

TERM 1 48 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
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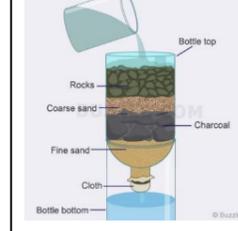
**PERSONAL AND SOCIAL WELL-BEING**

<b>PSW</b> <b>(2x 30 minutes)</b> <b>(3x20 minutes)</b> <b>CAPS section</b> <b>BK &amp; PSW W: 40 %</b> <b>Performing Arts W: 15%</b> <b>Visual Arts W: 15%</b> <b>Physical Education W: 30%</b>	<b>PERSONAL AND SOCIAL WELL-BEING</b> <i>Personal and Emotional Health &amp; Social Well-being</i> <b>Topic: What we need to live - 4 hours</b> <ul style="list-style-type: none"> <li>Different types of <b>food</b> <ul style="list-style-type: none"> <li>for growth, energy, health</li> </ul> </li> <li><b>Water</b> <ul style="list-style-type: none"> <li>Why we need water</li> <li>Sources of water (NS)</li> </ul> </li> </ul> <a href="https://wcedportal.co.za/eresource/83511">https://wcedportal.co.za/eresource/83511</a>	<b>PERSONAL AND SOCIAL WELL-BEING</b> <i>Personal and Emotional Health &amp; Social Well-being</i> <b>Topic: What we need to live - 4 hours</b> <ul style="list-style-type: none"> <li>Different types of <b>food</b> <ul style="list-style-type: none"> <li>for growth, energy, health</li> </ul> </li> <li><b>Water</b> <ul style="list-style-type: none"> <li>Why we need water</li> <li>Sources of water (NS)</li> </ul> </li> </ul>	<b>PERSONAL AND SOCIAL WELL-BEING</b> <i>Personal and Emotional Health &amp; Social Well-being</i> <b>Topic: What we need to live - 4 hours</b> <ul style="list-style-type: none"> <li>Different types of <b>food</b> <ul style="list-style-type: none"> <li>for growth, energy, health</li> </ul> </li> <li><b>Water</b> <ul style="list-style-type: none"> <li>Why we need water</li> <li>Sources of water (NS)</li> </ul> </li> </ul>	<b>PERSONAL AND SOCIAL WELL-BEING</b> <i>Personal and Emotional Health &amp; Social Well-being</i> <b>Topic: Myself and others</b> <ul style="list-style-type: none"> <li>Friends: Qualities of a good friend</li> <li>People at school and at home; include sharing helping, showing respect</li> <li>Dealing positively with conflict—include self esteem and bullying</li> </ul>	<b>PERSONAL AND SOCIAL WELL-BEING</b> <i>Personal and Emotional Health &amp; Social Well-being</i> <b>Topic: Myself and others</b> <ul style="list-style-type: none"> <li>Friends: Qualities of a good friend</li> <li>People at school and at home; include sharing helping, showing respect</li> <li>Dealing positively with conflict—include self esteem and bullying</li> </ul>	<b>PERSONAL AND SOCIAL WELL-BEING</b> <i>Social health and respect and values</i> <b>Topic: Everyone is special - 6 hours</b> <ul style="list-style-type: none"> <li>People are similar and people are different</li> <li>Things that help people – such as reading glasses, walking frames, guide dogs, hearing aids</li> <li>Caring for people with Disabilities</li> <li>I can be a hero</li> </ul>	<b>PERSONAL AND SOCIAL WELL-BEING</b> <i>Social health and respect and values</i> <b>Topic: Everyone is special - 6 hours</b> <ul style="list-style-type: none"> <li>People are similar and people are different</li> <li>Things that help people – such as reading glasses, walking frames, guide dogs, hearing aids</li> <li>Caring for people with Disabilities</li> <li>I can be a hero</li> </ul>	<b>PERSONAL AND SOCIAL WELL-BEING</b> <i>Personal and Emotional Health &amp; Social Well-being</i> <b>Topic: Healthy living - 4 hours</b> <ul style="list-style-type: none"> <li>Protecting food, we eat – include protection from flies, keeping food cool</li> <li>Simple ways of purifying Water</li> <li>Things that harm us – smoking, alcohol, drugs</li> <li>Good habits - such as regular exercise, limited television</li> </ul>	<b>PERSONAL AND SOCIAL WELL-BEING</b> <i>Personal and Emotional Health &amp; Social Well-being</i> <b>Topic: Healthy living - 4 hours</b> <ul style="list-style-type: none"> <li>Protecting food, we eat – include protection from flies, keeping food cool</li> <li>Simple ways of purifying Water</li> <li>Things that harm us – smoking, alcohol, drugs</li> <li>Good habits - such as regular exercise, limited television</li> </ul>	<b>PERSONAL AND SOCIAL WELL-BEING</b> <i>Personal and Emotional Health &amp; Social Well-being</i> <b>Topic: Healthy living - 4 hours</b> <ul style="list-style-type: none"> <li>Protecting food we eat – include protection from flies, keeping food cool</li> <li>Simple ways of purifying water</li> <li>Things that harm us – smoking, alcohol, drugs</li> <li>Good habits - such as regular exercise, limited television</li> </ul>
	<b>Calendar Dates</b> <b>Religious and special days 2 hrs</b> <i>Diversity and Individuality</i> Record and discuss- Clothing, food, celebrations									

**BEGINNING KNOWLEDGE**

**NATURAL SCIENCE**

<b>BK; NS, SS &amp; Tech</b> <b>(2x 30 minutes)</b> <b>(3x20 minutes)</b> <b>(1x 1hour -technology)</b>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Planet Earth and beyond</i> <b>The weather 4 hours</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>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Planet Earth and beyond</i> <b>The weather 4 hours</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>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Planet Earth and beyond</i> <b>The weather 4 hours</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>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Planet Earth and beyond</i> <b>The weather 4 hours</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>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Planet Earth and beyond</i> <b>The weather 4 hours</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>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Planet Earth and beyond</i> <b>The weather 4 hours</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>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Planet Earth and beyond</i> <b>The weather 4 hours</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>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Planet Earth and beyond</i> <b>The weather 4 hours</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>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Planet Earth and beyond</i> <b>The weather 4 hours</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>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Planet Earth and beyond</i> <b>The weather 4 hours</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>
	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Life and living</i> <b>Topic: What we need to live - 4 hours</b> Water - why we need water, (cook, drink, plants, wash) <ul style="list-style-type: none"> <li>Sources of water</li> <li>Air - clean air [What is air?]</li> <li>Sunlight - include protection from the sun [Why do we need sunlight?]</li> <li>What would happen if there was only darkness and no sunlight?</li> </ul> <b>Note:</b> There is no need to include the water cycle at this level.  What is air?	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Life and living</i> <b>Topic: What we need to live - 4 hours</b> Water - why we need water, (cook, drink, plants, wash) <ul style="list-style-type: none"> <li>Sources of water</li> <li>Air - clean air [What is air?]</li> <li>Sunlight - include protection from the sun [Why do we need sunlight?]</li> <li>What would happen if there was only darkness and no sunlight?</li> </ul> <b>Note:</b> There is no need to include the water cycle at this level.	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Life and living</i> <b>Topic: What we need to live - 4 hours</b> Water - why we need water, Water - why we need water, (cook, drink, plants, wash) <ul style="list-style-type: none"> <li>Sources of water</li> <li>Air - clean air [What is air?]</li> <li>Sunlight - include protection from the sun [Why do we need sunlight?]</li> <li>What would happen if there was only darkness and no sunlight?</li> </ul>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Life and living</i> <b>Topic: Myself and others</b>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Life and living</i> <b>Topic: Myself and others</b>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Life and living</i> <b>Topic: Everyone is special - 6 hours</b>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Life and living</i> <b>Topic: Everyone is special - 6 hours</b>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Life and living</i> <b>Topic: Healthy living - 4 hours</b> <i>Energy and Change</i> <ul style="list-style-type: none"> <li>Simple ways of purifying water</li> <li><b>Discuss</b> steps of water purification. (groups)</li> </ul> <a href="https://wcedportal.co.za/eresource/83496">https://wcedportal.co.za/eresource/83496</a>  Notes for the teacher <a href="https://www.schultzsoftwater.com/blog/4-methods-to-purify-your-water">https://www.schultzsoftwater.com/blog/4-methods-to-purify-your-water</a>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Life and living</i> <b>Topic: Healthy living - 4 hours</b> <i>Energy and Change</i> <ul style="list-style-type: none"> <li>Simple ways of purifying water</li> <li><b>Discuss</b> steps of water purification. (groups)</li> </ul>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <i>Life and living</i> <b>Topic: Healthy living - 4 hours</b> <i>Energy and Change</i> <ul style="list-style-type: none"> <li>Simple ways of purifying water</li> <li><b>Discuss</b> steps of water purification. (groups)</li> </ul>

