48 days	Jan (3 days)	Jan	Jan	Jan- Feb	Feb	Feb	Feb	Feb - Mar	Mar	Mar
	, , , ,			PERSON	IAL AND SOCIAL WELI	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 Topic: What we need to live - 4 hours • Different types of food • for growth, energy, health • Water • Why we need water • Sources of water (NS) https://wcedeportal.c o.za/eresource/83511	PERSONAL AND SOCIAL WELL-BEING Personal and Emotional Health & Social Well-being Topic: What we need to live - 4 hours • Different types of food • for growth, energy, health • Water • Why we need water • Sources of water (NS)	PERSONAL AND SOCIAL WELL-BEING Personal and Emotional Health & Social Well-being Topic: What we need to live - 4 hours • Different types of food • for growth, energy, health • Water • Why we need water • Sources of water (NS)	PERSONAL AND SOCIAL WELL-BEING Personal and Emotional Health & Social Well- being Topic: Myself and others • Friends: Qualities of a good friend • People at school and at home; include sharing helping, showing respect • Dealing positively with conflict—include self esteem and bullying	PERSONAL AND SOCIAL WELL-BEING Personal and Emotional Health & Social Well- being Topic: Myself and others • Friends: Qualities of a good friend • People at school and at home; include sharing helping, showing respect • Dealing positively with conflict—include self esteem and bullying	PERSONAL AND SOCIAL WELL-BEING Social health and respect and values Topic: Everyone is special - 6 hours People are similar and people are different Things that help people – such as reading glasses, walking frames, guide dogs, hearing aids Caring for people with Disabilities I can be a hero	PERSONAL AND SOCIAL WELL-BEING Social health and respect and values Topic: Everyone is special - 6 hours • People are similar and people are different • Things that help people – such as reading glasses, walking frames, guide dogs, hearing aids • Caring for people with Disabilities • I can be a hero	PERSONAL AND SOCIAL WELL-BEING Personal and Emotional Health & Social Well-being Topic: Healthy living - 4 hours • Protecting food, we eat – include protection from flies, keeping food cool • Simple ways of purifying Water • Things that harm us – smoking, alcohol, drugs • Good habits - such as regular exercise, limited television	PERSONAL AND SOCIAL WELL-BEING Personal and Emotional Health & Social Well- being Topic: Healthy living - 4 hours • Protecting food, we eat – include protection from flies, keeping food cool • Simple ways of purifying Water • Things that harm us	PERSONAL AND SOCIAL WELL-BEING Personal and Emotional Health & Social Well- being Topic: Healthy living - 4 hours • Protecting food we eat — include protection from flies, keeping food cool • Simple ways of purifying water • Things that harm us — smoking, alcohol, drugs • Good habits - such as regular exercise, limited television
Calendar Dates	Religious and special days 2 hrs Diversity and Individuality Record and discuss- Clothing, for									
				ВЕ	GINNING KNOWLEDG	GE				
					NATURAL SCIENCE					
BK; NS, SS & Tech (2x 30 minutes) (3x20 minutes) (1x 1hour -technology))	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
A variety of activities will be found in the Life Skills Foundation Phase resource The link is provided	BEGINNING KNOWLEDGE NATURAL SCIENCE Life and living Topic: What we need to live - 4 hours Water - why we need water, (cook, drink, plants, wash) Sources of water Air - clean air [What is air?] Sunlight - include protection from the sun [Why do we need sunlight?] What would happen if there was only darkness and no sunlight?] Note: There is no need to	BEGINNING KNOWLEDGE NATURAL SCIENCE Life and living Topic: What we need to live - 4 hours Water - why we need water, (cook, drink, plants, wash) - Sources of water - Air - clean air [What is air?] - Sunlight - include protection from the sun [Why do we need sunlight?] - What would happen if there was only darkness and no	BEGINNING KNOWLEDGE NATURAL SCIENCE Life and living Topic: What we need to live - 4 hours Water - why we need water, Water - why we need water, (cook, drink, plants, wash) - Sources of water - Air - clean air [What is air?] - Sunlight - include protection from the sun [Why do we need sunlight?] - What would happen if there	BEGINNING KNOWLEDGE NATURAL SCIENCE Topic: Myself and others No natural links	BEGINNING KNOWLEDGE NATURAL SCIENCE Topic: Myself and others No natural links	BEGINNING KNOWLEDGE NATURAL SCIENCE Topic: Everyone is special - 6 hours No natural links	BEGINNING KNOWLEDGE NATURAL SCIENCE Topic: Everyone is special - 6 hours No natural links	BEGINNING KNOWLEDGE NATURAL SCIENCE Topic: Healthy living - 4 hours Energy and Change Simple ways of purifying water Discuss steps of water purification. (groups) https://wcedeportal.coo.za/eresource/83496 Notes for the teacher https://www.schultzsoftwater.com/blog/4-methods-to-purify-your-water	BEGINNING KNOWLEDGE NATURAL SCIENCE Topic: Healthy living - 4 hours Energy and Change • Simple ways of purifying water Discuss steps of water purification. (groups)	BEGINNING KNOWLEDGE NATURAL SCIENCE Topic: Healthy living - 4 hours Energy and Change • Simple ways of purifying water Discuss steps of water purification. (groups)

Week 5:

Week 6:

Week 7:

Week 8:

Week 9:

Week 10:

TERM 1

Week 1:

Week 2:

Week 3:

Week 4:

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	https://www.youtube.com/wa	Colores and a state of	Note: There is no need to							
	tch?v=jRO9EHp3920 How do plants make air?	Science poems, videos and information	include the water cycle at this level.							
	https://sciencing.com/plants-	https://sciencepoems.net/el	https://wcedeportal.							
	make-oxygen-4923607.html	ementary-science-videos/	co.za/eresource/834							
	- What would happen if		<u>96</u>							
	there was only darkness									
	and no sunlight?] http://www.reachoutmichi									
	gan.org/funexperiments/a									
	gesubject/lessons/sunlight.									
	html									
	BEGINNING KNOWLEDGE NATURAL SCIENCE Planet Earth and beyond The weather Observation of weather co Recording of daily weathe Clothing (material)	onditions (e.g. hot, cold, cloudy, s r conditions	sunny, misty, rainy		•					
					SOCIAL SCIENCE					
	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING	BEGINNING KNOWLEDGE
	SOCIAL SCIENCE	SOCIAL SCIENCE	SOCIAL SCIENCE	SOCIAL SCIENCE	SOCIAL SCIENCE	SOCIAL SCIENCE	SOCIAL SCIENCE	SOCIAL SCIENCE	KNOWLEDGE	SOCIAL SCIENCE
	Relationship and Interdependence	No natural links	No natural links	No natural links	No natural links	No natural links	No natural links	No natural links	SOCIAL SCIENCE	No patural links
	тиетаерепаепсе	No natural links	No natural links	No natural links	No natural links	No natural links	No natural links	INO HULUFUI IITIKS	No natural links	No natural links
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					TECHNOLOGY					
	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE					BEGINNING KNOWLEDGE	BEGINNING	
	TECHNOLOGY	TECHNOLOGY	TECHNOLOGY					TECHNOLOGY	KNOWLEDGE	Bottle top
	What we need to live 4hrs	What we need to live 4hrs	What we need to live 4hrs					What we need to live 4hrs	TECHNOLOGY	100 SES
	Technological Process Skills Learner will engage in	Technological Process Skills	Technological Process Skills					Technological Process Skills	What we need to live 4hrs	Rocks — Coarse sand
	• investigating	Learner will engage in	Learner will engage in					Learner will engage in	41113	Coarse sand ——— Charcoal
	designing	investigating	investigating					investigating	Technological Process	Fine sand
https://wcede	• making	designing	• designing					designing	Skills	Cloth
portal.co.za/er	evaluating	 making 	 making 					 making 	Learner will engage in	Bottle bottom — © 8u
	• communicating	 evaluating 	 evaluating 					 evaluating 	 investigating 	
esource/83296	solutions.	communicating	communicating					communicating	designing	
	i) Make your own sun hat	solutions. Protection from sunlight	solutions. Protection from sunlight					solutions. Water - why we need	makingevaluating	
	ii) Make a water gauge	i) Make your own sun hat	i) Make your own sun hat					water, sources of water	communicat	
	ii, mane a mater gauge	ii) Make a water gauge	ii) Make a water gauge					Make your own	ing	
	NB. Talk about materials and		1					purification	solutions.	
	its properties	NB. Talk about materials and						system (water filter)	Water - why we need	
I Tashualami lassau	Use the correct terms	its properties						https://www.youtube.com/wa	water, sources of water	
I Technology lesson / Process can take		Use the correct terms						tch?v=ICYNtiU7r6I	 Make your own purification 	
up to between 2-3								NB. Talk about materials and	system (water filter)	
weeks								its properties	https://www.youtube.c	
								Use the correct terms	om/watch?v=ICYNtiU7r	
									<u>61</u>	
									NB. Talk about	
									materials and its	
									properties	
									Use the correct terms	
					CREATIVE ARTS					
					VISUAL ARTS					
	CDEATIVE ADTS	CDEATIVE ADTS	CDEATINE ADTO	CDEATINE ADTO	CDEATINE ARTS	CDEATINE ARTS	CDEATINE ADTO	CDEATIVE ADTS	CDEATIVE ADTO	CDEATIVE ARTS
	CREATIVE ARTS VISUAL ARTS	CREATIVE ARTS VISUAL ARTS	CREATIVE ARTS VISUAL ARTS	CREATIVE ARTS VISUAL ARTS	CREATIVE ARTS VISUAL ARTS	CREATIVE ARTS VISUAL ARTS	CREATIVE ARTS Visual Literacy	CREATIVE ARTS VISUAL ARTS	CREATIVE ARTS VISUAL ARTS	CREATIVE ARTS VISUAL ARTS
1 hour per week for	Visual Literacy	Visual Literacy	Visual Literacy	Visual Literacy	Visual Literacy	Visual Literacy	VISUAL ARTS	Visual Literacy	Visual Literacy	Visual Literacy
Creative Arts	Create 2D	Create 2D	Create 3D	Create 2D	Create 2D	Create 2D	Create 2D	Create 2D	Create 2D	Create 2D
(Performing and	Create 3D (construction)	Create 3D	Paint pictures of self-	Finger painting-	Draw a picture of	- Draw a 'hero'	- Draw a 'hero'	Create 3D	Create 3D	Create 3D
Visual Arts)		Î.	1	مسمطه مطهمها	yourself in your	"I am a hero"	"I am a hero"	Make a collage/ Draw / paint	Make a collage/ Draw	Make a collage/ Draw /
	- Paint pictures of	(construction)	interacting with others	linked to theme		1 4 4				
		(construction) - Paint pictures of	interacting with others - Water paint	- Water Paint	school uniform	Tuma nere		pictures of good habits that	/ paint pictures of good	paint pictures of good
	- Paint pictures of	, ,	_		school uniform - Choice of				/ paint pictures of good habits that keep you	paint pictures of good habits that keep you
	- Paint pictures of yourself in action:	- Paint pictures of	- Water paint		school uniform	7001.0		pictures of good habits that	/ paint pictures of good	paint pictures of good
	Paint pictures of yourself in action:Eating healthy food	- Paint pictures of yourself in	_		school uniform - Choice of	7001.0		pictures of good habits that	/ paint pictures of good habits that keep you	paint pictures of good habits that keep you

