

FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

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

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

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

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

GUIDELINES FOR SCHOOL-BASED ASSESSMENT:

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

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

GRADE 2 REVISED TEACHING PLANS: LIFE SKILLS

TERM 1 45 DAYS	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
PERSONAL AND SOCIAL WELL-BEING	<p>DAILY COVID-19 MEASURES: Daily hygiene routines are to be strictly followed:</p> <ul style="list-style-type: none"> Remind learners of the daily routine. Encourage learners to stay at home when ill. Learners are to wear masks every day. Masks are only to be removed and placed in a safe place while they are eating. Supervise snack and lunchtime. Teach them to cover their mouth and nose with a flexed elbow or tissue when coughing or sneezing. Dispose of the used tissue immediately. Wash hands with soap and water often or sanitize your hands Sanitize and clean frequently touched surfaces or (5 table spoons of jik to 1 litre of water) toys, stationery, objects, etc. Introduce this practice as routine. Slogan: Keep your distance - Teach learners about social distancing and how to greet without touching. Help learners to cultivate compassion, increase resilience while building a safe environment and caring for others. Respond to learners' anxieties with love and care. Maintain a regular routine to keep the abnormal situation adapted to a "new normal". <p>TEACHERS TO ENSURE THEIR OWN SAFETY AND THE SAFETY OF THEIR LEARNERS IN THEIR OWN CONTEXTS</p>									
	<ul style="list-style-type: none"> Beginning Knowledge and Personal and Social Well-being activities should address key concepts and skills relating to Social Science, Natural Science and Technology e.g. investigations, design, enquiry skills, etc. Ensure that vocabulary development is intentionally included to improve language. Creative Arts [Visual Arts and Performing Arts] should be integrated very strongly with Languages. Physical Education will be implemented for one hour per week, the 2nd hour will be utilised for reading of Personal and Social Well-being and Beginning Knowledge content knowledge e.g. comprehension pieces: "reading for meaning", stories, poems etc. Every Life Skills lesson will commence with a 5-minute lesson based on making learners aware of Covid-19 addressing washing hands, healthy habits, symptoms of Covid-19, social distancing, what and when to report to whom, discussing when a friend/family member pass away, etc. Learners are expected to complete the DBE workbook activities and one or two written activities or practical per week in a class workbook for BK and PSW <p>PLEASE NOTE: EXECUTIVE FUNCTION CONTROL AND REGULATES COGNITIVE AND SOCIAL BEHAVIOURS IS NOT WRITTEN INTO CAPS BUT THESE SKILLS ENABLE LEARNERS TO CONTROL IMPULSES, PAY ATTENTION, REMEMBER INFORMATION, PLAN AND ORGANISE TIME AND MATERILAS AND RESPOND APPROPRIATELY TO SOCIAL AND STRESSFUL SITUATIONS, THUS IMPERATIVE FOR LEARNING. PLEASE READ MORE ABOUT THIS.</p>									




FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

TERM 1 45 DAYS		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
	CAPS TOPICS:	ORIENTATION / BASELINE	ORIENTATION/ BASELINE	WHAT WE NEED TO LIVE	WHAT WE NEED TO LIVE	MYSELF AND OTHERS	MYSELF AND OTHERS	EVERYONE IS SPECIAL	EVERYONE IS SPECIAL	HEALTHY LIVING	HEALTHY LIVING
	SKILLS AND VALUES: <ul style="list-style-type: none"> • Compare • Observe • Communicate • Identify/Identity • Respect • Tolerance etc. 	<ul style="list-style-type: none"> • To show respect, love, empathy and acceptance • To demonstrate SKAVs 	<ul style="list-style-type: none"> • To show respect, love, empathy and acceptance • To demonstrate SKAVs 	<ul style="list-style-type: none"> • Observe • Compare • Communicate 	<ul style="list-style-type: none"> • Observe/ • Identify • Compare • Communicate • Respect 	<ul style="list-style-type: none"> • Identify • Compare • Communicate • Respect • Empathy 	<ul style="list-style-type: none"> • Identify • Communicate • Ability to respect and forgive • Respect • Empathy • Tolerance 	<ul style="list-style-type: none"> • Observe • Identify • Compare • Communicate • Respect • Empathy 	<ul style="list-style-type: none"> • Observe • Compare • Communicate • Respect • Empathy 	<ul style="list-style-type: none"> • Observe • Identify • Compare • Communicate 	<ul style="list-style-type: none"> • Observe • Identify • Compare • Communicate • Self-respect
	CORE CONCEPTS & KNOWLEDGE: REMEMBER to always be aware of activities to promote EXECUTIVE FUNCTION - Working memory Inhibitory control Self-regulation	<ul style="list-style-type: none"> • Orientation to rules and procedures • Places in the classroom and school • Baseline • Reading-own choice 	<ul style="list-style-type: none"> • Orientation to rules and procedures • Places in the classroom and school • Baseline • Reading-own choice 	<ul style="list-style-type: none"> • Types of food we eat • Good food for energy 	<ul style="list-style-type: none"> • The importance of water, Air & sunlight: • Preserve resources 	<ul style="list-style-type: none"> • Friends • Qualities of a good friend 	<ul style="list-style-type: none"> • Dealing positively with conflict • Self-esteem & bullying 	<ul style="list-style-type: none"> • Similarities and differences • Feelings 	<ul style="list-style-type: none"> • Adaptations • Caring for people with disabilities • What is a hero? 	<ul style="list-style-type: none"> • How to protect food 	<ul style="list-style-type: none"> • What is harmful to our human body? • Good habits for life
	PRE-KNOWLEDGE:	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge
	CAPS CONTENT:	<ul style="list-style-type: none"> • Baseline HL & Mathematics 	<ul style="list-style-type: none"> • Baseline HL & Mathematics • CAPS – Previous year 	<ul style="list-style-type: none"> • Different types of food – for growth, energy, health 	<ul style="list-style-type: none"> • Water – why we need water • Air – clean air – What is air? 	<ul style="list-style-type: none"> • Friends – qualities of a good friend 	<ul style="list-style-type: none"> • People at school and at home – including sharing, 	<ul style="list-style-type: none"> • People are similar, and people are different 	<ul style="list-style-type: none"> • Things that help people – such as reading 	<ul style="list-style-type: none"> • Protecting food we eat – including protecting from flies, 	<ul style="list-style-type: none"> • Things that harm us – smoking, alcohol, drugs



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

ENSURE OPTIMAL USE OF DBE WORKBOOKS Reading for meaning (comprehension)of fictional and non-fictional text	• CAPS – Previous year SKAVs of Term covered	• SKAVs to Term covered		• Sunlight – • Why we need sunlight. • protection from the sun	• Qualities of a good friend • Include sharing, helping, showing respect	helping, showing respect • Dealing positively with conflict – including self-esteem & bullying	• Things that help people - such as reading glasses, walking frames, guide dogs, hearing aids	glasses, walking frames, guide dogs, hearing aids • Caring for people with disabilities • I can be a hero	keep food cool	• Good habits – such as regular exercise, limited television
RELIGIOUS AND OTHER SPECIAL DAYS CELEBRATED BY THE COMMUNITY SHOULD BE DISCUSSED AS THEY OCCUR THROUGH THE TERM										
RESOURCES: Ensure optimal use of DBE workbooks Flashcards/ Vocabulary for Focus board and Word Wall Library books			• DBE WB1 Pg. 2– 3 • 3D objects • Charts • Videos	• DBE WB1 Pg.4 – 5 • DBE WB1 Pg. 6 – 7 • DBE WB1 Pg. 8 – 9 • Charts	• DBE WB1 Pg. 10–11 • 3D objects • Flashcards • Charts • Videos	• DBE WB1 Pg.12–13 • DBE WB1 Pg. 14 – 15 • 3D reality • Charts • Videos	• DBE WB1 Pg.16 – 17 • DBE WB1 Pg.22 - 23 • DBE WB1 Pg.18 – 19 • 3D reality • Charts • Videos	• DBE WB1 Pg.20 – 21 • DBE WB1 Pg.24 – 25 • 3D reality • Charts • Videos	• DBE WB1 Pg. 28 – 29 • 3D reality • Charts • Videos	• DBE WB1 Pg. 30 – 31 • 3D reality • Charts • Videos
INFORMAL ASSESSMENT:	<ul style="list-style-type: none">• The activities must be observed and assessed during daily lesson activities in Life Skills. Also note SKAVs that is developed and mastered for Home Language and Mathematics.• Written activities can be given.• Skills, knowledge application, attitude and values are not meant to be an assessment activity but rather should ensure that leaners are afforded opportunities to demonstrate these skills orally, practically and in written form.• This must be informal and continuous									
SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines 									



