education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CURRICULUM STATEMENT
General Education and Training

ASSESSMENT GUIDELINES FOR FOUNDATION PHASE GRADES R - 3

LETTER FROM THE DIRECTOR-GENERAL

Dear Teacher

Assessment is necessary to make the decisions that influence a learner's progress. It should therefore be viewed as a fundamental practice that happens naturally in the teaching and learning process. This then means that learners in Grades R-3 should be assessed continuously to monitor their progress and make daily instructional decisions.

To determine a learner's instructional needs, assessment must provide information in two key areas. Assessment data should be collected to help you, the teacher, to analyse the output of your instruction – *"what is it that my learner knows, can show and do."* Assessment practices should also allow you, the teacher, to evaluate your teaching methods - *"how do I plan my teaching in order to improve the performance and meet the diverse needs of my learners."*

The Foundation Phase Assessment Guidelines have been developed to support the implementation of the National Policy on Assessment and Qualifications for Schools in the General Education and Training Band. It provides practical ideas in the form of exemplars, tables and diagrams and emphasizes how to:

- integrate planning and assessment in a systematic way;
- use different assessment forms and tools that are appropriate for regular continuous assessment;
- keep assessment records;
- report on assessment for learning and assessment of learning.

The Foundation Phase Assessment Guidelines show how outcomes based assessment practices can be used in the classroom but it does not pretend to be a definitive work on the topic. It is intended to provide a starting point from which teachers can begin their journey of understanding and applying sound principles of assessment.
Finally, if it encourages you and your colleagues within your school and district to reflect on and debate your assessment practices, I would be delighted as teaching and especially assessment, is enhanced when teachers engage in professional discussions.

May the Foundation Phase Assessment Guidelines support you in the invaluable work you are undertaking in our schools.

Best Wishes

Mr Duncan Hindle
Director General

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INTRODUCTION

This document provides guidelines for assessment in the Foundation Phase, Grades R-3, and gives effect to the National Curriculum Statement (NCS). It guides teachers on how to plan and manage assessment, keep records and report on learner achievement in the three Learning Programmes defined for the Foundation Phase:

- Literacy,
- Numeracy,
- Life Skills.

This document should be read in conjunction with the following policies that have been published in terms of the National Education Policy Act 27 of 1996:

- National Curriculum Statements Grades R – 9 (NCS) (2002)
  - Overview
  - Languages Learning Area Statement
  - Mathematics Learning Area Statement
  - Life Orientation Learning Area Statement
  - Arts Culture Learning Area Statement
  - Natural Science Learning Area Statement
  - Economic and Management Sciences Learning Area Statement
  - Social Sciences Learning Area Statement
  - Technology Learning Area Statement
  - Foundation Phase Teacher's Guide for the Development of Learning Programmes (2003)
- National Policy on Assessment and Qualification for Schools in the General Education and Training (GET) Band (12 February 2007)
- Education White Paper 5 on Early Childhood Development (2001)
- Education White Paper 6 – Special Needs in Education: Building an Inclusive Education and Training System (2001)
- Language in Education Policy (1997)

UNIT 1 ASSESSMENT IN THE NATIONAL CURRICULUM STATEMENT

INTRODUCTION:

Assessment is an integral part of teaching and learning and should be included at all levels of planning. The assessment standards in each learning area define the minimum requirements for achieving the learning outcome at a specific grade. The teaching and learning activities that we plan should enable learners to demonstrate achievement of a certain assessment standard, or a cluster of assessment standards. We can assess in many different ways; it depends on what we want to assess, and what we want to achieve with the assessment.

In this Unit you will get to know:

1. How do the assessment standards inform the teaching and learning process?
2. The principles and purpose of assessment.
3. The types of assessment.
4. Outcomes based assessment
5. Language and assessment

1.1 HOW DO ASSESSMENT STANDARDS INFORM THE TEACHING AND LEARNING PROCESS?

Assessment standards reflect the skills, knowledge and values (SKVs) required to achieve the Learning Outcomes. The definition of an assessment standard is provided in the Overview Statement (p.14) of the National Curriculum Statement(NCS). It states that:
"Assessment standards describe the level at which learners should demonstrate their achievement of the learning outcome(s) and the ways (depth and breadth) of demonstrating their achievement. They are grade specific and show how conceptual progression will occur in the Learning Area. They embody the skills, knowledge and values required to achieve the learning outcomes."

