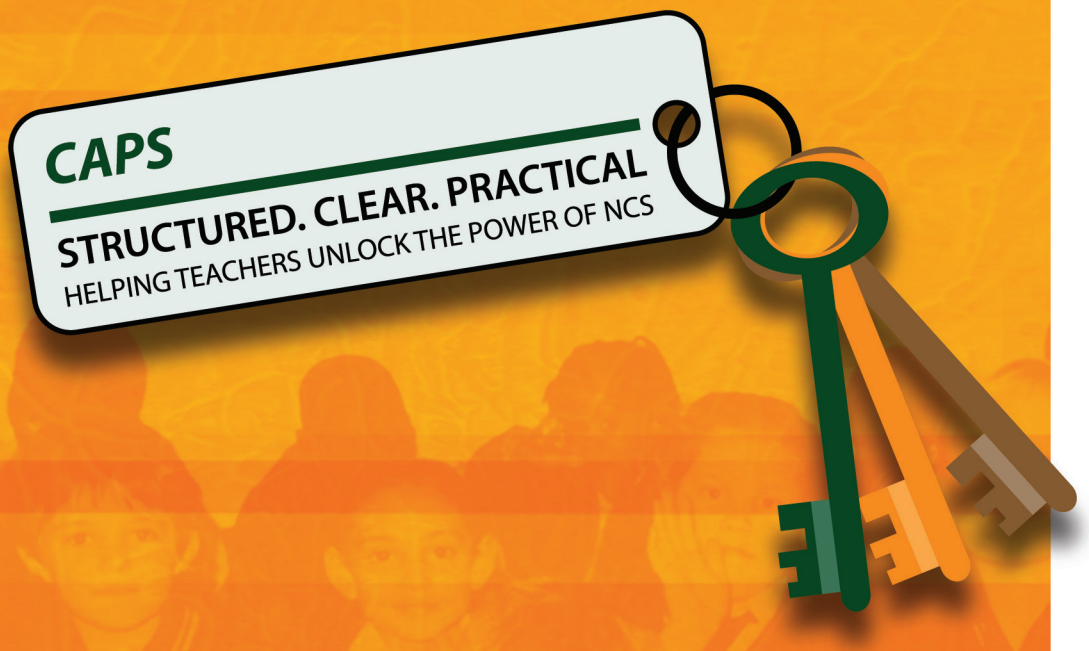
ENGLISH LIFE SKILLS

National Curriculum Statement (NCS)

Curriculum and Assessment Policy Statement



Foundation Phase
Grades R-3

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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CURRICULUM AND ASSESSMENT POLICY STATEMENT
GRADES R-3

LIFE SKILLS

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FOREWORD BY THE MINISTER

Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996). The Preamble to the Constitution states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve the quality of life of all citizens and free the potential of each person;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

Education and the curriculum have an important role to play in realising these aims.

In 1997 we introduced outcomes-based education to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision: the *Revised National Curriculum Statement Grades R-9* and the *National Curriculum Statement Grades 10-12* (2002).

Ongoing implementation challenges resulted in another review in 2009 and we revised the *Revised National Curriculum Statement* (2002) to produce this document.

From 2012 the two 2002 curricula, for *Grades R-9* and *Grades 10-12* respectively, are combined in a single document and will simply be known as the *National Curriculum Statement Grades R-12.* The *National Curriculum Statement for Grades R-12* builds on the previous curriculum but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis.

The *National Curriculum Statement Grades R-12* accordingly replaces the Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines with the

(a) Curriculum and Assessment Policy Statements (CAPS) for all approved subjects listed in this document;

(b) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and

(c) *National Protocol for Assessment Grades R-12.*

MRS ANGIE MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION

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SECTION 1

INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENTS FOR LIFE SKILLS GRADES R-3

1.1 Background

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

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

1.2 Overview

(a) The *National Curriculum Statement Grades R-12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:

(i) Curriculum and Assessment Policy Statements for each approved school subject;

(ii) The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

(iii) The policy document, National Protocol for Assessment Grades R-12 (January 2012).

(b) The *National Curriculum Statement Grades R-12 (January 2012)* replaces the two current national curricula statements, namely the

(i) Revised National Curriculum Statement Grades R-9, Government Gazette No. 23406 of 31 May 2002, and

(ii) National Curriculum Statement Grades 10-12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.

(c) The national curriculum statements contemplated in subparagraphs b(i) and (ii) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R-12 (January 2012)* during the period 2012-2014:

(i) The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R-9 and Grades 10-12;

(ii) The policy document, National Policy on assessment and qualifications for schools in the General Education and Training Band, promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007;

(iii) The policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), promulgated in Government Gazette No.27819 of 20 July 2005;

(iv) *The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, published in Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*

(v) *The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R-12), promulgated in Government Notice No.1267 in Government Gazette No. 29467 of 11 December 2006.*

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

1.3 General aims of the South African Curriculum

(a) The *National Curriculum Statement Grades R-12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.

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

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

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

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex;

- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

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

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

(e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

1.4 Time Allocation

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 • Beginning Knowledge • Creative Arts • Physical Education • Personal and Social Well-being	**6** (1) (2) (2) (1)	**6** (1) (2) (2) (1)	**7** (2) (2) (2) (1)
TOTAL	**23**	**23**	**25**

(b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.

(c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades 1-2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.

(d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R-2 and 2 hours as indicated by the hours in brackets for Grade 3.

1.4.2 Intermediate Phase

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

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3,5
Social Sciences	3
Life Skills • Creative Arts • Physical Education • Personal and Social Well-being	**4** (1,5) (1) (1,5)
TOTAL	**27,5**

1.4.3 Senior Phase

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

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
TOTAL	**27,5**

1.4.4 Grades 10-12

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

SUBJECT	TIME ALLOCATION PER WEEK (HOURS)
Home Language	**4.5**
First Additional Language	**4.5**
Mathematics	**4.5**
Life Orientation	**2**
A minimum of any three subjects selected from **Group B** Annexure B, Tables B1-B8 of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12,* subject to the provisos stipulated in paragraph 28 of the said policy document.	**12 (3x4h)**
TOTAL	**27,5**

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

SECTION 2

2.1 What is Life Skills?

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

In the *Curriculum and Assessment Policy Statement (CAPS)* the subject Life Skills in Foundation Phase (Grades R-3) has been 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.

2.2 Specific Aims

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

2.3 Explaining the Life Skills study areas

Beginning Knowledge and Personal and Social Well-being

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.

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.

Creative Arts

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).

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.

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.

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.

2.4 Teaching in the Foundation Phase

Grade R learners can fall within the 0-4 stage of development. For this reason the *National Early Learning Development Standards (NELDS)* is an important reference document for planning, teaching and learning. There are important skills that very young learners need to master and understand before they go to Grade 1 and Grade R should help them, acquiring those skills. One of the most important roles of the Grade R teacher is to provide learners with an environment that is safe, clean and caring, with adequate opportunities to play and explore the world under the careful guidance of their teacher.

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.

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.

2.4.1 Routine Activities

Routine activities take place at a regular time each day. At least ten minutes of the time allocated to each Life Skills study area should be used daily for routine activities 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;
- tidying up time after creative arts and free play.

2.4.2 Free play activities indoors and outdoors

Free play activities can take place indoors or outdoors or both. The time allocated to Physical Education and Creative Arts can be used for free play time because the physical skills learned and practised during free play, support the learning in these two study areas.

