



Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

LEARNER ATTAINMENT TARGETS

GRADE 3

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.

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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 – 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 written response for the Formal Assessment Tasks for 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. 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.

Note: The Learner Attainment Targets indicate the minimum targets to be reached by the learners per term. Where necessary, teachers may teach beyond these targets, e.g. bigger number ranges.

Terms 1-4
Grade 3

GRADE 3

LEARNER ATTAINMENT TARGETS

LO1: HEALTH PROMOTION

ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
<p>AS 1 – Compares healthy and poor dietary habits and describes the effects of such habits on personal health.</p>	<p>Learners compare healthy and poor dietary habits by: Listing nutritious food and drinks</p> <p>Distinguishing between healthy and unhealthy food by discussing 1 – 2 food groups e.g. carbohydrates and proteins</p>	<p>Learners compare healthy and poor dietary habits by: Listing nutritious food and drinks</p> <p>Distinguishing between healthy (balanced diet) and unhealthy food by discussing 1 - 4 food groups. e.g. carbohydrates, proteins, vitamins and minerals</p>	<p>Learners compare healthy and poor dietary habits by: Listing nutritious food and drinks</p> <p>Distinguishing between healthy (balanced diet) and unhealthy food by discussing 1 – 6 food groups carbohydrates, proteins, vitamins, minerals, fibre and Fats</p>	<p>Learners compare healthy and poor dietary habits by: Listing nutritious food and drinks</p> <p>Distinguishing between healthy (balanced diet) and unhealthy food by: filling in different food types according to a food pyramid.</p>

GRADE 3

LEARNER ATTAINMENT TARGETS

LO1: HEALTH PROMOTION

ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
	<p>Carbohydrates</p> <p>potatoes</p> <p>bread</p> <p>fruit</p> <p>Proteins</p> <p>meat</p>	<p>Vitamins</p> <p>Fruit</p> <p>Minerals</p>	<p>Fibre</p> <p>fibre</p> <p>Fats</p>	<p>Food pyramid</p>

GRADE 3

LEARNER ATTAINMENT TARGETS

LO1: HEALTH PROMOTION

ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
	<p>milk</p> <ul style="list-style-type: none">✓ Mentioning 1 - 2 importance of balanced diet✓ Describing the effects of such habits on personal health.✓ They should design a balanced diet for breakfast, lunch and dinner	<ul style="list-style-type: none">✓ Mentioning 1 – 4 importance of balanced diet✓ Describing the effects of such habits on personal health.	<ul style="list-style-type: none">✓ Mentioning 1 – 6 importance of balanced diet✓ Describing the effects of such habits on personal health.	

GRADE 3

LEARNER ATTAINMENT TARGETS

LO1: HEALTH PROMOTION

ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
<p>AS 2 – Participates in a recycling project and explains how recycling contributes to environmental health.</p>	<p>▪ learners explain how recycling contributes to environmental health by:</p> <ul style="list-style-type: none"> ✓ Describing ways to keep their homes and school environment clean e.g.at home – making their beds up and at school – picking up papers, clean windows etc ✓ Learners to propose ways of getting rid of kitchen waste and garden debris. 	<p>▪ Learners explains how recycling contributes to environmental health by:</p> <ul style="list-style-type: none"> ✓ Defining the term recycling. ✓ Identifying products that can be recycled e.g. plastics, metal, paper, glass, peels etc ✓ Identifying the symbols used to identify products that can be recycled. 	<p>▪Learners participate in a recycling project by:</p> <ul style="list-style-type: none"> ✓ Collecting waste material for recycling purposes. ✓ Sorting of the different materials ✓ Identifying and visiting a recycling company. ✓ Model paper mache. 	<p>▪ Learners participate in a recycling project by:</p> <ul style="list-style-type: none"> ✓ Model paper mache ✓ They contribute to a healthy environment by recycling the following e.g. dead plants, making composts, newspapers, toilet papers ✓ How they contribute at home e.g. use of plastic bags etc.
<p>AS 3 – Discusses myths surrounding communicable diseases and the causes and preventions of these.</p>	<p>▪ Learners discuss myths surrounding communicable diseases by:</p> <ul style="list-style-type: none"> ✓ Defining what myths are 	<p>▪ Learners discuss causes, spreading and prevention of communicable diseases such as TB,HIV/AIDS by:</p> <ul style="list-style-type: none"> ✓ Describing illnesses, signs and 	<p>▪ Learners discuss causes, spreading and prevention of communicable diseases by:</p> <ul style="list-style-type: none"> ✓ Discussing preventative measures on different 	<p>▪ Learners discuss myths surrounding communicable diseases and the causes and preventions of these by:</p> <ul style="list-style-type: none"> ✓ Discussing measures to be taken on eating hugging

