remediation, but it also assists to improve the quality of teaching and learning. The information provided through quality assessment is therefore valuable for teacher planning as part of improving learning outcomes.

Assessment tasks should be designed with care to cover the prescribed content and skills of the subject as well as include the correct range of cognitive demand and levels of difficulty. For fair assessment practice, the teacher must ensure that the learner understands the content and has been exposed to extensive informal assessment opportunities before doing a formal assessment activity.

The exemplar tasks contained in this booklet, developed to the best standard in the subject, is aimed to illustrate best practices in terms of setting formal and informal assessment. Teachers are encouraged to use the exemplar tasks as models to set their own formal and informal assessment activities.



MR HM MWELI

DIRECTOR-GENERAL

DATE: 13/09/2017

The purpose of assessment of Life Skills during the Foundation Phase is to assess the development of concepts, skills and values that will help to prepare the Foundation Phase learner for more formal assessment during the Intermediate Phase.

Across all four Life Skills study areas the purpose of assessment is to support and encourage the learners and to assess the learners' holistic development. We know that learners have developed concepts and skills by observing a learner's participation and engagement in activities related to each of the Life Skills study areas.

Assessment for learning (informal assessment) of Life Skills during the Foundation Phase is conducted on an ongoing basis. One good way to do this is to keep an observation book. Anything interesting or of concern should be noted in the observation book, and followed up each day. These notes should also include planning of teaching, and can also include future assessments.

In Life Skills during the Foundation Phase each learner should be formally assessed through observations and practical demonstrations (Creative Arts and Physical Education) mainly and some form of written recording at least once per term in Beginning Knowledge and Personal and Social Well Being. The forms of assessment should be age and developmentally appropriate for each grade. The design of each Assessment Task should cover the content and skills of each study area and include a variety of forms of assessment designed to achieve the objectives of that specific study area. Assessment can take place individually, in small groups or in large groups (indoors and outdoors) and as part of structured activities. The use of checklists and rubrics are encouraged to record assessments. Assessments both formal and informal will enable the teacher to track and monitor the learner's progress throughout the term. Assessment is recorded and reported to parents.

It is not necessary to keep a formal record of all learners' work in Life Skills. It is useful, however, to keep some work that can show progress over time. Teachers can give learners a choice of keeping work that gives a good indication of the learner's abilities at a particular time. These can be kept in files, displayed during parent interviews and evenings. Otherwise, learners' work should be displayed in the classroom. At certain points learners can take their work home so that the classroom does not become cluttered.

Programme of Assessment

Assessment in Life Skills during the Foundation Phase is largely informal, and is on-going. The formal assessment of each learner once per term, should be formally recorded by the teacher. Assessment frameworks have been developed for each Assessment Task for Life Skills Grades 1 to 3 and which are aligned to the Curriculum and Assessment Policy Statement (CAPS).

IMPLEMENTATION OF SOUTH AFRICAN SCHOOL ADMINISTRATION AND MANAGEMENT SYSTEMS (SA-SAMS)

The SBA guidelines will be used to inform the implementation of SA-SAMS in Grades 1 to 3. Table 1 indicates the SA-SAMS weightings for Life Skills. Table 2 gives an overview of the number of oral, practical and written activities that should be assessed formally for each assessment task in Life Skills. This mapping will inform the capturing of the assessment data on SASAMS.

| Table 1: Suggested SASAMS weightings for Life Skills Grades R to 3 | | | | | | |
|--|--|--|---------------------------------|--|------------------|--------------|
| Grades R-2 (6 Hours) | | Grade 3 (7 Hours) | | SA-SAMS weightings | | |
| | | | | Grade 1 | Grade 2 | Grade 3 |
| Beginning Knowledge and Personal and Social Well-being | 2 hours per week | Beginning Knowledge and Personal and Social Well-being | | 3 hours per week | | 40% |
| Creative Arts: 2 hours per week | Performing Arts (PA): Music, Dance and Drama | 1 hour per week | Creative Arts: 2 hours per week | Performing Arts (PA): Music, Dance and Drama | 1 hour per week | PA 15% |
| | Visual Arts (VA) | 1 hour per week | Physical Education | Visual Arts (VA) | 1 hour per week | VA 15% |
| Physical Education | 2 hours per week | | | | 2 hours per week | 30% |
| Aggregate | Term 1: 25 % | | Term 2 : 25 % | | Term 3 : 25% | Term 4 : 25% |

| TABLE 2: Suggested recordings for SASAMS | | | | |
|--|--|--|-----------------------------------|--|
| Grade 1 | | | | |
| Life skills Study Areas | Term 1 | Term 2 | Term 3 | Term 4 |
| Beginning Knowledge Personal and Social-well Being (BKPSW) | 1 Oral (Weather) | 1 Oral (My family) | Oral and Practical (Plants) | Oral and Practical (Picture Maps) |
| | 1 Oral (School details) | 1 Practical (My Body) | Oral and Practical (Food) | Oral and Practical (Water) |
| | 1 Practical | 1 Practical | 1 Practical | 1 Practical |
| Performing Arts (PA) | 1 Practical | 1 Practical | 1 Practical | 1 Practical |
| Visual Arts (VA) | 1 Practical | 1 Practical | 1 Practical | 1 Practical |
| Physical Education (PE) | 1 Practical | 1 Practical | 1 Practical | 1 Practical |
| Grade 2 | | | | |
| Life Skills Study Areas | Term 1 | Term 2 | Term 3 | Term 4 |
| Beginning Knowledge Personal and Social-well Being (BKPSW) | 1 Written (What we need to live?) | 1 Written (Animals, Animals which live in water, Animal Homes) | 1 Written (Transport) | 1 Written (My Country) |
| | Oral and Practical (Healthy Living) | | Practical (People who help us) | Practical (Ways we communicate) |
| | | | Practical (Road safety) | |
| Performing Arts (PA) | 1 Practical | 1 Practical | 1 Practical | 1 Practical |
| Visual Arts (VA) | 1 Practical | 1 Practical | 1 Practical | 1 Practical |
| Physical Education (PE) | 1 Practical | 1 Practical | 1 Practical | 1 Practical |
| Grade 3 | | | | |
| Life Skills Study Areas | Term 1 | Term 2 | Term 3 | Term 4 |
| Beginning Knowledge Personal and Social-well Being (BKPSW) | 1 Practical & Written (Timeline) | 1 Practical & Written (Healthy Living) | 1 Practical & Written (Pollution) | 1 Practical & Written Products & processes |
| | 1 Oral and Written (All about me) | 1 Practical & Written (Insects) | 1 Practical & Written | 1 Practical & Written (Natural disasters) |
| | 1 Practical & Written Big Book: Healthy Habits | 1 Practical & Written (Life Cycles) | 1 Practical & Written (Space) | 1 Practical & Written Animals and creatures that help us |
| Performing Arts (PA) | 1 Practical | 1 Practical | 1 Practical | 1 Practical |
| Visual Arts (VA) | 1 Practical | 1 Practical | 1 Practical | 1 Practical |
| Physical Education (PE) | 1 Practical | 1 Practical | 1 Practical | 1 Practical |

LIFE SKILLS: Programme of Assessment: Grade 1: Term 1

| Study Areas | Topic | What will be assessed? | Forms of Assessment | Assessment tools | Score | Date to be completed | Date completed |
|--|--|--|------------------------------------|-------------------------------------|-------|-----------------------------|----------------|
| Beginning knowledge & Personal and Social Well being | Me | <ul style="list-style-type: none"> Personal details - e.g. name and surname, age, date of birth, gender and home address etc. | Oral, Practical | Checklist | n/a | By end of the Term | |
| | At school | <ul style="list-style-type: none"> School details and classroom routines | Oral and Practical | Checklist and Rubric | 5 | By end of the Term | |
| | Healthy habits | <ul style="list-style-type: none"> Personal hygiene and Cleanliness | Observation | Checklist | n/a | By end of the Term | |
| | Weather | <ul style="list-style-type: none"> Describe daily weather conditions (Integrate with Home Language: Weather news) | Oral, Practical, Written Recording | Checklist, Rubric Class workbook | 5 | Ongoing throughout the term | |
| Performing Arts | Drama, Music, Dance Creative games & skills | <ul style="list-style-type: none"> Performs action rhymes and songs | Practical Observation | Rubric | 5 | By end of the Term | |
| | | <ul style="list-style-type: none"> Role plays parts of a story | | Checklist | n/a | | |
| Visual Arts (VA) 2D & 3D | Create in 2D | <ul style="list-style-type: none"> Paint/Draw own portrait with facial features – eyes, ears, nose, hair, eyebrows and mouth | Practical and Recording (Drawing) | Rubric | 5 | By end of the Term | |
| Physical Education | Spatial Orientation | <ul style="list-style-type: none"> Listens to instructions while moving around | Practical Observation | Checklist | n/a | By end of the Term | |
| | Locomotor & Co-ordination | <ul style="list-style-type: none"> Jumps over and move under obstacles, crawling, climbing, jumping, etc. | | Rubric | 5 | | |

TOTAL SCORE

25

Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.

Teachers notes:

The content relating to Life Skills Topics will be assessed during the daily lessons. Exemplar checklists and rubrics will be used to record and report on each learner's progress at the end of each term. Where possible teachers are encouraged to ensure that the assessment activities are integrated across the Life Skills Study Areas and also where possible these assessment activities should be integrated with Languages and Mathematics lessons.

LIFE SKILLS: CHECKLIST: GRADE 1 TERM 1

| Study Areas | | Beginning knowledge & Personal and Social Wellbeing | | Creative Arts | | | Physical Education | | Comments | |
|---|--|---|---|--------------------------------------|----------------------------------|----------------------------|--|---|---|--|
| | | | | Performing Arts | Visual Arts | | | | | |
| Skills to be assessed KEY: ✓ Achieved ● In need of support × Not achieved | | Personal details - e.g. name and surname, age, date of birth, gender and home address | Aware of personal hygiene and cleanliness | Knows and follows Classroom routines | Performs action rhymes and songs | Role play parts of a story | Draw pictures to represent the weather | Hand eye and foot co-ordination balancing throwing and catching | Listens to instructions while moving around | |
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LIFE SKILLS: RECORDING SHEET (rubrics used for scoring): GRADE 1 TERM 1

| Study Areas | | Beginning Knowledge and Personal and Social Well Being | | Creative Arts | | Physical Education | |
|-----------------------|--|--|---------------------------|---|--|---|--|
| Skills to be assessed | | Activity 1 | Activity 2 | Performing Arts | Visual Arts | Activity 1 | |
| | | Topic: School Details | Topic: Weather Conditions | Keeping a steady beat with changes in tempo whilst clapping or moving in time to music such as walking in fours, skipping in twos | Paint/Draw own portrait with facial features – eyes, ears, nose, hair, eyebrows and mouth. | Jump over and move under obstacles, crawling, climbing, jumping, etc. | |
| Score | | 5 | 5 | 5 | 5 | 5 | |
| Date | | | | | | | |
| Learner's names | | | | | | | |
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LIFE SKILLS RUBRIC: GRADE 1: TERM 1

