

## GRADE 2

Term 1 Grade 2		
<b>Beginning Knowledge and Personal and Social Well-being</b>	<b>20 hours</b> (2 hours/ week)	<b>Recommended resources</b> In addition to the standard resources for Life Skills you will need: <ul style="list-style-type: none"> <li>• Examples of things that help people - such as reading glasses, walking frames, guide dogs, hearing aids</li> <li>• Equipment to show simple ways of purifying water</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Do routine activities and free play activities indoors and outdoors as specified in Section 2.</b></li> <li>• Use a class calendar to discuss the day and the month daily throughout the year.</li> <li>• <b>Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow this.)</b></li> <li>• <b>Religious days and other special days celebrated by the community should be discussed as they occur throughout the term. (Two hours per term are allocated for this)</b></li> </ul> <p><b>Topic: What we need to live - 4 hours</b></p> <ul style="list-style-type: none"> <li>• Different types of food - for growth, energy, health</li> <li>• Water - why we need water, sources of water</li> <li>• Air - clean air</li> <li>• Sunlight - include protection from the sun</li> </ul> <p>Note: There is no need to include the water cycle at this level. <b>Topic: Myself and others - 4 hours</b></p> <ul style="list-style-type: none"> <li>• Friends - qualities of a good friend</li> <li>• People at school and at home - include sharing, helping, showing respect</li> <li>• Dealing positively with conflict - include self-esteem and bullying</li> </ul> <p><b>Topic: Everyone is special - 6 hours</b></p> <ul style="list-style-type: none"> <li>• People are similar and people are different</li> <li>• Things that help people - such as reading glasses, walking frames, guide dogs, hearing aids</li> <li>• Caring for people with disabilities</li> <li>• I can be a hero</li> </ul> <p><b>Topic: Healthy living - 4 hours</b></p> <ul style="list-style-type: none"> <li>• Protecting food we eat - include protection from flies, keeping food cool</li> <li>• Simple ways of purifying water</li> <li>• Things that harm us - smoking, alcohol, drugs</li> <li>• Good habits - such as regular exercise, limited television</li> </ul> <p><b>Religious days and other special days - 2 hours</b></p>		

Term 2 Grade 2		
<b>Beginning Knowledge and Personal and Social Well-being</b>	<b>20 hours</b> (2 hours/ week)	<b>Recommended resources</b> In addition to the standard resources for Life Skills you will need: <ul style="list-style-type: none"> <li>• Examples of clothes for different seasons</li> <li>• Pictures and information books</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Do routine activities and free play activities indoors and outdoors as specified in Section 2</b></li> <li>• <b>Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow this.)</b></li> <li>• <b>Religious days and other special days celebrated by the community should be discussed as they occur throughout the term. (Two hours per term are allocated for this)</b></li> </ul> <p><b>Topic: Seasons - 6 hours</b></p> <ul style="list-style-type: none"> <li>• The four seasons</li> <li>• How seasons affect us - clothes, food, activities</li> <li>• How seasons affect growing things - sowing, growing and harvesting</li> <li>• How seasons affect animals - include farming e.g. sheep shearing, animal dipping; birds e.g. migration and nesting</li> </ul> <p><b>Topic: Animals - 4 hours</b></p> <ul style="list-style-type: none"> <li>• Farm animals <ul style="list-style-type: none"> <li>- Types</li> <li>- Uses - such as food and clothing</li> </ul> </li> <li>• Wild animals <ul style="list-style-type: none"> <li>- Types</li> <li>- Camouflage</li> </ul> </li> </ul> <p><b>Topic: Animals and creatures that live in water - 4 hours</b></p> <ul style="list-style-type: none"> <li>• Fresh water <ul style="list-style-type: none"> <li>- River - e.g. fish, crocodile</li> <li>- Ponds and dams - e.g. frog, dragonfly</li> </ul> </li> <li>• Salt water <ul style="list-style-type: none"> <li>- Sea - e.g. shark, crayfish</li> <li>- Rock pools - e.g. starfish, crab</li> </ul> </li> </ul> <p><b>Topic: Animal homes - 4 hours</b></p> <ul style="list-style-type: none"> <li>• Animals and creatures that make their homes - such as birds, some bees, ants</li> <li>• Animals and creatures that find a home - such as baboons, snakes, squirrels</li> <li>• Animals and creatures that carry their homes - such as snails, tortoises</li> </ul> <p><b>Religious days and other special days - 2 hours</b></p>		

