



PLANNER & TRACKER

Life Skills

Grade 4

- *Progress tracker*
- *Intervention strategies*
- *Assessment support*
- *Photocopiable worksheets*
- *Extra activities*



Contents

Progress tracker

Term 1	3
Term 2	6
Term 3	9
Term 4	12

Assessment worksheets, rubrics and checklists

Term 1: Personal and Social Well-being	15
Term 1: Personal and Social Well-being	18
Term 1: Visual Arts	19
Term 1: Physical Education	20
Term 2: Personal and Social Well-being	22
Term 2: Visual Arts	27
Term 2: Physical Education	28
Term 2: Physical Education	30
Term 3: Personal and Social Well-being	32
Term 3: Personal and Social Well-being	33
Term 3: Performing Arts	34
Term 3: Visual Arts	36
Term 3: Physical Education	37
Term 4: Personal and Social Well-being	39
Term 4: Visual Arts	42
Term 4: Physical Education	43
Term 4: Physical Education	45
 How to develop rubric and checklist assessment tools	47
Intervention strategies	50

Note to teachers:

The formal assessment worksheets in this book are taken from content in the *Oxford Successful Life Skills Grade 4 Learner's Book*. The answers to the worksheets can be found in the *Oxford Successful Life Skills Grade 4 Teacher's Guide*. The page references for the answers in the Teacher's Guide are given below.

Formal assessment worksheets

Term 1: Personal and Social Well-being	TG page 54
Term 1: Personal and Social Well-being	TG page 54
Term 2: Personal and Social Well-being	TG page 83
Term 3: Personal and Social Well-being	TG page 111
Term 3: Personal and Social Well-being	TG page 112
Term 4: Personal and Social Well-being	TG page 142

Progress tracker for Oxford Successful Life Skills Grade 4

Term 1: Module 1: Personal and Social Well-being

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Week 1	Development of the self/Basic hygiene principles – Personal strengths – Strengths of others	8 10	1,5 hours		
Week 2	– Successful experiences as a result of own strengths	8	1,5 hours		
Week 3	– Less successful experiences	9	1,5 hours		
Week 4	– Ways to convert less successful experiences into positive learning experiences – Reading by learners for enjoyment – Reading about role models or successful or confident people	9 10 10	1,5 hours		
Week 5	– Respect for own and others' bodies	11	1,5 hours		
Week 6	– How to respect and care for own body – How to respect others' bodies	11 12	1,5 hours		
Week 7	– Reasons for respecting own and others' bodies – Reading by learners for enjoyment – Reading about care and respect for others' bodies	12 13 13	1,5 hours		
Week 8	– Dealing with conflict	14	1,5 hours		
Week 9	– Strategies to avoid conflict	15	1,5 hours		
Week 10	– Useful responses to conflict situations – Reading by learners for enjoyment – Reading about safe environments and how to avoid conflict situations	15 16 16	1,5 hours		
Week 11	– Consolidation and suggested formal assessment – Assignment/Design and make	17 (TG p. 54) 17 (TG p. 42)	1,5 hours		

Term 1: Module 2: Performing Arts					
Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Weeks 1–5	Warm up and play <ul style="list-style-type: none"> – Name game in groups – Travelling in personal and general space, and freezing – Active relaxation – Concentration and listening games – Travelling in duple or quadruple meter – Voice warmup using humming – Creativity games 	19	2,5 hours per term (15 minutes per class)		
	Improvise and create <ul style="list-style-type: none"> – Short rhythm patterns – Note values – Locomotor and non-locomotor movements, in time to a beat with imagery – Beat and rhythm patterns 	20	3 hours per term		
	Read, interpret and perform <ul style="list-style-type: none"> – Beat and rhythm patterns 	21	3,5 hours per term		
	Appreciate and reflect on <ul style="list-style-type: none"> – Percussive musical instruments – Classify musical instruments 	22	1 hour per term		
	Practical formal assessment <ul style="list-style-type: none"> – Rhythm patterns, combining locomotor movements with sound using body percussion and/or percussion instruments 	–			
Weeks 6–7					

Term 1: Module 3: Visual Arts					
Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Weeks 8–11	Visual literacy <ul style="list-style-type: none"> – Baseline assessment – Practical informal tasks – Observe and discuss visual stimuli in photographs and real objects 	24	1 hour (2 weeks)		
	Create in 2D: Family and friends, Picture of me <ul style="list-style-type: none"> – Art elements – Design principles – Drawing and/or colour media 	25	2 hours (4 weeks)		
	Create in 3D: self and others <ul style="list-style-type: none"> – Art elements – Design principles – Spatial awareness – Skills and techniques 	26	2 hours (4 weeks)		
Term 1: Module 4: Physical Education					
Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Weeks 1–10	Locomotion, rotation, elevation and balance <ul style="list-style-type: none"> – Participation in activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body with control – Movement performance in these activities – Safety measures relating to locomotion, rotation, elevation and balancing activities 	29–30	10 hours (1 hour per week)		
		28			

Progress tracker for Oxford Successful Life Skills Grade 4

Term 2: Module 5: Personal and Social Well-being

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Week 1	Development of the self/Basic hygiene principles <ul style="list-style-type: none"> – Emotions – Understanding range of emotions 	32 32	1,5 hours		
Week 2	<ul style="list-style-type: none"> – Understanding own emotions – How to understand and consider others' emotions – Reading by learners for enjoyment – Reading about how people express different emotions 	32 33 34 34	1,5 hours		
Week 3	<ul style="list-style-type: none"> – Personal experience of working in a group 	35	1,5 hours		
Week 4	<ul style="list-style-type: none"> – Challenges of working in a group 	36	1,5 hours		
Week 5	<ul style="list-style-type: none"> – Useful responses to challenges of working in a group – Reading by learners for enjoyment – Reading about ways to succeed in working in a group 	36 37 37	1,5 hours		
Week 6	<ul style="list-style-type: none"> – Bullying – Examples of acts of bullying 	11 12	1,5 hours		
Week 7	<ul style="list-style-type: none"> – Appropriate responses to bullying – Reading by learners for enjoyment – Reading about appropriate responses to bullying 	39 40 40	1,5 hours		

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Week 8	Social responsibility/Basic hygiene principles – Children's rights and responsibilities	41	1,5 hours		
Week 9	– Children's rights as stipulated in the South African Constitution	41	1,5 hours		
	– Children's responsibilities in relation to their rights	42			
	– Reading by learners for enjoyment	43			
	– Reading about children's rights and responsibilities	43			
Weeks 10–11	– Consolidation and suggested formal assessment – Test on Term 1 and Term 2's work	44 (TG p. 83)	3 hours		

Term 2: Module 7: Visual Arts*

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Weeks 1–4	Visual literacy Observe and discuss visual stimuli like photographs and real objects	52	1 hour (2 weeks)		
	Create in 2D: Creative lettering and/or patternmaking – Art elements – Design principles – Drawing and/or colour media	53	2 hours (4 weeks)		
	Create in 3D: Mobiles or stabiles – Art elements – Design principles – Skills and techniques – Spatial awareness	54	2 hours (4 weeks)		
	Suggested formal assessment – Create in 3D, mobiles or stabiles	54 (TG p. 97)			

* **Note:** On the 2023/24 Life Skills ATP, the planned timeline of the Visual Arts content in Module 7 of Oxford Successful Life Skills Grade 4 is sequenced ahead of that of the Performing Arts content in Module 6 of this book.

