

SECTION 3

Outline of course material

GRADE R

Term 1 Grade R		
Beginning Knowledge and Personal and Social Well-being	20 hours (2 hours/ week)	Recommended resources <ul style="list-style-type: none"> • A selection of books • Flashcards • Pictures • Equipment for good hygiene practices • A summer interest table • Objects of different shapes and colours
<ul style="list-style-type: none"> • Do routine activities and free play activities indoors and outdoors as specified in Section 2. • Festivals and 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: Me - 2 hours</p> <ul style="list-style-type: none"> • Personal details - name, age, address, contact number • What makes me special - include name, language/s, gender • Abilities and interests <p>Note: Only some learners will manage their address and contact number. Return to this later.</p> <p>Topic: At school - 2 hours</p> <ul style="list-style-type: none"> • Name of school, teacher, principal • Toilets and play areas • Rules and routines at school <p>Topic: In the classroom - 2 hours</p> <ul style="list-style-type: none"> • Where I keep my things in the classroom • Classroom rules • Working together in the classroom • How to show my feelings in the classroom • How to express what I feel <p>Topic: Books 2 hours</p> <ul style="list-style-type: none"> • Why we need books • Looking after books • Using books for information • Stories I like • Where I can find books <p>Topic: Days of the week - 2 hours</p> <ul style="list-style-type: none"> • Days of the week • What we do on different days • Yesterday, today and tomorrow 		

Term 1 Grade R**Topic: My body - 2 hours**

- Identify and name body parts - include how many of each
- Functions of different body parts
- Who may or may not touch my body
- What my body needs to keep healthy

Topic: Healthy living - 2 hours

Good basic hygiene practices

- Washing regularly
- Cleaning teeth, hair, nails
- Washing fruit before eating
- Good toilet habits
- Sleep
- Exercise

Topic: Summer - 2 hours

- The weather in summer
- How nature is affected
- How animals are affected
- How people are affected - e.g. what we eat, wear, do, games we play

Topic: Shapes and colours around us - 2 hours

- Look at and name different shapes
- The shapes that make up different objects
- Look at and name the different colours
- Shades of colours - e.g. light, dark

Festivals and special days - 2 hours

Term 2 Grade R		
Beginning Knowledge and Personal and Social Well-being	20 hours (2 hours/ week)	Recommended resources <ul style="list-style-type: none"> • Examples of things we use at home • Photographs of family celebrations • Pictures to show different weather conditions • An autumn interest table • Different things that make sounds - including musical instruments • Different things to taste, touch and smell
<ul style="list-style-type: none"> • Do routine activities and free play activities indoors and outdoors as specified in Section 2. • Festivals and 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: Home - 2 hours</p> <ul style="list-style-type: none"> • Who lives at home • What I do at home • Who works at home • Different jobs we do at home <p>Topic: Safety - 2 hours</p> <ul style="list-style-type: none"> • How to be safe at home • Safe places to play • Unsafe places to play • Being safe on the road <p>Topic: My family - 2 hours</p> <ul style="list-style-type: none"> • Who belongs to my family • Activities my family do together • Activities my family celebrate - e.g. wedding, good news, birthdays <p>Note: Learners come from many different types of family. Ensure inclusivity.</p> <p>Topic: Weather - 2 hours</p> <ul style="list-style-type: none"> • What the sky looks like - include colour and clouds • Hot days, cold days, sunny days, rainy days, windy days -include what we wear on these days <p>Note: Ensure learners never look at the sun</p> <p>Topic: Autumn - 2 hours</p> <ul style="list-style-type: none"> • The weather in autumn • How nature is affected • How animals are affected • How people are affected - e.g. what we eat, wear, do, games we play 		

Term 2 Grade R**Topic: Sound - 2 hours**

- Sounds we hear
- What makes the sounds we hear
- Music I like
- How hearing keeps us safe
- Looking after my ears

Note: Adapt curriculum as necessary for learners who are hearing impaired.

Topic: Sight - 2 hours

- Things around me
- Light, dark and shadows
- How being able to see keeps us safe
- Looking after my eyes

Note: Adapt curriculum as necessary for learners who are blind or partially sighted.