There are three main purposes for assessment standards:

- to help teachers to know when learners have achieved a learning outcome;
- to show the minimum levels which learners should achieve in a specific grade;
- to show learners' level of achievement and progress in a specific grade.

1.2 THE PRINCIPLES OF ASSESSMENT

Assessment should:

- be authentic, continuous, multi-dimensional, varied and balanced;
- take into account the diverse needs of learners and the context, and therefore use various assessment strategies;
- be an integral part of the teaching and learning process, and should help us to evaluate the teaching and learning;
- be accurate, objective, valid, fair, manageable and time efficient;
- be based on information from several contexts, take many forms and include a range of competencies and uses;
- be bias-free and sensitive to gender, race, cultural background, and abilities;
- be criterion-referenced as far as possible;
- be transparent so that learners and teachers have a clear understanding of what the expectations are for any assess ment task;

1.3 THE PURPOSES OF ASSESSMENT

The main purpose of assessing learners should be to enhance individual growth and development and to monitor the progress of learners. Good assessment helps teachers to know whether learners are performing according to their full potential and are making progress towards the level of achievement required for progression.

1.4 TYPES, DESCRIPTIONS AND USES OF ASSESSMENT

Different types of assessment are practised in schools. The Table below gives descriptions and uses of the types of assessment that can be used in Foundation Phase.

Table 1: Types, descriptions and uses of assessments

Type of Assessment	Description and uses
Baseline Assessment	Baseline assessment is usually used at the beginning of a phase, grade or learning experience to establish what learners already know, what they can do, or what they value. For learners with disabilities, baseline assessment can be done in consultation with the Institution-level support team.
Formative Assessment	Formative assessment is developmental. It is used by teachers to provide feedback to the learner and track whether the learner has progressed (or not). It helps day-to-day teaching and learning, and may suggest ways in which learning activities can be changed to suit diverse learners' needs. Formative assessment is also known as "assessment for learning". Importantly, this type of assessment involves both teacher and learner in a process of sustained reflection and self-assessment.
Diagnostic Assessment	Diagnostic assessment is a specific type of formative assessment. It may lead to some form of intervention, or remedial action, or revision programme. It can help to identify strengths and weaknesses of a learner, or of a teaching methodology, or barriers to learning. The results can help to plan individual support for learners who have problems.
Summative Assessment	Summative assessment gives an overall picture of the achievements of a learner at a given time, for example, at the end of a term or year. Summative assessment is like a "snapshot" of a learner's progress at a particular point in time (and formative assessment is like a "video" of a learner's progress during the process). Summative assessment is referred to as "assessment of learning".

1.5 OUTCOMES BASED ASSESSMENT (OBA)

The National Curriculum Statement (NCS) is based on the philosophy and methodology of Outcomes Based Education (OBE). Thus assessment in the GET Band needs to conform to the principles of Outcomes Based Assessment (OBA).

Table 2: Outcomes Based Assessment principles in classroom practice

OBA Principles	Definition
Design down	When planning assessment, teachers should: • identify the relevant learning outcomes and assessment standards; • identify the skills, knowledge and values that need to be assessed; • choose an appropriate assessment strategy; • plan steps for differentiation to accommodate learners at different levels.
Clarity of focus	Teachers should ensure that learners understand: • the criteria against which they are to be assessed, and • the evidence of learning they are expected to demonstrate.
High expectations	Teachers should assist and support learners to reach their full potential. They should measure progress against the previous achievements of the learner, and not against those of other learners.
Expanded opportunities	Teachers should find multiple ways of exposing learners to opportunities that will enable them to demonstrate their full potential. We expect all learners to succeed, but not necessarily at the same time and in the same way. The teacher needs to maximise opportunities for every learner by challenging them to achieve and improve as individuals, but not to compete against other learners. Non-competition impacts on classroom methodology and classroom management by: • taking into account different learning styles and multiple intelligences; • presenting and enriching the curriculum in different ways.