Term 2: Module 6: Performing Arts					
Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Weeks 7–11	Warm up and play <ul style="list-style-type: none"> – Imaginative breathing exercises – Creative games – Rolling up and down the spine and body part isolations – Call and response games – Awareness of breathing in relaxation and movement – Directional games and rhythm games 	47	2,5 hours per term (15 minutes per class)		
	Improvise and create <ul style="list-style-type: none"> – Instruments using found objects – Sound pictures based on themes – Movement responses to sound pictures 	48	3 hours per term		
	Read, interpret and perform <ul style="list-style-type: none"> – Melodies to demonstrate difference in pitch and note values – Movement sentences in 4/4 – Rhythmic patterns in meter 	49	3,5 hours per term		
	Appreciate and reflect on <ul style="list-style-type: none"> – Melodic musical instruments in an African music piece – Classify instruments as part of a family/group 	50	1 hour per term		
Term 2: Module 8: Physical Education					
Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Weeks 1–10	Modified invasion games <ul style="list-style-type: none"> – Participation in modified invasion games 	57–58	10 hours (1 hour per week)		
	<ul style="list-style-type: none"> – Safety issues during games 	56			

Progress tracker for Oxford Successful Life Skills Grade 4

Term 3: Module 9: Personal and Social Well-being

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Week 1	Social responsibility/Basic hygiene principles – Cultures and moral lessons	60	1,5 hours		
Week 2	– Menus from different cultures in South Africa	61	1,5 hours		
Week 3	– Moral lessons selected from the narratives of cultural groups in South Africa	62	1,5 hours		
	– Reading by learners for enjoyment	62			
	– Reading about moral lessons found in narratives of different cultures	62			
Week 4	Knowledge of major religions in South Africa/Basic hygiene principles – Judaism and Christianity	63	1,5 hours		
Week 5	– Islam and Hinduism	63	1,5 hours		
Week 6	– Baha'i faith and Buddhism	63	1,5 hours		
Week 7	– African religions	65	1,5 hours		
	– Reading by learners for enjoyment	66			
	– Reading about religions in South Africa	67			
Weeks 8–9	Health and environmental responsibility/Basic hygiene principles – Dangers in an around water	68	3 hours		
Week 10	– Responsible safety measures in and around water – Reading about dangers in and around water	69 70	1,5 hours		
Week 11	– Consolidation and suggested formal assessment – Finalisation, submission and recording of project	71 (TG p. 111) 71 (TG p. 112)	1,5 hours		

Term 3: Module 10: Performing Arts					
Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Weeks 1–5	Warm up and play <ul style="list-style-type: none"> – Rolling up and down the spine and side bends – Floor work – Body part isolations as part of imaginative experience – Concentration and focus games – Voice warm-ups – Sensory awareness games – Call and response games – Action songs 	73	2,5 hours per term (15 minutes per class)		
	Improvise and create <ul style="list-style-type: none"> – Movement responses to different types of music, mood of music informs mood of movement – Movement sequences exploring verbal dynamics and word sequences – Create characters using props as stimulus 	74	3 hours per term		
	Read, interpret and perform <ul style="list-style-type: none"> – Building a drama from a stimulus – Sound pictures using instruments – Songs to improve ability to sing in tune – Relate character of songs to suit character in the drama – Recognise melodies in range of 5th using tonic solfa (doh to soh) 	75	3,5 hours per term		
	Appreciate and reflect on <ul style="list-style-type: none"> – Own and others' performances and processes using simple Creative Arts terminology – Expressive qualities of musical instruments 	76	1 hour per term		

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Weeks 6–7	Suggested practical formal assessment Drama performance, sound pictures using instruments, singing of songs related to the character	–			
Term 3: Module 11: Visual Arts					
Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Weeks 8–11	Visual literacy – Observe and discuss visual stimuli in photographs, artworks and real objects	78	1 hour (2 weeks)		
	Create in 2D: wild or domestic animals and their environment – Art elements – Drawing and/or colour media – Design principles	79	2 hours (4 weeks)		
	Create in 3D: wild or domestic animals – Art elements – Design principles – Skills and techniques – Spatial awareness	80	2 hours (4 weeks)		
Term 3: Module 12: Physical Education					
Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Weeks 1–10	Rhythmic movements with a focus on posture – Rhythmic movements with focus on posture – Participating in rhythmic movements	83 84	10 hours (1 hour per week)		
	– Safety measures during rhythmic movements	82			

Progress tracker for Oxford Successful Life Skills Grade 4

Term 4: Module 14: Personal and Social Well-being

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS0)	Date of completion	Teacher reflection
Week 1	Health and environmental responsibility/Basic hygiene principles – Traffic rules relevant to road users	86	1,5 hours		
Week 2	– Personal and household hygiene	88	1,5 hours		
Week 3	– Dietary habits of children – Reading by learners for enjoyment – Reading about personal and household hygiene	89 90 90	1,5 hours		
Week 4	– Healthy environment and personal health – Examples of environments that are unhealthy as a result of pollution	91 91	1,5 hours		
Week 5	– Dangers of unhealthy environments to personal health	91	1,5 hours		
Week 6	– Strategies to keep environments healthy – Reading by learners for enjoyment – Reading about healthy environments and personal health	92 93 93	1,5 hours		
Week 7	– HIV and AIDS education – Basic explanation of HIV and AIDS – Transmission of HIV through blood	94 94 94	1,5 hours		
Week 8	– How HIV is not transmitted – How to protect against infection through blood – Reading by learners for enjoyment – Reading basic facts about HIV and AIDS	95 95 96 96	1,5 hours		
Weeks 9–10	– Consolidation and suggested formal assessment	97 (TG p. 142)	3 hours		

Term 4: Module 15: Visual Arts*					
Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Weeks 1–4	Visual literacy – Observe and discuss visual stimuli in photographs, artworks and real objects	104	1 hour (2 weeks)		
	Create in 2D: The natural world – Art elements – Design principles – Drawing and/or colour media	105	2 hours (4 weeks)		
	Create in 3D: A kite/dream catcher/bird feeder – Art elements – Design principles – Skills and techniques	106	2 hours (4 weeks)		
	Suggested practical formal assessment Create in 2D or Create in 3D	106 (TG p. 155)			
Week 5					
* Note: On the 2023/24 Life Skills ATP, the planned timeline of the Visual Arts content in Module 15 of Oxford Successful Life Skills Grade 4 is sequenced ahead of that of the Performing Arts content in Module 14 of this book.					
Term 4: Module 14: Performing Arts					
Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Weeks 6–10	Warm up and play – Posture games – Body part isolations and stretching – Different jumps and other travelling movements – Trust and listening games – Body percussion 'songs' – Musical games focusing on numeracy and literacy	99	2,5 hours per term (15 minutes per class)		
	Improvise and create – Mime using imaginary objects – Physical shapes using gesture, posture and balance	100	3 hours per term		

