

Life skills Revised Annual Teaching Plans 2023/24

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DIE VERANDERING IN ONDERWYS
THE CHANGE IN EDUCATION



Life Skills

Presentation outline

1 hour webinar

The logo for SAOOU, featuring the letters S, A, O, U in blue and the letter O in yellow. The letters are bold and stylized, with a slight shadow effect. The background of the slide features a dark blue horizontal band and a white background with a cluster of white, 3D geometric shapes (polyhedrons) on the right side, creating a modern and abstract design.

- ☐ Purpose
- ☐ Curriculum
- ☐ What is Life skills? CAPS
- ☐ Amendments to the Content Overview for the Phase;
- ☐ Amendments to the Annual Teaching Plan & fine script (R ATP)
- ☐ Routine
- ☐ Integration
- ☐ Amendments School Based Assessment (SBA)
- ☐ Cognitive levels
- ☐ Classroom management
- ☐ Conclusion

PURPOSE

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Purpose

The purpose of the revised phase plan and revised annual national teaching plans is to:

- ensure that meaningful teaching proceeds during the revised school calendar.
- enable teachers to cover the essential core content in each phase within the available time.
- address assessment overload to recover time loss.

- To assist teachers with guided pacing and sequencing of curriculum content (core skills and knowledge) and assessment during each of the 4 terms via suggested mapping of content and assessment for 10 weeks.
- To assist teachers with the different forms of assessment. (oral, practical and written) ----- SBA Guidelines
- To ensure that learners are sufficiently prepared for the following years in terms of attaining the skills, knowledge, attitudes and values.

CURRICULUM

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Curriculum

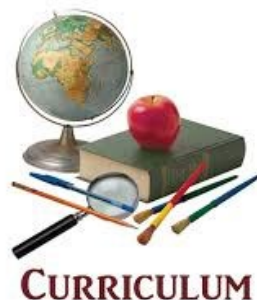
Retain core content in each grade i.e. content that will serve as the building block for the next grade/phase.

Process of review is preceded by a content mapping across grades and the phase.

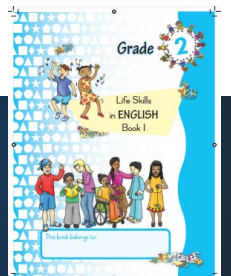
Remove content that is a duplication, irrelevant or does not support the core.

Process may also have involved re-organisation of the curriculum content.

Ensure coherence (quality) and progression of content within and across phases. This is paramount. (It means the interests of the child is important)



- It is essential that the content in each grade effectively prepares learners for the subsequent grades and is adequately (sufficient) supported by content in previous grades.
- Current prescribed textbooks and DBE workbooks (LTSM) should remain relevant and usable as a primary resource. The pages of the DBE books is also included in the R ATP
- Based on the nature of the subject, collaboration across phases (working together as a team) may be required, to ensure that there is coherence (consistency) and progression across phases. (Making everything smoothly)



- A light review process, not a curriculum redesign process. (The curriculum didn't change)
- Interim (temporary) measure (A period of time between the old Curriculum and the new)
- R-ATP)- not an end in itself.
- Intended to address weaknesses in the current R-ATP, not to create something entirely new.
- Remain in place until strengthened curriculum is **implemented (2025)**, and so changes made should be workable for 2023 - 2024

LIFE SKILLS – CAPS DOCUMENT

What is Life skills?



What is life skills?

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

In the *Curriculum and Assessment Policy Statement (CAPS)* the subject Life Skills in Foundation Phase (Grades R-3) has been organised into four study areas:

Beginning Knowledge,
Personal and Social Well-being,
Creative Arts and
Physical Education.

Life Skills has been organised in this way in order to ensure that the foundational skills, values and concepts of early childhood development and of the subjects offered in Grades 4 - 12 are taught and developed in Grades R-3.

Beginning Knowledge and Personal and Social Well-being are integrated in the topics.

Life Skills is a cross cutting subject that should support and strengthen the teaching of the other core Foundation Phase subjects namely Languages (home and First Additional) and Mathematics.

Specific Aims

The Life Skills subject is aimed at guiding and **preparing learners for life** and its possibilities, including equipping learners for *meaningful and successful living in a rapidly changing and transforming society*.

Through Life Skills learners are exposed to a **range of knowledge, skills and values that strengthen their:**

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

Explaining the life skills study areas

1. Beginning Knowledge and Personal and social Well-being

1. *Beginning Knowledge*

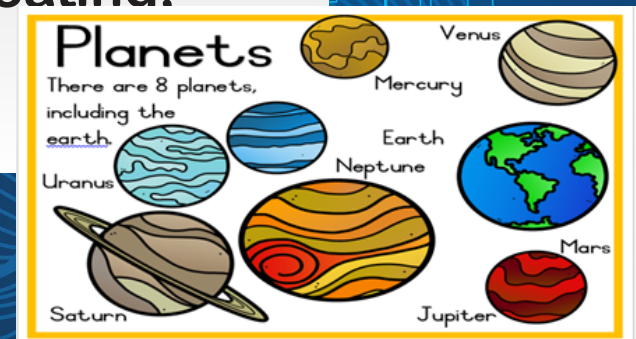
The content and concepts of Beginning Knowledge have been drawn from **Social Sciences (history and Geography); Natural Sciences and Technology**. The key concepts and skills relating to these disciplines in the curriculum at the Foundation Phase level are detailed below:

Social science concepts; conservation, cause and effect, place, adaptation, relationships and interdependence, diversity and individuality, and change;

Natural Science concepts; life and living, energy and change, matter and materials; planet earth and beyond;

Scientific process skills; the process of enquiry which involves observing, comparing, classifying, measuring, experimenting, and communicating;

Technological process skills; investigate, design, make, evaluate, communicate.



1.2 Personal and Social Well-being:

Personal and Social Well-being is an important study area for young learners because they are still learning how to look after themselves and keep themselves healthy.

This study area includes social health, emotional health, and relationships with other people and our environment, including values and attitudes.

The study area Personal and Social Well-being will help learners to make informed, morally responsible and accountable decisions about their health and the environment.

It addresses issues relating to nutrition, diseases (including HIV/AIDS), safety, violence, abuse and environmental health.

Learners will develop the skills to relate positively and make a contribution to family, community and society, while practising the values embedded in the Constitution.

Learners will learn to exercise their constitutional rights and responsibilities, to respect the rights of others and to show tolerance for cultural and religious diversity in order to contribute to a democratic society.

2. Creative arts

2.1 Creative Arts exposes learners to four art forms: dance, drama, music and the visual arts. The main purpose of Creative Arts is to develop learners as creative, imaginative individuals, with an appreciation of the arts.

It also provides basic knowledge and skills to be able to participate in creative activities.

Foundation Phase learners are inherently creative and play is their natural way of learning in the arts.

Learners should be guided to use their natural inclinations to use their imagination, manipulate and work with materials, move and make music and tell stories.

Learners should explore and develop their creative ideas based on their personal experiences, using their senses, emotions and observations.

The focus of the learning should be on the development of skills through enjoyable, experiential processes, rather than on working towards highly polished products in each term. The introduction of these creative skills is essential in refining and controlling the gross and fine motor skills.

Creative Arts aims to create a foundation for balanced creative, cognitive, emotional and social development.

In the curriculum, Creative Arts is organized in two parallel and complementary streams - Visual Art and Performing Arts (Dance, Drama, Music).

2.2 Visual arts

Visual Arts develops sensory-motor skills and fine and gross motor co-ordination through the manipulation of materials and the mastery of a variety of art techniques. **two-dimensional (2d)** work aims to enrich the learner's experience of the real world through visual and sensory stimulation, discussion and questioning, and through encouraging the drawing of the physical body in motion: climbing, running, sitting, lying.

There is no 'right' way to draw, and learners should be encouraged to express themselves freely, without fearing criticism. **three-dimensional (3d)** work develops the concept of shape in space through joining pieces of clay, gluing or pasting of paper onto paper, cutting shapes, folding, tying and wrapping. The formal application of one or more of the art elements should be incorporated into each visual arts lesson. This means that learners should use and talk about lines, shapes and colours.



3. Performing Arts

Performing Arts in the Foundation Phase allows learners the opportunity to creatively communicate, dramatise, sing, make music, dance and explore movement. Through the performing arts, learners develop their physical skills and creativity.

Performing Arts stimulates memory, promotes relationships and builds self-confidence and self-discipline.

Creative games and skills prepare the body and voice, and games are used as tools for learning skills. **Improvise and interpret** allows learners to create music, movement and drama individually and collaboratively.



4. Physical education

The development of the learner's gross and fine motor skills and perceptual development is fundamental in the Foundation Phase.

Physical and motor development is integral to the holistic development of learners. It makes a significant contribution to learners' social, personal and emotional development.

Play, movement, games and sport contribute to developing positive attitudes and values.

This area focuses on perceptual and locomotor development, rhythm, balance and laterality.

The focus in the Foundation Phase is on games and some activities that will form the basis of participating in sports later on. Physical growth, development, recreation and play are emphasised.



The development of perceptual skills in young learners is extremely important in laying a foundation for all future development and learning.

Perception means using the senses to acquire information about the surroundings, environment or situation.

The development of perceptual skills potentially occurs throughout all learning.

Teachers should focus on the development of perceptual skills across all four study areas, and in Languages and Mathematics as well.

The following are key perceptual skills that teachers should pay attention to:

Perceptual skills in Life skills	Accurate visual perception enables the learner to read, write
Visual perception	the ability to see similarities, differences and details
Visual discrimination	the ability to remember what the eyes have seen
Visual memory	interpreting information through the ears
Auditory perception -	ability to hear similarities and differences in sounds
Auditory discrimination	to remember what the ears have heard and the correct sequence
Auditory memory	the hands and eyes working together when performing a movement
Hand-eye co-ordination	, the hands and eyes working together when performing a movement
Body image	complete awareness of one's own body
Laterality	Crossing the mid-line

The full list is on
page 12 in the
Caps document

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OVERVIEW

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The framework, which was consulted with key stakeholders in the sector, proposes a **revised school calendar** and **curriculum reorganization** and **trimming**, as some of the strategies to create opportunities for curriculum recovery.



In the context of the framework for the school curriculum recovery plan whose primary aim is to ensure that the ***critical skills, knowledge, values and attitudes*** outlined in the CAPS are covered over a reduced time period.

“Knowledge is theoretical, where as skills are practical”

The purpose of curriculum reorganisation and trimming is to:

1. Reduce the ***predicted curriculum to manageable (adaptable) core content*** including skills, knowledge, attitudes and values so that schools have sufficient room for deep and meaningful learning.

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2. **Define the core knowledge** -- *research-based teacher-tested curriculum* that engage students, **skills & attitude** to be taught and assessed more exactly so that it provides guidance and support to teachers;
3. **Align curriculum content and assessment** to the *available teaching* time;
4. **Maintain the alignment** in the learning path for learners, without compromising learners transition between the grades;



The curriculum trimming and reorganisation maintain and support the foundational principles of the National Curriculum Statement (NCS) Grades R – 12 as stated in the Curriculum and Assessment Policy Statement (CAPS)

The main focus was to present a planning tool to inform instruction during the remaining school terms (years)



The Grades 1-3 R-ATP for 2023-2024 are each inclusive of the following

Grade 1

Grade 2

Grade 3

Grade R – 3 Phase Overview shows **progression** of the Topics with the grade specific skills and knowledge.

Grade specific Term 1 - 4 OVERVIEW that features the following:

- Management plan and time allocation for the hours in Language per week.
- Suggested daily (weekly) scripted skills and knowledge to teach for a 10 week term.
- The onus is strictly on the teacher's **professional judgement** to manage the content well and to ensure that the learners understand and can master the **required grade specific content**.
- The teacher must plan for good consolidation (merging) and revision of the work taught for understanding and mastery.

Annual Teaching Plan 2023-2024



What is included in the R ATP



- Content areas
- Core skills and knowledge
- Previous knowledge
- Resources
- DBE Workbook lessons
- Assessment for learning
- Assessment (Informal & formal)
- ATP can be used as a weekly planning document

Summary: Content

No	R-ATPs	What changed?
1	Provision of 4 terms in one document	One complete document for the year instead of one per term.
2	Phase Overview	Strengthened, to ensure building blocks are in place across phases.
3	Grade Overview Term 1 - 4	Strengthened, filled the gaps to ensure substantial pathways for good teaching within and across content areas.
4	Classroom management plan	Unchanged
5	Content area weightings	Unchanged
6	Resources	Unchanged
7	Suggested DBE workbook Activities	Strengthen with more details for consolidation and deep teaching practice.
8	Assessment: Formative: AFL Assessment for learning Summative: AOL Assessment of Learning	More emphasis on AFL that takes place alongside teaching that the teacher must be aware of actual learning happening.



