

TERM 1 ? days	Week 1: Jan (3 days)	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
<b>PERSONAL AND SOCIAL WELL-BEING</b>										
<p><b>PSW</b> (2x 30 minutes) (3x20 minutes) CAPS section BK &amp; PSW W: 40 % Performing Arts W: 15% Visual Arts W: 15% Physical Education W: 30%</p> <p>NB: Use LS Resource file for multiple activities</p>	<p><b>PERSONAL AND SOCIAL WELL-BEING</b> <i>Personal and Emotional Health &amp; Social Well-being</i> Me 6 hours</p> <ul style="list-style-type: none"> <li>We are special and unique</li> <li>Things I do</li> <li>How am I the same as my friends?</li> <li>How am I different from my friends?</li> </ul> <p><a href="https://wcedeportal.co.za/eresource/83366">https://wcedeportal.co.za/eresource/83366</a></p>	<p><b>PERSONAL AND SOCIAL WELL-BEING</b> <i>Personal and Emotional Health &amp; Social Well-being</i> Me 6 hours</p> <ul style="list-style-type: none"> <li>We are special and unique</li> <li>Things I do</li> <li>How am I the same as my friends?</li> <li>How am I different from my friends?</li> </ul> <p><a href="https://wcedeportal.co.za/eresource/83391">https://wcedeportal.co.za/eresource/83391</a></p>	<p><b>PERSONAL AND SOCIAL WELL-BEING</b> <i>Personal and Emotional Health &amp; Social Well-being</i> Me 6 hours</p> <ul style="list-style-type: none"> <li>We are special and unique</li> <li>Things I do</li> <li>How am I the same as my friends?</li> <li>How am I different from my friends?</li> </ul>	<p><b>PERSONAL AND SOCIAL WELL-BEING</b> <i>Personal and Emotional Health &amp; Social Well-being</i> Me 6 hours</p> <ul style="list-style-type: none"> <li>We are special and unique</li> <li>Things I do</li> <li>How am I the same as my friends?</li> <li>How am I different from my friends?</li> </ul>	<p><b>PERSONAL AND SOCIAL WELL-BEING</b> At school 2 hours</p> <ul style="list-style-type: none"> <li>No natural link</li> </ul> <p><a href="https://wcedeportal.co.za/eresource/83436">https://wcedeportal.co.za/eresource/83436</a></p>	<p><b>PERSONAL AND SOCIAL WELL-BEING</b> At school 2 hours</p> <ul style="list-style-type: none"> <li>No natural link</li> </ul>	<p><b>PERSONAL AND SOCIAL WELL-BEING</b> At school 2 hours</p> <ul style="list-style-type: none"> <li>No natural link</li> </ul>	<p><b>PERSONAL AND SOCIAL WELL-BEING</b> Healthy habits 4 hours</p> <ul style="list-style-type: none"> <li>Good basic hygiene Practices                             <ul style="list-style-type: none"> <li>Keeping clean</li> <li>Washing regularly</li> <li>Cleaning teeth, hair, nails</li> <li>Good toilet habits</li> <li><b>Sleep</b></li> <li>Eating healthy food</li> <li>Washing fruit before eating</li> </ul> </li> </ul> <p><a href="https://wcedeportal.co.za/eresource/83281">https://wcedeportal.co.za/eresource/83281</a></p>	<p><b>PERSONAL AND SOCIAL WELL-BEING</b> Healthy habits 4 hours</p> <ul style="list-style-type: none"> <li>Good basic hygiene Practices                             <ul style="list-style-type: none"> <li>Keeping clean</li> <li>Washing regularly</li> <li>Cleaning teeth, hair, nails</li> <li>Good toilet habits</li> <li><b>Sleep</b></li> <li>Eating healthy food</li> <li>Washing fruit before eating</li> </ul> </li> </ul> <p><a href="https://wcedeportal.co.za/eresource/83301">https://wcedeportal.co.za/eresource/83301</a></p> <p><a href="https://wcedeportal.co.za/eresource/83446">https://wcedeportal.co.za/eresource/83446</a></p>	<p><b>PERSONAL AND SOCIAL WELL-BEING</b> Healthy habits 4 hours</p> <ul style="list-style-type: none"> <li>Good basic hygiene Practices                             <ul style="list-style-type: none"> <li>Keeping clean</li> <li>Washing regularly</li> <li>Cleaning teeth, hair, nails</li> <li>Good toilet habits</li> <li><b>Sleep</b></li> <li>Eating healthy food</li> <li>Washing fruit before eating</li> </ul> </li> </ul> <p><a href="https://wcedeportal.co.za/eresource/83301">https://wcedeportal.co.za/eresource/83301</a></p>
<b>CALENDAR DATES</b>	<p>Religious and special days 2 hours <i>Diversity and individuality</i> Record and discuss- Clothing, food, celebrations</p>									
<b>BEGINNING KNOWLEDGE</b>										
<b>NATURAL SCIENCE</b>										
<p>BK; NS, SS &amp; Tech (2x 30 minutes) (3x20 minutes) (1x 1hour -technology)</p>  <p>NB: Use LS Resource file for multiple activities</p>	<p><b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Planet Earth and beyond</i> The weather 4 hours</p> <ul style="list-style-type: none"> <li>Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy)</li> <li>Recording of daily weather conditions</li> <li>Clothing and material</li> </ul>	<p><b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Planet Earth and beyond</i> The weather 4 hours</p> <ul style="list-style-type: none"> <li>Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy)</li> <li>Recording of daily weather conditions</li> <li>Clothing and material</li> </ul>	<p><b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Planet Earth and beyond</i> The weather 4 hours</p> <ul style="list-style-type: none"> <li>Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy)</li> <li>Recording of daily weather conditions</li> <li>Clothing and material</li> </ul>	<p><b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Planet Earth and beyond</i> The weather 4 hours</p> <ul style="list-style-type: none"> <li>Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy)</li> <li>Recording of daily weather conditions</li> <li>Clothing and material</li> </ul>	<p><b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Planet Earth and beyond</i> The weather 4 hours</p> <ul style="list-style-type: none"> <li>Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy)</li> <li>Recording of daily weather conditions</li> <li>Clothing and material</li> </ul>	<p><b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Planet Earth and beyond</i> The weather 4 hours</p> <ul style="list-style-type: none"> <li>Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy)</li> <li>Recording of daily weather conditions</li> <li>Clothing and material</li> </ul>	<p><b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Planet Earth and beyond</i> The weather 4 hours</p> <ul style="list-style-type: none"> <li>Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy)</li> <li>Recording of daily weather conditions</li> <li>Clothing and material</li> </ul>	<p><b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Planet Earth and beyond</i> The weather 4 hours</p> <ul style="list-style-type: none"> <li>Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy)</li> <li>Recording of daily weather conditions</li> <li>Clothing and material</li> </ul>	<p><b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Planet Earth and beyond</i> The weather 4 hours</p> <ul style="list-style-type: none"> <li>Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy)</li> <li>Recording of daily weather conditions</li> <li>Clothing and material</li> </ul>	<p><b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Planet Earth and beyond</i> The weather 4 hours</p> <ul style="list-style-type: none"> <li>Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy)</li> <li>Recording of daily weather conditions</li> <li>Clothing and material</li> </ul>
<b>NATURAL SCIENCE</b>										

	<b>Me 6 hours</b> <ul style="list-style-type: none"> <li>I am living</li> <li>What does this mean?</li> <li>Find other living things</li> </ul> <a href="https://wcedportal.co.za/eresource/83306">https://wcedportal.co.za/eresource/83306</a>							<b>Healthy habits</b> <ul style="list-style-type: none"> <li>Washing fruit before eating</li> <li><b>Introduction to germs</b>  <a href="https://www.livescience.com/19060-gallery-microscopic-images-viruses-bacteria-insects.html">https://www.livescience.com/19060-gallery-microscopic-images-viruses-bacteria-insects.html</a> </li> </ul>		
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**SOCIAL SCIENCE**

<b>NB: Use LS Resource file for multiple activities</b>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b> <i>Relationship and Interdependence</i> <b>Knows and demonstrate</b> <ul style="list-style-type: none"> <li>Personal details (name age, address, telephone no.)</li> <li>Where was I born?</li> <li>Who are my parents?</li> <li>Where do they come from?</li> </ul>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b> <i>Relationship and Interdependence</i> <b>Knows and demonstrate</b> <ul style="list-style-type: none"> <li>Personal details (name age, address, telephone no.)</li> <li>Where was I born?</li> <li>Who are my parents?</li> <li>Where do they come from?</li> </ul>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b> <i>Relationship and Interdependence</i> <b>Knows and demonstrate</b> <ul style="list-style-type: none"> <li>Personal details (name age, address, telephone no.)</li> <li>Where was I born?</li> <li>Who are my parents?</li> <li>Where do they come from?</li> </ul>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b> <i>Relationship and Interdependence</i> <b>Knows and demonstrate</b> <ul style="list-style-type: none"> <li>Personal details (name age, address, telephone no.)</li> <li>Where was I born?</li> <li>Who are my parents?</li> <li>Where do they come from?</li> </ul>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b> <i>Location and Direction</i> <ul style="list-style-type: none"> <li>Where to find different places in the school - include toilet, office, play areas</li> <li>Classroom routines and rules</li> <li>How I get to school</li> </ul>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b> <i>Location and Direction</i> <ul style="list-style-type: none"> <li>Where to find different places in the school - include toilet, office, play areas</li> <li>Classroom routines and rules</li> <li>How I get to school</li> </ul>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b> <i>Location and Direction</i> <ul style="list-style-type: none"> <li>Where to find different places in the school - include toilet, office, play areas</li> <li>Classroom routines and rules</li> <li>How I get to school</li> </ul>			
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**TECHNOLOGY**

