# SUGGESTED PLANNING OF TEACHING AND ASSESSMENT

# **GRADE 1 LIFE SKILLS 2019**

TERM 1	Week 1:	Week 2:	Week 3:	Week 4:	Week 5:	Week 6:	Week 7:	Week 8:	Week 9:	Week 10:
? days	Jan (3 days)	Jan	Jan	Jan- Feb	Feb	Feb	Feb	Feb - Mar	Mar	Mar
				PERS	SONAL AND SOCIAL WEL	L-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 & Social Well-being Me 6 hours  • We are special and unique • Things I do • How am I the same as my friends? • How am I different from my friends?	PERSONAL AND SOCIAL WELL-BEING Personal and Emotional Health & Social Well-being Me 6 hours  • We are special and unique • Things I do • How am I the same as my friends? • How am I different from my friends?	PERSONAL AND SOCIAL WELL-BEING Personal and Emotional Health & Social Well-being Me 6 hours  • We are special and unique • Things I do • How am I the same as my friends? • How am I different from my friends?	PERSONAL AND SOCIAL WELL-BEING Personal and Emotional Health & Social Well-being Me 6 hours  We are special and unique Things I do How am I the same as my friends?  How am I different from my friends?	PERSONAL AND SOCIAL WELL-BEING At school 2 hours No natural link  https://wcedeportal.co.za/eresou	PERSONAL AND SOCIAL WELL-BEING At school 2 hours No natural link	PERSONAL AND SOCIAL WELL-BEING At school 2 hours No natural link	PERSONAL AND SOCIAL WELL -BEING Healthy habits 4 hours Good basic hygiene Practices - Keeping clean - Washing regularly Cleaning teeth, hair, nails - Good toilet habits - Sleep - Eating healthy food - Washing fruit before eating https://wcedepor tal.co.za/eresourc e/83281	PERSONAL AND SOCIAL WELL-BEING Healthy habits 4 hours  Good basic hygiene Practices - Keeping clean - Washing regularly Cleaning teeth, hair, nails - Good toilet habits - Sleep - Eating	PERSONAL AND SOCIAL WELL-BEING Healthy habits 4 hours Good basic hygiene Practices Keeping clean Washing regularly Cleaning teeth, hair, nails Good toilet habits Sleep Eating healthy food Washing fruit before eating https://wcedeportal.coo.za/eresource/83301
NB: Use LS Resource file for multiple activities	co.za/eresource/833 66	.za/eresource/83391			rce/83436				healthy food Washing fruit before eating https://wcedep ortal.co.za/eres ource/83446	
CALENDAR DATES	Religious and special days 2ho Diversity and individuality Record and discuss- Clothing, for									
					BEGINNING KNOWLED	GE				
					NATURAL SCIENCE					
BK; NS, SS & Tech (2x 30 minutes) (3x20 minutes) (1x 1hour -technology)  NB: Use LS Resource file for multiple activities	BEGINNING KNOWLEDGE NATURAL SCIENCE Planet Earth and beyond The weather 4 hours  Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy Recording of daily weather conditions Clothing and material	BEGINNING KNOWLEDGE NATURAL SCIENCE Planet Earth and beyond The weather 4 hours  Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy Recording of daily weather conditions Clothing and material	BEGINNING KNOWLEDGE NATURAL SCIENCE Planet Earth and beyond The weather 4 hours  Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy Recording of daily weather conditions Clothing and material	BEGINNING KNOWLEDGE NATURAL SCIENCE Planet Earth and beyond The weather 4 hours  Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy Recording of daily weather conditions Clothing and material	BEGINNING KNOWLEDGE NATURAL SCIENCE Planet Earth and beyond The weather 4 hours  • Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy  • Recording of daily weather conditions • Clothing and material	BEGINNING KNOWLEDGE NATURAL SCIENCE Planet Earth and beyond The weather 4 hours  Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy Recording of daily weather conditions Clothing and material	BEGINNING KNOWLEDGE NATURAL SCIENCE Planet Earth and beyond The weather 4 hours  Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy Recording of daily weather conditions Clothing and material	BEGINNING KNOWLEDGE NATURAL SCIENCE Planet Earth and beyond The weather 4 hours  • Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy • Recording of daily weather conditions • Clothing and material	BEGINNING KNOWLEDGE NATURAL SCIENCE Planet Earth and beyond The weather 4 hours  Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy Recording of daily weather conditions Clothing and material	BEGINNING KNOWLEDGE NATURAL SCIENCE Planet Earth and beyond The weather 4 hours  Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy Recording of daily weather conditions Clothing and material
					NATURAL SCIENCE					

	Me 6 hours  I am living What does this mean? Find other living things  https://wcedeportal. co.za/eresource/833 06							Healthy habits  Washing fruit before eating Introduction to germs https://www.livescience.com/1906 O-gallery-microscopic-images- viruses-bacteria-insects.html		
					SOCIAL SCIENCE					
	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	T T T T T T T T T T T T T T T T T T T		
NB: Use LS Resource file for multiple activities	SOCIAL SCIENCE Relationship and Interdependence Knows and demonstrate Personal details (name age, address, telephone no.) Where was I born? Who are my parents? Where do they come from?	SOCIAL SCIENCE Relationship and Interdependence Knows and demonstrate Personal details (name age, address, telephone no.) Where was I born? Who are my parents? Where do they come from?	SOCIAL SCIENCE Relationship and Interdependence Knows and demonstrate Personal details (name age, address, telephone no.) Where was I born? Who are my parents? Where do they come from?	SOCIAL SCIENCE  Relationship and Interdependence  Knows and demonstrate  Personal details (name age, address, telephone no.)  Where was I born?  Who are my parents?  Where do they come from?	SOCIAL SCIENCE Location and Direction  Where to find different places in the school include toilet, office, play areas  Classroom routines and rules  How I get to school	SOCIAL SCIENCE Location and Direction  Where to find different places in the school include toilet, office, play areas  Classroom routines and rules  How I get to school	SOCIAL SCIENCE Location and Direction  Where to find different places in the school - include toilet, office, play areas  Classroom routines and rules  How I get to school			
					TECHNOLOGY					
		BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills Learner will engage in	BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills Learner will engage in					BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills Learner will engage in	BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills Learner will engage in	
Link below		chart/wheel. You could use a split pin.	chart/wheel. You could use a split pin					water when washing our hands?	solutions. Washing hands and saving water; What can we make so that we do not waste so much water when washing our hands?	
					CREATIVE ARTS					
					VISUAL ARTS					
1 hour per week for Creative Arts (Performing and Visual Arts)  NB: Use LS Resource file for multiple activities	CREATIVE ARTS VISUAL ARTS Visual Literacy  Create 2D  Draw pictures of self, e.g. brushing teeth, - different media: thick wax crayons or chalk	CREATIVE ARTS VISUAL ARTS Visual Literacy  Create 3D  Create a clay model 'Me'  Clay, dough	CREATIVE ARTS VISUAL ARTS Visual Literacy  Create 3D  Paint pictures of self-interacting with others (1hr)  Water paint	CREATIVE ARTS VISUAL ARTS Visual Literacy • Create 2D • Finger painting- linked to theme (1hr) - Water Paint	CREATIVE ARTS VISUAL ARTS Visual Literacy  Create 2D  Draw a picture of yourself in your school uniform  Choice of media	CREATIVE ARTS VISUAL ARTS Visual Literacy  Create 2D  Draw a picture of yourself in your school uniform  Choice of media	CREATIVE ARTS VISUAL ARTS Visual Literacy  Create 3D  Draw a map (add to create 3D) of your classroom- different media	CREATIVE ARTS VISUAL ARTS  Create 2D  Draw pictures of learners practicing healthy behaviour- different media	CREATIVE ARTS VISUAL ARTS  Create 2D Draw pictures of learners practicing healthy behaviour- different media	CREATIVE ARTS VISUAL ARTS  Create 2D  Draw pictures of learners practicing healthy behaviour- different media
					PERFORMING ARTS					
NB: Use LS Resource file for multiple activities	PERFORMING ARTS  Creative games and skills  Improvise and interpret WARM-UP:  Warming up the body:  Non-Locomotor movements: MAIN ACTIVITY	PERFORMING ARTS  • Creative games and skills  • Improvise and interpret  WARM-UP:  - Locomotor movements - Body awareness: explore space and direction  MAIN ACTIVITY  - Continue exploring locomotors with music – changing	PERFORMING ARTS  • Creative games and skills  • Improvise and interpret WARM-UP  - Warming up body parts MAIN ACTIVITY  - Locomotor movements - Non-locomotor movements COOLING DOWN	PERFORMING ARTS  • Creative games and skills  • Improvise and interpret  WARM-UP  - Warming up voice: breathing - Keeping a steady beat with changes in tempo  MAIN ACTIVITY - Singing indigenous song:	PERFORMING ARTS  • Creative games and skills  • Improvise and interpret WARM-UP  - Creative games MAIN ACTIVITY  - Simple improvisation around familiar experiences, using a song as stimulus,	PERFORMING ARTS  • Creative games and skills  • Improvise and interpret WARM-UP  - Vocal warm-up using a song MAIN ACTIVITY  - Simple improvisation using the same song to explore	PERFORMING ARTS  Creative games and skills  Improvise and interpret  WARM-UP  Creative Game  MAIN ACTIVITY  Dramatisation: making short stories based on a box of objects.  COOLING DOWN	PERFORMING ARTS  • Creative games and skills  • Improvise and interpret  WARM-UP  - Creative Game  MAIN ACTIVITY  Assessment:  - Dramatisation: making short stories based on a box of objects.  COOLING DOWN	PERFORMING ARTS  Creative games and skills  Improvise and interpret  WARM-UP  Vocal warm-up using a song  MAIN ACTIVITY  Simple improvisat	PERFORMING ARTS  • Creative games and skills  • Improvise and interpret  WARM-UP  - Warming up body parts  MAIN ACTIVITY  - Locomotor movements Non-locomotor movements COOLING DOWN

