



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADE R-5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY

LIFE SKILLS: PHYSICAL EDUCATION

GRADE R-5

Curriculum and Assessment
Policy Statement Grade R-5
for learners with Severe
Intellectual Disability

Contents

1.1	Background.....	4
1.2	Overview.....	6
1.3	General aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with Severe Intellectual Disability	7
1.3.1	The aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with severe intellectual disability	8
1.4	Subjects and time allocation.....	10
2	SECTION 2: INTRODUCTION TO LIFE SKILLS – PHYSICAL EDUCATION FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY	13
2.1	What is Life Skills.....	13
2.2	Specific Aims	13
2.3	Explaining the Physical Education study areas	14
2.4	Teaching in Grade R – 5	14
2.5	Resources.....	14
2.5.1	Human Resources	14
2.5.2	Physical Resources	14
2.6	Infrastructure, equipment and finances	15
2.7	Finances:	15
2.7.1	Budget and inventory	15
2.8	Career opportunities	15
2.9	Time allocation.....	16
2.10	Topics	16
2.11	Weighting of topics.....	16

3.5.12	Grade	5	Term	4
				63
4	SECTION 4: ASSESSMENT			64
4.1	Introduction			64
4.2	Assessment principles			65
4.2.1	Definition.....			65
4.2.2	Informal Assessment or Daily Assessment			65
4.2.3	Formal Assessment			66
4.3	Managing assessment			69
4.3.1	Types of Assessment.....			69
4.3.2	Planning Assessment.....			70
4.3.3	Methods of Assessment.....			71
4.3.4	Assessment tools/instruments to execute assessment.....			72
4.4	School Assessment Programme			74
4.5	Assessment programme across the five years			74
4.6	Assessment of Physical Education across Grade R to 5			75
4.6.1	Grade R to 2			75
4.6.2	Grade 3 to 5 assessment			75
5.1	Rules of play for Mini Cricket.....			79
6.1	Hocker			82
7.1	Useful Websites:			91

1 SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADES R TO 5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY

1.1 Background

The South African Constitution, Act 108 of 1996, enshrines the right of every child to access quality basic education without there being any form of discrimination. The Convention on the Rights of Persons with Disabilities, ratified by the Parliament of South Africa in 2007 (Article 24) requires Government to ensure that children with disabilities are able to access an inclusive, quality primary, compulsory education and secondary education on an equal basis with others in the communities in which they live and that persons with disabilities are not excluded from the general education.

There are learners participating in the General Education and Training Band who have an aptitude and interest in applied knowledge and vocational skills for whom the National Curriculum Statement, Grades R to 12 (NCS) needs to be differentiated to make it fully accessible. This would include learners with moderate to severe intellectual disability and learning difficulties. Knowledge and skills should be presented at a more functional level and at reduced depth and breadth, whilst a number of occupational subjects are also made available. They should be given an opportunity to receive an endorsed statement of achievement that is related to learning within their interest and aptitude.

This Learning Programme has been developed to respond more effectively to the needs of these learners who have been identified and assessed through the protocols outlined in the Policy on Screening, Identification, Assessment and Support of 2014. They will benefit from curriculum content that is aligned to the Foundation and Intermediate Phase of the National Curriculum Statement at a more applied and functional level in accordance with their age, interest and aptitude.

It is critical, that through flexibility and differentiated methodologies, learners enrolled for these differentiated subjects will be able to progress with regard to applied competencies, even where they might not be able to attain the minimum requirements set for the different grades. There should always be high expectations for all learners and the necessary scaffolding and learning support to master foundational competencies relevant to the specific subject. They should be in a position to demonstrate the values and practical competencies that they have mastered which will make it possible for them to progress to either the Technical Occupational pathway or the world of work.

The learning programme is structured in such a way that it makes provision for a wide spectrum of learners with moderate to severe intellectual disability and learning difficulties across the age span. It is aimed at the full development of their human potential and sense of dignity and self-worth. It also allows for the development of their personality, talents and creativity, as well as their mental and physical abilities, cultural, social, environmental and economic competencies to their fullest potential with a view to enabling them to participate effectively and independently in a free society as adults (Convention on the Rights of Persons with Disabilities, 2006 and the White Paper on the Rights of Persons with Disabilities, 2015).

The learning programme for CSPID should be consulted in cases where a learner enters the CAPS Grades R – 5 for learners with Severe Intellectual Disability (SID) programme at a level where they require bridging to join the appropriate grade. The CSPID learning programme will provide a framework for educators to design down to ensure that there is a smooth transition into the SID learning programme.

The introduction of this Learning Programme within the National Curriculum Statement is aimed at strengthening of respect for human rights, fundamental freedoms and human diversity. It will provide learners in ordinary and in special schools across the range of competencies and aptitudes with conditions that ensure dignity, promote self-reliance and facilitate active participation in the school and in the community and offer the opportunity to obtain a recognised and accredited statement of achievement.

1.2 Overview

Through the policy document the Minister of Basic Education will be able to prescribe the minimum norms and standards for differentiated education in the General Education and Training band.

The following legal framework will be adhered to:

- (i) The United Nations Convention on the Rights of People with Disabilities adopted by the United Nation general Assembly on 13 December 2006 and ratified by the South African parliament on 5 June 2007;
- (ii) The White Paper on the Rights of Persons with Disabilities (2015);
- (iii) The National Education Policy Act (Act 27 of 1996);
- (iv) The South African Schools Act (Act 84 of 1996);
- (v) The National Curriculum Statement, Grades R to 12 (2011);
- (vi) The South African National Curriculum Framework for Children from Birth to Four (2015);
- (vii) National Early Learning and Development Standards for Children Birth to Four Years (NELDS) (2009);
- (viii) Section 11 of the Children's Act (Act 31 of 2005);
- (ix) Chapter 5, section 76 of the Children's Act as amended (2007);
- (x) Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- (xi) Continuing Education and Training Act (2006 as amended by Act No 3 of 2012 and Act No 1 of 2013);
- (xii) Standards and Quality Assurance for General and Further Education and Training (June 2008, Revised April 2013);
- (xiii) Umalusi's Quality Assurance of Assessment: Directives, Guidelines and Requirements;
- (xiv) Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2014);
- (xv) Policy on Screening, Identification, Assessment and Support (SIAS) (2014);
- (xvi) Guidelines for Responding to Diversity in the Classroom (2012);
- (xvii) National Protocol on Assessment (2011), specifically Chapter 9;
- (xviii) National Policy Pertaining to Promotion and Progression Requirements (2011);
- (xix) Learning Programme for Children with Severe to Profound Intellectual Disability.

1.3 General aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with Severe Intellectual Disability

(a) The National Curriculum Statement Grades R to 9 gives expression to the knowledge, skills, values and attitudes worth learning in South African schools. This curriculum aims at removing the barriers that make it difficult for learners with moderate to severe intellectual disability and learning difficulties to access the curriculum. It will enable them to acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.

(b) The Curriculum and Assessment Policy Statement (CAPS) Grades R to 5 for learners with Severe Intellectual Disability serves the purpose 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;
- Facilitating the transition of learners from education institutions to either protective or open employment;
- Providing employers with a sufficient profile of a learner's competences;
- Being sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, 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.

(c) The curriculum 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 the population;
- Active learning: encouraging an active approach to multi-sensory learning;
- Attainment of realistic, but high knowledge and skills levels: the minimum standards of knowledge and skills to be achieved at each grade are specified and set 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.

(d) Inclusivity should become a central part of the organisation's planning and teaching at each school. All teachers should have a sound understanding of how to recognise and address severe intellectual barriers to learning, and how to plan for diversity. The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, School-based Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's Guidelines for Responding to Learner Diversity in the Classroom (2011).

1.3.1 The aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with severe intellectual disability

The specific aims of the CAPS Grades R to 5 for learners with Severe Intellectual Disability are to:

- Give recognition to learners who would follow the curriculum, irrespective if they meet the requirements and achieve the competencies as specified in the learning programmes;
- Provide a foundation of quality, standardised general education which will suit the needs of these learners and help prepare them to be more independent and better equipped for life after school. It may also enable the learners to enter a Technical Occupational curriculum;
- Promote Lifelong learning to enable learners to continue with further learning and skills development in sheltered or open employment;
- Prepare learners to function better in a fully inclusive society and employment; and
- Provide employers with a profile of the learner's competence.

1.3.1.1 Learners successfully completing the curriculum will be able to:

- Identify, select, understand and apply knowledge to the intended purpose and identify solutions to problems in the field of study;
- Demonstrate the necessary applied knowledge and skills identified for competence in a subject, as specified in the curriculum;
- Demonstrate knowledge and skills gained for purpose of formal communication and basic numerical operations;
- Use technology effectively and
- Demonstrate entrepreneurial skills that will enable them to create their own work in the contexts in which they live.

1.4 Subjects and time allocation

Instructional time for the Learning Programmes is 27½ hours in a five day cycle;

Subjects		Time
General Education		
Languages		5 – 14 years = 10 hours
Home Language		14 – 18 years = 6 hours
First additional language		14 – 18 year = 2 hours
Mathematics		5 – 14 years = 5 hours
		14 – 18 years = 3 hours
Life Skills	Life Skills – Personal and Social Wellbeing	5 – 14 years = 8 hours
		14 – 18 years = 5 hours
	Physical Education	1 hour
	Creative Arts	5 – 14 years = 3½ hours
		14 – 18 years = 1 hour
Natural Sciences		1½ hours
Skills subjects		14 – 18 years = 8 hours

Subjects CAPS Grades R to 5 for learners with severe intellectual disability: Electives	Time
Agricultural Studies Art and Crafts Civil Technology: Bricklaying and Plastering Civil Technology: Plumbing Civil Technology: Woodworking and Timber Consumer Studies: Food Production Consumer Studies: Needlework Hospitality Studies Mechanical Technology: Body Works: Panel Beating and or Spray Painting Mechanical Technology: Motor Mechanics Mechanical Technology: Welding Office Administration Personal Care: Ancillary Health Care Personal Care: Beauty and Nail Technology Personal Care: Hairdressing and Beauty Care Service Technology: Maintenance	8 hours
Total: General and Skills subjects	27½

The following table proposes the learner progression across the years in the curriculum.

Grades R – 3	Grades 4 – 5
<p>General Education</p> <p>Home Language</p> <p>Mathematics</p> <p>Life Skills</p> <ul style="list-style-type: none"> - Personal and Social wellbeing - Physical education - Creative arts 	<p>General Education</p> <p>Home Language</p> <p>First Additional Language</p> <p>Mathematics</p> <p>Life Skills</p> <ul style="list-style-type: none"> - Personal and Social wellbeing - Physical education - Creative arts - Natural Sciences <p>Skills subjects</p> <p>A minimum of 3 skills and maximum of 4 skills</p>

2 SECTION 2: INTRODUCTION TO LIFE SKILLS – PHYSICAL EDUCATION FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY

2.1 What is Life Skills

Life Skills deals with the holistic development of the learner throughout life. It equips learners with knowledge, skills and values that assist them to achieve their full physical, intellectual, personal, emotional and social potential. The subject encourages learners to acquire and practice life skills that will assist them to become independent and effective in responding to life's challenges and to play an active and responsible role in the society within their personal capability. Physical Education of the learner with severe intellectual disability supports the development of Life Skills and improves their general wellbeing.

2.2 Specific Aims

Life Skills: Physical Education:

The development of the learner's gross and fine motor skills and perceptual development is fundamental in the early school years. 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 locomotor development, rhythm, balance and laterality. The focus in the early years is on games and some activities that will form the basis of participating in sports later on. Physical growth, development, recreation and play are emphasized.

In the later years, Physical Education aims to develop learners' physical wellbeing and knowledge of movement and safety. During engagement in this study area, learners will develop motor skills and participate in a variety of physical activities. Participation in Physical Education will nurture positive attitudes and values that will assist learners to be physically fit, mentally alert, emotionally balanced and socially well adjusted. Learners will directly experience the benefits of such participation and be better able to understand the importance of a physically active lifestyle. During movement activities teachers will also address the development of other skills such as relationship skills, problem solving skills and the enhancement of self-esteem.

Physical Education is instructed from grade R to grade 5

2.3 Explaining the Physical Education study areas

All learners need plenty of opportunity, motivation and instruction in a variety of daily vigorous physical activities in order to develop their unique movement abilities to an optimal level. A learner with severe intellectual disability must be supported to optimally participate in physical education, as their physical wellbeing and ability to move supports their ability to learn and develop to their maximal potential.

2.4 Teaching in Grade R – 5

The programme is designed to support the physical and motor development of the learner and takes into account physical age as well as developmental age. Learners with additional disabilities may not be excluded from participating in physical education lessons, unless there is a clearly defined medical risk for them to do so, or the parents requested the school not to include their child in physical education. Learners who use assistive devices must bring these to physical education lessons, and must be allowed to explore their abilities to fully participate while using their assistive devices. Where required, the school based physiotherapist or occupational therapist may be consulted to adapt the planned activities in order to fully include learners with additional disabilities to severe intellectual disability.

It is essential that the Physical Education Teacher is fully aware of all the learners' additional medical conditions, such as epilepsy, asthma, etc. so that he/she can still include the learners fully in the programme, but that he/she is also aware of how to deal with the event of an epileptic seizure or asthma attack. Universal precautions for HIV/AIDS must be adhered to at all times.

2.5 Resources

2.5.1 Human Resources

An appropriately qualified teacher registered with SACE in line with the Collective Agreement 5 of 2001 is required to teach Life Skills.

2.5.2 Physical Resources

- Caps Gr. R – 9
- Magazines and Newspapers
- Basic First Aid kit
- Sport / games fields with changing facilities (depending on the extra-curricular activities offered by the school.)
- Alternate, covered area for Physical Education Classes on rainy days

- Enclosed swimming pool (where possible)
- Carpets, sport / gym mats
- Balls, balloons, bean bags – all types and sizes
- A range of benches, planks, tyres, hurdles, chairs etc.
- Ropes, ribbons, skipping ropes etc.
- Obstacle course items – targets, buckets, markers etc.
- Jungle Gyms with ladders, cargo nets, slides, hanging areas etc.
- Various action songs and music
- Variety of Sport equipment

2.6 Infrastructure, equipment and finances

Schools must ensure that teachers have the necessary infra-structure, equipment and financial resources for quality teaching and learning.

2.7 Finances:

2.7.1 Budget and inventory

A budget must be allocated for the subject. The amount will be determined by the number of learners taking the subject across all the years and the nature of the practical work required as stipulated in the curriculum. The budget needs to be revised annually and must consider all resources needed per year. The funding must make provision for maintenance of equipment and the replacement over the years.

A stock inventory must be maintained by the teacher and verified annually by a Senior Management Team member.

2.8 Career opportunities

The subject aims to prepare all learners for the world of work by developing motor and social skills, building physical endurance and fitness as well as sportsmanship. In participating in physical education, the learner is also taught ways to spend free time constructively, by developing a love for movement and activity.