 <b>Link below</b>		<b>BEGINNING KNOWLEDGE TECHNOLOGY</b> Technological Process Skills Learner will engage in <ul style="list-style-type: none"> <li>investigating</li> <li>designing</li> <li>making</li> <li>evaluating</li> <li>communicating solutions.</li> </ul> Observing weather daily and personal recording. Make your own weather chart/wheel. You could use a split pin.	<b>BEGINNING KNOWLEDGE TECHNOLOGY</b> Technological Process Skills Learner will engage in <ul style="list-style-type: none"> <li>investigating</li> <li>designing</li> <li>making</li> <li>evaluating</li> <li>communicating solutions.</li> </ul> Observing weather daily and personal recording. Make your own weather chart/wheel. You could use a split pin					<b>BEGINNING KNOWLEDGE TECHNOLOGY</b> Technological Process Skills Learner will engage in <ul style="list-style-type: none"> <li>investigating</li> <li>designing</li> <li>making</li> <li>evaluating</li> <li>communicating solutions.</li> </ul> Washing hands and saving water; What can we make so that we do not waste so much water when washing our hands?	<b>BEGINNING KNOWLEDGE TECHNOLOGY</b> Technological Process Skills Learner will engage in <ul style="list-style-type: none"> <li>investigating</li> <li>designing</li> <li>making</li> <li>evaluating</li> <li>communicating solutions.</li> </ul> Washing hands and saving water; What can we make so that we do not waste so much water when washing our hands?	
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**CREATIVE ARTS**

**VISUAL ARTS**

1 hour per week for Creative Arts (Performing and Visual Arts)  <b>NB: Use LS Resource file for multiple activities</b>	<b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i> <ul style="list-style-type: none"> <li>Create 2D</li> <li>Draw pictures of self, e.g. brushing teeth, - different media: thick wax crayons or chalk</li> </ul>	<b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i> <ul style="list-style-type: none"> <li>Create 3D</li> <li>Create a clay model 'Me' - Clay, dough</li> </ul>	<b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i> <ul style="list-style-type: none"> <li>Create 3D</li> <li>Paint pictures of self-interacting with others (1hr) - Water paint</li> </ul>	<b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i> <ul style="list-style-type: none"> <li>Create 2D</li> <li>Finger painting- linked to theme (1hr) - Water Paint</li> </ul>	<b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i> <ul style="list-style-type: none"> <li>Create 2D</li> <li>Draw a picture of yourself in your school uniform - Choice of media</li> </ul>	<b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i> <ul style="list-style-type: none"> <li>Create 2D</li> <li>Draw a picture of yourself in your school uniform - Choice of media</li> </ul>	<b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i> <ul style="list-style-type: none"> <li>Create 3D</li> <li>Draw a map (add to create 3D) of your classroom- different media</li> </ul>	<b>CREATIVE ARTS VISUAL ARTS</b> <ul style="list-style-type: none"> <li>Create 2D</li> <li>Draw pictures of learners practicing healthy behaviour- different media</li> </ul>	<b>CREATIVE ARTS VISUAL ARTS</b> <ul style="list-style-type: none"> <li>Create 2D</li> <li>Draw pictures of learners practicing healthy behaviour- different media</li> </ul>	<b>CREATIVE ARTS VISUAL ARTS</b> <ul style="list-style-type: none"> <li>Create 2D</li> <li>Draw pictures of learners practicing healthy behaviour- different media</li> </ul>
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**PERFORMING ARTS**

<b>NB: Use LS Resource file for multiple activities</b>	<b>PERFORMING ARTS</b> <ul style="list-style-type: none"> <li>Creative games and skills</li> <li>Improvise and interpret</li> </ul> <b>WARM-UP:</b> <ul style="list-style-type: none"> <li>Warming up the body:</li> <li>Non-Locomotor movements:</li> </ul> <b>MAIN ACTIVITY</b>	<b>PERFORMING ARTS</b> <ul style="list-style-type: none"> <li>Creative games and skills</li> <li>Improvise and interpret</li> </ul> <b>WARM-UP:</b> <ul style="list-style-type: none"> <li>Locomotor movements</li> <li>Body awareness: explore space and direction</li> </ul> <b>MAIN ACTIVITY</b> <ul style="list-style-type: none"> <li>Continue exploring locomotors <b>with music</b> – changing</li> </ul>	<b>PERFORMING ARTS</b> <ul style="list-style-type: none"> <li>Creative games and skills</li> <li>Improvise and interpret</li> </ul> <b>WARM-UP</b> <ul style="list-style-type: none"> <li>Warming up body parts</li> </ul> <b>MAIN ACTIVITY</b> <ul style="list-style-type: none"> <li>Locomotor movements</li> <li>Non-locomotor movements</li> </ul> <b>COOLING DOWN</b>	<b>PERFORMING ARTS</b> <ul style="list-style-type: none"> <li>Creative games and skills</li> <li>Improvise and interpret</li> </ul> <b>WARM-UP</b> <ul style="list-style-type: none"> <li>Warming up voice: breathing</li> <li>Keeping a steady beat with changes in tempo</li> </ul> <b>MAIN ACTIVITY</b> <ul style="list-style-type: none"> <li>Singing indigenous song:</li> </ul>	<b>PERFORMING ARTS</b> <ul style="list-style-type: none"> <li>Creative games and skills</li> <li>Improvise and interpret</li> </ul> <b>WARM-UP</b> <ul style="list-style-type: none"> <li>Creative games</li> </ul> <b>MAIN ACTIVITY</b> <ul style="list-style-type: none"> <li>Simple improvisation around familiar experiences, using a <b>song as stimulus</b>,</li> </ul>	<b>PERFORMING ARTS</b> <ul style="list-style-type: none"> <li>Creative games and skills</li> <li>Improvise and interpret</li> </ul> <b>WARM-UP</b> <ul style="list-style-type: none"> <li>Vocal warm-up using a song</li> </ul> <b>MAIN ACTIVITY</b> <ul style="list-style-type: none"> <li>Simple improvisation using the <b>same song</b> to explore</li> </ul>	<b>PERFORMING ARTS</b> <ul style="list-style-type: none"> <li>Creative games and skills</li> <li>Improvise and interpret</li> </ul> <b>WARM-UP</b> <ul style="list-style-type: none"> <li>Creative Game</li> </ul> <b>MAIN ACTIVITY</b> <ul style="list-style-type: none"> <li>Dramatisation: making <b>short stories</b> based on a box of objects.</li> </ul> <b>COOLING DOWN</b>	<b>PERFORMING ARTS</b> <ul style="list-style-type: none"> <li>Creative games and skills</li> <li>Improvise and interpret</li> </ul> <b>WARM-UP</b> <ul style="list-style-type: none"> <li>Creative Game</li> </ul> <b>MAIN ACTIVITY</b> <ul style="list-style-type: none"> <li>Dramatisation: making <b>short stories</b> based on a box of objects.</li> </ul> <b>COOLING DOWN</b>	<b>PERFORMING ARTS</b> <ul style="list-style-type: none"> <li>Creative games and skills</li> <li>Improvise and interpret</li> </ul> <b>WARM-UP</b> <ul style="list-style-type: none"> <li>Vocal warm-up using a song</li> </ul> <b>MAIN ACTIVITY</b> <ul style="list-style-type: none"> <li>Simple <b>improvisat</b></li> </ul>	<b>PERFORMING ARTS</b> <ul style="list-style-type: none"> <li>Creative games and skills</li> <li>Improvise and interpret</li> </ul> <b>WARM-UP</b> <ul style="list-style-type: none"> <li>Warming up body parts</li> </ul> <b>MAIN ACTIVITY</b> <ul style="list-style-type: none"> <li>Locomotor movements</li> <li>Non-locomotor movements</li> </ul> <b>COOLING DOWN</b>
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	<ul style="list-style-type: none"> <li>- <b>Body awareness</b> exploring space and direction:</li> </ul> <p><b>COOLING DOWN</b></p> <ul style="list-style-type: none"> <li>- Cooling down the body and relaxation</li> </ul>	<p><b>tempo and time</b> while walking in fours and skipping in twos.</p> <p><b>COOLING DOWN</b></p> <ul style="list-style-type: none"> <li>- Cooling down and relaxation related to the activity of the day</li> </ul>	<ul style="list-style-type: none"> <li>- Cooling down and relaxation related to the activity of the day</li> </ul>	<p>movement and dramatization</p> <p><b>COOLING DOWN</b></p> <ul style="list-style-type: none"> <li>- Cooling down and relaxation related to the activity of the day</li> </ul>	<ul style="list-style-type: none"> <li>- Page 69 MAIN ACTIVITY 2</li> </ul> <p><b>COOLING DOWN</b></p> <ul style="list-style-type: none"> <li>- Relaxation exercise related to the activity of the day</li> </ul>	<p>familiar experiences</p> <p><b>COOLING DOWN</b></p> <ul style="list-style-type: none"> <li>- Relaxation exercise related to the activity of the day</li> </ul>	<ul style="list-style-type: none"> <li>- Relaxation exercise related to the activity of the day</li> </ul>	<ul style="list-style-type: none"> <li>- Relaxation exercise related to the activity of the day</li> </ul>	<p>ion using the same song to explore familiar experiences</p> <p><b>COOLING DOWN</b></p> <p>Relaxation exercise related to the activity of the day</p>	<ul style="list-style-type: none"> <li>- Cooling down and relaxation related to the activity of the day</li> </ul>
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**PHYSICAL EDUCATION**

