



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CURRICULUM AND ASSESSMENT POLICY STATEMENT

(CAPS)

LIFE SKILLS FOR FOUNDATION PHASE

FINAL DRAFT

SECTION 1

NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT FOR LIFE SKILLS

1.1 Background

The *National Curriculum Statement Grades R – 12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve its implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2011. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace the old Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R - 12.

The amended *National Curriculum Statement Grades R - 12: Curriculum and Assessment Policy (January 2011)* replaces the *National Curriculum Statement Grades R - 9 (2002)* and the *National Curriculum Statement Grades 10 - 12 (2004)*.

1.2 Overview

- (a) The *National Curriculum Statement Grades R – 12 (January 2011)* represents a policy statement for learning and teaching in South African schools and comprises the following:
 - (i) Curriculum and Assessment Policy documents for each approved school subject as listed in the policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*; and
 - (ii) The policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.
- (b) The *National Curriculum Statement Grades R – 12 (January 2011)* should be read in conjunction with the following documents:
 - (i) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment Grade R – 12*, published in the *Government Gazette, No. 29467* of 11 December 2006; and
 - (ii) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs*, published in the *Government Gazette, No.29466* of 11 December 2006.
- (c) The Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R - 9 and Grades 10 - 12 are repealed and replaced by the *Curriculum and Assessment Policy documents for Grades R – 12 (January 2011)*.
- (d) The sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R – 12* and therefore, in terms of *section 6A of the South African Schools Act, 1996 (Act No. 84 of 1996)*, form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.3 General aims of the South African Curriculum

- (a) The *National Curriculum Statement Grades R - 12* gives expression to what is regarded to be knowledge, skills and values worth learning. It will ensure that learners acquire and apply

knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes the idea of grounding knowledge in local contexts, while being sensitive to global imperatives.

- (b) The National Curriculum Statement Grades R - 12 serves the purposes of:
- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
 - providing access to higher education;
 - facilitating the transition of learners from education institutions to the workplace; and
 - providing employers with a sufficient profile of a learner's competences.
- (c) The National Curriculum Statement Grades R - 12 is based on the following principles:
- Social transformation; ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population;
 - Active and critical learning; encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
 - High knowledge and high skills; the minimum standards of knowledge and skills to be achieved at each grade are specified and sets high, achievable standards in all subjects;
 - Progression; content and context of each grade shows progression from simple to complex;
 - Human rights, inclusivity, environmental and social justice; infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades 10 – 12 (General) is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
 - Valuing indigenous knowledge systems; acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
 - Credibility, quality and efficiency; providing an education that is comparable in quality, breadth and depth to those of other countries.
- (d) The National Curriculum Statement Grades R - 12 aims to produce learners that are able to:
- identify and solve problems and make decisions using critical and creative thinking;
 - work effectively as individuals and with others as members of a team;
 - organise and manage themselves and their activities responsibly and effectively;
 - collect, analyse, organise and critically evaluate information;
 - communicate effectively using visual, symbolic and/or language skills in various modes;
 - use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
 - demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.
- (e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

1.4 Time Allocation

1.4.1 Foundation Phase

- (a) The instructional time for subjects in the Foundation Phase is as indicated in the table below:

Subject	Time allocation per week (hours)
I. Home Language	6
II. First Additional Language	4 (5)
III. Mathematics	7
IV. Life Skills	6
• Beginning Knowledge	1 (2)
• Arts and Craft	2
• Physical Education	2
• Health Education	1

- (b) Instructional time for Grades R, 1 and 2 is 23 hours. For Grade 3, First Additional Language is allocated 5 hours and Beginning Knowledge is allocated 2 hours as indicated by the hours in brackets in the table above.

1.4.2 Intermediate Phase

- (a) The table below shows the subjects and instructional times in the Intermediate Phase.

Subject	Time allocation per week (hours)
I. Home Language	6
II. First Additional Language	5
III. Mathematics	6
IV. Science and Technology	3.5
V. Social Sciences	3
VI. Life Skills	4
• Creative Arts	1.5
• Physical Education	1.5
• Religion Studies	1

1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

Subject	Time allocation per week (hours)
I. Home Language	5
II. First Additional Language	4
III. Mathematics	4.5
IV. Natural Sciences	3
V. Social Sciences	3
VI. Technology	2
VII. Economic Management Sciences	2
VIII. Life Orientation	2
IX. Arts and Culture	2

1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

Subject	Time allocation per week (hours)
I. Home Language	4.5
II. First Additional Language	4.5
III. Mathematics	4.5
IV. Life Orientation	2
V. Three Electives	12 (3x4h)

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

SECTION 2

FOUNDATION PHASE LIFE SKILLS GRADES R-3

INTRODUCTION

In the Curriculum and Assessment Policy Statement (CAPS), Beginning Knowledge, Health Education, Art and Crafts and Physical Education have been grouped together under the **broad** subject called Life Skills. Life Skills is structured in this way to ensure that at the Foundation Phase level children are exposed to a range of skills that will strengthen their:

- physical, social, personal, emotional and cognitive development
- creative and aesthetic skills and knowledge through engaging in dance, music, drama and Art and Crafts activities;
- knowledge of personal health and safety aspects;
- understanding of the relationship between people and the environment;
- awareness of social relationships, technological processes and elementary science.

UNPACKING LIFE SKILLS SUBJECTS

1. Beginning Knowledge

The content of Beginning knowledge has been drawn from Life Orientation, Social Sciences (History and Geography); Natural Science and Technology. The content has been organized into **topics** that focus mainly on:

- the child and his/her relationship with his/her immediate family extending to the wider community;
- the natural environment (flora, fauna, natural resources etc);
- South Africa (diverse people - cultures, customs, national symbols);
- Environmental Awareness events (Water Week, Arbor Day, Marine Day etc);
- National/Public holidays (Heritage Day, Freedom Day, Youth Day etc.);
- Special Celebrations (Days) observed in South Africa by diverse cultural groups.

2. Health Education

The content for Health Education has been drawn mainly from Life Orientation and will focus on topics dealing with:

- personal hygiene and cleanliness;
- healthy eating, nutrition and fitness;
- communicable diseases including HIV/AIDS;
- health services (clinics, hospitals, ambulance etc.);
- health awareness events (e.g. Dental, Eye, Organ Week etc.);
- safety in the home and school and road safety;

The content and concepts from Beginning Knowledge and Health Education can be used as the starting point for discussions and written work in the Home Language and First Additional Language as well as for Art and Crafts activities. When introducing the reading of non-fiction books, try to include books or other texts on the topic being used in Life Skills.

In Grade R the content and concepts from Beginning Knowledge and Health Education are taught during morning / discussion time, routine activities, creative activities, as well as Physical Education.
--

3. Art and Crafts

The content has been drawn from the Arts and Culture Learning Area. The four components of Art and Crafts are Dance, Music, Drama and Art and Crafts. Children in Grades R - 3 should be exposed to all four creative art forms. Where feasible, these art forms can be integrated, for example:

- Dance can be infused with Physical Education and Music;
- Drama and Music can be infused with Languages (speech, oral skills, storytelling, role-play, voice projection through singing); and,
- Art and Crafts, Music and Dance can be infused with Mathematics (e.g. shape, pattern, time, counting, distance, size, direction).

Suggestions for activities have been made for all the components of Art and Crafts but these should not be seen as restricting the teacher's or the learner's own creative ideas. The teacher is free to develop the skills identified in the CAPS document using different activities that better suit the needs of his / her learners and the school context.

In Grade R the Art and Crafts lesson must include at least one main activity per day. These can include drawing, painting, cutting and pasting, playing with clay/dough, lacing, and construction and cooking and baking. Other daily routine activities that learners should be exposed to are fantasy play, playing with educational toys, playing with building blocks and Reading activities.

4. Physical Education:

The content for Physical Education has been drawn from Life Orientation. The emphasis is on developing children's fine and gross motor skills mainly through:

- Physical Movement activities (locomotive, climbing and balancing);
- Games (including traditional and indigenous games);
- Elementary sports activities (athletics, netball, cricket and soccer skills etc.)

Regular physical activity provides children with health, fitness and psychological benefits. Natural play and games allow them to develop strength, co-ordination, agility and flexibility. It must be noted that children of the same age may not be at the same stage of physical development. Therefore, each child should be treated as an individual and his or her stage of development should be tracked and monitored carefully.

Most of the physical education activities described are suitable for the outdoor as well as an indoor space area. Swimming as a physical exercise has been omitted for the reason that most schools do not have access to a swimming pool. Where schools can access a swimming pool, swimming must be included as a physical and sports activity.

There must be a designated safe and secure space for physical education activities. Care must also be taken that all activities are well supervised by the teacher and injury must be avoided. Lessons must be stimulating and encourage active play and exercise. Strenuous physical activity in the outdoors must be avoided in extremely hot weather conditions.

Grade R: Physical Education activities in Grade R can take place indoors as well as outdoors. 'Music and dance movement' from Art and Crafts forms part of physical development. Many of the physical movement activities such as climbing, balancing etc. are also developed during 'free play time' outside.

5. Integration across the subjects

Where possible some of the subjects that have been infused into Life Skills can be taught in an integrated way within Life Skills as well as across the other subjects i.e. Home Language, First Additional Language and Mathematics. Subjects that can be integrated are:

- Beginning Knowledge with Health Education;
- Music and Dance;
- Music, Dance and Physical Education;
- Music and Drama with Languages (Home and First Additional);
- Art and Crafts and Mathematics.

6. Topics

In the CAPS document topics have been used as a means of packaging the content, concepts and skills mainly for Beginning Knowledge and Health Education. Where possible, the topic has been extended to include the content for Physical Education and the Art and Crafts. Topics have been found to be relevant as they provide contexts for teaching literacy (listening and speaking, reading and writing) skills in an integrated way across the curriculum.

The topics contained in the CAPS documents are not compulsory and can be amended. Teachers are given the choice to select topics that will be more appropriate for their own school contexts, although the subject content (skills and knowledge) should not be comprised. The skills and knowledge contained in the topics have been carefully chosen to reflect the social, personal, emotional and cognitive needs of children in the Phase. The topics have been planned to cover the content across three to four weeks. Hence twelve topics have been chosen per grade to cover 36 - 40 weeks.

Grade R :The topics have been planned to cover the content across two weeks. 20 topics have been chosen to cover 36-40 weeks. The topics are linked to the Grade R Resource pack that was distributed by the Department of Basic Education in 2010.

7. TIME ALLOCATION

GRADES R – 2		TOTAL TIME ALLOCATION	GRADE 3		TOTAL TIME ALLOCATION
Beginning Knowledge	1 hour	6 hours per week	Beginning Knowledge	2 hours	7 hours per week
Health Education	1 hour		Health Education	1 hour	
Physical Education	2 hours		Physical Education	2 hours	
Art and Crafts	2 hours		2 hours	2 hours	

The Department does not prescribe how to break down the time into different components although the following suggestions are made for each grade

Grade R (Note: In Grade R most of the activities are integrated and therefore the Daily Programme is not broken down in set time frame periods)		Total per week
Beginning Knowledge and Health Education	24 minutes per day Integrated in the Daily Programme (Heath check, morning discussion, toilet routine , snack time, work time creative activities)	2 hours
Art and Crafts:		
Art and Crafts	Daily lessons as part of inside free play activities	2 hours
Music and Dance	Songs / Playing Instruments (at least 3/4 times per week) Music and Dance Movement (Also Integrated with Physical Education)	
Drama	Integrated in the Daily Programme (Music, Dance and Languages)	
Physical Education Physical Movement activities Elementary Games Music and Movement	At least 3/4 times a week integrated with Music, Dance and Drama	2 hours
Outdoor Free Play (locomotive, climbing and balancing activities)	Short 15-20 minutes lessons daily	

Grade 1		Total per week
Beginning Knowledge and Health Education	4 x 30 minute lessons per week	2 hours
Art and Crafts:		2 hours
Music and Dance	4 x 15 minute lessons	1 hour
Drama	2 x 15 minute lessons integrated with Languages	30 minutes
Art and Crafts	1x 30 minute lesson	30 minutes
Physical Education	4 x 30 minute lessons	2 hours
Grade 2		
Beginning Knowledge and Health Education	4 x 30 minute lessons per week	2 hours
Art and Crafts:		2 hours
Music and Dance	2 x 30 minute lessons	1 hour
Drama	2 x 15 minute lessons integrated with Languages	30 minutes
Art and Crafts	1x 30 minute lesson	30 minutes
Physical Education	3 x 40 minute lessons or 2 x 60 minute lessons	2 hours
Grade 3		
Beginning Knowledge and Health Education	4 x 45 minute lessons per week	3 hours
Art and Crafts:		2 hours
Music and Dance	2 x 30 minute lessons	1 hour
Drama	2 x 15 minute lesson or 1 x 30 minute lesson integrated with Languages	30 minutes
Art and Crafts	1x 30 minute lessons	30 minutes
Physical Education	3 x 40 minute lessons or 2 x 60 minute lessons	2 hours

ASSESSMENT IN LIFE SKILLS

Assessment in Life Skills happens mainly through regular and systematic observation of children participating in structured and planned activities such as classroom discussions related to topics, physical games and activities, Art and Crafts, oral and practical demonstrations (role-play, 'show and tell' etc.), dance, musical and drama performances.

The CAPS document encourages the use of a comprehensive checklist / holistic rubric to track and monitor children's progress in Life Skills every term. These are some of the performance indicators that should be observed and assessed in:

Music	<ul style="list-style-type: none"> • <i>the child's involvement in the singing activity</i> • <i>his / her response to a musical instrument</i> • <i>handling and playing of musical instrument</i>
Dance	<ul style="list-style-type: none"> • <i>the child's response to music</i> • <i>body movement and expression</i>
Art and Crafts	<ul style="list-style-type: none"> • <i>the child's creative skills (drawing, painting, use of colour, lines, patterns, shapes etc.)</i>
Physical Education	<ul style="list-style-type: none"> • <i>demonstration of physical body movements</i> • <i>his/her level of participation in games and sporting activities , use of equipment etc</i>
Beginner's Knowledge and Health Education	<ul style="list-style-type: none"> • <i>the child's contribution to the lesson (level of knowledge and awareness)</i> • <i>participation in the lesson activities (oral, practical, written component)</i> • <i>application of concepts and skills etc.</i>
Other classroom skills that can be observed	<ul style="list-style-type: none"> • <i>the child's classroom behaviour (following routines, showing respect, time on task, responsibility and care)</i> • <i>participation in classroom activities</i> • <i>co-operative skills (interaction with peers and teacher)</i>

Number of Formal Assessment Tasks

GRADE	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
1	1	1	1	1	4
2	1	1	1	1	4
3	1	1	1	1	4

Grade R: No formal Assessment Tasks. Assessment is based mainly on observation, oral and practical activities. A holistic rubric can be used at the end of the term

MANAGING BARRIERS TO LEARNING

It must be noted that not all children will be able to participate actively in all the Life Skills subjects (Music, Dance, Drama, Art and Crafts and Physical Education lessons) largely due to the physical disabilities that a child may have. Physical disabilities can include hearing and speech problems, poor eyesight and deformed limbs (hands and feet). Hence Physical Education, Music, Dance, Art and Crafts and Drama activities must be adapted to give all children an equal and fair opportunity to participate.

OVERVIEW OF THE CONTENT AND SKILLS FOR THE LIFE SKILLS SUBJECTS IN GRADES R – 3				
	GRADE R	GRADE 1	GRADE 2	GRADE 3
BEGINNING KNOWLEDGE AND HEALTH EDUCATION: TOPICS	<ol style="list-style-type: none"> 1. Me and my new school 2. My body and my senses 3. My family 4. Keeping clean and fit 5. Healthy eating 6. Me and my friends at school 7. This is what I wear 8. Shapes and colours 9. On the move 10. Domestic and farm animals 11. Gardens and insects 12. Weather 13. Keeping safe 14. The Sky 15. People who help us 16. Helping hands 17. A new life (Spring) 18. This is where people live 19. My Feelings 20. Our lovely country 21. Special days, Health and Environmental awareness events 	<ol style="list-style-type: none"> 1. Me and my body 2. My school 3. My family 4. Ways of travelling 5. Food and Nutrition 6. Domestic animals 7. Stories of heroes 8. People who help us 9. Familiar places (my village / town / city / neighbourhood) 10. Family life now and then 11. Being a good friend 12. Stories of different South African cultures 13. Special days, Health and Environmental awareness events 	<ol style="list-style-type: none"> 1. Homes in different places 2. Water 3. Weather and seasons 4. How my body works? 5. Foods eaten by different communities 6. Energy Resources 7. Wild animals 8. Relationships and handling emotions 9. Keeping our environment clean 10. National symbols and the national anthem 11. People at work 12. The planets and stars 13. Special days, Health and Environmental awareness events and National Holidays 	<ol style="list-style-type: none"> 1. Clothes and the materials they are made from 2. Farming the Land 3. Extinct and Endangered Creatures 4. Communication then and now 5. Communicable Diseases (coping with grief and loss) 6. Famous places in South Africa 7. Stories from key South African historical events 8. Pollution and Recycling 9. Natural Disasters 10. Stories of role models from different cultures 11. Understanding myself: my abilities, interests, rights and responsibilities 12. Celebrations and festivals 13. Special days, Health and Environmental awareness events and National Holidays

OVERVIEW OF THE CONTENT AND SKILLS FOR THE LIFE SKILLS SUBJECTS IN GRADES R – 3				
	GRADE R	GRADE 1	GRADE 2	GRADE 3
ART AND CRAFTS	<p>Drawing and Painting</p> <ul style="list-style-type: none"> • Tracing and colouring • Drawing with different mediums (wax crayons, pencils etc.) • Painting with fingers, hands, feet <p>Crafts</p> <ul style="list-style-type: none"> • Make a poster/collage • Make paper mobiles • Beadwork items • Weaving items <p>Construction and making models</p> <ul style="list-style-type: none"> • Clay and play dough objects • Make 3 D models with empty boxes/blocks <p>Baking and cooking</p> <ul style="list-style-type: none"> • Make simple food items 	<p>Drawing and Painting</p> <ul style="list-style-type: none"> • Drawing and decorating pictures • Making patterns using different techniques • Free Painting using primary colours • Painting pictures includes background detail • Painting using lines and shapes <p>Crafts</p> <ul style="list-style-type: none"> • Using clay/ dough: to make models of objects • Making collages • Making masks and puppets • Making cards • Making musical instruments • Making cardboard and paper mobiles • Weaving and beadwork activities • Making 3 D objects with blocks/recycled material 	<p>Drawing and Painting</p> <ul style="list-style-type: none"> • Drawing a scene using wax crayons and watered down paint • Drawing the outline of a building and decorates it with patterns, textures and bold colours • Using line and shape patterns in paintings • Planning and creating a poster • Painting a figure with a patterned background <p>Crafts</p> <ul style="list-style-type: none"> • Making a collage • Weaving skills • Beadwork skills • Knitting skills • Making models with clay • Making objects with recycled material • Making masks, puppets, mobiles, and paper maché objects • Making special day cards 	<p>Drawing and Painting</p> <ul style="list-style-type: none"> • Designing and drawing pictures using with different mediums • Making handprints and/or fingerprints and/or footprints to make patterns • Using line and shape patterns in paintings • Planning and creating a poster • Painting a picture of own choice using a variety of different techniques <p>Crafts</p> <ul style="list-style-type: none"> • Making a collage • Using different materials to make items • Weaving skills • Beadwork skills • Knitting skills • Sewing skills • Making different kinds of masks and puppets • Making models with clay • Making a objects using paper mache techniques. • Making special day cards

