



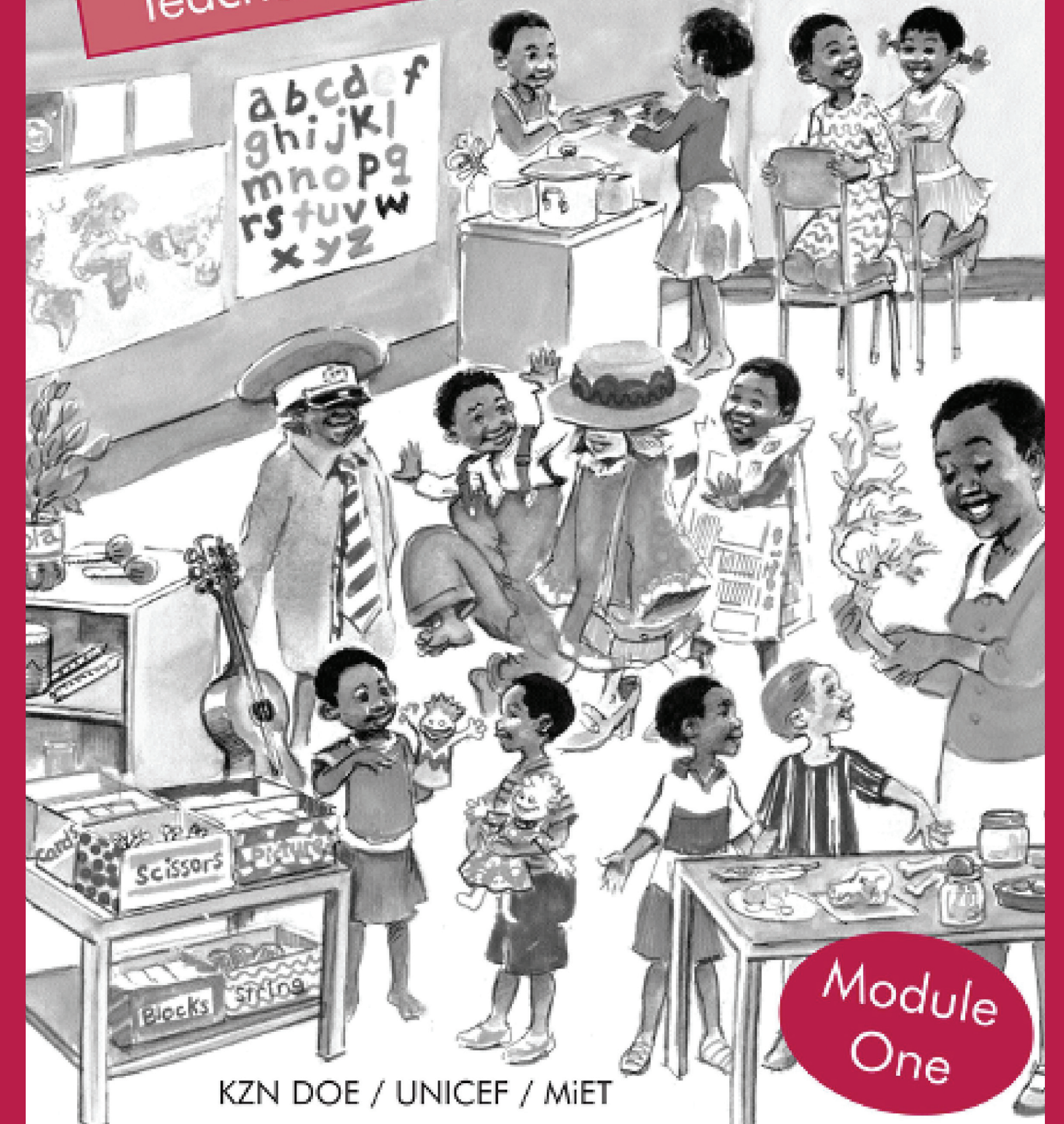
Poster A: The rights of the child
Poster B: The seven Critical Outcomes
Poster C: The Grade R classroom
Poster D: Whole class activities
Poster E: Small group activities
Poster F: Individual choice times



In-service training programme for Grade R teachers

Teacher's Notes

Revised
for the
NCS



KZN DOE / UNICEF / MIET

Module
One

CONTENTS

The Constitution and children's rights	3	Cut and stick	43
The child is unique	4	Fantasy or imaginative play	44
The rights of the child	5	Discussion	45
The seven Critical Outcomes	10	Music	46
Critical Outcomes made real	12	Threading	47
		Modelling	48
The reception class as a bridge between home and school	14	Routine times	49
The Grade R classroom	16	Teaching and learning during routine times	52
Classroom plans	18	Time tabling in Grade R	56
Structure of the RNCS Grade R - 3	20	Daily time table	57
		Lesson plan	58
The three Learning Programmes	20	Assessment	60
The Literacy Learning Programme	22	Assessment standards for the first term	62
The Numeracy Learning Programme	25	Parent contact	64
The Life Skills Learning Programme	27	Parent contact in week one	66
Learning Outcomes	29	Parent contact in week two	67
		Session summaries	68
Managing a busy classroom	31	Activity ideas for Literacy	70
Whole class activities	32	Activity ideas for Numeracy	71
Small group times	35	Activity ideas for Life Skills	72
Individual choice times	38	Daily time table	77
Activities and routine times	41	Weekly planner	83
Drawing	42		

Outcomes for MODULE ONE

The teacher will be able to demonstrate an initial understanding of Grade R learners and their needs by:

- Setting up an appropriate indoor learning environment
- Preparing and presenting fun learning activities
- Using resources to make learning interesting and fun
- Demonstrating basic assessment techniques
- Managing and organising the learners in:
 - whole class
 - small group
 - individual choice situations



NB: When you see this bell, it means the information being given is relevant for the LSEN learner.

The Constitution and children's rights

The convention on children's rights

In 1990 people from all over the world attended a convention. At this convention they discussed the rights of the child and drew up a list of these.

Countries were asked to commit themselves to these rights. The government of South Africa was one of those that adopted these rights.

By this act, the government made a commitment to look after all the children of South Africa as they are the citizens of tomorrow.

In 1994, South Africans put in place a democratic government. This government drew up a Constitution. Chapter two of the Constitution talks about the Bill of Rights. Contained in this Bill of Rights are the rights of children. Every school should have a copy of the South African Constitution and the Bill of Rights. The Bill of Rights is a long document listing and explaining the rights of all South African citizens. Contained within the Bill of Rights is a section on the rights of children. If you can, get hold of a copy of the Bill of Rights and read it.



The child is unique

No two children are exactly the same. Their bodies are different. Some are tall, some are short, some are dark and some are fair. Some have straight hair and some have curly hair. Some need glasses to see and some need help with hearing, walking or even with moving their hands. Some need help with thinking and learning. Some are well and strong and some may be weak, or even sick.

Children live in many different sorts of homes. Their families may be different and they may worship in many different ways. They learn many different languages. Some cannot speak at all. Some communicate only with their hands.

All children have the capacity to grow and learn. Some need more time for this than others. Some may never learn as much as their parents might have wished.

Despite these differences, the Convention on the Rights of the Child makes it clear that NO child should be deprived of his/her right to learn and grow.



The rights of the child



The RNCS builds on the vision and the values of the constitution.

There are 5 principles that underpin the curriculum:

1. Social justice, a healthy environment, human rights and inclusivity
2. Outcome-based education
3. A high level of skills and knowledge for all
4. Clarity and accessibility
5. Progression and integration

The whole child

I AM SOMEBODY

I may be poor, but I am somebody
 I may be young, but I am somebody
 I may be on welfare, but I am somebody
 I may be small, but I am somebody
 I may make a mistake, but I am somebody
 My clothes are different, my face is different,
 My hair is different, but I am somebody
 I am black, brown, white,
 I speak a different language, but I must be respected,
 protected, never rejected,
 I am God's child
 I am somebody

By: Rev. Jesse Jackson

The physical aspect

The physical aspect is not just what a person looks like, but also involves physical development and changes that occur in the body, as well as the use of the body. Physical changes occur as a person grows and skills develop. Everyone develops and changes at his or her own pace but there is a pattern to this development. Nobody can run before they can walk!

The Grade R learner needs to:

- develop large motor skills (or gross motor co-ordination). These are the skills that use large muscles in the legs, arms and body like: walking, jumping, kicking, swimming, climbing.
- develop fine motor skills (or fine motor co-ordination). These are the skills that use small muscles in the fingers, toes and eyes like: threading, buttoning, drawing, painting, pasting, modelling.
- be allowed to develop at his or her own pace. If a learner cannot do something that everyone else can, she should be supported and encouraged and never made to feel inadequate. The teacher should discourage any kind of name-calling.



Every child has a right to basic nutrition and clean water. Every child has a right to basic health care services e.g. clinic visits twice a year, to be monitored for growth, to be immunised, to be treated for worms, to receive vitamins and to be treated for illness and injury.

Every child has a right to shelter and clothing.

The emotional aspect

The emotional aspect deals with feelings and attitudes. We need to learn to express our feelings effectively and develop healthy attitudes to ourselves and others.

The Grade R learner needs to:

- feel safe and secure at all times
- feel accepted for who she is
- learn to express and manage her feelings in a positive way
- feel that her feelings are respected
- develop confidence and feel good about herself
- develop a positive attitude to life

Every child has a right to proper parental care. This can be from parents, family or adult caregivers.

Every child has a right to be protected from maltreatment, neglect, abuse or degradation. This means children must be protected by the State from any abuse by adults, including their own parents.



The social aspect

The social aspect deals with the parts of our life which involve interacting with others. We live with other people. It would be very difficult to function completely alone with no contact with others! People need other people ('Umntu ngumuntu ngabantu'). We need to know how to communicate and get on with all the people with whom we come into contact.

The Grade R learner needs to:

- be introduced to the wider society – friends, school community
- learn what is acceptable behaviour within her community – what the values are, what the culture is
- experience how to interact with family members, peers and other adults (friends and strangers)

All of these go towards developing the learner's social aspect.

Every child has a right to recreation facilities, such as libraries, parks and sports fields.

Every child has a right to be protected from being employed in full-time work. For example, some children are employed to work in factories, wash taxis, etc. when they should be at school. This is illegal.

Every child has a right to legal representation, and not to be put in prison. However, if the child is put in prison, it must be for the shortest amount of time, and the child should be separated from adults and treated kindly by prison staff.

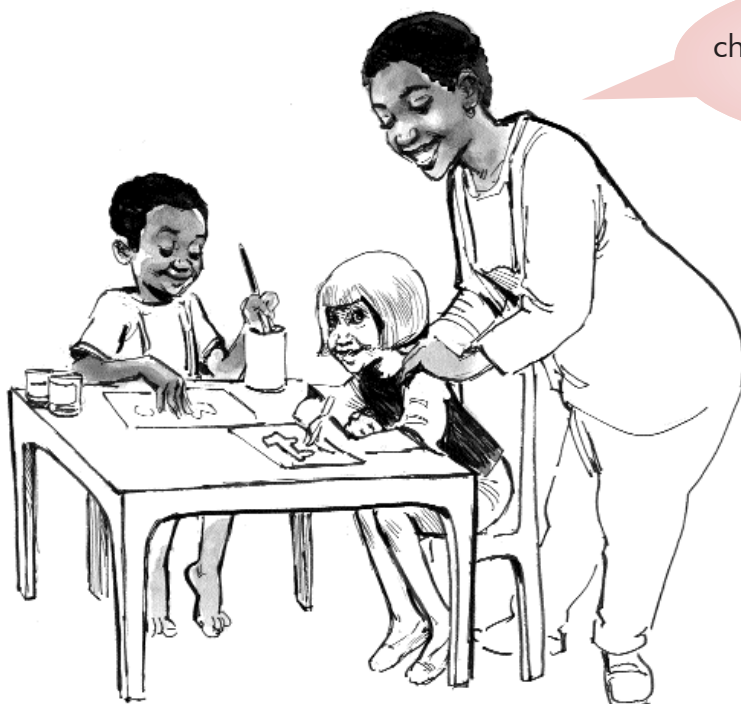


The intellectual or cognitive aspect

The intellectual or cognitive aspect has to do with the development of the intellect or the mind. It involves all the different types of thinking. These include memory, perception, forming images, language, concept development, decision-making, problem solving, reasoning and creativity.

The Grade R learner needs:

- opportunities to use and develop the memory
- opportunities to use the senses through hearing, seeing, smelling, feeling and tasting in different contexts
- opportunities to use the imagination
- lots of opportunities for using language
- experiences for developing concepts
- lots of opportunities to make decisions
- opportunities to solve problems
- opportunities to work things out logically



Every child has a right to basic education.

Conclusion:

Children are so different. These differences affect what they need to learn. They affect how they need to learn. It is the role of the teacher to really know each child in her class; to know the special needs of every child; to find and use what each child needs to reach his/her potential.

The seven Critical Outcomes

Identify and solve problems and make decisions using critical and creative thinking

1



2

Work effectively with others as members of a team, group, organisation and community

Organise and manage themselves and their activities responsibly and effectively

3



4

Collect, analyse, organise and critically evaluate information

Communicate effectively using visual, symbolic and/or language skills in various modes



5

Use science and technology effectively and critically, showing responsibility towards the environment and the health of others



7

Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation

The five Developmental Outcomes

In order to contribute to the full personal development of each learner, and to his/her social and economic development, any programme of learning must make learners aware of the importance of:

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



The seven Critical Outcomes (COs) and the five Developmental Outcomes represent the knowledge, skills and values all South Africans need to develop. These outcomes should guide the entire school curriculum, as well as all other forms of education and training in South Africa.

Critical Outcomes made real

Some learners are working in a small group with coloured blocks. They have been asked to work together to make a street of houses using the blocks. Lots of things are happening during this activity, and all seven COs may be demonstrated. Let's take a look.

