



MULTI-GRADE TEACHING ANNUAL TEACHING PLAN

SUBJECT: Life Skills

| TERM 1 | | | |
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| TOPICS AND CONTENT | | | |
| WEEKS | GRADE 4: | GRADE 5 | GRADE 6 |
| 1 | <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • What is COVID -19? • How it is transmitted? • How to control the transmission of the virus-behaviour change: <ul style="list-style-type: none"> • Social/ Physical distance • Correct hand washing method. • Sanitising. • Correct use of mask. • Cough etiquette • Self-management Skills: <ul style="list-style-type: none"> - How to live a positive life and manage your daily activities during COVID -19/ new normal. | <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • What is COVID -19? • How it is transmitted? • How to control the transmission of the virus- behaviour change: <ul style="list-style-type: none"> • Social/ Physical distance • Correct hand washing method. • Sanitising. • Correct use of mask. • Cough etiquette, • Self-management Skills: <ul style="list-style-type: none"> - How to live a positive life and manage your daily activities during COVID -19/ new normal. | <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> - What is COVID -19? - How it is transmitted? - How to control the transmission of the virus-behaviour change: <ul style="list-style-type: none"> - Social/ Physical distance - Correct hand washing method. - Sanitising. - Correct use of mask. - Cough etiquette, • Self -management skills: <ul style="list-style-type: none"> - Responsibilities at school and home - Prioritising responsibilities |
| 2 | <p>Development of the self</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Personal strengths: identify, explore and appreciate own strengths and strengths of others <ul style="list-style-type: none"> - Successful experiences as a result of own strengths: achievements and exciting experiences at school and home. - Weekly reading by learners: reading for enjoyment; reading about role models or successful people or confident people. | <p>Development of the self</p> <p>Basic hygiene principles and COVID-19 protocol</p> <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 - Reading skills: reading with understanding and using a dictionary. - Reading about activities and/ or actions that build positive self-concept: recall and relate | <p>Development of the self</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Self -management skills: <ul style="list-style-type: none"> - Developing an activity plan: homework, house chores and playing time • Positive self-esteem: body image <ul style="list-style-type: none"> - Understanding and respecting body changes. - Reading skills: reading with understanding and fluency - Reading about self-management skills: interpret/explain and relate what has been studied. |



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| <p>3</p> | <p>Development of the self</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> - 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; reading about role models or successful people or confident people. | <p>Development of the self</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> - Personal successes as contributing factors to positive self-concept - Reading skills: reading with understanding and using a dictionary - Reading about activities and/ or actions that build positive self-concept: recall and relate | <p>Development of the self</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • 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 |
| <p>4</p> | <p>Development of the self</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> - Ways to convert less successful experiences into positive learning experiences: use strengths to improve weaknesses - Weekly reading by learners: reading for enjoyment. - Reading about role models or successful people or confident people | <p>Development of the self</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> - Action plan for continued positive self-concept formation. - Reading skills: reading with understanding and using a dictionary - Reading about activities and/ or actions that build positive self-concept: recall and relate | <p>Development of the self</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> - Acceptance of the self • Abilities, interests and potential - Identify own abilities, interests and potential - Relationship between abilities, interests and potential - Reading skills: reading with understanding and fluency - Reading about positive influences on body image: interpret/explain and relate what has been studied |
| <p>5</p> | <p>Development of the self</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Respect for own and others' bodies: privacy, bodily integrity and not subjecting one's body to substance abuse - How to respect and care for own body - Weekly reading by learners: reading for enjoyment | <p>Development of the self</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Giving and receiving feedback: giving feedback to peers and receiving feedback from peers and adults - Reading skills: reading with understanding and using a dictionary - Reading about appropriate ways of giving and | <p>Development of the self</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> - Create opportunities for making the most of own abilities, interests and potential: explore a variety of sources - Reading skills: reading with understanding and fluency - Reading texts on how to identify and develop. |