OVERVIEW OF THE CONTENT AND SKILLS FOR THE LIFE SKILLS SUBJECTS IN GRADES R – 3				
	GRADE R	GRADE 1	GRADE 2	GRADE 3
MUSIC AND DANCE	<p>Music and Dance</p> <ul style="list-style-type: none"> • Sing action songs and rhymes • Body percussion • Make and play with handmade percussion instruments • Playing instrument such as drums tambourine, sticks, bells • Free dancing • Walking and running movements according to music or a beat • Play musical games 	<p>Music and Singing</p> <ul style="list-style-type: none"> • Sing action songs • Sing traditional and cultural children’s songs • Sing songs in the First Additional Language • Body percussion • Making and playing handmade percussion instruments • Play percussion instruments such as drums tambourine, sticks, bells and castanets • Listen to sounds e.g.(farm animals, sirens and recorded music) <p>Music and Dance</p> <ul style="list-style-type: none"> • Free and Cultural dancing • Walking, running, hopping swaying, skipping steps with music • Play musical games 	<p>Music and Singing</p> <ul style="list-style-type: none"> • Sing action songs • Sing traditional and cultural songs • Sing songs in the First Additional Language • Sing National Anthem • Body percussion • Play instrument while singing or listening to music • Make and play handmade percussion instruments • Play drum, tambourine, bells and castanets etc. • Percussion play- loud and soft, fast and slow. • Play notation on melodic and non-melodically instruments • Read symbols • Reads high and low notes on the “staff and bars” <p>Music and Dance</p> <ul style="list-style-type: none"> • Free and Cultural dancing • Dance showing slow and fast movements • Dance according to music • Create own dance movements 	<p>Music and Singing</p> <ul style="list-style-type: none"> • Sing songs of free choice • Sing traditional and cultural songs • Sing songs in the First Additional Language • Sing National Anthem • Choir singing • Play melodic and non- melodic instruments • Differentiate between structured and non structured playing on an instrument. • Reads high and low notes on the “staff and bars” • Playing a pitched instrument on the pentatonic scale (do,re,mi,so,la) <p>Music and Dance:</p> <ul style="list-style-type: none"> • Free and Cultural dancing • Move on the rhythm of a song / beat/music • Dance movements e.g. slow walking , running, jumping , marching, galloping, trotting and swaying • Create own dance movements <p>Music and listening</p> <ul style="list-style-type: none"> • Differentiate to texture (heavy and light music, material) • Distinguish between mechanical and natural sounds • Interpret music stories • Listening to a short biography of a SA composer or singer • Reading of music notation • Draw a picture while listening to slow and soft music. • Create own songs on do re me so me and la

OVERVIEW OF THE CONTENT AND SKILLS FOR THE LIFE SKILLS SUBJECTS IN GRADES R – 3				
	GRADE R	GRADE 1	GRADE 2	GRADE 3
DRAMA	<ul style="list-style-type: none"> Action rhymes,songs and poems Role-plays 	<ul style="list-style-type: none"> Action rhymes,songs and poems Role plays Miming Dramatization Show and tell' Dialogues 	<ul style="list-style-type: none"> Role plays Miming Imitates movement Dramatization Show and tell' Dialogues Act out advertisements Choral Verse 	<ul style="list-style-type: none"> Role play Miming Dramatization Show and tell Dialogues Act out interviews and advertisements Choral Verse Sketches and short plays
PHYSICAL EDUCATION	<ul style="list-style-type: none"> Locomotive skills- walking, running, hopping, crawling Climbing activities Balancing skills carry and hold light objects and walk Throwing & Catching skills with apparatus Play action games and traditional games with equipment Playing outdoors on safe apparatus and with equipment 	<ul style="list-style-type: none"> Locomotive skills – walking, running, jumping, hopping, crawling in different directions Climbing activities Balancing skills carry light objects and walk and run Throwing & Catching activities with a partner Play action games and Indigenous games in pairs and small groups Sports – engage in novelty races with apparatus 	<ul style="list-style-type: none"> Locomotive skills— walking, running, jumping, hopping in different directions and at high and low speeds Balancing skills, balance on different parts of the body Throwing & Catching skills with a partner and a team Strength & Agility activities with apparatus Play action games and Indigenous games in pairs and groups Sports –novelty races, athletics and mini-cricket, soccer, netball,, hockey skills etc 	<ul style="list-style-type: none"> Locomotive skills –jogging, running, jumping, hopping, galloping in different directions over short distances Balance on different parts of the body and move in different directions Throwing, catching, passing, dribbling, kicking, bowling skills with a partner and in a team Strength & Agility activities with apparatus in pairs and in a team at different speeds Play action games and Indigenous games in pairs and teams at a competitive level Sports-athletics and mini-cricket, soccer, netball, rugby, hockey skills etc.

LIFE SKILLS GRADE R Term 1: Week 1 – 2	
Topic : Me and my new school	Suggested contact time: 6 hours per week
Beginning Knowledge and Health Education: 2 hours per week Content/concepts/skills	
<ul style="list-style-type: none"> • Personal details • Different areas in the classroom • School building • People at school • Classroom routines and rules • Personal hygiene 	
Art and Crafts: 2 hours per week Content/concepts/skills	
Art and Crafts <ul style="list-style-type: none"> • Drawing (e.g. picture of self) • Painting(e.g. imprints of hand and foot) • Cutting and pasting (e.g. paper cut outs of both hands) • Playing with clay/ dough(e.g.make a body) • Construction (e.g. building with blocks) Daily Activities <ul style="list-style-type: none"> • Fantasy play, playing with educational toys and blocks etc Music , Dance and Drama <ul style="list-style-type: none"> • Songs (greetings etc) • Make sounds with objects • Dramatize action rhymes and stories 	
Physical Education: 2 hours per week Content/concepts/skills	
Movement Skills <ul style="list-style-type: none"> • Locomotive (e.g. walking, running, jumping, crawling etc) • Climbing (e.g.climb up/down using available climbing equipment) • Balancing (e.g. walk holding beanbag on head) Playing games <ul style="list-style-type: none"> • Play simple games with beanbags/balls/hoops Playing outdoors <ul style="list-style-type: none"> • Play with equipment (e.g.tyres, hoops etc.) 	
Notes <ul style="list-style-type: none"> • Learners come to school with different levels of readiness. Use the first days to introduce them to classroom and school routine. • The birthday, weight, height and health chart activities are done daily. • Always greet children by name and with appropriate respect. • The weather should be observed and recorded daily on a weather chart. Include the day and date in the recording.Use a suitable calendar where you can show the month, day and date. • Set up an interest table for each topic 	
Recommended texts/resources <ul style="list-style-type: none"> • Paper and crayons, mirror, crayons, paint, scissors,glue • Musical instruments percussion and improvised • CD' • Beanbags, hoops, climbing apparatus • Calendar, Weather chart 	

<p>Life Skills: Grade: R Term 1: Week 3 – 4</p>
<p>Topic : My body and my senses Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education: 2 hours per week Content/concepts/skills</p> <ul style="list-style-type: none"> • Name the common parts and organs of the body and explain their functions • Know all five senses • Keeping clean • Eat healthy foods and exercise
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p> <p>Art and Crafts</p> <ul style="list-style-type: none"> • Drawing(e.g.a picture of a face) • Cutting and pasting (e.g.cut out pictures of parts of body) • Playing with dough(body parts) • Construction (e.g. assemble cut-out pieces to make a picture of a body) <p>Daily Activities</p> <ul style="list-style-type: none"> • Fantasy play, playing with educational toys, etc <p>Music, Dance and Drama</p> <ul style="list-style-type: none"> • Sing songs linked to the topic (e.g. ‘Heads and shoulders, knees and toes ...’). • Participate in body percussion with all the body parts (e.g. claps hands, clicks fingers, stamps feet etc.) • Walk, run to the beat of an instrument (e.g. tambourine or drum) • Finger-games • Dramatize action rhymes (e.g. ‘Heads and shoulders’)
<p>Physical Education : 2 hours per week Content/concepts/skills</p> <p>Movement Skills</p> <ul style="list-style-type: none"> • Locomotive(e.g.jumping up and down, running activities) • Climbing (e.g.climbs up/down using available climbing equipment) • Balancing (e.g. balances while standing on one foot) • Balance on all fours (hands and feet flat) with body in the air <p>Playing games</p> <ul style="list-style-type: none"> • Play games such as ‘Simple Simon says’ or ‘Follow my leader ‘ • Simple games with beanbags and balls <p>Playing outdoors</p> <ul style="list-style-type: none"> - Play with apparatus freely
<p>Notes</p> <ul style="list-style-type: none"> • The topic ‘My Body’ allows the learners to learn about the body parts, organs and senses • Discuss Health Awareness Days • Encourage children to take turns in being the leader • Set up an interest table for each topic
<p>Recommended texts/resources</p> <ul style="list-style-type: none"> • Posters and flashcards • Paper and pencils, crayons, paint and paint brushes, scissors • Beanbags, hoops, climbing apparatus

<p>Life Skills: Grade: R Term 1: Week 5 – 6</p>
<p>Topic : My family Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education: 2 hours per week Content/concepts/skills</p>
<ul style="list-style-type: none"> • Own name and address • Members of own family • Different roles of different people in a family and why each one is special • Relationships with people at home • Helping at home • Safety at home • Special family events and celebrations
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Drawing (e.g.a picture of family) • Painting (e.g.a picture of family faces) • Cutting and pasting (e.g.cut out pictures of people from magazines) • Playing with clay / dough • Craft make cards <p>Daily Activities</p> <ul style="list-style-type: none"> • Fantasy play, playing with educational toys, block play etc <p>Music, Dance and Drama</p> <ul style="list-style-type: none"> • Sing songs linked to the topic • Sing action song about family • Use percussion instruments and play tunes for (e.g ‘Three Bears’) • Walking and running steps(fast/slow) according to the music • Dramatize stories (e.g. ‘The Three Bears’) • Action rhymes (e.g. ‘The wheels of the bus ’)
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>Movement Skills</p> <ul style="list-style-type: none"> • Locomotive (e.g. runs/ walks, taking big /small steps) • Climbing up/down using available climbing equipment • Balancing (e.g. large tins with wide bases etc.) <p>Playing games</p> <ul style="list-style-type: none"> • Play a game with skittles and balls <p>Playing outdoors</p> <ul style="list-style-type: none"> • Sand play / water play
<p>Notes</p> <ul style="list-style-type: none"> • Show sensitivity to children from single parents or child- headed households • Drawing a picture of the family can be emotionally challenging for a learner who has lost a parent or whose parents are separated • Discuss special family events and celebrations • Set up an interest table for each topic
<p>Recommended texts/resources</p> <ul style="list-style-type: none"> • Posters • Bottle skittles, balls , hoops, climbing apparatus • Pictures/posters of the body

<p>Life Skills: Grade R Term 1: Week 7 – 8</p>
<p>Topic : Keeping clean and fit Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education : 2 hours per week Content/concepts/skills</p>
<ul style="list-style-type: none"> • Personal hygiene • How germs are spread /transferred to people • Using a handkerchief • Correct breathing habits • Ways to keep fit • Avoiding unhealthy foods
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Drawing a picture • Painting using strings • Cutting and pasting activity • Playing with clay or dough • Construction activity <p>Daily Activities</p> <ul style="list-style-type: none"> • Fantasy play, playing with educational toys and blocks etc. <p>Music, Dance and Drama</p> <ul style="list-style-type: none"> • Sing songs linked to the topic • Sing traditional and cultural songs • Listen to slow and fast beats played e.g. on drum • Call out a name of a sport and act out an action related to that sport e.g. kicking a football
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>Movement skills</p> <ul style="list-style-type: none"> • Locomotive activities • Climbing on available climbing equipment • Balancing (e.g.walk on a low plank) <p>Playing games</p> <ul style="list-style-type: none"> • Dribbling, kicking and throwing a ball to partner/ in a group • Play any fun indigenous games • Throw beanbags / balls into a (e.g. box) from different distances <p>Playing Outdoors</p> <ul style="list-style-type: none"> - Sand play / water play / playing with equipment etc.
<p>Notes</p> <ul style="list-style-type: none"> • All outdoor play must be supervised by the teacher • Children with physical disabilities must be catered for in all lessons • Discuss Health Awareness Days • Set up an interest table for each topic
<p>Recommended texts/resources</p> <ul style="list-style-type: none"> • Topic related posters and pictures • Real toiletries • Playing equipment

<p>Life Skills: Grade R Term 1: Week 9 – 10</p>
<p>Topic : Healthy eating Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education : 2 hours per week Content/concepts/skills</p> <ul style="list-style-type: none"> • The importance of drinking clean water • Different food groups • Healthy every day foods • Nutritious choices from a range of available foods and drinks • Handling food • A healthy lunch box
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p> <p>Art and Crafts</p> <ul style="list-style-type: none"> • Drawing (picture of a fruit or vegetable) • Printing with vegetable skins • Cutting and pasting pictures of healthy foods • Playing with clay / dough • Food processing (e.g. making a salad) <p>Daily Activities</p> <ul style="list-style-type: none"> • Fantasy play, playing with educational toys, block play e.g. etc. <p>Music and Dance Movement:</p> <ul style="list-style-type: none"> • Sing action rhymes and songs • Body percussion • Free movements with music.
<p>Physical Education: 2 hours per week Content/concepts/skills</p> <p>Movement Skills</p> <ul style="list-style-type: none"> • Locomotive (skipping with a rope, jumping over obstacles, hopping etc) • Climbing using available climbing equipment • Balancing (walk holding an empty cool drink can/ball on the head) <p>Playing games</p> <ul style="list-style-type: none"> • Throw, catch and roll objects • Play obstacle race and other games <p>Playing outdoors</p> <ul style="list-style-type: none"> • Make a compost heap. Learners make individual choices to play (alone in pairs or in a group) with available equipment
<p>Notes</p> <ul style="list-style-type: none"> • Be sensitive to children's dietary choices and indigent children • Avoid wasting food. • Discuss Health Awareness events e.g. Dental Week • Set up an interest table for each topic <p>Recommended texts/resources</p> <ul style="list-style-type: none"> • Topic related posters and pictures

SUGGESTIONS FOR ASSESSMENT FOR TERM 1			
Components	Criteria	√ or X	Comments
Beginning Knowledge and Health Education	<ul style="list-style-type: none"> • Know personal details e.g. full name and birthday • Name at least two healthy foods • Identify parts of the body and knows the senses 		
Art and Crafts	<ul style="list-style-type: none"> • Draw a picture self • Sing action songs • Make models with dough/clay 		
Physical Education	<ul style="list-style-type: none"> • Move by running, walking and jumping • Climb over an object • Participate in fun games with a partner 		

<p>Life Skills: Grade R Term 2 : Week 1 – 2</p>
<p>Topic : Me and my friends at school Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education : 2 hours per week Content/concepts/skills</p>
<ul style="list-style-type: none"> • Names of a few friends • Qualities of a good friend and give reasons • Special things they can do for a friend • Classroom responsibilities • Classroom routines and instructions • Safety at school
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Drawing a picture of a friend • Cutting and pasting (make a collage) • Play dough/clay • Make designs with templates • Make cards <p>Daily Activities</p> <ul style="list-style-type: none"> • Fantasy play, playing with educational toys, blocks etc. <p>Music, Dance and Drama</p> <ul style="list-style-type: none"> • Sing action songs • Miming activities • Clap and move body freely to music • Dramatize finger rhymes
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>Movement skills</p> <ul style="list-style-type: none"> • Locomotive activities • Climbing using available climbing equipment • Balancing activities <p>Playing games</p> <ul style="list-style-type: none"> • Throw and catch a beanbag or ball with a partner • Play novelty games <p>Playing Outdoors Learners make individual choices to play (alone in pairs or in a group) with available equipment</p>
<p>Notes</p> <ul style="list-style-type: none"> • In Music introduce percussion instruments (the drum, sticks and improvised instruments) • Children are often victims of 'bullying' by older children. • Set up an interest table for each topic
<p>Recommended texts/resources</p> <ul style="list-style-type: none"> • Topic related posters • Names of all children in the class on cards • Percussion instruments • Equipment for water and sand play and playing apparatus

<p>Life Skills: Grade R Term 2 : Week 3 – 4</p>
<p>Topic : This is what I wear Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education : 2 hours per week Content/concepts/skills</p>
<ul style="list-style-type: none"> • Clothes for different seasons • Uniforms worn by for different jobs • Clothes worn for different activities and occasions • Washing day • Responsibility for personal belongings • Names different items of clothing for different weathers • Personal cleanliness
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Drawing of simple clothes. • Painting with straw/sponge • Making mobiles <p>Daily Activities</p> <ul style="list-style-type: none"> • Fantasy play, playing with educational toys, block play etc <p>Music and Dance Movement</p> <ul style="list-style-type: none"> • Sing songs linked to the topic • Sing traditional and cultural songs • Play any rhythm soft and loud an instrument • Free dancing <p>Drama</p> <ul style="list-style-type: none"> • Dramatize and sing action rhymes • Role-play parts of stories
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>Movement Skills</p> <ul style="list-style-type: none"> • Locomotive activities (Bunny hops and duck walks) • Climbing (e.g. climb up/down) using available climbing equipment • Balancing e.g. balance and walk holding a book on the head • Walk holding a small container in both hands on a bench <p>Playing games</p> <ul style="list-style-type: none"> • Throw /catch/roll/kick a ball etc. • Play novelty games (e.g. 'sack race') <p>Playing outdoors</p> <ul style="list-style-type: none"> • Dressing up in different types of clothing
<p>Notes</p> <ul style="list-style-type: none"> • The topic can also be extended to 'Washing Day ' • Set up an interest table for each topic
<p>Recommended texts/resources</p> <ul style="list-style-type: none"> • Topic related posters and flashcards • Percussion instruments • Different types of clothes

<p>Life Skills: Grade R Term 2 : Week 5 – 6</p>
<p>Topic : Shapes and colours Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education :2 hours per week Content/concepts/skills</p> <ul style="list-style-type: none"> • Shapes in the classroom and environment • Different types and names of shapes • Construction play with shapes • Different shapes on boxes • Immunization against diseases such as measles, mumps etc.
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Drawing pictures of different shapes • Painting with primary colours (red, yellow ,blue) • Making patterns with shape cut-outs • Playing with clay / dough • Construction-building a house with shapes <p>Daily Activities</p> <ul style="list-style-type: none"> • Fantasy play, playing with educational toys, and block play etc. <p>Music and Dance Movement</p> <ul style="list-style-type: none"> • Sing songs linked to the topic • Sing and dance traditional and cultural songs • Body percussions
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>Movement skills</p> <ul style="list-style-type: none"> • Locomotive activities • Climbing using available climbing equipment • Balancing skills <p>Playing games</p> <ul style="list-style-type: none"> • Throwing and catching objects • Play novelty games with apparatus <p>Playing outdoors</p> <ul style="list-style-type: none"> • Make different shapes using own body • Sand / water play with different shapes
<p>Notes</p> <ul style="list-style-type: none"> • Set up an interest table for each topic
<p>Recommended texts/resources</p> <ul style="list-style-type: none"> • Posters related to the topic • Large shapes • Sand / water equipment