<b>Term 3 Grade 2</b>		
<b>Beginning Knowledge and Personal and Social Well-being</b>	<b>20 hours</b> (2 hours/ week)	<b>Recommended resources</b> In addition to the standard resources for Life Skills you will need: <ul style="list-style-type: none"> <li>• Samples of different soil types</li> <li>• Picture and information books</li> <li>• Road signs</li> <li>• Community members who help others</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Do routine activities and free play activities indoors and outdoors as specified in Section 2.</b></li> <li>• <b>Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow this.)</b></li> <li>• <b>Religious days and other special days celebrated by the community should be discussed as they occur throughout the term. (Two hours per term are allocated for this)</b></li> </ul> <p><b>Topic: Soil - 4 hours</b></p> <ul style="list-style-type: none"> <li>• Different soils - colours and textures</li> <li>• Creatures that live in the soil - such as earthworms, moles</li> <li>• Soil for the growth of plants; the value of growing vegetables</li> </ul> <p><b>Topic: Transport - 6 hours</b></p> <ul style="list-style-type: none"> <li>• What transport is</li> <li>• Road transport</li> <li>• Rail transport</li> <li>• Air transport</li> <li>• Water transport</li> <li>• Uses of different kinds of transport</li> </ul> <p><b>Topic: Road safety - 4 hours</b></p> <ul style="list-style-type: none"> <li>• Road safety rules <ul style="list-style-type: none"> <li>- Pedestrians</li> <li>- Cyclists</li> <li>- Passengers</li> </ul> </li> <li>• Road signs for pedestrians and cyclists</li> <li>• School patrol</li> <li>• How traffic officers help us</li> </ul> <p><b>Topic: People who help us - 4 hours</b></p> <ul style="list-style-type: none"> <li>• People who help us in our community - such as clinic nurse, after-care teacher, librarian</li> <li>• How different people help me</li> <li>• How I ask for information and assistance <ul style="list-style-type: none"> <li>- Good manners</li> </ul> </li> <li>• How I ask for help in an emergency <ul style="list-style-type: none"> <li>- Who to contact</li> <li>- What information to give</li> </ul> </li> </ul> <p>Note: Invite someone who works in the community to visit the school</p> <p><b>Religious days and other special days - 2 hours</b></p>		

