with own time life –

include date of birth,

own time life – include

date of birth,

to say sorry (Values)

how to say sorry

(Values)

GRADE 3 LIFE SKILLS 2019

SUG	GESTED PLANI	NING OF TEACH	ING AND ASSESS	SIVIENT				GRADE 3 L	IFE SKILLS 2019	
TERM 1	Week 1:	Week 2:	Week 3:	Week 4:	Week 5:	Week 6:	Week 7:	Week 8:	Week 9:	Week 10:
48 days	Jan	Jan	Jan	Jan- Feb	Feb	Feb	Feb	Feb -Mar	Mar	Mar
					PERSONAL AND SOCIA	L WELL-BEING				
PSW (2x 30 minutes) (3x20 minutes) CAPS section BK & PSW W: 40 % Performing Arts W: 15% Visual Arts W: 15% Physical Education W: 30%	PERSONAL AND SOCIAL WELL-BEING Personal and Emotional Health About Me 6 hrs When was I born? Events that happened in my life? When I cut my first tooth Ask adults When did I do to preschool? How old was I when I went to Grade 1 etc.	PERSONAL AND SOCIAL WELL-BEING Personal and Emotional Health About Me 6 hrs When was I born? Events that happened in my life? When I cut my first tooth Ask adults When did I do to preschool? How old was I when I went to Grade 1 etc.	PERSONAL AND SOCIAL WELL-BEING Personal and Emotional Health & Social Well-being Feelings 6 hrs Emotions & Feelings • Things that make me happy and things that make me sad • Recognising feelings such as anger, fear, worry, loneliness Good ways to express what we feel • Response: Apologies - how to say sorry (Values)	PERSONAL AND SOCIAL WELL-BEING Personal and Emotional Health & Social Well-being Feelings 6 hrs Emotions & Feelings Things that make me happy and things that make me sad Recognising feelings such as anger, fear, worry, loneliness Good ways to express what we feel Response: Apologies - how to say sorry (Values)	PERSONAL AND SOCIAL WELL-BEING Healthy Lifestyle Health protection 6 hrs Basic first aid practices in situations such as nose bleeds, animal bites, cuts and burns Basic health and hygiene - include not touching other people's blood	PERSONAL AND SOCIAL WELL-BEING Healthy Lifestyle Health protection 6 hrs • Basic first aid practices in situations such as nose bleeds, animal bites, cuts and burns • Basic health and hygiene - include not touching other people's blood	PERSONAL AND SOCIAL WELL-BEING Social well-being Keeping my body safe 6 hrs We are not safe with everyone Rules to keep my body safe Trusting 'Yes' and 'No' feelings How to say 'No' to any form of abuse How to report abuse	PERSONAL AND SOCIAL WELL-BEING Social well-being Keeping my body safe 6 hrs We are not safe with everyone Rules to keep my body safe Trusting 'Yes' and 'No' feelings How to say 'No' to any form of abuse How to report abuse	PERSONAL AND SOCIAL WELL-BEING Personal and Emotional Health & Social Well-being Rights and responsibilities 4 hrs Learners' rights and responsibilities • Rights and responsibilities of others - At home - At school - In our community - In the environment	PERSONAL AND SOCIAL WELL-BEING Personal and Emotional Health & Social Well-being Rights and responsibilities 4 hrs Learners' rights and responsibilities • Rights and responsibilities of others - At home - At school - In our community - In the environment
Calendar Dates	Religious and special days 2h Record and discuss – Significance, clothing, food, ce									
					BEGINNING KNO	WLEDGE				
BK; NS, SS & Tech (4 x 30 minutes)	The weather 4 hours Observation of weather Recording of daily weath Clothing and material	conditions (e.g. hot, cold, cloudy, su ner conditions	unny, misty, rainy		NATURAL SCI	ENCE				
	BEGINNING KNOWLEDGE NATURAL SCIENCE About me 6 hrs No natural link	BEGINNING KNOWLEDGE NATURAL SCIENCE About me 6 hrs No natural link	BEGINNING KNOWLEDGE NATURAL SCIENCE Feelings 6 hrs No natural link	BEGINNING KNOWLEDGE NATURAL SCIENCE Feelings 6 hrs No natural link	BEGINNING KNOWLEDGE NATURAL SCIENCE Life and living Health protection 3 hrs Parts of my body I cannot see. What happens to my heart beat when I run? Why does this happen? What will happen to a cut if it is not treated? [GERMS]	BEGINNING KNOWLEDGE NATURAL SCIENCE Health protection 6 hrs Parts of my body I cannot see. What happens to my heart beat when I run? Why does this happen? What will happen to a cut if it is not treated? [GERMS]	BEGINNING KNOWLEDGE NATURAL SCIENCE Personal and Social Well-being Keeping my body safe 6 hrs We are not safe with everyone Rules to keep my body safe Trusting 'Yes' and 'No' feelings How to say 'No' to any form of abuse How to report abuse	BEGINNING KNOWLEDGE NATURAL SCIENCE Personal and Social Well-being Keeping my body safe 6 hrs We are not safe with everyone Rules to keep my body safe Trusting 'Yes' and 'No' feelings How to say 'No' to any form of abuse How to report abuse	BEGINNING KNOWLEDGE NATURAL SCIENCE Personal and Social Well-being Rights and responsibilities 4 hrs Children's act	BEGINNING KNOWLEDGE NATURAL SCIENCE Personal and Social Well- being Rights and responsibilities 4 hrs Children's act
					SOCIAL SCIE	NCE				
A variety of activities will be found in the Life Skills Foundation Phase resource The link is provided below	BEGINNING KNOWLEDGE SOCIAL SCIENCE Relationship and Interdependence Knows and demonstrate Discuss: What a timeline is. The features and reason for a timeline. Demonstrate history knowledge and understanding of timeline. Interpret knowledge of timeline and work with own time life —	BEGINNING KNOWLEDGE SOCIAL SCIENCE Relationship and Interdependence Knows and demonstrate Discuss: What a timeline is. The features and reason for a timeline. Demonstrate history knowledge and understanding of timeline. Interpret knowledge of timeline and work with own time life – include	BEGINNING KNOWLEDGE SOCIAL SCIENCE Emotional Health, Values and Interdependence Knows and demonstrate Emotions & Feelings • Things that make me happy and things that make me sad • Recognising feelings such as anger, fear, worry, loneliness • Good ways to express what we feel • Response: Apologies - how to say sorry (Values)	BEGINNING KNOWLEDGE SOCIAL SCIENCE Emotional Health, Values and Interdependence Knows and demonstrate Emotions & Feelings Things that make me happy and things that make me sad Recognising feelings such as anger, fear, worry, loneliness Good ways to express what we feel Response: Apologies how to say sorry	BEGINNING KNOWLEDGE SOCIAL SCIENCE No natural links	BEGINNING KNOWLEDGE SOCIAL SCIENCE No natural links	BEGINNING KNOWLEDGE SOCIAL SCIENCE No natural links	BEGINNING KNOWLEDGE SOCIAL SCIENCE No natural links	BEGINNING KNOWLEDGE SOCIAL SCIENCE Diversity and individuality Talk and discuss learners' rights and responsibilities Understand and interpret: Rights and responsibilities of others At home At school In our community In the environment	BEGINNING KNOWLEDGE SOCIAL SCIENCE Diversity and individuality Talk and discuss learners' rights and responsibilities Understand and interpret: Rights and responsibilities of others At home At school In our community In the environment