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Weeks 6–10	Read, interpret and perform <ul style="list-style-type: none">– Building a drama from a stimulus– Sound pictures using instruments– Musical symbols– Songs to improve in-tune singing– Recognise melodies in range of 5th (doh to soh)	101	3,5 hours per term		
	Appreciate and reflect on <ul style="list-style-type: none">– Own and others' performances and processes using simple Creative Arts terminology	102	1 hour per term		
Weeks 6–7	Suggested practical formal assessment <ul style="list-style-type: none">– Drama performance, sound pictures using instruments, singing of songs related to the character	–			
Term 4: Module 16: Physical Education					
Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book page	Time allocated (as per CAPS)	Date of completion	Teacher reflection
Weeks 1–10	Basic field and track athletics or swimming activities <ul style="list-style-type: none">– Movement performance in basic field and track athletics or swimming activities	109–110	10 hours (1 hour per week)		
	<ul style="list-style-type: none">– Safety measures during athletic or swimming activities	108			

Worksheet: Personal and Social Well-being

Module 1: Consolidation and Formal Assessment

Name: _____ Class: _____

1 Strengths and weaknesses

Adeline is one of the neatest learners in the class, but she takes so long to finish her work that she often hands it in late. She keeps her room very tidy but hates her sisters sharing her things.

1.1 List Adeline's strengths and weaknesses. (5 × 1 = 5)

1.2 Suggest how Adeline can turn one of her weaknesses into a strength. (2)

2 Respect for own and others' bodies

List five ways you can respect and care for your own body. (5)

3 Dealing with conflict

Sue's family has just finished eating supper. Sue's brother Simon is watching television. Sue's sister Ruth is doing her homework. Suddenly Sue's mom says, "How come all of you become so busy when it is time to do the dishes? Every night it is the same." Sue replies, angrily: "From the minute you get home from work you start picking on me!"

3.1 What is this conflict about? (1)

3.2 How did Sue's mom say how she felt and how did Sue respond? (2)

- 3.3 Suggest what Sue's mom could have said which could have made the conflict better. (2)

- 3.4 How could Sue's response have been different? (1)

Total mark [18]

Worksheet: Personal and Social Well-being

Module 1: Consolidation and Formal Assessment

Name: _____ Class: _____

Design and make

Make a poster about yourself to show the following:

- Your strengths and things you like doing.
- Your weaknesses and things you do not like doing.
- How you can change some weaknesses into strengths.

Use colours and pictures to illustrate your poster.

Call your poster '*All about me*'.

Total mark [30]

Rubric 1: Project or Design and make

The following rubric is suitable for assessing a project with writing and artwork, a poster or a booklet.

Rating code	Description of competence	Mark out of 30	Percentage	Description of poster or project
7	Outstanding achievement	24 – 30	80 – 100	Eye-catching, imaginative, colourful with plenty of insightful information
6	Meritorious achievement	21 – 23	70 – 79	Eye-catching, colourful with plenty of information
5	Substantial achievement	18 – 20	60 – 69	Colourful with plenty of information
4	Adequate achievement	15 – 17	50 – 59	Adequate but nothing special
3	Moderate achievement	12 – 14	40 – 49	Barely adequate, does not cover all required information, not much effort
2	Elementary achievement	9 – 11	30 – 39	Does not cover all required information, very little effort made
1	Not achieved	0 – 8	0 – 29	Little or no information or effort

Worksheet: Visual Arts

Module 3: Activity 3 – Make a picture using mixed media

Name: _____ Class: _____

Work on your own.

- 1 In this activity you will use a variety of 2-D media to create a picture.
- 2 Imagine you are having a picnic with three friends.
- 3 Ask yourself:
 - 3.1 How will each of you be sitting or lying on the blanket?
 - 3.2 What kinds of food will you have at your picnic?
- 4 Use mixed media to explore shape, texture, colour and contrast in a colour drawing of your own picnic.

Assessment grid Term 1 Visual Arts Make a picture using mixed media (LB p. 25; TG p. 65)	
Shows an understanding of primary, secondary and contrasting colours	
Has explored the technique of mixed media	
Can identify and has used the elements of line, shape and texture	
Created a picture with confidence and enjoyment	

Rating scale						
1	2	3	4	5	6	7
Has made no attempt	Has made an unsuccessful attempt	Has achieved in some areas	Has achieved satisfactorily	Has achieved well	Has achieved beyond expectations	Shows excellent achievement

Assessment sheet: Physical Education

Module 4: Activity 6: Do the hankie hop relay

Name: _____ Class: _____

- 1 Listen to your teacher's instructions.
- 2 Do the relay balancing a hankie on your foot.

Assessment

Copy and complete the checklist.

Checklist

Can you...	Always	Often	Sometimes	Never
Run, hop or skip in different directions?				
Move your body up and down?				
Twist your body in circles?				
Balance or balance things on your body?				

Your teacher will assess your performance and take into account how often you participated.

Rubric: Outcome of movement performance

Assess the learner's ability to perform selected movements, focusing on proper technique and execution of each movement.

Level	Limited	Adequate	Proficient	Excellent
Outcome of Movement Performance (10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0 – 1 mark)	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome (2 – 3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)
Speed hopping and balancing	Hopping speed is slow. Unable to balance the handkerchief. Frequently dropping the handkerchief.	Hopping speed is fair. Unable to balance the handkerchief. Frequently dropping the handkerchief.	Hopping speed is fast. Unable to balance the handkerchief for the full distance without dropping it.	Hopping speed is fast. Able to balance the handkerchief for the full distance without dropping it.

Rubric: Participation

Assess the learner's capacity to actively participate in practical lessons, demonstrating enthusiasm and a willingness to interact and socialise with fellow learners.

Limited	Adequate	Proficient	Excellent
0% = 0 marks 1 – 5% = 1 mark 6 – 10% = 2 marks 11 – 15% = 3 marks 16 – 20% = 4 marks	21 – 25% = 5 marks 26 – 30% = 6 marks 31 – 35% = 7 marks 36 – 40% = 8 marks 41 – 45% = 9 marks 46 – 50% = 10 marks	51 – 55% = 11 marks 56 – 60% = 12 marks 61 – 65% = 13 marks 66 – 70% = 14 marks 71 – 75% = 15 marks	76 – 80% = 16 marks 81 – 85% = 17 marks 86 – 90% = 18 marks 91 – 95% = 19 marks 96 – 100% = 20 marks
Learner does not actively participate in lessons and does not contribute to any aspect of the lesson.	Learner actively participates in a few lessons demonstrating a lack of enthusiasm and social interaction.	Learner actively participates in most lessons with enthusiasm and shows good social interaction skills.	Learner actively participates in all lessons with enthusiasm and shows excellent social interaction skills.