Examples of free play activities include:

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

2.4.3 Structured Activities

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

2.4.4 Perceptual Skills

The development of perceptual skills in young 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:

Visual perception - acquiring and interpreting information through the eyes - accurate visual perception enables the learner to read, write and do mathematics;

Visual discrimination - the ability to see similarities, differences and details of objects accurately;

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

Auditory perception - acquiring and interpreting information through the ears - accurate auditory perception enables the learner to give meaning to what is heard;

Auditory discrimination - the ability to hear similarities and differences in sounds;

Auditory memory - the ability to remember what the ears have heard and the correct sequence in which sounds have been perceived;

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

Body image - a complete awareness of one's own body, i.e. how it moves and how it functions;

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

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

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

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

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

Spatial orientation - the ability to understand the space around the body, or the relationship between the object and the observer, e.g. the hat is on my head;

2.5 Resources for Life Skills

Some equipment is standard material for a Foundation Phase class. Some materials are easier to obtain than others. Ideally learners should have access to this standard material all the time. They can use these resources during free play activities, structured activities, when they have finished a teacher-directed task, or simply when they need 'time out'. This standard material includes:

- bean bags, ropes, hoops, balls of different sizes, balancing beams/planks/tyres, outdoor play equipment (tyres, jungle gym, climbing ropes, trees), scarves/strips of cloth, bats, containers (bowls, buckets, tins to be used as targets), skittles/bottles (as targets), hard, flat open surface, sticks, storage containers, swings, bricks, cones, balloons
- dry media: wax crayons, paper, oil pastels, chalk, 2B pencils, felt-tipped pens, charcoal, sand
- wet media: paint, ink, dyes, mud
- brushes of different sizes
- sheets of paper or scrap paper in various sizes and colours
- earthenware clay, papier maché, play dough, mud
- beads (glass, paper, plastic), straws, macaroni, shells, etc. for threading

- recyclable materials: boxes, toilet rolls, polystyrene containers and packing materials, corks, wrapping paper, tin foil, wool, string, stones, seeds, old newspapers/magazines
- glue, cardboard strips for glue applicators, scissors, pre-mixed starch
- CD player, CDs, musical instruments
- old clothes, utensils, containers, to be used as 'props' for fantasy and dramatic play
- puzzles and other manipulative educational toys, bought and home made
- pictures, wall charts and maps
- information and story books (library)
- plastic lens/ magnifying glass
- people - older family members and invited guests.

For Creative Arts specifically, the following is required:

- open space
- musical instruments, including found and made
- audio and audiovisual equipment with a range of suitable music
- charts and posters
- variety of props e.g. materials, balls, different sized and shaped objects, old clothes
- visual stimuli for drawing and construction.

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

2.6 Time allocation of study areas in Life Skills in Foundation Phase

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

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.

2.7 Topics

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

2.8 Weighting of topics

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

2.9 Sequencing and Progression

A suggested order for the topics is provided as one of the important principles of early childhood education is to begin with what is familiar to the learner and introduce less familiar topics and skills later. Therefore sequencing and progression have been built into the design of the topics. The sequence of the topics can be changed, but teachers should pay attention to the progression and level at which the topic is addressed.

SECTION 3

Outline of course material

GRADE R

<table>
<tr><th colspan="3">Term 1 Grade R</th></tr>
<tr><td>Beginning Knowledge and Personal and Social Well-being</td><td>20 hours
(2 hours/ week)</td><td>Recommended resources
• A selection of books
• Flashcards
• Pictures
• Equipment for good hygiene practices
• A summer interest table
• Objects of different shapes and colours</td></tr>
<tr><td colspan="3">• Do routine activities and free play activities indoors and outdoors as specified in Section 2.
• Festivals and special days celebrated by the community should be discussed as they occur throughout the term. (Two hours per term are allocated for this)
Topic: Me - 2 hours
• Personal details - name, age, address, contact number
• What makes me special - include name, language/s, gender
• Abilities and interests
Note: Only some learners will manage their address and contact number. Return to this later.
Topic: At school - 2 hours
• Name of school, teacher, principal
• Toilets and play areas
• Rules and routines at school
Topic: In the classroom - 2 hours
• Where I keep my things in the classroom
• Classroom rules
• Working together in the classroom
• How to show my feelings in the classroom
• How to express what I feel
Topic: Books 2 hours
• Why we need books
• Looking after books
• Using books for information
• Stories I like
• Where I can find books
Topic: Days of the week - 2 hours
• Days of the week
• What we do on different days
• Yesterday, today and tomorrow</td></tr>
</table>

Term 1 Grade R
Topic: My body - 2 hours • Identify and name body parts - include how many of each • Functions of different body parts • Who may or may not touch my body • What my body needs to keep healthy Topic: Healthy living - 2 hours Good basic hygiene practices • Washing regularly • Cleaning teeth, hair, nails • Washing fruit before eating • Good toilet habits • Sleep • Exercise **Topic: Summer - 2 hours** • The weather in summer • How nature is affected • How animals are affected • How people are affected - e.g. what we eat, wear, do, games we play **Topic: Shapes and colours around us - 2 hours** • Look at and name different shapes • The shapes that make up different objects • Look at and name the different colours • Shades of colours - e.g. light, dark **Festivals and special days - 2 hours**

Term 2 Grade R		
Beginning Knowledge and Personal and Social Well-being	**20 hours** (2 hours/ week)	**Recommended resources** • Examples of things we use at home • Photographs of family celebrations • Pictures to show different weather conditions • An autumn interest table • Different things that make sounds - including musical instruments • Different things to taste, touch and smell

- **Do routine activities and free play activities indoors and outdoors as specified in Section 2.**
- **Festivals and special days celebrated by the community should be discussed as they occur throughout the term. (Two hours per term are allocated for this)**

Topic: Home - 2 hours

- Who lives at home
- What I do at home
- Who works at home
- Different jobs we do at home

Topic: Safety - 2 hours

- How to be safe at home
- Safe places to play
- Unsafe places to play
- Being safe on the road

Topic: My family - 2 hours

- Who belongs to my family
- Activities my family do together
- Activities my family celebrate - e.g. wedding, good news, birthdays

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

Topic: Weather - 2 hours

- What the sky looks like - include colour and clouds
- Hot days, cold days, sunny days, rainy days, windy days -include what we wear on these days

Note: Ensure learners never look at the sun

Topic: Autumn - 2 hours

- The weather in autumn
- How nature is affected
- How animals are affected
- How people are affected - e.g. what we eat, wear, do, games we play

Term 2 Grade R
Topic: Sound - 2 hours
• Sounds we hear
• What makes the sounds we hear
• Music I like
• How hearing keeps us safe
• Looking after my ears
Note: Adapt curriculum as necessary for learners who are hearing impaired.
Topic: Sight - 2 hours
• Things around me
• Light, dark and shadows
• How being able to see keeps us safe
• Looking after my eyes
Note: Adapt curriculum as necessary for learners who are blind or partially sighted.
Topic: Touch - 2 hours
• Different things feel different
• Introduce new words: hard, soft, smooth, rough, cold, hot, warm, cool
• Experiencing different temperatures and textures
Topic: Taste and smell - 2 hours
• Tastes and smells I like
• Tastes that are new to me
• Safety when tasting
• Different smells around us
• Where smells come from
Festivals and special days - 2 hours

Term 3 Grade R		
Beginning Knowledge and Personal and Social Well-being	**20 hours** (2 hours/ week)	**Recommended resources** In addition to the standard resources for Life Skills you will need: • A winter interest table • Pictures to show transport long ago • Pictures of people doing different jobs • Invited visitor to talk about an interesting job • Water play area with measuring and pouring containers • Objects that float and sink • A selection of different fruits and vegetables • Various empty dairy product containers • A ball of wool and products made from wool • Examples of materials that can be recycled

