

2021 Annual Teaching Plan: LIFE SKILLS

FOUNDATION PHASE: LIFE SKILLS GRADE 3

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 strongly 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**, 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 each 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

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thinkers and problem solvers.

GRADE 3 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

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 REGULATE 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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CAPS TOPICS:		ORIENTATION/ BASELINE	ORIENTATIO N/ BASELINE	ABOUT ME	ABOUT ME	FEELINGS	HEALTH PROTEC- TION	KEEPING MY BODY SAFE	KEEPING MY BODY SAFE	RIGHTS AND RESPONSIBI- LITY	RIGHTS AND RESPONSIBI- LITY
PERSONAL AND SOCIAL WELL-BEING	SKILLS AND VALUES: <ul style="list-style-type: none"> • Compare • Observe • Communicate • Identify/Identity • Ability to ... • Respect • Tolerance etc. 	<ul style="list-style-type: none"> • To show respect, love and acceptance • To demonstrate SKAVs 	<ul style="list-style-type: none"> • To show respect, love and acceptance • To demonstrate SKAVs 	<ul style="list-style-type: none"> • Self-respect • Sequential events • Identity 	<ul style="list-style-type: none"> • Self-respect • Calendar dates/ years/ • Sequential events • Identity 	<ul style="list-style-type: none"> • Identify • Compare • Communicate • Healthy expression 	<ul style="list-style-type: none"> • Ability to practice basic first aid 	<ul style="list-style-type: none"> • Identify danger • Communi-cate 	<ul style="list-style-type: none"> • Ability to report abuse • Communi-cate 	<ul style="list-style-type: none"> • Identify • Compare • Respect • Tolerance 	<ul style="list-style-type: none"> • Identify • Compare • Respect • Tolerance
	CORE CONCEPTS & KNOWLEDGE:	<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"> • Dates and events • Record 	<ul style="list-style-type: none"> • Research / Ask adults • Record 	<ul style="list-style-type: none"> • Understanding own feelings • Expression of feelings 	<ul style="list-style-type: none"> • Knowledge of what to do if injured 	<ul style="list-style-type: none"> • Knowledge of protecting oneself 	<ul style="list-style-type: none"> • Knowledge of contacts and what to do 	<ul style="list-style-type: none"> • Understand own rights and responsibilities 	<ul style="list-style-type: none"> • Understand others' rights and responsibilities
	PRE-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 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge
	CONTENT: CAPS REMEMBER to always be aware of activities to promote Executive Functioning- Working memory Inhibitory control Self-regulation	<ul style="list-style-type: none"> • Baseline HL & Mathematics • CAPS – Previous year SKAVs of Term ? covered 	<ul style="list-style-type: none"> • Baseline HL & Mathematics • CAPS – Previous year • SKAVs of ? covered 	<ul style="list-style-type: none"> • Timeline of own life - include date of birth, starting school, at least one interesting fact 	<ul style="list-style-type: none"> • An interesting object from my past – Show and tell 	<ul style="list-style-type: none"> • Things that make me happy and things that make me sad • Recognising feelings - such as anger, fear, 	<ul style="list-style-type: none"> • Basic first aid practices in situations such as nose bleeds, animal bites, cuts and burns • Basic health and 	<ul style="list-style-type: none"> • We are not safe with everyone • Rules to keep my body safe • Trusting 'Yes' and 'No' feelings • How to say 'No' to any 	<ul style="list-style-type: none"> • How to report abuse Note: This topic should focus on the prevention of physical and sexual abuse 	<ul style="list-style-type: none"> • Learners' rights and responsibilities • Rights and responsibilities of others - At home - At school 	<ul style="list-style-type: none"> • Rights and responsibilities of others - In our community - In the environment

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						worry, loneliness <ul style="list-style-type: none"> • Good ways to express what we feel • Apologies - how to say sorry Note: Use pictures, stories, rhymes, puppets and masks-Home Language	hygiene - include not touching other people's blood	form of abuse			
RESOURCES ENSURE OPTIMAL USE OF DBE WORKBOOKS	•	•	<ul style="list-style-type: none"> • DBE WB pg. 2-3 • Flashcards-Vocabulary • 3D objects 	<ul style="list-style-type: none"> • DBE WB pg. 6-8 • 3D objects 	<ul style="list-style-type: none"> • DBE WB pg. 10-14 • Flashcards-Vocabulary • Charts • Video 	<ul style="list-style-type: none"> • DBE WB pg. 18-21 • Flashcard s-Vocabulary • Charts • Video • Invite a nurse 	<ul style="list-style-type: none"> • DBE WB pg. 22-24 • Flash-cards-Vocabu-lary • Charts • Video 	<ul style="list-style-type: none"> • DBE WB pg. 26-27 • Flash-cards-Vocabu-lary • Charts • Invite a Police Officer 	<ul style="list-style-type: none"> • DBE WB pg. 28-29 • Flashcards-Vocabulary • Charts • Video 	<ul style="list-style-type: none"> • DBE WB pg. 30 -31 • Flashcards-Vocabulary • Charts • Video 	
RELIGIOUS AND OTHER SPECIAL DAYS CELEBRATED BY THE COMMUNITY SHOULD BE DISCUSSED AS THEY OCCUR THROUGH THE TERM											
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. • 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. 										

