basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

2020

NATIONAL REVISED TEACHING PLANS

GRADE 3

NON-LANGUAGES

Table of Contents

1. Introduction

The National Curriculum Statement, Grades R-12 was approved as National Policy and published in the Government Gazette 34600, Notices 722 and 723 of 12 September 2011.

The National Curriculum Statement, Grades R-12 comprises:

- The Curriculum and Assessment Policy Statements for all approved subjects for Grades R-12;
- The National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12; and
- The National Protocol for Assessment.

The Curriculum and Assessment Policy Statement (CAPS) is a single, comprehensive, and concise document developed for all subjects listed in the National Curriculum Statement Grades R-12 and is arranged into Four Sections.

The National State of Disaster due to Covid and the ensuing lockdown has created a unique situation which has disrupted the school calendar thus impacting on the implementation of the Curriculum and Assessment Policy Statement (CAPS) for the 2020 academic year. To mitigate the impact of the Covid lockdown, the Department of Basic Education (DBE) working in collaboration Provincial Education Departments (PEDs), has put together a framework for curriculum recovery plans after the extended lockdown. The framework, which was consulted with key stakeholders in the sector, proposes a revised school calendar and curriculum reorganization and trimming, as some of the strategies to create opportunities for curriculum recovery.

In the context of the framework for the school curriculum recovery plan whose overarching aim is to ensure that the critical skills, knowledge, values and attitudes outlined in the CAPS are covered over a reduced time period, the purpose of curriculum reorganisation and trimming is to:

- Reduce the envisaged curriculum to manageable core content including skills, knowledge, attitudes and values so that schools have ample room for deep and meaningful learning
- Define the core knowledge, skills, attitude to be taught and assessed more specifically so that it provides guidance and support to teachers;
- Align curriculum content and assessment to the available teaching time;
- Maintain the alignment in the learning trajectory for learners, without compromising learners' transition between the grades; and
- Present a planning tool to inform instruction during the remaining school terms

The curriculum trimming and reorganisation maintain and support the foundational principles of the National Curriculum Statement (NCS) Grades R – 12 as stated in the Curriculum and Assessment Policy Statement (CAPS) namely:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and high, achievable standards in all subjects have been set;
- Progression: content and context of each grade shows progression from simple to complex

- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa.
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

In addition, the principles below guided the process of curriculum reorganisation and trimming:

- Maintain the spiral development of values, attitudes, concepts and skills, extension, consolidation and deeper understanding leading learners towards the final learning outcomes.
- Efficiency – less teaching time but more effective learning outcomes.
- Inclusivity – learning experience must cater for different types of learners who are differently abled by providing different types of learning experiences.
- Validity – the relevance of the content to the stated goals and outcomes of the curriculum.
- Utility –the content must lead to the acquisition of values, attitudes, skills and knowledge that are considered useful for transition to the next level and have relevance to the contexts in which learners live.
- Feasibility – analyse and examine the content in the light of the time and resources available to the schools, considering the current socio- economic and political climate.
- Coherence – Systematic curriculum mapping must have horizontal, vertical, subject area and interdisciplinary coherence; and
- Emphasise assessment for learning as a teaching strategy as opposed to assessment of learning to achieve the learning outcomes of each grade and subject.

2. Purpose

The purpose of the revised phase plan and revised annual national teaching plans is to:

- ensure that meaningful teaching proceeds during the revised school calendar.
- assist teachers with guided pacing and sequencing of curriculum content and assessment.
- enable teachers to cover the essential core content in each phase within the available time.
- address assessment overload to recoup time loss.
- assist teachers with planning for the different forms of assessment.
- ensure learners are adequately prepared for the subsequent year/s in terms of content, skills, knowledge, attitudes, and values

3. Implementation Dates

To meet the above-mentioned objectives, Section 3 of the CAPS, which deals with the overview of topics per term and annual teaching plans per subject have been trimmed and/or reorganised for the year 2020. The revised teaching and assessment plans are effective from the *1st* June 2020.

4. Revised Teaching Plans per Subject

This document presents the revised national teaching plans for Grade 3.

