

OPSA FOUNDATION PHASE

Grade 3 - Term 3 Series A Scope of Work

CAPS-based revision scope for parents

Purpose of this scope

This document shows parents which Term 3 knowledge and skills, based on CAPS/DBE annual teaching plans, are represented in OPSA's Series A assessment. Use the learner's OPSA Term 3 activities, workbooks and reading material as the primary revision source. The assessment consists of one Home Language, one First Additional Language, Mathematics and Life Skills - each assessed out of 100 marks.

Important language note

The skill areas for AHT/EHL and AEAT/EFAL are the same, but the exact phonics, spelling patterns, word families and language structures differ between Afrikaans and English. Parents should therefore revise the Term 3 phonics and language work covered in the learner's registered language programme. Comprehension and listening texts used in the assessment may be new texts; the learner is assessed on acquired skills and is not expected to memorise one specific story.

Task	Subject	Marks
Task 1	Home Language - AHT or EHL	100
Task 2	First Additional Language - AEAT or EFAL	100
Task 3	Mathematics - one integrated question paper	100
Task 4	Life Skills	100
	TOTAL	400

GRADE 3 - TERM 3 SCOPE OF WORK

1. Home Language - AHT / EHL (100)

Assessment components: Oral work (10), Reading (15), Phonics (10), Handwriting (10), Integrated writing (25), Presentation (10), Reading response (10), Language use (10).

Work to revise:

- Talk about personal experiences and express feelings/opinions; listen attentively and respond with appropriate questions and answers.
- Follow multi-step instructions and identify the main idea and important details in an oral text.
- Read fiction, non-fiction, poems and simple graphic/visual texts; identify the main idea, characters, sequence, cause and effect and simple inferences.
- Read aloud fluently and with expression; use punctuation as cues and correct own reading errors where possible.
- Revise Term 3 sound groups, spelling patterns and word families according to the registered language; build longer words and apply spelling rules.
- Handwriting: neat, legible writing with correct spacing and joined/cursive writing where it forms part of the programme.
- Write one well-structured text/paragraph. For EHL, a paragraph of about 8 sentences is an appropriate CAPS guideline; use sequencing words such as first, then/next and finally where appropriate.

- Use appropriate punctuation and language structures in context: capital letters, full stops, question marks, exclamation marks, commas and other punctuation already taught.
- Reading response: answer comprehension and reasoning questions and give a simple opinion/reason about a text.
- Presentation: present a short oral response or own writing clearly and in logical order.

Important: Grade 3 Series A uses only one formal writing task and one formal language-use task; these provide an integrated sample of the Term 3 skills.

2. First Additional Language - AEAT / EFAL (100)

Assessment components: Reading (15), Phonics (10), Integrated writing (30), Integrated language use (20), Reading response (15), Consolidation/integrated language comprehension (10).

Work to revise:

- Listen to short stories, personal recounts, simple non-fiction texts or instructions and answer comprehension questions.
- Read short, level-appropriate stories/information texts; use the title and pictures to predict and answer direct and simple inference questions.
- Revise Term 3 phonics, new vowel sound groups/consonant blends and high-frequency words according to the registered language programme.
- Write one integrated short text using simple but complete sentences and a clear sequence; use appropriate Term 3 vocabulary.
- Language use: word order, simple tense forms, describing words, linking words, spelling and punctuation covered in Term 3.
- Reading response and consolidation: answer questions about a new text, identify important information and use language skills in context.

Important: The exact phonics patterns differ between AEAT and EFAL; parents should use the learner's Term 3 phonics and word lists as the revision basis.

3. Mathematics (100)

Assessment components: One integrated Term 3 question paper: Numbers 15; Operations 15; Relationships 10; Problem solving 15; Patterns 15; Measurement 10; Space and shape 10; Data handling 10.

Work to revise:

- Count forwards and backwards in ones and in multiples (2s, 3s, 4s, 5s and 10s) within the Term 3 number range; count concrete objects reliably to 700.
- Recognise and read number symbols to 1000; write number symbols and number names to 500; compare and order numbers to 700.
- Place value to 700: hundreds, tens and ones; partition numbers and determine the value of each digit.
- Add and subtract within the Term 3 number range; use breaking down/building up, doubling/halving, number lines and rounding to tens as strategies where appropriate.
- Multiplication and division: repeated addition, equal grouping and sharing; revise the 2 and 10 times-table/division facts and other facts already covered in the programme.
- Solve word problems to about 700: addition, subtraction, multiplication, division with/without remainders, money problems involving totals and change, and sharing problems leading to fractions.
- Fractions: recognise and name unit and non-unit fractions in diagrams, for example $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$ and simple combinations; understand simple equivalence such as $\frac{2}{4} = \frac{1}{2}$.
- Patterns: copy, extend, describe and create number and geometric patterns.
- Measurement: time on analogue clocks, duration in hours/half-hours as covered, calendar work; capacity/volume using informal and formal units (ml and l) at the appropriate level.
- Space and shape: position and direction, including simple directions on an informal map; properties of 2D shapes.

- Data handling: collect/sort or interpret given data and answer questions from graphical representations.

4. Life Skills (100)

Assessment components: Beginning Knowledge (25), Personal and Social Well-being (25), Creative Arts (25), Physical Education (25).

Work to revise:

- Public safety: dangerous places to play (e.g. roads, railway lines, rubbish dumps, construction sites), safe use of transport, dangers of electricity and warning signs.
- Pollution: what pollution is; water, land, air and noise pollution; causes/effects on people and the environment.
- How people lived long ago: stories and experiences of older family/community members, old objects and photographs, and change and continuity between then and now.
- Space: what Earth looks like from space (land, sea, clouds), stars and planets, names of planets, telescopes, space travel and satellites/information provided by satellites.
- Creative Arts: 2D drawing/painting using different media; pattern and printmaking; contrast, proportion, emphasis and balance; simple 3D work using recycled materials; movement, body percussion and dramatic characterisation.
- Physical Education: turning, bending, curling, jumping and other non-locomotor/locomotor movements; coordination, balance, spatial awareness and safe execution of movement sequences.

Short revision guide for parents

- Revise the learner's Term 3 OPSA activities - not the entire year's work.
- Let the learner read a short text aloud in both languages every day and ask 3-5 questions about the text.
- Revise phonics and spelling from the learner's own Term 3 language activities, because Afrikaans and English follow different phonics sequences.
- For Mathematics: require the learner to show calculations and explain how the answer was obtained; also practise word problems, money, patterns, measurement and data.
- For Life Skills: discuss the themes orally and use pictures or everyday objects; practical art and movement skills should also be practised.
- The learner does not have to memorise comprehension stories. New texts may be used to assess the reading and language skills that were taught.

Sources on which this scope is based

- OPSA Foundation Phase Term 3 Series A Assessment Explanation - assessment components and mark distribution.
- Department of Basic Education (DBE): CAPS Foundation Phase.
- DBE 2023/24 Annual Teaching Plans: Mathematics Grades 1, 2 and 3 - Term 3.
- DBE Foundation Phase Annual Teaching Plans: Life Skills Grades 1, 2 and 3 - Term 3.
- DBE Term 3 teaching plans for Home Language and First Additional Language in the Foundation Phase.

Assessment note

This scope is a parent-friendly summary of the Term 3 work represented in the Series A assessment. It does not replace the learner's Term 3 learning programme. Where a DBE teaching plan develops a skill over several weeks, the assessment may use any appropriate example at the Term 3 level.