

SUGGESTED PLANNING OF TEACHING AND ASSESSMENT

GRADE 3 LIFE SKILLS 2019

| TERM 1 48 days | Week 1: Jan | Week 2: Jan | Week 3: Jan | Week 4: Jan- Feb | Week 5: Feb | Week 6: Feb | Week 7: Feb | Week 8: Feb -Mar | Week 9: Mar | Week 10: Mar |
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| PERSONAL AND SOCIAL WELL-BEING | | | | | | | | | | |
| PSW (2x 30 minutes) (3x20 minutes) CAPS section BK & PSW W: 40 % Performing Arts W: 15% Visual Arts W: 15% Physical Education W: 30% | PERSONAL AND SOCIAL WELL-BEING <i>Personal and Emotional Health</i> About Me 6 hrs <ul style="list-style-type: none"> When was I born? Events that happened in my life? When I cut my first tooth Ask adults When did I do to pre-school? How old was I when I went to Grade 1 etc. | PERSONAL AND SOCIAL WELL-BEING <i>Personal and Emotional Health</i> About Me 6 hrs <ul style="list-style-type: none"> When was I born? Events that happened in my life? When I cut my first tooth Ask adults When did I do to pre-school? How old was I when I went to Grade 1 etc. | PERSONAL AND SOCIAL WELL-BEING <i>Personal and Emotional Health & Social Well-being</i> Feelings 6 hrs Emotions & Feelings <ul style="list-style-type: none"> Things that make me happy and things that make me sad Recognising feelings -- such as anger, fear, worry, loneliness Good ways to express what we feel Response: Apologies - how to say sorry (Values) | PERSONAL AND SOCIAL WELL-BEING <i>Personal and Emotional Health & Social Well-being</i> Feelings 6 hrs Emotions & Feelings <ul style="list-style-type: none"> Things that make me happy and things that make me sad Recognising feelings -- such as anger, fear, worry, loneliness Good ways to express what we feel Response: Apologies - how to say sorry (Values) | PERSONAL AND SOCIAL WELL-BEING <i>Healthy Lifestyle</i> Health protection 6 hrs <ul style="list-style-type: none"> Basic first aid practices in situations such as nose bleeds, animal bites, cuts and burns Basic health and hygiene - include not touching other people's blood | PERSONAL AND SOCIAL WELL-BEING <i>Healthy Lifestyle</i> Health protection 6 hrs <ul style="list-style-type: none"> Basic first aid practices in situations such as nose bleeds, animal bites, cuts and burns Basic health and hygiene - include not touching other people's blood | PERSONAL AND SOCIAL WELL-BEING <i>Social well-being</i> Keeping my body safe 6 hrs We are not safe with everyone <ul style="list-style-type: none"> Rules to keep my body safe Trusting 'Yes' and 'No' feelings How to say 'No' to any form of abuse How to report abuse | PERSONAL AND SOCIAL WELL-BEING <i>Social well-being</i> Keeping my body safe 6 hrs We are not safe with everyone <ul style="list-style-type: none"> Rules to keep my body safe Trusting 'Yes' and 'No' feelings How to say 'No' to any form of abuse How to report abuse | PERSONAL AND SOCIAL WELL-BEING <i>Personal and Emotional Health & Social Well-being</i> Rights and responsibilities 4 hrs Learners' rights and responsibilities <ul style="list-style-type: none"> Rights and responsibilities of others <ul style="list-style-type: none"> - At home - At school - In our community - In the environment | PERSONAL AND SOCIAL WELL-BEING <i>Personal and Emotional Health & Social Well-being</i> Rights and responsibilities 4 hrs Learners' rights and responsibilities <ul style="list-style-type: none"> Rights and responsibilities of others <ul style="list-style-type: none"> - At home - At school - In our community - In the environment |
| Calendar Dates | Religious and special days 2hours Record and discuss – Significance, clothing, food, celebrations | | | | | | | | | |
| BEGINNING KNOWLEDGE | | | | | | | | | | |
| 2 HOURS PER WEEK BK; NS, SS & Tech (4 x 30 minutes) | BEGINNING KNOWLEDGE NATURAL SCIENCE <i>Planet Earth and beyond</i> The weather 4 hours <ul style="list-style-type: none"> Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy) Recording of daily weather conditions Clothing and material | | | | | | | | | |
| NATURAL SCIENCE | | | | | | | | | | |
|  | BEGINNING KNOWLEDGE NATURAL SCIENCE About me 6 hrs <i>No natural link</i> | BEGINNING KNOWLEDGE NATURAL SCIENCE About me 6 hrs <i>No natural link</i> | BEGINNING KNOWLEDGE NATURAL SCIENCE Feelings 6 hrs <i>No natural link</i> | BEGINNING KNOWLEDGE NATURAL SCIENCE Feelings 6 hrs <i>No natural link</i> | BEGINNING KNOWLEDGE NATURAL SCIENCE Life and living Health protection 3 hrs <ul style="list-style-type: none"> Parts of my body I cannot see. What happens to my heart beat when I run? Why does this happen? What will happen to a cut if it is not treated? [GERMS] | BEGINNING KNOWLEDGE NATURAL SCIENCE Health protection 6 hrs <ul style="list-style-type: none"> Parts of my body I cannot see. What happens to my heart beat when I run? Why does this happen? What will happen to a cut if it is not treated? [GERMS] | BEGINNING KNOWLEDGE NATURAL SCIENCE <i>Personal and Social Well-being</i> Keeping my body safe 6 hrs We are not safe with everyone <ul style="list-style-type: none"> Rules to keep my body safe Trusting 'Yes' and 'No' feelings How to say 'No' to any form of abuse How to report abuse | BEGINNING KNOWLEDGE NATURAL SCIENCE <i>Personal and Social Well-being</i> Keeping my body safe 6 hrs We are not safe with everyone <ul style="list-style-type: none"> Rules to keep my body safe Trusting 'Yes' and 'No' feelings How to say 'No' to any form of abuse How to report abuse | BEGINNING KNOWLEDGE NATURAL SCIENCE <i>Personal and Social Well-being</i> Rights and responsibilities 4 hrs <ul style="list-style-type: none"> Children's act | BEGINNING KNOWLEDGE NATURAL SCIENCE <i>Personal and Social Well-being</i> Rights and responsibilities 4 hrs Children's act |
| SOCIAL SCIENCE | | | | | | | | | | |
| A variety of activities will be found in the Life Skills Foundation Phase resource. The link is provided below. | BEGINNING KNOWLEDGE SOCIAL SCIENCE <i>Relationship and Interdependence</i> Knows and demonstrate Discuss: What a timeline is. The features and reason for a timeline. <ul style="list-style-type: none"> Demonstrate history knowledge and understanding of timeline. Interpret knowledge of timeline and work with own time life – include date of birth, | BEGINNING KNOWLEDGE SOCIAL SCIENCE <i>Relationship and Interdependence</i> Knows and demonstrate Discuss: What a timeline is. The features and reason for a timeline. <ul style="list-style-type: none"> Demonstrate history knowledge and understanding of timeline. Interpret knowledge of timeline and work with own time life – include date of birth, | BEGINNING KNOWLEDGE SOCIAL SCIENCE <i>Emotional Health, Values and Interdependence</i> Knows and demonstrate Emotions & Feelings <ul style="list-style-type: none"> Things that make me happy and things that make me sad Recognising feelings -- such as anger, fear, worry, loneliness Good ways to express what we feel Response: Apologies - how to say sorry (Values) | BEGINNING KNOWLEDGE SOCIAL SCIENCE <i>Emotional Health, Values and Interdependence</i> Knows and demonstrate Emotions & Feelings <ul style="list-style-type: none"> Things that make me happy and things that make me sad Recognising feelings -- such as anger, fear, worry, loneliness Good ways to express what we feel Response: Apologies - how to say sorry (Values) | <i>No natural links</i> | <i>No natural links</i> | <i>No natural links</i> | <i>No natural links</i> | BEGINNING KNOWLEDGE SOCIAL SCIENCE <i>Diversity and individuality</i> <ul style="list-style-type: none"> Talk and discuss learners' rights and responsibilities Understand and interpret: Rights and responsibilities of others <ul style="list-style-type: none"> - At home - At school - In our community - In the environment | BEGINNING KNOWLEDGE SOCIAL SCIENCE <i>Diversity and individuality</i> <ul style="list-style-type: none"> Talk and discuss learners' rights and responsibilities Understand and interpret: Rights and responsibilities of others <ul style="list-style-type: none"> - At home - At school - In our community - In the environment |