	- Body awareness exploring space and direction:  COOLING DOWN - Cooling down the body and relaxation	tempo and time while walking in fours and skipping in twos.  COOLING DOWN  - Cooling down and relaxation related to the activity of the day	- Cooling down and relaxation related to the activity of the day	movement and dramatization  COOLING DOWN  - Cooling down and relaxation related to the activity of the day	- Page 69 MAIN ACTIVITY 2 COOLING DOWN - Relaxation exercise related to the activity of the day	familiar experiences  COOLING DOWN  - Relaxation exercise related to the activity of the day	- Relaxation exercise related to the activity of the day	- Relaxation exercise related to the activity of the day	ion using the same song to explore familiar experience s COOLING DOWN Relaxation exercise related to the activity of the day	- Cooling down and relaxation related to the activity of the day
					PHYSICAL EDUCATION	l .				
Topic, concepts, skills and values  Use the Life Skills resource 2017  https://wcede portal.co.za/er esource/83391	PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down: - Locomotor - Perceptual motor - Rhythm - Coordination - Balance - Spatial Orientation - Laterality - Sports and Games- fair play; follow rules; respect, fairness etc. NB. Choose a few skills per Lesson Inclusion is important	PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:  - 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	PHYSICAL EDUCATION  Warm-up:  Main Activity: Cooling down:  - 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	PHYSICAL EDUCATION  Warm-up:  Main Activity: Cooling down:  - Locomotor - Perceptual motor - Rhythm - Coordination - Balance - Spatial Orientation - Laterality - Sports and Games-fair play; follow rules; respect, fairness etc.  NB. Choose a few skills per Lesson Inclusion is important	PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:  - Locomotor - Perceptual motor - Rhythm - Coordination - Balance - Spatial Orientation - Laterality - Sports and Games- fair play; follow rules; respect, fairness etc. NB. Choose a few skills per Lesson Inclusion is important	PHYSICAL EDUCATION  Warm-up:  Main Activity: Cooling down:  - Locomotor - Perceptual motor - Rhythm - Coordination - Balance - Spatial Orientation - Laterality - Sports and Games-fair play; follow rules; respect, fairness etc.  NB. Choose a few skills per Lesson Inclusion is important	PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:  - Locomotor - Perceptual motor - Rhythm - Coordination - Balance - Spatial Orientation - Laterality - Sports and Games- fair play; follow rules; respect, fairness etc NB. Choose a few skills per Lesson Inclusion is important	PHYSICAL EDUCATION  Warm-up:  Main Activity:  Cooling down:  - Locomotor - Perceptual motor - Rhythm - Coordination - Balance - Spatial Orientation - Laterality - Sports and Games- fair play; follow rules; respect, fairness etc.  NB. Choose a few skills per Lesson Inclusion is important	PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down:  - Locomotor - Perceptual motor - Rhythm - Coordinati on - Balance - Spatial Orientatio n - Laterality - Sports and Games- fair play; follow rules; respect, fairness etc. NB. Choose a few skills per Lesson Inclusion is important	PHYSICAL EDUCATION  Warm-up:  Main Activity: Cooling down:  - 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
Requisite pre- knowledge	refined, they can be appli Perceptual motor: Perce motor learning or motor Rhythm: Rhythmic activit squares, folk dance routi Coordination: The ability Balance: The ability to ga Spatial orientation: Our I Laterality: Inner awarene Sports and games: A spo primary colours, shape and line Vocabulary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing)	novements are those which the body lied to specific sports. Ptual - Motor Skills. Perceptual-mod skill learning is the acquisition of modities are any form of action in which a lines, international dances, aa well as to integrate muscle actions to execu- sin or maintain body equilibrium aga natural ability to maintain our body cass of left and right and the ability to	tor development refers to the child's otor skills requiring perceptual motor in individual respond both emotions or creating and performing movemenute a specific movement or movement gravity.  Orientation and/or posture in relation control the two sides of the body to	s developing ability to interact wi or coordination. it is the process of ally and physically to any rhythmi it routines to music with a partne ant phrase in the most effective we on to the surrounding environment ogether or separately.	ith the environment, combining up of improving the smoothness and ic accompaniment. This can be doer and in a group.  Yay. Coordination of large muscles and (physical space) at rest and dur	se of the senses and motor skills. accuracy of movements ne individually, in pairs or in sma for total body movement. The aing motion.	. The developmental process of Il or large groups. Skills perform bility to use hands and eyes or fo	red fundamental locomotor skills. When use of perceptual or sensory skills and a ed to music include: locomotor skills, ba eet and eyes together in the execution of more players, defined by a goal that the oprimary colours, shape and line oprimary: colours (primary), lines, shapes, space, interaction (e.g. play, communication, singing, dancing)	n these fundamental skills  motor skills is viewed as a  all skills, moving in a variet  of a movement.	combined process. <b>Perceptual</b> By of ways such as circles and
Resources (other than textbook) to enhance learning	PSW & BK Daily weather chart, Seasons of Vocabulary and symbols, Photo DBE Life Skills Workbook 1 VISUAL ARTS A3 paper, Brushes, Paint Clay,	ographs: Own , Birth certificate, Nan	ne tag		,		,			

man pro	Thick wax crayons or chalk
	Vocabulary: colours (primary), lines, shapes, space
	Calendar, Clothing
	PHYSICAL EDUCATION
	LTSM, skittles, ropes, hoops, balls,
Teaching Progenical Education in this Proceedation Phones	Page 12 and 13
Commandation and Participation	
	Checklist
	Observation sheet/book
	Rubric
	Memorandum
Informal assessment;	Multiple opportunities and levels of difficulty/ complexity
remediation and	
enrichment	https://wcedeportal.co.za/eresource/83276
	1 SBA per Term- All 4 Study Areas
SBA (Formal	Mostly oral, practical, demonstrations
Assessment)	Grade 2 and 3 BK has written and a practical component
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ays	April	April	April	April	April - May	May - May	May	May	May	June
				PERSONAL AND	SOCIAL WELL-BEING	,	,	,	,	
CAPS section Topic, concepts, skills and values	PERSONAL AND SOCIAL WELL-BEING My family 4 hours No natural links  Religious and special days	PERSONAL AND SOCIAL WELL-BEING My family 4 hours What a family is:  • Members of my family – immediate and extended • Caring for each other at home Note: Learners come from many different types of family. Ensure inclusivity.	PERSONAL AND SOCIAL WELL-BEING My family 4 hours What a family is:  • Members of my family – immediate and extended  • Caring for each other at home Note: Learners come from many different types of family. Ensure inclusivity.	PERSONAL AND SOCIAL WELL-BEING Social Health / Well-being Safety in the home 4 hours Dangers at home - When cooking - When washing - Lighting and electricity - Outside areas - Medicine Poisonous substances types and recognising warning symbols - Keeping safe when home Alone - Emergency number [card - Technology] - Police, Fire Station, Hospital, Help-line, Mom and Dad  https://wcedeportal.co.za/eresource/83451	PERSONAL AND SOCIAL WELL-BEING Social Health / Well-being Safety in the home 4 hours Dangers at home - When cooking - When washing - Lighting and electricity - Outside areas - Medicine Poisonous substances types and recognising warning symbols - Keeping safe when home Alone - Emergency number [card - Technology] - Police, Fire Station, Hospital, Help-line, Mom and Dad	PERSONAL AND SOCIAL WELL-BEING My body 6 hours Personal Awareness of how my body moves /works  Different parts of my body Different parts of my body which move Parts of my body that I cannot see; include lungs, heart, stomach, brain, skeleton The five senses and their uses; touch, smell, sound, sight and taste How do we hear? Age appropriate [Sound waves – Video or story] What will happen if we put cotton wool in ears How do we taste? Learners taste different things- salt, candy floss, condensed milk, aloe describe the taste Which is the same and which is different? Compare and record	PERSONAL AND SOCIAL WELL-BEING My body 6 hours Personal Awareness of how my body moves /works  • Different parts of my body Different parts of my body which move  • Parts of my body that I cannot see; include lungs, heart, stomach, brain, skeleton  • The five senses and their uses; touch, smell, sound, sight and taste • How do we hear? Age appropriate [Sound waves – Video or story]  • What will happen if we put cotton wool in ears • How do we taste? • Learners taste different things- salt, candy floss, condensed milk, aloe • describe the taste • Which is the same and which is different? • Compare and record	PERSONAL AND SOCIAL WELL-BEING My body 6 hours Personal Awareness of how my body moves /works  Different parts of my body Different parts of my body which move Parts of my body that I cannot see; include lungs, heart, stomach, brain, skeleton The five senses and their uses; touch, smell, sound, sight and taste How do we hear? Age appropriate [Sound waves – Video or story] What will happen if we put cotton wool in ears How do we taste? Learners taste different things-salt, candy floss, condensed milk, aloe describe the taste Which is the same and which is different? Compare and record	PERSONAL AND SOCIAL WELL-BEING Keeping my body safe 4 hours Personal safety: Healthy practices Safe and unsafe situations and places - such as • waiting for transport, alone in shopping areas • 'Yes' and 'No' feelings • Practising saying 'No' • Protecting our bodies from illness Covering mouth and nose when sneezing or coughing Never touching another person's blood Washing fruit and vegetables before eating Making water safe to drink (NS)	PERSONAL AND SOCIAL WELL-BEING Keeping my body safe 4 hours Personal safety: Healthy practices Safe and unsafe situation and places - such as • waiting for transport, alone in shopping are • 'Yes' and 'No' feelings • Practising saying 'No' • Protecting our bodies from illness Covering mouth and nose when sneezing or coughing Never touching another person's blood Washing fruit and vegetables before eat Making water safe to drink (NS)

Week 5:

Week 6:

Week 7:

Week 8:

Week 9:

Week 10:

Week 4:

TERM 2

Week 1:

Record and discuss- Clothing, food, celebrations

Ascension Day Ramadan Week 2:

Week 3:

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			BEGINNING	KNOWLEDGE					
			NATURA	AL SCIENCE					
BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING	BEGINNING KNOWLEDGE
NATURAL SCIENCE No natural links  What is a living thing?	NATURAL SCIENCE No natural links	NATURAL SCIENCE No natural links	NATURAL SCIENCE No natural links	NATURAL SCIENCE No natural links	NATURAL SCIENCE Life and Living Different parts of my body: Different parts of my body which move (locomotion) Parts of my body that I cannot see -include lungs, heart, stomach, brain, skeleton The five senses and their uses - touch, smell, sound, sight and taste How do we hear? Age appropriate [Sound waves - Video or story] What will happen if we put cotton wool in ears How do we taste? Learners taste different things- salt, candy floss, condensed milk, aloe describe the taste- Which is the same and which is different? Compare and record	NATURAL SCIENCE Life and Living Different parts of my body:  Different parts of my body which move (locomotion) Parts of my body that I cannot see -include lungs, heart, stomach, brain, skeleton The five senses and their uses - touch, smell, sound, sight and taste How do we hear? Age appropriate [Sound waves - Video or story] What will happen if we put cotton wool in ears How do we taste? Learners taste different things- salt, candy floss, condensed milk, aloe describe the taste- Which is the same and which is different? Compare and record	NATURAL SCIENCE No natural links	KNOWLEDGE NATURAL SCIENCE No natural links	NATURAL SCIENCE No natural links
BEGINNING KNOWLEDGE NATURAL SCIENCE Planet Earth and beyond The weather  Observation of weath Recording of daily weath Clothing and material	er conditions (e.g. hot, cold, clou ther conditions	ıdy, sunny, misty, rainy							
			SOCIA	L SCIENCE					
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 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 No natural links	BEGINNING KNOWLEDGE SOCIAL SCIENCE No natural links
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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	BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills Learner will engage in	BEGINNING KNOWLEDGE TECHNOLOGY No natural links	BEGINNING KNOWLEDGE TECHNOLOGY No natural links	BEGINNING KNOWLEDGE TECHNOLOGY No natural links	BEGINNING KNOWLEDGE TECHNOLOGY No natural links	BEGINNING KNOWLEDGE TECHNOLOGY No natural links

