



Province of the  
**EASTERN CAPE**  
DEPARTMENT OF EDUCATION

LEARNER ATTAINMENT TARGETS

# **LIFE SKILLS**

## **GRADE 1**

2010

## **FOREWORD**

Since the year 2004 teachers in the Foundation Phase have been teaching our learners within the framework of the National Curriculum Statement (NCS) which stipulates the content to be mastered and sets the minimum performance standards to be obtained by learners at the end of each grade. In our efforts to assist teachers to plan for classroom implementation we conducted orientation workshops in 2003 and followed this up with in-service training courses during the first year of implementation in 2004.

Head office and district curriculum personnel have been monitoring the classroom practices of teachers and the performance of learners in the Foundation Phase conducting on-site school visits and engaging in constant dialogue with teachers and other partners. The evidence we obtained indicated that the attainment levels of our learners in this phase remained well below expectations particularly in Mathematics and Languages.

In our quest to address the low performance levels of our learners in these areas we formulated and embarked on a Literacy and Numeracy improvement strategy, focusing our energies on developing and providing support material and training teachers on how to plan for teaching and assessment on a quarterly basis.

These efforts gave rise to the conceptualization and development of Learner Attainment Target (LAT) documents for each of the Learning Outcomes per grade and per quarter in Languages and Mathematics. The targets in our LAT document are similar to, and serve the same purpose as, the milestones in the National Foundations for Learning Campaign document which was launched after the conceptualization of our LAT documents. The Province decided to have uniformity in all Learning Programmes by developing Learner Attainment Targets for Life Skills. This Life Skills LAT document also provides guidelines to teachers on how to align the National and Provincial documents when they are engaged in the planning, teaching and assessment process.

The Learner Attainment Target document strengthens the Foundation for Learning Assessment Framework document by specifying the Learning Outcomes and Assessment Standards in which the content explained in the milestones are embedded. It identifies formal assessment tasks for each term, specifies the assessment tools to be used and provides exemplars of formal assessment tasks.

It should be noted that this is a working document which is to be used in 2010. Teachers are therefore requested to interrogate this document while using it and to forward written suggestions for improvement to this office via your District Office.

---

**Dr Frank Peters**

Director: Curriculum ECD & GET Programmes

Enquiries related to this document should be directed to:

Dr T Reddy                      Tel: 040 608 4780

Ms P.Z Ngculu                Tel: 040 6084667

# CONTENTS

Introduction

## **Section 1**

Learner Attainment Targets for Terms 1 – 4

- Learning Outcome 1
- Learning Outcome 2
- Learning Outcome 3
- Learning Outcome 4

## **Section 2**

A summary of Formal Assessment Tasks for Terms 1 – 4

## **Section 3**

Description of Formal Assessment Tasks

- Term 1
- Term 2
- Term 3
- Term 4

## **Section 4**

Formal Assessment Tasks (Term 1)

Teacher Copy

- Activity 1
- Activity 2
- Activity 3
- Activity 4

## **Section 4**

Formal Assessment Tasks (Term 1)

Learners Copy

- Activity 1
- Activity 2
- Activity 3
- Activity 4

## **Section 6**

Assessment Tools for Formal Assessment Tasks

## **Section 7**

Programme of Assessment

## **Acknowledgements**

# INTRODUCTION

## BACKGROUND

The Learner Attainment Targets (LAT) is a component of the National Literacy Strategy. The Provincial Task Team, comprising of Provincial Curriculum Planners and District Curriculum Advisors, made reference to this component and developed a very user friendly and relevant document (as per the assessment policy requirement).

The Learner Attainment Targets for Literacy in the four languages (English, Afrikaans, IsiXhosa and Sesotho) were developed in 2007 and the Numeracy Learner Attainment Targets in 2008. In this Life Skills LAT document the attainment targets are derived from the Learning Outcomes and Assessment Standards from the Life orientation Learning Area and have been packaged into four terms.

## CONTENTS

- **Learner Attainment Targets** for each of the Learning Outcomes and Assessment Standards for Grades R - 3 are packaged per term
- Learning Outcomes and Assessment Standards targeted for **informal and formal assessment** per term
- A **summary** of the formal assessment tasks
- Suggested **activities, forms and tools** for the Formal and Informal Assessment Tasks
- Exemplars of **formal assessment tasks** for the first term with the **assessment tools** required
- A **Programme of Assessment**

## Section 1

### Learner Attainment Targets

- It is essential that you continuously assess your learners' progress through both a **formal and an informal assessment programme**.
- Therefore the Learner Attainment Targets address the relevant Learning Outcomes and Assessment Standards used for Formal and Informal Assessment.
- There are four terms indicated on each page by means of columns.
- Exemplars of Formal Assessment Tasks are developed for the First Term to fourth Term
- The **FATs** indicate the **minimum** requirement to be attained per term..
- Teachers should ensure that assessment is not only considered as written work, but incorporates practical and oral work as well.
- The Assessment Task, therefore, needs to be infused into the normal teaching and learning time over a period of time e.g. 5-7 consecutive days

## Section 2

### A SUMMARY OF FORMAL ASSESSMENT TASKS

This page is a summary of the **Formal Assessment Tasks** for the whole year.

## Section 3

### DESCRIPTION OF FORMAL ASSESSMENT TASKS

This section includes:

- The Learning Outcomes and Assessment Standards targeted per term
- The number of the Formal Assessment Task
- The attainment targets to assist the teacher to develop the required assessment tasks per term
- Examples of activities per attainment target
- The form of assessment
- The tool for the Formal Assessment Task

## **Section 4**

### **FORMAL ASSESSMENT TASKS**

#### **TEACHER COPY**

This section includes:

- A teacher copy of the Formal Assessment Tasks for the first term.