	<a href="https://www.youtube.com/watch?v=jR09EHp3920">https://www.youtube.com/watch?v=jR09EHp3920</a> How do plants make air? <a href="https://sciencing.com/plants-make-oxygen-4923607.html">https://sciencing.com/plants-make-oxygen-4923607.html</a> - What would happen if there was only darkness and no sunlight? <a href="http://www.reachoutmichigan.org/funexperiments/agesubject/lessons/sunlight.html">http://www.reachoutmichigan.org/funexperiments/agesubject/lessons/sunlight.html</a>	Science poems, videos and information <a href="https://sciencepoems.net/elementary-science-videos/">https://sciencepoems.net/elementary-science-videos/</a>	<b>Note:</b> There is no need to include the water cycle at this level. <a href="https://wcedportal.co.za/eresource/83496">https://wcedportal.co.za/eresource/83496</a>							
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<b>SOCIAL SCIENCE</b>										
	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b> <i>Relationship and Interdependence</i>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b>  <i>No natural links</i>
<b>TECHNOLOGY</b>										
<a href="https://wcedportal.co.za/eresource/83296">https://wcedportal.co.za/eresource/83296</a>  <b>1 Technology lesson / Process can take up to between 2-3 weeks</b>	<b>BEGINNING KNOWLEDGE TECHNOLOGY</b> <b>What we need to live 4hrs</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> <b>Protection from sunlight</b> i) Make your own sun hat ii) Make a water gauge  NB. Talk about materials and its properties Use the correct terms	<b>BEGINNING KNOWLEDGE TECHNOLOGY</b> <b>What we need to live 4hrs</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> <b>Protection from sunlight</b> i) Make your own sun hat ii) Make a water gauge  NB. Talk about materials and its properties Use the correct terms	<b>BEGINNING KNOWLEDGE TECHNOLOGY</b> <b>What we need to live 4hrs</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> <b>Protection from sunlight</b> i) Make your own sun hat ii) Make a water gauge					<b>BEGINNING KNOWLEDGE TECHNOLOGY</b> <b>What we need to live 4hrs</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> <b>Water - why we need water, sources of water</b> <ul style="list-style-type: none"> <li>• Make your own purification system (water filter)  <a href="https://www.youtube.com/watch?v=ICYNtiU7r6l">https://www.youtube.com/watch?v=ICYNtiU7r6l</a> </li> </ul> NB. Talk about materials and its properties Use the correct terms	<b>BEGINNING KNOWLEDGE TECHNOLOGY</b> <b>What we need to live 4hrs</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> <b>Water - why we need water, sources of water</b> <ul style="list-style-type: none"> <li>• Make your own purification system (water filter)  <a href="https://www.youtube.com/watch?v=ICYNtiU7r6l">https://www.youtube.com/watch?v=ICYNtiU7r6l</a> </li> </ul> NB. Talk about materials and its properties Use the correct terms	
<b>CREATIVE ARTS</b>										
<b>VISUAL ARTS</b>										
1 hour per week for Creative Arts (Performing and Visual Arts)	<b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i> <ul style="list-style-type: none"> <li>• Create 2D</li> <li>• Create 3D (construction)             <ul style="list-style-type: none"> <li>- Paint pictures of yourself in action:</li> <li>- Eating healthy food /drinking water.</li> </ul> </li> </ul>	<b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i> <ul style="list-style-type: none"> <li>• Create 2D</li> <li>• Create 3D (construction)             <ul style="list-style-type: none"> <li>- Paint pictures of yourself in action:</li> </ul> </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             <ul style="list-style-type: none"> <li>- Water paint</li> </ul> </li> </ul> Artworks for children	<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             <ul style="list-style-type: none"> <li>- Water Paint</li> </ul> </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             <ul style="list-style-type: none"> <li>- Choice of media</li> </ul> </li> </ul>	<b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i> <ul style="list-style-type: none"> <li>• Create 2D             <ul style="list-style-type: none"> <li>- Draw a 'hero' "I am a hero"</li> </ul> </li> </ul>	<b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i> <ul style="list-style-type: none"> <li>• Create 2D             <ul style="list-style-type: none"> <li>- Draw a 'hero' "I am a hero"</li> </ul> </li> </ul>	<b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i> <ul style="list-style-type: none"> <li>• Create 2D</li> <li>• Create 3D</li> </ul> Make a collage/ Draw / paint pictures of good habits that keep you healthy	<b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i> <ul style="list-style-type: none"> <li>• Create 2D</li> <li>• Create 3D</li> </ul> Make a collage/ Draw / paint pictures of good habits that keep you healthy	<b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i> <ul style="list-style-type: none"> <li>• Create 2D</li> <li>• Create 3D</li> </ul> Make a collage/ Draw / paint pictures of good habits that keep you healthy

	<ul style="list-style-type: none"> <li>- Make a collage of a healthy plate of food</li> <li>- Create a plate of healthy food in 3D using coloured clay</li> </ul> <p>Recipe to make play dough  <a href="https://www.youtube.com/watch?v=Csa-g3QtzV8">https://www.youtube.com/watch?v=Csa-g3QtzV8</a></p> <p>Teaching use of clay to learners  <a href="https://www.youtube.com/watch?v=tjbZhkLjVEw">https://www.youtube.com/watch?v=tjbZhkLjVEw</a></p>	<ul style="list-style-type: none"> <li>- Eating healthy food /drinking water.</li> <li>- Make a collage of a healthy plate of food</li> <li>- Create a plate of healthy food in 3D using coloured clay</li> </ul>	<a href="https://www.google.com/search?tbm=isch&amp;q=clay+art+for+kids&amp;sa=X&amp;ved=0ahUKEWjGnJfptj3jAhUNShUIHTP2CI0QrNwCCD4oAA&amp;biw=1366&amp;bih=622&amp;dpr=1">https://www.google.com/search?tbm=isch&amp;q=clay+art+for+kids&amp;sa=X&amp;ved=0ahUKEWjGnJfptj3jAhUNShUIHTP2CI0QrNwCCD4oAA&amp;biw=1366&amp;bih=622&amp;dpr=1</a>							
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**PERFORMING ARTS**

 <p>A variety of activities will be found in the Life Skills Foundation Phase resource The link is provided below</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: breathing exercises.</p> <p><b>MAIN ACTIVITY</b> Singing songs using unison, rounds, and call and response Body percussion: keeping a steady beat and the use of different timbres (click, clap, stamp)</p> <p><b>COOLING DOWN</b> Cooling down and relaxation: lying down on back, breathing in and out.</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 voice: using songs, singing vowels, rhymes and tongue twisters</p> <p><b>MAIN ACTIVITY (continue and consolidate from previous lesson)</b> Singing songs using unison, rounds, and call and response Body percussion: keeping a steady beat and the use of different timbres (click, clap, stamp)</p> <p><b>COOLING DOWN</b> Cooling down and relaxation: lying down on back, breathing in and out, visualising colour as a stimulus</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> Singing songs using unison, rounds, and call and response (a new song can be taught to learners)</p> <p><b>MAIN ACTIVITY</b> Create rhythm patterns using key words from selected topics such as people at work: 'woodcutter' chop-chop-chop, 'butcher' slice-slice, and others Using above examples to explore appropriate tempo and dynamics such as: 'chop-chop-chop' will be loud and fast, 'slice-slice' will be quiet and slow Body percussion: keeping a steady beat and the use of different timbres (click, clap, stamp) Explore locomotor movements: walking, running, skipping, hopping in different directions on own and with a partner and move to the tempo and dynamics of above</p> <p><b>COOLING DOWN</b> Singing songs using unison, rounds, and call and response (different songs can be sung than those in the warm-up activity)</p>	<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li>• Creative games and skills</li> <li>• Improvise and interpret</li> <li>• skills</li> </ul> <p><b>WARM UP</b> Warming up the voice: using songs, singing vowels, rhymes and tongue twisters</p> <p><b>MAIN ACTIVITY</b> Creating short scenes based on appropriate topics, focusing on storyline Creating appropriate characters: show differences between characters and character's point of view in short scenes</p> <p><b>COOLING DOWN</b> Cooling down and relaxation: lying down on back, breathing in and out, visualising colour as a stimulus</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 voice: using songs, singing vowels, rhymes and tongue twisters</p> <p><b>MAIN ACTIVITY (continue and consolidate from previous lesson)</b> Creating short scenes based on appropriate topics, focusing on storyline Creating appropriate characters: show differences between characters and character's point of view in short scenes</p> <p><b>COOLING DOWN</b> As a cool down activity, sing a song taught in previous lessons, using unison, rounds, and call and response</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> As a warm-up, explore non-locomotor movements: reaching, bending, rising on their own and with a partner</p> <p><b>MAIN ACTIVITY</b> Learn basic steps from a South African dance, such as gumboot dancing, and others of your choice,</p> <p><b>COOLING DOWN</b> Cooling down and relaxation: lying down on back, breathing in and out, visualising colour as a stimulus</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> As a warm-up, explore non-locomotor movements: reaching, bending, rising on their own and with a partner</p> <p><b>MAIN ACTIVITY (continue and consolidate from previous lesson)</b> Learn basic steps from a South African dance, such as gumboot dancing, and others of your choice,</p> <p><b>COOLING DOWN</b> Cooling down and relaxation: lying down on back, breathing in and out, visualising colour as a stimulus</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: breathing exercises and use of different joints such as ankles; pointing and flexing and wrists circling, etc.</p> <p><b>MAIN ACTIVITY</b> <b>Assessment:</b> Basic steps learnt from a South African dance.</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 voice: using songs, singing vowels, rhymes and tongue twisters</p> <p><b>MAIN ACTIVITY</b> Singing known songs using unison, rounds, and call and response Body percussion: keeping a steady beat and the use of different timbres (click, clap, stamp)</p> <p><b>COOLING DOWN</b> Cooling down and relaxation: lying down on back, breathing in and out, visualising colour</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: breathing exercises and use of different joints such as ankles; pointing and flexing and wrists circling, etc.</p> <p><b>MAIN ACTIVITY</b> <b>Assessment:</b> Basic steps learnt from a South African dance</p>
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**PHYSICAL EDUCATION**