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TERM 1 45 DAYS		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
BEGINNING KNOWLEDGE	CAPS TOPICS:	ORIENTATION BASELINE	ORIENTATION/ BASELINE	WHAT WE NEED TO LIVE	WHAT WE NEED TO LIVE	MYSELF AND OTHERS	MYSELF AND OTHERS	EVERYONE IS SPECIAL	EVERYONE IS SPECIAL	HEALTHY LIVING	HEALTHY LIVING
	SKILLS AND VALUES: • Scientific Process Skills • Technological Process skills • Geographical skills • Inquiry • Interpretation • Values • Attitudes	• Observe • Compare • Communi- cate	• Observe • Compare • Communi- cate	• Observe • Compare • Classify • Measure • Experiment • Communi- cate	• Observe • Compare • Classify • Measure • Experiment • Communi- cate	No natural link	No natural link	• Observe • Compare • Classify • Communi- cate • Care • Respect	No natural link	• Observe • Compare • Classify • Communi- cate	• Observe • Compare • Classify • Communi- cate
	REMEMBER to always be aware of activities to promote Executive Functioning: Working memory, Inhibitory control and Self-regulation Learner talk, discussion, exploration, INQUIRY ‘find-out’, problem solving, thinking and reasoning is of utmost importance										
	CORE CONCEPTS & KNOWLEDGE:	• Orientation to rules and procedures • Places in the classroom and school • Baseline • Reading material	• Orientation to rules and procedures • Places in the classroom and school • Baseline • Reading material	• Different types of food [Grains and grain products, Vegetable and fruit, dairy products, fats and oils, meat, fish poultry, nuts and beans	• Sources of water [Main source – rain], dam river etc. • How to save water • Importance of air and sunlight • Video – The importance			• People • Things that help people [crutches, spectacles, hearing aid, wheel chairs etc.]		• Protecting food we eat • Purifying water [boiling, Filter, add chemicals]	• Things that harm us • Good habits



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

				<ul style="list-style-type: none">• Uses of water	of sunlight to plants						
<p>CAPS CONTENT:</p> <p>ENSURE OPTIMAL USE OF DBE WORKBOOKS</p> <p>Reading for meaning (comprehension)of fictional and non-fictional text</p>	<ul style="list-style-type: none">• Baseline HL & Mathematics• CAPS – Previous year SKAVs to Term covered	<ul style="list-style-type: none">• Baseline HL & Mathematics• CAPS – Previous year SKAVs to Term covered	<ul style="list-style-type: none">• Water - why we need water, (cook, drink, plants, wash)	<ul style="list-style-type: none">• Air - clean air [What is air?]• Sunlight - include protection from• The sun [Why do we need sunlight? living organisms ; human beings, animals and plants]			<ul style="list-style-type: none">• Things that help people - such as reading glasses, walking frames• Video- How spectacles are made		<ul style="list-style-type: none">• Protection from flies (germs)• Keeping food cool• Simple ways of purifying water	<ul style="list-style-type: none">• Things that harm us - smoking, alcohol, drugs• Good habits - such as regular exercise, limited television	
<p>RESOURCES:</p> <p>Ensure optimal use of DBE workbooks</p> <p>Flashcards/ Vocabulary for Focus board and Word Wall</p> <p>Library books/books</p>			<ul style="list-style-type: none">• DBE WB1 Pg. 2 - 3• DBE WB1 Pg. 4 – 5• DBE WB1 Pg. 6 – 7• 3D reality• Charts• Videos	<ul style="list-style-type: none">• DBE WB1 Pg. 8 – 9• 3D reality• Flashcards• Charts• Videos	<ul style="list-style-type: none">• DBE WB1 Pg.10–11• DBE WB1 Pg.12 – 13	<ul style="list-style-type: none">• DBE WB1 Pg. 14 - 15	<ul style="list-style-type: none">• DBE WB1 Pg.16 – 17• DBE WB1 Pg.22 - 23• DBE WB1 Pg.18 – 19• 3D reality• Flashcards• Charts• Videos	<ul style="list-style-type: none">• DBE WB1 Pg. 20 – 21• DBE WB1 Pg.24 – 25• 3D reality• Flashcards• Charts• Videos	<ul style="list-style-type: none">• DBE WB1: Pg. 28-29• 3D reality• Flashcards• Charts• Videos	<ul style="list-style-type: none">• DBE WB1 Pg. 30 – 31• 3D reality• Flashcards• Charts• Videos	

FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

	<p>WEATHER: WEATHER TO BE TAUGHT UNTIL LEARNERS CAN INDEPENDENTLY OBSERVE THE WEATHER AND CHANGE THE ICONS DAILY. THE WEATHER CHART SHOULD BE UPDATED DAILY THROUGHOUT THE YEAR.</p> <ul style="list-style-type: none"> • Predictions • Minimum and maximum temperature • Symbols (Celsius, weather forecast) • Cloud cover • Complete own weather chart - Precipitation (rain), wind, etc. Complete own weather chart. Precipitation (rain) , wind, etc. Develop knowledge and skills progressively 	
BEGINNING KNOWLEDGE	<p>INFORMAL ASSESSMENT:</p>	<ul style="list-style-type: none"> • The practical activities must be observed and informally assessed during daily lesson activities in Life Skills. Also note SKAVs that is developing, developed and mastered for Home Language and Mathematics • Some written activities can be given. • Skills, knowledge application, attitude and values are not meant to be an assessment activity but ensure that learners are afforded opportunities to demonstrate these skills orally and practically. • This must be informal and continuous.
	<p>SCHOOL BASED ASSESSMENT:</p>	<p>REFER TO DBE SBA Guidelines</p> 



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

TERM 1 45 DAYS		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CREATIVE ARTS	CAPS TOPICS:	ORIENTATION/ BASELINE	ORIENTATION/ BASELINE	SEASONS	WHAT WE NEED TO LIVE	MYSELF AND OTHERS	MYSELF AND OTHERS	EVERYONE IS SPECIAL	EVERYONE IS SPECIAL	HEALTHY LIVING	HEALTHY LIVING
	<p align="center">CREATE IN 2D</p> <p>Learners to EACH have their own ice cream container with their own stationery (pritt, scissors, pencil crayons, crayons etc.) If this is not possible, <i>draw with what is available</i></p> <p align="center">Use the Art piece as an oral and for extending to creative writing</p> <p align="center">REMEMBER to always be aware of activities to promote Executive Functioning : Working memory, Inhibitory control and Self-regulation</p>										
	<ul style="list-style-type: none"> Paint pictures of self with others in action (running, jumping, dancing, etc.) and discuss primary and secondary colours, cool and warm colours, shape and line 					X					
	<ul style="list-style-type: none"> Create patterns using geometric shapes; discuss rhythm and repetition 			X							
	<p align="center">CREATE IN 3D (CONSTRUCTING)</p> <p align="center">(Learners to have their own dough or clay in container and own materials for personal use) If not possible, <i>you may change the activity</i></p>										
	<ul style="list-style-type: none"> Use clay to make and decorate containers; discuss pattern, geometric shape, line, discuss surface texture 								X		



