

3.1 ANNUAL TEACHING PLAN

3.1.1 Personal and Social Well-being

TERM 1	GRADE 4	Recommended resources
Topic 1: Development of the self	6 hours	Textbook, pictures from magazines, books on role models, successful people or confident people, newspaper articles
<ul style="list-style-type: none"> • Personal strengths: identify, explore and appreciate own strengths <ul style="list-style-type: none"> - Strengths of others - Successful experiences as a result of own strengths: achievements and exciting experiences at school and home - Less successful experiences - Ways to convert less successful experiences into positive learning experiences: use strengths to improve weaknesses • Weekly reading by learners: reading for enjoyment <ul style="list-style-type: none"> - Reading about role models or successful people or confident people 		
Development of the self	4½ hours	Textbook, books on care and respect for body, newspaper articles
<ul style="list-style-type: none"> • Respect for own and others' bodies: privacy, bodily integrity and not subjecting one's body to substance abuse <ul style="list-style-type: none"> - How to respect and care for own body - How to respect others' bodies - Reasons for respecting own and others' bodies • Weekly reading by learners: reading for enjoyment <ul style="list-style-type: none"> - Reading about care and respect for body 		
Development of the self	3 hours	Textbook, books on conflict situations
<ul style="list-style-type: none"> • Dealing with conflict: examples of conflict situations at home and school <ul style="list-style-type: none"> - Strategies to avoid conflicts - Useful responses to conflict situations • Weekly reading by learners: reading for enjoyment <ul style="list-style-type: none"> - Reading about safe environments and how to avoid conflict situations 		
Formal assessment	1½ hours	Activities done during the term
<ul style="list-style-type: none"> • Consolidation of work done during the term • Assignment/ design and make 		
<p>It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.</p>		

TERM 2	GRADE 4	Recommended resources
Development of the self	4½ hours	Textbook, newspaper articles, posters, books on emotions
<ul style="list-style-type: none"> • Emotions <ul style="list-style-type: none"> - Understanding a range of emotions: love, happiness, grief, fear and jealousy - Understanding own emotions: appropriate ways to express own emotions - How to understand and consider others emotions • Weekly reading by learners: reading for enjoyment <ul style="list-style-type: none"> - Reading about how people express different emotions 		
Development of the self	3 hours	Textbook, newspaper articles, books on teamwork
<ul style="list-style-type: none"> • Personal experience of working in a group: at school and home <ul style="list-style-type: none"> - School: as member of a class, in a school or class or small group project or activity - Home: as member of a family, working and getting along with siblings - Benefits of working in a group - Challenges of working in a group - Useful responses to challenges of working in a group • Weekly reading by learners: reading for enjoyment <ul style="list-style-type: none"> - Reading about ways to succeed in working in a group 		
Development of the self	3 hours	Textbook, newspaper articles, books on bullying
<ul style="list-style-type: none"> • Bullying: how to protect self from acts of bullying <ul style="list-style-type: none"> - Examples of acts of bullying - Appropriate responses to bullying: where to find help • Weekly reading by learners: reading for enjoyment <ul style="list-style-type: none"> - Reading about appropriate responses to bullying 		
Topic 2: Social responsibility	3 hours	Textbook, posters, pictures from magazines, Constitution of SA, Children's Act, newspaper articles, books about children's rights and responsibilities
<ul style="list-style-type: none"> • Children's rights and responsibilities: name, health, safety, education, shelter, food and environment <ul style="list-style-type: none"> - Children's rights as stipulated in the South African Constitution - Children's responsibilities in relation to their rights • Weekly reading by learners: reading for enjoyment <ul style="list-style-type: none"> - Reading about children's rights and responsibilities 		
Formal assessment	1½ hours	Activities done during the term
<ul style="list-style-type: none"> • Consolidation of work done during the term • Written task must cover work done in term 1 and 2 		
It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.		