							1		1	
	starting school, at	starting school, at								
	least one interesting	least one interesting								
	fact	fact								
	Interpretation of	Interpretation of general								
	general and public	and public appearance of								
	appearance of the past, artefacts	the past, artefacts and memories.								
	and memories.	Identify and show								
	Identify and show	interesting object								
	interesting object	interesting object								
	interesting object									
			1				'	1	1	
	Religious and special days 2h	ours								
Incidental	Record and discuss –									
	Significance, clothing, food, co	elebrations								
					TECHNOLO	GY				
	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE
	TECHNOLOGY	TECHNOLOGY	TECHNOLOGY	TECHNOLOGY	TECHNOLOGY	TECHNOLOGY	TECHNOLOGY	TECHNOLOGY	TECHNOLOGY	TECHNOLOGY
	Technological Process Skills	Technological Process Skills	Technological Process Skills	Technological Process Skills						
	Learner will engage in	Learner will engage in	Learner will engage in	Learner will engage in						
	investigating designing	investigating designing	investigatingdesigning	investigatingdesigning						
	designingmaking	designingmaking	designing making	1						
	making evaluating	making evaluating	making evaluating	makingevaluating						
	communicating	communicating	communicating	communicating						
	solutions.	solutions.	solutions.	solutions.						
	Timeline	Timeline	Make your pop-up	Make your pop-up						
	What is a timeline	What is a timeline	emotions 3D form	emotions 3D form						
	Timeline of own life -	Timeline of own life -	It should not be more	It should not be more						
	include date of birth,	include date of birth,	than 30 cm in height;	than 30 cm in height;						
	starting school, at least	starting school, at least one	any shape	any shape						
	one interesting fact	interesting fact	It could have drawings/	It could have drawings/						
			illustrations or pictures	illustrations or pictures						
			showing different emotions with about 5	showing different emotions with about 5						
			synonyms for the different	synonyms for the						
			emotions and a sentence	different emotions and						
			reading	a sentence reading						
			I feel happy when	I feel happy when						
					CREATIVE A	DTC				
					CREATIVE A	NI3				
					VISUAL AR	TS				
	CREATIVE ARTS	CREATIVE ARTS	CREATIVE ARTS	CREATIVE ARTS	CREATIVE ARTS	CREATIVE ARTS	CREATIVE ARTS	CREATIVE ARTS	CREATIVE ARTS	CREATIVE ARTS
	VISUAL ARTS	VISUAL ARTS	VISUAL ARTS	VISUAL ARTS	VISUAL ARTS	VISUAL ARTS	VISUAL ARTS	VISUAL ARTS	VISUAL ARTS	VISUAL ARTS
	Visual Literacy	Visual Literacy	Visual Literacy	Visual Literacy	Visual Literacy	Visual Literacy	Visual Literacy	Visual Literacy	Visual Literacy	Visual Literacy
	Line, shape, form, colour,	Line, shape, form, colour, tone,	Feelings 6 hrs	Feelings 6 hrs	Health protection 3 hrs	Health protection 3 hrs	Keeping my body safe 6 hrs	Keeping my body safe 6 hrs	Rights and responsibilities 6 hrs	Rights and responsibilities 6
		texture, space								hrs
WEEK for	About me 6 hrs Create 2D	About me 6 hrs • Create 2D								
Creative	Draw a picture of a happy	Draw a picture of a happy time								
Arts (Performing		in your time								
and Visual	https://wcedep	, 55								
Arts)										
,	ortal.co.za/eres									
	ource/83541									
					•	•	•			
						4.000				
					PERFORMING	ARTS				