- **Do routine activities and free play activities indoors and outdoors as specified in Section 2.**
- **Festivals and special days celebrated by the community should be discussed as they occur throughout the term. (Two hours per term are allocated for this)**

Topic: Winter - 2 hours

- The weather in winter
- How nature is affected
- How animals are affected
- How people are affected - e.g. what we eat, wear, do, games we play

Topic: Transport - 2 hours

- Getting to school
- Different kinds of transport
- Transport long ago

Topic: Jobs people do - 2 hours

Work relating to:

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

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

Topic: Water - 2 hours

- Objects that float and sink
- Things that live in the water
- Mixing different things in water to change what it looks like
- Pouring and measuring water
- Saving water

Topic: Fruit - 2 hours

- Different types of fruit
- Tastes and textures of fruit
- Where fruit comes from
- Colours and shapes of fruit

Term 3 Grade R
Topic: Vegetables - 2 hours
• Different types of vegetables
• Tastes and textures of vegetables
• Where vegetables come from
• Colours and shapes of vegetables
Topic: Dairy farming - 2 hours
• Dairy products and the animals they come from
• How we get butter
Topic: Wool farming - 2 hours
• A sheep farm
• Where wool comes from
• Uses of wool
Topic: Healthy environment - 2 hours
• The importance of a clean environment
• Ways in which people pollute the environment
• The importance of recycling
Festivals and special days - **2 hours**

Term 4 Grade R		
Beginning Knowledge and Personal and Social Well-being	**20 hours** (2 hours/ week)	**Recommended resources** In addition to the standard resources for Life Skills you will need: • A spring interest table • Library/ information books • Pictures

- **Do routine activities and free play activities indoors and outdoors as specified in Section 2.**
- **Festivals and special days celebrated by the community should be discussed as they occur throughout the term. (Two hours per term are allocated for this)**

Topic: Spring - **2 hours**

- The weather in spring
- How nature is affected
- How animals are affected
- How people are affected - e.g. what we eat, wear, do, games we play

Topic: Birds - 2 hours

- Different types of birds
- General characteristics of a bird - feathers, two legs, beak, lays eggs
- Birds that cannot fly - ostrich, penguin
- Nests

Topic: Reptiles - **2 hours**

- Different reptiles - e.g. crocodile, snake, lizard
- Characteristics of reptiles - cold-blooded, scaly body, lays eggs
- Find out more about at least one reptile

Topic: Dinosaurs - **2 hours**

- Different dinosaurs
- How dinosaurs lived
- How we know about dinosaurs today

Note: Use picture books from the library

Topic: Wild animals - 2 hours

- What is a wild animal?
- Types of wild animals
- Where we find wild animals
- How wild animals live

Topic: Finding out about one wild animal - **2 hours**

- Choose one wild animal to study
  - What the animal looks like
  - Where it lives
  - What it eats
  - Babies and where they are born
  - An additional interesting fact

Topic: Sport - 2 hours

- Sport I like
- Why we have rules in sport
- Why playing sport is good for me

Festivals and special days - 2 hours

Consolidation of topics and assessment 4 hours

Term 1 Grade R		
Creative Arts	**20 hours**	**Recommended resources** Refer to the standard resources for Life Skills listed in Section 2

The following content is to be covered in the course of term 1. Select appropriate Life Skills topics for the term to provide the context for Performing Arts and Visual Arts lessons.

Performing Arts - 10 hours

Creative games and skills

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

Improvise and interpret

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

Visual Arts - 10 hours

Create in 2D

- Draw and give own interpretation to drawings using the week's topic using wax crayon, oil pastels and other drawing media
- Painting: use pre-mixed tempera paint or coloured inks or dyes in primary and secondary colours to respond to the week's topic
- Art elements: informal experience and use of shape in drawing and painting
- Design principles: informal use of contrast (big/small, long/short) in drawing and painting
- Variation of paper size and format: encourage working in different scales

Create in 3D (constructing)

- Fine-motor and sensory co-ordination: (eye-hand-mind) manipulation of scissors and other tools and equipment.

Visual Literacy (to be covered throughout the term**)**

- Naming shape in own work

Term 2 Grade R		
Creative Arts	**20 hours**	**Recommended resources** Refer to the standard resources for Life Skills listed in Section 2

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.

Performing Arts - 10 hours

Creative games and skills

- Warming up using everyday activities such as 'cleaning my shoes', 'making my bed'
- Body awareness exploring space and direction such as large, small, high, low, far, near
- Music, voice and movement: focusing on dynamics such as loud and soft, strong and gentle
- Indigenous songs, rhythmic games and rhymes using different dynamics (loud, soft, strong, gentle) with clapping and stamping
- Locomotor movements such as skipping and hopping, while sharing space, without bumping into others
- Listening skills: reacting to signals, cues, stories, rhymes and songs, such as 'Freeze!', 'Up!', 'Down!'

Improvise and interpret

- Interpretation of indigenous and other songs using dynamics such as soft, loud, etc.
- Dramatising make-believe situations, fantasy and own life experiences
- Creating and imitating sound effects in stories, such as bees 'buzz', horses 'clip-clop', trains 'chook chook'
- Directions, levels (high, medium and low) and shapes explored through creative movement and stories
- Dramatisation, using an existing indigenous story, poem, nursery rhyme or song as stimulus
- Use of objects or props creatively in movement, dramatic play and music

Visual Arts - 10 hours

Create in 2D

- Informal use of art elements shape and colour in drawing and painting in response to week's topic
- Work in different sizes to increase awareness of detail
- Interpreting body parts in drawing and painting
- Simple print-making techniques using found objects such as bottle tops, stones, leaves, hands

Create in 3D (modeling and constructing)

- Craft skills and techniques: cutting, pasting, tearing
- Use playdough to model freely: shaping, twisting, rolling

Visual Literacy

- Looking at and talking about book illustrations: naming shape and colour in book illustrations, identifying contrasts big/small, long/short in book illustrations

Term 3 Grade R		
Creative Arts	**20 hours**	**Recommended resources** Refer to the standard resources for Life Skills listed in Section 2

The following content is to be covered in the course of the term 3. Select appropriate Life Skills topics for the term to provide the context for Performing Arts and Visual Arts lessons.

Performing Arts - 10 hours

Creative games and skills

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

Improvise and interpret

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

Visual Arts - 10 hours

Create in 2D

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

Create in 3D (Constructing and modeling)

- Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off-cuts, and other
- Encourage development of skills through manipulation of the materials
- Use playdough to improve fine-motor ability; rolling, pinching, joining

Visual Literacy

- Looking at and talking about colour and shape in pictures and photographs
- Responding to questions to show awareness of colour and shape

Term 4 Grade R		
Creative Arts	**20 hours**	**Recommended resources** Refer to the standard resources for Life Skills listed in Section 2

The following content is to be covered in the course of the term 4. Select appropriate Life Skills topics for the term to provide the context for Performing Arts and Visual Arts lessons.

Performing Arts - 10 hours

Creative games and skills

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

Improvise and interpret

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

Visual Arts - 10 hours

Create in 2D

- Drawing and painting using the week's topic
- Intentional use of drawn pattern; awareness of pattern in own world
- Use colour to create pattern
- Simple printmaking techniques to create informal pattern

Create in 3D (construction and modeling)

- Develop craft skills and fine motor control; tying, wrapping and other
- Use greater detail in playdough modeling: pinching, pulling, rolling smaller pieces
- Informal modeling in clay

Visual Literacy

- More specific naming of colour and shape (light and dark colour, simple geometric shapes) and contrasts through answering questions

Term 1 Grade R		
Physical Education	**20 hours**	**Recommended resources** In addition to the standard resources for Life Skills you will need: A range of logs, planks, tyres, balls, bean bags, wheel toys for learners to use during free play. Markers, jungle gym, obstacle course items; music

Locomotor

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

Perceptual motor

- Using senses: observing a simple obstacle course set up e.g. jumping, running, throwing, climbing. Learners observe where they should go.
- Using sense of touch: run around and touch various objects on the playing field, walls, tree trunks, jungle gym frames, stones, etc. They experience the feel of different surfaces.
- Using sense of touch: blind-folded, learners find objects by touching such as bean bags, plastic skittles, ball, etc.