<b>Term 4 Grade 2</b>		
<b>Beginning Knowledge and Personal and Social Well-being</b>	<b>20 hours</b> (2 hours/ week)	<b>Recommended resources</b> In addition to the standard resources for Life Skills you will need: <ul style="list-style-type: none"> <li>• A wall map of South Africa divided into provinces</li> <li>• The South African flag</li> <li>• Examples of different instruments of communication</li> <li>• Pictures and items about religious festivals</li> <li>• Photographs and information books</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Do routine activities and free play activities indoors and outdoors as specified in Section 2</b></li> <li>• <b>Revision, assessment and feedback should be done on an ongoing basis. (Time allocations allow this.)</b></li> <li>• <b>Religious days and other special days celebrated by the community should be discussed as they occur throughout the term. (Two hours per term are allocated for this)</b></li> </ul> <p><b>Topic: Our country - 4 hours</b></p> <ul style="list-style-type: none"> <li>• A map of South Africa <ul style="list-style-type: none"> <li>- Name and location of own province</li> <li>- Where we live</li> </ul> </li> <li>• South African flag - include recognising the flag and places where we can see it flying</li> <li>• South African anthem - listening and singing</li> </ul> <p>Notes: Anthem can be learnt throughout the term. Include learners from other countries by including their flags where possible.</p> <p><b>Topic: Ways we communicate - 6 hours</b></p> <ul style="list-style-type: none"> <li>• Speaking - include explaining, conversation, poetry and song</li> <li>• Writing - include writing a letter or card and posting it</li> <li>• Reading - include instructions and advertisements</li> <li>• Listening - include radio and stories</li> <li>• Looking - include lip reading, signing and gestures</li> </ul> <p><b>Topic: Life at night - 6 hours</b></p> <ul style="list-style-type: none"> <li>• Things I do at night - get ready for bed, read and tell stories, sleep and dream</li> <li>• People who work at night - such as security officers, doctors, pilots, truck drivers</li> <li>• Night animals - such as owls, hamsters, porcupines, leopards, jackal</li> </ul> <p><b>Religious days and other special days - 2 hours</b></p> <p><b>Consolidation of topics and assessment - 2 hours</b></p>		

Term 1 Grade 2		
Creative Arts	20 hours	Recommended resources
Refer to the standard resources for Life Skills listed in Section 2		
<p>The following content is to be covered in the course of term 1. Select appropriate Life Skills topics for the term to provide the context for Performing Arts and Visual Arts lessons.</p> <p>Performing Arts - 10 hours</p> <p><b>Creative games and skills</b></p> <ul style="list-style-type: none"> <li>• Warming up the body: breathing exercises and use of different joints such as ankles; pointing and flexing and wrists circling, etc.</li> <li>• Warming up the voice: using songs, singing vowels, rhymes and tongue twisters</li> <li>• Singing songs using unison, rounds, and call and response</li> <li>• Body percussion: keeping a steady beat and the use of different timbres (click, clap, stamp)</li> <li>• Locomotor movements: walking, running, skipping, hopping in different directions on own and with a partner</li> <li>• Non-locomotor movements: reaching, bending, rising on their own and with a partner</li> <li>• Interactive story telling activities: listen and respond appropriately to partners, such as telling stories in pairs on 'my favourite food', accumulation stories, echo stories, etc.</li> <li>• Cooling down and relaxation: lying down on back, breathing in and out, visualising colour as a stimulus</li> </ul> <p><b>Improvise and interpret</b></p> <ul style="list-style-type: none"> <li>• Creating short scenes based on appropriate topics, focusing on storyline</li> <li>• Creating appropriate characters: show differences between characters and character's point of view in short scenes</li> <li>• Rhythm patterns using key words from selected topics such as people at work: 'woodcutter' chop-chop-chop, 'butcher' = slice-slice, and others</li> <li>• Using above examples to explore appropriate tempo and dynamics such as: 'chop-chop-chop' will be loud and fast, 'slice-slice' will be quiet and slow</li> <li>• Learn movements from a South African dance, such as gumboot dancing, and others</li> </ul> <p>Visual Arts - 10 hours</p> <p><b>Create in 2D</b></p> <ul style="list-style-type: none"> <li>• Paint pictures of self with others in action (running, jumping, dancing, etc.) and discuss primary and secondary colours, cool and warm colours, shape and line</li> <li>• Create patterns using geometric shapes; discuss rhythm and repetition</li> </ul> <p><b>Create in 3D (constructing)</b></p> <ul style="list-style-type: none"> <li>• Use clay to make and decorate containers; discuss pattern, geometric shape, line, discuss surface texture and correct joining techniques</li> </ul>		