2.9 Time allocation

The total number of hours allocated for Physical Education as part of the Life Skills Learning Programme is 1 hour in a five day cycle. Learners are expected to participate in a Physical Education period once a week, which is timetabled to take place during a fixed period, labeled Physical Education on the school timetable. Learner participation and movement performance in Physical Education will be assessed and reported in each term.

2.10 Topics

Developmental activities include Locomotor, Perceptual Motor, Rhythm, Coordination, Balance, Spatial Orientation, Laterality, Rotation Sport and Games. Advanced activities include movement sequences that require consistency and control in smooth and continuous combinations, developing a fitness and wellbeing routine, participation in group sports and games, widening knowledge of various sports and safety aspects in participating in sport.

2.11 Weighting of topics

The curriculum is designed to span across 40 weeks of the school year, thus 10 weeks per term. Physical Education is presented throughout the term, assessment is ongoing and based on planned observations of learner participation in physical education lessons.

The focus of assessment within the physical education programme for Grade R to 2 is based on ongoing observation and recording of development and ability. It may be necessary to allow some learners to catch up and other learners to do extension activities. The focus of assessment within the physical education programme for Grade 3 to 5 falls into two broad categories: participation and movement performance (Refer to assessment section).

2.12 Sequencing and progression

Physical Education forms a part of a learner's development.

Activities should be designed to ensure all learners are included and can participate to their own level – but at the same time, it must be challenging for the stronger learners. Adaptations may include more repetitions of an activity, taking a leadership or referee role, assisting a learner who is struggling or assisting to set up and tidy up after the lesson.

3 SECTION 3:

CONTENT AND TEACHING PLANS FOR LIFE SKILLS – PHYSICAL EDUCATION

3.1 Content overview

Grade R - 2	Grade 3	Grade 4	Grade 5
Locomotor Perceptual Motor Rhythm Coordination Balance Spatial Orientation Laterality Rotation Sport and Games	Different ways to locomote, rotate, elevate and balance, using various parts of the body with control. A variety of modified invasion games Rhythmic movements with focus on posture Basic field and track athletics and swimming activities Safety measures	Movement sequences that require consistency and control in smooth and continuous combinations A variety of target games Rhythmic movements and step with attention to posture and style A variety of field and track athletics and swimming activities Safety measures	Physical fitness programme to develop particular aspects of fitness A variety of striking and fielding games Rhythmic patterns of movement with coordination and control Refined sequences emphasizing changes of shape, speed and direction through gymnastic actions. Safety measures

3.2 Physical Education Activities for Grade 3 to 5

This table provides examples of possible physical education activities that can be presented across grade 3 to 5. Activities should be chosen based on the sporting activities offered at school, as well as the learners' interests and opportunities for participation in the community.

Field and track athletic activities	Invasion and target Games	Movement sequences	Safety measures
<ul style="list-style-type: none"> Field athletics: adapted shot put, discus, javelin, long jump, high jump Track athletics: sprints, middle and long distances and relays. 	<ul style="list-style-type: none"> Netball/basketball Soccer Rugby Hockey Table Tennis Indigenous or community games Hockey (refer to Addendum 2) Bocce (Refer to Addendum 6) 	<ul style="list-style-type: none"> Gymnastic sequences which combine two or more of the following movements: running, walking, jumping, hopping, skipping 	<ul style="list-style-type: none"> Clothing and footwear Surface of the play Use and condition of apparatus Warm up and cool down Basic First-aid Water safety Spacing of learners during activities Following instructions
Fitness activities and aspects of fitness	Striking and fielding Games	Rhythmic movements	
<ul style="list-style-type: none"> Aerobics: aqua (water) aerobics, stepping Walking/ running/ swimming/ cycling programmes Flexibility, power, speed, endurance 	<ul style="list-style-type: none"> Modified: cricket (KFC Mini Cricket – Refer to Addendum 1), baseball, volleyball Indigenous or community games Swimming games 	<ul style="list-style-type: none"> Aerobics Rhythmic gymnastics with or without hand apparatus. Traditional dance patterns 	

3.3 Teaching plans

3.3.1 General

Each term comprises of ten weeks and 1 hour per week Physical Education instructional time is compulsory for all learners. Learners are three (3) years in grade R, and two (2) years in grade 1 to 4 and three (3) years in grade 5 .

The sequence within the term is not compulsory and the teacher may cover the learning content and

skills in any appropriate sequence.

The Occupational Health and Safety (OHS) Act 85 of 1993 requires the teacher to comply with the safety regulations when issuing equipment to the learners and the teacher may not leave learners unattended during Physical Education instructional time.

Physical Education sessions must be planned to allow inclusion of all learners, including learners who have additional physical disabilities or who use assistive devices. The hour must be structured to allow for 10 minutes to change and warm up, 40 minutes of exercise and 10 minutes for cooling down, rehydration i.e. drinking water and changing back into school clothes. (Refer to Addendum 4 for stretches.) During the warm up time and cooling down time, learners can be coached on appropriate clothing, good exercise habits etc.

It is recommended that the planned sessions take place out of doors and are only moved to an indoors location during inclement weather. Physical Education lessons should change from basic skill practice to playing games or sport on a weekly basis.

3.3.2 Basic skill practice and development:

Setting up various stations that learners move between at set times for basic skill practice, will eliminate waiting in line for a turn during most of the session. (For an example see Table 1). Obstacle courses that learners must negotiate can be used to allow learners to move at their own speed for the session and by having an obstacle course in a circular setup, learners can be engaged at their own speed and level of competence during the full lesson. (For an example see Table 2)

Games or sports that are played in smaller numbers (e.g. table tennis) must also allow for more than one station where learners can play, be exposed to the game / sport and develop baseline skills.

Sports that are offered by the school may be highlighted in Physical Education lessons, but must not limit the exposure to other sports or games.

It is recommended that for younger learners the sport and games that are being taught are broken up into basic movements and these basic movements are practiced first without equipment, then with light equipment, then in combinations to build up muscle memory of the proper movements required to participate in a sport or game.

As the facilities at schools differ and abilities of the learners differ, the Physical Education program is not designed to be prescriptive, but the teacher should, based on the ongoing assessment of the learners' abilities, design and lay out the activities to allow learners exposure to and attainment of all

the types of activities set out in the programme overview. Involve the school based therapists where needed to assist in adapting, grading and developing suited activities.

Figure 1:

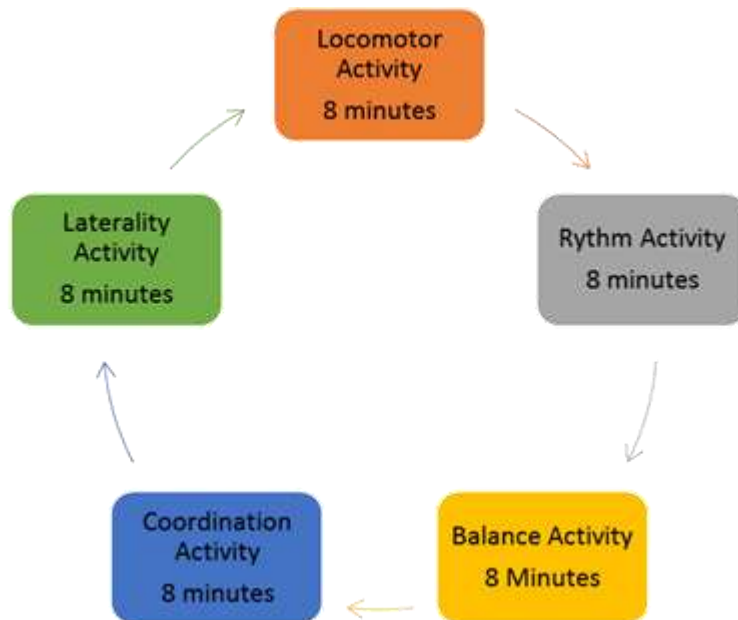
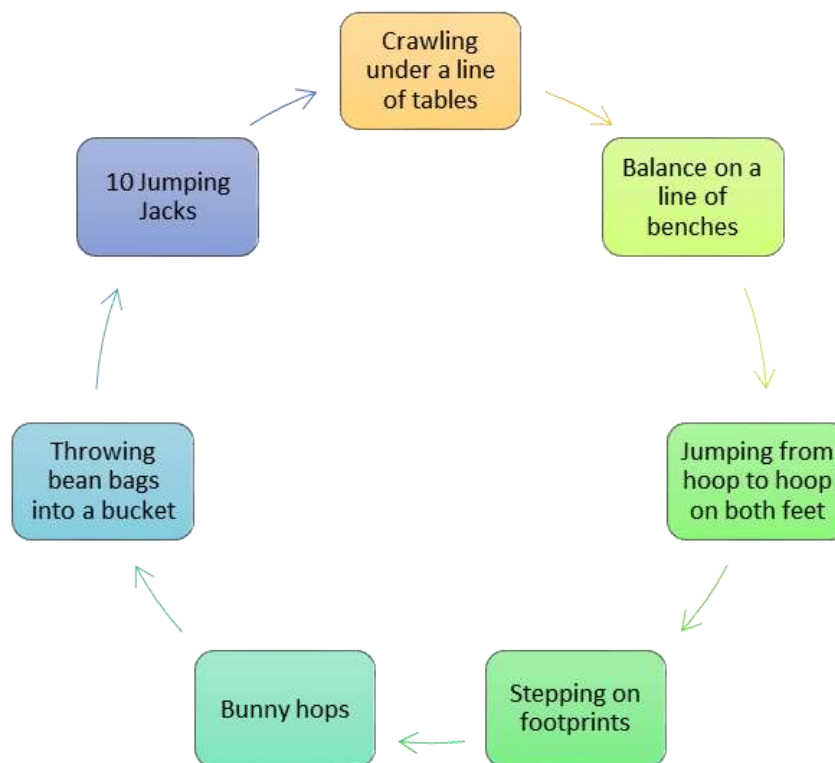


Figure 2:



3.3.3 Terminology in context:

- Locomote:
 - Locomotion, movement or the ability to move from one place to another. The muscles that are concerned with locomotion
 - synonyms: movement, motion, moving, shifting, stirring, action; travel, travelling; mobility, motility; walking, ambulation, perambulation, running.
- Perceptual Motor:
 - Perceptual-Motor Skills. Perceptual-motor development refers to the child's developing ability to interact with the environment, combining use of the senses and motor skills. The developmental process of use of perceptual or sensory skills and motor skills is viewed as a combined process.
 - Improve Balance (Vestibular)
 - Spatial Awareness (Understanding external spaces around the child- Audition & Vision)
 - Temporal Awareness (Ability to predict when stimuli arrives – all senses)
 - Body & Directional Awareness (Ability to know where the body parts are in relation to each other and in space - proprioception)
- Rhythm:
 - a strong, regular repeated pattern of movement
- Coordination:
 - The ability to use different parts of the body together smoothly and efficiently.
 - Motor Coordination is an action that involves a child using his muscles. Gross motor skills are larger movements a child makes with his arms, legs, feet, or his entire body. So crawling, running, and jumping are gross motor skills. Fine motor skills are smaller actions performed with hands, fingers and with smaller muscles.
- Balance:
 - Static Balance: the ability to maintain a desired body posture or position when the body is stationary
 - Dynamic Balance: the ability to maintain a desired body posture or position when the body is moving.
- Spatial Orientation:
 - Being able to change location in space in relation to objects we can see. Being aware of the body's position in space, and the relationship of objects to the body, e.g near / far. Within touching distance or out of reach, on top, below, to the left or to the right of my body.
- Laterality:
 - The coordinated use of the two sides of the body. Each side of the body must be aware of and coordinate with the other side for efficient and coordinated movement. A child first coordinates symmetrically (uses both sides together in the same way as in pat-a-cake) and

then coordinates them in a reciprocal manner (alternating as in climbing a ladder; holding paper with one hand while cutting with the other). Bilateral integration (information taken from both sides of the body to direct total body movements) gradually leads to an awareness of the two sides of the body and selection of one side as dominant (termed laterality) and a sense of left/right discrimination (directionality).

- Rotation (in the context of a term to describe movement of the body):
 - Rotation is movement in which something, e.g. a bone or a whole limb, pivots or revolves around a single long axis. i.e. to rotate (verb) - e.g. "he rotated his head slowly from left to right". It is also linked to the development of the ability to cross the midline.

3.4 Teaching plans Grade R – 2

3.4.1 Annual teaching plan

Weekly teaching plans are not prescribed for Grade R to 2. The Physical Education Teacher needs to ensure that all basic skill requirements are practiced in various ways and by using different activities as listed below. Please note that one term's Physical Education Lessons should cover the following skills: Locomotor, Perceptual Motor, Rhythm, Coordination, Balance, Spatial Orientation, Laterality, Rotation as well as Sport and Games. These activities must be graded from easy to difficult, while taking into consideration the skills already mastered in prior sessions. Consult with the School Based Occupational Therapist or Physiotherapist to assist with grading of activities and differentiation based on the individual learner's physical ability.

Note: This is not meant to be a complete or prescriptive list of activities. It is intended to be a guideline of which activities can be used to plan for each lesson.

There are many well-researched websites and books available that will assist the Physical Education Teacher to set up games and exercises for each level of the learners' development – Refer to Addendum 3.

Locomotor:

- Walk and run in different directions without bumping into each other
- Running on all fours.
- Locomote in different ways : walking, skipping, hopping, sliding, galloping, marching, rolling, sliding
- Running around two markers
- Shuttle running between two markers
- Non-locomotor, using senses: proprioception, learners climb through hoops, making their bodies "tall, medium, and small."

- Follow basic instructions: Walk in place, hop, skip, jump, stamp your feet, walk slow, walk fast....
- Walk like different animals: Hop like a bunny (put hands on the floor and hop feet closer), fly like an eagle (lie on stomach on floor, raise head, chest and arms off the floor with arms bent at right angles to “fly”), walk like a bear (on hands and feet move right hand and foot together and then left hand and foot), crawl like a crocodile (lie on stomach and use arms and elbows to move forward while pushing with legs), crawl like a worm (keep feet in position while hands walk away from feet. Then walk feet closer), etc.
- Play “Follow the Leader” with different movements.
- Create your own way of getting across the room. Other learners then copy the movement created.
- Do other movements like twisting, curling, uncurling, stretching, bending etc.
- Musical Chairs.

Perceptual Motor:

- Using senses: observing a simple obstacle course set up e.g. jumping, running, throwing, climbing. Learners observe where they should go. Grade to learners following verbal instructions without demonstration, to learners having to remember what is done at each station.
- Using sense of touch: run around and touch various objects on the playing field, walls, tree trunks, jungle gym frames, stones, etc. They experience the feel of different surfaces.
- Using sense of touch: blind-folded, learners find objects by touching such as bean bags, plastic skittles, ball, etc.
- Rolling balls to each other while sitting on the floor.
- Throwing bean bags at a target (bucket, Hula hoop etc.), throwing and catching bean bags, passing bean bags overhead, under legs side to side.
- Play “Simon Says”.
- Learners to imitate movements the teacher makes. Start with one handed movements and grade to movements that are the same for left and right, and then grade to more complex movements like one hand on ear and one hand on tummy. Grade to verbal instructions.
- Catching, throwing, and kicking activities. Use various items, such as bean bags, balls of different sizes and weights, ring-toss, balloons. On a hot day, set up a water balloon game that involves catching and throwing balloons filled with water.
- Play games that require the concept of size, distance, space and quantity.