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| | starting school, at least one interesting fact <ul style="list-style-type: none"> • Interpretation of general and public appearance of the past, artefacts and memories. • Identify and show interesting object | starting school, at least one interesting fact <ul style="list-style-type: none"> • Interpretation of general and public appearance of the past, artefacts and memories. • Identify and show interesting object | | | | | | | | |
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| Incidental | Religious and special days 2hours Record and discuss – Significance, clothing, food, celebrations | | | | | | | | | |
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| TECHNOLOGY | | | | | | | | | | |
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| | BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills Learner will engage in <ul style="list-style-type: none"> • investigating • designing • making • evaluating • communicating solutions. Timeline <ul style="list-style-type: none"> • What is a timeline • Timeline of own life - include date of birth, starting school, at least one interesting fact | BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills Learner will engage in <ul style="list-style-type: none"> • investigating • designing • making • evaluating • communicating solutions. Timeline <ul style="list-style-type: none"> • What is a timeline • Timeline of own life - include date of birth, starting school, at least one interesting fact | BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills Learner will engage in <ul style="list-style-type: none"> • investigating • designing • making • evaluating • communicating solutions. Make your pop-up emotions 3D form <ul style="list-style-type: none"> • It should not be more than 30 cm in height; any shape • It could have drawings/ illustrations or pictures showing different emotions with about 5 synonyms for the different emotions and a sentence reading I feel happy when ... | BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills Learner will engage in <ul style="list-style-type: none"> • investigating • designing • making • evaluating • communicating solutions. Make your pop-up emotions 3D form <ul style="list-style-type: none"> • It should not be more than 30 cm in height; any shape • It could have drawings/ illustrations or pictures showing different emotions with about 5 synonyms for the different emotions and a sentence reading I feel happy when ... | | | | | | | |
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| CREATIVE ARTS | | | | | | | | | | |
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| 1 HOUR PER WEEK for Creative Arts (Performing and Visual Arts) | CREATIVE ARTS VISUAL ARTS <i>Visual Literacy</i> <i>Line, shape, form, colour, tone, texture, space</i> About me 6 hrs <ul style="list-style-type: none"> • Create 2D Draw a picture of a happy time in your time https://wcedeportal.co.za/eresource/83541 | CREATIVE ARTS VISUAL ARTS <i>Visual Literacy</i> <i>Line, shape, form, colour, tone, texture, space</i> About me 6 hrs <ul style="list-style-type: none"> • Create 2D Draw a picture of a happy time in your time | CREATIVE ARTS VISUAL ARTS <i>Visual Literacy</i> Feelings 6 hrs | CREATIVE ARTS VISUAL ARTS <i>Visual Literacy</i> Feelings 6 hrs | CREATIVE ARTS VISUAL ARTS <i>Visual Literacy</i> Health protection 3 hrs | CREATIVE ARTS VISUAL ARTS <i>Visual Literacy</i> Health protection 3 hrs | CREATIVE ARTS VISUAL ARTS <i>Visual Literacy</i> Keeping my body safe 6 hrs | CREATIVE ARTS VISUAL ARTS <i>Visual Literacy</i> Keeping my body safe 6 hrs | CREATIVE ARTS VISUAL ARTS <i>Visual Literacy</i> Rights and responsibilities 6 hrs | CREATIVE ARTS VISUAL ARTS <i>Visual Literacy</i> Rights and responsibilities 6 hrs |
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| PERFORMING ARTS | | | | | | | | | | |
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| <p>Use the Life Skills resource 2017</p>  <p>Link below</p> <p>https://wcedeportal.co.za/eresource/83391</p> | <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> • <i>Creative games and skills</i> • <i>Improvise and interpret</i> <p>WARM UP Warming up by focusing on breathing: e.g. ‘painting with your breath’, ‘panting like a dog’, etc.</p> <p>MAIN ACTIVITY Role play with beginning, middle, end using stimulus e.g. South African poem, story, song or picture</p> <p>COOLING DOWN Cooling down the body and relaxation: express moods and ideas through movement</p> | <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> • <i>Creative games and skills</i> • <i>Improvise and interpret</i> <p>WARM UP Warming up by focusing on breathing: e.g. ‘painting with your breath’, ‘panting like a dog’, etc.</p> <p>MAIN ACTIVITY (continue and consolidate from previous lesson) Drama games: develop interaction and cause and effect such as counting games, name games, etc. Role play with beginning, middle, end using stimulus e.g. South African poem, story, song or picture</p> <p>COOLING DOWN Cooling down the body by doing non-locomotor movements: bending, rising, reaching, co-ordinating arms and legs in time to music</p> | <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> • <i>Creative games and skills</i> • <i>Improvise and interpret</i> <p>WARM UP Warming up by focusing on breathing: e.g. ‘painting with your breath’, ‘panting like a dog’, etc.</p> <p>MAIN ACTIVITY (continue from previous lesson) Drama games: develop interaction and cause and effect such as counting games, name games, etc. Role play with beginning, middle, end using stimulus e.g. South African poem, story, song or picture</p> <p>Portraying character and objects in the role play using observation, imitation and exaggeration</p> <p>COOLING DOWN Cooling down the body and relaxation: express moods and ideas through movement</p> | <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> • <i>Creative games and skills</i> • <i>Improvise and interpret</i> <p>WARM UP Warming up by focusing on breathing: e.g. ‘painting with your breath’, ‘panting like a dog’, etc.</p> <p>MAIN ACTIVITY (consolidate from previous lesson) Drama games: develop interaction and cause and effect such as counting games, name games, etc. Role play with beginning, middle, end using stimulus e.g. South African poem, story, song or picture</p> <p>Portraying character and objects in the role play using observation, imitation and exaggeration</p> <p>COOLING DOWN Cooling down the body by doing non-locomotor movements: bending, rising, reaching, co-ordinating arms and legs in time to music</p> | <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> • <i>Creative games and skills</i> • <i>Improvise and interpret</i> <p>WARM UP Warming-up the voice and singing songs (unison, rounds and call and response songs) in tune and in time</p> <p>MAIN ACTIVITY 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</p> <p>COOLING DOWN Cooling down the body and relaxation: express moods and ideas through movement</p> | <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> • <i>Creative games and skills</i> • <i>Improvise and interpret</i> <p>WARM UP Warming-up the voice and singing songs (unison, rounds and call and response songs) in tune and in time</p> <p>MAIN ACTIVITY (continue and consolidate from previous lesson) 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</p> <p>Playing rhythm patterns and simple polyrhythms in 2, 3 or 4 time on percussion instruments</p> <p>COOLING DOWN Cooling down the body and relaxation: express moods and ideas through movement</p> | <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> • <i>Creative games and skills</i> • <i>Improvise and interpret</i> <p>WARM UP Warming up: co-ordination of isolated body parts such as arms swinging, swaying</p> <p>MAIN ACTIVITY Locomotor movement: skip/gallop forwards, backwards, sideways and turning in different pathways (diagonal, circles, S-shapes, etc.) Learn and combine movements from South African dance e.g. Indian dance, Pantsula, with appropriate music</p> <p>COOLING DOWN Cooling down the body and relaxation: express moods and ideas through movement</p> | <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> • <i>Creative games and skills</i> • <i>Improvise and interpret</i> <p>WARM UP Non-locomotor movements: bending, rising, reaching, co-ordinating arms and legs in time to music</p> <p>MAIN ACTIVITY Assessment: Performance of movements from a South African dance</p> | <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> • <i>Creative games and skills</i> • <i>Improvise and interpret</i> <p>WARM UP Non-locomotor movements: bending, rising, reaching, co-ordinating arms and legs in time to music</p> <p>MAIN ACTIVITY Assessment: Performance of movements from a South African dance</p> | <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> • <i>Creative games and skills</i> • <i>Improvise and interpret</i> <p>WARM UP Warming-up the voice and singing songs (unison, rounds and call and response songs) in tune and in time</p> <p>MAIN ACTIVITY (continue and consolidate from previous lesson) 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</p> <p>Playing rhythm patterns and simple polyrhythms in 2, 3 or 4 time on percussion instruments</p> <p>COOLING DOWN Cooling down the body and relaxation: express moods and ideas through movement</p> |
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PHYSICAL EDUCATION

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| <p>Topic, concepts, skills and values</p>  | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial • Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial • Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial • Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial • Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial • Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial • Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> |
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Explanation of the terms