CREATIVE ARTS

#### **VISUAL ARTS**

CREATIVE ARTS VISUAL ARTS Visual literacy  Create 3D (construction)  Make models out of clay/ playdough	CREATIVE ARTS VISUAL ARTS Visual literacy  Create 3D (construction)  Make models out of clay/ playdough	CREATIVE ARTS VISUAL ARTS Visual literacy  Create a 2D (construction)  Draw a picture of your family doing an activity e.g. At the beach	CREATIVE ARTS VISUAL ARTS Visual literacy Create a 2D  • Finger or brush painting 'safe environment'	CREATIVE ARTS VISUAL ARTS	CREATIVE ARTS VISUAL ARTS	CREATIVE ARTS VISUAL ARTS Visual literacy Create a 2D  Draw a picture of you running/ climbing a tree etc.	CREATIVE ARTS VISUAL ARTS Visual literacy Create a 2D  Draw a picture of you running/ climbing a tree etc.	CREATIVE ARTS VISUAL ARTS	CREATIVE ARTS VISUAL ARTS
			PERFOR	MING ARTS					
PERFORMING ARTS  Creative games and skills  Improvise and interpret  WARM UP  Warm up the body: circling hands and ankles Vocal exercises to warm up the voice (songs)  MAIN ACTIVITY  Sing songs: contrasts - soft and loud, fast and slow Isolate body parts through movements (according to song).  COOLING DOWN  Relaxation games	PERFORMING ARTS  Creative games and skills  Improvise and interpret  WARM UP  Warm up the body: making shapes with the body  Vocal exercises to warm up the voice (tongue twisters)  MAIN ACTIVITY  Copying of movements derived from the song.  Movements appropriate to the song (skipping, clapping.)  Role play (according to characters in the song) and movement appropriate to the roles in the song  COOLING DOWN  Relaxation	PERFORMING ARTS  Creative games and skills  Improvise and interpret  WARM UP Locomotor movements: hopping, jumping and galloping forwards and sideways (using the selected song as stimulus)  MAIN ACTIVITY  Singing songs using contrasts such as soft and loud, fast and slow.  Exploring beginnings, middles and endings of the selected song.  COOLING DOWN  Cooling down the body and relaxation: games such as 'rocking a baby', 'swaying' etc.	PERFORMING ARTS  • Creative games and skills  • Improvise and interpret  WARM UP  Freeze games focusing on control, eye focus and use of space  MAIN ACTIVITY  Singing songs using contrasts such as soft and loud, fast and slow.  Develop short sentences of dialogue such as a conversation between the different characters derived from the song.  Movements appropriate to a role in different situations, as derived from the song.  COOLING DOWN  Relaxation by exploring axial movements: twisting, swinging the arms and side bends	PERFORMING ARTS  Creative games and skills  Improvise and interpret  WARM UP  Vocal exercises such as rhymes, tongue twisters and songs with focus and clarity in vocal exercises  MAIN ACTIVITY  Singing a new songs using contrasts such as soft and loud, fast and slow.  Copying of movements, rhythms and movement patterns such as follow the leader, walking, skipping, and clapping.  COOLING DOWN  Relaxation by isolating body parts through slow movements.	PERFORMING ARTS  Creative games and skills  Improvise and interpret  WARM UP  Warming up the body: circling the hands and ankles, making shapes with the body such as large and small, wide and narrow, as derived from the song.  MAIN ACTIVITY  Singing songs using contrasts such as soft and loud, fast and slow.  Movements appropriate to a role in different situations, e.g. during a meal, a classroom, a bus.  COOLING DOWN  Relaxation by playing freeze games focusing on control, eye focus and use of space	Creative games and skills     Improvise and interpret  WARM UP  Warm up the body by doing controlled axial movements: twisting, swinging the arms and side bends  MAIN ACTIVITY  Singing a new song using contrasts such as soft and loud, fast and slow.  Role play the different characters as depicted in the song (stepping into the shoes of somebody else)  COOLING DOWN  Relaxation by doing a short dance using locomotor movements: hopping, jumping and galloping forwards and Sideways	Creative games and skills     Improvise and interpret  WARM UP  Vocal exercises such as rhymes, tongue twisters and songs with focus and clarity in vocal exercises  MAIN ACTIVITY  Assessment: Singing of selected song, using appropriate movements and creating characters, based on the song, through role play	Creative games and skills     Improvise and interpret  WARM UP  Vocal exercises such as rhymes, tongue twisters and songs with focus and clarity in vocal exercises  MAIN ACTIVITY  Assessment: Singing of selected song, using appropriate movements and creating characters, based on the song, through role play	PERFORMING ARTS  Creative games and skills  Improvise and interpret  WARM UP  Vocal exercises such as rhymes, tongue twisters and songs with focus and clarity in vocal exercises  MAIN ACTIVITY  Singing a new songs using contrasts such as soft and loud, fast and slow.  Copying of movements, rhythms and movement patterns such as follow the leader, walking, skipping, and clapping.  COOLING DOWN  Relaxation by isolating body parts through slow movements.
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	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION	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:	Main Activity:	Main Activity:	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	- Locomotor
	- Perceptual	<ul> <li>Perceptual motor</li> </ul>	- Perceptual	- Perceptual motor	- Perceptual	- Perceptual	- Perceptual	- Perceptual	- Perceptual	- Perceptual
	motor	- Rhythm	motor	- Rhythm	motor	motor	motor	motor	motor	motor
Treating Physical Education 16 the Pour dylan Philas	- Rhythm	<ul> <li>Coordination</li> </ul>	- Rhythm	- Coordination	- Rhythm	- Rhythm	- Rhythm	- Rhythm	- Rhythm	- Rhythm
<b>三</b>	- Coordination	- Balance	<ul> <li>Coordination</li> </ul>	- Balance	- Coordination	- Coordination	- Coordination	- Coordination	<ul> <li>Coordination</li> </ul>	<ul> <li>Coordination</li> </ul>
	- Balance	- Spatial	- Balance	- Spatial Orientation	- Balance	- Balance	- Balance	- Balance	- Balance	- Balance
	- Spatial	Orientation	- Spatial	- Laterality	- Spatial	- Spatial	- Spatial	- Spatial	- Spatial	- Spatial
The last two last times	Orientation	- Laterality	Orientation	<ul> <li>Sports and Games- fair play; follow rules; respect,</li> </ul>	Orientation	Orientation	Orientation	Orientation	Orientation	Orientation
	- Laterality	<ul> <li>Sports and</li> </ul>	- Laterality	fairness etc.	- Laterality	- Laterality	- Laterality	- Laterality	- Laterality	- Laterality
	- Sports and	Games- fair play;	- Sports and	NB. Choose a few skills per Lesson	- Sports and	- Sports and	- Sports and	- Sports and	<ul> <li>Sports and</li> </ul>	- Sports and
	Games- fair	follow rules;	Games- fair	Inclusion is important	Games- fair play;	Games- fair	Games- fair	Games- fair	Games- fair	Games- fair
	play; follow	respect, fairness	play; follow		follow rules;	play; follow	play; follow	play; follow	play; follow	play; follow
	rules; respect,	etc.	rules; respect,		respect, fairness	rules; respect,	rules; respect,	rules; respect,	rules;	rules; respect,
	fairness etc.	NB. Choose a few skills per	fairness etc.		etc.	fairness etc.	fairness etc.	fairness etc.	respect,	fairness etc.
	NB. Choose a few skills	Lesson	NB. Choose a few skills per		NB. Choose a few skills per	NB. Choose a few skills	NB. Choose a few skills	NB. Choose a few skills per	fairness etc.	NB. Choose a few skills per
	per Lesson	Inclusion is important	Lesson		Lesson	per Lesson	per Lesson	Lesson	NB. Choose a few skills	Lesson
	Inclusion is important		Inclusion is important		Inclusion is important	Inclusion is important	Inclusion is important	Inclusion is important	per Lesson	Inclusion is important
									Inclusion is important	

#### valanation of the term

- 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 or sensory skills and motor skills is viewed as a combined process. Perceptual motor learning or motor skills around the sensor skills aro
- motor learning or motor skill learning is the acquisition of motor skills requiring perceptual motor coordination. it is the process of improving the smoothness and accuracy of movements

  Rhythm: Rhythmic activities are any form of action in which an individual respond both emotionally and physically to any rhythmic accompaniment. This can be done individually, in pairs or in small or large groups. Skills performed to music include: locomotor skills, ball skills, moving in a variety of ways such as circles and
- squares, folk dance routines, international dances, aa well as creating and performing movement routines to music with a partner and in a group.

  Coordination: The ability to integrate muscle actions to execute a specific movement or movement phrase in the most effective way. Coordination of large muscles for total body movement. The ability to use hands and eyes or feet and eyes together in the execution of a movement.
- Coordination. The ability to use nature actions to execute a special movement of movement of movement.
- Balance: The ability to gain or maintain body equilibrium against gravity.
- Spatial orientation: Our natural ability to maintain our body orientation and/or posture in relation to the surrounding environment (physical space) at rest and during motion.

	• Laterality: Inner awareness of left and right and the ability to control the two sides of the body together or separately.  Sports and games: A sport is a physical activity carried out under an agreed set of rules, with a recreational purpose: for competition or self-enjoyment or a combination of these. A game is a recreational activity involving one or more players, defined by a goal that the players try to reach, and some set of rules to play it.
Requisite pre- knowledge	Concept of family Safety, Parts of the body Direction, shape, space, LTSM age 12 and 13
Resources other than extbook) to enhance	Pictures, video clips, examples of danger signs, charts Flashcards, pictures, emergency numbers Resources Page 12 and 13
earning Informal assessment remediation	LTSM PE ribbons, skipping ropes  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

days	Jul									
		Jul	Jul	Jul-Aug	Aug	Aug	Aug	Aug	Sep	Sep
					PERSONA	L AND SOCIAL WELL-BE	ING			
CAPS section Topic, concepts, skills and values  BK & PSW W: 10 % Performing Arts W: 15% Visual Arts W: 15% Physical Education W: 10%	PERSONAL AND SOCIAL WELL-BEING My community 4hrs No natural link	PERSONAL AND SOCIAL WELL-BEING My community 4hrs No natural link	PERSONAL AND SOCIAL WELL-BEING Pets 4hrs Healthy living/ habits/ practices • Animals we can keep as pets • How to look after pets at home include shelters, food, water, animal cleanliness • Animal welfare Treating animals Appropriately such as giving exercise, not teasing, not locking in a car	PERSONAL AND SOCIAL WELL-BEING Pets 4hrs Healthy living/ habits/ practices • Animals we can keep as pets • How to look after pets at home include shelters, food, water, animal cleanliness • Animal welfare Treating animals Appropriately such as giving exercise, not teasing, not locking in a car	PERSONAL AND SOCIAL WELL-BEING Manner and responsibilities 2hrs Interpersonal relationship and Values Greeting people we know and greeting strangers • Waiting my turn • Listening to others • Sharing • Showing kindness • Being honest • Respecting other people and what belongs to them • Use role play. Consolidate manners and responsibility- ties throughout the year	PERSONAL AND SOCIAL WELL-BEING	PERSONAL AND SOCIAL WELL-BEING Plants and seeds 4hrs No natural link	PERSONAL AND SOCIAL WELL-BEING Plants and seeds 4hrs No natural link	PERSONAL AND SOCIAL WELL-BEING Food 4hrs Healthy lifestyle Foods we eat Healthy eating Healthy and unhealthy foods Healthy choices and the right amount of food	PERSONAL AND SOCIAL WELL-BEING Food 4hrs Healthy lifestyle Foods we eat • Healthy eating Healthy and unhealth foods Healthy choices and t right amount of food

BEGINNING KNOWLEDGE

Week 6:

Week 7:

Week 8:

Week 9:

Week 10:

TERM 3:

Week 1:

Week 2:

Week 3:

Week 4:

Week 5:

					N	IATURAL SCIENCE				
	BEGINNING KNOWLEDGE NATURAL SCIENCE My community 4hrs	BEGINNING KNOWLEDGE NATURAL SCIENCE My community 4hrs	BEGINNING KNOWLEDGE NATURAL SCIENCE Pets 4hrs Life and living	BEGINNING KNOWLEDGE NATURAL SCIENCE Pets 4hrs Life and living	BEGINNING KNOWLEDGE NATURAL SCIENCE	BEGINNING KNOWLEDGE NATURAL SCIENCE Manner and responsibilities 2hrs	BEGINNING KNOWLEDGE NATURAL SCIENCE Plants and seeds 4hrs Life and living	BEGINNING KNOWLEDGE NATURAL SCIENCE Plants and seeds 4hrs Life and living	BEGINNING KNOWLEDGE NATURAL SCIENCE Food 4hrs Energy and change	BEGINNING KNOWLED NATURAL SCIENCE Food 4hrs Energy and change
	No natural link	No natural link	What living things need	What living things need	No natural link	No natural link	Nature Walk/Theme Table:     Why we need plants -     include food, shade, shelter     for animals     What plants look like -     roots, stem, leaves, flowers	Nature Walk/Theme Table:     Why we need plants -     include food, shade,     shelter     for animals	Food we eat     Where different foods come from: fruit; vegetables; dairy; meat     Healthy eating	Food we eat     Where different food come from: fruit; vegetables; dairy; meat     Healthy eating
variety of tivities will found in the e Skills undation ase resource e link is ovided low							Different plants - Similarities and differences Seeds and where they come from What plants need to grow Growing a plant from a seed such as a bean observe and record (drawing, photo –cell phone)  https://wcedeportal.co.za/eresource/83291	What plants look like - roots, stem, leaves, flowers Different plants - Similarities and differences Seeds and where they come from What plants need to grow Growing a plant from a seed - such as a bean - observe and record (drawing, photo –cell phone)	Healthy and unhealthy foods     Healthy choices and the right amount of food     What will happen to our teeth if we eat too many sweets –(decay) daily     Storing     (preserving) food – fresh, tinned, dried, frozen	Healthy and unhealth foods     Healthy choices and the right amount of food     What will happen to our teeth if we eat too many sweets –(decay) daily     Storing     (preserving) food – fresh, tinned, dried, frozen
	BEGINNING KNOWLEDGE NATURAL SCIENCE Planet Earth and beyond The weather  Observation of weath Recording of daily weath Clothing and material		l, cloudy, sunny, misty, rainy							
						SOCIAL SCIENCE				
	BEGINNING KNOWLEDGE SOCIAL SCIENCE Place	BEGINNING KNOWLEDGE SOCIAL SCIENCE	BEGINNING KNOWLEDGE SOCIAL SCIENCE	BEGINNING KNOWLEDGE SOCIAL SCIENCE	BEGINNING KNOWLEDGE SOCIAL SCIENCE	BEGINNING KNOWLEDGE SOCIAL SCIENCE	BEGINNING KNOWLEDGE SOCIAL SCIENCE	BEGINNING KNOWLEDGE SOCIAL SCIENCE	BEGINNING KNOWLEDGE SOCIAL SCIENCE	BEGINNING KNOWLED SOCIAL SCIENCE
	Know and identify places in my community – include buildings and places where we meet	Place  • Know and identify places in my community – include buildings and places where we meet	No natural link	No natural link	No natural link	No natural link	No natural link	No natural link	No natural link	No natural link
			<u> </u>			TECHNOLOGY				l
variety of	BEGINNING KNOWLEDGE TECHNOLOGY	BEGINNING KNOWLEDGE TECHNOLOGY	BEGINNING KNOWLEDGE TECHNOLOGY	BEGINNING KNOWLEDGE TECHNOLOGY	BEGINNING KNOWLEDGE TECHNOLOGY	BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills	BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills	BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills	BEGINNING KNOWLEDGE TECHNOLOGY	BEGINNING KNOWLED TECHNOLOGY
tivities will	No natural link				1	Learner will engage in	Learner will engage in	Learner will engage in	No natural link	No natural link

	buildings and places where we meet	community – include buildings and places where we meet								
						TECHNOLOGY				
A variety of activities will be found in the Life Skills Foundation Phase resource The link is provided below	BEGINNING KNOWLEDGE TECHNOLOGY No natural link	BEGINNING KNOWLEDGE TECHNOLOGY No natural link	BEGINNING KNOWLEDGE TECHNOLOGY  No natural link	BEGINNING KNOWLEDGE TECHNOLOGY  No natural link	BEGINNING KNOWLEDGE TECHNOLOGY No natural link	BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills Learner will engage in	BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills Learner will engage in	BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills Learner will engage in	BEGINNING KNOWLEDGE TECHNOLOGY  No natural link	BEGINNING KNOWLEDGE TECHNOLOGY  No natural link
						CREATIVE ARTS				
						VISUAL ARTS				

### VISUAL ARTS

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
Create 2D		Visual Literacy	Visual Literacy		Visual Literacy	Visual Literacy			
Create 3D		Create 2D	Create 2D		Create 2D	Create 2D			
(construction)		Draw a picture of your	Draw a picture of your		Draw / paint a picture of	Draw / paint a picture of flowers			
		pat/s	pat/s		flowers				
		Create a 3D	Create a 3D						
		Make a clay model of	Make a clay model of						
		your pet/s	your pet/s						

						PERFORMING ARTS				
A variety of activities will be found in the Life Skills Foundation Phase resource The link is provided below	Creative games and skills     Improvise and interpret  WARM UP Warming up the body: e.g. leading with the nose, elbow, knee MAIN ACTIVITY Combining locomotor and non-locomotor movements such as runrun-turn, run-forward-shrink-stretch-up. Choosing and making own movement sentences to interpret a theme with a beginning and an ending COOLING DOWN Cooling down the body and relaxation	PERFORMING ARTS  Creative games and skills  Improvise and interpret  WARM UP Listening skills through music games using different tempo, pitch, dynamics, duration MAIN ACTIVITY (continue and consolidate from previous week) Combining locomotor and non-locomotor movements such as run-run-turn, runforward-shrink-stretchup. Choosing and making own movement sentences to interpret a theme with a beginning and an ending  COOLING DOWN Cooling down the body and relaxation	PERFORMING ARTS  Creative games and skills  Improvise and interpret  WARM UP Games focusing on numeracy and literacy such as number songs and rhymes, making letter shapes through movement  MAIN ACTIVITY Listening skills through music games using different tempo, pitch, dynamics, duration Clapping rhythms in three or four time. Moving to music in three or four time.  COOLING DOWN Cooling down the body and relaxation: using imagery or words such as 'shrink slowly' and 'grow slowly'	Creative games and skills     Improvise and interpret     WARM UP     Listening skills through music games using different tempo, pitch, dynamics, duration     MAIN ACTIVITY (continue and consolidate from previous week)     Clapping rhythms in three or four time. Moving to music in three or four time.     Choosing and making own movement sentences to interpret a theme with a beginning and an ending COOLING DOWN     Cooling down the body and relaxation: using imagery or words such as 'shrink slowly' and 'grow slowly'	PERFORMING ARTS  Creative games and skills  Improvise and interpret  WARM UP  Mime actions showing emotion using visualisation such as eating my favourite food, opening a gift  MAIN ACTIVITY  Dramatising a makebelieve situation based on a South African poem, song or story guided by teacher  COOLING DOWN  Cooling down the body and relaxation: using imagery or words such as 'shrink slowly' and 'grow slowly'	PERFORMING ARTS  Creative games and skills  Improvise and interpret WARM UP Mime actions showing emotion using visualisation such as eating my favourite food, opening a gift MAIN ACTIVITY Dramatising a make-believe situation based on a South African poem, song or story guided by teacher Create sound effects to the dramatisation by clapping rhythms in three or four time. Moving to music in three or four time. COOLING DOWN Cooling down the body and relaxation: using imagery or words such as 'shrink slowly' and 'grow slowly'	PERFORMING ARTS  Creative games and skills  Improvise and interpret  WARM UP  Games focusing on numeracy and literacy such as number songs and rhymes, making letter shapes through movement  MAIN ACTIVITY  Dramatising a make-believe situation based on a South African poem, song or story guided by teacher  Choosing and making own movement sentences to interpret the theme of the dramatisation with a beginning and an ending  COOLING DOWN  Cooling down the body and relaxation: using imagery or words such as 'shrink'	PERFORMING ARTS  Creative games and skills  Improvise and interpret WARM UP Warming up the body: e.g. leading with the nose, elbow, knee MAIN ACTIVITY Assessment: Classroom dramatisation that combines movement sentences (interpreting the theme) and sound effects based on the story /poem.	PERFORMING ARTS  Creative games and skills  Improvise and interpret  WARM UP  Warming up the body: e.g. leading with the nose, elbow, knee  MAIN ACTIVITY  Assessment:  Classroom dramatisation that combines movement sentences (interpreting the theme) and sound effects based on the story /poem.	PERFORMING ARTS  Creative games and skills  Improvise and interpret  WARM UP  Games focusing on numeracy and literacy such as number songs and rhymes, making letter shapes through movement  MAIN ACTIVITY  Dramatising a makebelieve situation  COOLING DOWN  Cooling down the body and relaxation: using imagery or words such as 'shrink
					PH	IYSICAL EDUCATION				
	PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down: - Locomotor - Perceptual motor - Rhythm - Coordination	PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down: - Locomotor - Perceptual motor - Rhythm - Coordination	PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down: - Locomotor - Perceptual motor - Rhythm - Coordination	PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down: - Locomotor - Perceptual motor - Rhythm - Coordination	PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down: - Locomotor - Perceptual motor - Rhythm - Coordination	PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down: - Locomotor - Perceptual motor - Rhythm - Coordination - Balance	PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down: - Locomotor - Perceptual motor - Rhythm - Coordination - Balance	PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down: - Locomotor - Perceptual motor - Rhythm - Coordination - Balance	PHYSICAL E PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down: - Locomotor - Perceptual motor - Rhythm	PHYSICAL EDUCATION PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down: - Locomotor - Perceptual motor - Rhythm
Tencines Property Conscision in the Property Philas	- Balance	- Balance	- Balance	- Balance	- Balance	- Spatial	- Spatial Orientation	- Spatial	- Coordination	- Coordination