Rhythm:

- Jumping with feet together and on alternate feet
- Using sense of hearing: play hide-and-seek with a person hiding, ringing a bell so that the others can follow the sound
- Using sense of hearing: play with objects that make sounds such as bottle tops put into a tin to make a sound or strung around their legs. Learners jump or move to a specific rhythm.
- Clap and sing along to known songs
- March to a beat
- Jump to a rhythm
- Clap - follow the leader
- Hop-scotch
- Rope Skipping
- Dance traditional dances, like Birdy Dance, "Volkspele", Line (Cowboy) Dancing, Zulu Dances, Macarena, "I Love Soccer" etc. There are many CDs available with dances that follow instructions from the singer.

Coordination:

- Throwing and catching beanbags.
- Jungle gym - arm travelling while hanging with over-grasp, hanging and swinging, sliding.
- Jungle gym - climb up and down a ladder and a cargo net.
- Place footsteps on the floor that the learners must walk on.
- Jump into and out of hula hoops on the floor.
- Walk in an "s" shape between a row of bean bags. Do this faster. Do this while balancing a bean bag on each hand.
- Throwing and catching activities. To a target, bouncing off a wall, to partners, in different body positions, e.g. one learner on his back while the other stands at his feet. Start with bean bags, then with bigger balls, balloons, and later with tennis balls.
- Striking activities: Use a plastic cricket bat or rolled up newspaper and strike a ball from a "T". Progress to bowling and striking with soft texture balls.
- Negotiate an obstacle course that requires coordinated movements between eyes, hands and feet.

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
- Walk on a rope or line marked on the ground
- Walk over various surfaces, jump over small obstacles, crawling etc.
- Walk on a low bench
- Walk on a line
- Stand on tiptoes and reach overhead
- Sit and lean to the side, forwards and backwards. Start with school chairs, grade to stools, balls and other unstable surfaces
- Negotiate an obstacle course that requires walking on a beam, climbing over, under and through items

Spatial Orientation:

- Run in different directions without bumping into others using all available space; run in different formations: circle, square, diamond
- Jump over and move under obstacles, crawling, climbing, jumping, etc.
- Jungle gym, crawling and weaving through the frames using different parts of the body
- Spatial Orientation games work well for young learners when incorporated with pen-and-paper activities. Combine some spatial awareness worksheets (Refer to Home Language Curriculum) with the activity to reinforce the body awareness of the spatial concepts being taught. For example – make human shapes – form shapes of numbers and letters in a human chain or limb positioning.
- Drill Downs: It means moving from one place to another and use terms like “right turn,” “left turn,” and “about turn.” Learners with spatial issues tend to get right and left mixed up so this is a great exercise for improving their directions. Tell the learner to take three steps to the left, then five steps to the right. Ask them to turn around or go up the stairs and down the stairs. They can also hop on one foot (make sure they hop on one foot and then the other).
- Throwing, kicking bean bags / balls at a target
- Catching items thrown carefully, from various directions and heights, at various speeds and graded from predictable to more unpredictable

Laterality:

- NOTE: If you are aware of using right/left, you will find many times to use these terms in talking with learners. If wearing a ring or watch wear it consistently on the same side & verbalize “my watch/ring is on my left/right hand”. Wear a colourful sticker on the back of the

right hand and state that the sticker is on the right hand. Be consistent! Don't put a sticker on the right hand one day & on the left hand the next. Once the learner knows right/left on himself, begin to project onto objects and space.

- Activities using the non-dominant side of the body, i.e turn left/right; use L/R hand, etc.
- Lying on the ground sideways rolling L/R
- Play "Hokey Pokey"; Twister; "Simon Says"
- Square dancing
- Roll to an object across the room on the floor. Walk backward toward an object. Jump sideways along a line. Throw an object towards a target or a person
- Obstacle courses: Tape simple mazes on the floor with tape and ask the learner to walk through the maze and indicate the direction (either left or right) that they must turn to get through each part of the maze.
- Draw a series of arrows on the chalkboard going up, down, left, and right. Ask the learner to read across the line and indicate verbally which direction each arrow is going. Next, have them indicate with their hand and verbally, which way the arrow is going. Finally, ask them to move their body as they indicate verbally which way the arrows are going.

Rotation:

- Throwing beanbags, darts, balls, etc. at a target while standing or sitting sideways to the target.
- Oversize Board games that require the learner to move his pieces around the entire board like snakes and ladders.
- Sit & Spin (cross hand one over the other as above)
- Twister (involves positions crossing hands or feet);
- Hand clapping games involving crossing midline
- Ball passing game: two kids sit back to back and pass the ball around to each other.
- Sitting in criss-cross roll a car/truck on the floor with the same hand across mid-line. It may help to have a race track or road to follow.
- Baseball swing. Tie a ball to a string and hang from playground or ceiling or use a T-Ball set. Do not let learner move their feet.
- Lay on back bring legs up with knees bent at 90 degrees. Rotate legs from side to side.
- Sitting criss-cross perform reaching from one side to the other with the same hand while stacking blocks, rings, putting toys into a bucket or throwing a ball.

Sport and Games:

- Practice basic skills like throwing, catching, bouncing, kicking, evading and throwing a ball at a target.
- Hide-and-seek
- Multi-sensory activities, play in water with various plastic objects Play turtle races: place a large & heavy bean bag chair, pillow, book etc. on the learner's back & have them crawl slowly across the room without the article falling off. Start over when the article falls off
- Ping Pong blow: Learner on all 4's. Using a ping-pong ball (or cotton ball; crumpled up paper) blow along a specified path or across the room.
- Newspaper crush: Use newspaper. Taking one page at a time, scrunch each page into a ball & throw into the middle of the room. No ripping! When there's a mountain of paper encourage each learner to crawl through, rebuild it, bury himself or a friend in it.
- Mountain climbing: have learner lean back and hold onto a rope that has been attached safely to a stationary place. Learner pretends to climb up a mountain holding the rope taut in a variety of ways (in sitting; legs first; lying on stomach; sitting up going backwards; sitting on a scooter board). When they reach the top, can roll back to the beginning.
- Beanbag races: Learner goes down on all 4's with a beanbag in front of him on the floor. Encourage to push the beanbag with his head along a path or across a room. Stand in a line and pass beanbags to each other in various ways. Make the race dynamic in having learners throw at a target, and the next learner has to retrieve the bag to start the next part.
- Teach the learners traditional games that you personally have played as a child or refer to https://en.wikipedia.org/wiki/List_of_traditional_children's_games for a comprehensive list of games including the basic rules of the games.
- Teach learners the basic movements required from a variety of sports and athletic codes. For example: when teaching long jump:
 - Step 1: let the learner start by jumping over a stick from standing.
 - Step 2: Jump as far as you can away from the stick.
 - Step 3: Walk up to the stick and jump from both feet.
 - Step 4: Walk up to the stick and jump from one leg, landing with both feet together.
 - Step 5: Do step 4 but with a line on the floor
 - Step 6: Jump with the run up.
 - Step 7: Practice in a long jump sandpit.
 - Step 8: Teach the learners about the proper landings and incorrect landings. Practice correct landings in the sandpit.
 - Step 9: Do a full long jump.

Only move on to the next step once the learner has understood and is able to perform the movement as accurately as possible, or in an adapted way.

(Ask the School Based Occupational Therapist or Physiotherapist to assist in breaking down activities into their component movements.)

Use items like bean bags, tennis balls and light sticks instead of the heavier equipment used in the athletic codes.

Do the same for the basic movements required in the sport codes offered at school. Introduce the learners to the basic rules of the games or sport codes, but let them explore the games and application of the rules by playing and participating themselves.

3.4.2 Assessment:

The emphasis in assessment of physical education in Grade R to 2 is on observing learners in an ongoing and planned way, during their participation in physical education lessons.

3.5 Teaching plans - Grade 3 - 5

This table provides examples of possible physical education activities that can be presented across grade 3 to 5 . Activities should be chosen based on the sporting activities offered at school, as well as the learners' interests and opportunities for participation in the community.

3.5.1 Grade 3 Term 1

Grade 3 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
1 - 3	Fitness Sport Games	Practice and participate in the following: <ul style="list-style-type: none"> • Fitness: <ul style="list-style-type: none"> • Athletics – Crouch start- Starting command: On your marks...get set...go! 50 m sprint; running in lanes. • Cardio vascular fitness - Rounders • Sport skills: <ul style="list-style-type: none"> • Cricket – Batting • Tennis- Forehand and backhand shots • Swimming- Confidence exercises, breathing, kicking, gliding, buoyancy. • Game playing: <ul style="list-style-type: none"> • Athletic games, such as relay games (loco motor) jumps and throws; Games that include rotation, elevation and balance. (Individual); Water activities that promote confidence; Mini cricket; Tennis. 	Textbooks Resources on sport and games Techniques used to teach specific sport / games Equipment required for the specific sport / games First Aid Kit Safety requirements to ensure safe participation by all
4 - 5	Fitness Sport Games	Practice and participate in the following: <ul style="list-style-type: none"> • Fitness: <ul style="list-style-type: none"> • Athletics – Relay running, long jump, high jump. 	Resources on sport and games Techniques used to teach specific sport / games Equipment required for the specific sport / games

Grade 3 Term 1

WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> Cardiovascular fitness: Paarlauf Sport: <ul style="list-style-type: none"> Tennis - Serve and follow-through; volley Swimming- Arm strokes: Crawl and backstroke Cricket - Fielding and bowling Games: <ul style="list-style-type: none"> Athletic games- relay running Games that include rotation, elevation and balance.(Partners) Water activities that promote confidence Mini cricket; circle dodge ball Tennis 	<p>First Aid Kit</p> <p>Safety requirements to ensure safe participation by all</p> <p>Paarlauf can be a fun way of training running in a creative way. Literally, it means “pair run”, but is basically a relay which can be done with two or more people. The relay comprises of one of the team running whilst the others rest, before they get to go again. Often a gentle jog is put in, between efforts, back to the changeover point, for the recovering athlete(s). If teams are evenly matched this can produce a competitive element into a training session (www.momentumsports.co.uk › training › running sessions).</p>
6 - 9	Fitness Sport Games	<p>Practice and participate in the following:</p> <ul style="list-style-type: none"> Fitness: <ul style="list-style-type: none"> Athletics – Middle distance running, cross country, running Sport: Cricket - Wicket keeper and field placing <ul style="list-style-type: none"> Tennis - Serve and follow-through; volley Swimming – Races Netball – catching and passing Basketball – dribble Games <ul style="list-style-type: none"> Athletic games Games that include rotation, elevation and balance. (<p>Resources on sport and games</p> <p>Techniques used to teach specific sport / games</p> <p>Equipment required for the specific sport / games</p> <p>First Aid Kit</p> <p>Safety requirements to ensure safe participation by all</p>

Grade 3 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		Groups) <ul style="list-style-type: none"> • Water activities – giant steps, dive to fetch colour disks, ring-a-ring-a-rosie • Mini cricket – relay running • Tennis Set • Obstacle course (elements of locomotion, rotation, balance, elevation) • Circle dodge ball: relay races, free tag, catch your partner, shuttle relay 	

SUGGESTED LIFE SKILLS (PHYSICAL EDUCATION) ASSESSMENT:

Assessment is formally recorded during the term with a minimum of 2 goals reported on:

- Frequency of Participation during Physical Education periods
- Movement performance level (see Assessment Tool for Physical Education: paragraph 5.1.2.1)

3.5.2 Grade 3 Term 2

Grade 3 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
1 - 3	Fitness Sport Games	<p>Practice and participate in the following:</p> <ul style="list-style-type: none"> • Fitness: <ul style="list-style-type: none"> • Running; agility; speed; power, strength and flexibility • Sport: <ul style="list-style-type: none"> • Netball - Catching and passing • Hockey- Grip and dribble • Soccer - passing • Basketball - Dribble and dodging • Rugby- Passing Games • Obstacle course • Jockeys and horses • Bull in the ring • Potato relay. 	<p>Textbooks</p> <p>Resources on sport and games</p> <p>Techniques used to teach specific sport / games</p> <p>Equipment required for the specific sport / games</p> <p>First Aid Kit</p> <p>Safety requirements to ensure safe participation by all</p> <p>Jockeys and horses: (Learners are placed into pairs, and decide on one person being the horse and the other being the jockey. All pairs stand in a circle, with the horses on the inside and the jockey on the outside. When the teacher calls out 'horses', all of the horses have to run clockwise around the circle, back to their partner, under their legs and then the jockeys have to jump on their back. The last pair to do this is out and has to 'neigh'. If the teacher calls out 'jockeys', the jockeys run around the circle and on their return to their partner, jump on their backs (in this case they don't crawl through their partners legs).</p> <p>Bull in the ring: (All but one of the learners stand in a circle with hands firmly clasped. The odd learner stands in the center and is the bull. The bull tries to break through the ring by parting the hands of any of the players. If he breaks through, the two learners whose hands he parted immediately give chase to him and the one catching him becomes the bull. NOTE: This is a very rough</p>

Grade 3 Term 2

WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
			game (www.databaseofgames.com/physical-games/tag/371/bull-in-the-ring)
4 - 5	Fitness Sport Games	<p>Practice and participate in the following:</p> <ul style="list-style-type: none"> • Fitness: <ul style="list-style-type: none"> • Running- jogging; agility- running zigzag; speed- 50 sprint; power-running on the spot, strength- squad jumps, press-ups, etc.; and flexibility – stretching all body regions • Sport: <ul style="list-style-type: none"> • Netball-shooting • Hockey- Passing • Soccer- Trapping • Basketball- Passing • Rugby- Kicking • Volleyball- Passing Games • Obstacle course • Cranes and Crows • Keep the Basket Full • Mr Wolf • Traditional games etc. 	<p>Textbooks</p> <p>Resources on sport and games</p> <p>Techniques used to teach specific sport / games</p> <p>Equipment required for the specific sport / games</p> <p>First Aid Kit</p> <p>Safety requirements to ensure safe participation by all</p> <p>Cranes And Crows: Divide the learners into two equal teams. Have teams face each other across from an imaginary line. You could use a rope divider if you like. Assign one side to be "Crows" and the other to be "Cranes." The teacher stands at the end of the group in the center so all players can see and hear him/her. The teacher calls out either "Crows" or "Cranes." If "Crows" are called, the Cranes must turn and run a short distance to their "base" before the Crows tag them. If any Cranes are tagged, they become Crows, and head to the other side for another round. The same applies when "Cranes" are called. Play until everyone is on one side</p> <p>Keep The Basket Full: One learner has a box in which a variety of balls are placed. As quickly as possible, he picks up one ball at a time and rolls it across the ground. The rest of the learners race after the balls, retrieve them and return them to the box. The aim is never to let the box become empty.</p>

Grade 3 Term 2

WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
			<p>Mr Wolf: One learner is chosen to be Mr Wolf. Mr Wolf stands at the opposite end of the playing field from the other learners, facing away from them. A call-and-response then takes place: all learners except for Mr Wolf chant in unison "What's the time, Mr Wolf?", and Mr Wolf will answer in one of the two ways: Mr Wolf may call a clock time (e.g., "3 o'clock"). The other players will then take that many steps out long as they go ("One, two, three"). Then they ask the question again. Or, Mr Wolf may call "Dinner time!"/"Lunch Time", when Mr Wolf will turn around and chase the other learners back to their starting point. If Mr Wolf successfully tags a learner, that learner becomes the new Mr Wolf for the next round)</p>
6 - 9	Fitness Sport Games	<p>Practice and participate in the following:</p> <ul style="list-style-type: none"> • Fitness: <ul style="list-style-type: none"> • Running- jogging; agility- running zigzag; speed- 50 sprint; power-running on the spot, strength- squad jumps, press-ups, etc.; and flexibility – stretching all body regions • Sport: <ul style="list-style-type: none"> • Netball - Positions and tactics • Hockey - Striking at goal, Grip and dribble • Soccer - stop of the ball, dribble and passing • Basketball – Shooting, Lay-up • Rugby - Punting • Obstacle course 	<p>Resources on sport and games</p> <p>Techniques used to teach specific sport / games</p> <p>Equipment required for the specific sport / games</p> <p>First Aid Kit</p> <p>Safety requirements to ensure safe participation by all</p>

Grade 3 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> Games <ul style="list-style-type: none"> Mini soccer, mini basketball, mini hockey, touch rugby, mini netball, Hocker, Bocce Catch the tigers tail; horse and cart, chase your partner, cops and robbers etc. 	