1. Mathematics

TRIMMED GRADE 3 OVERVIEW 1. NUMBERS, OPERATIONS AND RELATIONSHIPS			
TOPICS	**TERM 2 (5 days)**	**TERM 3 (35 days)**	**TERM 4 (53 days)**
Daily Activities Counting rhymes/ games and songs Rote counting Each activity commences with Mental Mathematics (The number bonds/ consolidation of concepts taught/ multiplication table facts/ I recall facts Writing number names can be done in Languages as well) Terminology to use addition and subtraction signs can be introduced by using a vocabulary like more/less			
NUMBER CONCEPT DEVELOPMENT: Count with whole numbers			
1.1 **Count objects**		**Number range: 400** • Count to at least 400 objects to estimate and count reliably • Give a reasonable estimate of a number of objects that can be checked by counting • The strategy of grouping is encouraged.	**Number range: 800** • Group to at least **800** objects to estimate and count reliably. • Give a reasonable estimate of a number of objects that can be checked by counting • The strategy of grouping is encouraged.
1.2 **Count forwards and backwards**	**Number range: 200** • 10s from any multiple of 10 between 0 and **200** • 5s from any multiple of 5 between 0 and 200 • 2s from any multiple of 2 between 0 and 200 • 3s from any multiple of 3 between 0 and 200 • 4s from any multiple of 4 between 0 and 200 • 50s, 100smto at least 200	**Number range:400** • 10s from any multiple between 0 and 400 • 5s from any multiple of 5 between 0 and 400 • 2s from any multiple of 2 between 0 and 400 • 3s from any multiple of 3 between 0 and 400 • 4s from any multiple of 4 between 0 and 400 • 20s, 25s, 50s,100s to at least 400	**Number range: 800** **Count forwards** and **backwards** in: • 10s from any multiple between 0 and **800** • 5s from any multiple of 5 between 0 and 800 • 2s from any multiple of 2 between 0 and 800 • 3s from any multiple of 3 between 0 and 800 • 4s from any multiple of 4 between 0 and 800 • 20s,25s, 50s,100s to at least 800
NUMBER CONCEPT DEVELOPMENT: Represent whole numbers			
1.3 **Number symbols and number names**	**Identify, recognise and …** • read number symbol 1 to 500 • write number symbols 1 to 500 • read number names 1 to 250 write number names 1 to 200	**Identify, recognise and …** • read number symbol 1 to 800 • write number symbols 1 to 800 • read number names 1 to 500 write number names 1 to 400	**Identify, recognise and …** • read number symbol 1 to 800 • write number symbols 1 to 800 • read number names 1 to 800 write number names 1 to 800

NUMBER CONCEPT DEVELOPMENT: Describe, compare and order whole numbers			
1.4 **Describe, compare and order numbers**		**Number range: 1 to 400** • Compare whole numbers up to 400 using more than, less than and is equal to • Order whole numbers up to 400 from smallest to greatest, and greatest to smallest **Use ordinal numbers to show order, place or position** • Use, read and write ordinal numbers, including abbreviated form up to 31st	**Number range: 1 to 800** • Compare whole numbers up to 800 using, more than, less than and is equal to • Order whole numbers up to 800 from smallest to greatest, and greatest to smallest
NUMBER CONCEPT DEVELOPMENT: place value			
1.5 **Place value**		**Recognise the place value of numbers to 400** • Know what each digit represents • Decompose three-digit numbers up to 400 into multiples of hundreds, tens and ones/units • Identify and state the value of each digit	**Recognise the place value of numbers to 800** • Know what each digit represents • Decompose three-digit numbers up to 800 into multiples of hundreds, tens and ones/units • Identify and state the value of each digit
SOLVE PROBLEMS IN CONTEXT			
1.6 **Problem-solving techniques**	Use the following techniques when solving problems: • building up and breaking down numbers • doubling and halving • number lines	Use the following techniques when solving problems: • building up and breaking down numbers • doubling and halving • number lines • rounding off in tens	Use the following techniques when solving problems **and explain solutions to problems**: • building up and breaking down numbers • doubling and halving • number lines • rounding off in tens
1.7 **Addition and subtraction**	Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 200.	Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 400.	Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 800.
1.8 **Repeated addition leading to multiplication**		Solve number problems in context and explain own solution to problems involving multiplication with answers up to 75.	Solve number problems in context and explain own solution to problems involving multiplication with answers up to 100
1.9 **Grouping and sharing leading to division**		Solve number problems in context and explain own solutions to problems that involve equal sharing and grouping up to 75 with answers that may include remainders.	Solve number problems in context and explain own solutions to problems that involve equal sharing and grouping up to 100 with answers that may include remainders.
1.10 **Sharing leading to fractions**		Solve and explain solutions to practical problems that involve equal sharing leading to solutions that include unitary and non-unitary fractions.	Solve and explain solutions to practical problems that involve equal sharing leading to solutions that include unitary and non-unitary fractions.
1.11 **Money**		• Recognise and identify all South African coins and bank notes • Solve money problems involving totals and change in rands or cents • Convert between rands and cents **5CENTS COIN EXCLUDED**	• Recognise and identify the South African coins and bank notes • Solve money problems involving totals and change in rands or cents • Convert between rands and cents **5CENTS COIN EXCLUDED**

