## Suggested Planning of Teaching and Assessment

### Grade 1 Life Skills 2019

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Week 1: Jan (3 days)</th>
<th>Week 2: Jan</th>
<th>Week 3: Jan</th>
<th>Week 4: Jan - Feb</th>
<th>Week 5: Feb</th>
<th>Week 6: Feb</th>
<th>Week 7: Feb</th>
<th>Week 8: Feb - Mar</th>
<th>Week 9: Mar</th>
<th>Week 10: Mar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERSONAL AND SOCIAL WELL-BEING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSW &amp; NS &amp; Tech</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSW</td>
<td>(2x 30 minutes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAPS section</td>
<td>8K &amp; PSW: 40%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performing Arts</td>
<td>15%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>15%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>30%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NB: Use LS Resource file for multiple activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### CALENDAR DATES

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

### Personal and Social Well-being

#### Term 1

- **Week 1:** Jan (3 days)
  - Personal and Emotional Health & Social Well-being: 6 hours
  - Me: 6 hours
  - Personal and Emotional Health & Social Well-being: 6 hours
  - Me: 6 hours
  - Personal and Emotional Health & Social Well-being: 6 hours
  - Me: 6 hours
  - Personal and Emotional Health & Social Well-being: 6 hours
  - Me: 6 hours
  - Personal and Emotional Health & Social Well-being: At school 2 hours
  - No natural link
  - Personal and Emotional Health & Social Well-being: At school 2 hours
  - No natural link

#### Natural Science

- **Beginning Knowledge**
  - **Grade 1:** Life Skills 2019
  - **Week 1:** Jan (3 days)
    - Natural Science: Planet Earth and beyond
      - The weather 4 hours
      - Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy)
      - Recording of daily weather conditions
      - Clothing and material
      - **Week 2:** Jan
      - Natural Science: Planet Earth and beyond
        - The weather 4 hours
        - Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy)
        - Recording of daily weather conditions
        - Clothing and material
        - **Week 3:** Jan
        - Natural Science: Planet Earth and beyond
          - The weather 4 hours
          - Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy)
          - Recording of daily weather conditions
          - Clothing and material
          - **Week 4:** Jan - Feb
          - Natural Science: Planet Earth and beyond
            - The weather 4 hours
            - Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy)
            - Recording of daily weather conditions
            - Clothing and material
            - **Week 5:** Feb
            - Natural Science: Planet Earth and beyond
              - The weather 4 hours
              - Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy)
              - Recording of daily weather conditions
              - Clothing and material
              - **Week 6:** Feb
              - Natural Science: Planet Earth and beyond
                - The weather 4 hours
                - Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy)
                - Recording of daily weather conditions
                - Clothing and material
                - **Week 7:** Feb
                - Natural Science: Planet Earth and beyond
                  - The weather 4 hours
                  - Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy)
                  - Recording of daily weather conditions
                  - Clothing and material
                  - **Week 8:** Feb - Mar
                  - Natural Science: Planet Earth and beyond
                    - The weather 4 hours
                    - Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy)
                    - Recording of daily weather conditions
                    - Clothing and material
                    - **Week 9:** Mar
                    - Natural Science: Planet Earth and beyond
                      - The weather 4 hours
                      - Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy)
                      - Recording of daily weather conditions
                      - Clothing and material
                      - **Week 10:** Mar
                      - Natural Science: Planet Earth and beyond
                        - The weather 4 hours
                        - Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy)
                        - Recording of daily weather conditions
                        - Clothing and material

### Natural Science

- **Resources:**
  - [https://wcedeportal.co.za/eresource/83346](https://wcedeportal.co.za/eresource/83346)
  - [https://wcedeportal.co.za/eresource/8336](https://wcedeportal.co.za/eresource/8336)
  - [https://wcedeportal.co.za/eresource/83391](https://wcedeportal.co.za/eresource/83391)
  - [https://wcedeportal.co.za/eresource/83281](https://wcedeportal.co.za/eresource/83281)
  - [https://wcedeportal.co.za/eresource/83446](https://wcedeportal.co.za/eresource/83446)
  - [https://wcedeportal.co.za/eresource/83401](https://wcedeportal.co.za/eresource/83401)
### SOCIAL SCIENCE

**BEGINNING KNOWLEDGE**

**SOCIAL SCIENCE**

- Relationship and Interdependence
  - Knows and demonstrates
    - Personal details (name, age, address, telephone no.)
    - Where was I born?
    - Who are my parents?
    - Where do they come from?
    - How was I born?
    - Who are my parents?
    - Where do they come from?
  - Personal details (name, age, address, telephone no.)
    - Where was I born?
    - Who are my parents?
    - Where do they come from?

