2020
NATIONAL REVISED TEACHING PLANS
GRADE 2
NON-LANGUAGES
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1. Introduction

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

The National Curriculum Statement, Grades R-12 comprises:

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

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

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

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

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

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

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and high, achievable standards in all subjects have been set;
- Progression: content and context of each grade shows progression from simple to complex
• Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa.

• Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and

• Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

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

• Maintain the spiral development of values, attitudes, concepts and skills, extension, consolidation and deeper understanding leading learners towards the final learning outcomes.

• Efficiency – less teaching time but more effective learning outcomes.

• Inclusivity – learning experience must cater for different types of learners who are differently abled by providing different types of learning experiences.

• Validity – the relevance of the content to the stated goals and outcomes of the curriculum.

• Utility – the content must lead to the acquisition of values, attitudes, skills and knowledge that are considered useful for transition to the next level and have relevance to the contexts in which learners live.

• Feasibility – analyse and examine the content in the light of the time and resources available to the schools, considering the current socio-economic and political climate.

• Coherence – Systematic curriculum mapping must have horizontal, vertical, subject area and interdisciplinary coherence; and

• Emphasise assessment for learning as a teaching strategy as opposed to assessment of learning to achieve the learning outcomes of each grade and subject.

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

• ensure that meaningful teaching proceeds during the revised school calendar.

• assist teachers with guided pacing and sequencing of curriculum content and assessment.

• enable teachers to cover the essential core content in each phase within the available time.

• address assessment overload to recoup time loss.

• assist teachers with planning for the different forms of assessment.

• ensure learners are adequately prepared for the subsequent year/s in terms of content, skills, knowledge, attitudes, and values.

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

4. Revised Teaching Plans per Subject
This document presents the revised teaching plans for Grade 2.
1. **Mathematics**

### TRIMMED GRADE 2 OVERVIEW

#### 1. NUMBERS, OPERATIONS AND RELATIONSHIPS

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>TERM 3 (35 Days)</th>
<th>TERM 4 (53 Days)</th>
</tr>
</thead>
</table>

**Daily Activities**
- Counting rhymes/ games and songs
- Rote counting

Each activity commences with Mental Mathematics (The number bonds/ consolidation of concepts taught/ multiplication table facts/ I recall facts Writing number names can be done in Languages as well)

**Terminology to use addition and subtraction signs can be introduced by using a vocabulary like more/less**

#### NUMBER CONCEPT DEVELOPMENT: Count with whole numbers

**1.1 Count Objects**

- **Number range:** 150
  - Count to at least 150 everyday objects reliably
  - Give a reasonable estimate of a number of objects that can be checked by counting
  - Strategy of grouping is encouraged (counting in 2s, 3s, 4s, 5s and 10s)

- **Number range:** 180
  - Count to at least 180 everyday objects reliably
  - Give a reasonable estimate of a number of objects that can be checked by counting
  - Strategy of grouping is encouraged (counting in 2s, 3s, 4s, 5s and 10s)

**1.2 Count Forwards and Backwards**

- **Number range:** 150
  - 1s from any number between 0 and 150
  - 2s from any multiple of 2 between 0 and 150
  - 3s from any multiple of 3 between 0 and 150
  - 4s from any multiple of 4 between 0 and 150
  - 5s from any multiple of 5 between 0 and 150
  - 10s from any multiple of 10 between 0 and 150

- **Number range:** 180
  - 1s from any number between 0 and 180
  - 2s from any multiple of 2 between 0 and 180
  - 3s from any multiple of 3 between 0 and 180
  - 4s from any multiple of 4 between 0 and 180
  - 5s from any multiple of 5 between 0 and 180
  - 10s from any multiple of 10 between 0 and 180

**NUMBER CONCEPT DEVELOPMENT: Represent whole numbers**

**1.3 Number symbols and number names**

- Recognise, identify and …
  - read number symbols 1 to 150
  - write number symbols 1 to 150
  - read number names 1 to 60
  - write number names 1 to 60

- Recognise, identify and …
  - read number symbols 1 to 180
  - write number symbols 1 to 180
  - read number names 1 to 100
  - write number names 1 to 100

**NUMBER CONCEPT DEVELOPMENT: Describe, compare and order whole numbers**

**1.4 Describe, order and compare**

- **Number range:** 1 to 50
  - Compare whole numbers using smaller than, greater than, more than, less than; is equal to
  - Order whole number from smallest to greatest and greatest to smallest

- Use ordinal numbers to show order, place or position
  - Position objects in a line from first to twentieth

- **Number range:** 1 to 75
  - Compare whole numbers using smaller than, greater than, more than, less than; is equal to
  - Order whole number from smallest to greatest and greatest to smallest

- Use ordinal numbers to show order, place or position
  - Position objects in a line from first to twentieth

**NUMBER CONCEPT DEVELOPMENT: Place value**

**1.5 Place value**

- Recognise place value of numbers 11 to 50:
  - decomposing numbers into multiples of 10 and ones
  - Identify and state the value of each digit

- Recognise place value of numbers 11 to 75:
  - decomposing numbers into multiples of 10 and ones
  - Identify and state the value of each digit
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
</table>
| **1.6 Problem-solving techniques** | Use the following techniques when solving problem and explain solutions to problems:  
  - concrete apparatus  
  - pictures to draw story sum  
  - building up and breaking down numbers  
  - doubling and halving  
  - number line |
| **1.7 Addition and subtraction** | Solve word problems in context and explains own solutions to problems involving addition and subtraction with answers up to **50**  
Solve word problems in context and explains own solutions to problems involving addition and subtraction with answers up to **75** |
| **1.8 Repeated addition leading to multiplication** | Solve word problems in context and explains own solutions to problems involving repeated addition leading to multiplication with answers up to **30**  
Solve word problems in context and explains own solutions to problems involving repeated addition leading to multiplication with answers up to **40** |
| **1.9 Grouping and sharing leading to division** | Solves problems involving grouping and sharing with answers up to **30** and answers may include remainders  
Solves problems involving grouping and sharing with answers up to **40** and answers may include remainders |
| **1.10 Sharing leading to fractions** | Solve and explain solutions to practical problems involving equal sharing leading to solutions that include unitary fractions  
Solve and explain solutions to practical problems involving equal sharing leading to solutions that include unitary fractions |
| **1.11 Money** | Recognise and identify South African:  
  - coins 10c, 20c, 50c, R1, R2 & R5;  
  - bank notes R10, R20 to R50;  
  - solve money problems involving change in cents up to **75c** and rands to **R75**  
5CENTS COIN EXCLUDED  
Recognise and identify South African:  
  - coins 10c, 20c, 50c, R1, R2 & R5;  
  - bank notes R10, R20 to R50;  
  - solve money problems involving change in cents up to **90c** and rands to **R99**  
5CENTS COIN EXCLUDED |
| **1.12 Techniques methods or strategies** | Use the following techniques when performing calculations:  
  - Drawings or concrete apparatus e.g. counters  
  - Building up and breaking down numbers  
  - Doubling and halving  
  - Number lines  
Use the following techniques when performing calculations:  
  - Drawings or concrete apparatus e.g. counters  
  - Building up and breaking down numbers  
  - Doubling and halving  
  - Number lines |
| **1.13 Addition and subtraction** | *Add to 50*  
*Subtract from 50*  
*Use appropriate symbols (+, −, =,  ⋅ )*  
Practise number bonds to **20**  
*Add to 75*  
*Subtract from 75*  
*Use appropriate symbols (+, −, =,  ⋅ )*  
Practise number bonds to **20** |
| **1.14 Repeated addition leading to multiplication** | *Multiply numbers 1 to 10 by 2; 5; 3 and 4 to a total of 40 using appropriate symbols*  
*Multiply numbers 1 to 10 by 2; 5; 3 and 4 to a total of 50 using appropriate symbols* |
| **1.16 Mental mathematics** | **MENTAL MATHEMATICS INTEGRATED INTO ALL TOPICS** |
| **1.17 Fractions** | *Use and name unitary fractions up to fifths*  
*Recognise in diagrammatic form*  
*Write fraction as 1 half*  
*Use and name unitary fractions up to fifths*  
*Recognise in diagrammatic form*  
*Write fraction as 1 half* |
# GRADE 2 OVERVIEW

## 2. PATTERNS, FUNCTIONS AND ALGEBRA

Number pattern can be done to emphasise counting backwards and forwards in multiples of any given number in numbers, operations and relationships. Number patterns (2.2) have been merged to merged into counting forward and backwards (1.2) and geometric patterns (2.1) has been merged into 3-d objects (3.2) and 2-d shapes (3.3).

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
</table>
| 2.1 Geometric patterns | Copy, extend and describe in words  
- simple patterns made with physical objects.  
- simple patterns made with drawings of lines, shapes or objects  
Create own geometric patterns with physical objects by drawing lines, shapes or objects and describe own patterns | Patterns all around us  
Identify, describe in words and copy geometric patterns in nature  
- from modern everyday life  
- from our cultural heritage |
| 2.2 Number patterns | Copy, extend and describe simple number sequences.  
Sequences should show counting forwards and backwards in:  
- 2s from any multiple of 2 between 0 and 150  
- 3s from any multiple of 3 between 0 and 150  
- 4s from any multiple of 4 between 0 and 150  
- 5s from any multiple of 5 between 0 and 150  
- 10s from any multiple of 10 between 0 and 150 | Copy, extend and describe simple number sequences.  
Sequences should show counting forwards and backwards in:  
- 2s from any multiple of 2 between 0 and 180  
- 3s from any multiple of 3 between 0 and 180  
- 4s from any multiple of 4 between 0 and 180  
- 5s from any multiple of 5 between 0 and 180  
- 10s from any multiple of 10 between 0 and 180 |

## 3. SPACE AND SHAPE

### Language

Language of position (Describe the position of one object in relation to another e.g. on top of, in front of, behind, left, right, up, down, next to) can be integrated with prepositions in Languages.

Start with free play with various shapes including making pictures with cut-out geometric shapes. This can be done in independent time. This can also be done during Life Skills lessons.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
</table>
| 3.2 3-D objects | Range of objects  
- Recognise and name 3-D box shaped (prisms) and ball shaped (spheres) objects  
- Describe, sort and compare 3-D objects: size, objects that roll and objects that slide | Range of objects |
| 3.3 2-D shapes | Range of shapes  
- Recognise and name 2-D shapes (circles; triangles; squares and rectangles)  
- Features of shapes  
- Describe, sort and compare 2-D shapes in terms of size, colour, shape, straight sides | Range of objects  
- Recognise and name 2-D shapes (circles; triangles; squares and rectangles)  
- Features of shapes  
- Describe, sort and compare 2-D shapes in terms of size, colour, shape, straight sides |
| 3.4 Symmetry | Recognise and draw line of Symmetry | |
### Grade 2 Overview

#### 4. Measurement
Time is dealt with continuously during whole class teaching time.
Each grade from grade R to 3 will teach time and one other topic under measurement as indicated on the phase overview.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Time</td>
<td>Telling time:</td>
<td>Telling time:</td>
</tr>
<tr>
<td></td>
<td>• Name and sequence days of the week and months of the year</td>
<td>• Name and sequence days of the week and months of the year</td>
</tr>
<tr>
<td></td>
<td>• Tell 12-hour time in hours, half hours and quarter on an analogue</td>
<td>• Tell 12-hour time in hours, half hours and quarter on an analogue</td>
</tr>
<tr>
<td></td>
<td><strong>Calculate the length of time and passing of time</strong></td>
<td><strong>Calculate the length of time and passing of time</strong></td>
</tr>
<tr>
<td></td>
<td>• Use calendar</td>
<td>• Use calendar</td>
</tr>
<tr>
<td></td>
<td>• Use clocks</td>
<td>• Use clocks</td>
</tr>
<tr>
<td>4.3 Mass</td>
<td>Mass: informal measuring</td>
<td>Mass: informal measuring</td>
</tr>
<tr>
<td></td>
<td>• Light and heavy</td>
<td>• Light and heavy</td>
</tr>
<tr>
<td></td>
<td>• Estimate</td>
<td>• Estimate</td>
</tr>
<tr>
<td></td>
<td>• Order and compare</td>
<td>• Order and compare</td>
</tr>
</tbody>
</table>

#### Grade 2 Overview

#### 5. Data Handling
The attendance register and weather chart that are done daily, give ample opportunity for working with Data Handling.
When dealing with NORs learners are expected to physically collect, count and compare objects which will form a base for Data Handling.
Can also be infused in Space and Shape where sorting is done according to a specific attribute (colour, size, shape).
When doing measurement when you compare quantity.
Collecting and organising data, representing data, analysing, interpreting and reporting data can also be dealt with as **discrete** activities.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.4 Collect and organise data</td>
<td><strong>Recommended:</strong> Make individual pictograph with one-to-one correspondence from data provided in either picture form or table.</td>
<td><strong>Analyse data from representations provided.</strong> <strong>Recommended:</strong> At least one pictograph with one-to-one correspondence</td>
</tr>
<tr>
<td>5.5 Represent data</td>
<td>• Collect data about the class or school to answer questions posed by the teacher.</td>
<td></td>
</tr>
<tr>
<td>5.6 Analyse and Interpret data</td>
<td>• Represent data in pictograph with 1-1 correspondence. Answer questions about data in pictograph with one-to-one correspondence.</td>
<td></td>
</tr>
</tbody>
</table>
## 3. Life Skills

**GRADE 2 CURRICULUM TRIMMING: FOUNDATION PHASE – LIFE SKILLS**

### TERM 2

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>WEEK 2</th>
<th>WEEK 3</th>
<th>WEEK 4</th>
<th>WEEK 5</th>
<th>WEEK 6</th>
<th>WEEK 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOPIC: ORIENTATION SEASONS</td>
<td>ORIENTATION SEASONS</td>
<td>FARM ANIMALS</td>
<td>WILD ANIMALS</td>
<td>CREATURES THAT LIVE IN WATER</td>
<td>CREATURES THAT LIVE IN WATER</td>
<td>ANIMAL HOMES</td>
</tr>
</tbody>
</table>

### PERSONAL & SOCIAL WELL-BEING

**TOPIC:** ORIENTATION SEASONS

**SKILLS:**
- Observe
- Compare
- Communicate
- Record

**TOPIC:** ORIENTATION SEASONS

**SKILLS:**
- Observe
- Compare
- Communicate

**TOPIC:** FARM ANIMALS

**SKILLS:**
- Classify
- Compare
- Record
- Communicate

**TOPIC:** WILD ANIMALS

**SKILLS:**
- Classify
- Compare
- Record
- Communicate

**TOPIC:** CREATURES THAT LIVE IN WATER

**SKILLS:**
- Classify
- Compare
- Record
- Communicate

**TOPIC:** CREATURES THAT LIVE IN WATER

**SKILLS:**
- Observe
- Identify
- Record

**TOPIC:** ANIMAL HOMES

**SKILLS:**
- Observe
- Compare
- Communicate

### DAILY COVID-19 MEASURES:

**Daily hygiene routines are to be strictly followed:**
- Remind learners of the daily routine tests when coming to school.
- Encourage learners to stay at home when ill.
- Teach learners how to greet without touching.
- Learners are to wear masks every day. Masks are only to be removed and placed in a safe place while they are eating.
- Supervise snack and lunchtime.
- Teach them to cover their mouth and nose with a flexed elbow or tissue when coughing or sneezing. Dispose of the used tissue immediately.
- Wash hands with soap and water often or sanitize your hands.
- Sanitize and clean frequently touched surfaces or (5 table spoons of jik to 1 litre of water) toys, stationery, objects, etc. Introduce this practice as routine.
- Slogan: Keep your distance - Teach learners about social distancing and how to greet without touching.
- Help learners to cultivate compassion, increase resilience while building a safe environment and caring for others.
- Respond to learners’ anxieties with love and care.
- Maintain a regular routine to keep the abnormal situation adapted to a “new normal”.

**TEACHERS TO ENSURE THE SAFETY OF THEIR LEARNERS IN THEIR OWN CONTEXTS**

Beginning Knowledge and Personal and Social Well-being activities should address key concepts and skills relating to Social Science, Natural Science and Technology e.g. investigations, design, enquiry skills, etc. Ensure that vocabulary development is intentionally included to improve language.

- Creative Arts [Visual Arts and Performing Arts] should be integrated very strongly with Languages
- Physical Education will be implemented for one hour per week, the 2nd hour will be utilised for reading of Personal and Social Well-being and Beginning Knowledge content knowledge e.g. comprehension pieces: “reading for meaning”, stories, poems etc.
- Every Life Skills lesson will commence with a 10-minute lesson based on making learners aware of Covid-19 addressing washing hands, healthy habits, symptoms of Covid-19, social distancing, what and when to report to whom, discussing when a friend/family member pass away, etc.
- Learners are expected to complete the DBE Workbook activities and one or two written activities or practical per week in a class Workbook for BK and PSW
<table>
<thead>
<tr>
<th>CAPS CONTENT: ENSURE OPTIMAL USE OF DBE WORKBOOKS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal &amp; Social Well-Being</strong></td>
</tr>
<tr>
<td><strong>Knowledge:</strong> The effect of seasons on human</td>
</tr>
<tr>
<td>beings-food, clothes, activities</td>
</tr>
<tr>
<td>The effect of seasons on human beings-food,</td>
</tr>
<tr>
<td>clothes, activities</td>
</tr>
<tr>
<td>Types of Animals: Characteristics</td>
</tr>
<tr>
<td>Uses</td>
</tr>
<tr>
<td>Types of Animals: Characteristics</td>
</tr>
<tr>
<td>Adaptations to survive</td>
</tr>
<tr>
<td>Animals and creatures that live in water</td>
</tr>
<tr>
<td>Characteristics</td>
</tr>
<tr>
<td>Habitat</td>
</tr>
<tr>
<td>Different animals and creatures that live in sea</td>
</tr>
<tr>
<td>water</td>
</tr>
<tr>
<td>Animals habitats: make their homes,</td>
</tr>
<tr>
<td>finds a home and that carry their homes</td>
</tr>
</tbody>
</table>

**Skills:**
- Observe
- Compare
- Classify
- Measure
- Experiment
- Communicate
- Observe
- Compare
- Classify
- Find out - "research"
- Communicate
- Observe
- Compare
- Classify
- Find out - "research"
- Communicate
- Observe
- Compare
- Classify
- Communicate
- Observe
- Compare
- Classify
- Communicate
- Observe
- Compare
- Classify
- Communicate

**Topic:**
- Orientation SEASONS
- Orientation SEASONS
- Farm Animals
- Wild Animals
- Creatures that live in water
- Creatures that live in water
- Animal homes

**Knowledge:**
- Compare the four seasons
- How seasons affect growing things-animals
- How seasons affect growing things-animals
- Characteristics of farm animals
- Food we get from them
- Characteristics of wild animals
- Why they camouflage themselves
- How do we preserve them?
- Characteristics of fresh water creatures
- Classify
- Characteristics of sea creatures
- Classify
- The natural habitat
- Variety of animals
- Body features linked to habitat.
- Why?

**Caps Content: ENSURE OPTIMAL USE OF DBE WORKBOOKS**
- Life cycle of bean plant
- What do plants need to grow?
- DBE Workbook 1 pg. 34-41 & 44
- Hibernation
- Migration/nesting
- Sheep shearing
- DBE Workbook 1 pg. 42, 43, 45
- Process: From sheep to wool/ Making of cheese or butter
- DBE Workbook 1 pg. 46-49
- Wild animals - Types
- Camouflage Types: Big 5
- Camouflage
- Endangered species
- Preserving species
- DBE Workbook 1 pg. 51-53
- Fresh water - River - e.g. fish, crocodile
- Ponds and dams - e.g. frog, dragonfly
- Identify and classify fresh water creatures
- DBE Workbook 1 pg. 54
- Salt water - Sea - e.g. shark, crayfish
- Rock pools - e.g. starfish, crab
- DBE Workbook 1 pg. 55-57
- Animals and creatures that make their homes
- Birds, bees, ants
- Animals and creatures that find a home - baboons, snakes, squirrels
- Animals and creatures that carry their homes - such as snails, tortoise
<table>
<thead>
<tr>
<th>BEGINNING KNOWLEDGE</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>fictional and non-fictional text</strong></td>
<td></td>
</tr>
<tr>
<td><strong>WEATHER:</strong></td>
<td></td>
</tr>
<tr>
<td>- Predictions</td>
<td></td>
</tr>
<tr>
<td>- Minimum and maximum temperature</td>
<td></td>
</tr>
<tr>
<td>- Cloud cover</td>
<td></td>
</tr>
<tr>
<td>- Symbols (Celsius, weather forecast)</td>
<td></td>
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<tr>
<td>- Complete own weather chart</td>
<td></td>
</tr>
<tr>
<td>- Precipitation, wind, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>SCHOOL BASED ASSESSMENT:</strong></td>
<td></td>
</tr>
<tr>
<td>REFER TO DBE SBA Guidelines</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CREATIVE ARTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOPIC:</strong></td>
<td>ORIENTATION SEASONS</td>
</tr>
<tr>
<td><strong>CREATE IN 2D</strong></td>
<td></td>
</tr>
<tr>
<td>Learners to EACH have their own ice cream container with their own stationery (pritt, scissors, pencil crayons, crayons etc.)</td>
<td></td>
</tr>
<tr>
<td>Draw or paint pictures related to topics of the term; focus informally on line, tone, texture, colour</td>
<td>x</td>
</tr>
<tr>
<td>Use recyclable objects and thick paint to create a printed surface; talk about geometric and organic shapes</td>
<td></td>
</tr>
<tr>
<td><strong>CREATE IN 3D (CONSTRUCTING)</strong></td>
<td></td>
</tr>
<tr>
<td>(Learners to have their own dough or clay in container and own materials for personal use)</td>
<td></td>
</tr>
<tr>
<td>Construct a mask using recyclable materials; discuss shape, texture, develop craft skills</td>
<td></td>
</tr>
<tr>
<td>PERFORMING ARTS</td>
<td>IMPROVISE AND INTERPRET</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Performing rhythm patterns combined with locomotor</td>
<td>Use own space at their</td>
</tr>
<tr>
<td>movements such as clapping the rhythm of pony</td>
<td>chair</td>
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<tr>
<td>gallops, marching, skipping, etc. - on the spot</td>
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<tr>
<td>Performing songs focusing on dynamics such as:</td>
<td></td>
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<tr>
<td>loud and soft, slow and fast</td>
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<tr>
<td>Role play related to selected topics or stories</td>
<td></td>
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<tr>
<td>told by the teacher</td>
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<tr>
<td>Using drama techniques to explore characters'</td>
<td></td>
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<tr>
<td>thoughts and feelings, e.g. the drama is frozen</td>
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<tr>
<td>and each character in turn is tapped on the</td>
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<tr>
<td>shoulder, and asked to reveal what s/he is</td>
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<tr>
<td>feeling at that moment, etc.</td>
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<tr>
<td>Warming up the voice: developing articulation</td>
<td></td>
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<tr>
<td>(lips, tongue, jaw) through imaginative play</td>
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<tr>
<td>PERFORMING ARTS</td>
<td>Warming up the body: contrasting movements using verbal and sound signals such as ‘Freeze!, ‘Go!, ‘Up!’</td>
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<td></td>
<td>Rhythm games focusing on listening skills and recalling contrasting rhythm patterns</td>
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<td></td>
<td>Playing percussion instruments/body percussion in time to music and/or class singing</td>
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<tr>
<td></td>
<td>Locomotor movement marching, leaping, jumping, galloping, turning on their own</td>
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<td></td>
<td>Non-locomotor movements: rolling, swinging, stretching alone</td>
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<td></td>
<td>Cooling down the body and relaxation: express moods and ideas through movement such as floating on a cloud, feeling sleepy, etc.</td>
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</table>

**SCHOOL BASED ASSESSMENT:** 
REFER TO DBE SBA Guidelines
<table>
<thead>
<tr>
<th>TOPIC:</th>
<th>ORIENTATION SEASONS</th>
<th>ORIENTATION SEASONS</th>
<th>FARM ANIMALS</th>
<th>WILD ANIMALS</th>
<th>CREATURES THAT LIVE IN WATER</th>
<th>CREATURES THAT LIVE IN WATER</th>
<th>ANIMAL HOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>SKILLS:</td>
<td>Maintain social distancing.</td>
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<td></td>
<td>Activities has been modified to maintain social distancing.</td>
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<td></td>
<td>The activities are adapted for a classroom situation where overcrowding exist- allow learners to be keep a safe distance outside the class.</td>
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<td></td>
<td>Locomotor activities can be practiced whilst learners are walking in and out of class in the morning or returning from interval.</td>
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<td></td>
<td>Navigating safely when responding to movement instructions</td>
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<td></td>
<td>Ensure that the 15-minute lessons have the following activities: warm-up, main and cool down.</td>
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<td></td>
<td>All equipment to be washed down after every use (1 litre of water and 5 tablespoons of jik)</td>
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<table>
<thead>
<tr>
<th>PHYSICAL EDUCATION</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Simulation activities such as <em>follow-the-leader (at the table)</em></td>
<td>x</td>
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<tr>
<td>Skipping with and without skipping ropes; skipping on the spot and across a distance</td>
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<tr>
<td>Keep the beat of music or drumming; move various parts of the body - head … arms… hips… legs and feet</td>
<td>x</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>LOCOMOTOR</th>
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</thead>
<tbody>
<tr>
<td>Learners to be orientated with social distancing, hence no contact sport until further notice.</td>
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<tr>
<td>Throw a large ball at a target e.g. goal post or netball ring – You need space</td>
<td>x</td>
</tr>
<tr>
<td>Simulation activities, i.e. picking apples, digging in the garden, sawing a plank, etc.</td>
<td>x</td>
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</table>

<table>
<thead>
<tr>
<th>RHYTHM</th>
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<tbody>
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<td>Learners to be orientated with social distancing, hence no contact sport until further notice.</td>
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<thead>
<tr>
<th>COORDINATION</th>
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<tbody>
<tr>
<td>Learners to be orientated with social distancing, hence no contact sport until further notice.</td>
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<tr>
<td>Throw a large ball at a target e.g. goal post or netball ring – You need space</td>
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<tr>
<td>Simulation activities, i.e. picking apples, digging in the garden, sawing a plank, etc.</td>
<td>x</td>
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</table>

<table>
<thead>
<tr>
<th>BALANCE</th>
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<tbody>
<tr>
<td>Learners to be orientated with social distancing, hence no contact sport until further notice.</td>
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<tr>
<td>Hop-scotch Learners can do this outside- When they wait they sit in 8 rows of 5 observing social distancing. If you unable to do this, do not do the activity.</td>
<td>x</td>
</tr>
</tbody>
</table>
### Term 3

#### Week 1
- **Topic:** Soil

#### Week 2
- **Topic:** Working with Soil

#### Week 3
- **Topic:** Transport by Land: Land/Rail

#### Week 4
- **Topic:** Transport by Air/Water

#### Week 5
- **Topic:** Road Safety

#### Week 6
- **Topic:** People Who Help Us

#### Week 7
- **Topic:** People Who Help Us

---

#### Social Distancing and Hygiene are Daily Imperatives
- Beginning Knowledge and Personal and Social Well-being activities should address key concepts and skills relating to Social Science, Natural Science and Technology e.g. investigations, design, enquiry skills, etc. Ensure that vocabulary development is intentionally included to improve language.
- Creative Arts [Visual Arts and Performing Arts] should be integrated very strongly with Languages
- Physical Education will be implemented for one hour per week, the 2nd hour will be utilised for reading of Personal and Social Well-being and Beginning Knowledge content knowledge e.g. comprehension pieces: “reading for meaning”, stories, poems etc.
- Every Life Skills lesson will commence with a 10-minute lesson based on making learners aware of Covid-19 addressing washing hands, healthy habits, symptoms of Covid-19, social distancing, what and when to report to whom, discussing when a friend/family member pass away, etc.
- Learners are expected to complete DBE Workbook activities and one or two written activities or practical per week in a class Workbook for BK and PSW

#### Skills:
- Identify
- Observe
- Writing
- Role-play
- Identify
- Observe
- Writing
- Role-play
- Identify
- Observe
- Writing
- Role-play

#### Knowledge:
- Road safety
- Recognising road signs and remaining safe
- Scholar patrol
- How traffic police officers help us
- People who serve others
- Healthy living/habits
- Road safety rules:
- Pedestrians
- Cyclists
- Passengers
- Road signs for pedestrians and cyclists
- DBE Workbook 2 pg.22 -25
- Healthy Living/habits
- Identifying a scholar patrol and the role they play in safety
- How traffic officers help us
- The work of a traffic officer
- DBE Workbook 2: Pages 26 - 29
- Interpersonal relationship and values.
- People who help us in our community e.g. clinic, teacher, librarian, nurse,
- How different people helps
- How I ask for help in an emergency.
- DBE Workbook 2: Pages 30 - 33

---

#### Personal & Social Well-being

**Ensure Optimal Use of DBE Workbooks**

No natural links

#### Religious and Other Special Days Celebrated by the Community Should Be Discussed As They Occur Through The Term

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SCHOOL BASED ASSESSMENT:

REFER TO DBE SBA Guidelines
<table>
<thead>
<tr>
<th>TOPIC:</th>
<th>SOIL</th>
<th>WORKING WITH SOIL</th>
<th>TRANSPORT BY LAND: LAND/RAIL</th>
<th>TRANSPORT BY AIR/WATER</th>
<th>ROAD SAFETY</th>
<th>PEOPLE WHO HELP US</th>
<th>PEOPLE WHO HELP US</th>
</tr>
</thead>
<tbody>
<tr>
<td>SKILLS:</td>
<td>Observe</td>
<td>Observe</td>
<td>Observe</td>
<td>Observe</td>
<td>Observe</td>
<td>Observe</td>
<td>Observe</td>
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<tr>
<td></td>
<td>Compare</td>
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<td>Classify</td>
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<td>Communicate</td>
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<td>Communicate</td>
</tr>
<tr>
<td>KNOWLEDGE:</td>
<td>The types and importance of soil</td>
<td>What Plants need grow and the value of growing food at home</td>
<td>Transport by land: on the road/on trains</td>
<td>Transport by air/water</td>
<td>Transport by air/water</td>
<td>No natural links</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Different soils, colours and textures</td>
<td>What plants need to grow</td>
<td>Types and uses of land transport</td>
<td>No natural links</td>
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<tr>
<td></td>
<td>Creatures that live in the soil; such as earthworms, moles</td>
<td>How to plant a seed</td>
<td>Different road types</td>
<td>Types and uses of trains</td>
<td></td>
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<tr>
<td></td>
<td>Soil for the growth of plants; the value of growing vegetables</td>
<td>Cultivating good soil for plant growth</td>
<td>Types and uses of trains</td>
<td>Types of energy used by different trains</td>
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<tr>
<td></td>
<td>DBE Workbook 2 pg. 2 – 6</td>
<td>Value of growing vegetables</td>
<td>DBE Workbook 2 pg.7 - 9</td>
<td>DBE Workbook 2 pg.10 -13</td>
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<tr>
<td>CAPS CONTENT:</td>
<td>No natural links</td>
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</tbody>
</table>

ENSURE OPTIMAL USE OF DBE WORKBOOKS

Reading for meaning (comprehension) of fictional and non-fictional text

DBE Workbook 2 pg. 2 – 6

SCHOOL BASED ASSESSMENT:

REFER TO DBE SBA Guidelines
<table>
<thead>
<tr>
<th>TOPIC:</th>
<th>SOIL</th>
<th>WORKING WITH SOIL</th>
<th>TRANSPORT BY LAND: LAND/RAIL</th>
<th>TRANSPORT BY AIR/WATER</th>
<th>ROAD SAFETY</th>
<th>PEOPLE WHO HELP US</th>
<th>PEOPLE WHO HELP US</th>
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<tr>
<td></td>
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<td>CREATE IN 2D:</td>
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<td></td>
<td></td>
<td>Learners to EACH have their own ice cream container with their own stationery (pritt, scissors, pencil crayons, crayons etc.)</td>
<td>x</td>
<td>x</td>
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<tr>
<td>CREATIVE ARTS</td>
<td></td>
<td>CREATE IN 3D CONSTRUCTION:</td>
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<tr>
<td></td>
<td></td>
<td>(Learners to have their own paper mâché in container and own materials for personal use)</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td></td>
<td></td>
<td>Use recyclable materials and paper mâché to make useful objects: egg cups, containers, plant holders, etc. decorate using pattern; discuss geometric shapes and cool and warm colours, develop craft skills</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>PERFORMING ARTS</td>
<td>IMPROVISE AND INTERPRET</td>
<td>CREATIVE GAMES AND SKILLS</td>
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<tr>
<td>Creating a simple puppet using waste material: sock puppets, finger puppets, shadow puppets</td>
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<tr>
<td>Own puppet performance based on appropriate vocal characterization and manipulation of own puppet</td>
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<tr>
<td>Create sounds and rhythms specific to the mood or character of the puppet by using voice, instruments or found objects</td>
<td>x                      x</td>
<td>x</td>
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<tr>
<td><strong>CREATIVE GAMES AND SKILLS</strong></td>
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<tr>
<td>Use own space <strong>at their chair or a demarcated area outside with clear markings</strong> (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)</td>
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<tr>
<td>Warming up the body: curling and stretching the spine sitting on the floor, curling into a tight ball, unfolding lengthening the spine, etc.</td>
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<tr>
<td>Landing softly through the feet(toe-ball-heel, bending knees) while hopping, skipping, jumping and leaping, etc.</td>
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<tr>
<td>Listening to music and identifying moods such as ‘sad’, ‘happy’, ‘calm’ and ‘excited’</td>
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</tbody>
</table>
### Performing Arts

<table>
<thead>
<tr>
<th>Activity</th>
<th>Soil</th>
<th>Working with Soil</th>
<th>Transport by Land: Land/Rail</th>
<th>Transport by Air/Water</th>
<th>Road Safety</th>
<th>People Who Help Us</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple mime; imitating every-day activities focusing on weight and shape, such as picking up a ‘heavy rock’ or a ‘light feather’ etc.</td>
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<tr>
<td>Games focusing on numeracy and literacy such as number songs and rhymes, participatory stories, making letter shapes through movement, writing names with toes, verbal dynamics (pull, twist, stretch, bend, spin)</td>
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<td></td>
<td>x</td>
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<tr>
<td>Cooling down the body and relaxation: lying on the back, tightening/contracting all the muscles, making tight fists, clenching shoulders and then releasing all the muscles making body heavy on the floor, etc.</td>
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</table>

### School Based Assessment:
Refer to DBE SBA Guidelines

### Physical Education

**SKILLS**

- Maintain social distancing.
- Activities has been modified to maintain social distancing.
- The activities are adapted for a classroom situation- where overcrowding exist- allow learners to be keep a safe distance outside the class.
- Locomotor activities can be practiced whilst learners are walking in and out of class in the morning or returning from interval.
- Navigating safely when responding to movement instructions.
- Ensure that the 15-minute lessons have the following activities: warm-up, main and cool down.
- Allow learners to use their own apparatus or alternatively use the apparatus in groups on different days to allow for sanitizing.
- All equipment to be washed down after every use (1 litre of water and 5 tablespoons of jik}
### PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>Activity</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
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<tbody>
<tr>
<td>Catching and throwing a bean bag</td>
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<tr>
<td>x bean bag</td>
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<tr>
<td><strong>LOCOMOTOR</strong></td>
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<td>Use a few of these activities and combine for a repertoire of movements</td>
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<td><img src="https://example.com/image.png" alt="Image" /></td>
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<tr>
<td><strong>BALANCE</strong></td>
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<td>Balance on one leg</td>
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<tr>
<td><strong>SPATIAL ORIENTATION</strong></td>
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<td>Human shapes - form shapes of numbers 1, 2, 3 or letters A, B, C, etc. in a human chain</td>
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<tr>
<td><strong>SPORTS AND GAMES</strong></td>
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<tr>
<td>Traditional games other learner’s own choosing – 5 stones</td>
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### SOCIAL DISTANCING AND HYGIENE ARE DAILY IMPERATIVES
- Beginning Knowledge and Personal and Social Well-being activities should address key concepts and skills relating to Social Science, Natural Science and Technology e.g. investigations, design, enquiry skills, etc. Ensure that vocabulary development is intentionally included to improve language.
- Creative Arts [Visual Arts and Performing Arts] should be integrated very strongly with Languages
- Physical Education will be implemented for one hour per week, the 2nd hour will be utilised for reading of Personal and Social Well-being and Beginning Knowledge content knowledge e.g. comprehension pieces: “reading for meaning”, stories, poems etc.
- Every Life Skills lesson will commence with a 10-minute lesson based on making learners aware of Covid-19 addressing washing hands, healthy habits, symptoms of Covid-19, social distancing, what and when to report to whom, discussing when a friend/family member pass away, etc.
- Learners are expected to complete the DBE Workbook activities and one or two written activities or practical per week in a class Workbook for BK and PSW

### PERSONAL & SOCIAL WELL-BEING

**SKILLS:**
- Communicate:
  - Reading
  - Listening
  - Writing
- Communicate:
  - Reading
  - Listening
  - Writing
- Communicate:
  - Reading
  - Listening
  - Writing
**PERSONAL & SOCIAL WELL-BEING**

**KNOWLEDGE:**
- Different ways human beings communicate
- Social Health
- Activities at home at night
- People who serve communities at night

**CAPS CONTENT:**
- ENSURE OPTIMAL USE OF DBE WORKBOOKS
- No natural links
- Social Health
- Speaking – include explaining, conversation, poetry and song.
- Writing – include writing a letter or card and post it.
- Reading – include instructions and advertisements
- Listening – include radio and stories
- DBE Workbook 2: Page 48 - 50
- Things I do at night - get ready for bed, read and tell stories, sleep and dream
  - People who work at night - such as security officers, doctors, pilots, truck drivers
  - DBE Workbook 2 pg.54-61
- No natural links

**SCHOOL BASED ASSESSMENT:**
- REFER TO DBE SBA Guidelines

**TOPIC:**
- OUR COUNTRY SOUTH-AFRICA
- NATIONAL ANTHEM AND COAT OF ARMS
- NATIONAL SYMBOLS
- DIFFERENT WAYS OF COMMUNICATING
- COMMUNICATING WITHOUT SIGHT/HEARING
- DAY AND NIGHT
- ANIMALS OF THE NIGHT