GRADE 3

LEARNER ATTAINMENT TARGETS

LO1: HEALTH PROMOTION

ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
	<ul style="list-style-type: none"> ✓ Discuss Myths around diseases e.g. mumps, eating from a pot (ukutyela embizeni) 	<p>symptoms of these diseases</p> <ul style="list-style-type: none"> ✓ Explaining the treatment and the duration of treatment. 	<p>situations they have been suffering from e.g. infected, affected and isolate.</p>	<p>kissing and living with somebody with TB, HIV/AIDS.</p>
<p>AS 4 – Identifies relevant people and their contact details to report cases of accidents, abuse, crime, fire, illness and injury.</p>	<ul style="list-style-type: none"> ▪ Learners identify relevant people and their contact details to report cases of accidents, illness and injury by: <ul style="list-style-type: none"> ✓ Listing the relevant people in their community. ✓ Knowing the nurses, policemen and their roles in society. ✓ Discussing their contact details and where to find them. 	<ul style="list-style-type: none"> ▪ Learners identify relevant people and their contact details to report cases of accidents, abuse, crime, illness and injury by: <ul style="list-style-type: none"> ✓ Listing the relevant people in their community. ✓ Knowing the nurses, policemen, social workers, teachers and their roles in society. ✓ Discussing their contact details and where to find them. 	<ul style="list-style-type: none"> ▪ Learners identify relevant people and their contact details to report cases of accidents, abuse, crime, fire, illness and injury by: <ul style="list-style-type: none"> ✓ Listing the relevant people in their community. ✓ Knowing the nurses, policemen, social workers, teachers and traditional healers and their roles in society. ✓ Discussing their details and where to find them. 	<ul style="list-style-type: none"> ▪ Learners demonstrate knowledge of emergency numbers like the nearest police station, ambulance, fire station, hospital, child line etc. <ul style="list-style-type: none"> ✓ Police – ✓ Ambulance – ✓ Fire station- ✓ Child line -

GRADE 3				
LEARNER ATTAINMENT TARGETS				
LO2: SOCIAL DEVELOPMENT				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
<p>AS 1 – Explain leadership qualities in the school context and participates in school voting.</p>	<p>Learners explain leadership qualities by:</p> <ul style="list-style-type: none"> ✓ Discussing what a leader is (qualities) ✓ Identify leaders at school level e.g. Classroom - group leader, class Representative ✓ Explaining his/her school's Leadership structure. ✓ Characteristics of a school leader they Would vote for. 	<p>Learners explain leadership qualities in the school context and participates in school voting by:</p> <ul style="list-style-type: none"> ✓ Explaining terms associated with voting like :- <ul style="list-style-type: none"> - Ballot paper - Election - Nomination - Secret Ballot - Candidate, etc ✓ Participating in school voting for Prefects preparing for the following year. 		

GRADE 3				
LEARNER ATTAINMENT TARGETS				
LO2: SOCIAL DEVELOPMENT				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
AS 2 – Explains meaning of and sings the National Anthem.		Learners explain the meaning of the National Anthem by: <ul style="list-style-type: none"> ✓ Defining what a National Anthem is. ✓ Identifying all the languages used in the National Anthem ✓ Explaining what its importance and significance is. ✓ Practising singing the National Anthem. ✓ Recognising and appreciating it when it is sung. 	Learners explain the meaning of the National Anthem by: <ul style="list-style-type: none"> ✓ Singing all the words of the National Anthem with meaning and appreciation. 	

GRADE 3				
LEARNER ATTAINMENT TARGETS				
LO2: SOCIAL DEVELOPMENT				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
<p>AS 3 – Discusses the role of acceptance, giving, forgiveness, sharing in healthy social relationships.</p>	<p>Learners discuss the meaning of the terms acceptance, giving, forgiveness, sharing in healthy social relationships.</p> <ul style="list-style-type: none"> ✓ They discuss conflicts and how to resolve them. ✓ They explain how people differ and how they can be similar ✓ Understand that people sometimes have a difference of opinion about something 	<p>▪ Learners discuss the role of acceptance, giving, forgiveness, sharing in healthy social relationships</p> <ul style="list-style-type: none"> ✓ Learners discuss good and bad relationships. ✓ They discuss role played by their family members to promote healthy relationships 	<p>▪ Learners discuss the role of acceptance, giving, forgiveness, sharing in healthy social relationships by:</p> <ul style="list-style-type: none"> ✓ Explaining the Importance of sharing with others and cooperating with people in celebrating the Heritage Day ✓ Dramatising role play on a story on conflict resolution 	<p>▪ Learners discuss the role of acceptance, giving, forgiveness, sharing in healthy social relationships by:</p> <ul style="list-style-type: none"> ✓ Identifying aspects of conflict resolutions in a case study.

