

2021 ANNUAL TEACHING PLAN – TERM 1: PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION

Term 1 45 days	Week 1 (3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topic	Development of the self	Development of the self	Development of the self	Development of the self	Development of the self	Development of the self	Development of the self	Development of the self	Development of the self	FORMAL ASSESSMENT
Core Concepts, Skills and Values	<p>Basic hygiene principles (issues of COVID-19)</p> <p>What is COVID 19</p> <ul style="list-style-type: none"> - Social/ Physical distancing - Sanitizing and hand washing <p>Using face mask</p> <p>15 min</p> <p>Positive self-esteem: body image</p> <ul style="list-style-type: none"> - Understanding and respecting body changes <p>1 hr 15 min</p> <p>Reading skills: reading with understanding and fluency</p> <ul style="list-style-type: none"> • Reading about positive influences on body image: interpret/explain and relate what has been studied 	<p>Basic hygiene principles (issues of COVID-19)</p> <p>Positive self-esteem: body image</p> <ul style="list-style-type: none"> - Other influences on body image: media and society - Acceptance of the self <p>Reading skills: reading with understanding and fluency</p> <ul style="list-style-type: none"> • Reading about positive influences on body image: interpret/explain and relate what has been studied 	<p>Basic hygiene principles (issues of COVID-19)</p> <p>Abilities, interests and potential:</p> <ul style="list-style-type: none"> - Identify own abilities, interests and potential - Relationship between abilities, interests and potential <p>Reading skills: reading with understanding and fluency</p> <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 	<p>Basic hygiene principles (issues of COVID-19)</p> <p>Abilities, interests and potential:</p> <ul style="list-style-type: none"> - Create opportunities for making the most of own abilities, interests and potential: explore a variety of sources <p>Reading skills: reading with understanding and fluency</p> <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 	<p>Basic hygiene principles (issues of COVID-19)</p> <p>Abilities, interests and potential:</p> <ul style="list-style-type: none"> - Action plan to improve own abilities, pursue own interests and develop own potential <p>Reading skills: reading with understanding and fluency</p> <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 	<p>Basic hygiene principles (issues of COVID-19)</p> <p>Peer pressure:</p> <ul style="list-style-type: none"> - Examples of peer pressure in different situations: school and community. <p>Reading skills: reading with understanding and fluency</p> <ul style="list-style-type: none"> - Reading about ways to resist peer pressure: interpret/explain and relate what has been studied 	<p>Basic hygiene principles (issues of COVID-19)</p> <p>Peer pressure:</p> <ul style="list-style-type: none"> - Appropriate responses to peer pressure in different situations. <p>Reading skills: reading with understanding and fluency</p> <ul style="list-style-type: none"> - Reading about ways to resist peer pressure: interpret/explain and relate what has been studied 	<p>Basic hygiene principles (issues of COVID-19)</p> <p>Problem solving skills in conflict situations: keeping safe and how to protect self and others</p> <ul style="list-style-type: none"> - Mediation skills <p>Reading skills: reading with understanding and fluency</p> <ul style="list-style-type: none"> - Reading about peacekeeping and mediation skills: interpret/explain and relate what has been studied 	<p>Basic hygiene principles (issues of COVID-19)</p> <p>Problem solving skills in conflict situations: keeping safe and how to protect self and others</p> <ul style="list-style-type: none"> - Peacekeeping skills: acceptance of self and others, demonstration of respect for others, co-operation, personal responsibility for one's actions, listening <p>Reading skills: reading with understanding and fluency</p> <ul style="list-style-type: none"> - Reading about peacekeeping and mediation skills: interpret/explain and relate what has been studied 	<p>Consolidation of work done during the term</p> <ul style="list-style-type: none"> • Assignment/case study
	Physical Education	<p>Participation in a variety of striking and fielding games.</p> <p>Safety measures during striking and fielding games</p>	<p>Participation in a variety of striking and fielding games.</p> <p>Safety measures during striking and fielding games</p>	<p>Participation in a variety of striking and fielding games.</p> <p>Safety measures during striking and fielding games</p>	<p>Movement performances in a variety of striking and fielding games</p>	<p>Movement performances in a variety of striking and fielding games</p>	<p>Participation in a variety of striking and fielding games.</p>	<p>Participation in a variety of striking and fielding games.</p>	<p>Participation in a variety of striking and fielding games.</p>	<p>Movement performances in a variety of striking and fielding games</p>
Requisite Pre-Knowledge	Development of the self	Development of the self	Development of the self	Development of the self	Development of the self	Development of the self	Development of the self	Development of the self	Development of the self	
Resources (other than textbook) to enhance learning	<ul style="list-style-type: none"> • Textbook, books on care and respect for body and conflict situations • Newspaper articles and posters on COVID-19, • DBE and Department of Health support material and posters on COVID-19, • Textbooks and resources games and sport and resources for safety. 									
