

Annual Teaching Plan: LIFE SKILLS

FOUNDATION PHASE: LIFE SKILLS GRADE 1

GUIDELINES ON HOW TO USE THE ADJUSTED CURRICULUM FOR LIFE SKILLS IN FOUNDATION PHASE:

- Life Skills is the backbone to teaching and learning in Foundation Phase. This fact cannot be emphasized strong enough. It enables “**deep teaching and learning**” when learners use the vocabulary, created Shared reading and writing texts, dictionary skills, creative writing and so forth.
- Beginning Knowledge and Personal and Social Well-being in the Life Skills curriculum are organized into topics. The use of topics is suggested as a means to integrate the content from the different study areas where possible and appropriate. Selected Life Skills topics in the CAPS for term 1 to 4 need to be covered
- The Life Skills Curriculum for Term 1 to 4 is encapsulated in this document.
- As in Term 2 to 4, the document includes Skills and Values, Core concepts and knowledge as well as possible resources to be used which is not included in CAPS.
- Life Skills content has been scaffolded in a coherent, simple manner across the allocated weeks for each Term.
- Four weeks has been allocated for ‘Readiness’ for Grade 1 which includes Perceptual development and Phonological awareness for learners **who may not be ready** for the formal curriculum. Learning and **teaching will continue after 2 weeks using the Topic as prescribed**. Read-aloud, Shared reading, games, sing-along, puzzle building continues as in the Topic “Me”.
- The Grade 1 context will determine whether some learners will need longer than 4 weeks and those few learners can continue the “Readiness Programme and Phonological awareness” alongside **teaching**. YOU MAY ADJUST THE WEEKS TO TEACH THE LIFE SKILLS TOPICS IN TERM 1 depending on how many weeks the learners needed to “catch up”.
- Grade 2 to 3 has an allocated 2 weeks for Baseline and orientation. You may use Term 4 Topics if you need to catch-up in Languages. Use the Topics, Content and skills to drive the Language teaching. YOU MAY ADJUST THE WEEKS TO TEACH THE LIFE SKILLS TOPICS IN TERM 1 depending on how many weeks your learners needed to “catch up”.

PLEASE NOTE THE FOLLOWING WHEN TEACHING THE MORE PRACTICAL STUDY AREAS (NATURAL SCIENCE, TECHNOLOGY, CREATIVE ARTS AND PHYSICAL EDUCATION) OF LIFE SKILLS

- **PLAY**, own choice and organized, is the **most important pedagogy** in Foundation Phase and cannot be neglected. This within COVID adherences.
- Learners need to feel that they belong and part of a group as this foster as sense of belonging and acceptance, especially in these times.
- Creative Art, singing and movement is a form of therapy to counteract the stresses which may be present. Psycho-social and emotional support is one of our priorities.
- In most cases some activities have either been omitted or adapted to adhere to social distancing. THE ACTIVITIES MAY BE ADAPTED to suit your context.

GUIDELINES FOR SCHOOL-BASED ASSESSMENT:

- This will be a continuous, informal process through observation and mostly practical in nature. Learners are to have multiple opportunities before any formal recording or code is given.
- Beginning Knowledge and Personal well-being may be a written assessment, however topics which included practical such as recording weather, plant growth, making a plant holder can be used as an assessment for both Life Skills and Home Language. Similarly, an art piece and ‘talking’ about your art piece can be used both for CA and Oral...Listening and Speaking. Use a rubric (one for each) with specific descriptors for each of the skills and outcomes specific to the product (oral and the art piece)
- Use the SBA Guidelines – You may adapt some of the rubrics.

We find ourselves in a very different “*new normal*” and we would like to remind you to take care of yourselves. Thank you for your dedication and drive to prepare our learners to be competent readers, critical thinkers and problem solvers.

GRADE 1 REVISED TEACHING PLANS: LIFE SKILLS

TERM 1 45 DAYS	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CAPS TOPICS:	ORIENTATION/ PERCEPTUAL DEVELOPMENT	ORIENTATION/ PERCEPTUAL DEVELOPMENT	ME PERCEPTUAL DEVELOPMENT	ME PERCEPTUAL DEVELOPMENT	AT SCHOOL	AT SCHOOL	HEALTHY HABITS	HEALTHY HABITS	WEATHER	WEATHER

PERSONAL & SOCIAL WELL-BEING

DAILY COVID-19 MEASURES:

Daily hygiene routines are to be strictly followed:

- Remind learners of the daily routine.
- Encourage learners to stay at home when ill.
- Learners are to wear masks every day. Masks are only to be removed and placed in a safe place while they are eating.
- Supervise snack and lunchtime.
- Teach them to cover their mouth and nose with a flexed elbow or tissue when coughing or sneezing. Dispose of the used tissue immediately.
- Wash hands with soap and water often or sanitize your hands
- Sanitize and clean frequently touched surfaces or (5 table spoons of jik to 1 litre of water) toys, stationery, objects, etc. Introduce this practice as routine.
- Slogan: Keep your distance - Teach learners about social distancing and how to greet without touching.
- Help learners to cultivate compassion, increase resilience while building a safe environment and caring for others.
- Respond to learners' anxieties with love and care.
- Maintain a regular routine to keep the abnormal situation adapted to a "new normal".

TEACHERS TO ENSURE THEIR OWN SAFETY AND THE SAFETY OF THEIR LEARNERS IN THEIR OWN CONTEXTS


- Beginning Knowledge and Personal and Social Well-being activities should address key concepts and skills relating to Social Science, Natural Science and Technology e.g. investigations, design, enquiry skills, etc. Ensure that vocabulary development is intentionally included to improve language.
- Creative Arts [Visual Arts and Performing Arts] should be integrated very strongly with Languages.
- Physical Education will be implemented for one hour per week, the 2nd hour will be utilised for reading of Personal and Social Well-being and Beginning Knowledge content knowledge e.g. comprehension pieces: "reading for meaning", stories, poems etc.
- Every Life Skills lesson will commence with a 5-minute lesson based on making learners aware of Covid-19 addressing washing hands, healthy habits, symptoms of Covid-19, social distancing, what and when to report to whom, discussing when a friend/family member pass away, etc.
- Learners are expected to complete the DBE workbook activities and one or two written activities or practical per week in a class workbook for BK and PSW

PLEASE NOTE: EXECUTIVE FUNCTIONS CONTROL AND REGULATES COGNITIVE AND SOCIAL BEHAVIOURS IS NOT WRITTEN INTO CAPS BUT THESE SKILLS ENABLE LEARNERS TO CONTROL IMPULSES, PAY ATTENTION, REMEMBER INFORMATION, PLAN AND ORGANISE TIME AND MATERILAS AND RESPOND APPROPRIATELY TO SOCIAL AND STRESSFUL SITUATIONS, THUS IMPERATIVE FOR LEARNING. PLEASE READ MORE ABOUT THIS.

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<p>SKILLS AND VALUES:</p> <ul style="list-style-type: none"> • Observe • Communicate • Good attitude • Identify/Identity • Ability to <ul style="list-style-type: none"> - Respect - Tolerate etc. 	<ul style="list-style-type: none"> • To show respect, love, empathy and acceptance • To demonstrate SKAVs 	<ul style="list-style-type: none"> • To show respect, love, empathy and acceptance • To demonstrate SKAVs 	<ul style="list-style-type: none"> • To develop a good hygiene, self- esteem, self-love and respect differences 	<ul style="list-style-type: none"> • To develop a good hygiene, self- esteem, self-love and respect differences 	<ul style="list-style-type: none"> • Identity • Identify • Respect • Tolerance • Observe school and class rules 	<ul style="list-style-type: none"> • Identity • Identify • Respect • Tolerance • Observe class and school rules 	<ul style="list-style-type: none"> • Observe • Identify • Respect • Care 	<ul style="list-style-type: none"> • Observe • Identify • Respect • Care • Compare 	<ul style="list-style-type: none"> • Observe • Compare • Identify • Communi- cate • Record • Identify. 	<ul style="list-style-type: none"> • Observe • Compare • Identify • Communi- cate • Record • Identify.
<p>CORE CONCEPTS & KNOWLEDGE:</p>	<ul style="list-style-type: none"> • Orientation to rules and procedures • Places in the classroom and school • Baseline 	<ul style="list-style-type: none"> • Orientation to rules and procedures • Places in the classroom and school • Baseline 	<ul style="list-style-type: none"> • Everyone is unique • Knowledge, identify, respect explore different things you/others can do. 	<ul style="list-style-type: none"> • Similarities and differences • Respect your own and other's differences and similarities. 	<ul style="list-style-type: none"> • Names • Rules and routines 	<ul style="list-style-type: none"> • Names • Rules and routines 	<ul style="list-style-type: none"> • Care of your body. • Know what good hygiene is and how to exercise it. 	<ul style="list-style-type: none"> • Toilet routine • Care of your body. • Knows good exercise and games • Application of knowledge 	<ul style="list-style-type: none"> • Knowledge of the effect of weather on how we dress 	<ul style="list-style-type: none"> • Care of your eyes
<p>PRE-KNOWLEDGE:</p>	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge
<p>CAPS CONTENT:</p> <p>REMEMBER to always be aware of activities to promote</p> <p>EXECUTIVE FUNCTION - Working memory Inhibitory control Self-regulation</p>	<ul style="list-style-type: none"> • Perceptual development • Phonological awareness games- e.g. animal sounds, everyday sounds, music etc. 	<ul style="list-style-type: none"> • Perceptual development • Phonological awareness games- e.g. animal sounds, everyday sounds, music 	<ul style="list-style-type: none"> • We are special and unique • Things I can do (count, know colours, jump etc. • Discussion • <i>Where was I born?</i> 	<ul style="list-style-type: none"> • How I am the same as my friends. (Height, hair colour, gender, weight etc.) • How I am different from my friends. • Discussion; show and tell 	<ul style="list-style-type: none"> • Name of my school, teacher and principal • Classroom routines and rules 	<ul style="list-style-type: none"> • Name of my school, teacher and principal • Classroom routines and rules 	<ul style="list-style-type: none"> • Sleep • Eating healthy food • Washing hands • Keeping clean • Hair, teeth and nails • I keep my body clean: • Some good habits 	<ul style="list-style-type: none"> • Proper use of toilet • Regular exercise and play. • Limited television 	<ul style="list-style-type: none"> • The weather and us- clothes, food, activities 	<ul style="list-style-type: none"> • Do not look directly into the sun-