1.6 CHARACTERISTICS OF OUTCOMES BASED ASSESSMENT (OBA)

Assessment is integral to teaching and learning. An OBE approach to teaching and learning requires Outcomes Based Assessment (OBA). This assessment has implications for what the teacher does in the classroom.

Table 3: Characteristics of OBA

CHARACTERISTICS OF OBA	IMPLICATIONS FOR CLASSROOM PRACTICE
OBA is integrated throughout the teaching and learning process	• Assessment should be viewed as an integral part of each and every lesson. • Planning for Assessment should be shown in the Learning Programme, Work Schedule and Lesson Plan.
OBA is participative, democratic and transparent	• Teacher's assessments should sometimes be complemented by learners assessing themselves, using self, peer and group assessments. • The teacher is expected to inform learners of what is expected of them before the assessment.
OBA is continuous – it is ongoing, takes place over a period of time, and supports growth and development.	• Continuous assessment allows the teacher to assess the learner's performance formally and informally throughout the year. • This allows for formative assessments, regular interventions, and support where needed. • Continuous assessment uses a range of methods of assessment that cater for different learners' needs and styles of learning.

OBA encourages reflection and regular feedback, with timely interventions	• Teachers need to provide learners with regular feedback on their progress. • Ongoing feedback helps learners to know their strengths and weaknesses. • Learners should be offered expanded opportunities to improve their performance.

1.7 LANGUAGE IN ASSESSMENT

Learners' Home Languages should be used for learning and teaching wherever possible. This is particularly important in the Foundation Phase, when children should learn to read and write in their Home Language. When learners have to make a transition from their home language to an additional language, it is necessary to plan assessment very carefully.

The language in which recording and reporting is done should be in accordance with the Language of Learning and Teaching (LoLT) of the school as stated in the Language in Education Policy (1997).

It is a barrier for learners if they lack confidence to express themselves in the language in which the learning, teaching and assessment is done. Learning in an additional language can be a barrier to learning for those learners whose Home Language is different to the LoLT of the school. Learners whose Home Language is different to the LoLT of the school should be supported by being assessed on the Assessment Standards of the First Additional Language (FAL). As they progress they should be assessed on the Home Language level.

Teachers should be sensitive to language barriers which impact on the learner's performance and respond by taking early steps to address these barriers.

UNIT 2 ASSESSMENT IN THE FOUNDATION PHASE

INTRODUCTION:

The nature of assessment in the Foundation Phase is guided by policy requirements and the developmental needs of the young learners. Like all teaching and learning, assessment needs to be inclusive in its approach to assessing learners' performance. Inclusivity is a central principle of the NCS (White Paper 6), so it is critical that alternative forms of assessment are planned around the different needs and learning styles displayed by learners.
In this Unit you will find out about:

1. The different needs and learning styles of learners
2. Continuous Assessment (CASS) in Foundation Phase

2.1 ASSESSMENT AND THE NEEDS OF LEARNERS

In the Foundation Phase, the teacher should pay particular attention to the developmental needs of learners when planning for assessment.

Table 4: Assessment and the needs of learners

Learning styles: visual, aural, tactile	Different learners have different learning styles. • Some learners are "visual" – they need to see pictures, illustrations, charts. • Other learners are "aural" – they like to listen, hear, and discuss. • And "tactile" or "kinaesthetic" learners like to touch, they enjoy hands–on experiences, they like to do things, and enjoy physical activities.
Varying degrees of attention span	The younger the learner, the shorter his/her attention span is. Assessment should therefore be done repeatedly and frequently to get a more reliable impression of the learner's achievement.
Interests	Young learners tend to have strong likes and preferences. They will be more motivated to work at tasks they like, or are interested in.
Abilities	Young learners prefer (and work harder) at those tasks in which they can be successful.
Barriers to learning	When planning assessment for Foundation Phase learners, be sensitive to barriers that may stop learners from performing at their best. These may be "contextual", "systemic", "individual", and "pedagogic" barriers.
The school context	A supportive teaching and learning environment will impact positively on learners' performance. The environment needs to be nurturing and caring, with simple rules to ensure that young learners feel secure to explore their own potential, without fear or lack of confidence.