<p>Life Skills: Grade R Term 2 : Week 7 – 8</p>
<p>Topic : Domestic and farm animals Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education : 2 hours per week Content/concepts/skills</p> <ul style="list-style-type: none"> • A pet or farm animal • The difference between pets and farm animals • What we get from farm animals • Respect and care for animals • Safety with animals
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Drawing and painting a pictures • Using 2 D shapes to make animal cut outs • Playing with clay or dough • Construction-(building) activities <p>Daily Activities</p> <ul style="list-style-type: none"> • Fantasy play, playing with educational toys,block play etc <p>Music , Dance Movement and Drama</p> <ul style="list-style-type: none"> • Sing songs related to the topic • Body percussion-stamp feet, clap hands, etc • Free dance movements • Dramatise action songs • Role-play stories
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>Movement skills</p> <ul style="list-style-type: none"> • Locomotive activities • Climbing using available climbing equipment • Balancing skills <p>Playing games</p> <ul style="list-style-type: none"> • Play action games • Throwing and catching skills <p>Playing outdoors</p> <ul style="list-style-type: none"> • Play with objects in the sand and water
<p>Notes</p> <ul style="list-style-type: none"> • Arrange a visit to a dairy/poultry farm • During the first week focus on pets and during the second week focus on farm animals • A learner can bring a pet to school (e.g. a kitten or puppy) • Set up an interest table for each topic
<p>Recommended texts/resources</p> <ul style="list-style-type: none"> • Topic related posters and pictures • Real animal products or pictures of animal products

<p>Life Skills: Grade R Term 2 : Week 9 – 10</p>
<p>Topic : Gardens and insects Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education :2 hours per week Content/concepts/skills</p>
<ul style="list-style-type: none"> • Types of insects • Body parts of insects • Life cycle of an insect • Homes of insects • Types of food they live on • Why they are important? • Safety, prevention and treatment of insect bites
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Printing using finger prints • Making with clay and play dough <p>Daily Activities</p> <ul style="list-style-type: none"> • Fantasy play, playing with educational toys, block play etc <p>Music and Dance Movement:</p> <ul style="list-style-type: none"> • Sing songs related to the topic • Sing cultural and traditional songs • Use voice to make different sounds <p>Drama</p> <ul style="list-style-type: none"> • Dramatise the sounds in the environment
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>Movement skills</p> <ul style="list-style-type: none"> • Locomotive skills • Climbing using available climbing equipment • Balancing skills <p>Playing games</p> <ul style="list-style-type: none"> • Play the novelty games • Play games with apparatus <p>Playing outdoors</p> <ul style="list-style-type: none"> • Make a compost heap • Free play activities
<p>Notes</p> <ul style="list-style-type: none"> • Set up an interest table for each topic
<p>Recommended texts/resources</p> <ul style="list-style-type: none"> • Topic related posters • Pictures of insects • Clay and play dough • Picture books

SUGGESTIONS FOR ASSESSMENT FOR TERM 2			
Components	Criteria	√ or X	Comments
Beginning Knowledge and Health Education	<ul style="list-style-type: none"> • Name different items of clothing and that can be worn in different weathers • Know at least 3 flying and crawling insects • Know what we get from farm animals 		
Art and Crafts	<ul style="list-style-type: none"> • Can cut out and paste a picture • Can make a paper mobile • Can role-play parts of a story 		
Physical Education	<ul style="list-style-type: none"> • Can roll and throw a ball to a partner • Participate in free play activities 		

<p>Life Skills: Grade R Term 3 : Week 1 – 2</p>
<p>Topic : Weather Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education: 2 hours per week Content/concepts/skills</p>
<ul style="list-style-type: none"> • Daily weather conditions • Symbols depicting the different weather conditions • Different seasons and changes in nature during the seasons • Where does rain come from? • Where do we find water? • Forms of water ([liquid],ice(solid),steam) • The importance of drinking water to keep healthy
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Painting a rainbow • Make paper cut outs <p>Daily Activities</p> <ul style="list-style-type: none"> • Fantasy play, dress up and block activities <p>Music and Drama</p> <ul style="list-style-type: none"> • Sing songs related to the topic • Sing cultural and traditional songs • Use instruments to accompany the songs • Play the percussion instruments • Dramatise stories
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>Movement Skills</p> <ul style="list-style-type: none"> • Locomotive skills • Climbing using available climbing equipment • Balancing skills with objects <p>Playing games</p> <ul style="list-style-type: none"> • Play hop scotch and other novelty games • Play catching game, 'hide and seek' etc. • Throwing and catching objects to a partner <p>Playing outdoors</p> <ul style="list-style-type: none"> • Sand and water play activities • Free play activities with equipment
<p>Notes</p> <ul style="list-style-type: none"> • Observe weather on a daily basis • Have a selection of seasonal clothes for learners to dress up in. Each day ask learners to dress up for a different season • Set up an interest table for each topic
<p>Recommended texts/resources</p> <ul style="list-style-type: none"> • Topic related posters and pictures • Different types of fabric • Items such as sunglasses, hats ,umbrella, gloves and scarves

<p>Life Skills: Grade: R Term 3 : Week 3 – 4</p>
<p>Topic : Keeping safe Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education: 2 hours per week Content/concepts/skills</p> <ul style="list-style-type: none"> • Awareness of safe and unsafe areas/equipment in the home • Dangerous objects at school • Safety rules to be observed in the home • Importance of evacuation drills at school • How to react to strangers • Protection against strangers • Emergency contact details
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p> <p>Art and Crafts</p> <ul style="list-style-type: none"> • Drawing and painting a pictures related to the topics • Making a poster of dangerous objects' • Construction-(building) making a candle from cardboard rolls <p>Daily Activities</p> <ul style="list-style-type: none"> • Fantasy play, playing with educational toys, block play etc <p>Music, Dance Movement and Drama</p> <ul style="list-style-type: none"> • Sing songs • Free dance movements • Sing traditional songs • Dramatise and role play stories
<p>Physical Education: 2 hours per week Content/concepts/skills</p> <p>Movement Skills Locomotive skills using apparatus such as obstacle races</p> <ul style="list-style-type: none"> • Climbing using available climbing equipment • Balancing skills with apparatus <p>Playing games</p> <ul style="list-style-type: none"> • Throwing and catching: skills with apparatus with in pairs • Play novelty games <p>Playing outdoors</p> <ul style="list-style-type: none"> • Learners make individual choices to play (alone in pairs or in a group) with available equipment
<p>Notes</p> <ul style="list-style-type: none"> • Emphasize that children should be very careful of strangers. • .Set up an interest table for each topic.
<p>Recommended texts/resources</p> <ul style="list-style-type: none"> • Topic related posters and pictures • Improvised or real percussion instruments

<p>Life Skills: Grade: R Term 3 : Week 5-6</p>
<p>Topic : The Sky Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education: 2 hours per week Content/concepts/skills</p>
<ul style="list-style-type: none"> • Day and night phenomena • How the sun travels through the sky by observing shadows • The sky at during the day and night • Night animals (e.g. owls,etc) • Importance of rest and a good sleep
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Painting with objects • Cut out shapes of the moon phases • Make a collage of the sky • Construction-(building) (e.g. make models of sun/moon) <p>Daily Activities</p> <ul style="list-style-type: none"> • Fantasy play, playing with educational toys , block play etc <p>Music ,Dance and Drama</p> <ul style="list-style-type: none"> • Sing Song (e.g. 'Twinkle, twinkle little star') • Dance to the tune of (e.g.'Twinkle, twinkle little star') • Role-play going to bed at night and waking up in the morning
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>Movement skills</p> <ul style="list-style-type: none"> • Locomotive skills (e.g. jumping, hopping, running etc.) • Climbing using available climbing equipment • Balancing skills using apparatus • Throwing and catching skills with apparatus <p>Playing games</p> <ul style="list-style-type: none"> • Play hop scotch and other novelty games <p>Playing outdoors</p> <ul style="list-style-type: none"> • Learners make individual choices to play (alone, in pairs or in a group) with available equipment.
<p>Notes</p> <ul style="list-style-type: none"> • Children should get adequate sleep. • Set up an interest table for each topic
<p>Recommended texts/resources</p> <ul style="list-style-type: none"> • Topic related posters and pictures

<p>Life Skills: Grade R Term 3 : Week 7 – 8</p>
<p>Topic : People who help us Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education: 2 hours per week Content/concepts/skills</p>
<ul style="list-style-type: none"> • Work and jobs of family members • People in the community that help them • The role that each of these people play and the work they do • Health and emergency services
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Drawing and painting pictures related to the topic • Making a collage related to the topic • Construction (building)- making items worn by people • Set up a fantasy area related to the topic <p>Music, Dance Movement and Drama</p> <ul style="list-style-type: none"> • Sing songs related to the topic • Sing cultural and traditional songs • Play percussion instruments on a rhythmic pattern (e.g. ΔΔ ◊ ΔΔ ◊.) • Listen and respond to recorded music with body movements • March to the beat of music • Miming activities related to the topic
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>Movement Skills</p> <ul style="list-style-type: none"> • Locomotive (e.g. free running, jumping,hopping etc.) • Climbing using available climbing equipment • Balancing activities such as walking • Throwing and catching e.g. throws and catches balls (like a cricket /rugby/netball player) <p>Playing games</p> <ul style="list-style-type: none"> • Play ‘ Cops and Robbers’ and other novelty games with equipment <p>Playing outdoors</p> <ul style="list-style-type: none"> • Learners make individual choices to play(alone in pairs or in a group) with available equipment
<p>Notes</p> <ul style="list-style-type: none"> • Invite a police officer, nurse or any community worker to the school to come and talk about their work. • Take learners on an outing to a place of work near the school e.g.clinic, fire station etc • Set up an interest table for each topic
<p>Recommended texts/resources</p> <ul style="list-style-type: none"> • Topic related posters • Recycled material • Old uniforms worn in specific jobs

<p>Life Skills: Grade R Term 3 : Week 9 – 10</p>
<p>Topic : Helping hands Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education: 2 hours per week Content/concepts/skills</p>
<ul style="list-style-type: none"> • Ways to help family • Basic rights and responsibilities in the classroom • Ways in which he/she can help the teacher and classmates • Different things we need to be thankful for and show respect for • Ways in which he/she can help their peers and community • Treating wounds, cuts and bruises
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Drawing and making special cards • Making badges with logos • Making simple food items • Construction-(building) activities(e.g. making charity boxes) <p>Daily Activities</p> <ul style="list-style-type: none"> • Fantasy play, playing with educational toys, block play etc <p>Music, Dance and Drama</p> <ul style="list-style-type: none"> • Sing songs related to the topic • Sing cultural songs and do traditional dances • Role- play activities
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>Playing outdoors</p> <ul style="list-style-type: none"> • Locomotive activities • Balancing skills using different body parts • Climbing skills using available climbing equipment • Throwing and catching skills with apparatus <p>Playing games</p> <ul style="list-style-type: none"> • Play ‘ Cops and Robbers’ and other novelty games with equipment <p>Playing outdoors</p> <ul style="list-style-type: none"> • Clean school garden/picking up litter, play with equipment with peers
<p>Notes</p> <ul style="list-style-type: none"> • Set up an interest table for each topic
<p>Recommended texts/resources</p> <ul style="list-style-type: none"> • Topic related posters and pictures

SUGGESTIONS FOR ASSESSMENT FOR TERM 3			
Components	Criteria	√ or X	Comments
Beginning Knowledge and Health Education	<ul style="list-style-type: none"> • Learners identify at least 2 dangerous objects at home and at school • Learners describe who a stranger is and describe safety measures when dealing with strangers • Learners identify two rights and two responsibilities 		
Art and Crafts	<ul style="list-style-type: none"> • Make a 3 D model with shapes and objects • Sing and perform action rhymes and songs • Role-play people e.g. traffic officer/ clown 		
Physical Education	<ul style="list-style-type: none"> • Run and jump over a rope placed on the ground • Play games with a partner and in a group • Participate in fantasy and free play activities 		

<p>Life Skills: Grade R Term 4: Week 1 – 2</p>
<p>Topic : A new life (Spring) Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education: 2 hours per week Content/concepts/skills</p>
<ul style="list-style-type: none"> • What happens in Spring • New life in animals • The life cycle of living organism in the environment • The difference between mammals, birds and reptiles • The babies of mammals/birds • How seeds grow (plant beans in soil and damp cotton wool)
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Drawing and painting pictures related to the topics • Making a collage related to the topic • Making baby animals from clay • Construction-building animal homes <p>Daily Activities</p> <ul style="list-style-type: none"> • Fantasy play, playing with educational toys, block play etc <p>Music, Dance Movement and Drama</p> <ul style="list-style-type: none"> • Songs and action rhymes • Traditional and cultural dances • Role-play stories
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>Movement skills</p> <ul style="list-style-type: none"> • Locomotive movements(high and low movements) • Climbing activities with apparatus • Balancing skills using different parts of the body • Throwing and catching skills using apparatus <p>Playing games with equipment Playing outdoors Mud painting and gardening</p>
<p>Notes</p> <ul style="list-style-type: none"> • You can bring some tadpoles from a dam and let the children watch them grow. • Take the children on a nature walk and look for the different insects / creatures. • Discuss environmental days e.g. Arbor Day • Set up an interest table for each topic
<p>Recommended texts/resources</p> <ul style="list-style-type: none"> • Topic related posters • Pictures of baby animals • Silkworms, tadpoles • Seeds and empty containers

<p>Life Skills: Grade R Term 4: Week 3 – 4</p>
<p>Topic : This is where people live Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education: 2 hours per week Content/concepts/skills</p>
<ul style="list-style-type: none"> • Different homes of people • Other places where people live • Respect for other people and their homes • Materials used in building homes • Different types of houses • Safety in the home e.g. avoid playing with dangerous tools.
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Draw a picture of a house • Painting using different geometric shapes • Make a poster of house • Dough and clay models • Construction-(building)- making models of houses <p>Daily Activities</p> <ul style="list-style-type: none"> • Fantasy play, playing with educational toys, block play etc <p>Music ,Dance Movement and Drama</p> <ul style="list-style-type: none"> • Songs related to the topic • Use kitchen utensils and make musical beats(high/low) • Dramatize stories read and told
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>Movement skills</p> <ul style="list-style-type: none"> • Locomotive activities with apparatus • Climbing skills using apparatus • Balancing movements using legs • Throwing and catching balls (like a cricket /rugby/netball/tennis player) <p>Playing games</p> <ul style="list-style-type: none"> • Play action games (e.g. 'The farmer's in the dell', the 'Hokey Pokey') and other novelty games <p>Playing outdoors</p> <ul style="list-style-type: none"> • Free play with all kinds of apparatus including sand and water play.
<p>Notes</p> <ul style="list-style-type: none"> • The different kinds of homes that people live in and what makes them different. • Visit a building site or you can invite a builder to talk to the children • Draw a plan of your school with the children and discuss how it is built-they can then draw a plan of their own homes and find out how it was made.
<p>Recommended texts/resources</p> <ul style="list-style-type: none"> • Topic related posters • Brick, wooden blocks, sticks, straws • Improvised TV and Microphone

<p>Life Skills: Grade R Term 4: Week 5 – 6</p>
<p>Topic : My Feelings Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education: 2 hours per week Content/concepts/skills</p>
<ul style="list-style-type: none"> • Emotions without harming self, others or property • Emotions in appropriate situations • Concern or sympathy for others who are unhappy • Care and respect for peers
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Drawing pictures related to the topic • Making posters related to the topic • Threading activities(beadwork) <p>Daily Activities</p> <ul style="list-style-type: none"> • Fantasy play, playing with educational toys, construction play etc <p>Music , Dance and Drama</p> <ul style="list-style-type: none"> • Songs and action rhymes related to the topic • Miming activities • Role-play stories read or told
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<ul style="list-style-type: none"> • Locomotive skills (high and low impact activities) • Climbing using available climbing equipment • Balancing skills using different parts of the body • Throwing and catching skills with apparatus <p>Playing games</p> <ul style="list-style-type: none"> • Play action games (e.g. 'Follow my leader game') and other traditional games. <p>Playing outdoors</p> <ul style="list-style-type: none"> • Learners make individual choices to play(alone, in pairs or in a group) with available equipment
<p>Notes</p> <ul style="list-style-type: none"> • Tell the stories of people who have done brave deeds and acts of charity in the community. • Set up an interest table for each topic.
<p>Recommended texts/resources</p> <ul style="list-style-type: none"> • Topic related posters and pictures • Playing equipment

<p>Life Skills: Grade R Term 4: Week 7 – 8</p>
<p>Topic : Our lovely country Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education: 2 hours per week Content/concepts/skills</p> <ul style="list-style-type: none"> • The name of our country • The South African flag • Wild animals in our country • Indigenous craft • Traditional stories of different cultural groups • Immunizations and vaccines against common diseases.
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p> <p>Art and Crafts</p> <ul style="list-style-type: none"> • Painting with objects(e.g.acorns) • Make the South African flag • Making models of animals • Making objects out of beads, wool etc. <p>Daily Activities</p> <ul style="list-style-type: none"> • Fantasy play, playing with educational toys, block play etc <p>Music, Dance Movement and Drama</p> <ul style="list-style-type: none"> • Songs related to the topic • Sing traditional and cultural songs • Dramatize stories and action songs
<p>Physical Education: 2 hours per week Content/concepts/skills</p> <p>Movement skills</p> <ul style="list-style-type: none"> • Locomotive skills –high and low impact activities • Climbing skills using available climbing equipment • Balancing skills using apparatus • Throwing and catching games with apparatus <p>Playing games</p> <ul style="list-style-type: none"> • Demonstrate different sporting games that are played in South Africa (e.g. Cricket [swing bats] Soccer [dribble balls] etc.) <p>Playing outdoors</p> <ul style="list-style-type: none"> • Play freely with available equipment
<p>Notes</p> <ul style="list-style-type: none"> • Tell stories that relate to the different communities of learners in the school • Invite parents or cultural leaders in the community to share with the children traditional stories, cultural dances, songs and music • Discuss Special Cultural celebrations and festivities • Set up an interest table for each topic
<p>Recommended texts/resources</p> <ul style="list-style-type: none"> • Topic related posters • National symbols • Pictures of wild animals • Picture of the South African flag

<p>Life Skills: Grade R Term 4: Week 9 – 10</p>
<p>Topic : On the move Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education: 2 hours per week Content/concepts/skills</p>
<ul style="list-style-type: none"> • Events from the past such as what was the very first transport • All the types of transport we have today • Rules to cross a road safely • Rules that must be obeyed in a moving vehicle
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Drawing pictures of objects that have wheels. • Painting ‘road patterns ‘ • Folding paper to make aeroplanes. • Playing with dough – make model aeroplanes etc. • Construction-(building) – vehicles with recycled material <p>Daily Activities</p> <ul style="list-style-type: none"> • Fantasy play, playing with educational toys, block play etc <p>Music, Dance and Drama</p> <ul style="list-style-type: none"> • Sing songs related to the topic • Free dancing with traditional/modern music • Does action rhymes (e.g. ‘the wheels of the bus.’)
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>Movement skills</p> <ul style="list-style-type: none"> • Locomotive activities such as skipping, bunny hops etc. • Balancing skills using apparatus and body parts • Throwing and catching games with apparatus <p>Playing games</p> <ul style="list-style-type: none"> • Children play traditional games and other novelty games (e.g. ‘Hide and Seek’, ‘Cat and the Mouse’ etc.) <p>Playing outdoors</p> <ul style="list-style-type: none"> • Learners make individual choices to play (alone in pairs or in a group) with available equipment.
<p>Notes</p> <ul style="list-style-type: none"> • Invite traffic officer to speak to children about Road Safety • Set up an interest table for each topic
<p>Recommended texts/resources</p> <ul style="list-style-type: none"> • Topic related posters and pictures

SUGGESTIONS FOR ASSESSMENT FOR TERM 4

Components	Criteria	√ or X	Comments
Beginning Knowledge and Health Education	<ul style="list-style-type: none">• Know the babies of two mammals• Know two kinds of transport• Know the South African flag		
Art and Crafts	<ul style="list-style-type: none">• Make a poster with pictures• Make patterns with paint• Can do body percussions (clap/stamp/march etc)• Can Role-play one story		
Physical Education	<ul style="list-style-type: none">• Can bounce, roll and catch a ball• Can crawl, hop, jump and run freely• Can play one action game with a partner /in a group		

<p>Life Skills: Grade: 1: Foundation Phase Term 1: Week 1 – 3</p>
<p>Topic : Me and my body Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education: 2 hours per week Content/concepts/skills</p>
<p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • Personal details and home information • Name parts of the body • Talk about themselves in a positive way • Things that they need for personal hygiene and describe what they do to keep themselves clean • How germs that cause diseases can be transferred to people • Common communicable diseases a
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Draw/paint pictures using different brush strokes and colour • Finger paints an individual picture in primary colours • Make a cardboard mobile of the body with cut-out pieces of parts of the body <p>Drama</p> <ul style="list-style-type: none"> • Dramatize action rhymes • Role-play parts of a story <p>Music and Dance Movement</p> <ul style="list-style-type: none"> • Sing songs linked to the topic • Sing greeting songs • Sing songs in the First Additional Language • Participate in body percussion using different parts of the body (e.g. clap hands, click fingers, stamp feet, etc.) • Walk and run according to the beat of an instrument (e.g. tambourine or drum) and to the sound of recorded Music
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>Movement Skills</p> <p>Locomotive</p> <ul style="list-style-type: none"> • Move various parts of the body in order to move from one spot to another by running, jumping etc. • Move the whole body by doing bunny hops, walking like a giant or a dwarf in all directions <p>Climbing</p> <ul style="list-style-type: none"> • Climb up and down using available climbing equipment <p>Balancing</p> <ul style="list-style-type: none"> • Balance while standing, on one leg and /toes/ and heels <p>Throwing & Catching</p> <ul style="list-style-type: none"> • Throw and catch a beanbag or ball to each other- working in pairs • Bounce and catch a ball from side to side <p>Playing Games and Sports</p> <ul style="list-style-type: none"> • Play action games such as ‘Simple Simon says’ and ‘Cops and robbers’. • Play any fun, indigenous games to reinforce movement skills • Play simple games with beanbags and hoops
<p>Notes</p> <ul style="list-style-type: none"> • Use the first three weeks in grade one to conduct an assessment to determine each child’s developmental level. • Set up an ‘Interest Table’ for each topic • The topic of ‘My Body’ allows the learners to learn about themselves and how to care for their body. • Learners should use flat-nosed scissors under teacher supervision. Teach them safety rules when using scissors and glue. • Left-handed scissors should be available for learners with left hand dominance.