## **Section 5**

### **FORMAL ASSESSMENT TASKS**

#### **LEARNER COPY**

This section includes

- A learner's copy of the Formal Assessment Tasks for the first term.
- Worksheets

## **Section 6**

### **ASSESSMENT TOOLS**

This section includes:

- Assessment tools for the Formal and Informal Assessment Tasks of the first term

## **Section 7**

### **PROGRAMME OF ASSESSMENT**

This section includes:

- A Programme of Assessment for the four terms
- The main focus of each Formal Assessment Task
- Activities for the Formal Assessment Tasks

We are confident that the attainment targets will assist teachers to track learner performance more efficiently. It is hoped that the effective implementation of the Life Skills Learner Attainment Targets would ensure the standardization of the assessment process in schools in the Province of the Eastern Cape.

# **Section 1**

## **LEARNER ATTAINMENT TARGETS**

**Terms 1-4**

**Grade 1**

**GRADE 1**

**LEARNER ATTAINMENT TARGETS**

**LO1: HEALTH PROMOTION**

<b>ASSESSMENT STANDARD</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
AS 1- Identifies nutritious sources from a range of foods and drinks	<p>Recognize good food.</p> <ul style="list-style-type: none"> <li>✓ Learners name different types of food they eat e.g. fruit &amp; vegetables etc.</li> <li>✓ The teacher displays posters with different types of food.</li> <li>✓ Learners talk about displayed poster.</li> </ul>	<p>Nice food but not really good</p> <ul style="list-style-type: none"> <li>✓ Let the learners name the food they like most e.g. cakes, chocolate etc.</li> <li>✓ The teacher displays poster of healthy and unhealthy food.</li> <li>✓ Learners choose the food they like most.</li> </ul>	<p>Develop good nutrition habits</p> <ul style="list-style-type: none"> <li>✓ Learners tell what they eat during breakfast, lunch &amp; dinner.</li> <li>✓ Let them cut &amp; paste any food according to meal times.</li> <li>✓ Let the learners rearrange food according to meal times (with the help of the teacher).</li> </ul>	<p>Food groups categorize and classify</p> <ul style="list-style-type: none"> <li>✓ Let the learners name the good food they know e.g. starches, proteins, fruit and vegetables, dairy and fats.</li> <li>✓ Let the learners discuss in their groups about the balance diet.</li> <li>✓ Learners together with the teacher categorize the food groups in the form of a pyramid.</li> </ul>
AS 2-Explains steps to ensure personal hygiene and links these steps on environmental health.	<p>Learners explain the steps to keep basic personal health habits for e.g.</p> <ul style="list-style-type: none"> <li>✓ Keeping hands clean.</li> <li>✓ Washing after going</li> </ul>	<p>Link habits- using dustbin and cleanliness.</p> <ul style="list-style-type: none"> <li>✓ Learners name Objects normally found in the</li> </ul>	<p>Health habits and behaviours- effects on the environment</p> <ul style="list-style-type: none"> <li>✓ Learners create posters according to the basic personal</li> </ul>	<p>Steps to link to environmental health.</p> <ul style="list-style-type: none"> <li>✓ Learners will make collage Ways of saving</li> </ul>

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO1: HEALTH PROMOTION				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
	<p>to the toilets, after playing outdoors, Before meal times, After coughing and sneezing.</p> <ul style="list-style-type: none"> <li>✓ Learners explain the importance of keeping their bodies clean, for example washing body &amp; hands, hair, brushing cutting nails, combing teeth etc.</li> </ul>	<p>dustbin.eg papers, tins .plastics, bottles etc.</p> <ul style="list-style-type: none"> <li>✓ Let the learners design a job chart by drawing two columns for the jobs to be done e.g. sweeping the classroom, collecting papers around school grounds</li> <li>✓ Write the names of learners next to their jobs.</li> </ul>	<p>hygiene for example a brushing teeth poster, combing hair poster, washing hands etc.</p> <ul style="list-style-type: none"> <li>✓ Learners present their posters by showing article used.</li> </ul>	<p>water</p> <p>Ways of avoiding water pollution.</p> <ul style="list-style-type: none"> <li>✓ Recycling using object from the previous posters.</li> <li>✓ Learners display their recycled objects.</li> </ul>
<p>AS-3 Distinguishes between situations that are safe and those that require precautions against communicable diseases.</p>	<p>Basic knowledge and skills about communicable diseases.</p> <ul style="list-style-type: none"> <li>✓ Learners name some communicable diseases they know through songs and play e.g. Cholera,</li> </ul>	<p>Causes of communicable diseases.</p> <ul style="list-style-type: none"> <li>✓ Learners discuss about ways of preventing communicable diseases.eg : Avoid swimming in</li> </ul>	<p>Symptoms of communicable diseases e.g.Cholera-serious diarrhea, vomiting and muscles spasms. Bilhazia-burning urine with blood.</p> <ul style="list-style-type: none"> <li>✓ TB prolong coughing, night</li> </ul>	<p>Treating communicable diseases.</p> <p>Cholera- liquid intake and antibiotics. Bilhazia- Hospitalization and effective medical</p>

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO1: HEALTH PROMOTION				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
	Gastric fever, Bilharzia, Mumps TB, Whooping Cough etc. ✓ Learners display their understanding of preventing communicable diseases e.g. covering mouth when coughing and sneezing, no swimming / drinking in dirty water etc.	dirty water ✓ Avoid drinking dirty / contaminated water	sweat. ✓ Mumps – swollen glands below ears, severe pains and high temperatures	care. ✓ Mumps – ntibiotics . ✓ TB- Hospitalization.
AS 4 Identifies dangers and appropriate precautions on the route to school	✓ Crossing the road and looking at all directions. ✓ Learners sing a song / rhyme Crossing the road ✓ Learners role play road crossing ; Showing basic road rules (look left, look right and look left )	✓ Colours of the Robots. ✓ Learners are doing role play by identifying colours and attaching meaning to them. ✓ Learners talk about possible dangers of	✓ Taking care of them on the route from home to school and back. ✓ Making a poster. ✓ Learners collect all emergency numbers .Numbers must be clear, big, correct and easy to read. ✓ Mach the number	✓ Not talking and riding with strangers. ✓ Give learners a story of a young child in a dangerous situation and how the child dealt with the situation.