GRADE 3				
LEARNER ATTAINMENT TARGETS				
LO2: SOCIAL DEVELOPMENT				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
<p>AS 4 – Tells stories of female and male role models from a variety of local cultures.</p>	<ul style="list-style-type: none"> ▪ The learners tell stories of female and male role models from a variety of local cultures. ✓ They discuss male/female role models within their communities e.g. highly respected people due to their involvement in sport, feeding scheme, church leaders and rich people. 	<ul style="list-style-type: none"> ▪ The learners tell stories of female and male role models from a variety of local cultures. ✓ They identify role models in sport, music, celebrities, politics that they know and they have seen on Television and on Magazines. 	<ul style="list-style-type: none"> ▪ The learners discuss role models in our societies e.g. Nelson Mandela, Enoch Sontonga, Chris Barnard, Florence Nightingale. ✓ The learners state positive aspects about own role models. ✓ Women’s Day talk through e.g. Why Women’s Day and when is it? ✓ They make Mother’s Day cards. 	<ul style="list-style-type: none"> ▪ The Learners identify their own role models. ✓ They write stories about their role models. ✓ They state their reasons for their choices.

GRADE 3				
LEARNER ATTAINMENT TARGETS				
LO2: SOCIAL DEVELOPMENT				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
AS 5 – Discuss diet, clothing and decorations in a variety of religions in S.A.	<p>The learners discuss different religions in their community.</p> <ul style="list-style-type: none"> ✓ They discuss 2 different religions e.g. Christian and African Religions looking at diet, clothing and decorations ✓ They discuss the important days in each religion dealt with. 	<p>The learners discuss different religions in their community.</p> <ul style="list-style-type: none"> ✓ They discuss 1 – 4 different religions e.g. Christian, African Religions, Judaism and Hinduism looking at diet, clothing and decorations ✓ They discuss the important days in each religion dealt with. 	<p>The learners discuss different religions in their community.</p> <ul style="list-style-type: none"> ✓ They discuss 1 – 7 different religions e.g. Christian, African Religions, Judaism, Hinduism, Bahai Faith, Islam and Buddhism looking at diet, clothing and decorations ✓ They discuss the important days in each religion dealt with. 	<p>The learners discuss different religions in their community.</p> <ul style="list-style-type: none"> ✓ The Learners discuss similarities and differences in festival and decorations used by different religions. ✓ They design posters that show different religions.

GRADE 3				
LEARNER ATTAINMENT TARGETS				
LO3: PERSONAL DEVELOPMENT				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
AS 1 – Describes own abilities, interests and strengths.	<p>Describes own abilities, interests and strengths.</p> <ul style="list-style-type: none"> ✓ The learners describes 1 – 2 of their personal interests and give reasons for their responses e.g. Explain why one likes/ does not like certain things. 	<p>Describes own abilities, interests and strengths.</p> <ul style="list-style-type: none"> ✓ The learners describes 1 – 4 of their personal interests and give reasons for their responses e.g. Explain why one likes/ does not like certain things. ✓ They state 1 – 2 of their abilities and give reasons for their responses 	<p>Describes own abilities, interests and strengths.</p> <ul style="list-style-type: none"> ✓ They state 1 – 4 of their abilities and give reasons for their responses ✓ They discuss their understanding of their weakness vs their strength. ✓ They assess themselves in terms of what they can/cannot do. 	
AS 2 – Explains why own body should be respected.	<p>The learners explain why their bodies should be respected by:</p> <ul style="list-style-type: none"> ✓ Stating what respect is, what it feels like to be respected and to have respect 	<p>The learners explain why their bodies should be respected by:</p> <ul style="list-style-type: none"> ✓ Discussing how to take care of their own bodies e.g. what to do/not to do 	<p>The learners explain why their bodies should be respected by:</p> <ul style="list-style-type: none"> ✓ Discussing forms of physical and sexual abuse ✓ Discussing when 	<p>The learners explain why their bodies should be respected by:</p> <ul style="list-style-type: none"> ✓ Discussing forms of physical and sexual abuse ✓ Discussing when

GRADE 3				
LEARNER ATTAINMENT TARGETS				
LO3: PERSONAL DEVELOPMENT				
	<ul style="list-style-type: none"> ✓ Stating their understanding of different external parts of their bodies that could either be exposed or not, giving reasons for their different responses. ✓ Discussing appropriate and inappropriate clothing ✓ Establishing the importance of caring for their bodies 	<p>i.e. cleanliness, food, water, sleep and exercise</p> <ul style="list-style-type: none"> ✓ Identifying forms of physical abuse by self e.g. tattoos, listening to loud sounds, watching television for long periods etc. 	<p>and how to say No</p> <ul style="list-style-type: none"> ✓ Discuss “Good and Bad” touches 	<p>and how to say No</p> <ul style="list-style-type: none"> ✓ Discuss “Good and Bad” touches ✓ Understanding of what one could do in cases of abuse (who to tell, contact person, etc).
<p>AS 3 – Explains how she/he copes with challenging emotions including dealing with living with diseases and illness.</p>	<p>Learners explain how they cope with challenging emotions by:</p> <ul style="list-style-type: none"> ✓ Discussing factors leading to challenging emotions e.g. death, 	<p>Learners explain how they cope with challenging emotions including dealing with living with diseases and illness by:</p> <ul style="list-style-type: none"> ✓ Discuss different scenarios presented by the educator e.g. What to do/not to do 	<p>Learners explain how they cope with challenging emotions including dealing with living with diseases and illness by:</p> <ul style="list-style-type: none"> ✓ Mentioning places and people to go to for help and support when dealing with 	<p>Learners explain how they cope with challenging emotions including dealing with living with diseases and illness by:</p> <ul style="list-style-type: none"> ✓ Explaining coping skills to help in times of loss of sadness.