<p><b>Topic, concepts, skills and values</b></p> <p><b>Use the Life Skills resource 2017</b></p> <p><a href="https://wcedportal.co.za/resource/83391">https://wcedportal.co.za/resource/83391</a></p>	<p><b>PHYSICAL EDUCATION</b></p> <p><b>Warm-up:</b></p> <p><b>Main Activity:</b></p> <p><b>Cooling down:</b></p> <ul style="list-style-type: none"> <li>- Locomotor</li> <li>- Perceptual motor</li> <li>- Rhythm</li> <li>- Coordination</li> <li>- Balance</li> <li>- Spatial Orientation</li> <li>- Laterality</li> <li>- Sports and Games- fair play; follow rules; respect, fairness etc.</li> </ul> <p>NB. Choose a few skills per Lesson Inclusion is important</p>	<p><b>PHYSICAL EDUCATION</b></p> <p><b>Warm-up:</b></p> <p><b>Main Activity:</b></p> <p><b>Cooling down:</b></p> <ul style="list-style-type: none"> <li>- Locomotor</li> <li>- Perceptual motor</li> <li>- Rhythm</li> <li>- Coordination</li> <li>- Balance</li> <li>- Spatial Orientation</li> <li>- Laterality</li> <li>- Sports and Games- fair play; follow rules; respect, fairness etc.</li> </ul> <p>NB. Choose a few skills per Lesson Inclusion is important</p>	<p><b>PHYSICAL EDUCATION</b></p> <p><b>Warm-up:</b></p> <p><b>Main Activity:</b></p> <p><b>Cooling down:</b></p> <ul style="list-style-type: none"> <li>- Locomotor</li> <li>- Perceptual motor</li> <li>- Rhythm</li> <li>- Coordination</li> <li>- Balance</li> <li>- Spatial Orientation</li> <li>- Laterality</li> <li>- Sports and Games- fair play; follow rules; respect, fairness etc.</li> </ul> <p>NB. Choose a few skills per Lesson Inclusion is important</p>	<p><b>PHYSICAL EDUCATION</b></p> <p><b>Warm-up:</b></p> <p><b>Main Activity:</b></p> <p><b>Cooling down:</b></p> <ul style="list-style-type: none"> <li>- Locomotor</li> <li>- Perceptual motor</li> <li>- Rhythm</li> <li>- Coordination</li> <li>- Balance</li> <li>- Spatial Orientation</li> <li>- Laterality</li> <li>- Sports and Games- fair play; follow rules; respect, fairness etc.</li> </ul> <p>NB. Choose a few skills per Lesson Inclusion is important</p>	<p><b>PHYSICAL EDUCATION</b></p> <p><b>Warm-up:</b></p> <p><b>Main Activity:</b></p> <p><b>Cooling down:</b></p> <ul style="list-style-type: none"> <li>- Locomotor</li> <li>- Perceptual motor</li> <li>- Rhythm</li> <li>- Coordination</li> <li>- Balance</li> <li>- Spatial Orientation</li> <li>- Laterality</li> <li>- Sports and Games- fair play; follow rules; respect, fairness etc.</li> </ul> <p>NB. Choose a few skills per Lesson Inclusion is important</p>	<p><b>PHYSICAL EDUCATION</b></p> <p><b>Warm-up:</b></p> <p><b>Main Activity:</b></p> <p><b>Cooling down:</b></p> <ul style="list-style-type: none"> <li>- Locomotor</li> <li>- Perceptual motor</li> <li>- Rhythm</li> <li>- Coordination</li> <li>- Balance</li> <li>- Spatial Orientation</li> <li>- Laterality</li> <li>- Sports and Games- fair play; follow rules; respect, fairness etc.</li> </ul> <p>NB. Choose a few skills per Lesson Inclusion is important</p>	<p><b>PHYSICAL EDUCATION</b></p> <p><b>Warm-up:</b></p> <p><b>Main Activity:</b></p> <p><b>Cooling down:</b></p> <ul style="list-style-type: none"> <li>- Locomotor</li> <li>- Perceptual motor</li> <li>- Rhythm</li> <li>- Coordination</li> <li>- Balance</li> <li>- Spatial Orientation</li> <li>- Laterality</li> <li>- Sports and Games- fair play; follow rules; respect, fairness etc.</li> </ul> <p>NB. Choose a few skills per Lesson Inclusion is important</p>	<p><b>PHYSICAL EDUCATION</b></p> <p><b>Warm-up:</b></p> <p><b>Main Activity:</b></p> <p><b>Cooling down:</b></p> <ul style="list-style-type: none"> <li>- Locomotor</li> <li>- Perceptual motor</li> <li>- Rhythm</li> <li>- Coordination</li> <li>- Balance</li> <li>- Spatial Orientation</li> <li>- Laterality</li> <li>- Sports and Games- fair play; follow rules; respect, fairness etc.</li> </ul> <p>NB. Choose a few skills per Lesson Inclusion is important</p>	<p><b>PHYSICAL EDUCATION</b></p> <p><b>Warm-up:</b></p> <p><b>Main Activity:</b></p> <p><b>Cooling down:</b></p> <ul style="list-style-type: none"> <li>- Locomotor</li> <li>- Perceptual motor</li> <li>- Rhythm</li> <li>- Coordination</li> <li>- Balance</li> <li>- Spatial Orientation</li> <li>- Laterality</li> <li>- Sports and Games- fair play; follow rules; respect, fairness etc.</li> </ul> <p>NB. Choose a few skills per Lesson Inclusion is important</p>	<p><b>PHYSICAL EDUCATION</b></p> <p><b>Warm-up:</b></p> <p><b>Main Activity:</b></p> <p><b>Cooling down:</b></p> <ul style="list-style-type: none"> <li>- Locomotor</li> <li>- Perceptual motor</li> <li>- Rhythm</li> <li>- Coordination</li> <li>- Balance</li> <li>- Spatial Orientation</li> <li>- Laterality</li> <li>- Sports and Games- fair play; follow rules; respect, fairness etc.</li> </ul> <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.

<p><b>Requisite pre-knowledge</b></p> <ul style="list-style-type: none"> <li>• primary colours, shape and line</li> <li>• Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing)</li> </ul>	<ul style="list-style-type: none"> <li>• primary colours, shape and line</li> <li>• Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing)</li> </ul>	<ul style="list-style-type: none"> <li>• primary colours, shape and line</li> <li>• Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing)</li> </ul>	<ul style="list-style-type: none"> <li>• primary colours, shape and line</li> <li>• Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing)</li> </ul>	<ul style="list-style-type: none"> <li>• primary colours, shape and line</li> <li>• Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing)</li> </ul>	<ul style="list-style-type: none"> <li>• primary colours, shape and line</li> <li>• Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing)</li> </ul>	<ul style="list-style-type: none"> <li>• primary colours, shape and line</li> <li>• Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing)</li> </ul>	<ul style="list-style-type: none"> <li>• primary colours, shape and line</li> <li>• Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing)</li> </ul>	<ul style="list-style-type: none"> <li>• primary colours, shape and line</li> <li>• Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing)</li> </ul>	<ul style="list-style-type: none"> <li>• primary colours, shape and line</li> <li>• Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing)</li> </ul>	<ul style="list-style-type: none"> <li>• primary colours, shape and line</li> <li>• Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing)</li> </ul>
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<p><b>Resources (other than textbook) to enhance learning</b></p> <p><b>PSW &amp; BK</b> Daily weather chart, Seasons chart Vocabulary and symbols, Photographs: Own , Birth certificate, Name tag DBE Life Skills Workbook 1</p> <p><b>VISUAL ARTS</b> A3 paper, Brushes, Paint Clay, Play dough</p>
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	Thick wax crayons or chalk Vocabulary: colours (primary), lines, shapes, space Calendar, Clothing <b>PHYSICAL EDUCATION</b> LTSM, skittles, ropes, hoops, balls, Page 12 and 13
<b>Informal assessment; remediation and enrichment</b>	Checklist Observation sheet/book Rubric Memorandum Multiple opportunities and levels of difficulty/ complexity  <a href="https://wcedportal.co.za/eresource/83276">https://wcedportal.co.za/eresource/83276</a>
<b>SBA (Formal Assessment)</b>	1 SBA per Term- All 4 Study Areas Mostly oral, practical, demonstrations Grade 2 and 3 BK has written and a practical component

TERM 2 days	Week 1: April	Week 2: April	Week 3: April	Week 4: April	Week 5: April - May	Week 6: May - May	Week 7: May	Week 8: May	Week 9: May	Week 10: June
<b>PERSONAL AND SOCIAL WELL-BEING</b>										
<b>CAPS section Topic, concepts, skills and values</b>  	<b>PERSONAL AND SOCIAL WELL-BEING</b> <b>My family 4 hours</b> No natural links	<b>PERSONAL AND SOCIAL WELL-BEING</b> <b>My family 4 hours</b> What a family is: <ul style="list-style-type: none"> <li>Members of my family – immediate and extended</li> <li>Caring for each other at home</li> </ul> Note: Learners come from many different types of family. Ensure inclusivity.	<b>PERSONAL AND SOCIAL WELL-BEING</b> <b>My family 4 hours</b> What a family is: <ul style="list-style-type: none"> <li>Members of my family – immediate and extended</li> <li>Caring for each other at home</li> </ul> Note: Learners come from many different types of family. Ensure inclusivity.	<b>PERSONAL AND SOCIAL WELL-BEING</b> <i>Social Health / Well-being</i> <b>Safety in the home 4 hours</b> <b>Dangers at home</b> <ul style="list-style-type: none"> <li>When cooking</li> <li>When washing</li> <li>Lighting and electricity</li> <li>Outside areas</li> <li>Medicine</li> </ul> <b>Poisonous substances</b> types and recognising warning symbols <ul style="list-style-type: none"> <li>Keeping safe when home Alone</li> <li><b>Emergency number</b> [card - Technology]</li> <li>Police, Fire Station, Hospital, Help-line, Mom and Dad</li> </ul> <a href="https://wcedportal.co.za/eresource/83451">https://wcedportal.co.za/eresource/83451</a>	<b>PERSONAL AND SOCIAL WELL-BEING</b> <i>Social Health / Well-being</i> <b>Safety in the home 4 hours</b> <ul style="list-style-type: none"> <li>When cooking</li> <li>When washing</li> <li>Lighting and electricity</li> <li>Outside areas</li> <li>Medicine</li> </ul> <b>Poisonous substances</b> types and recognising warning symbols <ul style="list-style-type: none"> <li>Keeping safe when home Alone</li> <li><b>Emergency number</b> [card - Technology]</li> <li>Police, Fire Station, Hospital, Help-line, Mom and Dad</li> </ul>	<b>PERSONAL AND SOCIAL WELL-BEING</b> <b>My body 6 hours</b> <i>Personal Awareness of how my body moves /works</i> <ul style="list-style-type: none"> <li><b>Different parts</b> of my body Different parts of my body which <b>move</b></li> <li>Parts of my body that I <b>cannot see</b>; include lungs, heart, stomach, brain, skeleton</li> <li>The <b>five senses</b> and their uses; <b>touch, smell, sound, sight and taste</b></li> <li><b>How</b> do we hear? Age appropriate [Sound waves – Video or story]</li> <li>What will happen if we put cotton wool in ears</li> <li>How do we taste?</li> <li>Learners taste different things- salt, candy floss, condensed milk, aloe...</li> <li>describe the taste</li> <li>Which is the same and which is different?</li> <li>Compare and record</li> </ul>	<b>PERSONAL AND SOCIAL WELL-BEING</b> <b>My body 6 hours</b> <i>Personal Awareness of how my body moves /works</i> <ul style="list-style-type: none"> <li><b>Different parts</b> of my body Different parts of my body which <b>move</b></li> <li>Parts of my body that I <b>cannot see</b>; include lungs, heart, stomach, brain, skeleton</li> <li>The <b>five senses</b> and their uses; <b>touch, smell, sound, sight and taste</b></li> <li><b>How</b> do we hear? 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Age appropriate [Sound waves – Video or story]</li> <li>What will happen if we put cotton wool in ears</li> <li>How do we taste?</li> <li>Learners taste different things- salt, candy floss, condensed milk, aloe...</li> <li>describe the taste</li> <li>Which is the same and which is different?</li> <li>Compare and record</li> </ul>	<b>PERSONAL AND SOCIAL WELL-BEING</b> <b>Keeping my body safe 4 hours</b> <i>Personal safety: Healthy practices</i> <b>Safe and unsafe situations</b> and places - such as <ul style="list-style-type: none"> <li>waiting for transport, alone in shopping areas</li> <li>'Yes' and 'No' <b>feelings</b></li> <li>Protecting our bodies from illness</li> <li>Covering mouth and nose when sneezing or coughing</li> <li>Never touching another person's blood</li> <li>Washing fruit and vegetables before eating</li> <li>Making water safe to drink (NS)</li> </ul>	<b>PERSONAL AND SOCIAL WELL-BEING</b> <b>Keeping my body safe 4 hours</b> <i>Personal safety: Healthy practices</i> <b>Safe and unsafe situations</b> and places - such as <ul style="list-style-type: none"> <li>waiting for transport, alone in shopping areas</li> <li>'Yes' and 'No' <b>feelings</b></li> <li>Protecting our bodies from illness</li> <li>Covering mouth and nose when sneezing or coughing</li> <li>Never touching another person's blood</li> <li>Washing fruit and vegetables before eating</li> <li>Making water safe to drink (NS)</li> </ul>
<b>Religious and special days 2hours</b> <i>Diversity and individuality</i> Record and discuss- Clothing, food, celebrations Ascension Day Ramadan										

