



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

LEARNER ATTAINMENT TARGETS

# **LIFE SKILLS**

## **GRADE 2**

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 will provide 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.

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## **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.
- Under each term there are shaded and non shaded areas.
- There's 1 **Formal Assessment Tasks** (FAT). FAT per term as per National Assessment Policy requirements for Life Skills
- Exemplars of Formal Assessment Tasks are developed for the First Term only.
- Teachers are expected to develop their own Formal Assessment Tasks for Terms 2, 3 and 4.
- The **FATs** indicate the **minimum** requirement to be attained per term.
- **Non - shaded** areas represent Informal Assessment Tasks.
- 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 (oral, practical or written response)
- 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:

- The written response for the Formal Assessment Tasks of the first term
- Worksheets for the learners
- A rubric at the bottom of each worksheet to assess and record every learner's performance using the National codes( as per National Assessment Policy requirements)

## **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. 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 2**

**GRADE 2**

**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>
<p><b>AS 1</b> – Describes sources of clean water and unclean water and simple water purification water.</p>	<ul style="list-style-type: none"> <li>✓ Describes sources of clean water and unclean water and simple water purification water.</li> <li>✓ Learners name and describe types of natural sources of water e.g. rain, rivers, dams</li> <li>✓ The learners may use pictures or charts to identify these sources.</li> <li>✓ Naming basic uses of clean water at home e.g. washing, drinking cooking etc</li> </ul>	<ul style="list-style-type: none"> <li>✓ Describes sources of clean water and unclean water and simple water purification water</li> <li>✓ Learners name and describe natural and artificial sources of water e.g. rain ,river spring ,taps boreholes</li> <li>✓ The learners may use pictures or charts to identify these sources. .</li> <li>✓ Naming of different uses of water at home and school. E.g. irrigation, cleaning etc.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Describes sources of clean water and unclean water and simple water purification water</li> <li>✓ Learners name and describe any forms of water. E.g. cold, hot, liquid, solid and gas</li> <li>✓ The learners may use pictures or charts to identify these sources.</li> <li>✓ Uses of water in the community e.g. for building houses ,</li> </ul>	<ul style="list-style-type: none"> <li>✓ Describes sources of clean water and unclean water and simple water purification water</li> <li>✓ Learners describe the difference between various forms of water using pictures /charts</li> <li>✓ Uses of water in the community e.g. for building houses</li> <li>✓ Learners discuss cleaning of water through recycling</li> </ul>

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO1: HEALTH PROMOTION				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
	<ul style="list-style-type: none"> <li>✓ Learners name, describe and discuss basic water purification methods.</li> <li>✓ They discuss about different storage systems within their immediate communities.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Differentiation of clean and unclean water through decanting method.</li> <li>✓ They discuss about different storage system e.g. rural vs urban rural dam</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learners use filtration method to purify water.</li> <li>✓ They discuss about different storage systems e.g. rural and urban</li> </ul>	<ul style="list-style-type: none"> <li>✓ They discuss about different storage systems e.g. within their community, rural and urban.</li> </ul>
<p><b>AS 2</b> – Suggests and investigates actions to make the home and school environment healthier.</p>	<ul style="list-style-type: none"> <li>✓ Suggests and investigates actions to make the home and school environment healthier</li> <li>✓ Learners investigate and suggest ways of keeping their</li> </ul>	<ul style="list-style-type: none"> <li>✓ Suggests and investigates actions to make the home and school environment healthier</li> <li>✓ Learners investigate and suggest ways of keeping their</li> </ul>	<ul style="list-style-type: none"> <li>✓ Suggests and investigates actions to make the home and school environment healthier</li> <li>✓ Learners engage in recycling and tree planting projects.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Suggests and investigates actions to make the home and school environment healthier</li> <li>✓ Learners investigate and suggest ways of keeping their</li> </ul>

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO1: HEALTH PROMOTION				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
	<p>classroom, and school environment healthy. e.g. sweeping, avoid littering etc.</p> <ul style="list-style-type: none"> <li>✓ Identification of unsafe and poisonous products in the home e.g. paraffin, medicines, tablets etc.</li> <li>✓ Basic action in cases of emergency.</li> </ul>	<p>classroom, school and home environment healthy. e.g. sweeping, avoid littering etc.</p> <ul style="list-style-type: none"> <li>✓ Identification of unsafe products in the home and school e.g. paints, paint powders etc.</li> </ul>	<p>e.g. papers, bottles, plastic bags</p> <ul style="list-style-type: none"> <li>✓ Learners are made aware of dangerous weapons/tools in the school and home environment. e.g. scissors, broken bottles lying around, garden tools</li> <li>✓ Learners identify safety related signs in their environments. e.g. danger signs etc.</li> </ul>	<p>environment healthy e.g. filling of potholes, cleaning of streets etc.</p> <ul style="list-style-type: none"> <li>✓ Learners are made aware of dangerous weapons/tools in the school and home environment. e.g. scissors, broken bottles lying around, garden tools</li> </ul>