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO1: HEALTH PROMOTION				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
	No playing in the road. ✓ Observation of traffic/ robots. ✓ No talking to strangers. Taking lifts from strangers.	not obeying road signs. ✓ Learners sing a safety song ...This is the way we cross the street.	with the relevant service rendered.	✓ Learners read and discuss the story.
AS5 Recognizes situations that may be, or may lead to sexual abuse and names the person to whom this can be reported	Recognizing situations leading to sexual abuse. ✓ Learners listen to a story about abuse. ✓ Learners identify the situation leading to sexual abuse. For example, bad and good touch.	✓ Recognition of activities leading to sexual abuse , bribery threats , and uncomfortable touches	Fears of not reporting the case ✓ Learners discuss the reasons for not reporting sexual abuse e g fear of revenge by the perpetrator, people might not believe them.	Where and how to report sexual abuse cases. ✓ Learners develop booklets on ways of reporting sexual abuse.

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO2: SOCIAL DEVELOPMENT				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
AS 1 –Draws up classroom rules and explains and why they should be followed.	<ul style="list-style-type: none"> <li>✓ Learners come up with the ideas that they can be their classroom rules( taken from their games.)</li> <li>✓ The ideas are discussed and written on a chart as classroom rules.eg tidy their desk, do not take things that do not belong to you.</li> <li>✓ Draw pictures to match with rules.</li> <li>✓ Assign tasks unto learners let them take turns in performing tasks.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learners formulate school rules from their classroom rules (considering the whole site e.g. grounds , toilets)</li> <li>✓ Learners should practice both classroom and school rules.</li> <li>✓ Use the chart with chores to check if they are doing the chores.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Importance of obeying classroom rules.</li> <li>✓ Learners with the help of a teacher discuss the reason why they should have the rules &amp; why they need to obey them</li> <li>✓ Learners mention benefits of obeying rules e.g. getting a star at the end of the week (obeying most)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Consequences of obeying / disobeying class or school rules</li> <li>✓ Learners identify those who did not perform their rules. e.g. getting punishment.</li> <li>✓ Learners with the teacher discuss the benefits of obeying rules, shaping the learners behaviours e.g. selected as a class representative.</li> </ul>

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO2: SOCIAL DEVELOPMENT				
AS 2-Identifies, draws and colours the S.A Flag.	<p>Identification of the S.A. flag.</p> <ul style="list-style-type: none"> <li>✓ Let the learners sing the National Anthem.</li> <li>✓ Learners identify S.A. flag amongst other flags [ in the collage]</li> <li>✓ The learners list the colours and shapes.</li> </ul>	<p>Identification of the S.A. flag.</p> <ul style="list-style-type: none"> <li>✓ Learners draw / trace the S,A flag.</li> <li>✓ Learners colours the shape with the relevant colours.</li> <li>✓ Learners mention places where they normally see the flag e.g. Magistrate office, schools etc.</li> </ul>	<p>Identification of the S.A. flag.</p> <ul style="list-style-type: none"> <li>✓ Teacher explains the meaning of the colours in the S.A flag.</li> <li>✓ Teacher explains that colours represent rainbow nation.</li> <li>✓ Red –for the blood Blue –for open blue sky Green –for the land Black-for the black people White -europeans</li> <li>✓ Teacher explains the meaning of the y-shape ( unity) merging of Nationalities</li> </ul>	<p>Identification of the S.A. flag.</p> <ul style="list-style-type: none"> <li>✓ Learners identify events where the flag is raised up.</li> <li>✓ Teacher explains how the flag is raised up.</li> <li>✓ Learners are given material to do painting using powdered paint and brushes</li> <li>✓ Learners display their work.</li> </ul>
AS 3-Explains relationships with the members of the	Explore a variety of family living conditions, draw and	Learners list their own family members e.g. mother	Learners mention people that are in the classroom	Identification of prominent figures in the community.

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO2: SOCIAL DEVELOPMENT				
family, extended family, school and broader community.	count the family members. <ul style="list-style-type: none"> <li>✓ Learners are given a family tree to fill so as to show connection in the family.</li> <li>✓ Each learner draws and counts her/ his family members.</li> </ul>	, father , sister, brother etc <ul style="list-style-type: none"> <li>✓ Learners name other people with whom they live with and identify their relationships .e.g. .cousins, uncle, grandmother etc.</li> </ul>	e.g. teachers, boys, girls etc. <ul style="list-style-type: none"> <li>✓ They relate them with : Teacher – mother. Principal- grandmother. Girls – sisters. Boys – brothers. Male teachers- uncles. Female teachers-’ aunts.</li> <li>✓ Learners act out family roles, dressing according to the people whom they are imitating.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learners identify important people in their communities e.g. Headman, Reverend etc.</li> <li>✓ Teacher reads the story about Nelson Mandela’s life. Make sure that the story has dates, places and events, so as to realize facts.</li> <li>✓ Learners develop their own stories ( prominent people in their lives)</li> </ul>
AS 4 – Sequencing pictures of stories with a moral value ( S.A.	Sequencing pictures of stories with a moral value ( S.A. <ul style="list-style-type: none"> <li>✓ Give example of S.A stories</li> <li>✓ Read or tell them a story with moral</li> </ul>	Sequencing pictures of stories with a moral value ( S.A. <ul style="list-style-type: none"> <li>✓ Identify stories from a range of cultures.</li> <li>✓ Learners number the pictures to show the correct sequence of</li> </ul>	Sequencing pictures of stories with a moral value ( S.A. <ul style="list-style-type: none"> <li>✓ Tell the learners a story with moral values.</li> <li>✓ Learners talk about</li> </ul>	Sequencing pictures of stories with a moral value ( S.A. <ul style="list-style-type: none"> <li>✓ Identify differences and similarities between stories from different cultures.</li> </ul>