	Warm-up	<b>)</b> :	W				
	Main Act	ivity:	М				
	Cooling down:						
	-	Locomotor					
	-	Perceptual					
		motor					
	-	Rhythm					
	-	Coordination					
The second secon	-	Balance					
DESCRIPTION OF THE PERSON OF T	-	Spatial					
7		Orientation					
	-	Laterality					
	-	Sports and					
and the same of th		Games- fair					
		play; follow					
		rules; respect,					
		fairness etc.					
	NB. Choo	se a few skills					
	per Lesso	n	NE				

- Balance Spatial Orientation Laterality
- Sports and Games- fair play; follow rules: respect, fairness etc. IB. Choose a few skills per Lesson

Inclusion is important

- Balance Spatial Orientation Laterality Sports and Games- fair
- Spatial Orientation Laterality Sports and Games- fair play; follow play; follow rules; respect, rules; respect, fairness etc. fairness etc. NB. Choose a few skills NB. Choose a few skills per per Lesson Inclusion is important Inclusion is important
- Balance Spatial Orientation
- Laterality Sports and Games- fair play; follow rules; respect, fairness etc. NB. Choose a few skills per Lesson

Inclusion is important

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

NB. Choose a few skills per Lesson Inclusion is important

- Spatial
- Orientation Laterality
- Sports and follow rules; respect, fairness

Lesson

### Orientation Games- fair play; Laterality Sports and NB. Choose a few skills per

Inclusion is important NB. Choose a few skills per Lesson

Games-fair play; follow rules; respect, fairness etc.

Inclusion is important

Balance

Spatial

Sports and Games-fair play; follow rules; respect,

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

Balance

Spatial

Orientation

Laterality

#### **EXPLANATION OF THE TERMS**

Inclusion is important

- Locomotor: Locomotor movements are those which the body is transported in a horizontal or vertical direction from one point to another. Activities such as running, jumping, hopping, leaping, galloping, and skipping are considered fundamental locomotor skills. When these fundamental skills become elaborated and further refined, they can be applied to specific sports.
- Perceptual motor: Perceptual Motor Skills. Perceptual-motor development refers to the child's developing ability to interact with the environment, combining use of the senses and motor skills and motor skills is viewed as a combined process. Perceptual motor learning or motor skill learning is the acquisition of motor skills requiring perceptual motor coordination. it is the process of improving the smoothness and accuracy of movements

Orientation

Laterality

Sports and

follow rules;

NB. Choose a few skills per

Inclusion is important

Games- fair play;

respect, fairness

- Rhythm: Rhythmic activities are any form of action in which an individual respond both emotionally and physically to any rhythmic accompaniment. This can be done individually, in pairs or in small or large groups. Skills performed to music include: locomotor skills, ball skills, moving in a variety of ways such as circles and squares, folk dance routines, international dances, aa well as creating and performing movement routines to music with a partner and in a group.
- Coordination: The ability to integrate muscle actions to execute a specific movement or movement phrase in the most effective way. Coordination of large muscles for total body movement. The ability to use hands and eyes or feet and eyes together in the execution of a movement.
- Balance: The ability to gain or maintain body equilibrium against gravity.
- Spatial orientation: Our natural ability to maintain our body orientation and/or posture in relation to the surrounding environment (physical space) at rest and during motion.
- Laterality: Inner awareness of left and right and the ability to control the two sides of the body together or separately.
- Sports and games: A sport is a physical activity carried out under an agreed set of rules, with a recreational purpose: for competition or self-enjoyment or a combination of these. A game is a recreational activity involving one or more players, defined by a goal that the players try to reach, and some set of rules to play it.

Requisite preknowledge

learning

Home weather, directions, left and right Concept of weather, vocabulary, terminology,

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

LTSM Page 12 and 13 NB USE THE Foundation Phase Resource File 2017

Informal assessment remediation	Checklist Observation sheet/book Memorandum Rubric
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

? Days	Oct	Oct	Oct	Oct	Oct - Nov	Nov	Nov	Nov	Nov	Dec
CAPS section	BK & PSW W: 40 %	BK & PSW W: 40 %	BK & PSW W: 40 %	BK & PSW W: 40 %	BK & PSW W: 40 %	BK & PSW W: 40 %	BK & PSW W: 40 %	BK & PSW W: 40 %	BK & PSW W: 40 %	BK & PSW W: 40 %
	Performing Arts W: 15%	Performing Arts W: 15%	Performing Arts W: 15%	Performing Arts W: 15%	Performing Arts W: 15%	Performing Arts W: 15%	Performing Arts W: 15%	Performing Arts W: 15%	Performing Arts W: 15%	Performing Arts W: 15%
	Visual Arts W: 15%	Visual Arts W: 15%	Visual Arts W: 15%	Visual Arts W: 15%	Visual Arts W: 15%	Visual Arts W: 15%	Visual Arts W: 15%	Visual Arts W: 15%	Visual Arts W: 15%	Visual Arts W: 15%
	Physical Education W: 30%	Physical Education W: 30%	Physical Education W: 30%	Physical Education W: 30%	Physical Education W: 30%	Physical Education W: 30%	Physical Education W: 30%	Physical Education W: 30%	Physical Education W: 30%	Physical Education W: 30%
		L	L	PERSONAL AND S	SOCIAL WELL-BEING		I	L	<u> </u>	
Topic, concepts, skills and values	PERSONAL AND SOCIAL WELL-BEING Homes 4hrs No natural link	PERSONAL AND SOCIAL WELL-BEING Homes 4hrs No natural link	PERSONAL AND SOCIAL WELL-BEING Homes 4hrs No natural link	PERSONAL AND SOCIAL WELL-BEING Picture Maps 4hrs No natural link	PERSONAL AND SOCIAL WELL-BEING Picture Maps 4hrs No natural link	PERSONAL AND SOCIAL WELL-BEING Picture Maps 4hrs No natural link	PERSONAL AND SOCIAL WELL-BEING Water 4hrs Healthy Life Style Safe and unsafe drinking water  Purify Germs	PERSONAL AND SOCIAL WELL-BEING Water 4hrs Healthy Life Style Safe and unsafe drinking water  Purify Germs	PERSONAL AND SOCIAL WELL-BEING Sky at night 4hrs No natural link	PERSONAL AND SOCIAL WELL-BEING Sky at night 4hrs No natural link
	Religious and special days 2hours Diversity and individuality Record and discuss - Clothing, food, celebrations Use the various religious holidays and allow learners to draw,	sketch or paint (VA)								
				BEGINNING	KNOWLEDGE					
				NATURA	AL SCIENCE					
	BEGINNING KNOWLEDGE NATURAL SCIENCE Homes 4hrs	BEGINNING KNOWLEDGE NATURAL SCIENCE Homes 4hrs	BEGINNING KNOWLEDGE NATURAL SCIENCE Homes 4hrs	BEGINNING KNOWLEDGE NATURAL SCIENCE Picture Maps 4hrs	BEGINNING KNOWLEDGE NATURAL SCIENCE Picture Maps 4hrs	BEGINNING KNOWLEDGE NATURAL SCIENCE Picture Maps 4hrs	BEGINNING KNOWLEDGE NATURAL SCIENCE Water 4hrs	BEGINNING KNOWLEDGE NATURAL SCIENCE Water 4hrs	BEGINNING KNOWLEDGE NATURAL SCIENCE Sky at night 4hrs Planet Earth and Beyond	BEGINNING KNOWLEDGE NATURAL SCIENCE Sky at night 4hrs
	No natural link Use very simple activities for material (identification and how it feels)  https://wcedeportal.co.za/eresource/83296	No natural link	No natural link	No natural link	No natural link	No natural link	Water conservation Uses of water - home and school • Ways water is wasted • Ways of saving water • Safe and unsafe drinking water • Storing clean water	Water conservation Uses of water - home and school • Ways water is wasted • Ways of saving water • Safe and unsafe drinking water • Storing clean water	Fiunet Eurth und Beyond	Planet Earth and Beyond