SUGGESTED LIFE SKILLS (PHYSICAL EDUCATION) ASSESSMENT:

Assessment is formally recorded during the term with a minimum of 2 goals reported on:

- Frequency of Participation during Physical Education periods
- Movement performance level: (see Assessment Tool for Physical Education: paragraph 5.1.2.1)

3.5.3 Grade 3 Term 3

Grade 3 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
1 - 3	Fitness Sport	<p>Practice and participate in the following:</p> <ul style="list-style-type: none"> • Fitness: <ul style="list-style-type: none"> • Running- Cardiovascular fitness-lap running • Sport: <ul style="list-style-type: none"> • Netball - Running into spaces • Hockey- Striking • Soccer- Heading • Basketball- tactics (stationary dribbling, dribbling while moving forward, evading opponents while dribbling, shooting at the hoop, etc.) • Rugby- Scrumming/ line-out • Gymnastics- floor movements (e.g. forward roll, backward roll, handstand, cartwheels, bridge) 	<p>Resources on sport and games</p> <p>Techniques used to teach specific sport / games</p> <p>Equipment required for the specific sport / games</p> <p>First Aid Kit</p> <p>Safety requirements to ensure safe participation by all</p>
4 - 5	Fitness Sport	<p>Practice and participate in the following:</p> <ul style="list-style-type: none"> • Fitness: <ul style="list-style-type: none"> • Running- jogging; agility- running zigzag; speed- 50 sprint; power-running on the spot, strength- squad jumps, press-ups, etc.; and flexibility – stretching all body regions • Sport: <ul style="list-style-type: none"> • Netball - Catching and passing • Hockey- Grip and dribble • Soccer- dribble and passing 	<p>Textbooks</p> <p>Resources on sport and games</p> <p>Techniques used to teach specific sport / games</p> <p>Equipment required for the specific sport / games</p> <p>First Aid Kit</p> <p>Safety requirements to ensure safe participation by all</p>

Grade 3 Term 3

WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
6 - 9	Fitness: Sport Games	<p>Practice and participate in the following:</p> <ul style="list-style-type: none"> • Fitness: <ul style="list-style-type: none"> • Circuit training ○ Sport: <ul style="list-style-type: none"> • Netball – Catching and passing • Hockey- Grip and dribble • Soccer- dribble... passing • Basketball- Lay-up • Rugby- Punting, Passing and kicking • Gymnastics- vaulting, pyramids • Hocker or Bocce ○ Games: <ul style="list-style-type: none"> • Gymnastics- vaulting, pyramids Obstacle course • Mini soccer, mini basketball, mini hockey, touch rugby, mini netball • Rotten egg • Follow the leader, rope skipping games • With music rhythmic gymnastics, traditional dance 	<p>Textbooks</p> <p>Resources on sport and games</p> <p>Techniques used to teach specific sport / games</p> <p>Equipment required for the specific sport / games</p> <p>First Aid Kit</p> <p>Safety requirements to ensure safe participation by all</p>

SUGGESTED LIFE SKILLS (PHYSICAL EDUCATION) ASSESSMENT:

Assessment is formally recorded during the term with a minimum of 2 goals reported on:

- Frequency of Participation during Physical Education periods
- Movement performance level: (see Assessment Tool for Physical Education: paragraph 5.1.2.1)

3.5.4 Grade 3 Term 4

Grade 3 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
1 - 3	Fitness Sport Games	<p>Practice and participate in the following:</p> <ul style="list-style-type: none"> • Fitness: <ul style="list-style-type: none"> • Athletics – Crouch start- Starting command: On your marks...get set...go! 50 m sprint; running in lanes. • Cardio vascular fitness- circuit training ○ Sport: <ul style="list-style-type: none"> • Cricket - Batting- forward defensive; backward defensive • Gymnastics: Rhythmic with hand apparatus • Tennis • Volley ball • Swimming - Arm and leg actions with various swimming styles, i.e. front crawl, backstroke etc. • Games: <ul style="list-style-type: none"> • Water activities that promote confidence (refer to Addendum 5) Athletic games • Mini cricket • Tennis set; tunnel crawls 	<p>Resources on sport and games</p> <p>Techniques used to teach specific sport / games</p> <p>Equipment required for the specific sport / games</p> <p>First Aid Kit</p> <p>Safety requirements to ensure safe participation by all</p>
4 - 5	Fitness Sport Games	<p>Practice and participate in the following:</p> <ul style="list-style-type: none"> • Fitness: <ul style="list-style-type: none"> • Athletics – Relay running, long jump, high jump. • Cardiovascular fitness: Paarlauf • Sport: 	<p>Resources on sport and games</p> <p>Techniques used to teach specific sport / games</p> <p>Equipment required for the specific sport / games</p> <p>First Aid Kit</p> <p>Safety requirements to ensure safe participation by all</p>

Grade 3 Term 4

WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> Cricket - Fielding and bowling Gymnastics - Rhythmic with hand apparatus Tennis - Serve and follow-through; volley Swimming - Arm strokes: Crawl and backstroke Games: <ul style="list-style-type: none"> Water activities that promote confidence Athletic games - relay running Mini cricket Hocker or Bocce Tennis set 	
6 - 9	Fitness Sport Games	<p>Practice and participate in the following:</p> <ul style="list-style-type: none"> Fitness: <ul style="list-style-type: none"> Athletics – Middle distance running, cross country running. Sport: <ul style="list-style-type: none"> Cricket - Wicket keeper and field placing Gymnastics: Agility, floor exercise Tennis - Serve and follow-through; Volley ball Swimming - Races Games: Athletic games <ul style="list-style-type: none"> Water activities- giant steps, dive to fetch colour disks; ring-a- ring-a-rosie Mini cricket 	<p>Resources on sport and games</p> <p>Techniques used to teach specific sport / games</p> <p>Equipment required for the specific sport / games</p> <p>First Aid Kit</p> <p>Safety requirements to ensure safe participation by all</p>

Grade 3 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • Tennis set; catch the dragon's tail • Obstacle course • Circle dodge ball, relay races, free tag, catch your partner, shuttle relay 	

SUGGESTED LIFE SKILLS (PHYSICAL EDUCATION) ASSESSMENT:

Assessment is formally recorded during the term with a minimum of 2 goals reported on:

- Frequency of Participation during Physical Education periods
- Movement performance: (see Assessment Tool for Physical Education: paragraph 5.1.2.1)

3.5.5 Grade 4 Term 1

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
1 - 3	Fitness Sport Games	<p>Practice and participate in the following:</p> <ul style="list-style-type: none"> Fitness: <ul style="list-style-type: none"> Athletics – Sprinting; relay running Cardio vascular fitness- Lap running, time trials Sport: <ul style="list-style-type: none"> Cricket - Batting and bowling; fielding Tennis - Forehand and backhand shots: Grip and foot positions Swimming - Confidence exercises, breathing, kicking, gliding, buoyancy. Games: <ul style="list-style-type: none"> Athletic games- team races Games that include rotation, elevation and balance. (Individual) Water activities that promote confidence Mini cricket Tennis set; Cat And Mouse (Impuku Nekati) 	<p>Textbooks</p> <p>Resources on sport and games</p> <p>Techniques used to teach specific sport / games</p> <p>Equipment required for the specific sport / games</p> <p>First Aid Kit</p> <p>Safety requirements to ensure safe participation by all</p> <p>Cat And Mouse (Impuku Nekati): (This is an action chant. Learners stand in a circle holding hands. One learner is ikati (the cat) and another is impuku (the mouse). The cat starts outside the circle, the mouse starts inside. The cat chases the mouse in and out of the circle, weaving around each child. When the chant ends the cat and mouse choose a new cat and mouse. Translation: The mouse and the cat are chasing around (repeat) They say, "meow, meow." They say, "meow, meow, meow!" (repeat) The direct translation into English seems a bit silly...we know the mouse doesn't say "meow," but in Zulu the sound of the language is more important than the accuracy of the meaning. Chant: Impuka nekati, Impuka nekati ziyawaleqana, Impuka nekati ziyawaleqana. Zithi nyawu, nyawu, zithi nyawu, nyawu, nyawu. Zithi nyawu, nyawu, zithi nyawu, nyawu, nyawu)</p> <p>www.canteach.ca/elementary/africasong.html</p>
4 - 5	Fitness	Practice and participate in the following:	Resources on sport and games

Grade 4 Term 1

WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
	Sport Games	<ul style="list-style-type: none"> Fitness: <ul style="list-style-type: none"> Athletics – Sprinting 80 m: relay running- (1) fastest starter (2) bend runner (3) back straight (4) fastest finisher. Cardio vascular fitness- Lap running- time trials Sport: <ul style="list-style-type: none"> Cricket - Fielding- defensive and attacking Tennis - Foot positions for forehand and backhand respectively Swimming - Strokes- arm and leg actions Games: <ul style="list-style-type: none"> Athletic games Games that include rotation, elevation and balance.(partners) Water activities that promote confidence Mini cricket Tennis set Hocker or Bocce Traditional games 	<p>Techniques used to teach specific sport / games</p> <p>Equipment required for the specific sport / games</p> <p>First Aid Kit</p> <p>Safety requirements to ensure safe participation by all</p>
6 - 9	Fitness Sport Games	<p>Practice and participate in the following:</p> <ul style="list-style-type: none"> Fitness: <ul style="list-style-type: none"> Athletics – Crouch start- Starting command: On your marks...get set...go! 50 m sprint; running in lanes, jogging, running zigzag, power running on the spot. 	<p>Resources on sport and games</p> <p>Techniques used to teach specific sport / games</p>

Grade 4 Term 1

WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> Strength – squad jumps, press ups Flexibility – stretching all body regions, rope skipping. Cardio vascular fitness- Shuttle relay Sport: <ul style="list-style-type: none"> Cricket - Catching Gymnastics: Rhythmic with/ without hand apparatus Tennis - Forehand and backhand shots Swimming- Confidence exercises, breathing, kicking, gliding, buoyancy. Netball – catching and passing Hockey – grip and dribble Soccer – dribble and passing Basket ball – lay-up Rugby – passing and kicking Games: <ul style="list-style-type: none"> Athletic games Games that include rotation, elevation and balance(Group) Water activities that promote confidence Mini cricket Tennis set; three -legged game Rhythmic Gymnastics Obstacle course with music – rhythmic gymnastics, traditional dance, rope skipping 	<p>Equipment required for the specific sport / games</p> <p>First Aid Kit</p> <p>Safety requirements to ensure safe participation by all</p>

SUGGESTED LIFE SKILLS (PHYSICAL EDUCATION) ASSESSMENT:

Assessment is formally recorded during the term with a minimum of 2 goals reported on:

- Frequency of Participation during Physical Education periods
- Movement performance level: (see Assessment Tool for Physical Education: paragraph 5.1.2.1)

3.5.6 Grade 4 Term 2

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
1 - 3	Fitness Sport Games	<p>Practice and participate in the following:</p> <ul style="list-style-type: none"> • Fitness: <ul style="list-style-type: none"> • Running- Jogging; agility- shuttle relay; speed- 50m sprints; power-squad jumps, strength, press-ups and flexibility- sit and reach • Sport: <ul style="list-style-type: none"> • Netball - Catching and passing • Hockey- Grip and dribble • Soccer- passing • Basketball- Dribble and dodging • Rugby- Passing • Gymnastics: Balancing • Games: <ul style="list-style-type: none"> • Obstacle course • Chase your partner, cops and robbers etc. 	<p>Resources on sport and games</p> <p>Techniques used to teach specific sport / games</p> <p>Equipment required for the specific sport / games</p> <p>First Aid Kit</p> <p>Safety requirements to ensure safe participation by all</p>
4 - 5	Fitness Sport Games	<p>Practice and participate in the following:</p> <ul style="list-style-type: none"> • Fitness: <ul style="list-style-type: none"> • Running- jogging; agility- running zigzag; speed- 50 sprint; power-running on the spot, strength- squad jumps, press-ups, etc.; and flexibility – stretching all body regions • Sport: 	<p>Resources on sport and games</p> <p>Techniques used to teach specific sport / games</p> <p>Equipment required for the specific sport / games</p> <p>First Aid Kit</p> <p>Safety requirements to ensure safe participation by all</p>

Grade 4 Term 2

WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • Netball - shooting • Hockey- Passing • Soccer- Trapping • Basketball- Passing • Rugby- Kicking • Volleyball- Passing • Games: <ul style="list-style-type: none"> • Obstacle course • Cranes and crows, keep the basket full, Mr. Wolf, traditional games etc. • Gymnastics: Floor work 	
6 - 9	Fitness Sport Games	<p>Practice and participate in the following:</p> <ul style="list-style-type: none"> • Fitness: <ul style="list-style-type: none"> • Circuit-training • Stations – running, sit-ups, squad jumps, press-ups, burpees • Sport: <ul style="list-style-type: none"> • Netball - Positions and tactics, catching and passing • Hockey- Striking at goal, grip and dribble • Soccer- stop of the ball, dribble and passing • Basketball - Shooting, lay-up • Rugby- Punting, passing and kicking • Hocker or Bocce 	<p>Resources on sport and games</p> <p>Techniques used to teach specific sport / games</p> <p>Equipment required for the specific sport / games</p> <p>First Aid Kit</p> <p>Safety requirements to ensure safe participation by all</p>

