

*Every child is a National Asset*

# 2023/24 ANNUAL TEACHING AND ASSESSMENT PLANS

## LIFE SKILLS

Implementation: January 2023



**basic education**  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



**Read to Lead**  
A Reading Nation is a Leading Nation

# Presentation Outline

1. Development of the Revised RATP
  - 1.1 The purpose of the Review of the Revised RATP
  - 1.2 Guiding Principles for the Review
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2. Mediation of the Revised RATP
  - 2.1 Purpose of the Mediation of the Revised RATP
  - 2.2 Content Overview amendments for the two subjects
  - 2.3 Annual Teaching Plan amendments for the two subjects
  - 2.4 School Based Assessment (SBA) amendments for the two subjects.

# **The Development of the 2023/24 Annual Teaching Plans**

# The Purpose of the Review

The purposes of the review are to identify and rectify concerns with the current RATP in regard to:

1. Significant gaps in core and/or fundamental knowledge
2. The coherence and progression of content (knowledge, skills, values and attitudes) within and across phases;
3. Content overload or unnecessary repetition across subjects and grades;
4. The appropriateness of the learning/ assessment activities included in the RATP

# The Purpose of the Review Cont.

The purposes of the review are to identify and rectify concerns with the current RATP in regard to:

1. The alignment of the suggested informal assessment activities in the RATP with the content and intended learning outcomes
2. The compliance of the formal assessment tasks with the specifications for these tasks
3. Alignment between formal assessment tasks indicated in the ATPs with the Revised SECTION 4.

# Guiding Principles for the Review

- This is a strengthening process, **not a curriculum redesign process**. It is intended to address critical weaknesses in the current RATP, not to address ALL weaknesses in the ATPs or to create something entirely new.
- The 2023/24 ATP will be in place during 2023 and 2024, and so changes made should be practicable for both these years.
- While each team will focus on a specific phase, it is essential that the teams collaborate to ensure that there is coherence and progression across phases. It is essential that the content in each grade adequately prepares learners for the subsequent grades and is adequately supported by content in previous grades.



# Guiding Principles for the Review Cont.

- Current prescribed textbooks remain relevant and usable as a primary resource.
- Content trimmed from the curriculum during previous processes should not be returned into the curriculum, unless there is educational evidence to support the return of content.

# **Mediation of the 2023 Revised Recovery ATP**



# The Development of the 2023/24 ATPs

**The 2023/24 ATPs are aligned to the:**

- 2023 School calendar
- Abridged Circular S4 of CAPS of 2021
- Curriculum and assessment principles as prescribed in the CAPS policy for Life Orientation.

# Purpose of the Mediation

- To mediate the amendments of the 2023/24 Annual Teaching Plan including School Based Assessment for **Life Skills** for **implementation in January 2023 (Circular to be included)**.
- To ensure teaching proceeds as per the **2023 school calendar**. To assist teachers with **guided pacing and sequencing** of curriculum content and assessment.

# Purpose of the Mediation Cont.

- To enable teachers to **cover the essential core content, knowledge and skills** within the available time.
- To assist teachers with **planning** for the different forms of **assessment**.
- To ensure learners are **adequately prepared** for the **subsequent year/s** in terms of content, skills, knowledge, attitudes and values



# Summary. Amendments to the content topics for Life Skills/Orientation

- The statements on prior knowledge have been removed because this content is being covered in the previous grade
- Basic hygiene principles will be dealt with at the beginning of the term
- It is compulsory to cover the given topics in the term as indicated
- The sequence of the topics within the terms might have been reorganised.
- The time allocated to mediate content of some topics have either been increased or decreased

# **Content Overview Amendments for Grades 4, 5 & 6**

# **Grades 4 Amendments**

# Summary: Amendments to the Content Overview for Grade 4 T1

Key Topic	Amendments	Motivation
<b>Development of self</b>	<p><b>All Covid 19 content removed</b></p> <p>Prior knowledge was removed from all terms</p> <p>Dealing with conflict subtopics needed more teaching time</p> <p>Dealing with conflict has been spread across week 8-10</p> <p>Reading in the phase will be done at the end of the main subtopics and will serve as reinforcement and consolidation of the subtopics</p>	<p>Mention the important hygiene principles as part of the lessons. Much time should not be spent on COVID 19 principles</p> <p>To emphasize the important aspects of dealing with conflict</p> <p>Reading will reinforce and consolidate the subtopics To create more time to teaching content, concepts and skills</p>

# Summary: Amendments to the Content Overview for Grade 4 T2

Key Topic	Amendments	Motivation
<b>Development of self</b>	<p><b>All Covid 19 content removed</b></p> <p>Removed part of the subtopic personal experience of working in a group (at school and at home)</p> <p>Reading in the phase will be done at the end of the main subtopics and will serve as reinforcement and consolidation of the subtopics</p>	<p>Mention the important hygiene principles as part of the lessons. Teachers should not spend too much time on COVID 19 principles</p> <p>Content on experiences of working in a group in general should be covered</p> <p>Learners should not be confined to two experiences of home and school only</p> <p>To create more time to teach content, concepts and skills</p> <p>To allow teacher to consolidate and for deeper learning</p>



# Summary: Amendments to the Content Overview for Grade 4 T3

Key Topic	Amendments	Motivation
<p><b>Social responsibility</b></p>	<p><b>All Covid 19 content removed</b></p> <p>Content overload created by adding prior knowledge from grade 3 term 2 week 5&amp; 6 was removed</p> <p>Reorganization of subtopics on Major religions because there was insufficient guidance provided by the RATP on major religions in SA spread subtopics into two religions for each week (week 4-7)</p> <p>Reading in the phase will be done at the end of the main subtopics and will serve as reinforcement and consolidation of the subtopics</p>	<p>Mention the important hygiene principles as part of the lessons</p> <p>Removing prior knowledge will allow more time to teach grade 4 content in detail</p> <p>Spreading of the religions will allow better understanding of the content on major religions Allow teachers to go into detail, to strengthen, consolidate content. Allow for deeper learning to occur To create more time to teach content, concepts and skills To allow teacher to consolidate and for deeper learning</p>



# Summary: Amendments to the Content Overview for Grade 4 T4

Key Topic	Amendments	Motivation
<p><b>Health and environmental responsibility</b></p>	<p><b>All Covid 19 content was removed</b></p> <p>Prior knowledge from Grade 2 Term 3 on road safety was removed</p> <p>Prior knowledge from Grade 3 Term 3 on pollution was removed</p> <p>Celebrating Arbor Day in Term 4 week 7 was removed</p> <p>Reading in the phase will be done at the end of the main subtopics and will serve as reinforcement and consolidation of the subtopics</p>	<p>Teachers will mention the important hygiene principles as part of the lessons</p> <p>Both traffic road safety and pollution content were taught in grade 2 term 3 and grade 3 term 3. This created an overload for grade 4 content.</p> <p>The day is celebrated in term 3, and it creates confusion when it is taught in term 4</p> <p>No content linked to it just a celebration</p> <p>To create more time to teach content, concepts and skills</p> <p>To allow for consolidation and deeper learning</p>

2023 ANNUAL TEACHING PLAN – TERM 1: PERSONAL SOCIAL WELLBEING AND PHYSICAL EDUCATION

Term 1 53 days	Week 1 (3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>CAPS Topic</b>	Development of the self				Development of the self			Development of the self			FORMAL ASSESSMENT
<b>Core Concepts, Skills and Values</b>	<b>Basic hygiene principles</b>				<b>Basic hygiene principles</b>			<b>Basic hygiene principles</b>			Consolidation of work done during the term  • Assignment/design and make
	<b>Personal strengths: identify, explore and appreciate own strengths:</b> - Strengths of others.	Successful experiences as a result of own strengths: achievements and exciting experiences at school and home.	Less successful experiences.	- Ways to convert less successful experiences into positive learning experiences: use strengths to improve weaknesses  <b>Reading by learners: reading for enjoyment.</b>  <b>Reading about role models or successful people or Confident people</b>	<b>Respect for own and others' bodies:</b> privacy, bodily integrity and not subjecting one's body to substance abuse.	- How to respect and care for own body. - How to respect others' bodies.	- Reasons for respecting own and others' body. - Weekly reading by learners: reading for enjoyment  <b>Reading by learners: reading for enjoyment.</b>  <b>Reading about care and respect for body others' bodies</b>	<b>Dealing with conflict: examples of conflict situations at home and school.</b>	- Strategies to avoid conflicts.	- Useful responses to conflict situations  <b>Reading by learners: reading for enjoyment</b> <b>Reading about safe environments and how to avoid conflict situations</b>	
<b>Physical Education</b>	Participation in activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body with control  Safety measures relating to locomotion, rotation, elevation and balancing activities			Movement performance in activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body with control	Participation in activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body with control		Movement performance in activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body with control				
<b>Term 1 53 days</b>	<b>Week 1 (3 days)</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>
<b>Resources (other than textbook) to enhance learning</b>	<ul style="list-style-type: none"> <li>Textbook, books on care and respect for body and conflict situations</li> <li>Textbooks and resources on movement participation that promote locomote, rotate, elevate and balance using parts of the body with control.</li> </ul>										
<b>Informal Assessment</b>	Homework/ worksheets/Classwork										
<b>SBA (Formal Assessment)</b>	Written task =30 Physical Education=30										

Term 2 53 days	Week 1 (3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 - Week 11	
CAPS Topic	Development of self			Development of the self			Social responsibility		Consolidation and assessment FORMAL ASSESSMENT:		
	Basic hygiene principles			Basic hygiene principles			Basic hygiene principles				
Core Concepts, Skills and Values	<ul style="list-style-type: none"> <li>Emotions</li> <li>Understanding a range of emotions: love, happiness, grief, fear and jealousy</li> </ul>	<ul style="list-style-type: none"> <li>Understanding own emotions: appropriate ways to express own emotions.</li> <li>How to understand and consider others emotions.</li> <li>Reading by learners: reading for enjoyment</li> <li>Reading about how People express different emotions</li> </ul>	<ul style="list-style-type: none"> <li>Personal experience of working in a group:</li> <li>Benefits of working in a group</li> </ul>	<ul style="list-style-type: none"> <li>Challenges of working in a group.</li> </ul>	<ul style="list-style-type: none"> <li>Useful responses to challenges of working in a group.</li> <li>Reading by learners: reading for enjoyment.</li> <li>Reading about ways to succeed in working in a group</li> </ul>	<ul style="list-style-type: none"> <li>Bullying: how to protect self from acts of bullying</li> <li>Examples of acts of bullying.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate responses to bullying: where to find help.</li> <li>Reading by learners: reading for enjoyment</li> <li>Reading about appropriate responses to bullying</li> </ul>	<ul style="list-style-type: none"> <li>Children's rights and responsibilities: name, health, safety, education, shelter, food and environment</li> </ul>	<ul style="list-style-type: none"> <li>Children's rights as stipulated in the South African Constitution</li> <li>Children's responsibilities in relation to their rights</li> <li>Reading by learners: reading for enjoyment</li> <li>Reading about children's rights and responsibilities</li> </ul>	<b>Learners will be assessed on Term 1 and 2's work</b>	
										<b>Outline for Test</b>	
										<b>Section A: 16 marks</b>	<b>Section B: 16 marks</b>
										<b>All questions are compulsory.</b>	
		<ul style="list-style-type: none"> <li>The questions will be matching columns and/or fill in/complete sentences and/or lists.</li> <li>Questions will test understanding and factual knowledge.</li> </ul>							<ul style="list-style-type: none"> <li>Case study may be used.</li> <li>The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe.</li> <li>Questions will be short open-ended and knowledge-based questions that include information that learners have acquired from the Personal and Social Well-being class.</li> <li>Learners will provide direct responses and full sentence in point form.</li> <li>One question will focus on the application of knowledge and skills and responses will either be full sentences in point form or a short paragraph.</li> <li>Learners will solve problems, make decisions and give advice. They will provide a few direct responses.</li> </ul>		
	<b>Note. Information provided in the case studies should be current, up-to-date, age-appropriate and learner-friendly.</b>										
Term 2 53 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Physical Education	Participation in a variety of modified invasion games Safety issues during games			Movement performance in a variety of modified invasion games		Participation in a variety of modified invasion games		Movement performance in a variety of modified invasion games			
Resources (other than textbook) to enhance learning .	<ul style="list-style-type: none"> <li>Textbook, newspaper articles, posters, books on emotion</li> <li>Textbook, posters, pictures from magazines, <a href="#">SA Constitution</a> of SA, Children's Act, newspaper articles, books about children's rights and responsibilities.</li> </ul>										
Informal Assessment	Homework/ worksheets/Classwork										

SBA (Formal Assessment)	TEST= 30 Physical Education =30										
ANNUAL 2023 TEACHING PLAN – TERM 3: PERSONAL SOCIAL WELLBEING AND PHYSICAL EDUCATION											
Term 3 54 days	Week 1 (4 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
CAPS Topic	Social responsibility				Social responsibility			Health and environmental responsibility			FOMAL ASSESSMENT Learners will be Assessed on Term 3s content
	Basic hygiene principle				Basic hygiene principle			Basic hygiene principle			
Core Concepts, Skills and Values	Cultures and moral lessons: <ul style="list-style-type: none"> <li>Cultural groups in South Africa.</li> </ul>	<ul style="list-style-type: none"> <li>Menus from different cultures in South Africa.</li> </ul>	<ul style="list-style-type: none"> <li>Moral lessons selected from the narratives of cultural groups in South Africa.</li> <li>Reading by learners: reading for enjoyment</li> <li>Reading about moral lessons found in narratives of different cultures.</li> </ul>	Knowledge of major religions in South Africa: Judaism and Christianity <ul style="list-style-type: none"> <li>Significant places, buildings and worship symbols of different Religions</li> </ul>	Islam and Hinduism <ul style="list-style-type: none"> <li>Significant places, buildings and worship symbols of different Religions</li> </ul>	Baha'i Faith and Buddhism <ul style="list-style-type: none"> <li>Significant places, buildings and worship symbols of different religions</li> </ul>	African Religion <ul style="list-style-type: none"> <li>Significant places, buildings and worship symbols of different religions</li> <li>Reading by learners: reading for enjoyment</li> <li>Reading about religions in South Africa</li> </ul>	Dangers in and around water: at home and public swimming pools.	Dangers in and around water: in rivers and dams.	Responsible safety measures in and around water.  Reading by learners: reading for enjoyment  Reading about dangers in and around water	<ul style="list-style-type: none"> <li>Finalization, submission and recording of Project</li> </ul>
Physical Education	<ul style="list-style-type: none"> <li>Participation in rhythmic movements with focus on posture.</li> <li>Safety measures during rhythmic movements</li> </ul>			Movement performance in rhythmic movements with focus on posture	Participation in rhythmic movements with focus on posture			Movement performance in rhythmic movements with focus on posture			
Term 3 54 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Resources (other than textbook) to enhance learning	<ul style="list-style-type: none"> <li>Textbook, posters, books on cultures and moral lessons, newspaper articles.</li> <li>Textbook, books on religions in South Africa, newspaper articles.</li> <li>Textbook, water safety equipment, books on dangers in and around water and Life Saving SA</li> </ul>										
Informal Assessment	Homework/ worksheets/Classwork										
SBA (Formal Assessment)						Project=30 Physical Education =30					

2023 ANNUAL TEACHING PLAN – TERM 4: PERSONAL SOCIAL WELLBEING AND PHYSICAL EDUCATION

Term 4 47 days	Week 1 (4 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topic	Health and environmental responsibility				Health and environmental responsibility			Consolidation	CONSOLIDATION AND FORMAL ASSESSMENT	
Core Concepts, Skills and Values	Basic hygiene principles				Basic hygiene principles				Outline for controlled test	
	<p>Traffic rules relevant to road users:</p> <ul style="list-style-type: none"> <li>- Pedestrians and cyclists</li> <li>- Passenger behaviour</li> <li>- Railway safety</li> </ul> <p>Reading about traffic rules relevant to road users</p>	<p>+ Personal and household hygiene:</p> <p>Personal hygiene items that cannot be shared</p> <p>-Germ breeding areas in the house.</p> <p><b>(Tables, counters, door handles desks/work station. Areas that breed germs in Public)</b></p>	<p>Dietary habits of children:</p> <ul style="list-style-type: none"> <li>- Impact on dental and oral hygiene</li> </ul> <p>• Reading by learners: reading for enjoyment</p> <p>-Reading about personal and household hygiene and dietary habits of children</p>	<p>Healthy environment and personal health: home, school and community</p> <ul style="list-style-type: none"> <li>- Examples of environments that are unhealthy:</li> <li>- pollution (air, water and land) including illegal dumping sites</li> </ul>	<ul style="list-style-type: none"> <li>- Dangers of unhealthy environments to personal health</li> </ul>	<ul style="list-style-type: none"> <li>- Strategies to keep environments healthy: conservation of environment</li> </ul> <p>• Reading by learners: reading for enjoyment</p> <p>Reading about healthy environments and personal health</p>	<p>HIV and AIDS education: basic facts including blood management</p> <ul style="list-style-type: none"> <li>- Basic explanation of HIV and AIDS</li> <li>- Transmission of HIV through blood.</li> </ul>	<ul style="list-style-type: none"> <li>- How HIV is not transmitted</li> <li>- How to protect oneself against infection through blood.</li> </ul> <p>Reading by learners: reading for enjoyment</p> <p>Reading basic facts about HIV and AIDS</p>	<p><b>Section A: 16 marks</b></p> <p><b>Section B: 16 marks</b></p> <p>All questions are compulsory.</p> <p>The questions will be matching columns and/or fill in/ complete sentences and/or lists.</p> <p>Questions will test understanding and factual knowledge</p> <p>Case study may be used.</p> <ul style="list-style-type: none"> <li>• The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe.</li> <li>• Questions will be short open-ended and knowledge based questions that include information that learners have acquired from the Personal and Social Wellbeing class.</li> <li>• Learners will provide direct responses and full sentence in point form.</li> <li>• One question will focus on the application of knowledge and skills and responses will either be full sentences in point form or a short paragraph.</li> <li>• Learners will solve problems, make decisions and give advice. They will provide a few direct responses</li> </ul> <p>Note. Information provided in the case studies should be current, up-to-date, age-appropriate and learner-friendly.</p>	
Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9 & Week 10	
Physical Education	<ul style="list-style-type: none"> <li>• Participation in basic field and track athletics or swimming Activities,</li> <li>• Safety measures during athletic or swimming activities</li> </ul>			Movement performance in basic field and track athletics or swimming activities.		Participation in basic field and track athletics or swimming activities.		Movement performance in basic field and track athletics or swimming activities.		
Resources (other than textbook) to enhance learning	<ul style="list-style-type: none"> <li>• Textbook, posters relevant traffic signs, books on traffic rules</li> <li>• Textbook, posters, books on personal and household Hygiene.</li> <li>• Textbook, magazines, posters, books on healthy environments and personal health.</li> <li>• Textbooks on HIV and AIDS</li> </ul>									
Informal Assessment	Homework/ worksheets/Classwork									
SBA (Formal Assessment)	Test= 30 Physical Education=30									

# **Grades 5 Amendments**

# Summary: Amendments to the Content Overview for Grade 5 T1

Key Topic	Amendments	Motivation
<p><b>Development of the self</b></p>	<p><b>All Covid 19 content removed</b></p> <p>All prior knowledge from week 2,3,5 , and 6 was removed as it created content overload and was taught in the previous grade</p> <p>Added an extra week for the topic on relationships</p> <p>Removed Bad and Good relationships and remained with the safe and unsafe relationships.</p> <p>Reading in the phase will be done at the end of the main subtopics and will serve as reinforcement and consolidation of the subtopics</p>	<p>Mention the important hygiene principles as part of the lessons</p> <p>Removing prior knowledge will allow more time to teach grade 5 content</p> <p>To allow for deeper learning and better understanding of the concepts</p> <p>The concepts are similar and will confuse learner to understand and make difference. More emphasize will be done to address societal ills.</p> <p>To create more time to teach content, concepts and skills</p> <p>To allow for consolidation and deeper learning of the content</p>



# Summary: Amendments to the Content Overview for Grade 5 T2

Key Topic	Amendments	Motivation
<p><b>Social responsibility</b></p>	<p><b>All Covid 19 content removed</b></p>	<p>Mention the important hygiene principles as part of the lessons</p>
	<p>Prior knowledge from Grade 4 in Term 2 week 1 was removed</p>	<p>Prior knowledge was removed so that ample teaching time could be provided in Grade 5</p>
	<p>Reorganization the content by moving the responses to violations of children rights to week 2.</p>	<p>To allow deeper understanding of the concepts and violation in week 1 and allowing more focus on strategies to be dealt with in week 2. This to strengthen the skills to be acquired by learners</p>
	<p>Week 2 content of the plan to deal with violation has been removed.</p>	<p>When learners are responding to violation of children’s rights, the plan is already covered.</p>
	<p>Removed and re-arranged the content dealing with Strategies from week 4 to week 5 to be addressed together with where to get help content</p>	<p>To spread the content as to allow deeper learning, conceptualization of the skills when addressing content that is social ills</p>

# Summary: Amendments to the Content Overview for Grade 5 T2

Key Topic	Amendments	Motivation
<b>Social responsibility</b>	<p><b>All Covid 19 content removed</b></p> <p>Prior knowledge from Grade 4 in Term 3 on moral lessons was removed</p> <p>Responsibility of the boys' and girls' content has been moved to week 9 with contributions of men and women content</p>	<p>Mention the important hygiene principles as part of the lessons</p> <p>Content has been dealt with in the previous grade.</p> <p>It created an overload and to allow an ample teaching time to cover the Grade 5 content.</p> <p>Content will show progression clearly between the genders</p>

# Summary: Amendments to the Content Overview for Grade 5 T3

Key Topic	Amendments	Motivation
<b>Social responsibility and Health and environmental responsibility</b>	<p><b>All Covid 19 content removed</b></p> <p>Prior knowledge in week 1,4,8,9,10 was removed</p> <p>Dietary needs of children content have been moved to week 9.</p> <p>Factors influencing food intake of children will be moved to week 10</p>	<p>Teachers will mention the important hygiene principles as part of the lessons</p> <p>Prior knowledge was removed so that ample teaching time could be provided in Grade 5</p> <p>To spread the content across as to allow coverage of content and deepening the learner's knowledge. This will allow teaching to continue till week 10 and finalization of research assessment to be done in week 11.</p>

# Summary: Amendments to the Content Overview for Grade 5 T4

Key Topic	Amendments	Motivation
<p><b>Health and environmental responsibility</b></p>	<p><b>All Covid 19 content removed</b></p> <p>Prior knowledge from Grade 4 term 4 has been introduced as content to be taught in grade 5 was removed.</p> <p>Reorganised the content to be taught over a period of 4 weeks with health problems spread evenly.</p> <p>Reorganised and realigned causes, symptoms, and available treatment of locally occurring diseases such as TB, diarrhea, malaria, and measles</p> <p>Week 9 &amp; 10 will be merged</p>	<p>Teachers will mention the important hygiene principles as part of the lessons</p> <p>Prior knowledge created content overload</p> <p>This will create easy management of the content</p> <p>The reorganization of the subtopics will guide the teacher on how they can deal with each disease to emphasize important issues</p> <p>Learners will have a holistically understanding of each or individual health problems.</p> <p>To accommodate end year formal assessment</p>

2023 ANNUAL TEACHING PLAN – TERM 1: PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION

Term 1 53 days	Week 1 (3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
CAPS Topic	Development of the self				Development of the self				Development of the self		FORMAL ASSESSMENT
	Basic hygiene principles				Basic hygiene principles				Basic hygiene principles		
Core Concepts, Skills and Values	<ul style="list-style-type: none"> <li>Positive self-concept formation</li> <li>Influence of others on self-concept: adults and peers</li> </ul>	<ul style="list-style-type: none"> <li>Personal successes as contributing factors to positive self-concept</li> <li>Action plan for continued positive self-concept formation</li> <li>Reading skills: reading with understanding and using a dictionary</li> <li>Reading about activities and/or actions that build positive self-concept: recall and relate</li> </ul>	<ul style="list-style-type: none"> <li>Giving and receiving feedback: giving feedback to peers and receiving feedback from peers and adults</li> <li>Appropriate ways of giving feedback: positive and negative feedback</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate ways of receiving negative and positive feedback</li> <li>Reading skills: reading with understanding and using a dictionary</li> <li>Reading about appropriate ways of giving and receiving feedback: recall and relate</li> </ul>	<ul style="list-style-type: none"> <li>Coping with emotions: empathy, compassion, anger, disappointment, and sadness</li> </ul>	<ul style="list-style-type: none"> <li>Skills to manage emotions in a positive way</li> </ul>	<ul style="list-style-type: none"> <li>Significance of friends in times of sadness, tragedy, and change</li> <li>Reading skills: reading with understanding and using a dictionary</li> <li>Reading about friendships that are caring and supportive: recall and relate</li> </ul>	<ul style="list-style-type: none"> <li>Relationships with peers, older people and strangers:</li> </ul>	<ul style="list-style-type: none"> <li>Safe and unsafe relationships</li> </ul>	<ul style="list-style-type: none"> <li>Benefits of safe relationships</li> <li>Reading skills: reading with understanding and using a dictionary</li> <li>Reading about relationships that are safe and good: recall and relate</li> </ul>	<p><b>Learners will be assessed on Term 1's work</b></p> <ul style="list-style-type: none"> <li>Assignment/ case study/ design and make</li> </ul>
Physical Education	Participation in movement sequences that require consistency and control in smooth and continuous combinations: rotation, balance, locomotion, elevation Safety measures relating to movement sequences Examples of possible activities Gymnastics sequences which combine two or more of the following movements: running, walking, jumping, hopping, 3 hours skipping, rolling, etc.			Movement performance in movement sequences that require consistency and control in smooth and continuous combinations: rotation, balance, locomotion, elevation		Participation in movement sequences that require consistency and control in smooth and continuous combinations: rotation, balance, locomotion, elevation			Movement performance in movement sequences that require consistency and control in smooth and continuous combinations: rotation, balance, locomotion, elevation		
Resources (other than textbook) to enhance learning	<ul style="list-style-type: none"> <li>Textbook, books on care and self-management; posters, reading books</li> <li>Textbooks and resources on movement participation that promote locomote, rotate, elevate and balance using parts of the body with control.</li> </ul>										
Informal Assessment	Homework/ worksheets/Classwork										
3BA (Formal Assessment)	<p>WRITTEN TASK: 30 Marks</p> <p>Physical Education Task: 30 Marks</p>										

**2023 ANNUAL TEACHING PLAN – TERM 2: PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION**

Term 2 53 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week10 - Week 11			
<b>CAPS Topic</b>	Social responsibility				Social responsibility					<b>FORMAL ASSESSMENT</b> Consolidation and assessment of workdone during the terms			
	<b>Basic hygiene principles</b>				<b>Basic hygiene principles</b>								
<b>Core Concepts, Skills and Values</b>	<p>Concepts: discrimination, stereotype and bias</p> <p>-Violation of children's rights: discrimination, stereotype and bias</p>	<p>Responses to violations of children's rights: ways to protect self and others from violations and where to find help</p> <p>• <b>Reading skills: reading with understanding and using a dictionary</b></p> <p>- Reading about individuals who have taken action against violations of children's rights: recall and relate</p>	<p>Child abuse:</p> <ul style="list-style-type: none"> <li>- Different forms of child abuse: physical and emotional</li> </ul> <p>Child abuse:</p> <ul style="list-style-type: none"> <li>- Different forms of child abuse: physical and emotional</li> </ul>	<p>-Effects of abuse on personal health</p>	<p>Strategies to deal with abuse</p> <ul style="list-style-type: none"> <li>- Where to get help and report abuse</li> </ul> <p><b>Reading skills: reading with understanding and using a dictionary</b></p> <p>-Reading about ways to protect self and others from abuse: recall and relate</p>	<p>Dealing with violent situations:</p> <ul style="list-style-type: none"> <li>- Identify potential violent situations at home, school and community</li> <li>- Responding effectively to violent situations</li> </ul>	<p>- Ways to avoid and protect oneself from violent situations and where to find help</p> <p>• <b>Reading skills: reading with understanding and using a dictionary</b></p> <p>- Reading about protection agencies and places of safety for children: recall and relate</p>	<p>Issues of age and gender in different cultural contexts in South Africa:</p> <ul style="list-style-type: none"> <li>- Relationship between elders and children in different cultural contexts</li> </ul>	<p>Responsibilities of boys and girls in different cultural contexts</p> <ul style="list-style-type: none"> <li>-Contributions of women and men in different cultural contexts</li> </ul> <p>• <b>Reading skills: reading with understanding and using a dictionary</b></p> <p>- Reading about issues of age and gender in different cultural contexts: recall and relate</p>	<b>Section A: 15 marks</b>		<b>Section B: 15 Marks</b>	
										All questions are compulsory.			
<b>Physical Education</b>	<p>Participating in a variety of target games</p> <p>Safety measures during target games</p> <p>Examples of possible activities Modified netball, basketball, soccer, rugby, hockey, obstacle course, indigenous or community games, etc.</p>			<p>Movement performance in a variety of target game</p>	<p>Participation in a variety of target games</p>			<p>Movement performance in a variety of target games.</p>					
<b>Resources (other than textbook) to enhance learning</b>	<ul style="list-style-type: none"> <li>• Textbook, newspaper articles, posters, books on children's rights</li> <li>• Textbook, posters, pictures from magazines, on Constitution of SA, Children's Act, newspaper articles, books about children's rights and responsibilities</li> </ul>												
<b>Informal Assessment</b>	Homework/ worksheets/Classwork												
<b>SBA (Formal Assessment)</b>	<p align="center"><b>Controlled Test: 30 Marks</b></p> <p align="center"><b>Physical Education task: 30 Marks</b></p>												

Note. Information provided in the case studies should be current, up-to-date, age-appropriate and learner-friendly.

**2023 ANNUAL TEACHING PLAN – TERM 3: PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION**

Term 3 54 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
CAPS Topic	Social responsibility			Health and environmental responsibility			Health and environmental responsibility			FOMAL ASSESSMENT	
	Basic hygiene principles			Basic hygiene principles			Basic hygiene principles				
Core Concepts, Skills and Values	<ul style="list-style-type: none"> <li>Festivals and customs from a variety of religions in South Africa</li> </ul>	Festivals and customs from a variety of religions in South Africa	Festivals and customs from a variety of religions in South Africa  Reading skills: reading with understanding and using a dictionary.  Reading about festivals and customs of different religions in South Africa: recall and relate	<ul style="list-style-type: none"> <li>Safety measures at home and the environment:               <ul style="list-style-type: none"> <li>- Harmful household products and medication</li> </ul> </li> </ul>	Fire safety  Reading skills: reading with understanding and using a dictionary.  Reading about harmful household products and medication and fire safety: recall and relate	<ul style="list-style-type: none"> <li>Water as an important basic need:               <ul style="list-style-type: none"> <li>- Importance of water</li> <li>- Different ways of saving water</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Different ways of protecting the quality of water</li> </ul> Reading skills: reading with understanding and using a dictionary  <ul style="list-style-type: none"> <li>- Reading about the importance of water and how to save and protect the quality of water: recall and relate</li> </ul>	Healthy eating for children: - South African Food-Based Dietary Guidelines	-Dietary needs of children	<ul style="list-style-type: none"> <li>Factors influencing food intake of children</li> </ul> Reading skills: reading with understanding and using a dictionary.  Reading about healthy eating for children: recall and relate	Finalization, submission and recording Project
Physical Education	Participation in rhythmic movements with focus on posture and style Safety measures relating to rhythmic movements Examples of possible activities Aerobics, galloping, marching, hopping, skipping, steps, sliding, leaping, etc.			Movement performance in rhythmic movements with focus on posture and style		Participation in rhythmic movements with focus on posture and style Safety measures relating to rhythmic movements Examples of possible activities Aerobics, galloping, marching, hopping, skipping, steps, sliding, leaping, etc.		Movement performance in rhythmic movements with focus on posture and style			
Resources (other than textbook) to enhance learning	<ul style="list-style-type: none"> <li>Textbook, posters, books on cultures and moral lessons, newspaper articles.</li> <li>Textbook, books on religions in South Africa, newspaper articles, posters on Food and dietary needs of children</li> <li>Textbook, books on customs and festivals from different religions, magazines, and posters</li> </ul>										
Informal Assessment	Homework/ worksheets/Classwork										
SBA (Formal Assessment)	Project: 30 Physical Education Task: 30 Marks										

**2023 ANNUAL TEACHING PLAN – TERM 4: PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION**

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9 - Week 10
CAPS Topic	Health and environmental responsibility				Health and environmental responsibility		Health and environmental responsibility		FORMAL ASSESSMENT
	Basic hygiene principles				Basic hygiene principles		Basic hygiene principles		
Core Concepts, Skills and Values	Local environmental health problems: Locally occurring health problems such as	<del>Diarrhoea</del> -Causes of health problems	Malaria -Causes of health problems	Measles, etc -Causes of health problems	HIV and AIDS education  - Dealing with stigma about HIV and AIDS	How to change attitudes towards people infected with HIV and AIDS  • Reading skills: reading with understanding and using a dictionary - Reading about changing attitudes and perceptions about HIV and AIDS: recall and relate	Substance abuse: - Types of drugs used: legal and illegal drugs including tobacco, alcohol and over the counter medication	Negative impact of substances on health: effects of drugs on body and mind  - Reading about dangers of substance abuse: recall and relate	Learners will be tested on Term 3 and 4's work  Controlled School Based Test.
	tuberculosis -Causes of health problems  -Symptoms of health problems  -Available treatment for health problems	-Symptoms of health problems  -Available treatment for health problems	-Symptoms of health problems  -Available treatment for health problems	-Symptoms of health problems  -Available treatment for health problems  • Reading skills: reading with understanding and using a dictionary - Reading about causes, symptoms and treatment of locally occurring health problems: recall and relate					<p>All questions are compulsory.</p> <ul style="list-style-type: none"> <li>The questions will be matching columns and/or fill in/ complete sentences and/or lists.</li> <li>Questions will test understanding and factual knowledge.</li> </ul> <p>All questions are compulsory.</p> <ul style="list-style-type: none"> <li>Case study may be used.</li> <li>The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe.</li> </ul>
Physical Education	<ul style="list-style-type: none"> <li>Participation in basic field and track athletics or swimming Activities,</li> <li>Safety measures during athletic or swimming activities</li> <li>Examples of possible activities</li> </ul> <p>Field athletics: adapted shot put, discus, javelin, long jump, high jump, etc. Track athletics: sprints, middle and long distances and relays, etc. Swimming: confidence exercise, breathing, kicking; gliding, arm and leg actions with various swimming styles, swimming races, etc.</p>			Movement performance in basic field and track athletics or swimming activities.	Participation in basic field and track athletics or swimming activities.		Movement performance in basic field and track athletics or swimming activities.		
Resources (other than textbook) to enhance learning	<ul style="list-style-type: none"> <li>Textbook, posters relevant on communicable diseases e.g. TB ; diarrhoea ; measles ect</li> <li>Textbook, posters, books on HIV and AIDS</li> <li>Textbook, magazines, posters, books on healthy lifestyles</li> <li>Textbooks on HIV and AIDS</li> </ul>								
Informal Assessment	Homework/ worksheets/Classwork								
SBA (Formal Assessment)	<p align="center">Controlled Test: 30 Marks Physical Education Task: 30 Marks</p>								

Note. Information provided in the case studies should be current, up-to-date, age-appropriate and leg friendly.



# **Grade 6 Amendments**

# Summary: Amendments to the Content Overview for Grade 6 T1

Key Topic	Amendments	Motivation
Health and environmental responsibility	<p>All Covid 19 content removed</p> <p>Peace keeping skills content has been spread over two weeks of week 8 &amp; 9.</p>	<p>Teachers will mention the important hygiene principles as part of the lessons</p> <p>To drill the skills thoroughly with learner. Extra week has been allocated in term 1</p>

# Summary: Amendments to the Content Overview for Grade 6 T2

Key Topic	Amendments	Motivation
<p><b>Development of self and Social responsibility</b></p>	<p><b>All Covid 19 content removed</b></p> <p>Removed Content dealing with prioritizing responsibility from week 1 to week 2.</p> <p>Developing an activity plan content in week 2 to week 3.</p> <p>Bulling week 3 to week 4, 4 to week 5.</p> <p>Content from week 6-week 7 has been removed to week 6-8</p> <p>Allocated 1 week for week 9 content.</p>	<p>Teachers will mention the important hygiene principles as part of the lessons</p> <p>Allow teachers to teach content in detail, to strengthen and consolidate information.</p> <p>To provide more time for the teachers to strengthen the content, concepts and skills.</p> <p>To allow more focus on grade 6 content and for the content to fit 11 weeks not 12 weeks.</p> <p>To accommodate 2 weeks for consolidation and assessment in week 10 &amp; 11.</p>

# Summary: Amendments to the Content Overview for Grade 6 T3

Key Topic	Amendments	Motivation
<p><b>Social responsibility</b></p>	<p><b>All Covid 19 content removed</b></p> <p>Removed content dealing with taking care of animals and protecting animals in week 1</p> <p>Removed content communicating own views in week 3.</p> <p>Prior knowledge was removed and replaced by the grade 6 content on gender stereotyping, sexism and abuse definition of concepts.</p> <p>Reorganised and realigned content on gender stereotyping Provide an extra teaching week from week 8-10</p>	<p>Teachers will mention the important hygiene principles as part of the lessons</p> <p>To allow deeper learning and addressing SKV. Content will be dealt with in week 2.</p> <p>Content will be dealt with in week 4.</p> <p>Prior knowledge was removed so that ample teaching time could be provided in Grade 6</p> <p>To allow teachers to teach the content in detail and emphasize important issues on gender stereotyping, sexism and abuse</p> <p>To allow teachers to consolidate information and for deeper learning</p>

# Summary: Amendments to the Content Overview for Grade 6 T4

Key Topic	Amendments	Motivation
<b>Health and environmental responsibility And Social responsibility</b>	<p>All Covid 19 content removed</p> <p>Removed food-borne disease to week 5.</p> <p>Signs and symptoms from week 6 to week 7</p>	<p>Teachers will mention the important hygiene principles as part of the lessons</p> <p>To allocate content in week 5 that will replace the prior knowledge content. Grade 5 content will be strengthened.</p> <p>Prior knowledge was removed so that ample teaching time could be provided in Grade 6</p> <p>To allocate week 9 &amp; 10 for consolidation and Formal Assessment.</p>

## 2023 ANNUAL TEACHING PLAN – TERM 1: PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION

Term 1 53 days	Week 1 (3 days)	Week 2			Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
CAPS Topic	Development of the self					Development of the self		Development of the self			FORMAL ASSESSMENT
	Basic hygiene principles					Basic hygiene principles		Basic hygiene principles			
Core Concepts, Skills and Values	<b>Positive self-esteem: body image</b> <ul style="list-style-type: none"> <li>Understand and respecting body changes</li> </ul>	<ul style="list-style-type: none"> <li>Other influences on body image: media and society</li> <li>Acceptance of the self</li> </ul> Reading skills: reading with understanding and fluency • Reading about positive influences on body image: interpret/explain and relate what has been studied	<b>Abilities, interests and potential:</b> <ul style="list-style-type: none"> <li>Identify own abilities, interests and potential</li> </ul> Relationship between abilities, interests and potential	<ul style="list-style-type: none"> <li>Create opportunities for making the most of own abilities, interests and potential: explore a variety of sources</li> </ul>	<ul style="list-style-type: none"> <li>Action plan to improve own abilities, pursue own interests and develop own potential</li> </ul> Reading skills: reading with understanding and fluency • Reading texts on how to identify and develop own abilities, interests and potential: interpret/explain and relate what has been studied	<b>Peer pressure:</b> - Examples of peer pressure in different situations: school and community.	<ul style="list-style-type: none"> <li>Appropriate responses to peer pressure in different situations.</li> </ul> Reading skills: reading with understanding and fluency - Reading about ways to resist peer pressure: interpret/explain and relate what has been studied	<b>Problem solving skills in conflict situations: keeping safe and how to protect self and others</b>	- Mediation skills <b>Reading skills:</b> reading with understanding and fluency	<b>Peacekeeping skills:</b> acceptance of self and others, demonstration of respect for others, co-operation, personal responsibility for one's actions, listening - Reading about peacekeeping and mediation skills: interpret/explain and relate what has been studied	Assignment/casestudy
Physical Education	<b>Participation</b> in a variety of striking and fielding games. <b>Safety measures</b> during striking and fielding games			<b>Movement performances</b> in a variety of striking and fielding games		<b>Participation</b> in a variety of striking and fielding games.			<b>Movement performances</b> in a variety of striking and fielding games		
Resources (other than textbook) to enhance learning	<ul style="list-style-type: none"> <li>Textbook, books on care and respect for body and conflict situations</li> <li>Textbooks and resources games and sport and resources for safety.</li> </ul>										
Informal Assessment	Homework/ worksheets/Classwork										
SBA (Formal Assessment)	Written Task =30 Physical Education=30										

## 2023 ANNUAL TEACHING PLAN – TERM 2: PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION

Term 2 53 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 - Week 11	
CAPS Topic	Development of the self					Social Development of self				FORMAL ASSESSMENT	
	Basic hygiene principles			Basic hygiene principles		Basic hygiene principles					
Core Concepts, Skills and Values	Self-management skills:  - Responsibility at school and home	- Prioritising responsibilities	- Developing an activity plan: homework, housechore and playing time  Reading skills: reading with understanding and fluency  Reading about self-management skills: interpret/explain and relate what has been studied	Bullying: reasons for bullying	Getting out of the bullying habit: where to find help  Reading skills: reading with understanding and fluency Reading about how to get out of the habit of bullying: interpret/explain and relate what has been studied	Cultural rites of passage:  - Important stages in the individual's life in South African cultures: birth, baptism, wedding and death	- Meaning of each stage	Personal and social significance of each stage  Reading skills: reading with understanding and fluency  Reading about important life stages in different cultures: interpret/explain and relate what has been studied	The dignity of the person in a variety of religions in South Africa  Reading skills: reading with understanding and fluency  Reading about the dignity of a person in different religions: interpret/explain and relate what has been studied	Learners will be assessed on Term 1 and 2's work A controlled School Based Test Outline for test	
	Section A: 15 marks All questions are compulsory.		Section B: 15 marks All questions are compulsory.		<ul style="list-style-type: none"> <li>The questions will be matching columns and/or fill in/ complete sentences and/or lists.</li> <li>Questions will test understanding and factual knowledge.</li> </ul>		<ul style="list-style-type: none"> <li>Case study may be used.</li> <li>The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe.</li> <li>Questions will be short open-ended and knowledge-based questions that include information that learners have acquired from the Personal and Social Wellbeing class. Learners will provide direct responses and full sentence in point form.</li> <li>One question will focus on the application of knowledge and skills and responses will either be full sentences in point form or a short paragraph.</li> <li>Learners will solve problems, make decisions and give advice. They will provide a few direct responses.</li> </ul>		Note. Information provided in the case studies should be • Current, up-to-date, age-appropriate and learner-friendly.		
Physical Education	Participation in a physical fitness programme to develop particular aspects of fitness.  Safety measures relating to physical fitness activities			Movement performance in a physical fitness programme to develop particular aspects of fitness.		Participation in a physical fitness programme to develop particular aspects of fitness.		Movement performance in a physical fitness programme to develop particular aspects of fitness.		Participation in a physical fitness programme to develop particular aspects of fitness.	Movement performance in a physical fitness programme to develop particular aspects of fitness.
Resources (other than textbook) to enhance learning	<ul style="list-style-type: none"> <li>Textbook, newspaper articles, posters</li> <li>Resources for sequence movement activities</li> <li>Resources for safety</li> </ul>										
Informal Assessment	Homework/ worksheets/Classwork										
SBA (Formal Assessment)	Controlled Test = 30 Physical Education = 30										

## 2023 ANNUAL TEACHING PLAN – TERM 3: PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION

Term 3 54 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
CAPS Topic	Social responsibility		Social responsibility		Social responsibility			Social responsibility			FOMAL ASSESSMENT
	Basic hygiene principles		Basic hygiene principles		Basic hygiene principles			Basic hygiene principles			
Core Concepts, Skills and Values	<p>Caring for animals:</p> <ul style="list-style-type: none"> <li>- Acts of cruelty to animals</li> </ul> <p>Reading skills: reading with understanding and fluency</p> <p>Reading about ways of taking care of animals and places of safety for animals: interpret/explain and relate what has been studied</p>	<p>- Taking care of and protecting animals</p> <ul style="list-style-type: none"> <li>- Places of safety for animals</li> </ul> <p>Reading skills: reading with understanding and fluency</p> <p>Reading about ways of taking care of animals and places of safety for animals: interpret/explain and relate what has been studied</p>	<p>Caring for people:</p> <ul style="list-style-type: none"> <li>- Considering others' needs and views</li> </ul>	<p>Caring for people:</p> <ul style="list-style-type: none"> <li>- Communicating own views and needs without hurting others</li> <li>- Acts of kindness towards other people</li> </ul> <p>Reading skills: reading with understanding and fluency</p> <p>Reading about different people's acts of kindness towards others: interpret/explain and relate what has been studied.</p>	<p>Nation-building and cultural heritage : definition of concepts</p> <ul style="list-style-type: none"> <li>-How cultural heritage unifies the nation: national symbols, national days</li> </ul>	<p>-National symbols such as flag, anthem, code of arms, etc., national days</p>	<p>Celebrating national days: Human Rights Day, Freedom Day, Heritage Day, Reconciliation Day, Children's Day, Women's Day, Africa Day, Mandela Day</p> <p>Reading skills: reading with understanding and fluency</p> <p>Reading about nation-building and cultural heritage: interpret/explain and relate what has been studied</p>	<p>Gender stereotyping, sexism and abuse: definition of concepts</p>	<p>-Effects of gender-stereotyping and sexism on personal and social relationships.</p>	<p>- Effects of gender-based abuse on personal and social relationships</p> <ul style="list-style-type: none"> <li>- Dealing with stereotyping, sexism and abuse</li> </ul> <p>Reading skills: reading with understanding and fluency</p> <p>Reading about ways to deal with stereotyping, sexism and abuse: interpret/explain and relate what has been studied</p>	Finalization, submission and recording of Project
Physical Education	Participation in rhythmic patterns of movement with coordination and control Safety measures relating to rhythmic patterns of movement			Movement performance in rhythmic patterns of movement with coordination and control		Participation in rhythmic patterns of movement with coordination and control Safety measures relating to rhythmic patterns of movement			Movement performance in rhythmic patterns of movement with coordination and control		
Resources (other than textbook) to enhance learning	<ul style="list-style-type: none"> <li>• Textbook, magazines, posters</li> </ul> Resources for sequenced movement activities Resources for swimming activities Resources for safety										
Informal Assessment	Homework/ worksheets/Classwork										
SBA (Formal Assessment)	Project = 30 Physical Education = 30										



**2023 ANNUAL TEACHING PLAN – TERM 4: PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION**

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9 - Week 10
CAPS Topic	Health and environmental responsibility				Health and environmental responsibility				FORMAL ASSESSMENT
	Basic hygiene principles		Basic hygiene principles		Basic hygiene principles				
Core Concepts, Skills and Values	Basic first aid in different situations: cuts and grazes, burns, scalds and sunburn, stings and bites, bruises, poisoning, bleeding, choking	Food hygiene - Safe and harmful ingredients	- Food preparation  - Food storage	- Food-borne diseases  Reading skills: reading with understanding and fluency  Reading about food hygiene: interpret/ explain	Communicable diseases such as mumps, tuberculosis, common colds, chickenpox, athletes' foot, etc. (COVID-19)  - Causes of communicable diseases	- Signs and symptoms of communicable diseases	Where to find information: - Prevention strategies - Available treatment  Reading skills: reading with understanding and fluency	HIV and AIDS education: myths and realities about HIV and Aids including risks and perceptions about HIV and AIDS.  - Caring for people with AIDS  Reading skills: reading with understanding and fluency  Reading about caring for people with AIDS: Interpret/explain and relate what has been studied	Learners will be assessed on Term 3 and 4's work. controlled School Based Test
	Section A: 15 marks All questions are compulsory. • The questions will be matching columns and/or fill in/ complete sentences and/or lists. • Questions will test understanding and factual knowledge.		Section A: 15 marks All questions are compulsory. • Case study may be used. • The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe. • Questions will be short open-ended and knowledge-based questions that include information that learners have acquired from the Personal and Social Well-being class. • Learners will provide direct responses and full sentence in point form. • One question will focus on the application of knowledge and skills and responses will either be full sentences in point form or a short paragraph. • Learners will solve problems, make decisions and give advice. They will provide a few direct responses.						
Physical Education	Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities  Safety measures relating to sequenced movement activities.		Movement performance in refined sequence emphasising changes of shape, speed and direction or swimming activities		Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities			Movement performance in refined sequence emphasising changes of shape, speed and direction or swimming activities	
Resources (other than textbook) to enhance learning	<ul style="list-style-type: none"> <li>Textbook, magazines, posters</li> <li>Resources for sequenced movement activities Resources for swimming activities Resources for safety</li> </ul>								
Informal Assessment	Homework/ worksheets/Classwork								
SBA (Formal Assessment)	End of the Year: A controlled School Based Test								

# **School Based Assessment (SBA) Amendments**

# Summary: Revised Programme of Assessment

The 2023 formal assessment tasks for Senior Phase Grades 4, 5 & 6 are as follows:

TERM 1	TERM 2	TERM 3	TERM 4
Task 1 Written task = 30 marks PET = 30 marks CA = 40 marks Total = 100 Marks	Task 2 Controlled test = 30 marks PET = 30 marks CA = 40 marks Total = 100 Marks	Task 3 Project = 30 marks PET = 30 marks CA = 40 marks Total = 100 Marks	Task 4 Examination = 30 marks PET = 30 marks CA = 40 marks Total = 100 Marks

- Term 1 Written Task (Assignment/ Case study /Design and Make);
- Term 2 Controlled test will include term 1 and 2 content;
- Term 3 Project;
- Controlled Tests to be replaced by Examinations in 2023; and
- Term 4 Examination will include term 3 and 4 content.

# Guideline to the June Control Test and Nov/Dec Examination

The 2023 formal assessment tasks for Intermediate Phase Grades 4, 5 & 6 are as follows:

- Will follow the provided guideline on assessment as plotted at the end Term 2 and Term 4, which guides on the layout and structure of the paper.
- Will follow the provided guideline **together** with the Abridged CAPS LS amendments on assessment as stipulated in Section 4.

# Guideline to the June Control Test and Nov/Dec Examination Cont.

- ❑ The Abridged CAPS Life Skills amendments on assessment as stipulated in section 4 highlights for each section and question the following:

Question number	What learners are expected to do	Skills competencies assessed	or Cognitive levels	Type of questions	Score
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- ❑ The paper follows the weight of:
  - 30% Low Order (Remembering/Recall)
  - 40% Medium Order (Understanding/Apply); and
  - 30% High Order (Analysing/evaluating/creating = 100%)

# Guideline to the end of year SBA Weightings

Phase	CAPS Prescription	Covid-19 Period 2020-2022	2023/24
Intermediate Grade 4-6	60% SBA 40% Exam	80% SBA 20% Exam	80% SBA 20% Exam
Senior Grade 7-9	40% SBA 60% Exam	80% SBA 20% Exam	70% SBA 30% Exam



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