CURRICULUM AND ASSESSMENT POLICY STATEMENT

(CAPS)

LIFE SKILLS – FOUNDATION PHASE

FINAL DRAFT
SECTION 1

NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT FOR LIFE SKILLS FOUNDATION PHASE

Background

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

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


Overview

(a) The National Curriculum Statement Grades R – 12 (January 2011) represents a policy statement for learning and teaching in South African schools and comprises the following:

(i) Curriculum and Assessment Policy documents for each approved school subject as listed in the policy document National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF); and


(b) The National Curriculum Statement Grades R – 12 (January 2011) should be read in conjunction with the following documents:

(i) An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment Grade R – 12, published in the Government Gazette, No. 29467 of 11 December 2006; and

(ii) An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, published in the Government Gazette, No.29466 of 11 December 2006.

(c) The Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R - 9 and Grades 10 - 12 are repealed and replaced by the Curriculum and Assessment Policy documents for Grades R – 12 (January 2011).

(d) The sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the National Curriculum Statement Grades R – 12 and therefore, in terms of section 6A of the South African Schools Act, 1996 (Act No. 84 of 1996,) form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.
**General aims of the South African Curriculum**

(a) The *National Curriculum Statement Grades R - 12* gives expression to what is regarded to be knowledge, skills and values worth learning. It will ensure that learners acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes the idea of grounding knowledge in local contexts, while being sensitive to global imperatives.

(b) The National Curriculum Statement Grades R - 12 serves the purposes of:

- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
- providing access to higher education;
- facilitating the transition of learners from education institutions to the workplace; and
- providing employers with a sufficient profile of a learner’s competences.

(c) The National Curriculum Statement Grades R - 12 is based on the following principles:

- Social transformation; ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population;
- Active and critical learning; encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills; the minimum standards of knowledge and skills to be achieved at each grade are specified and sets high, achievable standards in all subjects;
- Progression; content and context of each grade shows progression from simple to complex;
- Human rights, inclusivity, environmental and social justice; infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades 10 – 12 (General) is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- Valuing indigenous knowledge systems; acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency; providing an education that is comparable in quality, breadth and depth to those of other countries.

(d) The National Curriculum Statement Grades R - 12 aims to produce learners that are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.
Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

**Time Allocation**

### 1.4.1 Foundation Phase

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time allocation per week (hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Home Language</td>
<td>6</td>
</tr>
<tr>
<td>II. First Additional Language</td>
<td>4 (5)</td>
</tr>
<tr>
<td>III. Mathematics</td>
<td>7</td>
</tr>
<tr>
<td>IV. Life Skills</td>
<td>6</td>
</tr>
<tr>
<td>• Beginning Knowledge</td>
<td>1 (2)</td>
</tr>
<tr>
<td>• Creative Arts</td>
<td>2</td>
</tr>
<tr>
<td>• Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>• Personal and Social Well-being</td>
<td>1</td>
</tr>
</tbody>
</table>

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

### 1.4.2 Intermediate Phase

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time allocation per week (hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Home Language</td>
<td>6</td>
</tr>
<tr>
<td>II. First Additional Language</td>
<td>5</td>
</tr>
<tr>
<td>III. Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>IV. Science and Technology</td>
<td>3.5</td>
</tr>
<tr>
<td>V. Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>VI. Life Skills</td>
<td>4</td>
</tr>
<tr>
<td>• Creative Arts</td>
<td>1.5</td>
</tr>
<tr>
<td>• Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>• Personal and Social Well-being</td>
<td>1.5</td>
</tr>
</tbody>
</table>
### 1.4.3 Senior Phase

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time allocation per week (hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Home Language</td>
<td>5</td>
</tr>
<tr>
<td>II. First Additional Language</td>
<td>4</td>
</tr>
<tr>
<td>III. Mathematics</td>
<td>4.5</td>
</tr>
<tr>
<td>IV. Natural Sciences</td>
<td>3</td>
</tr>
<tr>
<td>V. Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>VI. Technology</td>
<td>2</td>
</tr>
<tr>
<td>VII. Economic Management Sciences</td>
<td>2</td>
</tr>
<tr>
<td>VIII. Life Orientation</td>
<td>2</td>
</tr>
<tr>
<td>IX. Creative Arts</td>
<td>2</td>
</tr>
</tbody>
</table>

### 1.4.4 Grades 10-12

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time allocation per week (hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Home Language</td>
<td>4.5</td>
</tr>
<tr>
<td>II. First Additional Language</td>
<td>4.5</td>
</tr>
<tr>
<td>III. Mathematics</td>
<td>4.5</td>
</tr>
<tr>
<td>IV. Life Orientation</td>
<td>2</td>
</tr>
<tr>
<td>V. Three Electives</td>
<td>12 (3x4h)</td>
</tr>
</tbody>
</table>

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.
SECTION 2

2.1 What is Life Skills?
The Life Skills subject is central to the holistic development of learners. It is concerned with the social, personal, intellectual, emotional and physical growth of learners, and with the way in which these are integrated.

In the Curriculum and Assessment Policy Statement (CAPS) the subject Life Skills in Foundation Phase (Grades R-3) has been organized into four study areas: Beginning knowledge, Personal and Social Wellbeing, Creative Arts and Physical Education. Life Skills has been organised in this way in order to ensure that the foundational skills, values and concepts of early childhood development, and of the subjects offered in Grades 4-12 are taught and developed in Grades R-3. Beginning knowledge and Personal and social well-being are integrated under topics. Life Skills is a cross cutting subject that should support and strengthen the teaching of the other core Foundation Phase subjects namely Languages (Home and First Additional) and Mathematics.

2.2 Specific Aims
The Life Skills subject is aimed at guiding and preparing learners for life and its possibilities, including equipping learners for meaningful and successful living in a rapidly changing and transforming society. Through Life Skills children are exposed to a range of knowledge, skills and values that strengthen their

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

2.3 Unpacking the Life Skills study areas

Beginning Knowledge and Personal and Social Well-being

\textit{Beginning Knowledge}  
The content and concepts of Beginning Knowledge have been drawn from Social Sciences (History and Geography); Natural Sciences and Technology. The key concepts and skills relating to these disciplines in the curriculum at the foundation phase level are detailed below. 
Social science concepts: conservation, cause and effect, place, adaptation, relationships and interdependence, diversity and individuality, and change. 
Natural Science concepts: life and living, energy and change, matter and materials; planet earth and beyond.  
Scientific process skills: the process of enquiry which involves observing, comparing, classifying, measuring, experimenting, and communicating. 
Technological process skills: investigate, design, make, evaluate, communicate.

\textit{Personal and Social well-being:} 
Personal and Social well-being is an important study area for young children because they are still learning how to look after themselves and keep themselves healthy. This study area includes social health, emotional health, and relationships with other people and our environment, including values and attitudes. The study area Personal and social well-being will help learners to make informed, morally responsible and accountable decisions about their health and the environment. It addresses issues relating to nutrition, diseases including HIV/AIDS, safety, violence, abuse and environmental health. Learners will develop the skills to relate positively and make a contribution to family, community and society, while practicing the values embedded in the Constitution.
Learners will learn to exercise their constitutional rights and responsibilities, to respect the rights of others and to show tolerance for cultural and religious diversity in order to contribute to a democratic society.

**Creative Arts**

Creative Arts exposes children to four art forms: dance, drama, music and visual arts. The main purpose of Creative Arts is to develop learners as creative, imaginative individuals, with an appreciation of the arts. It also provides basic knowledge and skills to be able to participate in arts activities. Foundation Phase learners are inherently creative and play is their natural way of learning in the arts. Learners should be guided to use their natural inclinations to use their imagination, manipulate and work with materials, move and make music and tell stories. Learners should explore and develop their arts ideas based on their personal experiences, using their senses, emotions and observations. The focus of the learning should be on the development of skills through enjoyable, experiential processes, rather than on working towards highly polished products in each term. The introduction of these arts skills is essential in refining and controlling the gross and fine motor skills. Creative Arts aims to create a foundation for balanced creative, cognitive, emotional and social development. In the curriculum Creative Arts is organized in two parallel and complementary streams – Visual Art and Performing Arts (Dance, Drama, Music).

Visual Arts develops sensory-motor skills and fine and gross motor co-ordination through the manipulation of materials and the mastery of a variety of art techniques. **Two-dimensional (2D)** work aims to enrich the child’s experience of the real world through visual and sensory stimulation, discussion and questioning, and through encouraging the drawing of the physical body in motion: climbing, running, sitting, lying. There is no ‘right’ way to draw, and children should be encouraged to express themselves freely, without fearing criticism. **Three-dimensional (3D)** work develops the concept of shape in space through joining pieces of clay, gluing or pasting of paper onto paper, cutting shapes, folding, tying and wrapping. The formal application of one or more of the art elements should be incorporated into each visual arts lesson. This means that children should use and talk about lines, shapes and colours.

Performing Arts in the Foundation Phase allows children the opportunity to creatively communicate, dramatise, sing, make music, dance and explore movement. Through the performing arts, learners develop their physical skills and creativity. Performing Arts stimulates memory, promotes relationships and builds self-confidence and self-discipline. **Creative games and skills** prepares the body and voice, and uses games as tools for learning skills. **Improvise and interpret** allows children to create music, movement and drama alone and collaboratively.

**Physical Education**

The development of children’s gross and fine motor skills and perceptual development is fundamental in the Foundation Phase. Physical and motor development is integral to the holistic development of learners. It makes a significant contribution to learners’ social, personal and emotional development. Play, movement, games and sport contribute to developing positive attitudes and values. This area focuses on perceptual and loco motor development, rhythm, balance and laterality. The focus at the Foundation Phase is on games and some activities that will form the basis of playing sports later on. Physical growth and development and recreation and play are emphasised.

**2.4 Teaching in the Foundation Phase**
Grade R children can fall within the 0-4 stage of development. For this reason the National Early Learning Development Standards (NELDS) is an important reference document for planning teaching and learning. There are important things that very young children need to be able to do and understand before they go to Grade 1 and Grade R should help them with those things. One of the most important roles of the grade R teachers is to provide children with an environment that is safe, clean and caring, with plenty of opportunities to play and explore the world under the careful guidance of their teacher.

This includes:

- Providing routine, structured and free play activities for children that are clear and manageable.
- Providing a range of resources for routine, structured and free play activities.
- Providing a well managed, child friendly and freely accessible environment. All Foundation Phase children, but Grade R children in particular, should not be stuck in chairs behind desks all morning. They rather need comfortable spaces with blankets and cushions and workspaces with chairs and tables in which they can play, work and move around freely.

Generally the Foundation Phase classroom consists of routine activities, free play activities indoors and outdoors, and structured activities. Routine and free play activities have been built into the Life Skills CAPS document because they usually involve children learning about physical education or health education.

### 2.4.1 Routine Activities

Routine activities take place at a regular time each day. At least ten minutes of the time allocated to each Life Skills study area should be used daily for routine activities. For example, the date chart can take ten minutes of the time allocated to beginning knowledge, because children learn about the days of the week, months and dates. Ten minutes of the time allocated to Creative Arts can be used for a ‘tidying up’ routine since that is an important life skill for children to learn. Ten minutes of the time allocated to Personal and Social Development can be use for weekly or monthly health check routines, in addition to putting away equipment and dressing in appropriate clothing.

Routine activities include:

- Arrival and departure greetings
- Toilet routine
- Birthday Chart
- Date Chart
- Health Chart
- Preparing for creative art and physical education activities (for example, putting on aprons, taking off shoes)
- Tidy up time after creative arts and free play

### 2.4.2 Free play activities indoors and outdoors

Free play activities can take place indoors or outdoors or both. The time allocated to physical education and creative arts can be used for free play time because the physical skills learned and practiced during free play support the learning in these two study areas.

Examples of free play activities include:

<table>
<thead>
<tr>
<th>Free play inside</th>
<th>Free play outside</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Art (painting, drawing, modelling)</td>
<td>Water (and mud) play</td>
</tr>
<tr>
<td>Tearing, cutting</td>
<td>Sand play</td>
</tr>
<tr>
<td>Pasting</td>
<td>Sensory play</td>
</tr>
<tr>
<td>Block area</td>
<td>Fantasy play</td>
</tr>
<tr>
<td>Pencil grip activities (tongs, tweezers, puzzles, threading, weaving, dressing frames, etc.)</td>
<td>Gross motor play (climbing, swinging, balancing etc.)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Sand box</td>
<td>Block play</td>
</tr>
<tr>
<td>Fantasy play</td>
<td>Ball play</td>
</tr>
<tr>
<td>Book area</td>
<td>Wheel toys</td>
</tr>
<tr>
<td>Discovery area (interest table, matching / sorting cards, sensory activities, . . .)</td>
<td>Construction</td>
</tr>
<tr>
<td>Music area</td>
<td>Gardening</td>
</tr>
<tr>
<td>Writing area</td>
<td>Caring for animals</td>
</tr>
<tr>
<td>Block play</td>
<td>Outside art activities</td>
</tr>
</tbody>
</table>

### 2.4.3 Structured Activities

Structured activities are short teaching and learning activities, often guided by the teacher. They can be done with individual children, in small groups or as a whole class, depending on the nature of the lesson. The concepts, content and skills for structured activities are specified in the study areas in the curriculum document.

### 2.4.4 Perceptual Skills

The development of perceptual skills in young children is extremely important in laying a foundation for all future development and learning. Perception means using the senses to acquire information about the surroundings, environment or situation. The development of perceptual skills potentially occurs through all learning. Teachers should focus on the development of perceptual skills across all four study areas, and in Languages and Mathematics as well. The following are the key perceptual skills that teachers should pay attention to:

**Visual perception** - Acquiring and interpreting information through the eyes. Accurate visual perception enables the child to read, write and do mathematics.

**Visual discrimination** - The ability to see similarities, differences and details of objects accurately.

**Visual memory** - The ability to remember what the eyes have seen and the correct sequence in which things have been perceived.

**Auditory perception** - Acquiring and interpreting information through the ears. Accurate auditory perception enables the child to give meaning to what is heard.

