

2024 Annual Teaching Plan – Term 2: SUBJECT: LIFE SKILLS Grade R

ANNUAL TEACHING PLAN		
GRADE R	LIFE SKILLS	TERM 2
DAILY COVID-19 MEASURES: Daily hygiene routines are to be strictly followed: • Remind learners of the daily routine when coming to school. • Encourage learners to stay at home when ill. • Slogan: Keep your distance - Teach learners about social distancing and how to greet without touching. • Supervise snack and lunchtime. • Teach them to cover their mouth and nose with a flexed elbow or tissue when coughing or sneezing. Dispose of the used tissue immediately. • Teach them to avoid touching their Mouth, Eyes, Nose (MEN) • Wash hands with soap and water often and sanitize your hands • Sanitize and clean frequently touched surfaces toys, stationery, objects, etc. Introduce this practice as routine. • If you have no sanitizer you could make a sterilising solution by mixing 5 table spoons of bleach to 1 litre of water <i>N.B. TEACHERS TO ENSURE THE SAFETY OF THEIR LEARNERS IN THEIR OWN CONTEXT</i> • Help learners to cultivate compassion, increase resilience while building a safe environment and caring for others. • Respond to learners' anxieties with love and care. • Maintain a regular routine to keep the abnormal situation adapted to a "new normal".		

In Grade R perceptual work is extremely important because it underpins and prepares the foundations for future learning. Make sure sufficient time is spent building these perceptual skills daily and throughout the course of the school year.

Daily activities in all areas of Language and other subjects.

The following activities could be introduced during any or all of the Grade R rings (circles): music, movement, science, language, news, show and tell, story as well as creative activities.

2023 TERM 2 DATE	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Home	Home	Safety	My Family	Weather	Autumn	Sound	Sight	Touch	Taste and smell	Festivals and special days
	FESTIVALS AND SPECIAL DAYS									
EXPECTED CURRICULUM COVERAGE	CC 1.5%	CC 1.5%	CC 3%	CC 3%	CC 3%	CC 3%	CC 3%	CC 3%	CC 2%	CC 2%
TOPICS/THEMES	The Life Skills subject is central to the holistic development of learners. It is concerned with the social, personal, intellectual, emotional and physical growth of learners, and with the way in which these are integrated. Life Skills is a cross cutting subject that should support and strengthen the teaching of the other core Foundation Phase subjects namely Languages (Home and First Additional) and Mathematics. The development of the learner's gross and fine motor skills and perceptual development is fundamental in the Foundation Phase. Physical and motor development is integral to the holistic development of learners. It makes a significant contribution to learners' social, personal and emotional development. Play, movement, games and sport contribute to developing positive attitudes and values. • Do routine activities and free play activities indoors and outdoors as specified. • Festivals and special days celebrated by the community should be discussed as they occur throughout the term									

STUDY AREA										
Beginning Knowledge and Personal and Social Well-being 2 hours per week										
	Home	Safety	My Family	Weather	Autumn	Sound	Sight	Touch	Taste and smell	Festivals and special days
	Who lives at home • What I do at home • Who works at home • Different jobs we do at home	How to be safe at home • Safe places to play • Unsafe places to play • Being safe on the road	Who belongs to my family • Activities my family do together • Activities my family celebrate - e.g. wedding, good news, birthdays Note: Learners come from many different types of family. Ensure inclusiv	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 Note: Ensure learners never look at the sun	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	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.	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.	Different things feel different • Introduce new words: hard, soft, smooth, rough, cold, hot, warm, cool • Experiencing different temperatures and textures	Tastes and smells I like • Tastes that are new to me • Safety when tasting • Different smells around us • Where smells come from	27 April is Freedom Day 1 May is workers day 14 May is Mother's Day 16 June – is Youth Day 18 June is Father's Day.
STUDY AREA										
CREATIVE ARTS										
	PERFORMING ARTS									
	Creative games and skills									
	• 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)
	Improvise and interpret
	• 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)
	VISUAL ARTS
	CREATE IN 2D
	• 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
	CREATE IN 3D
	• Fine-motor and sensory co-ordination: (eye-hand-mind) manipulation of scissors and other tools and equipment.
	VISUAL LITERACY
	• Naming shape in own work
STUDY AREA	
PHYSICAL EDUCATION	
	Locomotor:
	• 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."
	Perceptual motor:
	• 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.

	Rhythm
	• 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.
	Co-ordination
	• Throwing and catching beanbags • Jungle gym - arm travelling while hanging with over-grasp • Jungle gym, climb up a ladder
	Balance
	• 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
	Spatial orientation
	• 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
	Laterality
	• 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
	Sports and Games
	• Hide-and-seek • Multi-sensory activities, play in water with various plastic objects