CO1 To identify and solve problems and make decisions using critical and creative thinking

- 'How many blocks do I need?' (problem-solving)
- 'What type of block should I use?' 'What colour?' (decision making)
- 'What kind of house do I like? What sort of plan do I like? How shall I design my house?' (critical and creative thinking)

CO2 To work effectively as members of a team, group, organisation and community

- Small group working together – sharing blocks, sharing space, sharing ideas (working together effectively)
- 'Pass me the red one, please.' (communicating and co-operating)
- 'Where shall we put the road?' (working as a team)

CO3 Organise and manage themselves and their activities responsibly and effectively

- Bringing enough blocks to the work area, organising the materials, cleaning up after the activity (effective organisation and management of oneself)

CO4 To collect, analyse, organise and critically evaluate information. Deciding what the task is (analysing and organising a task)

- Deciding what is needed by talking to the group or the teacher (collecting and analysing information)
- Deciding whether they have everything they need (evaluating)

CO5 To communicate effectively using visual, symbolic and/or language skills in various modes

- Talking with others about the activity – peers, teacher, etc. (communicating verbally)
- Showing the others what you have built (communicating visually)

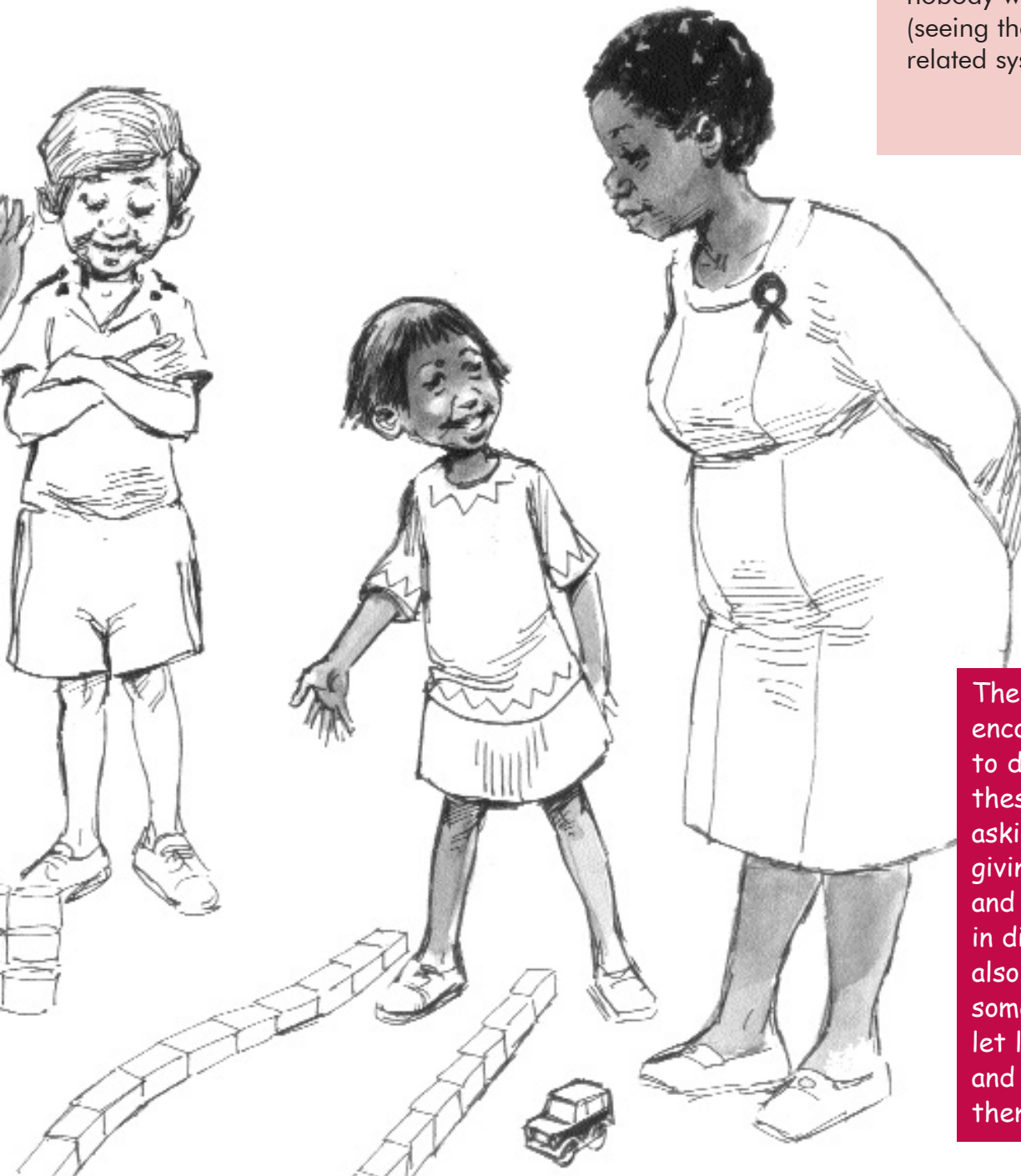


CO6 To use science and technology effectively and critically, showing responsibility towards the environment and the health of others.

- Evaluating the construction – Is it strong enough? Has it got big enough doors and windows? Is there a garden? (showing responsibility to the environment and health of others)
- Discussing different kinds of homes (bricks, blocks, tin or mud). Using the story of the three little pigs to illustrate how the house was made stronger each time. Identifying the uses of gardens, garages, tool sheds, etc. (using technology effectively and critically)

CO7 Demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

- Putting what is being done in context. Homes are part of a neighbourhood or community. Nothing and nobody works in isolation (seeing the world as set of related systems)



The teacher can encourage learners to demonstrate these Outcomes by asking questions, giving instructions and engaging them in discussion. It is also important sometimes to just let learners play and talk by themselves.

The reception class as a bridge between home and school

The reception class is called Grade R as it is the first grade for the Foundation Phase, and is therefore known as the receiving or reception grade.

It is the bridge between the learners' home life and the schooling system. This is why we try to make Grade R a bit like home and a bit like school!

It is very important to start the learners' schooling off in the right way as this can help them to love learning and school from the very beginning. It is an exciting challenge to make sure that learners settle down happily and feel motivated to learn from the beginning.

Learners in the reception class will turn five to six during the school year. The first six years of a child's life are critical for all-round development. It is the teacher's role to ensure that each learner has the best possible experiences in Grade R. The Grade R teacher has to be aware of the whole child at all times, and ensure that each child develops socially, emotionally, physically, morally and intellectually.

Grade R should be a safe, hygienic environment with activities that are appropriate for the learners' age and, at the same time, stimulating, fun and exciting.

Many of these learners come from different backgrounds and environments and will be on different levels. The teacher



must be prepared to meet the learners on their individual level and help them develop at their own pace. The Grade R teacher is responsible for helping the learners to achieve the early literacy, numeracy and life skills that lay the foundation for good reading, writing and number skills.

Grade R learners are very active and need enough material and many different activities to keep them happy.

It is essential that the Grade R teacher realises the importance of offering quality experiences to these learners in order for them to reach their potential.



The Grade R classroom





Classroom plans

INDOOR PLAN

Setting up a classroom:

Large teacher's table **not needed**

Creative:

- access to water
- extended to the verandah
- away from books, puzzles, and educational games
- close access to tables
- tables can be used for small group activities
- shelving and storage facilities

Fantasy:

- in a little corner
- demarcated area
- with storage facility

Construction/block:

- noisy activity
- demarcated area
- level floor
- with storage facility

Quiet area:

- away from paint
- floor covering/or something to sit on
- shelving for display and storage
- can be used for central meeting area

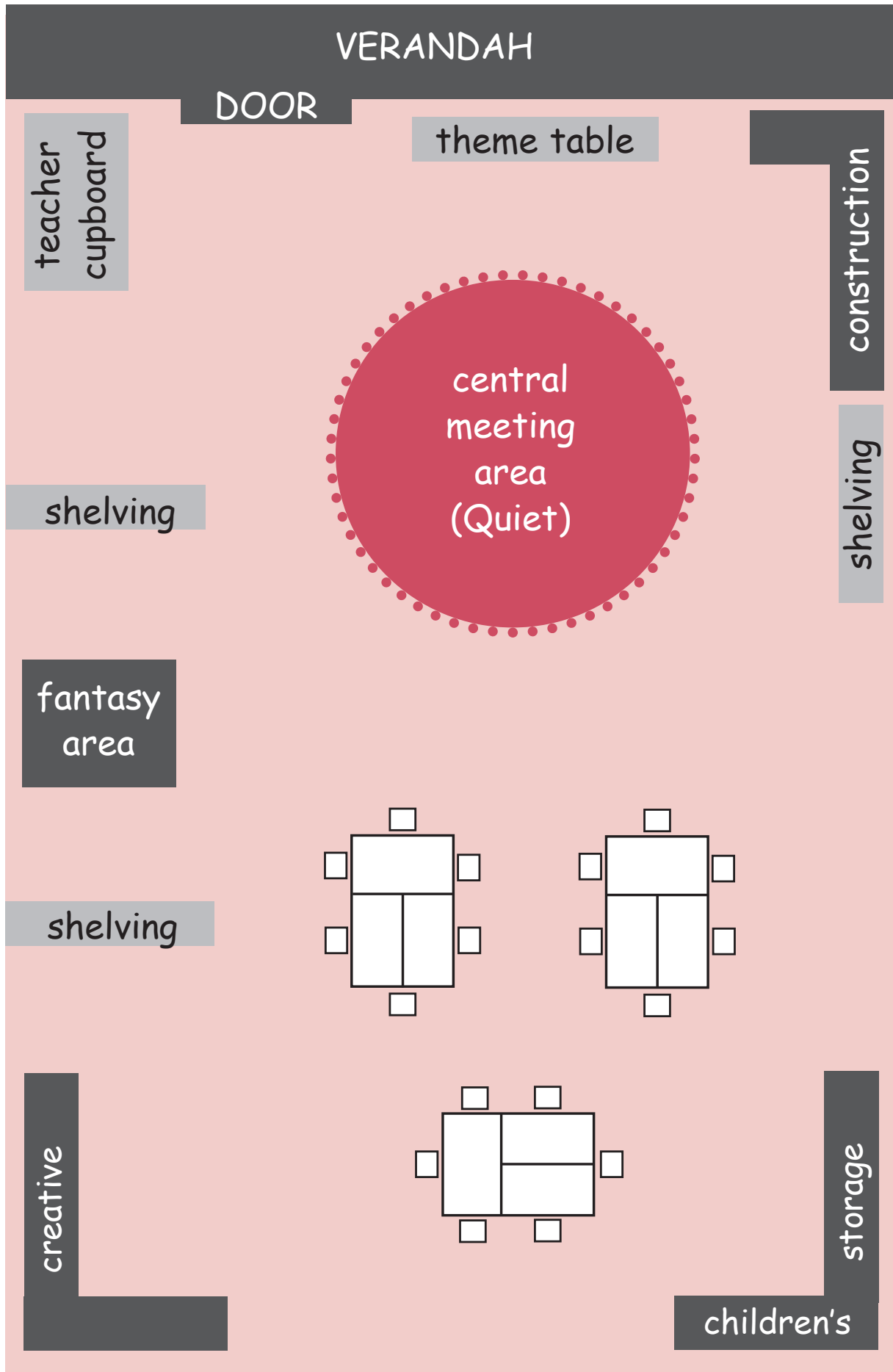
Theme table:

- accessible to central meeting area

Additional:

Recommended physical requirements for Grade R classes:

- the building should be safe, weatherproof and well ventilated
- a minimum indoor floor space of 1.5m² per child
- an outdoor play area of 2m² per child
- windows must be available to provide sufficient light and cross ventilation



Structure of the Revised National Curriculum Statement Grade R - 3

The Revised National Curriculum Statement consists of eight Learning Areas (like the old school subjects) and two additional Learning Areas i.e. First Additional Language and Second Additional Language. In all there are 10 Learning Area documents plus one Overview document.

There are 8 Learning Areas in the National Curriculum Statement. A Learning Area is a field of knowledge (what the learner needs to know), skills (what the learner needs to be able to do) and values (what the learner believes to be right or wrong). Learning Areas also have links with each other, and they are:

- Languages: Home Language, First Additional Languages and Second Additional Language
- Mathematics
- Natural Sciences
- Technology
- Social Sciences
- Arts and Culture
- Life Orientation
- Economic and Management Sciences

The three Learning Programmes

The Foundation Phase, which includes Grade R, has three Learning Programmes, each with a special focus and emphasis. In the Revised National Curriculum Statement (RNCS), these three Learning Programmes are:

1. Literacy
2. Numeracy, and
3. Life Skills

The Learning Programmes are the vehicle which delivers the curriculum. They provide a way of organising the Assessment Standards (ASs) in each grade in order to make certain that all aspects of learning are covered. Each of the three Learning Programmes should strengthen the others by bringing in concepts and skills from the other Learning Programmes.

Explanation of terms from a Grade R perspective

In Grade R, we use the terms **Literacy, Numeracy and Life Skills** in a special way.

Literacy

The backbone Learning Area for Literacy is Language – The Home Language Learning Area

By Literacy we mean all the activities that focus on:

- language acquisition and development (learning, extending and enriching both home language and at least one other additional language)
- communicating effectively in various ways (using words, symbols, signs, gesture, movement, music, art etc.)
- enabling learners to think creatively, critically and reflectively and to access, process and communicate information.

Numeracy

The backbone Learning Area for Numeracy is the Mathematics Learning Area

By Numeracy we mean all the activities that focus on:

- using numbers in concrete ways for different reasons
- recognising the power of symbols and creating opportunities for all learners to develop the mathematically-related knowledge, skills, attitudes and values necessary for their daily lives
- working with the concepts of shape and space in different ways
- measuring in different concrete ways
- pattern-making in different ways
- making sense of information in orderly ways.

Life Skills

The backbone learning area for Life Skills is life Orientation

By Life Skills we mean all activities that focus on:

- Health Promotion: that is, health and safety issues. This includes children learning to protect themselves in certain situations
- Personal Development: children learning ways to deal with their feelings, their fears and their insecurities. It includes developing self-esteem, confidence and initiative
- Social Development: children knowing their rights and responsibilities, and developing skills for interacting with others in our diverse society
- Physical Development and Movement
- Environmental Awareness: children developing a sense of responsibility towards the environment (animals/plants/land)

The Literacy Learning Programme

Any Literacy Learning Programme deals with language and communication. Language and communication include different ways of listening, speaking, writing, reading, thinking and reasoning as well as language structure and use. In Grade R we work on early literacy and this means that there are specific skills, types of knowledge, values and attitudes we need to focus on.

Learners must be able to:

- access (find, obtain) information
- process (understand and use) information
- communicate ideas and information
- build relationships with others in their society
- express themselves in creative ways and perform for others

Let's look at the Learning Outcomes (LOs) for the Languages Learning Area. These tell us what specific abilities learners must develop in the Literacy Learning Programme.

LO 1: Listening

The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

The Grade R programme lays the foundation for formal reading and writing, but the emphasis at this early stage is still on listening and speaking. You will see that the assessment standards emphasise different ways of listening.

All of the following need to be encouraged:

- listening appreciatively
- listening attentively
- listening with understanding
- listening critically

This means we need to give our learners lots of opportunity to develop these listening skills so they are able to gain the knowledge they need. *Really* listening, and making sense of what they are hearing, is much more complicated than simply hearing what someone says! Helping our Grade R learners to see the value in listening for meaning is a very important part of the Literacy Learning Programme.

LO 2: Speaking

The learner will be able to communicate confidently and effectively in a spoken language in a wide range of situations.

Being able to speak confidently is a vital skill for anyone. The more opportunity we give our Grade R learners to develop this skill, the more they will learn to effectively communicate their observations, feelings and ideas.

