

2021 Annual Teaching Plans

LIFE SKILLS

Foundation Phase



Shuter & Shooter
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INTRODUCTION

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- We provide supplementary professional services in the education sector.
- We offer superior customer service and distribution.

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- Workbooks
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registered with the ETDP SETA and SACE.**

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- Lots of activities and exercises
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- Easy to plan lessons
- Planning and Tracking Booklets help to make teaching easier

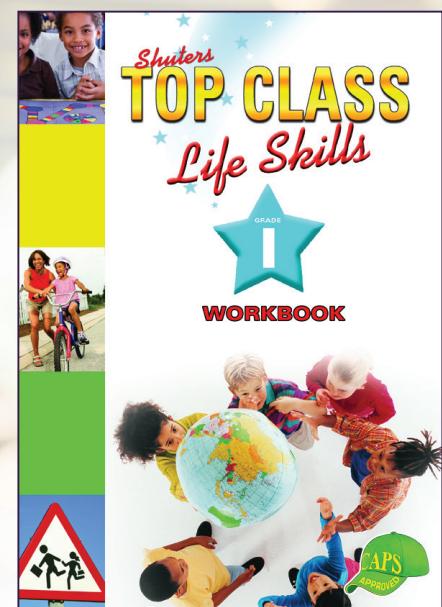
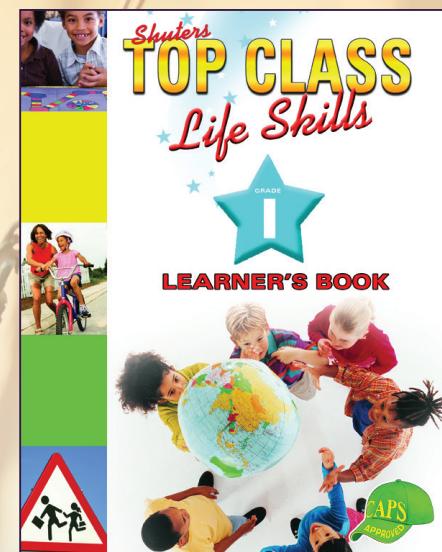
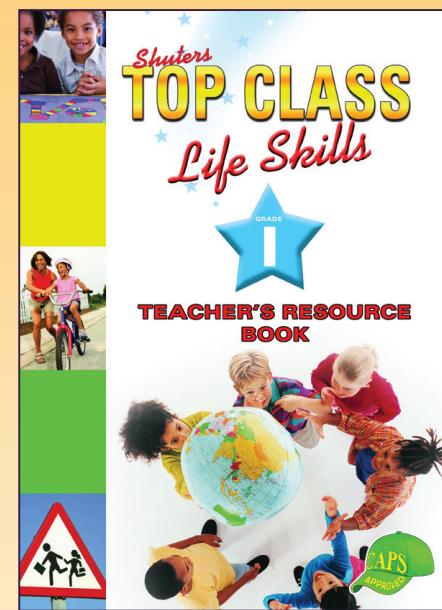
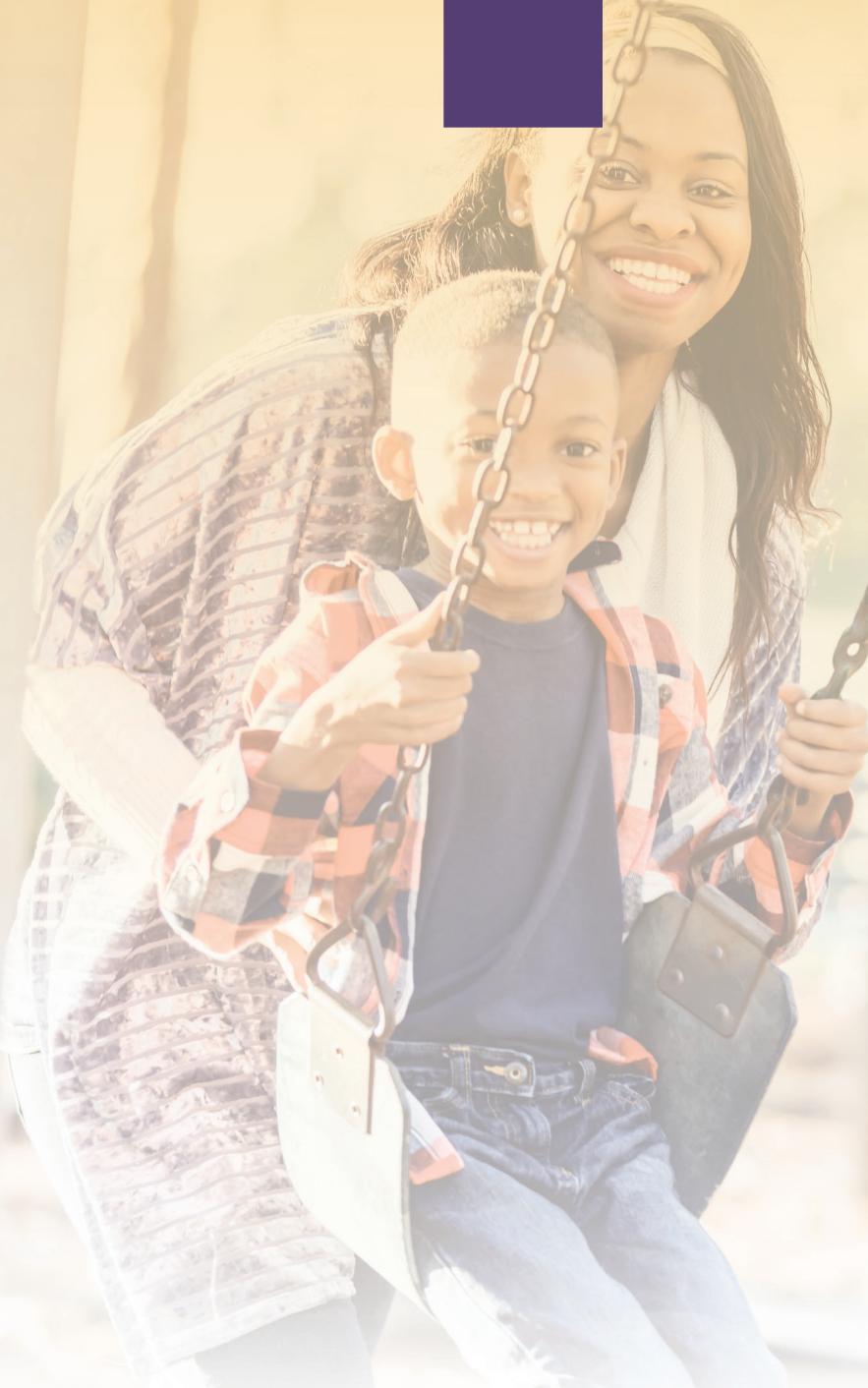
Advantages of using our books

- Improves learners' results
- Assess progress easily
- Reduce the administrative burden
- Helps save planning and preparation time
- Follows the CAPS precisely, making teaching easier
- Most of our titles are also available as e-Books

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LIFE SKILLS Term 1

Week	Theme	PERSONAL AND SOCIAL WELL-BEING	BEGINNING KNOWLEDGE	CREATIVE ARTS	PHYSICAL EDUCATION	Where to find it in Top Class Life Skills Grade 1 Learner's Book	LB	TG
Week 1	Orientation	<ul style="list-style-type: none"> Perceptual development Phonological awareness games: e.g. animal sounds, everyday sounds, music etc. Patterns: colour and shape Building puzzles Find my name Games 	<ul style="list-style-type: none"> Direction, place; next to, behind, in front of, on top of [Mathematics vocabulary] 	<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 space: Direction, place; next to, behind, in front of, on top of [Mathematics vocabulary] Body awareness exploring space and direction such as below, behind, above, using bodies or obstacles. Cooling down the body and relaxation: e.g. 'candle melting', 'balloon deflating'. 	<ul style="list-style-type: none"> Dodging and walking in different directions 	<p>Use Top Class Grade R to create baseline and orientation activities</p>	Use Top Class Grade R to create baseline and orientation activities	
	Week 2				<ul style="list-style-type: none"> Draw pictures of yourself using different media, thick wax crayons or chalk. Warming up body parts such as 'playing the piano', 'washing body', 'shaking off water', etc. Body awareness exploring space and direction such as below, behind, above, using bodies or obstacles. Cooling down the body and relaxation: e.g. 'candle melting', 'balloon deflating'. 	<ul style="list-style-type: none"> Using senses: hearing - listen to instructions while moving around. Movement games concepts of size, distance, space and quantity covered. 		

LIFE SKILLS Term 1

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Week 3	Me	<ul style="list-style-type: none"> We are special and unique Things I can do (count, know colours, jump etc. Discussion: Where was I born? 	<ul style="list-style-type: none"> Knowledge of own personal details. Where I live, my telephone number and age Where was I born? (place) 	<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. Imagine you are...action is done in own space. Locomotor movements: walking, skipping and running forwards and backwards – own space. Keeping a steady beat with changes in tempo whilst clapping or moving in time to music such as walking in fours, skipping in twos. 	<ul style="list-style-type: none"> Rhymes singing while performing body actions 	<ul style="list-style-type: none"> Rhymes singing while performing body actions
				<ul style="list-style-type: none"> Paint own portrait adding features - eyes, ears, nose and mouth; discuss features on the head, shape, colour and line. Warming up voice: breathing exercises and creative games such as blowing out candles, etc. 	<ul style="list-style-type: none"> Dodging and walking in different directions Hop-scotch 	
	Week 4		<ul style="list-style-type: none"> How I am the same as my friends. (Height, hair colour, gender, weight etc.) How I am different from my friends 			

LIFE SKILLS Term 1

Week	Theme	BEGINNING KNOWLEDGE			PHYSICAL EDUCATION	LB	TG
		PERSONAL AND SOCIAL WELL-BEING	CREATIVE ARTS	Where to find it in Top Class Life Skills Grade 1 Learner's Book			
Week 5	At school	<ul style="list-style-type: none"> Name of my school, teacher and principal Classroom routines and rules 	<ul style="list-style-type: none"> Knowledge of own school. Direction and orientation. Follow a simple map 	<ul style="list-style-type: none"> Singing indigenous songs Using appropriate movements. Warming up body parts such as 'playing the piano', 'washing body', 'shaking off water', etc. Non-locomotor movements; bending knees, shoulder and wrist circles. Cooling down the body and relaxation: e.g. 'candle melting', 'balloon deflating'. 	<ul style="list-style-type: none"> Dodging games around skittles changing direction 	9-12	23-35
	Week 6			<ul style="list-style-type: none"> Understand the reason and need for classroom routines and rule Know and apply rules. Remember and identify the direction to school 	<ul style="list-style-type: none"> Draw and paint pictures of self -interacting with others. Locomotor movements: walking, skipping and running forwards and backwards – own space. Keeping a steady beat with changes in tempo whilst clapping or moving in time to music such as walking in fours, skipping in twos. 		

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Week 7	Healthy habits	<ul style="list-style-type: none"> • Sleep • Eating healthy food • Washing hands • Keeping clean • Hair, teeth and nails • I keep my body clean. • Some good habits. 	<ul style="list-style-type: none"> • Good eating and health habits • Keep healthy 	<ul style="list-style-type: none"> • Warming up voice: breathing exercises and creative games such as blowing out candles, etc.
Week 8		<ul style="list-style-type: none"> • Proper use of toilet • Regular exercise and play. • Limited television 		<ul style="list-style-type: none"> • Print patterns with thick paint • Simple improvisation around familiar experiences in own family and community such as the 'birthday party', 'umdlalo', playing 'pophusi', etc. • Locomotor movements: walking, skipping and running forwards and backwards – own space. • Cooling down the body and relaxation: e.g. 'candle melting', 'balloon deflating'.
				<ul style="list-style-type: none"> • Dodging and walking in different directions • Rhymes singing while performing body actions • Balance walking on low level balancing form in different ways.

LIFE SKILLS Term 1

Week	Theme	PERSONAL AND SOCIAL WELL-BEING	BEGINNING KNOWLEDGE	CREATIVE ARTS	PHYSICAL EDUCATION	Where to find it in Top Class Life Skills Grade 1 Learner's Book	LB	TG
Week 9	Weather	<ul style="list-style-type: none"> The weather and us; clothes, food, activities 	<ul style="list-style-type: none"> Observation of weather conditions. Identify the conditions Effect on us. Know, apply symbols. Report Record. Interpret 	<ul style="list-style-type: none"> Box constructions using recyclable boxes; emphasis on geometric shapes; discuss shapes. Warming up voice: breathing exercises and creative games such as blowing out candles, etc. Keeping a steady beat with changes in tempo whilst clapping or moving in time to music such as walking in fours, skipping in twos. 	<ul style="list-style-type: none"> Rope skipping Activities using the non-dominant [ND] side of the body- Hopping on ND foot, catching own bean bag with NB. Hand, foot etc. 	17–23	50–66	
Week 10		<ul style="list-style-type: none"> Care of your eyes 	<ul style="list-style-type: none"> Observation of weather conditions. Identify the conditions Effect on us Ensure healthy life. 	<ul style="list-style-type: none"> Box constructions using recyclable boxes; emphasis on geometric shapes; discuss shapes. Dramatisation: making up short stories. Warming up voice: breathing exercises and creative games such as blowing out candles, etc. 	<ul style="list-style-type: none"> Dodging and walking in different directions Balance walking on low level balancing form in different ways. 			

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Weeks 1–4	Term 1 "Themes and coverage"		
Week 5	<p>My family</p> <ul style="list-style-type: none"> • What a family is • Members of my family – immediate and extended • Caring for each other at home 	<ul style="list-style-type: none"> • Make drawings of self with your family in an activity. Discuss line and shape • Role play (stepping in the shoes of someone else) • Warming up the body • Locomotor movements: hopping, jumping and galloping forwards and sideways (outside) • Cooling down the body and relaxation 	<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. • Jump forwards, backwards and sideways • Finger play activities - finger rhymes • Eye-hand-foot co-ordination • Walking on a rope or line marked on the ground • Throw and catch a bean bag with non-dominant hand
	<p>Week 6</p>	<ul style="list-style-type: none"> • Fine motor and sensory coordination: • eye hand coordination. • Manipulation of tools and equipment 	<ul style="list-style-type: none"> • Makes drawings of self in action; encourage awareness of the body; name and discuss active body parts • Warming up the body • Freeze games focusing on control, eye focus and use of space • Jumping and hopping • Own activity: Develop a 2- minute chair routine • Traditional / indigenous games chose by learners- played seated

LIFE SKILLS Term 2

Week	Theme	PERSONAL AND SOCIAL WELL-BEING		BEGINNING KNOWLEDGE	CREATIVE ARTS	PHYSICAL EDUCATION	Where to find it in Top Class Life Skills Grade 1 Learner's Book	LB	TG
Week 7	Safety in the home	<ul style="list-style-type: none"> Dangers at home <ul style="list-style-type: none"> When cooking When washing Lighting & electricity Outside areas Medicine Poisonous substances <ul style="list-style-type: none"> - types and recognising warning symbols Keeping safe when home alone 	<ul style="list-style-type: none"> Dangers at home <ul style="list-style-type: none"> Design and make an Emergency number card 	<ul style="list-style-type: none"> Finger painting or brush painting: discuss mixing of primary colours to achieve secondary colours 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 	<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. Jump forwards, backwards and sideways. Finger play activities: finger rhymes. Walking on a rope or line marked on the ground. Balance on non-dominant leg. 	<ul style="list-style-type: none"> Finger painting or brush painting: discuss mixing of primary colours to achieve secondary colours 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 Freeze games focusing on control, eye focus and use of space Vocal exercises -rhymes, tongue twisters, songs with focus& clarity in vocal exercises 	28–32	82–96	

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Week 8	<p>My body</p> <ul style="list-style-type: none"> Different parts of my body and how it moves Parts of my body that I cannot see: include lungs, heart The five senses and their uses Touch, smell, sound, sight and taste 	<p>• Finger painting or brush painting: discuss mixing of primary colours to achieve secondary colours</p> <p>• Makes drawings of self in action; encourage awareness of the body; name and discuss active body parts</p> <p>• Warming up the body</p> <p>• Axial movements: twisting, swinging the arms and side bends</p> <p>• Cooling down the body and relaxation: games e.g. rocking a baby, swaying, etc.</p> <p>• Parts of my body that I cannot see: stomach, brain, skeleton</p> <p>• Finger painting or brush painting: discuss mixing of primary colours to achieve secondary colours</p> <p>• Fine motor and sensory coordination: eye hand coordination.</p> <p>• Manipulation of tools and equipment</p> <p>• Make models out of clay/ playdough; encourage correct use of materials and tools</p> <p>• Developing short sentences of dialogue</p> <p>• Warming up the body</p> <p>• Exploring beginnings, middles and endings of songs, stories and movements</p> <p>• Vocal exercises -rhymes, tongue twisters, songs with focus& clarity in vocal exercises.</p> <p>• Cooling down the body and relaxation: games.</p>
	Week 9	

LIFE SKILLS Term 2

Week	Theme	PERSONAL AND SOCIAL WELL-BEING	BEGINNING KNOWLEDGE	CREATIVE ARTS	PHYSICAL EDUCATION	Where to find it in Top Class Life Skills Grade 1 Learner's Book	LB	TG
Week 10	Keeping my body safe	<ul style="list-style-type: none"> Safe and Unsafe situations & places Yes, and no feelings Practicing saying “no” 	<ul style="list-style-type: none"> Making water safe to drink 	<ul style="list-style-type: none"> Make drawings of self with your family in an activity. Discuss line and shape Movements appropriate to a role in different situations Warming up the body Vocal exercises Cooling down the body and relaxation 	<ul style="list-style-type: none"> Jump up and down; jump high and low Own activity- Develop a 2- minute chair routine 	38–42	119–132	
Week 11		<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> Makes drawings of self in action; encourage awareness of the body; name and discuss active body parts Sings songs using contrasts such as soft and loud, fast and slow Warming up the body 	<ul style="list-style-type: none"> Jump up and down; jump high and low Eye-hand-foot co-ordination Own activity- Develop a 2- minute chair routine 			

LIFE SKILLS Term 3

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Weeks 1–4	Term 2 "Themes and coverage"					
Week 5	My community	<ul style="list-style-type: none"> • My role in the community • Places in my community • People in my community 	<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 (oral) • Choosing and making own movement sentences to interpret a theme with a beginning and an end • Warming up the body: e.g., leading with the nose, elbow, knee • Games focusing on numeracy and literacy such as number songs and rhymes, making shapes through movement • Cooling down the body and relaxation: using imagery or words such as shrink slowly and grow slowly 	<ul style="list-style-type: none"> • Walk backwards on heels and toes. • Follow instructions to move fast and slow-on the spot. 	<ul style="list-style-type: none"> • 43–49 	<ul style="list-style-type: none"> 133–146
	Week 6		<ul style="list-style-type: none"> • Looking after facilities in my community • Keeping places clean - littering 	<ul style="list-style-type: none"> • 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 Clapping rhythms in three or four time. Moving to the music in three or 4 time (on the spot or around the chair) • Combining locomotor (on the spot or around the chair) and non-locomotor movements such as run, run-forward-shrink-stretch-up. • Listening skills through music games using different tempo, pitch, dynamics, duration 	<ul style="list-style-type: none"> • Walk backwards on heels and toes. • Follow instructions to move fast and slow-on the spot. • Rope skipping: alone, Using no apparatus-Continue to move the arms for a full swing, Hop-scotch with non-dominant leg. 	

LIFE SKILLS Term 3

Week	Theme	PERSONAL AND SOCIAL WELL-BEING	BEGINNING KNOWLEDGE	CREATIVE ARTS	PHYSICAL EDUCATION	Where to find it in Top Class Life Skills Grade 1 Learner's Book	LB	TG
Week 7	Pets	<ul style="list-style-type: none"> Animals we can keep as pets How to look after pets at home Treating animals appropriately Animal Welfare 		<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 Emphasise appropriate use of materials and spatial awareness Dramatising a make- believe situation based on South African poem, song or story guided by teacher (seated) Mime actions showing emotion using visualisation such as eating my favourite food, opening a book Cooling down the body and relaxation: using imagery or words such as shrink slowly and grow slowly 	<ul style="list-style-type: none"> Walk forward crossing dominant leg over. Rope skipping: alone, using no apparatus- Continue to move the arms for a full swing. 	50–51	147–155	
Week 8	Manners and responsibility		<ul style="list-style-type: none"> Greeting people we know and strangers Waiting my turn Listening to others Sharing Showing kindness Being honest Respecting others and belongings 		<ul style="list-style-type: none"> Move – jump, run, and crawl. Follow instructions to move fast and slow on the spot. 	52–53	156–164	

LIFE SKILLS Term 3

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Week 9	Plants and seeds	<ul style="list-style-type: none"> • Why we need plants • What plants look like - roots, stem, leaves, flowers • What plants need to grow • Growing a plant from a seed 	<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. • Clapping rhythms in three or four time. Moving to the music in three or 4 time (on the spot or around the chair). • Listening skills through music games using different tempo, pitch, dynamics, duration. 		<ul style="list-style-type: none"> • Move – jump, run, and crawl. • Follow instructions to move fast and slow on the spot. • Walking and swinging a rope sash/ribbon using non-dominant leg (walk around the perimeter of the netball court – observing social distancing). 	54–58	165–182
Week 10	Food	<ul style="list-style-type: none"> • Foods we eat • Healthy and Unhealthy food 	<ul style="list-style-type: none"> • Where different foods come from: fruit; vegetables; dairy; meat 		<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 (oral). • Dramatising a make- believe situation based on South African poem, song or story guided by teacher (seated). • Cooling down the body and relaxation: using imagery or words such as shrink slowly and grow slowly. 	59–65	183–204
Week 11							

LIFE SKILLS Term 4

Week	Theme	PERSONAL AND SOCIAL WELL-BEING	BEGINNING KNOWLEDGE	CREATIVE ARTS	PHYSICAL EDUCATION	Where to find it in Top Class Life Skills Grade 1 Learner's Book	LB	TG
Weeks 1–3	Term 3 "Themes and coverage"							
Week 4	Homes	<ul style="list-style-type: none"> The home I live in 	<ul style="list-style-type: none"> Types of homes - include flats, houses, shacks, traditional homes Homes to suit different weather conditions 	<ul style="list-style-type: none"> Make a drawing or painting relevant to the Terms topics. Focus on body in action line, shape and colour. Classroom performance incorporating a South African song/poem/ story with movement and dramatisation- Warming up the body: different levels such as high: picking an apple, low: crawling and medium, crouching Clapping games on desk developing focus and co-ordination 	<ul style="list-style-type: none"> Follow instruction using a musical instrument to signal change On the spot: Marching, running, skipping, walk bend Foot-eye co-ordination, greeting each other by touching the feet. Walk on ropes- backward, forward and sideways with or without crossing feet – on the way to the bathroom and return. Stand on tip toes, crouch on haunches, walk on the balls of the feet, walk on the heels slowly around the chair. Human shapes- form numbers 1,2,3, or letters A, B, C in a human chain. 	66–71	205–218	

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<ul style="list-style-type: none"> • What different homes are made of include wood, mud, bricks, tin, stone, hardboard, plastic 	<ul style="list-style-type: none"> • Make models of self in action in own environment clay/ playdough; encourage personal expression, appropriate use of materials and spatial awareness • Locomotor movements: hopping, galloping, running, and skipping around the chair and changing directions. • Listening to music and describing how it makes you feel using words such as happy, sad, etc. • Non-locomotor: spin alone. • Walk on ropes- backward, forward and sideways with or without crossing feet – on the way to the bathroom and return. • Walk on ropes with hands on head, hands behind backs hands on hips on the way to the bathroom and return. • Turn on the spot to the left and to the right. 				
Week 5	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="703 1537 764 1858" style="text-align: center; padding: 5px;">Picture maps</td> <td data-bbox="764 1537 1314 1858" style="text-align: center; padding: 5px;">Can I find my way?</td> </tr> <tr> <td data-bbox="703 1858 764 2087" style="text-align: center; padding: 5px;">Week 6</td> <td data-bbox="764 1858 1314 2087" style="text-align: center; padding: 5px;"></td> </tr> </table> <ul style="list-style-type: none"> • Finding places and things on a picture map (identify) • Finding the way from one place to another • Make a drawing or painting relevant to the Terms topics. Focus on body in action line, shape and colour. • Representing objects, ideas in movement and sound such as: making machine, a magic forest, ambulance individually or in groups. • Warming up the body: different levels such as high: picking an apple, low: crawling and medium, crouching. • Cooling down the body and relaxation –feel like a feather and float through the sky. • Follow instruction using a musical instrument to signal change • On the spot: • Marching, running, skipping, walk bend • Walk on ropes- backward, forward and sideways with or without crossing feet – on the way to the bathroom and return. • Stand on tip toes, crouch on haunches, walk on the balls of the feet, walk on the heels slowly around the chair. 	Picture maps	Can I find my way?	Week 6	
Picture maps	Can I find my way?				
Week 6					

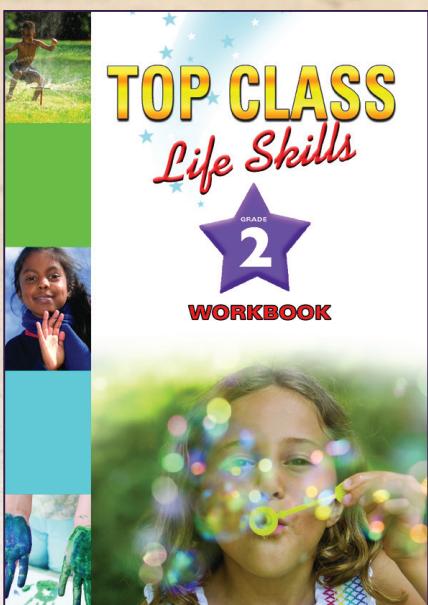
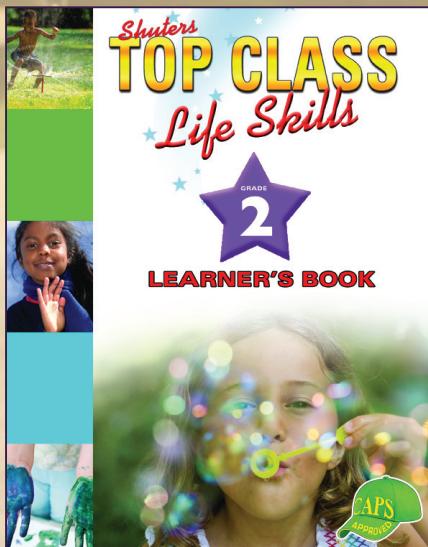
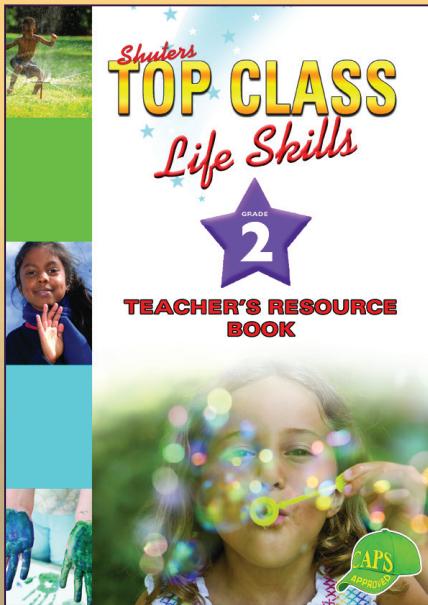
LIFE SKILLS Term 4

Week	Theme	PERSONAL AND SOCIAL WELL-BEING	BEGINNING KNOWLEDGE	CREATIVE ARTS	PHYSICAL EDUCATION	Where to find it in Top Class Life Skills Grade 1 Learner's Book	LB	TG
Week 7	Water	<ul style="list-style-type: none"> Ways water is wasted Ways of saving water 	<ul style="list-style-type: none"> Uses of water at home and school Ways water is wasted Safe and unsafe drinking water 	<ul style="list-style-type: none"> Classroom performance incorporating a South African song/poem/ story with movement and dramatisation Locomotor movements: hopping, galloping, running, and skipping around the chair and changing directions Non-locomotor movements: combining twisting, swinging the arms, side bends and jumps 	<ul style="list-style-type: none"> Walk, run and skip using signal to change from walking to running; etc. Walk on ropes with hands on head, hands behind backs hands on hips on the way to the bathroom and return 	76–78	234–249	
Week 8			<ul style="list-style-type: none"> Safe and unsafe drinking water 	<ul style="list-style-type: none"> Ways of saving water Storing clean water "Harvesting rainwater" 	<ul style="list-style-type: none"> Make a drawing or painting relevant to the Terms topics. Focus on body in action line, shape and colour Warming up the body: different levels such as high: picking an apple, low: crawling and medium, crouching. Clapping games on desk developing focus and co-ordination. Cooling down the body and relaxation –feel like a feather and float through the sky. 			

LIFE SKILLS Term 4

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Week 9	The sky at night	<ul style="list-style-type: none"> • Changing from day to night • The moon • What the moon looks like 	<ul style="list-style-type: none"> • Make models of self in action in own environment clay/ playdough; encourage personal expression, appropriate use of materials and spatial awareness • Classroom performance incorporating a South African song/poem/ story with movement and dramatization • Listening to music and describing how it makes you feel using words such as happy, sad, etc. 	<ul style="list-style-type: none"> • Follow instruction using a musical instrument to signal change • On the spot: Marching, running, skipping, walk bend • Stand on tip toes, crouch on haunches, walk on the balls of the feet, walk on the heels slowly around the chair • Turn on the spot to the left and to the right 	<ul style="list-style-type: none"> • Walk on ropes- backward, forward and sideways with or without crossing feet – on the way to the bathroom and return • Human shapes- form numbers 1,2,3, or letters A, B, C in a human chain
			<p>Week 10</p>		



2



LIFE SKILLS Term 1

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Week	Theme	PERSONAL AND SOCIAL WELL-BEING	BEGINNING KNOWLEDGE	CREATIVE ARTS	PHYSICAL EDUCATION	Where to find it in Top Class Life Skills Grade 2 Learner's Book	LB	TG
Week 1	Orientation/ Baseline	<ul style="list-style-type: none"> Orientation to rules and procedures Places in the classroom and school Baseline Reading-own choice 	<ul style="list-style-type: none"> Orientation to rules and procedures Places in the classroom and school Baseline Reading material 	<ul style="list-style-type: none"> Warming up the voice: using songs, singing vowels, rhymes and tongue twisters 	<ul style="list-style-type: none"> Play an indigenous game, e.g. Upuca [Ten stones] Start with 5 stones (Own stones) Different groups could do different activities observing social distancing Throwing bean bags up in the air and catching them [own bean bag or newspaper rolled into a ball] 	<p>Use Top Class Life Skills Grade 1 to create baseline activities</p>		
	Week 2				<ul style="list-style-type: none"> Warming up the body: breathing exercises and use of different joints such as ankles; pointing and flexing and wrists circling, etc Locomotor movements: walking, running, skipping, hopping in different directions on own Cooling down and relaxation: lying down on back, breathing in and out, visualising colour as a stimulus 	<ul style="list-style-type: none"> Stretch and curl - make body as tall and as small as possible, as long and as short as possible Could be used as a cooling down activity as well. Control, co-ordination and balance exercises [on one leg, on behind, on knee and 2 hands, knee and one hand etc.] 		

LIFE SKILLS Term 1

Week	Theme	PERSONAL AND SOCIAL WELL-BEING	BEGINNING KNOWLEDGE	CREATIVE ARTS	PHYSICAL EDUCATION	Where to find it in Top Class Life Skills Grade 2 Learner's Book	LB	TG
Week 3	What we need to live	<ul style="list-style-type: none"> Different types of food – for growth, energy, health 	<ul style="list-style-type: none"> Water - why we need water, (cook, drink, plants, wash) 	<ul style="list-style-type: none"> Create patterns using geometric shapes; discuss rhythm and repetition Warming up the voice: using songs, singing vowels, rhymes and tongue twisters Singing songs using unison, rounds, and call and response 	<ul style="list-style-type: none"> Play an indigenous game, e.g. Upuca [Ten stones] Start with 5 stones (Own stones) Different groups could do different activities observing social distancing Jump over ropes that are placed parallel to one another - repeat and move ropes/sticks further apart. 		1-5	1-20
Week 4		<ul style="list-style-type: none"> Water – why we need water Air – clean air What is air? Sunlight Why we need sunlight. Protection from the sun 		<ul style="list-style-type: none"> Air - clean air [What is air?] Sunlight - include protection from the sun [Why do we need sunlight? living organisms; human beings, animals and plants] 	<ul style="list-style-type: none"> Rhythm patterns using key words from selected topics such as people at work: 'woodcutter' chop- chop-chop, 'butcher' = slice-slice, and others Using above examples to explore appropriate tempo and dynamics such as: 'chop-chop- chop' will be loud and fast, 'slice-slice' will be quiet and slow Body percussion: keeping a steady beat and the use of different timbres (click, clap, stamp) Non-locomotor movements: reaching, bending, rising on their own 			

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Week 5	<ul style="list-style-type: none"> Friends – qualities of a good friend Qualities of a good friend Include sharing, helping, showing respect 	<ul style="list-style-type: none"> Paint pictures of self with others in action (running, jumping, dancing, etc.) and discuss primary and secondary colours, cool and warm colours, shape and line. Warming up the voice: using songs, singing vowels, rhymes and tongue twisters. Singing songs using unison, rounds, and call and response. Interactive story telling activities: listen and respond appropriately to partners, such as telling stories in pairs on 'my favourite food', accumulation stories, echo stories, etc. 	<ul style="list-style-type: none"> Play an indigenous game, e.g. Upuca [Ten stones] Start with 5 stones (Own stones) 	<p>Different groups could do different activities observing social distancing</p>	<ul style="list-style-type: none"> Introduce activities using the non-dominant body part, arms and legs. 	<ul style="list-style-type: none"> Play an indigenous game, e.g. Upuca [Ten stones] Start with 5 stones (Own stones) 	<p>Different groups could do different activities observing social distancing</p>	<ul style="list-style-type: none"> Play an indigenous game, e.g. Upuca [Ten stones] Start with 5 stones (Own stones) 	<p>Different groups could do different activities observing social distancing</p>
Week 6									

LIFE SKILLS Term 1

Week	Theme	PERSONAL AND SOCIAL WELL-BEING	BEGINNING KNOWLEDGE	CREATIVE ARTS	PHYSICAL EDUCATION	Where to find it in Top Class Life Skills Grade 2 Learner's Book	LB	TG
Week 7	Everyone is special	<ul style="list-style-type: none"> • People are similar, and people are different • Things that help people - such as reading glasses, walking frames, guide dogs, hearing aids 	<ul style="list-style-type: none"> • Things that help people - such as reading glasses, walking frames • Video- How spectacles are made 	<ul style="list-style-type: none"> • Creating short scenes based on appropriate topics, focusing on storyline. • Warming up the voice: using songs, singing vowels, rhymes and tongue twisters. • Singing songs using unison, rounds, and call and response. 	<ul style="list-style-type: none"> • Play an indigenous game, e.g. Upuca [Ten stones] Start with 5 stones (Own stones) Different groups could do different activities observing social distancing. • Throw bean bags up in the air and catching them [own bean bag or newspaper rolled into a ball]. • Control, co-ordination and balance exercises [on one leg, on behind, on knee and 2 hands, knee and one hand etc.] 		11-16	35-57
Week 8			<ul style="list-style-type: none"> • Things that help people – such as reading glasses, walking frames, guide dogs, hearing aids • Caring for people with disabilities I can be a hero 		<ul style="list-style-type: none"> • Use clay to make and decorate containers; discuss pattern, geometric shape, line, discuss surface texture and correct joining techniques. • Warming up the body: breathing exercises and use of different joints such as ankles; pointing and flexing and wrists circling, etc. • Non-locomotor movements: reaching, bending, rising on their own • Cooling down and relaxation: lying down on back, breathing in and out, visualising colour as a stimulus. 			

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				58–78
Week 9	Healthy living	<ul style="list-style-type: none"> Protecting food we eat – including flies, keep food cool 	<ul style="list-style-type: none"> Protection from flies (germs) Keeping food cool Simple ways of purifying water 	<ul style="list-style-type: none"> Creating appropriate characters: show differences between characters and character's point of view in short scenes. Interactive story telling activities: listen and respond appropriately to partners, such as telling stories in pairs on 'my favourite food', accumulation stories, echo stories, etc.
Week 10		<ul style="list-style-type: none"> Things that harm us- smoking, alcohol, drugs Good habits – such as regular exercise, limited television 	<ul style="list-style-type: none"> Things that harm us - smoking, alcohol, drugs Good habits - such as regular exercise, limited television 	<ul style="list-style-type: none"> Play an indigenous game, e.g. Upuca [Ten stones] Start with 5 stones (Own stones) Different groups could do different activities observing social distancing Stretch and curl - make body as tall and as small as possible, as long and as short as possible Could be used as a cooling down activity as well. Jump over ropes that are placed parallel to one another - repeat and move ropes/sticks further apart. Introduce activities using the non-dominant body part, arms and legs. Warming up the body: breathing exercises and use of different joints such as ankles; pointing and flexing and wrists circling, etc. Locomotor movements: walking, running, skipping, hopping in different directions on own. Cooling down and relaxation: lying down on back, breathing in and out, visualising colour as a stimulus.

LIFE SKILLS Term 2

Week	Theme	PERSONAL AND SOCIAL WELL-BEING	BEGINNING KNOWLEDGE	CREATIVE ARTS	PHYSICAL EDUCATION	Where to find it in Top Class Life Skills Grade 2 Learner's Book	LB	TG
Weeks 1–4	Term 1 "Themes and coverage"							
Week 5	Seasons	<ul style="list-style-type: none"> The four seasons How seasons affect us - clothes, food, activities 	<ul style="list-style-type: none"> Life cycle of bean plant What do plants need to grow? 	<ul style="list-style-type: none"> Draw or paint pictures related to topics of the term; focus informally on line, tone, texture, colour Performing rhythm patterns combined with locomotor movements such as clapping the rhythm of pony gallops, marching, skipping, etc. -on the spot Warming up the voice; developing articulation (lips, tongue, jaw) through imaginative play Warming up the body: contrasting movements using verbal and sound signals such as 'Freeze!', 'Go!', 'Up!' Locomotor movement marching, leaping, jumping, galloping, turning on their own Non-locomotor movements: rolling, swinging, stretching alone 	<ul style="list-style-type: none"> Keep the beat of music or drumming, move various parts of the body – head... arms... hips... legs and feet Hop-scotch Learners can do this outside- When they wait they sit in 8 rows of 5 observing social distancing. Cooling down the body and relaxation: express moods and ideas through movement such as floating on a cloud, feeling sleepy, etc. 	24–29	79–99	

LIFE SKILLS Term 2

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<p>• How seasons affect animals – include farming e.g. sheep shearing</p> <p>• Hibernation</p> <p>• Migration/ nesting</p> <p>• Sheep shearing demonstration</p>	<ul style="list-style-type: none"> • Use recyclable objects and thick paint to create a printed surface; talk about geometric and organic shapes • Performing songs focusing on dynamics such as: loud and soft, slow and fast • Using drama techniques to explore characters' thoughts and feelings, e.g. the drama is frozen and each character in turn is tapped on the shoulder, and asked to reveal what s/he is feeling at that moment, etc. • Rhythm games focusing on listening skills and recalling contrasting rhythm patterns • Playing percussion instruments/ body percussion in time to music and/or class singing 	<p>• Simulation activities such as "follow-the-leader (at the table) Skipping with and without skipping ropes; skipping on the spot and across a distance</p> <p>• Simulation activities, i.e. picking apples, digging in the garden, sawing a plank, etc.</p>	
<p>Week 6</p>	<p>Farm animals</p> <ul style="list-style-type: none"> • Farm Animals • Types • Uses – such as food and clothing 	<p>• Process: From sheep to wool/ Making of cheese or butter</p>	<ul style="list-style-type: none"> • Construct a mask using recyclable materials; discuss shape, texture, develop craft skills • Warming up the voice: developing articulation (lips, tongue, jaw) through imaginative play • Warming up the body: contrasting movements using verbal and sound signals such as 'Freeze!', 'Go!', 'Up!' • Non-locomotor movements: rolling, swinging, stretching alone. Cooling down the body and relaxation: express moods and ideas through movement such as floating on a cloud, feeling sleepy, etc.

LIFE SKILLS Term 2

Week	Theme	PERSONAL AND SOCIAL WELL-BEING	BEGINNING KNOWLEDGE	CREATIVE ARTS	PHYSICAL EDUCATION	Where to find it in Top Class Life Skills Grade 2 Learner's Book	
						LB	TG
Week 8	Wild animals		<ul style="list-style-type: none"> • Wild animals • Camouflage • Big 5 • Endangered species • Preserving species 	<ul style="list-style-type: none"> • Use recyclable objects and thick paint to create a printed surface; talk about geometric and organic shapes • Role play related to selected topics or stories told by the teacher • Using drama techniques to explore characters' thoughts and feelings • Warming up the voice: developing articulation (lips, tongue, jaw) through imaginative play • Rhythm games focusing on listening skills and recalling contrasting rhythm patterns • Locomotor movement marching, leaping, jumping, galloping, turning on their own • Non-locomotor movements: rolling, swinging, stretching alone. • Cooling down the body and relaxation: express moods and ideas through movement such as floating on a cloud, feeling sleepy, etc. 	<ul style="list-style-type: none"> • Keep the beat of music or drumming, move various parts of the body – head ... arms... hips... legs and feet • Simulation activities, i.e. picking apples, digging in the garden, sawing a plank, etc. 	33–36	100–115

LIFE SKILLS Term 2

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Week 9 Creatures that live in water <ul style="list-style-type: none"> • Fresh water • River – e.g. fish, crocodile • Ponds and dams <ul style="list-style-type: none"> – e.g. frog, dragonfly • Identify and classify fresh water creatures 	<ul style="list-style-type: none"> • Draw or paint pictures related to topics of the term; focus informally on line, tone, texture, colour • Role play related to selected topics or stories told by the teacher • Using drama techniques to explore characters' thoughts and feelings • Warming up the voice: developing articulation (lips, tongue, jaw) through imaginative play • Warming up the body: contrasting movements using verbal and sound signals such as 'Freeze!', 'Go!', 'Up!' • Locomotor movement marching, leaping, jumping, galloping, turning on their own • Non-locomotor movements: rolling, swinging, stretching alone. • Cooling down the body and relaxation: express moods and ideas through movement such as floating on a cloud, feeling sleepy, etc. 	<ul style="list-style-type: none"> • Simulation activities such as "follow-the-leader (at the table)" 	37-39	116-133
		<ul style="list-style-type: none"> • Salt water • Sea – e.g. shark, crayfish • Rock pools – e.g. starfish, crab 	<ul style="list-style-type: none"> • Construct a mask using recyclable materials; discuss shape, texture, develop craft skills • Performing songs focusing on dynamics such as: loud and soft, slow and fast • Playing percussion instruments/ body percussion in time to music and/or class singing 	<ul style="list-style-type: none"> • Simulation activities such as "follow-the-leader (at the table)" • Simulation activities, i.e. picking apples, digging in the garden, sawing a plank, etc.

Week 10

LIFE SKILLS Term 2

Week	Theme	PERSONAL AND SOCIAL WELL-BEING	BEGINNING KNOWLEDGE	CREATIVE ARTS	PHYSICAL EDUCATION	Where to find it in Top Class Life Skills Grade 2 Learner's Book
						LB TG
Week 11	Animal homes		<ul style="list-style-type: none"> Animals and creatures that make their homes – birds, bees, ants Animals and creatures that find a home – baboons, snakes, squirrels Animals and creatures that carry their homes – such as snails, tortoise 	<ul style="list-style-type: none"> Draw or paint pictures related to topics of the term; focus informally online, tone, texture, colour Role play related to selected topics or stories told by the teacher Warming up the voice; developing articulation (lips, tongue, jaw) through imaginative play 	<ul style="list-style-type: none"> Keep the beat of music or drumming, move various parts of the body – head ... arms... hips... legs and feet Throw a large ball at a target e.g. goal post or netball ring – You need space Hop-scotch Learners can do this outside –When they wait they sit in 8 rows of 5 observing social distancing. 	40–44 134–148

LIFE SKILLS Term 3

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Weeks 1–4	Term 2 "Themes and coverage"		
Week 5	Soil		
	<ul style="list-style-type: none"> Different soils, colours and textures Creatures that live in the soil; such as earthworms, moles Soil for the growth of plants; the value of growing vegetables (compost heap) 	<ul style="list-style-type: none"> Make paintings or drawings of birds, fish, insects, reptiles, etc. use oil pastels in warm colours and wash over in inks of cool colours; discuss colours, shape, texture, pattern and emphasis; look at and discuss famous artworks of natural world Creating a simple puppet using waste material: sock puppets, finger puppets, shadow puppets Own puppet performance based on appropriate vocal characterization and manipulation of own puppet Warming up the body: curling and stretching the spine sitting on the floor, curling into a tight ball, unfolding lengthening the spine, etc. Landing softly through the feet (toe-ball-heel, bending knees) while hopping, skipping, jumping and leaping, etc. Listening to music and identifying moods such as 'sad', 'happy', 'calm' and 'excited'. Cooling down the body and relaxation: lying on the back tightening/contracting all the muscles, making tight fists, clenching shoulders and then releasing all the muscles making body heavy on the floor, etc. 	<p>47–50</p> <p>149–164</p>

LIFE SKILLS Term 3

Week	Theme	PERSONAL AND SOCIAL WELL-BEING	BEGINNING KNOWLEDGE	CREATIVE ARTS	PHYSICAL EDUCATION	Where to find it in Top Class Life Skills Grade 1 Learner's Book	LB	TG
Week 6	Working with soil		<ul style="list-style-type: none"> • What plants need to grow • How to plant a seed • Cultivating good soil for plant growth • Value of growing vegetables (Being self-sufficient, quality of food and not going hungry) 	<ul style="list-style-type: none"> • Make paintings of fantasy plants and flowers; discuss primary and secondary colours, emphasis, and concepts like behind, in front of, underneath, etc. 	<ul style="list-style-type: none"> • Human shapes - form shapes of numbers 1, 2, 3 or letters A, B, C, etc. in a human chain 			
Week 7				Transport by land: Land/Rail	<ul style="list-style-type: none"> • Make paintings or drawings of birds, fish, insects, reptiles, etc. use oil pastels in warm colours and wash over in inks of cool colours; discuss colours, shape, texture, pattern and emphasis; look at and discuss famous artworks of natural world. • Use recyclable materials and paper mâché to make useful objects: egg cups, containers, plant holders, etc. decorate using pattern; discuss geometric shapes and cool and warm colours, develop craft skills. • Create sounds and rhythms specific to the mood or character of the puppet by using voice, instruments or found objects. • Warming up the body: curling and stretching the spine sitting on the floor, curling into a tight ball, unfolding lengthening the spine, etc. 	51–54	165–186	

LIFE SKILLS Term 3

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55–59

<ul style="list-style-type: none"> • Landing softly through the feet (toe-ball-heel, bending knees) while hopping, skipping, jumping and leaping, etc. • Simple mime; imitating everyday activities focusing on weight and shape, such as picking up a 'heavy rock' or a 'light feather' etc. • Games focusing on numeracy and literacy such as number songs and rhymes, participatory stories, making letter shapes through movement, writing names with toes, verbal dynamics (pull, twist, stretch, bend, spin) • Cooling down the body and relaxation: lying on the back tightening/contracting all the muscles, making tight fists, clenching shoulders and then releasing all the muscles making body heavy on the floor, etc. 	<ul style="list-style-type: none"> • Use recyclable materials and paper mâché to make useful objects: egg cups, containers, plant holders, etc. decorate using pattern; discuss geometric shapes and cool and warm colours, develop craft skills. • Listening to music and identifying moods such as 'sad', 'happy', 'calm' and 'excited'. • Create sounds and rhythms specific to the mood or character of the puppet by using voice, instruments or found objects. • Warming up the body: curling and stretching the spine sitting on the floor, curling into a tight ball, unfolding lengthening the spine, etc.
<ul style="list-style-type: none"> • Different modes of air transport • Types and uses of water transport • Different kinds of energy used by water transport 	

<p>Week 8</p>	<p>Transport by air/water</p>
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LIFE SKILLS Term 3

Week	Theme	PERSONAL AND SOCIAL WELL-BEING	BEGINNING KNOWLEDGE	CREATIVE ARTS	PHYSICAL EDUCATION	Where to find it in Top Class Life Skills Grade 1 Learner's Book	LB	TG
				<ul style="list-style-type: none"> Landing softly through the feet (toe-ball-heel, bending knees) while hopping, skipping, jumping and leaping, etc. Listening to music and identifying moods such as 'sad', 'happy', 'calm' and 'excited' Simple mime; imitating everyday activities focusing on weight and shape, such as picking up a 'heavy rock' or a 'light feather' etc. Games focusing on numeracy and literacy such as number songs and rhymes, participatory stories, making letter shapes through movement, writing names with toes, verbal dynamics (pull, twist, stretch, bend, spin). Cooling down the body and relaxation: lying on the back tightening/contracting all the muscles, making tight fists, clenching shoulders and then releasing all the muscles making body heavy on the floor, etc. 				

LIFE SKILLS Term 3

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Week 9	Road safety	<ul style="list-style-type: none"> • Healthy living/ habits • Road safety rules: • Pedestrians • Cyclists • Passengers • Road signs for pedestrians and cyclists 	<ul style="list-style-type: none"> • Use recyclable materials and paper mâché to make useful objects: egg cups, containers, plant holders, etc. decorate using pattern; discuss geometric shapes and cool and warm colours, develop craft skills. • Creating a simple puppet using waste material: sock puppets, finger puppets, shadow puppets. Own puppet performance based on appropriate vocal characterization and manipulation of own puppet. • Listening to music and identifying moods such as 'sad', 'happy', 'calm' and 'excited'. • Create sounds and rhythms specific to the mood or character of the puppet by using voice, instruments or found objects. Listening to music and identifying moods such as 'sad', 'happy', 'calm' and 'excited'. 	<ul style="list-style-type: none"> • Catching and throwing a bean bag • Traditional games of the learner's own choosing – 5 stones 	60–65	187–200
Week 10	People who help us	<ul style="list-style-type: none"> • Healthy Living/ habits • Identifying a scholar patrol and the role they play in safety • How traffic officers help us • The work of a traffic officer 	<ul style="list-style-type: none"> • Balance on one leg 	66–69	201–215	

LIFE SKILLS Term 3

Week	Theme	PERSONAL AND SOCIAL WELL-BEING	BEGINNING KNOWLEDGE	CREATIVE ARTS	PHYSICAL EDUCATION	Where to find it in Top Class Life Skills Grade 1 Learner's Book	LB	TG
Week 11		<ul style="list-style-type: none"> • Interpersonal relationship and values. • People who help us in our community e.g. clinic, teacher, librarian, nurse, • How different people helps • How I ask for help in an emergency. 		<ul style="list-style-type: none"> • Make paintings or drawings of birds, fish, insects, reptiles, etc. use oil pastels in warm colours and wash over in inks of cool colours; discuss colours, shape, texture, pattern and emphasis; look at and discuss famous artworks of natural world. • Warming up the body: curling and stretching the spine sitting on the floor, curling into a tight ball, unfolding lengthening the spine, etc. • Simple mime; imitating everyday activities focusing on weight and shape, such as picking up a 'heavy rock' or a 'light feather' etc. • Games focusing on numeracy and literacy such as number songs and rhymes, participatory stories, making letter shapes through movement, writing names with toes, verbal dynamics (pull, twist, stretch, bend, spin). • Cooling down the body and relaxation: lying on the back tightening/contracting all the muscles, making tight fists, clutching shoulders and then releasing all the muscles making body heavy on the floor, etc. 				

LIFE SKILLS Term 4

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Weeks 1–3	Term 3 "Themes and coverage"		
Week 4	Our country: South Africa	<ul style="list-style-type: none"> Name and location of own province Recognizing the South African flag and places where we can see it flying 	<ul style="list-style-type: none"> Make paintings relevant to the term's topics; discuss colours, tone, texture, contrast, shape Improvising appropriate movements and characters using axial, locomotor and levels to interpret a story such as 'Peter and the Wolf', etc. Warming up the body: using circles, angles, curves and zig-zags Combining non-locomotor and locomotor movements such as twisting combined with galloping on their own Cooling down the body and relaxation: moving to slow soothing music Jump high, walk with big steps, walk with small steps, skip hop
Week 5	National anthem and coat of arms	<ul style="list-style-type: none"> South African anthem - listening and singing Notes: Anthem can be learnt throughout the term. Include learners from other countries by including their flags where possible. 	<ul style="list-style-type: none"> Make clay models Listening to music and identifying how dynamics, pitch, timbre and tempo combine to tell a story such as 'Peter and the Wolf', etc. Warming up the body: using circles, angles, curves and zig-zags Combining non-locomotor and locomotor movements such as twisting combined with galloping on their own Cooling down the body and relaxation: moving to slow soothing music Jump high, walk with big steps, walk with small steps, skip hop

LIFE SKILLS Term 4

Week	Theme	PERSONAL AND SOCIAL WELL-BEING	BEGINNING KNOWLEDGE	CREATIVE ARTS	PHYSICAL EDUCATION	Where to find it in Top Class Life Skills Grade 2 Learner's Book	LB	TG
Week 6	National Symbols		<ul style="list-style-type: none"> the importance of symbols Identify national symbols on South African coins. 	<ul style="list-style-type: none"> Improvising appropriate movements and characters using axial, locomotor and levels to interpret a story such as 'Peter and the Wolf', etc. Warming up the body: using circles, angles, curves and zig-zags Combining non-locomotor and locomotor movements such as twisting combined with galloping on their own Cooling down the body and relaxation: moving to slow soothing music 	<ul style="list-style-type: none"> Stretching, up and sideways 			

LIFE SKILLS Term 4

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Week 7	Different ways of com- municating	<ul style="list-style-type: none"> • Social Health • Speaking – include explaining, conversation, poetry and song. • Writing – include writing a letter or card and post it. • Reading – include instructions and advertisements • Listening – include radio and stories 	<ul style="list-style-type: none"> • Writing - include writing a letter or card and posting it • Reading - include instructions and advertisements • Listening - include radio and stories • Ways we communicate in 21st century 	<ul style="list-style-type: none"> • Make paintings relevant to the term's topics; discuss colours, tone, texture, contrast, shape • Listening to music and identifying how dynamics, pitch, timbre and tempo combine to tell a story such as 'Peter and the Wolf', etc. • Developing a puppet performance by focusing on a conversation between puppets • Warming up the voice: using songs and rhymes focusing on high and low notes and fast and slow tempo • Singing songs to improve the ability to sing in tune • Simple mime: imitating everyday activities focusing on weight, shape and space such as, 'crouching in a narrow cave', 'kicking a ball on a big soccer field', etc. • Composing soundscapes using dynamics, pitch, timbre and tempo to express character, feelings and mood such as: 'grandfather = loud, low pitch, slow, 'bird = quiet, high pitch, fast', etc. 	232–248	78–85	232–248
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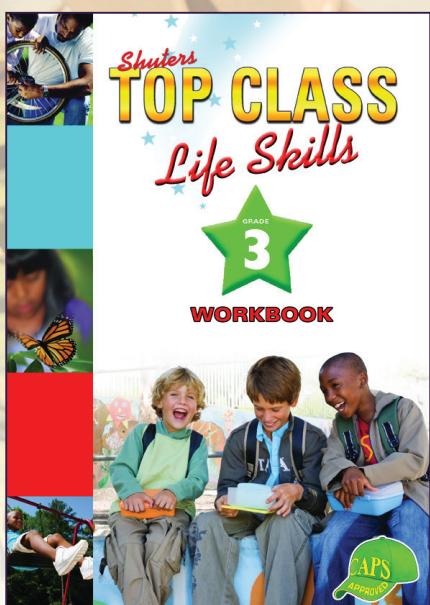
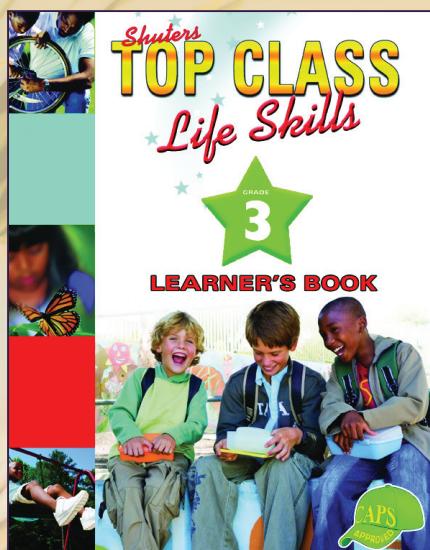
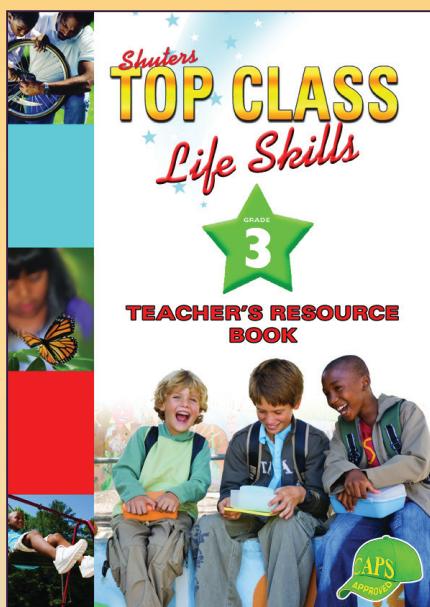
LIFE SKILLS Term 4

Week	Theme	PERSONAL AND SOCIAL WELL-BEING	BEGINNING KNOWLEDGE	CREATIVE ARTS	PHYSICAL EDUCATION	Where to find it in Top Class Life Skills Grade 2 Learner's Book	
						LB	TG
Week 8	Communication without sight/hearing	<ul style="list-style-type: none"> Social Health include lip reading, signing and gestures 	<ul style="list-style-type: none"> Communicating in: Sign language Braille 	<ul style="list-style-type: none"> Exploring attitude, status and relationships of puppet – characters such as the villain, animal characters, the witch, the princess, etc. Warming up the voice: using songs and rhymes focusing on high and low notes and fast and slow tempo Singing songs to improve the ability to sing in tune Simple mime: imitating everyday activities focusing on weight, shape and space such as 'crouching in a narrow cave', 'kicking a ball on a big soccer field', etc. Composing soundscapes using dynamics, pitch, timbre and tempo to express character, feelings and mood such as: 'grandfather = loud, low pitch, slow', 'bird = quiet, high pitch, fast', etc. 	<ul style="list-style-type: none"> Stretching, up and sideways 		

LIFE SKILLS Term 4

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Week 9	Day and night	<ul style="list-style-type: none"> Things I do at night - get ready for bed, read and tell stories, sleep and dream People who work at night - such as security officers, doctors, pilots, truck drivers 	<ul style="list-style-type: none"> Make paintings relevant to the term's topics; discuss colours, tone, texture, contrast, shape Exploring attitude, status and relationships of puppet – characters such as the villain, animal characters, the witch, the princess, etc. Warming up the voice: using songs and rhymes focusing on high and low notes and fast and slow tempo Singing songs to improve the ability to sing in tune Simple mime: imitating everyday activities focusing on weight, shape and space such as 'crouching in a narrow cave', 'kicking a ball on a big soccer field', etc. Composing soundscapes using dynamics, pitch, timbre and tempo to express character, feelings and mood such as: 'grandfather = loud, low pitch, slow', 'bird = quiet, high pitch, fast', etc. 	86–91 249–272
	Animals of the night		<ul style="list-style-type: none"> Night animals such as owls, hamsters, porcupines, leopards, jackal 	<ul style="list-style-type: none"> Stretching, up and sideways



3



LIFE SKILLS Term 1

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Week	Theme	PERSONAL AND SOCIAL WELL-BEING	BEGINNING KNOWLEDGE	CREATIVE ARTS	PHYSICAL EDUCATION	Where to find it in Top Class Life Skills Grade 3 Learner's Book	LB	TG
Week 1	Orientation	Baseline assessment		<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', 'painting like a dog', etc. Listen to South African music (indigenous and western) focusing on rhythm and beat, 2, 3 or 4 time. Role play with beginning, middle, end using stimulus e.g. South African poem, story, song or picture 	<ul style="list-style-type: none"> Kick moving ball with left and right foot (individual activity) 	Use Top Class Life Skills Grade 2 to create baseline activities		
Week 2				<ul style="list-style-type: none"> Warming up by focusing on breathing: e.g. 'painting with your breath', 'painting like a dog', etc. Warming-up the voice and singing songs (unison, rounds and call and response songs) in tune and in time Learn and combine movements from South African dance e.g. Indian dance, Pantsula, with appropriate music (open space-take turns in small groups – will be done over days/weeks- May adapt to a chair dance) 				

LIFE SKILLS Term 1

Week	Theme	PERSONAL AND SOCIAL WELL-BEING	BEGINNING KNOWLEDGE	CREATIVE ARTS	PHYSICAL EDUCATION	Where to find it in Top Class Life Skills Grade 3 Learner's Book	LB	TG
Week 3	About me	<ul style="list-style-type: none"> Timeline of own life - include date of birth, starting school, at least one interesting fact 	<ul style="list-style-type: none"> Timeline of own life - include date of birth, starting school, at least one interesting fact My first tooth My first step First day at play school 	<ul style="list-style-type: none"> Formal teaching of drawing and painting and other: exploring a variety of media Variation of paper size and format: encourage working in different scale and degrees of detail Art elements: shape/form, texture Art elements: identify and name all art elements Use artworks and visual stimuli to relate to own work 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 – Use hands on their table 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 Portraying character and objects in the role play using observation, imitation and exaggeration (own space) 	<ul style="list-style-type: none"> Kick moving ball with left and right foot (individual activity) 	1-3	1-14	

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Week 4	<ul style="list-style-type: none"> An interesting object from my past – Show and tell 	<ul style="list-style-type: none"> An interesting object from my past – Show and tell 	<ul style="list-style-type: none"> 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 Role play with beginning, middle, end using stimulus, e.g. South African poem, story, song or picture Learn and combine movements from South African dance e.g. Indian dance, Pantsula, with appropriate music (open space- take turns in small groups – will be done over days/weeks- May adapt to a chair dance) 	<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 • 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 • Role play with beginning, middle, end using stimulus, e.g. South African poem, story, song or picture • Learn and combine movements from South African dance e.g. Indian dance, Pantsula, with appropriate music (open space- take turns in small groups – will be done over days/weeks- May adapt to a chair dance)
Week 5	Feelings	<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 Note: Use pictures, stories, rhymes, puppets and masks- Home Language 	<ul style="list-style-type: none"> Clay modelling: animals, (pet) dragons, pinch pots and other Teach simple modelling techniques: rolling, pinching, modelling; include surface textural treatment Use of tools: safety, consideration of others, sharing resources [COVID] Playing rhythm patterns and simple polyrhythms in 2, 3 or 4 time on percussion instruments – Use hands on their table Portraying character and objects in the role play using observation, imitation and exaggeration (own space) 	<ul style="list-style-type: none"> 4–8 15–32

LIFE SKILLS Term 1

Week	Theme	PERSONAL AND SOCIAL WELL-BEING	BEGINNING KNOWLEDGE	CREATIVE ARTS	PHYSICAL EDUCATION	Where to find it in Top Class Life Skills Grade 3 Learner's Book	LB	TG
Week 6	Health protection		<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 	<ul style="list-style-type: none"> Warming up by focusing on breathing: e.g. 'painting with your breath', 'painting like a dog', etc. Warming-up the voice and singing songs (unison, rounds and call and response songs) in tune and in time 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 Role play with beginning, middle, end using stimulus e.g. South African poem, story, song or picture Learn and combine movements from South African dance e.g. Indian dance, Pantsula, with appropriate music (open space-take turns in small groups – will be done over days/weeks- May adapt to a chair dance) 		9-12	33-43	

LIFE SKILLS Term 1

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Week	Learning outcomes	Activities	
Week 7	<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 	<ul style="list-style-type: none"> Introduce overlapping: behind, in front of Variation of paper size and format: encourage working in different scale and degrees of detail Art elements: shape/form, texture Art elements: identify and name all art elements Use artworks and visual stimuli to relate to own work 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 	<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
Week 8	<ul style="list-style-type: none"> How to report abuse Note: This topic should focus on the prevention of physical and sexual abuse 	<ul style="list-style-type: none"> 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 Role play with beginning, middle, end using stimulus e.g. South African poem, story, song or picture 	

LIFE SKILLS Term 1

Week	Theme	PERSONAL AND SOCIAL WELL-BEING	BEGINNING KNOWLEDGE	CREATIVE ARTS	PHYSICAL EDUCATION	Where to find it in Top Class Life Skills Grade 3 Learner's Book	LB	TG
Week 9	Rights and responsibility	<ul style="list-style-type: none"> Learners' rights and responsibilities Rights and responsibilities of others At home At school 	<ul style="list-style-type: none"> Children's rights Every child has a right to basic nutrition, shelter, health care and social services as well as the right to be protected from maltreatment, neglect, abuse and degradation 	<ul style="list-style-type: none"> 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 		15-23	66-77	
Week 10		<ul style="list-style-type: none"> Rights and responsibilities of others In our community In the environment 		<ul style="list-style-type: none"> Warming up by focusing on breathing: e.g. 'painting with your breath', 'painting like a dog', etc. Warming-up the voice and singing songs (unison, rounds and call and response songs) in tune and in time Portraying character and objects in the role play using observation, imitation and exaggeration (own space) 				

LIFE SKILLS Term 2

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Weeks 1–4	Term 1 "Themes and coverage"				
Week 5	<p>Healthy eating</p> <ul style="list-style-type: none"> Food groups Vitamins: fruit and vegetables Carbohydrates: bread, maize/mielie meal 	<ul style="list-style-type: none"> How to make bread Why does bread rise? 	<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. Use of art elements and design principles in description and discussion; introduce balance Description of own artwork: use art vocabulary consciously Warming up: focus on posture, alignment of knees over the middle toes when bending and pointing feet Locomotor and non-locomotor movements with coordinated arm movements in time to music Cooling down and relaxation: lying down on back breathing in and out visualizing colour as a stimulus. Interpret and rehearse South African songs: rounds, call and response. 	<ul style="list-style-type: none"> Simulation (adapt) activities such as running like a horse, walk like a duck, jump like a frog, [waddle like a penguin], etc. on the spot. Hand apparatus sequences such as short ribbons or scarf that requires left and right actions or similar kind. 	<p>24–26</p> <p>78–92</p>

LIFE SKILLS Term 2

Week	Theme	PERSONAL AND SOCIAL WELL-BEING	BEGINNING KNOWLEDGE	CREATIVE ARTS	PHYSICAL EDUCATION	Where to find it in Top Class Life Skills Grade 3 Learner's Book	LB	TG
Week 6			<ul style="list-style-type: none"> Food groups Proteins - eggs, beans, meat, nuts Dairy - milk, cheese, yoghurt A balanced diet 	<ul style="list-style-type: none"> How to make cheese 	<ul style="list-style-type: none"> Spatial awareness: same as before: extend conscious awareness of working in space Warming up: focus on posture, alignment of knees over the middle toes when bending and pointing feet Locomotor and non-locomotor movements with coordinated arm movements in time to music Cooling down and relaxation: lying down on back breathing in and out visualizing colour as a stimulus. Movement sentence showing beginning, middle and end on a selected topic working in small group – Alternate with PE. 	<ul style="list-style-type: none"> Catch and throw a ball. Ball made from paper, easier to control Indigenous games: 5 stones played solo on their table 		

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Week 7	Insects	<ul style="list-style-type: none"> • Characteristics of an insect: The body <ul style="list-style-type: none"> • Different insects – such as a fly • How do insects help us? • How do some insects harm us? • Formal teaching of drawing and painting etc. exploring a variety of media <ul style="list-style-type: none"> • Similar to previous term; include emphasis on greater awareness of the body in motion; overlapping. Use of art elements and design principles in description and discussion; introduce balance • Description of own artwork: use art vocabulary consciously • Warming up: focus on articulation and vocal tone using rhymes, songs, creative games and tongue twisters. • Rhythm games: listening skills, recall contrasting rhythm patterns, keep a steady beat, use different timbres. • Interpret and rehearse South African songs: rounds, call and response. • Simulation (adapt) activities such as running like a horse, walk like a duck, jump like a frog, [waddle like a penguin], etc. on the spot. <ul style="list-style-type: none"> • Hand apparatus sequences such as short ribbons or scarf that requires left and right actions or similar kind.
		<p>Week 8</p>

LIFE SKILLS Term 2

Week	Theme	PERSONAL AND SOCIAL WELL-BEING	BEGINNING KNOWLEDGE	CREATIVE ARTS	PHYSICAL EDUCATION	Where to find it in Top Class Life Skills Grade 3 Learner's Book	LB	TG
Week 9	Life cycles		<ul style="list-style-type: none"> The Life Cycle of the Amphibian- Frog The Life Cycle of the Bird- chicken 	<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. Warming up: focus on posture, alignment of knees over the middle toes when bending and pointing feet Locomotor and non- locomotor movements with coordinated arm movements in time to music Cooling down and relaxation: lying down on back breathing in and out visualizing colour as a stimulus. Interpret and rehearse South African songs: rounds, call and response. 	<ul style="list-style-type: none"> Indigenous games: 5 stones played solo on their table 	31–36	116–132	

LIFE SKILLS Term 2

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Week 10	<ul style="list-style-type: none"> • What happens to our waste • Reusing (things that can be used) • Recycling (used things that can be made into something new) • Reducing (use less) • What cannot be recycled • Recycling at home and at school • Making compost out of things that can "rot" decompose 	<ul style="list-style-type: none"> • Teach and extend simple construction techniques to create box sculpture: stacking, joining, surface decoration • Description of own artwork: use art vocabulary consciously • Warming up: focus on posture, alignment of knees over the middle toes when bending and pointing feet. • Developing control, co-ordination, balance and elevation in jumping actions with soft landings (At tables – watch learners balance and core strength). • Movement sentence showing beginning, middle and end on a selected topic working in small group – Alternate with PE. 	<ul style="list-style-type: none"> • Catch and throw a ball. Ball made from paper, easier to control 	<p>37–42</p>	<p>133–146</p>
Week 11					

LIFE SKILLS Term 3

Week	Theme	PERSONAL AND SOCIAL WELL-BEING	BEGINNING KNOWLEDGE	CREATIVE ARTS	PHYSICAL EDUCATION	Where to find it in Top Class Life Skills Grade 3 Learner's Book	LB	TG
Weeks 1–4	Term 2 "Themes and coverage"							
Week 5	Public safety	<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 		<ul style="list-style-type: none"> Teach pattern and printmaking with found objects and different media for sensory-motor experience Warming up voice: focus on expressiveness and involvement in poetry, rhymes and creative drama games Body percussion to accompany South African music (recorded or live), focusing on cyclic (circular) rhythm patterns Swaying combined with spinning movements soothing music. 	<ul style="list-style-type: none"> Non - locomotor movements like twisting, turning, bending, curling, combined coordinated in groups. Stand and walk on tip toe and heel 	<ul style="list-style-type: none"> 43–46 	147–156	

LIFE SKILLS Term 3

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Week 6	<ul style="list-style-type: none">• Dangerous places:<ul style="list-style-type: none">- Construction sites- Rubbish dumps- Train tracks- Roads- Riding trains and taxis safely	<ul style="list-style-type: none">• Drawing and painting: exploring a variety of media<ul style="list-style-type: none">• Art elements: naming and using geometric and organic shapes/ forms• Warming up body: combine body parts and isolations e.g. make circles with wrists and hips simultaneously• Observation and concentration skills: drama activities like building a mime sequence in pairs, etc.• Cooling down body and relaxation: stretching slowly in different directions with slow and soothing music• Poetry performances in groups e.g. choral verse combined with movement and gestures performed at their seats• Jumping while standing (watch landing- bend knees)<ul style="list-style-type: none">• Crawling on hands and knees

LIFE SKILLS Term 3

Week	Theme	PERSONAL AND SOCIAL WELL-BEING	BEGINNING KNOWLEDGE	CREATIVE ARTS	PHYSICAL EDUCATION	Where to find it in Top Class Life Skills Grade 3 Learner's Book	LB	TG
Week 7	Pollution	<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 	<ul style="list-style-type: none"> Increased observation and interpretation of pattern and printmaking in the personal world; include overlapping, border patterns, shape within shape, repetition Warming up voice: focus on expressiveness and involvement in poetry, rhymes and creative drama games Body percussion to accompany South African music (recorded or live), focusing on cyclic (circular) rhythm patterns Swaying combined with spinning movements and soothing music. Cooling down body and relaxation: stretching slowly in different directions with slow and soothing music Create a movement sentence in small groups and use it to make patterns Classroom dramas: illustrate different characters through vocal and physical characterization e.g. moving and speaking 	<ul style="list-style-type: none"> Non - locomotor movements like twisting, turning, bending, curling, combined coordinated in groups Stand and walk on tip toe and heel Balance walking forward and backward (space needed) 	<ul style="list-style-type: none"> 47-48 	<ul style="list-style-type: none"> 157-171 		

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Week 8	How people lived long ago	<ul style="list-style-type: none"> • Stories and experiences of older family and community member • Objects used by older family and community members • Selections of old pictures and photographs • How people lived then and now (change and continuity), <ul style="list-style-type: none"> • Drawing and painting: exploring a variety of media • Increase awareness of pattern and printmaking in Africa, e.g. Ndebele painting, beadwork, decorative ceramics; looking, talking, listening about pattern • Warming up body: combine body parts and isolations e.g. make circles with wrists and hips simultaneously • Observation and concentration skills: drama activities like building a mime sequence in pairs, etc. • Linking movements in short movement sentences and remembering them. • Compose cyclic rhythm patterns based on South African music. Focus on appropriate tempo / dynamic choices. • Poetry performances in groups e.g. choral verse combined with movement and gestures performed at their seats. <ul style="list-style-type: none"> • Leaping, simulating actions- (adapt) kangaroo, springbuck, rabbit. • Crawling on hands and knees
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LIFE SKILLS Term 3

Week	Theme	PERSONAL AND SOCIAL WELL-BEING	BEGINNING KNOWLEDGE	CREATIVE ARTS	PHYSICAL EDUCATION	Where to find it in Top Class Life Skills Grade 3 Learner's Book	LB	TG
Week 9	Space	<ul style="list-style-type: none"> • Earth from space <ul style="list-style-type: none"> - what it looks like (land, sea, clouds) • Stars and planets <ul style="list-style-type: none"> - what they are • Names of the planets, Telescopes • Space travel 	<ul style="list-style-type: none"> • Design principles: conscious application and naming of contrast, proportion, emphasis and balance • Craft from recyclable materials: patterned frames for own artworks, containers for classroom, etc. • Warming up voice: focus on expressiveness and involvement in poetry, rhymes and creative drama games • Body percussion to accompany South African music (recorded or live), focusing on cyclic (circular) rhythm patterns • Swaying combined with spinning movements soothing music. • Cooling down body and relaxation: stretching slowly in different directions with slow and soothing music 	<ul style="list-style-type: none"> • Non - locomotor movements like twisting, turning, bending, curling, combined coordinated in groups 	55–66	190–205		

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Week 10	<ul style="list-style-type: none"> • Names of the planets, Telescopes • What is Space travel • What are Satellites and information we get. • Note: Where possible, visit a planetarium or observatory 	<ul style="list-style-type: none"> • Craft from recyclable materials: patterned frames for own artworks, containers for classroom, etc. • Emphasis on pattern and surface decoration for craft objects • Warming up body: combine body parts and isolations e.g. make circles with wrists and hips simultaneously • Linking movements in short movement sentences and remembering them • Cooling down body and relaxation: stretching slowly in different directions with slow and soothing music • Poetry performances in groups e.g. choral verse combined with movement and gestures- performed at their seats
Week 11	Consolidation	<ul style="list-style-type: none"> • Classroom dramas: illustrate different characters through vocal and physical characterization e.g. moving and speaking as the mother, the grandfather, the doctor, etc.

LIFE SKILLS Term 4

Week	Theme	PERSONAL AND SOCIAL WELL-BEING	BEGINNING KNOWLEDGE	CREATIVE ARTS	PHYSICAL EDUCATION	Where to find it in Top Class Life Skills Grade 3 Learner's Book	LB	TG
Weeks 1–3	Term 3 "Themes and coverage"							
Week 4	Products and processes		<ul style="list-style-type: none"> • Plants • What we get from plants • Process - from sugar cane to sugar • The earth • What we get from the earth • Process – from clay to brick 	<ul style="list-style-type: none"> • Warming up activities: focus on lengthening and curling the spine • Responding to stimuli like pictures, phrases, idioms, drama games, poems or rhymes to explore body language, gestures and facial expression • 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. • Creating a mood: use verbal dynamics, expressive sounds and movement, use poem, picture or song 	<ul style="list-style-type: none"> • Rhythmic sequence with or without apparatus. 	67–70	206–222	
						<ul style="list-style-type: none"> • Teach craft technique of paper mâché; create objects by pasting, cutting, tearing, smoothing • Spatial awareness: extend conscious awareness of working in space • Art elements: identify and name all art elements • Creative drama games: develop focus and visualization, e.g. 'throwing' an imaginary ball concentrating on size, shape and weight • Shadow imitations: one learner is the shadow of another learner and copies movements • Listening to and identify prominent South African instruments, explore unique qualities of instruments 		

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Week 6	Disasters and what we should do	<ul style="list-style-type: none"> • Types of disaster <ul style="list-style-type: none"> • Floods • Fire • Other phenomena • Lightening • Earthquakes • Storms and strong winds 	<ul style="list-style-type: none"> • Creating movements based on pictures, movement sentence (sequence), showing beginning, middle, end • Drawing and painting: exploring a variety of media • Drawing overlapping, body in motion, compositions of more than two people • Design principles: name and use contrast, proportion, emphasis and balance • Warming up activities: focus on lengthening and curling the spine • 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. • Listening to South African music: focus on how tempo, dynamics, timbre contribute to unique sound. • Creating a mood: use verbal dynamics, expressive sounds and movement, use poem, picture or song 	<ul style="list-style-type: none"> • Rhythmic sequence with or without apparatus.

LIFE SKILLS Term 4

Week	Theme	PERSONAL AND SOCIAL WELL-BEING	BEGINNING KNOWLEDGE	CREATIVE ARTS	PHYSICAL EDUCATION	Where to find it in Top Class Life Skills Grade 3 Learner's Book
Week 7				<ul style="list-style-type: none"> • Art elements: texture, shape/form • Art elements: identify and name all art elements • 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. • 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 	<ul style="list-style-type: none"> • Shadow imitations: one learner is the shadow of another learner and copies movements 	LB TG

LIFE SKILLS Term 4

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			247–267
			77–82
Week 8	<ul style="list-style-type: none"> • Animals and creatures that help us • Food we eat • Clothes I wear 	<ul style="list-style-type: none"> • Animals that give us food and/or clothes • Bees • Chickens • Cows • Sheep • Animals that work for us • Dogs - guide dogs, watch dogs, sniffer dogs • Donkeys and horses 	<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 • Art elements: texture, shape/form • Art elements: identify and name all art elements • Questions to deepen and extend observation of elements and design principles • 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 • 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. • Listening to South African music: focus on how tempo, dynamics, timbre contribute to unique sound • Creating a mood: use verbal dynamics, expressive sounds and movement, use poem, picture or song

LIFE SKILLS Term 4

Week	Theme	PERSONAL AND SOCIAL WELL-BEING	BEGINNING KNOWLEDGE	CREATIVE ARTS	PHYSICAL EDUCATION	Where to find it in Top Class Life Skills Grade 3 Learner's Book	
						LB	TG
Week 9				<ul style="list-style-type: none"> Spatial awareness: extend conscious awareness of working in space Warming up activities: focus on lengthening and curling the spine Creating movements based on pictures, movement sentence (sequence), showing beginning, middle, end 	<ul style="list-style-type: none"> Rhythmic sequence with or without apparatus. 		
Week 10	Consolidation of topics			<ul style="list-style-type: none"> Teach craft technique of paper mâché: create objects by pasting, cutting, tearing, smoothing 	<ul style="list-style-type: none"> Shadow imitations: one learner is the shadow of another learner and copies movements 	Use the Workbook and Learner's Book to create consolidation and revision activities.	

PROGRAMME OF ASSESSMENT

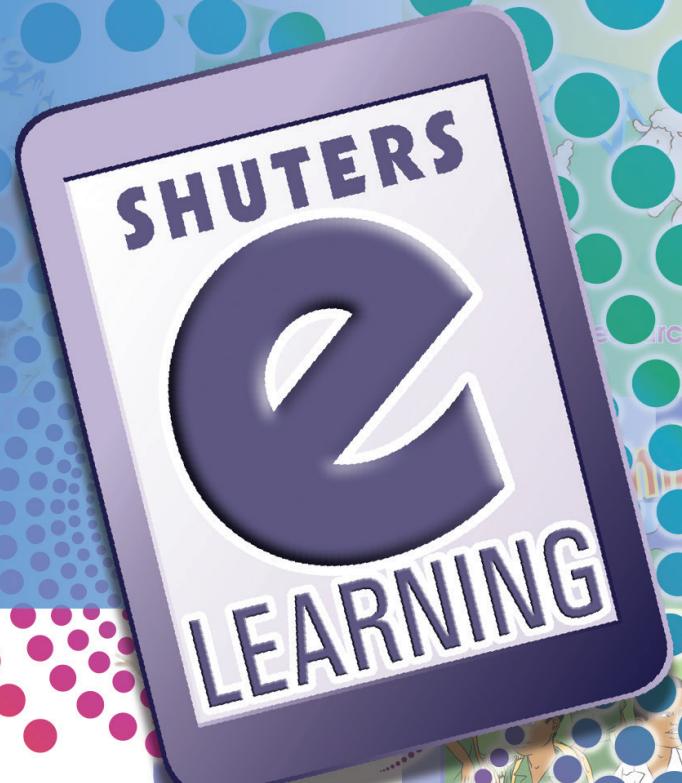
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Grade 1	
Beginning knowledge and personal well-being	
Performing Arts	See TG page xxiii
Visual Arts	
Physical Education	

Grade 2	
Beginning knowledge and personal well-being	
Performing Arts	See TG page xxiii–xiv
Visual Arts	
Physical Education	

Grade 3	
Beginning knowledge and personal well-being	
Performing Arts	See TG page xxiii–xiv
Visual Arts	
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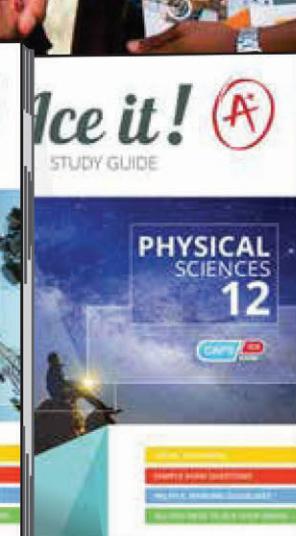
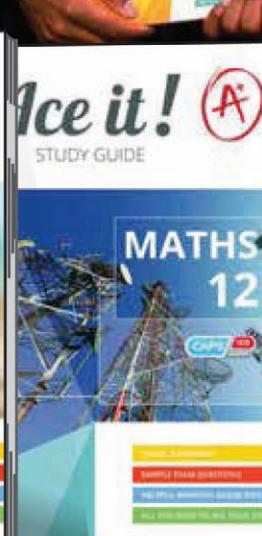
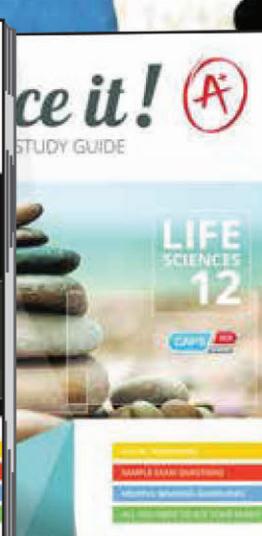
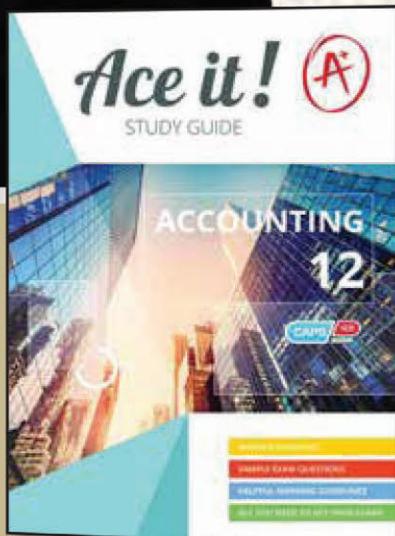
8-12

VISUAL SUMMARIES

SAMPLE EXAM QUESTIONS

HELPFUL MARKING GUIDELINES

ALL YOU NEED TO ACE YOUR EXAMS



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