<p>Topic, concepts, skills and values</p> <p>Use the Life Skills resource 2017</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</li> </ul>	<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</li> <li>- Orientation</li> <li>- Laterality</li> </ul>	<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</li> <li>- Orientation</li> <li>- Laterality</li> </ul>	<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</li> <li>- Orientation</li> <li>- Laterality</li> </ul>	<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</li> <li>- Orientation</li> <li>- Laterality</li> </ul>	<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</li> <li>- Orientation</li> <li>- Laterality</li> </ul>	<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</li> <li>- Orientation</li> <li>- Laterality</li> </ul>	<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</li> </ul>	<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</li> <li>- Orientation</li> <li>- Laterality</li> </ul>	<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</li> <li>- Orientation</li> <li>- Laterality</li> </ul>
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	rules; respect, fairness etc. NB. Choose a few skills per Lesson Inclusion is important	- Sports and Games- fair play; follow rules; respect, fairness etc. NB. Choose a few skills per Lesson Inclusion is important	- Sports and Games- fair play; follow rules; respect, fairness etc. NB. Choose a few skills per Lesson Inclusion is important	- Sports and Games- fair play; follow rules; respect, fairness etc. NB. Choose a few skills per Lesson Inclusion is important	- Sports and Games- fair play; follow rules; respect, fairness etc. NB. Choose a few skills per Lesson Inclusion is important	- Sports and Games- fair play; follow rules; respect, fairness etc. NB. Choose a few skills per Lesson Inclusion is important	- Sports and Games- fair play; follow rules; respect, fairness etc. NB. Choose a few skills per Lesson Inclusion is important	- Sports and Games- fair play; follow rules; respect, fairness etc. NB. Choose a few skills per Lesson Inclusion is important	rules; respect, fairness etc. NB. Choose a few skills per Lesson Inclusion is important	- Sports and Games- fair play; follow rules; respect, fairness etc. NB. Choose a few skills per Lesson Inclusion is important	- Sports and Games- fair play; follow rules; respect, fairness etc. NB. Choose a few skills per Lesson Inclusion is important
	<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 <b>skills</b> 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 <b>body 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>										
<b>Requisite pre-knowledge</b>	primary colours, shape and line Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing)										
<b>Resources (other than textbook) to enhance learning</b>	<p><b>PSW &amp; BK</b> Daily weather charts, Seasons chart, Vocabulary and symbols Photographs: Own , Birth certificate Name tag, Vocabulary: name age, address, telephone, similarities and differences DBE Life Skills Workbook 1, Calendar, Clothing</p> <p><b>VISUAL ARTS</b> A3 paper, Brushes, Paint Thick wax crayons or chalk Vocabulary: colours (primary), lines, shapes, space Clay, Play dough, paper plate, cardboard</p> <p><b>PHYSICAL EDUCATION</b> PE LTSM; bean bags, skipping ropes, skittles, balls, gym mats etc. <b>LTSM page 12 and 13 CAPS</b></p>										
<b>Informal assessment; remediation and enrichment</b>	<ul style="list-style-type: none"> <li>• Checklist</li> <li>• Observation sheet/book</li> <li>• Rubric</li> <li>• Memorandum</li> <li>• Multiple opportunities and levels of difficulty/ complexity</li> </ul>		<ul style="list-style-type: none"> <li>• Checklist</li> <li>• Observation sheet/book</li> <li>• Rubric</li> <li>• Memorandum</li> <li>• Multiple opportunities and levels of difficulty/ complexity</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist</li> <li>• Observation sheet/book</li> <li>• Rubric</li> <li>• Memorandum</li> <li>• Multiple opportunities and levels of difficulty/ complexity</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist</li> <li>• Observation sheet/book</li> <li>• Rubric</li> <li>• Memorandum</li> <li>• Multiple opportunities and levels of difficulty/ complexity</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist</li> <li>• Observation sheet/book</li> <li>• Rubric</li> <li>• Memorandum</li> <li>• Multiple opportunities and levels of difficulty/ complexity</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist</li> <li>• Observation sheet/book</li> <li>• Rubric</li> <li>• Memorandum</li> <li>• Multiple opportunities and levels of difficulty/ complexity</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist</li> <li>• Observation sheet/book</li> <li>• Rubric</li> <li>• Memorandum</li> <li>• Multiple opportunities and levels of difficulty/ complexity</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist</li> <li>• Observation sheet/book</li> <li>• Rubric</li> <li>• Memorandum</li> <li>• Multiple opportunities and levels of difficulty/ complexity</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist</li> <li>• Observation sheet/book</li> <li>• Rubric</li> <li>• Memorandum</li> <li>• Multiple opportunities and levels of difficulty/ complexity</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist</li> <li>• Observation sheet/book</li> <li>• Rubric</li> <li>• Memorandum</li> <li>• Multiple opportunities and levels of difficulty/ complexity</li> </ul>
<b>SBA (Formal Assessment)</b>	<ul style="list-style-type: none"> <li>• 1 SBA per Term- All 4 Study Areas</li> <li>• Mostly oral, practical, demonstrations</li> <li>• Grade 2 and 3 BK has written and a practical component</li> </ul>	<ul style="list-style-type: none"> <li>• 1 SBA per Term- All 4 Study Areas</li> <li>• Mostly oral, practical, demonstrations</li> <li>• Grade 2 and 3 BK has written and a practical component</li> </ul>	<ul style="list-style-type: none"> <li>• 1 SBA per Term- All 4 Study Areas</li> <li>• Mostly oral, practical, demonstrations</li> <li>• Grade 2 and 3 BK has written and a practical component</li> </ul>	<ul style="list-style-type: none"> <li>• 1 SBA per Term- All 4 Study Areas</li> <li>• Mostly oral, practical, demonstrations</li> <li>• Grade 2 and 3 BK has written and a practical component</li> </ul>	<ul style="list-style-type: none"> <li>• 1 SBA per Term- All 4 Study Areas</li> <li>• Mostly oral, practical, demonstrations</li> <li>• Grade 2 and 3 BK has written and a practical component</li> </ul>	<ul style="list-style-type: none"> <li>• 1 SBA per Term- All 4 Study Areas</li> <li>• Mostly oral, practical, demonstrations</li> <li>• Grade 2 and 3 BK has written and a practical component</li> </ul>	<ul style="list-style-type: none"> <li>• 1 SBA per Term- All 4 Study Areas</li> <li>• Mostly oral, practical, demonstrations</li> <li>• Grade 2 and 3 BK has written and a practical component</li> </ul>	<ul style="list-style-type: none"> <li>• 1 SBA per Term- All 4 Study Areas</li> <li>• Mostly oral, practical, demonstrations</li> <li>• Grade 2 and 3 BK has written and a practical component</li> </ul>	<ul style="list-style-type: none"> <li>• 1 SBA per Term- All 4 Study Areas</li> <li>• Mostly oral, practical, demonstrations</li> <li>• Grade 2 and 3 BK has written and a practical component</li> </ul>	<ul style="list-style-type: none"> <li>• 1 SBA per Term- All 4 Study Areas</li> <li>• Mostly oral, practical, demonstrations</li> <li>• Grade 2 and 3 BK has written and a practical component</li> </ul>	<ul style="list-style-type: none"> <li>• 1 SBA per Term- All 4 Study Areas</li> <li>• Mostly oral, practical, demonstrations</li> <li>• Grade 2 and 3 BK has written and a practical component</li> </ul>