- **Locomotor:** Locomotor movements are those which the body is transported in a horizontal or vertical direction from one point to another. Activities such as running, jumping, hopping, leaping, galloping, and skipping are considered fundamental locomotor skills. When these fundamental skills become elaborated and further refined, they can be applied to specific sports.
- **Perceptual motor: Perceptual - Motor Skills. Perceptual-motor development** refers to the child's developing **ability** to interact with the environment, combining use of the senses and **motor skills**. The developmental process of use of **perceptual** or sensory skills and **motor skills** is viewed as a combined process. **Perceptual motor learning** or **motor skill learning** is the acquisition of **motor** skills requiring **perceptual motor** coordination. it is the process of improving the smoothness and accuracy of movements
- **Rhythm: Rhythmic** activities are any form of action in which an individual respond both emotionally and physically to any **rhythmic** accompaniment. This can be done individually, in pairs or in small or large groups. Skills performed to **music** include: locomotor skills, **ball skills**, moving in a variety of ways such as circles and squares, **folk dance routines**, international dances, as well as creating and **performing movement routines to music** with a partner and in a **group**.
- **Coordination:** The ability to integrate muscle actions to execute a specific movement or movement phrase in the most effective way. Coordination of large muscles for total body movement. The ability to use hands and eyes or feet and eyes together in the execution of a movement.
- **Balance:** The ability to gain or maintain body equilibrium against gravity.
- **Spatial orientation:** Our natural ability to maintain our body **orientation** and/or posture in relation to the surrounding environment (physical space) at rest and during motion.
- **Laterality:** Inner awareness of left and right and the ability to control the two sides of the body together or separately.
- **Sports and games:** A **sport** is a physical activity carried out under an agreed set of rules, with a recreational purpose: for competition or self-enjoyment or a combination of these. A **game** is a recreational activity involving one or more players, **defined** by a goal that the players try to reach, and some set of rules to play it.

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| <p>Requisite pre-knowledge</p> | <ul style="list-style-type: none"> • primary colours, shape and line • Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing) | <ul style="list-style-type: none"> • primary colours, shape and line • Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing) | <ul style="list-style-type: none"> • primary colours, shape and line • Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing) | <ul style="list-style-type: none"> • primary colours, shape and line • Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing) | <ul style="list-style-type: none"> • primary colours, shape and line • Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing) | <ul style="list-style-type: none"> • primary colours, shape and line • Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing) | <ul style="list-style-type: none"> • primary colours, shape and line • Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing) | <ul style="list-style-type: none"> • primary colours, shape and line • Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing) | <ul style="list-style-type: none"> • primary colours, shape and line • Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing) | <ul style="list-style-type: none"> • primary colours, shape and line • Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing) |
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| | | | | | | | | | | communication, singing, dancing) |
| Resources (other than textbook) to enhance learning | <p>PSW & BK</p> <ul style="list-style-type: none"> Daily weather chart DBE Workbook Charts Seasons chart DBE Life Skills Workbook 1 First Aid kit Pictures Stories Feelings- puppets <p>VISUAL ARTS</p> <p>A3 paper, Brushes, Paint, Thick wax crayons Clay, Play dough crayons or chalk, cardboard Calendar, Clothing, Paper plate, Split pins, cardboard</p> <p>PHYSICAL EDUCATION</p> <p>Balls, skipping ropes, bean bags, sticks</p> | | | | | | | | | |
| Informal assessment; remediation and enrichment | <ul style="list-style-type: none"> Checklist Observation sheet/book Rubric Memorandum Multiple opportunities and levels of difficulty/ complexity | | | | | | | | | |
| SBA (Formal Assessment) | <ul style="list-style-type: none"> 1 SBA per Term- All 4 Study Areas Mostly oral, practical, demonstrations Grade 2 and 3 BK has written and a practical component | | | | | | | | | |

<https://wcedportal.co.za/eresource/83391>

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| TERM 2 54 days | Week 1: April | Week 2: April | Week 3: April | Week 4: April | Week 5: April - May | Week 6: May | Week 7: May | Week 8: May | Week 9: May | Week 10: June |
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PERSONAL AND SOCIAL WELL-BEING

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| CAPS section Topic, concepts, skills and values | <p>PERSONAL AND SOCIAL WELL-BEING <i>Healthy lifestyle</i> Healthy eating 6hrs</p> <ul style="list-style-type: none"> Food groups <ul style="list-style-type: none"> Vitamins - fruit and vegetables Carbohydrates bread, maize/ mielie meal Proteins - eggs, beans, meat, nuts Dairy - milk, cheese, yoghurt (NS) A balanced diet | <p>PERSONAL AND SOCIAL WELL-BEING <i>Healthy lifestyle</i> Healthy eating 6hrs</p> <ul style="list-style-type: none"> Food groups <ul style="list-style-type: none"> Vitamins - fruit and vegetables Carbohydrates bread, maize/ mielie meal Proteins - eggs, beans, meat, nuts Dairy - milk, cheese, yoghurt (NS) A balanced diet | <p>PERSONAL AND SOCIAL WELL-BEING Insects 9 hrs</p> <p><i>No natural links</i></p> | <p>PERSONAL AND SOCIAL WELL-BEING Insects 9 hrs</p> <p><i>No natural links</i></p> | <p>PERSONAL AND SOCIAL WELL-BEING Insects 9 hrs</p> <p><i>No natural links</i></p> | <p>PERSONAL AND SOCIAL WELL-BEING Life cycles 6 hrs</p> <p><i>No natural links</i></p> | <p>PERSONAL AND SOCIAL WELL-BEING Life cycles 6 hrs</p> <p><i>No natural links</i></p> | <p>PERSONAL AND SOCIAL WELL-BEING Life cycles 6 hrs</p> <p><i>No natural links</i></p> | <p>PERSONAL AND SOCIAL WELL-BEING Recycling 6 hrs</p> <p><i>Taking care of the environment Re use material for daily use</i></p> | <p>PERSONAL AND SOCIAL WELL-BEING Recycling 6 hrs</p> <p><i>Taking care of the environment Re use material for daily use</i></p> |
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Religious and special days 2hours
Record and discuss- Clothing, food, celebrations
Ascension Day
Ramadan
Succot
Simchat
Discuss relevant religious days and other special days relevant

- Judaism
- Christianity
- Hinduism
- Islam

BEGINNING KNOWLEDGE

NATURAL SCIENCE

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|  | <p>BEGINNING KNOWLEDGE NATURAL SCIENCE Healthy eating 6hrs <i>Life and living</i> Food groups Carbohydrates Dairy-milk</p> | <p>BEGINNING KNOWLEDGE NATURAL SCIENCE Healthy eating 6hrs <i>Life and living</i> Food groups Carbohydrates Dairy-milk</p> | <p>BEGINNING KNOWLEDGE NATURAL SCIENCE Insects 9 hrs <i>Life and living</i> INSECTS (1)</p> <ul style="list-style-type: none"> Characteristics of an insect Different insects - such as fly, mosquito, ant, beetle Observing and drawing an insect How do insects help us? How do some insects harm us? <p>https://wcedeportal.co.za/eresource/83561</p> | <p>BEGINNING KNOWLEDGE NATURAL SCIENCE Insects 9 hrs <i>Life and living</i> INSECTS (2)</p> <ul style="list-style-type: none"> Locust Ant Disease- locust, mosquito, lady bird Insect homes What do they eat? How do they move Which insect is useful? Which insect is harmful | <p>BEGINNING KNOWLEDGE NATURAL SCIENCE <i>Life and living</i> Life cycles 6 hrs</p> <ul style="list-style-type: none"> What a life cycle is Lifecycle of a: <ul style="list-style-type: none"> Mammal (e.g. dog) Insect (e.g. butterfly) Amphibian - (e.g. frog) Bird - (e.g. chicken) | <p>BEGINNING KNOWLEDGE NATURAL SCIENCE <i>Life and living</i> Life cycles 6 hrs</p> <ul style="list-style-type: none"> What a life cycle is Lifecycle of a: <ul style="list-style-type: none"> Mammal (e.g. dog) Insect (e.g. butterfly) Amphibian - (e.g. frog) Bird - (e.g. chicken) | <p>BEGINNING KNOWLEDGE NATURAL SCIENCE <i>Life and living</i> Life cycles 6 hrs</p> <ul style="list-style-type: none"> What a life cycle is Lifecycle of a: <ul style="list-style-type: none"> Mammal (e.g. dog) Insect (e.g. butterfly) Amphibian - (e.g. frog) Bird - (e.g. chicken) | <p>BEGINNING KNOWLEDGE NATURAL SCIENCE <i>Energy and change</i> Recycling 6 hrs</p> <p>What happens to our waste?</p> <ul style="list-style-type: none"> 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 can “rot” decompose | <p>BEGINNING KNOWLEDGE NATURAL SCIENCE <i>Energy and change</i> Recycling 6 hrs</p> <p>What happens to our waste?</p> <ul style="list-style-type: none"> 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 can “rot” decompose |
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BEGINNING KNOWLEDGE NATURAL SCIENCE
Planet Earth and beyond
The weather

- Observation** of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy)
- Recording** of daily weather conditions
- Clothing and material

