



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



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

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

GUIDELINES FOR SCHOOL-BASED ASSESSMENT:

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

We find ourselves in a very different “new norma” 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.



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

GRADE 3 REVISED TEACHING PLANS: LIFE SKILLS

TERM 1 45 DAYS	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
	<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 style="text-align: center;">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 FUNCTIONS CONTROL AND REGULATE COGNITIVE AND SOCIAL BEHAVIOURS IS NOT WRITTEN INTO CAPS BUT THESE SKILLS ENABLE LEARNERS TO CONTROL IMPULSES, PAY ATTENTION, REMEMBER INFORMATION, PLAN AND ORGANISE TIME AND MATERIALS AND RESPOND APPROPRIATELY TO SOCIAL AND STRESSFUL SITUATIONS, THUS IMPERATIVE FOR LEARNING. PLEASE READ MORE ABOUT THIS.</p>									



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: 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	ABOUT ME	ABOUT ME	FEELINGS	HEALTH PROTECTION	KEEPING MY BODY SAFE	KEEPING MY BODY SAFE	RIGHTS AND RESPONSIBILITY	RIGHTS AND RESPONSIBILITY
PERSONAL AND SOCIAL WELL-BEING	SKILLS AND VALUES: <ul style="list-style-type: none"> • Compare • Observe • Communicate • Identify/ Identity • Ability to ... • Respect • Tolerance etc. 	<ul style="list-style-type: none"> • To show respect, love and acceptance • To demonstrate SKAVs 	<ul style="list-style-type: none"> • To show respect, love and acceptance • To demonstrate SKAVs 	<ul style="list-style-type: none"> • Self-respect • Sequential events • Identity 	<ul style="list-style-type: none"> • Self-respect • Calendar dates/ years/ • Sequential events • Identity 	<ul style="list-style-type: none"> • Identify • Compare • Communicate • Healthy expression 	<ul style="list-style-type: none"> • Ability to practice basic first aid 	<ul style="list-style-type: none"> • Identify danger • Communicate 	<ul style="list-style-type: none"> • Ability to report abuse • Communicate 	<ul style="list-style-type: none"> • Identify • Compare • Respect • Tolerance 	<ul style="list-style-type: none"> • Identify • Compare • Respect • Tolerance
	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 • Baseline 	<ul style="list-style-type: none"> • Orientation to rules and procedures • Baseline 	<ul style="list-style-type: none"> • Dates and events • Record 	<ul style="list-style-type: none"> • Research / Ask adults • Record 	<ul style="list-style-type: none"> • Understanding own feelings • Expression of feelings 	<ul style="list-style-type: none"> • Knowledge of what to do if injured 	<ul style="list-style-type: none"> • Knowledge of protecting oneself 	<ul style="list-style-type: none"> • Knowledge of contacts and what to do 	<ul style="list-style-type: none"> • Understand own rights and responsibilities 	<ul style="list-style-type: none"> • Understand others' rights and responsibilities
	PRE-KNOWLEDGE	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge 	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

<p>CONTENT: CAPS</p> <p>REMEMBER to always be aware of activities to promote Executive Functioning- Working memory Inhibitory control Self-regulation</p> <p>ENSURE OPTIMAL USE OF DBE WORKBOOKS RESOURCES</p>	<ul style="list-style-type: none"> • Baseline HL & Mathematics • CAPS – Previous year SKAVs of Term ? covered 	<ul style="list-style-type: none"> • Baseline HL & Mathematics • CAPS – Previous year • SKAVs of ? covered 	<ul style="list-style-type: none"> • Timeline of own life - include date of birth, starting school, at least one interesting fact 	<ul style="list-style-type: none"> • An interesting object from my past – Show and tell 	<ul style="list-style-type: none"> • Things that make me happy and things that make me sad • Recognising feelings - such as anger, fear, worry, loneliness • Good ways to express what we feel • Apologies - how to say sorry <p>Note: Use pictures, stories, rhymes, puppets and masks- Home Language</p>	<ul style="list-style-type: none"> • Basic first aid practices in situations such as nose bleeds, animal bites, cuts and burns • Basic health and hygiene - include not touching other people's blood 	<ul style="list-style-type: none"> • We are not safe with everyone • Rules to keep my body safe • Trusting 'Yes' and 'No' feelings • How to say 'No' to any form of abuse 	<ul style="list-style-type: none"> • How to report abuse <p>Note: This topic should focus on the prevention of physical and sexual abuse</p>	<ul style="list-style-type: none"> • Learners' rights and responsibilities • Rights and responsibilities of others - At home - At school 	<ul style="list-style-type: none"> • Rights and responsibilities of others - In our community - In the environment
<p>RESOURCES:</p> <p>Flashcards/ Vocabulary for Focus board and Word Wall Library books</p>			<ul style="list-style-type: none"> • DBE WB pg. 2-3 • 3D objects 	<ul style="list-style-type: none"> • DBE WB pg. 6-8 • 3D objects 	<ul style="list-style-type: none"> • DBE WB pg. 10-14 • Charts • Video 	<ul style="list-style-type: none"> • DBE WB pg. 18-21 • Charts • Video • Invite a nurse 	<ul style="list-style-type: none"> • DBE WB pg. 22-24 • - • Charts • Video 	<ul style="list-style-type: none"> • DBE WB pg. 26-27 • Charts • Invite a Police Officer 	<ul style="list-style-type: none"> • DBE WB pg. 28-29 • Charts • Video 	<ul style="list-style-type: none"> • DBE WB pg. 30-31 • Charts • Video