Recovery ATP Requirements

- During this phase and addressing the importance of social distancing and staying healthy, Life Skills will address **social health, emotional health and relationships with other people and our environment**, including values and attitudes.
- Holistic development of the learner and keeping them grounded, is key.
- Life Skills is the vehicle to develop learners holistically and address psychosocial support. It keeps learners grounded and provides a safe space where learners sing, dance and do movement.
- Whilst it develops important skills as a foundation for learning, it provides an outlet and is therapeutic.
- The importance of Life Skills must be consciously considered daily.

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Recovery ATP Requirements

Summary: Reorganisation of content topics

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

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Recovery ATP Requirements

Focus: Holistic Development Grade R

- All aspects of Grade R, including the classroom environment and teaching and learning practices, should promote the holistic development of the child.
- Development that is an integral part of emergent literacy and numeracy includes cognitive and perceptual motor development as well as emotional and social development.
- All the aspects can be developed through stories, songs, rhymes, finger and sand water play, educational toys including boardgames, construction and exploration activities(imaginative play, outdoor play and “playground games”)



Life skills

R ATP 2023-2024



Time allocation of study areas in life skills in Foundation Phase

The per term time allocation for Life Skills is 60 hours per term for Grades R to 2, and 70 hours per term for Grade 3.

This means that in a 5-day week cycle, Beginning Knowledge and Personal and Social Well-being will be taught for 2 hours a week, Creative Arts for 2 hours, Physical Education for 2 hours in Grades R to 2, and Beginning Knowledge and Personal and Social Well-being will be taught for 3 hours a week, Creative Arts for 2 hours and Physical Education for 2 hours in Grade 3.



1.4.1 Foundation Phase

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

SUBJECT	GRADE R (HOURS)	GRADES 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	8/7	8/7
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills	6	6	7
• Beginning Knowledge	(1)	(1)	(2)
• Creative Arts	(2)	(2)	(2)
• Physical Education	(2)	(2)	(2)
• Personal and Social Well-being	(1)	(1)	(1)
TOTAL	23	23	25

Time allocation of study areas in life skills in Foundation Phase

GRADES R-2		TOTAL TIME ALLOCATION PER TERM	GRADE 3		TOTAL TIME ALLOCATION PER TERM
Beginning Knowledge and Personal and Social Well-being	2 hours per week	60 HOURS	Beginning Knowledge and Personal and Social Well-being	3 hours per week	70 HOURS
Creative Arts	2 hours per week		Creative Arts	2 hours per week	
Physical Education	2 hours per week		Physical Education	2 hours per week	

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

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PLEASE NOTE THE FOLLOWING WHEN TEACHING THE MORE PRACTICAL STUDY AREAS (NATURAL SCIENCE, TECHNOLOGY, CREATIVE ARTS AND PHYSICAL EDUCATION) OF LIFE SKILLS

- **PLAY**, is the most important pedagogy in Foundation Phase and cannot be neglected. This within COVID adherences.
- Learners need to feel that they belong and part of a group as this foster as sense of belonging and acceptance, especially in these times.
- Creative Art, Singing and movement is a form of therapy to counteract the stresses which may be present. Psycho-social and emotional support is one of our priorities.
- In most cases some activities have either been omitted or adapted to adhere to social distancing. **ACTIVITIES MAY BE ADPATED** to suit the context

DOES

GUIDELINES FOR SCHOOL-BASED ASSESSMENT:

- This will be a continuous, informal process through observation and mostly practical in nature. Learners are to have multiple opportunities before any formal recording or code is given.

- Beginning Knowledge and Personal well-being may be a written assessment, however topics which included practical such as recording weather, plant growth, making a plant holder can be used as an assessment for both Life Skills and Home Language. Similarly, an art piece and 'talking' about your art piece can be used both for CA and Oral...Listening and Speaking.

Use a rubric (one for each) with specific descriptors for each of the skills and outcomes specific to the product (oral and the art piece)

- Use the SBA Guidelines – You may adapt some of the rubrics.

Thank you for your dedication and drive to prepare our learners to be competent readers, critical thinkers and problem solvers.

FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1, 2 & 3 : LIFE SKILLS GUIDELINES ON HOW TO USE THE ADJUSTED CURRICULUM FOR LIFE SKILLS IN FOUNDATION PHASE:

- Life Skills is the backbone to teaching and learning in Foundation Phase. This fact cannot be emphasized strong enough. It enables “*deep teaching and learning*” when learners use the vocabulary, created Shared reading and writing texts, dictionary skills, creative writing and so forth.
- Beginning Knowledge and Personal and Social Well-being in the Life Skills curriculum are organized into topics. The use of topics is suggested as a means to integrate the content from the different study areas where possible and appropriate. Selected Life Skills topics in the CAPS for term 1 to 4 need to be covered
- The Life Skills Curriculum for Term 1 to 4 is summarised in this document.

As in Term 2 to 4, the document includes Skills and Values, Core concepts and knowledge as well as possible resources to be used which is not included in CAPS.

- Life Skills content has been scaffolded in a coherent, simple manner across the allocated weeks for each Term.

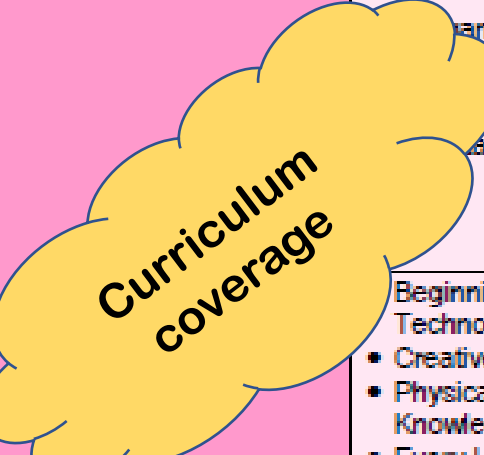
Four weeks has been allocated for ‘Readiness’ for Grade 1 which includes Perceptual development for learners who may not be ready for the formal curriculum.

- Learning and teaching will continue after 2 weeks using the Topic as set. Read-aloud, Shared reading, games, sing along, puzzle building continues as in the Topic “Me”.
- Your Grade 1 context will determine whether some learners will need longer than 4 weeks and those few learners can continue the “Readiness “Programme” at the same time with teaching.
- YOU MAY ADJUST THE WEEKS TO TEACH THE LIFE SKILLS TOPICS IN TERM 1 depending on how many weeks your learners needed to “catch up”.
- Grade 2 to 3 has an allocated 2 weeks for Baseline and orientation. You may use Term 4 Topics if you need to catch-up in Languages.
- **Use the Topics to drive the Language teaching.** YOU MAY ADJUST THE WEEKS TO TEACH THE LIFE SKILLS TOPICS IN TERM 1 depending on how many weeks your learners needed to “catch up”.

R ATP Grade 3

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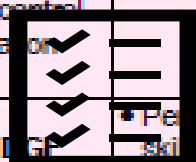
GRADE 3 REVISED TEACHING PLANS: LIFE SKILLS

GRADE 3 REVISED TEACHING PLANS: LIFE SKILLS										
TERM 1 45 DAYS	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
	<p>DAILY COVID-19 MEASURES: Daily hygiene routines are to be strictly followed:</p> <ul style="list-style-type: none"> • Remind learners of the daily routine. • Encourage learners to stay at home when ill. • Learners are to wear masks every day. Masks are only to be removed and placed in a safe place while they are eating. • Supervise snack and lunchtime. • Teach them to cover their mouth and nose with a flexed elbow or tissue when coughing or sneezing. Dispose of the used tissue immediately. • Wash hands with soap and water often or sanitize your hands • Sanitize and clean frequently touched surfaces or (5 table spoons of jik to 1 litre of water) toys, stationery, objects, etc. Introduce this practice as routine. <p>Plan: Keep your distance - Teach learners about social distancing and how to greet without touching.</p> <p>Implement: Encourage learners to cultivate compassion, increase resilience while building a safe environment and caring for others.</p> <p>Evaluate: Respond to learners' anxieties with love and care.</p> <p>Reflect: Maintain a regular routine to keep the abnormal situation adapted to a "new normal".</p>									
	<p align="center">TEACHERS TO ENSURE THEIR OWN SAFETY AND THE SAFETY OF THEIR LEARNERS IN THEIR OWN CONTEXTS</p>									
	<p>Beginning Knowledge and Personal and Social Well-being activities should address key concepts and skills relating to Social Science, Natural Science and Technology e.g. investigations, design, enquiry skills, etc. Ensure that vocabulary development is intentionally included to improve language.</p> <ul style="list-style-type: none"> • Creative Arts [Visual Arts and Performing Arts] should be integrated very strongly with Languages. • Physical Education will be implemented for one hour per week, the 2nd hour will be utilised for reading of Personal and Social Well-being and Beginning Knowledge content knowledge e.g. comprehension pieces: "reading for meaning", stories, poems etc. • Every Life Skills lesson will commence with a 5-minute lesson based on making learners aware of Covid-19 addressing washing hands, healthy habits, symptoms of Covid-19, social distancing, what and when to report to whom, discussing when a friend/family member pass away, etc. • Learners are expected to complete the DBE workbook activities and one or two written activities or practical per week in a class workbook for BK and PSW 									
<p>PLEASE NOTE: EXECUTIVE FUNCTIONS CONTROL AND REGULATE COGNITIVE AND SOCIAL BEHAVIOURS IS NOT WRITTEN INTO CAPS BUT THESE SKILLS ENABLE LEARNERS TO CONTROL IMPULSES, PAY ATTENTION, REMEMBER INFORMATION, PLAN AND ORGANISE TIME AND MATERIALS AND RESPOND APPROPRIATELY TO SOCIAL AND STRESSFUL SITUATIONS, THUS IMPERATIVE FOR LEARNING. PLEASE READ MORE ABOUT THIS.</p>										



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

TERM 1 45 DAYS		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
	CAPS TOPICS:	ORIENTATION / BASELINE	ORIENTATION / BASELINE	ABOUT ME	ABOUT ME	FEELINGS	HEALTH PROTECTION	KEEPING MY BODY SAFE	KEEPING MY BODY SAFE	RIGHTS AND RESPONSIBILITY	RIGHTS AND RESPONSIBILITY
PERSONAL AND SOCIAL WELL-BEING	SKILLS AND VALUES: <ul style="list-style-type: none"> • Compare • Observe • Communicate • Identify/ Identity • Ability to ... • Respect • Tolerance etc. 	<ul style="list-style-type: none"> • To show respect, love and acceptance • To demonstrate SKAVs 	<ul style="list-style-type: none"> • To show respect, love and acceptance • To demonstrate SKAVs 	<ul style="list-style-type: none"> • Self-respect • Sequential events • Identity 	<ul style="list-style-type: none"> • Self-respect • Calendar dates/ years/ • Sequential events • Identity 	<ul style="list-style-type: none"> • Identify • Compare • Communicate • Healthy expression 	<ul style="list-style-type: none"> • Ability to practice basic first aid 	<ul style="list-style-type: none"> • Identify danger • Communicate 	<ul style="list-style-type: none"> • Ability to report abuse • Communicate 	<ul style="list-style-type: none"> • Identify • Compare • Respect • Tolerance 	<ul style="list-style-type: none"> • Identify • Compare • Respect • Tolerance
	CORE CONCEPTS & KNOWLEDGE REMEMBER to always be aware of activities to promote EXECUTIVE FUNCTION - Working memory Inhibitory control Self-regulation	<ul style="list-style-type: none"> • Orientation to rules and procedures • Baseline 	<ul style="list-style-type: none"> • Orientation to rules and procedures • Baseline 	<ul style="list-style-type: none"> • Dates and events • Record 	<ul style="list-style-type: none"> • Research / Ask adults • Record 	<ul style="list-style-type: none"> • Understanding own feelings • Expression of feelings 	<ul style="list-style-type: none"> • Knowledge of what to do if injured 	<ul style="list-style-type: none"> • Knowledge of protecting oneself 	<ul style="list-style-type: none"> • Knowledge of contacts and what to do 	<ul style="list-style-type: none"> • Understand own rights and responsibilities 	<ul style="list-style-type: none"> • Understand others' rights and responsibilities
	PRE-KNOWLEDGE	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge



Baseline

So, what exactly is *executive function*?