	- Make a collage of a healthy plate of food - Create a plate of	- Eating healthy food /drinking water Make a collage of	https://www.google .com/search?tbm=is ch&q=clay+art+for+ kids&sa=X&ved=0ah							
	healthy food in 3D using coloured clay	a healthy plate of food	<u>UKEwjGnJfptJ3jAhU</u> NShUIHTP2CI0QrNw							
	Recipe to make play	- Create a plate of	CCD4oAA&biw=136							
	dough https://www.youtube.co	healthy food in	6&bih=622&dpr=1							
	m/watch?v=Csa-g3QtzV8	3D using coloured clay								
		colouled clay								
	To althou was of alass									
	Teaching use of clay to learners									
	https://www.youtube									
	.com/watch?v=tjbZhk									
	<u>LjVEw</u>									
					PERFORMING ARTS					
	PERFORMING ARTS	PERFORMING ARTS	PERFORMING ARTS	PERFORMING ARTS	PERFORMING ARTS	PERFORMING ARTS	PERFORMING ARTS	PERFORMING ARTS	PERFORMING ARTS.	PERFORMING ARTS
	Creative games and skills	Creative games and	Creative games and	Creative games and	Creative games and	Creative games and	Creative games and	Creative games and skills	Creative games	Creative games and
	Improvise and interpret WARM UP	skills Improvise and	skills Improvise and	skills Improvise and	skills • Improvise and	skills Improvise and	skillsImprovise and	Improvise and interpret WARM UP	and skillsImprovise and	skills Improvise and
	Warming up the body:	interpret	interpret	interpret	interpret	interpret	interpret	Warming up the body:	interpret	interpret
	breathing exercises.	WARM UP	WARM UP	• skills	WARM UP	WARM UP	WARM UP	breathing exercises and use of	WARM UP	WARM UP
	MAIN ACTIVITY Singing songs using unison,	Warming up the voice: using songs, singing vowels,	Singing songs using unison, rounds, and call and	WARM UP	Warming up the voice:	As a warm-up, explore non-locomotor	As a warm-up, explore non-locomotor	different joints such as ankles; pointing and flexing and wrists	Warming up the voice: using songs, singing	Warming up the body: breathing exercises and
	rounds, and call and response	rhymes and tongue twisters	response (a new song can be	Warming up the voice: using songs, singing	using songs, singing vowels, rhymes and	movements: reaching,	movements: reaching,	circling, etc.	vowels, rhymes and	use of different joints
	Body percussion: keeping a steady beat and the use of	MAIN ACTIVITY	taught to learners)	vowels, rhymes and	tongue twisters	bending, rising on their	bending, rising on their	MAIN ACTIVITY Assessment: Basic steps learnt	tongue twisters	such as ankles; pointing
	different timbres (click, clap,	(continue and consolidate from previous lesson)	MAIN ACTIVITY Create rhythm patterns	tongue twisters MAIN ACTIVITY	MAIN ACTIVITY (continue and consolidate from	own and with a partner MAIN ACTIVITY	own and with a partner MAIN ACTIVITY (continue	from a South African dance.	MAIN ACTIVITY Singing known songs using	and flexing and wrists circling, etc.
	stamp)	Singing songs using unison,	using key words from	Creating short scenes	previous lesson)	Learn basic steps from a	and consolidate from		unison, rounds, and call	MAIN ACTIVITY
	COOLING DOWN Cooling down and relaxation:	rounds, and call and response	selected topics such as people at work:	based on appropriate topics, focusing on	Creating short scenes based on appropriate	South African dance, such as gumboot dancing, and	previous lesson) Learn basic steps from a		and response Body percussion:	Assessment: Basic steps learnt from a South
	lying down on back, breathing	Body percussion: keeping a	'woodcutter' chop-chop-	storyline	topics, focusing on	others of your choice,	South African dance, such		keeping a steady beat	African dance
	in and out.	steady beat and the use of	chop,	Creating appropriate	storyline	COOLING DOWN	as gumboot dancing, and		and the use of different	
		different timbres (click, clap, stamp)	'butcher' slice-slice, and others	characters: show differences between	Creating appropriate characters: show	Cooling down and relaxation: lying down on	others of your choice, COOLING DOWN		timbres (click, clap, stamp)	
		COOLING DOWN	Using above examples to	characters and character's	differences between	back, breathing in and	Cooling down and		COOLING DOWN	
A variety of activities will be		Cooling down and relaxation: lying down on	explore appropriate tempo and dynamics such as:	point of view in short scenes	characters and character's point of view in short	out, visualising colour as a stimulus	relaxation: lying down on back, breathing in and		Cooling down and relaxation: lying down	
found in the Life		back, breathing in and out,	'chop-chop-chop' will be	COOLING DOWN	scenes		out, visualising colour as a		on back, breathing in	
Skills Foundation		visualising colour as a stimulus	loud and fast, 'slice-slice' will be quiet and	Cooling down and	As a cool down activity,		stimulus		and out, visualising colour	
Phase resource The link is provided		Stillulus	slow	relaxation: lying down on back, breathing in and	sing a song taught in				Coloui	
below			Body percussion: keeping a	out, visualising colour as a	previous lessons, using					
			steady beat and the use of different timbres (click, clap,	stimulus	unison, rounds, and call and response					
			stamp)							
			Explore locomotor movements: walking,							
			running, skipping, hopping							
			in different directions on							
			own and with a partner and move to the tempo and							
			dynamics of above							
			COOLING DOWN							
			Singing songs using unison, rounds, and call and							
			response (different songs							
			can be sung than those in the warm-up							
			activity)							
					HYSICAL EDUCATION					
					TITSICAL EDUCATION					
	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION
Topic, concepts,	Warm-up:	Warm-up:	Warm-up:	Warm-up:	Warm-up:	Warm-up:	Warm-up:	Warm-up:	Warm-up:	Warm-up:
skills and values	Main Activity: Cooling down:	Main Activity: Cooling down:	Main Activity: Cooling down:	Main Activity: Cooling down:	Main Activity: Cooling down:	Main Activity: Cooling down:	Main Activity: Cooling down:	Main Activity: Cooling down:	Main Activity: Cooling down:	Main Activity: Cooling down:
Use the Life Skills	- Locomotor	- Locomotor	- Locomotor	- Locomotor	- Locomotor	- Locomotor	- Locomotor	- Locomotor	- Locomotor	- Locomotor
resource 2017	Perceptual motorRhythm	- Perceptual motor	- Perceptual motor	- Perceptual	- Perceptual	- Perceptual	- Perceptual	- Perceptual motor	- Perceptual	- Perceptual
	- Knytnm - Coordination	RhythmCoordination	RhythmCoordination	motor - Rhythm	motor - Rhythm	motor - Rhythm	motor - Rhythm	- Rhythm - Coordination	motor - Rhythm	motor - Rhythm
Tenestring integrated Generation Solition Programming Pricing	- Balance	- Balance	- Balance	- Coordination	- Coordination	- Coordination	- Coordination	- Balance	- Coordination	- Coordination
· · · · · · · · · · · · · · · · · · ·	 Spatial Orientation Laterality 	- Spatial Orientation	- Spatial Orientation	- Balance - Spatial	- Balance - Spatial	- Balance - Spatial	- Balance - Spatial	Spatial OrientationLaterality	- Balance - Spatial	- Balance - Spatial
	- Sports and Games-	- Laterality	- Laterality	Orientation	Orientation	Orientation	Orientation	- Sports and Games-	Orientation	Orientation
Control of the Contro	fair play; follow	I	I	 Laterality 	 Laterality 	 Laterality 	 Laterality 	fair play; follow	- Laterality	 Laterality