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

RELIGIOUS AND OTHER SPECIAL DAYS CELEBRATED BY THE COMMUNITY SHOULD BE DISCUSSED AS THEY OCCUR THROUGH THE TERM

INFORMAL ASSESSMENT:

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

SCHOOL BASED ASSESSMENT:

REFER TO DBE SBA Guidelines






FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: 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	
BEGINNING KNOWLEDGE	CAPS TOPICS	ORIENTATION/BASELINE	ORIENTATION/BASELINE	ABOUT ME	ABOUT ME	FEELINGS	HEALTH PROTECTION	KEEPING MY BODY SAFE	KEEPING MY BODY SAFE	RIGHTS AND RESPONSIBILITY	RIGHTS AND RESPONSIBILITY	
	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"> To show respect, love and acceptance To demonstrate SKAVs 	<ul style="list-style-type: none"> To show respect, love and acceptance To demonstrate SKAVs 	<ul style="list-style-type: none"> Identify Compare Represent in pictures, word in chronological order Communicate 	<ul style="list-style-type: none"> Identify Compare Represent in pictures, word in chronological order Communicate 	No natural link	No natural link	No natural link	No natural link	<ul style="list-style-type: none"> The con-situation Children's rights 	<ul style="list-style-type: none"> The con-situation Children's rights 	
	REMEMBER to always be aware of activities to promote Executive Functioning: Working memory, Inhibitory control and Self-regulation											
	CORE CONCEPTS & KNOWLEDGE:	<ul style="list-style-type: none"> Orientation to rules and procedures Baseline 	<ul style="list-style-type: none"> Orientation to rules and procedures Baseline 	<ul style="list-style-type: none"> Understand time and change Represent time chronologically According to events 	<ul style="list-style-type: none"> Understand that the time in your life is part of your History 						<ul style="list-style-type: none"> Know-ledge of rights and how to exercise these 	<ul style="list-style-type: none"> Knowledge of rights and how to exercise these
CONTENT CAPS ENSURE OPTIMAL USE OF DBE WORKBOOKS	<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"> Timeline of own life - include date of birth, starting school, at least one 	<ul style="list-style-type: none"> An interesting object from my past – Show and tell 						<ul style="list-style-type: none"> Children's rights Every child has a right to basic nutrition, shelter, health 	<ul style="list-style-type: none"> Children's rights Every child has a right to basic nutrition, shelter, 	



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

<p>Reading for meaning (comprehension) of fictional and non-fictional text</p>			<p>interesting fact - My first tooth - My first step - First day at play school</p>					<p>care and social services as well as the right to be protected from maltreatment, neglect, abuse and degradation”</p>	<p>health care and social services as well as the right to be protected from maltreatment, neglect, abuse and degradation”</p>
<p>RESOURCES: Flashcards/ Vocabulary for Focus board and Word Wall Library books</p>			<ul style="list-style-type: none"> • DBE WB pg. 2-3 • 3D objects 	<ul style="list-style-type: none"> • 3D objects 		<ul style="list-style-type: none"> • DBE WB pg. 59 • 3D objects 	<ul style="list-style-type: none"> • 3D objects 	<ul style="list-style-type: none"> • Flash-cards-Vocabulary 	<ul style="list-style-type: none"> • Flash-cards-Vocabulary
<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 ongoing 								
<p>SCHOOL BASED ASSESSMENT:</p>	<p>REFER TO DBE SBA Guidelines</p> 								



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: 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	ABOUT ME	ABOUT ME	FEELINGS	HEALTH PROTECTION	KEEPING MY BODY SAFE	KEEPING MY BODY SAFE	RIGHTS AND RESPONSIBILITY	RIGHTS AND RESPONSIBILITY	
	REMEMBER to always be aware of activities to promote EXECUTIVE FUNCTION - 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.) If this is not possible, draw with what is available Use the Art piece as an oral and for extending to creative writing											
	<ul style="list-style-type: none"> Formal teaching of drawing and painting and other: exploring a variety of media 			X								
	<ul style="list-style-type: none"> Introduce overlapping: behind, in front of 								X			
	<ul style="list-style-type: none"> Variation of paper size and format: encourage working in different scale and degrees of detail 			X					X			
	CREATE IN 3D (BOX SCULPTURES) Learner to have own clay - You may adapt the activities											
	<ul style="list-style-type: none"> Clay modelling: animals, (pet) dragons, pinch pots and other 						X					
	<ul style="list-style-type: none"> Art elements: shape/form, texture 			X					X			



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

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




FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

<ul style="list-style-type: none"> Playing rhythm patterns and simple polyrhythms in 2, 3 or 4 time on percussion instruments – Use hands on their table 			X		X					
<ul style="list-style-type: none"> Locomotor movement: skip/gallop forwards, backwards, sideways and turning in different pathways (diagonal, circles, S-shapes, etc.) DEMARCATED SPACE 						X			X	
<ul style="list-style-type: none"> Non-locomotor movements: bending, rising, reaching, co-ordinating arms and legs in time to music 						X			X	
<ul style="list-style-type: none"> Cooling down the body and relaxation: express moods and ideas through movement 						X			X	
IMPROVISE AND INTERPRET (to be covered throughout the term) Use own space at their chair – You may add / adapt activities if learners are adapting well to social distancing										
<ul style="list-style-type: none"> Listen to South African music (indigenous and western) focusing on rhythm and beat, 2, 3 or 4 time 	X									
<ul style="list-style-type: none"> Perform notated rhythm patterns (notation or French note names or graphic scores) containing the equivalent of semibreves, minims, crotchets, quavers and rests, using body percussion 			X				X			