<https://wcede.portal.co.za/eresource/83391>

<https://wcede.portal.co.za/eresource/83521>



**TECHNOLOGY**

<p>A variety of activities will be found in the Life Skills Foundati on Phase resource The link is provided below</p> 	<p><b>BEGINNING KNOWLEDGE TECHNOLOGY</b> <i>No natural links</i></p> <p><i>Types of materials and properties</i></p> <p><a href="https://wcedportal.co.za/eresource/83296">https://wcedportal.co.za/eresource/83296</a></p>	<p><b>BEGINNING KNOWLEDGE TECHNOLOGY</b></p>	<p><b>BEGINNING KNOWLEDGE TECHNOLOGY</b></p>	<p><b>BEGINNING KNOWLEDGE TECHNOLOGY</b> <i>Technological Process Skills</i></p> <p>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>Make your own camouflage age garment, lunch box, telescope etc. using any material; newspaper, brown paper bags, paint, shopping bags, leaves, grass etc.</p> <p>ii) Make a mask</p> <p>iii) Make an animal showing its camouflage age with moving parts (levers and linkages)</p>	<p><b>BEGINNING KNOWLEDGE TECHNOLOGY</b> <i>Technological Process Skills</i></p> <p>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>Make your own camouflage age garment, lunch box, telescope etc. using any material; newspaper, brown paper bags, paint, shopping bags, leaves, grass etc.</p> <p>ii) Make a mask</p> <p>iii) Make an animal showing its camouflage age with moving parts (levers and linkages)</p>	<p><b>BEGINNING KNOWLEDGE TECHNOLOGY</b> <i>Technological Process Skills</i></p> <p>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>Make your own camouflage age garment, lunch box, telescope etc. using any material; newspaper, brown paper bags, paint, shopping bags, leaves, grass etc.</p> <p>ii) Make a mask</p> <p>iii) Make an animal showing its camouflage age with moving parts (levers and linkages)</p>	<p><b>BEGINNING KNOWLEDGE TECHNOLOGY</b> <i>Technological Process Skills</i></p> <p>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>Create a 3D animal structure using recyclable materials or learners make a mask depicting the different animals.</p>	<p><b>BEGINNING KNOWLEDGE TECHNOLOGY</b> <i>Technological Process Skills</i></p> <p>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>Create a 3D animal structure using recyclable materials or learners make a mask depicting the different animals.</p>	<p><b>BEGINNING KNOWLEDGE TECHNOLOGY</b> <i>Technological Process Skills</i></p> <p>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>Animals and creatures that make their homes - such as birds, some bees, ants</p>	<p><b>BEGINNING KNOWLEDGE TECHNOLOGY</b> <i>Technological Process Skills</i></p> <p>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>Animals and creatures that make their homes - such as birds, some bees, ants</p>
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**CREATIVE ARTS**

**VISUAL ARTS**

<p>A variety of activities will be found in the Life Skills Foundati on Phase resource The link is provided below</p> 	<p><b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i></p> <ul style="list-style-type: none"> <li>Create 2D</li> <li>Draw a picture of the season</li> <li>Use a variety of media</li> </ul>	<p><b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i></p> <ul style="list-style-type: none"> <li>Create 2D</li> <li>Draw a picture of the season</li> <li>Use a variety of media</li> </ul>	<p><b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i></p> <ul style="list-style-type: none"> <li>Create 2D</li> <li>Draw a picture of the Season</li> <li>Use a variety of media</li> </ul>	<p><b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i></p> <p><b>Create a 2D</b></p> <ul style="list-style-type: none"> <li>Draw or paint pictures related to topics of the term: focus informally on line, tone, texture, colour</li> </ul>	<p><b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i></p> <p><b>Create a 2D</b></p> <ul style="list-style-type: none"> <li>Draw or paint pictures related to topics of the term: focus informally on line, tone, texture, colour</li> </ul>	<p><b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i></p> <p><b>Create a 3D</b></p> <ul style="list-style-type: none"> <li>Create a 3D animal structure using recyclable materials or learners make a mask depicting the different animals.</li> </ul>	<p><b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i></p> <p><b>Create a 2D</b></p> <ul style="list-style-type: none"> <li>Draw creatures of the deep sea and make a mobile. Use recyclable material to create different water animals; Use recycled material to create different water animals;</li> </ul>	<p><b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i></p> <p><b>Create a 2D</b></p> <ul style="list-style-type: none"> <li>Draw creatures of the deep sea and make a mobile. Use recyclable material to create different water animals; Use recycled material to create different water animals;</li> </ul>
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**PERFORMING ARTS**

<p>A variety of activities will be found in the Life Skills Foundati on Phase resource The link is provided below</p> 	<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li><i>Creative games and skills</i></li> <li><i>Improvise and interpret</i></li> </ul> <p><b>WARM UP</b> Warming up the body: contrasting movements using verbal and sound signals such as 'Freeze!', 'Go!', 'Up!'</p> <p><b>MAIN ACTIVITY</b> Locomotor movements: marching, leaping, jumping, galloping, turning on their own and with a partner</p> <p><b>COOLING DOWN</b> Cooling down the body and relaxation: express moods and ideas through movement such as floating on a cloud, feeling sleepy, etc.</p>	<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li><i>Creative games and skills</i></li> <li><i>Improvise and interpret</i></li> </ul> <p><b>WARM UP</b> Rhythm games focusing on listening skills and recalling contrasting rhythm patterns</p> <p><b>MAIN ACTIVITY (continue and consolidate from previous lesson)</b> Locomotor movements: marching, leaping, jumping, galloping, turning on their own and with a partner</p> <p>Performing rhythm patterns combined with locomotor movements such as clapping the rhythm of pony gallops, marching, skipping, etc.</p> <p><b>COOLING DOWN</b> Cooling down the body and relaxation: express moods and ideas through movement such as floating on a cloud, feeling sleepy, etc.</p>	<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li><i>Creative games and skills</i></li> <li><i>Improvise and interpret</i></li> </ul> <p><b>WARM UP</b> Warming up the voice: developing articulation (lips, tongue, jaw) through imaginative play</p> <p><b>MAIN ACTIVITY (continue and consolidate from previous lesson)</b> Performing songs focusing on dynamics such as: loud and soft, slow and fast</p> <p><b>COOLING DOWN</b> As a cool-down, explore non-locomotor movements: rolling, swinging, stretching alone and with a partner</p>	<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li><i>Creative games and skills</i></li> <li><i>Improvise and interpret</i></li> </ul> <p><b>WARM UP</b> Warming up the voice: developing articulation (lips, tongue, jaw) through imaginative play</p> <p><b>MAIN ACTIVITY (continue and consolidate from previous lesson)</b> With a partner in role and switching roles, do role plays related to selected topics or stories told by the teacher.</p> <p><b>COOLING DOWN</b> As a cool-down, play rhythm games focusing on listening skills and recalling contrasting rhythm patterns</p>	<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li><i>Creative games and skills</i></li> <li><i>Improvise and interpret</i></li> </ul> <p><b>WARM UP</b> Warming up the voice: developing articulation (lips, tongue, jaw) through imaginative play</p> <p><b>MAIN ACTIVITY (continue and consolidate from previous lesson)</b> With a partner in role and switching roles, do role plays related to selected topics or stories told by the teacher. Using drama techniques to explore the above characters' thoughts and feelings, e.g. the drama is frozen and each character in turn is tapped on the shoulder, and asked to reveal what s/he is feeling at that moment, etc.</p> <p><b>COOLING DOWN</b> Cooling down the body and relaxation: express moods and ideas through movement such as floating on a cloud, feeling sleepy, etc.</p>	<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li><i>Creative games and skills</i></li> <li><i>Improvise and interpret</i></li> </ul> <p><b>WARM UP</b> Warming up the body: contrasting movements using verbal and sound signals such as 'Freeze!', 'Go!', 'Up!'</p> <p><b>MAIN ACTIVITY</b> Explore locomotor movements: marching, leaping, jumping, galloping, turning on their own and with a partner, while singing an appropriate song</p> <p>Play percussion instruments/body percussion in time to music and/or class singing.</p> <p><b>COOLING DOWN</b> Cooling down the body and relaxation: express moods and ideas through movement such as floating on a cloud, feeling sleepy, etc.</p>	<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li><i>Creative games and skills</i></li> <li><i>Improvise and interpret</i></li> </ul> <p><b>WARM UP</b> Rhythm games focusing on listening skills and recalling contrasting rhythm patterns</p> <p><b>MAIN ACTIVITY</b> <b>Assessment:</b> Locomotor movements created in response to the song, using body percussion in time to the music.</p>	<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li><i>Creative games and skills</i></li> <li><i>Improvise and interpret</i></li> </ul> <p><b>WARM UP</b> Rhythm games focusing on listening skills and recalling contrasting rhythm patterns</p> <p><b>MAIN ACTIVITY</b> <b>Assessment:</b> Locomotor movements created in response to the song, using body percussion in time to the music.</p>	<p><b>PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li><i>Creative games and skills</i></li> <li><i>Improvise and interpret</i></li> </ul> <p><b>WARM UP</b> Rhythm games focusing on listening skills and recalling contrasting rhythm patterns</p> <p><b>MAIN ACTIVITY</b> Locomotor movements: marching, leaping, jumping, galloping, turning on their own and with a partner</p> <p>Performing rhythm patterns combined with locomotor movements such as clapping the rhythm of pony gallops, marching, skipping, etc.</p> <p><b>COOLING DOWN</b> Cooling down the body and relaxation: express moods and ideas through movement such as floating on a cloud, feeling sleepy, etc.</p>
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**PHYSICAL EDUCATION**