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO2: SOCIAL DEVELOPMENT				
	value that reflect the different S.A cultures in the class	the pictures. ✓ They colours in the pictures and retell the story to a partner, using the pictures as prompt.	their own lives. ✓ Let each learner have a chance to recount some experiences. ✓ All the learners should show respect and listen carefully to what others have to say..	✓ Let them draw a series of four pictures that tell the story. ✓ Learners can bring in items associated with their religions to show other learners.
AS 5 –Matches symbols associated with a range of religions in S.A.	Respecting other people’s religious beliefs and identifying holidays. ✓ Give the learners pictures and talk to them about what people are wearing and any symbols / objects that are	Identify holidays celebrated by different religions and cultures. ✓ Learner’s colours in the pictures. ✓ Let them draw pictures of themselves and their	Match some cultural behaviours to specific religious beliefs. ✓ Give the learners some pictures of religious beliefs to match them with various religions.	Match some cultural behaviours to specific religious beliefs. ✓ Introduce learners to a few other religious symbols and places e.g. ✓ Islam: Mosque( place of worship)

**GRADE 1**

**LEARNER ATTAINMENT TARGETS**

**LO2: SOCIAL DEVELOPMENT**

	special to the religion.	families at a special celebration.  ✓ Let them know that some learners may not practice any religion at home.	✓ Explain that Lydia and her fiancé were married in a Christian church and that the symbols for Christianity are a cross.	✓ Star and crescent ( symbols) ✓ Judaism: Shul or synagogue( place of worship) ✓ Star of David ( symbol)  ✓ Draw the symbols on the board. ✓ Learners could also try to copy them into their books. ✓ Learners should name and draw two or three symbols of religion.
--	--------------------------	---	---	---

**GRADE 1**

**LEARNER ATTAINMENT TARGETS**

**LO 3: PERSONAL DEVELOPMENT**

ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
<p>AS 1 States personal details.</p>	<p>Recognises own name in written form e.g.</p> <ul style="list-style-type: none"> <li>✓ Draw a picture of yourself</li> <li>✓ Write your name</li> <li>✓ Write your nickname</li> <li>✓ Talk about their name (why they like them or not)</li> <li>✓ Talk about their best friends</li> <li>✓ Home address: Write your name and address on the envelope</li> <li>✓ Draw a stamp.</li> <li>✓ Decorate the envelope.</li> <li>✓ Home telephone number e.g. dad number mom's number police number etc</li> </ul>	<p>Discusses with them what each body part can do or is used for e.g.</p> <ul style="list-style-type: none"> <li>✓ The neck turns the head, legs are used for walking and running etc.</li> <li>✓ Let them trace their own body and use red to colour in the limb used for running: green to colour in the limb for catching blue to colour in the body part used to write.</li> </ul>	<p>Recognize that they are unique and special. E.g. I am a star.</p> <ul style="list-style-type: none"> <li>✓ Find 5 words that describe you.</li> <li>✓ Write them down and paste them in the points of the star.</li> <li>✓ They must draw the street on which the school is situated.</li> <li>✓ Ask learners to talk about their own and their food and games.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learners explain their homes, town house, flat house etc</li> <li>✓ Learners mention land marks around / next/near the homes.</li> <li>✓ Learners tell us about his siblings , parents etc</li> <li>✓ Learners tell activities happening at their homes e.g. big sister</li> <li>✓ Getting married, mommy arrived home with a baby sister.</li> </ul>

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 3: PERSONAL DEVELOPMENT				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
AS 2 Describes what own body can do.	<p>Describes what own body can do.</p> <ul style="list-style-type: none"> <li>✓ Names different parts of the body.</li> <li>✓ Learners work in small group and produce plays about healthy and unhealthy ways of living. Stimulate the learners by showing them pictures.</li> <li>✓ Then they cut body parts out of magazines and newspapers and paste them into sheets of papers to create a new body or person.</li> <li>✓ Display the new</li> </ul>	<p>Describes what own body can do.</p> <ul style="list-style-type: none"> <li>✓ Say what different parts can do.</li> <li>✓ Learners make suggestions about what they can do with their feet, legs, mouth and their hands.</li> <li>✓ The learners complete the activity in their books by drawing pictures in the empty blocks e.g.</li> </ul>	<p>Describes what own body can do.</p> <ul style="list-style-type: none"> <li>✓ Name and describe five senses and body parts.</li> <li>✓ Learners play the 'Body parts' game.</li> <li>✓ Then you can let learners take turns to be the leader.</li> <li>✓ The focus should be on using different parts of the body. .</li> </ul>	

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 3: PERSONAL DEVELOPMENT				
	bodies in the classroom in the classroom.			
AS3 Shows and identifies different emotions and respect for living things.	Identifies different emotions.	Describes features related to each emotion.	Demonstrates physically what is involved in each emotion.	Understand the concept of self -discipline.
<b>AS 4</b> AS 4 Copes with anger and disagreement in a non-destructive way.	<p>Different techniques of coping with anger.</p> <ul style="list-style-type: none"> <li>✓ Let the learners role-play a conflict with a friend.</li> <li>✓ Let them suggest things that would cause conflict.</li> <li>✓ Discuss the different ways of apologizing.</li> <li>✓ Put learners in pairs .Tell them to pretend that they have a fight</li> </ul>	<p>Identifies different options to deal with anger and frustrations by</p> <ul style="list-style-type: none"> <li>✓ Giving learners scenarios and let them choose by circling the correct answer e.g.</li> <li>✓ Circle the answer you consider correct.</li> <li>✓ Your friend borrowed your favourable book. When she brought it back, it was badly</li> </ul>	<p>Explains the negative effects of acting out of anger.</p> <ul style="list-style-type: none"> <li>✓ Loose a friend</li> <li>✓ Involved in a fight</li> </ul>	<p>Discusses what they can do to make friends again.</p> <ul style="list-style-type: none"> <li>✓ Give them a picture of children that are fighting. Sometimes we get angry and fight with other.</li> <li>✓ Discuss about the following               <ol style="list-style-type: none"> <li>a. Why do you think the children are fighting for</li> <li>b. What can children do to stop fighting</li> </ol> </li> </ul>