Informal Assessment	Homework/ worksheets/Classwork									
SBA (Formal Assessment)	WRITTEN TASK=30 Physical Education=30									

2021 ANNUAL TEACHING PLAN – TERM 2: PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11			
CAPS Topic	Development of the self	Development of the self	Development of the self	Development of the self	Social responsibility	Social responsibility	Social responsibility	Social responsibility	Social responsibility	Social responsibility	FORMAL ASSESSMENT			
Core Concepts, Skills and Values	<p>Basic hygiene principles (issues of COVID-19) Self-management skills:</p> <ul style="list-style-type: none"> - Responsibilities at school and home - Prioritising responsibilities - <p>Reading skills: reading with understanding and fluency</p> <p>Reading about self-management skills: interpret/explain and relate what has been studied</p>	<p>Basic hygiene principles (issues of COVID-19) Self-management skills:</p> <ul style="list-style-type: none"> - Developing an activity plan: homework, house chores and playing time <p>Reading skills: reading with understanding and fluency</p> <p>Reading about self-management skills: interpret/explain and relate what has been studied</p>	<p>Basic hygiene principles (issues of COVID-19) Bullying: reasons for bullying</p> <p>Reading skills: reading with understanding and fluency</p> <p>Reading about how to get out of the habit of bullying: interpret/explain and relate what has been studied</p>	<p>Basic hygiene principles (issues of COVID-19) Bullying: Getting out of the bullying habit: where to find help</p> <p>Reading skills: reading with understanding and fluency</p> <p>Reading about how to get out of the habit of bullying: interpret/explain and relate what has been studied</p>	<p>Basic hygiene principles (issues of COVID-19) Cultural rites of passage:</p> <ul style="list-style-type: none"> - Important stages in the individual's life in South African cultures: birth, baptism, wedding and death <p>Reading skills: reading with understanding and fluency</p> <p>Reading about important life stages in different cultures: interpret/explain and relate what has been studied</p>	<p>Basic hygiene principles (issues of COVID-19) Cultural rites of passage:</p> <ul style="list-style-type: none"> - Meaning of each stage <p>Reading skills: reading with understanding and fluency</p> <p>Reading about important life stages in different cultures: interpret/explain and relate what has been studied</p>	<p>Basic hygiene principles (issues of COVID-19) Cultural rites of passage:</p> <ul style="list-style-type: none"> - Personal and social significance of each stage <p>Reading skills: reading with understanding and fluency</p> <p>Reading about important life stages in different cultures: interpret/explain and relate what has been studied</p>	<p>Prior knowledge: Grade 5 Content</p> <p>Festivals and customs from a variety of religions in South Africa</p> <p>Reading skills: reading with understanding and using a dictionary -</p> <p>Reading about festivals and customs of different religions in South Africa: recall and relate</p>	<p>Basic hygiene principles (issues of COVID-19)</p> <p>The dignity of the person in a variety of religions in South Africa</p> <p>Reading skills: reading with understanding and fluency</p> <p>Reading about the dignity of a person in different religions: interpret/explain and relate what has been studied</p>	<p>Learners will be assessed on Term 1 and 2's work</p> <ul style="list-style-type: none"> • A controlled School Based Test <p>Outline for test</p> <table border="1"> <thead> <tr> <th>Section A: 15 marks</th> <th>Section B: 15 marks</th> </tr> </thead> <tbody> <tr> <td> <p>All questions are compulsory.</p> <ul style="list-style-type: none"> • The questions will be matching columns and/or fill in/ complete sentences and/or lists. • Questions will test understanding and factual knowledge. </td> <td> <p>All questions are compulsory.</p> <ul style="list-style-type: none"> • Case study may be used. • The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe. • Questions will be short open-ended and knowledge-based questions that include information that learners have acquired from the Personal and Social Wellbeing class. • Learners will provide direct responses and full sentence in point form. • One question will focus on the application of knowledge and skills and responses will either be full sentences in point form or a short paragraph. • Learners will solve problems, make decisions and give advice. 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Physical Education	<p>Participation in a physical fitness programme to develop particular aspects of fitness.