Week 5:

Week 6:

Week 7:

Week 8:

Week 9:

Week 10:

Week 4:

TERM 4:

Week 1:

Week 2:

Week 3:

### BEGINNING KNOWLEDGE

#### NATURAL SCIENCE

Planet Earth and beyond

#### The weather

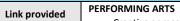
- Observation of weather conditions (e.g. hot, cold, cloudy, sunny, misty, rainy
- Recording of daily weather conditions

				SOCIAL	SCIENCE					
		1								
	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE
	SOCIAL SCIENCE	SOCIAL SCIENCE	SOCIAL SCIENCE	SOCIAL SCIENCE	SOCIAL SCIENCE	SOCIAL SCIENCE	SOCIAL SCIENCE	SOCIAL SCIENCE	SOCIAL SCIENCE	SOCIAL SCIENCE
	Adaptation	Adaptation	Adaptation	Place	Place	Place	Manager Hall	Ma and wellful	Earth and beyond	Earth and beyond
	Investigate, understand	Investigate, understand	Investigate, understand	Find places and things	Find places and things	Find places and things	No natural link	No natural link	Changing from day to	Changing from day to nigh
	and interpret the	and interpret the	and interpret the	on	on	on			<ul><li>night</li><li>What the night sky looks</li></ul>	What the night sky looks like
	knowledge of the types of	knowledge of the types of	knowledge of the types of	a picture map	a picture map	a picture map			like	• The moon
	homes include flats, traditional homes houses.	homes include flats,	homes include flats,	• Find the way from one	• Find the way from one	• Find the way from one			• The moon	What the moon looks like
	shacks.	traditional homes houses,	traditional homes houses,	From one place to	From one place to	From one place to			What the moon looks	What the moon looks like     When we can see the
	• Investigate, understand	shacks,	shacks,	another (use words such	another (use words such	another (use words such			like	moon
	an interpret the	Investigate, understand	Investigate, understand	as: along, over, under,	as: along, over, under,	as: along, over, under,			When we can see the	How the moon seems to
E Van	knowledge of the types	an interpret the knowledge of the types	an interpret the knowledge of the types	up, down)	up, down)	up, down)			moon	change shape?
	homes to suit different	homes to suit different	homes to suit different	• Find where on a picture	• Find where on a picture	• Find where on a picture			How the moon seems to	• Stars
	weather conditions	weather conditions	weather conditions	map events in a story	map events in a story	map events in a story			change shape?	A star burns like the sun
	• Investigate, understand	• Investigate, understand	Investigate, understand	happened	happened	happened			• Stars	(the sun is a star)
	an interpret the	an interpret the	an interpret the	Notes: A picture map is	Notes: A picture map is	Notes: A picture map is			A star burns like the sun	Notes: It is possible to
	knowledge of what	knowledge of what	knowledge of what	a drawing to show	a drawing to show	a drawing to show			(the sun is a star)	See the moon during the
	different homes are made	different homes are made	different homes are made	where	where	where			Notes: It is possible to	day. Include observation
	of - include wood, mud,	of - include wood, mud,	of - include wood, mud,	things are located in a	things are located in a	things are located in a			See the moon during	and drawing activities
	bricks, tin, stone,	bricks, tin, stone,	bricks, tin, stone,	given area. Picture maps	given area. Picture maps	given area. Picture maps			the	_
	hardboard, plastic	hardboard, plastic	hardboard, plastic	develop geographical	develop geographical	develop geographical			day. Include observation	
			1	skills of location,	skills of location,	skills of location,			and drawing activities	
				distance	distance	distance				
				and space.	and space.	and space.				
	1		1	TECHN	IOLOGY					
	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	120102001	120102001	12602001	12011102001	12002001	12011102001	12011102001
	Learner will engage in	Learner will engage in	Learner will engage in	No natural link	No natural link	No natural link	No natural link	No natural link	No natural link	No natural link
	• investigating	investigating	• investigating				Age appropriate	Age appropriate	Age appropriate	Age appropriate
	designing	designing	designing				graph the	graph the	0.11	0.111
	making	making	making							
	evaluating	evaluating	evaluating							
	communicating solutions.	communicating	communicating							
	33	solutions.	solutions							
	Design a house \ Build a house ; for the 3 little pigs									
	Collect materials, make	Design a house \ Build a	Design a house \ Build a							
		house; for the 3 little pigs	house ; for the 3 little pigs							
	, , , , , ,	House, for the 3 little pigs			ı	i	I	Ī	1	1
		Collect materials, make	Collect materials, make							
		, ,	Collect materials, make							

### **VISUAL ARTS**

CREATIVE ARTS VISUAL ARTS Homes 4hrs	CREATIVE ARTS VISUAL ARTS Homes 4hrs	CREATIVE ARTS VISUAL ARTS Homes 4hrs	CREATIVE ARTS VISUAL ARTS Picture Maps 4hrs	CREATIVE ARTS VISUAL ARTS Picture Maps 4hrs	CREATIVE ARTS VISUAL ARTS Picture Maps 4hrs	CREATIVE ARTS VISUAL ARTS Water 4hrs	CREATIVE ARTS VISUAL ARTS Water 4hrs	CREATIVE ARTS VISUAL ARTS Sky at night 4hrs	CREATIVE ARTS VISUAL ARTS Sky at night 4hrs
<ul> <li>Create 2D         Draw your own home using chalk (dipped in sugar water)     </li> </ul>	Create 2D     Draw your own home     using chalk (dipped in     sugar water)	<ul> <li>Create 2D         Draw your own home using chalk (dipped in sugar water)     </li> </ul>							

## **PERFORMING ARTS**



- Creative games and skills
- Improvise and interpret

#### WARM UP

Warming-up the body: using different levels such as high: picking an apple, low: crawling and medium: crouching

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

- PERFORMING ARTS Creative games and skills
- Improvise and interpret
- WARM UP Clapping games with a partner developing focus

and co-ordination

• Creative games and skills

PERFORMING ARTS

- Improvise and interpret
- WARM UP Warming-up the body: using different levels such as high: picking an apple, low:

# PERFORMING ARTS

- skills
- interpret

# Creative games and

- skills
- Improvise and
- WARM UP Listening to music and describing how it makes