- Every Physical Education lesson must begin with a short warm- up activity and end with a cool- down activity
- The sporting activities should be applicable to the school choice and environment.
- Create an awareness of water safety skills
- Discuss significant Health/Environmental awareness events, national holidays and special days observed in South Africa

Recommended texts/resources

- Paper and pencils, crayons, paint and paintbrushes, scissors, glue
- Piano and CD player with CDs ,drum, tambourine
- Bean bags, hoops, climbing apparatus, sports equipment for the sport being played
- Pictures /posters e.g. my body
- Non- fiction books

<p>Life Skills: Grade 1: Foundation Phase Term 1: Week 4 - 6</p>
<p>Topic : My school Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education: 2 hours per week Content/concepts/skills</p>
<p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for Language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • Classroom layout and different areas in the classroom • Classroom routines and a list of rules for the classroom • School layout and the physical structure in the school • The signals for evacuation drills at school • The roles of the different people in the school • School code of conduct • School routines and special days • Becoming familiar with school details • Safety at school
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Draw or paint a picture (e.g. the school building) • Use clay or play dough to make a model (e.g. stationary items) • Make a 3D model of the school using building blocks • Make musical instruments (e.g. shakers, drums, tambourines), using recycled material <p>Drama</p> <ul style="list-style-type: none"> • Role play a dialogue with a partner • Mime classroom routines <p>Music and Dance Movement</p> <ul style="list-style-type: none"> • Sing traditional songs (e.g. Mary had a little lamb, the school song). • Sing songs in the First Additional Language • The sound of some non-melodical instruments (e.g. tambourine, triangle and bells), • Play games in response to music (e.g. Musical chairs) • Different sounds in the environment • Body movements with music
<p>Physical Education : 2 hours per week Content/concepts/skills</p>
<p>Movement Skills Locomotive (Develops body awareness through different movements)</p> <ul style="list-style-type: none"> • Run freely around the field • Jog in circles moving in clockwise and anti clockwise directions • Experience the body as being still or moving following instructions from the teacher <p>Balancing</p> <ul style="list-style-type: none"> • Walk while balancing a bean bag on the head • Run while holding a ball on the head • Stand on one foot whilst holding and bending the other foot backwards <p>Throwing & Catching</p> <ul style="list-style-type: none"> • Throw and catch a beanbag or ball to each other – working in pairs • Catch a ball and/frisby in motion <p>Climbing</p> <ul style="list-style-type: none"> • Climb up and down using available apparatus <p>Playing Games and Sports</p> <ul style="list-style-type: none"> • Play games such as 'Simple Simon says', 'Cops and robbers', sack race, the wheel barrow game, etc. • Play any fun indigenous games to reinforce movement skills e.g. 'Hopscotch'

Notes

- Use the topic to orientate learners to school and classroom rules and ethos.
- Conduct a field trip to familiarize the learners with the school environment
- Organise a session to introduce the school principal and staff members to the learners
- Create an awareness of water safety skills
- Discuss significant Health/Environmental awareness events, national holidays and special days observed in South Africa

Recommended texts/resources

- Waste materials (cardboard, scraps of material , tins, bottles)
- Seeds, stones, sticks, bells
- Modelling clay/play dough
- Non-melodical instruments (e.g. shakers, drums, tambourine, triangle and bells)
- Pictures/posters related to the topic

<p>Life Skills: Grade 1: Foundation Phase Term 1: Weeks 7 – 10</p>
<p>Topic : My Family Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education: 2 hours per week Content/concepts/skills</p>
<p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • Different family members (immediate and extended family) • The roles of different family members • A simple family tree(e.g. showing two generations-parents and grandparents) • An awareness of safe and unsafe equipment and areas at home • How to take precautions when alone at home • Relevant people in case of emergency
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Draw and label a family portrait • Paint a detailed picture (e.g. of family faces) • Plan, design and make a model of a house • Make cards for family members <p>Drama</p> <ul style="list-style-type: none"> • Mime the roles of different members of the family • Role play situations (e.g. how to handle safe and unsafe situations) • Dramatize familiar stories about family life <p>Music and Dance Movement</p> <ul style="list-style-type: none"> • Sing traditional songs • Sing songs linked to the topic • Sing songs in the First Additional Language • Listen to the sounds of at least one melodic percussion instrument • Listen to fast and slow Music, fitting the sound with a picture • Move body to fast and slow music • Familiar sounds (e.g. a doorbell, telephone, alarm clock, dogs barking.)
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>Movement Skills</p> <p>Locomotive (Develops body awareness through different movements)</p> <ul style="list-style-type: none"> • Run freely around the field (e.g. fly like a bird or aeroplane) • Jog in circles moving in clockwise and anti clockwise directions • Experiment moving the whole body i.e. stepping, falling and leaping <p>Climbing</p> <ul style="list-style-type: none"> • Climb up/down using available climbing equipment <p>Balancing</p> <ul style="list-style-type: none"> • Walk with bean bag on the head or balancing on a low plank • Move hips and lower body with or without a hoop around the waist <p>Throwing & Catching</p> <ul style="list-style-type: none"> • Throw and catch a beanbag or ball to each other - working in groups • Play action games (e.g. 'catch a falling star') <p>Playing Games and Sports</p> <ul style="list-style-type: none"> • Play games such as sack races, and the wheel barrow game • Play any fun indigenous games to reinforce movement skills

Notes

- Learners need to know the contact details of people in case of an emergency
- In Music introduce melodic percussion instruments i.e. ones that make a melody or tune e.g. organ, guitar etc.
- Create an awareness of water safety skills
- Discuss significant Health/Environmental awareness events, national holidays and special days observed in South Africa

Recommended texts/resources

- Piano and CD player with CDs, drum, tambourine, melodic percussion instruments (e.g. pipe, xylophone, Glockenspiel or mbira), non-melodic percussion instruments
- Improvise apparatus for percussion instruments such as kitchen utensils
- Beanbags, hoops, climbing apparatus, balancing forms, sports equipment for the sport being played
- Pictures/posters e.g. homes

SUGGESTIONS FOR ASSESSMENT FOR TERM 1

Components	Criteria	√ or X	Comments
Beginning Knowledge and Health Education	<p>My Family and My Home</p> <ul style="list-style-type: none"> • Talk about the roles of different family members • Show an awareness of safe and unsafe equipment and areas in the home <p>My school</p> <ul style="list-style-type: none"> • Classroom and school routines • Know some school details <p>Diseases and keeping clean</p> <ul style="list-style-type: none"> • Show awareness of personal cleanliness and hygiene • Show awareness of at least 2 communicable diseases 		
Art and Crafts	<ul style="list-style-type: none"> • Draw and paint details in pictures • Manipulate crayon and scissors effectively • Sing action songs, show and do free dance movements • Role-play parts of a story 		
Physical Education	<ul style="list-style-type: none"> • Run, walk, jump and climb freely. • Walk while balancing a beanbag on the head • Participate freely in games using equipment 		

<p>Life Skills: Grade 1:Foundation Phase Term 2: Weeks 1 – 3</p>
<p>Topic : Ways of travelling Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education : 2 hours per week Content/concepts/skills</p> <p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • How he/she comes to school • Dangers on the way to school and knows how to take precautions • Different types of transport and explains the differences • Common road signs • Safe ways to cross a road at a traffic light, Scholar Patrol etc. • The rules to be observed in a moving vehicle
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p> <p>Art and Crafts</p> <ul style="list-style-type: none"> • Make a collage (with different types of transport) • Draw and make cut outs of common road signs • Makes a model of a simple traffic light and/car etc. • Draw and paint a picture related to the topic <p>Drama</p> <ul style="list-style-type: none"> • Imitate and mime movement of vehicles • Dramatize road safety scenarios <p>Music and Dance Movement</p> <ul style="list-style-type: none"> • Songs related to the topic • Sing songs in the First Additional Language • Play different non-melodic instruments (e.g. a drum, cymbals, stick, bells etc) • Do free dance movements with music (walking, sliding etc) • Listen and identify different sounds in the environment
<p>Physical Education: 2 hours per week Content/concepts/skills</p> <p>Movement Skills</p> <p>Locomotive (Develops body awareness through different movements)</p> <ul style="list-style-type: none"> • Jump forwards, sideways, backwards in all directions • Skip, run and walk according to the teacher's instructions • Move different parts of the body whilst lying on back/stomach <p>Climbing</p> <ul style="list-style-type: none"> • Climb up/down using available climbing equipment <p>Balancing</p> <ul style="list-style-type: none"> • Walk tiptoe/on heels on a line marked on the ground • Walk on a rope that is placed on the ground using cross-over steps <p>Throwing & Catching</p> <ul style="list-style-type: none"> • Use different sized balls to throw and catch with one or both hands <p>Playing Games and Sports</p> <ul style="list-style-type: none"> • Play any fun indigenous games to reinforce movement skills • Play dodging games like 'Ball in the Middle' • Play games to improve ball skills

Notes

- Set up an Interest Table for each topic
- Take learners outside the school to observe traffic and teach road safety rules.
- Invite the local Traffic Officer to talk to the learners about road safety
- Discuss significant Health/Environmental awareness events, national holidays and special days observed in South Africa

Recommended texts/resources

- Cardboard, plastic containers, recycled materials
- Pictures/posters of different types of transport
- Non-fiction books with information on the topic

<p>Life Skills: Grade 1: Foundation Phase Term 2: Weeks 4 – 6</p>
<p>Topic: Food and Nutrition Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education : 2 hours per week Content/concepts/skills</p>
<p><i>Use the content and concepts from Beginning Knowledge and Health Education as a context for Language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • Foods that he/she likes and dislikes • Grow a plant and describe the process and stages of growth • Different types of food are grown • Different food groups • The importance of drinking sufficient water daily • Nutritious choices from a range of commonly available foods and drinks • Traditional and cultural foods
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Draw and make cut outs of different types of foods • Make models of different types of foods with clay or play dough • Draw and paint a picture related to the topic • Create an edible artwork <p>Drama</p> <ul style="list-style-type: none"> • Miming activities • Do 'Show and tell' activities • Role-play stories and poems <p>Music and Dance Movement</p> <ul style="list-style-type: none"> • Sing songs linked to the topic • Sing songs in the First Additional Language • Play in a group using melodic and/or non-melodic percussion instruments • Identify high and low sounds in music • Respond to music by clapping, stamping, swaying
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>Movement Skills Locomotive(Develops body awareness through different movements)</p> <ul style="list-style-type: none"> • Skip, run and walk according to the teacher's instructions • Move various parts of the body by sliding, jumping, crawling ,etc in different directions <p>Climbing</p> <ul style="list-style-type: none"> • Climb up/down using available climbing equipment <p>Balancing</p> <ul style="list-style-type: none"> • Walk while holding an object placed on the head • Walk on toes with arms outstretched on a long plank/low bench • Walk on e.g. tyres, low bench etc. <p>Throwing & Catching</p> <ul style="list-style-type: none"> • Throw a ball against the wall and catch it • Throw/kick a ball to a target (poles, skittles), etc <p>Playing Games and Sports</p> <ul style="list-style-type: none"> • Play action games e.g. 'Cat & Mouse', 'The wheel barrow' game etc. • Play any fun, indigenous games to reinforce movement skills • Play games with balls, hoops etc

Notes

- Start a small vegetable garden in an unused part of the school
- Discuss significant Health/Environmental awareness events, national holidays and special days observed in South Africa

Recommended texts/resources

- Real food items
- Pictures/posters
- Non-fiction books with information on the topic

<p>Life Skills: Grade 1:Foundation Phase Term 2: Weeks 7 – 10</p>
<p>Topic : Domestic Animals Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education :2 hours per week Content/concepts/skills</p> <p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • A pet or farm animal he/she knows • Some pets and farm animals • How to feed and care for a pet or farm animal • The difference between pets and farm animals • What we get from farm animals? • The processing of dairy products • Nutritious value of animal foods
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p> <p>Art and Crafts</p> <ul style="list-style-type: none"> • Use clay/play dough to make models e.g. farm animals etc. • Paint a picture about the topic and include background detail • Make models recycled material • Make a collage of pets • Make masks of animals <p>Drama</p> <ul style="list-style-type: none"> • Imitate the movement and sounds of different animals wearing masks • Dramatise and /role play songs in small groups wearing masks <p>Music and Dance Movement</p> <ul style="list-style-type: none"> • Sing songs linked to the topic • Sing songs in the First Additional Language • Move in different ways (sways, runs, gallops, trots, marches) to the beat of the Music • Listen and respond to fast and slow Music • Recognise different animal sounds in the environment
<p>Physical Education: 2 hours per week Content/concepts/skills</p> <p>Movement Skills</p> <p>Locomotive (Develops body awareness through different movements)</p> <ul style="list-style-type: none"> • Jump forwards, sideways, backwards in an open space • Skip, gallop and slide in different direction imitating different animals • Move various parts of the body by sliding ,jumping in and out of obstacles etc <p>Climbing</p> <ul style="list-style-type: none"> • Climb up/down using available climbing equipment <p>Balancing</p> <ul style="list-style-type: none"> • Balance on all fours(hands and feet) and move forward and backward <p>Throwing & Catching:</p> <ul style="list-style-type: none"> • Throw balls of different sizes to partner who catches with both hands • Kicking, passing, throwing and catching skills with e.g. balls <p>Playing Games and Sports</p> <ul style="list-style-type: none"> • Play team game with a ball s/hoops etc. • Play any fun indigenous games to reinforce movement skills

Notes

- Arrange a visit to an Animal Farm near the school
- Invite a Veterinary surgeon to give a talk on the topic 'Caring for animals'
- Respect the foods eaten by different cultural groups
- Discuss significant Health/Environmental awareness events, national holidays and special days observed in South Africa

Recommended texts/resources

- Modelling clay/play dough
- Pictures/posters related to the topic
- Non-fiction books with information on the topic

SUGGESTIONS FOR ASSESSMENT FOR TERM 2

Components	Criteria	√ or X	Comments
Beginning Knowledge and Health Education	Ways of Travelling <ul style="list-style-type: none"> • Participate in discussions on different types of transport • Demonstrate knowledge of road safety rules Domestic Animals <ul style="list-style-type: none"> • Demonstrate an understanding of caring for pets • Know the young of 3 farm animals Food and Nutrition <ul style="list-style-type: none"> • Know the 3 products that we get from farm animals • Describe everyday healthy foods 		
Art and Crafts	<ul style="list-style-type: none"> • Sing and role-play action songs • Imitate 3 animal sounds • Make patterns with paint using imprints 		
Physical Education	<ul style="list-style-type: none"> • Climb and stand on an object comfortably • Catch, throw, roll and kick a ball • Play team games with a ball/beanbag etc 		

<p>Life Skills: Grade 1:Foundation Phase Term 3: Weeks 1- 3</p>
<p>Topic : Stories of heroes Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education :2 hours per week Content/concepts/skills</p>
<p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • Stories of some important people in the history of South Africa (community leaders and ordinary people who performed heroic actions) • A story about own family's involvement in kind and brave acts (e.g. charity and welfare) • Events in a story told /read by the teacher in the correct order (e.g. the life story of Nelson Mandela) • The qualities of a hero • Basic rescue skills
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Draw a cartoon strip of events in a story • Do a weaving activity • Make masks (e.g. of famous people) • Clay models (e.g.of famous people) <p>Drama</p> <ul style="list-style-type: none"> • Dramatize parts of stories • Role-play (e.g.TV actors) <p>Music and Dance Movement</p> <ul style="list-style-type: none"> • Sing traditional and cultural songs • Sing children's songs in the First Additional Language • Play a percussion instrument loudly and softly • Play games in response to the music • Perform cultural and traditional dance movements • Listen to a short biography of a famous composer/singer
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>Movement Skills Locomotive (Develops body awareness through different movements)</p> <ul style="list-style-type: none"> • Skip, run and walk according to the teacher's instructions • Do different jumps (e.g. star jumps, long jumps) <p>Climbing</p> <ul style="list-style-type: none"> • Climb up/down using available climbing equipment <p>Balancing</p> <ul style="list-style-type: none"> • Jump over and crawl under obstacles while maintaining balance • Experiment carrying heavy and light weights <p>Throwing & Catching</p> <ul style="list-style-type: none"> • Bounce and catch ball with one/both hands • Throw a ball against a wall surface and catches it <p>Playing Games and Sports</p> <ul style="list-style-type: none"> • Play any fun indigenous games to reinforce movement skills (e.g. 'Tug-a-war' games) • Play games using bats and balls

Notes

- Include stories of heroes from different backgrounds.
- Help learners to recognise the different kinds of heroes (e.g. Freedom fighters, Scientific and Community Leaders).
- Set up an 'Interest Table' for each topic
- Discuss significant Health/Environmental awareness events, National holidays and special days observed in South Africa

