

Term 1 Grade 3		
Beginning Knowledge and Personal and Social Well-being	30 hours (3 hours/ week)	Recommended resources In addition to the standard resources for Life Skills you will need: <ul style="list-style-type: none"> • pictures, stories, rhymes about feelings, puppets and masks • a simple First Aid kit
<ul style="list-style-type: none"> • 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.) Festivals and special days that people in the community celebrate should be discussed as they occur throughout the term. (Three hours per term are allocated for this) <p>Topic: About me - 6 hours</p> <ul style="list-style-type: none"> • What a timeline is • Timeline of own life - include date of birth, starting school, at least one interesting fact • An interesting object from my past <p>Topic: Feelings - 6 hours</p> <ul style="list-style-type: none"> • Things that make me happy and things that make me sad • Recognising feelings - such as anger, fear, worry, loneliness • Good ways to express what we feel • Apologies - how to say sorry <p>Note: Use pictures, stories, rhymes, puppets and masks</p> <p>Topic: Health protection - 3 hours</p> <ul style="list-style-type: none"> • Basic first aid practices in situations such as nose bleeds, animal bites, cuts and burns • Basic health and hygiene - include not touching other people's blood <p>Topic: Keeping my body safe - 6 hours</p> <ul style="list-style-type: none"> • We are not safe with everyone • Rules to keep my body safe • Trusting 'Yes' and 'No' feelings • How to say 'No' to any form of abuse • How to report abuse <p>Note: This topic should focus on the prevention of physical and sexual abuse</p> <p>Topic: Rights and responsibilities - 6 hours</p> <ul style="list-style-type: none"> • Learners' rights and responsibilities • Rights and responsibilities of others <ul style="list-style-type: none"> - At home - At school - In our community - In the environment <p>Religious days and other special days - 3 hours</p>		

Term 2 Grade 3		
Beginning Knowledge and Personal and Social Well-being	30 hours (3 hours/ week)	Recommended resources In addition to the standard resources for Life Skills you will need: <ul style="list-style-type: none"> • Examples of foods from different food groups • Library/ information books • Examples of different kinds of waste • Recycling bins • Plastic lens/magnifying glass
<ul style="list-style-type: none"> • Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow this.) • Festivals and special days that people in the community celebrate should be discussed as they occur throughout the term. (Three hours per term are allocated for this) <p>Topic: Healthy eating - 6 hours</p> <ul style="list-style-type: none"> • Food groups - Vitamins - fruit and vegetables - Carbohydrates - bread, maize/mielie meal - Proteins - eggs, beans, meat, nuts - Dairy - milk, cheese, yoghurt • A balanced diet <p>Topic: Insects - 9 hours</p> <ul style="list-style-type: none"> • Characteristics of an insect • Different insects - such as fly, mosquito, ant, beetle • Observing and drawing an insect • How insects help us • How some insects harm us <p>Topic: Life cycles - 6 hours</p> <ul style="list-style-type: none"> • What a life cycle is • Lifecycle of a: <ul style="list-style-type: none"> - Mammal (e.g. dog) - Insect (e.g. butterfly) - Amphibian - (e.g. frog) - Bird - (e.g. chicken) <p>Topic: Recycling - 6 hours</p> <ul style="list-style-type: none"> • What happens to our waste • Re-using (things that can be used again) • Recycling (used things that can be made into something new) • Reducing (using less) • What cannot be recycled • Recycling at home and at school • Making compost out of things that rot • Re-using water <p>Religious days and other special days - 3 hours</p>		