**SKILLS:**
- Observe
- Compare
- Find out - books and other means "research
- Communicate
- Observe
- Compare
- Find out - books and other means "research
- Communicate
- Observe
- Find out - books and other means "research
- Communicate
- Observe
- Compare
- Communicate
- Observe
- Compare
- Classify
- Find out - books and other means "research
- Communicate
- Observe
- Compare
- Communicate
- Night animals

**BEGINNING KNOWLEDGE**
- Provinces
- Eleven official languages
- South African flag
- Listening to and singing of South African anthem
- Understanding and languages in the national anthem
- Recognizing the coat of arms as signature of South Africa
- Symbols representing South Africa
- Understanding South African symbols and where it is presented
- Learner experience and knowledge
- Interviews
- Researches
- Learning sign language
- How do we communicate if we can't hear?
- How do we communicate if we can't see?
**BEGINNING KNOWLEDGE**

**CAPS CONTENT:**

- ENSURE OPTIMAL USE OF DBE WORKBOOKS
  - Reading for meaning (comprehension) of fictional and non-fictional text
  - Name and location of own province
  - Recognizing the South African flag and places where we can see it flying
  - DBE Workbook 2 pg. 34 - 37
  - South African anthem - listening and singing
  - Notes: Anthem can be learnt throughout the term. Include learners from other countries by including their flags where possible.
  - DBE Workbook 2 pg. 38 - 39
  - the importance of symbols
  - Identify national symbols on South African coins.
  - DBE Workbook 2 pg. 40 - 41
  - Writing - include writing a letter or card and posting it
  - Reading - include instructions and advertisements
  - Listening - include radio and stories
  - Ways we communicate in 21st century
  - Communicating in:
    - Sign language
    - Braille
    - DBE Workbook 2 pg. 50 - 53

**WEATHER:**

- Predictions
- Minimum and maximum temperature
- Symbols (Celsius, weather forecast)
- Cloud cover
- Complete own weather chart
- Precipitation, wind, etc.

**SCHOOL BASED ASSESSMENT:**

REFER TO DBE SBA Guidelines

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**CREATIVE ARTS**

CREATE IN 2D

Learners to EACH have their own ice cream container with their own stationery (pritt, scissors, pencil crayons, crayons etc.)

Make paintings relevant to the term’s topics; discuss colours, tone, texture, contrast, shape

| X | X | | X | | X |

CREATE IN 3D CONSTRUCTION

(Learners to have their own dough or clay in container and own materials for personal use)

Make clay models

| | | | | | | X |

---

**WEATHER:**

- Predictions
- Minimum and maximum temperature
- Symbols (Celsius, weather forecast)
- Cloud cover
- Complete own weather chart
- Precipitation, wind, etc.

**SCHOOL BASED ASSESSMENT:**

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| X | X | | X | | X |

CREATE IN 3D CONSTRUCTION

(Learners to have their own dough or clay in container and own materials for personal use)

Make clay models

<p>| | | | | | | X |</p>
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<th>PERFORMING ARTS</th>
<th>IMPROVISE AND INTERPRET Use own space at their chair</th>
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<tr>
<td>Listening to music and identifying how dynamics, pitch, timbre and tempo combine to tell a story such as 'Peter and the Wolf', etc.</td>
<td>X</td>
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<tr>
<td>Improvising appropriate movements and characters using axial, locomotor and levels to interpret story such as 'Peter and the Wolf', etc.</td>
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<tr>
<td>Developing a puppet performance by focusing on a conversation between puppets</td>
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<tr>
<td>Exploring attitude, status and relationships of puppet – characters such as the villain, animal characters, the witch, the princess, etc.</td>
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<p>| CREATIVE GAMES AND SKILLS Use own space at their chair or a demarcated area outside with clear markings (lanes can be drawn on tarmac- learners take turns 7 or 8 at a time dependent on the number of lanes- If no space, do not do the locomotor activities) |
|----------------|--------------------------------------------------|
| Warming up the body: using circles, angles, curves and zig-zags | X | X | X |
| Warming up the voice: using songs and rhymes focusing on high and low notes and fast and slow tempo | | | X | X | X |</p>
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<td>Singing songs to improve the ability to sing in tune</td>
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<td>Combining non-locomotor and locomotor movements such as twisting combined with galloping on their own and with a partner</td>
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<td>Simple mime: imitating everyday activities focusing on weight, shape and space such as ‘crouching in a narrow cave’, ‘kicking a ball on a big soccer field’, etc.</td>
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<tr>
<td>Composing soundscapes using dynamics, pitch, timbre and tempo to express character, feelings and mood such as: ‘grandfather = loud, low pitch, slow’, ‘bird = quiet, high pitch, fast’, etc</td>
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<td>Cooling down the body and relaxation: moving to slow soothing music</td>
<td>x</td>
<td>x</td>
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SBA

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| PHYSICAL EDUCATION | SKILLS | • Maintain social distancing.  
• Activities has been modified to maintain social distancing.  
• The activities are adapted for a classroom situation- where overcrowding exist- allow learners to be keep a safe distance outside the class.  
• Locomotor activities can be practiced whilst learners are walking in and out of class in the morning or returning from interval.  
• Navigating safely when responding to movement instructions  
• Ensure that the 15-minute lessons have the following activities: warm-up, main and cool down.  
• Allow learners to use their own apparatus or alternatively use the apparatus in groups on different days to allow for sanitizing.  
• All equipment to be washed down after every use (1 litre of water and 5 tablespoons of jik |
|        | LOCOMOTOR | Demarcated area |
|        | LATERALITY | |
|        | SCHOOL BASED ASSESSMENT: | REFER TO DBE SBA Guidelines |