

ANNUAL TEACHING PLAN LIFE SKILLS ENGLISH
GRADE 3 TERM 3
2023

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

- Life Skills is the backbone to teaching and learning in Foundation Phase. This fact cannot be emphasized strong enough. It enables “*deep teaching and learning*” when learners use the vocabulary, created Shared reading and writing texts, dictionary skills, creative writing and so forth.
- Beginning Knowledge and Personal and Social Well-being in the Life Skills curriculum are organized into topics. The use of topics is suggested as a means to integrate the content from the different study areas where possible and appropriate. Selected Life Skills topics in the CAPS for term 1 to 4 need to be covered
- The Life Skills Curriculum for Term 3 is encapsulated in this document.
- Life Skills content has been scaffolded in a coherent, simple manner across the allocated weeks for each Term.
- One week has been allocated for consolidation and completion of Term 1 topics.
- Please note that exposing learners to **Physical Education and Music allow for the development of Perceptual Development** e.g. Auditory discrimination, crossing the midline, spatial orientation etc.

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

- **PLAY**, own choice and organized, 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 the context.

GUIDELINES FOR SCHOOL-BASED ASSESSMENT:

- **Assessment** is based on work taught prior to the assessment date from the beginning of the term and not on the current topic.
- This will be a continuous, informal process through observation and mostly practical in nature. Learners are to have multiple opportunities before any formal recording or code is given.
- Beginning Knowledge and Personal well-being may be a written assessment, however topics which included practical such as recording weather, plant growth, making a plant holder can be used as an assessment for both Life Skills and Home Language. Similarly, an art piece and ‘talking’ about your art piece can be used both for CA and Oral...Listening and Speaking. Use a rubric (one for each) with specific descriptors for each of the skills and outcomes specific to the product (oral and the art piece)
- Use the SBA Guidelines – You may adapt some of the rubrics.

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

DAILY CHOLERA MEASURES:

Daily hygiene routines are to be strictly followed:

- Remind learners of the daily routine.
- Encourage learners to stay at home when ill.
- 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
- Drink only safe water.
- Wash fruits and vegetables under safe running water. Peel fruits and vegetables before eating it.
- If water is not safe, Mix 1 teaspoon of jik in 20 - 25 litre water and let it stand for at least 2 hours before consumption or boil water for at least one minute, let it cool down and then it is safe to drink.
- 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.
- 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 THEIR OWN SAFETY AND THE SAFETY OF THEIR LEARNERS IN THEIR OWN CONTEXTS

PLEASE NOTE:

EXECUTIVE FUNCTIONS CONTROL AND REGULATES COGNITIVE AND SOCIAL BEHAVIOUR 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.



Cycle	Week	Date	Study Area (Curriculum completion per week: BKPSW:1.25 % VA: 0.47% PA: 0.46% PE:0.94%)	Content/Skill/Activities (Learners are expected to complete the DBE workbook activities and four written activities per week in a class workbook for BKPSW) PLEASE NOTE: - BKPSW activities should address key concepts and skills relating to Social Sciences, Natural Sciences and Technology e.g. investigations, design, enquiry skills, etc. - Every Life Skills lesson will commence with a 5 minute lesson based on making learners aware of Cholera addressing washing hands, healthy habits, symptoms of Cholera, preventative measures, what and when to report to whom, discussing when a friend/family member pass away, etc.			Possible Curriculum Coverage	Actual Curriculum Coverage	Actual Date of Completion
Cycle 5	1	18/07/2023 until 21/07/2023 4 days	All study areas	Revision and consolidation of Term 2 work. Teachers use the first week to consolidate all skills across the four study areas or complete work that was not taught/completed during term 2.					
Cycle 5	2	24/07/2023 until 28/07/2023 5 days	BKPSW	Public Safety - Dangerous places to play – include rubbish dumps, train tracks, roads, construction sites - Riding trains and taxis safely	CONTENT FOCUS - Dangerous places - Safety - Signs	SKILLS AND VALUES - What to do in the face of danger - Understand how to protect themselves	53.13% (21.25%)		