PERFORMING ARTS Creative games and Creative games and skills Creative games and skills Creative games and Creative games and Creative games and Creative games and skills Creative games and skills Creative games and skills Improvise and interpret WARM UP Use the Life Improvise and WARM UP Improvise and interpret Improvise and interpret Improvise and interpret WARM UP WARM UP Skills Warming up by focusing on Warming up by focusing on WARM UP WARM UP WARM UP WARM UP Non-locomotor movements: Non-locomotor movements: WARM UP interpret breathing: e.g. 'painting with breathing: e.g. 'painting with Warming up: co-ordination of bending, rising, reaching, cobending, rising, reaching, coresource WARM UP Warming up by focusing on Warming-up the voice and Warming-up the voice and Warming-up the voice and your breath', 'panting like a your breath', 'panting like a isolated body parts such as ordinating arms and legs in time ordinating arms and legs in time breathing: e.g. 'painting with singing songs (unison, rounds singing songs (unison, rounds singing songs (unison, rounds Warming up by focusing on dog', etc. dog', etc. and call and response songs) arms swinging, swaying your breath', 'panting like a breathing: e.g. 'painting and call and response songs) and call and response songs) MAIN ACTIVITY (continue from MAIN ACTIVITY (continue and MAIN ACTIVITY MAIN ACTIVITY MAIN ACTIVITY in tune and in time in tune and in time in tune and in time with your breath', 'panting dog', etc. consolidate from previous previous lesson MAIN ACTIVITY Locomotor movement: Assessment: Performance of Assessment: Performance of MAIN ACTIVITY (continue MAIN ACTIVITY (consolidate MAIN ACTIVITY (continue like a dog', etc. skip/gallop forwards, movements from a South movements from a South lesson) Drama games: develop from previous lesson) Listen to South African music and consolidate from and consolidate from MAIN ACTIVITY Drama games: develop interaction and cause and effect Drama games: develop (indigenous and western) previous lesson) backwards, sideways and African dance African dance previous lesson) Role play with beginning, turning in different pathways interaction and cause and effect such as counting games, name interaction and cause and focusing on rhythm and beat, Listen to South African music Listen to South African music middle, end using stimulus such as counting games, name games, etc. 2, 3 or 4 time (diagonal effect such as counting (indigenous and western) (indigenous and western) e.g. South African poem, circles, S-shapes, etc.) games, etc. Role play with beginning. games, name games, etc. Perform notated rhythm focusing on rhythm and beat, focusing on rhythm and beat, story, song or picture middle, end using stimulus e.g. Role play with beginning, Role play with beginning, patterns (notation or French 2, 3 or 4 time Learn and combine 2, 3 or 4 time COOLING DOWN middle, end using stimulus e.g. South African poem, story, song movements from South African middle, end using stimulus note names or graphic Perform notated rhythm Perform notated rhythm Cooling down the body and Link below South African poem, story, song e.g. South African poem, scores) containing the patterns (notation or French dance e.g. Indian dance, patterns (notation or French relaxation: express moods Portraying character and Pantsula, with appropriate or picture story, song or picture equivalent of note names or graphic note names or graphic and ideas through **COOLING DOWN** objects in the role play using Portraying character and semibreves, minims, scores) containing the scores) containing the movement **COOLING DOWN** Cooling down the body by doing observation, imitation and objects in the role play using crotchets, quavers and rests, equivalent of equivalent of non-locomotor movements: exaggeration observation, imitation and Cooling down the body and using body percussion semibreves, minims, semibreves, minims bending, rising, reaching, co-COOLING DOWN relaxation: express moods and https:// exaggeration **COOLING DOWN** crotchets, quavers and rests, crotchets, quavers and rests, ordinating arms and legs Cooling down the body and COOLING DOWN Cooling down the body and using body percussion ideas through movement using body percussion wcedep in time to music relaxation: express moods and Cooling down the body by relaxation: express moods Playing rhythm patterns and Playing rhythm patterns and ortal.co. ideas through movement doing non-locomotor and ideas through movement simple polyrhythms in 2, 3 or simple polyrhythms in 2, 3 or movements: bending, rising, 4 time on percussion 4 time on percussion za/ereso reaching, co-ordinating arms instruments instruments urce/83 COOLING DOWN COOLING DOWN and legs 391 in time to music Cooling down the body and Cooling down the body and relaxation: express moods relaxation: express moods and ideas through movement and ideas through movement **PHYSICAL EDUCATION** PHYSICAL EDUCATION Warm-up Warm-up: Warm-up: Warm-up: Warm-up: Warm-up: Warm-up: Warm-up: Warm-up Warm-up: Main Activity: Main Activity Main Activity: Main Activity: Cooling down: Cooling down: Cooling down: Cooling down: Cooling down: Cooling down Cooling down: Cooling down: Cooling down: Cooling down: Locomotor Locomotor Locomotor Locomotor Locomotor Locomotor Locomotor Locomotor Locomotor Perceptual Perceptual motor motor Rhythm Rhythm Rhythm Rhythm Rhythm Rhythm Rhythm Rhythm Rhythm Coordination Coordination Coordination Coordination Coordination Coordination Coordination Coordination Coordination Balance Balance Balance Balance Balance Balance Balance Balance Spatial Orientation **Spatial Orientation** Spatial Spatial Spatial **Spatial Orientation Spatial Orientation Spatial Orientation** Spatial Orientation Orientation Orientation Laterality Laterality Laterality Laterality Laterality



concepts

skills and

values

- Orientation Laterality
- follow rules; respect, fairness

Inclusion is important

- Sports and Games-fair play;

NB. Choose a few skills per

- Sports and Gamesfair play; follow rules; respect, fairness etc.

Lesson Inclusion is important

NB. Choose a few skills per

Sports and Gamesfair play; follow rules; respect, fairness etc.

NB. Choose a few skills per Lesson Inclusion is important

Laterality Sports and Games- fair play; follow rules: respect, fairness etc.

NB. Choose a few skills per Lesson Inclusion is important

- Laterality Sports and Games-fair play; follow rules: respect, fairness etc.

NB. Choose a few skills per Lesson Inclusion is important

Laterality Sports and Games- fair play; follow rules: respect, fairness

etc. NB. Choose a few skills per Lesson Inclusion is important

Sports and Gamesfair play; follow rules; respect, fairness etc.

NB. Choose a few skills per Inclusion is important

Sports and Games-

fair play; follow rules; respect, fairness etc. NB. Choose a few skills per

Lesson Inclusion is important Rhythm

Sports and Games-

fair play; follow

rules; respect,

fairness etc.

NB. Choose a few skills per

Inclusion is important

Lesson

- Coordination

Creative games and

Improvise and interpret

- Balance Spatial
- Orientation
- Laterality
- Sports and Games-fair play follow rules:

respect, fairness

Locomotor

Perceptual motor

etc. NB. Choose a few skills per Lesson

Inclusion is important

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 Skills and motor skills is viewed as a combined process. Perceptual motor motor skills and motor skills and motor skills is viewed as a combined process. Perceptual motor motor skills are motor skills. 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 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 knowledge

- primary colours, shape and line
 - Vocabulary: colours (primary), lines, shapes, space, communication,
- - interaction (e.g. play, singing, dancing)
- and line
 - Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing)
- primary colours, shape
- Vocabulary: colours singing, dancing)
- primary colours, shape and line
- (primary), lines, shapes space, interaction (e.g. play, communication,
- primary colours, shape and line
- Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing)
- primary colours, shape and line
- Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing)
- primary colours, shape and line
- Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing)
- primary colours, shape and line
- Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing)
- primary colours, shape and
- Vocabulary: colours (primary), lines, shapes space, interaction (e.g. play, communication, singing, dancing)
- primary colours, shape and line
 - Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing)
- shape and line
 - Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play,

primary colours,

					communication, singing, dancing)
Resources (other than textbook) to enhance learning	PSW & BK Daily weather chart DBE Workbook Charts Seasons chart DBE Life Skills Workbook 1 First Aid kit Pictures Stories Feelings- puppets VISUAL ARTS A3 paper, Brushes, Paint, Thick wax crayons Clay, Play dough crayons or chalk, cardboard Calendar, Clothing, Paper plate, Split pins, cardboard				
Informal assessment; remediation and enrichment	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 				

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

TERM 2	Week 1:	Week 2:	Week 3:	Week 4:	Week 5:	Week 6:	Week 7:	Week 8:	Week 9:	Week 10:
54 days	April	April	April	April	April - May	May	May	May	May	June