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<p>Ensure optimal use of DBE workbooks</p>	<ul style="list-style-type: none"> • Patterns- colour and shape • Building puzzles • Find my name • Games 	<ul style="list-style-type: none"> • Patterns- colour and shape • Building puzzles • Find my name • Games 								
RELIGIOUS AND OTHER SPECIAL DAYS CELEBRATED BY THE COMMUNITY SHOULD BE DISCUSSED AS THEY OCCUR THROUGH THE TERM										
<p>RESOURCES: Ensure optimal use of DBE workbooks Reading and Comprehension</p>	<ul style="list-style-type: none"> • 3D Objects - Fruit, veg, cars, animals etc. • Colour • Size • Shape • Directions • Flashcards • Name tags • Signs • Bean bags etc. 	<ul style="list-style-type: none"> • 3D Objects Fruit, veg, cars, animals etc. • Colour • Size • Shape • Directions • Flashcards • Name tags • Signs • Bean bags etc. 	<ul style="list-style-type: none"> • DBE WB pg. 2. • DBE WB pg. 6 • Charts • Flashcards 	<ul style="list-style-type: none"> • DBE WB pg. 6-8 • 3D reality • Charts • Flashcards • Height chart • Scale 	<ul style="list-style-type: none"> • DBE WB pg. 12-13 • 3D reality • Flashcards • Charts 	<ul style="list-style-type: none"> • DBE WB pg. 16 • 3D reality • Flashcards • Charts 	<ul style="list-style-type: none"> • DBE WB pg. 20-21 • DBE WB pg. 24. • 3D reality • Flashcards • Charts 	<ul style="list-style-type: none"> • DBE WB pg. 22-23 • DBE WB pg. 26-27 • DBE WB pg. 28 • DBE WB pg.29 	<ul style="list-style-type: none"> • DBE WB pg. 31-32 • 3D reality • Flashcards • Charts • Video 	<ul style="list-style-type: none"> • Flashcards • Charts • Video
<p>INFORMAL ASSESSMENT</p>	<ul style="list-style-type: none"> • The activities must be observed and assessed during daily lesson activities in Life Skills. Also note SKAVs that is developed and mastered for Home Language and Mathematics. • Written activities can be given. • Skills, knowledge application, attitude and values are not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally, practically and in written form. • This must be done informally and ongoing. 									
<p>SCHOOL BASED ASSESSMENT:</p>	<p>REFER TO DBE SBA Guidelines</p> 									