			VA	Create in 2D - Drawing and painting: exploring a variety of media - Increased observation and interpretation of pattern and printmaking in the personal world: include overlapping, border, patterns, shape within shape, repetition Visual Literacy - Increased observation of pattern – looking, talking, listening about pattern			52.13% (7.96%)		
			PA	Improvise and interpret - Classroom dramas - Warming up voice - Classroom dramas: illustrate different characters through vocal and physical characteristics e.g. moving and speaking as the mother, the grandfather, the door, etc.			52.13% (7.96%)		
			PE	Perceptual - Kick a moving ball and change direction, to a target or a partner - Throwing balls to targets and between partners with one and two hands, high and far			52.13% (15.94%)		
Cycle 5	3	31/07/2023 Until 04/08/2023 5 days	BKPSW	Public Safety - Dangers of electricity - Poisonous and inflammable substances - Signs that warn us of danger	CONTENT FOCUS - Dangerous places - Safety - Signs	SKILLS AND VALUES - What to do in the face of danger - Understand how to protect themselves	56.25% (22.50%)		
			VA	Create 2D - Increased observation and interpretation of pattern and printmaking in the personal world: include overlapping, border, patterns, shape within shape, repetition - Teach pattern and printmaking with found objects and different media for sensory-motor experience.			56.25% (8.43%)		





			PA	Improvise and interpret - Classroom dramas - Warming up voice - Classroom dramas: illustrate different characters through vocal and physical characteristics e.g. moving and speaking as the mother, the grandfather, the door, etc.			56.25% (8.43%)		
			PE	Rhythm Rope skipping – advanced movement such as cross over, double skip, etc.			56.25% (16.88%)		
Cycle 5	4	07/08/2023 until 18/08/2023 9 days	BKPSW	Pollution - What Pollution is - Different types of pollution - Water, land, air, noise	CONTENT FOCUS ENERGY AND CHANGE - Pollution - Different types	SKILLS AND VALUES - What is pollution, types - Cause and effect on the people and environment - Find out – Investigate “research”	59.38% (23.75%)		
			VA	Create 2D - Increased observation and interpretation of pattern and printmaking in Africa: looking, talking listening about pattern - Design principle: conscious application and naming contrast, proportion, emphasis and balance			59.38% (8.89%)		





Cycle 5	5	21/08/2023 until 25/08/2023 5 days	PA	Creative games and skills - Warming up voice: - Observation and concentration skills: drama activities like building a mime sequence in pairs			59.38% (8.89%)		
			PE	Rhythm Gymnastic movement such as forward roll, backward roll, handspring, and cartwheel			59.38% (17.82%)		
			BKPSW	Pollution - Effects of pollution on: - People - Environment	CONTENT FOCUS ENERGY AND CHANGE Effects on people and the environment	SKILLS AND VALUES - Cause and effect on the people and environment - Find out – Investigate “research”	62.52% (25%)		
			VA	Create 3D - Art elements: naming and using geometric and organic shapes/forms - Craft containers for classroom			62.52% (9.36%)		
			PA	Creative games and skills - Warming up voice: - Focus on expressiveness and involvement in poetry, rhymes - Body percussion and/or percussion instruments to accompany South African music (recorded or live) focusing on cyclic (circular) rhythm patters			62.52% (9.36%)		





			PE	Co-ordination - Partners activities such as straddle vault over the bent back of a partner Balance - Stand and walk on tiptoe and heel - Crawling on hand and knees - Balance walking forward and backwards			62.52% (18.76%)		
Cycle 6	6	28/08/2023 until 01/09/2023 5 days	BKPSW	How people lived long ago - Stories and experience of older family and community members (include food, clothes and transport) - Objects used by older family and community members (tools, toys, cooking utensils)	CONTENT FOCUS CHANGE - How people lived then and now - Transforming of people, behaviour and environment - Change and continuity	SKILLS AND VALUES - The effect of the change - The importance of change in an ever changing world - Find out – Investigate “research”	65.65% (26.25%)		
			VA	Create 2D - Teach pattern and printmaking with found objects and different media for sensory-motor experience - Include beadwork			65.65% (10.30%)		