CONTEXT-FREE CALCULATIONS NB:CONTEXT-FREE CALCLULATIONS (1.12 -1.15) SHOULD NOT BE TAUGHT IN ISOLATION BUT INTEGRATED WITH SOLVING PROBLEMS IN CONTEXT (1.6 – 1.10)			
1.12 **Techniques (methods or strategies)**	Use the following techniques when performing calculations: • building up and breaking down numbers • doubling and halving • number lines	Use the following techniques when performing calculations: • building up and breaking down numbers • doubling and halving • number lines • rounding off in tens	Use the following techniques when performing calculations: • building up and breaking down numbers • doubling and halving • number lines • rounding off in tens
1.13 **Addition and subtraction**	• Add up to 200 • Subtract from 200 • Use appropriate symbols(+, −, =, □) • Practise number bonds to 20	• Add up to 400 • Subtract from 400 • Use appropriate symbols(+, −, =, □) • Practise number bonds to 30	• Add up to 800 • Subtract from 800 • Use appropriate symbols(+, −, = , □) • Practise number bonds to 30
1.14 **Repeated addition leading to multiplication**		• Multiply 2, 3, 4, 5, 10 to a total of 50 Use appropriate symbols(x, =, □)	• Multiply 2, 3, 4, 5, 10 to a total of 100 • Use appropriate symbols(x, =, □)
1.15 **Division**		• Divide numbers to 50 by 2, 4, 5, 10, 3, • Use appropriate symbols(÷, =, □)	• Divide numbers to 99 by 2, 3, 4, 5,10 • Use appropriate symbols(÷, =, □)
1.16 **Mental mathematics**	Mental Mathematics integrated into across all topics		
1.17 **Fractions**		• Use and name unitary and non- unitary fractions in familiar contexts including halves, quarters, eighths, thirds, sixths, fifths • Recognise fractions in diagrammatic form • Begin to recognise that two halves or three thirds make one whole and that 1 half and 2 quarters are equivalent Write fractions as 1 half, 2 thirds	• Use and name unitary and non- unitary fractions in familiar contexts including halves, quarters, eighths, thirds, sixths, fifths • Recognise fractions in diagrammatic form • Begin to recognise that two halves or three thirds make one whole and that 1 half and 2 quarters are equivalent Write fractions as 1 half, 2 third

OVERVIEW 2. PATTERNS, FUNCTIONS AND ALGEBRA Number pattern can be done to emphasise counting backwards and forwards in multiples of any given number in numbers, operations and relationships Number patterns (2.2) have been merged to merged into counting forward and backwards (1.2) and geometric patterns (2.1) has been merged into 3-d objects (3.2) and 2-d shapes (3.3)			
TOPIC	**TERM 2**	**TERM 3**	**TERM 4**
2.1 **Geometric patterns**		**Copy, extend and describe** Copy, extend and describe in words • simple patterns made with physical objects • simple patterns made with drawings of lines, shapes or objects **Range of patterns**: • Patterns in which the number of shapes in each stage changes in a predictable way i.e. regularly increasing patterns **Create and describe own patterns** • with physical objects • by drawing lines, shapes or objects. • Describe own patterns	**Patterns all around us** Identify, describe in words and copy geometric patterns in nature • from modern everyday life • from our cultural heritage
2.2 **Number patterns**	**Copy, extend and describe** Copy, extend and describe simple number sequences to at least 200. Sequences should show counting forward and backwards in: • the intervals specified in Grade 2 with increased number ranges 50s,100s to at least 200	**Copy, extend and describe** Copy, extend and describe simple number sequences to at least 400. Sequences should show counting forward and backwards in: • the intervals specified in Grade 2 with increased number ranges • 20s,25s, 50s,100s to at least 400 **Create and describe own number patterns**	**Copy, extend and describe** Copy, extend and describe simple number sequences to at least 800. Sequences should show counting forward and backwards in: • the intervals specified in Grade 2 with increased number ranges • 20s,25s, 50s,100s to at least 800 **Create and describe own number patterns**