Executive functioning skills are mental skills that allow us to manage every aspect of our lives!

Attention, problem solving, flexible thinking, working memory, self-control, and even emotional control are executive functioning skills that allow us to manage day-to-day tasks, stay safe, and get things done.

When executive functioning is a challenge, you'll see trouble with planning, prioritization, organization, and staying on a task.

Behavioural inhibition or emotional inhibition are part of executive functioning too.

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Executive Functions

- “Executive functions are the cognitive abilities that control and regulate most of what we do in day-to-day life.
- Executive functions include the ability to initiate, plan and organize, set goals, solve problems, regulate emotions, and monitor behavior.”

In a typical day, do you ever have to...

- pay attention to something (even if it's totally boring)?
- ignore the things that distract you from the thing you have to pay attention to?
- hold several pieces of information in your head at the same time?
- stifle impulses to say or do things that could get you in trouble?
- change what you're doing in response to a change in circumstances?

EXECUTIVE FUNCTIONING SKILLS

-  focus
-  planning
-  organization
-  cognitive flexibility
-  working memory
-  time management
-  self-control

Teach
these
important
cognitive
skills
with fun
games!

LeftBrainBuddha.com

For Toddlers and Preschoolers

Sorting Games

Songs with Movements and Repetition

Simple Puzzles

Guessing Games

Games like 20 Questions or I Spy

Board Games and Card Games

Simon Says

Simon Says is a classic game that teaches both inhibitory control and cognitive flexibility:

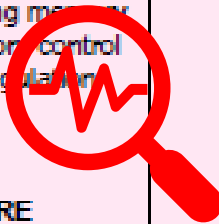
Skill	What it is	Academic Example	Social/Emotional Example
Working Memory	The ability to hold information in our mind while we think about it.	Holding multiple aspects of a problem in mind and keeping track of where we are in a multi-step solution.	Holding someone else's point of view in mind, comparing and contrasting it to other points of view, considering alternative ways to respond.
Inhibitory Control	The ability to suppress a thought or idea, to refrain from doing something we otherwise would.	Not leaping to the first possible solution but questioning assumptions and considering other alternatives.	Not blowing out the candles on someone else's birthday cake. Not blurting out "That's stupid," when you disagree. Also, deferring gratification (longer term).
Cognitive Flexibility	The ability to change our mindset when the rules of the world around us change.	When our original approach to a problem doesn't work, finding other approaches. Looking at problems from different points of view and being able to change direction based on new information.	Looking at personal experiences from different points of view and being able to change direction on the basis of new information.

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FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

<p>CONTENT: CAPS</p> <p>REMEMBER to always be aware of activities to promote Executive Functioning- Working memory, Inhibitory control, Self-regulation</p> <p>ENSURE OPTIMAL USE OF DBE WORKBOOKS RESOURCES</p>	<ul style="list-style-type: none"> Baseline HL & Mathematics CAPS – Previous year SKAVs of Term ? covered 	<ul style="list-style-type: none"> Baseline HL & Mathematics CAPS – Previous year SKAVs of ? covered 	<ul style="list-style-type: none"> Timeline of own life - include date of birth, starting school, at least one interesting fact 	<ul style="list-style-type: none"> An interesting object from my past – Show and tell 	<ul style="list-style-type: none"> Things that make me happy and things that make me sad Recognising feelings - such as anger, fear, worry, loneliness Good ways to express what we feel Apologies - how to say sorry <p>Note: Use pictures, stories, rhymes, puppets and masks- Home Language</p>	<ul style="list-style-type: none"> Basic first aid practices in situations such as nose bleeds, animal bites, cuts and burns Basic health and hygiene - include not touching other people's blood 	<ul style="list-style-type: none"> We are not safe with everyone Rules to keep my body safe Trusting 'Yes' and 'No' feelings How to say 'No' to any form of abuse 	<ul style="list-style-type: none"> How to report abuse <p>Note: This topic should focus on the prevention of physical and sexual abuse</p>	<ul style="list-style-type: none"> Learners' rights and responsibilities Rights and responsibilities of others - At home - At school 	<ul style="list-style-type: none"> Rights and responsibilities of others - In our community - In the environment
<p>RESOURCES:</p> <p>Flashcards/ Vocabulary for Focus board and Word Wall</p> <p>Library books</p>			<ul style="list-style-type: none"> DBE WB pg. 2-3 3D objects 	<ul style="list-style-type: none"> DBE WB pg. 6-8 3D objects 	<ul style="list-style-type: none"> DBE WB pg. 10-14 Charts Video 	<ul style="list-style-type: none"> DBE WB pg. 18-21 Charts Video Invite a nurse 	<ul style="list-style-type: none"> DBE WB pg. 22-24 - Charts Video 	<ul style="list-style-type: none"> DBE WB pg. 26-27 Charts Invite a Police Officer 	<ul style="list-style-type: none"> DBE WB pg. 28-29 Charts Video 	<ul style="list-style-type: none"> DBE WB pg. 30-31 Charts Video



ATTENTIONAL FLEXIBILITY

- Copy a series of letters: rrrrrrhhhhhh.
- Add these pairs of numbers: 4 and 2, 5 and 5, 7 and 3.
- Now subtract the numbers.
- Playing cards spread face up on the table: Turn over all of the even-numbered cards.
- Now turn over all of the odd-numbered cards.

- Check for smooth changes in tasks.
- Tally number of errors.
- Record number of verbal prompts ("Are you all done?"), physical prompts (pointing, etc.)





FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

RELIGIOUS AND OTHER SPECIAL DAYS CELEBRATED BY THE COMMUNITY SHOULD BE DISCUSSED AS THEY OCCUR THROUGH THE TERM

INFORMAL ASSESSMENT:

- The activities must be observed and assessed during daily lesson activities in Life Skills. Also note SKAVs that is developed and mastered for Home Language and Mathematics.
- Written activities can be given.
- Skills, knowledge application, attitude and values are not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally, practically and in written form.
- This must be done informally and ongoing.

**INFORMAL &
ONGOING**

SCHOOL BASED ASSESSMENT:

REFER TO DBE SBA Guidelines



FORMAL



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

TERM 1 45 DAYS		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
BEGINNING KNOWLEDGE	CAPS TOPICS	ORIENTATION/ BASELINE	ORIENTATION/ BASELINE	ABOUT ME	ABOUT ME	FEELING S	HEALTH PROTEC- TION	KEEPING MY BODY SAFE	KEEPING MY BODY SAFE	RIGHTS AND RESPONSI- BILITY	RIGHTS AND RESPONSI- BILITY
	SKILLS AND VALUES: • Scientific Process Skills • Technological Process skills • Geographical skills • Inquiry • Interpretation • Values • Attitudes	<ul style="list-style-type: none"> To show respect, love and acceptance To demonstrate SKAVs 	<ul style="list-style-type: none"> To show respect, love and acceptance To demonstrate SKAVs 	<ul style="list-style-type: none"> Identify Compare Represent in pictures, word in chronological order Communicate 	<ul style="list-style-type: none"> Identify Compare Represent in pictures, word in chronological order Communicate 	No natural link	No natural link	No natural link	No natural link	<ul style="list-style-type: none"> The con-situation Children's rights 	<ul style="list-style-type: none"> The con-situation Children's rights
	REMEMBER to always be aware of activities to promote Executive Functioning: Working memory, Inhibitory control and Self-regulation										
	CORE CONCEPTS & KNOWLEDGE:	<ul style="list-style-type: none"> Orientation to rules and procedures Baseline 	<ul style="list-style-type: none"> Orientation to rules and procedures Baseline 	<ul style="list-style-type: none"> Understand time and change Represent time chronologically According to events 	<ul style="list-style-type: none"> Understand that the time in your life is part of your History 					<ul style="list-style-type: none"> Know-ledge of rights and how to exercise these 	<ul style="list-style-type: none"> Knowledge of rights and how to exercise these
	CONTENT CAPS ENSURE OPTIMAL USE OF DBE WORKBOOKS	<ul style="list-style-type: none"> Baseline HL & Mathematics CAPS – Previous year SKAVs to Term covered 	<ul style="list-style-type: none"> Baseline HL & Mathematics CAPS – Previous year SKAVs to Term covered 	<ul style="list-style-type: none"> Timeline of own life - include date of birth, starting school, at least one 	<ul style="list-style-type: none"> An interesting object from my past – Show and tell 					<ul style="list-style-type: none"> Children's rights Every child has a right to basic nutrition, shelter, health 	<ul style="list-style-type: none"> Children's rights Every child has a right to basic nutrition, shelter,

