

South African National Anthem

Nkosi Sikelel' iAfrika
Maluphakanyisw' uphondo lwayo,
Yizwa imithandazo yethu,
Nkosi sikelela, thina lusapho lwayo

Morena boloka setjhaba sa heso,
O fedise dintwa le matshwenyeho,
O se boloke, O se boloke setjhaba
sa heso,
Setjhaba sa South Afrika –
South Afrika.

Uit die blou van onse hemel,
Uit die diepte van ons see,
Oor ons ewige gebergtes,
Waar die kranse antwoord gee,

Sounds the call to come together,
And united we shall stand,
Let us live and strive for freedom,
In South Africa our land.

African Union Anthem

Let us all unite and celebrate together
The victories won for our liberation
Let us dedicate ourselves to rise together
To defend our liberty and unity

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of life

Let us all unite and sing together
To uphold the bonds that frame our destiny
Let us dedicate ourselves to fight together
For lasting peace and justice on the earth

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of life

Let us all unite and toil together
To give the best we have to Africa
The cradle of mankind and fount of culture
Our pride and hope at break of dawn

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of life

At the Crossroads series of books

The Department of Basic Education's *Life Skills* and *Life Orientation Teacher's Guide* series, for the *At the Crossroads* textbooks for grades 4 to 12, equips educators with practical tools and strategies to use the textbooks in the classroom. By using the grade-specific teacher's guide alongside the textbook for the same grade, teachers are supported to effectively guide learners through the content and activities of the *At the Crossroads* textbook, thereby helping learners to connect, imagine, and co-create their life journeys.

The Department of Basic Education's *Competency Framework*, with its prime focus on *knowledge, skills, characters and attitudes, values and cross-cutting priorities*, is central to the logic of the *At the Crossroads Teacher's Guides*. Each teacher's guide includes helpful notes for strengthening the curriculum, facilitating activities and suggestions for assessment. The Teacher's Guide also assists with the planning of progression from grade to grade. Teachers are provided with insights for facilitating lessons on health, nutrition, safety, mental health, sexuality, physical fitness, and the use of technology, as well as fostering emotional regulation, quality relationships with people, animals, and the environment, and an understanding of civic responsibilities aligned with the country's laws and Constitution.

By using these teacher's guides, educators can empower learners to explore their strengths, unpack their challenges, make informed subject choices, and navigate the crossroads of their learning journey towards meaningful careers and sustainable livelihoods and lifestyles, in the twenty-first century.

There are **21 books** in the series.

There are 21 books that make up the *At the Crossroads* series of books. In the Intermediate Phase there is a textbook for terms one and two and another textbook for terms three and four (making a total of 6 textbooks for this phase). In the Senior Phase (Grades 7 to 9) and the Further Education and Training Phase (Grades 10 to 12) there is a textbook for each grade level. Each grade (from 4 to 12) has a Teacher's Guide.



Digital



At the Crossroads

Teacher's Guide for Life Skills Textbook 1 and 2

Grade 5

Teacher's Guide for

At the Crossroads

Life Skills Textbook 1 and 2

Grade

5



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Teacher's Guide for *At the Crossroads* Life Skills

Grade

5



First published in 2025 by the Department of Basic Education as part of the *At the Crossroads* textbook series for the Curriculum and Assessment Policy Statements for Life Skills and Life Orientation for Grades 4 to 12.

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Foreword from the Department of Basic Education

Life Skills and **Life Orientation** were introduced as learning areas into South African schools by the Department of Basic Education (DBE) in 1997, and like all learning areas in the curriculum, Life Skills and Life Orientation are based on the values of the Constitution (Act 108 of 1996). The goal is to prepare learners to cope with the many challenges in a fast-changing post-apartheid South Africa, as well as build a nation where democratic values support everyone to thrive.

As expressed in its Preamble, the **Constitution of South Africa** aims to:

- heal the divisions of the past and help form a society based on democratic values, social justice and fundamental human rights;
- lay the foundations for an open, democratic society, run by a government elected by the people where every citizen is equally protected by the law;
- improve the quality of life for all citizens and help them to reach their potential; and
- help build a South Africa that we can all be proud of which stands tall amongst nations.

Life Skills and Life Orientation play an important role in achieving these aims, as well as supporting learners in exploring a wide range of relevant topics and developing their ability to:

- think about their rights as members of society and the responsibilities that accompany these rights;
- explore their potential, find out what they are capable of and decide who they want to be;
- collaborate and negotiate with others: listen, give and receive feedback, engage with disagreement and argue for their point of view with confidence.

The world is changing fast. With advances in technology, young people can explore the world beyond the classroom. As citizens of the world, our learners need help to confront a wide range of challenges – some inherited and some new – climate change, fast-spreading diseases, advances in digital technology, mass consumerism, and social media, to name a few. Life Skills and Life Orientation equip our learners with key life skills – creative and critical thinking, effective communication and dynamic collaboration – to help them explore all their options and successfully find their way to adulthood.

The DBE takes great pleasure in releasing the *At the Crossroads* Life Skills and Life Orientation textbooks for Grade 4 to Grade 12 learners. These textbooks, together with the teacher's guides, will provide learners and teachers with the opportunity to imagine wonderful life journeys. In addition, they will help learners to regulate their emotions and make informed, values-based decisions about their own lifestyles: their sexuality, use of technology, health and physical fitness, their relationships with people, animals and the environment. Through the exploration of their own strengths and challenges, learners can make better-informed subject choices that will help them find their way to meaningful careers and sustainable livelihoods.

The African continent, our home, has a wealth of values, knowledge, languages and perspectives to offer everyone. These textbooks encourage learners to explore this rich heritage as part of their learning journey. Indigenous knowledge from communities is welcome in the classroom, as are the languages of the home. Economic inequality is our greatest challenge: Educating our learners and encouraging life-long learning are our most effective tools to reduce it.

The Basic Education *At the Crossroads* Textbook series

The competencies framework on the following page informs the strengthening of the Life Skills and Life Orientation curriculum and the Department of Basic Education's development of the textbooks, the *At the Crossroads* Textbook series which consists of: [Turn the page](#) 

Grade 4: Textbook 1 (Terms 1 & 2), Textbook 2 (Terms 3 & 4) and Teacher's Guide

Grade 5: Textbook 1 (Terms 1 & 2), Textbook 2 (Terms 3 & 4) and Teacher's Guide

Grade 6: Textbook 1 (Terms 1 & 2), Textbook 2 (Terms 3 & 4) and Teacher's Guide

Grade 7: Textbook (Terms 1 to 4) and Teacher's Guide

Grade 8: Textbook (Terms 1 to 4) and Teacher's Guide

Grade 9: Textbook (Terms 1 to 4) and Teacher's Guide

Grade 10: Textbook (Terms 1 to 4) and Teacher's Guide

Grade 11: Textbook (Terms 1 to 4) and Teacher's Guide

Grade 12: Textbook (Terms 1 to 4) and Teacher's Guide.

In South Africa, in the National Curriculum and Assessment Policy Statement (CAPS) for Life Skills (Intermediate Phase) and Life Orientation (Senior Phase and Further Education and Training Phase) the knowledge, skills and values integral to learners' social emotional learning journey are not necessarily represented in every grade in a way that shows progression from one grade to another as scaffolded learning. The *At the Crossroads* series of textbooks aims to fill such gaps and smooth the progression of learning to better equip learners to meet the challenges of the 21st Century.





“Our curriculum has, to a large degree, been dominated by *knowledge acquisition* and little focus was given to *skills and competencies, attitudes and values and character development*. It is for this reason that Strengthening of the Curriculum focuses on the *holistic development of the learner* and we are committed to developing *ethical citizens, creative thinkers, problem solvers, learners who can communicate effectively and are digitally literate*. Assessment must be aligned to these curriculum changes and research has shown that assessment is a powerful force in driving curriculum change.”

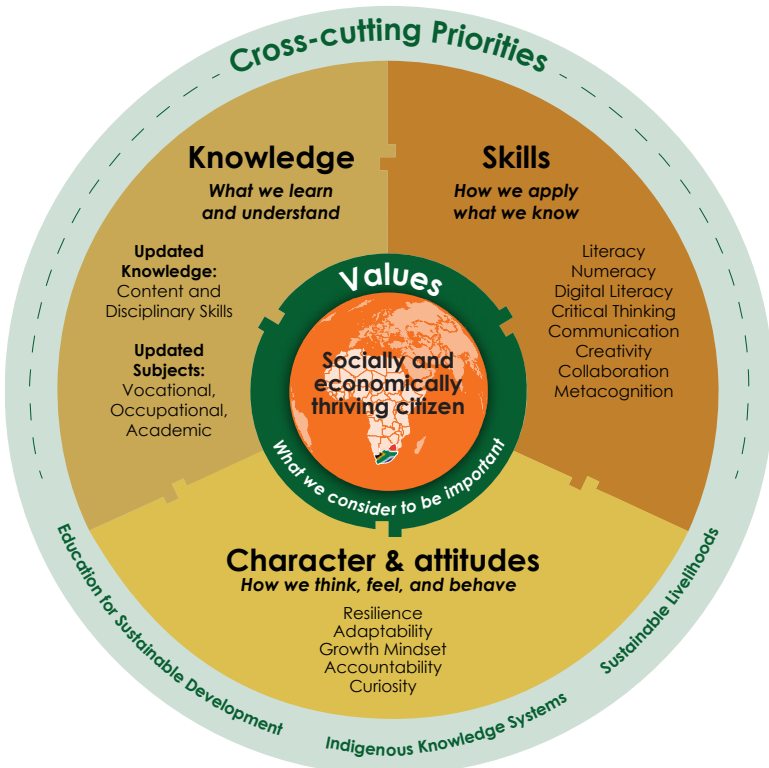
Opening Address by Minister Gwarube, MP, Basic Education, at the Association for Education Assessment in Africa (AEAA) International Conference 19 August 2024.

Together with a range of partners and stakeholders, the Department of Basic Education (DBE) has adopted a highly collaborative and research-based approach to the development of the draft competency framework in support of its national Curriculum Strengthening initiative with the aim to improve the quality and relevance of teaching and learning in South African schools. The framework, approved in 2024, is intended to:

- Align on, prioritise, and define the knowledge, skills, values, and attitudes all learners should have the opportunity to develop whilst at school.
- Guide and enable alignment in strengthening efforts across curriculum policy, assessment, teacher development, Learning and Teaching Support Materials (LTSM), and the learning environment.
- Enable greater alignment across research, policy, practice, and evaluation in the basic education sector.

The competency framework, seen in the diagram is a visual representation of the proposed knowledge, skills, character, attitudes, values, and cross-cutting priorities that will inform the strengthening of teaching, learning, and assessment in South African schools.

The Basic Education Competency Framework



The competency framework in the diagram above articulates the vision statement, knowledge requirements, skills and attitudes as follows:

- **Vision statement:** The learner, envisioned by the framework, is placed in South Africa, reflecting the local development and contextual relevance of the framework, and, also in the broader context of Africa and the world, reflecting South Africa’s role and responsibility as part of the African and global communities.
- **Knowledge, Skills, Character & Attitudes:** Interlinked in the framework, highlighting their interconnected nature. Specific priorities are within each component to guide teaching, learning, and assessment.

Knowledge is what we learn and understand, and it is evidence-informed.

Content and subject-specific skills being taught and learned in schools, encompassing declarative, conceptual, and procedural knowledge within the disciplines (CCR, 2023), across the Three Streams – Occupational, Vocational, Academic.

Updated Knowledge (Content and disciplinary skills): A review of content within existing subjects and strengthening them, improving the progression, coherence, sequencing, pacing and relevance of content. Making use of existing research to streamline content and focus more deeply on core concepts and essential content in each discipline.

Updated Subjects (Vocational, Occupational, Academic): A review of the current subjects on offer with the view to introduce new subjects to operationalise the Three Stream Model ensuring relevance of the curriculum for a changing world.

Skills: How we apply what we know

Foundational and Transversal skills that cut across disciplines and defined as “the ability and capacity to carry out processes and be able to use one’s knowledge in a responsible way to achieve a goal” (OECD, 2019b).

Foundational Skills: The basic building blocks, foundational to future learning in the 21st century, including:

- **Literacy:** The ability to identify, understand, interpret, create, communicate, and compute, using texts associated with varying contexts (UNESCO, n.d.1).
- **Numeracy:** The ability to use mathematical skills in appropriate and meaningful ways in order to meet the varied demands of personal, study, social and work life (UNESCO, n.d.2.).
- **Digital literacy:** The ability to access, manage, understand, integrate, communicate, evaluate, and create information safely and appropriately through digital technologies for participation in economic and social life. It includes competences that are variously referred to as computer literacy, ICT literacy, information literacy and media literacy (Antoninis, 2018).

Transversal Skills: Critical skills developed across disciplines, including:

- **Critical Thinking:** Includes asking questions, identifying problems, finding the right information, analysing it, and applying it to solve a problem (ACER, 2020a), that is, decision-making.
- **Creativity:** Defined as the ability to come up with many different ideas and apply them to find realistic solutions to problems (ACER, 2020b), including risk-taking and ensuring quality.
- **Collaboration:** When two or more people work together to solve a problem, achieving interdependence by sharing responsibility, pooling information and resources to develop a shared understanding of the problem and their solution to it (ACER, 2020c), including conflict resolution.

- **Communication:** Sharing information, attitudes and values, where both “what we say” (verbal communication) and “how we say it” (non-verbal communication) are important (CCR, 2019), including empathy and articulation.
- **Metacognition:** Helps us to reflect on our thinking, set goals, and monitor and evaluate our learning (CCR, 2019), including planning how to achieve those goals.

For more about how the curriculum is strengthened through skills and how these skills are developed in the At the Crossroads series, see pages 14 to 15 of your Teacher’s Guide.

Character & attitudes: How we think, feel, and behave

The skills learners need to “set goals, manage behaviour, build relationships, and process and remember information” (Jones and Kahn, 2017). Also referred to social emotional skills, soft skills, mindsets, dispositions, or attributes.

- **Adaptability:** Approaching others, events (especially those that involve change), circumstances, and ideas with flexibility, responsiveness, and/or acceptance, including cognitive and situational flexibility.
- **Accountability:** Accepting responsibility and being accountable for one’s words, actions, and attitudes, and making responsible decisions, including being self-directed and self-disciplined.
- **Growth Mindset:** The belief that abilities can be developed through hard work, including self-efficacy and openness to feedback.
- **Resilience:** Positive adaptation despite experiences of adversity, including perseverance, self-regulation, and self-care.
- **Curiosity:** Encompasses open-mindedness, exploration, passion, self-direction, motivation, initiative, enthusiasm, and spontaneity, including embracing the unknown and an inquisitive mindset.

Values: What we consider to be important

Values are at the centre of the framework, highlighting their importance and foundational role in all teaching and learning. These are taken from the 2001 *Manifesto on Values, Education and Democracy*, and including the following values: Democracy, Equality, Social Justice and Equity.

You can read more about how values strengthen the curriculum on pages 45 to 48 of your Teacher’s Guide.

Cross-cutting Priorities

Form the outer ring of the framework, they cut across subjects and grades in the strengthened curriculum. Concepts and ways of thinking that should be embedded across subjects, fields, and phases, through the teaching and learning process and in assessment practices.

You can read more about how cross-cutting priorities strengthen the curriculum on pages 51 to 53 of your Teacher’s Guide.



Look quickly through the book to see how the information, fonts, colours, diagrams and images are placed. Everything has been put where it is for a reason.

There are two facing pages (a double-page spread) for each lesson. Most lessons will take about 30 minutes to one hour to cover. Each lesson starts with a **title**, find no. 1 below. All lessons include **activities**, look at no. 2 below, that will inspire you to do your own research, stimulate your thinking and present possibilities you may not have considered before. All activities are based around a main **skill**, see no. 3 below. **Reading boxes**, find no. 4 below – provide extra information. The **journal** icon, see no. 5 below, suggests when to write in your own private journal in a language of your choice. The **footer** at the bottom of the left-hand page, look at no. 6 below, shows the term and the curriculum topic.

The colour and pattern in the quarter circle on the right top corner of the page shows the **curriculum topic** of the lesson, look at no. 7 below. **Pictures**, find no. 8 below, help with understanding the ideas in the lesson. You will find **Info Pages** in the lessons, look at no. 9.

Each lesson is part of a group, or set, of lessons within a curriculum topic. Each lesson is numbered within the lesson set. The **lesson set footer**, see no. 10 below, helps you to find your place in the lesson set. Each lesson set works as a whole, so look through a lesson set to see how the lessons build on one another. Look at no.11, a **sticker** shows you've come to the end of a lesson set.

1. The title of the lesson.

2. Each activity has a title and numbered instructions to guide you through a learning process.
The numbering continues across activities on the double-page spread. Some activities you do by yourself, for others you work in pairs, in groups, or as a class.

3. A skills icon tells you the main skill you will practise in an activity. Each skill is translated into one of South Africa's official languages.

4. Reading boxes and diagrams explain concepts and provide background information to help you with the activities.

5. A journal is a notebook where you write or draw your feelings and thoughts. Your journal is for you. You do not have to share it with anybody unless you choose to do so. In your journal, you can write in any language of your choice.

6. The term footer gives the curriculum topic and helps you to find your place in the textbook.

7. This colour code shows the curriculum topic of the lesson.

8. Pictures are there to inform, explain and inspire, so spend some time looking at them.

9. Some lesson sets have Info Page pages which provide more information about a topic. You will use them to complete some of the activities. You can also read these pages anytime on your own.

10. The footer on the right-hand page shows the lesson number and the topic of the lesson set.

11. This sticker shows the end of a lesson set.



Go through the features of a double-page spread, as explained on the previous pages 8 to 9. Use the questions below to help your learners identify the elements and understand how each element works on the page. All questions are based on Grade 5 Book 1 pages 142–143 and Info Page E, Book 1 page 158 as an Info Page. Ask questions to help learners identify the elements and explain their purpose. An example process for this is shown below.

Identify design elements to help you use this textbook

Ask the learners to turn to pages 142 and 143 in Book 1. These are shown in pages 8 to 9 of your Teacher's Guide.

The title of the lesson

1. Look at page 142. What is the biggest heading on the page? Read with learners: **'All children have rights'**. Tell learners that this is the **title of the lesson**.
 - a. Point out the writing in big letters that is below the heading. This is the introduction. Together with the title, it tells you what the lesson is about.

The activities in the lesson

2. Explain that each lesson has an **activity** – something for them to do. Each activity also has a **title**. The activity title is in a coloured band, so we can find it easily.
 - a. Ask learners to find the activity title on page 142. Read the title with the learners, 'Hola, Hello, Hi'.
 - b. Each part of an activity has a number. How many parts are there in this activity? *Answer: Four.*
 - c. Some lessons have more than one activity. Then the numbers for the parts follow on from the previous activity.
 - d. If this lesson had another activity, what would the number of the next part be? *Answer: Five.*
 - e. Explain that for some activities they will work on their own, for others they may work in pairs, groups, or as a class.

The skills in the lesson

3. Look at the cartoon picture next to the activity. What do you think it shows? *Example answer: Three people talking with each other.*
 - a. Explain that the drawing is part of the skill icon. It shows the main skill learners will practise in the activity.
 - b. Read the text in this skills icon with learners. 'Share and compare' (English) and 'Khovelani nivhambedze' (isiNdebele).

Reading boxes, stories, photographs, drawings

4. Tell learners that each lesson may have other information to help them with the activity. This is shown in a **reading box**.
 - a. Ask learners to find the reading box on page 143.
 - b. Explain that sometimes there are **drawings** and **photographs** on the pages. These will help them with the activities and to understand what the lesson is about.
 - c. Ask learners to look at the photograph and drawings on page 143. What do they show? Note: The drawing of the tree represents the lekgotla tree that is in the Constitutional court. The drawings of the people along the bottom of the page represent the diversity of people in South Africa. You may like to talk about that with learners.
 - d. Ask learners to look at the picture on page 143. Read the heading above the picture. Show how it links to what the lesson is about.

The footers at the bottom of the pages

5. Ask the learners to look at the bottom of page 142. Tell them that we call information at the bottom of a page the **'footer'**. Do they think that is a good name for it? Why/why not?
 - a. Explain that a footer helps you find where you are in a book.

- b. Ask learners to point to the page number. What is the number of the next page?
 - c. Read the text at the bottom of page 142 with learners. Explain that 'Social responsibility' is the main curriculum topic for this lesson. Each group of lessons relate to a topic.
 - d. Ask learners what else this footer tells them. *Answer: their Grade, and the term in which they will do this lesson.*
 - e. Ask learners to look at the footer on page 143.
 - f. Read the footer with learners. Explain that it gives the lesson number and the name (theme/topic) of this lesson set (group of lessons).
 - g. What is the lesson number? *Answer: 5.8.* What is the lesson theme? *Answer: Violation of children's rights.*
 - h. Explain that lesson set 5 is a group of lessons about violation of children's rights. This is the last lesson for lesson set 5. How many lessons are they in lesson set 5? *Answer: 8*
 - i. End by recapping how learners can use the footers to find a particular lesson in Book 1: Look for the term, topic (on the left hand page) and the lesson number and topic (on the right hand page).
- Note: the Creative Arts and Physical Education footers follow the same idea, although they do not have lesson set numbers.

Info Pages

6. Look at page 158 with learners. Ask them to find the title of the page. Ask them to find 'Info Page E'.
 - a. Explain that these pages provide more information to help them with their activities. They use letters, instead of numbers, to help us find them.

Stickers at the end of a lesson set

7. Ask learners to find the *baie mooi* sticker on page 143. Tell learners that a sticker shows the end of a lesson set. This is the last lesson about violation of children's rights and responsibilities.

Colour code at the top right-hand corner of pages

8. Point out the coloured quarter circle at the top right of page 143. Ask learners what they think that could mean.
 - a. Explain that each curriculum topic has a different colour code. This is another way to find a particular topic or lesson set.
 - b. Ask learners to turn to page 145. Find the colour code. Compare it with the code on page 143. Pages 182–183 are the beginning of the Term 2, Creative Arts: Performing Arts lessons.
 - c. Turn to page 215. What is the colour of the code at the top of that page? It shows the beginning of Term 2 Visual arts lessons.
 - d. Turn to page 233 the colour code there shows the start of the Physical Education lessons for Term 2.

Revising the elements

9. When you begin lesson 1.1 you can ask learners to identify the lesson title, activities and skills on pages 2-3. You can also point out the **Journal icon**. Explain that a journal is a notebook where they can draw or write their thoughts and feelings. A journal is for their eyes only, a private space. They do not share it with anyone – even you, their teacher, unless they choose to do so. Learners must respect the privacy of each other's journals.

You can get this information and read more about how Social and Emotional Learning and Journalling strengthen the curriculum on pages 49 to 50 of your Teacher's Guide.

The **first lesson** of the year will be for learners to make and use a skills bookmark in the language of their choice.

Make your **skills bookmark** lesson can be found on pages xii – 1 in the textbook.

The **bookmarks in the ten of the official languages** can be found on pages 21 to 25 of your Teacher's Guide.



In the **Intermediate Phase school curriculum**, the subject Life Skills has different topics. In this book, the topics are organised in the groups shown on this page.

Each topic is colour-coded, to help you find all the pages on that topic.

Look for the colour code at the top right corner of a lesson page.

Personal and Social Well-being

Development of the self

Development of self explores ways to look after your physical, emotional and mental well-being.

Sexuality explores ways to develop relationships that are safe, healthy and meaningful.

Conflict explores ways to deal with disagreements, peer pressure, bullying and violence.

Social responsibility

Social responsibility is about **human rights** and explores the value of diversity and encourages you to become an active member of society, protecting the freedoms of us all.

Health and environmental responsibility

Nutrition explores the effects of the different foods we put in our bodies.

Health and hygiene explores how we can protect ourselves from harmful germs, including communicable and non-communicable diseases.

Environmental responsibility explores what we can do for a healthy environment.

Safety explores different types of safety, including road, railway, water, fire, electricity and cyber safety.

Substance Abuse

Substance Abuse explores the consequences of what we choose to put in our bodies.

Physical Education

Physical Education is about movement that improves health and fitness.

Creative Arts

Performing Arts (dance, drama, music) develops the skills of using the body, the voice, the emotions and the imagination to create dance, musical and theatre performances.

Visual Arts develops the skills of making and understanding 2D and 3D works of art, and design principles.

Topics covered in Grade 5

Topic and lesson set		
Term 1		
Development of self in society	Positive self concept formation	
	Receiving and giving feedback	
	Coping with emotions	
	Relationships with people, peers, older people and strangers	
Creative Arts	Performing Arts Warm up and play, Music, Dance, Drama	Visual Arts Visual literacy, Create in 2D, Create in 3D
Physical education	Generic stretches; Participation in movement sequences	
Term 2		
Social responsibility	Violation of children’s rights	
	Child abuse	
	Dealing with violent situations	
	Issues of age and gender	
Creative Arts	Performing Arts Warm up and play, Music, Dance, Drama	Visual Arts Visual literacy, Create in 2D, Create in 3D
Physical education	Target and invasion games	
Term 3		
Health and environmental responsibility	Festivals and customs of a variety of religions in South Africa	
	Safety measures at home and the environment	
	Water as an important basic need	
	Healthy eating for children	
Creative Arts	Performing Arts Warm up and play, Music, Dance, Drama	Visual Arts Visual literacy, Create in 2D, Create in 3D
Physical education	Generic stretches; Rhythmic movements	
Term 4		
Health and environmental responsibility	Local environmental health problems	
	HIV and AIDS education: dealing with stigma	
	Substance abuse	
Creative Arts	Performing Arts Warm up and play, Music, Dance, Drama	Visual Arts Visual literacy, Create in 2D, Create in 3D
Physical education	Recreational activities and physical fitness	



Evidence tells us that when content knowledge is taught in isolation from skills, it is often learned superficially and does not lead to the deeper learning that enables learners to transfer their learning to other contexts. The ability to transfer learning to new contexts is essential for preparing young people to meet the complex demands of social, political, economic and technological changes.

The 15 key skills that are developed progressively through the *At the Crossroads* textbook series, are central to this learning journey. The skills, worded to reflect the development of learners through the Intermediate, Senior and Further Education and Training Phases, are shown in the table below.

The 15 skills progressed through the *At the Crossroads* textbook series

Key skill	Intermediate Phase	Senior Phase	Further Education and Training Phase
Love your being	Be kind to yourself	Enjoy a healthy mind and body	Take better care of yourself
Ask your questions	Ask questions about the things you want to know	Ask questions that will help you understand what is going on	Ask questions that guide, probe and produce useful information
Build your argument	Give a reason for what you think	Convince someone of your point of view	Structure your argument
Share and compare	Share and compare	Listen, talk and work it out together	Participate actively in productive dialogue
Test your idea	What's new? Try it	Test your idea – change your mind	Be willing to challenge your thinking habits
Create an image or a story to show what it is like	Make something to show what you think it is like	Create an image or a story to show what it is like	Represent your idea or data in an image, story or model
Reflect, re-think, refine	Think about your thinking	Step back – reflect and rethink – step back in	Pause, reflect and assess your emotions and thoughts
Do it for yourself	Choose what works best for you	Work out what is right and wrong for you	Question the way you make moral judgements
Express your feelings	Talk about your feelings	Explore and express your emotions	Try to acknowledge your emotions - learn from them - without becoming them
Find the evidence	Observe and describe	Tell a story based on evidence	Find, examine and weigh up the evidence
Work it out	Work it out yourself	Find your own way to solve it	Persevere and work it out
Do your research	Find out more (ask someone – look it up)	Search, record, compare	Do your research and present your ideas or hypothesis
Make a choice and decide	Show why it is helpful or harmful	Make a choice and decide	Make an informed choice, with an awareness of consequences
Feel with ...	Try to feel what someone else is feeling	Listen deeply to someone's feelings and thoughts	Use empathy to perceive emotions and explore perspectives
How did this happen? What will happen next?	Look back – look forward	How did this happen? What will happen next?	Investigate the past – predict the future – relate it to the present

In addition, **each skill is described in more detail** in the preliminary pages of the textbook, **see pages viii – xi**. Please note that each activity in the textbooks highlights a particular skill. The content and activities in the textbooks therefore move beyond memorisation of content to encourage learning through skills development.