Worksheet: Personal and Social Well-being

Module 5: Consolidation and Formal Assessment

Name: _____ Class: _____

Consolidation test

Section A

Question 1

Match the list of emotions in Column A with the best way of expressing them, in Column B. Write down only the numbers, and the letters of the responses that you choose.

Column A: Emotions	Column B: Responses to emotions
1.1 You feel angry because a friend told lies about you.	A Congratulate the person and wish them good luck.
1.2 You are jealous because your friend was chosen for the soccer team and you were not	B Make up stories about the person.
1.3 You are excited because you are going to be a model in a fashion show.	C Tell people that you worked very hard when they congratulate you.
1.4 You feel sorry because you were nasty to your sister.	D Talk about how you feel.
1.5 You feel proud of yourself because you have been chosen for the school quiz team.	E Tell everyone how clever you are.
	F Invite your friends to the show.
	G Say you are sorry.
	H Stop talking to the person.
	I Brag about how great looking you are.

- 1.1
- 1.2
- 1.3
- 1.4
- 1.5
(5 × 1 = 5)

Question 2

Choose words from the box to complete the sentences about bullying:

fight back	with friends	alone	walk away
call the bully names		tell someone	

2.1 Bullies will usually pick on you when you are

.....

2.2 If you are being bullied you should
and

2.3 You should not or

..... if you are bullied. (5 × 1 = 5)

Section B

Question 3

4.1 Name three things that show bad group work. (3)

4.2 Write down three ways in which the group can work together better. (3)

4.3 Write down two reasons why working in a group is a good thing to do. (2)

Question 4

Your friend has told your teacher that you cheated in a test. You know that it is not true.

- 4.1 Write a full sentence to describe the emotions you feel towards your friend. (2)

- 4.2 How can you express your emotions in a good way to let your friend know how you feel? (3)

Question 5

Read Elroy's story on page 43 of the Learner's Book.

- 5.1 What two rights is the story about? (2)

5.2 What responsibilities match these rights? (2)

5.3 Did Elroy keep his responsibilities? Give a reason for your answer. (3)

Total mark [30]

Worksheet: Visual Arts

Module 7: Activity 5 – Make a mobile

Name: _____ Class: _____

Work on your own.

- 1 Make a bird with wings to be a part of a mobile.
- 2 Ask yourself:
 - 2.1 How does a bird's head fit on its body?
 - 2.2 How big is a bird's head in proportion to its body?
 - 2.3 Where are birds' wings attached to their bodies?
- 3 Cut a bird shape out of cardboard.
- 4 Make two wing shapes that are the same size, and attach one to each side of the body.
- 5 Decorate your bird with patterns in secondary colours.
- 6 Make a mobile with your bird by hanging it from a structure.

Assessment

Copy and complete the checklist.

Checklist

	Yes	Needs work	No
Can you mix many tones of secondary colours?			
Did you use many lines and dots to decorate your bird's body?			
Did you manage to make the mobile by tying and joining?			

Assessment sheet: Physical Education

Module 8: Activity 5: Play netball

Name: _____ Class: _____

- 1 Your teacher will put you into teams and give each learner a position.
- 2 Your teacher will assess you.

Rubric: Outcome of movement performance

Assess the learner's ability to perform selected movements, focusing on proper technique and execution of each movement.

Level	Limited	Adequate	Proficient	Excellent
Outcome of Movement Performance (10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0 – 1 mark)	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome (2 – 3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)
Passing and catching the ball	Unable to pass the ball with accuracy. Seldom able to catch the ball with a firm grip.	Able to pass the ball with accuracy. Mostly able to catch the ball with a firm grip.	Able to accurately pass the ball to their partner with minimal interception of the ball. Able to catch the ball with a firm grip.	Able to accurately pass the ball to their partner without the ball being intercepted. Able to catch the ball with a firm grip.

Rubric: Participation

Assess the learner's capacity to actively participate in practical lessons, demonstrating enthusiasm and a willingness to interact and socialise with fellow learners.

Limited	Adequate	Proficient	Excellent
0% = 0 marks 1 – 5% = 1 mark 6 – 10% = 2 marks 11 – 15% = 3 marks 16 – 20% = 4 marks	21 – 25% = 5 marks 26 – 30% = 6 marks 31 – 35% = 7 marks 36 – 40% = 8 marks 41 – 45% = 9 marks 46 – 50% = 10 marks	51 – 55% = 11 marks 56 – 60% = 12 marks 61 – 65% = 13 marks 66 – 70% = 14 marks 71 – 75% = 15 marks	76 – 80% = 16 marks 81 – 85% = 17 marks 86 – 90% = 18 marks 91 – 95% = 19 marks 96 – 100% = 20 marks
Learner does not actively participate in lessons and does not contribute to any aspect of the lesson.	Learner actively participates in a few lessons demonstrating a lack of enthusiasm and social interaction.	Learner actively participates in most lessons with enthusiasm and shows good social interaction skills.	Learner actively participates in all lessons with enthusiasm and shows excellent social interaction skills.

Worksheet: Physical Education

Module 8: Activity 6: Play soccer

Name: _____ Class: _____

- 1 Your teacher will put you into teams and give each learner a position.
- 2 Play soccer at your best. Your teacher will assess you.

Rubric: Outcome of movement performance

Assess the learner's ability to perform selected movements, focusing on proper technique and execution of each movement.

Level	Limited	Adequate	Proficient	Excellent
Outcome of Movement Performance (10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0 – 1 mark)	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome (2 – 3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)
Kick and trap the ball	Unable to kick the ball with the side of their foot accurately to their partner. Uses their toes. Unable to trap the ball with their foot.	Unable to kick the ball with the side of their foot accurately to their partner. Seldom able to trap the ball with their foot.	Mostly able to kick the ball with the side of their foot accurately to their partner. Mostly able to trap the ball with their foot.	Able to kick the ball with the side of their foot accurately to their partner. Mostly able to trap the ball with their foot.

Rubric: Participation

Assess the learner's capacity to actively participate in practical lessons, demonstrating enthusiasm and a willingness to interact and socialise with fellow learners.

Limited	Adequate	Proficient	Excellent
0% = 0 marks 1 – 5% = 1 mark 6 – 10% = 2 marks 11 – 15% = 3 marks 16 – 20% = 4 marks	21 – 25% = 5 marks 26 – 30% = 6 marks 31 – 35% = 7 marks 36 – 40% = 8 marks 41 – 45% = 9 marks 46 – 50% = 10 marks	51 – 55% = 11 marks 56 – 60% = 12 marks 61 – 65% = 13 marks 66 – 70% = 14 marks 71 – 75% = 15 marks	76 – 80% = 16 marks 81 – 85% = 17 marks 86 – 90% = 18 marks 91 – 95% = 19 marks 96 – 100% = 20 marks
Learner does not actively participate in lessons and does not contribute to any aspect of the lesson.	Learner actively participates in a few lessons demonstrating a lack of enthusiasm and social interaction.	Learner actively participates in most lessons with enthusiasm and shows good social interaction skills.	Learner actively participates in all lessons with enthusiasm and shows excellent social interaction skills.