**BEGINNING KNOWLEDGE**

**SOCIAL SCIENCE**

- Location and Direction
  - Where to find different places in the school - include toilet, office, play areas
  - Classroom routines and rules
  - How I get to school

**BEGINNING KNOWLEDGE**

**SOCIAL SCIENCE**

- Location and Direction
  - Where to find different places in the school - include toilet, office, play areas
  - Classroom routines and rules
  - How I get to school

### TECHNOLOGY

**BEGINNING KNOWLEDGE**

**TECHNOLOGY**

- Technological Process Skills
  - Learner will engage in investigating
  - designing
  - making
  - evaluating
  - communicating solutions.

- Observing weather daily and personal recording.
- Make your own weather chart/wheel.
- You could use a box of objects.

**BEGINNING KNOWLEDGE**

**TECHNOLOGY**

- Technological Process Skills
  - Learner will engage in investigating
  - designing
  - making
  - evaluating
  - communicating solutions.

- Washing hands and saving water:
  - What can we make sure that we do not waste so much water when washing our hands?

### CREATIVE ARTS

**VISUAL ARTS**

- Creative games and skills
  - Improvise and interpret
  - Warm-up: Warming up body parts
  - Cool down: Singing indigenous song

- Creative games and skills
  - Improvise and interpret
  - Warm-up: Warming up voice; breathing
  - Cool down: Simple improvisation using the same song to explore

- Creative games and skills
  - Improvise and interpret
  - Warm-up: Using a song
  - Cool down: Simple improvisation using the same song to explore

- Creative games and skills
  - Improvise and interpret
  - Warm-up: Vocal warm-up using a song
  - Cool down: Dramatisation: making short stories based on a box of objects.

### PERFORMING ARTS

- Creative games and skills
  - Improvise and interpret
  - Warm-up: Warming up body parts
  - Main activity: Creative Game
  - Warm-up: Vocal warm-up using a song
  - Main activity: Simple improvisation

**NB: Use LS Resource file for multiple activities**

**Me 6 hours**
- I am living
- What does this mean?
- Find other living things

https://wcedeportal.co.za/eresource/833

**Me 1 hour per week for Creative Arts (Performing and Visual Arts)**

---

**NB: Use LS Resource file for multiple activities**

**Creative Arts (Visual Literacy)**

- Create 2D Draw pictures of self, e.g. brushing teeth - different media: thick wax crayons or chalk

- Create 3D
  - Create clay model ‘Me’ Clay, dough

**Creative Games and Skills**

- Creative games and skills
  - Improvise and interpret

**Warm-up:**

- Warming up body parts
  - Locomotor movements
  - Non-locomotor movements

**Main Activity:**

- Continue exploring locomotor with music - changing

**Cooling Down:**

- Singing indigenous song

---

**NB: Use LS Resource file for multiple activities**

**Creative Games and Skills**

- Creative games and skills
  - Improvise and interpret

**Warm-up:**

- Warming up body parts
  - Locomotor movements
  - Non-locomotor movements

**Main Activity:**

- Keep a steady beat with changes in tempo

**Cooling Down:**

- Singing indigenous song

---

**Creative Games and Skills**

- Creative games and skills
  - Improvise and interpret

**Warm-up:**

- Warming up voice; breathing

**Main Activity:**

- Simple improvisation

**Cooling Down:**

- Singing indigenous song

---

**Creative Games and Skills**

- Creative games and skills
  - Improvise and interpret

**Warm-up:**

- Vocal warm-up using a song

**Main Activity:**

- Simple improvisation

**Cooling Down:**

- Singing indigenous song

---

**Creative Games and Skills**

- Creative games and skills
  - Improvise and interpret

**Warm-up:**

- Vocal warm-up using a song

**Main Activity:**

- Dramatisation: making short stories based on a box of objects.