The **first lesson** of the year will be for learners to make and use a skills bookmark in the language of their choice.

Make your **skills bookmark** lesson can be found on pages xii – 1 in the textbook.

The **bookmarks in the ten of the official languages** can be found on pages 19 to 25 of your Teacher's Guide.

Learn how to tell the difference between a bad information source and a good information source; real news and fake news.

On the next page find the Skills Overview Table for Grade 5. This table shows the distribution of all the skills covered by all the activities across all lesson sets for Grade 5.

Turn the page

This table helps to:

- Find where particular skills are being practised.
- See how frequently a skill is practised in a particular grade.
- Direct a learner who is struggling with a particular skill to find more practise in a previous grade.



Skills	Ask questions about the things you want to know	Give a reason for what you think	Work it out yourself	Find out more (ask someone – look it up)	Make something to show what you think it is like	Think about your thinking	Observe and describe		What’s new? Try it	Look back – look forward	Share and compare	Be kind to yourself	Talk about your feelings	Show why it is helpful or harmful	Try to feel what someone else is feeling	Choose what works best for you
Number of times skill is covered over the year	5	9	5	6	10	6	8		5	11	6	8	6	4	10	5
TERM 1																
Lesson set 1 Positive body image				Page 7 Page 8					Page 11	Page 12	Page 3	Page 2	Page 4			
Lesson set 2 Receiving and giving feedback	Page 14	Page 14				Page 16			Page 18		Page 22	Page 16			Page 18 Page 20	
Lesson set 3 Coping with emotions	Page 34		Page 32	Page 34	Page 27 Page 36	Page 28							Page 24		Page 25 Page 26 Page 30	
Lesson set 4 Relationships with peers, older people and strangers		Page 46			Page 52					Page 44		Page 42	Page 40 Page 48			Page 50
TERM 2																
Lesson set 5 Violation of children’s rights		Page 137				Page 134	Page 136			Page 130 Page 133	Page 142	Page 128		Page 132 Page 138 Page 142	Page 140	
Lesson set 6 Child abuse		Page 154							Page 156	Page 146		Page 148 Page 152		Page 150	Page 144	
Lesson set 7 Dealing with violent situations					Page 172	Page 166	Page 162				Page 170				Page 164	Page 168
Lesson set 8 Issues of age and gender	Page 180	Page 177				Page 174				Page 176			Page 178			



Skills	Ask questions about the things you want to know	Give a reason for what you think	Work it out yourself	Find out more (ask someone – look it up)	Make something to show what you think it is like	Think about your thinking	Observe and describe		What’s new? Try it	Look back – look forward	Share and compare	Be kind to yourself	Talk about your feelings	Show why it is helpful or harmful	Try to feel what someone else is feeling	Choose what works best for you
Number of times skill is covered over the year	5	9	5	6	10	6	8		5	11	6	8	6	4	10	5
TERM 3																
Lesson set 9 Festivals and customs of a variety of religions in South Africa				Page 8	Page 2										Page 7	Page 4 Page 10
Lesson set 10 Health and environmental responsibility		Page 22	Page 16 Page 20				Page 14 Page 18									
Lesson set 11 Water as an important basic need	Page 32			Page 34			Page 27		Page 30	Page 33 Page 36			Page 28			
Lesson set 12 Healthy eating for children			Page 39		Page 46		Page 42			Page 40	Page 38	Page 44				
TERM 4																
Lesson set 13 Local environmental health problems	Page 131		Page 116	Page 124	Page 120 Page 122 Page 126		Page 118 Page 129		Page 130	Page 128						
Lesson set 14 HIV and AIDS education: dealing with stigma		Page 134			Page 139	Page 138					Page 136				Page 132	
Lesson set 15 Substance abuse		Page 140 Page 146								Page 148		Page 142				Page 144

Strengthening the curriculum: Multilingualism

The purpose of the multi-language skills bookmarks in the *At the Crossroads* Grade 5 Teacher's Guide is to support learners in developing core Life skills using the language they are most fluent in, thereby reducing cognitive load and aiding long-term memory retention. These bookmarks provide translations of essential skills—like problem-solving, expressing emotions, and critical thinking—into ten of South Africa's official languages. This multilingual approach validates learners' linguistic identities, enhances their ability to engage deeply with emotionally and intellectually demanding tasks, and facilitates equitable access to the curriculum. For teachers, the bookmarks serve as tools to reinforce foundational and transversal skills in a culturally responsive way.

The skills in the textbooks have been **translated into ten of South Africa's official languages** in order to facilitate the learner's development of these skills.














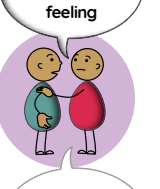

Take a look at these bookmarks over the next few pages. Turn the page 

You can find these bookmarks for photocopying on the following website:
<https://www.eduportal.org.za/lifeorientation/>








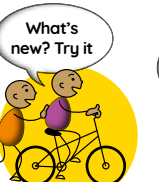







My skills in Afrikaans

 <p>Ask questions about the things you want to know</p> <p>Vra vrae oor goed wat jy wil weet</p>	 <p>Give a reason for what you think</p> <p>Gee redes vir jou denke</p>	 <p>Work it out yourself</p> <p>Werk dit self uit</p>
 <p>Find out more (ask someone - look it up)</p> <p>Vind meer uit (vra 'n persoon en doen navrae)</p>	 <p>Make something to show what you think it is like</p> <p>Maak iets om te wys hoe jy dink dit is</p>	 <p>Think about your thinking</p> <p>Dink oor wat jy dink</p>
 <p>Observe and describe</p> <p>Let op en beskryf dit</p>	 <p>What's new? Try it</p> <p>Wats nuut? Probeer dit</p>	 <p>Look back - look forward</p> <p>Kyk terug - kyk vorentoe</p>
 <p>Share and compare</p> <p>Deel met mekaar en vergelyk</p>	 <p>Be kind to yourself</p> <p>Wees gaaf met jouself</p>	 <p>Talk about your feelings</p> <p>Praat oor jou gevoelens/ Praat oor hoe jy voel</p>
 <p>Show why it is helpful or harmful</p> <p>Wys uit hoe dit behulpsaam of nadelig / skadelik kan wees</p>	 <p>Try to feel what someone else is feeling</p> <p>Probeer iemand anders se gevoelens ervaar</p>	 <p>Choose what works best for you</p> <p>Kies wat werk die beste vir jou</p>









My skills in isiNdebele

 <p>Ask questions about the things you want to know</p> <p>Buza imibuzo ngezinto ofuna ukuzazi</p>	 <p>Give a reason for what you think</p> <p>Yenza into ukutjengisa ukuthi ucabanga bona injani</p>	 <p>Work it out yourself</p> <p>Irarulule ngokwakho</p>
 <p>Find out more (ask someone - look it up)</p> <p>Funisisa okunengi (buza omunye - zifunele)</p>	 <p>Make something to show what you think it is like</p> <p>Yenza into eveza ukuthi ucabanga njani</p>	 <p>Think about your thinking</p> <p>Cabanga ngendlela ocabanga ngayo</p>
 <p>Observe and describe</p> <p>Qala ngelihlo elibukhali begodu hlatulula</p>	 <p>What's new? Try it</p> <p>Khuyini okutjha? Kuzame</p>	 <p>Look back - look forward</p> <p>Qala emva - qala phambili</p>
 <p>Share and compare</p> <p>Yabelana begodu umadanise</p>	 <p>Be kind to yourself</p> <p>Yiba nesisa kuwe</p>	 <p>Talk about your feelings</p> <p>Khuluma ngemizwa yakho</p>
 <p>Show why it is helpful or harmful</p> <p>Khombisa bonyana kubayini ilisizo namkha ilimazako</p>	 <p>Try to feel what someone else is feeling</p> <p>Zama ukuzwa indlela omunye umuntu azizwa ngayo</p>	 <p>Choose what works best for you</p> <p>Khetha lokho okukusebezela kuhle khulu</p>












My skills in Sepedi

 Ask questions about the things you want to know Botšiša dipotšišo ka dilo tšeo o nyakang go di tseba	 Give a reason for what you think Efa lebaka la seo o se naganago	 Work it out yourself Šomana le yona ka bo wena
 Find out more (ask someone - look it up) Nyakišiša go ya pele (botšišago mongwe - e lebelele)	 Make something to show what you think it is like Dira se sengwe go bontšha gore o naganaga gore se bjang	 Think about your thinking Naganaga ka tsela yeo o naganago ka yona
 Observe and describe Lebelela botse o be o hlaloše	 What's new? Try it Ke eng se seswa? Se leke	 Look back - look forward Lebelela morago - lebelela pele
 Share and compare Abelana le babangwego mme o bapise	 Be kind to yourself Ikgauhele	 Talk about your feelings Bolela ka maikutlo a gago
 Show why it is helpful or harmful Bontšha gore ke ka lebaka la eng e thuša goba e gobatša	 Try to feel what someone else is feeling Leka go kwa seo motho yo mongwe a se kwago	 Choose what works best for you Kgetha seo se go šomelang bokaane
















My skills in Sesotho

 Ask questions about the things you want to know Botsa dipotso ka dintho tse o batlang ho ditseba	 Give a reason for what you think Fana ka lebaka la seo o se nahanang	 Work it out yourself Iketsetse yona ka bowena
 Find out more (ask someone - look it up) Batlisa haholwanyane (botsa motho e mong - itjhebele yona)	 Make something to show what you think it is like Etsa ntho e itseng ho bontsha hore na seo o se nahanang se jwang	 Think about your thinking Nahana ka tsela eo o nahanang ka yona
 Observe and describe Sheba ka ho ela hloko mme o hlaloše	 What's new? Try it Kee ng e ntjha? E leke	 Look back - look forward Hetla - sheba pele
 Share and compare Arorelana le ba bang mme o bapise	 Be kind to yourself Ikgauhele	 Talk about your feelings Bua ka maikutlo a hao
 Show why it is helpful or harmful Bontsha hore hobaneng e thusa kapa e le kotsi	 Try to feel what someone else is feeling Leka ho utlwa seo motho e mong a se utlwanng	 Choose what works best for you Kgetha se o sebeletsang hantle haholo














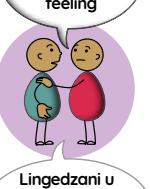

My skills in Setswana

 Ask questions about the things you want to know Botsa dipotso ka dilo tse o batlang go di itse	 Give a reason for what you think Naya lebaka la se o se naganang	 Work it out yourself Dira ka bowena
 Find out more (ask someone - look it up) Batla tse dingwe (botsa mongwe - e tlotlhomise)	 Make something to show what you think it is like Dira sengwe go bontsha gore o kanya gore se ntse jang	 Think about your thinking Naganaga ka menagano ya gago
 Observe and describe Lebelela ka go ela tlhoko o bo o tlhalosa	 What's new? Try it Ke eng se sentšha? Se leke	 Look back - look forward Lebelela kwa morago - lebelela kwa pele
 Share and compare Abelana mme le bapise	 Be kind to yourself Nna pelonomi mo go wena	 Talk about your feelings Bua ka maikutlo a gago
 Show why it is helpful or harmful Bontsha gore goreng se thusa kgotsa se le kotsi	 Try to feel what someone else is feeling Leka go utlwa maikutlo a motho yo mongwe a a ikutlwanng	 Choose what works best for you Itlhophele se se go direlang go gaisa














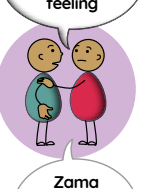

My skills in siSwati

 Ask questions about the things you want to know Buta imibuto ngetintfo lofuna kutati	 Give a reason for what you think Niketa sizatfu saloku lokucabangaka	 Work it out yourself Yisebente ngekwakho
 Find out more (ask someone - look it up) Tfola kabanti (buta lomunye umuntfu - funisisa)	 Make something to show what you think it is like Yenta intfo kute ukhombise kutsi ucabanga kutsi injani	 Think about your thinking Cabanga ngekucabanga kwakho
 Observe and describe Bukisisa bese uyachaza	 What's new? Try it Yini lensha? Yizame	 Look back - look forward Buka emuva - buka phambili
 Share and compare Abela uphindze ucatanise	 Be kind to yourself Yiba nemusa kuwe	 Talk about your feelings Khuluma ngemivo yakho
 Show why it is helpful or harmful Khombisa kutsi kungani kulusito nobe kungalimata	 Try to feel what someone else is feeling Zama kuva kutsi lomunye umuntfu uvani	 Choose what works best for you Khetsa lokukusebentela kancono kwendlula konkhe











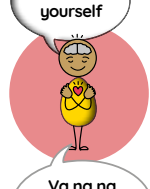


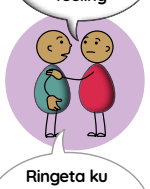

My skills in Tshivenda

 Ask questions about the things you want to know Vhudzisani mbudiso nga zwine na toda u zwi divha	 Give a reason for what you think Neani tshiiti tsha zwine na khou humbula	 Work it out yourself Itani uri ni zwi pfesese inwi mune
 Find out more (ask someone - look it up) Wanulusani zwinzhi (vhudzisani-munwe muthu - zwi toda)	 Make something to show what you think it is like Itani tshinwe tshithu u sumbedza zwine na humbulela zwi hanio	 Think about your thinking Humbulani nga kuhumbulele kwaṅu
 Observe and describe Sedzani ni talutshedze	 What's new? Try it Ndi zwifhio zwiswa? Zwi lingedzeni	 Look back - look forward Sedzani murahu - sedzani phanda
 Share and compare Kovhelani ni vhambedze	 Be kind to yourself Ivhani na vuhwawho kha inwi mune	 Talk about your feelings Ambani nga ha vhudjifi hanu
 Show why it is helpful or harmful Sumbedzani uri ndingani zwi tshi thusa kana u huvhadza	 Try to feel what someone else is feeling Lingedzani u pfa zwine munwe muthu a khou zwi pfa	 Choose what works best for you Nangani zwine zwa shuma khwine kha inwi

My skills in isiXhosa

 Ask questions about the things you want to know Buza imibuzo ngezinto ofuna ukuzazi	 Give a reason for what you think Nika isizathu soko ukucingayo	 Work it out yourself Zisombululele ngokwakho
 Find out more (ask someone - look it up) Funa okuthe kratya (buza emntwini - yikhangele ezincwadini nakwezinye iimbalo)	 Make something to show what you think it is like Yenza into ebonakalisa ukuba ucinga ukuba injani na	 Think about your thinking Cinga ngendlela ocinga ngayo
 Observe and describe Qwalasela uze uchaze	 What's new? Try it Yintoni entsha? Yizame	 Look back - look forward Jonga ngemva - jonga ngaphambili
 Share and compare Yabelana nabanye nithelekise	 Be kind to yourself Ziphathe ngobubele	 Talk about your feelings Thetha ngovakalelo lwakho
 Show why it is helpful or harmful Bonisa ukuba kutheni kuluncedo okanye kuyingozi	 Try to feel what someone else is feeling Zama ukuvelana nomnye umntu	 Choose what works best for you Khetha eyona ndlela ikulungela kakhulu wena

My skills in Xitsonga

 Ask questions about the things you want to know Vutisa swivutiso hi swilo leswi u lavaka ku swi tiva	 Give a reason for what you think Nyika xivangelo (rhizini) ya leswi wena u ehleketaka swona	 Work it out yourself Titirheli swona hi wexe
 Find out more (ask someone - look it up) Lavisisa /Kumisisa swin'wana (vutisa wun'wana - tilanguteli hi wexe)	 Make something to show what you think it is like Endla xo karhi ku kombisa leswi u ehleketaka leswo i xa njhani	 Think about your thinking Ehleketi hi mahleketelelo ya wena
 Observe and describe Languta hi vuxiyaxiyi kutani u hlamusela hi vuenti leswi endlekaka	 What's new? Try it I ncini lexintshwa? Xi ringeti	 Look back - look forward Languta endzhaku - languta emahlweni
 Share and compare Avelana na ku pimanisa	 Be kind to yourself Va na na musa eka wena n'winyi	 Talk about your feelings Vulavula hi matitwelo ya wena
 Show why it is helpful or harmful Kombisa leswo hikokwalaho ka yini swi pfuna kumbe ku vavisa	 Try to feel what someone else is feeling Ringeta ku twa hi ndlela leyi munhu wun'wana a ti twaka hi yona	 Choose what works best for you Langa lexi xi tirhaka ku antswa ngopfu eka wena

My skills in isiZulu

 Ask questions about the things you want to know Buza imibuzo ngezinto ofuna ukuzazi	 Give a reason for what you think Nikeza isizathu salokho okucabangayo	 Work it out yourself Zitholele wena ngokwakho
 Find out more (ask someone - look it up) Thola okuningi (cela omunye ukuthi akufune - zifunele)	 Make something to show what you think it is like Yenza okuthile ukukhombisa indlela ocabanga ukuthi kunjengayo	 Think about your thinking Cabanga ngendlela ocabanga ngayo
 Observe and describe Bheka okwenzekayo ebese uchaza kabanzi	 What's new? Try it Yini okusha? Kuzame	 Look back - look forward Bheka emuva - bheka phambili
 Share and compare Yabelana kanye nokuqhathanisa	 Be kind to yourself Yiba nomusa kuwe	 Talk about your feelings Khuluma ngemizwa yakho
 Show why it is helpful or harmful Bonisa ukuthi kungani kuwusizo noma kulimaza	 Try to feel what someone else is feeling Zama ukuzwa lokho okuzwiwa ngomunye umuntu	 Choose what works best for you Khetha okusebenza kangcono kuwe

Strengthening the Curriculum: Multilingualism, Trans-language, Language Across the Curriculum, and Reading for meaning



A multilingual approach promotes the use of diverse communication practices in the classroom, affirming learners' linguistic identities and fostering intercultural understanding. Exposure to multiple languages supports deeper cognitive engagement and broadens access to learning. In alignment with this, the *At the Crossroads* series integrates language development across all subjects, not only in language classes. It also places particular emphasis on strengthening learners' capacity for reading for meaning.

Trans-languaging recognises that learners naturally draw from their full linguistic repertoires and capacities to make meaning. Rather than restricting expression, when we allow learners to switch between languages they are comfortable with, it supports deeper conceptual connections, particularly in emotionally and cognitively demanding tasks. Activating a home language as the medium of thought or discussion not only validates learners' lived experiences, but also reinforces classroom equity and access, and assists learners in remembering and memorising concepts, and linking them to pre-existing concepts held in their native languages. This leads to the next point.

Home Language Use in Skills Development

By supporting learners to engage with foundational and transversal skills in the language they are most fluent in, as we see in the Skills Bookmarks, it allows for **long-term memory encoding**, thereby reducing cognitive load and freeing up capacity for task completion. When skills are introduced in unfamiliar languages, learners often struggle to retain the concept beyond the short term. A multilingual, learner-centred approach enhances both **conceptual understanding** and long-term competence.

Language Across the Curriculum

Language is not only a subject; it is the medium through which learning happens in every discipline. Language across the curriculum (LAC) involves the deliberate integration of language development strategies in all learning areas, from mathematics and science to the arts.

For example, in mathematics, this might involve learning to decode and explain word problems; in science, it includes the articulation of hypotheses, processes, and conclusions using appropriate terminology. As another example, in Life Orientation, learners might read or listen to a case study involving peer pressure. They would then analyse the emotional, social, and ethical dimensions using the language of social and emotional learning, followed by a role-play exercise to reinforce comprehension and build empathy. Such activities integrate both cognitive and affective domains, reinforcing holistic learning and supporting a more inclusive and relational classroom environment.

All teachers are encouraged to be mindful of the **language demands** specific to their subject areas and to actively develop learners' vocabulary, comprehension strategies, and expressive capabilities. Integrating structured language support into content delivery improves both subject mastery and literacy outcomes, thereby supporting curriculum strengthening.

Reading for Meaning

Reading is not just about sounding out words correctly. Reading is primarily about absorbing concepts encoded in the written words. Reading for meaning strategies therefore go beyond mere word recognition and pronunciation. They enable learners to make sense of complex concepts, build **critical reading** abilities, and engage in **evidence-based interpretation**. These strategies are particularly vital in content-rich subjects where deep engagement and conceptual understanding are required, rather than surface-level memorisation. This speaks again to the need to incorporate language across the curriculum; in that all subjects contain complex concepts whose meaning cannot be grasped by merely pronouncing terminology correctly and memorising it.

To support this, teachers should incorporate **formative assessment tools** — such as written reflections, summary tasks, and peer explanations — to monitor and scaffold learners' comprehension as they engage with texts.

A detailed section on practical strategies for teaching *how to read for meaning* follows.

Strategies that help learners read for meaning:

Pre-reading activities

- **Activate Prior Knowledge:** Before starting with a new topic, hold a discussion to find out what the learners already know about that topic. This will help them connect any new information to their existing knowledge base.
- **Set a Purpose for Reading:** Before the learners read a text, clearly set out what they should focus on while reading. Do you want them to answer a specific question, understand a concept, or identify key information?

Teach vocabulary in context

- Introduce and explain key vocabulary before reading.
- Read the text together with the learners and show them how to use context clues within the text to infer meanings.
- Create subject-specific vocabulary lists or concept maps that will help the learners understand and remember important terms.
- In the Intermediate phase, the vocab icon encourages teachers to make word lists and grow their learners' vocabulary in each grade.

Use graphic organisers

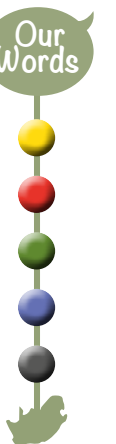
- Tools like Venn diagrams, T-charts, or flowcharts can help learners organise what they are reading and see relationships between ideas in the text.
- Encourage learners to take notes while they are reading using different graphic formats to find what works best for them. This will aid with comprehension and retention.

Model reading strategies

- **Think aloud:** Model how to approach a text by reading a passage out loud and verbalising your thought process. Show how to ask questions, make predictions, and summarise information.
- **Annotation:** Demonstrate how to highlight or underline key points, write notes in the margin, or summarise paragraphs to engage more actively with the text.

Ask Guiding Questions

- Develop questions that require learners to think critically about the text, such as:
 - What is the main idea of this section?
 - How does this concept connect to what we've previously learned?
 - What evidence does the author provide to support their argument?
- Encourage learners to generate their own questions about the text.



Strengthening the Curriculum: Multilingualism, Trans-language, Language Across the Curriculum, and Reading for meaning continued

Promote discussion and collaboration

- Use pair or group discussions for learners to share and grow their understanding and interpretations of a text.
- Try methods like “jigsaw” reading, where each group reads a different part of the text and then teaches the main ideas to the rest of the class.

Integrate writing to reinforce reading

- Set writing tasks that require the learners to synthesise what they have read in the form of summaries, reflections, or responses to specific prompts.
- Encourage learners to use textual evidence in their writing, thus reinforcing their understanding of the content.

Scaffold complex texts

- Break down difficult readings into manageable sections and provide supports, such as summaries or glossaries, to help learners navigate challenging content.
- Gradually remove these kinds of supports as learners become more confident and capable.

Encourage Metacognition

- Encourage learners to reflect on their own understanding and approach to reading. Ask them to consider what strategies helped them understand a text and where they struggled.

Use diverse texts

- Incorporate a variety of texts (articles, primary sources, multimedia, websites) that present content in different ways. This can help address different learning styles and provide multiple perspectives on the same topic.

By implementing these strategies, teachers can help learners move beyond surface-level reading and foster a deeper, more meaningful engagement with content-area texts.

Strengthening the curriculum: Assessment

Assessment is the process of evaluating or measuring the quality, quantity or level of something, typically to determine its effectiveness, value or progress.

“The General Education Certificate (GEC) is an innovative assessment programme encompassing multiple dimensions of learning that open up various pathways to the world of learning beyond Grade 9. The goal of the GEC is to facilitate teaching and learning of an expanded breadth of skills that includes standardised subject knowledge, general 21st century capabilities and personal inclinations and talents. When these skills are assessed holistically, there is great potential not only to re-imagine educational assessment practice but it foregrounds the added value of insulating learners from dropout and disappointment. Instead, it can advance their education pathway towards employability with appropriate and relevant skills for a fast-changing world. It is therefore imperative we move with speed towards analysing and embracing alternative models of assessment that are fit for a re-imagined purpose.”

Opening Address by Minister Gwarube, MP, Basic Education, at the Association for Education Assessment in Africa (AEAA) International Conference 19 August 2024

Assessment of Learning

Definition: The process of evaluating and measuring a learner’s knowledge, skills, and understanding to determine if learning objectives have been met.

1. Purpose

- **Summative Assessment:** Conducted at the end of a learning period to evaluate learner performance against standards (e.g., final exams, standardised tests).
- **Formative Assessment:** Ongoing feedback during the learning process to guide instruction and improve understanding (e.g., quizzes, discussions).

2. Methods

- **Traditional Assessments:** Structured evaluations like tests, quizzes, and essays.
- **Performance-Based Assessments:** Tasks requiring demonstration of skills (e.g., projects, presentations).
- **Authentic Assessments:** Real-world applications of knowledge (e.g., problem-solving tasks, portfolios).

3. Tools

- **Rubrics:** Clearly defined evaluation criteria for consistent grading.
- **Checklists:** Track progress on specific skills or tasks.

- **Portfolios:** Collection of learner work showcasing growth and achievement.

4. Feedback

- Should be timely, specific, and actionable to help learners improve.
- Supports learning by identifying strengths and areas for growth.

5. Challenges

- **Bias:** Assessments may unintentionally favour certain groups.
- **Overemphasis on Grades:** Can discourage creativity and risk-taking.
- **Standardisation:** Tests may not fully capture learner potential.

6. Best Practices

- Align assessments with learning objectives.
- Use diverse methods to capture different learning aspects.
- Include self-assessment and peer assessment.
- Ensure fairness, transparency, and accessibility.

7. Impact on Learning

- Effective assessments motivate learners and improve learning outcomes.
- Poorly designed assessments may cause stress and limit deeper understanding.



The Overview of Assessment Table for each term includes all the tasks that make up the formal programme of assessment for Grade 5. For further details on assessment, see CAPS Section 4.