GRADE 3 OVERVIEW
3. SHAPE AND SPACE

Language of position (Describe the position of one object in relation to another e.g. on top of, in front of, behind, left, right, up, down, next to**) can be integrated with prepositions in Languages**
Start with free play with various shapes including making pictures with cutout geometric shapes. This can be done in independent time.
This can also be done during **Life Skills** lessons

TOPICS	TERM 2	TERM 3	TERM 4
3.2 **3-D objects**		**Range of objects** Recognise and name 3-D objects in the classroom and in pictures • ball shapes (spheres) • box shapes (prisms) • cylinders • pyramids • cones **Features of objects** Describe, sort and compare 3-D objects in terms of: • 2-D shapes that make up the faces of 3-D objects • flat or curved surfaces **Focused activities** Observe and build given 3-D objects using concrete materials such as cut-out 2-D shapes, clay, toothpicks, straws, other 3-D geometric objects	
3.3 **2-D shapes**			**Range of shapes** • Circles • Triangles • Squares • Rectangles **Features of shapes** Describe, sort and compare 2-D shapes in terms of: • shape • straight sides • round sides
3.4 **Symmetry**	**Symmetry** Determine line of symmetry through paper folding and reflection		**Symmetry** • Recognise and draw line of symmetry in 2-D geometrical and non-geometrical shapes

GRADE 2 OVERVIEW| 4 .MEASUREMENT Each grade from grade R to 3 will teach time and one other topic under measurement as indicated on the phase overview			
TOPICS	**TERM 2**	**TERM 3**	**TERM 4**
4.1 **Time**	**Telling the time** • Read dates on calendars	**Telling the time** • Read dates on calendars	**Telling the time** • Read dates on calendars Place birthdays, religious
		Tell 12-hour time in ▪ hours ▪ half hours ▪ quarter hours ▪ minutes on analogue clocks and digital clocks and other digital instruments that show time e.g. cell phones **Calculate length of time and passing of time** • Use calendars to calculate and describe lengths of time in days or weeks or months • Use clocks to calculate length of time in hours, half hours and quarter hour	festivals, public holidays, historical events, school events on a calendar **Calculate length of time and passing of time** • Use calendars to calculate and describe lengths of time in days or weeks or months including converting between days and weeks converting between weeks and months • Use clocks to calculate length of time in hours, half hours and quarter hour
4.4 **Capacity/** **Volume**		**Informal measuring** • Estimate, measure, compare, order and record the capacity of containers (i.e. the amount the container can hold if filled) by using non-standard measures e.g. spoons and cups • Describe the capacity of the container by counting and stating how many of the informal units it takes to fill the container e.g. the bottle has the capacity of four cups **Introducing formal measuring** • Estimate, measure, compare, order and record the capacity of objects by measuring in litres, half litres and quarter litres using: ▪ bottles with a capacity of 1 litre or containers whose capacity is stated in millilitres ▪ measuring jug which has numbered calibration lines for millilitres	**Informal measuring** Estimate, measure, compare, order and record the capacity of containers (i.e. the amount the container can hold if filled) by using non-standard measures e.g. spoons and cups **Introducing formal measuring** • Estimate, measure, compare, order and record the capacity of objects by measuring in litres, half litres and quarter litres using: ▪ bottles with a capacity of 1 litre ▪ a measuring jug which has numbered calibration lines in litres, half litres and quarter litres. ▪ measuring cups and teaspoons which indicate their capacity • reading pictures of products with their capacity written in order to sequence in order • describe the volume on jugs where the volume is near to a numbered millilitre gradation line using almost/ nearly/ close to/ a bit more than/ more or less/ exactly the number of litres they read on the jug. **No conversions between millilitres and litres required**