Worksheet: Personal and Social Well-being

Module 9: Consolidation and Formal Assessment

Name: _____ Class: _____

Consolidation

- 1 Name five cultures in South Africa. (5)
- 2 Name the cultural group that eats the following traditional foods:

2.1 *challah*

2.2 *chapatis*

2.3 *dal*

2.4 *rooti*

2.5 *umngqusho* (5)

- 3 Complete the following sentences about different religions.

3.1 The Qur'an is the holy book of

3.2 African Traditional Religion followers mostly worship

.....

3.3 Jewish people worship in a

3.4 The Zionist Christian Church has its headquarters in Moria,

..... Province.

3.5 Jerusalem is a sacred place for

..... and (7)

Total mark [17]

Worksheet: Personal and Social Well-being

Term 3: Formal Programme of Assessment

Name: _____ Class: _____

Project: A religious building in my area

Identify a religious building in your area. Take photographs or draw pictures of the building. Make a poster or book about the building.

- 1 What is the building called?
- 2 What religion uses it?
- 3 When was it built?
- 4 How is the building decorated inside and outside?
- 5 What is the building used for?

Total mark [30]

Formal Programme of Assessment

Your teacher will assess your project using the following criteria:

Criteria of Assessment	Marks
Have you correctly identified a religious building?	1
Have you made a poster or a book about the building?	6
Have you taken or drawn pictures of the building?	8
Have you included information to answer the stated questions?	15
Total mark	30

Assessment sheet: Performing Arts

Module 10: Activity 7 – Perform your drama

Name: _____ Class: _____

In a group, create a sound picture for your mime drama; rehearse and perform it for the class.

Grade 4 Assessment rubric: Performing Arts Term 3

	Warm up: able to follow a teacher-directed warm-up	Movement: response to different types of music exploring verbal dynamics	Performance: able to use a large variety of objects/props to create a character through mime	Appreciate and reflect on own and others' performances using simple creative arts terminology
Outstanding achievement 7 80 – 100%	Demonstrated kinaesthetic awareness, concentration and awareness of correct and safe use of the body	Demonstrated excellent response to different types of music and executed movements in response to action words with confidence, initiative, creativity and originality	Delivered a successful, confident, creative, original and innovative performance	Actively took part in the class discussions with insight and understanding
Meritorious achievement 6 70 – 79%	Followed the teacher-directed warm-up well and was attentive and focused	Responded well to different types of music and was successful and creative in movement improvisation	Was able to successfully use objects / props to create a character through mime with confidence and creativity	Took part in the class discussion with the use of the correct creative arts terminology

	Warm up: able to follow a teacher-directed warm-up	Movement: response to different types of music exploring verbal dynamics	Performance: able to use a large variety of objects/props to create a character through mime	Appreciate and reflect on own and others' performances using simple creative arts terminology
Substantial achievement 5 60 – 69%	Followed the teacher-directed warm-up well and was focused	Was able to respond to different types of music and action words with focus and effort	Was able to use objects / props to create a character through mime with an adequate amount of confidence	Was able to reflect on own and others' performances with adequate use of the correct terminology
Adequate achievement 4 50 – 59%	Was able to follow a teacher-directed warm-up	Was able to respond to different types of music and action words by exploring verbal dynamics connected to mood	Tried in a focused manner to create a character through mime with limited success, but completed the performance	Tried to reflect on own and others' performances with some use of the correct terminology
Moderate achievement 3 40 – 49%	Tried to follow a teacher-directed warm-up but is distracted and disruptive to others	Tried to respond to music and action words	Tried to use objects / props to create a character through mime but with limited success and confidence	Tried to reflect on own and others' performances but with limited use of the correct terminology
Elementary achievement 2 30 – 39%	Struggled to follow a teacher-directed warm-up	Struggled to respond to different types of music and action words	Struggled to use objects / props to create a character through mime	Struggled to reflect on own and others' performances using correct terminology
Not achieved 1 0 – 29%	Unable to follow a teacher-directed warm-up	Unable to respond to different types of music and action words	Was unable to use objects / props to create a character through mime	Was unable to reflect on own and others' performances

Worksheet: Visual Arts

Module 11: Activity 4 – Make a painting of zebras

Name: _____ Class: _____

- 1 Make an interesting painting of zebras and trees, filling the whole page.
- 2 Choose a set of related colours to use in your painting.

Assessment grid Term 3 Visual Arts Make a painting of zebras (LB p. 79; TG p. 123)	
Can identify and use primary, secondary and related colours	
Understands and uses the concept of expressive colour	
Shows spatial awareness by overlapping shapes; filling in the background	
Created a painting with confidence and enjoyment	

Rating scale						
1	2	3	4	5	6	7
Has made no attempt	Has made an unsuccessful attempt	Has achieved in some areas	Has achieved satisfactorily	Has achieved well	Has achieved beyond expectations	Shows excellent achievement

Assessment sheet: Physical Education

Module 12: Activity 5: Perform a rhythmic gymnastics routine

Name: _____ Class: _____

- 1 In a group, choose an apparatus for your routine.
- 2 Design your own routine and perform it for the class. You can include leaps, jumps, forward and backward rolls and cartwheels.

Rubric: Outcome of movement performance

Assess the learner's ability to perform selected movements, focusing on proper technique and execution of each movement.

Level	Limited	Adequate	Proficient	Excellent
Outcome of Movement Performance (10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0 – 1 mark)	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome (2 – 3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)
Aerobics routine	Unable to follow an aerobics routine. No rhythm to the music is demonstrated. Poor posture throughout the routine.	Unable to follow an aerobics routine to the correct rhythm. Completes most steps but with mistakes and poor posture for selected movements.	Able to follow an aerobics routine to the correct rhythm. Completes all steps with minimal mistakes and good posture.	Able to accurately follow an aerobics routine to the correct rhythm. Completes all steps without any mistakes and good posture.

Rubric: Participation

Assess the learner's capacity to actively participate in practical lessons, demonstrating enthusiasm and a willingness to interact and socialise with fellow learners.

Limited	Adequate	Proficient	Excellent
0% = 0 marks 1 – 5% = 1 mark 6 – 10% = 2 marks 11 – 15% = 3 marks 16 – 20% = 4 marks	21 – 25% = 5 marks 26 – 30% = 6 marks 31 – 35% = 7 marks 36 – 40% = 8 marks 41 – 45% = 9 marks 46 – 50% = 10 marks	51 – 55% = 11 marks 56 – 60% = 12 marks 61 – 65% = 13 marks 66 – 70% = 14 marks 71 – 75% = 15 marks	76 – 80% = 16 marks 81 – 85% = 17 marks 86 – 90% = 18 marks 91 – 95% = 19 marks 96 – 100% = 20 marks
Learner does not actively participate in lessons and does not contribute to any aspect of the lesson.	Learner actively participates in a few lessons demonstrating a lack of enthusiasm and social interaction.	Learner actively participates in most lessons with enthusiasm and shows good social interaction skills.	Learner actively participates in all lessons with enthusiasm and shows excellent social interaction skills.