**BEGINNING KNOWLEDGE**

**NATURAL SCIENCE**

<p><b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> No natural links</p> <p><b>What is a living thing?</b></p> 	<p><b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> No natural links</p>	<p><b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Life and Living</i> Different parts of my body:</p> <ul style="list-style-type: none"> <li>Different parts of my body which <b>move (locomotion)</b></li> <li>Parts of my body that I cannot see -include lungs, heart, stomach, brain, skeleton</li> <li>The five senses and their uses – <b>touch, smell, sound</b>, sight and <b>taste</b></li> <li><b>How</b> do we hear? Age appropriate [Sound waves – Video or story] What will happen if we put cotton wool in ears</li> <li>How do we taste?</li> <li>Learners <b>taste</b> different things- salt, candy floss, condensed milk, aloe...</li> <li><b>describe</b> the taste- Which is the <b>same</b> and which is <b>different?</b> Compare and record</li> </ul>	<p><b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Life and Living</i> Different parts of my body:</p> <ul style="list-style-type: none"> <li>Different parts of my body which <b>move (locomotion)</b></li> <li>Parts of my body that I cannot see -include lungs, heart, stomach, brain, skeleton</li> <li>The five senses and their uses – <b>touch, smell, sound</b>, sight and <b>taste</b></li> <li><b>How</b> do we hear? Age appropriate [Sound waves – Video or story] What will happen if we put cotton wool in ears</li> <li>How do we taste?</li> <li>Learners <b>taste</b> different things- salt, candy floss, condensed milk, aloe...</li> <li><b>describe</b> the taste- Which is the <b>same</b> and which is <b>different?</b> Compare and record</li> </ul>	<p><b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> No natural links</p>	<p><b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> No natural links</p>	<p><b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> No natural links</p>			
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<p><b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Planet Earth and beyond</i> <b>The weather</b></p> <ul style="list-style-type: none"> <li><b>Observation</b> of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy)</li> <li><b>Recording</b> of daily weather conditions</li> <li>Clothing and material</li> </ul>
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**SOCIAL SCIENCE**

<p><b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b> No natural links</p>									
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**TECHNOLOGY**

<p><b>BEGINNING KNOWLEDGE TECHNOLOGY</b> No natural links</p>	<p><b>BEGINNING KNOWLEDGE TECHNOLOGY</b> No natural links</p>	<p><b>BEGINNING KNOWLEDGE TECHNOLOGY</b> No natural links</p>	<p><b>BEGINNING KNOWLEDGE TECHNOLOGY</b> <i>Technological Process Skills</i> Learner will engage in</p> <ul style="list-style-type: none"> <li><b>investigating</b></li> <li><b>designing</b></li> <li><b>making</b></li> <li><b>evaluating</b></li> <li><b>communicating</b> solutions.</li> </ul> <ul style="list-style-type: none"> <li>Make your emergency Number card to stick on fridge with a magnet or double sided tape. Use any design of your choice</li> <li>Make a colour wheel clock – when mom and dad comes home</li> </ul>	<p><b>BEGINNING KNOWLEDGE TECHNOLOGY</b> <i>Technological Process Skills</i> Learner will engage in</p> <ul style="list-style-type: none"> <li><b>investigating</b></li> <li><b>designing</b></li> <li><b>making</b></li> <li><b>evaluating</b></li> <li><b>communicating</b> solutions.</li> </ul> <ul style="list-style-type: none"> <li>Make your emergency Number card to stick on fridge with a magnet or double sided tape. Use any design of your choice</li> <li>Make a colour wheel clock – when mom and dad comes home</li> </ul>	<p><b>BEGINNING KNOWLEDGE TECHNOLOGY</b> No natural links</p>				
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**CREATIVE ARTS**

**VISUAL ARTS**

<p><b>CREATIVE ARTS VISUAL ARTS Visual literacy</b></p> <ul style="list-style-type: none"> <li>• Create 3D (construction)</li> <li>• Make models out of clay/ playdough</li> </ul>	<p><b>CREATIVE ARTS VISUAL ARTS Visual literacy</b></p> <ul style="list-style-type: none"> <li>• Create 3D (construction)</li> <li>• Make models out of clay/ playdough</li> </ul>	<p><b>CREATIVE ARTS VISUAL ARTS Visual literacy</b></p> <ul style="list-style-type: none"> <li>• Create a 2D (construction)</li> <li>• Draw a picture of your family doing an activity e.g. At the beach</li> </ul>	<p><b>CREATIVE ARTS VISUAL ARTS Visual literacy</b></p> <p><b>Create a 2D</b></p> <ul style="list-style-type: none"> <li>• Finger or brush painting 'safe environment'</li> </ul>	<p><b>CREATIVE ARTS VISUAL ARTS</b></p>	<p><b>CREATIVE ARTS VISUAL ARTS</b></p>	<p><b>CREATIVE ARTS VISUAL ARTS Visual literacy</b></p> <p><b>Create a 2D</b></p> <ul style="list-style-type: none"> <li>• Draw a picture of you running/ climbing a tree etc.</li> </ul>	<p><b>CREATIVE ARTS VISUAL ARTS Visual literacy</b></p> <p><b>Create a 2D</b></p> <ul style="list-style-type: none"> <li>• Draw a picture of you running/ climbing a tree etc.</li> </ul>	<p><b>CREATIVE ARTS VISUAL ARTS</b></p>	<p><b>CREATIVE ARTS VISUAL ARTS</b></p>
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**PERFORMING ARTS**

<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li>• Creative games and skills</li> <li>• <i>Improvise and interpret</i></li> </ul> <p><b>WARM UP</b> Warm up the body: circling hands and ankles Vocal exercises to warm up the voice (songs)</p> <p><b>MAIN ACTIVITY</b> Sing songs: contrasts - soft and loud, fast and slow Isolate body parts through movements (according to song).</p> <p><b>COOLING DOWN</b> Relaxation games</p>	<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li>• Creative games and skills</li> <li>• <i>Improvise and interpret</i></li> </ul> <p><b>WARM UP</b> Warm up the body: making shapes with the body Vocal exercises to warm up the voice (tongue twisters)</p> <p><b>MAIN ACTIVITY</b> Copying of movements derived from the song. Movements appropriate to the song (skipping, clapping.) Role play (according to characters in the song) and movement appropriate to the roles in the song</p> <p><b>COOLING DOWN</b> Relaxation</p>	<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li>• Creative games and skills</li> <li>• <i>Improvise and interpret</i></li> </ul> <p><b>WARM UP</b> Locomotor movements: hopping, jumping and galloping forwards and sideways (using the selected song as stimulus)</p> <p><b>MAIN ACTIVITY</b> Singing songs using contrasts such as soft and loud, fast and slow. Exploring beginnings, middles and endings of the selected song.</p> <p><b>COOLING DOWN</b> Cooling down the body and relaxation: games such as 'rocking a baby', 'swaying' etc.</p>	<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li>• Creative games and skills</li> <li>• <i>Improvise and interpret</i></li> </ul> <p><b>WARM UP</b> Freeze games focusing on control, eye focus and use of space</p> <p><b>MAIN ACTIVITY</b> Singing songs using contrasts such as soft and loud, fast and slow. Develop short sentences of dialogue such as a conversation between the different characters derived from the song. Movements appropriate to a role in different situations, as derived from the song.</p> <p><b>COOLING DOWN</b> Relaxation by exploring axial movements: twisting, swinging the arms and side bends</p>	<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li>• Creative games and skills</li> <li>• <i>Improvise and interpret</i></li> </ul> <p><b>WARM UP</b> Vocal exercises such as rhymes, tongue twisters and songs with focus and clarity in vocal exercises</p> <p><b>MAIN ACTIVITY</b> Singing a new songs using contrasts such as soft and loud, fast and slow. Copying of movements, rhythms and movement patterns such as follow the leader, walking, skipping, and clapping.</p> <p><b>COOLING DOWN</b> Relaxation by isolating body parts through slow movements.</p>	<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li>• Creative games and skills</li> <li>• <i>Improvise and interpret</i></li> </ul> <p><b>WARM UP</b> Warming up the body: circling the hands and ankles, making shapes with the body such as large and small, wide and narrow, as derived from the song.</p> <p><b>MAIN ACTIVITY</b> Singing songs using contrasts such as soft and loud, fast and slow. Movements appropriate to a role in different situations, e.g. during a meal, a classroom, a bus.</p> <p><b>COOLING DOWN</b> Relaxation by playing freeze games focusing on control, eye focus and use of space</p>	<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li>• Creative games and skills</li> <li>• <i>Improvise and interpret</i></li> </ul> <p><b>WARM UP</b> Warm up the body by doing controlled axial movements: twisting, swinging the arms and side bends</p> <p><b>MAIN ACTIVITY</b> Singing a new song using contrasts such as soft and loud, fast and slow. Role play the different characters as depicted in the song (stepping into the shoes of somebody else)</p> <p><b>COOLING DOWN</b> Relaxation by doing a short dance using locomotor movements: hopping, jumping and galloping forwards and Sideways</p>	<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li>• Creative games and skills</li> <li>• <i>Improvise and interpret</i></li> </ul> <p><b>WARM UP</b> Vocal exercises such as rhymes, tongue twisters and songs with focus and clarity in vocal exercises</p> <p><b>MAIN ACTIVITY</b> <b>Assessment:</b> Singing of selected song, using appropriate movements and creating characters, based on the song, through role play</p>	<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li>• Creative games and skills</li> <li>• <i>Improvise and interpret</i></li> </ul> <p><b>WARM UP</b> Vocal exercises such as rhymes, tongue twisters and songs with focus and clarity in vocal exercises</p> <p><b>MAIN ACTIVITY</b> <b>Assessment:</b> Singing of selected song, using appropriate movements and creating characters, based on the song, through role play</p>	<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li>• Creative games and skills</li> <li>• <i>Improvise and interpret</i></li> </ul> <p><b>WARM UP</b> Vocal exercises such as rhymes, tongue twisters and songs with focus and clarity in vocal exercises</p> <p><b>MAIN ACTIVITY</b> Singing a new songs using contrasts such as soft and loud, fast and slow. Copying of movements, rhythms and movement patterns such as follow the leader, walking, skipping, and clapping.</p> <p><b>COOLING DOWN</b> Relaxation by isolating body parts through slow movements.</p>
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**PHYSICAL EDUCATION**