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

CREATIVE ARTS

<ul style="list-style-type: none"> • Role play with beginning, middle, end using stimulus e.g. South African poem, story, song or picture 	X			X		X		X		
<ul style="list-style-type: none"> • Portraying character and objects in the role play using observation, imitation and exaggeration (own space) 			X		X					X
<ul style="list-style-type: none"> • Learn and combine movements from South African dance e.g. Indian dance, Pantsula, with appropriate music (open space- take turns in small groups – will be done over days/weeks- May adapt to a chair dance) 		X		X		X				
RESOURCES: Improvise	Poems, music, CD player/ telephone/laptop, flashcard with music notes, flashcards etc.									
INFORMAL ASSESSMENT:	<ul style="list-style-type: none"> • The activities must be observed and assessed during daily lesson activities in Life Skills. Also note SKAVs that is developed and mastered for Home Language and Mathematics • Ensure that learners are afforded opportunities to demonstrate these skills practically. • This must be done informally and ongoing. 									
SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines 									




FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: 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	
PHYSICAL EDUCATION	CAPS TOPICS	ORIENTATION BASELINE	ORIENTATION BASELINE	ABOUT ME	ABOUT ME	FEELINGS	HEALTH PROTECTION	KEEPING MY BODY SAFE	KEEPING MY BODY SAFE	RIGHTS AND RESPONSIBILITY	RIGHTS AND RESPONSIBILITY	
	SKILLS: REMEMBER to always be aware of activities to promote EXECUTIVE FUNCTIONING- Working memory Inhibitory control Self-regulation	<p>PLAY IS THE NATURAL WAY LEARNERS LEARN AT THIS AGE AND STAGE OF DEVELOPMENT. PLAY SHOULD NOT BE WITHHELD.</p> <ul style="list-style-type: none"> Maintain social distancing. Activities has been modified to maintain social distancing. The activities are adapted for a classroom situation- where overcrowding exist- allow learners to be keep a safe distance outside the class. Locomotor activities can be practiced whilst learners are walking in and out of class in the morning or returning from interval. Navigating safely when responding to movement instructions Ensure that the 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) <p>PLEASE NOTE, THE THIRD TERM IN GRADE 3 IS MOSTLY LINKED TO SPORT - EVEN THOUGH ACTIVITIES HAVE BEEN PLOTTED PER WEEK, YOU MAY CHANGE THE ACTIVITIES TO SUIT YOUR NEED OR/AND CONTEXT – You may use Performing Arts activities and choreographed chair routines with movement.</p>										
	LATERALITY											
	• Kick moving ball with left and right foot (individual activity) SANITISE after use	X		X								
	RHYTHM Add games and movement. May be combined with Creative Games											
• Athletics: crouch start in sprinting (on your marks... get set...go!)					X			X				



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

<ul style="list-style-type: none"> • Athletics: long jump action determining take-off foot 				X			X			
<p>RESOURCES Improvise</p>	Own ball if possible, or a rolled newspaper ball, painted cooldrink bottles with a little sand (cone), lanes drawn on a surface or demarcations									
<p>INFORMAL ASSESSMENT</p>	<ul style="list-style-type: none"> • The activities must be observed and assessed during daily lesson activities in Life Skills. Also note SKAVs that is developed and mastered for Home Language and Mathematics • Ensure that leaners are afforded opportunities to demonstrate these skills practically. • This is informal and ongoing. 									
<p>SCHOOL BASED ASSESSMENT:</p>	<p>REFER TO DBE SBA Guidelines</p> 									




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GRADE 3 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
CAPS TOPICS:		TERM 1 "THEMES AND COVERAGE"	HEALTHY EATING	HEALTHY EATING	INSECTS	INSECTS	LIFE CYCLES	RECYCLING	RECYCLING
PERSONAL AND SOCIAL WELL-BEING	SKILLS AND VALUES: <ul style="list-style-type: none"> • Compare • Observe • Communicate • Identify/ Identity • Ability to ... • Respect • Tolerance etc. 	<ul style="list-style-type: none"> • Use Term 2 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"> • Food groups • A balanced diet 	<ul style="list-style-type: none"> • Food groups • A balanced diet 					
	CORE CONCEPTS & KNOWLEDGE REMEMBER to always be aware of activities to promote EXECUTIVE FUNCTION - Working memory Inhibitory control Self-regulation		Life and Living <ul style="list-style-type: none"> • Healthy eating habits • Good food in each group. • Why each food group is good for us. • Energy makes us move and work • We need food to give us energy 	Life and Living <ul style="list-style-type: none"> • How do we make cheese? • Where does bread come from? • Energy makes us move and work • We need food to give us energy 					



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

<p>CONTENT: CAPS</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"> • Food groups - Vitamins - fruit and vegetables - Carbohydrates - bread, maize/mielie meal 	<ul style="list-style-type: none"> • Food groups - Proteins - eggs, beans, meat, nuts - Dairy - milk, cheese, yoghurt • A balanced diet 	<p>No natural links to PSW</p>
<p>RESOURCES: Flashcards/ Vocabulary for Focus board and Word Wall Library books</p>		<ul style="list-style-type: none"> • DBE Workbook: 34-41 • 3D • Charts • Video 	<ul style="list-style-type: none"> • DBE Workbook: 34-41 • 3D • Charts 	
<p>RELIGIOUS AND OTHER SPECIAL DAYS CELEBRATED BY THE COMMUNITY SHOULD BE DISCUSSED AS THEY OCCUR THROUGHOUT THE TERM</p>				
<p>INFORMAL ASSESSMENT</p>	<ul style="list-style-type: none"> • The activities must be observed and assessed during daily lesson activities in Life Skills. Also note SKAVs that is developed and mastered for Home Language and Mathematics. • 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 			
<p>SCHOOL BASED ASSESSMENT:</p>	<p>REFER TO DBE SBA Guidelines</p> 			




FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

TERM 2 51 DAYS		WEEK 1-4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
CAPS TOPICS:	TERM 1 "THEMES AND COVERAGE"	HEALTHY EATING	HEALTHY EATING	INSECTS	INSECTS	LIFE CYCLES	RECYCLING	RECYCLING	RECYCLING
SKILLS AND VALUES: e.g.		<ul style="list-style-type: none"> Investigate "Find out" Process Communicate 	<ul style="list-style-type: none"> Investigate "Find out" Process Communicate 	<ul style="list-style-type: none"> Inquiry Observing Comparing Classifying 	<ul style="list-style-type: none"> Inquiry Observing Comparing 	<ul style="list-style-type: none"> Inquiry Observing Comparing 	<ul style="list-style-type: none"> Inquiry Observing Comparing 	<ul style="list-style-type: none"> Technological process skills - Investigate - Design - Make - Evaluate - Communicate 	
BEGINNING KNOWLEDGE	<p>REMEMBER to always be aware of activities to promote Executive Functioning: Working memory, Inhibitory control and Self-regulation</p> <p>Learner talk, discussion, exploration, INQUIRY 'find-out', problem solving, thinking and reasoning is of utmost importance.</p>								
	KNOWLEDGE: Conceptual Key points		<ul style="list-style-type: none"> How to make bread 	<ul style="list-style-type: none"> How to make cheese Understand processes 	Life and Living <ul style="list-style-type: none"> Types of insect Movement Body parts Characteristics Usefulness Harm 	Life and Living <ul style="list-style-type: none"> Types of insect Movement Body parts Characteristic Usefulness Harm 	Life and Living <ul style="list-style-type: none"> Life cycle is Classify the animal Stages of the Life cycle 	Energy and Change <ul style="list-style-type: none"> Re-using Recycling Reducing Decompose: 	<ul style="list-style-type: none"> List solutions to help reduce littering. Become active citizens
	CONTENT: CAPS		<ul style="list-style-type: none"> How to make bread https://youtu.be/NqkREe0wvkM Why does bread rise? 	<ul style="list-style-type: none"> How to make cheese https://youtu.be/gRagqbClK9c 	<ul style="list-style-type: none"> Characteristics of an insect: The body Different insects – such as a fly How do insects help us? How do some insects harm us? 	<ul style="list-style-type: none"> The Life Cycle of the Amphibian-Frog The Life Cycle of the Bird-chicken 	<ul style="list-style-type: none"> What happens to our waste document • Re-using (things that can be used) Recycling (used things that can be made into something new) 	<ul style="list-style-type: none"> Developed their technological process skills. Understand the meaning of the terms REDUCE, RE-USE and RECYCLE. Develop awareness towards littering by classifying the 	
ENSURE OPTIMAL USE OF DBE WORKBOOKS									



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

<p>Reading for meaning (comprehension) of fictional and non-fictional text</p>						<ul style="list-style-type: none"> • Reducing (use less) • What cannot be recycled • Recycling at home and at school • Making compost out of things that can “rot” decompose 	<p>type of rubbish that can/can't be recycled.</p>	
<p>RESOURCES: Flashcards/ Vocabulary for Focus board and Word Wall Library books</p>				<ul style="list-style-type: none"> • DBE WB 1 pg.42 – 46 • 3D • Make a pet Motel 	<ul style="list-style-type: none"> • DBE WB 1 pg.42 & 45 	<ul style="list-style-type: none"> • DBE WB 1 pg. 50 - 57. 	<ul style="list-style-type: none"> • DBE WB pg. 59 	<ul style="list-style-type: none"> • DBE WB 1 pg. 58 - 60
<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 ongoing 							
<p>SCHOOL BASED ASSESSMENT:</p>	<p>REFER TO DBE SBA Guidelines</p> 							



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

TERM 2 51 DAYS		WEEK 1-4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
CAPS TOPICS:			ORIENTATION HEALTHY EATING	HEALTHY EATING	INSECTS	INSECTS	LIFE CYCLES	RECYCLING	RECYCLING
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.)									
CREATIVE ARTS	Formal teaching of drawing and painting etc. exploring a variety of media		X		X		X		
	Similar to previous term; include emphasis on greater awareness of the body in motion; overlapping.		X		X		X		
	CREATE IN 3D (BOX SCULPTURES)								
	Teach and extend simple construction techniques to create box sculpture: stacking, joining, surface decoration							X	X
	Spatial awareness: same as before: extend conscious awareness of working in space			X					
	VISUAL LITERACY								
	Use of art elements and design principles in		X			X			




FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

CREATIVE ARTS	description and discussion; introduce balance									
	Use artworks and visual stimuli to relate to own work					X				
	Description of own artwork: use art vocabulary consciously		X		X			X		
	CREATIVE GAMES AND SKILLS									
	Own space at chair – Teacher to be aware of learners – If activity is not suited for some learners do another activity e.g. develop core strength using chair routines									
	Warming up: focus on posture, alignment of knees over the middle toes when bending and pointing feet		X	X				X	X	X
	Warming up: focus on articulation and vocal tone using rhymes, songs, creative games and tongue twisters.				X	X				
	Rhythm games: listening skills, recall contrasting rhythm patterns, keep a steady beat, use different timbres				X	X				
Developing control, co-ordination, balance and elevation in jumping actions with soft landings (At tables – watch learners balance and core strength)								X		
Locomotor and non-locomotor movements with coordinated arm		X	X				X		X	