Term 1			
Study Area and Topic	Formal assessment requirements	Suggested focus for formal assessment task and mark allocation	Mark allocation
Personal and Social Well-being Topic 1: Development of the self	Consolidation of work done during the term. <i>Assignment/case study</i>	Lesson set 4: Some relationships are not safe – Book 1 page 46 Case study: Read the story of Katlego and Ayanda. Mark allocation 1. Which of Katlego's relationships are not safe (5) 2. Which of Ayanda's relationships are not safe? (5) 3. Briefly describe how you could assist Katlego with cousin Vince (5) 4. How can Ayanda keep herself safe from Uncle Percy (5) 5. What are some ways that kids can keep themselves safe from harmful people (10)	30 marks
Creative Arts: Performing Arts Topic 2: Improvise and create Topic 3: Read, interpret and perform	Creative Arts Task (CAT) to combine the use of at least two art forms. Observe participation, ability to respond to instructions, improvise with confidence, communicate through Performing Arts tools, work sensibly with others and be creative.	Improvise and create – Book 1 page 69 1. In groups of no less than 3, use mime to recreate an object, piece of furniture or machines that are visible in the room. 2. The rest of the class must guess what the creation is as part of the assessment. 3. You must include a musical element by making the sound which your creation makes but you may not speak using words. 4. You may not use anything but your bodies to make the creation. Mark allocation: • Execution: If the class guesses correctly the first time, it is 10, and minus 1 for every guess afterwards (10) • Creative Use of various body parts (5) • Full group participation (5) • Facial expressions (5) • Creative use of various elements to create sound (15)	40 marks
Physical Education <i>Generic stretches</i> <i>Participation in movement sequences that require consistency and control in smooth and continuous combinations</i>	Physical Education Task (PET) <i>Participation</i> = present and participating in lesson. Encourages development, enjoyment and building confidence. <i>Movement performance:</i> Focus on overall performance, must not encourage a sense of competition.	Movement Sequences with balls Book 1 pages 126-127 Complete the 8 Ball sequence combinations on page 127. Mark allocation • Combining movement sequences with balls. 2 marks each for full execution (16) • Participation (10) • Warm up stretches and cool down (4)	30 marks
Total: 100 marks			

Term 2			
Study Area and Topic	Formal assessment requirements	Suggested focus for formal assessment task and mark allocation	Mark allocation
Personal and Social Well-being Topic 1: Development of the self Topic 2: Social responsibility	Consolidation of activities done during the term. Controlled test: Work done in Terms 1 and 2 Assess knowledge recall, understanding and application of knowledge Introduce the project for Term 3	Controlled test Based on lesson sets 1 to 8.	30 marks
Creative Arts: Visual Arts Create in 3D: A relief mandala/ radiating pattern	Creative Arts Task (CAT) artwork to take a minimum of three periods to complete. Observe participation, ability to respond to instructions, improvise with confidence, communicate through Visual Arts tools.	Create and construct a neck piece – Book 1 pages 228-229 Mark allocation: 1. Accuracy (10) 2. Evidence of using relevant skills and techniques like cutting, pasting and joining various materials, shading and assembling (10) 3. Appropriate use of tools. Scissors, toothpicks and other relevant tools (10) 4. Creativity (10)	40 marks
Physical Education <i>Movement performance in a variety of target games</i>	Physical Education Task (PET) <i>Participation</i> = present and participating in the lesson. Encourages development, enjoyment and building confidence <i>Movement performance:</i> Focus on overall performance, must not encourage a sense of competition.	Physical fitness activities – Book 1 pages 236-237 Complete the 8 soccer skills Mark allocation • 2 marks each for accurate execution (16) • Participation (10) • Warm up stretches and cool down (4)	30 marks
Total: 100 marks			

Introduce the project for Term 3

Before the end of Term 2, explain to learners they will be doing a project in Term 3. Explain to learners that they will create a poster or make a presentation on how to take care of an animal of their choice. Their research will need to include the care the animal needs, the risks they face and places of safety. **Find the sheet: GRADE 5 Term 3 Project on page 34 of the Teacher's Guide** and make a photocopy for each learner or write the information up on the chalkboard and give the learners enough time to copy it all down. Tell learners they will be doing this project on their own, explain the mark allocation and encourage them to start doing their research during the holidays.



Term 3			
Study Area and Topic	Formal assessment requirements	Suggested focus for formal assessment task and mark allocation	Mark allocation
Personal and Social Well-being Health and environmental responsibility	Consolidation of work done during the term. Project Collect information/data outside class time and interpret and present findings during class with teacher facilitation.	Lesson set 10: Term 3 Project – Book 2, page 22 Topic: Make your home and community safer. Task: Create a song and dance to show others what is safe and unsafe during fire drills or a song and dance about the safe and unsafe use of electricity in our homes and communities. Requirements: <ol style="list-style-type: none">1. Explain risks of the topic you have selected: Discuss dangers, risks, or environmental factors that affect fire or electricity.2. Explain safety measures related to your topic.3. Your presentation must include dance and music.4. Use the information provided in your book and at least 1 other source of information. Mark allocation <ol style="list-style-type: none">1. Content (15 marks):<ul style="list-style-type: none">• Accurate descriptions of selected topic and its dangers (6)• Explanation of risks and environmental factors (6)• Relevance and clarity of information (3)2. Presentation (10 marks):<ul style="list-style-type: none">• Creativity (5)• Effective use of song and dance to convey message (5)3. Effort and Research (5 marks):<ul style="list-style-type: none">• Evidence of research and effort (5)	30 marks
Creative Arts: Performing Arts Topic 2: Improvise and create Topic 3: Read, interpret and perform	Creative Arts Task (CAT) to combine the use of at least two art forms. Observe participation, ability to respond to instructions, improvise with confidence, communicate through Performing Arts' tools, work sensibly with others and be creative.	Create a drama and include a dance style, Book 2 pages 82-85 Mark allocation <ul style="list-style-type: none">• Inclusion of Drama elements (14)• Performance and creativity (10)• Inclusion of relevant dance style (10)• Effort and participation (6)	40 marks
Physical Education <i>Movement performance in rhythmic movements with focus on posture and style</i>	Physical Education Task (PET) <i>Participation</i> = present and participating in the lesson. <i>Movement performance:</i> Focus on overall performance, must not encourage a sense of competition.	Rhythmic movement – Skipping – Book 2 page 114 Complete the 5 skipping skills using the skipping skill scorecard. Mark allocation <ul style="list-style-type: none">• 2 marks each for accurate execution (10)• Warm up stretches and cool down relevant to activity (10)• Participation (10)	30 marks
Total: 100 marks			

Term 4			
Study Area and Topic	Formal assessment requirements	Suggested focus for formal assessment task and mark allocation	Mark allocation
Personal and Social Well-being Topic 3: Health and environmental responsibility	Consolidation of activities done during the term. End-of-year Exam 75 minutes minimum. Work done in Terms 1, 2, 3 and 4. Consists of three sections as shown in Section 4 of CAPS. Assess knowledge, skills and values. Allows for learners' interpretation of the questions.	End-of-year Exam Based on lesson sets 1 to 16.	30 marks
Creative Arts: Visual Arts Create in 2D: Buildings, architecture and the environment OR Create in 3D or relief: Buildings, architecture and the environment	Creative Arts Task (CAT) artwork to take a minimum of three periods to complete. Observe participation, ability to respond to instructions, improvise with confidence, communicate through Visual Arts tools, work sensibly with others and be creative.	Draw an imaginary winged creature in 2D – Book 2 pages 188-190 OR Create an imaginary winged creature in 3D – Book 2 pages 194-197 Mark allocation <ol style="list-style-type: none">1. Use of proportion, balance and symmetry (10)2. Evidence of using skills and techniques. Pasting, cutting, wrapping, folding and joining various materials (10)3. Appropriate use of tools (10)4. Accuracy of 3D object (5)5. Use of texture and details (5)	40 marks
Physical Education <i>Movement performance in a variety of field and track athletics or swimming activities</i>	Physical Education Task (PET) <i>Participation</i> = present and participating in the lesson. <i>Movement performance:</i> Focus on overall performance, must not encourage a sense of competition.	Athletics fitness circuit – Book 2 pages 206-207 Complete Athletics fitness circuit. Mark allocation <ul style="list-style-type: none">• 2 marks each for accurate execution of each station (14)• Warm up stretches and cool down relevant to activity (10)• Participation (6)	30 marks
Total: 100 marks			
Total for the year: 400 marks			

Topic: Make your home and community safer

- **Task:** In small groups, create a song and dance to show others what is safe and unsafe during fire drills or a song and dance about the safe and unsafe use of electricity in our homes and communities.
- **Requirements:**
 1. Explain risks of the topic you have selected: Discuss dangers, risks, or environmental factors that affect fire or electricity.
 2. Explain safety measures related to your topic.
 3. Your presentation must include dance and music.
 4. Use the information provided in your book and at least 1 other source of information.

Assessment Criteria (30 marks) as follows:

Content (15 marks):

- Accurate descriptions of selected topic and its dangers (6)
- Explanation of risks and environmental factors (6)
- Relevance and clarity of information (3)

Presentation (10 marks):

- Creativity (5)
- Effective use of song and dance to convey message (5)

Effort and Research (5 marks):

- Does the poster overall look clear and neat? (2)
- Are the words easy to read and spelt correctly? (2)
- Is some information shown through drawings? (2)
- Are the words and drawings/pictures put together in a way that is attractive and interesting to read? (2)

Additional reflections about faith (2 marks)

- Evidence of research and effort (2)
- Sources listed (3)

When learners are told before a groupwork task that their peers will be evaluating how well they perform in the task it almost always solves the problem of some learners not doing any work at all. Knowing that their peers will be evaluating them, makes most learners perform better as they are continually receiving feedback while working together as opposed to only receiving feedback when the task is done. It also improves the overall group performance as the feedback from peers can help learners revise their inputs and help the group improve its overall success.

GRADE 5: How well did our group do?

Use the rating scale below to assess yourself and all the members of your group. Be honest and fair!

- 4 = Very well done
- 3 = Well done
- 2 = Not enough effort made
- 1 = Made no effort

Self-assessment – Name: _____ (____ / 20)

- ☐ Helped with planning the process and shared ideas
- ☐ Showed interest and encouraged others
- ☐ Listened to all ideas and worked well with others in the group
- ☐ Took part in all tasks
- ☐ Overall part in the end product

Peer assessment – Peer 1 – Name: _____ (____ / 20)

- ☐ Helped with planning the process and shared ideas
- ☐ Showed interest and encouraged others
- ☐ Listened to all ideas and worked well with others in the group
- ☐ Took part in all tasks
- ☐ Overall part in the end product

Peer assessment – Peer 2 – Name: _____ (____ / 20)

- ☐ Helped with planning the process and shared ideas
- ☐ Showed interest and encouraged others
- ☐ Listened to all ideas and worked well with others in the group
- ☐ Took part in all tasks
- ☐ Overall part in the end product

Peer assessment – Peer 3 – Name: _____ (____ / 20)

- ☐ Helped with planning the process and shared ideas
- ☐ Showed interest and encouraged others
- ☐ Listened to all ideas and worked well with others in the group
- ☐ Took part in all tasks
- ☐ Overall part in the end product

Peer assessment – Peer 4 – Name: _____ (____ / 20)

- ☐ Helped with planning the process and shared ideas
- ☐ Showed interest and encouraged others
- ☐ Listened to all ideas and worked well with others in the group
- ☐ Took part in all tasks
- ☐ Overall part in the end product

Peer assessment – Peer 5 – Name: _____ (____ / 20)

- ☐ Helped with planning the process and shared ideas
- ☐ Showed interest and encouraged others
- ☐ Listened to all ideas and worked well with others in the group
- ☐ Took part in all tasks
- ☐ Overall part in the end product

Total mark: ____ /120

Some questions for self-reflection

What did you learn from this group?

What do you think went well?

What would you do differently next time?

Strengthening the curriculum: Self-assessment

Overall, self-assessment empowers learners to take a more active role in their education, leading to more effective and engaged learners. Self assessment encourages learners to take responsibility for their own learning.


The benefits of self-assessment

There are numerous benefits to be had when the learners are encouraged to develop their own system of self-assessment:

- **Enhanced self-awareness:** Learners gain a better understanding of their strengths and weaknesses, thus helping them to identify areas for improvement.
- **Increased responsibility:** By evaluating their own work, learners take more ownership of their learning process and develop a sense of accountability.
- **Improved critical thinking skills:** Self-assessment encourages learners to reflect critically on their work and this leads to better analytical skills.
- **Goal setting:** Learners can set realistic and achievable goals based on their self-assessment results, thus helping them with motivation and focus.
- **Personalised learning:** Learners can tailor their learning strategies to fit their individual needs and learning styles.
- **Enhanced motivation:** Through seeing their own progress, learners can boost their motivation and confidence, and be encouraged to engage more deeply with their studies.
- **Better preparation for future assessments:** Helps learners prepare for formal assessments by familiarising them with evaluation criteria and expectations.
- **Development of lifelong learning skills:** Learning to assess their own work grows skills that are valuable beyond school, such as self-reflection and self-improvement.
- **Feedback for teachers:** Self-assessment can provide teachers with insights into learners' understanding and learning processes, allowing for more personalised instruction.
- **Encouragement of a growth mindset:** By recognising that they can improve through effort and learning, learners develop a growth mindset, which is crucial for lifelong learning.

Self-Assessment: Skills

Learners should be supported in regularly reflecting on their progress with the 15 core skills developed throughout the year. However, to avoid confusion or cognitive overload—especially while learners are still becoming familiar with the skill set—self-assessment should focus on only two to three skills at a time. These should be the specific skills covered in the most recent lesson set, such as Development of the Self in Society, Social Responsibility, or Health and Environmental Responsibility. To identify which skills were emphasised in a particular lesson set, teachers should consult the Skills Overview Table on pages 16–19 of this Teacher’s Guide. Once the relevant skills have been selected, guide learners in completing the matching self-assessment sections and include open-ended reflection questions to help them connect these skills to their experiences in and beyond the classroom.

Find the self-assessment template for all 15 of the skills in the Intermediate Phase on the following pages. Turn the page 

GRADE 5: Self-assessment: How well am I doing with the following skills?

Name: _____

Skill 1: _____

Skill 2: _____

Think about how well you are doing in these skills. Be honest with yourself.

Rate yourself

4 = Yes, I am doing great!
3 = I am trying my best.
2 = I want to practise more.
1 = I'm not interested.

Be kind to yourself (____ / 20)

- ☐ I exercise three times per week or more.
- ☐ I get eight hours of sleep most nights.
- ☐ I drink one litre of water every day.
- ☐ I understand what food is healthy and I try to eat as much healthy food as I can.
- ☐ I don't spend all my free time on screens.

Ask questions about things you want to know (____ / 20)

- ☐ I like to learn new things.
- ☐ I think before I ask a question.
- ☐ I ask good questions to find out more.
- ☐ I listen to other people's questions.
- ☐ I am brave about asking questions.

Give a reason for what you think (____ / 20)

- ☐ I explain why I think something is true.
- ☐ I give examples when I share my ideas.
- ☐ I check if my ideas make sense.
- ☐ I listen to other opinions.
- ☐ I change my ideas if I need to.

GRADE 5: Self-assessment: How well am I doing with the following skills?

Share and compare (____ / 20)

- ☐ I listen carefully when people talk.
- ☐ I listen even when I don't agree.
- ☐ I include everyone in conversations.
- ☐ I share my ideas in a kind way.
- ☐ I try to understand different opinions.

What's new? Try it (____ / 20)

- ☐ I like to try new ideas.
- ☐ I plan what I want to do with a new idea.
- ☐ I check if I have everything I need to be able to try out my new idea.
- ☐ I think about what might go wrong.
- ☐ I am okay if things don't work the first time.

Make something to show what you think it is like (____ / 20)

- ☐ I like solving problems in new ways.
- ☐ I think of fun and different ideas.
- ☐ I try to connect different ideas together.
- ☐ I enjoy using old things in new ways.
- ☐ I keep trying even when things get difficult.

Think about your thinking (____ / 20)

- ☐ I stop and think before I react.
- ☐ I know what makes me feel strong emotions.
- ☐ I take my time before I speak and act.
- ☐ I try to do what is best for me.
- ☐ I know when to take a break.

Choose what works best for you (____ / 20)

- ☐ I think about how my actions affect others.
- ☐ I try to make good decisions.
- ☐ I understand why I think a certain way.
- ☐ I listen to other people’s reasons.
- ☐ I can change my mind if I need to.

Talk about your feelings (____ / 20)

- ☐ I think about how I feel.
- ☐ I know that understanding my feelings helps me know myself better.
- ☐ I can’t control feelings, but I can control my actions.
- ☐ My feelings help me understand the world.
- ☐ I use my emotions to help me learn more about myself and the world..

Observe and describe (____ / 20)

- ☐ I know where my ideas come from.
- ☐ I look for real facts.
- ☐ I know facts don’t change with opinions.
- ☐ I try to base my decisions on real facts.
- ☐ I am willing to change my mind if new facts appear.

Work it out yourself (____ / 20)

- ☐ I know some answers take time to find.
- ☐ I learn from my mistakes.
- ☐ I ask for help when I need it.
- ☐ I use my imagination to solve problems.
- ☐ I know when to take a break.

Find out more (ask someone – look it up) (____ / 20)

- ☐ I know the world is always changing.
- ☐ I like to keep learning.
- ☐ I look things up to find answers.
- ☐ I listen to different opinions.
- ☐ I try new things, even if they are hard.

Show why it is helpful or harmful (____ / 20)

- ☐ I know when to follow and when to make my own choices.
- ☐ I think about how my choices could affect my future.
- ☐ I look at all my options.
- ☐ I know what is important to me.
- ☐ I am learning to make good life choices.

Try to feel what someone else is feeling (____ / 20)

- ☐ I respect other people’s feelings and ideas.
- ☐ I listen carefully, even when I don’t agree.
- ☐ I try to understand how others feel.
- ☐ I like learning from different people.
- ☐ know that listening to others helps me grow.

Look back – look forward (____ / 20)

- ☐ I understand that what I do today affects tomorrow.
- ☐ I try to make good choices for my future.
- ☐ I have a goals for my future.
- ☐ I make choices that help me reach my goals.
- ☐ I don’t let fun things get in the way of my future.

Think about It

How have you used these skills at school?

Have you used them at home or outside school? How?

What is the hardest skill for you?

What can you do to get better at it?

How can this skill help you in life?

Strengthening the curriculum: Values

Values are the most basic components of culture, out of which our beliefs and behaviours grow and our sense of belonging is upheld.

In order to change or strengthen a particular behaviour, it is useful to identify the values that give rise to that behaviour. Because values originate and function in universal ways, it is possible to identify them, name them and reinforce them. While a learner may inherit values, they can also choose values that are more suited to their life path.

Building an awareness of their values can help learners on their life paths to self-discovery as well as grow their understanding of their fit within society and the environment.

Values underpin the choices we make about relationships, affiliations, aesthetic tastes and transactions (exchanges of energy, time, labour, resources, information and money). Our values are generally considered to be our guiding principles, criteria, beliefs or motivational goals. People usually consider all their values to be important, but they tend to order them by importance relative to one another.

Some values emphasised in our Constitution and Bill of Rights have, at times, been interpreted as Western values, but many of these values are expressed in traditional knowledge systems and practices. The values inherent in *ubuntu* or *botho*, such as empathising with the human condition and interdependence with others are also reflected in the Bill of Rights.

In the diagram alongside, known as **The Values Iceberg**, above the water are all the *explicit democratic values*, explained in the box on the following pages as expressed in *Manifesto on Values, Education and Democracy* (2001).

Below the surface are the common values held by all human beings across the globe.





Definitions of explicit democratic values from the competency framework

Democracy: The preamble of the Constitution talks about freeing the potential of each person, supporting the freedom of all teachers and learners to explore, discover, develop, and express their potential – without preventing anyone else from doing the same.

Social Justice and Equity: Social justice, in the process of reducing the divisions of the past, with actions that resist discrimination, stereotyping, bullying and abuse. Equity is about ensuring fellow citizens have the means¹ necessary for exploring, discovering, developing, and expressing their potential.

Equality: Being a citizen means being “equal before the law” and having “the right to equal protection and benefit of the law.”² You cannot be discriminated against on the basis of “race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language or birth.”³ All children should be provided with the same quality of education and cannot be discriminated against on the basis of their home language.

Non-Racism and Non-Sexism: All places of learning need to be safe for all children. A learner’s perceived race or gender should not be a reason to deprive them of opportunities to learn and grow. Learners should not be discouraged from completing their schooling as a result of bullying, harassment, abuse or pregnancy. The same principles extend to LGBTQIA+ learners, those with disabilities and refugees. This is also about closing the gap between previously disadvantaged and the previously advantaged.

Ubuntu (Human Dignity): Dignity means worth. Recognition of human dignity is the primary value of our Constitution. School cultures are to communicate to learners that their potential is of incalculable worth. No one can develop their potential on their own. Ubuntu expresses this interdependence of individual and community in the phrase “a person is a person through other people.” In Setswana, it is expressed as, “*Motho ke motho ka batho,*” and in isiZulu, it is expressed as, “*Umuntu ngumuntu ngabantu.*”

An Open Society: Based on freedom of conscience, belief, expression⁴, and association. An open society values freedom of inquiry, a culture of dialogue, an experimental attitude, and a willingness to engage disagreements when evidence of error is presented. Open societies resist dogma (inflexible, beliefs that you are unwilling to change), encourage questioning, honesty, and independent critical thought as the means for both participating in constructive dialogue and for growing knowledge together.

Accountability (Responsibility): As institutions, schools are part of civil society and are responsible for social transformation and the development of active citizens. The human rights we enjoy imply responsibilities we have towards each other. A school’s codes of conduct should therefore reflect the role of teachers and learners as duty bearers; accountable for understanding, transmitting, and performing democratic values. Accountability is also about doing everything we can to keep the promises we make to each other – to be consistent, reliable, and trustworthy. Your freedom ends where mine begins.

The Rule of Law: Citizenship in a democracy means that we are all equal before the law. No one is privileged due to position of authority, age, gender, wealth, or capacity for violence. A school’s codes of conduct should reflect our Bill of Rights – especially with regards to inclusion and non-violence. Everyone should be enabled to understand these codes and appeal to them when they have been discriminated against or abused. School management should apply them even-handedly, fairly, and proportionately.

Respect: An essential precondition for communication, teamwork, and productivity and co-created guidelines that support this are vital. Respect means being willing to listen, especially to people who are different to you, who want different things than you do, who have different points of view or disagree with you. You do not have to respect what people say, but you do have to recognise their democratic right to say it and be heard without having any false assumptions made about them.

Reconciliation: Healing the divisions of the past and addressing the economic and infrastructural impact of colonialism and apartheid. We need to value diversity and harness its power for opening new possibilities and increasing the wellbeing of everyone. As our country’s motto says: diverse people unite (*!ke e: /xarra //ke*). Reconciliation is also about becoming more aware of the privileges and unconscious biases that we may have, so that we no longer take privileges for granted and so create space for other people’s needs and voices.

1. This includes nutrition, shelter, basic health care, social services, and protection from maltreatment, neglect, abuse or degradation. Equity is also about having the means to access basic education. Since 2006 the introduction of “no-fees” schools has made this more of a reality.

2. South African Constitution: Chapter 2: Bill of Rights, Section 9(1)

3. South African Constitution: Chapter 2: Bill of Rights, Section 9(3)

4. Chapter 2, Section 16(2) lists types of expression that are not protected, and this excluded expression includes “advocacy of hatred that is based on race,” and “that constitutes incitement to cause harm.”

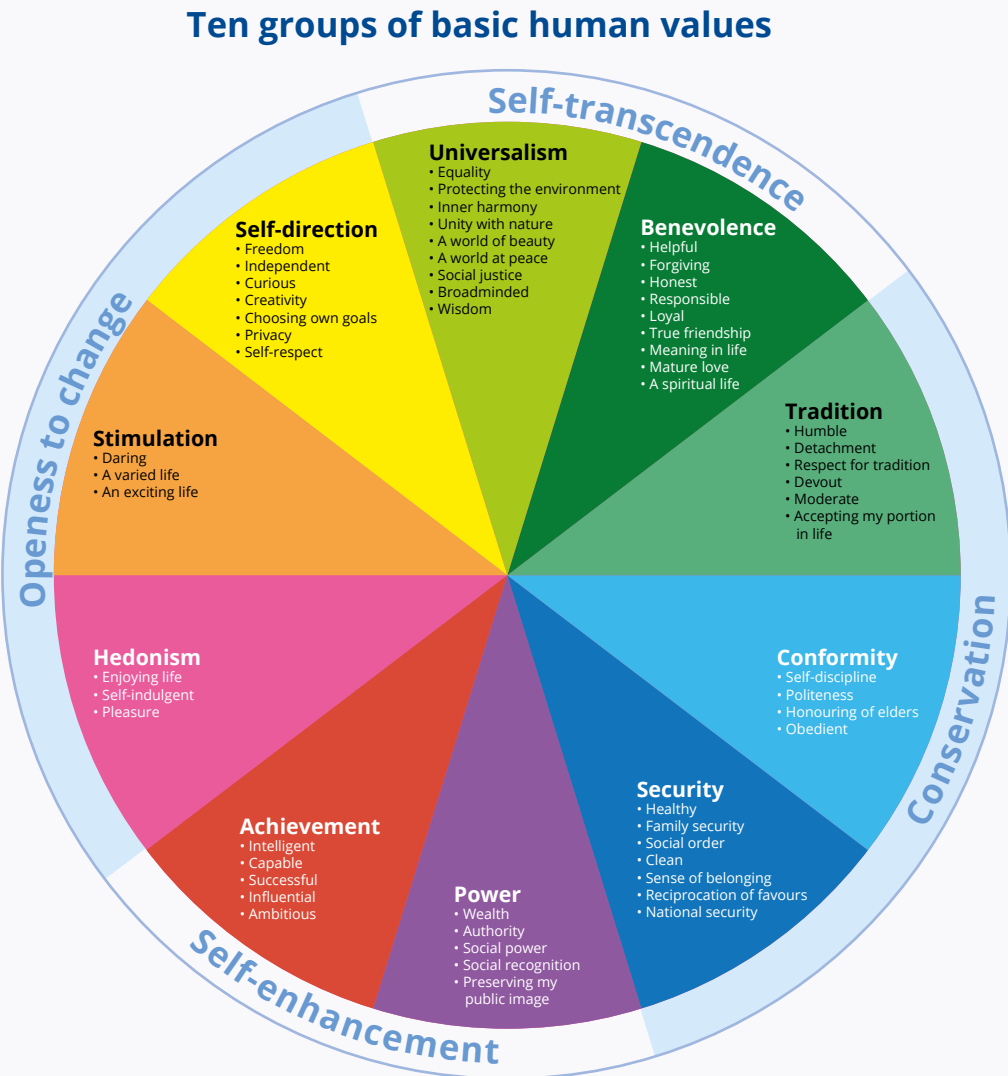


Below the surface of the values iceberg are the common values held by all human beings. The identification of all of these values, shared by communities all over the world is based on international research by Shalom Schwartz, with the addition of values. This has been explicitly linked to *Ubuntu* by Dr Patricia Watson and André Croucamp.



The **Schwartz Theory of Basic Values** (based on findings in over 80 countries, refined over many years, and tested in numerous independent studies), identifies **ten basic groups of values**. These are represented in the circular diagram below. As you move around the diagram you will notice that the values groups that are near each other are relatively compatible with each other and a person is likely to prioritise them to a similar extent. Values groups that are directly opposite each other in the diagram tend to exist in tension with each other.

No one value is better than any other. These values help us to fulfil each aspect of life.



The Circumplex illustrating the 10 value sets common to all cultures, as well as the grouping and connectedness of values (Schwartz 1994, 2012).

Universalism

I care about all people and about our natural environment. I want to make sure that all rights are protected (e.g. social justice, a world of beauty)

Benevolence

I am helpful and responsible and I like to take care of others and help them to have a better life (e.g. forgiving, responsible)

Tradition

It makes sense to me when people have faith in and honour the customs and traditions of their culture and religion (e.g. humble, accepting my portion in life)

Conformity

I am polite, I try to behave myself at all times and I don't like to upset others. I think it is important to honour my elders (e.g. self-discipline, honouring of elders)

Security

I like being part of my family and community. I like to feel safe and I get uncomfortable when things around me don't work well (e.g. family security, social order)

Power

I want others to look up to me and I want to be respected. I like to take control of people and things (e.g. wealth, authority)

Achievement

I am good at the things I do, I like to show other people what I'm capable of and I like to be recognised for what I have done (e.g. influential, successful)

Hedonism

I like to enjoy life, do things and go places that give me pleasure (e.g. enjoying life, self-indulgent)

Stimulation

I like each day to be different from the day before. I look for excitement and adventure in the things that I do and I really enjoy a challenge (e.g. daring, a varied life)

Self-direction

I like to think about how things work. I don't mind if others don't see things the way I do and I love finding new ways of thinking about things (e.g. creative, independent)

Adapted from The Common Cause Handbook 2011, published by the Public Interest Research Centre, UK (available from the Common Cause Foundation: <http://valuesandframes.org/>) Based on the Schwartz model. For further information on the original framework see Schwartz, S. H. (2012). An Overview of the Schwartz Theory of Basic Values. Online Readings in Psychology and Culture, 2(1).⁵

5. <http://dx.doi.org/10.9707/2307-0919.1116>

We all use values from each of these groups to guide our behaviour – whether consciously or unconsciously. **Values are not fixed**, they tend to work in a dynamic interrelated system, and the choices we make, or the values we prioritise at any given time, are influenced by our life experience and a variety of contextual factors – including the dynamics of power relations in society.