Worksheet: Personal and Social Well-being

Module 13: Consolidation and Formal Assessment

Name: _____ Class: _____

Consolidation exam

Section A

Question 1

Choose the correct word from the word box for each of the following meanings:

pilgrimage	conflict	co-operate
sin	bullying	crucify

1.1 When people disagree about something

1.2 Bad action

1.3 Kill by nailing to cross

1.4 Religious journey

1.5 To work well together in a group

1.6 Hurting or frightening someone weaker

(12)

Section B

Question 2

Shereen cleans her teeth night and morning and has a shower every morning. She loves eating burgers and has one at every meal, along with a soda. She smokes twenty cigarettes a day but never drinks alcohol. She goes running once every two weeks.

2.1 Identify three ways that Shereen looks after her body. (6)

2.2 Identify three ways that Shereen does not look after her body. (6)

Question 3

John has HIV. John brushes his hair. Then he lends his hairbrush to Khanyi.

- 3.1 Should John lend his hairbrush to Khanyi? Explain your answer. (3)

- 3.2 Can Khanyi get HIV if she uses John's hairbrush? Explain your answer. (3)

Total mark [30]

Worksheet: Visual Arts

Module 15: Activity 5 – Make a kite

Name: _____ Class: _____

Work on your own.

- 1 Make a frame for your kite using sticks and masking tape.
- 2 Decorate the paper that will cover the frame. Use a symmetrical design.
- 3 Cover the frame carefully with your decorated paper.
- 4 Attach strings to make a tail and fly your kite.

Assessment grid Term 4 Visual Arts Make a kite (LB p. 106; TG p. 154)	
Shows good craftsmanship and dexterity in making the kite	
Can identify and uses line, shape and texture to create a symmetrical pattern	
Participates enthusiastically and clearly understands the art concepts taught during the year	
Created a kite with confidence and enjoyment	

Rating scale						
1	2	3	4	5	6	7
Has made no attempt	Has made an unsuccessful attempt	Has achieved in some areas	Has achieved satisfactorily	Has achieved well	Has achieved beyond expectations	Shows excellent achievement

Assessment sheet: Physical Education

Module 16: Activity 3: Sprint with your friends

Name: _____ Class: _____

Race against your friends.

Rubric: Outcome of movement performance

Assess the learner's ability to perform selected movements, focusing on proper technique and execution of each movement.

Level	Limited	Adequate	Proficient	Excellent
Outcome of Movement Performance (10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0 – 1 mark)	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome (2 – 3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)
Sprinting technique	Toes are not in contact with the ground, heels are. Arms are not kept close to body and swing sideways in front of the learner's body. Incorrect breathing throughout the race.	Toes are sometimes in contact with the ground and not heels. Arms are sometimes kept close to body and do not swing sideways in front of the learner's body. Incorrect breathing throughout the race.	Toes are mostly in contact with the ground and not heels. Arms are mostly kept close to body and do not swing sideways in front of the learner's body. Correct breathing throughout the race.	Toes are always in contact with the ground and not heels. Arms are always kept close to body and do not swing sideways in front of the learner's body. Correct breathing throughout the race. Assess learner's ability to demonstrate good sprinting technique.

Rubric: Participation

Assess the learner's capacity to actively participate in practical lessons, demonstrating enthusiasm and a willingness to interact and socialise with fellow learners.

Limited	Adequate	Proficient	Excellent
0% = 0 marks 1 – 5% = 1 mark 6 – 10% = 2 marks 11 – 15% = 3 marks 16 – 20% = 4 marks	21 – 25% = 5 marks 26 – 30% = 6 marks 31 – 35% = 7 marks 36 – 40% = 8 marks 41 – 45% = 9 marks 46 – 50% = 10 marks	51 – 55% = 11 marks 56 – 60% = 12 marks 61 – 65% = 13 marks 66 – 70% = 14 marks 71 – 75% = 15 marks	76 – 80% = 16 marks 81 – 85% = 17 marks 86 – 90% = 18 marks 91 – 95% = 19 marks 96 – 100% = 20 marks
Learner does not actively participate in lessons and does not contribute to any aspect of the lesson.	Learner actively participates in a few lessons demonstrating a lack of enthusiasm and social interaction.	Learner actively participates in most lessons with enthusiasm and shows good social interaction skills.	Learner actively participates in all lessons with enthusiasm and shows excellent social interaction skills.

Assessment sheet: Physical Education

Module 16: Activity 4: Do long jump

Name: _____ Class: _____

Perform the long jump. Your teacher will assess your performance.

Rubric: Outcome of movement performance

Assess the learner's ability to perform selected movements, focusing on proper technique and execution of each movement.

Level	Limited	Adequate	Proficient	Excellent
Outcome of Movement Performance (10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0 – 1 mark)	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome (2 – 3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)
Long jump technique	Take-off foot does not contact the board. Low height during flight with learners seldom trying to touch their toes. Falls forward occasionally during landing.	Take-off foot in the middle of the board. Average height during flight with learners sometimes trying to touch their toes. Mostly falls forward during landing.	Take-off foot in the middle of the board. Average height during flight with learners sometimes trying to touch their toes. Falls forward during landing.	Take-off foot at the front of the board. Good height during flight with learners always trying to touch their toes. Falls forward during landing.

Rubric: Participation

Assess the learner's capacity to actively participate in practical lessons, demonstrating enthusiasm and a willingness to interact and socialise with fellow learners.

Limited	Adequate	Proficient	Excellent
0% = 0 marks 1 – 5% = 1 mark 6 – 10% = 2 marks 11 – 15% = 3 marks 16 – 20% = 4 marks	21 – 25% = 5 marks 26 – 30% = 6 marks 31 – 35% = 7 marks 36 – 40% = 8 marks 41 – 45% = 9 marks 46 – 50% = 10 marks	51 – 55% = 11 marks 56 – 60% = 12 marks 61 – 65% = 13 marks 66 – 70% = 14 marks 71 – 75% = 15 marks	76 – 80% = 16 marks 81 – 85% = 17 marks 86 – 90% = 18 marks 91 – 95% = 19 marks 96 – 100% = 20 marks
Learner does not actively participate in lessons and does not contribute to any aspect of the lesson.	Learner actively participates in a few lessons demonstrating a lack of enthusiasm and social interaction.	Learner actively participates in most lessons with enthusiasm and shows good social interaction skills.	Learner actively participates in all lessons with enthusiasm and shows excellent social interaction skills.