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO1: HEALTH PROMOTION				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
<p><b>AS3</b> – Identifies communicable diseases and explains measures to protect self and others.</p>	<p>✓ Identifies communicable diseases and explains measures to protect self and others</p> <p>✓ Learners identify and explain common communicable diseases. e.g. coughing, measles, chicken pox etc.</p> <p>✓  measles</p>	<p>✓ Identifies communicable diseases and explains measures to protect self and others</p> <p>✓ Learners identify and explain communicable diseases further e.g. HIV/AIDS , Tuberculosis</p> <p>✓ </p> <p>✓ </p>	<p>✓ Identifies communicable diseases and explains measures to protect self and others</p> <p>✓ Learners discuss symptoms of these communicable diseases e.g. tuberculosis</p> <ul style="list-style-type: none"> <li>• Sweating</li> <li>• Coughing</li> <li>• Lose weight</li> <li>• Sores around the mouth etc</li> </ul> <p>✓ Malaria</p> <ul style="list-style-type: none"> <li>• Fever</li> <li>• Headache and body ache</li> <li>• Nausea</li> </ul>	<p>✓ Identifies communicable diseases and explains measures to protect self and others</p> <p>✓ Learners further discuss symptoms of these communicable diseases e.g. cholera</p> <ul style="list-style-type: none"> <li>• Watery diarrhoea</li> <li>• Vomiting</li> <li>• Cramps in the legs</li> <li>• Patient feels very thirsty</li> </ul> <p>✓ Typhoid</p> <ul style="list-style-type: none"> <li>• Severe headache</li> <li>• Fever with low pulse</li> <li>• Dry white coated tongue</li> </ul>

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO1: HEALTH PROMOTION				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
	<ul style="list-style-type: none"> <li>✓ Learners explain how common communicable diseases can be passed on from one person to another e.g. sneezing coughing without covering your mouth etc</li> <li>✓ Learners discuss basic precautions against the spread of diseases. e.g. washing of hands before you eat and after using the toilet etc.</li> </ul>	<ul style="list-style-type: none"> <li>✓ HIV infected person</li> <li>✓ Learners further discuss how communicable diseases can be passed on from one person to another. e.g playing with used needles (blood transfusion)</li> <li>✓ Learners further discuss precautions against the spread of diseases. e.g. not to touch another person's blood etc.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learners further discuss how communicable diseases can be passed on from one person to another. (TB) –through air Malaria-Mosquito bite</li> <li>✓ Learners further discuss precautions against the spread of diseases.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learners further discuss how communicable diseases can be passed on from one person to another. Cholera-through food and water Typhoid -</li> <li>✓ Learners further discuss precautions against the spread of diseases and how they can be cured.</li> </ul>

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO1: HEALTH PROMOTION				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
<p><b>AS 4</b> – Identifies road signs relevant to pedestrians and explain their meanings.</p>	<ul style="list-style-type: none"> <li>✓ Identifies road signs relevant to pedestrians and explain their meanings.</li> <li>✓ Learners discuss the basic rules of using the road e.g. crossing the road, walking facing oncoming traffic etc.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identifies road signs relevant to pedestrians and explain their meanings.</li> <li>✓ Learners name and discuss rules for crossing the road and basic signs e.g. pedestrian crossing, robots, stop signs, scholar patrol etc</li> <li>✓ Road Signs</li> </ul> <div style="text-align: center;">  <p>Signal lights ahead</p> </div> <p>Robots</p>	<ul style="list-style-type: none"> <li>✓ Identifies road signs relevant to pedestrians and explain their meanings.</li> <li>✓ Learners explain the meaning and importance of obeying road signs. e.g. to cross the road safely to gain road awareness skills</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identifies road signs relevant to pedestrians and explain their meanings.</li> <li>✓ Learners explain the meaning of and importance of obeying road signs.</li> </ul>