TERM 3	GRADE 4	Recommended resources
Social responsibility	4½ hours	Textbook, posters, books on cultures and moral lessons, newspaper articles
<ul style="list-style-type: none"> • Cultures and moral lessons: <ul style="list-style-type: none"> - Cultural groups in South Africa - Menus from different cultures in South Africa - Moral lessons selected from the narratives of cultural groups in South Africa • Weekly reading by learners: reading for enjoyment <ul style="list-style-type: none"> - Reading about moral lessons found in narratives of different cultures 		
Social responsibility	4 hours	Textbook, books on religions in South Africa, newspaper articles
<ul style="list-style-type: none"> • Knowledge of major religions in South Africa: Judaism, Christianity, Islam, Hinduism, Buddhism, Baha'i Faith and African Religion <ul style="list-style-type: none"> - Significant places, buildings and worship symbols of different religions • Weekly reading by learners: reading for enjoyment <ul style="list-style-type: none"> - Reading about religions in South Africa 		
Topic 3: Health and environmental responsibility	3 hours	Textbook, water safety equipment, books on dangers in and around water
<ul style="list-style-type: none"> • Dangers in and around water: at home and public swimming pools and in rivers and dams <ul style="list-style-type: none"> - Responsible safety measures in and around water • Weekly reading by learners: reading for enjoyment <ul style="list-style-type: none"> - Reading about dangers in and around water 		
Development of the self	2 hours	Textbook, books on care and respect for body, newspaper articles
<ul style="list-style-type: none"> • Respect for own and others' bodies: privacy, bodily integrity and not subjecting one's body to substance abuse <ul style="list-style-type: none"> - How to respect and care for own body • Weekly reading by learners: reading for enjoyment • Reading about care and respect for body 		
Formal assessment	1½ hours	Activities done during the term
<ul style="list-style-type: none"> • Consolidation of work done during the term • Project (recording of marks) 		
It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.		

TERM 4	GRADE 4	Recommended resources
Health and environmental responsibility	1½ hours	Textbook, posters relevant traffic signs, books on traffic rules
<ul style="list-style-type: none"> • Traffic rules relevant to road users: <ul style="list-style-type: none"> - Pedestrians and cyclists - Passenger behavior - Railway safety • Weekly reading by learners: reading for enjoyment <ul style="list-style-type: none"> - Reading about traffic rules relevant to road users 		
Health and environmental responsibility	3 hours	Textbook, posters, books on personal and household hygiene
<ul style="list-style-type: none"> • Personal and household hygiene: <ul style="list-style-type: none"> - Personal hygiene items that cannot be shared - Germ breeding areas in the house • Dietary habits of children: <ul style="list-style-type: none"> - Impact on dental and oral hygiene • Weekly reading by learners: reading for enjoyment <ul style="list-style-type: none"> - Reading about personal and household hygiene and dietary habits of children 		
Health and environmental responsibility	4½ hours	Textbook, magazines, posters, books on healthy environments and personal health
<ul style="list-style-type: none"> • Healthy environment and personal health: home, school and community <ul style="list-style-type: none"> - Examples of environments that are unhealthy: pollution (air, water and land) including illegal dumping sites - Dangers of unhealthy environments to personal health - Strategies to keep environments healthy: conservation of environment - Celebrating arbor day • Weekly reading by learners: reading for enjoyment <ul style="list-style-type: none"> - Reading about healthy environments and personal health 		
Health and environmental responsibility	3 hours	Textbook, Life skills books, books on HIV and AIDS
<ul style="list-style-type: none"> • HIV and AIDS education: basic facts including blood management <ul style="list-style-type: none"> - Basic explanation of HIV and AIDS - Transmission of HIV through blood - How HIV is not transmitted - How to protect oneself against infection through blood • Weekly reading by learners: reading for enjoyment <ul style="list-style-type: none"> - Reading basic facts about HIV and AIDS 		
Formal assessment	3 hours	Activities done during the year
<ul style="list-style-type: none"> • Consolidation of work done during the year • End-of-year examination must cover work done for the whole year 		
It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.		