			PA	Improvise and interpret - Classroom dramas - Warming up voice - Classroom dramas: illustrate different characters through vocal and physical characteristics e.g. moving and speaking as the mother, the grandfather, the door, etc.			65.65% (10.30%)		
			PE	Spatial orientation - Obstacle course that includes activities for crawling, jump and land from a certain height, agility, speed, etc. Locomotor - Hopping over a distance carrying something and holding hands with a partner - Jumping while standing ... double take-off and single take-off - Leaping: simulating actions – kangaroo, springbuck, rabbit, etc.			65.65% (19.70%)		
Cycle 6	7	04/09/2023 until 08/09/2023 5 days	BKPSW	How people lived long ago - Selections of old pictures and photographs from family albums and books - How people lived then and now (change and continuity) Note: Invite older family and community members to visit the class.	CONTENT FOCUS CHANGE - How people lived then and now - Transforming of people, behaviour and environment - Change and continuity	SKILLS AND VALUES - The effect of the change - The importance of change in an ever changing world - Find out – Investigate “research”	68.77% (27.50%)		





			VA	Create 2D - Teach pattern and printmaking with found objects and different media for sensory-motor experience - Include beadwork	68.77% (10.29%)		
			PA	Improvise and interpret - Classroom dramas - Warming up voice - Classroom dramas: illustrate different characters through vocal and physical characteristics e.g. moving and speaking as the mother, the grandfather, the door, etc.	68.77% (10.29%)		
			PE	Spatial orientation - Obstacle course that includes activities for crawling, jump and land from a certain height, agility, speed, etc. Locomotor - Hopping over a distance carrying something and holding hands with a partner - Jumping while standing ... double take-off and single take-off - Leaping: simulating actions – kangaroo, springbuck, rabbit, etc.	68.77% (20.64%)		





Cycle 6	8	11/09/2023 until 15/09/2023 5 days	BKPSW	Space • Earth from space – what it looks like (land, sea, clouds) • Stars and planets – what they are • Names of the planets • Telescopes • Space travel	CONTENT FOCUS PLANET EARTH AND BEYOND • Identify the planets • Telescopes and space travel	SKILLS AND VALUES • Understanding our world and beyond; what is comprised of • Find out – Investigate “research”	71.91% (28.75%)		
			VA	Create 3D • Art elements: naming and using geometric and organic shapes/forms • Craft containers for classroom • Visual literacy ○ Increase awareness of pattern and printing in Africa, e.g. Ndebele painting, beadwork, decorative and ceramics			71.91% (10.76%)		
			PA	Creative games and skills • Warming up body • Running combined with spinning movements • Cooling down body and relaxation stretching slowly in different directions with slow and soothing music			71.91% (10.76%)		





			PE	Laterality - Partner activities: pulling and pushing movements L/R - See-saw Spatial orientation - Games such as “one against three” - Partner tag; catch your partner’s tail			71.91% (21.58%)		
Cycle 6	9	18/09/2023 until 22/09/2023 5 days	BKPSW	Space - Telescopes - Space travel - Satellites and information, we get	CONTENT FOCUS PLANET EARTH AND BEYOND Satelites and Observing the Sky	SKILLS AND VALUES - Understanding our world and beyond, what it is comprised of - Find out – Investigate “research” - Observation	75% (30%)		
			VA	Create 3D - Art elements: naming and using geometric and organic shapes/forms - Craft containers for classroom - Visual literacy - Increase awareness of pattern and printing in Africa, e.g. Ndebele painting, beadwork, decorative and ceramics			75% (11.25%)		





			PA	Improvise and interpret • Warming up body • Create a movement sentence small groups & use it to make pattern • Compose cyclic rhythm patterns based on South African music. Focus on appropriate tempo/dynamic choices	75% (11.25%)		
			PE	Balance • Climbing on a jungle gym: moving freely on balancing pole/beam • Simple dismounts off apparatus • Gymnastics: balancing actions such as handstand, head stand, launches, etc.	75% (22.50%)		
Cycle 6	10	26/09/2023 until 29/09/2023 4 days	All study areas	Revision and consolidation of Term 3 work. Teachers use the last week to consolidate all skills across the four study areas or complete work that was not taught/completed during term 3.			

FORMAL ASSESSMENT TASK – Teachers may adjust the timeframe

Activity Component	Timeframe	Percentage of complete task for the term	Percentage of SBA completion for the year	Date completed
PA	7 – 18 August 2023	6.25%	56.25%	
VA	28 August – 1 September 2023	12.5%	62.5%	
PE	4 – 8 September 2023	18.75%	68.75%	
BKPSW	11 – 15 September 2023	25%	75%	