GRADE 3 OVERVIEW

5. DATA HANDLING

The attendance register and weather chart that are done daily, give ample opportunity for working with Data Handling
When dealing with NORs learners are expected to physically collect, count and compare objects which will form a base for Data Handling
Can also be infused in Space and Shape where sorting is done according to a specific attribute (colour, size, shape)
When doing measurement when you compare quantity
Collecting and organising data, representing data, analysing, interpreting and reporting data can also be dealt with as **discrete** activities
NB: TO BE INTEGRATED AS INDICATED ABOVE, NOT TAUGHT IN ISOLATION

TOPICS	TERM 2	TERM 3	TERM 4
5.4 **Collect and organise data**		**Recommended:** Re-organise data provided in a list or tally or table in a bar graph. Represent data on bar graph. Answer questions about data on bar graph	
5.5 **Represent data**			
5.6 **Analyse and Interpret data**			Analyse data from representations provided. **Recommended** • At least one pictograph with 1-1 correspondence • At least one bar graph

2. Life Skills

<table>
<tr><td colspan="9">GRADE 3 CURRICULUM TRIMMING: FOUNDATION PHASE – LIFE SKILLS</td></tr>
<tr><td colspan="2">TERM 2</td><td>WEEK 1</td><td>WEEK 2</td><td>WEEK 3</td><td>WEEK 4</td><td>WEEK 5</td><td>WEEK 6</td><td>WEEK 7</td></tr>
<tr><td colspan="2">TOPIC:</td><td>ORIENTATION
HEALTHY EATING</td><td>HEALTHY EATING</td><td>INSECTS</td><td>INSECTS</td><td>LIFE CYCLES</td><td>RECYCLING</td><td>RECYCLING</td></tr>
<tr><td rowspan="4">ERSONAL & SOCIAL WELL-BEING</td><td colspan="8">SOCIAL DISTANCING AND HYGIENE ARE DAILY IMPERATIVES
ORIENTATION</td></tr>
<tr><td colspan="8">DAILY COVID-19 MEASURES:

Daily hygiene routines are to be strictly followed:
• Remind learners of the daily routine tests when coming to school.
• Encourage learners to stay at home when ill.
• Teach learners how to greet without touching.
• 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".
• TEACHERS TO ENSURE THE SAFEY OF THEIR LEARNERS IN THEIR OWN CONTEXTS</td></tr>
<tr><td colspan="8">• 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 10-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</td></tr>
<tr><td></td><td>ORIENTATION
HEALTHY EATING</td><td>HEALTHY EATING</td><td>INSECTS</td><td>INSECTS</td><td>LIFE CYCLES</td><td>RECYCLING</td><td>RECYCLING</td></tr>
<tr><td>SKILLS:</td><td>• Food groups
• A balanced diet</td><td>• Food groups
• A balanced diet</td><td colspan="5"></td></tr>
</table>

ERSONAL & SOCIAL WELL-BEING	**KNOWLEDGE:**	Life and Living • Healthy eating habits • What food are in each group. • Why each group is good for us. • Energy makes us move and work • We need food to give us energy	Life and Living • How do we change milk in chees? • Where does bread come from? • Energy makes us move and work • We need food to give us energy	
	CONTENT: **CAPS** **ENSURE OPTIMAL USE OF DBE WORKBOOKS**	• Food groups - Vitamins - fruit and vegetables - Carbohydrates - bread, maize/mielie meal • DBE Workbook: 34-41	• Food groups - Proteins - eggs, beans, meat, nuts - Dairy - milk, cheese, yoghurt • A balanced diet • DBE Workbook: 34-41	No natural links to PSW
	RELIGIOUS AND OTHER SPECIAL DAYS CELEBRATED BY THE COMMUNITY SHOULD BE DISCUSSED AS THEY OCCUR THROUGH THE TERM			
	SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines 		

BEGINNING KNOWLEDGE	**TOPIC:**	**ORIENTATION HEALTHY EATING**	**HEALTHY EATING**	**INSECTS**	**INSECTS**	**LIFE CYCLES**	**RECYCLING**	**RECYCLING**
	SKILLS			• Inquiry • Observing • Comparing	• Inquiry • Observing Comparing	• Inquiry • Observing Comparing	• Inquiry • Observing • Comparing	• Technological process skills - Investigate - Design - Make - Evaluate -Communicate
	KNOWLEDGE **Conceptual Key points**			**Life and Living** • Types of insect • Movement • Body parts • Characteristic • Usefulness • Harm	**Life and Living** • Types of insect • Movement • Body parts • Characteristic • Usefulness • Harm	**Life and Living** • Life cycle is • Classify the animal • Stages of the Life cycle.	**Energy and Change** • Re-using • Recycling • Reducing • Decompose:	• List solutions to help reduce littering. • Become active citizens

BEGINNING KNOWLEDGE	**CONTENT CAPS** **ENSURE OPTIMAL USE OF DBE WORKBOOKS** **Reading for meaning (comprehension)of fictional and non-fictional text**	No natural links	• Characteristics of an insect: • The body • Different insects – such fly • How do insects help us? • How do some insects harm us? • DBE Workbook 1 pg.42 - 46	• Characteristics of an insect: • The body • Different insects – such fly • How do insects help us? • How do some insects harm us? • DBE Workbook 1 pg.42 & 45	• The Life Cycle of the Amphibian-Frog • The Life Cycle of the Bird- chicken • DBE Workbook 1 pg. 50 - 57.	• What happens to our waste • document • Re-using (things that can be used) • Recycling (used things that can be • made into something new) • Reducing (use less) • What cannot be recycled • Recycling at home and at school • Making compost out of things that can "rot" decompose DBE Workbook pg. 59	• Developed their technological process skills. Understand the meaning of the terms REDUCE, RE-USE and RECYCLE. • Develop awareness towards littering by classifying the type of rubbish that can/can't be recycled. DBE Workbook 1 pg. 58 - 60
	WEATHER • Predictions • Minimum and maximum temperature • Symbols (Celsius, WEATHER forecast) • Cloud cover • Complete own WEATHER chart • Precipitation, wind, etc.							
	SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines						
CREATIVE ARTS	**TOPIC:**	**ORIENTATION HEALTHY EATING**	**HEALTHY EATING**	**INSECTS**	**INSECTS**	**LIFE CYCLES**	**RECYCLING**	**RECYCLING**
	CREATE IN 2D Learners to EACH have their own ice cream container with their own stationery (pritt, scissors, pencil crayons, crayons etc.)							
	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		

CREATIVE ARTS	**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 LITREACY							
	Use of art elements and design principles in description and discussion; introduce balance	x		x				
	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			

CREATIVE ARTS	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 movements in time to music	x	x			x		x
	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	
	SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines						
PHYSICAL EDUCATION	**TOPIC:**	**ORIENTATION HEALTHY EATING**	**HEALTHY EATING**	**INSECTS**	**INSECTS**	**LIFE CYCLES**	**RECYCLING**	**RECYCLING**
	SKILLS	• 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 15-minute lessons have the following activities: warm-up, main and cool down. • 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						

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 **pape**r, easier to control		x		x		x	
	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
	SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines						

TERM 3	**WEEK 1**	**WEEK 2**	**WEEK 3**	**WEEK 4**	**WEEK 5**	**WEEK 6**	**WEEK 7**
TOPIC:	**PUBLIC SAFETY**	**PUBLIC SAFETY**	**POLLUTION**	**HOW PEOPLE LIVED LONG AGO**	**SPACE**	**SPACE**	

PERSONAL & SOCIAL WELL-BEING	**SOCIAL DISTANCING AND HYGIENE ARE DAILY IMPERATIVES** • 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 10-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.