	<p><b>PHYSICAL EDUCATION</b>  <b>Warm-up:</b>  <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</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>  <b>Warm-up:</b>  <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</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>  <b>Warm-up:</b>  <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</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>  <b>Warm-up:</b>  <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>  <b>Warm-up:</b>  <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>  <b>Warm-up:</b>  <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>  <b>Warm-up:</b>  <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>  <b>Warm-up:</b>  <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>  <b>Warm-up:</b>  <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>  <b>Warm-up:</b>  <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, aa 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.

<b>Requisite pre-knowledge</b>	Vocabulary; concepts, seasons, animals, terminology Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing) direction
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<b>Resources (other than textbook) to enhance learning</b>	Clothing, charts of seasons Videos, flashcards, music centre, pictures, information books Wet and dry ingredients, patty pans, paints, card board PHYSICAL EDUCATION PE LTSM; bean bags, skipping ropes, skittles, balls, gym mats etc. <b>LTSM page 12 and 13 CAPS</b>
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<b>Informal assessment remediation</b>	Checklist Observation sheet/book Rubric Memorandum Multiple opportunities and levels of difficulty/complexity								
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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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TERM 3 54 days	Week 1: July	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, 11: Sep
<b>PERSONAL AND SOCIAL WELL-BEING</b>										
BK & PSW W: 40 % Performing Arts W: 15% Visual Arts W: 15% Physical Education W: 30%  CAPS section Topic, concepts, skills and values	<b>PERSONAL AND SOCIAL WELL-BEING</b> <b>Soil 4hrs</b>  <i>No natural links</i>	<b>PERSONAL AND SOCIAL WELL-BEING</b> <b>Soil 4hrs</b>  <i>No natural links</i>	<b>PERSONAL AND SOCIAL WELL-BEING</b> <b>Transport 6 hrs</b> <i>Healthy living habits</i> <ul style="list-style-type: none"> <li>Road safety rules               <ul style="list-style-type: none"> <li>- Pedestrians</li> <li>- Cyclists</li> <li>- Passengers</li> </ul> </li> <li>Road signs for pedestrians and cyclists</li> <li>Scholar patrol</li> <li>How traffic officers help us</li> </ul>	<b>PERSONAL AND SOCIAL WELL-BEING</b> <b>Transport 6 hrs</b> <i>Healthy living habits</i> <ul style="list-style-type: none"> <li>Road safety rules               <ul style="list-style-type: none"> <li>- Pedestrians</li> <li>- Cyclists</li> <li>- Passengers</li> </ul> </li> <li>Road signs for pedestrians and cyclists</li> <li>Scholar patrol</li> <li>How traffic officers help us</li> </ul>	<b>PERSONAL AND SOCIAL WELL-BEING</b> <b>Transport 6 hrs</b> <i>Healthy living habits</i> <ul style="list-style-type: none"> <li>Road safety rules               <ul style="list-style-type: none"> <li>- Pedestrians</li> <li>- Cyclists</li> <li>- Passengers</li> </ul> </li> <li>Road signs for pedestrians and cyclists</li> <li>Scholar patrol</li> <li>How traffic officers help us</li> </ul>	<b>PERSONAL AND SOCIAL WELL-BEING</b> <b>Road Safety 4hrs</b> Road safety rules <ul style="list-style-type: none"> <li>- Pedestrians</li> <li>- Cyclists</li> <li>- Passengers</li> </ul> <ul style="list-style-type: none"> <li>Road signs for pedestrians and cyclists</li> <li>Scholar patrol</li> <li>How traffic officers help us</li> </ul>	<b>PERSONAL AND SOCIAL WELL-BEING</b> <b>Road Safety 4hrs</b> Road safety rules <ul style="list-style-type: none"> <li>- Pedestrians</li> <li>- Cyclists</li> <li>- Passengers</li> </ul> <ul style="list-style-type: none"> <li>Road signs for pedestrians and cyclists</li> <li>Scholar patrol</li> <li>How traffic officers help us</li> </ul>	<b>PERSONAL AND SOCIAL WELL-BEING</b> <b>People who helps us 4hrs</b> <i>Impersonal relationship and values</i> People who help us in our community - such as clinic nurse, after-care teacher, librarian <ul style="list-style-type: none"> <li>How different people help me</li> <li>How I ask for information and assistance- good manners</li> <li>How I ask for help in an emergency</li> </ul> - Who to contact - What information to give Note: Invite someone who works in the community to visit the school	<b>PERSONAL AND SOCIAL WELL-BEING</b> <b>People who helps us 4hrs</b> <i>Impersonal relationship and values</i> People who help us in our community - such as clinic nurse, after-care teacher, librarian <ul style="list-style-type: none"> <li>How different people help me</li> <li>How I ask for information and assistance- good manners</li> <li>How I ask for help in an emergency</li> </ul> - Who to contact - What information to give Note: Invite someone who works in the community to visit the school	<b>PERSONAL AND SOCIAL WELL-BEING</b> <b>People who helps us 4hrs</b> <i>Impersonal relationship and values</i> People who help us in our community - such as clinic nurse, after-care teacher, librarian <ul style="list-style-type: none"> <li>How different people help me</li> <li>How I ask for information and assistance- good manners</li> <li>How I ask for help in an emergency</li> </ul> - Who to contact - What information to give Note: Invite someone who works in the community to visit the school
	<b>Religious and special days 2hrs</b> <i>Diversity and Individuality</i> Record and discuss - Clothing, food, celebrations									
<b>BEGINNING KNOWLEDGE</b>										
<b>NATURAL SCIENCE</b>										
A variety of activities will be found in the Life Skills Foundation Phase resource The link is provided below	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <b>Soil 4hrs</b> <i>Matter and Materials</i> <ul style="list-style-type: none"> <li>Different soils - colours and textures</li> <li>Creatures that live in the soil - such as earthworms, moles</li> <li>Soil for the growth of plants; the value of growing vegetables</li> </ul>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <b>Soil 4hrs</b> <i>Matter and Materials</i> <ul style="list-style-type: none"> <li>Different soils - colours and textures</li> <li>Creatures that live in the soil - such as earthworms, moles</li> <li>Soil for the growth of plants; the value of growing vegetables</li> </ul>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <b>Transport 6 hrs</b>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <b>Transport 6 hrs</b>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <b>Transport 6 hrs</b>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <b>Road Safety 4hrs</b> <i>Energy and Change</i> <ul style="list-style-type: none"> <li>More about transport (energy)</li> <li>Road transport</li> <li>Rail transport</li> <li>Air transport</li> <li>Water transport</li> </ul>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <b>Road Safety 4hrs</b> <i>Energy and Change</i> <ul style="list-style-type: none"> <li>ore about transport (energy)</li> <li>Road transport</li> <li>Rail transport</li> <li>Air transport</li> <li>Water transport</li> </ul>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <b>People who helps us 4hrs</b>  <i>No natural links</i>  Some fun activities since there is no science plotted for 3 weeks -Use inquiry and discussion and recording <a href="https://thingstodowithkids.co.za/blog/3-fun-child-friendly-science-experiments-do-your-kids/">https://thingstodowithkids.co.za/blog/3-fun-child-friendly-science-experiments-do-your-kids/</a>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <b>People who helps us 4hrs</b>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <b>People who helps us 4hrs</b>  <i>No natural links</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> </ul> Clothing and material									
<b>SOCIAL SCIENCE</b>										
A variety of activities will be found in the Life Skills Foundation Phase resource The link is provided below	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b> <b>Transport 6 hrs</b> <i>Change</i> Transport used years ago Learners investigate the past and the present modes of transport <ul style="list-style-type: none"> <li>What is transport?</li> <li>What the different kinds of transport looked like</li> </ul> - Road transport - Rail transport - Air transport - Water transport  Modes of transport	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b> <b>Transport 6 hrs</b> <i>Change</i> Transport used years ago Learners investigate the past and the present modes of transport <ul style="list-style-type: none"> <li>What is transport?</li> <li>What the different kinds of transport looked like</li> </ul> - Road transport - Rail transport - Air transport - Water transport  Modes of Transport	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b> <b>Transport 6 hrs</b> <i>Change</i> Transport used years ago Learners investigate the past and the present modes of transport <ul style="list-style-type: none"> <li>What is transport?</li> <li>What the different kinds of transport looked like</li> </ul> - Road transport - Rail transport - Air transport - Water transport  Transportation sounds	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b>  <i>No natural links</i>