For example, a woman may be a mother who prioritises different values when caring for her child at home than when she is in her office as head of a multi-national company and has to cut the company wage bill. Another example may be a learner who has to study for an exam, but who is also passionate about environmental issues and decides to help out with a local river clean-up rather than study. These examples show how sometimes we experience conflicting values, and that our value priorities can change, not only at different stages in our lives, but also from day-to-day.

Values that are in tension with each other can cause **cognitive dissonance**. Highlighting this inner conflict is one way of facilitating social change (in one direction or another).

This framework suggests, firstly, that **we all share similar values** – for example, we all need a sense of belonging, to be successful enough to earn a living, to have some enjoyment in life, to support our friends and family. Secondly, that there are certain groups of values that, when strengthened through the language we use and experiences we provide the learners, can motivate them to become active citizens.

Some types of values, like universalism and self-direction, can inspire us to be self-driven and take civic action and give us internal rewards (like the satisfaction of having volunteered to help out at a local soup kitchen). Other groups of values, such as those relating to personal power and achievement, depend on acknowledgements and rewards from others (like marks and awards at school).

This framework can help us all engage with the values that inform the **Bill of Rights**. Some values can strengthen certain rights and other values can lead to violations of certain rights. In the textbooks, we encourage learners and teachers to consider what influences their values as well as the ways in which their values may change as a result of their lived experiences. Teachers can also reinforce the values within their school culture that help to promote and protect the core values of the Constitution – especially human rights applied in the best interests of the child and specifically to support the needs of vulnerable children.

Over the nine years of schooling that the *At the Crossroads* textbook series covers, we support learners on a journey of Social and Emotional Learning.

Social and Emotional Learning

Social and Emotional Learning is a journey that provides opportunities for the learners to develop **character** and **attitudes** as well as the **knowledge, skills** and **values** that will enable them to become critical consumers, innovative problem solvers, active citizens and emotionally literate human beings capable of fulfilling relationships. In our rapidly changing world, **resilience** and the **ability to adapt** are vital qualities. To flourish beyond their school years, a **curiosity** that encourages **lifelong learning** for learners is invaluable.

Social and Emotional Learning often involves learning at a deeply personal level and learners will be more comfortable to engage this process if they are able to use their **mother-tongue** or their first language, the language in their hearts. Support learners in their use of different languages to unpack their emotions, values, experiences, and cultural practices in the process of growing their identities and social-emotional quotients. Encourage classroom conversations to be **multilingual**.

Journalling

The **reflective practice** of writing or drawing in a journal has been shown to help relieve stress, improve mental health, boost self-confidence, grow emotional intelligence, and aid memory. As well as encouraging learners to practise journal writing or drawing as a tool for self-reflection, teachers can also use this technique for their own professional development. For example, they can record the highs and lows of their classroom experiences, track their personal goals and inspire their creativity.

It is important that each person's journal is respected as a **safe place**. Journals provide a space for learners to say exactly what's going through their hearts and minds in a place that is **free of censorship**. Learners can draw pictures, write in any language and use any lingo as they themselves are their only audience. In the process of strengthening the curriculum, the term **mother-tongue bilingual proficiency** is encouraged and journalling is one way this proficiency is given space.

Journals are **NOT to be shared** with anyone else without the expressed permission of the journal keeper. Facilitate a class discussion to encourage respect for journal privacy. This can be part of a process in which you agree on all the **ground rules for respectful communication** within the classroom.

Some guiding questions may be:

- What is a journal?
- When do I use my journal?
- What kinds of things go into my journal?
- What language do I use?
- How do I keep my journal private and safe?

Help build **Social and Emotional Learning** by encouraging learners to write/draw in their journals regularly – in class time, in their own time and for any reason. Journal prompts are included in the textbook in the following places for Grade 5 as a reminder to keep developing this practise. These prompts are not prescriptive.

Topic	Activity	In your journal...	Page no.
Development of the self Lesson 1.1 Positive self-concept formation	Introducing myself	Write or draw more in your journal, about "Who am I?"	Book 1 Page 3
Social responsibility Lesson 5.4: Violation of Children's rights	Do not judge a book by its cover	Write or draw in your journal how you think that person felt about being judged by you?	Book 1 Page 134
Social responsibility Lesson 6.2: Child abuse	Sam decides to talk	Write or draw in your journal why is it difficult to talk about things that are uncomfortable?	Book 1 Page 146
It's a wrap for Terms 1 and 2	Reflecting on Terms 1 and 2	Write or draw something to about Grade 5 Terms 1 and 2 - The good times and the challenges	Book 1 Page 240
Development of the self Lesson 9.3: Festivals and customs of a variety of religions in South Africa	Difficult choice	Write or draw in your journal which rituals you are grateful for and why.	Book 2 Page 7
Health and environmental responsibility Lesson 11.5: Water as an important basic need	Respect water	Write or draw some of the ways you have disrespected water.	Book 2 Page 34
Health and environmental responsibility Lesson 12.2: Healthy eating for children	What I ate last week	Write or draw in your journal which food you like to eat that is bad for your health.	Book 2 Page 40
Health and environmental responsibility Lesson 13.8: Local environmental health problems	Laughter is good for me	Write or draw in your journal something you do not have which you believe would make you happier.	Book 2 Page 130
Health and environmental responsibility Lesson 14.1: HIV and AIDS education: dealing with stigma	Marked and rejected	What is one thing you could do to stop stigma from affecting people you know? Write or draw your answer in your journal.	Book 2 Page 132
Health and environmental responsibility Lesson 15.3: Substance abuse	What to do?	Write or draw about a time you felt peer pressure in your journal.	Book 2 Page 144
It's a wrap for Terms 3 and 4	Reflecting on Terms 3 and 4	Write or draw something to about Grade 5 Terms 3 and 4 - the good times and the challenges.	Book 2 Page 210

The cross-cutting priorities as listed in the Competencies framework, namely Education for Sustainable Development, Indigenous Knowledge Systems and Sustainable Livelihoods. They are concepts and ways of thinking that should be embedded across subjects, fields, and phases, through the teaching and learning processes and in assessment practices. These are covered by the content and activities in the lesson sets and are also embedded in the Info pages.

Info Pages

Info pages provide additional information for some CAPS topics. They are referred to in specific activities, but teachers may also use them to create extension activities and discussions. Some may also serve as posters for display in the classroom and reference for discussion in other lessons.

The table below lists the Info Pages included in the Grade 5 textbook.

Topic & lesson set	Info Page	Page numbers	Strengthening the curriculum: Cross-cutting priorities
Term 1: Development of the self Lesson set 3: Coping with emotions	A A borderless dream	Book 1 Pages 38–39	Language across the curriculum
Term 1: Performing arts	B Music Words	Book 1 Pages 72–73	Language across the curriculum
Term 1: Performing arts	C Music Time Values	Book 1 Pages 74–75	Language across the curriculum
Term 1: Performing arts	D Music notation	Book 1 Pages 76–77	Language across the curriculum
Term 2: Social responsibility Lesson set 6: Child abuse	E Helping our community: a special granny who fights for peoples' rights.	Book 1 Pages 158–159	Values and citizenship
Term 3: Social responsibility Lesson set 9: Festivals and customs of a variety of religions in South Africa	F Traditional African spiritualities	Book 2 Pages 12–13	Character and attitudes: Healthy habits
Term 3: Health and environmental responsibility Lesson set 10: Safety measures at home and the environment	G Use and store household products safely	Book 2 Pages 24–25	Character and attitudes: Healthy habits
Term 3: Performing arts	H Music Words	Book 2 Pages 68–69	Language across the curriculum
Term 3: Performing arts	I Music Time Values	Book 2 Pages 70–71	Language across the curriculum
Term 3: Performing arts	J Music notation	Book 2 Pages 72–73	Language across the curriculum



Education for Sustainable Development (ESD)

Refers to the knowledge, skills, values and attitudes needed to make informed decisions and take responsible actions for environmental integrity, economic viability, and a just society (UNESCO, 2023).

We live in an **interconnected world** where people are part of, and depend on, the environment and one another to survive. Many of the challenges we face at present are as a result of an imbalance of these relationships which has led to the degradation of land, polluted air and water, a changing climate and other environmental and social injustices.

In order to address these challenges, we need to develop values that promote respect and care for the broader community of life (people and non-human life). In addition, we need to cultivate the ability to:

- consider the impact of our actions, and
- make choices that reduce harm and are kinder to our own well-being, other people and the natural world.

Life Skills and Life Orientation provide the learners with the opportunity to have meaningful conversations about complex, interrelated issues and grapple with the challenges they face in a world characterised by over-consumption on the one hand and gross inequality on the other. A **focus on local, individual actions** that can make a tangible difference is key. This will help learners to develop a sense of agency, encourage hope and grow the creativity needed to change the world for the better, one step at a time.

Sustainable Livelihoods (SL)

Refers to an awareness and understanding of how educational content relates to the world of work, as well as an entrepreneurial mindset, and how one might use the knowledge and skills gained through education to choose and build a sustainable career path.

Sustainable livelihoods refer to the strategies and means by which individuals, households, or communities secure the resources necessary to meet their basic needs in a way that is environmentally, economically, and socially sustainable. The concept encompasses the idea of balancing the use of resources so that they do not deplete over time, ensuring long-term viability for future generations.

Lesson sets based on the CAPS topic World of Work focus on **career education**, exposing the learners to the many different career options from all the career fields and encouraging the learners to get to know themselves better through an exploration of their own values, interests and strengths. These lessons, through the tasks set, examples used and stories told, encourage an **entrepreneurial mindset**. We cannot know what the world of work will hold for future generations, nevertheless, the process of supporting learners to find their way to create work and multiple-income streams for themselves can only be of benefit to them.

Indigenous Knowledge Systems (IKS)

Refers to the understandings, skills and philosophies developed by indigenous Southern African societies. This knowledge is part of cultural systems that also encompasses language, systems of classification, resource use practices, social interactions, ritual, and spirituality (UNESCO, 2021).

An important part of **strengthening the curriculum** is ensuring that learners see themselves in what they are learning. By integrating indigenous knowledge systems (IKS), we reinforce the fact that there are many 'ways of knowing' and respectfully resonate with the connections that learners have to their own traditional knowledge systems.

When learners silently carry contradictions (often perceived rather than real) between what they experience as valued at home and what is valued at school, their ability to perform in both contexts is seriously compromised. This cognitive dissonance needs to be given a voice, as well as a space to be heard, in order for **meaningful integration** to occur.

Explicitly affirming what is valuable in tradition can have a **healing and empowering** effect. An example is identifying the traditional practices that ensure participation in decision-making processes – often more immediate and intimate than the more abstract bureaucratic processes of democracy.

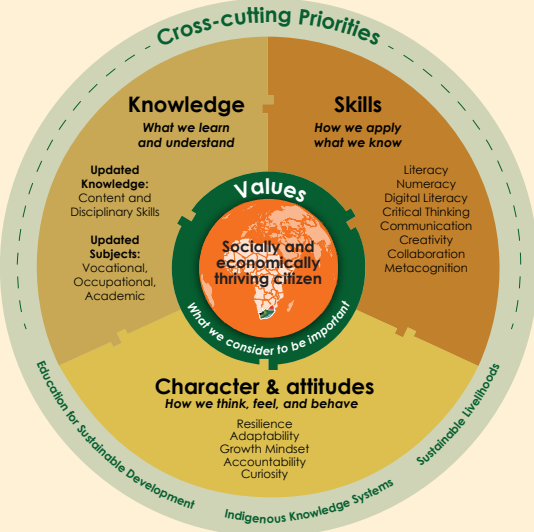
IKS offers alternative ways of **thinking, being and belonging**. Indigenous knowledge affects us in many ways, from the way we take care of ourselves and the natural world, to the way we communicate and express our creativity. It may be reflected in, for example, food production, medicine, technology, education and governance. IKS can be used to imagine the world differently and to find indigenous solutions to contemporary problems.

Lesson set notes

The "lesson set notes" function as a pedagogic bridge between curriculum policy and classroom practice. They give practical expression to the **competency framework** by mapping curriculum content to concrete classroom activities that explicitly cultivate the desired **knowledge, skills, values, character, and attitudes**. Each lesson set is framed not merely as content delivery, but as an opportunity to develop **transversal skills** (e.g. communication, metacognition), foster **character traits** (e.g. accountability, curiosity, resilience), and explore core **democratic values** (e.g. equity, justice). The notes guide teachers in aligning each activity with a **key skill**, reinforcing the framework's emphasis on **application, reflection, and social and emotional learning**.

Additionally, through structured assessments and time allocations, the lesson sets ensure that learning remains **intentional and measurable**, supporting the framework's call for alignment between curriculum, assessment, and teaching practice. The inclusion of **indigenous knowledge systems, education for sustainable development, and sustainable livelihoods** further demonstrates how the lesson sets activate the **cross-cutting priorities** of the strengthened curriculum. They also help learners see themselves and their communities reflected in the curriculum, building cognitive resonance and cultural relevance.

Thus, the lesson set notes operationalise the framework's holistic intent, offering teachers a coherent, values-driven, and skills-rich roadmap to develop learners who are not only knowledgeable, but also **ethical, reflective, self-directed and future-ready citizens**.





Creating opportunities for learners to openly discuss their feelings, struggles and strategies is extremely important in every grade. When lesson topics and activities stimulate these kinds of conversations, they will ensure learner interest in, and ownership of, the material.

Our values inform how we think, feel and behave. Some activities encourage learners to explore their values with the values expressed in the Constitution and the Bill of Rights. Creating a safe enough space as well as an atmosphere of respect for these kinds of discussions is vital.

We need safe enough spaces in which to share openly, be vulnerable to difference, and be unafraid of failure. We talk about “safe enough” spaces rather than “safe” spaces, as learning can cause discomfort, and that is OK. Developing resilience and perseverance does not happen if we disengage when discomforted. The inability to distinguish discomfort from harm and genuine trauma, allows disagreement to trigger resistance rather than invite reflective, critical and creative engagement. When people experience questions or alternative points of view as threats and attacks on identity, and we stop the dialogue as a result, we are encouraging frailty not resilience. Sharing is about the dynamics of trust, and trust can only be nurtured if participants are genuinely interested in each other’s experience. It is important to teach learners how to retain respect for other people in the face of serious disagreement, rather than to protect learners from disagreement. Focus on the idea, not the person. Play the ball, not the player.

To create this safe enough space, **establish group agreement** about what will help the learners to feel comfortable and safe enough. Involve them in the decision-making process, rather than giving them a set of rules to follow. Ask learners to think of ways they would like others to behave. For example, *it is common for people to laugh or giggle when they talk about sexuality topics. This uncomfortable feeling is normal and natural. However, there is an important difference between laughing **with** someone and laughing **at** someone.* Exploring the meaning of **trust and confidentiality** is also an important part of creating a safe enough space.

Questions play an important role in all learning processes

Teachers ask questions to actively involve learners and guide them towards the learning outcomes. Learners also need to feel free to ask their own questions. Their questions can give insight into their concerns, misconceptions or knowledge gaps. By allowing learners to ask their own questions (especially before exploring a topic as a way of priming learning) and to explore core concepts of a lesson by sharing the meaning of the words they would use in their own home language; we already give learners agency in dialogue.

To help learners to ask questions that may be embarrassing or that they feel unsafe to ask openly in a classroom, get them to write them down on pieces of paper and place them anonymously in a ‘question box’. Take time to read and prepare your responses to sensitive questions. This is particularly true of sensitive topics such as abuse, religion or sexuality.

Note that there are **different kinds of questions** that can be asked:

- “Can you explain how...?” information questions
- “Am I normal if...?” affirmation questions
- “Is it ok if I...?” permission seeking questions
- “Do you think it’s wrong if...?” values-based questions

Some questions may be deliberately intended to shock you. If so, it is important not to be shocked!

Ensure that your **responses to questions** are **clear, to the point** and **age appropriate**. If you are not sure of the answer to a question, be honest and tell learners that you will find out and get back to them. You could bring in an expert to discuss a particular issue with them or direct them to other sources of information, reminding them of the importance of using reliable resources and having evidence for their opinions.

Dynamic collaboration

Encourage dynamic collaboration in the classroom, as opposed to reluctant cooperation or subservient assimilation. Dynamic collaboration is what takes place when creative conflict allows knowledge to grow, democracy to develop and multiple subjective experiences of possibility to thrive.

In order for learners to participate in dynamic collaboration, they need to become curious about how a person who is very different from them senses, perceives, feels and thinks – and how, even when situations are uncomfortable, they can allow us all to hold the discomfort and respectfully explore new possibilities.

Given the diversity among learners, and even within any individual learner, we cannot avoid sensitive and controversial issues that some learners may feel uncomfortable with. **Learners need to be encouraged to find ways to be OK with their feelings of discomfort** and honestly think about the source of their discomfort – to deliberately look beneath the surface of the status quo and to engage with their emotional responses (like frustration, anger, confusion, fear, shame, embarrassment and disappointment) to what they uncover. This often-disturbing process can reveal blind spots in how we read what is going on around us. For example, some cultural groups may find any discussion of sexuality or religion to be taboo. You should check this first and mitigate or pre-empt parental objections before engaging in the topic.

Working with feelings

No feeling is inherently wrong. It is what you do with a feeling that can be harmful or useful. Learning how to identify feelings, listening to what they are communicating concerning self-knowledge, and then choosing how to respond, is the key to emotional growth.

Exploring boundaries

The textbooks provide **opportunities for rich open-ended discussions**, asking questions that help learners to reflect on scenarios that are emotionally and intellectually challenging. These opportunities will, at times, examine the boundaries that individuals and communities create to distance self from other, us from them, insiders from outsiders, etc. This is always made easier if there is some empathy for those who are different from you.

When learners experience uncomfortable feelings, urge them to find the source of this discomfort and work through it. Resisting potentially empathic experiences, is based on a very fragile sense of self and identity that can become overly defensive. If both sides of the discussion are operating from “the need to be right” perspective, there cannot be a discussion that is open and a learning experience for everyone involved.

There will be times when some issues just cannot be resolved. At these times, it will be best for both sides to gracefully agree to disagree, and not with a sense of disdain. Learning how to bear witness to each other’s lives, being able to be fully present in our curious and empathic listening, relaxes boundaries. This is not an intellectual exercise in understanding social justice as an abstract concept. **This is rather about creating real opportunities for experiencing the other in a way that mutually reinforces self-worth.**

Encourage talking about the learning process

One of the most important stories learners need to tell is the story of their own learning path. Working together as a class to reflect on and summarise what insights have been uncovered and what principles have been learnt is a vital part of developing the skills of dialogue. More importantly we need to create space in the curriculum for learners to talk about how they feel about what they are learning and what they believe about their ability to learn it. By allowing learners to reflect on some content before attending class (with some guiding reflective questions) they are given an opportunity to bring questions and ideas, in their own words, to the discussion that follows in class.



Physical activity

Physical activity adds variety to a lesson, improves concentration, diffuses frustration and boredom, creates opportunities for sharing information through peer-to-peer learning, promotes teamwork and cooperation, as well as physical wellbeing, so **include physical activities as often possible in your lessons**.

On the simplest level learners need to move (every fifteen minutes), for example to stretch, breathe deeply, shake their bodies and hum so that their whole body vibrates to allow oxygen to flow and the brain to re-engage. There is a range of techniques (like drawing big figures of eight in the air, crossing arms over the body) that have been designed to stimulate the whole brain and can be found if you do a Google search for kinaesthetic education.

The experience of fun and meaningful physical activities actually increases a positive experience of the body – making other health choices, like avoiding smoking, more likely. A learner's belief that greater personal satisfaction and pleasure is possible, and that they have the agency to assert themselves through choice, is necessary before messages about health and safety can be experienced meaningfully.

Physical activity also reduces risk of disease, such as cancer, osteoporosis, cardiovascular disease and depression. It also reduces tendencies towards 'delinquent' behaviours such as gang participation, graffiti, truancy, etc.⁶

Physical Education

The difference that increased physical exercise makes to a nation's health and economy is so disproportionate to the effort involved that UNESCO has made Quality Physical Education a **global priority**.

"Physical education is the most effective means of providing all children and youth with the skills, attitudes, values, knowledge and understanding for lifelong participation in society."

(The Declaration of Berlin 2013, UNESCO's World Sports Ministers Conference (MINEPS V))

Rising levels of physical inactivity, along with the substantial associated disease risk have been described as a pandemic by the World Health Organisation. The World Health Organisation predicted that by 2020 depression would be the second most common cause of disability. The number of people who take their own lives is about three times the number of people that die in armed conflicts around the world. The role that physical exercise can play in alleviating depression and restoring a greater sense of human dignity is significant.

There is growing global concern about **low levels of physical activity**, lack of physical fitness and obesity among children and adolescents. Learners spend a lot of their time sitting at desks at school and engaging with technology and social media in their leisure time. Research also shows that many South African children do not have access to safe physical activities. This makes Physical Education in schools an important priority.

Participation in team sports also has the potential to improve a learner's cognitive skills with regard to teamwork, collaboration and productivity. We must bear in mind that all learners need access to physical activities and permission to play with their friends on the school fields, not only those who make the team.

Physical Education (PE) encourages learners to have an active, healthy lifestyle. It also aims to develop physical wellbeing together with knowledge of movement and safety. PE is part of the **holistic development of learners**, affecting their cognitive, social, personal and emotional development.

One of the most important aims of PE is to build a **positive attitude towards physical exercise**.

In addition, it is important to:

- Encourage and affirm **all** learners to participate in physical activity in a way that they find **challenging** and **experience satisfaction** in what they achieve.
- Involve learners in **setting goals** that are appropriate to their fitness levels.
- Listen to their concerns and be flexible in looking for **solutions together**. Do not single out learners who are physically challenged, asthmatic, introverted, etc. and try force them to do more activity than they are willing to. Rather encourage and explain the reasons for it, aside.
- Help learners to also **support each other**, build acceptance and trust, and acknowledge each other's achievements.
- Promote **gender equality** with responsibility being shared equally between male and female participants.
- **Be aware of conditions** such as heart disorders, asthma, epilepsy, diabetes and severe allergies.
- Use the warm-up and cool-down routines, as described in the textbooks, to **prevent injury** and maximise performance.
- Urge learners to keep **hydrated** during exercise
- Find a place on the school grounds suitable for PE activities, store all equipment needed in a safe place and offer clear instructions to learners on how to use the equipment.

For each Physical Education lesson:

- **Familiarise** yourself with the learner activities **beforehand**.
- Give **clear instructions** at the start of an activity and check that learners understand the safety factors and potential risks before they begin.
- Ensure they understand the **rules of specific activities** beforehand and enforce these rules during play.
- **Observe** and **supervise** learners when they take part in activities to create an ordered environment as well as for assessment purposes.
- It's a good idea to establish a **stop signal** so that learners know when they must immediately stop play or participation.

6. Piggott, Spray, Mason & Rhind (2024).



Through art we express what cannot be easily put into words. The resulting juxtaposition of mediums, movements, materials, colours, sounds, textures, shapes, shadows, spaces, symbols and ideas offers an open-ended exploration of concepts, inviting learners to respond freely, both emotionally and intellectually. Not only can they explore their **capacity for aesthetic pleasure**, they also experience their **capacity for meaning-making, innovation and knowledge creation** through making associations (symbol, metaphor, analogy, allegory and narrative threads).

The ability to make new associations lies at the heart of creativity, and can be practised in the process of experiencing and making art. Associations can be purely aesthetic, but they can also be symbolic.

Symbolic thinking is the ability to use the experience of one thing to represent the experience of something else by drawing attention to some shared characteristic in both experiences. It is interesting to note that the word symbol derives from the Greek verb, *symballein*, 'to throw together'.

Associative thinking includes the ability to transfer a pattern or a skill from one context or knowledge system to another. The ability to recognise patterns that something unfamiliar shares with something more familiar is not just a source for poetry or art, but a source for the unusual associations that make breakthroughs in knowledge and innovation possible.

Insight is the experience of finding a spontaneous and unexpected solution to a problem. It usually occurs when the learner is faced with complex information and instead of using rules to solve a problem in a predictable way, they are able to step back, see the big picture (all the variables and the patterns of the relationships between them) and make unusual associations. This analogical skill requires a loosening of existing associations, curiosity, playfulness and a sense of humour, which all help to create a psychological distance between the learners and the challenge. This psychological distance facilitates reflection and improves cognitive performance, from actual problem solving to the ability to exercise self-control.

Art facilitates dialogue in a subtle, sensual, sensational and dynamic way in which text cannot – especially when dealing with sensitive and controversial subject matter, where it is more important to have the dialogue than it is to provide final and resolved content. This process also stimulates the learner's mind to consider possibilities of deliberate design, not just in art or technology but in society and environments. Through deliberate design we manipulate energy, matter and information in the world to our advantage. **We apply knowledge and imagination to transform the present into possible futures.** This process can also include technology. Through art, design and technology we extend our bodies, our reach and our influence into space and time. Through technology we also outsource our labour to tools and machines.

Visual arts education and performing arts education are two distinct yet complementary areas of arts education, each focussing on different forms of artistic expression and skills development.

Visual Arts Education involves exposing learners to various forms of visual art, including drawing, painting, sculpture, photography, printmaking and digital media. Learners use various techniques and different media to express their thoughts and emotions through visual means. They are also encouraged to develop the skills to analyse and critique their own work and the work of others, thus growing their critical thinking. In addition, visual arts develop cultural awareness through the exploration of cultural identities, societal issues and through understanding art movements, styles and significant artists.

The benefits of visual art making includes:

- Enhancing creativity and imagination.
- Improving fine motor skills and hand-eye co-ordination.
- Encouraging self-expression and personal reflection.
- Developing visual literacy and appreciation for aesthetics.

Performance Arts Education focusses on disciplines such as music, dance, theatre, drama, where learners engage in live performances and expressive movement. Learners can gain experience of performance skills such as acting, singing, dancing, or playing musical instruments. They can learn theatrical techniques including stage presence, voice modulation, choreography and script interpretation. Through working with peers in ensembles, theatre productions or dance troupes, they will develop teamwork and communication skills. Through encouraging improvisation, composition and the development of original works, learners will grow their creativity. Exploring the role of performing arts in different cultures and historical periods will improve their cultural awareness.

The benefits of performance art making includes:

- Building confidence and public speaking skills.
- Enhancing emotional intelligence and empathy through character exploration.
- Promoting physical fitness and co-ordination through movement.
- Encouraging creativity and innovation in performance.

Both visual arts education and performance arts education play a crucial role in developing learners' creativity, critical thinking and cultural awareness. They provide unique opportunities for self-expression and personal growth, preparing learners for a variety of future endeavours, whether in the arts or other fields.




This next section of the textbook will support your process of planning all the lessons for each term. By scanning the lesson sets, you can see what lies ahead and where there are opportunities to include more relevant local content.

You can also decide which lessons to prioritise. Don't work through the textbook merely in order to complete every activity, but rather decide which activities to complete in each section.

Slow down the conversations so that learners feel heard, seen, appreciated and not judged.

Each lesson set begins with the CAPS topic requirements.

The Overview table is set up as follows:

- The first column includes the CAPS topic, the title of each lesson (one double-page spread (DPS) of the textbook) and the suggested time it will take to cover the DPS.
- The second column gives a summary of the core knowledge and key messages that the lesson explores (see skills descriptions on pages viii – xi of the textbook).
- The third column provides a brief description of the activities in the lesson and the key skills practised in the activity. These descriptions will alert you to any resources needed or other preparation such as needed, for example, arranging the class into groups.
- The fourth column shows a thumbnail of each DPS in the textbook, for ease of reference. Turn the page 

Lesson set 1: Positive self-concept formation
Time: 3 hours




- CAPS**
- Positive self-concept formation
 - Influence of others on self-concept: adults and peers
 - Personal successes as contributing factors to positive self-concept
 - Action plan for continued positive self-concept formation
 - Reading skills: reading with understanding and using a dictionary
 - Reading about activities and/ or actions that build positive self-concept: recall and relate




30m

The clock symbol indicates suggested lesson time.
m = minutes
h = hour

Formal assessment task Term 1: Personal and Social Well-being: Assignment: written task, total 30 marks

Suggested activities: Lessons 4.4. Explain the mark allocations to learners to guide the length of their answers to each question.

Development of the self in society	Core knowledge and key messages	Activities and key skills	Pages 2 - 13
Lesson 1.1 Introducing myself <div>30m</div>	Self-concept: What do I think about myself? What do I believe about myself?	What is your name? <i>Key skill: Be kind to yourself</i> More than just a name: using kind words to write about oneself <i>Key skill: Share and compare</i>	
Lesson 1.2 Be brave – use courage <div>30m</div>	How others influence our self-concept. Using courage to assert ourselves and build self-confidence.	Complete three scenarios where you disagree with people’s actions. <i>Key skill: Talk about your feelings</i>	
Lesson 1.3 Children who inspire <div>30m</div>	Amazing acts can make us feel good. Learning about others and their achievements can inspire us.	Dictionary work (unique, special, original, extraordinary). Why Savannah Karmue and Peter Larson are special. <i>Key skill: Find out more (ask someone – look it up)</i>	



Development of the self	Core knowledge and key messages	Activities and key skills	Pages 2 - 13
Lesson 1.4 Don't underestimate me! <div>30m</div>	Learning not to underestimate oneself: Thérèse Kirongozi’s story.	Dictionary work (underestimate). Answer questions about Thérèse Kirongozi and her robot. <i>Key skill: Find out more (ask someone – look it up)</i>	
Lesson 1.5 Believe in yourself and others <div>30m</div>	People can achieve great things when they are encouraged by others. Anybody can come up with the next big idea.	Design your own invention to solve an issue that causes road accidents. <i>Key skill: What's new? Try it</i>	
Lesson 1.6 Plan of action <div>30m</div>	Action plans can help us achieve our goals while preparing for obstacles or challenges	Write a plan of action for a personal goal. <i>Key skill: Look back – look forward</i>	




Lesson set 2: Giving and receiving feedback

Time: 3 hours

CAPS

- Giving and receiving feedback: giving feedback to peers and receiving feedback from peers and adults
 - Appropriate ways of giving feedback: positive and negative feedback
 - Appropriate ways of receiving negative and positive feedback
- Reading skills: reading with understanding and using a dictionary
 - Reading about appropriate ways of giving and receiving feedback: recall and relate

Development of the self	Core knowledge and key messages	Activities and key skills	Pages 14 -23
Lesson 2.1 Feedback is important <div>1h</div>	Understanding what feedback is. Negative vs. constructive feedback. Practising how to give helpful feedback can help you grow.	Practise giving constructive feedback. Key skill: Give a reason for what you think Have a conversation using constructive questions. Key skill: Ask questions about the things you want to know	<div>Feedback is important</div> <div></div> <div>1415</div>
Lesson 2.2 Keep your self-talk helpful <div>30m</div>	Thinking positively and being encouraging in one's self-talk will help maintain a positive self-concept. Understanding what you are good at can help build your confidence.	Examine your self-talk. Key skill: Think about your thinking Write a success log. Key skill: Be kind to yourself	<div>Keep your self-talk helpful</div> <div></div> <div>1617</div>

Development of the self	Core knowledge and key messages	Activities and key skills	Pages 14 -23
Lesson 2.3 Body language <div>30m</div>	Using words is not the only way we communicate. Learn to use body language to communicate.	Look at illustrations and discuss what the body language is saying. Key skill: Try to feel what someone else is feeling Show that you are listening to a story, without using words. Key skill: What's new? Try it	<div>Body language</div> <div></div> <div>1819</div>
Lesson 2.4 Kind words can be powerful <div>30m</div>	Kind words can help build confidence and motivation for ourselves and others. Using the “LAURA” technique (listen, ask, understand, reply, appreciate).	Answer feedback questions about the feelings of a participant in a fashion show. Key skill: Try to feel what someone else is feeling	<div>Kind words can be powerful</div> <div></div> <div>2021</div>
Lesson 2.5 Practise, practise, practise <div>30m</div>	The more you practise giving feedback, the better you become at it.	Feedback practical: design a shoe; give and receive feedback on it. Key skill: Share and compare	<div>Practise, practise, practise</div> <div></div> <div>2223</div>

Lesson set 3: Coping with emotions: empathy, compassion, anger, disappointment and sadness
Time: 4.5 hours

CAPS

- Coping with emotions: empathy, compassion, anger, disappointment and sadness
 - Skills to manage emotions in a positive way
 - Significance of friends in times of sadness, tragedy and change
- Reading skills: reading with understanding and using a dictionary
 - Reading about friendships that are caring and supportive: recall and relate

Development of the self	Core knowledge and key messages	Activities and key skills	Pages 24 - 38
Lesson 3.1 We all have emotions <div>1h</div>	We all experience emotions. No emotion is right or wrong. It is what one does with one's emotion that is helpful or harmful.	Write down your feelings. Key skill: Talk about your feelings Describe the emotions expressed in a story, and relate these to own experience. Key skill: Try to feel what someone else is feeling	<div>24</div> <div>25</div>
Lesson 3.2 Coping with disappointment <div>1h</div>	When others are feeling disappointed, we should be understanding and show compassion. We can find ways to lift ourselves up, and help ourselves to deal with disappointment.	Answer questions about Tebogos's story. Key skill: Try to feel what someone else is feeling Write a poem about what lifts you up. Key skill: Make something to show what you think it is like	<div>26</div> <div>27</div>
Lesson 3.3 I can control my anger <div>30m</div>	Everyone feels angry sometimes. Anger is not only a negative feeling: it can sometimes help to make things change for the good. Anger should not be expressed in a violent manner.	Answer questions about anger. Use the five-point guide to help control your anger. Key skill: Think about your thinking	<div>28</div> <div>29</div>

Development of the self	Core knowledge and key messages	Activities and key skills	Pages 24 - 39
Lesson 3.4 Précieuse's journey <div>30m</div>	The story of Précieuse, a child refugee: a refugee's life is difficult, especially if they are a child.	Write words to describe Précieuse's feelings during her journey. Key skill: Try to feel what someone else is feeling	<div>30</div> <div>31</div>
Lesson 3.5 Précieuse's journey continues <div>30m</div>	Understanding resilience and compassion	Answer comprehension questions about refugees' challenges, and about, resilience and compassion. Key skill: Work it out yourself	<div>32</div> <div>33</div>
Lesson 3.6 Feeling sad <div>30m</div>	Most people cry sometimes. Help someone by asking them what you can do to help. Showing kindness and helping others is a sign of compassion and empathy.	Role-play a scene, saying something other than "stop crying" to someone who is crying. Key skill: Ask questions about the things you want to know Dictionary work (empathy). Key skill: Find out more (ask someone – look it up)	<div>34</div> <div>35</div>
Lesson 3.7 Stand in my shoes <div>30m</div>	'Standing in the shoes' of other people helps with learning compassion.	Draw and decorate a shoe, then compare shoes. Key skill: Make something to show what you think it is like	<div>36</div> <div>37</div>
Info Page A	A borderless dream This extra information page explores the effects of colonialism, and what it might be like to be able to move, live, study, work and trade all over Africa without the obstacle of borders; when no one would have to flee war or poverty or economic collapse.		<div>38</div> <div>39</div>

Lesson set 4: Relationships with peers, older people and strangers
Time: 3 hours

- CAPS
- Relationships with peers, older people and strangers:
 - Safe and unsafe relationships
 - Bad and good relationships
 - Benefits of good and safe relationships
 - Reading skills: reading with understanding and using a dictionary
 - Reading about relationships that are safe and good: recall and relate

Sexuality	Core knowledge and key messages	Activities and key skills	Pages 40 - 53
Lesson 4.1 Our relationships and connections <div>30m</div>	We have different kinds of relationships and connections we have with different people. You should always feel comfortable, and be able to say so if you are not comfortable around certain people. Ubuntu in relationships.	Draw a picture of own connections to people. Key skill: Talk about your feelings	<div>40</div> <div>41</div>
Lesson 4.2 Granny's love <div>30m</div>	Some relationships make us feel happy and safe. We should spend time with the people who make us feel happy and loved.	Answer comprehension questions about Ayanda and her Gogo; come up with a song that makes people feel happy and safe. Key skill: Be kind to yourself	<div>42</div> <div>43</div>
Lesson 4.3 Oops! Friends fight. <div>30m</div>	Friends sometimes get upset with each other Different methods to resolve conflict. Finding ways to resolve conflict will help maintain relationships.	Write two different endings for a story about two friends. Key skill: Look back – look forward	<div>44</div> <div>45</div>

Development of the self	Core knowledge and key messages	Activities and key skills	Pages 40 - 53
Lesson 4.4 Some relationships are not safe <div>30m</div>	Some relationships are not safe, even if they are with people you love.	Read statements about relationships and write which are safe and which are unsafe. Key skill: Give a reason for what you think	<div>46</div> <div>47</div>
Lesson 4.5 Watch your words <div>30m</div>	It is helpful to know a variety of words to describe feelings. Social media safety.	Act out some words that describe feelings. Key skill: Talk about your feelings	<div>48</div> <div>49</div>
Lesson 4.6 Finding help <div>30m</div>	Tell an adult you trust when you do not feel safe with someone. The network hand.	Draw your own network hand. Key skill: Choose what works best for you	<div>50</div> <div>51</div>
Lesson 4.7 Make your own shining star <div>30m</div>	Maintaining relationships that make us feel safe and happy.	Make a shining star for a person who makes you feel safe and happy. Key skill: Make something to show what you think it is like	<div>52</div> <div>53</div>
Formal assessment Term 1: assignment, written task (30 marks) Suggested activities and mark allocations	Personal and Social Well-being Topic 1: Development of the self : Lesson set 4: Lesson 4.4: Some relationships are not safe – Book 1 page 46 Case study: Read the story of Katlego and Ayanda. Mark allocation 1. Which of Katlego's relationships are not safe (5) 2. Which of Ayanda's relationships are not safe? (5) 3. Briefly describe how you could assist Katlego with cousin Vince (5) 4. How can Ayanda keep herself safe from Uncle Percy (5) 5. What are some ways that kids can keep themselves safe from harmful people (10)		

Time Allocation - 10 hours

Resources:

- Open space
- Found or made musical instruments, including drum/ tambourine
- Audio equipment and audiovisuals with a range of suitable music
- Charts and posters (including musical notation on a stave of a single line)
- Pictures of and recorded/live music using Western or African string and woodwind instruments
- Textbook

- Mimed actions, using the five senses (seeing, hearing, tasting, touching, smelling)

Topic 3: Read, interpret and perform

Time: 3.5 hours

CAPS

- Movement sequences exploring contrasts including contrasts in time (slow/quick), levels (high/medium/ low), direction (forwards/backwards/sideways/upwards/ downwards/diagonally) and force (smooth/jerky, strong/ light)
- Mime sequences around a central action, using the five senses and exploring contrasts in time, levels, directions and force
- Musical phrases with voice and/or instruments that explore contrasts in dynamics, pitch and rhythmic patterns
- Notation of rhythms on single line stave (semi-breve, crotchet, minim and quaver note values and equivalent rests)

Topic 4: Appreciate and reflect on

Time: 1 hour

CAPS

- Selected examples of Western or African music, classifying instruments both visually and aurally (listening and viewing pictures), considering timbre and expression of different moods
- Own and other’s performances and processes using simple creative arts terminology

Key terms: breathing, focus, canon, call and response, semi-breve, minim, crotchet, quaver, rest, rhythm, senses, time, level, direction, force, pitch, mood

Topic 1: Warm up and play

Time: 2.5 hours (15 min per class)

CAPS

- Rhythm games using body percussion and movement
- Physical warm up for co-ordination and control (including spinal warm up, body part isolations, arm swings, etc.)
- Vocal warm up (including breathing awareness exercises with co-ordinated arm swings, into sighs, into hums at different pitches, etc.)
- Singing warm up (including South African songs in unison, in canon and/or with actions)
- Concentration and focus games, using travelling and freezing, to music

Topic 2: Improvise and create








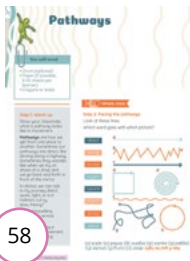







Time: 3 hours













CAPS


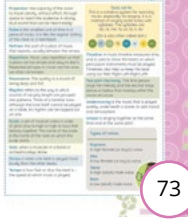
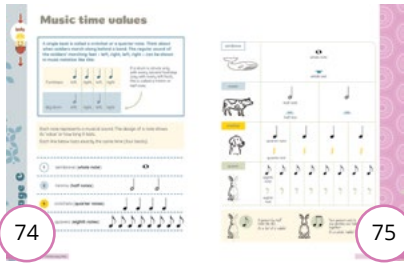
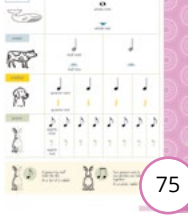
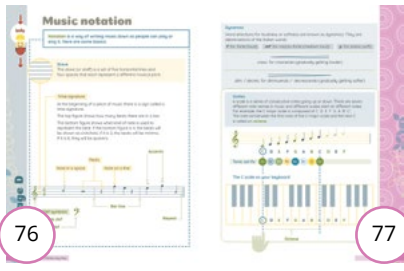


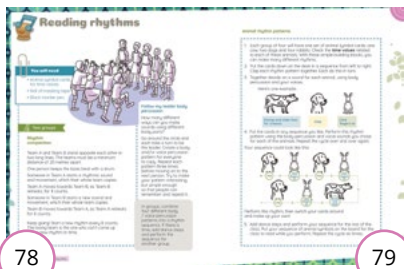


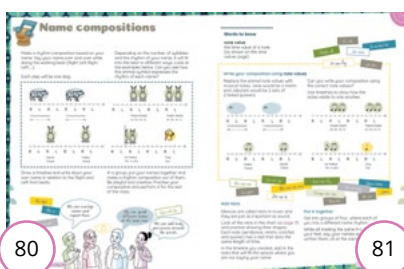

- Rhythm patterns of different note values (semibreve, minim, crotchet, quaver and the equivalent rests), using body percussion and percussive instruments
- Locomotor and non-locomotor movement sequences exploring elements of time (tempo, beats, meter), individually and in unison (including jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull)


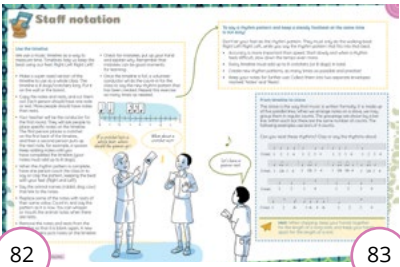

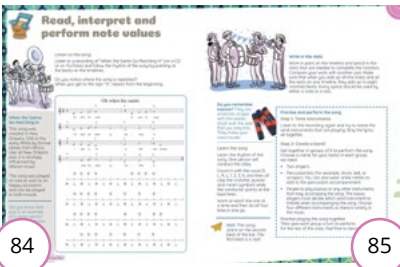



Formal assessment task Term 1: Creative Arts Task (CAT): Performing Arts, total 40 marks


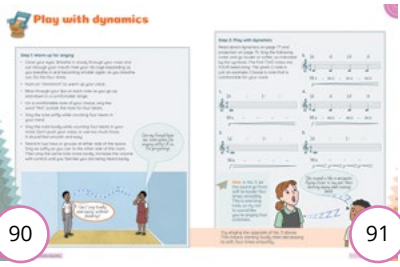




Suggested activities that use drama: Animated objects, animated rooms (40 marks). See suggested mark allocations in Teacher’s Guide.

	Core knowledge and key messages	Activities and key skills	Pages 54 - 95
<div>Rhythm games</div> <div></div>	Playing with rhythm in a group is a great way to connect with our bodies, and to connect with one another.	Rhythm name game. African rhythm game. Mosquito Mosquito!	<div>54</div> <div>55</div>
<div>Musicmania</div> <div></div>	Recap knowledge of instrument families according to how they are played: Membranophones, Aerophones, Chordophones, Idiophones.	Let’s make music with instruments. Instrument challenge.	<div>56</div> <div>57</div>
<div>Pathways</div> <div></div>	Pathways through space can create different movement patterns.	(Warm-up) What is a pathway? Pacing the pathways. My name is a dance.	<div>58</div> <div>59</div>
<div>Brushes and dots</div> <div></div>	Dance uses different pathways that have different weights, directions and tempos.	Imaginary painting. Design and draw the pathways.	<div>60</div> <div>61</div>
<div>Brushes and dots continued</div> <div></div>	Pathways can be combined to create a dance sequence that demonstrates contrasts.	Dance the pathways. Accumulate a sequence. Remember the journey: consolidate what was learnt.	<div>62</div> <div>63</div>

Performing Arts	Core knowledge and key messages	Activities and key skills	Pages 54 - 95
<div>Moving into mime</div> <div></div>	Use the body and facial expressions to make others see things that are not there. Good mime requires one to use one’s senses.	You in your environment. Mood machine. What is this object?	<div></div> <div>64</div> <div></div> <div>65</div>
<div>Mime – body shapes</div> <div></div>	The body can be used in imaginative ways to bring things to life (animation). Motion factors and movement concepts can be used to create contrast.	Make letters and shapes with your body. When furniture lives: moving doors Change to chairs.	<div></div> <div>66</div> <div></div> <div>67</div>
<div>Animated objects, animated rooms</div> <div></div>	Theatre is imaginative. We do not need to show reality simply as it is. We can use our bodies to create anything.	Create furniture in a room. Use step 1 on page 69 as formal assessment Bring in a human. Walk through the house.	<div></div> <div>68</div> <div></div> <div>69</div>
<div>Share your mime</div> <div></div>	Tips for performing and watching mime. Magic imagination: mime is the space where anything can happen.	Make the scene. Appreciate and reflect. Consider a number of different features of mime. Consider how to reflect on others’ mimes. Be kind and considerate in your feedback.	<div></div> <div>70</div> <div></div> <div>71</div>
<div>Formal assessment</div> <div>Term 1: Creative Arts Task (CAT): Performing Arts (40 marks)</div> <div>Suggested activities and mark allocations</div>	<div>Lesson: Animated objects, animated rooms, improvise and create – page 69</div> <div>1. In groups of no less than 3, use mime to recreate an object, piece of furniture or machines that are visible in the room.</div> <div>2. The rest of the class must guess what the creation is as part of the assessment.</div> <div>3. You must include a musical element by making the sound which your creation makes but you may not speak using words.</div> <div>4. You may not use anything but your bodies to make the creation,</div> <div>Mark allocation</div> <div>• Execution: If the class guesses if the class guesses correctly the first time, it is 10 and minus 1 for every guess afterwards. (10)</div> <div>• Creative Use of various body parts (5)</div> <div>• Full group participation (5)</div> <div>• Facial expressions. (5)</div> <div>• Creative use of various elements to create sound (15)</div>		

Performing Arts	Core knowledge and key messages	Activities and key skills	Pages 54 - 95
Info Page B	Music words Music terminology and vocabulary.		<div></div> <div>72</div> <div></div> <div>73</div>
Info Page C	Music time values Recap note values and animal notation from Grade 4.		<div></div> <div>74</div> <div></div> <div>75</div>
Info Page D	Music notation Link animal notation (Grade 4) to music notation (Grade 5). Understand the stave, clefs, time signatures, and dynamics.		<div></div> <div>76</div> <div></div> <div>77</div>
<div>Reading Rhythms</div> <div></div>	Rhythms can be improvised in groups. We can use body percussion and dance steps to explore rhythm.	Rhythm competition. Follow my leader body percussion. Animal rhythm patterns. Creating dance steps for the rhythms.	<div></div> <div>78</div> <div></div> <div>79</div>
<div>Name compositions</div> <div></div>	Combinations of note values and rests can be used to construct rhythms. Our names have unique rhythms.	Make a rhythm composition. Write your composition using note values. Add rests. Feel the rhythm of a name.	<div></div> <div>80</div> <div></div> <div>81</div>

Performing Arts	Core knowledge and key messages	Activities and key skills	Pages 54 - 95
<div>Staff notation</div> <div></div>	Recap timelines from Grade 4 and then understand how this is reflected on the stave.	Use timelines to fill up beats in a bar. Clap rhythms from music notation on the stave. Practise rhythms. Learn note values. Practise keeping time.	<div></div> <div>8283</div>
<div>Read, interpret and perform note values</div> <div></div>	Songs can be transcribed using music notation. Songs can be played in a band using kazoos and percussion instruments.	Listen to a song. Write in the rests on the timeline. Learn the song. Practise and perform the song.	<div></div> <div>8485</div>
<div>Warm up your voice</div> <div></div>	Revise Tonic sol-fa as a way to follow pitch sequences. Warming up the voice.	(Warm up) Practise Tonic sol-fa, including the Tonic sol-fa hand signals. Warm up the voice.	<div></div> <div>8687</div>
<div>Play with your voice</div>	Warming up using progressively longer phrases.	Warm up. Sing, using a musical score and breathing techniques.	<div></div> <div>8889</div>

Performing Arts	Core knowledge and key messages	Activities and key skills	Pages 54 - 95
<div>Play with dynamics</div> <div></div>	Revise dynamics (volume and projection).	Warm up. Sing, using a musical score that includes dynamics.	<div></div> <div>9091</div>
<div>I am an African</div> <div></div>	Use the “I am an African” speech to come up with a poem about being an African.	Read the Extra Info A on page 38 and 39, “A borderless dream” and the “I am an African” speech. Write a short poem about being an African.	<div></div> <div>9293</div>
<div>Dynamics in Singing</div> <div></div>	Learn about the African Union (AU) anthem, then learn to sing it.	Learn the AU anthem. Sing it in unison, with expression; use dynamics.	<div></div> <div>9495</div>

Topic: Visual Literacy
Time: 1 hour





- CAPS
- Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name complementary colour in images of the human body in action
 - Observe and discuss visual stimuli in photographs ,artworks and real objects to identify and name emphasis in images of the human body in action
 - Questions to deepen and extend observation of elements and design principles Apply to own and others’ work




Topic: Create in 2D – Colour Crazy
Time: 2 hours










- CAPS
- Drawing and/or colour media: exploring a variety of media and techniques
 - Art elements: monochromatic colour used in own images of figures in an environment
 - Design principles: balance used in own images of figures in an environment







Topic: Create in 3D – Figures with animals
Time: 2 hours

- CAPS
- Skills and techniques: clay (earthenware or plasticine)
 - Art elements: reinforce texture, shape/form in own models of human figure interacting with animal
 - Design principles: introduce balance in own models of the human figure interacting with an animal
 - Spatial awareness: reinforce conscious awareness of working in space, for example, model to be viewed from front, back and sides, parts of model can extend into space
 - Appropriate tidiness and sharing of space

Visual Arts	Core knowledge and key messages	Activities and key skills	Pages 96 - 115
Visual literacy			
<div>Colour crazy</div> <div></div>	<p>Complementary colours and revision of the colour wheel; primary and secondary colours; elements of Art.</p> <p>Robin Rhode combines street art / murals with geometry, live performance and photography to create unique colour wheels.</p>	<p>Identify complementary colours on a colour wheel and colour them in.</p> <p>Answer questions about the colour wheel.</p> <p>Observe different types of colour wheels through the work of contemporary artist Robin Rhode.</p>	<div></div> <div>96</div> <div>97</div>
<div>Spice and silk trade routes of the Indian Ocean</div> <div></div>	<p>Learn about trade routes between India, China, South East Asia, the Middle East, Europe and East Africa.</p> <p>Learn about the Mughal painting of Akhbar the great – a miniature which combines people with their richly detailed environments.</p>	<p>Geographic skills: Identify places and trace routes with finger on a map</p> <p>Link art to other subjects (Geography and History); expose learners to diverse cultures and historical periods, i.e. the Mughals and their culture</p> <p>Draw on Visual Literacy skills to identify and interpret the painting of the Mughal emperor: status, colour, shape, form, pattern, design, etc</p>	<div></div> <div>98</div> <div>99</div>

Visual Arts	Core knowledge and key messages	Activities and key skills	Pages 96 - 115
Create in 2D			
<div>Mughal portraits with objects</div> <div>2D</div>	<p>The concept of profile (seeing the face from the side). Depiction of gender roles through art.</p>	<p>Answer questions on the Mughal portraits.</p> <p>Understand the concept of profiles and how to draw side-on views.</p> <p>Tracing and observation skills.</p> <p>Trace own profile.</p>	<div></div> <div>100</div> <div>101</div>
<div>Strange inspiration</div> <div>2D</div>	<p>Identify and draw three things that are important to oneself and learn about the art of Giuseppe Arcimboldo, which uses elements from the natural work to create imaginary portraits.</p>	<p>Identify and acknowledge what is important to oneself and consider how art can express one’s personal values.</p>	<div></div> <div>108</div> <div>109</div>
<div>My profile with my objects</div> <div>2D</div>	<p>Make use of primary and secondary colours to create a profile filled with things most important to self, while drawing on prior knowledge of elements of art.</p>	<p>Identify important objects and draw them in the self-portrait profile.</p> <p>Learners investigate their own values and ideals.</p> <p>Drawing. Use of art elements.</p> <p>Use of complementary colours to colour the background.</p>	<div></div> <div>110</div> <div>111</div>

Visual Arts	Core knowledge and key messages	Activities and key skills	Pages 96 - 115
Visual literacy			
<div>Inside out: Connecting to the world</div> <div></div>	Learn about different cultures, and about sacred spaces, the protection of heritage sites and the different relationships various cultures have to their environment.	Think about the self and others in the environment. Understand that certain environments are considered sacred or special to communities. Explore the varied relationships between the artists learned about this term and their environments.	<div></div> <div>102</div> <div></div> <div>103</div>
<div>Mary Sibande</div> <div></div>	Learn about artist Mary Sibande and the themes of the body and identity in her sculptural work.	Observe images and answer questions about the artwork. Observation, critical analysis, reflection.	<div></div> <div>104</div> <div></div> <div>105</div>
<div>More than a uniform</div> <div></div>	Observe the work of Mary Sibande and explore the representation and identity of black women's bodies in South Africa.	Discuss the artworks. Explore the concept of own inner world. Observation, critical analysis, reflection.	<div></div> <div>106</div> <div></div> <div>107</div>

Visual Arts	Core knowledge and key messages	Activities and key skills	Pages 96 - 115
Create in 3D			
<div>Noria Mabasa</div> <div></div>	Noria Mabasa and her life and work as a sculptor, working in clay and wood, and depicting issues of relevance to women.	Learn about Noria Mabasa. Observe Noria Mabasa's sculptures, and how she uses local materials (clay, wood, etc.). Observation, critical analysis, reflection.	<div></div> <div>112</div> <div></div> <div>113</div>
<div>Seated clay figures</div> <div></div>	Work with clay to create a 3D figure with an object, based on self.	Work with the medium of clay and learn relevant techniques: wedging, moulding, cutting, joining, shaping, etc. Construct a seated figure, based on the self. Explore body proportions, form and texture. Include an object personal to themselves, as a link to the inner world.	<div></div> <div>114</div> <div></div> <div>115</div>
<div>Words</div>	Primary colour Secondary colour Complementary colour	Balance Contrast Pattern	

Participation in movement sequences


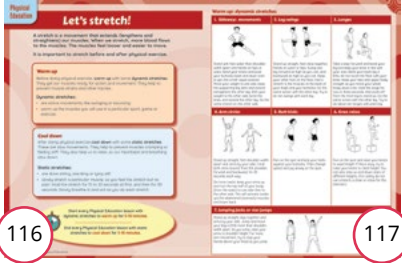





Time: 10 hours










CAPS

- Participation in movement sequences that require consistency and control in smooth and continuous combinations: rotation, balance, locomotion, elevation
- Safety measures relating to movement sequences
- Movement performance in movement sequences that require consistency and control in smooth and continuous combinations: rotation, balance, locomotion, elevation
- Examples: gymnastics sequences which combine two or more of the following movements: running, walking, jumping, hopping, skipping, rolling etc.

Formal assessment task Term 1: Physical Education Task (PET) total 30 marks: Refer to the assessment tool in CAPS Section 4.

Time allocation: Allocate time and supplement or adapt activities as needed to suit your resources and learners’ abilities. Note that 20 minutes of each lesson will comprise of warm-up and cool-down activities (5-10 minutes for warm up and 5-10 minutes for cool down).

Physical Education	Core knowledge and key messages	Activities and key skills	Pages 116 - 127
Let’s Stretch Dynamic stretches (Warm up) 	Dynamic stretches involve movement Use dynamic stretches to warm up at the beginning of the lesson. Choose appropriate stretches for the activity in the lesson.	1. Sideways movements 2. Leg swings 3. Lunges 4. Arm circles 5. Butt kicks 6. Knee raises 7. Jumping jacks or star jumps	 116 117
Static stretches (Cool down) 	For static stretches one sits, stands or lies still. Static stretching is normally done at the end of a lesson after a cool-down activity.	1. Chest stretch 2. Tricep stretch backward 3. Calf stretch 4. Hamstring stretch A 5. Hamstring stretch B 6. Quadriceps stretch 7. Glute stretch 8. Groin stretch 9. Outer thigh stretch 10. Lower back stretch 11. Plank stretch 12. Wrist stretch	 118 119
Athletic Balance  	Warm up: Animal walks Gymnastics to improve core strength Preparation for tuck handstand position with support and props	Six stations: 1. Bunny Jumps 2. Balance walk 3. Tuck roll with the ball in your hands 4. Spiderman handstand against a wall or tree 5. Crab walk 6. Balance stand (arabesque)	 120 121

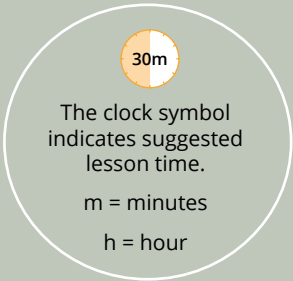
Physical Education	Core knowledge and key messages	Activities and key skills	Pages 116 - 127
Athletic balance 2  	Warm up: Basic rope skipping sequence Smooth and controlled combination moves	Six stations: 1. Tuck hold to dish hold 2. Bunny jumps with hands on chairs (zig-zag) 3. Kick up to a half handstand 4. Spiderman handstand 5. Roll onto your back and come back to squat, pick up the waiting ball and pass it to your partner 6. Pencil roll together	 122 123
Rhythmical movements with balls  	Stretching with the ball Body planes: • Frontal • Sagittal • Horizontal Rhythmic ball skills	• Warm up: stretch with the ball. Move your body in different directions in three body planes. • Five rhythmical movement sequences with balls: 1. Swing the ball 2. Throw and catch 3. Roll the ball 4. Two-hand bounce 5. One-hand bounce	 124 125
Movement sequences with balls  	Rhythmic ball prescribed sequence Combine all four movement sequences.	• Rivers and bridges game. • Four movement sequences with balls: 1. Throw or catch and bounce 2. Swings and rolls on the sagittal plane 3. Swings and rolls on the frontal plane 4. Swings and rolls on the horizontal plane	 126 127
Formal assessment Term 1: Physical Education Task (PET) Suggested activities for movement performance (30 marks)	Movement Sequences with balls pages 126-127 Complete the 8 Ball sequence combinations on page 127. Mark allocation • Combining movement sequences with balls. 2 marks each for full execution (16) • Participation (10) • Warm up stretches and cool down (4)		









Lesson set 5: Discrimination, stereotype and bias

Time: 3 hours









CAPS

- Concepts: discrimination, stereotype and bias
 - Violation of children's rights: discrimination, stereotype and bias
 - Responses to violations of children's rights: ways to protect self and others from violations and where to find help
 - A plan to deal with violations of children's rights in own local context
- Reading skills: reading with understanding and using a dictionary
 - Reading about individuals who have acted against violations of children's rights: recall and relate



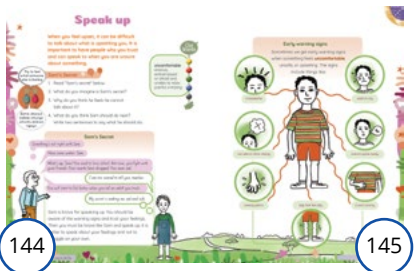



Social responsibility	Core knowledge and key messages	Activities and key skills	Pages 128 - 143
Lesson 5.1 Violation of Children's Rights 	Every human being has basic rights. The Constitution of South Africa includes the right to dignity, equality and freedom.	Answer questions about children's basic rights. Key skill: Be kind to yourself	
Lesson 5.2 You are a citizen 	Understanding your rights and how they can be violated is important. People need to be treated fairly. Explanation of the South African National ID.	Discuss human rights violations shown in pictures. Key skill: Look back - look forward	
Lesson 5.3 Bias and your rights 	Understanding bias and discrimination.	Read two scenarios and complete the sentences about them. Key skill: Show why it is helpful or harmful	
Lesson 5.4 Stereotypes and prejudice 	Understand stereotyping and prejudice. Do not judge a book by its cover.	Answer questions about the meaning of 'Don't judge a book by its cover'. Key skill: Think about your social responsibility	






Formal assessment task Term 2: Personal and Social Well-being: controlled test to cover work done in Terms 1 and 2, total 30 marks

Social responsibility	Core knowledge and key messages	Activities and key skills	Pages 128 - 143
Lesson 5.5 Do not Judge 	Stereotyping is not always negative. The story of Thabo.	Answer questions about discrimination as illustrated by a photo. Key skill: Observe and describe Read Thabo's speech bubble and answer questions about what you did not know about him. Key skill: Give a reason for what you think	
Lesson 5.6 All about discrimination 	Understand the different types of discrimination, and the difference between positive and harmful discrimination.	Answer questions about why people or groups are discriminated against in a negative way. Key skill: Show why it is helpful or harmful	
Lesson 5.7 Help each other to enjoy our rights 	All children have the right to go to school. Children with disabilities and foreigners, including refugees, have rights.	Read the story of child refugees, Ayaan and Erasto, and answer questions. Key skill: Try to feel what someone else is feeling	
Lesson 5.8 All children have rights 	The Schools Act says it is a criminal offence if children are not in school.	Greet in different languages. Key skill: Show why it is helpful or harmful Design and create a poster which informs people about children's right to attend school. Key skill: Make something to show what you think it is like	

Lesson set 6: Child abuse
Time: 4.5 hours

- CAPS**
- Child abuse:
 - Different forms of child abuse: physical and emotional
 - Effects of abuse on personal health
 - Strategies to deal with abuse
 - Where to get help and report abuse
 - Reading skills: reading with understanding and using a dictionary
 - Reading about ways to protect self and others from abuse: recall and relate

Social responsibility	Core knowledge and key messages	Activities and key skills	Pages 144 - 161
Lesson 6.1 Speak up <div>30m</div>	Speaking up when you are upset is important. Speak to people you can trust. Warning signs for when we are uncomfortable.	Write about what Sam should do next. Key skill: Try to feel what someone else is feeling	 <div>144145</div>
Lesson 6.2 Sam decides to talk <div>30m</div>	Story of Sam. Adults who can help us in times of discomfort.	Comprehension questions from Sam's story, and what should happen next. Key skill: Look back - look forward	 <div>146147</div>
Lesson 6.3 There is no excuse for abuse <div>30m</div>	Understanding the different types of abuse. Understanding that abuse is never okay.	Create a song or rhyme about abuse. Key skill: Be kind to yourself	 <div>148149</div>
Lesson 6.4 Speak up against abuse <div>30m</div>	We should not keep quiet when we witness abuse There are ways to speak up against abuse and share information Bystander effect.	Use the illustration to write about bystanders. Key skill: Show why it is helpful or harmful	 <div>150151</div>

Social responsibility	Core knowledge and key messages	Activities and key skills	Pages 144 - 161
Lesson 6.5 Finding someone to talk to <div>30m</div>	Signs to see who we can and cannot trust. Knowing this information can help you protect yourself and feel safe Sexual grooming.	Read about, and draw, a circle of care. Key skill: Be kind to yourself	 <div>152153</div>
Lesson 6.6 Help in my community <div>30m</div>	Where we can get help in our communities. Duty bearers who can help us.	Write a note to a duty bearer about how they should help and protect children. Key skill: Give a reason for what you think	 <div>154155</div>
Lesson 6.7 Speak out for your rights <div>30m</div>	People can speak up against abuse in many ways. Peaceful protest is a way for people to send a message without the use of violence.	Make a poster about children's rights, and act out a nonviolent, peaceful protest using the poster. Key skill: What's new? Try it	 <div>156157</div>
Info Page E	Helping our community: a special granny who fights for people's rights This extra Information page summarises the life of "special granny" Koko Mokgadi as she celebrates her hundredth birthday. It illustrates how broad the definition of family is, in African traditions and cultural groups. The family is infused with a keen sense of community, and Koko Mokgadi refers to some community members as her own children - as an elder, she assumes an unspoken responsibility to raise the younger generation. The old African proverb sums it up perfectly: 'It takes a village to raise a child'		 <div>158159</div>
Info Page E continued			 <div>160161</div>

Lesson set 7: Dealing with violent situations

Time: 3 hours

- CAPS
- Dealing with violent situations:




– Identify potential violent situations at home, school and community




– Responding effectively to violent situations

– Ways to avoid and protect oneself from violent situations and where to find help

• Reading skills: reading with understanding and using a dictionary

– Reading about protection agencies and places of safety for children: recall and relate

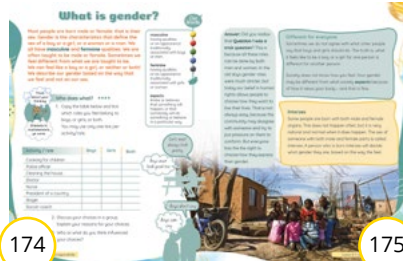



Social responsibility	Core knowledge and key messages	Activities and key skills	Pages 162 - 173
Lesson 7.1 What is violence? <div>30m</div>	What is violence? Different types of violence The roles played by the people involved in violent situations	Write down which types of violence are happening in two stories, and name other types of violence that are not in the stories. Key skill: Observe and describe	<div></div> <div>162163</div>
Lesson 7.2 Target person <div>30m</div>	Developing empathy for targets of violence Skills to deal with violence	Read the stories of Nyuki and Max and use drawing and writing to understand how they are feeling. Consider whether violence against men is different from violence against women. Key skill: Try to feel what someone else is feeling	<div></div> <div>164165</div>
Lesson 7.3 Bystanders can help <div>30m</div>	The role of bystanders in violent situations.	Consider the various thoughts going through a bystander's head. Key skill: Think about your thinking	<div></div> <div>166167</div>




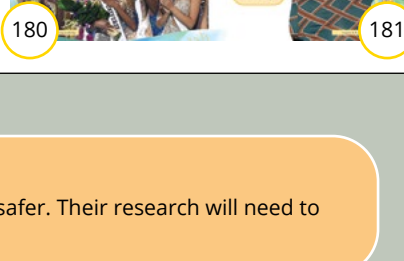
Social responsibility	Core knowledge and key messages	Activities and key skills	Pages 162 - 173
Lesson 7.4 What can bystanders do? <div>30m</div>	What can bystanders do to reduce violence?	Write how a bystander might help to stop further bullying in two situations. Key skill: Choose what works best for you	<div></div> <div>168169</div>
Lesson 7.5 Communicate with respect <div>30m</div>	There are many ways to communicate Communicating in the right way can help reduce violence	Discuss own examples of situations for the different styles of communication. Key skill: Share and compare	<div></div> <div>170171</div>
Lesson 7.6 A place of peace <div>30m</div>	We do not always agree with each other's opinions, but we respect each other's right to express them A peace zone is a place of safety and a refuge from violence	Create a Peace Zone. Key skill: Make something to show what you think it is like	<div></div> <div>172173</div>

Lesson set 8: Issues of age and gender in different cultural contexts in South Africa
Time: 3 hours

CAPS

- Issues of age and gender in different cultural contexts in South Africa:
 - Relationship between elders and children in different cultural contexts
 - Responsibilities of boys and girls in different cultural contexts
 - Contributions of women and men in different cultural contexts
- Reading skills: reading with understanding and using a dictionary
 - Reading about issues of age and gender in different cultural contexts: recall and relate

Social responsibility	Core knowledge and key messages	Activities and key skills	Pages 174 - 181
Lesson 8.1 What is gender? <div>30m</div>	What is gender? Gender norms as stereotype	Consider which of a list of activities or careers are or are not gender-specific (and learn that none of them are). Key skill: Think about your thinking	<div>174</div> <div>175</div>
Lesson 8.2 Cultural expectations of behaviour <div>30m</div>	What is culture? In some cultures, there are different expectations of girls and boys Young boys herding before going to primary school as a way of life The story of Bula	Use stem sentences to write about gender expectations in own culture, and what one would like to do that is not allowed by own culture. Key skill: Look back - look forward Discuss whether it is fair for young boys to do herding before going to school, and how it might be possible to go to school and reach their potential but still be herders. Key skill: Give a reason for what you think	<div>176</div> <div>177</div>

Social responsibility	Core knowledge and key messages	Activities and key skills	Pages 174 - 181
Lesson 8.3 Working with my passion <div>30m</div>	What is passion? Doing something to the best of your ability shows that you are passionate about it Determination and perseverance	List, by role, adults in your life with whom you have positive relationships; compare with a classmate. List the five activities that you enjoy doing the most; compare with a classmate. Key skill: Talk about your feelings	<div>178</div> <div>179</div>
Lesson 8.4 Breaking stereotypes <div>30m</div>	The story of Zozibini Tunzi, shattering misconceptions and stereotypes about beauty	Answer questions about the significance of Zozibini Thunzi winning Miss Universe. Consider how own choices and passions could make history one day. Key skill: Ask questions about the things you want to know	<div>180</div> <div>181</div>

Introduction to Term 3 project:
Explain to learners that they will create a song and dance on how to make their communities safer. Their research will need to include the risks they face and safe and unsafe uses of electricity.

Time Allocation - 10 hours

Resources:

- Open space
- Found or made musical instruments, including drum/tambourine
- Audio equipment and audiovisuals with a range of suitable music, illustrating different types of music
- Charts and posters (such as music alphabet on treble stave)
- Objects for use in sensory games
- Textbook

- Melodic and rhythmic phrases (on voice, found and/or made instruments) that use repetition, call and response, and contrast

Topic 3: Read, interpret and perform

Time: 3.5 hours

CAPS

- Mime sequence using sensory detail and emotional expression, and showing weight, size and shape
- Dance sequence exploring the movement range of each body part, geometric concepts such as parallel, symmetry, distance, volume and mass
- Musical notation of treble clef and the letter names of notes on lines and in spaces on a treble stave and their differences in pitch

Topic 4: Appreciate and reflect

Time: 1 hour

CAPS

- Two selected pieces of music/songs representing different genres (such as Blues, Pop, Kwaito, Classical, Traditional, Free-Kiba, Opera, Musicals, Malombo, Kwassa-Kwassa, Techno, Soukous), considering the genre, style, instruments, and elements of music in each
- Own and other's performances and processes using simple creative arts terminology

Key terms: senses, transfer of weight, jumps, balance, force, repetition, accent, call and response, lunge, parallel, symmetry, distance, volume, mass, musical genre names, stave, treble clef

Topic 1: Warm up and play

Time: 2.5 hours (15 min per class)

CAPS




- Physical warm up for co-ordination and control (including floor work, body part isolations, knee bends and rises)
- Vocal warm up (including breathing awareness exercises, sliding sighs, rolled consonants, using wide range of notes sliding from high to low)
- Singing warm up (including South African songs in unison, canon, and call and response)
- Sensory games responding to aural, oral, visual, tactile and kinesthetic stimuli
- Spatial awareness games (including lunges, arm swings, transfers of weight, etc.)


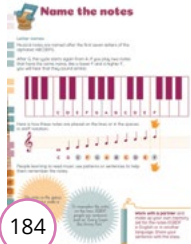











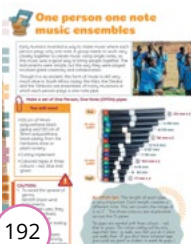

Topic 2: Improvise and create








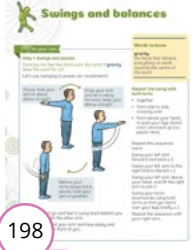


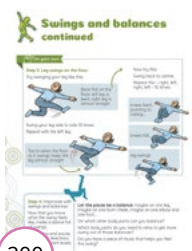




Time: 3 hours
















CAPS

- Movement sequences, using transfers of weight from different body parts, different kinds of jumps (with safe landings), lunges and balances
- Combinations of two or more movements with a partner using extreme energy changes and elements of force: smooth and jerky, strong and light

Performing Arts	Core knowledge and key messages	Activities and key skills	Pages 182 - 213
<div>Read and write music</div> <div></div>	Recap music notation: staff notation, note values, the stave, the clefs; Tonic sol-fa.	(Warm up) Tonic sol-fa Music notation Conductor games Staff notation	<div>182</div> <div>183</div>

Performing Arts	Core knowledge and key messages	Activities and key skills	Pages 182 - 213
<div>Name the notes</div> <div></div>	The notes of the scale as they appear on a piano keyboard, and on the stave.	Letter names The C Major scale Jumping to the correct place on a giant stave	<div>184</div> <div>185</div>
<div>Song structures</div> <div></div>	Songs from different genres of music have different structures. Call and response can be used to create structure. Dynamics (volume) and tempo (speed) are important elements of music.	Listen, reflect and sing! Call and response, including work songs Use contrast	<div>186</div> <div>187</div>
<div>Fun with questions and answers</div> <div></div>	Call and response for questions and answers in a song.	Learn a song that uses call and response for questions and answers Sing and act	<div>188</div> <div>189</div>
<div>The joy of singing</div> <div></div>	Use dynamics, tempo and canon when singing a lullaby.	(Warm-up) Learn a lullaby Sing the lullaby in canon Sing it using dynamics and tempo	<div>190</div> <div>191</div>
<div>One person one note (OPON) music ensembles</div> <div></div>	OPON pipes and how to play them.	Make a set of OPON pipes Listen to the pipes Play in a pipe ensemble	<div>192</div> <div>193</div>

Performing Arts	Core knowledge and key messages	Activities and key skills	Pages 182 - 213
<div>OPON pipes accompany songs</div> <div></div>	<p>Improvisation.</p> <p>Music genres.</p> <p>Listening to, and reflecting on, music performances.</p>	<p>Accompany your favourite songs</p> <p>Conduct and improvise.</p> <p>Learn about music genres.</p> <p>Learn how to reflect on music performances.</p>	<div>194<div>195</div></div>
<div>Play different music genres</div> <div></div>	<p>Marabi and Kwaito</p>	<p>Play a Marabi tune, and guess what the song is. (Answer: Mbube.)</p> <p>Play a Kwaito tune.</p> <p>Reflect on the performances.</p>	<div>196<div>197</div></div>
<div>Swings and balances</div> <div></div>	<p>The movement principle of swinging; working with gravity.</p>	<p>Swings and pauses.</p> <p>Knee bends and lunges.</p>	<div>198<div>199</div></div>
<div>Swings and balances continued</div> <div></div>	<p>Add floor work.</p> <p>Adapt movements to work with your body.</p> <p>Let the pause be a balance.</p>	<p>Leg swings on the floor.</p> <p>Improvise with swings and balances.</p> <p>Create a swing-balance dance.</p> <p>Show us your dance!</p>	<div>200<div>201</div></div>
<div>Stretch it out</div> <div></div>	<p>You can stretch out as a group or as partners.</p> <p>Stretching your body is important, in order not to be stiff after movement.</p>	<p>Stretch and reflect.</p> <p>Stretching rules.</p> <p>Partner stretches.</p>	<div>202<div>203</div></div>

Performing Arts	Core knowledge and key messages	Activities and key skills	Pages 182 - 213
<div>Opposites</div> <div></div>	<p>Exploring opposites, observing and responding thoughtfully in movement.</p> <p>There are no “right” or “wrong” movements, only different interpretations.</p>	<p>(Warm up) Wake up and play!</p> <p>Curved travel.</p> <p>Group shapes.</p> <p>Find the opposites.</p>	<div>204<div>205</div></div>
<div>Opposites continued</div> <div></div>	<p>Add: transitions are movements between shapes.</p>	<p>Improvise with opposites.</p> <p>Make your opposite dance.</p> <p>Perform the dance.</p>	<div>206<div>207</div></div>
<div>Let's jump!</div> <div></div>	<p>Our bodies are designed for jumping, but we need to prepare the body to jump, through warming up and cooling down.</p> <p>Working safely with the body is important.</p>	<p>Try out the movements.</p> <p>Bends and rises – getting ready to jump!</p> <p>Different kinds of jumps.</p> <p>Your own jumping dance.</p> <p>(Cooldown) Stretch.</p>	<div>208<div>209</div></div>
<div>Sensory games for mime</div> <div></div>	<p>Sensory games using all our senses can make us more aware of how our bodies respond to different stimuli. This assists us to mime actions with imaginary objects.</p>	<p>Where am I? Create an environment imaginatively and physically by responding to an audio description.</p> <p>Explore with your senses.</p> <p>Sense and act.</p>	<div>210<div>211</div></div>
<div>Mime: Put it all together</div> <div></div>	<p>Learners consider how to combine a variety of skills into creating a mime sequence, which is based on a theme and the use of an imaginary object.</p>	<p>Body awareness.</p> <p>Who walks like this?</p> <p>Create and perform a mime sequence.</p> <p>Give and receive feedback.</p>	<div>212<div>213</div></div>

Topic: Visual Literacy

Time: 1 hour

CAPS

- Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in lettering and/or pattern-making and African body adornment
- Observe and discuss visual stimuli in photographs and real objects to identify and name emphasis in lettering and patternmaking and in African body adornment
- Questions to deepen and extend observation of elements and design principles in lettering and/or pattern-making and African body adornment
- Apply to own and others’ work

Topic: Create in 2D – creative lettering and/or radiating pattern-making

Time: 2 hours

CAPS

- Drawing and/or colour media: exploring a variety of media and techniques
- Art elements: Use complementary colour in own lettering and/or pattern-making as surface decoration
- Design principles: use emphasis in colours, shapes and sizes of lettering and/or pattern

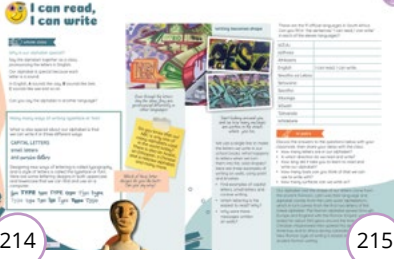



Topic: Create in 3D – a relief mandala/ radiating pattern








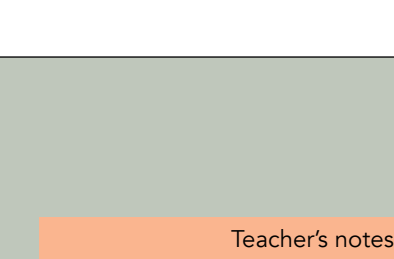
Time: 2 hours



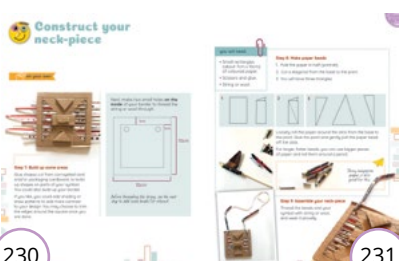
CAPS

- Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials
- Art elements: use line, shape colour in own surface decoration of body adornment
- Design principles: use emphasis in own work, e.g. the visual focus of the body adornment Spatial awareness: reinforce conscious awareness of working in space, e.g. sections of body adornment could extend into space
- Appropriate use of tools

Formal assessment task Term 2: Creative Arts Task (CAT): Visual Arts, total 40 marks
Suggested activities: Create your neckpiece

Visual Arts	Core knowledge and key messages	Activities and key skills	Pages 214 - 225
Visual Literacy			
I can read, I can write	There are many diverse alphabets. Letters of the alphabet can represent different sounds, in various cultures.	Say the alphabet together as a class (in English). Write “I can read. I can write” in the 11 official languages of SA. Answer questions about the alphabet. Identify fonts, etc., and how these can become expressive as artforms. Explore how writing can be made into exciting and unusual shapes, e.g. graffiti.	 214  215
Special alphabets	Introduce sign language, Braille, Chinese and Arabic alphabets, , and understand that some writing comes from sounds, others from pictures, and that a number of diverse alphabets and writing styles exist.	Examine different types of writing and ways of expressing. Learn the alphabet in sign language. Explore Braille and learn to write one’s name in this language. Copy the Chinese symbols for Yong. Answer a question about the Arabic alphabet.	 216  217

Visual Arts	Core knowledge and key messages	Activities and key skills	Pages 214 - 225
When writing becomes art	Introduce concepts of design, identify shop signs and lettering in posters, and understand the role of the graphic designer.	Observe and identify how shop signs are written to resemble the product. Look at street art signatures and then create your own. Understand basic concepts of graphic design, with a link to careers in design and lettering. Analyse two posters using prior knowledge of colour, shape, line, pattern and the elements of Art. Observation, reflection, analysis, appreciation.	 218  219
Create in 2D			
Wonderful words	Experiment with four- and five-letter words and draw on prior knowledge from previous lessons, about lettering and signage, to create own design.	Work with space and dimension, links to mathematics, skills in measuring using a ruler, and counting. Use blocks and geometric shape to form words.	 220  221
Letters as shape	Draw letters in shapes of the word to express the concept of the word, and colour them in.	Make shapes with the letters. Measure space for braille dots. Add them in pencil. Use tones of one colour only in each of the spaces between the letters on the top row.	 222  223
Finish and exhibit!	Use complementary colour and braille dots to complete the artwork.	Use tones of complementary colours and braille dots to finish off the artwork. Appreciate the collected display of words, which could be linked to tasks in other subjects, e.g. Language (such as writing poetry, or other reflections).	 224  225











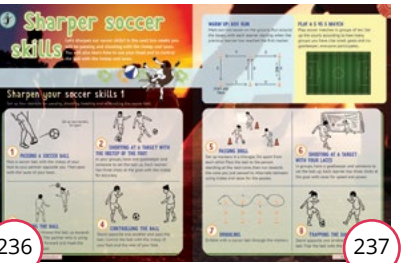

Visual Arts	Core knowledge and key messages	Activities and key skills	Pages 226 - 231
Create in 3D			
<div>Symbolic African neck-piece</div> <div>3D</div>	Learn about symbols from various African countries, such as Ghana, Ivory Coast, DRC and Angola ('African' adornment), that geometric shapes can be symbolic, and that this is significant in many African cultures.	Select a symbol which has personal meaning and/or significance. Measure and draw the symbol; use the whole space. Develop ideas of symbolism and meaning attached to artwork.	<div></div> <div>226</div> <div>227</div>
<div>Create your neck-piece</div> <div>3D</div>	Create the neck-piece (Use as formal assessment)	Explore concepts of negative and positive space. Fine motor skills for cutting away cardboard and threading fine coloured cardboard. Develop ideas of symbolism and meaning attached to artwork.	<div></div> <div>228</div> <div>229</div>
<div>Construct your neck-piece</div> <div>3D</div>	Construct the neck-piece by incorporating knowledge of elements of art especially patterning and motif in wearing and reflecting on the completed neck-pieces.	Work with glue. Thread, join and build up in low relief to a three-dimensional artwork. Critical reflection and discussion.	<div></div> <div>230</div> <div>231</div>
Formal assessment Term 2: Creative Arts Task (CAT): Visual Arts (40 marks) Suggested activities and mark allocations	Create and construct a neck piece – pages 228-231 <i>Mark allocation</i> <ol style="list-style-type: none">1. Accuracy (10)2. Evidence of using relevant skills and techniques like, cutting, pasting and joining various materials, shading and assembling (10)3. Appropriate use of tools. Scissors, toothpicks and other relevant tools (10)4. Creativity (10)		

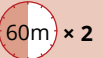



Visual Arts	Core knowledge and key messages	Activities and key skills	Pages 226 - 231
Words	Symmetry Radiating Complementary colours	Geometric shapes Mandala Positive and negative space	

Target games
Time: 10 hours



- CAPS
- Participating in a variety of target games
 - Safety measures during target games
 - Movement performance in a variety of target games
 - Examples: modified netball, basketball, soccer, rugby, hockey, obstacle course, indigenous or community games, etc.

Formal assessment task Term 2:
Physical Education Task (PET)
total 30 marks: Refer to the
assessment tool in CAPS Section 4.

Physical Education	Core knowledge and key messages	Activities and key skills	Pages 232 - 239
Netball fun  	Basic netball skills Balance and agility Dynamic stretching with the ball	Warm up: switch ball and dynamic stretches. Catching and passing with agility and balance: <ul style="list-style-type: none">• Grip drills• Pick up and high throw• Partner run and pass• Agility and balance drills• Crocodile catch• Landing from a catch 3-on-3 netball.	 
Basic rugby skills  	Basic rugby skills Quick feet drills and warm up Rugby rules Tackling	<ul style="list-style-type: none">• Warm up: Quick feet exercises• Passing game• Rugby rules and the right way to tackle• Eight stations on a wheel grid• Touch Rugby	 
Sharper soccer skills  	Basic soccer drills Dynamic warm ups and stretching	Warm up: Box run. Sharpen your soccer skills: <ul style="list-style-type: none">• Target games• Passing• Shooting with the instep• Heading the ball• Passing drill• Shooting with laces• Dribbling• Trapping the ball 5 vs 5 match.	 

Physical Education	Core knowledge and key messages	Activities and key skills	Pages 232 - 239
Cricket basics  	Basic cricket skills Dynamic warm ups and static stretching	<ul style="list-style-type: none">• Throwing• Catching• Fielding• Grip for bowling and batting• Batting basics• Bowling basics	 
Formal assessment Term 2: Physical Education Task (PET) Suggested activities for movement performance (30 marks)	Complete the 8 soccer skills <i>Mark allocation</i> <ul style="list-style-type: none">• 2 marks each for accurate execution (16)• Participation (10)• Warm up stretches and cool down (4)		

It’s a wrap

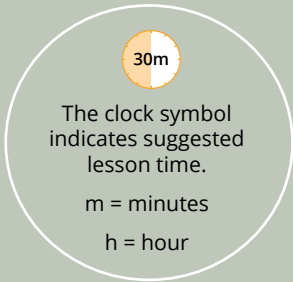
	Core knowledge and key messages	Activities and key skills	Pages 240 - 241
It’s a wrap	Consolidate work from Term 1 and 2.	<ul style="list-style-type: none">• Which pictures in this book will you remember?• What activities did you enjoy most? Choose five of your favourite ones• What skills can you do best?• What skills do you need to practise more?• What feedback would you like to give your teacher?	 

Lesson set 9: Religious festivals and customs in South Africa

Time: 4.5 hours

CAPS

- 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



Social responsibility	Core knowledge and key messages	Activities and key skills	Pages 2 - 7
Lesson 9.1 Free to believe <div>60m</div>	Freedom of religion Rituals and symbols	Read about rituals and symbols, consider the symbolism of candles, and draw a candle. Key skill: Make something to show what you think it is like	<div>23</div>
Lesson 9.2 Rituals are useful <div>60m</div>	Rituals are useful; they help us to connect and to understand the world around us.	Consider why rituals can be useful; read about rituals and consider which one seems the most interesting. Key skill: Choose what works best for you	<div>45</div>
Lesson 9.3 Religions and responsibilities <div>60m</div>	We sometimes have to make difficult decisions about our beliefs and other important parts of our lives. Sibongiseni's story	Use Sibongiseni's story to discuss and write about clashes in timing between religious festivals and other events, and whether one should be allowed to choose which one to attend. Key skill: Try to feel what someone else is feeling	<div>67</div>

Formal assessment task Term 3: Personal and Social Well-being: Project: total 30 marks

Project suggestion: Lesson 10.5: Create a song and dance to show others what is safe and unsafe during fire drills or a song and dance about the safe and unsafe use of electricity in our homes and communities. See Teacher's Guide.


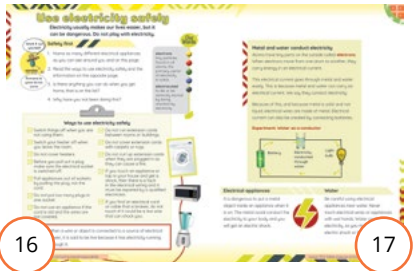
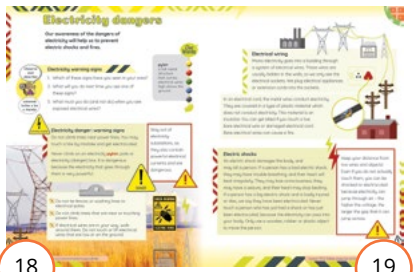
Social responsibility	Core knowledge and key messages	Activities and key skills	Pages 8 - 13
Lesson 9.4 One country, many beliefs <div>60m</div>	We can practise and must respect all religions so long as nobody is harmed. Our humanity unites us, across our different beliefs. Unity in diversity	Create a Unity in Diversity poster, after using a supplied questionnaire to find out about the different rituals practised by learners and staff members who are at one's own school. Key skill: Find out more (ask someone – look it up)	<div>89</div>
Lesson 9.5 Create a ritual <div>30m</div>	Create a meaningful ritual, using symbols, stories and performances.	Create a ritual by following the steps. Key skill: Choose what works best for you	<div>1011</div>
Extra Info F	Traditional African spiritualities The characteristics that traditional African spiritualities share		<div>1213</div>

Lesson set 10: Safety measures at home and the environment




Time: 3 hours

CAPS

- Safety measures at home and the environment:
 - Harmful household products and medication
 - Fire safety
- Reading skills: reading with understanding and using a dictionary
 - Reading about harmful household products and medication and fire safety: recall and relate

Health and environmental responsibility	Core knowledge and key messages	Activities and key skills	Pages 14 - 19
Lesson 10.1 Prevent accidents at home <div>60m</div>	Appliances can be dangerous. If we know how to use them safely, we can avoid accidents.	Better safe than sorry Questions: Discuss/describe what you see in the picture. Key skill: Observe and describe	<div></div> <div>14</div> <div>15</div>
Lesson 10.2 Use electricity safely <div>30m</div>	Different electrical appliances Ways to use electricity safely Metal and water conduct electricity.	List electrical appliances; read the ways to use electricity safely; consider what actions to take at home. Key skill: Work it out yourself	<div></div> <div>16</div> <div>17</div>
Lesson 10.3 Electricity dangers <div>30m</div>	Electricity danger warning signs Electrical wiring Electrical shocks	Discuss electricity warning signs, and safe actions concerning electricity (focusing on outdoors). Key skill: Observe and describe	<div></div> <div>18</div> <div>19</div>

Formal assessment task Term 3: Project suggestion: Lesson 10.5: Create a song and dance to show others what is safe and unsafe during fire drills or a song and dance about the safe and unsafe use of electricity in our homes and communities.

Health and environmental responsibility	Core knowledge and key messages	Activities and key skills	Pages 20 - 25
Lesson 10.4 Fire and safety at home and at school <div>30m</div>	Practise school fire drill. Fire safety drill and rules for safe actions when there is a fire	Run through fire drill from various locations in the school. Key skill: Work it out yourself	<div></div> <div>20</div> <div>21</div>
Lesson 10.5 Make your community safer <div>30m</div>	Helping to make your community a safer place Only one topic in this section must be used for the activity on pp 22-23. Choose one topic to explore with your learners for the activity.	Create a song or dance to convince people about safety awareness in your community. Key skill: Give a reason for what you think	<div></div> <div>22</div> <div>23</div>
Extra Info G	Use and store household products safely Explanations of poisonous and flammable household products; safety precautions with medicines		<div></div> <div>24</div> <div>25</div>
Formal assessment Term 3: project (30 marks) Suggested activities and mark allocations	Lesson 10.5: Term 3 Project – pages 22 Topic: Make your home and community safer. Task: Create a song and dance to show others what is safe and unsafe during fire drills or a song and dance about the safe and unsafe use of electricity in our homes and communities. Requirements: <ol style="list-style-type: none">Explain risks of the topic you have selected: Discuss dangers, risks, or environmental factors that affect fire or electricity.Explain safety measures related to your topic.Your presentation must include dance and music.Use the information provided in your book and at least 1 other source of information. Assessment Criteria (Total 30 marks): <ul style="list-style-type: none">Content (15 marks): Accurate descriptions of selected topic and its dangers (6) Explanation of risks and environmental factors (6) Relevance and clarity of information (3)Presentation (10 marks): Creativity (5) Effective use of song and dance to convey message (5)Effort and Research (5 marks): Evidence of research and effort (5)		

Lesson set 11: Water as an important basic need
Time: 3 hours

CAPS

- Water as an important basic need:
 - Importance of water
 - Different ways of saving water
 - Different ways of protecting the quality of water
- Reading skills: reading with understanding and using a dictionary
 - Reading about the importance of water and how to save and protect the quality of water: recall and relate

Environmental health	Core knowledge and key messages	Activities and key skills	Pages 26 - 31
Lesson 11.1 Human beings are water beings <div>30m</div>	Human beings cannot live without water. We use water in every part of our lives.	Draw a water wheel and answer questions about using water responsibly. Key skill: Observe and describe	<div><div>26</div><div>27</div></div>
Lesson 11.2 Water connects us all <div>30m</div>	All life on earth needs water, including animals and plants. We are all connected through water because it gives us life.	List and discuss the emotions you associate with water. Key skill: Talk about your feelings	<div><div>28</div><div>29</div></div>
Lesson 11.3 Taking care of our water and planet <div>30m</div>	In some situations such as floods, water can be dangerous. Polluted water can make us sick. Action can be taken to avoid the dangers of pollution.	Answer questions about plastic pollution and a case study on single-use plastic. Key skill: What's new? Try it	<div><div>30</div><div>31</div></div>




Health and environmental responsibility	Core knowledge and key messages	Activities and key skills	Pages 23 - 37
Lesson 11.4 How water is wasted <div>30m</div>	Water is a right. Water must be used and distributed fairly.	Write about what is happening in a picture of water wastage. Key skill: Ask questions about the things you want to know Write about what might happen in a time of drought, if there was no water to grow food or to drink. Key skill: Look back - look forward	<div><div>32</div><div>33</div></div>
Lesson 11.5 Ways of protecting the quality of our water <div>30m</div>	Water needs to be respected and used carefully. Conserving water for the future	Use a story to list and discuss the ways that people disrespect water. Key skill: Find out more (ask someone - look it up)	<div><div>34</div><div>35</div></div>
Lesson 11.6 Saving water now and in the future <div>30m</div>	Water issues can be solved creatively. Story of Ludwick Marishane and his cleaning gel	Consider how to change own behaviour to help with saving water. Key skill: Look back - look forward	<div><div>36</div><div>37</div></div>



Lesson set 12: Healthy eating for children

Time: 3 hours

CAPS

- Healthy eating for children:
 - South African Food-Based Dietary Guidelines
 - Dietary needs of children
 - Factors influencing food intake of children
- Reading skills: reading with understanding and using a dictionary
 - Reading about healthy eating for children: recall and relate

Substance abuse and nutrition	Core knowledge and key messages	Activities and key skills	Pages 38 - 43
Lesson 12.1 Healthy eating <div>60m</div>	Food keeps us alive Food connects us with friends and family. Nutrition: how food and drink affect the body	Discuss favourite foods. Key skill: Share and compare Create a recipe for a healthy meal. Key skill: Work it out yourself	 <div>3839</div>
Lesson 12.2 Why some people don't get to eat healthy meals <div>30m</div>	Eating a diet with variety keeps us healthy and is necessary for our entire life. The effects of malnutrition, which is often due to poverty	Consider own diet: which foods one did and did not eat. Key skill: Look back – look forward	 <div>4041</div>
Lesson 12.3 Growing our own food <div>30m</div>	Whenever possible, food that is closest to its natural state should be eaten rather than processed food. Growing our own food; vegetables for life	Consider different types of processed food, and which could be homegrown instead. Key skill: Observe and describe	 <div>4243</div>

Health and environmental responsibility	Core knowledge and key messages	Activities and key skills	Pages 44 - 47
Lesson 12.4 Different cultures, different foods <div>30m</div>	Food comes from all over the world. Food and religion Fast food	Examine three popular African dishes and how to make them healthier; consider why people choose fast food rather than traditional food. Key skill: be kind to yourself	 <div>4445</div>
Lesson 12.5 What are you eating? <div>30m</div>	Too much salt, sugar and fat are unhealthy. Planning what to eat can help one stay mindful.	Design your own healthy menu. Key skill: Make something to show what you think it is like	 <div>4647</div>

Time Allocation - 10 hours

Resources:

- Open space
- Found or made musical instruments, including drum/ tambourine
- Audio equipment and audiovisuals with a range of suitable music
- Charts and posters (such as musical notation on a stave of a single line, and other)
- DVDs or access to live performance of two different dance types
- Research material on dance types
- Textbook

Topic 1: Warm up and play

Suggested contact time

Time: 2.5 hours (15 min per class)

CAPS

- Physical warm up for co-ordination and control (including spinal rolls, swings, floor work, body part isolations, knee bends and rises)
- Vocal warm up (including breathing awareness exercises, harmonizing of vowels on different notes)
- Singing warm up (including South African songs in unison, canon, two-part harmony, and call and response)
- Trust games, in pairs and small groups (e.g. sharing body weight, and other)
- Cool downs (including stretches and flowing movements)

Topic 2: Improvise and create

Time: 3 hours

CAPS

- Musical phrases, in pairs, using repetition, accent, call and response, and/or echo
- Balancing in different ways on one leg, alone and with a partner
- Partner skills such as copying, leading, following and mirroring
- Movement phrases in pairs using 'question and answer' and 'meeting and parting'
- Pair role-plays, using appropriate language, movement, facial expression and gesture
- Character 'hot seats' in pairs to develop roles, using appropriate language, body language and gesture

Topic 3: Read, interpret and perform

Time: 3.5 hours

CAPS

- Musical notation of notes on lines and in spaces on a treble stave using letter names on C major scale
- Group role-play using characters created in Topic 2 (considering characterisation, interaction, conflict and resolution)





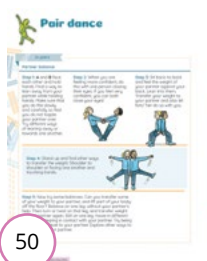







Topic 4: Appreciate and reflect on

Time: 1 hour

CAPS













- Two contrasting dance performances (live or on DVD), considering the context, the purpose and the style of the selected dance











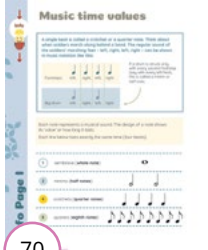
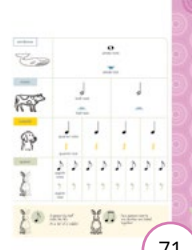

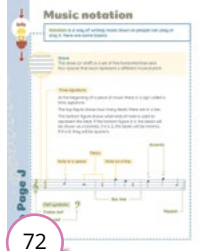

Key terms: treble stave, C major, role play, character, hot seat, repetition, call and response, echo, balance, leading and following, mirroring
















Performing Arts	Core knowledge and key messages	Activities and key skills	Pages 48 - 55
<div>Warm up: Trust and safety</div> <div></div>	Dancing with one another means trusting one another with our bodies and treating each other with respect.	Guide my path Mirroring games	<div>48</div> <div>49</div>
<div>Pair dance</div> <div></div>	Working in pairs with respect Consciousness of units of action and levels	Partner balance Standing, sitting, lying down	<div>50</div> <div>51</div>
<div>Magnets, nudges and action words</div> <div></div>	Magnets can attract each other or push each other away. Nudges can be used as impulses for movement. Different action words prompt different actions.	Being a magnet Nudge me where I need to go. Respond to action words.	<div>52</div> <div>53</div>
<div>Magnets, nudges and action words continued</div> <div></div>	Motion factors Choreographic principles Movement phrases can be linked in different ways to create a choreography with recognisable structures and elements.	Construct a movement phrase. Create a sequence. Perform the sequence. Reflect on the use of units of action, motion factors and choreographic principles.	<div>54</div> <div>55</div>







Formal assessment task Term 3: Creative Arts Task (CAT): Performing Arts, total 40 marks

Suggested activities that use drama: Create a drama and include a dance style (40 marks). See suggested mark allocations in Teacher's Guide.

Performing Arts	Core knowledge and key messages	Activities and key skills	Pages 56 - 63
<div>Keep in time</div> <div></div>	Recap musical notation: note values and time signatures especially 4/4 time.	Recap note values with a walking warm up. Feel time signatures. Work on a 4/4 song and create its notation.	<div>56</div> <div>57</div>
<div>3/4 time</div> <div></div>	Focus on 3/4 time, which is waltz time.	Sing two songs in waltz time. Fill in the bar lines on the staff for the second one.	<div>58</div> <div>59</div>
<div>The rhythm game</div> <div></div>	Musical notation, note values, rest values	In pairs, use note-value cards to create own music rhythms in 3/4 and 4/4 time.	<div>60</div> <div>61</div>
<div>Worksheet photostat page</div> <div></div>	Worksheet: staves and timelines for 4/4 and 3/4 time	For learners to practise writing music	<div>62</div> <div>63</div>

Performing Arts	Core knowledge and key messages	Activities and key skills	Pages 64 - 71
<div>Tools for composition</div> <div></div>	Composition devices like repetition, accent, call and response or echo are all useful for writing music. (These relate to the choreographic devices used in the last lesson set.)	Learn a song and explore composition devices.	<div>64</div> <div>65</div>
<div>Compose your song</div> <div></div>	Learn one method to compose a song.	Create a melody in the C major scale, using the given steps. Include dynamics.	<div>66</div> <div>67</div>
<div>Extra Info H</div> <div></div>	Music words Music terminology and vocabulary		<div>68</div> <div>69</div>
<div>Extra Info I</div> <div></div>	Music time values Recap note values and animal notation from Grade 4.		<div>70</div> <div>71</div>
<div>Extra Info J</div> <div></div>	Music notation Link animal notation (Grade 4) to music notation (Grade 5). Understand the staff, clefs, time signatures, and dynamics.		<div>72</div> <div>73</div>

Performing Arts	Core knowledge and key messages	Activities and key skills	Pages 74 - 83
<div>Play it safe</div> <div></div>	<p>Storytelling using real life situations as a springboard for creating a dramatic situation</p> <p>Considering how different people behave in dangerous situations</p>	<p>(Warm up) Danger, miracle story circle – the story of your journey to school that day</p> <p>Consider a time when you were in danger.</p> <p>Act it out.</p> <p>Risk or rescue: how different people act in danger situations; the roles (including jobs) of people in dangerous situations</p>	<div>74</div> <div>75</div>
<div>Character role-plays</div> <div></div>	<p>Invent characters and choose details to create a strong impression.</p>	<p>Who's Who? Choose which character, in an emergency situation, to play.</p> <p>Walk in their shoes: develop the characters further.</p> <p>Who is in the hot seat? Consider questions to develop the characters further.</p> <p>As your character, introduce yourself to other characters.</p>	<div>76</div> <div>77</div>
<div>Danger drama</div> <div></div>	<p>The difference between character (three-dimensional, with a history and inner life) and role (often just one dimension of a character)</p>	<p>(Warm up) Walk the emotion.</p> <p>Act it out: develop scenes of the danger drama.</p> <p>Consider the roles we play in life.</p>	<div>78</div> <div>79</div>
<div>It's an emergency!</div> <div></div>	<p>Considerations for selecting an emergency scenario that will become a large-group scene</p>	<p>Consider three emergency scenarios, and select one of them (or create a new one), which will be performed as a large-group scene.</p>	<div>80</div> <div>81</div>
<div>Create a drama</div> <div></div>	<p>A fully realised drama requires characters, roles, location, structure, set and props and an intention in relation to the audience.</p>	<p>Build the story, ensuring that six main elements are covered. Use a Play Chart to check this.</p> <p>Perform the story.</p> <p>Reflect on the performance.</p> <p>Use as formal assessment.</p>	<div>82</div> <div>83</div>

Performing Artsg	Core knowledge and key messages	Activities and key skills	Pages 84 - 87
<div>Dance styles</div> <div></div>	<p>There are many different styles of dance practised in South Africa. These are dances that have, over time, developed special, distinctive movements.</p>	<p>Learn about different dance styles: Pantsula, Gumboot dance, Ballet, Modern, Contemporary, Ballroom dance, Afrofusion, Integrated dance and Contact improvisation.</p>	<div>84</div> <div>85</div>
<div>Watch and reflect</div> <div></div>	<p>Dance styles may be distinct in terms of body (how the body is used), action, space, time and energy.</p>	<p>Watch videos of, and discuss, the dance styles introduced in the previous lesson.</p> <p>Try out some of the dance moves.</p>	<div>87</div> <div>87</div>
<div>Formal assessment</div> <div>Term 3: Creative Arts Task (CAT): Performing Arts (40 marks)</div> <div>Suggested activities and mark allocations</div>	<div>Create a drama and include a dance style. pages 82-85</div> <div>Mark allocation</div> <ul style="list-style-type: none">Inclusion of Drama elements (14)Performance and creativity (10)Inclusion of relevant dance style (10)Effort and participation (6)		

Topic: Visual Literacy
Time: 1 hour

- CAPS
- Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images of reptiles, insects, etc.
 - Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name emphasis in images of reptiles, insects, etc.
 - Questions to deepen and extend observation of elements and design principles images of reptiles, insects, etc
 - Apply to own and others' work

Topic: Create in 2D – images of people and/ or objects







Time: 2 hours


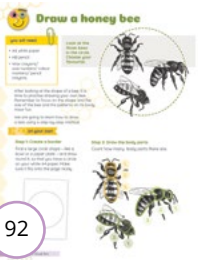


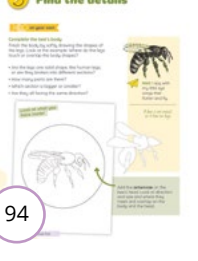




- CAPS
- Drawing and/or colour media: exploring a variety of media and techniques
 - Art elements: reinforce relevant art elements through use in own images of reptiles, insects, etc.
 - Design principles: reinforce design principle emphasis through use in own images of reptiles, insects, etc.


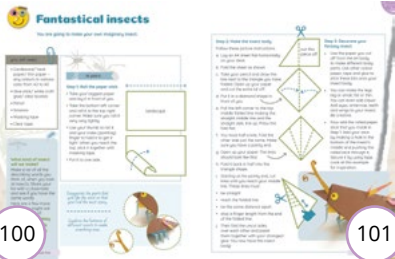

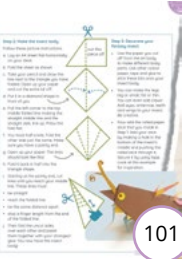
Topic: Create in 3D – modeling images

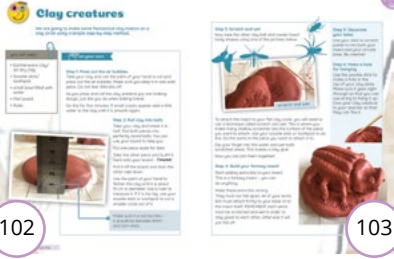

Time: 2 hours

- CAPS
- Skills and techniques: earthenware clay
 - Art elements: reinforce texture, shape/form through modeling own reptiles, insects, etc.
 - Design principles: reinforce emphasis through use in own models of reptiles, insects, etc.
 - Spatial awareness: reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides, parts of model can extend into space
 - Appropriate use of tools

Visual Arts	Core knowledge and key messages	Activities and key skills	Pages 88 - 91
Visual Literacy			
<div>Insects in art</div> <div></div>	Learn about representation of insects in different cultures and art movements, ie Japanese, Egyptian and Art Nouveau.	Use the insect to explore and observe art in different periods, cultures and art movements. Observe and discuss visual stimuli and name the art elements.	<div>88</div> <div>89</div>
<div>Buzzing bees!</div> <div></div>	Learn about bees.	Analyse the bee life cycle and anatomy, and answer questions. Absorb and apply information to rearrange table into the correct order, with links to Literacy and Language.	<div>90</div> <div>91</div>

Visual Arts	Core knowledge and key messages	Activities and key skills	Pages 92 - 97
Create in 2D			
<div>Draw a honey bee</div> <div></div>	Explore observational drawing as a way of understanding the natural world to enhance both scientific and artistic investigation.	Observe and draw body parts of bees. Observe and implement shapes in border. Observation, drawing, proportion	<div>92</div> <div>93</div>
<div>Find the details</div> <div></div>	Understand and work with tonal scale.	Create a lifelike drawing by use of tone and detail. Observe detailed structure of the bee and apply to drawing. Observation, drawing, skills in use of tone	<div>94</div> <div>95</div>
<div>Finish your bee</div> <div></div>	Understand and explore texture and use of complementary colours.	Identify textures and create in 2D. Design border using complementary colours. Ability to describe and identify various textures in relation to the drawing of the bee	<div>96</div> <div>97</div>

Visual Arts	Core knowledge and key messages	Activities and key skills	Pages 98 - 101
Create in 3D			
<div>The power of paper</div> <div>3D</div>	Learn about the art of origami and its origins. Identify origami insects.	Identify origami insects. Create an origami crane. Work with others to assist in understanding the construction. Folding paper skills; observe and answer questions	<div><div><div>The power of paper</div><div></div><div>98</div></div><div><div>Fantastical insects</div><div></div><div>100</div></div><div><div></div><div></div><div>99</div></div><div><div></div><div></div><div>101</div></div></div>
<div>Fantastical insects</div> <div>3D</div>	Think of and share descriptive words about insects and use these to create a fantasy insect.	Share and compare words with others. Concept of portrait and landscape format Rolling and cutting paper; using fine motor skills Construct insect using various joining techniques, folding, taping, glueing. Decorate imaginary insect.	

Visual Arts	Core knowledge and key messages	Activities and key skills	Pages 102 - 103
<div>Clay creatures</div> <div>3D</div>	Work with clay to create a 3D insect. Understand all processes related to working in clay.	Combine various observed insect characteristics to create something new. Working with form Use of clay techniques: wedging, rolling, manipulating into balls and sausages, scratch and wet etc. Display a swarm of insects, by hanging them in a cluster, like a mobile.	<div><div><div>Clay creatures</div><div></div><div>102</div></div><div><div></div><div></div><div>103</div></div></div>

Rhythmic movements









Time: 10 hours







CAPS

- Participation in rhythmic movements with focus on posture and style
- Safety measures relating to rhythmic movements
- Movement performance in rhythmic movements with focus on posture and style
- Examples of possible activities: aerobics, galloping, marching, hopping, skipping, steps, sliding, leaping, etc.

Formal assessment task Term 3:
Physical Education Task (PET) total 30 marks: Refer to the assessment tool in CAPS Section 4.

Time allocation: Allocate time and supplement or adapt activities as needed to suit your resources and learners' abilities. Note that 20 minutes of each lesson will comprise warm-up and cool-down activities (5-10 minutes for warm up and 5-10 minutes for cool down).

Physical Education	Core knowledge and key messages	Activities and key skills	Pages 104 - 111
Let's stretch!	A stretch is a movement that extends our muscles. Let's learn about the stretches we can do before and after physical exercise to help protect our bodies from injury.	Read about dynamic and static stretches. Talk about why it is important to warm up before physical exercise, and to cool down afterwards. Practise doing some dynamic and static stretches. Explain that learners will spend 5-10 minutes at the beginning of each lesson doing some dynamic stretches to warm up. At the end of each lesson they will do some static stretches to cool down for 5 to 10 minutes.	 104 105  106 107
Rhythmic movements 1  	Rhythmic movements Core strength: balancing in different positions Counter balances with partner	(Warm up) Tag game - let's go fishing! <ul style="list-style-type: none">• Partner and group rhythmic movement activities• Different basic balancing positions with a partner	 108 109
Rhythmic movements 2  	Rhythmic movements Balancing skills with a partner and in small groups of 3-5 people Static and dynamic elements of Acrobatic Gymnastics	(Warm up) Build a railway tunnel <ul style="list-style-type: none">• Partner jumps, rolls and hops• Balance in groups• Create a group movement sequence	 110 111

Physical Education	Core knowledge and key messages	Activities and key skills	Pages 112 - 115
Rhythmic movements - jumping  	Recap skills learnt in Grade 4. Rope skipping skills Learn the can-can	Revise jumping and rope skipping. Basic jump (double-bounce) with skipping rope Dancing: <ul style="list-style-type: none">• The Box• Kicks and lifts• Knee-up jump• Can-can Catch the fish game	 112 113
Rhythmic movements - skipping  	Rope skipping: more advanced skills	Tag game: Pull my tail Practise skipping skills: <ul style="list-style-type: none">• Rope repetition of skills and their combinations, with scorecard• Design own sequence (rope skipping routine).• Practise jumping skills, with scorecard. (Cool down) Mobility stretches	 114 115
Formal assessment Term 3: Physical Education Task (PET) Suggested activities for movement performance (30 marks)	Rhythmic movement - Skipping - page 114 Complete the 5 skipping skills using the skipping skill scorecard. <i>Mark allocation</i> <ul style="list-style-type: none">• 2 marks each for accurate execution (10)• Warm up stretches and cool down relevant to activity (10)• Participation (10)		

Lesson set 13: Local environmental health problems

Time: 6 hours

CAPS

- Local environmental health problems
 - Locally occurring health problems such as tuberculosis, diarrhoea, malaria, measles, etc.
 - Causes of 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

30m

The clock symbol indicates suggested lesson time.
m = minutes
h = hour

Health and environmental responsibility	Core knowledge and key messages	Activities and key skills	Pages 116 - 123
Lesson 13.1 Wellness <div>60m</div>	The wellness flower can be used to reflect on the parts of our health that are present, and those that are missing. Elicit, from learners (without going into too much detail), explanations of why the wellness flower could have bigger or smaller petals.	Consider wellness; read about the wellness flower; answer questions about Jade and Shaun; draw a rough sketch of your wellness flower. Key skill: Work it out yourself	<div>116</div> <div>117</div>
Lesson 13.2 My body protects me <div>30m</div>	Our bodies have many ways to protect themselves from harmful germs. Washing hands	Look at the pictures and write about when one needs to wash one's hands; how our skin protects us from germs; how to prevent saliva from spreading germs. Key skill: Observe and describe	<div>118</div> <div>119</div>
Lesson 13.3 Germs spread through the air <div>60m</div>	Even though our body has many ways of protecting itself from harmful germs, sometimes they get into our bodies and make us sick. Some germs get into our body through the air. Examples of airborne diseases	Experience the dispersal of chalk powder by coughing, as representing the dispersal of germs. Read about airborne diseases. Agree on rules to protect each other from bacteria and viruses. Key skill: Make something to show what you think it is like	<div>120</div> <div>121</div>
Lesson 13.4 All about TB (Tuberculosis) <div>30m</div>	TB infection and prevention Signs of TB Treating and curing TB	Draw a sketch showing four steps (like a comic strip) to show how a virus can spread. Key skill: Make something to show what you think it is like	<div>122</div> <div>123</div>

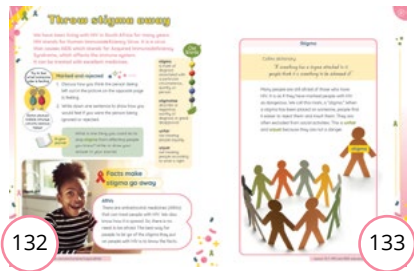

Formal assessment task Term 4: Personal and Social Well-being: end-of-year examination, total 30 marks



Health and environmental responsibility	Core knowledge and key messages	Activities and key skills	Pages 124 - 131
Lesson 13.5 Wiggly worms <div>30m</div>	How worms get into our bodies Having a good understanding of how worms work can help us prevent illnesses and stay healthy. South Africa's National Deworming Programme	Write down a solution to prevent each of four given types of worms from getting into one's body. Key skill: Find out more (ask someone - look it up)	<div>124</div> <div>125</div>
Lesson 13.6 Insects can make us sick <div>30m</div>	Malaria is an example of an illness we get from mosquitoes. How malaria is spread How malaria is treated	Compose a song using the word MOSQUITO. Key skill: Make something to show what you think it is like	<div>126</div> <div>127</div>
Lesson 13.7 How healthy is our environment? <div>60m</div>	Our environment can be unhealthy. When our water, air, soil and neighbourhood are dirty, we can get sick. Everybody in the community should contribute to keeping the environment clean and tidy. How to deal with diarrhoea	Use the given table structure to draw up a plan to change the unhealthy parts of Pearl's neighbourhood. Key skill: Look back - look forward In pairs, walk around own school and look for what is healthy and unhealthy for one's body, mind, heart, and relationships; discuss what you can do to change or fix something in own school environment that is not good for one's wellbeing. Key skill: Observe and describe	<div>128</div> <div>129</div>
Lesson 13.8 Healthy me <div>60m</div>	If the parts in your wellness flower are all healthy and working together, you can laugh more often and try to be happy. Nobody is ever a perfect flower all the time, but reflecting on yourself can go a long way. Using laughter for healing	Play a laughing game in pairs. Key skill: What's new? Try it Redraw own wellness flower and see if it has changed since the previous time; think of questions that one could ask someone, to find out how healthy they are. Key skill: Ask questions about the things you want to know	<div>130</div> <div>131</div>

Lesson set 14: HIV and AIDS education
Time: 3 hours

CAPS

- HIV and AIDS education
 - Dealing with stigma
 - 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

Health and environmental responsibility	Core knowledge and key messages	Activities and key skills	Pages 132 - 135
Lesson 14.1 Throw stigma away <div>30m</div>	What stigma is How to try and eliminate stigma to avoid prejudice	Write about and discuss how a person being excluded might feel, and what can be done to stop stigma from affecting people you know. Key skill: Try to feel what someone else is feeling	
Lesson 14.2 Respect my privacy <div>30m</div>	Dealing with HIV stigma Facts about HIV: Knowing the facts can eliminate stigma Respecting people's privacy about their HIV status	What can I see? Look at the photos and answer the questions. Key skill: Give a reason for what you think	




Health and environmental responsibility	Core knowledge and key messages	Activities and key skills	Pages 136 - 139
Lesson 14.3 World AIDS Day <div>60m</div>	World Aids day events Messages for World Aids day Refer back to Lesson 9.1 for the meaning of the red ribbon symbol.	Imagine you are organising an event for World AIDS Day. Follow the steps to plan the event, including deciding on the main message for it. Key skill: Share and compare	
Lesson 14.4 Time to reflect <div>60m</div>	Reflect on your understanding of HIV. World Aids Day slogan presentation	Answer reflection questions on own knowledge of HIV. Key skill: Think about your thinking Draw World Aids Day poster with a catchy slogan. Key skill: Make something to show what you think it is like	



Lesson set 15: Substance abuse

Time: 3 hours

CAPS

- 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 skills: reading with understanding and using a dictionary
 - Reading about dangers of substance abuse: recall and relate

Health and environmental responsibility	Core knowledge and key messages	Activities and key skills	Pages 140 - 145
Lesson 15.1 My choices <div>30m</div>	Substances in our bodies affect our wellbeing. Making informed choices can help us stay safe.	Compare a picture of healthy food with one showing unhealthy food. <i>Key skill: Give a reason for what you think</i>	 <div>140141</div>
Lesson 15.2 Understanding substance abuse <div>60m</div>	Substance abuse causes many problems in families and communities. Understanding what addiction is	Read about and answer questions on healthy and unhealthy choices, concerning foods, substance abuse, and digital devices. <i>Key skill: Be kind to yourself</i>	 <div>142143</div>
Lesson 15.3 Alcohol abuse <div>30m</div>	When people abuse alcohol, it affects their wellbeing negatively. Alcohol abuse also affects people’s behaviour. Families and communities are all affected in one way or another by the harmful use of alcohol.	Decide what you would do, if confronted with the given scenarios about alcohol. <i>Key skill: Choose what works best for you</i>	 <div>144145</div>

Health and environmental responsibility	Core knowledge and key messages	Activities and key skills	Pages 146 - 149
Lesson 15.4 Tobacco is a no-no for sure-sure <div>30m</div>	Tobacco is harmful in many ways. Tobacco is addictive. How smoking affects your money	Calculate the financial cost of smoking cigarettes and discuss what the money could rather be spent on. <i>Key skill: Give a reason for what you think</i>	 <div>146147</div>
Lesson 15.5 I can say no <div>30m</div>	Why young people try substances What “Learn” is Where to find help	Complete the stories of three scenarios. <i>Key skill: Look back - look forward</i>	 <div>148149</div>
Formal assessment task Term 4: Personal and Social Well-being (30 Marks)	End of year examination based on lesson sets 1-16		

Time Allocation - 10 hours

Resources:

- Open space
- Found or made musical instruments, including drums and marimbas
- Audio equipment and audiovisuals with a range of suitable music
- Charts and posters (such as C major scale on treble stave, etc.)
- DVDs/CDs or access to live performance of drama (radio, television, community, professional or classroom)
- Textbook

Topic 1: Warm up and play

Suggested contact time

Time: 2.5 hours (15 min per class)

CAPS

- Physical warm ups for strength and flexibility (including spinal rolls, swings, floor work and body part isolations)
- Vocal warm ups (including strengthening articulation through rhymes and tongue twisters)
- Singing warm ups (including South African songs in unison, and two-part harmony)
- Call and response games
- Group awareness games (such as creating a machine through complementary movements)
- Cool downs (including stretches and flowing movements)

Topic 2: Improvise and create

Time: 3 hours

CAPS

- Short drama/dance improvisations, reflecting a social, cultural or environmental issue relevant to the learners

- Short music piece, combining a number of instruments (drums, marimba, etc.) including two or more parts in a textural blend, reflecting a mood related to the social, cultural or environmental issue

Topic 3: Read, interpret and perform

Time: 3.5 hours

CAPS

- Drama/dance presentation, reflecting a social, cultural or environmental issue relevant to the learners, and using selected tableaux, movement, poetry and speaking/singing in unison or individually
- Short composition of poetry and song to draw attention to social, cultural and environmental issues, to be used in above presentation
- Singing a song in two or three parts, recognising the difference between voice types (such as bass, tenor, alto, soprano)






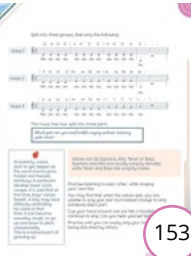







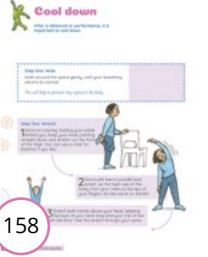

Topic 4: Appreciate and reflect on







Time: 1 hour









CAPS








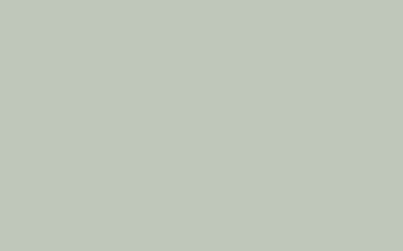
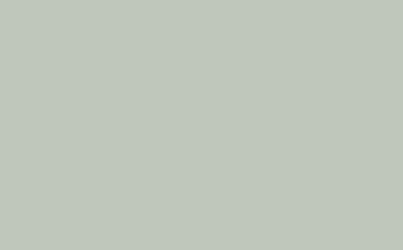
- Own and others' performances and processes, using simple creative arts terminology
- A live or recorded drama (television, radio, community, professional or classroom) in terms of: recognising key moments in a drama
 - identifying themes, ideas and moods
 - discussing why particular techniques were used
 - being sensitive to the social and cultural contexts






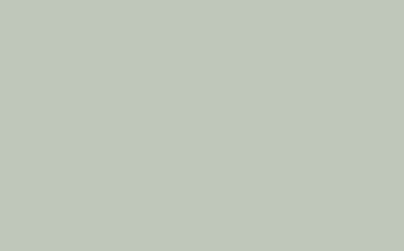
Key terms: tongue twisters, social, cultural, environmental, poetry, tableaux, C major, intervals, bass, tenor, alto, soprano, theme, contexts

Performing Arts	Core knowledge and key messages	Activities and key skills	Pages 150 - 159
<div>Ensemble energy</div> <div></div>	Being an ensemble means to work well together as a group.	Play Wah-Skiddah! Consider being an ensemble. Group stillness activity	<div>150</div> <div>151</div>
<div>Have fun with harmony</div> <div></div>	Harmony is singing different pitches, which sound good together, at the same time.	Warm up by singing simple harmonies. Learn about voice types and the different vocal parts.	<div>152</div> <div>153</div>
<div>Harmony is sweet</div> <div></div>	Further considerations about harmony A reminder of C major and the Tonic sol-fa	Learn a song in C major. Sing the song in three-part harmony.	<div>154</div> <div>155</div>
<div>Warm up</div> <div></div>	Warm ups can be imaginative, inspired by things in the world around us.	Fire up the fireworks! Use different kinds of fireworks as inspiration for movements.	<div>156</div> <div>157</div>
<div>Cool down</div> <div></div>	The body needs to be cooled down after a rehearsal or performance.	Walk Stretch Relax	<div>158</div> <div>159</div>

Performing Arts	Core knowledge and key messages	Activities and key skills	Pages 160 - 165
<div>Dream up a theme</div> <div></div>	A theme is a topic or idea. A theme programme is a performance with songs, dances, poems, scenes or images about one central idea.	Warm up with a focus game: one-two-three. Consider what theme to focus on (social, cultural, environmental). Vote for the theme.	<div></div> <div>160</div> <div>161</div>
<div>Debate the theme</div> <div></div>	What a debate is; what a debate statement is Using the Four Corners game to find the best consensus	Discuss what a debate is. Turn the theme into a debate. Four Corners game	<div></div> <div>162</div> <div>163</div>
<div>Explore our debate</div> <div></div>	Theme programmes can use a variety of different devices: tableaux, movement, dance, music, dramatic scenes or monologues, songs, slogans, poetry etc.	Bus stop improvisation Learn to construct a theme programme. Use a choice board to decide what to include in the theme programme.	<div></div> <div>164</div> <div>165</div>

Performing Arts	Core knowledge and key messages	Activities and key skills	Pages 166 - 173
<div>Create our own</div> <div></div>	Creating original material from the debate statement, focusing on poetry	Use tableaux to represent different sides of the debate. Create a poem based on reflections on the tableaux.	<div></div> <div>166</div> <div>167</div>
<div>The poem that gets the rhythm</div> <div></div>	Turning a poem into a song	Find the rhythms. Create and sing the song. Develop the musical accompaniment.	<div></div> <div>168</div> <div>169</div>
<div>Dance the theme warm up</div> <div></div>	Creating dance material to enhance the theme Body language expresses emotions.	Energise and connect. Explore body language in movement, including experimenting with conveying different emotions.	<div></div> <div>170</div> <div>171</div>
<div>Dance the theme</div> <div></div>	Use mood as a starting point to explore dance.	Let the mood make the dance, using the poem created previously. Reflect and develop: select units of action and apply motion factors, choreographic devices and tableaux. Cool down: partner stretches	<div></div> <div>172</div> <div>173</div>

Performing Arts	Core knowledge and key messages	Activities and key skills	Pages 174 - 179
<div>Create dramas from tableaux</div> <div></div>	Create original scenes from the debate statement. Theme programmes require rehearsal and finally reflection and appreciation from the audience.	Use the tableaux from the debate statement to develop a drama which can be used in the theme programme. Integrate all the elements of the theme programme and rehearse it. Present the theme programme. Reflect on key questions.	<div></div> <div>174</div> <div></div> <div>175</div>
<div>Media in South Africa</div> <div></div>	The media can be used for various purposes, including political. Media today and in the future How the media can and “should” be used	Reflect on media under apartheid and attitudes to the media at that time. Reflect on the media today and in the future.	<div></div> <div>176</div> <div></div> <div>177</div>
<div>Types of performance</div> <div></div>	Performances can be live, virtual or recorded. These have different impacts on the audience. Different media relate to the audience in different ways.	Consider different types of performance and how these are experienced. Making out the media: consider media formats and their strengths. Choose the medium on which to base the next activity.	<div></div> <div>178</div> <div></div> <div>179</div>

Performing Arts	Core knowledge and key messages	Activities and key skills	Pages 180 -183
<div>The gallery walk</div> <div></div>	Use the gallery walk technique to share knowledge.	Discuss a drama seen recently. Create posters (one per group) from the discussion. Hang the posters. Do a gallery walk, in character, and give feedback. Compare and contrast.	<div></div> <div>180</div> <div></div> <div>181</div>
<div>Out the box: Theatre etiquette</div> <div></div>	Theatre etiquette is the way we should behave at a performance. Constructive feedback builds one up rather than breaking one down.	Reflect on how people watch plays, and how one would like to be treated when performing. Create an advert to encourage good theatre etiquette. Consider which feedback is constructive and which is hurtful.	<div></div> <div>182</div> <div></div> <div>183</div>

Topic: Visual Literacy
Time: 1 hour

CAPS

- Observe and discuss visual stimuli in photographs and real objects to identify and name art elements found in images of things that fly (natural or mechanical)
- Observe and discuss visual stimuli in photographs and real objects to identify and name examples of contrast and proportion found in images of things that fly (natural or mechanical)
- Questions to deepen and extend observation of elements and design principles
- Apply to own and others’ work

Topic: Create in 2D – buildings, architecture and the environment

Time: 2 hours

CAPS

- Drawing and/or colour media: exploring a variety of media and techniques
- Art elements: overview of use of appropriate art elements found in own images of things that fly (natural or mechanical)
- Design principles: reinforce emphasis in own images of things that fly (natural or mechanical)




Topic: Create in 3D or relief – buildings, architecture and the environment











Time: 2 hours



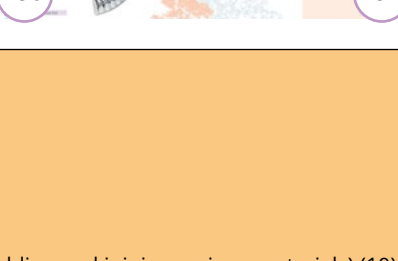
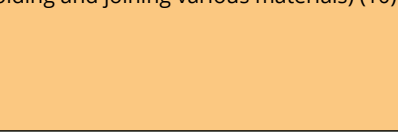
CAPS




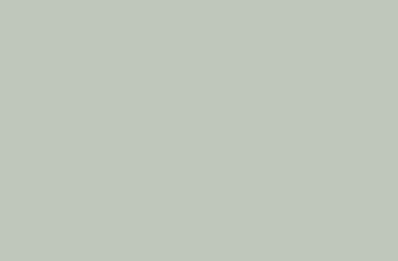
- Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials
- Art elements: reinforce texture, shape/form, colour through own construction of things that fly (natural or mechanical)
- Design principles: reinforce contrast and proportion through use in own construction
- Spatial awareness: reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides, parts of model can extend into space
- Appropriate use of tools

Formal assessment task Term 4: Creative Arts Task (CAT): Visual Arts, total 40 marks
Suggested activities that take a minimum of three periods to complete: Create an imaginary winged in 3D. See Teacher’s Guide for mark allocations.

Visual Arts	Core knowledge and key messages	Activities and key skills	Pages 184 - 185
<div>Visual Literacy: Things that fly</div> <div></div>	Learn about different types of birds, as well as flight and flying objects such as: the first air balloon, Leonardo Da Vinci’s Flying machines and the Wright brothers.	Identify proportion and contrast. Observe and discuss visual stimuli in photographs and real objects to identify and name art elements. Read for meaning, observation skills, analysis skills.	<div></div> <div></div>

Visual Arts	Core knowledge and key messages	Activities and key skills	Pages 186 - 193
<div>Winged wonders</div> <div></div>	Observe and discuss mythical winged creatures from various cultures and historical periods, and answer questions on a cartoon.	Read images and text for discussion and answer questions. Reading for meaning. Writing task in response to cartoon Understand the difference between a comic and a cartoon.	<div></div> <div></div>
<div>Create in 2D: Draw an imaginary winged creature</div> <div></div>	Use imagination and creativity to draw animals and then reorder the body parts to create a unique fantasy creature.	Practise observational drawing, using simple shapes and lines. Careful and accurate cutting skills on the lines of the drawing Reorder and mix body parts to create a new fantasy creature. Creativity, imagination Draw the new creature, using line, shape and texture. Add detail, shape, shading, pattern, texture and tone.	<div></div> <div></div>
<div>I am a storyteller and an illustrator</div> <div></div>	We can use images and words to create stories based on the winged creature story.	Use artwork to link your understanding of totems and the relationship of your family to animals. Drawing skills, do your research	<div></div> <div></div>
<div>What a clever bird!</div> <div></div>	Interpret a story through visual images to demonstrate understanding.	Take an existing story and place into different format through visual representation. Creativity and critical thinking, drawing skills	<div></div> <div></div>

Visual Arts	Core knowledge and key messages	Activities and key skills	Pages 194 - 197
Create in 3D: Things that fly 3D	Construct a bird using a paper plate (found materials).	Follow instructions and create a paper plate bird (learners can help one another). Three-dimensional construction skills: folding, cutting, pasting, attaching, tying Enhance understanding of: elements of art.	 194  195
Create in 3D: Things that fly (continued) 3D	Complete the bird as a mobile or puppet: make it three-dimensional.	Cutting and drawing key skills Add 2D elements such as texture and detail of body patterns. Explore principles of design: pattern, contrast. Give the bird form. Decorate the bird in a variety of ways, such as texture with torn paper.	 196  197
Formal assessment Term 4: Creative Arts Task (CAT): Visual Arts (40 marks) Suggested activities and mark allocations	Create in 2D: Draw an imaginary winded creature pages 188-189 OR Create in 3D: Things that Fly pages 194-197 Mark allocation 1. Use of proportion, balance and symmetry (10) 2. Evidence of using skills and techniques. Pasting, cutting, wrapping, folding and joining various materials) (10) 3. Appropriate use of tools (10) 4. Accuracy of 3D object (5) 5. Use of texture and details (5)		

Visual Arts	Core knowledge and key messages	Activities and key skills	Pages 198 - 201
Honeyguide, the helper 3D	Understand the food chain. Create a food chain mobile which could incorporate the already-made paper plate bird.	Draw a person, emphasising both the back and front of the image. Cut out for use in the mobile. Make a bee out of rolled sticks and plastic. Attach different parts of the mobile together using string in the order of the food chain. Display for the appreciation of the class. Construction skills; appreciation and reflection skills	 198  199
Wow! Wondrous wings Eye icon	Look at an exciting variety of artworks (both 2D and 3D) inspired by birds, and answer questions.	Observation of and reflection on a variety of artworks with others Identify: pattern, proportion, contrast, movement Distinguish differences between sculpture and paintings or photographs.	 200  201






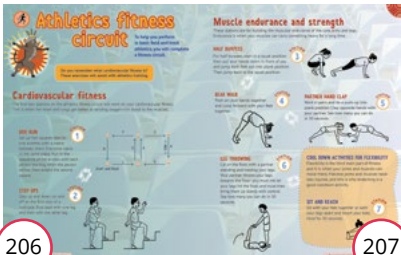
Recreational activities and physical fitness


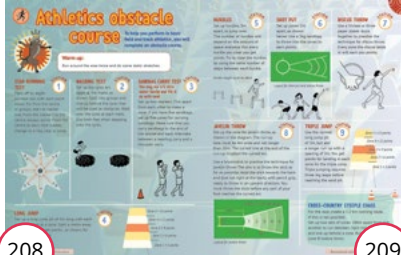
Time: 10 hours

CAPS


- Participation in a variety of field and track athletics or swimming activities
- Safety measures during field and track athletics or swimming activities
- Movement performance in a variety of field and track athletics or swimming activities
- Examples: 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.

Formal assessment task Term 4:
Physical Education Task (PET) total
30 marks: Refer to the assessment
tool in CAPS Section 4.

Physical Education	Core knowledge and key messages	Activities and key skills	Pages 202 - 205
Lessons 1-2 Pool activities 60m × 3 	How to enter the water safely in swimming pools, the ocean, dams, rivers and flooded areas How to exit the water Games with water balloons Note: These activities do not require learners to be in a swimming pool. They can be adapted and practiced on the ground.	<ul style="list-style-type: none">• Climbing into a swimming pool/dam• Waddle in groups.• Play “salty”• Enter the pool and kick.• Breathing exercises• Collect objects.• Glide.• Play games with water balloons.	 202 203
Gliding and swimming 60m × 2 	How to push and glide Practise freestyle and breaststroke. Note: These activities do not require learners to be in a swimming pool. They can be adapted and practiced on the ground or on a low table or bench.	<ul style="list-style-type: none">• Tadpole jumps• How to push and glide• Partner exercise• Freestyle and breaststroke technique• Play Marco Polo	 204 205
Athletics fitness circuit 60m × 3 	Athletics fitness circuit for building muscular endurance and strength, and cardiovascular fitness Cool down.	Fitness circuit: <ul style="list-style-type: none">• Box run• Step ups• Half burpees• Bear walk• Partner hand clap• Leg throwing Cool down activities for flexibility: <ul style="list-style-type: none">• Sit and reach• Partner long-sitting	 206 207

Physical Education	Core knowledge and key messages	Activities and key skills	Pages 206 - 209
Athletics obstacle course 60m × 2 	Obstacle Course Cross-country steeple chase	Obstacle course: <ul style="list-style-type: none">• Star running test• Walking test• Sandbag carry test• Long jump• Hurdles• Shot put• Discus throw• Javelin throw• Athletics fitness circuit• Triple jump• Cross-country steeple chase	 208 209
Formal assessment Term 4: Physical Education Task (PET) Suggested activities for movement performance (30 marks)	Athletics fitness circuit – 206-207 Complete Athletics fitness circuit. <i>Mark allocation</i> <ul style="list-style-type: none">• 2 marks each for accurate execution of each station (14)• Warm up stretches and cool down relevant to activity (10)• Participation (6)		

It's a wrap

	Core knowledge and key messages	Activities and key skills	Pages 210 - 211
It's a wrap	Consolidate the year's work.	<ul style="list-style-type: none">• Which pictures in this book will you remember?• What activities did you enjoy most? Choose five of your favourite ones• What skills can you do best?• What skills do you need to practise more?• What feedback would you like to give your teacher?	 210 211



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