

2020 REVISED CURRICULUM AND ASSESSMENT PLANS

GRADE 1-3 LIFE SKILLS

Implementation: July/August 2020



Presentation Outline

1. Purpose
2. Amendments to the Content Overview for the Phase;
3. Amendments to the Annual Teaching Plan;
4. Amendments School Based Assessment (SBA)
5. Conclusion

1. Purpose

- To mediate the amendments of the revised Annual Teaching Plan 2020 including School Based Assessment for **Life Skills in Grades 1-3** for implementation in June 2020 as stipulated in **Circular S2 of 2020**.
- To ensure that **meaningful teaching proceeds** during the remaining teaching time as per the revised school calendar.
- To assist teachers with **guided pacing and sequencing** of curriculum content and assessment.

1. Purpose (continued)

- To enable teachers to **cover the essential core content /skills** in each grade within the available time.
- To assist teachers with **planning** for the different forms of **assessment**.
- To ensure learners are **adequately prepared** for the **subsequent year/s** in terms of content, skills, knowledge, attitudes and values.

2. Amendments to the Content Overview for the Foundation Phase

Subject: Life Skills

- During this phase and addressing the importance of social distancing and staying healthy, Life Skills will address **social health, emotional health and relationships with other people and our environment**, including values and attitudes.
- Holistic development of the learner and keeping them grounded, is key.
- Disinfection and social distancing are strict requirements which will be adhered to in preventing the spread of COVID 19.

Grade Topics across Term 2 to 4

GRADE 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
TOPICS: TERM 2	ORIENTATION MY FAMILY	ORIENTATION MY FAMILY	SAFETY IN THE HOME	MY BODY	MY BODY	KEEPING MY BODY SAFE	KEEPING MY BODY SAFE
TOPICS: TERM 3	MY COMMUNITY	MY COMMUNITY	PETS	MANNERS AND RESPONSIBILITY	PLANTS AND SEEDS	FOOD	FOOD
TOPICS: TERM 4	HOMES	HOMES	PICTURE MAPS	WATER	WATER	THE SKY AT NIGHT	THE SKY AT NIGHT
GRADE 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
TOPICS: TERM 2	ORIENTATION SEASONS	ORIENTATION SEASONS	FARM ANIMALS	WILD ANIMALS	CREATURES THAT LIVE IN WATER	CREATURES THAT LIVE IN WATER	ANIMAL HOMES
TOPICS: TERM 3	SOIL	WORKING WITH SOIL	TRANSPORT BY LAND: LAND/RAIL	TRANSPORT BY AIR/WATER	ROAD SAFETY	PEOPLE WHO HELP US	PEOPLE WHO HELP US
TOPICS: TERM 4	OUR COUNTRY SOUTH-AFRICA	NATIONAL ANTHEM AND COAT OF ARMS	NATIONAL SYMBOLS	DIFFERENT WAYS OF COMMUNICATI NG	COMMUNICATI N WITHOUT SIGHT/HEARING	DAY AND NIGHT	ANIMALS OF THE NIGHT
GRADE 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
TOPICS: TERM 2	ORIENTATION HEALTHY EATING	HEALTHY EATING	INSECTS	INSECTS	LIFE CYCLES	RECYCLING	RECYCLING
TOPICS: TERM 3	PUBLIC SAFETY	PUBLIC SAFETY	POLLUTION	HOW PEOPLE LIVED LONG AGO	SPACE	SPACE	CONSOLIDATIO N OF TOPICS
TOPICS: TERM 4	PRODUCTS AND PROCESSES	PRODUCTS AND PROCESSES	DISATERS AND WHAT WE SHOULD DO	DISATERS AND WHAT WE SHOULD DO	ANIMALS AND CREATURES THAT HELP US	ANIMALS AND CREATURES THAT HELP US	CONSOLIDATIO N OF TOPICS

Summary: Amendments to the Content Overview for the Foundation Phase

Life Skills	Beginning Knowledge and Personal Social Well-being (BKPSW)	Creative Arts	Physical Education
Grade 1 Grade 2 Grade 3	<ul style="list-style-type: none"> Beginning Knowledge and Personal and Social Well-being in the Life Skills curriculum are organised in the given CAPS topics. Orientation to take place in week 1 but learners should be conscientised about these EACH day Adhere daily to COVID-19 measures. Social distancing, washing of hands and wearing of masks 	<ul style="list-style-type: none"> Visual Arts: allow learners to use their own apparatus or alternatively use the apparatus in groups on different days to allow for sanitizing. All equipment to be sanitized after every use. Performing Arts: Activities have been adapted to ensure safety. use learner own space – social distancing 	<ul style="list-style-type: none"> Activities have been adapted to ensure that Physical Education takes place so that learners develop perceptual and other skills Limit activities with resources that can spread the virus. All equipment to be sanitized after every use. Adhere daily to COVID-19 measures: Maintain social