PERSONAL & SOCIAL WELL-BEING		**PUBLIC SAFETY**	**PUBLIC SAFETY**	**POLLUTION**	**HOW PEOPLE LIVED LONG AGO**	**SPACE**	**SPACE**	
		SKILLS:	• What to do in the face of danger • Understand how to protect themselves					
	KNOWLEDGE:	• Dangerous places • Safety • Signs	• Dangerous places • Safety • Signs					
	CONTENT: **CAPS** **ENSURE OPTIMAL USE OF DBE WORKBOOKS**	• Dangerous places to play - include rubbish dumps, train tracks, roads, construction sites • Riding trains and taxis safely • Dangers of electricity • Poisonous and inflammable substances • Signs that warn us of danger chooses	• Dangerous places: -Construction sites • Rubbish dumps -Train tracks -Roads -Riding trains and taxis safely	No natural links				
	RELIGIOUS AND OTHER SPECIAL DAYS CELEBRATED BY THE COMMUNITY SHOULD BE DISCUSSED AS THEY OCCUR THROUGH THE TERM							
	SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines 						
TOPIC:		**PUBLIC SAFETY**	**PUBLIC SAFETY**	**POLLUTION**	**HOW PEOPLE LIVED LONG AGO**	**SPACE**	**SPACE**	
BEGINNING KNOWLEDGE	**SKILLS:**			• What is pollution, types • Cause and effect on the people and environment. • Find out – Investigate "research"	• The effect of the change. • The importance of change in an ever-changing world • Find out – Investigate "research"	• Understanding our world and beyond; what it is comprised of • Find out – Investigate "research"	• Understanding our world and beyond; what it is comprised of • Find out – Investigate "research"	
	KNOWLEDGE:			**Energy and Change** • Pollution, • Different types • Effects on people and the environment	**Change** • How people lived then and now. • Transforming of people, behaviour and environment • Change and continuity.	**Planet Earth and Beyond** • Identify the planets, Telescopes and space travel	**Planet Earth and Beyond** • Satellites and Observing the sky	

BEGINNING KNOWLEDGE	**CAPS CONTENT:** **ENSURE OPTIMAL USE OF DBE WORKBOOKS** **Reading for meaning (comprehension of fictional and non-fictional text**	No natural link	• What pollution is • Different types of pollution - water, land, air, noise • Effects of pollution on people • Effects of pollution on the environment • DBE Workbook 2: page 8-13	• Stories and experiences of older family and community member • Objects used by older family and community members • Selections of old pictures and photographs • How people lived then and now (change and continuity). • DBE Workbook 2 pg. 14-23	• Earth from space - what it looks like (land, sea, clouds) • Stars and planets - what they are • Names of the planets, Telescopes • Space travel • Satellites and information, we get • Note: Where possible, visit a planetarium or observatory • DBE Workbook book 2 pg. 26-31	• Names of the planets, Telescopes • What is Space travel • What are Satellites and information we get.	
	WEATHER • Predictions • Minimum and maximum temperature • Symbols (Celsius, WEATHER forecast) • Complete own WEATHER chart • Precipitation, wind, etc.							
	SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines						
CREATIVE ARTS	**TOPIC:**	**PUBLIC SAFETY**	**PUBLIC SAFETY**	**POLLUTION**	**HOW PEOPLE LIVED LONG AGO**	**SPACE**	**SPACE**	
	CREATE IN 2D **The skills chosen flows into ONE lesson for the week (2 shorter lessons)**							
	Drawing and painting: exploring a variety of media		x		x			

CREATIVE ARTS	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)							
	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	

CREATIVE ARTS	**VISUAL LITREACY**							
	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 – The skills chosen for one week flows into ONE lesson for the week or 2 shorter lessons**							
	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			
	Body percussion to accompany South African music (recorded or live), focusing on cyclic (circular) rhythm patterns	x		x		x		
	Linking **movement**s in short movement sentences and remembering them				x		x	
	Swaying combined with spinning **movements** soothing music.	x		x		x		

CREATIVE ARTS	**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 as the mother, the grandfather, the doctor, etc	x		x				x
	Poetry performances in groups e.g. choral verse combined with movement and gestures- performed at their seats		x		x		x	
	SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines						

PHYSICAL EDUCATION	TOPIC:	PUBLIC SAFETY	PUBLIC SAFETY	POLLUTION	HOW PEOPLE LIVED LONG AGO	SPACE	SPACE	
	SKILLS	• 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 15-minute lessons have the following activities: warm-up, main and cool down. • 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.						
	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					
	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	
	SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines						