**Auditory discrimination** - The ability to hear similarities and differences in sounds.

**Auditory memory** - The ability to remember what the ears have heard and the correct sequence in which things have been perceived.

**Hand-eye co-ordination** - The hands and eyes working together when performing a movement, e.g. throwing or catching a ball.

**Body image** - A complete awareness of one’s own body, i.e. how it moves and how it functions.

**Laterality** - Showing an awareness of each side of the body, e.g. which hand is waving.

**Dominance** - Preferring to use one hand or side of the body, i.e. either right or left dominant.

**Crossing the mid-line** - Being able to work across the vertical mid-line of the body, e.g. being able to draw a line from one side of the page to the other without changing the tool from one hand to the other.

**Figure-ground perception** - Being able to focus attention on a specific object or aspect while ignoring all other stimuli. The object of the attention is therefore in the foreground of the perceptual field while all the rest is in the background e.g. being able to read one word in a sentence.

**Form perception** - The ability to recognise forms, shapes, symbols, letters, etc. regardless of position, size, background, e.g. can recognise a circle because of its unique shape.

**Spatial orientation** - The ability to understand the space around the body, or the relationship between the object and the observer, e.g. the hat is on my head.
2.5 Resources for Life Skills

There are some things which are standard material for a Foundation Phase class, including up to Grade 3. Some things are easier to obtain than others. Ideally children should have access to this standard material all the time. They can use these resources during free play activities, structured activities, when they have finished a teacher-directed task, or simply when they need ‘time out’. This standard material includes:

- Bean bags, ropes, hoops, balls of different sizes, balancing beams/planks/tyres, outdoor play equipment (tyres, jungle gym, climbing ropes, trees), scarves/strips of cloth, bats, containers (bowls, buckets, tins to be used as targets), skittle/bottles (as targets), hard, flat open surface, sticks, storage containers, swings, bricks, cones, balloons,
- Dry Media: wax crayons, paper (scrap, plain, coloured), oil pastels, chalk, 2B pencil, felt-tipped pens, charcoal, sand
- Wet Media: paint, ink, dyes, mud
- Brushes of different sizes
- Sheets of paper or scrap paper in various sizes
- Earthenware clay, papier maché, play dough, mud
- Beads (glass, paper, plastic), straws, macaroni, shells etc. for threading
- Re-cyclable materials: boxes, toilet rolls, polystyrene containers and packing materials, corks, wrapping paper, tin foil, wool, string, stones, seeds, old newspapers/magazines
- Glue, cardboard strips for glue applicators, scissors, pre-mixed starch
- CD player, CDs, musical instruments
- Old clothes, utensils, containers, to be used as ‘props’ for fantasy and dramatic play.
- Puzzles and other manipulative educational toys, bought and home made.

For Creative Arts specifically, the following are required:

- Open space
- Musical instruments, including found and made
- Audio equipment and audiovisual with a range of suitable music
- Charts and posters
- Variety of props e.g. materials, balls and different sized and shaped objects, old clothes
- Visual stimuli for drawing and construction

Specific materials required for particular topics are specified in Chapter 3.

2.6 Time allocation of Study Areas in Life Skills in Foundation Phase

The per term time allocation for Life Skills is 60 hours per term for Grades R to 2, and 70 hours per term for Grade 3. That means that in a 5-day week cycle, Beginning Knowledge and Personal and Social Wellbeing will be taught for 2 hours a week, Creative Arts for 2 hours, Physical Education for 2 hours in Grades R to 2, and Beginning Knowledge and Personal and Social Wellbeing will be taught for 3 hours a week, Creative Arts for 2 hours and Physical Education for 2 hours in Grade 3.

<table>
<thead>
<tr>
<th>GRADES R – 2</th>
<th>TOTAL TIME ALLOCATION PER TERM</th>
<th>GRADE 3</th>
<th>TOTAL TIME ALLOCATION PER TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning knowledge and Personal and social wellbeing</td>
<td>2 hours per week</td>
<td>Beginning knowledge and Personal and social wellbeing</td>
<td>3 hours per week</td>
</tr>
</tbody>
</table>
Creative Arts 2 hours per week  Creative Arts 2 hours per week  
Physical Education 2 hours per week  Physical Education 2 hours per week  

These components are fundamental in the holistic development of the child and must be covered in the Grade R-3 curriculum either daily or weekly.

2.7 Topics
Beginning Knowledge and Personal and Social Development in the Life Skills curriculum are organised under topics. The use of topics is suggested as a means to integrate the content from the different study areas where possible and appropriate. Teachers are encouraged to adapt the topics so that they are suitable to their school contexts. Teachers are also encouraged to choose their own topics should they judge these to be more appropriate.

2.8 Weighting of topics
The curriculum is designed across 40 weeks of the year. Approximate time allocations are given for each topic in each term, indicating the weighting that each topic should receive. Routine activities and indoor and outdoor free play also needs to be incorporated into the teaching schedule. Teachers may organize their time as they wish. For example, they may decide to do 30 minutes of Beginning Knowledge and Personal and Social Well-being every day, except Friday and Creative Arts on Tuesday and Thursday for an hour.

2.9 Sequencing and Progression
There is a suggested order for the topics because one of the important principles of early childhood education is to begin with what is familiar to the child and introduce less familiar topics and skills later. So sequencing and progression have been built into the design of the topics. The sequence of the topics can be changed, but teachers should pay attention to the progression and level at which the topic is addressed.
SECTION 3. Outline of what is to be taught

GRADE R

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Grade R</th>
<th>Recommended resources</th>
</tr>
</thead>
</table>
| Beginning Knowledge and Personal and Social Well-being | 20 hours (2 hours/week) | - A selection of different kinds of books  
- Flashcards  
- Pictures  
- Equipment for good hygiene practices  
- A summer interest table  
- Objects of different shapes and colours |

- Do Routine Activities and Free Play Activities Indoors and Outdoors as specified in Chapter 2.
- Festivals and special days that children in the class celebrate should be talked about as they occur through the term. (Two hours per term are allocated for this)

**Topic: Me** 2 hours
- Personal details – name, age, address, contact number
- What makes me special – include name, language/s, gender
- Abilities and interests

Note: Only some children will manage their address and contact number. Return to this as necessary.

**Topic: At School** 2 hours
- Name of school, teacher, principal
- Toilets and play areas
- Rules and routines at school

**Topic: In the classroom** 2 hours
- Where I keep my things in the classroom
- Classroom rules
- Working together in the classroom
- How to show my feelings in the classroom
- How to express what I feel

**Topic: Books** 2 hours
- Why we need books
- Looking after books
- Using books for information
- Stories I like
- Where I can find books

**Topic: Days of the week** 2 hours
- Days of the week
- What we do on different days
- Yesterday, today and tomorrow
<table>
<thead>
<tr>
<th>Topic: My Body</th>
<th>2 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify and name body parts – include how many of each</td>
<td></td>
</tr>
<tr>
<td>• Functions of different body parts</td>
<td></td>
</tr>
<tr>
<td>• Who may or may not touch my body</td>
<td></td>
</tr>
<tr>
<td>• What my body needs to keep healthy</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic: Healthy Living</th>
<th>2 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Good basic hygiene practices</td>
<td></td>
</tr>
<tr>
<td>o Washing regularly</td>
<td></td>
</tr>
<tr>
<td>o Cleaning teeth, hair, nails</td>
<td></td>
</tr>
<tr>
<td>o Washing fruit before eating</td>
<td></td>
</tr>
<tr>
<td>o Good toilet habits</td>
<td></td>
</tr>
<tr>
<td>• Sleep</td>
<td></td>
</tr>
<tr>
<td>• Exercise</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic: Summer</th>
<th>2 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The weather in summer</td>
<td></td>
</tr>
<tr>
<td>• How nature is affected</td>
<td></td>
</tr>
<tr>
<td>• How animals are affected</td>
<td></td>
</tr>
<tr>
<td>• How people are affected – eg. what we eat, wear, do, games we play</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic: Shapes and colours around us</th>
<th>2 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Look at and name different shapes</td>
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<tr>
<td>• The shapes that make up different objects</td>
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</tr>
<tr>
<td>• Look at and name the different colours</td>
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</tr>
<tr>
<td>• Shades of colours – eg. light, dark</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Festivals and special days we celebrate | 2 hours |</p>
<table>
<thead>
<tr>
<th>Term 2</th>
<th>Grade R</th>
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</thead>
<tbody>
<tr>
<td><strong>Beginning Knowledge and Personal and Social Well-being</strong></td>
<td><strong>20 hours (2 hours/week)</strong></td>
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</table>

- Do Routine Activities and Free Play Activities Indoors and Outdoors as specified in Chapter 2.
- Festivals and special days that children in the class celebrate should be talked about as they occur through the term. (Two hours per term are allocated for this)

**Topic: Home**
2 hours
- Who lives at home
- What I do at home
- Who works at home
- Different jobs we do at home

**Topic: Safety in and out the home**
2 hours
- How to be safe at home
- Safe places to play
- Unsafe places to play
- Being safe on the road

**Topic: My family**
2 hours
- Who belongs to my family
- Things my family does together
- Things my family celebrates – eg. wedding, good news, birthdays

Note: Children come from many different types of family. Ensure inclusivity.

**Topic: Weather**
2 hours
- What the sky looks like – include colour and clouds
- Hot days, cold days, sunny days, rainy days, windy days – include what we wear on these days

Note: Ensure children never look at the sun

**Topic: Autumn**
2 hours
- The weather in autumn
- How nature is affected
- How animals are affected
- How people are affected – eg. what we eat, wear, do, games we play

**Topic: Sound**
2 hours
- Sounds we hear
- What makes the sounds we hear
- Music I like
• How hearing keeps us safe
• Looking after my ears
Note: Adapt curriculum as necessary for children who are hearing impaired.

Topic: Sight  2 hours
• Things around me
• Light, dark and shadows
• How being able to see keeps us safe
• Looking after my eyes
Note: Adapt curriculum as necessary for children who are blind or partially sighted.

Topic: Touch  2 hours
• Different things feel different
• Introduce new words: hard, soft, smooth, rough, cold, hot, warm, cool
• Experiencing different temperatures and textures

Topic: Taste and Smell  2 hours
• Tastes and smells I like
• Tastes that are new to me
• Safety when tasting
• Different smells around us
• Where smells come from

Festivals and special days we celebrate  2 hours
<table>
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<tbody>
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<tr>
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<td>In addition to the standard resources for Life Skills you will need:</td>
</tr>
<tr>
<td></td>
<td>• A winter interest table</td>
</tr>
<tr>
<td></td>
<td>• Pictures to show transport long ago</td>
</tr>
<tr>
<td></td>
<td>• Pictures of people doing different jobs</td>
</tr>
<tr>
<td></td>
<td>• Invited visitor to talk about an interesting job they do</td>
</tr>
<tr>
<td></td>
<td>• Water play area with measuring and pouring containers</td>
</tr>
<tr>
<td></td>
<td>• Things that float and sink</td>
</tr>
<tr>
<td></td>
<td>• A selection of different fruits and vegetables</td>
</tr>
<tr>
<td></td>
<td>• Various empty dairy product containers</td>
</tr>
<tr>
<td></td>
<td>• A ball of wool and products made from wool</td>
</tr>
<tr>
<td></td>
<td>• Examples of materials that can be recycled</td>
</tr>
</tbody>
</table>

- Do Routine Activities and Free Play Activities Indoors and Outdoors as specified in Chapter 2.
- Festivals and special days that children in the class celebrate should be talked about as they occur through the term. (Two hours per term are allocated for this)

**Topic: Winter** 2 hours
- The weather in winter
- How nature is affected
- How animals are affected
- How people are affected – eg. what we eat, wear, do, games we play

**Topic: Transport** 2 hours
- Getting to school
- Different kinds of transport
- Transport long ago

**Topic: Jobs people do** 2 hours

Work relating to:
- Transport eg. train, truck and taxi drivers; traffic officers; pilots and crew
- Health eg. doctor, dentist, ambulance driver
- Food eg. shop keepers, waiters, baker, farmer
- Services eg. builder, plumber, electrician, painter

Note: Remind learners that a man or a woman can choose to do any job.

**Topic: Water** 2 hours
- Things that float and sink
- Things that live in the water
- Mixing different things in the water to change what it looks like
- Pouring and measuring water
- Saving water
<table>
<thead>
<tr>
<th>Topic: Fruit</th>
<th>2 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Different types of fruit</td>
<td></td>
</tr>
<tr>
<td>• Tastes and textures of different kinds of fruit</td>
<td></td>
</tr>
<tr>
<td>• Where fruit comes from</td>
<td></td>
</tr>
<tr>
<td>• Colours and shapes of different kinds of fruit</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic: Vegetables</th>
<th>2 hours</th>
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<tr>
<td>• Different types of vegetables</td>
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<td>• Where vegetables come from</td>
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<td>• Colours and shapes of different kinds of vegetables</td>
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<table>
<thead>
<tr>
<th>Topic: Dairy Farming</th>
<th>2 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dairy products and the animals they come from</td>
<td></td>
</tr>
<tr>
<td>• How we get butter</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic: Wool Farming</th>
<th>2 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A sheep farm</td>
<td></td>
</tr>
<tr>
<td>• Where wool comes from</td>
<td></td>
</tr>
<tr>
<td>• Uses of wool</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic: Healthy environment</th>
<th>2 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The importance of a clean environment</td>
<td></td>
</tr>
<tr>
<td>• Ways that people pollute the environment</td>
<td></td>
</tr>
<tr>
<td>• The importance of recycling</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Festivals and special days we celebrate</th>
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<td>Term 4</td>
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- Do Routine Activities and Free Play Activities Indoors and Outdoors as specified in Chapter 2.
- Festivals and special days that children in the class celebrate should be talked about as they occur through the term. (Two hours per term are allocated for this)

**Topic: Spring**  
2 hours
- The weather in spring
- How nature is affected
- How animals are affected
- How people are affected – eg. what we eat, wear, do, games we play

**Topic: Birds**  
2 hours
- Different types of birds
- General characteristics of a bird – feathers, two legs, beak, lays eggs
- Birds that cannot fly – ostrich, penguin
- Nests

**Topic: Reptiles**  
2 hours
- Different reptiles – eg. crocodile, snake, lizard
- Characteristics of reptiles – cold blooded, scaly body, lays eggs
- Find out more about at least one reptile

**Topic: Dinosaurs**  
2 hours
- Different dinosaurs
- How dinosaurs lived
- How we know about dinosaurs today
Note: Use picture books from the library

**Topic: Wild animals**  
2 hours
- What is a wild animal?
- Types of wild animals
- Where we find wild animals
- How wild animals live

**Topic: Finding out about one wild animal**  
2 hours
- Choose one wild to study
  - What the animal looks like
  - Where it lives
  - What it eats
  - Babies and where they are born
  - An additional interesting fact
**Topic: Sport**  
2 hours
- Sport I like
- Why we have rules in sport
- Why playing sport is good for me

**Festivals and special days we celebrate**  
2 hours

**Consolidation of topics and Assessment**  
4 hours
<table>
<thead>
<tr>
<th>Term 1</th>
<th>Grade R</th>
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<tbody>
<tr>
<td>Creative Arts</td>
<td>20 hours</td>
</tr>
<tr>
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</table>

The following content is to be covered over the course of the term. Select appropriate Life Skills topics for the term to provide the context in Performing Arts and Visual Arts lessons.