TERM 1	GRADE 5	Recommended resources
Topic 1: Development of the self	3 hours	Textbook, posters, reading books
<ul style="list-style-type: none"> • Positive self-concept formation <ul style="list-style-type: none"> - Influence of others on self-concept: adults and peers - Personal successes as contributing factors to positive self-concept - Action plan for continued positive self-concept formation • Reading skills: reading with understanding and using a dictionary <ul style="list-style-type: none"> - Reading about activities and/ or actions that build positive self-concept: recall and relate 		
Development of the self	3 hours	Textbook, newspaper articles, magazines
<ul style="list-style-type: none"> • Giving and receiving feedback: giving feedback to peers and receiving feedback from peers and adults <ul style="list-style-type: none"> - Appropriate ways of giving feedback: positive and negative feedback - Appropriate ways of receiving negative and positive feedback • Reading skills: reading with understanding and using a dictionary <ul style="list-style-type: none"> - Reading about appropriate ways of giving and receiving feedback: recall and relate 		
Development of the self	4½ hours	Textbook, books on coping with emotions
<ul style="list-style-type: none"> • Coping with emotions: empathy, compassion, anger, disappointment and sadness <ul style="list-style-type: none"> - Skills to manage emotions in a positive way - Significance of friends in times of sadness, tragedy and change • Reading skills: reading with understanding and using a dictionary <ul style="list-style-type: none"> - Reading about friendships that are caring and supportive: recall and relate 		
Development of the self	3 hours	Textbook, books on relationships
<ul style="list-style-type: none"> • Relationships with peers, older people and strangers: <ul style="list-style-type: none"> - Safe and unsafe relationships - Bad and good relationships - Benefits of good and safe relationships • Reading skills: reading with understanding and using a dictionary <ul style="list-style-type: none"> - Reading about relationships that are safe and good: recall and relate 		
Formal assessment	1½ hours	Activities done during the term
<ul style="list-style-type: none"> • Consolidation of work done during the term • Assignment/ case study/ design and make 		
It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.		

TERM 2	GRADE 5	Recommended resources
Topic 2: Social responsibility	3 hours	Textbook, posters, story books, Bill of Rights, Children's Act, books on discrimination, stereotype and bias
<ul style="list-style-type: none"> • Concepts: discrimination, stereotype and bias <ul style="list-style-type: none"> - Violation of children's rights: discrimination, stereotype and bias - Responses to violations of children's rights: ways to protect self and others from violations and where to find help - A plan to deal with violations of children's rights in own local context • Reading skills: reading with understanding and using a dictionary <ul style="list-style-type: none"> - Reading about individuals who have taken action against violations of children's rights: recall and relate 		
Social responsibility	4½ hours	Textbook, newspaper articles, posters on the forms of abuse, books on abuse
<ul style="list-style-type: none"> • Child abuse: <ul style="list-style-type: none"> - Different forms of child abuse: physical and emotional - Effects of abuse on personal health - Strategies to deal with abuse - Where to get help and report abuse • Reading skills: reading with understanding and using a dictionary <ul style="list-style-type: none"> - Reading about ways to protect self and others from abuse: recall and relate 		
Social responsibility	3 hours	Textbook, posters on violent situations, books on violent situations
<ul style="list-style-type: none"> • Dealing with violent situations: <ul style="list-style-type: none"> - Identify potential violent situations at home, school and community - Responding effectively to violent situations - Ways to avoid and protect oneself from violent situations and where to find help • Reading skills: reading with understanding and using a dictionary <ul style="list-style-type: none"> - Reading about protection agencies and places of safety for children: recall and relate 		
Social responsibility	3 hours	Textbook, books on relationships and different cultures
<ul style="list-style-type: none"> • Issues of age and gender in different cultural contexts in South Africa: <ul style="list-style-type: none"> - Relationship between elders and children in different cultural contexts - Responsibilities of boys and girls in different cultural contexts - Contributions of women and men in different cultural contexts • Reading skills: reading with understanding and using a dictionary <ul style="list-style-type: none"> - Reading about issues of age and gender in different cultural contexts: recall and relate 		
Formal assessment	1½ hours	Activities done during the year
<ul style="list-style-type: none"> • Consolidation of work done during the term • Written task must cover the work done in term 1 and 2 		
It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.		