Beginning Knowledge and Social and Well Being

| Activity | 1 | 2 | 3 | 4 | 5 |
|---|------------------------------------|--|--|---|--|
| Observes and describes at least 4 types of basic weather conditions | Draws only sunny weather correctly | Observes and draws the 2 basic weather conditions (sunny, rainy) correctly | Observes and draws the 3 basic weather conditions (sunny, , rainy, cold) correctly | Observes, describes and draws the 4 basic weather conditions (sunny, cloudy, rainy, cold) correctly | Observes, describes and draws the 5 basic weather conditions (sunny, cloudy, rainy, windy, cold) correctly |
| Knows at least 5 details relating to My School | Knows school name only | Knows 2 school details (name, class teacher,) | Knows 3 school details (name, class teacher, address) | Knows 4 school details (name, address, principal, class teacher) correctly | Knows 5 school details (name, address, principal, class teacher, phone number) correctly |

Performing Arts

| Activity | 1 | 2 | 3 | 4 | 5 |
|---|----------------------------------|--|--|--|---|
| Performs action songs, improvisations using rhythmic movements and body percussions | Needs support to do action songs | Does action songs and rhymes and follows teacher signals (clapping and stamping) | Does action songs and , improvisations using body percussions (clapping, stamping, clicking) without support | Performs action songs and , improvisations using body percussions (clapping, stamping, clicking) and using some rhythmic movements naturally | Performs action songs , improvisations using rhythmic movements and body percussions (clapping, stamping, clicking) excellently |

Visual Arts

| Activity : Draw portrait of Me | 1 | 2 | 3 | 4 | 5 |
|---|---|--|--|---|--|
| Paint/Draw own portrait adding features – eyes, ears, nose, mouth and chin. | Paint/Draw own portrait with one facial feature | Paint/Draw own portrait with two facial features | Paint/Draw own portrait with three facial features | Paint/Draw own portrait with four facial features | Paint/Draw own portrait with five facial features in the correct place on the face |

Physical Education

| Activity | 1 | 2 | 3 | 4 | 5 |
|--|---|--|---|--|--|
| Jumps over and move under obstacles, crawling, climbing, jumping, etc. | Moves under the bigger obstacles with support | Walks around and moves under obstacles by crawling | Climbs over and moves under obstacles by crawling | Jumps over and moves under obstacles by crawling and jumping | Jumps over and moves under obstacles, by crawling, climbing, jumping |

LIFE SKILLS: Programme of Assessment: Grade 1: Term 2

| Study Areas | Topic | What will be assessed? | Forms of Assessment | Assessment tools | Score | Date to be completed | Date completed |
|--|----------------------------------|---|---------------------------|------------------|-------|----------------------|----------------|
| Beginning knowledge & Personal and Social Well being | My Family | <ul style="list-style-type: none"> Talks about and describes members of the immediate and extended family | Oral | Rubric | 5 | By Week 2 | |
| | Safety in the home | <ul style="list-style-type: none"> Emergency number e.g. 10111. Poisonous substance warning symbols | Oral | Checklist | n/a | By end of the Term | |
| | My Body | <ul style="list-style-type: none"> Awareness of different parts of my body and the five senses and their uses. | Practical | Rubric | 5 | By Week 6 | |
| | Keeping my body safe | <ul style="list-style-type: none"> Awareness of keeping one's body safe | Oral | Checklist | n/a | By end of the Term | |
| Performing Arts | Drama Improvise and interpret | <ul style="list-style-type: none"> Acts out short sentences of a dialogue related to a story | Oral Practical | Rubric | 5 | By end of the Term | |
| Visual Arts (VA) 2D & 3D | Create in 2D | <ul style="list-style-type: none"> Make drawings and paintings of self in action or My family | Practical | | 5 | | |
| Physical Education | Co-ordination | <ul style="list-style-type: none"> Eye-hand-foot co-ordination | Observation and Practical | | 5 | | |

TOTAL SCORE

25

Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.

Teachers notes:

The content relating to Life Skills Topics will be assessed during the daily lessons. Exemplar checklists and rubrics will be used to record and report on each learner's progress at the end of each term. Where possible teachers are encouraged to ensure that the assessment activities are integrated across the Life Skills Study Areas and also where possible these assessment activities should be integrated with Languages and Mathematics lessons.

LIFE SKILLS: CHECKLIST: GRADE 1: TERM 2

| Study Areas | | Beginning Knowledge & Personal and Social Well being | | | | | Creative Arts | | | | | Physical Education | Comments | | |
|---|--|--|------------------------------|---|--|--|--------------------------------------|--|------------------------------------|--------------------------------------|--|--|--|---|--|
| | | | | | | | Performing Arts | | | Visual Arts | | | | | |
| Skills to be assessed KEY: ✓ Achieved ● In need of support × Not achieved | | Knows: members of his/her immediate family | Emergency number e.g. 10111. | Knows about medicines and Poisonous substance warning symbols | Knows different parts of the body and senses | Knows how to care for oneself and body | Knows to be careful in public places | sing songs using appropriate movements and voice contrasts | Mime movements for different roles | Do finger painting or brush painting | Make loose constructions make models out of clay | Does rhythmic movements e.g. jumping, hopping, finger rhymes | Recite action rhymes and songs and play games such as Simon says | Engage in ball skills e.g. passing, throwing, bouncing, kicking | |
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LIFE SKILLS: RECORDING SHEET (rubrics used for scoring): GRADE 1: TERM 2

| Study Areas | Beginning Knowledge and Personal and Social Well being | | Creative Arts | | Physical Education |
|-----------------------|--|---|---|--|-----------------------------|
| | Activity 1 | Activity 2 | Performing Arts | Visual Arts | |
| SKILLS TO BE ASSESSED | Identify and state the functions of at least 15 different parts of my body | Describes and talks about My family and makes visual representations (at least 5 members) | Acts out short sentences of a dialogue related to a story | Makes drawings and paintings of self in action | Eye-hand-foot co-ordination |
| Score | 5 | 5 | 5 | 5 | 5 |
| Date | | | | | |
| Learner's names | | | | | |
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LIFE SKILLS: RUBRIC: GRADE 1: TERM 2

Beginning knowledge, Personal and Social Well being

| Activity | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------------------|--|--|--|--|
| Describes and talks about My family and makes visual representations (at least 5 members) | Describes 1 member of his/her family | Describes, talks and represents in drawings at least 2 members of his/her family | Describes, talks and represents in drawings at least 3 members of his/her family | Describes, talks and represents in drawings at least 4 members of his/her family | Describes, talks and represents in drawings at least 5 members of his/her family |
| Identify and state the functions of at least 15 different parts of my body | Identify 1- 2 body parts only | Identify 3-4 body parts and describe their functions | Identify 5-7 body parts and describe their functions | Identify 8-10 body parts and describe their functions | Identify 11-15 body parts and describe their functions |

Visual Arts

| Activity | 1 | 2 | 3 | 4 | 5 |
|--|-----------------------------------|---|---|--|---|
| Make drawings and paintings of self in action with Background and border | Draws self standing with a border | Draws self standing with arms forward/up Draws a border and colour/decorate it | Draw self standing with arms forward/up and one leg bend Draws a border and background features e.g. trees | Draws self standing with arms forward/up and both legs bend Draws a border and background features e.g. trees and colour it | Draws self in action in an activity with movement visible in drawing Draws a border and background features e.g. trees and colours it ensuring that the background is fully coloured |

Performing Arts: Drama

| Activity | 1 | 2 | 3 | 4 | 5 |
|---|------------------------------------|--|--|--|--|
| Acts out short sentences of a dialogue related to a story | Needs teacher's support to act out | Acts out 2 short sentences of a dialogue related to a story but is shy | Acts out 3 short sentences of a dialogue related to a story with some gestures | Acts out 4 short sentences of a dialogue related to a story using puppet or mask confidently | Acts out 5 short sentences of a dialogue related to a story using puppet or mask confidently with facial expression and gestures |

Physical Education

| Activity | 1 | 2 | 3 | 4 | 5 |
|-----------------------------|--|--|---|--|---|
| Eye-hand-foot co-ordination | The learner attempts to use the step-and-catch | The learner will place the ball / beanbag on the step-and-catch, but cannot step on the step-and-catch | The learner places the ball / beanbag on the step-and-catch and step on the plank but the ball / beanbag only lift slightly not at a height to catch it | The learner places the ball / beanbag on the step-and-catch and step on the plank, the ball / beanbag lift high enough but the learner cannot catch it | The learner places the ball / beanbag on the step-and-catch and step on the plank, the ball / beanbag lift high enough and the learner catch it. The action was completed successfully. |

LIFE SKILLS: Programme of Assessment: Grade 1: Term 3

| Study Areas | Topic | What will be assessed? | Forms of Assessment | Assessment tools | Score | Date to be completed | Date completed |
|--|------------------------------|--|---|----------------------|-------|----------------------|----------------|
| Beginning knowledge & Personal and Social Well being | My Community | <ul style="list-style-type: none"> Knowledge of important public buildings and places eg library, clinic, police station | Oral and Practical | Checklist | n/a | By Week 3 | |
| | Pets | <ul style="list-style-type: none"> Knowledge of different pets and how to care for them | Oral and Practical | Checklist | n/a | By end of the Term | |
| | Manners and responsibilities | <ul style="list-style-type: none"> Greeting people Waiting my turn Respect others | Observation and Oral | Checklist | n/a | By end of the Term | |
| | Plants and Seeds | Knowledge of: <ul style="list-style-type: none"> the different types of plants parts of a plant uses of plants germination of seeds | Oral and practical | Checklist and Rubric | 5 | By end of the Term | |
| | Food | <ul style="list-style-type: none"> Knowledge of healthy foods | Oral and practical | Rubric | 5 | By end of the Term | |
| Performing Arts | Creative games and skills | <ul style="list-style-type: none"> Listening skills through music games using different tempo, pitch, dynamic, duration | Observation Practical Demonstration | Rubric | 5 | By end of the Term | |
| Visual Arts (VA) 2D & 3D | Create in 3D: | <ul style="list-style-type: none"> Make models of pets | Observation Practical Demonstration | Rubric | 5 | By end of the Term | |
| Physical Education | Balancing and Co-ordination | <ul style="list-style-type: none"> Balance (head, hand , foot) | Oral Observation Practical | Rubric | 5 | By end of the Term | |

TOTAL SCORE

25

Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.