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

	<ul style="list-style-type: none"> <li><b>Laterality:</b> Inner awareness of left and right and the ability to control the two sides of the body together or separately.</li> </ul> <p><b>Sports and games:</b> A <b>sport</b> 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 <b>game</b> is a recreational activity involving one or more players, <b>defined</b> by a goal that the players try to reach, and some set of rules to play it.</p>
<b>Requisite pre-knowledge</b>	Concept of family Safety, Parts of the body Direction, shape, space, LTSM age 12 and 13
<b>Resources (other than textbook) to enhance learning</b>	Pictures, video clips, examples of danger signs, charts Flashcards, pictures, emergency numbers Resources Page 12 and 13 LTSM PE ribbons, skipping ropes
<b>Informal assessment remediation</b>	Checklist Observation sheet/book Rubric Memorandum Multiple opportunities and levels of difficulty/ complexity
<b>SBA (Formal Assessment)</b>	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: ? days	Week 1: Jul	Week 2: Jul	Week 3: Jul	Week 4: Jul-Aug	Week 5: Aug	Week 6: Aug	Week 7: Aug	Week 8: Aug	Week 9: Sep	Week 10: Sep
<b>PERSONAL AND SOCIAL WELL-BEING</b>										
CAPS section Topic, concepts, skills and values  BK & PSW W: 40 % Performing Arts W: 15% Visual Arts W: 15% Physical Education W: 30%  	PERSONAL AND SOCIAL WELL-BEING <b>My community 4hrs</b> <i>No natural link</i>	PERSONAL AND SOCIAL WELL-BEING <b>My community 4hrs</b> <i>No natural link</i>	PERSONAL AND SOCIAL WELL-BEING <b>Pets 4hrs</b> <i>Healthy living/ habits/ practices</i> <ul style="list-style-type: none"> <li>• <b>Animals</b> we can keep as pets</li> <li>• How to look after <b>pets</b> at home                -- include shelters, food, water, animal cleanliness</li> <li>• <b>Animal welfare</b>  <b>Treating animals</b> Appropriately                -- such as giving exercise, not teasing, not locking in a car</li> </ul>	PERSONAL AND SOCIAL WELL-BEING <b>Pets 4hrs</b> <i>Healthy living/ habits/ practices</i> <ul style="list-style-type: none"> <li>• <b>Animals</b> we can keep as pets</li> <li>• How to look after <b>pets</b> at home                -- include shelters, food, water, animal cleanliness</li> <li>• <b>Animal welfare</b>  <b>Treating animals</b> Appropriately                -- such as giving exercise, not teasing, not locking in a car</li> </ul>	PERSONAL AND SOCIAL WELL-BEING <b>Manner and responsibilities 2hrs</b> <i>Interpersonal relationship and Values</i> Greeting people we know and greeting strangers <ul style="list-style-type: none"> <li>• Waiting my turn</li> <li>• Listening to others</li> <li>• Sharing</li> <li>• Showing kindness</li> <li>• Being honest</li> <li>• Respecting other people and what belongs to them</li> <li>• Use role play. Consolidate manners and responsibility-ties throughout the year</li> </ul>	PERSONAL AND SOCIAL WELL-BEING <b>Manner and responsibilities 2hrs</b> <i>Interpersonal relationship and Values</i> Greeting people we know and greeting strangers <ul style="list-style-type: none"> <li>• Waiting my turn</li> <li>• Listening to others</li> <li>• Sharing</li> <li>• Showing kindness</li> <li>• Being honest</li> <li>• Respecting other people and what belongs to them</li> <li>• Use role play. Consolidate manners and responsibility-ties throughout the year</li> </ul>	PERSONAL AND SOCIAL WELL-BEING <b>Plants and seeds 4hrs</b> <i>No natural link</i>	PERSONAL AND SOCIAL WELL-BEING <b>Plants and seeds 4hrs</b> <i>No natural link</i>	PERSONAL AND SOCIAL WELL-BEING <b>Food 4hrs</b> <i>Healthy lifestyle</i> Foods we eat <ul style="list-style-type: none"> <li>• Healthy eating                -- Healthy and unhealthy foods</li> <li>• -- Healthy choices and the right amount of food</li> </ul>	PERSONAL AND SOCIAL WELL-BEING <b>Food 4hrs</b> <i>Healthy lifestyle</i> Foods we eat <ul style="list-style-type: none"> <li>• Healthy eating                -- Healthy and unhealthy foods</li> <li>• -- Healthy choices and the right amount of food</li> </ul>
<b>Religious and special days 2hours</b> <i>Diversity and individuality</i> Record and discuss- Clothing, food, celebrations										
<b>BEGINNING KNOWLEDGE</b>										

**NATURAL SCIENCE**

 <p>A variety of activities will be found in the Life Skills Foundation Phase resource. The link is provided below</p>	<p><b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> My community 4hrs</p> <p>No natural link</p>	<p><b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> My community 4hrs</p> <p>No natural link</p>	<p><b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> Pets 4hrs <i>Life and living</i></p> <ul style="list-style-type: none"> <li>What living things need</li> </ul>	<p><b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> Pets 4hrs <i>Life and living</i></p> <ul style="list-style-type: none"> <li>What living things need</li> </ul>	<p><b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> Manner and responsibilities 2hrs</p> <p>No natural link</p>	<p><b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> Manner and responsibilities 2hrs</p> <p>No natural link</p>	<p><b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> Plants and seeds 4hrs <i>Life and living</i></p> <ul style="list-style-type: none"> <li>Nature Walk/Theme Table: Why we need plants - include food, shade, shelter for animals</li> <li>What plants look like - roots, stem, leaves, flowers</li> <li>Different plants - Similarities and differences</li> <li>Seeds and where they come from</li> <li>What plants need to grow</li> <li>Growing a plant from a seed - such as a bean - observe and record (drawing, photo –cell phone)</li> </ul> <p><a href="https://wcedportal.co.za/eresource/83291">https://wcedportal.co.za/eresource/83291</a></p>	<p><b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> Plants and seeds 4hrs <i>Life and living</i></p> <ul style="list-style-type: none"> <li>Nature Walk/Theme Table: Why we need plants - include food, shade, shelter for animals</li> <li>What plants look like - roots, stem, leaves, flowers</li> <li>Different plants - Similarities and differences</li> <li>Seeds and where they come from</li> <li>What plants need to grow</li> <li>Growing a plant from a seed - such as a bean - observe and record (drawing, photo –cell phone)</li> </ul>	<p><b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> Food 4hrs <i>Energy and change</i></p> <ul style="list-style-type: none"> <li>Food we eat</li> <li>Where different foods come from: fruit; vegetables; dairy; meat</li> <li>Healthy eating</li> <li>Healthy and unhealthy foods</li> <li>Healthy choices and the right amount of food</li> <li>What will happen to our teeth if we eat too many sweets –(decay) daily</li> <li>Storing</li> <li>(preserving) food – fresh, tinned, dried, frozen</li> </ul>	<p><b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> Food 4hrs <i>Energy and change</i></p> <ul style="list-style-type: none"> <li>Food we eat</li> <li>Where different foods come from: fruit; vegetables; dairy; meat</li> <li>Healthy eating</li> <li>Healthy and unhealthy foods</li> <li>Healthy choices and the right amount of food</li> <li>What will happen to our teeth if we eat too many sweets –(decay) daily</li> <li>Storing</li> <li>(preserving) food – fresh, tinned, dried, frozen</li> </ul>
	<p><b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Planet Earth and beyond</i> <b>The weather</b></p> <ul style="list-style-type: none"> <li>Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy)</li> <li>Recording of daily weather conditions</li> <li>Clothing and material</li> </ul>									

**SOCIAL SCIENCE**

<p><b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b> <i>Place</i></p> <ul style="list-style-type: none"> <li>Know and identify places in my community – include buildings and places where we meet</li> </ul>	<p><b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b> <i>Place</i></p> <ul style="list-style-type: none"> <li>Know and identify places in my community – include buildings and places where we meet</li> </ul>	<p><b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b></p> <p>No natural link</p>								
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**TECHNOLOGY**