</p> <p>Safety measures relating to physical fitness activities</p>	<p>Participation in a physical fitness programme to develop particular aspects of fitness.</p> <p>Safety measures relating to physical fitness activities</p>	<p>Participation in a physical fitness programme to develop particular aspects of fitness.</p> <p>Safety measures relating to physical fitness activities</p>	<p>Movement performance in a physical fitness programme to develop particular aspects of fitness.</p>	<p>Movement performance in a physical fitness programme to develop particular aspects of fitness.</p>	<p>Participation in a physical fitness programme to develop particular aspects of fitness.</p>	<p>Participation in a physical fitness programme to develop particular aspects of fitness.</p>	<p>Participation in a physical fitness programme to develop particular aspects of fitness.</p>	<p>Movement performance in a physical fitness programme to develop particular aspects of fitness.</p>					
Requisite Pre-Knowledge	Development of the self	Development of the self	Development of the self	Development of the self	Development of the self	Development of the self	Development of the self	Social responsibility	Social responsibility					

Note. Information provided in the case studies should be current, up-to-date, age-appropriate and learner-friendly.

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Resources (other than textbook) to enhance learning	<ul style="list-style-type: none"> Textbook, newspaper articles, posters News articles and Posters on COVID-19, DBE and Department of Health support material and posters on COVID-19, Resources for sequence movement activities Resources for safety 										
Informal Assessment	Homework/ worksheets/Classwork										
SBA (Formal Assessment)	Control TEST= 30 Physical Education =30										

2021 ANNUAL TEACHING PLAN – TERM 3: PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
CAPS Topic	Social responsibility	Social responsibility	Social responsibility	Social responsibility	Social responsibility	Social responsibility	Social responsibility	Social responsibility	Social responsibility	Social responsibility	FOMAL ASSESSMENT
Core Concepts, Skills and Values	<p>Basic hygiene principles (issues of COVID-19)</p> <p>Caring for animals: - Acts of cruelty to animals - Taking care of and protecting animals</p> <p>Reading skills: reading with understanding and fluency</p> <p>Reading about ways of taking care of animals and places of safety for animals: interpret/explain and relate what has been studied</p>	<p>Basic hygiene principles (issues of COVID-19)</p> <p>Caring for animals: - Taking care of and protecting animals - Places of safety for animals</p> <p>Reading skills: reading with understanding and fluency</p> <p>Reading about ways of taking care of animals and places of safety for animals: interpret/explain and relate what has been studied</p>	<p>Basic hygiene principles (issues of COVID-19)</p> <p>Caring for people: - Considering others' needs and views - Communicating own views and needs without hurting others</p> <p>Reading skills: reading with understanding and fluency</p> <p>Reading about different people's acts of kindness towards others: interpret/explain and relate what has been studied</p>	<p>Basic hygiene principles (issues of COVID-19)</p> <p>Caring for people: - Communicating own views and needs without hurting others - Acts of kindness towards other people</p> <p>Reading skills: reading with understanding and fluency Reading about different people's acts of kindness towards others: interpret/explain and relate what has been studied</p>	<p>Basic hygiene principles (issues of COVID-19)</p> <p>Nation-building and cultural heritage : definition of concepts -How cultural heritage unifies the nation: national symbols, national days</p> <p>Reading skills: reading with understanding and fluency Reading about nation-building and cultural heritage: interpret/explain and relate what has been studied</p>	<p>Basic hygiene principles (issues of COVID-19)</p> <p>Nation-building and cultural heritage : definition of concepts - National symbols such as flag, anthem, code of arms, etc.