Laterality

fair play; follow

fair play; follow

	rules; respect,	- Sports and	- Sports and	- Sports and	- Sports and	- Sports and	- Sports and	rules; respect,	- Sports and	- Sports and
	fairness etc.	Games- fair play;	Games- fair play;	Games- fair	Games- fair	Games- fair	Games- fair	fairness etc.	Games- fair	Games- fair
	NB. Choose a few skills per	follow rules;	follow rules;	play; follow	play; follow	play; follow	play; follow	NB. Choose a few skills per	play; follow	play; follow
	Lesson	respect, fairness	respect, fairness	rules; respect,	rules; respect,	rules; respect,	rules; respect,	Lesson	rules;	rules; respe
	Inclusion is important	etc.	etc.	fairness etc.	fairness etc.	fairness etc.	fairness etc.	Inclusion is important	respect,	fairness etc
	inclusion is important	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	idilliess etc.	inclusion is important	fairness etc.	NB. Choose a few skill
							ND Chases a favorbilla			
		Lesson	Lesson	per Lesson	per Lesson	per Lesson	NB. Choose a few skills		NB. Choose a few skills	per Lesson
		Inclusion is important	Inclusion is important	Inclusion is important	Inclusion is important	Inclusion is important	per Lesson		per Lesson	Inclusion is importan
							Inclusion is important		Inclusion is important	
equisite pre- nowledge	combined process. Percep Rhythm: Rhythmic activiti ways such as circles and so Coordination: The ability to gair Balance: The ability to gair Spatial orientation: Our na Laterality: Inner awarenes Sports and games: A sport set of rules to play it.	tual motor learning or motor ski es are any form of action in which puares, folk dance routines, inter o integrate muscle actions to exe n or maintain body equilibrium age atural ability to maintain our bod s of left and right and the ability	ill learning is the acquisition of m h an individual respond both em rnational dances, aa well as creat ecute a specific movement or mo gainst gravity. ly orientation and/or posture in a to control the two sides of the b under an agreed set of rules, wit	notor skills requiring percepture otionally and physically to any ing and performing movement wement phrase in the most element to the surrounding erody together or separately. In a recreational purpose: for	al motor coordination. it is the properties of t	e process of improving the sm nis can be done individually, in rtner and in a group . arge muscles for total body m rest and during motion.	noothness and accuracy of moven pairs or in small or large grou	nental process of use of perceptua ements ps. Skills performed to music inclu nds and eyes or feet and eyes togo involving one or more players, de	de: locomotor skills, ball ski ether in the execution of a m	lls , moving in a variety o
sources (other an textbook) to hance learning	DBE Life Skills Workbook 1, Cale VISUAL ARTS A3 paper, Brushes, Paint Thick w	cate e, address, telephone, similaritie ndar, Clothing vax crayons or chalk	s and differences							
tps://wcede ortal.co.za/er ource/83391	Vocabulary: colours (primary), li Clay. Play dough, paper plate, co PHYSICAL EDUCATION PE LTSM; bean bags, skipping ro LTSM page 12 and 13 CAPS									
formal assessment; mediation and nrichment	Checklist Description of the control of the contro	•	Checklist Observation sheet/book Rubric Memorandum Multiple opportunities and levels of difficulty/ complexity	Checklist Observation sheet/book Rubric Memorandum Multiple opportunities and levels of difficulty/ complexity	Checklist Observation sheet/book Rubric Memorandum Multiple opportunities and levels of difficulty/ complexity	Checklist Observation sheet/book Rubric Memorandum Multiple opportunities and levels of difficulty/ complexity	Checklist Observation sheet/book Rubric Memorandum Multiple opportunities and levels of difficulty/ complexity	Checklist Observation sheet/book Rubric Memorandum Multiple opportunities and levels of difficulty/complexity	Checklist Dobservation Sheet/book Rubric Memorandum Multiple Opportunities and levels of difficulty/ complexity	Checklist Dbservation sheet/book Rubric Memorandum Multiple opportunities an levels of difficult complexity
BA (Formal ssessment)	1 SBA per Term- All 4 Study Areas Mostly oral, practical, demonstrations Grade 2 and 3 BK has	1 SBA per Term- All 4 Study Areas Mostly oral, practical, demonstrations Grade 2 and 3 BK has	1 SBA per Term- All 4 Study Areas Mostly oral, practical, demonstrations Grade 2 and 3 BK has	1 SBA per Term- All 4 Study Areas Mostly oral, practical, demonstrations	1 SBA per Term- All 4 Study Areas Mostly oral, practical, demonstrations	1 SBA per Term- All 4 Study Areas Mostly oral, practical, demonstrations	 1 SBA per Term- All 4 Study Areas Mostly oral, practical, demonstrations 	1 SBA per Term- All 4 Study Areas Mostly oral, practical, demonstrations Grade 2 and 3 BK has	1 SBA per Term- All 4 Study Areas Mostly oral, practical, demonstrations	1 SBA per Term 4 Study Areas Mostly oral, practical, demonstrations

practical component

practical component

practical component

practical

component

practical component

practical component

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 (4)	April (4)	April - May	May	May	May	May	June
					PERSONAL AND SO	OCIAL WELL-BEING				
APS ection opic, oncepts, kills and alues	PERSONAL AND SOCIAL WELL-BEING Seasons 6 hrs Healthy living practices The four seasons • How seasons affect us — clothes, food, activities	PERSONAL AND SOCIAL WELL-BEING Seasons 6 hrs Healthy living practices The four seasons • How seasons affect us — clothes, food, activities	PERSONAL AND SOCIAL WELL-BEING Seasons 6 hrs Healthy living practices The four seasons • How seasons affect us – clothes, food, activities	PERSONAL AND SOCIAL WELL-BEING Animals 4hrs No natural links	PERSONAL AND SOCIAL WELL-BEING Animals 4hrs No natural links	PERSONAL AND SOCIAL WELL-BEING Animals 4hrs No natural links	PERSONAL AND SOCIAL WELL-BEING Animals and creatures that live in water 4 hrs	PERSONAL AND SOCIAL WELL-BEING Animals and creatures that live in water 4 hrs	PERSONAL AND SOCIAL WELL- BEING Animal Homes 4 hrs	PERSONAL AND SOCIAL WELL BEING Animal Homes 4 hrs
	Religious and special days 2hr Diversity and Individuality Record and discuss- Clothing, f Ascension Day Ramadan Succot Simchat									
					BEGINNING R	NOWLEDGE				
					NATURAL	SCIENCE				
variety f ctivities vill be ound in ne Life kills oundati n Phase esource he link is rovided elow	BEGINNING KNOWLEDGE NATURAL SCIENCE Seasons 6 hrs Energy and Change Compare the four seasons • How seasons affect us – clothes, food, physical activities: • Autumn-What is the weather like? • Compare with Summervocabulary • How seasons affect growing things -sowing, growing and harvesting • How seasons affect animals – include farming e.g. sheep shearing, animal dipping; birds e.g. migration and nesting. Why do they migrate?	BEGINNING KNOWLEDGE NATURAL SCIENCE Seasons 6 hrs Energy and Change Compare the four seasons • How seasons affect us — clothes, food, physical activities: • Autumn-What is the weather like? • Compare with Summer- vocabulary • How seasons affect growing things - sowing, growing and harvesting • How seasons affect animals – include farming e.g. sheep shearing, animal dipping; birds e.g. migration and nesting. Why do they migrate?	BEGINNING KNOWLEDGE NATURAL SCIENCE Seasons 6 hrs Energy and Change Compare the four seasons How seasons affect us clothes, food, physical activities: Autumn-What is the weather like? Compare with Summer- vocabulary How seasons affect growing things - sowing, growing and harvesting How seasons affect animals – include farming e.g. sheep shearing, animal dipping; birds e.g. migration and nesting. Why do they migrate?	BEGINNING KNOWLEDGE NATURAL SCIENCE Animals 4 hrs Life and living Farm animals Types Uses - such as food and Clothing (types of materials) Wild animals Types Camouflage	BEGINNING KNOWLEDGE NATURAL SCIENCE Animals 4 hrs Life and living Farm animals Types Uses - such as food and Clothing Wild animals Types Camouflage	BEGINNING KNOWLEDGE NATURAL SCIENCE Life and Living Animals 4 hrs Life and Living Farm animals Types Uses - such as food and Clothing Wild animals Types Camouflage	BEGINNING KNOWLEDGE NATURAL SCIENCE Animals and creatures that live in water 4 hrs Fresh water – trout River - e.g. fish, crocodile Ponds and dams - e.g. frog, dragonfly Salt Water Sea - e.g. shark, crayfish Rock pools e.g. starfish, crab	BEGINNING KNOWLEDGE NATURAL SCIENCE Animals and creatures that live in water 4 hrs Life and Living Fresh water – trout River - e.g. fish, crocodile Ponds and dams - e.g. frog, dragonfly Salt Water Sea - e.g. shark, crayfish Rock pools e.g. starfish, crab	BEGINNING KNOWLEDGE NATURAL SCIENCE Animal Homes 4 hrs Life and Living • Animals and creatures that make their homes - such as birds, some bees, ants • Animals and creatures that find a home - such as baboons, snakes, squirrels • Animals and creatures that carry their homes - such as snails, tortoises	BEGINNING KNOWLEDGE NATURAL SCIENCE Animal Homes 4 hrs Life and Living Animals and creatures that make their homes such as birds, some been ants Animals and creatures that find a home - such baboons, snakes, squirrels Animals and creatures that carry their homes such as snails, tortoises
	BEGINNING KNOWLEDGE NATURAL SCIENCE Planet Earth and beyond The weather Observation of weather Recording of daily weath Clothing and material	conditions (e.g. hot, cold, cloud er conditions	dy, sunny, misty, rainy							
					SOCIAL S	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