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

	and correct joining techniques										
PERFORMING ARTS	IMPROVISE AND INTERPRET Use own space at their chair -or outdoors - Link to story in Home Language or Life Skills										
	<ul style="list-style-type: none"> Creating short scenes based on appropriate topics, focusing on storyline 							X			
	<ul style="list-style-type: none"> Creating appropriate characters: show differences between characters and character's point of view in short scenes 									X	
	<ul style="list-style-type: none"> Rhythm patterns using key words from selected topics such as people at work: 'woodcutter' chop-chop-chop, 'butcher' = slice-slice, and others 				X						
	<ul style="list-style-type: none"> Using above examples to explore appropriate tempo and dynamics such as: 'chop-chop-chop' will be loud and fast, 'slice-slice' will be quiet and slow 				X						
	<ul style="list-style-type: none"> Learn movements from a South African dance, such as gumboot dancing, and others 						X				



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS


CREATIVE GAMES AND SKILLS

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

• Warming up the body: breathing exercises and use of different joints such as ankles; pointing and flexing and wrists circling, etc.		X						X		X
• Warming up the voice: using songs, singing vowels, rhymes and tongue twisters	X		X		X		X			
• Singing songs using unison, rounds, and call and response			X		X		X			
• Body percussion: keeping a steady beat and the use of different timbres (click, clap, stamp)				X		X				
• Locomotor movements: walking, running, skipping, hopping in different directions on own		X								X
• Non-locomotor movements: reaching, bending, rising on their own – <i>add a few more</i>				X				X		



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

	<i>movements – choreograph</i>										
	<ul style="list-style-type: none"> Interactive story telling activities: listen and respond appropriately to partners, such as telling stories in pairs on 'my favourite food', accumulation stories, echo stories, etc. 					X				X	
	<ul style="list-style-type: none"> Cooling down and relaxation: lying down on back, breathing in and out, visualising colour as a stimulus 		X						X		X
	RESOURCES: Improvise	Learners own body, desk, chair, home-made props									
	INFORMAL ASSESSMENT:	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Life Skills. Also note SKAVs that is developed and mastered for Home Language and Mathematics Ensure that learners are afforded opportunities to demonstrate these skills practically. This must be informal and continuous 									
	SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines 									

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TERM 1 45 DAYS		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
	CAPS TOPICS:	ORIENTATIO NBASELINE	ORIENTATI ON/BASELI NE	SEASONS	WHAT WE NEED TO LIVE	MYSELF AND OTHERS	MYSELF AND OTHERS	EVERYONE IS SPECIAL	EVERYON E IS SPECIAL	HEALTHY LIVING	HEALTHY LIVING
	SKILLS: REMEMBER to always be aware of activities to promote EXECUTIVE FUNCTION - Working memory Inhibitory control Self-regulation	PLAY IS THE NATURAL WAY LEARNERS LEARN AT THIS AGE AND STAGE OF DEVELOPMENT. PLAY SHOULD NOT BE WITHHELD. <ul style="list-style-type: none">• Maintain social distancing.• Activities has been modified to maintain social distancing.• The activities are adapted for a classroom situation- where overcrowding exist- allow learners to be keep a safe distance outside the class.• Locomotor activities can be practiced whilst learners are walking in and out of class in the morning or returning from interval.• Navigating safely when responding to movement instructions• Ensure that the lessons have the following activities: warm-up, main and cool down. You could combine some of the warming-up, locomotor and non-locomotor activities of creative games and skills with PE.• Allow learners to use their own apparatus or alternatively use the apparatus in groups on different days to allow for sanitizing.• All equipment to be washed down after every use (1 litre of water and 5 tablespoons of jik) PLEASE NOTE, EVEN THOUGH ACTIVITIES HAVE BEEN PLOTTED PER WEEK, YOU MAY CHANGE THE ACTIVITIES TO SUIT YOUR NEED OR/AND CONTEXT									
	LOCOMOTOR These activities to be done in a clearly demarcated area . If a large enough area is not available work in small groups OR ADAPT THE ACTIVITIES (Observation of COVID regulation) MOVEMENT AND STRENGTHENING LARGE AND CORE MUSCLES IMPORTANT FOR DEVELOPMENT FOR SITTING AT TABLE OR ON MAT . IT ALSO GIVES A SENSE OF BELONGING.										
	• Play an indigenous game, e.g. Upuca [Ten stones] Start with 5 stones (Own stones) Different groups could do different activities observing social distancing	X		X		X		X		X	




FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

• Potato (Improvise) races [have lanes]						X				
PERCEPTUAL MOTOR										
• Throwing bean bags up in the air and catching them [own bean bag or newspaper rolled into a ball]	X						X			
SPACIAL ORIENTATION										
• Stretch and curl - make body as tall and as small as possible, as long and as short as possible <i>Could be used as a cooling down activity as well.</i>		X							X	
RHYTHM (Observe spacing – social distancing) ONE child at a time – sanitise handles of the rope /sticks										
• Jump over ropes that are placed parallel to one another - repeat and move ropes/sticks further apart			X						X	
BALANCE With strict supervision - one learner at a time (Draw a few blocks or use hoops for 5 - 10 or more learners to have a turn simultaneously observe social distancing while the others are sitting lined up to wait their turn). ADAPT activities if you need to.										



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

<ul style="list-style-type: none"> Balancing a bean bag on different parts of the body [head, outstretched arm, palm of hand etc.] while walking on a straight line (own marked beanbag) 				X						X
<ul style="list-style-type: none"> Control, co-ordination and balance exercises [on one leg, on behind, on knee and 2 hands, knee and one hand etc.] 		X				X	X			
<p style="text-align: center;">LATERALITY Adapt activities if you need to</p>										
<ul style="list-style-type: none"> Introduce activities using the non-dominant body part, arms and legs 					X				X	
RESOURCES: Improvise	Skipping ropes, sticks, bean bag, paper ball, 10 stones per child (collect their own. Small enough to hold in one hand),improvise potato and spoon									
INFORMAL ASSESSMENT:	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Life Skills. Also note SKAVs that is developed and mastered for Home Language and Mathematics Ensure that learners are afforded opportunities to demonstrate these skills practically. This must be informal and continuous 									
SCHOOL BASED ASSESSMENT:	<p>REFER TO DBE SBA Guidelines</p> 									

FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

GRADE 2 REVISED TEACHING PLANS: LIFE SKILLS

TERM 2 51 DAYS		WEEK 1-4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
PERSONAL & SOCIAL WELL-BEING	CAPS TOPICS:	TERM 1 "THEMES AND COVERAGE"	ORIENTATION SEASONS	ORIENTATION SEASONS	FARM ANIMALS	WILD ANIMALS	CREATURES THAT LIVE IN WATER	CREATURES THAT LIVE IN WATER	ANIMAL HOMES
	SKILLS AND VALUES:	Use Term 1 ATP OR extend weeks to cover Term 2 Topics linked to HL E.g. 3 weeks Seasons/ Animals etc. and 2 weeks Animal homes	<ul style="list-style-type: none"> • Observe • Compare • Communicate • Record 	<ul style="list-style-type: none"> • Observe • Compare • Communicate 	<ul style="list-style-type: none"> • Classify • Compare • Record • Communicate 	<ul style="list-style-type: none"> • Classify • Compare • Record • Communicate 	<ul style="list-style-type: none"> • Classify • Compare • Record • Communicate 	<ul style="list-style-type: none"> • Observe • Identify • Record 	<ul style="list-style-type: none"> • Observe • Compare • Communicate
	CORE CONCEPTS & KNOWLEDGE:		<ul style="list-style-type: none"> • The effect of seasons on human beings- food, clothes, activities 	<ul style="list-style-type: none"> • The effect of seasons on human beings- food, clothes, activities 	<ul style="list-style-type: none"> • Types of Animals: • Characteristics • Uses 	<ul style="list-style-type: none"> • Types of Animals: • Characteristics • Adaptations to survive 	<ul style="list-style-type: none"> • Animals and creatures that live in water • Characteristics • Habitat 	<ul style="list-style-type: none"> • Different animals and creatures that live in sea water 	<ul style="list-style-type: none"> • Animals habitats: make their homes, finds a home and that carry their homes
	CAPS CONTENT:		The four seasons <ul style="list-style-type: none"> • How seasons affect us - clothes, food, activities 	<ul style="list-style-type: none"> • How seasons affect animals - include farming e.g. sheep shearing 	<ul style="list-style-type: none"> • Farm Animals • Types • Uses – such as food and clothing 				
ENSURE OPTIMAL USE OF DBE WORKBOOKS Reading for meaning (comprehension) of fictional and non-fictional text									