</p> <p>Reading skills: reading with understanding and fluency - Reading about nation-building and cultural heritage: interpret/explain and relate what has been studied</p>	<p>Basic hygiene principles (issues of COVID-19)</p> <p>Nation-building and cultural heritage : definition of concepts - Celebrating national days: Human Rights Day, Freedom Day, Heritage Day, Reconciliation Day, Children's Day, Women's Day, Africa Day, Mandela Day</p> <p>Reading skills: reading with understanding and fluency - Reading about nation-building and cultural heritage: interpret/explain and relate what has been studied</p>	<p>Basic hygiene principles (issues of COVID-19) (Grade 5 content Prior knowledge) Concepts: 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. Reading about individuals who have taken action against violations of children's rights: recall and relate</p>	<p>Basic hygiene principles (issues of COVID-19)</p> <p>Gender stereotyping, sexism and abuse: definition of concepts</p> <p>-Effects of gender-stereotyping and sexism on personal and social relationships.</p> <p>Reading skills: reading with understanding and fluency Reading about ways to deal with stereotyping, sexism and abuse: interpret/explain and relate what has been studied</p>	<p>Basic hygiene principles (issues of COVID-19)</p> <p>Gender stereotyping, sexism and abuse: definition of concepts</p> <p>- Effects of gender-based abuse on personal and social relationships</p> <p>- Dealing with stereotyping, sexism and abuse</p> <p>Reading skills: reading with understanding and fluency Reading about ways to deal with stereotyping, sexism and abuse: interpret/explain and relate what has been studied</p>	<p>Consolidation of work done during the term</p> <p>• Assessment: Project</p>

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Physical Education	Participation in rhythmic patterns of movement with coordination and control Safety measures relating to rhythmic patterns of movement	Participation in rhythmic patterns of movement with coordination and control Safety measures relating to rhythmic patterns of movement	Participation in rhythmic patterns of movement with coordination and control Safety measures relating to rhythmic patterns of movement	Movement performance in rhythmic patterns of movement with coordination and control	Movement performance in rhythmic patterns of movement with coordination and control	Participation in rhythmic patterns of movement with coordination and control Safety measures relating to rhythmic patterns of movement	Participation in rhythmic patterns of movement with coordination and control Safety measures relating to rhythmic patterns of movement	Participation in rhythmic patterns of movement with coordination and control Safety measures relating to rhythmic patterns of movement	Movement performance in rhythmic patterns of movement with coordination and control	Movement performance in rhythmic patterns of movement with coordination and control	
Requisite Pre-Knowledge	Development of self	Development of self	Development of self	Social responsibility	Social responsibility	Social responsibility	Social responsibility	Social responsibility	Social responsibility	Health and environmental responsibility	
Resources (other than textbook) to enhance learning	<ul style="list-style-type: none"> Textbook, magazines, posters Posters on COVID-19, DBE and Department of Health support material and posters on COVID-19 Resources for sequenced movement activities Resources for swimming activities Resources for safety										
Informal Assessment	Homework/ worksheets/Classwork										
SBA (Formal Assessment)	Project = 30 Physical Education =30										

2021 ANNUAL TEACHING PLAN – TERM 4: PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
CAPS Topic	Health and environmental responsibility	Health and environmental responsibility	Health and environmental responsibility	Health and environmental responsibility	Health and environmental responsibility	Health and environmental responsibility	Health and environmental responsibility	Health and environmental responsibility		FORMAL ASSESSMENT	
Core Concepts, Skills and Values	Basic hygiene principles (issues of COVID-19) Basic first aid in different situations: cuts and gashes, 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	Basic hygiene principles (issues of COVID-19) Food hygiene -Safe and harmful ingredients Reading skills: reading with understanding and fluency Reading about food hygiene: interpret/explain	Basic hygiene principles (issues of COVID-19) Food hygiene -Food preparation Reading skills: reading with understanding and fluency Reading about food hygiene: interpret/explain	Basic hygiene principles (issues of COVID-19) Food hygiene -Food storage -Food-borne diseases Reading skills: reading with understanding and fluency Reading about food hygiene: interpret/explain	Basic hygiene principles (issues of COVID-19) (Grade 5 content Prior knowledge) Local