**Cooling Down:**

- Simple improvisation

---

**Creative Games and Skills**

- Creative games and skills
  - Improvise and interpret

**Warm-up:**

- Warming up body parts

**Main Activity:**

- Creative Game

**Cooling Down:**

- Simple improvisation
<table>
<thead>
<tr>
<th>PHYSICAL EDUCATION</th>
<th>Warm-up: Main Activity: Cooling down:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>Warm-up: Main Activity: Cooling down:</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>Warm-up: Main Activity: Cooling down:</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>Warm-up: Main Activity: Cooling down:</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>Warm-up: Main Activity: Cooling down:</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>Warm-up: Main Activity: Cooling down:</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>Warm-up: Main Activity: Cooling down:</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>Warm-up: Main Activity: Cooling down:</td>
</tr>
</tbody>
</table>

**PHYSICAL EDUCATION**

**Main Activity:**

**Warm-up:**

**Cooling down:**

**Locomotor:**

- Perception motor
- Coordination
- Balance
- Spatial orientation
- Organization
- Sports and Games- fair play; follow rules; respect, fairness等

**NB:** Choose a few skills per Lesson Inclusion is important

**Explaination 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 music. 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.

- **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.
**TERM 2**

**Week 1:** April

**Week 2:** April

**Week 3:** April

**Week 4:** April - May

**Week 5:** May - May

**Week 6:** May

**Week 7:** May

**Week 8:** May

**Week 9:** May

**Week 10:** June

### PERSONAL AND SOCIAL WELL-BEING

#### Safety in the home 4 hours

- **Dangers at home**
  - When cooking
  - When washing
  - Lighting and electricity
  - Inside areas
  - Medicine

#### Poisonous substances types and recognising warning symbols

- Keeping safe when home
  - Alone

- **Emergency number (card - Technology)**
  - Police, Fire Station, Hospital, Help-line, Mom and Dad

#### Keeping safe when home

- **My family**
  - Immediate and extended

- **Caring for each other at home**

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

- **Members of my family**

- **Extended family**

- **What a family is**

- **Symbols**

- **Poisonous substances**

- **Warning symbols**

- **Dangers**

- **Safety**

- **Home**

- **Emergency number (card - Technology)**

- **Police, Fire Station, Hospital, Help-line, Mom and Dad**

#### Keeping safe when home

- **My family**

- **Immediate and extended**

- **Caring for each other at home**

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

**LTSM, skittles, ropes, hoops, balls, Calendar, Clothing**

- **Thick wax crayons or chalk**

- **Mostly oral, practical, demonstrations**

- **1 SBA per Term**

- **Record and Observation sheet/book**

- **Checklist**

- **Page 12 and 13**

---

**Religious and special days 2 hours**

- **Diversity and individuality**

- **Record and discuss - Clothing, food, celebrations**

- **Ascension Day**

- **Ramadan**

---

**https://wcedeportal.co.za/eresource/83451**

---

**https://wcedeportal.co.za/eresource/83276**
### NATURAL SCIENCE

<table>
<thead>
<tr>
<th>Topic</th>
<th>Sub-Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is a living thing?</td>
<td>- No natural links</td>
</tr>
<tr>
<td>Planet Earth and beyond</td>
<td>- No natural links</td>
</tr>
<tr>
<td>The weather</td>
<td>- No natural links</td>
</tr>
<tr>
<td>Observation of weather conditions (e.g. hot, cold, cloudy, sunny,</td>
<td>- No natural links</td>
</tr>
<tr>
<td>misty, rainy</td>
<td>- No natural links</td>
</tr>
<tr>
<td>Clothing and material</td>
<td>- No natural links</td>
</tr>
<tr>
<td>Recording of daily weather conditions</td>
<td>- No natural links</td>
</tr>
</tbody>
</table>

### SOCIAL SCIENCE

<table>
<thead>
<tr>
<th>Topic</th>
<th>Sub-Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planet Earth and beyond</td>
<td>- No natural links</td>
</tr>
<tr>
<td>The weather</td>
<td>- No natural links</td>
</tr>
<tr>
<td>Observation of weather conditions (e.g. hot, cold, cloudy, sunny,</td>
<td>- No natural links</td>
</tr>
<tr>
<td>misty, rainy</td>
<td>- No natural links</td>
</tr>
<tr>
<td>Clothing and material</td>
<td>- No natural links</td>
</tr>
<tr>
<td>Recording of daily weather conditions</td>
<td>- No natural links</td>
</tr>
</tbody>
</table>

