

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

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

- Life Skills is the backbone to teaching and learning in Foundation Phase. This fact cannot be emphasized strong enough. It enables “**deep teaching and learning**” when learners use the vocabulary, created Shared reading and writing texts, dictionary skills, creative writing and so forth.
- Beginning Knowledge and Personal and Social Well-being in the Life Skills curriculum are organized into topics. The use of topics is suggested as a means to integrate the content from the different study areas where possible and appropriate. Selected Life Skills topics in the CAPS for term 1 to 4 need to be covered
- The Life Skills Curriculum for Term 1 to 4 is encapsulated in this document.
- As in Term 2 to 4, the document includes Skills and Values, Core concepts and knowledge as well as possible resources to be used which is not included in CAPS.
- Life Skills content has been scaffolded in a coherent, simple manner across the allocated weeks for each Term.
- Four weeks has been allocated for ‘Readiness’ for Grade 1 which includes Perceptual development and Phonological awareness for learners **who may not be ready** for the formal curriculum. **Teaching and learning will continue after 2 weeks using the Topic as prescribed.** PE and Creative Arts, 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”.
- 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.
- 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**, 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:

- 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.**

# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

### GRADE 1 REVISED TEACHING PLANS: LIFE SKILLS

GRADE 1 REVISED TEACHING PLANS: LIFE SKILLS											
TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	
Date started and completed											
Comment											
<b>PERSONAL &amp; SOCIAL WELL-BEING</b>		ORIENTATION/ PERCEPTUAL DEVELOPMENT	ORIENTATION/ PERCEPTUAL DEVELOPMENT	ME PERCEPTUAL DEVELOPMENT	ME PERCEPTUAL DEVELOPMENT	AT SCHOOL	AT SCHOOL	HEALTHY HABITS	HEALTHY HABITS	WEATHER	WEATHER
	<p><b>DAILY COVID-19 MEASURES:</b>  <b>Daily hygiene routines are to be strictly followed:</b></p> <ul style="list-style-type: none"> <li>Remind learners of the daily routine.</li> <li>Encourage learners to stay at home when ill.</li> <li>Learners are to wear masks every day. Masks are only to be removed and placed in a safe place while they are eating.</li> <li>Supervise snack and lunchtime.</li> <li>Teach them to cover their mouth and nose with a flexed elbow or tissue when coughing or sneezing. Dispose of the used tissue immediately.</li> <li>Wash hands with soap and water often or sanitize your hands</li> <li>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.</li> <li>Slogan: Keep your distance - Teach learners about social distancing and how to greet without touching.</li> <li>Help learners to cultivate compassion, increase resilience while building a safe environment and caring for others.</li> <li>Respond to learners' anxieties with love and care.</li> <li>Maintain a regular routine to keep the abnormal situation adapted to a "new normal".</li> </ul> <p style="text-align: center;"><b>TEACHERS TO ENSURE THEIR OWN SAFETY AND THE SAFETY OF THEIR LEARNERS IN THEIR OWN CONTEXTS</b></p>										
	<ul style="list-style-type: none"> <li>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.</li> <li>Creative Arts [Visual Arts and Performing Arts] should be integrated very strongly with Languages.</li> <li>Physical Education will be implemented for one hour per week, the 2<sup>nd</sup> 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.</li> </ul>										

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- 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

**PLEASE NOTE: EXECUTIVE FUNCTIONS CONTROL AND REGULATES COGNITIVE AND SOCIAL BEHAVIOURS IS NOT WRITTEN INTO CAPS BUT THESE SKILLS ENABLE LEARNERS TO CONTROL IMPULSES, PAY ATTENTION, REMEMBER INFORMATION, PLAN AND ORGANISE TIME AND MATERIALS AND RESPOND APPROPRIATELY TO SOCIAL AND STRESSFUL SITUATIONS, THUS IMPERATIVE FOR LEARNING. PLEASE READ MORE ABOUT THIS.**

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
<b>CAPS TOPICS:</b>	ORIENTATION/ PERCEPTUAL DEVELOPMENT	ORIENTATION/ PERCEPTUAL DEVELOPMENT	ME PERCEPTUAL DEVELOPMENT	ME PERCEPTUAL DEVELOPMENT	AT SCHOOL	AT SCHOOL	HEALTHY HABITS	HEALTHY HABITS	WEATHER	WEATHER
<b>Date started and completed</b>										
<b>Comment</b>										
<b>SKILLS AND VALUES:</b> • Compare • Observe • Communicate • Ability to ... • Respect Tolerance etc.	• To show respect, love, empathy and acceptance • To demonstrate SKAVs	• To show respect, love, empathy and acceptance • To demonstrate SKAVs	• To develop a good hygiene, self-esteem, self-love and respect differences	• To develop a good hygiene, self-esteem, self-love and respect differences •	• Identify • Identify • Respect • Tolerance • Observe school and class rules	• Identify • Identify • Respect • Tolerance • Observe class and school rules	• Observe • Identify • Respect • Care	• Observe • Identify • Respect • Care • Compare	• Observe • Compare • Identify • Communicate • Record • Identify.	• Observe • Compare • Identify • Communicate • Record • Identify.
<b>CORE CONCEPTS &amp; KNOWLEDGE REMEMBER</b> to always be aware of activities to promote <b>EXECUTIVE FUNCTION -</b>	• Orientation to rules and procedures • Places in the classroom and school • Baseline	• Orientation to rules and procedures • Places in the classroom and school • Baseline	• Everyone is unique • Knowledge, identify, respect explore different things	• Similarities and differences • Respect your own and other's differences and similarities.	• Names • Rules and routines	• Names • Rules and routines	• Care of your body. • Know what good hygiene is and how to exercise it.	• Toilet routine • Care of your body. • Knows good exercise and games	• Knowledge of the effect of weather on how we dress	• Care of your eyes


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	Working memory Inhibitory control Self-regulation			you/others can do.					• Application of knowledge		
	<b>PRE- KNOWLEDGE:</b>	<ul style="list-style-type: none"> <li>• Perceptual skills</li> <li>• Everyday knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Perceptual skills</li> <li>• Everyday knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Perceptual skills</li> <li>• Everyday knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Perceptual skills</li> <li>• Everyday knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Perceptual skills</li> <li>• Everyday knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Perceptual skills</li> <li>• Everyday knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Perceptual skills</li> <li>• Everyday knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Perceptual skills</li> <li>• Everyday knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Perceptual skills</li> <li>• Everyday knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Perceptual skills</li> <li>• Everyday knowledge</li> </ul>
	<b>CAPS CONTENT:</b>  <b>REMEMBER</b> to always be aware of activities to promote <b>EXECUTIVE FUNCTION -</b> Working memory Inhibitory control Self-regulation  Ensure optimal use of DBE workbooks <b>Reading and Comprehension</b>	<ul style="list-style-type: none"> <li>• Perceptual development</li> <li>• Phonological awareness games- e.g. animal sounds, everyday sounds, music etc.</li> <li>• Patterns- colour and shape</li> <li>• Building puzzles</li> <li>• Find my name</li> <li>• Games</li> </ul>	<ul style="list-style-type: none"> <li>• Perceptual development</li> <li>• Phonological awareness games- e.g. animal sounds, everyday sounds, music</li> <li>• Patterns- colour and shape</li> <li>• Building puzzles</li> <li>• Find my name</li> <li>• Games</li> </ul>	<ul style="list-style-type: none"> <li>• We are special and unique</li> <li>• Things I can do (count, know colours, jump etc.</li> <li>• Discussion</li> <li>• <i>Where was I born?</i></li> </ul>	<ul style="list-style-type: none"> <li>• How I am the same as my friends. (Height, hair colour, gender, weight etc.)</li> <li>• How I am different from my friends.</li> <li>• Discussion; show and tell</li> </ul>	<ul style="list-style-type: none"> <li>• Name of my school, teacher and principal</li> <li>• Classroom routines and rules</li> </ul>	<ul style="list-style-type: none"> <li>• Name of my school, teacher and principal</li> <li>• Classroom routines and rules</li> </ul>	<ul style="list-style-type: none"> <li>• Sleep</li> <li>• Eating healthy food</li> <li>• Washing hands</li> <li>• Keeping clean</li> <li>• Hair, teeth and nails</li> <li>• I keep my body clean:</li> <li>• Some good habits</li> </ul>	<ul style="list-style-type: none"> <li>• Proper use of toilet</li> <li>• Regular exercise and play.</li> <li>• Limited television</li> </ul>	<ul style="list-style-type: none"> <li>• The weather and us-clothes, food, activities</li> </ul>	<ul style="list-style-type: none"> <li>• Do not look directly into the sun-</li> </ul>
<b>RELIGIOUS AND OTHER SPECIAL DAYS CELEBRATED BY THE COMMUNITY SHOULD BE DISCUSSED AS THEY OCCUR THROUGHOUT THE TERM</b>											
	<b>RESOURCES:</b>  <b>Flashcards/ Vocabulary for Focus board and Word Wall Library books/books</b>	<ul style="list-style-type: none"> <li>• 3D Objects - Fruit, veg, cars, animals etc.</li> <li>• Colour</li> <li>• Size</li> <li>• Shape</li> <li>• Directions</li> <li>• Flashcards</li> </ul>	<ul style="list-style-type: none"> <li>• 3D Objects Fruit, veg, cars, animals etc.</li> <li>• Colour</li> <li>• Size</li> <li>• Shape</li> <li>• Directions</li> <li>• Flashcards</li> <li>• Name tags</li> </ul>	<ul style="list-style-type: none"> <li>• DBE WB pg. 2.</li> <li>• DBE WB pg. 6</li> <li>• Charts</li> <li>• Flashcards</li> </ul>	<ul style="list-style-type: none"> <li>• DBE WB pg. 6-8</li> <li>• 3D reality</li> <li>• Charts</li> <li>• Flashcards</li> <li>• Height chart</li> <li>• Scale</li> </ul>	<ul style="list-style-type: none"> <li>• DBE WB pg. 12-13</li> <li>• 3D reality</li> <li>• Flashcards</li> <li>• Charts</li> </ul>	<ul style="list-style-type: none"> <li>• DBE WB pg. 16</li> <li>• 3D reality</li> <li>• Flashcards</li> <li>• Charts</li> </ul>	<ul style="list-style-type: none"> <li>• DBE WB pg. 20-21</li> <li>• DBE WB pg. 24.</li> <li>• 3D reality</li> <li>• Flashcards</li> <li>• Charts</li> </ul>	<ul style="list-style-type: none"> <li>• DBE WB pg. 22-23</li> <li>• DBE WB pg. 26-27</li> <li>• DBE WB pg. 28</li> <li>• DBE WB pg.29</li> </ul>	<ul style="list-style-type: none"> <li>• DBE WB pg. 31-32</li> <li>• 3D reality</li> <li>• Flashcards</li> <li>• Charts</li> <li>• Video</li> </ul>	<ul style="list-style-type: none"> <li>• Flashcards</li> <li>• Charts</li> <li>• Video</li> </ul>

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		<ul style="list-style-type: none"> <li>Name tags</li> <li>Signs</li> <li>Bean bags etc.</li> </ul>	<ul style="list-style-type: none"> <li>Signs</li> <li>Bean bags etc.</li> </ul>								
	<b>INFORMAL ASSESSMENT</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Written activities can be given.</li> <li>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.</li> <li>This must be informal and continuous.</li> </ul>									
	<b>SCHOOL BASED ASSESSMENT:</b>	REFER TO DBE SBA Guidelines 									

TERM 1		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
<b>BEGINNING KNOWLEDGE</b>	<b>CAPS TOPICS:</b>	ORIENTATION / PERCEPTUAL DEVELOPMENT	ORIENTATION/ PERCEPTUAL DEVELOPMENT	ME PERCEPTUAL DEVELOPMENT	ME PERCEPTUAL DEVELOPMENT	AT SCHOOL	AT SCHOOL	HEALTHY HABITS	HEALTHY HABITS	WEATHER	WEATHER
	<b>Date started and completed</b>										
	<b>Comment</b>										
	<b>SKILLS AND VALUES:</b>	<ul style="list-style-type: none"> <li>Demonstrate skills and competencies</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate skills and competencies</li> </ul>	<ul style="list-style-type: none"> <li>Communicate</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Communicate</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Observe</li> <li>Identify cause and effect</li> <li>Communicate</li> <li>Pose solutions</li> </ul>	<ul style="list-style-type: none"> <li>Define</li> <li>Character</li> <li>Identify cause and effect</li> <li>Communicate</li> <li>Pose solutions</li> </ul>	<ul style="list-style-type: none"> <li>Care</li> <li>Compare</li> </ul>	<ul style="list-style-type: none"> <li>Care</li> <li>Compare</li> </ul>	<ul style="list-style-type: none"> <li>Observe</li> <li>Compare</li> <li>Identify</li> <li>Classify</li> <li>Measure</li> <li>Experiment</li> <li>Communicate</li> <li>Respect</li> </ul>	<ul style="list-style-type: none"> <li>Observe</li> <li>Compare</li> <li>Identify</li> <li>Classify</li> <li>Measure</li> <li>Experiment</li> <li>Communicate</li> <li>Respect</li> </ul>


# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

<ul style="list-style-type: none"> <li>• Interpretation</li> <li>• Values</li> <li>• Attitudes</li> </ul>						<ul style="list-style-type: none"> <li>• Values</li> </ul>				
<p style="text-align: center;"><b>REMEMBER</b> to always be aware of activities to promote <b>Executive Functioning:</b> Working memory, Inhibitory control and Self-regulation <b>Learner talk, discussion, exploration, INQUIRY ‘find-out’, problem solving, thinking and reasoning is of utmost importance</b></p>										
<p><b>CORE CONCEPTS &amp; KNOWLEDGE:</b></p> <p><b>Ensure optimal use DBE WORKBOOKS</b> Reading for meaning of fictional and non-fictional text</p>	<ul style="list-style-type: none"> <li>• Direction, place; next to, behind, in front of, on top of [Mathematics vocabulary]</li> </ul>	<ul style="list-style-type: none"> <li>• Direction, place; next to, behind, in front of, on top of [Mathematics vocabulary]</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of own personal details.</li> <li>• Where I live, my telephone number and age</li> <li>• <i>Where was I born? (place)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of own personal details.</li> <li>• Where I live, my telephone number and age</li> <li>• <i>Where was I born?(place)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of own school.</li> <li>• Direction and orientation.</li> <li>• Follow a simple map</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the reason and need for classroom routines and rule</li> <li>• Know and apply rules.</li> <li>• Remember and identify the direction to school</li> </ul>	<ul style="list-style-type: none"> <li>• Good eating and health habits</li> <li>• Keep healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Good eating and health habits</li> <li>• Keep healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of weather conditions.</li> <li>• Identify the condition</li> <li>• Effect on us.</li> <li>• Know, apply symbols.</li> <li>• Report</li> <li>• Record.</li> <li>• Interpret</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of weather conditions.</li> <li>• Identify the condition</li> <li>• Effect on us</li> <li>• Ensure healthy life.</li> </ul>
<p><b>CAPS CONTENT:</b></p> <p><b>REMEMBER</b> to always be aware of activities to promote <b>Executive Function -</b> Working memory Inhibitory control Self-regulation</p>	<p>Notes: The weather chart should be updated throughout the year.</p>		<ul style="list-style-type: none"> <li>• Personal details - such as name, address, telephone numbers and age.</li> <li>• About me:</li> </ul>		<ul style="list-style-type: none"> <li>• Name of school, teacher and principal.</li> <li>• Where to find different places in the school-toilet, office, play areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom routines and rule</li> <li>• How I get to school:</li> <li>• I am proud of my school</li> </ul>			<ul style="list-style-type: none"> <li>• A daily weather chart</li> <li>• Regular observation of weather condition</li> <li>• Hot, cold, windy, rainy, cloudy, sunny, misty</li> </ul>	<p>Explain to learners why they should never look directly into the sun.</p> <ul style="list-style-type: none"> <li>• her and us</li> </ul>

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											<ul style="list-style-type: none"> <li>• Symbols to describe conditions</li> </ul>	
	<b>RESOURCES:</b> Flashcards/ Vocabulary for Focus board and Word Wall Library books			<ul style="list-style-type: none"> <li>• DBE WB Pg.2</li> <li>• 3D</li> <li>• Charts</li> <li>• Etc.</li> </ul>		<ul style="list-style-type: none"> <li>• 3D</li> <li>• Charts</li> <li>• Video</li> </ul>	<ul style="list-style-type: none"> <li>• DBE WB Pg. 12-13</li> <li>• DBE WB pg16-17</li> <li>• DBE WB pg. 18</li> </ul>			<ul style="list-style-type: none"> <li>• DBE WB pg. 30.</li> <li>• Weather chart</li> <li>• Symbols</li> </ul>	<ul style="list-style-type: none"> <li>• DBE WB pg. 31- 32.</li> </ul>	
<b>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.</b> <ul style="list-style-type: none"> <li>• Predictions</li> <li>• Minimum and maximum temperature</li> <li>• Symbols (Celsius, weather forecast)</li> <li>• Cloud cover</li> <li>• Complete own weather chart - Precipitation (rain), wind, etc. Complete own weather chart. Precipitation (rain) , wind, etc. Develop knowledge and skills progressively</li> </ul>												
	<b>INFORMAL ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Some written activities can be given.</li> <li>• 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.</li> <li>• This is informal and continuous.</li> </ul>										
	<b>SCHOOL BASED ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• REFER TO DBE SBA Guidelines </li> </ul>										

TERM 1		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CREATIVE ARTS	<b>CAPS TOPICS:</b>	ORIENTATION PERCEPTUAL DEVELOPMENT	ORIENTATION/ PERCEPTUAL DEVELOPMENT	ME	ME	AT SCHOOL	AT SCHOOL	HEALTHY HABITS	HEALTHY HABITS	WEATHER	WEATHER
	Date started and completed										

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	Comment										
	<b>CREATE IN 2D</b>										
	Learners to EACH have their own ice cream container with their own stationery (pritt, scissors, pencil crayons, crayons etc.) If this is not possible, <b>draw with what is available</b> <b>Use the Art piece as an oral and for extending to creative writing</b>										
	<b>REMEMBER</b> to always be aware of activities to promote <b>Executive Functioning</b> : Working memory, Inhibitory control and Self-regulation										
	• Draw pictures of yourself using different media, thick wax crayons or chalk		X								
	• Draw and paint pictures of self -interacting with others					X					
	• Paint own portrait adding features - eyes, ears, nose and mouth; discuss features on the head, shape, colour and line.			X							
	• Print patterns with thick paint							X			
	<b>CREATE A 3D (CONSTRUCTION)</b>										
Adapt the activity to your context – The activity helps to consolidate/revise geometric shape (Mathematics)											
<ul style="list-style-type: none"> <li>• Box constructions using</li> <li>• recyclable boxes; emphasis on geometric shapes; discuss shapes</li> </ul>								X	X		
<b>PERFORMING ARTS</b>	<b>SKILL IMPROVISE AND INTERPRET</b>										
	Use own demarcated space – You may adapt an activity to suit your context <b>THESE ASPECTS ARE IMPORTANT FOR EXPRESSION, PSYCHO-SOCIAL, EMOTIONAL SUPPORT AND A SENSE OF BELONGING</b>										
• Exploring shape and weight using action words and			X								



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<p>movements such as crooked, narrow, wide, feathery, pulling a heavy box, etc. Imagine you are...action is done in own space</p>											
<ul style="list-style-type: none"> <li>• Singing indigenous songs Using appropriate movements and DBE WB pg.10</li> </ul>						X					
<ul style="list-style-type: none"> <li>• Simple improvisation around familiar experiences in own family and community such as the 'birthday party', 'umdlalo', playing 'pophuis', etc.</li> </ul>								X			
<ul style="list-style-type: none"> <li>• Dramatisation: making up short stories</li> </ul>											X
<p style="text-align: center;"><b>CREATIVE GAMES AND SKILLS</b></p> <p style="text-align: center;">Use own space <b>at their chair or a demarcated area outside with clear markings</b> (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)</p> <p style="text-align: center;"><b>THESE ASPECTS ARE IMPORTANT FOR EXPRESSION, PSYCHO-SOCIAL, EMOTIONAL SUPPORT AND A SENSE OF BELONGING</b></p>											
<ul style="list-style-type: none"> <li>• <b>Warming up</b> body parts such as 'playing the piano', 'washing body', 'shaking off water', etc.</li> </ul>	X	X				X					
<ul style="list-style-type: none"> <li>• Safe environment: finding own space: Direction, place; <b>next to, behind, in front of, on top of</b> [Mathematics vocabulary] Use a bean bag or crumbled paper ball.</li> </ul>	X										


# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

<ul style="list-style-type: none"> <li>Locomotor movements: walking, skipping and running forwards and backwards – own space</li> </ul>			X			X		X		
<ul style="list-style-type: none"> <li>Non-locomotor movements: bending knees, shoulder and wrist circles</li> </ul>					X					
<ul style="list-style-type: none"> <li>Warming up voice: breathing exercises and creative games such as blowing out candles, etc. <b>Song:</b> Five little monkeys. DBE WB pg.10</li> </ul>				X			X		X	X
<ul style="list-style-type: none"> <li>Body awareness exploring space and direction such as below, behind, above, using bodies or obstacles</li> </ul>	X	X								
<ul style="list-style-type: none"> <li>Keeping a steady beat with changes in tempo whilst clapping or moving in time to music such as walking in fours, skipping in twos DBE WB pg.3</li> </ul>			X			X			X	
<ul style="list-style-type: none"> <li>Cooling down the body and relaxation: e.g. 'candle melting', 'balloon deflating'</li> </ul>	X	X			X			X		
<b>INFORMAL ASSESSMENT</b>	<ul style="list-style-type: none"> <li>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</li> <li>Ensure that learners are afforded opportunities to demonstrate these skills practically.</li> <li>This is informal and continuous.</li> </ul>									

# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines  
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TERM 1		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	ME	ME	AT SCHOOL	AT SCHOOL	HEALTHY HABITS	HEALTHY HABITS	WEATHER	WEATHER
	Date started and completed										
	Comment										
	SKILLS: REMEMBER to always be aware of activities to promote <b>EXECUTIVE FUNCTION</b> - Working memory Inhibitory control Self-regulation	<p><b>PLAY IS THE NATURAL WAY LEARNERS LEARN AT THIS AGE AND STAGE OF DEVELOPMENT. PLAY SHOULD NOT BE WITHELD.</b></p> <ul style="list-style-type: none"> <li>• Maintain social distancing.</li> <li>• Activities has been modified to maintain social distancing.</li> <li>• The activities are adapted for a classroom situation- where overcrowding exist- allow learners to be keep a safe distance outside the class.</li> <li>• Locomotor activities can be practiced whilst learners are walking in and out of class in the morning or returning from interval.</li> <li>• Navigating safely when responding to movement instructions</li> <li>• Ensure that the <b>lessons</b> have the following activities: <b>warm-up, main and cool down</b>. You could combine some of the warming-up, locomotor and non-locomotor activities of creative games and skills with PE.</li> <li>• Allow learners to use their own apparatus or alternatively use the apparatus in groups on different days to allow for sanitizing.</li> <li>• All equipment to be washed down after every use (1 litre of water and 5 tablespoons of jik)</li> </ul> <p><b>PLEASE NOTE, EVEN THOUGH ACTIVITIES HAVE BEEN PLOTTED PER WEEK, YOU MAY CHANGE THE ACTIVITIES TO SUIT YOUR NEED OR/AND CONTEXT</b></p>									

# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

<b>LOCOMOTOR</b>										
These activities to be done in a clearly demarcated area. If a large enough area is not available <b>work in small groups OR adapt the activities</b> (Observation of COVID regulation) <b>MOVEMENT AND STRENGTHENING LARGE AND CORE MUSCLES IMPORTANT FOR DEVELOPMENT FOR SITTING AT TABLE OR ON MAT . IT ALSO GIVES A SENSE OF BELONGING.</b>										
• Dodging and walking in different directions	<b>X</b>			<b>X</b>				<b>X</b>		<b>X</b>
• Dodging games around skittles changing direction					<b>X</b>					
• Using senses: hearing - listen to instructions while moving around		<b>X</b>								
<b>RHYTHM</b>										
(Observe spacing – social distancing) Hop scotch ONE child at a time – sanitise handles of the rope										
• Hop-scotch				<b>X</b>						
• Rope skipping									<b>X</b>	
• Rhymes singing while performing body actions			<b>X</b>					<b>X</b>		
<b>BALANCE</b>										
With strict supervision - one child at a time ( Draw a few blocks for 5 learners to have a turn simultaneously observe social distancing while the others are sitting lined up to wait their turn)										
• Dodging games around skittles changing direction						<b>X</b>				

# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

<ul style="list-style-type: none"> <li>Balance walking on low level balancing form in different ways</li> </ul>							X			X
<b>LATERALITY</b> (At chair OR outdoors in an open demarcated space)										
<ul style="list-style-type: none"> <li>Activities using the non-dominant [ND] side of the body- Hopping on ND foot, catching own bean bag with NB. Hand, foot etc.</li> </ul>									X	
<b>SPORTS AND GAMES</b> You may add your own games										
<ul style="list-style-type: none"> <li>Movement games concepts of size, distance, space and quantity covered</li> </ul>		X						X		
<b>RESOURCES</b> Improve	<ul style="list-style-type: none"> <li>Use painted empty cooldrink bottles filled with sand as markers/ cones</li> <li>Skipping ropes – pick and pay plastic bags plaited for a long enough skipping rope</li> <li>Bean bags – small squares sown and filled with pebbles, beans etc. – Bean bags easier to handle and control – Home- made ball- newspaper rolled into a ball and covered with cellotape</li> <li>Balance beam- bricks covered with material; blocks covered with material etc.</li> </ul>									
<b>INFORMAL ASSESSMENT</b>	<ul style="list-style-type: none"> <li>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</li> <li>Ensure that learners are afforded opportunities to demonstrate these skills practically.</li> <li>This is informal and continuous.</li> </ul>									
<b>SCHOOL BASED ASSESSMENT:</b>	REFER TO DBE SBA Guidelines									

FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS



GRADE 1 REVISED TEACHING PLANS: LIFE SKILLS

TERM 2		WEEK 1-4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11&12
<b>PERSONAL &amp; SOCIAL WELL BEING</b>	<b>CAPS TOPICS:</b>	<b>TERM 1 "THEMES AND COVERAGE"</b>	<b>ORIENTATION MY FAMILY</b>	<b>ORIENTATION MY FAMILY</b>	<b>SAFETY IN THE HOME</b>	<b>MY BODY</b>	<b>MY BODY</b>	<b>KEEPING MY BODY SAFE</b>	<b>KEEPING MY BODY SAFE</b>
	<b>SKILLS AND VALUES:</b>		<ul style="list-style-type: none"> <li>• Respect</li> <li>• To show love and admiration</li> </ul>	<ul style="list-style-type: none"> <li>• Respect</li> <li>• To show love and admiration</li> </ul>	<ul style="list-style-type: none"> <li>• Observe</li> <li>• Identify</li> </ul>	<ul style="list-style-type: none"> <li>• To care for your body</li> <li>• Appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation for your sense of smell, taste, touch, hearing</li> <li>• Textures, taste, smells, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Caring for yourself</li> <li>• Appreciation for safe situations</li> </ul>	<ul style="list-style-type: none"> <li>• Taking care of your body</li> <li>• Practicing healthy responses</li> </ul>


# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

<p><b>CORE CONCEPTS &amp; KNOWLEDGE</b></p> <p><b>REMEMBER</b> to always be aware of activities to promote <b>EXECUTIVE FUNCTION</b> - Working memory Inhibitory control Self-regulation</p>		<ul style="list-style-type: none"> <li>• Understands concept of family and responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Understands concept of family</li> <li>• Love and appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concept of safety in and around the home</li> <li>• Knowing what to do in an emergency</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Awareness of how my body moves/ functions</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Awareness of the senses – sensory experience</li> <li>• Identify uses and expresses them</li> </ul>	<ul style="list-style-type: none"> <li>• Personal safety and health practices</li> </ul>	<ul style="list-style-type: none"> <li>• Personal safety and health practices</li> </ul>
<p><b>CAPS CONTENT:</b></p> <p><b>Ensure Optimal use of DBE WORKBOOKS</b> Reading for meaning of fictional and non-fictional text</p>		<ul style="list-style-type: none"> <li>• What a family is</li> <li>• Members of my family - immediate and extended</li> <li>• Caring for each other at home</li> <li>• Note: Learners come from many different types of family. Ensure inclusivity</li> </ul>	<ul style="list-style-type: none"> <li>• What is a family</li> <li>• Caring for each other at home</li> </ul>	<ul style="list-style-type: none"> <li>• Dangers at home</li> <li>-When cooking</li> <li>-When washing</li> <li>-Lighting &amp; electricity</li> <li>-Outside areas</li> <li>-Medicine</li> <li>-Poisonous substances - types and recognising warning symbols</li> <li>• Keeping safe when home alone</li> </ul>	<ul style="list-style-type: none"> <li>• Different parts of my body and how it moves</li> </ul>	<ul style="list-style-type: none"> <li>• The five senses and their uses</li> <li>• Touch, smell, sound, sight and taste</li> </ul>	<ul style="list-style-type: none"> <li>• Safe and Unsafe situations &amp; places</li> <li>• Yes, and no feelings</li> <li>• Practicing saying “no”</li> </ul>	<ul style="list-style-type: none"> <li>• Protecting our bodies from illness</li> <li>- Covering mouth and nose when sneezing or coughing</li> <li>- Never touching another person’s blood</li> <li>- Washing fruit and vegetables before eating</li> </ul>
<p><b>RESOURCES:</b></p> <p>Flashcards/ Vocabulary for Focus board and Word Wall Library books/books</p>		<ul style="list-style-type: none"> <li>• DBE Workbook Pg. 34 to 39</li> <li>• 3D</li> <li>• Charts</li> </ul>	<ul style="list-style-type: none"> <li>• DBE WB Pg. 34 to 39</li> </ul>	<ul style="list-style-type: none"> <li>• DBE WB Pg. 40 to 46</li> <li>• Charts</li> </ul>	<ul style="list-style-type: none"> <li>• DBE WB Pg. 48 to 53</li> <li>• 3D</li> <li>• Charts</li> </ul>	<ul style="list-style-type: none"> <li>• DBE WB Pg. 48 to 53</li> <li>• 3D</li> <li>• Salt, pepper, honey etc. taste</li> </ul>	<ul style="list-style-type: none"> <li>• DBE WB Pg. 54 to 59</li> <li>• Charts</li> <li>• Video</li> </ul>	<ul style="list-style-type: none"> <li>• DBE WB pg. 54 to 59</li> <li>• Charts</li> <li>• Videos</li> </ul>

# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

							<ul style="list-style-type: none"> <li>Flowers, herbs, garlic etc. smell.</li> <li>Recordings of everyday sounds</li> </ul>		
<b>RELIGIOUS AND OTHER SPECIAL DAYS CELEBRATED BY THE COMMUNITY SHOULD BE DISCUSSED AS THEY OCCUR THROUGHOUT THE TERM</b>									
	<b>INFORMAL ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Written activities can be given.</li> <li>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.</li> <li>This must be done informally and continuous.</li> </ul>							
	<b>SCHOOL BASED ASSESSMENT:</b>	REFER TO DBE SBA Guidelines 							

TERM 2		WEEK 1-4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11&12
<b>CAPS TOPICS:</b>		<b>TERM 1 "THEMES AND COVERAGE"</b>	<b>ORIENTATION MY FAMILY</b>	<b>ORIENTATION MY FAMILY</b>	<b>SAFETY IN THE HOME</b>	<b>MY BODY</b>	<b>MY BODY</b>	<b>KEEPING MY BODY SAFE</b>	<b>KEEPING MY BODY SAFE</b>
<b>BEGINNING KNOWLEDGE</b>	<b>SKILLS AND VALUES:</b> <ul style="list-style-type: none"> <li>Scientific Process Skills</li> <li>Technological Process skills</li> <li>Geographical skills</li> <li>Inquiry</li> <li>Interpretation</li> <li>Values</li> <li>Attitudes</li> </ul>				Technological Process Skills Values	Scientific Process Skills Values Attitudes	Scientific Process Skills Values Attitudes	Scientific Process Skills Values Attitudes	




# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

<p style="text-align: center;"><b>REMEMBER</b> to always be aware of activities to promote <b>Executive Functioning:</b> Working memory, Inhibitory control and Self-regulation <b>Learner talk, discussion, exploration, INQUIRY ‘find-out’, problem solving, thinking and reasoning is of utmost importance</b></p>							
<b>KNOWLEDGE:</b>				<ul style="list-style-type: none"> <li>Understanding the dangers of being alone and what to do.</li> </ul>	<b>LIFE AND LIVING</b>	<b>LIFE AND LIVING</b>	
<b>CAPS CONTENT:</b>  <b>ENSURE OPTIMAL USE OF DBE WORKBOOKS</b> Reading for meaning (comprehension) of fictional and non-fictional text		No natural link	<ul style="list-style-type: none"> <li>Dangers at home</li> <li><b>Design and make</b> an Emergency number card</li> </ul>	<ul style="list-style-type: none"> <li>Parts of my body that I cannot see - include lungs, heart, (inquiry process)</li> </ul>	<ul style="list-style-type: none"> <li>Parts of my body that I cannot see - stomach, brain, skeleton (inquiry process)</li> </ul>	Making water safe to drink <b>TEACHER TO DEMONSTRATE</b> <ul style="list-style-type: none"> <li>Pot, stove, water</li> <li>Other forms. Jik, filtering</li> </ul>	
<b>RESOURCES:</b>				<ul style="list-style-type: none"> <li>DBE WB pg. 40-46</li> <li>Materials for Technological process</li> </ul>	<ul style="list-style-type: none"> <li>DBE WB pg. 48-53</li> <li>3D</li> <li>Charts</li> <li>Videos</li> </ul>	<ul style="list-style-type: none"> <li>DBE WB pg. 48-53</li> <li>3D</li> <li>Chart</li> <li>Videos</li> </ul>	<ul style="list-style-type: none"> <li>DBE WB pg. 54 to 59</li> <li>Videos</li> </ul>
<b>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.</b> <ul style="list-style-type: none"> <li>Predictions</li> <li>Minimum and maximum temperature</li> <li>Symbols (Celsius, weather forecast)</li> <li>Cloud cover</li> <li>Complete own weather chart - Precipitation (rain), wind, etc. Complete own weather chart. Precipitation (rain) , wind, etc. Develop knowledge and skills progressively</li> </ul>							
<b>INFORMAL ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>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</li> </ul>						

# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

		<ul style="list-style-type: none"> <li>Some written activities can be given.</li> <li>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.</li> <li>This is informal and continuous.</li> </ul>							
	<b>SCHOOL BASED ASSESSMENT:</b>	REFER TO DBE SBA Guidelines 							
<b>TERM 2</b>		<b>WEEK 1-4</b>	<b>WEEK 5</b>	<b>WEEK 6</b>	<b>WEEK 7</b>	<b>WEEK 8</b>	<b>WEEK 9</b>	<b>WEEK 10</b>	<b>WEEK 11&amp;12</b>
<b>CREATIVE ARTS</b>	<b>CAPS TOPICS:</b>	<b>TERM 1 "THEMES AND COVERAGE"</b>	<b>ORIENTATION MY FAMILY</b>	<b>ORIENTATION MY FAMILY</b>	<b>SAFETY IN THE HOME</b>	<b>MY BODY</b>	<b>MY BODY</b>	<b>KEEPING MY BODY SAFE</b>	<b>KEEPING MY BODY SAFE</b>
	<b>REMEMBER</b> to always be aware of activities to promote <b>Executive Functioning</b> : Working memory, Inhibitory control and Self-regulation								
	<b>CREATE IN 2D</b> Learners to EACH have their own ice cream container with their own stationery (pritt, scissors, pencil crayons, crayons etc.)								
	Finger painting or brush painting: discuss mixing of primary colours to achieve secondary colours					X	X	X	

# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

	Make drawings of self with your family in an activity. Discuss line and shape		X					X		
	Fine motor and sensory coordination: eye hand coordination. Manipulation of tools and equipment			X		X	X			
	Makes drawings of self in action, Encourage awareness of the body Name and discuss active body parts			X					X	
	<b>CREATE A 3D (CONSTRUCTION)</b> (Learners to have their own dough or clay in container and own materials for personal use)									
	Make models out of clay/ playdough; encourage correct use of materials and tools				X			X		
	Construct houses/imaginary shelters using recyclable boxes and other materials. Encourage the correct use of glue and applicators				X					
<b>PERFORMING</b>	<b>SKILL IMPROVISE AND INTERPRET</b>									
	Role play (stepping in the shoes of someone else)		X							


# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

Developing short sentences of dialogue -conversation between the elephant and mouse or any other							X		
Movements appropriate to a role in different situations								X	
Sings songs using contrasts such as soft and loud, fast and slow									X
<b>CREATIVE GAMES AND SKILLS</b>									
Use own space at their chair or a demarcated area outside with clear markings (lanes can be drawn on tarmac- learners take turns 7 or 8 at a time dependent on the number of lanes- If no space, do not do the locomotor activities)									
Warming up the body: circling the hands and ankles, making shapes with the body such as large and small, wide narrow		X	X			X	X	X	X
Freeze games focusing on control, eye focus and use of space			X	X					
Locomotor movements: hopping, jumping and galloping forwards and sideways (outside)		X							
Axial movements: twisting, swinging the arms and side bends						X			
Exploring beginnings, middles and endings of songs, stories & movements							X		

# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

	Vocal exercises -rhymes, tongue twisters, songs with focus& clarity in vocal exercises				X		X	X	
	Cooling down the body and relaxation: games e.g. rocking a baby, swaying, etc.		X			X	X	X	
	<b>INFORMAL ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Ensure that learners are afforded opportunities to demonstrate these skills practically.</li> <li>• This is informal and continuous</li> </ul>							
	<b>SCHOOL BASED ASSESSMENT:</b>	REFER TO DBE SBA Guidelines 							

TERM 2		WEEK 1-4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11&12
<b>PHYSICAL EDUCATION</b>	<b>CAPS TOPICS:</b>	TERM 1 "THEMES AND COVERAGE"	ORIENTATION MY FAMILY	ORIENTATION MY FAMILY	SAFETY IN THE HOME	MY BODY	MY BODY	KEEPING MY BODY SAFE	KEEPING MY BODY SAFE
	<b>SKILLS:</b>  <b>REMEMBER</b> to always be aware of activities to promote <b>EXECUTIVE FUNCTION</b> - Working memory Inhibitory control Self-regulation	<b>PLAY IS THE NATURAL WAY LEARNERS LEARN AT THIS AGE AND STAGE OF DEVELOPMENT. PLAY SHOULD NOT BE WITHELD.</b> <ul style="list-style-type: none"> <li>• Maintain social distancing.</li> <li>• Activities has been modified to maintain social distancing.</li> <li>• The activities are adapted for a classroom situation- where overcrowding exist- allow learners to be keep a safe distance outside the class.</li> <li>• Locomotor activities can be practiced whilst learners are walking in and out of class in the morning or returning from interval.</li> <li>• Navigating safely when responding to movement instructions</li> <li>• Ensure that the <b>lessons</b> have the following activities: <b>warm-up, main and cool down</b>. You could combine some of the warming-up, locomotor and non-locomotor activities of creative games and skills with PE.</li> <li>• Allow learners to use their own apparatus or alternatively use the apparatus in groups on different days to allow for sanitizing.</li> <li>• All equipment to be washed down after every use (1 litre of water and 5 tablespoons of jik)</li> </ul>							


# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

		PLEASE NOTE, EVEN THOUGH ACTIVITIES HAVE BEEN PLOTTED PER WEEK, YOU MAY CHANGE THE ACTIVITIES TO SUIT YOUR NEED OR/AND CONTEXT						
<b>LOCOMOTOR</b>								
Body parts: singing songs or recite rhymes while touching various parts of the body such as touch the knees, toes, nose, head, ears, etc.			X		X			
Games - "Simon Says" - moving different parts of the body						X		
<b>RHYTHM</b> (use chair as marker- mostly on the spot or around their chair or outdoors)								
Jumping and hopping			X					
Jump up and down; jump high and low					X		X	X
Jump forwards, backwards and sideways		X		X				
Finger play activities - finger rhymes		X		X		X		
<b>COORDINATION</b> Activity can be done only if you have enough space- Learners do the activity outside in a demarcated area								
Eye-hand-foot co-ordination - dribbling balls around skittles and kicking balls between skittles		X				X		X

# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

<b>BALANCE</b> Walking from line-up to classroom								
Walking on a rope or line marked on the ground		X		X	X			
<b>LATERALITY</b> (At chair or outside)								
Throw and catch a bean bag with non-dominant hand		X						
Balance on non-dominant leg				X	X			
<b>Own activity-</b> Develop a 2-minute chair routine			X				X	X
<b>SPORTS AND GAMES</b>								
Traditional /indigenous games chose by learners-played seated			X				X	
<b>INFORMAL ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Ensure that learners are afforded opportunities to demonstrate these skills practically.</li> <li>• This must be informal and continuous.</li> </ul>							
<b>SCHOOL BASED ASSESSMENT:</b>	REFER TO DBE SBA Guidelines 							

# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

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### GRADE 1 REVISED TEACHING PLANS: LIFE SKILLS

TERM 3		WEEK 1 - 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>PERSONAL &amp; SOCIAL WELL-BEING</b>	<b>CAPS TOPICS:</b>	<b>TERM 1 "THEMES AND COVERAGE"</b>	<b>MY COMMUNITY</b>	<b>MY COMMUNITY</b>	<b>PETS</b>	<b>MANNERS AND RESPONSIBILITY</b>	<b>PLANTS AND SEEDS</b>	<b>FOOD</b>	<b>FOOD</b>
	<b>SKILLS AND VALUES:</b> <ul style="list-style-type: none"> <li>• Compare</li> <li>• Observe</li> <li>• Communicate</li> <li>• Identify/ Identity</li> <li>• Ability to ...</li> <li>• Respect</li> <li>• Tolerance etc.</li> </ul>		<ul style="list-style-type: none"> <li>• Pride</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Pride</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Caring</li> <li>• Function of Animal Welfare, work and contact details</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing</li> <li>• Kindness</li> <li>• Listening</li> <li>• Honesty</li> </ul>		<ul style="list-style-type: none"> <li>• Identifying healthy and unhealthy lifestyles</li> <li>• Correct choices</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying healthy and unhealthy lifestyles</li> <li>• Correct choices</li> </ul>




# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

<p><b>CORE CONCEPTS &amp; KNOWLEDGE</b></p> <p><b>REMEMBER</b> to always be aware of activities to promote <b>EXECUTIVE FUNCTION</b> - Working memory Inhibitory control Self-regulation</p>		<ul style="list-style-type: none"> <li>• Healthy living/ habits/ practices</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy living/ habits/ practices</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy living/ habits/ practices</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal relationships and values</li> </ul>		<ul style="list-style-type: none"> <li>• Balanced diet</li> <li>• Correct choices</li> </ul>	<ul style="list-style-type: none"> <li>• Balanced diet</li> <li>• Correct choices</li> </ul>
<p><b>CAPS CONTENT:</b></p> <p>ENSURE OPTIMAL USE OF DBE WORKBOOKS Reading for meaning (comprehension)of fictional and non-fictional text</p>		<ul style="list-style-type: none"> <li>• My role</li> </ul>	<ul style="list-style-type: none"> <li>• My role</li> </ul>	<ul style="list-style-type: none"> <li>• Animals we can keep as pets</li> <li>• How to look after pets at home</li> <li>• Treating animals appropriately</li> <li>• Animal Welfare</li> </ul>	<ul style="list-style-type: none"> <li>• Greeting people we know and strangers</li> <li>• Waiting my turn</li> <li>• Listening to others</li> <li>• Sharing</li> <li>• Showing kindness</li> <li>• Being honest</li> <li>• Respecting others and belongings</li> </ul>	No natural link	<ul style="list-style-type: none"> <li>• Foods we eat</li> <li>• Healthy and Unhealthy food</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy choices and the right amount of food</li> </ul>
<p><b>RESOURCES:</b></p> <p>Flashcards/ Vocabulary for Focus board and Word Wall Library books/books</p>				<ul style="list-style-type: none"> <li>• DBE WB pg. 10-13</li> <li>• 3D</li> <li>• Charts</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• DBE WB pg. 14-17</li> <li>• Costumes for role-play</li> <li>• Charts</li> </ul>		<ul style="list-style-type: none"> <li>• DBE WB pg. 26-32</li> <li>• 3D</li> <li>• Video</li> </ul>	<ul style="list-style-type: none"> <li>• DBE WB pg. 26-32</li> <li>• 3D</li> <li>• Video</li> </ul>
<p><b>RELIGIOUS AND OTHER SPECIAL DAYS CELEBRATED BY THE COMMUNITY SHOULD BE DISCUSSED AS THEY OCCUR THROUGHOUT THE TERM</b></p>								

# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

	<b>INFORMAL ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Written activities can be given.</li> <li>• 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.</li> <li>• This must be informal and continuous.</li> </ul>
	<b>SCHOOL BASED ASSESSMENT:</b>	REFER TO DBE SBA Guidelines 

<b>TERM 3</b>		<b>WEEK 1 - 4</b>	<b>WEEK 5</b>	<b>WEEK 6</b>	<b>WEEK 7</b>	<b>WEEK 8</b>	<b>WEEK 9</b>	<b>WEEK 10</b>	<b>WEEK 11</b>	
<b>BEGINNING KNOWLEDGE</b>	<b>CAPS TOPICS:</b>	<b>TERM 1 "THEMES AND COVERAGE"</b>	<b>MY COMMUNITY</b>	<b>MY COMMUNITY</b>	<b>PETS</b>	<b>MANNERS AND RESPONSIBILITY</b>	<b>PLANTS AND SEEDS</b>	<b>FOOD</b>	<b>FOOD</b>	
	<b>SKILLS AND VALUES:</b> <ul style="list-style-type: none"> <li>• Scientific Process Skills</li> <li>• Technological Process skills</li> <li>• Geographical skills</li> <li>• Inquiry</li> <li>• Interpretation</li> <li>• Values</li> <li>• Attitudes</li> </ul>		<ul style="list-style-type: none"> <li>• Investigate</li> </ul>	<ul style="list-style-type: none"> <li>• Identify Problems</li> <li>• Problem Solving</li> </ul>			<ul style="list-style-type: none"> <li>• Scientific Process Skills</li> <li>• Attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• Scientific &amp; Technological Process Skills</li> <li>• Attitudes</li> <li>• Values</li> </ul>	<ul style="list-style-type: none"> <li>• Scientific &amp; Technological Process Skills</li> <li>• Attitudes</li> <li>• Values</li> </ul>	
	<b>REMEMBER</b> to always be aware of activities to promote <b>Executive Functioning:</b> Working memory, Inhibitory control and Self-regulation <b>Learner talk, discussion, exploration, INQUIRY 'find-out', problem solving, thinking and reasoning is of utmost importance</b>									
	<b>KNOWLEDGE:</b>		<b>PLACE</b>	<b>PLACE</b>			<b>LIFE AND LIVING</b>	<b>LIFE AND LIVING</b>	<b>LIFE AND LIVING</b>	

# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

		<ul style="list-style-type: none"> <li>• Knowledge of the different places in my community and what they are used for</li> </ul>	<ul style="list-style-type: none"> <li>• How to respect and use facilities in my community and why we should not litter</li> </ul>			<ul style="list-style-type: none"> <li>• Know the different parts of a plant</li> <li>• The importance of plants</li> <li>• Understanding how plants grow and what they need to grow</li> </ul>	<ul style="list-style-type: none"> <li>• Identify food from different food groups</li> <li>• Know where food products come from</li> <li>• Ways to store &amp; preserve food</li> </ul>	<ul style="list-style-type: none"> <li>• Identify food from different food groups</li> <li>• Know where food products come from</li> <li>• Ways to store &amp; preserve food</li> <li>• Process</li> </ul>
<p><b>CAPS CONTENT:</b></p> <p><b>ENSURE OPTIMAL USE OF DBE WORKBOOKS</b> Reading for meaning (comprehension) of fictional and non-fictional text</p>		<ul style="list-style-type: none"> <li>• Places in my community</li> <li>• People in my community</li> </ul>	<ul style="list-style-type: none"> <li>• Looking after facilities in my community</li> <li>• Keeping places clean - littering</li> </ul>	No natural link		<ul style="list-style-type: none"> <li>• Why we need plants</li> <li>• What plants look like - roots, stem, leaves, flowers</li> <li>• What plants need to grow</li> <li>• Growing a plant from a seed</li> </ul>	<ul style="list-style-type: none"> <li>• Where different foods come from: fruit; vegetables; dairy; meat</li> </ul>	<ul style="list-style-type: none"> <li>• Storing food - fresh, tinned, dried, frozen</li> </ul>
<p><b>RESOURCES:</b> Flashcards/ Vocabulary for Focus board and Word Wall Library books/books</p>		<ul style="list-style-type: none"> <li>• DBE WB Pg. 2-9</li> <li>• Real places</li> <li>• Google Maps</li> </ul>	<ul style="list-style-type: none"> <li>• DBE WB pg. 2-9</li> <li>• Charts</li> <li>• Videos</li> </ul>			<ul style="list-style-type: none"> <li>• DBE WB pg. 18-25</li> <li>• 3D</li> <li>• Tools, Soil, seeds etc.</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• DBE WB pg. 26 -32</li> <li>• 3D</li> </ul>	<ul style="list-style-type: none"> <li>• DBE WB pg. 26 -32</li> <li>• 3D</li> <li>• Video</li> <li>• Make orange jam? Ingredients 6-8 oranges 1 cup of sugar &amp; water</li> </ul>
<p><b>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.</b></p>								

# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

- 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.

### INFORMAL ASSESSMENT:

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

### SCHOOL BASED ASSESSMENT:

REFER TO DBE SBA Guidelines



# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

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TERM 3		WEEK 1 - 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>CREATIVE ARTS</b>	<b>CAPS TOPICS:</b>	TERM 1 "THEMES AND COVERAGE"	MY COMMUNITY	MY COMMUNITY	PETS	MANNERS AND RESPONSIBILI- TY	PLANTS AND SEEDS	FOOD	FOOD
	<b>REMEMBER</b> to always be aware of activities to promote <b>Executive Functioning</b> : Working memory, Inhibitory control and Self-regulation								
	<b>CREATE IN 2D</b> Learners to EACH have their own ice cream container with their own stationery (pritt, scissors, pencil crayons, crayons etc.)								
	Make paintings and drawings of real or imaginary creatures; encourage awareness of line and shape, and added detail; describe own pictures (oral)		X						X
Make paintings and drawings of self-using various modes of			X						

# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

	transport; encourage awareness of line and shape, colour, and contrast (e.g. big/small, long/short)									
	<b>CREATE IN 3D (CONSTRUCTING)</b> Learners to have their own dough in a container									
	Make models of imaginative creatures using clay, playdough or recyclable materials; emphasize appropriate use of materials and spatial awareness					X		X		
	Emphasize appropriate use of materials and spatial awareness					X	X			
<b>PERFORMING ARTS</b>	<b>IMPROVISE AND INTERPRET</b>									
	Choosing and making own movement sentences to interpret a theme with a beginning and an end		X				X			X
	Clapping rhythms in three or four time. Moving to the music in three or 4 time (on the spot or around the chair)				X			X		
	Dramatizing a make-believe situation based on South African poem,					X			X	


# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

song or story guided by teacher (seated)									
<b>GAMES AND SKILLS</b>									
Warming up the body: e.g., leading with the nose, elbow, knee		X							
Combining locomotor (on the spot or around the chair) and non-locomotor movements such as run, run-forward-shrink-stretch-up			X						X
Mime actions showing emotion using visualization such as eating my favourite food, opening a book				X					
Games focusing on numeracy and literacy such as number songs and rhymes, making shapes through movement		X			X				X
Listening skills through music games using different tempo, pitch, dynamics, duration			X			X			
Cooling down the body and relaxation: using imagery or words such		X		X	X		X		

# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

	as shrink slowly and grow slowly								
	<b>INFORMAL ASSESSMENT</b>	<ul style="list-style-type: none"> <li>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</li> <li>Ensure that learners are afforded opportunities to demonstrate these skills practically.</li> <li>This is informal and continuous.</li> </ul>							
	<b>SCHOOL BASED ASSESSMENT:</b>	REFER TO DBE SBA Guidelines 							

