

# **SYLLABIS HOME EDUCATION**



**Foundation Phase**

**Life Skills**

**GRADE R TERM 1**

**SYLLABIS HOME EDUCATION**

Life Skills Grade R Term 1

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## Before you start

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This study guide must be used in conjunction with the specified textbooks. All the material was developed in line with the guidelines specified in the CAPS (Curriculum Assessment Policy Statements) document, the requirements of each lesson as set out in CAPS is explained at the beginning of the lesson.

Where the parent is mentioned the caregiver or person giving the lesson i.e. instructor/facilitator must be understood.

Please familiarise yourself with the time allocation of and the specific aims for the subject as specified in this guide before you start.

The requirements to pass and assessments that must be completed are stipulated in the study guide, parents must make sure that this is adhered to, and that all marks for the assessments are captured accordingly.

This module consists out of 10 lessons. One lesson must be completed per week, please look at the time allocation for each lesson and activity before you start.

Not all of these activities are compulsory, you as a parent can choose the appropriate activities for your setting and circumstance.

We hope that you will enjoy this course with us!

# How to use this study guide

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This module consists of **10 lessons** that must be covered within the **first term**.

For each lesson a variety of activities are described for the four sections of Life Skills, namely: *Beginning knowledge, Creative Arts, Physical Education and Personal Well-being*. You are not required to do all of these activities. You can choose activities that suit your specific setting, but make sure that you choose at least one activity per section per day and that the required amount of time is spend on each section.

Plan the whole lesson before you start to make sure that the activities follow logically on each other and to make sure that you have all the resources for the chosen activities. The start and end date for each lesson must be completed.

Enrichment activities can be seen as an extra opportunity for the learner(s) to develop skills and work for with the theme. It is not compulsory to do the enrichment activities every week, but it is advisable that time is spend on enrichment whenever extra time is available.

Note that lesson 10 (Special days, festivals and public holidays) should not necessarily be the last lesson of the term. Activities for this lesson can be spread over the course of the term in order for the activity to fall on or close to the special day/festival/public holiday that is being addressed.

There are no formal assessments or tests for this subject, but assessment must take place continuously. Please read the section on assessment in the **Gr.R Parent booklet**. You can use the table on p.57 of this study guide to record your observations at the end of each lesson. At the end of the term the assessment form for Life Skills Grade R Term 1, on p.59 must be completed.



# Life Skills explained...

Life Skills in Foundation Phase (Grades R-3) has been organised into four study areas:

- Beginning Knowledge,
- Personal and Social Well-being,
- Creative Arts and
- Physical Education.

## *Beginning Knowledge*

The content and concepts of Beginning Knowledge have been drawn from Social Sciences (History and Geography); Natural Sciences and Technology.

## *Personal and Social Well-being:*

Personal and Social Well-being is an important study area for young learners because they are still learning how to look after themselves and keep themselves healthy. This study area includes social health, emotional health, and relationships with other people and our environment, including values and attitudes.

## *Creative Arts*

Creative Arts exposes learners to four art forms: dance, drama, music and the visual arts. The main purpose of Creative Arts is to develop learners as creative, imaginative individuals, with an appreciation of the arts.

## *How much time should I spend on this subject?*

You will spend 6 hours per week on this subject. The time allocation will be divided as follows:

Beginning knowledge	1 hour/week
Creative Arts	2 hours/week
Physical Education	2 hours/week
Personal and Social Well being	1 hour/week

### *Specific Aims*

The Life Skills subject is aimed at guiding and preparing learners for life and its possibilities, including equipping learners for meaningful and successful living in a rapidly changing and transforming society. Through Life Skills learners are exposed to a range of knowledge, skills and values that strengthen their:

- Physical, social, personal, emotional and cognitive development;
- Creative and aesthetic skills and knowledge through engaging in dance, music, drama and visual art activities;
- Knowledge of personal health and safety;
- Understanding of the relationship between people and the environment;
- Awareness of social relationships, technological processes and elementary science.

### *What do I need to pass this subject?*

- Grade R has no formal assessment but progress is monitored.
- The following marks must be obtained:
  - Adequate Achievement (Level 4) (50%-59%) in one official language at Home Language level
  - Moderate Achievement (Level 3) (40%-49%) in Mathematics



# Materials needed for this course

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- “New All-In-One Grade R Life Skills Learner’s Book, 2015” Best Books
- New Day by Day Life Skills Grade R as supplied.
- Study guide: **Foundation Phase Life Skills GRADE R TERM 1**
- **Parent’s booklet: Grade R**
- Book to keep record of learner’s development

It is also recommended that the learners will have access to the following resources. These resources can be used during free play activities, structured activities, when they have finished a parent directed task or simply when they need time out.