<p><b>BEGINNING KNOWLEDGE TECHNOLOGY</b></p> <p>No natural link</p>	<p><b>BEGINNING KNOWLEDGE TECHNOLOGY</b> Technological Process Skills Learner will engage in</p> <ul style="list-style-type: none"> <li>investigating</li> <li>designing</li> <li>making</li> <li>evaluating</li> <li>communicating solutions.</li> </ul> <p>Design a flower box Collect materials, make</p>	<p><b>BEGINNING KNOWLEDGE TECHNOLOGY</b> Technological Process Skills Learner will engage in</p> <ul style="list-style-type: none"> <li>investigating</li> <li>designing</li> <li>making</li> <li>evaluating</li> <li>communicating solutions.</li> </ul> <p>Design a flower box Collect materials, make</p>	<p><b>BEGINNING KNOWLEDGE TECHNOLOGY</b> Technological Process Skills Learner will engage in</p> <ul style="list-style-type: none"> <li>investigating</li> <li>designing</li> <li>making</li> <li>evaluating</li> <li>communicating solutions.</li> </ul> <p>Design a flower box Collect materials, make</p>	<p><b>BEGINNING KNOWLEDGE TECHNOLOGY</b></p> <p>No natural link</p>	<p><b>BEGINNING KNOWLEDGE TECHNOLOGY</b></p> <p>No natural link</p>				
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**CREATIVE ARTS**

**VISUAL ARTS**

<p><b>CREATIVE ARTS VISUAL ARTS</b></p> <ul style="list-style-type: none"> <li>Create 2D</li> <li>Create 3D (construction)</li> </ul>	<p><b>CREATIVE ARTS VISUAL ARTS</b></p>	<p><b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i> Create 2D Draw a picture of your pat/s Create a 3D Make a clay model of your pet/s</p>	<p><b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i> Create 2D Draw a picture of your pat/s Create a 3D Make a clay model of your pet/s</p>	<p><b>CREATIVE ARTS VISUAL ARTS</b></p>	<p><b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i> Create 2D Draw / paint a picture of flowers</p>	<p><b>CREATIVE ARTS VISUAL ARTS</b></p>			
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PERFORMING ARTS

	<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li>Creative games and skills</li> <li>Improvise and interpret</li> </ul> <p><b>WARM UP</b> Warming up the body: e.g. leading with the nose, elbow, knee</p> <p><b>MAIN ACTIVITY</b> Combining locomotor and non-locomotor movements such as run-run-turn, run-forward-shrink-stretch-up. Choosing and making own movement sentences to interpret a theme with a beginning and an ending</p> <p><b>COOLING DOWN</b> Cooling down the body and relaxation</p>	<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li>Creative games and skills</li> <li>Improvise and interpret</li> </ul> <p><b>WARM UP</b> Listening skills through music games using different tempo, pitch, dynamics, duration</p> <p><b>MAIN ACTIVITY (continue and consolidate from previous week)</b> Combining locomotor and non-locomotor movements such as run-run-turn, run-forward-shrink-stretch-up. Choosing and making own movement sentences to interpret a theme with a beginning and an ending</p> <p><b>COOLING DOWN</b> Cooling down the body and relaxation</p>	<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li>Creative games and skills</li> <li>Improvise and interpret</li> </ul> <p><b>WARM UP</b> Games focusing on numeracy and literacy such as number songs and rhymes, making letter shapes through movement</p> <p><b>MAIN ACTIVITY</b> Listening skills through music games using different tempo, pitch, dynamics, duration</p> <p>Clapping rhythms in three or four time. Moving to music in three or four time.</p> <p><b>COOLING DOWN</b> Cooling down the body and relaxation: using imagery or words such as 'shrink slowly' and 'grow slowly'</p>	<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li>Creative games and skills</li> <li>Improvise and interpret</li> </ul> <p><b>WARM UP</b> Listening skills through music games using different tempo, pitch, dynamics, duration</p> <p><b>MAIN ACTIVITY (continue and consolidate from previous week)</b> Clapping rhythms in three or four time. Moving to music in three or four time.</p> <p>Choosing and making own movement sentences to interpret a theme with a beginning and an ending</p> <p><b>COOLING DOWN</b> Cooling down the body and relaxation: using imagery or words such as 'shrink slowly' and 'grow slowly'</p>	<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li>Creative games and skills</li> <li>Improvise and interpret</li> </ul> <p><b>WARM UP</b> Mime actions showing emotion using visualisation such as eating my favourite food, opening a gift</p> <p><b>MAIN ACTIVITY</b> Dramatising a make-believe situation based on a South African poem, song or story guided by teacher</p> <p><b>COOLING DOWN</b> Cooling down the body and relaxation: using imagery or words such as 'shrink slowly' and 'grow slowly'</p>	<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li>Creative games and skills</li> <li>Improvise and interpret</li> </ul> <p><b>WARM UP</b> Mime actions showing emotion using visualisation such as eating my favourite food, opening a gift</p> <p><b>MAIN ACTIVITY</b> Dramatising a make-believe situation based on a South African poem, song or story guided by teacher</p> <p>Create sound effects to the dramatisation by clapping rhythms in three or four time. Moving to music in three or four time.</p> <p><b>COOLING DOWN</b> Cooling down the body and relaxation: using imagery or words such as 'shrink slowly' and 'grow slowly'</p>	<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li>Creative games and skills</li> <li>Improvise and interpret</li> </ul> <p><b>WARM UP</b> Games focusing on numeracy and literacy such as number songs and rhymes, making letter shapes through movement</p> <p><b>MAIN ACTIVITY</b> Dramatising a make-believe situation based on a South African poem, song or story guided by teacher</p> <p>Choosing and making own movement sentences to interpret the theme of the dramatisation with a beginning and an ending</p> <p><b>COOLING DOWN</b> Cooling down the body and relaxation: using imagery or words such as 'shrink' and 'grow'</p>	<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li>Creative games and skills</li> <li>Improvise and interpret</li> </ul> <p><b>WARM UP</b> Warming up the body: e.g. leading with the nose, elbow, knee</p> <p><b>MAIN ACTIVITY</b> Classroom dramatisation that combines movement sentences (interpreting the theme) and sound effects based on the story /poem.</p>	<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li>Creative games and skills</li> <li>Improvise and interpret</li> </ul> <p><b>WARM UP</b> Warming up the body: e.g. leading with the nose, elbow, knee</p> <p><b>MAIN ACTIVITY</b> Classroom dramatisation that combines movement sentences (interpreting the theme) and sound effects based on the story /poem.</p>	<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li>Creative games and skills</li> <li>Improvise and interpret</li> </ul> <p><b>WARM UP</b> Games focusing on numeracy and literacy such as number songs and rhymes, making letter shapes through movement</p> <p><b>MAIN ACTIVITY</b> Dramatising a make-believe situation</p> <p><b>COOLING DOWN</b> Cooling down the body and relaxation: using imagery or words such as 'shrink' and 'grow'</p>
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PHYSICAL EDUCATION

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

<p><b>Requisite pre-knowledge</b></p>	<p>Home weather, directions, left and right Concept of weather, vocabulary, terminology,</p>
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<p><b>Resources (other than textbook) to enhance learning</b></p>	<p>Pictures, important places in the community, people, pets Outdoors, garden, nature table, plants Picture of plants, video clips, flashcards, different foods, packaging LTSM Page 12 and 13 NB USE THE Foundation Phase Resource File 2017</p>
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<b>Informal assessment remediation</b>	Checklist Observation sheet/book Memorandum Rubric
<b>SBA (Formal Assessment)</b>	1 SBA per Term- All 4 Study Areas Mostly oral, practical, demonstrations Grade 2 and 3 BK has written and a practical component

TERM 4: ? 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	Week 9: Nov	Week 10: Dec
CAPS section	BK & PSW W: 40 % Performing Arts W: 15% Visual Arts W: 15% Physical Education W: 30%	BK & PSW W: 40 % Performing Arts W: 15% Visual Arts W: 15% Physical Education W: 30%	BK & PSW W: 40 % Performing Arts W: 15% Visual Arts W: 15% Physical Education W: 30%	BK & PSW W: 40 % Performing Arts W: 15% Visual Arts W: 15% Physical Education W: 30%	BK & PSW W: 40 % Performing Arts W: 15% Visual Arts W: 15% Physical Education W: 30%	BK & PSW W: 40 % Performing Arts W: 15% Visual Arts W: 15% Physical Education W: 30%	BK & PSW W: 40 % Performing Arts W: 15% Visual Arts W: 15% Physical Education W: 30%	BK & PSW W: 40 % Performing Arts W: 15% Visual Arts W: 15% Physical Education W: 30%	BK & PSW W: 40 % Performing Arts W: 15% Visual Arts W: 15% Physical Education W: 30%	BK & PSW W: 40 % Performing Arts W: 15% Visual Arts W: 15% Physical Education W: 30%
<b>PERSONAL AND SOCIAL WELL-BEING</b>										
Topic, concepts, skills and values	PERSONAL AND SOCIAL WELL-BEING Homes 4hrs <i>No natural link</i>	PERSONAL AND SOCIAL WELL-BEING Homes 4hrs <i>No natural link</i>	PERSONAL AND SOCIAL WELL-BEING Homes 4hrs <i>No natural link</i>	PERSONAL AND SOCIAL WELL-BEING Picture Maps 4hrs <i>No natural link</i>	PERSONAL AND SOCIAL WELL-BEING Picture Maps 4hrs <i>No natural link</i>	PERSONAL AND SOCIAL WELL-BEING Picture Maps 4hrs <i>No natural link</i>	PERSONAL AND SOCIAL WELL-BEING Water 4hrs <i>Healthy Life Style</i> Safe and unsafe drinking water <ul style="list-style-type: none"> <li>• Purify</li> <li>• Germs</li> </ul>	PERSONAL AND SOCIAL WELL-BEING Water 4hrs <i>Healthy Life Style</i> Safe and unsafe drinking water <ul style="list-style-type: none"> <li>• Purify</li> <li>• Germs</li> </ul>	PERSONAL AND SOCIAL WELL-BEING Sky at night 4hrs <i>No natural link</i>	PERSONAL AND SOCIAL WELL-BEING Sky at night 4hrs <i>No natural link</i>
<b>Religious and special days 2hours</b> <i>Diversity and individuality</i> Record and discuss - Clothing, food, celebrations  Use the various religious holidays and allow learners to draw, sketch or paint (VA)										
<b>BEGINNING KNOWLEDGE</b>										
<b>NATURAL SCIENCE</b>										
	BEGINNING KNOWLEDGE NATURAL SCIENCE Homes 4hrs <i>No natural link</i> <i>Use very simple activities for material (identification and how it feels)</i>  <a href="https://wcedportal.co.za/eresource/83296">https://wcedportal.co.za/eresource/83296</a>	BEGINNING KNOWLEDGE NATURAL SCIENCE Homes 4hrs <i>No natural link</i>	BEGINNING KNOWLEDGE NATURAL SCIENCE Homes 4hrs <i>No natural link</i>	BEGINNING KNOWLEDGE NATURAL SCIENCE Picture Maps 4hrs <i>No natural link</i>	BEGINNING KNOWLEDGE NATURAL SCIENCE Picture Maps 4hrs <i>No natural link</i>	BEGINNING KNOWLEDGE NATURAL SCIENCE Picture Maps 4hrs <i>No natural link</i>	BEGINNING KNOWLEDGE NATURAL SCIENCE Water 4hrs <i>Water conservation</i> Uses of water - home and school <ul style="list-style-type: none"> <li>• Ways water is wasted</li> <li>• Ways of saving water</li> <li>• Safe and unsafe drinking water</li> <li>• Storing clean water</li> </ul>	BEGINNING KNOWLEDGE NATURAL SCIENCE Water 4hrs <i>Water conservation</i> Uses of water - home and school <ul style="list-style-type: none"> <li>• Ways water is wasted</li> <li>• Ways of saving water</li> <li>• Safe and unsafe drinking water</li> <li>• Storing clean water</li> </ul>	BEGINNING KNOWLEDGE NATURAL SCIENCE Sky at night 4hrs <i>Planet Earth and Beyond</i>	BEGINNING KNOWLEDGE NATURAL SCIENCE Sky at night 4hrs <i>Planet Earth and Beyond</i>

	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Planet Earth and beyond</i> <b>The weather</b> <ul style="list-style-type: none"> <li>• <b>Observation</b> of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy)</li> <li>• <b>Recording</b> of daily weather conditions</li> <li>• Clothing and material</li> </ul>									
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<b>SOCIAL SCIENCE</b>										
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	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b> <i>Adaptation</i> <b>Investigate, understand and interpret the knowledge</b> of the types of homes include flats, traditional homes houses, shacks, <b>Investigate, understand an interpret the knowledge</b> of the types homes to suit different weather conditions <b>Investigate, understand an interpret the knowledge</b> of what different homes are made of - include wood, mud, bricks, tin, stone, hardboard, plastic	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b> <i>Adaptation</i> <ul style="list-style-type: none"> <li>• <b>Investigate, understand and interpret the knowledge</b> of the types of homes include flats, traditional homes houses, shacks,</li> <li>• <b>Investigate, understand an interpret the knowledge</b> of the types homes to suit different weather conditions</li> <li>• <b>Investigate, understand an interpret the knowledge</b> of what different homes are made of - include wood, mud, bricks, tin, stone, hardboard, plastic</li> </ul>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b> <i>Adaptation</i> <ul style="list-style-type: none"> <li>• <b>Investigate, understand and interpret the knowledge</b> of the types of homes include flats, traditional homes houses, shacks,</li> <li>• <b>Investigate, understand an interpret the knowledge</b> of the types homes to suit different weather conditions</li> <li>• <b>Investigate, understand an interpret the knowledge</b> of what different homes are made of - include wood, mud, bricks, tin, stone, hardboard, plastic</li> </ul>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b> <i>Place</i> <ul style="list-style-type: none"> <li>• <b>Find places</b> and things on a picture map</li> <li>• <b>Find the way</b> from one From one place to another (use words such as: <b>along, over, under, up, down</b>)</li> <li>• <b>Find where</b> on a picture map events in a story happened</li> </ul> <b>Notes:</b> 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.	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b> <i>Place</i> <ul style="list-style-type: none"> <li>• <b>Find places</b> and things on a picture map</li> <li>• <b>Find the way</b> from one From one place to another (use words such as: <b>along, over, under, up, down</b>)</li> <li>• <b>Find where</b> on a picture map events in a story happened</li> </ul> <b>Notes:</b> 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.	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b> <i>Place</i> <ul style="list-style-type: none"> <li>• <b>Find places</b> and things on a picture map</li> <li>• <b>Find the way</b> from one From one place to another (use words such as: <b>along, over, under, up, down</b>)</li> <li>• <b>Find where</b> on a picture map events in a story happened</li> </ul> <b>Notes:</b> 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.	<i>No natural link</i>	<i>No natural link</i>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b> <i>Earth and beyond</i> Changing from day to night <ul style="list-style-type: none"> <li>• What the night sky looks like</li> <li>• The moon</li> <li>• What the moon looks like</li> <li>• When we can see the moon</li> <li>• How the moon seems to change shape?</li> <li>• Stars</li> <li>• A star burns like the sun (the sun is a star)</li> <li>• Notes: It is possible to See the moon during the day. Include observation and drawing activities</li> </ul>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b> <i>Earth and beyond</i> Changing from day to night <ul style="list-style-type: none"> <li>• What the night sky looks like</li> <li>• The moon</li> <li>• What the moon looks like</li> <li>• When we can see the moon</li> <li>• How the moon seems to change shape?</li> <li>• Stars</li> <li>• A star burns like the sun (the sun is a star)</li> <li>• Notes: It is possible to See the moon during the day. Include observation and drawing activities</li> </ul>
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<b>TECHNOLOGY</b>										
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	<b>BEGINNING KNOWLEDGE TECHNOLOGY</b> Technological Process Skills Learner will engage in <ul style="list-style-type: none"> <li>• <b>investigating</b></li> <li>• <b>designing</b></li> <li>• <b>making</b></li> <li>• <b>evaluating</b></li> <li>• <b>communicating</b> solutions.</li> </ul> Design a house \ Build a house ; for the 3 little pigs Collect materials, make	<b>BEGINNING KNOWLEDGE TECHNOLOGY</b> Technological Process Skills Learner will engage in <ul style="list-style-type: none"> <li>• <b>investigating</b></li> <li>• <b>designing</b></li> <li>• <b>making</b></li> <li>• <b>evaluating</b></li> <li>• <b>communicating</b> solutions.</li> </ul> Design a house \ Build a house ; for the 3 little pigs Collect materials, make	<b>BEGINNING KNOWLEDGE TECHNOLOGY</b> Technological Process Skills Learner will engage in <ul style="list-style-type: none"> <li>• <b>investigating</b></li> <li>• <b>designing</b></li> <li>• <b>making</b></li> <li>• <b>evaluating</b></li> <li>• <b>communicating</b> solutions</li> </ul> Design a house \ Build a house ; for the 3 little pigs Collect materials, make	<i>No natural link</i>	<i>No natural link</i>	<i>No natural link</i>	<i>No natural link</i> Age appropriate			
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<b>CREATIVE ARTS</b>										
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<b>VISUAL ARTS</b>										
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	<b>CREATIVE ARTS VISUAL ARTS</b> Homes 4hrs <ul style="list-style-type: none"> <li>• Create 2D Draw your own home using chalk (dipped in sugar water)</li> </ul>	<b>CREATIVE ARTS VISUAL ARTS</b> Homes 4hrs <ul style="list-style-type: none"> <li>• Create 2D Draw your own home using chalk (dipped in sugar water)</li> </ul>	<b>CREATIVE ARTS VISUAL ARTS</b> Homes 4hrs <ul style="list-style-type: none"> <li>• Create 2D Draw your own home using chalk (dipped in sugar water)</li> </ul>	<b>CREATIVE ARTS VISUAL ARTS</b> Picture Maps 4hrs	<b>CREATIVE ARTS VISUAL ARTS</b> Picture Maps 4hrs	<b>CREATIVE ARTS VISUAL ARTS</b> Picture Maps 4hrs	<b>CREATIVE ARTS VISUAL ARTS</b> Water 4hrs	<b>CREATIVE ARTS VISUAL ARTS</b> Water 4hrs	<b>CREATIVE ARTS VISUAL ARTS</b> Sky at night 4hrs	<b>CREATIVE ARTS VISUAL ARTS</b> Sky at night 4hrs
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<b>PERFORMING ARTS</b>										
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<b>Link provided below</b> 	<b>PERFORMING ARTS</b> <ul style="list-style-type: none"> <li>• <i>Creative games and skills</i></li> <li>• <i>Improvise and interpret</i></li> </ul> <b>WARM UP</b> Warming-up the body: using different levels such as high: picking an apple, low: crawling and medium: crouching <b>MAIN ACTIVITY</b> Locomotor movements: hopping, jumping, galloping, running and skipping with a partner and changing directions	<b>PERFORMING ARTS</b> <ul style="list-style-type: none"> <li>• <i>Creative games and skills</i></li> <li>• <i>Improvise and interpret</i></li> </ul> <b>WARM UP</b> Clapping games with a partner developing focus and co-ordination	<b>PERFORMING ARTS</b> <ul style="list-style-type: none"> <li>• <i>Creative games and skills</i></li> <li>• <i>Improvise and interpret</i></li> </ul> <b>WARM UP</b> Warming-up the body: using different levels such as high: picking an apple, low:	<b>PERFORMING ARTS</b> <ul style="list-style-type: none"> <li>• <i>Creative games and skills</i></li> <li>• <i>Improvise and interpret</i></li> </ul> <b>WARM UP</b> Listening to music and describing how it makes	<b>PERFORMING ARTS</b> <ul style="list-style-type: none"> <li>• <i>Creative games and skills</i></li> <li>• <i>Improvise and interpret</i></li> </ul> <b>WARM UP</b> Locomotor movements: hopping, jumping, galloping, running and	<b>PERFORMING ARTS</b> <ul style="list-style-type: none"> <li>• <i>Creative games and skills</i></li> <li>• <i>Improvise and interpret</i></li> </ul> <b>WARM UP</b> Listening to music and describing how it makes	<b>PERFORMING ARTS</b> <ul style="list-style-type: none"> <li>• <i>Creative games and skills</i></li> <li>• <i>Improvise and interpret</i></li> </ul> <b>WARM UP</b> Listening to music and describing how it makes	<b>PERFORMING ARTS</b> <ul style="list-style-type: none"> <li>• <i>Creative games and skills</i></li> <li>• <i>Improvise and interpret</i></li> </ul> <b>WARM UP</b> Clapping games with a partner developing focus and co-ordination	<b>PERFORMING ARTS</b> <ul style="list-style-type: none"> <li>• <i>Creative games and skills</i></li> <li>• <i>Improvise and interpret</i></li> </ul> <b>WARM UP</b> Clapping games with a partner developing focus and co-ordination	<b>PERFORMING ARTS</b> <ul style="list-style-type: none"> <li>• <i>Creative games and skills</i></li> <li>• <i>Improvise and interpret</i></li> </ul> <b>WARM UP</b> Warming-up the body: using different levels such as high: picking an apple,
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	<p><b>COOLING DOWN</b> Cooling down the body and relaxation</p>	<p><b>MAIN ACTIVITY (continue and consolidate from previous lesson)</b> 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 <b>COOLING DOWN</b> Listening to music and describing how it makes you feel using words such as happy, sad, etc.</p>	<p>crawling and medium: crouching <b>MAIN ACTIVITY (continue and consolidate from previous lesson)</b> 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 <b>COOLING DOWN</b> Cooling down the body and relaxation: 'feel like a feather and float through the sky', etc.</p>	<p>you feel using words such as happy, sad, etc. <b>MAIN ACTIVITY</b> Non-locomotor movements: combining twisting, swinging the arms, side bends and jumps Representing objects and ideas in movement and sound such as: making a machine, a magic forest, ambulance, individually and in groups <b>COOLING DOWN</b> Cooling down the body and relaxation: 'feel like a feather and float through the sky'</p>	<p>skipping with a partner and changing directions <b>MAIN ACTIVITY (continue and consolidate from previous lesson)</b> Non-locomotor movements: combining twisting, swinging the arms, side bends and jumps Representing objects and ideas in movement and sound such as: making a machine, a magic forest, ambulance, individually and in groups <b>COOLING DOWN</b> Cooling down the body and relaxation: 'feel like a feather and float through the sky', etc.</p>	<p>you feel using words such as happy, sad, etc. <b>MAIN ACTIVITY</b> Classroom performance incorporating a South African song/poem/story with movement and dramatization (suggestion: use the song that was listened to in the warm-up of this lesson) <b>COOLING DOWN</b> Cooling down the body and relaxation: 'feel like a feather and float through the sky', etc.</p>	<p>you feel using words such as happy, sad, etc. <b>MAIN ACTIVITY (continue and consolidate from previous lesson)</b> Classroom performance incorporating a South African song/poem/story with movement and dramatisation (week 6 and 7). <b>COOLING DOWN</b> Cooling down the body and relaxation: 'feel like a feather and float through the sky', etc.</p>	<p><b>MAIN ACTIVITY</b> <b>Assessment:</b> Classroom performance using a South African song with movement and dramatisation (week 6 and 7).</p>	<p><b>MAIN ACTIVITY</b> <b>Assessment:</b> Classroom performance using a South African song with movement and dramatisation (week 6 and 7).</p>	<p>low: crawling and medium: crouching <b>MAIN ACTIVITY (continue and consolidate from previous lesson)</b> 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 <b>COOLING DOWN</b> Cooling down the body and relaxation: 'feel like a feather and float through the sky', etc.</p>
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**PHYSICAL EDUCATION**