					TECHNO	DLOGY				
A variety of activities will be found in the Life	eginning knowledge echnology o natural links upes of materials and roperties ttps://wcedeportal. o.za/eresource/832 6	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 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	BEGINNING KNOWLEDGE TECHNOLOGY Technological Process Skills Learner will engage in
					CREATIV	/E ARTS				
					VISUAL	. ARTS				
VI	REATIVE ARTS ISUAL ARTS isual Literacy Create 2D Draw a picture of the season Use a variety of media	CREATIVE ARTS VISUAL ARTS Visual Literacy Create 2D Draw a picture of the season Use a variety of media	CREATIVE ARTS VISUAL ARTS Visual Literacy Create 2D Draw a picture of the Season Use a variety of media	CREATIVE ARTS VISUAL ARTS Visual Literacy Create a 2D Draw or paint pictures related to topics of the term: focus informally on line, tone, texture, colour	CREATIVE ARTS VISUAL ARTS Visual Literacy Create a 2D Draw or paint pictures related to topics of the term: focus informally on line, tone, texture, colour	CREATIVE ARTS VISUAL ARTS Visual Literacy	CREATIVE ARTS VISUAL ARTS Visual Literacy Create a 3D Create a 3D animal structure using recyclable materials or learners make a mask depicting the different animals.	CREATIVE ARTS VISUAL ARTS Visual Literacy	CREATIVE ARTS VISUAL ARTS Visual Literacy Create a 2D • Draw creatures of the deep sea and make a mobile. Use recyclable material to create different water animals; Use recycled material to create different water animals;	CREATIVE ARTS VISUAL ARTS Visual Literacy Create a 2D Draw creatures of the deep sea and make a mobile. Use recyclable material to create different water animals; Use recycled material to create different water animals;
1					PERFORM	ING ARTS				
A variety of activities will be found in the Life Skills Foundati on Phase resource The link is provided below	Creative games and skills Improvise and interpret VARM UP Varming up the body: Dottrasting movements Sing verbal and sound gnals such as 'Freeze!', Sio!', 'Up!' IAIN ACTIVITY Docomotor movements: Harching, leaping, jumping, Halloping, turning on their win and with a partner DOLING DOWN Doling down the body and Belaxation: express moods and ideas through Hovement such as floating The acloud,	PERFORMING ARTS • Creative games and skills • Improvise and interpret WARM UP Rhythm games focusing on listening skills and recalling contrasting rhythm patterns MAIN ACTIVITY (continue and consolidate from previous lesson) Locomotor movements: marching, leaping, jumping, galloping, turning on their own and with a partner Performing rhythm patterns combined with locomotor movements	PERFORMING ARTS Creative games and skills Improvise and interpret WARM UP Warming up the voice: developing articulation (lips, tongue, jaw) through imaginative play MAIN ACTIVITY (continue and consolidate from previous lesson) Performing songs focusing on dynamics such as: loud and soft, slow and fast COOLING DOWN As a cool-down, explore non-locomotor movements: rolling, swinging, stretching alone	PERFORMING ARTS • Creative games and skills • Improvise and interpret WARM UP Warming up the voice: developing articulation (lips, tongue, jaw) through imaginative play MAIN ACTIVITY (continue and consolidate from previous lesson) Performing songs focusing on dynamics such as: loud and soft, slow and fast Do locomotor movements to explore the song, doing appropriate movements that could include: marching, leaping, jumping, galloping, turning on their own and with a partner	PERFORMING ARTS • Creative games and skills • Improvise and interpret WARM UP With a partner, do non- locomotor movements: rolling, swinging, stretching MAIN ACTIVITY With a partner in role and switching roles, do role plays related to selected topics or stories told by the teacher. COOLING DOWN As a cool-down, play rhythm games focusing on listening skills and recalling contrasting rhythm patterns	PERFORMING ARTS • Creative games and skills • Improvise and interpret WARM UP Warming up the voice: developing articulation (lips, tongue, jaw) through imaginative play MAIN ACTIVITY (continue and consolidate from previous lesson) With a partner in role and switching roles, do role plays related to selected topics or stories told by the teacher. Using drama techniques to explore the above characters' thoughts and feelings, e.g. the drama is frozen and each character in turn is tapped on the shoulder, and asked to	PERFORMING ARTS • Creative games and skills • Improvise and interpret WARM UP Warming up the body: contrasting movements using verbal and sound signals such as 'Freeze!', 'Go!', 'Up!' MAIN ACTIVITY Explore locomotor movements: marching, leaping, jumping, galloping, turning on their own and with a partner, while singing an appropriate song Play percussion in struments/body percussion in time to music and/or class singing. COOLING DOWN Cooling down the body and	PERFORMING ARTS • Creative games and skills • Improvise and interpret WARM UP Rhythm games focusing on listening skills and recalling contrasting rhythm patterns MAIN ACTIVITY Assessment: Locomotor movements created in response to the song, using body percussion in time to the music.	PERFORMING ARTS • Creative games and skills • Improvise and interpret WARM UP Rhythm games focusing on listening skills and recalling contrasting rhythm patterns MAIN ACTIVITY Assessment: Locomotor movements created in response to the song, using body percussion in time to the music.	PERFORMING ARTS • Creative games and skills • Improvise and interpret WARM UP Rhythm games focusing on listening skills and recalling contrasting rhythm patterns MAIN ACTIVITY Locomotor movements: marching, leaping jumping, galloping, turning on their own and with a partner Performing rhythm patterns combined with locomotor movements such as clapping the rhythm of pony gallops, marching, skipping, etc. COOLING DOWN Cooling down the body and relaxation: express moods and ideas through movement such as floating on a cloud,

that moment, etc.

COOLING DOWN

as floating on a cloud, feeling sleepy, etc.

reveal what s/he is feeling at

Cooling down the body and

relaxation: express moods and

ideas through movement such

as floating on a cloud,

feeling sleepy, etc.

relaxation: express moods and

ideas through movement such

feeling sleepy, etc.

instruments/body percussion

in time to music and/or class

As a cool-down, explore non-

locomotor movements: rolling,

swinging, stretching alone and

Playing percussion

COOLING DOWN

with a partner

on a cloud,

feeling sleepy, etc.

locomotor movements

rhythm of pony gallops,

marching, skipping, etc.