Term 2 Grade 2		
Creative Arts	20 hours	Recommended resources
Refer to the standard resources for Life Skills listed in Section 2		
<p>The following content is to be covered in the course of the term 2. Select appropriate Life Skills topics for the term to provide the context for Performing Arts and Visual Arts lessons.</p> <p>Performing Arts - 10 hours</p> <p><b>Creative games and skills</b></p> <ul style="list-style-type: none"> <li>• Warming up the voice: developing articulation (lips, tongue, jaw) through imaginative play</li> <li>• Warming up the body: contrasting movements using verbal and sound signals such as 'Freeze!', 'Go!', 'Up!'</li> <li>• Rhythm games focusing on listening skills and recalling contrasting rhythm patterns</li> <li>• Playing percussion instruments/body percussion in time to music and/or class singing</li> <li>• Locomotor movements: marching, leaping, jumping, galloping, turning on their own and with a partner</li> <li>• Non-locomotor movements: rolling, swinging, stretching alone and with a partner</li> <li>• Cooling down the body and relaxation: express moods and ideas through movement such as floating on a cloud, feeling sleepy, etc.</li> </ul> <p><b>Improvise and interpret</b></p> <ul style="list-style-type: none"> <li>• Performing rhythm patterns combined with locomotor movements such as clapping the rhythm of pony gallops, marching, skipping, etc.</li> <li>• Performing songs focusing on dynamics such as: loud and soft, slow and fast</li> <li>• Role play related to selected topics or stories told by the teacher, working with a partner in role and switching roles</li> <li>• Using drama techniques to explore characters' thoughts and feelings, e.g. the drama is frozen and each character in turn is tapped on the shoulder, and asked to reveal what s/he is feeling at that moment, etc.</li> </ul> <p>Visual Arts - 10 hours</p> <p><b>Create in 2D</b></p> <ul style="list-style-type: none"> <li>• Draw or paint pictures related to topics of the term; focus informally on line, tone, texture, colour</li> <li>• Use recyclable objects and thick paint to create a printed surface; talk about geometric and organic shapes</li> </ul> <p><b>Create in 3D (constructing)</b></p> <ul style="list-style-type: none"> <li>• Construct a mask using recyclable materials; discuss shape, texture, develop craft skills</li> </ul>		

Term 3 Grade 2		
Creative Arts	20 hours	Recommended resources
Refer to the standard resources for Life Skills listed in Section 2		
<p>The following content is to be covered in the course of term 3. Select appropriate Life Skills topics for the term to provide the context for Performing Arts and Visual Arts lessons.</p> <p>Performing Arts - 10 hours</p> <p><b>Creative games and skills</b></p> <ul style="list-style-type: none"> <li>• Warming up the body: curling and stretching the spine sitting on the floor, curling into a tight ball, unfolding lengthening the spine, etc.</li> <li>• Landing softly through the feet (toe-ball-heel, bending knees) while hopping, skipping, jumping and leaping, etc.</li> <li>• Locomotor movements: sliding the feet on the floor and running with a leap on their own and with a partner</li> <li>• Non-locomotor movements: turning, falling, stamping, kicking on their own and with a partner</li> <li>• Polyrythms using body percussion and/or percussion instruments</li> <li>• Listening to music and identifying moods such as 'sad', 'happy', 'calm' and 'excited'</li> <li>• Simple mime; imitating everyday activities focusing on weight and shape, such as picking up a 'heavy rock' or a 'light feather', etc.</li> <li>• Games focusing on numeracy and literacy such as number songs and rhymes, participatory stories, making letter shapes through movement, writing names with toes, verbal dynamics (pull, twist, stretch, bend, spin)</li> <li>• Cooling down the body and relaxation: lying on the back tightening/contracting all the muscles, making tight fists, clenching shoulders and then releasing all the muscles making body heavy on the floor, etc.</li> </ul> <p><b>Improvise and interpret</b></p> <ul style="list-style-type: none"> <li>• Creating a simple puppet using waste material: sock puppets, finger puppets, shadow puppets</li> <li>• Own puppet performance based on appropriate vocal characterisation and manipulation of own puppet</li> <li>• Create sounds and rhythms specific to the mood or character of the puppet by using voice, instruments or found objects</li> <li>• Exploring the movement characteristics of the puppet such as: 'the hungry lion crawling and creeping about to catch the mouse', etc.</li> </ul> <p>Visual Arts - 10 hours</p> <p><b>Create in 2D</b></p> <ul style="list-style-type: none"> <li>• Make paintings or drawings of birds, fish, insects, reptiles, etc. use oil pastels in warm colours and wash over in inks of cool colours; discuss colour, shape, texture, pattern and emphasis; look at and discuss famous artworks of natural world</li> <li>• Make paintings of fantasy plants and flowers; discuss primary and secondary colours, emphasis, and concepts like behind, in front of, underneath, etc.</li> </ul> <p><b>Create in 3D (constructing)</b></p> <ul style="list-style-type: none"> <li>• Use recyclable materials and papier maché to make useful objects: egg cups, containers, plant holders, etc. decorate using pattern; discuss geometric shapes and cool and warm colours, develop craft skills</li> </ul>		