TERM 3	GRADE 5	Recommended resources
Social responsibility	4½ hours	Textbooks, books on different religions
<ul style="list-style-type: none"> • Festivals and customs from a variety of religions in South Africa • Reading skills: reading with understanding and using a dictionary - Reading about festivals and customs of different religions in South Africa: recall and relate		
Topic 3: Health and environmental responsibility	3 hours	Textbook, magazines, posters safety measures at home and the environment
<ul style="list-style-type: none"> • Safety measures at home and the environment: <ul style="list-style-type: none"> - Harmful household products and medication - Fire safety • Reading skills: reading with understanding and using a dictionary - Reading about harmful household products and medication and fire safety: recall and relate		
Health and environmental responsibility	3 hours	Textbook, appropriate magazines, posters, books on water as an important basic need
<ul style="list-style-type: none"> • Water as an important basic need: <ul style="list-style-type: none"> - Importance of water - Different ways of saving water - Different ways of protecting the quality of water • Reading skills: reading with understanding and using a dictionary <ul style="list-style-type: none"> - Reading about the importance of water and how to save and protect the quality of water: recall and relate 		
Health and environmental responsibility	3 hours	Textbook, posters on healthy eating habits
<ul style="list-style-type: none"> • Healthy eating for children: <ul style="list-style-type: none"> - South African Food-Based Dietary Guidelines - Dietary needs of children - Factors influencing food intake of children • Reading skills: reading with understanding and using a dictionary <ul style="list-style-type: none"> - Reading about healthy eating for children: recall and relate 		
Formal assessment	1½ hours	Activities done during the term
<ul style="list-style-type: none"> • Consolidation of work done during the term • Project (recording of marks) 		

TERM 4	GRADE 5	Recommended resources
Health and environmental responsibility	6 hours	Textbook, magazines, health information resources, books on environmental health
<ul style="list-style-type: none"> • Local environmental health problems: <ul style="list-style-type: none"> - Locally occurring health problems such as tuberculosis, diarrhea, malaria, measles, etc. - Causes of health problems - Symptoms of health problems - Available treatment for health problems • Reading skills: reading with understanding and using a dictionary <ul style="list-style-type: none"> - Reading about causes, symptoms and treatment of locally occurring health problems: recall and relate 		
Health and environmental responsibility	3 hours	Textbook, Life skills books, books on HIV and AIDS
<ul style="list-style-type: none"> • HIV and AIDS education <ul style="list-style-type: none"> - Dealing with stigma - Stigma about HIV and AIDS - How to change attitudes towards people infected with HIV and AIDS • Reading skills: reading with understanding and using a dictionary <ul style="list-style-type: none"> - Reading about changing attitudes and perceptions about HIV and AIDS: recall and relate 		
Health and environmental responsibility	3 hours	Textbook, appropriate magazines, health information resources, books on substance abuse
<ul style="list-style-type: none"> • Substance abuse: <ul style="list-style-type: none"> - Types of drugs used: legal and illegal drugs including tobacco, alcohol and over the counter medication - Negative impact of substances on health: effects of drugs on body and mind • Reading skills: reading with understanding and using a dictionary <ul style="list-style-type: none"> - Reading about dangers of substance abuse: recall and relate 		
Formal assessment	3 hours	Activities done during the year
<ul style="list-style-type: none"> • Consolidation of work done during the year • End-of-year examination must cover work done for the whole year 		
It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.		