Cooling down the body

and relaxation: express

moods and ideas through movement such as floating

such as clapping the

COOLING DOWN

on a cloud, feeling sleepy, etc. swinging, stretching alone

and with a partner

					PHYSICAL E	DUCATION				
	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 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 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 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 Gamesfair play; follow rules; respect, fairness etc. NB. Choose a few skills per Lesson Inclusion is important
Requisite pre- knowledg	refined, they can be appli Perceptual motor: Perce motor learning or motor Rhythm: Rhythmic activi squares, folk dance routi Coordination: The ability Balance: The ability to ga Spatial orientation: Our of Laterality: Inner awarene Sports and games: A spo	ied to specific sports. ptual - Motor Skills. Perceptual skill learning is the acquisition ties are any form of action in wines, international dances, as without to integrate muscle actions to in or maintain body equilibrium tural ability to maintain our ess of left and right and the ability is a physical activity carried with animals, terminology	al-motor development refers to n of motor skills requiring perce which an individual respond bot well as creating and performing o execute a specific movement of m against gravity. body orientation and/or postu- ility to control the two sides of the	to the child's developing ability to in eptual motor coordination. it is the hemotionally and physically to any movement routines to music with or movement phrase in the most effect in relation to the surrounding enthe body together or separately.	teract with the environment, comb process of improving the smoothne rhythmic accompaniment. This ca a partner and in a group. fective way. Coordination of large vironment (physical space) at rest	pining use of the senses and motor ess and accuracy of movements in be done individually, in pairs or in muscles for total body movement.	g, galloping, and skipping are considerable skills. The developmental process on small or large groups. Skills perform the ability to use hands and eyes on the still still shall be supported by the still shall be supported by the same still shall be supported by the same shall b	of use of perceptual or sensory skil rmed to music include: locomotor s r feet and eyes together in the exec	Is and motor skills is viewed as a contribution of a movement.	mbined process. Perceptual of ways such as circles and
e Resource s (other than textbook) to enhance learning	Clothing, charts of seasons Videos, flashcards, music centr Wet and dry ingredients, patty PHYSICAL EDUCATION PE LTSM; bean bags, skipping r LTSM page 12 and 13 CAPS	pans, paints, card board								
Informal assessmen t remediatio	Checklist Observation sheet/book Rubric Memorandum Multiple opportunities and levels of difficulty/ complexity									
SBA (Formal Assessme	1 SBA per Term- All 4 Study Are Mostly oral, practical, demonst Grade 2 and 3 BK has written a	trations	1	1	1	1	1	·	1	1

TERM 3	Week 1:	Week 2:	Week 3:	Week 4:	Week 5:	Week 6:	Week 7:	Week 8:	Week 9:	Week 10, 11:
54 days	July	Jul	Jul	Jul- Aug	Aug	Aug	Aug	Aug	Sep	Sep
	-			P	ERSONAL AND SOCIAL W	/ELL-BEING		-	-	<u> </u>
BK & PSW W: 40 % Performing Arts W: 15% Visual Arts W: 15% Physical Education W: 30% CAPS section Topic, concepts, skills and values	PERSONAL AND SOCIAL WELL-BEING Soil 4hrs No natural links	PERSONAL AND SOCIAL WELL-BEING Soil 4hrs No natural links	PERSONAL AND SOCIAL WELL-BEING Transport 6 hrs Healthy living habits Road safety rules Pedestrians Cyclists Passengers Road signs for pedestrians and cyclists Scholar patrol How traffic officers help us	PERSONAL AND SOCIAL WELL-BEING Transport 6 hrs Healthy living habits Road safety rules Pedestrians Cyclists Road signs for pedestrians and cyclists Scholar patrol How traffic officers help us	PERSONAL AND SOCIAL WELL-BEING Transport 6 hrs Healthy living habits • Road safety rules - Pedestrians - Cyclists - Passengers - Road signs for pedestrians and cyclists - Scholar patrol - How traffic officers help us	PERSONAL AND SOCIAL WELL-BEING Road Safety 4hrs Road safety rules - Pedestrians - Cyclists - Passengers • Road signs for pedestrians and cyclists • Scholar patrol • How traffic officers help us	PERSONAL AND SOCIAL WELL-BEING Road Safety 4hrs Road safety rules - Pedestrians - Cyclists - Passengers • Road signs for pedestrians and cyclists • Scholar patrol • How traffic officers help us	PERSONAL AND SOCIAL WELL-BEING People who helps us 4hrs Impersonal relationship and values People who help us in our community - such as clinic nurse, after-care teacher, librarian • How different people help me • How I ask for information and assistance- good manners • How I ask for help in an emergency - Who to contact - What information to give Note: Invite someone who works in the community to visit the school	PERSONAL AND SOCIAL WELL-BEING People who helps us 4hrs Impersonal relationship and values People who help us in our community - such as clinic nurse, after-care teacher, librarian • How different people help me • How I ask for information and assistance- good manners • How I ask for help in an emergency - Who to contact - What information to give Note: Invite someone who works in the community to visit the school	PERSONAL AND SOCIAL WELL-BEING People who helps us 4hrs Impersonal relationship and values People who help us in our community - such as clinic nurse, after-care teacher, librarian • How different people help me • How I ask for informatic and assistance- good manners • How I ask for help in an emergency - Who to contact - What information to give Note: Invite someone who works in the community to visit the school
	Religious and special days 2hrs Diversity and Individuality Record and discuss - Clothing, for	od, celebrations			BEGINNING KNOWL	EDGE				
					NATURAL SCIENC	CE				
	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE
A variety of activities will be found in the Life Skills Foundation Phase resource The link is provided below	NATURAL SCIENCE Soil 4hrs Matter and Materials Different soils - colours and textures Creatures that live in the soil - such as earthworms, moles Soil for the growth of plants; the value of growing vegetables	NATURAL SCIENCE Soil 4hrs Matter and Materials Different soils - colours and textures Creatures that live in the soil - such as earthworms, moles Soil for the growth of plants; the value of growing vegetables	NATURAL SCIENCE Transport 6 hrs No natural links	NATURAL SCIENCE Transport 6 hrs No natural links	NATURAL SCIENCE Transport 6 hrs No natural links	NATURAL SCIENCE Road Safety 4hrs Energy and Change More about transport (energy) Road transport Rail transport Air transport Water transport	NATURAL SCIENCE Road Safety 4hrs Energy and Change ore about transport (energy) Road transport Rail transport Air transport Water transport	NATURAL SCIENCE People who helps us 4hrs No natural links Some fun activities since there is no science plotted for 3 weeks -Use inquiry and discussion and recording https://thingstodowithkids.c o.za/blog/3-fun-child- friendly-science- experiments-do-your-kids/	NATURAL SCIENCE People who helps us 4hrs No natural links	NATURAL SCIENCE People who helps us 4hrs No natural links
	BEGINNING KNOWLEDGE NATURAL SCIENCE Planet Earth and beyond The weather Observation of weather cor Recording of daily weather	nditions (e.g. hot, cold, cloudy, sun conditions	ny, misty, rainy							
	Clothing and material				COCIAL COLENO					
					SOCIAL SCIENCE					
	BEGINNING KNOWLEDGE SOCIAL SCIENCE	BEGINNING KNOWLEDGE SOCIAL SCIENCE	BEGINNING KNOWLEDGE SOCIAL SCIENCE Transport 6 hrs	BEGINNING KNOWLEDGE SOCIAL SCIENCE Transport 6 hrs	BEGINNING KNOWLEDGE SOCIAL SCIENCE Transport 6 hrs	BEGINNING KNOWLEDGE SOCIAL SCIENCE	BEGINNING KNOWLEDGE SOCIAL SCIENCE	BEGINNING KNOWLEDGE SOCIAL SCIENCE	BEGINNING KNOWLEDGE SOCIAL SCIENCE	BEGINNING KNOWLEDGE SOCIAL SCIENCE
A variety of activities will be found in the Life Skills Foundation Phase resource The link is	No natural links	No natural links	Change Transport used years ago Learners investigate the past and the present modes of transport What is transport? What the different kinds of transport looked like	Change Transport used years ago Learners investigate the past and the present modes of transport What is transport? What the different kinds of transport	Change Transport used years ago Learners investigate the past and the present modes of transport What is transport? What the different kinds of transport looked like	No natural links	No natural links	No natural links	No natural links	No natural links