			<a href="https://www.youtube.com/watch?v=FfhFieHXTNU">https://www.youtube.com/watch?v=FfhFieHXTNU</a> <a href="https://www.youtube.com/watch?v=48OXJtf8c3E">https://www.youtube.com/watch?v=48OXJtf8c3E</a>	<a href="https://www.youtube.com/watch?v=t5FuWuCbJU">https://www.youtube.com/watch?v=t5FuWuCbJU</a>	<a href="https://www.youtube.com/watch?v=-CiiXCFVwBg">https://www.youtube.com/watch?v=-CiiXCFVwBg</a>					
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**TECHNOLOGY**

<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 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>Soil for the growth of plants the value of growing vegetables Build/make a structure to build a small indoor/ outdoor garden</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>Soil for the growth of plants the value of growing vegetables Build/make a structure to build a small indoor/ outdoor garden</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>Learners make a toy version of a mode of transport: car, lorry, train, boat, or a kite</p> <p>Learners build a simple bridge, map, kite or road for their vehicle/ transporter</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>Learners make a toy version of a mode of transport: car, lorry, train, boat, or a kite</p> <p>Learners build a simple bridge, map, kite or road for their vehicle/ transporter</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>Learners make a toy version of a mode of transport: car, lorry, train, boat, or a kite</p> <p>Learners build a simple bridge, map, kite or road for their vehicle/ transporter</p>					
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**CREATIVE ARTS**

**VISUAL ARTS**

	<p><b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i> <b>Soil 4hrs</b></p>	<p><b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i> <b>Soil 4hrs</b></p>	<p><b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i></p> <ul style="list-style-type: none"> <li>Create a 2D Transport 6 hrs</li> <li>Draw a picture of a car, Lorry (truck) train, boat, kite</li> </ul>	<p><b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i></p> <ul style="list-style-type: none"> <li>Create a 2D Transport 6 hrs</li> <li>Draw a picture of a car, Lorry (truck) train, boat, kite</li> </ul>	<p><b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i></p> <ul style="list-style-type: none"> <li>Create a 2D Transport 6 hrs</li> <li>Draw a picture of a car, Lorry (truck) train, boat, kite</li> </ul>	<p><b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i></p> <ul style="list-style-type: none"> <li>Creator2D Road Safety 4hrs</li> <li>Draw a picture of your family in a train. What do you see?</li> </ul>	<p><b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i></p> <ul style="list-style-type: none"> <li>Create a 2D Transport 6 hrs</li> <li>Draw a picture of a car, Lorry (truck) train, boat, kite</li> </ul>	<p><b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i> <b>People who helps us 4hrs</b></p>	<p><b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i> <b>People who helps us 4hrs</b></p>	<p><b>CREATIVE ARTS VISUAL ARTS</b> <i>Visual Literacy</i> <b>People who helps us 4hrs</b></p>
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**PERFORMING ARTS**

<p>A variety of activities will be found in the Life Skills Foundation Phase resource. The link is provided below</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></p> <ul style="list-style-type: none"> <li>Warming up the body: e.g. leading with the nose, elbow, knee</li> </ul> <p><b>MAIN ACTIVITY</b></p> <ul style="list-style-type: none"> <li>Combining locomotor and non-locomotor movements such as run-run-turn, run-forward-shrink-stretch-up.</li> <li>Choosing and making own movement sentences to interpret a theme with a beginning and an ending</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>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></p> <ul style="list-style-type: none"> <li>Listening skills through music games using different tempo, pitch, dynamics, duration</li> </ul> <p><b>MAIN ACTIVITY (continue and consolidate from previous week)</b></p> <ul style="list-style-type: none"> <li>Combining locomotor and non-locomotor movements such as run-run-turn, run-forward-shrink-stretch-up.</li> <li>Choosing and making own movement sentences to interpret a theme with a beginning and an ending</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>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></p> <ul style="list-style-type: none"> <li>Games focusing on numeracy and literacy such as number songs and rhymes, making letter shapes through movement</li> </ul> <p><b>MAIN ACTIVITY</b></p> <ul style="list-style-type: none"> <li>Listening skills through music games using different tempo, pitch, dynamics, duration</li> <li>Clapping rhythms in three or four time. Moving to music in three or four time.</li> </ul> <p><b>COOLING DOWN</b></p> <ul style="list-style-type: none"> <li>Cooling down the body and relaxation: using imagery or words such as 'shrink slowly' and 'grow slowly'</li> </ul>	<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></p> <ul style="list-style-type: none"> <li>Listening skills through music games using different tempo, pitch, dynamics, duration</li> </ul> <p><b>MAIN ACTIVITY (continue and consolidate from previous week)</b></p> <ul style="list-style-type: none"> <li>Clapping rhythms in three or four time. Moving to music in three or four time.</li> <li>Choosing and making own movement sentences to interpret a theme with a beginning and an ending</li> </ul> <p><b>COOLING DOWN</b></p> <ul style="list-style-type: none"> <li>Cooling down the body and relaxation: using imagery</li> </ul>	<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></p> <ul style="list-style-type: none"> <li>Mime actions showing emotion using visualisation such as eating my favourite food, opening a gift</li> </ul> <p><b>MAIN ACTIVITY</b></p> <ul style="list-style-type: none"> <li>Dramatising a make-believe situation based on a South African poem, song or story guided by teacher</li> </ul> <p><b>COOLING DOWN</b></p> <p>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></p> <ul style="list-style-type: none"> <li>Mime actions showing emotion using visualisation such as eating my favourite food, opening a gift</li> </ul> <p><b>MAIN ACTIVITY</b></p> <ul style="list-style-type: none"> <li>Dramatising a make-believe situation based on a South African poem, song or story guided by teacher</li> <li>Create sound effects to the dramatisation by clapping rhythms in three or four time. Moving to music in three or four time.</li> </ul> <p><b>COOLING DOWN</b></p> <ul style="list-style-type: none"> <li>Cooling down the body and relaxation: using imagery or words such as 'shrink slowly' and 'grow slowly'</li> </ul>	<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></p> <ul style="list-style-type: none"> <li>Games focusing on numeracy and literacy such as number songs and rhymes, making letter shapes through movement</li> </ul> <p><b>MAIN ACTIVITY</b></p> <ul style="list-style-type: none"> <li>Dramatising a make-believe situation based on a South African poem, song or story guided by teacher</li> <li>Choosing and making own movement sentences to interpret the theme of the dramatisation with a beginning and an ending</li> </ul> <p><b>COOLING DOWN</b></p> <ul style="list-style-type: none"> <li>Cooling down the body and relaxation: using imagery or words such as 'shrink slowly' and 'grow slowly'</li> </ul>	<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></p> <ul style="list-style-type: none"> <li>Warming up the body: e.g. leading with the nose, elbow, knee</li> </ul> <p><b>MAIN ACTIVITY Assessment:</b></p> <ul style="list-style-type: none"> <li>Classroom dramatisation that combines movement sentences (interpreting the theme) and sound effects based on the story /poem.</li> </ul>	<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></p> <ul style="list-style-type: none"> <li>Warming up the body: e.g. leading with the nose, elbow, knee</li> </ul> <p><b>MAIN ACTIVITY Assessment:</b></p> <ul style="list-style-type: none"> <li>Classroom dramatisation that combines movement sentences (interpreting the theme) and sound effects based on the story /poem.</li> </ul>	<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></p> <ul style="list-style-type: none"> <li>Listening skills through music games using different tempo, pitch, dynamics, duration</li> </ul> <p><b>MAIN ACTIVITY (</b></p> <ul style="list-style-type: none"> <li>Clapping rhythms in three or four time. 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				or words such as 'shrink slowly' and 'grow slowly'			imagery or words such as 'shrink			
	Soil 4hrs	Soil 4hrs	Transport 6 hrs Transport Song <a href="https://www.youtube.com/watch?v=5-DeiXPJ3H8">https://www.youtube.com/watch?v=5-DeiXPJ3H8</a>	Transport 6 hrs	Transport 6 hrs	Road Safety 4hrs	Road Safety 4hrs	People who helps us 4hrs	People who helps us 4hrs	People who helps us 4hrs