	<p><b>PHYSICAL EDUCATION</b> Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> <li>- Locomotor</li> <li>- Perceptual motor</li> <li>- Rhythm</li> <li>- Coordination</li> <li>- Balance</li> <li>- Spatial Orientation</li> <li>- Laterality</li> <li>- Sports and Games- fair play; follow rules; respect, fairness etc.</li> </ul> <p>NB. Choose a few skills per Lesson</p>	<p><b>PHYSICAL EDUCATION</b> Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> <li>- Locomotor</li> <li>- Perceptual motor</li> <li>- Rhythm</li> <li>- Coordination</li> <li>- Balance</li> <li>- Spatial</li> <li>- Orientation</li> <li>- Laterality</li> <li>- Sports and Games- fair play; follow rules; respect, fairness etc.</li> </ul> <p>NB. Choose a few skills per Lesson Inclusion is important</p>	<p><b>PHYSICAL EDUCATION</b> Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> <li>- Locomotor</li> <li>- Perceptual motor</li> <li>- Rhythm</li> <li>- Coordination</li> <li>- Balance</li> <li>- Spatial</li> <li>- Orientation</li> <li>- Laterality</li> <li>- Sports and Games- fair play; follow rules; respect, fairness etc.</li> </ul> <p>NB. Choose a few skills per Lesson Inclusion is important</p>	<p><b>PHYSICAL EDUCATION</b> Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> <li>- Locomotor</li> <li>- Perceptual motor</li> <li>- Rhythm</li> <li>- Coordination</li> <li>- Balance</li> <li>- Spatial</li> <li>- Orientation</li> <li>- Laterality</li> <li>- Sports and Games- fair play; follow rules; respect, fairness etc.</li> </ul> <p>NB. Choose a few skills per Lesson Inclusion is important</p>	<p><b>PHYSICAL EDUCATION</b> Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> <li>- Locomotor</li> <li>- Perceptual motor</li> <li>- Rhythm</li> <li>- Coordination</li> <li>- Balance</li> <li>- Spatial</li> <li>- Orientation</li> <li>- Laterality</li> <li>- Sports and Games- fair play; follow rules; respect, fairness etc.</li> </ul> <p>NB. Choose a few skills per Lesson Inclusion is important</p>	<p><b>PHYSICAL EDUCATION</b> Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> <li>- Locomotor</li> <li>- Perceptual motor</li> <li>- Rhythm</li> <li>- Coordination</li> <li>- Balance</li> <li>- Spatial</li> <li>- Orientation</li> <li>- Laterality</li> <li>- Sports and Games- fair play; follow rules; respect, fairness etc.</li> </ul> <p>NB. Choose a few skills per Lesson Inclusion is important</p>	<p><b>PHYSICAL EDUCATION</b> Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> <li>- Locomotor</li> <li>- Perceptual motor</li> <li>- Rhythm</li> <li>- Coordination</li> <li>- Balance</li> <li>- Spatial</li> <li>- Orientation</li> <li>- Laterality</li> <li>- Sports and Games- fair play; follow rules; respect, fairness etc.</li> </ul> <p>NB. Choose a few skills per Lesson Inclusion is important</p>	<p><b>PHYSICAL EDUCATION</b> Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> <li>- Locomotor</li> <li>- Perceptual motor</li> <li>- Rhythm</li> <li>- Coordination</li> <li>- Balance</li> <li>- Spatial</li> <li>- Orientation</li> <li>- Laterality</li> <li>- Sports and Games- fair play; follow rules; respect, fairness etc.</li> </ul> <p>NB. Choose a few skills per Lesson Inclusion is important</p>	<p><b>PHYSICAL EDUCATION</b> Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> <li>- Locomotor</li> <li>- Perceptual motor</li> <li>- Rhythm</li> <li>- Coordination</li> <li>- Balance</li> <li>- Spatial</li> <li>- Orientation</li> <li>- Laterality</li> <li>- Sports and Games- fair play; follow rules; respect, fairness etc.</li> </ul> <p>NB. Choose a few skills per Lesson Inclusion is important</p>	<p><b>PHYSICAL EDUCATION</b> Warm-up: Main Activity: Cooling down:</p> <ul style="list-style-type: none"> <li>- Locomotor</li> <li>- Perceptual motor</li> <li>- Rhythm</li> <li>- Coordination</li> <li>- Balance</li> <li>- Spatial</li> <li>- Orientation</li> <li>- Laterality</li> <li>- Sports and Games- fair play; follow rules; respect, fairness etc.</li> </ul> <p>NB. Choose a few skills per Lesson Inclusion is important</p>
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	<p><b>EXPLANATION OF THE TERMS</b></p> <ul style="list-style-type: none"> <li>• <b>Locomotor:</b> 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.</li> <li>• <b>Perceptual motor: Perceptual - Motor Skills. Perceptual-motor development</b> refers to the child's developing <b>ability</b> to interact with the environment, combining use of the senses and <b>motor skills</b>. The developmental process of use of <b>perceptual</b> or sensory skills and <b>motor skills</b> is viewed as a combined process. <b>Perceptual motor learning</b> or <b>motor skill learning</b> is the acquisition of <b>motor</b> skills requiring <b>perceptual motor</b> coordination. it is the process of improving the smoothness and accuracy of movements</li> <li>• <b>Rhythm: Rhythmic</b> activities are any form of action in which an individual respond both emotionally and physically to any <b>rhythmic</b> accompaniment. This can be done individually, in pairs or in small or large groups. Skills performed to <b>music</b> include: locomotor skills, <b>ball skills</b>, moving in a variety of ways such as circles and squares, <b>folk dance routines</b>, international dances, aa well as creating and <b>performing movement routines to music</b> with a partner and in a <b>group</b>.</li> <li>• <b>Coordination:</b> 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.</li> <li>• <b>Balance:</b> The ability to gain or maintain body equilibrium against gravity.</li> <li>• <b>Spatial orientation:</b> Our natural ability to maintain our body <b>orientation</b> and/or posture in relation to the surrounding environment (physical space) at rest and during motion.</li> <li>• <b>Laterality:</b> Inner awareness of left and right and the ability to control the two sides of the body together or separately.</li> <li>• <b>Sports and games:</b> A <b>sport</b> 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 <b>game</b> is a recreational activity involving one or more players, <b>defined</b> by a goal that the players try to reach, and some set of rules to play it</li> </ul>
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<b>Requisite pre-knowledge</b>	Home weather, directions, left and right Concept of weather, vocabulary, terminology,
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<b>Resources (other than textbook) to enhance learning</b>	<p>Pictures, maps with stories, pictures of home, video clips Outdoors, garden, nature table, plants Examples of building materials LTSM Page 12 and 13</p>	<p>Pictures, important places in the community, people, pets Outdoors, garden, nature table, plants Picture of plants, video clips, flashcards, different foods, packaging LTSM Page 12 and 13</p>	<p>Pictures, important places in the community, people, pets Outdoors, garden, nature table, plants Picture of plants, video clips, flashcards, different foods, packaging LTSM Page 12 and 13</p>
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<b>Informal assessment remediation</b>	<p>Checklist Observation sheet/book Memorandum Rubric</p>
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<b>SBA (Formal Assessment)</b>	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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<https://wcedportal.co.za/eresource/83391>