	PERSONAL AND SOCIAL WELL-BEING	PERSONAL AND SOCIAL WELL-								
	WELL-BEING	PERSONAL AND SOCIAL WELL-			T	T	T	T		T
		BEING	PERSONAL AND SOCIAL WELL- BEING	PERSONAL AND SOCIAL WELL- BEING	PERSONAL AND SOCIAL WELL-BEING	PERSONAL AND SOCIAL WELL-BEING	PERSONAL AND SOCIAL WELL-BEING	PERSONAL AND SOCIAL WELL- BEING	PERSONAL AND SOCIAL WELL- BEING	PERSONAL AND SOCIAL WELL BEING
	Healthy lifestyle	Healthy lifestyle	Insects 9 hrs	Insects 9 hrs	Insects 9 hrs	Life cycles 6 hrs	Life cycles 6 hrs	Life cycles 6 hrs	Recycling 6 hrs	Recycling 6 hrs
	Healthy eating 6hrs	Healthy eating 6hrs	misects 5 ms	misects 5 ms	msects 9 ms	Life cycles o ilis	Life cycles offis	Life cycles o his	Recycling o in s	Recycling o'ms
	Food groups	Food groups	No natural links	No natural links	No natural links	No natural links	No natural links	No natural links	Taking care of the environment	Taking care of the environme
	- Vitamins -	- Vitamins - fruit and		No natural links					Re use material for daily use	Re use material for daily use
	fruit and	vegetables							, ,	, ,
S section	vegetables	- Carbohydrates								
ic,	 Carbohydrate 	- bread, maize/								
cepts,	S	- mielie meal								
s and	- bread, maize/	- Proteins - eggs,								
ues	- mielie meal	- beans, meat, nuts								
	- Proteins -	- Dairy - milk, cheese,								
	eggs, - beans. meat.	yoghurt (NS) • A balanced diet								
	nuts	A balanced diet								
	- Dairy - milk,									
	cheese,									
	yoghurt (NS)									
	 A balanced diet 									
	Religious and special days									
	Record and discuss- Clothi	ng, food, celebrations								
	Ascension Day									
	Ramadan Succot									
	Simchat									
		days and other special days relevant								
	• Judaism	auyo ana otner opesiai auyo reievane								
j i	 Christianity 									
j	• Hinduism									
	• Islam									
					BEGINNING KNO	WLEDGE				
					NATURAL CO	IFNICE				
					NATURAL SC	IENCE				
				T	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE
	BEGINNING	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE						
	KNOWLEDGE	NATURAL SCIENCE	NATURAL SCIENCE	NATURAL SCIENCE	NATURAL SCIENCE	NATURAL SCIENCE	NATURAL SCIENCE	NATURAL SCIENCE	NATURAL SCIENCE	NATURAL SCIENCE
	KNOWLEDGE NATURAL SCIENCE	NATURAL SCIENCE Healthy eating 6hrs		NATURAL SCIENCE Insects 9 hrs	NATURAL SCIENCE Insects 9 hrs	NATURAL SCIENCE Life and living	NATURAL SCIENCE Life and living	NATURAL SCIENCE Life and living	NATURAL SCIENCE Energy and change	NATURAL SCIENCE Energy and change
	KNOWLEDGE	NATURAL SCIENCE	NATURAL SCIENCE	NATURAL SCIENCE	NATURAL SCIENCE	NATURAL SCIENCE	NATURAL SCIENCE	NATURAL SCIENCE	NATURAL SCIENCE	NATURAL SCIENCE



	BEGINNING KNOWLEDGE NATURAL SCIENCE Healthy eating 6hrs Life and living Food groups Carbohydrates Dairy-milk	BEGINNING KNOWLEDGE NATURAL SCIENCE Healthy eating 6hrs Life and living Food groups Carbohydrates Dairy-milk	BEGINNING KNOWLEDGE NATURAL SCIENCE Insects 9 hrs	BEGINNING KNOWLEDGE NATURAL SCIENCE Insects 9 hrs Life and living INSECTS (1) Characteristics of an insect Different insects - such as fly, mosquito, ant, beetle Observing and drawing an insect How do insects help us? How do some insects harm us? https://wcedeport al.co.za/eresource/ 83561	BEGINNING KNOWLEDGE NATURAL SCIENCE Insects 9 hrs Life and living INSECTS (2) Locust Ant Disease- locust, mosquito, lady bird Insect homes What do they eat? How do they move Which insect is useful? Which insect is harmful	BEGINNING KNOWLEDGE NATURAL SCIENCE Life and living Life cycles 6 hrs What a life cycle is Lifecycle of a: Mammal (e.g. dog) Insect (e.g. butterfly) Amphibian - (e.g. frog) Bird - (e.g. chicken)	BEGINNING KNOWLEDGE NATURAL SCIENCE Life and living Life cycles 6 hrs What a life cycle is Lifecycle of a: Mammal (e.g. dog) Insect (e.g. butterfly) Amphibian - (e.g. frog) Bird - (e.g. chicken)	BEGINNING KNOWLEDGE NATURAL SCIENCE Life and living Life cycles 6 hrs What a life cycle is Lifecycle of a: Mammal (e.g. dog) Insect (e.g. butterfly) Amphibian - (e.g. frog) Bird - (e.g. chicken)	BEGINNING KNOWLEDGE NATURAL SCIENCE Energy and change Recycling 6 hrs What happens to our waste? Re-using (things that can be used again) Recycling (used things that can be made into something new) Reducing (using less) What cannot be recycled Recycling at home and at School Making compost out of things that can "rot" decompose	BEGINNING KNOWLEDGE NATURAL SCIENCE Energy and change Recycling 6 hrs What happens to our waste? Re-using (things that can be used again) Recycling (used things that can be made into something new) Reducing (using less) What cannot be recycled Recycling at home and at School Making compost out of things that can "rot" decompose
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BEGINNING KNOWLEDGE

NATURAL SCIENCE

Planet Earth and beyond

The weather

- Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy)
- Recording of daily weather conditions
- Clothing and material

SOCIAL SCIENCE

BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE							
SOCIAL SCIENCE	SOCIAL SCIENCE							
No natural links	Conservation	Conservation						
							What happens to our	 What happens to our
							waste?	waste?
							 Re-using – Landfills & 	 Re-using – Landfills &
							compost (things that can	compost (things that can
							be used again)	be used again)
								No natural links No natural links