Grade 4 Term 2

WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> Gymnastics - Forward/backward roll <p>Games:</p> <ul style="list-style-type: none"> Catch the tigers tail, horse and cart, chase your partner, cops and robbers Obstacle course Mini soccer; mini basketball; mini hockey , touch rugby, mini netball, Hocker, Bocce, hand ball (Open skill application) Athletic games Games that include rotation, elevation and balance.(Group) Water activities that promote confidence Mini cricket Tennis set; three -legged game Rhythmic Gymnastics Obstacle course with music – rhythmic gymnastics, traditional dance, rope skipping 	

SUGGESTED LIFE SKILLS (PHYSICAL EDUCATION) ASSESSMENT:

Assessment is formally recorded during the term with a minimum of 2 goals reported on:

- Frequency of Participation during Physical Education periods
- Movement performance level: (see Assessment Tool for Physical Education: paragraph 5.1.2.1)

3.5.7 Grade 4 Term 3

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
1 - 3	Fitness Sport Games	<p>Practice and participate in the following:</p> <ul style="list-style-type: none"> Fitness: <ul style="list-style-type: none"> Running- Cardiovascular fitness- lap running; Paarlauf; shuttle relay. Sport: <ul style="list-style-type: none"> Netball - Defence Hockey - Goal keeping Soccer - Heading/ trapping Basketball - Passing Rugby - Scrumming/ line-out Gymnastics - Rhythmic Games: <ul style="list-style-type: none"> Shuttle relay games Mini netball, mini-hockey; mini soccer; touch rugby; mini-basketball etc. as open skill application 	<p>Resources on sport and games</p> <p>Techniques used to teach specific sport / games</p> <p>Equipment required for the specific sport / games</p> <p>First Aid Kit</p> <p>Safety requirements to ensure safe participation by all</p>
4 - 5	Fitness Sport Games	<p>Practice and participate in the following:</p> <ul style="list-style-type: none"> Fitness: <ul style="list-style-type: none"> Running- jogging; agility- running zigzag; speed- 50 sprint; power-running on the spot, strength- squad jumps, press-ups, etc.; and flexibility – stretching all body regions 	<p>Resources on sport and games</p> <p>Techniques used to teach specific sport / games</p> <p>Equipment required for the specific sport / games</p> <p>First Aid Kit</p> <p>Safety requirements to ensure safe participation by all</p>

Grade 4 Term 3

WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> Sport: <ul style="list-style-type: none"> Netball - Catching and passing Hockey- passing Soccer- dribble... passing Basketball- Lay-up Rugby- Passing and kicking Gymnastics- Rhythmic/ floor work Games: <ul style="list-style-type: none"> Obstacle course Catch the tigers tail; horse and cart, chase your partner, cops and robbers etc. 	
6 - 8	Fitness Sport Games	<p>Practice and participate in the following:</p> <ul style="list-style-type: none"> Participation In rhythmic movements with focus on posture and style. Fitness: <ul style="list-style-type: none"> Circuit training Running – jogging, agility, running zigzag, speed- need to sprint, power running on the spot Strength – squad jumps, press-ups Flexibility – stretching all body regions, rope skipping Sport: <ul style="list-style-type: none"> Netball- Catching and passing Hockey- Grip and dribble 	<p>Resources on sport and games</p> <p>Techniques used to teach specific sport / games</p> <p>Equipment required for the specific sport / games</p> <p>First Aid Kit</p> <p>Safety requirements to ensure safe participation by all</p>

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • Soccer- dribble... passing • Basketball- Lay-up • Rugby- Passing and kicking • Gymnastics- Agility/ rhythmic • Games: <ul style="list-style-type: none"> • Obstacle course • Mini netball, mini-hockey; mini soccer; touch rugby; mini-basketball etc. as open skill application <ul style="list-style-type: none"> ○ Gymnastics: Pyramids ○ With music rhythmic gymnastics, traditional dance ○ Follow the leader ○ Rope skipping games 	

SUGGESTED LIFE SKILLS (PHYSICAL EDUCATION) ASSESSMENT:

Assessment is formally recorded during the term with a minimum of 2 goals reported on:

- Frequency of Participation during Physical Education periods
- Movement performance level: (see Assessment Tool for Physical Education: paragraph 5.1.2.1)

3.5.8 Grade 4 Term 4

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
1 - 3	Fitness Sport Games	Practice and participate in the following: <ul style="list-style-type: none"> Fitness: <ul style="list-style-type: none"> Athletics – Crouch start- Starting command: On your marks...get set...go! 80 m sprint. Cardio vascular fitness- circuit training Sport: <ul style="list-style-type: none"> Cricket-Batting Gymnastics: Safety and support/assistance Tennis-Ground shots Swimming - Safety precautions Games: <ul style="list-style-type: none"> Water activities that promotes water safety Athletic games Mini cricket Hocker, Bocce Tennis set, T. Ball. 	Resources on sport and games Techniques used to teach specific sport / games Equipment required for the specific sport / games First Aid Kit Safety requirements to ensure safe participation by all
4 - 5	Fitness Sport Games	Practice and participate in the following: <ul style="list-style-type: none"> Fitness: <ul style="list-style-type: none"> Athletics – Relay running, long jump, high jump. Cardiovascular fitness: Paarlauf 	Resources on sport and games Techniques used to teach specific sport / games Equipment required for the specific sport / games First Aid Kit

Grade 4 Term 4

WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> Sport: <ul style="list-style-type: none"> Cricket - Field placing Gymnastics: Agility Tennis-Serve and follow-through; volley Swimming-Front crawl and backstroke and other swimming strokes Games <ul style="list-style-type: none"> Athletic games- relay running Water activities that promote confidence Mini cricket Tennis set Hockey, Bocce 	Safety requirements to ensure safe participation by all
6 - 9	Fitness Sport Games	<p>Practice and participate in the following:</p> <ul style="list-style-type: none"> Fitness: <ul style="list-style-type: none"> Athletics – Middle distance running, cross country running. Sport: <ul style="list-style-type: none"> Cricket - Wicket keeper and field placing Gymnastics: Agility, hand stand, head stand Tennis- Serve and follow-through; Volley ball Swimming- Races Netball – catching and passing Hockey – grip and dribble 	<p>Resources on sport and games</p> <p>Techniques used to teach specific sport / games</p> <p>Equipment required for the specific sport / games</p> <p>First Aid Kit</p> <p>Safety requirements to ensure safe participation by all</p>

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • Soccer – dribble and passing • Basketball – lay up • Rugby – passing and kicking • Games: <ul style="list-style-type: none"> • Athletic games • Water activities- giant steps, dive to fetch colour disks; ring-a- ring- rosie • Mini cricket • Tennis set: Dwarf 	

SUGGESTED LIFE SKILLS (PHYSICAL EDUCATION) ASSESSMENT:

Assessment is formally recorded during the term with a minimum of 2 goals reported on:

- Frequency of Participation during Physical Education periods
- Movement performance level: (see Assessment Tool for Physical Education: paragraph 5.1.2.1)

3.5.9 Grade 5 Term 1

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
1 - 3	Fitness Sport Games	<p>Practice and participate in the following:</p> <ul style="list-style-type: none"> Fitness: <ul style="list-style-type: none"> Athletics – Sprinting- crouch start; relay running- overhand take over of relay baton Cardio vascular fitness- Lap running, time trials; shuttle relay; rope skipping Sport: <ul style="list-style-type: none"> Cricket - Batting and bowling; fielding; field placing Tennis- Forehand and backhand shots: Grip and foot positions Swimming- Breaststroke, arms and legs action Games: <ul style="list-style-type: none"> Athletic games Water safety and rescues principles Mini cricket Hocker, Bocce Tennis set 	<p>Resources on sport and games</p> <p>Techniques used to teach specific sport / games</p> <p>Equipment required for the specific sport / games</p> <p>First Aid Kit</p> <p>Safety requirements to ensure safe participation by all</p>
4 - 5	Fitness Sport Games	<p>Practice and participate in the following:</p> <ul style="list-style-type: none"> Fitness: (First Aid theory) Athletics – Sprinting 80 m: relay running- (1) fastest starter (2) bend runner (3) back straight (4) fastest finisher. 	<p>Resources on sport and games</p> <p>Techniques used to teach specific sport / games</p> <p>Equipment required for the specific sport / games</p> <p>First Aid Kit</p> <p>Safety requirements to ensure safe participation by all</p>

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • Circuit training in station • Sport: <ul style="list-style-type: none"> • Cricket – Fielding, Wicket keeping and bowling • Tennis - Foot positions for forehand and backhand respectively • Swimming - Backstroke – arms and leg action • Games: <ul style="list-style-type: none"> • Water activities: Relays: Medley. • Mini cricket • Hocker, Bocce • Tennis set • Traditional games 	
6 - 9	Fitness Sport Games	<p>Practice and participate in the following:</p> <ul style="list-style-type: none"> • Fitness: (First aid Practicals) <ul style="list-style-type: none"> • Running- jogging; agility- running zigzag; speed- 50 sprint; power-running on the spot, strength- squad jumps, press-ups, etc.; and flexibility – stretching all body regions; rope skipping • Athletics – Field items: Long jump; high jump • Cardio vascular fitness- Shuttle relay • Sport: <ul style="list-style-type: none"> • Cricket - Catching a high ball • Gymnastics: Rhythmic with/ without hand apparatus 	<p>Resources on sport and games</p> <p>Techniques used to teach specific sport / games</p> <p>Equipment required for the specific sport / games</p> <p>First Aid Kit</p> <p>Safety requirements to ensure safe participation by all</p>

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> • Tennis- Forehand and backhand shots • Swimming- Butterfly stroke arm action and dolphin kick; Water activities- safety; water polo games • Mini cricket • Hocker, Bocce • Rhythmic Gymnastics 	

SUGGESTED LIFE SKILLS (PHYSICAL EDUCATION) ASSESSMENT:

Assessment is formally recorded during the term with a minimum of 2 goals reported on:

- Frequency of Participation during Physical Education periods
- Movement performance level: (see Assessment Tool for Physical Education: paragraph 5.1.2.1)

3.5.10 Grade 5 Term 2

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
1 - 3	Fitness Sport Games	<p>Practice and participate in the following:</p> <ul style="list-style-type: none"> Fitness: <ul style="list-style-type: none"> Running- Jogging; agility- shuttle relay; speed- 50m sprints; power-squad jumps, strength- press-ups and flexibility- sit and reach Sport: <ul style="list-style-type: none"> Netball- Catching and passing Hockey- Grip and dribble Soccer- passing Basketball- Dribble and dodging Rugby- Passing Gymnastics: Floor Sequences Games: <ul style="list-style-type: none"> Obstacle course Chase your partner, cops and robbers etc. 	<p>Resources on sport and games</p> <p>Techniques used to teach specific sport / games</p> <p>Equipment required for the specific sport / games</p> <p>First Aid Kit</p> <p>Safety requirements to ensure safe participation by all</p>
4 - 5	Fitness Sport Games	<p>Practice and participate in the following:</p> <ul style="list-style-type: none"> Fitness: <ul style="list-style-type: none"> Running- jogging; agility- running zigzag; speed- 50 sprint; power-running on the spot, strength- squad jumps, press-ups, etc.; and flexibility – stretching all body regions Sport: <ul style="list-style-type: none"> Netball - Tactics 	<p>Resources on sport and games</p> <p>Techniques used to teach specific sport / games</p> <p>Equipment required for the specific sport / games</p> <p>First Aid Kit</p> <p>Safety requirements to ensure safe participation by all</p>

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> Hockey- corner Soccer- Trapping Basketball- Passing Rugby- scrum and line-out Volleyball- Passing Games: <ul style="list-style-type: none"> Gymnastics- Agility Obstacle course Cranes and crows, keep the basket full, Mr. Wolf, traditional games etc. 	
6 - 9	Fitness Sport Games	Practice and participate in the following: <ul style="list-style-type: none"> Fitness: <ul style="list-style-type: none"> Circuit training: stations, running into backline, sit ups, squad jumps, press ups, burpees Sport: <ul style="list-style-type: none"> Netball- Positions and tactics, catching and passing Hockey- Striking at goal Soccer- Goal keeping/ Striking, grip and dribble Basketball- Shooting, lay-up Rugby- Punting , passing and kicking Gymnastics- Forward/backward roll, rhythmic Games: <ul style="list-style-type: none"> Obstacle course 	Resources on sport and games Techniques used to teach specific sport / games Equipment required for the specific sport / games First Aid Kit Safety requirements to ensure safe participation by all

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> Mini soccer; mini basketball; mini hockey , touch rugby, mini netball (Open skill application) Cops and robbers 	

SUGGESTED LIFE SKILLS (PHYSICAL EDUCATION) ASSESSMENT:

Assessment is formally recorded during the term with a minimum of 2 goals reported on:

- Frequency of Participation during Physical Education periods
- Movement performance level: : (see Assessment Tool for Physical Education: paragraph 5.1.2.1)

3.5.11 Grade 5 Term 3

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
1 - 3	Fitness Sport Games	Practice and participate in the following: <ul style="list-style-type: none"> • Fitness: <ul style="list-style-type: none"> • Running- Cardiovascular fitness- lap running; Paarlauf; shuttle relay • Sport: <ul style="list-style-type: none"> • Netball - Defence • Hockey- Goal keeping • Soccer- Heading/ trapping • Basketball- Passing • Rugby- Scrumming/ line-out • Gymnastics- Rhythmic • Games: <ul style="list-style-type: none"> • Shuttle relay games • Mini netball, mini-hockey; mini soccer; touch rugby; mini-basketball etc. as open skill application • Indigenous games; volleyball; softball etc. 	Resources on sport and games Techniques used to teach specific sport / games Equipment required for the specific sport / games First Aid Kit Safety requirements to ensure safe participation by all
4 - 5	Fitness Sport Games	Practice and participate in the following: <ul style="list-style-type: none"> • Fitness <ul style="list-style-type: none"> • Athletics – Sprinting 80 m: relay running- (1) fastest starter (2) bend runner (3) back straight (4) fastest finisher. • Cardio vascular fitness- Lap running- time trials 	Resources on sport and games Techniques used to teach specific sport / games Equipment required for the specific sport / games First Aid Kit Safety requirements to ensure safe participation by all

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> Sport: <ul style="list-style-type: none"> Cricket - Fielding- defensive and attacking Tennis- Foot positions for forehand and backhand respectively Swimming- Strokes- arm and leg actions Games: <ul style="list-style-type: none"> Athletic games Games that include rotation, elevation and balance.(partners) Water activities that promote confidence Mini cricket Hocker, Bocce Tennis set Traditional games 	
6 - 9	Fitness Sport Games	Practice and participate in the following: <ul style="list-style-type: none"> Fitness: <ul style="list-style-type: none"> Circuit training Sport: <ul style="list-style-type: none"> Netball-Catching and passing Hockey- Grip and dribble Soccer- dribble... passing Basketball- Lay-up Rugby- Passing and kicking 	Resources on sport and games Techniques used to teach specific sport / games Equipment required for the specific sport / games First Aid Kit Safety requirements to ensure safe participation by all

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, activities, resources and process notes
		<ul style="list-style-type: none"> Gymnastics- Agility/ rhythmic, floor sequence Games: <ul style="list-style-type: none"> Obstacle course Mini netball, mini-hockey; Hocker, Bocce, mini soccer; touch rugby; mini-basketball etc. as open skill application Gymnastics: Pyramids, traditional dance 	

SUGGESTED LIFE SKILLS (PHYSICAL EDUCATION) ASSESSMENT:

Assessment is formally recorded during the term with a minimum of 2 goals reported on:

- Frequency of Participation during Physical Education periods
- Movement performance level: : (see Assessment Tool for Physical Education: paragraph 5.1.2.1)

3.5.12 Grade 5 Term 4

Grade 5 Term 4			
WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
1-9	Fitness Sport Games	Learners to participate in friendly games / contests within the school setting, using the skills that they have learned. Classes may be combined to form teams of even ability. Learners can be spectators and cheer their teams. Sportsmanship and team effort to be encouraged.	Resources on sport and games Techniques used to teach specific sport / games Equipment required for the specific sport / games First Aid Kit Safety requirements to ensure safe participation by all

SUGGESTED LIFE SKILLS (PHYSICAL EDUCATION) ASSESSMENT:

Assessment is formally recorded during the term with a minimum of 2 goals reported on:

- Frequency of Participation during Physical Education periods
- Movement performance level: (see Assessment Tool for Physical Education: paragraph 5.1.2.1)

4 SECTION 4: ASSESSMENT

4.1 Introduction

This section on assessment *standardises* the recording and reporting processes for the CAPS Grades R to 5 for learners with Severe Intellectual Disability. It also provides a policy framework for the management of School Based Assessment (SBA) and School Assessment Records.