Rhythm

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

Co-ordination

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

Balance

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

Spatial orientation

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

Laterality

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

Sports and games

- Hide-and-seek
- Multi-sensory activities, play in water with various plastic objects

Term 2 Grade R		
Physical Education	**20 hours**	**Recommended resources** In addition to the standard resources for Life Skills you will need: Obstacle course items; music, bean bags, balls, etc. Ropes; jungle gym, etc.

Locomotion /non-locomotion

- Body parts: sing songs and rhymes while learning the body parts, i.e. head, shoulders, neck, chest, hips, legs, knees, toes, nose, mouth, chin, elbow, wrist, hands, finders and feet.
- Running backwards and forwards
- Running faster and slower

Perceptual motor

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

Rhythm

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

Co-ordination

- Throwing and catching beanbags
- Jungle gym - hanging and swinging with over-grasp on a horizontal bar of the jungle gym
- Jungle gym - climb up and down a ladder of a jungle gym

Balance

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

Spatial Orientation

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

Laterality

- Body parts - running … falling face down, lying on the ground… rolling onto their backs and on their sides L/R
- Moving sideways L/R

Sports and games

- Throw bean bags /balls into containers
- Bouncing, catching, throwing

Term 3 Grade R		
Physical Education	**20 hours**	**Recommended resources** In addition to the standard resources for Life Skills you will need: Balls, markers and skittles, colour sashes, ropes, ribbons Low objects like tyres, rocks, logs.

Locomotor

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

Perceptual motor

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

Rhythm

- Jumping with feet together and on alternate feet
- Simple hop-scotch, single take-off to single landing; single take-off to double feet landing; double take-off to single foot landing

Co-ordination

- Throwing and catching beanbags
- Jungle gym - arm travelling while hanging with over-grasp
- Jungle gym - climb up a ladder

Balance

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

Spatial orientation

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

Laterality

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

Sports and Games

- Buck and hunters; cat and mouse; wolf and sheep; catch the tail; etc.

Term 4 Grade R		
Physical Education	**20 hours**	**Recommended resources** Obstacle course items, whistle, variety of balls, newspaper bats, etc.

Locomotor

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

Perceptual motor

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

Rhythm

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

Co-ordination

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

Balance

- Walking on ropes placed on the ground; tyres; balance on alternate legs.
- Games, learners walk on cans (48 ounce jam cans) tied with ropes to the feet, hold rope in the hands to balance

Spatial orientation

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

Laterality

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

Sports and games

- Follow instructions to walk, run, jump, skip, climb, etc.
- Walk in a circle joining hands; vary the size of the circle and the number of circles, and change direction of the movement of the circle
- Striking games such as hand tennis, T-ball, balloon push, etc.

GRADE 1

Term 1 Grade 1		
Beginning Knowledge and Personal and Social Well-being	**20 hours** (2 hours/ week)	**Recommended resources** In addition to the standard resources for Life Skills you will need: • Weather chart

- **Do routine activities and free play activities indoors and outdoors as specified in Section 2.**
- **Use a class calendar to discuss the day and the month daily throughout the year.**
- **Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow this.)**
- Religious days and other special days celebrated by the community should be discussed as they occur through the term. (Two hours per term are allocated for this)

Topic: Me - 6 hours

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

Topic: At school - 4 hours

- Name of school, teacher and principal
- Where to find different places in the school - include toilet, office, play areas
- Classroom routines and rules
- How I get to school

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

Topic: Healthy habits - 4 hours

- Sleep
- Eating healthy food
- Proper use of toilet
- Washing hands
- Keeping clean

- Hair, teeth and nails
- Washing regularly

- Regular exercise and play
- Limited television

Topic: The weather - 4 hours

- A daily weather chart
  - Regular observation of weather conditions
  - Hot, cold, windy, cloudy, sunny, misty, rainy
  - Symbols to describe conditions on weather chart
- The weather and us - include clothes, food, activities

Notes: The weather chart should be updated throughout the year.

Explain to learners why they should never look directly into the sun.

Religious days and other special days - 2 hours

Term 2 Grade 1		
Beginning Knowledge and Personal and Social Well-being	**20 hours** (2 hours/ week)	**Recommended resources** In addition to the standard resources for Life Skills you will need: • Pictures of different kinds of family • Examples of danger/ poison signs • Examples to stimulate senses: textures, tastes, sounds, smells • Charts to show body parts

- **Do routine activities and free play activities indoors and outdoors as specified in Section 2.**
- **Use a class calendar to discuss the day and the month daily throughout the year.**
- **Keep daily weather chart updated.**
- **Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow this.)**
- **Religious days and other special days celebrated by the community should be discussed as they occur throughout the term. (Two hours per term are allocated for this)**

Topic: My family - 4 hours

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

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

Topic: Safety in the home - 4 hours

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

Topic: My body - 6 hours

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

Topic: Keeping my body safe - 4 hours

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

Religious days and other special days - 2 hours

Term 3 Grade 1		
Beginning Knowledge and Personal and Social Well-being	**20 hours** (2 hours/ week)	**Recommended resources** In addition to the standard resources for Life Skills you will need: • Pictures and stories of community places, people and pets • Nature corner/ discovery table with plants • Pictures of plants and foods /different foods and packages

- **Do routine activities and free play activities indoors and outdoors as specified in Section 2.**
- **Keep daily weather chart updated.**
- **Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow this.)**
- **Religious days and other special days celebrated by the community should be discussed as they occur throughout the term. (Two hours per term are allocated for this)**

Topic: My community - 4 hours

- Places in my community - include buildings and places where we meet
- People in my community - people who help me; people who sell things; other people I know
- Looking after facilities in my community - such as public telephones, public transport and public toilets
- Keeping places clean - include using bins and not littering

Topic: Pets - 2 hours

- Animals we can keep as pets
- How to look after pets at home - include shelters, food, water, animal cleanliness
- Treating animals appropriately - such as giving exercise, not teasing, not locking in a car

Topic: Manners and responsibilities - 2 hours

- Greeting people we know and greeting strangers
- Waiting my turn
- Listening to others
- Sharing
- Showing kindness
- Being honest
- Respecting other people and what belongs to them

Notes: Use role play. Consolidate manners and responsibilities throughout the year

Topic: Plants and seeds - 4 hours

- Why we need plants - include food, shade, shelter for animals
- What plants look like - roots, stem, leaves, flowers
- Different plants - similarities and differences
- Seeds and where they come from
- What plants need to grow
- Growing a plant from a seed - such as a bean or a lentil

Topic: Food - 6 hours

- Foods we eat
- Where different foods come from: fruit; vegetables; dairy; meat
- Healthy eating
  - Healthy and unhealthy foods
  - Healthy choices and the right amount of food
- Storing food - fresh, tinned, dried, frozen

Religious days and other special days - 2 hours

Term 4 Grade 1		
Beginning Knowledge and Personal and Social Well-being	**20 hours** (2 hours/ week)	**Recommended resources** In addition to the standard resources for Life Skills you will need: • Picture maps with stories • Pictures of homes • Examples of different building materials • Pictures of the moon

- **Do routine activities and free play activities indoors and outdoors as specified in Section 2.**
- **Keep daily weather chart updated.**
- **Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow this.)**
- **Religious days and other special days celebrated by the community should be discussed as they occur throughout the term. (Two hours per term are allocated for this)**

Topic: Homes - 4 hours

- Types of homes - include flats, houses, shacks, traditional homes
- Homes to suit different weather conditions
- What different homes are made of - include wood, mud, bricks, tin, stone, hardboard, plastic

Topic: Picture maps - 4 hours

- Finding places and things on a picture map
- Finding the way from one place to another (use words such as: along, over, under, up, down)
- Finding where on a picture map events in a story happened

Notes:A picture map is a drawing to show where things are located in a given area. Picture maps develop geographical skills of location, distance and space.