People rely on verbal communication (speaking to one another) and we need to ensure that our little ones develop confidence in doing this from the very beginning of Grade R. People also use other ways to communicate, and we need to give our learners opportunities to do this too. Grade R learners can use gesture (using facial expressions or body movements to show what they are feeling or thinking), drama where they act things out, different movements that express what they mean and many forms of written communication.

LO 3: Writing

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

Writing in Grade R is not the same as in other grades. By focusing on *early literacy*, we need to give the learners lots of opportunities to develop the skills of writing in a very concrete way. In Grade R this means that there should be lots of creative activities involving drawing, painting, modelling, cutting etc. This is because it is through art that Grade R learners express what they see and feel through symbolic representation. They can tell you about things by drawing or making them! They know that what they have drawn is not the real thing (e.g. not a real dog!) but it is a symbol that represents a dog.

Later on they begin to understand that signs (symbols that are the same for everyone i.e. letters, numbers etc.) also have meaning. They then like to practise 'writing' these in an informal way, like scribbling across the page, pretending to write, copying their names or the labels in the classroom, etc.

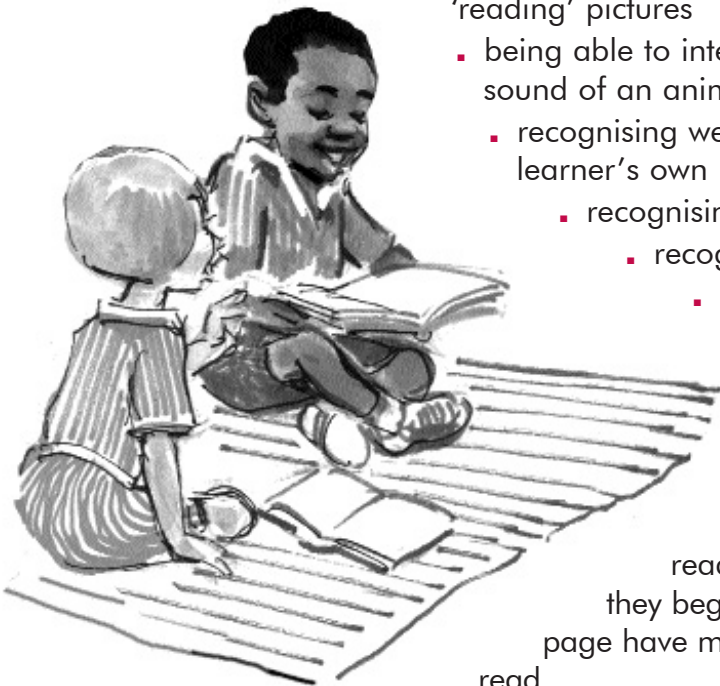
All these activities help the Grade R learner begin the process of writing.

LO 4: Reading and Viewing

The learner will be able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Reading involves many different things in Grade R:

- being able to interpret what people mean by watching their gestures or movements or the expression on their faces – 'reading' expression
 - being able to interpret symbols (like the picture of a sun) – 'reading' pictures
 - being able to interpret sound in the environment (like the sound of an animal) – 'reading' sound
 - recognising well-known words like Coca-Cola or the learner's own name
 - recognising signs like road signs
 - recognising numbers
 - recognising letters



Children begin enjoying stories very early on in their lives. If these stories are in books, the children learn that these books have stories in them! At first they pretend to read the story by turning the pages. Eventually they begin to realise that the little squiggles on the page have meaning! It is then that they begin to want to read.

LO 5: Thinking and Reasoning

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

This outcome shows that thinking and reasoning skills are all-important for all learning across the curriculum. Therefore it is important that Grade R learners develop thinking and reasoning skills at their own level. These learners must be able to show that they understand quantity, size, shape, direction, colour, speed, time, age and sequence.

In reaching this outcome, a Grade R learner will learn to:

- identify and describe what is similar and what is different: that is, match things that go together and compare those that are different.
- identify parts from the whole (e.g. parts of the body).

As Grade R learners develop further they will learn to use language to investigate and explore.

They will do this by:

- asking questions and searching for explanations
- giving explanations and solutions
- solving and completing puzzles
- processing information (understanding it and using it. For example, they might pick out certain pieces of information from a description.

LO 6: Language Structure and Use

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

Grade R learners will begin to explore how language works.

At this level they will learn to:

- relate sounds to words (recognise that words are made up of sounds)
- work with words (group words that rhyme)
- work with sentences (communicate ideas)
- work with text (talk about stories using terms like *beginning, middle, end*)
- talk about language, using words like *sound, word, letter, rhyme, beginning, middle, end*)

The Numeracy Learning Programmes

In Grade R, learners should enjoy lots and lots of informal, concrete experiences involving mathematical concepts. It is important to ensure that the learner of this age works with these in a fun way so he enjoys the experience.

In experiencing a mathematical concept it is a good idea to allow the learner to:

- First use his *body* to explore the concept (e.g. make himself big and then small)
- Then use *real objects* (compare big and small blocks) and
- Finally represent the concept on *paper* (drawing a big man and a small man)

Eventually, the Grade R learner may be able to read the number signs (the number and the word). It is then that he realises that number signs stand for something concrete e.g. the number 4 and the word 'four' stand for four concrete things.

The Learning Outcomes (LOs) from the Mathematics Learning Area form the backbone of the Numeracy Learning Programme.

LO 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 in solving problems.

The Grade R learner should be made familiar with

- Number concepts (eg. number names, symbols etc)
- Problem solving skills involving whole numbers with single digits, and with solutions to at least 10.
- Techniques for working with numbers (eg. doubling and halving to at least 10)

LO 2: Patterns, Functions and Algebra

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

The teacher should get learners to copy and extend simple patterns using physical objects and drawing (eg. using colours and shapes and creating own patterns)

LO 3: Space and Shape

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

The study of space and shape in Grade R is very practical and hands-on. The learner begins by recognising and describing objects and shapes in the environment and relates these to mathematical objects and shapes. The learner should assemble these objects and shapes, cut out, draw, sketch, and describe them. She should learn to use appropriate terms and steadily expand this vocabulary.

Learners should be given the opportunities to follow directions and give their own directions. They should also get practise in describing the position of objects in space.

LO 4: Measurement

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

The Grade R learner's 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 measurements (eg. body parts, containers, pacing on foot, etc)

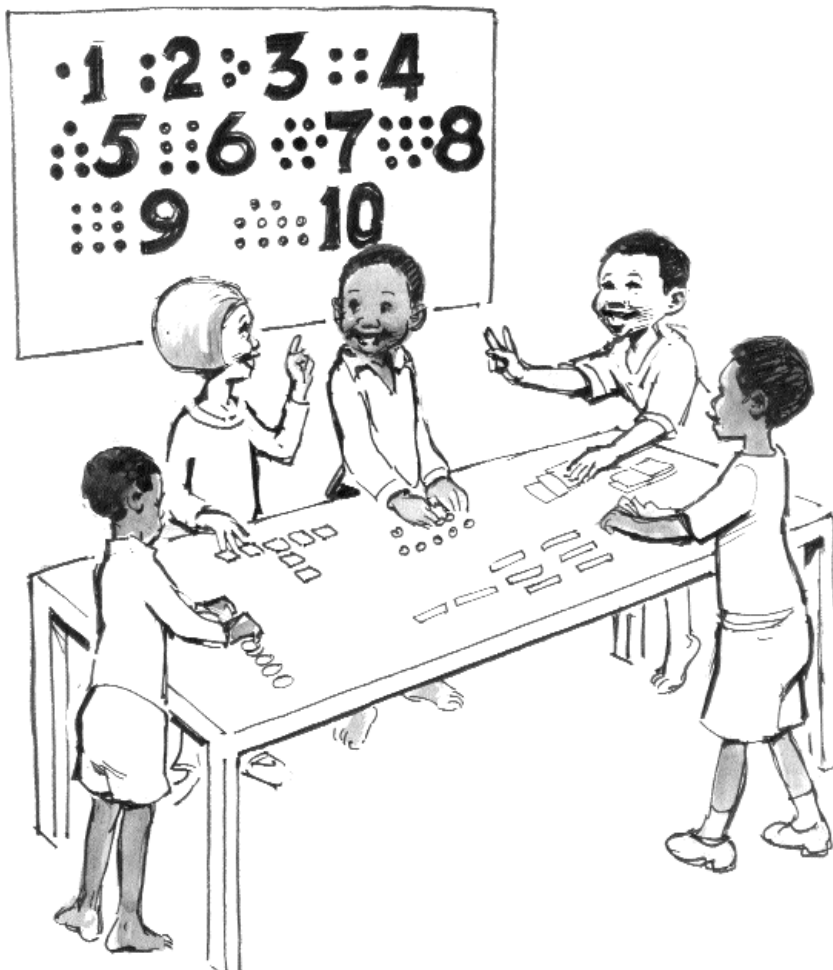
Appropriate vocabulary to describe comparisons (eg. shorter than, longer than, etc) should be developed. Learners should also be made aware of the concept of time and the sequencing of events, (eg. day and night)

LO 5: Data handling

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

Data handling in Grade R is about:

- Collecting physical objects in the environment and sorting them according to one attribute (e.g. size, colour, shape etc)
- Drawing pictures as a record of collections.



The Life Skills Learning Programme

It is vitally important to ensure that the Grade R learner has lots of experiences that will help him develop his life skills. If these are developed early, the learner has more chance of coping socially, intellectually, emotionally and physically later on in the Foundation Phase.

The Life Skills Learning Programme uses Life Orientation as its backbone Learning Area. The following are the Learning Outcomes:

LO 1: Health Promotion

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

This means that:

- learners develop healthy routines
- learners make informed decisions that will benefit their health and safety
- learners should be able to identify basic risks to their own health and safety, and know how to seek help.

LO 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

This means that:

- learners learn about the rights, roles and responsibilities associated with the functioning of groups, organisations and institutions
- learners investigate some of the ways in which families, communities, groups and nations live together.

LO 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.

This means that:

- learners develop self-expression and self-confidence



LO 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.

This means that:

- learners develop fine and gross motor skills.

The Life Skills Learning Programme could include all sorts of activities that are part of the normal pre-school programme like:

- Taking turns in games
- Working as a group at something
- Washing hands properly after using the toilet
- Taking different roles in fantasy play to experience how other people act
- Finishing a task well and being praised for doing so
- Solving problems

The life skills programme is concerned with the whole child – all aspects of the learner’s development that help him or her function well in life. If the teacher wants to make sure that learners develop these basic life skills, she will plan her activities using the Learning Outcomes that fit into the Life Skills Programme. As we saw in our booklets, the Learning Outcomes that help the learners develop life skills, and that therefore fit into the Life Skills Programme, are mainly those from the **Life Orientation** Learning Area. However we could find Learning Outcomes in any of the other Learning Areas that help the learners develop life skills eg. the LOs from Natural Sciences which involves lots of problem-solving.

Remember **Literacy, Numeracy and Life Skills** overlap considerably. For example, in many Numeracy activities, the teacher has to use *language* (Literacy) to facilitate the understanding of the *mathematical concept*, and the learner has to be able to listen with concentration, as well as *have the confidence* (Life Skills) to try the activity. The teacher may focus on the numeracy element, but she will be noticing other aspects of functioning too at the same time.

As we have learnt, in Grade R, we are always conscious of the whole child so it is difficult to break his performance or behaviour into separate elements.

Integration with other Learning Areas

The Learning Outcomes from the five 'extra' Learning Areas can be used in any of the Learning Programmes to enrich and extend it.

This is because:

- in some situations these outcomes need the learner to demonstrate an aspect of literacy
- in some situations they need the learner to demonstrate an aspect of numeracy
- in some situations they need the learner to demonstrate some or other life skill

The outcomes from the five 'extra' Learning Areas include:

- outcomes to do with expressing oneself through the different art forms (visual arts, drama, dance and music) that make up one's culture (*Arts and Culture*)
- outcomes about being curious and exploring the natural world (*Natural Sciences*)
- outcomes about investigating and making things (*Technology*)
- outcomes about finding out about the past (history) and knowing about familiar places in the environment (*Social Sciences*)
- outcomes about using money to support people's needs and wants (*Economic and Management Sciences*)

With all these outcomes to choose from, the educator can make sure that her three Learning Programmes are rich and exciting but are woven into a daily programme which develops.

Learning Outcomes

For example:

LO 1 Arts and Culture - Creating, Interpreting and Presenting - Drawing a picture of a home.

The Grade R learner can demonstrate this LO through drawing a picture of his/her home showing a 2D structure. But the Grade 9 Learner will draw a floor plan of his/her home. When you look at the work of the two learners you will notice that they have drawn at different levels.

A Learning Outcome (LO) is described as a combination of knowledge, skills, attitudes and values that is demonstrated in competent performance in a relevant setting. LOs are broad and they can apply to many different levels of performance.

For every LO, there needs to be some standards that will tell us what to expect. If we are going to evaluate the performance, we need to know at what level we are evaluating or assessing the performance.

Your booklet entitled **Learning Outcomes for Grade R** has been devised from the Learning Outcomes and Assessment Standards found in the RNCS. They are a compilation of all the relevant LOs and ASs for Grade R from each of the eight Learning Areas. In later workshops we will discuss planning and will explore the development of the Phase long Learning Programme and the yearly Work Schedule.

- You will see that each page is divided into three sections. These are headed **Literacy, Numeracy and Life Skills**. These are the three Learning Programmes we use for Grade R.
- Under each one of these, we have headings written in bold. These are the **LOs** we want our learners to achieve. They do not give us details, but they tell us what we are working towards.
- To help us understand how these Learning Outcomes can be seen in our Grade R learners, we find **Assessment Standards (ASs)** under each one of the outcomes. These are the headings that are written in a different script that follow each LO. The ASs give us an idea of what we can expect from a Grade R learner. They describe the standard we are looking for.
- Under each AS heading there is a whole list of **skills, knowledge, attitudes and values**. This list helps us understand what is meant by each AS. It explains what it covers and gives us lots of ideas of what to look for. These are the observable behaviours or performances we can expect our Grade R learners to show us.

Managing a busy classroom:

Whole class, small group and individual choice times

Grade R learners need lots of variety during the school day. They need to learn how to work and play alone, in small groups and with the whole class. The next few pages give you ideas for organising these kinds of activities to allow all children to participate.



Remember
this is useful
for the LSEN
learners in your
group

Whole class activities are times when the teacher leads the whole class in the same activity.

Small group activities are when the learners are divided into small groups and each group is given a different task to work on. The teacher works with one group but keeps an eye on the others.

Individual choice activities are when each learner chooses his or her own activity and the teacher moves around the classroom helping one learner at a time.



Whole class activities

The teacher leads the whole class in one activity.