It is required of teachers to offer a differentiated form of assessment, as learners with moderate to severe intellectual disability and learning difficulties also have diverse learning styles and support needs. Since a learner or learners may be functioning on different levels, the assessment / recording / reporting system must make provision for reflecting the level(s) of each individual learner. These different levels should be outlined in the Individual Support Plan which should be developed at the beginning of the year in accordance with the procedures contained in the *Policy on Screening, Identification, Assessment and Support* (SIAS). Each learner, regardless of his/her number of years in the school, must have access to various forms of assessment best suited to his/her competences, learning styles, strengths and needs. The targets set for each learner in terms of attainment of knowledge and skills outlined in each Subject Statement will always strive to take a learner to the next level and should never set a ceiling on learning potential. Individualised adaptation is required in terms of content, methods of presentation, classroom pedagogy, pacing of instruction and accommodations in assessment. The principle is to have high expectations for each learner, to identify and address barriers to learning so as to ensure fairness in assessment (See Chapter 9 of the National Protocol for Assessment, 2011).

Assessment does not imply that after every lesson the learners must complete a worksheet/assignment or project, but will be based on observation and recording of progress steps attained during the lesson or a series of lessons. Formal assessment can be done in a format which would be suitable for each learner, e.g. through written or oral assessments, or by making use of a range of accommodations measures, e.g. a reader and a scribe. The main aim is to be able to develop a report which is based on definable attainment (even through the smallest of steps) as prescribed in each subject and can be shared with parents and care-givers on at least a quarterly basis so as to elicit their participation and co-operation in the support programme of the learner. At the end of the year a Statement of Achievement/Report card must be made available on which the Individual Support Plan for the following year will be based. There will be no learner retention, as

the Individual Support Plan and the Curriculum Schedule (see SIAS Form 124) will indicate at which grade level learners are working in each subject.

4.2 Assessment principles

4.2.1 Definition

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.

Assessment is a process that measures individual learners' attainment of knowledge (content and concepts) and skills by collecting, analysing and interpreting the data and information obtained from this process to:

- enable the teacher to assess a learner's progress in a reliable way.
- inform learners of their strengths, areas to be developed and progress.
- assist teachers, parents and other stakeholders in making decisions about the learning process, the progress of learners and the planning for their individualised support.

Assessment should be mapped against the content, skills, intended goals and topics specified in the learning programme. In both informal and formal assessments it is important to ensure that in the course of a school year:

- all of the topics and content are covered.
- the full range of skills is included.
- a variety of different forms of assessment are used.

4.2.2 Informal Assessment or Daily Assessment

Assessment **for** learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning

is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom.

Learners or teachers can assess their performance in the tasks. Self-assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of all the informal daily assessment tasks may be recorded based on assessment instruments used such as rubrics and checklists. This may serve to give feedback to the learners, their parents and the school management team.

Informal, on-going assessments should be used to scaffold the acquisition of knowledge and skills and should be the stepping stones leading up to formal assessment.

4.2.3 Formal Assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as formal assessment. Formal assessment tasks are marked and results are formally recorded by the teacher. All formal assessment tasks are subject to internal moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained in the school. Assessment tasks should always set high expectations for learners.

To implement formal assessment the teacher should:

- Ensure that the formal assessment task coincides with the practical skills and theoretical work embedded in the practical skill corresponding with the tasks performed on that day or within the previous week;
- Explain the task to guide the learner, show an example of the completed task in order for the learner to know exactly what to do and what is expected;
- Divide the class, according to abilities, in more than one group and give a task with similar content, but differentiated in terms of level of difficulty, abstractness or method of questioning, to all the learners. The way in which the assessment task is set should be in reach of the learners' level of development whilst also setting targets for the next step of development;
- Written tests could be set to assess theoretical knowledge within a set time, allowing for assessment accommodations in line with learners' individual needs;

- Write the date of expected completion of the task in the learner's book;
- Compile a suitable assessment tool; and
- Formal assessment should reflect 20 % theoretical knowledge embedded in practical work. Eighty percent (80%) should be practical work.

The formal assessment requirements are indicated in the formal School-Based Assessments table. In the three core subjects, the ratio may be adapted to the needs of the learners. The focus however must be on practical skills and not on the written tasks.

Formal School-Based Assessments			
Term 1	Term 2	Term 3	Term 4
Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge	Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge	Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge	Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge
Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills	Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills	Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills	Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills

In Creative Arts and Art and Crafts, the above table is not applicable. In these two subjects, a minimum of 4 practical assessment tasks should be completed. Theoretical content will not be assessed. Refer to the learning programme for assessment requirements.

In Physical Education assessment, the above tables does not apply. Refer to the learning programme for assessment.

Assessment in the CAPS Grades R to 5 for learners with Severe Intellectual Disability is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements;
- Facilitate access to and progression within education, training and career paths;
- Enhance the quality of education and training;

- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities;
- Contribute to the holistic development of the learner and preparation for the world of work by addressing:
 - social adjustment and responsibility;
 - moral accountability and ethical work orientation;
 - resilience and adaptability;
 - economic participation and entrepreneurial skills; and
 - nation-building.

The principles that drive these objectives are:

- ***Integration***

To adopt a unified approach to education and training that will strengthen the capacity of learners to adapt to the requirements of the workplace.

- ***Relevance***

To be dynamic and responsive to workplace needs and a range of employment fields.

- ***Credibility***

To demonstrate national and international values and recognition of qualification and acquired competencies and skills.

- ***Coherence***

To work within a consistent framework of principles.

- ***Flexibility***

To allow for creativity and resourcefulness when achieving skills to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- ***Participation***

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- ***Access***

To address barriers to learning at each level to facilitate learners' progress.

- ***Progression***

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- ***Articulation***

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes to demonstrate applied competency. This is achieved through:

- clearly stating the skill to be assessed;
- selecting the appropriate or suitable evidence;
- matching the evidence with a compatible or appropriate method of assessment; and
- selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- **Fairness and transparency**

To verify that no assessment process or method(s) hinders or unfairly advantages any learner. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches
- Bias based on ethnicity, race, gender, age, disability or social class
- Lack of clarity regarding topic, content or skill being assessed
- Comparison of learners' work with that of other learners, without taking into account differences in learning styles, language and culture.

- **Practicability and cost-effectiveness**

To integrate assessment practices within the teaching and learning process and strive for cost and time-effective assessment.

4.3 Managing assessment

4.3.1 Types of Assessment

Assessment benefits the learner and the teacher. It informs learners about their progress and helps teachers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

- **Baseline assessment:** At the beginning of a year or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes that learners bring to the classroom. This knowledge assists teachers to plan learning programmes and learning activities flexibly enough to accommodate a wide range of learning styles and learning needs. This assessment should be done at three levels, namely to determine:

Progress with the curriculum

- Are learner learning what they were taught?
- Are they at the right entry point to 'grasp' the content worked on in the classroom?
- Are they practicing and performing as expected?
- Are they applying the facts, concepts and/or skills being learned?

Interests

- Are learners engaged in the lessons and activities?
- Are they showing interest in a new topic or area of study?
- Are they sharing their interests with others?

Characteristics

- What are their preferred learning styles (e.g., whole class teaching or pair work)?
- What are their responses to the content?
- What are their responses to the difficulty level of instruction?
- What are their responses to the pacing of instruction?
- What are their responses to the environment?
- **Diagnostic assessment:** This assessment diagnoses the nature and causes of learning barriers experienced by specific learners. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for learners requiring specialist assistance.
- **Formative assessment (Informal Assessment):** This assessment monitors and supports teaching and learning. It determines learners' strengths and areas to be addressed and provides feedback on progress. It determines if a learner is ready for summative assessment.
- **Summative assessment (Formal Assessment):** This type of assessment gives an overall picture of the learner's progress at a given time.

4.3.2 Planning Assessment

An assessment plan should cover three main processes:

- **Collecting evidence:** The assessment plan indicates which learning programme topics, content and skills will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

The assessment tasks may be broken down (designed down) into smaller, achievable steps and support may gradually be withdrawn as the learner master the content/skills. Thus, designing down

means to look at the assessment goal and dividing this into smaller components which are spread over a longer period.

Two or more grades may be straddled, in other words the evidence may be collected over more than one grade within a subject. But straddling should be carefully recorded and monitored through Form 125 of the SIAS Protocol.

- **Recording:** The process of recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.
- **Reporting:** All the evidence is put together in a report to deliver a decision for the subject. Reporting must reflect the straddling that has been applied and should provide guidance to parents through meaningful descriptive paragraphs on what has been achieved and what the next expected outcomes are.

4.3.3 Methods of Assessment

Methods of assessment refer to who carries out the assessment and includes teacher assessment, self-assessment, peer assessment and group assessment.

TEACHER ASSESSMENT	The teacher assesses learners' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Learners assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Learners assess another learner or group of learners' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Learners assess the individual performance of other learners within a group or the overall performance of a group of students against given criteria.

4.3.4 Assessment tools/instruments to execute assessment

An assessment tool is the instrument the teacher utilizes to execute the assessment. When choosing an assessment tool ensure that the tool:

- is appropriate for the selected assessment method;
- provides the most valid and reliable information on the learners' performances;
- measures the objectives of the lesson.

Examples of assessment tools are checklist, rubrics, questionnaires, worksheets and video recordings.

A **rubric** serves as an objective assessment tool that provides, at varying levels, clear descriptions of the characteristics of the tasks. The descriptions or criteria in the rubric enables learners to understand what the teacher expects from them and complete the task accordingly. Rubrics are either holistic or analytic.

Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a learner must demonstrate to achieve each level of the rating scale. The relevant content must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

Analytical descriptive rubrics focus on elements of the product or performances. Descriptive sentences are formulated for each of the seven rating codes, with the best performance reflected with a score of 7 and the poorest with a score of 1. This is the most reliable and trustworthy assessment tool.

Task lists and **checklists** are examples of a holistic rubric and show the learners what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the learner has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Learners must do a minimum of 5 activities/projects/worksheets/tests per term 1 to 4. The teacher compiles the activities/worksheets/tests and these should consist of activities that require the learner to:

- Identify the correct answer/picture/object – the question as well as the answer may consist of images/objects, e.g. Boardmaker or clip art images;
- Match column A to B and both columns may consist of pictures/objects;
- Fill in the missing words. The missing words may be available to the learners (on a separate sheet or printed on the worksheet) and they can copy the words, or write the words on the dotted lines provided by the teacher;
- Perform a skill other than writing, e.g. to colour, to cut and paste in specified groups, to find pictures in a magazine and cut and paste in book; or
- Provide answers.

The following should at least be included in the Teacher's Assessment or Planning and Assessment File:

- Programme of Assessment for the grade
- The tools (rubric, checklist, etc.) used for each assessment task
- A mark sheet/record sheet for each assessment task

The learners Evidence must at least include:

- Classwork book
- Worksheet file

Evidence of learner performance must be available for quality assurance. This may be in the form of a Portfolio of Evidence (POE) which will include the learners' classwork books and the Support

Needs Analysis (SNA).

4.4 School Assessment Programme

The **Programme of Assessment** takes place continuously and should commence in the second week of each term. The programme of assessment should include a minimum of five (5) assessment goals per subject. The programme of assessment should be recorded in the Teacher's assessment file or planning file (which may serve a dual purpose).

The following should at least be included in the Teacher's Assessment or Planning and Assessment File:

- A contents page
- The assessment goals for each subject
- The tools used for each assessment task
- A mark sheet/record sheet and report for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The learners Portfolio of Evidence must at least include:

- A contents page
- The assessment tasks according to the assessment programme as indicated below
- The assessment tools or instruments for the task
- A record of the rating code (and comments) achieved for each task.

Eighty to hundred percent (80% - 100%) of formal assessment should consist of **practical tasks/activities/skills**. Each learner should do a variety of practical tasks and activities during each term as indicated in the learning programmes.

4.5 Assessment programme across the five years

The generic section will be paste here after the public comment changes have been made.
The next section contain subject specific information

4.6 Assessment of Physical Education across Grade R to 5 .

4.6.1 Grade R to 2

For Grade R to 2, assessment will be based on two formal observations that are done during two separate physical education periods each term, and the recording will be based on the following rubric. The two scores will be added and divided by two, to provide the final score. A narrative report of the learners' ability as observed may be added to the report. Learners with physical disabilities must be assessed while using their assistive devices, and the assessment must reflect their ability within their physical limitations.

Rating Code	Level of support required to perform movements or participate in games
7	Learner participates eagerly and can move independently
6	The learner participates eagerly and moves mostly independently
5	Learner participates, moves mostly independently but needs verbal prompts to start and end movements
4	Learner participates, but needs encouragement and physical touch support to move
3	The learner participates, but needs hand over hand support to start and end movements, but can do parts of the movement independently.
2	Learner needs maximal support to perform movements.
1	Little / no interest shown in activity despite maximum physical and verbal support

4.6.2 Grade 3 to 5 assessment

Physical Education is evaluated across all four school terms. All Physical Education periods will focus on practical physical and group participation in movement activities for enjoyment and enrichment purposes.

