



# MULTIGRADE TOOLKIT

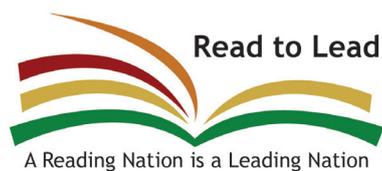
FOR

**LIFE SKILLS**  
FOUNDATION PHASE



**basic education**

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**







Department of Basic Education

# MULTIGRADE TOOL KIT LIFE SKILLS

Foundation phase  
(Grades 1-3)

[July 2017 ]



## FOUNDATION PHASE LIFE SKILLS MULTIGRADE TOOLKIT

### Introduction to the Multi-Grade Toolkit

The Multigrade Toolkit for Foundation Phase comprises two main components namely the Multi-grade Annual Teaching Plan (MATP) and exemplar lesson plans for each of the subjects offered in Grades 1-3. The content set out in CAPS for each subject namely Home Languages, Mathematics, First Additional Language and Life Skills have been reorganized in a systematic way across the grades starting in grade 1 and progressing to Grade 3 in the MATP.

The MATP is a curriculum planning resource tool and is set out in a format which demonstrates the pacing and sequencing of the curriculum horizontally across Grades 1 to 3 and vertically across Terms 1 to 4 for each subject offered in the Foundation Phase. The MATP is aimed at making the CAPS more accessible to the multi-grade teacher who teaches a multigrade class of Grades 1, 2 and 3 or Grades 1 and 2 or Grades 2 and 3. In this way it is envisaged that the multi-grade teacher will become more familiar with the content that needs to be covered per grade in each term.

### The purpose of the MATP and the exemplar lesson plans

The MATP is aimed at enabling the teacher to teach common topics/concepts/skills/content to the whole class (combination of grades) where it is conceptually appropriate for each grade. MATP enables the multigrade teacher to cover the curriculum for each term by encouraging her/him to teach common content across the grades where it is conceptually and grade appropriate. Hence the MATP is encouraging multi-grade teachers to do whole class teaching and assessment as well as focused grade group teaching and assessment too. For example to overcome the challenge of time management in multigrade grade classes teachers are encouraged to teach these components Visual Arts, Performing Arts (Dance, Music, Drama, Physical Education) as whole class lessons but differentiate the activities to suit each grade.

### Exemplar Lesson plans

The lesson plans have been developed to enhance quality learning and teaching as well as to strengthen curriculum coverage in multigrade classes. The lesson plans are aligned to the MATP for each subject. The lesson plans have been written in a format that speaks to multi-grade teaching in Grades 1 to 3. The exemplar lesson plans for each subject have been packaged in weeks. The lesson plans mediate the content to be taught as set out in the MATP. The lesson plans unpack the content to be taught and assessed in the grade for the week. This has been done by providing grade appropriate activities.

Teaching ideas, time allocation break downs, resources and notes to the teacher and activities in the DBE Workbook are listed. Lesson plans also state that teacher made resources should also be used namely flashcards, number cards, own Big Books, posters, masks, puppets etc using recycled materials.

## Exemplar Home Language Weekly Lesson plans



Weekly exemplar lesson plans have been developed and cover the following components:

- Listening and Speaking
- Phonics
- Shared Reading
- Group Guided Reading
- Independent and Paired Reading
- Handwriting
- Writing

**Number of lesson plan exemplars:** 12 weekly lesson plan exemplars have been developed (3 weeks x 4 terms)

### Teaching Ideas

The teacher is expected to teach and assess these weekly activities over at least a 5 day cycle. Teachers are encouraged to do at least one focused Shared Reading lesson and Group Guided Reading per week with each grade.

Learners should engage in reading and writing activities using at least 1 or 2 texts per week from the DBE Workbook, Big Book, Graded Reader, Story books etc. Reading lessons should focus on:

- pre-reading activities (cover, title, talk through the visuals, author),
- during reading activities (visuals, read the text, use phonic skills and sight words to recognise unfamiliar words, observe punctuations etc)
- after reading activities (discuss setting, beginning, characters, main events, plot, ending, comprehension, writing and drama etc).

Teachers should model reading in the Read Aloud, Shared Reading and Group Guided sessions to inspire learners to read aloud and silently on their own independently as well as read in groups and pairs every day.

Written activities (at least 3 per week) should include word building and sentence construction activities using phonics and sight words, story writing (topics, reading texts, news etc) and a variety of comprehension activities. The DBE Workbook activities should be used to teach listening and speaking, phonics, reading, comprehension and writing in all grades.

**Timetabling:** At least **2 hours per day** should be dedicated for Home Language in the multigrade class and so that every grade can have a Home Language period of at least 30 minutes daily so that some form of reading and writing is done from Monday to Friday.

### Exemplar First Additional Language (FAL) Weekly Lesson plan

FAL lesson plan covers these components:

- Listening and Speaking
- Phonics
- Shared Reading
- Group Guided Reading
- Writing

**Number of lesson plan exemplars:** 37 weekly lesson plan exemplars have been developed (10 weeks IN Terms 1, 2, 3 and 7 weeks in Term 4).



## Teaching Ideas

Listening and speaking activities should be the focus initially to introduce the learners to the new language and thereafter other the language components namely phonics, reading and writing should be taught as set out in the curriculum. The DBE Workbook activities should be used to teach listening and speaking, phonics, reading, comprehension and writing in all grades.

**Timetabling:** At least **40 minutes per day** should be dedicated for First Additional Language (FAL) in the multigrade class and so that every grade will have a FAL period of at least 20 minutes daily so that listening and speaking, phonics reading and writing are done regularly from Monday to Friday.

## Exemplar Mathematics Weekly lesson plan

Mathematics lesson plan covers the following components mainly for **Numbers Operations and Relationships:**

- Mental Mathematics
- Number sense
- Number concepts
- Number operations
- Word problems

The weekly lesson plans also include at least one lesson per week on the other topics namely:

- Patterns
- Space and Shape
- Measurement
- Data Handling

**Number of lesson plan exemplars:** 19 weekly lesson plan exemplars have been developed (10 weeks in Terms 1, 3 weeks in Term 2, 3 and 4).

## Teaching Ideas

All grades should be exposed to oral, practical and written activities. At least 3 word problems should be done weekly by each grade. The DBE Workbook activities should be used to reinforce and consolidate skills and concepts in the Mathematics lessons.

**Timetabling:** At least **1, 5 hours per day** should be dedicated for Mathematics in the multigrade class and so that every grade can have a Mathematics period of at least 30 minutes daily so that at least two Mathematics components can be taught to each grade daily.

## Exemplar Life Skills Weekly lesson plan

The weekly lesson plan includes the following study areas:

- Beginning knowledge and Personal and Social Wellbeing
- Creative Arts are made up of Performing Arts (dance, Music and Drama) and Visual Arts
- Physical Education

**Number of lesson plan exemplars:** 24 weekly lesson plan exemplars have been developed (6 weeks per term). The bi-weekly lesson plans can also used over a 3 week cycle to ensure that all the activities are covered accordingly.



## Teaching Ideas

The topics for Beginning Knowledge and Personal and Social Well being have been listed for each grade and grouped in such a way that common content across topics can be taught to all grades in a whole class lesson. Teachers are also encouraged to teach the Creative Arts and Physical Education as whole class lessons. At least one Life Skills study area should be done per day. Beginning Knowledge topics should be used to provide contexts to teach the language components namely listening and speaking and reading and writing skills.

Drama should be done as an integrated language activity (role-play, miming, dramatization, dialogues etc). Music, Dance and Physical Education can be done as an integrated lesson with all grades. The DBE Workbook should be used in Life Skills lessons.

**Timetabling:** At least **1 hour per day** should be dedicated to Life Skills per day. At least one Physical Education (outdoor lesson) and a Visual Arts lesson should be done per week in the multigrade class.

## Adapting the exemplar lesson plan for the Multigrade class

Teachers are encouraged to use these weekly lesson plans to plan their daily classroom lesson plan activities for each subject per day from Monday to Friday. These lesson plans are generic and the teacher is expected to provide the activities that will be done across all grades in whole class sessions and the focused grade activities. Specific details such as the title of Big Book, stories in the Graded Reader and page references in the DBE Workbook etc should be indicated. The lesson plan should indicate grade specific activities and whole class activities. In addition oral, written, independent and assessment activities for each grade should be explicit in the daily lesson plan as well as the resources to be used to mediate the activity namely the DBE Workbook, Readers, realia etc.

The lesson plan should reflect the Language of Learning and Teaching (LoLT), where isiXhosa is offered as LoLT, the phonics, spelling words sight words , word problems etc should be contextualised for isiXhosa. Hence teachers are encouraged to write their daily lesson plans to reflect the LoLT of the school.

TABLE 1 A suggested daily lesson plan template

DAILY LESSON PLANNER					
SUBJECT HOME LANGUAGES ( Listening and speaking, Phonics, Reading, Handwriting, Writing, Assessment, resources)					
GRADE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1					
2					
3					
SUBJECT: FIRST ADDITIONAL LANGUAGE(( Listening and speaking, Phonics, Reading, Writing, Assessment, resources)					
GRADE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1					
2					
3					
SUBJECT : MATHEMATICS (Mental Mathematics, Number sense development, number concepts, word problems, Patterns, Shape and Space, Measurement, Data Handling, Assessment)					
GRADE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1					
2					
3					

SUBJECT LIFE SKILLS (Beginning knowledge and Personal and Social Being, Creative Arts, Physical Education)					
GRADE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1					
2					
3					

## School Based Assessment (SBA) requirements for Foundation Phase

National Policy pertaining to the programme and promotion and progression requirements Grades R to 12 (2012) stipulates that assessment in Foundation Phase (Grades R-3) is 100 % Continuous Assessment (CASS) meaning that both formative assessments (assessment for learning) and summative assessments (assessment of learning) will be used to assess, evaluate and report on the learner's performance and progress on a quarterly basis on a 7 rating point scale.

The Curriculum and Assessment Policy Statement (CAPS) maps the number of formal assessment tasks per term for each subject. Teachers are encouraged to include at least two assessment activities in each formal assessment task. The Table 2 below indicates the number of formal assessment tasks per subject per term. Exemplar Programme of assessment (Tables 3 and 4) provides an overview of the content (concepts, skills) that should be assessed, the form and type of assessment and assessment tools to be used for each assessment task.

**Table 2: FOUNDATION PHASE SCHOOL BASED ASSESSMENT**

HOME LANGUAGE GRADE 1					
	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
GRADE 1	1	1	1	1	4
GRADE 2	1	1	1	1	4
GRADE 3	1	1	1	1	4

FIRST ADDITIONAL LANGUAGE GRADE					
	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
GRADE 1	1	1	1	1	4
GRADE 2	1	1	1	1	4
GRADE 3	1	1	1	1	4

MATHEMATICS					
	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
GRADE 1	1	1	1	1	4
GRADE 2	1	1	1	1	4
GRADE 3	1	1	1	1	4

LIFE SKILLS					
	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
GRADE 1	1	1	1	1	4
GRADE 2	1	1	1	1	4
GRADE 3	1	1	1	1	4





# **MULTI-GRADE ANNUAL TEACHING PLAN**

## **LIFE SKILLS FOUNDATION PHASE**

**MULTI-GRADE ANNUAL TEACHING PLAN (MATP)**

**FOUNDATION PHASE: LIFE SKILLS**

**TERM 1**

<b>Study Areas</b>	<b>Topics</b>	<b>Grade1</b>	<b>Grade2</b>	<b>Grade3</b>
<b>Beg. Know. Pers. &amp; Soc./ Wellbeing</b>	<b>Me</b>	<b>Me</b>	<b>Myself and others</b>	<b>About me</b>
	<b>Myself and others</b> <b>About me</b>	<ul style="list-style-type: none"> <li>Personal details - such as name, address, telephone numbers and age</li> <li>We are special and unique</li> <li>Things I can do</li> <li>How I am the same as my friends</li> <li>How I am different from my friends</li> </ul>	<ul style="list-style-type: none"> <li>Friends - qualities of a good friend</li> <li>People at school and at home - include sharing, helping, showing respect</li> <li>Dealing positively with conflict - include self-esteem and bullying</li> </ul>	<ul style="list-style-type: none"> <li>What a timeline is</li> <li>Timeline of own life - include date of birth, starting school, at least one interesting fact</li> <li>An interesting object from my past</li> </ul>
	<b>At school</b> <b>Everyone is special</b> <b>Feelings</b>	<b>At school</b>	<b>Everyone is special</b>	<b>Feelings</b>
		<ul style="list-style-type: none"> <li>Name of school, teacher and principal</li> <li>Where to find different places</li> </ul>	<ul style="list-style-type: none"> <li>People are similar and people are different</li> <li>Things that help people -</li> </ul>	<ul style="list-style-type: none"> <li>Things that make me happy and things that make me sad</li> </ul>

		<p>in the school - include toilet, office, play areas</p> <ul style="list-style-type: none"> <li>• Classroom routines and rules</li> <li>• How I get to school</li> </ul>	<p>such as reading glasses, walking frames, guide dogs, hearing aids</p> <ul style="list-style-type: none"> <li>• Caring for people with disabilities</li> <li>• I can be a hero</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing feelings - such as anger, fear, worry, loneliness</li> <li>• Good ways to express what we feel</li> <li>• Apologies - how to say sorry</li> </ul>
	<p><b>Keeping my body safe</b></p> <p><b>How people lived long ago</b></p> <p><b>Ways we communicate</b></p>	<p><b>Keeping my body safe</b></p>	<p><b>Ways we communicate</b></p>	<p><b>How people lived long ago</b></p>
		<ul style="list-style-type: none"> <li>• Safe and unsafe situations and places - such as waiting for transport; alone in shopping areas</li> <li>• 'Yes' and 'No' feelings</li> <li>• Practicing saying 'No'</li> <li>• Protecting our bodies from illness</li> </ul> <p>- Covering mouth and nose</p>	<ul style="list-style-type: none"> <li>• Speaking - include explaining, conversation, poetry and song</li> <li>• Writing - include writing a letter or card and posting it</li> <li>• Reading - include instructions and advertisements</li> <li>• Listening - include radio and stories</li> <li>• Looking - include lip reading, signing and</li> </ul>	<ul style="list-style-type: none"> <li>• Stories and experiences of older family and community members-including food, clothes and transport</li> <li>• Objects used by older family and community members- tools, toys and cooking utensils</li> <li>• Selection of old pictures and photographs from family albums and books.</li> </ul> <p>. How people lived then and</p>

		<p>when sneezing or coughing</p> <ul style="list-style-type: none"> <li>- Never touching another person's blood</li> <li>- Washing fruit and vegetables before eating</li> <li>- Making water safe to drink</li> </ul>	gestures	now
	<p>Healthy Habits</p> <p>Healthy living</p> <p>Health protection</p>	<p>Healthy Habits</p> <ul style="list-style-type: none"> <li>• Sleep</li> <li>• Eating healthy food</li> <li>• Proper use of toilet</li> <li>• Washing hands</li> <li>• Keeping clean</li> <li>- Hair, teeth and nails</li> <li>- Washing regularly</li> <li>• Regular exercise and play</li> <li>• Limited television</li> </ul> <p><b>Religious days and other special days - 2 hours</b></p>	<p>Healthy living</p> <ul style="list-style-type: none"> <li>• Protecting food we eat - include protection from flies, keeping food cool</li> <li>• Simple ways of purifying water</li> <li>• Things that harm us - smoking, alcohol, drugs</li> <li>• Good habits - such as regular exercise, limited television</li> </ul> <p><b>Religious days and other special days - 2 hours</b></p>	<p>Health protection</p> <ul style="list-style-type: none"> <li>• Basic first aid practices in situations such as nose bleeds, animal bites, cuts and burns</li> <li>• Basic health and hygiene - include not touching other people's blood</li> </ul> <p><b>Religious days and other special days - 2 hours</b></p>

					<b>special days - 2 hours</b>	
<b>Beg. Knowledge. Personal and Social Wellbeing</b>	<b>TERM 2: LIFE SKILLS</b>					
	<b>Pets Animals Insects</b>	<b>Pets</b>	<b>Animals</b>	<b>Insects</b>		
		<ul style="list-style-type: none"> <li>• Animals we can keep as pets</li> <li>• How to look after pets at home               <ul style="list-style-type: none"> <li>- include shelters, food, water, animal cleanliness</li> </ul> </li> <li>• Treating animals appropriately               <ul style="list-style-type: none"> <li>- such as giving exercise, not teasing, not locking in a car</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Farm animals               <ul style="list-style-type: none"> <li>- Types</li> <li>- Uses - such as food and clothing</li> </ul> </li> <li>• Wild animals               <ul style="list-style-type: none"> <li>- Types</li> <li>- Camouflage</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Characteristics of an insect</li> <li>• Different insects - such as fly, mosquito, ant, beetle</li> <li>• Observing and drawing an insect</li> <li>• How insects help us</li> <li>• How some insects harm us</li> </ul>		
	<b>Safety at home Road safety</b>	<b>Safety at home</b>	<b>Road safety</b>	<b>Public safety</b>		

	<p><b>Public safety</b></p> <ul style="list-style-type: none"> <li>• Dangers at home <ul style="list-style-type: none"> <li>- When cooking</li> <li>- When washing</li> <li>- Lighting and electricity</li> <li>- Outside areas</li> <li>- Medicines</li> <li>- Poisonous substances - types and recognising warning symbols</li> </ul> </li> <li>• Keeping safe when home alone</li> <li>• Emergency number card</li> </ul>	<ul style="list-style-type: none"> <li>• Road safety rules <ul style="list-style-type: none"> <li>- pedestrians</li> <li>- cyclists</li> <li>- passengers</li> </ul> </li> <li>• Road signs for pedestrians and cyclists</li> <li>• Scholar patrol</li> <li>• How traffic officers help us</li> </ul>	<ul style="list-style-type: none"> <li>• Dangerous places to play - include rubbish dumps, train tracks, roads, construction sites</li> <li>• Riding trains and taxis safely</li> <li>• Dangers of electricity</li> <li>• Poisonous and inflammable substances</li> <li>• Signs that warn us of danger</li> </ul>
<p><b>My body</b> <b>What we need to live</b> <b>Healthy eating</b></p>	<p><b>My body</b></p> <ul style="list-style-type: none"> <li>• Different parts of my body</li> <li>• Different parts of my body which move</li> <li>• Parts of my body that I</li> </ul>	<p><b>What we need to live</b></p> <ul style="list-style-type: none"> <li>• Different types of food - for growth, energy, health</li> <li>• Water - why we need water, sources of water</li> </ul>	<p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>• Food groups <ul style="list-style-type: none"> <li>- Vitamins - fruit and vegetables</li> <li>- Carbohydrates - bread,</li> </ul> </li> </ul>

		cannot see - include lungs, heart, stomach, brain, skeleton <ul style="list-style-type: none"> <li>The five senses and their uses - touch, smell, sound, sight and taste</li> </ul>	<ul style="list-style-type: none"> <li>Air - clean air</li> <li>Sunlight - include protection from the sun</li> </ul>	maize/mielie meal <ul style="list-style-type: none"> <li>Proteins - eggs, beans, meat, nuts</li> <li>Dairy - milk, cheese, yoghurt</li> <li>A balanced diet</li> </ul>
	<b>Food</b> <b>Animals and creatures that live in water</b> <b>Life cycles</b>	<b>Food</b>	<b>Animals and creatures that live in water</b>	<b>Life cycles</b>
		<ul style="list-style-type: none"> <li>Foods we eat</li> <li>Where different foods come from: fruit; vegetables; dairy; meat</li> <li>Healthy eating</li> <li>Healthy and unhealthy foods</li> <li>Healthy choices and the right amount of food</li> <li>Storing food - fresh, tinned, dried, frozen</li> </ul>	<ul style="list-style-type: none"> <li>Fresh water</li> <li>River - e.g. fish, crocodile</li> <li>Ponds and dams - e.g. frog, dragonfly</li> <li>Salt water</li> <li>Sea - e.g. shark, crayfish</li> <li>Rock pools - e.g. starfish, crab</li> </ul>	<ul style="list-style-type: none"> <li>What a life cycle is</li> <li>Life cycle of a mammal(e.g. dog)</li> <li>Insect(e.g. butterfly)</li> <li>Amphibians(e.g. frog)</li> <li>Bird(e.g. chicken)</li> </ul>

	Religious days and other special days - 2 hours	Religious days and other special days - 2 hours	Religious days and other special days - 2 hours
<b>Beg. Know.</b>			
<b>Pers. Social wellbeing</b>	<b>TERM 3: LIFE SKILLS</b>		
	<b>Plants and seeds</b>	<b>Plants and seeds</b>	<b>Products and processes</b>
	<b>Soil</b>	<b>Soil</b>	
	<b>Products and processes</b>		
	<ul style="list-style-type: none"> <li>Why we need plants - include food, shade, shelter for animals</li> <li>What plants look like - roots, stem, leaves, flowers</li> <li>Different plants - similarities and differences</li> <li>Seeds and where they come from</li> <li>What plants need to grow</li> <li>Growing a plant from a seed - such as a bean or a lentil</li> </ul>	<ul style="list-style-type: none"> <li>Different soils - colours and textures</li> <li>Creatures that live in the soil - such as earthworms, moles</li> <li>Soil for the growth of plants; the value of growing vegetables</li> </ul>	<ul style="list-style-type: none"> <li>Plants               <ul style="list-style-type: none"> <li>What we get from plants</li> <li>Process - from sugar cane to sugar</li> </ul> </li> <li>The earth               <ul style="list-style-type: none"> <li>What we get from the earth</li> <li>Process - from clay to brick</li> </ul> </li> </ul>

	<p><b>Weather</b></p> <p><b>Seasons</b></p> <p><b>Disaster and what we should do</b></p>	<p><b>Weather</b></p>	<p><b>Seasons</b></p>	<p><b>Disaster and what we should do</b></p>	
		<ul style="list-style-type: none"> <li>• <b>A daily weather chart</b></li> <li>- Regular observation of weather conditions</li> <li>- Hot, cold, windy, cloudy, sunny, misty, rainy</li> <li>- Symbols to describe conditions on weather chart</li> <li>• The weather and us - include clothes, food, activities</li> </ul>	<p><b>The four seasons</b></p> <ul style="list-style-type: none"> <li>• How seasons affect us - clothes, food, activities</li> <li>• How seasons affect growing things - sowing, growing and harvesting</li> <li>• How seasons affect animals - include farming e.g. sheep shearing, animal dipping; birds e.g. migration and nesting</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Types of disaster</b></li> <li>- Floods</li> <li>- Fire</li> <li>• Other phenomena</li> <li>- Lightning</li> <li>- Earthquakes</li> <li>- Storms and strong winds</li> </ul>	
	<p><b>Manners and responsibilities</b></p> <p><b>Animal homes</b></p> <p><b>Animals and creatures that helps us</b></p>	<p><b>Manners and responsibilities</b></p>	<p><b>Animal homes</b></p>	<p><b>Animals and creatures that helps us</b></p>	

<ul style="list-style-type: none"> <li>• Animals that give us food and/or clothes           <ul style="list-style-type: none"> <li>- Bees</li> <li>- Chickens</li> <li>- Cows</li> <li>- Sheep</li> </ul> </li> <li>• Animals that work for us           <ul style="list-style-type: none"> <li>- Dogs - guide dogs, watch dogs, sniffer dogs</li> <li>- Donkeys and horses.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Animals and creatures that make their homes - such as birds, some bees, ants</li> <li>• Animals and creatures that find a home - such as baboons, snakes, squirrels</li> <li>• Animals and creatures that carry their homes - such as snails, tortoises.</li> </ul>	<ul style="list-style-type: none"> <li>• Greeting people we know and greeting strangers           <ul style="list-style-type: none"> <li>• Waiting my turn</li> <li>• Listening to others</li> <li>• haring</li> <li>• Showing kindness</li> <li>• Being honest</li> <li>• Respecting other people and what belongs to them.</li> </ul> </li> </ul>		
<p><b>Keeping my body safe</b></p>	<p><b>People who help us</b></p>	<p><b>My family</b></p>	<p><b>My family</b> <b>People who help us</b> <b>Keeping my body safe</b></p>	

	<ul style="list-style-type: none"> <li>• What family is</li> <li>• Members of the family</li> <li>• Keeping my body safe</li> </ul> <p><b>Religious days and other special days - 2 hours</b></p>	<ul style="list-style-type: none"> <li>• People who help us in our community- nurses, after care teacher, librarian</li> <li>• How different people help me</li> <li>• How I ask for information and assistance-good manners</li> <li>• How I ask for help in an emergency- who to contact, what information to give</li> </ul> <p><b>Religious days and other special days - 2 hours</b></p>	<ul style="list-style-type: none"> <li>• We are not safe with every one</li> <li>• Rules to keep my body safe</li> <li>• Trusting Yes and No feelings</li> <li>• How to say No to any form of abuse</li> <li>• How to report abuse</li> </ul> <p><b>Religious days and other special days - 2 hours</b></p>
<p><b>Beg. Know.</b></p>	<p><b>TERM 4: LIFE SKILLS</b></p>		

Personal Social wellbeing			
Homes	Homes	Our country	Rights and responsibilities
Our country Rights and responsibilities	<ul style="list-style-type: none"> <li>Types of homes - include flats, houses, shacks, traditional homes</li> <li>Homes to suit different weather conditions</li> <li>What different homes are made of - include wood, mud, bricks, tin, stone, hardboard, plastic</li> </ul>	A map of South Africa - Name and location of own province - Where we live <ul style="list-style-type: none"> <li>South African flag - include recognising the flag and places where we can see it flying</li> <li>South African anthem - listening and singing</li> </ul>	<ul style="list-style-type: none"> <li>Learners' rights and responsibilities</li> <li>Rights and responsibilities of others               <ul style="list-style-type: none"> <li>- At home</li> <li>- At school</li> <li>- In our community</li> <li>- In the environment</li> </ul> </li> </ul>
Sky at night Life at night Space	Sky at night	Life at night	Space
	<ul style="list-style-type: none"> <li>Changing from day to night</li> <li>What the night sky looks like</li> </ul>	<ul style="list-style-type: none"> <li>Things I do at night - get ready for bed, read and tell stories, sleep and</li> </ul>	<ul style="list-style-type: none"> <li>Earth from space - what it looks like (land, sea, clouds)</li> </ul>

		<ul style="list-style-type: none"> <li>• The moon <ul style="list-style-type: none"> <li>- What the moon looks like</li> <li>- When we can see the moon</li> <li>- How the moon seems to change shape</li> </ul> </li> <li>• Stars <ul style="list-style-type: none"> <li>- A star burns like the sun (the sun is a star)</li> </ul> </li> </ul>	<p>dream</p> <ul style="list-style-type: none"> <li>• People who work at night - such as security officers, doctors, pilots, truck drivers</li> <li>• Night animals - such as owls, hamsters, porcupines, leopards, jackal</li> </ul>	<ul style="list-style-type: none"> <li>• Stars and planets - what they are</li> <li>• Names of the planets</li> <li>• Telescopes</li> <li>• Space travel</li> <li>• Satellites and information we get</li> </ul>
<p>Water</p> <p>Transport</p> <p>Pollution</p>	<p>Water</p>	<p>Transport</p>	<p>Pollution</p>	<p>Pollution</p>
		<ul style="list-style-type: none"> <li>• Uses of water - home and school</li> <li>• Ways water is wasted</li> <li>• Ways of saving water</li> <li>• Safe and unsafe drinking water - storing clean water</li> </ul>	<ul style="list-style-type: none"> <li>• What transport is</li> <li>• Road transport</li> <li>• Rail transport</li> <li>• Air transport</li> <li>• Water transport</li> <li>• Uses of different kinds of transport</li> </ul>	<ul style="list-style-type: none"> <li>• What pollution is</li> <li>• Different types of pollution - water, land, air, noise</li> <li>• Effects of pollution on people</li> <li>• Effects of pollution on the environment</li> </ul>

	<p><b>My Community Recycling</b></p>	<p>.Places in my community- include buildings and places where we meet</p> <ul style="list-style-type: none"> <li>. People who help me, who sell things; other people know</li> <li>.Looking after facilities in my community- public telephones, public transport and public toilets</li> <li>. Keeping places clean- include using bins and not littering</li> </ul>	<p>Religious days and other special days - 2 hours</p>	<p>. What happens to our waste</p> <ul style="list-style-type: none"> <li>. Re-using (things that can be used again)</li> <li>. Recycling (used things that can be made into something new)</li> <li>. Reducing (using less)</li> <li>. What cannot be recycled</li> <li>. Recycling at home and at school</li> <li>.Making compost from rotten things</li> <li>.Re-using water</li> </ul> <p>Religious days and other special days - 2 hours</p>
			<p>Religious days and other special days - 2 hours</p>	
<p><b>CREATIVE ARTS</b></p>		<p>Grade1</p>	<p>Grade2</p>	<p>Grade3</p>

<b>TERM 1: Performing Arts</b>			
<p><b>DANCE AND MUSIC: Creative games and skills</b></p> <ul style="list-style-type: none"> <li>• Warming up body parts such as 'playing the piano', etc.</li> <li>• Safe environment: finding own and sharing space</li> <li>• Locomotor movements: walking, skipping</li> <li>• Non-Loomotor movements• Warming up voice: breathing exercises and creative games</li> <li>• Body awareness exploring space and direction</li> <li>• Keeping a steady beat with changes in tempo whilst clapping or moving in time to music</li> <li>• Cooling down the body and</li> </ul>	<p><b>DANCE AND MUSIC: Creative games and skills</b></p> <ul style="list-style-type: none"> <li>• Warming up the body: breathing exercises and use of different joints</li> <li>• Warming up the voice: using songs, singing vowels, rhymes etc.</li> <li>• Singing songs using unison, rounds, and call and response</li> <li>• Body percussion: keeping a steady beat and the use of different timbres (click, clap, stamp)</li> <li>• Locomotor movements with a partner</li> <li>• Non-Loomotor movements: reaching,</li> </ul>	<p><b>DANCE AND MUSIC: Creative games and skills</b></p> <ul style="list-style-type: none"> <li>• Warming up: co-ordination of isolated body parts • Warming up by focusing on breathing</li> <li>• Warming-up the voice and singing songs in tune and in time</li> <li>• Drama games: develop interaction and cause and effect such as counting games, name games, etc.</li> <li>• Playing rhythm patterns and simple poly-rhythms in 2, 3 or 4 time on percussion instruments</li> <li>• Locomotor movement: skip/gallop etc.</li> <li>• Non-Loomotor</li> </ul>	



			tempo and dynamics • Learn movements from a South African dance, such as gumboot dancing, and others.	imitation and exaggeration  • Learn and combine movements from South African dance with appropriate music.
<b>TERM 2: PERFORMING ARTS</b>				
		<p><b>DANCE AND MUSIC: Creative games and skills</b></p> <ul style="list-style-type: none"> <li>• Warming up the body</li> <li>• Freeze games focusing on control, eye focus and use of space</li> <li>• Locomotor movements</li> <li>• Axial movements: twisting, swinging etc.</li> <li>• Exploring beginnings, middles and endings of songs, stories and movements</li> <li>• Copying of movements, rhythms and movement patterns</li> <li>• Isolate body parts through</li> </ul>	<p><b>DANCE AND MUSIC Creative games and skills</b></p> <ul style="list-style-type: none"> <li>• Warming up the voice: developing articulation through imaginative play</li> <li>• Warming up the body: contrasting movements using verbal and sound signals</li> <li>• Rhythm games focusing on listening skills and recalling contrasting rhythm patterns</li> <li>• Playing percussion instruments/body percussion in time to music and/or class</li> </ul>	<p><b>DANCE AND MUSIC Creative games and skills</b></p> <ul style="list-style-type: none"> <li>• Warming up: focus on posture,</li> <li>• Warming up: focus on articulation and vocal tone using rhymes, songs, creative games and tongue twisters</li> <li>• Sensory awareness: touch, taste, smell, hearing and sight in dramatic activities</li> <li>• Rhythm games: listening skills, recall contrasting rhythm patterns, keep a steady beat, use</li> </ul>

	<p>movement</p> <ul style="list-style-type: none"> <li>• Vocal exercises such as rhymes, songs with focus and clarity in vocal exercises</li> <li>• Cooling down the body and relaxation.</li> </ul> <p><b><u>DRAMA</u></b> <b>Improvise and interpret</b></p> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Developing short sentences of dialogue • Movements appropriate to a role in different situations, • Singing songs using contrasts such as soft and loud, fast and slow</li> </ul>	<p>singing</p> <ul style="list-style-type: none"> <li>• Locomotor movements: marching, leaping etc.</li> <li>• Non-Loomotor movements</li> <li>• Cooling down the body and relaxation: express moods and ideas through movement.</li> </ul> <p><b><u>DRAMA</u></b> <b>Improvise and interpret</b></p> <ul style="list-style-type: none"> <li>• Performing rhythm patterns combined with</li> <li>• Locomotor movements, Skipping, etc.</li> <li>• Performing songs focusing on dynamics</li> <li>• Role play related to selected topics or stories told by the teacher</li> </ul>	<p>different timbres</p> <ul style="list-style-type: none"> <li>• Developing control, coordination, balance and elevation • Locomotor and non-Loomotor movements with coordinated arm movements in time to music</li> <li>• Cooling down and relaxation</li> </ul> <p><b><u>DRAMA</u></b> <b>Improvise and interpret</b> • Interpret and rehearse South African songs: rounds, call and response</p> <ul style="list-style-type: none"> <li>• Dramatise in groups using an existing story based on appropriate topics, to develop own endings</li> <li>• Classroom dramas: express feelings and portray themes from the environment and own life</li> </ul>
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			<ul style="list-style-type: none"> <li>Using drama techniques to explore characters' thoughts and feelings,</li> </ul>	<ul style="list-style-type: none"> <li>Movement sentence showing beginning, middle and end on a selected topic working in small group</li> </ul>
<b>TERM 3 PERFORMING ARTS</b>				
	<p><b><u>DANCE &amp; MUSIC Creative games and skills</u></b></p> <ul style="list-style-type: none"> <li>Warming up the body • Freeze games</li> <li>Locomotor movements</li> <li>Axial movements</li> <li>Exploring beginnings, middles and endings of songs, stories and movements</li> <li>Copying of movements, rhythms and patterns</li> <li>Isolate body parts through movement • Vocal exercises such as rhymes, tongue twisters and songs</li> </ul>	<p><b><u>DANCE &amp; MUSIC Creative games and skills</u></b></p> <ul style="list-style-type: none"> <li>Warming up the body:</li> <li>Landing softly through the feet (toe-ball-heel, bending knees)</li> <li>Locomotor and non- Locomotor movements</li> <li>Polyrhythms using body percussion and/or percussion instruments</li> <li>Listening to music and identifying moods</li> <li>Simple mime; imitating</li> </ul>	<p><b><u>DANCE &amp; MUSIC Creative games and skills</u></b></p> <ul style="list-style-type: none"> <li>Warming up body</li> <li>Warming up voice: focus on expressiveness and involvement in poetry creative drama games</li> <li>Observation and concentration skills etc.</li> <li>Body percussion and/or percussion instruments to accompany South African music</li> <li>Linking movements in short movement sentences</li> <li>Running combined with</li> </ul>	

<p>spinning movements</p> <ul style="list-style-type: none"> <li>• Cooling down body and relaxation: <b>DRAMA</b></li> </ul> <p><b>Improvise and interpret</b> (to be covered throughout the term)</p> <ul style="list-style-type: none"> <li>• Create a movement sentence in small groups and use it to make patterns</li> <li>• Compose cyclic rhythm patterns based on South African music.</li> </ul> <p>Focus on appropriate tempo /dynamic choices</p> <ul style="list-style-type: none"> <li>• Classroom dramas: illustrate different characters through vocal and physical characterisation</li> <li>• Poetry performances in groups e.g. choral verse combined with movement and gestures</li> </ul>	<p>everyday activities focusing on weight and shape.</p> <ul style="list-style-type: none"> <li>• Games focusing on numeracy and literacy</li> <li>• Cooling down the body and relaxation.</li> </ul> <p><b>DRAMA</b></p> <p><b>Improvise and interpret</b></p> <ul style="list-style-type: none"> <li>• Creating a simple puppet using waste <b>Improvise and interpret</b></li> <li>• Creating a simple puppet</li> </ul> <ul style="list-style-type: none"> <li>• Own puppet performance based on appropriate vocal characterisation and manipulation of own puppet</li> <li>• Create sounds and rhythms specific to the mood or character</li> </ul>	<ul style="list-style-type: none"> <li>• Cooling down the body and relaxation: games etc.</li> </ul> <p><b>DRAMA</b></p> <p><b>Improvise and interpret</b></p> <ul style="list-style-type: none"> <li>• Role play (stepping into the shoes of somebody else)</li> <li>• Developing short sentences of dialogue • Movements appropriate to a role in different situations, • Singing songs using contrasts such as soft and loud, fast and slow</li> </ul>		
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	<ul style="list-style-type: none"> <li>• Own puppet performance based on appropriate vocal characterization and manipulation of own puppet</li> <li>• Create sounds and rhythms specific to the mood or character of the puppet by using voice, instruments etc.</li> <li>• Exploring the movement characteristics of the puppet.</li> </ul>			
<b>TERM 4 PERFORMING ARTS</b>				
	<p><b>Creative games and skills</b></p> <ul style="list-style-type: none"> <li>• Warming up activities</li> <li>• Warming up the voice: using songs and rhymes</li> <li>• Singing songs to improve the ability to sing in tune</li> <li>• Combining non-Locomotor and Locomotor movements</li> <li>• Simple mime: imitating everyday activities</li> </ul>	<p><b>Creative games and skills</b></p> <ul style="list-style-type: none"> <li>• Warming- up the body activities</li> <li>• Locomotor movements• Non- Locomotor movements</li> <li>• Clapping games</li> <li>• Listening to music and describing how it makes you feel</li> <li>• Cooling down the body and</li> </ul>		

	<p>relaxation activities</p> <p><b><u>DRAMA</u></b> <b>Improvise and interpret</b></p> <ul style="list-style-type: none"> <li>Representing objects and ideas in movement and sound such as: making a machine, a magic forest, ambulance, individually and in groups</li> <li>Classroom performance incorporating a South African song/poem/story with movement and dramatization</li> </ul>	<p>focusing on weight, shape and space</p> <ul style="list-style-type: none"> <li>Composing soundscapes, using dynamics, pitch, timbre and tempo to express character, feelings and mood</li> <li>Cooling down the body and relaxation activities</li> </ul> <p><b><u>DRAMA</u></b> <b>Improvise and interpret</b></p> <ul style="list-style-type: none"> <li>Listening to music and identifying how dynamics, pitch, timbre and tempo</li> <li>Improvise appropriate movements and characters using axial, Locomotor and levels to interpret a story</li> <li>Developing a puppet performance by focusing on a conversation between puppets</li> <li>Exploring attitude, status and relationships of puppet - characters</li> </ul>	<p>language, gestures and facial expression</p> <ul style="list-style-type: none"> <li>Locomotor movements</li> <li>Cooling down body and relaxation activities</li> </ul> <p><b><u>DRAMA</u></b> <b>Improvise and interpret</b></p> <ul style="list-style-type: none"> <li>Listening to South African music: focus on how tempo, dynamics, timbre contribute to unique sound</li> <li>Listening to and identify prominent South African instruments, explore unique qualities of instruments</li> <li>Creating a mood:</li> </ul>
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				use verbal dynamics, expressive sounds and movement, use poem, picture or song
				<ul style="list-style-type: none"> <li>• Creating movements based on pictures, movement sentence (sequence), showing beginning, middle, end</li> </ul>
<b>TERM 1: VISUAL ARTS</b>				
			<p><b>Create in 2D</b></p> <ul style="list-style-type: none"> <li>• Finger painting or brush painting: discuss mixing of primary colors to achieve secondary colors</li> <li>• Make drawings of self with family involved in an activity; discuss line and shape</li> <li>• Make drawings and paintings of self in action; encourage awareness of body in action; name and discuss active body parts</li> </ul> <p><b>Create in 3D</b></p> <ul style="list-style-type: none"> <li>• Make models out of</li> </ul>	<p><b>Create in 2D</b></p> <ul style="list-style-type: none"> <li>• Make paintings or drawings discuss color, shape, texture, pattern and emphasis; look at and discuss famous artworks of natural world</li> <li>• Make paintings of fantasy plants and flowers; discuss primary and secondary colors, emphasis, and concepts like behind, in front, etc.</li> </ul> <p><b>Create in 3D</b></p>
			<p><b>Create in 2D</b></p> <ul style="list-style-type: none"> <li>• Drawing and painting: exploring a variety of media</li> <li>• Increased observation and interpretation of pattern</li> <li>• Design principles: naming of contrast, proportion, emphasis and balance</li> <li>• Teach pattern and printmaking with found objects</li> </ul> <p><b>Create in 3D (constructing)</b></p>	

		<p>clay/play dough; encourage correct use of materials.</p> <ul style="list-style-type: none"> <li>Construct houses/imaginary shelters using recyclable boxes and other materials, correctly.</li> </ul>	<p><b>(constructing)</b></p> <ul style="list-style-type: none"> <li>Use recyclable materials and paper maché to make useful objects, decorate using pattern; discuss geometric shapes and cool and warm colors, develop craft skills</li> </ul>	<ul style="list-style-type: none"> <li>Craft from recyclable materials: patterned frames for own artworks, etc.</li> <li>Art elements: naming and using geometric and shapes forms</li> <li>Emphasis on pattern and surface decoration</li> </ul> <p><b>Visual Literacy</b></p> <ul style="list-style-type: none"> <li>Increase awareness of pattern and printmaking in Africa, e.g. Ndebele painting, beadwork, decorative ceramics: looking, talking, listening about pattern</li> </ul>
<b>TERM 2 VISUAL ARTS</b>				
		<p><b>Create in 2D</b></p> <ul style="list-style-type: none"> <li>Finger painting or brush painting: discuss mixing of primary colors to achieve secondary colors</li> <li>Make drawings of self with family involved in an activity;</li> </ul>	<p><b>Create in 2D</b></p> <ul style="list-style-type: none"> <li>Draw or paint pictures related to topics of the term; focus informally on line, tone, texture, color</li> <li>Use recyclable objects and thick paint to create a printed surface; talk</li> </ul>	<p><b>Create in 2D</b></p> <ul style="list-style-type: none"> <li>Formal teaching of drawing and painting etc.: exploring a variety of media</li> <li>Similar to previous term; include emphasis on greater awareness of the body in motion;</li> </ul>

	<p>discuss line and shape</p> <ul style="list-style-type: none"> <li>• Make drawings and paintings of self in action; encourage awareness of body in action; name and discuss active body parts</li> </ul> <p><b>Create in 3D</b></p> <ul style="list-style-type: none"> <li>• Make models out of clay/play dough; encourage correct use of materials and tools</li> <li>• Construct houses/imaginary shelters using recyclable boxes and other materials. Encourage the correct use of glue and applicators.</li> </ul>	<p>about geometric and organic shapes</p> <p><b>Create in 3D (constructing)</b></p> <ul style="list-style-type: none"> <li>• Construct a mask using recyclable materials; discuss shape, texture, develop craft skills</li> </ul>	<p>overlapping</p> <p><b>Create in 3D (box sculptures)</b></p> <ul style="list-style-type: none"> <li>• Teach and extend simple construction techniques to create box sculpture: stacking, joining, surface decoration</li> <li>• Spatial awareness: same as before: extend conscious awareness of working in space</li> </ul> <p><b>Visual Literacy</b></p> <ul style="list-style-type: none"> <li>• Use of art elements and design principles in discussion; introduce balance</li> <li>• Use artworks and visual stimuli to relate to own work</li> <li>• Description of own artwork: use art vocabulary consciously.</li> </ul>
<b>TERM 3: VISUAL ARTS</b>			

	<p><b>Create in 2D</b></p> <ul style="list-style-type: none"> <li>• Finger painting or brush painting: discuss mixing of primary colors to achieve secondary colors</li> <li>• Make drawings of self with family involved in an activity; discuss line and shape</li> <li>• Make drawings and paintings of self in action; encourage awareness of body in action; name and discuss active body parts</li> </ul> <p><b>Create in 3D</b></p> <ul style="list-style-type: none"> <li>• Make models out of clay/play dough; encourage correct use of materials.</li> <li>• Construct houses/imaginary shelters using recyclable boxes and other materials, correctly.</li> </ul>	<p><b>Create in 2D</b></p> <ul style="list-style-type: none"> <li>• Make paintings or drawings warm colors and cool colors; discuss color, shape, texture, pattern and emphasis; look at and discuss famous artworks of natural world</li> <li>• Make paintings of fantasy plants and flowers; discuss primary and secondary colors, emphasis, and concepts</li> </ul> <p><b>Create in 3D (constructing)</b></p> <ul style="list-style-type: none"> <li>• Use recyclable materials and paper maché to make useful objects, decorate using pattern; discuss geometric shapes and cool and warm colors, develop craft skills</li> </ul>	<p><b>Create in 2D</b></p> <ul style="list-style-type: none"> <li>• Drawing and painting: exploring a variety of media</li> <li>• Increased observation and interpretation of pattern</li> <li>• Design principles: naming of contrast, proportion, emphasis and balance</li> <li>• Teach pattern and printmaking with found objects</li> </ul> <p><b>Create in 3D (constructing)</b></p> <ul style="list-style-type: none"> <li>• Craft from recyclable materials: patterned frames for own artworks, etc.</li> <li>• Art elements: naming and using geometric and shapes forms</li> <li>• Emphasis on pattern and surface decoration</li> </ul> <p><b>Visual Literacy</b></p> <ul style="list-style-type: none"> <li>• Increase awareness of pattern and printmaking in</li> </ul>
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					Africa, e.g. Ndebele painting, beadwork, and decorative ceramics: looking, talking, and listening about pattern.
<b>TERM 4: Visual Arts</b>					
		<p><b>Create in 2D</b></p> <ul style="list-style-type: none"> <li>• Make drawings or paintings relevant to the term's topics. Focus on body in action, line, shape and a colour</li> </ul>	<p><b>Create in 2D</b></p> <ul style="list-style-type: none"> <li>• Make paintings relevant to the term's topics; discuss color, tone, texture, contrast, shape</li> </ul>	<p><b>Create in 2D</b></p> <ul style="list-style-type: none"> <li>• Drawing and painting: exploring a variety of media</li> <li>• Drawing overlapping, body in motion, compositions of more than two people</li> </ul>	
		<p><b>Create in 3D (constructing)</b></p> <ul style="list-style-type: none"> <li>• Make models of self in action in own environment using clay/play dough; encourage personal expression, appropriate use of materials and spatial awareness.</li> </ul>	<p><b>Create in 3D (constructing)</b></p> <ul style="list-style-type: none"> <li>• Make clay models</li> </ul>	<p><b>Create in 3D (constructing)</b></p> <ul style="list-style-type: none"> <li>• Teach craft technique of paper maché: create objects by pasting, cutting, tearing, smoothing,</li> <li>• Art elements: texture, shape/form</li> <li>• Design principles: naming of proportion, balance,</li> </ul>	

	contrast	<ul style="list-style-type: none"> <li>Spatial awareness: extend conscious awareness of working in space</li> </ul>	<p><b>Visual Literacy</b></p> <ul style="list-style-type: none"> <li>Art elements: identify and name all art elements</li> <li>Design principles: name and use contrast, proportion, emphasis and balance</li> <li>Questions to deepen and extend observation of elements and design principles.</li> </ul>
<b>TERM1: PHYSICAL EDUCATION</b>			
	<b>Grade1</b>	<b>Locomotor</b>	<ul style="list-style-type: none"> <li>Dodging and walking in different directions</li> </ul>
	<b>Grade2</b>	<b>Locomotor</b>	<ul style="list-style-type: none"> <li>Body parts: singing songs or recite rhymes while touching various parts of</li> </ul>
	<b>Grade3</b>	<b>Locomotor</b>	<ul style="list-style-type: none"> <li>Move - jump, run, climb and crawl</li> </ul>

<ul style="list-style-type: none"> <li>• Dodging games around skittles changing direction</li> <li>• Using senses: observing - obstacle course</li> <li>• Using senses: hearing - listen to instructions while moving around</li> </ul> <p><b>Perceptual motor</b></p> <ul style="list-style-type: none"> <li>• Rolling a large ball to a partner</li> <li>• Passing a ball from one member of a group to another</li> <li>• Throwing and catching large balls</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Hop-scotch</li> <li>• Rope skipping</li> <li>• Rhymes singing while performing body actions</li> </ul> <p><b>Co-ordination</b></p> <ul style="list-style-type: none"> <li>• Throwing and catching</li> </ul>	<p>the body</p> <ul style="list-style-type: none"> <li>• Games - "Simon Says" - moving different parts of the body</li> </ul> <p><b>Perceptual motor</b></p> <ul style="list-style-type: none"> <li>• Hitting balloons in the air.</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Jumping and hopping</li> <li>• Jump up and down; jump high and low; jump forwards, backwards and sideways</li> </ul> <p><b>Co-ordination</b></p> <ul style="list-style-type: none"> <li>• Finger play activities - finger rhymes</li> <li>• Eye-hand-foot co-ordination - dribbling and kicking balls</li> <li>• Balloon push- push a balloon through a target or</li> </ul>	<ul style="list-style-type: none"> <li>• Walk backwards on heels; walk backwards on toes</li> <li>• Walk forwards crossing dominant leg over</li> <li>• Follow instructions to move slow and fast</li> </ul> <p><b>Perceptual motor</b></p> <ul style="list-style-type: none"> <li>• Learners help to set up an obstacle course.</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Rope skipping, alone, in groups of three, two swing and the other jumps, rotate roles</li> </ul> <p><b>Co-ordination</b></p> <ul style="list-style-type: none"> <li>• Hand-eye co-ordination - throwing and catching.</li> <li>• Jumping over a swinging stocking ball.</li> </ul>
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		<p>games chosen by the learners</p>	
<p>• Jungle gym crawl and weave using different parts of the body</p> <p><b>Laterality</b></p> <ul style="list-style-type: none"> <li>• Activities using the non-dominant side of the body</li> </ul> <p><b>Sports and games</b></p> <ul style="list-style-type: none"> <li>• Play favorite games selected by the learners</li> <li>• Movement games - concepts of size, distance, space and quantity covered</li> </ul>			
<p><b>TERM 2: PHYSICAL EDUCATION</b></p>			

	<p><b>Locomotor</b></p> <ul style="list-style-type: none"> <li>• Body parts: singing songs or recite rhymes while touching various parts of the body such as touch the knees, toes, nose, head, ears, etc.</li> <li>• Games - "Simon Says" - moving different parts of the body</li> </ul> <p><b>Perceptual motor</b></p> <ul style="list-style-type: none"> <li>• Hitting balloons in the air</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Jumping and hopping</li> <li>• Jump up and down; high and low; forwards, backwards and sideways</li> <li>• Finger play activities - finger rhymes</li> </ul> <p><b>Co-ordination</b></p> <ul style="list-style-type: none"> <li>• Eye-hand-foot co-ordination - dribbling balls around skittles and kicking balls</li> </ul>	<p><b>Locomotor</b></p> <ul style="list-style-type: none"> <li>• Simulation activities such as "follow-the-leader"</li> <li>• Relay running with or without equipment</li> <li>• Relay running; dribble a ball; zigzag through skittles or markers</li> <li>• Reaction drills, such as knee boxing;</li> </ul> <p><b>Perceptual motor</b></p> <ul style="list-style-type: none"> <li>• Ball skills - bouncing balls while marching on the spot</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Skipping with and without skipping ropes.</li> <li>• Keep the beat of music or drumming, move various parts of the body.</li> </ul> <p><b>Co-ordination</b></p> <ul style="list-style-type: none"> <li>• Work with a partner throwing, catching</li> </ul>	<p><b>Locomotor</b></p> <ul style="list-style-type: none"> <li>• Simulation activities such as running, walking etc.</li> </ul> <p><b>Perceptual motor</b></p> <ul style="list-style-type: none"> <li>• Catch/ throw a high ball</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Rope skipping in groups of three</li> <li>• Rope skipping individual single take-off while running</li> </ul> <p><b>Co-ordination</b></p> <ul style="list-style-type: none"> <li>• Station 1: Basketball- dribble a ball zigzag through markers</li> <li>• Station 2: Hockey - dribble a</li> </ul>
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		<p>between skittles</p> <ul style="list-style-type: none"> <li>Balloon push- push a balloon through a target or goal post</li> </ul> <p><b>Balance</b></p> <ul style="list-style-type: none"> <li>Walking on a rope or line marked on the ground</li> <li>Balance on a low level beam/plank</li> <li>Balance on chairs</li> </ul> <p><b>Spatial orientation</b></p> <ul style="list-style-type: none"> <li>Complete obstacle course using the jungle gym or similar equipment</li> </ul> <p><b>Laterality</b></p> <ul style="list-style-type: none"> <li>Roll sideways in both directions, roll forwards and backwards</li> <li>Throw and catch a bean bag with non-dominant hand</li> <li>Balance on non-dominant</li> </ul>	<p>objects etc.</p> <ul style="list-style-type: none"> <li>Throw a large ball at a target e.g. goal post or netball ring</li> <li>Simulation activities, i.e. picking apples, etc.</li> </ul> <p><b>Balance</b></p> <ul style="list-style-type: none"> <li>In pairs duck fighting or cock fighting</li> <li>Play simple games such as S.T.O.P</li> <li>Hop-scotch</li> </ul> <p><b>Spatial orientation</b></p> <ul style="list-style-type: none"> <li>Circle formation playing “cat and mouse”</li> <li>Obstacle course</li> </ul> <p><b>Laterality</b></p> <ul style="list-style-type: none"> <li>In pairs catch a ball with the non-dominant hand</li> <li>In pairs kick a ball with non-dominant foot</li> </ul>	<p>ball through obstacles</p> <ul style="list-style-type: none"> <li>Station 3: Netball - pass while running</li> <li>Station 4: Rugby - running and passing the ball in a backline action</li> <li>Station 5: Soccer - dribble a ball through markers</li> </ul> <p><b>Balance</b></p> <ul style="list-style-type: none"> <li>Relay running: zigzag through skittles/markers</li> <li>Balance on one leg</li> </ul> <p><b>Gymnastics: Head stand/ hand stand</b></p> <ul style="list-style-type: none"> <li>Bridge standing</li> </ul> <p><b>Spatial Orientation</b></p> <ul style="list-style-type: none"> <li>Complex obstacle course</li> </ul> <p><b>Laterality</b></p> <ul style="list-style-type: none"> <li>Hand apparatus such as hula hoops or ribbons</li> </ul>
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		leg	<p><b>Sports and games</b></p> <ul style="list-style-type: none"> <li>Traditional/indigenous games chosen by the learners</li> </ul>	<p><b>Sports and games</b></p> <ul style="list-style-type: none"> <li>Games involving pulling, running, jumping and hoops, e.g. 'tug-of-war'</li> <li>Play games such as "Wolf, wolf what's the time?"</li> </ul>	<p><b>Sports and Games</b></p> <ul style="list-style-type: none"> <li>Indigenous games</li> <li>Mini - soccer, hockey, rugby, netball and basketball</li> </ul>
<b>TERM 3: PHYSICAL EDUCATION</b>					
			<p><b>Locomotor</b></p> <ul style="list-style-type: none"> <li>Non-Locomotor movements</li> <li>Hopping over a distance carrying something</li> <li>Jumping while standing ... double take-off and single take-off</li> <li>Leaping: simulating actions - .</li> </ul> <p><b>Perceptual motor</b></p> <ul style="list-style-type: none"> <li>Kick a moving ball and change direction,</li> </ul>	<p><b>Locomotor</b></p> <ul style="list-style-type: none"> <li>Obstacle course</li> <li>Reaction time drills, respond to teacher's command</li> </ul> <p><b>Perceptual motor</b></p> <ul style="list-style-type: none"> <li>Free play and time to experiment with different ways of using a bean bag etc.</li> <li>Perception games following a pattern - placing items in the</li> </ul>	<p><b>Locomotor</b></p> <ul style="list-style-type: none"> <li>Non-Locomotor movements</li> <li>Hopping over a distance carrying something and holding hands with a partner</li> <li>Jumping while standing double take-off and single take-off</li> <li>Leaping: simulating actions</li> </ul> <p><b>Perceptual motor</b></p> <ul style="list-style-type: none"> <li>Kick a moving ball and</li> </ul>

	<ul style="list-style-type: none"> <li>• Throwing balls to targets and correct order</li> </ul>	<ul style="list-style-type: none"> <li>• Throwing balls to targets and correct order</li> </ul>	<ul style="list-style-type: none"> <li>• Throwing balls to targets and correct order</li> </ul>
<ul style="list-style-type: none"> <li>• Throwing balls to targets and correct order</li> </ul>	<ul style="list-style-type: none"> <li>• Throwing balls to targets and correct order</li> </ul>	<ul style="list-style-type: none"> <li>• Throwing balls to targets and correct order</li> </ul>	<ul style="list-style-type: none"> <li>• Throwing balls to targets and correct order</li> </ul>

<p>backward rolls</p> <ul style="list-style-type: none"> <li>• Games</li> <li>• Crawling through apparatus e.g. tyres</li> </ul> <p><b>Laterality</b></p> <ul style="list-style-type: none"> <li>• In circle formation throw a ball clock wise... anti-clock wise</li> <li>• Lateral trunk movements such as throw a ball sideways L/R like in rugby</li> </ul> <p><b>Sports and games</b></p> <ul style="list-style-type: none"> <li>• Divide learners into teams and compete in relay races</li> <li>• Traditional games</li> </ul>	<p>Simple dismounts off apparatus</p> <ul style="list-style-type: none"> <li>• Gymnastics: balancing actions such as hand stand, head stand launches, etc.</li> </ul> <p><b>Spatial orientation</b></p> <ul style="list-style-type: none"> <li>• Obstacle course that includes activities for crawling, jump and land from a certain height, agility, speed, etc.</li> <li>• Games such as “one against three”</li> <li>• Partner tag; catch your partner’s tail</li> </ul> <p><b>Laterality</b></p> <ul style="list-style-type: none"> <li>• Partner activities: pulling and pushing movements</li> </ul> <p><b>See-saw</b></p> <p><b>Sports and Games</b></p> <ul style="list-style-type: none"> <li>• Mini-soccer</li> <li>• Volleyball</li> <li>• Cat-and-mouse</li> </ul>	<p>knees</p> <ul style="list-style-type: none"> <li>• Balance walking forward and backwards</li> <li>• Climbing on a jungle gym: moving freely on balancing pole/beam</li> <li>• Simple dismounts off apparatus</li> <li>• Gymnastics: balancing actions such as hand stand, head stand launches, etc.</li> </ul> <p><b>Spatial orientation</b></p> <ul style="list-style-type: none"> <li>• Obstacle course that includes activities for crawling, jumping and landing from a certain height, agility, speed, etc.</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Partner tag; catch your partner’s tail</li> </ul> <p><b>Laterality</b></p> <ul style="list-style-type: none"> <li>• Partner activities: pulling and pushing movements</li> </ul>	<p>backward rolls</p> <ul style="list-style-type: none"> <li>• Games</li> <li>• Crawling through apparatus e.g. tyres</li> </ul> <p><b>Laterality</b></p> <ul style="list-style-type: none"> <li>• In circle formation throw a ball clock wise... anti-clock wise</li> <li>• Lateral trunk movements such as throw a ball sideways L/R like in rugby</li> </ul> <p><b>Sports and games</b></p> <ul style="list-style-type: none"> <li>• Divide learners into teams and compete in relay races</li> <li>• Traditional games</li> </ul>
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				<ul style="list-style-type: none"> <li>• See-saw</li> </ul> <p><b>Sports and Games</b></p> <ul style="list-style-type: none"> <li>• Mini-soccer</li> <li>• Volleyball</li> <li>• Cat-and-mouse</li> </ul>
<b>TERM 4: PHYSICAL EDUCATION</b>				
		<p><b>Locomotor</b></p> <ul style="list-style-type: none"> <li>• Walk, run and skip using signals to change from walking to running or skipping</li> <li>• Non-locomotor: spin - different ways of spinning; spin alone and with a partner</li> </ul> <p><b>Perceptual motor</b></p> <ul style="list-style-type: none"> <li>• Circle formation - games such as "beat the ball"</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Games using ropes like Uggaphu/Kgati/Ntimo</li> <li>• Follow instructions using a drum to signal change in</li> </ul>	<p><b>Locomotor/Non-locomotor</b></p> <ul style="list-style-type: none"> <li>• Jump high; walk with big steps; walk with small steps; skip; hop</li> <li>• Athletics - sprinting</li> <li>• Athletics - relay running</li> </ul> <p><b>Perceptual motor</b></p> <ul style="list-style-type: none"> <li>• Flashcards with different action words on them - jump, run, skip etc.</li> <li>• Tennis and cricket activities</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Step up and down on steps or balancing forms</li> <li>• Swimming, breathing</li> </ul>	<p><b>Locomotor</b></p> <ul style="list-style-type: none"> <li>• Follow visual instructions to walk, etc.</li> <li>• Athletics - sprinting</li> <li>• Athletics - relay running</li> </ul> <p><b>Perceptual motor</b></p> <ul style="list-style-type: none"> <li>• Shadow imitations</li> <li>• Tennis: forehand, backhand and volley</li> <li>• Cricket: batting, bowling, field work and wicket keeping</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Rhythmic sequence with or</li> </ul>

rhythm	<p><b>Co-ordination</b></p> <ul style="list-style-type: none"> <li>• Hand soccer</li> <li>• Foot-eye co-ordination</li> </ul> <p><b>Balance</b></p> <ul style="list-style-type: none"> <li>• Walk on ropes - backwards, forwards and sideways</li> <li>• Walk on ropes with hands on heads, hands behind backs, hands on hips</li> <li>• Stand on tip toes, crouch on haunches, walk on the balls of the feet, and walk on the heels slowly.</li> </ul> <p><b>Spatial orientation</b></p> <ul style="list-style-type: none"> <li>• Playing games</li> <li>• Human shapes - form shapes of numbers 1, 2, 3 or letters A, B, C, etc. in a human chain</li> </ul> <p><b>Laterality</b></p> <ul style="list-style-type: none"> <li>• Turn on the spot to the left and to the right</li> </ul>	exercises	<p><b>Co-ordination</b></p> <ul style="list-style-type: none"> <li>• Swimming exercises</li> </ul> <p><b>Balance</b></p> <ul style="list-style-type: none"> <li>• Athletics - long jump build-up activities</li> <li>• Athletics - high jump build-up activities</li> </ul> <p><b>Spatial orientation</b></p> <ul style="list-style-type: none"> <li>• Following directions</li> <li>• Skipping</li> </ul> <p><b>Laterality</b></p> <ul style="list-style-type: none"> <li>• Stretching, up and sideways</li> </ul> <p><b>Sports and games</b></p> <ul style="list-style-type: none"> <li>• Play various games</li> <li>• Mini cricket</li> <li>• Swimming exercises - breathing exercises.</li> <li>•</li> </ul>	without apparatus	<p><b>Co-ordination</b></p> <ul style="list-style-type: none"> <li>• Gymnastics: forward and backward rolls</li> <li>• Swimming: gliding, buoyancy, kicking and paddling and arm action</li> </ul> <p><b>Balance</b></p> <ul style="list-style-type: none"> <li>• Balancing on one and two feet on objects, and balancing bean bags and other objects on head or in hands</li> </ul> <p><b>Laterality</b></p> <ul style="list-style-type: none"> <li>• Gymnastics: Head stand, hand stand, crab stand</li> </ul> <p><b>Spatial orientation</b></p> <ul style="list-style-type: none"> <li>• Obstacle course</li> <li>• Swimming exercises</li> </ul> <p><b>Laterality</b></p> <ul style="list-style-type: none"> <li>• Swimming: kicking with L/R legs; arm actions with L/R arms</li> </ul> <p><b>Sports and games</b></p>


# LESSON PLANS: TERM 1

MULTI-GRADE TEACHING: LIFE SKILLS LESSON PLAN					WEEK 1&2			
TERM 1					GRADE 1	GRADE 2	GRADE 3	NOTES TO THE TEACHER
Time allocation	Whole Class Activity( 2x 30 minute sessions)	8 lessons x 30 min sessions	8 lessons x 30 min sessions	8 lessons x 45 min sessions				
Study Area	ACTIVITIES							

Include at least one/two Life Skills study areas everyday on the time table.

<p><b>BEGINNING KNOWLEDGE, PERSONAL AND SOCIAL WELLBEING</b></p>	<p><b>Consolidation of personal details</b></p>	<p><b>WEEK 1</b>  <b>Topic: Me</b></p> <ul style="list-style-type: none"> <li>Personal details - such as name, address, telephone numbers and age</li> <li>We are special and unique</li> </ul>	<p><b>WEEK 1</b>  <b>Topic: Myself and others</b></p> <p>Friends - qualities of a good friend</p> <p>Caring, helping, sharing, not bullying and not fighting</p>	<p><b>WEEK 1</b>  <b>Topic : About me</b></p> <ul style="list-style-type: none"> <li>Personal such as name, address, telephone numbers and age details</li> <li>What a timeline is? -stages of development – toddler to Grade 3</li> </ul>	<p><b>Time Allocation: Beginning and Personal</b>  <b>Knowledge:</b> Grade 1 &amp; 2: 2 hours PER WEEK and Grade 3: 3 hours PER Week: this weekly plan is for two weeks .Use of DBE workbooks is highly recommended and other resources.  <b>DBE Workbooks activities</b>            GR 1: pgs 2-3            GR 2:pgs 10-11            GR3:Pgs 2-3</p>
		<p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>Things I can do: jump, sing etc.</li> <li>How I am the same as my friends: gender, learner and human being, etc.</li> <li>How I am different from my friends: gender, weight, eight, ability, race and</li> </ul>	<p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>People at school - include sharing, helping, showing respect Dealing positively with conflict - include self-esteem and bullying</li> <li>People at home – parents, siblings, etc. include sharing, helping, and showing respect dealing positively with</li> </ul>	<p><b>WEEK 2</b></p> <p>Timeline of own life - include date of birth, starting school, at least one interesting fact e.g. when I was 1 year old I could walk</p> <ul style="list-style-type: none"> <li>An interesting fact from my growing up e.g. lost my teeth when I was 5 years.</li> </ul>	

Resources		clothes.	conflict - include self-esteem and bullying.		
	<p>Glue ,Scissors, Crayons Magazines DBE Workbooks, Pictures Posters and other text books, weather chart</p>	<p>DBE Workbooks, Worksheet, Class work books Pictures ,Posters, Examples of things that help people - such as reading glasses, walking frames, guide dogs, hearing aids Equipment to show simple ways of purifying water</p>	<p>DBE Workbooks Class work books posters , pictures stories, rhymes about feelings puppets and masks a simple First Aid kit</p>		Encourage the use of recycled materials
<p><b>Assessment</b> <b>Oral, Practical,</b> <b>Written work</b></p>	<ul style="list-style-type: none"> <li>• Cut and paste pictures of clothes for boys and girls</li> <li>• Complete a matching activity on different clothes and gender.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a poster on qualities of a good friend.</li> <li>• Complete an activity on workbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Complete workbooks activities</li> <li>• Ordering of stages of development from baby to school going age.</li> <li>• Make a poster of self showing stages of development.</li> </ul>		<ul style="list-style-type: none"> <li>- Display projects in the Life Skills Centre</li> <li>- Theme table</li> </ul>

Time allocation	Whole Class Activity( 4x 15) minute sessions)			NOTES TO THE TEACHER	
<p><b>Performing Arts(Dance, Music and Drama)</b></p>		<ul style="list-style-type: none"> <li>Warming up body parts such as ‘playing the piano’, ‘washing body’, ‘shaking off water’, etc.</li> <li>Warming up voice: breathing exercises and creative games such as blowing out candles, etc</li> <li>Singing indigenous songs using appropriate movements and dramatisation</li> <li>Children’s songs and rhymes</li> <li>Locomotor movements: walking, skipping</li> </ul>	<ul style="list-style-type: none"> <li>Warming up the body: breathing exercises and use of different joints such as ankles; pointing and flexing and wrists circling, etc.</li> <li>Warming up the voice: using songs, singing vowels, rhymes and tongue twisters</li> <li>Singing songs using indigenous, unison, rounds, and call and response</li> <li>Children’s songs and rhymes</li> <li>Locomotor movements: walking, running, skipping, hopping in different directions on own and with a partner</li> <li>Learn movements from a South African dance, such as</li> </ul>	<ul style="list-style-type: none"> <li>Warming up: co-ordination of isolated body parts such as arms swinging, swaying</li> <li>Warming up by focusing on breathing: e.g. ‘painting with your breath’, ‘panting like a dog’, etc.</li> <li>Warming-up the voice and singing songs (unison, rounds and call and response songs) in tune and in time</li> <li>Listen to South African music (indigenous and western) focusing on rhythm and beat, 2, 3 or 4 time</li> <li>Non-Locomotor movements: bending, rising, reaching, co-ordinating arms and legs in time to music</li> <li>Learn and combine movements from South African dance e.g. Indian</li> </ul>	<p><b>Creative Arts</b> is made up of Performing Arts and Visual Arts.</p> <p><b>Time Allocation:</b> 1 hour for performing arts (dance, music and drama) in Grades 1 to 3 per week.</p> <p>Integrate performing arts activities with Listening and speaking activities.</p>

		<p>and running forwards and backwards.</p> <ul style="list-style-type: none"> <li>• Dramatize the story characters</li> <li>• Cooling down the body and relaxation: e.g. 'candle melting', 'balloon deflating'</li> <li>• Dramatisation of story characters</li> </ul>	<p>gumboot dancing, and others</p> <ul style="list-style-type: none"> <li>• Indigenous dances</li> <li>• Mime story characters</li> <li>• Rhythm patterns using key words from selected topics such as people at work: 'woodcutter' chop-chop, 'butcher' slice-slice, and others</li> </ul> <p>Cooling down and relaxation: lying down on back, breathing in and out, visualising colour as a stimulus.</p>	<p>dance, Panstula, with appropriate music</p> <ul style="list-style-type: none"> <li>• Children's songs and rhymes</li> <li>• Drama games: develop interaction and cause and effect such as counting games, name games, etc. Role play with beginning, middle, end using stimulus e.g. South African poem, story, song or picture</li> <li>• Portraying character and objects in the role play using observation, imitation and exaggeration</li> <li>• Dancing to traditional music</li> <li>• Role play story characters</li> <li>• Perform dialogues (teacher ,parent ,learner)</li> </ul>	
	<b>Resources</b>	Costumes, musical instruments, audio equipment, regalia (real objects), learners own created resources, Workbooks activities.			

	<p><b>Assessment:</b>  <b>Observation,</b>  <b>Oral and</b>  <b>Practical</b></p>	<p>Singing an indigenous song celebrating an event like "birthday".          Make a short drama about my first day at school (in groups)</p>	<p>Relate duties of family members; collect information from father, mother, brother, etc.          Perform an indigenous song accompanied by traditional dance.</p>	<ul style="list-style-type: none"> <li>• Complete an activity on page 2 of the workbooks about my Identity.</li> <li>• Re count showing beginning, middle, end about a special event, e.g. birthday party, excursion, etc.</li> <li>• Perform dialogue e.g. Learner and teacher</li> </ul>	
	<p><b>Visual Arts 2D</b></p>	<ul style="list-style-type: none"> <li>• Print patterns with thick paint</li> </ul> <p>Create a birthday card</p>	<ul style="list-style-type: none"> <li>• Draw a picture of me and self.</li> <li>• Create patterns using geometric shapes</li> </ul> <p>Create a birthday card shapes; discuss rhythm and repetition</p>	<ul style="list-style-type: none"> <li>• Formal teaching of drawing and painting and other: exploring a variety of media</li> <li>• Introduce overlapping behind, in front of</li> <li>• Variation of paper size and format: encourage working in different scale and degrees of detail</li> </ul>	<p>Assessment activities should be integrated in the lesson.</p>

3D	<ul style="list-style-type: none"> <li>• Box constructions using recyclable boxes (jewellery box); emphasis on geometric shapes; discuss shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Use clay to make and decorate containers; discuss pattern, geometric shape, line, discuss surface texture and correct joining techniques</li> </ul> <p>Create a pencil holder</p>	<ul style="list-style-type: none"> <li>• Clay modelling: animals, dragons, pinch pots and other</li> <li>• Art elements: shape/form, texture</li> <li>• Teach simple modelling techniques: rolling, pinching, modelling; include surface textural treatment</li> <li>• Use of tools: safety, consideration of others, sharing resources.</li> </ul>
<b>Resources</b>	Crayons ,Papers ,Paint ,Brushes ,Scissors ,Glue, Clay ,boxes ,containers ,		
<b>Assessment</b> <b>Observation, Oral, demonstration</b>	3D- makes a jewelry box OR	2D- make a picture of self with others in action playing a favorite game, e.g. soccer	2D- Draw a picture of self focusing on art elements i.e. line, shape, colour, texture tone, etc.
	3D- Create pencil containers using clay, emphasis on geometric shape,	3D- Create a flower vase using clay, emphasis on art elements, i.e. shape, form texture, etc.	
	Tool box using waste material e.g. old papers and boxes.		

Physical Education	Whole Class Activity( 2x 60 minute lessons twice a week				<p><b>NOTES TO THE TEACHER</b></p> <ul style="list-style-type: none"> <li>- <b>Time Allocation:</b> 2 hours per week for all grades</li> <li>- <b>PE attire</b> encourage learners to wear PE clothes (shorts, “T” shirts and takkies )</li> <li>- <b>Weather Do PE</b> lessons in the morning lesson in humid weather conditions.</li> <li>- <b>Equipment</b></li> <li>- Ensure that equipment for the lesson is available before the</li> </ul>
<p><b>Locomotor:</b></p> <ul style="list-style-type: none"> <li>• Dodging and walking in different directions</li> <li>• Using senses: observing - obstacle course</li> <li>• Rhymes singing while performing body actions</li> <li>• Dodging games around skittles changing direction</li> <li>• Jungle gym - balance walking on low level balancing form.</li> </ul>	<p><b>Locomotor:</b></p> <ul style="list-style-type: none"> <li>• Play an indigenous game, e.g. Upuca, izingendo</li> <li>• Throwing bean bags to a partner</li> <li>• Passing ball under legs with learners standing one behind the other</li> <li>• Control, co-ordination and balance exercises</li> </ul>	<p><b>Locomotor</b></p> <ul style="list-style-type: none"> <li>• Wheel barrow, three-legged race</li> <li>• Mini-cricket: Running between wickets</li> <li>• Athletics: Sprinting</li> <li>• With a partner, volley</li> <li>• With a partner, hit the ball over the net using forehand</li> <li>• With a partner, hit the ball over the net using back hand</li> </ul>			

MULTI-GRADE TEACHING: LIFE SKILLS LESSON PLAN					WEEK 5 & 6					
TERM 1		GRADE 1		GRADE 2		GRADE 3		NOTES TO THE TEACHER		
Time allocation	Whole Class Activity( 2x 30 minute sessions)	8 lessons x 30 min sessions	8 lessons x 30 min sessions	8 lessons x 45 min sessions						
Study Area	ACTIVITIES									Include at least one/two Life Skills study areas everyday on the time table.
BEGINNING KNOWLEDGE, PERSONAL AND SOCIAL WELLBEING	Topic	<p><b>TOPIC: AT SCHOOL</b></p> <p>WEEK 1</p> <ul style="list-style-type: none"> <li>Name of school, teacher and principal</li> <li>Where to find different places in the school - include toilet, office, play areas, classroom, etc.</li> </ul>	<p><b>TOPIC: EVERYONE IS SPECIAL</b></p> <p>WEEK1</p> <ul style="list-style-type: none"> <li>People are similar and people are different                             <ul style="list-style-type: none"> <li>-characters</li> <li>-abilities</li> <li>-likes and dislikes</li> </ul> </li> <li>I can be a hero                             <ul style="list-style-type: none"> <li>- school (class monitor teacher)</li> <li>- community (father)</li> </ul> </li> </ul>	<p><b>TOPIC: FEELINGS</b></p> <p>WEEK1</p> <ul style="list-style-type: none"> <li>Things that make me happy and things that make me sad</li> <li>Recognizing feelings - such as anger, fear, worry, loneliness                             <ul style="list-style-type: none"> <li>- causes</li> <li>- remedies</li> </ul> </li> </ul>	<p><b>Time Allocation:</b></p> <p><b>Beginning and Personal Knowledge :</b> Grade 1 &amp;2: 2 hours and Grade 3: 3 hours per week</p> <p><b>Whole class activity:</b> Focus on common topics.</p> <p>Use Life Skills topics as context for Home Language and FAL( Listening and Speaking, Shared Writing activities)</p> <p>Use theme topics for whole class shared writing</p> <p>Plan independent</p>					



	<b>and Written work</b>	<p><b>work</b></p> <ul style="list-style-type: none"> <li>- Directions to school</li> <li>- Look at the picture and fill in the correct word for each picture</li> <li>- Match word with the picture</li> <li>- School details, teacher and principal (telephone number etc.</li> <li>- DBE workbook activity.</li> </ul>	<p><b>work</b></p> <ul style="list-style-type: none"> <li>- Write 2 sentences about their own pictures</li> <li>- Think of something that can make you happy and tell.</li> <li>- Tell meaning of own names</li> <li>- Demonstrate how different from each other</li> <li>- DBE workbook activity</li> </ul>	<p><b>work</b></p> <ul style="list-style-type: none"> <li>-Questions and answers on What makes them feel happy ,sad ,afraid ,unsafe</li> <li>-Write a paragraph telling about their feelings</li> <li>- DBE workbook activity</li> </ul>	
<b>Time allocation</b>	<b>Whole Class Activity( 4x 15) minute sessions)</b>				<b>NOTES TO THE TEACHER</b>
<b>Performing Arts(Dance, Music and Drama)</b>		<ul style="list-style-type: none"> <li>• Warming up body parts such as, "playing the piano", "washing body", "shaking off water", etc.</li> <li>• Warming up voice: breathing exercises and creative games such as blowing out candles, etc.</li> <li>• Singing indigenous songs using</li> </ul>	<ul style="list-style-type: none"> <li>• Warming up the body: breathing exercises and use of different joints such as ankles; pointing and flexing and wrists</li> <li>• Warming up the voice: using songs, singing vowels, rhymes and tongue twisters</li> <li>• Singing songs</li> </ul>	<ul style="list-style-type: none"> <li>• Warming up: coordination of isolated body parts such as arms swinging, swaying</li> <li>• Warming up by focusing on breathing: e.g. 'painting with your breath', 'panting like a dog', etc.</li> <li>• Warming-up the voice and singing songs (unison,</li> </ul>	<p><b>Creative Arts</b> is made up of Performing Arts and Visual Arts.</p> <p><b>Time Allocation:</b> 1 hour for performing arts (dance, music and drama) in Grades 1 to 3 per week.</p> <p>Integrate performing arts activities with Listening and speaking activities.</p>

		<p>appropriate movements and dramatisation</p> <ul style="list-style-type: none"> <li>• Safe environment: finding own and sharing space of no bumping.</li> <li>• Locomotor movements walking, skipping and running forwards and backwards.</li> <li>• Making up short stories of no more than a few sentences, based on a box of interesting object – an object is selected, and imagined to be alive</li> </ul>	<p>using indigenous, unison, rounds, and call and response</p> <ul style="list-style-type: none"> <li>• Using above examples to explore appropriate tempo and dynamics such as: 'chop-chop-and slow</li> <li>• Body percussion: keeping a steady beat and the use of different timbres (click, clap, stamp)</li> <li>• Learn movements from a South African dance, such as gumboot dancing, and others</li> <li>• Creating short scenes based on appropriate topics, focusing on storyline</li> <li>• Cooling down and relaxation: lying down on back, breathing in and out, visualising colour as a stimulus</li> </ul>	<p>rounds and call and response songs) in tune and in time</p> <ul style="list-style-type: none"> <li>• Playing rhythm patterns and simple polyrhythm in 2, 3 or 4 time on percussion instruments</li> <li>• Listen to South African music focusing on rhythm and beat, time</li> <li>• Locomotor movement: skip/gallop forwards, backwards, sideways and turning in different pathways (diagonal, circle s-shapes, etc.)</li> <li>• Non-Locomotor movements: bending, rising, reaching, coordinating arms and legs in time to music</li> <li>• Learn and combine movements from South African dance e.g. Indian dance, Panstula, with</li> </ul>	
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				<p>appropriate music</p> <ul style="list-style-type: none"> <li>• Role play with beginning, middle, end using stimulus e.g. South African poem, story, song or picture</li> <li>• Portraying character and objects in the role play using observation, imitation and exaggeration</li> </ul>	
<b>Resources</b>	Percussion instruments e.g. drum, Shakers, tambourine etc puppets; masks; use classroom props(improvise), improvise costumes, Rhymes and songs on CD				Make musical instruments
<b>Assessment</b>	<p><b>Observation, Oral, Demonstration, role-play</b></p>	<ul style="list-style-type: none"> <li>- Sing the school song.</li> <li>- Rhyme about the classroom rules</li> <li>- Role play being a teacher/a principal</li> </ul>	<ul style="list-style-type: none"> <li>- Compose and sing a song about themselves /a friend using the beat and rhythm</li> <li>- Dance to the composed song.</li> <li>- Role-play their hero</li> </ul>	<p>Compose and sing a song about rights and responsibilities</p> <ul style="list-style-type: none"> <li>-Dance and rhyme about their feelings(if you happy and you know it stamp your feet)</li> <li>-Role-play the ways to make apologies</li> </ul>	Assessment activities should be integrated in the lesson.
<b>Visual Arts</b>	<b>Whole Class Activity( 1x 60 minute lesson per week)</b>				<b>NOTES TO THE</b>

		TEACHER		
WEEK 1	<ul style="list-style-type: none"> <li>Draw a school map</li> </ul>	<ul style="list-style-type: none"> <li>Use the recycled material to create posters of their heroes</li> </ul>	<ul style="list-style-type: none"> <li>Using recycled material they make puppets</li> </ul>	<ul style="list-style-type: none"> <li>Time Allocation: 1 hour per week for all grades</li> </ul>
WEEK 2	<ul style="list-style-type: none"> <li>Draw the route to school</li> </ul>	<ul style="list-style-type: none"> <li>Create things that are used by people living with disabilities e.g. spectacles ,wheelchairs</li> </ul>	<ul style="list-style-type: none"> <li>Using recycled material they make masks to demonstrate different emotions</li> </ul>	<ul style="list-style-type: none"> <li>Do 2 D and 3 D activities in the lesson</li> <li>Use recyclable materials</li> <li>Encourage learners to wear old "T" shirt for painting lessons</li> <li>Display art work in the classroom and in school foyer</li> </ul>
<b>Resources</b>	Crayons, A4/A3 blank paper, paint and paint brushes, cotton wool, 3 D objects (recyclable boxes and containers), clay or play dough	<ul style="list-style-type: none"> <li>Box constructions using recyclable boxes; emphasis on geometric shapes; discuss shapes</li> </ul>	<ul style="list-style-type: none"> <li>Use clay to make and decorate containers; discuss pattern, geometric shape, line, discuss surface texture and correct joining techniques</li> </ul>	-
<b>Assessment</b>	<b>Observation:</b> Observe whether the learner can: <ul style="list-style-type: none"> <li>Draw a school map</li> <li>Draw the route to school</li> </ul>	<ul style="list-style-type: none"> <li>Use the recycled material to create posters of their heroes</li> <li>Create things that are used by people living with disabilities e.g. spectacles ,wheelchairs</li> </ul>	<ul style="list-style-type: none"> <li>-Using recycled material they make puppets and masks to demonstrate different emotions</li> </ul>	

Physical Education	Whole Class Activity( 2x 60 minute lessons twice a week)	<p><b>NOTES TO THE TEACHER</b></p> <ul style="list-style-type: none"> <li>• Dodging and walking in different directions</li> <li>• Using senses: hearing - listen to instructions while moving around learners.</li> <li>• Rolling a large ball to a partner</li> <li>• Passing a ball from one member of a group to another</li> <li>• Throwing and catching large balls</li> <li>• Dodging games around skittles</li> <li>• changing direction</li> <li>• Identify different ways of moving across balancing beams</li> <li>• Using senses: proprioception - navigate body through various obstacles</li> <li>• Different formation: circle</li> </ul>	<ul style="list-style-type: none"> <li>• Play an indigenous game, e.g. Upuca, izingendo</li> <li>• Potato races</li> <li>• Egg-and-spoon races - balance a small ball on a large spoon</li> <li>• Throwing bean bags up in the air and catching them</li> <li>• Throwing and hitting balls in pairs</li> <li>• Work in pairs, face one another with legs stretched out and feet touching, holding hands, pull and push forwards and backwards, soles of feet together</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics: Sprinting</li> <li>• Walking, bounce tennis ball in the air, on the ground and with alternative sides of the bat</li> <li>• With a partner, volley</li> <li>• With a partner, hit the ball over the net using forehand and backhand</li> <li>• Hand-eye coordination: bounce a tennis ball on a tennis-set bat... in the air... on the ground while walking</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Time Allocation:</b> 2 hours per week for all grades</li> <li>- <b>PE attire</b> encourage learners to wear PE clothes (shorts, "T" shirts and takkies )</li> <li>- <b>Equipment</b></li> <li>- Ensure that equipment for the lesson is available before the lesson.</li> <li>- Collect and store all equipment after the lesson.</li> <li>- Plan activities for physically challenged learners</li> </ul>
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<b>Resources</b>	Skipping ropes, balls (tennis and soccer balls), bean bags, baskets, buckets, (plastic containers), hoops, tyres, small bats ,sticks, jungle gym, hop scotch marking, whistle (Teacher)			
<b>Assessment</b>	<p><b>Observation and Demonstration</b> Assess whether the learner can</p> <ul style="list-style-type: none"> <li>- Follow and respond to instructions like run, jump, hop, skip, climb, crawl, swing, balance etc</li> <li>- Share apparatus and work well with a partner and a group during activities.</li> <li>- Take responsibility for apparatus</li> <li>- Show leadership skills in the group during activities in the different stations.</li> <li>- Demonstrating the understanding of skills like throw, catch, kick, roll, bat a ball when playing with learners with disabilities.</li> </ul>			



# LESSON PLANS: TERM 2

MULTI-GRADE TEACHING: LIFE SKILLS LESSON PLAN				
TERM 2	WEEK 1 & 2			NOTES TO THE TEACHER <i>Include at least one/two Life Skills study areas everyday on the time table.</i>
	Time allocation	Whole Class Activity( 2x 30 minute sessions)	GRADE 1 8 lessons x 30 minutes sessions	
Study Area	ACTIVITIES	GRADE 3 8 lessons x 45 minutes sessions	GRADE 1	GRADE 2
			<p><b>WEEK 1</b></p> <p><b>Topic: Pets</b></p> <ul style="list-style-type: none"> <li>- Animals we keep as pets(dog, cat, bird ,etc)</li> <li>- Characteristics</li> <li>- Body parts</li> <li>- How they help us</li> </ul>	<p><b>WEEK 1</b></p> <p><b>Topic :Animals</b></p> <ul style="list-style-type: none"> <li>- Types (Sheep, Horse, Fowl etc.)</li> <li>- Uses of animals-food and clothing</li> <li>- Wild animals-types</li> <li>- Camouflage</li> <li>- What do we get from each animal</li> <li>- Shelter Gender the baby, the sound</li> </ul>
BEGINNING KNOWLEDGE, PERSONAL AND SOCIAL WELLBEING	<p><b>Topic: Animals</b></p> <p><b>WEEK 1</b></p> <p><b>Topic: Pets</b></p> <ul style="list-style-type: none"> <li>- Animals we keep as pets(dog, cat, bird ,etc)</li> <li>- Characteristics</li> <li>- Body parts</li> <li>- How they help us</li> </ul>	<p><b>WEEK 1</b></p> <p><b>Topic :Animals</b></p> <ul style="list-style-type: none"> <li>- Types (Sheep, Horse, Fowl etc.)</li> <li>- Uses of animals-food and clothing</li> <li>- Wild animals-types</li> <li>- Camouflage</li> <li>- What do we get from each animal</li> <li>- Shelter Gender the baby, the sound</li> </ul>	<p><b>WEEK 1</b></p> <p><b>Topic : Insects</b></p> <ul style="list-style-type: none"> <li>- Characteristics of an insects(body parts ,where they live ,what they eat)</li> <li>- Different types of insects(fly bee)</li> </ul>	<p><b>Time Allocation:</b></p> <p><b>Beginning and Personal Knowledge :</b> Grade 1 &amp;2: 2 hours and Grade 3: 3 hours per week</p> <p><b>Whole class activity:</b></p> <ul style="list-style-type: none"> <li>- Focus on common topics. Use Life Skills topics as context for Home Language and FAL( Listening and Speaking, Shared Writing activities)</li> <li>- Use theme topics for whole class shared writing</li> <li>- Plan independent activities(Workbook etc) for grade groups who are not involved in small group( direct teaching) with teacher</li> <li>- Mediate Workbook</li> </ul>

		<p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>- How to look for pets at home-shelter, feeding them, water, cleanliness</li> <li>- Treating animals appropriately - such as giving exercise, not teasing, not locking in a car</li> </ul>	<p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>- Wild animals- types (Big five and their names)</li> <li>- Camouflage</li> <li>- Listen to a story about animals-Old MacDonald had a farm.</li> <li>- How animals camouflage</li> </ul>	<p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>- Observing and drawing an insect.</li> <li>- How insects help us</li> <li>- How some insects hurt us</li> </ul>	<p>activities related to the topic in Life Skills lessons</p> <ul style="list-style-type: none"> <li>- <b>Pet topic is extracted from Term 3.</b></li> <li>- <b>DBE workbook to use will be book 2</b></li> </ul> <p><b>DBE workbook1 G2 Pg 49-51</b></p> <p><b>DBE workbook 1 Gr3 Pg 44-48 and 50</b></p> <ul style="list-style-type: none"> <li>- Different types of insects</li> </ul> <p><b>DBE workbook 1 Gr2 Pg 52-5</b></p>
<b>Resources</b>		Poster , Pictures , Concrete objects ,DBE work books	Poster , Pictures , Concrete objects ,DBE work books	Poster , Pictures , Concrete objects ,DBE work books, other text books	
<b>Assessment</b>		<p><b>Oral, Practical and Written work</b></p> <ul style="list-style-type: none"> <li>- <b>Tell us about their pets</b></li> <li>- <b>Sounds made by pet, what they eat.</b></li> </ul>	<p><b>Oral, Practical and Written work</b></p> <ul style="list-style-type: none"> <li>- Fill in missing information</li> <li>- Draw a wild animal, tell how it camouflages</li> </ul>	<p><b>Oral, Practical and Written work</b></p> <ul style="list-style-type: none"> <li>-Match an insect with its name</li> <li>-Fill the missing the word name</li> </ul>	<ul style="list-style-type: none"> <li>- Display projects in the Life Skills Centre</li> <li>- Projects should be supervised by teacher and done in the Life Skills lessons.</li> <li>- Use learner's Big Books and zig-zag books in Reading lessons.</li> </ul>

				of insect (bee-honey)	- Display books in the Reading corner
<b>Time allocation</b>	<b>Whole Class Activity( 4x 15) minute sessions)</b>				
<b>Creative Arts</b>	<b>Creative Games and skills</b>	<ul style="list-style-type: none"> <li>Warming up the body: circling the hands and ankles, making shapes with the body such as large and small, wide and narrow</li> </ul>	<ul style="list-style-type: none"> <li>Warming up the voice: developing articulation (lips, tongue, jaw) through imaginative play</li> <li>Warming up the body: contrasting movements using verbal and sound signals such as 'Freeze!', 'Go!', 'Up!'</li> </ul>	<ul style="list-style-type: none"> <li>Warming up: focus on posture, alignment of knees over the middle toes when bending and pointing feet</li> <li>Warming up: focus on articulation and vocal tone using rhymes, songs, creative games and tongue twisters</li> </ul>	<p><b>NOTES TO THE TEACHER</b></p> <p><b>Creative Arts</b> is made up of Performing Arts and Visual Arts.</p> <p><b>Time Allocation:</b> 1 hour for performing arts (dance, music and drama) in Grades 1 to 3 per week.</p> <p>Integrate performing arts activities with Listening and speaking activities.</p> <p>The following content is to be covered in the course of term 2. Select appropriate Life Skills topics for the term to provide the context for Performing Arts and Visual Arts lessons.</p>
		<p><b>MUSIC</b></p> <ul style="list-style-type: none"> <li>Exploring beginnings, middles and endings of songs, stories and movements</li> <li>Vocal exercises such as rhymes, tongue twisters and songs with focus and clarity in vocal exercises</li> <li>Singing songs using contrasts such as soft and loud, fast and slow</li> </ul>	<p><b>MUSIC</b></p> <ul style="list-style-type: none"> <li>Rhythm games focusing on listening skills and recalling contrasting rhythm patterns</li> <li>Playing percussion instruments/body percussion in time to music and/or class singing</li> <li>Performing songs focusing on dynamics such as: loud and soft, slow and fast.</li> </ul>	<p><b>MUSIC</b></p> <ul style="list-style-type: none"> <li>Rhythm games: listening skills, recall contrasting rhythm patterns, keep a steady beat, use different timbres</li> <li>Interpret and rehearse South African songs: rounds, call and response</li> </ul>	

		<p><b>DANCE</b></p> <ul style="list-style-type: none"> <li>• Freeze games focusing on control, eye focus and use of space</li> <li>• Locomotor movements: hopping, jumping and galloping forwards and sideways</li> <li>• Axial movements: twisting, swinging the arms and side bends</li> <li>• Copying of movements, rhythms and movement patterns such as follow the leader, walking, skipping, and clapping.</li> </ul>	<p><b>DANCE</b></p> <ul style="list-style-type: none"> <li>• Locomotor movements: marching, leaping, jumping, galloping, turning on their own and with a partner</li> <li>• Non-Loomotor movements: rolling, swinging, stretching alone and with a partner</li> <li>• Performing rhythm patterns combined with locomotor movements such as clapping the rhythm of pony gallops, marching, Skipping, etc.</li> </ul>	<p><b>DANCE</b></p> <ul style="list-style-type: none"> <li>• Locomotor and non-loomotor movements with coordinated arm movements in time to music</li> <li>• Developing control, coordination, balance and elevation in jumping actions with soft landings</li> <li>• Movement sentence showing beginning, middle and end on a selected topic working in small group.</li> </ul> <p><b>DRAMA</b></p> <ul style="list-style-type: none"> <li>• Sensory awareness: touch, taste, smell,</li> </ul>

		<p><b>DRAMA</b></p> <ul style="list-style-type: none"> <li>• Isolate body parts through movement such as pointing and flexing the feet, etc.</li> <li>• Cooling down the body and relaxation: games such as 'rocking a baby', 'swaying', etc.</li> <li>• Developing short sentences of dialogue such as a conversation between the elephant and the mouse</li> <li>• Movements appropriate to a role in different situations, e.g. during a meal, a classroom, a bus</li> <li>• Role play (stepping into the shoes of somebody else)</li> </ul>	<p><b>DRAMA</b></p> <ul style="list-style-type: none"> <li>• Role play related to selected topics or stories told by the teacher, working with a partner in role and switching roles</li> <li>• Using drama techniques to explore characters' thoughts and feelings, e.g. the drama is frozen and each character in turn</li> <li>• Is tapped on the shoulder, and asked to reveal what s/he is feeling at that moment, etc</li> </ul>	<p>hearing and sight in dramatic activities such as blindfold activities and broken telephone game, etc.</p> <ul style="list-style-type: none"> <li>• Dramatise in groups using an existing story based on appropriate topics, to develop own endings</li> <li>• Classroom dramas: express feelings and portray themes from the environment and own life such as 'collecting rubbish in my neighborhood', etc.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Cut pictures of different pets from old magazine</li> <li>• Develop a pet collage</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a wild animal</li> <li>• Tell the friend how the animal camouflages itself</li> </ul>	<ul style="list-style-type: none"> <li>• Make their own butterflies</li> <li>• Decorate their butterflies using patterns of colours</li> <li>• Develop a model of any insect</li> </ul>	be integrated in the lesson.
<b>Physical Education</b>	<b>Whole Class Activity( 2x 60 minute lessons twice a week</b>			
	<ul style="list-style-type: none"> <li>• Eye-hand-foot co-ordination - dribbling balls around skittles and kicking balls between skittle</li> <li>• Balloon push- push a balloon through a target or goal post</li> </ul>	<ul style="list-style-type: none"> <li>• Work with a partner - one rolls ball to other who kicks it back before it stops rolling</li> <li>• Throw a large ball at a target e.g. goal post or netball ring</li> <li>• Simulation activities, i.e. picking apples, digging in the garden, sawing a plank, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Station 1: Basketball- dribble a ball zigzag through markers</li> <li>• Station 2: Hockey - dribble a ball through obstacles</li> <li>• Station 3: Netball - pass while running</li> <li>• Station 4: Rugby - running and passing the ball in a backline action</li> <li>• Station 5: Soccer - dribble a ball through markers</li> </ul>	
	<ul style="list-style-type: none"> <li>• Complete obstacle course using the jungle gym or similar equipment</li> <li>• Walking on a rope or line marked on the ground</li> <li>• Balance on a low level beam/plank</li> <li>• Balance on chairs</li> </ul>	<ul style="list-style-type: none"> <li>• Circle formation playing “cat and mouse”</li> <li>• Obstacle course</li> </ul>	<ul style="list-style-type: none"> <li>• Complex obstacle course</li> <li>• Relay running: zigzag through skittles/markers</li> <li>• Balance on one leg</li> <li>• Gymnastics: Head stand/ hand stand</li> <li>• Bridge standing</li> </ul>	

	<ul style="list-style-type: none"> <li>Traditional/indigenous games chosen by the learners</li> </ul>	<ul style="list-style-type: none"> <li>Games involving pulling, running, jumping and hoops, e.g. 'tug-of-war'</li> <li>Play games such as "Wolf, wolf what's the time?"</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous games</li> <li>Mini - soccer, hockey, rugby, netball and basketball.</li> </ul>	
<b>Resources</b>	Skipping ropes, balls (tennis and soccer balls), bean bags, baskets, buckets, (plastic containers), hoops, tyres, small bats ,sticks, jungle gym, hop scotch marking, tennis racket, skittles whistle (Teacher)			
<b>Assessment</b>	<b>Observation and Demonstration</b> Assess whether the learner can <ul style="list-style-type: none"> <li>- Co-ordination</li> <li>- Follow and respond to instructions</li> <li>- Work well with a partner and a group</li> <li>- Share apparatus</li> <li>- Take responsibility for apparatus</li> <li>- Show leadership skills in the group</li> <li>- Do Locomotor movements e.g. run, jump, hop, skip, climb, crawl, swing, balance etc</li> <li>- Throw , catch, kick, roll, bat a ball</li> </ul>			

Time allocation	Whole Class Activity( 2x 30 minute sessions)	ACTIVITIES			NOTES TO THE TEACHER
		GRADE 1 8 lessons x 30 min session	GRADE 2 8 lessons x 30 min session	GRADE 3 8 lessons x 30 min session	
Study Area	ACTIVITIES				<p><b>Time Allocation: Beginning and Personal Knowledge :</b> Grade 1 &amp; 2: 2 hours / Grade 3: 3 hours per week</p> <p><b>Whole class activity:</b> Focus on common topics.</p> <p>Use Life Skills topics as context for Home Language and FAL( Listening and Speaking, Shared Writing activities)</p> <p>Use theme topics for whole class shared writing</p> <p>Plan independent activities(Workbook etc) for grade groups who are not involved in small group( direct teaching) with teacher</p> <p>Mediate Workbook activities related to the topic in Life Skills lessons</p>
		SAFETY			
		<p><b>Topic: : Safety in the home</b></p> <p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>When cooking-electricity usage( switches, plugs)</li> <li>Washing</li> <li>Lightening and electricity</li> <li>Medicines</li> </ul>	<p><b>Topic: Road Safety</b></p> <p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>Road Safety Rules</li> <li>- Pedestrian</li> <li>- Cyclists</li> <li>- Passengers</li> <li>How traffic officers help us</li> </ul>	<p><b>Topic: Public safety</b></p> <p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>Rubbish dumps</li> <li>-what is rubbish</li> <li>-where can we get rubbish</li> <li>Riding trains and taxis safety</li> <li>Signs that warn us of danger</li> </ul>	
<p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>Poisons substances</li> <li>Types and recognising warning symbols and signs.</li> </ul>	<p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>Road signs for pedestrians</li> <li>Scholar patrol</li> </ul>	<p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>Poisonous and inflammable substances</li> <li>Dangers of electricity</li> </ul>			

		<ul style="list-style-type: none"> <li>Keep safe when home alone</li> <li>Outside areas</li> </ul>			
<b>Resources</b>		Examples of danger/ poison signs ,DBE work book	Road signs ,DBE work book	Danger signs and symbols DBE work book	Encourage the use of recycled materials
<b>Assessment</b>	<b>Observation, Oral and Written</b>	<b>Oral , practical and Written</b>  -Observe any danger around them -Know the emergency numbers and important numbers.	<b>Oral ,practical and Written</b>  -Observe the road signs -Role play road safety	<b>Oral ,practical and Written</b> -Explain the signs in public venues e.g."Do not litter" -Complete the worksheet.	<ul style="list-style-type: none"> <li>Display projects in the Life Skills Centre</li> <li>Projects should be supervised by teacher and done in the Life Skills lessons.</li> <li>Display books in the Reading corner DBE WORKBOOK Gr 1 book1 Gr 2&amp;3 both are taken from Term 3</li> </ul>
<b>Time allocation</b>	<b>Whole Class Activity (4 x 15) minute sessions) Children Rhyme Song: There is a fire in the mountain ....</b>				
<b>Performing Arts(Dance, Music and Drama)</b>		<b>Sing and dance</b> to the music using their body parts e.g. There is a fire in the mountain. Drama: Mime the warning	<b>Dramatise</b> the road safety rules. <b>Role play</b> characters of the story : A traffic officer	<b>Role play</b> collecting rubbish Dramatising a train /taxi ride	<p><b>Creative Arts</b> is made up of Performing Arts and Visual Arts.</p> <p><b>Time Allocation:</b> 1 hour for performing arts (dance, music and drama) in Grades 1 to 3 per week.</p> <p>Integrate performing arts activities with</p>

		symbols.			Listening and speaking activities.
<b>Resources</b>	percussion instruments e.g. drum, Shakers, tambourine etc puppets, masks; use classroom props(improvise), improvise costumes, rhymes and songs on CD				Make musical instruments
<b>Assessment</b>	<b>Observation, Oral, Demonstration, Role-play</b>				Assessment activities should be integrated in the lesson.
	- Make a model of a collage showing dangers at home.	- Make a collage showing road signs.	- Make a model of bins.		
<b>Visual Arts</b>	<b>Whole Class Activity( 1x 60 minute lesson per week)</b>				<b>NOTES TO THE TEACHER</b>
	- Make a model of a collage showing any warnings you find on dangerous places	- Make a model of a traffic officer on the robot	- Use recyclable objects to make a collage of poisonous and flammable substances		- Use recyclable materials - Encourage learners to wear old "T" shirt for painting lessons
<b>Resources</b>	Crayons, A4/A3 blank paper, paint and paint brushes, cotton wool, 3 D objects (recyclable boxes and containers), garden tools, cutlery utensils, kitchen utensils				

<b>Assessment</b>	<p><b>Observation:</b> Observe whether the learner can: Make a model of a collage showing any warnings you find on dangerous places</p>	<p><b>Observation:</b> Observe whether the learner can: Make a model of a traffic officer on the robot.</p>	<p><b>Observation:</b> Observe whether the learner can: Understand the use of recyclable objects to make a collage of poisonous and flammable substances.</p>	
<b>Physical Education</b>	<b>Whole Class Activity( 2x 60 minute lessons twice a week</b>			<b>NOTES TO THE TEACHER</b>
	<ul style="list-style-type: none"> <li>Using senses: hearing - listen to instructions while moving around</li> <li>Play dodging games</li> <li>Throw and catch bean bags</li> <li>Play netball and soccer in teams and pairs.</li> </ul>	<ul style="list-style-type: none"> <li>Learn to swim in the water</li> <li>Obstacle course</li> <li>Games involving pulling, running, jumping and hoops, e.g. "enormous pumpkin"</li> <li>Play games such as "Little rain drops"</li> </ul>	<ul style="list-style-type: none"> <li>Athletics: Sprinting</li> <li>Indigenous games(group game going around in a circle – Pula ya na</li> <li>Mini - soccer, hockey, rugby, netball and basketball.</li> </ul>	<ul style="list-style-type: none"> <li><b>Time Allocation:</b> 2 hours per week for all grades</li> <li><b>PE attire</b> encourage learners to wear PE clothes (shorts, "T" shirts and takkies )</li> </ul> <p><b>Learners experiencing barriers to learning</b></p> <ul style="list-style-type: none"> <li>Plan activities for physically challenged learners.</li> </ul>
<b>Resources</b>	Skipping ropes, balls (tennis and soccer balls), bean bags, baskets, buckets,(plastic containers),hoops, tyres, small bats ,sticks, jungle gym, hop scotch marking, tenniquot ring, whistle (Teacher)			

<b>Assessment</b>	<p><b>Observation and Demonstration</b> Assess whether the learner can</p> <ul style="list-style-type: none"> <li>- Follow and respond to instructions e.g. run, jump, hop, skip, climb, crawl, swing, balance etc</li> <li>- Work well with a partner and a group</li> <li>- Share apparatus during exercises like - throw , catch, kick, roll, bat a ball</li> <li>- Take responsibility for apparatus</li> <li>- Show leadership skills in the group</li> </ul>
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MULTI-GRADE TEACHING: LIFE SKILLS LESSON PLAN				WEEK 5&6
TERM 2				NOTES TO THE TEACHER
Time allocation	Whole Class Activity( 2x 30 minute sessions)	GRADE 1 8 lessons x 30 min session	GRADE 2 8 lessons x 30 min session	GRADE 3 8 lessons x 30 min session
Study Area	ACTIVITIES			
BEGINNING KNOWLEDGE, PERSONAL AND	SAFETY	Topic: : Safety in the home	Topic: Road Safety	Topic: Public safety
				<ul style="list-style-type: none"> <li>- Time Allocation: Beginning and Personal Knowledge : Grade 1 &amp; 2: 2 hours / Grade 3: 3 hours per week</li> <li>- Whole class activity:</li> </ul>

<b>SOCIAL WELLBEING</b>	<p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>When cooking-electricity usage (switches, plugs)</li> <li>Washing</li> <li>Lightening and electricity</li> <li>Medicines</li> </ul>	<p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>Road Safety Rules</li> <li>- Pedestrian</li> <li>- Cyclists</li> <li>- Passengers</li> <li>How traffic officers help us</li> </ul>	<p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>Rubbish dumps</li> <li>-what is rubbish</li> <li>-where can we get rubbish</li> <li>Riding trains and taxis safely</li> <li>Signs that warn us of danger</li> </ul>	<p>Focus on common topics. Use Life Skills topics as context for Home Language and FAL (Listening and Speaking, Shared Writing activities) Use theme topics for whole class shared writing Plan independent activities (Workbook etc) for grade groups who are not involved in small group (direct teaching) with teacher Mediate Workbook activities related to the topic in Life Skills lessons</p>
	<p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>Poisons substances</li> <li>Types and recognising warning symbols and signs.</li> <li>Keep safe when home alone</li> <li>Outside areas</li> </ul>	<p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>Road signs for pedestrians</li> <li>Scholar patrol</li> </ul>	<p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>Poisonous and inflammable substances</li> <li>Dangers of electricity</li> </ul>	
<b>Resources</b>	Examples of danger/poison signs ,DBE work book	Road signs ,DBE work book	Danger signs and symbols DBE work book	Encourage the use of recycled materials

<b>Assessment</b>	<b>Observation, Oral and Written work</b>	<b>Oral, Practical and Written work</b> -Observe any danger around them -Know the emergency numbers and important numbers	<b>Oral, Practical and Written work</b> -Observe the road signs -Role play road safety	<b>Oral, Practical and Written work</b> -Explain the signs in public venues e.g. "Do not litter" -Complete the worksheet.	<ul style="list-style-type: none"> <li>- Display projects in the Life Skills Centre</li> <li>- Projects should be supervised by teacher and done in the Life Skills lessons.</li> <li>- Display books in the Reading corner DBE WORKBOOK Gr 1 book1 Gr 2&amp;3 both are taken from Term 3</li> </ul>
<b>Time allocation</b>	<b>Whole Class Activity (4x 15) minute sessions)</b> Children Rhyme Song: There is a fire in the mountain ....				
<b>Performing Arts(Dance, Music and Drama)</b>		<b>Sing and dance to the music using their body parts</b> e.g. There is a fire in the mountain. Drama: Mime the warning symbols.	<b>Dramatise the road safety rules.</b> <b>Role play</b> characters of the story : A traffic officer	<b>Role play</b> collecting rubbish Dramatising a train /taxi ride	<p><b>Creative Arts</b> is made up of Performing Arts and Visual Arts.</p> <p><b>Time Allocation:</b> 1 hour for performing arts (dance, music and drama) in Grades 1 to 3 per week.</p> <p>Integrate performing arts activities with Listening and speaking activities.</p>
<b>Resources</b>	Percussion instruments e.g. drum, Shakers, tambourine etc puppets, masks, use classroom props(improvise), improvise costumes, rhymes and songs on CD				
<b>Assessment</b>	<b>Observation, Oral, Demonstration, Role-play</b>				
					Make musical instruments
					Assessment activities should be

	<ul style="list-style-type: none"> <li>- Make a model of a collage showing dangers at home</li> </ul>	<ul style="list-style-type: none"> <li>- Make a collage showing road signs.</li> </ul>	<ul style="list-style-type: none"> <li>- Make a model of bins.</li> </ul>	integrated in the lesson.
<b>Visual Arts</b>	<b>Whole Class Activity( 1x 60 minute lesson per week)</b>			
	<ul style="list-style-type: none"> <li>- Make a model of a collage showing any warnings you find on dangerous places</li> </ul>	<ul style="list-style-type: none"> <li>- Make a model of a traffic officer on the robot</li> </ul>	<ul style="list-style-type: none"> <li>- Use recyclable objects to make a collage of poisonous and flammable substances</li> </ul>	<ul style="list-style-type: none"> <li>- Use recyclable materials</li> <li>- Encourage learners to wear old "T" shirt for painting lessons</li> </ul>
<b>Resources</b>	Crayons, A4/A3 blank paper, paint and paint brushes, cotton wool, 3 D objects (recyclable boxes and containers), garden tools, cutlery utensils, kitchen utensils			
<b>Assessment</b>	<p><b>Observation:</b> Observe whether the learner can: Make a model of a collage showing any warnings you find on dangerous places</p>	<p><b>Observation:</b> Observe whether the learner can: Make a model of a traffic officer on the robot.</p>	<p><b>Observation:</b> Observe whether the learner can: Understand the use recyclable objects to make a collage of poisonous and flammable substances.</p>	

Physical Education	Whole Class Activity( 2x 60 minute lessons twice a week			NOTES TO THE TEACHER
	<ul style="list-style-type: none"> <li>Using senses: hearing - listen to instructions while moving around</li> <li>Play dodging games</li> <li>Throw and catch bean bags</li> <li>Play netball and soccer in teams and pairs.</li> </ul>	<ul style="list-style-type: none"> <li>Learn to swim in the water</li> <li>Obstacle course</li> <li>Games involving pulling, running, jumping and hoops, e.g. “enormous pumpkin”</li> <li>• Play games such as “Little rain drops”</li> </ul>	<ul style="list-style-type: none"> <li>Athletics: Sprinting</li> <li>Indigenous games(group game going around in a circle – Pula ya na</li> <li>Mini - soccer, hockey, rugby, netball and basketball.</li> </ul>	<ul style="list-style-type: none"> <li><b>Time Allocation:</b> 2 hours per week for all grades</li> <li><b>PE attire</b> encourage learners to wear PE clothes (shorts, “T” shirts and takkies )</li> </ul> <p><b>Learners experiencing barriers to learning</b></p> <ul style="list-style-type: none"> <li>Plan activities for physically challenged learners.</li> </ul>
<b>Resources</b>	Skipping ropes, balls (tennis and soccer balls), bean bags, baskets, buckets,(plastic containers),hoops, tyres, small bats ,sticks, jungle gym, hop scotch marking, tenniquet ring, whistle (Teacher)			
<b>Assessment</b>	<p><b>Observation and Demonstration</b> Assess whether the learner can</p> <ul style="list-style-type: none"> <li>Follow and respond to instructions e.g. run, jump, hop, skip, climb, crawl, swing, balance etc</li> <li>Work well with a partner and a group</li> <li>Share apparatus during exercises like - throw , catch, kick, roll, bat a ball</li> <li>Take responsibility for apparatus</li> <li>Show leadership skills in the group</li> </ul>			



# LESSON PLANS: TERM 3

MULTI-GRADE TEACHING: LIFE SKILLS LESSON PLAN				
TERM 3				
WEEK 1 & 2				
Time allocation	Whole Class Activity( 2x 30 minute sessions)	GRADE 1	GRADE 2	GRADE 3
		3 lessons x 30 mins sessions	3 lessons x 30 mins sessions	5 lessons x 30 min sessions
Study Area	Activities	WEEK 1		
		Topic: Plants and seeds	Topic : Soil	Topic: Products and Processes
Beginning Knowledge, Personal And Social Wellbeing	Activities	<ul style="list-style-type: none"> <li>Why we need plants</li> <li>-include food, shade, shelter for animals</li> <li>What plants look like</li> <li>- roots, stem, leaves, flowers</li> <li>Different plants - similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>Different soils, colours and textures</li> <li>Creatures that live in the soil, such as earthworms, moles</li> </ul>	<ul style="list-style-type: none"> <li>Plants</li> <li>- What we get from plants</li> <li>- Process - from sugar cane to sugar</li> </ul>
		<p><b>Time Allocation: Beginning and Personal Knowledge :</b></p> <ul style="list-style-type: none"> <li>N.B The topic for Grade 3 i.e. Product and processes is taken from Term 4.</li> <li>Grade 1 &amp;2: 2 hours and Grade 3: 3 hours per week</li> <li><b>Whole class activity:</b></li> <li>Use Life Skills topics as context for Home Language and FAL</li> <li>Mediate Workbook activities related to the topic in Life Skills lessons</li> </ul>	<p><b>NOTES TO THE TEACHER</b></p> <p>Include at least one/two Life Skills study areas everyday on the time table.</p>	
<b>Week 2</b>				
		GRADE 1	GRADE 2	GRADE 3
		Topic: Plants and seeds	Topic : Soil	Topic: Products and Processes
		<ul style="list-style-type: none"> <li>Seeds and where</li> </ul>	<ul style="list-style-type: none"> <li>Creatures that live in</li> </ul>	<ul style="list-style-type: none"> <li>The earth</li> </ul>
		<b>Encourage the use of waste and recyclable materials for life skills activities.</b>		

		<p>they come from</p> <ul style="list-style-type: none"> <li>• What plants need to grow</li> <li>• Growing a plant from a seed - such as a bean or lentils.</li> </ul>	<p>the soil - such as earthworms, moles</p> <ul style="list-style-type: none"> <li>• Soil for the growth of plants; the value of growing vegetables</li> </ul>	<p>- What we get from the earth</p> <ul style="list-style-type: none"> <li>- Process - from clay to brick.</li> </ul>	
<b>Resources :</b>	<ul style="list-style-type: none"> <li>• Flow charts to show processes</li> <li>• Information/ library books and pictures</li> <li>• Newspaper and television reports of disasters</li> <li>• Nature corner/ discovery table with plants</li> <li>• Pictures of plants and foods /different foods and packages</li> <li>• Samples of different soil types</li> <li>• Picture and information books</li> </ul>				
<b>Assessment</b>	<p>Oral, Observation and Written work</p>	<p><b>Assessment</b></p> <p>Are learners able to:</p> <ul style="list-style-type: none"> <li>- give reasons of why plants are needed by ;</li> <li>- people</li> <li>- animals. Name fruits and vegetables as healthy food.</li> </ul> <p>Observe and tell by looking at plants if they are</p> <ul style="list-style-type: none"> <li>- root plants(potato)</li> <li>- leaves</li> <li>- lands(spinach)</li> <li>- Flower plants(tomato)</li> <li>- Matching activity from the above activity in writing.</li> <li>- Make a fruit salad.</li> </ul>	<p><b>Assessment</b></p> <p>Are learners able to:</p> <ul style="list-style-type: none"> <li>- name types of soil(sandy, clay), and their characteristics</li> <li>- name creatures that lives in the soil(moles, earthworms)</li> <li>- name plants that grow from the soil, dividing them into vegetables and fruits</li> <li>- Written activity where learners complete a worksheet on types of plants grown in different types of soil.</li> </ul>	<p><b>Assessment</b></p> <p>Are learners able to:</p> <ul style="list-style-type: none"> <li>- tell what we get from the earth, i.e. (oxygen, minerals like gold, crude oil, etc.)</li> <li>- Name products from minerals (gold jewellery, rings, necklaces, etc.)</li> <li>- name products from crude oil (petrol and diesel)</li> <li>- Write a paragraph thanking the earth for its products.</li> <li>- Complete activities from Workbooks on this topic.</li> <li>- Project: What we get from earth.</li> </ul>	<p><b>Workbooks activities:</b></p> <p>GR1; pgs 18-25</p> <p>GR3; pgs 34-41</p> <p>Please get activities for grade 2 from DBE Workbooks (Volume2)</p>

<p><b>CREATIVE ARTS</b></p>	<p><b>Warming up:</b></p>	<ul style="list-style-type: none"> <li>Warming up the body: e.g. leading with the nose, elbow, and knee.</li> </ul>	<ul style="list-style-type: none"> <li>Warming up the body: curling and stretching the spine sitting on the floor, curling into a tight ball, unfolding lengthening the spine, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Warming up body: combine body parts and isolations e.g. make circles with wrists and hips simultaneously</li> <li>Warming up voice: focus on expressiveness and involvement in poetry, rhymes and creative drama games.</li> </ul>	<p>NB. Creative arts activities are to be completed throughout the term.</p>
	<ul style="list-style-type: none"> <li>Combining Locomotor and non-Loomotor movements such as run-run-turn, run-forward-shrink-stretch-up</li> <li>Games focusing on numeracy and literacy such as number songs and rhymes, making letter shapes through movement</li> <li>Choosing and making own movement sentences to</li> </ul>	<ul style="list-style-type: none"> <li>Locomotor movements: sliding the feet on the floor and running with a leap on their own and with a partner</li> <li>Non-Loomotor movements: turning, falling, stamping, kicking on their own and with a partner</li> <li>Landing softly through the feet (toe-ball-heel, bending knees) while hopping, skipping, jumping and leaping, etc.</li> <li>Exploring the movement</li> </ul>	<ul style="list-style-type: none"> <li>Running combined with spinning movements</li> <li>Linking movements in short movement sentences and remembering them</li> <li>Create a movement sentence in small groups and use it to make patterns</li> </ul>		

		interpret a theme with a beginning and an ending. Moving to music in three or four time ending.	<ul style="list-style-type: none"> <li>• Dramatising a make-believe situation based on a South African poem, song or story guided by teacher.</li> <li>• Mime actions showing emotion using visualisation such as eating my favourite food, opening a gift.</li> </ul>	<p>characteristics of the puppet such as: 'the hungry lion crawling and creeping about to catch the Mouse', etc.</p> <ul style="list-style-type: none"> <li>• Polyrhythms using body percussion and/or percussion instruments</li> <li>• Simple mime; imitating everyday activities focusing on weight and shape, Feather', etc.</li> <li>• Creating a simple puppet using waste material: sock puppets, finger puppets.</li> <li>- Do puppet dialogue</li> </ul>	<p>Classroom dramas: illustrate different characters through vocal and physical characterisation e.g. moving and speaking, as the mother, the grandfather, the doctor, etc.</p> <ul style="list-style-type: none"> <li>• Poetry performances in groups e.g. choral verse combined with movement and gestures</li> </ul>	
	<b>Dance:</b>					
	<b>Music</b>	<ul style="list-style-type: none"> <li>• Listening skills through music games using different tempo, pitch, dynamics, duration</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to music and identifying moods such as 'sad', 'happy', 'calm' and 'excited'</li> <li>• Games focusing on numeracy and literacy such as number songs and rhymes,</li> </ul>	<ul style="list-style-type: none"> <li>• Compose cyclic rhythm patterns based on South African music. Focus on appropriate tempo /dynamic choices</li> <li>• Body percussion and/or percussion instruments to accompany South African music (recorded or live), focusing on</li> </ul>		



		<p>movements playing their instruments e.g. an action songs like "imithi igoba kahle"</p> <ul style="list-style-type: none"> <li>- Miming actions showing emotions such as excitement when eating my favourite fruit</li> </ul>	<p>show moods like, "sad", a wilting flower, "excitement" a blossoming flower</p> <ul style="list-style-type: none"> <li>- Make puppets using waste material like old sock, then do a puppet show between a mole and an earthworm about "people working in the garden" and how that hurt them</li> </ul>	<p>energy"</p> <ul style="list-style-type: none"> <li>- Movements from imagery of a machine grinding sugar – cane, jump- jump, skip- skip and hop- hop</li> </ul>	
		<p><b>Create in 2D</b></p> <ul style="list-style-type: none"> <li>- Make a collage using seeds, e.g. pumpkin or sunflower seeds and glue, indicating what plants need to grow( sun, water and soil)</li> <li>- Draw a plant showing different parts.</li> </ul>	<p><b>Create in 2D</b></p> <ul style="list-style-type: none"> <li>- Make a collage using sandy soil and leaves on a glued piece of card board</li> <li>- Collage of fruit and vegetables</li> </ul>	<p><b>Create in 2D</b></p> <ul style="list-style-type: none"> <li>- Drawing and painting: exploring a variety of media</li> <li>- Poster of what we get from earth, products and processes by cutting pictures from magazines and pasting them on a chart/ old calendar</li> <li>e.g. sugar- cane (sugar, sweets chocolates)</li> <li>maize- (cornflakes, mealie-meal, popcorns)</li> <li>clay(bricks, houses/ buildings)</li> </ul>	
		<p><b>Create in 3D (constructing)</b></p>	<p><b>Create in 3D (constructing)</b></p>	<p><b>Create in 3D (constructing)</b></p> <ul style="list-style-type: none"> <li>• Models of necklaces, rings,</li> </ul>	

	Use recyclable materials (colourful tissue papers plant leaves) make cut out ,e.g. flowers	Use recyclable materials to make models of different creatures that live in soil	etc. <b>Visual Literacy</b> <ul style="list-style-type: none"> <li>Increase awareness of pattern and printmaking in Africa, e.g. Ndebele painting, beadwork, decorative ceramics: looking, talking, listening about pattern</li> </ul>	
<b>Resources</b>	Paper, oil pastels, chalk, play dough, paints and brushes, beads and strings for threading charcoal, sand, glue, seeds, card board boxes			
<b>Assessment</b>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Make a collage using seeds, e.g. pumpkin or sunflower seeds and glue, indicating what plants need to grow( sun, water and soil)</li> <li>Use recyclable material, make cut outs e.g. flowers.</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Make a collage using sandy soil and leaves on a glued piece of card board.</li> <li>Modelling using clay soil to make models of little rondavels roofing it with grass, different types of fruit and vegetables and color them correctly.</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Make a poster of products and processes by cutting pictures from magazines and pasting them on a chart/ old calendar e.g. sugar- cane (sugar, sweets chocolates) maize-(cornflakes, mealie-meal, popcorns) lay(bricks, houses/ buildings)</li> <li>Create a lantern using paper cut decoratively and colored.</li> </ul>	
<b>Physical Education</b>	<p><b>Locomotor</b></p> <ul style="list-style-type: none"> <li>Move - jump, run, climb and crawl</li> <li>Walk backwards on heels; walk backwards on toes</li> </ul>	<p><b>Locomotor</b></p> <ul style="list-style-type: none"> <li>Obstacle course with bean bag on shoulder/ foot/ head/ hand</li> <li>Reaction time drills, at the teachers</li> </ul>	<p><b>Locomotor</b></p> <ul style="list-style-type: none"> <li>Non-Locomotor movements like twisting, turning, bending, curling, combined and co-ordinated in groups</li> <li>Hopping over a distance</li> </ul>	<p><b>Adapt activities</b></p> <p>For disabled learners. Teachers must always be present with the learners during physical education periods.</p> <p>NB. Physical education activities are</p>

		<ul style="list-style-type: none"> <li>Walk forwards crossing dominant leg over</li> <li>Follow instructions to move slow and fast</li> </ul>	<p>command... run ...hit the deck...hop...stop...etc</p> <ul style="list-style-type: none"> <li>Perception games following a pattern - placing items in the correct order, i.e. running and place markers on predetermined places, using the correct order</li> <li>Catching and throwing a tennis ball</li> </ul>	<p>carrying something and holding hands with a partner</p> <ul style="list-style-type: none"> <li>Jumping while standing ... double take-off and single take-off</li> <li>Leaping: simulating actions - kangaroo, springbuck, rabbit, etc.</li> </ul>	to be completed throughout the term.
		<ul style="list-style-type: none"> <li>Perceptual motor <ul style="list-style-type: none"> <li>Learners help to set up an obstacle course and move through the obstacle course safely - climbing on, climbing over, crawling, hanging onto bars and balancing</li> </ul> </li> </ul>	<p><b>Perceptual motor</b></p> <ul style="list-style-type: none"> <li>Free play and time to experiment with different ways of using a bean bag</li> </ul>	<p><b>Perceptual motor</b></p> <ul style="list-style-type: none"> <li>Kick a moving ball and change direction, to a target or a partner</li> <li>Throwing balls to targets and between partners with one and two hands, high and far</li> </ul>	
		<p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>Rope skipping, alone, in groups of three, two swing and the other jumps, rotate roles</li> </ul>	<p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>Layout swing on a jungle gym using over-grasp</li> <li>Using over-grasp, swing on a horizontal bar of a</li> </ul>	<p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>Rope skipping - advanced movement such as cross over, double skip, etc.</li> <li>Gymnastic movement such as forward roll, backward roll, hand</li> </ul>	

				jungle gym	spring, and cartwheel	
		<p><b>Co-ordination</b></p> <ul style="list-style-type: none"> <li>Hand-eye co-ordination - throw a tennis ball in the air and catch it, bounce it on the ground; pass it to a partner</li> <li>Jumping over a swinging stocking ball</li> </ul>	<p><b>Co-ordination</b></p> <ul style="list-style-type: none"> <li>Circle formation running clock wise and anti-clock wise</li> <li>Using over-grasp, arm travelling on jungle gym</li> </ul>	<p><b>Co-ordination</b></p> <ul style="list-style-type: none"> <li>Volleyball activities: hand-eye co-ordination, serve, dig and set actions</li> <li>Partner activities such as straddle vault over the bent back of a partner</li> </ul>		
		<p><b>Balance</b></p> <ul style="list-style-type: none"> <li>Balance on motor car tyres, laid flat on the ground or standing up</li> <li>Play games using bean bags to balance on different parts of the body e.g. "Simon Says" - balance the bean bag on your Shoulder, etc.</li> </ul>	<p><b>Balance</b></p> <ul style="list-style-type: none"> <li>Balancing on one leg</li> <li>Balancing moves along ropes, planks, balancing beams (balance on one leg; arms horizontal)</li> <li>"Horse and cart"</li> <li>Hula hoop swings with arm, hips and neck</li> </ul>	<p><b>Balance</b></p> <ul style="list-style-type: none"> <li>Stand and walk on tiptoe and heel</li> <li>Crawling on hand and knees</li> <li>Balance walking forward and backwards</li> <li>Climbing on a jungle gym: moving freely on balancing pole/beam</li> <li>Simple dismounts off apparatus</li> <li>Gymnastics: balancing actions such as hand stand, head stand launches, etc.</li> </ul>		
		<p><b>Spatial orientation</b></p> <ul style="list-style-type: none"> <li>Crawl through tyres that have been set up in a line</li> </ul>	<p><b>Spatial orientation</b></p> <ul style="list-style-type: none"> <li>Introduce forward and backward rolls - explain safety "Wolf and Sheep" using the optimal</li> </ul>	<p><b>Spatial orientation</b></p> <ul style="list-style-type: none"> <li>Obstacle course that includes activities for crawling, jump and land from a certain height, agility, speed, etc.</li> </ul>		

			<ul style="list-style-type: none"> <li>play area</li> <li>Crawl through a "tunnel", i.e. underneath a chair, through motor tyres or make-shift tunnels.</li> </ul>	<ul style="list-style-type: none"> <li>Games such as "one against three"</li> <li>Partner tag; catch your partner's tail</li> </ul>	
	<p><b>Laterality</b></p> <ul style="list-style-type: none"> <li>Hop-sotch jump with non-dominant leg</li> <li>Running and swinging a rope/sash / ribbon using the non-dominant hand</li> </ul>	<p><b>Laterality</b></p> <ul style="list-style-type: none"> <li>In circle formation throw a ball clockwise... anti-clockwise</li> <li>Lateral trunk movements such as throw a ball sideways L/R like in rugby</li> </ul>	<p><b>Laterality</b></p> <ul style="list-style-type: none"> <li>Partner activities: pulling and pushing movements L/R</li> <li>See-saw</li> </ul>		
<b>Physical education</b>	<p><b>Sports and games</b></p> <ul style="list-style-type: none"> <li>Play "Hide-and-Seek"</li> <li>Buck and hunters</li> </ul>	<p><b>Sports and games</b></p> <ul style="list-style-type: none"> <li>Divide learners into teams and compete in relay races - explain rules and how this works</li> <li>Traditional games of the learner's own choosing</li> </ul>	<p><b>Sports and Games</b></p> <ul style="list-style-type: none"> <li>Mini-soccer</li> <li>Volleyball</li> <li>Cat-and-mouse</li> </ul>		
<b>Resources</b>	<p>Scarves/lengths of material</p> <p>Soccer balls and goal posts</p> <p>Old car tyres</p> <p>Obstacle course equipment; bean bags; balls of various kinds.</p>				

**MULTI-GRADE TEACHING: LIFE SKILLS LESSON PLAN**

**TERM 3**

**WEEK 3 AND 4**

Time allocation	Whole Class Activity( 2x 30 minute sessions)	GRADE 1	GRADE 2	GRADE 3	NOTES TO THE TEACHER Include at least one/two Life Skills study areas everyday on the time table.
		WEEK 3			
BEGINNING KNOWLEDGE, PERSONAL AND SOCIAL WELLBEING		<b>Weather</b>	<b>SEASONS</b>	<b>Disasters and what we should do.</b>	<b>NOTES:</b> Use Personal Experiences And Newspapers And TV Reports Of Disasters  The Weather Chart Should Be Updated Throughout The Year  The weather chart should be updated throughout the year.  Explain to learners why they should never look directly into the sun.  Use personal experiences as well as newspaper and television reports of disasters
	<ul style="list-style-type: none"> <li>Observe and talk about the daily weather.</li> <li>A daily weather chart .Regular observation of weather conditions e.g. look at different types of weather and tell your friend what weather you like the best, etc.</li> <li>In some parts of our country it sometimes becomes so hot, cold, windy, cloudy, sunny, misty, rainy, and stormy e.g. in Lesotho it becomes very cold in winter, Upington in the Northern Cape becomes very hot in</li> </ul>	<ul style="list-style-type: none"> <li>Observe and talk about the daily weather.</li> <li>The four seasons e.g. look at the pictures of the four seasons. Tell your friend what you see in each picture; say how the four seasons differ.</li> <li>How seasons affect us e.g. Clothes that we wear in different seasons, food that we eat in different seasons, activities that we can do in different seasons.</li> <li>Talk about the exceptional weather conditions in different seasons e.g. in summer, the days are long and nights are short, in autumn, the leaves begin to turn golden and fall off the</li> </ul>	<ul style="list-style-type: none"> <li>Observe and talk about the daily weather.</li> <li>Types of disaster e.g. hurricanes, Floods and Fire, etc.</li> <li>How do they affect the people e.g. hurricanes destroy the houses, schools, clinics, etc.</li> <li>How do they affect the animals e.g. fire kills animals and destroy grass, domestic animals struggle to get food.</li> <li>In winter the weather is cold and in some places there is snow or frost that sometimes kills people and animals.</li> </ul>		

	summer, etc.	trees, etc.	
	<ul style="list-style-type: none"> <li>Winds that are very strong are called hurricanes/sefefo/inkanyama, etc. If it rains too many days without stopping, it causes floods, etc.</li> </ul>		
<b>Resources</b>	<ul style="list-style-type: none"> <li>GR. 1 Workbook pgs. 30-34.</li> <li>GR. 2 Workbook pgs. 34- 43</li> <li>Weather chart</li> <li>Flash cards and pictures of different weather conditions symbols</li> </ul>		
<b>Assessment</b>	<b>Week 3</b>		
	<b>Weather</b>	<b>SEASONS</b>	<b>Disasters and what we should do.</b>
	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>

		<p>Assess whether learners can:</p> <ul style="list-style-type: none"> <li>Identify different weather conditions from the weather chart and give their views with regard to the different types of weather.</li> <li>Name the places that are having extreme weather conditions during different seasons.</li> <li>Name one word describing the weather condition e.g. Winds that are very strong are called <b>hurricanes/sefefe/inkanyama, etc.</b></li> </ul>	<p>Assess whether learners can:</p> <ul style="list-style-type: none"> <li>Name the four seasons.</li> <li>Describe how different seasons affect us e.g. in winter we wear warm clothes, we eat warm food etc.</li> <li>Discuss in groups: their favourite seasons, the seasons they were born in they love most, etc.</li> <li>Name the exceptional weather conditions in different seasons e.g. in summer, the days are long and nights are short, in autumn, the leaves begin to turn golden and fall off the trees, etc.</li> </ul>	<p>Assess whether learners can:</p> <ul style="list-style-type: none"> <li>Name the types of disaster e.g. hurricanes, Floods and Fire, etc.</li> <li>Describe how do they affect the people e.g. hurricanes destroy the houses, schools, clinics, etc.</li> <li>Describe how do they affect the animals e.g. fire kills animals and destroy grass.</li> <li>Describe how the weather conditions are in winter e.g. it is cold and in some places there is snow or frost that sometimes kills people and animals.</li> </ul>	
<p><b>BEGINNING KNOWLEDGE, PERSONAL AND SOCIAL WELLBEING</b></p>		<b>Week 4</b>			
		<b>Weather</b>	<b>Seasons</b>	<b>Disasters and what we should do.</b>	
		<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<ul style="list-style-type: none"> <li>Other phenomena e.g. Lightening</li> <li>What are the things that we are not suppose to do when there is lightning i.e. playing with water, etc.</li> <li>Earthquakes there are places that are mostly</li> </ul>
				<p><b>Notes:</b> The teacher must emphasize the symbols showing the different weather conditions.</p>	

		<ul style="list-style-type: none"> <li>weather like the symbol showing a sunny weather, etc.</li> <li>The weather and us - include clothes, food, activities</li> </ul>		<ul style="list-style-type: none"> <li>affected by earthquakes.e.g. mining area like Welkom,</li> <li>Storms and strong winds affect people by destroying their homes, important places like clinics and schools, etc.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>GR. 1 Workbook pgs. 30-34.</li> <li>GR. 2 Workbook pgs. 34- 43</li> <li>Weather chart</li> <li>Flash cards</li> <li>Pictures of different weather conditions symbols</li> </ul>				
<b>Assessment</b>					
<b>Week 4</b>					
		<b>Weather Oral and written activities</b>	<b>Seasons Oral and written activities</b>	<b>Disasters and what we should do. Oral and written activities</b>	
		<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	
		Assess whether the learners know: <ul style="list-style-type: none"> <li>Symbols to describe conditions on weather chart.</li> <li>How to use a weather chart to show what the weather is like.</li> <li>The weather and how it affects us.</li> </ul>	Assess whether the learners know: <ul style="list-style-type: none"> <li>How seasons affect growing things.</li> <li>How seasons affect animals.</li> </ul>	Assess whether the learners know: <ul style="list-style-type: none"> <li>What are the things that we are not suppose to do when there is lightning.</li> <li>That there are places that are mostly affected by earthquakes.</li> <li>How storms and strong winds are affecting people.</li> </ul>	
<b>Week 3</b>					

Creative Arts:	Weather		SEASONS		Disasters and what we should do.
	Grade 1	Grade 2	Grade 2	Grade 3	
<ul style="list-style-type: none"> <li>Performing Arts</li> </ul>	<b>Creative games and skills</b> <ul style="list-style-type: none"> <li>Warming up the body: e.g. leading with the nose, elbow, and knee.</li> </ul>	<b>Creative games and skills</b> <ul style="list-style-type: none"> <li>Warming up the body: curling and stretching the spine sitting on the floor, curling into a tight ball, unfolding lengthening the Spine, etc.</li> </ul>	<b>Creative games and skills</b> <ul style="list-style-type: none"> <li>Warming up body: combine body parts and isolations e.g. make circles with wrists and hips simultaneously.</li> <li>Observation and concentration skills: drama activities like building a mime sequence in pairs, etc.</li> </ul>	<b>Creative games and skills</b> <ul style="list-style-type: none"> <li>Body percussion and/or percussion instruments to accompany South African music (recorded or live), focusing on cyclic (Circular) rhythm while making a circle and moving in a specified pattern as if a building is on fire.</li> <li>Running combined with spinning movements e.g. run counting ten times and spin.</li> </ul>	
	<ul style="list-style-type: none"> <li>Mime the different weather condition e.g. spread your arms wide above your head and pretend to be a large cloud, etc.</li> <li>Games focusing on numeracy and literacy such as number songs and rhymes, making letter shapes through movement e.g. two learners holding a skipping rope while one learner is jumping with a skipping rope, lying down curling in</li> </ul>	<ul style="list-style-type: none"> <li>Simple mime: imitating everyday activities focusing on weight and shape, such as picking up a 'heavy rock' or a 'light Feather', etc.</li> <li>Games focusing on numeracy and literacy such as number songs and rhymes, participatory stories, e.g. telling the story about any season and all learners participate when reading the</li> </ul>			

		<p>an s form etc.</p> <ul style="list-style-type: none"> <li>• Learners close their eyes and tell the name of the object where the sound comes from, tell how long was the sound, the pitch and the tempo of the sound, etc.</li> </ul>	<p>part that is repeated several times in the story, etc</p> <ul style="list-style-type: none"> <li>• Polyrhythms using body percussion and/or percussion instruments e.g. clapping while listening to the sound made from the drum.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Improvise and interpret</b></li> <li>• Creating a simple puppet using waste material: sock puppets, finger puppets, shadow puppets and tell a story about any season that they like.</li> <li>• Learners dramatize a story using their puppets about the things that people usually say during the different weather conditions e.g. it is so</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Improvise and interpret</b></li> <li>• Create a movement sentence in small groups and use it to make patterns based on disaster e.g. floods.</li> <li>• Compose cyclic rhythm patterns based on South African music e.g. thathi isgubu focusing on appropriate tempo /dynamic choices</li> </ul>
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			hot in such a way that fishes are swimming outside the water, etc.		
<b>Resources</b>	<p>African poem, song or story guided by teacher</p> <ul style="list-style-type: none"> <li>• Tape recorder or a CD Player</li> <li>• CDs</li> <li>• Old socks</li> <li>• Wool</li> <li>• Paper</li> <li>• Glue scissors, etc.</li> </ul>				
<b>Assessment</b>	<p><b>Creative games and skills</b></p> <p>Assess whether learners are able to perform the following:</p> <ul style="list-style-type: none"> <li>• Mime the different weather condition e.g. spread your arms wide above your head and pretend to be a large cloud, etc.</li> </ul>	<p><b>Creative games and skills</b></p> <p>Assess whether learners are able to perform the following:</p> <ul style="list-style-type: none"> <li>• Mime; imitating everyday activities focusing on weight and shape, such as picking up a 'heavy rock' or a 'light father', etc.</li> </ul> <p>Write a story about summer, winter, etc.</p> <ul style="list-style-type: none"> <li>• Creating a simple puppet using waste material: sock puppets, finger puppets, shadow puppets and tell a story about any season that they like.</li> <li>• Learners dramatize a story using their puppets about the things that people usually say</li> </ul>	<p><b>Creative games and skills</b></p> <p>Assess whether learners are able to perform the following:</p> <p>Observation and concentration skills: drama activities like building a mime sequence in pairs, etc.</p>		

				during the different weather conditions e.g. it is so hot in such a way that fishes are swimming outside the water, etc.	
	<b>Week 4</b>				
Creative Arts:	<b>Weather</b>		<b>SEASONS</b>		
	<b>Grade 1</b>		<b>Grade 2</b>		
	<b>Grade 1</b>		<b>Grade 3</b>		
• Visual Arts	<p><b>Create in 2D</b></p> <ul style="list-style-type: none"> <li>Draw a picture of different weather conditions using different media e.g. thick wax crayons or chalk and also show different clothes that we wear during these four seasons.</li> </ul> <p><b>Create in 3D (constructing)</b></p> <ul style="list-style-type: none"> <li>Make a weather chart using recyclable materials, and emphasize geometric shapes.</li> </ul>	<p><b>Create in 2D</b></p> <ul style="list-style-type: none"> <li>Draw a picture of four seasons using different e.g. thick wax crayons or chalk also show different clothes that we wear during these four seasons.</li> </ul> <p><b>Create in 3D (constructing)</b></p> <ul style="list-style-type: none"> <li>Use recyclable materials and papier maché to make fruit that we eat during different seasons e.g. use egg cups, containers, plant holders, etc.</li> </ul>	<p><b>Disasters and what we should do.</b></p> <p><b>Create in 2D</b></p> <ul style="list-style-type: none"> <li>Drawing and painting: exploring a variety of media, pictures of any disaster that they have seen.</li> </ul> <p><b>Create in 3D (constructing)</b></p> <ul style="list-style-type: none"> <li>Craft a bridge that cannot be washed away by floods or anything that can withstand any form of disaster from recyclable materials, etc.</li> </ul> <p><b>Visual Literacy</b></p> <ul style="list-style-type: none"> <li>Increase awareness of pattern and printmaking in Africa, e.g. a painting</li> </ul>		

<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Magazines</li> <li>• Crayons</li> <li>• egg containers</li> <li>• wood</li> <li>• glue</li> <li>• paint</li> </ul>			<p>of a river after floods.</p>	
<p><b>Assessment</b></p>	<p><b>Create in 2D</b> Assess whether learners can:</p> <ul style="list-style-type: none"> <li>• Draw a picture of different weather conditions using different media e.g. thick wax crayons or chalk and also show different clothes that we wear during these four seasons.</li> </ul> <p><b>Create in 3D (constructing)</b> Assess whether learners can:</p> <ul style="list-style-type: none"> <li>• Make a weather chart using recyclable materials, and emphasize geometric shapes.</li> </ul>	<p><b>Create in 2D</b> Assess whether learners can:</p> <ul style="list-style-type: none"> <li>• Draw a picture of four seasons using different e.g. thick wax crayons or chalk also show different clothes that we wear during these four seasons.</li> </ul> <p><b>Create in 3D (constructing)</b> Assess whether learners can:</p> <ul style="list-style-type: none"> <li>• Use recyclable materials and papier maché to make fruit that we eat during different seasons e.g. use egg cups, etc.</li> </ul>	<p><b>Create in 2D</b> Assess whether learners can:</p> <ul style="list-style-type: none"> <li>• Draw and paint: explore a variety of media, pictures of any disaster that they have seen.</li> </ul> <p><b>Create in 3D (constructing)</b> Assess whether learners can:</p> <ul style="list-style-type: none"> <li>• Make a model of a bridge. etc.</li> </ul>	
<p>Physical Education</p>	<p><b>Week 3</b></p>			<p><b>Notes:</b></p>

	Weather	Seasons	Disasters and what we should do.	
	<p><b>Grade 1</b></p> <p><b>Locomotor</b></p> <ul style="list-style-type: none"> <li>• Move - jump, run, climb and crawl e.g. playing with old tyres, climbing in and out while they are laid down and crawling throughout the tyres, play hopscotch, etc.</li> </ul> <p><b>Perceptual motor</b></p> <ul style="list-style-type: none"> <li>• Learners help to set up an obstacle course and move through the obstacle course safely - climbing on, climbing over e.g. making hurdles with the legs of broken chairs and Crawling through them, move on a balancing beam or on a line of string, etc.</li> </ul>	<p><b>Grade 2</b></p> <p><b>Locomotor</b></p> <ul style="list-style-type: none"> <li>• Play an indigenous game, e.g. Upuca, Potato races, Egg-and-spoon races - balance a small ball on a large spoon</li> </ul> <p><b>Perceptual motor</b></p> <ul style="list-style-type: none"> <li>• Throwing bean bags up in the air and catching them or playing indigenous games e.g. diketo/ Upuca, etc.</li> <li>• Throwing and hitting balls in pairs e.g. playing volleyball</li> </ul>	<p><b>Grade 3</b></p> <p><b>Locomotor</b></p> <ul style="list-style-type: none"> <li>• Wheel barrow, three-legged race</li> <li>• Athletics: Sprinting or play an indigenous game that was played during disasters like draught (lesokwana) while singing an indigenous song about disasters.</li> </ul> <p><b>Perceptual motor</b></p> <ul style="list-style-type: none"> <li>• Walking, bounce tennis ball in the air, on the ground and with alternative sides of the bat</li> <li>• With a partner, e.g. volleyball</li> <li>• With a partner, hit the ball over the net using forehand</li> <li>• With a partner, hit the ball over the net using back hand.</li> </ul>	<p>Notes: Improve and use recyclable materials e.g. the net for the volleyball can be made out of oranges / cabbage bags..</p>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Net</li> </ul>				

<ul style="list-style-type: none"> <li>• Balancing beam</li> <li>• Hurdles</li> <li>• Tennis ball</li> </ul>	<p><b>Assessment</b></p>		
<p><b>Locomotor</b></p> <p><b>Assess whether the learner can:</b></p> <ul style="list-style-type: none"> <li>• Move – jump like a frog, run, climb and crawl e.g. through the tyres, play hopscotch, etc.</li> <li>• move through the obstacle course safely - climbing on, climbing over.</li> </ul>	<p><b>Locomotor</b></p> <p><b>Assess whether the learner can:</b></p> <ul style="list-style-type: none"> <li>• Play an indigenous game, e.g. Upuca, Potato races, Egg-and-spoon races - balance a small ball on a large spoon</li> <li>• Throw bean bags up in the air and catch them or play indigenous games e.g. diketo/ Upuca, etc.</li> <li>• Throw and hit balls in pairs e.g. playing volleyball</li> </ul>	<p><b>Locomotor</b></p> <p><b>Assess whether the learner can:</b></p> <ul style="list-style-type: none"> <li>• Imitate the wheel barrow, three-legged race by facing the same direction, fastening their right leg to their partners left leg and running together while singing an indigenous song about disasters, etc.</li> <li>• Walk, bounce tennis ball in the air, on the ground and with alternative sides of the bat.</li> <li>• Play with a partner, e.g. volleyball</li> <li>• Play with a partner, hit the ball over the net using forehand</li> <li>• Play with a partner; hit the ball over the net using back hand.</li> </ul>	
<p><b>Physical Education</b></p>	<p style="text-align: center;"><b>Week 4</b></p>		
	<p><b>Weather</b></p>	<p><b>Seasons</b></p>	<p><b>Disasters and what we should do.</b></p>

	Grade 1	Grade 2	Grade 3	
	<p><b>Assess whether the learner can perform the following:</b></p> <ul style="list-style-type: none"> <li>• Play rope skipping, alone, in groups of three, two swing and the other jumps, rotate roles.</li> <li>• Throw a ball or a bean bag in the air and catch it; bounce it on the ground; pass it to a partner.</li> </ul>	<p><b>Assess whether the learner can perform the following:</b></p> <ul style="list-style-type: none"> <li>• Throwing bean bags to a partner</li> <li>• Passing ball under legs with learners standing one behind the other, etc.</li> </ul>	<p><b>Assess whether the learner can perform the following:</b></p> <ul style="list-style-type: none"> <li>• Play athletics e.g. relay, races, etc.</li> <li>• Hand-eye co-ordination: bounce a tennis ball on a tennis-set bat... in the air... on the ground while walking.</li> </ul>	Show learners how to play traditional games.
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Skipping rope</li> <li>• Tennis ball</li> <li>• Tennis racket</li> <li>• Bean bags</li> </ul>			
<b>Assessment</b>	<p><b>Assess whether the learner can perform the following:</b></p> <ul style="list-style-type: none"> <li>• Play rope skipping, alone, in groups of three, two swing and the other jumps, rotate roles.</li> <li>• Throw tennis ball in the air and catch it, bounce it on the ground; pass it</li> </ul>	<p><b>Assess whether the learner can perform the following:</b></p> <ul style="list-style-type: none"> <li>• Jump over ropes that are placed parallel to one another - repeat and move ropes further apart.</li> <li>• Throw bean bags to a partner.</li> </ul>	<p><b>Assess whether the learner can perform the following:</b></p> <ul style="list-style-type: none"> <li>• Athletics: throw and catch a tennis ball.</li> <li>• Bounce a tennis ball on a tennis-set bat... in the air... on the ground like a thunder storm hitting the</li> </ul>	

		to a partner.		roof.
		<ul style="list-style-type: none"> <li>• Jump over a swinging stocking ball.</li> </ul>	<ul style="list-style-type: none"> <li>• Pass the ball under legs with learners standing one behind the other, etc.</li> </ul>	

MULTI-GRADE TEACHING: LIFE SKILLS LESSON PLAN					
TERM 3					
WEEK 5&6					
Time allocation	Whole Class Activity( 2x 30 minute sessions)	GRADE 1 8 lessons x 30 mins sessions	GRADE 2 8 lessons x 30 mins sessions	GRADE 3 8 lessons x 30 min sessions	NOTES TO THE TEACHER Include at least one/two Life Skills study areas everyday on the time table.
Study Area	Activities	WEEK 1			
Beginning Knowledge, Personal And Social Wellbeing		<b>Topic: Manners and responsibilities</b> <ul style="list-style-type: none"> <li>• Greeting people we know and greeting strangers</li> <li>• Respect and care towards</li> </ul>	<b>Topic : Animal homes</b> <ul style="list-style-type: none"> <li>• Animals and creatures that make their homes - such as birds, some bees, ants (material that they use to make these</li> </ul>	<b>Topic: Animals and creatures that help us</b> <ul style="list-style-type: none"> <li>• Animals that give us food and/or clothes</li> <li>- Bees, honey</li> <li>- Chickens, eggs, meat, feathers</li> <li>- Cows, milk, meat skin(leather jackets, bags and shoes)</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Time Allocation: Beginning and Personal Knowledge :</b></li> <li>- N.B. Find and read stories about other animals, that have helped people, as well as other animals and their homes</li> <li>- Grade 1 &amp;2: 2 hours and</li> <li>- Grade 3: 3 hours per week</li> </ul>



			<p>others, and towards animals</p> <ul style="list-style-type: none"> <li>• Being honest to one another and towards animals</li> <li>• Respecting other people, their feelings and what belongs to them including animals</li> </ul>		
<b>Resources :</b>	<ul style="list-style-type: none"> <li>• Pictures and information books, Pictures and stories of community places, people and pets, Stories about animals that help people,</li> <li>• Information/ library books and pictures</li> </ul>				
<b>Assessment</b>	<p><b>Oral,</b></p> <p><b>Observation and Written</b></p>	<p>Are learners able to:</p> <ul style="list-style-type: none"> <li>- display manners towards one another, adults and animals</li> <li>- manners of greeting, asking (please) and thanking)</li> <li>- Matching pictures and responsibility activity from DBE Workbooks</li> </ul>	<p>Are learners able to:</p> <ul style="list-style-type: none"> <li>-name the homes of different animals</li> <li>-describe features of different animals, according how it looks and where they live</li> <li>-answer questions question from DBE Workbooks activity P58-59</li> </ul>	<p>Are learners able to:</p> <ul style="list-style-type: none"> <li>- talk about different animals that help us, naming them and telling how they help us</li> <li>- write two paragraphs about animals that help us (of their own choice from those learned about)</li> <li>- <b>Project:</b> conduct an investigation on one animal, collect information such as, name, features, habitat, feed and how it helps us (into a booklet).</li> </ul>	<p><b>DBE Workbooks activities:</b></p> <p>GR1; pgs 14-17 (book2)</p> <p>GR2; pgs 58-59 (book1)</p> <p>GR3; pgs 52-53</p>

<p><b>CREATIVE ARTS</b></p>	<p><b>Warming up:</b></p>	<ul style="list-style-type: none"> <li>Warming up the body: e.g. leading with the nose, elbow, and knee.</li> </ul>	<ul style="list-style-type: none"> <li>Warming up the body: curling and stretching the spine sitting on the floor, curling into a tight ball, unfolding lengthening the spine, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Warming up body: combine body parts and isolations e.g. make circles with wrists and hips simultaneously</li> <li>Warming up voice: focus on expressiveness and involvement in poetry, rhymes and creative drama games.</li> </ul>	<p>NB. Creative arts activities are to be completed throughout the term.</p>
	<p><b>Dance:</b></p>	<ul style="list-style-type: none"> <li>Combining and non- Locomotor movements such as run-run-turn, run-forward-shrink-stretch-up</li> <li>Integrating with Maths, Languages such as number songs and rhymes, making letter shapes through movement</li> <li>Clapping rhythms in three or four time. Moving to music in three or four time ending</li> </ul>	<ul style="list-style-type: none"> <li>Running, sliding the feet on the floor and running leaping on their own and with a partner</li> <li>Turning, falling, stamping, kicking on their own and with a partner</li> <li>Landing softly through the feet (toe-ball-heel, bending knees) while hopping, skipping, jumping and leaping, etc.</li> <li>Exploring the movement characteristics of the puppet such as: 'the hungry lion crawling and creeping about to catch the Mouse', etc.</li> </ul>	<ul style="list-style-type: none"> <li>Running combined with spinning movements</li> <li>Linking movements in short movement sentences and remembering them</li> <li>Create a movement sentence in small groups and use it to make patterns</li> </ul>	

			<ul style="list-style-type: none"> <li>• Dramatising a make-believe situation based on a South African poem, song or story guided by teacher.</li> <li>• Mime actions showing emotion using visualisation such as eating my favourite food, opening a gift.</li> </ul>	<ul style="list-style-type: none"> <li>• Simple mime; imitating everyday activities focusing on weight and shape, such as picking up a 'heavy rock' or a 'light Feather', etc.</li> <li>• Creating a simple puppet using waste material: sock puppets, finger puppets.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom dramas: illustrate different characters through vocal and physical characterisation e.g. moving and speaking, as the mother, the grandfather, the doctor, etc.</li> <li>• Poetry performances in groups e.g. choral verse combined with movement and gestures</li> </ul>	
		<ul style="list-style-type: none"> <li>• Listening skills through music games using different tempo, pitch, dynamics, duration</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to music and identifying moods such as 'sad', 'happy', 'calm' and 'excited'</li> <li>• Create sounds and rhythms specific to the mood or character of the puppet by using voice, instruments or found objects</li> </ul>	<ul style="list-style-type: none"> <li>• Compose cyclic rhythm patterns based on South African music. Focus on appropriate tempo /dynamic choices</li> <li>• Body percussion and/or percussion instruments to accompany South African music (recorded or live), focusing on cyclic (circular) rhythm patterns</li> </ul>		
		<p><b>Resources:</b> musical instruments, including found and made,</p>	<p><b>Resources:</b> audio and audiovisual equipment with a range of suitable music, variety of props</p>	<p><b>Resources:</b> audio and audiovisual equipment with a range of suitable music, variety of props</p>		

			variety of props e.g. materials, balls, different sized and shaped objects, old clothes	e.g. materials, balls, different sized and shaped objects, old clothes	e.g. materials, balls, different sized and shaped objects, old clothes	
			Assessment: - Movements while singing a greeting song e.g. "Good morning, good morning How are you"	Assessment: - Do locomotor movement when being stung by a bee, bit by a snake barked at by the dog.	Assessment: - Engage in a dialogue with a partner on the life of an animal that stays in the house and the one that lives in a kraal  Write a script of a short story about animals that help us and act it out in groups.	
			- Dancing in different movements e.g. an action songs like "If you happy and you know it clap your hands"	Make music imitating animal sounds, such as "buzz like a bee", "bark like a dog", "meow like a cat"		
			- Miming actions showing "manners when greeting and asking and saying thank you"	Dramatize a story about two animals e.g. cat and a mouse chase		



<p><b>Resources</b></p>	<p>Wax crayons, papers, oil pastels, chalk, play dough, paints and brushes, beads and strings for threading charcoal, sand, glue, seeds, card board boxes scissors, coat hangers, pencils.</p>			
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>- Draw, colour and cut out pictures of animals to make a mobile using coat hangers and strings</li> <li>- Moulding of different kinds of animals using play dough.</li> </ul>	<ul style="list-style-type: none"> <li>- Make a poster of animals that carry their homes by cutting out pictures from old magazines and pasting them on a chart/old calendar</li> <li>- Create a dog kennel, nest for birds using recyclable material, e.g. boxes, grass, feathers and sticks.</li> </ul>	<ul style="list-style-type: none"> <li>- Make a poster by cutting and pasting pictures of products from animals that help us, like from sheep (jerseys, coat), cow (bags, shoes, skirts, jackets, etc.) bees ( honey) chicken( eggs</li> <li>- Make a paper Mache and create a bird then paste feathers on it...</li> </ul>	<p>Adapt activities For disabled learners. Teachers must always be present with the learners during physical education periods.</p> <p>NB. Physical education activities are to be completed throughout the term.</p>
<p><b>Physical education</b></p>	<ul style="list-style-type: none"> <li>• Move - jump, run, climb and crawl</li> <li>• Walk backwards on heels; walk backwards on toes</li> </ul>	<p>Obstacle course with bean bag on hand/shoulder/foot/hand</p> <ul style="list-style-type: none"> <li>• Follow instructions to move slow and fast</li> </ul>	<ul style="list-style-type: none"> <li>• Movements like twist, turn, bend, curl, combined and coordinated in pairs</li> <li>• Leaping: simulating actions - kangaroo, springbuck, rabbit, etc.</li> </ul>	<p><b>Perceptual motor</b></p> <ul style="list-style-type: none"> <li>• Kick a moving ball and change direction, to a target or a partner</li> <li>• Throwing balls to targets</li> </ul>
<p><b>Perceptual motor</b></p> <ul style="list-style-type: none"> <li>• Learners help to set up an obstacle course</li> </ul>	<p><b>Perceptual motor</b></p> <ul style="list-style-type: none"> <li>• Free play and time to experiment with different animals</li> <li>• Perception games</li> </ul>	<p><b>Perceptual motor</b></p> <ul style="list-style-type: none"> <li>• Kick a moving ball and change direction, to a target or a partner</li> <li>• Throwing balls to targets</li> </ul>	<p><b>Perceptual motor</b></p> <ul style="list-style-type: none"> <li>• Kick a moving ball and change direction, to a target or a partner</li> <li>• Throwing balls to targets</li> </ul>	<p><b>Perceptual motor</b></p> <ul style="list-style-type: none"> <li>• Kick a moving ball and change direction, to a target or a partner</li> <li>• Throwing balls to targets</li> </ul>

			and move through the obstacle course safely - climbing on, climbing over, crawling, hanging onto bars and balancing	following a pattern - placing items in the correct order, i.e. running and place markers on predetermined places, using the correct order • Catching and throwing a tennis ball	and between partners with one and two hands, high and far	
		<b>Rhythm</b> • Rope skipping, alone, in groups of three, two swing and the other jumps, rotate roles	<b>Rhythm</b> • Layout swing on a jungle gym using over-grasp			
		<b>Co-ordination</b> • Hand-eye co-ordination - throw a tennis ball in the air and catch it, bounce it on the ground; pass it to a partner • Jumping over a swinging stocking ball	<b>Co-ordination</b> • Circle formation and anti-clock wise • Using over grasp, arm travelling on jungle gym running clock wise		<b>Co-ordination</b> • Volleyball activities: hand-eye co-ordination, serve, dig and set actions • Partner activities such as straddle vault over the bent back of a partner	
		<b>Balance</b> • Balance on	<b>Balance</b> • Balancing on one	<b>Balance</b> • Balancing on one	<b>Balance</b> • Stand and walk on tiptoe	

		motor car tyres, laid flat on the ground or standing up, taking turns and showing good manners while sharing fun	leg <ul style="list-style-type: none"> <li>Balancing moves along ropes, planks, balancing beams (balance on one leg; arms horizontal)</li> <li>“Horse and cart”</li> <li>Hula hoop swings with arm, hips and neck</li> </ul>	and heel <ul style="list-style-type: none"> <li>Crawling on hand and knees like animals</li> <li>Balance walking forward and backwards like animals</li> </ul>	
		<b>Sports and games</b> <ul style="list-style-type: none"> <li>Play “Hide-and-Seek”</li> <li>Buck and hunters</li> </ul>	<b>Sports and games</b> <ul style="list-style-type: none"> <li>Divide learners into teams and compete in relay races - explain rules and how this works</li> <li>Traditional games of the learner’s own choosing</li> </ul>	<b>Sports and Games</b> <ul style="list-style-type: none"> <li>Mini-soccer</li> <li>Volleyball</li> <li>Cat-and-mouse</li> </ul>	
		<b>Spatial orientation</b> <ul style="list-style-type: none"> <li>Crawl through hula hoops that have been set up in a line</li> </ul>	<b>Spatial orientation</b> <ul style="list-style-type: none"> <li>Introduce forward and backward rolls - explain safety</li> <li>“Wolf and Sheep” using the optimal play area</li> <li>Crawl through a “tunnel”, i.e. the hula hoops.</li> </ul>	<b>Spatial orientation</b> <ul style="list-style-type: none"> <li>Obstacle course that includes activities for crawling, jump and land from a certain height, agility, speed, etc.</li> <li>Games such as “one against three”</li> <li>Partner tag; catch your partner’s tail.</li> </ul>	
		<b>Laterality</b> <ul style="list-style-type: none"> <li>Hop-sotch jump with non-dominant leg</li> <li>Running and</li> </ul>	<b>Laterality</b> <ul style="list-style-type: none"> <li>In circle formation throw a ball clockwise... anti-clockwise</li> <li>Lateral trunk</li> </ul>	<b>Laterality</b> <ul style="list-style-type: none"> <li>Partner activities: pulling and pushing movements L/R</li> <li>See-saw</li> </ul>	

		swinging a rope/ sash / ribbon using the non-dominant hand	movements such as throw a ball sideways L/R like in rugby		
<b>Resources</b>	Soccer balls and goal posts, hula hoops Obstacle course equipment; bean bags; balls of various kind				
<b>Assessment</b>		<ul style="list-style-type: none"> <li>- Play hop-scotch taking turns and being patient with each other.</li> <li>- Do balancing using bean bags on the head, shoulder, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate Locomotor game movement, hoop activities, skipping activities</li> <li>- Co-ordination movements</li> <li>- Balancing activities</li> <li>- Ability to play different games</li> </ul>	<ul style="list-style-type: none"> <li>- Movement of a farmer cutting trees using a saw</li> <li>- An action of picking fruits from the trees and putting them in the basket, while moving from tree to tree</li> <li>- In partners learners perform an action of sieving sorghum in an olden way</li> </ul>	



# LESSON PLANS: TERM 4

**MULTI-GRADE TEACHING: LIFE SKILLS LESSON PLAN**  
**TERM 4 Week 7-9**

Time allocation	Whole Class Activity	GRADE 1	GRADE 2	GRADE 3	NOTES TO THE TEACHER <i>Include at least one/two Life Skills study areas everyday on the time table.</i>
<b>BEGINNING KNOWLEDGE PERSONAL AND SOCIAL WELLBEING</b>	<b>Topic: Water</b>	<p><b>2hrs</b> <b>4x30min</b></p> <p><b>Topic: Uses of water</b></p> <ul style="list-style-type: none"> <li>At home e.g. washing their bodies, dishes, washing their clothes etc.</li> <li>At school e.g. flushing the toilet, drinking, watering plants</li> <li>Ways water is wasted</li> <li>At home e.g. bathing in a bath, washing a car or watering a garden with a hosepipe.</li> </ul>	<p><b>2hrs</b> <b>4x30min</b></p> <p><b>Topic Transport</b></p> <ul style="list-style-type: none"> <li>What is transport?</li> <li>Road transport</li> <li>Rail transport</li> </ul>	<p><b>3hrs</b> <b>8x45min</b></p> <p><b>Topic: Pollution</b></p> <ul style="list-style-type: none"> <li>What is pollution?</li> <li>Different types of pollution e.g. water, land, air and noise</li> <li>Causes of pollution</li> <li>Water e.g. sea pollution by people, boats, industries etc.</li> <li>Air e.g. Perfumes, smoke from industries, cars, trucks, aerosol sprays, cigarettes etc.</li> </ul>	<p>Time allocation: grade 1 &amp; 3 is 2 hrs and Grade 3 is 3hrs per week: Introduce the whole class activity to the whole class</p> <ul style="list-style-type: none"> <li>Display posters of uses of water, water pollution, how water is wasted and clean water and unclean water</li> <li>Survey and clean the environment also invite EPWP people to assist the learners</li> <li>Excursion tour</li> </ul>

		<ul style="list-style-type: none"> <li>At school e.g. living water flowing from the tap, watering plants, pouring each</li> <li>Ways of saving water</li> </ul>		<ul style="list-style-type: none"> <li>Land e.g. littering, dumping, spilling oils by big and small industries and ship</li> <li>Ozone layer</li> </ul>	<p>to dams reservoirs etc (always accompanied by adults)</p> <ul style="list-style-type: none"> <li>Whole class activity: Focus on common topics.</li> <li>Use Life Skills topics as context for Home Language and FAL( Listening and Speaking, Shared Writing activities)</li> <li>Use theme topics for whole class shared writing</li> <li>Plan independent activities(Work book etc.) for grade groups who are</li> </ul>
<b>ASSESSMENT</b>	<b>WEEK 1</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	
		Observation, Oral and Written work	Observation, Oral and Written work	Observation, Oral and	

	<b>RESOURCES</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	
		<p>Assess whether the learner can:</p> <ul style="list-style-type: none"> <li>Identify the uses of water at home and school (worksheet)</li> <li>How water is wasted using a “true or false” activity</li> <li>Be able to discuss how clean water is stored</li> </ul>	<p>Assess whether the learner can be able to:</p> <ul style="list-style-type: none"> <li>To explain what transport is</li> <li>Are learners able to identify road and rail transport using a poster?</li> <li>Draw a motor-car, bus, aeroplane</li> </ul>	<p><b>Written work</b></p> <p>Assess whether the learner can:</p> <ul style="list-style-type: none"> <li>Be able to explain what pollution is</li> <li>Identify different ways to prevent pollution</li> <li>Be able to give different types of pollution and causes thereof e.g. air, water, land and noise (worksheet).</li> <li>Be able to mention things that affect the Ozone layer and how to prevent further damage</li> </ul>	



Performing Arts(Dance, Music and Drama)	WEEK 1	GRADE 1	<ul style="list-style-type: none"> <li>Be to explain how to purify water</li> <li>Be able to draw places where water is stored</li> </ul>	transport <ul style="list-style-type: none"> <li>Write a few sentences of different kinds of transport</li> </ul>	using a worksheet <ul style="list-style-type: none"> <li>Be able to list things that pollute our Ozone layer</li> </ul>	NOTES TO THE TEACHER	
		GRADE 2	<b>Music</b> <ul style="list-style-type: none"> <li>warm up body using different levels such as high, picking an apple</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>warm up body using different levels such as high, picking an apple</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>-warm up body using different levels such as high, picking an apple</li> <li>-warm body up the body using zig zag</li> </ul>		Warming up activities focusing on lengthening & curling
		GRADE 3	<b>Music</b> <ul style="list-style-type: none"> <li>warm up body using different levels such as high, picking an apple</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>warm up body using different levels such as high, picking an apple</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>-warm up body using different levels such as high, picking an apple</li> <li>-warm body up the body using zig zag</li> </ul>		Listening to SA music focus on timbre contribute to unique sound
		<b>Music</b> <ul style="list-style-type: none"> <li>warm up body using different levels such as high, picking an apple</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>warm up body using different levels such as high, picking an apple</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>warm up body using different levels such as high, picking an apple</li> </ul>	*Identify how dynamics, pitch, timbre & combine to tell a story such as.....		
			<b>Music</b> <ul style="list-style-type: none"> <li>warm up body using different levels such as high, picking an apple</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>warm up body using different levels such as high, picking an apple</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>warm up body using different levels such as high, picking an apple</li> </ul>	*Listening to music describing how it makes you feel using words such as happy, sad etc	

			Cooling down the body and relaxation: feel like a feather and float through the sky, etc	Cooling down the body and relaxation: moving to slow soothing music	Cooling down : lie on back tightening/contracting all muscles, make tight fists, clench shoulders, then release all the muscles making body heavy on the floor	
		Warm up voice using songs & rhymes focusing on high & low notes, fast, slow tempo	Warm up voice using songs & rhymes focusing on high & low notes, fast, slow tempo	Warm up voice using songs & rhymes focusing on high & low notes, fast, slow tempo	Warm up voice using songs & rhymes focusing on high & low notes, fast, slow tempo	
		Make drawings & paintings relevant to the terms topic	Make drawings & paintings relevant to the terms topic	Make paintings relevant to the terms topic, discuss colour, tone texture	Drawing & painting exploring a variety of media	
<b>RESOURCES</b> : Teach technique of papier mache, create objects of pasting, cutting, tearing, smoothing Radio, cassettes, or CD, signs depicting low, high, fast and slow tempo						
<b>ASSESSMENT</b>						
			Listening to music describing how it makes you feel using words such as happy, sad etc	Identify how dynamics, pitch, timbre & combine to tell a story such as.....	Grade 3 Listening to SA music focus on timbre contribute to unique sound	<b>NOTES TO THE TEACHER</b>

		<p>Assess whether the learner can:</p> <ul style="list-style-type: none"> <li>• Be able describe the feelings when listening to the music through dramatisation</li> <li>• Listen to different sounds made by water swaying to the sound</li> </ul>	<p>Assess whether the learner can:</p> <ul style="list-style-type: none"> <li>• Learners tell a story in a group using their voices (high, low ) and to imitate different sounds and characters in the story</li> <li>• (The stories should be based on any mode of transport.)</li> </ul>	<p>Assess whether the learner can:</p> <ul style="list-style-type: none"> <li>• Be able to identify different sounds in the SA music e.g “Stimela saseZola” music by Mzwakhe Mbuli, Tsepo Thsula etc</li> </ul>	<p>Educator to have different stories on poems, songs on transport</p>
<b>Performing</b>	<b>WEEK 2</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	

<p><b>Arts(Dance, Music and Drama)</b></p>		<p>Classroom performance incorporating a South African/ poem story, dramatisation</p>	<p>Developing a puppet performance by focusing on a conversation between puppets</p>	<p>Create a mood: use verbal dynamics, expressive sounds and movement, use poem, picture or song</p>	
	<p><b>Assessment</b></p>	<p>Learners are able to:</p> <ul style="list-style-type: none"> <li>• Dramatise a story based on water (any traditional story etc</li> </ul>	<p>Learners are able to:</p> <ul style="list-style-type: none"> <li>• perform a puppet show on rail and road transport arguing who is the fastest</li> </ul>	<p>Learners are able to:</p> <ul style="list-style-type: none"> <li>• Create a short poem and demonstration it creating a mood of dangers of pollution and taking care of our land protecting our land</li> </ul>	
<p>Cooling down exercises</p>					
<p><b>VISUAL ARTS</b></p>	<p><b>WEEK 1</b></p>	<p><b>GRADE 1</b></p>	<p><b>Grade 2</b></p>	<p><b>GRADE 3</b></p>	

			<p><b>Create in 2 D &amp; 3D</b></p> <p>Make drawings or paintings relevant to terms topic focus on body in action, line, shape and colour e.g. I am watering the garden, Collage uses of water</p>	<p><b>Create in 2 D &amp; 3D</b></p> <p>Make paintings relevant to terms topics discuss colour tone texture, contrast, and shape. Draw a picture of train, bicycle, bus, ship, aeroplane make models</p>	<p><b>Create in 2 D &amp; 3D</b></p> <p>Make a collage of water pollution, air etc</p> <p><b>VISUAL LITERACY</b></p> <p>Art elements identify and name all art elements</p> <p>Create drawing and painting exploring a variety of media</p>	<p><b>Time Allocation:</b></p> <ul style="list-style-type: none"> <li>- 1 hour per week for all grades</li> <li>- Do 2 D and 3 D activities in the lesson</li> <li>- Use recyclable materials</li> </ul> <p>Paint and art resources</p>
<b>ASSESSMEN</b>	<b>WEEK 1</b>	<b>GRADE 1</b>	<p>Learners are able to:</p> <ul style="list-style-type: none"> <li>• To make a collage of different uses of water at home and at school</li> <li>• To draw how water is saved</li> <li>• Use space correctly</li> <li>• Manipulate a crayon and position paper correctly</li> </ul>	<b>Grade 2</b>	<b>GRADE 3</b>	
			<p>Learners are able to:</p> <ul style="list-style-type: none"> <li>• Trace geometric shapes and create transport using them</li> <li>• To paint or draw rail or road transport</li> <li>• Use space correctly</li> <li>• Manipulate a crayon and position paper correctly</li> </ul>		<p>Learners are able to:</p> <ul style="list-style-type: none"> <li>• To make drawings of different types of pollution e.g. water, land, air and noise</li> <li>• Make collage of how air is polluted</li> <li>• Make a finger painting of affected Ozone layer</li> <li>• Use space correctly</li> <li>• Manipulate a crayon and position paper correctly</li> </ul>	

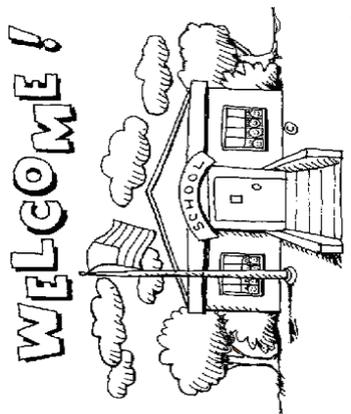
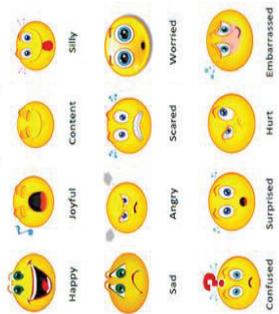
VISUAL ARTS	WEEK 2	GRADE 1	GRADE 2	GRADE 3	-
		<b>Create in 3D</b> Make Models of self in action in own environment using clay or play dough, encourage personal expression, appropriate use of materials and spatial awareness	Make clay models	Teach craft technique of paper mache, create objects by pasting, cutting, tearing, smoothing	Should be prepared before the lesson. Paint must stored in containers Encourage learners to wear old "T" shirt for painting lessons Display art work in the classroom and in school foyer
		Learners are able to: <ul style="list-style-type: none"> <li>• Make models of self drinking water</li> </ul>	Learners are able to: <ul style="list-style-type: none"> <li>• Make clay models of a donkey cart / air/ road and rail transport</li> </ul>	Learners are able to: Make models of aeroplane, train, bus, ship etc	To put expressions on their models and to use appropriate material
<b>Paint, paint brushes, crayons, paint containers, A3 sheets, old magazines, glue, water (paper mache), craft knife, scissors</b>					
PHYSICAL EDUCATION		GRADE 1	GRADE 2	GRADE 3	
		<b>Warming up activities(5 minutes)</b> <ul style="list-style-type: none"> <li>• Spatial Orientation                Playing games like catches                'Impuku nekati' /                "Peba peba tswaa hao"                catches i.e</li> </ul>	<b>Warming up activities(5 minutes)</b> <ul style="list-style-type: none"> <li>• Skipping around play area alone or with a partner</li> </ul>	<b>Warming up activities(5 minutes)</b> <ul style="list-style-type: none"> <li>• Obstacle course</li> </ul>	

		cats amongst the pigeons in a demarcated area			
<b>PHYSICAL EDUCATION</b>	<b>ASSESSMENT</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 1</b>
		Assess whether learners are listening to instructions to: <ul style="list-style-type: none"> <li>• showing enough energy for their age and are able to share resources</li> </ul>	Assess whether learners are: <ul style="list-style-type: none"> <li>• following instructions and are able to work with a partner using space effectively</li> </ul>	Assess whether learners are: <ul style="list-style-type: none"> <li>• They are able to follow instructions run around, crawl and climb on the obstacles</li> <li>• Show energy and enjoyment are they able to take turns</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Time Allocation:</b> 2 hours per week for all grades</li> <li>- Make different stations and allow learners to rotate in those stations</li> <li>- PE attire</li> </ul>

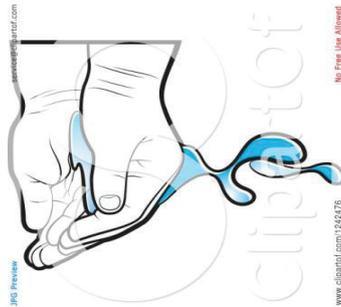


ASSESSMENT	WEEK 2	GRADE 1	GRADE 2	GRADE 3	TEACHERS NOTES
	-	<p>Assess whether learners are listening to instructions to:</p> <ul style="list-style-type: none"> <li>moving to the left and when whistle blows they change direction</li> </ul> <p>Using different sizes of balls</p> <ul style="list-style-type: none"> <li>concentrating on instructions given to them</li> </ul>	<p>Assess whether learners are able to listening to instructions to:</p> <ul style="list-style-type: none"> <li>do action that are shown in their flash cards changing cards randomly e.g. jump, sit, walk etc</li> </ul> <ul style="list-style-type: none"> <li>play musical chair</li> </ul>	<p>Assess whether learners are able to listening to instructions to:</p> <ul style="list-style-type: none"> <li>Do the statue games</li> </ul>	<p>Teacher should make circle games more interesting by saying those who are wearing a certain colour should bounce the ball to the other learner who is wearing the same colour</p> <p>Teacher to stop the learners on the motion and instruct them to freeze</p> <p>Encourage shy learners to take a lead taking turns to do that</p>

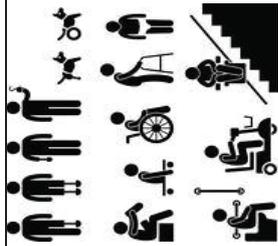
RESOURCE ANNEXURES

<p>GRADE1</p>  <p>ME</p>	<p>GRADE2</p>  <p>shutterstock · 132146468</p>	<p>GRADE3</p>
<p>AT SCHOOL</p> 	<p>KEEPING FOOD FRESH</p> 	<p>How are you feeling?</p>  <p>FEELINGS</p>
<p>HEALTH PROTECTION</p>  <p>© Can Stock Photo - csp103551180</p>		

**SAME AND DIFFERENT**

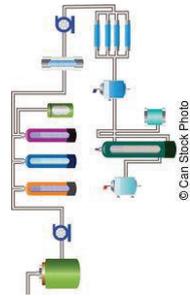


**WASHING HANDS IS HEALTHY**



**EVERYONE IS SPECIAL**

**WATER FILTER**



© Can Stock Photo



**HEALTH PROTECTION**



<p><b>HEALTHY AND UNHEALTHY FOOD</b></p> <p><b>SLEEPING ENOUGH IS HEALTHY</b></p>	<p><b>WHAT'S YOUR FAVORITE FRUIT?</b></p>	<p><b>SMOKING IS BAD</b></p>	
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LIFE SKILLS ASSESSMENT FRAMEWORK TERM 1

Life skills Study Areas	Skills	Content and	Form of assessment	Assessment items	weighting
	Grade1; Grade2; Grade3				
BK/PS	<p>Topics: Me, Myself and others, About me, At school, Everyone is special, Healthy habits and, Feeling, Keeping my body safe, Communication, How we lived long ago Posters and DBE Workbooks</p>	<p>Observation; oral, practical, written</p>	<ul style="list-style-type: none"> <li>• Me (Personal details name, address, telephone numbers and age)</li> <li>• School details (name of school, principal, teacher), classroom rules</li> <li>• Feelings – how do I express my feelings, to be aware of other people’s feelings</li> <li>• Healthy habits - personal hygiene, keeping clean hair teeth and nails</li> <li>• Sleeping early, drinking 8 glasses of water are healthy habits</li> <li>• Keeping my body safe-protect our bodies from illnesses(cover mouth when</li> </ul>	<p>High</p>	

<p><b>Performing Arts:</b> Dance Drama Music</p>	<p>Participate in loco motor movement, Safe environment Body awareness Participate in non - loco motor activities</p>	<p>Observation; oral, Practical and dramatizing, singing</p>	<ul style="list-style-type: none"> <li>• Everyone is special- people are the same and different, likes and dislike may differ, we need to care for people living with disabilities,</li> <li>• How people lived long ago- how they communicated, transport, change and continuity - comparing then and now</li> <li>• Communication, ways we communicate- speaking, writing, reading, listening</li> </ul>	<p>coughing), safe and unsafe places and situations- not walking alone</p>	<p><b>High</b></p>
<ul style="list-style-type: none"> <li>• Locomotor: Walking, skipping, running, backwards and forward bending knees, coordinating arms , reaching and gallop</li> </ul>					

	<p>Role play Improve and interpret music Creative games and skills</p>		<ul style="list-style-type: none"> <li>• Body awareness and exploring space(direction- below, above, behind using bodies and obstacles</li> <li>• Exploring shape and weight using action words and movement- crooked, narrow</li> <li>• Making short stories based on interesting object</li> <li>• Keeping a steady beat with changes in tempo whilst clapping/ moving in time to music</li> </ul>	
<p><b>Visual Arts</b></p>	<p>Handles art media properly Listens to and carries out instructions properly. Create in 2D, drawing, painting Create in 3D- Construction <b>I3D</b> Use recyclable boxes to construct. Use clay to decorate containers. Understands modelling techniques: Model clay modelling Identify art elements.</p>	<p>Observation; oral, Practical &amp; Drawing</p>	<ul style="list-style-type: none"> <li>• Draw pictures of self, using different media, paint own portrait adding features- eyes, ears, nose and mouth,</li> <li>• Paint pictures with others in action</li> </ul>	<p><b>High</b></p>
<p><b>Physical</b></p>	<p>Listens to and carries out</p>	<p>Observation; oral,</p>	<ul style="list-style-type: none"> <li>• Dogging and walking</li> </ul>	<p><b>High</b></p>

<p><b>education</b></p>	<p>instructions.  <b>Locomotor:</b> Play indigenous games e.g. upuca, diketozingendo. Playing three legged race  <b>Perceptual motor:</b> Walking. Basic skills of tennis ball game  <b>Rythm:</b> Rope skipping in groups of three, individual double take -off and individual double take-off.  <b>Balance</b></p>		<p>in different direction</p> <ul style="list-style-type: none"> <li>• Dogging games around skittles changing directions.</li> <li>• Different formation-circle, hopscotch, rope skipping,</li> <li>• Rolling, passing and throwing the ball</li> <li>• Ball game, jumping over ropes and rope skipping.</li> <li>• Jumping and hopping and finger play activities.</li> <li>• Skipping with and without skipping ropes, beat the drum and move various parts of the body.</li> <li>• Balancing on a rope, stretching arms sideways</li> </ul>
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**SECTION 3: WRITTEN WORK TERM 1**

**GRADE 1**

### QUESTION 1

Circle the letter with the correct answer to complete the given sentence:

1. Always \_\_\_\_\_ fruit and vegetables before eating them.

- A. kick
- B. wash
- C. keep

Teachers work at \_\_\_\_\_.

- A. home
- B. hospital
- C. school

1. We must always sleep \_\_\_\_\_

- A. early
- B. late
- C. in the morning

### QUESTION 2

Write True or False

1. Brush your teeth twice every day.

2. We must drink eight glasses of water every day.
3. Washing hands before eating is good.
4. It is cold when there is sun.
5. We sleep 8 hours a night.

### QUESTION 3

Complete the classroom rules using words in the box;

respect ; noise; papers

1. Do not make \_\_\_\_\_ in the classroom.
2. Throwing \_\_\_\_\_ on the floor is wrong.
3. We must always \_\_\_\_\_ each other.

### QUESTION 4

Fill in your personal details on the box below:

Name

<b>Surname</b>	
<b>Date of birth</b>	
<b>Gender</b>	

**GRADE 2 TERM 1****QUESTION 1****Circle the letter with the correct answer to complete the given sentence:**

1. Good friends are \_\_\_\_\_
  - A. helpful
  - B. bully
  - C. none of the above
2. Fruit and vegetables are \_\_\_\_\_
  - A. black
  - B. healthy
  - C. unhealthy
3. We cannot live without \_\_\_\_\_
  - A. Coca-cola
  - B. sweets
  - C. water
4. Guide dogs help \_\_\_\_\_
  - A. happy people
  - B. blind people
  - C. playing people

## QUESTION 2

### Write True or False

1. 24.11.1964 is the date of birth.
2. Boys are born in winter.

3. Girls are born in summer.
4. It is good to exercise regularly.

**QUESTION 3**

Sequence the steps of water purification below by numbering them (1,2,3,)

Wait for 24 hours	
Fetch 20 litres of water from the river	
Add one teaspoon of bleach	

**QUESTION 4**

Write a get well card to wish a special friend speedy recovery.




### GRADE 3 TERM 1

#### QUESTION 1

Circle the letter with the correct answer to complete the given sentence:

1. I \_\_\_\_\_ before I walked.
  - A. Jump
  - B. Run
  - C. Crawled
2. Olden days form of transport were \_\_\_\_\_.
  - A. helicopters
  - B. horses
  - C. aeroplanes
2. Do not throw \_\_\_\_\_ at each other.
  - A. Stones
  - B. Papers
  - C. Dogs
4. Long ago messages were sent using
  - A. cell phone
  - B. doves
  - C. television
5. We use the number \_\_\_\_\_ to report child abuse
  - A. 10111
  - B. 9011

C. 08256

### QUESTION 2

**Write True or False for the statements below**

1. Stories of how people lived long ago were told by elders.
2. When you are sad you cry.
3. Friends fight always.
4. When you are happy you smile.
5. Do not touch other people's blood.

### QUESTION 3

**Complete the following timeline using the dates.**

- My birthday \_\_\_\_\_
- Started Grade R. \_\_\_\_\_
- I lost my first tooth \_\_\_\_\_

Started Grade 1 \_\_\_\_\_

**QUESTION 4**

Fill in the spaces on the paragraph below with the correct answers provided in a box.

Lonely, Worried, Angry

When my mother left me with nobody, I felt so \_\_\_\_\_. I was \_\_\_\_\_ when there was a knock at the door. I got very \_\_\_\_\_ to see that it was my brother not my mother when I opened the door.

**QUESTION 5**

Compare communication in the olden days and in recent times by sorting from the list below horn, cell phone, horses, telephones, dove, television.

Olden days	Recent times

LIFE SKILLS ASSESSMENT FRAMEWORK TERM 2

Life skills Study Areas	Content and Skills <b>Grade1; Grade2; Grade3</b>	Form of assessment	Assessment items	Weighting
<b>BK/PS</b>	<p><b>Topics :</b> Pets, Animals, Insects, Safety at home, Road safety, Public safety, My body, What we need to live, Healthy eating, Food, Animals and creatures that live in water , Life cycles</p>	Observation; oral, practical written	<ul style="list-style-type: none"> <li>• Pets ( animals as our friends) description &amp; caring for them</li> <li>• Domestic and farm animals &amp;their importance and how we benefit from them</li> <li>• Types of insects, their good and bad</li> <li>• Safety at home, what they should be aware of , the do's and dont's at home</li> <li>• Know emergency numbers- police, ambulance, fire extinguishers</li> <li>• Parts of the body- knowing external and internal parts and their functions</li> <li>• Road safety, rules and signs and their importance- walking on the correct side of the road, not playing on the road</li> <li>• Public safety, what it means and how it affects them, dangers of electricity, signs that warns us of danger, riding trains and taxes correctly- not sticking your head outside the window of moving train</li> </ul>	<b>Very High</b>

			<p>/taxi</p> <ul style="list-style-type: none"> <li>Life cycle- Describing what a life cycle is of different animals- mammals, insect, amphibians, birds.</li> </ul>	
<p><b>Performing Arts:</b> <b>Dance</b> <b>Music</b> <b>Drama</b></p>	<p>Participate in loco motor movements, Participate in non - loco motor activities bending knees , reaching; coordinating arms and gallop;</p> <p><b>NB: Be mindful of warming up and cooling down exercises</b></p>	<p>Observation; oral,</p>	<ul style="list-style-type: none"> <li>Locomotor: walking, skipping, freeze games focusing on control eye focus and use of space,</li> <li>contrasting movements using verbal and sound, focusing on posture, axial movement and twisting</li> <li>Music: Focusing on articulation and vocal tone using rhymes, songs and creative games</li> <li>Drama: Role play, developing short sentences of dialogue, performing rhythmic patterns combined with locomotor movements and interpret, rehearse south African songs</li> <li>Dramatize, using an existing story based on appropriate topics to develop own endings</li> </ul>	<p><b>High</b></p>
<p><b>Visual Arts</b></p>	<p>Handles art media properly. Listens to and carries out</p>	<p>Observation; oral, practical</p>	<ul style="list-style-type: none"> <li>Create in 2D, finger paintings,</li> </ul>	<p><b>High</b></p>

	<p>instructions properly <b>2D</b> Draw yourselves using thick crayons. Paint pictures with others in action .Drawing and painting exploring a variety of media.</p> <p><b>13D</b> Use recyclable boxes to construct. Use clay to decorate containers. Understands modelling techniques: Model clay modelling</p> <p>Identify art elements.</p>	drawing,	<p>discuss color shape texture pattern and emphasis, discuss famous artworks identifying art elements and exploring a variety of media</p> <ul style="list-style-type: none"> <li>• Making drawings/paintings of self in action, discuss primary and secondary colors emphasizing position.</li> <li>• Design principles naming of contrast, proportion, emphasis and balance</li> <li>• Teach pattern and print making of found object</li> <li>• Creating in 3D, make models out of clay or play dough</li> <li>• Construct houses/shelters recycled materials-boxes, paper mache' and decorate using patterns</li> <li>• Name art elements emphasizing on patterns and surface decoration</li> <li>• Visual literacy, increase awareness of pattern and print making in Africa, beadwork and decorative ceramics</li> </ul>	
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<p><b>Physical education</b></p>	<p>Listens to and carries out instructions.</p> <p><b>Locomotor:</b> Playing dodging and walking games. Non-locomotor Play indigenous games e.g. upuca, diketo, izingendo. Playing three legged race <b>PERCEPTUAL MOTOR:</b> Rolling, passing and throwing the ball. Ball game, jumping over ropes and rope skipping. Walking. Basic skills of tennis ball game <b>RHYTHM:</b> Jumping and hopping and finger play activities. Skipping with and without skipping ropes, beat the drum and move various parts of the body. Rope skipping in groups of three, individual double take –off and individual double take-off.</p> <p>Coordination Balancing Sports and games</p> <p><b>NB: Be mindful of warming up and cooling down exercises</b></p>	<p>Observation; oral, Practical</p>	<ul style="list-style-type: none"> <li>• Playing dodging and walking games using senses, walk backwards and forwards on heels and toes, following instructions to move slow and fast, Playing three legged race</li> <li>• Rolling, passing and throwing the ball.</li> <li>• Obstacle course, finger play activities,</li> <li>• Jumping and hopping, hopscotch rope skipping, rhymes singing</li> <li>• Eye, hand foot coordination, dribbling and kicking ball, jumping over a swinging stalking ball, throwing and catching bean bags</li> <li>• Balance activities, a low level beam/ plank, balance on chairs</li> <li>• Ball games</li> </ul>	<p><b>High</b></p>
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**SECTION 3: WRITTEN WORK: GRADE 1 TERM 2**

### QUESTION 1

Circle the letter with the correct answer

1. An orange is \_\_\_\_\_ food.  
A. bad  
B. healthy  
C. unhealthy
2. Frozen food is kept in the \_\_\_\_\_  
A. box  
B. bag  
C. refrigerator
3. We get meat from \_\_\_\_\_  
A. animals  
B. trees  
C. gardens
4. Never leave opened tinned food \_\_\_\_\_

- A. on the floor
- B. opened on the shelf
- C. in the refrigerator

**QUESTION 2**

Are the following statements **TRUE** or **FALSE**?

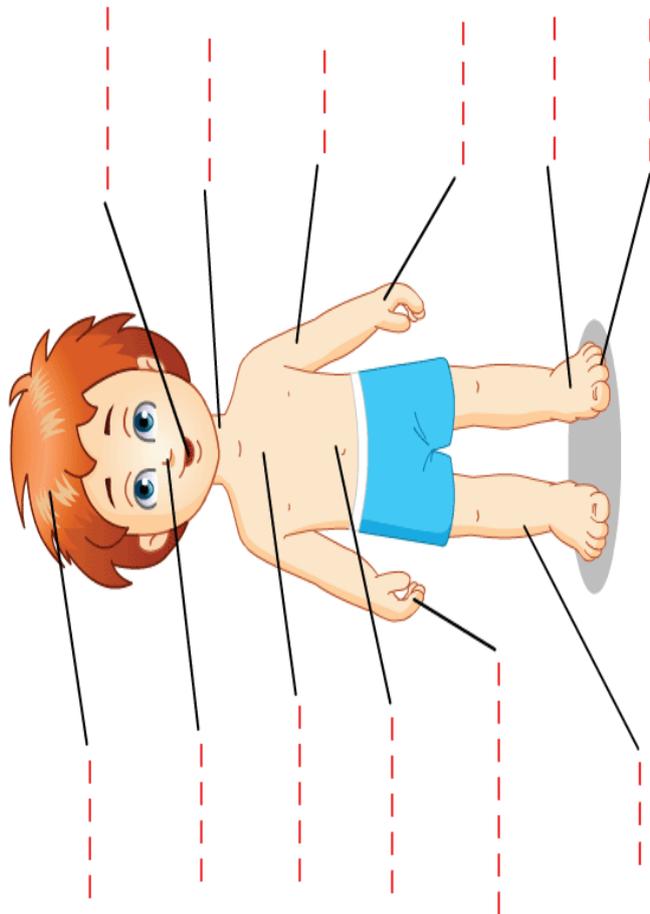
1. Keep medicines away from children.
2. It is right to play with the broken cord of electric wires.
3. Do not climb trees at home and at school.
4. Police telephone number, ambulance and fire fighters are emergency numbers.

**QUESTION 3**

Label parts of the body;

Label the different parts of our body using the words in the box.

- |      |       |       |         |      |      |
|------|-------|-------|---------|------|------|
| head | mouth | chest | fingers | arm  | foot |
| nose | neck  | tummy | leg     | hand | toes |



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QUESTION 4

Write two good sentences about your favourite pet (animal)

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**SECTION 3: WRITTEN WORK**

**GRADE 2 TERM 2**

**QUESTION 1**

Circle the letter with the correct answer;

1. Guide dogs help
  - A. clever people
  - B. lazy people
  - C. blind people
2. Hearing aids are used by people who cannot
  - A. jump
  - B. hear
  - C. sing
3. A traffic light is called a
  - A. robot
  - B. man
  - C. sister
4. Pedestrians walk on the \_\_\_\_\_ side of the road.
  - A. middle
  - B. far
  - C. right

#### Question 2

Say whether the following statements are true or false;

1. We all must care for people with disabilities.
2. You are a passenger in a bus.
3. Cyclists ride donkeys.

4. Road safety rules must be obeyed at all times.
5. You must run on the road.

Question 3

We need food, water, air and sunlight to live. Write one sentence on each

1. Food \_\_\_\_\_.
2. Water \_\_\_\_\_.
3. Air \_\_\_\_\_.
4. Sunlight \_\_\_\_\_.

Question 4

1. Draw, colour and label the robot.
2. Explain the meaning of the colours of the robot

Question 5

Sort the animals in the box below according to their water habitation

Crocodile, fish, frog crab, shark, dragonfly

Fresh water	Salt water

SECTION 3: WRITTEN WORK

GRADE 3 TERM 2

QUESTION 1

Circle the letter with the correct answer

1. An insect has \_\_\_\_\_ parts of the body.

- A. five
- B. three
- C. one

2. We get \_\_\_\_\_ from bees.

- A. milk
- B. sweets
- C. honey

3. \_\_\_\_\_ are troublesome.

- A. mosquitoes

B. birds

C. mouse

4. Flies carry \_\_\_\_\_.

A. gems

B. hats

C. bags

5. \_\_\_\_\_ are colourful.

A. flies

B. butterflies

C. mosquitos

## QUESTION 2

State whether the following statements are **TRUE** or **FALSE**

1. We can drink paraffin.
2. We put trash inside the dustbins.
3. Do not stick your head out of a window on a moving vehicle.
4. Construction sites must be clearly marked /secured.
5. Electricity is dangerous.

**QUESTION 3**

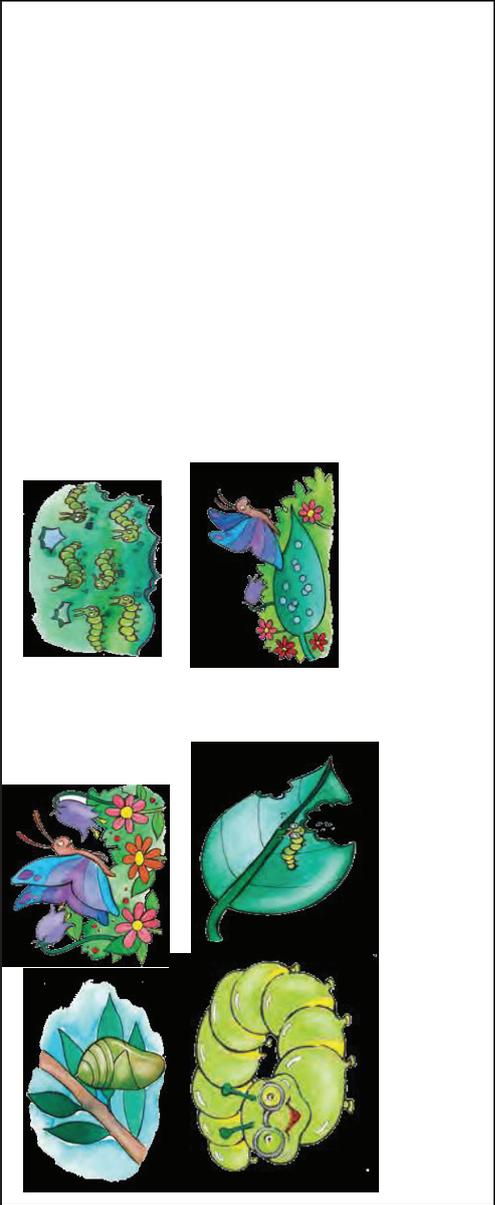
Choose two correct food types and write under each food group from the list below;

Meat, fruit, bread, cooking oil, rice, vegetables, cheese, margarine

Vitamins	Carbohydrates	Proteins	Fats

**QUESTION 4**

Label the stages of the life cycle of a butterfly. Use numbers 1-6



Life skills Study Areas	Content and Skills Grade1; Grade2; Grade3	Form of assessment	Assessment items	weighting
BK/PS	<p>Topics: Manners and responsibilities, Animal homes, Animals and creatures that helps us, Plants and seeds, Soil, Products and processes ,Weather, Seasons, Disaster and what we should do, My family , People who help us, Keeping my body safe</p>	Observation; oral, practical written	<ul style="list-style-type: none"> <li>• Weather-description (hot, cold, windy, cloudy, sunny, misty, rainy) daily weather chart, symbols to describe weather conditions, weather and us-clothes , food, etc</li> <li>• Four seasons, how they affect us, animals and plants</li> <li>• Types of disasters- floods, fire, lightning, storms and strong winds</li> <li>• Manners and responsibilities,</li> </ul>	Very High

<p>Performing Arts Dance</p>	<p>N.B. Remember to do all warming up and cooling down exercises. Locomotor non- locomotor</p>	<p>Observation; oral, practical,</p>	<p>Locomotor non- locomotor movements Exploring beginnings, middles and endings of</p>	<p>High</p>
			<p>greeting, listening to others, showing kindness, being honest, respecting others.</p> <ul style="list-style-type: none"> <li>Animals and creatures that help us: bees-honey, chicken-eggs, cows-milk, dogs-guide blind people.</li> <li>Animals- that make their own homes e.g birds, bees that find their homes- baboons, snakes, that carry their homes-snails and tortoises</li> </ul>	

<p>Music</p>	<p>movements</p> <p>Axial movement</p> <p>Exploring beginnings, middles and endings of songs</p> <p>Landing softly through the feet (toe-ball-heel, bending knees)</p> <p>Warming up voice: focus on expressiveness and involvement in poetry ,creative drama games</p> <p>Observation and concentration skills</p> <p>Body percussion, instruments to accompany South African music</p> <p>Role play</p> <p>Developing short sentences of dialogue.</p> <p>Singing songs using contrast: fast-slow, soft-loud</p> <p>Creating a simple puppet using waste</p> <p>Classroom dramas : illustrate different characters through vocal and physical characterisation</p>	<p>songs</p> <p>Landing softly through the feet (toe-ball-heel, bending knees)</p> <p>Focus on expressiveness and involvement in poetry creative drama games</p> <p>Body percussion, instruments to accompany South African music</p> <p>Role play</p> <p>Singing songs using contrast: fast-slow, soft-loud</p> <p>Creating a simple puppet using waste materials.</p> <p>Classroom dramas : illustrate different characters through vocal and physical characterisation</p>	
<p>Drama</p>			

Visual Arts	<p><b>CREATE 2D</b></p> <p>Finger/brush painting: discuss mixing of primary colours to achieve secondary colours, warm and cool colours</p> <p>Discuss famous artworks of natural world. Make paintings of fantasy plants and flowers</p> <p>Explore variety of media : interpretation of patterns</p> <p>Design principles;</p> <p>Contrast, proportion, balance</p> <p><b>CREATE 3D</b></p> <p>Use recyclable boxes and paper mache' to construct-to make useful objects.</p> <p>Craft from recyclable material</p>	Observation; oral, practical	<p><b>Create in 2D</b></p> <p>Mixing of primary colours to achieve secondary colours, warm and cool colours</p> <p>Make paintings of fantasy plants and flowers</p> <p><b>Create in 3D(Constructing)</b></p> <p>Use recyclable boxes and paper mache' to construct-make useful objects.</p> <p>Craft from recyclable material</p>	High
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	<p>Art elements</p> <p>Emphasis on pattern and surface decoration</p> <p>Visual Literacy</p> <p>Increase awareness and print making in Africa e.g. Ndebele painting ,beadwork and decorative ceramics</p>			
<p><b>Physical education</b></p>	<p>Listens to and carries out instructions.</p> <p>LOCOMOTOR: Hopping over a distance carrying something. Jumping while standing , double take –off, single take-off</p> <p>Free play and time to experiment with different ways of using a bean bag</p> <p>PERCEPTUAL MOTOR:</p> <p>Kick a moving ball and change direction to a targeted partner</p> <p>Perception games, following a pattern placing items in a correct order</p> <p>RYTHM: Rope skipping in groups of three, individual double take –</p>	<p>Observation; Oral, Practical work</p>		<p><b>High</b></p>

	<p>off and individual double take-off, advanced movement such as crossover.</p> <p>Layout swing on a jungle gym using over grasp.</p> <p>Gymnastic movement such as forward roll and backward roll hand springing cartwheel</p> <p>Co-ordination –volleyball activities: hand –eye coordination, serve, dig, and set actions</p> <p>Circle formation running clockwise and anti-clockwise,</p> <p>Balance: Stand and walk on tiptoe and heels</p> <p>Balancing on one leg</p> <p>Spatial orientation: use of space for crawling, jump and land from a certain height</p> <p>Crawling through apparatus- tyres</p> <p>Laterality: pulling and pushing movements</p> <p>In circle formation throw a ball clockwise and anti-clockwise.</p>			
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	Sports and games: mini soccer, relay races, traditional games, volleyball cat and mouse.			
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**GRADE 1 TERM 3****QUESTION 1**

Circle the letter with the correct answer from options given below:

1. Plants give us  
A. glasses  
B. food

C. cell phones

2. In order to grow plants need

A. sweets

B. juice

C. water

3. We use cotton wool to grow

A. bean seed

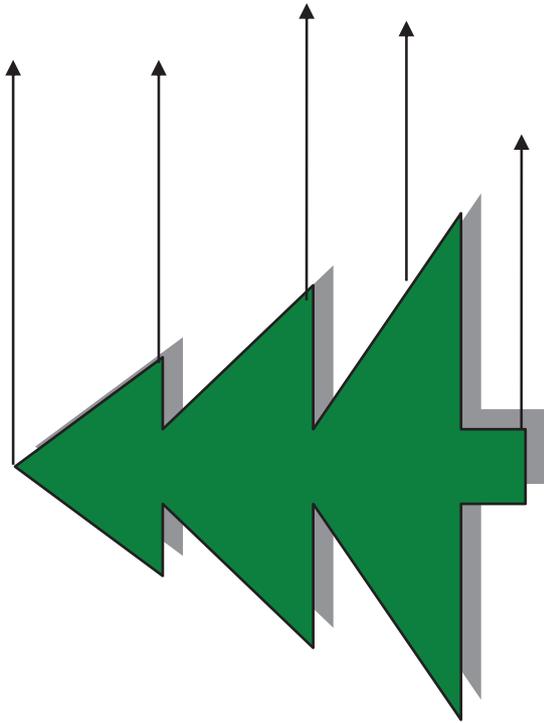
B. apple seed

C. banana seed

### QUESTION 2

Use words in a box to label the family tree

Mother; father; brother; sister; me



**QUESTION 3**

Read the rhyme about manners. Underline good manners using blue crayons and bad manners using red crayons.

Manners

Thank you

Arguing

Please

Share toys

Interrupt others

Fighting

**QUESTION 4**

Write two good sentences about the weather.

**GRADE 2 TERM 3**

**QUESTION 1**

Circle the letter with the correct answer.

1. Soil is very important for growing

A. plants

B. cooking

C. drinking

2. Soil is a home to animals like

A. dogs

B. earthworms

C. dinosaur

3. It is good and healthy to have a little garden to plant

A. meat

- B. bread
- C. vegetables

### QUESTION 2

Say whether the statements below are **TRUE** or **FALSE**

1. Colour and texture of the soil tells you which plant to grow.
2. Dinosaurs and crocodiles live in the soil.
3. Some animals like birds migrate in winter.
4. There are five seasons of the year.
5. Days are longer in summer.

### QUESTION 3

Seasons affect the way we dress, sort the clothes in the box below as in summer and winter.

jerseys; vests ; shorts; tracksuits

Summer clothes	Winter clothes

**QUESTION 4**

Fill in the sentences below with correct words from the brackets

1. Animals that carry their homes are \_\_\_\_\_ (snails, monkeys).
2. Animals that build their homes are \_\_\_\_\_ (dogs, birds).
3. \_\_\_\_\_ help us when we are sick at the clinic (Nurses, cup).
4. \_\_\_\_\_ **fight crime in the community (papers, Policemen).**

**LIFE SKILLS ASSESSMENT FRAMEWORK TERM 4**

Life skills	Content and Skills	Form of assessment	Assessment items	Weighting
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<b>Study Areas</b>	<b>Grade1; Grade2; Grade3</b>			
<b>BK/PS</b>	<p><b>Topics:</b>  Homes, our country, rights and responsibilities  Sky at night, life at night, space  Water, transport, pollution,  My community, recycling</p>	Observation; oral, practical written	<ul style="list-style-type: none"> <li>• Homes- types of homes and the material used to build them, my dream home.</li> <li>• Map of South Africa, provinces, tourism destinations in provinces</li> <li>• Rights and responsibilities- relationship between them</li> <li>• Sky at night- what do we see at night, the moon, stars.</li> <li>• Life at night- which animals are active at night-owl. people working night shift- police, nurses</li> <li>• Space- is there life, people who visited the space, planets</li> </ul>	<b>Very High</b>

			<ul style="list-style-type: none"> <li>• Water- uses, where do we get water, how do we purify water</li> <li>• Transport- types, importance of transport which is the fastest and slowest</li> <li>• My community – important places where we meet, where we get help and people who help us, chiefs, councilors and elders</li> <li>• Recycling- re-useable, reducing, recycling at school and at home, re-using water, tyres, papers, plastics and glass</li> </ul>	
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<p><b>Performing Arts</b></p>	<p><b>N.B. Remember to do all warming up and cooling down exercises.</b></p>	<p>Observation; oral, practical,</p>	<p><b>High</b></p>
<p><b>Dance</b></p>	<p>Locomotor non- locomotor movements</p>		<p>Locomotor non- locomotor movements</p>
<p><b>Music</b></p>	<p>Axial movement Exploring beginnings, middles and endings of songs Landing softly through the feet (toe-ball-heel, bending knees) Warming up voice: focus on expressiveness and involvement in poetry ,creative drama games Observation and concentration skills</p>		<p>Exploring beginnings, middles and endings of songs, clapping games Landing softly through the feet (toe-ball-heel, bending knees) focus on expressiveness and involvement in poetry ,creative drama games</p>
<p><b>Drama</b></p>	<p>Body percussion, instruments to accompany South African music Role play Developing short sentences of dialogue.  Singing songs using contrast: fast-slow, soft-loud Creating a simple puppet using waste Classroom dramas : illustrate</p>		<p>Body percussion, instruments to accompany South African music Singing songs to improve the ability to sing in tune and miming</p>
<p></p>	<p>Role play</p>		<p>Role play</p>
<p></p>	<p>Classroom performance incorporating a South African poem/ story</p>		<p>Classroom performance incorporating a South African poem/ story exploring gestures and boy</p>

<p><b>Visual Arts</b></p>	<p>different characters through vocal and physical characterization</p>		<p>language Creating a simple puppet using waste Classroom dramas : illustrate different characters through vocal and physical characterization</p>	
<p><b>Visual Arts</b></p>	<p><b>CREATE 2D</b> Finger/brush painting: discuss mixing of primary colors to achieve secondary colors, warm and cool colors Discuss famous artworks of natural world. Make paintings of fantasy plants and flowers Explore variety of media : interpretation of patterns Design principles; Contrast, proportion, balance <b>Create 3d</b> Use recyclable boxes and paper mache' to construct-to make useful objects. Craft from recyclable material Art elements Emphasis on pattern and</p>	<p>Observation; oral, practical,</p>	<p>Create in 2D Mixing of primary colours to achieve secondary colors, warm and cool colors Make paintings of fantasy plants and flowers <b>Create in 3D(Constructing)</b> Use recyclable boxes and paper mache' to construct-make useful objects. Craft from recyclable material <b>Visual Literacy</b> Observing and listening to painting language like</p>	<p><b>High</b></p>

	<p>surface decoration</p> <p><b>Visual Literacy</b></p> <p>Increase awareness and print making in Africa e.g. Ndebele painting ,beadwork and decorative ceramics</p>		<p>color, shapes, lines, texture( art elements and design principles) patterns done with beadwork</p>	
<p><b>Physical education</b></p>	<p>Listens to and carries out instructions.</p> <p><b>LOCOMOTOR:</b> Hopping over a distance carrying something. Jumping while standing , double take –off, single take-off</p> <p>Free play and time to experiment with different ways of using a bean bag</p> <p><b>PERCEPTUAL MOTOR:</b></p> <p>Kick a moving ball and change direction to a targeted partner</p> <p>Perception games, following a pattern placing items in a correct order</p> <p><b>RYTHM:</b> Rope skipping in groups of three, individual double take – off and individual double take-off,</p>	<p>Observation; oral, Practical</p>		<p><b>High</b></p>

	<p>advanced movement such as crossover.</p> <p>Layout swing on a jungle gym using over grasp.</p> <p>Gymnastic movement such as forward roll and backward roll hand springing cartwheel</p> <p>Co-ordination –volleyball activities: hand –eye coordination, serve, dig, and set actions</p> <p>Circle formation running clockwise and anti-clockwise,</p> <p>Balance: Stand and walk on tiptoe and heels</p> <p>Balancing on one leg</p> <p>Spatial orientation: use of space for crawling, jump and land from a certain height</p> <p>Crawling through apparatus- tyres</p> <p>Laterality: pulling and pushing movements</p> <p>In circle formation throw a ball clockwise and anti-clockwise.</p> <p>Sports and games: mini soccer, relay races, traditional games, volleyball cat and mouse.</p>		
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**TERM 4****GRADE 1****QUESTION 1**

Write a missing word to make the statement right using words in the box.

Water, suburbs, night, tin, windows

1. Shacks are built with \_\_\_\_\_.
2. We open \_\_\_\_\_ when it is hot.
3. Plastic houses are not found in \_\_\_\_\_.
4. Stars shine at \_\_\_\_\_.
5. We must save \_\_\_\_\_.

**QUESTION 2**

	<p>Cloth</p>
	<p>Bricks</p>
	<p>Sand</p>
	<p>Straw</p>

**QUESTION 3**

Complete the sentences from the pictures using the following words:

car, teeth, hands, toilet, pot plant, water



1. Brushing the.....



2. Watering the.....



3. Flushing the.....



4. Drinking.....



5. Washing.....

**QUESTION 4**

Name **four (4)** different types of homes

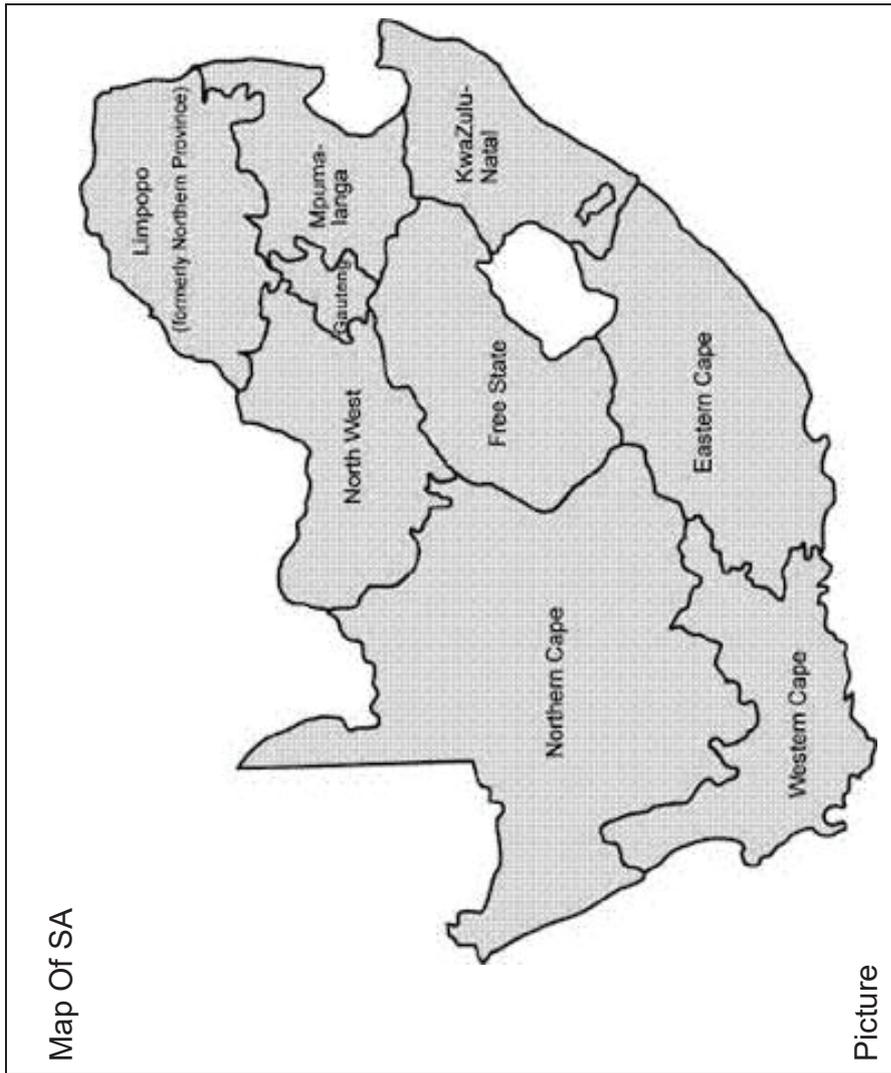
- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

**QUESTION 5**

Explain the difference between **day time** and **night time**.

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**TERM 4**  
**GRADE 2**  
**QUESTION 1**



Look at the map above and answer the following questions

1. What is the name of your province?

\_\_\_\_\_

2. Name **four** places of interest in your Province

\_\_\_\_\_

\_\_\_\_\_

3. Which **three** (3) provinces are closer to your own province?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

4. Name the largest city in your province. \_\_\_\_\_

5. Write the names of **two** (2) provinces you would like to visit.

a. \_\_\_\_\_

b. \_\_\_\_\_

6. Why would you like to visit these provinces? Mention (name) **two** reasons

\_\_\_\_\_

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**QUESTION 2**

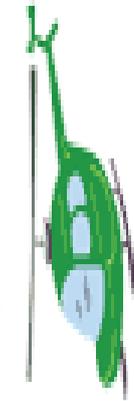
Look at the pictures of different types of transport.

Underneath the transport write which transport is it,



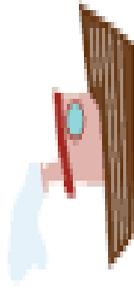
## Air, Water, or Land ?

Write the name of the mode of transport in the box below. Write the mode of transport in the box below. Write the mode of transport in the box below.

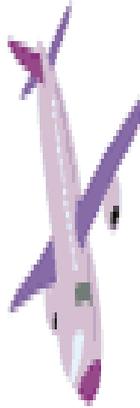














### QUESTION 3

Explain in one sentence what you know about the types of transport listed below.

1. Car \_\_\_\_\_.

2. Aeroplane \_\_\_\_\_
3. Ship \_\_\_\_\_
4. Bicycle \_\_\_\_\_
5. Boat \_\_\_\_\_

**TERM 4**

**GRADE 3**

**QUESTION 1**

State whether the following statements are **TRUE** or **FALSE**.

1. Mark Shuttleworth went into space in April 2002 \_\_\_\_\_
2. Neil Armstrong went to space on the 20 July 1969. \_\_\_\_\_
3. Yuri Gagarin was Russian who went to space in 1961. \_\_\_\_\_
4. European Christa McAuliffe went to space on the 28 January 1986. \_\_\_\_\_
5. Mandla Maseko is a South African who went to space in 2015. \_\_\_\_\_

### QUESTION 2

Match **right** to **responsibility**

RIGHT	RESPONSIBILITY
1. To education	Take your medicine
2. Get basic health	Play in safe areas
3. To safety	Study and work hard
4. To shelter	Keep your home clean and tidy



Mercury



Venus



Earth



Mars



Jupiter



Saturn



Uranus



Neptune



Pluto

### QUESTION 3

Look at the planets and answer questions that follow.

1. How many planets are in our galaxy? \_\_\_\_\_

2. Which is nearest to the sun? \_\_\_\_\_

3. Which is the biggest? \_\_\_\_\_

4. Which is the smallest? \_\_\_\_\_

5. Which is the furthest from the sun? \_\_\_\_\_

**QUESTION 4.**

The picture shows types of pollution and their effects.

Answer the questions below the picture



Types of pollution shown are:

1. \_\_\_\_\_ pollution causes \_\_\_\_\_.
2. \_\_\_\_\_ pollution causes \_\_\_\_\_.
3. \_\_\_\_\_ pollution causes \_\_\_\_\_.
4. \_\_\_\_\_ pollution causes \_\_\_\_\_.



