



Assessment FRAMEWORK for Foundation PHASE 2013



Assessment Framework for Foundation Phase 2013

FOREWORD

The Foundation Phase Assessment Framework has been developed to support the implementation of the Curriculum and Assessment Policy Statements (CAPS), the National policy pertaining to the programme and promotion requirements of the National Curriculum Statement and the National Protocol on Assessment. It provides practical suggestions in the form of exemplars and tools to support SMTs and teachers to:

- integrate planning and assessment in a systematic way;
- · manage school based assessment processes in the classroom;
- use different assessment forms and tools that are appropriate for regular continuous assessment;
- track learners' progress as per the 4 terms;
- · record and report on learners' performance
- · manage the progression and retention processes as per policy prescripts
- accurately record the overall rating (level) of learner achievement per assessment task for each term

The Foundation Phase Assessment Framework provides clarity on how assessment practices can be used in the classroom in a practical and meaningful context. It is intended to provide a starting point from which teachers can begin their journey of understanding and applying sound principles of assessment in the classroom.

This framework is intended to support both SMTs and teachers in schools by mediating the assessment policy prescripts in an illustrative manner, using relevant exemplars for the recording and reporting of learner achievement. References are made to the pertinent policy prescripts as per the assessment policy in terms of managing the school based assessment processes in schools. Both the SMTs and teachers are provided with a tool to track the curriculum content to be covered and the assessment tasks to be managed per term. Teachers are also provided with Term Planners, Programme of Assessment, exemplars of Formal Assessment Tasks (FATS) as well as recording and reporting tools. The attached Compact Disc (CD) provides additional exemplars intended to support and strengthen the planning and assessment process in schools.

It is hoped that both SMTs and teachers will benefit from using this resource material which addresses the pertinent aspects that posed a challenge to teachers in managing assessment in the Foundation Phase.

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SECTION 1:

1. Policy prescripts on Assessment for Foundation Phase Grades R to 3

The nature of assessment in the Foundation Phase is guided by policy requirements and the developmental needs of the young learners. Like all teaching and learning, assessment needs to be inclusive in its approach to assessing learners' performance and teachers should pay particular attention to the developmental needs of learners when planning for assessment. School Based Assessment (SBA) comprises both informal and formal assessment. So learning is assessed regularly, but not all of the assessment findings need to be recorded. Only planned Formal Assessment Tasks (FATS) should be recorded as per policy prescripts.

1.1 Programme and Progression requirement as per policy prescripts (extract taken from Policy Document)

PROMOTION REQUIREMENTS FOR GRADES R - 3

(1) Foundation Phase (Grades R-3)

- (a) The following guidelines stipulated in paragraph 7(2) of the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R 12 determine a learner's progress in Grade R-3
- (i) Adequate Achievement (Level 4) (50-59%) in one official language at Home Language level as contemplated in *sub-regulation* 6(1) (a); and
- (ii) Moderate Achievement (Level 3) (40-49%) in Mathematics as contemplated in sub-regulation 6(1)(b).
- (b) As far as possible all learners should progress from Grade R to Grade1 provided that they are in the correct age cohort.
- (c) In schools where Grade R is offered and where the LoLT is not the learner's Mother Tongue, such a learner should be allowed to progress from Grade R to Grade 1 with a Moderate Achievement (Level 3) in Home Language
- (d) In schools where Grade R is offered, the learner's progress in Grade R should be closely tracked and monitored on an ongoing basis using holistic rubrics that give account of the skills and knowledge that the learner demonstrates by observing him or her in daily activities.
- (e) The following guidelines stipulated in *paragraph 7(3)* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R 12* determine whether a learner should be permitted to progress from Grade 1 to Grade 2 and from Grade 2 to Grade 3 and from Grade 3 to 4 according to these requirements:
 - (i) Adequate Achievement (Level 4) (50%-59%) in one official language at Home Language level; and
 - (ii) Moderate Achievement (Level 3) (40%-49%) in the second required official language at First Additional Language level; and
 - (iii) Moderate Achievement (Level 3) (40%-49%) in Mathematics.
- (f) Deaf learners, who are either in Special Schools in terms of section 5(6) of the South African Schools Act, 1996 (Act No 84 of 1996) or those Deaf learners in ordinary schools who have been assessed and verified by a registered health professional, may obtain an Elementary Achievement (Level 2) (30%- 39%) in one of the two required official languages as contemplated in sub paragraphs (i) and (ii) above. Such deaf learners may in terms of section 6(4) of the South African Schools Act, 1996 offer South African Sign Language as a language of learning and teaching in lieu of the second required official language. This will be an interim arrangement until the relevant official South African Sign Language Curriculum and Assessment Policy Statements have been completed and approved Language.
- (g) Where a learner enters formal schooling only in Grade 1, such a learner should be given adequate support to cope with Grade 1 programme requirements and allowance should be made for such a learner to progress to Grade 2 in accordance with the age cohort.
- (h) If a learner in Grades 1-3 does not meet the minimum guidelines stipulated in sub regulation (e) in all three (3) of the required subjects for progression, such a learner will be required to repeat the grade once only in the Foundation Phase. Learners repeating a grade must be offered additional support in order to achieve an appropriate level of competence in order to progress to the next grade.
- (i) Should a learner in Grades 1-3 not meet the minimum guidelines in sub regulation (e) in all three (3) of the required subjects for a second time in the Foundation Phase, such a learner may only be retained once in the Foundation Phase, excluding Grade R, in order to prevent the learner being retained in this phase for longer than four years.

(i) Learners repeating a grade must be offered additional support in order to achieve an appropriate competence as contemplated in sub-regulation (e) in order to progress to the next grade.

SECTION 2:

2. Management of Assessment in Schools

2.1. School Based Assessment as per policy requirement:

In Foundation Phase the policy pertaining to School Based Assessment (SBA) is **stipulated** in paragraphs 8,13, 15, 22, 30 and 31 of the policy document, National Policy pertaining to the Programme and Promotion requirements of the National Curriculum Statement Grades R - 12, and in paragraphs 5, 6,7,8 and 13 of the policy document, National Protocol for Assessment Grades R - 12:

Paragraph 7 of the National Protocol for Assessment:

(1) Learners in Grades R-12 will be assessed internally according to the requirements specified in paragraphs 6 and 8(1) of the policy document National Protocol for Assessment Grades R - 12 and Section 4 of the Curriculum and Assessment Policy Statements of the required subjects listed in **Annexures A-D**, or as required by the accredited assessment body.

(2) The School-Based Assessment mark (rating) for Grades R-3 is determined during the school year and must be 100% of the total assessment.

Paragraph 8: Compilation of the School-Based Assessment must

- (a) comprise assessment tasks that constitute the learners' School-Based Assessment (for grades R- 9) and Practical/Oral Assessment mark (for grades 10 – 12) as contemplated in Chapter 4 of the Curriculum and Assessment Policy Statements, or as required by the accredited assessment body;
- (d) be available for monitoring and moderation; and
- (e) be evaluated, checked and authenticated by the teacher before being presented as the learner's evidence of performance.

(4) School-Based Assessment is a compulsory component of the promotion marks in Grades 4-12

NB: The above stipulation is a **policy requirement** for promotion from Grades 4 to 12. However for there to be a continuous process to ensure that schools manage, monitor and moderate the SBA process in a valid, authentic and accountable manner, the province has decided to **initiate this process** from Grade R so that **learner performance** at this foundational level is managed in an **accountable manner**. The province has issued a **Provincial Assessment Instruction** in this regard, thus confirming the provincial stance regarding **SBA requirements in Foundation Phase** (Grades R-3).

Paragraph 13 (3) of the National Protocol for Assessment further clarifies the policy position for Grades R to 3 with regard to the allocation of marks, that **levels** instead of **marks** be used.

In Grades R to 3 the focus should be on the **Achievement Level** and **Achievement Description** in order to support a flexible learner based and learner paced approach to the curriculum and to give effect to a variety of Performance based assessment practices that can be assessed using **holistic rubrics** reflecting **levels** obtained rather than **marks**. Paragraph 13 (3) of the National Policy pertaining to the Programme and Promotion requirements of the National Curriculum Statement for Grades R - 12 states that:

The "marks %" column will not be applicable to Grades R-3 for recording and reporting purposes.

Note to SMTs and teachers on the use of Levels instead of Marks in recording and reporting of learner achievement:

In view of the policy requirements pertaining to School Based Assessment (SBA), all recording and reporting processes will reflect the final assessment rating in **levels** and not **marks**. In the specific subject sections in this document, aspects relating to recording and reporting of learner performance will be indicated in **levels** rather than in **marks**. This is a **policy requirement as stipulated** in paragraph **13 (3)** of the National Policy pertaining to the Programme and Promotion requirements and paragraph **13 (3)** of the National Protocol for Assessment.

A table has been provided (on pages **27-28)** that reflects a guideline on the conversion of achievement from **marks** and **ticks** to **levels** for the respective assessment activities in the relevant subject. Recording in levels ensures that each learner is being assessed according to his/her respective developmental needs and learning style which is typical of assessment at this formative period of a child's learning. At this foundational level learners demonstrate their achievement in more practical and oral forms and hence the rating should be reflected in levels (using rubrics) rather than in marks. However, depending on the nature of the assessment, some of the activities will be assessed using marks and the conversion table provided will assist teachers to record the relevant level accordingly.

2.2 Supporting Schools with Policy implementation focusing on Curriculum Coverage and Assessment Tracking:

Ensuring effective and efficient implementation of the curriculum remains the core responsibility of key role players at the provincial, district and school level. Creating synergy of responsibility and common focus across the different roles will impact on the effective functioning and improved performance on the school as an entity. In view of this schools will be supported by providing relevant monitoring instruments that should be used to ascertain the level of curriculum scope coverage and assessment tasks to be covered for the year.

2.2.1. RESPONSIBILITIES

For this process to be realised successfully both the members of the School Management Teams (SMTs) and the teachers have to acknowledge their respective responsibilities.

2.2.1.1. Role of School Management Teams - SMT's (HOD's)

The following tasks are expected of the principal and the Head of Department (HOD): The SMT's oversees the National Curriculum and Assessment Policy Statement implementation through monitoring and supporting curriculum implementation and coverage by:

- monitoring Curriculum Content coverage and assessment tracking
- tracking the recording of Formal Assessment Tasks in the Recording Sheets
- providing intervention programmes for learners experiencing barriers to learning
- encouraging teachers to participate in communities/committees of professional best practices
- analysing teacher training and development needs from Professional Development plans(PDP)
 - ensuring that the instructional teaching time for Grades R to 3 is adhered too and timetabled for accordingly
- implementing promotion and progression policy as well as providing support for retention as per policy prescripts
- reporting on learner progress to all stakeholders every quarter
- ensuring that there are enrichment and remediation programmes for high flyers and learners experiencing barriers to learning
- Overseeing and supporting the utilization of Workbooks
- ensuring that the school is implementing the Literacy and Numeracy strategy interventions
- overseeing that appropriate and relevant LTSM and other resources are available and are used effectively to support curriculum delivery and implementation
- providing teachers with adequate classroom based support through focused meetings/workshops on key areas of curriculum ensuring that the school is implementing the Literacy and Numeracy strategy interventions

2.2.1.2 Role of teachers

The teacher is responsible for the implementation of the National Curriculum and Assessment Policy Statement (CAPS) through:

- adhering to the CAPS curriculum content as per the allocated time frames as per the CAPS
- developing a "Catch Up Plan" in case of not being aligned with the time frames as per policy requirements
- developing quality lesson plans and assessment programmes
- ensuring that the CAPS time allocation for all subjects is adhered too from Grades R to 3
- managing an authentic Teacher File that contains all the relevant information on Planning. Teaching and Assessment
- reporting on learner progress to all stakeholders every quarter
- participation in committee of professional best practices
- integrating the lesson plans in their day to day teaching and assessment
- using the National Curriculum and Assessment Policy Statement documents
- utilising available teaching and learning resources including the Workbooks

2.3 Monitoring the Curriculum Coverage, tracking of Assessment Tasks and moderation of School Based Assessment (SBA)

2.3.1 Summary of the required number of Formal Assessment Tasks (FATS)

The following schedule is an extract from the Government Gazette, 11 Dec 2012: No 29467 and CAPS Policy for Grades 1-3) for Foundation Phase, which SMTs can use as a checklist to monitor and support the teachers:

HOME LANGUAGE (GRADE 1 - 3)

Grade	Term 1	Term 2	Term 3	Term 4	Total
1	1	2	2	2	7
2	1	2	2	2	7
3	1	3	3	2	9

2. FIRST ADDITIONAL LANGUAGE (GRADE 1 – 3)

Grade	Term 1	Term 2	Term 3	Term 4	Total
1	1	1	1	1	4
2	1	1	2	1	5
3	1	2	2	1	6

3. MATHEMATICS (GRADE 1 – 3)

Grade	Term 1	Term 2	Term 3	Term 4	Total
1	2	2	2	1	7
2	2	2	2	2	8
3	2	3	3	2	10

4. LIFE SKILLS (GRADE 1 - 3)

Grade	Term 1	Term 2	Term 3	Term 4	Total
1	1	1	1	1	4
2	1	1	1	1	4
3	1	1	1	1	4

2.3.2 Curriculum Coverage and Assessment Tracking

As outlined above the School Management Teams (SMTs) are responsible to monitor the **Curriculum Content** coverage and track the recording of **Assessment** as per policy prescripts.

The Monitoring Tool / Checklist and the SBA Tools below details the aspects that the SMTs can use to monitor and support the Foundation Phase teachers in managing the curriculum content and track the Formal Assessment Tasks for the term.



	CURRICULUM	OVERAGE & ASSESSME	INT TRACKING M	ONITORING TOOL FOR SC	HOOL MANAGEMENT TEAMS (SM	is)
NAME OF SCHOOL						
GRADE						
NAME OF TEACHER/S						
DATE OF MONITORING						
			FOCU	US AREAS		
		1. COMPLIANCE	TO CAPS AND S	SUPPORTING CAPS IMPLE	MENTATION	
	YES (Please tick)		NO (Please tick)		REMEDIAL ACTION	COMMENTS
1.1 Is the number of teaching hours compliant with CAPS policy documents?						
1.2 Do teachers have the following:CAPS policy documents?						
 Sufficient and relevant Teaching and Learning resources, including Workbook, Wall charts, manipulatives, etc? 						
Do learners have workbooks for Language, Mathematics and Life Skills?						
Provincial Subject Improvement Plans?						
District Subject Improvement Plans for Languages, Mathematics?	YES (Please tick)	YES (Please tick)			REMEDIAL ACTION	COMMENTS
School Improvement Plan?						
Provincial Circular 02 of 2013 on ANA?						
School SBA Programme.?						
District SBA programme?						
 Provincial Guidelines on CAPS Implementation of : Grade R First Additional Language (FAL) Mathematics Life Skills 						
		2. CUR	RICULUM CONTE	NT (TEACHING & LEARNIN	IG)	
	YES (Please tick)		NO (Please tick)		REMEDIAL ACTION	COMMENTS
2.1 Are teachers adhering to curriculum content as per CAPS Policy Documents?						
2.2 How far are teachers with the curriculum coverage?			1 week behind	2 weeks behind		
	Up to date	ahead	3 weeks behind	4 weeks or more -		
 2.3 Which areas of content have teachers not covered? List the areas for: Home Language First additional Language Mathematics Life Skills 	2					
	4					

					3. TR	ACKING OF	ASSESS	MENT		
	YES (Please tick))			NO (Please ticl	k)			REMEDIAL ACTION	COMMENTS
3.1 Is the teacher adhering to the Programme of Assessment?										
			C	omplete	when applic	able				
3.2 Please list SBA Assessment Tasks completed for	Terr	n 1	Terr	n 2	Ter	rm 3		Term 4		
Home Language	Task	Date completed	Task	Date completed		Date completed	Task	Date completed		
									-	
Please list the SBA assessment Tasks completed for : First Additional Language	Terr	n 1	Terr	n 2	Ter	rm 3		Term 4		
	Task	Date completed	Task	Date completed	Task	Date completed	Task	Date completed		
Please list the SBA assessment Tasks completed for : Mathematics:	Terr	n 1	Terr	n 2	Ter	rm 3		Term 4		
	Task	Date completed	Task	Date completed	Task	Date completed	Task	Date completed		
Please list the SBA assessment Tasks completed for : Life Skills	Terr	n 1	Terr	n 3	Ter	rm 1		Term 3		
	Task	Date completed	Task	Date completed	Task	Date completed	Task	Date completed		
3.3 Is there clear evidence of moderation of assessment tasks?	YES (Please tick))			NO (Please ticl	k)				
3.4 Is there clear alignment of dates of completion of curriculum content and assessment tasks?	YES (Please tick)				NO (Please ticl	k)				
3.5 Is there correlation between learner evidence of work and the teacher file?	YES (Please tick))			NO (Please ticl	k)				

SCHOOL STAMP

2.3.2 Monitoring and Moderation of School Based Assessment (SBA)

School Management Teams (SMTs) are provided with two (options of) SBA tools that can be used to monitor the SBA process in the respective grades. Below are two exemplars for Life Skills and SMTs are choose any one of these options.

OPTION 1

FOUNDATION PHASE SBA MODERATION CHECKLIST FOR ALL SUBJECTS

YEAR:

GRADE: _____ TEACHER: _____

		TERM	/1	TERM 2	TERM 3	TERM 4
1. Evidence of Program	mme of Assessment					
2. Formal assessmen Prescripts and up to 3. Complexity of tasks						
	pes and forms of assessment					
4. Appropriate assessn						
5. Evidence of Informa	al Assessment					
	LEARNER WOR	RKBOO	KS	•		
		TERM	11	TERM 2	TERM 3	TERM 4
	ects opportunities for learners to ent and skills learnt					
2. Learner work mar	ked and dated regularly					
	buraged to perform better – remarks by r motivation stickers used					
4. Learner work refle week to date	ects the content planned for each					
Signature and Comments:	TERM 1					
Comments.	TERM 2					
	TERM 3					
GRADE HEAD	TERM 4					
Signature and Comments:	TERM 1					
	TERM 2					
	TERM 3					
HOD / PRINCIPAL	TERM 4					

FOUNDATION PHASE SBA MODERATION CHECKLIST MODERATION OF FORMAL ASSESSMENT TASK EVIDENCE OF LEARNERS

YEAR: GRADE: TEACHER:_____

	LANGUAGE Home Language						
		FAT 1					
1. Number of Tasks r	noderated.						
2. Quality of the mark 3. Marks correctly red							
3. Marks correctly rec	Solued.						
LANGUAGE Additional Language							
		FAT 1					
1. Number of Tasks r							
2. Quality of the mark 3. Marks correctly red							
3. Warks correctly rec							
MATHEMATICS							
		FAT 1					
1. Number of Tasks r 2. Quality of the mark							
3. Marks correctly red							
	LIFE SK	LLS					
		FAT 1					
1. Number of Tasks r							
2. Quality of the mark 3. Marks correctly red	king.						
3. Marks correctly rec							
Signature and	TERM 1						
Comments:	TERM 2						
	TERM 3						
	TERM 4						
Grade Head							
Cinn atura an d	TERM 1						
Signature and Comments:		Signature and Comments:					
	TERM 3 TERM 4	e entition to.					
HOD		PRINCIPAL					

FOUNDATION PHASE SBA MODERATION CHECKLIST

GRADE:_____ TEACHER:_____

YEAR:

		Term 1	Term 2	Term 3	Term 4
1. Appearance – nea	t and tidy.				
2. Logical arrangeme	ent of the necessary information.				
3. Name of teacher, f	file name and grade on cover.				
Evidence of the follo	owing:				
1. Class List and Infor	rmation of Learners.				
2. Time Table – class	and personal				
3. Foundation Phase	Meetings agenda's.				
4. CAPS Policy Docur	ments and guidelines available.				
5.Weekly planning co					
6.Other General Inform notifications from the	mation – correspondence and e district office				
Signature and Comments:	TERM 1				
	TERM 2				
HOD	TERM 3				
	TERM 4				
Signature and Comments:	TERM 1				
	TERM 2				
PRINCIPAL	TERM 3				
	TERM 4				

OPTION 2

FOUNDATION PHASE: SMT MONITORING AND MODERATION CHECKLIST FOR LIFE SKILLS SBA: GRADE

3

School	Principal	Educator	
Grade	Date		
Contact No.	Circuit	SMT Monitor	

1 PI 4	NNING FOR	DI	ESCRIPTORS				
	SMENT	Tick (\checkmark) on the relevant item					
1.1	PROGRAMME OF ASSESSMENT	Does not align with CAPS Prescripts	Does align with CAPS Prescripts				
	Is it aligned with the CAPS Prescripts?	Does not reflect the required Study Areas, concepts and skills with the relevant activities.	Does reflect the required Study Areas, concepts and skills with the relevant activities.				
		Does not reflect the prescribed number of Tasks	Does reflect the prescribed number of Tasks				
1.2	PLANNING	Tick (\checkmark) on the relevant item					
1.2.1	Are Lesson Plans informed by:	CAPS	DBE Rainbow Learner Work Books				
1.2.2	Is the Term plan organised into Weekly Planner	Weekly planner is not evident	Weekly planner is evident				

Over	Overall Performance Profile according to SBA Monitoring and Moderation Tick (✓) on the relevant item					
Intervention needed . Does not comply with policy requirements.	Support needed. Seldom complies with policy requirements.	Refinement needed. Most of the time complies with policy requirements.	Commendable. Fully complies with policy requirements.			
Planning, assessment task and recording of learner performance incomplete and does not align with CAPS Policy requirements. Progression of learners cannot be validated.	Planning, assessment task and recording of learner performance incomplete and not fully aligned with CAPS Policy requirements. Progression of learners is questionable.	Planning, assessment task and recording of learner performance nearly complete and generally aligns with CAPS Policy requirements .Progression of learners is validated.	Planning, assessment task and recording of learner performance fully complete and aligns with CAPS Policy requirements. Progression of learners is validated.			

2. ASSESSMENT TASKS AND LEARNER EVIDENCE

2.1 LEARNER'S EVIDENCE:

TERM 1

FORMAL ASSESSMENT TASK		
BEGINNING KNOWLEDGE AND PERSONAL AND SOCIAL WELL-BEING	 ✓ evident evident 	× not
(List the topic / Concepts and skills targeted e.g. Observing and communicating Comparing and Classifying)		Written
REMARKS	•	•

CREATIVE ARTS		× not
		Written
Performing Arts		
Dance		
Drama		
Music		
Visual Arts		
2- D Painting/ drawing/ collage		
3-D model		
REMARKS		

	PHYSICAL EDUCATION		× not
PHYSIC			Written
•	Movement (Locomotor/ non-locomotor)		
•	Balance		
•	Co-ordination		
•	Rhythm		
•	Laterality		
•	Direction		
٠	Games		
REMAR	KS		

2.2 ASSESSMENT TASK REQUIREMENTS:

FC	DRMAL ASSESSMENT TASKS	Tick (✓) on the rele	Tick (\checkmark) on the relevant item				
2.1	Is the balance between the oral/practical Study Area and the written Study Area appropriate?	The balance between the oral/ practical and written Study Areas is not evident.	A balance between oral/ practical and written Study Areas is sometimes evident.	A balance between oral/ practical and written Study Areas is often evident.	A good balance between oral/ practical and written Study Areas is evident.		
2.2	Does the complexity of each task align with the content areas and topics?	Activities are not complex and not aligned with the Study Areas, concepts and skills required.	Some activities are complex and aligned with the Study Areas, concepts and skills required	Most activities are complex and aligned with the Study Areas, concepts and skills required.	All activities are complex and aligned with the Study Areas, concepts and skills required.		
2.3	Are the tools relevant to the assessment activities and the	Assessment tools	C Assessment	C Assessment	C Assessment		
	Study Areas, concepts and skills targeted? - 7 point scale	used to assess learner performance are not appropriate and/or available.	tools used to assess learner performance are seldom appropriate and/or available	tools used to assess learner performance are mostly appropriate and/or available	tools used to assess learner performance are always appropriate and/or available.		

2.3 EVIDENCE OF LEARNER WORK IN WORK BOOKS:

LEARNER WORK BOOKS	 ✓ evident × not evident
Does learner work reflect opportunities for learners to practice the content and skills learnt?	
Is the learner work marked?	
Is the marking dated?	
Is the learner work dated?	
Does the teacher provide feedback or comments on the learner work ?	
REMARKS	

3. RECORI	DING:	Tick (\checkmark) on the relevant item						
	MAL DRDING f informal recording.	No informal recording evident.		Informal recording is evident.				
3.2 FORMA	AL RECORDING							
sh pe th sk	Does the recording heet reflect learner erformance against ne concepts and kills in each ssessment task?	Recording sheets do not reflect learner performance against concept and skills	seldom reflect learner performance against		seldom reflect learner performance against		Recording sheets often reflect learner performance against concepts and skills	Recording sheets always reflect learner performance against concepts and skills
0\	ooes it reflect an verall performance n each Study Area?	Recording sheets do not reflect an overall performance against each Study Area.	seldom reflect an overall performance		Recording sheets seldom reflect an overall performance against each Study		Recording sheets often reflect an overall performance against each Study Area.	Recording sheets always reflect an overall performance against each Study Area.
th ac re w	boes the level of chievement ecorded correlate with the learner erformance eflected in the task?	Learner achievement does not correlate with the learner performance reflected in the task.	seldom c	Chievement orrelates with r performance n the task.	Learner achievement often correlates with the learner performance reflected in the task.	Learner achievement always correlates with the learner performance reflected in the task.		
in	to the records ndicate intervention nd support trategies used?	No intervention records or improvement plans are evident.		on records or ent plans are vident.	Intervention records or improvement plans are often evident.	Intervention records or improvement plans are always evident.		
SKILLS Eviden	YSIS OF LIFE S RESULTS nee of analysis of iills results.	□ No analysis of Life S	I Skills results is evident.		Analysis of Life Skills results is evident.			
	NCE OF LIFE LS IMPROVEMENT I	□No evidence of Life S □Does not reflect pr	•	•	□Life Skills improvement plan is evident □Does reflect practical teaching hints			

4. AREAS FOR IMPROVEMENT: Refer also to the remarks in point 2.

RESPONSE FROM EDUCATOR				
OVERALL REMARKS				
SIGNATURE: EDUCATOR	Date			
SIGNATURE:S MT MONITOR	Date			
	School Stamp			

2. 4 PLANNING FOR ASSESSMENT

2.4.1 Planning for Assessment

When planning for Assessment the SMT and Educators need to be guided by the school policy/guideline on Assessment. A policy guideline is a document that should be drawn up by the Foundation Phase Department of the school. The information that the document contains should be able to provide clarity to educators regarding assessment. Most of the information may come from National policies, some from the school management and others gathered from the implementation process by educators in the Foundation Phase. The following need to be considered when planning for Teaching, Learning and Assessment:

- When should the Educator/s engage with the planning process?
- Who is going to teach which grade?
- What curriculum content should be covered?
- What files should be kept?
- When are meetings held?
- What should be handed to the School Management Teams (SMT's)?
- How often should learners' evidence of work be checked?
- How many forms of assessment should be done for the year?
- What assessments methods, tools and techniques should be used?
- How are the Learner's evidence assessed e.g. A poster use of rubrics etc.
- How are the results / responses of learners recorded and reported?
- Are the Parents and learners informed about the processes involved in Assessment?
- Is assessment managed in accordance with the National Policy requirements as articulated in the Assessment Policy?

2.4.2 PREPARING THE LEARNERS FOR ASSESSMENT

For the process of Assessment to be transparent, meaningful, practical, valid, achievable and enjoyable for learners, educators have to ensure that learners understand what is expected of them in terms of what aspects he/she will be assessed on. For example, if a learner or a group of learners are engaged in in Oral presentation or a Poster these learners need to be informed that the educator will observe, for example, the following assessment criteria:

- Use of Language,
- Relevance to topic,
- Originality/Creativity,
- Group Involvement,
- Use of Space (for Posters) and
- Use of Resources etc.

Right from the beginning of the teaching and learning process learners need to be informed about what criteria the educator will use to assess them in the respective forms of assessment, be it an Oral or Written Presentation, Drama, Dance, Musical Presentation, Research Project and Poster etc. Constantly learners need to be reminded about what educators will be observing when they (the learners) are engaged in, either in the teaching and learning activities or in the assessment activities. The educators will use standard criteria (for a particular form of assessment) and this has to be displayed in the classroom for all the learners to note before they engage with any form of assessment. Educators who have followed this procedure have testified to the benefits of informing learners before being involved in the assessment process. The benefits being, learners performing better in the assessment activities due to the fact that aspects to be assessed on are transparent to them.

2.4.3. SCHOOL ASSESSMENT POLICY

Every school is expected to develop a School Assessment Policy which is a national requirement.

For Assessment to be reliable, authentic, transparent and practical every school must develop a policy on assessment. The following criteria need to be considered when finalizing the school policy:

- What factors must the School Assessment Team (SAT) keep in mind when developing a school assessment policy?
- Who develops the school assessment policy?
- Why must we develop a school assessment policy?
- What are we going to assess in each Subject?
- Which methods, tools and forms are we going to use?
- How often should we assess?
- What are the different Assessment records that the school needs to manage and maintain?

Note: School management teams and educators can consider the following aspects as a checklist to develop the school assessment policy.

- Contact time at school per week, per term, for the year.
- Different forms and tools for assessment. Accommodation of the different Learning pace and Learning styles of learners.
- A Programme of Assessment that details the number of Formal Assessment Tasks (FATS) per term.
- Consideration of the weighting of the respective components and content areas in the different subjects when planning the Formal Assessment Tasks (FATS).
- Only assess what learners have been exposed to.
- Make reference to all other relevant policies that impact on assessment.
- Consider the school environment and availability of resources.

Informal assessment

- Informal assessment happens by observing oral, practical and written activities that the learner does independently, or in a pair, or in a group. Lesson planning should incorporate such informal assessment tasks and activities.
- The teacher observes how the learners do their tasks, what they are struggling with, and how learners work together in a group or independently. Informal daily assessment tasks are not formally recorded unless the teacher wishes to do so.

Formal assessment

- Formal assessment provides teachers with a systematic way of assessing and evaluating the learner's progress.
 Formal assessment tasks need to be carefully planned, recorded, and reported for in all three Learning Programmes. (Literacy, Numeracy, Life Skills)
- Teachers should choose appropriate and relevant forms of assessment which suit the different learning styles and ability levels of all learners. The form(s) of assessment should also be grade and age-appropriate

SECTION 3: DIFFERENTIATING ASSESSMENT

As with differentiated instruction, differentiated assessment is based on the thinking that the needs of learners cannot all be met in the same way. A differentiated curriculum accommodates the assessment of learners and their learning is integral to the teaching and learning process.

3.1 KEY PRINCIPLES FOR ASSESSMENT IN A DIVERSE CLASSROOM.

- We should have high expectations for all learners.
- Every learner should have access to the standard of assessment best suited to his needs.
- No learner will be disadvantaged by the assessment strategy.
- Teachers are accountable for children's achievement.
- Assessment informs us tell us about what the child can do at a particular stage.
- Assessment informs us about what support a learner needs to progress to another level.
- Every child can show what knowledge and skills he or she has learned in creative ways.
- Assessment should be authentic and make provision for multiple abilities, learning styles and levels.
- Assessment is supportive teaching practices.
- Assessment should be integrated in teaching and learning process.
- All learners can be accommodated within the flexible framework of the Curriculum and Assessment Policy Statements (CAPS).
- The learner's abilities determine what will be expected from him/her.

The following aspects must be considered when assessing all the learners:

Assessing to find out about readiness and learner pre-skills

- How much prior knowledge or experience do learners have?
- What level of achievement and readiness do learners have?
- Are any learners missing the skills or understandings they need to learnthis material?
- Will learners need help to overcome any misconceptions or gaps in knowledge about the topic?

Assessing progress with the curriculum

- Are learners learning what they were taught?
- Are they at the right entry point to 'grasp' the content worked on in the classroom?
- Are they practicing and performing as expected?
- Are they applying the facts, concepts and/or skills being learned

Assessing learner Interests

- Are they showing interest in a new topic or area of study?
- Are they sharing their interests with others?
- Are learners engaged in the lessons and activities?

Assessing learner characteristics

- What are their preferred learning styles (e.g., whole class teaching or pair work)?
- What are their responses to the materials?
- What are their responses to the difficulty level of instruction?
- What are their responses to the pacing of instruction?
- What are their responses to the learning environment?

Differentiated assessment

Differentiating assessment involves rethinking the traditional practice of having all learners do the same assessment tasks at the same time. In this new way of thinking, teachers need an assessment approach and plan that is flexible enough to accommodate a range of learner needs.

Purpose of differentiated assessment

Differentiated assessment will enable learners of various abilities and with varied experience to best demonstrate what they know.

Managing differentiated assessment

As a teacher gets to know her learners, and as learner differences emerge, assessment needs to become more differentiated. The goal is to meet learners where they are and to help them progress to the next step in their learning. Thus it is a cyclical process: assessment and instruction support and inform each other.



Figure 4: Differentiated Assessment Process (Department of Education, Alberta, 2007)

These are some of the procedures that teachers can follow when differentiating assessment:

- · Design assessment tasks which would allow for different learning styles or intelligences
- Allow for group assessment tasks.
- Pace or scaffold the assessment activities
- · Allow for tests and assignments to be taken orally as well as in written form
- Give multiple-choice options
- Provide tasks which require short answers for certain learners
- Allow learners extra time to complete the task
- Use technology, aids or other special arrangements to undertake assessment tasks
- Keep a record of materials and assessment tasks used
- Keep teachers observation books for certain learners who need additional support
- Focus only on key concepts for certain learners
- Focus on the positive aspects or talents of the learners.
- Vary assessment activities.
- Exclude some marks collected early in the semester for a learner who performed poorly at the beginning of the year but subsequently made good progress.

3.2 ACCOMMODATING THE DIFFERENT LEARNING STYLES OF LEARNERS:

Diversity in Assessment

To understand the uniqueness and diversity of the process of assessment educators must understand that learners have different intelligences and this influences their responses and participation in the learning process. The following **eight intelligences** have been identified by Howard Gardiner and are very relevant in the Foundation Phase because learners learn according to their unique learning style.

Visual-Spatial: Thinks in images. Likes drawing and observing. Does well at mind-mapping, puzzles, and graphics illustrations. Learners see and imagine pictures well (**possible careers**, architects, navigators, artists, designers, pilots)

Bodily Kinaesthetic: Thinks through sensations. Likes sport, drama, movement, physical activity. Good at using the wisdom of the body and the brain's motor cortex (**possible careers** sportsmen, dancers, performing artists)

Musical-Rhythmic: Thinks rhythmically and in tunes. Likes music and dance. Often taps and hums. Recognises tonal patterns, sounds, and beats (**possible careers** musicians, actors)

Interpersonal: Thinks best with others.

Likes co-operative, people centred activities. Good person-to-person relationships and communication (**possible** careers, educators, lawyers, nurses, radio and TV personalities, actors)

Intra-Personal: Thinks best alone. Likes individual self paced and self managed activities. Reflective and quiet. In touch with self and own feelings. (possible **careers**, writers, philosophers, psychologists, religious leaders, actors)

Verbal-Linguistic: Thinks in words. Likes reading, writing, listening and speaking. Does well with books, dialogues, debates. (possible careers, journalists, speech writers, political leaders, educators)

Logical-Mathematical: Likes reasoning. Likes to organize and interpret data. Does well at mathematics and science problem solving activities.

Good at inductive, deductive and abstract thinking (**possible careers**, mathematicians, scientists, designers, architects, economists)

Naturalistic: Creating an understanding and meaning through the world, excursions and research (**possible careers**, geologists, scientists, veterinarians)

Link with Learning Styles and Multiple Intelligences

1	Visual / Spatial Intelligence	Thinks in words. Likes reading, writing, listening and speaking. Does well with books, dialogues and debate s.
2	Verbal / Linguistic Intelligence	Likes reasoning. Likes to organize and interpret data. Does well in maths and science problem solving.
3	Intrapersonal Intelligence	Thinks in images. Likes drawing and observing. Does well at mind-mapping, puzzles, graphics.
4	Bodily / Kinaesthetic Intelligence	Thinks rhythmically and in tunes. Likes music and dance. Often taps and hums a tune.
5	Musical / Rhythmic Intelligence	Thinks through sensations. Likes sport and drama, movement, physical.
6	Naturalistic Intelligence	Thinks best with others. Likes co-operative and group activities. Good at interactive, people centred activities
7	Logical / Mathematical Intelligence	Thinks best alone. Likes individual self-paced and managed activities. Reflective and quiet.
8	Interpersonal Intelligence	Creating and understanding and meaning through the world, excursions and research

The following offers further support to Educators in understanding learners with the respective Learning Styles / Intelligences and plan to assess accordingly:-

Intelligence	Description	Stimuli	Skills
Verbal / Linguistic	Word Smart	Written and spoken words	Listening, speaking, reading, writing, encoding and decoding language.
Logical / Mathematical	Logic/Math Smart	Patterns, relations, numbers and symbols	Problem solving, reasoning and numerical skills
Visual / Spatial	Art/Space Smart	Colour, shape and distance	Sense of direction, painting, sculpting, arranging and decorating
Musical / Rhythmic	Music Smart	Rhythm, pitch and timbre	Composing, performing, appreciating and recognizing music.
Bodily / Kinesthetic	Body Smart	Bodily cues	Dancing, catching, throwing, jumping, handling objects, moving with grace and precision
Naturalists	Nature Smart	Flora, fauna, rocks and clouds	Green fingers, animal husbandry, discriminating, recognizing, categorizing and analyzing
Interpersonal	People Smart	Desires, motivation and feelings of others	Empathy, organizational skills, leadership skills, conflict resolution and consensus seeking skills and social skills.
Intrapersonal	Self Smart	Emotions, impulses, moods and deeper thoughts	Self-knowledge, self-concept, self image, self-direction and self management

Like all teaching and learning, assessment needs to be inclusive in its approach to assessing learners' performance and teachers should pay particular attention to the developmental needs of learners when planning for assessment. Therefore in assessing learners' performance a variety forms of assessment must be used (Practical, Oral and Written), hence the learner evidence must be assessed and recorded accordingly using mark and rubrics, and the final rating to be reflected in **levels** and not in **marks or percentages**.

SECTION 4: ASSESSMENT TOOLS

4. Tools for Recording and Reporting Assessment

4.1. Rubrics (Holistic and Analytical)

Rubrics

A rubric is a printed set of criteria for assessing knowledge, performance or product and for giving feedback. It is a tool that is used by the teacher to differentiate one learner from another by judging their achievement based on clearly uniform criteria.

A rubric allows the teacher to identify learners that do not achieve the requirement more effectively and reflects the principle of equity and fairness

How could I use it?

- To assess knowledge, performance or product.
- To make explicit for students what is being assessed.
- To identify areas where improvements can be made.
- To identify areas where extra support may be needed.

Why should I use it?

Rubrics can be used to:

- focus teaching and learning
- involve students more closely in their assessment
- set explicit standards that students can understand
- develop students' competence at self-assessment.

When should I use it?

- At the beginning of a learning activity.
- During a learning activity to guide their work.
- At the completion of a learning activity to assess learning or performance

What are the major kinds of rubrics?

There are two kinds of rubrics for evaluating: holistic and analytic. Each kind of rubric has its own advantages and disadvantages. Using which kind depends on the teacher's purpose.

Holistic Rubrics:

The holistic method gives one score that reflects the reader's overall impression of the paper, considering all criteria at as a whole. However using holistic rubrics, teachers must note that two learners might receive a tick, but their level of competencies' will not be at the same level

Exemplar of a Holistic Rubric for Life Skills Grades 1

r	Criteria CHOOSE THE FOLLOWING FROM THE CAPS DOCUMENT ON HICH YOU WOULD LIKE TO	□ I can • I am almost there X I need help	Comments
Beginning Knowledge and Personal and Social Well-being	REPORT TO THE PARENTS Choose what aspect you want the learners to be able to know and write down 4 most important ones		
Creative Arts :	Choose a 2D aspect you want to assess (art activity)		
Creative Games and skills	Choose a 3D or Visual Art aspect you want to assess (box construction)		
Improvise and interpret Create in 2-D	Choose Music		
Create in 43-D	Choose Drama		
Physical Education	Choose Dance		
(Choose from)	Choose from CAPS Perceptual Motor		
	Choose from Rhythm		
	Choose from Co-ordination		
	Choose from Balance		
	Choose from Spatial Orientation Choose from Laterality		
	Sport and Games		

FINAL RATING : I can \checkmark 5 or less ticks = 1; 6 to 7 ticks = 2; 8 to 9 ticks = 3; 10 to 11 ticks = 4; 12 to 13 ticks = 5; 14 to 15 ticks = 6 ; 16to 20 ticks = 7						
1 Not achieved No progress, needs immediate attention	2 Elementary achievement Very little progress	3 Moderate achievement Little progress	4 Adequate achievement Satisfactory progress	5 Substantial achievement Good progress	6 Meritorious achievement Very good progress	7 Outstanding achievement Exceptional progress

The analytic method gives separate scores for each criterion--for example assessing a 3-D object a product that e.g. a train that learners made from waste material such as boxes etc.

Exemplar of an Analytic Rubric for English First Additional Language - Grade 1

Component	Criteria	No Achievement	Elementary Achievement	Moderate Achievement	Adequate Achievement	Substantial Achievement	Meritorious Achievement	Outstanding Achievement
	Level	1	2	3	4	5	6	7
Reading	Claps out syllables in familiar words	Claps randomly and Are unable to understand syllables.	Claps syllables when guided by teacher , but not without help.	Claps syllables for most words with some help and correction at times.	Claps syllables for many words correctly, but is sometimes unsure.	Hesitant at first but understands How to identify and clap syllables.	Usually identifies natural breaks in words to clap syllables.	Identifies natural breaks in words unaided and claps syllables with ease.
Reading	Answers questions about the story.	Unable to answer questions. Show little understanding of the stories	Answer some questions with one word answers when prompted by teacher.	Answer most questions with one word answers when prompted by teacher.	Answers more simple questions but does not always understand.	Answers some questions showing a fair understanding	Answers most questions showing a good understanding	Answers all questions fully and with complete understanding.
Reading	Indicates objects in story pictures in response to instructions.	Unable to find objects in pictures or follow detailed instructions from the teacher.	Finds some objects with help or explanation in home language from teacher.	Finds most objects with help or explanation in home language from teacher.	Finds some objects in pictures in response to instructions but often just guesses.	Finds most objects in pictures when given some clues or explanation from teacher.	Finds most objects in pictures; understands most instructions.	Finds all objects in pictures without errors; understands all instructions.

For "Clapping out syllables" the child scored a **3**. For "Answering Questions" the child obtained a **4**.

For "Indicating objects in story pictures" the child obtained a 3.

An overall rating would then be a 3. The teacher will be able to see the child's strengths and weaknesses.

Many teachers prefer analytic scales because the breakdown of the task into components conveys detailed information about the teacher's judgment of the product

How to use a rubric?

- Select criteria of the performance or product to be assessed before learners begin to work.
- Look at some examples of learners' work to see if you have omitted any important criteria.
- Refine and consolidate your list of criteria as needed.
- Write a definition of each of the criteria.
- Develop a scale or continuum for describing the range of products or performances on each of the criteria. Take care to ensure your continuum for each rubric is always set out the same way for example, **lowest** performance on the left and highest on the right.
- You should test your rubric or checklist on a sample of the learners' work.
- Make changes to your rubric if necessary and try it out again.

Use the following descriptors and wording to compile your own Rubric:

Rating Code	Descriptors
7	A consistent and thorough understanding of the required knowledge skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The learner consistently demonstrates originality and insight and always produces work of high quality .
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The learner generally demonstrates originality and insight.
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The learner generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
3	Limited achievement of the required knowledge and skills g, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
2	Very limited achievement of the required knowledge and skills. The learner has difficulty in understanding the required knowledge and skills and is unable to apply them fully in even with support.
1	Minimal achievement of the required knowledge and skills

How to use a rubric?

- Select criteria of the performance or product to be assessed before learners begin to work.
- Look at some examples of learners' work to see if you have omitted any important criteria.
- Refine and consolidate your list of criteria as needed.
- Write a definition of each of the criteria.
- Develop a scale or continuum for describing the range of products or performances on each of the criteria. Take
 care to ensure your continuum for each rubric is always set out the same way for example, lowest
 performance on the left and highest on the right.
- You should test your rubric or checklist on samples of the learners' work.
- Make changes to your rubric if necessary and try it out again.

4.1.1 Suggested Guidelines on conversion of Marks and Ticks into Levels that can be used by Teachers

Rating Code	Description of Competence	Percentage (%)
7	Outstanding achievement	80-100
6	Meritorious achievement	70-79
5	Substantial achievement	60-69
4	Adequate achievement	50-59
3	Moderate achievement	40-49
2	Elementary achievement	30-39
1	Not Achieved	0-29

10 Ticks/ Marks/ Criteria	%	Level	12 Ticks/ Marks/ Criteria	%	Level	15 Ticks/ Marks/ Criteria	%	Level	16 Ticks/ Marks/ Criteria	%	Level
10	100	7	12	100	7	15	100	7	16	100	7
9	90	7	11	92	7	14	93	7	15	94	7
8	80	7	10	83	7	13	87	7	14	88	7
7	70	6	9	75	6	12	80	7	13	81	7
6	60	5	8	67	5	11	73	6	12	75	6
5	50	4	7	58	4	10	67	5	11	69	5
4	40	3	6	50	4	9	60	5	10	63	5
3	30	2	5	42	3	8	53	4	9	56	4
2	20	1	4	33	2	7	47	3	8	50	4
1	10	1	3	25	1	6	40	3	7	44	3
			2	17	1	5	33	2	6	38	2
			1	8	1	4	27	1	5	31	2
						3	20	1	4	24	1
						2	13	1	3	19	1
						1	7	1	2	13	1
									1	6	1

20 Ticks/ Marks/ Criteria	%	Level	30 Ticks/ Marks/ Criteria	%	Level	40 Ticks/ Marks/ Criteria	%	Level	50 Ticks/ Marks/ Criteria	%	Level
20	100	7	30	100	7	40	100	7	50	100	7
19	95	7	29	97	7	39	98	7	49	98	7
18	90	7	28	93	7	38	95	7	48	96	7
17	85	7	27	90	7	37	93	7	47	94	7
16	80	7	26	87	7	36	90	7	46	92	7
15	75	6	25	83	7	35	88	7	45	90	7
14	70	6	24	80	7	34	85	7	44	88	7
13	65	5	23	77	6	33	83	7	43	86	7
12	60	5	22	73	6	32	80	7	42	84	7
11	55	4	21	70	6	31	78	6	41	82	7
10	50	4	20	67	5	30	75	6	40	80	7
9	45	3	19	63	5	29	73	6	39	78	6
8	40	3	18	60	5	28	70	6	38	76	6
7	35	2	17	57	4	27	68	5	37	74	6
6	30	2	16	53	4	26	65	5	36	72	6
5 -1	25 +	1	15	50	4	25	63	5	35	70	5
	below		14	47	3	24	60	5	34	68	5
			13	43	3	23	58	4	33	66	5
			12	40	3	22	55	4	32	64	5
			11	37	2	21	53	4	31	62	5
			10	33	2	20	50	4	30	60	5
			9	30	2	19	48	3	29	58	4
			8-1	27 +	1	18	45	3	28	56	4
				below		17	43	3	27	54	4
						16	40	3	26	52	4
						15	38	2	25	50	4
						14	35	2	24	48	3
						13	33	2	23	46	3
						12	30	2	22	44	3
						11-1	28 +	1	21	42	3
							below		20	40	2
									19	38	2
									18	36	2
						1			17	34	2
		1						1	16	32	2
					1			1	15	30	2
					1			1	14-1	28+	1
										below	

4.1.2 Checklist – Diagnostic

Exemplar of a Checklist (informal) for Listening and Speaking

	Name of Learner:	Grade:
	LISTENING Can the Learner:	Mark with x REMARKS or ✓
1	Follow instructions the first time they are presented.	
2	Wait to begin a task until all directions are given?	
3	Understand stories that are read aloud?	
4	Wait for his/her turn to speak?	
5	Pay attention to oral presentations in class.?	
6	Shift attention to different speakers in a group?	
7	Interpret correctly information presented orally in rules, requests or messages?	
	SPEAKING	
8	Express ideas and thoughts in simple sentences.	
9	Respond to a story that is told or read.	
10	Speak freely about an incident, event or a topic.	
11	Narrate a story, recite a rhyme or poem.	
12	Present a role-play, mime or show and tell.	
13	Participate in group and class discussions.	
14	Use language and vocabulary that is age appropriate.	
15	Wait to begin a task until all directions are given?	
16	Understand stories that are read aloud?	
17	Wait for his/her turn to speak?	
18	Pay attention to oral presentations in class.?	

Name of Learner:

Grade:

Exemplar of Informal Assessment for Handwriting and Writing Grades 1-3

		1st check	Comments
	HANDWRITING	Mark with x or ✓	
1	Letter formation shape and size of letters		
2	Alignment and spacing		
3	Writes key words and draws picture		
4	Copies words and sentences correctly		
5	Writes upper and lower case letters correctly		
6	Handles pencil correctly		
7	Maintains correct posture		
8	Writes smoothly, neatly and legibly		
	WRITING		
9	Writes a simple sentence and draws pictures.		
10	Writes a few short sentences		
11	Uses a capital letter at the start of a sentence		
12	Uses a full stop at the end of a sentence		
13	Spells some words right.		
14	Writes stories, messages, lists and letters.		

4.1.3 Observation Sheets Exemplar of Informal Assessment:

Below is an exemplar of an Observation Sheet to record learner achievement:

Mark with \checkmark I can or \bullet almost there or x cannot

The second of the construction of t		1-5 Completes 3 sentences by filling in the missing words	 6-10 Writes sentences using words c ontaining the phonic sounds and c o mmon sight words already taught 	Uses punctuation already taught in the (Capital letters and full stops)
Date::	_	L		
Date::	-			
Boys		-		
	-	<u> </u>		
	-	L		
	_	L		
		<u> </u>		
		<u> </u>		
	_	L		
	_	L		
9		<u> </u>		
Girls				
2				
I I I I I I I I I 2 I I I I I I I 3 I I I I I I 4 I I I I I			1	
3 3 <td></td> <td></td> <td></td> <td></td>				
5 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0				
5 and the second seco	WRITING		1	
	WRI		1	

SECTION 5: GRADE R

5.1 Planning for Teaching, Learning and Assessment

NB: School Managers(SMTs) and teachers must note the following with regard to Grade R implementation:

- The Department of Basic Education is in the process of aligning Grade R material for Planning, Teaching and Assessment
- The schools will be informed accordingly about any new developments pertaining to policy and any additional resources (quidelines)

PLANNING FOR TEACHING AND LEARNING OF LANGUAGE, MATHEMATICS AND LIFE SKILLS IN GRADE R Use the following to plan

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CURRICULUM AND ASSESSMENT POLICY STATEMENTS

- Home Language Policy Document
- **Mathematics Policy Document**
- Life Skills Policy Document .
- **DBE Rainbow Workbooks** .
- **Grade R Resource Packs** •
- Any other books from Publishers .

now plan for: ł в A Term plan Take in account the crucial skills, knowledge you want your learners to be able to do or know by the end of the term. Lesson Plans according to the Daily Programme (Gr R) . Language Mathematics Life Skills Assessment (Informal recording tasks Gr R)

well planned activities will assist in:

♦	

Learning

С

- Teaching
- Assessment that will take place inside and outside the classroom

D	this will lead to ♥	
RecordingReporting		

FOLLOW THE PLANNING PROCESS ON THE NEXT PAGE EXEMPLAR OF GRADE R TERM TWO PLANNER

- Select the themes from the DBE Workbooks / Gr R Resource Pack and/or your own themes as in the Life Skills CAPS document and write them down.
 - Look in CAPS policy documents for what you need to teach and assess under each Component in Home Language, Content Area in Mathematics and Study Area in Life Skills e.g. for phonemic awareness under each theme.

Remember: It is important to remember that learning in Grade R needs to be concrete. Wherever possible give learners the opportunity to work physically with counters, shapes and learning equipment. To supplement these hands-on learning activities from the DBE workbooks / Gr R Resource Pack and other Grade R LTSM can be used.

TERM PLANNER TERM

Week	1	2	3	4		5	6	7	8	9	10		
Theme					HOW TO ST	ART PLANNING FOR							
Home Language					1. Divide	the term into 10 week	S	pents as well as the the	mes in the Rainbow w	orkbooks (and/or Reso			
Listening	Ν				packs	 packs). Select your themes for the Term Use your CAPS Documents for Home Language , Mathematics and Life Skills What Knowledge and Skills do you want your learners to acquire by the end of the term? 							
Speaking /	 Fill in the themes Some themes m 	ay need two			4. What								
Reading	weeks to comple	1								sed for the 10 weeks de	uring the		
Shared Reading	 Take in considera availability of res material e.g. in a 	source									F		
Phonemic Awareness	area where acce or books is diffic such as Dinosau	ess to a library ult, a theme urs, will be				athematics is planned		APS Document and clo	early outlines the type	of activities that should	lbe		
Writing	replaced by a m theme.	ore suitable				rst do all your Mathema		malata					
Mathematics						ne Language e.g. voca			hama				
Counting										1			
Patterns													
Space and shape													
Measurement		 If your theme for t Getting to sc 	he week is Transport, yo hool	our Begin	ining Knowled	ge will be about:							
Data Handling			ls of transport										
Life Skills		- Transport lor					>)		•				
Beginning Knowledge and Social		car, train etc. fror) your learners will pain n boxes 'Music' learners will sing 										
Visual Arts 4. For physical Education plan activities such as loco-motor 1. Now develop activities for a week. Spread them evenly over the w					venly over the week in	a weekly-	<u> </u>						
Performing Arts		[Use the Assessm	ent and Life Skills Trainir	ng Manua	al when planni	ng]		template					
Physical Education													

PLANNING FOR TEACHING AND ASSESSMENT COMBINING THE THEMES IN THE RESOURCE PACKS WITH THE RESOURCES IN THE DBE RAINBOW WORKBOOKS AND CAPS

TERM	Number of Weeks	Themes in Resource Packs		Themes in DBE Rainbow Workbooks
	Week 1-2	My Body		About me Book 1
	Week 3-4	My Senses		My Body Book 1
1	Week 5-6	My Family		Keeping Clean Book 1
	Week 7-8	Keeping clean and fit		My Family Book 1
	Week 9-10	Healthy eating		Friends Book 1
	Week 11-12	Friends		Weather Book 2
	Week 13-14	This is what I wear	SELECT FROM THE	Being safe Book 2
2	Week 15-16	Shapes and Colours	RAINBOW WORKBOOKS THE ACTIVITIES FOR YOUR	Day and night Book 2
	Week17-18	Opposites	LESSON PLANS	Opposites Book 2
	Week 19-20	Garden bugs and animals		Birthdays Book 2
	Week 21-22	Time and Weather	ACTIVITIES IN THE RAINBOW WORKBOOKS CAN BE USED	Things that go Book 3
	Week 23-24	Keeping Safe	FOR ASSESSMENT OF LEARNERS	On the farm Book 3
3	Week 25-26	The Sky		Farm Animals Book 3
	Week 27-28	People in my community		Sea animals Book 3
	Week 29-30	Helping hands		Wild Animals Book 3
	Week 31-32	New life		About time Book 4
	Week 33-34	This is where people live		About town Book 4
	Week 35-36	My Feelings		Sport Book 4
4	Week 37-38	My Country]	Creatures Book 4
	Week 39- 40	On the move		Celebrations Book 4

1. The Grade R teacher can plan how the activities in the DBE Rainbow Workbooks and the Lessons in the Grade R Resource Packs can be combined.

2. It is not enough only to use the Rainbow workbooks on its own.

3. Themes from CAPS (Life Skills can be used and combined with DBE Rainbow workbooks)

TERM 1	TERM 2	TERM 3	TERM 4	
Ме	Home	Winter	Spring	
At school	Safety	Transport	Birds	
In the classroom	My family	Jobs people do	Reptiles	
Books	Weather	Water	Dinosaurs	
Days of the week	Autumn	Fruit	Wild animals	
My body	Sound	Vegetables	Sport	
Healthy living	Sight	Dairy farming		
Summer	Touch	Wool farming		
Shapes & colours	Taste and smell	Heathy environment		
Festivals & Special days				

This is a	Contact Tim an adapted version of the integrated Daily Programme in the Ma	T ACCORDING TO THE DAILY PROGRAMME: GRADE R e: 4h 36 minutes per day athematics and Home Language Police and Life Skills Policy documents to indicate the following:
		TEACHING , LEARNING AND ASSESSMENT THAT WILL TAKE PLACE:
	ARRIVAL	Learners arrive and pack away their bags. Speaking to learners as they arrive.
36 min	TEACHER Home Language GUIDED Mathematics ACTIVITY Life Skills	GREETING BIRTHDAYS WEATHER CHART REGISTER NEWS Beginning knowledge and <u>Personal and Social well-being included</u> . Health checks and introduction of new concepts and skills, ideas songs or rhymes or announcements during this morning ring. Whole class <u>Shared Reading</u> to be done from the daily news recording.
50 min	CREATIVE ARTS (Every day: 1 MAIN + 2/3 supporting activities) FREE PLAY INSIDE TIDY UP Home Language, Life Skills Mathematics	Visual Arts included. Learners choose what to do, interacting with the materials during this work time. Fantasy play, role play, construction- play, blocks educational toys, perceptual – games, puzzles, book corner etc.
30 min	TEACHER Home Language GUIDED Mathematics ACTIVITY Life Skills	Small Group work e.g. working with numbers, experimenting or using material to solve problems etc.
10 min	TOILET ROUTINE Home Language, Life Skills Mathematics	Supervise routine
20 min	REFRESHMENTS Home Language, Life Skills Mathematics	Supervise routine
60 min	FREE PLAY OUTSIDE And TIDY UP Home Language, Life Skills Mathematics	Structured and planned Physical Education included.
10 min	TOILET ROUTINE Home Language, Life Skills Mathematics	Supervise routine
30 min	TEACHER Home Language GUIDED Mathematics ACTIVITY Life Skills	Performing arts including music , movement (Physical Education can also be included in this time slot)
30 min	STORY TIME Home Language, Life Skills Mathematics	Do story telling and Shared Reading from Big Books Also include phonics .
	DEPARTURE	Learners rest and depart
4h 36 min		

THE LESSON PLANS

- Select activities for each of the three subjects. •
- Keep assessment needs in mind when planning your selected activities
- Divide the activities over the number of days for the context/theme/topic which will be presented. •
- Develop the activities for each day the theme/context will last.
- Identify and make the appropriate learner/ educator support material.
- Ensure that the time allocation from Language, Mathematics and Life Skills is catered for because this forms the basis of planning for your Daily Programme.
- Use the correct assessment methods, tools and instruments that are suitable for Grade R learners.
 Small Group Times (Educator-directed and independent group activities)
 Whole Class times (Discussion, Music, Movement, Drama)
 Individual Choice time (Creative Activities and others)
 Whole class time (Morning Ring, Story).
 Fill in on the Lesson Plan.

OPTION 1

GRADE R WEEKLY LESSON PLAN TEMPLATE							
Week:	Date:			Topic:			
HOME LANGUAGE 2 hours per day							
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY		
Listening and Speaking							
Phonics							
Reading Shared							
Story time							
Handwriting Skills							
Other language activities							
ASSESSMENT							
RESOURCES							

GRADE R WEEKLY LESSON PLAN												
Week:	Date:				Topic:							
LIFE SKILLS 1 hours 24 minutes per day												
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY							
Beginning knowledge:												
Personal & Social Well- being												
Performing Arts (Music, Movement, Drama)												
Visual Arts * * * *												
Physical Education/Structured outdoor play												
ASSESSMENT												
RESOURCES												
		-	RADE R LESSON PLAN									
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Week:	Date	e:			Topic:							
	MATHEMATICS minutes per day											
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY							
Number Concept and Operations												
Patterns												
Space and Shape												
Measurement												
Data Handling												
ASSESSMENT												
RESOURCES												

Find a copy of an exemplar of a lesson plan taken from the DBE resource pack on planning for teaching and assessment combining the themes in the resource packs with the resources in the DBE rainbow workbooks and CAPS in the enclosed CD.

Week:			N-ACCORDING TO			
		Monday	Tuesday	Wednesday	Thursday	Friday
MORNING RING 36 min	Beginning Knowledge					
	Home Language					
	Mathematics					
CREATIVE ACTIVITIES 50 min Individual choice Free play inside	Teacher Directed: 1					
e.g. Visual arts; handwriting,	Others: 2					
writing; reading; activity etc 50min	3					
Learners play in different indoor areas through out the week	4					
SMALL GROUP ACTIVITIES 30 min	(rotate groups)	1	2	3	4	5
Mathematics focus						
TOILET ROUTINE 10 min						
REFRESHMENTS 20 min						
FREE PLAY OUTSIDE 60 min						
TOILET ROUTINE 10 min						
PERFORMING ARTS (Music/Drama /Movement) 30 min						
STORY TIME (Shared Reading) 30 min						

OPTION 2 GRADE R LESSON PLAN-ACCORDING TO DAILY PROGRAMME Theme/ Topic:

OBSERVATION IN GRADE R Assessment in Grade R mainly takes place through OBSERVATION by the educator

- In Grade R, learners' progress is observed and monitored during regular and daily learning activities, through observations, discussions, question-and-answer sessions and practical activities that the learner does independently, or in a pairs or groups.
- During the lesson you should walk around in the classroom, speak to the learners and watch their behaviour and how they perform in the activities.
- Focus on a small group of learners or individual learners.
- Important information about your learners' progress can be gathered by listening to, and watching them as they work and play. The educator can observe how the learners do their tasks, what they are struggling with and how they work together. These observations can be written down as a record of the learners' progress.
- Observation notes are written in your note book or can be recorded on a record sheet **PLANNING FOR** It is advisable to put these observations in a book or file for safe keeping. These valuable observations are also used to make the necessary adjustments and changes to the learning activities to help individual children in your class.

The following is stated in the Government Gazette of 28 December 2012 on regulations pertaining to Promotion and Progression requirements, Grades R – 12

(1) Foundation Phase (Grades R-3)

(d) In Schools where Grade R is offered, the learner's progress in Grade R should be closely tracked and monitored on an ongoing basis using rubrics that give account of the skills and knowledge that the learner demonstrates by observing him or her.

It thus clearly states the following as in (d):

- Ongoing monitoring
- The use of rubrics
- Observation

HOW DO WE ASSESS IN GRADE R?

It is impossible for the Grade R educator to assess **all** the learners **every day.** You should divide the class into five groups. If there are 25 learners there will be five groups of 5. If there are 40 learners, there will be 5 groups of 8 learners. There should be mixed ability groups.

- Choose a few assessment activities on which you will concentrate until the whole class has been assessed (e.g. one or more from each of Language, Mathematics and Life Skills).
- Choose different ways to do the activities and give time to practice before you do the assessment.
- Decide how you are going to assess the learners, whether it is through observation, conversation (discussions, questions) or practical activities such as drawings
- For each activity decide which group you are going to watch/observe.
- As you observe the learners, write down on the recording sheets. Use a pencil.
- Concentrate on the next group of learners on the following day.
- After a week all the learners have been assessed. Those learners that still find the activity difficult should be given another chance.
- The following week you concentrate on the next few activities.

CODING FOR ASSESSMENT

The national codes and their descriptors should be used for recording and reporting learner performance in the Foundation Phase (Grades R to 3)

Table 1: Codes and descriptions for recording and reporting in Grades R-3 RATING CODE	ACHIEVEMENT DESCRIPTION	Suggestion In Grade R we can use the following : I have made
7	Outstanding Achievement	Exceptional progress
6	Meritorious achievement	Very good progress
5	Substantial Achievement	Good progress
4	Adequate Achievement	Satisfactory progress
3	Moderate Achievement	Little progress
2	Elementary Achievement	Very little progress – needs assistance
1	Not Achieved	No progress- Needs immediate attention

NB: The suggestion is not policy, but is solely used to simplify the Achievement Description for Parents and other stakeholders. This should not be used alone and should accompany the exact wording of the Achievement Description.

In Grades 1-3 learners do set written tasks as well as practical activities to test skills and knowledge. These tasks are FORMAL ASSESSMENT TASKS and a certain number of tasks are required per subject per grade.

In Grade R, however, we do not have these formal tasks. Learners' skills and knowledge have to be evaluated through performance based activities by means of observation in order to see if they have achieved the set out criteria. In Grade R this takes place in an <u>informal</u> way and recording is done by means of holistic rubrics.

The Assessment per term can either be done as per individual child or it can be done on a list that includes the names of the boys and the girls and the criteria that is being observed and assessed.

The following are exemplars of individual assessment and can also be used as part of reporting. Also see the attached CD for more examples

	Grade R Primary School checklist & rubric Home Language 2nd term 2012	LISTENING AND SPEAKING	LISTENING AND SPEAKING: ORAL	Listens without Interruption taking turns to speak	Sings songs, recites rhymes and performs actions with the whole class	Recites poems and rhymes and adds actions to them in a group	Tells stories and retells stories of other children in own words	Uses language to develop concepts in all subject areas such as quantity direction, time, sequence, colour age	Participates in discussions and asks questions	Finds specific images in busy detailed pictures	Identifies and describes similarities and differences	Looks carefully at pictures and talks about common experiences	Holistic rating for listening and speaking	EMERGENT READING	Understands that print communicates meaning: words can present own name, names of people, places and things	Holds book the right way up and turns pages correctly hen 'reading'	Reads' enlarged text such as poems, big books, posters and electronic texts (computer texts)as a whole class with the teacher (Shared Reading)	Discusses and describes characters in stories	Holistic rating for Emergent Reading	EMERGENT WRITING	Draws pictures to convey a message such as own 'news'	Develops large muscle control: work in pairs or own to form letters with their bodies	Begins to form letters using finger paint, paint brushes ,wax crayons	Understand that writing/drawing are diff and begins to copy letters and numerals from the classroom environment in own writing attempts: pretend writing using a mixture of copied letters and soundels	"Reads "what letters and squiggles "say"	Begins to "write" observing conventions of directionality: "writes' from right to left, top to bottom of page	Holistic rating for Emergent Writing	HOLISTIC rating FOR LANGUAGE TERM 2
	BOYS:																											
1.	Sipho Bozo			1	1	1		~	√	x	~	✓			√	1	×	1			X	✓	X	x	1	✓		4
2.													_							<u> </u>							<u> </u>	
3. 4.																Ļ												
4. 5.											Le	evels	(1-7)	can)-			1									
5. 6.									/	Y			ritten i ne 🗸			\square							1				-	
7.						1	1		 (`	piace		1e •	•		1										1		
8.					1	1		1		\sim	T	٦	\bigwedge			1	1	1				1	1	1		1		
1.													1															
	GIRLS											V																
				4	4	4	2	4	4	3	4		4		4	4	3	4	4		3	4	3	3	4	4	4	4
	l can	This also	nod is suitabl helps with m 1 achieved No progress,	noderati Not	ng your 2	r classes	s' progr iry	ee at a g ress. Alv	ays ke 3 Mode	ep the	followin ievemen	ng in mi 4 t A	loing in ind: dequate	achieve	ment	5 Subs	d weake tantial	er areas	6	-	ous achie	-	7 achi		tstandin	g		
1												Ŭ		,	<u> </u>								1			-		4
•	I am almost there		immediate c	attentio	n V	ery little	progre	SS								Goo	d progr	ess	ŀ	progress	b							



SMT MONITORING CHECKLIST

GRADE R LANGUAGE, MATHEMATICS AND LIFE SKILLS

School		Principal	Practitioner	
Grade	R	Date	/Teacher	
Contact No.		Circuit	Monitor	

1. PLA	NNING FOR GRADE R	Tick (✓ for yes) and (x for no) on the relevant item	COMMENTS
1.1	Does the teacher/practitioner have a teacher's file as per policy prescript?		
1.2	Is there a Term Plan organized into weekly plans?		
1.3	Are the daily lesson plans aligned with the Curriculum and Assessment Policy Statements for Grade R showing the following aspects? (i) Components (Home language) (ii) Content areas (Mathematics) (iiii) Study Areas (Life Skills)		
1.4	Does the Lesson Plan show a range of activities that support holistic development?		
1.5	Is the learners work in line with the planned topic/theme for the week?		
1.6	Is the planning of activities developmentally appropriate for the learners?		
1.8	Does the teacher / practitioner use the Grade R Resource Pack from DBE or other books from Publishers for Lesson Planning?		
1.9	Does the daily work cover the prescribed content?		
1.10	Does the daily work correlate with the Weekly Planner?		
1.11	Does learner work reflect opportunities for learners to practice the concepts and skills learnt?		
1.12	Ís the learners work dated?		
1.13	Does the teacher / practitioner make provision for learners with special needs?		
1.14	Does the teacher / practitioner receive any assistance with her planning?		
1.16	Are the Weekly Lesson Plans monitored by the Phase Head/ HOD?		

2 ASSES	SMENT IN GRADE R	Tick (✓ for yes) and (x for no) on the relevant item	COMMENTS
2.1	Are learners in Grade R assessed in Groups and/or individually?		
2.2	Are learners assessed indoors as well as outdoors?		
2.3	Does the teacher / practitioner have evidence of recording of assessment in her observation book?		
2.4	Is the teacher/practitioner progressing with the assessment activities as per assessment programme? If not give reasons.		
2.5	Is the observation book kept up to date?		
2.6	Is the balance between the "written" and practical components appropriate for Grade R?		
2.7	Is assessment done in a holistic way?		
2.8	Does the recording sheet reflect learner performance against the concepts and skills in the assessment activities?		
2.9	Are there intervention strategies in place for learners that do not meet the minimum requirements?		

Overall Performance Profile in Grade R	Overall Performance Profile in Grade R according to Grade R Monitoring and Moderation of Lesson Plans and Assessment									
Tick (') on the relevant item	Tick (✓) on the relevant item									
Intervention needed . Does not comply with policy requirements. Planning, assessment and recording of learners performance incomplete and does not align with CAPS Policy requirements.	with policy requirements.	Refinement needed. Most of the time complies with policy requirements. Planning, assessment task and recording of learners performance nearly complete and generally aligns with CAPS Policy requirements	Commendable. Fully complies with policy requirements. Planning, assessment task and recording of learners' performance fully complete and aligns with CAPS Policy requirements.							

RESPONSE FROM HOD: Areas of Strength:	Recommendations:
RESPONSE FROM TEACHER/PRACTITIONER:	
OVERALL REMARKS:	
SIGNATURE: EDUCATOR Date	SCHOOL STAMP
SIGNATURE: MONITOR Date	

SECTION 6: HOME LANGUAGE GRADES 1 to 3

6.1.1 Exemplars of Term Planning –Home Language

Content Coverage	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
king			DAILY/ WEEKLY ACTI	-Ta -Ta -Us	tens without interrupting kes turns to speak lks about personal experience es correct words for context si ggests solutions to a problem	uch as invitation	cs				
Listening and Speaking	feelings -Listens to instructi announcements ar appropriately -Tells familiar story beginning, middle a and volume of voic -Answers closed ar questions	d responds which has a and end varying tone e	-Listens to a story with enjoyment and answers questions - Repeats sequence of events in the story - Listens to instructions containing at least two parts and respond appropriately	-Listens to a story with enjoyment and answers questions - Repeats sequence of events in the story - Listens to instructions containing at least two parts and respond appropriately	-Listens to a story with enjoyment and answers questions - Repeats sequence of events in the story - Listens to instructions containing at least two parts and respond appropriately	Tells a story that has a beginning, middle and end - Participates in discussions, asking and answering questions and suggesting ideas	story that has a beginning, middle and end -Participates in discussions, asking and questions and ideas FAT 1 OR - Tells a story that has a beginning, middle and end -Participates in discussions, asking and answering containing at least two parts and suggesting ideas				
	Baseline Assessm Revision of single sounds: c, o, a, d, g, l, h, b + 3 letter blends	Revision of single sounds: i, r, n, m, t, b + 3 letter blends	Identifies letter-sound relatio Revision of single sounds: s, e, j, f, p + 3/4 letter blends	nships of all single letters Revision of single sounds: u, y, v, w + 3/4 letter blends	Revision of single sounds: K, q, x, z + 3/4 letter blends	the words	Ints diagraphs: sh, ch, th int e.g. (sh, th) at the end of ginning of a word of a word	* FAT 1 O/P/WR -Recognises 'wh' at the beginning of a word of a word such as: wh -en, wh-y etc -Revises common consonant	Recognizes vowel diagraphs such as 'oo' as in moon and 'ee' in tree	Recognizes vowel diagraphs such as 'oo' as in moon and 'ee' in tree	
Phonics	Reference: Grade One Term 4 FATS -Recognises common diagraphs (sh,ch,th)at the end of a word -uses consonant blends to build up and break down words such as sp-o-t, fr-o-		-Revises word families with a -Recognises rhyming words	-Uses initial and final consor	ant blends to build up and	-Recognizes vowel	Identifies letter-sound relationships of all single letters -revises common consonants diagraphs: sh, ch, th -Uses initial and final consonant blends to build up and break down words such as bl-a-ck	e.g (sh, th) at the end of the words -Recognizes vowel diagraphs such as 'oo' as in moon and 'ee' in tree			
	g -build words using -group common so families			break down words such as b	DAILY/ WEEKLY ACTIV	leads words from phonics leads	words using single letters and d ssons in sentences and other te s a week taken from phonics				

ENGLISH HL: GRADE TWO TERM 1: WEEKLY TERM PLANNER

* NB: The forms of Assessment for the FATS are indicated as Oral – O/OR, Practical – P/PR and Written - WR for all the subjects

ENGLISH HL: GRADE TWO TERM 1: WEEKLY TERM PLANNER

Content Coverage	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Baseline Assessmen Reference: Grade Or Term 4 FATS Shared R	ie		-Reads as a w	hole class with the teacher the	SHARED F nes weekly, a teacher-modell enlarged text such as posters, reaching Reading in the Early	ed process with the whole big books, poems, class bo	oks developed during shared v	writing sessions		
	Discu	ssion s /activities firs	st book/ text	Disc	ussion s /activities second boo	k/ text	Activities on poem/ song	Discussion s /activ	ities Third book/ text	Shared writing of a story	
	-Reads big books or other enlarged texts as a whole class with teacher -Identify the sequence of events in what was read. -Reads books as a whole class with teacher and describes main idea -Uses visual cues to -Reads books as a whole class with teacher and describes main idea -Uses visual cues to predict what the story is about -Reads books as a whole class with teacher and describes main idea -Uses visual cues to predict what the story is about -Reads books as a whole class with teacher and describes main idea -Uses visual cues to predict what the story is about				-Interprets pictures and other print media such as photograph or an advertisement to make up own story -Identifies key details in what was read such as sequence			with teacher and describes what the story is about			
Reading	Group Guided Readi -Reads aloud from ow	0		Answers	s higher order questions befor	e, during and after reading shar	red text	class and describe the main idea. - Uses visual cues to predict what the story is about -Identifies key details in what was read such as sequence of events	Answers higher order questions before, during and reading shared text		
	-Reads aloud from ow reading -Uses phonics, contex analysis and sight wor	t clues, structural				Group Guide her works with the same ability th silently and aloud at own leve	groups of children at least to		da aama atan (
	-Reads with increasing expression			-Conti	nues to build a sight vocabular	y from the incidental reading pr	ogramme, the graded reading group	ig series and high-frequency v	vord list		
	expression		-Uses	pictures in the text for unders	tanding			FAT 1 OR -Reads both silently and	-Uses pictures in the text for -Uses sight words, phonics, of		
				-Shows understanding of pu	nctuation when reading aloud			aloud at own level in a	analysis decoding skills wher		
						-Uses sight words phonics, cc analysis decoding skills when		guided reading group with teacher, whole group reads same story -Uses sight words, phonics, contextual and structural analysis decoding skills when reading			
	Paired/Independent I -Read books read in a session and other boo classroom reading cor	shared reading ks from the		DAILY/ W	IEEKLY ACTIVITIES -Reads	Paired/ Indepent independently: picture books,		m the class or classroom read	ling corner		

ENGLISH HL: GRADE TWO TERM 1: WEEKLY TERM PLANNER

Content Coverage	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
					Reference: Provin	cial Handwriting Guidelines	Gr R-3			
	Baseline Assessme	positions writing positions writing materials materials			Holds pencil and positions writing materials			FAT 1 WR Forms 26 lower and upper case letters		
	Handwriting lower case	Handwriting Iower case	For	rms 26 lower and upper case letters correctly: directionality,		formation and spacing within I	ines	correctly: directionality, formation and spacing	Handwriting upper case	Handwriting upper case
бu	<i>letters:</i> c, o, a, d, g, l, h, b	<i>letters:</i> i, r, n, m, t				Handwriting upper case	Handwriting upper case	within lines-	letters: A, G	<i>letters:</i> N,M
Handwriting	Reference: Grade C Term 4 FATS • Forms lower a	Dne and upper case				<i>letters:</i> D, B	<i>letters:</i> P, R	Handwriting upper case letters: T, H		
	according to s	ly and fluently size and position rites words with	isition letters: letters: l		Handwriting lower case letters: k, q, x, z	Writes words with correct spacing between letters and words	Writes words with correct spacing between letters and words	Writes words with correct spacing between letters and words	Writes words with correct spacing between letters and words	Writes words with correct spacing between letters and words
	 Copies and w correctly 	ies and writes a sentence				Copies and writes two or more sentences legibly and correctly	Copies and writes two or more sentences legibly and correctly	Copies and writes two or more sentences legibly and correctly	Copies and writes two or more sentences legibly and correctly	Copies and writes two or more sentences legibly and correctly
							Writes and uses punctuation m	arks (full stops, question mark	s, commas, exclamation mark	s
			-Draws a picture to convey a message Contributes ideas and words for a class story	-Draws a picture to convey a message Contributes ideas and words for a class story	-Draws a picture to convey a message Contributes ideas and words for a class story	-Draws a picture to convey a message -Contributes ideas and words for a class story	FAT 1 WR -Draws a picture to convey a message -Contributes to ideas and words for a class story	FAT 1 WR Writes at least three sentences of own news or creative story	Writes a list using a comma to separate the items such tasks for the day	Writes a list using a comma to separate the items such tasks for the day
Writing	 Begins to use tense correctl Forms the plu words by add Uses preposit Organizes infi 	rals of familiar ing 's' or 'es' tions correctly ormation into c form using a	-Writes and illustrate senter	nces of own news or creative s nces (2-4 sentences) on a top	story using sounds learned, co ic to contribute to a book for a ial letter of word to develop did	classroom reading corner.	ters and full stops			

ENGLISH HL: GRADE TWO TERM 2: WEEKLY TERM PLANNER

Content Coverage	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	-	-Talk -Sug	gests solutions to a problem	e.g. tells news without repeti especially during Mathematic	tion - Understands	and uses appropriate langua				
Listening and Speaking	-Listens to stories for a longer period with enjoyment - Expresses feelings about a story or poem	-Listens to stories for a longer period with enjoyment - Expresses feelings about a story or poem	-Listens to stories for a longer period with enjoyment - Expresses feelings about a story or poem -Identifies similarities	-Listens to stories for a longer period with enjoyment - Expresses feelings about a story or poem -Identifies similarities	FAT 1 O/P - Talks about personal experience e.g. tells news without repetition -Listens to stories for a longer period with enjoyment Expresses feelings about a story or poem	-Listens to more complex instructions and responds appropriately -Responds to riddles and jokes -Makes up own rhymes using imaginative language Listens to stories and	-Listens to more complex instructions and responds appropriately -Responds to riddles and jokes -Makes up own rhymes using imaginative language Listens to stories and	-Answers closed and open-ended questions and gives reasons for answers - Participates in discussion and asks questions for clarity	FAT 2 O/P -Listens to stories and poems for main idea, details and sequence of events - Answers closed and open-ended questions and gives reasons for answers - Participates in	-Answers closed and open-ended questions and gives reasons for answers -Participates in discussion and asks questions for clarity -Listens to stories and poems for main idea. details and
Lis			-identifies similarities and difference - Compares and classifies things explaining classifications	and difference - Compares and classifies things explaining classifications		beens for main idea, details and sequence of events	Listen's to stories and poems for main idea, details and sequence of events	poems for main idea, details and sequence of events	discussion and asks questions for clarity	sequence of events
ş	Recognises 3-letter consonant blends at the beginning of words such as str-ip, str-ap Recognises 3-letter consonant blends at the end of words such as ca-tch, fe-tch, i-tch	Recognises 3-letter consonant blends at the beginning of words such as str-ip, str-ap Recognises 3-letter consonant blends at the end of words such as ca-tch, fe-tch, i-tch	Recognises 3-letter consonant blends at the beginning of words such as str-ip, str-ap Recognises 3-letter consonant blends at the end of words such as ca-tch, fe-tch, i-tch	Recognises 3-letter consonant blends at the beginning of words such as str-ip, str-ap Recognises 3-letter consonant blends at the end of words such as ca-tch, fe-tch, i-tch	FAT 1 O/WR -Recognises 3-letter consonant blends at the beginning of words such as str-ip, str-ap -Recognises 3-letter consonant blends at the end of words such as ca-tch, fe-tch, i-tch -Builds 3,4, and 5 letter	Recognises at least 3 new vowel diagraphs such as 'oa' as in boat, 'ea' as in eat Recognises 'silent e' split diagraph in words such as tape, time etc	Recognises at least 3 new vowel diagraphs such as 'oa' as in boat, 'ea' as in eat Recognises 'silent e' split diagraph in words such as tape, time etc	Recognises at least 3 new vowel diagraphs such as 'oa' as in boat, 'ea' as in eat Recognises 'silent e' split diagraph in words such as tape, time etc	FAT 2 O/WR -Recognises at least 3 new vowel diagraphs such as 'oa' as in boat, 'ea' as in eat -Recognises 'silent e' split diagraph in words such as tape, time etc -Builds 3,4, and 5 letter words using consonant	Recognises at least 3 new vowel diagraphs such as 'oa' as in boat, 'ea' as in eat Recognises 'silent e' split diagraph in words such as tape, time etc
Phonics	Daily/Weekly Activitie lessons in sentence an		er words using consonant ble	ends, vowel diagraphs taught	words using consonant blends, vowel diagraphs taught			Le	blends, vowel diagraphs taught Read arns to spell ten words a wee	s words from phonics

Content Coverage	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
			Si		CE: Teaching Reading in the second se			ent	I	
	Daily/ Weekly Activities	Reads book as a whole cl	lass with the teacher and dis		ns ns and songs as a whole clas	ss with teacher and discusse	es the different formats			Reads well known
Gu	Identifies key details in what was read such as main characters and setting	Identifies key details in what was read such as main characters and setting	Identifies key details in what was read such as main characters and setting	Identifies key details in what was read such as main characters and setting	FAT 1 OR - Reads book as a whole class with the teacher and discusses cause-effect relations -Identifies key details in what was read such as main characters and setting	-Answers higher order questions based on the text read. -Identifies key details in what was read such as main characters and setting -Uses visual cues to identify the purpose of advertisement and intended audience -Gives an opinion on what was read	-Answers higher order questions based on the text read. -Identifies key details in what was read such as main characters and setting -Uses visual cues to identify the purpose of advertisement and intended audience -Gives an opinion on what was read	-Answers higher order questions based on the text read. -Identifies key details in what was read such as main characters and setting -Uses visual cues to identify the purpose of advertisement and intended audience -Gives an opinion on what was read	FAT 2 OR/WR -Uses visual cues to identify the purpose of advertisement and intended audience -Identifies key details in what was read such as main characters and setting -Answers higher order questions based on the text read. -Gives an opinion on what was read	-Answers higher order questions based on the text read. -Identifies key details in what was read such as main characters and setting -Gives an opinion on what was read
Reading		·			ERENCE: Teaching Reading 15 minutes. Teach children					
	-Uses sight words, p - Begins to mo	at own level in a guided rea sto phonics and contextual and -Reads with increasing onitor self when reading, bot ht vocabulary from the incide and high-frequ	bry structural analysis decoding fluency and expression h in word recognition and co ental reading programme, th	skills when reading	FAT 1 OR -Uses sight words, phonics and contextual and structural analysis decoding skills when reading -reads with increasing fluency and expression	-Reads with increasing Begins to monitor -continues to build a sig the graded reading seri	nics and contextual and stru skills when reading fluency and expression self when reading, both in w comprehension nt vocabulary from the incide es and high-frequency word ided reading group with teac same story	ord recognition and ental reading programme, I list -Reads aloud from	FAT 2 OR -Reads aloud from book at own level in guided reading group - Uses sight words, phonics and contextual and structural analysis decoding skills when reading	-Uses sight words, phonics and contextual and structural analysis decoding skills when reading -Reads with increasing fluency and expression
			Paired/ I	ndependent Reading: Daily	reading activities for 20 minu	ites while some groups are o	doing guided reading with th	e teacher		
	Reads independently texts such as comics and simple fiction books	Reads independently texts such as comics and simple fiction books	Reads independently texts such as comics and simple fiction books	Reads independently texts such as comics and simple fiction books	FAT 1 OR -Reads independently texts such as comics and simple fiction books	Reads aloud to a partner Reads own and others' writing Reads independently texts such as comics and simple fiction books	Reads aloud to a partner Reads own and others' writing Reads independently texts such as comics and simple fiction books	Reads aloud to a partner Reads own and others' writing Reads independently texts such as comics and simple fiction books	FAT 2 OR -Reads aloud to a partner	Reads independently texts such as comics and simple fiction books

ENGLISH HL: GRADE TWO TERM 2: WEEKLY TERM PLANNER

Content Coverage	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
		·	Learners use p	print script to copy and write		rectly from a printed text.	Aligns writing properly on 1 confidently and accurately	7 mm ruled lines		
Handwriting	Copies and writes different formats of writing (short invitations, messages, lists etc)	Copies and writes different formats of writing (short invitations, messages, lists etc)	Copies and writes different formats of writing (short invitations, messages, lists etc)	Copies and writes different formats of writing (short invitations, messages, lists etc)	FAT 1 WR -Write in print script all capital and lower case letters confidently and accurately -Copies and write different formats of writing such as short birthday invitations, messages, lists	Copies and writes one paragraph of between 3-4 lines from a printed text such as a story, a poem etc	Copies and writes one paragraph of between 3-4 lines from a printed text such as a story, a poem etc	Copies and writes one paragraph of between 3-4 lines from a printed text such as a story, a poem etc	FAT 2 WR -Write in print script all capital and lower case letters confidently and accurately -Copies and writes one paragraph of between 3-4 lines from a printed text such as a story, a poem etc	Copies and writes one paragraph of between 3-4 lines from a printed text such as a story, a poem etc
					Draws handw	riting patterns:				
			0	<u> </u>	III W V	0 <u>.0</u> .0 minirh		üilityij		
	-Writes own stor -V	ry of at least one paragraph vrites an expressive text su the beginning of a sentence	o choose a topic to write abo (at least 5 sentences) using ch as a thank you card or let e and for proper names) and marks, exclamation marks)	ı a writing frame) ter	FAT 1 WR -Writes an expressive text such as a thank you card or letter -Participates in discussion to choose a topic to write about -Writes own story of at	- -Writes one paragraph or -Uses writing -Begin -Uses	least one paragraph (at leas writing frame) n personal experiences or e process (drafting, editing ar s to spell common words cc present and past tenses co Reads own writing to a partn	vents such as daily news id publishing) irrectly rrectly	writing	WR ast one paragraph using a frame personal experiences or
Writing			Writes and illustrates sentences (4-6 sentences) on a topic to contribute to a book corner	Writes and illustrates sentences (4-6 sentences) on a topic to contribute to a book corner	-whiles own story of at least one paragraph (at least 5 sentences) using a writing frame) -Uses capital letters and correct punctuation	Uses prepositions correctly	Uses prepositions correctly	Uses prepositions correctly	events such -Uses writing process publi: -Begins to spell com -Uses present and	as daily news (drafting, editing and
			Daily/Weekly Act	ivity: Build own word ban	and personal dictionary usin	ng initial letter of word to dev	l velop dictionary skills such a	l s far, granny, home		

ENGLISH HL: GRADE TWO TERM 2: WEEKLY TERM PLANNER

ENGLISH HL GRADE TWO: TERM 3 WEEKLY TERM PLANNER

Content Coverage	, Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Listening and Speaking	-Listens to sequence of instructions and responds appropriately -Tells simple stories varying tone and volume of voice	-Listens to sequence of instructions and responds appropriately -Tells simple stories varying tone and volume of voice	-Listens to sequence of instructions and responds appropriately -Tells simple stories varying tone and volume of voice -Listens to stories and predicts the ending, or makes up own ending of the story	-Listens to sequence of instructions and responds appropriately -Tells simple stories varying tone and volume of voice -Listens to stories and predicts the ending, or makes up own ending of the story	-Uses an ever-increasing	g, showing respect for the sp prience and more general ne vocabulary when speaking sions, asking and answering Listens for detail in stories and answers open-ended questions -Tells jokes and riddles using language imaginatively	ews	tistens for detail in stories and answers open-ended questions -Role-plays different situations - Listens to sequence of instructions and responds appropriately	FAT 2 OR -Participates in discussions, asking and answering questions -Listens to sequence of instructions and responds appropriately -Listens for detail in stories and answers open-ended questions -Role-plays different situations	Listens for detail in stories and answers open-ended questions -Role-plays different situations - Listens to sequence of instructions and responds appropriately

ENGLISH HL GRADE TWO: TERM 3 WEEKLY TERM PLANNER

overage										
Content Coverage	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Phonics	Identifies letter-sound relationships of all single sounds -Uses consonant blends to build up and break down words -Aurally revises plurals (s, es) ing, and ed' at the end of words	Identifies letter-sound relationships of all single sounds -Uses consonant blends to build up and break down words -Aurally revises plurals (s, es) ing, and ed' at the end of words -Revises common double consonants diagraphs (sh, ch, th) at the end of words such as ca-sh, su-ch -recognises common double consonants such as II, ss, zz at the end of words. E.g do-II, fu-ss, bu-zz -Groups common words into sound families, e.g ('oy', 'oi', 'ay', 'ai;	Identifies letter-sound relationships of all single sounds -Uses consonant blends to build up and break down words -Revises common double consonants diagraphs (sh, ch, th) at the end of words such as ca-sh, su-ch -recognises common double consonants such as II, ss, zz at the end of words. E.g do-II, fu-ss, bu-zz -Groups common words into sound families, e.g ('oy', 'oi', 'ay', 'ai;	Uses consonant blends to build up and break down words -Revises common double consonants diagraphs (sh, ch, th) at the end of words such as ca-sh, su-ch -recognises common double consonants such as II, ss, zz at the end of words. E.g do-II, fu-ss, bu-zz -Groups common words into sound families, e.g ('oy', 'oi', 'ay', 'ai;	FAT 1 O/P/WR -Uses consonant blends to build up and break down words -Revises common double consonants diagraphs (sh, ch, th) at the end of words such as ca-sh, su-ch -recognises common double consonants such as II, ss, zz at the end of words. E.g do-II, fu-ss, bu-zz -Builds words using consonant and vowel diagraphs, consonant blends and double consonants -Groups common words into sound families, e.g ('oy', 'oi', 'ay', 'ai;	-Recognises vowel diagraphs and diphtogs such as 'oy', 'oi', 'ay' -Recognises the first sound and the last syllable in more complex patterns e.g dr-eam -Groups common words into sound families, e.g ('oy', 'oi', 'ay', 'ai;	-Recognises vowel diagraphs and diphtogs such as 'oy', 'oi', 'ay' -Recognises the first sound and the last syllable in more complex patterns e.g dr-eam -Groups common words into sound families, e.g ('oy', 'oi', 'ay', 'ai;	-Recognises vowel diagraphs and diphtogs such as 'oy', 'oi', 'ay' -Recognises the first sound and the last syllable in more complex patterns e.g dr-eam -Groups common words into sound families, e.g ('oy', 'oi', 'ay', 'ai;	FAT 2 O/R/WR -Recognises the first sound and the last syllable in more complex patterns e.g dr-eam -Recognises vowel diagraphs and diphtogs such as 'oy', 'oi', 'ay' -Builds words using consonant and vowel diagraphs, consonant blends and double consonants -Groups common words into sound families, e.g ('oy', 'oi', 'ay', 'ai;	-Recognises vowel diagraphs and diphtogs such as 'oy', 'oi', 'ay' -Recognises the first sound and the last syllable in more complex patterns e.g dr-eam -Groups common words into sound families, e.g ('oy', 'oi', 'ay', 'ai;
				-Build words using	Y ACTIVITIES: Reads words consonants and vowel diagr pells ten words per week tak	aphs, consonant blends and	double consonants			

ENGLISH HL GRADE TWO: TERM 3 WEEKLY TERM PLANNER

Content Coverage	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
					Shared Rea					1
				ess with the whole class, usin				ades and Home Language (
	-Uses cover of book	-Uses cover of book	-Uses cover of book	-Uses cover of book for	FAT1 OR -	-Interprets information	-Interprets information	-Interprets information	FAT 2 OR/WR	
	for prediction -Gives an opinion on	for prediction -Gives an opinion on	for prediction	prediction -Gives an opinion on what	Reads book as a whole class with teacher.	from simple tables such as calendar	from simple tables such as calendar	from simple tables such as calendar	-Reads book as a wh	
	what was read	-Gives an opinion on what was read	-Gives an opinion on what was read	-Gives an opinion on what was read	identifying the sequence of	-Identify some	-Identify some	-Identify some	identifying the sequence setting	e or events and the
	what was read	what was read	what was read	wasieau	events and the setting	synonyms and	synonyms and	synonyms and	-Answers higher order	nuestions based on the
					-Uses cover of book for	antonyms	antonyms	antonyms		at would have happened
					prediction	l í	,	,	if?	
					-Gives an opinion on what				Interprets information fi	om simple tables such
					was read				as calendar	
			DAIL		ads book as a whole class with her order questions based on the			etting		
				-Answers high	Group Guided In the		buid have happened it?			
		A mii	nimum of 2 aroups a day lea	ach aroun work with the teacher	twice a week for 15 minutes. Th		ame ability group. Graded r	eading books are recommen	led	
БĽ					ching Reading in the Early Grac					
Reading			DAILY/ WEEKLY ACTIVITI	-Continues to build	d a sight vocabulary from the inc	idental reading programme	, the graded reading series	and high frequency word list		
Re		at own level in a guided re	eading group with	FAT 1	OR		at own level in a guided re	ading group with teacher,	FAT 2 OR	Reads aloud from
	teacher, the whole group			- Reads aloud from book at or		the whole group reads the			Reads aloud from	book at own level in a
	-Reads with increasing fl		- I	group with teacher, the whole		-Reads with increasing f			book at own level in	guided reading group
	skills when reading	cs, contextual and structura	al analysis decoding	-Uses sight words, phonics, co analysis decoding skills when		-Uses signt words, prior	ics, contextual and structur	al analysis decoding skills	a guided reading group with teacher,	with teacher, the whole group reads the
	skills when reduing			analysis decounty skills when	reading		ding, both word recognition	and comprehension	the whole group	same story
									reads the same	-Reads with increasing
									story	fluency and
									-Reads with	expression
									increasing fluency	
					Deined/Indexendent Deed	line (feries			and expression	
					Paired/ Independent Read	Reads aloud to a	northor			FAT 2 OR
						Reads aloud to a Reads own and oth				Reads independently:
					Rea	ads independently: short fict				short fiction books and
				-Plays	s reading games and completes			such as bingo, track games		poems

ENGLISH HL GRADE TWO TERM 3: WEEKLY TERM PLANNER

Content Coverage	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
			Chila		Reference: Provincial Han script in written recording b			riting.		
Handwriting	-Copies and writes writing cursiv -Copies and writes at leas	ectively: pencil, eraser, ruler 9 patterns in joined script or e writng t two letters of jpoined script eek (size and uniformity)	-Copies and writes writi or curs -Copies and writes at I script or cursive wri	effectively: pencil, eraser, uler ng patterns in joined script ive writng east two letters of jpoined tng per week (size and ormity)	FAT 1 WR -Forms upper and lower case letters correctly correctly and with greater speed and accuracy -Copies and writes writing patterns in joined script or cursive writing -Copies and writes at least two letters of jooined script or cursive writing per week (size and uniformity)	Copies and writes at least two letters of joined script or cursive writing per week (size and uniformity - Copies and writes short words in joined script or cursive writing: 2-3 letter words e.g an, am,at - Recognises and reads short words written in the joined script or cursive writing	Copies and writes at least two letters of joined script or cursive writing per week (size and uniformity - Copies and writes short words in joined script or cursive writing: 2-3 letter words e.g an, am,at - Recognises and reads short words written in the joined script or cursive writing	Copies and writes at least two letters of joined script or cursive writing per week (size and uniformity - Copies and writes short words in joined script or cursive writing: 2-3 letter words e.g an, am, at - Recognises and reads short words written in the joined script or cursive writing	script or cursive writ unit -Copies and writes sho cursive writing: 2-3 le -Recognises and reads	WR least two letters of joined ing per week (size and ormity rt words in joined script or tter words e.g an, am, at short words written in the or cursive writing
Ŧ		li		-Maintains unif	Forms upper and lower case ormity and alignment: size of In Kk Aa Yy Xx			curacy Qq Cc Gg Ss		
					Handwritin	g patterns:				
				. 0 <u>.0 0</u> dobaeso	lfgq ı <u>ııı</u> wv	0 <u>.0</u> 0 minîr h b p	□□ uibtyzj			

ENGLISH HL GRADE TWO TERM 3: WEEKLY TERM PLANNER

Content Coverage	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Writing	-Writes an expressive text such as get well card, post card etc -Spells common words correctly and attempt to spell unfamiliar words using phonic knowledge -Uses present, past and future tenses correctly	-Writes an expressive text such as get well card, post card etc -Spells common words correctly and attempt to spell unfamiliar words using phonic knowledge -Uses present, past and future tenses correctly	-Writes an expressive text such as get well card, post card etc -Spells common words correctly and attempt to spell unfamiliar words using phonic knowledge -Uses present, past and future tenses correctly	-Writes an expressive text such as get well card, post card etc -Spells common words correctly and attempt to spell unfamiliar words using phonic knowledge -Uses present, past and future tenses correctly -Writes an expressive text such as get well card, post card etc -Drafts, writes and publishes own story of at least 6 sentences	FAT 1 WR -Writes an expressive text such as get well card, post card etc -Writes 1/2 paragraphs (at least 8 sentences) on personal experiences or events -Spells common words correctly and attempt to spell unfamiliar words using phonic knowledge -Uses present, past and future tenses correctly	-Drafts, writes and publishes own story of at least 6 sentences -Uses correct punctuation (full stops, commas, question marks and exclamation marks) so that others can read what has been written -Identifies and uses pronouns correctly -Reads and discusses own writing with a partner -Identifies and uses nouns correctly	-Drafts, writes and publishes own story of at least 6 sentences -Uses correct punctuation (full stops, commas, question marks and exclamation marks) so that others can read what has been written -Identifies and uses pronouns correctly -Reads and discusses own writing with a partner -Identifies and uses verbs correctly	-Drafts, writes and publishes own story of at least 6 sentences -Uses correct punctuation (full stops, commas, question marks and exclamation marks) so that others can read what has been written -Identifies and uses pronouns correctly -Reads and discusses own writing with a partner -Identifies and uses nouns and verbs correctly	topic to write about -Drafts, writes and p of at least 6 sentence -Uses correct punct commas, question marks) read what has been -Identifies and uses	es uation (full stops, narks and so that others can written
			-Us	-Builds ow es correct punctuation (DAILY/ WEEKI cipates in a discussion to n bank and personal di (full stops, commas, que graphs (at least 8 senter	o choose a topic to write ctionary using initial lett estion marks and exclan	er of word nation marks) so that ot	hers can read what has	been written	

ENGLISH HL GRADE TWO: TERM 4 WEEKLY TERM PLANNER

Content Coverage										
Cont	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
			-Usec	-Talks about pe s terms such as nouns, adjec	ersonal experiences and mor ctives, verbs, pronouns, prep -Understands and uses a -Suggests solutions to a	ng, asking questions fro clarit re general news, e.g tells ne position, comma, question m ppropriate language of differ problem especially during m	ws using descriptive languag arks, paragraphs when talkir ent subjects athematics	je ig about own writing		
Listening and Speaking	-Participate in discussions, suggesting topics for discussions and asking questions for information and reporting back on the groups work -Participates in playing games such as I spy	-Listens to a complex sequence of instructions and responds appropriately -Participate in discussions, suggesting topics for discussions and asking questions for information and reporting back on the groups work -Listens for the details in stories and answers higher order questions -Expresses feelings about a text and gives reasons	-Listens to a complex sequence of instructions and responds appropriately -Participate in discussions, suggesting topics for discussions and asking questions for information and reporting back on the groups work -Listens for the details in stories and answers higher order questions -Expresses feelings about a text and gives reasons -Tells jokes and riddles using appropriate volume and intonation	-Listens to a complex sequence of instructions and responds appropriately -Participate in discussions, suggesting topics for discussions and asking questions for information and reporting back on the groups work -Listens for the details in stories and answers higher order questions -Expresses feelings about a text and gives reasons -Tells jokes and riddles using appropriate volume and intonation	FAT 1: O/P -Talks about personal experiences and more general news, e.g tells news using descriptive language -Listens to a complex sequence of instructions and responds appropriately -Participate in discussions, suggesting topics for discussions and asking questions for information and reporting back on the groups work	-Listens and responds to a speaker child cannot see -Listens for the details in stories and answers higher order questions -Expresses feelings about a text and gives reasons	Listens and responds to a speaker child cannot see -Listens for the details in stories and answers higher order questions -Expresses feelings about a text and gives reasons	Listens and responds to a speaker child cannot see -Listens for the details in stories and answers higher order questions -Expresses feelings about a text and gives reasons	FAT 2 OR - Taiks about personal experiences and more general news, e.g. tells news using descriptive language - Listens for the details in stories and answers higher order questions - Expresses feelings about a text and gives reasons	Listens and responds to a speaker child cannot see -Listens for the details in stories and answers higher order questions -Expresses feelings about a text and gives reasons

ENGLISH HL GRADE TWO: TERM 4 WEEKLY TERM PLANNER

Content Coverage										
ပိ ဂိ	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Phonics	Recognises at least 5 new vowel diagraphs e.g. 'ar', 'ir, -Recognises vowel diagraphs and diphthogss, e.g 'oa', 'ow'	Recognises at least 5 new vowel diagraphs e.g. 'ar', 'ir, -Recognises and uses suffixes e.g – ly, -ies	Recognises at least 5 new vowel diagraphs e.g. 'ar', 'ir, -Recognises and uses suffixes e.g – ly, -ies	Recognises at least 5 new vowel diagraphs e.g. 'ar', 'ir, -Recognises and uses suffixes e.g – ly, -ies	FAT 1 O/P/WR -Recognises at least 5 new vowel diagraphs e.g. 'ar', 'ir, -Builds words using phonic sounds taught	-Recognises vowel diagraphs and diphthogss, e.g 'oa', 'ow' -Revises silent e'/ split diagraphs in words (e.g cake, time)	-Recognises vowel diagraphs and diphthogss, e.g 'oa', 'ow' -Revises silent e'/ split diagraphs in words (e.g cake, time) -Reads words from phonics lessons in sentences and other texts	-Recognises vowel diagraphs and diphthogss, e.g 'oa', 'ow' -Revises silent e'/ split diagraphs in words (e.g cake, time) -Reads words from phonics lessons in sentences and other texts -Writes two short sentences dictated (dictation) by the teacher	FAT 2 O/R/WR -Recognises vowel diagraphs and diphthogss, e.g 'oa', 'ow' -Builds words using phonic sounds taught	Reads words from phonics lessons in sentences and other texts -Writes two short sentences dictated (dictation) by the teacher
			DAILY/ WEE	-Build v	Recognises at least 5 vo words using phonic sour spell ten words a week t	nds taught		ı, 'ir' as in shirt		

					-					
Content Coverage	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Reading	2-3 times we Reads fiction and non-fiction books as a whole class with the teacher	Reads fiction and non-fiction books as a whole class with the teacher	Reads fiction and non-fiction books as a whole class with the teacher	whole class, using at Reads fiction and non-fiction books as a whole class with the teacher -Expresses a personal response to print media images such as newspaper and magazine pictures, posters, advertisements, e.g. 'I prefer that magazine picture because this advert made me ' Start -Reads poems and s -Answers higher comparison	FAT 1 OR Reads fiction and non-fiction books as a whole class with the teacher -Answers higher order questions based on the text read e.g. In your opinion?	-Answers higher order questions based on the text read e.g. in your opinion -Expresses a personal response to print media images such as newspaper and magazine pictures, posters, advertisements, e.g. 1 prefer that magazine picture because this advert made me 	-Answers higher order questions based on the text read e.g. in your opinion -Expresses a personal response to print media images such as newspaper and magazine pictures, posters, advertisements, e.g. 'I prefer that magazine picture because this advert made me '	the Early Grades and - Answers higher order questions based on the text read e.g. in your opinion -Expresses a personal response to print media images such as newspaper and magazine pictures, posters, advertisements, e.g. 'I prefer that magazine picture because this advert made me ' -Expresses whether a story was liked and is able to justify the response t and the poet's choice	FAT 2 OR/WR -Expresses a personal response to print media images such as newspaper and magazine pictures, posters, advertisements	PS Document -Recognises apostrophes in contractions showing both possession and construction such as John's car, don't Expresses whether a story was liked and is able to justify the response

ENGLISH HL GRADE TWO: TERM 4 WEEKLY TERM PLANNER

ENGLISH HL: GRADE TWO TERM 4: WEEKLY TERM PLANNER

r										
Content Coverage	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Reading	-Uses sight words, phonics, contextual and structural analysis decoding skills when reading		inimum of 2 groups a day, eac. -Uses sight words, phonics, contextual and structural analysis decoding skills when reading -Uses self-correcting strategies: re-reading, pausing, and practicing a word before saying it aloud.	REFERENCE: Te	er twice a week for 15 minute aching Reading in the Early	Grades and Home Language	ge CAPS Document	0		-Uses self-correcting strategies: re-reading, pausing, and practicing a word before saying it aloud. Continues to build a sight vocabulary from the incidental reading programme, the graded reading series and high frequency word list
Rea					Paired/ Independent	Reading (twice a week)				
	Reads own and others writing -Reads independently at a more complex level for enjoyment or information from a variety of available texts: comics, simple fiction and non-fiction books	Reads own and others writing -Reads independently at a more complex level for enjoyment or information from a variety of available texts: comics, simple fiction and non-fiction books	Reads own and others writing -Reads independently at a more complex level for enjoyment or information from a variety of available texts: comics, simple fiction and non-fiction books	Reads own and others writing -Reads independently at a more complex level for enjoyment or information from a variety of available texts: comics, simple fiction and non-fiction books	Paired/ Independent -Reads independently at a more complex level for enjoyment or information from a variety of available texts: comics, simple fiction and non-fiction books -Reads aloud to a partner -Plays reading games such as reading dominoes, and completes cross words to reinforce reading and vocabulary skills	Reading (twice a week) -Reads independently at a more complex level for enjoyment or information from a variety of available texts: comics, simple fiction and non-fiction books -Reads aloud to a partner -Plays reading games such as reading dominoes, and completes cross words to reinforce reading and vocabulary skills	-Reads independently at a more complex level for enjoyment or information from a variety of available texts: comics, simple fiction and non-fiction books -Reads aloud to a partner -Plays reading games such as reading dominoes, and completes cross words to reinforce reading and vocabulary skills	-Reads independently at a more complex level for enjoyment or information from a variety of available texts: comics, simple fiction and non-fiction books -Reads aloud to a partner	FAT 2 OR -Reads independently at a more complex level for enjoyment or information from a variety of available texts: comics, simple fiction and non-fiction books	-Plays reading games such as reading dominoes, and completes cross words to reinforce reading and vocabulary skills

ENGLISH HL GRADE TWO TERM 4: WEEKLY TERM PLANNER

Content Coverage	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Ba	vice the formation of	owar anna lattara an		erence: Provincial Han			a of lottors in a word	and words in a contr	
Handwriting	Revise the formation of lower case letters and contin -Uses handwriting tools effectively: pencil, eraser, ruler -Copies and writes at least two letters of joined script or cursive writing completing all letters by the end of the term -Uses handwriting tools pencil, eraser, ruler -Copies and writes at least two letters of joined script or cursive writing completing all letters by the end of the term -Copies and writes at least two letters of joined script or cursive writing completing all letters by the end of the term -Copies and writes at least two letters of joined script or cursive writing completing all letters by the end of the term -Copies and writes at least two letters of term				FAT 1 WR -Copies and writes at least two letters of joined script or cursive writing per week completing all letters by the end of the term -Copies and writes short words in joined script or cursive writing	-Copies and writes commonly used capital letters in joined script or cursive writing -Copies and writes short sentences in joined script or cursive writing	-Copies and writes commonly used capital letters in joined script or cursive writing -Copies and writes short sentences in joined script or cursive writing	-Copies and writes commonly used capital letters in joined script or cursive writing -Copies and writes short sentences in joined script or cursive writing	FAT 2 WR -Copies and writes commonly used capital letters in joined script or cursive writing -Copies and writes short sentences in joined script or cursive writing	-Copies and writes short sentences in joined script or cursive writing
-				nd writes at least two lef		ursive writing completing	ng all letters by the end o			
			ITHL	EFVW			RJUO	Q C G S		
					Handwritin	ig patterns:				
				🗆 🗆 🗆 🗆 c o a e s d f	g q ııııw v	🗆 🗆 🗆 🗖 m n r h	ıbp 🗆 🗆 🗆 uil	t y j		

ENGLISH HL GRADE TWO TERM 4: WEEKLY TERM PLANNER

Content Coverage	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Writing	-Writes at least 2 paragraphs (10 sentences) on personal experiences or events such as a family celebrations -Uses correct punctuation (full stops, commas, question marks and exclamation marks) so that others can read what has been written - Organises information in a chart or table	-Writes at least 2 paragraphs (10 sentences) on personal experiences or events such as a family celebrations -Uses correct punctuation (full stops, commas, question marks and exclamation marks) so that others can read what has been written - Organises information in a chart or table	-Writes at least 2 paragraphs (10 sentences) on personal experiences or events such as a family celebrations -Uses correct punctuation (full stops, commas, question marks and exclamation marks) so that others can read what has been written - Organises information in a chart or table	-Writes at least 2 paragraphs (10 sentences) on personal experiences or events such as a family celebrations -Uses correct punctuation (full stops, commas, question marks and exclamation marks) so that others can read what has been written -Sequences text by using words like "first", "next" and "finally".	FAT 1 WR -Organises information in a chart or table -Writes at least 2 paragraphs (10 sentences) on personal experiences or events such as a family celebrations -Uses correct punctuation (full stops, commas, question marks and exclamation marks) so that others can read what has been written	-Sequences text by using words like "first", "next" and "finally". -Uses informational structures when writing such as writes recipes -Uses present, past and future tenses correctly	-Sequences text by using words like "first", "next" and "finally". -Uses informational structures when writing such as writes recipes -Uses present, past and future tenses correctly	Sequences text by using words like "first", "next" and "finally". -Uses present, past and future tenses correctly	FAT 2 WR -Sequences text by using words like "first", "next" and "finally". -Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge -Uses present, past and future tenses correctly	-Writes at least 2 paragraphs (10 sentences) on personal experiences or events such as a family celebrations -Uses informational structures when writing such as writes recipes
	DAILY/ WEEKLY ACTIVITIES: - Participates in a discussion and contributes ideas -Experiments with words: writes a simple poem or song -Drafts, writes and publishes own story of at least 2 paragraphs, using language such as "once upon a time" and "in the end" -Build own word bank and personal dictionary -Uses a dictionary to check on meanings and spellings of words -Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge									

6. 2 Exemplars of Programme of Assessment-Home Language

EXEMPLAR OF PROGRAMME OF ASSESSMENT (PoA) – GRADE 2 – ENGLISH HOME LANGUAGE (A YEAR - LONG GRADE SPECIFIC FORMAL PLAN OF ASSESSMENT)

CO	PONENTS	TERM 1	TERM 2	TERM 3	TERM 4
		WEEK 7 & 8	WEEK 5	WEEK 5	WEEK 5
SPEAKING	Task 1	FAT 1:OR/PR- Talks about personal experiences such as, tells personal news-Listens to instructions containing at least two parts and responds appropriately-Listens to a story with enjoyment and answers questions related to the story-Tells a story that has a beginning, middle and end.	FAT 1:OR/PR- Talks about personal experiences. For example, tells news without repetition -Listens to stories for a longer period with enjoyment - Expresses feelings about a story or poem	FAT 1:OR/PR- Talks about personal experiences and more general news. For example, tells news -Uses an ever-increasing vocabulary when speaking -Listens to stories and predicts the ending, or makes up own ending for the story -Tells simple stories varying tone and volume of voic	FAT 1:OR/PR- Talks about personal experiences and more general news. For example, tells news using descriptive language- Listens to a complex sequence of instructions and responds appropriately- Participates in discussions, suggesting topics for discussion and asking questions for information and reporting back on the group"s work
AND			WEEK 9	WEEK 9	WEEK 9
LISTENING AN	Task 2		FAT 2: OR/PR - Listens to stories and poems and identifies the main idea, details and sequence of events -Answers closed and open-ended questions and gives reasons for answers -Participates in discussions and asks questions for clarity	FAT 2: OR/PR - Participates in discussions, asking and answering questions -Listens to a sequence of instructions and responds appropriately -Listens for the detail in stories and answers open-ended questions. For example, works out cause and effect -Role plays different situations, for example, takes on the role of news presenter	FAT 2: OR/PR - Talks about personal experiences and more general news. For example, tells news using descriptive language -Listens for the detail in stories and answers higher-order questions, for example, "Do you think he was right to?" - Expresses feelings about a text and gives reasons, for example, "It made me angry because"

COM	PONENTS	TERM 1	TERM 2	TERM 3	TERM 4	
		WEEK 7 & 8	WEEK 5	WEEK 5	WEEK 5	
S	Task 1	FAT 1: OR/PR/WR - Identifies letter-sound relationships of all single letters -Revises common consonant digraphs (sh, ch, th) at the end of a word (e.g. fi-sh, ri-ch, wi-th, bo-th). -Recognises 'wh' at the beginning of a word such as wh-en, wh-y, wh-at etc. -Uses initial and final consonant blends to build up and break down words such as bl- a-ck, bri-ng, sa-ng -Recognises vowel digraphs such as 'oo' as in moon and 'ee' as in tree.	 Recognises 3-letter consonant blends at the beginning of words. For example. strip, str-ap) Recognises 3-letter consonant blends at the end of words. For example ca-tch, fetch, i-tch) Builds 3, 4 and 5-letter words using the consonant blends, vowel digraphs taught this term Builds words and 5-letter words using the consonant blends, vowel digraphs taught this term Builds words and 5-letter words using the consonant blends, vowel digraphs taught this term Builds S, 4 and 5-letter words using the consonant blends, vowel digraphs taught this term Builds words words and the consonant blends and double consonant words into sound families. For example "oy", "oi", "ay", "ai" 		 "ur" as in church etc. Builds words using the phonic sounds taught during the year 	
onic			WEEK 9	WEEK 9	WEEK 9	
Phonics	Task 2		FAT 2: OR/PR/WR -Recognises at least 3 new vowel digraphs. For example "oa" as in boat, "ea" as in eat, short "oo" as in book, "ai" as in rain -Recognises "silent e"/split digraph in words . For example tape, time, note -Builds 3, 4 and 5-letter words using the consonant blends, vowel digraphs taught this term	FAT 2: OR/PR/WR -Recognises the first sound (onset) and the last syllable (rime) in more complex patterns. For example dr-eam, cr-eam, scr- eam, str-eam -Recognises vowel digraphs and diphthongs For example "oy", "oi", "ay", "ai" -Builds words using the consonant and vowel digraphs, consonant blends and double consonants taught this year -Groups common words into sound families such as. "oy", "oi", "ay", "ai"	FAT 2: OR/PR/WR - Recognises vowel digraphs and diphthongs. For example "oa", "oe", "ow" as in "cow" and "ow" as in "show") -Builds words using the phonic sounds taught during the year	

COMPON	ENTS	TERM 1	TERM 2	TERM 3	TERM 4	
		WEEK 7 & 8	WEEK 5	WEEK 5	WEEK 5	
Reading READING:	Task 1	FAT 1: OR/PR -Interprets pictures and other print media such as a photograph or an advertisement, to make up own story. "Reads" the photograph or advertisement - Reads books as a whole class with teacher (shared reading) and describes the main ideas -Uses visual cues i.e. the cover of a book to predict what the story is about, expressing a personal response -Identifies key details in what was read such as the sequence of events <i>Group Guided Reading</i> -Reads aloud at own level in a Guided Reading group with teacher, that is, the whole group reads same story based on the instructional reading level of the group -Uses sight words, phonics, contextual and structural analysis decoding skills when reading	FAT 1: OR/PR Shared Reading -Reads book as a whole class with teacher (shared reading) and discusses cause effect relations -Identifies key details in what was read such as main characters and setting Group Guided Reading -Uses sight words, phonics, contextual and structural analysis decoding skills when reading - Reads with increasing fluency and expression Paired/Independent Reading - Reads independently texts such as comics and simple fiction books	FAT 1: OR/PR Shared Reading -Reads book as a whole class with teacher, identifying the sequence of events and the setting -Uses the cover of a book for prediction - Gives an opinion on what was read <i>Group Guided Reading</i> -Reads aloud from book at own level in a guided reading group with teacher, that is, whole group reads same story -Uses sight words, phonics, contextual and structural analysis decoding skills when reading	FAT 1: OR/PR Shared Reading -Reads fiction and non-fiction books as a whole class with teacher -Answers higher order questions based on the text read, for example, "In your opinion?" Group Guided reading -Reads silently and aloud from fiction and non-fiction books at own level in a guided reading group with teacher, that is, whole group reads same text	

Cor	nponents	Term 1 Term 2		Term 3	Term 4	
			WEEK 9	WEEK 9	WEEK 9	
Reading	Task 2		FAT 2: OR Shared Reading -Uses visual cues to identify the purpose of advertisements and the intended audience -Reads book as a whole class with teacher (shared reading) and discusses cause effect relations -Answers higher order questions based on the text read. "How is the lion's behaviour different from that of the mouse?" -Gives an opinion on what was read <i>Group Guided Reading</i> -Reads aloud from book at own level in a guided reading group with teacher, that is, whole group reads same story - Uses sight words, phonics, contextual and structural analysis decoding skills when reading <i>Paired/Independent Reading</i> -Reads aloud to a partner	FAT 2: OR Shared Reading -Reads book as a whole class with teacher, identifying the sequence of events and the setting - Answers higher order questions based on the passage read. For example "What would have happened if?" - Interprets information from simple tables such as calendar Group Guided Reading -Reads aloud from book at own level in a guided reading group with teacher, that is, whole group reads same story - Reads with increasing fluency and expression Paired/Independent Reading -Reads independently: short fiction books and poems	FAT 2:OR-Expresses a personal response to print media images such as newspaper and magazine pictures, posters, advertisements, for example, "I preferred that magazine picture because this advert made me"Group Guided Reading -Uses sight words, phonics, contextual and structural analysis decoding skills and comprehension skills to make meaning - Reads with increasing fluency and speed using correct pronunciationPaired/Independent reading -Reads independently at a more complex level for enjoyment or information from a variety of available texts: comics, simple fiction and non-fiction books	

Com	ponents	Term 1	Term 2	Term 3	Term 4	
		WEEK 7 & 8	WEEK 5	WEEK 5	WEEK 5	
Handwriting	Task 1	FAT 1:WR-Forms 26 lower and upper case letters correctly – directionality, formation and spacing within lines - Copies and writes two or more sentences legibly and correctly	FAT 1: WR -Writes in print script all capitals and lower case letters confidently and accurately -Copies and writes different formats of writing such as short birthday invitations, messages, lists etc.	FAT 1:WRHANDWRITINGMaintenance of the print script-Forms upper and lower case letterscorrectly and with greater speed andaccuracyTransition to a joined script or cursivewriting-Copies and writes writing patterns in joinedscript or cursive writing-Copies and writes at least two letters ofjoined script or cursive writing per week(size and uniformity)		
andv			WEEK 9	WEEK 9	WEEK 9	
Hano	TASK 2		FAT 2: WR - Writes in print script all capitals and lower case letters confidently and accurately -Copies and writes one paragraph of between 3 – 4 lines from a printed text such as a story, a poem etc.	FAT 2:WRTransition to a joined script or cursive writing-Copies and writes at least two letters of joined script or cursive writing per week (size and uniformity)-Copies and writes short words in joined script or cursive writing: 2 and 3 letter words such as an; am; at; it; in; on; of; he; we; us; be; so; see; can; our -Recognises and reads short words written in the joined script or cursive writing	FAT 2: WR - Copies and writes commonly used capital letters in joined script or cursive writing . A, E, H, I, M, O, S, T, W, Y -Copies and writes short sentences in joined script or cursive writing	

Com	ponents	Term 1	Term 2	Term 3	Term 4	
		WEEK 7 & 8	WEEK 5	WEEK 5	WEEK 5	
6	Task 1	FAT 1:WR-Draws pictures to convey a message for example, about a personal experience -Writes at least three sentences of own news or creative story using sounds learned and common sight words, capital letters and full stops - Contributes ideas and words for a class story (Shared Writing)	FAT 1:WR-Writes an expressive text such as a thank you card or letter -Participates in a discussion to choose a topic to write about -Writes own story of at least one paragraph (at least 5 sentences) using a writing frame -Uses capital letters (at the beginning of a sentence and for proper names) and correct punctuation (full stops, commas, question marks, exclamation marks)	FAT 1:WR-Writes an expressive text such as get well card, post card etc Writes 1 - 2 paragraphs (at least eight sentences) on personal experiences or events-Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge-Uses present, past and future tenses correctly	FAT 1: WR -Writes at least two paragraphs (ten sentences) on personal experiences or events such as a family celebration -Organizes information in a chart or table -Uses correct punctuation (full stops, commas, question marks and exclamation marks) so that others can read what has been written	
ting			WEEK 9	WEEK 9	WEEK 9	
Writing	FAT 2		FAT 2 :WR-Writes own story of at least one paragraph (at least five sentences) using a writing frame- Writes one paragraph (at least five sentences) on personal experiences or events such as daily news- Uses the writing process (drafting, writing, editing and publishing)-Begins to spell common words correctly - Uses present and past tenses correctly - Reads own writing to a partner	FAT 2:WR-Participates in a discussion to choose a topic to write about-Drafts, writes and publishes own story of at least six sentences and adds a suitable title -Uses correct punctuation (full stops, 	FAT 2:WR-Uses informational structures when writing such as writes recipes -Sequences text by using words like "first", "next" and "finally" -Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge - Uses present, past and future tenses correctly	

6. 3 Exemplar of Formal Assessment Tasks –Home Language

ENGLISH HOME LANGUAGE FORMAL ASSESSMENT TASK GRADE 2 TERM 1

LISTENING AND SPEAKING

Learners tell personal news

CAPS Prescript	1	2	3	4	5	6	7
Talks about personal experiences	Cannot formulate a single correct sentence	Formulates broken sentences	Needs encouragement from the teacher	Can tell news without being prompted	Tells news with acceptable grammar and confidence		Tells news with confidence using correct grammar

Teacher gives instructions such as:

Draw a house in the left hand side of the block Draw a sun in the top right hand corner of the block. Draw a tree next to the house Draw 2 windows and 1 door on the house Draw 3 flowers in the garden

CAPS Prescript	1	2	3	4	5	6	7
Listens to sequence of instructions containing at least 2 parts and responds appropriately	Unable to listen and follow any of the instructions	Attempts to listen and follow instructions but with limited success	Can listen and follow half of the instructions. One or two errors	Can listen to and follow half of the instructions correctly	Can listen to and follow more than half of the instructions correctly	Able to listen and follow most of the instructions correctly	Outstanding achievement. All correct

Formal Assessment Task 1 Listening and Speaking

Teacher reads the story and learners answer the following questions:

During the December holidays, Sipho and his family decided to go for a holiday. Father was going to drive to Cape Town. Sipho and his twin brother were very excited and helped Mother with the preparations. Grandmother baked biscuits and ginger cookies. Everybody started packing their suitcases for the trip. Mother bought everybody new swimwear. When they arrived in Cape Town they went to stay at a hotel. The children could not wait to swim and run on the sand.

- 1. Why did Sipho and his family visit Cape Town?
- 2. What do you think the children did after they unpacked their suitcases?
- 3. What do you think Grandmother did when she got to the hotel?
- 4. How many members were in Sipho's family?

Caps Prescript	1	2	3	4	5	6	7
Listens to a story with enjoyment and answers questions related to a story	Does not answer questions. Does not understand the content of the story	Attempts to answer only closed questions. Does not understand the content of the story	Attempts to answer few questions. Does not understand the content of the story	Is able to answer some questions with the help of the teacher. Has listened and shows understanding of the content	Answers limited number of questions based on the story. Shows understanding of the content	Answers all questions and listen with great interest to the story.	Uses descriptive language to answer questions based on the story. Elaborates on the main idea of the story

Formal Assessment Task 1 Grade 2 Term 1 K Listening and Speaking

Look at the picture and tell a story about it. Make sure that your story has a beginning, middle and ending.



Caps Prescript	1	2	3	4	5	6	7
Tells a story that has a beginning, middle and end	Does not participates at all	Attempts to tell the story but with very limited vocabulary.	Attempts to tell but with a very limited content	Is able to tell a simple story, needs prompting	Is able to tell a simple story with good use of vocabulary	Is able to tell a story and elaborates on ideas. Shows good understanding of the beginning, middle and end of the story	Enjoys telling a well-structured story, confident, uses gestures and good use of vocabulary

Formal Assessment Task 1 Grade 2 Term 1 Phonics

Name____

__Date_____

Read each sentence and circle the ch, sh, th, wh sounds in the beginning and end of the words:. Write two words using the sounds

Sentence	Word 1	Word 2
My mother like spinach		
Some people have cats or fish, or even sheep.		
The baby is in the bath		
The doctor asked "what did you do?"		

Caps Prescript	1	2	3	4	5	6	7
	Not	Elementary	Moderate	Adequate	Substantial	Meritorious	Outstanding
	achieved	Achievement	Achievement	Achievement	Achievement	Achievement	Achievement
Recognises, common consonants diagraphs: ch, sh, th, wh at the beginning and end of the words	0-3 ticks (√)	4 ticks (√)	5-6 ticks(√)	7-8 ticks (√)	9-10 ticks (√)	1-12 ticks (√)	13-14 ticks (√)

🖋 Formal Assessment Task 1	
Grade 2 Term 1	
Phonics	

Name_

Date_____

Look at the pictures below and fill in the missing double vowels ee/ oo

Contraction of the second				****	
shp	slp	bks	tr	mn	Swp

Caps Prescript	1	2	3	4	5	6	7
Recognises vowel diagraphs such as 'oo' and 'ee'		Yes, one correct	Yes, two correct	Yes, three correct	Yes ,four correct	Yes, five correct	Yes, six correct

✓ Formal Assessment Task 1 Grade 2 Term 1 Phonics Name_____Date_____ Build 3 words with these consonant blends. str -ck bl

Break the following words into syllables: Sweep, friend, brick

CAPS Prescript	1 Not achieved	2 Elementary Achievement	3 Moderate Achievement	4 Adequate Achievement	5 Substantial Achievement	6 Meritorious Achievement	7 Outstanding Achievement
Uses initial and final consonant blends to build up and break down words	0-3 ticks(√)	4 ticks (√)	5 ticks(√)	6-7 ticks (√)	8 ticks (√)	9 ticks (√)	10-12 ticks (√)

Formal Assessment Task 1 Grade 2 Term 1 Shared Reading

	Reads a big book with the teacher and describe main ideas									
Caps Prescript	1	2	3	4	5	6	7			
Reads books as a whole class with teacher and describes main ideas	No attempt/ unable	Attempts to but not on the right track	Attempt to but efforts are not always clear	Relies on the help of the teacher and peers to describe main idea	Can describe the main idea of the story with careless mistakes	Can describe main idea of the story correctly	Uses descriptive words to describe main idea with confidence			
Use the big book to predict and identify key details of the story										
Caps Prescript	1	2	3	4	5	6	7			
Vises visual cues to predict what the story is about. Identify key details in what was read	No attempt/ unable to predict and identify key details	Attempts to predict and identify key details but not on the right track	Attempt to predict and identify key details but efforts are not always clear	Relies on the help of the teacher and peers to predict and identify key details	Predicts and identify the key details using no descriptive words	Can describe 1 main idea and key details of the story correctly	Uses descriptive words to predict what the story is about (2 or more ideas) and identify key details with confidence			

Formal Assessment Task 1 Grade 2 Term 1 Reading

Sequence the following pictures correctly and write two sentences about each picture to make your own story



CAPS Prescripts	1	2	3	4	5	6	7
Interprets pictures such as a photograph or an advertisement to make up own story	Unable to sequence, interprets pictures and make own story	Can only sequence, interprets and make own story with limited success.	Attempts to sequence, interprets and make own story with faults and lacks details	Can sequence, interpret and make own story but shows some confusion	Relies with the help of the teacher to interprets and make own story with faults and lacks details	Sequences, interprets and make own story correctly.	Exceeds expectations when sequences, interprets and make own story. Does it correctly and confidently

Formal Assessment Task 1 Grade 2 Term 1 Reading (Group-guided Reading)

Name_ Date____

Read aloud the comprehension and answer the following questions.

Families.

Ann lives in a small family. Jabu lives in a big family. Jabu lives with his grandmother, his brother and sisters.

Some children don't have a mother or father. We need to help them.

- Answer the following questions.1. Who lives in a small family?2. Who lives in a big family?3. Do you help your family at home?

CAPS Prescripts	1	2	3	4	5	6	7
Read aloud and answer the questions accurately with comprehension and using decoding skills when reading		Struggles to read fluently and cannot answer questions with comprehension about the story.	sentences but without comprehension about the story.	struggles to answer		mistakes and answers	Reads very fluently and answers all the questions correctly with comprehension about the story.
Formal Assessment Task 1 Grade 2 Term 1 Handwriting

Name_

Date____

Complete the rows with Upper and lower case letters from A a to Z z. Remember to touch the lines and use finger space

A a

CAPS Prescript 1 2 3 4 6 7 5 Writes Writes 21-23 Forms 26 Writes Writes Writes Writes Writes lower and upper correctly 0-4 correctly 5-8 correctly correctly 13correctly 17letters correctly 24-26 letters case letters letters. Poor only. Finds only 9-12. 16 with the 20 letters correctly with correctly, letter difficulty with Finds assistance of with some few mistakes with ease print directionality, formation, difficulty with the teacher mistakes in and print formation, formation and formation, errors in letter confidence spacing within formation errors with spacing lines errors with and spacing spacing spacing

Formal Assessment Task 1 Handwriting

Name_

Date____

Wash my hands. Go to bed early.

- 1. I brush my teeth.
- 2. I wash my hands.
- 3. I go to bed early.
- 4. I eat fruits and vegetables.
- 1..... 2. 3.

4

CAPS Prescript	1	2	3	4	5	6	7
Copy the sentences correctly starting from left to right, manage the correct handling of the pen, correct spacing within lines and between the letters and between words and also copy punctuations correctly.	1, 0, 1	Struggles to hold the pencil correctly and cannot start from left to right.	Manages to hold the pencil correctly and is able to start from left to right. Struggles to leave spaces between the letters and words and is able to copy punctuations correctly.	Copy sentences start from left to right , hold the pencil correctly and use correct spacing between letters and is able to copy punctuations correctly but struggles to space between words	Copy sentences start from left to right, hold the pencil correctly and use correct spacing within letters and is able to copy punctuations correctly and manages to space between words. Manages to form letters legibly	Copy sentences starting from left and right, holds the pencil correctly and uses correct spacing between letters, and is able to copy punctuations correctly and can do the spacing in between words more accurately. Form letters legibly	Copy sentences start from left to right, hold the pencil correctly and is able to copy punctuations correctly and use correct spacing between words accurately and forms letters very legibly.

Copy the following sentences correctly and legibly.

🖋 Formal Assessment Task 1	
Grade 2 Term 1	
Writing	

Name_____Date_____

Draw a picture of your own news. Remember your picture must have a message.

CAPS Prescript	1	2	3	4	5	6	7
Draws a picture to convey a message	Cannot draw a picture with a message	Finds it difficult to draw a picture with a clear message	Tries to draw, some parts of the picture are clear.	Draws a picture with the help of the teacher	Draws a good picture with a clear message but makes careless mistakes	Draws a good picture with very limited mistakes and self-corrects the mistakes	Very good drawing, clear and good message is shown through the picture. Presents neat drawing

Formal Assessment Task 1 Grade 2 Term 1 Writing

Name_

__Date__

Look at the picture below and write three sentences about it



1.	
2.	
3.	
4.	

Caps Prescript	1	2	3	4	5	6	7
Correctly interpret the picture? Can write own three sentences using sounds learnt, common sight words, capital letters and full stops	Not at all	Struggles to interpret the picture and can construct one sentence with assistance from the teacher	Find it difficult to interpret the picture and is able construct one sentences	Able to interpret the picture with the help of the teacher and construct two sentences with minor mistakes.	Interprets the picture accurately and constructs two sentences satisfactorily.	Interprets the picture accurately and constructs three sentences, makes careless mistakes and self- correct.	Interprets the picture accurately and constructs three sentences satisfactorily, with ease and present neat work

6.4 Exemplar of Recording Sheet- Home Language



DEPARTMENT OF EDUCATION ENGLISH HOME LANGUAGE FORMAL ASSESSMENT RECORDING SHEET

GRADE 2: TERM 1

	L	istening a	nd Speaki	ng				Phonics						Readin	g			Hand-w	riting		Wr	iting		
Names	Talks about personal experiences	Listens to instructions and responds appropriately	Listens to stories and answer s questions related to the story	Tells a story that has a beginning, middle and end	Final Rating	Identifies letter-sound relationships of single letters	Recognise consonant diagraphs (sh, ch, th) at the beginning and end of words	Recognises wh at the beginning of a word	Uses initial and final consonant blends to build and break words	Recognise vowel consonant diagraphs such as "oo, ee"	Final Rating	Interprets pictures, to make up own story	Reads books with teacher and describe main idea	Uses visual cues to predict what the story is about	Identifies key details in what was read	Read aloud using sight words, phonics, structural decoding skills when reading	Final Rating	Forms 26 upper and lower case letters correctly	Copies and writes two or more sentences legibly	Final Rating	Draws picture to convey a message	Writes at least three sentences of own news or creative story	Final Rating	HOME LANGUAGE LEVEL



DEPARTMENT OF EDUCATION: HOME LANGUAGE

FORMAL ASSESSMENT RECORDING SHEET GRADE 2: TERM 2

		List	ening	g and S	Speaki	ng			Ph	onics							I	Readi	ng						Handw	riting							Writing	g					
Surname & Name	1	FAT 1	I		FAT 2	2			FAT 1		FA	Т2			I	FAT 1				FA	12			FA	JT 1	FAT	2	Final		FA	AT 1			I	FAT 2	2			'EL
	Talks about personal experiences	Listens to stories for a longer	Expresses feelings about a story	Listens to stories/poems for main idea, details & sequence of	Answers closed and open-ended questions	Participates in discussion and asks questions for clarity	Final Rating	Recognise 3-letter consonant blends at the beginning of words	Recognise 3-letter consonant blends at the end of words	Build 3-4 letter words using consonant blends & vowel	Recognizes 3 new vowel	Recognizes 'silent e' split	Final Rating	Reads book with the teacher and discusses cause-effect relations	Identifies key details	Uses sight words, decoding skills when reading	Reads with increasing fluency	Reads independently	uses visual cues to identify purpose of advertisement and	ldentify key details and	Gives an opinion on what was	Reads aloud to a partner	Final Rating	Write in print capital and lower case letters accurately	Copies and writes different formats of writing	Write in print capital and lower case letters accurately	Copies and writes one paragraph		Writes expressive text	Participates in class discussion	Writes own story of one	Uses capital letters correctly	writes one paragraph on personal experiences using writing	Begin to spell common words	Uses present and past tenses	Reads own writing	Writes own story using writing frame	Final Rating	HOME LANGUAGE LEVEL
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DEPARTMENT OF EDUCATION: HOME LANGUAGE

FORMAL ASSESSMENT RECORDING SHEET

GRADE 2: TERM 3

		Liste	ning	and S	peaki	ing				Phonie	s						Read	ing						На	ndwr	iting					1	Writin	g				
Surname & Name		FAT	1		FA	T 2			FAT	1	F/	AT 2			F	AT 1			F/	AT 2			F	FAT 1		FA	12			FA	Г1			FAT 2			
	Talks about personal experiences	Listens to stories and predicts	Tells simple stories varying tone	Listens to instructions and	responds appropriately Listens for detail in stories and	answers open-ended questions Role-plays different situations	Final Rating	Uses consonants blends to build up and break words	Revises common double consonants at the end of words	Builds words using consonants and vowel diagraphs	Recognise the first and the last syllable in complex patterns	Group common words into sound families	Final Rating	Reads book , identify the sequence of events and the	Predict and gives opinion on what was read	Reads aloud from own book	Uses sight words, phonics and structural decoding skills when	Reads book with the teacher and	Interprets information from simple tables such as calendars	Reads with increasing fluency and expression	Reads independently short fiction books and poems	Final Rating	Forms upper and lower case letters	Copies and writes writing patterns in cursive writing	Copies & writes 2 letters in	Copies and writes short words in cursive writing	Recognizes and reads short words written in cursive	Final Rating	Writes an expressive text such as get well card	Writes 1 to 2 paragraphs on personal experiences	Spelling rules	Uses past, present and future	Draft, writes and publishes own story	Uses correct punctuation	Identifies and uses pronouns correctly	Final Rating	
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RECORDING SHEET:

TERM 4: GRADE 2

FORMAL ASSESSMENT TASKS 1-2

	Liste	ening an	d Speał	king			Phonic	s					Reading					н	andwriti	ng				W	riting				
Names	FA	T 1	FA	T 2		FÆ	AT 1	F2			FAT 1	-		FA	AT 2			F1	FAT 2				FAT 1		I	FAT 2	-		
	Talks about personal experiences using descriptive language	Listens to a complex sequence of instructions and responds appropriately	Listens for the details in stories and answers higher order questions	Expresses feelings about a text and gives reasons	Final rating	Recognises at least 5 new vowel diagraphs e.g. 'ar', 'ir,	Builds words using phonic sounds taught	Recognises vowel diagraphs and diphthogss, e.g 'oa', 'ow'	Final rating	Reads fiction and non-fiction books as a whole class with the teacher	Answers higher order questions based on the text read	Reads silently and aloud from fiction and non- fiction books at own level	Expresses a personal response to print media images	Uses sight words, phonics, and comprehension skills to make meaning	Reads with increasing fluency and speed using correct pronunciation.	Reads independently at a more complex level	Final rating	Copies and writes at least two letters , short words in joined script or cursive writing	Copies and writes commonly used capital letters in joined script or cursive writing	Copies and writes short sentences in joined script or cursive writing	Final rating	Organises information in a chart or table	Writes at least 2 paragraphs (10 sentences) on personal experiences	Uses correct punctuation	Sequences text by using words like "first", "next" and "finally.	Spells common words correctly	Uses present, past and future tenses correctly	Final Rating	Home Language Level
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DATE:																													
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SECTION 7: FIRST ADDITIONAL LANGUAGE GRADES 1 to 3

7.1 Exemplars of Weekly Term Planning for - First Additional Language

WEEKLY TERM PLANNER

Language Components Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Baseline Assessment -Continues to develop an -Listens to a simple -Listens to a simple -Listens to a non-fiction -Listens to a non-fiction FAT 1 OR -Retells the story. Reference: Grade 2 oral (listening and recount, for example, the recount, for example, the text such as a factual text such as a factual -Listens to a non-fiction -Plays language games, -Retells the story. Term 4 FATs speaking) vocabulary teacher telling about a teacher telling about a recount or information recount or information text such as a factual for example, Guess who -Plays language games, -Listens to a simple recount. using the chosen theme. trip to the zoo. trip to the zoo. report and answers report and answers am..... for example, Guess who I recount or information -Using a frame, gives a simple recount in 3 or -Asks for clarification. for -Listens to short stories. -Listens to short stories. comprehension comprehension report and answers am..... example, I don't personal recounts or questions. questions. comprehension 4 sentences personal recounts or Speaking -Demonstrates understanding of some basic understand. Please sav non-fiction texts (for non-fiction texts (for -With the help from the With the help from the questions orally. oral vocabulary by pointing to objects in the example, factual example, factual teacher, gives a simple teacher, gives a simple -Gives a simple oral that again. classroom or in a picture or doing actions in -Gives simple recounts, instructions, recounts, instructions, recount, for example, recount, for example, summary of 3 or 4 response to instructions from teacher. information reports) told information reports) told learner tells the teacher learner tells the teacher sentences of a noninstructions, for example or read from a Big Book -Understands at least 500 words if minimum 'Hold my hand.' or read from a Big Book about something he/she about something he/she fiction text. Listening and time for EFAL is used or 1000 words where or illustrated poster for or illustrated poster for did. Demonstrates hih maximum time for EFAL is used. enjoyment. enjoyment. -With the teacher's help, -With the teacher's help, understanding of oral gives a simple summary gives a simple summary vocabulary by pointing to of the non-fiction text. of the non-fiction text. objects in the classroom -Understands and uses -Understands and uses or in a picture in language structures in language structures in response to context, for example, questions/instructions context, for example, past tense. past tense. from the teacher, for example, 'What's that?' 'Point to the elephant's tusks'. Content Coverage Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10

ENGLISH FIRST ADDITIONAL LANGUAGE – GRADE 3 TERM 1

Phonics	Term 4 FATs - Groups common words into word families (e.g. hug, mug, jug, bag, rag, wag, hip, tip, rip). - Builds up and breaks down simple words beginning with some common consonant blends (e.g. fl-at, sl-ip, cl-ap, pl-um, br-im, cr-op, dr-ip, gr-ab, tr-ip). - Recognises vowel digraphs (e.g. oo as in boot, ee as in feet).	letters, recognising differences in pronunciation between Home and First Additional Language. Distinguishes between different vowel sounds	relationships of all single letters, recognising differences in pronunciation between Home and First Additional Language. Distinguishes between	digraphs (e.g. 'oo' as in boot, 'oa' as in boat). Recognises consonant digraphs ('sh', 'ch', 'th', 'wh') at the beginning of a word. 	-Recognises vowel digraphs (e.g. 'oo' as in boot, 'oa' as in boat). Recognises consonant digraphs ('sh', 'ch', 'th', 'wh') at the beginning of a word. - Recognises consonant digraphs ('sh', 'ch', 'th'') at the end of a word	-Builds and sounds out short (3 and 4-letter) words using sounds learnt.	letters, recognising differences in pronunciation between Home and First Additional Language	'wh') at the beginning of a word. -Recognises consonant digraphs ('sh', 'ch', 'th'') at the end of a word.	-Recognises vowel digraphs (e.g. 'oo' as in boot, 'oa' as in boat). Recognises consonant digraphs ('sh', 'ch', 'th', 'wh') at the beginning of a word. -Recognises consonant digraphs ('sh', 'ch', 'th'') at the end of a word.
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* NB: The forms of Assessment for the FATS are indicated as Oral – O/OR, Practical – P/PR and Written - WR for all the subjects

Language Compone nts										
Lang Com	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
			n the Early Grades and English Big Book or other enlarged text) v				·		·	
Reading	Baseline A Reference Term 4 - Makes sense of a short wi sequencing pictures or mati a picture. -Reads a short written text (enlarged text) with the teach prediction and answering short the story.	2: Grade 2 I FATs itten story with pictures, by ching a caption/sentence to a Big Book or other her, using the title for	Follow the steps of Shared Reading, namely, -Discusses the cover of the book. – Discusses the pictures of the story and predicting what the story as about. -Key words are written on flashcards and discussed -Teacher reads with learners and she models reading. -Pauses occasionally and answer questions such as, What do you think will happen next? -Answers literal questions about a story.	Follow the steps of Shared Reading, namely, -Discusses the cover of the book Discusses the pictures of the story and predicting what the story and predicting what the story and predicting what the story is about. -Key words are written on flashcards and discussed -Teacher reads with learners and she models reading. -Pauses occasionally and answer questions such as, What do you think will happen next? -Answers literal questions about a story.	Follow the steps of Shared Reading, namely, -Discusses the cover of the book. Discusses the pictures of the story and predicting what the story a about. -Key words are written on flashcards and discussed -Teacher reads with learners and she models reading. -Pauses occasionally and answer questions such as, What do you think will happen next? -Answers literal questions about a story.	Follow the steps of Shared Reading, namely, -Discusses the cover of the book. Discusses the pictures of the story and predicting what the story as about. -Key words are written on flashcards and discussed -Teacher reads with learners and she models reading. -Pauses occasionally and answer questions such as, What do you think will happen next? -Answers literal questions about a story.	Follow the steps of Shared Reading, namely, -Discusses the cover of the book. Discusses the pictures of the story and predicting what the story is about. -Key words are written on flashcards and discussed -Teacher reads with learners and she models reading. -Pauses occasionally and answer questions such as, What do you think will happen next? -Answers literal questions about a story.	FAT 1 OR/PR - Retells a story or summarises a non-fiction text.		
			The teacher works with the same	e ability groups of children at leas	st twice a week.	L	L			
	Group Guided Reading - Reads aloud from own boo group with the teacher. The same story.			ught in the Home Language to ma -Reads -Shows an un	with the teacher. The whole group ake sense and monitor self when s with increasing fluency and expr iderstanding of punctuation when rocabulary from the guided, share	reading (phonics, context clues, s ession reading aloud		-Reads stories in a guided reading group at own level with teacher. The whole group reads same story. - Uses sight words, phonics and comprehension skills to make meaning.	-Shows an understanding of -Continues to build a sight voo	g fluency and expression punctuation when reading aloud abulary from the guided, shared ndent reading.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Writing and Language Use	Reference Term -Writes a paragraph of sentences on a famili	ar topic. on in a simple graphic	-Uses handwriting skills taught in Home Language. -Understands and uses the simple present tense. -Understands and uses 'There is/are' For example, There is a book on the table. -Understands and uses the progressive form of nouns, e.g. the book's cover. -Revises some of the grammar covered informally in	-Writes increasingly complex lists with headings.		simple set of instructions,	-Writes a paragraph of 4- 6 sentences on a familiar topic. -Uses the writing process (drafting, writing, editing and publishing)	-Writes a paragraph of 4–6 sentences on a familiar topic.	-Builds own word bank a -Uses children's dictiona bilingual).	

ENGLISH FIRST ADDITIONAL LANGUAGE – GRADE 3 TERM 2 WEEKLY TERM PLANNER

Language Components										
Lang Compo	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Listening and Speaking	-Continues to develop an oral (listening and speaking) vocabulary using the chosen theme. -Follows instructions -Understands and responds to simple questions	-Continues to develop an oral (listening and speaking) vocabulary using the chosen theme. -Follows instructions - Understands and responds to simple questions	-Asks for clarification, for example, I don't understand. Please say that again. -Gives simple instructions, for example, 'Hold my hand.' -Understands and responds to simple questions.	-Listens to a simple recount -Listens to short stories, personal recounts or non- fiction texts (for example, factual recounts, instructions, information reports) told or read from a Big Book or illustrated poster for enjoyment.	-Listens to a non-fiction text such as a factual recount or information report and answers comprehension questions. -With the help from the teacher, gives a simple summary of the non-fiction. -With the teacher's - Understands and uses language structures in context, for example, past tense.	FAT 1 OR -Listens to a non-fiction text such as a factual recount or information report and answers comprehension questions orally. -Demonstrates understanding of oral vocabulary by pointing to objects in the classroom or in a picture in response to questions/instructions from the teacher, for example, "What's that? 'Pont to the roots'.	-Continues to build oral vocabulary, including conceptual vocabulary, e.g. describing process- life cycle.	-Talks about objects in a picture or photograph in response to teacher's instructions	FAT 2 OR -Listens to a story and retells it. -Demonstrates understanding of oral vocabulary by pointing to objects in the classroom or in a picture in response to questions/instructions from the teacher, for example, 'What's that? 'Pont to the roots'.	-Gives a simple oral recount. - Understands and uses language structures in context, e.g. past tense. Memorises and performs poems, action rhymes and songs. -Plays language games, e.g. I spy with my little eye
Phonics	-Recognises at least three new vowel digraphs digraphs (e.g. 'ea' as in eat, 'oa' in boat, short 'oo' as in book etc.	-Recognises at least three new vowel digraphs digraphs (e.g. 'ea' as in eat, 'oa' in boat, short 'oo' as in book etc.	-Recognises silent 'e' in words (cake ,time, hope, note)	-Builds and sounds out words using sounds learnt.	Builds and sounds out words using sounds learnt.	FAT 1 OR/ PR/ WR -Recognises at least three new vowel digraphs (e.g. 'ea' as in eat, 'oa' in boat, short 'oo' as in book etc. -Recognises silent 'e' in words (cake ,time, hope, note)	-Uses consonant blends to build up and break down words (e.g. ri-ng, i-nk, bla-ck, ch-op, ci-ap). -Recognises known rhyming words (e.g. fly, sky, dry, cry, try). -Distinguishes between long and short vowel sounds orally as in 'boot' and book, 'fool' and 'full,' kite' and 'kit'	-Builds and sounds out words using sounds learnt.	FAT 2 OR/PR/WR -Uses consonant blends to build up and break down (e.g. ri-ng, i-nk, bla-ck, ch-op, cl- ap) - Builds and sounds out words using sounds learnt	-Uses consonant blends to build up and break down words (e.g. ri-ng, i-nk, bla-ck, ch-op, ci-ap). -Recognises known rhyming words (e.g. fly, sky, dry, cry, try). -Distinguishes between long and short vowel sounds orally as in 'boot' and book, 'fool' and 'full,' kite' and 'kit'

age nen										
Language Componen ts	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
				Shared Reading : REFERENCE: T Daily/ Weekly activities: Reads a					· · · · ·	
	-Discusses the cover of the book. -Discusses the pictures of the story and predicting what the story is about. -Key words are written on flashcards and discussed	the book. -Discusses the pictures of the story and predicting what the story is about. -Key words are written on	Reading, namely, -Discusses the cover of the book. -Discusses the pictures of the story and predicting what the	.,	Answers literal questions about a story.	FAT 1 OR Shared Reading -Answers literal questions about a story or non-fiction text.	Reads a short written text with the teacher, using the title for prediction.	-Describes how a story made him/her feel. -Reads with increasing fluency and expression	FAT 2 OR Shared Reading -Answers literal questions about a story or non-fiction text.	-Shows an understanding of punctuation when reading aloud -Continues to build a sight vocabulary from the guided, shared and independent reading
ding		·	G	roup Guided Reading and Indepe	ndent reading-The teacher wo	rks with the same ability group	os of children at least twice a	week	-	•
Reading	Group Guid Reads aloud from own group with the teacher. TI same story or non- fictio Independe -Reads own and others' writ	book in a guided reading he whole group reads the on text with the teacher. nt Reading	-Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words) -Reads own and others' writing.	-Reads with increasing fluency a expression. -Shows an understanding of punctuation when reading aloud Reads independently books read Guided reading sessions and sir caption books and picture story books in the First Additional language from the classroom reading corner	vocabulary from the guided, shared and independent reading. -Reads familiar poems and rhymes. I in -Uses children's picture	FAT 1 OR Group Guided Reading -Demonstrates comprehension and fluency when reading at own level with teacher.	-Reads with increasing fluency and expression. -Shows an understanding of punctuation when reading aloud. -Reads independently books read in Guided reading sessions and simple caption books and picture story books in the First Additional language from the classroom	reading aloud. -Reads independently books read in Guided reading sessions and simple caption books and picture story books in the First Additional language from the classroom reading corner	FAT 2 OR Group Guided Reading -Demonstrates comprehension and fluency when reading at own level with teacher. Paired/ Independent reading -Demonstrates comprehension and fluency when reading independently	-Reads familiar poems and rhymes. -Uses children's picture dictionaries to find out unknown words.

Content Coverage	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Writing and Language Use		-Uses handwriting skills taught in Home Language	-Understands and uses the simple present tense. -Understands and uses 'There is/are' For example, There is a book on the table. -Understands and uses the progressive form of nouns, e.g. the book's cover. -Revises some of the grammar covered informally in Grade R-2	-Writes increasingly complex lists with headings. -Understands and uses the present progressive e.g. we are planting a seed.	-Writes a simple text, for example, a birthday card -With guidance, writes a simple set of instructions, e.g., a recipe. -Uses punctuation already taught in Home Language. knowledge.	FAT 1 WR -Writes a paragraph of 4–6 sentences on a familiar topic. -Completes sentences using the present progressive tense	-Spells common words correctly and attempts to spell unfamiliar words using phonic	With guidance, writes a simple set of instructions, e.g. how to grow a plant.	FAT 2 WR -With support, writes a set of instructions, e.g. a recipe. -Writes meaningful sentences in the simple present tense with some accuracy.	-Builds own word bank and personal dictionary -Uses children's dictionaries (monolingual and bilingual).

GRADE 3 FIRST ADDITIONAL LANGUAGE TEACHING WEEKLY PLANS TERM 3

lage nents										
Language Components	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Listening and Speaking	-Continues to develop an oral (listening and speaking) vocabulary using the chosen theme or topic.	-Gives simple	-Understands and responds to simple questions such as 'When?' Why?' 'How? -Asks for clarification, e.g. I don't understand. -Responds to and makes requests, e.g. Can I use the dictionary, please? -Participates in a short onversation on a familiar topic, e.g. what is going on in the community?	-Understands and responds to simple questions such as 'When?' Why?' 'How?' -Asks for clarification, e.g. I don't understand. -Responds to and makes requests, e.g. Can I use the dictionary, please? -Participates in a short conversation on a familiar topic, e.g. what is going on in the community?	-Identifies an object from a simple oral description, e.g. puts pictures in the right order after listening to instructions on how to make a mask. -Talks about objects in a picture or photograph in response to teacher's instructions	FAT 1 OR -Listens to a story and answers comprehension questions orally. -Retells the story. -Demonstrates understanding of oral vocabulary by pointing to objects in the classroom or in a picture in response to questions/instructions from the teacher, for example, What's that?' 'Point to the ghost.'	-Listens to simple recount. -Gives a simple oral recount. -Listens to short stories, personal recounts or non-fiction texts.	-Listens to non-fiction text such as procedural text. -Understands and uses language structures in context, e.g. demonstrative pronouns.	FAT 2 OR -Gives an oral recount of a recent experience	-Memorises and performs simple poems, action rhymes and songs.
Phonics	-Distinguishes between different vowel sounds aurally.	-Recognises some differences between sound/spelling relationships in home and additional language (e.g. 'thatha' and 'thin').	-Recognises at least five new vowel digraphs	-Builds and sounds out words using sounds learnt.	-Distinguishes between different vowel sounds aurally.	FAT 1 OR/PR/WR -Distinguishes between different vowel sounds aurally, for example, bird" andbed";ship" andsheep" Recognises at least five new vowel digraphs, for example,ai" as in pain, ay" as in pay,oi" as in coin,oy" as in toy,ou" as in round.	-Recognises consonant digraphs in a word.	-Recognises three-letter consonant blends at the beginning and end of words		-Builds and sounds out words using sounds learnt.

GRADE 3 FIRST ADDITIONAL LANGUAGE TEACHING WEEKLY PLANS TERM 3

ge nents										
Language Components	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Shared Reading : REFEF Daily/ Weekly activities:		ng in the Early Grades and t (a Big Book or other enlar							
Reading	Follow the steps of shar -Discusses the cover of th Discusses the pictures of th what the story is about. -Key words are written on discussed -Teacher reads with learnur readingPaus answer questions such as happen next? -Answers literal questions	e book. the story and predicting flashcards and ers and she models es occasionally and , What do you think will	Follow the steps of shar -Discusses the cover of th Discusses the pictures of what the story is about. -Key words are written on discussed -Teacher reads with learn reading. -Paus answer questions such as happen next? -Answers literal questions	the book. the story and predicting flashcards and ers and she models see occasionally and s, What do you think will	-Reads a short written text with the teacher using the title for prediction. -Answers literal questions about a story. -Describes how a story made him/her feel.	FAT 1 OR Shared Reading -Answers literal questions about a story or non-fiction text, for example, "Could people see the Friendly Ghost?" "Why couldn"t they see the Friendly Ghost?"	-Reads a short written text with the teacher using the title for prediction.	-Answers literal questions about a story. -Describes how a story made him/her feel.	FAT 2 OR Shared Reading -Answers literal questions about a story or non-fiction text, for example, "Could people see the Friendly Ghost?" "Why couldn"t they see the Friendly Ghost?"	-Reads a short written text with the teacher using the title for prediction. -Answers literal questions about a story. -Describes how a story made him/her feel.
				Divide the class	into 5 same-ability readi	ng groups. Use graded re	eading schemes.			

GRADE 3 FIRST ADDITIONAL LANGUAGE TEACHING WEEKLY PLANS TERM 3

e ents										
Language Components	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
eading	-Reads aloud from own book in a guided reading group with the teacher. The whole group reads the same story or non-fiction text with the teacher. -Uses the reading strategies taught in Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words).	-Reads aloud from own book in a guided reading group with the teacher. The whole group reads the same story or non-fiction text with the teacher. -Uses the reading strategies taught in Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words).	-Reads aloud from own book in a guided reading group with the teacher. The whole group reads the same story or non-fiction text with the teacher. -Uses the reading strategies taught in Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words).	-Reads aloud from own book in a guided reading group with the teacher. The whole group reads the same story or non-fiction text with the teacher. -Uses the reading strategies taught in Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words).	-Reads with increasing fluency and expression. -Shows an understanding of punctuation when reading aloud. -Continues to build a sight vocabulary from the shared, guided and independent reading.	Group Guided Reading OR -Demonstrates comprehension and fluency when reading at own level with the teacher. Paired/Independent reading Demonstrates comprehension and fluency when reading independently.		-Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the First Additional Language from the classroom reading corner	Group Guided Reading OR -Demonstrates comprehension and fluency when reading at own level with the teacher. Paired/Independent reading Demonstrates comprehension and fluency when reading independently.	-Reads familiar poems and rhymes. -Uses children's picture dictionaries (monolingual and bilingual) to find out the meaning of unknown words.
Writing and Language Use	-Uses handwriting skills taught in Home Language.	-Writes increasingly complex lists with headings.	- Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge.	-Organises information in a chart, table or bar graph.	-Writes a paragraph of 4–6 sentences on a familiar topic. -Uses punctuation already taught n Home Language -Uses past tense with increasing accuracy.	FAT 1 WR -Writes a paragraph of 4–6 sentences on a familiar topic. -Completes sentences using the past tense.	-With guidance, writes a personal recount of experiences.	- Uses the writing process (drafting, writing, revising and editing). -Uses past tense with increasing accuracy.	FAT 2 WR -Writes a personal recount. -Writes meaningful sentences in the past tense with some accuracy.	-Builds own word bank and personal dictionary -Uses children's dictionaries (monolingual and bilingual).

ENGLISH FAL GRADE THREE: TERM 4 WEEKLY TERM PLANNER

uage	components										
Lang	Compo	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Listening and Speaking		-Continues to develop an oral (listening and speaking) vocabulary using the chosen theme.		an oral (listening and speaking) vocabulary	-Participates in a short conversation on a familiar topic. -Identifies an object from a simple oral description.	-Talks about objects in a picture or photograph in response to teacher's instructions	-Listens to and gives oral recount. -Understands and uses language structures in context. -Retells the story -Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language.	-With the teacher's help, gives a simple summary of the non- fiction text. -Understands and uses language structures in context, for example, past tense. -Listens to non-fiction text.	FAT 1 OR -Listens to a non-fiction text such as a factual recount or information report and answers comprehension questions orally. -Gives a simple oral summary of text. -Demonstrates understanding of oral vocabulary by pointing to objects in the classroom or in a picture in response to questions/instructions from the teacher, for example, What's that?' 'Point to the train'.	-Memorises and performs simple poems, actions rhymes and songs. -Expresses feelings about the story.	-Plays language games. -Continues to build oral vocabulary, including conceptual vocabulary

ENGLISH FAL GRADE THREE: TERM 4 WEEKLY TERM PLANNER

Language Components										
Lang	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Phonics	Recognises at least five vowel digraphs (e.g. 'ar' as in far, 'er' as in her)	Recognises at least five vowel digraphs (e.g. 'ar' as in far, 'er' as in her)	-Recognises the first sound (onset) and the last syllable (rime) in more complex patterns	-Builds and sounds out words using sounds learnt.	-Builds and sounds out words using sounds learnt.	Recognises more complex word families (e.g. 'hatch', 'match', 'patch')	-Builds and sounds out words using sounds learnt. -Recognises and uses some suffixes (e.g. '-es', '-ies', '-ing', '-ed')	FAT 1 OR/PR/WR - Recognises at least five vowel digraphs (e.g. 'ar' as in far, 'er' as in her) - -Recognises and uses some suffixes (e.g. '-es', 'ies', '-ly', '-ing', '-ed') -Builds and sounds out words using sounds learnt.	-Builds and sounds out words using sounds learnt. -Recognises and uses some suffixes (e.g. '-es', 'ies', 'ily', 'ing', '-ed')	-Builds and sounds out words using sounds learnt. -Recognises and uses some suffixes (e.g. '-es', '-ig', '-ing', '-ed')

ENGLISH FAL GRADE THREE: TERM 4 WEEKLY TERM PLANNER

age	ients										
Language	Compon	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
				Daily/ Week		Shared Teaching Reading in the written text (a Big Book or	Early Grades and FAL C		or prediction.		
Reading		-Reads a short written text (a Big Book or other enlarged text) with the teacher, using the title for prediction. -Answers literal questions about a story. -Describes how a story made them feel, code switching if necessary.	-Reads a short written text (a Big Book or other enlarged text) with the teacher, using the title for prediction. -Answers literal questions about a story. -Describes how a story made them feel, code switching if necessary	-Reads a short written text (a Big Book or other enlarged text) with the teacher, using the title for prediction. -Answers literal questions about a story. -Describes how a story made them feel, code switching if necessary	-Reads a short written text (a Big Book or other enlarged text) with the teacher, using the title for prediction. -Answers literal questions about a story. -Describes how a story made them feel, code switching if necessary	-Reads a short written text (a Big Book or other enlarged text) with the teacher, using the title for prediction. -Answers literal questions about a story. -Describes how a story made them feel, code switching if necessary	-Reads a short written text (a Big Book or other enlarged text) with the teacher, using the title for prediction. -Answers literal questions about a story. -Describes how a story made them feel, code switching if necessary	-Reads a short written text (a Big Book or other enlarged text) with the teacher, using the title for prediction. -Answers literal questions about a story. -Describes how a story made them feel, code switching if necessary	FAT 1 OR Shared Reading - Answers literal questions about a story or non-fiction text.	understanding of punctuation when reading aloud -Continues to build a sight vocabulary from the guided, shared and independent reading.	-Describes how a story made him/her feel. -Reads with increasing fluency and expression -Shows an understanding of punctuation when reading aloud -Continues to build a sight vocabulary from the guided, shared and independent reading.

ENGLISH HL: GRADE TWO TERM 4: WEEKLY TERM PLANNER

Language Components	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
				REFEREN CE : Teaching	<i>Group Guid</i> Reading in the Early Grac	led Reading les and First Additional Lar	nguage CAPS Document			
Reading	- Reads aloud from own book in a guided reading group with the teacher. The whole group reads the same story.	-Reads aloud from own book in a guided reading group with the teacher. The whole group reads the same story or non-fiction text with the teacher.	-Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words)	-Reads with increasing fluency and expression -Shows an understanding of punctuation when reading aloud -Continues to build a sight vocabulary from the guided, shared and independent reading.	-Reads with increasing fluency and expression -Shows an understanding of punctuation when reading aloud -Continues to build a sight vocabulary from the guided, shared and independent reading.	-Reads with increasing fluency and expression -Shows an understanding of punctuation when reading aloud -Continues to build a sight vocabulary from the guided, shared and independent reading. Independent reading	-Reads with increasing fluency and expression -Shows an understanding of punctuation when reading aloud -Continues to build a sight vocabulary from the guided, shared and independent reading.	FAT 1 OR -Demonstrates comprehension and fluency when reading at own level with the teacher	Reads familiar poems and rhymes -Uses children's picture dictionaries (monolingual and bilingual) to find out the meaning of unknown words.	-Reads familiar poems and rhymes -Uses children's picture dictionaries (monolingual and bilingual) to find out the meaning of unknown words.
					Paired/ Indepe	endent Reading				
	-Reading own and others' writing. -Reading independently books read in Guided Reading sessions and simple caption books and picture story books in the First Additional Language from the classroom reading corner	Reading own and others' writing. -Reading independently books read in Guided Reading sessions and simple caption books and picture story books in the First Additional Language from the classroom reading corner	-Reading own and others' writing. -Reading independently books read in Guided Reading sessions and simple caption books and picture story books in the First Additional Language from the classroom reading corner	-Reading own and others' writing. -Reading independently books read in Guided Reading sessions and simple caption books and picture story books in the First Additional Language from the classroom reading corner	-Reading own and others' writing. -Reading independently books read in Guided Reading sessions and simple caption books and picture story books in the First Additional Language from the classroom reading corner	-Reading own and others' writing. -Reading independently books read in Guided Reading sessions and simple caption books and picture story books in the First Additional Language from the classroom reading corner	-Reading own and others' writing. -Reading independently books read in Guided Reading sessions and simple caption books and picture story books in the First Additional Language from the classroom reading corner	-Reading own and others' writing. -Reading independently books read in Guided Reading sessions and simple caption books and picture story books in the First Additional Language from the classroom reading corner	-Reading own and others' writing. -Reading independently books read in Guided Reading sessions and simple caption books and picture story books in the First Additional Language from the classroom reading corner	-Reading own and others' writing. -Reading independently books read in Guided Reading sessions and simple caption books and picture story books in the First Additional Language from the classroom reading corner

ENGLISH FAL GRADE THREE TERM 4: WEEKLY TERM PLANNER

P taught in Home complex lists with in a chart, table or bar recount of experiences, writes a simple story and already taught in Home 6-8 sentences on -Writes a paragraph of the future tense, e.g. I increasing P P Eanguage headings in a chart, table or bar recount of experiences, writes a simple story and already taught in Home 6-8 sentences on -He future tense, e.g. I will go to town -Builds on after doing a survey of IFirst Ietc'. Writing) commas, question commas, question familiar topic. familiar topic. and	Language Components	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
top commas) writing, editing and publishing) comparative adjectives dic (mono	iguage Structure and Use	taught in Home co	complex lists with neadings	in a chart, table or bar graph, e.g. bar graph after doing a survey of types of transport used	recount of experiences, e.g. 'Last weekend	writes a simple story and copies it (Shared	already taught in Home Language (full stops, commas, question marks, exclamation marks, exclamation marks and inverted commas) -Understands and uses comparative adjectives e.g. A car is faster than	6-8 sentences on a familiar topic. -Uses the writing process (drafting, writing, editing and	-Writes a paragraph of 4–6 sentences on a familiar topic. -Writes meaningful sentences using	the future tense, e.g. I will go to town	-Uses past tense with increasing accuracy. -Builds own word bank and personal dictionary. -Uses children's dictionaries (monolingual and bilingual).

EXEMPLAR OF PROGRAMME OF ASSESSMENT (PoA) GRADE 3- FIRST ADDITTIONAL LANGUAGE (FAL) (A YEAR - LONG GRADE SPECIFIC FORMAL PLAN OF ASSESSMENT)

COMPONENTS	TERM 1	TERM 2	TERM 3	TERM 4
LISTENING AND SPEAKING WEEKS 1 – 5	FAT 1: OR -Listens to a non-fiction text such as a factual recount or information report and answers comprehension questions orally -Gives a simple oral summary of 3 or 4 sentences of a non-fiction text.	FAT 1: OR - Listens to a non-fiction text and answers comprehension questions orally. Demonstrates understanding of oral vocabulary by pointing to objects in the classroom or in a picture in response to questions/instructions from the teacher, for example, 'What's that?' 'Point to the roots.'	FAT 1: OR - Listens to a story and answers comprehension questions orally. -Retells the story. Demonstrates understanding of oral vocabulary by pointing to objects in the classroom or in a picture in response to questions/instructions from the teacher, for example, What's that?' 'Point to the ghost.'	FAT 1: OR - Listens to a non-fiction text and answers comprehension questions orally -Gives a very simple summary of text.
WEEKS 6 - 10	-Demonstrates understanding of oral vocabulary by pointing to objects in the classroom or in a picture in response to questions/instructions from the teacher, for example, 'What's that?' 'Point to the elephant's tusks'.	FAT 2: OR - Listens to a story and retells it. -Demonstrates understanding of oral vocabulary by pointing to objects in the classroom or in a picture in response to questions/instructions from the teacher, for example, 'What's that?' 'Point to the roots.'	FAT 2: OR - Gives an oral recount of a recent experience.	-Demonstrates understanding of oral vocabulary by pointing to objects in the classroom or in a picture in response to questions/instructions from the teacher (e.g. What's that? Point to the train.)
PHONICS	FAT 1: OR/PR/WR - Identifies letter-sound relationships of all single letters, recognising differences in pronunciation between Home and First Additional Language. -Recognises consonant digraphs ("sh", "ch", "th", "wh") at the beginning of a word (e.g. sh-ip, ch-ip, th-in, wh-en) -Recognises consonant digraphs ("sh", "ch", "th") at the end of a word (e.g. fi-sh, ri-ch, wi- th).	 FAT 1: OR/PR/WR Recognises at least three new vowel digraphs (e.g. "ea" as in eat, "oa" as in boat, short "oo" as in book etc.) Recognises silent "e" in words (e.g. cake, time, hope, note) FAT 2: OR/PR/WR Uses consonant blends to build up and break down words (e.g. ri-ng, i-nk, bla-ck, chop, cl-ap) Builds and sounds out words using sounds learnt. 	 FAT 1: OR/PR/WR Distinguishes between different vowel sounds aurally, for example, "bird" and "bed"; "ship" and "sheep" Recognises at least five new vowel digraphs, for example, "ai" as in pain, "ay" as in pay, "oi" as in coin, "oy" as in toy, "ou" as in round FAT 2: OR/PR/WR Recognises three-letter consonant blends at the beginning and end of words (e.g. str., scr., -tch, -nch). Recognises consonant digraphs in a word (e.g. "ph", "Il", "s", "ff") Builds and sounds out words using sounds 	FAT 1: OR/PR/WR - Recognises at least five new vowel digraphs (e.g. "ar" as in far, "er" as in her, "ir" as in bird, "or" as in short, "ur" as in hurt) - Recognises and uses some suffixes (e.g. "- es", "-ies", "-ly", "-ing", "-ed") - Builds and sounds out words using sounds learnt.
READING: SHARED READING	FAT 1: OR Shared Reading -Retells a story or summarises a non-fiction text.	FAT 1: OR Shared Reading -Answers literal questions about a story or non-fiction text, for example, 'What is the first thing that happens to the bean seed when it grows?'	learnt. FAT 1: OR Shared Reading -Answers literal questions about a story or non-fiction text, for example, "Could people see the Friendly Ghost? 'Why couldn"t they see the Friendly Ghost?'	FAT 1: OR Shared Reading -Answers literal questions about a story or non-fiction text, for example, 'Which goes faster, an aeroplane or a train?'

COMPONENTS	TERM 1	TERM 2	TERM 3	TERM 4
GROUP GUIDED READING	Group Guided Reading - Reads stories in a guided reading group at own level with teacher. The whole group reads same story. -Uses sight words, phonics and comprehension skills to make meaning.	Group Guided Reading -Demonstrates comprehension and fluency when reading at own level with the teacher. Paired/Independent reading. -Demonstrates comprehension and fluency when reading independently.	Group Guided Reading -Demonstrates comprehension and fluency when reading at own level with the teacher. Paired/Independent reading Demonstrates comprehension and fluency when reading independently.	Group Guided Reading -Demonstrates comprehension and fluency when reading at own level with the teacher. Paired/Independent reading -Demonstrates comprehension and fluency when reading independently.
		FAT 2: OR Shared Reading -Reads with the whole class big books or other enlarged text. -Interprets pictures to make up own story, that is 'reads' the pictures.	FAT 2: OR Shared Reading -Answers literal questions about a story or non-fiction text, for example, "Could people see the Friendly Ghost? 'Why couldn't they see the Friendly Ghost?'	
		 Uses clues and pictures in the text for understanding. Answers a wide variety of types of questions based on the texts read including higher order type questions. 	Group Guided Reading -Demonstrates comprehension and fluency when reading at own level with the teacher. Paired/Independent reading Demonstrates comprehension and fluency when reading independently.	
WRITING	- Writes a paragraph of 4–6 sentences on a familiar topic	FAT 1: WR - Writes a paragraph of 6–8 sentences on a	FAT 1: WR - Writes a paragraph of 4–6 sentences on a	FAT 1: WR - Writes a paragraph of 4–6 sentences on a
LANGUAGE USE	Writes meaningful sentences in the simple present tense with some accuracy.	- Completes sentences using the present progressive tense.	-Completes sentences using the past tense.	 Writes meaningful sentences using comparative adjectives.
		FAT 2: WR - With support, writes a simple set of instructions, for example, a recipe. -Writes meaningful sentences in the present progressive tense with some accuracy.	FAT 2: WR -Writes a personal recount. -Writes meaningful sentences in the past tense with some accuracy.	

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7.3 Exemplars of Formal Assessment Tasks - First Additional Language

First Additional Language Formal Assessment Task Grade 3 TERM 1

LISTENING AND SPEAKING

Listen carefully to the following text and then answer orally the questions that follow:

Snakes are reptiles. All reptiles have scales on their skin. Reptiles cannot control their body temperature. Their bodies are the same temperature as the place around them. They are called cold-blooded, but after a reptile has been in the sun for a while, its body becomes warm. All reptiles lay eggs.

Kinds of snakes

Two kinds of snakes are puff adders and pythons. Puff adders are yellow or brown with a black, v-shaped pattern. They can be a metre long.

Pythons are bigger than puff adders. They are creamy brown with brown patterns. They can be 5 metres long.

Puff adders eat mainly rats and mice. They poison these animals with their venom. Pythons eat bigger animals such as rabbits and small buck. They strangle these animals.

- (a) What do reptiles have on their skin?
- (b) How is the temperature of their bodies?
- (c) What is common about all reptiles?
- (d) What is the difference between a puff adder and a python?
- (e) How long can a python be?

Criteria	1	2	3	4	5	6	7
Listens to a non-fiction text such as a factual recount or information report and answers comprehension questions orally.	Unable to answer comprehension questions.	Answers some comprehension questions with help from teacher.	Answers most comprehension questions with help from teacher.	Answers most comprehension questions but language structure is incorrect.	Answers most comprehension questions with fairy good language structure.	Answers all comprehension questions with mostly correct language structure – a few errors.	Answers all comprehension questions with ease and uses correct language structure.

£? Formal Assessment Task Grade 3

Name_

_____ Date_____

Listening and Speaking Summarise orally the text that was previously told by the teacher in 3 or 4 sentences.

Caps Prescripts	1	2	3	4	5	6	7
Gives a simple oral summary of 3 or 4 sentences of a non-fiction text.	Unable to summarise a non-fiction text.	Summarises part of a non- fiction text with help from teacher.	Summarises a non-fiction text with help from teacher.	Summarises part of a non- fiction text unaided.	Summarises a non-fiction text fairly well.	non-fiction text well and recalls	

£73	Formal Assessment Task
	Grade 3
	Listening and Speaking

Point to objects in a picture (teacher gives instructions). Also say what the objects are.



Caps Prescripts	1	2	3	4	5	6	7
♥ Understanding of oral vocabulary by pointing to objects in the classroom or in a picture in response to questions/ instructions from the teacher, for example, 'What's that?' 'Point to the elephant's tusks'.	Unable to find objects in pictures or follows detailed instructions from the teacher.	Finds some objects with help or explanation in home language.	Finds most objects with help or explanation in home language.	Finds some objects in pictures in response to instructions but often just guesses.	Finds most objects in pictures when given some clues or explanation.	Finds most objects in pictures; understands most instructions	Finds all objects in pictures without errors; understands all instructions

En s	Formal Assessment Task
	Grade 3
	Phonics

Name___

_____ Date_____

Sound out the first underlined letters in the words from the story that was told by the teacher. Also say if the letters sound differently in their home language:

- (a) <u>r</u>eptiles
- (b) <u>b</u>ody
- (c) temperature
- (d) <u>c</u>old-blooded (e) <u>s</u>un

Criteria	1	2	3	4	5	6	7
Sounds out first letters in the words using sounds learnt.	Unable to sound out first letters in the words.	Struggles to sound out first letters in the words with help from teacher.	Sounds out first letters in the words with help from teacher.	Sounds out first letters in the words unaided.	Sounds out first letters in the words fairly well.	Sounds out first letters in the words well and recalls most of the vocabulary.	Sounds out first letters in the words well and remembers all vocabulary.

le l	Formal Assessment Task
	Grade 3
	Writing

Name___

_____ Date_____

Circle the consonant digraphs ("sh", "ch", "th", "wh") in the following sentences:

- (a) Please shut the door.
 (b) The children are sitting in their chairs.
 (c) Pythons are bigger than puff adders.
 (d) What do puff adders eat?
 (e) When do reptiles become warm?

Criteria	1	2	3	4	5	6	7
Recognises consonant digraphs	Unable to recognise consonant digraphs	Struggles to recognise consonant digraphs with help from teacher.	Recognises consonant digraphs with help from teacher.	Recognises consonant digraphs unaided.	Recognises consonant digraphs fairly well.	Recognises consonant digraphs well and recalls most of the vocabulary.	Recognises consonant digraphs well and remembers all vocabulary.

Formal Assessment Task Grade 3 Writing

Name_ Date_

Fill in the missing consonant digraphs by choosing from the following; sh, ch, th:

- (a) Yesterday I ate some fi--.
- (b) Some people are ri--, others are poor.
 (c) Puff adders poison animals wi-- their venom.
 (d) I went to the -op
- (e) My friend is --in

Criteria	1	2	3	4	5	6	7
Writes the missing consonant digraphs.	Unable to write the missing consonant digraphs.	Struggles to write the missing consonant digraphs	Writes some of the missing consonant digraphs with help from teacher.	Writes 2 of the missing consonant digraphs unaided.	Writes 3 of the missing consonant digraphs unaided	Writes 4 of the missing consonant digraphs unaidedl.	Writes 5 of the missing consonant digraphs accurately.

En s	Formal Assessment Task
	Grade 3
	Charad Deading
	Shared Reading

Retell the story that was read or summarise the non-fiction text.

Criteria	1	2	3	4	5	6	7
Retells a story or summarises a non-fiction text.	Unable to retell a story or summarises a non-fiction text.	Struggles to retell a story or summarises a non-fiction text.	or summarises a non-fiction		Retells a story or summarises a non-fiction text satisfactorily.	Retells a story or summarises a non-fiction accurately	Retells a story or summarises a non-fiction text with accuracy and confidence.

Group-Guided Reading

Read the text in groups, being guided by the teacher. Use sight words and comprehension skills to make meaning.

Criteria	1	2	3	4	5	6	7
Reads the story in groups and uses sight words and comprehension skills to make meaning.	Unable to read the story in groups and uses sight words and comprehension skills to make meaning.	Struggles to read the story in groups and uses sight words and comprehension skills to make meaning.	Reads the story in groups and uses sight words and comprehension skills to make meaning with help from teacher.	words and	Reads the story in groups and uses sight words and comprehension skills to make meaning fairly well.	Reads the story in groups and uses sight words and comprehension skills to make meaning well.	Reads the story in groups and uses sight words and comprehension skills to make meaning very well.

Formal Assessment Task Language Use and Structure

Name_____ Date_____

Lollie loves to play soccer.

Write a paragraph of 4-6 sentences about what you love to do. It does not have to be a sport. Think about any thing that youu love to do and why you love doing it.

Criteria	1	2	3	4	5	6	8
Writes a paragraph of 4 - 6 sentences on a familiar topic.	Unable to write 4 - 6 sentences on a familiar topic.	Struggles to write 4 - 6 sentences on a familiar topic with help from teacher.	Writes 4 - 6 sentences on a familiar topic with help from teacher.	Writes 4 - 6 sentences on a familiar topic unaided.	Writes 4 - 6 sentences on a familiar topic fairly well.	Writes 4 - 6 sentences on a familiar topic well and recalls most of the vocabulary.	Writes 4 - 6 sentences on a familiar topic well and remembers all vocabulary.

(e)___

Criteria	1	2	3	4	5	6	7
Writes meaningful sentences in the simple present tense with some accuracy.	Unable to write meaningful sentences in the simple present tense with some accuracy.	Struggles to write meaningful sentences in the simple present tense with help from teacher.	Writes meaningful sentences in the simple present tense with help from teacher.	Writes meaningful sentences in the simple present tense unaided.	sentences in the simple	meaningful sentences in	Writes meaningful sentences in the simple present tense well and remembers all vocabulary.

(d)_____

7.4 Exemplar of Recording Sheet - First Additional Language



												TER	M 1							
GRADE: SURNAME & INITIALS					Listeni	ng & Sp	eaking			Reading				Phonics			Writing Languag	je Use		
	DATE OF BIRTH	AGE	GENDER M/F	Formal Assessment Tasks	Listens to a non-fiction text such as a factual recount or information report and answers comprehension questions orally	Gives a simple oral summary of 3 or 4 sentences of a non-fiction text	Demonstrates understanding of oral vocabulary by pointing to objects in the classroom or in a picture in response to questions/instructions from the teacher, for example, 'What's that?' 'Point to the elephant's tusks'	Final Rating	Retells a story or summarises a non-fiction text.	Reads stories in a guided reading group at own level with teacher. The whole group reads same story	Uses sight words, phonics and comprehension skills to make meaning	Final Rating	Identifies letter-sound relationships of all single letters, recognising differences in pronunciation between Home and First Additional Language	Recognises consonant digraphs ("sh", "ch", "th", "wh") at the beginning of a word (e.g. sh-ip, ch-ip, th-in, wh-en)	Recognises consonant digraphs ("sh", "ch", "th") at the end of a word (e.g. fi-sh, ri-ch, wi-th)	Final Rating	Writes a paragraph of 4–6 sentences on a familiar topic	Writes meaningful sentences in the simple present tense with some accuracy.	Final Rating	FINAL RATING
1.																				
2.																				
3.																				
5.																				
δ.																				

											TERM	2						
GRADE:											TASK	1						
SURNAME & INITIALS					Listenin	g & Speaking		Re	ading				Phonics		Writing Langua			
	DATE OF BIRTH	AGE	GENDER M/F	Formal Assessment Tasks	Listens to a non-fiction text and answers comprehension questions orally. comprehension questions orally	Demonstrates understanding of oral vocabulary by pointing to objects in the classroom or in a picture in response to questions/instructions from the teacher, for example, 'What's that?' 'Point to the roots.'	Final Rating	Answers literal questions about a story or non-fiction text, for example, "What is the first thing that happens to the bean seed when it grows?"	Demonstrates comprehension and fluency when reading at own level with the teacher	Demonstrates comprehension and fluency when reading independently.	Final Rating	Recognises at least three new vowel digraphs (e.g. "ea" as in eat, "oa" as in book etc.)	Recognises silent "e" in words (e.g. cake, time, hope, note)	Final Rating	Writes a paragraph of 4–6 sentences on a familiar topic	Completes sentences using the present progressive tense	Final Rating	FINAL RATING
1.																		
2.																		
3.													ļ					
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5.				ļ									ļ					
6.			1															

											TERM 3								
GRADE:									-		TASK 1	1	-		1			1	
SURNAME & INITIALS					Listenin	g & Speał	king		Readiı	ng			Pho	nics		Writing Langua Use	ge		
	DATE OF BIRTH	AGE	GENDER M/F	Formal Assessment Tasks	Listens to a story and answers comprehension questions orally. comprehension questions orally	Retells the story.	Demonstrates understanding of oral vocabulary by pointing to objects in the classroom or in a picture in response to questions/instructions from the teacher, for example, "What's that?" 'Point to the ghost.'	Final Rating	Answers literal questions about a story or non-fiction text, for example, "Could people see the Friendly Ghost?" "Why couldn"t they see the Friendly Ghost?"	Demonstrates comprehension and fluency when reading at own level with the teacher	Demonstrates comprehension and fluency when reading independently.	Final Rating	Distinguishes between different vowel sounds aurally, for example, "bird" and "bed"; "ship" and "sheep"	Recognises at least five new vowel digraphs, for example, "ai" as in pain, "ay" as in pay, "oi" as in coin, "oy" as in toy, "ou" as in round.	Final Rating	Writes a paragraph of 4–6 sentences on a familiar topic	Completes sentences using the past tense.	Final Rating	FINAL RATING
1.																			
2.																			
3.								ļ											
4.																			
5.																			
6.																			
7.																			

												TER	M 4							
GRADE:					Listenin	g & Spe	aking		Rea	ding				Phonics			Writing Languag	e Use		
SURNAME & INITIALS	DATE OF BIRTH	AGE	GENDER M/F	Formal Assessment Tasks	Listens to a non-fiction text and answers comprehension questions orally comprehension questions orally	Gives a very simple summary of text	Demonstrates understanding of oral vocabulary by pointing to objects in the classroom or in a picture in response to questions/instructions from the teacher (e.g. What's that? Point to the train.)	Final Rating	Answers literal questions about a story or non-fiction text, for example, "Which goes faster, an aeroplane or a train?"	Demonstrates comprehension and fluency when reading at own level with the teacher.	Demonstrates comprehension and fluency when reading independently	Final Rating	Recognises at least five new vowel digraphs (e.g. "ar" as in far, "er" as in her, "ir" as in bird, "or" as in short, "ur" as in hurt)	Recognises and uses some suffixes (e.g. "-es [°] , "-ies [°] , "-ly [°] , "- ing [°] , "-ed [°])	Builds and sounds out words using sounds learnt	Final Rating	Writes a paragraph of 4–6 sentences on a familiar topic.	Writes meaningful sentences using comparative adjectives .	Final Rating	FINAL RATING
1.																	-			
2.																				
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SECTION 8: MATHEMATICS GRADES 1 to 3

8.1 Exemplars of Weekly Term Planner

Content Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
bui	Count to at leas reliable Give a r estimate of a nu objects that can counting Strategy of grou encourage	easonable Imber of be checked by		Groups and counts up to 150 objects	objects reliable Give a reasonable estimate of a number of objects that can be checked by counting Strategy of	Count to at least 200 objects reliable Give a reasonable estimate of a number of objects that can be checked by counting Strategy of grouping is encourage	FAT 2: O/P Groups and counts up to 200 objects	Count to at least 2 reliable Give a reasonable number of objects checked by counti Strategy of groupi	estimate of a that can be	Count to at least 200 objects reliable Give a reasonable estimate of a number of objects that can be checked by counting Strategy of grouping is encourage
Counting	Revision of Grad	de 2	Count forwards and backwarn number between 0 and 100 Counting forwards and backv to 100		Count forwards and backw number between 0 and 150 Counting forwards and bac 2's, 3's and 5's between 0) kwards in multiples of	Count forwards and backwards in 1's from any number between 0 and 200 Counting forwards and backwards in multiples of 2's, 3's, 4's, 5's, and 10's between 0 – 200 Count in 100's to 300	between 0 and 20	0 and backwards i een 0 – 200	's from any number n multiples of 2's, 3's, 4's,
	Order a	given set of se	lected numbers up to 200. Co		tractions facts to 20. Add o Use calculation strat • Put the larger numb	ess, 2 more or 2 less, 3 i r subtract multiples of 10 egies: per first in order to count of	from 0 - 100	number line/ Doubli		ess. uilding and breaking down/
Numbers, Operations and Relationships	Revision of Grad	de 2	symbols 1 - 300. Write number symbols 1 -	FAT 1: O/P Reads number symbols from 0 to 150	Know and read number symbols 1 - 400. Write number symbols 1 - 400 Read number names 1 – 100 Write number names 1 - 70	Know and read number symbols 1 - 500. Write number symbols 1 - 500 Read number names 1 - 200 Write number names 1 - 80	FAT 2: O/P Reads and writes number symbols from 0 to 500	number symbols 1 - 500. Write number symbols 1 - 500 Read number names 1 - 250 Write number names 1 - 100	Writes number symbols from 0 to 500 Know and read number symbols 1 - 500. Write number symbols 1 - 500 Read number names 1 - 250 Write number names 1 - 100	Know and read number symbols 1 - 500. Write number symbols 1 - 500 Read number names 1 – 250 Write number names 1 – 100

GRADE 3 MATHEMATICS: TERM 1: WEEKLY TERM PLANNER

* NB: The forms of Assessment for the FATS are indicated as Oral – O/OR, Practical – P/PR and Written - WR for all the subjects

GRADE 3 MATHEMATICS: TERM 1: WEEKLY TERM PLANNER

Content Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
			order numbers to 99, using smaller than,	Compares and orders whole numbers up to 99		to 99, using smaller	Compares and orders whole numbers up to 99		numbers to greater than and is equal Order whole	more than, less than
Operations and Relationships			Place value: Know what each digit repr Recognise and decompos 2-digit numbers into multip the range 11 to 99 Identify and state the valu	e les of 10's and units in e of each digit.	Know what each digit represents. Recognise and decompose 2-digit numbers into multiples of 10's and units in the range 11 to 99	5	Decomposes two- digit numbers up to 99 into tens and ones e.g. 78 = 70 + 8	Place value: Know what each digit re Recognise and decomp 2-digit numbers into mu 10's and units in the ran 11 to 99 Identify and state the va digit.	presents. ose Itiples of ge	Place value: Know what each digit represents. Recognise and decompose 2-digit numbers into multiples of 10's and units in the range 11 to 99 Identify and state the value of each digit.
Numbers, Oper	Revision of Grade 2 Term four FATS		subtraction with answers 1 to 40. Use building up and breaking down numbers, doubling and halving and number lines	subtraction with answers 1 to 60. Use building up and breaking down numbers, doubling and halving and number lines	in context and explain own solutions to problems involving addition and subtraction with answers 1 to 80. Use building up and breaking down numbers, doubling and halving and	involving addition and subtraction with answers 1 to 99. Use building up and breaking down	Solves word problems in context involving addition, subtraction with answers up to 99	Solve word problems in explain own solutions to involving addition and so with answers 1 to 99. Use building up and bre numbers, doubling and number lines Rounding off in tens	problems ubtraction aking down halving and	Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 99. Use building up and breaking down numbers, doubling and halving and number lines Rounding off in tens

GRADE 3 MATHEMATICS: TERM 1: WEEKLY TERM PLANNER

Content Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Relationships	Revision o Term fo	of Grade 2 ur FATS	subtraction with answers 1 to 40. Use building up and breaking down numbers,	Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 60. Use building up and breaking down numbers, doubling and halving and number lines	in context and explain own solutions to problems involving addition and subtraction with answers 1 to 80. Use building up and breaking down numbers, doubling and halving and number lines	Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 99. Use building up and breaking down numbers, doubling and halving and number lines Rounding off in tens	FAT 2: WR & O/P Solves word problems in context involving addition, subtraction with answers up to 99 using one of the following: building and breaking numbers, doubling and halving, rounding off to ten and explains own solutions to problems	Solve word problems explain own solutions involving addition and with answers 1 to 99. Use building up and t numbers, doubling ar number lines Rounding off in tens	to problems I subtraction preaking down	Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 99. Use building up and breaking down numbers, doubling and halving and number lines Rounding off in tens
and			Solve number problems in own solutions to problems additions leading to multip to 20. Building and breaking dov and halving, number lines	s involving repeated lication with answers 1 vn numbers, doubling		to problems involving ading to multiplication down numbers,	Solve number problems explain own solutions to repeated additions lead with answers 1 to 40. Building and breaking d doubling and halving, m	problems involving ing to multiplication own numbers,	explain own so involving repea multiplication v Building and b	problems in context and plutions to problems ated additions leading to vith answers 1 to 50. reaking down numbers, nalving, number lines
Numbers, Operations			Solve number problems in own solutions to problems sharing and grouping up t that may include remainde Building and breaking do and halving, number lines	s that involve equal o 20 involving answers ers. wn numbers, doubling	Solve number probler explain own solutions involve equal sharing 30 involving answers remainders. Building and breaking doubling and halving,	to problems that and grouping up to that may include g down numbers,	Solve number problems explain own solutions to involve equal sharing an involving answers that r remainders. Building and breaking o doubling and halving, nu	problems that ad grouping up to 40 nay include down numbers,	explain own so involve equal s to 50 involving include remain Building and b	problems in context and olutions to problems that sharing and grouping up answers that may iders. preaking down numbers, nalving, number lines
					problems that involv	solutions to practical ve equal sharing that non-unitary fractions ¼, ¾ etc.	Solve and explain so problems that involve include unitary and non ½, ¼, 3	e equal sharing that -unitary fractions e.g.		
				Recognise and identify South African coins and bank notes	Recognise and identify South African coins and bank notes	Solve money problems involving total and change in rands or cents	FAT 2: WR Solves money problems involving totals and change in rands or in cent	Solve money problems involving total and change in rands or cents		

GRADE 3 MATHEMATICS: TERM 1: WEEKLY TERM PLANNER

Content Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
and Relationships			appropriate symbols (+, -, =, □) building up and breaking down numbers, doubling and halving, number lines Practice number bonds		doubling and	Addition and subtraction in the range 1 to 99. Use appropriate symbols (+, -, =, _) building up and breaking down numbers, doubling and halving, number lines Practice number bonds to 20	Fat 2: WR Addition and subtraction up to 99 using one of the following: apparatus, drawings, building up and breaking down numbers, number lines, doubling and halving Writes a number sentence using +, =	Addition and subtraction in the range 1 to 99. Use appropriate symbols (+, -, =, □) building up and breaking down numbers, doubling and halving, number lines Practice number bonds to 20	up and breaking down numbers,	Addition and subtraction in the range 1 to 99. Use appropriate symbols (+, -, =, _) building up and breaking down numbers, doubling and halving, number lines Practice number bonds to 20
Operations a			Repeated addition lea Multiply numbers Use appropriate symbol line	1 – 10 by 2 and 5 ls (x, =, □) and number	Multiply numbers Use appropriate sy	ading to multiplication $1 - 10$ by 2 and 5 mbols (x, =, \Box) and er lines	Repeated additior multiplicat Multiply numbers 1 – 1 Use appropriate symbo number lir	ion 0 by 2, 5, and 3 ols (x, =, □) and	Multiply numbers 1 Use appropriate s	eading to multiplication – 10 by 2, 5, 3 and 4 symbols $(x, =, \Box)$ and per lines
Numbers,					Divide numb Use appropriate building up and brea	ision ers to 50 by 2 symbols (x, =, □) aking down numbers ıber lines	Divisior Divide numbers to 9 Use appropriate sym building up and bre numbers and nur	50 by 2 an 5 nbols (x, =, □) eaking down	Divide numbers t Use appropriate building up and breal	vision o 50 by 2 , 5 and 10 e symbols (x, =, □) king down numbers and per lines
					Use and name unita halves, quarters	tions: ry fractions including , thirds and fifths in diagrammatic form	Fraction: Use and name unit including halves, quar fifths Recognise fractions ir form Write fractions as 1 quarters of	ary fractions ters, thirds and n diagrammatic half, 1 third, 1	Use and name unit halves, quarter Recognise fractions Write fractions as 1	ctions: ary fractions including s, thirds and fifths i n diagrammatic form half, 1 third, 1 quarters etc
GRADE 3 MATHEMATICS: TERM 1: WEEKLY TERM PLANNER

Content Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Pattern	Revision of Grade 2 Term four		Copy, extent and describe patterns using physical objects and simple patterns made with drawings of lines, shapes or objects	FAT 1: O/ P/ WR Copy, create and describe patterns in which shapes or groups of shapes are repeated in exactly the same way	Copy, extent and describe number sequence to 150. Counting forwards and backwards in: - 1's from any number 1 to 150 - in multiples of 10's, 5's, 2's between 0 and 100	Copy, extent and describe number sequence to 200. Counting forwards and backwards in: - 1's from any number 1 to 200 - in multiples of 10's, 5's, 2's between 0 and 200 100's to at least 500	FAT 2: WR Completes number sequence of counting forwards and backwards: in 1's between 0 and 200 in multiples of 10's, 5's, 2's between 0 and 200 in 100's between 0 - 500	Copy, extent and describe number sequence to 200. Counting forwards and backwards in: - 1's from any number 1 to 200 - in multiples of 10's, 5's, 2's between 0 and 200 100's to at least 500	Copy, extent and describe number sequence to 200. Counting forwards and backwards in: - 1's from any number 1 to 200 - in multiples of 10's, 5's, 2's between 0 and 200 100's to at least 500	Copy, extent and describe number sequence to 200. Counting forwards and backwards in: - 1's from any number 1 to 200 - in multiples of 10's, 5's, 2's between 0 and 200 100's to at least 500
Space and Shape	Revision of Grade 2 Term four FATS		Describe, sort and compare 2-D shapes (circles, triangles, squares, rectangles) in terms of shape, straight sides, round sides Name and group shapes Focus on the kind of sides that each shape has Distinguish shapes by talking about whether their sides are round or straight.	FAT 1: O/ P/WR Recognises and names 2-D shapes, circles, triangles, squares and rectangles.	Describe, sort and compar 2-D shapes (circles, triang rectangles) in terms of sha round sides Name and group shapes Draw circles, squares, rect Focus on the kind of sides Distinguish shapes by talk their sides are round or str	les, squares, pe, straight sides, angles and triangles that each shape has ing about whether	FAT 2:O/P Sort shapes into those with straight sides and round sides	Describe, sort and compare 2-D shapes (circles, triangles, squares, rectangles) in terms of shape, straight sides, round sides Name and group shapes Draw circles, squares, rectangles and triangles		

GRADE 3 MATHEMATICS: TERM 1: WEEKLY TERM PLANNER

Content Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
			Reads dates on caler Place birthdays, relig holidays, historical ev on the calendar	ious festivals, public	Reads dates on calen Place birthdays, religi holidays, historical evi- the calendar Tell 12-hour time in ho quarter hours and mir digital clocks and othe that show time e.g. ce	ous festivals, public ents, school events on ours, halve hours, nutes on analogue and er digital instruments	FAT 2: O/P Reads dates on the calendars Tell time in hours, halve hours and quarter hours on analogue and digital clocks	Tell 12-hour time in hours, halve hours, quarter hours and minutes on analogue and digital clocks and other digital instruments that show time e.g. cell phones	Tell 12-hour time in hours, halve hours, quarter hours and minutes on analogue and digital clocks and other digital instruments that show time e.g. cell phones	
MEASUREMENT	Revision o Term fo	of Grade 2 lur FATS	Informal measuring: (Estimates, measure, capacity of containeer container can hold if standard measures e Describes the capaci counting and stating informal units it takes e.g. the bottle has the cups.	compare, order the s (i.e. the amount the filled) by using non- .g. spoons and cups ty of the container by how many if the s to fill the container	Formal measuring: capacity/volume Estimate, measure, compare, order, and record the capacity of objects by measuring in litres, half litres and quarter litres: using bottles with the capacity of one litre or containers whose capacity is stated in milliletres e.g. cooldrink cans using measuring jugs in which numbered calibration lines show litres, half litres and quarter litres	Formal measuring: capacity/volume Estimate, measure, compare, order, and record the capacity of objects by measuring in litres, half litres and quarter litres: using measuring jugs which have numbered calibration lines for milliletres using measuring jugs and teaspoons which indicate their capacity Know that a standard cup is 250 millilitres Know a teaspoon is 5 millilitres (no conversion between milliliters and litres required)	FAT 2: OP/WR Estimates, measures, compares, orders and records the capacity of containers by using non-standard measures e.g. spoons and cups Orders everyday products whose capacity is written on them in milliliters			

GRADE 3 MATHEMATICS: TERM 1: WEEKLY TERM PLANNER

Content Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
DATA HANDLING	Revision of Grade 2 Term four FATS		Collect data about the ask the questions pos Represent data in pic one correspondence Answer questions abo with one-to-one corres	ed by the teacher tograph with one-to- but data in pictograph	Collect data about the ask the questions pos Represent data in pict one correspond\ence about data in pictogra correspondence	ed by the teacher tograph with one-to- Answer questions	FAT 2: WR Answer questions about data in bar graph			

GRADE 3: MATHEMATICS: TERM 2: WEEKLY TERM PLANNER

Content Areas										
-	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Counting	Give a reasonable estimate of a number of objects that can be checked by counting	Give a reasonable estimate of a number of objects	Count to at least 500 objects reliable Give a reasonable estimate of a number of objects that can be checked by counting Strategy of grouping is encourage	FAT 1 O/P Counts pictures of grouped objects e.g. in 10s, 50s or 100 up to 500	Give a reasonable estimate of a number of objects	Count to at least 500 objects reliable Give a reasonable estimate of a number of objects that can be checked by counting Strategy of grouping is encourage	FAT 2 O/P/WR Counts forwards and backwards in 2s, 4s, or 3s to 500	Count to at least 500 objects reliable Give a reasonable estimate of a number of objects that can be checked by counting Strategy of grouping is encourage	FAT 3 O/P/WR Counts forwards in 5s, 50, 100s between 0-500	Count to at least 500 objects reliable Give a reasonable estimate of a number of objects that can be checked by counting Strategy of grouping is encourage
0	Counting forwards and backwards in	Count forwards and backwards in 1's from any number between 0 and 400 Counting forwards and backwards in multiples of 10s,5s, 2's and 3's to 400	Count forwards and backwards in 1's from any number between 0 and 500 Counting forwards and backwards in multiples of 10s,5s, 2's, 3's and 4's to 500 and 50s, 100s to 500	Count forwards and backwards in 1's from any number between 0 and 500 Counting forwards and backwards in multiples of 10s,5s, 2's, 3's, 4's and 50's to 500 and 50s, 100s to 800	Count forwards and backwards in 1's from any number between 0 and 500 Counting forwards and backwards in multiples of 10s, 5s, 2's, 3's, 4's and 50's to 500. Count in 50's, 100s to 1000	Count forwards and backwards in 1's from any number between 0 and 500 Counting forwards and backwards in multiples of 10s, 5s, 2's, 3's, 4's and 50's to 500. Count in 50's and 100's to 1000	Count forwards and back Counting forwards and b 50's and 100's to 1000			
	Order a giver	set of selected numbe			ctions facts to 20. Add Use calculation str • Put the larger • Number line • Doubling and • Building and • Use the relati	1 less, 2 more or 2 less or subtract multiples o ategies: number first in order to	o count on or count back	or 4 less, 5 more or 5	i less, 10 more or less	

t.										
Content Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Numbers, Operations and Relationships	Know and read number symbols 1 - 600. Write number symbols 1 - 600 Read number names 1 - 250 Write number names 1 - 100	Know and read number symbols 1 - 800. Write number symbols 1 - 800 Read number names 1 – 250 Write number names 1 - 120	Know and read number symbols 1 - 1000. Write number symbols 1 - 1000 Read number names 1 - 250 Write number names 1 - 160	FAT 1 O/P/WR Reads and writes numbers from 0-1 000 Know and read number symbols 1 - 1000. Write number symbols 1 - 1000 Read and write number names 1 - 180	Know and read number symbols 1 - 1000. Write number symbols 1 - 1000 Read number names 1 – 250 Write number names 1 - 220	Know and read number symbols 1 - 1000. Write number symbols 1 - 1000 Read number names 1 – 250 Write number names 1 - 250	Know and read number symbols 1 - 1000. Write number symbols 1 - 1000 Read number names 1 – 250 Write number names 1 - 250	Know and read number symbols 1 - 1000. Write number symbols 1 - 1000 Read number names 1 – 250 Write number names 1 - 250	Know and read number symbols 1 - 1000. Write number symbols 1 - 1000 Read number names 1 – 250 Write number names 1 - 250	Know and read number symbols 1 - 1000. Write number symbols 1 - 1000 Read number names 1 - 250 Write number names 1 - 250
s and Relationships	Describe, compare and order whole numbers to 300, using smaller than, greater than, more than, less than and is equal to. Order whole numbers from smallest to greatest, and greatest to smallest.	Describe, compare and order whole numbers to 400, using smaller than, greater than, more than, less than and is equal to. Order whole numbers from smallest to greatest, and greatest to smallest.	Describe, compare and order whole numbers to 500, using smaller than, greater than, more than, less than and is equal to. Order whole numbers from smallest to greatest, and greatest to smallest.	FAT 1 O/WR Orders and compares numbers up to 500	Describe, compare a numbers to 500, usi greater than, more th equal to. Order whole smallest to greatest, smallest.	ng smaller than, ian, less than and is e numbers from	Describe, compare a numbers to 500, usi greater than, more th equal to. Order whole smallest to greatest, smallest.	ng smaller than, an, less than and is e numbers from	Describe, compare a numbers to 500, usi greater than, more th equal to. Order whole smallest to greatest, smallest.	ng smaller than, an, less than and is e numbers from
Numbers, Operations and Relationships	Place value: Know what each digit represents. Recognise and decompose 3-digit numbers up to 200 into multiples of 100's, 10's and ones-units. Identify and state the value of each digit.	Place value: Know what each digit represents. Recognise and decompose 3-digit numbers up to 300 into multiples of 100's, 10's and one-units. Identify and state the value of each digit.	Place value: Know what each digit represents. Recognise and decompose 3-digit numbers up to 400 into multiples of 100's, 10's and ones- units. Identify and state the value of each digit.	Place value: Know what each digit represents. Recognise and decompose 3-digit numbers up to 500 into multiples of 100's, 10's and ones- units. Identify and state the value of each digit.	Place value: Know what each digi Recognise and deco 3-digit numbers up to 100's, 10's and one-i state the value of each	mpose 500 into multiples of units. Identify and	Place value: Know what each digi Recognise and deco 3-digit numbers up to 100's, 10's and ones state the value of eac	mpose 500 into multiples of -units. Identify and	FAT 3 WR Decomposes 3-digit numbers into 100, 10s and 1s	Place value: Know what each digit represents. Recognise and decompose 3-digit numbers up to 500 into multiples of 100's, 10's and ones-units. Identify and state the value of each digit.

GRADE 3: MATHEMATICS: TERM 2: WEEKLY TERM PLANNER

GRADE 3: MATHEMATICS: TERM 2: WEEKLY TERM PLANNER

Content Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 100. Use building up and breaking down numbers, doubling and halving and number lines Rounding off in tens	Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 200. Use building up and breaking down numbers, doubling and halving and number lines Rounding off in tens	Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 300. Use building up and breaking down numbers, doubling and halving and number lines. Rounding off in tens	Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 400. Use building up and breaking down numbers, doubling and halving and number lines Rounding off in tens	Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 400. Use building up and breaking down numbers, doubling and halving and number lines Rounding off in tens	Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 400. Use building up and breaking down numbers, doubling and halving and number lines Rounding off in tens	Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 400. Use building up and breaking down numbers, doubling and halving and number lines Rounding off in tens	Solve word problems explain own solutions involving addition and answers 1 to 400. Use building up and I numbers, doubling an number lines Rounding off in tens	s to problems d subtraction with breaking down	Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 400. Use building up and breaking down numbers, doubling and halving and number lines Rounding off in tens
	Solve number problet explain own solutions involving repeated ac multiplication with ans Building and breaking doubling and halving,	to problems Iditions leading to swers up to 60. g down numbers,	Solve number problems in context and explain own solutions to problems involving repeated additions leading to multiplication with answers up to 75. Building and breaking down numbers, doubling and halving, number lines	FAT 1 O/P Solves practical problems involving equal sharing and grouping with whole numbers up to 75 using one of the problem solving techniques and explains own solutions to problems		to problems involving ading to multiplication 5. 9 down numbers,	Solve number proble explain own solutions involving repeated ac multiplication with an Building and breaking doubling and halving.	to problems Iditions leading to swers up to 75. g down numbers,	Solve number proble explain own solution involving repeated a multiplication with ar Building and breakin doubling and halving	s to problems dditions leading to swers up to 75. g down numbers,

GRADE 3: MATHEMATICS: TERM 2: WEEKLY TERM PLANNER

Content Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	involve equal sharin 50 involving answe remai	ns to problems that g and grouping up to ors that may include nders. ting down numbers, ing, number lines.	Solve number proble explain own solutions involve equal sharing 75 involving answers remainders. Building and breakin doubling and halving, Rounding off in tens Solve and explain sol problems that involve include unitary and n e.g. ½, ¼, ¾, 2/5 etc.	s to problems that and grouping up to that may include g down numbers, number lines.		s to problems that g and grouping up to that may include ng down numbers, , number lines.	Solve number proble explain own solutions involve equal sharing 75 involving answers remainders. Building and breakir doubling and halving Rounding off in tens olems that involve equa 34, 2/5 etc.	s to problems that g and grouping up to that may include ng down numbers, , number lines.	Solve number proble explain own solution involve equal sharing 75 involving answers remainders. Building and breakir doubling and halving Rounding off in tens FAT 3 O/P Solves and explains problems that involve lead to fractions	s to problems that and grouping up to that may include ug down numbers, , number lines.
ons and Relationships	Recognise and identify South African coins and bank notes. Solve money problems involving total and change in rands or cents		Recognise and identify South African coins and bank notes. Solve money problems involving total and change in rands or cents			Solve money problems involving total and change in rands or cents	Solve money problems involving total and change in rands or cents	Solve money problems involving total and change in rands or cents		
Numbers, Operations	Addition and subtraction in the range 1 to 99. Use appropriate symbols (+, -, =, □) building up and breaking down numbers, doubling and halving, number lines	Addition and subtraction in the range 1 to 200. Use appropriate symbols (+, -, =, □) building up and breaking down numbers, doubling and halving, number lines. Rounding off in tens.	Addition and subtraction in the range 1 to 300. Use appropriate symbols (+, -, =, □) building up and breaking down numbers, doubling and halving, number lines. Rounding off in tens.	Addition and subtraction in the range 1 to 300. Use appropriate symbols (+, -, =, □) building up and breaking down numbers, doubling and halving, number lines. Rounding off in tens.	Addition and subtraction in the range 1 to 400. Use appropriate symbols (+, -, =, □) building up and breaking down numbers, doubling and halving, number lines. Rounding off in tens.	Addition and subtraction in the range 1 to 400. Use appropriate symbols (+, -, =, □) building up and breaking down numbers, doubling and halving, number lines. Rounding off in tens.	FAT 2 WR Does addition and subtraction up to 400 using one of the problem solving techniques Writes a number sentence using +, -, =	Addition and subtraction in the range 1 to 400. Use appropriate symbols (+, -, =, □) building up and breaking down numbers, doubling and halving, number lines. Rounding off in tens.	Addition and subtraction in the range 1 to 400. Use appropriate symbols (+, -, =, □) building up and breaking down numbers, doubling and halving, number lines. Rounding off in tens.	Addition and subtraction in the range 1 to 400. Use appropriate symbols (+, -, =, □) building up and breaking down numbers, doubling and halving, number lines. Rounding off in tens.
			Repeated addition lea multiplication Multiply numbers 2,4 of 20. Use appropriate sym use different problem	ading to ,5,10,3 up to a total bols (x, =, □) and	Repeated addition le multiplication Multiply numbers 2, 4 total of 40. Use appropriate sym use different problem	ading to 4, 5, 10, 3 up to a bols (x, =, □) and	Repeated addition le multiplication Multiply numbers 2, 4 of 50. Use appropriate sym use different problem	ading to 4, 5, 10, 3 up to total bols (x, =, □) and	Repeated addition le multiplication Multiply numbers 2, 4 of 50. Use appropriate sym use different problem	ading to 4, 5, 10, 3 up to total bols (x, =, □) and

GRADE 3: MATHEMATICS: TERM 2: WEEKLY TERM PLANNER

Content Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
ions and		Division Divide numbers to 50 Use appropriate sym use different problen	bols (x, =, □) and	FAT 1 WR Divide numbers to 50 by 2,5,10	Division Divide numbers to 50 Use appropriate sym and use different pro techniques	bols (x, =, □)		0 by 2, 4, 5, and 10 nbols $(x, =, \Box)$ oblem solving techniqu		
Numbers, Operations Relationships					5	ds and fifths n diagrammatic form	Fractions: Use and name unita including halves, qu fifths Recognise fractions form Write fractions as 1 quarters etc	arters, thirds and in diagrammatic half, 1 third, 1	FAT 3 O/P/WR Recognises and uses eighths, thirds, sixths, context Recognises fractions i form Writes fractions in form	fifths in familiar in diagrammatical n 1 half, 2 thirds etc
Patterns	Copy, create and deasimple patterns made objects -simple patterns made lines, shapes or obje Range of patterns: -Simple patterns in w groups of shapes are the same way. -Patterns in which th shapes in each stage predictable way. -Create and describe patterns using physic drawing lines and sh - Copy, extent and d sequence to 400. Co backwards in: - 1's from any numbe - in multiples of 10's, and 500 -in 50s and 100s up	e with physical de with drawings of icts which shapes or e repeated in exactly e number or size of e changes in a e own geometric cal objects, by apes and objects escribe number punting forwards and er 1 to 400 5's, 2's between 0	Copy, extent and describe number sequence to 500. Counting forwards and backwards in: - 1's from any number 1 to 500 - in multiples of 10's, 5's,4s,3s, 2's between 0 and 500 -in 50s and 100s up to 500	FAT 1 WR Completes number sequence of counting forwards and backwards in 1s, 10s, 100s between 0-500	Copy, extent and describe number sequence to 500. Counting forwards and backwards in: - 1's from any number 1 to 500 - in multiples of 10's, 5's,4s,3s, 2's between 0 and 500 -in 50s and 100s up to 600	Copy, extent and describe number sequence to 500. Counting forwards and backwards in: - 1's from any number 1 to 500 - in multiples of 10's, 5's,4s,3s, 2's between 0 and 500 -in 50s and 100s up to 700	FAT 2 WR Completes number sequence of counting in 2s,4s, and 3s between 0-500 O/P/WR Copies extends and describes patterns where different shapes are used to make a group, but the groups of shapes are repeated in exactly the same way Counting forwards and backwards in: in 50s and 100s up to 800	Copy, extent and describe number sequence to 500. Counting forwards and backwards in: - 1's from any number 1 to 500 - in multiples of 10's, 5's,4s,3s, 2's between 0 and 500 -in 50s and 100s up to 1 000	FAT 3 WR Completes number sequences: counting in 5s between 0-500 Counting in 50s 0- 1000	Copy, extent and describe number sequence to 500. Counting forwards and backwards in: - 1's from any number 1 to 500 - in multiples of 10's, 5's,4s,3s, 2's between 0 and 500- in 50s and 100s up to 1000

GRADE 3: MATHEMATICS: TERM 2: WEEKLY TERM PLANNER

Content Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Space and Shape		Position and Views: Match different views of the same everyday objects. Name an everyday object when shown an unusual view of it.Position and directions: Follow directions to move around the classroom and school. Give directions to move around the classroom and school. Recognise and names 3-D objects (ball shapes, box shapes, cylinders	Describe, sort and compare 3-D objects in terms of 2-D shapes that make up faces of 3-D objects Flat or curved surfaces. Focus activities: observe and build given 3-D objects using concrete materials such as cut-out 2-D shapes, clay, toothpicks, straws etc Recognise and names 3-D objects (ball shapes, box shapes, cylinders	FAT 1 O/P Recognise and names 3-D objects (ball shapes, box shapes, cylinders Sort objects into those that have curved and those that have flat surfaces	Work with spheres, prism and cylinders, name them and group them Use cut-out cardboard squares to make a box. Talk about the flat surfaces on the prisms and cylinders and describe them according to whether they are circular, square, or rectangular Consolidate work through written exercises	Determine line of symm e.g. Paper folding activities symmetry include: Activities in which wet p Activities in which pape	that develop an under paint is placed on a pa	standing of ge before folding	FAT 3 O/P Follows directions to move around school Gives directions to move around	

GRADE 3: MATHEMATICS: TERM 2: WEEKLY TERM PLANNER

Content Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<u> </u>	Uses calendars to ca lengths of time in da months. Use clocks to calcula hours or half hours		Tell 12-hour time in h and quarter hours on clocks Calculate time in hou	analogue and digital		lours, halve hours, quarte er digital instruments that				
Measurement		Informal Measuring: Estimates, measure, compare, order and record length using non- standard measures e.g. hand spans, paces, pencil lengths, counters etc Describe the length of objects by counting and stating the length in informal units. Use language to talk about the comparison e.g. longer, shorter, taller, wider	Formal measuring: Estimate, measure, order and record length using metres as the standard unit of length. Estimate and measure lengths in centimeters using a ruler. No conversions between metres and centimeters required	FAT 1 O/P Estimates, measures, orders and compares length, heights and width using informal measures Estimates, measures, orders and compares length using metres	Informal Measuring: Estimate, measure, compares, order and record mass using a balancing scale and non- standard measures e.g. blocks, bricks, etc Use language to talk about the comparison e.g. light, heavy, lighter, heavier	Formal measuring: where bathrooms scales are available, learners can measure their own mass in kilograms using a bathroom scale. They describe their mass as almost/nearly/close to/a bit more than/ more or less or exactly the number they read off the scale Where balancing scales with mass pieces calibrated in grams are available, learners can measure mass or different objects. (no conversion between grams and kilograms required)	Formal measuring: Compare, order and commercially packa have their mass stat 2 kilograms of rice a flour or in grams e.g	ged objects which ed in kilograms e.g. nd 1 kilogram of	FAT 3 O/P/WR Estimates, measure and records mass u measures and a bal Orders products on written in grams	ancing scale
DATA HANDLING					Analyse data from re at least one pictogra correspondence	presentations provided	Analyse data from re provided at least one		FAT 3 WR Answer questions al pictograph/bar graph	

GRADE 3: MATHEMATICS: TERM 3: WEEKLY TERM PLANNER

Content Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Counting	Count to at least 500 objects reliable Give a reasonable estimate of a number of objects that can be checked by counting Strategy of grouping is encourage Count forwards and backwards in 1's from 0 and 500 Counting forwards and backwards in multiples of 10s,5s 2's 3's, 4's to 500 50's and 100's in 1000 In 20's and 25's in 200	Count to at least 650 objects reliable Give a reasonable estimate of a number of objects that can be checked by counting Strategy of grouping is encourage Count forwards and backwards in 1's from any number between 0 and 600 Counting forwards and backwards in multiples of 10s,5s, 2's and 3's to 600, 50's and 100's in 1000 ln 20's and 25's in 400	Count to at least 750 objects reliable Give a reasonable estimate of a number of objects that can be checked by counting Strategy of grouping is encourage Count forwards and backwards in 1's from any number between 0 and 750 Counting forwards and backwards in multiples of 10s,5s, 2's, 3's and 4's to 750 and 50s, 100s to10, In 20's and 25's in 500	FAT 1 O/P Counts pictures of grouped objects e.g. in 20s, 25s 50's and 100 up to 750 Count forwards and backwards in 1's from any number between 0 and 750 Counting forwards and backwards in multiples of 10s,5s, 2's, 3's and 4's to 750 and 50s, 100s to1000, In 20's and 25's in 600	Count to at least 750 objects reliable Give a reasonable estimate of a number of objects that can be checked by counting Strategy of grouping is encourage Count forwards and backwards in 1's from any number between 0 and 750 Counting forwards and backwards in multiples of 10s,5s, 2's, 3's and 4's to 750 and 50s, 100s to10, In 20's and 25's in 700	Count to at least 750 objects reliable Give a reasonable estimate of a number of objects that can be checked by counting Strategy of grouping is encourage Count forwards and backwards in 1's from any number between 0 and 750 Counting forwards and backwards in multiples of 10s,5s, 2's, 3's and 4's to 750 and 50s, 100s to1000, In 20's and 25's in 800	Count to at least 750 objects reliable Give a reasonable estimate of a number of objects that can be checked by counting Strategy of grouping is encourage FAT 2 O/P Counts forwards and backwards in 2s, 4s, 20's and 3s to 750	Count to at least 750 objects reliable Give a reasonable estimate of a number of objects that can be checked by counting Strategy of grouping is encourage Count forwards and backwards in 1's from any number between 0 and 750 Counting forwards and backwards in multiples of 10s,5s, 2's, 3's and 4's to 750 and 50s, 100s to1000, In 20's and 25's in 900	Count to at least 750 Give a reasonable en number of objects th by counting Strategy of grouping FAT 3 O/P/WR Counts forwards in 5s, 50, 25's between 0-750	stimate of a at can be checked
	I Order a give	I set of selected numb		e numbers to 750 and s all additions and subtra	ctions facts to 20. Add Use calculation str • Put the large • Number line • Doubling and • Building and • Use the relat	1 less, 2 more or 2 less or subtract multiples o ategies: r number first in order t	o count on or count back	l or 4 less, 5 more or 5	less, 10 more or less.	and 25's in 1000

• Use the relationship between multiplication and division

GRADE 3: MATHEMATICS: TERM 3: WEEKLY TERM PLANNER

Content Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Know and read number symbols 1 - 1000. Write number symbols 1 - 1000 Read number names 1 - 250 Write number names 1 - 250	Know and read number symbols 1 - 1000. Write number symbols 1 - 1000 Read number names 1 - 300 Write number names 1 - 300	Know and read number symbols 1 - 1000. Write number symbols 1 - 1000 Read number names 1 - 350 Write number names 1 - 350	FAT 1 O/P/WR Reads and writes numbers symbols up to a 1 000 Know and read number symbols 1 - 1000. Write number symbols 1 - 1000 Read and write number names 1 - 400	Know and read number symbols 1 - 1000. Write number symbols 1 - 1000 Read number names 1 - 450 Write number names 1 - 450	Know and read number symbols 1 - 1000. Write number symbols 1 - 1000 Read number names 1 - 500 Write number names 1 - 500	Know and read number symbols 1 - 1000. Write number sym 1 - 1000 Read number nar 1 - 500 Write number nar - 500	symbols nes 1 - 1000 Read number	Know and read number symbols 1 - 1000. Write number symbols 1 - 1000 Read number names 1 - 500 Write number names 1 - 500	Know and read number symbols 1 - 1000. Write number symbols 1 - 1000 Read number names 1 - 500 Write number names 1 - 500
Operations and Relationships	Describe, compare and order whole numbers to 500, using smaller than, greater than, more than, less than and is equal to. Order whole numbers from smallest to greatest, and greatest to smallest.	Describe, compare and order whole numbers to 600, using smaller than, greater than, more than, less than and is equal to. Order whole numbers from smallest to greatest, and greatest to smallest.	Describe, compare and order whole numbers to 750, using smaller than, greater than, more than, less than and is equal to. Order whole numbers from smallest to greatest, and greatest to smallest.	FAT 1 O/WR Orders and compares numbers up to 750	Describe, compare numbers to 750, us greater than, more t is equal to. Order w smallest to greatest smallest.	sing smaller than, han, less than and hole numbers from	numbers to 750, than, more than, I	e and order whole using smaller than, greater ess than and is equal to. bers from smallest to atest to smallest.	Describe, compare a numbers to 750, us greater than, more t equal to. Order who smallest to greatest, smallest.	ing smaller than, han, less than and is le numbers from
Numbers, Operation	Place value: Know what each digit represents. Recognise and decompose 3-digit numbers up to 500 into multiples of 100's, 10's and ones- units. Identify and state the value of each digit.	Place value: Know what each digit represents. Recognise and decompose 3-digit numbers up to 600 into multiples of 100's, 10's and one- units. Identify and state the value of each digit.	Place value: Know what each digit represents. Recognise and decompose 3-digit numbers up to 700 into multiples of 100's, 10's and ones-units. Identify and state the value of each digit.	Place value: Know what each digit represents. Recognise and decompose 3-digit numbers up to 750 into multiples of 100's, 10's and ones-units. Identify and state the value of each digit.	Place value: Know what each dig Recognise and dec 3-digit numbers up 1 of 100's, 10's and o and state the value	ompose to 750 into multiples ne-units. Identify	FAT 2 WR Decomposes 3- digit numbers into 100, 10s and 1s up to 750	. Place value: Know what each digit represents. Recognise and decompose3-digit numbers up to 750 into multiples of 100's, 10's and ones-units. Identify and state the value of each digit	Place value: Know what each digit represents. Recognise and decompose 3-digit numbers up to 750 into multiples of 100's, 10's and ones- units. Identify and state the value of each digit	Place value: Know what each digit represents. Recognise and decompose 3-digit numbers up to 750 into multiples of 100's, 10's and ones- units. Identify and state the value of each digit.

GRADE 3: MATHEMATICS: TERM 3: WEEKLY TERM PLANNER

Content Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Numbers, Operations and Relationships	Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 400. Use building up and breaking down numbers, doubling and halving and number lines Rounding off in tens Solve number problet explain own solutions involving repeated ac multiplication with ans Building and breaking doubling and halving,	to problems Iditions leading to swers up to 75. g down numbers,	Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 600. Use building up and breaking down numbers, doubling and halving and number lines. Rounding off in tens Solve number problems in context and explain own solutions to problems involving repeated additions leading to multiplication with answers up to 75. Building and breaking down numbers, doubling and halving, number lines	Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 700. Use building up and breaking down numbers, doubling and halving and number lines Rounding off in tens FAT 1 WR Solves word problems in context involving multiplication up to 75 using one of the following • building up and breaking down numbers • number lines • doubling and halving • rounding off to 10 and explains own solution to problems	Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 800. Use building up and breaking down numbers, doubling and halving and number lines Rounding off in tens Solve number proble explain own solutions involving repeated ac multiplication with an Building and breakin doubling and halving	s to problems dditions leading to swers up to 75. g down numbers,	Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 800. Use building up and breaking down numbers, doubling and halving and number lines Rounding off in tens Solve number proble explain own solution: involving repeated ac multiplication with an Building and breakin doubling and halving	s to problems dditions leading to swers up to 75. g down numbers,	is to problems ad subtraction with breaking down and halving and	s to problems dditions leading to nswers up to 75. ng down numbers,

GRADE 3: MATHEMATICS: TERM 3: WEEKLY TERM PLANNER

Content Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Solve number problems in context and explain own solutions to problems that involve equal sharing and grouping up to 50 involving answers that may include remainders. Building and breaking down numbers, doubling and halving, number lines. Rounding off in tens		Solve number problems in context and explain own solutions to problems that involve equal sharing and grouping up to 75 involving answers that may include remainders. Building and breaking down numbers, doubling and halving, number lines. Rounding off in tens	Solve number problems in context and explain own solutions to problems that involve equal sharing and grouping up to 75 involving answers that may include remainders. Building and breaking down numbers, doubling and halving, number lines. Rounding off	Solve number proble explain own solution involve equal sharing 75 involving answers remainders. Building and breakin doubling and halving Rounding off in tens	s to problems that g and grouping up to s that may include ng down numbers, g, number lines.	Solve number probl explain own solution involve equal sharir to 75 involving answ remainders. Building and break doubling and halvin Rounding off in tens	ns to problems that ag and grouping up vers that may include ing down numbers, g, number lines.	Solve number probler explain own solutions involve equal sharing 75 involving answers remainders. Building and breakin doubling and halving, Rounding off in tens	to problems that and grouping up to that may include g down numbers,
			Solve and explain solutions to practical problems that involve equal sharing that include unitary and non-unitary fractions e.g. ½, ¼, ¾, 2/5 etc.			blutions to practical prob non-unitary fractions e.ç		al sharing that	FAT 3 O/P/ WR Solves and explains s that involves equal sh fractions	
	Recognise and identify South African coins and bank notes. Solve money problems involving total and change in rands or cents		Recognise and identify South African coins and bank notes. Solve money problems involving total and change in rands or cents	Solve money probler change in rands or c Convert between rar		Solve money problems involving total and change in rands or cents Convert between rands and cents	Solve money problems involving total and change in rands or cents Convert between rands and cents	Solve money problems involving total and change in rands or cents Convert between rands and cents		

GRADE 3: MATHEMATICS: TERM 3: WEEKLY TERM PLANNER

t										
Content Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
bers, Operations and Relationships	Addition and subtraction in the range 1 to 400. Use appropriate symbols (+, -, =, □) building up and breaking down numbers, doubling and halving, number lines	Addition and subtraction in the range 1 to 500. Use appropriate symbols (+, -, =, □) building up and breaking down numbers, doubling and halving, number lines. Rounding off in tens.	Addition and subtraction in the range 1 to 600. Use appropriate symbols (+, -, =, □) building up and breaking down numbers, doubling and halving, number lines. Rounding off in tens.	Addition and subtraction in the range 1 to 600. Use appropriate symbols (+, -, =, □) building up and breaking down numbers, doubling and halving, number lines. Rounding off in tens.	Addition and subtraction in the range 1 to 600. Use appropriate symbols (+, -, =, □) building up and breaking down numbers, doubling and halving, number lines. Rounding off in tens.	Addition and subtrac to6. Use appropriate (+, -, =, □) building u down numbers, doul number lines. Round	e symbols ip and breaking bling and halving,	Addition and subtraction in the range 1 to 800. Use appropriate symbols (+, -, =, □) building up and breaking down numbers, doubling and halving, number lines. Rounding off in tens.	Addition and subtraction in the range 1 to 800. Use appropriate symbols (+, -, =, -) building up and breaking down numbers, doubling and halving, number lines. Rounding off in tens.	Addition and subtraction in the range 1 to 800. Use appropriate symbols (+, -, =, □) building up and breaking down numbers, doubling and halving, number lines. Rounding off in tens.
	Repeated addition leading to multiplication Multiply numbers 2,4,5,10,3 up to a total of 70. Use appropriate symbols (x, =, \Box) and use different problem solving techniques	Repeated addition leading to multiplication Multiply numbers 2,4,5,10,3 up to a total of 80. Use appropriate symbols (x, =, \Box) and use different problem solving techniques	Repeated addition leading to multiplication Multiply numbers 2,4,5,10,3 up to a total of 100. Use appropriate symbols (x, =, \Box) and use different problem solving techniques	FAT 1 WR Can multiply by 2, 5, 10 to a total of 100 using one of the following • apparatus • drawings • number lines Writes a number sentence using x, =	multiplication Multiply numbers 2, 4 total of 100. Use appropriate sym	Multiply numbers 2, 4, 5, 10, 3 up to a Can multiply by 3		Repeated addition leading to multiplication Multiply numbers 2, 4, 5, 10, 3 up to total of 100. Use appropriate symbols $(x, =, \Box)$ and use different problem solving techniques	Repeated addition lea Multiply numbers 2, 4, 100. Use appropriate symb different problem solvi	5, 10, 3 up to total of ols (x, =, □) and use
2		Division Divide numbers to 50 Use appropriate sym use different problem	bols (x, =, □) and	Division Divide numbers to 60 by 2,4, 3 5, 10 Use appropriate symbols (x , =, \Box) and use different problem solving techniques	Division Divide numbers to 50 70 Use appropriate sym and use different pro techniques	bols (x, =, □)	Division Divide numbers to 70 by 2, 3, 4, 5, and 80 Use appropriate symbols $(x, =, \Box)$ and use different problem solving techniques	Division Divide numbers to 70 by 2, 3, 4, 5, and 90 Use appropriate symbols $(x, =, \Box)$ and use different problem solving techniques	Division Divide numbers to 70 by 2, 3, 4, 5, and 99 Use appropriate symbols $(x, =, \Box)$ and use different problem solving techniques	Division Divide numbers to 70 by 2, 3, 4, 5, and 99 Use appropriate symbols ($x, =, \Box$) and use different problem solving techniques

GRADE 3: MATHEMATICS: TERM 3: WEEKLY TERM PLANNER

Content Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Fractions			halves, quarters, thir	ry fractions including ds and fifths in diagrammatic form	Fractions: Use and name unita halves, quarters, thir Recognise fractions form	ds and fifths	Fractions: Use and name unitary fractions including halves, quarters, thirds and fifths Recognise fractions in diagrammatic form Write fractions as 1 half, 1 third, 1 quarters etc	Solves and explains solutions to problems that involve equal sharing that lead to fractions Recognises and uses halves,, quarters, eights, thirds, sixths, fifths in familiar contexts Recognises fractions in diagrammatic form Recognises that 2 halves make a whole Writes fractions as 1 half, 1 third etc	FAT 3 O/P/WR Recognises and uses halves, quarters, eighths, thirds, sixths, fifths in familiar contexts Recognises fractions in diagrammatic form Recognise 2 halves make a whole Writes fractions as 1 half, 2 thirds etc	

	GRADE 3:	
MATHEMATICS:	TERM 3: WEEKLY	TERM PLANNER

Ξ	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Content Areas	week 1	Week 2	Week 3	VVEEK 4	vveek 5	Week 6	Week 7	Week 8	vveek 9	Week 10
Patterns	Copy, create and describe patterns in simple patterns made with physical objects -simple patterns made with drawings of lines, shapes or objects Range of patterns: -Simple patterns in which shapes or groups of shapes are repeated in exactly the same way. -Patterns in which the number or size of shapes in each stage changes in a predictable way. -Create and describe own geometric patterns using physical objects- Copy, extent and describe number sequence to 500. Counting forwards and backwards in: - 1's from any number 1 to 500 - in multiples of 10's, 5's, 2's, 3's and 4's between 0 and 500 -in 50s and 100s up to 1000	Copy, create and describe patterns in simple patterns made with physical objects -simple patterns made with drawings of lines, shapes or objects Range of patterns: -Simple patterns in which shapes or groups of shapes are repeated in exactly the same way. -Patterns in which the number or size of shapes in each stage changes in a predictable way. -Create and describe own geometric patterns using physical objects, by drawing lines and shapes and objects Copy, extent and describe number sequence to 600. Counting forwards and backwards in: -1's from any number 1 to 600 - in multiples of 10's, 5's, 2's, 3's and 4's between 0 and 600 -in 50s and 100s up to 1000	Copy, create and describe patterns in simple patterns made with physical objects -simple patterns made with drawings of lines, shapes or objects Range of patterns: -Simple patterns in which shapes or groups of shapes are repeated in exactly the same way. -Patterns in which the number or size of shapes in each stage changes in a predictable way. -Create and describe own geometric patterns using physical objects, by drawing lines and shapes and objects Copy, extent and describe number sequence to 750. Counting forwards and backwards in: - 1's from any number 1 to 750 - in multiples of 10's, 5's,4s,3s, 2's between 0 and 750 -in 50's, 100s, 20's and 25's up to 1000	FAT 1 O/WR Completes number sequences of counting forwards and backwards • in ones between 0 and 750 • in tens between 0 and 750 • in hundreds between 0 and 1 000	Copy, create and describe patterns in simple patterns made with physical objects -simple patterns made with drawings of lines, shapes or objects Range of patterns: -Simple patterns in which shapes or groups of shapes are repeated in exactly the same way. -Patterns in which the number or size of shapes in each stage changes in a predictable way. -Create and describe own geometric patterns using physical objects, by drawing lines and shapes and objects Copy, extent and describe number sequence to 750. Counting forwards and backwards in: - 1's from any number 1 to 750 - in multiples of 10's, 5's,4,3's, 2's between 0 and 750 - in 50's ,100s, 20's and 25's up to 1000	Copy, create and describe patterns in simple patterns made with physical objects -simple patterns made with drawings of lines, shapes or objects Range of patterns: -Simple patterns in which shapes or groups of shapes are repeated in exactly the same way. -Patterns in which the number or size of shapes in each stage changes in a predictable way. -Create and describe own geometric patterns using physical objects, by drawing lines and shapes and objects Copy, extent and describe number sequence to 750. Counting forwards and backwards in: - 1's from any number 1 to 750 - in multiples of 10's, 5's,4s,3s, 2's between 0 and 750 - in 50's ,100s, 20's and 25's up to 1000	FAT 2 WR Completes number sentence of counting in 2s,4s, and 3s between 0- 750 Counting in 20's between 0 to 1 000 GEOMETRIC PATTERN O/P/WR Copies, extends and describes a geometric pattern in which the same shapes occur, but the number of each kind of shape increases or decreases in a regular way	Copy, create and describe patterns in simple patterns made with physical objects -simple patterns made with drawings of lines, shapes or objects Range of patterns: -Simple patterns in which shapes or groups of shapes are repeated in exactly the same way. -Patterns in which the number or size of shapes in each stage changes in a predictable way. -Create and describe own geometric patterns using physical objects, by drawing lines and shapes and objects Copy, extent and describe number sequence to 750. Counting forwards and backwards in: - 1's from any number 1 to 750 - in multiples of 10's, 5's,4s,3s, 2's between 0 and 750 - in 50's ,100s, 20's and 25's up to 1000	FAT 3 WR Completes number sequences: counting in 5s between 0-750 Counting in 50s , 25's to 1000	Copy, create and describe patterns in simple patterns made with physical objects -simple patterns made with drawings of lines, shapes or objects Range of patterns -Simple patterns i which shapes or groups of shapes are repeated in exactly the same way. -Patterns in which the number or siz of shapes in each stage changes in a predictable way -Create and describe own geometric pattern using physical objects, by drawing lines and shapes and objects Copy, extent and describe number sequence to 750. Counting forwards and backwards in - 1's from any number 1 to 750 - in multiples of 10's, 5's,4s,3s, 2's between 0 and 750 - in 50's ,100s, 20's and 25's up to 1000

GRADE 3: MATHEMATICS: TERM 3: WEEKLY TERM PLANNER

ent	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Content Areas	WEEKI	WEEK 2	WEEK 3	Week 4	Week J	Week 0	Week /	Week o	WEEK 5	Week IU
Space and Shape		Recognise and names 3-D objects (ball shapes, box shapes, cylinders, pyramid and cones. Describe, sort and compare 3-D objects in terms of: • 2-D shapes that make up the faces of 3-D objects • flat or curved surfaces	Describe, sort and compare 3-D objects in terms of: • 2-D shapes that make up the faces of 3-D objects • flat or curved surfaces	Work with spheres, prism and cylinders, name them and group them Use cut-out cardboard squares to make a box. Talk about the flat surfaces on the prisms and cylinders and describe them according to whether they are circular, square, or rectangular Name and group the geometric objects above Use toothpicks, straws, or rolled paper to make a pyramid.	Recognises and names and group 2-D shapes circles, triangles, squares and rectangles Draws circles, squares, rectangles, triangles Describe and compares 2-D shapes in terms of: Shapes straight sides and round sides	Recognises and names and group 2- D shapes circles, triangles, squares and rectangles Draws circles, squares, rectangles, triangles Describe and compares 2-D shapes in terms of: Shapes straight sides and round sides Focus on the kind of sides that each shape has. Distinguish shapes by talking about whether the sides are round or straight. Consolidate work through written exercises	FAT 2 O/ P/WR Recognises and names circles, triangles, squares and rectangles Draws circles, squares, rectangles, triangles	Position and directions: Follows directions to move around the classroom and school. Follows directions to move from place to place on an informal map	FAT 3 O/P Follows directions to move from place to place on an informal map	
Measurement	Read dates on calendars • Place birthdays, religious festivals, public holidays, historical events, school events on a calendar Uses calendars to calculate and describe lengths of time in days or weeks or months. converting between days and weeks • converting between weeks and months Use clocks to calculate length of time in hours or half hours and quarter hours		Tell 12-hour time in h quarter hours and m and digital clocks Calculate time in hou quarter hours.	inutes on analogue	digital clocks Calcula	inutes on analogue and the time in hours and ours. Uses calendars to be lengths of time in onths. converting	Tell 12-hour time in I quarter hours and m and digital clocks Ca and half hours, quart calendars to calculat lengths of time in da months. converting b Weeks, converting w	inutes on analogue alculate time in hours ter hours. Uses te and describe ys or weeks or between days and	FAT 3 WR Tells time on digital clock in hours and minutes Uses a calendar to calculate length of time in days or weeks	

	GRADE 3:	
MATHEMATICS:	TERM 3: WEEKLY	TERM PLANNER

t										
Content Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Measurement					Formal Measuring: Estimates, measure, compare, order and record length using metres (either metre sticks or metre lengths of string) as standard of length Estimate and measure lengths in centimeters using a ruler	Formal Measuring: Estimates, measure, compare, order and record length using metres (either metre sticks or metre lengths of string) as standard of length Estimate and measure lengths in centimeters using a ruler.	Perimeter Investigate the distance around 2-D shapes and 3- D objects using direct comparison or informal units.	Perimeter Investigate the distance around 2- D shapes and 3-D objects using direct comparison or informal units.		
Data Handling					Re-organise data pro tally or table in a bar Represent data on ba Answer questions ab graph	graph. ar graph.	FAT 2 WR Constructs a bar graph on blocked paper when given the data.			

GRADE 3: MATHEMATICS: TERM 4: WEEKLY TERM PLANNER

Content Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Con Area											
6	Count to at least 800 objects reliable Give a reasonable estimate of a number of objects that can be checked by counting Strategy of grouping is encourage	Count to at least 900 objects reliable Give a reasonable estimate of a number of objects that can be checked by counting Strategy of grouping is encourage	Count to at least 1 000 objects reliable Give a reasonable estimate of a number of objects that can be checked by counting Strategy of grouping is encourage	FAT 1 O/P Counts pictures of grouped objects up to 1 000	Count to at least 1 000 objects reliable Give a reasonable estimate of a number of objects that can be checked by counting Strategy of grouping is encourage	Count to at least 1 000 objects reliable Give a reasonable estimate of a number of objects that can be checked by counting Strategy of grouping is encourage	Count to at least 1 000 objects reliable Give a reasonable estimate of a number of objects that can be checked by counting Strategy of grouping is encourage	Count to at least 1 000 objects reliable Give a reasonable estimate of a number of objects that can be checked by counting Strategy of grouping is encourage	Count to at least 1 000 ob Give a reasonable estima objects that can be check Strategy of grouping is en	te of a number of ed by counting	
Counting	Count forwards and backwards in 1's from 0 and 750 Counting forwards and backwards in multiples of 10s,5s 2's 3's, 4's to 750 50's and 100's in 1000 In 20's and 25's in 1 000	Count forwards and backwards in 1's from 0 and 800 Counting forwards and backwards in multiples of 10s,5s 2's 3's, 4's to 800 50's and 100's in 1000 In 20's and 25's in 1 000	Count forwards and backwards in 1's from 0 and 850 Counting forwards and backwards in multiples of 10s,5s 2's 3's, 4's to 850 50's and 100's in 1000 In 20's and 25's in 1 000	FAT 1 O/P/WR Count forwards in 5's, 50's 25's, between 0 and 1 000	Count forwards and backwards in 1's from 0 and 950 Counting forwards and backwards in multiples of 10s,5s 2's 3's, 4's to 950 50's and 100's in 1000 In 20's and 25's in 1 000		FAT 2 O/P/WR Counts forwards and backwards in 2's, 4's, 3's 5s, 50's, 25's to 1 000	Count forwards and back 1000 Counting forwards and ba 10s,5s 2's 3's, 4's to 100 50's and 100's in 1000 In 20's and 25's in 1 000	ackwards in multiples of	Count forwards and backwards in 1's from 0 and 1000 Counting forwards and backwards in multiples of 10s,5s 2's 3's, 4's to 1000 50's and 100's in 1000 In 20's and 25's in 1 000	
Pu	Mental Mathematics: Order a given set of selected numbers up to 750. Compare numbers to 750 and say which is 1 more or 1 less, 2 more or 2 less, 3 more or 3 less, 4 more or 4 less, 5 more or 5 less, 10 more or less. Recall additions and subtractions facts to 20. Add or subtract multiples of 10 from 0 – 100. Multiplication and division facts for the: two times table up to 2 X 10, ten times table up to 10 x 10 Use calculation strategies: Put the larger number first in order to count on or count back/ Number line/ Doubling and halving/ Building and breaking down/ Use the relationship between addition and subtraction / Practice number bonds to 30 / Use the relationship between multiplication and division										
Numbers, Operations and Relationships	Know and read number symbols 1 - 1000. Write number symbols 1 - 1000 Read number names 1 – 500 Write number names 1 - 500	Know and read number symbols 1 - 1000. Write number symbols 1 - 1000 Read number names 1 – 550 Write number names 1 - 550	Know and read number symbols 1 - 1000. Write number symbols 1 - 1000 Read number names 1 - 600 Write number names 1 - 600	Know and read number symbols 1 - 1000. Write number symbols 1 - 1000 Read number names 1 - 650 Write number names 1 - 650	Know and read number symbols 1 - 1000. Write number symbols 1 - 1000 Read number names 1 – 700 Write number names 1 - 700	Know and read number symbols 1 - 1000. Write number symbols 1 - 1000 Read number names 1 – 750 Write number names 1 - 750	FAT 2 O/P/WR Reads and writes numbers symbols up to a 1 000	Know and read number symbols 1 - 1000. Write number symbols 1 - 1000 Read number names 1 - 800 Write number names 1 - 800	Know and read number symbols 1 - 1000. Write number symbols 1 - 1000 Read number names 1 – 900 Write number names 1 – 900	Know and read number symbols 1 - 1000. Write number symbols 1 - 1000 Read number names 1 -1 000 Write names 1 - 1 000	

GRADE 3: MATHEMATICS: TERM 4: WEEKLY TERM PLANNER

Content Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Describe, compare and order whole numbers to 800, using smaller than, greater than, more than, less than and is equal to. Order whole numbers from smallest to greatest, and greatest to smallest.	Describe, compare and order whole numbers to 900 , using smaller than, greater than, more than, less than and is equal to. Order whole numbers from smallest to greatest, and greatest to smallest.	Describe, compare and order whole numbers to 999, using smaller than, greater than, more than, less than and is equal to. Order whole numbers from smallest to greatest, and greatest to smallest.	FAT 1 O/ WR Orders and compares numbers up to 999	Describe, compare and to 999, using smaller th than, less than and is er numbers from smallest to smallest.	an, greater than, more	Describe, compare and c 999 , using smaller than, g less than and is equal to. from smallest to greatest smallest.	greater than, more than, Order whole numbers	Describe, compare and to 999, using smaller th than, less than and is er numbers from smallest to smallest.	an, greater than, more
Numbers, Operations and Relationships	Place value: Know what each digit represents. Recognise and decompose 3-digit numbers up to 750 into multiples of 100's, 10's and ones- units. Identify and state the value of each digit.	Place value: Know what each digit represents. Recognise and decompose 3-digit numbers up to 800 into multiples of 100's, 10's and one- units. Identify and state the value of each digit.	Place value: Know what each digit represents. Recognise and decompose 3-digit numbers up to 850 into multiples of 100's, 10's and ones- units. Identify and state the value of each digit.	Place value: Know what each digit represents. Recognise and decompose 3-digit numbers up to 900 into multiples of 100's, 10's and ones- units. Identify and state the value of each digit.	Know what each digit represents. Kno dec Recognise and decompose mul		Place value: Know what each digit represents. Recognise and decompose3-digit numbers up to1 000 into multiples of 100's, 10's and ones-units. Identify and state the value of each digit		Place value: Know what each digit represents. Recognise and decompose 3-digit numbers up to 1000 into multiples of 100's, 10's and ones- units. Identify and state the value of each digit	Place value: Know what each digit represents. Recognise and decompose 3-digit numbers up to 1000 into multiples of 100's, 10's and ones- units. Identify and state the value of each digit.
μ Π Ν	Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 800. Use building up and breaking down numbers, doubling and halving and number lines Rounding off in tens	Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 850. Use building up and breaking down numbers, doubling and halving and number lines Rounding off in tens	Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 900. Use building up and breaking down numbers, doubling and halving and number lines. Rounding off in tens	Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 990. Use building up and breaking down numbers, doubling and halving and number lines Rounding off in tens	Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 999. Use building up and breaking down numbers, doubling and halving and number lines Rounding off in tens	Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 999. Use building up and breaking down numbers, doubling and halving and number lines Rounding off in tens	Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 999. Use building up and breaking down numbers, doubling and halving and number lines Rounding off in tens	Solve word problems in solutions to problems in subtraction with answers Use building up and bre- doubling and halving and Rounding off in tens	volving addition and s 1 to 999. aking down numbers,	Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 999. Use building up and breaking down numbers, doubling and halving and number lines Rounding off in tens

GRADE 3: MATHEMATICS: TERM 4: WEEKLY TERM PLANNER

Content Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Relationships	Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 800. Use building up and breaking down numbers, doubling and halving and number lines Rounding off in tens	Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 850. Use building up and breaking down numbers, doubling and halving and number lines Rounding off in tens	problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 900. Use building up and breaking down numbers, doubling and halving and number lines.		Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 999. Use building up and breaking down numbers, doubling and halving and number lines Rounding off in tens	problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 999.problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 999.problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 999.problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 999.problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 999.problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 999.problems involving addition and subtraction with answers 1 to 999.Jse building up and preaking down numbers, doubling and halving and number linesnumber linesnumber lines		ext explain own solutions to problems involving addition and subtraction with answers 1 to 999. g Use building up and breaking down numbers, doubling and halving and number lines Rounding off in tens answer udb number lines answer to proble addition subtra answer to proble addition subtra answer to proble addition subtra answer to proble addition subtra answer to proble addition subtra answer to proble addition subtra answer to proble addition subtra answer to proble addition and break number to proble addition and break number to proble addition answer to proble addition answer to proble addition answer to proble addition to proble and to proble addition to proble and to proble to probl		Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers 1 to 999. Use building up and breaking down numbers, doubling and halving and number lines Rounding off in tens
Numbers, Operations and	u		Solve number probler explain own solutions repeated additions lea with answers up to 85 breaking down number halving, number lines	to problems involving ading to multiplication b. Building and ers, doubling and		to problems involving ading to multiplication 5. 9 down numbers,		Solve number problems in context and explain own solutions to problems involving repeated additions leading to multiplication with answers up to 100. Building and breaking down numbers, doubling and halving, number lines	Solve number proble explain own solutions involving repeated ac multiplication with an Building and breakin doubling and halving	s to problems dditions leading to swers up to 100. g down numbers,

GRADE 3: MATHEMATICS: TERM 4: WEEKLY TERM PLANNER

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Content Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Solve number problems in context and explain own solutions to problems that involve equal sharing and grouping up to 80 involving answers that may include remainders. Building and breaking down numbers, doubling and halving, number lines. Rounding off in tens	Solve number problems in context and explain own solutions to problems that involve equal sharing and grouping up to 90 involving answers that may include remainders. Building and breaking down numbers, doubling and halving, number lines. Rounding off in tens	Solve number problems in context and explain own solutions to problems that involve equal sharing and grouping up to 100 involving answers that may include remainders. Building and breaking down numbers, doubling and halving, number lines. Rounding off in tens	FAT 1 O/ WR Solves word problems in context that involve grouping or sharing up to 100 with answers that include remainders using one of the following • building up and breaking down numbers • number lines • doubling and halving • rounding off to 10 and explains own solution to problems	own solutions to problem sharing and grouping up that may include remaind	d breaking down numbers, doubling number lines. Building and breaking down numbers, doubling and halving, number lines.		Solve number problems in solutions to problems that grouping up to 100 involvir include remainders. Building and breaking dov halving, number lines. Rounding off in tens	involve equal sharing and ag answers that may	
			that involve equal sharing that include unitary and that involve equal sharing that include unitary and t		Solve and explain solutions to practical problems that involve equal sharing that include unitary and non-unitary fractions e.g. ½, ¼, ¾, 2/5 etc.					
		Recognise and identify South African coins and bank notes. Solve money problems involving total and change in rands or cents Convert between rands and cents	Recognise and identify South African coins and bank notes. Solve money problems involving total and change in rands or cents. Convert between rands and cents	FAT 1 WR Solve money problems involving total and change in rands or cents.	Solve money problems involving total and change in rands or cents Convert between rands and cents. Convert between rands and cents	Solve money problems involving total and change in rands or cents Convert between rands and cents. Convert between rands and cents	Solve money problems involving total and change in rands or cents Convert between rands and cents. Convert between rands and cents	Solve money problems involving total and change in rands or cents Convert between rands and cents. Convert between rands and cents		

GRADE 3: MATHEMATICS: TERM 4: WEEKLY TERM PLANNER

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Content Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Numbers, Operations and Relationships	Addition and subtraction in the range 1 to 800. Use appropriate symbols (+, -, =, □) building up and breaking down numbers, doubling and halving, number lines	Addition and subtraction in the range 1 to 850. Use appropriate symbols (+, -, =, □) building up and breaking down numbers, doubling and halving, number lines. Rounding off in tens.	Addition and subtraction in the range 1 to 900. Use appropriate symbols (+, -, =, □) building up and breaking down numbers, doubling and halving, number lines. Rounding off in tens.	Addition and subtraction in the range 1 to 950. Use appropriate symbols (+, -, =, □) building up and breaking down numbers, doubling and halving, number lines. Rounding off in tens.	Addition and subtraction in the range 1 to 999. Addition and subtraction in range 1 to 99 Use appropriate symbols (+, -, =, □) building up and breaking down numbers, doubling and halving, number lines. Rounding off in tens. Use appropriate symbols		FAT 2 WR Does addition and subtraction up to 999 using one of the following • building up and breaking down numbers • number lines • doubling and halving • rounding off to 10 Writes a number sentence using +,- . =	Addition and subtraction in the range 1 to 999. Use appropriate symbols (+, -, =, □) building up and breaking down numbers, doubling and halving, number lines. Rounding off in tens.	Addition and subtraction in the range 1 to 999. Use appropriate symbols (+, -, =, =) building up and breaking down numbers, doubling and halving, number lines. Rounding off in tens.	Addition and subtraction in the range 1 to 999. Use appropriate symbols (+, -, =, □) building up and breaking down numbers, doubling and halving, number lines. Rounding off in tens.
	Repeated addition leading to multiplication Multiply numbers 2,4,5,10,3 up to a total of 100. Use appropriate symbols ($x, =, \Box$) and use different problem solving techniques	Repeated addition leading to multiplication Multiply numbers 2,4,5,10,3 up to a total of 100. Use appropriate symbols (x, =, \Box) and use different problem solving techniques	multiplication Multiply numbers 2,4 of 100. Use appropri	Multiply numbers 2,4,5,10,3 up to a total of 100. Use appropriate symbols (x , =, \Box) and use different problem solving		Repeated addition leading to multiplication Multiply numbers 2, 4, 5, 10, 3 up to a total of 100. Use appropriate symbols (x, =, □) and use different problem solving techniques		Repeated addition leading to multiplication Multiply numbers 2, 4, 5, 10, 3 up to total of 100. Use appropriate symbols $(x, =, \Box)$ and use different problem solving techniques	Repeated addition lea Multiply numbers 2, 4, of 100. Use appropriate symb different problem solvi	5, 10, 3 up to total ols (x, =, □) and use
		Division Divide numbers to 99 Use appropriate sym use different problem	bols (x, =, □) and	FAT 1 WR Divide numbers to 99 by 2 ,4, 5, 10, 3	Division Divide numbers to 99 by 2, 3, 4, 5, and 99 Use appropriate symbols (x, =, □) and use different problem solving techniques		Division Divide numbers to 99 by 2, 3, 4, 5, and 99Use appropriate symbols (x , =, \Box) and use different problem solving techniques	Division Divide numbers to 99 by 2, 3, 4, 5, and 99 Use appropriate symbols (x, =, □) and use different problem solving techniques	Division Divide numbers to 99 by 2, 3, 4, 5, and 99 Use appropriate symbols $(x, =, \Box)$ and use different problem solving techniques	Division Divide numbers to 99 by 2, 3, 4, 5, and 99 Use appropriate symbols (x , =, \Box) and use different problem solving techniques

GRADE 3: MATHEMATICS: TERM 4: WEEKLY TERM PLANNER

Content Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Numbers, Operations and Relationships			Fractions: Use and name unitar halves, quarters, thin Recognise fractions form. Begin to recog or three thirds make one halve and two qu equivalent. Write fra third.	ds and fifths. in diagrammatic gnize that two halves one whole and that uarters are	and fifths. Recognise recognize that two has	ry fractions including halv e fractions in diagrammal alves or three thirds make uarters are equivalent. M	tic form. Begin to e one whole and that	Fractions: Use and name unitary fractions including halves, quarte thirds and fifths. Recognise fractions in diagrammatic f Begin to recognize that two halves or three thirds make whole and that one halve and two quarters are equivale Write fractions as 1 half, 2 third.			
PATTERNS	Copy, extend and describe simple number sequences to at least 600 . Counting forwards and backwards in: in 1's from any number to 600 in multiples of 10's, 5's, 4's, 3's 2's between 0 and 600 20s,25s, 50s,100s to at least 1 000 Create and describe own number patterns Patterns Identify, describe in words and copy geometric patterns Patterns in nature from modern everyday life from our cultural heritage	Copy, extend and describe simple number sequences to at least 800 . Counting forwards and backwards in: • in 1's from any number to 800 • in multiples of 10's, 5's, 4's, 3's 2's between 0 and 800 • 20s,25s, 50s,100s to at least 1 000 Create and describe own number patterns Patterns Identify, describe in words and copy geometric patterns • from modern everyday life • from our cultural heritage	Copy, extend and describe simple number sequences to at least 1 000 . Counting forwards and backwards in: • in 1's from any number to 1000 • in multiples of 10's, 5's, 4's, 3's 2's between 0 and 1 000 • 20s,25s, 50s,100s to at least 1 000 Create and describe own number patterns Patterns Identify, describe in words and copy geometric patterns • from modern everyday life • from our cultural heritage	FAT 1 O/P/WR Completes number sequences of counting forwards and backwards • in ones between 0 and 1 000 • in tens between 0 and 1 000 • in 5's, 50'sand 25's between 0 and 1 000	Copy, extend and describe simple number sequences to at least 1 000 . Counting forwards and backwards in: • in 1's from any number to 1000 • in multiples of 10's, 5's, 4's, 3's 2's between 0 and 1 000 • 20s,25s, 50s,100s to at least 1 000 Create and describe own number patterns Patterns Identify, describe in words and copy geometric patterns • from modern everyday life • from our cultural heritage	Copy, extend and describe simple number sequences to at least 1 000. Counting forwards and backwards in: • in 1's from any number to 1000 • in multiples of 10's, 5's, 4's, 3's 2's between 0 and 1 000 • 20s,25s, 50s,100s to at least 1 000 Create and describe own number patterns	FAT 2 WR Completes number sequences of counting in 2s,4s, and 3s between 0- 1 000 Counting in 20's between 0 to 1 000	Copy, extend and describe simple number sequences to at least 1 000 . Counting forwards and backwards in: • in 1's from any number to 1000 • in multiples of 10's, 5's, 4's, 3's 2's between 0 and 1 000 • 20s,25s, 50s,100s to at least 1 000 Create and describe own number patterns	Copy, extend and describe simple number sequences to at least 1 000 . Counting forwards and backwards in: • in 1's from any number to 1000 • in multiples of 10's, 5's, 4's, 3's 2's between 0 and 1 000 • 20s,25s, 50s,100s to at least 1 000 Create and describe own number patterns	Copy, extend and describe simple number sequences to at least 1 000 . Counting forwards and backwards in: • in 1's from any number to 1000 • in multiples of 10's, 5's, 4's, 3's 2's between 0 and 1 000 • 20s,25s, 50s,100s to at least 1 000 Create and describe own number patterns	

GRADE 3: MATHEMATICS: TERM 4: WEEKLY TERM PLANNER

Content Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Space and Shape	and cones When shown the pictures of geometric or everyday objects Questions should focus learners on whether the surface of objects are curved or flat and whether the flat surfaces of objects are triangles, rectangles squats or circles. Describe, sort and compare 3-D objects in terms of: • 2-D shapes that make up the faces of 3-D objects • flat or curved surfaces Read dates on calendars • Place bittdaya, religious factures		Recognise and names 3-D objects (ball shapes, box shapes, cylinders pyramids and cones Describe, sort and compare 3-D objects in terms of: • 2-D shapes that make up the faces of 3-D objects • flat or curved surfaces Observe and build given 3-D objects using concrete objects such as cut out 2 –D shapes, clay toothpicks, straws, other 3 –d geometric objects. Practice and consolidate work on 3 –D objects through written exercises.	FAT 1 O/P/WR Recognises and names • ball shapes (spheres) • box shapes (prisms) • cylinders • pyramids • cones Sorts objects into those with flat and those with flat and those with curved surfaces Identifies the 2-D shapes that make up flat surfaces on 3-D objects mentioned above	Recognises and draw line of symmetry in 2-D geometrical and non-geometrical shapes Written exercises should include examples where : The line of symmetry is not always a vertical line There more the is one line of symmetry in an object or shape	Recognises and draw line of symmetry in 2-D geometrical and non- geometrical shapes Written exercises should include examples where : The line of symmetry is not always a vertical line There more the is one line of symmetry in an object or shape	FAT 2 O/ P/ WR Recognises and draw line of symmetry in 2-D geometrical and non-geometrical shapes	Recognises and draw line of symmetry in 2-D geometrical and non-geometrical shapes Written exercises should include examples where : The line of symmetry is not always a vertical line There more the is one line of symmetry in an object or shape	Recognises and draw line of symmetry in 2-D geometrical and non-geometrical shapes Written exercises should include examples where : The line of symmetry is not always a vertical line There more the is one line of symmetry in an object or shape	Recognises and draw line of symmetry in 2-D geometrical and non-geometrical shapes Written exercises should include examples where : The line of symmetry is not always a vertical line There more the is one line of symmetry in an object or shape
Measurement	Read dates on calen • Place birthdays, rel public holidays, histo school events on a c Uses calendars to ca describe lengths of ti weeks or months. co days and weeks • converting betweer Use clocks to calcula hours or half hours a	igious festivals, prical events, alendar alculate and ime in days or inverting between a weeks and months ate length of time in	Tell 12-hour time in hours, halve hours quarter hours and minutes on analogue and digital clocks Calculate time in hours and half hours, quarter hours.	FAT 1WR Uses a clock to calculate length of time passes in hours and minutes	digital clocks Calculate time in hou	nours, halve hours quarte Irs and half hours, quarte me in days or weeks or n eeks and months	r hours. Uses calendar	s to calculate and		

GRADE 3: MATHEMATICS: TERM 4: WEEKLY TERM PLANNER

Content Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Measurement	Formal measuring F Learners do written tasks to consolidate the following, including reading pictures of • products with mass written on them • bathroom scales where the needle points to numbered gradation lines •		a numbered 1 lit gradation line or quarter litre • jugs where the a numbered mill line. The expectation only read to the numbered grada describe their vo almost/nearly/ c a bit more than/ exactly the num read off the jug	consolidate the ing reading heir capacity in order to volume is near to re or 2 litre half litre or volume is near to ilitres gradation is that learners nearest ttion line. They plume as ose to/ more or less/ or per (of litres) they	FAT 2 O/P/WR Reads capacity/ volume in litres from pictures of measuring jugs. Reads capacity/ volume in millilitres from pictures of measuring jugs.	Area Investigate the a	area using tilling			
Data Handling			Analyse data fro representations At least one pict – one correspon At least one bar	provided tograph with one ndence	Analyse data fro representations At least one pict one corresponde At least one bar	provided ograph with one – ence	FAT 2 WR Answer questions about data in pictograph			

8.2 Exemplar of Programme of Assessment

Exemplar of Programme of Assessment– Grade 3 Mathematics

CONTENT AREAS	TERM 1	TERM 2	TERM 3	TERM 4
NUMBER	FAT 1	FAT 1	FAT 1	FAT 1
OPERATIONS AND RELATIONSHIPS WEEK 4	NUMBER CONCEPT : O/P Groups and counts up to 150 objects WR Compares and orders whole numbers up to 99 O/P Reads number symbols from 0 to 150	NUMBER CONCEPT : O/ P Counts pictures of grouped objects e.g. in 10s, 50s or 100 up to 500 O/P/WR Reads and writes numbers symbols from 0-1 000 O/WR Orders and compares numbers up to 500 PROBLEM SOLVING: O/P Solves practical problems involving equal sharing and grouping with whole numbers up to 75 using one of the problem solving techniques and explains own solutions to problems WR Divide numbers to 50 by 2,5,10	NUMBER CONCEPT: O/P/WR Counts pictures of grouped objects e.g. in 20s, 25s 50's and 100 up to 750 O/P/WR Reads and writes numbers symbols up to a 1 000 O/WR Compares and order numbers up to 750 SOLVE PROPBLEM: WR Solves word problems in context involving multiplication up to 75 using one of the following • building up and breaking down numbers • number lines • doubling and halving • rounding off to 10 and explains own solution to problems	NUMBER CONCEPT: O/P Counts pictures of grouped objects up to 1 000 O/P/WR Count forwards in 5's, 50's 25's, between 0 and 1 000 O/WR Compares and order numbers up to 999 SOLVE PROPBLEM: WR / O/ P Solves word problems in context that involves grouping or sharing up to 100 with answer that includes remainders using one of the following • building up and breaking down numbers • number lines • doubling and halving • rounding off to 10 and explains own solution to problems MONEY:
	CALCULATIONS: WR Addition up to 40 using one of the following: apparatus, drawings, building up and breaking down numbers, number lines, doubling and halving Writes as number sentence using +., =		CALCULATIONS: WR Can multiply by 2, 5, 10 to a total of 99 Writes a number sentence using x, =	WR Solving money problem involving totals and change in rands or in cents CALCULATIONS: WR Divides numbers to 99 by 2, 4, 5, 10, 3
	FAT 2	FAT 2	FAT 2	FAT 2
WEEK 7- 9	NUMBER CONCEPT : O/ P Group and count up to 200 objects O/P Reads number symbols from 0 to 500 WR	NUMBER CONCEPT: O/ P/ WR Counts forward and backward in 2's, 4's, or 3's to 500 CALCULATIONS: WR Does addition and subtraction up to 99 using one of the following: apparatus, drawings, building up and breaking down numbers, number lines, doubling and halving	NUMBER CONCEPT: O/ P/ WR Counts forwards and backwards in 2's, 3's 4's and 20's to 750 WR Decomposes three-digit numbers up to 750 into hundreds, tens and ones up to 750	NUMBER CONCEPT: O/ P/ WR Count forward and backwards in 2's, 4's, 3's 5's, 50's, 24's to 1 000 O/ P/ WR Reads and writes number symbols from up to 1 000.

CONTENT AREAS	TERM 1	TERM 2	TERM 3	TERM 4
	Write number symbols from 0 to 500 O/P Compares and orders whole numbers up to 99 WR Decomposes two-digit numbers up to 99 into tens and ones e.g 78 = 70 + 8 PROBLEM SOLVING: WR / O/ P Solves word problems in context involving addition, subtraction with answers up to 99 using one of the following: building and breaking numbers, doubling and halving, rounding off to ten and explains own solutions to problems MONEY: WR Solves money problems that involves totals in change rand or cents CALCULATIONS: WR Addition and subtraction up to 99 using one of the following: apparatus, drawings, building up and breaking down numbers, number lines, doubling and halving Writes a number sentence using +, =	Writes as number sentence using +, =	CALCULATIONS: WR Can multiply by 3, 4, to a total of 100 Writes a number sentence using x, =using one of the following apparatus • drawings • number lines Writes a number sentence using x, =	SOLVES PROBLEMS: OWR Solves word problems in context involving repeated addition leading to multiplication with answers up to 50 using one of the following • building up and breaking down numbers • number lines • doubling and halving • rounding off to 10 and explains own solution to problems CALCULATIONSWR Does addition and subtraction up and to 999 using one the following • building up and breaking down numbers • number lines • doubling and halving • rounding off to 10 Writes a number sentence using + , = CALCULATIONS: WR Multiply by 3 up to 99 using one of the following apparatus • drawings • number lines Writes a number sentence using x, =
		FAT 3	FAT 3	
WEEK 9		NUMBER CONCEPT: O/ P/ WR Counts forward in 5's, 50's, or 100's between 0 and 500 WR Decomposes three – digit numbers into hundreds, tens and ones SOLVES PROBLEMS: O/P Solves and explains solutions to problems that involve equal sharing that lead to fractions	NUMBER CONCEPT: O/ P/ WR Counts forwards in 5s, 50, 25's between 0up to 750. SOLVES PROBLEMS: WR Solves and explains solutions to problems that involve equal sharing that lead to fractions	
		FRACTIONS: O/P/WR Recognises and uses halves, quarters, eights, thirds, sixths, fifths in familiar context	FRACTIONS: O/P/WR Recognises and uses halves, quarters, eights, thirds, sixths, fifths in familiar context	
		Recognises fractions in diagrammatical form Writes fractions in form 1 half, 2 thirds etc	Recognises fractions in diagrammatical form Recognises that 2 halves make a whole Writes fractions in form 1 half, 2 thirds etc	

CONTENT AREAS	TERM 1	TERM 2	TERM 3	TERM 4
PATTERNS,	FAT 1	FAT 1	FAT 1	FAT 1
FUNCIONS AND ALGEBRA	GEOMETRIC PATTERNS : WR Copy create and describe patterns in which shapes or group of shapes are repeated in exactly the same way	NUMBER PATTERNS : WR Completes number sequence of counting forwards and backwards in 1s, 10s, 100s between 0-500	NUMBER PATTERNS: O/WR Completes number sequences of counting forwards and backwards • in ones between 0 and 750 • in tens between 0 and 750 • in hundreds between 0 and 1 000	NUMBER PATTERNS: O/P/WR Completes number sequence of counting forwards and backwardsin 1's between 0 and 1 000 in tens between 0 and 1 000 5's. 50's, 25, between 0 and 1000
	FAT 2	FAT 2	FAT 2	FAT 2
	NUMBER PATTERNS: WR Completes number sequence of counting forwards and backwards: • in 1's between 0 and 200 • in multiples of 10's, 5's, 2's between 0 and 200 • in 100's between 0 – 500	NUMBER PATTERNS: O/P/WR Completes number sequence of counting: in 2's , 4's, 3's between 0 and 500 GEOMETRIC PATTERNS: O/P/WR Copies, extends and describes patterns where different shapes are used to make up a groups, but the group of shapes are repeated in the exactly the same way.	NUMBER PATTERNS: WR Completes number sequence of counting forwards and backwards: in 2's ,20's, 4's, 3's between 0 and 750 Counting in 20's between 0 to 1 000 GEOMETRIC PATTERNS: O/P/WR Copies, extends and describes pattern in which the same shapes occur, but the number of each kind of shapes increases or decreases in a regular way.	NUMBER PATTERNS: WR Completes number sequence of counting in 2's , 4's, 3'sbetween 0 and 1 000 Counting in 20's between 0 and 1 000
		FAT 3	FAT 3	
		NUMBER PATTERNS: WR Completes number sequences: counting in 5s between 0-500 Counting in 50s between 0-1000	NUMBER PATTERNS: WR Completes number sentence 5's between 0- 750 50's and 25's to 1 000	
SHAPES AND SPACE	FAT 1:	FAT 1		FAT 1
	2-D SHAPES: O/P/WR Recognises and names 2-D shapes, circles, triangles, squares and rectangles.	 3 - D OBJECTS: O/P Recognise and names 3-D objects (ball shapes, box shapes, cylinders Sort objects into those that have curved and those that have flat surface 		O/P/WR Recognises and names • ball shapes (spheres) • box shapes (prisms) • cylinders • pyramids • cones Sorts objects into those with flat and those with curved surfaces Identifies the 2-D shapes that make up flat surfaces on 3-D objects mentioned above
	FAT 2	FAT 2	FAT 2	FAT 2
	2-D SHAPES: O/ P Sort shapes into those with straight sides and round sides		 2 - D SHAPES: O/ P/ WR Recognise and names circles, triangles, squares and rectangles. Draws circles, circles, squares, rectangles, triangles 	SYMMETRY: O/P/WR Recognise and draw line of symmetry in 2-D geometrical and non-geometrical shapes
		FAT 3	FAT 3	
		POSITION AND DIRECTION:	POSITION	

CONTENT AREAS	TERM 1	TERM 2	TERM 3	TERM 4
		O/P Follows directions to move around school Gives directions to move around	O/P Follow direction to move from place on an informal map	
	FAT 1	FAT 1		FAT 1
MEASUREMENT		LENGTH: O/P Estimates, measures, orders and compares length, heights and width using informal measures Estimates, measures, orders and compares length using metres		TIME: WR Uses a clock to calculate length of time passes in hours minutes
	FAT 2	FAT 2	FAT 2	FAT 2
	TIME: O/P/WR Reads dates on the calendars Tell time in hours, halve hours and quarter hours on analogue and digital clocks CAPACITY/ VOLUME: OP/WR Estimates, measures, compares, orders and records the capacity of containers by using non-standard measures e.g. spoons and cups Orders everyday products whose capacity is written on them in millilitres			CAPACITY/VOLUME: O/ WR Reads volume in litres and from pictures of measuring jugs Reads volume in millimetres from pictures of measuring jugs
		FAT 3	FAT 3	
		MASS: O/P /WR Estimates, measures, compares, orders and records mass using non-standard measures and a balancing scale Orders products on which the mass is written in grams	TIME: WR Tells time on digital clock in hours and minutes Uses a calendar to calculate length of time in days or weeks	
DATA HANDLING	FAT 2	FAT 2	FAT 2	FAT 2
	DATA: WR Answer questions about data in bar graph	DATA: WR Answer questions about data in pictograph / bar graph	DATA: WR Constructs a bar graph on blocked paper when given the data	DATA: O / WR Answer questions about data in a pictograph

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8.3 Exemplar of Formal Assessment Tasks

Exemplar of a Formal Assessment Task 2 for Term 3 Grade 3

NAME:_____

DATE:_____

Numbers, Operation and Relations (Written)

1. Count forwards and backwards in 2's:

666	668		678		
748	746			732	

Count forwards and backwards in 20's

460	480		560			
						1
760	740				600	

Count forward and backwards in 4's

564	568		584		
708	704		688		

Count forward and backwards in 3's

602	605		614			
587	584		575			

Criteria	Level
Unable to count forward and back ward in 2's, 20's, 4's, 3's to 750	1
Can count forward and back ward in 2's, 20's, 4's, 3's to 750 with the support from the teacher	2
Can count forward in 2's, 20's, 4's, 3's to 750	3
Can count back ward in 2's, 20's, 4's, 3's to 750	4
Can count forward and backward in 2's and 20's to 750	5
Can count forward and backward in 2's, 20's, 4's and 3's to 750 correct	6
Can count forward and back ward in 2's, 20's, 4's, 3's to 750 correctly and confidently	7

2. Decompose the numbers into hundreds, tens and units

578 =		+		
605 = 600 +_		_+ 3		
710 = 700 +				
539 =	_ + _		+_	
539 =	_+ _		+_	
728 =	+		+ _	

Criteria	Level
Unable to break down numbers into Hundreds, Tens, Units in the range 0 - 750	1
Can break down the numbers into Hundreds, Tens , Units in the range 0 - 750 with the support from the teacher or flard cards	2
Can break down few numbers into Hundreds, Tens, Units in the range 0 - 750	3
Can break down some numbers into Hundreds, Tens, Units in the range 0 - 750	4
Can break down most numbers into Hundreds, Tens, Units in the range 0 - 750	5
Can break down the numbers into Hundreds, Tens , Units in the range 0 $-$ 750,makes mistakes and corrects them	6
Can break down the numbers into Hundreds, Tens, Units in the range 0 - 750 correctly and confidently	7

3. MULTIPLICATION: Use expanded notation to calculate your answer



Criteria	Level
Unable to calculate the answers to multiplication sums	1
Can calculate the answers to multiplication sums with the support from the teacher	2
Can calculate few of the answers to multiplication sums	3
Can calculate some of the answers to multiplication sums	4
Can calculate most of the answers to multiplication sums	5
Can calculate the answers to multiplication sums makes mistakes and corrects them	6
Can calculate the answers to multiplication sums correctly and confidently	7

NUMBER PATTERN

576	578					588		602	
0.0									
706		702			696			690	
580	600				680				
000		000					000		
860		820					820		
612	616				632			644	
608	604					584			572
					0.40	054			
630	633			 	648	651			
750	747	744				732	729		
Criteria									Leve
	o copy and c	omplete a nur	nber pattern	1					1

Criteria	Level
Unable to copy and complete a number pattern	1
Can copy with the support from the teacher	2
Can copy and complete a number pattern in 2's, 20's, 4's, 3's to 750	3
Can copy and complete a number pattern 2's, 20's, 4's, 3's to 750	4
Can copy and complete a number pattern in 2's and 20's to 750	5
Can copy and complete a number pattern in 2's, 20's, 4's and 3's to 750 correct	6
Can copy and complete a number pattern in 2's, 20's, 4's, 3's to 750 correctly and confidently	7

GEOMETRIC PATTERN

(Oral /practical, working in small groups)

Criteria	Level
Unable to copy extend and describes the geometric pattern	1
Can copy extend and describes the with the support from the teacher	2
Can copy extend and describes the an increased geometric pattern only	3
Can copy extend and describes the few increase and decrease geometric pattern	4
Can copy extend and describes the most increase and decrease geometric pattern	5
Can copy extend and describes the an increase and decrease geometric pattern correct	6
Can copy extend and describes the geometric pattern correctly and confidently	7

The teacher gives learners in different colours, she starts the pattern and the learners have to copy, extend and describe the geometric pattern.



SHAPES AND SPACE

(**Oral** /**practical**, working in small groups) Recognise and names: circles, triangles, squares, rectangles and triangles.

Count the number of the following 2 –D shapes:



Name the following shapes



Criteria	Level
Unable to recognise and names circles, triangles, squares, rectangles	1
Recognise and names circles, triangles, squares, rectangles with the support from the teacher	2
Recognise and names circles, triangles	3
Recognise and names circles, triangles, squares	4
Recognise and names circles, triangles, squares, rectangles but make a mistake and correct it	5
Recognise and names circles, triangles, squares, rectangles correct	6
Recognise and names circles, triangles, squares, rectangles and triangles correctly and confidently	7

WRITTEN TASK

Draw the following shapes:

Square	circle	triangle	rectangle

Criteria	Level
Unable to draw circles, triangles, squares, rectangles	1
Can draw circles, triangles, squares, rectangles with the support from the teacher	2
Can draw circles and triangles only	3
Can draw circles, triangles, squares only	4
Can draw circles, triangles, squares, rectangles but makes a mistake and correct it	5
Can draw circles, triangles, squares, rectangles correct	6
Can draw circles, triangles, squares, rectangles and triangles correctly and confidently	7
MEASUREMENT

Carefully look at the calendar and answer the questions.

	2013	
January	February	March
Su M Tu W Th F Sa	Su M Tu W Th F Sa	Su M Tu W Th F Sa
1 2 3 4 5	1 2	1 2
6 7 8 9 10 11 12	3 4 5 6 7 8 9	3 4 5 6 7 8 9
13 14 15 16 17 18 19	10 11 12 13 14 15 16	10 11 12 13 14 15 16
20 21 22 23 24 25 26	17 18 19 20 21 22 23	17 18 19 20 21 22 23
27 28 29 30 31	24 25 26 27 28	24 25 26 27 28 29 30
		31
April	May	June
Su M Tu V Th F Sa	Su M Tu W Th F Sa	Su M Tu W Th F Sa
1 2 3 4 5 6	1 2 3 4	1
7 8 9 10 11 12 13	5 6 7 8 9 10 11	2 3 4 5 6 7 8
14 15 16 17 18 19 20	12 13 14 15 16 17 18	9 10 11 12 13 14 15
21 22 23 24 25 26 27	19 20 21 22 23 24 25	16 17 18 19 20 21 22
28 29 30	26 27 28 29 30 31	23 24 25 26 27 28 29
		30
July	August	September
Su M Tu W Th F Sa	Su M Tu W Th F Sa	Su M Tu W Th F Sa
1 2 3 4 5 6	1 2 3	1 2 3 4 5 6 7
7 8 9 10 11 12 13	4 5 6 7 8 9 10	8 9 10 11 12 13 14
14 15 16 17 18 19 20	11 12 13 14 15 16 17	15 16 17 18 19 20 21
21 22 23 24 25 26 27	18 19 20 21 22 23 24	22 23 24 25 26 27 28
28 29 30 31	25 26 27 28 29 30 31	29 30
October	November	December
Su M Tu W Th F Sa	Su M Tu W Th F Sa	Su M Tu W Th F Sa
1 2 3 4 5	1 2	1 2 3 4 5 6 7
6 7 8 9 10 11 12	3 4 5 6 7 8 9	8 9 10 11 12 13 14
13 14 15 16 17 18 19	10 11 12 13 14 15 16	15 16 17 18 19 20 21
20 21 22 23 24 25 26	17 18 19 20 21 22 23	22 23 24 25 26 27 28

- a) How many weeks in April?
- b) How many days in May and June altogether?
- c) How many days in April?
- d) How many days from the 12th of February to the 12th of March?
- e) How many days are there in a year?
- f) Write the number of days in the fifth month of the year.
- g) How many weeks from the 20th of July to the 30 st of August ?

Description	Levels
Cannot use the calendars to calculate the length of time in days and weeks	1
Can use the calendars to calculate the length of time in days or week but relies on the support of teacher	2
Can use the calendars to calculate the length of time in days only	3
Can use the calendars to calculate the length of time in days and week few mistakes	4
Can use the calendars to calculate the length of time in days and weeks with careless mistakes	5
Can use the calendars to calculate the length of time in days and weeks with a mistake	6
Can use the calendars to calculate the length of time in days and weeks correctly and confidence	7

DATA HANDLING Use the following information about fruit to construct a bar graph:

	6)	

Description	Levels
Unable to construct a bar graph	1
Can construct a bar graph with the assistance of the teacher	2
Can construct a bar graph but unable to write the horizontal and vertical wording	3
Can construct a bar graph but write only the horizontal wording	4
Can construct a bar graph and able to write the horizontal and vertical wording with a mistake	5
Can construct a bar graph and able to write the horizontal and vertical accurately	6
Can construct a bar graph and able to write the horizontal and vertical accurately with confidence	7

8.4 Exemplar of Recording Sheet for Mathematics

							F	ORM	AL AS	SESS	MEN			THEM	F EDU IATICS IEET (3			TER	M TW	D							
					Nu	mber Ope	rations and	Relations	hips						Pa	tterns, Fun	ctions an	d Algebra		Space an	d shape		Meas	urement		Data-Ha	ndling	
SURNAME & NAME			Number	Concepts	i		Solve P	roblems	Calculati	ons	Fractions				Number F	Patterns		Geometric		3D	Position		Length	Mass				
		F 1		F 2	F 3		F1	F 3	F1	F 2	F 3	_			F 1	F 2	F 3	F 1		F 1	F 3		F 1	F 3		F3		
	Count pictures of grouped objects in 10s, 50/ 100s to 500	Reads & writes numbers 0-1000	Orders & compares numbers up to 500	Counts forwards and backwards in 2s, 4s/3s to 500	Counts forwards in 5s, 50s, 100 between 0-500	Decompose 3 digits numbers into 100s, 10s & 1s	Solves & explains practical problems involving equal sharing and grouping up 75.	Solves and explains solutions to problems that involves equal sharing that leads to fractions	Divide numbers to 50 by 2,5,10	Does addition and subtraction up to 400. Writes a number sentence using +- =	Recognises and uses halfs, quarters etc in familiar context	Recognises fractions in a diagrammatical form	Writes fractions in form 1 half, 2 thirds etc	Final Rating	Completes number sequence of counting forwards and backwards in 1s, 10s, 100s to 500	Completes number sentences of counting in 2s, 4s, & 3s to 500	Completes number sequences counting in 5s to 500 and in 50s to 1000	Copies, extends & describes patterns where different shapes are used to make a gropu, groups are repeated in the same way	Final Rating	Recognises and names 3-D objects, sort objects that have curved and those that have flat surfaces	Follows & give directions to move around school,	Final Rating	Estimates, measures & compares length using informal measures &metres	Estimates, meausresetuusing non- standard measures & the balancing scale. Orders products in wich the mass	Final Rating	Answer questions about data	Final Rating	MATHEMATICS LEVEL
																							_					
																		-					_					
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																							-					
SIGNATUF DATE:	RE OF ⁻	THE ED	UCATO	R:																								
SIGNATU	RE OF	THE H.C).D:																									
DATE:																												
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SECTION 9: LIFE SKILLS GRADES 1 to 3

9.1 Exemplar of Weekly Term Planning

GRADE 1 TERM 1: WEEKLY TERM PLANNER : LIFE SKILLS

Basic routines and free play	- Preparation - Tidying up	 Arrival and departure greetings, toilet routine, birthday chart, date chart, health chart, weather chart Preparation activities for Creative Arts and Physical Development e.g. Putting on aprons and taking off shoes Tidying up Do free play activities indoors and outdoors e.g. Free art, fantasy play, block play, construction, ball play, gross motor play etc. (Reference pg 10 and 11 in Life skills CAPS Policy) 													
₩5£	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10					
Beginning Knowledge and Personal and Social Well-being	Baseline Assessment	Baseline Assessment ME Personal Details We are special and unique Things I can do	ME How we are the same and different to our friends	AT SCHOOL Name of school, principal and teacher Different places in the school	AT SCHOOL Classroom routines and rules How I get to school	HEALTHY HABITS Keeping clean and washing regularly eg. Washing hands, hair, brushing teeth and cleaning nails. Proper use of the toilet.	HEALTHY HABITS Eating healthy food Regular exercise and play Enough sleep and not too much television	THE WEATHER A daily weather chart to observe weather conditions – hot, cold, windy, cloudy, sunny, misty, rainy. Symbols to describe conditions on the weather chart.	THE WEATHER The weather and us – include clothes, food and activities. FAT 1: WR Identifying item used for keeping our body clean Identifying weather conditions	THE WEATHER A daily weather chart to observe weather conditions. Symbols to describe conditions on the weather chart Religious Days and other Special Days e.g. Human Rights Day, Freedom Day, National Water Week, etc					
Performing Arts	Baseline Assessment Creative Games and skills Safe environment: finding own and sharing space with no bumping Simple improvisation around familiar experiences such as playing 'pophuis', playing the piano, playing the guitar, etc.	Baseline Assessment Creative Games and skills Keeping a steady beat with changes in tempo whilst clapping or moving in time to the music Warming up voice: breathing exercises and creative games such as blowing out candles etc Improvise and interpret Singing indigenous songs using appropriate movements and dramatization	Creative Games and skills Warming up voice: breathing exercises and creative games such as blowing out candles etc Improvise and interpret Singing indigenous songs using appropriate movements and dramatization.	Creative Games and skills Keeping a steady beat with changes in tempo whilst clapping or moving in time to the music Body awareness exploring space and direction such as below, behind, above, suing bodies or obstacle Improvise and interpret Exploring shape and weight using action words and movements such as crooked, narrow, wide, feathery, pulling a heavy box etc.	Creative Games and skills Safe environment: finding own and sharing space with no bumping Locomotor movements: walking, skipping and running forwards and backwards Non-locomotor movements: bending knees, shoulder and wrists	Creative Games and skills Warming up body parts such as washing the body', 'shaking off water' Keeping a steady beat with changes in tempo whilst clapping or moving in time to the music Improvise and interpret Simple improvisation around familiar experiences such as brushing my teeth, washing my tace, brushing my hair, etc. Dramatisation: making up short stories based on interesting objects – an object is selected and imagined to be alive.	Creative Games and skills Locomotor movements: walking, skipping and running forwards and backwards Non-locomotor movements: bending knees, shoulder and wrists	Creative Games and skills Locomotor movements: walking, skipping and running forwards and backwards Non-locomotor movements: bending knees, shoulder and wrists	Creative Games and skills FAT 1: Prac Locomotor movements: walking, skipping and running forwards and backwards	Creative Games and skills Locomotor movements: walking, skipping and running forwards and backwards Non-locomotor movements: bending knees, shoulder and wrists					

* NB: The forms of Assessment for the FATS are indicated as Oral – O/OR, Practical – P/PR and Written - WR for all the subjects Reference: The Life Skills Learner Workbook

	Week 1	Week 2	Week3	Week4	Week 5	Week 6	Week7	Week 8	Week 9	Week 10
Visual Arts	Baseline Assessment Print patterns with thick paint	Baseline Assessment Print patterns with thick paint Draw pictures of self, using different media such as thick wax crayons or chalk	Paint own portrait adding features such as eyes, ears, nose and mouth.	Draw and paint pictures of self, interacting with others.	Box construction using recyclable boxes with an emphasis on geometrical shapes. Discuss the shapes.	Print patterns with thick paint – use a tooth brush, comb etc to make an interesting pattern	Draw and paint pictures of self, interacting with others, using different media.	FAT 1: WR Draw or paint picture of self on a sunny day, rainy day, windy day, cold day, etc. using different media	FAT 1:WR Draw or paint picture of self on a sunny day, rainy day, windy day, cold day, etc. using different media	Print patterns with thick paint
	Baseline Assessment Locomotor Using senses: hearing to listen to instructions while moving around	Baseline Assessment Locomotor Using senses: hearing to listen to instructions while moving around	Locomotor Using senses: hearing to listen to instructions while moving around	Locomotor Using senses: hearing to listen to instructions while moving around	Locomotor Using senses: hearing to listen to instructions while moving around Dodging games around skittles changing direction	Locomotor Using senses: hearing to listen to instructions while moving around Dodging games around skittles changing direction	Locomotor Using senses: hearing to listen to instructions while moving around Dodging games around skittles changing direction	Locomotor FAT 1: Prac Using senses: hearing to listen to instructions while moving around Observe: Obstacle course	Locomotor FAT 1: Prac Using senses: hearing to listen to instructions while moving around Observe: Obstacle course	Locomotor Using senses: hearing to listen to instructions while moving around Observe: Obstacle course
Development	Baseline Assessment Perceptual Motor	Baseline Assessment Perceptual Motor Passing a ball/ beanbag from one member to another – one ball/beanbag at a time	Perceptual Motor Passing a ball/beanbag from one member to another – two or more balls/beanbags at a time	Perceptual Motor Passing a ball/beanbag from one member to another – more than one ball/beanbagl at a time Rolling a large ball to a partner	Perceptual Motor Passing a ball/beanbag from one member to another two or more balls/beanbags at a time Rolling a large ball to a partner	Perceptual Motor Passing a ball/beanbag from one partner to another – two or more balls/beanbags at a time Rolling a large ball to a partner	Perceptual Motor Passing a ball/beanbag from one member of a group to another – two or more balls/beanbags at a time Rolling a large ball to a partner Throwing and catching large balls	Perceptual Motor FAT 1: Prac Passing a ball/beanbag from one member of a group to another – two or more balls/beanbags at a time Rolling a large ball to a partner Throwing and catching large balls	Perceptual Motor FAT 1: Prac Passing a ball/beanbag from one member of a group to another – two or more balls/beanbags at a time Rolling a large ball to a partner Throwing and catching large balls	Perceptual Motor Passing a ball/beanbag from one member of a group to another – two or more balls/beanbags at a time Rolling a large ball to a partner Throwing and catching large balls
Physical Deve	Baseline Assessment Rhythm Sing rhymes while performing body actions	Baseline Assessment Rhythm Sing rhymes while performing body actions	Rhythm Sing rhymes while performing body actions	Rhythm Sing rhymes while performing body actions	Rhythm Sing rhymes while performing body actions Hop-scotch	Rhythm Sing rhymes while performing body actions Hop-scotch	Rhythm Sing rhymes while performing body actions	Rhythm FAT 1: Prac Rope skipping	Rhythm FAT 1: Prac Rope skipping	Rhythm Sing rhymes while performing body actions Rope skipping Hop-scotch
	Baseline Assessment Coordination Jungle gym Arm travelling while hanging with over- grasp Climbing up a ladder	Baseline Assessment Coordination Jungle gym Arm travelling while hanging with over- grasp Climbing up a ladder	Coordination Jungle gym Arm travelling while hanging with over-grasp Climbing up a ladder	Coordination Jungle gym Arm travelling while hanging with over- grasp Climbing up a ladder Throwing and catching beanbags	Coordination Jungle gym Arm travelling while hanging with over-grasp Climbing up a ladder Throwing and catching beanbags	Coordination Jungle gym Arm travelling while hanging with over-grasp Climbing up a ladder Throwing and catching beanbags	Coordination Jungle gym Throwing and catching beanbags	Coordination FAT 1: Prac Throwing and catching beanbags	Coordination FAT 1: Prac Throwing and catching beanbags	Coordination Jungle gym Throwing and catching beanbags
	Baseline Assessment Balance	Baseline Assessment Balance		Balance Balance walking on a low level balancing form such as a balancing beam	Balance Dodging games around skittles changing direction	Balance Dodging games around skittles changing direction	Balance Dodging games around skittles changing direction	Balance FAT 1: Prac Balance walking on a low level balancing form	Balance FAT 1: Prac Balance walking on a low level balancing form	Balance Dodging games around skittles changing direction

Reference: The Life Skills Learner Workbook

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
ıt	Baseline Assessment Spatial Orientation Run in different directions without bumping into others using all available space	Baseline Assessment Spatial Orientation Run in different directions without bumping into others using all available space	Spatial Orientation Different formation: circle (representing a circle of friends, family, classmates)	Spatial Orientation Navigate body through various obstacles Jump over and move under obstacles, crawling, climbing, jumping	Spatial Orientation Run in different directions without bumping into others using all available space	Spatial Orientation Run in different directions without bumping into others using all available space	Spatial Orientation Run in different directions without bumping into others using all available space	Spatial Orientation Run in different directions without bumping into others using all available space	Spatial Orientation FAT 1: Prac Navigate body through various obstacles	Spatial Orientation Navigate body through various obstacles Run in different directions without bumping into others
Physical Developmer	Baseline Assessment Laterality	Baseline Assessment		Laterality Activities using the non-dominant side of the body	Laterality Activities using the non-dominant side of the body	Laterality Activities using the non-dominant side of the body	Laterality Activities using the non-dominant side of the body	Laterality FAT 1: Prac Activities using the non-dominant side of the body	Laterality FAT 1: Prac Activities using the non-dominant side of the body	Laterality Activities using the non-dominant side of the body
۵.	Baseline Assessment Sports and Games	Baseline Assessment				Sports and Games Movement games: concepts of size, distance, space and quantity covered			Sports and Games Play favourite games selected by the learners	Sports and Games Play favourite games selected by the learners

Reference: The Life Skills Learner Workbook

RECOMMENDED RESOURCES

Beginning Knowledge a Social Well-	Creativ	ve Arts	Physical Development			
 Pictures of different kinds of people (big and small) with /without disabilities Picture of a school and playgrounds Charts to show a classroom, transport, things used to keep ourselves clean, weather and food 	 Musical instruments Audio equipment with a range of suitable music Paint in primary colours and white and black Coloured inks Brushes Paper of different sizes 2B pencils, wax crayons, oil pastels, coloured chalk Glue and applicators Items for printing: recyclable materials and boxes 		 Balls, bean bags Containers and skittles and/or markers Hoops Balancing beams and chairs Skipping ropes Jungle gym or similar equipment for obstacle course Whistle Balloons Beacons for goals 			

Reference: The Life Skills Learner Workbook, NCS CAPS Life Skills with recommended Resources and Provincial Manual for Life Skills for the Foundation Phase

GRADE 1 TERM 2: WEEKLY TERM PLANNER: LIFE SKILLS

Study Area	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 & Week 11				
Basic routines and free play	Do routine activities: - Keep daily weather chart updated. - Use a class calendar to discuss the day and the month daily throughout the year. - Revision, assessment and feedback should be done on an ongoing basis. - Religious days and other special days celebrated by the community should be discussed as they occur throughout the term. - Religious days and other special days celebrated by the community should be discussed as they occur throughout the term. - Do free play activities indoors and outdoors eg. Free art, fantasy play, block play, construction, ball play, gross motor play etc. (Reference pg 10 and 11 in Life skills CAPS Policy) - Warning up and cooling down routines must be done whenever learners engage in physical development activities (Also reference Performing Arts for these routines.)													
Bas free	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 & Week 11				
Beginning Knowledge and Personal and Social Well-being	MY FAMILY What a family is and how families differ from each other Members of my family and who shares my home with me	MY FAMILY Caring for each other at home Me and my family Special Days we celebrate e.g. Freedom Day Helping at home	SAFETY IN THE HOME Dangers in and around the home - cooking, washing, lightening and electricity, medicines, poisonous substances and warning symbols	SAFETY IN THE HOME Keeping safe when home alone Emergency numbers/number card	MY BODY Different parts of my body My senses and their uses – touch, smell, sound, sight and taste	MY BODY Different parts of my body which move Parts of my body that I cannot see – lungs, heart, stomach, brain, skeleton	KEEPING MY BODY SAFE Safe and unsafe situations and places e.g. waiting for transport, alone in shopping areas	KEEPING MY BODY SAFE 'Yes' and 'No' feelings Practicing saying 'No FAT 1 WR Dangers in and around the home Different parts of my body My senses and their uses – touch, smell, sound, sight and taste	KEEPING MY BODY SAFE Keeping my body healthy and protecting our bodies from illness e.g. covering mouth and nose when sneezing and coughing, never touching another person's blood, washing fruit and vegetables before eating, making water safe to drink	KEEPING MY BODY SAFE Keeping my body healthy and protecting our bodies from illness Week 11 17 – 21 JUNE Religious Days and other Special Days e.g. Youth Day, World Environment Day etc				
CONCEPT S AND SKILLS T ADCETE	Relationships Comparing Observing and communicating	Observing and communicating Interdependence	Observing and communicating	Observing and communicating	Observing and communicating Comparing and classifying Technological process skills – design and make	Observing and communicating	Observing and communicating Cause and effect	Cause and effect	Cause and effect	Experimenting and communicating				

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Stud y Area	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 & Week 11
Performing Arts	Creative Games and skills Vocal exercises such as rhymes, and songs with focus on clarity in vocal exercises. Singing songs using contrasts such as soft and loud, fast and slow. Warming up the body: circle the hands and ankles, making shapes with the body such as large and small, wide and narrow Cooling down the body and relaxation: games such as rocking the baby, swaying, etc.	Creative Games and skills Vocal exercises such as rhymes, and songs with focus on clarity in vocal exercises. Singing songs using contrasts such as soft and loud, fast and slow. Improvise and interpret Role-play – stepping into the shoes of somebody else Developing short sentences of dialogue such as a conversation between two characters Movements appropriate to a role in different situations e.g. during a meal, washing dishes, baking or cooking, reading stories -happy situations and sad	Creative Games and skills Improvise and interpret Movements appropriate to a role in different situations e.g. feelings when in dangerous situations or safe situations	Creative Games and skills Warming up the body: circle the hands and ankles, making shapes with the body such as large and small, wide and narrow Locomotor movements: hopping, jumping and galloping forwards and sideways Cooling down the body and relaxation: games such as rocking the baby, swaying, etc. Copying of movements, rhythms and movement patterns such as follow my leader, walking, skipping and clapping, etc. Exploring beginnings, middles and endings of songs, stories and movements	Creative Games and skills Vocal exercises such as rhymes, and songs with focus on clarity in vocal exercises. Singing songs using contrasts such as soft and loud, fast and slow. Warming up the body: circle the hands and ankles, making shapes with the body such as large and small, wide and narrow Isolate body parts through movement such as pointing and flexing the feet, etc. Locomotor movements: hopping, jumping and galloping forwards and sideways Cooling down the body and relaxation: games such as rocking the baby, swaying, etc	Creative Games and skills Warming up the body: circle the hands and ankles, making shapes with the body such as large and small, wide and narrow Isolate body parts through movement such as pointing and flexing the feet, etc. Cooling down the body and relaxation: games such as rocking the baby, swaying, etc Improvise and interpret Freeze games focusing on control, eye control and use of space Developing short sentences of dialogue such as a conversation between two characters	Creative Games and skills Vocal exercises such as rhymes, and songs with focus on clarity in vocal exercises. Singing songs using contrasts such as soft and loud, fast and slow. Axial movements: twisting, swinging the arms and side bends Improvise and interpret Freeze games focusing on control, eye control and use of space Developing short sentences of dialogue such as a conversation between two characters	Creative Games and skills FAT 1 Prac Warming up the body: circle the hands and ankles, making shapes with the body such as large and small, wide and narrow Isolate body parts through movement such as pointing and flexing the feet, etc. Locomotor movements: hopping, jumping and galloping forwards and sideways Cooling down the body and relaxation: games such as rocking the baby, swaying, etc Improvise and interpret Role-play – stepping into the shoes of somebody else Developing short sentences of dialogue such as a conversation between two characters Movements appropriate to a role	Creative Games and skills FAT 1 Prac Warming up the body: circle the hands and ankles, making shapes with the body such as large and small, wide and narrow Isolate body parts through movement such as pointing and flexing the feet, etc. Locomotor movements: hopping, jumping and galloping forwards and sideways Cooling down the body and relaxation: games such as rocking the baby, swaying, etc Improvise and interpret	Creative Games and skills Vocal exercises such as rhymes, and songs with focus on clarity in vocal exercises. Singing songs using contrasts such as soft and loud, fast and slow. Axial movements: twisting, swinging the arms and side bends
Visual Arts	Make drawings of self with family involved in an activity: discuss line and shape	Finger/Brush painting: discuss mixing of primary colours to achieve secondary colours Use on drawings of self with family involved in an activity: discuss line and shape	Construct houses/imaginary shelters using recyclable boxes and other materials. Encourage the correct use of glue and applicators.	Construct houses/imaginary shelters using recyclable boxes and other materials. Encourage the correct use of glue and applicators.	FAT 1: WR Make paintings of self in action: encourage awareness of body in action; name and discuss active body parts	FAT 1: WR Make paintings of self in action: encourage awareness of body in action; name and discuss active body parts	FAT 1: WR Make paintings of self in action: encourage awareness of body in action; name and discuss active body parts	Finger/Foot/ Brush painting: discuss mixing of primary colours to achieve secondary colours	Fun with clay or play dough; experiment with different lines (straight, curved, long and short) encourage correct use of materials and tools	Make models out of clay or play dough; encourage correct use of materials and tools

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Study Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 & Week 11
	Locomotor	Locomotor Moving different parts of the body	Locomotor Moving different parts of the body	Locomotor Moving different parts of the body	Locomotor Body parts: singing songs or recite rhymes while touching different parts of the body e.g Simon says	Locomotor Body parts: singing songs or recite rhymes while touching different parts of the body e.g. Simon Says	Locomotor Body parts: singing songs or recite rhymes while touching different parts of the body e.g. Simon says	Locomotor	Locomotor	Locomotor Body parts: singing songs or recite rhymes while touching different parts of the body e.g. Simon says
velopment	Perceptual Motor	Perceptual Motor Ball skills – passing a ball around in a circle; over heads, under legs while standing in a straight line; throw a ball to a partner; bounce and catch a ball with a partner Hitting balloons in the air	Perceptual Motor Ball skills – passing a ball around in a circle; over heads, under legs while standing in a straight line; throw a ball to a partner; bounce and catch a ball with a partner	Perceptual Motor Ball skills - passing a ball around in a circle; over heads, under legs while standing in a straight line; throw a ball to a partner; bounce and catch a ball with a partner	Perceptual Motor Ball skills- passing a ball around in a circle; over heads, under legs while standing in a straight line; throw a ball to a partner; bounce and catch a ball with a partner	Perceptual Motor	Perceptual Motor	Perceptual Motor FAT 1: Prac Ball skills - passing a ball around in a circle; over heads, under legs while standing in a straight line; throw a ball to a partner; bounce and catch a ball with a partner	Perceptual Motor FAT 1: Prac Ball skills - passing a ball around in a circle; over heads, under legs while standing in a straight line; throw a ball to a partner; bounce and catch a ball with a partner	Perceptual Motor Hitting balloons in the air
Physical Development	Rhythm	Rhythm	Rhythm Finger play activities	Rhythm Jumping and hopping – jump up and down; high and low; forwards and backwards and sideways	Rhythm Jumping and hopping – jump up and down; high and low; forwards and backwards and sideways	Rhythm	Rhythm	Rhythm FAT 1: Prac Jump forward, backward and sideways	Rhythm FAT 1: Prac Jump forward, backward and sideways	Rhythm Push a balloon through a target or goal post
	Coordination Eye-hand-foot co-ordination Games chosen by the learners	Coordination Eye-hand-foot co-ordination	Coordination Eye-hand-foot co-ordination Games chosen by the learners	Coordination Eye-hand-foot co-ordination Games chosen by the learners	Coordination Eye-hand-foot co-ordination – dribbling balls, around skittles and kicking balls between skittles	Coordination	Coordination	Coordination	Coordination FAT 1: Prac Eye-hand-foot co-ordination – dribbling balls, around skittles and kicking balls between skittles	Coordination FAT 1: Prac Eye-hand-foot co-ordination – dribbling balls, around skittles and kicking balls between skittles
	Balance	Balance Walking on a rope or line marked on the ground	Balance Balance on non- dominant leg	Balance	Balance	Balance Balance on a low level beam or plank or rope and chairs	Balance Balance on non- dominant leg when playing Simon says	Balance FAT 1: Prac Balance on a low level beam or plank or rope	Balance FAT 1: Prac Balance on a low level beam or plank or rope	Balance

Study Areas										
Ar Ar	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 & Week 11
	Spatial Orientation	Spatial Orientation	Spatial Orientation	Spatial Orientation	Spatial Orientation	Spatial Orientation	Spatial Orientation	Spatial Orientation	Spatial Orientation	Spatial Orientation
				Complete obstacle course using jungle gym or similar equipment		Complete obstacle course using jungle gym or similar equipment	Complete obstacle course using jungle gym or similar equipment	FAT 1: Prac Complete obstacle course using jungle gym or similar equipment	FAT 1: Prac Complete obstacle course using jungle gym or similar equipment	FAT 1: Prac Complete obstacle course using jungle gym or similar equipment
pment	Laterality	Laterality	Laterality Throw and catch	Laterality Moving forwards,	Laterality Roll sideways in	Laterality Throw and catch	Laterality Throw and catch	Laterality Roll sideways in	Laterality FAT 1: Prac	Laterality FAT 1: Prac
al Developme	Throw and catch a bean bag with non- dominant hand	Throw and catch a bean bag with non- dominant hand	with non-dominant hand	backwards and sideways	both directions, roll forwards and backwards	with non-dominant hand	with non-dominant hand	both directions, roll forwards and backwards	Throw and catch a bean bag with non- dominant hand	Throw and catch a bean bag with non- dominant hand
Physical	Sports and Games	Sports and Games	Sports and Games	Sports and Games	Sports and Games Traditional and	Sports and Games	Sports and Games	Sports and Games Traditional and	Sports and Games	Sports and Games Traditional and
	Traditional and indigenous games chosen by the learners	Traditional and indigenous games chosen by the learners e.g. Play balloon volley ball game	Traditional and indigenous games chosen by the learners e.g Play hop-scotch		indigenous games chosen by the learners			indigenous games chosen by the learners e.g mini soccer, cricket, netball		indigenous games chosen by the learners e.g balloon volley ball, hopscotch, mini- netball, cricket or soccer

RECOMMENDED RESOURCES

Beginning Knowledge and Personal a Social Well-being	and Cre	eative Arts	Physical De	Physical Development	
 Pictures of different kinds of families Examples of danger and poison signs Examples to stimulate senses: textures, tastes, sounds, smells Charts to show body parts 	 Musical instruments Audio equipment with a range of suitable music Paint in primary colours and white and black Coloured inks Brushes Paper of different sizes 2B pencils, wax crayons, oil pastels, coloured chalk Glue and applicators Items for printing: recyclable materials and boxes 		 Balls, bean bags Containers and skittles and/or markers Hoops Balancing beams and chairs Skipping ropes Jungle gym or similar equipment for obstacle course Whistle Balloons Beacons for goals 		

Reference: The Life Skills Learner Workbook, NCS CAPS Life Skills with recommended Resources and Provincial Manual for Life Skills for the Foundation Phase

GRADE 1 TERM 3: WEEKLY TERM PLANNER: LIFE SKILLS

Study Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Basic routines and free play	Do routine activities: Keep daily weather chart updated. Use a class calendar to discuss the day and the month daily throughout the year. Revision, assessment and feedback should be done on an ongoing basis. Religious days and other special days celebrated by the community should be discussed as they occur throughout the term. Do free play activities indoors and outdoors eg. Free art, fantasy play, block play, construction, ball play, gross motor play etc. (Reference pg 10 and 11 in Life skills CAPS Policy) Warming up and cooling down routines must be done whenever learners engage in physical development activities (Also reference Performing Arts for these routines.)										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Beginning Knowledge and Personal and Social Well-being	My Community Places in my community- include buildings and places where we meet People in my community- people who help me , people who sell things and other people I know	My Community Looking after facilities in my community –such as public telephones, public transport and public toilets Keeping places clean- include using dust bins and not littering		Pets Treating animals appropriately- such as giving them exercise, not teasing, not locking them in the car	Manners and Responsibilities Greeting people we know and greeting strangers Waiting my turn Listen to others Sharing Showing kindness Being honest respecting other people and what belongs to them Note: use role play. consolidate manners and responsibilities throughout the year	Plants and seeds Why we need plants- include food, shade, shelter for animals What plants look like- roots, stem, leaves, flowers	Plants and seeds Different plants – similarities and differences Seeds and where they come from What plants need to grow Growing a plant from a seed- such as a bean or a lentil	Food Food we eat Where different food come from : Fruit, vegetables, dairy, meat FAT: Written People in the community who help me Manners and Responsibility Healthy and unhealthy food	Food Healthy and unhealthy foods Healthy choices and the right amount of food Storing food – fresh, tinned, dried frozen	Religious Days and other Special Days e.g. Heritage Day, National Arbor Week, etc.	
CONCEPTS AND SKILLS TARGETED	Enquiry Observing and communicating Comparing Relationships and interdependence	Enquiry Observing and communicating Comparing Cause and effect Conservation	Enquiry Observing and communicating Comparing Relationships and interdependence	Enquiry Observing and communicating Comparing Relationships and interdependence	Enquiry Observing and communicating Comparing and classifying Technological process skills – design and make	Enquiry Observing and communicating Comparing and classifying	Enquiry Observing and communicating Comparing and classifying	Enquiry Observing and communicating Comparing and classifying Technological process skills – design and make	Enquiry Observing and communicating Comparing and classifying Technological process skills – design and make	Enquiry Observing and communicating Comparing and classifying Technological process skills – design and make	

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Study Areas										
S ⊲	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Creative Games and skills	Creative Games and skills	Creative Games and skills	Creative Games and skills	Creative Games and skills	Creative Games and skills	Creative Games and skills	Creative Games and skills	Creative Games and skills	Creative Games and skills
Performing Arts	Warming up the body e.g. leading the nose, elbow, knee Dance Games focusing on Numeracy and Literacy such as number songs and rhymes, making letter shapes through movement Combining locomotor and non-locomotor movements such as run, skip, hop, jump, run-run-turn, run- forward-shrink-stretch- up, etc. Improvise and interpret Choosing and making own movement sentences to interpret a theme with the beginning and an ending	Listening skills through music games using different tempo, pitch, dynamics, duration e.g contrasts in music from loud and fast, soft and slow Improvise and interpret Dance Clapping rhythms in three or four time and moving to music in three or four time.	Listening skills through music games using different tempo, pitch, dynamics, duration e.g contrasts in music from loud and fast, soft and slow Improvise and interpret Dance Clapping rhythms in three or four time and moving to music in three or four time. Choosing and making own movement sentences to interpret a theme with the beginning and an ending e.g. pretend to be an animal and move to the music	Warming up the body e.g. leading the nose, elbow, knee Games focusing on Numeracy and Literacy such as number songs and rhymes, making letter shapes through movement Combining locomotor and non-locomotor and non-locomotor movements such as run, skip, hop, jump, run-run-turn, run- forward-shrink-stretch- up, etc Improvise and interpret Dance Clapping rhythms in three or four time.	Games focusing on Numeracy and Literacy such as number songs and rhymes, making letter shapes through movement Drama Mime actions showing emotion Improvise and interpret Dance Clapping rhythms in three or four times. Moving to music in three or four times	Listening skills through music games using different tempo, pitch, dynamics, duration e.g. listen to a song or poem related to the topic Improvise and interpret Drama Dramatise a make- believe situation based on a South African poem, song or story e.g. Rain, rain or Five little peas in a pod, I went to the garden or any topical poem, song or story.	Listening skills through music games using different tempo, pitch, dynamics, and duration times (use percussion instruments to create a beat). Improvise and interpret Dance Clapping rhythms in three or four times. Moving to music in three or four (use percussion instruments to create a beat). Choosing and making own movement sentences to interpret a theme with the beginning and an ending e.g. pretend to be trees or seeds blowing in the wind, birds flying (use ribbons or sashes).	Drama Mime actions showing emotion using visualization such as eating my favourite food Improvise and interpret Dramatizing a make – believe situation based on a South African poem, song or story guided by teachers e.g.	FAT 1: Practical Locomotor movements: Combining locomotor and non-locomotor movements such as run-run-turn, run – forward-shrink-stretch- up Dance Clapping rhythms in three or four time and moving to music in three or four time. Cooling down the body and relaxation using imaginary or words such as shrink slowly and grow slowly	Cooling down the body and relaxation using imaginary or words such as shrink slowly and grow slowly Improvise and interpret Dance Clapping rhythms in three or four times. Moving to music in three or four (use percussion instruments to create a beat). Choosing and making own movement sentences to interpret a theme with the beginning and an ending e.g. pretend to be trees or seeds blowing in the wind, birds flying (use rib
Visual Arts	Create in 2D Make painting and drawing of self using modes of transport e.g. a picture of themselves on a bus or bicycle OR draw mini-portraits of themselves to paste inside the windows of a bus. Encourage awareness of lines and shape, colour and contract e.g. (big/ small, long/ short)	Create in 3D Make models using recyclable material - emphasize appropriate use of material and spatial awareness e.g. make a model of a building such as a clinic, library or any other building in the community	Create in 2D Make painting and drawing of an imaginary pet. Encourage awareness of lines and shape	Create in 3D Make models using clay or play dough e.g. your pet or imaginary pet	Create in 2D Make painting and drawings e.g. of self being friendly with others.	Create in 3D FAT 1: Written Make a 3D picture of a flower garden using a combination of painting and recyclable materials. Emphasize appropriate use of materials and spatial awareness.	Create in 2D Make paintings e.g. finger paint leaf prints. Encourage awareness of lines and shape, texture (smooth and rough)	Create in 2D FAT 1: Written Make painting of a favourite fruit or vegetable Encourage awareness of lines and shape, colour and contract e.g. (big/ small, long/ short)	Create in 2D FAT 1:Written Make painting of a favourite fruit or vegetable Encourage awareness of lines and shape, colour and contract e.g. (big/ small, long/ short)	Create in 2D Make a painting e.g. my magic window (what I see through my window) Encourage awareness of line and shape and added detail. Learners describe their own pictures.

Reference: The Life Skills Learner Workbook, NCS CAPS Life Skills with recommended Resources and Provincial Manual for Life Skills for the Foundation Phase

Study Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Physical Development	Locomotor Move: jump, run, climb and crawl e.g relay games Walk backwards on heels and toes Walk forward crossing dominant leg over Perceptual Motor Rhythm	Locomotor Perceptual Motor Learners help to set up an obstacle course and move through it safely – running, jumping, climb on, climbing over, crawling, hanging onto bars and balancing Rhythm	Locomotor Perceptual Motor Rhythm	Locomotor Follow instructions to move slow and fast Perceptual Motor	Locomotor Follow instructions to move slow and fast Perceptual Motor Free play allowing learners to climb, hang onto bars and balancing, crawling, etc on jungle gym	Locomotor Perceptual Motor Learners help to set up an obstacle course and move through it safely - climb on, climbing over, crawling, hanging onto bars and balancing Rhythm	Locomotor Move: jump, run, climb and crawl e.g relay games Walk backwards on heels and toes Walk forward crossing dominant leg over Perceptual Motor Rhythm	Locomotor FAT 1: Practical Move: jump, run, climb and crawl e.g relay games Walk backwards on heels and toes Walk forward crossing dominant leg over Perceptual Motor FAT 1: Practical Learners help to set up an obstacle course and move through it safely – running, jumping, climb on, climbing over, crawling, etc.	Locomotor FAT 1: Practical Move: jump, run, climb and crawl e.g relay games Walk backwards on heels and toes Walk forward crossing dominant leg over Perceptual Motor FAT 1: Practical Learners help to set up an obstacle course and move through it safely – running, jumping, climb on, climbing over, crawling, etc.	Locomotor Relay games doing: Walk forward crossing dominant leg over Follow instructions to move slow and fast Perceptual Motor Rhythm
Physic	Coordination	Coordination	Rope skipping, alone, e.g. relays and in groups of three e.g. two swinging and the other jumps. Rotate roles. Coordination Hand and eye co- ordination Throw a tennis ball in the air and catch it, bounce it on the ground	Coordination Hand and eye co- ordination Throw a tennis ball in the air and catch it , bounce it on the ground, pass the ball to one another Jumping over a swinging ball	Coordination	Coordination	Coordination	FAT 1: Prac Rope skipping, alone, in groups of three, two swings and other jumps Rotate roles Coordination FAT 1: Prac Hand and eye co- ordination Throw a tennis ball in the air and catch it , bounce it on the ground Jumping over a swinging stocking ball	FAT 1: Prac Rope skipping, alone, in groups of three, two swings and other jumps Rotate roles Coordination FAT 1: Prac Hand and eye co- ordination Throw a tennis ball in the air and catch it , bounce it on the ground Jumping over a swinging stocking ball	Rope skipping, alone, in groups of three, two swings and other jumps Rotate roles Coordination Hand and eye co- ordination Throw a tennis ball in the air and catch it, bounce it on the ground Jumping over a swinging ball

Reference the Life Skills Learner Workbook, NCS CAPS Life Skills with recommended Resources and Provincial Manual for Life Skills for the Foundation Phase

Study Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Balance	Balance	Balance	Balance	Balance Balance on motor car tyres laid flat on the ground or standing up Play games using bean bags to balance on different parts of the body e.g. 'Simon says bean bag on your shoulder', etc.	Balance	Balance	Balance FAT 1: Prac Play games using bean bags to balance on different parts of the body e.g. Simon Says" balance the bean bag on your shoulder etc.	Balance FAT 1: Prac Play games using bean bags to balance on different parts of the body e.g. Simon Says" balance the bean bag on your shoulder etc.	Balance Play games using bean bags to balance on different parts of the body e.g. 'Simon says bean bag on your shoulder', etc
ical Development	Spatial Orientation	Spatial Orientation Crawl through tyres that have been set up in a line	Spatial Orientation	Spatial Orientation	Spatial Orientation Crawl through tyres that have been set up in a line	Spatial Orientation Crawl through tyres that have been set up in a line	Spatial Orientation	Spatial Orientation FAT 1: Practical Crawl through chairs that have been set up in a line	Spatial Orientation FAT 1: Practical Crawl through chairs that have been set up in a line	Spatial Orientation
Physical	Laterality	Laterality	Laterality	Laterality	Laterality	Laterality	Laterality Hop-scotch jump with non-dominant leg Running and swinging a rope or ribbon or sash using non- dominant hand	Laterality FAT 1: Practical Hop- scotch jump with non dominant leg. Running and swinging a rope Running and swinging a ribbon using non- dominant hand	Laterality FAT 1: Practical Hop- scotch jump with non dominant leg. Running and swinging a rope Running and swinging a ribbon using non- dominant hand	Laterality Hop-scotch jump with non-dominant leg
	Sports and games ' Hide and seek'	Sports and games Relay games	Sports and games 'Cat and mouse'	Sports and games Hide and seek and/or rope	Sports and games Rope skipping in groups	Sports and games Dodging games e.g. Cat and	Sports and games Dodging games e.g. Cat and	Sports and games	Sports and games	Sports and games Dodging games e.g. cat and mouse
				skipping in groups	groups	e.g. Cat and mouse, buck and hunter	e.g. Cal and mouse, buck and hunter			e.g. cat and mouse

Reference: The Life Skills Learner Workbook, NCS CAPS Life Skills with recommended Resources and Provincial Manual for Life Skills for the Foundation Phase

Beginning Knowledge and Personal and Social Well-being	Creative Arts	Physical Development
 Pictures, posters, charts of community places and people, pets, plants and seeds, healthy and unhealthy food. Calendar with Special Days and religious days. Stories, songs, poems and rhymes relevant to the topics. Fiction and non-fiction books on the topics. Nature table/corner with plants, seeds, leaves, etc. Examples of different foods and packages. Poster with classroom rules (manners) and responsibilities. 	 Musical instruments Audio equipment with a range of suitable music Paint in primary colours and white and black Coloured inks Brushes Paper of different sizes 2B pencils, wax crayons, oil pastels, coloured chalk Glue and applicators Items for printing: recyclable materials and boxes Clay or play dough Useable waste materials for construction e.g egg boxes, cotton reels, Craft materials e.g. beads, buttons, soft wire, cardboard, fabric, etc. Ribbons or sashes 	 Balls of various kinds (tennis balls), bean bags Containers and skittles and/or markers Hoops Balancing beams and chairs Skipping ropes Jungle gym or similar equipment for obstacle course e.g motor car tyres, bars for hanging Whistle Beacons for goals Stocking ball

RECOMMENDED RESOURCES

Reference: The Life Skills Learner Workbook, NCS CAPS Life Skills with recommended Resources and Provincial Manual for Life Skills for the Foundation Phase

GRADE 1 TERM 4: WEEKLY TERM PLANNER: LIFE SKILLS

Study Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Basic routines and free play	- Use a cla - Revision, - Religious - Do free p	 Keep daily weather chart updated. Use a class calendar to discuss the day and the month daily throughout the year. Revision, assessment and feedback should be done on an ongoing basis. Religious days and other special days celebrated by the community should be discussed as they occur throughout the term. Do free play activities indoors eg. Free art, fantasy play, block play, construction, ball play, gross motor play etc. (Reference pg 10 and 11 in Life skills CAPS Policy) Warming up and cooling down routines must be done whenever learners engage in physical development activities (Also reference Performing Arts for these routines.) 									
Beginning Knowledge and Personal E and Social Well-being	Homes Types of homes - include flats, houses, shacks, traditional homes What different homes are made of - include wood, mud, bricks, tin, stone, hardboard, plastic	Homes Homes to suit different weather conditions	Picture maps Finding places and things on a picture map Finding the way from one place to another (use words such as: along, over, under, up, down)	Picture maps Finding places and things on a picture map Finding the way from one place to another (use words such as: along, over, under, up, down)	Picture maps Finding where on a picture map events in a story happened Notes: A picture map is a drawing to show where things are located in a given area. Picture maps develop geographical skills	Water Uses of water - home and school Ways water is wasted Ways of saving water	Water Safe and unsafe drinking water Storing clean water – water purification FAT: WR What homes are made of. Identifying places on a picture map. Safe and unsafe water	The sky at night Changing from day to night What the night sky looks like • The moon • What the moon looks like • When we can see the moon -How the moon seems to change shape	The sky at night Stars A star burns like the sun (the sun is a star) Notes: It is possible to see the moon during the day. Include observation and drawing activities	Religious Days and other Special Days e.g. World Aids Day, World Marine Day, World Habitat Day, Day of Reconciliation, etc.	
CONCEPTS AND SKILLS TARGETED	Relationships Comparing Observing and communicating	Observing and communicating Interdependence	Observing and communicating	Observing and communicating	Observing and communicating Comparing and classifying Technological process skills – design and make	Observing and communicating	Observing and communicating Cause and effect	Cause and effect	Cause and effect	Experimenting and communicating	

Study Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Performing Arts	Creative Games and skills Warming- up the body: using different levels such as high: picking an apple, low: crawling and medium: crouching Improvise and interpret Representing objects and ideas in movement and sound such as: making a machine, a magic forest, ambulance, individually and in groups	Creative Games and skills Warming- up the body: using different levels such as high: picking an apple, low: crawling and medium: crouching Improvise and interpret Representing objects and ideas in movement and sound such as: making a machine, a magic forest, ambulance, individually and in groups	Creative Games and skills Locomotor movements: hopping, jumping, galloping, running and skipping with a partner and changing directions Improvise and interpret Representing objects and ideas in movement and sound such as: making a machine, a magic forest, ambulance, individually and in groups	Creative Games and skills Locomotor movements: hopping, jumping, galloping, running and skipping with a partner and changing directions Improvise and interpret Representing objects and ideas in movement and sound such as: making a machine, a magic forest, ambulance, individually and in groups	Creative Games and skills Non-locomotor movements: combining twisting, swinging the arms, side bends and jumps Improvise and interpret Representing objects and ideas in movement and sound such as: making a machine, a magic forest, ambulance, individually and in groups	Creative Games and skills Non-locomotor movements: combining twisting, swinging the arms, side bends and jumps Clapping games with a partner developing focus and co-ordination Improvise and interpret Representing objects and ideas in movement and sound such as: making a machine, a magic forest, ambulance, individually and in groups	Creative Games and skills Non-locomotor movements: combining twisting, swinging the arms, side bends and jumps Clapping games with a partner developing focus and co-ordination Improvise and interpret Classroom performance incorporating a South African song/poem/story with movement and dramatisation	Creative Games and skills FAT 1 Prac Non-locomotor movements: combining twisting, swinging the arms, side bends and jumps Listening to music and describing how it makes you feel using words such as happy, sad, etc Classroom performance incorporating a South African song/poem/story with movement and dramatisation	Creative Games and skills FAT 1 Prac Non-locomotor movements: combining twisting, swinging the arms, side bends and jumps Listening to music and describing how it makes you feel using words such as happy, sad, etc. Improvise and interpret Classroom performance incorporating a South African song/poem/story with movement and dramatisation	Creative Games and skills Cooling down the body and relaxation: 'feel like a feather and float through the sky', etc. Improvise and interpret Classroom performance incorporating a South African song/poem/story with movement and dramatisation
Visual Arts	Make drawings or paintings relevant to the term's topics. Focus on body in action, line, shape and colour	Make drawings or paintings relevant to the term's topics. Focus on body in action, line, shape and colour	Make drawings or paintings relevant to the term's topics. Focus on body in action, line, shape and colour	Make drawings or paintings relevant to the term's topics. Focus on body in action, line, shape and colour	FAT 1: WR Make drawings or paintings relevant to the term's topics. E.g. Draw a day or night picture – focus on line, shape and colour.	FAT 1: WR Make drawings or paintings relevant to the term's topics. E.g. Draw a day or night picture – focus on line, shape and colour.	FAT 1: WR Make drawings or paintings relevant to the term's topics. E.g. Draw a day or night picture – focus on line, shape and colour.	Make models of self in action in own environment using clay/play dough; encourage personal expression, appropriate use of materials and spatial awareness	Make models of self in action in own environment using clay/play dough; encourage personal expression, appropriate use of materials and spatial awareness	Make models of self in action in own environment using clay/play dough; encourage personal expression, appropriate use of materials and spatial awareness

Study Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Locomotor Walk, run and skip using signals to change from walking to running or skipping	Locomotor Walk, run and skip using signals to change from walking to running or skipping	Locomotor Walk, run and skip using signals to change from walking to running or skipping	Locomotor Walk, run and skip using signals to change from walking to running or skipping	Locomotor Walk, run and skip using signals to change from walking to running or skipping	Locomotor Non-locomotor: spin - different ways of spinning; spin alone and with a partner	Locomotor • Non-locomotor: spin - different ways of spinning; spin alone and with a partner	Locomotor FAT 1: Prac Walk, run and skip using signals to change from walking to running or skipping • Non-locomotor: spin - different ways of spinning; spin alone and with a partner	Locomotor FAT 1: Prac Walk, run and skip using signals to change from walking to running or skipping • Non-locomotor: spin - different ways of spinning; spin alone and with a partner	Locomotor Walk, run and skip using signals to change from walking to running or skipping • Non-locomotor: spin - different ways of spinning; spin alone and with a partner
Development	Perceptual Motor Circle formation - games such as "beat the ball"	Perceptual Motor Circle formation - games such as "beat the ball"	Perceptual Motor Circle formation - games such as "beat the ball"	Perceptual Motor Circle formation - games such as "beat the ball"	Perceptual Motor Circle formation - games such as "beat the ball"	Perceptual Motor Circle formation - games such as "beat the ball"	Perceptual Motor Circle formation - games such as "beat the ball"	Perceptual Motor FAT 1: Prac Circle formation - games such as "beat the ball"	Perceptual Motor FAT 1: Prac Circle formation - games such as "beat the ball"	Perceptual Motor Circle formation - games such as "beat the ball"
Physical I	Rhythm Games using ropes - Ugqaphu/Kgati /Ntimo (two learners swing the rope and a third jumps over it while the rest of the group sing rhymes) Follow instructions using a drum to signal change in rhythm	Rhythm Games using ropes - Ugqaphu/Kgati/Ntim o (two learners swing the rope and a third jumps over it while the rest of the group sing rhymes) Follow instructions using a drum to signal change in rhythm	Rhythm Games using ropes - Ugqaphu/Kgati/Ntim o (two learners swing the rope and a third jumps over it while the rest of the group sing rhymes) Follow instructions using a drum to signal change in rhythm	Rhythm Games using ropes - Ugqaphu/Kgati/Ntim o (two learners swing the rope and a third jumps over it while the rest of the group sing rhymes) • Follow instructions using a drum to signal change in rhythm	Rhythm Games using ropes - Ugqaphu/Kgati/Ntim o (two learners swing the rope and a third jumps over it while the rest of the group sing rhymes) Follow instructions using a drum to signal change in rhythm	Rhythm Games using ropes - Ugqaphu/Kgati/Ntim o (two learners swing the rope and a third jumps over it while the rest of the group sing rhymes) Follow instructions using a drum to signal change in rhythm	Rhythm Games using ropes Ugqaphu/Kgati/Ntim o (two learners swing the rope and a third jumps over it while the rest of the group sing rhymes) Follow instructions using a drum to signal change in rhythm	Rhythm FAT 1: Prac Games using ropes Ugqaphu/Kgati/Ntim o (two learners swing the rope and a third jumps over it while the rest of the group sing rhymes) Follow instructions using a drum to signal change in rhythm	Rhythm FAT 1: Prac Games using ropes Ugqaphu/Kgati/Ntim o (two learners swing the rope and a third jumps over it while the rest of the group sing rhymes) Follow instructions using a drum to signal change in rhythm	Rhythm Games using ropes - Ugqaphu/Kgati/Ntim o (two learners swing the rope and a third jumps over it while the rest of the group sing rhymes) • Follow instructions using a drum to signal change in rhythm

Study Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
velopment	Coordination Hand soccer with big balls	Coordination Hand soccer with big balls	Coordination Hand soccer with big balls	Coordination Hand soccer with big balls	Coordination Hand soccer with big balls	Coordination Foot-eye co- ordination, greeting each other by touching the feet	Coordination Foot-eye co- ordination, greeting each other by touching the feet	Coordination Hand soccer with big balls • Foot-eye co- ordination, greeting each other by touching the feet	Coordination FAT 1: Prac Hand soccer with big balls • Foot-eye co- ordination, greeting each other by touching the feet	Coordination FAT 1: Prac Hand soccer with big balls • Foot-eye co- ordination, greeting each other by touching the feet
Physical Development	Balance Walking on a rope or line marked on the ground	Balance Walking on a rope or line marked on the ground	Balance Walk on ropes - backwards, forwards and sideways with or without crossing feet over •	Balance Walk on ropes with hands on heads, hands behind backs, hands on hips	Balance Walk on ropes with hands on heads, hands behind backs, hands on hips	Balance Stand on tip toes, crouch on haunches, walk on the balls of the feet, walk on the heels slowly.	Balance Stand on tip toes, crouch on haunches, walk on the balls of the feet, walk on the heels slowly.	Balance FAT 1: Prac Stand on tip toes, crouch on haunches, walk on the balls of the feet, walk on the heels slowly.	Balance FAT 1: Prac Stand on tip toes, crouch on haunches, walk on the balls of the feet, walk on the heels slowly.	Balance Walk on ropes - backwards, forwards and sideways with or without crossing feet over
Physical Development	Spatial orientation	Spatial orientation Playing games like cats amongst the pigeons in a demarcated area • Human shapes - form shapes of numbers 1, 2, 3 or letters A, B, C, etc. in a human chain	Spatial orientation Playing games like cats amongst the pigeons in a demarcated area • Human shapes - form shapes of numbers 1, 2, 3 or letters A, B, C, etc. in a human chain	Spatial orientation	Spatial orientation Playing games like cats amongst the pigeons in a demarcated area	Spatial orientation Human shapes - form shapes of numbers 1, 2, 3 or letters A, B, C, etc. in a human chain	Spatial orientation Human shapes - form shapes of numbers 1, 2, 3 or letters A, B, C, etc. in a human chain	Spatial orientation Human shapes - form shapes of numbers 1, 2, 3 or letters A, B, C, etc. in a human chain	Spatial orientation Human shapes - form shapes of numbers 1, 2, 3 or letters A, B, C, etc. in a human chain	Spatial orientation
Physical Development	Laterality Turn on the spot to the left and to the right	Laterality	Laterality Turn on the spot to the left and to the right	Laterality	Laterality	Laterality Kick a ball at a target using L/R foot; throw a ball through a hoop with L/R hand.	Laterality	Laterality Kick a ball at a target using L/R foot; throw a ball through a hoop with L/R hand.	Laterality Kick a ball at a target using L/R foot; throw a ball through a hoop with L/R hand.	Laterality Turn on the spot to the left and to the right • Kick a ball at a target using L/R foot; throw a ball through a hoop with L/R hand.
Physical Development	Sports and games Play games of catches, i.e. cats amongst the pigeons	Sports and games	Sports and games Play games of catches, i.e. cats amongst the pigeons	Sports and games	Sports and games Walking races - walking on tip toes, walking on heels, walking on flat feet	Sports and games • Walking races - walking on tip toes, walking on heels, walking on flat feet • Relay games	Sports and games	Sports and games Play games of catches, i.e. cats amongst the pigeons • Walking races - walking on tip toes, walking on heels, walking on flat feet Relay games	Sports and games	Sports and games Play games of catches, i.e. cats amongst the pigeons • Walking races - walking on tip toes, walking on heels, walking on flat feet • Relay games

Beginning Knowledge and Personal and Social Well-being	Creative Arts	Physical Development		
 Pictures of different kinds of homes Picture of material used to build different home A picture map Charts to show uses of water Chart with moon, sun and stars 	 Musical instruments Audio equipment with a range of suitable music Paint in primary colours and white and black Coloured inks Brushes Paper of different sizes 2B pencils, wax crayons, oil pastels, coloured chalk Glue and applicators Items for printing: recyclable materials and boxes 	 Balls, bean bags Containers and skittles and/or markers Hoops Balancing beams and chairs Skipping ropes Jungle gym or similar equipment for obstacle course Whistle Beacons for goals Numbers and letters of the alphabet 		

RECOMMENDED RESOURCES

Exemplar of Programme of Assessment (PoA) – Grade 1 Life Skills (A YEAR - LONG GRADE SPECIFIC FORMAL PLAN OF ASSESSMENT)

STUDY AREA	TERM 1	TERM 2	TERM 3	TERM 4
BEGINNING KNOWLEDGE AND PERSONAL AND SOCIAL WELL- BEING WEEK 7-8	FAT 1: Written Healthy habits Identifying items used for keeping our body clean The weather Identifying weather conditions and colour	FAT 1: Written Dangers in and around the home Cooking, washing, lightening and electricity, medicines, poisonous substances and warning symbols Different parts of my body My senses and their uses- touch, smell, sound, sight and taste	FAT 1: Written People in the community People who help me. Manners and Responsibilities Identifying good and bad behaviour Food Healthy and unhealthy foods	FAT 1: Written Homes What different homes are made of. Picture Maps Identifying places on a picture map Water Identifying safe and unsafe drinking water.
PERFORMING ART WEEK 8-9	Creative Games and skills FAT 1: Prac Locomotor movements: walking, skipping and running forwards and backwards	Creative Games and skills FAT 1 Prac Warming up the body: circle the hands and ankles, making shapes with the body such as large and small, wide and narrow Isolate body parts through movement such as pointing and flexing the feet etc Locomotor movements: hopping, jumping and galloping forwards and sideways	Creative Games and skills FAT 1: Practical Locomotor movements: Combining locomotor and non- locomotor movements such as run-run-turn, run – forward-shrink-stretch-up Dance Clapping rhythms in three or four time and moving to music in three or four time.	Creative Games and skills FAT 1 Prac Non-locomotor movements: combining twisting, swinging the arms, side bends and jumps. Listening to music and describing how it makes you feel using words such as happy, sad, etc. Improvise and interpret Classroom performance incorporating a South African song/poem/story with movement and dramatisation
VISUAL ART WEEK 8-9	FAT 1: Written Draw or paint picture of self on a sunny day, rainy day, windy day, cold day, using different media etc.	FAT 1: Written Make paintings of self in action: encourage awareness of body in action; name and discuss active body parts.	FAT 1: Written Make painting of a favourite fruit or vegetable Encourage awareness of lines and shape, colour and contract e.g. (big/ small, long/ short)	FAT 1: Written Make drawings or paintings relevant to the term's topics. E.g. Draw a day or night picture - focus line, shape and colour.
PHYSICAL EDUCATION WEEK 8-9	Locomotor FAT 1: Prac Using senses: hearing to listen to instructions while moving around Observe: Obstacle course	Locomotor FAT 1: Prac Move –jump, run, climb and crawl. Walk backwards on heels and toes Walk forward crossing dominant leg over	Locomotor FAT 1: Prac Move –jump, run, climb and crawl. Walk backwards on heels and toes Walk forward crossing dominant leg over	Locomotor FAT 1: Prac Walk, run and skip using signals to change from walking to running or skipping Non-locomotor: spin - different ways of spinning; spin alone and with a partner
	Perceptual Motor FAT 1: Prac Passing a ball/beanbag from one member of a group to another – two or more balls/beanbags at a time Rolling a large ball to a partner. Throwing and catching large balls	Perceptual Motor FAT 1: Prac Ball skills - passing a ball around in a circle; over heads, under legs while standing in a straight line; throw a ball to a partner; bounce and catch a ball with a partner	Perceptual Motor FAT 1: Prac Learners help to set up an obstacle course and move through it safely Climbing on, climbing over the obstacle course Hanging onto bars and balancing	Perceptual Motor FAT 1: Prac Circle formation - games such as "beat the ball"
	Rhythm FAT 1: Prac Rope skipping	Rhythm FAT 1: Prac Jump forward, backward and sideways	Rhythm FAT 1: Prac Rope skipping, alone, in groups of three, two swings and other jumps Rotate roles	Rhythm FAT 1: Prac Games using ropes (two learners swing the rope and a third jumps over it while the rest of the group sing rhymes) Follow instructions using a drum to signal change in rhythm

STUDY AREA	TERM 1	TERM 2	TERM 3	TERM 4
PHYSICAL EDUCATION WEEK 8-9	Coordination FAT 1: Prac Throwing and catching beanbags	Coordination FAT 1: Prac Eye-hand-foot co-ordination – dribbling balls, around skittles and kicking balls between skittles	Coordination FAT 1: Prac Hand and eye co-ordination Throw a tennis ball in the air and catch it , bounce it on the ground Jumping over a swinging Stocking ball	Coordination FAT 1: Prac Hand soccer with big balls Foot-eye co-ordination, greeting each other by touching the feet
	Balance FAT 1: Prac Balance walking on a low level balancing form	Balance FAT 1: Prac Balance on a low level beam or plank or rope	Balance FAT 1: Prac Play games using bean bags to balance on different parts of the body e.g. Simon Says" balance the bean bag on your shoulder etc	Balance FAT 1: Prac Stand on tip toes, crouch on haunches, walk on the balls of the feet, walk on the heels slowly.
	Spatial Orientation FAT 1: Prac Navigate body through various obstacles	Spatial Orientation FAT 1: Prac Complete obstacle course using jungle gym or similar equipment	Spatial Orientation FAT 1: Prac Crawl through chairs that have been set up in a line	Spatial orientation FAT 1: Prac Human shapes - form shapes of numbers 1, 2, 3 or letters A, B, C, etc. in a human chain
	Laterality FAT 1: Prac Activities using the non-dominant side of the body	Laterality FAT 1: Prac Throw and catch a bean bag with non- dominant hand	Laterality FAT 1: Prac Hop- scotch jump with non dominant leg. Running and swinging a rope Running and swinging a ribbon using non- dominant hand	Laterality FAT 1: Prac Kick a ball at a target using L/R foot; throw a ball through a hoop with L/R hand.

9.3 Exemplar of Formal Assessment Tasks for Life Skills

LIFE SKILLS

FORMAL ASSESSMENT TASK EXEMPLAR

Term 1 - Grade 1

Formal Assessment Task Beginning Knowledge/Personal and Social Well-being

✓ Colour the stars to show which items you use to keep clean



Formal Assessment Task Beginning Knowledge/Personal and Social Well-being

✓ The teacher reads the following instructions.

Look at the pictures.

Use a blue crayon and mark the picture that shows a rainy day. Use a yellow crayon and mark the picture that shows a sunny day. Use a black crayon and mark the picture that shows a cloudy day. Use a green crayon and mark the picture that shows a windy day Use a red crayon and mark the picture that shows a cold day. Use a orange crayon and mark the picture that shows a snowy day.













Criteria	1	2	3	4	5	6	7
	Not	Elementary	Moderate	Adequate	Substantial	Meritorious	Outstanding
	achieved	Achievement	Achievement	Achievement	Achievement	Achievement	Achievement
Can learners identify different weather conditions	Can't identify different weather conditions	Can identify one weather condition	Can identify two weather conditions	Can identify three weather conditions	Can identify four weather conditions	Can identify five weather conditions	Can identify all weather conditions

Formal Assessment Task Performing Art (Movement: locomotor and non-locomotor)

*Set up SIX work stations. Divide your learners into groups. Let them rotate through the stations to do the following activities:

Mime the different weather conditions.



Spread your arms wide above your head and pretend to be a large cloud and a small cloud.



Stand on one leg and wave like a tree blowing in the wind.



Pretend as if you are holding an umbrella tightly to stop it from being blown away by the strong wind.



Running forwards and backwards be the pitter-patter of the raindrops falling on the roof.

CHECKLIST Put a $\sqrt{10}$ or a x on the correct column

Please note that some criteria are more weighted than others. This is indicated by the number of ticks (ψ).

Criteria	Yes	No
Can he/she spread his/her arms wide above his/her head? ($$)		
Can he/she pretend to be a large cloud? ($$)		
Can he pretend to be a small cloud $()$		
Can he/she wave like a tree blowing in the wind standing on one leg? $(\sqrt{\sqrt{2}})$	$\sqrt{\sqrt{1}}$	
Can he/she pretend holding a kite on a windy day ($\sqrt{\sqrt{2}}$)	$\sqrt{\sqrt{1}}$	
Can he pretend holding the umbrella tightly to stop it from being blown away by the wind and hop forward? ($\sqrt{\prime}$)	$\sqrt{\sqrt{1}}$	
Can he/she pitter-patter like raindrops falling on the roof running backward and forward ($\sqrt{\sqrt{2}}$)	$\sqrt{\sqrt{2}}$	
Total score	12	

Count the number of ticks

1 Not achieved	2 Elementary Achievement	3 Moderate Achievement	4 Adequate Achievement	5 Substantial Achievement	6 Meritorious Achievement	7 Outstanding Achievement
0-3 ticks(√)	4 ticks (√)	5 ticks(√)	6-7 ticks (\checkmark)	8 ticks (√)	9 ticks (\checkmark)	10-12 ticks (√)
0-29	30-39	40-49	50-59	60-69	70-79	80-100

Formal Assessment Task Visual Art

Praw or paint a picture of yourself on a sunny day.

CRITERIA	1 Not achieved	2 Elementary Achievement	3 Moderate Achievement	4 Adequate Achievement	5 Substantial Achievement	6 Meritorious Achievement	7 Outstanding Achievement
Use of space, colour Relevant Content and Manipulation of tools	Cannot use space, colour properly. Drawings not relevant to the topic and he struggles to use the tools for painting	Inappropriate use of space and the colour does not relate to the aspects in the picture Drawing has little relevancy to the topic and poor manipulation of tools	Limited use of space with drawings in one area of the page . He uses correct colour Drawings are relevant to the topic and manipulates the tools with teacher's assistance	Adequate use of space with drawings spread across the page. He uses colour adequately Drawings are appropriate and relevant to the topic and uses tools adequately	Good use of space with big drawings Good combination of colour Drawing are a good interpretation of the topic and also good manipulation of tools	Very good use of space with big and appropriate drawings Very good use of colour in all aspects of the picture. His Drawings are a very good interpretation of the topic and very good manipulation of tools	Outstanding use of space and drawings with super blending of colours. Drawings are an excellent interpretation of the topic and tools are manipulated efficiently and confidently.

Formal Assessment Task Physical Education

්?Set up SIX work stations. Divide your learners into groups. Let them rotate through the stations to do the following activities:

- 1. Walking, skipping and running forward and backward
- 2. Passing a ball/beanbag from one member of a group to another two or more balls/beanbags at a time
- 3. Rolling a large ball to a partner, throwing and catching large balls/bean bags
- Rope skipping
 Activities using the non-dominant side of the body

6. Balance walking on a low level balancing form

You can also use row formations instead of work stations for some of the above.

Assessment Check list: Put $\sqrt{} \mbox{ or } x$ in the correct column

Please note that some criteria are more weighted than others. This is indicated by the number of ticks (ψ).

Criteria	Yes	No
Locomotor Can he/she listen to instructions while moving around? ($$)		
Can he/she crawl under chairs?($$)	\checkmark	
Perceptual Motor Can he/she pass a ball/beanbag from one member of a group to another? ($\!\!\!\!$)	\checkmark	
Can he/she roll a large ball to a partner $()$	\checkmark	
Can he/she throw and catch large balls? ($\sqrt{}$)	$\sqrt{\sqrt{1}}$	
Rhythm Can he/she do rope skipping? ($\sqrt{}$)	$\sqrt{\sqrt{1}}$	
Coordination Can he /she throw and catch beanbags? ($\sqrt{}$)	$\sqrt{\sqrt{1}}$	
Balance Can he/she Balance walking on a low level balancing form $(\sqrt[4]{v})$	$\sqrt{\sqrt{1}}$	
Spatial Orientation Can he/she navigate body through various obstacles? ($\sqrt{}$)	$\sqrt{\sqrt{1}}$	
Total score	14	

Count the number of ticks

1 Not achieved	2 Elementary Achievement	3 Moderate Achievement	4 Adequate Achievement	5 Substantial Achievement	6 Meritorious Achievement	7 Outstanding Achievement
0-4 ticks (\checkmark)	5 ticks (√)	6 ticks (\checkmark)	7-8 ticks (\checkmark)	9 ticks (√)	10-11ticks (\checkmark)	12-14 ticks (\checkmark)
0-29	30-39	40-49	50-59	60-69	70-79	80-100

9.4 Exemplar of Recording Sheets for Life Skills

					FORMAL AS		DEPARTMENT LIFES SMENT RECOF	SKILLS		M: 1				
		NNING		CRE	ATIVE ARTS									
	AI PERSONAI	LEDGE ND L & SOCIAL -BEING		Perfo rming Arts	Visua I Arts				PHYSICAL	EDUCATION				
NAMES OF LEARNERS	Healthy habits: Keeping clean	Weather : The weather and us	FINAL RATING	Mimiing :Locomotor movements such as jumping, galloping, hopping	Painting of self in a sunny day	FINAL RATING	Locomotor : Moving around walking and obstacle course	Perceptual Skills Ball Skills – passing, throwing, bouncing andcatching	Rhythm : Skipping in a rope	Balannce: Balancing on a beam or rope	Spatial Orientation	Co-ordination :Throw and catch a bean bag with non-dominant hand	FINAL RATING	LIFE SKILLS LEVEL
							2 ticks	4 ticks	2 ticks	2 ticks	2 ticks	2 ticks	14 ticks	



DEPARTMENT OF EDUCATION LIFESKILLS FORMAL ASSESSMENT RECORDING SHEET GRADE 1 TERM: 2

	1					CREATIVE AR	RTS								
		INING KNOV AND SONAL & SO WELL-BEIN			Perform	ing Arts	Visual Arts				PHYSICAL EDUCATION				
NAMES OF LEARNERS	Dangers in and around the home	Different parts of the body	Senses and their uses	FINAL RATING	Making shapes with the body circle hands and ankles, pointing and flexing feet	Locomotor movements such as hopping, jumping, and galloping forward and sideways	Painting self in action	FINAL RATING	Perceptual :Ball Skills passing over and under, catch and throwing	Rhythm : jump forward, backward and sideways	Balance: Balancing on a beam or rope	Co-ordination :dribbling around skrittles and kicking between skrittles hand	Laterality: catch and throw a bean bag with non- dominant hand	FINAL RATING	rife skills level
														1	
							1								



DEPARTMENT OF EDUCATION LIFESKILLS FORMAL ASSESSMENT RECORDING SHEET GRADE 1 TERM: 3

	в	EGINNIN	G			CREATI	IVE ARTS										
	PERSO	NOWLED AND DNAL & S ELL-BEIN	OCIAL		Performi	ng Arts	Visual Arts		PHYSICAL EDUCATION								
NAMES OF LEARNERS	People in the community who help me	Healthy and unhealthy food	Manners and responsibility	FINAL RATING	Combining locomotor and non-locomotor movements	Claaping rhythms and moving to music	Make a painting of favourite fruit or vegetable with focus on lines, shape and colour	FINAL RATING	Locomotor: jump, run, walk backwards on heels and toes, etc.	Perceptual: climbing on, over and hanging and balancing on bars.	Rhythm : Skipping	Co-ordination throwing, catching, umping over swinging stocking ball	Balance: Balancing a bean bag on different parts of the body	Spatial Orientation: Crawl through chairs	Laterality: jump with non-dominant leg, run , swing a ribbon or rope using non-dominant hand	FINAL RATING	LIFE SKILLS LEVEL
								1									
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DEPARTMENT OF EDUCATION LIFESKILLS FORMAL ASSESSMENT RECORDING SHEET GRADE 1 TERM: 4

		BEGINNIN	c			CREATIVE	ARTS	_									
	KI PERSO	NOWLED AND ONAL & S ELL-BEII	GE SOCIAL		Perform	ing Arts	Visual Arts		PHYSICAL EDUCATION								
NAMES OF LEARNERS	What homes are made of	Identify places on a picture map	Safe and unsafe water	FINAL RATING	Locomotor: hopping, jumping, galloping and skipping with a	Non-locomotor: twisting, swiging the arms, side bends and jumps	Draw a day or night picture	FINAL RATING	Locomotor: walk, run and skip and non-loco motor: spin alone or with partner	Participate in a game and follow the rules	Rhythm : Skipping	Co-ordination :hit the ball with the hand	Balance: stand tip toe, crouch on haunches, walk on heels and balls of feet	Spatial Orientation: form shapes using the body – numbers or letters	Laterality: kick a ball at a target, throw a ball through a hoop, etc.	FINAL RATING	LIFE SKILLS LEVEL
SIGNATURE OF T	HE EDUC	CATOR:															
DATE:													•				
SIGNATURE OF T	IGNATURE OF THE H.O.D:																
					······································												
DATE:	E OF THE PRINCIPAL																

SECTION 10: RECORDING AND REPORTING

According to the policy requirements for recording and reporting the Protocol on Assessment (paragraph 13) stipulates:

- (1) Learner performance in terms of the learner's conceptual progression within a grade and his or her readiness to progress/promoted to the next grade must be recorded in accordance with paragraph 15 of the policy document, National Protocol for Assessment Grades R– 12 and Section 4 of the Curriculum and Assessment Policy Statements in all subjects listed in the National Curriculum Statement Grades R 12.
- (2) Reporting of learner performance in all subjects offered in Grades R-12 must be against the seven levels of competence (<u>Table 1</u>) as stipulated in *paragraph 9, 16, 23* and 32 of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R 12, paragraphs 16 to 21* in the policy document, *National Protocol for Assessment Grades R– 12* and in Section 4 of the Curriculum and Assessment Policy Statements for the subjects listed in the National Curriculum Statement Grades R 12
- 3) In Grades R to 3 the focus should be on the Achievement Level and Achievement Description in order to support a flexible learner based and learner paced approach to the curriculum and to give effect to a variety of Performance based assessment practices that can be assessed using holistic rubrics rather than Marks.

10.1 RECORDING OF LEARNER ACHIEVEMENT

Learner achievement should be recorded per Term on a Progression Schedule. The following must be noted:

PROGRESSION SCHEDULES:

- Schedules should be completed four times a year.
- The schedule is a quarterly record which provides a summary about the progress of all learners in the grade in a school.
- The school may store this information manually or electronically.
- Copies of the end-of-year schedules should be kept at the district office.
 - A schedule should include the following information
 - (a) Name of the school and school stamp;
 - (b) Date
 - (c) List of names and surnames of learners in each grade or class (d) Admission number of each learner
 - (e) Date of birth of each learner (f) Gender of each learner
 - (g) Age of each learner;
 - (h) Number of years in a phase (This information is required for the end-of-the-year schedule only)
 - (i) National codes
 - (j) Signature of teacher, principal and departmental official (required for the end-of-the- year schedule only)
 - (k) At the end of the year, a schedule for Grades R 8 should indicate whether the learners are ready to progress to the next grade or not
 - (I) Schools should use (RP) to indicate that a learner is ready to progress to the next grade or (NRP) to indicate that the learner is not ready to progress.

10.1.1 PROVINCIAL QUARTERLY PROGRESSION SCHEDULES:

In Foundation Phase there is no prescribed weighting (in the CAPS Policy) for the Language Components for Home and First Additional Languages and for Life Skills for the recording of the levels of achievement. The province provides the following suggested weighting for the following subjects:

Home Languages (Refer to the Progression Schedules below for the suggested weighting for each Grade and for each Term)

- Identify the Formal Assessment prescripts for each component: Reference CAPS Policy for Home Languages
- The weighting is determined by the total number of skills/concepts to be assessed in each term for each Grade . For example, Grade 1 Term 1: A total of 17 skills/concepts
- Calculate the percentage weighting of each component e.g. Grade 1 Term 1: Listening and Speaking (24%), Phonics (12%), Reading (24%), Handwriting (24%) and Writing (17%). A total of 100% for all the Language Components
- If this approach is implemented, the percentage weighting for each component needs to be re-calculated quarterly according to the Formal Assessment Tasks prescripts.
- The entries on the exemplar schedule indicate the percentage weighting for each component for every term and every grade for Home Language.

First Additional Language (FAL) (Refer to the Progression Schedules below for the suggested weighting for each Grade and for each Term)

- Identify the Formal Assessment prescripts for each component: Reference CAPS Policy for First Additional Language (FAL)
- The weighting is determined by the total number of skills/concepts to be assessed in each term for each grade. See example illustrated for Home Language above
- Calculate the percentage weighting of each component e.g. Grade 1 Term 1: Suggested weighting for Listening and Speaking (50%), Phonics & reading (50%), No weighting for Handwriting and Writing in Term 1 for Grade 1 as learners are just acquiring skills in these components.
- For Term 4 in Grade 2: Listening and Speaking (33%), Phonics and Reading (25%), Handwriting (24%) and Writing (17%) and no weighting for Language Usage. For Term 4 for Grade 3: Listening and Speaking (27%), Phonics (27%), Reading (27%), Writing (10%) and Language Usage (9%)
- The entries on the exemplar schedule indicate the percentage weighting for each component for every term and every grade for First Additional Language (FAL).

Mathematics:

The weighting of the content areas in Mathematics is determined by policy.

- For grade 1 Term 1-4: Number Operations (65 %,) Patterns, Functions & Algebra(10%), Shape & Size(11%), Measurement(9%) and Data Handling(5%). A total of 100% for all the Content Areas
- For grade 2 Term 1-4: Number Operations (60 %,) Patterns, Functions & Algebra(10%), Shape & Size(13%), Measurement(12%) and Data Handling(5%). A total of 100% for all the Content Areas For grade 3 Term 1-4: Number Operations (58 %,) Patterns, Functions & Algebra(10%), Shape & Size(13%), Measurement(14%) and Data Handling(5%). A total of 100% for all the Content Areas
- This is also indicated on the exemplar schedule for each grade.

Life Skills:

- In Foundation Phase there is no prescribed weighting (in the CAPS Policy) for the Life Skills Study Areas
- Identify the Formal Assessment prescripts for each component: Reference CAPS Policy for Life Skills
- The weighting for Life skills has been equitably distributed across the Study Areas: Beginning Knowledge and Personal & Social Development, Creative Arts and Physical Development and Movement as is reflected in the Progression schedules below.

Below are exemplars of the Progression Schedules for each grade. In the attached CD, a formulated Progression Schedule is included to enable teachers to accurately capture the learners' achievement for the respective subjects as it appears on the schedule.

NB: The teachers are provided with the following guidelines to capture the learners' achievement (levels) in the Progression Schedules provided in the attached CD.

Recording of the levels of achievement as per the 4 subjects (Teachers advised to used the formulated progression schedules that are included in the CD)

- Using the recording sheet where the learners' Formal Assessment Tasks (FATS) have been recorded for each subject as per the Language Components and the Content / Study Areas for Mathematics and Life Skills, the teacher captures the levels for each FAT into the Progression Schedule.
- As the Progression Schedule is formulated with the built in percentage of the respective weighted components of the different Components and Content Areas for the different subjects (as reflected in the Progression Schedules), the overall rating in Levels is automatically calculated, thus indicating an accurate and authentic level achieved by the learners.
- It is imperative that a meeting is held with parents to inform them of the suggested weighting and the justification of the overall level achieved by the learner concerned
- For example in Mathematics, if a learner performed poorly in the Content Area for Number Operations and performed relatively well in the other Content Areas, the overall level attained by the learner will not be satisfactory since the Number Operations Content Area has the heaviest weighting, for example of 65% in Grade 1.
- The accompanying sheets attached to the Progression schedules below also contain a schedule where teachers can record the levels obtained by the learners
- It is recommended that teachers complete the Summary of Analysis records quarterly, as this will assist the teacher to plan and implement an intervention programme for learners that need the additional support.

NB: The prescribed weighting for Mathematics is as per National Policy requirement, however for Languages and Life Skills, the province has formulated a prescribed weighting for each component and Study Area (see paragraph 10.1.1). When teachers are recording the learners' they are advised to use the formulated progression schedules that are included in the CD.

10.1.1 Exemplar of progression schedules Grades 1-3



	55.4						HOME LAN	IGUAGE				FIRST ADDITION	IAL LANGU	AGE				MATHEN	IATICS				LIFE SK	ILLS	
GRA	DE 1				C1	C Reading ar	2 nd Phonics	C Writi	3 ng		C1	C2		3 ting		CA1	CA2	CA3	CA4	CA5		SA1	SA2	SA3	
SURNAM	E & NAME	DATE OF BIRTH	GENDER M / F	TERM	Listening & Speaking	Phonics	Reading	Handwriting	Writing	FINAL RATIING	Listening & Speaking	Phonics and Reading	Writing	Language Use (Grade 3)	FINAL RATIING	Numbers, Operations & Relationships	Patterns, Functions & Algebra	Shape & Space	Measurement	Data Handling (Graphs)	FINAL RATIING	Beginning Knowledge and Personal and Social Well-being	Creative Arts (Performing and Visual Arts)	Physical Education	FINAL RATING
				1	24	12	23	24	17		50	50	NA	NA		65	10	11	9	5		33.3	33.3	33.3	\square
				2	17	18	34	14	17		50	50	NA	NA											
				3	16	21	32	13	18		50	50	NA	NA											
				4	16	16	32	12	24		57	43	NA	NA											
				1																					
				2																					
				3																					
				4																					
				1																					
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				3																					───
L				4																					

KEY: C1 – Language Component 1 CA1 – Content Area 1 SA1 – Study Area 1

LEVEL DESCRIPTORS

7: Outstanding; 6: Meritorious; 5: Substantial; 4: Adequate; 3: Moderate; 2: Elementary; 1: Not Achieved

SUMMARY OF ANALYSIS

GRADE:		NAME OF SCHOOL:		YEAR:	

												TERM												
			I	HL LANGU	AGE (LOLT)						1 st A	DDITIONAL	LANGUAG	θE				MATHEN	IATICS			LIFE SI	KILLS	
LANG COMPONENTS MATHS CONTENT AREAS LS STUDY AREAS	Listen &Speak	%	Phonics	%	Reading	%	Writing	%	Listen & Speak	%	Phonics	%	Reading	%	Writing	%	Number Sense	%	Number Patterns	%	Beg Know & Personal & Social Well-being	%	Physical Educ	%
Number of 7's																								
Number of 6's																								
Number of 5's																								
Number of 4's																								
Number of 3's																								
Number of 2's																								
Number of 1's																								
No. of learners																								

Improvement Plan	Areas of Poor Performance	Remedial Strategies/Teaching Hints
HOME LANGUAGE		
1st ADDITIONAL LANGUAGES		
MATHEMATICS		
LIFE SKILLS		

Signatures	Grade Head	Phase Head	Principal	Date:

GRADE	1						HOME LAN	NGUAGE				FIRS	t addition	AL LANGU	AGE				MATHEM	ATICS			L	IFE SKILL	.s	
	SURNAME & NAME	Ŧ			C1	C Reading ar	2 nd Phonics	C. Writir			C1	C Readii Pho	2 ng and nics		:3 ting		CA1	CA2	CA3	CA4	CA5		SA1	SA2	SA3	
		DATE OF BIRTH	GENDER M / F	TERM	Listening & Speaking	Phonics	Reading	Handwriting	Writing	FINAL RATING	Listening & Speaking	Phonics	Reading	Writing	Language Use (Grade 3)	FINAL RATIING	Numbers, Operations & Relationships	Patterns, Functions & Algebra	Shape & Space	Measurement	Data Handling (Graphs)	FINAL RATING	Beginning Knowledge and Personal and Social Well-being	Creative Arts (Performing and Visual Arts)	Physical Education	FINAL RATIING
				1	19	29	29	9	14		50	2	5	25	NA		60	10	13	12	5		33.3	33.3	33.3	
				2	16	16	32	10	26		25	25	25	25	NA											
				3	18	21	26	14	21		27	26	20	27	NA		ļ							<u> </u>		
				4	19	12	26	15	27		33	25	25	17	NA									<u> </u>		
				1																				┝───		
				2													ļ							┝──		_
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				2	-																			<u> </u>	$\left - \right $	
				3																						
				4																-				<u> </u>		
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				3																						
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				3																				┣──		-
				4																						

											TERM_													
		HL	LANGUA	GE (LOLT)							1 st A	DDITIONA	L LANGU	AGE				MATHEM	ATICS			LIFE S	KILLS	
LANG COMPONENTS MATHS CONTENT AREAS LS STUDY AREAS	Listen &Speak	%	Phonics	%	Reading	%	Writing	%	Listen &Speak	%	Phonics	%	Reading	%	Writing	%	Number Sense	%	Number Patterns	%	Beg Know & Personal & Social Well-being	%	Physical Educ	%
Number of 7's																								
Number of 6's																								
Number of 5's																								
Number of 4's																								
Number of 3's																								
Number of 2's																								
Number of 1's																								
No. of learners			•																		-			

Improvement Plan	Areas of Poor Performance	Remedial Strategies/Teaching Hints
HOME LANGUAGE		
1 st ADDITIONAL LANGUAGES		
MATHEMATICS		
LIFE SKILLS		

Signatures Grade Head Phase Head	Principal	Date:
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PROVINCE OF THE EASTERN CAPE DEPARTMENT OF EDUCATION	
FOUNDATION PHASE	
QUARTERLY SCHEDULE	
20	
NAME OF SCHOOL:	
GRADE: 3	

						HOME LA	NGUAGE				FIRS	T ADDITION	IAL LANGU	AGE				MATHEM	IATICS				LIFE SK	ILLS	
SURNAME & NAME	TH	ш		C1	Readi	2 ng and nics	C Writi	3 ing		C1	Readi	C2 ng and onics	C Wri	C3 ting		CA1	CA2	CA3	CA4	CA5		SA1	SA2	SA3	
	DATE OF BIRTH	GENDER M / F	TERM	Listening & Speaking	Phonics	Reading	Handwriting	Writing	FINAL RATIING	Listening & Speaking	Phonics	Reading	Writing	Language Use (Grade 3)	FINAL RATIING	Numbers, Operations & Relationships	Patterns, Functions & Algebra	Shape & Space	Measurement	Data Handling (Graphs)	FINAL RATIING	Beginning Knowledge and Personal and Social Well-being	Creative Arts (Performing and Visual Arts)	Physical Education	FINAL RATIING
			1	16	21	26	16	21		27	27	27	19	NA		58	10	13	14	5		33.3	33.3	33.3	
			2	18	11	34	14	23		27	27	20	13	13											
			3	21	12	32	9	26		25	31	18	13	13											
			4	15	15	35	8	27		27	27	27	10	9											
			1																						
			2																						
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			2																						├──┤
			3																						$\mid - \mid$
			4																						

LEVEL DESCRIPTORS

7: Outstanding; 6: Meritorious; 5: Substantial; 4: Adequate; 3: Moderate; 2: Elementary; 1: Not Achieved

SUMMARY OF ANALYSIS

GRADE:		NA	ME OF SCH	100L:															,	/EAR:		-		
				HL LANGU/	AGE (LOLT))					1 st A	TERM DDITIONAL		GE				MATHEN	IATICS			LIFE SI	KILLS	
LANG COMPONENTS MATHS CONTENT AREAS LS STUDY AREAS	Listen &Speak	%	Phonics	%	Reading	%	Writing	%	Listen &Speak	%	Phonics	%	Reading	%	Writing	%	Number Sense	%	Number Patterns	%	Beg Know & Personal & Social Well-being	%	Physical Educ	%
Number of 7's																								
Number of 6's																								
Number of 5's																								
Number of 4's																								
Number of 3's																								
Number of 2's																								
Number of 1's				i.																				
No. of learners									-												-			

Improvement Plan	Areas of Poor Performance	Remedial Strategies/Teaching Hints
HOME LANGUAGE		
1st ADDITIONAL LANGUAGES		
MATHEMATICS		
LIFE SKILLS		

Signatures Grade Head Phase Head Principal Date:
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10.2 REPORTING ON LEARNER ACHIEVEMENT (See Exemplar on pg 188)

10.2.1 A report card is an official document that is used to give feedback to parents on the achievement of learners.

- Formal report cards should be sent to parents once a term. The report cards must provide a clear holistic picture of the learner's achievements in different subjects.
- Schools should ensure that there are no errors, or corrections that will compromise the legal status of the report cards. The school management team is responsible to ensure that reports
- issued to learners do not contain any errors.
- Learner performance for a term should be reflected on the report card for that term.
- The end-of-year report card should indicate cumulative learner performance for the year.
- Comments should provide more information on the strengths and developmental needs of the learners.
- Report cards should include information in the following essential components
 - (a) Personal details: Name of the learner, grade and class of the learners, date of birth, school attendance profile
 - (b) Official school details: Year and term, name of the school, date, signature and comment of parent or guardian, teacher and principal, dates of closing and opening of school, school stamp, explanation of the codes of the national coding system.
 - (c) Performance details: A national code indicating the level of performance per subject and a description of the strengths and developmental needs of the learner.
 - (d) Constructive feedback: The feedback should contain comments about the learner's performance in relation to his or her previous performance
- A report card may be produced electronically or manually using different styles preferred by the school but should contain all the information mentioned in subparagraph 7.
- Schools should not accept report cards with errors from other schools. Once a fraudulent report has been identified, the matter should be reported to the principal of the affected school and to the
- District and/or Provincial Department of Education offices.
- The parents or guardians have the right of access to report cards of their children.

10.2.2 Involvement of Parents

The principles of assessment stipulate that assessment must be transparent, fair, valid, reliable and authentic. In view of this, it is imperative that the School Management Team (SMT) invite parents at least twice a year to an information session that is intended to clarify the assessment process in terms of the policy requirements and how the learners are progressing. In addition, provide a clear support or intervention programme especially for the learners who are experiencing difficulties.

10.3 Retention and Procedures to be followed for retaining learners

10.3.1 Roles and Responsibilities of School Principals, School Management Teams and Teachers

It must be noted that policy prescripts must be adhered to when a learner is assessed. Policy prescriptions include:

- collecting evidence of learner performance in Formal Assessment Tasks
- recording learner performance in Formal Assessment Tasks
- evidence of informal assessment of learner performance in daily teaching and learning activities in the classroom

10.3.2 Procedures to be followed regarding Retention

School Management Teams and Teachers will consider retention where:

- a learner has, for no ascertainable reason, missed more than 25% of the school year through absenteeism and as a result, demonstrates that he/she is educationally at risk
- a learner has consistently, despite support and intervention, been unable to demonstrate progress (This must be evident in the evidence of the learner's work presented)

The following steps should be followed when retention is considered

- Consult the class registers and summary registers of the school for full record of attendance
- Investigate the reasons for a learner's absence
- Provide advice and support to the learners and the parents to ensure that their right to have access to learning is not compromised
- Provide proof of age to help clarify the learner's position with regard to age cohort
- Consult the Formal Assessment Tasks for evidence of learner performance

- Consult the Subject Assessment Records which reflects the interventions/support implemented during the course of the year
- Consult the learner profile which reflects comments and reports on the learner's holistic development
- Provide evidence of the consultations with the Assessment Committee
- Consult the Assessment Committee to:
 - Study the evidence on the learner's performance
 - Make recommendations
 - Take decisions on the best solution for the learner
 - Discuss and map a plan for the support of the learner in consultation with the parents/guardian and other relevant educators teachers, educational support personnel, etc.
 - Write a motivation for retention.
- Discuss the content of the motivation with the parent/guardian and relevant educators
- Submit the motivation to the EDO and/or District Manager for ratification

The same procedures as outlined above should be followed when retention for **a second** full y**ear** in the phase is considered. In this case the motivation must be submitted through the District office to the Head of the Provincial Department for approval/ratification.

Preparing for the retention meeting with the EDO

The **School Management Team/Assessment Committee** must prepare for the retention meeting with the EDO the following must be included:

- Compile a list of names of learners to be considered for retention.
- Have ready the retention forms motivating for each learner considered for retention.
- Collect and have the following evidence of the learner's performance available:
 - Assessment Recording Sheets for each subject
 - Quarterly Progression Schedule(reflecting the overall rating)
 - Proof of support and intervention strategies implemented
 - Learner evidence of performance in Formal Assessment Tasks
 - evidence of Formal Assessment Tools
 - Any other relevant evidence e.g. external assessment reports and informal assessment records.
- Discuss the applications for retention with the EDO.
- The District Officials (Advisors and EDO) should determine whether all the policy prescripts have been followed.
 - Evidence of Informal and Formal Assessment Tasks must be examined
 - All Formal Assessment Tasks must reflect the performance rating achieved by the learner accompanied by the appropriate Assessment Tools and Learner evidence
 - Records of all meetings held with the parent regarding the learner's progress and evidence of interventions and support strategies implemented
 - Evidence of records of consultations with the parent regarding the Final Assessment of learner and the recommendations to retain the learner
- The EDO signs the approved applications and makes recommendations for those applications which were not approved.
- The EDO submits the recommendations to the District Director for ratification.
- The school keeps the documentation for the duration of the phase.

10.3.3 Exemplar of a Grade Intervention plan

Provisions for Learners who experience Barriers to Learning

Name of Learner :								
Term	Barrier	Intervention and date of Intervention						
1								
2								
3								
4								

	🕢 ince of the				EXEMPLAR FOUNDATION PHASE PROGRESS REPORT			Asse	essment Key	I have made	
FRANK!	M IRN CAPE							7	Outstanding Achievement	Exceptional progress	
ment of Education					NAME OF SCHOOL			6	Meritorious Achievement	Very good progress	
								5	Substantial Achievement	Good progress	
								4	Adequate Achievement	Satisfactory progress	
								3	Moderate Achievement	Some progress	
								2	Elementary Achievement	Very little progress	
								1	Not Achieved	No progress. Needs immediate attention!	
Learner's Name:					Grade:	R	Date of Birth://	obse	: The holistic mark is based on continuous rvation as reflected on observation sheets, klists and holistic rubrics	School Closes: 2013//	
Term :	1	2	3	4	Class:		No of Days Absent:			School reopens: 2013//	

SUBJE	CTS						
	HOME LANGUAGE	•					
			Holistic Mark	Comments			
1	Listening & Speaking						
2	Emergent Reading and Phonics						
3	Emergent Writing and Handwriting						
MATHEMATICS							
			Holistic Mark	Comments			
1	Numbers, Operations and Relationships						
2	Patterns and Functions						
3	Space and Shape						
4	Measurement						
5	Data Handling						
	LIFE SKILLS						
			Holistic Mark	Comments	Comments		
1	Beginning Knowledge and Personal &Social Well-being						
2	Creative Arts (Visual Arts)						
3	Creative Arts (Music ,Movement and Drama)						
4	Physical Education						
Principa	eacher:		SCHOOL STAMP				

SECTION11: CONCLUSION

Conclusion: It is hoped that this Assessment Framework will support the School Management Teams (SMTs) and Teachers to manage the recording and reporting of learner performance with much more clarity and confidence.

SECTION 12: ADDENDUM: Contents of the Compact Disc

- 1. Grade R:
 - o Exemplars of Holistic Assessment Rubrics
 - o Exemplars of Afrikaans, English and IsiXhosa Home Language Observation sheets for Term 1-4
 - Exemplars of Mathematics Observation sheets for Term 1-4 in English and IsiXhosa
 - Exemplars of Life Skills Observation Sheets for Term1-2 in English
 - $\circ~$ Exemplar of a Lesson Plan in English and IsiXhosa
 - Exemplar of a Grade R Report form

2. Languages

Afrikaans Huistaal :

- Program van Assesering
- Graad 1-4 Weeklikse Beplanning

IsiXhosa HL:

- o Grade 1 Term 1 Weekly Planner
- o Grade 2 Term 1 Weekly Planner
- Grade 3 Terms 1-4 Weekly Planner
- Grade 1 Recording Sheet
- o Grade 1 FAT
- Umsebenz Wohlolo Grade 1
- o Isicwangciso soHlolo Ibanga 3

Sesotho :

- Programme of Assessment Grade 3
- Grade 1 Term 1 Weekly Planner
- Grade 2 Term 1 Weekly Planner
- o Grade 2 Term 2 Weekly Planner
- Grade 3 Terms 1-4 Weekly Planner
- o Grade 3 Recording Sheet

3. Mathematics:

- Grade 1 Term 1-4 Weekly Planner
- o Grade 2 Term 1-4 Weekly Planner
- Mathematics District SBA Tool
- Mathematics SBA Grade 3
- Recording Sheets Grade 1-2
- 4. Life Skills:
 - Formal assessment Task (FAT) for Grade 1 Term1
 - o Grade 1 Term 1-4 Weekly Planner
 - o Grade 2 Term 1-4 Weekly Planner
 - Grade 3 Term 1-4 Weekly Planner
 - Programme of Assessment for Grade 1
 - Life Skills Rubrics
 - Recording Sheets for Grades 1-2
 - District SBA Tool
 - School Based SBA Tool Option 1 and 2
- 5. SBA Tools
 - Languages
 - Mathematics
 - o Life skills
- 6. Formulated Recording Schedules for the 4 subjects for Grade 1-3
- 7. Copy of Revised Numeracy Handbook
- 8. Provincial Foundation Phase Assessment Framework

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- National Protocol for Assessment for Grades R to 12
- National Curriculum and Assessment Policy Statement Grades R 3
- Guidelines For Responding to Learner Diversity in the Classroom through Curriculum And Assessment Policy Statements

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