How to develop rubric and checklist assessment tools

Rubrics

A rubric is a tool teachers use to assess a learner's performance on a specific task. It is presented in the form of a grid that clearly outlines the criteria used for assessment as well as different levels of performance per criterion.

Benefits of using a rubric

- A rubric helps learners to understand objectives. Developing rubrics with your learners will help them to understand the purpose and content and help them to prepare for the assessment.
- A rubric has a clear and standardised approach to assessment, which ensures that learners are assessed consistently and fairly.
- A rubric allows teachers to provide specific feedback to learners, highlighting areas of strength and areas for improvement.
- A rubric helps learners get a clear idea on how to improve their performance after assessment.
- A rubric allows learners to self-improve. Encourage learners to use the rubric before they hand in their work.
- A rubric is easy to use and can be easily adapted to meet changing needs.

Steps to creating a rubric

Step 1: Clearly define the purpose of the assessment. Use the assessment guidelines in the curriculum documents to determine what task/assignment the learners are required to complete.

Step 2: Define the criteria.

Use the objectives in the curriculum documents to consider what skills, knowledge or behaviours the assessment will evaluate.

Make sure that:

- criteria can be observed and measured
- criteria are important to the task at hand
- each criteria assesses a single aspect of the task.
- Each criteria contains levels of performance. When creating these, consider:
 - what will constitute outstanding achievement
 - how will you define moderate or adequate achievement
 - how would you define work that falls below expectations.
- Ask yourself: Are there key criteria points that should carry a greater weight than others?

Step 3: Design a rating scale that clearly defines the levels of performance.

Check your mark allocation to ensure that your rubric falls in line with curriculum expectations. Make sure you use language and terminology that the learner is familiar with so that they have a clear understanding of what is required of them.

Provide a scale of achievement that can assess the learners' overall competency in completing the task.

For example, you can provide an overall mark according to the seven-point scale of achievement:

Rating code	Description of Competence	Percentage
7	Outstanding achievement	80–100
6	Meritorious achievement	70–79
5	Substantial achievement	60–69
4	Adequate achievement	50–59
3	Moderate achievement	40–49
2	Elementary achievement	30–39
1	Not achieved	0–29

Step 4: Write descriptions of expected performance at each level of the rating scale.

Describe observable and measurable behaviour and use parallel language across the scale. Indicate the degree to which the standards are met. Ensure that learners understand the expectations before and during the assessment.

Step 5: Create the rubric.

Try to keep it to one page. Ask your colleagues for feedback and consider testing it before you use it for assessment. After you use the rubric, consider how effective it was and make any necessary revisions.

Exemplar:

Learners' ability to take aim and score a goal [Total 10 marks]					
Criteria	0 – 1 mark	2 – 3 marks	4 marks	5 marks	Total 5 marks
Outcome of Movement Performance	Requires significant attention: movements do not produce the desired outcome at all	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome	Efficient, effective and appropriate: movements mostly produce the correct desired outcome	Exceptional level of skill: movements always produce the desired outcome	
Take aim and score a goal	Unable to move into the correct position quickly to take aim and score a goal. Poor body position when aiming. Seldom scores goals.	Moves into position slowly to take aim and score a goal. Good body position when aiming. Sometimes scores goals.	Moves into position quickly to take aim and score a goal. Good body position when aiming. Mostly scores goals.	Moves into position quickly to take aim and score a goal. Excellent body position when aiming. Mostly scores goals.	
Total					____ / 10

Checklists

A checklist is a simple assessment tool that provides a list of items or criteria to be checked off. It differs from a rubric in that it provides learners with the criteria of the requirements of an assignment rather than a means of assessing acquired knowledge. A checklist can be used solely by you as a teacher, or you can give your learners a checklist that they can refer to in order to make sure that they have included the required components for a task.

Checklists usually consist of a number of statements that refer to specific criteria and where the answer will be, for example, “Yes” or “No”, or “Achieved”, “Not yet” or “Almost”.

Benefits of using a checklist

- A checklist ensures that all relevant criteria are assessed and evaluated.
- A checklist helps to ensure consistent assessment of specified criteria.
- A checklist can be used by learners as a self-assessment tool.
- A checklist identifies learning needs in a clear and simple way.
- A checklist is easy to create and use and provides an uncomplicated guide for assessment.

Steps to create a checklist

Step 1: Define the purpose and what you want to assess.

This could be specific skills or a general assessment.

Step 2: Identify the criteria.

What specific elements or content will be assessed?

Step 3: Create your checklist.

Check that it contains everything you want to assess.

Exemplar:

Make an insect mobile			
The learner ...	Yes 2	Needs work 1	No 0
Contributed by collecting interesting and appropriate found materials			
Saw the possibilities suggested by the materials			
Successfully joined the separate pieces together to form a whole			
Displayed good craftsmanship by finishing their insects with care			
Made a valuable contribution to the group			
Total	____ / 10		

Intervention strategies

Baseline assessment and intervention strategies

Some learners may experience academic backlogs for various reasons, including the impact on learning due to the COVID-19 pandemic, underlying learning barriers or special education needs such as visual or hearing impairments or intellectual barriers. Baseline assessment will help you identify learners that may be experiencing these barriers.

Analysing baseline assessment questions will provide insight into learners' current knowledge and skills regarding certain topics, as well as their preparedness for the work ahead. The results of baseline assessments can help to identify the areas where learners require support and/or intervention.

Learners may require support and/or intervention for the following reasons:

- barriers to learning
- class size
- reading comprehension (the ability to understand what they have read).

Barriers to learning

Some learners may face barriers to learning. It is important to accommodate learners with barriers to learning to ensure that our classrooms remain inclusive. These learners may require and should be granted more time for completing tasks, acquiring thinking skills (own strategies), and completing assessment activities. Adapt the number of activities to be completed without interfering with learners gaining the required skills. Learners experiencing barriers to learning can also be paired with others who may be able to support them.

Class size

- Peer tutoring can be an effective intervention method when class size is problematic.
- Quieter learners often struggle in a large class, as they tend not to ask questions. Organising learners into groups or pairs can help to create a more inclusive and enabling learning environment.
- Ensure that groups are made up of learners with varying ability, so that learners who may be struggling are supported by their peers.
- Peer assessment can also be used successfully during informal assessment and allows you to gauge learners' understanding in a less intimidating manner than a formal test or assignment.
- The following strategies can be used in a large class:
 - *Thumbs up/thumbs down:* Check understanding by a show of thumbs. Thumbs up indicate that learners have understood; thumbs down show that they have not understood; thumbs sideways could show that they are not sure.
 - *Response boards:* These are small chalkboards or whiteboards where learners record their response to a question. When you say "Show your answers" they all hold up the board. This way you can quickly see who is struggling.
 - *Show fingers 1-2-3:* Ask learners to show fingers to indicate if they understand activity instructions before working in a group. 1 = I do not understand; 2 = I sort of understand but I need some help; 3 = I understand completely.