- bean bags, ropes, hoops, balls of different sizes, balancing beams/planks/tyres, outdoor play equipment (tyres, jungle gym, climbing ropes, trees), scarves/strips of cloth, bats, containers (bowls, buckets, tins to be used as targets), skittles/bottles (as targets), hard, flat open surface, sticks, storage containers, swings, bricks, cones, balloons
- **Dry media:** wax crayons, paper, oil pastels, chalk, 2B pencils, felt-tipped pens, charcoal, sand
- **Wet media:** paint, ink, dyes, mud
- Brushes of different sizes
- Sheets of paper or scrap paper in various sizes and colours
- Earthenware clay, papier maché, play dough, mud
- Beads (glass, paper, plastic), straws, macaroni, shells, etc. for threading
- Recyclable materials: boxes, toilet rolls, polystyrene containers and packing materials, corks, wrapping paper, Tin foil, wool, string, stones, seeds, old newspapers/magazines
- Glue, cardboard strips for glue applicators, scissors, pre-mixed starch
- CD player, CDs, musical instruments
- Old clothes, utensils, containers, to be used as ‘props’ for fantasy and dramatic play
- Puzzles and other manipulative educational toys, bought and home made
- Pictures, wall charts and maps
- Information and story books (library)
- Plastic lens/ magnifying glass
- People - older family members and invited guests.

For Creative Arts specifically, the following is required:

- Open space
- Musical instruments, including found and made
- Audio and audiovisual equipment with a range of suitable music
- Charts and posters
- Variety of props e.g. materials, balls, different sized and shaped objects, old clothes
- Visual stimuli for drawing and construction.

- Specific resources needed for each lesson will be listed in the lesson plan.





# Lesson 1 - Me

<b>Length:</b> 6 Hours spread over 1 week	
<b>Date started:</b>	<b>Date completed:</b>
<b>Resources:</b> <ul style="list-style-type: none"><li>• Parent's booklet</li><li>• Basic resources as listed in the <i>Parent's booklet</i>.</li><li>• Resources needed for chosen activities.</li></ul>	<b>Aims for learners as in CAPS:</b> <ul style="list-style-type: none"><li>• Personal details - name, age, address, contact number</li><li>• What makes me special - include name, language/s, gender, abilities and interests</li></ul> <p>Note: <i>Only some learners will manage their address and contact number. Return to this later.</i></p>

## Note to the parent

Dominance of the learner will be determined during this week. Dominance can be described as the side of the body which is "more clever" than the other side. This is the eye, ear, hand and foot that are the preferred body part when actions must be performed.

Read the section on dominance on p. 21 in Teacher's guide.

## Assignments / Tests / Activities / Projects

### Beginning knowledge: (+/- 12min/day)

#### **Read a story**

(This can be any story which the learner can relate to – place special emphasis on the characters' names)

1. Ask questions about the story – placing special emphasis on the characters' names.
2. What is the learner(s) name(s)?
3. Why do we have names?
4. Does the learner(s) name have any special meaning?
5. How do we introduce ourselves?

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#### **Look at pictures of people who look very different.**

1. Let the learner name all the differences they can see.
2. Talk about other differences people can have
  - a. Gender
  - b. Age
  - c. Abilities
  - d. Length
  - e. Weight
  - f. Hair colour etc.
2. Record the learner's voice without him/her noticing
3. Play it back – talk about our voices that differ
4. Are there actions that all of us can do?
5. Let the learner(s) list these activities – eat, sleep, walk, sit etc.
6. Touch on the subject of disability – talk about the fact that people aren't all the same – some people can't hear, see etc. Talk about the fact that there is a place for everybody in society.

#### **Eat/Make different small snacks**

1. Which snack does the learner(s) like best?
2. Which snacks does the parent like best?
3. Talk about the fact that different people have different tastes – not everybody is the same.

#### **Take finger-/handprints**

1. Take finger-/handprints of learner(s); siblings; parents; grandparents etc.
2. Show the learner(s) that everybody is unique/different.

#### **Go on an outing:**

1. Go to the shopping mall or a public place.
2. Make learner(s) aware of the fact that people look different.
3. Let the learner point out people of the same gender as he/she, same age/with the same hair colour etc.
4. Emphasize the fact that everybody is different/unique

### **Personal and Social Well-being: (+/- 12min/day)**

#### **Routine activities:**(This should form part of everyday's activities)

- Meeting and greeting
- Toilet routine
- Preparing for and cleaning up after art activities

#### **Look at pictures or read a story about someone with disabilities**

1. Talk about the fact that not everybody is the same and that all of us has different abilities.
2. Talk about how to react towards someone with disabilities.

#### **Take finger-/handprints**

1. At the end of this activity: Discuss with the learner that people who are different should not be bullied – everybody is unique.

## Creative Arts: (+/- 24min/day)

### First letter

1. Write out the learner's name, leaving out the first letter.
2. The learner can cut out and decorate the first letter of their name using different coloured pencils, glue and glitter etc.
3. Paste the letter to the rest of the name and display this in the work area.

### Laminated name:

1. Print out the learners name in big letters and laminate.
2. Let the learner go over the letters with different colours

### Sing names:

1. Learner(s) moves around freely to the music and 'freeze' when the music stops.
2. Sing the name of the learner, parents, siblings, grandparents. (You can make up a silly song)
3. Add movement – learner can come up with own fast and slow movements.
4. Calm down – learner lie down and listen to the sounds he/she can hear in their environment.

### March to music:

1. Play a CD with marching music
2. Demonstrate how to march
3. Learner(s) march in one place and freeze when the music stops
4. Play the music again while the learner(s) clap the rhythm of the music

### Clay names:

1. Let the learner(s) play with salt clay
2. Let them form 'worms' out of the clay and help them to form the first letter of their names with it.

## Physical Education: (+/- 24min/day)

*Start each day's activity with a structured activity followed by free play and calming down*

### Structured activity:

#### Determination of the dominant eye:

1. Let the learner look different object through a toilet roll, saying the object/person's name.
2. Movement: Learner(s) rolls the toilet roll with his nose without bumping into objects in the way.
3. Learner must roll the toilet roll in another way without using hands or feet.
4. Arrange toilet rolls in a row like a ladder. Learner must carefully step between the rolls without stepping on them

#### Movement – Crawl:

1. Learner(s) crawls backwards and forwards and change direction when the parent claps their hands.

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#### **Static movement and auditory discrimination:**

1. Learner(s) march on one place to the same rhythm that is clapped by the parent.

#### **Play with bean bag:**

1. Learner(s) throw a bean bag from one hand to the other.
2. Pass the bean bag between parent and learner(s).

#### **Walk around the hoops:**

1. Place hoops on the floor
2. Learner(s) walk forwards and backwards/crawl around the hoops as long as music plays.
3. When the music stop learner(s) pick up the hoop with one hand and hold it in the air.

#### **Free play:**

This should form part of everyday's activities and can take different forms:

- Outside on jungle gym
- Fantasy play

#### **Calming down:**

This must be done after free play time:

Do a short activity like:

- Learner(s) sit down open hands wide, make fists and shake out.
- Learner(s) lie down on floor and listen to all the different sounds they can hear.
- Learner(s) stretch their bodies while breathing in deeply. Then shrink bodies while they breathe out slowly.
- Learner(s) try to form a circle with their bodies while lying on the floor





Date																				
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# Assessment - Term 1



## Beginning knowledge:

	1	2	3	4	5	6	7
Listens with enjoyment to the stories/Beginning Knowledge							
Pays continuous attention							
Listens attentively to simple questions and announcements and responds appropriately							
Remembers a series of two simple, short instructions and executes them in the correct order							
Understands and uses the new subject concepts that are introduced each week							
Identifies and describes similarities/differences/constancy (visual and auditory)							
Identifies parts of a whole (closure – visual and auditory)							
Recognises and identifies familiar objects in pictures of the theme (figure-background discrimination)							

## Personal and Social Well Being:

	1	2	3	4	5	6	7
Gives other a turn							

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Shows empathy with/understanding of differences and uniqueness of other learners							
Understands and adheres to class rules							
Handles resources with respect							
Shows understanding of healthy habits							

### Creative Arts:

	1	2	3	4	5	6	7
Uses various writing tools							
Pays attention continuously							
Uses dominant hand							
Uses correct crayon grip							
Draws pictures to convey a message							
Traces simple lines							
Cuts on thick, straight lines/large circles							

### Physical Education:

	1	2	3	4	5	6	7
Participates freely in the activities							
Can utilise the space without bumping into/disturbing other people/obstacles unnecessarily							
Can pay attention continuously							
Understands the difference between fast/slow (pace) and can apply it to activities							
Succeeds in expressing emotions							
Recites the rhymes with the class and adds the correct movements							
Sings the songs with the class and adds the correct movements							
Succeeds to a reasonable degree in improvisation/interpretation/dramatisation/mime							



# References

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New all-in-one Grade R Life Skills Teacher's Guide; Compiler: Mart Meij; Best Books; 2015