Learner participation and movement performance in physical education will be assessed through class observation and reported at the end of each term.

The focus of assessment in physical education falls into two broad categories (Assessment Goals):

- **Participation:** exposes learners to an understanding of the value of regular participation in physical activity. Participation should encourage further development, enjoyment and the building of confidence. Learning to participate in physical education periods, even when not in the mood for it, will foster good work ethic and teach the learners to be resilient during more difficult activities.

The learners' score for participation will make up 2/3 of the mark achieved for physical education.

- **Movement performance:** each learner will be assessed at the level at which they are capable of performing. Movement performance must not encourage a sense of competition. The learners' score for movement performance will make up 1/3 of the mark achieved for physical education.

In this way all learners can be credited for trying and attending physical education lessons, even if a physical disability impairs their ability to fully participate.

4.6.2.1 Assessment Tool for Physical Education Grade 3 to 5

Assessment Goal 1: FREQUENCY OF PARTICIPATION DURING PHYSICAL EDUCATION PERIODS Divide number of times a learner participated by number of PE periods per term and multiply by 100 to obtain a percentage and then convert to the 7-point scale.	
Rating Code	Percentage for frequency of participation
7	80 – 100%
6	70 – 79%
5	60 – 69%
4	50 – 59%
3	40 – 49%
2	30 – 39%
1	0 – 29%
Assessment Goal 2: OUTCOME OF MOVEMENT PERFORMANCE While a record will be kept of learner participation per period, each learner will not be assessed on movement performance in every Physical Education period, but will be formally observed at least two times across a school term for formal assessment purposes to determine their level of movement performance. Allocate a score out of seven (7) for each of the two observations. Add the scores together and divide by two (2) to obtain a final score for assessment goal 2	
Rating Code	Level of support required to perform movements or participate in games
7	The learner can move independently and can compete in games / sport
6	The learner moves mostly independently and participates in games / sport
5	The learner moves mostly independently but needs verbal prompts to participate in games / sport
4	The learner needs encouragement and physical touch support to move and participate
3	The learner needs hand over hand support to start and end movements, but can do parts of the movement independently.
2	Learner needs maximal support to perform movements.
1	Little / no interest shown in activity despite maximum physical and verbal support
The final score for Physical Education will be calculated as follows: <ul style="list-style-type: none"> • Score for Assessment Goal 1 multiplied by 2 • Add score for Assessment goal 2 • Divide by 3 to obtain the final score 	

4.6.2.2 NOTES:

1. Assessment Goal 1: frequency of participation

Each learner will be allocated a mark at the end of each term based on his/her frequency of participation across the Physical Education periods.

For recordkeeping, an attendance list for Physical Education periods need to be kept. An 'a' will indicate that the learner was absent for that particular period and an 'x' that the learner was present in class, but did not participate. A learner who always participates when he/she is present in class should not be penalised when absent with a good excuse, but a learner who participates on and off when present should be penalised when absent.

2. Assessment Goal 2: Outcome of Movement Performance:

The teacher will observe whether the performance of a movement has a desired outcome, focusing on the overall performance of the movement rather than the detailed mechanics of the movement. However, once a teacher has gained confidence and can break down a motor skill and movement sequence into different parts, additional criteria can be added to assess the performance in greater depth.

5 Addendum 1

5.1 Rules of play for Mini Cricket

Taken from the official guidelines at KFC's Mini Cricket website (KFC being the primary sponsor of Mini Cricket in South Africa). The complete handbook can be downloaded from the KFC Mini Cricket Website and contains more detailed information on playing the game as well as how to participate in official games.

Equipment:

These are the important tools used in cricket as a whole, it's important that learners are familiar with the entire kit.

The kit consists of:

1. A KFC Mini-Cricket bat which is made out of pine wood. Hard balls should not be used with this sort of bat.
2. Stumps and base - three wooden stumps fixed into a wooden base allow for the games to be played both indoors and outdoors. These stumps have a fixed bail.
3. A ball – ideal for KFC Mini-Cricket as well as other uses.

Rules of Play:

The guidelines listed hereunder should be followed wherever possible, especially for inter-school festivals or other official matches. However, they may be adapted to suit local conditions or to include learners with physical disabilities.

1. To start a KFC Mini-Cricket match, two captains toss a bat and one side bats while the other fields.
2. The aim of the batter is to score as many runs as possible without being dismissed. The bowler's aim is to try and dismiss the batter: the fielders must stop or catch the ball and try to run out the batter. The game is aimed at introducing cricket in a fun way to youngsters and brings children from all walks of life together.
3. There should be eight (8) players per team.
4. There should be at least one (1) umpire per game – two (2) if possible.
5. The pitch should be any reasonably level surface, measuring a minimum of 12 metres and a maximum of 16 metres, measured from the stumps at each end, coaches should use their own discretion.

6. The base of the wickets is regarded as part of the wickets. The field can be any size and the match can be played anywhere.
7. While fielding, a team should have three (3) fielders on the off-side, three (3) on the leg-side, a bowler and a wicket keeper. The wicket keeper should be positioned behind the striker's stumps.
8. All members of the team must have a turn at the wicket-keeping and should be given the opportunity to field in a variety of positions during the course of the match.
9. At the end of each over, members of the team should rotate one position clockwise.
10. All overs shall consist of six (6) balls bowled (2 extra ball) if necessary.
11. Bowling should take place at only one end.
12. Each innings shall consist of eight (8) overs.
13. Every member of the bowling side shall bowl one over. No bowlers shall be permitted to bowl more than one (1) over in a match.
14. Irrespective of how many times he/she is out, each batter will face six (6) balls in match. The individual scores for each ball faced should be recorded on the scoresheet.
15. The first two (2) batters will open the innings and when one of them has faced six (6) balls during the course of play, he/she will be replaced by the next batter, and so on. If necessary, the last batter will face the last few ball in succession until he/she has completed his/her allocated six (6) balls. At the completion of the innings the total number of runs is divided by the total number of dismissals/wickets. The resulting average is the team score. The team with the higher average wins.
16. Whenever a batter is out he/she goes to the non-striker's end and his/her partner faces the next ball, except in the case of a run out at the non-striker's end, or on the last ball of the over.
17. No boundaries are marked out and the batter can only run a maximum of 6 runs off a scoring stroke or byes.
18. Fielders and bowlers appeal to the umpires for dismissal of the batter by calling 'Howzat'. A wide is when the ball is bowled out of reach of the batter. Wides should be signalled and recorded as an extra. Any bowler experiencing difficulty in this regard should be assisted/allowed to bowl underarm and permitted to bowl two (2) additional balls per over.
19. Batters may be dismissed five (5) ways: Bowled (if the ball delivered by the bowler hits the wickets direct or via the batter's bat or body); Caught (if a member of the fielding side catches the ball hit by the batter before it touches the ground); Hit wicket (if the batter hits or bumps into the wicket while attempting to strike the ball); Runout (if any member of the fielding side throws the ball against either set of stumps while the batter is out of his/her ground – umpires should use their discretion in case of run outs); or Stumped (when a batter is out of his/her crease).

20. No batters should be given out LBW (Leg before wicket).
21. A runout will be recorded against the striker.
22. Runout will be recorded as wicket/dismissal.

NOTE: It is recommended that certain basic elements of cricket be coached before, during or after every game, such as:

1. Batting – grip, stance, back lift, running between wickets and calling, etc.
2. Bowling – grip, run-out, bowling action, follow through.
3. Fielding – close catching, outfield catching, defensive fielding, backing up, throwing action, wicket keeping.

6 Addendum 2

6.1 Hocker

Hocker is a team game devised for the express purpose of giving learners with cerebral palsy a sport of their own in which it is their achievements that serve as the norm and not those of the other handicapped- or non-handicapped people. Hocker can also be played by people with other disabilities e.g. intellectual disability and athletes in the b-classes, as explained under general norm. (This is only applicable on school level.)



RULES OF PLAY: HOCKER

1 SET-UP OF THE GAME

1A THE COURT

- Measurements: according to diagram 1. All the measurements except those of the goalposts are outside measurements.
- Surface: At present, the surface most generally used is grass on which removable circles (made of polythene tubing, 25mm in diameter such as large hula-hoops) are pegged out according to diagram 1.

- Guard screen: a screen to stop the ball when it is out of play can be created around the court for the sake of convenience but this should be done in such a manner that it does not interfere with the game.
- Score board: As for table tennis (optional).

1B THE GOAL POST

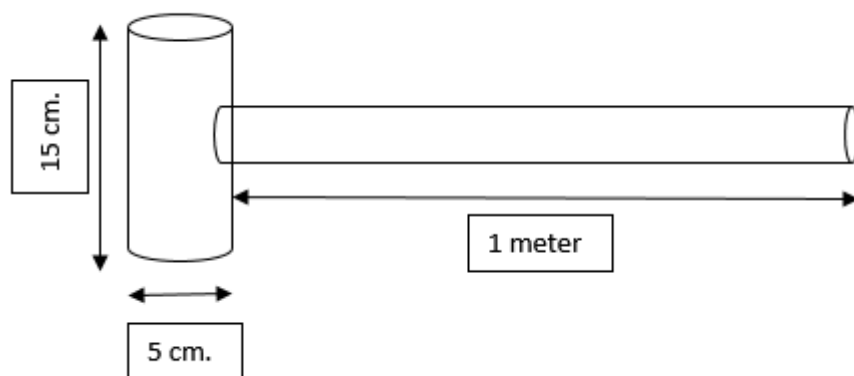
- Measurements: 2 meters wide
- Recommendation: Advisable but not essential.

1C THE BALL

- A standard softball is used.

1D THE HOCKER STICK/HAMMER

Measurements:



Material: Any hard wood.

Weight: determined by the type of wood.

1E UNIFORM

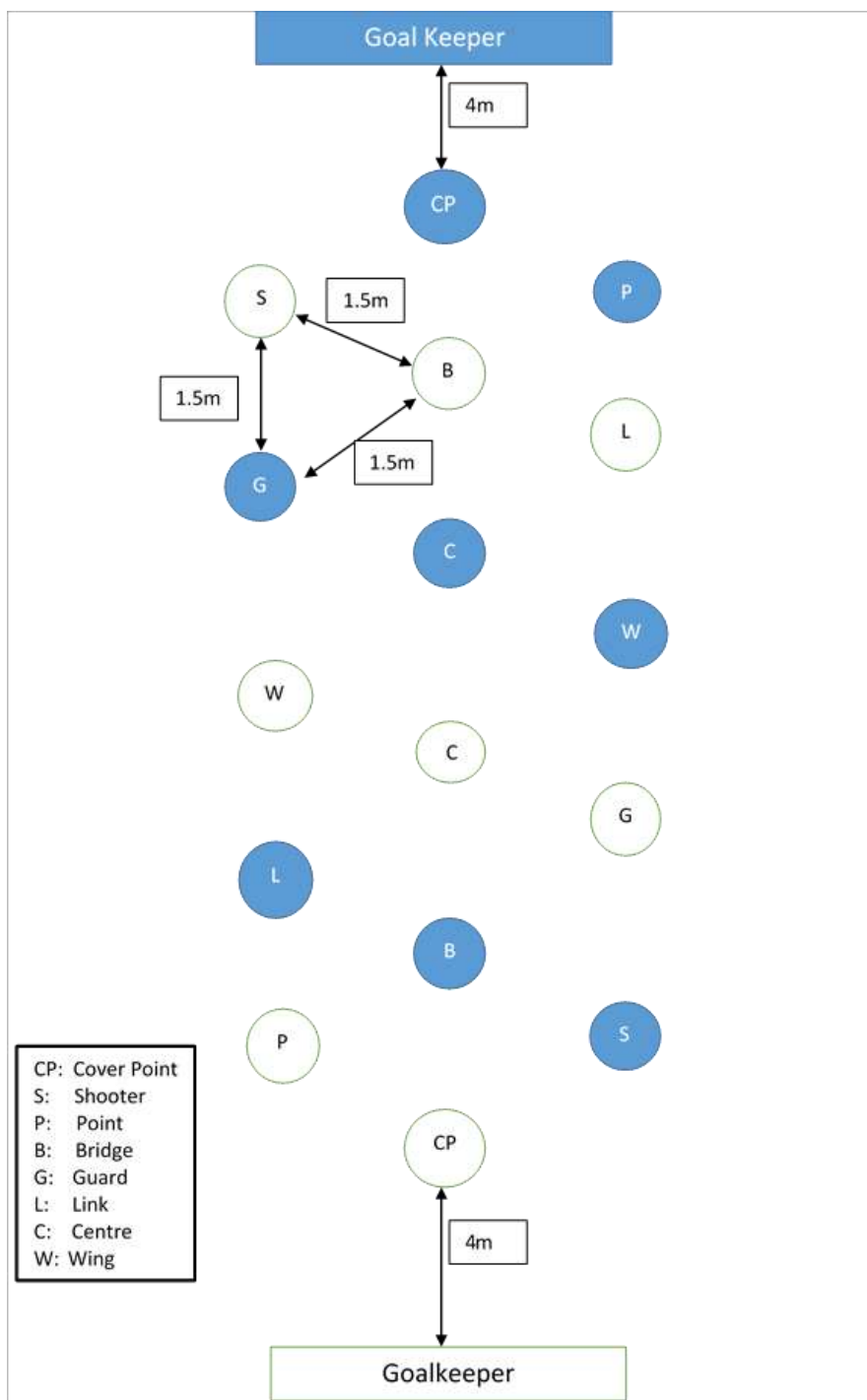
Field players:

- A comfortable neat uniform in identifying colour. Shinpads may be used. A face mask for cover point is optional.

Goalkeeper: As for field players plus:

- Facemask
- Protective shoes (optional) as in hockey
- Leg pads as in hockey or cricket

Diagram 1 (Not to scale)



1F THE PLAYERS

1. General norm

People with Cerebral Palsy (CP) with a clear pathology e.g. is not classified higher than C3 according to the CISPRA classification (it is a game for persons with CP and the norm is to be classified as a person with CP). Although this is the norm on national level, children with other problems such as balance, co-ordination, low muscle tone as well as children in LSEN schools.

2. Composition:

Eight field players, the positions of whom are given and numbered according to diagram I.

Goalkeeper: one player

Two reserves who may replace a player during the match, provided that:

- a) the reserve plays the position of the injured player he is replacing
- b) the reserve replaces a player before half-time, the team may be repositioned during half-time.

3. Types of teams:

Depending on the availability of players, teams consisting of junior players (younger than 12 on 1 January) and senior players, either male, female or combined teams, can participate by agreement with the organisers of the match or tournament.