Scientific process skills

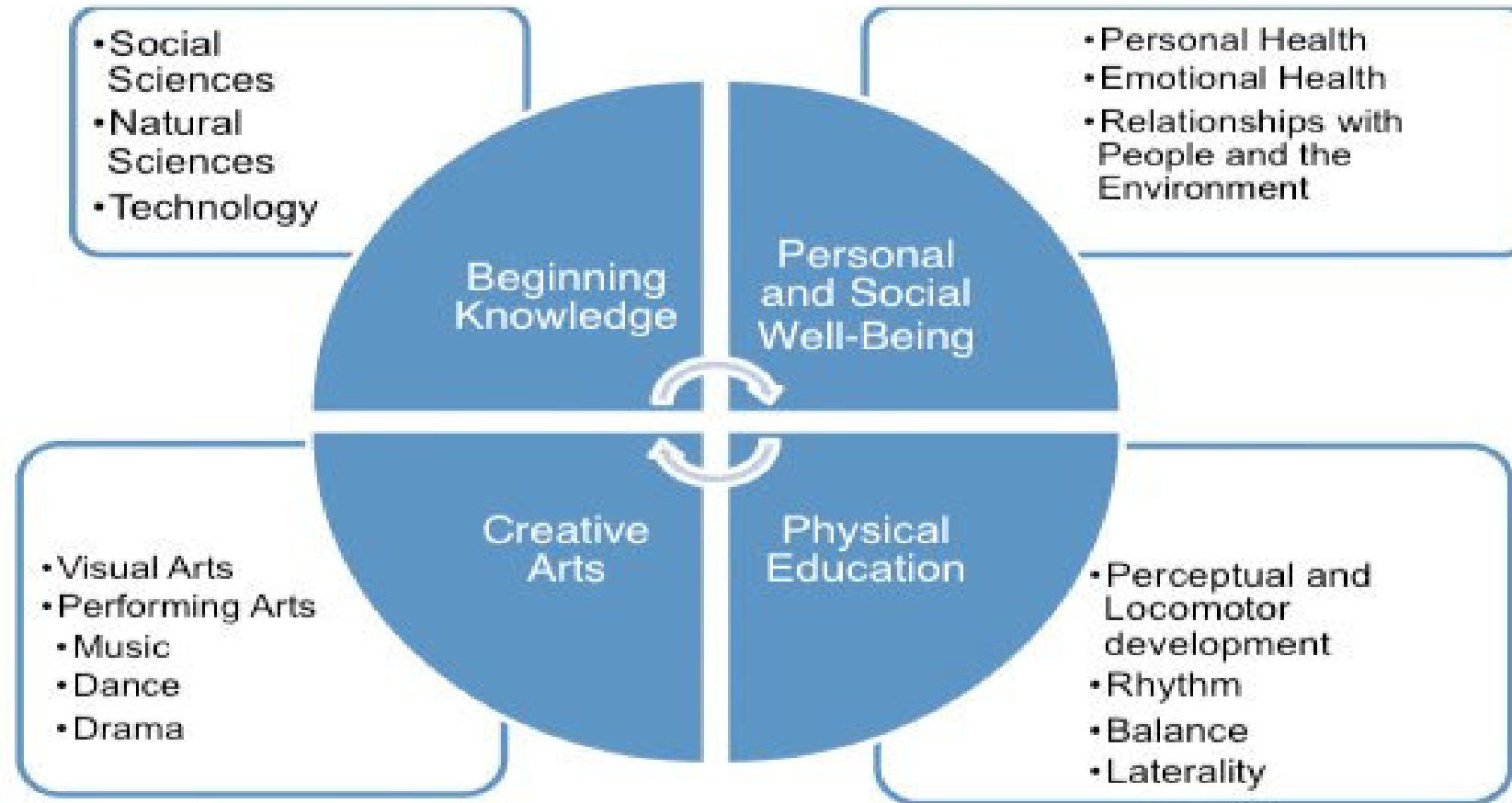
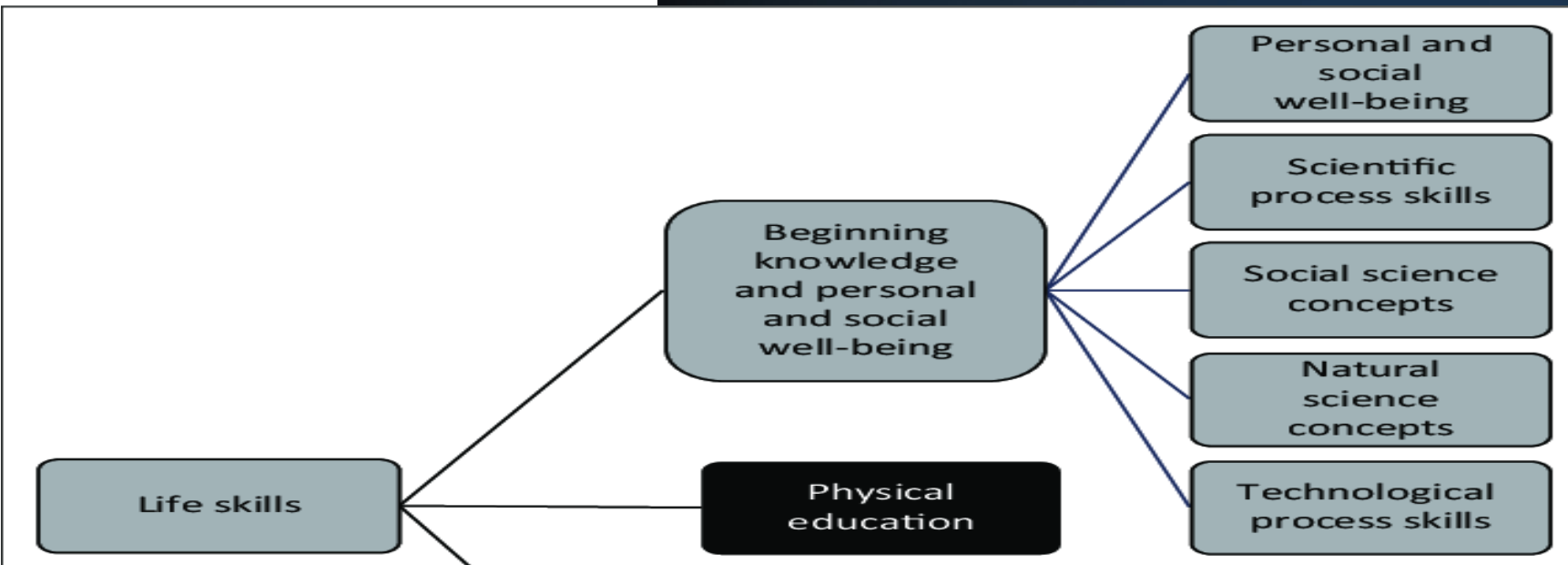
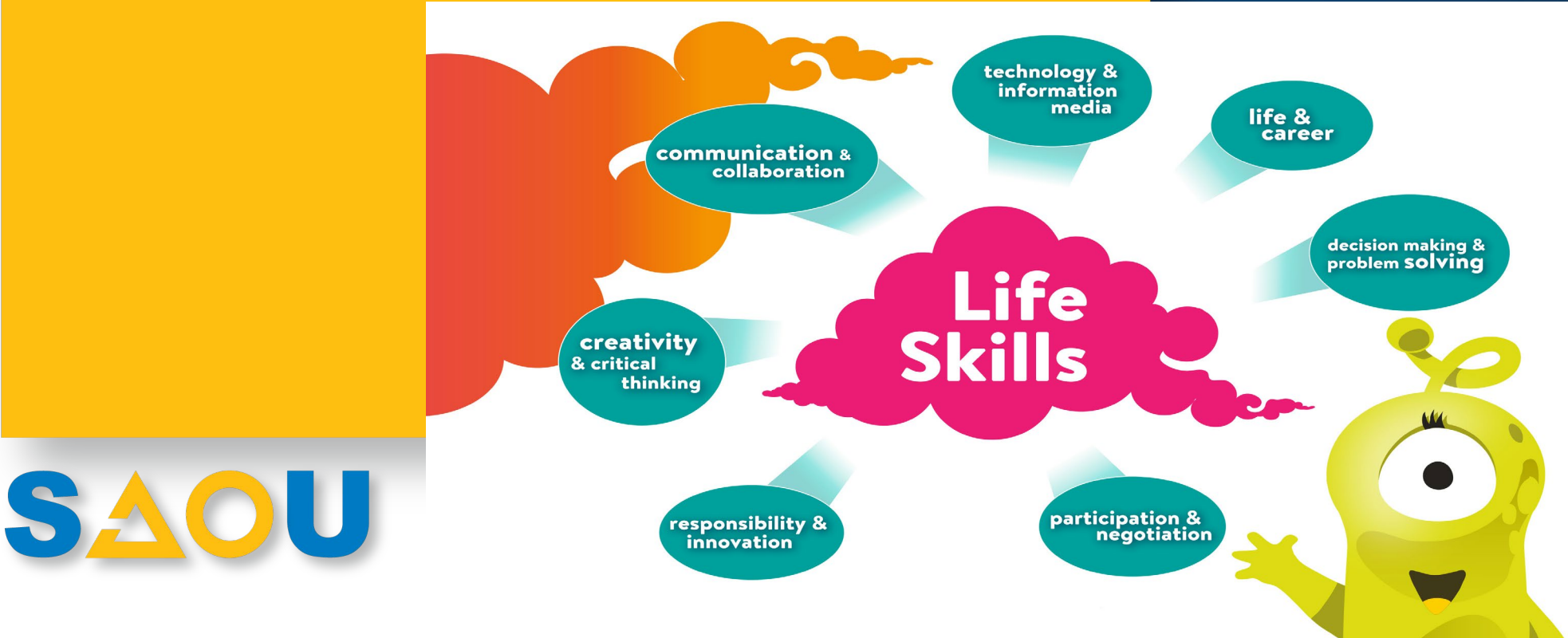
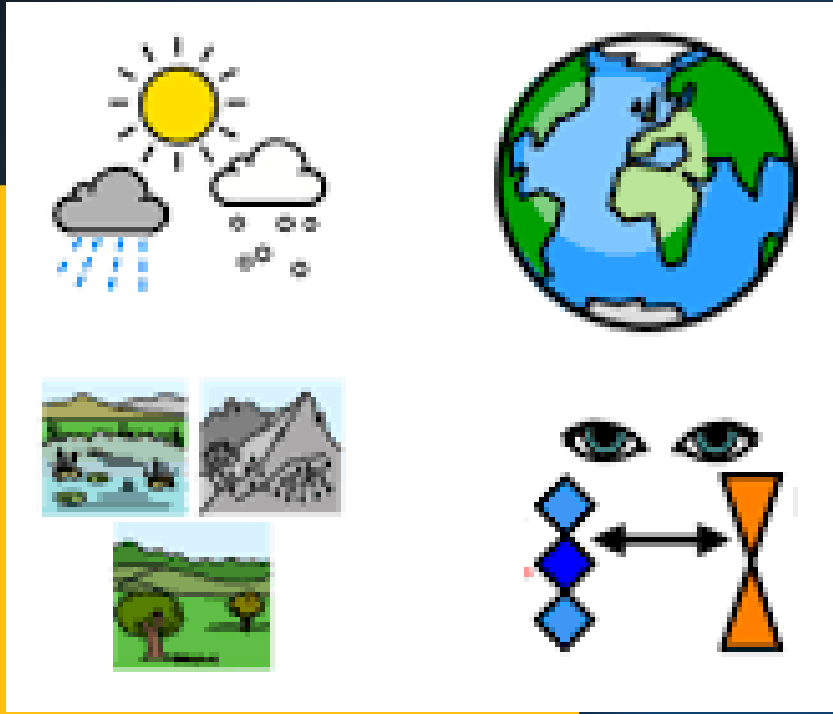
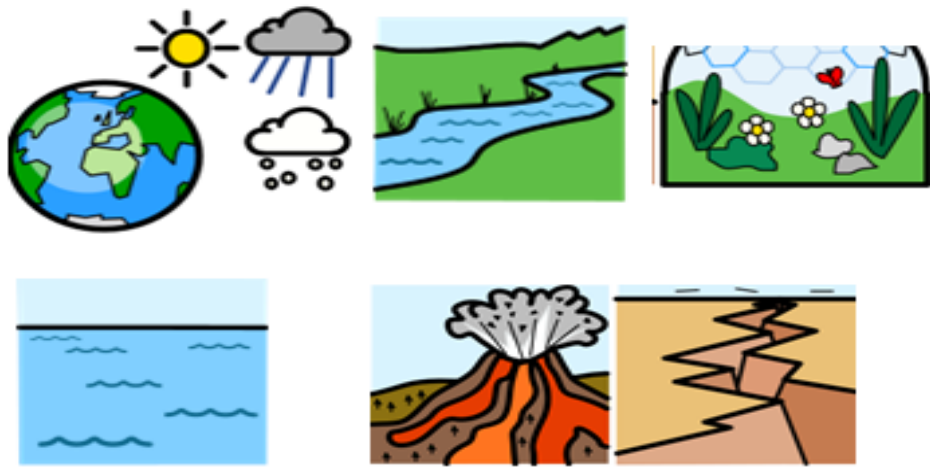


Figure 3 The Knowledge domains in Life Skills

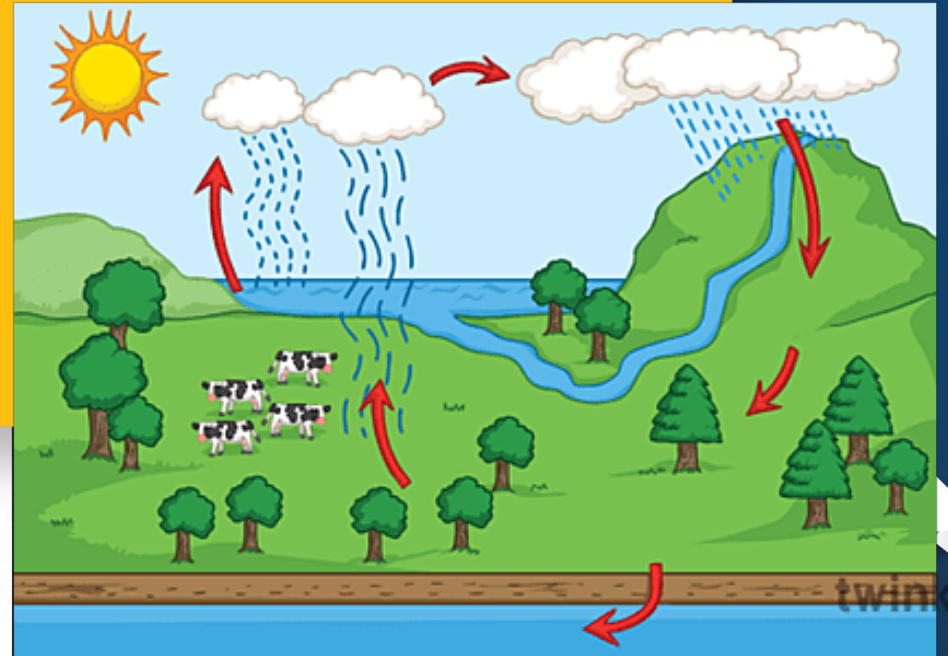
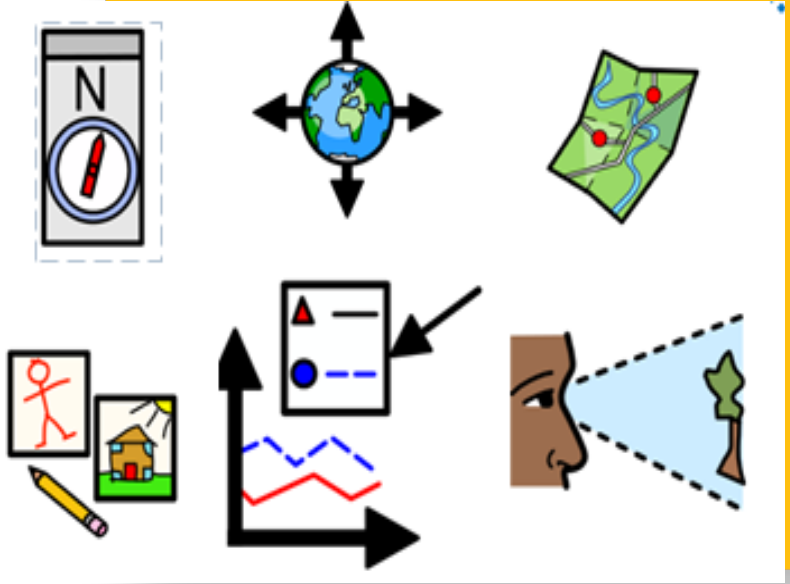