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| | - Reading about care and respect for body | receiving feedback: recall and relate | |
| 6 | <ul style="list-style-type: none"> - How to respect others' bodies - Reasons for respecting own and others' bodies - Weekly reading by learners: reading for enjoyment - Reading about care and respect for body | <ul style="list-style-type: none"> - Appropriate ways of receiving negative and positive feedback - Reading skills: reading with understanding and using a dictionary - Reading about appropriate ways of giving and receiving feedback: recall and relate | <ul style="list-style-type: none"> - Action plan to improve own abilities, pursue own interests and develop own potential - Reading skills: reading with understanding and fluency - Reading texts on how to identify and develop own abilities, interests and potential: interpret/explain and relate what has been studied. |
| 7 | <p>Development of the self</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Emotions: - Understanding a range of emotions: love, happiness, grief, fear and jealousy - Weekly reading by learners: reading for enjoyment. - Reading about how people express different emotions | <p>Development of the self</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Coping with emotions: compassion, anger, disappointment and sadness. - Skills to manage emotions in a positive ways. - Reading skills: reading with understanding and using dictionary - Reading about friendship that are caring and supportive: recall and relate | <p>Development of the self</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Peer pressure: - Examples of peer pressure in different situations: school and community - Reading skills: reading with understanding and fluency. - Reading about ways to resist peer pressure: interpret/explain and relate what has been studied. |
| 8-9 | <p>Development of the self</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> - Understanding own emotions: appropriate ways to express own emotions. - How to understand and consider others emotions. • Weekly reading by learners: reading for enjoyment - Reading about how people express different emotions • Consolidation of work done during the Term | <p>Development of the self</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> - Significant of friends in times of sadness, tragedy and change - Reading skills: reading with understanding and using dictionary - Reading about friendship that are caring and supportive: recall and relate - Reading about friendship that are caring and supportive: recall and relate. • Consolidation of work done during the Term | <p>Development of the self</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> - Appropriate responses to peer pressure and different situations - Reading skills: reading with understanding and fluency. - Reading about ways to resist peer pressure: interpret/explain and relate what has been studied. • Consolidation of work done during the Term |
| Physical Education | <ul style="list-style-type: none"> • Participation in activities that promote different ways of locomotion, rotation, | <ul style="list-style-type: none"> • Participation in movement sequences that require consistency and control in | <ul style="list-style-type: none"> • Participation in a physical fitness programme to develop particular aspects of fitness. |



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| | <p>elevation and balancing using various parts of the body in a controlled fashion.</p> <ul style="list-style-type: none"> • Safety measures: relating to locomotion, rotation, elevation and balancing activities. Suitability of the surface of the play area, warm up and cool down, basic First Aid, spacing of learners during activities, following instructions and observe covid-19 protocols | <p>smooth and continuous combinations, rotation, balance, locomotion and elevation.</p> <ul style="list-style-type: none"> • Safety measures: relating to locomotion, rotation, elevation and balancing activities. Suitability of the surface of the play area, warm up and cool down, basic First Aid, spacing of learners during activities, following instructions and observe covid-19 protocols | <ul style="list-style-type: none"> • Safety measures for physical fitness activities and observe covid-19 protocols |
| | Movement performance in activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body with control | Movement performance in movement sequences that require consistency and control in smooth and continuous combinations: rotation, balance, locomotion, elevation | Movement performance in a physical fitness programme to develop particular aspects of fitness |
| Week 10 | | | |
| Week 10 | Homework/ worksheets/Classwork | Homework/ worksheets/Classwork | Homework/ worksheets/Classwork |
| Informal assessment; remediation | | | |
| SBA (Formal Assessment) | Written Task 30 Marks Physical Education 30 Marks | | |

| TERM 2 | | | |
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| TOPICS AND CONTENT | | | |
| WEEKS | GRADE 4: | GRADE 5 | GRADE 6 |
| 1 | <p>Development of the self</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Dealing with conflict: examples of conflict situations at home and school. - Strategies to avoid conflicts. | <p>Social responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Dealing with violent situations: - Identify potential violent situations at home, school and community - Responding | <p>Development of the self</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Problem solving skills in conflict situations: keeping safe and how to |



