

**REVISED TEACHING PLANS 2020**  
**FOUNDATION PHASE: LIFE SKILLS**  
**GRADE R**

## GRADE R REVISED TEACHING PLANS: LIFE SKILLS

TERM 2		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
<b>TOPIC:</b>		<b>SAFETY ORIENTATION</b>	<b>MY FAMILY</b>	<b>HOME</b>	<b>WINTER</b>	<b>SOUND &amp; SIGHT</b>	<b>TOUCH, &amp; SMELL</b>	<b>TASTE</b>
<b>SOCIAL DISTANCING AND HYGIENE IMPERATIVE DAILY ORIENTATION</b>								
<b>DAILY COVID-19 MEASURES:</b>								
<b>Daily hygiene routines are to be strictly followed:</b>								
<ul style="list-style-type: none"> <li>• Remind learners of the daily routine tests when coming to school.</li> <li>• Encourage learners to stay at home when ill.</li> <li>• Teach learners how to greet without touching. (A greeting song)</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.</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> <li>• TEACHERS TO ENSURE THE SAFETY OF THEIR LEARNERS IN THEIR OWN CONTEXTS.</li> <li>• <b>PLEASE NOTE: EVEN THOUGH A WEEK HAS BEEN ALLOWED FOR ORIENTATION TEACHERS HAS TO CONSCIOUSLY REMIND LEARNERS OF THE HYGIENE ROUTINES THROUGHOUT THE DAY WITH EVERY LEARNING OPPORTUNITY AND ACTIVITY PERFORMED AND EXECUTED.</b></li> </ul>								
<b>SKILLS:</b>	<ul style="list-style-type: none"> <li>• Observe</li> <li>• Communicate</li> <li>• Compare</li> </ul>	<ul style="list-style-type: none"> <li>• Observe</li> <li>• communicate</li> <li>• compare</li> </ul>	<ul style="list-style-type: none"> <li>• Observe</li> <li>• communicate</li> <li>• classify</li> </ul>	<ul style="list-style-type: none"> <li>• Observe</li> <li>• compare</li> </ul>	<ul style="list-style-type: none"> <li>• Observe</li> <li>• compare</li> </ul>	<ul style="list-style-type: none"> <li>• Observe</li> <li>• classify</li> <li>• experiment</li> </ul>	<ul style="list-style-type: none"> <li>• Observe</li> <li>• Classify</li> <li>• experiment</li> </ul>	
<b>KNOWLEDGE:</b>	<ul style="list-style-type: none"> <li>• To protect myself</li> <li>• (Covid-19) routine</li> <li>• Orientation</li> </ul>	<ul style="list-style-type: none"> <li>• What constitutes a family</li> <li>• Celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• A safe haven and each member's function</li> </ul>	<ul style="list-style-type: none"> <li>• Weather conditions</li> <li>• Effect on humans and animals</li> </ul>	<ul style="list-style-type: none"> <li>• Sensory observations</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential observation</li> <li>• learning through using senses</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential observation</li> <li>• Learning through using senses</li> </ul>	
<b>CAPS CONTENT:</b>  <b>ENSURE OPTIMAL USE OF DBE WORKBOOKS FOR</b>	<ul style="list-style-type: none"> <li>• How to be safe at home</li> <li>• Safe places to play</li> <li>• Unsafe places to play</li> </ul>	<ul style="list-style-type: none"> <li>• Who belongs to my family</li> <li>• Activities my family do together</li> </ul>	<ul style="list-style-type: none"> <li>• Who lives at home</li> <li>• What I do at home</li> <li>• Who works at home</li> </ul>	<ul style="list-style-type: none"> <li>• The weather in autumn</li> <li>• How nature is affected</li> <li>• How animals are affected</li> </ul>	<ul style="list-style-type: none"> <li>• Sounds we hear &amp; what makes these sounds</li> <li>• Music I like</li> <li>• Things I see around me</li> </ul>	<ul style="list-style-type: none"> <li>• Different things feel different</li> <li>• Introduce new words: hard, soft, smooth, rough,</li> </ul>	<ul style="list-style-type: none"> <li>• Different things feel different</li> <li>• Introduce new words: hard, soft, smooth, rough,</li> </ul>	

**PERSONAL & SOCIAL WELL-BEING**

<p><b>CONSOLIDATION ONLY - PRACTICAL EXPERIENCES (CONCRETE) MUST TAKE PRIORITY</b></p>	<ul style="list-style-type: none"> <li>• Being safe on the road</li> <li>• How to be able to hear &amp; see keeps us safe</li> <li>• Safety when tasting</li> </ul>	<ul style="list-style-type: none"> <li>• Activities my family celebrate - e.g. wedding, good news, birthdays</li> <li>• Note: Learners come from many different types of family. Ensure inclusivity.</li> </ul>	<ul style="list-style-type: none"> <li>• Different jobs we do at home</li> </ul>	<ul style="list-style-type: none"> <li>• How people are affected – e.g. what we eat, wear, do, games we play</li> </ul>	<ul style="list-style-type: none"> <li>• light, dark &amp; shadows</li> <li>• looking after my ears &amp; eyes</li> </ul>	<p>cold, hot, warm, cool</p> <ul style="list-style-type: none"> <li>• Experiencing different temperatures &amp; textures</li> <li>• Tastes and smell I like &amp; that are new to me</li> <li>• Different smell around us &amp; where it comes from</li> </ul>	<p>cold, hot, warm, cool</p> <ul style="list-style-type: none"> <li>• Experiencing different temperatures &amp; textures</li> <li>• Tastes and smell I like &amp; that are new to me</li> <li>• Different smell around us &amp; where it comes from</li> </ul>
<p><b>ACTIVITIES:</b></p>	<p style="text-align: center;"><b>INTEGRATED INTO ALL 3 SUBJECTS</b>  <b>ENSURE OPTIMAL USE OF DBE WORKBOOKS FOR CONSOLIDATION ONLY - PRACTICAL EXPERIENCES MUST BE PRIORITISES</b></p>						
<p style="text-align: center;"><b>FESTIVALS AND SPECIAL DAYS (BIRTHDAYS) CELEBRATED BY THE COMMUNITY SHOULD BE DISCUSSED AS THEY OCCUR THROUGHOUT THE TERM.</b></p>							
<ul style="list-style-type: none"> <li>• Routine activities to continue daily- Learners need structure - Note amended activities.</li> <li>• Weather is discussed daily</li> <li>• Date chart; days of the week, months of the year</li> <li>• Celebrations</li> <li>• Toilet routine- Reinforce social distancing, washing of hands (sing happy birthday twice)</li> <li>• Health checks will take place every morning – Sanitizing and temperature readings</li> </ul>							
<p><b>SCHOOL BASED ASSESSMENT:</b></p>	<p>Continuous DAILY observations/informal assessments (1 group per day) based on skills taught</p>						

	TOPIC:	SAFETY	MY FAMILY	HOME	AUTUMN	SOUND & SIGHT	TOUCH & SMELL	TASTE
<b>BEGINNING KNOWLEDGE/INTEGRATION WITH ALL SUBJECTS</b>	<b>WATER PLAY</b> Add chlorine bleach to water to disinfect 2 cups of bleach to 4 litres of water and a little sunlight liquid	Comparing Measuring Communicating Application Fine motor skills Hand-eye coordination						
	<b>SAND PLAY</b> Add a cup or 2 of coarse salt to sand or white vinegar to disinfect OR have own plastic bowl	Comparing (size, texture, weight etc.) Measuring Sensory Experience Fine motor skills Application of knowledge						
	<b>FANTASY CORNER</b> This experience can still be captured in a <b>different, creative way</b> at their tables ( <b>bring an item from home</b> )	Imagination visualisation Role-play Communication Making a play cake with dough						
	<b>BLOCK CORNER/ CONSTRUCTION</b> <b>10 bags of a reasonable number of blocks</b> to construct, used in a rotational manner. Wash with soapy water and a little jik after use.	Constructing / Stacking Creating problem solving language development Fine motor skills						
	<b>DISPLAY TABLES</b> <b>If simple,</b> accessible things like observation of leaves, each learner can bring their own leaf float and sink-learners make predictions, then observe Teacher demonstration	Inquiry- What would happen if....? Why do you think...? How would you...? explore Interactive learning table Discovery Compare Classify Predict Communication/ Language development Sensory experience (OWN LTSM)						

	Teacher controlled Magnifying glasses to be sanitized	
	<b>CREATIVE ARTS</b> Learners to EACH have their own ice cream container with their own stationery	Create, Design Spatial orientation Colour, shape, size, line, number Fine motor skills Figure ground Mixing colours Application
	<b>BOOK CORNER</b> Learners to disinfect hands <b>USE OF OWN DBE WORKBOOK</b> or magazine from home <b>AT THEIR TABLE</b> (own space)	Exposure to a variety of print Pre-reading skills Reading pictures Left to right
	<b>WRITING CORNER</b> Learners to disinfect hands/ wipe surfaces with sanitizer Learners to use their own stationery	Writing Copying print Holding tools Left to right Top to bottom Sitting position Drawing pictures and labelling
<b>NO OUTDOOR PLAY - JUNGLE GYM, TRADITIONAL OBSTACLE COURSES ETC.</b> The management of sanitizing after every learner will be time-consuming and impractical		
<ul style="list-style-type: none"> <li>• <b>Please note: The content and concepts of Beginning Knowledge is integrated throughout the Grade R day in all Subject areas</b></li> <li>• <b>WEATHER:</b> <ul style="list-style-type: none"> <li>• Predictions/Observations/ Communication</li> <li>• Complete weather chart</li> <li>• Rainfall, wind, clouds, sunshine, etc.</li> </ul> </li> </ul>		
<b>HOME LANGUAGE AND MATHEMATICS WILL BE INTEGRATED DAILY INTO ALL OF THE ABOVE ACTIVITIES</b>		
<b>SCHOOL BASED ASSESSMENT:</b>	Continuous observations/informal assessments (1 group per day) based on skills taught	