Technological
proses skills





Geographic skills








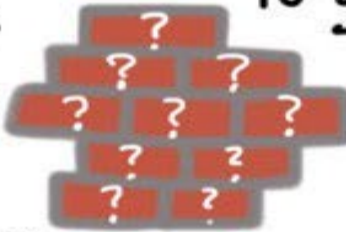




SAOU

10 Reasons to use Inquiry-based Learning

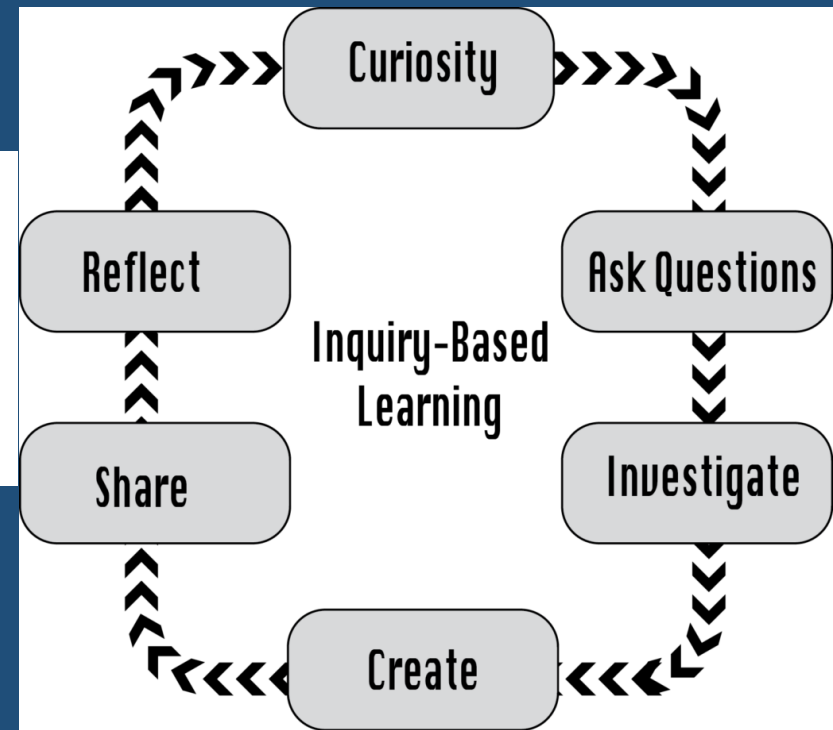
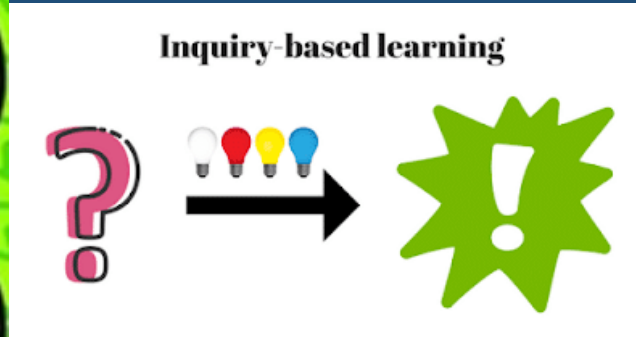
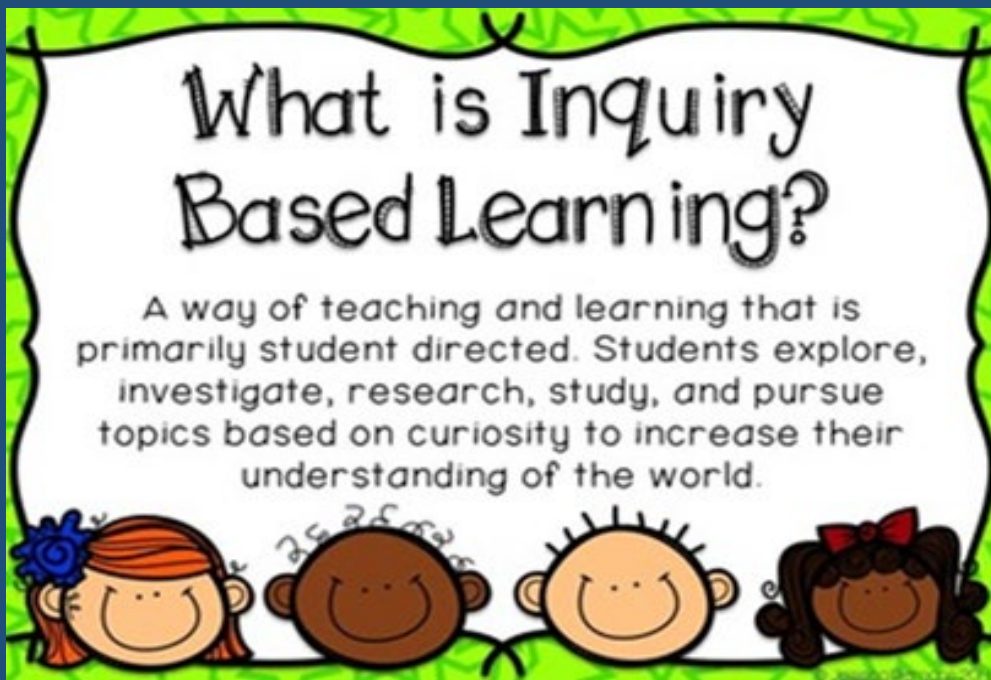
@Trev_Mackenzie

@sylvia duckworth

- 1 Nurture student passions & talents 
- 2 Empower student voice & honour student choice 
- 3 Increase motivation and engagement 
- 4 Foster curiosity and a love for learning 
- 5 Teach grit, perseverance, growth mindset & self-regulation 
- 6 Make research meaningful & develop strong research skills 
- 7 Deepen understanding to go beyond memorizing facts and content 
- 8 Fortify the importance of asking good questions 
- 9 Enable students to take ownership over their own learning and to reach their goals 
- 10 Solve the problems of tomorrow in the classrooms of today 

Genius Hour
Passion Projects
20% Time





Kids need to play and manipulate parts and pieces for everything they learn to link with prior knowledge and experiences. Simply put, inquiry-based learning prompts a child with a question and allows them to test the hypothesis in a risk-free environment.

Values and attitudes




KSA	Description
Knowledge	Condition of being aware of something (facts or concepts)
Skills	Abilities based on performance measured in time and precision
Attitudes	Feelings, emotions, beliefs, or values about something

SAOU



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

Reading for meaning (comprehension) of fictional and non-fictional text			interesting fact - My first tooth - My first step - First day at play school						care and social services as well as the right to be protected from maltreatment, neglect, abuse and degradation"	health care and social services as well as the right to be protected from maltreatment, neglect, abuse and degradation"
RESOURCES: Flashcards/ Vocabulary for Focus board and Word Wall Library books			• DBE WB pg. 2-3 • 3D objects	• 3D objects		• DBE WB pg. 59 • 3D objects	• 3D objects		• Flash-cards- Vocabulary	• Flash-cards- Vocabulary
<p>WEATHER: WEATHER TO BE TAUGHT UNTIL LEARNERS CAN INDEPENDENTLY OBSERVE THE WEATHER AND CHANGE THE ICONS DAILY. THE WEATHER CHART SHOULD BE UPDATED DAILY THROUGHOUT THE YEAR.</p> <ul style="list-style-type: none">• Predictions• Minimum and maximum temperature• Symbols (Celsius, weather forecast)• Cloud cover• Complete own weather chart - Precipitation (rain), wind, etc. Complete own weather chart. Precipitation (rain) , wind, etc. Develop knowledge										
INFORMAL ASSESSMENT:	<ul style="list-style-type: none">• The practical activities must be observed and informally assessed during daily lesson activities in Life Skills. Also note SKAVs that is developing, developed and mastered for Home Language and Mathematics• Some written activities can be given.• Skills, knowledge application, attitude and values are not meant to be an assessment activity but ensure that learners are afforded opportunities to demonstrate these skills orally and practically.• This is informal and ongoing									
SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines 									

DBE BOOK Pages

INFORMAL & ONGOING

FORMAL

AOL
SBA

AFL


FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS



TERM 1 45 DAYS		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CREATIVE ARTS	CAPS TOPICS	ORIENTATION / BASELINE	ORIENTATION / BASELINE	ABOUT ME	ABOUT ME	FEELINGS	HEALTH PROTECTION	KEEPING MY BODY SAFE	KEEPING MY BODY SAFE	RIGHTS AND RESPONSIBILITY	RIGHTS AND RESPONSIBILITY
	REMEMBER to always be aware of activities to promote <i>EXECUTIVE FUNCTION</i> - Working memory, Inhibitory control and Self-regulation										
	CREATE IN 2D Learners to EACH have their own ice cream container with their own stationery (pritt, scissors, pencil crayons, crayons etc.) If this is not possible, <i>draw with what is available</i> Use the Art piece as an oral and for extending to creative writing										
	• Formal teaching of drawing and painting and other: exploring a variety of media			X							
	• Introduce overlapping: behind, in front of							X			
	• Variation of paper size and format: encourage working in different scale and degrees of detail			X				X			
	CREATE IN 3D (BOX SCULPTURES)										
	CREATIVE GAMES AND SKILLS Own space at chair – Teacher to be aware of learners – If activity is not suited for some learners do another activity e.g. develop core strength using chair routines LOCOMOTOR MOVEMENT TO BE EXECUTED IN OPEN DEMARCATED SPACES- WORK IN SMALLER GROUPS AND TURNS- YOU MAY ADAPT THE ACTIVITIES										
	• Warming up: co-ordination of isolated body parts such as arms swinging, swaying	X									
	• Warming up by focusing on breathing: e.g. 'painting with your breath', 'panting like a dog', etc.	X	X		X		X		X		X
CREATIVE ARTS	• Warming-up the voice and singing songs (unison, rounds and call and response songs) in tune and in time		X		X		X		X		X
	• Drama games: develop interaction and cause and effect such as counting games, name games, etc.			X							



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

TERM 1 45 DAYS		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
PHYSICAL EDUCATION	CAPS TOPICS	ORIENTATION BASELINE	ORIENTATION BASELINE	ABOUT ME	ABOUT ME	FEELINGS	HEALTH PROTEC- TION	KEEPING MY BODY SAFE	KEEPING MY BODY SAFE	RIGHTS AND RESPONSi- BILITY	RIGHTS AND RESPONSi- BILITY
	SKILLS: REMEMBER to always be aware of activities to promote <i>EXECUTIVE FUNCTIONING</i> - Working memory Inhibitory control Self-regulation 	PLAY IS THE NATURAL WAY LEARNERS LEARN AT THIS AGE AND STAGE OF DEVELOPMENT. PLAY SHOULD NOT BE WITHHELD. <ul style="list-style-type: none">• Maintain social distancing.• Activities has been modified to maintain social distancing.• The activities are adapted for a classroom situation- where overcrowding exist- allow learners to be keep a safe distance outside the class.• Locomotor activities can be practiced whilst learners are walking in and out of class in the morning or returning from interval.• Navigating safely when responding to movement instructions• Ensure that the lessons have the following activities: warm-up, main and cool down. You could combine some of the warming-up, locomotor and non-locomotor activities of creative games and skills with PE. Allow learners to use their own apparatus or alternatively use the apparatus in groups on different days to allow for sanitizing.• All equipment to be washed down after every use (1 litre of water and 5 tablespoons of jik) PLEASE NOTE, THE THIRD TERM IN GRADE 3 IS MOSTLY LINKED TO SPORT - EVEN THOUGH ACTIVITIES HAVE BEEN PLOTTED PER WEEK, YOU MAY CHANGE THE ACTIVITIES TO SUIT YOUR NEED OR/AND CONTEXT – You may use Performing Arts activities and choreographed chair routines with movement.									
	LATERALITY										
	• Kick moving ball with left and right foot (individual activity) SANITISE after use	X		X							
	RHYTHM Add games and movement. May be combined with Creative Games										
• Athletics: crouch start in sprinting (on your marks... get set...go!)				X				X			

Routine

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Generally the Foundation Phase timetable consists of routine activities, free play activities indoors and outdoors, and structured activities.