Reading comprehension

- Support learners by giving them pre-reading questions and post-reading strategies to organise what they have learnt. Pre-reading questions could include asking the learners what they already know about the topic. Teach learners to summarise the content into bullet points and make use of mind maps. This requires the learners to rewrite the content in their own words.
- Write difficult terminology on the board and give simple explanations.
- Diagrams can be very useful to explain concepts in a way that learners can visualise the situation.

General teaching intervention strategies

Teach from the learner's point of view

- Put yourself in the learner's position: If you were the learner, what would you like the teacher to explain or show you that you could not learn previously?
- Remember that learners might still have emotional issues related to the COVID-19 pandemic, which you may need to address.

Reteach topic(s) for which learners achieved low scores (closing the gap)

- Focus on concepts, and not only on factual content. Then use illustrations to support learners' understanding and avoid superficial rote learning. The more "real-life" examples used, the easier it will be for the learners to conceptualise the topic.
- Make the structure of your lessons and teaching materials clear: State specific, achievable goals, provide graphic organisers to link parts of the lesson and give frequent summaries of sections of the lesson. A graphic organiser can be any visual representation of content that gives an immediate overview of main points.
- Refer frequently to your progress in terms of the lesson structure. This will help learners to develop an overall and cohesive (holistic) grasp of the content.
- Skills, knowledge and concepts run like threads through the previous grades. Explain these threads to learners, as you begin teaching a new topic or module – it will help learners to link the new content to what they already know.

Metacognition

Metacognition is the ability to understand our own thought processes. It is essential that metacognition takes place during lessons.

Learners retain information best when they can visualise situations. Visual aids, such as flash cards and mind maps, and practical work can aid with developing metacognition, or getting learners to think about and understand their own thought processes. After completing practical tasks, give learners sentence starters to complete. For example: I learnt . . . ; I wonder . . . ; I still want to know . . . ; I still don't understand . . . ; I still have a question about . . .

Retaining information

- Flash cards and mind maps can be useful tools to help learners memorise facts.
- Encourage learners to break down content into more manageable sections. They can then create a mind map for each sub-topic. Tables can also help learners summarise content into more manageable sections.

- A mnemonic is a word, sentence or poem that helps you remember something. Mnemonics help learners to memorise content. Use the first letter of each word to create a sentence that the learners can memorise easily. For example, a mnemonic such as “**Eat An Apple As A Nice Snack**” can help learners to memorise the names of the continents: **E**urope, **A**sia, **A**frica, **A**ustralia, **A**ntarctica, **N**orth America, **S**outh America.

Develop presentation skills

Many learners find it challenging to speak in front of the class, but this improves with practice. Encourage learners to answer questions in class and take part in class discussions by using one or more of the following strategies:

- *Use the think-pair-share method:* Posing a question and giving learners a short time to think about it, followed by discussion with a partner and then sharing with others. Learners who are shy will find it easier to share ideas with a partner first.
- *Tell-check-say:* A learner tells the answer to a friend, together they check if the answer is correct by referring to the textbook, and then the first learner says the answer out loud to the class or writes it down.
- *Target basic and then more advanced questions to specific learners based on their readiness to answer them:* A good strategy is to first ask the question to the whole class. This ensures that everyone thinks about it. Then, ask a specific learner the question.
- *Keywords on cards:* These can be used to help the learner remember their presentation. Eye contact is essential, so emphasise to learners that they should not read their presentation.

Interventions for learners with special education needs

- Special educational needs may include visual or hearing impairments or intellectual barriers. Do not form an opinion about a learner too early. This could lead to an inaccurate assessment of a learner’s barrier, or an inaccurate assessment of the existence of a barrier (when in fact there may not be one). If the barrier is obvious after the first term and becomes a serious obstacle to the learner, seek professional help from the district office.
- Immediate steps could include: observing the learner inside and outside of the classroom, contacting the learner’s previous teachers and consulting learner progress reports to understand their needs.

Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide. Oxford is a registered trade mark of
Oxford University Press in the UK and in certain other countries.

Published in South Africa by
Oxford University Press Southern Africa (Pty) Ltd

Vasco Boulevard, Goodwood, N1 City, PO Box 12119, Cape Town,
South Africa

© Oxford University Press Southern Africa (Pty) Ltd 2023

The moral rights of the author have been asserted.

First published 2017

All rights reserved. No part of this publication may be reproduced, stored in
a retrieval system, or transmitted, in any form or by any means, without the
prior permission in writing of Oxford University Press Southern Africa (Pty) Ltd,
or as expressly permitted by law, by licence, or under terms agreed
with the appropriate reprographic rights organisation. Enquiries concerning
reproduction outside the scope of the above should be sent to the Rights Department,
Oxford University Press Southern Africa (Pty) Ltd, at the above address.

You must not circulate this work in any other form
and you must impose this same condition on any acquirer.

Oxford Successful Life Skills Grade 4 Teacher's Resource Book

PROM190725730

First impression 2017
Revised impression 2023

Typeset in Arial 14pt
Printed on [insert paper quality e.g. acid-free paper]

Acknowledgements
Publisher: Elaine Williams
Editor: Lize Venter-Horn
Printed and bound by: XYZ Printing Company

The authors and publisher gratefully acknowledge permission to reproduce copyright material in this book. Every effort has
been made to trace copyright holders, but if any copyright infringements have been made, the publisher would be grateful for
information that would enable any omissions or errors to be corrected in subsequent impressions.

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any
responsibility for the materials contained in any third party website referenced in this work.

© Oxford University Press Southern Africa (Pty) Ltd 2023.

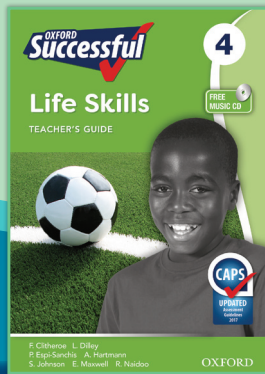
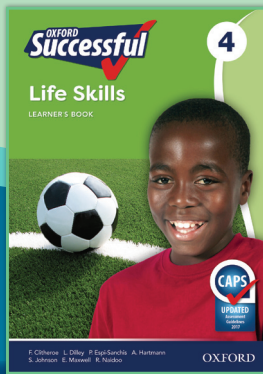
This material may be reproduced for class use with *Oxford Successful Life Skills Grade 4
Learner's Book*.



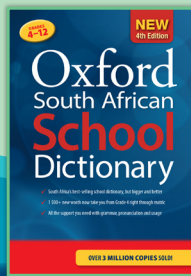
CAPS PLANNER & TRACKER

Life Skills Grade 4

For best results, use this guide with your *Oxford Successful Life Skills* Grade 4 Learner's Book and Teacher's Guide.



PLUS:



CONTACT US: 021 120 0104



083 798 4588



OxfordSASchools



@OxfordSASchools



THE
MANDELA
RHODES
FOUNDATION



OXFORD
UNIVERSITY PRESS

www.oxford.co.za