



OPSA

OPSA Term 2 CAPS Revision Guide - Grade 1

Foundation Phase / Grondslagfase

For use by parents and tutor centres for Term 2 CAPS revision.

OPSA assesses to learn; we do not learn to assess.

Purpose of this guide

This guide is designed to help parents, tutor centres and supervisors revise Grade 1 Term 2 CAPS work in a focused way. The emphasis is on understanding, skills and confidence, not on memorising for marks only.

Important usage note

- This document is a revision guide and not a full CAPS textbook.
- Use it to revise the core Term 2 skills, identify gaps and plan support.
- Work in short, regular and practical sessions. Foundation Phase learners learn best by doing, speaking, showing, drawing, reading and writing.
- Do not place the learner under unnecessary pressure. The aim is to see what has been mastered and where support is needed.

Quick CAPS overview per subject

Subject	Term 2 focus
Home Language	Listening and Speaking; Reading and Phonics; Handwriting and Writing
First Additional Language	Listening and Speaking; Reading and Phonics; Writing
Mathematics	Numbers, operations and relationships; Patterns; Space and Shape; Measurement; Data Handling
Life Skills	Beginning Knowledge; Personal and Social Well-being; Creative Arts; Physical Education

Home Language

Core skills for revision

- Listen without interrupting and take turns to speak.
- Talk about personal experiences or news in the correct sequence.
- Listen to simple instructions, pass on short messages and respond appropriately.
- Listen to stories, draw a picture to show understanding, answer open and closed questions, and sequence story pictures.
- Recognise most single sounds; identify initial and final sounds; build simple words from known sounds.
- Work with word families such as -ad, -at, -ak, -ed, -et, -ek, -ot, -op, -ok, -ut, -ug, -uk, -it, -ik and -is where applicable to the language programme.
- Read simple words and sentences using phonics, sight words and picture clues.
- Form lower-case letters correctly, practise patterns, write own name, short words, captions and one simple sentence.

Practical revision activities

- Let the learner share news for 3-5 minutes daily: who, what, where, when and how he/she felt.
- Read a short story aloud and ask: Who was in the story? Where did it happen? What happened first/next/last?
- Choose 5 sounds per day and build 5 words with sound cards or loose letters.
- Let the learner draw a picture and write one caption or one sentence about it.
- Practise letter formation slowly: starting point, direction, spacing and pencil grip.

Parent/tutor checklist

Skill	Consolidated?
Speaks clearly about an experience.	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> More practice needed
Follows simple instructions.	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> More practice needed
Recognises initial and final sounds.	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> More practice needed
Builds and reads simple words.	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> More practice needed
Writes own name, captions and one sentence.	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> More practice needed

First Additional Language

Core skills for revision

- Listen to simple words, phrases, songs, rhymes and stories in the additional language.
- Respond to simple instructions with actions, gestures or short answers.
- Use basic theme vocabulary in oral activities.
- Recognise familiar words, pictures and simple captions.
- Participate in shared reading of Big Books or simple enlarged texts.
- Copy or select simple words and captions; complete very simple sentences with support.

Practical revision activities

- Use picture cards: say the word, show the picture and let the learner repeat the word.
- Give simple instructions such as “stand up”, “point to”, “show me” and “sit down”.
- Read the same short rhyme or story over a few days to consolidate vocabulary.
- Let the learner match a familiar word to a picture or copy a caption.

Parent/tutor checklist

Skill	Consolidated?
Understands simple instructions.	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> More practice needed
Uses basic vocabulary.	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> More practice needed
Matches pictures and familiar words.	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> More practice needed
Joins in with rhymes or songs.	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> More practice needed
Copies simple words or captions.	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> More practice needed

Mathematics

Core skills for revision

- Estimate and count concrete and simple abstract objects up to at least 50.
- Count forwards and backwards in ones; count in 2s, 5s and 10s in a practical way.
- Read, recognise and write number symbols and number names within the Term 2 number range.
- Compare, describe and order numbers and groups: more, less, the same, most and least.
- Solve simple addition and subtraction problems with concrete materials, pictures and number lines.
- Copy, extend and describe simple number and shape patterns.
- Recognise 2-D shapes and 3-D objects; use position and direction language such as above, below, next to, in front of and behind.
- Compare length, mass and capacity with informal units; use time vocabulary such as morning, afternoon, evening, today and tomorrow.
- Sort objects and interpret simple picture data.

Practical revision activities

- Count everyday objects: spoons, buttons, stones or counters. Let the learner estimate first and then count.
- Play “what number comes before/after/between?” with number cards.
- Use story sums: “I have 4 apples and get 3 more. How many do I have now?”
- Let the learner build patterns with colours, shapes or sounds and explain the pattern.
- Measure table or book lengths with hand spans, blocks or pencils and compare results.

Parent/tutor checklist

Skill	Consolidated?
Counts objects to 50.	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> More practice needed
Compares more/less/the same.	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> More practice needed
Solves simple addition and subtraction.	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> More practice needed
Completes simple patterns.	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> More practice needed
Recognises basic shapes and 3-D objects.	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> More practice needed
Sorts and reads simple data.	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> More practice needed

Life Skills

Core skills for revision

- Understand and talk about my family, different family roles and respectful behaviour.
- Discuss safety at home, emergency situations and basic emergency numbers.
- Identify body parts and understand how to keep the body safe.
- Talk about yes and no feelings and safe/unsafe situations.
- Participate in drawing, painting, cutting, pasting, music, rhythm, role play and simple movement.
- Develop balance, coordination, body awareness and participation in simple games.

Practical revision activities

- Let the learner draw a family picture and explain each person's role.
- Discuss safe and unsafe places in the home, for example the kitchen, bath, electric plugs and stairs.
- Play "Simon says" to practise body parts and position words.
- Use role play to show what to do when the learner feels unsafe.
- Do short movement activities: jump, balance, crawl, throw and catch.

Parent/tutor checklist

Skill	Consolidated?
Knows basic family and safety vocabulary.	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> More practice needed
Names body parts.	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> More practice needed
Understands basic body safety.	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> More practice needed
Participates in art and movement.	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> More practice needed
Follows simple game rules.	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> More practice needed

10-day revision plan

Use this plan flexibly. Repeat any day if the learner still needs support.

Day	Focus	Signed off
Day 1	Home Language: Listening and speaking + short story	<input type="checkbox"/>
Day 2	Home Language: Reading and phonics	<input type="checkbox"/>
Day 3	Home Language: Handwriting and writing	<input type="checkbox"/>
Day 4	FAL: Vocabulary, listening and simple responses	<input type="checkbox"/>
Day 5	FAL: Reading/phonics and short writing	<input type="checkbox"/>
Day 6	Mathematics: Numbers, counting, comparison and place value	<input type="checkbox"/>
Day 7	Mathematics: Operations and word problems	<input type="checkbox"/>
Day 8	Mathematics: Patterns, measurement, shapes and data	<input type="checkbox"/>
Day 9	Life Skills: Beginning Knowledge and PSW	<input type="checkbox"/>
Day 10	Life Skills: Creative Arts and Physical Education + revision of weaker areas	<input type="checkbox"/>

Observation notes

Use this space to record strengths, gaps and support required.

Date	Observation / support