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**SCHOOL
BASED
ASSESSMENT:**


REFER TO DBE SBA Guidelines



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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/ BASELINE	ORIENTATION / BASELINE	ABOUT ME	ABOUT ME	FEELINGS	HEALTH PROTEC- TION	KEEPING MY BODY SAFE	KEEPING MY BODY SAFE	RIGHTS AND RESPONSIBILITY	RIGHTS AND RESPONSIBILITY
	SKILLS AND VALUES: <ul style="list-style-type: none"> • Observe • Compare • Classify • Measure • Experiment • Communicate • Respect 	<ul style="list-style-type: none"> • To show respect, love and acceptance • To demonstrate SKAVs 	<ul style="list-style-type: none"> • To show respect, love and acceptance • To demonstrate SKAVs 	<ul style="list-style-type: none"> • Identify • Compare • Represent in pictures, word in chronological order • Communicate 	<ul style="list-style-type: none"> • Identify • Compare • Represent in pictures, word in chronological order • Communicate 	No natural link	No natural link	No natural link	No natural link	<ul style="list-style-type: none"> • The constitution • Children's rights 	<ul style="list-style-type: none"> • The constitution • Children's rights
	REMEMBER to always be aware of activities to promote Executive Functioning: Working memory, Inhibitory control and Self-regulation										
CORE CONCEPTS & KNOWLEDGE:	<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"> • Understand time and change • Represent time chronologically • According to events 	<ul style="list-style-type: none"> • Understand that the time in your life is part of your History 						<ul style="list-style-type: none"> • Knowledge of rights and how to exercise these 	<ul style="list-style-type: none"> • Knowledge of rights and how to exercise these
CONTENT CAPS ENSURE OPTIMAL USE OF	<ul style="list-style-type: none"> • Baseline HL & Mathematics • CAPS – Previous year SKAVs to Term covered 	<ul style="list-style-type: none"> • Baseline HL & Mathematics • CAPS – Previous year 	<ul style="list-style-type: none"> • Timeline of own life - include date of birth, starting school, at 	<ul style="list-style-type: none"> • An interesting object from my past – Show and tell 						<ul style="list-style-type: none"> • Children's rights • Every child has a right to basic nutrition, shelter, health care and social 	<ul style="list-style-type: none"> • Children's rights • Every child has a right to basic nutrition, shelter, health care and social

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<p>DBE WORKBOOKS</p> <p>Reading for meaning (comprehension) of fictional and non-fictional text</p>		<p>SKAVs to Term covered</p>	<p>least one interesting fact</p> <ul style="list-style-type: none"> - My first tooth - My first step - First day at play school 						<p>services as well as the right to be protected from maltreatment, neglect, abuse and degradation”</p>	<p>services as well as the right to be protected from maltreatment, neglect, abuse and degradation”</p>
<p>RESOURCES ENSURE OPTIMAL USE OF DBE WORKBOOKS</p>			<ul style="list-style-type: none"> • DBE WB pg. 2-3 • Flashcards-Vocabulary • 3D objects 	<ul style="list-style-type: none"> • Flash-cards-Vocabulary • 3D objects 		<ul style="list-style-type: none"> • DBE WB pg. 59 • Flash-cards-Vocabulary • 3D objects 	<ul style="list-style-type: none"> • Flash-cards-Vocabulary • 3D objects 		<ul style="list-style-type: none"> • Flashcards-Vocabulary 	<ul style="list-style-type: none"> • Flashcards-Vocabulary
<p>WEATHER 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, 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>	<p>REFER TO DBE SBA Guidelines</p> 									

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CREATIVE ARTS	TERM 4 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	ABOUT ME	ABOUT ME	FEELINGS	HEALTH PROTECTION	KEEPING MY BODY SAFE	KEEPING MY BODY SAFE	RIGHTS AND RESPONSIBI- LITY	RIGHTS AND RESPONSIBI- LITY
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, <i>draw with what is available</i> Use the Art piece as an oral and for extending to creative writing											
• Formal teaching of drawing and painting and other: exploring a variety of media				x							
• Introduce overlapping: behind, in front of								x			
• Variation of paper size and format: encourage working in different scale and degrees of detail				x				x			
CREATE IN 3D (BOX SCULPTURES) Learner to have own clay - You may adapt the activities											
• Clay modelling: animals, (pet) dragons, pinch pots and other						x					
• Art elements: shape/form, texture				x				x			
• Teach simple modelling techniques: rolling, pinching, modelling; include surface textural treatment						x					