- Water transport

Modes of transport

- Air transport

- Water transport

Modes of Transport

- Water transport

Transportation sounds

			https://www.youtube.com/wa tch?v=FfhFieHXTNU	https://www.youtube.com /watch?v=t5FuWuCkbJU	https://www.youtube.com/wa tch?v=-CilXCFVwBg					
			https://www.youtube.com/wa tch?v=480XJtf8c3E	<u>/</u>	<u></u>					
			turry=480AJU8C3E		TECHNOLOGY					
	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDGE	BEGINNING KNOWLEDG
rriety of vities will ound in Life Skills indation se wurce link is vided ow	TECHNOLOGY Technological Process Skills Learner will engage in	TECHNOLOGY Technological Process Skills Learner will engage in	TECHNOLOGY Technological Process Skills Learner will engage in	TECHNOLOGY Technological Process Skills Learner will engage in	TECHNOLOGY Technological Process Skills Learner will engage in	TECHNOLOGY	TECHNOLOGY	TECHNOLOGY	TECHNOLOGY	TECHNOLOGY
					CREATIVE ARTS					
					CREATIVE 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 Literacy	VISUAL ARTS Visual Literacy	VISUAL ARTS Visual Literacy	VISUAL ARTS Visual Literacy	VISUAL ARTS Visual Literacy	VISUAL ARTS Visual Literacy	VISUAL ARTS Visual Literacy	VISUAL ARTS Visual Literacy	VISUAL ARTS Visual Literacy	VISUAL ARTS Visual Literacy
	Soil 4hrs	Soil 4hrs	Create a 2D	Create a 2D	Create a 2D	Creater2D	Create a 2D	People who helps us 4hrs	People who helps us 4hrs	People who helps us 4h
			Transport 6 hrs	Transport 6 hrs	Transport 6 hrs	Road Safety 4hrs	Transport 6 hrs			
			Draw a picture of a	Draw a picture	Draw a picture of a	Draw a picture of	Draw a picture of			
			car, Lorry (truck) train, boat, kite	of a car, Lorry (truck) train,	car, Lorry (truck) train, boat, kite	your family in a train. What do you	a car, Lorry (truck) train, boat, kite			
			trum, bout, kite	boat, kite	train, bodt, kitc	see?	trum, bout, kitc			
				<u>I</u>	PERFORMING ARTS			<u>I</u>	L	L
	PERFORMING ARTS	PERFORMING ARTS	PERFORMING ARTS	PERFORMING ARTS	PERFORMING ARTS	PERFORMING ARTS	PERFORMING ARTS	PERFORMING ARTS	PERFORMING ARTS	PERFORMING ARTS
	Creative games and skills	Creative games and skills	Creative games and skills	Creative games and	Creative games and skills	Creative games and	Creative games and	Creative games and	Creative games and	Creative games and
	Improvise and interpret	Improvise and interpret	Improvise and interpret	skills	Improvise and interpret	skills	skills	skills	skills	skills
	WARM UP	WARM UP	WARM UP	Improvise and	WARM UP	Improvise and interpret	Improvise and interpret	Improvise and interpret	Improvise and interpret	Improvise and inter
	Warming up the	Listening skills	Games focusing on	interpret	Mime actions	WARM UP	WARM UP	WARM UP	WARM UP	WARM UP
	body: e.g. leading with the nose,	through music	numeracy and	WARM UP	showing emotion	Mime actions	Games focusing	Warming up the	Warming up the	Listening skills
	elbow, knee	games using different tempo,	literacy such as number songs and	 Listening skills through music 	using visualisation such as eating my	showing emotion using visualisation	on numeracy and literacy such as	body: e.g. leading with the nose,	body: e.g. leading with the nose,	through musing
riety of	MAIN ACTIVITY	pitch, dynamics,	rhymes, making	games using	favourite food,	such as eating my	number songs and	elbow, knee	elbow, knee	different tem
vities will	 Combining 	duration	letter shapes	different	opening a gift	favourite food,	rhymes, making	MAIN ACTIVITY	MAIN ACTIVITY	pitch, dynami
ound in	locomotor and non-	MAIN ACTIVITY (continue and	through	tempo, pitch,	MAIN ACTIVITY	opening a gift	letter shapes	Assessment:	Assessment:	duration
Life Skills	locomotor movements such as	consolidate from previous week)	movement MAIN ACTIVITY	dynamics,	 Dramatising a make-believe 	MAIN ACTIVITY • Dramatising a	through	Classroom dramatication	Classroom dramatication	MAIN ACTIVITY (
ndation se	run-run-turn, run-	• Combining	Listening skills	duration MAIN ACTIVITY (continue	situation based on a	 Dramatising a make-believe 	movement MAIN ACTIVITY	dramatisation that combines	dramatisation that combines	 Clapping rhyt in three or for
urce	forward-shrink-	locomotor and non-	through music	and consolidate from	South African poem,	situation based on	Dramatising a	movement	movement	time. Moving
link is	stretch-up.	locomotor	games using	previous week)	song or story guided	a South African	make-believe	sentences	sentences	music in three
	 Choosing and 	movements such as	different tempo,	 Clapping 	by teacher	poem, song or	situation based on	(interpreting the	(interpreting the	four time.
	_				COOLING DOWN	story guided by	a South African	theme) and sound effects based on	theme) and sound effects based on	Choosing and
	making own	run-run-turn, run- forward-shrink-	pitch, dynamics,	rhythms in	Cooling down the hody and	l toachar			. enerts hasen on	making own
	_	run-run-turn, run- forward-shrink- stretch-up.	pitch, dynamics, duration • Clapping rhythms in	three or four	Cooling down the body and relaxation: using imagery or	teacher • Create sound	poem, song or story guided by			1
	making own movement	forward-shrink-	duration	1 '	,		poem, song or story guided by teacher	the story /poem.	the story /poem.	movement sentences to
	making own movement sentences to interpret a theme with a beginning	forward-shrink- stretch-up. • Choosing and making own	duration • Clapping rhythms in three or four time. Moving to music in	three or four time. Moving to	relaxation: using imagery or	 Create sound effects to the dramatisation by 	story guided by teacher Choosing and			movement sentences to interpret a the
	making own movement sentences to interpret a theme with a beginning and an ending	forward-shrink- stretch-up. • Choosing and making own movement	duration • Clapping rhythms in three or four time. Moving to music in three or four time.	three or four time. Moving to music in three or four time. • Choosing and	relaxation: using imagery or words such as 'shrink slowly'	 Create sound effects to the dramatisation by clapping rhythms 	story guided by teacher Choosing and making own			movement sentences to interpret a the with a beginni
	making own movement sentences to interpret a theme with a beginning and an ending COOLING DOWN	forward-shrink- stretch-up. • Choosing and making own movement sentences to	duration Clapping rhythms in three or four time. Moving to music in three or four time. COOLING DOWN	three or four time. Moving to music in three or four time. Choosing and making own	relaxation: using imagery or words such as 'shrink slowly'	 Create sound effects to the dramatisation by clapping rhythms in three or four 	story guided by teacher Choosing and making own movement			movement sentences to interpret a the with a beginni and an ending
	making own movement sentences to interpret a theme with a beginning and an ending COOLING DOWN Cooling down the	forward-shrink- stretch-up. • Choosing and making own movement sentences to interpret a theme	duration Clapping rhythms in three or four time. Moving to music in three or four time. COOLING DOWN Cooling down the	three or four time. Moving to music in three or four time. Choosing and making own movement	relaxation: using imagery or words such as 'shrink slowly'	 Create sound effects to the dramatisation by clapping rhythms in three or four time. Moving to 	story guided by teacher Choosing and making own movement sentences to			movement sentences to interpret a the with a beginni and an ending COOLING DOWN
	making own movement sentences to interpret a theme with a beginning and an ending COOLING DOWN	forward-shrink- stretch-up. • Choosing and making own movement sentences to	duration Clapping rhythms in three or four time. Moving to music in three or four time. COOLING DOWN	three or four time. Moving to music in three or four time. Choosing and making own movement sentences to	relaxation: using imagery or words such as 'shrink slowly'	 Create sound effects to the dramatisation by clapping rhythms in three or four 	story guided by teacher Choosing and making own movement			movement sentences to interpret a the with a beginn and an ending COOLING DOWN COOLING DOWN
	making own movement sentences to interpret a theme with a beginning and an ending COOLING DOWN Cooling down the	forward-shrink- stretch-up. Choosing and making own movement sentences to interpret a theme with a beginning	duration Clapping rhythms in three or four time. Moving to music in three or four time. COOLING DOWN Cooling down the body and	three or four time. Moving to music in three or four time. Choosing and making own movement	relaxation: using imagery or words such as 'shrink slowly'	 Create sound effects to the dramatisation by clapping rhythms in three or four time. Moving to music in three or 	story guided by teacher Choosing and making own movement sentences to interpret the			movement sentences to interpret a the with a beginn and an ending COOLING DOWN
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	Soil 4hrs	Soil 4hrs	Transport 6 hrs Transport Song https://www.youtube.com/w atch?v=5-DeiXPJ3H8	Transport 6 hrs	Transport 6 hrs	Road Safety 4hrs	Road Safety 4hrs	People who helps us 4hrs	People who helps us 4hrs	People who helps us 4hrs
					PHYSICAL EDUCAT	TION				
	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 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 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 E 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 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
	refined, they can be applied Perceptual motor: Percept motor learning or motor sk Rhythm: Rhythmic activitie squares, folk dance routine Coordination: The ability to Balance: The ability to gain Spatial orientation: Our na Laterality: Inner awareness Sports and games: A sport	ual - Motor Skills. Perceptual-moto kill learning is the acquisition of mo es are any form of action in which a es, international dances, aa well as o integrate muscle actions to execu- or maintain body equilibrium again tural ability to maintain our body o s of left and right and the ability to o is a physical activity carried out und	or development refers to the child' stor skills requiring perceptual mote in individual respond both emotions creating and performing movement te a specific movement or movement inst gravity. irientation and/or posture in relation control the two sides of the body to	s developing ability to interact or coordination. It is the procesally and physically to any rhyth at routines to music with a partent phrase in the most effective on to the surrounding environmogether or separately.	with the environment, combining so of improving the smoothness and mic accompaniment. This can be determent in a group. The way. Coordination of large muscles are the coordination of large muscles are the coordination of large muscles.	use of the senses and motor skills d accuracy of movements lone individually, in pairs or in sma es for total body movement. The auring motion.	. The developmental process of u Ill or large groups. Skills performe bility to use hands and eyes or fe	se of perceptual or sensory skills d to music include: locomotor sket and eyes together in the exect	s and motor skills is viewed as a call ills, ball skills, moving in a variety ution of a movement.	ombined process. Perceptual of ways such as circles and
Requisite pre- knowledge		sport, modes, terminology nes, shapes, space, interaction (e.g.	play, communication, singing, dan	cing)						
Resources (other than textbook) to enhance learning	Resource books Video clips DBE Workbooks Samples of different soil Pictures, stories Road signs, flash cards LTSM page 12 and 13 Checklist Observation sheet/book Rubric Memorandum									
SBA (Formal Assessment)	 Multiple opportunities and 1 SBA per Term- All 4 Study Mostly oral, practical, demo 									