### TECHNOLOGY

<table>
<thead>
<tr>
<th>Topic</th>
<th>Sub-Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technological Process Skills</td>
<td>- No natural links</td>
</tr>
<tr>
<td>Technical skills</td>
<td>- No natural links</td>
</tr>
<tr>
<td>Investigating</td>
<td>- No natural links</td>
</tr>
<tr>
<td>Designing</td>
<td>- No natural links</td>
</tr>
<tr>
<td>Making</td>
<td>- No natural links</td>
</tr>
<tr>
<td>Evaluating</td>
<td>- No natural links</td>
</tr>
<tr>
<td>Communication solutions</td>
<td>- No natural links</td>
</tr>
<tr>
<td>Make your emergency Number card to stick on fridge with a magnet or</td>
<td>- No natural links</td>
</tr>
<tr>
<td>double sided tape.</td>
<td>- No natural links</td>
</tr>
<tr>
<td>Use any design of your choice</td>
<td>- No natural links</td>
</tr>
<tr>
<td>Make a colour wheel clock - when mom and dad comes home</td>
<td>- No natural links</td>
</tr>
</tbody>
</table>

### CREATIVE ARTS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Sub-Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is a living thing?</td>
<td>- No natural links</td>
</tr>
<tr>
<td>Planet Earth and beyond</td>
<td>- No natural links</td>
</tr>
<tr>
<td>The weather</td>
<td>- No natural links</td>
</tr>
<tr>
<td>Observation of weather conditions (e.g. hot, cold, cloudy, sunny,</td>
<td>- No natural links</td>
</tr>
<tr>
<td>misty, rainy</td>
<td>- No natural links</td>
</tr>
<tr>
<td>Clothing and material</td>
<td>- No natural links</td>
</tr>
<tr>
<td>Recording of daily weather conditions</td>
<td>- No natural links</td>
</tr>
</tbody>
</table>
PERFORMING ARTS
- Creative games and skills
- Improvise and interpret

WARM UP
Warm up the body: circulating hands and ankles
Vocal exercises to warm up the voice (tongue twisters)

MAIN ACTIVITY
Sing songs: contrasts - soft and loud, fast and slow
Isolate body parts through movements (according to song).

COOLING DOWN
Relaxation games

COOLING DOWN

- Creative games and skills
- Improvise and interpret

WARM UP
Locomotor movements: hopping, jumping and galloping forwards and backwards

MAIN ACTIVITY
Copying of movements derived from the song. Movements appropriate to the roles in the song.

COOLING DOWN
Relaxation by exploring axial movements: twisting, swinging the arms and side bends

- Creative games and skills
- Improvise and interpret

WARM UP
Freeze frames focusing on control, eye focus and use of space

MAIN ACTIVITY
Singing new songs using contrasts such as soft and loud, fast and slow.

COOLING DOWN
Relaxation by isolating body parts through slow movements.

- Creative games and skills
- Improvise and interpret

WARM UP
Vocal exercises such as rhymes, tongue twisters and songs with focus and clarity in vocal exercises

MAIN ACTIVITY
Singing a new song using contrasts such as soft and loud, fast and slow. Role play the different characters as depicted in the song

COOLING DOWN
Relaxation by playing freeze games focusing on control, eye focus and use of space

- Creative games and skills
- Improvise and interpret

WARM UP
Warm up the body by performing axial controlled movements: twisting, swinging the arms and side bends

MAIN ACTIVITY
Copying of movements 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.

COOLING DOWN
Relaxation by playing freeze games focusing on control, eye focus and use of space

- Creative games and skills
- Improvise and interpret

WARM UP
Vocal exercises such as rhymes, tongue twisters and songs with focus and clarity in vocal exercises

MAIN ACTIVITY
Singing a new song using contrasts such as soft and loud, fast and slow. Role play the different characters as depicted in the song

COOLING DOWN
Relaxation by playing freeze games focusing on control, eye focus and use of space

- Creative games and skills
- Improvise and interpret

WARM UP
Vocal exercises such as rhymes, tongue twisters and songs with focus and clarity in vocal exercises

MAIN ACTIVITY
Singing a new song using contrasts such as soft and loud, fast and slow. Role play the different characters as depicted in the song

COOLING DOWN
Relaxation by playing freeze games focusing on control, eye focus and use of space