Recommended texts/resources

- Pictures/posters of heroes
- Non-fiction books with information on the topic

<p>Life Skills: Grade 1:Foundation Phase Term 3: Weeks 4 - 6</p>
<p>Topic : People who help us Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education :2 hours per week Content/concepts/skills</p> <p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • Members of the community that help them • The role that each of these people play in the community and the work they do • Learners own experiences of being helped by these people • Emergency numbers
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Make mobiles • Draw and paint pictures • Make clay/play dough models • Make masks • Make a collage <p>Drama</p> <ul style="list-style-type: none"> • Role play different situations of people who help us • Dramatise / role play e.g. action songs • Dramatise the sounds of different emergency vehicles <p>Music and Dance Movement</p> <ul style="list-style-type: none"> • Sing songs linked to the topic • Sing children's songs in the First Additional Language • Make sounds using different objects • Marching movements with music • Identify the sounds of different emergency vehicles
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>Movement Skills Locomotive (Develops body awareness through different movements)</p> <ul style="list-style-type: none"> • Skip, run and walk according to the teacher's instructions • Jump forwards, sideways, backwards and do scissor jumps • Roll and run after apparatus <p>Climbing</p> <ul style="list-style-type: none"> • Climb up/down using available climbing equipment <p>Balancing</p> <ul style="list-style-type: none"> • Walk with an object on the head on a marked line with outstretched arms • Maintain balance while creating different shapes with the body <p>Throwing & Catching: Throw and catch a bean bag/ball in a group Throw an object (e.g. ball at a target)</p> <p>Playing Games and Sports</p> <ul style="list-style-type: none"> • Play novelty games (e.g. 'Tag' game) • Play any fun indigenous games to reinforce learned skills • Play ball games with Music
<p>Notes</p> <ul style="list-style-type: none"> • Invite people to talk to the children about what their work • Discuss significant Health/Environmental awareness events, national holidays and special days observed in South Africa

Recommended texts/resources

- Pictures/posters related to the topic
- Non-fiction books with information on the topic

<p>Life Skills: Grade 1:Foundation Phase Term 3: Weeks 7 - 10</p>
<p>Topic : Familiar places (my village/town/city/neighbourhood) Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education : 2 hours per week Content/concepts/skills</p>
<p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • Familiar places close to home and school • The location of some places in the village/town/city/neighbourhood • The function of some familiar places in the town/city/neighbourhood • Important buildings, parks, sporting facilities • Keeping fit
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Draw a picture related to the topic • Painting patterns with shapes • Make items with beads • Make models with clay <p>Drama</p> <ul style="list-style-type: none"> • Role-plays stories • Act in group action rhymes, poems and songs <p>Music and Dance Movement</p> <ul style="list-style-type: none"> • Sing action songs • Sing songs in the First Additional Language • Sing cultural and traditional songs • Play and sing with improvised/percussion instruments • Free dancing with modern music
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>Movement Skills Locomotive (Develops body awareness through different movements)</p> <ul style="list-style-type: none"> • Move through space at varying speeds doing various body movements • Move through obstacles <p>Climbing</p> <ul style="list-style-type: none"> • Climb up/down using available climbing equipment <p>Balancing</p> <ul style="list-style-type: none"> • Hop on one leg and move in different directions • Run /jump holding an object on the head <p>Throwing & Catching</p> <ul style="list-style-type: none"> • Catch and throw objects whilst running • Run and catch objects from a short distance <p>Playing Games and Sports</p> <ul style="list-style-type: none"> • Play games with equipment • Play novelty games
<p>Notes</p> <ul style="list-style-type: none"> • Arrange a trip to an important place • Create an awareness of water safety skills • Discuss significant Health/Environmental awareness events, National holidays and special days observed in South Africa
<p>Recommended texts/resources</p> <ul style="list-style-type: none"> • Pictures/posters related to the topic • Non-fiction books with information on the topic

SUGGESTIONS FOR ASSESSMENT FOR TERM 3

Components	Criteria	√ or X	Comments
Beginning Knowledge and Health Education	Stories of heroes <ul style="list-style-type: none"> • Sequences events in a story told /read by the teacher in the correct order Familiar places <ul style="list-style-type: none"> • Describe a familiar place in the neighbourhood People who help us <ul style="list-style-type: none"> • Talk about the role of at least two people in the community and the work they do • Know how to contact people in the community in time of need 		
Art and Crafts	<ul style="list-style-type: none"> • Make a poster with pictures • Make a craft item • Tell a story with actions • Sing with body percussions e.g. clapping, stamping etc 		
Physical Education	<ul style="list-style-type: none"> • Move through obstacles by climbing, crawling • Play action games in a group • Bounce, throw, catch and kick a ball 		

<p>Life Skills: Grade 1:Foundation Phase Term 4: Weeks 1 - 3</p>
<p>Topic : Family life: Now and Then Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education :2 hours per week Content/concepts/skills</p> <p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • The experiences (e.g. food, clothes, transport,) of older members of the family • An object used by older family member (grandparents) (e.g. a tool, clothes, toys) • An old picture / photograph from the family album • The lifestyle of people then and now • Importance of keeping fit and healthy
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p> <ul style="list-style-type: none"> • Painting designs with finger/ sponge/resist painting • Weaving activity using paper, raffia, strips of grass etc • Make a family tree poster • Make puppets <p>Drama</p> <ul style="list-style-type: none"> • Role plays • Action songs, rhymes and poems <p>Music and Dance Movement</p> <ul style="list-style-type: none"> • Sing songs linked to the topic • Sing songs in the First Additional Language • Sing traditional and cultural songs • Dance freely to all kinds of music
<p>Physical Education: 2 hours per week Content/concepts/skills</p> <p>Movement Skills</p> <p>Locomotive (Develops body awareness through different movements)</p> <ul style="list-style-type: none"> • Jumping and jogging on the spot • Play running, chasing and dodging games <p>Climbing</p> <ul style="list-style-type: none"> • Climb up/down using available climbing equipment <p>Balancing</p> <ul style="list-style-type: none"> • Balance an object on palm of the hand and walk a short distance • Balance a ball on a bat and walk a short distance <p>Throwing & Catching</p> <ul style="list-style-type: none"> • Throw a ball at a target e.g. knock down skittles • Throw and catch apparatus with both hands <p>Playing Games and Sports</p> <ul style="list-style-type: none"> • Play any fun indigenous games • Play team games with equipment • Play ball games in pairs /groups • Play skipping game (e.g.'Kgati', 'Inggathu').
<p>Notes</p> <ul style="list-style-type: none"> • Celebrate grandparents day-invite grandparents to school • Set up an 'Interest Table' for each topic • Discuss significant Health/Environmental awareness events,national holidays and special days observed in South Africa

Recommended texts/resources

- Objects such as buttons, sand, leaves, sticks, etc.
- Pictures/posters e.g. tools, clothes, toys, furniture etc from the past
- Non-fiction books with information on the topic

<p>Life Skills: Grade 1: Foundation Phase Term 4: Weeks 4 – 6</p>
<p>Topic : Being a good friend Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education: 2 hours per week Content/concepts/skills</p>
<p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • Qualities of a good friend and give reasons • Ways in which a friend can help one another in times of need • Stories about situations in which he/she was a good friend • A time when a friend made him/her sad • Bullying behaviour and the strategies of how to deal with bullies • Abuse and to whom to report to (e.g. verbal, physical or sexual)
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Make masks of faces expressing different emotions • Use different painting techniques • Make a poster • Draw and paint pictures <p>Drama</p> <ul style="list-style-type: none"> • Miming activities • Role-play stories, action songs and rhymes <p>Music and Dance Movement</p> <ul style="list-style-type: none"> • Sing fun and action songs • Sing songs in the First Additional Language • Free dancing with a partner/in a group • Play percussion instruments on a rhythmic pattern e.g. $\Delta\Delta \diamond \Delta\Delta \diamond$.
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>Movement Skills Locomotive (Develops body awareness through different movements)</p> <ul style="list-style-type: none"> • Move through space at varying speeds changing speed in response to a signal • Play running and catching games <p>Climbing</p> <ul style="list-style-type: none"> • Climb up/down using available climbing equipment <p>Balancing</p> <ul style="list-style-type: none"> • Walk /climb over obstacles • Carry and walk with an object placed on the head <p>Throwing & Catching</p> <ul style="list-style-type: none"> • Throw at a target • Throw and catch ball/beanbag in the air <p>Playing Games and Sports</p> <ul style="list-style-type: none"> • Play novelty and team games with equipment • Play any fun indigenous games to reinforce learned skills
<p>Notes:</p> <ul style="list-style-type: none"> • Many young children have been exposed to some form of abuse. Teach them to talk about any form of abuse to any person he/she trusts. • Discuss significant Health/Environmental awareness events, National holidays and special days observed in South Africa
<p>Recommended texts/resources</p> <ul style="list-style-type: none"> • Pictures/posters e.g. relationships • Non-fiction books with information on the topic

<p>Life Skills: Grade 1: Foundation Phase Term 4: Weeks 7 - 10</p>
<p>Topic: Stories of different South African communities Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education: 2 hours per week Content/concepts/skills</p> <p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • Stories from different South African communities • Similarities and differences between self and others • Aspects of own home and social life • Customs and habits of different people • Community festivals and celebrations • Healthy foods
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p> <p>Art and Crafts</p> <ul style="list-style-type: none"> • Make mobiles of religious symbols • Crafts with beads • Make a poster related to the topic • Make greeting cards for special events <p>Drama</p> <ul style="list-style-type: none"> • Role-play action rhymes, songs, poems and stories <p>Music and Dance Movement</p> <ul style="list-style-type: none"> • Sing songs from different cultures. • Sing songs in the First Additional Language • Participate in traditional/folk /modern dances from different cultures • Participate in a cultural dance • Listen to music from different cultures and languages
<p>Physical Education: 2 hours per week Content/concepts/skills</p> <p>Movement Skills</p> <p>Locomotive (Develops body awareness through different movements)</p> <ul style="list-style-type: none"> • Practice whole body movements like skipping ,jumping/crawling over /under obstacles • Move from one point to another by running/ jumping/ hopping in different directions <p>Climbing</p> <ul style="list-style-type: none"> • Climb up/down apparatus <p>Balancing</p> <ul style="list-style-type: none"> • Walk, holding an object on the head along a curved line • Balance on one leg ,holding a partner across the shoulder <p>Throwing & Catching</p> <ul style="list-style-type: none"> • Throw and catch objects while running • Throw a ball at a partner/target <p>Playing Games and Sports</p> <ul style="list-style-type: none"> • Play team races like bean bag race • Play any fun indigenous games to reinforce movement skills • Play the game 'I spy' or 'Hide and Seek' in small groups

Notes:

- Tell stories about differences and similarities between children in the class/school
- Invite parents or leaders in the community to talk to the children about social life, celebrations and festivities
- Create an awareness of water safety skills
- Discuss significant Health/Environmental awareness events, national holidays and special days observed in South Africa

Recommended texts/resources

- Traditional outfits
- Pictures/posters
- Stories of about different communities and their social life
- Non-fiction books with information on the topic

SUGGESTIONS FOR ASSESSMENT FOR TERM 4

Components	Criteria	√ or X	Comments
Beginning Knowledge and Health Education	<p>Family life now and then</p> <ul style="list-style-type: none"> • Describe an object used by an elder (e.g. a tool, clothes) <p>Stories of different South African communities</p> <ul style="list-style-type: none"> • Talk about aspects of their own culture/language/dress • Talk about festivities and celebrations that are observed in own community <p>Friends</p> <ul style="list-style-type: none"> • Describe one friend and explains why he/she is liked • Know what to do when harmed by any person 		
Art and Crafts	<ul style="list-style-type: none"> • Make a poster of different people • Make greeting cards for special events • Role play with a partner an action song • Free dance movements with expression and rhythm 		
Physical Education	<ul style="list-style-type: none"> • Participate in action games in a group • Able to move body by crawling, hopping, running and jumping in all directions • Play with equipment 		

<p>Life Skills: Grade: 2: Foundation Phase Term 1: Week 1 - 3</p>
<p>Topic : Homes in different places Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education: 2 hours per week Content/concepts/skills</p>
<p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • Own homes and homes in the community • Types of homes • Homes of the past • Homes in different places • Homes that are made to suit different weather conditions • Mobile homes • Safety in the home
<p>Art and Crafts :2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Draw/paint a picture related to the topic • Make models with recycled material • Use modelling clay/dough to make objects • Make mobiles • Weaving activity <p>Drama</p> <ul style="list-style-type: none"> • Act out parts of stories • Role-play an advertisement • Miming activities <p>Music and Dance</p> <ul style="list-style-type: none"> • Sing songs related to the topic • Sing songs in the First Additional Language • Sing traditional children's songs • Perform traditional/cultural dance movements • Listen to a story (e.g. Goldilocks) and move to the beat (e.g. walking on the taa-aa notes for 'father bear', taa notes for 'mother bear' and ta-te for 'baby bear'. • Make up own rhythm speech pattern (e.g. 'Cob-bler,cob-bler mend my shoe')
<p>Physical Education :2 hours per week Content/concepts/skills</p>
<p>Movement Skills Locomotive (Develops body awareness through different movements)</p> <ul style="list-style-type: none"> • Move various parts of the body doing high and low impact movements in all directions • Jump over and crawl through apparatus <p>Throwing & Catching:</p> <ul style="list-style-type: none"> • Use different sized balls to throw over and under arm with one hand then both hands • Pass a ball or bean bag to a partner <p>Balancing</p> <ul style="list-style-type: none"> • Balance an object on different body parts while moving forwards/ backwards • Lift and carry light and heavy objects with a partner/group <p>Strength & Agility</p> <ul style="list-style-type: none"> • Pull an object in a group • Attack and defend in a game

Playing Games and Sports

- Play traditional games such as hop-scotch
- Play novelty games e.g. team relays, obstacle race etc.

Notes

- Create an awareness of water safety skills.
- Discuss significant health/environmental awareness events, national holidays and special days observed in South Africa
- Set up an interest table for each theme
- Every Physical Education lesson must begin with a short warm up activity and end with a cool down activity
- The sporting activities should be applicable to the school choice and environment.

Recommended texts/resources

- Paper and pencils, crayons, paint and paintbrushes
- Cardboard, plastic containers, scraps of material (waste material); modelling clay/play dough
- Piano/CD and CD player
- Bean bags, balls of different sizes, hoops, skipping ropes
- Pictures/posters e.g. home /homes in different countries
- Simple non-fiction books with information on the topic

<p>Life Skills: Grade 2: Foundation Phase Term 1: Week 4 - 6</p>
<p>Topic : Water Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education: 2 hours per week Content/concepts/skills</p>
<p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for Language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • Sources of drinking water • Water purification methods • Cloud formation and the water cycle • Aquatic life • The effects of drinking dirty or polluted water • The dangers water can pose • Water safety rules
<p>Art and Crafts : 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Draw and paint a picture related to the topic • Make mobiles and a class mural • Make a model • Make masks and puppets • Make a collage and/poster <p>Drama</p> <ul style="list-style-type: none"> • Use the masks made in Art and Crafts to dramatise or mime • Participate in a Choral Verse <p>Music and Dance</p> <ul style="list-style-type: none"> • Sing songs related to the topic • Sing songs in the First Additional Language • Sing traditional songs with body percussion e.g. clapping, stamping etc • Sing ,listen and play percussion instruments • Listen to sounds such e.g. and identify smooth/ slow and short sounds • Dance and travel in different ways (e.g. walking, running, marching, swaying, trotting) to the music/beat.
<p>Physical Education : 2 hours per week Content/concepts/skills</p>
<p>Movement Skills Locomotive (Develops body awareness through different movements)</p> <ul style="list-style-type: none"> • Jump over objects landing on a mat /sand pit • Rhythmic exercise with music <p>Balancing</p> <ul style="list-style-type: none"> • Balance on all fours(hands and feet) and move forward • Balance body on one leg <p>Throwing and Catching</p> <ul style="list-style-type: none"> • Throw and catch a beanbag or ball to each other - working in pairs • Bounce and catch the ball e.g. in a tyre/hoop <p>Strength & Agility</p> <ul style="list-style-type: none"> • Kick /throw a ball to a partner at different speeds and distance • Run short races <p>Playing Games and Sports</p> <ul style="list-style-type: none"> • Play games such as hop scotch, hot potato (passing the ball), ducking and diving • Play team games (e.g. tug'o war, mini-relay, rounders)

Notes

- This topic provides the opportunity for learners to do simple experiments. Learners can record the results using a simple writing frame or table.
- Arrange an excursion to a water purification plant/aquarium etc.
- Discuss significant health/environmental awareness events,national holidays and special days observed in South Africa

Recommended texts/resources

- Cardboard, recycled material
- Pictures/posters related to the topic
- Materials for experiments
- Simple non-fiction books with information on the topic

<p>Life Skills: Grade 2: Foundation Phase Term 1: Weeks 7 – 10 Topic : Weather and Seasons Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education 2 hours per week Content/concepts/skills</p> <p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • A weather record for one week/ two weeks on a chart • A pictograph recording of weather observations • Different types of weather and suitable seasonal clothes • Types of whether they like and don't like and give reasons • The effects of changing climatic conditions • The different seasons and their effects on plants, trees and animal life • Seasonal fruit, vegetables and flowers • Seasonal weathers • Protection against the extreme weather conditions
<p>Art and Crafts 2 hours per week Content/concepts/skills</p> <p>Art and Crafts</p> <ul style="list-style-type: none"> • Make cut outs related to the topic • Design and make special cards • Draw and paint pictures related to the topic • Make posters • Craft using knitting and weaving skills <p>Drama</p> <ul style="list-style-type: none"> • Act out a sketch/play in a group • Choral verse/poem recital • Role-play a story/poem <p>Music and Dance</p> <ul style="list-style-type: none"> • Sing songs related to the topic • Sing songs in the First Additional Language • Perform e.g. traditional/cultural dances (e.g. Rain dance) • Clap and play the rhythm ta-aa, taa and ta-te with on improvised or real percussion instrument • Move to the beat of different rhythms and sounds played on an instrument
<p>Physical Education 2 hours per week Content/concepts/skills</p> <p>Movement Skills</p> <p>Locomotive (Develops body awareness through different movements)</p> <ul style="list-style-type: none"> • Experiment with body movements by skipping and running in different directions • Run forwards and backwards following markers • Jog and march in different directions <p>Strength & Agility</p> <ul style="list-style-type: none"> • Push and pull a partner without hurting • Kick a ball to a partner in a controlled manner • Dribble a ball between markers <p>Throwing & Catching</p> <ul style="list-style-type: none"> • Use different sized balls to throw and catch with one or both hands • Throw and catch a ball /beanbag in the air

Balancing

- Stand against an object on one leg
- Pick and lift objects off the ground

Playing Games and Sports

- Play traditional games (e.g. hop scotch hide and seek)
- Novelty games (e.g. skipping, sack race, three legged race).
- Play ball games with Music

Notes

- Start a food garden
- Make a compost heat with scraps of food, grass, leaves etc.
- Conduct nature walks in the school environment
- Discuss significant health/environmental awareness events, national holidays and special days observed in South Africa

Recommended texts/resources

- Cardboard, glitter, buttons, ribbons, scraps of material, knitting wool
- Pictures/posters e.g. weather charts
- Simple non-fiction books with information on the topic

SUGGESTIONS FOR ASSESSMENT FOR TERM 1

Components	Criteria	√ or X	Comments
Beginning Knowledge and Health Education	<p>Homes in different places</p> <ul style="list-style-type: none"> • Compare homes in different places, identifying similarities and differences • Know about safety in the home <p>Weather and seasons</p> <ul style="list-style-type: none"> • Record the weather on a chart and writes sentences about the week's weather • Describe the weather patterns in summer and winter <p>Water</p> <ul style="list-style-type: none"> • Identify sources of water • Explain the different uses of water • Name a few water animals 		
Art and Crafts	<ul style="list-style-type: none"> • Make and decorate cards for special days • Mime animal movements • Respond to music with body movements and facial expression 		
Physical Education	<ul style="list-style-type: none"> • Explore the use of various body parts by skipping, jumping, rolling etc • Participate in team games • Jump and climb over apparatus 		