**Performing Arts**  
10 hours

- **Creative games and skills**
  - Warming-up and breathing using every day actions, such as waking up and getting dressed - stretching, curling, twisting, shaking, crossing the midline
  - Developing spatial awareness: freeze games, finding own space no bumping
    - Keeping a steady beat: Playing rhythm games such as clapping, stamping, percussion using different rhythms and tempos
  - Exploring music, movement and voice: focusing on tempo: fast and slow
  - Singing action songs using different parts of the body to interpret the song
  - Spontaneous use of voice and movement in participatory rhymes and stories
  - Cooling down the body and relaxing (for example ice cream melting activity)

- **Improvise and interpret**
  - Improvising stories based on fantasy or own life experiences using voice (singing/speaking), movement, music, props/objects and drama techniques
  - Expressing moods and ideas through movement and song (for example, an angry lion, a hungry mouse)
  - Exploring the senses through dramatising stories, rhymes and songs, (for example, ‘leading the blind’, feeling different textures of objects)

**Visual Arts**  
10 hours

- **Create in 2D**
  - Draw and give own interpretation to drawings using the week’s topic using wax crayon, oil pastels and other drawing media
  - Painting: use pre-mixed tempera paint or coloured inks or dyes in primary and secondary colours to respond to the week’s topic
  - Art elements: informal experience and use of shape in drawing and painting
  - Design principles: informal use of contrast (big/small, long/short) in drawing and painting

- **Create in 3D (Constructing)**
  - Fine-motor and sensory co-ordination: (eye-hand-mind) manipulation of scissors and other tools and equipment.

- **Visual Literacy** (to be covered throughout the term)
  - Naming shape in own work
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**Performing Arts** 10 hours

- **Creative games and skills**
  - Warming up using everyday activities such as ‘cleaning my shoes’, ‘making my bed’
  - Body awareness exploring space and direction such as large, small, high, low, far, near
  - Music, voice and movement: focusing on dynamics such as loud and soft, strong and gentle
  - Indigenous songs, rhythm games and rhymes using different dynamics (loud, soft, strong, gentle) with clapping and stamping
  - Locomotor movements such as skipping and hopping, while sharing space, without bumping into others
  - Listening skills: reacting to signals, cues, stories, rhymes and songs, such as ‘Freeze!’ , ‘Up!’ , ‘Down!’
  - **Improvise and interpret**
    - Interpretation of indigenous and other songs using dynamics such as soft, loud, and others
    - Dramatising make-believe situations, fantasy and own life experiences
    - Creating and imitating sound effects in stories, such as bees ‘buzz’, horses ‘clip-clop’, trains ‘chook chook’
    - Directions, levels (high, medium and low) and shapes explored through creative movement and stories
    - Dramatisation, using an existing indigenous story, poem, nursery rhyme or song as stimulus
    - Use of objects or props creatively in movement, dramatic play and music

**Visual Arts** 10 hours

- **Create in 2D**
  - Informal use of art elements shape and colour in drawing and painting in response to weeks theme
  - Work in different sizes to increase awareness of detail
  - Interpreting body parts in drawing and painting
  - Simple print-making techniques using found objects such as bottle tops, stones, leaves, hands

  - **Create in 3D (Modeling and constructing)**
    - Craft skills and techniques: cutting, pasting, tearing
    - Use playdough to model freely: shaping, twisting, rolling

  - **Visual Literacy**
### Term 3

#### Creative Arts

**Grade R**

<table>
<thead>
<tr>
<th>Creative Arts</th>
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The following content is to be covered over the course of the term. Select appropriate Life Skills topics for the term to provide the context in Performing Arts and Visual Arts lessons.

#### Performing Arts

**10 hours**

**Creative games and skills**  
Warming-up movements using actions to stories as a stimulus  
Pony gallops using rhythm and movement  
Music, voice and movement, focusing on pitch: high and low  
Using percussion instruments to keep a steady beat and develop numeracy skills by counting  
Using body percussion and/or percussion instruments to perform simple rhythm patterns  
Spatial awareness through movement making shapes, circles and lines  
Gestures and facial expressions to communicate emotions such as ‘sad’, ‘happy’  
Cooling down the body and relaxation: for example, floating in the water like a leaf

**Improvise and interpret**  
Songs: focus on pitch such as ‘Twinkle, Twinkle little star’ (high) and ‘My Grandfather’s clock’ (low)  
Rhythms: long and short note values (durations) using body percussion and/or percussion instruments  
Dramatising make-believe situations or own life experiences with movement and song  
Concrete objects to represent other objects in dramatic play, such as: a spoon as a magic wand, a hat as a steering wheel, and others

#### Visual Arts

**10 hours**

**Create in 2D**  
Draw and paint freely using the week’s topic  
Mixing of own paint to correct consistency  
Informal rendering of the body in action: hopping, running, sleeping and other  
Working in different formats and paper sizes and brushes of different sizes to work with increased detail

**Create in 3D (Constructing and modeling)**  
Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off-cuts, and other; encourage development of skills through manipulation of the materials  
Use playdough to improve fine-motor ability; rolling, pinching, joining

**Visual Literacy**  
Looking at and talking about colour and shape in pictures and photographs  
Responding to questions to show awareness of colour and shape
<table>
<thead>
<tr>
<th>Term 4</th>
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Performing Arts 10 hours

**Creative games and skills**
- Warming up the body using levels (high, low and medium) such as reaching for a frisbee, crawling like a worm, roller skating, and others
- Making shapes with the body, focusing on circles and squares
- Balancing on one leg such as being a stork, a flower blowing in the breeze, walking on a tight rope, and others
- Cooling down the body and relaxation: leaf blowing in gentle wind, etc

**Improvise and interpret**
- Simple mime actions such as eating an ice cream, baking a cake, planting and watering a seed, and others
- Listening to a story, and then interpreting moments in the story through facial expression, movement and appropriate sound effects
- Spatial awareness through movement pathways with sound effects such as travelling in a car, aeroplane, train, bus, helicopter, taxi, scooters, bicycles, and others

Visual Arts 10 hours

**Create in 2D**
- Drawing and painting using the week’s topic
- Intentional use of drawn pattern; awareness of pattern in own world
- Use colour to create pattern

Use simple printmaking techniques to create informal pattern

**Create in 3D** (construction and modeling)
- Develop craft skills and fine motor control; tying, wrapping and other
- Use greater detail in playdough modeling: pinching, pulling, rolling smaller pieces
- Informal modeling in clay

**Visual Literacy**
- More specific naming of colour and shape (light and dark colour, simple geometric shapes) and contrasts through answering questions
<table>
<thead>
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<tbody>
<tr>
<td>Physical Education</td>
<td>20 hours</td>
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</table>

In addition to the standard resources for Life Skills you will need:
A range of logs, planks, tyres, balls, bean bags, wheel toys for children to use during free play.
Markers, jungle gym, obstacle course items; music

**Loco motor**
- Walk and run in different directions without bumping into each other.
- Running on all fours.
- Running around two markers.
- Shuttle running between two markers.
- Non-loco motor. Using senses: Proprioception, learners climb through hoops, making their bodies “tall, medium, and small.”

**Perceptual Motor**
- Using senses: Seeing, a simple obstacle course is set up e.g. Jumping, running, throwing, climbing. Learners see where they must go.
- Using senses: Touching, run around and touch various objects on the playing field, walls, tree trunks, jungle gym frames, stones, etc. They experience the different surfaces.
- Using senses: Touching: Blind folded, learners find objects by touching it such as bean bags, plastic skittles, ball etc.

**Rhythm**
- Jumping with feet together and on alternate foot.
- Using senses: Hearing. Playing hide and seek with a person hiding ringing a bell so that the others can follow the sound.
- Using senses: Hearing. Children play with objects that make sounds such as bottle tops put into a tin to make a sound or stringed around their legs. Learners jump or move on the rhythm of the sound.

**Coordination**
- Throwing and catching beanbags.
- Jungle gym – arm travelling while hanging with over grasp.
- Jungle gym, climb up a ladder.

**Balance**
- Dodging games around skittles changing direction.
- Identify different ways of moving across balancing beams.
- Jungle gym – balance walking on lower balancing forms.
- Balancing on one foot in various games.

**Spatial Orientation**
- Run in different directions without bumping into others using all available space.
- Different formations: Circle
- Jump over and move under obstacles, crawling, climbing, jumping etc.
- Jungle gym, crawling and weaving through the frames using different parts of the body.

**Laterality**
- Activities using the non-dominant side of the body, i.e. turn left/right; use L/R hand etc.
- Backlying on the ground...sideways rolling L/R

**Sports and games**
- Hide and seek.
- Multi-sensory activities, learners play in water with various plastic objects.
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<tbody>
<tr>
<td>In addition to the standard resources for Life Skills you will need:</td>
</tr>
<tr>
<td>Obstacle course items; music, bean bags, balls, etc.</td>
</tr>
<tr>
<td>Ropes; jungle gym etc.</td>
</tr>
</tbody>
</table>

**Locomotion / non-locomotion**
- Body parts: Children sing songs and rhymes while learning the body parts, i.e. head, shoulders, neck, chest, hips, legs, knees, toes, nose, mouth, chin, elbow, wrist, hands, finders and feet.
- Running up and down.
- Running faster and slower.
- Running forward and back wards.

**Perceptual Motor**
- Simple obstacle course e.g. Jumping, running, crawling, sliding on tummies, climbing etc.
- Role a big ball to a partner... partner returns the ball.
- Balloon push.

**Rhythm**
- Using music or body percussion, identify body parts and move rhythmically as instructions are given, i.e. touch the toes... touch the head... touch the nose etc.

**Coordination**
- Throwing and catching beanbags.
- Jungle gym – hanging and swing with over grasp on a horizontal bar of the jungle gym.
- Jungle gym, climb up and down a ladder of a jungle gym.

**Balance**
- Body parts: Using bean bags learners copy the teacher where to place the bean bag, i.e while walking place the bean bag the head; place the bean bag on the knee (L/R) while balancing on one leg; place the bean bag on the shoulder (L/R) while walking etc.
- Balancing; Walking on a line; balance on low level objects.

**Spatial Orientation**
- Run in different directions on the command of teachers using all available space.
- Different formation: Circle running round and round.
- Jump over and move under obstacles, crawling, climbing, jumping etc.
- Jungle gym crawling and weaving through the frames using different parts of the body.

**Laterality**
- Body parts- Running ... falling into front lying on the ground... roll onto their backs and on their sides L/R.
- Moving side ways L/R.

**Sports and Games**
- Throw bean bags / balls into containers
- Bouncing, catching, throwing
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<tr>
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<td><strong>Balls, markers and skittles, colour sashes, ropes, ribbons</strong></td>
</tr>
</tbody>
</table>

**Loco motor**
- Walk and run in different directions.
- Walking, marching, hopping, sliding, skipping, galloping, jumping and rolling.
- Non-locomotor: Bending, stretching, curling the body into various shapes.

**Perceptual Motor**
- Simple obstacle course e.g. jumping, running, throwing, climbing etc.
- Skip over a swinging rope.
- Jump over low obstacles such as low held rope.
- Jump to cover distances on the ground.

**Rhythm**
- Jumping with feet together and on alternate feet.
- Simple hopscotch, single take-off to single landing; single take-off to double feet landing; double take off to single foot landing.

**Coordination**
- Throwing and catching beanbags.
- Jungle gym – arm travelling while hanging with over grasp.
- Jungle gym, climb up a ladder.

**Balance**
- Climbing over low level objects such as tyres, chairs etc.
- Balancing: Walking on a rope, walking on tyres, logs, planks, stones etc.
- Identify different ways of moving across balancing beams, jump off and soft landing (bend the knees).
- Jungle gym – balance walking on lower balancing forms.
- Balancing on one foot L/R.

**Spatial Orientation**
- Direction and pathways - Walking in a straight line, curved line and zigzag.
- Speed: Walking fast, march faster, running faster along a straight line, curved line and zigzag.
- Jump over and move under obstacles, crawling, climbing, jumping etc.
- Jungle gym: crawling and weaving through the frames using different parts of the body.

**Laterality**
- Moving sideways L/R in a straight pathway, curved pathway and zigzag.
- Hopping on non-dominant foot.

**Sports and Games**
- Buck and hunters; cat and mouse; wolf and sheep; catch the tail etc.
Term 4  

<table>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Obstacle course items; whistle, balls variations; newspaper bats etc.</td>
</tr>
</tbody>
</table>

Loco motor

- Obstacle course training: Motor memory, learners start with first activity and end with last activity in fixed sequence and remember what to do at each of the stations.
- Walk in different directions at different speeds, including stopping on instruction, or to do a new movement.
- Non-locomotor: twisting, curling, uncurling, stretching, bending, etc.

Perceptual Motor

- Hand eye coordination: Throw a big ball at a target; roll a smaller ball to a target.
- Catch a large ball; medium ball and small ball at various distances or heights.
- In partners, bounce and catch a large ball.
- Striking: With the flat hand, strike a balloon, large ball and progress to a tennis ball.

Rhythm

- Using action songs: Learners copy the movement of the teacher- movements include, marching, galloping, hopping, skipping, rotation and balance.

Coordination

- Hand eye coordination: Bounce a big ball; medium ball and small ball.
- Throw and catch a bean bag with both hands; and with either L/R hands.
- Throw a bean bag in a hoop placed on the ground two metres away.
- Striking: Use a plastic cricket ball or rolled-up newspaper and strike a ball from a “T “and progress to a bowling and striking activities with soft texture balls ( tennis balls)
- Hand-foot coordination: Greet each other with the feet; dribble a ball with feet L/R; kick a ball on target.

Balance

- Balancing: walking on ropes placed on the ground, tyres. Balance on alternate legs.
- Balancing games: Learners walk on cans ( 48 ounce jam cans) tied with ropes to the feet, hold rope in the hands to balance walk on the cans.

Spatial Orientation

- Tunnel games, i.e. crawl through the legs of each other; crawl through the legs of a row of learners straddle standing in single file; crawl through make shift tunnels such as tyres, hoops, drums etc.

Laterality

- Activities using the non-dominant side of the body.
- Rolling activities. Learners lie on the ground and roll left or right.

Sports and Games

- Follows instructions to walk, run, jump, skip, climb, etc.
- Children walk in a circle joining hands. Vary the size of the circle and the number of circles, and change direction of the movement of the circle.
- Striking games such as hand tennis, T-ball, balloon push etc.
<table>
<thead>
<tr>
<th>Term 1</th>
<th>Grade 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning Knowledge and Personal and Social Well-being</strong></td>
<td><strong>20 hours</strong> (2 hours/week)</td>
</tr>
<tr>
<td><strong>Recommended resources</strong></td>
<td>In addition to the standard resources for Life Skills you will need:</td>
</tr>
<tr>
<td>• Do Routine Activities and Free Play Activities Indoors and Outdoors as specified in Chapter 2.</td>
<td>• Weather chart</td>
</tr>
<tr>
<td>• Use a class calendar to discuss the day and the month daily through the year.</td>
<td></td>
</tr>
<tr>
<td>• Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow for this.)</td>
<td></td>
</tr>
<tr>
<td>• Religious days and other special days celebrated by the community should be talked about as they occur through the term. (Two hours per term are allocated for this)</td>
<td></td>
</tr>
</tbody>
</table>

**Topic: Me**  
6 hours
- Personal details – such as name, address, telephone numbers and age
- We are special and unique
- Things I can do
- How I am the same as my friends
- How I am different from my friends

**Topic: At School**  
4 hours
- Name of school, teacher and principal
- Where to find different places in the school – include toilet, office, play areas
- Classroom routines and rules
- How I get to school

Note: Children can volunteer for different roles in the classroom, but the teacher should make sure that everyone has a turn to do something through the term.

**Topic: Healthy habits**  
4 hours
- Sleep
- Eating healthily
- Proper use of toilet
- Washing hands
- Keeping clean
  - Hair, teeth and nails
  - Washing regularly
- Regular exercise and play
- Limited television

**Topic: The Weather**  
4 hours
- A daily weather chart
  - Regular observation of weather conditions
  - Hot, cold, windy, cloudy, sunny, misty, rainy
  - Symbols to describe conditions for weather chart
- The weather and us – include clothes, food, activities

Notes:
- The weather chart should be updated throughout the year
- Explain to children why they must never look directly into the sun

**Religious days and other special days**  
2 hours
Term 2 

**Beginning Knowledge and Personal and Social Well-being** 

20 hours (2 hours/week)

**Recommended resources**

In addition to the standard resources for Life Skills you will need:
- Pictures of different kinds of family
- Examples of danger/poison signs
- Examples to stimulate senses: textures, tastes, sounds, smells
- Charts to show body parts

- Do Routine Activities and Free Play Activities Indoors and Outdoors as specified in Chapter 2.
- Use a class calendar to discuss the day and the month daily through the year.
- Keep daily weather chart updated
- Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow for this.)
- Religious days and other special days celebrated by the community should be talked about as they occur through the term. (Two hours per term are allocated for this)

**Topic: My Family**

4 hours

- What a family is
- Members of my family – immediate and extended
- Caring for each other at home

Notes:

~ Children come from many different types of family. Ensure inclusivity.

**Topic: Safety in the home**

4 hours

- Dangers at home
  - When cooking
  - When washing
  - Lighting and electricity
  - Outside areas
  - Medicines
  - Poisonous substances – types and recognising warning symbols
- Keeping safe when home alone
- Emergency number card

**Topic: My body**

6 hours

- Different parts of my body
- Different parts of my body move
- Parts of my body that I cannot see – include lungs, heart, stomach, brain, skeleton
- The five senses and their uses – touch, smell, sound, sight and taste

**Topic: Keeping my body safe**

4 hours

- Safe and unsafe situations and places – such as waiting for transport, alone in shopping areas
- ‘Yes’ and ‘No’ feelings
- Practicing saying ‘No’
- Protecting our bodies from illness
  - Covering mouth and nose when sneezing or coughing
  - Never touching another person’s blood
  - Washing fruit and vegetables before eating
  - Making water safe to drink

**Religious days and other special days**

2 hours
<table>
<thead>
<tr>
<th>Term 3</th>
<th>Grade 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning Knowledge and Personal and Social Well-being</strong></td>
<td>20 hours (2 hours/week)</td>
</tr>
</tbody>
</table>
| **Recommended resources** | In addition to the standard resources for Life Skills you will need:  
  - Pictures and stories of community places, people and pets  
  - Nature corner/discovery table with plants  
  - Pictures of plants and foods / different foods and packages |
| • Do Routine Activities and Free Play Activities Indoors and Outdoors as specified in Chapter 2  
  • Keep daily weather chart updated  
  • Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow for this.)  
  • Religious days and other special days celebrated by the community should be talked about as they occur through the term. (Two hours per term are allocated for this) |
| **Topic: My community** | 4 hours |
| • Places in my community – include buildings and places where we meet  
  • People in my community - People who help me; People who sell things; Other people I know  
  • Looking after facilities in my community – such as public telephones, public transport and public toilets  
  • Keeping places clean – include using bins and not littering |
| **Topic: Pets** | 2 hours |
| • Animals we can keep as pets  
  • How to look after pets at home – include shelters, food, water, animal cleanliness  
  • Treating animals appropriately – such as giving exercise, not teasing, not locking in a car |
| **Topic: Manners and responsibilities** | 2 hours |
| • Greeting people we know and greeting strangers  
  • Waiting my turn  
  • Listening to others  
  • Sharing  
  • Showing kindness  
  • Being honest  
  • Respecting other people and what belongs to them |
| Notes:  
  ~ Use role play.  
  ~ Consolidate manners and responsibilities throughout the year |
| **Topic: Plants and seeds** | 4 hours |
| • Why we need plants – include food, shade, shelter for animals  
  • What plants look like – roots, stem, leaves, flowers  
  • Different plants – similarities and differences  
  •  
  • Seeds and where they come from  
  • What plants need to grow  
  • Growing a plant from a seed – such as a bean or a lentil |
| **Topic: Food** | 6 hours |
| • Foods we eat  
  • Where different foods come from: Fruit; Vegetables; Dairy; Meat |
- Healthy eating
  - Healthy and unhealthy foods
  - Healthy choices and the right amount of food
- Storing food – fresh, tinned, dried, frozen

Religious days and other special days  

2 hours
<table>
<thead>
<tr>
<th>Term 4</th>
<th>Grade 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning Knowledge and Personal and Social Well-being</strong></td>
<td><strong>20 hours</strong></td>
</tr>
<tr>
<td></td>
<td><strong>(2 hours/week)</strong></td>
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<td></td>
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</tr>
<tr>
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</tr>
<tr>
<td>• Keep daily weather chart updated</td>
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<td>• Religious days and other special days celebrated by the community should be talked about as they occur through the term. (Two hours per term are allocated for this)</td>
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</tr>
<tr>
<td><strong>Topic: Homes</strong></td>
<td>4 hours</td>
</tr>
<tr>
<td>• Types of homes – include flats, houses, shacks, traditional homes</td>
<td></td>
</tr>
<tr>
<td>• Homes to suit different weather conditions</td>
<td></td>
</tr>
<tr>
<td>• What different homes are made of – include wood, mud, bricks, tin, stone, hardboard, plastic</td>
<td></td>
</tr>
<tr>
<td><strong>Topic: Picture maps</strong></td>
<td>4 hours</td>
</tr>
<tr>
<td>• Finding places and things on a picture map</td>
<td></td>
</tr>
<tr>
<td>• Finding the way from one place to another (use words such as: along, over, under, up, down)</td>
<td></td>
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<tr>
<td>• Finding where on a picture map events in a story happened</td>
<td></td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
</tr>
<tr>
<td>~ A picture map is a drawing to show where things are located in a given area</td>
<td></td>
</tr>
<tr>
<td>~ Picture maps develop geographical skills of location, distance and space</td>
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</tr>
<tr>
<td><strong>Topic: Water</strong></td>
<td>4 hours</td>
</tr>
<tr>
<td>• Uses of water – Home and school</td>
<td></td>
</tr>
<tr>
<td>• Ways water is wasted</td>
<td></td>
</tr>
<tr>
<td>• Ways of saving water</td>
<td></td>
</tr>
<tr>
<td>• Safe and unsafe drinking water</td>
<td></td>
</tr>
<tr>
<td>• Storing clean water</td>
<td></td>
</tr>
<tr>
<td><strong>Topic: The sky at night</strong></td>
<td>4 hours</td>
</tr>
<tr>
<td>• Changing from day to night</td>
<td></td>
</tr>
<tr>
<td>• What the night sky looks like</td>
<td></td>
</tr>
<tr>
<td>• The moon</td>
<td></td>
</tr>
<tr>
<td>o What the moon looks like</td>
<td></td>
</tr>
<tr>
<td>o When we can see the moon</td>
<td></td>
</tr>
<tr>
<td>o How the moon seems to change shape</td>
<td></td>
</tr>
<tr>
<td>• Stars</td>
<td></td>
</tr>
<tr>
<td>o A star burns like the sun (The sun is a star)</td>
<td></td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
</tr>
<tr>
<td>~ It is possible to see the moon during the day</td>
<td></td>
</tr>
<tr>
<td>~ Include observation and drawing activities</td>
<td></td>
</tr>
<tr>
<td><strong>Religious days and other special days</strong></td>
<td>2 hours</td>
</tr>
<tr>
<td><strong>Consolidation of topics and assessment</strong></td>
<td>2 hours</td>
</tr>
</tbody>
</table>
### Creative Arts

**Recommended resources**
- Musical instruments, including found and made
- Audio equipment with a range of suitable music
- Paint in primary colours and white and black, coloured inks, brushes and paper of different sizes
- 2B pencils, wax crayons, oil pastels, coloured chalks
- Glue and applicators
- Items for printing: geometric shapes found in recyclable boxes etc

The following content is to be covered over the course of the term. Select appropriate Life Skills topics for the term to provide the context in Performing Arts and Visual Arts lessons.

### Performing Arts

#### 10 hours

**Creative games and skills**
- Warming-up body parts and voice such as ‘playing the piano’, ‘washing body’, ‘shaking water off’, and others
- Safe environment: finding one’s own and sharing space with no bumping
- Locomotor movements: walking, skipping and running forwards and backwards
- Non-locomotor movements: bending knees, shoulder and wrist circles
- Warming-up voice: breathing exercises and creative games such as blowing out candles, and others
- Body awareness exploring space and direction such as below, behind, above, using bodies or obstacles
- Keeping a steady beat with changes in tempo whilst clapping or moving in time to music such as walking in fours, skipping in twos
- Cooling down the body and relaxation: for example, ‘candle melting’, ‘balloon deflating’

**Improvise and interpret**
- Exploring shape and weight using action words and movements such as crooked, narrow, wide, feathery, pulling a heavy box, and others
- Singing indigenous songs using appropriate movements and dramatisation
- Simple improvisation around familiar experiences in own family and community such as the ‘birthday party’, ‘umdlalo’, playing ‘poppiehuis’, and others
- Dramatisation: making up short stories of no more than a few sentences, based on a box of interesting objects. An object is selected, and imagined to be alive

### Visual Arts

#### 10 hours

**Create in 2D**
- Draw pictures of self using different media, thick wax crayons or chalk
- Draw and paint pictures of self interacting with others.
- Paint own portrait adding features – eyes, ears, nose and mouth. Talk about features on the head, shape, colour and line
- Print patterns with thick paint

**Create in 3D (Constructing)**
- Box constructions using recyclable boxes; emphasis on geometric shapes; talk about shapes
Term 2                                  Grade 1

<table>
<thead>
<tr>
<th>Creative Arts</th>
<th>20 hours</th>
<th>Recommended resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Refer to the standard resources for Life Skills listed in Chapter 2 and resources for Term 1</td>
</tr>
</tbody>
</table>

The following content is to be covered over the course of the term. Select appropriate Life Skills topics for the term to provide the context in Performing Arts and Visual Arts lessons.

Performing Arts   10 hours

**Creative games and skills**
- Warming-up the body: circling the hands and ankles, making shapes with the body such as large and small, wide and narrow
- Freeze games focusing on control, eye focus and use of space
- Locomotor movements: hopping, jumping and galloping forwards and sideways
- Axial movements: twisting, swinging the arms and side bends
- Exploring beginnings, middles and endings of songs, stories and movements
- Copying of movements, rhythms and movement patterns such as follow the leader, walking, skipping, clapping
- Isolate body parts through movement such as pointing and flexing the feet and others
- Vocal exercises such as rhymes, tongue twisters and songs with focus and clarity in vocal exercises
  - Cooling down the body and relaxation: games such as ‘rocking a baby’, ‘swaying’, and others

**Improvise and interpret**
- Doing role play (stepping into the shoes of somebody else)
- Developing short sentences of dialogue such as a conversation between the elephant and the mouse
- Movements appropriate to a role in different situations, for example a meal, a classroom, a bus
- Singing songs using contrasts such as soft and loud, fast and slow

Visual Arts    10 hours

**Create in 2D**
- Finger painting or brush painting: talk about mixing of primary colours to achieve secondary colours
- Make drawings of self with family involved in an activity; talk about line and shape
- Make drawings and paintings of self being active; encourage awareness of body in action; name and talk about active body parts

**Create in 3D**
- Make models out of clay/playdough; encourage correct use of materials and tools
- Construct houses/imaginary shelters using recyclable boxes and other materials. Encourage the correct use of glue and applicators.
<table>
<thead>
<tr>
<th>Term 3</th>
<th>Grade 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creative Arts</strong></td>
<td><strong>20 hours</strong></td>
</tr>
<tr>
<td>Refer to the standard resources for Life Skills listed in Chapter 2</td>
<td></td>
</tr>
</tbody>
</table>

The following content is to be covered over the course of the term. Select appropriate Life Skills topics for the term to provide the context in Performing Arts and Visual Arts lessons.

**Performing Arts**

10 hours

**Creative games and skills**
- Warming-up the body: for example leading with the nose, elbow, knee
- Combining locomotor and non-locomotor movements such as run-run-turn, run-forward-shrink-stretch-up
- Mime actions showing emotion using visualisation such as eating my favourite food, opening a gift
- Games focusing on numeracy and literacy such as number songs and rhymes, making letter shapes through movement
- Listening skills through music games using different tempo, pitch, dynamics, duration
  - Cooling down the body and relaxation: using imagery or words such as ‘shrink slowly’ and ‘grow slowly’

**Improvise and interpret**
- Choosing and making own movement sentences to interpret a theme with a beginning and ending
- Clapping rhythms in three or four time. Moving to music in three or four time.
- Dramatising a make-believe situation based on a South African poem, song or story guided by teacher-in-role

**Visual Arts**

10 hours

**Create in 2D**
- Make paintings and drawings of real or imaginary creatures; encourage awareness of line and shape, and added detail; describe own pictures
- Make paintings and drawings of self using various modes of transport; encourage awareness of line and shape, colour, and contrast (e.g. big/small, long/short)

**Create in 3D (Constructing)**
- Make models of imaginative creatures using clay, playdough or recyclable materials; emphasize appropriate use of materials and spatial awareness.
Term 4                                   Grade 1

Creative Arts                           20 hours

Recommended resources
Refer to the standard resources for Life Skills listed in Chapter 2

The following content is to be covered over the course of the term. Select appropriate Life Skills topics for the term to provide the context in Performing Arts and Visual Arts lessons.

Performing Arts                          10 hours

Creative games and skills
- Warming-up the body: using different levels such as high: picking an apple, low: crawling and medium: crouching
- Locomotor movements: hopping, jumping, galloping, running and skipping with a partner and changing directions
- Non-locomotor movements: combining twisting, swinging the arms, side bends and jumps
- Clapping games with a partner developing focus and co-ordination
- Listening to music and describing how it makes you feel using words such as happy, sad, and others
- Cooling down the body and relaxation: ‘feel like a feather and float through the sky’, and others

Improvise and interpret
- Representing objects and ideas in movement and sound such as: making a machine, a magic forest, ambulance, alone and in groups
- Classroom performance incorporating a South African song/poem/story with movement and dramatisation

Visual Arts                             10 hours

Create in 2D
- Make drawings or paintings relevant to the term’s topics. Focus on body in action, line, shape and colour

Create in 3D (Constructing)
- Make models of self being active in own environment using clay/playdough; encourage personal expression, appropriate use of materials and spatial awareness
## Term 1  
**Grade 1**

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>20 hours</th>
<th>Recommended resources for Term 1</th>
</tr>
</thead>
</table>

**Recommended resources for Term 1**
- Beanbags and balls
- Markers, skittles, sashes, ribbons
- Hop-scotch marked out on a clean flat surface

The following content is to be covered over the course of the term. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.

### Loco motor
- Dodging and walking in different directions.
- Dodging games around skittles changing direction.
- Using senses: Seeing - Obstacle course.
- Using senses: Hearing - listen to instructions while moving around.

### Perceptual Motor
- Rolling a large ball to a partner.
- Passing a ball from one member of a group to another.
- Throwing and catching large balls.

### Rhythm
- Hop-scotch.
- Rope skipping.
- Rhymes singing while performing body actions.

### Coordination
- Throwing and catching beanbags.
- Jungle gym – arm travelling while hanging with over grasp.
- Jungle gym, climb up a ladder

### Balance
- Dodging games around skittles changing direction.
- Identify different ways of moving across balancing beams.
- Jungle gym – balance walking on low level balancing form.

### Spatial Orientation
- Using senses: Proprioception - Navigate body through various obstacles
- Run in different directions without bumping into others using all available space.
- Different formation: Circle
- Jump over and move under obstacles, crawling, climbing, jumping etc.
- Jungle gym crawling and weaving through the frames using different parts of the body.

### Laterality
- Activities using the non-dominant side of the body.

### Sports and games
- Play favourite games selected by the children.
- Movement games – concepts of size, distance, space and quantity covered.
### Term 2

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>20 hours</th>
<th>Recommended resources for Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Balls, containers and skittles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hoops</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jungle gym or similar equipment</td>
</tr>
</tbody>
</table>

The following content is to be covered over the course of the term. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.

**Loco motor**
- Body parts: Singing songs or recite rhymes while touching various parts of the body such as touch the knees, toes, nose, head, ears etc.
- Games – “Simon Says” – moving different parts of the body.

**Perceptual Motor**
- Ball skills – Passing a ball around a circle; over heads; under legs while standing in a straight line; throw a ball to a partner; bounce and catch a ball to a partner.
- Hitting balloons in the air.

**Rhythm**
- Jumping and hopping.
- Jump up and down; jump high and low; jump forwards, backwards and sideways.
- Finger play activities – finger rhymes.

**Coordination**
- Eye-hand foot co-ordination – dribbling balls around skittles and kicking balls between skittles.
- Balloon push- push a balloon through a target or goal post.

**Balance**
- Walking on a rope or line marked on the ground
- Balance on a low level beam/plank.
- Balance on chairs

**Spatial Orientation**
- Complete obstacle course using the jungle gym or similar equipment

**Laterality**
- Roll sideways in both directions, roll forwards and backwards
- Throw and catch a bean bag with non dominant hand.
- Balance on non dominant leg.

**Sports and games**
- Traditional/indigenous games chosen by the children.
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Physical Education</td>
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The following content is to be covered over the course of the term. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.

**Loco motor**
- Move— jump, run, climb and crawl.
- Walk backwards on heels; walk backwards on toes.
- Walk forwards crossing dominant leg over.
- Follow instructions to move slow and fast.

**Perceptual Motor**
- Children help to set up an obstacle course and move through the obstacle course safely—climbing on, climbing over, crawling, hanging onto bars and balancing.

**Rhythm**
- Rope skipping, alone, in groups of three’s, two swing and the other jump, rotate roles.

**Coordination**
- Hand eye coordination – throw a tennis ball in the air and catch it, bounce it on the ground; pass it to a partner.
- Jumping over a swinging stocking ball.

**Balance**
- Balance on motor care tyres, laid flat on the ground or held up standing.
- Play games using bean bags to balance on different parts of the body for example “Simon Says” – Balance the bean bag on your shoulder” etc.

**Spatial Orientation**
- Crawl through tyres that have been set up in a line.

**Laterality**
- Hope scotch jump with non- dominant leg.
- Running and swinging a rope/ sash / ribbon with the non-dominant hand.

**Sports and games**
- Play “Hide and Seek”
- Buck and hunters
The following content is to be covered over the course of the term. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.

**Loco motor**
- Walk, run and skip using signals to change from walking to running or skipping.
- Non-loco motor - Spin – different ways of spinning; spin alone and with a partner.

**Perceptual Motor**
- Circle formation- games such as “beat the ball”.

**Rhythm**
- Games using ropes – Uqaphu/Kgati/Ntimo (Two children swing the rope and a third jumps over it while the rest of the group sing rhymes)
- Follow instructions using a drum to signal change in rhythm.

**Coordination**
- Hand soccer with big balls.
- Foot eye coordination, greeting each other by touching the feet.

**Balance**
- Walk on ropes – backwards, forwards and sideways with or without crossing feet over.
- Walk on ropes with hands on heads, hands behind backs, hands on hips.
- Stand on tip toes, crouch on haunches. Walk on the balls of the feet, walk on the heels slowly.

**Spatial Orientation**
- Playing games like cats amongst the pigeons in a demarcated area.
- Human Shapes- form shapes of numbers 1, 2, 3 or letters A, B, C, etc. in a human chain.

**Laterality**
- Turn on the spot to the left and to the right
- Kick a ball at a target using L/R foot; throw a ball through a hoop with L/R hand.

**Sports and games**
- Play games of catches, i.e. cats amongst the pigeons.
- Walking races – walking on tip toes, walking on heals, walking on flat feet
- Relay games
### Grade 2

#### Term 1

<table>
<thead>
<tr>
<th>Topic</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Knowledge and Personal and Social Well-being</td>
<td>20 hours (2 hours/week)</td>
</tr>
<tr>
<td><strong>Recommended resources</strong></td>
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</tr>
<tr>
<td>In addition to the standard resources for Life Skills you will need:</td>
<td></td>
</tr>
<tr>
<td>• Examples of things that help people – such as reading glasses, walking frames, guide dogs, hearing aids</td>
<td></td>
</tr>
<tr>
<td>• Equipment to show simple ways of purifying water</td>
<td></td>
</tr>
<tr>
<td>• Do Routine Activities and Free Play Activities Indoors and Outdoors as specified in Chapter 2</td>
<td></td>
</tr>
<tr>
<td>• Use a class calendar to discuss the day and the month daily throughout the year.</td>
<td></td>
</tr>
<tr>
<td>• Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow for this.)</td>
<td></td>
</tr>
<tr>
<td>• Religious days and other special days celebrated by the community should be talked about as they occur through the term. (Two hours per term are allocated for this)</td>
<td></td>
</tr>
</tbody>
</table>

**Topic: What we need to live**

- Different types of food – for growth, energy, health
- Water – why we need water, sources of water we use
- Air – clean air
- Sunlight – include protection from the sun

**Note:**

~ There is no need to include the water cycle at this level

**Topic: Myself and others**

- Friends - qualities of a good friend
- People at school and at home – include sharing, helping, showing respect
- Dealing positively with conflict – include self-esteem and bullying

**Topic: Everyone is special**

- People are similar and people are different
- Things that help people – such as reading glasses, walking frames, guide dogs, hearing aids
- Caring for people with disabilities
- I can be a hero

**Topic: Healthy living**

- Protecting food we eat – include protection from flies, keeping food cool
- Simple ways of purifying water
- Things that harm us – smoking, alcohol, drugs
- Good habits – such as regular exercise, limited television

**Religious days and other special days**

2 hours
<table>
<thead>
<tr>
<th>Term 2</th>
<th>Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning Knowledge and Personal and Social Well-being</strong></td>
<td>20 hours (2 hours/week)</td>
</tr>
<tr>
<td><strong>Recommended resources</strong></td>
<td>In addition to the standard resources for Life Skills you will need:</td>
</tr>
<tr>
<td></td>
<td>• Examples of clothes for different seasons</td>
</tr>
<tr>
<td></td>
<td>• Pictures and information books</td>
</tr>
</tbody>
</table>

- Do Routine Activities and Free Play Activities Indoors and Outdoors as specified in Chapter 2
- Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow for this.)
- Religious days and other special days celebrated by the community should be talked about as they occur through the term. (Two hours per term are allocated for this)

**Topic: Seasons**

- The four seasons
- How seasons affect us – clothes, food, activities
- How seasons affect growing things – sowing, growing and harvesting
- How seasons affect animals - include farming eg. sheep shearing, animal dipping; birds eg. migration and nesting

**Topic: Animals**

- Farm animals
  - Types
  - Uses – such as food and clothing
- Wild animals
  - Types
  - Camouflage

**Topic: Animals that live in water**

- Fresh water
  - River – eg. fish, crocodile
  - Ponds and dams – eg. frog, dragonfly
- Salt water
  - Sea – eg. shark, crayfish
  - Rock pools – eg. starfish, crab

**Topic: Animal homes**

- Animals that make their homes – such as birds, some bees, ants
- Animals that find a home – such as baboons, snakes, squirrels
- Animals that carry their homes – such as snails, tortoises

**Religious days and other special days**

- 2 hours
<table>
<thead>
<tr>
<th>Topic: Soil</th>
<th>4 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different soils – colours and textures</td>
<td></td>
</tr>
<tr>
<td>Creatures that live in the soil – such as earthworms, moles</td>
<td></td>
</tr>
<tr>
<td>Soil for the growth of plants. The value of growing vegetables</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic: Transport</th>
<th>6 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>What transport is</td>
<td></td>
</tr>
<tr>
<td>Road transport</td>
<td></td>
</tr>
<tr>
<td>Rail transport</td>
<td></td>
</tr>
<tr>
<td>Air transport</td>
<td></td>
</tr>
<tr>
<td>Water transport</td>
<td></td>
</tr>
<tr>
<td>Uses of different kinds of transport</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic: Road safety</th>
<th>4 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Road safety rules</td>
<td></td>
</tr>
<tr>
<td>o Pedestrians</td>
<td></td>
</tr>
<tr>
<td>o Cyclists</td>
<td></td>
</tr>
<tr>
<td>o Passengers</td>
<td></td>
</tr>
<tr>
<td>Road signs for pedestrians and cyclists</td>
<td></td>
</tr>
<tr>
<td>Scholar patrol</td>
<td></td>
</tr>
<tr>
<td>How traffic officers help us</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic: People who help us</th>
<th>4 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>People who help us in our community – such as clinic nurse, after-care teacher, librarian</td>
<td></td>
</tr>
<tr>
<td>How different people help me</td>
<td></td>
</tr>
<tr>
<td>How I ask for information and assistance</td>
<td></td>
</tr>
<tr>
<td>o Good manners</td>
<td></td>
</tr>
<tr>
<td>How I ask for help in an emergency</td>
<td></td>
</tr>
<tr>
<td>o Who to contact</td>
<td></td>
</tr>
<tr>
<td>o What information to give</td>
<td></td>
</tr>
</tbody>
</table>

Note: Invite someone who works in the community to visit the school.
**Term 4**  
**Grade 2**

<table>
<thead>
<tr>
<th><strong>Beginning Knowledge and Personal and Social Well-being</strong></th>
<th><strong>20 hours</strong> (2 hours/week)</th>
<th><strong>Recommended resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to the standard resources for Life Skills you will need:</td>
<td></td>
<td>• A wall map of South Africa with provinces</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The South African flag</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Examples of different instruments of communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pictures and items about religious festivals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Photographs and information books</td>
</tr>
</tbody>
</table>

- Do Routine Activities and Free Play Activities Indoors and Outdoors as specified in Chapter 2
- Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow for this.)
- Religious days and other special days celebrated by the community should be talked about as they occur through the term. (Two hours per term are allocated for this)

**Topic: Our Country**  
4 hours

- A map of South Africa
  - Name and location of own province
  - Where we live
- South African flag – include recognising the flag and places we see it flying
- South African anthem – listening and singing

Notes:
- Anthem can be learnt through the term
- Include learners from other countries by including their flags where possible.

**Topic: Ways we communicate**  
6 hours

- Speaking – include explaining, conversation, poetry and song
- Writing – include writing a letter or card and posting it
- Reading – include instructions and advertisements
- Listening – include radio and stories
- Looking – include lip reading, signing and gestures

**Topic: Life at night**  
6 hours

- Things I do at night
- People who work at night – such as security officers, doctors, pilots, truck drivers
- Night animals – such as owls, hamsters, porcupines, leopards, jackal

**Religious days and other special days**  
2 hours

**Consolidation of topics and assessment**  
2 hours
<table>
<thead>
<tr>
<th>Term 1</th>
<th>Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Arts</td>
<td>20 hours</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following content is to be covered over the course of the term. Select appropriate Life Skills topics for the term to provide the context in Performing Arts and Visual Arts lessons.

### Performing Arts 10 hours

**Creative games and skills**
- Warming-up the body: breathing exercises and use of different joints such as, ankles: pointing and flexing and wrists circling, and others
- Warming-up the voice: using songs, singing vowels, rhymes and tongue twisters
- Singing songs using unison, rounds, and call and response
- Body percussion: keeping a steady beat and use of different timbres (click, clap, stamp)
- Locomotor movements: walking, running, skipping, hopping in different directions on own and with a partner
- Non-locomotor movements: reaching, bending, rising on their own and with a partner
- Interactive story telling activities: listen and respond appropriately to partners, such as telling stories in pairs on ‘my favourite food’, accumulation stories, echo stories, and others
- Cooling down and relaxation: lying down on back breathing in and out visualising colour as a stimulus

**Improvise and interpret**
- Creating short scenes based on appropriate topics, focusing on storyline
- Creating appropriate characters: show differences between characters and character’s point of view in short scenes
- Rhythm patterns using key words from selected topics such as people at work: ‘woodcutter’ chop-chop-chop, ‘butcher’ = slice-slice, and others
- Using above examples to explore appropriate tempo and dynamics such as: ‘chop-chop-chop’ will be loud and fast, ‘slice-slice’ will be quiet and slow
  - Learn movements from a South African dance, such as gumboot dancing, and others

### Visual Arts 10 hours

**Create in 2D**
- Paint pictures of self with others in action (running, jumping, dancing, etc) and talk about primary and secondary colour, cool and warm colours, shape and line
- Create patterns using geometric shapes; talk about rhythm and repetition

**Create in 3D (Constructing)**
- Use clay to make and decorate containers; talk about pattern, geometric shape, line, talk about surface texture and correct joining techniques
### Creative Arts

<table>
<thead>
<tr>
<th>Recommended resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refer to the standard resources for Life Skills listed in Chapter 2</td>
</tr>
</tbody>
</table>

The following content is to be covered over the course of the term. Select appropriate Life Skills topics for the term to provide the context in Performing Arts and Visual Arts lessons.

#### Performing Arts

<table>
<thead>
<tr>
<th>Creative games and skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warming-up the voice: developing articulation (lips, tongue, jaw) through imaginative play</td>
</tr>
<tr>
<td>Warming-up the body: contrasting movements using verbal and sound signals such as ‘Freeze!’, ‘Go!’, ‘Up!’</td>
</tr>
<tr>
<td>Rhythm games focusing on listening skills and recalling contrasting rhythm patterns</td>
</tr>
<tr>
<td>Playing percussion instruments/body percussion in time to music and/or class singing</td>
</tr>
<tr>
<td>Locomotor movements: marching, leaping, jumping, galloping, turning on their own and with a partner</td>
</tr>
<tr>
<td>Non-locomotor movements: rolling, swinging, stretching alone and with a partner</td>
</tr>
<tr>
<td>Cooling down the body and relaxation: express moods and ideas through movement such as floating on a cloud, feeling sleepy, and others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Improvise and interpret</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performing rhythm patterns combined with locomotor movements such as clapping the rhythm of pony gallops, marching, skipping, and others</td>
</tr>
<tr>
<td>Performing songs focusing on dynamics such as: loud and soft, slow and fast</td>
</tr>
<tr>
<td>Role plays related to selected topics or stories told by the teacher, working with a partner in role and switching roles</td>
</tr>
<tr>
<td>Using drama techniques to explore characters’ thoughts and feelings, e.g. the drama is frozen and each character in turn is tapped on the shoulder, and asked to reveal what s/he is feeling in that moment, and others</td>
</tr>
</tbody>
</table>

#### Visual Arts

<table>
<thead>
<tr>
<th>Create in 2D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw or paint pictures related to topics of the term. Focus informally on line, tone, texture, colour</td>
</tr>
<tr>
<td>Use recyclable objects and thick paint to create a printed surface; talk about geometric and organic shapes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Create in 3D (Constructing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>construct a mask using recyclable materials; talk about shape, texture, develop craft skills</td>
</tr>
</tbody>
</table>
Term 3                                  Grade 2

<table>
<thead>
<tr>
<th>Creative Arts</th>
<th>20 hours</th>
<th>Recommended resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

The following content is to be covered over the course of the term. Select appropriate Life Skills topics for the term to provide the context in Performing Arts and Visual Arts lessons.

**Performing Arts**  10 hours

**Creative games and skills**
- Warming–up the body: curling and stretching the spine sitting on the floor, curling into a tight ball, unfolding lengthening the spine, and others
- Landing softly through the feet (toe-ball-heel bending knees) while hopping, skipping, jumping and leaping, and others
- Locomotor movements: sliding the feet on the floor and run with a leap on their own and with a partner
- Non-locomotor movements: turning, falling, stamping, kicking on their own and with a partner
- Polyrhythms using body percussion and/or percussion instruments
- Listening to music and identifying moods such as ‘sad’, ‘happy’, ‘calm’ and ‘excited’
- Simple mime; imitating everyday activities focusing on weight and shape, such as picking up a ‘heavy rock’ or a ‘light feather’, and others
- Games focusing on numeracy and literacy such as number songs and rhymes, participatory stories, making letter shapes through movement, writing names with toes, verbal dynamics (pull, twist, stretch, bend, spin)
- Cooling down the body and relaxation: lying on the back tightening/contracting all the muscles, making tight fists, clenching shoulders and then releasing all the muscles making body heavy on the floor, and others

**Improvise and interpret**
- Creating a simple puppet using waste material: sock puppets, finger puppets, shadow puppets
- Own puppet performance based on appropriate vocal characterisation and manipulation of own puppet
- Create sounds and rhythms specific to the mood or character of the puppet by using voice, instruments or found objects
- Exploring the movement characteristics of the puppet such as: ‘the hungry lion crawling and creeping about to catch the mouse’, and others

**Visual Arts**  10 hours

**Create in 2D**
- Make paintings or drawings of birds, fish, insects, reptiles or other; use oil pastels in warm colours and wash over in inks of cool colours; talk about colour, shape, texture, pattern and emphasis; look at and talk about famous artworks of natural world
- Make paintings of fantasy plants and flowers; talk about primary and secondary colours, emphasis, and concepts like behind, in front of, underneath, etc.

**Create in 3D**
- use recyclable materials and papier maché to make useful objects: egg cups, containers, plant holders or other; decorate using pattern; talk about geometric shapes and cool and warm colours, develop craft skills
Term 4                                   Grade 2

<table>
<thead>
<tr>
<th>Creative Arts</th>
<th>20 hours</th>
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</tr>
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<tbody>
<tr>
<td></td>
<td></td>
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</table>

The following content is to be covered over the course of the term. Select appropriate Life Skills topics for the term to provide the context in Performing Arts and Visual Arts lessons.

Performing Arts 10 hours

**Creative games and skills**
- Warming-up the body: using circles, angles, curves and zig-zags
- Warming-up the voice: using songs and rhymes focusing on high and low notes and fast and slow tempo
- Singing songs to improve the ability to sing in tune
- Combining non-locomotor and locomotor movements such as twisting combined with galloping on their own and with a partner
- Simple mime: imitating everyday activities focusing on weight, shape and space such as ‘crouching in a narrow cave’, ‘kicking a ball on a big soccer field’, and others
- Composing soundscapes, using dynamics, pitch, timbre and tempo to express character, feelings and mood such as: ‘grandfather = loud, low pitch, slow’, ‘bird = quiet, high pitch, fast’, and others

Cooling down the body and relaxation: moving to slow soothing music

**Improvise and interpret**
- Listening to music and identifying how dynamics, pitch, timbre and tempo combine to tell a story such as ‘Peter and the Wolf’, and others
- Improvising appropriate movements and characters using axial, locomotor and levels to interpret a story such as ‘Peter and the Wolf’, and others
- Developing a puppet performance by focusing on a conversation between puppets
- Exploring attitude, status and relationships of puppet – characters such as the villain, animal characters, the witch, the princess, and others

Visual Arts 10 hours

**Create in 2D**
- Make paintings relevant to the term’s topics; talk about colour, tone, texture, contrast, shape

**Create in 3D (Constructing)**
- Make clay models
<table>
<thead>
<tr>
<th><strong>Term 1</strong></th>
<th><strong>Grade 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>20 hours</td>
</tr>
<tr>
<td><strong>Recommended resources for Term 1</strong>&lt;br&gt;Bats, balls, bean bags, obstacle course equipment.&lt;br&gt;Containers for targets</td>
<td></td>
</tr>
</tbody>
</table>

The following content is to be covered over the course of the term. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.

**Loco motor**
- Play and indigenous game, for example – Upuca
- Potato races
- Egg and spoon races – balance a small ball on a large spoon

**Perceptual Motor**
- Throwing bean bags up in the air and catching them
- Throwing and hitting balls in pairs

**Rhythm**
- Jump over ropes that are placed parallel to one another – repeat and move ropes further apart.
- Rope skipping

**Coordination**
- Throwing bean bags to a partner
- Passing ball under legs with children standing one behind the other

**Balance**
- Work in pairs face one another with legs stretched out and feet touching, holding hands, pull and push forwards and backwards soles of feet together
- Repeat standing up using hands to push against one another with feet flat on the ground
- Balancing a bean bag on different parts of the body while walking on a straight line
- Control and co-ordination and balance exercises

**Spatial Orientation**
- Stretch and curl – make body as tall and as small as possible, as long and as short as possible

**Laterality**
- Introduce activities using the non dominant body part, arms and legs
## Term 2  
### Grade 2

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>20 hours</th>
<th>Recommended resources</th>
</tr>
</thead>
</table>

Variety of balls, skittles, bean bags.

The following content is to be covered over the course of the term. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.

### Loco motor
- Simulation activities such as “follow the leader”.
- Relay running with or without equipment.
- Relay running dribble a ball; zigzag through skittles or markers.
- Reaction drills, such as knee boxing; grab the ball before your partner does, etc.

### Perceptual Motor
- Ball skills – Bouncing balls while marching on the spot.
- Ball skills – Bouncing balls against the wall.
- Ball skills – Bouncing balls around obstacles.

### Rhythm
- Skipping with and without skipping ropes; skipping on the spot and across a distance.
- On the beat of music or drumming, move various parts of the body – head ... arms... hips... legs and feet.

### Coordination
- Work with a partner – one rolls ball to other who must then kick it back before it stops rolling.
- Throw a large ball at a target for example, goal post or netball ring.
- Simulation activities, i.e. picking apples, digging in the garden, sawing a plank etc.

### Balance
- In pairs duck fighting or cock fighting.
- Play simple games such as S.T.O.P
- Hop scotch.

### Spatial Orientation
- Circle formation playing “cat and mouse”.
- Obstacle course.

### Laterality
- In pairs catch a ball with the non dominant hand.
- In pairs kick a ball with non-dominant foot.

### Sports and games
- Games involving pulling, running, jumping and hoops, for example ‘tug of war’
- Play games such as “Wolf, wolf what’s the time?”
<table>
<thead>
<tr>
<th>Term 3</th>
<th>Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Education</strong></td>
<td><strong>Recommended resources</strong></td>
</tr>
<tr>
<td></td>
<td><strong>20 hours</strong></td>
</tr>
</tbody>
</table>

The following content is to be covered over the course of the term. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.

**Loco motor**
- Obstacle course with bean bag on hand/shoulder/foot/head.
- Reaction time drills, i.e. On the command... run...hit the deck... hop... stop... etc.

**Perceptual Motor**
- Free play and time to experiment with different ways of using a bean bag.
- Perception games following a pattern – placing items in the correct order, i.e. running and place markers on predetermine places using the correct ordering.
- Catching and throwing a tennis ball.

**Rhythm**
- Layout swing on a jungle gym using over-grasp.
- Using over-grasp, swing on a horizontal bar of a jungle gym.

**Coordination**
- Circle formation running clock wise and anti-clock wise.
- Using over-grasp, arm travelling on jungle gym.

**Balance**
- Balancing on one leg.
- Balancing moves along ropes, planks, balancing beams. (balance on one leg; arms horizontal)
- “Horse and cart.”
- Hula hoops swings with arm, hips and neck.

**Spatial Orientation**
- Introduce forward and backward rolls – explain safety.
- “Wolf and Sheep” using the optimal play area.
- Crawl through a “tunnel”, i.e. underneath a chair, through motor tyres or make shift tunnels

**Laterality**
- In circle formation throw a ball clock wise... anti-clock wise.
- Lateral trunk movements such as throw a ball side ways L/R like in rugby.

**Sports and games**
- Divide children into teams and have relay races – explain rules and how this works
- Traditional games of the children’s choosing
<table>
<thead>
<tr>
<th>Term 4</th>
<th>Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Education</strong></td>
<td><strong>20 hours</strong></td>
</tr>
</tbody>
</table>

**Recommended resources**
- Ropes, whistles, mats, buckets for water activities; mini cricket equipment

The following content is to be covered over the course of the term. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.

**Loco motor/Non-loco motor**
- Jump high, Walk with big steps. Walk with small steps. Skip. Hop.
- Athletics- sprinting.
- Athletics – relay running.

**Perceptual Motor**
- Flashcards with different action words on them – jump, run, skip, hop, sit, walk and stand.
- Tennis and cricket activities.

**Rhythm**
- Step up and down on steps or balancing forms – 10 times.
- Swimming, breathing exercises using buckets of water.

**Coordination**
- Swimming exercises – lie on back and kick legs. Front lying, kick legs and move arms in a swimming action.

**Balance**
- Athletics – long jump build up activities.
- Athletics- high jump build up activities.

**Spatial Orientation**
- Following directions, for example ‘Walk 6 steps forward, 10 steps backward and 3 steps to the left. Stop. Walk sideways crossing legs. Hop 6 times on one leg and 9 times on the other leg.
- Skipping around play area alone and with a partner.

**Laterality**
- Stretching, up and sideways.

**Sports and games**
- Play various games.
- Mini cricket.
- Swimming exercises – breathing exercises. Practice blowing bubbles through a straw in water.
- Children putting faces into water and blowing bubbles.
<table>
<thead>
<tr>
<th>Topic: Beginning Knowledge and Personal and Social Well-being</th>
<th>30 hours (3 hours/week)</th>
<th>Recommended resources</th>
</tr>
</thead>
</table>

In addition to the standard resources for Life Skills you will need:
- pictures, stories, rhymes about feelings
- puppets and masks
- a simple First Aid kit

- **Do Routine Activities and Free Play Activities Indoors and Outdoors as specified in Chapter 2**
- **Use a class calendar to discuss the day and the month daily throughout the year.**
- **Revision, assessment and feedback should be done on an ongoing basis.** (Time allocations allow for this.)
- **Festivals and special days that people in the community celebrate should be talked about as they occur through the term.** (Three hours per term are allocated for this)

**Topic: About me**
- What a timeline is
- Timeline of own life – include date of birth, starting school, at least one interesting fact
- An interesting object from my past

**Topic: Feelings**
- Things that make me happy and things that make me sad
- Recognising feelings – such as anger, fear, worry, loneliness
- Good ways to express what we feel
- Apologies - how to say sorry

Note: Use pictures, stories, rhymes, puppets and masks

**Topic: Health Protection**
- Basic First Aid practices in situations such as nose bleeds, animal bites, cuts and burns
- Basic health and hygiene – include not touching other people’s blood

**Topic: Keeping my body safe**
- 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

Note: This topic should focus on the prevention of physical and sexual abuse

**Topic: Rights and Responsibilities**
- Children’s rights and responsibilities
- Rights and responsibilities
  - At home
  - At school
  - In our community
  - In the environment

**Religious days and other special days**
- 3 hours
### Term 2

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Beginning Knowledge and Personal and Social Well-being</th>
<th>30 hours (3 hours/week)</th>
<th>Recommended resources</th>
</tr>
</thead>
</table>

In addition to the standard resources for Life Skills you will need:
- Examples of foods from different food groups
- Library/information books
- Examples of different kinds of waste
- Recycling bins

- Do Routine Activities and Free Play Activities Indoors and Outdoors as specified in Chapter 2
- Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow for this.)
- Festivals and special days that people in the community celebrate should be talked about as they occur through the term. (Three hours per term are allocated for this)

#### Topic: Healthy eating

- Food groups
  - Vitamins – fruit and vegetables
  - Carbohydrates – bread, maize/mielie meal
  - Proteins – eggs, beans, meat, nuts
  - Dairy – milk, cheese, yogurt
- A balanced diet

#### Topic: Insects

- The characteristics of an insect
- Different insects – such as fly, mosquito, ant, beetle
- Observing and drawing an insect
- How insects help us
- How some insects harm us

#### Topic: Life cycles

- What a life cycle is
- Lifecycle of a:
  - Mammal (eg. dog)
  - Insect (eg. butterfly)
  - Amphibian – (eg. frog)
  - Bird – (eg. chicken)

#### Topic: Recycling

- What happens to our waste
- Re-using (things that can be used again)
- Recycling (used things that can be made into something new)
- Reducing (using less)
- What cannot be recycled
- Recycling at home and at school
- Making compost out of things that rot
- Re-using water

#### Religious days and other special days

- **3 hours**
### Term 3

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Beginning Knowledge and Personal and Social Well-being</th>
<th>30 hours (3 hours/week)</th>
<th>Recommended resources</th>
</tr>
</thead>
</table>

- In addition to the standard resources for Life Skills you will need:
  - Pictures of planets – including Earth from space
  - Stories of space travel and research
  - Danger signs and symbols
  - Older family and community members

- Do Routine Activities and Free Play Activities Indoors and Outdoors as specified in Chapter 2
- Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow for this.)
- Festivals and special days that people in the community celebrate should be talked about as they occur through the term. (Three hours per term are allocated for this)

**Topic: Public Safety**
- Dangerous places to play – include rubbish dumps, train tracks, roads, construction sites
- Riding trains and taxis safely
- Dangers of electricity
- Poisonous and inflammable substances
- Signs that warn us of danger

**Topic: Pollution**
- What pollution is
- Different types of pollution – water, land, air, noise
- 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.

**Topic: How people lived long ago**
- Stories and experiences of older family and community members – include food, clothes and transport
- Objects used by older family and community members – such as tools, toys, cooking utensils
- Selections of old pictures and photographs from family albums and books
- How people lived then and now (change and continuity)

Note: Invite older family and community members to visit the class

**Topic: Space**
- Earth from space – what it looks like (land, sea, clouds)
- Stars and planets – what they are
- Names of the planets

- Telescopes
- Space travel
- Satellites and information we get

Note: Where possible, visit a planatarium or observatory

**Religious days and other special days**
- 3 hours
<table>
<thead>
<tr>
<th>Term 4</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning Knowledge and Personal and Social Well-being</strong></td>
<td><strong>30 hours (3 hours/week)</strong></td>
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</tr>
<tr>
<td><strong>Do Routine Activities and Free Play Activities Indoors and Outdoors as specified in Chapter 2</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow for this.)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Festivals and special days that people in the community celebrate should be talked about as they occur through the term. (Three hours per term are allocated for this)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Topic: Products and Processes</strong></td>
<td><strong>6 hours</strong></td>
</tr>
<tr>
<td>• Plants</td>
<td></td>
</tr>
<tr>
<td>o What we get from plants</td>
<td></td>
</tr>
<tr>
<td>o Process – from sugar cane to sugar</td>
<td></td>
</tr>
<tr>
<td>• The earth</td>
<td></td>
</tr>
<tr>
<td>o What we get from the earth</td>
<td></td>
</tr>
<tr>
<td>o Process – from clay to brick</td>
<td></td>
</tr>
<tr>
<td><strong>Topic: Disasters and what we should do</strong></td>
<td><strong>9 hours</strong></td>
</tr>
<tr>
<td>• Types of disaster</td>
<td></td>
</tr>
<tr>
<td>o Floods</td>
<td></td>
</tr>
<tr>
<td>o Fire</td>
<td></td>
</tr>
<tr>
<td>• Other phenomena</td>
<td></td>
</tr>
<tr>
<td>o Lightening</td>
<td></td>
</tr>
<tr>
<td>o Earthquakes</td>
<td></td>
</tr>
<tr>
<td>o Storms and strong winds</td>
<td></td>
</tr>
<tr>
<td>Note: Use personal experiences as well as newspaper and television reports of disasters</td>
<td></td>
</tr>
<tr>
<td><strong>Topic: Animals that help us</strong></td>
<td><strong>9 hours</strong></td>
</tr>
<tr>
<td>• Animals that give us food and/or clothes</td>
<td></td>
</tr>
<tr>
<td>o Bees</td>
<td></td>
</tr>
<tr>
<td>o Chickens</td>
<td></td>
</tr>
<tr>
<td>o Cows</td>
<td></td>
</tr>
<tr>
<td>o Sheep</td>
<td></td>
</tr>
<tr>
<td>• Animals that work for us</td>
<td></td>
</tr>
<tr>
<td>o Dogs – guide dogs, watch dogs, sniffer dogs</td>
<td></td>
</tr>
<tr>
<td>o Donkeys and horses</td>
<td></td>
</tr>
<tr>
<td>Note: Find and read stories about other animals, like dolphins, that have helped people.</td>
<td></td>
</tr>
<tr>
<td><strong>Religious days and other special days</strong></td>
<td><strong>3 hours</strong></td>
</tr>
<tr>
<td><strong>Consolidation of topics covered and preparation for transition to Grade 4</strong></td>
<td><strong>3 hours</strong></td>
</tr>
<tr>
<td><strong>Term 1</strong></td>
<td><strong>Grade 3</strong></td>
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<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>Creative Arts</strong></td>
<td><strong>20 hours</strong></td>
</tr>
</tbody>
</table>

The following content is to be covered over the course of the term. Select appropriate Life Skills topics for the term to provide the context in Performing Arts and Visual Arts lessons.

**Performing Arts**  
10 hours

**Creative games and skills**
- Warming-up: co-ordination of isolated body parts such as arms swinging, swaying
- Warming-up by focusing on breathing: eg. ‘painting with your breath’, ‘panting like a dog’, and others
- Warming up the voice and singing songs (unison, rounds and call and response songs) in tune and in time
- Drama games: develop interaction and cause and effect such as counting games, name games, and others
- Playing rhythm patterns and simple polyrhythms in 2, 3 or 4 time on percussion instruments
- Locomotor movement: skip/gallop forwards, backwards, sideways and turning in different pathways (diagonal, circles, S-shapes, and others)
- Non-locomotor movements: bending, rising, reaching, coordinating arms and legs in time to music
- Cooling down the body and relaxation: express moods and ideas through movement

**Improvise and interpret**
- Listen to South African music (indigenous and western) focusing on rhythm and beat, 2, 3 or 4 time
- Perform notated rhythm patterns (notation or French note names or graphic scores) containing the equivalent of semibreves, minimis, crotchets, quavers and rests, using body percussion
- Role play with beginning, middle, end using stimulus eg. South African poem, story, song or picture
- Portraying character and objects in the role play using observation, imitation and exaggeration
- Learn and combine movements from South African dance eg. Indian dance, Pantsula, with appropriate music

**Visual Arts**  
10 hours

**Create in 2D**
- Formal teaching of drawing and painting and other: exploring a variety of media
- Introduce overlapping: behind, in front of.
- Variation of paper size and format: encourage working in different scale and degrees of detail

**Create in 3D**
- Clay modelling: animals, dragons, pinch pots and other
- Art elements: shape/form, texture
- Teach simple modelling techniques: rolling, pinching, modelling; include surface textural treatment
- Use of tools: safety, consideration of others, sharing resources

**Visual Literacy**
- Art Elements: identify and name all art elements
- Use artworks and visual stimuli to relate to own work
Term 2                                   Grade 3
Creative Arts                             20 hours

The following content is to be covered over the course of the term. Select appropriate Life Skills topics for the term to provide the context in Performing Arts and Visual Arts lessons.

Performing Arts 10 hours

Creative games and skills
- Warming-up: focus on posture, alignment of knees over the middle toes when bending and pointing feet
- Warming-up: focus on articulation and vocal tone using rhymes, songs, creative games and tongue twisters
- Sensory awareness: touch, taste, smell, hearing and sight in dramatic activities such as blindfold activities and broken telephone game, and others
- Rhythm games: listening skills, recall contrasting rhythm patterns, keep a steady beat, use different timbres
- Developing control, coordination, balance and elevation in jumping actions with soft landings
- Locomotor and non-locomotor movements with coordinated arm movements in time to music
- Cooling down and relaxation: lying down on back breathing in and out visualising colour as a stimulus

Improvise and interpret (to be covered throughout the term)
- Interpret and rehearse South African songs: rounds, call and response
- Dramatise in groups using an existing story based on appropriate topics, to develop own endings
- Classroom dramas: express feelings and portray themes from the environment and own life such as ‘collecting rubbish in my neighbourhood’, and others
- Movement sentence showing beginning, middle and end on a selected topic working in small groups

Visual Arts 10 hours

Create in 2D
- Formal teaching of drawing and painting and other: exploring a variety of media:
- Similar to previous term; include emphasis on greater awareness of the body in motion; overlapping

Create in 3D (Box sculptures)
- Teach and extend simple construction techniques to create box sculpture: stacking, joining, surface decoration
- Spatial awareness: same as before: extend conscious awareness of working in space

Visual Literacy
- Use of art elements and design principles in description and discussion; introduce balance
- Use artworks and visual stimuli to relate to own work
- Description of own artwork: use art vocabulary consciously
<table>
<thead>
<tr>
<th>Creative Arts</th>
<th>20 hours</th>
<th>Recommended resources</th>
</tr>
</thead>
</table>

The following content is to be covered over the course of the term. Select appropriate Life Skills topics for the term to provide the context in Performing Arts and Visual Arts lessons.

**Performing Arts**  
**Creative games and skills**
- Warming-up body: combine body parts and isolations eg. make circles with wrists and hips simultaneously
- Warming-up voice: focus on expressiveness and involvement in poetry, rhymes and creative drama games
- Observation and concentration skills: drama activities like building a mime sequence in pairs, and others
- Body percussion and/or percussion instruments to accompany South African music (recorded or live), focusing on cyclic (circular) rhythm patterns
- Linking movements in short movement sentences and remembering them
- Running combined with spinning movements
- Cooling down body and relaxation: stretching slowly in different directions with slow and soothing music

**Improvise and interpret** (to be covered throughout the term)
- Create a movement sentence in small groups and use it to make patterns
- Compose cyclic rhythm patterns based on South African music. Focus on appropriate tempo / dynamic choices
- Classroom dramas: show different characters through vocal and physical characterisation eg. moving and speaking as the mother, the grandfather, the doctor, and others
- Poetry performances in groups eg. choral verse combined with movement and gestures

**Visual Arts**  
**Create in 2D**
- Drawing and painting: exploring a variety of media
- Increased observation and interpretation of pattern and printmaking in the personal world; include overlapping, border patterns, shape within shape, repetition
- Design principles: conscious application and naming of contrast, proportion, emphasis and balance
- Teach pattern and printmaking with found objects and different media for sensory-motor experience

**Create in 3D**
- Craft from recyclable materials: patterned frames for own artworks, containers for classroom, or other
- Art elements: naming and use of geometric and organic shape/form
- Emphasis on pattern and surface decoration for craft objects

**Visual Literacy**
- Increase awareness of pattern and printmaking in Africa, for example, Ndebele painting, beadwork, decorative ceramics: looking, talking, listening about pattern
The following content is to be covered over the course of the term. Select appropriate Life Skills topics for the term to provide the context in Performing Arts and Visual Arts lessons.

### Performing Arts 10 hours

**Creative games and skills**
- Warming-up activities: focus on lengthening and curling the spine
- Creative drama games: develop focus and visualisation eg. ‘throwing’ an imaginary ball concentrating on size, shape and weight
- Responding to stimuli like pictures, phrases, idioms, drama games, poems or rhymes to explore body language, gestures and facial expression
- Locomotor: show control and a strong back eg. walk with pride, march like a soldier, and others
- Cooling down body and relaxation: lie on back tightening/contracting all the muscles, make tight fists, clench shoulders, then release all the muscles making body heavy on the floor, and others

**Improvise and interpret**
- Listening to South African music: focus on how tempo, dynamics, timbre contribute unique sound.
- Listening to and identify prominent South African instruments, explore unique qualities of instruments
- Creating a mood: use verbal dynamics, expressive sounds and movement, use poem, picture or song
- Creating movements based on pictures, movement sentence (sequence), showing beginning, middle, end

### Visual Arts 10 hours

**Create in 2D**
- Drawing and painting: exploring a variety of media
- Drawing overlapping, body in motion, compositions of more than two people

**Create in 3D**
- Teach craft technique of papier maché: create objects by pasting, cutting, tearing, smoothing,
- Art elements: texture, shape/form
- Design principles: conscious use and naming of proportion, balance, contrast
- Spatial awareness: extend conscious awareness of working in space

**Visual Literacy**
- Art elements: identify and name all art elements
- Design principles: name and use contrast, proportion, emphasis and balance
- Questions to deepen and extend observation of elements and design principles.
### Term 1  
#### Grade 3

<table>
<thead>
<tr>
<th><strong>Physical Education</strong></th>
<th><strong>20 hours</strong></th>
<th><strong>Recommended resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>In addition to the standard resources for Life Skills you will need:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scarves for three legged race.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Balls; cricket bats and stumps; tennis set bats; ropes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Soft grass surface.</td>
</tr>
</tbody>
</table>

The following content is to be covered over the course of the term. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.

**Locomotor**
- Wheel barrow, three-legged race.
- Mini cricket: Running between wickets.
- Athletics: Sprinting.

**Perceptual Motor**
- **Tennis set**
  - Walking, bounce tennis ball in the air, on the ground and with alternative sides of the bat.
  - In partners- volley.
  - In partners hit the ball over the net using forehand.
  - In partners hit the ball over the net using back hand.

**Rhythm**
- Athletics: Crouch start in sprinting (On your marks... get set...go!).
- Athletics: Long jump action determining take-off foot.
- Athletics: High jump action determining take-off foot.

**Coordination**
- Athletics: Throw a tennis ball.
- Hand eye coordination: Bounce a tennis ball on a tennis-set bat... in the air... on the ground while walking.

**Balance**
- Mini tennis: Running balanced, hitting forehand, back hand and volley shots over net/rope.
- Cricket: Batting.

**Spatial Orientation**
- Changing direction.
- Navigate a complicated obstacle course including pushing, pulling, climbing, changing direction.

**Laterality**
- Kick moving ball with left and right foot.

**Sports and Games**
- Athletics: Relay running.
- Mini tennis.
- Mini cricket.
<table>
<thead>
<tr>
<th>Term 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>20 hours</td>
</tr>
</tbody>
</table>

In addition to the standard resources for Life Skills you will need: Skittles, balls, hockey sticks, skipping ropes.

The following content is to be covered over the course of the term. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.

**Loco motor**
- Simulation activities such as running like a horse, walk as a duck, jump as a frog etc.

**Perceptual Motor**
- Catch/ throw a high ball.

**Rhythm**
- Rope skipping in groups of three’s.
- Rope skipping individual double take-off.
- Rope skipping individual single take off while running.

**Coordination**
- Station 1: Basketball- dribble a ball zigzag through markers.
- Station 2: Hockey – dribble a ball though obstacles.
- Station 3: Netball- passing while running into spaces.
- Station 4: Rugby- Running and passing the ball in a backline action.
- Station 5: Soccer- dribble a ball through markers.

**Balance**
- Relay running: Zigzag through skittles/markers.
- Balance on one leg.
- Gymnastics: Head stand/ hand stand.
- Bridge standing.

**Spatial Orientation**
- Complex obstacle course.

**Laterality**
- Hand apparatus sequences such as hula hoops or ribbons that require left and right actions of similar kind.

**Sports and Games**
- Indigenous games.
- Mini – soccer, hockey, rugby, netball and basket ball.
Term 3 | Grade 3
---|---
Physical Education | 20 hours | Recommended resources
|  |
In addition to the standard resources for Life Skills you will need:  
Balls, ropes, sashes, gym mats/grass surface, markers

The following content is to be covered over the course of the term. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.

Loco motor
- Non-locomotor movements like twisting, turning, bending, curling, combined and co-coordinated in groups.
- Hopping over a distance carrying something and holding hands with a partner.
- Jumping while standing ... double take off and single take off.
- Leaping: Simulating actions – Kangaroo, springbuck, bunny rabbit etc.

Perceptual Motor
- Kick a moving ball and change direction, to a target or a partner.
- Throwing balls into targets and between partners with one and two hands, high and far.

Rhythm
- Rope skipping- advance movement such as cross over, double skip etc.
- Gymnastic movement such as forward roll, backward roll, hand spring, and cartwheel.

Coordination
- Partner activities such as straddle vault over the back (bended) of a partner.

Balance
- Stand and walk on tiptoe and heel.
- Crawling on hand and knees.
- Balance walking forward and backwards.
- Climbing on a jungle gym: Moving freely on balancing pole/beam.
- Simple dismounts off apparatus.
- Gymnastics: Balancing actions such as hand stand, head stand, launches, etc.

Spatial Orientation
- Obstacle course that includes activities for crawling, jump and land from a certain height, agility, speed, etc.
- Games such as “one against three”.
- Partner tag; catch your partners’ tail.

Laterality
- Partner activities: Pulling and pushing movements L/R.
- See-saw.

Sports and Games
- Mini soccer.
- Volleyball.
- Cat and mouse.
Term 4  Grade 3

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>20 hours</th>
<th>Recommended resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>In addition to the standard resources for Life Skills you will need:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Large buckets with water</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mini cricket equipment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tennis set</td>
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<td></td>
<td></td>
<td>Gym mats</td>
</tr>
</tbody>
</table>

The following content is to be covered over the course of the term. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.

**Loco motor**
- Follows visual instructions (hand/body signals, pictures) to walk, run, jump, skip, climb, etc. Children walk in a circle joining hands. They vary the size of the circle and the number of circles, and change direction of the movement of the circle, move circles through and around each other.

**Perceptual Motor**
- Shadow imitations: one child is the shadow of another child and copies movements.
- Tennis: Forehand, backhand and volley.
- Cricket: Batting, bowling, field work and wicket keeping.

**Rhythm**
- Rhythmic sequence with or without apparatus.

**Coordination**
- Gymnastics: Forward and backward rolls.
- Swimming: Gliding, buoyancy, kicking and paddling and arm action.

**Balance**
- Balancing on one and two feet on objects, and balancing bean bags and other objects on head or in hands.
- Gymnastics: Head stand, hand stand, crap stand.

**Spatial Orientation**
- Obstacle course.
- Swimming: Confidence exercises to overcome water phobia such as putting eyes and ears in the water, breathing exercises.

**Laterality**
- Swimming: Kicking making similar actions with L/R legs; arm actions making similar actions with L/R arms.

**Sports and Games**
- Water games- Ring a Ring a Rosie; giant steps; races etc.
- Three legged games.
- Catch the dragon tale.
- Tennis set.
- Mini cricket.
SECTION 4

4.1 INTRODUCTION

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner’s development in order to improve the process of learning and teaching.

Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

In Life Skills, in the Foundation Phase the emphasis in assessment is on observing children in an ongoing and planned way, during their daily routine, structured and free play activities. This means that children in the Foundation Phase are assessed through discussion, role-play and demonstration mainly in the Creative Arts and Physical Education, whilst written recording will be more appropriate for Beginning Knowledge and Physical and Social Wellbeing.

Life Skills gives children an opportunity to explore their world and begin to understand it. The purpose of assessment of Life Skills in the Foundation Phase is to assess the development of concepts, skills and values that will help to prepare them for more formal assessment in the Intermediate Phase. Across all four Life Skills study areas the purpose of assessment is to support and encourage the learners, and to assess the learners’ holistic development.

We know that children have developed concepts and skills by observing a child’s participation and engagement with activities about those concepts.

Informal assessment of Life Skills in the Foundation Phase is conducted on an ongoing basis. One good way to do this is to keep an observation book. Anything interesting or of concern should be noted in the observation book, and followed up each day. These notes should also inform planning of teaching, and can also inform future assessments.

In Life Skills in the Foundation Phase each child should be formally assessed through observations and written recording at least once per term in each of the Study Areas. The forms of assessment used should be age and developmental level appropriate. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.
Assessment can take place individually, in small groups or in large groups during free play and as part of structured activities. Checklists and rubrics may also be used to record assessments. Assessments both formal and informal will enable the teacher to track and monitor the learner’s progress across the term.

Assessment is recorded and reported on to parents. It is not necessary to keep a formal record of all children’s work in Life Skills. It is useful, however, to keep some work that can show progress over time. Teachers can give children a choice of keeping work that gives a good indication of the child’s abilities at a particular time. These can be kept in children's files, and displayed during parent interviews and evenings. Otherwise, children’s work should be displayed all over the classroom all the time. At certain points children can take their work home so that the classroom does not become cluttered.

4.2 PROGRAMME OF ASSESSMENT

Assessment in Life Skills at the Foundation Phase is largely informal, and is on-going. The formal assessment of each child once per term should be formally recorded by the teacher.

4.3 INCLUSION

For most children coming into Grade R and Grade 1 it will be their first time at school. They will have had different educational experiences up to that point, and different skills. The teacher needs to identify each child’s needs through formal and informal assessment. It may be necessary to allow some children to catch up and other children to do extension activities. Based on on-going assessment the teacher is expected to accommodate all children in programme of learning and assessment that she follows.

4.4 RECORDING AND REPORTING

Recording is a process in which the teacher documents the level of a learner’s performance. It indicates learner progress towards the achievement of the knowledge as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner’s progression within a grade and her/his readiness to progress to the next grade.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents’ meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school
newsletters, etc. Teachers in all grades report in percentages against the subject. The various achievement levels and their corresponding percentage bands are as shown in the Table below.

**CODES AND PERCENTAGES FOR RECORDING AND REPORTING**

<table>
<thead>
<tr>
<th>RATING CODE</th>
<th>DESCRIPTION OF COMPETENCE</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Outstanding achievement</td>
<td>80 – 100</td>
</tr>
<tr>
<td>6</td>
<td>Meritorious achievement</td>
<td>70 – 79</td>
</tr>
<tr>
<td>5</td>
<td>Substantial achievement</td>
<td>60 – 69</td>
</tr>
<tr>
<td>4</td>
<td>Adequate achievement</td>
<td>50 – 59</td>
</tr>
<tr>
<td>3</td>
<td>Moderate achievement</td>
<td>40 – 49</td>
</tr>
<tr>
<td>2</td>
<td>Elementary achievement</td>
<td>30 – 39</td>
</tr>
<tr>
<td>1</td>
<td>Not achieved</td>
<td>0 - 29</td>
</tr>
</tbody>
</table>

Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners’ report cards.

**4.5 GENERAL**

This document should be read in conjunction with:

- **4.7.1 National Protocol for Assessment Grades R – 12**

- **4.7.2 Subject specific exam guidelines as contained in the draft policy document: National policy pertaining to the programme and promotion requirements of the National Curriculum Statement, Grades R - 12**