Topic: Water - 4 hours

- Uses of water - home and school
- Ways water is wasted
- Ways of saving water
- Safe and unsafe drinking water
- Storing clean water

Topic: The sky at night - 4 hours

- Changing from day to night
- What the night sky looks like
- The moon
  - What the moon looks like
  - When we can see the moon
  - How the moon seems to change shape
- Stars
  - A star burns like the sun (the sun is a star)

Notes: It is possible to see the moon during the day. Include observation and drawing activities

Religious days and other special days - 2 hours

Consolidation of topics and assessment - 2 hours

Term 1 Grade 1		
Creative Arts	**20 hours**	**Recommended resources** • Musical instruments, including found and made • Audio equipment with a range of suitable music • Paint in primary colours and white and black, coloured inks, brushes and paper of different sizes • 2B pencils, wax crayons, oil pastels, coloured chalks • Glue and applicators • Items for printing: geometric shapes found in recyclable boxes, etc

The following content is to be covered in the course of term 1. Select appropriate Life Skills topics for the term to provide the context for Performing Arts and Visual Arts lessons.

Performing Arts - 10 hours

Creative games and skills

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

Improvise and interpret

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

Visual Arts - 10 hours

Create in 2D

- Draw pictures of self using different media, thick wax crayons or chalk
- Draw and paint pictures of self interacting with others
- Paint own portrait adding features - eyes, ears, nose and mouth; discuss features on the head, shape, colour and line
- Print patterns with thick paint

Create in 3D (constructing)

- Box constructions using recyclable boxes; emphasis on geometric shapes; discuss shapes

Term 2 Grade 1		
Creative Arts	**20 hours**	**Recommended resources** Refer to the standard resources for Life Skills listed in Section 2 and resources for Term 1

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.

Performing Arts - 10 hours

Creative games and skills

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

Improvise and interpret

- Role play (stepping into the shoes of somebody else)
- Developing short sentences of dialogue such as a conversation between the elephant and the mouse
- Movements appropriate to a role in different situations, e.g. during a meal, a classroom, a bus
- Singing songs using contrasts such as soft and loud, fast and slow

Visual Arts - 10 hours

Create in 2D

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

Create in 3D

- Make models out of clay/playdough; encourage correct use of materials and tools
- Construct houses/imaginary shelters using recyclable boxes and other materials. Encourage the correct use of glue and applicators.

Term 3 Grade 1		
Creative Arts	**20 hours**	**Recommended resources** Refer to the standard resources for Life Skills listed in Section 2

The following content is to be covered in the course of term 3. Select appropriate Life Skills topics for the term to provide the context for Performing Arts and Visual Arts lessons.

Performing Art - 10 hours

Creative games and skills

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

Improvise and interpret

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

Visual Arts - 10 hours

Create in 2D

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

Create in 3D (constructing)

- Make models of imaginative creatures using clay, playdough or recyclable materials; emphasize appropriate use of materials and spatial awareness.

Term 4 Grade 1		
Creative Arts	**20 hours**	**Recommended resources** Refer to the standard resources for Life Skills listed in Section 2

The following content is to be covered in the course of term 4. Select appropriate Life Skills topics for the term to provide the context in Performing Arts and Visual Arts lessons.

Performing Arts - 10 hours

Creative games and skills

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

Improvise and interpret

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

Visual Arts - 10 hours

Create in 2D

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

Create in 3D (constructing)

- Make models of self in action in own environment using clay/playdough; encourage personal expression, appropriate use of materials and spatial awareness

Term 1 Grade 1		
Physical Education	**20 hours**	**Recommended resources for Term 1** Beanbags and balls Markers, skittles, sashes, ribbons Hop-scotch marked out on a clean flat surface

The following content is to be covered in the course of term 1. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.

Locomotor

- Dodging and walking in different directions
- Dodging games around skittles changing direction
- Using senses: observing - obstacle course
- Using senses: hearing - listen to instructions while moving around

Perceptual motor

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

Rhythm

- Hop-scotch
- Rope skipping
- Rhymes singing while performing body actions

Co-ordination

- Throwing and catching beanbags
- Jungle gym - arm travelling while hanging with over-grasp
- Jungle gym - climbing up a ladder

Balance

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

Spatial Orientation

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

Laterality

- Activities using the non-dominant side of the body

Sports and games

- Play favourite games selected by the learners
- Movement games - concepts of size, distance, space and quantity covered

Term 2 Grade 1		
Physical Education	**20 hours**	**Recommended resources for Term 2** Balls, containers and skittles Hoops Jungle gym or similar equipment

The following content is to be covered in the course of term 2. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.

Locomotor

- Body parts: singing songs or recite rhymes while touching various parts of the body such as touch the knees, toes, nose, head, ears, etc.
- Games - " Simon Says" - moving different parts of the body

Perceptual motor

- Ball skills - passing a ball around a circle; over heads; under legs while standing in a straight line; throw a ball to a partner; bounce and catch a ball with a partner
- Hitting balloons in the air

Rhythm

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

Co-ordination

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

Balance

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

Spatial orientation

- Complete obstacle course using the jungle gym or similar equipment

Laterality

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

Sports and games

- Traditional/indigenous games chosen by the learners

Term 3 Grade 1		
Physical Education	**20 hours**	**Recommended resources for Term 3** Scarves/lengths of material Soccer balls and goal posts Old car tyres

The following content is to be covered in the course of term 3. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.

Locomotor

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

Perceptual motor

- 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

Rhythm

- Rope skipping, alone, in groups of three, two swing and the other jumps, rotate roles

Co-ordination

- 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

Balance

- Balance on motor car tyres, laid flat on the ground or standing up
- 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.

Spatial orientation

- Crawl through tyres that have been set up in a line

Laterality

- Hop-scotch jump with non-dominant leg
- Running and swinging a rope/ sash / ribbon using the non-dominant hand

Sports and games

- Play “Hide-and-Seek”
- Buck and hunters

Term 4 Grade 1		
Physical Education	**20 hours**	**Recommended resources for Term 4** Ropes, sashes, etc. Different sized balls

The following content is to be covered in the course of term 4. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.