GRADE 3				
LEARNER ATTAINMENT TARGETS				
LO3: PERSONAL DEVELOPMENT				
	abuse, accidents, long illnesses i.e. HIV/AIDS , TB ✓ Discussing different emotions e.g. anger, aggression, empathy, sympathy	when living with someone with a terminal illness like HIV/ AIDS.	sadness. ✓ Explaining coping skills to help in times of loss of sadness.	✓ Discuss situations they came across and how they used their coping skills.
AS 4 – Demonstrates assertiveness appropriate to a situation.	Learners demonstrate assertiveness appropriate to a situation by: ✓ Knowing themselves as people with differences and similarities e.g. their features, measurements of length, feet, hands etc ✓ Knowing themselves as people with different characters, talents, needs, likes, habits etc ✓ Knowing their rights	Learners demonstrate assertiveness appropriate to a situation by: ✓ Knowing themselves as people with emotions, e.g. how they cope in different situations. ✓ Knowing of what actions to take when faced with different situations. ✓ Knowing people and places of help when needed e.g. emergency help lines, reporting emergencies,	Learners demonstrate assertiveness appropriate to a situation by: ✓ Role playing different situation Decision making.	Learners demonstrate assertiveness appropriate to a situation by: ✓ Action plan for different situations.

GRADE 3				
LEARNER ATTAINMENT TARGETS				
LO3: PERSONAL DEVELOPMENT				
	as children ✓ Explaining their past. ✓ Discussing how to manage their daily lives in respect of time	emergency numbers		
AS 5 – Identifies group work skills and applies them consistently.	Learners identify group work skills and apply them consistently by: <ul style="list-style-type: none"> ✓ Practising and demonstrating co operation i.e. fully participating in a group activity. ✓ Practising and demonstrating patience i.e. taking turns ✓ Developing classroom rules 	Identifies group work skills and applies them consistently by: <ul style="list-style-type: none"> ✓ Adhering to group rules e.g. listening, taking turns, responsibility, respect each others' views etc ✓ Identifying own role in class and in group work e.g. leader, scribe, reporter, time keeper etc. 	Identifies group work skills and applies them consistently by: <ul style="list-style-type: none"> ✓ Planting trees celebrating Arbor Week 	Identifies group work skills and applies them consistently by: <ul style="list-style-type: none"> ✓ Taking responsibility and accountability in own group.

GRADE 3				
LEARNER ATTAINMENT TARGETS				
LO4: PHYSICAL DEVELOPMENT AND MOVEMENT				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
<p>AS1 – Demonstrates a variety of perceptual motor skills, in pairs and in teams, using simple rules.</p>	<p>Learners demonstrate a variety of perceptual motor skills in pairs using simple rule by:</p> <ul style="list-style-type: none"> ✓ Follows 2 simple movement rule e.g. stamp your feet 4 times, move 4 steps backwards etc ✓ Performing movements cooperatively in pairs using simple rules 	<p>Learners demonstrate a variety of perceptual motor skills, in pairs and in teams, using simple rules by:</p> <ul style="list-style-type: none"> ✓ Performs movement cooperatively. ✓ Practise DRAFTS ✓ Play word puzzles 	<p>Learners demonstrate a variety of perceptual motor skills, in pairs and in teams, using simple rules by:</p> <ul style="list-style-type: none"> ✓ Performs movement cooperatively. ✓ Practise DRAFTS ✓ Play word puzzles ✓ Playing CHESS 	<p>Learners demonstrate a variety of perceptual motor skills, in pairs and in teams, using simple rules.</p> <ul style="list-style-type: none"> ✓ Performs movement cooperatively. ✓ Practise DRAFTS ✓ Play word puzzles ✓ Playing CHESS ✓ Playing monopoly
<p>AS 2 – Performs basic movements in sequence and with repetition, with and without equipment.</p>	<p>Learners perform basic movements in sequence and with repetition without equipment by:</p> <ul style="list-style-type: none"> ✓ Using different body parts in sequence and with repetition e.g clapping hands, hopping, moving to 	<p>Learners perform basic movements in sequence and with repetition, with equipment by:</p> <ul style="list-style-type: none"> ✓ Using different equipment e.g. skipping ropes, hoola hoops etc 	<p>Learners perform basic movements in sequence and with repetition, with and without equipment by:</p> <ul style="list-style-type: none"> ✓ Using equipment appropriately with body movements in sequence and repetition 	<p>Learners perform basic movements in sequence and with repetition, with and without equipment by:</p> <ul style="list-style-type: none"> ✓ Performing body movements in sequence and repetition with or without equipment.