TERM 1	GRADE 6	Recommended resources
Topic 1: Development of the self	3 hours	Textbook, magazines, posters
<ul style="list-style-type: none"> • Positive self-esteem: body image <ul style="list-style-type: none"> - Understanding and respecting body changes - Other influences on body image: media and society - Acceptance of the self • Reading skills: reading with understanding and fluency • Reading about positive influences on body image: interpret/explain and relate what has been studied 		
Development of the self	4½ hours	Textbook
<ul style="list-style-type: none"> • Abilities, interests and potential <ul style="list-style-type: none"> - Identify own abilities, interests and potential - Relationship between abilities, interests and potential - Create opportunities for making the most of own abilities, interests and potential: explore a variety of sources - Action plan to improve own abilities, pursue own interests and develop own potential • Reading skills: reading with understanding and fluency <ul style="list-style-type: none"> - Reading texts on how to identify and develop own abilities, interests and potential: interpret/explain and relate what has been studied 		
Development of the self	3 hours	Textbook, life skills books
<ul style="list-style-type: none"> • Peer pressure: <ul style="list-style-type: none"> - Examples of peer pressure in different situations: school and community - Appropriate responses to peer pressure in different situations • Reading skills: reading with understanding and fluency • Reading about ways to resist peer pressure: interpret/explain and relate what has been studied 		
Development of the self	3 hours	Textbook, newspaper articles
<ul style="list-style-type: none"> • Problem solving skills in conflict situations: keeping safe and how to protect self and others <ul style="list-style-type: none"> - Mediation skills - Peacekeeping skills: acceptance of self and others, demonstration of respect for others, co-operation, personal responsibility for one's actions, listening • Reading skills: reading with understanding and fluency <ul style="list-style-type: none"> - Reading about peacekeeping and mediation skills: interpret/explain and relate what has been studied 		
Formal assessment	1½ hours	Activities done during the term
<ul style="list-style-type: none"> • Consolidation of work done during the term • Assignment/case study 		
It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.		

TERM 2	GRADE 6	Recommended resources
Development of the self	3 hours	Textbook, life skills books
<ul style="list-style-type: none"> • Self-management skills: <ul style="list-style-type: none"> - Responsibilities at school and home - Prioritising responsibilities - Developing an activity plan: homework, house chores and playing time • Reading skills: reading with understanding and fluency <ul style="list-style-type: none"> - Reading about self-management skills: interpret/explain and relate what has been studied 		
Development of the self	3 hours	Textbook, life skills books
<ul style="list-style-type: none"> • Bullying: reasons for bullying <ul style="list-style-type: none"> - Getting out of the bullying habit: where to find help • Reading skills: reading with understanding and fluency <ul style="list-style-type: none"> - Reading about how to get out of the habit of bullying: interpret/explain and relate what has been studied 		
Topic 2: Social responsibility	4½ hours	Textbook, newspaper articles
<ul style="list-style-type: none"> • Cultural rites of passage: <ul style="list-style-type: none"> - Important stages in the individual's life in South African cultures: birth, baptism, wedding and death - Meaning of each stage - Personal and social significance of each stage • Reading skills: reading with understanding and fluency <ul style="list-style-type: none"> - Reading about important life stages in different cultures: interpret/explain and relate what has been studied 		
Social responsibility	3 hours	Textbook, newspaper articles
<ul style="list-style-type: none"> • The dignity of the person in a variety of religions in South Africa • Reading skills: reading with understanding and fluency <ul style="list-style-type: none"> - Reading about the dignity of a person in different religions: interpret/explain and relate what has been studied 		
Formal assessment	1½ hours	Activities done during the term
<ul style="list-style-type: none"> • Consolidation of work done during the term • Written task must cover work done in term 1 and 2 		
It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.		