Whole class times

- Whole class times can take place outdoors or indoors.
- All the learners in the class are involved in the same activity.
- During these times, the learners learn from one another as well as from the teacher as they are able to see what others are doing.
- The learners are expected to listen to the teacher and respond appropriately.
- During whole class times, the teacher uses instruction as a management method. In other words, she tells the learners what to do.
- The teacher also uses challenge as a management method. She challenges the learners to find their own creative ways to respond.
- The teacher uses questioning as a method of teaching and learning.
- During these whole class times, the teacher can get attention in various ways. For example:
 - She can start to clap rhythmically and soon everyone will join in. She can then drop her voice and give the next instruction.
 - She can start singing a song and soon everyone will join in.
 - She can play copy-cats by simply moving her hands or arms into different positions and saying 'Can you copy me?' or 'Follow me' or 'Simon says Do this, Do that'. The learners will stop and copy her and she will have their attention again.
 - She can drop her voice to a whisper until everyone realises that this has happened and tries to hear what she is saying!

Whole class times are sometimes called rings because the learners often sit in a ring around the teacher.

The different kinds of rings are GREETING, STORY, DISCUSSION, MUSIC, MOVEMENT and DRAMA.

Routine periods are also whole class times. (There is more about routine times on pages 49 – 55.)

Small group times

- For small group times, the class is divided into groups.
- There are different ways to group Grade R learners. Learners can be allowed to sit with their friends, or you can group them randomly (teachers may have to separate some learners if they prove troublesome over time.)
- The groups should each have the same number of learners.
- The groups should stay the same over time. Each group can have a symbol and a name which distinguishes it from the others e.g. the blue group, the red group, etc. or the apples, the oranges, and so forth.
- Small group time is usually held once a day.
- The teacher often starts small group time off with all the learners in the open space or home base with her. She is then able to tell them what to do and to send them off group by group to their places.
- At small group times, the members of the various groups sit together and work side by side. They often share materials and communicate with one another about the task. They may also have to wait their turn for materials.
- Groups are given different tasks to do. These can be alternated on different days. For example, if the red group has a particular task on Monday, then the blue group does that task the next day, the green group does it the following day. In this way, all the groups do all the tasks but on different days.
- The teacher usually works with one group but keeps her eye on all the others.
- Working with a small group means she can give individuals attention. She is able to ask individuals questions and assess whether they can perform effectively both with the task and as a member of the group.
- During small group times, the learners are learning to start and finish a task by themselves.
- Sometimes the groups are asked to do a group task, which means working on one thing together. Here they learn co-operation and collaboration, which is not easy for this age group.
- The teacher should have something for the learners who finish first to get on with, for example, looking at books or magazines.
- All learners must tidy up their group's table when everyone has finished.



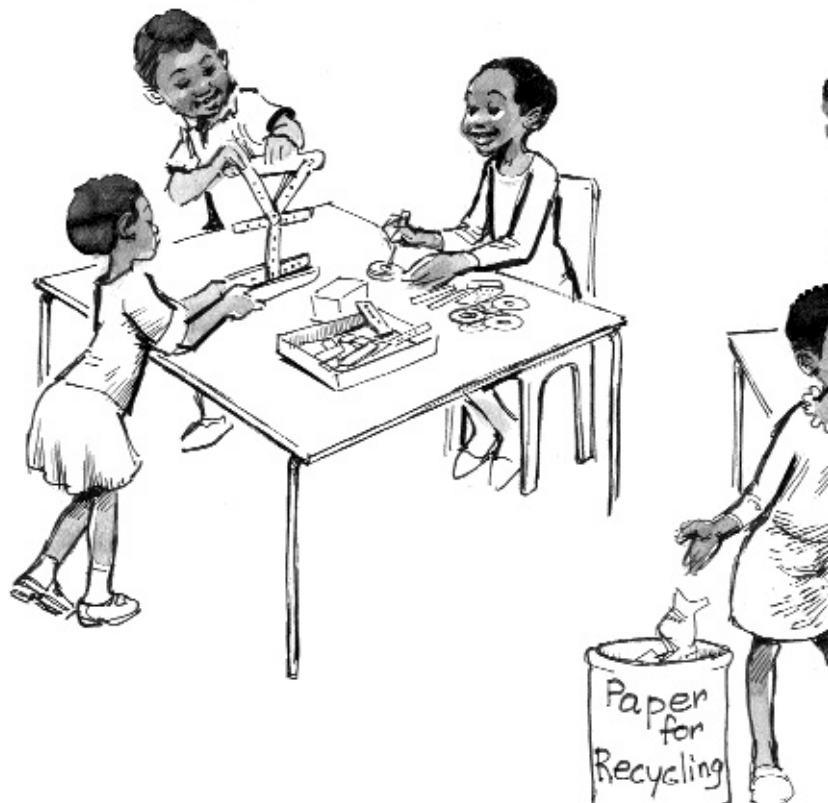
Examples of small group activities

Activities for small group times should involve the learners in creativity, exploration, discovery, thinking, developing skills and concepts, fun and games.

For example, using Maths LO3 Space and Shape - AS 2 - Describes, sorts and compares physical 3-dimensional objects according to colour, shape and style.

Here are some examples of activities:

- Threading different beads
- Tracing and colouring shapes, cutting them out and then sorting them
- Sorting and classifying various colours, then shapes, then both colour and shape
- Playing colour and shape card games (Snap!)
- Playing 'I spy with my little eye' with the teacher using colour or shape, or both



Small group times



Individual choice times

Learners choose any activity they like from a variety of activities.





Individual choice times

- Individual choice time is when a large variety of activities are set out for the learners and they are encouraged to choose any activity they like. Once they have chosen an activity, they must settle down and, if they can, finish it.
- Every learner participates at his or her own level during this time. Sometimes they might choose something that is too difficult for them, but it does not matter. They must at least try. Also when they choose something that is too easy for them, they must know this and try to find something more challenging next time.
- The art or creative activity should allow each learner to make his or her own picture. We do not want 40 of the same! Each child will be at a different level of development and will have experienced different things, so we want each learner to respond in his or her own unique way.
- There is no right and wrong in creative activity. If the learner can only scribble, that is fine. By having lots of practice, he or she will slowly improve and become more and more skilled.
- Individual choice time can include the following activities:
 - Creative activities like painting, drawing, cutting and sticking
 - Puzzles and games where the learners can play alone or with others
 - Books that the learners can look at and pretend to read
 - Construction kits and blocks where the learners can build their own constructions and decide what they are
 - Imaginative or play-play activities where the learners can dress up and play imaginative games with their friends or alone
- During this time, the teacher moves around the room, seeing that everyone is happy and busy. She makes sure that there is always enough for the learners to do and that the various activity tables stay appealing and organised. She talks to individuals or small groups playing games or working together, asking them questions and stimulating their thinking. She never leaves the class unattended.
- Each day the teacher sets up interesting and appealing activities for each of the areas and sees that the learners are participating in all of them over time. Aspects of Literacy, Numeracy and Life Skills are being addressed in this wide variety of activities. Many of these can be linked to the Context/Theme/Topic.
- When the teacher notices that a child usually avoids certain activities, she should be alert that this could indicate an area of possible weakness or difficulty.



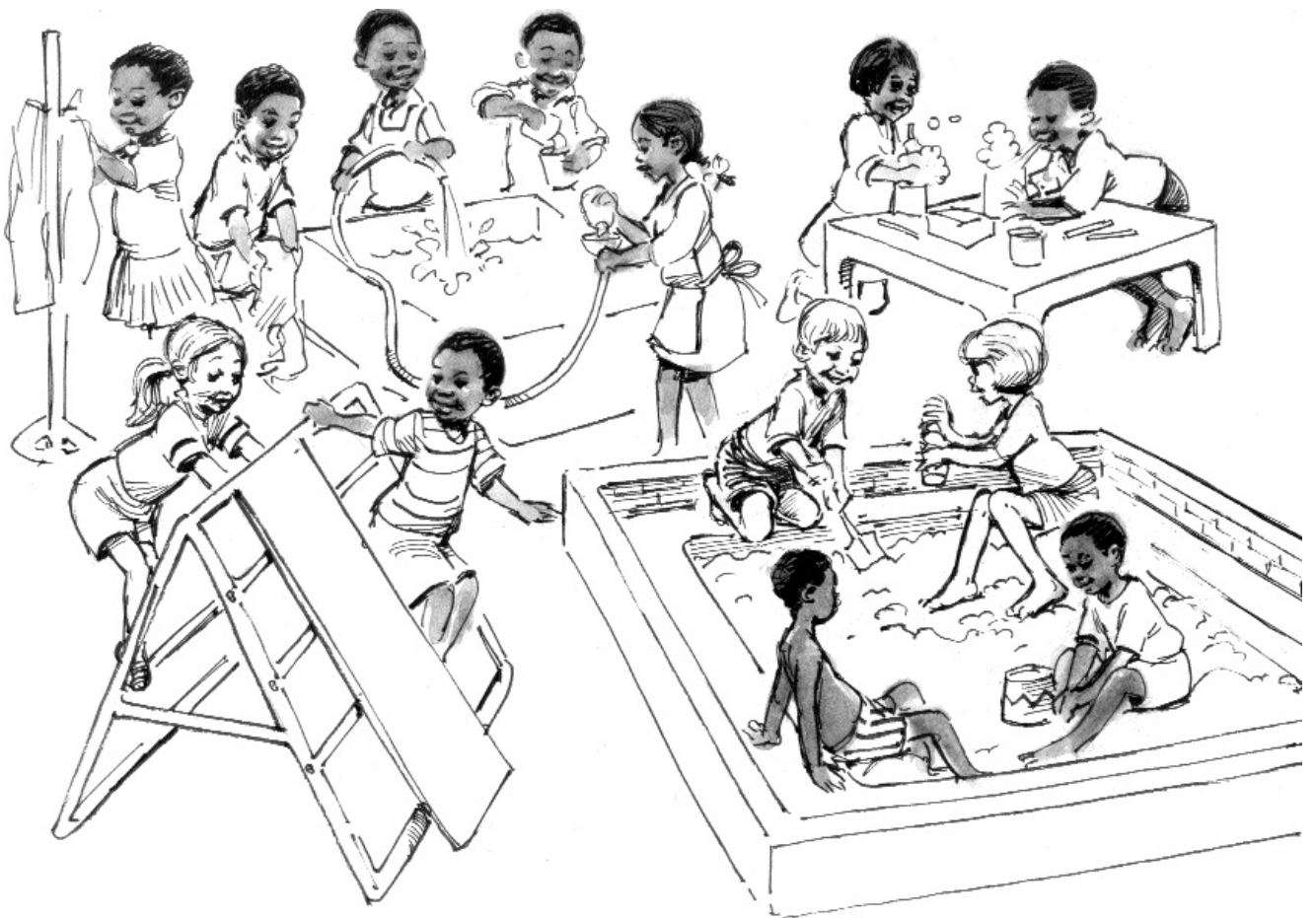
Activities and routine times

The following pages provide ideas for activities that can be done during whole class, small group or individual choice time.

For each kind of activity, there are ideas about

- What resources to use
- What role the teacher should play
- How the room could be arranged
- When to do an activity and how long it should last
- The levels of development learners will go through as they get better at doing the activity
- What kind of grouping to use
- The value of the activity

There are also some ideas about how routine times during the day can be used for teaching and learning.



The ideas on the following pages are mostly for indoor activities. It is very important to give learners time to play outdoors as well. Ideas for outdoor activities will be discussed in Module Two.

Drawing

Value

- Develops hand-eye co-ordination
- Develops fine motor skills
- Pre-writing skills
- Language is encouraged in talking about pictures
- Develops caring skills to lend support to LSEN

Resources needed

- Oil pastels
- Crayons (fat, broad, different colours)
- Paper and thick pencils
- Chalk, sugar and water
- Plastic/masonite board
- Storage: ice cream tubs, A4 boxes and lids, shelves, cupboards, margarine tubs

Grouping:

- Individual or peer
- LSEN must be grouped with a peer that can give support

Level of functioning

- Can start off with scribbles but end up with figures and shapes that resemble reality
- Colouring starts off with no meaning, but sense of appropriate colour develops
- Body parts become more and more refined and appropriate
- May hold crayon in fist to start, but proper pencil grip develops with practice
- Improved figures and improved colouring
 - The LSEN child might not progress



Room arrangement

- Flat surfaces (inside or outside) to press on
 - Better at a table
- Can be presented on a plastic or masonite board on the floor

Duration/when

- Can be done during individual choice time as well as during small group time
- Could be included in a greeting or discussion ring (whole group time)
- Duration varies according to the activity and level of functioning of the learner, especially of the LSEN learner

Role of teacher

- Sets up activity
- Sets up ground rules
- Facilitates – goes around and talks to learners about their drawing
- Encourages/motivates – asks open-ended questions, praises
 - Observes and assesses
 - Assists LSEN in developing skills with which they have difficulty



Cut and stick

Level of development

- Learning to hold scissors, open and close them
- Follows straight lines, learning to cut curves, corners, circles, angles
- Glue is applied unevenly at first. Control gained slowly. Fingers and hands get tired

Value

- Develops fine motor skills, hand-eye co-ordination, spatial awareness

Duration/When

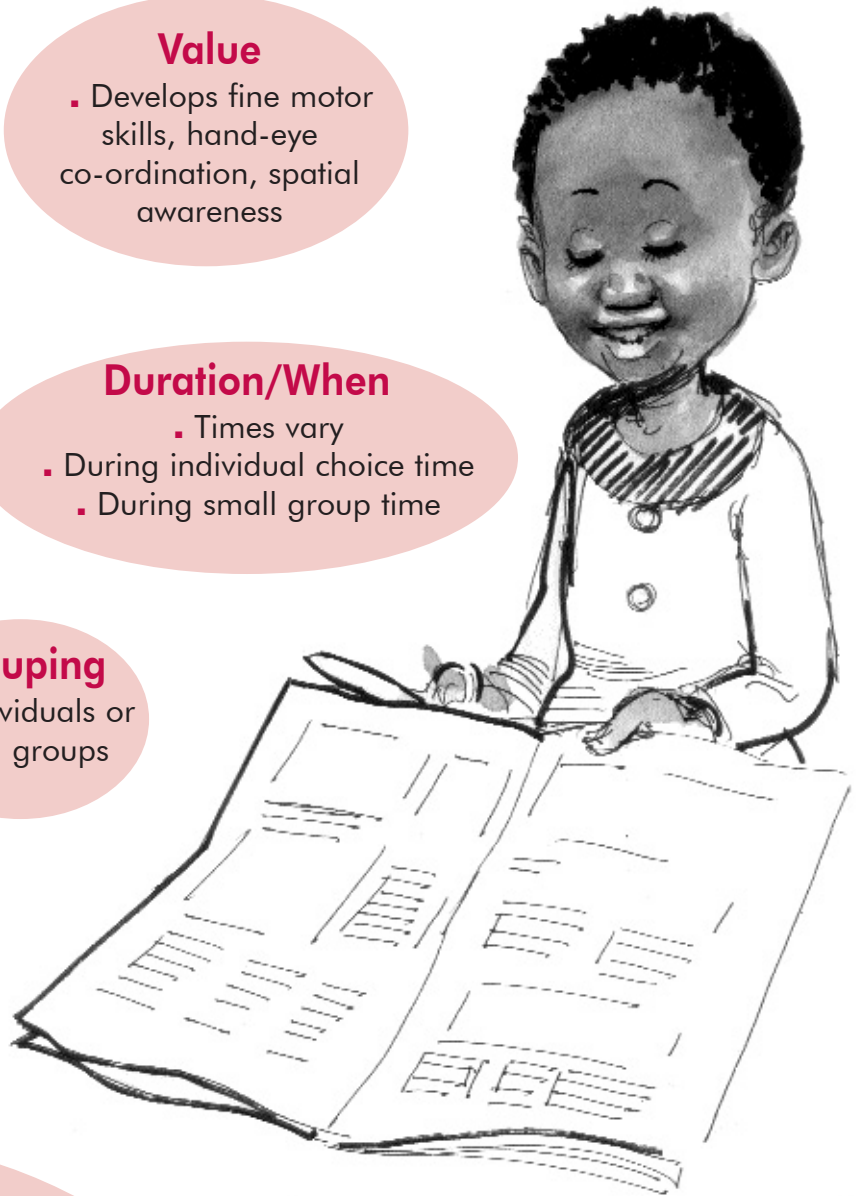
- Times vary
- During individual choice time
- During small group time

Room arrangement

- Table (preferably with plastic mat)
- Floor (preferably with plastic mat)
- Materials organised attractively and easily within arm's reach

Grouping

- Individuals or small groups



Resources needed

- Scissors – left and right handed, blunt nose, sharp, small
- Glue – leech/wall paper, wood glue, stick (pritt), flour and water
- Glue applicators – brushes (medium thickness, preferably flat), plastic spatulas, pegs and sponge, fingers
- 'Pictures' – old magazines, cards, posters, newspapers, drawings, gift wrap, stencilled shapes, etc.
 - Bin – for off-cuts and rubbish
 - Wet cloth, plastic mat
- Storage: ice cream tubs, yoghurt cups/tubs, egg boxes, small buckets with tight-fitting lids, plastic jars (E.g. peanut butter) with lids, boxes for magazines, etc.

Role of teacher

- Sets basic ground rules
- Sets up activity, encourages
 - Observation, assessment
 - Guidance – holding, manipulating tools with special attention to the child who is having difficulty
- Application of glue, tidying up



Fantasy or imaginative play

Room arrangement

- Inside or outside
- If inside, away from quiet activities
- Demarcate areas with boxes or school benches
- Make attractive

Duration/when

- Fantasy play is presented during individual choice time
- Could be used during small group time

Grouping

- Small group or individual
- Limited to a small number because of resources

Level of development

- Fantasy play develops social skills, language, imagination, Numeracy, Life Skills
- Play can be:
 - Solitary play (on their own)
 - Parallel play (alongside a friend – no interaction)
 - Co-operative play (playing together and sharing)
- Learners can be responsible for tidying up

Role of teacher

- Sets up activities and ground rules to accommodate LSEN as well
- Does not interfere, except when behaviour is unacceptable or when assistance is required by LSEN
- Observes and assesses

Resources needed

- Old plastic knives and forks
- Plastic/metal tea cups and saucers
- Tea pot, pots, pans (not china or glass), stove made from cardboard box
- Tables, chairs, brooms, buckets
- Dressing-up clothes (men and women's)
- Waste materials to use instead of cups and teapots
- Storage: boxes (e.g. apple boxes), cupboard, shelf



Discussion

Grouping

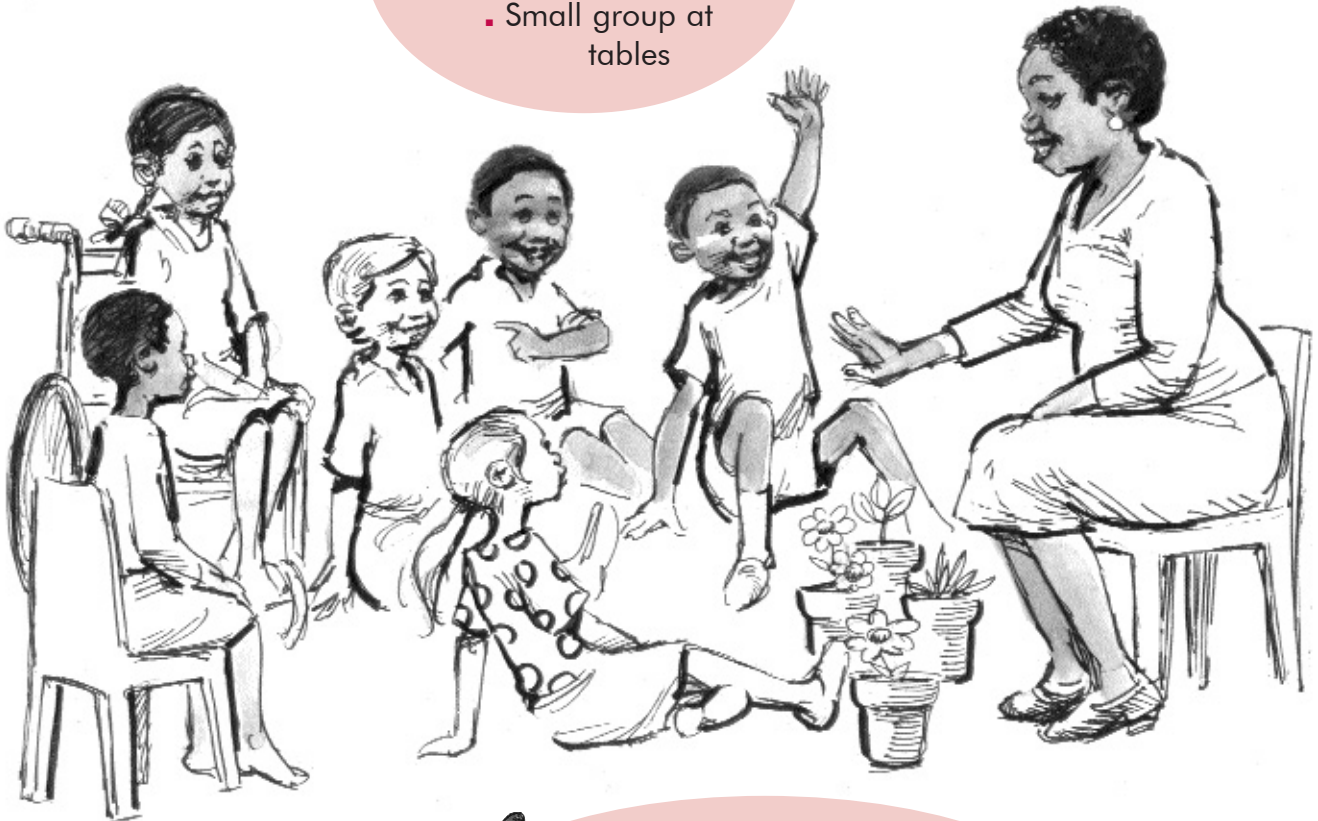
- Whole group, or
- Small group

Room arrangement

- On mat
- Outside
- Small group at tables

Duration/when

- At the beginning of the year, it could be 10-15 minutes and can be extended to 20-25 minutes
- A whole class activity or a small group activity



Level of development

- Verbal skills vary
- Concentration and listening skills vary according to interest and ability

Resources needed

- Posters
- Real objects
- The natural and/or man-made environment
- Storage: empty containers, boxes and cupboards

Role of the teacher

- Prepare materials and have these easily available
- Ask open-ended questions
- Ensure equal participation of all learners
- Encourage and include LSEN responses

Music

Duration/when

- Full music ring can be 20-25 minutes
- Whole class activity

Resources needed

- Radio and cassettes
- Home-made percussion instruments, e.g. tins and plastic bottles with seeds and sand
- Storage boxes

Role of teacher

- Provides a radio and/or prepares a cassette,
- Provides/selects an open space
- Serves as facilitator and motivator
- Encourages acceptance of LSEN in activities (by peers)

Grouping

- Whole group



Value

- Promotes hand-eye and foot-eye co-ordination
- Encourages development of rhythm, aural perception, memory
- Stimulates love and understanding of music

Room arrangement

- Inside and outside
- Open space free of hard and dangerous objects

Level of development

- The ability to listen with concentration for a short period
- Sing in tune
- Sing in unison
- Hand-eye and foot-eye co-ordination
- Hold a beat
- Demonstrate rhythm

Threading

Duration/when

- Threading could be presented during individual choice time or during small group time

Room arrangement

- On table or mat inside

Grouping

- Individual
- Small group
- Pairs especially to accommodate LSEN



Role of teacher

- Sets up the activity
- May demonstrate how threading is done according to a given pattern
- Observe and assess manipulative ability
- Ensure that LSEN receives assistance from teacher and/or peers



Resources needed

- Beads (plastic, dough, clay)
- Cardboard shapes with punched holes
- Cotton reels, cut-up straws
- Thread onto shoe-laces, wool/string (ends dipped in wax), plaited grass
- Bigger beads and other materials for the LSEN child



Level of development

- Six-year-old learners should be able to thread beads/objects with fairly large holes and thick thread

Value

- Threading will promote hand-eye co-ordination, manipulative ability and visual skills



Modelling

Duration/when

- Modelling can be presented as a free-choice activity during individual choice time, or as a teacher-directed activity during small group time

Level of development

- Five to six-year-olds enjoy manipulating, shaping, squeezing and rolling dough
- Modelling will promote the development of fine muscles (finger strength) and manipulative ability

Room arrangement

- On table
- On plastic mat
- On dough boards

Resources needed

- Plasticene
 - Clay
- Play dough
- Papier mâché

Role of teacher

- Make play dough
- Provide materials
- Encourage learners to explore
- Teacher must play an important role in ensuring and encouraging LSEN to participate and in encouraging other learners to assist LSEN



Grouping

- Individual
- Small group



Accessories

- Plastic knives/forks
- Rollers (cut-up broom stick)
 - Shapes/cutters
- Empty wool/cotton cones
- Store dough in airtight container (ice cream/margarine containers)

LSEN

- Ideal activity for strengthening hand muscles

Routine times

In every class, there are routine activities that happen in the same way, at the same time, every day. These activities give structure to the day.

Arrival time

In the reception year, the teacher must be in the classroom before the children arrive, ready to welcome them individually as they come to school. This is the time when the teacher should make contact with parents or caregivers, and learn about the special characteristics of each child. It is an opportunity to give them positive feedback about their children. Even if the parents do not come to school, this time provides the opportunity to build links with the home, for example by writing messages in a notebook.

On arrival, the child should be greeted affectionately and encouraged to place his/her possessions in the storage area. The classroom needs to be neat and tidy. Activities should be set up for the children to get on with. These can be simple activities such as puzzles, blocks, books or drawing. Ideally, these could be set out the day before, but in schools where there is vandalism and theft, the teacher needs to set these out before the children arrive.



Greeting time

Once most of the learners have arrived, the children pack away their activities and settle for their greeting ring. A greeting ring is a whole class time and takes place at the same time each morning. The children sit in a ring to greet their teacher and friends, ensuring that all languages are affirmed. Over the period of a week all learners are given the opportunity to talk.

Toilet time

Toilet time should occur at the same time each morning, especially at the beginning of the year. The teacher should work out a way of giving every learner an opportunity to go to the toilet. This will depend on the toilet facilities at your school but whatever toilet facilities are used, the teacher must ensure that faeces are disposed of safely to prevent the spread of disease.

After going to the toilet, every learner must wash his/her hands in some way, depending on the facilities at the school. The best time for toilet time is mid-morning, just before the learners have their snack.





Snack time

Young children need food often to be able to concentrate and participate in learning experiences. It is a good idea to have a snack time in the middle of the morning. What the learners eat will depend on the circumstances of the school, but the teacher should do her best to ensure that all her learners have some healthy food at this time. This could include leftover food from the evening meal e.g. phuthu and isishebo, fruit, amasi.

Tidy-up time

Children must be taught to participate in tidying up. This can occur after each set of activities and also at the end of the day. Children must learn to manage themselves and their belongings.

Departure time

This is an organised time where the children should leave school in an orderly and disciplined way. There should be at least five minutes for the group to rest or sit quietly before they leave. The teacher must ensure that she says good-bye to every learner. Ideally, no child should leave the school without supervision either from an adult or older sibling.

Teaching and learning during routine times

Routine times form an important part of teaching and learning for Grade R learners. They are supervised by the teacher and can be used to develop Literacy, Numeracy and Life Skills in many different ways. For example:

Arrival time

- Communicating with the teacher and other learners (Literacy)
- Using social conventions, such as greetings (Life Skills)
- Sorting and classifying belongings (Numeracy)

Greeting time

- **Greeting:** The teacher may sing a greeting song or say a greeting rhyme with the learners (Literacy)



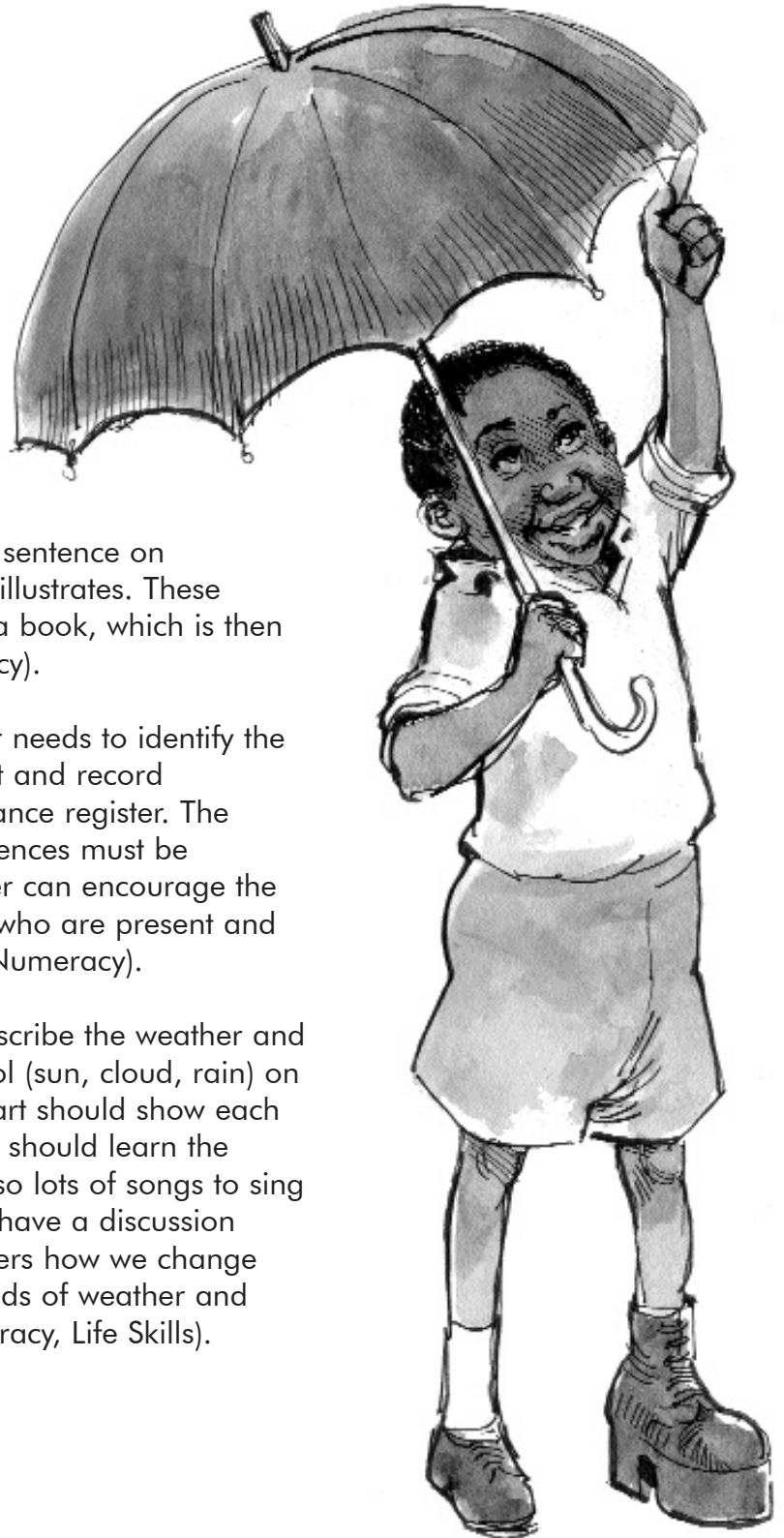
▪ **News:** Several children can be given the opportunity to tell their news to the whole group. The teacher should listen carefully to gain a deeper understanding of each learner. Children can also be encouraged individually to tell their news to the teacher on arrival (Literacy, Life Skills).

On occasions, the teacher can choose an interesting item of general news and write a simple sentence on a piece of paper which the child illustrates. These pages may later be stapled into a book, which is then placed in the book corner (Literacy).



▪ **Register:** The teacher needs to identify the children who are absent and record absentees in the attendance register. The reason for frequent absences must be investigated. The teacher can encourage the children to count those who are present and those who are absent (Numeracy).

▪ **Weather:** The children can describe the weather and place the relevant weather symbol (sun, cloud, rain) on a weather chart. The weather chart should show each day of the week and the children should learn the names of each day. There are also lots of songs to sing about the weather. You can also have a discussion about the seasons and ask learners how we change the way we dress for different kinds of weather and different seasons (Literacy, Numeracy, Life Skills).





- **Special events:** Special events need to be recognised, e.g. birthdays. On the child's birthday, he/she can wear a special crown while the class sings a birthday song and counts the number of years being celebrated. Birthdays are a good opportunity to teach about dates and the names of the months (Literacy, Numeracy, Life Skills).

- **Planning for the day:** The teacher can briefly and enthusiastically tell the children about the interesting things they are going to do for the morning. This encourages the children to understand that there is a sequence and a variety to the morning's activities (Literacy, Numeracy, Life Skills).

- **Helpers:** Special helpers can be chosen for the day e.g. two children for the whole group or a helper for each small group. These helpers can assist the teacher in tidying up, distributing material, collecting paintings, etc.

Toilet Time

- Sing a washing hands song (Literacy)
- Learners practise using water sparingly with no waste (Life Skills)
- Learners practise lining up and taking turns in the toilet (Numeracy)

Snack time

- Tell a friend what is in your lunch box (Literacy)
- Say grace before your eat. Practise good manners (Life Skills)
- Talk about same and different, shape, colour, counting (Numeracy)
- Show how a helper serves others, and they say 'thank you' (Life skills)
- Show one-to-one correspondence when serving (Numeracy)

Tidy Up Time

- Talk about looking after the environment (Life Skills)
- Show that we must take responsibility for our actions (Life Skills)
- Put things away in their right place by sorting and classifying (Numeracy)



Departure

- Learners pack their own bags in preparation for home time (Life Skills)
- They use acceptable social conventions, such as saying 'goodbye' and 'thank you' (Literacy, Life Skills)
- They learn a sense of time (Numeracy)

Time tabling in Grade R

A time table organises your day. It must suit the needs and the level of the learners. A Grade R time table needs to fit in with the rest of the school, but it does not have to be the same as for the other classes in the school.

Time tables at different schools need not be exactly the same. They should be adjusted to the specific needs of each school.

We have spoken about whole group time, small group time, individual choice time and routine time. These blocks of time should make up a school morning of four-and-a half hours. Every Grade R teacher needs to work out a time table for her own Grade R class, taking into account these blocks of time.

When planning the time table, the teacher must remember to set aside time to be in the classroom to greet and receive the learners on their arrival, and to supervise them in the classroom before the time table begins. It is a good idea to have a greeting ring once all the children have arrived as it helps to start the day off on the right note.

The teacher must also be there to supervise break/snack times.

Story time fits in well at the end of the day as it gives the learners time to settle down after the day's activities.

Individual choice time used for outdoor play does not mean unsupervised play for the children. Children must be supervised at all times and structured activities need to be provided for outdoor play, more about outdoor play periods will be covered in Module Two).

On the next page you will find an example of a day's time table. You can use the blank time table on page 82 at the back of the book to plan your own daily time table. On pages 58-59, you will find two examples of a Lesson Plan. You can use the blank Lesson Plan to plan your own weekly Lesson Plan. (You will learn how to use this gradually in the next modules.)*

* As Grade R is part of the Foundation Phase, policy requires that learners have 22hrs 30 minutes of teaching time per week.

This is allocated as –

Literacy 40% – 9hrs 10 minutes per week

Numeracy 35% – 7hrs 30 minutes per week

Life Skills 25% – 5hrs 50 minutes per week

When planning the timetable it is important to ensure that that correct allocation is given to each Learning Programme, however in Grade R these learning programmes are integrated.

DAILY TIME TABLE

SESSION	LENGTH OF TIME	TYPE OF SESSION	ACTIVITIES
One	30 mins	Individual choice	Activities for early arrivers
Two	20 mins	Whole group	Greeting activities
Three	20 mins	Small group	Activities based on ASs with groups doing different things
Four	45 mins	Individual choice (indoors)	Many different activities with individuals making choices
Five	30 mins	Whole class	Routine activity: toilet and snack
Six	30 mins	Whole class (indoors or outdoors)	Music, drama and movement
Seven	45 mins	Individual choice (outdoors)	Different activities with individuals making choices
Eight	20 mins	Whole class	Routine activity: toilet, packing away and tidying up
Nine	30 mins	Whole class	Story, rest and departure

GRADE R LESSON PLAN

Context/Theme: **Content/Liner:** Topic: **Week ending:**

LITERACY LOs & ASs NUMERACY LOs & ASs LIFE SKILLS LOs & ASs
 Time: 9 hours 10mins (40%) Time: 7 hours 30mins (35%) Time: 5 hours 50mins (25%)

Integration Integration Integration

SMALL GROUP	
LOs/ASs	
Teacher directed: Activities	Resources
Independent 1: Activity	Resources
Independent 2: Activity	Resources
Independent 3: Activity	Resources
Independent 4: Activity	Resources

	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Type of ring:	Type of ring:	Type of ring:	Type of ring:	Type of ring:
LOs/ASs:	LOs/ASs:	LOs/ASs:	LOs/ASs:	LOs/ASs:
Assess. strategy	Assess. strategy	Assess. strategy	Assess. strategy	Assess. strategy
Content:	Content:	Content:	Content:	Content:
Resources:	Resources:	Resources:	Resources:	Resources:

INDIVIDUAL CHOICE TIME

LOs and ASs for the week

MON: Creative Activity	TUES: Creative Activity	WED: Creative Activity	THURS: Creative Activity	FRI: Creative Activity
Assess. strategy Content:	Assess. strategy Content:	Assess. strategy Content:	Assess. strategy Content:	Assess. strategy Content:
Resources:	Resources:	Resources:	Resources:	Resources:
Fantasy: Assess. strategy Resources				
Blocks: Assess. strategy Resources				
Books, puzzles, Ed games: Assess. strategy Resources				
Construction: Assess. strategy Resources				
Story: LOs/ASs:	Story: LOs/ASs:	Story: LOs/ASs:	Story: LOs/ASs:	Story: LOs/ASs:
Assess. strategy Intro Content:	Assess. strategy Intro Content:	Assess. strategy Intro Content:	Assess. strategy Intro Content:	Assess. strategy Intro Content:
Recap Resources:	Recap Resources:	Recap Resources:	Recap Resources:	Recap Resources:

Assessment

Assessment in the RNCS Grades R-9 is a continuous, planned process of gathering information about the performance of learners. This information is measured against the Assessment Standards of the Learning Outcomes. The list of Learning Outcomes with Assessment Standards is there to help you see whether your learner's performance is within the normal range. It is there to help you see whether he has the skills, knowledge, values and attitudes expected of a child of his age.

Remember, an AS is a standard by which we judge the learner's performance.

We wouldn't expect our learners to be able to read a foreign language, but we would expect them to be able to speak clearly in their own language!

Continuous assessment

One of the most important principles of outcomes-based education is that assessment should be ongoing, formative and continuous. This means that assessment:

- takes place all the time and not just at the end of a month, term or year with a test of some sort
- involves being aware of the learners' development every day
- helps the teacher find out where learners need more help
- helps the teacher plan
- supports the growth and development of learners
- allows for integrated assessment
- allows for summative assessment
- provides feedback from teaching and learning

If the theme planning includes many activities for the same AS, it will be easy to practise continuous assessment in a logical and planned progression.

Making assessment relevant

Choose the LOs and their ASs that are most suitable for the learners.

For example: at the beginning of the year we choose the LOs with their ASs that we want to assess at this time of the year, in other words based on what the learners can do when they have just entered Grade R. We may also choose the LOs with their ASs that are relevant to our specific learners because of their own particular needs. We assess the level of achievement of the AS. The ASs have been further listed in the continuous assessment form found in the pocket at the back of this book.

Making assessment manageable

We have a long list of LOs and their ASs (see **The RNCS Learning Outcomes and Assessment Standards for OBE** booklet). We obviously can't use all of them every week, or even every term! We have to find a manageable way of using these ASs in our Grade R classroom.

A work schedule is a year-long programme that shows how teaching, learning and assessment will be sequenced and paced in a particular grade. An example of a work schedule for the 1st term is found on page 62. The LOs and ASs are grouped and integrated into the three Learning Programmes for each term, thus over one year all LOs and ASs will be covered.

In your Lesson Plan you will further identify the LOs and ASs that you will assess for the week. Further details on how we plan the work schedule will be dealt with in the next modules.

If you plan well, there will be many activities that will give you the chance to observe your learners demonstrating the performance described in the ASs. You will, therefore, have lots of opportunity to do your assessment.

When you observe a learner's performance, you fill in your Continuous Assessment Form next to the relevant AS using the National Code.

NATIONAL CODES

In recording or reporting on learner achievement in the Learning Outcomes specific to a grade, the following codes are to be used:

- 4 = Learner's performance has exceeded the requirements of the Learning Outcome for the grade*
- 3 = Learner's performance has satisfied the requirements of the Learning Outcomes for the grade*
- 2 = Learner's performance has partially satisfied the requirements of the Learning Outcome for the grade*
- 1 = Learner's performance has not satisfied the requirements of the Learning Outcome for the grade.*

Obviously it will **not** be possible to observe and assess **all** the learners **every** day so it is important to find a way of ensuring that every learner 'has a turn' at being assessed. For example: it could be the 'helpers' for the day, or it could be the learners in one of the small groups for the day.

Filling in the continuous assessment form

At the back of this book, you will find an example of an assessment form for the three Learning Programmes. This will help you record your assessment of each learner throughout the year.

- First the learner's name and date of birth are filled in.
- The teacher then uses the ASs as the focus of her observation i.e. she watches to see if the learner can demonstrate the performance. She records the level of achievement using the national code.
- She then enters the date of the observation and enters a comment alongside which mentions what the activity was and how the learner performed.

An Example of Learning Outcomes and Assessment Standards for a First Term

WORK SCHEDULE for GRADE R

FIRST TERM

LITERACY LEARNING PROGRAMME	NUMERACY LEARNING PROGRAMME	LIFE SKILLS LEARNING PROGRAMME
<p>LANGUAGES</p> <p>LO 1 Listening AS 1 Listens attentively and responds</p> <p>LO 2 Speaking AS 1 Talks about family and friends</p> <p>LO 3 Reading and Viewing AS 1 Uses visual cues</p> <p>LO 5 Thinking and Reasoning AS 1 Uses language to develop concepts</p>	<p>MATHEMATICS</p> <p>LO 1 Numbers, Operations & Relationships AS 1 Counts up to 10 objects AS 2 Says and uses number names in familiar contexts</p> <p>LO 2 Patterns, Functions and Algebra AS 1 Copies and extends simple patterns (physical objects, drawings)</p> <p>LO 3 Space and Shape (Geometry) AS 6 Follows directions (alone or in a team) to move or place self within the classroom</p> <p>LO 4 Measurement AS 1 Describes the time of day in terms of day or night</p> <p>LO 5 Data Handling AS 2 Sorts physical objects according to one attribute</p>	<p>LIFE ORIENTATION</p> <p>LO 1 Health Promotion AS 1 Drinking clean water and eating fresh food</p> <p>LO 2 Social Development AS 3 Knows members of own family, peers and caregivers</p> <p>LO 3 Personal Development AS 1 Says own name and address</p> <p>LO 4 Physical Development and Movement AS 1 Plays running, chasing and dodging games using space safely AS 2 Explores different ways to locomote, rotate, elevate and balance AS 3 Performs expressive movements using different parts of the body AS 4 Participants in free play activities</p>
<p>INTEGRATION</p> <p>ARTS AND CULTURE</p> <p>LO 1 Creating, Interpreting and Presenting LO 1 The Economic Cycle</p> <p>AS 4 Uses and co-ordinates motor skills in practical work and play AS 1 Identifies own personal role in the home as a consumer</p>		
<p>CONTEXT/CONTENT FOR FIRST TERM</p> <p>1. 2. 3. 4.</p>		

The Comments column on the page is where the teacher will record anything extraordinary, e.g. where there is excellence, a problem, a need for a remedial programme or contact with the parents about the child's performance. She can write these comments at any time during the year. She should always date these comments.

An example of a Continuous Assessment form is included, but a teacher may wish to design her own Continuous Assessment system. However any system selected must record the achievement of all Grade R LOs and ASs for the year.

These LOs and their ASs show what the teacher can expect the Grade R learner to be doing (how he should be performing) by the end of the first term. They cover important basic skills, knowledge, values and attitudes, they are appropriate for the Grade R learner at this time of the year, and they link with the Learning Programme statements. If these ASs are used to focus assessment, the teacher will get to know her learners very well.

CLUSTERING: The grouping together of ASs that belong to one and the same LO. It takes place within a Learning Outcome.

INTEGRATION: the grouping together of ASs from different Learning Outcomes. It can take place in one Learning Area or across different Learning Areas. If you integrate ASs, you need to make sure that you take both the AS and its LO. There are ASs which are common or similar under LOs in different Learning Areas.

For an example of integration, look at the Numeracy Learning Programme in the exemplar: it is easy here to integrate Mathematics (LO 3 AS 6) and Arts and Culture (LO1 AS4).

REMEMBER:

- * LOs can't be clustered
- * Only ASs within the same LO can be clustered
- * You cannot write your own ASs
- * When you have clustered you must record against each AS assessed.

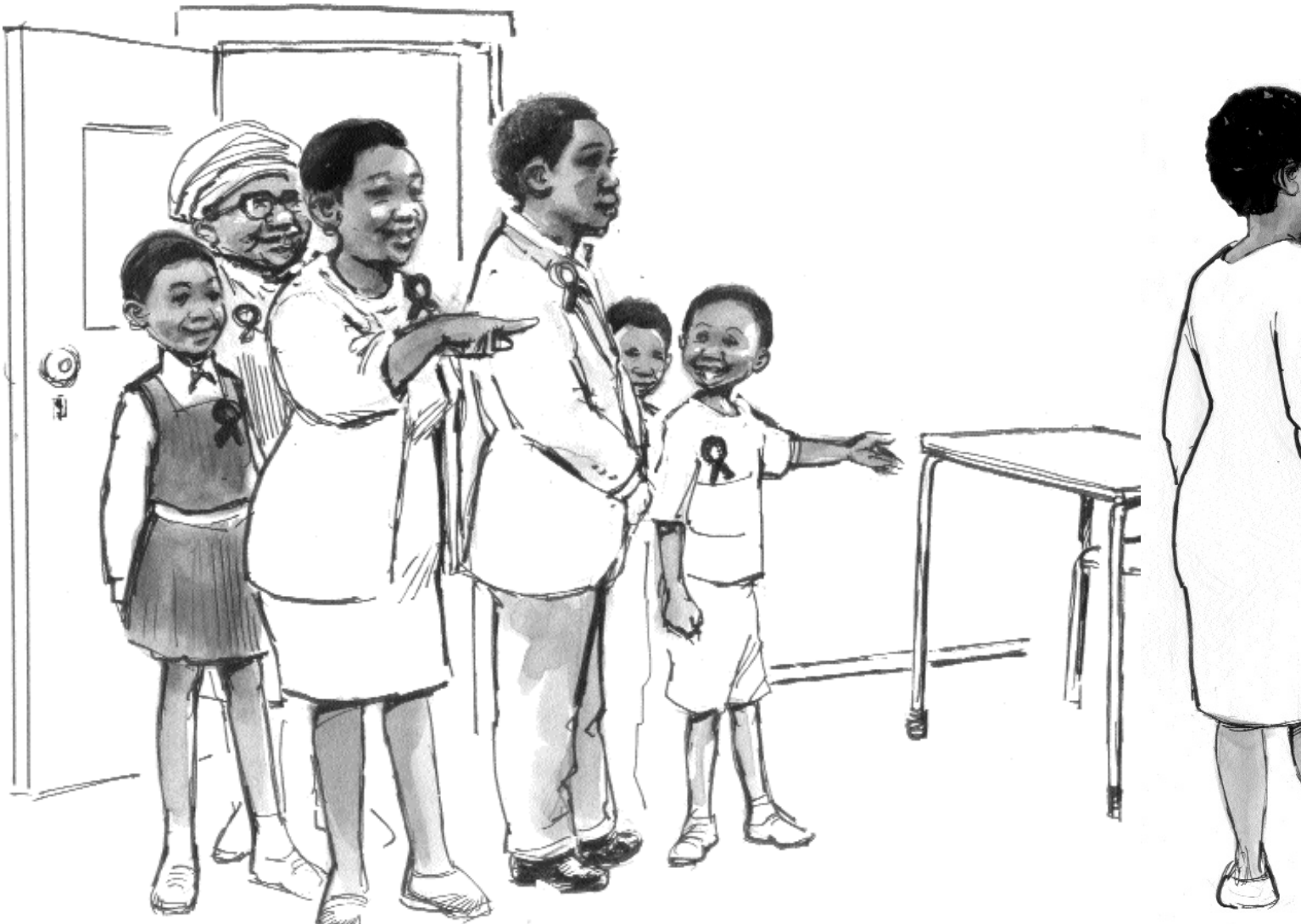
Parent contact

A child of this age usually has some kind of family. Families can differ very much, so when we talk about family, we mean a group of people who live together and care for one another. Even if children live in an institution (such as an orphanage or children's shelter), the institution is then their 'family'.

Much of the child's learning takes place in the home with the family before the child comes to the Reception Year. The parents and caregivers play a very important part in the child's learning and are a rich source of information about their child. In our new education system, parents are expected to become involved in the activities at school.

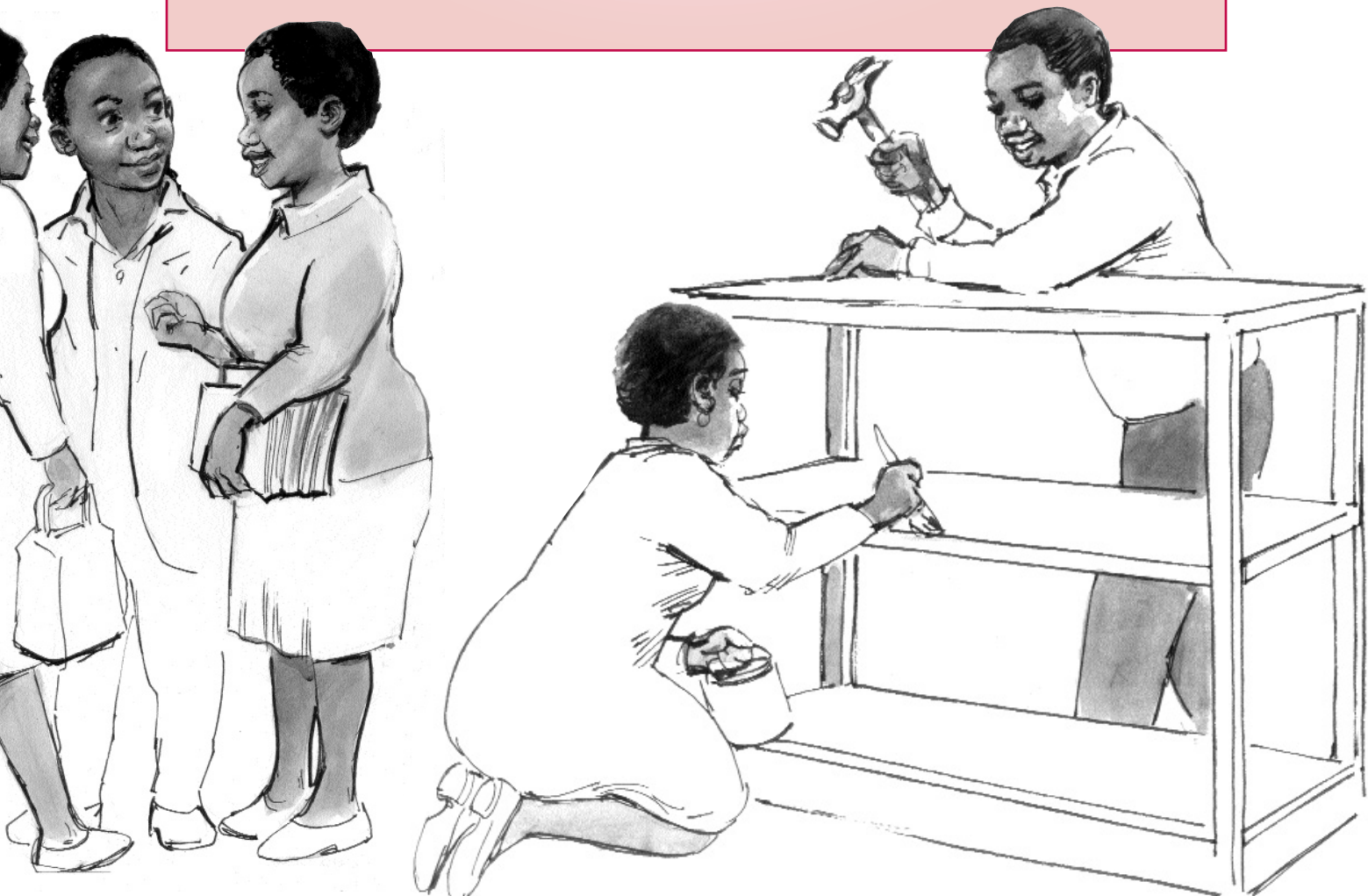


NB: In these notes we talk about parents as the people who are responsible for the child. They may not necessarily be the biological parents.



Ways of involving parents

1. Reports of the learner's progress
2. Newsletters - including information about the Takalani Sesame Programme
3. Messages (spoken or written in note-books)
4. Home visits
5. Telephone calls
6. Bulletin boards
7. Asking for help with the Learning Programme (e.g. telling a cultural story or demonstrating a craft)
8. Asking for contributions of resources
9. Meetings
10. Open days where parents can visit the class and talk to the teacher about their child
11. Workshops where parents can help to make resources



Parent contact in week one

Monday

Activities about the child's home, name, surname and address.

- Children can be asked to ask parents to provide them with photographs of the family or the child if parents have these.
- Teachers may design a form that will require parents who are able to write to fill in information. This form could be put into the learner's profile or stuck on the outside of the learner's portfolio. The form could have the following information on it:

My name is: _____
My surname is: _____
My address is: _____

Tuesday/Wednesday

Discussion of classroom resources.

- Based on this discussion, the teacher could ask learners to bring waste items from home to add to the resources. Children take a verbal message home about their activity and ask parents for old toys, books, toilet roll holders, cotton reels, etc.

It is important to give feedback to parents when they respond – i.e. a 'thank you' note in the note-book that goes from school to home and home to school.

Thursday

Activity based on designing and decorating name tags, and a story about names.

- Teachers may ask children to find out the meaning of their names and learners can report back the following day.

This kind of involvement is important as it allows the teacher to get to know the family and community better, and it promotes cultural acceptance in the classroom.

Friday

Learners are asked to collect things from the natural environment.

- After they have discussed the things they collected, they should be allowed to take some of these things home and tell their parents about their activity. Remember that there must be two-way communication from school to home and home to school.

From this first week, you will see that there are many opportunities to involve parents.

- The teacher can also use the arrival/departure time every day to give parents information about their children and to ask parents about their children. This time is good for brief communication.

Parent contact in week two

Monday

Discussion during greeting time on what the children did with their families over the weekend.

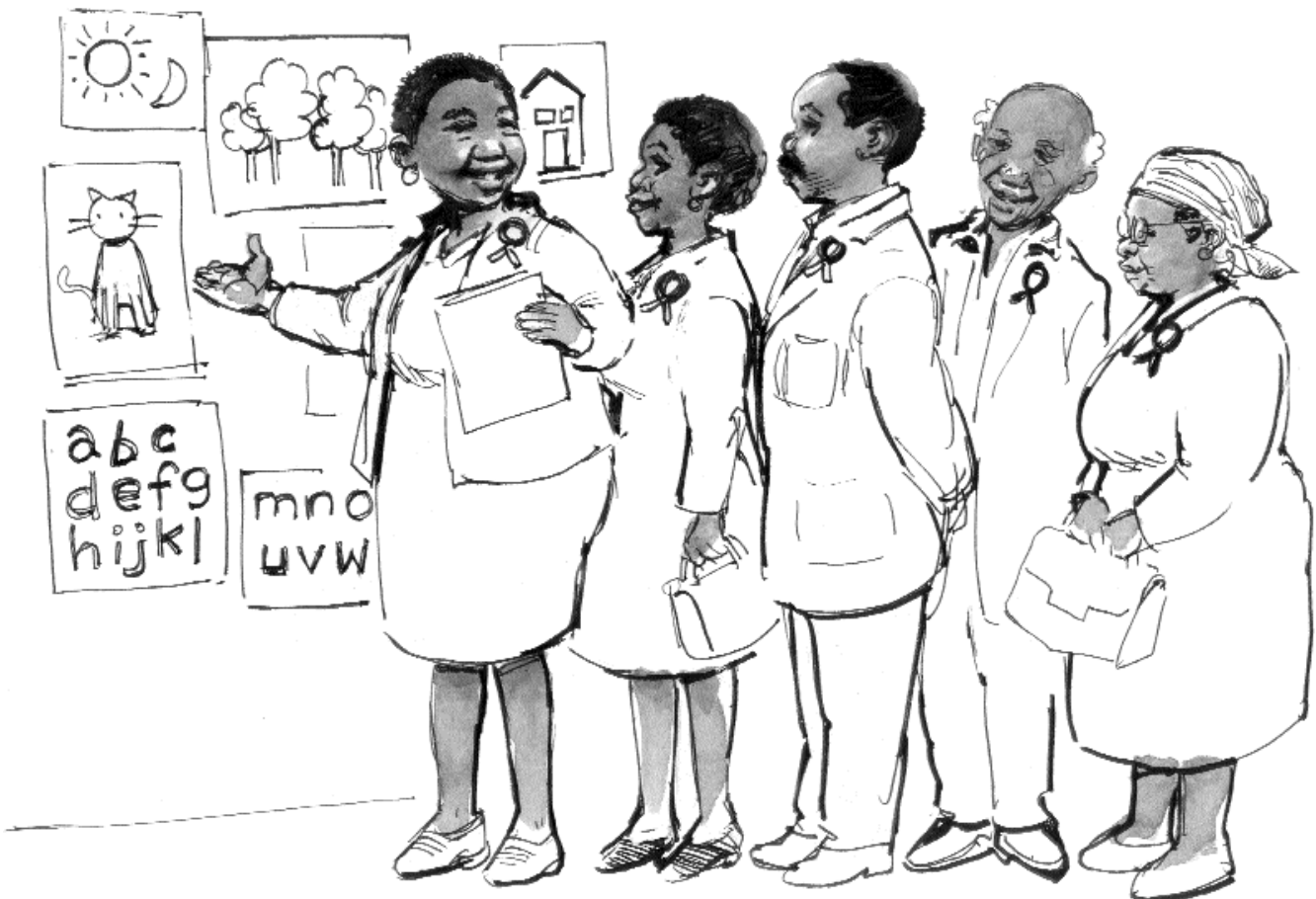
- The learners can be asked to draw their 'news'. Questions may be asked about the drawing, and the teacher can capture what is happening in the picture in a few words (e.g. picnic, me at home, watching TV, etc.) and write this on the pictures. These pictures can be displayed on the bulletin board or the wall for parents to view when they visit the school or at an open day.