2.2 CONTINUOUS ASSESSMENT (CASS) IN FOUNDATION PHASE

In Foundation Phase (Grades R-3), Continuous Assessment (CASS) makes up 100% of learner achievement. Continuous Assessment is a continuous, planned process of identifying, gathering, and interpreting the performance of learners. The four main steps in the assessment process are:

1. Generating and collecting evidence of learner achievement by developing and implementing various assessment tasks (formal and informal) related to the Learning Outcomes and Assessment Standards;
2. Evaluating this evidence against the learning outcomes, indicating the strengths and needs of learners;
3. Recording the findings of this evaluation (formally or informally);
4. Using this information to support learners through –
   - o expanded opportunities;
   - o intervention strategies;
   - o regular feedback.

Continuous assessment comprises both informal and formal assessment. So learning is assessed regularly, but not all of the assessment findings need to be recorded. Only formal planned assessment tasks should be recorded.

The characteristics of CASS can be found in Chapter 5 of all Learning Area Statements.

- It takes place over a period of time and is ongoing.
- It supports the growth and development of learners.
- It provides feedback from learning and teaching.
- It allows for integrated assessment.
- It caters for a variety of learner needs.
- It allows for summative assessment.

Informal assessment

Informal assessment happens by observing oral, practical and written activities that the learner does independently, or in a pair, or in a group. Lesson planning should incorporate such informal assessment tasks and activities.
The teacher observes how the learners do their tasks, what they are struggling with, and how learners work together in a group or independently. Informal daily assessment tasks are not formally recorded unless the teacher wishes to do so.

Formal assessment

Formal assessment provides teachers with a systematic way of assessing and evaluating the learner's progress. Formal assessment tasks need to be carefully planned, recorded, and reported for in all three Learning Programmes.(Literacy, Numeracy, Life Skills)

Teachers should choose appropriate and relevant forms of assessment which suit the different learning styles and ability levels of all learners. The form(s) of assessment should also be grade and age-appropriate.

2.3 FORMS OF ASSESSMENT THAT ARE APPROPRIATE FOR FOUNDATION PHASE:

• **Observations** Teachers constantly observe learners informally to assess their understanding and progress. Teachers observe learners closely as they engage in individual, pair and group activities and listen to their conversations and discussions. Observations are recorded in the observation book or sheets.
• **Written/Recorded activities** Activities that require learners to present anything in a written format should be planned in such a way that the learner's performance (written work) is reflected clearly when assessed against the assessment standard(s) for the activity.

- **Performance based activities**

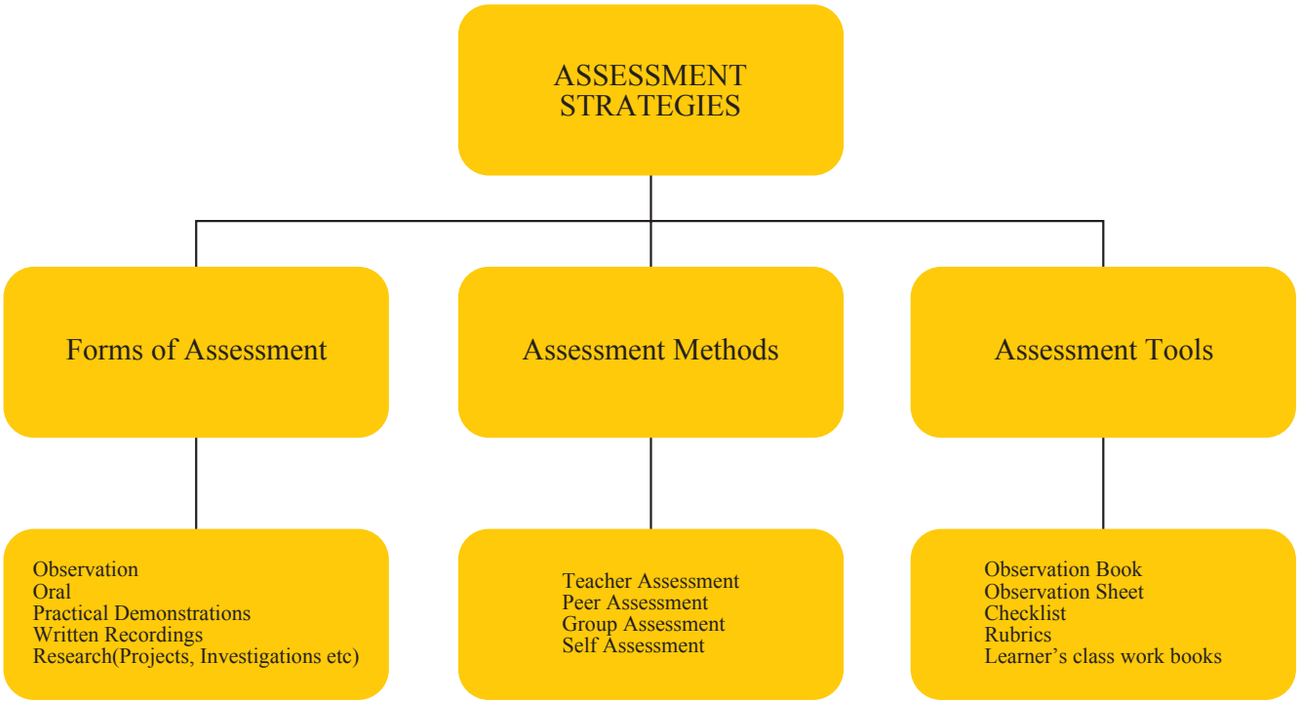
  This type of activity requires learners to demonstrate their knowledge, skills and values by creating, producing or demonstrating something. The criteria for the task should be clearly spelled out to the learners before hand. Such tasks could include:

  - o Oral activities eg role-play, recitals, interviews
  - o Practical activities eg demonstrations in which learners demonstrate physical and movement skills eg. games
  - o Presentations eg drawings, paintings, constructions etc.
  - o Individual or group projects
  - o Investigations