TERM 3	GRADE 6	Recommended resources
Social responsibility	3 hours	Textbook
<ul style="list-style-type: none"> • Caring for animals: <ul style="list-style-type: none"> - Acts of cruelty to animals - Taking care of and protecting animals - Places of safety for animals • Reading skills: reading with understanding and fluency <ul style="list-style-type: none"> - Reading about ways of taking care of animals and places of safety for animals: interpret/explain and relate what has been studied 		
Social responsibility	3 hours	Textbook
<ul style="list-style-type: none"> • Caring for people: <ul style="list-style-type: none"> - Considering others' needs and views - Communicating own views and needs without hurting others - Acts of kindness towards other people • Reading skills: reading with understanding and fluency <ul style="list-style-type: none"> - Reading about different people's acts of kindness towards others: interpret/explain and relate what has been studied 		
Social responsibility	4½ hours	Textbook, newspaper articles , national symbols
<ul style="list-style-type: none"> • Nation-building and cultural heritage : definition of concepts <ul style="list-style-type: none"> - How cultural heritage unifies the nation: national symbols, national days - National symbols such as flag, anthem, code of arms, etc. - Celebrating national days: Human Rights Day, Freedom Day, Heritage Day, Reconciliation Day, Children's Day, Women's Day, Africa Day, Mandela Day • Reading skills: reading with understanding and fluency <ul style="list-style-type: none"> - Reading about nation-building and cultural heritage: interpret/explain and relate what has been studied 		
Social responsibility	3 hours	Textbook, magazines, Constitution of SA
<ul style="list-style-type: none"> • Gender stereotyping, sexism and abuse: definition of concepts <ul style="list-style-type: none"> - Effects of gender stereotyping and sexism on personal and social relationships - Effects of gender-based abuse on personal and social relationships - Dealing with stereotyping, sexism and abuse • Reading skills: reading with understanding and fluency <ul style="list-style-type: none"> - Reading about ways to deal with stereotyping, sexism and abuse: interpret/explain and relate what has been studied 		
Formal assessment	1½ hours	Activities done during the term
<ul style="list-style-type: none"> • Consolidation of work done during the term • Project (recording of marks) 		
It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.		

TERM 4	GRADE 6	Recommended resources
Topic 3: Health and environmental responsibility	1½ hours	Textbook, Basic First Aid kit
<ul style="list-style-type: none"> • Basic first aid in different situations: cuts and gazes, burns, scalds and sunburn, stings and bites, bruises, poisoning, bleeding, choking • Reading skills: reading with understanding and fluency • Reading about basic first aid: interpret/explain and relate what has been studied 		
Health and environmental responsibility	4 ½ hours	Textbook
<ul style="list-style-type: none"> • Food hygiene: <ul style="list-style-type: none"> - Safe and harmful ingredients - Food preparation - Food storage - Food-borne diseases • Reading skills: reading with understanding and fluency <ul style="list-style-type: none"> - Reading about food hygiene: interpret/explain and relate what has been studied 		
Health and environmental responsibility	4½ hours	Text book, health information resources
<ul style="list-style-type: none"> • Communicable diseases such as mumps, tuberculosis, common colds, chickenpox, athletes' foot, etc. <ul style="list-style-type: none"> - Causes of communicable diseases - Signs and symptoms of communicable diseases - Where to find information: <ul style="list-style-type: none"> o Prevention strategies o Available treatment • Reading skills: reading with understanding and fluency <ul style="list-style-type: none"> - Reading about communicable diseases: interpret/explain and relate what has been studied 		
Health and environmental responsibility	1½ hours	Textbook, life skills books
<ul style="list-style-type: none"> • HIV and AIDS education: myths and realities about HIV and AIDS including risks and perceptions about HIV and AIDS <ul style="list-style-type: none"> - Caring for people with AIDS • Reading skills: reading with understanding and fluency <ul style="list-style-type: none"> - Reading about caring for people with AIDS: interpret/explain and relate what has been studied 		
Formal assessment	3 hours	All activities done during the year
<p>Consolidation of work done during the year</p> <p>End-of-year examination must cover work done for the whole year</p>		
<p>It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.</p>		

3.1.2 Physical Education

TERM 1	GRADE 4
3 hours	Recommended resources Textbook Resources for sports and games Resources for safety
Participation in activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body with control Safety measures relating to locomotion, rotation, elevation and balancing activities	
2 hours	
Movement performance in activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body with control	Examples of possible activities Activities such as walking, running, hopping, skipping, leaping, etc.
3 hours	
Participation in activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body with control	Safety measures Surface of the play area , use and condition of apparatus, warm up and cool down, basic first aid, water safety, spacing of learners during activities, following instructions
2 hours	
Movement performance in activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body with control	