- Creative games and skills
- Improvise and interpret

WARM UP
Vocal exercises such as rhymes, tongue twisters and songs with focus and clarity in vocal exercises

MAIN ACTIVITY
Singing a new song using contrasts such as soft and loud, fast and slow. Role play the different characters as depicted in the song

COOLING DOWN
Relaxation by playing freeze games focusing on control, eye focus and use of space

PHYSICAL EDUCATION

Warm-up: Main Activity
- Cooling down:
  - Locomotor
  - Perceptual motor
  - Rhythm
  - Coordination
  - Balance
  - Spatial Orientation
  - Laterality
  - Sports and Games- fair play; follow rules; respect, fairness etc.
  NB. Choose a few skills per lesson
  Inclusion is important

Warm-up: Main Activity
- Cooling down:
  - Locomotor
  - Perceptual motor
  - Rhythm
  - Coordination
  - Balance
  - Spatial Orientation
  - Laterality
  - Sports and Games- fair play; follow rules; respect, fairness etc.
  NB. Choose a few skills per lesson
  Inclusion is important

Warm-up: Main Activity
- Cooling down:
  - Locomotor
  - Perceptual motor
  - Rhythm
  - Coordination
  - Balance
  - Spatial Orientation
  - Laterality
  - Sports and Games- fair play; follow rules; respect, fairness etc.
  NB. Choose a few skills per lesson
  Inclusion is important

Warm-up: Main Activity
- Cooling down:
  - Locomotor
  - Perceptual motor
  - Rhythm
  - Coordination
  - Balance
  - Spatial Orientation
  - Laterality
  - Sports and Games- fair play; follow rules; respect, fairness etc.
  NB. Choose a few skills per lesson
  Inclusion is important

Warm-up: Main Activity
- Cooling down:
  - Locomotor
  - Perceptual motor
  - Rhythm
  - Coordination
  - Balance
  - Spatial Orientation
  - Laterality
  - Sports and Games- fair play; follow rules; respect, fairness etc.
  NB. Choose a few skills per lesson
  Inclusion is important

Warm-up: Main Activity
- Cooling down:
  - Locomotor
  - Perceptual motor
  - Rhythm
  - Coordination
  - Balance
  - Spatial Orientation
  - Laterality
  - Sports and Games- fair play; follow rules; respect, fairness etc.
  NB. Choose a few skills per lesson
  Inclusion is important

Explanation of the terms
- Locomotor: Locomotor movements are those where the body is transported in a horizontal or vertical direction from one point to another. Activities such as running, jumping, hopping, leaping, galloping, and skipping are considered fundamental locomotor skills. When these fundamental skills become elaborated and further refined, they are called 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 longitudinal 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.

### Requisite pre-knowledge
- Concept of family
- Safety, Parts of the body
- Direction, shape, space,
- LTSM age 12 and 13

### Resources (other than textbook to enhance learning)
- Pictures, video clips, examples of danger signs, charts
- Flashcards, pictures, emergency numbers
- LTSM PE ribbons, skipping ropes

### Informal assessment remediation
- Checklist
- Observation sheet/book
- Rubric
- Memorandum
- Multiple opportunities and levels of difficulty/complexity

### SBA (Formal Assessment)
- 1 SBA per Term- All 4 Study Areas
- Mostly oral, practical, demonstrations
- Grade 2 and 3 BK has written and a practical component

### PERSONAL AND SOCIAL WELL-BEING

**TERM 3:**

<table>
<thead>
<tr>
<th>Week 1:</th>
<th>Week 2:</th>
<th>Week 3:</th>
<th>Week 4:</th>
<th>Week 5:</th>
<th>Week 6:</th>
<th>Week 7:</th>
<th>Week 8:</th>
<th>Week 9:</th>
<th>Week 10:</th>
</tr>
</thead>
</table>

### PERSONAL AND SOCIAL WELL-BEING

- **My community 4hrs**
  - No natural link

### PERSONAL AND SOCIAL WELL-BEING

- **Healthy living/habits/practices**
  - Animals we can keep as pets
  - How to look after pets at home
    - include shelters, food, water, animal cleanliness
  - Animal welfare
    - Treating animals appropriately—such as giving exercise, not teasing, not locking in a car