**GRADE 2**

**LEARNER ATTAINMENT TARGETS**

**LO1: HEALTH PROMOTION**

ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
		 <p>Stop sign</p>		

<b>GRADE 2</b>				
<b>LEARNER ATTAINMENT TARGETS</b>				
<b>LO2: SOCIAL DEVELOPMENT</b>				
<b>ASSESSMENT STANDARD</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<b>AS 1</b> – Discusses children’s rights and responsibilities and participates in classroom voting.	<ul style="list-style-type: none"> <li>✓ Discusses children’s rights and responsibilities and participates in classroom voting.</li> <li>✓ Learners discuss and draw specific rules and responsibilities in the classroom and school.(code of conduct of learners)</li> <li>✓ The teacher explains the concept and purpose of voting.</li> <li>✓ Learners participate in a classroom voting for the class leader</li> </ul>	<ul style="list-style-type: none"> <li>✓ Discusses children’s rights and responsibilities and participates in classroom voting.</li> <li>✓ Learners discuss their rights and responsibilities, corresponding the responsibilities to the rights using pictures.</li> <li>✓ Learners discuss roles and responsibilities of the class leader.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Discusses children’s rights and responsibilities and participates in classroom voting.</li> <li>✓ Learners further discuss their rights and responsibilities, corresponding the responsibilities to the rights using pictures.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Discusses children’s rights and responsibilities and participates in classroom voting.</li> <li>✓ Learners discuss their rights and responsibilities, corresponding the responsibilities to the rights using pictures.</li> <li>✓ FAT</li> </ul>

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO2: SOCIAL DEVELOPMENT				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
<p><b>AS 2</b> – Identifies national symbols and sings the National Anthem.</p>	<ul style="list-style-type: none"> <li>✓ Identifies national symbols and sings the National Anthem.</li> <li>✓ Learners identify National symbols such as National flag, protea,</li> </ul> <div style="text-align: center;">  <p>S.A flag</p>  <p>Protea flower</p> </div> <p>Learners learn the national Anthem 'Nkosi sikelel'iAfrika'- e.g. for official events</p>	<ul style="list-style-type: none"> <li>✓ Identifies national symbols and sings the National Anthem.</li> <li>✓ Learners identify National symbols such as National flag, protea, blue crane, coat of arms Blue crane</li> </ul> <div style="text-align: center;">  <p>Coat of arm</p>  </div> <p>Recognises the S.A.</p>	<ul style="list-style-type: none"> <li>✓ Identifies national symbols and sings the National Anthem.</li> <li>✓ Learners identify National symbols such as National flag, protea, blue crane, coat of arms, springbok</li> </ul> <div style="text-align: center;">  <p>springbok</p> </div> <p>Understanding of different languages within the</p>	<ul style="list-style-type: none"> <li>✓ Identifies national symbols and sings the National Anthem.</li> <li>✓ Learners identify National symbols such as National flag, protea, blue crane, coat of arms, springbok, galjoen and yellowwood.</li> </ul> <div style="text-align: center;">  <p>Galjoen fish</p>  <p>Yellowwood tree</p> </div> <p>Recognition of National</p>

**GRADE 2**

**LEARNER ATTAINMENT TARGETS**

**LO2: SOCIAL DEVELOPMENT**

<b>ASSESSMENT STANDARD</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<p><b>AS 3</b> – Lists qualities of a good friend and gives reasons.</p>	<ul style="list-style-type: none"> <li>✓ Lists qualities of a good friend and gives reasons.</li> <li>✓ Learners discuss about good and bad friends. e.g. Good friends share, compliment with each other. Bad friends fight, steal, tease and hurt each other</li> <li>✓ Understanding of individual uniqueness and friendship trends. e.g. I am special</li> <li>✓ Coping in social situations at school eg. bullying, working with others as a member of a group, conflicts etc.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Lists qualities of a good friend and gives reasons.</li> <li>✓ Learners discuss about the importance of forming friendship e.g through playing games, athletics etc.</li> <li>✓ Understanding of other people’s uniqueness e.g using a picture discussing how people are different from each other</li> <li>✓ Coping in social situations at home eg. bullying, working with others as member of a family, conflicts etc.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Lists qualities of a good friend and gives reasons.</li> <li>e.g.               <ul style="list-style-type: none"> <li>• friendly,</li> <li>• kind,</li> <li>• sweet,</li> <li>• honest,</li> <li>• sympathetic etc</li> </ul> </li> <li>✓ Coping in social situations in the community e.g. bullying, working with others as a member of a community, conflicts etc.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Lists qualities of a good friend and gives reasons</li> </ul>

<b>GRADE 2</b>				
<b>LEARNER ATTAINMENT TARGETS</b>				
<b>LO2: SOCIAL DEVELOPMENT</b>				
<b>ASSESSMENT STANDARD</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<b>AS 4</b> – Identifies values and morals from diverse South African cultures.	<ul style="list-style-type: none"> <li>✓ Identifies values and morals from diverse South African cultures.</li> <li>✓ Learners identify and understand their own culture.</li> <li>✓ Learners identify and understand what is acceptable and not acceptable within their own culture at home and school</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identifies values and morals from diverse South African cultures.</li> <li>✓ Learners identify and understand different South African cultures.</li> <li>✓ Learners identify and understand what is acceptable and not acceptable within their own culture at home and community</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identifies values and morals from diverse South African cultures.</li> <li>✓ Learners observe their heritage during the heritage month. e.g. diet, attire, their historical background etc.</li> <li>✓ Learners identify and understand what is acceptable and not acceptable within their own culture in different communities.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identifies values and morals from diverse South African cultures</li> <li>✓ Learners identify and understand what is acceptable and not acceptable within their own culture in their communities and country.</li> </ul>