# PERFORMING ARTS

- Creative games and
- Improvise and interpret
- WARM UP Locomotor movements: hopping, jumping,

galloping, running and

- PERFORMING ARTS
- Creative games and skills
- Improvise and interpret

describing how it makes

- WARM UP Listening to music and
- Creative games and skills

PERFORMING ARTS

• Improvise and interpret WARM UP Listening to music and

describing how it makes

PERFORMING ARTS Creative games and

partner developing focus

and co-ordination

- skills Improvise and interpret
- WARM UP WARM UP Clapping games with a

#### PERFORMING ARTS Creative games and

- skills
- Improvise and interpret

and co-ordination

partner developing focus

• Improvise and Clapping games with a

### interpret WARM UP

skills

Warming-up the body: using different levels such as high: picking an apple,

PERFORMING ARTS

Creative games and

	COOLING DOWN Cooling down the body and relaxation	MAIN ACTIVITY (continue and consolidate from previous lesson) Locomotor movements: hopping, jumping, galloping, running and skipping with a partner and changing directions Non-locomotor movements: combining twisting, swinging the arms, side bends and jumps COOLING DOWN Listening to music and describing how it makes you feel using words such as happy, sad, etc.	crawling and medium: crouching MAIN ACTIVITY (continue and consolidate from previous lesson) Locomotor movements: hopping, jumping, galloping, running and skipping with a partner and changing directions Non-locomotor movements: combining twisting, swinging the arms, side bends and jumps COOLING DOWN Cooling down the body and relaxation: 'feel like a feather and float through the sky', etc.	you feel using words such as happy, sad, etc.  MAIN ACTIVITY Non-locomotor movements: combining twisting, swinging the arms, side bends and jumps Representing objects and ideas in movement and sound such as: making a machine, a magic forest, ambulance, individually and in groups COOLING DOWN Cooling down the body and relaxation: 'feel like a feather and float through the sky	skipping with a partner and changing directions MAIN ACTIVITY (continue and consolidate from previous lesson) Non-locomotor movements: combining twisting, swinging the arms, side bends and jumps Representing objects and ideas in movement and sound such as: making a machine, a magic forest, ambulance, individually and in groups COOLING DOWN Cooling down the body and relaxation: 'feel like a feather and float through the sky', etc.	you feel using words such as happy, sad, etc.  MAIN ACTIVITY Classroom performance incorporating a South African song/poem/story with movement and dramatization (suggestion: use the song that was listened to in the warm-up of this lesson) COOLING DOWN Cooling down the body and relaxation: 'feel like a feather and float through the sky', etc.	you feel using words such as happy, sad, etc. MAIN ACTIVITY (continue and consolidate from previous lesson) Classroom performance incorporating a South African song/poem/story with movement and dramatisation (suggestion: use the song that was listened to in the warm-up of this lesson) COOLING DOWN Cooling down the body and relaxation: 'feel like a feather and float through the sky', etc.	MAIN ACTIVITY Assessment: Classroom performance using a South African song with movement and dramatisation (week 6 and 7).	MAIN ACTIVITY Assessment: Classroom performance using a South African song with movement and dramatisation (week 6 and 7).	low: crawling and medium: crouching MAIN ACTIVITY (continue and consolidate from previous lesson) Locomotor movements: hopping, jumping, galloping, running and skipping with a partner and changing directions Non-locomotor movements: combining twisting, swinging the arms, side bends and jumps COOLING DOWN Cooling down the body and relaxation: 'feel like a feather and float through the sky', etc.
				PHYSICAL	EDUCATION					
	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION	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:	Main Activity:	Main Activity:	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	- Locomotor
	- Perceptual motor	- Perceptual motor	- Perceptual motor	- Perceptual	- Perceptual	- Perceptual	- Perceptual	- Perceptual	- Perceptual	- Perceptual
	- Rhythm	- Rhythm	- Rhythm	motor	motor	1		motor	motor	1
	•	,	1			motor	motor			motor
	- Coordination	- Coordination	- Coordination	- Rhythm	- Rhythm	- Rhythm	- Rhythm	- Rhythm	- Rhythm	- Rhythm
	- Balance	- Balance	- Balance	- Coordination	- Coordination	- Coordination	- Coordination	- Coordination	- Coordination	- Coordination
Teaching Popular Education is the Population Photos	- Spatial Orientation	- Spatial	- Spatial	- Balance	- Balance	- Balance	- Balance	- Balance	- Balance	- Balance
SAME SEE	- Laterality	Orientation	Orientation	- Spatial	- Spatial	- Spatial	- Spatial	- Spatial	- Spatial	- Spatial
	<ul> <li>Sports and Games- fair play; follow rules; respect,</li> </ul>	- Laterality	- Laterality	Orientation	Orientation	Orientation	Orientation	Orientation	Orientation	Orientation
	fairness etc.	- Sports and	- Sports and	<ul> <li>Laterality</li> </ul>	<ul> <li>Laterality</li> </ul>	- Laterality	- Laterality	- Laterality	- Laterality	<ul> <li>Laterality</li> </ul>
	NB. Choose a few skills per Lesson	Games- fair play;	Games- fair play;	- Sports and	- Sports and	- Sports and	- Sports and	- Sports and	- Sports and	- Sports and
	NB. Choose a rew skins per Lesson	follow rules;	follow rules;	Games- fair	Games- fair	Games- fair	Games- fair	Games- fair	Games- fair	Games- fair
		,	1							
		respect, fairness	respect, fairness	play; follow	play; follow	play; follow	play; follow	play; follow	play; follow	play; follow
		etc.	etc.	rules; respect,	rules; respect,	rules; respect,	rules; respect,	rules; respect,	rules; respect,	rules; respect,
		NB. Choose a few skills per	NB. Choose a few skills per	fairness etc.	fairness etc.	fairness etc.	fairness etc.	fairness etc.	fairness etc.	fairness etc.
		Lesson	Lesson	NB. Choose a few skills	NB. Choose a few skills	NB. Choose a few skills	NB. Choose a few skills	NB. Choose a few skills	NB. Choose a few skills	NB. Choose a few skills per
		Inclusion is important	Inclusion is important	per Lesson	per Lesson	per Lesson	per Lesson	per Lesson	per Lesson	Lesson
		l meradien is important	l morasion is important	Inclusion is important	Inclusion is important	Inclusion is important	Inclusion is important	Inclusion is important	Inclusion is important	Inclusion is important
				inclusion is important	inclusion is important	inclusion is important	inclusion is important	inclusion is important	inclusion is important	metasion is important
	EXPLANATION OF THE TERMS			l	1		I	l		
		hady is transported in a harizant	tal ar vartical direction from one	naint to another Activities su	sh as running iumning hanni	ing looping galloning and ski	aning are considered fundame	ntal lacamatar skills Whan t	hasa fundamantal skills hasar	no alabarated and further
	Locomotor: Locomotor movements are those which the	body is transported in a norizont	lai or vertical direction from one	point to another. Activities su	ich as running, jumping, noppi	ing, leaping, galloping, and ski	oping are considered fundame	intal locomotor skills. When the	nese iunuamentai skiiis becoi	ne elaborated and further
	refined, they can be applied to specific sports.									
	Perceptual motor: Perceptual - Motor Skills. Perceptual				_		nental process of use of <b>perce</b>	ptual or sensory skills and mo	otor skills is viewed as a comb	ined process. Perceptual
	motor learning or motor skill learning is the acquisition									
	Rhythm: Rhythmic activities are any form of action in wl				ns can be done individually, in	pairs or in small or large grou	ps. Skills performed to <b>music</b> i	nclude: locomotor skills, <b>ball</b>	<b>skills</b> , moving in a variety of v	vays such as circles and
	squares, folk dance routines, international dances, aa w									
	<ul> <li>Coordination: The ability to integrate muscle actions to</li> </ul>	execute a specific movement or r	movement phrase in the most ef	fective way. Coordination of la	arge muscles for total body mo	ovement. The ability to use ha	nds and eyes or feet and eyes	together in the execution of a	a movement.	
	Balance: The ability to gain or maintain body equilibrium	against gravity.								
	Spatial orientation: Our natural ability to maintain our b	ody <b>orientation</b> and/or posture i	in relation to the surrounding en	vironment (physical space) at	rest and during motion.					
	Laterality: Inner awareness of left and right and the abili		_							
	Sports and games: A sport is a physical activity carried o			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 n	lavers try to reach, and some	set of rules to play it
						<b>5</b> ,	and an arrangement	, , Вос р	,,	теления по ригу и
Requisite pre-	Home weather, directions, left and right									
knowledge	Concept of weather, vocabulary, terminology,									
ocuge	consept of weather, vocabalary, terminology,									
									Pictures, important places	Pictures, important places
	Pictures, maps with stories, pictures of home, video clips									
Posources									in the community, people,	
Resources	Outdoors, garden, nature table, plants								pers	pets
(other than	Examples of building materials								Outdoors, garden, nature	Outdoors, garden, nature
textbook) <b>to</b>	LTSM Page 12 and 13								table, plants	table, plants
enhance									Picture of plants, video	Picture of plants, video
learning									clips, flashcards, different	clips, flashcards, different
-									foods, packaging	foods, packaging
									LTSM Page 12 and 13	LTSM Page 12 and 13
	Chacklist								E13141 1 age 12 allu 13	ETSIVET ABE TE ATIU TS
	Checklist									
Informal	Observation sheet/book									
	Memorandum									
assessment	Rubric									
remediation										

SBA 1 SBA per Term- All 4 Study Areas (Formal Mostly oral, practical, demonstrations Assessment)

Grade 2 and 3 BK has written and a practical component

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