SOCIAL SCIENCE

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| <p>BEGINNING KNOWLEDGE SOCIAL SCIENCE <i>No natural links</i></p> | <p>BEGINNING KNOWLEDGE SOCIAL SCIENCE <i>Conservation</i></p> <ul style="list-style-type: none"> What happens to our waste? Re-using – Landfills & compost (things that can be used again) | <p>BEGINNING KNOWLEDGE SOCIAL SCIENCE <i>Conservation</i></p> <ul style="list-style-type: none"> What happens to our waste? Re-using – Landfills & compost (things that can be used again) |
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| TECHNOLOGY | | | | | | | | | | |
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|  | BEGINNING KNOWLEDGE TECHNOLOGY <i>Technological Process Skills</i> Learner will engage in <ul style="list-style-type: none"> investigating designing making evaluating communicating solutions. Design a dish which is rich in vitamins and proteins and low and artificial ingredients | BEGINNING KNOWLEDGE TECHNOLOGY <i>Technological Process Skills</i> Learner will engage in <ul style="list-style-type: none"> investigating designing making evaluating communicating solutions. Design a dish which is rich in vitamins and proteins and low and artificial ingredients | BEGINNING KNOWLEDGE TECHNOLOGY <i>Technological Process Skills</i> No natural links | BEGINNING KNOWLEDGE TECHNOLOGY <i>Technological Process Skills</i> Learner will engage in <ul style="list-style-type: none"> investigating designing making evaluating communicating solutions. | BEGINNING KNOWLEDGE TECHNOLOGY <i>Technological Process Skills</i> Learner will engage in <ul style="list-style-type: none"> investigating designing making evaluating communicating solutions. | BEGINNING KNOWLEDGE TECHNOLOGY <i>Technological Process Skills</i> No natural links | BEGINNING KNOWLEDGE TECHNOLOGY <i>Technological Process Skills</i> No natural links | BEGINNING KNOWLEDGE TECHNOLOGY <i>Technological Process Skills</i> Learner will engage in <ul style="list-style-type: none"> investigating designing making evaluating communicating solutions <ul style="list-style-type: none"> Re-using (things that can be used again) Recycling (used things that can be made into something new) Design and make PE LTSM - improvisation e.g. Skittles, balls, skipping rope | BEGINNING KNOWLEDGE TECHNOLOGY <i>Technological Process Skills</i> Learner will engage in <ul style="list-style-type: none"> investigating designing making evaluating communicating solutions <ul style="list-style-type: none"> Re-using (things that can be used again) Recycling (used things that can be made into something new) Design and make PE LTSM - improvisation e.g. Skittles, balls, skipping rope | |
| CREATIVE ARTS | | | | | | | | | | |
| VISUAL ARTS | | | | | | | | | | |
| | CREATIVE ARTS VISUAL ARTS Healthy eating 6 hrs <i>Visual Literacy</i> Create 3D <ul style="list-style-type: none"> Create a fruit bowl with clay or play dough (pinching) Overlapping, shape, form, texture Make a healthy salad Make a healthy sandwich | CREATIVE ARTS VISUAL ARTS Healthy eating 6hrs <i>Visual Literacy</i> Create 3D <ul style="list-style-type: none"> Create a fruit bowl with clay or play dough (pinching) Overlapping, shape, form, texture Make a healthy salad Make a healthy sandwich https://wcedportal.co.za/eresource/83541 | CREATIVE ARTS VISUAL ARTS Insects 9 hrs | CREATIVE ARTS VISUAL ARTS <i>Visual Literacy</i> Insects 9 hrs Create to 2D Create a 3D <ul style="list-style-type: none"> Making a clay model of an insect; the parts of the body Draw an insect- Choose any media | CREATIVE ARTS VISUAL ARTS Insects 9 hours | CREATIVE ARTS VISUAL ARTS Life cycles 6 hrs | CREATIVE ARTS VISUAL ARTS <i>Visual Literacy</i> Life cycles 6 hrs Create a 2D <ul style="list-style-type: none"> Learners sketches the life cycle of a chosen topic Media/ pencils, colour pencils | CREATIVE ARTS VISUAL ARTS Life cycles 6 hrs | CREATIVE ARTS VISUAL ARTS Recycling 6 hrs | CREATIVE ARTS VISUAL ARTS <i>Visual Literacy</i> Recycling 6 hrs Create a 2D <ul style="list-style-type: none"> Learners sketches the life cycle of a chosen topic Media/ pencils, colour pencils |
| PERFORMING ARTS | | | | | | | | | | |
|  | PERFORMING ARTS <ul style="list-style-type: none"> Creative games and skills Improvise and interpret WARM UP <ul style="list-style-type: none"> Warming up: focus on posture, alignment of knees over the middle toes when bending and pointing feet MAIN ACTIVITY <ul style="list-style-type: none"> Locomotor and non-locomotor movements with co-ordinated arm movements in time to music Movement sentence showing beginning, middle and end on a selected topic working in small group COOLING DOWN <ul style="list-style-type: none"> Cooling down and relaxation: lying down on back breathing in and out visualising colour as a stimulus | PERFORMING ARTS <ul style="list-style-type: none"> Creative games and skills Improvise and interpret WARM UP <ul style="list-style-type: none"> Developing control, co-ordination, balance and elevation in jumping actions with soft landings MAIN ACTIVITY (consolidate from previous lesson) <ul style="list-style-type: none"> Locomotor and non-locomotor movements with co-ordinated arm movements in time to music Movement sentence showing beginning, middle and end on a selected topic working in small group COOLING DOWN <ul style="list-style-type: none"> Cooling down and relaxation: lying down on back breathing in and out visualising colour as a stimulus | PERFORMING ARTS <ul style="list-style-type: none"> Creative games and skills Improvise and interpret WARM UP <ul style="list-style-type: none"> Warming up: focus on articulation and vocal tone using rhymes, songs, creative games and tongue twisters MAIN ACTIVITY <ul style="list-style-type: none"> Interpret and rehearse South African songs: rounds, call and response Rhythm games: listening skills, recall contrasting rhythm patterns, keep a steady beat, use different timbres COOLING DOWN <ul style="list-style-type: none"> Listening to calming music, while lying on back | PERFORMING ARTS <ul style="list-style-type: none"> Creative games and skills Improvise and interpret WARM UP <ul style="list-style-type: none"> Warming up: focus on articulation and vocal tone using rhymes, songs, creative games and tongue twisters MAIN ACTIVITY (continue and consolidate from previous lesson) <ul style="list-style-type: none"> Interpret and rehearse South African songs: rounds, call and response Rhythm games: listening skills, recall contrasting rhythm patterns, keep a steady beat, use different timbres COOLING DOWN <ul style="list-style-type: none"> Listening to calming music, while lying on back | PERFORMING ARTS <ul style="list-style-type: none"> Creative games and skills Improvise and interpret WARM UP <ul style="list-style-type: none"> Sensory awareness: touch, taste, smell, hearing and sight in dramatic activities such as blindfold activities and broken telephone game, etc. MAIN ACTIVITY <ul style="list-style-type: none"> Dramatise in groups using an existing story based on appropriate topics, to develop own endings COOLING DOWN <ul style="list-style-type: none"> Cooling down and relaxation: lying down on back breathing in and out visualising colour as a stimulus | PERFORMING ARTS <ul style="list-style-type: none"> Creative games and skills Improvise and interpret WARM UP <ul style="list-style-type: none"> Warming up: focus on articulation and vocal tone using rhymes, songs, creative games and tongue twisters MAIN ACTIVITY (continue and consolidate from previous lesson) <ul style="list-style-type: none"> 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. COOLING DOWN <ul style="list-style-type: none"> Cooling down and relaxation: lying down on back breathing in and out visualising colour as a stimulus | PERFORMING ARTS <ul style="list-style-type: none"> Creative games and skills Improvise and interpret WARM UP <ul style="list-style-type: none"> Sensory awareness: touch, taste, smell, hearing and sight in dramatic activities such as blindfold activities and broken telephone game, etc. MAIN ACTIVITY (consolidate from previous lesson) <ul style="list-style-type: none"> 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. COOLING DOWN <ul style="list-style-type: none"> Cooling down and relaxation: lying down on back breathing in and out visualising colour as a stim | PERFORMING ARTS <ul style="list-style-type: none"> Creative games and skills Improvise and interpret WARM UP <ul style="list-style-type: none"> Warming up: focus on articulation and vocal tone using rhymes, songs, creative games and tongue twisters MAIN ACTIVITY <ul style="list-style-type: none"> Assessment: Classroom dramas based on appropriate topics. | PERFORMING ARTS <ul style="list-style-type: none"> Creative games and skills Improvise and interpret WARM UP <ul style="list-style-type: none"> Warming up: focus on articulation and vocal tone using rhymes, songs, creative games and tongue twisters MAIN ACTIVITY <ul style="list-style-type: none"> Assessment: Classroom dramas based on appropriate topics. | PERFORMING ARTS <ul style="list-style-type: none"> Creative games and skills Improvise and interpret WARM UP <ul style="list-style-type: none"> Sensory awareness: touch, taste, smell, hearing and sight in dramatic activities such as blindfold activities and broken telephone game, etc. MAIN ACTIVITY <ul style="list-style-type: none"> Dramatise in groups using an existing story based on appropriate topics, to develop own endings COOLING DOWN <ul style="list-style-type: none"> Cooling down and relaxation: lying down on back breathing in and out visualising colour as a stimulus |