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BEGINNING KNOWLEDGE

TERM 1 45 DAYS	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CAPS TOPICS:	ORIENTATION/ PERCEPTUAL DEVELOPMENT	ORIENTATION/ PERCEPTUAL DEVELOPMENT	ME PERCEPTUAL DEVELOPMENT	ME PERCEPTUAL DEVELOPMENT	AT SCHOOL	AT SCHOOL	HEALTHY HABITS	HEALTHY HABITS	WEATHER	WEATHER
SKILLS AND VALUES: e.g. <ul style="list-style-type: none"> • Observe • Compare • Conservation • Measure • Cause & Effect • Communicate • Values, Care etc. 	<ul style="list-style-type: none"> • Demonstrate skills and competencies 	<ul style="list-style-type: none"> • Demonstrate skills and competencies 	<ul style="list-style-type: none"> • Communicate • Observation 	<ul style="list-style-type: none"> • Communi- cate • Observation 	<ul style="list-style-type: none"> • Observe • Identify cause and effect • Communicate • Pose solutions 	<ul style="list-style-type: none"> • Define • Character • identify cause and effect • Communi- cate • Pose solutions • Values 	<ul style="list-style-type: none"> • Care • Compare 	<ul style="list-style-type: none"> • Care • Compare 	<ul style="list-style-type: none"> • Observe • Compare • Identify • Classify • Measure • Experiment • Communi- cate • Respect 	<ul style="list-style-type: none"> • Observe • Compare • Identify • Classify • Measure • Experiment • Communi- cate • Respect
<p>REMEMBER to always be aware of activities to promote Executive Functioning: Working memory, Inhibitory control and Self-regulation</p>										
CORE CONCEPTS & KNOWLEDGE:	<ul style="list-style-type: none"> • Direction, place; next to, behind, in front of, on top of [Mathematics vocabulary] 	<ul style="list-style-type: none"> • Direction, place; next to, behind, in front of, on top of [Mathematics vocabulary] 	<ul style="list-style-type: none"> • Knowledge of own personal details. • Where I live, my telephone number and age • <i>Where was I born? (place)</i> 	<ul style="list-style-type: none"> • Knowledge of own personal details. • Where I live, my tele- phone number and age • <i>Where was I born?(place)</i> 	<ul style="list-style-type: none"> • Knowledge of own school. • Direction and orientation. • Follow a simple map 	<ul style="list-style-type: none"> • Understand the reason and need for classroom routines and rule • Know and apply rules. • Remember and identify the direction to school 	<ul style="list-style-type: none"> • Good eating and health habits • Keep healthy 	<ul style="list-style-type: none"> • Good eating and health habits • Keep healthy 	<ul style="list-style-type: none"> • Observation of weather conditions. • Identify the condition • Effect on us. • Know, apply symbols. • Report • Record. • Interpret 	<ul style="list-style-type: none"> • Observation of weather conditions. • Identify the condition • Effect on us. • Ensure healthy life.
CAPS CONTENT: ENSURE OPTIMAL USE OF DBE WORKBOOKS	Notes: The weather chart should be updated throughout the year.		<ul style="list-style-type: none"> • Personal details - such as name, address, telephone 		<ul style="list-style-type: none"> • Name of school, teacher and principal. • Where to find different places in the school- 	<ul style="list-style-type: none"> • Classroom routines and rule • How I get to school: 			<ul style="list-style-type: none"> • A daily weather chart • Regular observation 	Explain to learners why they should never look directly into the sun.

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<p>REMEMBER to always be aware of activities to promote</p> <p>Executive Function - Working memory Inhibitory control Self-regulation</p>			<p>numbers and age.</p> <ul style="list-style-type: none"> • About me: 		<p>toilet, office, play areas.</p>	<ul style="list-style-type: none"> • I am proud of my school 			<p>of weather condition</p> <ul style="list-style-type: none"> • Hot, cold, windy, cloudy, sunny, misty, rainy • Symbols to describe conditions 	<ul style="list-style-type: none"> • her and us
<p>RESOURCES</p> <p>ENSURE OPTIMAL USE OF DBE WORKBOOKS Reading for meaning of fictional and non-fictional text</p>			<ul style="list-style-type: none"> • DBE WB Pg.2 • Flashcards • Charts 		<ul style="list-style-type: none"> • Flashcards • Charts • Video 	<ul style="list-style-type: none"> • DBE WB Pg. 12-13 • DBE WB pg16-17 • DBE WB pg. 18 • Flashcards 			<ul style="list-style-type: none"> • DBE WB pg. 30. • Weather chart • Symbols • Flashcards 	<ul style="list-style-type: none"> • DBE WB pg. 31- 32.
<p>WEATHER: WEATHER TO BE TAUGHT UNTIL LEARNERS CAN INDEPENDENTLY OBSERVE THE WEATHER AND CHANGE THE ICONS DAILY. THE WEATHER CHART SHOULD BE UPDATED DAILY THROUGHOUT THE YEAR.</p> <ul style="list-style-type: none"> • Predictions • Minimum and maximum temperature • Symbols (Celsius, weather forecast) • Cloud cover • Complete own weather chart - Precipitation (rain), wind, etc. 										
<p>INFORMAL ASSESSMENT</p>	<ul style="list-style-type: none"> • The practical activities must be observed and informally assessed during daily lesson activities in Life Skills. Also note SKAVs that is developing, developed and mastered for Home Language and Mathematics • Some written activities can be given. • Skills, knowledge application, attitude and values are not meant to be an assessment activity but ensure that learners are afforded opportunities to demonstrate these skills orally and practically. • This is informal and ongoing. 									
<p>SCHOOL BASED ASSESSMENT:</p>	<ul style="list-style-type: none"> • REFER TO DBE SBA Guidelines  									