Locomotor

- Walk, run and skip using signals to change from walking to running or skipping
- Non-locomotor: spin - different ways of spinning; spin alone and with a partner

Perceptual motor

- Circle formation - games such as “beat the ball”

Rhythm

- Games using ropes - Ugqaphu/Kgati/Ntimo (two learners swing the rope and a third jumps over it while the rest of the group sing rhymes)
- Follow instructions using a drum to signal change in rhythm

Co-ordination

- Hand soccer with big balls
- Foot-eye co-ordination, greeting each other by touching the feet

Balance

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

Spatial orientation

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

Laterality

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

Sports and games

- Play games of catches, i.e. cats amongst the pigeons
- Walking races - walking on tip toes, walking on heels, walking on flat feet
- Relay games

GRADE 2

Term 1 Grade 2		
Beginning Knowledge and Personal and Social Well-being	**20 hours** (2 hours/ week)	**Recommended resources** In addition to the standard resources for Life Skills you will need: • Examples of things that help people - such as reading glasses, walking frames, guide dogs, hearing aids • Equipment to show simple ways of purifying water

- **Do routine activities and free play activities indoors and outdoors as specified in Section 2.**
- Use a class calendar to discuss the day and the month daily throughout the year.
- **Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow this.)**
- **Religious days and other special days celebrated by the community should be discussed as they occur throughout the term. (Two hours per term are allocated for this)**

Topic: What we need to live - 4 hours

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

Note: There is no need to include the water cycle at this level. **Topic: Myself and others - 4 hours**

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

Topic: Everyone is special - 6 hours

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

Topic: Healthy living - 4 hours

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

Religious days and other special days - 2 hours

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

- **Do routine activities and free play activities indoors and outdoors as specified in Section 2**
- **Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow this.)**
- **Religious days and other special days celebrated by the community should be discussed as they occur throughout the term. (Two hours per term are allocated for this)**

Topic: Seasons - 6 hours

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

Topic: Animals - 4 hours

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

Topic: **Animals and creatures that live in water - 4 hours**

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

Topic: Animal homes - 4 hours

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

Religious days and other special days - 2 hours

Term 3 Grade 2		
Beginning Knowledge and Personal and Social Well-being	**20 hours** (2 hours/ week)	**Recommended resources** In addition to the standard resources for Life Skills you will need: • Samples of different soil types • Picture and information books • Road signs • Community members who help others

- **Do routine activities and free play activities indoors and outdoors as specified in Section 2.**
- **Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow this.)**
- **Religious days and other special days celebrated by the community should be discussed as they occur throughout the term. (Two hours per term are allocated for this)**

Topic: Soil - 4 hours

- Different soils - colours and textures
- Creatures that live in the soil - such as earthworms, moles
- Soil for the growth of plants; the value of growing vegetables

Topic: Transport - 6 hours

- What transport is
- Road transport
- Rail transport
- Air transport
- Water transport
- Uses of different kinds of transport

Topic: Road safety - 4 hours

- Road safety rules
  - Pedestrians
  - Cyclists
  - Passengers
- Road signs for pedestrians and cyclists
- Scholar patrol
- How traffic officers help us

Topic: People who help us - 4 hours

- People who help us in our community - such as clinic nurse, after-care teacher, librarian
- How different people help me
- How I ask for information and assistance
  - Good manners
- How I ask for help in an emergency
  - Who to contact
  - What information to give

Note: Invite someone who works in the community to visit the school

Religious days and other special days - 2 hours

<table>
<tr><th colspan="3">Term 4 Grade 2</th></tr>
<tr><td>Beginning Knowledge and Personal and Social Well-being</td><td>20 hours
(2 hours/ week)</td><td>Recommended resources
In addition to the standard resources for Life Skills you will need:
• A wall map of South Africa divided into provinces
• The South African flag
• Examples of different instruments of communication
• Pictures and items about religious festivals
• Photographs and information books</td></tr>
<tr><td colspan="3">
• Do routine activities and free play activities indoors and outdoors as specified in Section 2
• Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow this.)
• Religious days and other special days celebrated by the community should be discussed as they occur throughout the term. (Two hours per term are allocated for this)
Topic: Our country - 4 hours
• A map of South Africa
- Name and location of own province
- Where we live
• South African flag - include recognising the flag and places where we can see it flying
• South African anthem - listening and singing
Notes:Anthem can be learnt throughout the term.Include learners from other countries by including their flags where possible.
Topic: Ways we communicate - 6 hours
• Speaking - include explaining, conversation, poetry and song
• Writing - include writing a letter or card and posting it
• Reading - include instructions and advertisements
• Listening - include radio and stories
• Looking - include lip reading, signing and gestures
Topic: Life at night - 6 hours
• Things I do at night - get ready for bed, read and tell stories, sleep and dream
• People who work at night - such as security officers, doctors, pilots, truck drivers
• Night animals - such as owls, hamsters, porcupines, leopards, jackal
Religious days and other special days - 2 hours
Consolidation of topics and assessment - 2 hours
</td></tr>
</table>

Term 1 Grade 2		
Creative Arts	**20 hours**	**Recommended resources** Refer to the standard resources for Life Skills listed in Section 2

The following content is to be covered in the course of term 1. Select appropriate Life Skills topics for the term to provide the context for Performing Arts and Visual Arts lessons.

Performing Arts - 10 hours

Creative games and skills

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

Improvise and interpret

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

Visual Arts - 10 hours

Create in 2D

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

Create in 3D (constructing)

- Use clay to make and decorate containers; discuss pattern, geometric shape, line, discuss surface texture and correct joining techniques

Term 2 Grade 2		
Creative Arts	**20 hours**	**Recommended resources** Refer to the standard resources for Life Skills listed in Section 2

The following content is to be covered in the course of the term 2. Select appropriate Life Skills topics for the term to provide the context for Performing Arts and Visual Arts lessons.

Performing Arts - 10 hours

Creative games and skills

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

Improvise and interpret

- Performing rhythm patterns combined with locomotor movements such as clapping the rhythm of pony gallops, marching, skipping, etc.
- Performing songs focusing on dynamics such as: loud and soft, slow and fast
- Role play related to selected topics or stories told by the teacher, working with a partner in role and switching roles
- Using drama techniques to explore characters' thoughts and feelings, e.g. the drama is frozen and each character in turn is tapped on the shoulder, and asked to reveal what s/he is feeling at that moment, etc.

Visual Arts - 10 hours

Create in 2D

- Draw or paint pictures related to topics of the term; focus informally on line, tone, texture, colour
- Use recyclable objects and thick paint to create a printed surface; talk about geometric and organic shapes

Create in 3D (constructing)

- Construct a mask using recyclable materials; discuss shape, texture, develop craft skills

Term 3 Grade 2		
Creative Arts	**20 hours**	**Recommended resources** Refer to the standard resources for Life Skills listed in Section 2

The following content is to be covered in the course of term 3. Select appropriate Life Skills topics for the term to provide the context for Performing Arts and Visual Arts lessons.

Performing Arts - 10 hours

Creative games and skills

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

Improvise and interpret

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

Visual Arts - 10 hours

Create in 2D

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

Create in 3D (constructing)

- Use recyclable materials and papier maché to make useful objects: egg cups, containers, plant holders, etc. decorate using pattern; discuss geometric shapes and cool and warm colours, develop craft skills

Term 4 Grade 2		
Creative Arts	**20 hours**	**Recommended resources** Refer to the standard resources for Life Skills listed in Section 2

The following content is to be covered in the course of term 4. Select appropriate Life Skills topics for the term to provide the context for Performing Arts and Visual Arts lessons.

Performing Arts - 10 hours

Creative games and skills

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

Improvise and interpret

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

Visual Arts - 10 hours

Create in 2D

- Make paintings relevant to the term’s topics; discuss colour, tone, texture, contrast, shape

Create in 3D (constructing)

- Make clay models

Term 1 Grade 2		
Physical Education	**20 hours**	**Recommended resources for Term 1** Bats, balls, bean bags, obstacle course equipment Containers as targets

The following content is to be covered in the course of term 1. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.

Locomotor

- Play an indigenous game, e.g. Upuca
- Potato races
- Egg-and-spoon races - balance a small ball on a large spoon

Perceptual motor

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

Rhythm

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

Co-ordination

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

Balance

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

Spatial orientation

- Stretch and curl - make body as tall and as small as possible, as long and as short as possible

Laterality

- Introduce activities using the non-dominant body part, arms and legs

Term 2 Grade 2		
Physical Education	**20 hours**	**Recommended resources** Variety of balls, skittles, bean bags

The following content is to be covered in the course of term 2. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.

Locomotor

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

Perceptual motor

- Ball skills - bouncing balls while marching on the spot
- Ball skills - bouncing balls against the wall
- Ball skills - bouncing balls around obstacles

Rhythm

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

Co-ordination

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

Balance

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

Spatial orientation

- Circle formation playing “cat and mouse”
- Obstacle course

Laterality

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

Sports and games

- Games involving pulling, running, jumping and hoops, e.g. ‘tug-of-war’
- Play games such as “Wolf, wolf what’s the time?”

Term 3 Grade 2		
Physical Education	**20 hours**	**Recommended resources** Obstacle course equipment; bean bags; balls of various kinds

The following content is to be covered in the course of term 3. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.

Locomotor

- Obstacle course with bean bag on hand/shoulder/foot/head
- Reaction time drills, i.e. at the teacher's command… run…hit the deck… hop… stop… etc.

Perceptual motor

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

Rhythm

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

Co-ordination

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

Balance

- Balancing on one leg
- Balancing moves along ropes, planks, balancing beams (balance on one leg; arms horizontal)
- "Horse and cart"
- Hula hoop swings with arm, hips and neck

Spatial orientation

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

Laterality

- In circle formation throw a ball clock wise… anti-clock wise
- Lateral trunk movements such as throw a ball sideways L/R like in rugby

Sports and games

- Divide learners into teams and compete in relay races - explain rules and how this works
- Traditional games of the learner's own choosing

Term 4 Grade 2		
Physical Education	**20 hours**	**Recommended resources** Ropes, whistles, mats, buckets for water activities; mini cricket equipment

The following content is to be covered in the course of term 4. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.

Locomotor/Non-locomotor

- Jump high; walk with big steps; walk with small steps; skip; hop
- Athletics - sprinting
- Athletics - relay running

Perceptual motor

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

Rhythm

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

Co-ordination

- Swimming exercises - lie on back and kick legs; lie on stomach; kick legs and move arms in a swimming action

Balance

- Athletics - long jump build-up activities
- Athletics - high jump build-up activities

Spatial orientation

- Following directions, e.g. 'Walk 6 steps forward, 10 steps backward and 3 steps to the left. Stop. Walk sideways crossing legs. Hop 6 times on one leg and 9 times on the other leg'
- Skipping around play area alone and with a partner

Laterality

- Stretching, up and sideways

Sports and games

- Play various games
- Mini cricket
- Swimming exercises - breathing exercises. Practise blowing bubbles through a straw in water.
- Learners put faces into water and blow bubbles

Term 1 Grade 3		
Beginning Knowledge and Personal and Social Well-being	**30 hours** (3 hours/ week)	**Recommended resources** In addition to the standard resources for Life Skills you will need: • pictures, stories, rhymes about feelingspuppets and masks • a simple First Aid kit

- **Use a class calendar to discuss the day and the month daily throughout the year.Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow this.)Festivals and special days that people in the community celebrate should be discussed as they occur throughout the term. (Three hours per term are allocated for this)**

Topic: About me - **6 hours**

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

Topic: Feelings - **6 hours**

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

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

Topic: Health protection - **3 hours**

- Basic first aid practices in situations such as nose bleeds, animal bites, cuts and burns
- Basic health and hygiene - include not touching other people's blood

Topic: Keeping my body safe - **6 hours**

- We are not safe with everyone
- Rules to keep my body safe
- Trusting 'Yes' and 'No' feelings
- How to say 'No' to any form of abuse
- How to report abuse

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

Topic: Rights and responsibilities - **6 hours**

- Learners' rights and responsibilities
- Rights and responsibilities of others
  - At home
  - At school
  - In our community
  - In the environment

Religious days and other special days - **3 hours**

Term 2 Grade 3		
Beginning Knowledge and Personal and Social Well-being	**30 hours** (3 hours/ week)	**Recommended resources** In addition to the standard resources for Life Skills you will need: • Examples of foods from different food groups • Library/ information books • Examples of different kinds of waste • Recycling bins • Plastic lens/magnifying glass

- **Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow this.)**
- **Festivals and special days that people in the community celebrate should be discussed as they occur throughout the term. (Three hours per term are allocated for this)**

Topic: Healthy eating - **6 hours**

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

Topic: Insects - **9 hours**

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

Topic: Life cycles - **6 hours**

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

Topic: Recycling - **6 hours**

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

Religious days and other special days - **3 hours**

Term 3 Grade 3		
Beginning Knowledge and Personal and Social Well-being	**30 hours** (3 hours/ week)	**Recommended resources** In addition to the standard resources for Life Skills you will need: • Pictures of planets - including Earth from space • Stories of space travel and research • Danger signs and symbols • Older family and community members

- **Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow this.)**
- **Festivals and special days that people in the community celebrate should be discussed as they occur throughout the term. (Three hours per term are allocated for this)**

Topic: Public Safety - 6 hours

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

Topic: Pollution - 6 hours

- What pollution is
- Different types of pollution - water, land, air, noise
- Effects of pollution on people
- Effects of pollution on the environment

Note: Survey and clean an area - this will serve as an introduction to field work

Topic: How people lived long ago - 9 hours

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

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

Topic: Space - 6 hours

- Earth from space - what it looks like (land, sea, clouds)
- Stars and planets - what they are
- Names of the planetsTelescopes
- Space travel
- Satellites and information we get

Note: Where possible, visit a planatarium or observatory

Religious days and other special days - 3 hours

Term 4 Grade 3		
Beginning Knowledge and Personal and Social Well-being	**30 hours** (3 hours/ week)	**Recommended resources** In addition to the standard resources for Life Skills you will need: • Flow charts to show processes • Information/ library books and pictures • Newspaper and television reports of disasters • Stories about animals that help people

- **Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow this.)**
- **Festivals and special days that people in the community celebrate should be discussed as they occur throughout the term. (Three hours per term are allocated for this)**

Topic: Products and processes - 6 hours

- Plants
  - What we get from plants
  - Process - from sugar cane to sugar
- The earth
  - What we get from the earth
  - Process - from clay to brick

Topic: Disasters and what we should do - 9 hours

- Types of disaster
  - Floods
  - Fire
- Other phenomena
  - Lightening
  - Earthquakes
  - Storms and strong winds

Note: Use personal experiences as well as newspaper and television reports of disasters

Topic: Animals and creatures that help us - 9 hours

- Animals that give us food and/or clothes
  - Bees
  - Chickens
  - Cows
  - Sheep
- Animals that work for us
  - Dogs - guide dogs, watch dogs, sniffer dogs
  - Donkeys and horses

Note: Find and read stories about other animals, like dolphins, that have helped people

Religious days and other special days - 3 hours

Consolidation of topics covered and preparation for transition to Grade 4 - 3 hours

Term 1 Grade 3		
Creative Arts	**20 hours**	**Recommended resources**

The following content is to be covered in the course of term 1. Select appropriate Life Skills topics for the term to provide the context for Performing Arts and Visual Arts lessons.

Performing Arts - 10 hours

Creative games and skills

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

Improvise and interpret

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

Visual Arts - 10 hours

Create in 2D

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

Create in 3D (constructing)

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

Visual Literacy

- Art elements: identify and name all art elements
- Use artworks and visual stimuli to relate to own work

Term 2 Grade 3		
Creative Arts	**20 hours**	**Recommended resources**

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.