Term 3 Grade 3		
Beginning Knowledge and Personal and Social Well-being	30 hours (3 hours/ week)	Recommended resources In addition to the standard resources for Life Skills you will need: <ul style="list-style-type: none"> • Pictures of planets - including Earth from space • Stories of space travel and research • Danger signs and symbols • Older family and community members
<ul style="list-style-type: none"> • Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow this.) • Festivals and special days that people in the community celebrate should be discussed as they occur throughout the term. (Three hours per term are allocated for this) <p>Topic: Public Safety - 6 hours</p> <ul style="list-style-type: none"> • Dangerous places to play - include rubbish dumps, train tracks, roads, construction sites • Riding trains and taxis safely • Dangers of electricity • Poisonous and inflammable substances • Signs that warn us of danger <p>Topic: Pollution - 6 hours</p> <ul style="list-style-type: none"> • What pollution is • Different types of pollution - water, land, air, noise • Effects of pollution on people • Effects of pollution on the environment <p>Note: Survey and clean an area - this will serve as an introduction to field work</p> <p>Topic: How people lived long ago - 9 hours</p> <ul style="list-style-type: none"> • Stories and experiences of older family and community members - include food, clothes and transport • Objects used by older family and community members - such as tools, toys, cooking utensils • Selections of old pictures and photographs from family albums and books • How people lived then and now (change and continuity) <p>Note: Invite older family and community members to visit the class</p> <p>Topic: Space - 6 hours</p> <ul style="list-style-type: none"> • Earth from space - what it looks like (land, sea, clouds) • Stars and planets - what they are • Names of the planets Telescopes • Space travel • Satellites and information we get <p>Note: Where possible, visit a planetarium or observatory</p> <p>Religious days and other special days - 3 hours</p>		

Term 4 Grade 3		
Beginning Knowledge and Personal and Social Well-being	30 hours (3 hours/ week)	Recommended resources In addition to the standard resources for Life Skills you will need: <ul style="list-style-type: none"> • Flow charts to show processes • Information/ library books and pictures • Newspaper and television reports of disasters • Stories about animals that help people
<ul style="list-style-type: none"> • Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow this.) • Festivals and special days that people in the community celebrate should be discussed as they occur throughout the term. (Three hours per term are allocated for this) <p>Topic: Products and processes - 6 hours</p> <ul style="list-style-type: none"> • Plants <ul style="list-style-type: none"> - What we get from plants - Process - from sugar cane to sugar • The earth <ul style="list-style-type: none"> - What we get from the earth - Process - from clay to brick <p>Topic: Disasters and what we should do - 9 hours</p> <ul style="list-style-type: none"> • Types of disaster <ul style="list-style-type: none"> - Floods - Fire • Other phenomena <ul style="list-style-type: none"> - Lightening - Earthquakes - Storms and strong winds <p>Note: Use personal experiences as well as newspaper and television reports of disasters</p> <p>Topic: Animals and creatures that help us - 9 hours</p> <ul style="list-style-type: none"> • Animals that give us food and/or clothes <ul style="list-style-type: none"> - Bees - Chickens - Cows - Sheep • Animals that work for us <ul style="list-style-type: none"> - Dogs - guide dogs, watch dogs, sniffer dogs - Donkeys and horses <p>Note: Find and read stories about other animals, like dolphins, that have helped people</p> <p>Religious days and other special days - 3 hours</p> <p>Consolidation of topics covered and preparation for transition to Grade 4 - 3 hours</p>		

Term 1 Grade 3		
Creative Arts	20 hours	Recommended resources
<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: co-ordination of isolated body parts such as arms swinging, swaying • Warming up by focusing on breathing: e.g. 'painting with your breath', 'panting like a dog', etc. • Warming-up the voice and singing songs (unison, rounds and call and response songs) in tune and in time • Drama games: develop interaction and cause and effect such as counting games, name games, etc. • Playing rhythm patterns and simple polyrhythms in 2, 3 or 4 time on percussion instruments • Locomotor movement: skip/gallop forwards, backwards, sideways and turning in different pathways (diagonal, circles, S-shapes, etc.) • Non-locomotor movements: bending, rising, reaching, co-ordinating arms and legs in time to music • Cooling down the body and relaxation: express moods and ideas through movement <p>Improvise and interpret</p> <ul style="list-style-type: none"> • Listen to South African music (indigenous and western) focusing on rhythm and beat, 2, 3 or 4 time • Perform notated rhythm patterns (notation or French note names or graphic scores) containing the equivalent of semibreves, minims, crotchets, quavers and rests, using body percussion • Role play with beginning, middle, end using stimulus e.g. South African poem, story, song or picture • Portraying character and objects in the role play using observation, imitation and exaggeration • Learn and combine movements from South African dance e.g. Indian dance, Pantsula, with appropriate music <p>Visual Arts - 10 hours</p> <p>Create in 2D</p> <ul style="list-style-type: none"> • Formal teaching of drawing and painting and other: exploring a variety of media • Introduce overlapping: behind, in front of • Variation of paper size and format: encourage working in different scale and degrees of detail <p>Create in 3D (constructing)</p> <ul style="list-style-type: none"> • Clay modelling: animals, dragons, pinch pots and other • Art elements: shape/form, texture • Teach simple modelling techniques: rolling, pinching, modelling; include surface textural treatment • Use of tools: safety, consideration of others, sharing resources <p>Visual Literacy</p> <ul style="list-style-type: none"> • Art elements: identify and name all art elements • Use artworks and visual stimuli to relate to own work 		