TERM 4		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
TOPIC:		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	
PERSONAL & SOCIAL WELL-BEING	SOCIAL DISTANCING AND HYGIENE ARE DAILY IMPERATIVES • 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 10-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							
	KNOWLEDGE:	No natural links						
	CONTENT:	No natural links						
	RELIGIOUS AND OTHER SPECIAL DAYS CELEBRATED BY THE COMMUNITY SHOULD BE DISCUSSED AS THEY OCCUR THROUGH THE TERM							
	SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines 						
TOPIC:		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	
BEGINNING KNOWLEDGE	SKILLS:	**Matter and material** • Understanding processes	**Matter and material** • Plants • The earth	**Cause and Effect** • Types of disaster • Other phenomena Storms and strong winds	**Cause and Effect** • Types of disaster • Other phenomena Storms and strong winds	**Life and Living** • Animals that give us food and/or clothes • Animals that work for us	**Life and Living** • Animals that give us food and/or clothes • Animals that work for us	
	KNOWLEDGE:	• Plants • Products and Processes • Materials • Preserving observe, compare, communicate	• Plants • Products and processes • Materials • Preserving Observe, compare, communicate	• Types of disasters and other phenomena The effect on the people and environment	• Types of disasters and other phenomena The effect on the people and environment	• Animals that provide food and/or clothes • Animals are helpful to human beings Observe, compare, communicate	• Animals that provide food and/or clothes • Animals are helpful to human beings Observe, compare, communicate	

BEGINNING KNOWLEDGE	**CAPS CONTENT:** **ENSURE OPTIMAL USE OF DBE WORKBOOKS** **Reading for meaning (comprehension)of fictional and non-fictional text**	- What we get from plants - Process - from sugar cane to sugar • The earth • What we get from the earth Process - from clay to brick	- What we get from plants - Process - from sugar cane to sugar • The earth - What we get from the earth • Process - from clay to brick	- Floods - Fire • Other phenomena - Lightening - Earthquakes - Storms and strong winds • Note: Use personal experiences as well as newspaper and television reports of disasters • DBE Workbook: Page 34-37: Types • DBE Workbook Page 34-35: South disasters	- Floods - Fire • Other phenomena - Lightening - Earthquakes - Storms and strong winds • Note: Use personal experiences as well as newspaper and television reports of disasters • DBE Workbook: Page 34-37: Types • DBE Workbook Page 34-35: South disasters	• Animals that give us food and/or clothes - Bees - Chickens - Cows - Sheep • Animals that work for us - Dogs - guide dogs, watch dogs, sniffer dogs - Donkeys and horses • Note: Find and read stories about other animals, like dolphins, that have helped people	• Animals that give us food and/or clothes - Bees - Chickens - Cows - Sheep • Animals that work for us - Dogs - guide dogs, watch dogs, sniffer dogs - Donkeys and horses • Note: Find and read stories about other animals, like dolphins, that have helped people	
	WEATHER • Predictions • Minimum and maximum temperature • Symbols (Celsius, weather forecast) • Complete own weather chart Precipitation, wind, etc.							
	SCHOOL BASED ASSESSMENT:							
CREATIVE ARTS	**TOPIC:**	**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**	
	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		

CREATIVE ARTS	**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							
	Spatial awareness: extend conscious awareness of working in space		x				x	
	VISUAL LITREACY							
	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		
PERFORMING ARTS	**CREATIVE GAMES AND SKILLS** Use own space **at their chair –** Choose and adapt more if needed							
	Warming up activities: focus on lengthening and curling the spine	x		x		x	x	

PERFORMING ARTS	Creative drama games: develop focus and visualisation e.g. throwing' an imaginary ball concentrating on size, shape and weight		x			x		
	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		
	IMPROVISE AND INTERPRET							
	Listening to South African music: focus on how tempo, dynamics, timbre contribute to unique sound			x	x	x		

PERFORMING ARTS	Listening to and identify prominent South African instruments, explore unique qualities of instruments		x		x			
	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	
	SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines						
TOPIC:		**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**	
PHYSICAL EDUCATION	**SKILLS:**	• 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 15-minute lessons have the following activities: warm-up, main and cool down. • 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						
	PERCEPTUAL MOTOR							
	Shadow imitations: one learner is the shadow of another learner and copies movements		x		x			x
	RHYTHM							
	Rhythmic sequence with or without apparatus.	x		x			x	
	SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines						