

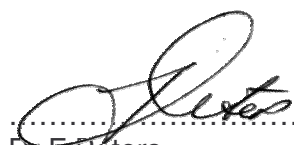
Foreword

Grade R is currently offered at Public Schools, Community-based sites and Stand alone sites. All Grade R educators are expected to assess learners, draw up Work Schedules, Lesson Plans as well as organize and manage a Grade R classroom. Reports from District Officials who monitor Grade R indicate that substantial support is needed in these areas.

This Guideline Document has been developed to support effective classroom implementation and standardize Grade R in the Province. It is the task of Grade R educators to expose their learners to a variety of activities and learning experiences to ensure that learners reach their full potential. A high quality Grade R programme and commitment from educators will lay the foundation for improved Literacy, Numeracy and Life Skills levels in the Province.

Grade R educators are encouraged to use this guide document in conjunction with textbooks in respect of the planning, teaching and assessment process. The document is aligned to the following guidelines: Provincial Literacy Strategy, Learner Attainment Targets and Provincial Assessment Document.

We hope that this Guideline will provide the necessary clarity and guidance needed to manage Grade R more effectively to ensure quality teaching and learning.



Dr F Peters

Director: Curriculum ECD & GET Programmes

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SECTION 1: FREQUENTLY ASKED QUESTIONS

1.1 QUESTION: WHAT IS MEANT BY GRADE R AND HOW DOES IT DIFFER FROM A GRADE 1 CLASS?

The term Grade R will be used uniformly to mean the year before entering Grade 1. This term will replace all current terms in use such as Grade O, Pre-primary class etc.

The National Policy: Education White Paper 5 (21 October 2001) on Early Childhood Development promulgated in terms of the National Education Policy Act (Act 27 of 1996) requires that by 2010 most of the 'five turning six year olds' would be accommodated within primary school-based reception year programmes (paragraph 6.1.3). By 2010 all learners entering Grade 1 will have access to a Grade R Programme.

The National Curriculum Statement starts from **Grade R** and thus Grade R forms an integral part of the Foundation Phase and should not be isolated. There are however differences which make Grade R unique from the rest of the Foundation Phase (Grades 1 to 3) and these are:

GRADE R	GRADE 1
Not yet compulsory	Compulsory in the year the child turns 7
Follow a Daily Programme with : Free play activities (Inside and/or Outside) Routine Activities Educator Guided Activities in: Literacy Numeracy Life Skills	Follow a Time Table: Learning Programmes: Literacy Numeracy Life Skills
Classroom Layout: Informal corners and open-plan areas (no desks in rows - just groups of tables and chairs)	More structured classroom layout with desks

1.2 QUESTION: WHAT IS THE ADMISSION AGE FOR A GRADE R LEARNER?

Act No 50 of 2002: Education Laws Amendment Act 2002, Section 5 of the South African Schools Act, 1996 was amended by the substitution for subsection (4) of the following subsection:

The admission of a learner to a public school:

- (i) Grade R is age four turning five by 30 June in the year of admission
- (ii) Grade 1 is age five turning six by 30 June in the year of admission

A parent can send their child to Grade 1 at the age six turning seven. (Media Statement by National Department of Education – 2 August 2004). When learners are admitted to a Grade R class great care should be taken to:

- ensure that learners are of the correct age
- ensure that Community-based sites do not send learners to a Grade R class at too young an age
- ensure that Public Schools do not accept learners to a Grade R class at too young an age
- ensure that the submission of a birth certificate and immunization record card as proof of the child's age be submitted (required for admission -a copy to be kept on file.)

The Grade R educator will thus have to work out Work Schedules and Lesson Plans for learners turning five/six years old in her/his class.

1.3 QUESTION: WHAT IS MEANT BY PRE-GRADE R LEARNERS?

Pre-Grade R learners are.....

Learners younger than 4 years and 6 months old.

1.4 QUESTION: WHAT IS THE CAREER PATH FOR THE UNQUALIFIED AND UNDER-QUALIFIED GRADE R PRACTITIONER AT A PUBLIC SCHOOL?

Under-qualified Grade R practitioners attached to schools need to undergo / receive accredited SAQA NQF Level 4 ECD training (REQV 10 ECD). Practitioners are encouraged to aim to improve their qualification to REQV 13:

NQF Level 4 ECD ⇒ NQF Level 5 ⇒ Level 6

Upgrading of Unqualified or Under-qualified Educators

(See Page 6 South African Council for Educator Document or consult Professional Development and Support Sub-Directorate Head Office DoE Zwelitsha for Further Information)

Qualification	Who may apply	New REQV Classification upon completion
National Professional Diploma in Education 360 Credits 3 years	Practitioners in schooling with qualifications classified at least at NQF level 4 in any other subfield on NSB 05 (e.g. Early Childhood Development)	REQV 13

1.5 QUESTION: WHICH DOCUMENTS SHOULD BE IN THE SCHOOL?

- National Curriculum Statement Policy Documents Gr R to 9
- Education White Paper 5 on ECD (21 October 2001)
- Education White Paper 6: Special Needs Education (July 2001)
- The Admission Age Policy: No 84 of 1996 South African Schools Act
- Amendment of Section 5: The Admission Age of Learners into Public Schools
- National Education Policy Act 27 of 1996: Language in Education Policy
- National Education Policy Act 1996: National Policy on HIV/AIDS for learners and practitioners
- Government Gazette on Assessment February 2007 Edition 29626
- Learner Profiles with:
 - Application forms with personal details, history of the learner
 - Copies of birth certificates -very important to establish correct admission age
 - Copies of immunization certificates

**ALL OFFICIAL DOCUMENTS AVAILABLE FROM THE DISTRICT OFFICES.
CONTACT THE DISTRICT CURRICULUM CO-ORDINATOR**

1.6 QUESTION: WHICH DOCUMENTS/FILES SHOULD A GRADE R EDUCATOR HAVE IN HER /HIS CLASSROOM?

- In-service training programme for Grade R educators Module 1 (KZN DEC/ UNICEF/ MiET)
- In-service training programme for Grade R educators Module 2 (KZN DEC/ UNICEF/ MiET)
- In-service training programme for Grade R educators Module 3 (KZN DEC/ UNICEF/ MiET)
- A File with Module 1 to Module 7 Foundation Phase INSET Training
- Assessment Guideline for Foundation Phase Grades R to 3
- A Planning File with the following:
 - Index
 - Class list
 - Daily Programme
 - Phase Plan
 - Work Schedules
 - Lesson Plans
- An Assessment File which indicates records of:
 - Continuous Assessment
 - Use of a variety of Assessment Tools
 - Use of a variety of Assessment Forms for Formal Assessment
- Learners formal Assessment tasks as prescribed in the Government Gazette on Assessment February 2007 Edition 29626 and Assessment Guideline for Foundation Phase Grades R to 3
- Record / evidence of learners' work
- Minutes of Parents Meetings
- List of learners that receive Grants

1.7 QUESTION: WHAT SCHOOL CALENDAR SHOULD BE FOLLOWED FOR GRADE R?

As prescribed for primary schools in the Province.

1.8 QUESTION: WHAT IS THE DURATION OF THE SCHOOL DAY?

Grade R			
22h 30 min per week teaching and learning time 4h 30 min per day teaching and learning time (Active Teaching and Learning)			
Learning Programme	Literacy 40%	Numeracy 35%	Life Skills 25%
Per week	± 9h 10 min	± 7h 30min	± 5h 50min
Per day	± 1h 50min	± 1h 30min	± 1h 10min

1.9 QUESTION: SHOULD GRADE R LEARNERS WEAR SCHOOL UNIFORM?

Grade R is not yet compulsory and therefore wearing school uniforms is not compulsory. Grade R learners need to wear comfortable clothes as they play, climb, paint etc. Some schools however have comfortable tracksuits or clothes such as T-shirts and shorts for Grade R learners.

1.10 QUESTION: WHY IS THE NOISE LEVEL COMING FROM THE GRADE R CLASS HIGHER THAN THAT FROM THE REST OF THE FOUNDATION PHASE?

In Grade R learners **LEARN THROUGH PLAY**. There will be quiet times, but when learners are busy with interaction or with Free Play activities or Outdoor Play, and they participate actively, there will be a certain amount of noise. If children are playing inside or outside (Free Play) it does not mean that teaching and learning is not taking place. The Grade R educator is busy assessing certain Assessment Standards whilst she is observing the learners 'playing'.

1.11 QUESTION: WHAT SHOULD THE GRADE CURRICULUM AT PUBLIC SCHOOLS, FREE STANDING PRE-SCHOOLS AND COMMUNITY-BASED SITES ADDRESS?

1.11.1. Curriculum offered at public schools, free standing pre-schools and community-based Grade R sites must be in line with the principles of Outcomes Based Education as laid down in policy documents of the Department of Education. This includes record keeping and reporting.

ALTHOUGH GRADE R IS PART OF THE FOUNDATION PHASE, THE GRADE R CURRICULUM IS NOT A DOWNWARD EXTENSION OF GRADE 1.

1.11.2 The Grade R curriculum prescribed in the National Curriculum Statements will apply. Learners should be given opportunities to **LEARN THROUGH PLAY**.

1.11.3. The following aspects must be considered in the application of the prescribed Curriculum to develop the knowledge, skills and values which all South Africans need and should guide the entire school curriculum.

1.11.3 (a) Development in terms of:

Critical Outcomes:

- Identify and solve problems and make decisions using critical and creative thinking
- Work effectively with others as members of a team, group, organization and community
- Organise and manage themselves and their activities responsibly and effectively
- Collect, analyse, organize and critically evaluate information
- Communicate effectively using visual, symbolic and/or language skills in various modes
- Use science and technology effectively and critically, showing responsibility towards the environment and the health of others
- Demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving do not exist in isolation

Developmental Outcomes

- Reflecting on and exploring a variety of strategies to learn more effectively
- Participating as responsible citizens in the life of local, national and global communities
- Being culturally and aesthetically sensitive across a range of social context
- Exploring education and career opportunities
- Developing entrepreneurial opportunities

(b) Emotional development

- Basic emotional needs
- Need for love, safety and security
- Need for new experiences
- Need for praise, acceptance and recognition
- Development of a positive attitude and confidence
- Self discipline
- Positive self-image
- Independence

(c) Intellectual and perceptual development

- Opportunities to develop the memory, perception, forming images, language development, decision-making, problem-solving, reasoning and creativity, critical thinking

(d) Social Development

- Interaction with family members, peers and other adults (friends and strangers)
- Introduction to the wider society - friends, school, community

(e) Communication, literacy and language development

- Pre-literacy, pre-reading and pre-writing experience is essential
- Exposure to incidental reading activities
- Listening and speaking skills
- Freedom to allow learners to start on a reading and writing programme should the learner show an interest
- Opportunities for language development in communication

(f) Development of numeracy and mathematical concepts

- Building knowledge through active learning with concrete/ real objects
- Addressed through constructivist approach

(g) Development of cultural, artistic craft skills (Creative Arts)

- Drama, mime, music, songs, games and dances, movement and various art mediums
- Multi-cultural approach

(h) Development of physical and natural sciences enquiring skills

- Broad concepts of care of the natural environment and how things grow
- Experience based

(i) Development of an understanding of technology and technological processes

- Broad concept of how things work and care of the man-made environment
- Experience based

(j) An understanding of economical principles

- Broad concept of buying and selling
- Experienced based
- Broad concepts of conserving/wasting resources

(k) Spiritual, moral and ethical development

- Development of strong morals and ethics
- Experience based

(l) Development of Human and Social awareness

- What learners should know about their society, their environment and world

(m) Physical Development

- Movement for intellectual, perceptual development and health
- Included in daily programme
- Concept of the body and position of self in relation to objects and space
- Co-ordination
- Health, Nutrition and Safety

(n) The holistic (total) development of the learner must be uppermost: social, emotional, cognitive, physical and spiritual aspects must be balanced

(o) Concrete experiences must be stressed

- (p) Realistic and relevant learning should take place
- (q) Learning must take place through active participation in planning, constructing, creating, discovering, exploring, experimenting, problem solving and playing
- (r) To respond to the needs of the whole child, an integrated approach to the implementation of the curriculum must be applied, thus allowing for progressive opportunities for development leading to the gradual refinement of a child's perception
- (s) Curriculum must be learner-centred, integrated and based on the acquisition of Skills, Knowledge and Values
- (t) The educator is the facilitator of learning – she/he mediates, designs, facilitates and resources the curriculum for learners
- (u) Grade R education is a process and not a product. For the learners too the process is very important
- (v) **NO FORMAL HOMEWORK PERMISSIBLE IN GRADE R – 'Homework' should be in the form of a message book (as needs of communication) requesting parents to:**
- Send resources e.g. cereal boxes, toilet rolls, etc. to school
 - Read stories to the learners at home
 - Listen to their children counting, reciting a new rhyme or poem, etc.

A PROVINCIAL ECD (GRADE R) CURRICULUM COMMITTEE WILL FUNCTION TO ADVISE ON CURRICULUM ISSUES

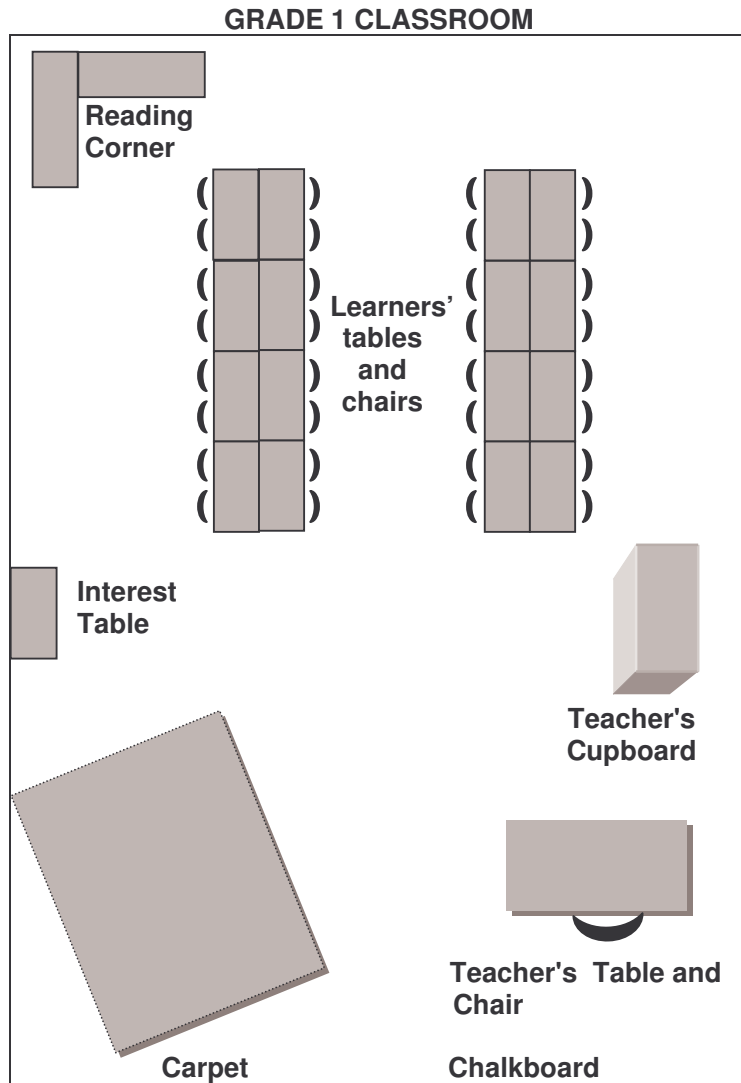
DISTRICT COMMITTEES MUST BE ESTABLISHED TO DEVELOP GRADE R AT DISTRICT LEVEL



SECTION 2

2.1 THE CLASSROOM LAYOUT:

2.1.1 Grade 1 Classroom compared to the Grade R Classroom



One difference between the Grade R classroom and Grade 1 classroom is the way in which the classroom is arranged. In the traditional Grade 1 class tables and chairs are arranged in such a way that it accommodates group work. All the learners sit at tables and chairs but must be seated in such a way that they can still face the chalkboard.

Basic Furniture in Grade 1:

- A chair per learner
- A table per 2 learners
- Tables should be placed in groups, but can also be arranged to suit the activities presented
- A reading corner (Shelves and/or Table)
- Chalkboard
- Teacher's table and chair
- Carpet for discussions and activities

2.1.2 The Grade R Classroom :

The planning and the structure of the Grade R classroom is different to a Grade 1 class:

- **TABLES AND CHAIRS SHOULD NOT BE ORGANISED IN ROWS WITH A TEACHER'S TABLE IN FRONT OF THE CLASS**
- The Grade R classroom should have a more informal layout
- There should be sufficient floor space for activities (ideally 1.5 m² per learner) and enough space to work
- It should be safe, waterproof and well ventilated
- Windows must be available to provide sufficient light and cross ventilation
- The classroom should be divided into different spaces where learners can play with a purpose.
- There should also be activity centres where active learning can take place. Divisions/ partitions between these areas can be made with cupboards, boxes etc.
- The space you have available will affect how you arrange the physical layout of the classroom.
- In outcomes-based education the educator has to be flexible in her arrangement of the classroom.
- The classroom environment must be stimulating and learners' work must be displayed
- The classroom should be a print-rich environment



You will need:

- ***an open space*** where the whole group can sit on the floor for stories, discussions etc. carpeted if possible
- ***space to display teaching aids, pictures*** on the walls or a flannel board
- ***an area where learners can do creative art work or small group work*** with enough small tables (± 6) and chairs grouped together to seat at least two groups and easily accessible resource materials in boxes. The tables and chairs should be a suitable size for a 4½ to 6 year old child
- ***a space for fantasy play***

- **low open shelves or boxes** for books, educational toys, puzzles and games that are easily accessible
- **area or walls** for display of learners' work
- **a special book corner** for reading material such as magazines and books with a small carpet and cushions
- **tables for special purposes** like a discovery table for displaying articles that extend the 'Theme-Context' for the week or for display of Numeracy, Literacy and Life Skills activities
- **the tables and chairs** grouped together-you do not need one per child as many children prefer to work/play on the floor
- **a carpet**

A small rug or mat and cushions can be placed in the Literacy Area whilst a large carpet is used for group teaching, news time and story time



- **shelves and storage**
Shelves labeled with learners' names where they can put their suitcases. The practitioner should have a cupboard or shelves where she can store her equipment, materials and learners work and files of evidence
- **lack of space**
If you do not have space to provide the different activities, it may be useful to draw up a list of what the children need (and will benefit the most from in the learning environment) Prioritize and rotate activities
- **lack of resources**
A Grade R educator should improvise and make her own resources from papier-mâché e.g. a cupboard, chairs, cups and saucers etc. for the fantasy area. Parents can be asked to help to collect waste material and make resources

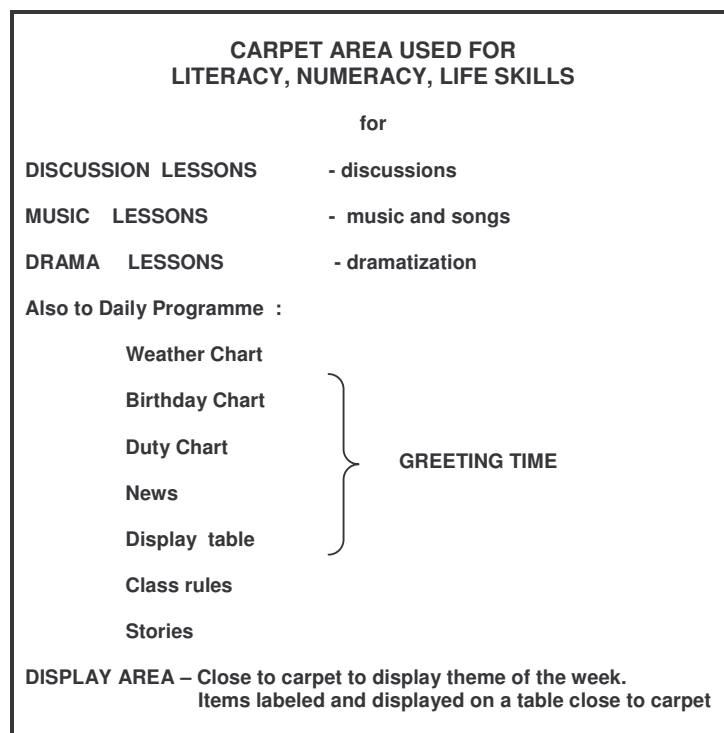
2.2 ARRANGING THE CLASSROOM:

Using all the above as a guide, educators can adapt equipment and furniture in any way they like to arrange the classroom. Keeping the NCS in mind and also the three Learning Programmes that are implemented in Grade R, the activity areas or corners can also be set up as three activity centres or areas namely:

**LITERACY ACTIVITY CENTRE
NUMERACY ACTIVITY CENTRE
LIFE SKILLS ACTIVITY CENTRE**

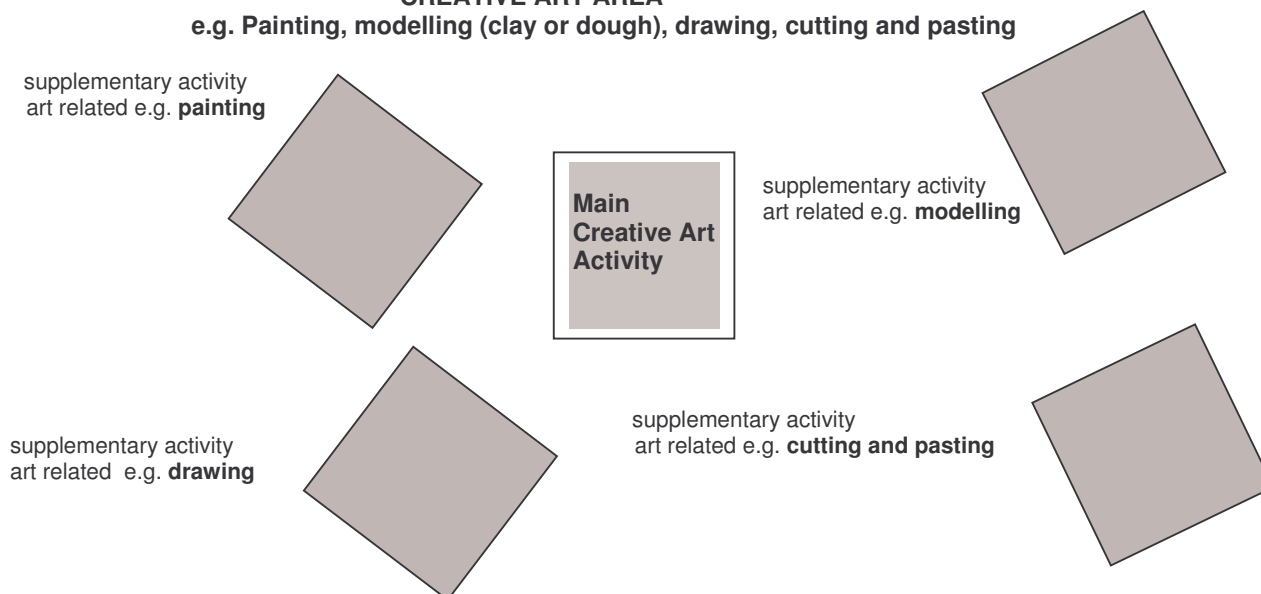
LITERACY ACTIVITY CENTRE (with activities and posters)	NUMERACY ACTIVITY CENTRE (with activities and posters)	LIFE SKILLS ACTIVITY CENTRE (with activities and posters)
All types of books suitable for Gr R Posters and photos Educational Games for Literacy Carpet/ Mat Cushions Magazines and newspapers Alphabet charts Puzzles Writing equipment and paper	Puzzles Lego Building Blocks- different sizes and shapes Posters- numbers, shapes etc. Counters and other objects to count Numbers Charts Educational Games for Numeracy	Posters Pictures and photos Various types of clothing - male/ female/different cultures Papier- maché or box furniture Telephones Kitchen equipment Dolls Cars

THESE ARE JUST SOME EXAMPLES BUT MORE CAN BE ADDED



CREATIVE ART AREA

e.g. Painting, modelling (clay or dough), drawing, cutting and pasting



Creativity is very important for the Grade R child. Again it is not a matter of **watering down Grade one activities**. For Creative Art Activities parents often expect an end product, but the value for the Grade R child lies in the experience he/she gains in the process. Grade R educators often experience problems in the sense that the learners want to take their products home and parents like to see what the Grade R child has created. This poses a problem in keeping evidence for assessment purposes. Display the learners' work on walls, cupboards in the passages and on doors etc. Make assessment/observation notes before the work goes home.

Through creative activities Grade R children:

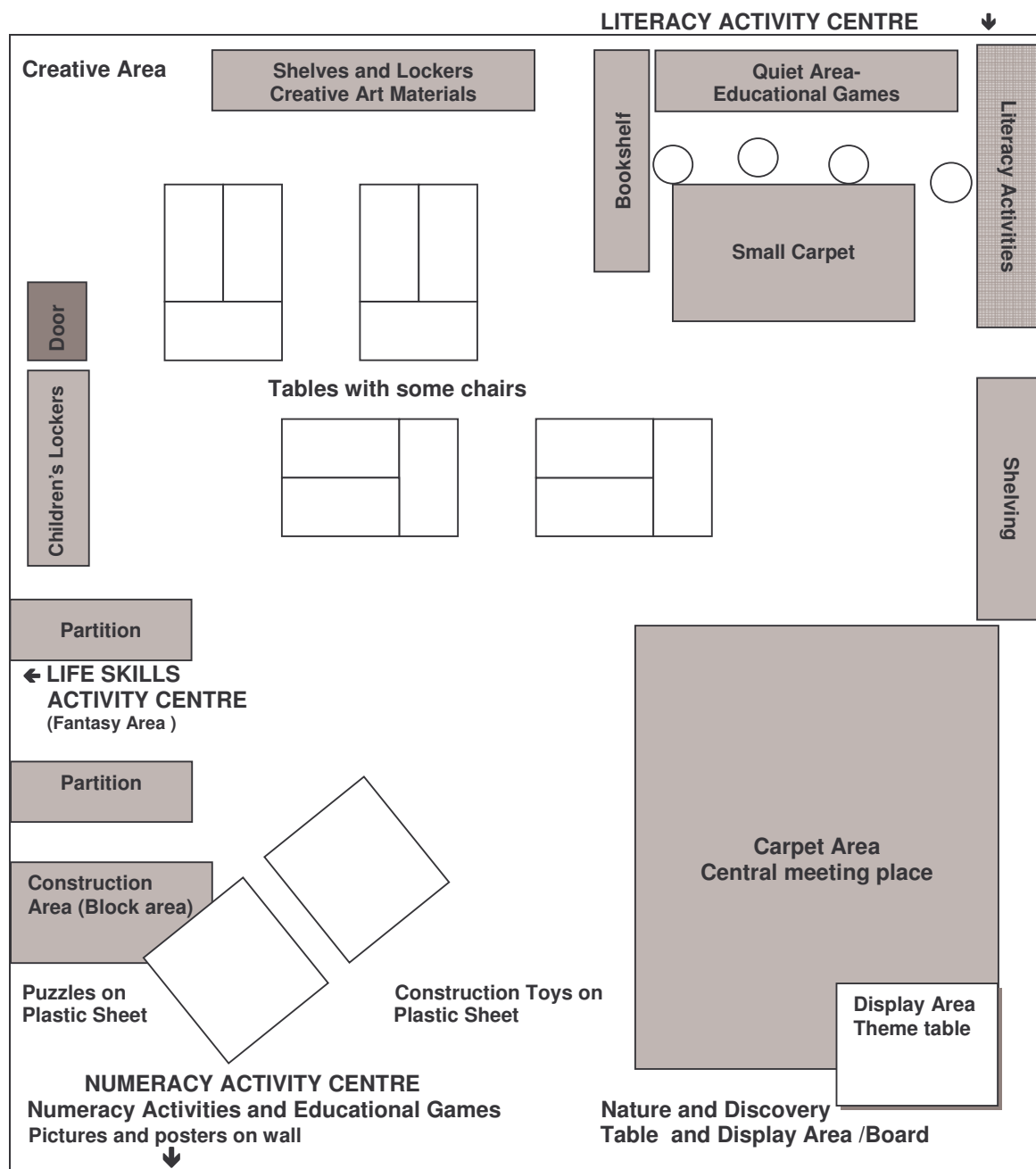
- Communicate and express themselves
- Release and express emotions
- Develop their self-confidence and self-concept
- Develop aesthetic awareness and appreciation of other learners' work
- Enhance the ability to visualize

The Grade R educator should not:

- Do the artwork for the learners or edit it (correct it for them)
- Insist that all the learners draw/paint the same picture for example of a doll or car. The learners should be allowed to be creative. Allow the learners to compete their paintings or drawings even though during the process the educator might feel that the learners are 'spoiling the picture'
- Provide pictures and insist that the learners copy the picture



AN EXAMPLE OF THE LAYOUT OF A GRADE R CLASS



- A large educator's table is not needed - the educator should be continually moving around
- Tables and chairs for the learners
- Creative Art Area - the creative area can be extended to outside on the veranda (See Page 11 drawing/painting stand)
 - shelving and storage facilities should be close to the creative area
- Fantasy Area - in a demarcated area with storage facility
- Construction/Block Area - noisy activity, must have storage facility
- Quiet Area - floor covering to sit on
 - shelves for display of books
 - away from paint
- Theme table - close to carpet area

Fantasy Area



Learners busy with construction apparatus (Blocks)



2.3 THE OUTDOOR PLAY AREA

Do not have Outdoor Play at the same time as the break times of the rest of the school. It is very important for Grade R learners to preferably have their own play area separate from the rest of the school, but ideally attached to their classroom. Such a class should be situated in a position where the noise level will not affect the rest of the school. Outdoor Play needs to be supervised at all times and structured activities need to be provided for Outdoor Play.

[See Module 2 : In-service training programme for Grade R educators (KZN DEC/ UNICEF/ MiET)]

The Outdoor Play Area is used for activities such as:

- Running
- Hopping
- Swinging
- Sliding
- Climbing and crawling
- Catching
- Throwing
- Kicking
- Woodwork
- Wirework
- Block Play
- Gardening
- Senso-pathetic play (water, sand, mud)



2.3.1 Space:

Learners must have sufficient space to play freely. A minimum of 2m² outdoor space (ideally) per child should be provided.

[P45 Guidelines for Early Childhood Development Services by Department of Social Development 2007]



2.3.2 Safety

The property must be securely fenced with a gate that is locked during school hours.

2.3.3 Toilet Facilities

There should be sufficient toilets and it is very important that the sizes of the toilets are age appropriate. Where outside latrines (far away from the classroom) are still in use, the learners should be accompanied by an adult. Washing facilities should be provided. If running taps are not available, a bowl or bucket with water is sufficient. (One toilet and washing-basin per 20 learners)

[P46 Guidelines for Early Childhood Development Services by Department of Social Development 2007]



Toilet Facilities



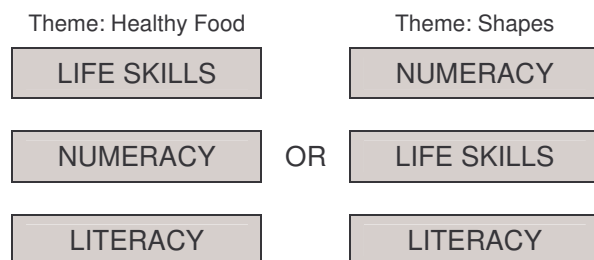
Outdoor Play Area

2.4 THE DAILY PROGRAMME OR TIMETABLE

- The Grade R Daily Programme organizes the activities that will take place on a daily basis and should ensure that they take place in a morning of four and a half hour

Life Skills 25% 1h 10mins	Literacy 40 % 1h 50mins	Numeracy 35% 1h 30mins
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- The Daily Programme is not the same as that of Grades 1 to 3, but it needs to fit in with the rest of the school
- The Daily Programme at different schools will also differ and should be adjusted to fit the needs of the specific school
- The educator should work out a daily programme for her/his own class taking whole group time, small group time, routine times and Indoor or Outdoor Free Play into consideration
- The educator should greet and receive the learners on arrival. This should happen individually as they arrive. Next is a group discussion activity which includes discussion on weather, learner's birthdays, the news and days of the week. This is followed by introduction to the plan of the day and discussion about the display tables which are linked to the theme
- Learners should be involved in Indoor creative art activities
- This should be followed by toilet routine and a refreshment/snack break. The educator must supervise break/snack times. Learners should sit at the tables or sit down eating their refreshments and not be allowed to run and play whilst eating, but should be encouraged to socialize
- The order of the Literacy, Numeracy or Life Skills slots on the daily programme may be alternated according to the theme or topic that is followed for that specific week and the discussions and lessons plans worked out for that week, e.g.



- Outdoor Play gives the learner an opportunity to interact with other learners, develop large muscles and gross motor skills. Indoor and Outdoor Free Play is determined by the season and the weather condition
- Whole group adulated-guided activities (Movement, Music or Drama lessons) should be fitted in during

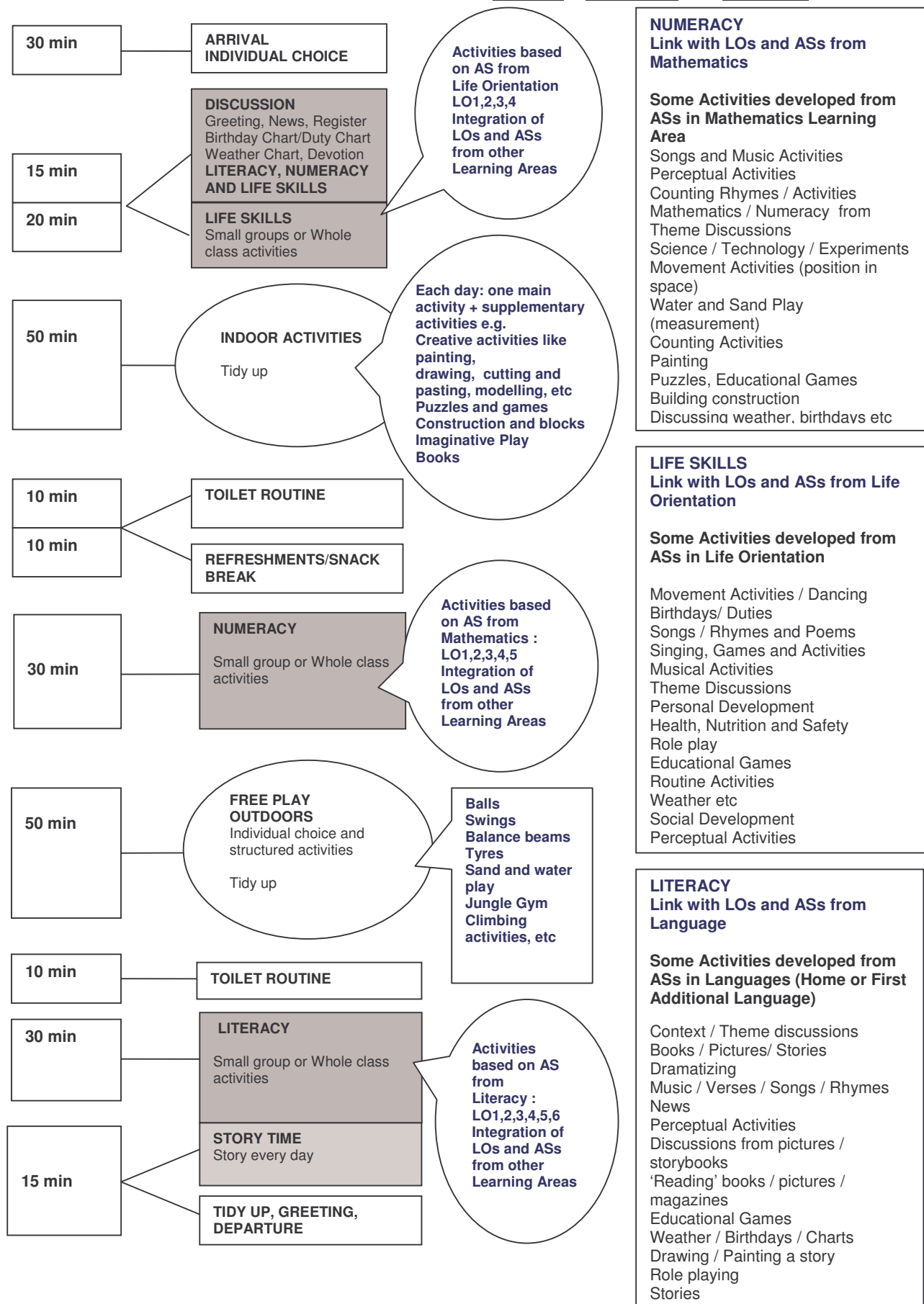
LITERACY	NUMERACY	LIFE SKILLS
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 depending on your theme/topic for the week
- At the end of each day the learners listen to a story which is suitable for their age

The Grade R child cannot sit still for long periods like the Grade 1 child and therefore needs a lot of different activities to stimulate him/her and also needs a variety of activities. They need to be able to work and play alone, in small groups and with a whole class

AN EXAMPLE OF A DAILY PROGRAMME

[Activities done during Routine, Free Play activities etc will account for the rest of the required hours and minutes per Learning programme for **Literacy** , **Numeracy** and **Life Skills** per day]



2.5 MANAGING THE CLASSROOM

2.5.1 ADULT GUIDED ACTIVITIES: WHOLE CLASS ACTIVITIES

- Whole class activities are also sometimes called '**Rings**' because the learners often sit in a ring around the educator
- The educator guides the learning and teaching and instructs (guides) the learners what to do.
- These activities can take place inside the classroom, outside or in a hall (if the school has one)
- All the learners are involved in the same activity and should listen to the instructions/ questions of the educator and be encouraged to respond freely

Examples of adult guided activities are:

- Discussion Lessons
- Movement Lessons
- Music Lessons
- Drama Lessons

It can also be done during:

- Greeting
- Story time

2.5.2 SMALL GROUP ACTIVITIES:

- The educator divides the class into groups with the same number of learners in each group
- The educator can give the groups different names (Be creative in naming the groups)

It is difficult for any educator to assess all learners at the same time, but in small groups with learners doing the same type of activity, spread over a week or sometimes more days (if the class is very large and the topic or theme lasts more than a week) she will be able to assess if the learners are able to meet the Outcomes through the Assessment Standards.






An example of a Lesson (Monday to Friday) would be as follows:

Mathematics	LO 2: AS 2 Copies and extend patterns using physical objects and drawings e.g. using colours
	LO 5: AS 2 Sorts physical objects according to one attribute (property) e.g. red shapes
Language (FAL)	LO 5: AS 1 Uses language to develop concepts (colour and shape)

[More LO's and AS's can be added. This is just an example to explain how group work can be done in a class]

- The groups stay the same over time and learners sit together and work together sharing the resources
- The groups do different tasks and the educator works with one group, but keeps her/his eye on the other groups
- The educator can now assess the small group because she/he can pay individual attention to the learners
- The groups that are not with the educator learn to work independently


























If the learner is in the  **cat** group, he/she will do the following on:

 MONDAY	Sort and classify colours and shapes
 TUESDAY	Trace and colour shapes, cut them out and sort them
 WEDNESDAY	Bead threading - thread different colour beads according to a pattern
 THURSDAY	Playing cards and shape games
 FRIDAY	Match drawings of shapes

[See page 31 – 33	Module 1:	In-service training programme for Grade R educators	-	Module 1 (KZN DEC/ UNICEF/ MIET)]
[See page 40	Module 2:	In-service training programme for Grade R educators	-	Module 2 (KZN DEC/ UNICEF/ MIET)]
[See page 26 - 29	Module 3:	In-service training programme for Grade R educators	-	Module 3 (KZN DEC/ UNICEF/ MIET)]

The educator has several opportunities to assess the learner if he/she cannot do it the first time.

FAL LO5: AS1 is assessed in all the activities

Monday	 Sort and classify colours and shapes	 Trace and colour shapes, cut them out and sort them	 Threading different colour beads	 Playing card and shape games (snap)	 Matching drawings of shapes
Tuesday	 Sort and classify colours and shapes	 Trace and colour shapes, cut them out and sort them	 Threading different colour beads	 Playing cards and shape games (snap)	 Matching drawings of shapes
Wednesday	 Sort and classify colours and shapes	 Trace and colour shapes, cut them out and sort them	 Threading different colour beads	 Playing cards and shape games (snap)	 Matching drawings of shapes
Thursday	 Sort and classify colours and shapes	 Trace and colour shapes, cut them out and sort them	 Threading different colour beads	 Playing cards and shape games	 Matching drawings of shapes
Friday	 Sort and classify colours and shapes	 Trace and colour shapes, cut them out and sort them	 Threading different colour beads	 Playing cards and shape games (snap)	 Matching drawings of shapes

2.5.3 FREE PLAY (Individual choice Indoors or Outdoors)

Free play is a choice between indoors or outdoors and should include:

- Block play and construction apparatus
- Puzzles and games
- Paging through books 'reading' in quiet area
- Construction apparatus and building blocks
- Sand and water play
- Wood / wirework
- Make believe play (fantasy play)



There can be 'Free Play' during Outdoor Play or there could be some structured activities outside.

2.5.4 LEARNERS WITH BARRIERS TO LEARNING

All Grade R learners should be included in all activities in the classroom and outdoors. Early identification of Barriers to Learning plays an important role because early intervention is very important. Early warning signs in Grade R will be observed by the educator through the demonstration of the activities.

Examples:

- Difficulty to learn or develop physical movement and functions such as grasping an object, walking or crawling
- Difficulty in learning to speak and listen
- Physical and biological malformations in the body at birth or during the growth process
- Difficulty in getting attached to and interacting with people as well as developing relationships
- Difficulty with pre- reading and literacy related skills
- Difficulty with performing given tasks in a learning environment
- Difficulty remembering or recalling routines or information
- Lack of self-discipline and control, behaviour problems
- Lack of concentration when engaging in tasks
- Perception - hearing difficulties and visual problems

PERCEPTION

The eyes see an object or the ears hear a sound. This data is sent to the brain. The brain recognizes what is seen by the eyes or what is heard by the ears. In this way the brain makes contact with the outside world. This contact is called perception. Other ways in which the brain makes contact with the outside world is by smelling (the nose), tasting (the tongue) and touching (the skin).

PERCEPTUAL SKILLS	BARRIER TO LEARNING
Visual Perception This is the ability to recognize similarities and differences	This is when the child cannot see the difference between b and d and u and n
Visual memory Visual memory is to remember what the eyes had seen	A child with poor visual memory cannot remember what he/she has seen
Form Perception The ability to identify shapes and symbols in the child's immediate environment, irrespective of size and position and the ability to distinguish certain qualities of an object such as form or colour	A child with poor form perception will have problems with the reading and writing of words which are similar (b/d; p/d; u/n; pot/top)
Auditory memory This is the ability to remember what the ears have heard	Children with poor auditory memory have trouble in re-telling a story or carrying out instructions which were given verbally
Auditory discrimination This is the ability to distinguish between certain sounds	A child with poor auditory discrimination will not be able to differentiate between sounds that are more or less similar e.g. mice and rice / three and free / every and very

What educators can do to help:

- Do not be impatient if the learner takes more time than the others to complete or do activities, but allow the child more time
- Accept children with barriers for who they are as individuals, having potential in other aspects of growth and development
- Do not 'label' learners with special needs and barriers
- Do not treat children with barriers differently to others, except by making allowances for what they cannot do
- When planning activities and programmes take into account the special needs of children with barriers to growth and development
- Present activities at a slower pace to ensure understanding and allow children longer time to answer
- Break activities up in easy learning steps
- Give simple pictures to cut and make sure to give adapted scissors
- Revisit activities if the child's attention span is short
- Give individual attention to the child
- Teach looking and listening skills as part of building up concentration and attention
- Make use of game-like approaches to motivate and build confidence when introducing Literacy and Numeracy skills
- Give special attention to the improvement of communication skills
- Provide an environment with the relevant resources and materials needed for them to develop and grow
- Make use of plenty of multi-sensory approaches to learning, in which the learner sees, hears, feels and manipulates
- If a child shows consistent signs of barriers to learning, inform the parents but be very certain that you have identified problems with the child and you can prove it
- For consultation and referrals, keep a list of information about organizations, associations and medical institutions that deal with barriers to growth and development
- Familiarize yourself with government policies e.g. White Paper 6 and various documents across different departments
- Children with barriers, like any other child, need to be encouraged and praised, especially in areas in which they are strong or in which they have an interest
- Learn more about a child's specific barrier and find ways of helping them to compensate for their barrier
- Involve the child in normal routines and activities in the centre or school
- Severe barriers need specialist attention
- Once a barrier has been identified the educator should work with other caregivers and specialists as well as the parents to help the child as far as possible
- Accept the child's barrier and keep records of the child's behaviour and progress especially at specific times e.g. when the child is receiving some form of treatment or specific care. Record it if the child takes special medicine

[See Module 2: In-service training programme for Grade R educators (KZN DEC/ UNICEF/ MIET)]

In the Module there is a booklet on Special Needs and it addresses different type of Barriers, how they manifest and what the educator should do to assist the learner

SECTION 3

THE THREE LEARNING PROGRAMMES

3.1 EXPLANATION OF THE THREE LEARNING PROGRAMMES IN FOUNDATION PHASE FROM A GRADE R PERSPECTIVE

In the Foundation Phase (Grades R – Grade 3) there are 8 learning areas, but these learning areas are divided into three **Learning Programmes**.

- **Literacy**
- **Numeracy**
- **Life Skills**

The Grade R educator has to ensure that the Learning Outcomes of all eight of the learning areas are covered effectively in these three Learning Programmes. The learning outcomes of the three learning programmes are then applied in the classroom according to OBE principles. The **Work Schedules** and Learning Units (lesson plans) are planned and compiled from the phase (Gr R to 3) long NCS Curriculum. The **Work Schedule** is a year-long plan of how teaching and learning should be sequenced and paced in a particular grade, in this case specifically, Grade R.

The Work Schedule is designed to cover the number of teaching weeks in a year.

Learning Outcomes are repeated systematically and regularly in accordance with the prescribed time allocation of the Education Department, namely:

- **Literacy** 40%
- **Numeracy** 35%
- **Life Skills** 25%

The content of the themes is used as a **context**, which gives substance to the Outcomes and Assessment Standards to be achieved.

3.1.1 THE LITERACY LEARNING PROGRAMME in Grade R focuses on activities that promote:

- Language acquisition and development (learning, extending and enriching the home language and an additional language)
- Communicating in various ways by using words, symbols, gestures, signs, music, art etc.

BACKBONE OR CORE LEARNING AREA

LEARNING AREA : LANGUAGES
LO 1: Listening
LO 2: Speaking
LO 3: Reading and Viewing
LO 4: Thinking and reasoning
LO 5: Language structure and development
LO 6: Language structure and use

LANGUAGE OF TEACHING AND LEARNING:

If for example the Home Language of the Grade R child and the Language of Learning and Teaching (LOLT) is the same in Foundation Phase and Intermediate Phase, Grade R learners can start learning a First Additional language as early as Grade R depending on the level of development and competence of the Learners

[Also see page 22 to 26: Foundation Teachers' Guide for the Development of Learning Programmes. - Available in all schools]

Learners develop their language such as **LISTENING, SPEAKING, EMERGENT READING and EMERGENT WRITING**. In Grade R we deal with **early literacy** and that means that there are specific types of knowledge, skills and values that we have to focus on.

LEARNING OUTCOME 1: LISTENING

This Learning Outcome will always be integrated with Speaking (Learning Outcome 2). It may also be integrated with Learning Outcome 3 and 4 and will use the knowledge gained from LO's 5 and 6.

The emphasis at this early stage is on listening and speaking. Hearing and Listening both have an impact on effective learning. Learners need to develop these listening skills and therefore need many opportunities to do so and in the process obtain the knowledge that they need.

- **Hearing** is an activity of the ear and the quality of the learner's hearing is of vital importance for learning
- **Listening** is an activity of the mind and involves thinking, understanding and reasoning
- When learners begin to learn a language (Home or Additional), they acquire it through **Listening**

We know this when the learner achieves the following **Assessment Standards**:

Home Language:

- **AS 1:** Listen **attentively** to questions, instructions and announcements
- **AS 2:** Appropriate listening behaviour by listening without interruption
- **AS 3:** Listen with **enjoyment** and **understanding** to oral text such as songs, rhymes, short poems and stories
- **AS 4:** Develop phonic awareness by recognizing that words are made up of sounds, distinguishing between beginning and ending sounds, words with one or more syllable and recognizing rhyming words

First Additional Language:

- **AS 1:** Understand short simple dramatized **stories**
- **AS 2:** Understand simple oral instructions
- **AS 3:** Shows respect for classmates by giving them chance to speak and by listening to them

At this stage learners can best be assessed through their performance (i.e. by carrying out verbal instructions, pointing out things, participation, joining in and singing along, appropriate language (i.e. greetings) or simple one or two word answers. Listening to stories develops their literacy and vocabulary.

LEARNING OUTCOME 2: SPEAKING

This Learning Outcome will always be integrated with Learning Outcome 1 (Listening). It may also be integrated with Learning Outcomes 3 and 4 (Reading and Writing)

Speaking is an important part of the Grade R learner's social, cultural and personal development. We need to help learners develop the skill to be able to speak confidently. People make use of verbal and other ways of communication and we also need to give the Grade R learners opportunities to do so.

To develop the speaking skill of the learner, the educator should incorporate the learner's real life experiences in a planned way

We know this when the learner achieves the following **Assessment Standards**:

Home Language:

- **AS 1:** Talk about family and friends
- **AS 2:** Express own feelings and feelings of real or imaginary people
- **AS 3:** Sing and recite songs and rhymes
- **AS 4:** Use language imaginatively for fun and fantasy

- **AS 5:** Ask questions and respond
- **AS 6:** Pass on messages
- **AS 7:** Recount own personal experiences
- **AS 8:** Tell own stories and retells stories of others in own words
- **AS 9:** Participate confidently and fluently in a group
- **AS10:** Show sensitivity when speaking to others
- **AS11:** Role-play different kinds and manners of speech e.g. telephone conversation

First Additional Language:

- **AS 1:** Use, respond to simple greetings and farewells and thank people
- **AS 2:** Memorize and perform songs and action rhymes with right intonation, rhythm and pronunciation
- **AS 3:** Use polite forms such as 'please, thank you and sorry'

LEARNING OUTCOME 3: READING & VIEWING (EMERGENT – INCIDENTAL READING)

LO's 3 and 4 are closely linked. Learners acquire the ability to read and write and design a variety of text through Reading and Viewing. These may also be integrated with LO1 & 2 and will make use of the knowledge gained from LO 5 and 6.

'Reading' in Grade R in Home Language means to:

- **AS 1 :** Use visual cues to make meaning e.g. makes sense of stories through the pictures
- **AS 2 :** Role-play reading
- **AS 3 :** Make meaning of written text
- **AS 4 :** Starts recognizing and making meaning of words and text by:
 - Recognizing and 'reading' high frequency words such as own name and print in the environment such as **STOP**
- **AS 5 :** Begin to develop phonic awareness by:
 - Recognizing initial consonant and short vowel sounds
 - Recognising and naming some common letters of the alphabet such as the letters of the learner's name
 - Recognises some rhyming words

'Reading' in Grade R in First Additional Language means to:

- **AS 1:** Recognize some high frequency words in the media (brand names) and environment e.g. ('STOP', 'GO')
- **AS 2:** Read picture books
- **AS 3:** Name the sound his/her own name begins with (first step in phonemic awareness)
- **AS 4:** Learn rhymes and songs which develop phonemic awareness (e.g. We're going to the zoo, zoo, zoo. Are you coming too, too, too?)

One of the most important reasons why learners fail to make progress in reading and later on develop serious reading problems can be attributed to the fact that they were not ready when formal reading instruction was first introduced. By reading readiness we mean the maturation of the physical, intellectual, emotional and language development components which are required in the reading action. Introduction to reading should aim at the acquisition of as many reading skills as possible and can be divided into:

Preparatory Reading
 Incidental Reading
 Formal Reading
 Independent and Silent Reading

NO FORMAL TEACHING OF READING SHOULD TAKE PLACE IN GRADE R BEFORE PREPARATORY READING AND INCIDENTAL READING HAS TAKEN PLACE. IT SHOULD NOT BE EXPECTED THAT ALL LEARNERS MUST BE ABLE TO READ WHEN THEY ENTER GRADE 1

The Assessment Standards set out are the minimum standards that a learner should achieve. Some learners will however exceed the standards required from them and will make attempts at reading.

PREPARATORY READING

Perceptual exercises and activities should be part of the preparatory reading programme that ought to be presented before a start is made with formal reading. **Before a child starts to read he must look at the printed material in the correct order namely:**

- **The left to right eye movement**
- **The top to bottom**
- **Eyes move back**

Learning to read also depends heavily on **auditory and visual skills**. The child must be able to:

- distinguish between sounds (**auditory discrimination**)
- remember the sounds that the educator makes (**auditory memory**).
- the child must be able to see differences in pictures, figures and letters (**visual discrimination**)
- predict what happens next (**remember the series of events in a sequence etc.**)

EXAMPLES OF HOW INCIDENTAL READING CAN BE DONE IN GRADE R

Incidental reading takes place during the course of the year. It is an example of written language that is displayed in such a way that it serves as a visual reminder of vocabulary that the learner is acquiring. The learner learns words and sentences without really realizing it. Words and sentences are placed on various objects, for example the names of children are attached to the desks. Their names can also be attached to the shelves where they put their schoolbags or their clothes.

There is no formal teaching involved for incidental reading. The children see the names and sentences daily. Incidental reading is also about:

- being able to interpret symbols (like the picture of a sun ☀) –‘reading pictures’
- Recognising well-known words like **Fanta, Coca –Cola, PEP STORES** etc.
- recognising own and the friends' names
- recognising signs like road signs
- recognising numbers e.g. **2 3 5 6 7**
- recognising letters e.g. **s d o m c**

[See p 22 Module 1: In-service training programme for Grade R educators Module 3 (KZN DEC/ UNICEF/ MIET)]

EXAMPLES OF HOW INCIDENTAL READING CAN TAKE PLACE:

(a) NAME CARDS

The name of each learner is written on a name card and should be displayed at his/her desk. At the beginning of a new year learners can also initially be given name cards to pin onto their clothes or to hang around their necks. Place the learners' name cards on the floor (The girls' names in the one corner of the classroom and the boys' names in the other corner. The educator then asks children each to find his/her own name. If they are doubtful they must take the card to their own desks and compare it to those cards attached to their desks to see if it is correct.

Lulu

Sipho

(b) WEATHER CHART

The weather chart should be changed daily. The day as well as the weather condition for that day should be recorded and the learners' attention should be drawn to the weather chart during the course of the day. The children can describe the weather and place the relevant weather symbol (sun, cloud, rain) on the weather chart. The weather chart should show each day of the week and the learners should learn the names of each day.

[See p 8 & 9 Module 2: In-service training programme for Grade R educators (KZN DEC/ UNICEF/ MIET)]

(c) DAILY NEWS

± 20 sheets of paper in which the educator writes the daily news while the children are looking on.



The news chart is to record news that one of the learners has told, or that all the learners are aware of and talking about, or news of a world event that the educator wants to bring to the learners attention. The educator can choose an interesting item of news and write a simple sentence on the paper. While she is writing, she says the words slowly and distinctively so that the children can hear parts of the word. The child who supplied the news item does the drawing. These pages may later be stapled into a book, which is then placed in the book corner.

(d) NAMES OF OBJECTS IN THE CLASSROOM

The educator prepares name cards (two of each: one to stick onto the object and the other to use)

Each Grade R classroom should have labels on the furniture, walls, windows and other classroom accessories to identify them e.g.

kas / cupboard / ikhabhathi
deur / door / ucango
venster / window / ifestile
tafel / table / itafile

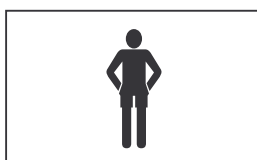
Educators can also make use of flashcards. The names should be put up on the objects the day before. The names of the objects should be neatly written on loose cards which could be flashed for the learners to recognise. If they do not know or are doubtful, they should try and find the matching object with the label on it in the classroom. At a later stage the educator can hand out cards with the names of the objects in the classroom, to individual children. They have to find the object named on their cards, walk to the object and place their card next to the other card.

(e) POSITION CARDS

The educator holds up a name of a pupil and a position card (e.g. under) and an action card (e.g. sit). The child must then do the action. These cards should be illustrated for Grade R learners. Children are not expected to read the words.

(f) ACTION WORDS AND NAMES OF CHILDREN

Pictures depicting actions and the word to describe each action are displayed as the educator introduces this new vocabulary



S i p h o

N t o m b i

B e n

s w i m

s t a n d

s h o u t

The educator can hold up a picture card with an action word. The learners must 'read'/interpret it. She can then put it on the wall/floor. She has to repeat this activity with all the action (picture) words such as sit, stand, walk, run, jump, swim, talk etc. The educator can now hold up two cards and the children can do the action indicated on each card. Proceed the same way with all the action cards. The educator now can flash the childrens' name cards and they must try and recognize their own names. When they have identified their names, they put their hands up. The educator then can hold up an action card and also a child's name. The child then does the action.

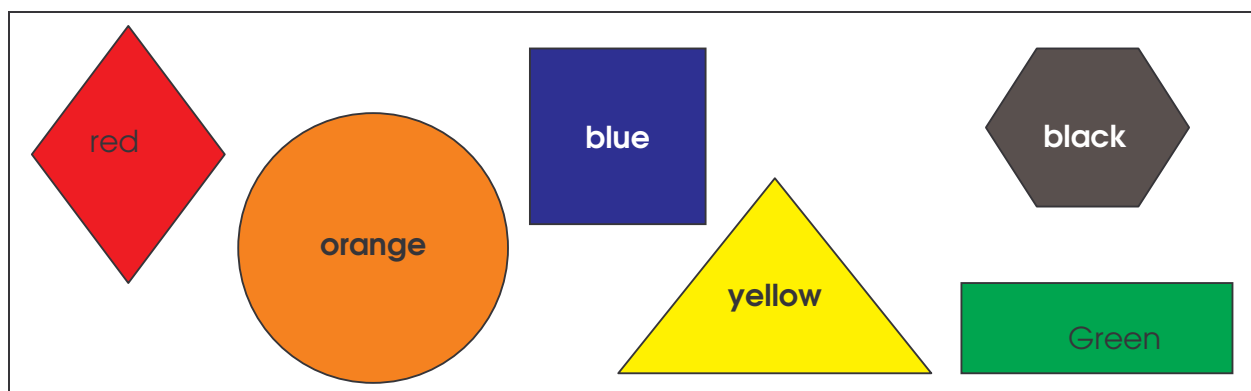
(g) DAILY DUTIES

An illustrated duty chart is drawn up by the educator and changed weekly. The words for objects are written on classroom labels and the learners see the words on the objects such as:



The daily duties are pinned to the notice board and specific children have to perform them.

(h) COLOUR / SHAPE CHART

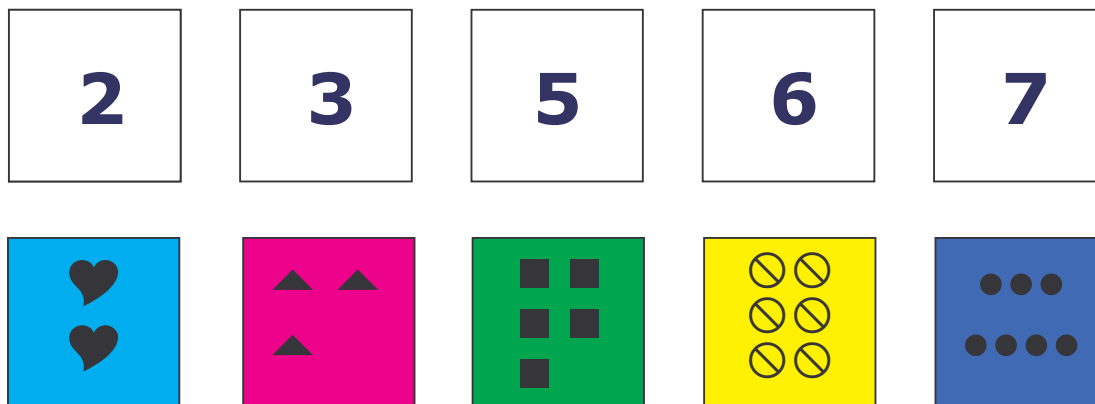


A colour and shape chart or charts (together or separately) can be used by the educator and when she refers to colour or shapes she/he points to them. This chart can be put up against the wall and learners refer to these shapes or colours when they are in doubt of what a certain colour or shape looks like.

(i) NUMBER SYMBOLS

The educator displays number charts on the wall. Make a set of individual number cards and another set of picture cards with the relevant number of objects drawn on each card. Learners can:

- match the individual number cards and the individual picture cards, to the relevant numbers and pictures on the wall chart.
- match individual number cards to the individual picture cards with the corresponding number of objects drawn on each card
- find the relevant number of objects from the classroom to match the number and picture cards



(j) BIRTHDAY CHARTS.

[See p 7 Module 2: In-service training programme for Grade R educators (KZN DEC/ UNICEF/ MiET)]

Whenever a child has a birthday, he/she may look for his/her name card and put it on the birthday chart. On a learner's birthday he/she can wear a crown, or light the number of candles on a special cake. The class can sing a song and count the number of years celebrated. On birthdays the educator will use the opportunity to teach about dates and the names of the week and months.

(k) ALPHABET CARDS

Alphabet charts consist of a picture representing the alphabet sound and can also have a word.



Please note: Make sure to use the correct pronunciation for the letters of the alphabet. Alert parents also not to use the wrong pronunciation.

(l) WORD MOBILES.

A word mobile is simply a different and interesting way to display new vocabulary words according to a theme or topic e.g. animal pictures can hang on a hanger. On one side, the picture of the animal appears and on the other side, the name (word)

There are stages in the development of reading and learners will develop reading skills from “pre-reader” stage 1 in Grade R to stage 6 at the end of Grade 1.

[See “Teaching Reading in the Early Grades” – Teacher’s Handbook – National Department of Education]



Reading Corner and examples of incidental reading resource material on the walls

LEARNING OUTCOME 4: WRITING

NO FORMAL TEACHING OF WRITING SHOULD BE ATTEMPTED IN GRADE R BEFORE PREPARATORY WRITING HAS TAKEN PLACE. IT SHOULD NOT BE EXPECTED THAT ALL LEARNERS MUST BE ABLE TO WRITE WHEN THEY ENTER GRADE 1

The Assessment Standards set out are the minimum standards that a learner should achieve. Some learners will however exceed the standards required from them and will make attempts at writing.

We focus on **emerging Reading and emerging Writing** in Grade R. Learners continually need opportunities to practice the skills of writing concretely. In Grade R there should always be creative activities involving drawing, painting, modelling, cutting etc. Grade R learners express what they see and feel through drawings and symbolic representation.

In Grade R they begin to develop or build onto their emergent literacy awareness that writing carries meaning and that letters, numerals and signs mean something. They like to scribble on paper, pretending that they are writing and copying their names or labels in the classroom.

Learning to write is much more than learning handwriting, because young learners also need to develop the skills of physically forming the letters in a legible way.

The Learning Outcome (Writing) is closely linked to Learning Outcome 3 (Reading and Viewing) since one learns to write and design a variety of text. It can also be integrated with the other Learning outcomes namely Learning Outcomes 1 and 2 and also 5 and 6.

We know this when the learner achieves the following **Assessment Standards**:

Home Language :

AS 1: Experiments with writing:

- creates and uses drawings to convey a message, and as a starting point for writing
- forms letters in various ways (e.g. by using own body to show the shapes, writing in sand)
- understands that writing and drawing are different
- 'writes' and asks others to give the meaning of what has been written
- talks about own drawing and 'writing'
- role-plays 'writing' for a purpose (e.g. telephone message, shopping list)
- uses known letters and numerals (or approximations) to represent written language, especially letters from own name and age
- 'reads' own emerging writing when asked to do so
- shows in own writing attempts, beginning awareness of directionality (e.g. starting from left to right, top to bottom)
- copies print from the environment (e.g. labels on household items, advertisements)
- makes attempts at familiar forms of writing, using known letters (e.g. in lists, messages or letters)
- manipulates writing tools like crayons and pencils

It is the Grade R educator who must show the child how to make numerals and letters (using his own body, writing in sand, forming with clay) and how to hold the pencil/crayon in a proper way

We know this when the learner achieves the following **Assessment Standards**:

Additional Language:

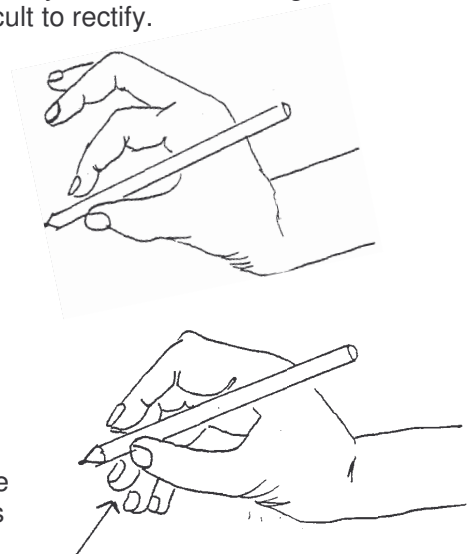
- Draws pictures on which the educator writes labels
- Understands that writing and drawing are different
- Understands the purpose of writing - that it carries meaning
- Copies simple words already known verbally
- Makes attempts at writing, such as trying to write own name

PENCIL/CRAYON GRIP

Many learners produce poor handwriting at a later stage because they have not been taught how to hold a pencil correctly. Once poor grip has been learned, it is very difficult to rectify.

RIGHT- HANDED LEARNER

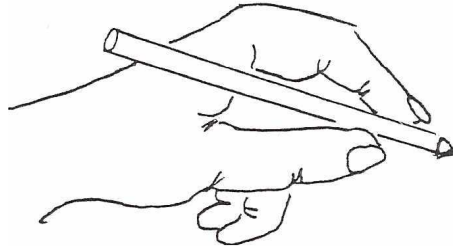
- The pads of the thumb and the forefinger should lightly grip the pencil about 2cm or so above the point and should be slightly bent. The pencil should rest on the middle finger
- The middle finger should support the pencil and the back end of the pencil should point towards the shoulder and rest in the soft hollow between the thumb and index finger.
- The edge of the hand and the little finger should be in light contact with the paper as they move across the page



The middle finger

LEFT- HANDED LEARNER

In the past, some learners had been discouraged from using their left hand for writing. This practice changed and today a significant number of learners write with their left hand. In Grade R, the learner should be observed carefully to find out the dominant hand for fine-motor skills. Left-handed writers have different needs and special provision needs to be made for them. Left-handed learners should be taught an efficient and comfortable hand position and pencil grip from the beginning. Never force a child to write with his right hand. The left-handed child should sit on the left side of a right-hander.



- Hold the pencil in the left hand in the conventional way between the thumb and first finger, resting on the middle finger
- The rules regarding pencil grip and position of paper for a left-handed child, apply in reverse to the right-handed child's grip and position
- Grip the pencil a little further up from the point (about 4cm)
- The right hand should be used to steady the paper above the writing.

STAGES IN THE DEVELOPMENT OF HANDWRITING

PRE- WRITING SKILLS (for handwriting)

To prepare learners for writing, they should be exposed to a wide variety of developmental activities within the learning programme .

- Gross-motor movement and co-ordination (large muscle movements like arms)
- Fine-motor movement and co-ordination (small muscles like fingers and eye movements)
- Body Image
- Laterality and Dominance (which hand and foot is preferred)
- Eye-hand co-ordination
- Spatial relationships (in front, behind, on top, to the left / right, up, down etc.)

EXAMPLES OF PRE-WRITING ACTIVITIES TO DEVELOP AND PRACTISE SKILLS AND ALSO TO STRENGTHEN THE PINCH GRIP FOR HOLDING A PENCIL ARE:

- drawing and painting
- pattern making (pre-writing patterns)
- playing with clay, dough, paper pulp, sand and water
- tearing and cutting of paper
- manipulative activities using pegs, screws etc.
- constructional toys
- cutting and pasting
- threading activities such as beads, etc.
- sorting small objects to strengthen pincer grip (small shells, stones, beads, seeds etc.)

This leads to the purpose of pre-writing skills as the learning of the fundamental movements from which children develop their own personal hand preference and handwriting.

WORDS IN THE ENVIRONMENT (INCIDENTAL READING AND WRITING)

Words exist all around learners. They see them in shops and spazas, on television, newspapers and books, advertisements, on packaging and at school. Learners need to see the connection between the written word and the spoken, so that they understand the need to learn the skill of writing (handwriting). Print is displayed in the classroom e.g. the learner's name, labels on books, furniture and displays. **The letter formation used in the classroom should be the same as the print being taught in Grade 1.**

WRITING TOOLS AND SURFACES

Materials and stationary should include:

- sand and sticks
- chalkboard and chalk
- coloured chalk dipped into sugar water to draw on paper
- paint
- big paint brushes
- wax crayons and other crayons
- large sheets of paper
- coloured papers
- khoki pens

ENCOURAGE PATTERN MAKING.

PATTERNS

In order to prepare for letter and number formation, suitable rhythmic pattern exercises must precede the formation of letters and figures. These patterns can be done with any of the above-mentioned media.

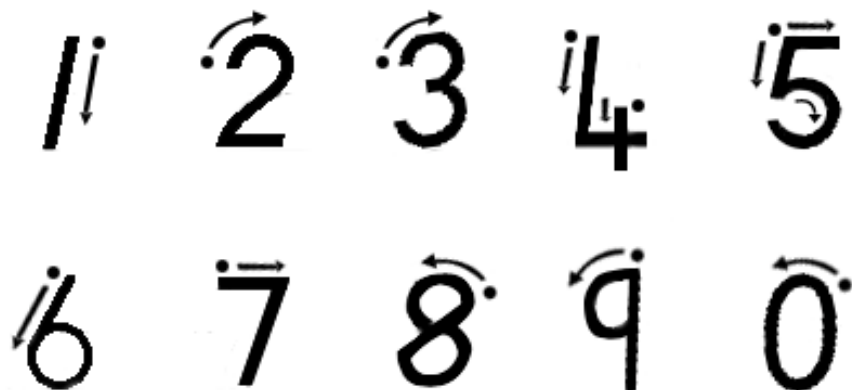
The following skills are being developed:

- fine motor control
- fluency of the movement of hand and wrist
- left to right orientation
- strokes related to letter formation

Patterns should be taught in a rhythmic manner. Young children are not always aware that writing **starts from the top left corner and finishes at the bottom right**. Educators have to check this when learners move on to patterns and letter formation and will have to remind learners constantly about this. Formation of letters is based on patterns and if a child practises the movement of the patterns, s/he will be able to form letters easily later.

NOTE: The educator should demonstrate the correct starting point of the letters and the correct formation. **Patterns should be practiced in Grade R in an informal way, as part of Free Choice Creative Art Activities**

LETTER SHAPES AND NUMERALS



Make use of the sense of touch by letting learners trace patterns, letters and figures with the index and middle finger on:

- wool glued to cards
- letters made from felt or Velcro (a rough material)
- letters made from sandpaper or letters made from glue and sand

Also practice the correct movements before attempting the letter on paper

- writing in sand kept in a shoe-box lid
- writing on the chalk-board with chalk
- making hand movements for the letter with imaginary pencils in the air

LEARNING OUTCOME 5: THINKING AND REASONING

The learner will be able to use language to think and reason, as well as to access, process and use information for learning

We know this when the learner achieves the following **Assessment Standards**:

- Uses language to develop concepts:
 - demonstrates developing knowledge of concepts such as quantity, size, shape, direction, colour, speed, time, age, sequence
- Uses language to think and reason:
 - identifies and describes similarities and differences
 - matches things that go together, and compares things that are different
 - classifies things (e.g. puts all toys in box, books on shelves, crayons in tins)
 - identifies parts from the whole (e.g. parts of the body)
- Uses language to investigate and explore:
 - asks questions and searches for explanations
 - gives explanations and offers solutions
 - offers explanations and solutions
 - solves and completes puzzles
- Processes information:
 - picks out selected information from a description

First Additional Language: Thinking and Reasoning

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.

We know this when the learner achieves the following **Assessment Standards**:

- Understands concepts and some vocabulary relating to:
 - Identity (e.g. 'My name is...')
 - number (e.g. one, two)
 - size (e.g. big, small)
 - colour (e.g. red, yellow)
- Identifies similarities (e.g. by responding to an instruction such as 'Put all the yellow ones together')

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

- Relates sounds to letters and words:
 - recognises that words are made up of sounds
 - recognises the sounds at the beginnings of some words
- Works with words:
 - groups words (e.g. words which rhyme)
 - identifies a word, a letter and a space in print
- Works with sentences:
 - communicates ideas using descriptions and action words
- Works with texts:
 - talks about texts (e.g. stories) using terms like 'beginning', 'middle' and 'end'
- Uses meta-language (e.g. sound, word, letter, rhyme, beginning, middle, end)

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

- Shows some understanding of question forms in oral texts (e.g. 'What...?', 'Who...?', 'How many/much/old etc....?', 'Which...?', 'Can....?')
- Shows some understanding of the simple present and present progressive tenses in oral texts (e.g. 'She likes school.' 'He is reading.')
- Shows some understanding of imperatives in oral texts (e.g. 'Come here.' 'Don't sit down.')
- Shows some understanding of modal verbs in oral texts (e.g. 'I can skip/run/jump.')
- Shows some understanding of negative forms in oral texts (e.g. 'I don't like meat.' 'I can't swim.')
- Shows some understanding of plurals of nouns (e.g. book, books), including some irregular forms (e.g. tooth, teeth) in oral texts
- Shows some understanding of personal pronouns in oral texts (e.g. I, he, she, you, we, and they)
- Shows some understanding of prepositions in oral texts (e.g. in, at, on, to)
- Shows some understanding of adjectives (e.g. big, small) and adverbs (e.g. slowly, quickly) in oral texts
- **Understands between 200 and 500 common words in oral texts in context**



3.1.2 THE NUMERACY LEARNING PROGRAMME

The NUMERACY LEARNING PROGRAMME in Grade R has its main focus on activities that focus on:

BACKBONE OR CORE LEARNING AREA

MATHEMATICS	Weighting	
LO 1: Numbers Operations and relationships	55 %	The LO's from Mathematics integrate naturally and easily All five LO's should be presented continuously, but bearing their weighting in mind. Sometimes the educator plans lessons/activities for the different LO's and other times they integrate naturally The Mathematics LO's can also be integrated into the Literacy or Life Skills Learning Programmes
LO 2: Patterns	7.5 %	
LO 3: Space and Shape	15 %	
LO 4: Measurement	7.5 %	
LO 5: Data Handling	15 %	

As the Learning Outcomes are weighted, it means that much more time should be spend on Learning Outcome 1 than on other Outcomes

In Grade R Learners should be exposed to many informal concrete experiences involving Mathematical concepts. In experiencing (learning) a new Mathematical concept the child should:

- Experience the concept concretely using his body and senses
(Count his eyes by feeling them)
- Experience the concept concretely using real objects
(Count the eyes on a doll)
- Represent the concept semi-concretely on paper
(Draw a face with two eyes)

Later the Grade R learner will be able to read the number symbols (the number and the word). He /she then realizes that the number symbols stand for something concrete e.g. the number **2** and the word **two** stand for two eyes

LEARNING OUTCOME 1: NUMBERS, OPERATIONS AND RELATIONSHIPS

The learner will be able to recognise, describe and represent numbers and their relationships, and to count, estimate, calculate and check, with competence and confidence when solving problems.

Learning Outcome 1 builds the learner's number sense, which is the foundation of further learning in Mathematics. It also develops the learner's understanding of:

- one-to-one correspondence(i.e. each number is represented by a specific number of objects)
- what different kinds of numbers mean
- how different kinds of numbers relate to one another (bigger, smaller, the same as, more, less)
- the relative size of different numbers 0 to 10
- how different numbers can be thought about and represented in various ways e.g. 5 sweets can be: **4 and 1** or **3 and 2** or **0 and 5**
- the effect of operating with numbers e.g. 'add' (addition) or 'take away' (subtraction) etc.

The learners' number concepts are developed through working with physical objects in order to count collections of objects, partition and combine quantities, skip count in various ways, solve contextual (word) problems, and build up and break down numbers.

Therefore, the educator should:

- give the learners opportunities to count and work with a variety of concrete objects when using numbers
- give the learner opportunities to work with number cards, number charts and number lines to recognise, read, write, count and order numbers
- encourage the learner to identify and say number names out aloud and to write numbers in words and symbols
- give the learner opportunities to practice mental calculations
- structure activities with an awareness that the learner can count by rote and recognise and say number names and symbols for larger numbers than the learner is able to use concretely. Encourage the learner to appreciate and learn number names and symbols in the mother tongue (if not the language of instruction) and at least one other local language

Fraction concepts should be developed through problems involving the sharing of physical quantities of objects and by using drawings. The concept of a fraction arises from the further sharing of a remainder e.g. **Share three apples equally between two learners**. Problems should be done practically with the learners.

We know this when the learner achieves the following **Assessment Standards**:

- Counts reliably to at least 10 everyday objects
- Says and uses number names in familiar contexts
- Knows the number names and symbols for 1 to 10
- Orders and compares collections of objects using the words 'more', 'less' and 'equal'
- Solves and explains solutions to practical problems that involve equal sharing and grouping with whole numbers of at least 10 and with solutions that include remainders
- Solves verbally-stated additions and subtraction problems with single-digit numbers and with solutions to at least 10
- Uses the following techniques:
 - building up and breaking down numbers to at least 10
 - doubling and halving to at least 10
 - using concrete apparatus (e.g. counters)
- Explains own solutions to problems

LEARNING OUTCOME 2: PATTERNS, FUNCTIONS AND ALGEBRA

The learner will be able to recognise, describe and represent patterns and relationships, as well as to solve problems using algebraic language and skills.

Learning Outcome 2 focuses on:

- geometric patterns (e.g. pictures)
- numeric patterns (e.g. skip counting 2... 4... 6... 8)

We know this when the learner achieves the following **Assessment Standards**:

- Copies and extends simple patterns using physical objects and drawings (e.g. using colours and shapes)
- Creates own patterns

LEARNING OUTCOME 3: SPACE AND SHAPE (GEOMETRY)

The learner will be able to describe and represent characteristics and relationships between two-dimensional shapes and three-dimensional objects in a variety of orientations and positions.

The study of space and shape in the Foundation Phase is very practical and hands-on. The learner begins by recognising and describing objects and shapes in the environment that resembles mathematical objects and shapes. The learner should handle these objects and shapes, cut out and draw sketches, and describe them with appropriate and expanding vocabulary.

The learner should be given opportunities to follow and give directions as well as to describe his or her own position and the positions of objects in space using appropriate vocabulary.

We know this when the learner achieves the following **Assessment Standards**:

- Recognises, identifies and names three-dimensional objects in the classroom and in pictures, including:
 - boxes (prisms)
 - balls (spheres)
- Describes, sorts and compares physical three-dimensional objects according to:
 - size
 - objects that roll
 - objects that slide
- Builds three-dimensional objects using concrete materials (e.g. building blocks)
- Recognises symmetry in self and own environment (with focus on front and back)
- Describes one three-dimensional object in relation to another (e.g. 'in front of' or 'behind')
- Follows directions (alone and/or as a member of a group or team) to move or place self within the classroom (e.g. 'at the front' or 'at the back')

LEARNING OUTCOME 4: MEASUREMENT

The learner will be able to use appropriate measuring units, instruments and formulae in a variety of contexts.

Concept of measurement is developed by working practically with different concrete objects and shapes. These investigations should happen through making direct comparisons and using non-standardised measuring units (e.g. body parts, containers, pacing on foot). The learner should develop appropriate vocabulary to describe these comparisons (e.g. 'shorter than', 'longer than'). Activities relating to time should be structured with the awareness that the learner's understanding of the passing of time should take place before he or she reads time.

We know this when the learner achieves the following **Assessment Standards**:

- Describes the time of day in terms of day or night
- Orders recurring events in own daily life
- Sequences events within one day
- Works concretely comparing and ordering objects using appropriate vocabulary to describe:
 - mass (e.g. light, heavy, heavier)
 - capacity (e.g. empty, full, less than, more than)
 - length (e.g. longer, shorter, wider, tall, short)

LEARNING OUTCOME 5: DATA HANDLING

The learner will be able to collect, summarise, display and critically analyse data in order to draw conclusions and make predictions, and to interpret and determine chance variation.

The focus in the teaching and learning of data handling is on sorting objects and data in different ways, based on the different features of the objects or data. The learner should be able to represent data in different forms that involve a one-to-one correspondence between items in the data set and their representation. The learner should develop awareness that the selection of attributes used for sorting data will influence:

- How the data is represented
- How conclusions and predictions are made

We know this when the learner achieves the following **Assessment Standards**:

- Collects physical objects (alone and/or as a member of a group or team) in the environment according to stated features (e.g. collects 10 dead flowers)
- Sorts physical objects according to one attribute (property) (e.g. red shapes)
- Draws a picture as a record of collected objects
- Answers questions (e.g. 'Which has the most...?') based on own picture or own sorted objects

3.1.3 THE LIFE SKILLS LEARNING PROGRAMME

The LIFE SKILLS LEARNING PROGRAMME in Grade R has its main focus on activities that focus

BACKBONE OR CORE LEARNING AREA

LEARNING AREA : LIFE ORIENTATION
LO 1: Health Promotion
LO 2: Social Development
LO 3: Personal Development
LO 4: Physical Development and Movement

LEARNING OUTCOME 1: HEALTH PROMOTION

The learner will be able to make informed decisions regarding personal, community and environmental health.

We know this when the learner achieves the following **Assessment Standards**:

- Explains the importance of drinking only clean water and eating fresh food
- Describes steps that can be taken to ensure personal hygiene
- Demonstrates precautions against the spread of communicable diseases
- Explains safety in the home and at school
- Explains the right of children to say 'no' to sexual abuse, and describes ways in which to do so

HIV /AIDS CAN ALSO BE BROUGHT INTO THIS LEARNING OUTCOME

LEARNING OUTCOME 2: SOCIAL DEVELOPMENT

The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.

We know this when the learner achieves the following **Assessment Standards**:

- Identifies basic rights and responsibilities in the classroom
- Recognises the South African flag
- Knows members of own family, peers and caregivers
- Listens to and retells a story with a moral value from own culture
- Identifies and names symbols linked to own religion

LEARNING OUTCOME 3: PERSONAL DEVELOPMENT

The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.

We know this when the learner achieves the following **Assessment Standards**:

- Says own name and address
- Describes what own body can do
- Expresses emotions without harming self, others or property
- Adjusts to classroom routine and follows instructions

LEARNING OUTCOME 4: PHYSICAL DEVELOPMENT AND MOVEMENT

The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.

We know this when the learner achieves the following **Assessment Standards**:

- Plays running, chasing and dodging games using space safely
- Explores different ways to locomote, rotate, elevate and balance
- Performs expressive movements using different parts of the body
- Participates in free play activities

3.1.4 THE OTHER 5 LEARNING AREAS

THE OTHER FIVE LEARNING AREAS SHOULD BE INTEGRATED INTO THE 3 LEARNING PROGRAMMES WHERE INTEGRATION WITH THE BACKBONE OR CORE LEARNING AREA HAPPENS NATURALLY. THEREFORE IN FOUNDATION PHASE (GRADES R-3) ALL 8 LEARNING AREAS WILL BE PLANNED FOR, TAUGHT AND ASSESSED IN AN INTEGRATED MANNER ACROSS ALL THREE LEARNING PROGRAMMES

LEARNING AREA: ARTS AND CULTURE

THE LEARNING OUTCOMES AND ASSESSMENT STANDARDS

LEARNING OUTCOME 1: CREATING, INTERPRETING AND PRESENTING

The learner will be able to create, interpret and present work in each of the art forms.

Organising Principle: *The learner will be able to use play, fantasy and imagination to develop the skills and knowledge for creating and presenting the Arts.*

We know this when the learner achieves the following **Assessment Standards:**

- **Dance**
 - Through play, co-ordinates simple gross and fine motor movements, including crossing the mid-line
 - Draws on play, fantasy and imagination to explore a wide variety of movement words, rhythms and changes in tempo
 - Participates in simple dances based on formations and patterns
- **Drama**
 - Uses voice and movement spontaneously when playing creative drama games
 - Participates in make-believe situations based on imagination, fantasy and life experiences
- **Music**
 - Sings and moves creatively to children's rhymes available in own environment
 - Responds in movement to a variety of rhythms and changes in tempo in sounds, songs and stories
- **Visual Arts**
 - Freely creates images of own world in various media
 - Uses play and fantasy in two-dimensional and three-dimensional work
 - Explores and experiments with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way
 - Uses and co-ordinates motor skills in practical work and play (e.g. appropriate handling of scissors, glue applicators, paintbrush and drawing instruments)

LEARNING OUTCOME 2: REFLECTING

The learner will be able to reflect critically and creatively on artistic and cultural processes, products and styles in past and present contexts.

Organising Principle: *The learner will be able to think about and respond to artworks focusing on self and own environment.*

We will know this when the learner achieves the following **Assessment Standards:**

- **Dance**
 - Talks about own dancing using action words
- **Drama**
 - Thinks about and shows how people and animals move
 - Uses concrete objects to represent other objects in dramatic play
- **Music**
 - Imitates a variety of natural sounds from own environment
 - Distinguishes between a talking voice and a singing voice
- **Visual Arts**
 - Talks about, shares and tells stories about own artwork with others

LEARNING OUTCOME 3: PARTICIPATING AND COLLABORATING

The learner will be able to demonstrate personal and interpersonal skills through individual and group participation in Arts and Culture activities.

Organising Principle: *The learner will be able to participate and co-operate in art activities to develop awareness of self and others in own environment.*

We know this when the learner achieves the following **Assessment Standards**:

- **Dance**
 - Responds to movement instructions that cover space without bumping or hurting others when moving forwards and backwards
- **Drama**
 - Participates in drama games - takes turns, waits for signals, responds to cues, and shares space
 - Begins to develop empathy by assuming a variety of familiar roles
- **Music**
 - Brings songs from home and shares them with others
- **Visual Arts**
 - Demonstrates active involvement in individual and group art-making activities and an ability to share art-making equipment

LEARNING OUTCOME 4: EXPRESSING AND COMMUNICATING

The learner will be able to analyse and use multiple forms of communication and expression in Arts and Culture.

Organising Principle: *The learner will be able to explore, express and communicate personal stories and responses to stories and ideas in own environment.*

We know this when the learner achieves the following **Assessment Standards**:

- **Dance**
 - Expresses ideas and stories creatively through movement activities that are guided but open-ended
- **Drama**
 - Conveys feelings and ideas through facial expression and gesture
 - Creates sound effects to accompany stories told by the educator
- **Music**
 - Listens and moves creatively to music, stories, songs and sounds
- **Visual Arts**
 - Responds to what the learner sees, perceives and experiences in own natural and constructed environment

LEARNING AREA ECONOMIC AND MANAGEMENT SCIENCES

THE LEARNING OUTCOMES AND ASSESSMENT STANDARDS

LEARNING OUTCOME 1: THE ECONOMIC CYCLE

The learner will be able to demonstrate knowledge and understanding of the economic cycle within the context of 'the economic problem'.

We know this when the learner achieves the following **Assessment Standards**:

- Identifies own personal role in the home as a consumer
- Recognises that advertisements influence personal needs and wants
- Explores and begins to understand the notions of bartering and money and its uses
- Recognises that a household consists of people who must live and work together within a framework of rules (concepts of 'fair' and 'unfair' rules)

LEARNING OUTCOME 2: SUSTAINABLE GROWTH AND DEVELOPMENT

The learner will be able to demonstrate an understanding of sustainable growth, reconstruction and development, and to reflect critically on its related processes.

We know this when the learner achieves the following **Assessment Standards**:

- Differentiates between play and useful tasks at home
- Relates stories of responsibilities at home
- Recognises the need to do things well and to be committed
- Participates in creative activities that will stimulate entrepreneurial thinking (e.g. drawing, cutting, singing, playing, and talking)

LEARNING AREA NATURAL SCIENCES

THE LEARNING OUTCOMES AND ASSESSMENT STANDARDS

LEARNING OUTCOME 1: SCIENTIFIC INVESTIGATIONS

The learner will be able to act confidently on curiosity about natural phenomena, and to investigate relationships and solve problems in scientific, technological and environmental contexts.

We know this when the learner achieves the following **Assessment Standards**:

- **Plans:** Contributes towards planning an investigative activity
Achievement is evident when the learner, for example:
 - asks and answers questions about the investigation, using 'show and tell' or stories to say what action is planned
- **Does:** Participates in planned activity
Achievement is evident when the learner, for example:
 - follows simple instructions with assistance
 - explains what is being done or played (e.g. games according to the rules)
- **Reviews:** Thinks and talks about what has been done
Achievement is evident when the learner, for example:
 - uses simple words, pictures or other items with assistance to explain what has been done

LEARNING AREA: SOCIAL SCIENCES

THE LEARNING OUTCOMES AND ASSESSMENT STANDARDS

SOCIAL SCIENCES : HISTORY

LEARNING OUTCOME 1: HISTORICAL ENQUIRY

The learner will be able to use enquiry skills to investigate the past and present.

We know this when the learner achieves the following **Assessment Standards**:

- Answers simple questions about stories of the past (answers the question)
- Retells stories about the past and draws pictures illustrating these stories (communicates the answer)

LEARNING OUTCOME 2: HISTORICAL KNOWLEDGE AND UNDERSTANDING

The learner will be able to demonstrate historical knowledge and understanding

We know this when the learner achieves the following **Assessment Standards**:

- Discusses personal experiences in the past and present (chronology and time)
- Discusses own age in years (chronology and time)

LEARNING OUTCOME 3: HISTORICAL INTERPRETATION

The learner will be able to interpret aspects of history

We know this when the learner achieves the following **Assessment Standards**:

- Responds to stories about the past e.g. listens to a story about the past and makes comments (source interpretation)

SOCIAL SCIENCES : GEOGRAPHY

LEARNING OUTCOME 1: GEOGRAPHICAL ENQUIRY

THERE ARE NO ASSESSMENT STANDARDS FOR THIS LEARNING OUTCOME IN GRADE R

LEARNING OUTCOME 2: GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING

The learner will be able to demonstrate geographical and environmental knowledge and understanding.

We know this when the learner achieves the following **Assessment Standards**:

- Discusses personal experiences of familiar places (people and places)

LEARNING OUTCOME 3: EXPLORING ISSUES

THERE ARE NO ASSESSMENT STANDARDS FOR THIS LEARNING OUTCOME IN GRADE R

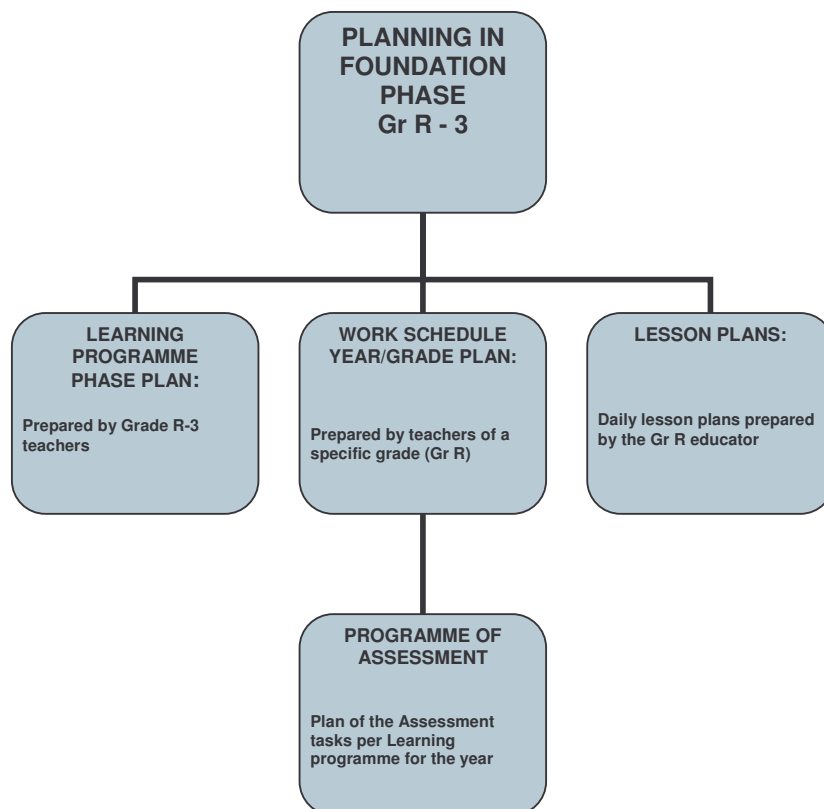
LEARNING AREA: TECHNOLOGY

At this level, the learner is introduced to technology in the surrounding world. The learner should encounter technology through projects structured around technological skills – investigating, designing, making and evaluating. **The learner needs to practice activities that will enhance fine motor co-ordination and dexterity through the use of simple tools for cutting, shaping, folding and joining materials like paper and card.**

THE LEARNING OUTCOMES AND ASSESSMENT STANDARDS	Type of Activities
<p><u>LEARNING OUTCOME 1: TECHNOLOGICAL PROCESSES AND SKILLS</u></p> <p><i>The learner will be able to apply technological processes and skills ethically and responsibly using appropriate information and communication technologies.</i></p> <p>Assessment standards</p> <p>We know this when the learner achieves the following Assessment Standards:</p> <p>Investigates</p> <ul style="list-style-type: none"> Physically manipulates products to explore their shape, size, colour and the materials they are made of <p>Designs</p> <ul style="list-style-type: none"> Chooses from a given range, materials or substances that can be used to make simple products <p>Makes</p> <ul style="list-style-type: none"> Makes simple products from a range of materials provided. <p>Evaluates</p> <ul style="list-style-type: none"> Expresses own feelings about the products made 	<p>The child should explore how everyday objects work by :</p> <ul style="list-style-type: none"> Singing about them Talking about them Demonstrating its usefulness Describing their structure, size and shape <p>Learners should understand how for example products are made by:</p> <ul style="list-style-type: none"> Describing the steps in the process Follow steps given e.g. baking or making tea or jelly Evaluating the end product <p>Learners should demonstrate the design cycle by:</p> <ul style="list-style-type: none"> Identifying a need, exploring options Planning the ideas by talking about it or drawing it Making the object Trying it out Evaluating the outcome e.g. <p>Your content/context is MY HOME: In Literacy you have told the story of THE THREE LITTLE PIGS and the homes that they built. You have identified a need (to build a house). You now investigate what material people use to build houses with and the size and shape of the houses. Learners can draw (design) their house. The educator supplies wooden blocks, straws or sticks and the learners build a little house. They then look at the house they have made and evaluate it</p>



3.2 PLANNING THE THREE LEARNING PROGRAMMES FOR GRADE R



Use the following to plan

A

National Curriculum Statement

- Overview and Learning Area Statements
- Foundation Phase Educators Guide
- National Assessment Policy for GET (February 2007)
- Assessment Guidelines for Foundation Phase Grades R to 3

now plan the

B

- **The Three Learning Programmes**
 - Literacy 40%
 - Numeracy 30%
 - Life Skills 25%
- **Work Schedules**
 - Literacy
 - Numeracy
 - Life Skills
- **Lesson Plans**
 - Literacy
 - Numeracy
 - Life Skills
- **Assessment (Formal recording tasks)**

well planned activities will assist in

C



- Learning
- Teaching
- Assessment that will take place inside and outside the classroom



D

this will lead to

- Recording
- Reporting

FOLLOW THE PLANNING PROCESS BELOW

PLANNING THE LEARNING PROGRAMMES for 4 years from Grade R-3 Will be drawn up by the whole Phase (R-3)

- Look at all the ASs
- Which context / themes will you choose?
- Which core knowledge and concepts are you going to teach?
- How much time are you going to spend on each theme/content/context?
- Choose the Learning Outcomes and Assessment Standards for each context/theme

PLANNING THE WORK SCHEDULES for 1 year for Grade R [This is taken from the Learning Programme. The Work Schedule forms an integrated, holistic and well sequenced framework for your lesson planning]

- Choose the LOs and ASs that you have selected for each theme
- Use the core Learning Area
 - Languages for Literacy
 - Mathematics for Numeracy
 - Life Orientation for Life Skills
- Integrate LOs and ASs from other Learning Areas into the three Learning Programmes
- Identify activities that you possibly can use relating to the LOs and ASs
- Resources and Assessment Strategies are identified
- Make sure that all the LOs and ASs are done thoroughly – showing progression
- Identify the appropriate time to do the prescribed number of formal assessment tasks that have to be recorded as prescribed by the NPA and Assessment Guidelines for Foundation Phase Grades R to 3

THE LESSON PLANS

- Select the LOs and ASs (core and integration) for each of the three Learning Programmes recorded on the Work Schedule
- Divide the LOs and ASs (core- Languages, Mathematics, Life Orientation and integration- five other Learning Areas) over the number of days for the context/theme/topic which will be presented
- Develop activities for each day the theme/context will last
- Identify and make the appropriate learner/ educator support material
- Ensure that the time allocation from the three Learning Programmes is catered for because this forms the basis of planning for your Daily Programme
- Use the correct assessment methods, tools and instruments that are suitable for Grade R learners.
 - Small Group Times (Educator-directed and independent group activities)
 - Whole Class times (Discussion, Music, Movement, Drama)
 - Individual Choice time (Creative Activities and others)
 - Whole class time (Story)
- Fill in on the Lesson Plan



3.2.1 WORK SCHEDULE – Extract from a Work Schedule for 5 days of Lesson planning

Week : _____

CONTEXT: WINTER

	LIFE SKILLS		LITERACY		NUMERACY	
Focus Learning Outcomes & Assessment Standards	LO 1 AS 3	LO 2 AS 1	LO 1 AS 1, AS 4(b)	LO 2 AS 8	LO 1 AS 1,6	LO 2 AS 1
	LO 3 AS 4	LO 4 ASS 1,3,4	LO 3 AS1(c)	LO 4 AS 1(e)		LO 4 AS 4
			LO 5 AS 3, 4		LO 5 AS 2,3	
Time allocation per week	5 hours 50 minutes		9 hours 10 minutes		7 hours 30 minutes	
Ideas for teaching, learning and assessment activities (The educator will supplement these ideas and activities through the general activities that are offered as part of the daily programme.)	<u>Life Orientation</u> <u>INFORMAL ASSESSMENT FOR THE WEEK</u> <ul style="list-style-type: none"> LO 1: AS 3 Demonstrate right eating habits to build a good immune system – vitamins, etc. LO 1: AS 3 Demonstrate prevention of sicknesses in the winter (e.g. colds, flu) LO 2: AS 1, LO 3: AS 4 Identify and re-adjust to class rules, routines, rights, responsibilities, LO3: AS 2 Describe what own body can do LO 3: AS 4 Discuss and identify the rules, responsibilities and routines for the classroom during winter (e.g. close the door to keep in the heat) LO 4: AS 1 Plays running, chasing and dodging games : Play with rules. LO 4: AS 3 Expressive movement and music: raindrops and thunder LO 4: AS 4 Free play activities LO 4: AS 2 Explores different ways to locomote, rotate, elevate and balance LO 4: AS 3 Performs expressive movements using different parts of the body 		<u>Literacy</u> <u>FORMAL ASSESSMENT TASK FOR THE WEEK</u> <ul style="list-style-type: none"> HL: LO1 AS 1 Listens attentively to instructions and respond appropriately HL: LO1 AS 4(b) Distinguishes between different sounds, especially at the beginning and end of words LO 2: AS 8 Tells own stories and retells stories of others in own words LO 3: AS 1 (c) Make sense of picture stories LO 4: AS 1 (e) Talks about own drawings and writing LO 5: AS 2 (a) Identifies and describes similarities and differences 		<u>Mathematics</u> <u>INFORMAL ASSESSMENT FOR THE WEEK</u> <ul style="list-style-type: none"> LO 1: AS1 Count: the seasons, fruit, leaves etc. LO 1: AS 6 Solve problems with adding and subtracting LO 2: AS 1 Form patterns using physical objects and drawings LO 5: AS 2 Sort and compare leaves and fruit according to sort and count them and form patterns LO 4: AS 4 Compare and order weight of the above 	

<p>INTEGRATION</p>	<p>NS: LO 1: AS 1 to 3 Plans does and review an activity by investigating, participating, thinking and talking about it</p> <ul style="list-style-type: none"> The learner discover and become familiar with adaptations of trees, plants and animals in the winter <p>Tech: LO 1: AS 1 to 4</p> <ul style="list-style-type: none"> Make winter soup <p>A/C: LO 4 Dance AS 1 Expresses ideas and stories creatively through movement activities</p> <p>A/C: LO 4 Music AS 3 Listens and moves creatively to stories, songs and sound</p> <p>A/C: LO 3 Dance AS 1 Responds to movement instructions that cover space</p> <p>A/ C: LO 1 Drama AS 2 Participates in make-believe situations based on imagination, fantasy and life experiences</p>	<p>A/C: MUSIC: A/C: LO 3 Music AS 1 Brings songs from home and shares with others</p>	<p>FAL LO 5 : AS 1,2</p> <ul style="list-style-type: none"> Use language – concepts such as before, after, between
<p>Continuous assessment Who assesses? How? What?</p>	<p>Educator Observation Personal development Physical development</p>	<p>FORMAL ASSESSMENT TASK 3 See assessment framework page 67</p>	<p>Educator Observation</p>
<p>Resources: Ingredients for soup; songs from home; fantasy costumes / hats Discovery table: Winter clothes, sports, foods, nature, imitation fire from wood and paper, old heaters etc.</p>			
<p>See weekly lesson plan</p>			

3.2.2 IDEAS OF ACTIVITIES FOR THE WEEK

CONTEXT: Winter
DATE:.....

PLAN CORE AND EXTENSION TEACHING, LEARNING AND ASSESSMENT ACTIVITIES. THESE ACTIVITIES NOW HAVE TO BE WRITTEN IN A LESSON PLAN FOR THE WEEK OR LESSON PLANS FOR EACH DAY WITH THE LEARNING OUTCOMES AND ASSESSMENT STANDARDS, INTEGRATION AND ASSESSMENT METHODS AND TOOLS

Greeting, News
Days of the week (yesterday, today, tomorrow)
Weather
Moral story
Presentation, song

DISCUSSION

- How do we know it is winter?
- How people adapt to winter?
- How we adapt our eating habits?
- How trees and plants adapt?
- How animals adapt in winter?

NUMERACY ACTIVITIES

- Incidental mental mathematics
- Count classmates - guess how many are absent
- Birthday chart
- Calendar – count the days / months / weeks
- Use number symbols - Focus for the week: 10
- Count the seasons. Vocabulary (before, after, between)
- Digits
- Count leaves
- Count fruit
- Problem solving (+ -) Draw
- Measurement: Mass weigh articles: heavy, light, heavier, lighter, equal
- Count fruit-oranges
- Sort and compare fruit /leaves according to sort
- Form patterns

LITERACY ACTIVITIES:

- Responding appropriately after listening to questions ,instructions and announcements
- Follow instructions correctly, e.g. 'Stretch right arm out and bring across to left shoulder. Press against body. Relax. Do it with both arms (as if you are very cold)'. Various instructions.
- Words with r, s, w sounds (phonic differentiation)
- Rhyme:
If it rains I get wet, wet, wet
The drops go splat, splat, splat
Song: It's raining, it's pouring
- Look at flash cards and listen to the educator saying the words – what does winter begin with? (w)
rain (r)
snow (s)
wet (w)
etc.?
- Form letters with clay
- Vocabulary extension and pictures (story about Winter) - Rhyme, Song
- Talk about the drawings about WINTER and WINTER CLOTHES
- Look at pictures of winter fruit, trees etc. and identify and describe similarities and differences

LIFE SKILLS ACTIVITIES:

SEE LESSON PLANS FOR MOVEMENT AND MUSIC

CREATIVE ACTIVITIES

- **Special Activity (Main Activity):**

Make your own winter storybook; sequence pictures, etc.

Join the dots on the umbrella starting with the arrow. Colour, decorate and cut out the umbrella (hand-eye co-ordination)

Worksheet. Colour in the things we wear or use during winter. Leave out the ones that are not suitable (test visual discrimination)

Making and baking: Make winter soup

Make a snowman from cotton and sticks

- **Drawing :**

Own choice (Chalk Drawings)

Own choice (Thick felt pen)

Draw Winter Clothes

Own choice (Thick wax crayons)

Draw Own choice (Pencil Crayons)

- **Painting :**

Paint own choice

Paint Splatter paint umbrellas or coats on black paper

Paint own choice

Paint own choice

Paint own choice

- **Modelling:**

Modelling (Clay) own choice

Modelling Winter fruit , etc.

Modelling own choice

Modelling Bare Trees (Branches)

Modelling own choice

- **Cutting and Pasting :**

Cut and Paste : 2 white circles (snowman) paste on paper

Cut and Paste : winter clothes.

Cut and Paste : winter fruit

Cut and Paste : own choice

Cut and Paste : own Choice

EXAMPLES OF STORIES:

- Story about the **Rain Queen**

Memory and comprehension questions:

Who was the main character?

What did you like best about the story?

- Story about an **Umbrella**

Memory and comprehension questions:

What is a surprise?

What happened first? What happened last?

What would you have done if you were?

- Story about **Children who got lost in the Snow**

Memory and comprehension questions:

Was this a happy story or not?

Can you think of another idea to add to the story?

- Children watch a video / listen to a tape - **Takalani Sesame**

Questions and discussion

- **Story about 'Children who got sick when people made a fire inside the house in Winter '**

Memory and comprehension questions:

Who was the story about?

Would you like to be.....? Why?

What would have happened if?

WHOLE CLASS TIME – Adult Directed Activities

1. DISCUSSION

During discussion time, the educator talks about different discussion points with the learners and the topic of discussion often ties up with the theme of the week.

- Make use of real objects such as animals, plants, toys, etc.
- Use posters or pictures
- Make use of the learners senses to learn and explore

Types of questions that can be asked:

- What does the object look like? (colour, shape, size, etc.)
- What does it feel like? (soft, hard, cold, warm, heavy, light etc.)
- What does it taste like?
- Can you smell it?

2. MUSIC LESSON

- The theme/content /context will help to select songs or activities
- Have at least three or four different types of music activities in the lesson e.g.
 - moving rhythmically to beat
 - moving expressively to different types of music
 - dance freely in a structured pattern
 - singing
 - playing musical games
 - using body percussion
 - using musical instruments
 - listening and responding to sound
 - distinguishing between different elements of sound (loud and soft, high and low)

3 MOVEMENT LESSONS

Movement lessons consist of four main sections:

- A warm-up activity
- The main part of the lesson working on an aspect of movement in space
 - Balance (walking across a beam/plank or standing on one leg)
 - Locomotion (moving the body across the floor)
 - Body management (pushing, pulling or bending/stretching etc.)
 - Position and direction (left/right or in front/behind or forwards/backwards etc.)
 - Eye-hand or eye-foot co-ordination
- A game
- Relaxation

4. A DRAMA LESSON

A drama lesson consists of three main parts namely:

- An Introduction
- The main part of the lesson
- Conclusion

SEE LESSON PLAN IN MODULE 3

Module 3: In-service training programme for Grade R educators Module 3 (KZN DEC/ UNICEF/ MIET)]

3.2.3 DISCUSSION POINTS

CONTEXT / THEME: WINTER

DATE:

Day	Discussion points and concept	Optimal Questioning	Concrete teaching apparatus
<u>Monday</u>	How do we know it is winter?	Walk around the school. How do your hands, nose, face feel? There is 'steam' in front of your face. Does this happen in the summer too? Why not? Does it feel like this throughout the year? Which season comes before / after winter? During which three months is it winter? The days are shorter and the nights longer. How do we know this? What do we see on the mountains? Do we see this in the summer to? Why not?	Environment Discovery table
<u>Tuesday</u>	How do people adapt to winter?	Look at yourself. How must my body adapt so that it doesn't get cold in winter? What can I do to get my body warm? (movement) Discuss rules and routines during winter, e.g. wiping feet. What does the material of winter clothes feel like? I can dress myself warmly, but how else can I get warm? Can I play any sport in the winter? What do people make to keep them warm? Why is it dangerous to make a fire in the house?	Clothes Fire (made from wood and red cellophane paper) Pictures of sport associated with Winter
<u>Wednesday</u>	How do we change our eating habits in Winter?	How do you feel after you have eaten a bowl of hot soup or samp and beans? Why do we eat hot foods in the winter? Can you think of more types of food or drinks that we particularly like in the winter? What type of fruit do we get a lot of in winter? What illness do we often get in winter? Can we eat any fruit to prevent us from getting so many colds? Song: Oranges and Lemons. Discuss prevention of sicknesses in the winter Discuss correct eating habits to build up a good immune system.	Winter food
<u>Thursday</u>	How do trees and plants change in Winter?	Discover and explore changes of trees and plants. Why are the trees bare and without leaves now? What did it look like in the summer? Why do you think there needs to be a winter? Everything is so ugly Do all the trees' leaves fall off in the winter? Can you give a few examples? Discuss evergreen and deciduous trees. Everything is so dull and "dead" in the winter. Do we get flowers in winter? What happened to our flowers at home"	Environment
<u>Friday</u>	How do animals adapt in winter?	How do animals protect themselves against the cold? (Thick coats, jackals, sheep) Why don't we shear the sheep's wool off in winter" How do birds adapt to protect themselves against the cold? Are there animals that do not like the winter at all? What do they do in the winter? Why do they sleep? (no food, get very cold)	Discovery table Pictures, etc.

3.3.4 MUSIC LESSON

CONTEXT/ THEME: Winter

DATE:.....

Life Orientation: LO 4: AS 2 Explores different ways to locomote, rotate, elevate
LO 4: AS3 Performs expressive movements using different parts of the body

Integration:

A/C: LO 4 Dance AS 1 Expresses ideas and stories creatively through movement activities

A/C: LO 4 Music AS 3 Listens and moves creatively to stories, songs and sound

HL: LO 1 AS 1 Listens attentively to instructions and respond appropriately

	Monday	Friday
INTRODUCTION	1.We are getting very cold – how can we get warm? 2.Exercise	Children must clap hands on instruction. Above the head, behind back, next to knees, next to R-ear, in air, etc.
CORE SECTION: Rhythm and movement Listening activities	Concepts: high and low Children listen to music . High chords lift arms. Children run around and react to low chords.	Concept: revision We are cold. Let us dance until we are warm. Put on nice lively music. Children dance alone and then with classmates.
Dance / Drama	2. Prepare – creative ‘rain dance’ – positions ‘Rain Queen ‘	Repeat creative ‘rain dance’
Singing (with actions)	I hear thunder I hear thunder (2x) So do you (2x) Pitter patter rain drops (2x) I’m wet through So are you	I hear thunder(revision), The house is burning Cold and Frosty Morning This is the way we clap our hands, clap our hand, clap our hands This is the way we clap our hands, on a cold and frosty morning This is the way we stamp our feet.....
Instruments	Play song with instruments	Play song with different instruments
CONCLUSION	Melting snowman – until a puddle	Relax with peaceful music.
REFLECTION		

[Example of Activities]

3.2.5 MOVEMENT LESSON

CONTEXT/ THEME: Winter

DATE:

Focus Learning Area: Life Orientation LO: LO 3: AS 2 Describe what own body can do

LO 4: AS1 Plays running, chasing and dodging games using space safely

LO 4: AS 2 Explores different ways to locomote, rotate, elevate and balance

LO 4: AS 3 Performs expressive movements using different parts of the body

Integration: A/C: LO 3 Dance AS 1 Responds to movement instructions that cover space

LO 4 Dance AS 1 Expresses ideas and stories creatively through movement activities

A/ C LO 1 Drama AS 2 Participates in make-believe situations based on imagination, fantasy and life experiences

LO 3 Drama AS 2 Participates in drama games – takes turns, waits for signals, responds to cues, and shares space

A/ C LO 4 Music AS 3 Listens and moves to music, stories ,songs and sounds.

		APPARATUS
Introduction	Move through space , beat drum – stand on one leg with eyes closed	Drum
Space orientation Plays running, chasing and dodging games using space safely	Game: Draw a big circle outside on the playground. Learners run and move freely. When the educator beats on the drum (thunder), learners run to the home base.	Drum
Fine motor development Eye-hand co-ordination Eye-foot co-ordination	How many times can you bounce a big ball? Dribble ball between beacons (big ball) (Soccer game for Winter)	Balls (big)
Gross motor development Explores different ways to locomote, rotate, elevate and balance	Build obstacle course. Use mattresses, hoops, boxes, tyres, outdoor apparatus, etc.	Mattresses Hoops,Boxes Tyres Chairs, etc.
Body awareness Sense of body; Laterality; Symmetry ;Performs expressive movements using different parts of the body	What can you do with both your hands/feet/arms at the same time? Imitate raindrops and snowflakes	Music
Conclusion	Lie relaxed. Listen to the peaceful music – close your eyes and imagine you are raindrops or snowflakes falling	CD player Peaceful music
REFLECTION:		

[Example of Activities]

3.2.6 AN EXAMPLE OF A LESSON PLAN (REFER TO WORK SCHEDULE TERM 3 PAGE 48)

(SEE Assessment Guidelines for Foundation Phase- National DoE Page 66 Annexure F2)

GRADE R LESSON PLANS – SCHOOLS

EXEMPLAR DAILY LESSON PLAN: NUMERACY FOUNDATION PHASE GRADE R	
Weeks: 7/8 (Refer to Work Schedule) Per Day: 1 hour 30 minutes per day Per Week: 7 Hours 30 Min. Topic/Theme : WINTER	
MATHEMATICS Learning Outcomes : LO 1: AS1 Count the seasons, leaves etc. up to 10 Solve problems with adding and subtracting LO 1 : AS 6 Form patterns using physical objects and drawings LO 2:AS 1 Sort and compare leaves and fruit according to sort and count them and form patterns LO 5: AS 2 Compare and order weight of the above.	Integration: FAL LO 5 : AS 1,2 Use language – concepts such as before, after, between - identify and describe similarities and differences - match things that go together and compares things that are different Languages(Home) LO 4: AS 1 Experiments with writing: creates and uses drawings.
	Learning Activities and Assessment Whole class activity <ul style="list-style-type: none"> • Sing “ Oranges and Lemons” • Count oranges, lemons, nartjies, leaves etc. and identify correct number card 3 and 7 to match e.g. 3 oranges or 7 leaves • Addition e.g. 7 oranges plus 3 oranges (how many) • Subtraction e.g. 10 leaves minus 3 leaves (how many left) • Trace leaves on large sheets of blank paper • Sort leaves and fruit • Form patterns
	Resources: Number cards(1-10), large number line (1-10) blank paper , crayons leaves, fruit
	Informal Assessment Forms of Assessment: Oral: Assess learner’s ability to count out different objects Practical: Assess learner’s ability to recognise number names, values, and symbols Assess learner’s ability to sort and form patterns Observation: Observe learner’s singing and counting and additional and subtraction activities Recording: Assess learner’s drawings in the tracing activity Assessment Method: The educator Assessment Tool : Observation sheet/book

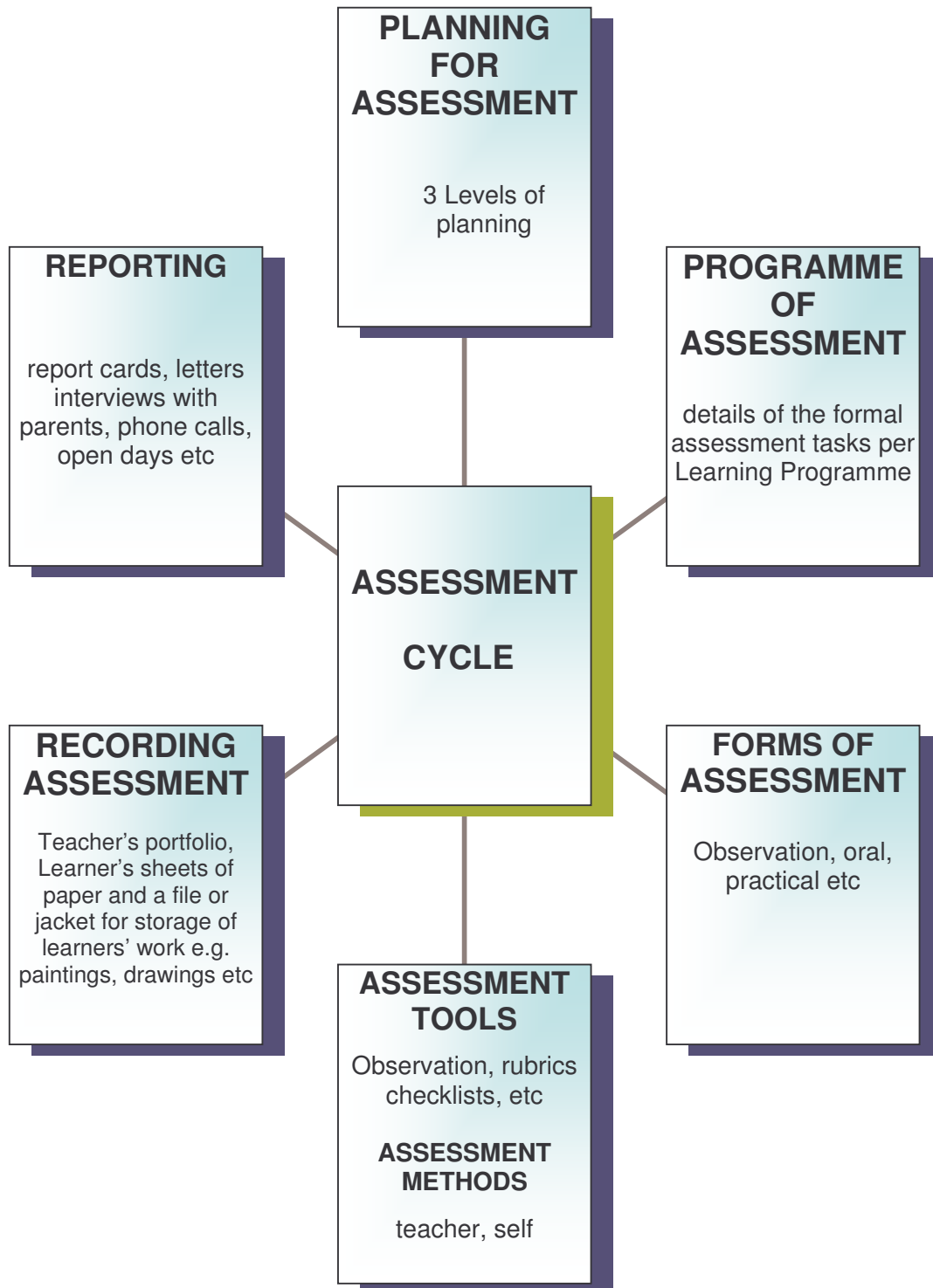
[SEE Assessment Guidelines for Foundation Phase- National DoE Page 67 Annexure F3]

EXEMPLAR DAILY LESSON PLAN: LIFE SKILLS Foundation Phase Grade R (REFER TO WORK SCHEDULE TERM 3 PAGE 48)	
Weeks: 7& 8 (Refer to Work Schedule) Per Day: 1 hour 10 minutes per day Per Week: 5 hours 50 min. Topic/Theme : WINTER	
LIFE ORIENTATION LO 1: AS 3 Demonstrate right eating habits to build a good immune system – vitamins, etc. LO 1: AS 3 Demonstrate prevention of sicknesses in the winter (e.g. colds, flu) LO 3: AS4 Discuss and identify the rules, responsibilities and routines for the classroom during winter (e.g. close the door to keep in the heat)	Integration: NS LO 1: AS 1 to 3 Plan, do and review an activity by investigating, participating, thinking and talking about it . <ul style="list-style-type: none"> The learners discover and become familiar with adaptations of people, trees, plants and animals in the winter Tech: LO 1: AS 1 to 4 <ul style="list-style-type: none"> Make winter soup
	Learning Activities and Assessment Whole class (Group) Activity Discussion : <ul style="list-style-type: none"> How do we adapt our eating habits? What type of food should we eat to stay healthy? How can we prevent colds and flu during winter? Cut the vegetables and make soup using the technological process Investigating : manipulating vegetables to explore their shape, size, colour Designing : What must come in the soup Making : Making the soup with the educator Evaluating : Tasting the soup
	<div style="border: 1px solid black; padding: 2px;">Resources: Vegetables , pot</div>
	Informal Assessment Form of Assessment Observation: Whether learners can follow instructions, participate in activities to make soup and interact with peers Practical demonstration: Are learners able to apply the technological process in making soup? Assessment Method: Educator Assessment Tool: Observation book and checklist

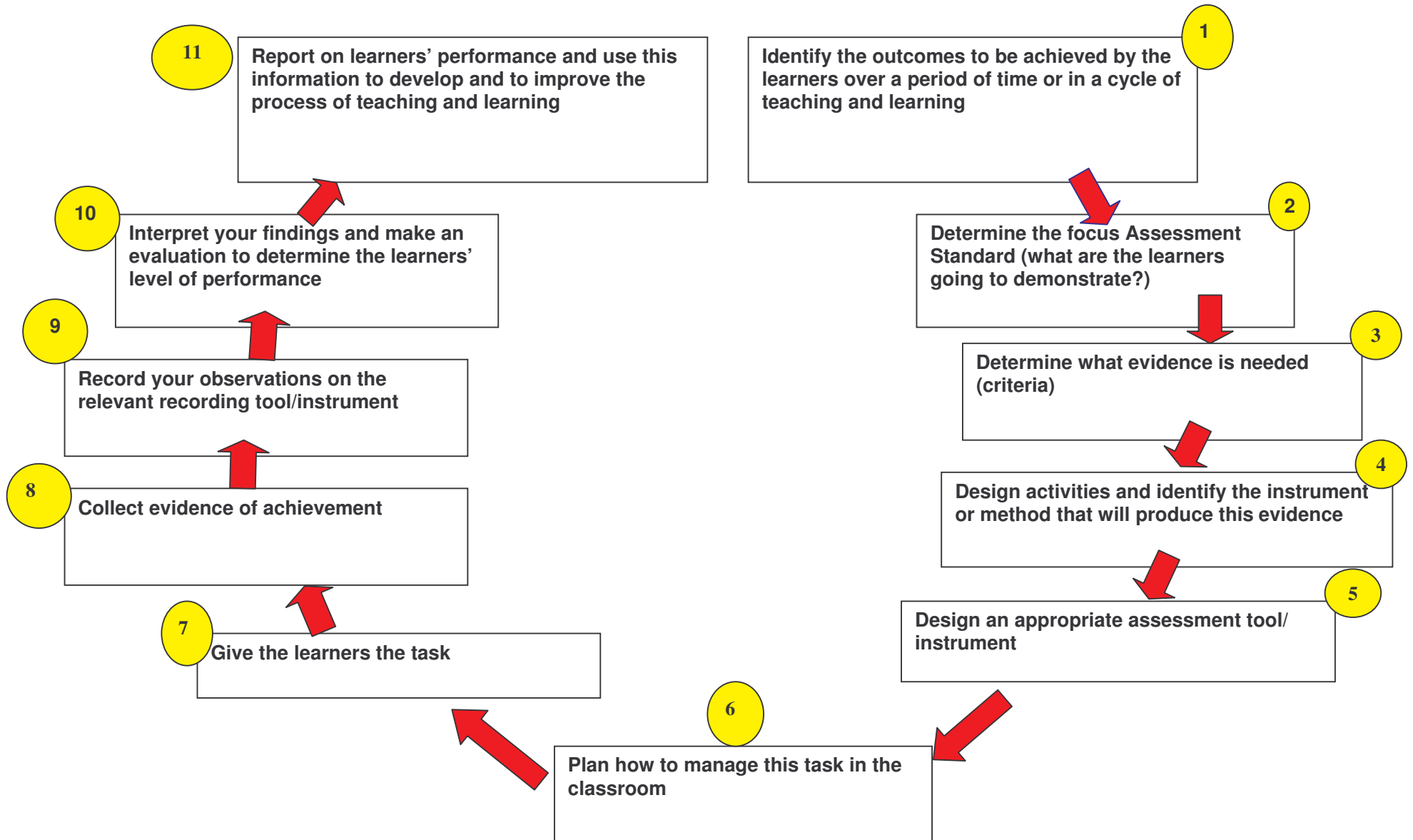
SECTION 4 ASSESSMENT CYCLE

4.1 ASSESSMENT CYCLE AND HOW DO WE ASSESS IN GRADE R

The relationship between Planning and Assessment can best be illustrated by acknowledging the following process.



4.1 ASSESSMENT CYCLE IN GRADE R



4.1.1 HOW DO WE ASSESS IN GRADE R?

It is impossible for the Grade R educator to assess **all** the learners **every day**. You should divide the class into five groups. If there are 25 learners there will be five groups of 5. If there are 40 learners, there will be 5 groups of 8 learners.

- Choose a few ASs on which you will concentrate until the whole class has been assessed (e.g. one or more from each of Literacy, Numeracy and Life Skills)
- Choose as many activities where you will be able to see the learners demonstrating their competency
- Decide how you are going to assess the learners, whether it is through observation, conversation (discussions, questions) or concrete evidence e.g. drawings
- Concentrate on ONE of the groups each day and observe the learners throughout the day to see if they are able to demonstrate what the chosen AS say and at which level they are doing it
- As you observe the learners, write down in the observation book (make notes) to help you later exactly when and how the learner demonstrated the activity. After school, enter the information properly on the Continues Assessment forms
- Concentrate on the next group of learners on the following day. The Assessment Standards will be the same, but the activities will differ
- After a week all the learners have been assessed. Those learners that did not achieve the required standard, should be given another opportunity at a later stage
- The following week you concentrate on the next few ASs

[See page 41 to 53 Module 2: In-service training programme for Grade R educators (KZN DEC/ UNICEF/ MIET)]

4.2 ASSESSMENT TASKS

4.2.1 WHAT IS MEANT BY ASSESSMENT TASKS?

‘Assessment Task’ means an Assessment activity that is designed to assess a range of skills and competencies.

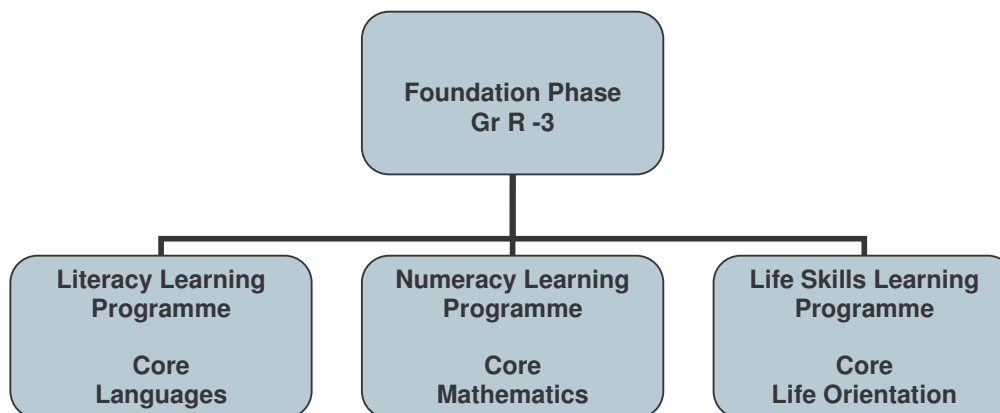
4.2.2 WHAT DOES POLICY SAY ABOUT ASSESSMENT IN THE FOUNDATION PHASE?

The National Policy on Assessment and Qualifications for Schools in the General Education and Training Band (Paragraph 36 Page 12) states that:

“Assessment of learner performance in Grades R-3 must take place equitable in the three Learning Programmes and should mainly focus on the Learning Outcomes and the Assessment Standards defined in the Languages, Mathematics and Life Orientation Learning Areas.”

This statement clarifies for us two important features of assessment in Foundation Phase.

1. That Assessment of learner performance in Grades R must take place in all three of the Foundation Phase Learning Programmes :
 - Literacy
 - Numeracy
 - Life Skills
2. That Assessment will be informed mainly by the backbone or core learning areas specific to each Learning Programme. The backbone or core learning areas are:
 - Languages for the Literacy Learning Programme
 - Mathematics for the Numeracy Learning Programme
 - Life Orientation for the Life Skills learning Programme



The Other five Learning Areas should be integrated into the 3 Learning Programmes where integration with the backbone or core learning area happens **naturally**. Therefore in Foundation Phase (Grades R-3) all **8** Learning Areas will be planned for, taught and assessed in an integrated manner across all three Learning Programmes.

Assessment in Grade R mainly takes place through OBSERVATION by the educator

4.3 OBSERVATION IN GRADE R

- The children are observed during regular classroom interactions as they work alone or in a group
- During the lesson you should walk around in the classroom, interact with the learners and observe their behaviour and how they perform in the activities
- Focus on a small or core group of learners or individual learners
- By listening to and observing the learners as they work, you can write down progress. This can be helped by asking questions
- Observation notes are written in your note book. These notes are used as a basis for assessment of the child's achievement of the Assessment Standards and ultimately the achievement of the Learning Outcomes
- These observations are also used to make the necessary adjustments and changes to the learning experience (activities) to ensure that the needs are met of each individual child in your class
- It is advisable that these observations are written in a book or file. Loose sheets of paper can get lost

4.4 FORMAL ASSESSMENT TASKS

Formal Assessment tasks may focus on:

- an integration of LOs and ASs
- focus on one LO and its ASs

Formal Assessment tasks should cover the LOs and ASs of the Learning Programme

Recording and reporting of a learner's performance takes place against the Assessment task and not the Learning Outcome

HOW MANY TASKS MUST BE FORMALLY ASSESSED?

Required number Formal assessment tasks per learning programme

- Literacy: 4 tasks per term
- Numeracy: 3 tasks per term
- Life Skills: 1 task per term

Provision must be made to accommodate the number of tasks per learning programme in each term

THE NUMBER OF FORMAL RECORDED TASKS FOR GRADE R

LEARNING PROGRAMME	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
LITERACY (Home Language)	4	4	4	4	16
NUMERACY (Mathematics)	3	3	3	3	12
LIFE SKILLS (Life Orientation)	1	1	1	1	4
TOTAL GRADE R	8	8	8	8	32

4.5 CONTINUOUS ASSESSMENT (CASS) IN FOUNDATION PHASE- GRADE R

- In **Grades R-3 CASS** accounts for **100% of learner achievement**. **CASS is the chief method that is used for assessment and it is ongoing and over the year**
- Continuous assessment (CASS) happens by planning assessment tasks that are infused with teaching and learning activities throughout the year
- **Various** kinds of assessment forms, methods and tools are used
- It provides feedback by means of the educator's oral and written comments of what was intended to be achieved by the activities
- The educator must provide activities so that the children have many opportunities in which they can demonstrate their competence
- All the Assessment Standards are assessed, but it can be done through two different, but related activities:

- INFORMAL** daily assessments.
- A FORMAL PROGRAMME** of Assessment for Literacy, Numeracy and Life Skills

Both informal and formal assessments are used in CASS, but it is the formal tasks or activities that are recorded for purposes of progression:

INFORMAL ASSESSMENT

- Informal assessment is very important, but is not used for formal recording. It is used strictly for formative purposes to support educators in their daily planning and to assist them to make professional judgments on learner performance
- In Grade R, learners' progress is observed and monitored during regular and daily learning activities, through observations, discussions, question-and-answer sessions and practical activities that the learner does independently, or in a pairs or groups. Lesson planning should incorporate such informal assessment tasks and activities
- Informal daily assessment tasks are not formally recorded, so results of these assessment tasks cannot be taken into account for progression purposes
- Through mere observation of learners, important information can be gathered for formal and informal assessment. The educator can observe how the learners do their tasks, what they are struggling with, how they work together and how the learning tasks could be changed to maximise learning
- Educators should provide learners with verbal and/or written feedback on the informal assessment tasks. This feedback can also be provided to the School Management Team and parents if necessary, for example, when significant barriers to learning are encountered or poor levels of participation are experienced

FORMAL ASSESSMENT

- Formal assessment provides educators with a systematic way of evaluating each and every learner's achievement and progress in all three Learning Programmes. Formal assessment tasks must be planned for, assessed, recorded and reported in all three Learning Programmes (Literacy, Numeracy and Life Skills)
- Formal Assessment Tasks should focus mainly on **the Learning Outcomes and Assessment Standards of the Core Learning Area as well as other Learning Areas that have been integrated into the Learning programme**
- The Formal Assessment Tasks should provide learners with an opportunity to demonstrate their acquired competencies in a Learning Programme and enable the educator to make informed judgments about the learner's performance and competence at any given time

4.6 CODING FOR ASSESSMENT

The national codes and their descriptors should be used for recording and reporting learner performance in the Foundation Phase (Grades R to 3)

Rating Code	Descriptor of Competence NPA(National Protocol for Assessment)
4	Outstanding/Excellent Achievement
3	Satisfactory Achievement
2	Partial Achievement
1	Not Achieved

4.7.1 FORMS OF ASSESSMENT

Performance based activities can be used for formal assessment. These types of activities require learners to demonstrate knowledge, skills and values by creating, producing or demonstrating something. Such tasks could include:

- oral activities such as role-play
- practical demonstrations
- presentations e.g. drawings, paintings or constructions

4.7.2 ASSESSMENT TOOLS FOR GRADE R






EXAMPLES OF ASSESSMENT INSTRUMENTS/TOOLS

Examples of 4 different tools/instruments are provided

Example of a CHECK LIST Used for Informal Assessment			
PHYSICAL MOVEMENT AND DEVELOPMENT			
NAME:..... Grade:.....			
ASSESSMENT CRITERIA		YES	NO
A	Is the learner able to: Play running, catching and dodging games, using space safely?		
B	Investigate the following ways to move? <ul style="list-style-type: none">• Spinning• Lifting• Balancing		
C	Participate in Free Play Activities		

[See photos of Balancing Activities on the following page]



Rubric (Informal Assessment)					
VOCAL MUSIC (Songs)					
NAME:		GRADE: R			
ASSESSMENT CRITERIA The learners are able to					 
A	Sing creatively to children's rhymes	Sings in a monotone	Sometimes sings in tune	Mostly sings in tune	Is completely in tune
B	Respond to a variety of rhythms	Has no sense of rhythm	Sometimes sings rhythmically	Mostly sings rhythmically	Sings completely rhythmically
C	Imitate a variety of natural sounds in the environment	Cannot imitate sounds at all	Can imitate some individual sounds	Can imitate most of the sounds	Imitates all the sounds confidently
D	Distinguish between a talking voice and a singing voice	Cannot distinguish at all the difference between a talking and singing voice	Shows a degree of understanding the difference between a talking and singing voice	Can interpret the difference between a singing and talking voice most of the time	Can distinguish very well between a talking voice and a singing voice
E	Participates in singing and brings songs from the home to share with others	Does not participate in singing activities at all and does not share	Enjoys singing sometimes and sometimes shares	Enjoys singing and is prepared to share with others	Loves singing and is prepared to share with others

Example of a CHECKLIST – ROLE PLAYS ‘READING’ INFORMAL ASSESSMENT			
NAME:		GRADE:	
	NEVER	SOMETIMES	ALWAYS
“Reads” picture books			
Holds the book the correct way			
Turn pages correctly			
Looks at words and pictures and understands the relationship between them			
Uses pictures to build ideas			
Differentiates between pictures and writing Points to words rather than pictures while “reading”			

ASSESSMENT INSTRUMENT

Example of an Assessment with a Rating Scale					
Theme / Topic : WINTER					
NAME:		GRADE: R			
ASSESSMENT CRITERIA:		Excellent 4	Satisfactory 3	Needs Help 2	Cannot achieve 1
1	The learner can create a winter story book and communicate a message through drawings Date:				
2	The learner can describe his or her own needs regarding food and clothing in Winter, using language imaginatively Date:				
3	The Learner can take part in music and movement without bumping into anyone Date:				
4	The learner can follow directions accurately Date:				
5	The learner can contribute to a planned activity such as preparing soup ingredients Date:				
6	The learner can tell about his / her own Winter experiences and participate confidently in the discussion of the theme Date:				
7	The learner takes turns and listen to others during a discussion Date:				
8	The learner can make simple products using a range of material Date:				

SEE EXAMPLES OF FORMAL ASSESSMENT TASKS IN THE GRADE R LITERACY ATTAINMENT TARGETS DOCUMENT

4.8 ASSESSMENT PLANS

AN EXAMPLE HOW A FORMAL ASSESSMENT PLAN IS SPREAD OUT OVER THE 4 TERMS IN THE YEAR [See Third term Task3]

GRADE R												
FORMAL ASSESSMENT PLAN												
Term 1												
WEEK	1	2	3	4	5	6	7	8	9	10	11	12
Literacy			Task 1		Task 2		Task 3		Task 4			
Numeracy				Task 1		Task 2		Task 3				
Life Skills										Task 1		
Term 2												
WEEK	1	2	3	4	5	6	7	8	9	10	11	12
Literacy			Task 1		Task 2		Task 3		Task 4			
Numeracy				Task 1		Task 2		Task 3				
Life Skills										Task 1		
Term 3												
	1	2	3	4	5	6	7	8	9	10	11	12
Literacy		Task 1		Task 2			*Task 3			Task 4		
Numeracy			Task 1			Task 2		Task 3				
Life Skills									Task 1			
Term 4												
WEEK	1	2	3	4	5	6	7	8	9	10	11	12
Literacy	Task 1		Task 2		Task 3	Task 4						
Numeracy		Task 1		Task 2			Task 3					
Life Skills					Task 1							

- See next page for example of a Formal Literacy task for Term 3 Task 3

4.9 FORMAL ASSESSMENT TASKS: LITERACY – e.g. TERM 3

Also See Learner Attainment Targets : Literacy Grade R HL in English version 2008

TERM 3					
LO 1 LISTENING	AS 1 Listens attentively to questions, instructions and announcements, and responds appropriately AS 4(b) Distinguishes between different sounds, especially at the beginning and end of the words	3	3	Can follow 3 instructions answer more questions and listen to announcements Learners listen and participates in specific activities for the beginning and end sounds (e.g. 3 letter words – e.g. fat)	Learners respond to instructions given by educator Listening activity
LO 2 SPEAKING	AS 8 Tells own stories and retells stories of others in own words	3	3	Tells own stories and retells stories of others	Individual discussion
LO 3 READING AND VIEWING	AS 1(c) Make sense of picture stories	3	3	Learners make sense of a simple 3 picture story	Individual discussion
LO 4 WRITING	AS 1(e) Talks about own drawing and writing	3	3	Learners talk about own drawings and 'writing'	Draws a picture
LO 5 THINKING AND REASONING	AS 2(a) Identifies and describes similarities and differences AS 4(a) Picks out selected information from a description	3	3	Learners look at pictures and objects to confidently identify similarities and differences Learners select basic information described to them by the educator (e.g. Educator tells a basic story or gives a sentence e.g. The boy was wearing a blue pants and a red cap)	Education games Discussion

ALSO SEE WORK SCHEDULE TERM 3 TASK 3

4.10 ANNUAL ASSESSMENT PROGRAMME FOR LAT GRADE R

HOME LANGUAGE

An example of an Assessment Plan for Literacy for the Year

FIRST TERM			
TASK 1	TASK 2	TASK 3	TASK 4
LO 1 AS 1	LO 1 AS 1	LO 1 AS 1	LO 1 AS 1
AS 2	AS 3(b)	AS 2	AS 3(b)
LO 3 AS 1(a)	LO 2 AS 9	LO 2 AS 6	AS 4(d)
LO 4 AS 1(a + l)	LO 3 AS 3(a)	LO 4 AS 1(a + l)	LO 2 AS 9
	LO 4 AS 1(e + g)	LO 5 AS 3(d)	LO 3 AS 3(a)
	LO5 AS 1(a)		LO 4 AS 1(e + g)
			LO 5 AS 1(a)
			AS 3(d)
SECOND TERM			
TASK 1	TASK 2	TASK 3	TASK 4
LO 1 AS 3(c)	LO 1 AS 1	LO 1 AS 3(c + e)	LO 1 AS 1
AS 4(d)	AS 3(a + e)	LO 2 AS 7	AS 3(a)
LO 2 AS 7	LO 2 AS 6	LO 3 AS 1(b)	AS 4(d)
LO 3 AS 1(b)	LO 3 AS 4(b)	AS 5(a)	LO 2 AS 6
AS 4(b)	LO 4 AS 1(a + l)	LO 4 AS 1(i + l)	LO 3 AS 5(a + b)
LO 4 AS 1(i)	LO 5 AS 2(d)	LO 5 AS 1(a)	LO 4 AS 1(a)
LO 5 AS 2(b)	AS 3(d)	AS 2(d)	LO 5 AS 2(b)
		AS 3(d)	LO 6 AS 1(b)
THIRD TERM			
TASK 1	TASK 2	TASK 3	TASK 4
LO 1 AS 1	LO 1 AS 4(a + e)	LO 1 AS 1	LO 1 AS 4(a + b)
AS 2	LO 2 AS 2	AS 4(b)	LO 2 AS 9
LO 2 AS 9	LO 3 AS 1(c)	LO 2 AS 8	LO 3 AS 1(d)
LO 3 AS 1(a)	LO 4 AS 1(b)	LO 3 AS 1(c)	AS 5(a)
LO 4 AS 1(a)	LO 5 AS 3(d)	LO 4 AS 1(e)	LO 4 AS 1(g + j)
LO 5 AS 2(d)	AS 4(a)	LO 5 AS 2(a)	LO 5 AS 1(a)
AS 3(d)		AS 4(a)	LO 6 AS 1(a)
FOURTH TERM			
TASK 1	TASK 2	TASK 3	TASK 4
LO 1 AS 3(a + c)	LO 1 AS 1	LO 1 AS 3(d + e)	LO 1 AS 1
LO 3 AS 1(b)	AS 4(c)	LO 3 AS 3(a)	AS 4(b)
LO 4 AS 1(a + d)	LO 2 AS 6	AS 4(b)	LO 3 AS 1(d)
	LO 3 AS 1(e)	LO 4 AS 1(b + j)	AS 5(b)
	LO 4 AS 1(i)	LO 5 AS 1(a)	LO 4 AS 1(k + l)
	LO 6 AS 1(b)		LO 5 AS 3(d)

4.11 ASSESSMENT TASKS PER TERM (LAT GRADE R)
EDUCATOR:
LEARNING PROGRAMME: LITERACY
GRADE: R
YEAR:2008

TERM		ONE	TWO	THREE	FOUR
TASK ONE	FOCUS	LISTEN / RESPOND / WRITING			
	LA ; LO ; AS	LO 1 AS 1 + AS 2 / LO 3 AS 1(a) LO 4 AS 1(a + l)	LO 1 AS 3(c) + AS 4(d) / LO 2 AS 7 LO 3 AS 1(b) + AS 4(b) / LO 4 AS 1(i) LO 5 AS 2(b)	LO 1 AS 1 +AS 2 / LO 2 AS 9 / LO 3 AS 1(a) LO 4 AS 1(a) / LO 5 AS 2(d) +AS 3(d)	LO 1 AS 3(a + c) / LO 3 AS 1(b) LO 4 AS 1(a + d)
	ACTIVITIES	Listen to story			
		Recognise simple objects Drawing			
TASK TWO	FOCUS	LISTEN / RESPOND / SPEAKING / WRITING			
	LA ; LO ; AS	LO 1 AS 1 + AS 3(b) / LO 2 AS 9 LO 3 AS 3(a) / LO 4 AS 1(e + g) LO 5 AS 1(a)	LO 1 AS 1 +AS 3(a + e) / LO 2 AS 6 LO 3 AS 4(b) / LO 4 AS 1(a + l) LO 5 AS 2(d) + AS 3(d)	LO 1 AS 4(a + e) / LO 2 AS 2 LO 3 AS 1(c) / LO 4 AS 1(b) LO 5 AS 3(d) + AS 4(a)	LO 1 AS 1 + AS 4(c) / LO 2 AS 6 LO 3 AS 1(e) / LO 4 AS 1(i) / LO 6 AS 1(b)
	ACTIVITIES	Listen to story / Drawing			
		"Read" name Sorting colour, shape and age			
TASK THREE	FOCUS	LISTEN / RESPOND / WRITING / THINKING AND REASONING			
	LA ; LO ; AS	LO 1 AS 1 + AS 2 / LO 2 AS 6 / LO 4 AS 1(a + l) / LO 5 AS 3(d)	LO 1 AS 3(c + e) / LO 2 AS 7 LO 3 AS 1(b) + AS 5(a) / LO 4 AS 1(i + l) LO 5 AS 1(a), AS 2(d) + AS 3(d)	LO 1 AS 1 +AS 4(b) / LO 2 AS 8 LO 3 AS 1(c) / LO 4 AS 1(e) LO 5 AS 2(a) +AS 4(a)	LO 1 AS 3(d + e) / LO 3 AS 3(a) + AS 4(b) LO 4 AS 1(b + j) / LO 5 AS 1(a)
	ACTIVITIES	Group discussion (Theme)			
		Drawing on given topic Puzzles			
TASK FOUR	FOCUS	LISTEN / RESPOND / WRITING / THINKING AND REASONING			
	LA ; LO ; AS	LO 1 AS 1, AS 3(b) + AS 4(d) / LO 2 AS 9 LO 3 AS 3(a) / LO 4 AS 1(e + g) LO 5 AS 1(a) + AS 3(d)	LO 1 AS 1, AS 3(a) + AS 4(d) / LO 2 AS 6 LO 3 AS 5(a + b) / LO 4 AS 1(a) LO 5 AS 2(b) / LO 6 AS 1(b)	LO 1 AS 4(a + b) / LO 2 AS 9 LO 3 AS 1(d) + AS 5(a) / LO 4 AS 1(g + j) LO 5 AS 1(a) / LO 6 AS 1(a)	LO 1 AS 1 + AS 4(b) / LO 3 AS 1(d) + AS 5(b) LO 4 AS 1(k + l) / LO 5 AS 3(d)
	ACTIVITIES	Music ring – Choruses + Clapping			
		Recognise own name + write / Draw Dominoes – Shape + colour Sorting – big small / Grouping - Age			

4.12 RECORD SHEET: NUMERACY ASSESSMENT TASKS PER TERM

GRADE : YEAR :		Task 1 Date :		Task 2 Date :		Task 3 Date :	
		Topic/Theme/Context:		Topic/Theme/Context:		Topic/Theme/Context:	
		Assessment Task Focus		Assessment Task Focus		Assessment Task Focus	
		LOs and ASs		LOs and ASs		LOs and ASs	
		Form of Assessment		Form of Assessment		Form of Assessment	
	Learners Names	Coding	Comment	Coding	Comment	Coding	Comment
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

4.13 ANNUAL SCHEDULE: Numeracy
(See National Policy document on Assessment)
ANNEXURE A

EXAMPLE OF A RECORD SHEET FOR GRADES R - 9

LEARNING PROGRAMME: _____

GRADE: ____ **CLASS:** ____

		TERM 1				TERM 2				TERM 3				TERM 4				Final CODE
TASK																		
DATE OF ASSESSMENT					Total				Total				Total				Total	
LEARNERS' NAMES																		
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
12																		
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21																		
22																		
23																		
24																		
25																		

4.14 A CHECK LIST FOR THE GRADE R EDUCATOR / PRACTITIONER

COMPLETE THE CHECKLIST IF THE ANSWER IS NO, WHAT CORRECTIVE MEASURES DO YOU PLAN?			
No	CATEGORY	Yes No	CORRECTIVE MEASURES
1. PRACTITIONER			
1.1	Qualification: Am I suitably qualified?		
1.2	Did I receive NQF Level 4 ECD training?		
1.3	Did I attend all the latest in-service training?		
1.4	Do I have a registration number with SACE?		
2. LEARNERS			
2.1	Is my attendance register up to date?		
2.2	Do I have all the necessary documentation for my learners?		
3. DOCUMENTS AVAILABLE			
3.1	Do I have NCS Learning Area policy documents available for Grade R?		
3.2	Do I have Foundation Phase INSET Modules 1 to 7 (at schools)?		
3.3	Do I have Grade R In-service training programme for Grade R educators (KZN DEC /Unicef/MiET) Modules 1, 2 and 3?		
3.4	Do I have the HIV/AIDS Policy document?		
3.5	Do I have White Paper 5 on ECD?		
3.6	Do I have White Paper 6 on Inclusivity?		
4. MANAGING THE GRADE R SITE / CLASSROOM / SCHOOL			
4.1	Is a governing body / management committee in place?		
4.2	Do I have a confidential file for each learner?		
4.3	Do I keep a daily incident / record book?		
4.4	Are my learners under adult (my) supervision at all times?		
4.5	Does our staff plan / meet once a week?		
4.6	Are our parents encouraged to be involved in the site/class?		
4.7	Are our parents informed about the Learning Programmes?		
4.8	Is the outdoor and indoor equipment well maintained?		
4.8	Is a first aid box available?		
4.9	Are there toilets available for the learners?		
4.10	Are there hand washing facilities for the learners?		

5. MANAGEMENT OF ACTIVE LEARNING			
5.1	Is a daily programme available?		
5.2	Does the daily programme reflect appropriate weighting and is it clearly drawn? Literacy 40% Numeracy 35% Life Skills 25%		
5.3	Are Work Schedules available for Grade R?		
5.4	Is my daily lesson planning according to the National Curriculum Statement for Grade R?		
5.5	Do I plan for activities according to the daily programme?		
5.6	Do I plan a range of activities supporting the assessment standards?		
5.7	Is the planning of activities developmentally appropriate for the learners?		
5.8	Do I follow an inclusive policy e.g. accommodating learners who experience barriers to learning?		
5.9	Is my observation book kept up to date?		
5.10	Do I observe the learners during indoor time?		
5.11	Are my learners assessed continuously throughout the year?		
5.12	Do I follow the required number of formal assessment tasks according to National policy in Grade R?		
5.13	Do I have evidence of recording sheets and reporting to parents?		
6. INTERACTION BETWEEN LEARNERS AND PRACTITIONER			
6.1	Do I interact frequently with the learners in a verbal and non-verbal way?		
6.2	Do I speak to the learners in a friendly, polite way and mostly at eye level?		
6.3	Do I move around between groups and spend time observing learners?		
7. INDOORS			
7.1	Is there sufficient space for activities?		
7.2	Are my learners provided with sufficient equipment and engaged and interested in activities?		
7.3	Is my learners' work displayed at the learners' eye level?		
7.4	Is there a suitable floor covering (carpet)?		
7.5	Is the classroom and equipment clean?		
7.6	Is my equipment stored when not in use?		
7.7	Is my furniture arranged according to the lay-out of a Grade R classroom?		
7.8	Are there different corners/areas in the classroom as set out in the NCS In- service training Modules 1 to 3? (e.g. book corner, fantasy area etc.)?		
7.9	Is there evidence of a print-rich environment in my classroom and do I use (make) my own resources?		

7.10	Do I have the following in my classroom? More can be added		
	LITERACY		
	• Reading Corner		
	• Posters		
	• Reading Books		
	• Magazines		
	• Pictures		
	• Poems/Rhymes		
	• Learner Writings (Drawings)		
	• Calendar		
	• Alphabet Chart		
	• Weather Chart		
	• Duty Chart		
	• Phonic Chart		
	• Birthday Chart		
	• Sound cards		
	• Word Games		
	NUMERACY:		
	• Number Line 0 to 10		
	• Number Charts 0 to 10		
	• Length Charts		
	• Colour Charts		
	• Abacus (counting frame)		
	• Play Money		
	• Counters (natural and man made objects)		
	• Mathematical 2-D Shapes		
	• Mathematical 3-D Shapes		
	• Clocks		
	• Calendar		
	• Measuring equipment e.g. mass, capacity, time, etc.		
	• Activity cards		
	• Construction apparatus		

	LIFE SKILLS:		
	• Stories with values		
	• Charts: Health Promotion		
	• Charts: Social development		
	• Charts: Physical development		
	• Charts: Personal development		
	• Games		
	• Puppets		
	• Balls: Different sizes		
	• Ropes		
	• Bean Bags		
	• Hoops		
	• Cones		
	• Bats		
	• Art Material		
7.11	Do I use other resources? (List them)		
8. OUTDOOR PLAY AREA			
8.1	Is there enough space to play freely ($\pm 2\text{m}^2$ per learner)?		
8.2	Is the outdoor area properly securely fenced and is the gate locked during the day?		
8.3	Is the outdoor area clean and free from dangerous articles such as broken bottles etc.?		
8.4	Is the equipment in good condition and free from broken parts that can be dangerous?		
8.5	Is the equipment age and developmentally appropriate?		
8.6	Does stimulation of motor development take place and is there sufficient outdoor equipment e.g. water play, sand play, skipping ropes etc.?		
8.7	Do I have apparatus for the learners to balance, swing, climb on and to crawl over and under?		
8.8	Do my activities make provision for learners with barriers to learning?		
8.9	Do I observe the learners during outdoor time and do I assess them?		
9. TEACHING & LEARNING ENVIRONMENT			
9.1	Is the classroom environment clean and conducive to learning?		
9.2	Does the learning space allow both for individual and co- operative learning?		

9.3	Do I manage the time effectively?		
9.4	Is the discipline of the learners in my classroom of an acceptable standard?		
9.5	Are my activities based on learning outcomes?		
9.6	Are my instructions given to learners clear and meaningful?		
9.7	Is the content knowledge evident in the lesson?		
9.8	Are the learners actively participating in the lesson?		
9.9	Are various methods of assessment used in the lesson?		
9.10	Is there any room for expanded opportunities?		
9.11	I do not give my learners formal homework		

CHALLENGES

If the answer is NO to some of these questions, contact the District Co-ordinator to assist in guidance and advice.



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This Document will be revised in 2010. For comments to this document please contact:

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4.15 ACKNOWLEDGEMENTS:

The Department of Education wishes to acknowledge and thank the following persons and parties who have contributed to the development of these Guidelines:

Freda Wilkens: Education Specialist on Grade R (National Department of Education 2003 - 2006)
Served on both Foundation Phase National committees for writing C2005 and NCS

Colleen Larkin of Chameleon Curriculum Design (for Khululeka Community Education Development Centre in Queenstown) for editing these Guidelines

Photos: The Principal and Teachers of Fanie Theron Pre-Primary School in Cradock
Fort Beaufort District - p6, 9, 13, 47

The District Officials of the Department of Education for their contributions, leadership and continuous support of Grade R in the Province

The Grade R educators from East London and Port Elizabeth

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