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CREATIVE ARTS	TERM 1 45 DAYS	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
	CAPS TOPICS:	ORIENTATION PERCEPTUAL DEVELOPMENT	ORIENTATION / BASELINE	ME	ME	AT SCHOOL	AT SCHOOL	HEALTHY HABITS	HEALTHY HABITS	WEATHER	WEATHER
CREATE IN 2D											
Learners to EACH have their own ice cream container with their own stationery (pritt, scissors, pencil crayons, crayons etc.) If this is not possible, draw with what is available Use the Art piece as an oral and for extending to creative writing											
REMEMBER to always be aware of activities to promote Executive Functioning : Working memory, Inhibitory control and Self-regulation											
• Draw pictures of yourself using different media, thick wax crayons or chalk			x								
• Draw and paint pictures of self - interacting with others							x				
• Paint own portrait adding features - eyes, ears, nose and mouth; discuss features on the head, shape, colour and line.					x						
• Print patterns with thick paint									x		
CREATE A 3D (CONSTRUCTION)											
Adapt the activity to your context – The activity helps to consolidate/revise geometric shape (Mathematics)											
• Box constructions using recyclable boxes; emphasis on geometric shapes; discuss shapes										x	x

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PERFORMING ARTS

SKILL IMPROVISE AND INTERPRET

Use own demarcated space – You may adapt an activity to suit your context

THESE ASPECTS ARE IMPORTANT FOR EXPRESSION, PSYCHO-SOCIAL, EMOTIONAL SUPPORT AND A SENSE OF BELONGING

• Exploring shape and weight using action words and movements such as crooked, narrow, wide, feathery, pulling a heavy box, etc. Imagine you are...action is done in own space			x							
• Singing indigenous songs using appropriate movements and dramatization DBE WB pg.10					x					
• Simple improvisation around familiar experiences in own family and community such as the 'birthday party', 'umdlalo', playing 'pophuis', etc.								x		
• Dramatisation: making up short stories										x


CREATIVE GAMES AND SKILLS

Use own space **at their chair or a demarcated area outside with clear markings** (lanes can be drawn on tarmac- learners take turns 7 or 8 at a time dependent on the number of lanes- If no space, do not do the locomotor activities

THESE ASPECTS ARE IMPORTANT FOR EXPRESSION, PSYCHO-SOCIAL, EMOTIONAL SUPPORT AND A SENSE OF BELONGING

• Warming up body parts such as 'playing the piano', 'washing body', 'shaking off water', etc.	x	x			x					
• Safe environment: finding own space: Direction, place; next to, behind, in front of, on top of [Mathematics vocabulary] Use a bean bag or crumbled paper ball.	x									
• Locomotor movements: walking, skipping and running forwards and backwards – own space			x			x		x		

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<ul style="list-style-type: none"> • Non-locomotor movements: bending knees, shoulder and wrist circles 					X				
<ul style="list-style-type: none"> • Warming up voice: breathing exercises and creative games such as blowing out candles, etc. Song: Five little monkeys. DBE WB pg.10 			X			X		X	X
<ul style="list-style-type: none"> • Body awareness exploring space and direction such as below, behind, above, using bodies or obstacles 	X	X							
<ul style="list-style-type: none"> • Keeping a steady beat with changes in tempo whilst clapping or moving in time to music such as walking in fours, skipping in twos DBE WB pg.3 			X			X		X	
<ul style="list-style-type: none"> • Cooling down the body and relaxation: e.g. 'candle melting', 'balloon deflating' 	X	X			X		X		
<p>INFORMAL ASSESSMENT</p>	<ul style="list-style-type: none"> • The activities must be observed and assessed during daily lesson activities in Life Skills. Also note SKAVs that is developed and mastered for Home Language and Mathematics • Ensure that learners are afforded opportunities to demonstrate these skills practically. • This must be done informally and ongoing. 								
<p>SCHOOL BASED ASSESSMENT:</p>	<p>REFER TO DBE SBA Guidelines</p> 								