				TECH	HNOLOGY				
BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills Learner will engage in	BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills Learner will engage in investigating designing making evaluating communicating solutions. Design a dish which is rich in vitamins and proteins and low and artificial ingredients	BEGINNING KNOWLEDGE TECHNOLOGY No natural links	BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills Learner will engage in investigating designing making evaluating communicating solutions.	BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills Learner will engage in investigating designing making evaluating communicating solutions.	BEGINNING KNOWLEDGE TECHNOLOGY No natural links	BEGINNING KNOWLEDGE TECHNOLOGY No natural links	BEGINNING KNOWLEDGE TECHNOLOGY No natural links	BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills Learner will engage in investigating designing making evaluating communicating solutions Re-using (things that can be used again) Recycling (used things that can be made into something new Design and make PE LTSM - improvisation e.g. Skittles, balls, skipping rope	BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills Learner will engage in investigating designing making communicating solutions Re-using (things that can be used again) Recycling (used things that can be made into something new Design and make PE LTSM - improvisation e.g. Skittles, balls, skipping rope
				CREATIVE AI	RTS				
				VISUAL ARTS	5				
CREATIVE ARTS VISUAL ARTS Healthy eating 6 hrs Visual Literacy Create 3D Create a fruit bowl with clay or play dough (pinching) Overlapping, shape, form, texture Make a healthy salad Make a healthy sandwich	CREATIVE ARTS VISUAL ARTS Healthy eating 6hrs Visual Literacy Create 3D Create a fruit bowl with clay or play dough (pinching) Overlapping, shape, form, texture Make a healthy salad Make a healthy sandwich https://wcedeportal .co.za/eresource/83 541	CREATIVE ARTS VISUAL ARTS Insects 9 hrs	CREATIVE ARTS VISUAL ARTS Visual Literacy Insects 9 hrs Create to 2D Create a 3D Making a clay model of an insect; the parts of the body Draw an insect- Choose any media	CREATIVE ARTS VISUAL ARTS Insects 9 hours	CREATIVE ARTS VISUAL ARTS Life cycles 6 hrs	CREATIVE ARTS VISUAL ARTS Visual Literacy Life cycles 6 hrs Create a 2D Learners sketches the life cycle of a chosen topic Media/ pencils, colour pencils	CREATIVE ARTS VISUAL ARTS Life cycles 6 hrs	CREATIVE ARTS VISUAL ARTS Recycling 6 hrs	CREATIVE ARTS VISUAL ARTS Visual Literacy Recycling 6 hrs Create a 2D Learners sketches the life cycle of a chosen topic Media/ pencils, colour pencils
				PERFORMING A	ARTS				
PERFORMING ARTS Creative games and skills Improvise and interpret WARM UP Warming up: focus on posture, alignment of knees over the middle toes when bending and pointing feet MAIN ACTIVITY Locomotor and non-locomotor movements with co-ordinated arm movements in time to music Movement sentence showing beginning, middle and end on a selected topic working in small group COOLING DOWN Cooling down and relaxation: lying down on	PERFORMING ARTS Creative games and skills Improvise and interpret WARM UP Developing control, coordination, balance and elevation in jumping actions with soft landings MAIN ACTIVITY (consolidate from previous lesson) Locomotor and non-locomotor movements with co-ordinated arm movements in time to music Movement sentence showing beginning, middle and end on a selected topic working in small group COOLING DOWN Cooling down and relaxation: lying down on back breathing in and out visualising colour as a stimulus	PERFORMING ART Creative games and skills Improvise and interpret WARM UP Warming up: focus on articulation and vocal tone using rhymes, songs, creative games and tongue twisters MAIN ACTIVITY Interpret and rehearse South African songs: rounds, call and response Rhythm games: listening skills, recall contrasting rhythm patterns, keep a steady beat, use different timbres COOLING DOWN Listening to calming music, while lying on back	PERFORMING ARTS Creative games and skills Improvise and interpret WARM UP Warming up: focus on articulation and vocal tone using rhymes, songs, creative games and tongue twisters MAIN ACTIVITY (continue and consolidate from previous lesson) Interpret and rehearse South African songs: rounds, call and response Rhythm games: listening skills, recall contrasting rhythm patterns, keep a steady beat, use different timbres COOLING DOWN Listening to calming music, while lying on back	PERFORMING ARTS Creative games and skills Improvise and interpret WARM UP Sensory awareness: touch, taste, smell, hearing and sight in dramatic activities such as blindfold activities and broken telephone game, etc. MAIN ACTIVITY Dramatise in groups using an existing story based on appropriate topics, to develop own endings COOLING DOWN Cooling down and relaxation: lying down on back breathing in and out visualising colour as a stimulus	PERFORMING ARTS Creative games and skills Improvise and interpret WARM UP Warming up: focus on articulation and vocal tone using rhymes, songs, creative games and tongue twisters MAIN ACTIVITY (continue and consolidate from previous lesson) Dramatise in groups using an existing story based on appropriate topics, to develop own endings Classroom dramas: express feelings and portray themes from the environment and own life such as 'collecting rubbish in my neighbourhood', etc. COOLING DOWN Cooling down and relaxation: lying down on back breathing in and out visualising colour as	express feelings and portray themes from the environment and own life such as 'collecting rubbish in my neighbourhood', etc.	PERFORMING ARTS Creative games and skills Improvise and interpret WARM UP Warming up: focus on articulation and vocal tone using rhymes, songs, creative games and tongue twisters MAIN ACTIVITY Assessment: Classroom dramas based on appropriate topics.	PERFORMING ARTS Creative games and skills Improvise and interpret WARM UP Warming up: focus on articulation and vocal tone using rhymes, songs, creative games and tongue twisters MAIN ACTIVITY Assessment: Classroom dramas based on appropriate topics.	PERFORMING ARTS Creative games and skil Improvise and interpret WARM UP Sensory awareness: touch, taste, smell, hearing and sight in dramatic activities such as blindfold activities and broken telephone game, etc. MAIN ACTIVITY Dramatise in groups using an existing story based on appropriate topics, to develop own endings COOLING DOWN Cooling down and relaxation: lying down on back breathing in and out visualising colour as a stimulus