- ***Tests in Grade 3***

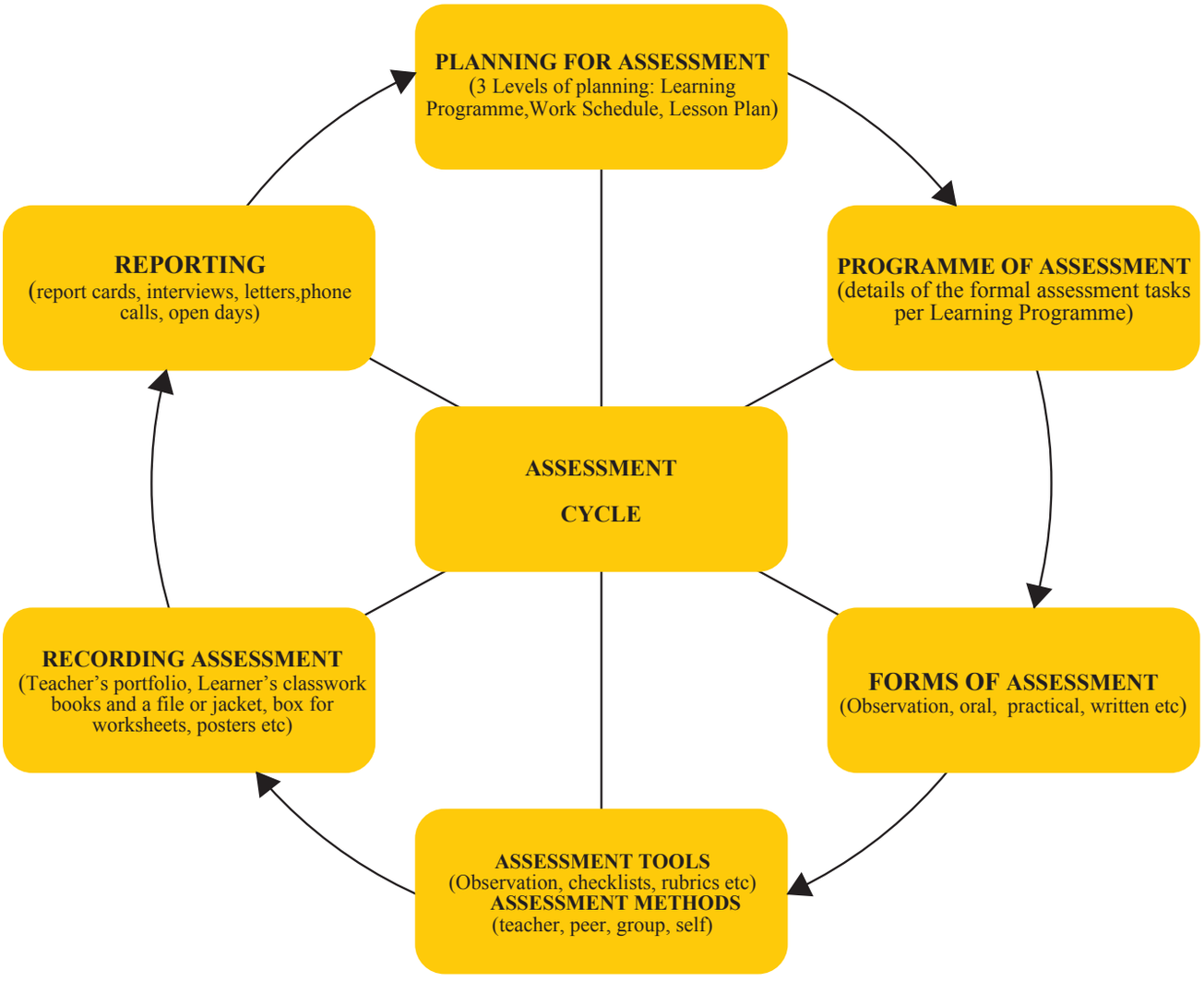
Learners should be introduced to tests by Grade 3. Tests should be carefully planned and used initially as informal assessment tasks. Learners should be given adequate guidance and support to engage with the test format.