PHYSICAL EDUCATION

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|  | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> |
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Explanation of the terms

- **Locomotor:** Locomotor movements are those which the body is transported in a horizontal or vertical direction from one point to another. Activities such as running, jumping, hopping, leaping, galloping, and skipping are considered fundamental locomotor skills. When these fundamental skills become elaborated and further refined, they can be applied to specific sports.
- **Perceptual motor: Perceptual - Motor Skills. Perceptual-motor development** refers to the child's developing **ability** to interact with the environment, combining use of the senses and **motor skills**. The developmental process of use of **perceptual** or **sensory skills** and **motor skills** is viewed as a combined process. **Perceptual motor learning** or **motor skill learning** is the acquisition of **motor** skills requiring **perceptual motor** coordination. It is the process of improving the smoothness and accuracy of movements
- **Rhythm: Rhythmic** activities are any form of action in which an individual respond both emotionally and physically to any **rhythmic** accompaniment. This can be done individually, in pairs or in small or large groups. Skills performed to **music** include: locomotor skills, **ball skills**, moving in a variety of ways such as circles and squares, **folk dance routines**, international dances, as well as creating and **performing movement routines to music** with a partner and in a **group**.
- **Coordination:** The ability to integrate muscle actions to execute a specific movement or movement phrase in the most effective way. Coordination of large muscles for total body movement. The ability to use hands and eyes or feet and eyes together in the execution of a movement.
- **Balance:** The ability to gain or maintain body equilibrium against gravity.
- **Spatial orientation:** Our natural ability to maintain our body **orientation** and/or posture in relation to the surrounding environment (physical space) at rest and during motion.
- **Laterality:** Inner awareness of left and right and the ability to control the two sides of the body together or separately.
- **Sports and games:** A **sport** is a physical activity carried out under an agreed set of rules, with a recreational purpose: for competition or self-enjoyment or a combination of these. A **game** is a recreational activity involving one or more players, **defined** by a goal that the players try to reach, and some set of rules to play it.

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| Requisite pre-knowledge | <p>Healthy food, general knowledge as basis for insects, Left, right Colour, line, shape, texture Making new things from used material</p> |
| Resources (other than textbook) to enhance learning | <p>DBE Workbook video Charts Different kind of waste Information books Recycling bins Magnifying lens Different food groups</p> |
| Informal assessment remediation | <ul style="list-style-type: none"> • Checklist • Observation sheet/book • Rubric • Memorandum • Multiple opportunities and levels of difficulty/ complexity |
| SBA (Formal Assessment) | <ul style="list-style-type: none"> • 1 SBA per Term- All 4 Study Areas • Mostly oral, practical, demonstrations • Grade 2 and 3 BK has written and a practical component |

| TERM 3 | Week 1: July | Week 2: July | Week 3: Jul | Week 4: - Aug | Week 5: Aug | Week 6: Aug | Week 7: Aug | Week 8: Aug | W |
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| PERSONAL AND SOCIAL WELL-BEING | | | | | | | | | |
| <p>CAPS section</p> <p>BK & PSW W: 40 %</p> <p>Performing Arts W: 15%</p> <p>Visual Arts W: 15%</p> <p>Physical Education W: 30%</p> <p>Topic, concepts, skills and values</p> | <p>PERSONAL AND SOCIAL WELL-BEING Public Safety 6hrs <i>Healthy living/habits/practices</i></p> <ul style="list-style-type: none"> • Dangerous places to play include rubbish dumps, train tracks, roads, construction sites • Riding trains and taxis safely • Signs that warn us of danger | <p>PERSONAL AND SOCIAL WELL-BEING Public Safety 6hrs <i>Healthy living/habits/practices</i></p> <ul style="list-style-type: none"> • Dangerous places to play include rubbish dumps, train tracks, roads, construction sites • Riding trains and taxis safely • Signs that warn us of danger | <p>PERSONAL AND SOCIAL WELL-BEING Public Safety 6hrs <i>Healthy living/habits/practices</i></p> <ul style="list-style-type: none"> • Dangerous places to play include rubbish dumps, train tracks, roads, construction sites • Riding trains and taxis safely • Signs that warn us of danger | <p>PERSONAL AND SOCIAL WELL-BEING Pollution 6 hrs <i>Healthy living/habits/practices</i></p> <ul style="list-style-type: none"> • What pollution is • Effects of pollution on people • Effects of pollution on the environment • How we can keep our environment clean <p>Note: Survey and clean an area - this will serve as an introduction to field work</p> | <p>PERSONAL AND SOCIAL WELL-BEING Pollution 6 hrs <i>Healthy living/habits/practices</i></p> <ul style="list-style-type: none"> • What pollution is • Effects of pollution on people • Effects of pollution on the environment • How we can keep our environment clean <p>Note: Survey and clean an area - this will serve as an introduction to field work</p> | <p>PERSONAL AND SOCIAL WELL-BEING How people lived long ago 9 hrs</p> <ul style="list-style-type: none"> • 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) <p>Note: Invite older family and community members to visit the class</p> | <p>PERSONAL AND SOCIAL WELL-BEING How people lived long ago 9 hrs</p> <ul style="list-style-type: none"> • 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) <p>Note: Invite older family and community members to visit the class</p> | <p>PERSONAL AND SOCIAL WELL-BEING How people lived long ago 9 hrs</p> <ul style="list-style-type: none"> • 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) <p>Note: Invite older family and community</p> | <p>PERSONAL AND SOCIAL WELL-BEING Space 6 hrs</p> <p><i>No natural</i></p> |

members to visit the class

Religious and special days 2hours
Record and discuss- Clothing, food, celebrations

BEGINNING KNOWLEDGE

NATURAL SCIENCE

**BEGINNING KNOWLEDGE
NATURAL SCIENCE
Public Safety 6hrs**

No natural links

**BEGINNING KNOWLEDGE
NATURAL SCIENCE
Public Safety 6hrs**

No natural links

**BEGINNING
KNOWLEDGE
NATURAL SCIENCE
Public Safety 6hrs**

No natural links

**BEGINNING KNOWLEDGE
NATURAL SCIENCE
Pollution 6 hrs**
*Planet Earth and Beyond
Energy and Change*
What pollution is

- Effects of pollution on the environment

Note: Survey and clean an area this will serve as an introduction to field work. Integrate with Mathematics - Data handling

**BEGINNING
KNOWLEDGE
NATURAL SCIENCE
Pollution 6 hrs**
*Planet Earth and Beyond
Energy and Change*
What pollution is

- Effects of pollution on the environment

Note: Survey and clean an area this will serve as an introduction to field work. Integrate with Mathematics – Data handling

**BEGINNING KNOWLEDGE
NATURAL SCIENCE
How people lived long ago 9 hrs**
Change

- Food, clothes and transport
- Preserving, salting
- comparison

**BEGINNING KNOWLEDGE
NATURAL SCIENCE
How people lived long ago 9 hrs**
Change

- Food, clothes and transport
- Preserving, salting
- Comparison

**BEGINNING
KNOWLEDGE
NATURAL SCIENCE
How people lived long ago 9 hrs**
Change

- Food, clothes and transport
- Preserving, salting
- **Comparison**

**BEGINNING
KNOWLEDGE
NATURAL SCIENCE
Space 6 hrs**
Earth planet and beyond

- Earth planet and beyond
- Stars
- Names of planets –Tele
- Space exploration
- Satellites

Note: Visit a planetarium or observatory

**BEGINNING KNOWLEDGE
NATURAL SCIENCE
Planet Earth and beyond
The weather**

- **Observation** of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy)
- **Recording** of daily weather conditions
- Clothing and material