TERM 2	GRADE 4
3 hours	Recommended resources Textbook Resources for sports and games Resources for safety
Participation in a variety of modified invasion games Safety issues during games	
2 hours	
Movement performance in a variety of modified invasion games	Examples of possible activities Netball, basketball, soccer, rugby, indigenous or community games, etc.
3 hours	
Participation in a variety of modified invasion games	Safety measures Surface of the play area , use and condition of apparatus, warm up and cool down, basic first aid, spacing of learners during activities, following instructions
2 hours	
Movement performance in a variety of modified invasion games	

TERM 3	GRADE 4
3 hours	Recommended resources Textbook Resources for rhythmic movements/activities Resources for safety
Participation in rhythmic movements with focus on posture Safety measures during rhythmic movements	
2 hours	
Movement performance in rhythmic movements with focus on posture	Examples of possible activities Marching, aerobics, stepping, rhythmic gymnastics, etc.
3 hours	
Participation in rhythmic movements with focus on posture	Safety measures Surface of the play area , use and condition of apparatus, warm up and cool down, basic first aid, water safety, spacing of learners during activities, following instructions
2 hours	
Movement performance in rhythmic movements with focus on posture	

TERM 4	GRADE 4
3 hours	Recommended resources Textbook Resources for athletic activities Resources for swimming activities Resources for safety
Participation in basic field and track athletics or swimming activities Safety measures during athletic or swimming activities	
2 hours	
Movement performance in basic field and track athletics or swimming activities.	Examples of possible activities <ul style="list-style-type: none"> • Field athletics: adapted shot put, discus, javelin, longjump, high jump, etc. • Track athletics: sprints, middle and long distances and relays, etc. • Swimming: confidence exercises, breathing, kicking, gliding, arm and leg actions of various swimming styles, swimming races, etc.
3 hours	
Participation in basic field and track athletics or swimming activities.	
2 hours	
Movement performance in basic field and track athletics or swimming activities.	Safety measures Surface of the play area , use and condition of apparatus, warm up and cool down, basic first aid, water safety, spacing of learners during activities, following instructions

TERM 1	GRADE 5
3 hours	Recommended resources Textbook Resources for athletic activities Resources for safety
Participation in movement sequences that require consistency and control in smooth and continuous combinations: rotation, balance, locomotion, elevation Safety measures relating to movement sequences	
2 hours	
Movement performance in movement sequences that require consistency and control in smooth and continuous combinations: rotation, balance, locomotion, elevation	Examples of possible activities Gymnastics sequences which combine two or more of the following movements: running, walking, jumping, hopping, skipping, rolling, etc.
3 hours	
Participation in movement sequences that require consistency and control in smooth and continuous combinations: rotation, balance, locomotion, elevation	Safety measures Surface of the play area , use and condition of apparatus, warm up and cool down, basic first aid, water safety, spacing of learners during activities, following instructions
2 hours	
Movement performance in movement sequences that require consistency and control in smooth and continuous combinations: rotation, balance, locomotion, elevation	

TERM 2	GRADE 5
3 hours	Recommended resources Textbook Resources for games and sports Resources for safety
Participating in a variety of target games Safety measures during target games	
2 hours	Examples of possible activities Modified netball, basketball, soccer, rugby, hockey, obstacle course, indigenous or community games, etc.
Movement performance in a variety of target games.	
3 hours	Safety measures Surface of the play area , use and condition of apparatus, warm up and cool down, basic first aid, spacing of learners during activities, following instructions
Participation in a variety of target games	
2 hours	
Movement performance in a variety of target games.	

TERM 3	GRADE 5
3 hours	Recommended resources Textbook Resources for rhythmic movements Resources for safety
Participation in rhythmic movements with focus on posture and style Safety measures relating to rhythmic movements	
2 hours	
Movement performance in rhythmic movements with focus on posture and style	Examples of possible activities Aerobics, galloping, marching, hopping, skipping, steps, sliding, leaping, etc.
3 hours	
Participation in rhythmic movements with focus on posture and style	Safety measures Surface of the play area , use and condition of apparatus warm up and cool down, basic first aid, water safety, spacing of learners during activities, following instructions
2 hours	
Movement performance in rhythmic movements with focus on posture and style	