Routine and free play activities have been built into the Life Skills CAPS document because they usually involve learners in physical education or health education.

The teacher should provide:

- routine, structured and free play activities for learners that are enjoyable and manageable;
- a range of resources for routine, structured and free play activities;
- a well-managed, child-friendly and freely accessible environment.

All Foundation Phase learners, but Grade R learners in particular, should not be stuck in chairs behind desks all morning.

They rather need comfortable spaces with blankets and cushions and workspaces with chairs and tables in which they can play, work and move around freely.

Routine activities take place at a regular time each day. At least ten minutes of the time allocated to each Life Skills study area should be used daily for routine activities e.g. the date chart can take ten minutes of the time allocated to Beginning Knowledge, because learners learn about the days of the week, months and dates.

Ten minutes of the time allocated to Creative Arts can be used for a 'tidying up' routine since that is an important life skill.

Ten minutes of the time allocated to Personal and Social Well-being can be used for weekly or monthly health check routines, in addition to putting away equipment and dressing in appropriate clothing.

Routine activities include:

- arrival and departure greetings;
- toilet routine;
- birthday chart;
- date chart;
- health chart;
- preparation for creative art and physical education activities e.g. putting on aprons, taking off shoes;

Integration

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ASSESSMENT TASK: Integrated Activities across all Life Skills Study Areas				
	Grade 1 Topic: Me <ul style="list-style-type: none"> • Draw a picture of yourself and write at least 3 personal details. Group activity: <ul style="list-style-type: none"> • Do an action rhyme singing eg 	Grade 2 Topic: Animals Group activity: <ul style="list-style-type: none"> • The learners will design a poster with at least 3 farm animals and list their uses. 	Grade 3 Topic: Space Group activity: <ul style="list-style-type: none"> • Make a model of a space ship and give a talk on space travel • Roleplay: Aliens from space 	Grade 2 Topic: Ways we communicate Group activity: <ul style="list-style-type: none"> • Role play a story using a puppet that is made during visual arts

	“Heads and Shoulders” demonstrating locomotor movements.eg body percussion and dance movements	<ul style="list-style-type: none"> • The group will do a presentation on the poster. • Demonstrate locomotor and rhythmic dance movements with music (e.g. Old MacDonald has a farm) 	<ul style="list-style-type: none"> • Locomotor, non-locomotor and laterality movements with music and dance. 	<ul style="list-style-type: none"> • Demonstrate and display ways of communication through dance and music (singing) using locomotor movements and spatial orientation
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Assessment

SΔOU

Assessment SBA GUIDELINES LIFE SKILLS

The purpose of assessment of Life Skills during the Foundation Phase is to assess the development of concepts, skills and values that will help to prepare the Foundation Phase learner for more formal assessment during the Intermediate Phase. Across all four Life Skills study areas the purpose of assessment is to support and encourage the learners and to assess the learners' holistic development. We know that learners have developed concepts and skills by observing a learner's participation and engagement in activities related to each of the Life Skills study areas.



English Home Language Grade R, 1, 2 & 3

Assessment *Revised National Teaching Plan*



	Grade R,1,2 & 3	ATP	SBA
Informal	<p>The activities must be observed and assessed during daily lesson activities in Languages.</p> <p>Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</p> <p>This must be done informally and ongoing</p>	<p>ASSESSMENT FOR LEARNING.</p> <p>WHAT IS THE FOCUS OF THE LESSON ?</p> <p>WHAT IS COMPULSARY TO TEACH TO DO THE FORMAL ASSESSMENT</p>	POA SBA Guidelines
Formal	<p>The activities must be observed and assessed during daily lesson activities in Languages.</p> <p>Rubrics, checklists and writing activities can be used.</p> <p>Assessment can only take place if the concepts have been taught and learners had enough time to practice.</p>	<p>ASSESSMENT OF LEARNING</p> <p>Assessment takes place on a continuous basis in the Foundation Phase.</p> <p>A bigger focus should be on formative assessment.</p> <p>Be guided by the SBA guidelines. (Rubrics and checklists are found in this guide.)</p> <p>Rubrics are only suggestions.</p> <p>Assessment can only take place on content taught. Assessment items to be adjusted accordingly</p>	POA SBA Guidelines

- **Assessment for Learning (AfL)** is strategically planned for and completed alongside teaching.
- The teacher is always cognisant of the learning taking place and keeps the record for the learner's progress.
- Continuous assessment prevails.
- The onus is on the teacher to teach well and to observe if meaningful learning has occurred.
- Can the learner communicate his/her understanding of the concepts learnt and can the learner apply his /her knowledge of the concepts learnt properly.
- The teacher is vigilant (observant) and records the observations made.

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

SBA

- **Formal assessment** must be fair, reliable and valid. The assessment must reveal what the learner knows, the onus is on the teacher to:
- Teach and assess well for learning gains. (AfL) Skills and knowledge
- Use and appropriate form of assessment so that the learner's knowledge and skills can be gauged and the evidence of the learner's achievement can be justified at all times.

Assessment for learning



Assessment *for* learning – also described as assessment *as learning* – assess a student's comprehension and understanding of a skill or lesson *during* the learning and teaching process.

ASSESSMENT FOR LEARNING PLAYS A VERY IMPORTANT ROLE IN THE NEW ATP'S AND FORMAL ASSESSMENT.

There are 5 main processes that take place in Assessment FOR learning:

1. Teaching of the concept or skills take place during the day. Teacher's can easily see on what level the child is.
2. The teacher can give feedback to the child about improving their learning.
3. While they are busy with tasks, they will understand the knowledge and skills of the specific outcome.
4. Children become more independent in their learning, taking part in peer and self-assessment.
5. The teacher's adjustment is very important. Will the child cope in the next grade?

Assessment **of** learning / Formal Assessment

What to assess

- Use your CAPS document.
- Find the assessment criteria under Formal assessment activities.
- Decide what assessment criteria you want to group together to develop assessment activities.
- These activities form an assessment task.

Reflection and re-teaching

Steps to follow when developing a task

- Step 1: Check your Policies and guidelines
- Step 2: Decide on assessment strategy (method, form, tool and techniques)
- Step 3: Design a Teacher Assessment Plan (SBA)
- Step 4: Make sure of the Principles of assessment
- Step 5: Weightings and mark allocations
- Step 6: Cognitive levels
- Step 7: Learning styles
- Step 8: Develop your assessment tasks and tools
- Step 9: Quality assurance
- Step 10: Record marks (SA-SAMS)
- Step 11: Analyse learner achievement to develop support programmes for learners with barriers
- Step 12: Report learner performance



Programme of Assessment

Assessment in Life Skills during the Foundation Phase is largely informal, and is on-going. The formal assessment of each learner once per term, should be formally recorded by the teacher. Assessment frameworks have been developed for each Assessment Task for Life Skills Grades 1 to 3 and which are aligned to the Curriculum and Assessment Policy Statement (CAPS).

Table 1: Suggested SASAMS weightings for Life Skills Grades R to 3								
Grades R-2 (6 Hours)			Grade 3 (7 Hours)			SA-SAMS weightings		
						Grade 1	Grade 2	Grade 3
Beginning Knowledge and Personal and Social Well-being		2 hours per week	Beginning Knowledge and Personal and Social Well-being		3 hours per week	40%	40%	40%
Creative Arts: 2 hours per week	Performing Arts (PA): Music, Dance and Drama	1 hour per week	Creative Arts: 2 hours per week	Performing Arts (PA): Music, Dance and Drama	1 hour per week	PA 15%	PA 15%	PA 15%
	Visual Arts (VA)	1 hour per week		Visual Arts (VA)	1 hour per week	VA 15%	VA 15%	VA 15%
Physical Education		2 hours per week	Physical Education		2 hours per week	30%	30%	30%
Aggregate		Term 1: 25 %	Term 2 : 25 %		Term 3 : 25%	Term 4 : 25%		

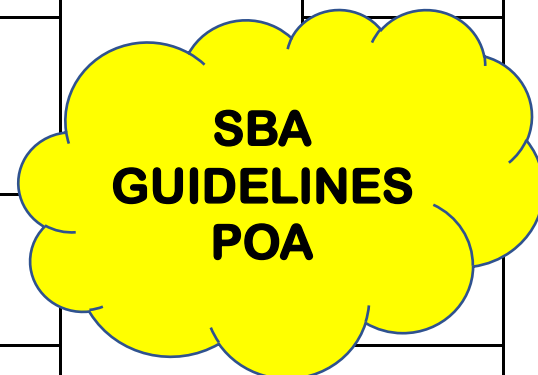
Assessment SBA GUIDELINES LIFE SKILLS

TABLE 2: Suggested recordings for SASAMS

Grade 1				
Life skills Study Areas	Term 1	Term 2	Term 3	Term 4
Beginning Knowledge Personal and Social-well Being (BKPSW)	1 Oral (Weather)	1 Oral (My family)	Oral and Practical (Plants)	Oral and Practical (Picture Maps)
	1 Oral (School details)	1 Practical (My Body)	Oral and Practical (Food)	Oral and Practical (Water)
Performing Arts (PA)	1 Practical	1 Practical	1 Practical	1 Practical
Visual Arts (VA)	1 Practical	1 Practical	1 Practical	1 Practical
Physical Education (PE)	1 Practical	1 Practical	1 Practical	1 Practical
Grade 2				
Life Skills Study Areas	Term 1	Term 2	Term 3	Term 4
Beginning Knowledge Personal and Social-well Being (BKPSW)	1 Written (What we need to live?)	1 Written (Animals, Animals which live in water, Animal Homes)	1 Written (Transport)	1 Written (My Country)
	Oral and Practical (Healthy Living)		Practical (People who help us)	Practical (Ways we communicate)
Performing Arts (PA)	1 Practical	1 Practical	1 Practical	1 Practical
Visual Arts (VA)	1 Practical	1 Practical	1 Practical	1 Practical
Physical Education (PE)	1 Practical	1 Practical	1 Practical	1 Practical
Grade 3				
Life Skills Study Areas	Term 1	Term 2	Term 3	Term 4
Beginning Knowledge Personal and Social-well Being (BKPSW)	1 Practical & Written (Timeline)	1 Practical & Written (Healthy Living)	1 Practical & Written (Pollution)	1 Practical & Written Products & processes
	1 Oral and Written (All about me)	1 Practical & Written (Insects)	1 Practical & Written	1 Practical & Written (Natural disasters)
	1 Practical & Written Big Book: Healthy Habits	1 Practical & Written (Life Cycles)	1 Practical & Written (Space)	1 Practical & Written Animals and creatures that help us
Performing Arts (PA)	1 Practical	1 Practical	1 Practical	1 Practical
Visual Arts (VA)	1 Practical	1 Practical	1 Practical	1 Practical
Physical Education (PE)	1 Practical	1 Practical	1 Practical	1 Practical

LIFE SKILLS: Programme of Assessment: Grade 3: Term 1

Study Areas	Topic	What will be assessed?	Forms of Assessment	Assessment tools	Score	Date to be completed	Date completed
Beginning knowledge & Personal & Social Well being	About me	<ul style="list-style-type: none"> Make a representation of his/her own timeline and describes an interesting object from his/her own past 	Oral/Practical Written	Class work book Rubric Storyboard/Poster	5	By Week 4	
	Feelings	<ul style="list-style-type: none"> Recognise and express feelings accordingly 	Observation	Checklist	n/a	By Week 5	
	Health protections	<ul style="list-style-type: none"> Basic first aid practices and the use of a first aid kit Basic health and personal hygiene habits 	Oral/Practical Written	Rubric	5	By end of the Term	
	Keeping my body safe	<ul style="list-style-type: none"> Awareness of physical and sexual abuse How to report abuse 	Oral/Practical	Checklist	n/a		
	Right and Responsibilities	<ul style="list-style-type: none"> Aware of his/her rights and responsibilities Rights and responsibilities at home, school, community and environment 	Oral/Practical	Checklist	n/a		
Performing Arts	Creative games & skills: Non-locomotor movements	<ul style="list-style-type: none"> Non-locomotor movements: bending, rising, reaching, co-ordinating arms and legs in 2, 3 or 4 time to music 	Observation Practical	Rubric	5		
Visual Arts (VA) 2D & 3D	Create in 3D	<ul style="list-style-type: none"> Clay modelling animals, dragons, pinch pots etc. 	Practical	Rubric	5		
Physical Education	Locomotor, Perceptual motor Rhythm, Sports & Games	<ul style="list-style-type: none"> Novelty races, Athletics and ball games 	Observation Practical	Rubric	5		



TOTAL SCORE 30

Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.