### PERSONAL AND SOCIAL WELL-BEING

- **Manners and responsibilities**
  - Interpersonal relationship and Values
    - Greeting people we know and greeting strangers
  - Being honest
  - Treating others with kindness
  - Use role play. Consolidate manners and responsibility-ties throughout the year

### PERSONAL AND SOCIAL WELL-BEING

- **Plants and seeds 4hrs**
  - No natural link

### PERSONAL AND SOCIAL WELL-BEING

- **Food 4hrs**
  - Healthy lifestyle Foods we eat
    - Healthy eating
    - Healthy and unhealthy foods
  - Healthy choices and the right amount of food

### RELIGIOUS AND SPECIAL DAYS

- 2 hours

### DIVERSITY AND INDIVIDUALITY

- Record and discuss: Clothing, food, celebrations

### BEGINNING KNOWLEDGE

- Topic, concepts, skills and values
- BK & PSTW W: 40% (Performing Arts W: 25% Visual Arts W: 15% Physical Education W: 30%)

### RELIGIOUS AND SPECIAL DAYS

- 2 hours
**NATURAL SCIENCE**

<table>
<thead>
<tr>
<th>Phase resource</th>
<th>My community 4hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science</td>
<td>Life and living</td>
</tr>
<tr>
<td>Activities</td>
<td>What living things need</td>
</tr>
</tbody>
</table>

A variety of activities will be found in the Life Skills Foundation Phase resource. The link is provided below.

**Link:** [https://wcedeportal.co.za/eresource/83291](https://wcedeportal.co.za/eresource/83291)

<table>
<thead>
<tr>
<th>Phase resource</th>
<th>Plants and seeds 4hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Science</td>
<td>Life and living</td>
</tr>
<tr>
<td>Activities</td>
<td>What plants look like - roots, stem, leaves, flowers</td>
</tr>
</tbody>
</table>

A variety of activities will be found in the Life Skills Foundation Phase resource. The link is provided below.

**Link:** [https://wcedeportal.co.za/eresource/83291](https://wcedeportal.co.za/eresource/83291)

**TECHNOLOGY**

<table>
<thead>
<tr>
<th>Phase resource</th>
<th>No natural link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td>No natural link</td>
</tr>
<tr>
<td>Activities</td>
<td>No natural link</td>
</tr>
</tbody>
</table>

**SOCIAL SCIENCE**

<table>
<thead>
<tr>
<th>Phase resource</th>
<th>No natural link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science</td>
<td>No natural link</td>
</tr>
<tr>
<td>Activities</td>
<td>No natural link</td>
</tr>
</tbody>
</table>

**CREATIVE ARTS**

<table>
<thead>
<tr>
<th>Phase resource</th>
<th>No natural link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Arts</td>
<td>No natural link</td>
</tr>
<tr>
<td>Activities</td>
<td>No natural link</td>
</tr>
</tbody>
</table>

**VISUAL ARTS**

<table>
<thead>
<tr>
<th>Phase resource</th>
<th>No natural link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts</td>
<td>No natural link</td>
</tr>
<tr>
<td>Activities</td>
<td>No natural link</td>
</tr>
</tbody>
</table>
### Performing Arts
- Creative games and skills
- Improvise and interpret

### Physical Education
- Warm-up: Main Activity: Cool down:
  - Locomotor
  - Perceptual motor
  - Coordination
  - Balance
  - Spatial
  - Orientation
  - Laterality
  - Sports and Games
    - Fair play
    - Follow rules
    - Respect
    - Fairness
- NB. Choose a few skills per Lesson: Inclusion is important

#### Physical Education
- Warm-up: Main Activity: Cool down:
  - Locomotor
  - Perceptual motor
  - Rhythm
  - Coordination
  - Spatial
  - Orientation
  - Laterality
  - Sports and Games
    - Fair play
    - Follow rules
  - Respect
  - Fairness
- NB. Choose a few skills for Lesson: Inclusion is important

#### Performing Arts
- Creative games and skills
- Improvise and interpret

## Explanation of the Terms
- **Perceptual-motor:** Movement 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 processes 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 small or large groups. Skills performed to music include: locomotor skills, ball skills, moving in a variety of ways such as circles and straight lines, folk dance routines, international dances, and various patterns consistent to music with rhythm, imitation 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.