<p>Life Skills: Grade 2:Foundation Phase Term 2: Weeks 1 -3</p>
<p>Topic : How My Body Works Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education : 2 hours per week Content/concepts/skills</p> <p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • Describe the functions of parts of the body • Understand that the body is made up of muscles, bones, blood, organs etc. • Talk about the external organs, explaining their functions • Talk about the skeleton and explaining its function • Talk about some of the internal organs, explaining their functions • Explain how to care for different parts of the body • Know the importance of a healthy lifestyle
<p>Art and Crafts 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Construction - make a human skeleton model • Design and patterns with handprints and/or fingerprints and/or footprints • Make a collage related to the topic • Make mobiles <p>Drama</p> <ul style="list-style-type: none"> • Act out sketches • Present talks on the body • Role-play interviews and advertisements <p>Music and Dance</p> <ul style="list-style-type: none"> • Sing songs related to the topic • Sing songs in an additional language (at least one new song) • Practise and sing a song in a group • Sing a song loudly and softly • Repeat a simple dance pattern to the music • Create own dance using cultural music • Listen to slow, soft music (e.g. lullaby), interpreting it by using hand and arm movements (i.e. floating, gliding and swooping while twirling and waving the hands)
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>Movement Skills Locomotive (Develops body awareness through different movements)</p> <ul style="list-style-type: none"> • Run or hop into and out of apparatus • Turn/twist/bend body in different directions • Swing arms and kick legs in different directions <p>Balancing</p> <ul style="list-style-type: none"> • Balance objects and turn the body clockwise and anti-clockwise • Pick up and carry objects with a partner <p>Throwing & Catching</p> <ul style="list-style-type: none"> • Use different sized balls to throw and catch with one hand or both hands • Use a bat to hit a ball • Catch and field a ball

Strength & Agility

- Pass a ball fast or slow (using dominant arm only) with music in a team

Playing Games and Sports

- Play games with rules such as 'piggy in the middle' hop scotch, dribbling, 'Tag' game etc.
- Play any fun indigenous games to reinforce movement skills
- Play games with beanbags and hoops
- Play ball games with music

Notes

- Set up an interest table related to the theme
- Discuss significant health/environmental awareness events, national holidays and special days observed in South Africa
- Every Physical Education lesson must begin with a short warm up activity and end with a cool down activity
- The sporting activities should be applicable to the school choice and environment.
- Discuss significant Health/Environmental awareness events, national holidays and special days observed in South Africa

Recommended texts/resources

- Non- fiction books with information on the topic
- Examples of X rays
- Pictures/posters e.g. My body
- Simple non-fiction books with information on the topic

<p>Life Skills: Grade 2: Foundation Phase Term 2: Weeks 4 – 6</p>
<p>Topic: Foods eaten by different communities Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education 2 hours per week Content/concepts/skills</p>
<p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • Foods eaten by own family and others in the wider community • Dietary choices of different communities • Popular foods that are eaten across the world • Different menus and cooking methods • Recipes and the ingredients used to bake and cook • Food allergies poisoning
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Make a food collage • Plan and design a group poster • Design and make menu cards • Make paper maché items • Make models <p>Drama</p> <ul style="list-style-type: none"> • Miming activity • Role-play advertisements and interviews • Act out stories and sketches • Do a show and tell activity <p>Music and Dance</p> <ul style="list-style-type: none"> • Sing songs linked to the topic • Sing traditional and cultural songs • Sing songs in the First Additional Language • Demonstrate dance movements according to the music • Listen and respond to traditional and cultural music
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>Movement Skills Locomotive (Develops body awareness through different movements)</p> <ul style="list-style-type: none"> • Experiment with body movements varying pace and speed • Jump/climb over (e.g. a low bench) and land on both feet on a mat/sand pit • Jump over objects (e.g. low fence/rope/chain) <p>Balancing</p> <ul style="list-style-type: none"> • Balance an object on the head and turn the body clockwise and anti-clockwise • With a partner pick up and lift objects <p>Throwing & Catching</p> <ul style="list-style-type: none"> • Throw, bowl, field and catch a ball in a team • Defend and attack an object in a team game <p>Strength & Agility</p> <ul style="list-style-type: none"> • Play games of strength (e.g. tug-of-war)

Playing Games and Sports

- Play novelty games such as 'the toughest of them all' /'Statues' etc.
- Play cultural and traditional games e.g. (e.g. 'Stuck in the Mud', 'Three Tins', 'Izingendo' etc.).

Notes

- Use this topic to celebrate South Africa's cultural diversity.
- Plan a food fair
- Make a compost heap and start a food garden
- Discuss significant health/environmental awareness events, national holidays and special days observed in South Africa

Recommended texts/resources

- Pictures of the different foods
- Posters, menus and recipes
- Samples of real foods
- Simple non-fiction books with information on the topic.

<p>Life Skills: Grade 2:Foundation Phase Term 2: Weeks 7 – 10</p>
<p>Topic : Energy Resources Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education :2 hours per week Content/concepts/skills</p>
<p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • Different types of energy (e.g. electricity, petrol, paraffin, solar power, wind power, wood) and where they come from • Types of energy that are used in the school/home • Hazards from using different types of energy sources and what to do in the event of an accident • The need to save energy • First Aid
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Make a poster (different energy sources) • Craft activity- make a windmill • Draw and paint a picture related to the topic • Make clay models <p>Drama</p> <ul style="list-style-type: none"> • Role play advertisement and interviews <p>Music and Dance</p> <ul style="list-style-type: none"> • Sing songs linked to the topic • Sing songs in the First Additional Language • Sing traditional and cultural songs • Clap hands, stamp feet, click fingers, etc. echoing the rhythm of the music (e.g. Π , Π Π) • Create own dance movements
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>Movement Skills Locomotive (Develops body awareness through different movements)</p> <ul style="list-style-type: none"> • Run and jog over short distances • Jump and climb over apparatus • Crawl under and jump over obstacles <p>Balancing</p> <ul style="list-style-type: none"> • Walk on a low bench forwards and backwards with hands on hips • With support from a partner, balance on different parts of the body <p>Strength & Agility</p> <ul style="list-style-type: none"> • Practise dodging tactics in pairs/groups • Run fast and catch and field by defending and attacking <p>Throwing & Catching:</p> <ul style="list-style-type: none"> • Throw high and low balls to a partner • Bat a ball that is bowled by a partner • Attack and defend a ball with hands and feet <p>Playing Games and Sports</p> <ul style="list-style-type: none"> • Play games such as 'Follow my leader', 'Simple Simon Says' etc. • Play novelty games with equipment in a team
<p>Notes</p> <ul style="list-style-type: none"> • Invite a health professional to give a talk on First Aid. • Set up an interest table related to the theme

- Discuss significant health/environmental awareness events, national holidays and special days observed in South Africa

Recommended texts/resources

- Posters / Pictures of different energy sources
- Simple non-fiction books with information on the topic

SUGGESTIONS FOR ASSESSMENT FOR TERM 2

Components	Criteria	√ or X	Comments
Beginning Knowledge and Health Education	<p>How My Body Works</p> <ul style="list-style-type: none"> • Know at least three internal and external organs and their functions <p>Energy Resources</p> <ul style="list-style-type: none"> • Know about two sources of energy • Know about the uses of energy in the home • Know how to save energy <p>Foods of different eaten by different communities</p> <ul style="list-style-type: none"> • Knows two kinds of foods eaten by own family and other communities • Read a recipe/menu card 		
Art and Crafts	<ul style="list-style-type: none"> • Demonstrate the skill of weaving • Make paper craft • Role-play an advertisement • Sing and dance freely with expression 		
Physical Education	<ul style="list-style-type: none"> • Run, catch and field a ball • Stand and walk on toes and heels • Run short novelty races 		

<p>Life Skills: Grade 2:Foundation Phase Term 3: Weeks 1- 3</p>
<p>Topic : Wild Animals Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education :2 hours per week Content/concepts/skills</p> <p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • Different wild animals • Differences between some common wild animals of South Africa in terms of what they eat, their appearance, size etc. • Classification of some common wild animals into different groups (e.g. herbivores, carnivores and omnivores) • In-depth study of one wild animal • Animal diseases
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Design and make masks (e.g.wild animals) • Make a collage (e.g.of wild animals) • Paint a picture and add a background • Make models (e.g. wild animals) with clay and other material <p>Drama</p> <ul style="list-style-type: none"> • Act out scenes from a story (e.g.'The Jungle book') • Imitate sounds of wild animals <p>Music and Dance</p> <ul style="list-style-type: none"> • Sing songs related to the topic: (e.g. 'In the Jungle' etc) • Sing songs in the First Additional Language • Sing traditional, cultural songs • Listen to classical or modern music, jazz, rap, etc. • Read and clap a graphic notation of the taa-aa, ta-te and taa notes on flashcards • Do own dance
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>Movement Skills</p> <p>Locomotive (Develops body awareness through different movements)</p> <ul style="list-style-type: none"> • Travel by hopping, skipping ,galloping etc in different directions • Crawl through/under apparatus (e.g. an obstacle course) <p>Balancing</p> <ul style="list-style-type: none"> • Balance an object on the shoulder • Walk on a rope using (e.g. heel/toe) <p>Throwing & Catching</p> <ul style="list-style-type: none"> • Throw a ball or bean bag at a distance and field it • Bounce throw, pass and catch a ball in a team <p>Strength & Agility</p> <ul style="list-style-type: none"> • Kick/throw/bat a ball at a distance and field it at a speed • Field, attack and defend a ball in a team <p>Playing Games and Sports</p> <ul style="list-style-type: none"> • Play ball and bat games • Play indigenous games such as 'ikati negundane' (chasing each other); "Cat and the Mouse" • Play action games (e.g. obstacle race; tug o; war.)

Notes

- Arrange a class excursion to a zoo or game reserve. Invite a game ranger to talk on wild animals.
- Set up an interest table related to the topic.
- Discuss significant health/environmental awareness events, national holidays and special days observed in South Africa
- Every Physical Education lesson must begin with a short warm up activity and end with a cool down activity
- The sporting activities should be applicable to the school choice and environment.

Recommended texts/resources

- Posters / Pictures of wild animals
- Simple non-fiction books with information on the topic
- Flashcards for graphic notation (taa, taa-aa, ta-te)

<p>Life Skills: Grade 2:Foundation Phase Term 3: Weeks 4 – 6</p>
<p>Topic : Relationships and Handling Emotions Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education :2 hours per week Content/concepts/skills</p>
<p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • Different relationships (e.g. parent and children, mother and father, between siblings, school friends, teacher and learner) • Emotions in different situations • Relevant scenarios and stories about different relationships • How to handle different emotions through storytelling, discussions and role play • Appropriate classroom behaviour such as group work skills • Exercise regularly to get rid of bad feelings
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Design and decorate (e.g. a get well card) • Draw a picture of a celebration • Craft (e.g. knitting skills) • Modelling with clay and other material <p>Drama</p> <ul style="list-style-type: none"> • Role play events in a story • Act out a sketch <p>Music and Dance</p> <ul style="list-style-type: none"> • Sing songs related to the topic (e.g. 'Somebody loves me') • Sing songs in the First Additional Language • Sing and use body percussions (e.g. clap, stamp, click) with rhythm • Perform a rhythmic /cultural dances. • Play percussion instruments loudly and softly, fast and slowly
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>Movement Skills Locomotive (Develops body awareness through different movements)</p> <ul style="list-style-type: none"> • Move the whole body, jogging clockwise and anti-clockwise, increasing the speed (within a demarcated area) • Change from one movement to another with a signal (e.g. crawls, jumps and then runs) <p>Balancing</p> <ul style="list-style-type: none"> • Turn and rolls body from side to side on a mat • Sit on knees and roll forward/backward <p>Throwing & Catching</p> <ul style="list-style-type: none"> • Throw/roll a ball at a target (e.g. skittles) • Dribble a ball between markers <p>Strength & Agility</p> <ul style="list-style-type: none"> • Jump over apparatus e.g. tyres stopping and dodging, changing directions • Run short races at a fast speed <p>Playing Games and Sports</p> <ul style="list-style-type: none"> • Play team games (e.g. running races,) • Play games with balls, skittles, skipping rope etc.

Notes

- Encourage co-operative skills when working in groups – in all subjects, not only in Life Skills
- Percussion instruments can be made from tins, stones, seeds, bells, shells, pipes, bamboo, tin foil rolls, wire, nails etc.

Recommended texts/resources

- Posters on the topic
- Stories about different relationships
- Simple non-fiction books with information on the topic

<p>Life Skills: Grade 2: Foundation Phase Term 3: Weeks 7 – 10</p>
<p>Topic : Keeping Our Environment Clean Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education 2 hours per week Content/concepts/skills</p>
<p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • Living in a healthy home environment • Ways of keeping the home clean • Ways to keep the school environment clean and healthy • Ways to keep the local environment clean and healthy • Diseases such as diarrhoea, tuberculosis etc.
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Make poster (e.g. Keep our environment clean) • Craft (e.g. make badges and banners with logos) • Make model (e.g. a litter box) • Make mobiles from recycled materials <p>Drama</p> <ul style="list-style-type: none"> • Miming activities • Role-play scenes from stories <p>Music and Dance</p> <ul style="list-style-type: none"> • Sing songs related to the topic e.g. 'Don't kill the world' • Sing cultural and traditional songs in Home and First Additional Language • Read and clap graphic notation of the taa-aa, ta-te and taa notes on flashcards • Perform own dance
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>Movement Skills Locomotive (Develops body awareness through different movements)</p> <ul style="list-style-type: none"> • Move the whole body, jogging clockwise and anti-clockwise at moderate speed (within demarcated area) • Run short races • Balancing • Walk/run balancing a bean bag on different parts of the body • Roll on the ground or a mat (clockwise and anti-clockwise) <p>Strength & Agility</p> <ul style="list-style-type: none"> • Do high impact movements varying direction and speed <p>Throwing & Catching</p> <ul style="list-style-type: none"> • Throw/roll a ball at a target (e.g. skittles) • Kick and dribble a ball between markers with increasing control and speed <p>Playing Games and Sports</p> <ul style="list-style-type: none"> • Play games using equipment (e.g.a skipping rope and hoops, a bat and a ball) • Play games that show movements related to mini –cricket, soccer, netball etc.
<p>Notes</p> <ul style="list-style-type: none"> • Invite an expert to give a talk on the importance of keeping the environment clean. • Discuss significant health/environmental awareness events, national holidays and special days observed in South Africa

Recommended texts/resources

- Pictures / Posters on the topic 'a clean environment'
- Non-fiction books with information on the topic

SUGGESTIONS FOR ASSESSMENT FOR TERM 3

Components	Criteria	√ or X	Comments
Beginning Knowledge and Health Education	Wild animals <ul style="list-style-type: none"> • Write three sentences about one 'Wild Animal' Relationships and handling emotions <ul style="list-style-type: none"> • How to respond to different emotions? Keeping our environment clean <ul style="list-style-type: none"> • Describe ways to keep the environment clean and healthy (e.g. throwing rubbish into bins, collecting litter, not polluting dams and rivers, beaches) 		
Art and Crafts	<ul style="list-style-type: none"> • Make a mask (e.g. of a wild animal) • Imitate animal sounds • Sing an action song in the First Additional Language 		
Physical Education	<ul style="list-style-type: none"> • Participate in team games • Move through apparatus in an obstacle race • Do high impact exercises e.g. running 		

<p>Life Skills: Grade 2:Foundation Phase Term 4: Weeks 1 – 3</p>
<p>Topic : National Symbols and the National Anthem Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education :2 hours per week Content/concepts/skills</p>
<p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • National symbols • National Symbols on South African currency, government buildings etc. • South African currency • National Sports Teams • National Ceremonial Events/holidays • The South African national anthem • The South African flag • Communicable diseases in South Africa
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Design and make a new flag for the school • Make a collage (e.g. national symbols) • Draw and paint (e.g. a sports picture) • Make mobiles (e.g. national flag) • Craft (e.g. weaving, beadwork etc.) <p>Drama</p> <ul style="list-style-type: none"> • Role play (e.g. the President) • Miming activities <p>Music and Dance</p> <ul style="list-style-type: none"> • Sing the national anthem • Sing songs related to the topic including the First Additional Language • Sing a short tune by reading the notes on a music staff (using only 3 different notes-high, middle, low) • Create and perform a dance to cultural music in groups • Clap, repeating a rhythm with the teacher • Listen to an Anthem of another country
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>Movement Skills Locomotive (Develops body awareness through different movements)</p> <ul style="list-style-type: none"> • Move the whole body, jogging clockwise and anti-clockwise at a moderate speed • Travel through an open space by running, skipping, galloping etc <p>Throwing & Catching</p> <ul style="list-style-type: none"> • Pass/throw a ball or bean bag at a high speed to a partner • Catch and field objects e.g. balls by defending/attacking <p>Balancing</p> <ul style="list-style-type: none"> • Travel through an obstacle course carrying weights <p>Strength & Agility</p> <ul style="list-style-type: none"> • Pushing and pulling movements from side to side • Pulling and pushing movements with a partner

Playing Games and Sports

- Play team games using available equipment (e.g. skipping ropes, balls, bean bag, and hoops)
- Play games that show movements related to different action games (e.g. cricket, tennis, soccer, hockey, netball).

Notes

- This topic provides the opportunity to ensure that learners are familiar with the national symbols (e.g. national anthem and the flag)
- Do a musical performance
- Discuss significant health/environmental awareness events, national holidays and special days observed in South Africa

Recommended texts/resources

- South African Currency
- Pictures / Posters on the National Symbols, the South African flag and the national anthem
- Simple non-fiction books with information on the topic

<p>Life Skills: Grade 2: Foundation Phase Term 4: Weeks 4 – 6</p>
<p>Topic : People at Work Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education: 2 hours per week Content/concepts/skills</p>
<p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • Different types of work (of family members) • The work of a person in the community and how he/she helps the community • Different types of jobs (e.g. technical, business sports, professional etc) • Careers • Protective clothing for different jobs
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Draw and paint pictures • Make puppets • Make a collage of different jobs • Craft (e.g. knitting and weaving skills) <p>Drama</p> <ul style="list-style-type: none"> • Puppet plays • Miming activities • Dramatise action songs and/stories <p>Music and Dance</p> <ul style="list-style-type: none"> • Sing modern songs e.g. (pop/rap etc) by local and other artists • Sing traditional and cultural songs including the First Additional Language • Read a short biography of well known South African composers/singers • Move to the beat of the music using running, walking, skipping, swaying, trotting, and galloping movements
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<ul style="list-style-type: none"> • Movement Skills • Locomotive (Develops body awareness through different movements) • Move the whole body responding (e.g. running/jumping/skipping in different directions) • Move through space(hopping/skipping etc) changing speed and direction in response to a signal • Run novelty races (e.g. a hoop race) • Throwing & Catching • Throw different objects underarm and over arm (e.g. frisby/ball etc) • Throw a ball at a target • Bat and ball skills (e.g. bowling in rounders /mini cricket) • Strength & Agility • Fielding, kicking, batting, dribbling skills • Rolling and running after objects <p>Playing Games and Sports</p> <ul style="list-style-type: none"> • Play games with rules • Play indigenous games such as 'ikati, negundane', 'Cat and the Mouse' • Play ball games e.g. netball(shooting and passing skills), rounders (bowling/batting and fielding skills) etc.

Notes:

- Invite parents and other community members to talk about their jobs.
- Discuss significant health/environmental awareness events, national holidays and special days observed in South Africa

Recommended texts/resources

- Pictures / Posters of different types of occupations
- Non-fiction books with information on the topic

<p>Life Skills: Grade 2: Foundation Phase Term 4: Weeks 7 - 10</p>
<p>Topic: The planets and the Stars Suggested contact time: 6 hours per week</p>
<p>Beginning Knowledge and Health Education: 2 hours per week Content/concepts/skills</p>
<p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • The solar system • Names of the planets • The sun and its uses • Planet earth • The moon and its phases • Space travel • Protection against the sun
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Make a class mural (e.g.planets) • Make a model (e.g. space shuttle) • Painting pictures • Make a poster related to the topic <p>Drama</p> <ul style="list-style-type: none"> • Act out a sketch • Role-play (e.g. an astronaut) <p>Music and Dance</p> <ul style="list-style-type: none"> • Sing cultural and traditional songs including the First Additional Language • Perform cultural and traditional dances • Participate in a dance performance / song with percussion instruments • Listen and do dance movements in response to different cultural music
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>Movement Skills Locomotive (Develops body awareness through different movements)</p> <ul style="list-style-type: none"> • Move body parts (head, hips etc) in different directions by swaying, twisting, turning etc. • Move around space (e.g. rolling ,crawling, hopping, jumping etc) • Novelty games <p>Balancing</p> <ul style="list-style-type: none"> • Walk on a low plank, holding objects in both hands • Stand on heels/toes (e.g. on a low bench) <p>Throwing & Catching</p> <ul style="list-style-type: none"> • Play ball games (e.g. batting, bowling, throwing, dribbling and fielding skills) <p>Strength & Agility</p> <ul style="list-style-type: none"> • In teams, play games such as ‘tug-o’-war’ <p>Playing Games and Sports</p> <ul style="list-style-type: none"> • Play indigenous and cultural games • Play team games demonstrating(e.g. soccer, netball, cricket skills)

Notes:

- Read stories about space travel and other science fiction books.
- Talk about space research.
- Arrange a visit to a planetarium.

Recommended texts/resources

- Pictures / Posters of the planets and space travel
- DVD's on the solar system.
- Simple non-fiction books with information on the topic

SUGGESTIONS FOR ASSESSMENT FOR TERM 4

Components	Criteria	√ or X	Comments
Beginning Knowledge and Health Education	<p>National symbols and the National Anthem</p> <ul style="list-style-type: none"> • Identify and explain some national symbols • Recognise South African money <p>People at work</p> <ul style="list-style-type: none"> • Talk about what he/she would like to do as a career • Describe the work of a person in the community and how he/she helps the community <p>The planets and the stars</p> <ul style="list-style-type: none"> • Write three things about the sun • Make chart showing the phases of the moon for one calendar month 		
Art and Crafts	<ul style="list-style-type: none"> • Plan, design and make a craft item • Role-play jobs • Respond to and perform a cultural dance/song 		
Physical Education	<ul style="list-style-type: none"> • Demonstrate ball skills • Demonstrate body movements • Participate and co-operate in team games 		

<p>Life Skills: Grade 3: Foundation Phase Term 1: Week 1 - 3</p>
<p>Topic : Clothes and the Materials they are made from Suggested Contact Time: 7 hours per week</p>
<p>Beginning Knowledge and Health Education :3 hours per week Content/concepts/skills</p>
<p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for Language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • Favourite items of clothing • Classifies clothes into different categories • Different materials used for making clothes • Processing of materials • Clothing worn by different communities in South Africa • Clothing worn by people in other countries • Clothing for different purposes and occasions • Clothing worn in different seasons • Protective clothing worn by people • Care of clothing
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Make a collage of different types and textures of material in different colours • Paint a picture of a favourite item of clothing • Sewing skills e.g. stitch a button) • Make a head band with beads • Puppet making • Make mobiles out of fabric cut outs <p>Drama</p> <ul style="list-style-type: none"> • Modelling • Miming activities • Role-play models <p>Music and Dance</p> <ul style="list-style-type: none"> • Sing songs related to the topic • Sing songs in an additional language (at least one new song) • Sing songs in groups (e.g. boys sing one verse and girls sing the next) • Listen to light music (e.g. children's Music and Dance) • Listen to heavy rock/classical Music and Dance • Comparing the sounds of heavy/rock with different textures of material • Play different non-melodic and melodic instruments in groups keeping the beat
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>Movement skills Locomotive:</p> <ul style="list-style-type: none"> • Develop body awareness through different movements(turning, bending, twisting etc) • Run short races ranging from 20, 40, 50 metres in an open space. • Novelty races e.g. runs with partner with a scarf/long piece of fabric tied around the ankles • Hop and jump (in long strides) slow/fast over a distance of 30m <p>Balancing:</p> <ul style="list-style-type: none"> • Kicks and dribbles a ball with alternative feet • Walk with a ball placed on bat or flat piece of plank

- Balance on both hands and feet with body elevated off the ground

Throwing & Catching:

- Use different sized balls to throw over and under arm with one hand then both hand
- Catch the ball with two hands without holding the body
- Throws and catch (ball or bean bag)

Playing games and sports

- Play games such as 'Simple Simon says' and 'Cops and robbers' etc.
- Play any fun indigenous games to reinforce Movement Skills (skipping, skittle game etc)
- Play novelty games in teams

NOTES

- Use the first three weeks in grade three to assess and determine each child's developmental level.
- Set up an interest table for each topic
- Create an awareness of water safety skills
- Discuss significant Health/Environmental awareness events, National holidays and special days observed in South Africa
- Use waste material to make percussion instruments

RECOMMENDED RESOURCES

- Pictures/posters e.g. of clothes of different countries
- Clothes brought by the learners and the teacher
- Non-fiction books with information on the topic
- Samples of different materials

<p>Life Skills: Grade 3: Foundation Phase Term 1: Week 4 – 6</p>
<p>Topic : Farming the Land Suggested Contact Time: 7 hours per week</p>
<p>Beginning Knowledge and Health Education :3 hours per week Content/concepts/skills</p>
<p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for Language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • Foods that are grown on farms • Food that is grown in the home garden /orchard • How some foods are grown or produced? • The process of growing and making a staple food or drink • Staple foods eaten by different communities • Eating healthily
<p>Art and Crafts: 2 hours per week Content/concepts/skills Art and Crafts</p> <ul style="list-style-type: none"> • Make textured patterns with mealie cobs/acorns dipped in paint • Construction: design and make a miniature scarecrow using waste material • Make mobiles like farming equipment • Draw and paint a picture related to the topic • Make a collage using leaves/sticks etc.
<p>Drama</p> <ul style="list-style-type: none"> • Role plays an advertisement/interview with a farmer • Dramatise or role play singing a song (e.g. Pumpkin patch.) <p>Music and Dance</p> <ul style="list-style-type: none"> • Sing songs related to the topic • Sing songs in an additional language (at least one new song) • Sing traditional and cultural harvest/farming songs • Sing a familiar song but substitutes some of the words • Listen and respond to a Musical story (e.g. Peter and the Wolf by Prokofiev) • Dance freely to a song • Perform a traditional/cultural dance (e.g. Rain dance) • Play a simple tune using different non-melodic and melodic instruments in groups
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>MOVEMENT SKILLS Locomotive</p> <ul style="list-style-type: none"> • Move in different directions by running backwards/forwards/sideways • Experiment with body movements by lying on the back and moving various parts of the body in different directions • Experiment with body movements by skipping and running to a finishing line that is 20 metres <p>Strength & Agility</p> <ul style="list-style-type: none"> • Push and pull a partner without hurting in different directions • Kick a ball to a partner who is standing approximately 20 metres away • Dribble a ball between markers and /beacons <p>Throwing & Catching</p> <ul style="list-style-type: none"> • Use different sized balls to throw and catch with one hand or both hands, over arm /underarm throws • Use a bat to hit a ball thrown by a partner who is standing approximately 10 metres away. <p>Balancing:</p> <ul style="list-style-type: none"> • Balance an object on the head and walk and /run a distance of twenty metres • Walk / jump with a bean bag on the head

Playing games

- Play traditional games such as 'Oranges and Lemons', 'Cat and Mouse'.
- Play games with rules such as mini relay/ bean bag/ hoop race
- Play indigenous games (e.g. tug o'war, skipping, games) on a competitive level

NOTES

- A visit to a farm to see different crops
- Start a food garden or plant seeds in trays and observe the stages of growth
- Make a compost heap with garden litter and food scraps.
- Discuss significant Health/Environmental awareness events, National holidays and special days observed in South Africa

RECOMMENDED RESOURCES

- Pictures/posters related to topic
- Examples of different foods grown on farms (fruit, vegetables, cereals)
- Non-fiction books with information on the topic

<p>Life Skills: Grade 3: Foundation Phase Term 1: Weeks 7 – 10</p>
<p>Topic : Extinct and Endangered Creatures Suggested Contact Time: 7 hours per week</p>
<p>Beginning Knowledge and Health Education:3 hours per week Content/concepts/skills</p>
<p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for Language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • The dinosaur age • Different kinds of dinosaurs and their habitat • How the dinosaur became extinct? • Other endangered animals like birds, wildlife and marine life • How do creatures become extinct? • Safety with sharp objects
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Construction make a dinosaur skeleton • Design and make patterns with handprints and/or fingerprints and/or footprints • Make a collage of the different types of dinosaurs • Make mobiles of different endangered creatures <p>Drama</p> <ul style="list-style-type: none"> • Act out a sketch • Present a talk • Interview and /role play a game ranger <p>Music and Dance</p> <ul style="list-style-type: none"> • Sing songs related to the topic • Sing songs in an additional language (at least one new song) • Practise and sings a song in a group • Sings a song loudly and softly • Repeat a simple dance pattern to the music • Create own dance using cultural music • Listens to slow, soft music (e.g. lullaby), interpreting it by using hand and arm movements (i.e. floating, gliding and swooping while twirling and waving the hands)
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>MOVEMENT SKILLS</p> <p>Locomotive</p> <ul style="list-style-type: none"> • Run and crawl through apparatus • Skip fast moving forward and backward over distance of 10 metres • Discover a variety of movements using various parts of the body like twisting, bending, and turning, hopping, swinging, and waving. <p>Throwing & Catching</p> <ul style="list-style-type: none"> • Lie on back and throw a ball to a partner while rocking the body backwards and forward on the ground • Catch/throw and field and object <p>Strength & Agility</p> <ul style="list-style-type: none"> • Pass on a ball to a partner as fast as possible for approximately 2-3 minutes • Roll and run after a moving object <p>Balancing</p> <ul style="list-style-type: none"> • Balance a ball or bean bag on different parts of the body • Use a stick to handle/balance an object

Playing Games and Sport

- Play novelty games such as e.g. 'blind man's buff', 'Statues' etc.
- Play games using equipment (e.g. skipping ropes, hoops, a bat and a ball, skittles etc.)
- Play games that show movements (e.g. action games cricket, soccer, netball, rugby etc)

NOTES

- Arrange a trip to the local museum
- Set up an interest table for each topic

RESOURCES

- Television programmes (Discovery Channel), Dinosaur movies on DVD
- Wildlife magazines
- Non-fiction books on the topic
- Posters and pictures

SUGGESTIONS FOR ASSESSMENT FOR TERM 1

Components	Criteria	√ or X	Comments
Beginning Knowledge and Health Education	<p>Clothes and different materials</p> <ul style="list-style-type: none"> • Find out about an item of clothing worn by people in other cultures, makes a poster using the information and makes a short oral presentation to a group or the class <p>Farming the Land</p> <ul style="list-style-type: none"> • List some foods that are grown on farms and sorts them according to categories i.e. grown on trees, above or below the ground <p>Extinct and Endangered Creatures</p> <ul style="list-style-type: none"> • Name some extinct creatures • Name two endangered creature 		
Art and Crafts	<ul style="list-style-type: none"> • Design and create a pattern • Make a simple beadwork object • Repeat simple dance pattern 		
Physical Education	<ul style="list-style-type: none"> • Demonstrate body awareness by twisting/turning/bending etc. • Engage in high impact movements e.g. running races • Participate and co-operate in group games 		

<p>Life Skills: Grade 3:Foundation Phase Term 2: Weeks 1 - 3</p>
<p>Topic : Communication then and now Suggested Contact Time: 7 hours per week</p>
<p>Beginning Knowledge and Health Education:3 hours per week Content/concepts/skills</p>
<p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for Language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • History of communication • Communication through the ages(radio, telegraph, telephone, newspapers) • Popular newspapers and children’s magazines • Radio and Television programmes • Modern communication(fax,SMS, e-mail, Internet, face book) • Cellular phones • Safety (e.g. age restricted TV programmes)
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Make a poster of a modern technology • Make models of modern technology with recycled material • Make mobiles of technology • Draw a cartoon strip <p>Drama</p> <ul style="list-style-type: none"> • Role-play (e.g. Television news reader or an advertisement) • Role play (e.g. a telephone conversation) <p>Music and Dance</p> <ul style="list-style-type: none"> • Sing songs related to the topic • Sing songs in an additional language (at least one new song) • Sing a song at different tempos (slow and then fast) • Recognise different instruments in Music and Dance (e.g. brass instruments, drums and guitars) • Move quickly/slowly using small in a dance movements • Read and clap graphic notation of the taa-aa, ta-te and taa notes on flashcards
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>MOVEMENT SKILLS</p> <p>Locomotive</p> <ul style="list-style-type: none"> • Travel from one spot to another by jumping, hopping, galloping, over a distance of 20 metres • Run over and crawl through apparatus like an obstacle race • Jumping and landing activity (e.g. jumps over a low bench and land on mat/sand pit) <p>Balancing</p> <ul style="list-style-type: none"> • Walk/stand on a plank placed on two tyres • Lift and carry light and heavy objects <p>Throwing & Catching</p> <ul style="list-style-type: none"> • Use different sized balls to throw (under/over arm throwing) to a partner • Work with a partner/small group and throw and catch apparatus while running <p>Strength & Agility</p> <ul style="list-style-type: none"> • Run after rolling objects over a distance of 50 metres • Pass a ball using fast or slow movements with arms and feet

Playing games and sports

- Play games such as 'the toughest of them all' (pulling in opposite directions)
- Play 'Statues', and other novelty games
- Play games that show movements (e.g. action games such as skipping, tug o' war) in teams on a competitive level
- Participate in sports (e.g. soccer, netball, hockey, rounders etc) using the skills developed.

NOTES

- Invite a radio station to do a broadcast on 'Arbor Day' or 'Readathon Day'
- Arrange an excursion to a Television Studio.

RECOMMENDED RESOURCES

- Posters and pictures related to the topic
- Real items e.g. cellular phone, radio, television etc.
- Record educational Television programmes
- Play a live news broad cast on radio
- Community Weekly/Daily newspapers
- Non-fiction books with information on the topic

<p>Life Skills: Grade 3: Foundation Phase Term 2: Week 4 - 6</p>
<p>Topic : Communicable Diseases Suggested Contact Time: 7 hours per week</p>
<p>Beginning Knowledge and Health Education: 3 hours per week</p>
<p>Content/concepts/skills <i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for Language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • A communicable disease is an illness that can spread from person to person or from animal to person • The causes of some common communicable diseases (e.g. HIV/AIDS, colds, influenza [flu], cholera, measles, tuberculosis) • Ways of preventing some communicable diseases • Symptoms and treatment of some communicable diseases • How to care for a family member who is sick? • How to cope with grief and loss through storytelling, discussions and role play • Understanding and empathy towards others who are coping with grief and loss
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Make a poster related to the topic • Draw and paint a picture related to the topic • Construction - . make models with clay/recycled material etc. • Design and make (e.g. get well cards) <p>Drama</p> <ul style="list-style-type: none"> • Role play situations related to the topic • Dramatise a sketch/story <p>Music and Dance</p> <ul style="list-style-type: none"> • Sing a song in two parts (a round) (e.g. 'Father Jacob', 'She'll be coming round the mountain') • Sing songs in an additional language (at least one new song) • Sing a song at different tempos (e.g. starting slowly and becoming faster) • Move on the beat, swaying, trotting, galloping, walking, running skipping, jumping, and marching. • Listen to a song (e.g. Father Jacob.) and identify the phrasing of the song:(e.g. Learners stand when the music and dance starts to play, sit at the end of the first phrase, stand at the beginning of the second and so on till the end). • Play a tune using different non-melodic and melodic instruments in groups
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>MOVEMENT SKILLS</p> <p>Locomotive:</p> <ul style="list-style-type: none"> • Discover a variety of movements using various parts of the body (e.g. skipping, crawling, hopping, marching etc.) • Do scissor jumps moving from left to right with music • Run short races of about 30 & 50 metres <p>Balancing</p> <ul style="list-style-type: none"> • Sit on an object and sway from side to side • Pick up and hold an object with a partner <p>Throwing & Catching</p> <ul style="list-style-type: none"> • Throw, catch, bowl, kick and field a ball in a team • Throw/bowl a ball at a target <p>Strength & Agility</p> <ul style="list-style-type: none"> • Hitting a ball with a bat /piece of plank against the wall from a distance of 5 metres.

Playing games and sports

- Play novelty games (e.g. three legged race / sack race) and run a distance of 20 metres.
- Play balancing games (e.g. run holding an object on a tablespoon) over a distance of 10 meters
- Participate in sport by demonstrating (e.g. soccer, netball, cricket, rugby etc. skills)

NOTES

- This topic provides the teacher with opportunities to deal with serious issues that many learners are forced to come to terms with at home. Handle these discussions sensitively and respect confidentiality.
- Discuss significant Health/Environmental awareness events, National holidays and special days observed in South Africa

RECOMMENDED RESOURCES

- Non-fiction books with information on the topic
- Pictures/posters related to the topic

<p>Life Skills: Grade 3:Foundation Phase Term 2: Weeks 7 – 10</p>
<p>Topic : Famous Places in South Africa Suggested Contact Time: 7 hours per week</p>
<p>Beginning Knowledge and Health Education:3 hours per week Content/concepts/skills</p>
<p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for Language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • Famous places in the locality • Places of interest in South Africa (e.g.heritage sites, Cape Town, Johannesburg, Kruger National Park, Union Buildings, Drakensberg Mountains) • Locate places on a map • Safety in public places
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Contribute towards a class mural (e.g. painting a picture of a place/places in South Africa) • Make a poster e.g. with pictures of famous places • Design and decorate (e.g. a postcard) • Craft (e.g. a clay pot or grass mat, beadwork etc) <p>Drama</p> <ul style="list-style-type: none"> • Dramatise story linked to the topic told by the teacher / learner • Role-play advertisements related to the topic • Interviews with people <p>Music and Dance</p> <ul style="list-style-type: none"> • Sing songs related to the topic: (e.g. Taxi to Soweto) • Sing an action songs • Sing songs in an additional language (at least one new song) • Sing a familiar song but uses new words • Listen to the Music and Dance of a modern artist (e.g. PJ Powers or something similar) and mime his/her movements/performance • Read and clap longer graphic notation of the taa-aa, ta-te and taa notes on flashcards • Compose own song using the following notes on a Music and Dance staff: do, re, me and so and la (pentatonic scale)
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>MOVEMENT SKILLS</p> <p>Locomotive</p> <ul style="list-style-type: none"> • Do these movements at different stations following a signal (e.g. station 1 - run, station -2 gallop, station 3 -skip, station - hop) • Participate in team races (e.g. mini-relay) • Participate in novelty races over a distance of 30 metres <p>Balancing</p> <ul style="list-style-type: none"> • Hop on one foot over a distance of 10 metres. • Pick up object and run a distance 25 metres <p>Throwing & Catching</p> <ul style="list-style-type: none"> • Use different sized balls to throw with left/right hand or both hands to players in a team • Throw and catch the ball against the wall etc <p>Strength & Agility</p> <ul style="list-style-type: none"> • Run short distances at a high speed. • Bat/kick/hit and field ball over a long distance in a team game

Playing games and sports

- Play novelty games with rules such as obstacle race, human train race, three legged race etc.
- Play balancing games (e.g.run with an object on a tablespoon) over a distance of 20 meters
- Participate in sports (e.g. soccer, netball, cricket, rugby) using the skills developed during the term

NOTES

- Use famous places close to the area where learners live as the starting point, extending the scope to include places in the province and the rest of South Africa. Draw on learners' existing knowledge and experiences.
- Discuss significant Health/Environmental awareness events, National holidays and special days observed in South Africa.
- Note: The first topic in the third term deals with key historical events in South Africa, a good follow-on to this topic.