<b>GRADE 2</b>				
<b>LEARNER ATTAINMENT TARGETS</b>				
<b>LO2: SOCIAL DEVELOPMENT</b>				
<b>ASSESSMENT STANDARD</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<b>ASS 5</b> – Describes important days from diverse religions.	<ul style="list-style-type: none"> <li>✓ Describes important days from diverse religions.</li> <li>✓ Learners discuss and describe their own religion and some important religious days that fall within this term e.g. Good Friday, etc.</li> <li>✓ Understanding who celebrates these days, how and why.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Describes important days from diverse religions.</li> <li>✓ Learners discuss and describe different religions. e.g. Hindu, Islamic, Traditional etc</li> <li>✓ Understanding who celebrates these days and why.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Describes important days from diverse religions.</li> <li>✓ Learners discuss and describe some religious days from other religions e.g. Diwali etc</li> <li>✓ Understanding who celebrates these days, how and why.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Describes important days from diverse religions.</li> <li>✓ Learners discuss and describe some religious days that fall within this term e.g. Christmas etc.</li> <li>✓ Understanding who celebrates these days, how and why.</li> </ul>

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO3: PERSONAL DEVELOPMENT				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
AS 1 – Identifies positive aspects of self.	<ul style="list-style-type: none"> <li>✓ Identifies positive aspects of self.</li> <li>✓ Learners understand who they are and that they are unique and special</li> <li>✓ Learners identify and acknowledge what they are good at.</li> <li>✓ Learners recognise and respect others</li> <li>✓ Take pride in their achievement</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identifies positive aspects of self.</li> <li>✓ Learners identify and acknowledge what their peers are good at.</li> </ul>		
AS 2 – Describes what to do to treat own body well.	<ul style="list-style-type: none"> <li>✓ Understand why it is important to get enough sleep.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand the need for a proper diet.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand the importance of exercise how it helps the body.</li> </ul>	

<b>GRADE 2</b>				
<b>LEARNER ATTAINMENT TARGETS</b>				
<b>LO3: PERSONAL DEVELOPMENT</b>				
<b>AS 3</b> – Demonstrates and discusses emotions in various situations.	✓ Explain what makes them happy or angry.	✓ Dealing with anger loss, sadness, etc.	✓ Demonstration of emotional capability like kindness to others, taking responsibility, etc.	
<b>AS 4</b> – Demonstrates appropriate behaviour in conflict situations.	✓ Listening and respecting other people’s views.	✓ Ability to negotiate with others.	✓ Accepting conflict as part of life and learning to deal with it.	✓ Ability to compromise.
<b>AS 5</b> – Demonstrates appropriate classroom behaviour including group work skills.	✓ Describing own role in the classroom.	<ul style="list-style-type: none"> <li>✓ Listening to others during group in activities.</li> <li>✓ Understanding of rules like taking turns in group work.</li> <li>✓ Individual responsibility and contribution to a group activity.</li> </ul>		

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO4: PHYSICAL DEVELOPMENT AND MOVEMENT				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
<p><b>AS1</b> – Participates in a variety of indigenous outdoor games with simple rules, individually and with a partner.</p>	<ul style="list-style-type: none"> <li>✓ Participates in a variety of indigenous outdoor games with simple rules, individually and with a partner.</li> <li>✓ Learners name indigenous games they know and explain how they are played.(Seasonal)</li> <li>✓ Learners demonstrate various skills acquired whilst playing these games</li> <li>✓ Learners design their own games to be played alone or with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participates in a variety of indigenous outdoor games with simple rules, individually and with a partner.</li> <li>✓ Learners name indigenous games they know and explain how they are played. (Seasonal)</li> <li>✓ Learners demonstrate various skills acquired whilst playing these games</li> <li>✓ Learners design their own games to be played alone or with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participates in a variety of indigenous outdoor games with simple rules, individually and with a partner.</li> <li>✓ Learners name indigenous games they know and explain how they are played. (Seasonal)</li> <li>✓ Learners demonstrate various skills acquired whilst playing these games</li> <li>✓ Learners design their own games to be played alone or with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participates in a variety of indigenous outdoor games with simple rules, individually and with a partner.</li> <li>✓ Learners name indigenous games they know and explain how they are played. (Seasonal)</li> <li>✓ Learners demonstrate various skills acquired whilst playing these games</li> <li>✓ Learners design their own games to be played alone or with a partner.</li> </ul>