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 3: PERSONAL DEVELOPMENT				
	<p>or disagreement and they are going to apologies to each other.</p>	<p>torn. What do you do?</p> <ul style="list-style-type: none"> <li>✓ Blame yourself for lending it and keep quiet.</li> <li>✓ Ask your friend politely to buy you a new book.</li> <li>✓ Call your friend name and tell that your big brother will beat her/him up if she/he doesn't pay you the damage.</li> </ul>		<p>and become friends again?</p> <ul style="list-style-type: none"> <li>✓ What do you think we must do when we get angry with other people</li> </ul>
<p>AS 5 Manages the changed environment of class and the school.</p>	<p>Understand that the school is the community of learners, teachers and other adults. Learners draw a picture of them in school uniform and colour in the picture. Let them use</p>	<p>Understand classroom routine.</p>	<p>Identify and participate in different roles in classroom routine.</p>	<p>List things they learn and how they learn them in class and school.</p>

<b>GRADE 1</b>				
<b>LEARNER ATTAINMENT TARGETS</b>				
<b>LO 3: PERSONAL DEVELOPMENT</b>				
	<p>the school colours to colour in the pattern/frame around the picture they have drawn. Let them write their names, anything about the uniform and how do they feel.</p>			

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 4: PHYSICAL DEVELOPMENT AND MOVEMENT				
<p>AS 1-Demonstrate ways of throwing, striking, rolling, bouncing- moving with a ball.</p>	<p>Ability to throw, strike, roll, bounce or catch a ball e.g.</p> <ul style="list-style-type: none"> <li>✓ Teach learners the 'hockey –pokey' rhyme You put your right arm in. You put your right arm out And put your right arm in And you shake it all.</li> </ul>	<p>Individual style and skills in physical activities.</p> <ul style="list-style-type: none"> <li>✓ Play the body parts game.</li> <li>✓ Let learners move about freely until you call the instruction to touch...body parts.</li> <li>✓ Learners must use their body parts e.g. elbow to touch someone's elbow.</li> </ul>	<p>Individual style and skills in physical activities.</p> <ul style="list-style-type: none"> <li>✓ Encourage learners to notice the shape of hands, length of fingers how they bend. Do the same with feet. Ask: Can you bounce a ball with your hand .How many times?</li> <li>✓ Instruct the learners to bounce the ball from right hand to their left hand and so on.</li> </ul>	<p>Learners explore other exercises they can do using given equipment.</p> <ul style="list-style-type: none"> <li>✓ Arrange boxes tables, desks and chairs as an obstacle course.</li> <li>✓ Ask learners to crawl on over, through and under these at your direction.</li> <li>✓ Clap your hands or bang on a drum when you want the learners to stop or start.</li> <li>✓ Put learners in a circle and stand in the middle</li> <li>✓ Call out a learner's name and throw the ball with him/her</li> </ul>

**GRADE 1**

**LEARNER ATTAINMENT TARGETS**

**LO 4: PHYSICAL DEVELOPMENT AND MOVEMENT**

<p>AS.2 Uses combination of body parts to locomote, rotate, elevate and balance with or without equipment.</p>	<p>Use the body or parts of the whole body to locomote e.g.</p> <ul style="list-style-type: none"><li>✓ Play a Follow the leader type of a game by leading them around a simple obstacle course. Then let them to take turns to be a leader.</li><li>✓ The focus should be on using the different parts of the body.</li><li>✓ When they are all tired you can sit down and discuss what parts of the body they needed for each parts of the course and stress the fact that many parts of the body work together</li></ul>	<p>Use the body parts to rotate.</p> <ul style="list-style-type: none"><li>✓ Set up different activities in different corners again, so that the learners can do circuits.</li><li>✓ They will start an activity when you give the signal they go on to the next activity.</li></ul>	<p>Use the body parts to elevate.</p> <ul style="list-style-type: none"><li>✓ Let them do ways of elevating using their parts of the body.</li><li>✓ Create songs showing elevation and do exercises.</li></ul>	<p>Use the body parts to Balance. E.g.</p> <ul style="list-style-type: none"><li>✓ Introduce Hooplas –hoop jump.</li><li>✓ Place hoops in a line and jump into each hoop using both feet</li><li>✓ Introduce river bank game.</li></ul>
--	---	--	---	---

**GRADE 1**

**LEARNER ATTAINMENT TARGETS**

**LO 4: PHYSICAL DEVELOPMENT AND MOVEMENT**

<p>AS 3.Explores expressive movement using contrasts of speed, direction, body shape and position.</p>	<p>Use the whole body parts to express feelings.</p> <ul style="list-style-type: none"><li>✓ Introduce cat and mouse game. Let the learners form a circle on a large open space. Let the cat chase the mouse out and around the circles until it catches it. Let learners play all this game until all they get caught.</li><li>✓ Sit and discuss their feelings.</li></ul>	<p>Use the whole body parts to express feelings.</p> <ul style="list-style-type: none"><li>✓ Introduce follow my leader game.</li><li>✓ Lets them play and take turns.</li><li>✓ Discuss how they felt being the leader.</li><li>✓ Introduce other games like shoot at goal.</li><li>✓ Allow learners to come with their own games.</li><li>✓ Play and discuss the effects of the games in their bodies.</li></ul>	<p>Use of body actions to convey the mode of a song through poems/music.</p> <ul style="list-style-type: none"><li>✓ Introduce a song like under a big umbrella under a cocoanut tree.</li><li>✓ Let each learner to name his/her own action words and terms.</li><li>✓ Let them dramatize each action words.</li><li>✓ Give them a chance to come up with other games they know.</li></ul>	<p>Different moods and feelings.</p> <ul style="list-style-type: none"><li>✓ Make noises with the different items: bang on a pot, scratch on the board, play a noisy trumpet etc.</li><li>✓ Tell the learners to show how they feel about the noise/sound by acting or doing something. For example if the like the sound, they can clap or smile. If they don't like the sound, they can cover their ears, climb under the desk, lie on the floor.</li></ul>
--	---	--	---	---