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TERM 4	Week 1:	Week 2:	Week 3:	Week 4:	Week 5:	Week 6:	Week 7:	Week 8:	Week 9:	Week 10Dec
47 days	Oct	Oct	Oct	Oct	Oct –Nov	Nov	Nov	Nov	Nov	
				PERSONAL	AND SOCIAL WELL-BE	ING				
CAPS section Topic, concepts, skills and values BK & PSW W: 40 %	PERSONAL AND SOCIAL WELL-BEING Our Country 4hrs Place - Area & Position • A map of South Africa • Name and location of own province • Where we live • South African flag – include recognising the flag and places where we can see it flying	PERSONAL AND SOCIAL WELL-BEING Our Country 4hrs Place - Area & Position • A map of South Africa • Name and location of own province • Where we live • South African flag – include recognising the flag and places where we can see it	PERSONAL AND SOCIAL WELL-BEING Our Country 4hrs Place - Area & Position • A map of South Africa • Name and location of own province • Where we live • South African flag – include recognising the flag and places where we can see it	PERSONAL AND SOCIAL WELL-BEING Ways we communicate 4hrs Social Health Speaking – include explaining, conversation, poetry and song Writing - include writing a letter or card and posting it Reading – include	PERSONAL AND SOCIAL WELL-BEING Ways we communicate 4hrs Social Health Speaking – include explaining, conversation, poetry and song Writing - include writing a letter or	PERSONAL AND SOCIAL WELL-BEING Ways we communicate 4hrs Social Health Speaking – include explaining, conversation, poetry and song Writing - include writing a letter or card and posting it	PERSONAL AND SOCIAL WELL-BEING Life at night 6 hrs Personal Well-being Things I do at night - get ready for bed, read and tell stories, sleep for 8 hours and dream	PERSONAL AND SOCIAL WELL-BEING Life at night 6 hrs Personal Well-being Things I do at night get ready for bed, read and tell stories, sleep for 8 hours and dream	PERSONAL AND SOCIAL WELL-BEING Life at night 6 hrs Personal Well-being Things I do at night get ready for bed, read and tell stories, sleep for 8 hours and dream	PERSONAL AND SOCIAL WELL-BEING Life at night 6 hrs Personal Well-being Things I do at night - get ready for bed, read and tell stories, sleep for 8 hours and dream
Performing Arts W: 15% Visual Arts W: 15% Physical Education W: 30%	South African anthem - listening and singing Notes: Anthem can be learnt throughout the term. Include learners from other countries by including their flags where possible.	flying South African anthem - listening and singing Notes: Anthem can be learnt throughout the term. Include learners from other countries by including their flags where possible.	flying South African anthem - listening and singing Notes: Anthem can be learnt throughout the term. Include learners from other countries by including their flags where possible.	instructions and advertisements Listening - include radio and stories Looking - include lip reading, signing and gestures	card and posting it Reading – include instructions and advertisements Listening - include radio and stories Looking - include lip reading, signing and gestures	Reading – include instructions and advertisements Listening - include radio and stories Looking - include lip reading, signing and gestures				
	Religious and special days 2hours Diversity and Individuality Ascension Day Ramadaan - Moslem Succot -Jewish Simchat -Jewish Record and discuss- Clothing, food, ce	elebrations								
				BEGIN	NNING KNOWLEDGE					
				N/	ATURAL SCIENCE					
	DECINING KNOW! EDGE	DECININIANO KANOMI EDGE	DECINALING VALOUAL EDGE	DECININING VALOURIEDGE	BEGINNING KNOWLEDGE	DECIDIATING VALOUAL EDGE	DECINIALING VALOUAL EDGE	DECININING KNIOWILEDGE	DECINIATING KNIOWI EDGE	DECININING
	BEGINNING KNOWLEDGE NATURAL SCIENCE Our Country 4hrs	BEGINNING KNOWLEDGE NATURAL SCIENCE Our Country 4hrs	BEGINNING KNOWLEDGE NATURAL SCIENCE Our Country 4hrs	BEGINNING KNOWLEDGE NATURAL SCIENCE Ways we communicate 4hrs	NATURAL SCIENCE Ways we communicate 4hrs	BEGINNING KNOWLEDGE NATURAL SCIENCE Ways we communicate 4hrs	BEGINNING KNOWLEDGE NATURAL SCIENCE Life at night 6 hrs Nocturnal animals	BEGINNING KNOWLEDGE NATURAL SCIENCE Life at night 6 hrs Nocturnal animals	BEGINNING KNOWLEDGE NATURAL SCIENCE Life at night 6 hrs Nocturnal animals	BEGINNING KNOWLEDGE NATURAL SCIENCE Life at night 6 hrs
	No natural links	No natural links	No natural links	No natural links	No natural links	No natural links	Night animals - such as owls, hamsters, porcupines, leopards, jackal	Night animals - such as owls, hamsters, porcupines, leopards, jackal	Night animals - such as owls, hamsters, porcupines, leopards, jackal	Nocturnal animals Night animals - such as owls, hamsters, porcupines, leopards, jackal
	BEGINNING KNOWLEDGE NATURAL SCIENCE Planet Earth and beyond The weather • Observation of weather condition • Recording of daily weather condition Clothing and material	ons (e.g. hot, cold, cloudy, sunny, m litions	isty, rainy			,				, , ,
	distring the material			S	OCIAL SCIENCE					
	BEGINNING KNOWLEDGE SOCIAL SCIENCE	BEGINNING KNOWLEDGE SOCIAL SCIENCE	BEGINNING KNOWLEDGE SOCIAL SCIENCE	BEGINNING KNOWLEDGE SOCIAL SCIENCE Writing	BEGINNING KNOWLEDGE SOCIAL SCIENCE Writing	BEGINNING KNOWLEDGE SOCIAL SCIENCE Writing	BEGINNING KNOWLEDGE SOCIAL SCIENCE	BEGINNING KNOWLEDGE SOCIAL SCIENCE	BEGINNING KNOWLEDGE SOCIAL SCIENCE	BEGINNING KNOWLEDGE SOCIAL SCIENCE
	No natural links	No natural links	No natural links	 Voices Telephone /cell phone Music, Poems Emails, WhatsApp Braille Signs: roads, beaches, lawns in public places etc. 	Voices Telephone /cell phone Music, Poems Emails, WhatsApp Braille Signs: roads, beaches, lawns in public places etc	Voices Telephone /cell phone Music, Poems Emails, WhatsApp Braille Signs: roads, beaches, lawns in public places etc	No natural links	No natural links	No natural links	No natural links
					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	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 Technological Process Skills Learner will engage in investigating designing	BEGINNING KNOWLEDGE TECHNOLOGY	BEGINNING KNOWLEDGE TECHNOLOGY

N	evaluating communicating solutions Map of South Africa Flag pole Design your own map	evaluating communicating solutions A Map of South Africa Flag pole Design your own map	evaluating communicating solutions Map of South Africa Flag pole Design your own map		CREATIVE ARTS	evaluating communicating solutions	evaluating communicating solutions	making evaluating communicating solutions -		
	CREATIVE ARTS VISUAL ARTS	CREATIVE ARTS VISUAL ARTS	CREATIVE ARTS VISUAL ARTS	CREATIVE ARTS VISUAL ARTS	CREATIVE ARTS VISUAL ARTS	CREATIVE ARTS VISUAL ARTS	CREATIVE ARTS VISUAL ARTS	CREATIVE ARTS VISUAL ARTS Visual Literacy Create a 2D Map of South Africa Collage Create a 3D Make an owl Collage; stacking and overlapping- different materials	CREATIVE ARTS Visual Literacy VISUAL ARTS Map of South Africa Collage Create a 3D Make an owl Collage; stacking and overlapping- different materials	CREATIVE ARTS Visual Literacy VISUAL ARTS Map of South Africa Collage Create a 3D Make an owl Collage; stacking and overlapping- different materials
					PERFORMING ARTS					
A variety of activities will be found in the Life Skills Foundation Phase resource The link is provided Below	PERFORMING ARTS Creative games and skills Improvise and interpret WARM UP Warming up the voice: using songs and rhymes focusing on high and low notes and fast and slow tempo Singing songs to improve the ability to sing in tune MAIN ACTIVITY Listening to music and identifying how dynamics, pitch, timbre and tempo combine to tell a story such as 'Peter and the Wolf', etc. Improvising appropriate movements and characters using axial, locomotor and levels to interpret a story such as Peter and the Wolf', etc. COOLING DOWN Cooling down the body and relaxation: moving to slow soothing music WARM UP Warming up the voice: using songs and rhymes focusing on high and low notes and fast and slow tempo Singing songs to improve the ability to sing in tune	PERFORMING ARTS Creative games and skills Improvise and interpret WARM UP Warming up the voice: using songs and rhymes focusing on high and low notes and fast and slow tempo Singing songs to improve the ability to sing in tune MAIN ACTIVITY (continue and consolidate from previous lesson) Listening to music and identifying how dynamics, pitch, timbre and tempo combine to tell a story such as 'Peter and the Wolf', etc. Improvising appropriate movements and characters using axial, locomotor and levels to interpret a story such as 'Peter and the Wolf', etc. COOLING DOWN Cooling down the body and relaxation: moving to slow soothing music	PERFORMING ARTS Creative games and skills Improvise and interpret WARM UP Singing songs to improve the ability to sing in tune MAIN ACTIVITY Developing a puppet performance by focusing on a conversation between puppets (make use of the puppets that were created during Term 3) Composing soundscapes for the puppet performance, using dynamics, pitch, timbre and tempo to express character, feelings and mood such as: 'grandfather = loud, low pitch, slow', 'bird = quiet, high pitch, fast', etc. COOLING DOWN Cooling down the body and relaxation: moving to slow soothing music	PERFORMING ARTS Creative games and skills Improvise and interpret WARM UP Warming up the voice: using songs and rhymes focusing on high and low notes and fast and slow tempo MAIN ACTIVITY (continue and consolidate from previous lesson) Developing a puppet performance by focusing on a conversation between puppets (make use of the puppets that were created during Term 3) Exploring attitude, status and relationships of puppet - characters such as the villain, animal characters, the witch, the princess, etc. Composing soundscapes for the puppet performance, using dynamics, pitch, timbre and tempo to express character, feelings and mood such as: 'grandfather = loud, low pitch, slow', 'bird = quiet, high pitch, fast', etc. COOLING DOWN Cooling down the body and relaxation: moving to slow soothing music	PERFORMING ARTS Creative games and skills Improvise and interpret WARM UP Warming up the voice: using songs and rhymes focusing on high and low notes and fast and slow tempo MAIN ACTIVITY (consolidate from previous lesson) Developing a puppet performance by focusing on a conversation between puppets (make use of the puppets that were created during Term 3) Exploring attitude, status and relationships of puppet - characters such as the villain, animal characters, the witch, the princess, etc. Composing soundscapes for the puppet performance, using dynamics, pitch, timbre and tempo to express character, feelings and mood such as: 'grandfather = loud, low pitch, slow', 'bird = quiet, high pitch, fast', etc. COOLING DOWN Cooling down the body and relaxation: moving to slow soothing music	PERFORMING ARTS Creative games and skills Improvise and interpret WARM UP Warming up the body: using circles, angles, curves and zig-zags MAIN ACTIVITY Choreograph a dance sequence that combines non-locomotor and locomotor movements such as twisting combined with galloping individually and with a partner COOLING DOWN Cooling down the body and relaxation: moving to slow soothing music	PERFORMING ARTS Creative games and skills Improvise and interpret WARM UP Warming up the body: using circles, angles, curves and zig-zags MAIN ACTIVITY Simple mime: imitating everyday activities focusing on weight, shape and space such as 'crouching in a narrow cave', 'kicking a ball on a big soccer field', etc. COOLING DOWN Cooling down the body and relaxation: moving to slow soothing music	PERFORMING ARTS Creative games and skills Improvise and interpret WARM UP Singing songs to improve the ability to sing in tune MAIN ACTIVITY Assessment: Mime performances, focusing on weight, shape and space COOLING DOWN Cooling down the body and relaxation: moving to slow soothing music	PERFORMING ARTS Creative games and skills Improvise and interpret WARM UP Singing songs to improve the ability to sing in tune MAIN ACTIVITY Assessment: Mime performances, focusing on weight, shape and space COOLING DOWN Cooling down the body and relaxation: moving to slow soothing music	PERFORMING ARTS Creative games and skills Improvise and interpret WARM-UP Warming up the body: using circles, angles, curves and zigzags MAIN ACTIVITY Simple mime: imitating everyday activities focusing on weight, shape and space such as 'crouching in a narrow cave', 'kicking a ball on a big soccer field', etc. COOLING DOWN Cooling down the body and relaxation: moving to slow soothing music

PHYSICAL EDUCATION PHYSICAL EDUCATION Warm-up: Main Activity: Cooling down: Perceptual motor Locomotor Perceptual motor Perceptual motor Perceptual Perceptual motor Perceptual motor Perceptual Perceptual Perceptual Perceptual motor Rhvthm Rhvthm Rhvthm motor Rhvthm Rhvthm motor motor motor Coordination Coordination Coordination Rhythm Coordination Rhythm Coordination Rhythm Rhythm Rhythm Coordination Balance Coordination Coordination Balance Balance Balance -Coordination Balance Coordinati Spatial Orientation **Spatial Orientation Spatial Orientation** Spatial Orientation **Spatial Orientation** Balance Balance Balance Balance on **Spatial Orientation** Laterality Laterality Laterality Laterality Balance Laterality Spatial Spatial Spatial Sports and Games-fair Laterality Sports and Games-fair Sports and Games-Orientation Sports and Games-Sports and Games-Orientation Orientation Spatial Sports and Gamesplay; follow rules; play: follow rules: fair play: follow Laterality fair play: follow fair play: follow Laterality Laterality Orientation respect, fairness etc. fair play; follow respect, fairness etc. rules; respect, Sports and rules; respect, Sports and Laterality rules; respect, Sports and NB. Choose a few skills per Lesson NB. Choose a few skills per Lesson rules: respect. fairness etc. Games-fair fairness etc. fairness etc. Games-fair Games-fair Sports and Inclusion is important fairness etc. Inclusion is important NB. Choose a few skills per play; follow NB. Choose a few skills per NB. Choose a few skills per play; follow play; follow Games-fair NB. Choose a few skills per Lesson rules: respect. play; follow rules: respect. Lesson Lesson rules: respect Lesson Inclusion is important fairness etc. Inclusion is important Inclusion is important fairness etc. fairness etc. rules: Inclusion is important NB. Choose a few skills per NB. Choose a few skills NB. Choose a few skills per respect. fairness Inclusion is important Inclusion is important Inclusion is important 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 development refers to the child's development refers to the environment, combining use of the senses and motor skills. The developmental process of use of perceptual or sensory skills and motor skills is viewed as a combined process. Perceptual motor learning or motor skill learning is the acquisition of motor skills requiring perceptual motor coordination. it is the process of improving the smoothness and accuracy of movements Rhythm: Rhythmic activities are any form of action in which an individual respond both emotionally and physically to any rhythmic accompaniment. This can be done individually, in pairs or in small or large groups. Skills performed to music include: locomotor skills, ball skills, moving in a variety of ways such as circles and squares, folk dance routines, international dances, as well as creating and performing movement routines to music with a partner and in a group. Coordination: The ability to integrate muscle actions to execute a specific movement or movement phrase in the most effective way. Coordination of large muscles for total body movement. The ability to use hands and eyes or feet and eyes together in the execution of a movement. **Balance:** The ability to gain or maintain body equilibrium against gravity. Spatial orientation: Our natural ability to maintain our body orientation and/or posture in relation to the surrounding environment (physical space) at rest and during motion. Laterality: Inner awareness of left and right and the ability to control the two sides of the body together or separately. Sports and games: A sport is a physical activity carried out under an agreed set of rules, with a recreational purpose: for competition or self-enjoyment or a combination of these. A game is a recreational activity involving one or more players, defined by a goal that the players try to reach, and some set of rules to play it Requisite pre-Knowledge about SA. movement, direction, communication, How? knowledge Resources (other than Wall map of SA, SA flag, different instruments for communication, textbook) to Picture, video clips, clothing, foods, photographs, enhance PE LTSM: Ropes, whistles, mats, mini, cricket equipment learning Page 12 and 13 Checklist Observation sheet/book Informal Rubric assessment Memorandum remediation Multiple opportunities and levels of difficulty/ complexity

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

1 SA per Term- All 4 Study Areas

Mostly oral, practical, demonstrations

Grade 2 and 3 BK has written and a practical component

SBA (Formal

Assessment)