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

CREATIVE ARTS	movements in time to music								
	Cooling down and relaxation: lying down on back breathing in and out visualizing colour as a stimulus		X	X			X	X	
	IMPROVISE AND INTERPRET (to be covered throughout the term) Use own space at their chair – You may add activities if learners are adapting well to social distancing								
	Interpret and rehearse South African songs: rounds, call and response.		X		X			X	X
	Movement sentence showing beginning, middle and end on a selected topic working in small group – Alternate with PE			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 done informally and ongoing. 								
SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines 								




FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

TERM 2 51 DAYS		WEEK 1-4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
CAPS TOPIC:			ORIENTATION HEALTHY EATING	HEALTHY EATING	INSECTS	INSECTS	LIFE CYCLES	RECYCLING	RECYCLIN G
SKILLS:		PLAY IS THE NATURAL WAY LEARNERS LEARN AT THIS AGE AND STAGE OF DEVELOPMENT. PLAY SHOULD NOT BE WITHHELD.							
REMEMBER to always be aware of activities to promote Executive Functioning : Working memory, Inhibitory control and Self-regulation		<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) <p>PLEASE NOTE, EVEN THOUGH ACTIVITIES HAVE BEEN PLOTTED PER WEEK, YOU MAY CHANGE THE ACTIVITIES TO SUIT YOUR NEED OR/AND CONTEXT</p>							
PHYSICAL EDUCATION		LOCOMOTOR							
		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 if learners are not self-regulating -spatial distancing)							
		Simulation (adapt) activities such as running like a horse, walk like a duck, jump like a frog, [waddle like a penguin], etc. on the spot		X		X			
		PERCEPTUAL MOTOR							
Catch and throw a ball. Ball made from paper , easier to control			X			X		X	



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

LATERALITY								
Hand apparatus sequences such as short ribbons or scarf that requires left and right actions or similar kind.		X		X				
SPORTS AND GAMES								
Indigenous games 5 stones played solo on their table			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 is informal and continuous. 							
SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines 							




FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

GRADE 3 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	
PERSONAL AND SOCIAL WELL-BEING	CAPS TOPICS:		PUBLIC SAFETY	PUBLIC SAFETY	POLLUTION	HOW PEOPLE LIVED LONG AGO	SPACE	SPACE	CONSOLIDATION OF TOPICS	
	SKILLS AND VALUES: <ul style="list-style-type: none"> • Compare • Observe • Communicate • Identify/ Identity • Ability to ... • Respect • Tolerance etc. 	Use Term 2 ATP OR extend weeks to cover Term 3 Topics linked to HL E.g. 3 weeks Public Safety 2 weeks Pollution and 2 weeks How people lived long ago etc.	<ul style="list-style-type: none"> •What to do in the face of danger •Understand how to protect themselves 	<ul style="list-style-type: none"> •What to do in the face of danger •Understand how to protect themselves 						
	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"> •Dangerous places •Safety •Signs 	<ul style="list-style-type: none"> •Dangerous places •Safety •Signs 						
	CONTENT: CAPS		<ul style="list-style-type: none"> •Dangerous places to play - include rubbish dumps, train tracks, 	<ul style="list-style-type: none"> •Dangerous places: -Construction sites •Rubbish dumps 			No natural links			



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

<p>ENSURE OPTIMAL USE OF DBE WORKBOOKS Reading for meaning (comprehension) of fictional and non-fictional text</p>		<p>roads, construction sites</p> <ul style="list-style-type: none"> • Riding trains and taxis safely • Dangers of electricity • Poisonous and inflammable substances • Signs that warn us of danger chooses 	<p>-Train tracks -Roads -Riding trains and taxis safely</p>		
<p>RELIGIOUS AND OTHER SPECIAL DAYS CELEBRATED BY THE COMMUNITY SHOULD BE DISCUSSED AS THEY OCCUR THROUGHOUT THE TERM</p>					
<p>INFORMAL ASSESSMENT:</p>	<ul style="list-style-type: none"> • The activities must be observed and assessed during daily lesson activities in Life Skills. Also note SKAVs that is developed and mastered for Home Language and Mathematics. • 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 				
<p>SCHOOL BASED ASSESSMENT:</p>	<p>REFER TO DBE SBA Guidelines</p> 				




FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

TERM 3 52 DAYS		WEEK 1- 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
CAPS TOPICS:		TERM 1 "THEMES AND COVERAGE"	PUBLIC SAFETY	PUBLIC SAFETY	POLLUTION	HOW PEOPLE LIVED LONG AGO	SPACE	SPACE	CONSOLIDATION OF TOPICS	
BEGINNING KNOWLEDGE	SKILLS AND VALUES: <ul style="list-style-type: none"> •Scientific Process Skills •Technological Process skills •Geographical skills •Inquiry •Interpretation •Values •Attitudes 	Use Term 2 ATP OR extend weeks			<ul style="list-style-type: none"> •What is pollution, types • Cause and effect on the people and environment. • Find out – Investigate "research" 	<ul style="list-style-type: none"> • The effect of the change. • The importance of change in an ever-changing world • Find out – Investigate "research" 	<ul style="list-style-type: none"> •Understanding our world and beyond; what it is comprised of • Find out – Investigate "research" 	<ul style="list-style-type: none"> • Understanding our world and beyond; what it is comprised of • Find out – Investigate "research" 		
	<p>REMEMBER to always be aware of activities to promote Executive Functioning: Working memory, Inhibitory control and Self-regulation</p> <p>Learner talk, discussion, exploration, INQUIRY 'find-out', problem solving, thinking and reasoning is of utmost importance</p>									
	KNOWLEDGE:					Energy and Change <ul style="list-style-type: none"> •Pollution, •Different types •Effects on people and the environment 	Change <ul style="list-style-type: none"> •How people lived then and now. •Transforming of people, behaviour and environment •Change and continuity 	Planet Earth and Beyond <ul style="list-style-type: none"> •Identify the planets, Telescopes and space travel 	Planet Earth and Beyond <ul style="list-style-type: none"> •Satellites and Observing the sky 	
CAPS CONTENT: ENSURE OPTIMAL USE OF		No natural link		<ul style="list-style-type: none"> •What pollution is •Different types of pollution - water, land, air, noise 	<ul style="list-style-type: none"> •Stories and experiences of older family and community member 	<ul style="list-style-type: none"> •Earth from space - what it looks like (land, sea, clouds) 	<ul style="list-style-type: none"> •Names of the planets, Telescopes •What is Space travel 			



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

<p>DBE WORKBOOKS Reading for meaning (comprehension of fictional and non-fictional text)</p>			<ul style="list-style-type: none"> • Effects of pollution on people • Effects of pollution on the environment 	<ul style="list-style-type: none"> • Objects used by older family and community members • Selections of old pictures and photographs • How people lived then and now (change and continuity). 	<ul style="list-style-type: none"> • Stars and planets - what they are • Names of the planets, Telescopes • Space travel 	<ul style="list-style-type: none"> • What are Satellites and information we get. • Note: Where possible, visit a planetarium or observatory 	
<p>RESOURCES: Flashcards/ Vocabulary for Focus board & Word Wall Library books</p>			<ul style="list-style-type: none"> • DBE WB 2: page 8-13 • Video 	<ul style="list-style-type: none"> • DBE WB 2 pg. 14-23 • Invite a senior citizen 	<ul style="list-style-type: none"> • DBE WB 2 pg. 26-31 • 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 <p>Complete own weather chart - Precipitation (rain), wind, etc. Complete own weather chart. Precipitation (rain) , wind, etc. Develop knowledge and skills progressively.</p>							
<p>INFORMAL ASSESSMENT:</p>	<ul style="list-style-type: none"> • The practical activities must be observed and informally assessed during daily lesson activities in Life Skills. Also note SKAVs that is developing, developed and mastered for Home Language and Mathematics • Some written activities can be given. • Skills, knowledge application, attitude and values are not meant to be an assessment activity but ensure that learners are afforded opportunities to demonstrate these skills orally and practically. • This is informal and ongoing 						
<p>SCHOOL BASED ASSESSMENT:</p>	<p>REFER TO DBE SBA Guideline</p> 						



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: 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 1 "THEMES AND COVERAGE "	PUBLIC SAFETY	PUBLIC SAFETY	POLLUTION	HOW PEOPLE LIVED LONG AGO	SPACE	SPACE	CONSOLIDA- TION OF TOPICS	
	REMEMBER to always be aware of activities to promote Executive Functioning : Working memory, Inhibitory control and Self-regulation									
	CREATE IN 2D									
	Drawing and painting: exploring a variety of media			X			X			
	Increased observation and interpretation of pattern and printmaking in the personal world; include overlapping, border patterns, shape within shape, repetition					X				
	Design principles: conscious application and naming of contrast, proportion, emphasis and balance							X		
	Teach pattern and printmaking with found objects and different media for sensory-motor experience			X						
CREATE IN 3D (Construction)										



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

CREATIVE ARTS	Craft from recyclable materials: patterned frames for own artworks, containers for classroom, etc.						X	X		
	Art elements: naming and using geometric and organic shapes/ forms			X						
	Emphasis on pattern and surface decoration for craft objects							X		
	VISUAL LITERACY									
	Increase awareness of pattern and printmaking in Africa, e.g. Ndebele painting, beadwork, decorative ceramics: looking, talking, listening about pattern						X			
	CREATIVE GAMES AND SKILLS Use own space at their chair – OR outside									
	Warming up body: combine body parts and isolations e.g. make circles with wrists and hips simultaneously			X			X		X	
	Warming up voice: focus on expressiveness and involvement in poetry, rhymes and creative drama games		X			X		X		
	Observation and concentration skills: drama activities like building a mime sequence in pairs, etc.			X			X			




FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

CREATIVE ARTS	Body percussion to accompany South African music (recorded or live), focusing on cyclic (circular) rhythm patterns		X		X		X		
	Linking movements in short movement sentences and remembering them					X		X	
	Swaying combined with spinning movements soothing music.		X		X		X		
	Cooling down body and relaxation: stretching slowly in different directions with slow and soothing music			X	X		X	X	
IMPROVISE AND INTERPRET Use own space at their chair									
	Create a movement sentence in small groups and use it to make patterns				X				
	Compose cyclic rhythm patterns based on South African music. Focus on appropriate tempo /dynamic choices					X			
	Classroom dramas: illustrate different characters through vocal and physical characterization e.g. moving and speaking		X		X				X



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

as the mother, the grandfather, the doctor, etc.								
Poetry performances in groups e.g. choral verse combined with movement and gestures-performed at their seats			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 is informal and continuous. 							
SCHOOL BASED ASSESSMENT:	<p>REFER TO DBE SBA Guidelines</p> 							




FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

TERM 3 52 DAYS		WEEK 1 - 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
CAPS TOPICS:		TERM 1 "THEMES AND COVERAGE"	PUBLIC SAFETY	PUBLIC SAFETY	POLLUTION	HOW PEOPLE LIVED LONG AGO	SPACE	SPACE	CONSOLIDA- TION OF TOPICS
PHYSICAL EDUCATION	SKILLS: REMEMBER to always be aware of activities to promote Executive Functioning : Working memory, Inhibitory control and Self-regulation	<p>PLAY IS THE NATURAL WAY LEARNERS LEARN AT THIS AGE AND STAGE OF DEVELOPMENT. PLAY SHOULD NOT BE WITHHELD.</p> <ul style="list-style-type: none"> • Maintain social distancing. • Activities has been modified to maintain social distancing. • The activities are adapted for a classroom situation- where overcrowding exist- allow learners to be keep a safe distance outside the class. • Locomotor activities can be practiced whilst learners are walking in and out of class in the morning or returning from interval. • Navigating safely when responding to movement instructions • Ensure that the 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) <p>PLEASE NOTE, EVEN THOUGH ACTIVITIES HAVE BEEN PLOTTED PER WEEK, YOU MAY CHANGE THE ACTIVITIES TO SUIT YOUR NEED OR/AND CONTEXT</p>							
	LOCOMOTOR								
	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)								
	Non - locomotor movements like twisting, turning, bending, curling, combined coordinated in groups.		X			X		X	
Jumping while standing (watch landing- bend knees)				X					




FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

leaping, simulating actions- (adapt)kangaroo, springbuck, rabbit.					X		X	
BALANCE Could be done walking from the line-up to the classroom								
Stand and walk on tip toe and heel		X		X			X	
Crawling on hands and knees			X		X			
Balance walking forward and backward (space needed)				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 is informal and continuous. 							
SCHOOL BASED ASSESSMENT:	<p>REFER TO DBE SBA Guidelines</p> 							



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS


GRADE 3 REVISED TEACHING PLANS: LIFE SKILLS

GRADE 3 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	
CAPS TOPICS:	TERM 1 “THEMES AND COVERAGE”	PRODUCTS AND PROCESSES	PRODUCTS AND PROCESSES	DISATERS AND WHAT WE SHOULD DO	DISATERS AND WHAT WE SHOULD DO	ANIMALS AND CREATURES THAT HELP US	ANIMALS AND CREATURES THAT HELP US	CONSOLIDATION OF TOPICS	
<p>SKILLS AND VALUES:</p> <ul style="list-style-type: none"> • Compare • Observe • Communicate • Identify etc. <p>CORE CONCEPTS & KNOWLEDGE REMEMBER to always be aware of activities to promote EXECUTIVE FUNCTION</p>	Use Term 3 ATP OR extend weeks to cover Term 3 Topics linked to HL E.g. 3 weeks Process and processes etc.	No natural links				<ul style="list-style-type: none"> • Identify 	<ul style="list-style-type: none"> • Identify 		
		No natural links				<ul style="list-style-type: none"> • Food we eat • Clothes I wear 	<ul style="list-style-type: none"> • Food we eat • Clothes I wear 		
	RELIGIOUS AND OTHER SPECIAL DAYS CELEBRATED BY THE COMMUNITY SHOULD BE DISCUSSED AS THEY OCCUR THROUGHOUT 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 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 								

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 1 "THEMES AND COVERAGE "	PRODUCTS AND PROCESSES	PRODUCTS AND PROCESSES	DISATERS AND WHAT WE SHOULD DO	DISATERS AND WHAT WE SHOULD DO	ANIMALS AND CREATURES THAT HELP US	ANIMALS AND CREATURES THAT HELP US	CONSOLIDATION OF TOPICS
	SKILLS AND VALUES: <ul style="list-style-type: none"> • Scientific Process Skills • Technological Process skills • Geographical skills • Inquiry • Interpretation • Values • Attitudes 		Matter and material <ul style="list-style-type: none"> • Understanding processes 	Matter and material <ul style="list-style-type: none"> • Plants • The earth 	Cause and Effect <ul style="list-style-type: none"> • Types of disaster • Other phenomena • Storms and strong winds 	Cause and Effect <ul style="list-style-type: none"> • Types of disaster • Other phenomena • Storms and strong winds 	Life and Living <ul style="list-style-type: none"> • Animals that give us food and/or clothes • Animals that work for us 	Life and Living <ul style="list-style-type: none"> • Animals that give us food and/or clothes • Animals that work for us 	
	KNOWLEDGE:		<ul style="list-style-type: none"> • Plants • Products and Processes • Materials • Preserving • observe, compare, communicate 	<ul style="list-style-type: none"> • Plants • Products and processes • Materials • Preserving • Observe, compare, communicate 	<ul style="list-style-type: none"> • Types of disasters and other phenomena • The effect on the people and environment 	<ul style="list-style-type: none"> • Types of disasters and other phenomena • The effect on the people and environment 	<ul style="list-style-type: none"> • Animals that provide food and/or clothes • Animals are helpful to human beings Observe, compare, communicate 	<ul style="list-style-type: none"> • Animals that provide food and/or clothes • Animals are helpful to human beings Observe, compare, communicate 	
	CAPS CONTENT: ENSURE OPTIMAL USE OF DBE WORKBOOKS		<ul style="list-style-type: none"> • Plants - What we get from plants - Process - from sugar cane to sugar • The earth • What we get from the earth Process - from clay to brick 	<ul style="list-style-type: none"> • Plants - What we get from plants - Process - from sugar cane to sugar • The earth - What we get from the earth • Process - from clay to brick 	<ul style="list-style-type: none"> • Types of disaster - Floods - Fire • Other phenomena - Lightning - Earthquakes - Storms and strong winds 	<ul style="list-style-type: none"> • Types of disaster - Floods - Fire • Other phenomena - Lightning - Earthquakes - Storms and strong winds 	<ul style="list-style-type: none"> • Animals that give us food and/or clothes - Bees - Chickens - Cows - Sheep • Animals that work for us - Dogs - guide dogs, watch 	<ul style="list-style-type: none"> • Animals that give us food and/or clothes - Bees - Chickens - Cows - Sheep • Animals that work for us 	



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

<p>Reading for meaning (comprehension) of fictional and non-fictional text</p>				<ul style="list-style-type: none"> • Note: Use personal experiences as well as newspaper and television reports of disasters 	<ul style="list-style-type: none"> • Note: Use personal experiences as well as newspaper and television reports of disasters 	<p>dogs, sniffer dogs -Donkeys and horses</p> <ul style="list-style-type: none"> • Note: Find and read stories about other animals, like dolphins, that have helped people 	<p>- Dogs - guide dogs, watch dogs, sniffer dogs - Donkeys and horses</p> <ul style="list-style-type: none"> • Note: Find and read stories about other animals, like dolphins, that have helped people 	
<p>RESOURCES: Flashcards/ Vocabulary for Focus board and Word Wall Library books</p>				<ul style="list-style-type: none"> • DBE WB: Pg. 34-37 • DBE WB Pg. 34-35 • Video 	<ul style="list-style-type: none"> • DBE WB: Pg. 34-37 • DBE WB Pg.34-35 • Video 	<ul style="list-style-type: none"> • DBE WB Pg. 52-60 • Video 	<ul style="list-style-type: none"> • DBE WB Pg. 62-64 • 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 3: 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"	PRODUCTS AND PROCESSES	PRODUCTS AND PROCESSES	DISATERS AND WHAT WE SHOULD DO	DISATERS AND WHAT WE SHOULD DO	ANIMALS AND CREATURES THAT HELP US	ANIMALS AND CREATURES THAT HELP US	CONSOLIDATION OF TOPICS
	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.)								
	Drawing and painting: exploring a variety of media				X		X		
	Drawing overlapping, body in motion, compositions of more than two people				X		X		
	CREATE IN 3D (CONSTRUCTING) Each learner has their own paper mâché in container								
	Teach craft technique of paper mâché: create objects by pasting, cutting, tearing, smoothing			X					X
	Art elements: texture, shape/form						X	X	
Design principles: conscious use and naming of proportion, balance, contrast									



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

	Spatial awareness: extend conscious awareness of working in space			X				X	
VISUAL LITERACY									
	Art elements: identify and name all art elements			X		X	X		
	Design principles: name and use contrast, proportion, emphasis and balance				X				
	Questions to deepen and extend observation of elements and design principles						X		
CREATIVE GAMES AND SKILLS Use own space at their chair – Choose and adapt, if needed									
PERFORMING ARTS	Warming up activities: focus on lengthening and curling the spine		X		X		X	X	
	Creative drama games: develop focus and visualisation e.g. throwing' an imaginary ball concentrating on size, shape and weight			X			X		




FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

	Responding to stimuli like pictures, phrases, idioms, drama games, poems or rhymes to explore body language, gestures and facial expression		X	X		X	X		
	Locomotor: show control and a strong back e.g. walk with pride, march like a soldier, etc.				X	X			
	Cooling down body and relaxation: lie on back tightening/contracting all the muscles, make tight fists, clench shoulders, then release all the muscles making body heavy on the floor, etc.		X		X		X		
PERFORMING ARTS	IMPROVISE AND INTERPRET								
	Listening to South African music: focus on how tempo, dynamics, timbre contribute to unique sound				X	X	X		
	Listening to and identify prominent South African instruments, explore unique qualities of instruments			X		X			



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

Creating a mood: use verbal dynamics, expressive sounds and movement, use poem, picture or song		X		X		X		
Creating movements based on pictures, movement sentence (sequence), showing beginning, middle, end			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 is informal and continuous. 							
SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines 							



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: 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"	PRODUCTS AND PROCESSES	PRODUCTS AND PROCESSES	DISATERS AND WHAT WE SHOULD DO	DISATERS AND WHAT WE SHOULD DO	ANIMALS AND CREATURES THAT HELP US	ANIMALS AND CREATURES THAT HELP US	CONSOLIDATION OF TOPICS
PHYSICAL EDUCATION	SKILLS: REMEMBER to always be aware of activities to promote EXECUTIVE FUNCTIONING- Working memory Inhibitory control Self-regulation	<p>PLAY IS THE NATURAL WAY LEARNERS LEARN AT THIS AGE AND STAGE OF DEVELOPMENT. PLAY SHOULD NOT BE WITHELD.</p> <ul style="list-style-type: none"> • Maintain social distancing. • Activities has been modified to maintain social distancing. • The activities are adapted for a classroom situation- where overcrowding exist- allow learners to be keep a safe distance outside the class. • Locomotor activities can be practiced whilst learners are walking in and out of class in the morning or returning from interval. • Navigating safely when responding to movement instructions • Ensure that the 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) <p>PLEASE NOTE, EVEN THOUGH ACTIVITIES HAVE BEEN PLOTTED PER WEEK, YOU MAY CHANGE THE ACTIVITIES TO SUIT YOUR NEED OR/AND CONTEXT</p>							
	PERCEPTUAL MOTOR								
	Shadow imitations: one learner is the shadow of another learner and copies movements			X			X		



FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 3: LIFE SKILLS

RHYTHM

Rhythmic sequence with or without apparatus.

X

X

X

INFORMAL ASSESSMENT:

- 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 is informal and continuous.

SCHOOL BASED ASSESSMENT:

REFER TO DBE SBA Guidelines