Term 2 Grade 3		
Creative Arts	20 hours	Recommended resources
<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: focus on posture, alignment of knees over the middle toes when bending and pointing feet • Warming up: focus on articulation and vocal tone using rhymes, songs, creative games and tongue twisters • Sensory awareness: touch, taste, smell, hearing and sight in dramatic activities such as blindfold activities and broken telephone game, etc. • Rhythm games: listening skills, recall contrasting rhythm patterns, keep a steady beat, use different timbres • Developing control, co-ordination, balance and elevation in jumping actions with soft landings • Locomotor and non-locomotor movements with co-ordinated arm movements in time to music • Cooling down and relaxation: lying down on back breathing in and out visualising colour as a stimulus <p>Improvise and interpret (to be covered throughout the term)</p> <ul style="list-style-type: none"> • Interpret and rehearse South African songs: rounds, call and response • Dramatise in groups using an existing story based on appropriate topics, to develop own endings • Classroom dramas: express feelings and portray themes from the environment and own life such as 'collecting rubbish in my neighbourhood', etc. • Movement sentence showing beginning, middle and end on a selected topic working in small group <p>Visual Arts - 10 hours</p> <p>Create in 2D</p> <ul style="list-style-type: none"> • Formal teaching of drawing and painting etc.: exploring a variety of media • Similar to previous term; include emphasis on greater awareness of the body in motion; overlapping <p>Create in 3D (box sculptures)</p> <ul style="list-style-type: none"> • Teach and extend simple construction techniques to create box sculpture: stacking, joining, surface decoration • Spatial awareness: same as before: extend conscious awareness of working in space <p>Visual Literacy</p> <ul style="list-style-type: none"> • Use of art elements and design principles in description and discussion; introduce balance • Use artworks and visual stimuli to relate to own work • Description of own artwork: use art vocabulary consciously 		

Term 3 Grade 3		
Creative Arts	20 hours	Recommended resources
<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 Arts - 10 hours</p> <p>Creative games and skills</p> <ul style="list-style-type: none"> • Warming up body: combine body parts and isolations e.g. make circles with wrists and hips simultaneously • Warming up voice: focus on expressiveness and involvement in poetry, rhymes and creative drama games • Observation and concentration skills: drama activities like building a mime sequence in pairs, etc. • Body percussion and/or percussion instruments to accompany South African music (recorded or live), focusing on cyclic (circular) rhythm patterns • Linking movements in short movement sentences and remembering them • Running combined with spinning movements • Cooling down body and relaxation: stretching slowly in different directions with slow and soothing music <p>Improvise and interpret (to be covered throughout the term)</p> <ul style="list-style-type: none"> • Create a movement sentence in small groups and use it to make patterns • Compose cyclic rhythm patterns based on South African music. Focus on appropriate tempo /dynamic choices • Classroom dramas: illustrate different characters through vocal and physical characterisation e.g. moving and speaking as the mother, the grandfather, the doctor, etc. • Poetry performances in groups e.g. choral verse combined with movement and gestures <p>Visual Arts - 10 hours</p> <p>Create in 2D</p> <ul style="list-style-type: none"> • Drawing and painting: exploring a variety of media • Increased observation and interpretation of pattern and printmaking in the personal world; include overlapping, border patterns, shape within shape, repetition • Design principles: conscious application and naming of contrast, proportion, emphasis and balance • Teach pattern and printmaking with found objects and different media for sensory-motor experience <p>Create in 3D (constructing)</p> <ul style="list-style-type: none"> • Craft from recyclable materials: patterned frames for own artworks, containers for classroom, etc. • Art elements: naming and using geometric and organic shapes/ forms • Emphasis on pattern and surface decoration for craft objects <p>Visual Literacy</p> <ul style="list-style-type: none"> • Increase awareness of pattern and printmaking in Africa, e.g. Ndebele painting, beadwork, decorative ceramics: looking, talking, listening about pattern 		

Term 4 Grade 3		
Creative Arts	20 hours	Recommended resources
<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 activities: focus on lengthening and curling the spine • Creative drama games: develop focus and visualisation e.g. 'throwing' an imaginary ball concentrating on size, shape and weight • Responding to stimuli like pictures, phrases, idioms, drama games, poems or rhymes to explore body language, gestures and facial expression • Locomotor: show control and a strong back e.g. walk with pride, march like a soldier, etc. • Cooling down body and relaxation: lie on back tightening/contracting all the muscles, make tight fists, clench shoulders, then release all the muscles making body heavy on the floor, etc. <p>Improvise and interpret</p> <ul style="list-style-type: none"> • Listening to South African music: focus on how tempo, dynamics, timbre contribute to unique sound • Listening to and identify prominent South African instruments, explore unique qualities of instruments • Creating a mood: use verbal dynamics, expressive sounds and movement, use poem, picture or song • Creating movements based on pictures, movement sentence (sequence), showing beginning, middle, end <p>Visual Arts - 10 hours</p> <p>Create in 2D</p> <ul style="list-style-type: none"> • Drawing and painting: exploring a variety of media • Drawing overlapping, body in motion, compositions of more than two people <p>Create in 3D (constructing)</p> <ul style="list-style-type: none"> • Teach craft technique of papier machê: create objects by pasting, cutting, tearing, smoothing, • Art elements: texture, shape/form • Design principles: conscious use and naming of proportion, balance, contrast • Spatial awareness: extend conscious awareness of working in space <p>Visual Literacy</p> <ul style="list-style-type: none"> • Art elements: identify and name all art elements • Design principles: name and use contrast, proportion, emphasis and balance • Questions to deepen and extend observation of elements and design principles 		

Term 1 Grade 3

Physical Education	20 hours	Recommended resources
<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"> • Wheel barrow, three-legged race • Mini-cricket: Running between wickets • Athletics: Sprinting 		
<p>Perceptual motor</p>		
<ul style="list-style-type: none"> • Tennis-set <ul style="list-style-type: none"> - Walking, bounce tennis ball in the air, on the ground and with alternative sides of the bat - With a partner, volley - With a partner, hit the ball over the net using forehand - With a partner, hit the ball over the net using back hand 		
<p>Rhythm</p>		
<ul style="list-style-type: none"> • Athletics: crouch start in sprinting (on your marks... get set...go!) • Athletics: long jump action determining take-off foot • Athletics: high jump action determining take-off foot 		
<p>Co-ordination</p>		
<ul style="list-style-type: none"> • Athletics: throw a tennis ball • Hand-eye co-ordination: bounce a tennis ball on a tennis-set bat... in the air... on the ground while walking 		
<p>Balance</p>		
<ul style="list-style-type: none"> • Mini-tennis: running, hitting forehand, backhand and volley shots over net/rope • Cricket: batting 		
<p>Spatial orientation</p>		
<ul style="list-style-type: none"> • Changing direction • Navigate a complicated obstacle course including pushing, pulling, climbing, changing direction 		
<p>Laterality</p>		
<ul style="list-style-type: none"> • Kick moving ball with left and right foot 		
<p>Sports and Games</p>		
<ul style="list-style-type: none"> • Athletics: relay running • Mini-tennis • Mini-cricket 		