<b>TERM 3</b>		<b>WEEK 1 - 4</b>	<b>WEEK 5</b>	<b>WEEK 6</b>	<b>WEEK 7</b>	<b>WEEK 8</b>	<b>WEEK 9</b>	<b>WEEK 10</b>	<b>WEEK 11</b>
<b>PHYSICAL EDUCATION</b>	<b>CAPS TOPICS:</b>	<b>TERM 1 "THEMES AND COVERAGE"</b>	<b>MY COMMUNITY</b>	<b>MY COMMUNITY</b>	<b>PETS</b>	<b>MANNERS AND RESPONSIBILI-TY</b>	<b>PLANTS AND SEEDS</b>	<b>FOOD</b>	<b>FOOD</b>
	<b>SKILLS:</b>  <b>REMEMBER</b> to always be aware of activities to promote <b>EXECUTIVE FUNCTION</b> - Working memory Inhibitory control Self-regulation	<b>PLAY IS THE NATURAL WAY LEARNERS LEARN AT THIS AGE AND STAGE OF DEVELOPMENT. PLAY SHOULD NOT BE WITHELD.</b> <ul style="list-style-type: none"> <li>Maintain social distancing.</li> <li>Activities has been modified to maintain social distancing.</li> <li>The activities are adapted for a classroom situation- where overcrowding exist- allow learners to be keep a safe distance outside the class.</li> <li>Locomotor activities can be practiced whilst learners are walking in and out of class in the morning or returning from interval.</li> <li>Navigating safely when responding to movement instructions</li> <li>Ensure that the <b>lessons</b> have the following activities: <b>warm-up, main and cool down</b>. You could combine some of the warming-up, locomotor and non-locomotor activities of creative games and skills with PE.</li> <li>Allow learners to use their own apparatus or alternatively use the apparatus in groups on different days to allow for sanitizing.</li> <li>All equipment to be washed down after every use (1 litre of water and 5 tablespoons of jik)</li> </ul>							




# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

PLEASE NOTE, EVEN THOUGH ACTIVITIES HAVE BEEN PLOTTED PER WEEK, YOU MAY CHANGE THE ACTIVITIES TO SUIT YOUR NEED OR/AND CONTEXT								
<b>LOCOMOTOR</b>								
Use the space around the chair or an area demarcated (marked) for movement								
Move – jump, run, and crawl.					X	X		
Walk backwards on heels and toes		X	X					
Walk forward crossing dominant leg over				X			X	
Follow instructions to move fast and slow- on the spot		X	X		X	X		
<b>RHTHYM</b>								
Rope skipping: alone, Using no apparatus- Continue to move the arms for a full swing			X	X			X	
<b>LATERALITY</b>								
Only if you have space in a demarcated area and learners are schooled and adhere to social distancing Learners wait their turn and sit in demarcated spaces								
Hop-scotch with non-dominant leg			X					
Walking and swinging a rope sash/ribbon using non-dominant leg ( Walk around the perimeter of the netball court –						X		

# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

	observing social distancing								
	<b>INFORMAL ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>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</li> <li>Ensure that learners are afforded opportunities to demonstrate these skills practically.</li> <li>This is informal and continuous.</li> </ul>							
	<b>SCHOOL BASED ASSESSMENT:</b>	REFER TO DBE SBA Guidelines 							

### GRADE 1 REVISED TEACHING PLANS: LIFE SKILLS

TERM 4		WEEK 1- 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
<b>PERSONAL &amp; SOCIAL WELL-BEING</b>	<b>CAPS TOPICS:</b>	TERM 1 "THEMES AND COVERAGE"	HOMES	HOMES	PICTURE MAPS	WATER	WATER	THE SKY AT NIGHT	THE SKY AT NIGHT
	<b>SKILLS AND VALUES:</b>		<ul style="list-style-type: none"> <li>Identify</li> <li>Compare</li> </ul>	<ul style="list-style-type: none"> <li>Identify</li> <li>Compare</li> </ul>		<ul style="list-style-type: none"> <li>Identify safe and unsafe water</li> </ul>	<ul style="list-style-type: none"> <li>To know that we do not waste water</li> </ul>		
	<b>CORE CONCEPTS &amp; KNOWLEDGE</b>		<ul style="list-style-type: none"> <li>The home I live in</li> </ul>	<ul style="list-style-type: none"> <li>The home I live in</li> </ul>	<ul style="list-style-type: none"> <li>Can I find my way?</li> </ul>	<ul style="list-style-type: none"> <li>Healthy lifestyle</li> <li>Preserving resources</li> </ul>	<ul style="list-style-type: none"> <li>Healthy Lifestyle</li> </ul>		

# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

<p><b>REMEMBER</b> to always be aware of activities to promote <b>EXECUTIVE FUNCTION</b> - Working memory Inhibitory control Self-regulation</p>					<ul style="list-style-type: none"> <li>• What to do if there are leaks or a dripping tap</li> </ul>	<ul style="list-style-type: none"> <li>• Water that is safe to drink</li> </ul>		
<p><b>CAPS CONTENT:</b></p> <p>Ensure Optimal Use of DBE Workbooks Reading for meaning (comprehension) of fictional and non-fictional text</p>					<ul style="list-style-type: none"> <li>• Ways water is wasted</li> <li>• Ways of saving water</li> </ul>	<ul style="list-style-type: none"> <li>• Safe and unsafe drinking water</li> </ul>	No natural link	
<p><b>RESOURCES:</b> Ensure optimal use of DBE workbooks</p> <p>Flashcards/ Vocabulary for Focus board and Word Wall Library books/books</p>					<ul style="list-style-type: none"> <li>• DBE WB pg. 50-57</li> <li>• Video</li> </ul>	<ul style="list-style-type: none"> <li>• DBE WB pg. 50-57</li> <li>• Video</li> </ul>		
<p><b>RELIGIOUS AND OTHER SPECIAL DAYS CELEBRATED BY THE COMMUNITY SHOULD BE DISCUSSED AS THEY OCCUR THROUGHOUT THE TERM</b></p>								
<p><b>INFORMAL ASSESSMENT:</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Written activities can be given.</li> <li>• 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.</li> <li>• This is informal and continuous.</li> </ul>							

# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

	<b>SCHOOL BASED ASSESSMENT:</b>	REFER TO DBE SBA Guidelines  
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TERM 4		WEEK 1-3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
<b>BEGINNING KNOWLEDGE:</b>	<b>CAPS TOPICS:</b>	TERM 1 "THEMES AND COVERAGE"	HOMES	HOMES	PICTURE MAPS	WATER	WATER	THE SKY AT NIGHT	THE SKY AT NIGHT
	<b>SKILLS AND VALUES:</b>		<ul style="list-style-type: none"> <li>• Investigate</li> <li>• Question</li> <li>• Analyze</li> <li>• Organize</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Technological Process Skills</b></li> <li>• Design and make</li> <li>• Attitudes</li> <li>• Values</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Geographical Skills</b> ( Simple Map reading)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Scientific Process Skills</b></li> <li>• <b>Attitudes</b></li> <li>• <b>Values</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Technological Process Skills &amp; Scientific Process Skills</b></li> <li>• <b>Values</b></li> <li>• <b>Attitudes</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Scientific Process Skills</b></li> <li>• Observation</li> <li>• Comparing</li> <li>• Recording</li> <li>• Values</li> <li>• Attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Scientific Process Skills</b></li> <li>• Observation</li> <li>• Comparing</li> <li>• Recording</li> <li>• Values</li> <li>• Attitudes</li> </ul>
	<b>REMEMBER</b> to always be aware of activities to promote <b>Executive Functioning:</b> Working memory, Inhibitory control and Self-regulation <b>Learner talk, discussion, exploration, INQUIRY 'find-out', problem solving, thinking and reasoning is of utmost importance</b>								


# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

	<b>KNOWLEDGE:</b>		<b>Matter and Materials Technological process skills</b> <ul style="list-style-type: none"> <li>• Different types of homes</li> <li>• Material and suitability for weather conditions</li> </ul>	<b>Matter and Materials</b> <ul style="list-style-type: none"> <li>• Different types of homes</li> <li>• Material and suitability for weather conditions</li> </ul>	<b>Place</b> <ul style="list-style-type: none"> <li>• Be able to use directions to find a place (navigate) on a picture map</li> <li>• Problem solve</li> </ul>	<b>Conservation</b> <ul style="list-style-type: none"> <li>• Different uses of water</li> <li>• Conserving water</li> </ul>	<b>Conservation</b> <ul style="list-style-type: none"> <li>• Different ways of storing clean water (Water conservation)</li> <li>• Prevent wastage of water</li> </ul>	<b>• Planet Earth and Beyond</b> <ul style="list-style-type: none"> <li>• Understand how day changes to night</li> <li>• The moon and stars and their functions</li> </ul>	<b>• Planet Earth and Beyond</b> <ul style="list-style-type: none"> <li>• Understand how day changes to night</li> <li>• The moon and stars and their functions</li> </ul>
	<b>CAPS CONTENT:</b>  <b>ENSURE OPTIMAL USE OF DBE WORKBOOKS</b> Reading for meaning (comprehension) of fictional and non-fictional text		<ul style="list-style-type: none"> <li>• Types of homes - include flats, houses, shacks, traditional homes</li> <li>• Homes to suit different weather conditions</li> </ul>	<ul style="list-style-type: none"> <li>• What different homes are made of - include wood, mud, bricks, tin, stone, hardboard, plastic</li> </ul>	<ul style="list-style-type: none"> <li>• Finding places and things on a picture map (identify)</li> <li>• Finding the way from one place to another</li> </ul>	<ul style="list-style-type: none"> <li>• Uses of water at home and school</li> <li>• Ways water is wasted</li> <li>• Safe and unsafe drinking water</li> </ul>	<ul style="list-style-type: none"> <li>• Ways of saving water</li> <li>• Storing clean water</li> <li>• “Harvesting rain water”</li> </ul>	<ul style="list-style-type: none"> <li>• Changing from day to night</li> <li>• The moon What the moon looks like</li> </ul>	<ul style="list-style-type: none"> <li>• When we can see the moon</li> <li>• Stars</li> <li>• A star burns like the sun</li> </ul>
	<b>RESOURCES:</b>  Flashcards/ Vocabulary for Focus board and Word Wall Library books/books		<ul style="list-style-type: none"> <li>• DBE WB pg. 34-41</li> <li>• Models of homes</li> <li>• Materials to build own model</li> <li>• Videos</li> <li>• Chart</li> </ul>	<ul style="list-style-type: none"> <li>• DBE WB pg.34-41</li> <li>• 3D</li> <li>• Materials</li> <li>• Videos</li> <li>• Chart</li> </ul>	<ul style="list-style-type: none"> <li>• DBE WB pg. 42-49</li> <li>• Simple picture maps</li> <li>• Simple maps</li> <li>• Mazes</li> <li>• The school grounds</li> </ul>	<ul style="list-style-type: none"> <li>• DBE WB pg. 50 - 57</li> <li>• Real-life experience in school grounds</li> </ul>	<ul style="list-style-type: none"> <li>• DBE WB pg. 50-57</li> <li>• Use a rain gauge or make your own</li> <li>• Chart</li> </ul>	<ul style="list-style-type: none"> <li>• DBE WB pg. 58 -61</li> <li>• The sky at night</li> <li>• Globe</li> <li>• Torch</li> <li>• Video</li> </ul>	<ul style="list-style-type: none"> <li>• DBE WB pg. 58-61</li> <li>• Models</li> <li>• Video</li> <li>• Material to make own models</li> </ul>
<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Predictions</li> <li>• Minimum and maximum temperature</li> <li>• Symbols (Celsius, weather forecast)</li> <li>• Cloud cover</li> </ul>									

# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

	<ul style="list-style-type: none"> <li>Complete own weather chart - Precipitation (rain), wind, etc. Complete own weather chart. Precipitation (rain) , wind, etc. Develop knowledge and skills progressively</li> </ul>	
<b>INFORMAL ASSESSMENT</b>	<ul style="list-style-type: none"> <li>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</li> <li>Some written activities can be given.</li> <li>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.</li> <li>This is informal and continuous.</li> </ul>	
<b>SCHOOL BASED ASSESSMENT:</b>	REFER TO DBE SBA Guidelines 	

TERM 4		WEEK 1- 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	
<b>CREATIVE ARTS</b>	<b>CAPS TOPICS:</b>	<b>TERM 1 “THEMES AND COVERAG E”</b>	<b>HOMES</b>	<b>HOMES</b>	<b>PICTURE MAPS</b>	<b>WATER</b>	<b>WATER</b>	<b>THE SKY AT NIGHT</b>	<b>THE SKY AT NIGHT</b>	
	<b>REMEMBER</b> to always be aware of activities to promote <b>Executive Functioning</b> : Working memory, Inhibitory control and Self-regulation									
	<b>CREATE IN 2D</b> Learners to have own stationery, food colouring, paint etc.									
	Make a drawing or painting relevant to the Terms topics. Focus on body in action line, shape and colour		<b>X</b>		<b>X</b>		<b>X</b>		<b>X</b>	
	<b>CREATE IN 3D (MODELLING)</b> Learners to have clay for their own use in a sealed container									


# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

	Make models of self in action in own environment clay/ playdough; encourage personal expression, appropriate use of materials and spatial awareness			X				X		
<b>PERFORMING ARTS</b>	<b>IMPROVISE AND INTERPRET</b>									
	Representing objects, ideas in movement and sound such as: making a machine, a magic forest, ambulance individually or in groups				X					
	Classroom performance incorporating a South African song/poem/ story with movement and dramatization- Well spaced		X				X		X	
	<b>GAMES AND SKILLS</b>									
	Warming up the body: different levels such as high: picking an apple, low: crawling and medium, crouching		X			X			X	
	Locomotor movements: hopping, galloping, running, and skipping around the chair and changing directions				X			X		
	Non-locomotor movements: combining twisting, swinging						X			

# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

	the arms, side bends and jumps								
	Clapping games on desk developing focus and co-ordination		X				X		
	Listening to music and describing how it makes you feel using words such as happy, sad, etc.			X				X	
	Cooling down the body and relaxation –feel like a feather and float through the sky				X		X		
	<b>INFORMAL ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Ensure that learners are afforded opportunities to demonstrate these skills practically.</li> <li>• This is informal and continuous.</li> </ul>							
<b>SCHOOL BASED ASSESSMENT:</b>	REFER TO DBE SBA Guidelines 								
<b>TERM 4</b>		<b>WEEK 1-3</b>	<b>WEEK 4</b>	<b>WEEK 5</b>	<b>WEEK 6</b>	<b>WEEK 7</b>	<b>WEEK 8</b>	<b>WEEK 9</b>	<b>WEEK 10</b>
<b>PHYSICAL EDUCATION</b>	<b>CAPS TOPICS:</b>	<b>TERM 1 “THEMES AND COVERAGE”</b>	<b>HOMES</b>	<b>HOMES</b>	<b>PICTURE MAPS</b>	<b>WATER</b>	<b>WATER</b>	<b>THE SKY AT NIGHT</b>	<b>THE SKY AT NIGHT</b>
	<b>SKILLS:</b>	<b>PLAY IS THE NATURAL WAY LEARNERS LEARN AT THIS AGE AND STAGE OF DEVELOPMENT. PLAY SHOULD NOT BE WITHHELD.</b>							



# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

<p><b>REMEMBER</b> to always be aware of activities to promote <b>EXECUTIVE FUNCTION</b> - Working memory Inhibitory control Self-regulation</p>	<ul style="list-style-type: none"> <li>• Maintain social distancing.</li> <li>• Activities has been modified to maintain social distancing.</li> <li>• The activities are adapted for a classroom situation- where overcrowding exist- allow learners to be keep a safe distance outside the class.</li> <li>• Locomotor activities can be practiced whilst learners are walking in and out of class in the morning or returning from interval.</li> <li>• Navigating safely when responding to movement instructions</li> <li>• Ensure that the <b>lessons</b> have the following activities: <b>warm-up, main and cool down</b>. You could combine some of the warming-up, locomotor and non-locomotor activities of creative games and skills with PE.</li> <li>• Allow learners to use their own apparatus or alternatively use the apparatus in groups on different days to allow for sanitizing.</li> <li>• All equipment to be washed down after every use (1 litre of water and 5 tablespoons of jik)</li> </ul> <p><b>PLEASE NOTE, EVEN THOUGH ACTIVITIES HAVE BEEN PLOTTED PER WEEK, YOU MAY CHANGE THE ACTIVITIES TO SUIT YOUR NEED OR/AND CONTEXT</b></p>							
<b>LOCOMOTOR</b> Demarcated area- working with small groups- social distancing								
Walk, run and skip using signal to change from walking to running; etc. <b>Adapt for classroom</b>					X	X		
Non-locomotor: spin alone			X					
<b>RHYTHM</b>								
Follow instruction using a musical instrument to signal change On the spot: Marching, running, skipping, walk bend		X		X			X	
<b>COORDINATION</b>								

# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

Foot-eye co-ordination, greeting each other by touching the feet		X						
<b>BALANCE</b>								
Walk on ropes-backward, forward and sideways with or without crossing feet – on the way to the bathroom and return		X	X	X		X		X
Walk on ropes with hands on head, hands behind backs hands on hips. on the way to the bathroom and return			X		X			
Stand on tip toes, crouch on haunches, walk on the balls of the feet, walk on the heels slowly around the chair		X		X			X	
<b>SPATIAL ORIENTATION</b>								
Human shapes- form numbers 1,2,3, or letters A, B, C in a human chain.		X						X
<b>LATERALITY</b>								
Turn on the spot to the left and to the right			X				X	

# ANNEXURE A

## FOUNDATION PHASE ANNUAL TEACHING PLAN GRADE 1: LIFE SKILLS

	Throw a BEAN BAG through a hoop with L/R hand	X							
	<b>INFORMAL ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Ensure that learners are afforded opportunities to demonstrate these skills practically.</li> <li>• This is informal and continuous.</li> </ul>							
	<b>SCHOOL BASED ASSESSMENT:</b>	<p>REFER TO DBE SBA Guidelines</p> 