GRADE 1				
LEARNER ATTAINMENT TARGETS				
LO 4: PYSICAL DEVELPMENT AND MOVEMENT				
AS4: Participate in free play activities using a variety of equipment.	<ul style="list-style-type: none"> <li>✓ The learners work in pairs if you have enough balls. They are going to pass a ball to each other without dropping the ball at all. While they are throwing and catching the ball you call on the movement that they need to do at the same time e.g. 'hop on one leg: walk slowly.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Allow the learners to play with props and equipment that you may have in the classroom.</li> <li>✓ Note how they use the equipment. How they care for it and taking turns while using it.  How they pack it away after using it.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Tell learners that you are going to practice some safe responses to unsafe situations.</li> <li>✓ You will call out an instruction and they have to respond as quickly as possible.</li> <li>✓ The instructions could include run, don't move, jump, jump to the side etc</li> </ul>	

## Section2

# **SUMMARY OF FORMAL ASSESSMENT TASKS**

**Terms 1 - 4**

<b>SUMMARY OF FORMAL ASSESSMENT TASKS</b>	
<b>LIFE SKILLS: GRADE 1</b>	
<b>TASK 1</b>	<b>TERM 1</b>
	LO 4 AS 3&4 LO 3 AS 1 LO 2 AS 3 LO 1 AS 4
<b>TASK 2</b>	<b>TERM 2</b>
	LO 1 AS1 LO 2 AS 1,3,&5 LO 2 AS 3
<b>TASK 3</b>	<b>TERM 3</b>
	LO 2 AS 2 LO 1 AS 3 LO 1 AS 4 LO 3 AS 1 LO 4 AS 1,2,3 & 4
<b>TASK 4</b>	<b>TERM4</b>
	LO 1 AS 2 LO 4 AS 4 LO 1 AS 5 LO 2 AS 5

## **Section 3**

### **DESCRIPTION OF FORMAL ASSESSMENT TASKS**

**Terms 1 - 4**

**DESCRIPTION OF FORMAL ASSESSMENT TASK: LIFE SKILLS  
GRADE 1: TERM 1**

LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
4	3&4	1	Demonstrate ability to throw, strike, bounce or catch a ball	<p>Prepare 4 stations each with one of the exercises. Learners rotate to each station on a signal and perform the exercise.</p> <ul style="list-style-type: none"> <li>- station 1 : bounce the ball and count number of bounces</li> <li>- station 2 : throw and catch the ball and count successful catches</li> <li>- station 3 : roll the ball to hit a target and count successes</li> <li>- station 4 : stand in line, pass ball through legs and over head etc.</li> </ul> <p>Play music and allow learners to do cooling down routine.</p>	Practical	Checklist
3	1	1	States personal details	<p>Give learners a clean sheet and crayons.</p> <ul style="list-style-type: none"> <li>• Each learner must draw of his / her home</li> <li>• They must write their names and addresses under the picture.</li> <li>• Display all the pictures on a wall and allow the class to walk around and observe each others drawing.</li> </ul>	Written	Rubric
2	3	1	Explains relationship with members of the family, extended family, school and broader community	<p>Learners are given a worksheet they copy the model and draw their own family tree. Learners will have different names for their grandfathers and grandmothers. Encourage them to use real names for their families</p>	Written	Rubric

**DESCRIPTION OF FORMAL ASSESSMENT TASK: LIFE SKILLS  
GRADE 1: TERM 1**

<b>LO</b>	<b>AS</b>	<b>FAT</b>	<b>ATTAINMENT TARGET</b>	<b>ACTIVITY</b>	<b>FORM</b>	<b>TOOL</b>
1	4	1	Identifies dangers and appropriate precaution to school	Let them design posters that protest against child labour	Poster	Rubric

**DESCRIPTION OF FORMAL ASSESSMENT TASK: LIFE SKILLS  
GRADE 1: TERM 2**

<b>LO</b>	<b>AS</b>	<b>FAT</b>	<b>ATTAINMENT TARGET</b>	<b>ACTIVITY</b>	<b>FORM</b>	<b>TOOL</b>
1	1	1	Naming different types of food e.g. fruit, vegetables etc	Group work They cut out pictures from magazines to make a collage of their favourite food	Poster	Rubric
2	1,3 &5	1	Discussion on classroom rules	They draw pictures to illustrate classroom rules	Written	Checklist
4	1,2,3 &4	1	Demonstrate ability to throw, strike, bounce or catch a ball	Use combination of body parts to throw, strike, bounce or catch a ball	Demonstration/ practical	checklist
2	3	1	Explore a variety of family living conditions, draw, count family members and fill in the family tree	Choose pictures of their families and put them on the branches of the family tree in the worksheets provided	Written	Rubric

**DESCRIPTION OF FORMAL ASSESSMENT TASK: LIFE SKILLS  
GRADE 1: TERM 3**

<b>LO</b>	<b>AS</b>	<b>FAT</b>	<b>ATTAINMENT TARGET</b>	<b>ACTIVITY</b>	<b>FORM</b>	<b>TOOL</b>
2	2	1	Identify shapes in the S.A flag and colour it	Individual activity Learners are given the S.A flag to colour	Written	Rubric
1	3	1	Basic knowledge about communicable diseases	Learners design a ribbon on HIV/AIDS	Practical	Rubric
1	4	1	Crossing the road	The teacher show them how to cross the road	Oral/practical	Rating scale
3	1	1	Describes different homes	Cutting ,pasting drawing and writing about their home	Written	Rubric
4	3	1	Use of body action to convey the mood of a song/poem or music for different cultures	Group activity Learners do different dances done by different cultures	Demonstration	Rating scale

**DESCRIPTION OF FORMAL ASSESSMENT TASK: LIFE SKILLS  
GRADE 1: TERM 4**

<b>LO</b>	<b>AS</b>	<b>FAT</b>	<b>ATTAINMENT TARGET</b>	<b>ACTIVITY</b>	<b>FORM</b>	<b>TOOL</b>
1	2	1	Explains steps to ensure personal hygiene and link these steps to environmental health	They answer questions on Pollution	Oral	Checklist
4	4	1	Caution whilst using various equipments	Learners draw or write their hobbies in their books	written	Checklist/rating scale
1	5	1	Where and how to report sexual abuse cases	They make a poster by copying the name of the service provider .e.g. police and writes the number. The telephone number must be big enough to be seen and read	Poster	Rubric
2	5	1	Introduce learners to few religious symbols and celebrations	Make celebration cards	Practical	Rubric

## **Section 4**

### **FORMAL ASSESSMENT TASKS**

#### **ACTIVITY 1-4**

**Terms 1**

**GRADE 1**

**TEACHER'S COPY**

**FORMAL ASSESSMENT TASK 1 : TERM 1**  
**GRADE 1**

**ACTIVITY 1**

Prepare 4 stations each with one of the exercises. Learners rotate to each station on a signal and perform the exercise.

- station 1 : bounce the ball and count number of bounces
- station 2 : throw and catch the ball and count successful catches
- station 3 : roll the ball to hit a target and count successes
- station 4 : stand in line, pass ball through legs and over head etc.

Play music and allow learners to do cooling down routine.

**ACTIVITY 2**

Give learners a clean sheet and crayons.

- Each learner must draw of his / her home
- They must write their names and addresses under the picture.
- Display all the pictures on a wall and allow the class to walk around and observe each others drawing.

**ACTIVITY 3**

Learners are given a worksheet they copy the model and draw their own family tree. Learners will have different names for their grandfathers and grandmothers. Encourage them to use real names for their families

**ACTIVITY 4**

Let them design posters that protest against child labour

## **Section 4**

### **FORMAL ASSESSMENT TASKS**

#### **ACTIVITY 1-4**

**Terms 1**

**GRADE 1**

**LEARNER 'S COPY**

# Formal Assessment Task 1

## Grade 1 Term 1

### Worksheet 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Draw your home on the space provide and write your house number

	<b>1 Not achieved</b>	<b>Partial achieved<sup>2</sup></b>	<b>3 achieved</b>
Can a learner Draw her/his home Write his/her home address	Struggles to draw	Yes with the help	Yes he/she can

# Formal Assessment Task 1

## Grade 1 Term 1

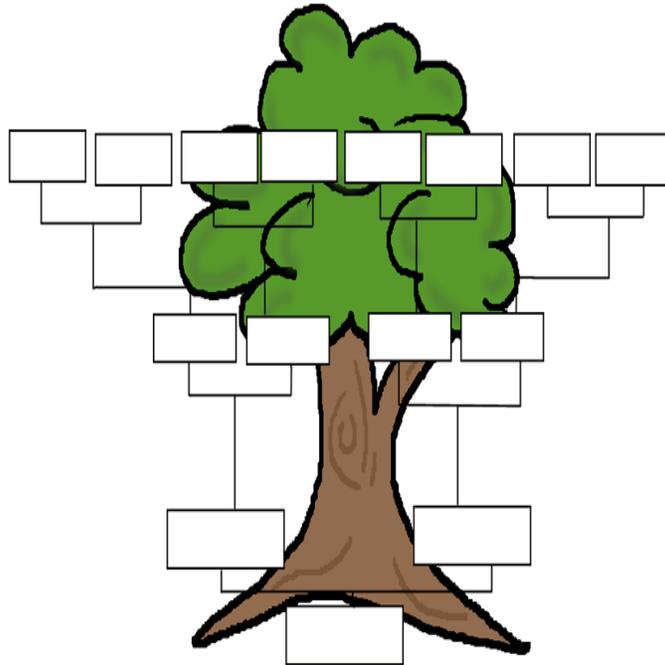
### Worksheet 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Fill in the names of your family

### MY FAMILY TREE



Can he/she	1	2	3	4
Family tree	Cannot identify and fill in the family members	Identify and fill in some of the family members	Identify and fill in most of the family members	Identify and fill in all the family members

## **Section 6**

### **ASSESSMENT TOOLS**

**Terms 1**

**GRADE 1**

**LO 4 AS 3**

**Checklist**

<b>Can a learner</b>	<b>Yes</b>	<b>No</b>
Bounce the ball		
Count the number of bounces		
Throw the ball		
Count the successful catches		
Roll the ball and hit a target		
Stand in a line and pass a ball		
Pass the ball through legs		
Pass the ball over his/her head		

	<b>1 Not achieved</b>	<b>Partial achieved2</b>	<b>3 achieved</b>
Can a learner	Struggles to draw	Yes with the help	Yes he/she can
Draw her/his home			
Write his/her home address			

**Rubric  
LO 1 AS 1**

	1	2	3	4
Criteria	Not achievement	Partial Achievement	Satisfactory Achievement	Outstanding Achievement
Can he recognize healthy drink	Can achieve none of the criteria	only able to achieve one of the criteria	Only able to achieve two of the criteria	Able to achieve all the criteria
Can he/she distinguish between healthy and unhealthy food				
Can he categorize food according to proteins and carbohydrates				

**Rating scale**

**LO 1 AS 3,4 &5**

Name :		
Is the learner able to :		Date:
	Rating	Comments
Distinguish safe and unsafe situations		
Name a person to report to in case of abuse		
Identify dangers and appropriate precaution on the route to school		
Recognise situation that may lead to sexual abuse		