Term 4 Grade 2		
Creative Arts	20 hours	Recommended resources
Refer to the standard resources for Life Skills listed in Section 2		
<p>The following content is to be covered in the course of term 4. Select appropriate Life Skills topics for the term to provide the context for Performing Arts and Visual Arts lessons.</p> <p>Performing Arts - 10 hours</p> <p><b>Creative games and skills</b></p> <ul style="list-style-type: none"> <li>• Warming up the body: using circles, angles, curves and zig-zags</li> <li>• Warming up the voice: using songs and rhymes focusing on high and low notes and fast and slow tempo</li> <li>• Singing songs to improve the ability to sing in tune</li> <li>• Combining non-locomotor and locomotor movements such as twisting combined with galloping on their own and with a partner</li> <li>• Simple mime: imitating everyday activities focusing on weight, shape and space such as 'crouching in a narrow cave', 'kicking a ball on a big soccer field', etc.</li> <li>• Composing soundscapes, using dynamics, pitch, timbre and tempo to express character, feelings and mood such as: 'grandfather = loud, low pitch, slow', 'bird = quiet, high pitch, fast', etc.</li> <li>• Cooling down the body and relaxation: moving to slow soothing music</li> </ul> <p><b>Improvise and interpret</b></p> <ul style="list-style-type: none"> <li>• Listening to music and identifying how dynamics, pitch, timbre and tempo combine to tell a story such as 'Peter and the Wolf', etc.</li> <li>• Improvising appropriate movements and characters using axial, locomotor and levels to interpret a story such as 'Peter and the Wolf', etc.</li> <li>• Developing a puppet performance by focusing on a conversation between puppets</li> <li>• Exploring attitude, status and relationships of puppet - characters such as the villain, animal characters, the witch, the princess, etc.</li> </ul> <p>Visual Arts - 10 hours</p> <p><b>Create in 2D</b></p> <ul style="list-style-type: none"> <li>• Make paintings relevant to the term's topics; discuss colour, tone, texture, contrast, shape</li> </ul> <p><b>Create in 3D (constructing)</b></p> <ul style="list-style-type: none"> <li>• Make clay models</li> </ul>		



Term 1 Grade 2		
Physical Education	20 hours	Recommended resources for Term 1
		Bats, balls, bean bags, obstacle course equipment Containers as targets
<p>The following content is to be covered in the course of term 1. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.</p> <p><b>Locomotor</b></p> <ul style="list-style-type: none"> <li>• Play an indigenous game, e.g. Upuca</li> <li>• Potato races</li> <li>• Egg-and-spoon races - balance a small ball on a large spoon</li> </ul> <p><b>Perceptual motor</b></p> <ul style="list-style-type: none"> <li>• Throwing bean bags up in the air and catching them</li> <li>• Throwing and hitting balls in pairs</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Jump over ropes that are placed parallel to one another - repeat and move ropes further apart</li> <li>• Rope skipping</li> </ul> <p><b>Co-ordination</b></p> <ul style="list-style-type: none"> <li>• Throwing bean bags to a partner</li> <li>• Passing ball under legs with learners standing one behind the other</li> </ul> <p><b>Balance</b></p> <ul style="list-style-type: none"> <li>• Work in pairs, face one another with legs stretched out and feet touching, holding hands, pull and push forwards and backwards, soles of feet together</li> <li>• Repeat standing up, using hands to push against one another with feet flat on the ground</li> <li>• Balancing a bean bag on different parts of the body while walking on a straight line</li> <li>• Control, co-ordination and balance exercises</li> </ul> <p><b>Spatial orientation</b></p> <ul style="list-style-type: none"> <li>• Stretch and curl - make body as tall and as small as possible, as long and as short as possible</li> </ul> <p><b>Laterality</b></p> <ul style="list-style-type: none"> <li>• Introduce activities using the non-dominant body part, arms and legs</li> </ul>		

Term 2 Grade 2		
Physical Education	20 hours	Recommended resources
		Variety of balls, skittles, bean bags
<p>The following content is to be covered in the course of term 2. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.</p>		
<p><b>Locomotor</b></p> <ul style="list-style-type: none"> <li>• Simulation activities such as “follow-the-leader”</li> <li>• Relay running with or without equipment</li> <li>• Relay running; dribble a ball; zigzag through skittles or markers</li> <li>• Reaction drills, such as knee boxing; grab the ball before your partner does, etc.</li> </ul>		
<p><b>Perceptual motor</b></p> <ul style="list-style-type: none"> <li>• Ball skills - bouncing balls while marching on the spot</li> <li>• Ball skills - bouncing balls against the wall</li> <li>• Ball skills - bouncing balls around obstacles</li> </ul>		
<p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Skipping with and without skipping ropes; skipping on the spot and across a distance</li> <li>• Keep the beat of music or drumming, move various parts of the body - head ... arms... hips... legs and feet</li> </ul>		
<p><b>Co-ordination</b></p> <ul style="list-style-type: none"> <li>• Work with a partner - one rolls ball to other who kicks it back before it stops rolling</li> <li>• Throw a large ball at a target e.g. goal post or netball ring</li> <li>• Simulation activities, i.e. picking apples, digging in the garden, sawing a plank, etc.</li> </ul>		
<p><b>Balance</b></p> <ul style="list-style-type: none"> <li>• In pairs duck fighting or cock fighting</li> <li>• Play simple games such as S.T.O.P</li> <li>• Hop-scotch</li> </ul>		
<p><b>Spatial orientation</b></p> <ul style="list-style-type: none"> <li>• Circle formation playing “cat and mouse”</li> <li>• Obstacle course</li> </ul>		
<p><b>Laterality</b></p> <ul style="list-style-type: none"> <li>• In pairs catch a ball with the non-dominant hand</li> <li>• In pairs kick a ball with non-dominant foot</li> </ul>		
<p><b>Sports and games</b></p> <ul style="list-style-type: none"> <li>• Games involving pulling, running, jumping and hoops, e.g. ‘tug-of-war’</li> <li>• Play games such as “Wolf, wolf what’s the time?”</li> </ul>		

Term 3 Grade 2		
Physical Education	20 hours	Recommended resources
		Obstacle course equipment; bean bags; balls of various kinds
<p>The following content is to be covered in the course of term 3. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.</p>		
<p><b>Locomotor</b></p> <ul style="list-style-type: none"> <li>• Obstacle course with bean bag on hand/shoulder/foot/head</li> <li>• Reaction time drills, i.e. at the teacher's command... run...hit the deck... hop... stop... etc.</li> </ul>		
<p><b>Perceptual motor</b></p> <ul style="list-style-type: none"> <li>• Free play and time to experiment with different ways of using a bean bag</li> <li>• Perception games following a pattern - placing items in the correct order, i.e. running and place markers on predetermined places, using the correct order</li> <li>• Catching and throwing a tennis ball</li> </ul>		
<p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Layout swing on a jungle gym using over-grasp</li> <li>• Using over-grasp, swing on a horizontal bar of a jungle gym</li> </ul>		
<p><b>Co-ordination</b></p> <ul style="list-style-type: none"> <li>• Circle formation running clock wise and anti-clock wise</li> <li>• Using over-grasp, arm travelling on jungle gym</li> </ul>		
<p><b>Balance</b></p> <ul style="list-style-type: none"> <li>• Balancing on one leg</li> <li>• Balancing moves along ropes, planks, balancing beams (balance on one leg; arms horizontal)</li> <li>• "Horse and cart"</li> <li>• Hula hoop swings with arm, hips and neck</li> </ul>		
<p><b>Spatial orientation</b></p> <ul style="list-style-type: none"> <li>• Introduce forward and backward rolls - explain safety</li> <li>• "Wolf and Sheep" using the optimal play area</li> <li>• Crawl through a "tunnel", i.e. underneath a chair, through motor tyres or make-shift tunnels</li> </ul>		
<p><b>Laterality</b></p> <ul style="list-style-type: none"> <li>• In circle formation throw a ball clock wise... anti-clock wise</li> <li>• Lateral trunk movements such as throw a ball sideways L/R like in rugby</li> </ul>		
<p><b>Sports and games</b></p> <ul style="list-style-type: none"> <li>• Divide learners into teams and compete in relay races - explain rules and how this works</li> <li>• Traditional games of the learner's own choosing</li> </ul>		

Term 4 Grade 2		
Physical Education	20 hours	Recommended resources
Ropes, whistles, mats, buckets for water activities; mini cricket equipment		
<p>The following content is to be covered in the course of term 4. Select Life Skills topics for the term to provide the context for Physical Education lessons, where appropriate. Alternative activities and school sports may also be included. Adapt activities for disabled learners.</p>		
<p><b>Locomotor/Non-locomotor</b></p> <ul style="list-style-type: none"> <li>• Jump high; walk with big steps; walk with small steps; skip; hop</li> <li>• Athletics - sprinting</li> <li>• Athletics - relay running</li> </ul>		
<p><b>Perceptual motor</b></p> <ul style="list-style-type: none"> <li>• Flashcards with different action words on them - jump, run, skip, hop, sit, walk and stand.</li> <li>• Tennis and cricket activities</li> </ul>		
<p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Step up and down on steps or balancing forms - 10 times</li> <li>• Swimming, breathing exercises using buckets of water</li> </ul>		
<p><b>Co-ordination</b></p> <ul style="list-style-type: none"> <li>• Swimming exercises - lie on back and kick legs; lie on stomach; kick legs and move arms in a swimming action</li> </ul>		
<p><b>Balance</b></p> <ul style="list-style-type: none"> <li>• Athletics - long jump build-up activities</li> <li>• Athletics - high jump build-up activities</li> </ul>		
<p><b>Spatial orientation</b></p> <ul style="list-style-type: none"> <li>• Following directions, e.g. 'Walk 6 steps forward, 10 steps backward and 3 steps to the left. Stop. Walk sideways crossing legs. Hop 6 times on one leg and 9 times on the other leg'</li> <li>• Skipping around play area alone and with a partner</li> </ul>		
<p><b>Laterality</b></p> <ul style="list-style-type: none"> <li>• Stretching, up and sideways</li> </ul>		
<p><b>Sports and games</b></p> <ul style="list-style-type: none"> <li>• Play various games</li> <li>• Mini cricket</li> <li>• Swimming exercises - breathing exercises. Practise blowing bubbles through a straw in water.</li> <li>• Learners put faces into water and blow bubbles</li> </ul>		