Teachers notes:

The content relating to Life Skills Topics will be assessed during the daily lessons. Exemplar checklists and rubrics will be used to record and report on each learner's progress at the end of each term. Where possible teachers are encouraged to ensure that the assessment activities are integrated across the Life Skills. Study Areas and also where possible these assessment activities should be integrated with Languages and Mathematics lessons.

LIFE SKILLS: CHECKLIST: GRADE 3: TERM 1

LIFE SKILLS: CHECKLIST: GRADE 3: TERM 1													
Study Areas	Beginning Knowledge & Personal and Social Well being					Creative Arts				Physical Education	Comments		
						Performing Arts		Visual Arts					
Skills to be assessed	Knows time line of his/her own life	Knows how to use appropriate words and body language to express feelings	Knows basic first aid practices	Knows about physical and sexual abuse and how to report such abuse	Knows his /her own rights and responsibilities in the home and school	Mime actions and sing and dance to action songs and rhymes	Demonstrate dance movements	Perform notated rhythm patterns using body percussion	Do drawings and paintings based on term's topics showing awareness of line, colour, shape and contrast	Make masks , puppets, with recycled materials and models with clay	Play traditional, indigenous and mini cricket and mini tennis skills	Do balancing activities, movements and games e.g. obstacle race etc	
KEY:													
✓ Achieved													
● In need of support													
x Not achieved													
Date													
Learner's names													
1													
2													

SBA Guidelines
Informal AFL – no marks

LIFE SKILLS: RECORDING SHEET (rubrics used for scoring): GRADE 3: TERM 1						
Study Areas	Beginning Knowledge & Personal And Social Well being			Creative Arts		Physical Education
	Activity 1	Activity 2	Activity 3	Performing Arts	Visual Arts	
Skills to be assessed	Story board/poster : Timeline	Write atleast 5 sentences on the topic: All about me	Group Activity: Big Book/ Zig-zag book Healthy habits	Non locomotor dance movements with music	3D: Clay modelling animals, dragons, pinch pots	Novelty races, Athletics and ball games
Score	5	5	5	5	5	5
Date						
Learner's names						
1						
2						
3						

**SBA Guidelines
Formal AOL Recording sheet**

LIFE SKILLS: RUBRIC: GRADE 3: TERM 1

Beginning knowledge & Personal and Social Well being

Activity	1	2	3	4	5
Story Board/ Poster :My Timeline	Pastes 2 photographs to represent his/her timeline on a storyboard/poster	Represents 3 stages of his /her Timeline from birth to Grade 3 on a storyboard /poster using photographs /drawings with captions	Represents 4 stages of his /her Timeline from birth to Grade 3 on a storyboard /poster using photographs/drawings with captions and 1 short sentence on each stage	Represents 5 stages of his /her Timeline from birth to Grade 3 on a storyboard /poster using photographs/drawings with captions and 2 short sentences on each stage	Represents 6 stages of his /her Timeline from birth to Grade 3 on a storyboard /poster using photographs/drawings with captions and 3 short sentences on each stage

Activity	1	2	3	4	5
Writes and illustrates 5 sentences on the Topic: All about me	Writes a sentence of 3 words with an illustration About me	Writes and illustrates 2 simple sentences to describe one's self	Writes and illustrates 3 simple sentences to describe one's self.	Writes and illustrates 4 well written sentences giving clear details to describe one's self.	Writes and illustrates 5 complex and well written sentences giving very clear details to describe one's self and likes and dislikes.

Activity	1	2	3	4	5
Big Book/ Zig Zag book: on Healthy habits	Draws and writes 2 words for 1 page of a Big Book	Makes a Big Book of 1-2 pages in a group with illustrations and two words on each page	Makes a Big Book of 3-4 pages in a group with colourful illustrations and 1 sentence on each page	Makes a Big Book of 5-6 pages in a group with colourful illustrations and 2 complex sentences on each page	Makes a Big Book of 7-8 pages in a group with colourful illustrations and 3 complex sentences on each page

Performing Arts

Activity	1	2	3	4	5
Non-locomotor movements	Co-ordinating arms and legs on 4 time music	Co-ordinating arms and legs on 4 and 2 time music	Bending and rising arms and legs on 4 and 2 time music	Bending, rising and reaching arms and legs on 4 and 2 time music	Bending, rising and reaching arms and legs on 3 time music

Visual Arts

Activity	1	2	3	4	5
3D: Clay modelling: animals, dragons pinch pots	Models with clay simple objects e.g. a ball	Makes 2 clay models of his /her choice resembling form , shape showing 1- 2 features of each object	Makes 3 clay models of his /her choice resembling form , shape showing 3-4 features of each object	Makes 3 clay models of his /her choice resembling form , shape showing 5-6 features of each object	Makes 3 clay models of his /her choice resembling form , shape showing 7-8 features of each object

Physical Education

Activity	1	2	3	4	5
Participation in Novelty races, Athletics and ball games	Attempts to participate in short races	Participates in 2 forms of athletics (short races, novelty races)	Participates actively in 3 forms of athletics (short races, relay, novelty races , high jump and long jump) with speed	Participates actively in 4 forms of athletics (short races, relay, novelty races , high jump and long jump) with speed and distance	Participates actively in 5 forms of athletics (short races, relay, novelty races , high jump and long jump) with speed , distance and height

DOES

**SBA Guidelines
Suggested rubrics**

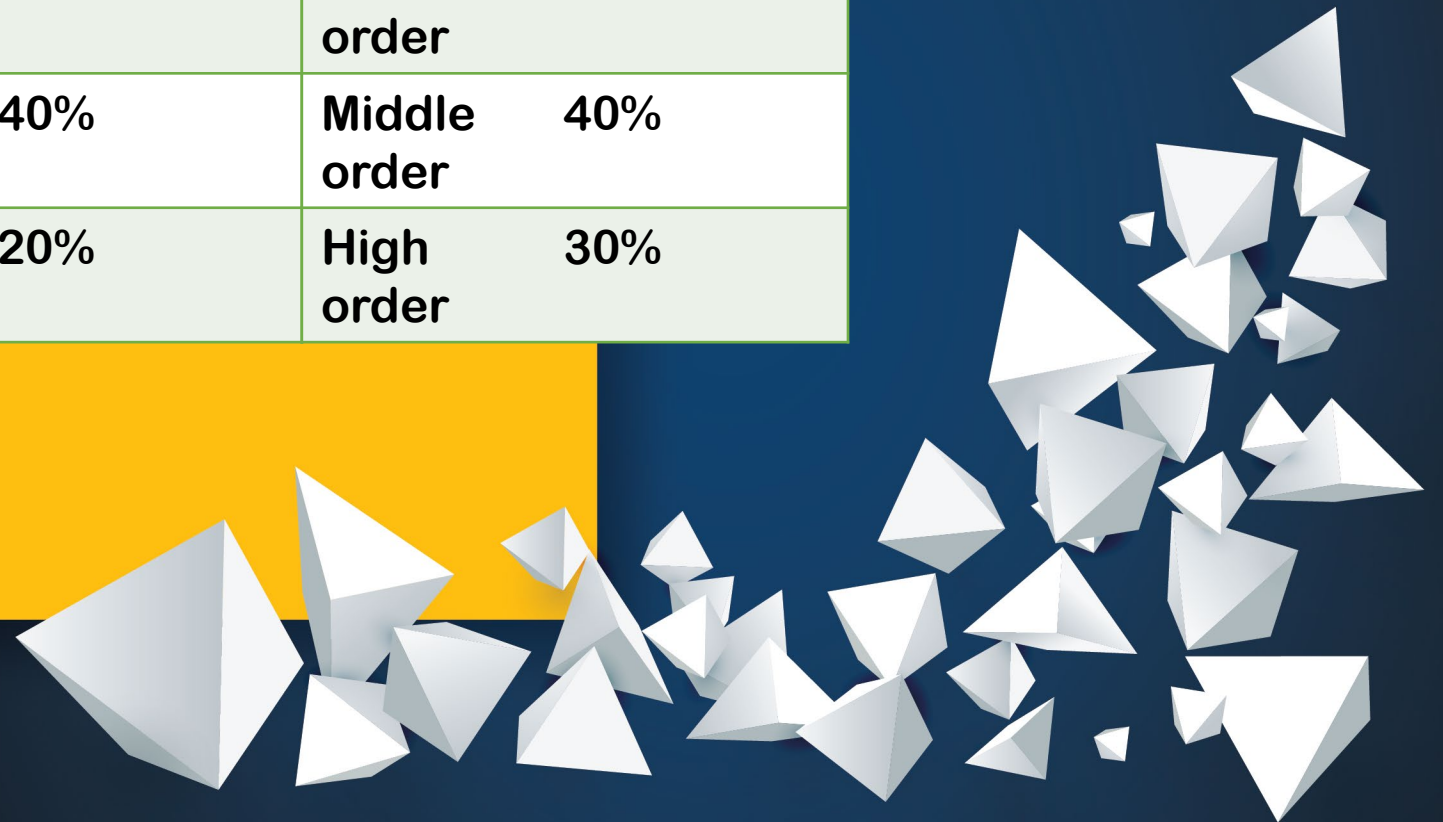


As a foundation phase teacher, your most important responsibility is to ensure that all learners can read!

COGNITIVE LEVELS

FAL		HL		LS	
Low order	30%	Low order	40%	Low order	30%
Middle order	40%	Middle order	40%	Middle order	40%
High order	30%	High order	20%	High order	30%

Blooms are based on classifying a person's cognitive development, the way they think, in different levels of complexity
Each level has easy moderate and complex questions
The complexity of the levels are because of the different thinking connections/ combinations that must be made



In every Assessment task that are develop for the Foundation Phase the Cognitive levels is important.



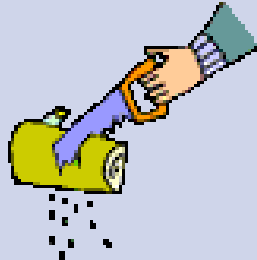
Brain development is part of cognitive development

Cognitive levels - Bloom's

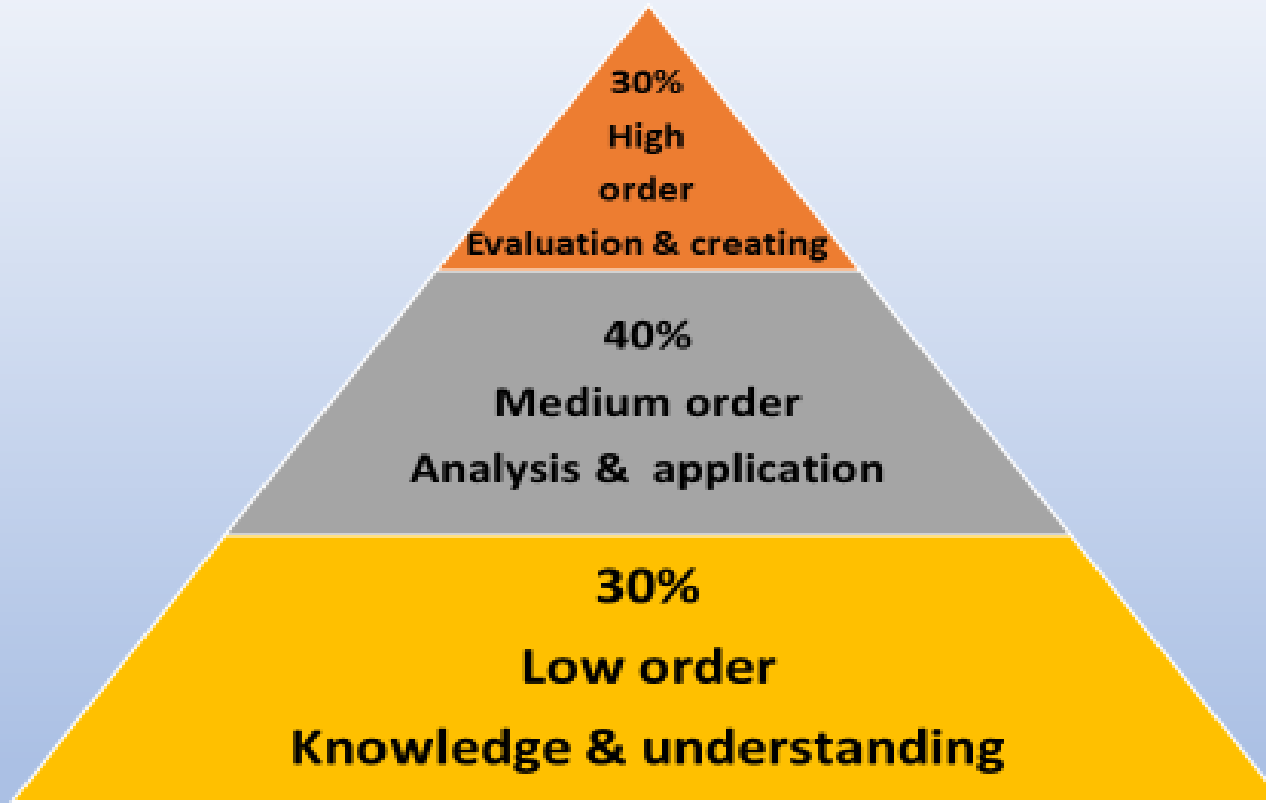
There are **three** types of domains each with its own levels. This is where the Knowledge, skills and values come from as indicated in our curriculum. There are different levels in all these domains, but Blooms taxonomy only addresses the knowledge domain.