**Checklist**  
**LO 2 AS 1**

Name :		
Can a learner		
	<b>Yes</b>	<b>No</b>
Discuss about classroom rules		
Draw up classroom rules		
Explain school rules and why they should be followed		

**Rubric for Assessing a Poster**  
**LO 1**

	<b>3</b>	<b>2</b>	<b>1</b>
Criteria	<b>Achieved</b>	<b>Partial achieved</b>	<b>Not achieved</b>
Cutting	Neat and trimmed	Not neat but trimmed	Not neat at all
Lettering	Well spaced, neat clear and bold	Clear and bold	Small and cramped
Spacing	Excellent use of space	Good use of space	Poor use of space
Border	Interesting border	Border evidence	No border

**Rubric**

**LO 3**

<b>Can he/she</b>	<b>1 Not at all</b>	<b>2 Yes but with the help</b>	<b>3 Yes</b>	<b>4 Very well</b>
Shows and identifies different emotions				
Role play different scenarios on emotions school level				
Copes with anger and disagreement in non destructive ways				

<b>Can he/she</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Family tree	Cannot identify and fill in the family members	Identify and fill in some of the family members	Identify and fill in most of the family members	Identify and fill in all the family members

**PROGRAMME OF ASSESSMENT**

EDUCATOR	LEARNING PROGRAMME: LIFE SKILLS	GRADE1	YEAR		
	<b>FOCUS</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
FAT 1 TASK 1	FOCUS	All about me Amazing body Emotions Food Me and My Home Healthy living My rights	World around me Keeping healthy Communicable diseases Healthy environment Special people Religions Nutritious Food	Our country Healthy living Communicable diseases Safety Keeping healthy World around me Environment heritage	Different cultures Religions Pollution Hobbies People in the community celebrations
	<b>LEARNING OUTCOMES AND ASSESSMENT STANDARDS</b>	LO 4 AS 3&4 LO 3 AS 1 LO 2 AS 3 LO 1 AS 4	LO 1 AS1 LO 2 AS 1,3,&5 LO 2 AS 3	LO 2 AS 2 LO 1 AS 3 LO 1 AS 4 LO 3 AS 1 LO 4 AS 1,2,3 & 4	LO 1 AS 2 LO 4 AS 4 LO 1 AS 5 LO 2 AS 5
	<b>ACTIVITIES</b>	Prepare 4 stations each one with one of the exercises. Learners rotate to each station on a signal and perform exercise Station 1: they bounce the ball and count the number of bounces Station 2-throw and catch the ball and count successful catches Station 3-roll the ball to hit a	They cut out pictures from magazines to make a collage of their favourite food They draw pictures to illustrate classroom rules Use combination of body parts to throw, strike, bounce or catch a ball Choose pictures of their families and put them on	Learners identify shapes in the flag They mention and discuss the features of the S.A. flag Use paper/ stones they build or draw a S.A flag Learners are given the S.A flag to colour Mention different	Create a scenario where paper plates are left with different leftovers over the weekend e.g. apple, chicken, meat, milk, bread and stamped mealies with beans (Air Pollution) Also if they are thrown in the grounds they will cause the land pollution.

		<p>target and count successes  Station 4- stand in a line, pass the ball through the legs and over the head etc  Play music and allow the learners to do cooling down routine  Give learners a clean sheet and crayons. Each learner must draw his/her home . they must write their names and addresses under the picture  Display all the pictures on the wall and allow the class to walk around and observe each others work  Learners are given a worksheet thy copy the model and draw their own family tree. Learners will have different names for their grandfathers and grandmothers. Encourage them to use real names for their families  Learners design posters that protest against child labour</p>	<p>the branches of the family tree in the worksheets provide  Learners are given worksheets with family tree  Learners will select/choose the pictures of their families, member and paste them to the branches.  Learners should compare the ages of their families.  Teacher writes surnames of each learner at the bottom of their trees.  Ask learners to bring photographs of the past.  Learners describe where they live.</p>	<p>diseases they know  Display a poster with people affected and infected by HIV/AIDS  Role play helping an injured friend  Learners design a ribbon on HIV/AIDS  Go through the correct and safe way to cross the road  The teacher show them how to cross the road( practical)  Demonstrate a variety of dances practiced in their communities  Cutting ,pasting drawing and writing about their home  Learners do different dances done by different cultures</p>	<p>If we burn them they will cause air pollution so the best way is to make a compost in our school garden.  They answer questions on Pollution  Talk about the word “ Hobbies” things one enjoy doing e.g. swimming, cooking, playing soccer, watching TV etc. Let learners write or draw their hobbies in their books  They make a poster by copying the name of the service provider .e.g. police and writes the number. The telephone number must be big enough to be seen and read  Make celebration cards</p>
--	--	---	--	--	---

## ACKNOWLEDGEMENTS

### Members of the Provincial Task Team

Name	Position
Ms P. Ngculu	DCES: ECD/FP

### Members of District Task Team

Name	Position	District
Ms L Matthews	DCES: ECD/FP	Grahamstown
Ms E. Voster	DCES: ECD/FP	Graafreinet
Ms X Mjele	SES: ECD/FP	Kingwilliamstown
Ms C.N Ndimeni	SES: ECD/FP	Bizana
Ms N Xoza	SES: ECD/FP	Libode
Ms N Yalezo	SES: ECD/FP	Lusikisiki
Ms R.N Ndwandwa	SES: ECD/FP	Qumbu
Ms N. Tyamzashe	SES: ECD/FP	Butterworth
Ms N Silo	SES: ECD/FP	Cofimvaba
Mr V Voyi	SES: ECD/FP	Dutywa
Ms R.S Qose	SES: ECD/FP	Ngcobo
Ms N.P Skwatsha	SES: ECD/FP	Sterkspruit
Ms B. September	SES: ECD/FP	Uitenhage

### Teachers for their assistance

Name	School	Assistance
Ms N Mdingi	Mweli's Secondary School	Butterworth