Teachers notes:

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LIFE SKILLS: CHECKLIST: GRADE 1: TERM 3

| Study Areas | | Beginning Knowledge & Personal and Social Well being | | | | | Creative Arts | | | | | Physical Education | | Comments | |
|-----------------------|--|---|--|-----------------|-----------------|----------------|---|--|---|---|---|----------------------|---|----------|--|
| | | | | | | | Performing Arts | | | Visual Arts | | | | | |
| Skills to be assessed | | Knowledge of important public buildings and places e.g. library, clinic, police station | Knowledge of different pets and how to care for them | Greeting people | Waiting my turn | Respect others | Plays and sings action rhymes and songs | Can do warm up and cooling down activities | participates in warm up activities and freeze games | Do paintings and drawings of real and imaginary things using line, colour, shape and contrast | Make models out of clay, play dough and recycled material | Balancing activities | Co-ordination activities e.g. dribbling, kicking, throwing, passing | | |
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LIFE SKILLS: RECORDING SHEET (rubrics used for scoring): **GRADE 1: TERM 3**

| Study Areas | | Beginning Knowledge & Personal and Social Well being | | Creative Arts | | Physical Education |
|-----------------------|--|--|---------------------------------|--|---|--------------------|
| | | Activity 1 | Activity 2 | Performing Arts | Visual Arts | |
| Skills to be assessed | | Knowledge of: -parts of a plant | Identification of healthy foods | Listening skills through music games using different tempo, pitch, dynamic, duration | Make models out of clay, play dough and recycled material | Balance a bean bag |
| Score | | 5 | 5 | 5 | 5 | 5 |
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LIFE SKILLS: RUBRIC: GRADE 1: TERM 3

Beginning knowledge & Personal and Social Well being

| Activity | 1 | 2 | 3 | 4 | 5 |
|-----------------------------------|--|---|---|---|---|
| Identification of different foods | Identify 1 healthy and 1 unhealthy food type | Identify 2 healthy and 2 unhealthy food types | Identify 3 healthy and 3 unhealthy food types | Identify 4 healthy and 4 unhealthy food types | Identify 5 healthy and 5 unhealthy food types |

| Activity | 1 | 2 | 3 | 4 | 5 |
|--|----------------------------|--|---|---|---|
| Identify, point and name at least parts of a plant | Point to 1 part of a plant | Identify and point to 2 parts of a plant correctly | Identify, point and name 3 parts of a plant correctly | Identify, point, draw and name 4 parts of a plant correctly | Identify, point, draw and name 5 parts of a plant correctly |

Performing Arts

| Activity | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|--|
| Listening skills through music games using different tempo, pitch, dynamic, duration | Listens to the music and moves randomly | Listens to the music and moves according to the tempo | Listens to the music and moves according to the tempo and pitch | Listens to the music and moves according to the tempo, pitch and duration | Listens to the music and moves according to the tempo, pitch, duration and dynamic |

Visual Arts

| Activity | 1 | 2 | 3 | 4 | 5 |
|--|---|--|---|---|---|
| Makes models out of clay, play dough and recycled material | Makes models out of clay and play dough and recycled material | Make models out of clay and play dough which resembles 2 features of the real object | Make models out of clay and play dough and recycled material which resembles 3 main features of real object | Makes colourful models out of clay, play dough and recycled material which resembles 4 main features of real object | Makes very creative and colourful models out of clay, play dough and recycled material which resembles 5 main features of real object |

Physical Education

| Activity | 1 | 2 | 3 | 4 | 5 |
|---|--|--|--|---|---|
| Plays games using bean bags to balance on different parts of the body e.g. "Simon Says" – balance the bean bag on your shoulder, etc. | The learner can balance a bean bag on one body part for 30 seconds | The learner can balance a bean bag on two body parts for 30 seconds each | The learner can balance a bean bag on three body parts for 30 seconds each | The learner can balance a bean bag on four body parts for 30 seconds each | The learner can balance a bean bag on five body parts for 30 seconds each |

LIFE SKILLS: Programme of Assessment: Grade 1: Term 4

| Study Areas | Topic | What will be assessed? | Forms of Assessment | Assessment tools | Score | Date to be completed | Date completed |
|--|--------------------------------|--|-----------------------|------------------|-------|----------------------|----------------|
| Beginning knowledge & Personal and Social Well being | Homes | <ul style="list-style-type: none">Knowledge about different types of homes and what they are made off | Oral Practical | Checklist | n/a | By end of the Term | |
| | Picture maps | <ul style="list-style-type: none">Finding places and things on a picture map | Oral Practical | Rubric | 5 | By end of the Term | |
| | Water | <ul style="list-style-type: none">Uses of waterWays of saving water | Oral Practical | Rubric | 5 | By end of the Term | |
| | The Sky at night | <ul style="list-style-type: none">Awareness of the moon and stars | Oral Practical | Checklist | n/a | By end of the Term | |
| Performing Arts | Music, Creative games & skills | <ul style="list-style-type: none">Clapping games with a partner developing focus and co-ordination | Practical | Rubric | 5 | By end of the Term | |
| Visual Arts (VA) 2D & 3D | Create in 2D | <ul style="list-style-type: none">Make a collage of the sky at night (moon and stars) | Practical | Rubric | 5 | By end of the Term | |
| Physical Education | Laterality | <ul style="list-style-type: none">Kick a ball at a target using Left/Right foot; throw a ball through a hoop with Left/Right hand. | Observation Practical | Rubric | 5 | By end of the Term | |
| TOTAL SCORE | | | | | 25 | | |
| Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card. | | | | | | | |
| Teachers notes: The content relating to Life Skills Topics will be assessed during the daily lessons. Exemplar checklists and rubrics will be used to record and report on each learner's progress at the end of each term. Where possible teachers are encouraged to ensure that the assessment activities are integrated across the Life Skills Study Areas and also where possible these assessment activities should be integrated with Languages and Mathematics lessons. | | | | | | | |

LIFE SKILLS: CHECKLIST: GRADE 1: TERM 4

| Study Areas | | Beginning Knowledge & Personal & Social Well being | | Creative Arts | | | | Physical Education | | | Comments | |
|---|--|---|---|---|---------------------------------|------------------------------------|---|--|---|-----------------------|--|--|
| | | | | Performing Arts | | Visual Arts | | | | | | |
| Skills to be assessed KEY: ✓ Achieved ● In need of support × Not achieved | | About different types of homes and what they are made off | Observe and assess if the learner knows: about the moon and stars | Plays and sings action rhymes and songs | Do rhythmic movements and dance | Mime movements for different roles | Do paintings and drawings of real and imaginary things using line, colour, shape and contrast | Draw and paint picture of self with others | Able do different movements in different directions | Engage in ball skills | Does dribbling, kicking and Balancing activities | |
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LIFE SKILLS: RECORDING SHEET (rubrics used for scoring): GRADE 1: TERM 4

| Study Areas | | Beginning Knowledge & Personal and Social Well being | | Creative Arts | | Physical Education |
|-----------------------|--|--|---------------|--|---|---|
| | | Activity 1 | Activity 2 | Performing Arts | Visual Arts | |
| Skills to be assessed | | Finding places and things on a picture map | Uses of water | Clapping games with a partner developing focus and co-ordination | Make a collage of the sky at night (moon and stars) | Kick a ball at a target using Left/Right (L/R) foot; throw a ball through a hoop with L/R hand. |
| Score | | 5 | 5 | 5 | 5 | 5 |
| Date | | | | | | |
| Learner's names | | | | | | |
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LIFE SKILLS: RUBRIC: GRADE 1: TERM 4

Beginning knowledge & Personal and Social Well being

| Activity | 1 | 2 | 3 | 4 | 5 |
|--|--|---|---|--|--|
| Finding places and things on a picture map | The learner identifies and points out 1-2 things on a picture map with support | The learner identifies and points out 3-4 things on a picture map correctly | The learner identifies , points out and describes 5-6 things on a picture map correctly | The learner identifies , points out and describes 7-8 things on a picture map correctly | The learner identifies , points out and describes 9-10 things on a picture map correctly |
| Uses of Water | The learner identifies and 1 points out only 1 use of water with support | The learner identifies , points and describes 2 uses of water on a poster | The learner identifies, points out 3 uses of water on a poster correctly | The learner identifies , points out and describes four uses of water on a poster correctly | The learner identifies , points out and describes five uses of water on a poster correctly with confidence |

Performing Arts

| Activity | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Clapping games with a partner developing focus and co-ordination | Plays clapping games without following the order/sequence | Plays clapping games with a partner and gets only the first action correct. | Plays clapping games with a partner and gets three actions correct. | Plays clapping games with a partner and gets all the actions correct. | Plays clapping games with a partner and does all the actions in sequence keeping in time with the partner |

Visual Arts

| Activity | 1 | 2 | 3 | 4 | 5 |
|--|--|---|--|--|---|
| Makes a collage of the sky at night (moon and stars) | Makes a collage of the sky at night with the moon only | Makes a collage of the sky at night (moon and stars) on A 4 cardboard and uses recycled material to make 2 stars and the moon | Makes a collage of the sky at night (moon and stars) on A 4 cardboard and uses recycled material to make 3 stars of different sizes and the moon | Makes a colourful collage of the sky at night (moon and stars) on A 4 cardboard and uses recycled material to make 4 stars of different sizes and the moon | Makes a colourful collage of the sky at night (moon and stars) on A 4 cardboard and uses recycled material to make 5 stars of different shapes and sizes and the moon |

Physical Education

| Activity | 1 | 2 | 3 | 4 | 5 |
|--|--|---|---|--|--|
| Laterality: Kicks a ball at a target using Left /Right (L/R) foot; throw a ball through a hoop with L/R hand. | Kicks a ball and or throws a ball randomly | Kicks a ball at a target and throws a ball through a hoop | Kicks a ball at a target and throws a ball through a hoop using the dominant side but loose control using the non-dominant side | Kicks a ball at a target and throws a ball through a hoop using the dominant and non-dominant side interchangeable | Kicks a ball at a target and throws a ball through a hoop following the instruction and using the indicated side of the body |

GRADE 2

LIFE SKILLS: Programme of Assessment: Grade 2: Term 1

| Study Areas | Topic | What will be assessed? | Forms of Assessment | Assessment tools | Score | Date to be completed | Date completed |
|--|--|--|----------------------------|---|-------|----------------------|----------------|
| Beginning knowledge & Personal & Social Well being | What we need to live? | <ul style="list-style-type: none"> Knowing the importance of having food, water, air and sunlight to live | Oral and Written Recording | Rubric Story board drawings/ pictures and labels | 5 | By Week 4 | |
| | Myself and others | <ul style="list-style-type: none"> Socialisation and relating to peers | Oral and Practical | Checklist | n/a | By end of the Term | |
| | Everyone is special | <ul style="list-style-type: none"> Caring for people with disabilities | Oral and Practical | Checklist | n/a | By end of the Term | |
| | Healthy living | <ul style="list-style-type: none"> Experiment: Simple ways to purify water | Oral and Practical | Rubric | 5 | By end of the Term | |
| Performing Arts | Creative games and skills: Body percussion | <ul style="list-style-type: none"> Keeping a steady beat and the use of different timbres | Oral and Practical | Rubric | 5 | By end of the Term | |
| Visual Arts (VA) 2D & 3D | Create in 2 D and 3 D | <ul style="list-style-type: none"> Use clay to make and decorate containers | Oral and Practical | Rubric | 5 | By end of the Term | |
| Physical Education | Locomotor | <ul style="list-style-type: none"> Do novelty races and plays indigenous games | Observation and Practical | Rubric | n/a | By end of the Term | |
| | Co-ordination & Perceptual Motor | <ul style="list-style-type: none"> Throw and catch bean bag/ball in the air with a partner | Observation and Practical | Rubric | 5 | By end of the Term | |

TOTAL SCORE

25

Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.