Diagram 1 : Assessment Strategies for Foundation Phase



UNIT 3 PLANNING FOR ASSESSMENT IN THE FOUNDATION PHASE

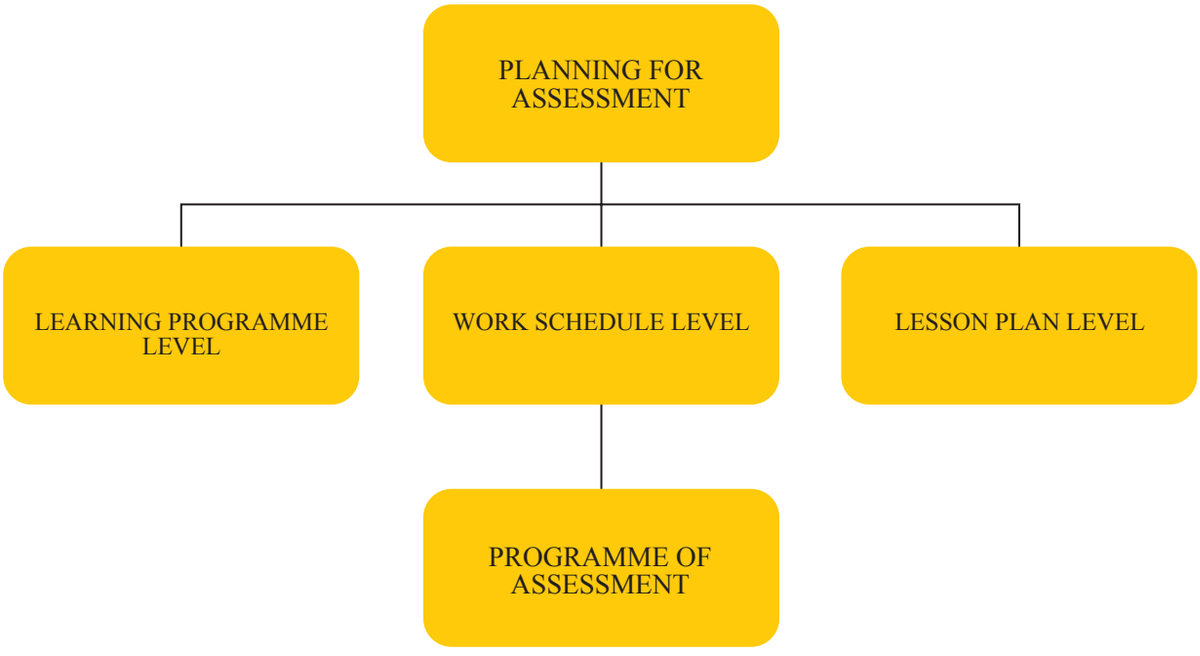
Diagram 2 : THE ASSESSMENT CYCLE



INTRODUCTION:

Teachers plan for assessment at all three planning levels, that is: (1) at the level of the Learning Programme, (2) Work Schedule and (3) individual Lesson Plans. So assessment is planned at the same time as the teaching and learning activities are planned.

Diagram 3: How to plan for assessment at the 3 levels of planning



In this Unit you will find out :
1. How to plan for assessment at the three levels of planning?
2. What is a Programme of Assessment?
3. What is an Assessment task?

3.1 ON THE LEARNING PROGRAMME LEVEL

In the Learning Programme, schools give an indication of resources and time required for assessment in each phase. Teachers stipulate what knowledge, skills and values the learners are expected to have. Thus, teachers need to:

- Mention all the possible forms of assessment they are likely to use in determining the achievement of the Learning Outcomes. When doing so, teachers take the Assessment Standards into consideration;
- Mention the resources they are likely to need;
- Take the context , core knowledge and concepts into consideration;
- Indicate the time that will be needed for each assessment activity.

Annexure A gives exemplars ("good examples") of Learning Programmes for Literacy (Home Language and First Additional Language), Numeracy, and Life Skills.

3.2 ON THE WORK SCHEDULE LEVEL

When Foundation Phase teachers of a particular grade meet to plan their work schedules, they also need to plan the formal assessment tasks that the learners will be assessed on during the year. The planning of formal assessment tasks for each learning Programme results in the development of a Programme of Assessment.
When planning a Work Schedule, the following issues are important:

- The guidance given by the Learning Outcomes and Assessment Standards as to what skills, knowledge and values should be assessed.
- The level, as stipulated by the Assessment Standards, at which the Learning Outcome should be assessed.
- Which assessment strategies or different assessment forms are to be used?
- The resources that will be used.
- How to plan for the diverse needs of the learners.

In the Work Schedule, the assessment task is based on the Learning Outcomes and Assessment Standards of the back-bone Learning Area and the other learning areas that have been integrated into each Learning Programme.
Annexures B to E give Exemplars of Work Schedules for Literacy (Home Language and First Additional Languages), Numeracy and Life Skills Grades R-3.

3.3 PROGRAMME OF ASSESSMENT

A Programme of Assessment is, "a year –long grade specific formal plan of assessment for a Learning Programme or Learning Area or Subject." Therefore, it is linked to the Work Schedule.

In the Foundation Phase context it would mean that a Programme of Assessment has to be planned for each Learning Programme describing the formal assessment tasks that will be assessed per term across the year.