<b>LO4: PHYSICAL DEVELOPMENT AND MOVEMENT</b>				
<b>ASSESSMENT STANDARD</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<b>AS 2</b> – Participates in activities developing control, coordination and balance in the basic actions of locomotion, elevation and rotation with equipment.	<ul style="list-style-type: none"> <li>✓ Participates locomotion, elevation and rotation with equipment.</li> <li>✓ Learners play different games and activities that develop control with or without equipment.</li> <li>✓ Learners learn how to use given equipment appropriately and safely. in activities developing control,</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participates in activities developing control, coordination and balance, in the basic actions of locomotion, elevation and rotation with equipment.</li> <li>✓ Learners play different games and activities that develop coordination and balance with or without equipment.</li> <li>✓ Learners learn how to use given equipment appropriately and safely.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participates in activities developing control, coordination and balance, in the basic actions of locomotion, elevation and rotation with equipment.</li> <li>✓ Learners play different games and activities that develop elevation and rotation with or without equipment.</li> <li>✓ Learners learn how to use given equipment appropriately and safely.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participates in activities developing control, coordination and balance, in the basic actions of locomotion, elevation and rotation with equipment.</li> <li>✓ Learners play different games and activities that develop control, coordination and balance, elevation and rotation with or without equipment.</li> <li>✓ Learners learn how to use given equipment appropriately and safely.</li> </ul>

GRADE 2				
LEARNER ATTAINMENT TARGETS				
LO4: PHYSICAL DEVELOPMENT AND MOVEMENT				
	coordination and balance, in the basic actions of			
<b>AS 3</b> – Performs expressive movement/ patterns, rhythmically using various stimuli.	<ul style="list-style-type: none"> <li>✓ Performs expressive movement/ patterns, rhythmically using various stimuli.</li> <li>✓ Learners use the whole body or parts of the body to express different movements and rhythm.</li> <li>✓ Uses body actions to convey the mood of a song or poem.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Performs expressive movement/ patterns, rhythmically using various stimuli.</li> <li>✓ Learners use the whole body or parts of the body to express different movements and rhythm.</li> <li>✓ Uses body actions to convey the mood of a song or poem. This can be demonstrated through songs, drama, story, games etc</li> </ul>	<ul style="list-style-type: none"> <li>✓ Performs expressive movement/ patterns, rhythmically using various stimuli.</li> <li>✓ Learners use the whole body or parts of the body to express different movements and rhythm.</li> <li>✓ Uses body actions to convey the mood of a song or poem. This can be demonstrated through songs, drama, story, games etc.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Performs expressive movement/ patterns, rhythmically using various stimuli.</li> <li>✓ Learners use the whole body or parts of the body to express different movements and rhythm.</li> <li>✓ Uses body actions to convey the mood of a song or poem. This can be demonstrated through songs, drama, story, games etc.</li> </ul>
<b>AS 4</b> – Participates in structured activities using equipment.	<ul style="list-style-type: none"> <li>✓ Participates in structured activities using equipment.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participates in structured activities using equipment.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participates in structured activities using equipment.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participates in structured activities using equipment.</li> </ul>

<b>GRADE 2</b>				
<b>LEARNER ATTAINMENT TARGETS</b>				
<b>LO4: PHYSICAL DEVELOPMENT AND MOVEMENT</b>				
	<ul style="list-style-type: none"> <li>✓ Learners discuss rules they are going to apply in structured activities.</li> <li>✓ Learners select equipment that they are comfortable with and appropriate for these activities.</li> <li>✓ Learners participate in structured games with or without equipment.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learners discuss rules they are going to apply in structured activities.</li> <li>✓ Learners select equipment that they are comfortable with and appropriate for these activities.</li> <li>✓ Learners participate in structured games with or without equipment.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learners discuss rules they are going to apply in structured activities.</li> <li>✓ Learners select equipment that they are comfortable with and appropriate for these activities.</li> <li>✓ Learners participate in structured games with or without equipment.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learners discuss rules they are going to apply in structured activities.</li> <li>✓ Learners select equipment that they are comfortable with and appropriate for these activities.</li> <li>✓ Learners participate in structured games with or without equipment.</li> </ul>