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The state of the s	Locomotor Perceptual motor Rhythm Coordination Balance Spatial Orientation Laterality Sports and Games- fair play; follow rules; respect, fairness etc. NB. Choose a few skills per Lesson Inclusion is important	Locomotor Perceptual motor Rhythm Coordination Balance Spatial Orientation Laterality Sports and Gamesfair play; follow rules; respect, fairness etc. NB. Choose a few skills per Lesson Inclusion is important	Locomotor Perceptual motor Rhythm Coordination Balance Spatial Orientation Laterality Sports and Gamesfair play; follow rules; respect, fairness etc. NB. Choose a few skills per Lesson Inclusion is important	Locomotor Perceptual motor Rhythm Coordination Balance Spatial Orientation Laterality Sports and Gamesfair play; follow rules; respect, fairness etc. NB. Choose a few skills per Lesson Inclusion is important	Locomotor Perceptual motor Rhythm Coordination Balance Spatial Orientation Laterality Sports and Games- fair play; follow rules; respect, fairness etc. NB. Choose a few skills per Lesson Inclusion is important	Locomotor Perceptual motor Rhythm Coordination Balance Spatial Orientation Laterality Sports and Games- fair play; follow rules; respect, fairness etc. NB. Choose a few skills per Lesson Inclusion is important	Locomotor Perceptual motor Rhythm Coordination Balance Spatial Orientation Laterality Sports and Games- fair play; follow rules; respect, fairness etc. NB. Choose a few skills per Lesson Inclusion is important	Locomotor Perceptual motor Rhythm Coordination Balance Spatial Orientation Laterality Sports and Gamesfair play; follow rules; respect, fairness etc. NB. Choose a few skills per Lesson Inclusion is important	Locomotor Perceptual motor Rhythm Coordination Balance Spatial Orientation Laterality Sports and Gamesfair play; follow rules; respect, fairness etc. NB. Choose a few skills per Lesson Inclusion is important	Locomotor Perceptual motor Rhythm Coordination Balance Spatial Orientation Laterality Sports and Game fair play; follow rules; respect, fairness etc. NB. Choose a few skills per Lesson Inclusion is important
	refined, they can be Perceptual motor: P learning or motor sk Rhythm: Rhythmic a folk dance routines, Coordination: The a Balance: The ability Spatial orientation: Laterality: Inner awa	tor movements are those which the bapplied to specific sports. Perceptual - Motor Skills. Perceptual- cill learning is the acquisition of moto activities are any form of action in which international dances, as well as created bility to integrate muscle actions to exto gain or maintain body equilibrium. Our natural ability to maintain our body areness of left and right and the ability asport is a physical activity carried ou	motor development refers to the or skills requiring perceptual motor ich an individual respond both emoting and performing movement rowceute a specific movement or movagainst gravity. Doty orientation and/or posture in recept to control the two sides of the both and in the control the two sides of the both are skills.	child's developing ability to interact coordination. it is the process of in otionally and physically to any rhyth utines to music with a partner and wement phrase in the most effective elation to the surrounding environing only together or separately.	with the environment, combining proving the smoothness and accommic accompaniment. This can be in a group. The way. Coordination of large must ment (physical space) at rest and the smooth province of the second province of the s	g use of the senses and motor sk uracy of movements done individually, in pairs or in st cles for total body movement. Th during motion.	ills. The developmental process of mall or large groups. Skills perform e ability to use hands and eyes or	f use of perceptual or sensory skill med to music include: locomotor sk feet and eyes together in the exec	s and motor skills is viewed as a cor kills, ball skills, moving in a variety o ution of a movement.	nbined process. Perceptual mo
Requisite pre- mowledge	Healthy food, general kno Colour, line, shape, textur Making new things from u		t							
Resources other than extbook) to enhance earning	DBE Workbook video Charts Different kind of waste Information books Recycling bins Magnifying lens Different food groups									
oformal ssessment emediation	Checklist Observation sheet/b Rubric Memorandum	es and levels of difficulty/ complexity	,							

1 SBA per Term- All 4 Study Areas

Mostly oral, practical, demonstrations
Grade 2 and 3 BK has written and a practical component

SBA (Formal

Assessment)

TERM 3	Week 1:	Week 2:	Week 3:	Week 4:	Week 5:	Week 6:	Week 7:	Week 8:	W
	July	July	Jul	- Aug	Aug	Aug	Aug	Aug	
				PERSONAL AND SOCIAL WELL-BEING					
CAPS section BK & PSW W: 40 % Performing Arts W: 15% Visual Arts W: 15% Physical Education W: 30%	PERSONAL AND SOCIAL WELL-BEING Public Safety 6hrs Healthy living/ habits/practices Dangerous places to play include rubbish dumps, train tracks, roads, construction sites Riding trains and taxis safely Signs that warn us of danger	PERSONAL AND SOCIAL WELL-BEING Public Safety 6hrs Healthy living/ habits/practices Dangerous places to play include rubbish dumps, train tracks, roads, construction sites Riding trains and taxis safely Signs that warn us of danger	PERSONAL AND SOCIAL WELL-BEING Public Safety 6hrs Healthy living/ habits/practices Dangerous places to play include rubbish dumps, train tracks, roads, construction sites Riding trains and taxis safely Signs that warn us of danger	PERSONAL AND SOCIAL WELL-BEING Pollution 6 hrs Healthy living/ habits/practices What pollution is Effects of pollution on people Effects of pollution on the environment How we can keep our environment clean Note: Survey and clean an area - this will serve as an introduction to field work	PERSONAL AND SOCIAL WELL-BEING Pollution 6 hrs Healthy living/ habits/practices What pollution is Effects of pollution on people Effects of pollution on the environment How we can keep our environment clean Note: Survey and clean an area - this will serve as an introduction to field work	PERSONAL AND SOCIAL WELL-BEING How people lived long ago 9 hrs Stories and experiences of older family and community members - include food, clothes and transport Objects used by older family and community members - such as tools, toys, cooking utensils Selections of old pictures and photographs from family albums and books How people lived	PERSONAL AND SOCIAL WELL-BEING How people lived long ago 9 hrs Stories and experiences of older family and community members - include food, clothes and transport Objects used by older family and community members - such as tools, toys, cooking utensils Selections of old pictures and photographs from family albums and books How people lived	PERSONAL AND SOCIAL WELL-BEING How people lived long ago 9 hrs Stories and experiences of older family and community members - include food, clothes and transport Objects used by older family and community members - such as tools, toys, cooking utensils Selections of old pictures and photographs from family albums and	PERSONA WELL-BEII Space 6 h
Topic, concepts, skills and values						then and now (change and continuity) Note: Invite older family and community members to visit the class	then and now (change and continuity) Note: Invite older family and community members to visit the class	 books How people lived then and now (change and continuity) Note: Invite older family and community 	