**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 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 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 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 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 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 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 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 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 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 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.

**Requisite pre-knowledge**

Knowledge of concept, soil, transport, modes, terminology  
Road signs  
General knowledge  
Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing)

**Resources (other than textbook) to enhance learning**

Resource books  
Video clips  
DBE Workbooks  
Samples of different soil  
Pictures, stories  
Road signs, flash cards  
LTSM page 12 and 13

**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

TERM 4 47 days	Week 1: Oct	Week 2: Oct	Week 3: Oct	Week 4: Oct	Week 5: Oct –Nov	Week 6: Nov	Week 7: Nov	Week 8: Nov	Week 9: Nov	Week 10Dec
<b>PERSONAL AND SOCIAL WELL-BEING</b>										
<b>CAPS section Topic, concepts, skills and values</b>  <b>BK &amp; PSW W: 40 %</b> <b>Performing Arts W: 15%</b> <b>Visual Arts W: 15%</b> <b>Physical Education W: 30%</b>	<b>PERSONAL AND SOCIAL WELL-BEING</b> <b>Our Country 4hrs</b> <i>Place - Area &amp; Position</i> <ul style="list-style-type: none"> <li>A map of South Africa</li> <li>Name and location of own province</li> <li>Where we live</li> <li>South African flag – include recognising the flag and places where we can see it flying</li> <li>South African anthem - listening and singing</li> </ul> <b>Notes:</b> Anthem can be learnt throughout the term. Include learners from other countries by including their flags where possible.	<b>PERSONAL AND SOCIAL WELL-BEING</b> <b>Our Country 4hrs</b> <i>Place - Area &amp; Position</i> <ul style="list-style-type: none"> <li>A map of South Africa</li> <li>Name and location of own province</li> <li>Where we live</li> <li>South African flag – include recognising the flag and places where we can see it flying</li> <li>South African anthem - listening and singing</li> </ul> <b>Notes:</b> Anthem can be learnt throughout the term. Include learners from other countries by including their flags where possible.	<b>PERSONAL AND SOCIAL WELL-BEING</b> <b>Our Country 4hrs</b> <i>Place - Area &amp; Position</i> <ul style="list-style-type: none"> <li>A map of South Africa</li> <li>Name and location of own province</li> <li>Where we live</li> <li>South African flag – include recognising the flag and places where we can see it flying</li> <li>South African anthem - listening and singing</li> </ul> <b>Notes:</b> Anthem can be learnt throughout the term. Include learners from other countries by including their flags where possible.	<b>PERSONAL AND SOCIAL WELL-BEING</b> <b>Ways we communicate 4hrs</b> <i>Social Health</i> <ul style="list-style-type: none"> <li>Speaking – include explaining, conversation, poetry and song</li> <li>Writing - include writing a letter or card and posting it</li> <li>Reading – include instructions and advertisements</li> <li>Listening - include radio and stories</li> <li>Looking - include lip reading, signing and gestures</li> </ul>	<b>PERSONAL AND SOCIAL WELL-BEING</b> <b>Ways we communicate 4hrs</b> <i>Social Health</i> <ul style="list-style-type: none"> <li>Speaking – include explaining, conversation, poetry and song</li> <li>Writing - include writing a letter or card and posting it</li> <li>Reading – include instructions and advertisements</li> <li>Listening - include radio and stories</li> <li>Looking - include lip reading, signing and gestures</li> </ul>	<b>PERSONAL AND SOCIAL WELL-BEING</b> <b>Ways we communicate 4hrs</b> <i>Social Health</i> <ul style="list-style-type: none"> <li>Speaking – include explaining, conversation, poetry and song</li> <li>Writing - include writing a letter or card and posting it</li> <li>Reading – include instructions and advertisements</li> <li>Listening - include radio and stories</li> <li>Looking - include lip reading, signing and gestures</li> </ul>	<b>PERSONAL AND SOCIAL WELL-BEING</b> <b>Life at night 6 hrs</b> <i>Personal Well-being</i> <ul style="list-style-type: none"> <li>Things I do at night - get ready for bed, read and tell stories, sleep for 8 hours and dream</li> </ul>	<b>PERSONAL AND SOCIAL WELL-BEING</b> <b>Life at night 6 hrs</b> <i>Personal Well-being</i> <ul style="list-style-type: none"> <li>Things I do at night - get ready for bed, read and tell stories, sleep for 8 hours and dream</li> </ul>	<b>PERSONAL AND SOCIAL WELL-BEING</b> <b>Life at night 6 hrs</b> <i>Personal Well-being</i> <ul style="list-style-type: none"> <li>Things I do at night - get ready for bed, read and tell stories, sleep for 8 hours and dream</li> </ul>	<b>PERSONAL AND SOCIAL WELL-BEING</b> <b>Life at night 6 hrs</b> <i>Personal Well-being</i> <ul style="list-style-type: none"> <li>Things I do at night - get ready for bed, read and tell stories, sleep for 8 hours and dream</li> </ul>
<b>Religious and special days 2hours</b> <i>Diversity and Individuality</i> Ascension Day Ramadaan - Moslem Succot -Jewish Simchat -Jewish Record and discuss- Clothing, food, celebrations										
<b>BEGINNING KNOWLEDGE</b>										
<b>NATURAL SCIENCE</b>										
	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <b>Our Country 4hrs</b>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <b>Our Country 4hrs</b>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <b>Our Country 4hrs</b>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <b>Ways we communicate 4hrs</b>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <b>Ways we communicate 4hrs</b>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <b>Ways we communicate 4hrs</b>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <b>Life at night 6 hrs</b> <i>Nocturnal animals</i> Night animals - such as owls, hamsters, porcupines, leopards, jackal	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <b>Life at night 6 hrs</b> <i>Nocturnal animals</i> Night animals - such as owls, hamsters, porcupines, leopards, jackal	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <b>Life at night 6 hrs</b> <i>Nocturnal animals</i> Night animals - such as owls, hamsters, porcupines, leopards, jackal	<b>BEGINNING KNOWLEDGE NATURAL SCIENCE</b> <b>Life at night 6 hrs</b> <i>Nocturnal animals</i> Night animals - such as owls, hamsters, porcupines, leopards, jackal
<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> </ul> Clothing and material										
<b>SOCIAL SCIENCE</b>										
	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b>  <i>No natural links</i>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b> <ul style="list-style-type: none"> <li>Writing</li> <li>Voices</li> <li>Telephone /cell phone</li> <li>Music, Poems</li> <li>Emails, WhatsApp</li> <li>Braille</li> <li>Signs: roads, beaches, lawns in public places etc.</li> </ul>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b> <ul style="list-style-type: none"> <li>Writing</li> <li>Voices</li> <li>Telephone /cell phone</li> <li>Music, Poems</li> <li>Emails, WhatsApp</li> <li>Braille</li> <li>Signs: roads, beaches, lawns in public places etc</li> </ul>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b> <ul style="list-style-type: none"> <li>Writing</li> <li>Voices</li> <li>Telephone /cell phone</li> <li>Music, Poems</li> <li>Emails, WhatsApp</li> <li>Braille</li> <li>Signs: roads, beaches, lawns in public places etc</li> </ul>	<b>BEGINNING KNOWLEDGE SOCIAL SCIENCE</b>  <i>No natural links</i>			
<b>TECHNOLOGY</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> </ul>	<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> </ul>	<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> </ul>	<b>BEGINNING KNOWLEDGE TECHNOLOGY</b>  	<b>BEGINNING KNOWLEDGE TECHNOLOGY</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> </ul>	<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> </ul>	<b>BEGINNING KNOWLEDGE TECHNOLOGY</b> Technological Process Skills Learner will engage in <ul style="list-style-type: none"> <li>investigating</li> <li>designing</li> </ul>	<b>BEGINNING KNOWLEDGE TECHNOLOGY</b>  	<b>BEGINNING KNOWLEDGE TECHNOLOGY</b>  