## Section2

# **SUMMARY OF FORMAL ASSESSMENT TASKS**

**Terms 1 - 4**

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

## **Section 3**

# **DESCRIPTION OF FORMAL ASSESSMENT TASKS**

**Terms 1 - 4**

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

<b>LO</b>	<b>AS</b>	<b>FAT</b>	<b>ATTAINMENT TARGET</b>	<b>ACTIVITY</b>	<b>FORM</b>	<b>TOOL</b>
3	1	1	Identify positive aspect of self	<b>Activity 1:</b> Learners draw themselves. Below the drawing they write at least three sentences about what they like about their looks	<b>Written</b>	<b>Rubric</b>
1	4	1	Identifies roads signs relevant to pedestrians and explain their meaning	<b>Activity 2:</b> LO 1 AS 2 Written Response Learners match traffic/road signs with words the correct word	<b>Practical /demonstration</b>	<b>Checklist</b>
2	3	1	List qualities o a good friend and give reasons	<b>Activity 3:</b> LO 2 AS 3 They trace their hands and in each finger they write characteristics of a good friend	<b>Oral/ Discussion</b>	<b>Checklist</b>

**DESCRIPTION OF FORMAL ASSESSMENT TASK: LIFE SKILLS  
GRADE 2: 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	1	1	Describes sources of clean and unclean water and simple water purification	<b>Activity 4</b> LO 1 AS 1 Ask the learners to bring 2 litre bottles to the class. Give them instructions how to make a sand filter (they use the upper part of 2 litre bottle).	<b>Project</b>	<b>Rubric</b>
2	1	1	Discuss children's rights and responsibilities	<b>Activity 5</b> LO 2 AS 1 Discussions about about children's rights and responsibilities. Each group copy one right onto a poster and display it in the classroom walls	<b>Poster</b>	<b>Rubric</b>

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

<b>LO</b>	<b>AS</b>	<b>FAT</b>	<b>ATTAINMENT TARGET</b>	<b>ACTIVITY</b>	<b>FORM</b>	<b>TOOL</b>
2	4&5	1	Identifies values and morals from diverse African Cultures  Describes important days from diverse religions	FAT 1: Activity 1 Look at the picture below and match them with relevant names e.g. food according to culture, attire according to religions, building according to denominations	Written	Checklist
2	3	1	List qualities of a good friend and gives reasons	FAT 1: Activity 2 Let learners fill in the worksheet which is about the qualities of a good friend	Written	Memorandum
3	3,4&5	1	Demonstrate and discusses emotions in various situations	FAT 1: Let learners debate about the scenario depicting conflict situation. The other group role play the same scenario	Oral/ Discussion	Rubric
1	3	1	Identifies communicable diseases and explains measures to protect self and others	FAT 1: Tabulate the communicable diseases and the common illnesses on the appropriate columns		Memorandum
3	5	1	Understanding of different languages within the Anthem Identifies National symbols and signs	FAT 1: Group activity Activity 1 Learners in groups develop a collage and National symbols	Project	Rubric
3	2	1	Basic precautions against the spread of diseases	FAT 1: Activity 2 Draw different flow diagrams with different illnesses, learners fill in symptoms for each diseases indicated on their books ( mind maps)	Written	Memorandum

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

<b>LO</b>	<b>AS</b>	<b>FAT</b>	<b>ATTAINMENT TARGET</b>	<b>ACTIVITY</b>	<b>FORM</b>	<b>TOOL</b>
<b>2</b>	<b>3</b>	<b>1</b>	Demonstrates and discusses emotions in various situation	FAT 1: Activity 3 Divide the class into groups and give them enough cards written the following feelings: happy, scared, sad, bored, worried, tired, excited etc To discuss and even dramatise ( using different facial expression in the end learners must be able to tell things aren't well	Oral/dramatisation	Checklist
<b>4</b>	<b>1</b>	<b>1</b>	Participate in a variety of indigenous outdoor games with simple rules, individually and with a partner	FAT 1:Activity 4 Learners participate in the indigenous games. They must stick to the set rules for each game.	Practical	Rating scale

**DESCRIPTION OF FORMAL ASSESSMENT TASK: LIFE SKILLS  
GRADE 2: 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	Suggests and investigates actions to the make home and school environment healthier	FAT 1: Activity 1 Let the learners use papier mache ( old newspapers, flour and water to make glue) to make innovative objects that can be painted, decorated and perhaps sold	<b>Project</b>	<b>Rubric</b>
4	1	1	Participate in structured activities using equipments	FAT 1: Activity 2 Take them outside, have different stations with different activities to be done. Let each learners choose where to go and what to play	<b>Written</b>	<b>Rubric</b>
2	4	1	Identifies values of morals from diverse culture	FAT 1: Learners are given worksheet with two columns one with people in the community and another with jobs done by people. They match the two columns	<b>Written</b>	<b>Rubric</b>
2	5	1	Understands who celebrates these days, how and why	FAT 1: They make celebration cards	<b>Written</b>	<b>checklist</b>

## **Section 4**

### **FORMAL ASSESSMENT TASKS**

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

**Terms 1**

**GRADE 2**

**TEACHER'S COPY**

**FORMAL ASSESSMENT TASK 1 : TERM 1**  
**GRADE 2**

**ACTIVITY 1**

LO 3 AS 1 Written Response

Ask the learners to draw themselves. Below the diagram they should write at least three sentences about what they like about their looks. They show their work to a partner

**ACTIVITY 2**

LO 1 AS 2 Written Response

Learners match traffic/road signs with words the correct word

**ACTIVITY 3**

LO 2 AS 3

They trace their hands and in each finger they write characteristics of a good friend

**ACTIVITY 4**

LO 1 AS 1

Ask the learners to bring 2 litre bottles to the class. Give them instructions how to make a sand filter ( they use the upper part of 2 litre bottle.