SOCIAL SCIENCE

**BEGINNING KNOWLEDGE
SOCIAL SCIENCE**

No natural links

**BEGINNING KNOWLEDGE
SOCIAL SCIENCE**

No natural links

**BEGINNING
KNOWLEDGE
SOCIAL SCIENCE**

No natural links

**BEGINNING KNOWLEDGE
SOCIAL SCIENCE**
What pollution is (NS)

- 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

<https://wcedportal.co.za/eresource/83591>

**BEGINNING
KNOWLEDGE
SOCIAL SCIENCE**
What pollution is (NS)

- 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

**BEGINNING KNOWLEDGE
SOCIAL SCIENCE
How people lived long ago 9 hrs**
Change
Include transport

- How people lived then and now
- **Comparison**
- 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

**BEGINNING KNOWLEDGE
SOCIAL SCIENCE
How people lived long ago 9 hrs**
Change
Include transport

- How people lived then and now
- **Comparison**
- Stories and experiences of older family and community members -include food, clothes and transport
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- **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

**BEGINNING
KNOWLEDGE
SOCIAL SCIENCE
How people lived long ago 9 hrs**
Change
Include transport

- How people lived then and now
- **Comparison**
- 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

**BEGINNING
KNOWLEDGE
SOCIAL SCIENCE**

TECHNOLOGY

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| | <p>BEGINNING KNOWLEDGE TECHNOLOGY</p> <p>Types of materials and properties Why we use the types of materials to make these</p> <p>https://wcedportal.co.za/eresource/83296</p> | <p>BEGINNING KNOWLEDGE TECHNOLOGY</p> <p>https://wcedportal.co.za/eresource/83606</p> | <p>BEGINNING KNOWLEDGE TECHNOLOGY</p> | <p>BEGINNING KNOWLEDGE TECHNOLOGY</p>  | <p>BEGINNING KNOWLEDGE TECHNOLOGY</p> | <p>BEGINNING KNOWLEDGE TECHNOLOGY</p> <p>Technological Process Skills Learner will engage in</p> <ul style="list-style-type: none"> investigating designing making evaluating communicating solutions. <p>Design and make a bridge to hold a little car</p> | <p>BEGINNING KNOWLEDGE TECHNOLOGY</p> <p>Technological Process Skills Learner will engage in</p> <ul style="list-style-type: none"> investigating designing making evaluating communicating solutions. <p>Design and make a bridge to hold a little car</p> | <p>BEGINNING KNOWLEDGE TECHNOLOGY</p> | <p>BEGINNING KNOWLEDGE TECHNOLOGY</p> <p>Technological Process Skills Learner will engage in</p> <ul style="list-style-type: none"> investigating designing making evaluating communicating solutions. <p>Design and make a bridge to hold a little car</p> |
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CREATIVE ARTS

VISUAL ARTS

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| | <p>CREATIVE ARTS VISUAL ARTS</p> <p>Public Safety 6hrs</p> <p>https://wcedportal.co.za/eresource/83541</p> | <p>CREATIVE ARTS VISUAL ARTS</p> <p>Public Safety 6hrs</p> | <p>CREATIVE ARTS VISUAL ARTS</p> <p>Public Safety 6hrs</p> | <p>CREATIVE ARTS VISUAL ARTS</p> <p>Pollution 6 hrs</p> | <p>CREATIVE ARTS VISUAL ARTS</p> <p>Pollution 6 hrs</p> | <p>CREATIVE ARTS VISUAL ARTS</p> <p>How people lived long ago 9 hrs</p> <ul style="list-style-type: none"> Create 2D Draw a car from 1700's | <p>CREATIVE ARTS VISUAL ARTS</p> <p>How people lived long ago 9 hrs</p> <ul style="list-style-type: none"> Create 2D Draw a car from 1700's | <p>CREATIVE ARTS VISUAL ARTS</p> <p>How people lived long ago 9 hrs</p> <ul style="list-style-type: none"> Create 2D Draw a car from 1700's | <p>CREATIVE ARTS VISUAL ARTS</p> <p>How people lived long ago 9 hrs</p> <ul style="list-style-type: none"> Create 2D Draw a car from 1700's |
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PERFORMING ARTS

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| | <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> Creative Games and skills Improvise and interpret <p>WARM UP</p> <ul style="list-style-type: none"> Warming up voice: focus on expressiveness and involvement in poetry, rhymes and creative drama games <p>MAIN ACTIVITY</p> <ul style="list-style-type: none"> Classroom dramas: illustrate different characters through vocal and physical characterisation e.g. moving and speaking as the mother, the grandfather, the doctor, etc. <p>COOLING DOWN</p> <ul style="list-style-type: none"> Cooling down body and relaxation: stretching slowly in different directions with slow and soothing music | <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> Creative Games and skills Improvise and interpret <p>WARM UP</p> <ul style="list-style-type: none"> Drama games focusing on observation and concentration skills: drama activities like building a mime sequence in pairs, etc. <p>MAIN ACTIVITY</p> <ul style="list-style-type: none"> Poetry performances in groups e.g. choral verse combined with movement and gestures <p>COOLING DOWN</p> <ul style="list-style-type: none"> Cooling down body and relaxation: stretching slowly in different directions with slow and soothing music | <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> Creative Games and skills Improvise and interpret <p>WARM UP</p> <ul style="list-style-type: none"> Warming up body: combine body parts and isolations e.g. make circles with wrists and hips simultaneously <p>MAIN ACTIVITY</p> <ul style="list-style-type: none"> Linking movements in short movement sentences and remembering them Create a movement sentence in small groups and use it to make patterns <p>COOLING DOWN</p> <ul style="list-style-type: none"> Listening to slow and soothing music | <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> Creative Games and skills Improvise and interpret <p>WARM UP</p> <ul style="list-style-type: none"> Warming up body: combine body parts and isolations e.g. make circles with wrists and hips simultaneously. Running combined with spinning movements <p>MAIN ACTIVITY (continue and consolidate from previous lesson)</p> <ul style="list-style-type: none"> Linking movements in short movement sentences and remembering them Create a movement sentence in small groups and use it to make patterns <p>COOLING DOWN</p> <ul style="list-style-type: none"> Cooling down body and relaxation: stretching slowly in different directions with slow and soothing music | <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> Creative Games and skills Improvise and interpret <p>WARM UP</p> <ul style="list-style-type: none"> Body percussion and/or percussion instruments to accompany South African music (recorded or live), focusing on cyclic (circular) rhythm patterns <p>MAIN ACTIVITY</p> <ul style="list-style-type: none"> Compose cyclic rhythm patterns based on South African music. Focus on appropriate tempo /dynamic choices Combine rhythm patterns with movement sentence of week 4. <p>COOLING DOWN</p> <ul style="list-style-type: none"> Listening to slow and soothing music | <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> Creative Games and skills Improvise and interpret <p>WARM UP</p> <ul style="list-style-type: none"> Body percussion and/or percussion instruments to accompany South African music (recorded or live), focusing on cyclic (circular) rhythm patterns <p>MAIN ACTIVITY (continue and consolidate from previous lesson)</p> <ul style="list-style-type: none"> Compose cyclic rhythm patterns based on South African music. Focus on appropriate tempo /dynamic choices Combine rhythm patterns with movement sentence of week 4. <p>COOLING DOWN</p> <ul style="list-style-type: none"> Listening to slow and soothing music | <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> Creative Games and skills Improvise and interpret <p>WARM UP</p> <ul style="list-style-type: none"> Body percussion and/or percussion instruments to accompany South African music (recorded or live), focusing on cyclic (circular) rhythm patterns <p>MAIN ACTIVITY (consolidate from previous lesson)</p> <ul style="list-style-type: none"> Compose cyclic rhythm patterns based on South African music. Focus on appropriate tempo /dynamic choices Combine rhythm patterns with movement sentence of week 4. <p>COOLING DOWN</p> <ul style="list-style-type: none"> Listening to slow and soothing music | <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> Creative Games and skills Improvise and interpret <p>WARM UP</p> <ul style="list-style-type: none"> Warming up body: combine body parts and isolations e.g. make circles with wrists and hips simultaneously <p>MAIN ACTIVITY</p> <ul style="list-style-type: none"> Assessment: Rhythm patterns based on South African music, combined with movement sequences. | <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> Creative Games and skills Improvise and interpret <p>WARM UP</p> <ul style="list-style-type: none"> Warming up body: combine body parts and isolations e.g. make circles with wrists and hips simultaneously <p>MAIN ACTIVITY</p> <ul style="list-style-type: none"> Assessment: Rhythm patterns based on South African music, combined with movement sequences. |
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PHYSICAL EDUCATION