environmental health problems - Local occurring health problems such as tuberculosis, diarrhea, malaria, measles, etc - Causes of health problems Reading skills: reading with understanding and using a dictionary	Basic hygiene principles (issues of COVID-19) Communicable diseases such as mumps, tuberculosis, common colds, chickenpox, athletes' foot, etc. - Causes of communicable diseases - Signs and symptoms of communicable diseases Where to find information: - Prevention strategies - Available treatment Reading skills: reading with understanding and fluency	Basic hygiene principles (issues of COVID-19) HIV and AIDS education: myths and realities about HIV and Aids including risks and perceptions about HIV and AIDS. - Caring for people with AIDS Reading skills: reading with understanding and fluency Reading about caring for people with AIDS:	Consolidation of work done during the term	Learners will be assessed on Term 3 and 4's work. <input type="checkbox"/> A controlled School Based Test <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> Section A: 15 marks All questions are compulsory. • The questions will be matching columns and/or fill in/ complete sentences and/or lists. • Questions will test understanding and factual knowledge. </td> <td style="width: 50%;"> Section A: 15 marks All questions are compulsory. • Case study may be used. • The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe. • Questions will be short open-ended and knowledge-based questions that include information that learners have acquired from the Personal and Social Well-being class. • Learners will provide direct responses and full sentence in point form. • One question will focus on the application of knowledge and skills and responses will either be full sentences in </td> </tr> </table>	Section A: 15 marks All questions are compulsory. • The questions will be matching columns and/or fill in/ complete sentences and/or lists. • Questions will test understanding and factual knowledge.	Section A: 15 marks All questions are compulsory. • Case study may be used. • The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe. • Questions will be short open-ended and knowledge-based questions that include information that learners have acquired from the Personal and Social Well-being class. • Learners will provide direct responses and full sentence in point form. • One question will focus on the application of knowledge and skills and responses will either be full sentences in
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Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
								Interpret/explain and relate what has been studied		point form or a short paragraph. • Learners will solve problems, make decisions and give advice. They will provide a few direct responses. Note. Information provided in the case studies should be current, up-to-date, age-appropriate and learner-friendly.
Physical Education	Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities Safety measures relating to sequenced movement activities.	Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities Safety measures relating to sequenced movement activities.	Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities. Safety measures relating to sequenced movement activities.	Movement performance in refined sequence emphasising changes of shape, speed and direction or swimming activities	Movement performance in refined sequence emphasising changes of shape, speed and direction or swimming activities	Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities	Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities	Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities	Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities	Movement performance in refined sequence emphasising changes of shape, speed and direction or swimming activities
Requisite Pre-Knowledge	Health and environmental responsibility	Health and environmental responsibility	Health and environmental responsibility	Social responsibility	Social responsibility	Social responsibility	Social responsibility	Social responsibility	Health and environmental responsibility	
Resources (other than textbook) to enhance learning	<ul style="list-style-type: none"> Textbook, magazines, posters Posters on COVID-19, DBE and Department of Health support material and posters on COVID-19 Resources for sequenced movement activities Resources for swimming activities Resources for safety 									
Informal Assessment	Homework/ worksheets/Classwork									
SBA (Formal Assessment)	End of Year :A controlled School Based Test									