

2024 Annual Teaching Plan – Term 4: SUBJECT: LIFE SKILLS Grade R

ANNUAL TEACHING PLAN											
GRADE R	LIFE SKILLS	TERM 4									
Heath Check Daily hygiene routines are to be strictly followed: - Encourage learners to stay at home when ill. - Slogan: Keep your distance - Teach learners about social distancing and how to greet without touching. - 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 N.B. TEACHERS TO ENSURE THE SAFETY OF THEIR LEARNERS IN THEIR OWN CONTEXT - Help learners to cultivate compassion and 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 the Grade R rings (circles): music, movement, science, language, news, show and tell, story as well as creative activities. 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 value - 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. <tr><td colspan="3">STUDY AREA</td></tr> <tr><td colspan="3">Beginning Knowledge and Personal and Social Well-being</td></tr> <tr><td></td><td>Cycle 7</td><td>Cycle 8</td></tr>			STUDY AREA			Beginning Knowledge and Personal and Social Well-being				Cycle 7	Cycle 8
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Beginning Knowledge and Personal and Social Well-being											
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EXPECTED CURRICULUM COVERAGE	Week 1: CC 2.5 %	Week 2: CC 5 %	Week 3: CC 7.5 %	Week 4: CC 10 %	Week 5: CC 12.5 %	Week 6: CC 15 %	Week 7: CC 17.5 %	Week 8: CC 20 %	Week 9: CC 22.5 %	Week 10: CC 25%
TOPICS	Spring – 2 hours	Birds – 2 hours	Reptiles – 2 hours	Dinosaurs - 2 hours	Wild animals - 2 hours	Finding out about one wild animal - 2 hours	Sport – 2 hours	Festivals and special days – 2 hours	Consolidation of topics and assessment 4 hours	
	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	Different types of birds General characteristics of a bird - feathers, two legs, beak, lays eggs Birds that cannot fly - ostrich, penguin Nests	Different reptiles - e.g. crocodile, snake, lizard Characteristics of reptiles - cold-blooded, scaly body, lays eggs Find out more about at least one reptile	Different dinosaurs How dinosaurs live How we know about dinosaurs today Note: Use picture books from the library	What is a wild animal? Types of wild animals Where we find wild animals How wild animals live	Choose one wild animal to study - What the animal looks like - Where it lives - What it eats - Babies and where they are born - An additional interesting fact	Sport I like Why we have rules in sport Why playing sport is good for me	World Sight day World food day – World Kindness day universal Children's day World Hallo Day	Please remember Grade R <u>does not</u> have a formal assessment task or an assessment week. Assessment is done through observation and oral activities continuously. All assessment is done during the term – <u>Continuous assessment</u> However, you may use this time to remediate and give additional opportunities for observation. Prepare the learners for Going to Grade 1	

STUDY AREA

CREATIVE ARTS

EXPECTED CURRICULUM COVERAGE	Cycle 7					Cycle 8				
	Week 1: CC 2.5 %	Week 2: CC 5 %	Week 3: CC 7.5 %	Week 4: CC 10 %	Week 5: CC 12.5 %	Week 6: CC 15 %	Week 7: CC 17.5 %	Week 8: CC 20 %	Week 9: CC 22.5 %	Week 10: CC 25%
	PERFORMING ARTS									
	<i>Creative games and skills</i>									
	• Warming up and breathing using everyday 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)									
	<i>Improvise and interpret</i>									
	• 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)									

The Performing Arts activities below are suggestions, you may create your own activities									
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Spring freeze dance/ game https://www.youtube.com/watch?v=A8YGgQVKd4A&t=24s	Dramatizing poem https://in.pinterest.com/pin/264375440614591873/	Reptiles – Reptile Exercise For Kids https://www.youtube.com/watch?v=DpE09QRQ6i4	Dinosaurs – Rhythmic movement and patterns – imitating the dinosaur movements	Wild animals – Dramatizing a story – https://www.youtube.com/watch?v=0-NhifJ_RZI	Finding out about one wild animal – Using pros to imitate their favourite Wild animal	Sport – Miming of sport activities with props	Festivals and special days Dressing up in Cultural attire and dancing of cultural ritual or dances	Festivals and special days Singing of Christmas Carols	
Music ring									
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
The Music Ring activities below are suggestions, you may create your own activities									
https://www.youtube.com/watch?v=V2RhQGfHK3s	https://www.youtube.com/watch?v=Ov-DhrJy7ZI	https://www.youtube.com/watch?v=6CQHewteFo8	https://www.youtube.com/watch?v=L83OcYpiwx0	https://www.youtube.com/watch?v=bYkN5Qk_C8U	https://www.youtube.com/watch?v=CA6Mofzh7jo	https://www.youtube.com/watch?v=9I09BSaGLs	https://www.youtube.com/watch?v=5LbX6XB09jk		
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									

The Creative Art activities below are suggestions, you may create your own activities

	WEEK 1	WEEK 2 -	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
	Spring – ‘ Paper Mache of flowers and bees.	Birds – Paper plate Bird -	Reptiles – Painting of a snake or 3D – Snake from egg box.	Dinosaurs Creating masks and body parts – these products can be used in the dramatization	Wild animals Giraffe hand paints	Finding out about one wild animal Making of animal puppets	Sport – Making a medallion, Toffees, etc for Miming props	Festivals and special days Christmas Cards	Festivals and special days	

STUDY AREA

PHYSICAL EDUCATION

EXPECTED CURRICULUM COVERAGE	Cycle 7					Cycle 8				
	Week 1: CC 2.5 %	Week 2: CC 5 %	Week 3: CC 7.5 %	Week 4: CC 10 %	Week 5: CC 12.5 %	Week 6: CC 15 %	Week 7: CC 17.5 %	Week 8: CC 20 %	Week 9: CC 22.5 %	Week 10: CC 25%
	Locomotor:									
	- 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.									
	Perceptual motor:									
	- 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									
	Rhythm									
	Using action songs: learners copy the movement of the teacher - movements include, marching, galloping, hopping, skipping, rotation and balance									
	Co-ordination									
	- 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									
	Balance									
	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
	Spatial orientation
	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
	Laterality
	- Activities using the non-dominant side of the body - Rolling activities, lie on the ground and roll left or right
	Sports and Games
	- 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.

The following example activities below are recommended

The Science activities below are suggestions, you may create your own activities - Here are the google links:

Science	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
		https://www.youtube.com/watch?v=RqKjsAG6tps	https://www.hometimeactivities.com/reptile-activities-kids/	https://www.youtube.com/watch?v=evhqAvvB_dU	https://za.pinterest.com/pin/288089707393379149/	https://www.sciencefun.org/kidszone/experiments/animal-science-experiments/	https://www.sparksparks.com/sparks-science/	https://www.twinkl.co.za/resources/activities-crafts-parents/parents-infants-5-7-science-science-experiments-at-home/festivals-and-cultural-celebrations-science-experiments-at-home-science-y1-and-y2-5-7-parents	Consolidation	

The Make and Bake activities below are suggestions, you may create your own activities

Make & Bake	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
	https://twitter.com/hetts.com/2019/04/spring-treats-sandwich-cracker.html/		https://za.pinterest.com/pin/169166529729505790/		https://www.tastemade.com/recipes/animal-pattern-cookies-3-ways		https://sallysbakingaddiction.com/kid-friendly-baking-recipes/		Consolidation	

Week 3 Reptiles -



Week 6 Finding out about one wild animal



Week 7 Sport



Week 8 Festivals and special days



Reconciliation day

Christmas

Week 9 Consolidation of topics and assessment 4 hours

Poem – dramatizing