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

	RESOURCES: Flashcards/ Vocabulary for Focus board and Word Wall Library books/books		<ul style="list-style-type: none"> • DBE WB pg. 34-39 • 3D objects • Charts • Videos 	<ul style="list-style-type: none"> • DBE WB pg.43 • 3D objects • Charts • Videos 	<ul style="list-style-type: none"> • DBE WB pg. 46-483D objects • Charts • Videos 	<ul style="list-style-type: none"> • DBE WB pg. 50-52 • 3D objects • Charts • Videos 	<ul style="list-style-type: none"> • DBE WB pg. 54-56 • 3D objects • Charts • Videos 	<ul style="list-style-type: none"> • DBE WB pg. 54-56 • 3D objects • Charts • Videos 	<ul style="list-style-type: none"> • DBE WB pg. 58-61 • 3D objects • Charts • Videos
	RELIGIOUS AND OTHER SPECIAL DAYS CELEBRATED BY THE COMMUNITY SHOULD BE DISCUSSED AS THEY OCCUR THROUGH THE TERM								
	INFORMAL ASSESSMENT:	<ul style="list-style-type: none"> • The activities must be observed and assessed during daily lesson activities in Life Skills. Also note SKAVs that is developed and mastered for Home Language and Mathematics. • Written activities can be given. • Skills, knowledge application, attitude and values are not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally, practically and in written form. • This must be informal and continuous 							
	SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines 							

FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

TERM 2 51 DAYS		WEEK 1-4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
BEGINNING KNOWLEDGE	CAPS TOPICS:	TERM 1 "THEMES AND COVERAGE"	SEASONS	SEASONS	FARM ANIMALS	WILD ANIMALS	CREATURES THAT LIVE IN WATER	CREATURES THAT LIVE IN WATER	ANIMAL HOMES
	SKILLS AND VALUES: <ul style="list-style-type: none"> •Scientific Process Skills •Technological Process skills •Geographical skills •Inquiry •Interpretation •Values •Attitudes 	Use Term 1 ATP Or extend weeks to cover Term 2 topics linked to HL E.g. 3 weeks Seasons/ Animals etc. and 2 weeks Animal homes	<ul style="list-style-type: none"> •Observe •Compare •Classify •Measure •Experiment •Communicate 	<ul style="list-style-type: none"> •Observe •Compare •Classify •Experiment •Measure •Communicate 	<ul style="list-style-type: none"> •Observe •Compare •Classify •Find out - "research" •Communicate 	<ul style="list-style-type: none"> •Observe •Find out - "research" •Compare •Classify •Communicate 	<ul style="list-style-type: none"> •Observe •Compare •Find out - "research" •Classify •Communicate 	<ul style="list-style-type: none"> •Observe •Compare •Find out - "research" •Classify •Communicate 	<ul style="list-style-type: none"> •Observe •Compare •Find out - "research" •Classify •Communicate
	REMEMBER to always be aware of activities to promote Executive Functioning: Working memory, Inhibitory control and Self-regulation Learner talk, discussion, exploration, INQUIRY 'find-out', problem solving, thinking and reasoning is of utmost importance								
	KNOWLEDGE:		<ul style="list-style-type: none"> •Compare the four seasons •How seasons affect growing things-sowing, growing, harvesting 	<ul style="list-style-type: none"> •How seasons affect growing things-animals 	<ul style="list-style-type: none"> •Characteristics of farm animals •Food we get from them 	<ul style="list-style-type: none"> •Characteristics of wild animals •Why they camouflage themselves •How do we preserve them? 	<ul style="list-style-type: none"> •Characteristics of fresh water creatures •Classify 	<ul style="list-style-type: none"> •Characteristics of sea creatures •Classify and Compare 	<ul style="list-style-type: none"> •The natural habitat -variety of animals •Body features linked to habitat. Why?
	CAPS CONTENT: ENSURE OPTIMAL USE OF DBE WORKBOOKS Reading for meaning (comprehension)of fictional and non-fictional text		<ul style="list-style-type: none"> •Life -cycle of bean plant •What do plants need to grow? 	<ul style="list-style-type: none"> •Hibernation •Migration/ nesting •Sheep shearing demonstration 	<ul style="list-style-type: none"> •Process: From sheep to wool/ Making of cheese or butter 	<ul style="list-style-type: none"> • Wild animals - Types •Camouflage Types: Big 5 •Camouflage •Endangered species 	<ul style="list-style-type: none"> • Fresh water - River – e.g. fish, crocodile • Ponds and dams – e.g. frog, dragonfly Identify and classify fresh water creatures 	<ul style="list-style-type: none"> • Salt water - Sea – e.g. shark, crayfish • Rock pools – e.g. starfish, crab 	<ul style="list-style-type: none"> • Animals and creatures that make their homes – birds, bees, ants • Animals and creatures



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

					<ul style="list-style-type: none">•Preserving species			that find a home – baboons, snakes, squirrels <ul style="list-style-type: none">• Animals and creatures that carry their homes – such as snails, tortoise
RESOURCES: Flashcards/ Vocabulary for Focus board and Word Wall Library books/books Virtual Tours: https://www.youtube.com/watch?v=HhP8LTYvtxk explore.org Singita		<ul style="list-style-type: none">•DBE WB 1 pg. 34 –41 & 44•Soil (for planting)•Beans•Gardening tools•Cotton wool, jar and beans https://www.youtube.com/watch?v=Ku3YkGxRdXo	<ul style="list-style-type: none">•DBE WB 1 pg. 42,43,45•Wool•Wool garments•Video of sheep shearing https://www.youtube.com/watch?v=q2mH-PM5S4E	<ul style="list-style-type: none">•DBE WB 1 pg. 46 – 49•Farm animals•Visit to farm•Video of making cheese, butter https://www.youtube.com/watch?v=RcpbQX5kCTA	<ul style="list-style-type: none">• DBE WB 1 pg. 51-53• Camouflagehttps://www.youtube.com/watch?v=YOIRci0CKzg• Wild animals• Video Virtual Tour Kruger National Parkhttps://www.youtube.com/watch?v=bSo-jkyN2M•	<ul style="list-style-type: none">• DBE WB 1 pg. 54• Water creatures• 3D• Video	<ul style="list-style-type: none">• DBE WB 1 pg. 55 – 57• Visit to Aquariumhttps://www.youtube.com/watch?v=W2cmZ0htpiM	<ul style="list-style-type: none">• DBE WB 1 pg. 60 – 61• Visit to World of birdshttps://www.youtube.com/watch?v=ktWYZTJZ4QU
WEATHER: WEATHER TO BE TAUGHT UNTIL LEARNERS CAN INDEPENDENTLY OBSERVE THE WEATHER AND CHANGE THE ICONS DAILY. THE WEATHER CHART SHOULD BE UPDATED DAILY THROUGHOUT THE YEAR. <ul style="list-style-type: none">• Predictions• Minimum and maximum temperature• Symbols (Celsius, weather forecast)• Cloud cover								



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

- Complete own weather chart - Precipitation (rain), wind, etc. Complete own weather chart. Precipitation (rain) , wind, etc. Develop knowledge and skills progressively