Term 2 Grade 3		
Physical Education	20 hours	Recommended resources In addition to the standard resources for Life Skills you will need: Skittles, balls, hockey sticks, skipping ropes.
<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"> • Simulation activities such as running like a horse, walk like a duck, jump like a frog, etc. <p>Perceptual motor</p> <ul style="list-style-type: none"> • Catch/ throw a high ball <p>Rhythm</p> <ul style="list-style-type: none"> • Rope skipping in groups of three • Rope skipping individual double take-off • Rope skipping individual single take-off while running <p>Co-ordination</p> <ul style="list-style-type: none"> • Station 1: Basketball- dribble a ball zigzag through markers • Station 2: Hockey - dribble a ball through obstacles • Station 3: Netball - pass while running • Station 4: Rugby - running and passing the ball in a backline action • Station 5: Soccer - dribble a ball through markers <p>Balance</p> <ul style="list-style-type: none"> • Relay running: zigzag through skittles/markers • Balance on one leg • Gymnastics: Head stand/ hand stand • Bridge standing <p>Spatial Orientation</p> <ul style="list-style-type: none"> • Complex obstacle course <p>Laterality</p> <ul style="list-style-type: none"> • Hand apparatus sequences such as hula hoops or ribbons that require left and right actions of similar kind <p>Sports and Games</p> <ul style="list-style-type: none"> • Indigenous games • Mini - soccer, hockey, rugby, netball and basketball 		

Term 3 Grade 3		
Physical Education	20 hours	Recommended resources
		In addition to the standard resources for Life Skills you will need: Balls, ropes, sashes, gym mats/grass surface, markers
<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"> • Non-locomotor movements like twisting, turning, bending, curling, combined and co-coordinated in groups • Hopping over a distance carrying something and holding hands with a partner • Jumping while standing ... double take-off and single take-off • Leaping: simulating actions - kangaroo, springbuck, rabbit, etc. <p>Perceptual motor</p> <ul style="list-style-type: none"> • Kick a moving ball and change direction, to a target or a partner • Throwing balls to targets and between partners with one and two hands, high and far <p>Rhythm</p> <ul style="list-style-type: none"> • Rope skipping - advanced movement such as cross over, double skip, etc. • Gymnastic movement such as forward roll, backward roll, hand spring, and cartwheel <p>Co-ordination</p> <ul style="list-style-type: none"> • Volleyball activities: hand-eye co-ordination, serve, dig and set actions • Partner activities such as straddle vault over the bent back of a partner <p>Balance</p> <ul style="list-style-type: none"> • Stand and walk on tiptoe and heel • Crawling on hand and knees • Balance walking forward and backwards • Climbing on a jungle gym: moving freely on balancing pole/beam • Simple dismounts off apparatus • Gymnastics: balancing actions such as hand stand, head stand, launches, etc. <p>Spatial orientation</p> <ul style="list-style-type: none"> • Obstacle course that includes activities for crawling, jump and land from a certain height, agility, speed, etc. • Games such as "one against three" • Partner tag; catch your partner's tail <p>Laterality</p> <ul style="list-style-type: none"> • Partner activities: pulling and pushing movements L/R • See-saw <p>Sports and Games</p> <ul style="list-style-type: none"> • Mini-soccer • Volleyball • Cat-and-mouse 		

Term 4 Grade 3

Physical Education	20 hours	Recommended resources
<p>In addition to the standard resources for Life Skills you will need:</p> <ul style="list-style-type: none"> • Large buckets with water/ swimming-pool • Mini cricket equipment • Tennis set • Gym mats 		

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.

Locomotor

- Follow visual instructions (hand/body signals, pictures) to walk, run, jump, skip, climb, etc. Learners walk in a circle joining hands. They vary the size of the circle and the number of circles, and change direction of the movement of the circle, move circles through and around each other

Perceptual motor

- Shadow imitations: one learner is the shadow of another learner and copies movements
- Tennis: forehand, backhand and volley
- Cricket: batting, bowling, field work and wicket keeping

Rhythm

- Rhythmic sequence with or without apparatus

Co-ordination

- Gymnastics: forward and backward rolls
- Swimming: gliding, buoyancy, kicking and paddling and arm action

Balance

- Balancing on one and two feet on objects, and balancing bean bags and other objects on head or in hands
- Gymnastics: Head stand, hand stand, crab stand

Spatial orientation

- Obstacle course
- Swimming: confidence exercises to overcome water phobia such as putting eyes and ears in the water, breathing exercises

Laterality

- Swimming: kicking with L/R legs; arm actions with L/R arms

Sports and games

- Water games - Ring-a-Ring-a-Rosie; giant steps; races; etc.
- Three legged games
- Catch the dragon's tail
- Tennis set
- Mini-cricket