



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 1	Grade 2
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%	40%
	1 hour per week				
Creative Arts: 2 hours per week	1 hour per week	Performing Arts (PA): Music, Dance and Drama	1 hour per week	PA 15%	PA 15%
	1 hour per week				
Physical Education	2 hours per week	Visual Arts (VA)	1 hour per week	VA 15%	VA 15%
	2 hours per week				
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	
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.	
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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
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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	<p>Knowledge of:</p> <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:

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 3

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	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 water Ways 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.							
<p>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.</p>							

LIFE SKILLS: CHECKLIST: GRADE 1: TERM 4

Study Areas	Beginning Knowledge & Personal & Social Well being		Creative Arts				Physical Education			Comments
			Performing Arts		Visual Arts		Able to do different movements in different directions	Engage in ball skills	Does dribbling, kicking and Balancing activities	
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
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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.
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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	Do short novelty races	Plays indigenous games		
Skills to be assessed KEY: ✓ Achieved ● In need of support × Not achieved	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	
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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
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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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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
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Learner's names				
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LIFE SKILLS: RUBRIC: GRADE 2: TERM 2

Beginning knowledge & Personal and Social Well being					
Written					
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
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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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Knowledge of different Community services and Emergency Services in the immediate locality 	Oral Practical	Rubric (Flash cards with emergency numbers)	5		
	Road safety	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Make a puppet that represents a person that helps us in the community'. 	Practical	Rubric	5		
Physical Education	Laterality, Sports and Games	<ul style="list-style-type: none"> 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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Learner's names						
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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					
Skills to be assessed KEY: ✓ Achieved ● In need of support × Not achieved	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 kit Basic 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 abuse How to report abuse 	Oral/Practical	Checklist	n/a		
Right and Responsibilities	<ul style="list-style-type: none"> Aware of his/her rights and responsibilities Rights 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 dramatises 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

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 vehicles ▪ Poisonous 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 KEY: ✓ Achieved ● In need of support × Not achieved	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
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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
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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. lightning, earthquakes, tsunami, fire, lightning, 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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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
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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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