members to visit the

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			TECHNOLOGY				
TECHNOLOGY Types of materials and properties Why we use the types of materials to make these https://wcedeportal.co.za/eresource/83296	https://wcedeportal.co.za/eresource/83606	BEGINNING KNOWLEDGE TECHNOLOGY	BEGINNING KNOWLEDGE TECHNOLOGY	BEGINNING KNOWLEDGE TECHNOLOGY	BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills Learner will engage in	BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills Learner will engage in	BEGINNING KNOWLEDGE TECHNOLOGY
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			VISUAL ARTS				
VISUAL ARTS	CREATIVE ARTS VISUAL ARTS Public Safety 6hrs	CREATIVE ARTS VISUAL ARTS Public Safety 6hrs	CREATIVE ARTS VISUAL ARTS Pollution 6 hrs	CREATIVE ARTS VISUAL ARTS Pollution 6 hrs	CREATIVE ARTS VISUAL ARTS How people lived long ago 9 hrs Create 2D Draw a car from 1700's	CREATIVE ARTS VISUAL ARTS How people lived long ago 9 hrs Create 2D Draw a car from 1700's	CREATIVE ARTS VISUAL ARTS How people lived le ago 9 hrs Create 2 Draw a c from 176
			PERFORMING ARTS				
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Creative Games and skills	 Creative Games and skills Improvise and interpret 	Creative Games and skills	Creative Games and skills Improvise and interpret WARM UP	Creative Games and skills	Creative Games and skills	Creative Games and skills	Creative Game and skills
Warming up voice: focus on expressiveness and involvement in poetry, rhymes and creative drama games	WARM UP Drama games focusing on observation and concentration skills: drama activities like building a	 Improvise and interpret WARM UP Warming up body: 	Warming up body: combine body parts and isolations e.g. make circles with wrists and hips simultaneously. Running combined with spinning movements	 Improvise and interpret WARM UP Body percussion 	 Improvise and interpret WARM UP Body percussion 	 Improvise and interpret WARM UP Body percussion 	 Improvise and interpret WARM UP Warming up I
through vocal and physical characterisation e.g. moving and speaking as the mother, the grandfather, the doctor,	mime sequence in pairs, etc. MAIN ACTIVITY Poetry performances in groups e.g. choral verse combined with movement and gestures COOLING DOWN Cooling down body and relaxation: stretching slowly in	combine body parts and isolations e.g. make circles with wrists and hips simultaneously MAIN ACTIVITY	MAIN ACTIVITY (continue and consolidate from previous lesson) Linking movements in short movement sentences and remembering them Create a movement sentence in small groups and use it to make patterns	and/or percussion instruments to accompany South African music (recorded or live), focusing on	and/or percussion instruments to accompany South African music (recorded or live), focusing on cyclic	and/or percussion instruments to accompany South African music (recorded or live), focusing on cyclic	combine bod parts and isolations e.g. make circles v wrists and hip simultaneous
Cooling down body and relaxation: stretching slowly in different directions with slow and soothing music	different directions with slow and soothing music	Linking movements in short movement sentences and remembering them Create a movement sentence in small groups and use it to make patterns COOLING DOWN Listening to slow and soothing music	Cooling down body and relaxation: stretching slowly in different directions with slow and soothing music	cyclic (circular) rhythm patterns MAIN ACTIVITY Compose cyclic rhythm patterns based on South African music. Focus on appropriate tempo /dynamic choices Combine rhythm patterns with movement sentence of week 4. COOLING DOWN Listening to slow and soothing	(circular) rhythm patterns MAIN ACTIVITY (continue and consolidate from previous lesson) Compose cyclic rhythm patterns based on South African music. Focus on appropriate tempo /dynamic choices Combine rhythm patterns with movement sentence of week 4. COOLING DOWN Listening to slow and soothing music	(circular) rhythm patterns MAIN ACTIVITY (consolidate from previous lesson) • Compose cyclic rhythm patterns based on South African music. Focus on appropriate tempo /dynamic choices • Combine rhythm patterns with movement sentence of week 4. COOLING DOWN • Listening to slow and soothing music	MAIN ACTIVITY