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PHYSICAL EDUCATION

TERM 1 45 DAYS	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CAPS TOPICS:	ORIENTATION / BASELINE	ORIENTATION BASELINE	ME	ME	AT SCHOOL	AT SCHOOL	HEALTHY HABITS	HEALTHY HABITS	WEATHER	WEATHER
SKILLS: REMEMBER to always be aware of activities to promote EXECUTIVE FUNCTION - Working memory Inhibitory control Self-regulation	<p>PLAY IS THE NATURAL WAY LEARNERS LEARN AT THIS AGE AND STAGE OF DEVELOPMENT. PLAY SHOULD NOT BE WITHHELD.</p> <ul style="list-style-type: none"> Maintain social distancing. Activities has been modified to maintain social distancing. The activities are adapted for a classroom situation- where overcrowding exist- allow learners to be keep a safe distance outside the class. Locomotor activities can be practiced whilst learners are walking in and out of class in the morning or returning from interval. Navigating safely when responding to movement instructions Ensure that the 15 to 20-minute lessons have the following activities: warm-up, main and cool down. You could combine some of the warming-up, locomotor and non-locomotor activities of creative games and skills with PE. If you have the space, you could extend the time. Allow learners to use their own apparatus or alternatively use the apparatus in groups on different days to allow for sanitizing. All equipment to be washed down after every use (1 litre of water and 5 tablespoons of jik) <p>PLEASE NOTE, EVEN THOUGH ACTIVITIES HAVE BEEN PLOTTED PER WEEK, YOU MAY CHANGE THE ACTIVITIES TO SUIT YOUR NEED OR/AND CONTEXT</p>									
<p>LOCOMOTOR</p> <p>These activities to be done in a clearly demarcated area. If a large enough area is not available work in small groups OR adapt the activities (Observation of COVID regulation) MOVEMENT AND STRENGTHENING LARGE AND CORE MUSCLES IMPORTANT FOR DEVELOPMENT FOR SITTING AT TABLE OR ON MAT . IT ALSO GIVES A SENSE OF BELONGING.</p>										
• Dodging and walking in different directions	x			x			x			x
• Dodging games around skittles changing direction					x					
• Using senses: hearing - listen to instructions		x								

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while moving around										
RHYTHM										
(Observe spacing – social distancing) Hop scotch ONE child at a time – sanitise handles of the rope										
• Hop-scotch				x						
• Rope skipping									x	
• Rhymes singing while performing body actions			x					x		
BALANCE										
With strict supervision - one child at a time (Draw a few blocks for 5 learners to have a turn simultaneously observe social distancing while the others are sitting lined up to wait their turn)										
• Dodging games around skittles changing direction							x			
• Balance walking on low level balancing form in different ways								x		x
LATERALITY										
(At chair OR outdoors in an open demarcated space)										
• Activities using the non-dominant [ND] side of the body- Hopping on ND foot, catching own bean bag with										x

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NB. Hand, foot etc.										
SPORTS AND GAMES You may add your own games										
• Movement games concepts of size, distance, space and quantity covered		x						x		
RESOURCES Improve	<ul style="list-style-type: none"> • Use painted empty cooldrink bottles filled with sand as markers/ cones • Skipping ropes – pick and pay plastic bags plaited for a long enough skipping rope • Bean bags – small squares sown and filled with pebbles, beans etc. – Bean bags easier to handle and control – Home- made ball- newspaper rolled into a ball and covered with cello tape • Balance beam- bricks covered with material; blocks covered with material etc. 									
INFORMAL ASSESSMENT	<ul style="list-style-type: none"> • The activities must be observed and assessed during daily lesson activities in Life Skills. Also note SKAVs that is developed and mastered for Home Language and Mathematics • Ensure that leaners are afforded opportunities to demonstrate these skills practically. • This must be done informally and ongoing. 									
SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines 