

GRADE 1

Term 1 Grade 1		
Beginning Knowledge and Personal and Social Well-being	20 hours (2 hours/ week)	Recommended resources In addition to the standard resources for Life Skills you will need: • Weather chart
<ul style="list-style-type: none"> • Do routine activities and free play activities indoors and outdoors as specified in Section 2. • Use a class calendar to discuss the day and the month daily throughout the year. • Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow this.) • Religious days and other special days celebrated by the community should be discussed as they occur through the term. (Two hours per term are allocated for this) <p>Topic: Me - 6 hours</p> <ul style="list-style-type: none"> • Personal details - such as name, address, telephone numbers and age • We are special and unique • Things I can do • How I am the same as my friends • How I am different from my friends <p>Topic: At school - 4 hours</p> <ul style="list-style-type: none"> • Name of school, teacher and principal • Where to find different places in the school - include toilet, office, play areas • Classroom routines and rules • How I get to school <p>Note: Learners may volunteer for different roles in the classroom, but the teacher should make sure that everyone has a turn to do something throughout the term.</p> <p>Topic: Healthy habits - 4 hours</p> <ul style="list-style-type: none"> • Sleep • Eating healthy food • Proper use of toilet • Washing hands • Keeping clean - Hair, teeth and nails - Washing regularly • Regular exercise and play • Limited television <p>Topic: The weather - 4 hours</p> <ul style="list-style-type: none"> • A daily weather chart <ul style="list-style-type: none"> - Regular observation of weather conditions - Hot, cold, windy, cloudy, sunny, misty, rainy - Symbols to describe conditions on weather chart • The weather and us - include clothes, food, activities <p>Notes: The weather chart should be updated throughout the year. Explain to learners why they should never look directly into the sun.</p> <p>Religious days and other special days - 2 hours</p>		

Term 2 Grade 1		
Beginning Knowledge and Personal and Social Well-being	20 hours (2 hours/ week)	Recommended resources In addition to the standard resources for Life Skills you will need: <ul style="list-style-type: none"> • Pictures of different kinds of family • Examples of danger/ poison signs • Examples to stimulate senses: textures, tastes, sounds, smells • Charts to show body parts
<ul style="list-style-type: none"> • Do routine activities and free play activities indoors and outdoors as specified in Section 2. • Use a class calendar to discuss the day and the month daily throughout the year. • Keep daily weather chart updated. • Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow this.) • Religious days and other special days celebrated by the community should be discussed as they occur throughout the term. (Two hours per term are allocated for this) <p>Topic: My family - 4 hours</p> <ul style="list-style-type: none"> • What a family is • Members of my family - immediate and extended • Caring for each other at home <p>Note: Learners come from many different types of family. Ensure inclusivity.</p> <p>Topic: Safety in the home - 4 hours</p> <ul style="list-style-type: none"> • Dangers at home <ul style="list-style-type: none"> - When cooking - When washing - Lighting and electricity - Outside areas - Medicines - Poisonous substances - types and recognising warning symbols • Keeping safe when home alone • Emergency number card <p>Topic: My body - 6 hours</p> <ul style="list-style-type: none"> • Different parts of my body • Different parts of my body which move • Parts of my body that I cannot see - include lungs, heart, stomach, brain, skeleton • The five senses and their uses - touch, smell, sound, sight and taste <p>Topic: Keeping my body safe - 4 hours</p> <ul style="list-style-type: none"> • Safe and unsafe situations and places - such as waiting for transport, alone in shopping areas • 'Yes' and 'No' feelings • Practising saying 'No' • Protecting our bodies from illness <ul style="list-style-type: none"> - Covering mouth and nose when sneezing or coughing - Never touching another person's blood - Washing fruit and vegetables before eating - Making water safe to drink <p>Religious days and other special days - 2 hours</p>		

Term 3 Grade 1		
Beginning Knowledge and Personal and Social Well-being	20 hours (2 hours/ week)	Recommended resources In addition to the standard resources for Life Skills you will need: <ul style="list-style-type: none"> • Pictures and stories of community places, people and pets • Nature corner/ discovery table with plants • Pictures of plants and foods /different foods and packages
<ul style="list-style-type: none"> • Do routine activities and free play activities indoors and outdoors as specified in Section 2. • Keep daily weather chart updated. • Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow this.) • Religious days and other special days celebrated by the community should be discussed as they occur throughout the term. (Two hours per term are allocated for this) <p>Topic: My community - 4 hours</p> <ul style="list-style-type: none"> • Places in my community - include buildings and places where we meet • People in my community - people who help me; people who sell things; other people I know • Looking after facilities in my community - such as public telephones, public transport and public toilets • Keeping places clean - include using bins and not littering <p>Topic: Pets - 2 hours</p> <ul style="list-style-type: none"> • Animals we can keep as pets • How to look after pets at home - include shelters, food, water, animal cleanliness • Treating animals appropriately - such as giving exercise, not teasing, not locking in a car <p>Topic: Manners and responsibilities - 2 hours</p> <ul style="list-style-type: none"> • Greeting people we know and greeting strangers • Waiting my turn • Listening to others • Sharing • Showing kindness • Being honest • Respecting other people and what belongs to them <p>Notes: Use role play. Consolidate manners and responsibilities throughout the year</p> <p>Topic: Plants and seeds - 4 hours</p> <ul style="list-style-type: none"> • Why we need plants - include food, shade, shelter for animals • What plants look like - roots, stem, leaves, flowers • Different plants - similarities and differences • Seeds and where they come from • What plants need to grow • Growing a plant from a seed - such as a bean or a lentil <p>Topic: Food - 6 hours</p> <ul style="list-style-type: none"> • Foods we eat • Where different foods come from: fruit; vegetables; dairy; meat • Healthy eating <ul style="list-style-type: none"> - Healthy and unhealthy foods - Healthy choices and the right amount of food • Storing food - fresh, tinned, dried, frozen <p>Religious days and other special days - 2 hours</p>		

Term 4 Grade 1		
Beginning Knowledge and Personal and Social Well-being	20 hours (2 hours/ week)	Recommended resources In addition to the standard resources for Life Skills you will need: <ul style="list-style-type: none"> • Picture maps with stories • Pictures of homes • Examples of different building materials • Pictures of the moon
<ul style="list-style-type: none"> • Do routine activities and free play activities indoors and outdoors as specified in Section 2. • Keep daily weather chart updated. • Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow this.) • Religious days and other special days celebrated by the community should be discussed as they occur throughout the term. (Two hours per term are allocated for this) <p>Topic: Homes - 4 hours</p> <ul style="list-style-type: none"> • Types of homes - include flats, houses, shacks, traditional homes • Homes to suit different weather conditions • What different homes are made of - include wood, mud, bricks, tin, stone, hardboard, plastic <p>Topic: Picture maps - 4 hours</p> <ul style="list-style-type: none"> • Finding places and things on a picture map • Finding the way from one place to another (use words such as: along, over, under, up, down) • Finding where on a picture map events in a story happened <p>Notes: A picture map is a drawing to show where things are located in a given area. Picture maps develop geographical skills of location, distance and space.</p> <p>Topic: Water - 4 hours</p> <ul style="list-style-type: none"> • Uses of water - home and school • Ways water is wasted • Ways of saving water • Safe and unsafe drinking water • Storing clean water <p>Topic: The sky at night - 4 hours</p> <ul style="list-style-type: none"> • Changing from day to night • What the night sky looks like • The moon <ul style="list-style-type: none"> - What the moon looks like - When we can see the moon - How the moon seems to change shape • Stars <ul style="list-style-type: none"> - A star burns like the sun (the sun is a star) <p>Notes: It is possible to see the moon during the day. Include observation and drawing activities</p> <p>Religious days and other special days - 2 hours</p> <p>Consolidation of topics and assessment - 2 hours</p>		