	<ul style="list-style-type: none"> <li>evaluating</li> <li>communicating solutions</li> </ul> Map of South Africa <ul style="list-style-type: none"> <li>Flag pole</li> <li>Design your own map</li> </ul>	<ul style="list-style-type: none"> <li>evaluating</li> <li>communicating solutions</li> </ul> A Map of South Africa <ul style="list-style-type: none"> <li>Flag pole</li> <li>Design your own map</li> </ul>	<ul style="list-style-type: none"> <li>evaluating</li> <li>communicating solutions</li> </ul> Map of South Africa <ul style="list-style-type: none"> <li>Flag pole</li> <li>Design your own map</li> </ul>			<ul style="list-style-type: none"> <li>evaluating</li> <li>communicating solutions</li> </ul>	<ul style="list-style-type: none"> <li>evaluating</li> <li>communicating solutions</li> </ul>	<ul style="list-style-type: none"> <li>making</li> <li>evaluating</li> <li>communicating solutions</li> </ul>		
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**CREATIVE ARTS**

**VISUAL ARTS**

	CREATIVE ARTS VISUAL ARTS	CREATIVE ARTS VISUAL ARTS Visual Literacy Visual Literacy Create a 2D	CREATIVE ARTS Visual Literacy VISUAL ARTS	CREATIVE ARTS Visual Literacy VISUAL ARTS						
								<b>Map of South Africa</b> Collage <b>Create a 3D</b> Make an owl Collage; stacking and overlapping- different materials	<b>Map of South Africa</b> Collage <b>Create a 3D</b> Make an owl Collage; stacking and overlapping- different materials	<b>Map of South Africa</b> Collage <b>Create a 3D</b> Make an owl Collage; stacking and overlapping- different materials

**PERFORMING ARTS**

<p>A variety of activities will be found in the Life Skills Foundation Phase resource. The link is provided below</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></p> <ul style="list-style-type: none"> <li>Warming up the voice: using songs and rhymes focusing on high and low notes and fast and slow tempo</li> <li>Singing songs to improve the ability to sing in tune</li> </ul> <p><b>MAIN ACTIVITY</b></p> <ul style="list-style-type: none"> <li>Listening to music and identifying how dynamics, pitch, timbre and tempo combine to tell a story such as 'Peter and the Wolf', etc. Improvising appropriate movements and characters using axial, locomotor and levels to interpret a story such as Peter and the Wolf', etc.</li> </ul> <p><b>COOLING DOWN</b></p> <ul style="list-style-type: none"> <li>Cooling down the body and relaxation: moving to slow soothing music</li> </ul> <p><b>WARM UP</b></p> <ul style="list-style-type: none"> <li>Warming up the voice: using songs and rhymes focusing on high and low notes and fast and slow tempo</li> <li>Singing songs to improve the ability to sing in tune</li> </ul>	<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></p> <ul style="list-style-type: none"> <li>Warming up the voice: using songs and rhymes focusing on high and low notes and fast and slow tempo</li> <li>Singing songs to improve the ability to sing in tune</li> </ul> <p><b>MAIN ACTIVITY (continue and consolidate from previous lesson)</b></p> <ul style="list-style-type: none"> <li>Listening to music and identifying how dynamics, pitch, timbre and tempo combine to tell a story such as 'Peter and the Wolf', etc.</li> <li>Improvising appropriate movements and characters using axial, locomotor and levels to interpret a story such as 'Peter and the Wolf', etc.</li> </ul> <p><b>COOLING DOWN</b></p> <ul style="list-style-type: none"> <li>Cooling down the body and relaxation: moving to slow soothing music</li> </ul>	<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></p> <ul style="list-style-type: none"> <li>Singing songs to improve the ability to sing in tune</li> </ul> <p><b>MAIN ACTIVITY</b></p> <ul style="list-style-type: none"> <li>Developing a puppet performance by focusing on a conversation between puppets (make use of the puppets that were created during Term 3)</li> <li>Composing soundscapes for the puppet performance, using dynamics, pitch, timbre and tempo to express character, feelings and mood such as: 'grandfather = loud, low pitch, slow', 'bird = quiet, high pitch, fast', etc.</li> </ul> <p><b>COOLING DOWN</b></p> <ul style="list-style-type: none"> <li>Cooling down the body and relaxation: moving to slow soothing music</li> </ul>	<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></p> <ul style="list-style-type: none"> <li>Warming up the voice: using songs and rhymes focusing on high and low notes and fast and slow tempo</li> </ul> <p><b>MAIN ACTIVITY (continue and consolidate from previous lesson)</b></p> <ul style="list-style-type: none"> <li>Developing a puppet performance by focusing on a conversation between puppets (make use of the puppets that were created during Term 3)</li> <li>Exploring attitude, status and relationships of puppet - characters such as the villain, animal characters, the witch, the princess, etc.</li> <li>Composing soundscapes for the puppet performance, using dynamics, pitch, timbre and tempo to express character, feelings and mood such as: 'grandfather = loud, low pitch, slow', 'bird = quiet, high pitch, fast', etc.</li> </ul> <p><b>COOLING DOWN</b></p> <ul style="list-style-type: none"> <li>Cooling down the body and relaxation: moving to slow soothing music</li> </ul>	<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></p> <ul style="list-style-type: none"> <li>Warming up the voice: using songs and rhymes focusing on high and low notes and fast and slow tempo</li> </ul> <p><b>MAIN ACTIVITY (consolidate from previous lesson)</b></p> <ul style="list-style-type: none"> <li>Developing a puppet performance by focusing on a conversation between puppets (make use of the puppets that were created during Term 3)</li> <li>Exploring attitude, status and relationships of puppet - 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**PHYSICAL EDUCATION**

	<p><b>PHYSICAL EDUCATION</b>  <b>Warm-up:</b>  <b>Main Activity:</b>  <b>Cooling down:</b></p> <ul style="list-style-type: none"> <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>  <b>Warm-up:</b>  <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>  <b>Warm-up:</b>  <b>Main Activity:</b>  <b>Cooling down:</b></p> <ul style="list-style-type: none"> <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>  <b>Warm-up:</b>  <b>Main Activity:</b>  <b>Cooling down:</b></p> <ul style="list-style-type: none"> <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>  <b>Warm-up:</b>  <b>Main Activity:</b>  <b>Cooling down:</b></p> <ul style="list-style-type: none"> <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>  <b>Warm-up:</b>  <b>Main Activity:</b>  <b>Cooling down:</b></p> <ul style="list-style-type: none"> <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>  <b>Warm-up:</b>  <b>Main Activity:</b>  <b>Cooling down:</b></p> <ul style="list-style-type: none"> <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>  <b>Warm-up:</b>  <b>Main Activity:</b>  <b>Cooling down:</b></p> <ul style="list-style-type: none"> <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>  <b>Warm-up:</b>  <b>Main Activity:</b>  <b>Cooling down:</b></p> <ul style="list-style-type: none"> <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>  <b>Warm-up:</b>  <b>Main Activity:</b>  <b>Cooling down:</b></p> <ul style="list-style-type: none"> <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, aa 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

<b>Requisite pre-knowledge</b>	Knowledge about SA. movement, direction, communication, How?
<b>Resources (other than textbook) to enhance learning</b>	Wall map of SA, SA flag, different instruments for communication, Picture, video clips, clothing, foods, photographs, PE LTSM: Ropes, whistles, mats, mini, cricket equipment Page 12 and 13
<b>Informal assessment remediation</b>	Checklist Observation sheet/book Rubric Memorandum Multiple opportunities and levels of difficulty/ complexity
<b>SBA (Formal Assessment)</b>	1 SA per Term- All 4 Study Areas Mostly oral, practical, demonstrations Grade 2 and 3 BK has written and a practical component