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<ul style="list-style-type: none"> Use of tools: safety, consideration of others, sharing resources [COVID] 						X				
VISUAL LITREACY										
<ul style="list-style-type: none"> Art elements: identify and name all art elements 			X					X		
<ul style="list-style-type: none"> Use artworks and visual stimuli to relate to own work 			X					X		
CREATIVE GAMES AND SKILLS										
Own space at chair – Teacher to be aware of learners – If activity is not suited for some learners do another activity e.g. develop core strength using chair routines LOCOMOTOR MOVEMENT TO BE EXECUTED IN OPEN DEMARCATED SPACES- WORK IN SMALLER GROUPS AND TURNS- YOU MAY ADAPT THE ACTIVITIES										
<ul style="list-style-type: none"> Warming up: co-ordination of isolated body parts such as arms swinging, swaying 	X									
<ul style="list-style-type: none"> Warming up by focusing on breathing: e.g. 'painting with your breath', 'panting like a dog', etc. 	X	X		X			X		X	X
<ul style="list-style-type: none"> Warming-up the voice and singing songs (unison, rounds and call and response songs) in tune and in time 		X		X			X		X	X
<ul style="list-style-type: none"> Drama games: develop interaction and cause and effect such as counting games, name games, etc. 			X							

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CREATIVE ARTS

- Playing rhythm patterns and simple polyrhythms in 2, 3 or 4 time on percussion instruments – Use hands on their table

x

x

- Locomotor movement: skip/gallop forwards, backwards, sideways and turning in different pathways (diagonal, circles, S-shapes, etc.) DEMARCATED SPACE

X

X

- Non-locomotor movements: bending, rising, reaching, co-ordinating arms and legs in time to music

X

X

- Cooling down the body and relaxation: express moods and ideas through movement

X

X

IMPROVISE AND INTERPRET

(to be covered throughout the term) Use own space **at their chair** – You may add / adapt activities if learners are adapting well to social distancing

- Listen to South African music (indigenous and western) focusing on rhythm and beat, 2, 3 or 4 time


X

- Perform notated rhythm patterns (notation or French note names or graphic scores) containing the equivalent of semibreves, minims,

X

X

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	crotchets, quavers and rests, using body percussion										
CREATIVE ARTS	<ul style="list-style-type: none"> • Role play with beginning, middle, end using stimulus e.g. South African poem, story, song or picture 	X			X		X		X		
	<ul style="list-style-type: none"> • Portraying character and objects in the role play using observation, imitation and exaggeration (own space) 			x		x					x
	<ul style="list-style-type: none"> • Learn and combine movements from South African dance e.g. Indian dance, Pantsula, with appropriate music (open space- take turns in small groups – will be done over days/weeks- May adapt to a chair dance) 		x		x		x				
	RESOURCES Improvise	Poems, music, CD player/ telephone/laptop, flashcard with music notes, flashcards 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 learners are afforded opportunities to demonstrate these skills practically. • This must be done informally and ongoing. 										
SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines 										

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PHYSICAL EDUCATION

TERM 4 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	ABOUT ME	ABOUT ME	FEELINGS	HEALTH PROTEC- TION	KEEPING MY BODY SAFE	KEEPING MY BODY SAFE	RIGHTS AND RESPONSIBI- LITY	RIGHTS AND RESPONSIBI- LITY
SKILLS: REMEMBER to always be aware of activities to promote EXECUTIVE FUNCTIONING- 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 WITHELD.</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, THE THIRD TERM IN GRADE 3 IS MOSTLY LINKED TO SPORT - EVEN THOUGH ACTIVITIES HAVE BEEN PLOTTED PER WEEK, YOU MAY CHANGE THE ACTIVITIES TO SUIT YOUR NEED OR/AND CONTEXT – You may use Performing Arts activities and choreographed chair routines with movement.</p>									
LATERALITY										
<ul style="list-style-type: none"> Kick moving ball with left and right foot (individual activity) SANITISE after use 	X		X							
RHYTHM Add games and movement. May be combined with Creative Games										
<ul style="list-style-type: none"> Athletics: crouch start in sprinting (on your marks... get set...go!) 				X			X			
<ul style="list-style-type: none"> Athletics: long jump action determining take-off foot 				X			X			

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<p>RESOURCES Improvise</p>	<p>Own ball if possible, or a rolled newspaper ball, painted cooldrink bottles with a little sand (cone), lanes drawn on a surface or demarcations</p>
<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> 