Term 1 Grade 1		
Creative Arts	20 hours	Recommended resources <ul style="list-style-type: none"> • Musical instruments, including found and made • Audio equipment with a range of suitable music • Paint in primary colours and white and black, coloured inks, brushes and paper of different sizes • 2B pencils, wax crayons, oil pastels, coloured chalks • Glue and applicators • Items for printing: geometric shapes found in recyclable boxes, etc
<p>The following content is to be covered in the course of term 1. Select appropriate Life Skills topics for the term to provide the context for Performing Arts and Visual Arts lessons.</p> <p>Performing Arts - 10 hours</p> <p>Creative games and skills</p> <ul style="list-style-type: none"> • Warming up body parts such as 'playing the piano', 'washing body', 'shaking off water', etc. • Safe environment: finding own and sharing space with no bumping • Locomotor movements: walking, skipping and running forwards and backwards • Non-locomotor movements: bending knees, shoulder and wrist circles • Warming up voice: breathing exercises and creative games such as blowing out candles, etc. • Body awareness exploring space and direction such as below, behind, above, using bodies or obstacles • Keeping a steady beat with changes in tempo whilst clapping or moving in time to music such as walking in fours, skipping in twos • Cooling down the body and relaxation: e.g. 'candle melting', 'balloon deflating' <p>Improvise and interpret</p> <ul style="list-style-type: none"> • Exploring shape and weight using action words and movements such as crooked, narrow, wide, feathery, pulling a heavy box, etc. • Singing indigenous songs using appropriate movements and dramatisation • Simple improvisation around familiar experiences in own family and community such as the 'birthday party', 'umdlalo', playing 'pophuis', etc. • Dramatisation: making up short stories of no more than a few sentences, based on a box of interesting objects - an object is selected, and imagined to be alive <p>Visual Arts - 10 hours</p> <p>Create in 2D</p> <ul style="list-style-type: none"> • Draw pictures of self using different media, thick wax crayons or chalk • Draw and paint pictures of self interacting with others • Paint own portrait adding features - eyes, ears, nose and mouth; discuss features on the head, shape, colour and line • Print patterns with thick paint <p>Create in 3D (constructing)</p> <ul style="list-style-type: none"> • Box constructions using recyclable boxes; emphasis on geometric shapes; discuss shapes 		

Term 2 Grade 1		
Creative Arts	20 hours	Recommended resources
		Refer to the standard resources for Life Skills listed in Section 2 and resources for Term 1
<p>The following content is to be covered in the course of term 2. Select appropriate Life Skills topics for the term to provide the context for Performing Arts and Visual Arts lessons.</p> <p>Performing Arts - 10 hours</p> <p>Creative games and skills</p> <ul style="list-style-type: none"> • Warming up the body: circling the hands and ankles, making shapes with the body such as large and small, wide and narrow • Freeze games focusing on control, eye focus and use of space • Locomotor movements: hopping, jumping and galloping forwards and sideways • Axial movements: twisting, swinging the arms and side bends • Exploring beginnings, middles and endings of songs, stories and movements • Copying of movements, rhythms and movement patterns such as follow the leader, walking, skipping, clapping • Isolate body parts through movement such as pointing and flexing the feet, etc. • Vocal exercises such as rhymes, tongue twisters and songs with focus and clarity in vocal exercises • Cooling down the body and relaxation: games such as 'rocking a baby', 'swaying', etc. <p>Improvise and interpret</p> <ul style="list-style-type: none"> • Role play (stepping into the shoes of somebody else) • Developing short sentences of dialogue such as a conversation between the elephant and the mouse • Movements appropriate to a role in different situations, e.g. during a meal, a classroom, a bus • Singing songs using contrasts such as soft and loud, fast and slow <p>Visual Arts - 10 hours</p> <p>Create in 2D</p> <ul style="list-style-type: none"> • Finger painting or brush painting: discuss mixing of primary colours to achieve secondary colours • Make drawings of self with family involved in an activity; discuss line and shape • Make drawings and paintings of self in action; encourage awareness of body in action; name and discuss active body parts <p>Create in 3D</p> <ul style="list-style-type: none"> • Make models out of clay/playdough; encourage correct use of materials and tools • Construct houses/imaginary shelters using recyclable boxes and other materials. Encourage the correct use of glue and applicators. 		

Term 3 Grade 1		
Creative Arts	20 hours	Recommended resources
Refer to the standard resources for Life Skills listed in Section 2		
<p>The following content is to be covered in the course of term 3. Select appropriate Life Skills topics for the term to provide the context for Performing Arts and Visual Arts lessons.</p> <p>Performing Art - 10 hours</p> <p>Creative games and skills</p> <ul style="list-style-type: none"> • Warming up the body: e.g. leading with the nose, elbow, knee • Combining locomotor and non-locomotor movements such as run-run-turn, run-forward-shrink-stretch-up • Mime actions showing emotion using visualisation such as eating my favourite food, opening a gift • Games focusing on numeracy and literacy such as number songs and rhymes, making letter shapes through movement • Listening skills through music games using different tempo, pitch, dynamics, duration • Cooling down the body and relaxation: using imagery or words such as 'shrink slowly' and 'grow slowly' <p>Improvise and interpret</p> <ul style="list-style-type: none"> • Choosing and making own movement sentences to interpret a theme with a beginning and an ending • Clapping rhythms in three or four time. Moving to music in three or four time. • Dramatising a make-believe situation based on a South African poem, song or story guided by teacher <p>Visual Arts - 10 hours</p> <p>Create in 2D</p> <ul style="list-style-type: none"> • Make paintings and drawings of real or imaginary creatures; encourage awareness of line and shape, and added detail; describe own pictures • Make paintings and drawings of self using various modes of transport; encourage awareness of line and shape, colour, and contrast (e.g. big/small, long/short) <p>Create in 3D (constructing)</p> <ul style="list-style-type: none"> • Make models of imaginative creatures using clay, playdough or recyclable materials; emphasize appropriate use of materials and spatial awareness. 		

Term 4 Grade 1		
Creative Arts	20 hours	Recommended resources
Refer to the standard resources for Life Skills listed in Section 2		
<p>The following content is to be covered in the course of term 4. Select appropriate Life Skills topics for the term to provide the context in Performing Arts and Visual Arts lessons.</p> <p>Performing Arts - 10 hours</p> <p>Creative games and skills</p> <ul style="list-style-type: none"> • Warming- up the body: using different levels such as high: picking an apple, low: crawling and medium: crouching • Locomotor movements: hopping, jumping, galloping, running and skipping with a partner and changing directions • Non-locomotor movements: combining twisting, swinging the arms, side bends and jumps • Clapping games with a partner developing focus and co-ordination • Listening to music and describing how it makes you feel using words such as happy, sad, etc. • Cooling down the body and relaxation: 'feel like a feather and float through the sky', etc. <p>Improvise and interpret</p> <ul style="list-style-type: none"> • Representing objects and ideas in movement and sound such as: making a machine, a magic forest, ambulance, individually and in groups • Classroom performance incorporating a South African song/poem/story with movement and dramatisation <p>Visual Arts - 10 hours</p> <p>Create in 2D</p> <ul style="list-style-type: none"> • Make drawings or paintings relevant to the term's topics. Focus on body in action, line, shape and colour <p>Create in 3D (constructing)</p> <ul style="list-style-type: none"> • Make models of self in action in own environment using clay/playdough; encourage personal expression, appropriate use of materials and spatial awareness 		

Term 1 Grade 1		
Physical Education	20 hours	Recommended resources for Term 1 Beanbags and balls Markers, skittles, sashes, ribbons Hop-scotch marked out on a clean flat surface
<p>The following content is to be covered in the course of term 1. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.</p> <p>Locomotor</p> <ul style="list-style-type: none"> • Dodging and walking in different directions • Dodging games around skittles changing direction • Using senses: observing - obstacle course • Using senses: hearing - listen to instructions while moving around <p>Perceptual motor</p> <ul style="list-style-type: none"> • Rolling a large ball to a partner • Passing a ball from one member of a group to another • Throwing and catching large balls <p>Rhythm</p> <ul style="list-style-type: none"> • Hop-scotch • Rope skipping • Rhymes singing while performing body actions <p>Co-ordination</p> <ul style="list-style-type: none"> • Throwing and catching beanbags • Jungle gym - arm travelling while hanging with over-grasp • Jungle gym - climbing up a ladder <p>Balance</p> <ul style="list-style-type: none"> • Dodging games around skittles changing direction • Identify different ways of moving across balancing beams • Jungle gym - balance walking on low level balancing form. <p>Spatial Orientation</p> <ul style="list-style-type: none"> • Using senses: proprioception - navigate body through various obstacles • Run in different directions without bumping into others using all available space • Different formation: circle • Jump over and move under obstacles, crawling, climbing, jumping, etc. • Jungle gym crawling and weaving through the frames using different parts of the body <p>Laterality</p> <ul style="list-style-type: none"> • Activities using the non-dominant side of the body <p>Sports and games</p> <ul style="list-style-type: none"> • Play favourite games selected by the learners • Movement games - concepts of size, distance, space and quantity covered 		

Term 2 Grade 1		
Physical Education	20 hours	Recommended resources for Term 2 Balls, containers and skittles Hoops Jungle gym or similar equipment
<p>The following content is to be covered in the course of term 2. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.</p> <p>Locomotor</p> <ul style="list-style-type: none"> • Body parts: singing songs or recite rhymes while touching various parts of the body such as touch the knees, toes, nose, head, ears, etc. • Games - “ Simon Says” - moving different parts of the body <p>Perceptual motor</p> <ul style="list-style-type: none"> • Ball skills - passing a ball around a circle; over heads; under legs while standing in a straight line; throw a ball to a partner; bounce and catch a ball with a partner • Hitting balloons in the air <p>Rhythm</p> <ul style="list-style-type: none"> • Jumping and hopping • Jump up and down; jump high and low; jump forwards, backwards and sideways • Finger play activities - finger rhymes <p>Co-ordination</p> <ul style="list-style-type: none"> • Eye-hand-foot co-ordination - dribbling balls around skittles and kicking balls between skittles • Balloon push- push a balloon through a target or goal post <p>Balance</p> <ul style="list-style-type: none"> • Walking on a rope or line marked on the ground • Balance on a low level beam/plank • Balance on chairs <p>Spatial orientation</p> <ul style="list-style-type: none"> • Complete obstacle course using the jungle gym or similar equipment <p>Laterality</p> <ul style="list-style-type: none"> • Roll sideways in both directions, roll forwards and backwards • Throw and catch a bean bag with non-dominant hand • Balance on non-dominant leg <p>Sports and games</p> <ul style="list-style-type: none"> • Traditional/indigenous games chosen by the learners 		

Term 3 Grade 1		
Physical Education	20 hours	Recommended resources for Term 3 Scarves/lengths of material Soccer balls and goal posts Old car tyres
<p>The following content is to be covered in the course of term 3. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.</p> <p>Locomotor</p> <ul style="list-style-type: none"> • Move - jump, run, climb and crawl • Walk backwards on heels; walk backwards on toes • Walk forwards crossing dominant leg over • Follow instructions to move slow and fast <p>Perceptual motor</p> <ul style="list-style-type: none"> • Learners help to set up an obstacle course and move through the obstacle course safely - climbing on, climbing over, crawling, hanging onto bars and balancing <p>Rhythm</p> <ul style="list-style-type: none"> • Rope skipping, alone, in groups of three, two swing and the other jumps, rotate roles <p>Co-ordination</p> <ul style="list-style-type: none"> • Hand-eye co-ordination - throw a tennis ball in the air and catch it, bounce it on the ground; pass it to a partner • Jumping over a swinging stocking ball <p>Balance</p> <ul style="list-style-type: none"> • Balance on motor car tyres, laid flat on the ground or standing up • Play games using bean bags to balance on different parts of the body e.g. "Simon Says" - balance the bean bag on your shoulder, etc. <p>Spatial orientation</p> <ul style="list-style-type: none"> • Crawl through tyres that have been set up in a line <p>Laterality</p> <ul style="list-style-type: none"> • Hop-scotch jump with non-dominant leg • Running and swinging a rope/ sash / ribbon using the non-dominant hand <p>Sports and games</p> <ul style="list-style-type: none"> • Play "Hide-and-Seek" • Buck and hunters 		

Term 4 Grade 1		
Physical Education	20 hours	Recommended resources for Term 4
		Ropes, sashes, etc. Different sized balls
<p>The following content is to be covered in the course of term 4. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.</p> <p>Locomotor</p> <ul style="list-style-type: none"> Walk, run and skip using signals to change from walking to running or skipping Non-locomotor: spin - different ways of spinning; spin alone and with a partner <p>Perceptual motor</p> <ul style="list-style-type: none"> Circle formation - games such as "beat the ball" <p>Rhythm</p> <ul style="list-style-type: none"> Games using ropes - Ugqaphu/Kgati/Ntimo (two learners swing the rope and a third jumps over it while the rest of the group sing rhymes) Follow instructions using a drum to signal change in rhythm <p>Co-ordination</p> <ul style="list-style-type: none"> Hand soccer with big balls Foot-eye co-ordination, greeting each other by touching the feet <p>Balance</p> <ul style="list-style-type: none"> Walk on ropes - backwards, forwards and sideways with or without crossing feet over Walk on ropes with hands on heads, hands behind backs, hands on hips Stand on tip toes, crouch on haunches, walk on the balls of the feet, walk on the heels slowly. <p>Spatial orientation</p> <ul style="list-style-type: none"> Playing games like cats amongst the pigeons in a demarcated area Human shapes - form shapes of numbers 1, 2, 3 or letters A, B, C, etc. in a human chain <p>Laterality</p> <ul style="list-style-type: none"> Turn on the spot to the left and to the right Kick a ball at a target using L/R foot; throw a ball through a hoop with L/R hand. <p>Sports and games</p> <ul style="list-style-type: none"> Play games of catches, i.e. cats amongst the pigeons Walking races - walking on tip toes, walking on heels, walking on flat feet Relay games 		