"Think left and think right and think low and think high. Oh, the thinks you can think up if only you try!" ~ Theodor Seuss Geisel

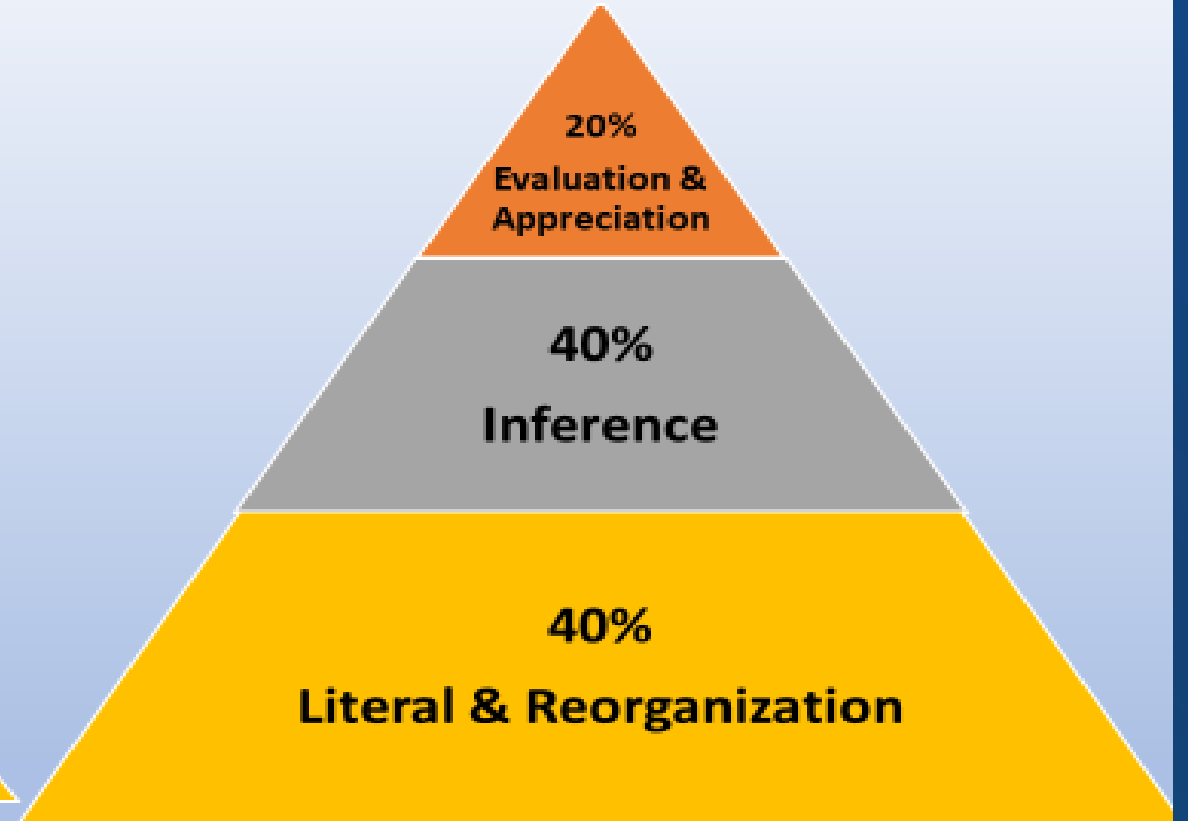
Cognitive development relates to the process of acquiring knowledge using reasoning, intuition, or perception relating to thought

<u>Knowledge</u>	Affective	Psychomotor
<ul style="list-style-type: none">• Evaluation• Synthesis• Analysis• Application• Comprehension• Knowledge 	<ul style="list-style-type: none">• Characterising• Organising• Valuing• Responding• Recieving 	<ul style="list-style-type: none">• Adaptation of skills• Hand-eye coordination 

Bloom's taxonomy Distribution of levels



Barrett's Distribution of levels



This is only a suggested proportion of different levels (refer to the four levels of demand in maths). The main thing is that there must be a variety of the different levels, with the first 4 levels making up the bulk. Remember there can also be easy, average or difficult questions in every level of Blooms!

Learner
name
Grade
Term
School
District

Cognitive
level grid

Learner
name
Grade
Term
School
District



Leerder: _____
Skool: Laerskool M.L. Fick
Graad 2 K _____
Kwartaal 1 - 2023
Vak: Lewensvaardigheid:



Finale SBA punt

<u>Vaardighede</u>	<u>Leerder punt</u>	<u>Datum voltooi</u>	<u>Eksterne Moderator</u>
Akt. 1 Aanvangskennis	/20	06-03	
Akt. 2.1 Uitvoerende kuns	/5	02-03	
Akt. 2.2 Visuele Kuns	/5	03-03	
Akt. 3 Liggaamlike opvoeding	/5	08-03	
TOTAAL	/ 35		
KOGNITIEWE VLAKKE			
	<u>%</u>	<u>Aktiwiteit</u>	<u>Punt</u>
<u>Laë orde (Vlak 1-2)</u>	30%	2.2, 3	10 <u>(9)</u>
<u>Middel-orde (Vlak 3-4)</u>	40%	1.2, 1.3	15 <u>(12)</u>
<u>Hoë orde (Vlak 5-6)</u>	30%	1.1	5 <u>(9)</u>

Cognitive
level grid

Interne Moderering:

Onderwyser: _____
Pre-moderering: _____
Departementshoof: _____
Post-Moderering: _____
Hoof: _____

Datum: _____
Datum: _____
Datum: _____
Datum: _____
Datum: _____

Learner
name
Grade
Term
School
District

Cognitive
level grid

Finale SBA Punt

Vaardighede	Leerder punt	Datum voltooi	Eksterne Moderator
Persoonlike en Sosiale Welsyn – Aanvangskennis 1. Alles oor my 2. Emosies 3. Hou my liggaam veilig 4. Regte en verantwoordelikhede / 40	2023–	
2. Skeppende kuns – Uitvoerende kuns / 5	2023–	
3. Skeppende kuns – Visuele kuns / 5	2023–	
4. Liggaamlike Opvoeding / 5	2023–	
TOTAAL: / 55		

KOGNITIEWE VLAKKE

Kognitiewe vlak	%	Aktiwiteits nr		
Lae orde	40 %	1.1, 2.1, 4.1, 6, 7	(22)	25
Middel orde	40 %	1.2, 2.3, 3.1, 5	(22)	21
Hoë orde	20 %	2.2, 2.4, 4.2	(11)	9

Assessering opgestel deur: _____ Datum: _____

Interne moderering:

Pre-moderering deur Graadhoof: _____ Datum: _____

Pre-moderering deur DH: _____ Datum: _____

Post-moderering: _____ Datum: _____

Hoof: _____ Datum: _____

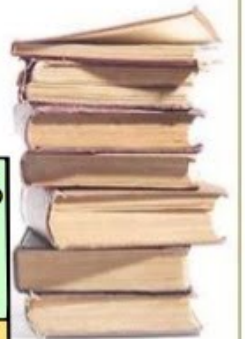
Classroom management



- ✓ Teach the new concept/skill
- ✓ Workbooks are close - **Don't teach the worksheet**
- ✓ Verify through assessment for learning strategies if learners understood.
- ✓ If they did not understand, reteach in small group with different or same strategy.

What is Classroom Management?

- Classroom management is ways of organizing the resources, pupils and helpers so that the teaching and the learning can process in an efficient and safe manner.



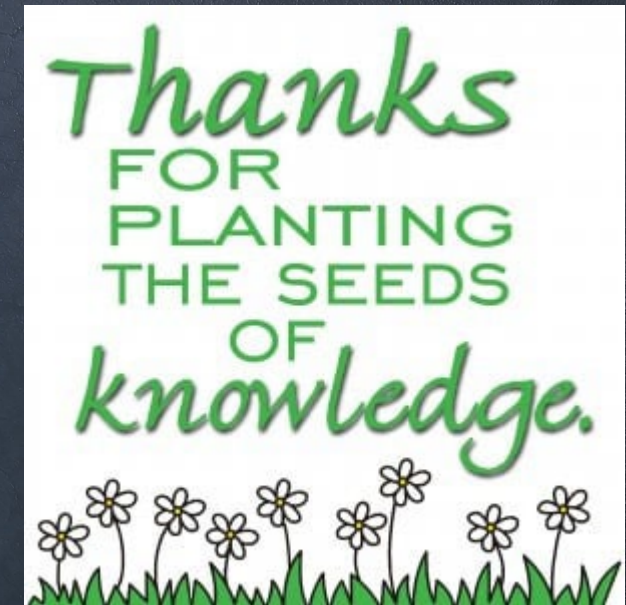
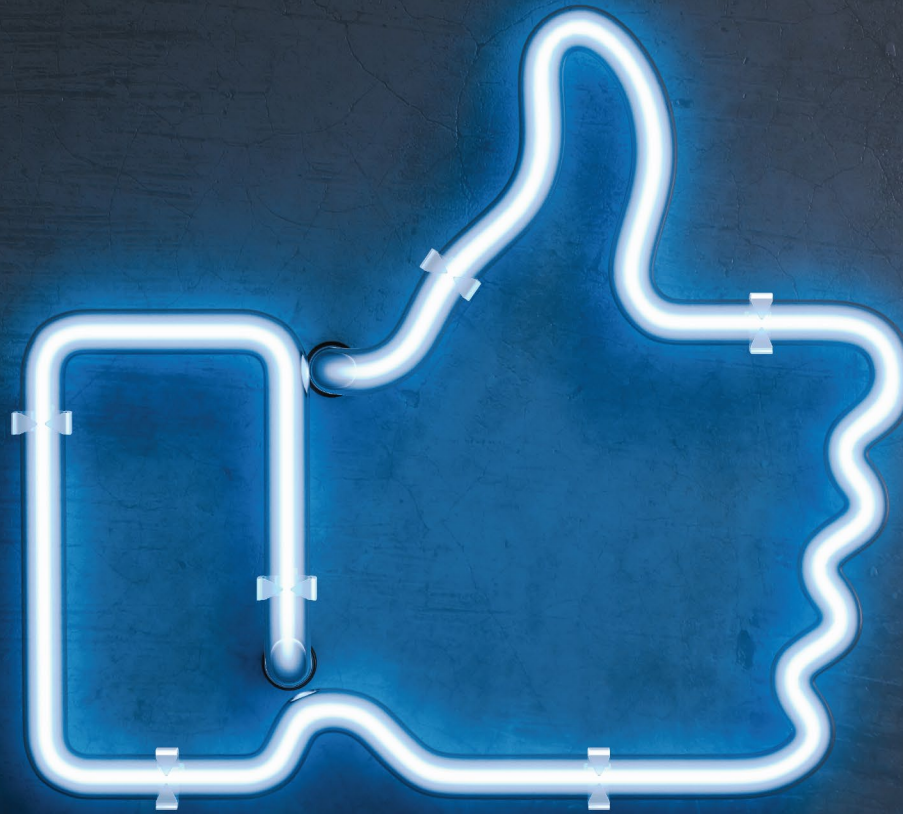
We are all unique and special

Some of us are **big**, some of us are **small**.
Some of us are **short** and some of us are **tall**.
Some of us can **jump**, some of us can **sing**.
We can all do something well.

We are all different



SAOU



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076 127 1921



SAOU National



saouteachers



SAOU YouTube