Tuesday

Activity where the learners have to trace around the template of a body, cut it out and then paint the details in.

- The learners can take this home to their parents. Parents can then be encouraged to stick this up on the child's bedroom wall or 'frame' it as a picture of their child. This will begin to set the pattern of interest and involvement from the parents' point of view.

It is a good idea in these early weeks to allow the learners to invite their parents to their classroom. This will provide an opportunity for parents to get involved from the beginning, and for the child to develop a sense of belonging to the school.



Session summaries

SESSION ONE: The right to learn

- We have a set of ground rules for the week
- We have got to know one another a bit
- We know what we will learn during the course
- We have thought about Outcomes and what they mean
- We have got to know something about the Constitution and children's rights
- We have been introduced to outcomes-based education
- We have been introduced to the seven COs
- We have linked the COs to appropriate Grade R activities



SESSION TWO: The Grade R classroom

- We know what the reception class is and where it fits into the schooling system
- We have experienced the Grade R classroom, what it should have in it and why
- We have identified some of the developmental needs of the Grade R learner that are catered for in the plan of the classroom
- We have examined what problems this type of classroom layout may bring in our schools and we have thought of solutions to those problems

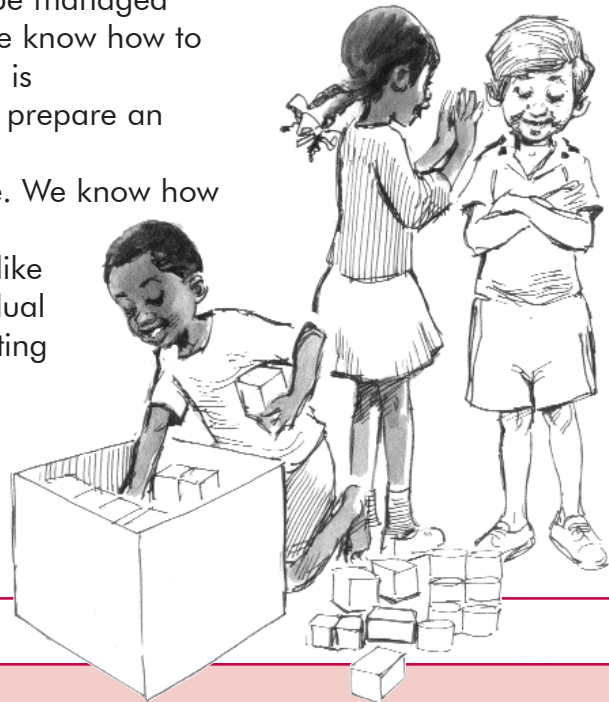


SESSION THREE: Learning Programmes in Grade R

- We know about the knowledge, skills, attitudes and values we can expect a Grade R learner to have
- We have learned about the three Learning Programmes that are used in the Foundation Phase to divide up and focus the learning and teaching during this time
- We know how Literacy, Numeracy and Life Skills can be introduced and developed in Grade R
- We know what is meant by an AS and how it provides the evidence for assessment
- We have planned activities using an AS

SESSION FOUR: Managing a busy classroom

- We have seen how to plan activities using ASs
- We know that the activities give us the evidence to help us assess the performance of the learners
- We have been introduced to the three Learning Programmes: Literacy, Numeracy and Life Skills, and we know how these influence the planning
- We have started to explore different ways of managing Grade R
- We know that there are whole class times, small group times and individual choice times
- We know how whole class times can be managed
- We know about small group times. We know how to manage them and what their purpose is
- We have experienced what it is like to prepare an activity for small group time
- We know about individual choice time. We know how to manage it and what its purpose is
- We have experienced what it must be like to be a Grade R learner during individual choice time by choosing and participating in Grade R activities



SESSION FIVE: All in a day's work

- We have learned how to structure a daily time table for a Grade R class
- We understand that assessment involves measuring or assessing the performance of learners
- We understand that assessment for the first term will involve assessing the ASs that have been specially identified as relevant for this time of the year in Grade R
- We know that these are grouped under the three Learning Programmes, Literacy, Numeracy and Life Skills and the Integrated Learning Areas
- We understand how to record our observation on the Continuous Assessment Record Form
- We understand how important it is to make contact with parents
- We have some ideas on how to ensure that parental involvement happens on an on-going basis

Activity Ideas for Literacy

Look at your Work Schedule for Grade R.

Find the first term LOs and ASs under the Literacy Learning Programme (backbone learning area document is Language + Integrated LOs from the other Learning Areas).

Here are some examples of activities that have been planned from those selected LOs and ASs

LOs	ASs	Example of activityArea seen	
LO 1: Listening	AS 1: Listens attentively and responds	Learners create their own story to tell to the group. These could be about: What they did with their eyes, ears, hands, feet, the day before, etc. Can also create their own illustration	<ul style="list-style-type: none"> ▪ News ▪ Small group
LO 2: Speaking	AS 1: Talks about family and friends	Show pictures of different families. Discuss the members, size of family, etc. Show pictures of animal families and discuss. Teach learners a finger rhyme: 'This is my family all in a row'	<ul style="list-style-type: none"> ▪ Individual choice ▪ Small group ▪ Greeting ▪ Story
LO 2: Speaking	AS 1: Talks about family and friends	Tell a story about a family going on holiday. Learners give own ideas	<ul style="list-style-type: none"> ▪ Story ▪ Whole class discussion ▪ Small group
LO 2: Speaking	AS 1: Talks about family and friends	Show illustrations of above story, e.g. family packing, travelling in a taxi, at their destination, back home. Learners to help to sequence the pictures	<ul style="list-style-type: none"> ▪ Greeting ▪ Whole class discussion ▪ Small group

Activity Ideas for Numeracy

Look at your Work Schedule for Grade R.

Find the first term LOs and ASs under the Numeracy Learning Programme (backbone learning area document is Mathematics + Integrated LOs from the other Learning Areas).

Here are some examples of activities that have been planned from those selected LOs and ASs

LOs	ASs	Example of activity	Area seen
LO 1: Number operations and relationships	AS 1: Counts up to 10 objects	Count the number of familiar objects at home, e.g. chairs, beds, spoons, etc.	<ul style="list-style-type: none"> Small group time
LO 1: Number operations and relationships	AS 2: Says and uses number names in familiar contexts	Count girls and boys in your group	<ul style="list-style-type: none"> Small group time
LO 2: Patterns and functions and Algebra	AS 1: Copies and extends simple patterns (physical objects and drawings)	Threading – give patterns to copy	<ul style="list-style-type: none"> Individual choice Small group time
LO 3: Space and shape (Geometry)	AS 6: Follows directions (alone and/or in a group) to move or place self within the classroom	Use jumping, stepping movements to develop spatial relationships, e.g. in between, under, next to, etc.	<ul style="list-style-type: none"> Movement ring
LO 3: Space and shape (Geometry)	AS 6: Follows directions (alone and/or in a group) to move or place self within the classroom	Cut out body parts, assemble to make boy or girl	<ul style="list-style-type: none"> Small group time Individual choice
LO 3: Space and shape (Geometry)	AS 6: Follows directions (alone and/or in a group) to move or place self within the classroom	Ask the child to draw their face or something in the corner of the page, top of the page, etc.	<ul style="list-style-type: none"> Small group time

Activity Ideas for Life Skills

Look at your Work Schedule for Grade R.

Find the first term LOs and ASs under the Life Skills Learning Programme (backbone learning area document is Life Orientation + Integrated LOs from the other Learning Areas).

Here are some examples of activities that have been planned from those selected LOs and ASs

LOs	ASs	Example of activity	Area seen
LO 1: Health promotion	AS 1: Explains the importance of drinking only clean water and eating fresh food	Discuss what we need to keep healthy (e.g. sleep, exercise, healthy diet and cleanliness). Make a group poster	<ul style="list-style-type: none"> Discussion ring Morning ring Small group time
LO 2: Social development	AS 3: Knows members of own family, peers and care givers	Repeat the rhyme: 'This is my family'. Show examples of shoes worn by family members, e.g. baby shoe – how does a baby move? Soccer boot (brother), high heel shoe (mother). Mime/dramatise movements of family members	<ul style="list-style-type: none"> Discussion ring Drama ring Small group time Story
LO 2: Social development	AS 3: Knows members of own family, peers and care givers	Set up a dress-up corner with clothing for different family members	<ul style="list-style-type: none"> Fantasy, during Individual Choice
LO 4: Physical development & movement	AS 3: Performs expressive movements using different parts of the body	Children are given instructions to create a dance using specific body parts	<ul style="list-style-type: none"> Movement ring Drama ring Outdoor play
LO 4: Physical development & movement	AS 3: Performs expressive movements using different parts of the body	Take learners outdoors. Let them perform a variety of movements, e.g. 'Teddy Bear, Teddy Bear, touch the ground'. Or roll and catch a ball. Encourage learners to perform movements related to different family members	<ul style="list-style-type: none"> Movement ring Drama ring Outdoor play

LOs	ASs	Example of activity	Area seen
LO 2: Speaking	AS 1: Talks about family and friends	Learners bring (discuss) different building materials (pieces of bricks, blocks, mud, sand). Learners create a home using collage materials and talk about it	<ul style="list-style-type: none"> Small group Whole class discussion
LO 2: Speaking	AS 1: Talks about family and friends	Tell a story or a poem about a family member, eg. grandmother/father	<ul style="list-style-type: none"> Greeting Whole class discussion Small group
LO 2: Speaking	AS 1: Talks about family and friends	Draw your home	<ul style="list-style-type: none"> Small group Individual choice
LO 2: Speaking	AS 2: Expresses feelings	Discuss where each part of the body goes in a clothing item	<ul style="list-style-type: none"> Fantasy
LO 2: Speaking	AS 2: Expresses feelings	Story about how we should help our mothers. The story is about a girl who helps her teacher at school, but is different at home but the mother finds a solution to this problem. Happy/sad stick face puppets. Discuss what makes mummy/daddy happy/sad	<ul style="list-style-type: none"> Whole class discussion Story Small group
LO 2: Speaking	AS 2: Expresses feelings	Puppet show using a story about an animal family 'Mr and Mrs Mallard' – a family of ducks. Make five finger puppets. Discuss how we can help one another at home	<ul style="list-style-type: none"> Story Whole class discussion

LOs	ASs	Example of activity	Area seen
LO 3: Space and shape (Geometry)	AS 6: Follows directions (alone and/or in a group) to move or place self within the classroom	Questioning: Why do we have two eyes? Why are our ears shaped like they are? Look at your friend's ears and draw them	<ul style="list-style-type: none"> Small group time Discussion ring
LO 4: Measurement	AS 1: Describe the time of day in terms of day and night	Discuss when you wake up and when you go to bed	<ul style="list-style-type: none"> Discussion ring Small group time Greeting ring
LO 5: Data Handling	AS 2: Sort physical objects according to one attribute (property)	Classification game. Give a small group of learners a selection of picture cards, e.g. football, pot, etc. Let them sort these by family member. Have a selection of objects and let learners decide which object belongs to which family member	<ul style="list-style-type: none"> Small group time Individual choice
A & C – LO 1: Creating, interpreting & presenting	AS 4: Uses and co-ordinates motor skills in practical work and play	Cut and paste pictures of family members	<ul style="list-style-type: none"> Small group time Individual choice
A & C – LO 1: Creating, interpreting & presenting	AS 4: Uses and co-ordinates motor skills in practical work and play	Give learners pre-drawn body shapes. They draw in details, cut into a puzzle and reassemble	<ul style="list-style-type: none"> Small group time Individual choice
EMS – LO 1: The economic cycle	AS 1: Identifies own personal role in the home as a consumer	Make a group poster: Foods that you could buy from your nearest shop	<ul style="list-style-type: none"> Discussion ring Small group time Routine - snack

LOs	ASs	Example of activity	Area seen
A & C – LO 1: Creating, interpreting & presenting	AS 6: Draw on play, fantasy & imagination to explore a wide variety of movement, words, rhythms and tempo.	Move to different rhythms, i.e. skipping, galloping, etc.	<ul style="list-style-type: none"> ▪ Music ring ▪ Movement ring ▪ Drama ring ▪ Individual choice ▪ Outdoor play ▪ Small group time
A & C – LO 1: Creating, interpreting & presenting	AS 6: Draw on play, fantasy & imagination to explore a wide variety of movement, words, rhythms and tempo.	In all families, we celebrate occasions – get ideas from learners e.g. birthdays. Make up a dance together – get children to keep beat on instruments, e.g drums, bells, etc. split into groups, dance, play instruments and sing	<ul style="list-style-type: none"> ▪ Music ring ▪ Movement ring ▪ Drama ring ▪ Individual choice ▪ Outdoor play ▪ Small group time
A & C – LO 1: Creating, interpreting & presenting	AS 2: Sort physical objects according to one attribute (property)	Exercise routine. Songs, brush your teeth. Toothbrush painting. Cut and paste pictures of people doing exercise	<ul style="list-style-type: none"> ▪ Individual choice ▪ Outdoor play ▪ Small group time
Tech LO 1: Technological processes and skills	AS 1: Makes simple products from a range of materials provided	Make a garage for your car that will not collapse. Discuss supportive structures	<ul style="list-style-type: none"> ▪ Creative ▪ Block corner ▪ Small group time ▪ Outdoor play

LOs	ASs	Example of activity	Area seen
LO 3: Reading and viewing	AS 1: Uses visual cues	Show a picture of a little girl looking upwards. Children offer opinion as to what she is looking at	<ul style="list-style-type: none"> ▪ Small group time ▪ Individual choice ▪ Whole class discussion
LO 5: Thinking and reasoning	AS 1: Uses language to develop concepts	Identify their body parts, e.g. Teacher says, 'This is a hand' pointing to a foot. Children respond	<ul style="list-style-type: none"> ▪ Small group time ▪ Discussion ring ▪ Individual choice ▪ News
LO 5: Thinking and reasoning	AS 1: Uses language to develop concepts	Bring a pet to school. Draw attention to body covering, sound, tail, etc. Encourage learners to describe the animal (a picture or clay model can be used instead). Discuss whether this is a suitable family pet	<ul style="list-style-type: none"> ▪ Individual choice ▪ Outdoor play ▪ Small group time
A & C – LO 1: Creating, interpreting & presenting	AS 1: Uses and co-ordinates motor skills in practical work and play	Children make murals of body parts cut from magazines	<ul style="list-style-type: none"> ▪ Individual choice ▪ Small group time
A & C – LO 1: Creating, interpreting & presenting	AS 1: Uses and co-ordinates motor skills in practical work and play	Cut out magazine pictures of families	<ul style="list-style-type: none"> ▪ Individual choice ▪ Small group time

NOTES

A series of horizontal dashed lines for writing notes.

NOTES

A series of horizontal dashed lines for writing notes.