### Requisite Pre-knowledge
- Home weather, directions and left and right
- Coordination, Vocabulary, Terminology.

### Resources (other than textbook)
- Enhance learning
  - Pictures, important places in the community, people, pets
  - Outdoors, garden, nature table, plants
  - Picture of plants, video clips, flashcards, different foods, packaging

**NB:** USE THE Foundation Phase Resource File 2017
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PERSONAL AND SOCIAL WELL-BEING</td>
<td>Homes 4hrs</td>
<td>No natural link</td>
<td>Homes 4hrs</td>
<td>No natural link</td>
<td>Picture Maps 4hrs</td>
<td>No natural link</td>
<td>Picture Maps 4hrs</td>
<td>No natural link</td>
<td>Water 4hrs</td>
<td>Water conservation</td>
</tr>
<tr>
<td>Topic, concepts, skills and values</td>
<td>Religious and special days 3 hours</td>
<td>Diversity and individuality</td>
<td>Record and discuss - Clothing, food, celebrations</td>
<td>Use the various religious holidays and allow learners to draw, sketch or paint (VA)</td>
<td>Contributed and enjoy the different foods - Physical Education</td>
<td>Use simple and easy activities for material (identification and how it feels)</td>
<td>Contributed and enjoy the different foods - Physical Education</td>
<td>Use simple and easy activities for material (identification and how it feels)</td>
<td>Contributed and enjoy the different foods - Physical Education</td>
<td>Use simple and easy activities for material (identification and how it feels)</td>
</tr>
</tbody>
</table>

### BEGINNING KNOWLEDGE

#### NATURAL SCIENCE

- **Homes 4hrs**
- **Picture Maps 4hrs**
- **Water 4hrs**
- **Sky at night 4hrs**

**Use simple and easy activities for material (identification and how it feels)**

https://wcedeportal.co.za/eresource/83296
### SOCIAL SCIENCE

- **BEGINNING KNOWLEDGE**
  - **SCIENCE**
    - **Adaptation**
      - Investigate, understand and interpret the knowledge of the types of homes include flats, traditional homes houses, shacks.
      - Investigate, understand and interpret the knowledge of what different homes are made of - include wood, mud, bricks, tin, stone, hardboard, plastic.

### TECHNOLOGY

- **BEGINNING KNOWLEDGE**
  - **TECHNOLOGY**
    - **Technical Process Skills**
      - Learner will engage in investigating, designing, making, evaluating, communicating solutions.

### VISUAL ARTS

- **BEGINNING KNOWLEDGE**
  - **VISUAL ARTS**
    - **Art**
      - Collect materials, make a design a house, build a house, for the 3 little pigs.
      - Collect materials, make a design a house, build a house, for the 3 little pigs.

### CREATIVE ARTS

- **BEGINNING KNOWLEDGE**
  - **CREATIVE ARTS**
    - **Visual Arts**
      - **Age appropriate**
        - **Home Designs**
          - Create a design, build a design, for the 3 little pigs.
          - Collect materials, make a design a house, build a house, for the 3 little pigs.
          - Collect materials, make a design a house, build a house, for the 3 little pigs.

### PERFORMING ARTS

- **BEGINNING KNOWLEDGE**
  - **PERFORMING ARTS**
    - **Creative Games and Skills**
      - Clapping games with a partner, developing focus and coordination.
      - Clapping games with a partner, developing focus and coordination.

### MAIN ACTIVITY

- **Locomotor movements**: hopping, jumping, galloping, running and skipping with a partner and changing directions.

### Link provided below

- **PERFORMING ARTS**
  - **Creative games and skills**
    - Improvisation and interpretation.
  - **WARM UP**
    - Warming-up the body: using different levels such as high: picking an apple, low: crawling and medium: crouching.
**PHYSICAL EDUCATION**

**MAIN ACTIVITY (continue and consolidate from previous lesson)**

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.

**COOLING DOWN**

Listening to music and describing how it makes you feel using words such as happy, sad, etc.

**Explaination 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 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.

- **Orientation**: The ability to integrate music actions to execute a specific movement or movement phrase in the most effective way. Coordination of large masses 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 orientation according to 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.
SBA (Formal Assessment)

1 SBA per Term. All 4 Study Areas

Mostly oral, practical demonstrations

Grade 2 and 3 BK has written and a practical component

https://wcedeportal.co.za/eresource/83391