TERM 4	GRADE 5
3 hours	Recommended resource
Participation in a variety of field and track athletics or swimming activities	Textbook
Safety measures during field and track athletics or swimming activities	Resources on athletic activities
	Resources on swimming
	Resources on safety
2 hours	Examples of possible activities
Movement performance in a variety of field and track athletics or swimming activities	<ul style="list-style-type: none"> Field athletics: adapted shot put, discus, javelin, long jump, high jump, etc. Track athletics: sprints, middle and long distances and relays, etc. Swimming: confidence exercise, breathing, kicking, gliding, arm and leg actions with various swimming styles, swimming races, etc.
3 hours	
Participation in a variety of field and track athletics or swimming activities	
2 hours	
Movement performance in a variety of field and track athletics or swimming activities	
	Safety measures
	Surface of the play area , use and condition of apparatus, warm up and cool down, basic first aid, water safety, spacing of learners during activities, following instructions

TERM 1	GRADE 6
3 hours	Recommended resources
Participation in a variety of striking and fielding games	Textbook
Safety measures during striking and fielding games	Resources for games and sport
	Resources for safety
2 hours	Examples of possible activities
Movement performances in a variety of striking and fielding games	Modified cricket, baseball, softball, tennis, etc.
3 hours	Safety measures
Participation in a variety of striking and fielding games	Surface of the play area , use and condition of apparatus, warm up and cool down, basic first aid, spacing of learners during activities, following instructions
2 hours	
Movement performances in a variety of striking and fielding games	

TERM 2	GRADE 6
3 hours	Recommended resources Textbook Resources for sequence movement activities Resources for safety
Participation in a physical fitness programme to develop particular aspects of fitness Safety measures relating to physical fitness activities	
2 hours	Examples of possible activities <ul style="list-style-type: none"> • Agility: running zigzag • Power: running on the spot • Speed: sprints • Flexibility: stretching all body regions, rope skipping • Endurance: squad jumps, push-ups, lunges • Circuit training
Movement performance in a physical fitness programme to develop particular aspects of fitness	
3 hours	
Participation in a physical fitness programme to develop particular aspects of fitness	
2 hours	Safety measures Surface of the play area , use and condition of apparatus, warm up and cool down, basic first aid, spacing of learners during activities, following instructions
Movement performance in a physical fitness programme to develop particular aspects of fitness	

TERM 3	GRADE 6
3 hours	Recommended resources Textbook Resources for rhythmic movement activities Resources for safety
Participation in rhythmic patterns of movement with co-ordination and control Safety measures relating to rhythmic patterns of movement	
2 hours	Examples of possible activities Aerobics, galloping, marching, hopping, skipping, steps, sliding, leaping, etc.
Movement performance in rhythmic patterns of movement with coordination and control	
3 hours	Safety measures Surface of the play area , use and condition of apparatus, warm up and cool down, basic first aid, water safety, spacing of learners during activities, following instructions
Participation in rhythmic patterns of movement with coordination and control	
2 hours	
Movement performance in rhythmic patterns of movement with coordination and control	

TERM 4	GRADE 6
<p>3 hours</p> <p>Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities Safety measures relating to sequenced movement activities.</p>	<p>Recommended resources</p> <p>Textbook Resources for sequenced movement activities Resources for swimming activities Resources for safety</p>
<p>2 hours</p>	<p>Examples of possible activities</p> <ul style="list-style-type: none"> • Gymnastics sequences which combine two or more of the following movements: running, walking, jumping, hopping, skipping, rolling, rotation, balance, locomotion, etc. • Swimming: confidence exercise, breathing, kicking, gliding, arm and leg actions with various swimming styles, swimming races, etc.
<p>Movement performance in refined sequences emphasising changes of shape, speed and direction or swimming activities</p>	
<p>3 hours</p> <p>Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities</p>	
<p>2 hours</p> <p>Movement performance in refined sequences emphasising changes of shape, speed and direction or swimming activities</p>	<p>Safety measures</p> <p>Surface of the play area , use and condition of apparatus, warm up and cool down, basic first aid, water safety, spacing of learners during activities, following instructions</p>