1G DURATION OF PLAY

- 1. Junior team: Two 10 minute periods with a 5 minute half-time
- 2. Senior team: Two 15 minute periods with a 5 minute half-time
- 3. By agreement: Duration of play can be adapted by agreement to suit circumstances and players.
- 4. Undecided matches: Decisions with regards to possible undecided matches should be discussed before the commencement of the tournament/meeting with all organisers, coaches and team managers.

The following apply if a match is undecided:

4.1 If only two teams are playing, additional playtime of 10/15 minutes, depending on the team and as previously discussed.

4.2 If there are more than two team participating in a tournament and each team play against each other scoring is done as follows:

2=winning a match

1 = drawn match

0 = losing a match

The team that has the highest score is the winner.

If still undecided: results will be obtained by looking at the amount of goals scored for a team – the team that has the most goals is the winner.

If still undecided: results will be obtained by looking at the goals scored against a team – the team that has the least amount of goals scored against them, is the winner.

Injury time: If a player is injured during a match, play is stopped and the lost time is added to the period of play concerned. Maximum injury time – 3 minutes per injury.

1H OFFICIALS

Umpire : One or two umpires, one of whom is chief umpire to ensure that the rules of the game are enforced. In the event of any disagreement, the decision of the chief umpire is final.

Linesmen: Are not compulsory but is recommended when official matches are being played.

II COURSE OF PLAY

II A PUTTING THE BALL INTO PLAY

1. General principles for the start of play

- a. The umpire puts the ball in a specified position.
- b. Every player within reach of the positioned ball must keep his hocker stick/hammer in contact with the surface of the court inside his circle – on the edge of the circle/line is out and is not allowed
- c. When the umpire gives the signal, the ball is in play and the players may control the ball.
- d. In the case of a False ball, which is breaking the rule 1.2 or 1.3 above, the ball is repeated
- e. In the case of two consecutive False Balls by the same team, a free hit is awarded to the opposing team.

2. Specific play situations/positions:

a. Central Point Ball

The Central Point Ball is played to put the ball into play at the start of the first and second halves of a match and after a goal has been scored. The umpire puts the ball in the central point of the field between the centres. The centres and wings may control the ball

b. Out of play ball

The Out of Play Ball is played to put the ball back into play when it has gone out of reach for the players during play. The positioning of the ball is determined as follows:

i. Thoroughfare Ball

When the ball goes out of play at any point between two players without either controlling the ball, the ball is placed in the centre between the two players.

ii. Wing Ball

When a player on either of the wing rows was the last to control the ball before it went out of play, the ball is placed in the centre between the player and his closest opponent on the wing row towards the first mentioned player's goalkeeper. In other words, it is to a player's disadvantage if he controlled the ball last.

iii. Point Ball

When Point controls the ball out of play. The ball is placed in the centre between Point and his nearest opponent on the wing row, namely Link.

iv. Cover Point Ball

When Cover Point controls the ball out of play, the ball is placed on point C between Cover Point and Shooter.

v. Team Ball

When the Goalkeeper controls the ball out of play and if his Cover Point or Point was the last to control the ball before him, the ball is placed in point C.

c. Goal Ball

When the Goalkeeper does not put the ball into play according to the rules the ball is placed on point C.

d. Point C Ball

The ball is placed on point C in the following situations:

- i. Coverpoint Ball
- ii. Team Ball
- iii. Goal Ball
- iv. When the ball goes out of play between coverpoint and point after both players touched the ball it is placed on point C.

3. The Goalkeeper

a. Method of putting the ball into play:

- i. One foot has to touch the imaginary goal line.
- ii. The hand with which the ball is rolled in, has to be in line with the ankle of the front foot
- iii. From position mentioned above, the hand may only move forwards
- iv. From the time that the ball leaves the hand, it has to roll along the ground
- v. When these rules are broken, a Goal Ball is awarded

b. Applicability

- i. When the ball is out of play for the field players but not for the Goalkeeper (Refer to IIC 2 b)
- ii. When the Shooter controls the ball out of play and a Thoroughfare Ball does not apply
- iii. When the Goalkeeper controls the ball out of play while trying to prevent a goal from being scored, unless a Team Ball is applicable.
- iv. When the ball goes out of play between Coverpoint and Point without any of them controlling the ball, it is put back into play by the Goalkeeper.

II B CONTROL OF THE BALL

Control of the ball is when a player hits the ball deliberately and with control in a direction. If a ball is deliberately hit against a player and this player causes the ball to change direction, this latter player is not considered as having controlled the ball.

1. Field Players

- a. May control the ball with their hocker stick/hammer only
- b. The head of the hocker stick/hammer may not be lifted above the knee
- c. May not control the ball out of reach of other players for longer than three (3) seconds, except for the shooter who has five (5) seconds to shoot a goal.
- d. May not step over the edge of their circle
- e. May not kneel, half-kneel or squat, except Cover Point when Shooter has the ball out of his and Guard's reach and is aiming for a goal. Cover Point may not however, support himself on the ground with his hand/hocker stick/ hammer.
- f. May not control the ball with their hocker stick/hammer when the ball is higher than their knees. In such a case, the player may only stop the ball with their bodies or hands but may not control it.
- g. No player may cause dangerous play
- h. A field player may under no circumstances use his feet to control the ball
- i. No player may cause deliberate obstruction against another player. This is also applicable where players are not busy controlling the ball, e.g. hooking each others hammers without ball possession.

2. The Goalkeeper

- a. Must remain standing and may not deliberately kneel in front of the goal
- b. May control the ball only with his shoes, hocker stick/hammer or leg pads when he is standing
- c. In any other position, he may only control the ball with his stick/hammer
- d. May only put the ball into play as specified in IIA 3.1
- e. As soon as the Goalkeeper makes contact with the ball, it is out of play and has to be put back into play as specified in IIA 3.21
- f. The Goalkeeper may not deliberately lie in front of the goalposts

II C AREA OF MOVEMENT

1. Field players

NO field player may move out of his circle during play – on the edge of the circle/line is out

2. The Goalkeeper

- a. The Goalkeeper may move freely while defending his goal but may never be in such a position as not to be able to make foot contact with his goal line.
- b. When the ball is out of play for the field players, the Goalkeeper may put it back into play if he can reach it with one foot on any point of the goal line. He may then kneel or half-kneel but may not support himself on the ground with his hand/hockey stick/hammer

II D PENALTIES

1. Free Hit

- a. General principles:
 - i. A free hit awarded against a player is taken by his nearest opponent on the side of his own goalkeeper when a rule is broken by:
 1. Point : in which case the free hit is taken by Link
 2. Cover Point: in which case the free hit is taken by Bridge
 - ii. All players within reach of the ball during a free hit must take the ball position until the free hit has been taken or until (iii) below is applicable
 - iii. The three (3) second rule also applies to the player taking a free hit; from the moment that he positions the ball until he has put it into play. If he exceeds the time limit the umpire blows the whistle and the ball is regarded as being in play.
 - iv. If an opponent breaks rule (ii) above, the free hit is awarded again.
- b. Applicability
- c. A free hit is awarded when the rules for ball control 'sticks' or area of movement are broken by field players

2. Penalty Hit

- a. General Principles
 - i. A penalty hit is taken by the shooter who may put the ball where he chooses
 - ii. Only the Goal Keeper may defend
 - iii. All the players must take the Ball position until the penalty has been taken or the umpire gives the signal as applied in (iv) below
 - iv. The three (3) second rule as for a free hit also applies
- b. Applicability
 - i. A penalty hit is awarded when rule II B 1.a and 1.f is broken three times, that is with the fourth transgression of the rule by the same player, e.g. lifting the stick/hammer above the knee.

3. Goal Hit

- a. General principles

- i. As for penalty hit except that the Goalkeeper must stand to the left of his goalpost and may not try to defend the ball.
 - b. Applicability
 - i. When rule II B 2 is broken, that is when the goalkeeper deliberately kneels in front of the goal, or he controls the ball with any part of his body and not with his stick/hammer when he is not standing.
 - ii. When a player is playing dangerously, for example, by pushing an opponent off balance, hooking him with his stick/hammer or swinging his stick/hammer above the waist
4. Suspension
- a. General principles
 - i. A player who is suspended must leave the court and may not be replaced by a reserve
 - ii. If playing time is wasted when a player is suspended, it is treated like injury time.
 - b. Applicability
 - i. When a player does not qualify for the general norm. Even if the match has not yet begun, a player can be suspended and 4.1 is applicable
 - ii. A player is suspended when a second penalty hit is awarded against him even though he may not have played dangerously in the same manner as in the two previous times
 - iii. A player is suspended when a third goal hit is awarded against him even though he may not have played dangerously in the same manner as in the two previous times.

7 Addendum 3:

7.1 Useful Websites:

<https://www.paralympic.org>

IPC- for para athletes- most sports(not all) have a classification for athletes with intellectual disability. Athletes with Cerebral Palsy would fall under the physical classification . This website has the rules as well as the classification documentation.

<http://cpisra.org/>

The website specifically for CP sport - includes rules for CP soccer

<http://www.worldacademysport.com/>

Has online courses for para sport (physical and intellectual)- mostly swimming and athletics

<http://sasapd.org.za/>

The South African Sports Association for the physically disabled- child has to have a physical disability but can have a comorbid intellectual disability

<http://sasaii.org/>

The South African Sports Association for Intellectually Disabled sport

<http://www.databaseofgames.com/>

This website lists many games that can be played like Physical Games,Social Games,Language Games,Ball and Bag Games, and Game Penalties.

<http://www.pecentral.org/>

This website is a forum for Physical Education Teachers and provides lesson ideas, assessment ideas, best practices, etc.

<http://www.sparkpe.org/>

SPARK is a research-based organization that disseminates evidence-based Physical Education, After School, Early Childhood, and Coordinated School Health programs to teachers and recreation leaders.

http://teachers.net/lessonplans/subjects/physical_education/

This website provides Physical Education Lesson Plans

https://en.wikipedia.org/wiki/List_of_traditional_children's_games

A comprehensive list of Traditional Children's Games with explanations of game play and rules

<https://www.youtube.com/user/DebbieDooTV>

Music, rhymes and songs by Debbie Doo

<https://www.specialolympics.org/>

Special Olympics website provides detail about how to participate, coach and become a part of the Special Olympics for persons with intellectual disability. Sport codes are fully explained and coaching tips provided. To find more about Special Olympics in South Africa go to <http://www.sosouthafrica.org.za/>

Recommended Authors:

Melodie De Jager: Brain Gym for All

Kimberly Wechsler's books: 303 Preschooler-Approved Exercises and Active Games 2012, 303 Kid-Approved Exercises and Active Games 2012, 303 'Tween-approved Exercises and Active Games 2012

Perceptual-Motor Activities for Children with Web Resource - An Evidence-Based Guide to Building Physical and Cognitive Skills; By Jill Johnstone, Molly Ramon

There are many more well researched websites and books available that will assist the Physical Education Teacher to set up games and exercises for each level of the learners' development

8 Addendum 4

Morning stretches: Reach up to the sky with right arm; left arm; both arms
 Bend head forward; back; to the right; to the left
 Bend trunk forward; backward; to the right; left
 Stretch & touch knees; ankles; toes
 With arms straight to the side turn body to the right and the left, without moving hips.
 Swing arms together: forward and back like a windmill. Try swinging one arm forward and one arm back
 Lie on back & lift left leg; right leg

9 Addendum 5

Water Confidence Activities

1. Safe Entry

- a. At side of pool – $\frac{1}{4}$ Turn –
- b. Sit on pool edge
- c. Place one hand on side of pool, fingers parallel to edge, legs on water
- d. Take weight on hand and with small push, quarter turn and slowly lower body into the water
- e. Bend knees when feet touch pool floor
- f. Keep hold of edge until feet are squarely placed. Use free arm for balance.

2. Moving in Water

- a. Walking with feet on pool floor forward, backwards, sideways in pool – holding hands/not holding hands. And move in other ways like hopping, skipping etc
- b. Bouncing in stationary and moving position
- c. blow bubbles
- d. go under and touch your toes
- e. Washing Machines : hand on hips turning body from one side to the other to imitate a washing machine
- f. Collecting & moving floating objects – make into a game / competiiton
- g. Get faces wet by playing games like : Can you – get ear wet, chin, nose, etc., chin in the water, looking down at pool floor, lips in the water, blow bubbles nose in the water, blow bubbles, eyes in the water, blow bubbles, open eyes look at toes
- h. teach blow air out every time you go under water

3. Submerge

- a. Balance container on board and get swimmers to splash to fill it: swimmers to form a circle around the bucket on board, using hand movements splash the water to fill the floating object until it tips or submerses
- b. Elephants: walking across pool use cupped hands and arms to form a trunk, scoop water in hands and throw it over your head
- c. Showers – watering cans, containers with holes, pool fountains: start with water over arms, shoulders, ears, head/face
- d. Frogs - submerge until your eyes are at water level then jump and catch a fly in your mouth
- e. Sea Saw - in pairs, hold arms, one stand up, other goes down under water –blow bubbles each time you submerge in the water.
- f. Pick up objects from the bottom of the pool

- g. encourage horizontal body position
- 4. Teach floating and standing up by first putting feet on the floor
- 5. Gradually move deeper into the pool, and teach learners to sink to the bottom and bounce upwards. Hold breath while under water and take a big breath when jumping up out of the water
- 6. Play games in the water
- 7. On step or at edge – practice floating and kicking
- 8. Use swimming boards, float the body and kick behind – face out of the water and face down

10 Addendum 6

Bocce Rules:

Source: www.kickball.com/files/league/476840/bocce_rules_pdf_80293.pdf

Basic Rules of Bocce

The object of the game is to roll your bocce balls closer to the pallino (jack) ball than your opponent. Bocce can be played on most surfaces (grass or sand) as long as they are fairly smooth and flat. Court is 60 feet long by 12 feet wide; however, the court size can be accommodated to fit the playing space available.

Players:

One player per team = four balls per player
Two players per team = two balls per player
Four players per team = one ball per player

Playing Bocce:

The game consists of several frames. A frame starts with tossing the pallino by a team toward the opposite end of the playing court. The game (frame) is complete after the balls have been thrown and points awarded. Balls are tossed or rolled underhand.

Whoever wins the coin toss will begin by tossing the pallino into the playing area. The pallino must be thrown past the center line and not further than the four foot line. If the pallino lands out of the designated area, the opposing team will throw the pallino into the playing area.

Once the pallino is in position, the first team throws their bocce ball. Taking alternate turns, each team throws their balls toward the pallino to (A) get their ball closest to the pallino, (B) to move the pallino closer to their ball, or (C) move the opponent's ball. The winning team begins the next frame.

Frames are played alternately from one end of the court to the other.

Scoring:

In each frame, only one team scores. One point is given for each bocce ball that is closer to the pallino than the opposing team's bocce balls. The pallino distance marker can be used to determine which balls are closer.

The game continues until 12 points have been scored or to pre-determined points set by the players before the game starts.

Note: Safety should be observed when playing bocce. It is recommended that players stay outside for the playing area when balls are being tossed.