**ACTIVITY 5**

LO 2 AS 1

Discussions about about children's rights and responsibilities. Each group copy one right onto a poster and display it in the classroom walls

## **Section 5**

### **FORMAL ASSESSMENT TASKS**

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

**Terms 1**

**GRADE 2**

**LEARNER'S COPY**

**FORMAL ASSESSMENT TASKS 1**

**Written Response ( worksheets)**

**Terms 1**

**GRADE 2**

**LEARNER'S COPY**

# Formal Assessment Task 1

## Grade 2 Term 1

### Worksheet 1

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

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

1. Draw yourself in the space provided

2. Write 3 sentences below about your looks

> \_\_\_\_\_  
 > \_\_\_\_\_  
 > \_\_\_\_\_

	<b>1 Not achieved</b>	<b>2 Partially achieved</b>	<b>3 Achieved</b>	<b>4 Achieved with merit</b>
LO 3 AS 1 Identify positive aspect of self	Can draw but can't write sentences about his/her looks	Can draw self and write one good sentence about his/her looks	Can draw and write two sentence about himself/herself	Can draw and write all three sentences about himself/herself

# Formal Assessment Task 1

## Grade 2 Term 1

### Worksheet 2

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

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

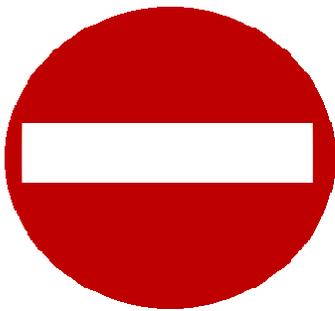
Study the pictures and put the correct word underneath each road sign. Choose from this list: **stop sign, pedestrian crossing, no entry, train crossing**



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

	<b>1 Not Achieved</b>	<b>2 Partially Achieved</b>	<b>3 Achieved</b>	<b>4 Achieved with merit</b>
LO 1 AS 1 Identifies road signs relevant to pedestrians and explain their meaning	Can identify one road sign and match with the correct name	Can identify two road signs and match with the correct name	Can identify three road signs and match with the correct names	Can identify all road signs and match with the correct names

# Formal Assessment Task 1

## Grade 2 Term 1

### Worksheet 3

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

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

Trace your hand on the space provided and write on each finger characteristics of a good friend

Choose from the list below:

Friendly, kind, polite, unkind, rude, patient, tolerant, loyal, cruel

	<b>1 Not achieved</b>	<b>2 Partially achieved</b>	<b>3 Achieved</b>	<b>4 Achieved with merit</b>
LO 2 AS 3 List the qualities of a good friend and give reasons	Can list one quality of good friend	Can list one to two qualities of good friend	Can list three qualities of good friend	Can list all five qualities of good friend

## **Section 6**

### **ASSESSMENT TOOLS**

**Terms 1**

**GRADE 2**

**ASSESSMENT TOOLS**  
**GRADE 2 TERM 1**

**LO 1 AS 1: Rubric**

<b>Can</b>	<b>1 Can't</b>	<b>2 Can but few</b>	<b>3 Can</b>	<b>4 Can do it very well</b>
Describe source of clean water	Cannot describe sources of clean water	Can describe few source of clean water	Can describe three sources of clean water	Can describe all sources of clean water
Describe source of unclean water	Cannot describe sources of unclean water	Can describe few source of unclean water	Can describe few source of unclean water	Can describe all sources of unclean water
Name ways of purifying water	Cannot name ways of purifying water	Need help to name a few ways of purifying water	Can give three examples of ways of purifying water	Can name three or more ways of purifying water

	<b>1 Not Achieved</b>	<b>2 Partially Achieved</b>	<b>3 Achieved</b>	<b>4 Achieved with merit</b>
LO 1 AS 4 Identifies road signs relevant to pedestrians and explain their meaning	Can identify one road sign and match with the correct name	Can identify two road signs and match with the correct name	Can identify three road signs and match with the correct names	Can identify all road signs and match with the correct names
Can they observe traffic rules while crossing the road	Can't at all	Can observe few Traffic rules	Can observe most Of traffic rules	Can observe all the traffic rules rules