INFORMAL ASSESSMENT:

- The practical activities must be observed and informally assessed during daily lesson activities in Life Skills. Also note SKAVs that is developing, developed and mastered for Home Language and Mathematics
- Some written activities can be given.
- Skills, knowledge application, attitude and values are not meant to be an assessment activity but ensure that learners are afforded opportunities to demonstrate these skills orally and practically.
- This must be informal and continuous

SCHOOL BASED ASSESSMENT:

REFER TO DBE SBA Guidelines



TERM 2

WEEK 1-4

WEEK 5

WEEK 6

WEEK 7

WEEK 8

WEEK 9

WEEK 10

WEEK 11



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

51 DAYS									
CREATIVE ARTS	CAPS TOPICS:	TERM 1 "THEMES AND COVERAGE"	SEASONS	SEASONS	FARM ANIMALS	WILD ANIMALS	CREATURES THAT LIVE IN WATER	CREATURES THAT LIVE IN WATER	ANIMAL HOMES
	REMEMBER to always be aware of activities to promote Executive Functioning : Working memory, Inhibitory control and Self-regulation								
	CREATE IN 2D Learners to EACH have their own ice cream container with their own stationery (pritt, scissors, pencil crayons, crayons etc.)								
	Draw or paint pictures related to topics of the term; focus informally on line, tone, texture, colour		X				X		X
	Use recyclable objects and thick paint to create a printed surface; talk about geometric and organic shapes			X		X			
	CREATE IN 3D (CONSTRUCTING) (Learners to have their own dough or clay in container and own materials for personal use)								
	Construct a mask using recyclable materials; discuss shape, texture, develop craft skills				X			X	
PER FOR MIN	IMPROVISE AND INTERPRET Use own space at their chair								



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

Performing rhythm patterns combined with locomotor movements such as clapping the rhythm of pony gallops, marching, skipping, etc. -on the spot		X			X			
Performing songs focusing on dynamics such as: loud and soft, slow and fast			X				X	
Role play related to selected topics or stories told by the teacher						X		X
Using drama techniques to explore characters' thoughts and feelings, e.g. the drama is frozen and each character in turn is tapped on the shoulder, and asked to reveal what s/he is feeling at that moment, etc.			X		X	X		
CREATIVE GAMES AND SKILLS Use own space at their chair or a demarcated area outside with clear markings (lanes can be drawn on tarmac- learners take turns 7 or 8 at a time dependent on the number of lanes- If no space, do not do the locomotor activities)								
Warming up the voice: developing articulation (lips, tongue, jaw) through imaginative play		X		X	X	X		X




FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

Warming up the body: contrasting movements using verbal and sound signals such as 'Freeze!', 'Go!', 'Up!'		X		X		X		
Rhythm games focusing on listening skills and recalling contrasting rhythm patterns			X		X			
Playing percussion instruments/body percussion in time to music and/or class singing			X				X	X
Locomotor movement marching, leaping, jumping, galloping, turning on their own		X			X	X		
Non-locomotor movements: rolling, swinging, stretching alone		X		X	X	X		
Cooling down the body and relaxation: express moods and ideas through movement such as floating on a cloud, feeling sleepy, etc.		X		X	X	X		
INFORMAL ASSESSMENT:	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Life Skills. Also note SKAVs that is developed and mastered for Home Language and Mathematics 							



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS


		<ul style="list-style-type: none">• Ensure that learners are afforded opportunities to demonstrate these skills practically.• This must be informal and continuous.							
	SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines 							
TERM 2 51 DAYS		WEEK 1-4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11

FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

PHYSICAL EDUCATION	CAPS TOPICS:	TERM 1 "THEMES AND COVERAGE"	SEASONS	SEASONS	FARM ANIMALS	WILD ANIMALS	CREATURES THAT LIVE IN WATER	CREATURES THAT LIVE IN WATER	ANIMAL HOMES
	SKILLS: REMEMBER to always be aware of activities to promote Executive Functioning : Working memory, Inhibitory control & Self-regulation	PLAY IS THE NATURAL WAY LEARNERS LEARN AT THIS AGE AND STAGE OF DEVELOPMENT. PLAY SHOULD NOT BE WITHHELD. <ul style="list-style-type: none"> • Maintain social distancing. • Activities has been modified to maintain social distancing. • The activities are adapted for a classroom situation- where overcrowding exist- allow learners to be keep a safe distance outside the class. • Locomotor activities can be practiced whilst learners are walking in and out of class in the morning or returning from interval. • Navigating safely when responding to movement instructions • Ensure that the lessons have the following activities: warm-up, main and cool down. You could combine some of the warming-up, locomotor and non-locomotor activities of creative games and skills with PE. • Allow learners to use their own apparatus or alternatively use the apparatus in groups on different days to allow for sanitizing. • All equipment to be washed down after every use (1 litre of water and 5 tablespoons of jik) PLEASE NOTE, EVEN THOUGH ACTIVITIES HAVE BEEN PLOTTED PER WEEK, YOU MAY CHANGE THE ACTIVITIES TO SUIT YOUR NEED OR/AND CONTEXT							
		LOCOMOTOR							
	Simulation activities such as "follow-the-leader (at the table)			X	X		X	X	
		RHYTHM							
	Skipping with and without skipping ropes; skipping on the spot and across a distance			X					
	Keep the beat of music or drumming, move various parts of the body – head ... arms... hips... legs and feet		X			X			X
		COORDINATION							



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

Learners to be orientated with social distancing, hence no contact sport until further notice.								
Throw a large ball at a target e.g. goal post or netball ring – You need space				x				x
Simulation activities, i.e. picking apples, digging in the garden, sawing a plank, etc.			x		x		x	
BALANCE								
With strict supervision – one child at a time (Draw a few blocks for 5 learners to have a turn simultaneously observe social distancing while the others are sitting lined up to wait their turn)								
Hop-scotch Learners can do this outside- When they wait they sit in 8 rows of 5 observing social distancing.		X		x				x
INFORMAL ASSESSMENT:	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Life Skills. Also note SKAVs that is developed and mastered for Home Language and Mathematics Ensure that learners are afforded opportunities to demonstrate these skills practically. This must be informal and continuous. 							
SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines 							

GRADE 2 REVISED TEACHING PLANS: LIFE SKILLS

TERM 3 52 DAYS	WEEK 1-4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
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FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

PERSONAL AND SOCIAL WELL-BEING	CAPS TOPICS:	TERM 2 "THEMES AND COVERAGE"	SOIL	WORKING WITH SOIL	TRANSPORT BY LAND: LAND/RAIL	TRANSPORT BY AIR/WATER	ROAD SAFETY	PEOPLE WHO HELP US	PEOPLE WHO HELP US
	SKILLS AND VALUES: <ul style="list-style-type: none"> • Compare • Observe • Communicate • Identify/Identity • Respect • Tolerance etc. 	Use Term 2 ATP OR extend weeks to cover Term 3 Topics linked to HL E.g. 3 weeks Soil, Transport, 2 weeks Road Safety etc.					<ul style="list-style-type: none"> • Identify • Observe • writing 	<ul style="list-style-type: none"> • Identify • Observe • writing • role-play 	<ul style="list-style-type: none"> • identify • writing • role-play
	CORE CONCEPTS & KNOWLEDGE: REMEMBER to always be aware of activities to promote EXECUTIVE FUNCTION - Working memory Inhibitory control Self-regulation						<ul style="list-style-type: none"> • Road safety • Recognising road signs and remaining safe 	<ul style="list-style-type: none"> • Scholar patrol • How traffic police officers help us 	<ul style="list-style-type: none"> • People who serves others
	CAPS CONTENT: ENSURE OPTIMAL USE OF DBE WORKBOOKS Reading for meaning (comprehension) of fictional and non-fictional text		No natural links				<ul style="list-style-type: none"> • Healthy living/habits • Road safety rules: • Pedestrians • Cyclists • Passengers • Road signs for pedestrians and cyclists 	<ul style="list-style-type: none"> • Healthy Living/habits • Identifying a scholar patrol and the role they play in safety • How traffic officers help us • The work of a traffic officer 	<ul style="list-style-type: none"> • Interpersonal relationship and values. • People who help us in our community e.g. clinic, teacher, librarian, nurse, • How different people helps • How I ask for help in an emergency.