Teachers notes:

The content relating to Life Skills Topics will be assessed during the daily lessons. Exemplar checklists and rubrics will be used to record and report on each learner's progress at the end of each term. Where possible teachers are encouraged to ensure that the assessment activities are integrated across the Life Skills Study Areas and also where possible these assessment activities should be integrated with Languages and Mathematics lessons.

LIFE SKILLS: CHECKLIST: GRADE 2: TERM 1

| Study Areas | | Beginning Knowledge & Personal and Social Well being | | | | Creative Arts | | | | Physical Education | | Comments | |
|---|--|---|---|--|-----------------------------|--|-----------------------------|---|--|---------------------------------------|------------------------|------------------------|--|
| | | | | | | Performing Arts | | Visual Arts | | | | | |
| <div>Skills to be assessed</div> <div>KEY: ✓ Achieved ● In need of support × Not achieved</div> | | Knows about things that are needed to live food, water, air etc | Knows how to relate to peers and other people | Knows that people are different and the things people use to help to see etc | Shows care for the disabled | Mime actions and sing and dance to action songs and rhymes | Demonstrate dance movements | Retells stories in pairs and Role-play characters | Paint pictures of self with others in action | Create Patterns With Geometric Shapes | Do short novelty races | Plays indigenous games | |
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LIFE SKILLS: RECORDING SHEET (rubrics used for scoring): GRADE 2: TERM 1

| Study Areas | | Beginning knowledge & Personal and Social Well being | | Creative Arts | | Physical Education |
|-----------------------|--|--|-----------------------------|--|--|---|
| | | Activity 1 | Activity 2 | Performing Arts | Visual Arts | |
| Skills to be assessed | | Knowing the importance of having food, water, air and sunlight to live | Simple ways to purify water | Keeping a steady beat and the use of different timbres | Use clay to make and decorate containers | Throw and catch bean bag/ball in the air with a partner |
| Score | | 5 | 5 | 5 | 5 | 5 |
| Date | | | | | | |
| Learner's names | | | | | | |
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LIFE SKILLS: RUBRIC: GRADE 2: TERM 1

Beginning knowledge & Personal and Social Well being

| Activity | 1 | 2 | 3 | 4 | 5 |
|---|---|---|--|---|--|
| Make a story board or poster: What we need to live? | The learner is able to demonstrate 1 resource that humans need to live on a poster with support | The learner is able to demonstrate 2 resources that humans need to live on a poster by pasting pictures | The learner is able to demonstrate 3 resources that humans need to live on a story board or poster using colourful drawings /pictures which are clearly labelled | The learner is able to demonstrate 4 resources that humans need to live on a story board or poster using colourful drawings /pictures which are clearly labelled and also writes 1 sentence on each resource. | The learner is able to demonstrate 5 resources that humans need to live (air, water, sunlight, food, shelter) on a story board or poster using colourful drawings /pictures which are clearly labelled and also writes 2 sentences on each resource. |
| Activity | 1 | 2 | 3 | 4 | 5 |
| Simple experiment on purifying water | The learner can identify 1 way of purifying water | The learner can identify 2 different ways of purifying water | The learner can identify 3 different ways of purifying water | The learner can identify 3 different ways of purifying water and describe what is needed for a purifying system | The learner can identify 3 different ways of purifying water, and is able to describe and demonstrate how to build a water purifying system using sand and gravel |

Performing Arts

| Activity | 1 | 2 | 3 | 4 | 5 |
|--|---------------------------------------|---|---|--|---|
| Keeping a steady beat and the use of different timbres | The learner attempts to keep the beat | The learner can keep the beat of one music instrument but stop if the teacher changes instruments | The learner keeps the beat for one instrument, stop and start again after conceptualising the beat on another instrument. | The learner keeps the beat but slow down when the teacher changes instruments and then pick up the beat again. | There is a fluid movement from the learner keeping a steady beat irrespective of the timbre |

Visual Arts

| Activity | 1 | 2 | 3 | 4 | 5 |
|--|---|--|---|---|---|
| Use clay to make and decorate containers (recycled materials) | Uses 1 colour of clay to decorate a small container | Uses 2 colours of clay to make and decorate small containers | Uses 3 colours of clay to make and decorate large containers with creative designs using contrasting shapes | Uses 3 colours of clay to make and decorate large containers with creative designs using contrasting shapes | Uses 4 colours of clay to make and decorate large containers with creative designs using contrasting shapes and lines |

Physical Education

| Activity | 1 | 2 | 3 | 4 | 5 |
|---|---|--|--|--|--|
| Perceptual Motor throw and catch a bean bag/ball with a partner | Drops the bean bag whilst throwing the bean bag/ball forward to a partner as he/she walks away from partner | Struggles to repeatedly throw the bean bag/ball forward to a partner as he/she walks away from partner | Repeatedly throws the bean bag/ball forward to a partner as he/she walks away from partner | Keeps eyes focused on the partner whilst throwing the bean bag/ball to a partner as he/she walks away from partner | Keeps head up and eyes focused on the partner whilst repeatedly throwing the bean bag/ball and walking further away from partner |

LIFE SKILLS: Programme of Assessment: Grade 2: Term 2

| Study Areas | Topic | What will be assessed? | Forms of Assessment | Assessment tools | Score | Date to be completed | Date completed |
|--|---------------------------------------|--|---------------------------------------|----------------------------|-------|----------------------|----------------|
| Beginning knowledge & Personal & Social Well being | Seasons | <ul style="list-style-type: none">Knowledge about the 4 seasons and how it affects us , plants and animals | Oral Practical | Checklist | n/a | By end of the Term | |
| | Animals | <ul style="list-style-type: none">Knowledge of the different farm and wild animals and their uses | Oral, Practical and Written recording | Worksheet/ Class work Book | 15 | | |
| | Animals& creatures that live in water | <ul style="list-style-type: none">Knowledge of fish and other living organisms that live in water | Oral Practical | Checklist | n/a | | |
| | Animal homes | <ul style="list-style-type: none">Knowledge of animals and their homes | | | | | |
| Performing Arts | Drama Improvise and interpret | <ul style="list-style-type: none">Using drama techniques to explore characters' thoughts and feelings. | Oral Observation & Practical | Rubric | 5 | | |
| Visual Arts (VA) 2D & 3D | Create in 3D: (constructing) | <ul style="list-style-type: none">Discuss shape, texture, develop and craft skills before making a mask using recyclable materials | Practical | Rubric | 5 | | |
| Physical Education | Rhythm : Rope skipping | <ul style="list-style-type: none">Skipping with and without skipping ropes; skipping on the spot and across a distance | Observation & Practical | Rubric | 5 | | |

TOTAL SCORE

30

Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.

Teachers notes:

The content relating to Life Skills Topics will be assessed during the daily lessons. Exemplar checklists and rubrics will be used to record and report on each learner's progress at the end of each term. Where possible teachers are encouraged to ensure that the assessment activities are integrated across the Life Skills. Study Areas and also where possible these assessment activities should be integrated with Languages and Mathematics lessons. The written activity for Activity 1 Beginning Knowledge & Personal and Social Well Being should be done in a worksheet format or written on a Poster. It should be done with small groups of learners and mediated accordingly.

LIFE SKILLS: CHECKLIST: GRADE 2: TERM 2

| Study Areas | | Beginning Knowledge & Personal and Social Well being | | | | Creative Arts | | Physical Education | | Comments |
|---|--|---|---|---------------------------------------|--|--|---|---|--|----------|
| | | | | | | Performing Arts | Visual Arts | | | |
| Skills to be assessed KEY: ✓ Achieved ● In need of support × Not achieved | | Knows about the seasons and seasonal activities and weather | Knows about farm animals and their uses | Knows different types of wild animals | Knows about animals that live in water | Follow s and do loco motor and non- loco motor movements exploring space and direction | Do drawings and paintings showing awareness of line, colour, shape and contrast | Move freely in all directions and throw and catch objects | Run, hop, jump, skip in different directions | |
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| Learner's name | | | | | | | | | | |
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LIFE SKILLS: RECORDING SHEET (rubrics used for scoring): GRADE 2: TERM 2

| Study Areas | Beginning Knowledge & Personal and Social Well being | | Creative Arts | | Physical Education |
|------------------------------|---|--|--|---|--|
| | Written activity: Animals | | Performing Arts | Visual Arts | |
| Skills to be assessed | -Match picture with correct word (uses of farm animals) -Fill in the missing words by completing the sentences with the correct words from the list (Animal homes) -Write 3 facts on 2 farm animals/ 2 wild animals -Label the 5 parts of the fish in the diagram | | Using drama techniques to explore characters' thoughts and feelings. | Makes a mask using recyclable materials | Skipping with and without skipping ropes; skipping on the spot and across a distance |
| Score | 15 | | 5 | 5 | 5 |
| Date | | | | | |
| Learner's names | | | | | |
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LIFE SKILLS: RUBRIC: GRADE 2: TERM 2

| Written | Beginning knowledge & Personal and Social Well being | | | | |
|---|--|--|---|---|---|
| Activity 1 | | | | | |
| Match picture with correct word (uses of farm animals) | | | | | |
| Activity 2 | | | | | |
| Fill in the missing words by completing the sentences with the correct words from the list (Animal homes) | | | | | |
| Write 3 facts on 2 farm animals / 2 wild animals | | | | | |
| Activity 3 | | | | | |
| Label the 5 parts of the fish in the diagram | | | | | |
| Performing Arts | | | | | |
| Activity | 1 | 2 | 3 | 4 | 5 |
| Using drama techniques to explore characters' thoughts and feelings. | Learners participate without showing feeling | Learners participate and show some feeling when prompted | Learners participate and show some feeling | Learners participate and show feeling related to the acting | Learners participate and show feeling related to previous and forthcoming actions - understanding the character |
| Visual Arts | | | | | |
| Activity | 1 | 2 | 3 | 4 | 5 |
| Making a mask using recycled material | Is only able to colour the mask | Makes a mask using recycled material showing 1-2 facial features | Makes a mask using recycled material showing 3-4 facial features and uses it for oral language activities | Makes a mask using recycled material showing 5-6 facial features and uses it for oral language activities | Makes a colourful mask using recycled material showing 6-7 facial features and uses it for oral language activities |
| Physical Education | | | | | |
| Activity | 1 | 2 | 3 | 4 | 5 |
| Skipping with a rope | Skips with a rope without rhythm | Skips rhythmically with a skipping rope for less than 1 minute | Skips rhythmically with a skipping rope for 1 minute | Skips rhythmically with a skipping rope for 2 minutes | Skips rhythmically with a skipping rope for more than 2 minutes |

| | | | | | |
|----------------------|----------------------------------|--|--|---|---|
| Skipping with a rope | Skips with a rope without rhythm | Skips rhythmically with a skipping rope for less than 1 minute | Skips rhythmically with a skipping rope for 1 minute | Skips rhythmically with a skipping rope for 2 minutes | Skips rhythmically with a skipping rope for more than 2 minutes |
|----------------------|----------------------------------|--|--|---|---|

LIFE SKILLS: Programme of Assessment: Grade 2: Term 3

| Study Areas | Topic | What will be assessed? | Forms of Assessment | Assessment tools | Score | Date to be completed | Date completed |
|---|--|---|-------------------------------------|--|-------|----------------------|----------------|
| Beginning knowledge & Personal & Social Well being | Soil | ▪ Knowledge of soil, plant growth and creatures that live in soil | Oral Practical | Checklist (Story board or poster) | n/a | By end of the Term | |
| | Transport | ▪ Knowledge of different types of transport (road, rail, Air and water) | Oral, Practical & Written Recording | Rubric (Story board or poster) | 5 | | |
| | People who help us | ▪ Knowledge of different Community services and Emergency Services in the immediate locality | Oral Practical | Rubric (Flash cards with emergency numbers) | 5 | | |
| | Road safety | ▪ Knowledge of Road safety rules for pedestrians, cyclists and passengers | Oral Practical | Rubric (Models of Road signs and Traffic light) | 5 | | |
| Performing Arts | Drama and Music Improvise and interpret | ▪ Create a puppet show depicting a scene related to People who help us (Ambulance, Fire Brigade, Police etc) | Oral Practical | Rubric | 5 | | |
| Visual Arts (VA) 2D & 3D | Create in 3D | ▪ Make a puppet that represents a person that helps us in the community'. | Practical | Rubric | 5 | | |
| Physical Education | Laterality, Sports and Games | ▪ Ball games e.g. mini cricket, football, netball, rugby (catching, kicking, throwing, dribbling etc) | Observation Practical | Rubric | 5 | | |

TOTAL SCORE

30

Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.

Teachers notes:

The content relating to Life Skills Topics will be assessed during the daily lessons. Exemplar checklists and rubrics will be used to record and report on each learner's progress at the end of each term. Where possible teachers are encouraged to ensure that the assessment activities are integrated across the Life Skills. Study Areas and also where possible these assessment activities should be integrated with Languages and Mathematics lessons. The story board/poster for Transport, flashcards with emergency numbers and road safety signs can be done as group activities (Learners work in groups and do these activities) hence teacher needs to observe co-operative learning within the group.

LIFE SKILLS: CHECKLIST: GRADE 2: TERM 3

| Study Areas | | Beginning knowledge and Personal and Social Well being | | | | Creative Arts | | | | Physical Education | Comments |
|---|--|--|--|---|--------------------------------|--|--------------------------------------|---|---|---|----------|
| | | | | | | Performing Arts | | Visual Arts | | | |
| Skills to be assessed KEY: ✓ Achieved ● In need of support × Not achieved | | Knows about the soil and its uses | Knows about different kind of transport and uses | Knows about road safety and pedestrian safety | Knows about community services | Act out short scenes related to everyday life e.g. At the shop etc | Performs traditional cultural dances | Makes paintings of fantasy plants and flowers | Makes paintings of birds, fish, insects etc using primary and secondary colours | Play traditional, indigenous and movement games | |
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LIFE SKILLS: RECORDING SHEET (rubrics used for scoring): GRADE 2: TERM 3

| Study Areas | | Beginning Knowledge & Personal and Social Well being | | | Creative Arts | | Physical Education |
|-----------------------|--|--|------------------------------------|--|--------------------------------|---------------------------------------|-----------------------------------|
| | | Activity 1 | Activity 2 | Activity 3 | Performing Arts | Visual Arts | |
| Skills to be assessed | | Story Board/ Poster Knowledge of different types of transport (road, rail, Air and water) | Flash cards with emergency numbers | Models of road signs and traffic light | Puppet show in pairs or threes | Make a puppet using recycled material | Play typical ball games in a team |
| Score | | 5 | 5 | 5 | 5 | 5 | 5 |
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LIFE SKILLS: RUBRIC: GRADE 2: TERM 3

Beginning knowledge & Personal and Social Well being

| Activity | 1 | 2 | 3 | 4 | 5 |
|---|--|---|--|--|---|
| Story Board/ Poster Knowledge of different types of transport (road, water, and rail. Air) | Identifies 1 picture related to transport and pastes it on a poster. | Makes a storyboard or poster demonstrating 2 types of transport | Makes a colourful storyboard or poster demonstrating the 3 types of transport and writes captions for each drawing or picture. | Makes a colourful storyboard or poster demonstrating the 4 types of transport and writes captions and 1 sentence on each drawing or picture. | Makes a colourful storyboard or poster demonstrating the 4 types of transport and writes captions and 2 sentences on each drawing or picture. |
| Flash cards with emergency numbers (parents, neighbour, police, ambulance, fire brigade and doctor) etc | Makes 4 well written flashcards using recycled material with emergency numbers | Makes 2 flashcards using recycled material with correct emergency numbers | Makes 3 flashcards using recycled material with correct emergency numbers | Makes 4 well written flashcards using recycled material with correct emergency numbers | Makes 5 well written flashcards using recycled material with correct emergency numbers |
| Models of road signs (stop, children crossing, cyclist, speed limits etc and traffic light | Makes model of a traffic light with teacher's support | Makes models of a traffic light and 2 road signs. | Makes model of a traffic light and 3 road signs with captions written correctly. | Makes colourful models of a traffic light and 4 road signs with captions written correctly. | Makes colourful models of a traffic light and 5 common road signs with captions written correctly. |

Performing Arts

| Activity | 1 | 2 | 3 | 4 | 5 |
|--|--|--|--|--|--|
| Acts out a puppet show with peers relating to a scene e.g. At the dentist/doctor | Acts out a puppet show with peers relating to a scene e.g. At the dentist/doctor with prompting and support (1 sentence) | Acts out a puppet show with peers relating to a scene e.g. At the dentist/doctor using 2 short sentences | Acts out a puppet show with peers relating to a scene e.g. At the dentist/doctor using 3 sentences | Acts out a puppet show with peers relating to a scene e.g. At the dentist/doctor using expressive language (4 sentence dialogue) | Acts out a puppet show with peers relating to a scene e.g. At the dentist/doctor using expressive language and gestures confidently (5 sentences dialogue) |

Visual Arts

| Activity | 1 | 2 | 3 | 4 | 5 |
|---|---|------------------------------|--|--|--|
| Makes a puppet that represents a person that helps us in the community' | The learner attempts to create a puppet | The learner creates a puppet | The learner creates a puppet dressed according to the person it represent but have no identification symbols | The learner creates a puppet dressed according to the person it represent and an identification symbol | The learner creates a puppet dressed according to the person it represent, correct colour clothing with all the identification symbols |

Physical Education

| Activity | 1 | 2 | 3 | 4 | 5 |
|--------------------------------------|---|--|---|---|--|
| Playing typical ball games in a team | Attempts to catch, throw and kick a ball. | Learning to play 1-2 common ball games and displays throwing, catching, kicking skills | Active player in 3 common ball games, displays throwing, catching, kicking, and dribbling skills in a game situation. | Very active participant in 4 common ball games, displays throwing, catching, kicking, dribbling and passing skills in a game situation. | Very energetic and an active participant in 5 common ball games, displays throwing, catching, kicking, dribbling and passing skills in a game situation. |

LIFE SKILLS: Programme of Assessment: Grade 2: Term 4

| Study Areas | Topic | What will be assessed? | Forms of Assessment | Assessment tools | Score | Date to be completed | Date completed |
|--|--|--|--------------------------|----------------------------|-------|------------------------|----------------|
| Beginning knowledge & Personal & Social Well being | Our Country | <ul style="list-style-type: none"> Knowledge of Map of South Africa, South African flag, National anthem | Oral. Practical, Written | Worksheet/ Class work book | 10 | By Week 3 | |
| | Ways we communicate | <ul style="list-style-type: none"> Identify ways of communication and is familiar with the Telephone, cell phone, radio and television, Internet usage. | Oral and Practical | Rubric | 5 | By Week 6 | |
| | Life at Night | <ul style="list-style-type: none"> Knowledge of People who work at night and Night animals | Oral and Practical | Checklist | n/a | By the end of the Term | |
| Performing Arts | Music Improvise and interpret : Perform and Sing the National Anthem | <ul style="list-style-type: none"> Listening to music and identifying how dynamics, pitch, timbre and tempo combine to tell a story. | Practical | Rubric | 5 | By the end of the Term | |
| Visual Arts (VA) 2D & 3D | Create in 2D: | <ul style="list-style-type: none"> Discuss colour, tone, texture, contrast, shape and paint the SA flag in the correct colours | Observation Practical | Rubric | 5 | | |
| Physical Education | Locomotor and Balance | <ul style="list-style-type: none"> Athletics (short races, relay, long jump and high jump) | Observation Practical | Rubric | 5 | | |

TOTAL SCORE

30

Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.

Teachers notes:

The content relating to Life Skills Topics will be assessed during the daily lessons. Exemplar checklists and rubrics will be used to record and report on each learner's progress at the end of each term. Where possible teachers are encouraged to ensure that the assessment activities are integrated across the Life Skills. Study Areas and also where possible these assessment activities should be integrated with Languages and Mathematics lessons.

LIFE SKILLS: CHECKLIST: GRADE 2: TERM 4

| Study Areas | | Beginning knowledge and Personal and Social Well being | | | | Creative Arts | | | | Physical Education | | Comments | |
|---|--|--|-----------------------|------------------------------------|--|---|--|-----------------------------|--|---|---|------------------------------------|--|
| | | | | | | Performing Arts | | Visual Arts | | | | | |
| <div>Skills to be assessed</div> <div>KEY: ✓ Achieved ● In need of support × Not achieved</div> | | Knows the national flag | Knows national anthem | Knows where he/she lives (address) | Knows city, province and can read it on the maps | Uses body percussion and percussion instruments | Mime actions and sing and dance to action songs and rhymes | Demonstrate dance movements | Do drawings and paintings based on term's topics showing awareness of line, colour, shape and contrast | Make masks, puppets, with recycled materials and models with clay | Does free play activities and short novelty races and games | Participate in athletic activities | |
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| LIFE SKILLS: RECORDING SHEET (rubrics used for scoring): GRADE 2: TERM 4 | | | | | | |
|--|--|---|-----------------------------------|--------------------------------------|--|---|
| Study Areas | | Beginning Knowledge and Personal and Social Well being | | Creative Arts | | Physical Education |
| | | Written Activity 1 | Activity 2 | Performing Arts | Visual Arts | |
| Skills to be assessed | | Our Country -Colour the template of the South African flag using the right colours -Write 5 sentences on My Country | Storyboard: Ways of communication | Perform and sing the National Anthem | Make a drawing of the South African flag | Athletics (short races, relay, long jump and high jump) |
| Score | | 10 | 5 | 5 | 5 | 5 |
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LIFE SKILLS: RUBRIC: GRADE 2: TERM 4

Beginning knowledge & Personal and Social Well being

| Activity | 1 | 2 | 3 | 4 | 5 |
|---|--|---|--|---|---|
| Story Board/ Poster Ways of Communication | Identifies 1 picture related to Communication and pastes it on a poster. | Makes a storyboard or poster demonstrating 2 types of Communication and writes captions for each drawing or picture | Makes a colourful storyboard or poster demonstrating the 3 types of Communication and writes captions for each drawing or picture. 1 sentence on each drawing or picture | Makes a colourful storyboard or poster demonstrating the 4 types of Communication and writes captions and 2 sentences on each drawing or picture. | Makes a colourful storyboard or poster demonstrating the 5 types of Communication devices and writes captions and 3 sentences on each drawing or picture. |

Performing Arts

| Activity | 1 | 2 | 3 | 4 | 5 |
|--|--|--|---|---|--|
| Performs and sings the South African National Anthem | Performs and sings the first part of the South African National Anthem | Performs and sings parts of the South African National Anthem with class choir group | Performs and sings the complete South African National Anthem individually and with class choir group | Performs and sings the complete South African National Anthem expressing high and low notes accordingly individually and with class choir group | Performs and sings the complete South African National Anthem expressing high and low notes, fast and slow tempo accordingly individually and with class choir group |

Visual Arts

| Activity | 1 | 2 | 3 | 4 | 5 |
|--|---|--|--|--|--|
| Identifies and draws the South African National flag | Colours the template of the flag using two colours only | Attempts to colour template of the South African National flag | Identifies, colours and attempts to draw the South African National flag | Identifies, colours and draws the South African National flag indicating the colours correctly | Identifies, colours, paints and draws the South African National flag indicating the shape and colours correctly |

Physical Education

| Activity | 1 | 2 | 3 | 4 | 5 |
|----------------------------|--|---|---|--|--|
| Participation in athletics | Attempts to participate in short races | Participates in 2 forms of athletics (short races, novelty races) | Participates actively in 3 forms of athletics (short races, relay, novelty races, high jump and long jump) with speed | Participates actively in 4 forms of athletics (short races, relay, novelty races, high jump and long jump) with speed and distance | Participates actively in 5 forms of athletics (short races, relay, novelty races, high jump and long jump) with speed, distance and height |

GRADE 3

LIFE SKILLS: Programme of Assessment: Grade 3: Term 1

| Study Areas | Topic | What will be assessed? | Forms of Assessment | Assessment tools | Score | Date to be completed | Date completed |
|---|--|---|---------------------------|-----------------------------|-------|----------------------|----------------|
| Beginning knowledge & Personal & Social Well being | About me | <ul style="list-style-type: none">Make a representation of his/her own timeline and describes an interesting object from his/her own past | Oral/Practical Written | Class work book Rubric | 5 | By Week 4 | |
| | | | | Rubric Storyboard/Poster | 5 | By Week 5 | |
| | Feelings | <ul style="list-style-type: none">Recognise and express feelings accordingly | Observation | Checklist | n/a | By end of the Term | |
| | Health protections | <ul style="list-style-type: none">Basic first aid practices and the use of a first aid kitBasic health and personal hygiene habits | Oral/Practical Written | Rubric | 5 | | |
| | Keeping my body safe | <ul style="list-style-type: none">Awareness of physical and sexual abuseHow to report abuse | Oral/Practical | Checklist | n/a | | |
| | Right and Responsibilities | <ul style="list-style-type: none">Aware of his/her rights and responsibilitiesRights and responsibilities at home, school, community and environment | Oral/Practical | Checklist | n/a | | |
| Performing Arts | Creative games & skills: Non-locomotor movements | <ul style="list-style-type: none">Non-locomotor movements: bending, rising, reaching, co-ordinating arms and legs in 2, 3 or 4 time to music | Observation Practical | Rubric | 5 | | |
| Visual Arts (VA) 2D & 3D | Create in 3D | <ul style="list-style-type: none">Clay modelling animals, dragons, pinch pots etc. | Practical | Rubric | 5 | | |
| Physical Education | Locomotor, Perceptual motor Rhythm, Sports & Games | <ul style="list-style-type: none">Novelty races, Athletics and ball games | Observation Practical | Rubric | 5 | | |
| TOTAL SCORE | | | | | 30 | | |
| Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card. | | | | | | | |
| Teachers notes: The content relating to Life Skills Topics will be assessed during the daily lessons. Exemplar checklists and rubrics will be used to record and report on each learner's progress at the end of each term. Where possible teachers are encouraged to ensure that the assessment activities are integrated across the Life Skills. Study Areas and also where possible these assessment activities should be integrated with Languages and Mathematics lessons. | | | | | | | |

LIFE SKILLS: CHECKLIST: GRADE 3: TERM 1

| Study Areas | | Beginning Knowledge & Personal and Social Well being | | | | | Creative Arts | | | | Physical Education | | Comments | |
|---|--|--|--|---------------------------------|---|---|--|-----------------------------|---|--|--|--|---|--|
| | | | | | | | Performing Arts | | Visual Arts | | | | | |
| Skills to be assessed KEY: ✓ Achieved ● In need of support ✕ Not achieved | | Knows time line of his/her own life | Knows how to use appropriate words and body language to express feelings | Knows basic first aid practices | Knows about physical and sexual abuse and how to reports such abuse | Knows his /her own rights and responsibilities in the home and school | Mime actions and sing and dance to action songs and rhymes | Demonstrate dance movements | Perform notated rhythm patterns using body percussion | Do drawings and paintings based on term's topics showing awareness of line, colour, shape and contrast | Make masks , puppets, with recycled materials and models with clay | Play traditional, indigenous and mini cricket and mini tennis skills | Do balancing activities, movements and games e.g. obstacle race etc | |
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LIFE SKILLS: RECORDING SHEET (rubrics used for scoring): GRADE 3: TERM 1

| Study Areas | | Beginning Knowledge & Personal And Social Well being | | | Creative Arts | | Physical Education |
|-----------------------|--|--|--|---|---|---|--|
| | | Activity 1 | Activity 2 | Activity 3 | Performing Arts | Visual Arts | |
| Skills to be assessed | | Story board/poster : Timeline | Write atleast 5 sentences on the topic: All about me | Group Activity: Big Book/ Zig-zag book Healthy habits | Non locomotor dance movements with music | 3D: Clay modelling animals, dragons, pinch pots | Novelty races, Athletics and ball games |
| Score | | 5 | 5 | 5 | 5 | 5 | 5 |
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LIFE SKILLS: RUBRIC: GRADE 3: TERM 1

Beginning knowledge & Personal and Social Well being

| Activity | 1 | 2 | 3 | 4 | 5 |
|--|---|--|--|---|---|
| Story Board/ Poster :My Timeline | Pastes 2 photographs to represent his/her timeline on a storyboard/poster | Represents 3 stages of his /her Timeline from birth to Grade 3 on a storyboard /poster using photographs /drawings with captions | Represents 4 stages of his /her Timeline from birth to Grade 3 on a storyboard /poster using photographs/drawings with captions and 1 short sentence on each stage | Represents 5 stages of his /her Timeline from birth to Grade 3 on a storyboard /poster using photographs/drawings with captions and 2 short sentences on each stage | Represents 6 stages of his /her Timeline from birth to Grade 3 on a storyboard /poster using photographs/drawings with captions and 3 short sentences on each stage |

| Activity | 1 | 2 | 3 | 4 | 5 |
|---|--|--|---|--|--|
| Writes and illustrates 5 sentences on the Topic: All about me | Writes a sentence of 3 words with an illustration About me | Writes and illustrates 2 simple sentences to describe one's self | Writes and illustrates 3 simple sentences to describe one's self. | Writes and illustrates 4 well written sentences giving clear details to describe one's self. | Writes and illustrates 5 complex and well written sentences giving very clear details to describe one's self and likes and dislikes. |

| Activity | 1 | 2 | 3 | 4 | 5 |
|---|---|--|---|--|--|
| Big Book/ Zig Zag book: on Healthy habits | Draws and writes 2 words for 1 page of a Big Book | Makes a Big Book of 1-2 pages in a group with illustrations and two words on each page | Makes a Big Book of 3-4 pages in a group with colourful illustrations and 1 sentence on each page | Makes a Big Book of 5-6 pages in a group with colourful illustrations and 2 complex sentences on each page | Makes a Big Book of 7-8 pages in a group with colourful illustrations and 3 complex sentences on each page |

Performing Arts

| Activity | 1 | 2 | 3 | 4 | 5 |
|-------------------------|---|---|--|--|--|
| Non-locomotor movements | Co-ordinating arms and legs on 4 time music | Co-ordinating arms and legs on 4 and 2 time music | Bending and rising arms and legs on 4 and 2 time music | Bending, rising and reaching arms and legs on 4 and 2 time music | Bending, rising and reaching arms and legs on 3 time music |

Visual Arts

| Activity | 1 | 2 | 3 | 4 | 5 |
|---|---|---|--|--|--|
| 3D: Clay modelling: animals, dragons pinch pots | Models with clay simple objects e.g. a ball | Makes 2 clay models of his /her choice resembling form , shape showing 1- 2 features of each object | Makes 3 clay models of his /her choice resembling form , shape showing 3-4 features of each object | Makes 3 clay models of his /her choice resembling form , shape showing 5-6 features of each object | Makes 3 clay models of his /her choice resembling form , shape showing 7-8 features of each object |

Physical Education

| Activity | 1 | 2 | 3 | 4 | 5 |
|--|--|---|--|---|--|
| Participation in Novelty races, Athletics and ball games | Attempts to participate in short races | Participates in 2 forms of athletics (short races, novelty races) | Participates actively in 3 forms of athletics (short races, relay, novelty races , high jump and long jump) with speed | Participates actively in 4 forms of athletics (short races, relay, novelty races , high jump and long jump) with speed and distance | Participates actively in 5 forms of athletics (short races, relay, novelty races , high jump and long jump) with speed , distance and height |

LIFE SKILLS: Programme of Assessment: Grade 3: Term 2

| Study Areas | Topic | What will be assessed? | Forms of Assessment | Assessment tools | Score | Date to be completed | Date completed |
|--|--|--|----------------------------|---|-------|----------------------|----------------|
| Beginning knowledge & Personal & Social Well being | Healthy Eating | <ul style="list-style-type: none"> Knowledge of the different food groups and a balanced diet | Oral/Practical Written | Rubric & Checklist Poster | 5 | By Week 3 | |
| | Insects | <ul style="list-style-type: none"> Creates and designs a Big Book on insects showing: <ul style="list-style-type: none"> Characteristics of the insect Different insects How insects help us How insects harm us | Oral/Practical Written | Rubric & Checklist Big Book | 5 | By Week 6 | |
| | Life cycles | <ul style="list-style-type: none"> Makes a poster/Storyboard on the life cycle of an animal of his/her choice. | Oral/Practical Written | Rubric & Checklist Storyboard/Poster | 5 | By end of the Term | |
| | Recycling | <ul style="list-style-type: none"> Knowledge of: <ul style="list-style-type: none"> recycling, reusing and reducing waste making compost re-using water | Oral and Practical | Checklist | n/a | | |
| Performing Arts | Improvise and Interpret : Dramatisation | <ul style="list-style-type: none"> Dramatises short story scenes in groups | Oral and Practical | Rubric & Checklist | 5 | | |
| Visual Arts 2D & 3D | Create in 3 D | <ul style="list-style-type: none"> Makes a 3 D Box sculpture | Observation & Practical | Rubric and Checklist | 5 | | |
| Physical Education | Spatial Orientation | <ul style="list-style-type: none"> Spatial Orientation: Dribbling and passing skills | Observation & Practical | Rubric and Checklist | 5 | | |

TOTAL SCORE

30

Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.

Teachers notes:

The content relating to Life Skills Topics will be assessed during the daily lessons. Exemplar checklists and rubrics will be used to record and report on each learner's progress at the end of each term. Where possible teachers are encouraged to ensure that the assessment activities are integrated across the Life Skills. Study Areas and also where possible these assessment activities should be integrated with Languages and Mathematics lessons. **Physical Education: Spatial Orientation:** Learners should be assessed at 1 station only for this activity (1-2 groups should be assessed in a 1 hour lesson) and this activity should be done over a period of 4-5 weeks to ensure that all learners in the class are assessed on dribbling and passing skills.

LIFE SKILLS: CHECKLIST: GRADE 3: TERM 2

| Study Areas | | Beginning Knowledge & Personal and Social Well being | | | | Creative Arts | | | | | Physical Education | | Comments | |
|---|--|--|---|-----------------------------|---|---|--|--|---|---|--|--|--|--|
| | | | | | | Performing Arts | | | Visual Arts | | | | | |
| Skills to be assessed KEY: ✓ Achieved ● In need of support × Not achieved | | Knows the different types of food groups | Knows about the different types of insects and how they help us | Knows about harmful insects | Knows about the life cycle of some mammals, insects, amphibians and birds | Knows about recycling reducing and reusing of waste materials | Can do loco motor and non-loco motor movements | Demonstrates sensory awareness and performs rhythmic games | Perform notated rhythm patterns using body percussion movements | Make loose constructions, masks , puppets, with recycled materials and models with clay | Describe basic art elements using art vocabulary | Play traditional, indigenous and mini cricket and mini tennis skills | Demonstrate gymnastic and rhythmic movements using apparatus | |
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LIFE SKILLS: RECORDING SHEET (rubrics used for scoring): GRADE 3: TERM 2

| Study Areas | | Beginning Knowledge & Personal and Social Well being | | | Creative Arts | | Physical Education |
|-----------------------|--|--|--|---|---|-------------------------------|--|
| | | Activity 1 | Activity 2 | Activity 3 | Performing Arts | Visual Arts | |
| Skills to be assessed | | Poster: Knowledge of the different food groups and a balanced diet | Creates and design a Big Book on insects | Makes a poster/Storyboard on the life cycle of an animal of his/her choice. | Improvises and Interpret s dramatise s short story scenes in groups | Creates in 3 D: Box sculpture | Spatial Orientation: Dribbling and passing |
| Score | | 5 | 5 | 5 | 5 | 5 | 5 |
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LIFE SKILLS: RUBRIC: GRADE 3: TERM 2

Beginning knowledge & Personal and Social Well being

| Activity | 1 | 2 | 3 | 4 | 5 |
|---|---|--|---|---|---|
| Poster : 5 Basic Food Groups | Represents 1 basic food group using pictures | Represents 2 basic food groups using pictures with captions | Represents 3 basic food groups using pictures with captions and 1 short sentence on each food group | Represents the 4 basic food groups using pictures and drawings with captions and 2 short sentences on each food group | Represents the 5 basic food groups using own drawings , pictures and photographs with captions and 3 short sentences on each food group |
| Makes a poster/Storyboard on the life cycle of an animal of his/her choice. | The learner attempts to create the life cycle of his/her chosen animal. | The learner creates a poster reflecting the life cycle of his/her chosen animal. | The learner makes a poster/Storyboard reflecting the life cycle of his/her chosen animal. Labelling each of the stages. | The learner makes a poster/Storyboard reflecting the life cycle of his/her chosen animal. Labelling each of the stages and writes 1 fact for each stage | The learner makes a poster/ Storyboard reflecting the life cycle of his/her chosen animal. Labelling each of the stages and writes 2 facts for each stage |
| Make Big Book: Insects | Draws and writes 2 words for 1-2 pages of a Big Book | Makes a Big Book of 3-4 pages in a group with illustrations and two words on each page | Makes a Big Book of 5-6 pages in a group with colourful illustrations and 1 sentence on each page | Makes a Big Book of 7-8 pages in a group with colourful illustrations and 2 complex sentences on each page | Makes a Big Book of 9-10 pages in a group with colourful illustrations and 3 complex sentences on each page |

Performing Arts

| Activity | 1 | 2 | 3 | 4 | 5 |
|---|---|--|--|--|--|
| Improvise and Interpret Dramatise short story scenes in groups | Participates in the group and retells some of the dialogue with support | In a group of 6 dramatises 1-2 scenes from a short story using props(masks/costumes) to depict characters and attempts to role play dialogue | In a group of 6 dramatises 3 scenes from a short story using props(masks/costumes) to depict characters and role plays dialogues | In a group of 6 dramatises 4 scenes from a short story using props(masks/costumes) to depict characters and uses expressive language to role play dialogues and gestures | In a group of 6 dramatises 5 scenes from a short story using props(masks/costumes) to depict characters and uses expressive language to role play dialogues and appropriate gestures and facial expression |

Visual Arts

| Activity | 1 | 2 | 3 | 4 | 5 |
|--|--|---|---|--|---|
| Make a 3 D Box sculpture with recycled small boxes | Wraps a recycled box using coloured paper. | Makes a stack of 2 recycled boxes resembling a 3 D Box sculpture and decorates it with picture cut outs and a colours in the background | Makes a stack of 3 recycled boxes resembling a 3 D Box sculpture and decorates it with picture cut outs and paints the background | Makes a stack of 4 recycled boxes resembling a 3 D Box sculpture and decorates it with glossy picture cut outs and a paints a colourful background | Makes a stack of 5 recycled boxes resembling a 3 D Box sculpture and decorates it with glossy recycled wrappings and picture cut outs and a paints a colourful background |

LIFE SKILLS: RUBRIC: GRADE 3: TERM 2

| Physical Education | | | | | | |
|--------------------------------|---|---|--|---|---|---|
| Activity | | 1 | 2 | 3 | 4 | 5 |
| Spatial Orientation: Dribbling | Station 1 : Basketball-dribbling balls zig-zag through markers | Dribbles a ball with assistance | Dribbles a ball zig-zag but knock markers | Dribbles a ball zig –zag around markers without touching the markers | Dribbles a ball zig-zag around and between markers without touching the markers | Dribbling balls zig-zag around and between markers without touching the markers and controls ball carefully |
| | Station 2: Hockey - dribbling balls through obstacles | Dribbles a ball with assistance | Dribbles a ball but knock obstacles | Dribbles a ball around obstacle without touching the obstacle | Dribbles a ball around obstacle kicking balls without controlling direction | Dribbles ball around obstacle and kicking ball between obstacle and controls ball carefully |
| | Station 3: Netball- passing while running | Passing a ball with assistance | Passing a ball but drops it while running | Passing a ball to a partner | Passing a ball around while running; overheads; under legs. | Passing a ball around; overheads; under legs while running; throw or bounce ball to partner and catch it |
| | Station 4 : Rugby -running and passing a ball in backline action | Passing a ball in backline action with assistance | Passing a ball in backline action but drops it while running | Passing a ball in backline action to a partner a ball to partner and catch it | Passing a ball around in backline action while running; overheads; under legs. | Passing a ball around in backline action; overheads; under legs while running; throw or bounce ball to partner and catch it |
| | Station 5: Soccer - Dribbles a ball through markers | Dribbles a ball with assistance | Dribbles a ball but knocks the markers | Dribbles a ball around markers without touching the markers | Dribbles a ball around markers kicking balls without controlling direction | Dribbles ball around markers and kicking balls between markers and controls ball carefully |

LIFE SKILLS: Programme of Assessment: Grade 3: Term 3

| LIFE SKILLS: Programme of Assessment: Grade 3: Term 3 | | | | | | | |
|--|---|---|-----------------------------|----------------------------|-------|----------------------|----------------|
| Study Areas | Topic | What will be assessed? | Forms of Assessment | Assessment tools | Score | Date to be completed | Date completed |
| Beginning knowledge & Personal & Social Well-being | Public Safety | <ul style="list-style-type: none">Awareness of dangerous places, dangers of electricity.Safety in moving vehiclesPoisonous and inflammable substances | Oral and practical | Checklist | n/a | By end of the Term | |
| | Pollution | <ul style="list-style-type: none">Rules: Keeping my school litter free | Oral & practical Written | Class work book | 5 | By Week 6 | |
| | How people lived long ago | <ul style="list-style-type: none">Compare between the past and the present (Clothes, transport, tools, toys, cooking utensils) | Oral and practical | Checklist | n/a | By end of the Term | |
| | Space | <ul style="list-style-type: none">Knowledge of the stars and planets and space travel | Practical and Written | Class work Book /Worksheet | 10 | | |
| Performing Arts | Dance & Music Creative games and skills | <ul style="list-style-type: none">Body percussion and/or responds to percussion instruments to accompany South African music | Observation Practical | Rubric | 5 | | |
| Visual Arts - VA 2 D & 3 D | Create in 3 D: (constructing) | <ul style="list-style-type: none">Create a utility object from recycled material | Practical | Rubric | 5 | | |
| Physical Education | Laterality and Balance | <ul style="list-style-type: none">Balance an object on head and walk forward and backward | Practical Observation | Rubric | 5 | | |
| TOTAL SCORE | | | | | 30 | | |
| Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card. | | | | | | | |
| Teachers notes: The content relating to Life Skills Topics will be assessed during the daily lessons. Exemplar checklists and rubrics will be used to record and report on each learner’s progress at the end of each term. Where possible teachers are encouraged to ensure that the assessment activities are integrated across the Life Skills. Study Areas and also where possible these assessment activities should be integrated with Languages and Mathematics lessons. Beginning Knowledge and Personal and Social Well-being: For the activity on Space , the teacher is encouraged to write out at least 2 activities in a worksheet format which should include matching names of the 9 planets with the pictures and learners should be expected to write 3 facts about Space Travel. | | | | | | | |

LIFE SKILLS: RECORDING SHEET (rubrics used for scoring): GRADE 3: TERM 3

| Study Areas | | Beginning Knowledge & Personal and Social Well being | | | | | Creative Arts | | | | Physical Education | Comments | | |
|-----------------------|--|--|--|---|------------------------------------|--|--|--|--|---|---|---|--|--|
| | | | | | | | Performing Arts | | Visual Arts | | | | | |
| Skills to be assessed | | Knows about public safety rules and dangers | Knows about the different types of pollution | Knows about people of long ago and how they lived | Knows about space and space travel | Knows the religious days and special days observed in the term | Demonstrates sensory awareness and performs rhythmic games | Sing songs using appropriate movements and voice contrasts | Mime actions and sing and dance to action songs and rhymes | Do drawings and paintings based using different media | Make loose constructions, masks, puppets, crafts with recycled materials and models with clay | Play traditional, indigenous and ball games | Demonstrate gymnastic and rhythmic movements using apparatus | |
| KEY: | | | | | | | | | | | | | | |
| ✓ Achieved | | | | | | | | | | | | | | |
| ● In need of support | | | | | | | | | | | | | | |
| × Not achieved | | | | | | | | | | | | | | |
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| LIFE SKILLS: RECORDING SHEET (rubrics used for scoring): GRADE 3: TERM 3 | | | | | | |
|--|--|--|---|---|------------------------------|------------------------|
| Study Areas | | Beginning Knowledge & Personal and Social Well being | | Creative Arts | | Physical Education |
| | | Activity 1 | Activity 2 | Performing Arts | Visual Arts | |
| Skills to be assessed | | Rules: Keeping my school litter free | Worksheet: Space and Space Travel 1. Match the planet names with the pictures 2. Write 3 facts about Space Travel | Body percussion and/or responds to percussion instruments | Create in 3D: (constructing) | Laterality and Balance |
| Score | | 5 | 10 | 5 | 5 | 5 |
| Date | | | | | | |
| Learner's names | | | | | | |
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LIFE SKILLS: RUBRIC: GRADE 3: TERM 3