**ASSESSMENT TOOLS  
GRADE 2 TERM 1**

**LO2 AS 3 Checklist**

Can he/she	<b>YES</b>	<b>NO</b>
Identifies good friend		
Understands the importance of initiating friendship		
Identifies bad friend		
List qualities of a good friend		
List qualities of a bad friend		

**Rubric**

	<b>1 Not achieved</b>	<b>2 Partially achieved</b>	<b>3 Achieved</b>	<b>4 Achieved with merit</b>
LO 2 AS 3 List the qualities of a good friend and give reasons	Can list one quality of good friend	Can list one to two qualities of good friend	Can list three qualities of good friend	Can list all five qualities of good friend

**ASSESSMENT TOOLS  
GRADE 2 TERM 1**

**LO2 AS 2 Rubric**

Criteria	<b>1 Not Achieved</b>	<b>2 Partially Achieved</b>	<b>3 Achieved</b>	<b>4 Achieved with merit</b>
Can a learner Discusses children's rights	Cannot achieve any of these	Able to achieve one of these	Able to achieve two of these	Achieve all of these
Discuss Responsibilities				
Participates in classroom voting				

**Checklist**

**LO 4 AS1, 2, 3 &4**

<b>Can a learner</b>	<b>Yes</b>	<b>No</b>
Participate in activities developing control, balance and rotation		
Performs expressive movements/patterns using various stimuli		
Participate in structured activity using equipment		
Participate in structured activity without equipment		

## **Section 7**

# **PROGRAMME OF ASSESSMENT**

**Terms 1-4**

**GRADE 2**

**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	Sources of clean and unclean water Basic water purification Communicable diseases and symptoms Road signs Children's rights igneous and Responsibilities Qualities of good friends All about me Participates in a variety of indigenous outdoor games	Religions Cultures Communicable diseases Keeping healthy Emotions Me and My rights	Our country Healthy living Communicable diseases Safety Nutritious food Friends Environment heritage	Different cultures Pollution Hobbies People in the community celebrations
	LEARNING OUTCOMES AND ASSESSMENT STANDARDS	<b>LO 3 AS 1</b> <b>LO 3 AS 3</b> <b>LO 4 AS 1</b> <b>LO 1 AS 4</b> <b>LO 2 AS 3</b> <b>LO 1 AS 1</b>	<b>LO 2 AS 4&amp;5</b> <b>LO 2 AS 3</b> <b>LO 3 AS 3,4 &amp;5</b> <b>LO 1 AS 3</b> <b>LO 4 AS 1</b>	<b>LO 3 AS 5</b> <b>LO 3 AS 2</b> <b>LO 2 AS 3</b> <b>LO 4 AS 1</b>	<b>LO 1 AS 2</b> <b>LO 2 AS 4</b> <b>LO 2 AS 5</b> <b>LO 4 AS 1,2,3&amp;4</b>
	ACTIVITIES	Learners brings photos in school, write their names and paste the photographs Look through magazines and cut what they like and don't, what they like to do and don't Collate pictures and write captions underneath Draw themselves	Naming different religions in the community Picture discussion on religions Naming the important religious days on the calendar Differentiate	Identify different ethnic groups in their local environment Name the religious symbols Poster presentation and discussion on South African National symbols	Research on different cultures Collection of pictures of cultural groups Sharing of cultural practises Exhibition of cultural groups Survey around school

		<p>Identify parts of the body  Discuss the word “pair” let the learners identify pair their body parts e.g. two ears, two eyes, two legs, two elbows etc  Talk about the importance of exercise  Road survey  Listing qualities of good friends  Comparing characteristics of good and bad friend  Sources of water  Ways of purifying water  Designing a sand filter</p>	<p>communicable diseases  Discussion on precautionary measures  Tabulate the communicable diseases and the common illness on the appropriate columns  Reading a story on emotions  Matching of different pictures with words depicting each picture  Create scenarios and role play them on emotions  Discussion around rights and responsibilities</p>	<p>Drawing of National symbols  Singing of National Anthem  Picture discussion on sick people  What are germs  Brainstorm road signs  Designing a safe crossing poster</p>	<p>neighbourhood  To identify good and bad points  Discussion of need to take care of their neighbourhood  Introducing the concept “recycling”  Brainstorm the concept “litter”  Collect and sort waste material  Discuss air pollution  Invite someone from the community to address learners on certain issues  Discuss about helpful people in the community  Discuss about places that render services to the community</p>
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## ACKNOWLEDGEMENTS

### Members of the Provincial Task Team

Name	Position
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### Members of District Task Team

Name	Position	District
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### Teachers for their assistance

Name	School	Assistance
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