Summary: Amendments to the Content Overview for the Life Skills study areas

	BKPSW	Creative Arts	Physical Education
Grade 1 to 3	<ul style="list-style-type: none">• The first week's orientation topic of re-opening is merged with the COVID 19 information.• CAPS content has been spread across the weeks	<ul style="list-style-type: none">• Creative and Performing Arts CAPS trimmed content available and the proposed content to teach per week/topic are specified with a X in each grade.	<ul style="list-style-type: none">• Physical Education trimmed skills and content are presented to teach per week/topic and indicated with a X in each grade.• The extra time derived from Physical Education due the trimming of activities were integrated with Home Language components. Read BKPSW fiction and non-fiction texts

3. Amendments to the Annual Teaching Plan

Annual Teaching Plan

- The work for term 2, 3 and 4 has been re-organised and spread over the given weeks.
- The teacher (per Grade) must record what she has completed on a week by week basis. A common template can be used for this purpose.

Summary: Reorganisation of content topics

- Knowledge, skills, values, and attitudes within each Life Skills study areas were reorganised and incorporated into the COVID 19 curriculum trimmed document.
- The content is therefore mapped out for each subject and grade, setting out the knowledge, skill and content to be covered per week and per term
- It sets the foundation for integration for Home Language

Summary: Amendment to the weighting of content topics

- Deviations to the time allocation (1 hour) in Life Skills (Physical Education) in all grades and integrated with Home Language.
- BKPSW reading fiction and non- fiction texts for Read aloud, shared or individual reading, read for comprehension and writing e.g. Write a story about a process, poem, oral etc.

Summary: Content/Topics Amended

Content/Topics	Term	Amendment
Creative Arts	2, 3, 4	<ul style="list-style-type: none"> The use of materials and LTSM COVID 19 restrictions and healthy practices integrated with the activities
Physical Education	2, 3, 4	<ul style="list-style-type: none"> Physical Education sessions is included for indoor movement within learners' space on or in front of their chair for 12 minutes per day (1 hour per week). If space allows, in demarcated areas outside. COVID 19 restrictions integrated with the activities

4. Amendments School Based Assessment (SBA)

SCHOOL BASED ASSESSMENT

- Assessment for and of learning will continue to be implemented on a continuous basis in Life Skills.

Summary: Revised Programme of Assessment

Term 1	Term 2	Term 3	Term 4
		One formal assessment task to be completed.	One formal assessment task to be completed.
	Informal observations	1 activity per Study Area	1 activity per Study Area
	Continuous formative assessment	Continuous formative assessment	Continuous formative assessment



Summary: Revision Final Examination Structure

- One formal assessment task to be completed per term
- One activity per Study Area during teaching and learning after multiple opportunities

Summary: Revised Practical Assessment Task (PAT)

- Not applicable to Foundation Phase.



4. Conclusion

Conclusion

- Life Skills is the vehicle to develop learners holistically and address psycho social support. It keeps learners grounded and provides a safe space where learners sing, dance and do movement.
- Whilst it develops important skills as a foundation for learning, it provides an outlet and is therapeutic.
- The importance of Life Skills must be consciously considered daily

Conclusion

- It is still possible to cover all the study areas in Life Skills in the Foundation Phase as the subject is the backbone of teaching and strengthening Home Language
- Although Life Skills is not used for progression purposes in the Foundation Phase, the foundational skills are important as it is progressively developed; holding tools, spatial orientation, reading, writing, Science and Technology in Intermediate Phase.
- Skills can further be strengthened in 2021 when the learner progresses to the next grade.
- The Foundation Phase teacher will be able to cover the curriculum during this exceptional time.

Conclusion

Create a safe, friendly, stable, loving environment for our learners.

Teachers are to be mindful of the following:

- Learners could be traumatized due the impact of the COVID 19.
- A positive, self-confident learner before the lockdown, can now display feelings of insecurity and changed behavioural patterns
- Some may have family members/friends who were/are affect
- Learners may experience separation anxiety from parents/caregivers.
- Foundation Phase teachers have a critical role play. Be observant and offer psycho - social support at classroom/school level
- Next level support to be put in place for urgent intervention

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