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

	RESOURCES: Flashcards/ Vocabulary for Focus board and Word Wall Library books/books			<ul style="list-style-type: none"> • DBE WB 2 pg. 22 -25 • Charts • 3D objects • Videos 	<ul style="list-style-type: none"> • DBE WB 2 Pg. 26 – 29 	<ul style="list-style-type: none"> • DBE WB 30-33
	RELIGIOUS AND OTHER SPECIAL DAYS CELEBRATED BY THE COMMUNITY SHOULD BE DISCUSSED AS THEY OCCUR THROUGH THE TERM					
	INFORMAL ASSESSMENT:	<ul style="list-style-type: none"> • The activities must be observed and assessed during daily lesson activities in Life Skills. Also note SKAVs that is developed and mastered for Home Language and Mathematics. • Written activities can be given. • Skills, knowledge application, attitude and values are not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally, practically and in written form. • This must be informal and continuous 				
	SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines 				


TERM 3 52 DAYS		WEEK 1-4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
BEGINNING KNOWLEDGE	CAPS TOPICS:	TERM 2 “THEMES AND COVERAGE”	SOIL	WORKING WITH SOIL	TRANSPORT BY LAND: LAND/RAIL	TRANSPORT BY AIR/ WATER	ROAD SAFETY	PEOPLE WHO HELP US	PEOPLE WHO HELP US
	SKILLS AND VALUES: • Scientific Process Skills • Technological Process skills • Geographical skills	Use Term 2 ATP OR extend weeks to cover Term 3 Topics linked to HL E.g. 3 weeks Soil,	<ul style="list-style-type: none"> • Observe • Compare • Classify • Communicate 	<ul style="list-style-type: none"> • Observe • Compare • Classify • Measure • Experiment • Communicate 	<ul style="list-style-type: none"> • Observe • Compare • Classify • Communicate 	<ul style="list-style-type: none"> • Observe • Compare • Classify • Communicate 			



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

<ul style="list-style-type: none">• Inquiry• Interpretation• Values• Attitudes	Transport, 2 weeks Road Safety							
REMEMBER to always be aware of activities to promote Executive Functioning: Working memory, Inhibitory control and Self-regulation Learner talk, discussion, exploration, INQUIRY ‘find-out’ , problem solving, thinking and reasoning is of utmost importance								
KNOWLEDGE:		<ul style="list-style-type: none">• The types and importance of soil	<ul style="list-style-type: none">• What Plants need grow and the value of growing food at home	<ul style="list-style-type: none">• Transport by land: on the road/on trains• Uses	<ul style="list-style-type: none">• Transport by air/water• Uses• energy			
CAPS CONTENT: ENSURE OPTIMAL USE OF DBE WORKBOOKS Reading for meaning (comprehension) of fictional and non-fictional text		<ul style="list-style-type: none">• 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 (compost heap)	<ul style="list-style-type: none">• What plants need to grow• How to plant a seed• Cultivating good soil for plant growth• Value of growing vegetables• (Being self-sufficient, quality of food and not going hungry)	<ul style="list-style-type: none">• Types and uses of land transport• Different road types• Types and uses of trains (passenger (short trips and long distance & freight train)• Types of energy used by different trains (steam, diesel, electricity)	<ul style="list-style-type: none">• Different modes of air transport• Types and uses of water transport• Different kinds of energy used by water transport	No natural links		
RESOURCES:		<ul style="list-style-type: none">• DBE WB 2 pg. 2 – 6• 3D objects	<ul style="list-style-type: none">• DBE WB 2 pg.7 – 9• 3D	<ul style="list-style-type: none">• DBE WB 2 pg.10 -13• Video	<ul style="list-style-type: none">• DBE WB 2 pg.14 -19• Charts			

FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

	Flashcards/ Vocabulary for Focus board and Word Wall Library books/books		<ul style="list-style-type: none"> • Charts • Videos 	<ul style="list-style-type: none"> • Video 	<ul style="list-style-type: none"> • Charts 	<ul style="list-style-type: none"> • Video 	
<p>WEATHER: WEATHER TO BE TAUGHT UNTIL LEARNERS CAN INDEPENDENTLY OBSERVE THE WEATHER AND CHANGE THE ICONS DAILY. THE WEATHER CHART SHOULD BE UPDATED DAILY THROUGHOUT THE YEAR.</p> <ul style="list-style-type: none"> • Predictions • Minimum and maximum temperature • Symbols (Celsius, weather forecast) • Cloud cover • Complete own weather chart - Precipitation (rain), wind, etc. Complete own weather chart. Precipitation (rain) , wind, etc. Develop knowledge and skills progressively 							
	<p>INFORMAL ASSESSMENT:</p> <ul style="list-style-type: none"> • The practical activities must be observed and informally assessed during daily lesson activities in Life Skills. Also note SKAVs that is developing, developed and mastered for Home Language and Mathematics • Some written activities can be given. • Skills, knowledge application, attitude and values are not meant to be an assessment activity but ensure that learners are afforded opportunities to demonstrate these skills orally and practically. • This is informal and continuous. 						
	<p>SCHOOL BASED ASSESSMENT:</p> <p>REFER TO DBE SBA Guidelines</p> 						



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

TERM 3 52 DAYS		WEEK 1-4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
CREATIVE ARTS	CAPS TOPICS:	TERM 2 "THEMES AND COVERAGE"	SOIL	WORKING WITH SOIL	TRANSPORT BY LAND: LAND/RAIL	TRANSPORT BY AIR/WATER	ROAD SAFETY	PEOPLE WHO HELP US	PEOPLE WHO HELP US
	REMEMBER to always be aware of activities to promote Executive Functioning : Working memory, Inhibitory control and Self-regulation								
	Make paintings or drawings of birds, fish, insects, reptiles, etc. use oil pastels in warm colours and wash over in inks of cool colours; discuss colours, shape, texture, pattern and emphasis; look at and discuss famous artworks of natural world		X		X				X
	Make paintings of fantasy plants and flowers; discuss primary and secondary colours, emphasis, and concepts like behind, in front of, underneath, etc.		X	X					
	CREATE IN 3D CONSTRUCTION (Learners to have their own paper mâché in container and own materials for personal use)								
	Use recyclable materials and paper mâché to make useful objects: egg cups, containers, plant holders, etc. decorate using pattern; discuss geometric shapes and				X	X	X		




FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

	cool and warm colours, develop craft skills								
PERFORMING ARTS	IMPROVISE AND INTERPRET Use own space at their chair								
	Creating a simple puppet using waste material: sock puppets, finger puppets, shadow puppets		X				X		
	Own puppet performance based on appropriate vocal characterization and manipulation of own puppet		X				X		
	Create sounds and rhythms specific to the mood or character of the puppet by using voice, instruments or found objects				X	X		X	
	CREATIVE GAMES AND SKILLS Use own space at their chair or a demarcated area outside with clear markings (lanes can be drawn on tarmac- learners take turns 7 or 8 at a time dependent on the number of lanes- If no space, do not do the locomotor activities)								
	Warming up the body: curling and stretching the spine sitting on the floor, curling into a tight ball, unfolding lengthening the spine, etc.		X		X	X			X
	Landing softly through the feet (toe-ball-heel, bending knees) while hopping, skipping, jumping and leaping, etc.		X		X	X			



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

PERFORMING ARTS

Listening to music and identifying moods such as 'sad', 'happy', 'calm' and 'excited'		X				X	X	X	
Simple mime; imitating every-day activities focusing on weight and shape, such as picking up a 'heavy rock' or a 'light feather' etc.					X	X			X
Games focusing on numeracy and literacy such as number songs and rhymes, participatory stories, making letter shapes through movement, writing names with toes, verbal dynamics (pull, twist, stretch, bend, spin)					X	X			X
Cooling down the body and relaxation: lying on the back tightening/contracting all the muscles, making tight fists, clenching shoulders and then releasing all the muscles making body heavy on the floor, etc.		X			X	X			X
INFORMAL ASSESSMENT:	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Life Skills. Also note SKAVs that is developed and mastered for Home Language and Mathematics Ensure that learners are afforded opportunities to demonstrate these skills practically. This must be informal and continuous. 								
SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines 								




FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

TERM 3 52 DAYS		WEEK 1- 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
PHYSICAL EDUCATION	CAPS TOPICS:	TERM 2 "THEMES AND COVERAGE"	SOIL	WORKING WITH SOIL	TRANSPORT BY LAND: LAND/RAIL	TRANSPORT BY AIR/WATER	ROAD SAFETY	PEOPLE WHO HELP US	PEOPLE WHO HELP US
	SKILLS: REMEMBER to always be aware of activities to promote Executive Functioning : Working memory, Inhibitory control and Self-regulation	PLAY IS THE NATURAL WAY LEARNERS LEARN AT THIS AGE AND STAGE OF DEVELOPMENT. PLAY SHOULD NOT BE WITHHELD. <ul style="list-style-type: none"> Maintain social distancing. Activities has been modified to maintain social distancing. The activities are adapted for a classroom situation- where overcrowding exist- allow learners to be keep a safe distance outside the class. Locomotor activities can be practiced whilst learners are walking in and out of class in the morning or returning from interval. Navigating safely when responding to movement instructions Ensure that the lessons have the following activities: warm-up, main and cool down. You could combine some of the warming-up, locomotor and non-locomotor activities of creative games and skills with PE. Allow learners to use their own apparatus or alternatively use the apparatus in groups on different days to allow for sanitizing. All equipment to be washed down after every use (1 litre of water and 5 tablespoons of jik) PLEASE NOTE, EVEN THOUGH ACTIVITIES HAVE BEEN PLOTTED PER WEEK, YOU MAY CHANGE THE ACTIVITIES TO SUIT YOUR NEED OR/AND CONTEXT							
		LOCOMOTOR Use a few of these activities and combine for a repertoire of movements							
	Catching and throwing a bean bag				X bean bag		X		
		BALANCE							
	Balance on one leg		X					X	
		SPATIAL ORIENTATION							
	Human shapes - form shapes of numbers 1, 2, 3			X					



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

or letters A, B, C, etc. in a human chain									
	SPORTS AND GAMES Social distancing, hence no contact sport until further notice.								
Traditional games of the learner's own choosing – 5 stones		X			X		X		
INFORMAL ASSESSMENT:	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Life Skills. Also note SKAVs that is developed and mastered for Home Language and Mathematics Ensure that learners are afforded opportunities to demonstrate these skills practically. This must be informal and continuous 								
SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines 								

FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS


GRADE 2 REVISED TEACHING PLANS: LIFE SKILLS

GRADE 2 REVISED TEACHING PLANS: LIFE SKILLS									
TERM 4 47 DAYS		WEEK 1- 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
PERSONAL AND SOCIAL WELL-BEING	CAPS TOPICS:	TERM 3 "THEMES AND COVERAGE"	OUR COUNTRY SOUTH-AFRICA	NATIONAL ANTHEM AND COAT OF ARMS	NATIONAL SYMBOLS	DIFFERENT WAYS OF COMMUNICATING	COMMUNICATING WITHOUT SIGHT/HEARING	DAY AND NIGHT	ANIMALS OF THE NIGHT
	SKILLS AND VALUES: • Compare • Observe • Communicate • Identify/Identity • Respect • Tolerance etc.	Use Term 3 ATP OR extend weeks to cover Term 3 Topics linked to HL E.g. 2 weeks Day and Night and animals at night				<ul style="list-style-type: none"> Communicate: Reading Listening writing 	<ul style="list-style-type: none"> communicate Reading Listening writing 	<ul style="list-style-type: none"> communicate Reading Listening writing 	
	CORE CONCEPTS & KNOWLEDGE: REMEMBER to always be aware of activities to promote EXECUTIVE FUNCTION - Working memory Inhibitory control Self-regulation					<ul style="list-style-type: none"> Different ways human beings communicate 	<ul style="list-style-type: none"> Different ways human beings communicate 	<ul style="list-style-type: none"> Activities at home at night People who serve communities at night 	
	CAPS CONTENT: ENSURE OPTIMAL USE OF DBE WORKBOOKS Reading for meaning (comprehension)of		No natural links			<ul style="list-style-type: none"> Social Health Speaking – include explaining, conversation, poetry and song. Writing – include writing a letter or card and post it. 	<ul style="list-style-type: none"> Social Health include lip reading, signing and gestures 	<ul style="list-style-type: none"> Things I do at night - get ready for bed, read and tell stories, sleep and dream ○ People who work at night - 	No natural links



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

PERSONAL AND SOCIAL WELL-BEING

fictional and non-fictional text			<ul style="list-style-type: none"> • Reading – include instructions and advertisements • Listening – include radio and stories 		such as security officers, doctors, pilots, truck drivers	
RESOURCES: Flashcards/ Vocabulary for Focus board and Word Wall Library books/books			<ul style="list-style-type: none"> • DBE WB 2: Pg. 43 -49 • 3D objects • Charts • Videos • Newspapers 	<ul style="list-style-type: none"> • DBE WB 2 Pg. 48 – 50 • Charts • Videos 	<ul style="list-style-type: none"> • DBE WB 2 pg.54-61 • Charts • Videos 	
RELIGIOUS AND OTHER SPECIAL DAYS CELEBRATED BY THE COMMUNITY SHOULD BE DISCUSSED AS THEY OCCUR THROUGH THE TERM						
INFORMAL ASSESSMENT:	<ul style="list-style-type: none"> • The activities must be observed and assessed during daily lesson activities in Life Skills. Also note SKAVs that is developed and mastered for Home Language and Mathematics. • Written activities can be given. • Skills, knowledge application, attitude and values are not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally, practically and in written form. • This must be informal and continuous 					
SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines 					




FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

TERM 4 47 DAYS		WEEK 1- 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
BEGINNING KNOWLEDGE	CAPS TOPICS:	TERM 3 "THEMES AND COVERAGE"	OUR COUNTRY SOUTH-AFRICA	NATIONAL ANTHEM AND COAT OF ARMS	NATIONAL SYMBOLS	DIFFERENT WAYS OF COMMUNICATING	COMMUNICATION WITHOUT SIGHT/HEARING	DAY AND NIGHT	ANIMALS OF THE NIGHT
	SKILLS AND VALUES: <ul style="list-style-type: none"> •Scientific Process Skills •Technological Process skills •Geographical skills •Inquiry •Interpretation •Values •Attitudes 		<ul style="list-style-type: none"> • Observe • Compare • Find out - "research" books and other means • Communicate 	<ul style="list-style-type: none"> • Observe • Compare • Find out - "research" books and other means • Communicate 	<ul style="list-style-type: none"> • Observe • Compare • Find out - "research" books and other means • Communicate 	<ul style="list-style-type: none"> • Observe • Find out - "research" books and other means • Communicate 	<ul style="list-style-type: none"> • Observe • Compare • Communicate 		<ul style="list-style-type: none"> • Observe • Compare • Classify • Find out - "research" books and other means • Communicate
	REMEMBER to always be aware of activities to promote Executive Functioning: Working memory, Inhibitory control and Self-regulation Learner talk, discussion, exploration, INQUIRY 'find-out', problem solving, thinking and reasoning is of utmost importance								
	KNOWLEDGE:		<ul style="list-style-type: none"> • Provinces • Eleven official languages • South African flag 	<ul style="list-style-type: none"> • Listening to and singing of South African anthem • Understanding and languages in the national anthem • Recognizing the coat of arms as signature of South Africa 	<ul style="list-style-type: none"> • Symbols representing South Africa • Understanding South African symbols and where it is presented 	<ul style="list-style-type: none"> • Learner experience and knowledge • Interviews • Researches • Learning sign language 	<ul style="list-style-type: none"> • How do we communicate if we can't hear? • How do we communicate if we can't see? 		<ul style="list-style-type: none"> • Night animals

FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

<p>CAPS CONTENT:</p> <p>ENSURE OPTIMAL USE OF DBE WORKBOOKS</p> <p>Reading for meaning (comprehension) of fictional and non-fictional text</p>		<ul style="list-style-type: none"> Name and location of own province Recognizing the South African flag and places where we can see it flying 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> the importance of symbols Identify national symbols on South African coins. 	<ul style="list-style-type: none"> Writing - include writing a letter or card and posting it Reading - include instructions and advertisements Listening - include radio and stories Ways we communicate in 21st century 	<ul style="list-style-type: none"> Communicating in: <ul style="list-style-type: none"> Sign language Braille 		<ul style="list-style-type: none"> Night animals such as owls, hamsters, porcupines, leopards, jackal
<p>RESOURCES:</p> <p>Flashcards/ Vocabulary for Focus board and Word Wall</p> <p>Library books/books</p>		<ul style="list-style-type: none"> DBE WB 2 pg. 34 -37 3D objects Charts Videos etc. 	<ul style="list-style-type: none"> DBE WB 2 pg. 38 -39 3D Map Globe SA flag 	<ul style="list-style-type: none"> DBE WB 2 pg. 40 – 41 Money – paper and coins Flowers 	<ul style="list-style-type: none"> DBE WB 2: Pg. 43 -49 Radio Cellphone- call, WhatsApp etc. Laptop – email, Skype etc. 	<ul style="list-style-type: none"> DBE WB 2 pg. 50 – 53 Chart Book written in braille 		<ul style="list-style-type: none"> DBE WB 2 pg. 62 – 64 Video Charts
<p>WEATHER: WEATHER TO BE TAUGHT UNTIL LEARNERS CAN INDEPENDENTLY OBSERVE THE WEATHER AND CHANGE THE ICONS DAILY. THE WEATHER CHART SHOULD BE UPDATED DAILY THROUGHOUT THE YEAR.</p> <ul style="list-style-type: none"> Predictions Minimum and maximum temperature Symbols (Celsius, weather forecast) Cloud cover Complete own weather chart - Precipitation (rain), wind, etc. Complete own weather chart. Precipitation (rain) , wind, etc. Develop knowledge and skills progressively 								

FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

	INFORMAL ASSESSMENT:	<ul style="list-style-type: none"> • The practical activities must be observed and informally assessed during daily lesson activities in Life Skills. Also note SKAVs that is developing, developed and mastered for Home Language and Mathematics • Some written activities can be given. • Skills, knowledge application, attitude and values are not meant to be an assessment activity but ensure that learners are afforded opportunities to demonstrate these skills orally and practically. • This is informal and continuous.
	SCHOOL BASED ASSESSMENT:	<p>REFER TO DBE SBA Guidelines</p> 



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

TERM 4 47 DAYS		WEEK 1- 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CREATIVE ARTS	CAPS TOPICS:	TERM 3 "THEMES AND COVERAGE"	OUR COUNTRY SOUTH-AFRICA	NATIONAL ANTHEM AND COAT OF ARMS	NATIONAL SYMBOLS	DIFFERENT WAYS OF COMMUNICATING	COMMUNICATION WITHOUT SIGHT/HEARING	DAY AND NIGHT	ANIMALS OF THE NIGHT
	REMEMBER to always be aware of activities to promote Executive Functioning : Working memory, Inhibitory control and Self-regulation								
	CREATE IN 2D Learners to EACH have their own ice cream container with their own stationery (pritt, scissors, pencil crayons, crayons etc.)								
	Make paintings relevant to the term's topics; discuss colours, tone, texture, contrast, shape		X			X		X	
		CREATE IN 3D CONSTRUCTION (Learners to have their own dough or clay in container and own materials for personal use)							
	Make clay models			X					X
PERFORMING ARTS		IMPROVISE AND INTERPRET Use own space at their chair							
	Listening to music and identifying how dynamics, pitch, timbre and tempo combine to tell a story such as 'Peter and the Wolf', etc.			X		X			
	Improvising appropriate movements and characters using axial, locomotor and levels to interpret a story such as 'Peter and the Wolf', etc.		X		X				X
	Developing a puppet performance by focusing on a					X			




FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

conversation between puppets								
Exploring attitude, status and relationships of puppet – characters such as the villain, animal characters, the witch, the princess, etc.						X	X	
CREATIVE GAMES AND SKILLS Use own space at their chair or a demarcated area outside with clear markings (lanes can be drawn on tarmac- learners take turns 7 or 8 at a time dependent on the number of lanes- If no space, do not do the locomotor activities)								
Warming up the body: using circles, angles, curves and zig-zags		X	X	X				
Warming up the voice: using songs and rhymes focusing on high and low notes and fast and slow tempo					X	X	X	
Singing songs to improve the ability to sing in tune					X	X	X	X
Combining non- locomotor and locomotor movements such as twisting combined with galloping on their own		X	X	X				
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.					X	X	X	



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

	Composing soundscapes 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.					X	X	X	X
	Cooling down the body and relaxation: moving to slow soothing music		X	X	X				X
	INFORMAL ASSESSMENT:	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Life Skills. Also note SKAVs that is developed and mastered for Home Language and Mathematics Ensure that learners are afforded opportunities to demonstrate these skills practically. This must be informal and continuous 							
	SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines 							



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 2: LIFE SKILLS

TERM 4 47 DAYS		WEEK 1- 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CAPS TOPICS:		TERM 3 "THEMES AND COVERAGE"	OUR COUNTRY SOUTH-AFRICA	NATIONAL ANTHEM AND COAT OF ARMS	NATIONAL SYMBOLS	DIFFERENT WAYS OF COMMUNICATING	COMMUNICATION WITHOUT SIGHT/HEARING	DAY AND NIGHT	ANIMALS OF THE NIGHT
PHYSICAL EDUCATION	SKILLS:	PLAY IS THE NATURAL WAY LEARNERS LEARN AT THIS AGE AND STAGE OF DEVELOPMENT. PLAY SHOULD NOT BE WITHHELD. <ul style="list-style-type: none"> Maintain social distancing. Activities has been modified to maintain social distancing. The activities are adapted for a classroom situation- where overcrowding exist- allow learners to be keep a safe distance outside the class. Locomotor activities can be practiced whilst learners are walking in and out of class in the morning or returning from interval. Navigating safely when responding to movement instructions Ensure that the lessons have the following activities: warm-up, main and cool down. You could combine some of the warming-up, locomotor and non-locomotor activities of creative games and skills with PE. Allow learners to use their own apparatus or alternatively use the apparatus in groups on different days to allow for sanitizing. All equipment to be washed down after every use (1 litre of water and 5 tablespoons of jik) PLEASE NOTE, EVEN THOUGH ACTIVITIES HAVE BEEN PLOTTED PER WEEK, YOU MAY CHANGE THE ACTIVITIES TO SUIT YOUR NEED OR/AND CONTEXT							
		LOCOMOTOR Demarcated area							
	Jump high, walk with big steps, walk with small steps, skip hop		X	X					
		LATERALITY							
	Stretching, up and sideways				X	X	X		X
	INFORMAL ASSESSMENT:	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Life Skills. Also note SKAVs that is developed and mastered for Home Language and Mathematics Ensure that learners are afforded opportunities to demonstrate these skills practically. This must be informal and continuous 							
	SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines 