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| **GRADE R ANNUAL TEACHING PLANS TERM 3**  **LIFE SKILLS** | | | | | | | | | |
| **CYCLE** | **WEEK** | **DATE** | **STUDY AREA** | **CONTENT/ SKILLS/ ACTIVITIES** | **POSSIBLE CURRICULUM COVERAGE** | **ACTUAL CURRICULUM COVERAGE** | **POSSIBLE SBA COMPLETION** | **ACTUAL SBA COMPLETION** | **ACTUAL DATE OF COMPLETION** |
|  |  |  |  | ***Beginning Knowledge and Personal and Social Well-being in the Life Skills curriculum are organised in topics. The use of topics is suggested as a means to integrate the content from the different study areas where possible and appropriate. Teachers are encouraged to adapt the topics so that they are suitable for their school contexts. Teachers are also encouraged to choose their own topics should they judge these to be more appropriate. (CAPS Life Skills Page 14).***  ***In Grade R perceptual work is extremely important because it underpins and prepares the foundations for future learning. Make sure sufficient time is spent building these perceptual skills daily and throughout the course of the school year***  ***Enhance Mathematical skills:***   * Using percussion instruments to keep a steady beat and develop numeracy skills by counting * Spatial awareness through movement making shapes, circles and lines |  |  |  |  |  |
| 5 | 1 |  | **Theme: Winter**  **Topic: Weather, Water, Healthy environment** | | | | | | |
| 5 | 1 |  |  | **Beginning Knowledge/ Personal and Social Well-being**  Discussion items on Theme table, changes in weather, a walk about, how is nature affected, what do gardens and trees look like?, how animals are affected, how people are affected, what do we wear, what do we eat, games we play, evergreen and deciduous trees, leaves, hibernation, keeping free from the flu, Winter months June, July and August, using heaters and fires, Safety around heaters and fires,  **Creative Arts: Performing Arts**  **Creative games and skills**   * Warming up movements using actions to stories as a stimulus * Pony gallops using rhythm and movement * Music, voice and movement, focusing on pitch: high and low * Using body percussion and/or percussion instruments to perform simple rhythm patterns * Spatial awareness through movement * Gestures and facial expressions to communicate emotions such as ‘sad’, ‘happy’ * Cooling down the body and relaxation   **Improvise and interpret**   * Songs: focus on pitch * Rhythms: long and short note values (durations) using body percussion and/or percussion instruments * Dramatising make-believe situations or own life experiences with movement and song * Concrete objects to represent other objects in dramatic play   **Creative Arts: Visual Arts**  **Create in 2D**   * Draw and paint freely using the week’s topic * Mixing of own paint to correct consistency * Working in different formats and paper sizes and brushes of different sizes to work with increased detail * **Art: Painting: straw painting**   **Create in 3D** (Constructing and modeling)   * Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off-cuts and other material * Encourage development of skills through manipulation of the materials * Use playdough to improve fine-motor ability; rolling, pinching, joining * **Art:** Making a kite * **Make and Bake:** Making a soup   **Visual Literacy**   * Looking at and talking about colour and shape in pictures and photographs * Responding to questions to show awareness of colour and shape   **Physical Education**  **Please note every Physical Education ring starts with a warm up exercise, followed by a main activity and finally a cool down ring.**  **Locomotion/ non locomotion**   * Walk and run in different directions * Walking, marching, hopping, sliding, skipping, galloping, jumping and rolling * Non-locomotor: bending, stretching and curling the body into various shapes   **Perceptual motor**   * Simple obstacle course e.g. jumping, running, throwing, climbing * Skip over a swinging rope * Jump over low obstacles such as low held rope * Jump to cover distances on the ground   **Rhythm**   * Jumping with feet together and on alternate feet * Simple hop-scotch, single take-off to single landing, single take off to double feet landing, double take off to single landing   **Co-ordination**   * Throwing and catching beanbags * Jungle gym - arm travelling while hanging with over-grasp * Jungle gym - climb up a ladder   **Balance**   * Climbing over low level objects such as tyres, chairs * Balancing: Walking on a rope, walking on tyres, logs, planks, stones, * Identify different ways of moving across balancing beams, jump off and soft landing (bend the knees) * Jungle gym - balance walking on lower balancing forms * Balancing on one foot L/R   **Spatial orientation**   * Direction and pathways: walking in a straight line, curved line and zigzag * Speed: walking fast, march faster, running faster along a straight line, curved line and zigzag * Jump over and move under obstacles, crawling, climbing, jumping * Jungle gym: crawling and weaving through the frames using different parts of the body   **Laterality**   * Moving sideways L/R in a straight pathway, curved pathway and zigzag * Hopping on non-dominant foot   **Sports and Games**   * Buck and hunters; cat and mouse; wolf and sheep; catch the tail | 2.5 % |  |  |  |  |
|  |  |  |  | **Activity 1: Rubric 1: Beginning Knowledge/ Personal and Social Well-being (Winter Day 4) Learners identify the features of Winter**   * Learners identify the different phenomenon of Winter * Learners identify what they eat * Learners identify what clothes they wear   **Assessment form:** Oral  **Assessment tool:** Rubric 1  **Assessment (ongoing)**   * Create 3D: Manipulates scissors * Create 3D: Tearing and pasting * Create 3D: Manipulate playdough: rolling, pinching, joining |  |  | 1.0 % |  |  |
| 5 | 2/3 | **Theme: Animals**  **Topic: Water** | | | | | | | |
| 5 | 2/3 |  |  | **Beginning Knowledge/ Personal and Social Well-being**  Discuss items on Theme table. Discuss different kinds of pets, farm animals, wild animals, ocean animals, reptiles and birds, what products do we get from animals ,how do we take care of pets, where do they live and what do they eat.  **Creative Arts: Performing Arts**  **Creative games and skills**   * Warming up movements using actions to stories as a stimulus * Pony gallops using rhythm and movement * Music, voice and movement, focusing on pitch: high and low | 5.0 % |  |  |  |  |
| 5 | 2/3 |  |  | * Using body percussion and/or percussion instruments to perform simple rhythm patterns * Spatial awareness through movement * Gestures and facial expressions to communicate emotions such as ‘sad’, ‘happy’ * Cooling down the body and relaxation   **Improvise and interpret**   * Songs: focus on pitch * Rhythms: long and short note values (durations) using body percussion and/or percussion instruments * Dramatising make-believe situations or own life experiences with movement and song * Concrete objects to represent other objects in dramatic play   **Creative Arts: Visual Arts**  **Create in 2D**   * Draw and paint freely using the week’s topic * Mixing of own paint to correct consistency * Working in different formats and paper sizes and brushes of different sizes to work with increased detail * **Art:** A collage of animals   **Create in 3D** (Constructing and modeling)   * Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off-cuts and other material * Encourage development of skills through manipulation of the materials * Use playdough to improve fine-motor ability; rolling, pinching, joining * **Art**: Making a paper dog * **Art**: Making a sheep * **Art**: Make an aquarium * **Make and Bake**: Soup/ Toast   **Visual Literacy**   * Looking at and talking about colour and shape in pictures and photographs * Responding to questions to show awareness of colour and shape |  |  |  |  |  |
|  |  |  |  | **Physical Education**  **Please note every Physical Education ring starts with a warm up exercise, followed by a main activity and finally a cool down ring.**  **Locomotion/ non locomotion**   * Walk and run in different directions * Walking, marching, hopping, sliding, skipping, galloping, jumping and rolling * Non-locomotor: bending, stretching and curling the body into various shapes   **Perceptual motor**   * Simple obstacle course e.g. jumping, running, throwing, climbing * Skip over a swinging rope * Jump over low obstacles such as low held rope * Jump to cover distances on the ground   **Rhythm**   * Jumping with feet together and on alternate feet * Simple hop-scotch, single take-off to single landing, single take off to double feet landing, double take off to single landing   **Co-ordination**   * Throwing and catching beanbags * Jungle gym - arm travelling while hanging with over-grasp * Jungle gym - climb up a ladder   **Balance**   * Climbing over low level objects such as tyres, chairs * Balancing: Walking on a rope, walking on tyres, logs, planks, stones, * Identify different ways of moving across balancing beams, jump off and soft landing (bend the knees) * Jungle gym - balance walking on lower balancing forms * Balancing on one foot L/R   **Spatial orientation**   * Direction and pathways: walking in a straight line, curved line and zigzag * Speed: walking fast, march faster, running faster along a straight line, curved line and zigzag * Jump over and move under obstacles, crawling, climbing, jumping * Jungle gym: crawling and weaving through the frames using different parts of the body |  |  |  |  |  |
|  |  |  |  | **Laterality**   * Moving sideways L/R in a straight pathway, curved pathway and zigzag * Hopping on non-dominant foot   Sports and Games   * Buck and hunters; cat and mouse; wolf and sheep; catch the tail |  |  |  |  |  |
| 5 | 2/3 |  |  | **Assessment**  **Activity 2: Rubric 2: Creative Arts: Visual Arts (Animals Day 2) Learners make a dog**  **Create in 2D**   * Working in different formats and paper sizes and brushes of different sizes to work with increased detail   **Create in 3D** (Constructing and modeling)   * Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off-cuts and other material * Encourage development of skills through manipulation of the materials   **Assessment form:** Oral  **Assessment tool:** Rubric 2  **Activity 3: Rubric 3: Beginning Knowledge/ Personal and Social Well-being (Animals Day 10) Learners identify an animal and talks about it.**   * Learners identify animals. * Learners describe animals   **Assessment form:** Oral  **Assessment tool:** Rubric 3  **Assessment (ongoing)**   * Create 3D: Manipulates scissors * Create 3D: Tearing and pasting * Create 3D: Manipulate playdough: rolling, pinching, joining |  |  | 5.0 % |  |  |
| 5 | 4/5 |  | **Theme: Communication** | | | | | | |
| 5 | 4/5 |  |  | **Beginning Knowledge/ Personal and Social Well-being**  Discuss item on the Theme table, five senses, communication methods, languages that they speak, reading books, magazines, newspaper, telephones, radio and television.  **Creative Arts: Performing Arts**  **Creative games and skills**   * Warming up movements using actions to stories as a stimulus * Pony gallops using rhythm and movement * Music, voice and movement, focusing on pitch: high and low * Using body percussion and/or percussion instruments to perform simple rhythm patterns * Spatial awareness through movement * Gestures and facial expressions to communicate emotions such as ‘sad’, ‘happy’ * Cooling down the body and relaxation   **Improvise and interpret**   * Songs: focus on pitch * Rhythms: long and short note values (durations) using body percussion and/or percussion instruments * Dramatising make-believe situations or own life experiences with movement and song * Concrete objects to represent other objects in dramatic play   **Creative Arts: Visual Arts**  **Create in 2D**   * Draw and paint freely using the week’s topic * Mixing of own paint to correct consistency * Working in different formats and paper sizes and brushes of different sizes to work with increased detail * **Art:** Collage * **Art:** Bubble painting   **Create in 3D** (Constructing and modeling)   * Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off-cuts and other material * Encourage development of skills through manipulation of the materials * Use playdough to improve fine-motor ability; rolling, pinching, joining * **Art:** Make a post box * **Art:** Make a television * **Make and Bake:** Bread Pudding   **Visual Literacy**   * Looking at and talking about colour and shape in pictures and photographs * Responding to questions to show awareness of colour and shape   **Physical Education**  **Please note every Physical Education ring starts with a warm up exercise, followed by a main activity and finally a cool down ring.**  **Locomotion/ non locomotion**   * Walk and run in different directions * Walking, marching, hopping, sliding, skipping, galloping, jumping and rolling * Non-locomotor: bending, stretching and curling the body into various shapes   **Perceptual motor**   * Simple obstacle course e.g. jumping, running, throwing, climbing * Skip over a swinging rope * Jump over low obstacles such as low held rope * Jump to cover distances on the ground   **Rhythm**   * Jumping with feet together and on alternate feet * Simple hop-scotch, single take-off to single landing, single take off to double feet landing, double take off to single landing   **Co-ordination**   * Throwing and catching beanbags * Jungle gym - arm travelling while hanging with over-grasp * Jungle gym - climb up a ladder   **Balance**   * Climbing over low level objects such as tyres, chairs * Balancing: Walking on a rope, walking on tyres, logs, planks, stones, * Identify different ways of moving across balancing beams, jump off and soft landing (bend the knees) * Jungle gym - balance walking on lower balancing forms * Balancing on one foot L/R   **Spatial orientation**   * Direction and pathways: walking in a straight line, curved line and zigzag * Speed: walking fast, march faster, running faster along a straight line, curved line and zigzag * Jump over and move under obstacles, crawling, climbing, jumping * Jungle gym: crawling and weaving through the frames using different parts of the body   **Laterality**   * Moving sideways L/R in a straight pathway, curved pathway and zigzag * Hopping on non-dominant foot   **Sports and Games**  Buck and hunters; cat and mouse; wolf and sheep; catch the tail | 5.0 % |  |  |  |  |
| 5 | 4/5 |  |  | **Assessment**  **Activity 4: Rubric 4: Creative Arts: Visual Arts(Communication Day 9) Learners make a television**  **Create in 2D**   * Draw and paint freely using the week’s topic * Working in different formats and paper sizes and brushes of different sizes to work with increased detail   **Create in 3D** (Constructing and modeling)   * Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off-cuts and other material * Encourage development of skills through manipulation of the materials   **Assessment form:** Oral  **Assessment tool:** Rubric 4  **Activity 5: Rubric 5: Beginning Knowledge/ Personal and Social Well-being (Communication Day 10)**   * Learners identify different ways to communicate * Learner is able to say own name and surname.   **Assessment form:** Oral  **Assessment tool:** Rubric 5  **Assessment (ongoing)**   * Create 3D: Manipulates scissors * Create 3D: Tearing and pasting * Create 3D: Manipulate playdough: rolling, pinching, joining |  |  | 6.5 % |  |  |
| 6 | 6/7 |  | **Theme: People who help us**  **Topic: Jobs people do** | | | | | | |
| 6 | 6/7 |  |  | **Beginning Knowledge/ Personal and Social Well-being**  Discuss items on the Theme table, Work relating to Transport, Health, Food e.g. shop keepers, waiters, baker, farmer, • Services e.g. builder, plumber, electrician, painter, going to the doctor, people who help us in the community, important emergency numbers, fireman, librarian, policeman, garbage collector and handling blood  **Creative Arts: Performing Arts**  **Creative games and skills**   * Warming up movements using actions to stories as a stimulus * Pony gallops using rhythm and movement * Music, voice and movement, focusing on pitch: high and low * Using body percussion and/or percussion instruments to perform simple rhythm patterns * Spatial awareness through movement * Gestures and facial expressions to communicate emotions such as ‘sad’, ‘happy’ * Cooling down the body and relaxation   **Improvise and interpret**   * Songs: focus on pitch * Rhythms: long and short note values (durations) using body percussion and/or percussion instruments * Dramatising make-believe situations or own life experiences with movement and song * Concrete objects to represent other objects in dramatic play   **Creative Arts: Visual Arts**  **Create in 2D**   * Draw and paint freely using the week’s topic * Mixing of own paint to correct consistency * Working in different formats and paper sizes and brushes of different sizes to work with increased detail * **Art:** Potatoe prints * **Art:** Paper folding * **Art:** Weaving   **Create in 3D** (Constructing and modeling)   * Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off-cuts and other material * Encourage development of skills through manipulation of the materials * Use playdough to improve fine-motor ability; rolling, pinching, joining * **Art:** Painting a house on fire * **Make and Bake:** Banana popsicles   **Visual Literacy**   * Looking at and talking about colour and shape in pictures and photographs * Responding to questions to show awareness of colour and shape   **Physical Education**  **Please note every Physical Education ring starts with a warm up exercise, followed by a main activity and finally a cool down ring.**  **Locomotion/ non locomotion**   * Walk and run in different directions * Walking, marching, hopping, sliding, skipping, galloping, jumping and rolling * Non-locomotor: bending, stretching and curling the body into various shapes   **Perceptual motor**   * Simple obstacle course e.g. jumping, running, throwing, climbing * Skip over a swinging rope * Jump over low obstacles such as low held rope * Jump to cover distances on the ground   **Rhythm**   * Jumping with feet together and on alternate feet * Simple hop-scotch, single take-off to single landing, single take off to double feet landing, double take off to single landing   **Co-ordination**   * Throwing and catching beanbags * Jungle gym - arm travelling while hanging with over-grasp * Jungle gym - climb up a ladder   **Balance**   * Climbing over low level objects such as tyres, chairs * Balancing: Walking on a rope, walking on tyres, logs, planks, stones, * Identify different ways of moving across balancing beams, jump off and soft landing (bend the knees) * Jungle gym - balance walking on lower balancing forms * Balancing on one foot L/R   **Spatial orientation**   * Direction and pathways: walking in a straight line, curved line and zigzag * Speed: walking fast, march faster, running faster along a straight line, curved line and zigzag * Jump over and move under obstacles, crawling, climbing, jumping * Jungle gym: crawling and weaving through the frames using different parts of the body   **Laterality**   * Moving sideways L/R in a straight pathway, curved pathway and zigzag * Hopping on non-dominant foot   **Sports and Games**   * Buck and hunters; cat and mouse; wolf and sheep; catch the tail | 5.0 % |  |  |  |  |
| 5 | 6/7 |  |  | **Assessment**  **Activity 6: Physical Education (People who help us Day 5)**   * Locomotor: walk and run in different directions, hopping * Non-locomotor: bending, stretching and curling the body into various shapes * Perceptual motor: Works through an obstacle course that has bending * Co-ordination: Throwing and catching beanbags * Spatial orientation: Direction and pathways: walking in a straight line, curved line and zigzag, Speed: walking fast, march faster, running faster along a straight line, curved line and zigzag * Laterality: Hopping   **Assessment form:** Oral, practical  **Assessment tool:** Checklist, Rubric6.1,6.2  **Activity 7: Beginning Knowledge/ Personal and Social Well-being (People who help us Day 9) Learners identify jobs people do**   * Identify jobs * Identify what is required for each job   **Assessment form:** Oral  **Assessment tool:** Rubric 7  **Assessment (ongoing)**   * Create 3D: Manipulates scissors * Create 3D: Tearing and pasting * Create 3D: Manipulate playdough: rolling, pinching, joining |  |  | 5.0 % |  |  |
| 6 | 8/9 |  |  | **Theme: Farming**  **Topic: Dairy Farming, Fruits, Vegetable, Wool Farming** | | | | | |
| 6 | 8/9 |  |  | **Beginning Knowledge/ Personal and Social Well-being**  Discuss items on the Theme table, Dairy products and the animals they come from, how we get butter, wool farming, sheep farm, where wool comes from, uses of wool, poultry farming, Different types of vegetables, tastes and textures of vegetables, where vegetables come from, colours and shapes of vegetables, different types of fruit, tastes and textures of fruit, where fruit comes from, colours and shapes of fruit  **Creative Arts: Performing Arts**  **Creative games and skills**   * Warming up movements using actions to stories as a stimulus * Pony gallops using rhythm and movement * Music, voice and movement, focusing on pitch: high and low * Using body percussion and/or percussion instruments to perform simple rhythm patterns * Spatial awareness through movement * Gestures and facial expressions to communicate emotions such as ‘sad’, ‘happy’ * Cooling down the body and relaxation   **Improvise and interpret**   * Songs: focus on pitch * Rhythms: long and short note values (durations) using body percussion and/or percussion instruments * Dramatising make-believe situations or own life experiences with movement and song * Concrete objects to represent other objects in dramatic play   **Creative Arts: Visual Arts**  **Create in 2D**   * Draw and paint freely using the week’s topic * Mixing of own paint to correct consistency * Working in different formats and paper sizes and brushes of different sizes to work with increased detail * **Art:** Prints   **Create in 3D** (Constructing and modeling)   * Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off-cuts and other material * Encourage development of skills through manipulation of the materials * Use playdough to improve fine-motor ability; rolling, pinching, joining * **Art:** Paper plate: Hen * **Make and Bake:** Fruit caterpillar   **Visual Literacy**   * Looking at and talking about colour and shape in pictures and photographs * Responding to questions to show awareness of colour and shape   **Physical Education**  **Please note every Physical Education ring starts with a warm up exercise, followed by a main activity and finally a cool down ring.**  **Locomotion/ non locomotion**   * Walk and run in different directions * Walking, marching, hopping, sliding, skipping, galloping, jumping and rolling * Non-locomotor: bending, stretching and curling the body into various shapes   **Perceptual motor**   * Simple obstacle course e.g. jumping, running, throwing, climbing * Skip over a swinging rope * Jump over low obstacles such as low held rope * Jump to cover distances on the ground   **Rhythm**   * Jumping with feet together and on alternate feet * Simple hop-scotch, single take-off to single landing, single take off to double feet landing, double take off to single landing   **Co-ordination**   * Throwing and catching beanbags * Jungle gym - arm travelling while hanging with over-grasp * Jungle gym - climb up a ladder   **Balance**   * Climbing over low level objects such as tyres, chairs * Balancing: Walking on a rope, walking on tyres, logs, planks, stones, * Identify different ways of moving across balancing beams, jump off and soft landing (bend the knees) * Jungle gym - balance walking on lower balancing forms * Balancing on one foot L/R   **Spatial orientation**   * Direction and pathways: walking in a straight line, curved line and zigzag * Speed: walking fast, march faster, running faster along a straight line, curved line and zigzag * Jump over and move under obstacles, crawling, climbing, jumping * Jungle gym: crawling and weaving through the frames using different parts of the body   **Laterality**   * Moving sideways L/R in a straight pathway, curved pathway and zigzag * Hopping on non-dominant foot   **Sports and Games**  Buck and hunters; cat and mouse; wolf and sheep; catch the tail | 5.0 % |  |  |  |  |
|  |  |  |  | **Assessment**  **Activity 8: Physical Education (Farming Day 2) Learners complete an obstacle course**   * Locomotion/ non locomotion: Sliding, skipping, galloping, jumping * Perceptual motor: Jumping * Rhythm: Hopscotch * Balance: Identify different ways of moving across balancing beams, jump off and soft landing (bend the knees), Jungle gym - balance walking on lower balancing forms, Balancing on one foot L/R * Spatial orientation: Jungle gym: crawling and weaving through the frames using different parts of the body, speed * Laterality: Moving sideways L/R in a straight pathway, curved pathway and zigzag   **Sports and Games**   * Buck and hunters; cat and mouse; wolf and sheep; catch the tail * Water play * Sand play   **Assessment form:** Oral, practical  **Assessment tool:** Checklist, Rubric 8  **Activity 9: Creative art: Performing Arts: The teacher will do a music ring with the learners. (Farming Day 4)**  **Creative games and skills**   * Warming up movements using actions to stories as a stimulus * Pony gallops using rhythm and movement * Music, voice and movement, focusing on pitch: high and low * Using body percussion and/or percussion instruments to perform simple rhythm patterns * Spatial awareness through movement * Gestures and facial expressions to communicate emotions such as ‘sad’, ‘happy’ * Cooling down the body and relaxation   **Improvise and interpret**   * Songs: focus on pitch * Rhythms: long and short note values (durations) using body percussion and/or percussion instruments * Dramatising make-believe situations or own life experiences with movement and song * Concrete objects to represent other objects in dramatic play   **Assessment form:** Practical  **Assessment tool:** Rubric 9  **Activity 9 : Listening and Speaking Learners sing/ recite songs/ rhymes**   * Sings songs, recites rhymes and performs actions with the whole class   **Form of Assessment:** Oral  **Assessment tool:** Rubric  **Integrated with Home Language**  **Assessment (ongoing)**   * Create 3D: Manipulates scissors * Create 3D: Tearing and pasting * Create 3D: Manipulate playdough: rolling, pinching, joining |  |  | 7.5 % |  |  |
| 6 | 10 |  | **Theme: Spring**  **Topic: Weather, Water, Healthy environment** | | | | | | |
|  |  |  |  | **Beginning Knowledge/ Personal and Social Well-being**  Discussion items on Theme table, changes in weather, a walk about, how is nature affected, what do gardens and trees look like?, how animals are affected, how people are affected, what do we wear, what do we eat, games we play, evergreen and deciduous trees, leaves, keeping free from the flu, Spring months September, October and November, blossoms  **Creative Arts: Performing Arts**  **Creative games and skills**   * Warming up movements using actions to stories as a stimulus * Pony gallops using rhythm and movement * Music, voice and movement, focusing on pitch: high and low * Using body percussion and/or percussion instruments to perform simple rhythm patterns * Spatial awareness through movement * Gestures and facial expressions to communicate emotions such as ‘sad’, ‘happy’ * Cooling down the body and relaxation   **Improvise and interpret**   * Songs: focus on pitch * Rhythms: long and short note values (durations) using body percussion and/or percussion instruments * Dramatising make-believe situations or own life experiences with movement and song * Concrete objects to represent other objects in dramatic play   **Creative Arts: Visual Arts**  **Create in 2D**   * Draw and paint freely using the week’s topic * Mixing of own paint to correct consistency * Working in different formats and paper sizes and brushes of different sizes to work with increased detail * **Art:** Painting: straw painting   **Create in 3D** (Constructing and modeling)   * Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off-cuts and other material * Encourage development of skills through manipulation of the materials * Use playdough to improve fine-motor ability; rolling, pinching, joining * **Art:** Making a kite * **Make and Bake:**   **Visual Literacy**   * Looking at and talking about colour and shape in pictures and photographs * Responding to questions to show awareness of colour and shape   **Physical Education**  **Please note every Physical Education ring starts with a warm up exercise, followed by a main activity and finally a cool down ring.**  **Locomotion/ non locomotion**   * Walk and run in different directions * Walking, marching, hopping, sliding, skipping, galloping, jumping and rolling * Non-locomotor: bending, stretching and curling the body into various shapes   **Perceptual motor**   * Simple obstacle course e.g. jumping, running, throwing, climbing * Skip over a swinging rope * Jump over low obstacles such as low held rope * Jump to cover distances on the ground   **Rhythm**   * Jumping with feet together and on alternate feet * Simple hop-scotch, single take-off to single landing, single take off to double feet landing, double take off to single landing   **Co-ordination**   * Throwing and catching beanbags * Jungle gym - arm travelling while hanging with over-grasp * Jungle gym - climb up a ladder   **Balance**   * Climbing over low level objects such as tyres, chairs * Balancing: Walking on a rope, walking on tyres, logs, planks, stones, * Identify different ways of moving across balancing beams, jump off and soft landing (bend the knees) * Jungle gym - balance walking on lower balancing forms * Balancing on one foot L/R   **Spatial orientation**   * Direction and pathways: walking in a straight line, curved line and zigzag * Speed: walking fast, march faster, running faster along a straight line, curved line and zigzag * Jump over and move under obstacles, crawling, climbing, jumping * Jungle gym: crawling and weaving through the frames using different parts of the body   **Laterality**   * Moving sideways L/R in a straight pathway, curved pathway and zigzag * Hopping on non-dominant foot   **Sports and Games**  Buck and hunters; cat and mouse; wolf and sheep; catch the tail | 2.5 % |  |  |  |  |
|  |  |  |  |  | 25% |  | 25% |  |  |