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Coordination: To call by the image and allowers of the contract control and the contraction of the contract and body processing about part of the contract and the control and the contro				<u> </u>					Warm-up: Main Activity: Cooling down:	<u> </u>
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• Mostly oral, practical, demonstrations • Grade 2 and 3 BK has written and a practical, component • Mostly oral, practical, demonstrations • Grade 2 and 3 BK has written and a practical, component • Mostly oral, practical, demonstrations • Grade 2 and 3 BK has written and a practical, component • Mostly oral, practical, demonstrations • Mostly oral, practical, demonstrations • Mostly oral, practical, demonstrations • Mostly oral, practical, practical, practical, demonstrations • Mostly oral, practical, practical, demonstrations • Mostly oral, practical, demonstrations	ediation	- Complexity	Complexity	opportunities and levels of difficulty/	Complexity	opportunities and levels of difficulty/	opportunities and levels of difficulty/	opportunities and levels of difficulty/	opportunities and levels of difficulty/	op lev cor
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TERM 4 47 days	Week 1:	Week 2:	Week 3:	Week 4:	Week 5:	Week 6:	Week 7:	We		
	Oct	Oct	Oct	Oct	Oct -Nov	Nov	Nov	N		
		-	PERSONAL AND SOC	IAL WELL-BEING						
CAPS section Topic, concepts, skills and values	PERSONAL AND SOCIAL WELL-BEING Products and Processes 6 hrs No natural inks	PERSONAL AND SOCIAL WELL-BEING Products and Processes 6 hrs No natural inks	PERSONAL AND SOCIAL WELL-BEING Products and Processes 6 hrs No natural inks	PERSONAL AND SOCIAL WELL-BEING Safety Disasters and what you should do 9 hrs Personal Experiences • Emergency numbers • What to do in case of a fire emergency • Emergency numbers	PERSONAL AND SOCIAL WELL-BEING Safety Disasters and what you should do 9 hrs Personal Experiences • Emergency numbers • What to do in case of fire emergency • Emergency numbers	PERSONAL AND SOCIA WELL-BEING Safety Disasters and what yo should do 9 hrs Personal Experiences • Emergency numb • What to do in cas a fire emergency • Emergency numb	well-being Safety Disasters and what you should do 9 hrs Personal Experiences ers e of What to do in case of a fire emergency	f		
	Religious and special days 2hours Record and discuss- Clothing, food, celebrations									
			BEGINNING KN	OWLEDGE						
			NATURAL S	CIENCE						
A variety of activities will be found in the Life Skills Foundation Phase resource The link is provided below	BEGINNING KNOWLEDGE NATURAL SCIENCE Matter and Materials Products and Processes 6 hrs What we get from plants Process - from sugar cane to sugar The earth What we get from the earth Process - from clay to Brick https://wcedeportal.co.za/eresource/8349	BEGINNING KNOWLEDGE NATURAL SCIENCE Matter and Materials Products and Processes 6 hrs What we get from plants Process - from sugar cane to sugar The earth What we get from the earth Process - from clay to brick https://wcedeportal.co.za/eresource/8329	BEGINNING KNOWLEDGE NATURAL SCIENCE Matter and Materials Products and Processes 6 hrs What we get from plants Process - from sugar cane to sugar The earth What we get from the earth Process - from clay to brick	BEGINNING KNOWLEDGE NATURAL SCIENCE Disasters and what you should do 9 hrs Types of disaster Floods Fire Other phenomena Lightening Earthquakes Storms and strong winds Note: Use personal experiences as well as newspaper and television reports of disasters	BEGINNING KNOWLEDGE NATURAL SCIENCE Disasters and what you should do 9 hrs Types of disaster Floods Fire Other phenomena Lightening Earthquakes Storms and strong winds Note: Use personal experiences as well as newspaper and television reports of disasters	BEGINNING KNOWLE NATURAL SCIENCE Disasters and what yo should do 9 hrs Types of disaste - Floods - Fire Other phenomer - Lightening - Earthquakes - Storms and strowinds Note: Use personal experiences as well as newspaper and televis reports of disasters	NATURAL SCIENCE Disasters and what you should do 9 hrs Types of disaster - Floods - Fire Other phenomena - Lightening - Earthquakes - Storms and strong winds Note: Use personal experiences as well as	NATURAL SCI Life and living Animals and that help us 9 Animals that g and/or clothes Bees Chickens Cows Sheep Animals that u Dogs - gu watch dog		
	BEGINNING KNOWLEDGE NATURAL SCIENCE Planet Earth and beyond The weather Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy) Recording of daily weather conditions Clothing and material SOCIAL SCIENCE									
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A variety of activities will be found in the Skills Foundation Phase resource The link is provided below	https://		CREATIVE AR VISUAL ARTS Products and		CREATIV VISUAL Product hrs		CREATIVE ARTS VISUAL ARTS Disasters and what you should do 9 hrs	CREATIVE ARTS VISUAL ARTS Disasters and what you should do 9 hrs	CREATIVE ARTS VISUAL ARTS Disasters and what you should do 9 hrs	CREATIVE ARTS VISUAL ARTS Disasters and what you should do 9 hrs	CREATIVE ARTS VISUAL ARTS Visual literacy Animals and creatur that help us 9 hrs Create 2D Draw a horse or in motion using charcoal or chall pencil Create a 3D- Mo a horse or dog
						PERFORMII	NG ARTS		•		
A variety of activities will be found in the Life Skills Foundation Phase resource The link is provided below	MAIN ACTIVITY Locomotor: s soldier, etc. Creating move beginning, m COOLING DOWN Cooling down muscles, make	nes and skills d interpret activities: focus on lengthening and curling the spine show control and a strong back e.g. walk with pride, marc vements based on pictures, movement sentence (sequence)	ce), showing	PERFORMING ARTS Creative Games and skills Improvise and interpret WARM UP Creative drama games: develop focus and visualisation e.g. 'throwing' an imaginary ba concentrating on size, shape and weight MAIN ACTIVITY Listening to South African music: focus on he tempo, dynamics, timbre contribute to unique sound Creating movements based on the music, movement sentence (sequence), showing beginning, middle, end COOLING DOWN Cooling down body and relaxation: lie on batightening/contracting all the muscles, make fists, clench shoulders, then release all the making body heavy on the floor, etc.	ow ue ck e tight	PERFORMING ART Creative Gamand skills Improvise and interpret WARM UP Warming up activities: for on lengthening and curling to spine MAIN ACTIVITY (continue and consolidate from previous lesson) Listening to South Africa music: focus how tempo, dynamics, timbre contribute to unique soun Listening to identify prominent S African instruments, explore unique qualities of instruments EXPLORED TOWN Creative dragames: dever focus and visualisation 'throwing' and imaginary baconcentrating.	Creative Games of skills Improvise and interpret WARM UP Warming up actification focus on lengthe and curling the sting the and consolidate from previous lesson) Listening to South African music: for on how tempo, dynamics, timbre contribution unique sound Listening to and identify promine South African instruments, expunique qualities instruments COOLING DOWN Creative drama games: developed and visualisation 'throwing' an imaginary ball concentrating on shape and weighted.	and skills Improvise and interpret WARM UP Responding to stimuli like pictures, phrases idioms, drama games, poems or rhymes to explore body language, gestures and fact expression MAIN ACTIVITY Creating movements base on pictures, movement sentence (sequence), showing beginning, middlend Creating a mood use verbal dynamics, expressive sound and movement, use poem, picture or song	skills Improvise and interpret WARM UP Responding to stimuli like pictures phrases, idioms, drama games, poems or rhymes to explore body language, gestures and facial expression MAIN ACTIVITY (continuand consolidate from previous lesson) Creating movement based on pictures, movement sentend (sequence), showing beginning, middle, end Creating a mood: use verbal dynamic expressive sounds and movement, us poem, picture or song COOLING DOWN	skills Improvise and interpret WARM UP Responding to stim like pictures, phrase idioms, drama games, poems or rhymes to explore body language, gestures and facial expression MAIN ACTIVITY (continuand consolidate from previous lesson) Creating movement based on pictures, movement sentence (sequence), showin beginning, middle, end Creating a mood: uverbal dynamics, expressive sounds and movement, use poem, picture or song COOLING DOWN Listening too soothing music, wh	skills Improvise ar interpret WARM UP Warming uses, lengthenin curling the MAIN ACTIVITY Assessmen Movement on pictures beginning, and end will creating a lits egg

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N N C C	Warm-up: Main Activity: Cooling down:	PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:	PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:	PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:	PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:	PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:	PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:	PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:				
	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 elable Perceptual motor: Perceptual - Motor Skills. Perceptual motor coordination. It is the process of two endores 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 su 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											
Requisite pre-knowledge	Weather Plants Descriptive words- weather animals											
Resources (other than textbook) to enhance learning	Weather chart Flow charts processes Data sheets Library books Video clips PE LTSM Dry and wet LTSM Paper, cardboard											
Informal assessment remediation	Checklist Observation sheet/book Rubric Memorandum Multiple opportunities and levels of difficulty/ complexity	у										
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											