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|  | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> |
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| <p>Explanation of the terms</p> <ul style="list-style-type: none"> • Locomotor: Locomotor movements are those which the body is transported in a horizontal or vertical direction from one point to another. Activities such as running, jumping, hopping, leaping, galloping, and skipping are considered fundamental locomotor skills. When these fundamental skills become elaborated and further refined, they are called advanced locomotor skills. • Perceptual motor: Perceptual - Motor Skills. Perceptual-motor development refers to the child's developing ability to interact with the environment, combining use of the senses and motor skills. The developmental process of use of perceptual or sensory skills and motor skills is viewed as a combined process. Perceptual motor learning refers to the development of motor skills requiring perceptual motor coordination. it is the process of improving the smoothness and accuracy of movements • Rhythm: Rhythmic activities are any form of action in which an individual respond both emotionally and physically to any rhythmic accompaniment. This can be done individually, in pairs or in small or large groups. Skills performed to music include: locomotor skills, ball skills, moving in a variety of ways such as circles and squares, folk dances, and games. • Coordination: The ability to integrate muscle actions to execute a specific movement or movement phrase in the most effective way. Coordination of large muscles for total body movement. The ability to use hands and eyes or feet and eyes together in the execution of a movement. • Balance: The ability to gain or maintain body equilibrium against gravity. • Spatial orientation: Our natural ability to maintain our body orientation and/or posture in relation to the surrounding environment (physical space) at rest and during motion. • Laterality: Inner awareness of left and right and the ability to control the two sides of the body together or separately. • Sports and games: A sport is a physical activity carried out under an agreed set of rules, with a recreational purpose: for competition or self-enjoyment or a combination of these. A game is a recreational activity involving one or more players, defined by a goal that the players try to reach, and some set of rules to play it. |
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| <p>Requisite pre-knowledge</p> <p>Left, right Steps, movement Sequence Weather symbols Religious days</p> |
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| <p>Resources (other than textbook) to enhance learning</p> <p>DBE Workbook Charts; pictures of planets Stories of space travel LTSM PE Wet and dry video DBE Workbook Daily weather chart Danger signs and symbols Community persons/ older persons Google</p> |
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| <ul style="list-style-type: none"> • Checklist • Observation sheet/book • Rubric • Memorandum • Multiple opportunities and levels of difficulty/ complexity | <ul style="list-style-type: none"> • Checklist • Observation sheet/book • Rubric • Memorandum • Multiple opportunities and levels of difficulty/ complexity | <ul style="list-style-type: none"> • Checklist • Observation sheet/book • Rubric • Memorandum • Multiple opportunities and levels of difficulty/ complexity | <ul style="list-style-type: none"> • Checklist • Observation sheet/book • Rubric • Memorandum • Multiple opportunities and levels of difficulty/ complexity | <ul style="list-style-type: none"> • Checklist • Observation sheet/book • Rubric • Memorandum • Multiple opportunities and levels of difficulty/ complexity | <ul style="list-style-type: none"> • Checklist • Observation sheet/book • Rubric • Memorandum • Multiple opportunities and levels of difficulty/ complexity | <ul style="list-style-type: none"> • Checklist • Observation sheet/book • Rubric • Memorandum • Multiple opportunities and levels of difficulty/ complexity | <ul style="list-style-type: none"> • Checklist • Observation sheet/book • Rubric • Memorandum • Multiple opportunities and levels of difficulty/ complexity | <ul style="list-style-type: none"> • Checklist • Observation sheet/book • Rubric • Memorandum • Multiple opportunities and levels of difficulty/ complexity |
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| <ul style="list-style-type: none"> • 1 SBA per Term- All 4 Study Areas • Mostly oral, practical, demonstrations • Grade 2 and 3 BK has written and a practical component | <ul style="list-style-type: none"> • 1 SBA per Term- All 4 Study Areas • Mostly oral, practical, demonstrations • Grade 2 and 3 BK has written and a practical component | <ul style="list-style-type: none"> • 1 SBA per Term- All 4 Study Areas • Mostly oral, practical, demonstrations • Grade 2 and 3 BK has written and a practical component | <ul style="list-style-type: none"> • 1 SBA per Term- All 4 Study Areas • Mostly oral, practical, demonstrations • Grade 2 and 3 BK has written and a practical component | <ul style="list-style-type: none"> • 1 SBA per Term- All 4 Study Areas • Mostly oral, practical, demonstrations • Grade 2 and 3 BK has written and a practical component | <ul style="list-style-type: none"> • 1 SBA per Term- All 4 Study Areas • Mostly oral, practical, demonstrations • Grade 2 and 3 BK has written and a practical component | <ul style="list-style-type: none"> • 1 SBA per Term- All 4 Study Areas • Mostly oral, practical, demonstrations • Grade 2 and 3 BK has written and a practical component | <ul style="list-style-type: none"> • 1 SBA per Term- All 4 Study Areas • Mostly oral, practical, demonstrations • Grade 2 and 3 BK has written and a practical component | <ul style="list-style-type: none"> • 1 SBA per Term- All 4 Study Areas • Mostly oral, practical, demonstrations • Grade 2 and 3 BK has written and a practical component |
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| TERM 4 47 days | Week 1: Oct | Week 2: Oct | Week 3: Oct | Week 4: Oct | Week 5: Oct –Nov | Week 6: Nov | Week 7: Nov | Week 8: Nov |
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| PERSONAL AND SOCIAL WELL-BEING | | | | | | | | |
| CAPS section Topic, concepts, skills and values | PERSONAL AND SOCIAL WELL-BEING Products and Processes 6 hrs <i>No natural inks</i> | PERSONAL AND SOCIAL WELL-BEING Products and Processes 6 hrs <i>No natural inks</i> | PERSONAL AND SOCIAL WELL-BEING Products and Processes 6 hrs <i>No natural inks</i> | PERSONAL AND SOCIAL WELL-BEING Safety Disasters and what you should do 9 hrs Personal Experiences • Emergency numbers • What to do in case of a fire emergency • Emergency numbers | PERSONAL AND SOCIAL WELL-BEING Safety Disasters and what you should do 9 hrs Personal Experiences • Emergency numbers • What to do in case of a fire emergency • Emergency numbers | PERSONAL AND SOCIAL WELL-BEING Safety Disasters and what you should do 9 hrs Personal Experiences • Emergency numbers • What to do in case of a fire emergency • Emergency numbers | PERSONAL AND SOCIAL WELL-BEING Safety Disasters and what you should do 9 hrs Personal Experiences • Emergency numbers • What to do in case of a fire emergency • Emergency numbers | PERSONAL AND SOCIAL WELL-BEING Safety Disasters and what you should do 9 hrs Personal Experiences • Emergency numbers • What to do in case of a fire emergency • Emergency numbers |
| Religious and special days 2hours Record and discuss- Clothing, food, celebrations | | | | | | | | |
| BEGINNING KNOWLEDGE | | | | | | | | |
| NATURAL SCIENCE | | | | | | | | |
| A variety of activities will be found in the Life Skills Foundation Phase resource The link is provided below | BEGINNING KNOWLEDGE NATURAL SCIENCE <i>Matter and Materials</i> Products and Processes 6 hrs What we get from plants • Process - from sugar cane to sugar The earth • What we get from the earth • Process - from clay to brick https://wcedportal.co.za/eresource/83496 | BEGINNING KNOWLEDGE NATURAL SCIENCE <i>Matter and Materials</i> Products and Processes 6 hrs What we get from plants • Process - from sugar cane to sugar The earth • What we get from the earth • Process - from clay to brick https://wcedportal.co.za/eresource/83296 | BEGINNING KNOWLEDGE NATURAL SCIENCE <i>Matter and Materials</i> Products and Processes 6 hrs What we get from plants • Process - from sugar cane to sugar The earth • What we get from the earth • Process - from clay to brick | BEGINNING KNOWLEDGE NATURAL SCIENCE Disasters and what you should do 9 hrs • 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 | BEGINNING KNOWLEDGE NATURAL SCIENCE Disasters and what you should do 9 hrs • 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 | BEGINNING KNOWLEDGE NATURAL SCIENCE Disasters and what you should do 9 hrs • 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 | BEGINNING KNOWLEDGE NATURAL SCIENCE Disasters and what you should do 9 hrs • 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 | BEGINNING KNOWLEDGE NATURAL SCIENCE <i>Life and living</i> Animals and plants that help us 9 hrs Animals that give us wool and/or clothes • Bees • Chickens • Cows • Sheep Animals that watch dogs • Dogs - guide dogs • Donkeys and horses Note: Find and read stories about domestic animals, like dogs, and how they have helped people |
| BEGINNING KNOWLEDGE NATURAL SCIENCE <i>Planet Earth and beyond</i> The weather • Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy) • Recording of daily weather conditions • Clothing and material | | | | | | | | |
| SOCIAL SCIENCE | | | | | | | | |
| | BEGINNING KNOWLEDGE SOCIAL SCIENCE <i>No natural links</i> | BEGINNING KNOWLEDGE SOCIAL SCIENCE <i>No natural links</i> | BEGINNING KNOWLEDGE SOCIAL SCIENCE <i>No natural links</i> | BEGINNING KNOWLEDGE SOCIAL SCIENCE <i>No natural links</i> | BEGINNING KNOWLEDGE SOCIAL SCIENCE <i>No natural links</i> | BEGINNING KNOWLEDGE SOCIAL SCIENCE <i>No natural links</i> | BEGINNING KNOWLEDGE SOCIAL SCIENCE <i>No natural links</i> | BEGINNING KNOWLEDGE SOCIAL SCIENCE <i>No natural links</i> |
| TECHNOLOGY | | | | | | | | |