Performing Arts - 10 hours

Creative games and skills

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

Improvise and interpret (to be covered throughout the term**)**

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

Visual Arts - 10 hours

Create in 2D

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

Create in 3D (box sculptures)

- Teach and extend simple construction techniques to create box sculpture: stacking, joining, surface decoration
- Spatial awareness: same as before: extend conscious awareness of working in space

Visual Literacy

- Use of art elements and design principles in description and discussion; introduce balance
- Use artworks and visual stimuli to relate to own work
- Description of own artwork: use art vocabulary consciously

Term 3 Grade 3		
Creative Arts	**20 hours**	**Recommended resources**

The following content is to be covered in the course of term 3. Select appropriate Life Skills topics for the term to provide the context for Performing Arts and Visual Arts lessons.

Performing Arts - 10 hours

Creative games and skills

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

Improvise and interpret (to be covered throughout the term**)**

- Create a movement sentence in small groups and use it to make patterns
- Compose cyclic rhythm patterns based on South African music. Focus on appropriate tempo /dynamic choices
- Classroom dramas: illustrate different characters through vocal and physical characterisation e.g. moving and speaking as the mother, the grandfather, the doctor, etc.
- Poetry performances in groups e.g. choral verse combined with movement and gestures

Visual Arts - 10 hours

Create in 2D

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

Create in 3D (constructing)

- Craft from recyclable materials: patterned frames for own artworks, containers for classroom, etc.
- Art elements: naming and using geometric and organic shapes/ forms
- Emphasis on pattern and surface decoration for craft objects

Visual Literacy

- Increase awareness of pattern and printmaking in Africa, e.g. Ndebele painting, beadwork, decorative ceramics: looking, talking, listening about pattern

Term 4 Grade 3		
Creative Arts	**20 hours**	**Recommended resources**

The following content is to be covered in the course of term 4. Select appropriate Life Skills topics for the term to provide the context in Performing Arts and Visual Arts lessons.

Performing Arts - 10 hours

Creative games and skills

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

Improvise and interpret

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

Visual Arts - 10 hours

Create in 2D

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

Create in 3D (constructing)

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

Visual Literacy

- Art elements: identify and name all art elements
- Design principles: name and use contrast, proportion, emphasis and balance
- Questions to deepen and extend observation of elements and design principles

Term 1 Grade 3		
Physical Education	**20 hours**	**Recommended resources** In addition to the standard resources for Life Skills you will need: Scarves for three legged race. Balls; cricket bats and stumps; tennis set bats; ropes. Soft grass surface.

The following content is to be covered in the course of term 1. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.

Locomotor

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

Perceptual motor

- **Tennis-set**
  - Walking, bounce tennis ball in the air, on the ground and with alternative sides of the bat
  - With a partner, volley
  - With a partner, hit the ball over the net using forehand
  - With a partner, hit the ball over the net using back hand

Rhythm

- Athletics: crouch start in sprinting (on your marks... get set...go!)
- Athletics: long jump action determining take-off foot
- Athletics: high jump action determining take-off foot

Co-ordination

- Athletics: throw a tennis ball
- Hand-eye co-ordination: bounce a tennis ball on a tennis-set bat… in the air… on the ground while walking

Balance

- Mini-tennis: running, hitting forehand, backhand and volley shots over net/rope
- Cricket: batting

Spatial orientation

- Changing direction
- Navigate a complicated obstacle course including pushing, pulling, climbing, changing direction

Laterality

- Kick moving ball with left and right foot

Sports and Games

- Athletics: relay running
- Mini-tennis
- Mini-cricket

Term 2 Grade 3		
Physical Education	**20 hours**	**Recommended resources** In addition to the standard resources for Life Skills you will need: Skittles, balls, hockey sticks, skipping ropes.

The following content is to be covered in the course of term 2. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.

Locomotor

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

Perceptual motor

- Catch/ throw a high ball

Rhythm

- Rope skipping in groups of three
- Rope skipping individual double take-off
- Rope skipping individual single take-off while running

Co-ordination

- Station 1: Basketball- dribble a ball zigzag through markers
- Station 2: Hockey - dribble a ball though obstacles
- Station 3: Netball - pass while running
- Station 4: Rugby - running and passing the ball in a backline action
- Station 5: Soccer - dribble a ball through markers

Balance

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

Spatial Orientation

- Complex obstacle course

Laterality

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

Sports and Games

- Indigenous games
- Mini - soccer, hockey, rugby, netball and basketball

Term 3 Grade 3		
Physical Education	**20 hours**	**Recommended resources** In addition to the standard resources for Life Skills you will need: Balls, ropes, sashes, gym mats/grass surface, markers

The following content is to be covered in the course of term 3. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.

Locomotor

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

Perceptual motor

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

Rhythm

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

Co-ordination

- Volleyball activities: hand-eye co-ordination, serve, dig and set actions
- Partner activities such as straddle vault over the bent back of a partner

Balance

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

Spatial orientation

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

Laterality

- Partner activities: pulling and pushing movements L/R
- See-saw

Sports and Games

- Mini-soccer
- Volleyball
- Cat-and-mouse

Term 4 Grade 3		
Physical Education	**20 hours**	**Recommended resources** In addition to the standard resources for Life Skills you will need: • Large buckets with water/ swimming-pool • Mini cricket equipment • Tennis set • Gym mats

The following content is to be covered in the course of term 4. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.

Locomotor

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

Perceptual motor

- Shadow imitations: one learner is the shadow of another learner and copies movements
- Tennis: forehand, backhand and volley
- Cricket: batting, bowling, field work and wicket keeping

Rhythm

- Rhythmic sequence with or without apparatus

Co-ordination

- Gymnastics: forward and backward rolls
- Swimming: gliding, buoyancy, kicking and paddling and arm action

Balance

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

Spatial orientation

- Obstacle course
- Swimming: confidence exercises to overcome water phobia such as putting eyes and ears in the water, breathing exercises

Laterality

- Swimming: kicking with L/R legs; arm actions with L/R arms

Sports and games

- Water games - Ring-a-Ring-a-Rosie; giant steps; races; etc.
- Three legged games
- Catch the dragon’s tail
- Tennis set
- Mini-cricket

SECTION 4

4.1 Introduction

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

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

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

Life Skills gives learners an opportunity to explore their world and begin to understand it. 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 them 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 those concepts.

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. In Life Skills during the Foundation Phase each learner should be formally assessed through observations and written recording at least once per term in each of the study areas. The forms of assessment should be age and development level appropriate. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of that specific subject.

Assessment can take place individually, in small groups or in large groups during free play and as part of structured activities. Checklists and rubrics may also be used to record assessments. Assessments both formal and informal will enable the teacher to track and monitor the learner's progress throughout the term.

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

4.2 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.

4.3 Inclusion

For most learners coming into Grade R and Grade 1 will be a new experience. They will have had different educational experiences up to that point, and acquired different skills. The teacher needs to identify each learner's needs through formal and informal assessment. It may be necessary to allow some learners to catch up and other learners to do extension activities. Based on on-going assessment, the teacher is expected to accommodate all learners in programmes of learning and assess that.

4.4 Recording and reporting

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

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

CODES AND PERCENTAGES FOR RECORDING AND REPORTING

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGE
7	Outstanding achievement	80 - 100
6	Meritorious achievement	70 - 79
5	Substantial achievement	60 - 69
4	Adequate achievement	50 - 59
3	Moderate achievement	40 - 49
2	Elementary achievement	30 - 39
1	Not achieved	0 - 29

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

4.5 General

This document should be read in conjunction with:

4.5.1 *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12;* and

4.5.2 The policy document, *National Protocol for Assessment Grades R-12.*