GRADE 3				
LEARNER ATTAINMENT TARGETS				
LO4: PHYSICAL DEVELOPMENT AND MOVEMENT				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
	the left, to the right, forwards, backwards etc.			
AS3 – Explores expressive movements using contrasts of speed, direction, body shape and position.	<p>Learners explore expressive movements by:</p> <ul style="list-style-type: none"> ✓ Following same rhythm whilst performing same movements. ✓ Following different rhythms whilst performing different movements i.e. fast and slow 	<p>Learners explore expressive movements using contrast of speed by:</p> <ul style="list-style-type: none"> ✓ Following different rhythms and speed whilst performing different movements i.e. fast and slow ✓ Follows the rhythm and speed of music whilst performing different movements. 	<p>Learners explore expressive movements using contrasts of speed, direction, body shape and position by:</p> <ul style="list-style-type: none"> ✓ Following movements and sequencing focusing on speed, rhythm direction and position. 	<p>Learners explore expressive movements using contrasts of speed, direction, body shape and position by:</p> <ul style="list-style-type: none"> ✓ Following movements and sequencing focusing on speed, rhythm, direction, body shape and position.
AS 4 – Participates in play and describes its effects on the body.	<p>Learners participate in play and describe its effects on the body by:</p> <ul style="list-style-type: none"> ✓ Identifying different games to play. e.g. dodging game, a 	<p>Learners participate in play and describe its effects on the body by:</p> <ul style="list-style-type: none"> ✓ Identifying different games to play e.g. puzzles, 	<p>Learners participate in play and describe its effects on the body by:</p> <ul style="list-style-type: none"> ✓ Identifying different games to play e.g. puzzles, 	<p>Learners participate in play and describe its effects on the body by:</p> <ul style="list-style-type: none"> ✓ Playing a variety of games. ✓ Play and explain

GRADE 3				
LEARNER ATTAINMENT TARGETS				
LO4: PHYSICAL DEVELOPMENT AND MOVEMENT				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
	mouse and a cat, spinning etc ✓ Focus on 2 games ✓ They participate in the game. ✓ They discuss the effects of the games on their bodies.	✓ Focus on 2 games ✓ They participate in the game. ✓ They discuss the effects of the games on their bodies ✓ Play and explain importance of participating in play.	✓ Focus on 4 games ✓ They participate in the game. ✓ They discuss the effects of the games on their bodies ✓ Play and explain importance of participating in play. ✓ Play and explain effects of physical activity on the body.	importance of participating in play.

Section2

SUMMARY OF FORMAL ASSESSMENT TASKS

Terms 1 - 4

SUMMARY OF FORMAL ASSESSMENT TASKS	
LIFE SKILLS: GRADE 3	
TERM 1	
FAT 1	LO 3AS 1 LO2 AS 1 LO 1 AS 4 LO 1 AS 1
TERM 2	
FAT 2	LO 1 AS 3 LO 1 AS 4 LO 3 AS 3 LO 3 AS 4 LO 4 AS 4
TERM 3	
FAT 3	LO 2 AS 2 LO 3 AS 2 LO 1 AS 3 LO 4 AS 1,2,3 & 4 LO1 AS 2
TERM 4	
FAT 4	TERM4 LO 1 AS 5 LO 1 AS 1 LO 1 AS 4 LO4 AS 4

Section 3

DESCRIPTION OF FORMAL ASSESSMENT TASKS

Terms 1 - 4

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

LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
3	1	1	Describe 2 own abilities and strengths	FAT 1 : Activity 1 Each learner writes down two of his good qualities and two of his poor qualities and say how he/she can improve	Written	Rubric
4	4	1	Discusses what a leader is (qualities) Identify a leader at school level	FAT 1: Organise a class elections for a prefect Learners are engaged in voting processes. Results are given and the prefect is announced officially	Oral /discussion Practical	Checklist
3	3	1	Coping with challenging emotions including people living with diseases and illness	FAT 1 : Activity 2 Have a scenario of someone who is HIV Positive and is not treated well at home and in the community. After that discuss about it . ask some leading questions e.g. If it was you , how would you feel?	Dramatisation / oral discussion	Checklist
1	4	1	Learners demonstrate the knowledge of emergency numbers like nearest police station, ambulance, hospital, fire brigade and child line Discussing relevant person and their contact numbers	FAT 1 Learners design their directory books with emergency numbers including the cell umbers of their parents	Written	Rubric
1	1	1	Distinguishing between healthy and unhealthy food by discussing 1-2 food groups e.g. carbohydrates and proteins	FAT 1: Activity 3 Learners are given magazines to cut and categorise types of nutritious foods paste and label the pictures on posters	Poster	Rubric

**DESCRIPTION OF FORMAL ASSESSMENT TASK: LIFE SKILLS
GRADE 3: TERM 2**

LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
1	3	1	Myths surrounding some communicable diseases	FAT 1 : Written individually What would they do or say to a friend who has a seriously ill parent. (They tick or cross whichever behaviour they identify with)	Written	Rubric
3	3	1	What to do and not to do when living with someone with a terminal illness	FAT 1: Written Learners will complete sentences based on healthy and unhealthy habits worksheet	Written w/sheet	Rubric
3	4	1	Knowledge of what to do when faced with different situations	FAT 1: Learners will be given different scenarios where they will show what they will do when faced with that situation	Dramatisation	Rubric
4	4	1	Explain effects of physical activity on the body	FAT 1: Learners are given multiply choice questions on the effects of physical activities	Written	Rubric

DESCRIPTION OF FORMAL ASSESSMENT TASK: LIFE SKILLS GRADE 3: TERM 3							
Week	LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
2	2	2	1	Explaining the meaning of and sings the National Anthem	FAT 1: Activity 1 Give and discuss the meaning of the words and phrases in the National Anthem	Written	Rubric
3	3	2	1	Why own body should be respected	FAT 1: Activity 2 Each group should be creative and make a poster with slogans and pictures illustrating the issue of abuse	Poster	Rubric
4	1	3	1	Discusses myths about communicable diseases	Fat 1 : Activity 3 Learners answer statements with either “yes” or “no”	Oral and practical	Rating scale
6	4	4,3,2 and 1	1	Keeping healthy	FAT 1: Activity 4 Group activity they move creatively and freely in pairs to the music creating their movements, steps and sequence	Demonstration	Checklist /rating scale
8	1	2	1	Learners participate in a recycling project by collecting waste material around school and at home and sort it .	FAT 1: Activity Group activity They collect pieces of rubbish found at school and at home. They categorise these according to breakables, cans, plastic and peels. They count and record the number of items collected on the graph at the end of the each day. As a group they present the graph to the whole class	Project	Rating scale

DESCRIPTION OF FORMAL ASSESSMENT TASK: LIFE SKILLS GRADE 3: TERM 4							
Week	LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
2	2	5	1	Learners discuss different religions in their communities	FAT 1 :Activity 1 <i>They should write the name of the religion and write a few sentences to describe their clothing.</i>	Written	Rubric
3 & 4	1	2	1	Learners participate in a recycling project by collecting waste material for recycling purposes	FAT 1 : Activity 2 <i>Learners use waste materials to make balls, rackets, dust pans, skipping robes etc.</i>	practical	Rubric
6	4	1,2,3 &4	1	Focus on 2 games. They participate in it and discuss the effects of the games on their bodies	FAT 1 : Activity 3 <i>Let them listen to the music of your choice. Allow them to move creatively and freely in pairs to the music creating their own movements, steps and sequences. Join two pairs together so that there are 4 learners in a group. One pair to teach the other their movements and vice versa. Allow join other groups together to have more learners and more movements</i>	Demonstration	Checklist /rating scale

**DESCRIPTION OF FORMAL ASSESSMENT TASK: LIFE SKILLS
GRADE 3: TERM 4**

Week	LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
7	1	4	1	Learners identify relevant people and their contact numbers to report cases of accidents, abuse, crime illness and injury	FAT 1: Activity 4 Divide the learners into groups of 4 , give each group a local telephone directory. Let them look for the pages with emergency numbers. If they can't show them in the front pages of the telephone directory. Each member in a group compile his/her own emergency telephone list to take home. Make sure they include their personal numbers on the list	Written	Rubric

Section 4

FORMAL ASSESSMENT TASKS

ACTIVITY 1-4

Terms 1

GRADE 3

TEACHER'S COPY

**FORMAL ASSESSMENT TASK 1 : TERM 1
GRADE 3**

ACTIVITY 1

Written : Individual activity

LO 3 AS 1 Describes own ability and strength

Each learner writes down two of his/her good qualities and two of his/her poor qualities that need to be improved. He/she must say how he/she is going to improve. Each learner has a right to improve, but also responsible and should accept advise and encouragement

ACTIVITY 2

Practical : Group activity

LO 4 AS 4 Participates in play and describes its effects on the body

LO 3 AS 1 Describes own ability and strength

The teacher plays a soft relaxing music and tells the learners which movements to perform as indicated below

Expressing my body's movement

Teacher: Once I was a small baby with helpless body

Learner : All the learners sit cross-legged and roll their bodies into small balls

Teacher : I grew stronger and capable of many movements

Learners: When the music starts, they unfold slowly, lift their arms and faces to the sky

Teacher : My mouth and voice let me sing and speak

Learners : They say aloud "I am happy"

Teacher : My arms are strong

Learners : They stand up and make circular movements with their arms, first to the front then to the back

ACTIVITY 3

Role Play, Discussion /Oral Response: Group Activity

LO 3 AS 4 Explains how he /she copes with challenges emotions including dealing with people living with diseases and illness

Have a scenario of someone who is HIV Positive and he /she is not treated well at home and in the community. Discuss about this, what should be done. Ask some questions like "how would you feel if it was you? Talk about discrimination

ACTIVITY 4**Written Response: Group Activity**

LO 1 AS 1 Compares healthy and poor dietary habits and describes the effects of such habits on personal health

Learners are given magazines to cut and categorise types of food e.g. proteins and carbohydrates. They paste these on posters and label them .they display the posters on the walls and allow the learners to walk around the classroom and look at all of them

ACTIVITY 5**Written Response: individual**

LO 1 AS 4 Identifies relevant people and their contact details to report the case of accident, abuse, crime, fire, illness and injury

Learners are given telephone directory to copy the emergency numbers and make their own telephone directory including the cell numbers of their parents or guardians

Section 4

FORMAL ASSESSMENT TASKS

ACTIVITY 1-4

Terms 1

GRADE 3

LEARNER 'S COPY

Formal Assessment Task 1

Grade 2 Term 1

Worksheet 1

Name: _____

Date: _____

COMPLETE THE FOLLOWING SENTENCES

These are my strengths

I can.....

I can

These are my weaknesses

I can't

I can't

This is what I will do to improve my weaknesses

I will.....

I will.....

Rubric

Criteria	1 Not achieved	2 Partial achieved	3 Achieved	4 Achieved with merit
Identify the strengths	Cannot identify their strength	Can identify one of the strength	Can identify the strength	Can identify the strength very well
Identify the weaknesses	Cannot identify their weaknesses	Can identify one of the weakness	Can identify the weaknesses	Can identify the weaknesses very well

Formal Assessment Task 1

Grade 2 Term 1

Worksheet 1

Name: _____

Date: _____

Expressing my body's abilities

Learners use their wonderful bodies with all its capabilities and strength by means of expressive movements

Learners are taken to a space where everyone can sit comfortable on the ground. The teacher plays the music and tells the learners which movements to perform as indicated below. He/she tells them which stage in their development they are portraying, by using the words in the first column

Teacher	Learners
Once I was a small baby with helpless body	All learners sit with cross-legged and roll their upper bodies into small balls
I grew stronger and capable of many movements	When the music starts they unfold slowly, lift their arms and faces to the sky
Now my eyes can see the sky and world around me	They close their eyes and open them again
My ears enable me to hear wonderful; sounds and friends voices	They concentrate on their ears and hear the sound of the beautiful music
My mouth and voice let me speak and sing	They say aloud " I am happy"
My arms are strong	They stand up and make circular movements with their arms-first to the front, then to the back
I can carry things	Pick up a ball in front of them and carry it to a central point
I can play sport with my arm	They pretend to hold a tennis racquet and swing it in the air
My legs and feet let me jump for joy	They stand still and then start jumping
I can walk and run	They form 2 circles. Each circle walk in an opposite direction. When the music stops, they stand still

Checklist to assess Learners

Can the learner:	
<ul style="list-style-type: none"> • Understand and react to body movement 	Yes/No
<ul style="list-style-type: none"> • Express emotions through body movements 	Yes/No
<ul style="list-style-type: none"> • Develop expressive movements through repetition 	Yes/No

Formal Assessment Task 1

Grade 2 Term 1

Worksheet 1

Name: _____

Date: _____

Scenario

A young boy of about 8 years has been diagnosed HIV Positive. His mom decided to disclose to the class teacher. The class teacher started discriminating the boy. One day he embarrassed the little boy in front of the class mentioning that he must not come closer to her because he is sick. The learners took notice of this and during break time , they also did not want to play with the little boy

Discussion around this scenario

Questions :

How does a sick person make you feel

Do you have someone ill at home?

If it was you, how would you feel?

Was the mother wrong to tell the class teacher?

Did the teacher behave in an acceptable manner? If yes why? If no why?

What should we do to treat our sick people well?

What kind of room should the sick person have?

How can you keep the sick person comfortable and happy?

Can a learner	Yes	No
Understands the content of the scenario		
Answers questions based on the scenario		
Discuss about the scenario		

Formal Assessment Task 1

Grade 2 Term 1

Worksheet 1

Name: _____

Date: _____

INSTRUCTIONS:

1. Cut out food from magazines
2. Categorise the food into proteins and carbohydrates
3. Label the food

PROTEINS	CARBOHYDRATES
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Can learners	Yes	No
Cut out food from magazines		
Categorise food		
Label the food		

Section 5

ASSESSMENT TOOLS

Formal and Informal Assessment Tasks

LO 1 AS 1

	Not achievement	Partial Achievement	Satisfactory Achievement	Outstanding Achievement
LO 1 AS1 Compares healthy and poor dietary habits and describe the effects of such habits on personal health	I cannot identify and describe the effects of healthy dietary habits. I get confused	I can identify and describe the effects of few healthy dietary habits. I still need help.	I can identify and describe the effects of most healthy dietary habits	I can identify, describe the effects and give reasons of most healthy dietary habits
	I cannot identify and describe the effects of poor dietary habits I get confused	I can identify and describe the effects of few poor dietary habits. I still need help	I can identify and describe the effects of most poor dietary habits	I can identify, describe effects and give reasons of most poor dietary habits
	I cannot identify and describe the effects of forms of exercises I get confused	I can identify and describe the effects of few forms of exercises. I still need help.	I can identify and describe the effects of most forms of exercises	I can identify, describe the effects and give reasons of most forms of exercises.

	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 Discusses myths surrounding communicable diseases and the causes and precautions

Name :		
Is the learner able to :		Date:
	Rating	Comments
Discuss myths surrounding communicable diseases		
Identify communicable diseases		
Identify symptoms of communicable diseases		
Understand issues surrounding HIV/AIDS		
Practice precautions at school concerning HIV/AIDS		
Discuss the causes of AIDS and prevention of the diseases		

Checklist

LO 1 AS 4 Identifies relevant people and their details to report cases of accidents, abuse, crime etc

Name :		
Can a learner	Yes	No
Identify dangerous situations		
Identify relevant people to report emergencies to		
Understand the importance of having the contact details of these ready at hand		
Interview relevant people to gather information on emergency		

Rubric for Assessing a Poster

LO 1 AS 1 Compares healthy and poor dietary habits

	3	2	1
Criteria	Achieved	Partial achieved	Not achieved
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

LO 2 AS1 : Rubric

Can he/she	1	2	3	4
Explains 5 leadership qualities	Can explain one quality of a leader	Can explain two qualities of a leader	Can explain three to four qualities of a leader	Can explain all qualities of a leader needed
Identify leader at school level	Cannot identify leader	Can identify a leader with a help of others	Can identify a leader	Can identify a leader very well

Section 6

PROGRAMME OF ASSESSMENT GRADE 3

PROGRAMME OF ASSESSMENT

EDUCATOR	LEARNING PROGRAMME: LIFE SKILLS	GRADE3	YEAR		
	FOCUS	TERM 1	TERM 2	TERM 3	TERM 4
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
	LEARNING OUTCOMES AND ASSESSMENT STANDARDS	LO1 AS 1,2,3 LO 2 AS 1,2 LO 3 AS 1 LO 4 AS 1,2,3&4	LO 1 AS 3,4 LO 2 AS 1 LO 3 AS 3,4 LO 4 AS 1,2,3&4	LO 1 AS 1 LO 1 AS 2 LO 2 AS 2 LO 3 AS 2 LO 4 AS 1,2,3&4	LO1 AS 1 & 4 LO 2 AS 3&4 LO 3 AS 4 LO 4 AS 1,2,3&4
	ACTIVITIES	Distinguish between healthy and unhealthy food by discussing 1-2 food groups e.g. carbohydrates and proteins Mentioning 1-2 importance of balanced diet Describing the effects of such habits on personal health Designing a balance diet for breakfast, lunch and supper Defining what myths are Discuss myths around diseases Discuss illnesses, signs and symptoms	Distinguish between healthy and unhealthy food by discussing 1-4 food groups e.g. carbohydrates and proteins, vitamins and minerals Mentioning 1-4 importance of balanced diet Describing the effects of such habits on personal health Discuss preventative	Distinguish between healthy and unhealthy food by discussing 1-6 food groups e.g. carbohydrates and proteins, vitamins, minerals, fibre and fats Mentioning 1-importance of balanced diet Describing the effects of such habits on personal health	Distinguish between healthy and unhealthy food by filling in different food types according to a food pyramid Identifying relevant people in the community Inviting nurses, policemen, social workers to talk about their roles in the community Dramatization/role play

		<p>Explain the treatment and the duration of it</p> <p>Discuss what a leader is</p> <p>Identify leaders at school level e.g. group leader, class representative</p> <p>Explain his/her school's leadership structures</p> <p>The learner describes 1-2 of their personal interest and give reasons for their response</p> <p>Stating what respect is, what it feels to be respected</p> <p>Understanding of different parts of their bodies that could either be exposed or not</p> <p>Discussing different emotions</p>	<p>measures on different situations they have been suffering from e.g. infected, affected and isolated</p> <p>Listing the relevant people in their community</p> <p>Discuss their contact details and where to find them</p> <p>Explaining terms associated with voting</p> <p>Participate in school voting</p>	<p>Collecting waste material for recycling purposes</p> <p>Sorting of different material</p> <p>Singing the National Anthem with meaning and appreciation</p>	<p>on stories about conflict resolution</p> <p>They write stories on their role models and state their reasons for their choices</p>
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Section 7

ACKNOWLEDGEMENTS

Acknowledgements

Members of the Provincial Task Team

Name	Position
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Members of District Task Team

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Teachers for their assistance

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