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| | <ul style="list-style-type: none"> - Weekly reading by learners: reading for enjoyment - Reading about care and respect for body | <p>effectively to violent situations</p> <ul style="list-style-type: none"> - Reading skills: reading with understanding and using a dictionary. - Reading about protection agencies and places of safety for children: recall and relate | <p>protect self and others</p> <ul style="list-style-type: none"> - Mediation skill - Reading skills: reading with understanding and fluency . - Reading about peacekeeping and mediation skills: interpret/explain and relate what has been studied |
| 2 | <p>Development of the self</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Dealing with conflict: examples of conflict situations at home and school. - Useful responses to conflict situations - Weekly reading by learners: reading for enjoyment - Reading about safe environments and how to avoid conflict situations | <p>Social responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Dealing with 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. - Reading about protection agencies and places of safety for children: recall and relate | <p>Development of the self</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Problem solving skills in conflict situations: keeping safe and how to protect self and others - 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 - Reading about peacekeeping and mediation skills: interpret/explain and relate what has been studied |
| 3 | <p>Development of the self</p> <p>Basic hygiene principles and COVID-19 protocol.</p> <ul style="list-style-type: none"> • Bullying: how to protect self from acts of bullying - Examples of acts of bullying. - Weekly reading by learners: reading for enjoyment. - Reading about appropriate responses to bullying. | <p>Social responsibility</p> <p>Basic hygiene principles and COVID-19 protocol.</p> <p>Prior knowledge: Grade 3 Term 1 “Keeping my body safe”</p> <ul style="list-style-type: none"> - We are not safe with everyone - Rules to keep my body safe - Trusting ‘Yes’ and ‘No’ feelings - How to say ‘No’ to any form of abuse - how to report abuse <ul style="list-style-type: none"> • Child abuse: - Different forms of child abuse: physical and emotional | <p>Development of the self</p> <p>Basic hygien principles and Covid-19 Protocol.</p> <ul style="list-style-type: none"> • Bullying: reasons for bullying - Reading skills: reading with understanding and fluency - Reading about how to get out of the habit of bullying: interpret/explain and relate what has been studied |
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| 5 | <p>Development of the self</p> | <p>Social responsibility</p> | <p>Development of the self</p> |



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| | <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Bullying: how to protect self from acts of bullying - Appropriate responses to bullying: where to find help. - Weekly reading by learners: reading for enjoyment - Reading about appropriate responses to bullying | <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Child abuse - 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 - Reading about ways to protect self and others from abuse: recall and relate | <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Bullying: Getting out of the bullying habit: where to find help - Reading skills: reading with understanding and fluency. - Reading about how to get out of the habit of bullying: interpret/explain and relate what has been studied |
| 6 | <p>Development of the self</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Personal experience of working in a group: at school and home. - School: as member of a class, in a school or class or small group project or activity. - Weekly reading by learners: reading for enjoyment. - Reading about ways to succeed in working in a group. | <p>Social responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Issues of age and gender in different cultural contexts in South Africa: - - Relationship between elders and children in different cultural contexts – - Responsibilities of boys and girls in different cultural contexts | <p>Social responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Cultural rites of passage: - Important stages in the individual's life in South African cultures: birth, baptism, wedding and death - Reading skills: reading with understanding and fluency. - Reading about important life stages in different cultures: interpret/explain and relate what has been studied |
| 7 | <p>Development of the self</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Personal experience of working in a group: at school and home. - Home: as member of a family, working and getting along with siblings. - Weekly reading by learners: reading for enjoyment. - Reading about ways to succeed in working in a group | <p>Social responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Issues of age and gender in different cultural contexts in South Africa: - Contributions of women and men in different cultural contexts . - Reading skills: reading with understanding and using a dictionary - Reading about issues of age and gender in different cultural contexts: recall and relate | <p>Social responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Cultural rites of passage - Meaning of each stage - Personal and social significance of each stage - Reading skills: reading with understanding and fluency - Reading about important life stages in different cultures: interpret/explain and relate what has been studied |



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| <p>8</p> | <p>Social responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Children’s rights and responsibilities: name, health, safety, education, shelter, food and environment - Weekly reading by learners: reading for enjoyment. - - Reading about children’s rights and responsibilities | <p>Social responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Concepts: discrimination, stereotype and bias - 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. - Reading about individuals who have taken action against violations of children’s rights: recall and relate. | <p>Social responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <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 - Reading about the dignity of a person in different religions: interpret/explain and relate what has been studied. |
| <p>9-10</p> | <p>Social responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Children’s rights and responsibilities: name, health, safety, education, shelter, food and environment - 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 - Reading about children’s rights and responsibilities. • Consolidation of work done during the Term | <p>Social responsibility</p> <p>Basic hygiene principles and COVID-19 protocol.</p> <ul style="list-style-type: none"> • Concepts: discrimination, stereotype and bias - Violation of children’s rights: - 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. • Consolidation of work done during the Term | <p>Social responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <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 - Reading about the dignity of a person in different religions: interpret/explain and relate what has been studied. • Consolidation of work done during the Term |
| <p>Physical Education</p> | <ul style="list-style-type: none"> • Participation in rhythmic movements with focus on posture. • Safety measures during rhythmic movements | <p>Participation in rhythmic movements with focus on posture and style Safety measures relating to rhythmic movements</p> <p>Examples of possible activities Aerobics, galloping, marching, hopping, skipping, steps, sliding, leaping,</p> | <p>Participation in a physical fitness programme to develop particular aspects of fitness.</p> <p>Safety measures relating to physical fitness activities</p> |



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| Informal assessment; remediation | Homework/ worksheets/Classwork | Homework/ worksheets/Classwork | Homework/ worksheets/Classwork |
| Week 11 | Test 30 Marks. Term 2 Controlled test will include term 1 and 2 content. | | |
| SBA (Formal Assessment) | Physical Education 30 Marks | | |

| TERM 3 | | | |
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| TOPICS AND CONTENT | | | |
| WEEKS | GRADE 4: | GRADE 5 | GRADE 6 |
| 1 | <p>Basic hygiene principles and COVID-19 protocol</p> <p>PRIOR KNOWLEDGE: GRADE 3 :TERM 2</p> <p>Healthy eating</p> <ul style="list-style-type: none"> - Food groups - Vitamins, Fruits and vegetable - Carbohydrates ;bread, maize, mealie meal - Protein; eggs, beans, Meat, nuts - Dairy: ;milk ,cheese, yoghurt - A balanced diet - Weekly reading: reading for enjoyment <p>Reading about food groups.</p> | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Healthy eating for children: <ul style="list-style-type: none"> - South African Food-Based Dietary Guidelines. - Reading skills: reading with understanding and using a dictionary – - Reading about healthy eating for children: recall and relate | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Food hygiene: <ul style="list-style-type: none"> - safe and harmful ingredients - Food preparation - Reading skills: reading with understanding and fluency; - reading about food hygiene; interpret/explain and relate what has been studied <p>MOVED FROM TERM 4</p> |
| 2 | <p>Social responsibility</p> <p>Basic hygiene principles and COVID-19 issues</p> <ul style="list-style-type: none"> • Cultures and moral lessons: <ul style="list-style-type: none"> - Cultural groups in South Africa.(<i>cultural food with nutritional value and boost immune system</i>) - Weekly reading by learners: reading for enjoyment. - Reading about moral lessons found in | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Healthy eating for children: <ul style="list-style-type: none"> - Dietary needs of children - Factors influencing food intake of children - Reading skills: reading with understanding and using a dictionary – - Reading about healthy eating for children: recall and relate | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Food hygiene: <ul style="list-style-type: none"> - Food storage - Food-borne diseases. - Reading skills: reading with understanding and fluency; - reading about food hygiene; |



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| | narratives of different cultures. | | interpret/explain and relate what has been studied MOVED FROM TERM 4 |
| 3 | <p>Social responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Cultures and moral lessons <ul style="list-style-type: none"> - Menus from different cultures in South Africa. - Weekly reading by learners: reading for enjoyment. - Reading about moral lessons found in narratives of different cultures | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Healthy eating for children: <ul style="list-style-type: none"> - Factors influencing food intake of children - Reading skills: reading with understanding and using a dictionary – - Reading about healthy eating for children: recall and relate | <p>Social responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <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 - Reading skills: reading with understanding and fluency; reading about nation-building and cultural heritage; interpret/explain and relate what has been studied. |
| 4 | <p>Social responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Cultures and moral lessons <ul style="list-style-type: none"> - Moral lessons selected from the narratives of cultural groups in South Africa. - Weekly reading by learners: reading for enjoyment - Reading about moral lessons found in narratives of different cultures. | <p>Social responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <p>PRIOR KNOWLEDGE GRADE 4 WEEK 4</p> <ul style="list-style-type: none"> • Knowledge of major religions in South Africa: Judaism, Christianity, Islam • Festivals and customs from a variety of religions in South Africa <ul style="list-style-type: none"> - Reading skills: reading with understanding and using a dictionary - Reading about festivals and customs of different religions in South Africa: recall and relate | <p>Social responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Nation-building and cultural heritage : definition of concepts <ul style="list-style-type: none"> - National symbols such as flag, anthem, code of arms, etc. - Reading skills: reading with understanding and fluency; reading about nation-building and cultural heritage; interpret/explain and relate what has been studied. |
| 5 | Social responsibility | Social responsibility | Social responsibility |



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| | <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Knowledge of major religions in South Africa: Judaism, Christianity, Islam - Significant places, buildings and worship symbols of different religions. (<i>new norms and change of behavior during covid-19</i>) - Weekly reading by learners: reading for enjoyment - Reading about religions in South Africa | <p>Basic hygiene principles and COVID-19 protocol</p> <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 | <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Nation-building and cultural heritage : definition of concepts <ul style="list-style-type: none"> • 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; reading about nation-building and cultural heritage; interpret/explain and relate what has been studied. |
| 6 | <p>Social responsibility</p> <p>Basic hygiene principles and COVID-19 issues</p> <ul style="list-style-type: none"> • Knowledge of major religions in South Africa: Judaism, Christianity, Islam - Hinduism, Buddhism, Baha'i - Significant places, buildings and worship symbols of different religions - Weekly reading by learners: reading for enjoyment - Reading about religions in South Africa | <p>Social responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <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 | <p>Social responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <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. - 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. |
| 7 | <p>Social responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Knowledge of major religions in South Africa: Judaism, Christianity, Islam - Hinduism, Buddhism, Baha'i - Significant places, buildings and worship symbols | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Water as an important basic need: importance of water - Different ways of saving water - Reading skills: reading with understanding | <p>Social responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Caring for people: <ul style="list-style-type: none"> - Acts of kindness towards other people. - Reading skills: reading with |



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| | <p>of different religions</p> <ul style="list-style-type: none"> - Weekly reading by learners: reading for enjoyment <p>Reading about religions in South Africa</p> | <p>and using a dictionary;</p> <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 | <p>understanding and fluency; reading about different people's acts of kindness towards others; interpret/explain and relate what has been studied.</p> |
| 8 | <p>Social responsibility</p> <p>Basic hygiene principles and COVID-19 issues</p> <ul style="list-style-type: none"> • Knowledge of major religions in South Africa: Judaism, Christianity, Islam - Faith and African Religion - Significant places, buildings and worship symbols of different religions. - Weekly reading by learners: reading for enjoyment - Reading about religions in South Africa | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Water as an important basic need: <ul style="list-style-type: none"> - Different ways of protecting the quality of water - Reading skills: reading with understanding and using a dictionary Reading about the importance of water and how to save and protect the quality of water. | <p>Social responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Caring for animals: <ul style="list-style-type: none"> - Taking care of and protecting animals - Places of safety for animals. - Reading skills: reading with understanding and fluency; - reading about ways of taking care of animals and places of safety for animals; interpret/explain and relate what has been studied |
| 9 | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Dangers in and around water: at home and public swimming pools and in rivers and dams - Responsible safety measures in and around water. - Weekly reading by learners: reading for enjoyment; reading about dangers in and around water. | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Safety measures at home and in the environment: <ul style="list-style-type: none"> - Harmful household products and medication - Reading skills: reading with understanding and using a dictionary; - reading about harmful household products and medication, and fire safety; recall and relate | <p>Social responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <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 |
| 10 | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Dangers in and around water: at home | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Safety measures at home and in the | <p>Social responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> |



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| | <p>and public swimming pools and in rivers and dams</p> <ul style="list-style-type: none"> - Responsible safety measures in and around water. - Weekly reading by learners: reading for enjoyment; reading about dangers in and around water. <p>Consolidation of work done during the Term</p> | <p>environment:</p> <ul style="list-style-type: none"> - Fire safety. - Reading skills: reading with understanding and using a dictionary; reading about harmful household products and medication, and fire safety; recall and relate <p>Consolidation of work done during the Term</p> | <p>Gender stereotyping, sexism and abuse: definition of concepts</p> <ul style="list-style-type: none"> - Dealing with stereotyping, sexism and abuse. - 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>Consolidation of work done during the Term</p> |
| Physical Education | <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Participation in rhythmic movements with focus on posture. • Safety measures during rhythmic movements | <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Participation in rhythmic movements with focus on posture and style Safety measures relating to rhythmic movements • Examples of possible activities Aerobics, galloping, marching, hopping, skipping, steps, sliding, leaping, etc | <p>Basic hygiene principles and COVID-19 protocol</p> <p>Participation in rhythmic patterns of movement with coordination and control Safety measures relating to rhythmic patterns of movement</p> |
| | Movement performance in rhythmic movements with focus on posture | Movement performance in rhythmic movements with focus on posture and style | Movement performance in rhythmic patterns of movement with coordination and control |
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| Week 11 | Homework/ worksheets/Classwork | Homework/ worksheets/Classwork | Homework/ worksheets/Classwork |
| Informal assessment; remediation | | | |
| SBA (Formal Assessment) | Project 30 Marks Physical Education 30 Marks | | |



| TERM 4 | | | |
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| TOPICS AND CONTENT | | | |
| WEEKS | GRADE 4: | GRADE 5 | GRADE 6 |
| 1 | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 Protocol</p> <ul style="list-style-type: none"> • HIV and AIDS education: basic facts including blood management - Basic explanation of HIV and AIDS - Transmission of HIV through blood. (Including COVID-19) - Weekly reading by learners: reading for enjoyment - Reading basic facts about HIV and AIDS | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 Protocol</p> <ul style="list-style-type: none"> - HIV and AIDS education - Dealing with stigma (<i>people infected with COVID-19</i>) - Stigma about HIV and AIDS (<i>people infected with COVID-19</i>) - Reading skills: reading with understanding and using a dictionary - Reading about changing attitudes and perceptions about HIV and AIDS: recall and relate | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 Protocol</p> <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 (include COVID-19) - Reading skills: reading with understanding and fluency; reading about caring for people with AIDS; interpret/explain and relate what has been studied |
| 2 | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 Protocol</p> <ul style="list-style-type: none"> • HIV and AIDS education: basic facts including blood management - How HIV is not transmitted - How to protect oneself against infection through blood. - Weekly reading by learners: reading for enjoyment - Reading basic facts about HIV and AIDS | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 Protocol</p> <ul style="list-style-type: none"> • HIV and AIDS education - How to change attitudes towards people infected with HIV and AIDS. (<i>people infected with COVID-19</i>) - Reading skills: reading with understanding and using a dictionary - Reading about changing attitudes and perceptions about HIV and AIDS: recall and relate | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 Protocol</p> <ul style="list-style-type: none"> • HIV and AIDS education: - Caring for people with AIDS (<i>people infected with COVID-19</i>) - Reading skills: reading with understanding and fluency; - reading about caring for people with AIDS; interpret/explain and relate what has been studied |



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| 1 | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Personal and household hygiene: personal hygiene items that cannot be shared - Germ breeding areas in the house. (<i>tables, counters, door handles desks/work station. Areas that breed germs in Public spaces</i>) - Weekly reading by learners: - reading for enjoyment; reading about personal | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Local environmental health problems: <ul style="list-style-type: none"> - Locally occurring health problems including tuberculosis, diarrhea, malaria, measles, etc. (<i>Including Covid -19</i>) - Reading skills: reading with understanding and using a dictionary; - reading about causes, symptoms and treatment of locally occurring health problems; recall and relate. | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 Protocol</p> <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 - Reading skills: reading with understanding and fluency; - reading about communicable diseases; interpret/explain and relate what has been studied. |
| 2 | <p>Basic hygiene principles and COVID-19 Protocol</p> <ul style="list-style-type: none"> • Personal and household hygiene: personal hygiene items that cannot be shared • Dietary habits of children: <ul style="list-style-type: none"> - Impact on dental and oral hygiene - Weekly reading by learners: reading for enjoyment - Reading about personal and household hygiene and dietary habits of children | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Local environmental health problems: <ul style="list-style-type: none"> - Causes of health problems - Reading skills: reading with understanding and using a dictionary; - reading about causes, symptoms and treatment of locally occurring health problems; recall and relate | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 Protocol</p> <ul style="list-style-type: none"> • Communicable diseases such as mumps, tuberculosis, common colds, chickenpox, athletes' foot, etc.: <ul style="list-style-type: none"> - Signs and symptoms of communicable diseases - Reading skills: reading with understanding and fluency; - reading about communicable diseases; interpret/explain and relate what has been studied |
| 3 | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Local environmental health | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 Protocol</p> <ul style="list-style-type: none"> • Communicable diseases |



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| | <p>PRIOR KNOWLEDGE:</p> <p>GRADE 2 :TERM 3</p> <ul style="list-style-type: none"> • Road safety - Scholar patrol - How traffic officers help us - Weekly reading by learns: reading for enjoyment. - Read about road safety | <p>problems:</p> <ul style="list-style-type: none"> - Symptoms of health problems - Reading skills: reading with understanding and using a dictionary; - reading about causes, symptoms and treatment of locally occurring health problems; recall and relate | <p>such as mumps, tuberculosis, common colds, chickenpox, athletes' foot, etc.:</p> <ul style="list-style-type: none"> - Where to find information: prevention strategies - Reading skills: reading with understanding and fluency; - reading about communicable diseases; interpret/explain and relate what has been studied |
| 4 | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <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; reading about traffic rules relevant to road users. | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Local environmental health problems <ul style="list-style-type: none"> - Available treatment for health problems. - Reading skills: reading with understanding and using a dictionary; - reading about causes, symptoms and treatment of locally occurring health problems; recall and relate | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Communicable diseases such as mumps, tuberculosis, common colds, chickenpox, athletes' foot, etc.: <ul style="list-style-type: none"> - Available treatment. - Reading skills: reading with understanding and fluency; - reading about communicable diseases; interpret/explain and relate what has been studied |
| 5 | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <p>PRIOR KNOWLEDGE: GRADE 3 :TERM 3</p> <ul style="list-style-type: none"> • What pollution is? - Different types of pollution - water, land, air, noise. | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Substance abuse: types of drugs used; legal and illegal drugs including tobacco, alcohol and over-the-counter medication | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <p>PRIOR KNOWLEDGE: GRADE 2 TEM 3</p> |



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| | <ul style="list-style-type: none"> - Effects of pollution on people. - Effects of pollution on the environment Note: - Survey and clean an area - this will serve as an introduction to field work • Weekly reading by learners: reading for enjoyment - Reading about pollution. | <ul style="list-style-type: none"> - Reading skills: reading with understanding and using a dictionary - reading about dangers of substance abuse; recall and relate. | <ul style="list-style-type: none"> • How I ask for help in an emergency – - Who to contact - What information to give |
| 7 | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 issues</p> <ul style="list-style-type: none"> • Healthy environment and personal health: home, school and community - Examples of environments that are unhealthy: pollution (air, water and land) including illegal dumpsites - Dangers of unhealthy environments to personal health - Weekly reading by learners: reading for enjoyment - Reading about healthy environments and personal health | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Substance abuse: 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 - reading about dangers of substance abuse; recall and relate. | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> - Basic first aid in different situations: cuts and grazes, burns, scald and sunburn, - Reading skills: reading with understanding and fluency - Reading about basic first aid: interpret/explain and relate what has been studied |
| 9 | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 issues</p> <ul style="list-style-type: none"> - Strategies to keep environments healthy: conservation of environment - Celebrating Arbor Day. • Weekly reading by learners: reading for enjoyment • Reading about healthy environments and personal | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Substance abuse - effects of drugs on body and mind. - Reading skills: reading with understanding and using a dictionary - reading about dangers of substance abuse; recall and relate | <p>Health and environmental responsibility</p> <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> • Basic first aid in different situations: stings and bites, bruises, poisoning, bleeding, and choking. - Reading skills: reading with understanding and fluency Reading about basic first aid: interpret/explain and relate what has been studied |



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| | health | | |
| 9 | Consolidation of work done during the Term | Consolidation of work done during the Term | Consolidation of work done during the Term |
| Physical Education | <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> Participation in rhythmic movements with focus on posture. Safety measures during rhythmic movements | <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> Participation in rhythmic movements with focus on posture and style Safety measures relating to rhythmic movements Examples of possible activities Aerobics, galloping, marching, hopping, skipping, steps, sliding, leaping, etc | <p>Basic hygiene principles and COVID-19 protocol</p> <p>Participation in rhythmic patterns of movement with coordination and control Safety measures relating to rhythmic patterns of movement</p> |
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| Informal assessment; remediation | Homework/ worksheets/Classwork | Homework/ worksheets/Classwork | Homework/ worksheets/Classwork |
| Week 10 | Test 30 Marks. Term 4 Controlled test will include term 3 and 4 content. | | |
| SBA (Formal Assessment) | Physical Education 30 Marks | | |