Beginning knowledge & Personal and Social Well being

| Activity | 1 | 2 | 3 | 4 | 5 |
|--|----------------------------|--|--|--|--|
| Rules: Keeping my school litter free (5 rules) | Writes 1 rule with support | Writes 2 simple rules about keeping my school litter free. | Writes 3 simple and practical rules about keeping my school litter free. | Writes 4 simple and practical rules about keeping my school litter free. | Writes 5 simple and practical rules about keeping my school litter free. |

Performing Arts

| Activity | 1 | 2 | 3 | 4 | 5 |
|---|------------------------------------|---|---|---|--|
| Dance and Music Creative games and skills: Body percussion and/or percussion instruments to accompany South African music focusing on cyclic (circular) rhythm patterns / tempo /dynamic | Clapping/playing - Rhythm patterns | Clapping/playing - Rhythm patterns Tempo – slow and fast | Clapping/playing - Rhythm patterns Tempo – slow, fast and moderate | Clapping/playing - Rhythm patterns Tempo – slow, fast and moderate Dynamic – load | Clapping/playing - Rhythm patterns Tempo – slow, fast and moderate Dynamic – load and soft |

Visual Arts

| Activity | 1 | 2 | 3 | 4 | 5 |
|---|--|---|---|---|--|
| Create in 3D: (constructing) a utility item made from recycled material | Attempts to make a utility item egg a pencil holder with support | Makes a utility item using recycled material and describes in 2 steps how it was made | Makes a utility item using recycled material and describes in 3 steps how it was made | Makes a utility item using recycled material and describes in 4 steps how it was made and how it will be used confidently | Makes a utility item using recycled material and describes in 5 clear steps how it was made and how it will be used confidently. |

Physical Education

| Activity | 1 | 2 | 3 | 4 | 5 |
|---|---|---|--|---|--|
| Laterality and balance :walks along zigzag pattern taped on the floor with a beanbag balanced on head | Learners needs assistance to balance a bean bag on the head and walk along zigzag pattern taped on the floor with a on head | Learner walks along the zigzag pattern with guidance with a beanbag balanced on head, dropping the bean bag 4 times | Learner walks along part of the zigzag pattern taped on the floor with a beanbag balanced on head, dropping the bean bag 3 times | Learner walks along the full zigzag pattern taped on the floor with a beanbag balanced on head, dropping the bean bag twice | Learner walk along the full zigzag pattern taped on the floor with a beanbag balanced on head for the duration of the walk |

LIFE SKILLS: Programme of Assessment: Grade 3: Term 4

| Study Areas | Topic | What will be assessed? | Forms of Assessment | Assessment tools | Score | Date to be completed | Date completed |
|--|------------------------------------|---|---------------------------|---|-------|----------------------|----------------|
| Beginning knowledge & Personal & Social Well being | Products and processes | <ul style="list-style-type: none"> Knowledge of what we get from plants | Practical and Written | Checklist & Rubric Storyboard/poster | 5 | By Week 2 | |
| | Disasters and what we should do | <ul style="list-style-type: none"> Identify different disasters e.g. lightening, earthquakes, tsunami, fire, lightening, tornado, hurricane, thunderstorms and floods | Practical and Written | Checklist & Rubric Class work book | 5 | By Week 5 | |
| | Animals and Creatures that help us | <ul style="list-style-type: none"> Identify animals that provide us with food , shelter and transport | Practical and Written | Checklist & Rubric Big Book | 5 | By end of the Term | |
| Performing Arts | Drama Creative games and skills | <ul style="list-style-type: none"> Responding to stimuli like pictures, phrases, idioms, drama games, poems or thymes to explore body language, gestures and facial expression | Practical Demonstration | Checklist | n/a | | |
| | Dance Improvise and interpret | <ul style="list-style-type: none"> Creating movements based on pictures, movement sentence (sequence), showing beginning, middle, end | Observation and Practical | Rubric | 5 | | |
| Visual Arts - VA 2 D & 3 D | Create in 2D: | <ul style="list-style-type: none"> Drawing and painting : In the garden | Observation and Practical | Rubric | 5 | | |
| Physical Education | Locomotor and Rhythm | <ul style="list-style-type: none"> Rhythmic sequence with or without apparatus | Observation and Practical | Rubric | 5 | | |

TOTAL SCORE

30

Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.

Teachers notes:

The content relating to Life Skills Topics will be assessed during the daily lessons. Exemplar checklists and rubrics will be used to record and report on each learner's progress at the end of each term. Where possible teachers are encouraged to ensure that the assessment activities are integrated across the Life Skills. Study Areas and also where possible these assessment activities should be integrated with Languages and Mathematics lessons.

LIFE SKILLS: RECORDING SHEET (rubrics used for scoring): GRADE 3: TERM 4

| Study Areas | | Beginning Knowledge & Personal and Social Well being | | | | | Creative Arts | | | | | Physical Education | | Comments |
|---|--|--|-------------------------------------|--|---|--|--|--|--|---|--|--|--|----------|
| | | | | | | | Performing Arts | | | Visual Arts | | | | |
| Skills to be assessed KEY: ✓ Achieved ● In need of support × Not achieved | | Knows about what we get from earth | Knows how bricks are made from clay | Knows about the different types of natural disasters | Knows about the animals that provide us with food and clothes | Knows about the animals that work for us | Demonstrates sensory awareness and performs rhythmic games | Sing songs using appropriate movements and voice contrasts | Mime actions and sing and dance to action songs and rhymes | Do drawings and paintings based using different media | Describe basic art elements using art vocabulary | Demonstrate gymnastic and rhythmic movements using apparatus | Does balancing activities, and movements | |
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| Learner's names | | | | | | | | | | | | | | |
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| LIFE SKILLS: RECORDING SHEET (rubrics used for scoring): GRADE 3: TERM 4 | | | | | | |
|--|--|--|----------------------------------|--|---|---|
| Study Areas | Beginning Knowledge & Personal and Social Well being | | | Creative Arts | | Physical Education |
| | Activity 1 | Activity 2 | Activity 3 | Performing Arts | Visual Arts | |
| Skills to be assessed | Story board/ Poster Knowledge of what we get from plants | Written: Write 5 facts about Natural Disasters with illustrations | Big Book: How animals help us | Dance : Creating movements based on pictures, movement sentence | 2 D: Drawing and painting : In the garden | Locomotor and Rhythm Rhythmic sequence with or without apparatus |
| Score | 5 | 5 | 5 | 5 | 5 | 5 |
| Date | | | | | | |
| Learner's names | | | | | | |
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LIFE SKILLS: RUBRIC: GRADE 3: TERM 4

Beginning knowledge & Personal and Social Well being

| Activity | 1 | 2 | 3 | 4 | 5 |
|---|--|--|--|---|--|
| Story board/ Poster Knowledge of what we get from plants | Makes a simple story board or poster showing 1-2 uses of plants with pictures and captions | Makes a simple story board or poster showing 3-4 uses of plants with illustrations/ photographs & pictures & captions | Makes a colourful story board or poster showing 5-6 uses of plants with illustrations/ photographs and pictures and captions. | Makes a colourful story board or poster showing 7-8 uses of plants with illustrations/ photographs and pictures and captions. | Makes a colourful and creative story board or poster showing 9-10 uses of plants with illustrations/ photographs and pictures and captions. |
| Write 5 facts about Natural Disasters with illustrations | Writes 1 facts about Natural disasters with relevant pictures | Writes 2 facts about Natural disasters with relevant pictures/photographs and own drawings | Writes 3 facts about Natural disasters with relevant pictures/photographs and own drawings | Writes 4 facts about Natural disasters with relevant pictures/photographs and own drawings | Writes 5 facts about Natural disasters with relevant pictures/photographs and own drawings |
| Big Book: How animals help us | Makes a Big Book of 1-2 pages with pictures on how 1 animal help us | Makes a Big Book of 3-4 pages and states 1 fact with drawings/pictures on how 2 animals help us (food, clothing and transport) | Makes a Big Book of 5-6 pages and states 1 fact with drawings/pictures/photographs on how 3 animals help us (food, clothing and transport) | Makes a Big Book of 7-8 pages and states 2 facts with drawings/pictures/photographs on how 4 animals help us (food, clothing and transport) | Makes a Big Book of 9-10 pages and states 3 facts with drawings/pictures/photographs on how 5 animals help us (food, clothing and transport) |

Performing Arts

| Activity | 1 | 2 | 3 | 4 | 5 |
|--|--|--|---|--|--|
| Creating movements based on pictures, movement sentence (sequence), showing beginning, middle, end | Gumboot/Aerobic/ Line/Circle Dance with <ul style="list-style-type: none"> • 1 beginning -, • 1 middle - and • 1 ending movement | Gumboot/Aerobic/Line/ Circle Dance with <ul style="list-style-type: none"> • 1 beginning -, • 2 middle - and • 1 ending movement | Gumboot/Aerobic/Line Circle Dance with <ul style="list-style-type: none"> • 1 beginning -, • 3 middle - and • 1 ending movement | Gumboot/Aerobic/Line/ Circle Dance with <ul style="list-style-type: none"> • 1 beginning -, • 4 middle - and • 1 ending movement | Gumboot/Aerobic/Line/ Circle Dance with <ul style="list-style-type: none"> • 1 beginning -, • 5 middle - and • 1 ending movement |


LIFE SKILLS: RUBRIC: GRADE 3: TERM 4

Visual Arts

| Activity | 1 | 2 | 3 | 4 | 5 |
|------------------------------------|-----------------------------------|--|---|--|---|
| 2 D Paints or draws : My garden | Draws 1 simple fruit (e.g. apple) | Makes 2 drawings of flowers/vegetables with a background | Makes 3 clear drawings of flowers/vegetables with a colourful background Pays attention to correct colours and shapes | Makes 4 clear drawings of flowers /vegetables with a colourful background Pays attention to correct colours and shapes | Makes 5 clear drawings of flowers/vegetables with a colourful background. Pays attention to correct colours, form and shape |

Physical Education

| Activity | 1 | 2 | 3 | 4 | 5 |
|-----------------------------------|---|---|---|--|---|
| Rhythmic sequence with apparatus. | Listen to instructions and then starts movement | Stops movement, listens to instruction and then continue with the same movement | Stops movement, listens to instruction, interprets instruction and starts moving the apparatus according to the instruction | Slows down movement, listens to instruction, interprets instruction and changes movement with the apparatus according to the music | Whilst moving the apparatus, listens to instruction, interprets instruction and changes the movement accordingly without hesitation |



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