RECOMMENDED RESOURCES

- Non-fiction books with information on the topic
- Map of South Africa
- Pictures/posters, e.g. some famous places in South Africa

SUGGESTIONS FOR ASSESSMENT FOR TERM 2

Components	Criteria	√ or X	Comments
Beginning Knowledge and Health Education	<p>Communication then and now</p> <ul style="list-style-type: none"> • Read the weekly Television or radio Programme Guide <p>Communicable Diseases</p> <ul style="list-style-type: none"> • Present a short talk on one communicable disease • Write a message to a grieving/ sick friend <p>Famous places in South Africa</p> <ul style="list-style-type: none"> • Find information about a famous place in South Africa, records it and shares it with a group/class 		
Art and Crafts	<ul style="list-style-type: none"> • Make a craft item from clay • Design and decorate a card • Sing a round in two parts 		
Physical Education	<ul style="list-style-type: none"> • Demonstrate different locomotive skills at a high/low speeds • Demonstrate ball skills (e.g. catch, throw, dribble, pass, kick and field) • Participate in short races 		

<p>Life Skills: Grade 3:Foundation Phase Term 3: Weeks 1- 3</p>
<p>Topic : Stories from key South African Historical Events Suggested Contact Time: 7 hours per week</p>
<p>Beginning Knowledge and Health Education:3 hours per week Content/concepts/skills</p>
<p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for Language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • Relate family history • Simple time line of own life and family history • Stories about key events that affected communities in South African history • Reasons for histories • Phrases relating to the passing of time (e.g. before, after, long ago, past) • Health awareness event
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Design the cover of a class storybook • A poster (e.g. showing own time line) • A collage using pictures /photographs <p>Drama</p> <ul style="list-style-type: none"> • Miming activities • Present a short talk on own family history and life to the group/class <p>Music and Dance</p> <ul style="list-style-type: none"> • Sing songs related to the topic (e.g. songs of our grandparents) • Sing songs in an additional language (at least one new song) • Sing a song in two parts (a round): (e.g. she'll be coming round the mountain when she comes...) • Recognise different instruments in Music and Dance (e.g. string, woodwind and brass instruments, drums and guitars) • Play a song using different non-melodic and melodic instruments in groups to accompany a group singing • Learner create their own line dance to any music (e.g. of Johnny Clegg or someone similar).
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>MOVEMENT SKILLS</p> <p>Locomotive:</p> <ul style="list-style-type: none"> • Run at high and low speeds from one point to another following signals from teacher (e.g. sound of bell run fast/ sound of whistle slow down speed) • Move through objects along an obstacle course of 20 metres <p>Balancing</p> <ul style="list-style-type: none"> • Sit on knees and roll forwards and backwards • Sit cross legged and bend backwards and forwards <p>Throwing & Catching:</p> <ul style="list-style-type: none"> • Throw a ball or bean bag into a packet /box and runs a distance of 20 metres • Practise throwing, catching, bowling and batting skills in pairs and in small groups <p>Strength & Agility:</p> <ul style="list-style-type: none"> • Run after rolling objects over a distance of 30 metres • Pass a ball using fast or slow movements to a partner <p>Playing games and sports</p> <ul style="list-style-type: none"> • Play games using equipment and rules • Demonstrate skills of action games (e.g. mini- cricket, soccer, netball, rugby etc)

NOTES

- Include events that are particularly relevant to the area or the community. Encourage parents and members of the community to share similar experiences of these events. You can use the activities from the previous topic on Places in South Africa as the starting point for this topic.
- Discuss significant Health/Environmental awareness events, national holidays and special days observed in South Africa

RECOMMENDED RESOURCES

- Non-fiction books with information on the topic
- Pictures/posters (e.g. some famous historical events)
- Stories of some famous historical events

<p>Life Skills: Grade 3:Foundation Phase Term 3: Weeks 4 - 6</p>
<p>Topic : Pollution and Recycling Suggested Contact Time: 7 hours per week</p>
<p>Beginning Knowledge and Health Education 3 hours per week Content/concepts/skills</p>
<p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for Language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • What is meant by pollution? • Different types of pollution (e.g. water, air and land) and link to any examples of pollution near the school • The effects of different types of pollution on humans and the environment • What is recycling (e.g. recycling is when we re-use things like [bottles, plastic bags, etc.] to make something else) • Simple reasons for recycling (e.g. recycling helps us not to waste material, protects the environment and contributes to own health) • Waste that can be recycled as part of a school project • A recycling project at school (e.g. collecting plastic bags to crochet / weaving objects that can be sold) • Different types of waste that can be recycled at home • Illnesses that are caused by pollution
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Paper maché crafts • Make a model using waste materials • Make a poster using recycled material • Craft activity (e.g. weave mats using plastic bags) <p>Drama</p> <ul style="list-style-type: none"> • Role play (e.g. an advertisement) • Prepare a short talk (e.g. 'How to make a paper mache' item?') <p>Music and Dance</p> <ul style="list-style-type: none"> • Sing songs related to the topic (e.g. Don't kill the world) • Sing songs in an additional language (at least one new song) • Sing a song in turn (e.g. each learner or group sing a line) • Dance and dramatize a song (e.g. There comes the Alabama) • Play and compare 'noisy play' with instruments (unstructured playing of instruments) with an ordinary melody (any song or music and dance) • Move to the accent of a march (e.g. 1,2,1,2) and a waltz (1,2,3 1,2,3) • Dance freely to traditional and cultural music
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>MOVEMENT SKILLS</p> <p>Locomotive</p> <ul style="list-style-type: none"> • Experiment with body movements by walking/ running/ jumping/ hopping short distances of 20 metres • Move the whole body, jogging clockwise and anti-clockwise, increasing the speed over a distance of 100 metres • Dodging activities (e.g. run/jump/climb/crawl over apparatus) <p>Balancing</p> <ul style="list-style-type: none"> • Sit on a bench /chair and bend forwards/backwards • Roll and turn body from side to side(lying on a mat) <p>Throwing & Catching</p> <ul style="list-style-type: none"> • Throw/roll a ball at a target (e.g. skittles) approximately 10 meters away • Throw and catch an object (e.g. frisby with a partner)

Strength & Agility

- Jump over obstacles, stopping and dodging, changing directions over distance of 20 meters etc.
- Dribble a ball between markers with increasing control and speed over a distance of 20 metres
- Demonstrate defending and attacking skills in a ball game

Playing games and sports

- Play team games (e.g. relays, tug 'o war etc) on a competitive level
- Demonstrate skills of action games (e.g. mini- cricket, soccer, netball, rugby etc)

NOTES

- Conduct a short recycling project as part of this topic. Choose one that is sustainable so that it can continue at the school after the project is completed.
- You can link the discussions on pollution to issues around global warming. One effect of air pollution is a rise in temperature throughout the world. This is a major factor in increasing natural disasters caused by extreme weather conditions - the next topic!
- Discuss significant Health/Environmental awareness events, National holidays and special days observed in South Africa

RECOMMENDED RESOURCES

- Non-fiction books with information on the topic
- Pictures/posters related to the topic
- Waste material for recycling

<p>Life Skills: Grade 3:Foundation Phase Term 3: Weeks 7 - 10</p>
<p>Topic : Natural Disasters Suggested Contact Time: 7 hours per week</p>
<p>Beginning Knowledge and Health Education 3 hours per week Content/concepts/skills</p>
<p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for Language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • Personal experiences of severe weather conditions • The reasons for and the results of a recent natural disaster • Stories or radio/television programmes about a recent natural disaster • A natural disaster and share it with the group/class • Reasons for recent climatic changes (e.g. global warming) • Water borne diseases (e.g. cholera)
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Create a poster (e.g. a storm scene) • Craft: (e.g. make tent houses with plastic) • Clay model (e.g. a helicopter) <p>Drama</p> <ul style="list-style-type: none"> • Role play an interview with a survivor of a natural disaster • Dramatise as a group a story that has been created (linked to the topic) <p>Music and Dance</p> <ul style="list-style-type: none"> • Sing songs related to the topic (e.g. Raindrops keep falling on my head) • Sing songs in an additional language (at least one new song) • Sing title song (e.g. the film, 'The Titanic') • Sing cultural and traditional songs • Move (e.g. sways, trots, gallops, walks, runs, skips, jumps, marches) to the music and dance/beat. • Identify and distinguish between mechanical sounds (e.g. cars, clocks, TV, sets) and natural sounds (e.g. wind, thunder, dogs barking). • Use different non-melodic and melodic instruments to play a simple rhythmic pattern
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>MOVEMENT SKILLS</p> <p>Locomotive:</p> <ul style="list-style-type: none"> • Move the whole body, jogging clockwise and anti-clockwise at moderate speed over a distance of 30 metres • Do scissor and star jumps with music and dance <p>Balancing:</p> <ul style="list-style-type: none"> • Hop on one leg moving forwards and backwards over a distance of 5metres • Roll on the ground like logs (clockwise and anti-clockwise) <p>Throwing & Catching</p> <ul style="list-style-type: none"> • Demonstrate bowling, batting and fielding skills • Demonstrate throwing, passing and catching skills with balls of different sizes <p>Strength & Agility</p> <ul style="list-style-type: none"> • Run and jog over longer distances at varying speeds. • Play games (e.g. 'tug 'o war') <p>Playing Games And Sports</p> <ul style="list-style-type: none"> • Play team games (e.g. mini relay, novelty races) with rules. • Demonstrate skills of action games (e.g. mini- cricket, soccer, netball, rugby etc)

NOTES

- Changes in weather patterns are affecting all areas in South Africa in different ways and many places have experienced extreme weather during recent years. Focus the topic on either the effects of a recent drought or floods near to the school or a natural disaster in another part of the world.
- Discuss significant Health/Environmental awareness events, National holidays and special days observed in South Africa

RECOMMENDED RESOURCES

- Non-fiction books with information on the topic
- Pictures/posters, e.g. natural disasters
- Newspaper articles and pictures

SUGGESTIONS FOR ASSESSMENT FOR TERM 3

Components	Criteria	√ or X	Comments
Beginning Knowledge and Health Education	Stories from key South African historical events <ul style="list-style-type: none"> • Draw a simple time line of own life Pollution and recycling <ul style="list-style-type: none"> • Explain what is meant by recycling (e.g. recycling is re-using things that have been finished or emptied to make something) • Provides a simple reason for why we should recycle Natural disasters <ul style="list-style-type: none"> • Find information on a natural disaster and use it to produce a chart 		
Art and Crafts	<ul style="list-style-type: none"> • Collect old paper / newspaper to make paper maché items • Perform a group dance • Role play an interview with a survivor of a natural disaster 		
Physical Education	<ul style="list-style-type: none"> • Sit cross legged and bend backwards and forwards • Demonstrate attacking, defending and fielding skills in ball games • Play team games while following given instructions 		

<p>Life Skills: Grade 3:Foundation Phase Term 4: Weeks 1 – 3</p>
<p>Topic : Stories of Role Models from Different Cultures Suggested Contact Time: 7 hours per week</p>
<p>Beginning Knowledge and Health Education 3 hours per week</p>
<p>Content/concepts/skills <i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for Language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • The lives of role models from own family and community • The characteristics of good role models • A personal role model (family/community) • Diversity of role models • A role model who has made a contribution to medicine/sports/literature etc.
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Draw and paint a picture of a role model • Design and make special cards • Make masks • Make puppets <p>Drama</p> <ul style="list-style-type: none"> • Role play an interview • Miming activities • Puppet show <p>Music and Dance</p> <ul style="list-style-type: none"> • Sing songs related to the topic • Sing songs in an additional language (at least one new song) • Sing traditional/cultural songs • Listen and respond to songs of modern artists • Use melodic and non-melodic instruments in a group to create own Music and Dance • Read a short biography about South African composer musician/dancer/band etc.
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>MOVEMENT SKILLS</p> <p>Locomotive</p> <ul style="list-style-type: none"> • Move the whole body, jogging clockwise and anti-clockwise at moderate speed covering a distance of 50 metres • Travel by hopping, skipping ,galloping etc in different directions at varying speeds • Crawl under/ climbs over apparatus e.g. an obstacle course <p>Balancing</p> <ul style="list-style-type: none"> • Swing forwards and backwards on apparatus • Stand and walk on heels and toes <p>Throwing & Catching</p> <ul style="list-style-type: none"> • Play a musical game • Play an action game like rounders <p>Strength & Agility</p> <ul style="list-style-type: none"> • Pick up an object with a partner • Do high impact movements covering short distances etc. <p>Playing games and sports</p> <ul style="list-style-type: none"> • Play team games (e.g.Tug 'o war, Rounders, Relays, etc) using available equipment at a competitive level. • Play action games with rules and apparatus in groups • Demonstrate skills of action games (e.g. mini- cricket, soccer, netball, rugby)

NOTES

- Choose positive role models that are relevant to the community in the school. Use these stories to guide learners to recognise the characteristics that make these people good examples for learners to emulate. Include both male and female role models.
- Discuss significant Health/Environmental awareness events, National holidays and special days observed in South Africa

RECOMMENDED RESOURCES

- Non-fiction books with information on the topic
- Pictures/posters related to the topic
- Stories of some role models from different cultures

<p>Life Skills: Grade 3: Foundation Phase Term 4: Weeks 4 – 6</p>
<p>Topic : Understanding Myself: My Abilities, Interests, Rights and Responsibilities Suggested Contact Time: 7 hours per week</p>
<p>Beginning Knowledge and Health Education:3 hours per week Content/concepts/skills</p>
<p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for Language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • Own abilities and interests • Abilities or interests of classmates • What is meant by the terms: rights and responsibilities • Why rules, rights and responsibilities are important • Three responsibilities of children • Three classroom rules • Classroom vote to decide which of the rules suggested should be followed • Basic health and safety responsibilities
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Use different painting techniques (e.g.sponge printing, symmetry painting, rainbow painting etc.) • Make posters related to the topic • Make card board badges • Craft items of choice <p>Drama</p> <ul style="list-style-type: none"> • Do a short talk • Puppet show <p>Music and Dance:</p> <ul style="list-style-type: none"> • Sing songs related to the topic • Sing songs in an additional language (at least one new song) • Play percussion instruments (e.g.with the song of Yvonne Chaka Chaka etc.) • Dance freely to songs (e.g.lpi Thombi) • Compose and sing own song using the following notes on a music staff: do, re, me, so and la.
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>MOVEMENT SKILLS</p> <p>Locomotive</p> <ul style="list-style-type: none"> • Walk, jog, run at varying speed covering a distance of 30 metres • Jump/climb over objects • Runs short races of a distance of 30 metres <p>Balancing</p> <ul style="list-style-type: none"> • Sit on knees and twist and turn from side to side • Sit cross legged and bend in all directions <p>Throwing & Catching</p> <ul style="list-style-type: none"> • Throw/kick to a target from a distance of 10 – 20 metres away • Catch and field objects by defending/attacking <p>Strength & Agility</p> <ul style="list-style-type: none"> • Do high impact locomotive skills • Play action games (e.g. tug 'o war) <p>Playing games and sports</p> <ul style="list-style-type: none"> • Play games with rules using equipment on a competitive level • Demonstrate skills of action games (e.g. mini- cricket, soccer, netball, rugby etc)

NOTES

- Use the topic to improve learners' self esteem and encourage them to be supportive and encouraging to fellow learners.
- Guide learners to recognize that rights go hand-in-hand with responsibilities.
- If there is time extend this topic to look at the rights and responsibilities of sick people
- Discuss significant Health/Environmental awareness events, national holidays and special days observed in South Africa

RECOMMENDED RESOURCES

- Non-fiction books with information on the topic
- Pictures/posters, e.g. Children's Rights and Responsibilities

<p>Life Skills: Grade 3: Foundation Phase Term 4: Weeks 7 - 10</p>
<p>Topic : Celebrations and festivals Suggested Contact Time: 7 hours per week</p>
<p>Beginning Knowledge and Health Education:3 hours per week Content/concepts/skills</p>
<p><i>(Use the content and concepts from Beginning Knowledge and Health Education as a context for Language teaching and for the Art and Crafts activities.)</i></p> <ul style="list-style-type: none"> • Different celebrations of diverse religions and cultures • Personal experiences of one religious or cultural or community celebration • Cultural and traditional clothes • Religious symbols and forms of worship • Places of worship • Stories, radio programmes or television programmes or DVDs showing the different religious or cultural celebrations • Safety measures at home
<p>Art and Crafts: 2 hours per week Content/concepts/skills</p>
<p>Art and Crafts</p> <ul style="list-style-type: none"> • Use different painting techniques to make designs • Make decorations • Design and decorate cards for festivities and celebrations • Make small gifts (e.g. weave a mat/make a beadwork object.) <p>Drama</p> <ul style="list-style-type: none"> • Dramatise a cultural /traditional dance • Present a talk related to the topic • Modelling activities <p>Music and Dance</p> <ul style="list-style-type: none"> • Sing cultural/religious songs related to the topic • Listen to music and dance in two parts (AB form) and identifies the phrasing of a melody (e.g. Three Blind Mice, Hickory Dickory Dock and Twinkle Twinkle Little Star) • Use melodic instruments on the pentatonic scale (A,B,C,G.A) to create and perform own Music and Dance • Listen to the slow music and dance e.g. of the Soweto String Quartet and draw a picture to show his/her interpretation
<p>Physical Education: 2 hours per week Content/concepts/skills</p>
<p>MOVEMENT SKILLS</p> <p>Locomotive</p> <ul style="list-style-type: none"> • Run short races (e.g. 30-50 metres) • Do high impact movements with music in different directions • Crawl under/jump over apparatus in an obstacle race following rules <p>Balancing</p> <ul style="list-style-type: none"> • Stand on one leg, holding a partner/wall for support • Walk on toes with heels in the air on apparatus <p>Throwing & Catching:</p> <ul style="list-style-type: none"> • In pairs, hit a ball to each other using bats, sticks or hands • Catch and field objects by defending and /attacking <p>Strength & Agility</p> <ul style="list-style-type: none"> • Kick/throw/bat a ball at a distance and field it at a speed • Run short races at high speeds <p>Playing games and sports</p> <ul style="list-style-type: none"> • Play team games on a competitive level (e.g Tug-o-war, Rounders, Relays) with rules • Demonstrate skills of action games e.g. mini- cricket, soccer, netball, rugby etc

NOTES <ul style="list-style-type: none"> • Focus mainly on religions that are reflected in the school during this topic to discuss clothes and decorations for the different religions • Discuss significant Health/Environmental awareness events, national holidays and special days observed in South Africa
RECOMMENDED RESOURCES <ul style="list-style-type: none"> • Non-fiction books with information on the topic • Pictures/posters on the topic

SUGGESTIONS FOR ASSESSMENT FOR TERM 4			
Components	Criteria	√ or X	Comments
Beginning Knowledge and Health Education	Stories of role models from different cultures <ul style="list-style-type: none"> • Identify a role model and give a reason why that person has been selected Understanding myself: abilities, interests, rights and responsibilities <ul style="list-style-type: none"> • Identify three Rights and three Responsibilities for children Comparing clothes and decorations of different religions <ul style="list-style-type: none"> • Contribute towards a group picture of different religious or cultural celebrations 		
Art and Crafts	<ul style="list-style-type: none"> • Design a card for a special day • Present a talk on children's rights • Perform own dance/sing a cultural or traditional song 		
Physical Education	<ul style="list-style-type: none"> • Make an effort to participate in all physical activities • Play games with rules • Respect for team mates and care for equipment 		