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| <p>https://wcedportal.co.za/eresource/83296</p> <p>https://wcedportal.co.za/eresource/83611</p> | <p>BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills Learner will engage in</p> <ul style="list-style-type: none"> investigating designing making evaluating communicating solutions. <p>Making a cake, pancakes- process Make a clay pot and bake</p> | <p>BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills Learner will engage in</p> <ul style="list-style-type: none"> investigating designing making evaluating communicating solutions. <p>Making a cake, pancakes- process Make a clay pot and bake</p> | <p>BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills Learner will engage in</p> <ul style="list-style-type: none"> investigating designing making evaluating communicating solutions. <p>Making a cake, pancakes- process Make a clay pot and bake</p> | <p>BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills Learner will engage in</p> <ul style="list-style-type: none"> investigating designing making evaluating communicating solutions. | <p>BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills Learner will engage in</p> <ul style="list-style-type: none"> investigating designing making evaluating communicating solutions. | <p>BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills Learner will engage in</p> <ul style="list-style-type: none"> investigating designing making evaluating communicating solutions. | <p>BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills Learner will engage in</p> <ul style="list-style-type: none"> investigating designing making evaluating communicating solutions. | <p>BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills Learner will engage in</p> <ul style="list-style-type: none"> investigating designing making evaluating communicating solutions. |
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CREATIVE ARTS

VISUAL ARTS

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| <p>A variety of activities will be found in the Life Skills Foundation Phase resource The link is provided below</p> | <p>CREATIVE ARTS VISUAL ARTS Products and Processes 6 hrs</p> <p>https://wcedportal.co.za/eresource/83541</p> | <p>CREATIVE ARTS VISUAL ARTS Products and Processes 6 hrs</p> | <p>CREATIVE ARTS VISUAL ARTS Products and Processes 6 hrs</p> | <p>CREATIVE ARTS VISUAL ARTS Disasters and what you should do 9 hrs</p> | <p>CREATIVE ARTS VISUAL ARTS Disasters and what you should do 9 hrs</p> | <p>CREATIVE ARTS VISUAL ARTS Disasters and what you should do 9 hrs</p> | <p>CREATIVE ARTS VISUAL ARTS Disasters and what you should do 9 hrs</p> | <p>CREATIVE ARTS VISUAL ARTS <i>Visual literacy</i> Animals and creatures that help us 9 hrs Create 2D</p> <ul style="list-style-type: none"> Draw a horse or dog in motion using charcoal or chalk pencil Create a 3D- Model of a horse or dog |
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PERFORMING ARTS

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| <p>A variety of activities will be found in the Life Skills Foundation Phase resource The link is provided below</p> | <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> Creative Games and skills Improvise and interpret <p>WARM UP</p> <ul style="list-style-type: none"> Warming up activities: focus on lengthening and curling the spine <p>MAIN ACTIVITY</p> <ul style="list-style-type: none"> Locomotor: show control and a strong back e.g. walk with pride, march like a soldier, etc. Creating movements based on pictures, movement sentence (sequence), showing beginning, middle, end <p>COOLING DOWN</p> <ul style="list-style-type: none"> 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. | <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> Creative Games and skills Improvise and interpret <p>WARM UP</p> <ul style="list-style-type: none"> Creative drama games: develop focus and visualisation e.g. 'throwing' an imaginary ball concentrating on size, shape and weight <p>MAIN ACTIVITY</p> <ul style="list-style-type: none"> Listening to South African music: focus on how tempo, dynamics, timbre contribute to unique sound Creating movements based on the music, movement sentence (sequence), showing beginning, middle, end <p>COOLING DOWN</p> <ul style="list-style-type: none"> 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. | <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> Creative Games and skills Improvise and interpret <p>WARM UP</p> <ul style="list-style-type: none"> Warming up activities: focus on lengthening and curling the spine <p>MAIN ACTIVITY (continue and consolidate from previous lesson)</p> <ul style="list-style-type: none"> 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 <p>COOLING DOWN</p> <ul style="list-style-type: none"> Creative drama games: develop focus and visualisation e.g. 'throwing' an imaginary ball concentrating on | <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> Creative Games and skills Improvise and interpret <p>WARM UP</p> <ul style="list-style-type: none"> Warming up activities: focus on lengthening and curling the spine <p>MAIN ACTIVITY (continue and consolidate from previous lesson)</p> <ul style="list-style-type: none"> 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 <p>COOLING DOWN</p> <ul style="list-style-type: none"> Creative drama games: develop focus and visualisation e.g. 'throwing' an imaginary ball concentrating on size, shape and weight | <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> Creative Games and skills Improvise and interpret <p>WARM UP</p> <ul style="list-style-type: none"> Responding to stimuli like pictures, phrases, idioms, drama games, poems or rhymes to explore body language, gestures and facial expression <p>MAIN ACTIVITY</p> <ul style="list-style-type: none"> Creating movements based on pictures, movement sentence (sequence), showing beginning, middle, end Creating a mood: use verbal dynamics, expressive sounds and movement, use poem, picture or song <p>COOLING DOWN</p> <ul style="list-style-type: none"> Listening too soothing music, while lying on backs | <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> Creative Games and skills Improvise and interpret <p>WARM UP</p> <ul style="list-style-type: none"> Responding to stimuli like pictures, phrases, idioms, drama games, poems or rhymes to explore body language, gestures and facial expression 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| | | | size, shape and weight | | | | | |
| PHYSICAL EDUCATION | | | | | | | | |
|  | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> | <p>PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> • Locomotor • Perceptual motor • Rhythm • Coordination • Balance • Spatial Orientation • Laterality • Sports and Games- fair play; follow rules; respect, fairness etc. <p>NB. Choose a few skills per Lesson Inclusion is important</p> |
| | <p>Explanation of the terms</p> <ul style="list-style-type: none"> • Locomotor: Locomotor movements are those which the body is transported in a horizontal or vertical direction from one point to another. Activities such as running, jumping, hopping, leaping, galloping, and skipping are considered fundamental locomotor skills. When these fundamental skills become elaborate, they are referred to as skillful movements. • Perceptual motor: Perceptual - Motor Skills. Perceptual-motor development refers to the child's developing ability to interact with the environment, combining use of the senses and motor skills. The developmental process of use of perceptual or sensory skills and motor skills is viewed as a combined process. Perceptual-motor development is the process of improving the smoothness and accuracy of movements • Rhythm: Rhythmic activities are any form of action in which an individual respond both emotionally and physically to any rhythmic accompaniment. This can be done individually, in pairs or in small or large groups. Skills performed to music include: locomotor skills, ball skills, moving in a variety of ways such as dancing, as well as creating and performing movement routines to music with a partner and in a group. • Coordination: The ability to integrate muscle actions to execute a specific movement or movement phrase in the most effective way. Coordination of large muscles for total body movement. The ability to use hands and eyes or feet and eyes together in the execution of a movement. • Balance: The ability to gain or maintain body equilibrium against gravity. • Spatial orientation: Our natural ability to maintain our body orientation and/or posture in relation to the surrounding environment (physical space) at rest and during motion. • Laterality: Inner awareness of left and right and the ability to control the two sides of the body together or separately. • Sports and games: A sport is a physical activity carried out under an agreed set of rules, with a recreational purpose: for competition or self-enjoyment or a combination of these. A game is a recreational activity involving one or more players, defined by a goal that the players try to reach, and some set of rules. | | | | | | | |
| Requisite pre-knowledge | <p>Weather Plants Descriptive words- weather animals</p> | | | | | | | |
| Resources (other than textbook) to enhance learning | <p>Weather chart Flow charts processes Data sheets Library books Video clips PE LTSM Dry and wet LTSM Paper, cardboard</p> | | | | | | | |
| Informal assessment remediation | <p>Checklist Observation sheet/book Rubric Memorandum Multiple opportunities and levels of difficulty/ complexity</p> | | | | | | | |
| SBA (Formal Assessment) | <p>1 SBA per Term- All 4 Study Areas Mostly oral, practical, demonstrations Grade 2 and 3 BK has written and a practical component</p> | | | | | | | |