		VISUAL ARTS							
		TOPIC:	SAFETY	MY FAMILY	HOME	AUTUMN	SOUND & SIGHT	TOUCH & SMELL	TASTE
<b>CREATIVE ARTS</b>		<b>CREATE IN 2D</b>							
		Learners to EACH have their own container with their own stationery (pritt, scissors, pencil crayons, crayons etc.) Use container with paint with a lid; each to have own objects; own scissors or <b>wash after use by one group</b> with soapy water ready for next group use							
		Informal use of art elements shape and colour in drawing and painting in response to weeks' topic (Finger painting)	X	X	X	X	X	X	X
		Work in different sizes to increase awareness of detail	X	X	X	X	X	X	X
		Interpreting body parts in drawing and painting		X			X	X	
		Simple print making techniques using found objects such as bottle tops, stones, etc. (OWN materials)	X		X	X		X	X
		<b>CREATE IN 3D (Modeling &amp; Constructing)</b>							
		Container with lid dough for personal use – Teacher to decide which activities to use and how she will manage this in the safest manner possible							
		Craft skills and techniques: Cutting (own scissors)	X	X	X	X	X	X	X
		Pasting	X	X	X	X	X	X	X
Tearing	X	X	X	X	X	X	X		
Use play dough to model freely; - Shaping	X	X	X	X	X	X	X		

	- Twisting - Rolling							
	<b>VISUAL LITERACY</b>							
	Looking at and talking about book illustrations: namely shapes and colours in book illustrations, identifying contrasts e.g. big/small, long/short in book illustrations							
<b>PERFORMING ARTS</b>	<b>CREATIVE GAMES AND SKILLS</b> Activities to be executed at table or on the spot (groups) in the demarcated areas in class unless an area has been demarcated outside							
	Warming up using everyday activities: such as cleaning my shoes", making my bed	X	X	X	X	X	X	X
	Body awareness Exploring space and direction such as large, small, high, low, far, near		X	X			X	
	Music, voice and movement; focusing on dynamics, such as loud and soft, strong and gentle	X	X		X	X		X
	Indigenous songs, rhythmic games and rhymes – Using different dynamics (loud, soft, strong, gentle) with clapping and stamping		X		X	X	X	
	Locomotor movements such as skipping and hopping on the spot- OR demarcated area or lanes painted on tarmac 1 and a half meters apart	X		X		X		X

Listening skills; reacting to signals, cues, stories, rhymes and song, such as ("freeze!", "up!", "down!")	X	X	X	X	X	X	X	X
<b>IMPROVISE AND INTERPRET</b>								
On the spot, small groups of 5 or 6 observing social distancing (sanitize objects continuously- have monitors/helpers)								
Interpretation of indigenous & other songs using dynamics-soft/loud	X	X	X	X	X	X	X	X
Dramatizing; Make believe situations, fantasy and own life experiences Individually or in small groups	X	X	X	X	X	X	X	X
Creating and imitating sound effects in stories, such as bees (buzz) etc.	X	X	X	X	X	X	X	X
Directions, levels (high medium and low) Shapes explored through creative movement and stories	X	X	X	X	X	X	X	X
Dramatization, using an existing indigenous story, poem, nursery rhymes or song as stimulus	X	X	X	X	X	X	X	X
Use of objects or props creatively in movement, dramatic play and music	X	X	X	X	X	X	X	X
<b>SCHOOL BASED ASSESSMENT:</b> Informal	Continuous observations/informal assessments (1 group per day) based on skills taught							



	TOPIC:	SAFETY	MY FAMILY	HOME	AUTUMN	SOUND & SIGHT	TOUCH & TASTE	SMELL	
<b>PHYSICAL EDUCATION</b>	<b>LOCOMOTOR AND NON-LOCOMOTOR</b>								
	Do routine activities and free play activities indoors in demarcated areas – Do it in groups if limited space; Outdoors must have lanes (Work in groups) Demarcated lanes – like on a track (distancing)								
	Body parts: sing songs and rhymes while learning the body parts, i.e. head shoulders, neck, chest, etc.	X	X				X	X	
	Walking backwards and forwards	X	X	X			X		X
	Walking/ running faster and slower On the spot/ outside lanes	X		X	X			X	
	<b>RHYTHM – on the demarcated spot</b>								
	Using music or body percussion, identify body parts and move rhythmically as instructions are given, i.e. touch your toes., etc.	X			X		X	X	X
	Throwing and catching OWN bean bags (newspaper ball)			X		X			
	<b>BALANCE – Lanes drawn on tarmac or any other area</b>								
	Body parts: using OWN bean bags and learners copy the teacher as to where to place			X		X		X	

the bean bag i.e. on the spot place the bean bag on the head, place the bean bag on the knees(L/R) while balancing on 1 leg' place the bean bag on the shoulder (L/R) while walking, etc. (lanes, on the spot)							
Balancing: walking on a line	X		X		X		
Balancing: on low level objects		X		X		X	
<b>LATERALITY</b>							
Demarcated area; if no space only do activities that your classroom or outdoor space allows							
Body parts- running, falling face down, lying on the ground...rolling onto their backs and on their side's L/R		X	X	X			
Moving sideways L/R at table		X		X		X	
<b>SPORTS AND GAMES</b>							
Throw bean bags/ paper balls into containers	X			X		X	
Catching OWN newspaper ball		X	X		X		
<b>SCHOOL BASED ASSESSMENT: Informal</b>	Continuous observations/informal assessments (1 group per day) based on skills taught						

## GRADE R REVISED TEACHING PLANS: LIFE SKILLS

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	
<b>TOPIC:</b>	<b>WINTER/AUTUMN</b>	<b>TRANSPORT</b>	<b>JOBS PEOPLE DO</b>	<b>FRUIT &amp; VEGETABLES</b>	<b>FARMING: DAIRY &amp; WOOL</b>	<b>HEALTHY ENVIRONMENT</b>	<b>CONSOLIDATION OF TOPICS</b>	
PERSONAL & SOCIAL WELL-BEING	<b>SKILLS:</b>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Predicting</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Measuring</li> <li>• Classifying</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• prediction</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Classifying</li> </ul>	<ul style="list-style-type: none"> <li>• observation</li> <li>• classifying</li> </ul>	<ul style="list-style-type: none"> <li>• observation</li> <li>• predicting</li> </ul>	
	<b>SOCIAL DISTANCING AND HYGIENE IMPERATIVE DAILY</b>							
	<p><b>DAILY COVID-19 MEASURES:</b></p> <p><b>Daily hygiene routines are to be strictly followed:</b></p> <ul style="list-style-type: none"> <li>• Remind learners of the daily routine tests when coming to school.</li> <li>• Encourage learners to stay at home when ill.</li> <li>• Teach learners how to greet without touching.</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 flexed elbow or tissue when coughing or sneezing or use a tissue. 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 liter 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> <li>• TEACHERS TO ENSURE THE SAFETY OF THEIR LEARNERS IN THEIR OWN CONTEXTS</li> </ul> <p><b>PLEASE NOTE: EVEN THOUGH A WEEK HAS BEEN ALLOWED FOR ORIENTATION TEACHERS HAS TO CONSCIOUSLY REMIND LEARNERS OF THE HYGIENE ROUTINES THROUGHOUT THE DAY WITH EVERY LEARNING OPPORTUNITY AND ACTIVITY PERFORMED AND EXECUTED.</b></p>							
	<b>KNOWLEDGE:</b>	<ul style="list-style-type: none"> <li>• Weather conditions</li> <li>• How humans and animals adapt in winter</li> </ul>	<ul style="list-style-type: none"> <li>• How we stay safe when using transportation?</li> <li>• How are various modes of transportation similar and different?</li> </ul>	<ul style="list-style-type: none"> <li>• Different ways people make a living</li> </ul>	<ul style="list-style-type: none"> <li>• The nutritional value of fruit and vegetables, their textures, colours and shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Where food and clothes come from</li> </ul>	<ul style="list-style-type: none"> <li>• Becoming good environmental citizens</li> </ul>	
<p><b>CAPS CONTENT:</b></p> <p><b>ENSURE OPTIMAL USE OF DBE WORKBOOKS FOR CONSOLIDATION ONLY - PRACTICAL EXPERIENCES</b></p>	<ul style="list-style-type: none"> <li>• Weather</li> <li>• How nature is affected</li> <li>• How animals are affected</li> <li>• How people are affected</li> <li>• Saving water</li> </ul>	<ul style="list-style-type: none"> <li>• Getting to school</li> <li>• Different kinds of transport</li> <li>• Transport long ago</li> </ul>	<ul style="list-style-type: none"> <li>• Work relating to:                             <ul style="list-style-type: none"> <li>○ Transport</li> <li>○ Health</li> <li>○ Food</li> <li>○ Services</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Different types</li> <li>• Tastes &amp; textures</li> <li>• Where it comes from</li> <li>• Colours &amp; shapes</li> <li>• Importance of washing our fruit and vegetables</li> </ul>	<ul style="list-style-type: none"> <li>• Animals dairy products comes from</li> <li>• How we get butter</li> <li>• Sheep farming</li> <li>• Where wool comes from &amp; its uses</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of a clean environment</li> <li>• Pollution</li> <li>• Importance of recycling</li> </ul>		

<b>(CONCRETE) MUST TAKE PRIORITY</b>							
<b>ACTIVITIES:</b>	<p style="text-align: center;"><b>INTEGRATED into All 3 subjects</b>  <b>ENSURE OPTIMAL USE OF DBE WORKBOOKS FOR CONSOLIDATION ONLY - PRACTICAL EXPERIENCES MUST BE PRIORITISES</b></p>						
<ul style="list-style-type: none"> <li>• Routine activities to continue daily- Learners need structure - Note amended activities please. Keep learners safe</li> <li>• Weather is discussed daily</li> <li>• Date chart; days of the week, months of the year</li> <li>• Celebrations</li> <li>• Toilet routine- Reinforce social distancing, washing of hands (sing happy birthday twice)</li> <li>• Health checks will take place every morning – Sanitizing and temperature readings</li> </ul>							
<b>FESTIVALS AND SPECIAL DAYS (BIRTHDAYS) CELEBRATED BY THE COMMUNITY SHOULD BE DISCUSSED AS THEY OCCUR THROUGHOUT THE TERM.</b>							
<b>SCHOOL BASED ASSESSMENT:</b> Informal	Continuous DAILY observations/informal assessments (1 group per day) based on skills taught						

BEGINNING KNOWLEDGE / INTEGRATION WITH ALL SUBJECTS	TOPIC:	WINTER/SPRING	TRANSPORT	JOB'S PEOPLE DO	FRUIT & VEGETABLES	FARMING: DAIRY & WOOL	HEALTHY ENVIRONMENT	CONSOLIDATION OF TOPICS	
	<b>WATER PLAY</b> Add chlorine bleach to water to disinfect 2 cups of bleach to 4 litres of water and a little sunlight liquid	Comparing Measuring Communicating Fine motor skills Hand-eye coordination							
	<b>SAND PLAY</b> Add a cup or 2 of coarse salt to sand or white vinegar to disinfect	Comparing (size, texture, weight etc.) Measuring Sensory Experience Fine motor skills							
	<b>FANTASY CORNER</b> This experience can still be captured in a <b>different, creative way</b> at their tables. <b>(bring an item from home)</b>	Imagination visualisation Role-play Communication Make a play cake from dough							
	<b>BLOCK CORNER/ CONSTRUCTION</b> <b>10 bags of a reasonable number of blocks</b> to construct, used in a rotational manner. Wash with soapy water and a little jik after use.	Constructing / stacking Creating problem solving language development Fine motor skill							
	<b>DISPLAY TABLES</b> If simple, accessible things like observation of leaves, each learner can bring their own leaf float and sink-learners make predictions, then observe  Teacher demonstration	Inquiry - What would happen if....? Why do you think...? How would you...? explore Interactive learning table Discovery Compare Classify Predict Communication/ Language development Sensory experience (OWN LTSM- bring from home)							

Magnifying glasses to be sanitized	
<b>CREATIVE ARTS</b> Learners to EACH have their own container with their own stationery	Create, Design Spatial orientation Colour, shape, size, line, number Fine motor skills, figure - ground Mixing colours Application
<b>BOOK CORNER</b> Learners to disinfect hands <b>USE OF OWN DBE WORKBOOK</b> or magazine from home <b>AT THEIR TABLE</b> (own space)	Exposure to a variety of print Pre-reading skills Reading pictures Left to right
<b>WRITING CORNER</b> Learners to disinfect hands/ wipe surfaces with sanitizer Learners to use their own stationery	Writing Copying print Holding tools Left to right Top to bottom Sitting position Drawing pictures and labelling
<b>NO OUTDOOR PLAY- JUNGLE GYM, TRADITIONAL OBSTACLE COURSES ETC.</b> The management of sanitizing after every learner has had a turn (social distancing) will be time-coming and impractical	
<p><b>WEATHER:</b></p> <ul style="list-style-type: none"> <li>• Predictions/Observations/ Communication</li> <li>• Complete weather chart</li> <li>• Rainfall, wind, clouds, sunshine, etc.</li> </ul> <p><b>Please note: The content and concepts of Beginning Knowledge is integrated throughout the Grade R day in all Subject areas</b></p>	
<b>HOME LANGUAGE AND MATHEMATICS WILL BE INTEGRATED DAILY INTO ALL OF THE ABOVE ACTIVITIES</b>	
<b>SCHOOL BASED ASSESSMENT:</b> Informal	Continuous observations/informal assessments (1 group per day) based on skills taught

VISUAL ARTS	TOPIC:	WINTER	TRANSPORT	JOBS PEOPLE DO	FRUIT & VEGETABLES	FARMING: DAIRY & WOOL	HEALTHY ENVIRONMENT	CONSOLIDATION OF TOPICS	
	<b>CREATE IN 2D</b>								
	<b>LEARNERS to have their OWN stationery in a container</b>								
	Draw and paint freely using the week's topic	X	X	X	X	X	X		
	Informal rendering of the body in action: hopping, running, sleeping and other	X		X		X			
	Working in different formats and paper sizes and brushes of different sizes to work with increased detail	X	X	X	X	X	X		
	<b>CREATE IN 3D (Modeling &amp; Constructing)</b>								
	<b>Learners to have their own clay or blocks in a container</b>								
	Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off-cuts, and other	X	X	X	X	X	X		
	Encourage development of skills through manipulation of the materials	X	X	X	X	X	X		
Use playdough to improve fine-motor ability; rolling, pinching, joining	X	X	X	X	X	X			

**VISUAL LITERACY**

Looking at and talking about colour and shape in pictures and photographs.  
 Responding to questions to show awareness of colour and shape.

**CREATIVE GAMES AND SKILLS**

**Activities to be executed on the spot (groups) in the demarcated areas in class unless an area has been demarcated outside**

<b>PERFORMING ARTS</b>	Warming up movements using actions to stories as a stimulus	X	X	X	X	X		
	Pony gallops using rhythm and movement	X		X		X		
	Music, voice and movement, focusing on pitch: high and low		X		X		X	
	Using percussion instruments to keep a steady beat and develop numeracy skills by counting	X		X		X		
	Using body percussion to perform simple rhythm patterns		X		X		X	
	Spatial awareness through movement making shapes, circles and lines	X		X		X		
	Gestures and facial expressions to communicate		X		X		X	



emotions such as 'sad', 'happy'							
Cooling down the body and relaxation: e.g. floating in the water like a leaf.	X	X	X	X	X	X	
<b>IMPROVISE AND INTERPRET</b>							
Songs: focus on pitch such as "Twinkle, Twinkle little star' (high) and 'My grandfather's clock' (low)	X		X		X		
Rhythms: long and short note values (durations) using body percussion and /or percussion instruments		X		X		X	
Dramatizing make-believe situations or own life experiences with movement and song	X		X		X		
MAKE-BELIEVE objects to represent other objects in dramatic play, such as: a spoon as a magic wand, a hat as a steering wheel, etc.	X	X	X	X	X	X	

PHYSICAL EDUCATION	TOPIC:	WINTER	TRANSPORT	JOB'S PEOPLE DO	FRUIT & VEGETABLES	FARMING: DAIRY & WOOL	HEALTHY ENVIRONMENT	CONSOLIDATION OF TOPICS	
	<b>LOCOMOTOR AND NON-LOCOMOTOR</b>								
	Do routine activities and free play activities indoors in demarcated areas – Do it in groups if limited space; Outdoors must have lanes (Work in groups) Activities are done on the spot								
	Walk and run in different directions <b>on the spot</b>	X				X		X	
	Walking, marching, hopping, sliding, skipping, galloping, jumping <b>on the spot</b>	X		X			X		
	Non-locomotor: bending, stretching and curling the body into various shapes		X			X		X	
	<b>RHYTHM</b>								
	Activities are done on the spot								
Jumping with feet together and on alternate feet		X	X			X			
Simple hop-scotch, single take-off to single landing; single take-off to double feet landing; double take-off to single foot landing	X				X	X			

COORDINATION							
Throwing and catching OWN beanbags or paper balls			X		X		
BALANCE							
Balancing: Obstacle course toward the gate-walking on a rope, walking between tyres, cones, planks, stones, etc. <b>Monitors needed social distancing observed</b>		X		X		X	
Balancing on one-foot L/R		X		X		X	
Direction and pathways: en-route to the bathroom (distancing) walking in a straight line, curved line and zigzag	X			X		X	
Speed: walking fast, march faster, running faster along a straight line, curved line and zigzag (in groups observing social distancing to the bathroom)		X	X		X		
SPATIAL ORIENTATION							
Direction and pathways: walking in a straight line,	X		X		X		

curved line and zigzag (Coloured sellotape or markings to bathroom )							
<b>LATERALITY</b>							
Moving sideways L/R in a straight pathway, curved pathway and zigzag	X		X		X		
Hopping on non-dominant foot		X		X			
<b>SCHOOL BASED ASSESSMENT:</b> Informal	Continuous observations/informal assessments (1 group per day) based on skills taught						

## GRADE R REVISED TEACHING PLANS: LIFE SKILLS

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	
TOPIC:	SPRING/SUMMER	BIRDS	REPTILES	DINOSAURS	WILD ANIMALS	SPORTS	CONSOLIDATION OF TOPICS	
<b>PERSONAL &amp; SOCIAL WELL-BEING</b>	<b>SOCIAL DISTANCING AND HYGIENE IMPERATIVE DAILY</b>							
	<p><b>DAILY COVID-19 MEASURES:</b></p> <p><b>Daily hygiene routines are to be strictly followed:</b></p> <ul style="list-style-type: none"> <li>Remind learners of the daily routine tests when coming to school.</li> <li>Encourage learners to stay at home when ill.</li> <li>Teach learners how to greet without touching.</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 flexed elbow or tissue when coughing or sneezing or use a tissue. 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 liter 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> <li>TEACHERS TO ENSURE THE SAFETY OF THEIR LEARNERS IN THEIR OWN CONTEXTS</li> </ul> <p><b>PLEASE NOTE: EVEN THOUGH A WEEK HAS BEEN ALLOWED FOR ORIENTATION TEACHERS HAS TO CONSCIOUSLY REMIND LEARNERS OF THE HYGIENE ROUTINES THROUGHOUT THE DAY WITH EVERY LEARNING OPPORTUNITY AND ACTIVITY PERFORMED AND EXECUTED.</b></p>							
	<b>SKILLS:</b>	<ul style="list-style-type: none"> <li>Observation</li> <li>Classification</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Classification</li> </ul>	<ul style="list-style-type: none"> <li>Classification</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Classification</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Classification</li> </ul>	<ul style="list-style-type: none"> <li>Communicating</li> <li>Measuring</li> </ul>	
	<b>KNOWLEDGE:</b>	<ul style="list-style-type: none"> <li>Changes that takes place in nature during Spring/Summer</li> </ul>	<ul style="list-style-type: none"> <li>Birds: 'characteristics' - habitat and how they reproduce</li> </ul>	<ul style="list-style-type: none"> <li>Reptiles: - Characteristics - habitat</li> </ul>	<ul style="list-style-type: none"> <li>Dinosaurs, how they lived -characteristics</li> </ul>	<ul style="list-style-type: none"> <li>Wild animals , types and -characteristics -habitat</li> </ul>	<ul style="list-style-type: none"> <li>The benefits of sport</li> </ul>	
<p><b>CAPS CONTENT:</b></p> <p><b>ENSURE OPTIMAL USE OF DBE WORKBOOKS FOR CONSOLIDATION ONLY - PRACTICAL EXPERIENCES (CONCRETE) MUST TAKE PRIORITY</b></p>	<ul style="list-style-type: none"> <li>The weather in Spring/Summer</li> <li>How nature is affected</li> <li>How animals are affected</li> <li>How people are affected e.g. what we eat, wear, do, games we play</li> </ul>	<ul style="list-style-type: none"> <li>Different types of birds</li> <li>General characteristic of a bird</li> <li>Feathers, two legs, lay eggs</li> <li>Birds cannot fly- ostrich, penguin</li> <li>nests</li> </ul>	<ul style="list-style-type: none"> <li>Different reptiles- e.g. crocodile</li> <li>Characteristic of reptiles</li> <li>Find out more about at least one reptile</li> </ul>	<ul style="list-style-type: none"> <li>Different dinosaurs</li> <li>How dinosaurs lived</li> <li>How we know about dinosaurs today</li> </ul>	<ul style="list-style-type: none"> <li>What is a wild animal?</li> <li>Types of wild animals</li> <li>Where we find wild animals</li> <li>How wild animals live</li> </ul>	<ul style="list-style-type: none"> <li>Sport I like</li> <li>Why we have rules in sport</li> <li>Why playing sport is good for me</li> </ul>		

<b>ACTIVITIES:</b>	<p style="text-align: center;"><b>INTEGRATED INTO ALL 3 SUBJECTS</b>  <b>ENSURE OPTIMAL USE OF DBE WORKBOOKS FOR CONSOLIDATION ONLY - PRACTICAL EXPERIENCES MUST BE PRIORITISES</b></p>						
	<p style="text-align: center;"><b>FESTIVALS AND SPECIAL DAYS (BIRTHDAYS) CELEBRATED BY THE COMMUNITY SHOULD BE DISCUSSED AS THEY OCCUR THROUGHOUT THE TERM.</b></p>						
<b>SCHOOL BASED ASSESSMENT:</b>	<p style="text-align: center;">Continuous observations/informal assessments (1 group per day) based on skills taught</p>						

BEGINNING KNOWLEDGE / INTEGRATION WITH ALL SUBJECTS	TOPIC:	SPRING/SUMMER	BIRDS	REPTILES	DINOSAURS	WILD ANIMALS	SPORTS	CONSOLIDATION OF TOPICS	
	<b>WATER PLAY</b> Add chlorine bleach to water to disinfect 2 cups of bleach to 4 litres of water and a little sunlight liquid	Comparing Measuring Communicating Fine motor skills Hand-eye coordination							
	<b>SAND PLAY</b> Add a cup or 2 of coarse salt to sand or white vinegar to disinfect	Comparing (size, texture, weight etc.) Measuring Sensory Experience Fine motor skills							
	<b>FANTASY CORNER</b> This experience can still be captured in a <b>different, creative way</b> at their tables. <b>(bring an item from home)</b>	Imagination visualisation Role-play Communication Make a play cake from dough							
	<b>BLOCK CORNER/ CONSTRUCTION</b> <b>10 bags of a reasonable number of blocks</b> to construct, used in a rotational manner. Wash with soapy water and a little jik after use.	Constructing / Stacking Creating problem solving language development Fine motor skills							
	<b>DISPLAY TABLES</b> If simple, accessible things like observation of leaves, each learner can bring their own leaf float and sink-learners make	Inquiry - What would happen if....? Why do you think...? How would you...? explore Interactive learning table Discovery Compare Classify Predict Communication/ Language development Sensory experience (OWN LTSM – bring from home)							

	predictions, then observe	Teacher demonstration -Magnifying glasses to be sanitized
	<b>CREATIVE ARTS</b> Learners to EACH have their own ice cream container with their own stationery	Create, Design Spatial orientation Colour, shape, size, line, number Fine motor skills, figure-ground Mixing colours Application
	<b>BOOK CORNER</b> Learners to disinfect hands <b>USE OF OWN DBE WORKBOOK</b> or magazine from home <b>AT THEIR TABLE</b> (own space)	Exposure to a variety of print Pre-reading skills Reading pictures Left to right Application
	<b>WRITING CORNER</b> Learners to disinfect hands/ wipe surfaces with sanitizer Learners to use their own stationery	Writing Copying print Holding tools Left to right Top to bottom Sitting position Drawing pictures and labelling
<b>NO OUTDOOR PLAY- JUNGLE GYM, TRADITIONAL OBSTACLE COURSES ETC.</b>		
The management of sanitizing after every learner has had a turn (social distancing) will be time-coming and impractical		
<b>WEATHER:</b>		
<ul style="list-style-type: none"> <li>• Predictions/Observations/ Communication</li> <li>• Complete weather chart</li> <li>• Rainfall, wind, clouds, sunshine, etc.</li> </ul>		
<b>Please note: The content and concepts of Beginning Knowledge is integrated throughout the Grade R day in all Subject areas</b>		
<b>HOME LANGUAGE AND MATHEMATICS WILL BE INTEGRATED DAILY INTO ALL OF THE ABOVE ACTIVITIES</b>		
	<b>SCHOOL BASED ASSESSMENT:</b> informal	Continuous DAILY observations/informal assessments (1 group per day) based on skills taught



	TOPIC:	SPRING	BIRDS	REPTILES	DINOSAURS	WILD ANIMALS	SPORTS	CONSOLIDATION OF TOPICS
<b>CREATIVE ARTS</b>	<b>CREATE IN 2D</b> LEARNERS to have their own stationery in a container							
	Drawing and painting using the week's topic	X	X	X	X	X	X	
	Intentional use of drawn pattern; awareness of pattern in own world	X			X			
	Use color to create pattern	X			X	X	X	
	Simple print making techniques to create informal pattern		X	X				
	<b>CREATE IN 3D</b> (Construction and modeling) Learners to have their own clay or blocks in a container							
Develop craft skills and fine motor control; <ul style="list-style-type: none"><li>• Tying</li><li>• Wrapping and other</li></ul>	X	X					X	
Use greater detail in playdough modeling: <ul style="list-style-type: none"><li>• pinching</li><li>• pulling</li><li>• rolling smaller pieces</li><li>• informal modeling of clay</li></ul>	X	X	X		X	X	X	

	<b>VISUAL LITERACY</b> More specific naming of colour and shape (light and dark colour, simple geometric shapes) and contrasts through answering questions.							
<b>PERFORMING ARTS</b>	<b>SKILLS: IMPROVISE AND INTERPRET USE</b>							
	Simple mime actions such as eating an ice cream, baking a cake, planting and watering a seed, etc.	X	X	X	X	X	X	
	Listening to a story, and then interpreting moments in the story through facial expression, movement and appropriate sound effects	X	X	X	X	X	X	
Spatial awareness through movement with sound effects such as travelling in a car, airplane, train, bus, helicopter, taxi, scooters, bicycles, etc. at desk around chair as marker	X	X	X	X	X	X		



**LOCOMOTOR/ NON- LOCOMOTOR**

Do routine activities and free play activities indoors in demarcated areas – Do it in groups if limited space; Outdoors must have lanes (Work in groups)

**PHYSICAL EDUCATION**

Obstacle course training: motor memory, learner's start with first activity and end with last activity in fixed sequence and remember what to do at each of the stations	X		X			X	
Walk in different directions at speeds ,including stopping on instruction, or to do a new movement	X			X			
Non-locomotor; twisting, curling, uncurling, stretching, bending, etc.		X		X		X	
<b>PERCEPTUAL MOTOR</b>							
Hand-eye co-ordination: throw a big ball at a target; roll a smaller ball to a target		X		X			
<b>RYTHYM</b> In class-Own space							
Using action songs: copy the movements of teacher- marching, galloping,	X		X			X	

hopping, skipping rotation and balance							
<b>COORDINATION</b>							
Throw and catch a bean bag /newspaper ball with both hands; and with either L/R hands	X		X		X		
Throw a bean bag into a hoop placed on the ground two metres away	X			X		X	
Hand-foot co-ordination: greet each other with the feet;	X		X		X		
<b>LATERALITY</b>							
Rolling activity can only be done if you have enough space for social distancing- Groups takes turns to do the activity							
Activities using the non-dominant side of the body	X		X		X		
Rolling activities, lie on the ground and roll left or right		X		X		X	
<b>SPORTS AND GAMES</b>							
Space needed							
Follow instructions to walk, run, jump, skip, climb, etc.		X	X		X	X	
<b>SCHOOL BASED ASSESSMENT:</b> Informal	Continuous DAILY observations/informal assessments (1 group per day) based on skills taught						