Topic: Touch - 2 hours

- Different things feel different
- Introduce new words: hard, soft, smooth, rough, cold, hot, warm, cool
- Experiencing different temperatures and textures

Topic: Taste and smell - 2 hours

- Tastes and smells I like
- Tastes that are new to me
- Safety when tasting
- Different smells around us
- Where smells come from

Festivals and special days - 2 hours

Term 3 Grade R		
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"> • A winter interest table • Pictures to show transport long ago • Pictures of people doing different jobs • Invited visitor to talk about an interesting job • Water play area with measuring and pouring containers • Objects that float and sink • A selection of different fruits and vegetables • Various empty dairy product containers • A ball of wool and products made from wool • Examples of materials that can be recycled
<ul style="list-style-type: none"> • Do routine activities and free play activities indoors and outdoors as specified in Section 2. • Festivals and 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: Winter - 2 hours</p> <ul style="list-style-type: none"> • The weather in winter • How nature is affected • How animals are affected • How people are affected - e.g. what we eat, wear, do, games we play <p>Topic: Transport - 2 hours</p> <ul style="list-style-type: none"> • Getting to school • Different kinds of transport • Transport long ago <p>Topic: Jobs people do - 2 hours</p> <p>Work relating to:</p> <ul style="list-style-type: none"> • Transport e.g. train, truck and taxi drivers; traffic officers; pilots and crew • Health e.g. doctor, dentist, ambulance driver • Food e.g. shop keepers, waiters, baker, farmer • Services e.g. builder, plumber, electrician, painter <p>Note: Remind learners that a man or a woman can choose to do any job.</p> <p>Topic: Water - 2 hours</p> <ul style="list-style-type: none"> • Objects that float and sink • Things that live in the water • Mixing different things in water to change what it looks like • Pouring and measuring water • Saving water <p>Topic: Fruit - 2 hours</p> <ul style="list-style-type: none"> • Different types of fruit • Tastes and textures of fruit • Where fruit comes from • Colours and shapes of fruit 		

Term 3 Grade R**Topic: Vegetables - 2 hours**

- Different types of vegetables
- Tastes and textures of vegetables
- Where vegetables come from
- Colours and shapes of vegetables

Topic: Dairy farming - 2 hours

- Dairy products and the animals they come from
- How we get butter

Topic: Wool farming - 2 hours

- A sheep farm
- Where wool comes from
- Uses of wool

Topic: Healthy environment - 2 hours

- The importance of a clean environment
- Ways in which people pollute the environment
- The importance of recycling

Festivals and special days - 2 hours

Term 4 Grade R		
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"> • A spring interest table • Library/ information books • Pictures
<ul style="list-style-type: none"> • Do routine activities and free play activities indoors and outdoors as specified in Section 2. • Festivals and 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: Spring - 2 hours</p> <ul style="list-style-type: none"> • The weather in spring • How nature is affected • How animals are affected • How people are affected - e.g. what we eat, wear, do, games we play <p>Topic: Birds - 2 hours</p> <ul style="list-style-type: none"> • Different types of birds • General characteristics of a bird - feathers, two legs, beak, lays eggs • Birds that cannot fly - ostrich, penguin • Nests <p>Topic: Reptiles - 2 hours</p> <ul style="list-style-type: none"> • Different reptiles - e.g. crocodile, snake, lizard • Characteristics of reptiles - cold-blooded, scaly body, lays eggs • Find out more about at least one reptile <p>Topic: Dinosaurs - 2 hours</p> <ul style="list-style-type: none"> • Different dinosaurs • How dinosaurs lived • How we know about dinosaurs today <p>Note: Use picture books from the library</p> <p>Topic: Wild animals - 2 hours</p> <ul style="list-style-type: none"> • What is a wild animal? • Types of wild animals • Where we find wild animals • How wild animals live <p>Topic: Finding out about one wild animal - 2 hours</p> <ul style="list-style-type: none"> • Choose one wild animal to study <ul style="list-style-type: none"> - What the animal looks like - Where it lives - What it eats - Babies and where they are born - An additional interesting fact <p>Topic: Sport - 2 hours</p> <ul style="list-style-type: none"> • Sport I like • Why we have rules in sport • Why playing sport is good for me <p>Festivals and special days - 2 hours</p> <p>Consolidation of topics and assessment 4 hours</p>		

Term 1 Grade R		
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 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 and breathing using every day actions, such as waking up and getting dressed - stretching, curling, twisting, shaking, crossing the midline • Developing spatial awareness: freeze games, finding own space no bumping • Keeping a steady beat: playing rhythmic games such as clapping, stamping, percussion using different rhythms and tempos • Exploring music, movement and voice: focusing on tempo: fast and slow • Singing action songs using different parts of the body to interpret the song • Spontaneous use of voice and movement in participatory rhymes and stories • Cooling down the body and relaxing (e.g. ice cream melting activity) <p>Improvise and interpret</p> <ul style="list-style-type: none"> • Improvising stories based on fantasy or own life experiences using voice (singing/speaking), movement, music, props/objects and drama techniques • Expressing moods and ideas through movement and song (e.g. an angry lion, a hungry mouse) • Exploring the senses through dramatising stories, rhymes and songs, (e.g. 'leading the blind', feeling different textures of objects) <p>Visual Arts - 10 hours</p> <p>Create in 2D</p> <ul style="list-style-type: none"> • Draw and give own interpretation to drawings using the week's topic using wax crayon, oil pastels and other drawing media • Painting: use pre-mixed tempera paint or coloured inks or dyes in primary and secondary colours to respond to the week's topic • Art elements: informal experience and use of shape in drawing and painting • Design principles: informal use of contrast (big/small, long/short) in drawing and painting • Variation of paper size and format: encourage working in different scales <p>Create in 3D (constructing)</p> <ul style="list-style-type: none"> • Fine-motor and sensory co-ordination: (eye-hand-mind) manipulation of scissors and other tools and equipment. <p>Visual Literacy (to be covered throughout the term)</p> <ul style="list-style-type: none"> • Naming shape in own work 		

Term 2 Grade R		
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 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 using everyday activities such as 'cleaning my shoes', 'making my bed' • Body awareness exploring space and direction such as large, small, high, low, far, near • Music, voice and movement: focusing on dynamics such as loud and soft, strong and gentle • Indigenous songs, rhythmic games and rhymes using different dynamics (loud, soft, strong, gentle) with clapping and stamping • Locomotor movements such as skipping and hopping, while sharing space, without bumping into others • Listening skills: reacting to signals, cues, stories, rhymes and songs, such as 'Freeze!', 'Up!', 'Down!' <p>Improvise and interpret</p> <ul style="list-style-type: none"> • Interpretation of indigenous and other songs using dynamics such as soft, loud, etc. • Dramatising make-believe situations, fantasy and own life experiences • Creating and imitating sound effects in stories, such as bees 'buzz', horses 'clip-clop', trains 'chook chook' • Directions, levels (high, medium and low) and shapes explored through creative movement and stories • Dramatisation, using an existing indigenous story, poem, nursery rhyme or song as stimulus • Use of objects or props creatively in movement, dramatic play and music <p>Visual Arts - 10 hours</p> <p>Create in 2D</p> <ul style="list-style-type: none"> • Informal use of art elements shape and colour in drawing and painting in response to week's topic • Work in different sizes to increase awareness of detail • Interpreting body parts in drawing and painting • Simple print-making techniques using found objects such as bottle tops, stones, leaves, hands <p>Create in 3D (modeling and constructing)</p> <ul style="list-style-type: none"> • Craft skills and techniques: cutting, pasting, tearing • Use playdough to model freely: shaping, twisting, rolling <p>Visual Literacy</p> <ul style="list-style-type: none"> • Looking at and talking about book illustrations: naming shape and colour in book illustrations, identifying contrasts big/small, long/short in book illustrations 		

Term 3 Grade R		
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 the 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 movements using actions to stories as a stimulus • Pony gallops using rhythm and movement • Music, voice and movement, focusing on pitch: high and low • Using percussion instruments to keep a steady beat and develop numeracy skills by counting • Using body percussion and/or percussion instruments to perform simple rhythm patterns • Spatial awareness through movement making shapes, circles and lines • Gestures and facial expressions to communicate emotions such as 'sad', 'happy' • Cooling down the body and relaxation: e.g. floating in the water like a leaf <p>Improvise and interpret</p> <ul style="list-style-type: none"> • Songs: focus on pitch such as 'Twinkle, Twinkle little star' (high) and 'My grandfather's clock' (low) • Rhythms: long and short note values (durations) using body percussion and/or percussion instruments • Dramatising make-believe situations or own life experiences with movement and song • Concrete objects to represent other objects in dramatic play, such as: a spoon as a magic wand, a hat as a steering wheel, etc. <p>Visual Arts - 10 hours</p> <p>Create in 2D</p> <ul style="list-style-type: none"> • Draw and paint freely using the week's topic • Mixing of own paint to correct consistency • Informal rendering of the body in action: hopping, running, sleeping and other • Working in different formats and paper sizes and brushes of different sizes to work with increased detail <p>Create in 3D (Constructing and modeling)</p> <ul style="list-style-type: none"> • Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off-cuts, and other • Encourage development of skills through manipulation of the materials • Use playdough to improve fine-motor ability; rolling, pinching, joining <p>Visual Literacy</p> <ul style="list-style-type: none"> • Looking at and talking about colour and shape in pictures and photographs • Responding to questions to show awareness of colour and shape 		

Term 4 Grade R		
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 the term 4. 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 using levels (high, low and medium) such as reaching for a frisbee, crawling like a worm, roller-skating, etc. • Making shapes with the body, focusing on circles and squares • Balancing on one leg such as being a stork, a flower blowing in the breeze, walking on a tight rope, etc. • Cooling down the body and relaxation: leaf blowing in gentle wind, etc <p>Improvise and interpret</p> <ul style="list-style-type: none"> • Simple mime actions such as eating an ice cream, baking a cake, planting and watering a seed, etc. • Listening to a story, and then interpreting moments in the story through facial expression, movement and appropriate sound effects • Spatial awareness through movement with sound effects such as travelling in a car, aeroplane, train, bus, helicopter, taxi, scooters, bicycles, etc. <p>Visual Arts - 10 hours</p> <p>Create in 2D</p> <ul style="list-style-type: none"> • Drawing and painting using the week's topic • Intentional use of drawn pattern; awareness of pattern in own world • Use colour to create pattern • Simple printmaking techniques to create informal pattern <p>Create in 3D (construction and modeling)</p> <ul style="list-style-type: none"> • Develop craft skills and fine motor control; tying, wrapping and other • Use greater detail in playdough modeling: pinching, pulling, rolling smaller pieces • Informal modeling in clay <p>Visual Literacy</p> <ul style="list-style-type: none"> • More specific naming of colour and shape (light and dark colour, simple geometric shapes) and contrasts through answering questions 		

Term 1 Grade R		
Physical Education	20 hours	Recommended resources In addition to the standard resources for Life Skills you will need: A range of logs, planks, tyres, balls, bean bags, wheel toys for learners to use during free play. Markers, jungle gym, obstacle course items; music
<p>Locomotor</p> <ul style="list-style-type: none"> Walk and run in different directions without bumping into each other Running on all fours Running around two markers Shuttle running between two markers Non-locomotor, using senses: proprioception, learners climb through hoops, making their bodies “tall, medium, and small.” <p>Perceptual motor</p> <ul style="list-style-type: none"> Using senses: observing a simple obstacle course set up e.g. jumping, running, throwing, climbing. Learners observe where they should go. Using sense of touch: run around and touch various objects on the playing field, walls, tree trunks, jungle gym frames, stones, etc. They experience the feel of different surfaces. Using sense of touch: blind-folded, learners find objects by touching such as bean bags, plastic skittles, ball, etc. <p>Rhythm</p> <ul style="list-style-type: none"> Jumping with feet together and on alternate feet Using sense of hearing: play hide-and-seek with a person hiding, ringing a bell so that the others can follow the sound Using sense of hearing: play with objects that make sounds such as bottle tops put into a tin to make a sound or stringed around their legs. Learners jump or move to a specific rhythm. <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, climb 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 lower balancing forms Balancing on one foot in various games <p>Spatial orientation</p> <ul style="list-style-type: none"> Run in different directions without bumping into others using all available space Different formations: circle, square, diamond 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, i.e turn left/right; use L/R hand, etc. Lying on the ground sideways rolling L/R <p>Sports and games</p> <ul style="list-style-type: none"> Hide-and-seek Multi-sensory activities, play in water with various plastic objects 		

Term 2 Grade R		
Physical Education	20 hours	Recommended resources
		In addition to the standard resources for Life Skills you will need: Obstacle course items; music, bean bags, balls, etc. Ropes; jungle gym, etc.
<p>Locomotion /non-locomotion</p> <ul style="list-style-type: none"> • Body parts: sing songs and rhymes while learning the body parts, i.e. head, shoulders, neck, chest, hips, legs, knees, toes, nose, mouth, chin, elbow, wrist, hands, fingers and feet. • Running backwards and forwards • Running faster and slower <p>Perceptual motor</p> <ul style="list-style-type: none"> • Simple obstacle course e.g. jumping, running, crawling, sliding on tummies, climbing, etc. • Role a big ball to a partner... partner returns the ball • Balloon push <p>Rhythm</p> <ul style="list-style-type: none"> • Using music or body percussion, identify body parts and move rhythmically as instructions are given, i.e. touch the toes... touch the head... touch the nose, etc. <p>Co-ordination</p> <ul style="list-style-type: none"> • Throwing and catching beanbags • Jungle gym - hanging and swinging with over-grasp on a horizontal bar of the jungle gym • Jungle gym - climb up and down a ladder of a jungle gym <p>Balance</p> <ul style="list-style-type: none"> • Body parts: using bean bags learners copy the teacher where to place the bean bag, i.e. while walking place the bean bag on the head; place the bean bag on the knee (L/R) while balancing on one leg; place the bean bag on the shoulder (L/R) while walking, etc. • Balancing: walking on a line; balance on low level objects <p>Spatial Orientation</p> <ul style="list-style-type: none"> • Run in different directions on command of the teacher using all available space • Different formation: circle running round and round • 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"> • Body parts - running ... falling face down, lying on the ground... rolling onto their backs and on their sides L/R • Moving sideways L/R <p>Sports and games</p> <ul style="list-style-type: none"> • Throw bean bags /balls into containers • Bouncing, catching, throwing 		

Term 3 Grade R		
Physical Education	20 hours	Recommended resources In addition to the standard resources for Life Skills you will need: Balls, markers and skittles, colour sashes, ropes, ribbons Low objects like tyres, rocks, logs.
<p>Locomotor</p> <ul style="list-style-type: none"> • Walk and run in different directions • Walking, marching, hopping, sliding, skipping, galloping, jumping and rolling • Non-locomotor: bending, stretching and curling the body into various shapes <p>Perceptual motor</p> <ul style="list-style-type: none"> • Simple obstacle course e.g. jumping, running, throwing, climbing, etc. • Skip over a swinging rope • Jump over low obstacles such as low held rope • Jump to cover distances on the ground <p>Rhythm</p> <ul style="list-style-type: none"> • Jumping with feet together and on alternate feet • Simple hop-scotch, single take-off to single landing; single take-off to double feet landing; double take-off to single foot landing <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 - climb up a ladder <p>Balance</p> <ul style="list-style-type: none"> • Climbing over low level objects such as tyres, chairs, etc. • Balancing: Walking on a rope, walking on tyres, logs, planks, stones, etc. • Identify different ways of moving across balancing beams, jump off and soft landing (bend the knees) • Jungle gym - balance walking on lower balancing forms • Balancing on one foot L/R <p>Spatial orientation</p> <ul style="list-style-type: none"> • Direction and pathways: walking in a straight line, curved line and zigzag • Speed: walking fast, march faster, running faster along a straight line, curved line and zigzag • 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"> • Moving sideways L/R in a straight pathway, curved pathway and zigzag • Hopping on non-dominant foot <p>Sports and Games</p> <ul style="list-style-type: none"> • Buck and hunters; cat and mouse; wolf and sheep; catch the tail; etc. 		

Term 4 Grade R		
Physical Education	20 hours	Recommended resources
Obstacle course items, whistle, variety of balls, newspaper bats, etc.		
<p>Locomotor</p> <ul style="list-style-type: none"> Obstacle course training: motor memory, learners start with first activity and end with last activity in fixed sequence and remember what to do at each of the stations Walk in different directions at different speeds, including stopping on instruction, or to do a new movement Non-locomotor: twisting, curling, uncurling, stretching, bending, etc. <p>Perceptual motor</p> <ul style="list-style-type: none"> Hand-eye co-ordination: throw a big ball at a target; roll a smaller ball to a target Catch a large ball; medium ball and small ball at various distances or heights In partners, bounce and catch a large ball Striking: with the flat hand, strike a balloon, large ball and progress to a tennis ball <p>Rhythm</p> <ul style="list-style-type: none"> Using action songs: learners copy the movement of the teacher - movements include, marching, galloping, hopping, skipping, rotation and balance <p>Co-ordination</p> <ul style="list-style-type: none"> Hand eye co-ordination: bounce a big; medium and small ball Throw and catch a bean bag with both hands; and with either L/R hands Throw a bean bag into a hoop placed on the ground two metres away Striking: use a plastic cricket bat or rolled-up newspaper and strike a ball from a "T" and progress to bowling and striking activities with soft texture balls (tennis balls) Hand-foot co-ordination: greet each other with the feet; dribble a ball with feet L/R; kick a ball at a target <p>Balance</p> <ul style="list-style-type: none"> Walking on ropes placed on the ground; tyres; balance on alternate legs. Games, learners walk on cans (48 ounce jam cans) tied with ropes to the feet, hold rope in the hands to balance <p>Spatial orientation</p> <ul style="list-style-type: none"> Tunnel games, i.e. crawl through the legs of each other; crawl through the legs of a row of learners straddle standing in single file; crawl through make-shift tunnels such as tyres, hoops, drums, etc. <p>Laterality</p> <ul style="list-style-type: none"> Activities using the non-dominant side of the body Rolling activities, lie on the ground and roll left or right <p>Sports and games</p> <ul style="list-style-type: none"> Follow instructions to walk, run, jump, skip, climb, etc. Walk in a circle joining hands; vary the size of the circle and the number of circles, and change direction of the movement of the circle Striking games such as hand tennis, T-ball, balloon push, etc. 		