Table 5: Number of formal recorded assessment tasks for Grades R-3

LEARNING PROGRAMME	Term 1	Term 2	Term 3	Term 4	TOTAL
LITERACY (Languages)	4	4	4	4	16
Additional Language (optional in Grades 1 & 2)	2	2	2	2	8
NUMERACY(Mathematics)	3	3	3	3	12
LIFE SKILLS (Life Orientation)	1	1	1	1	4

Diagram 4: Programme of Assessment

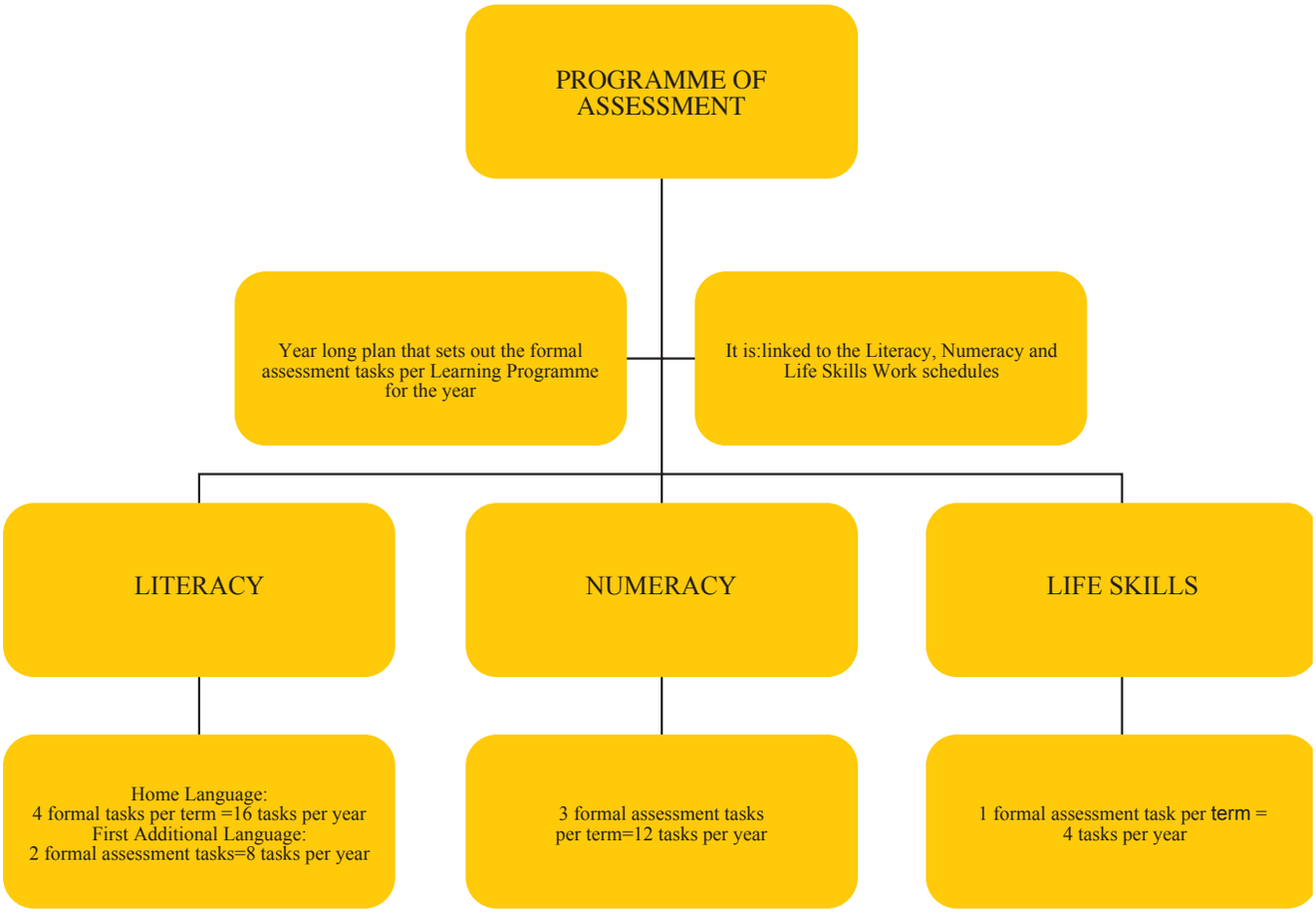
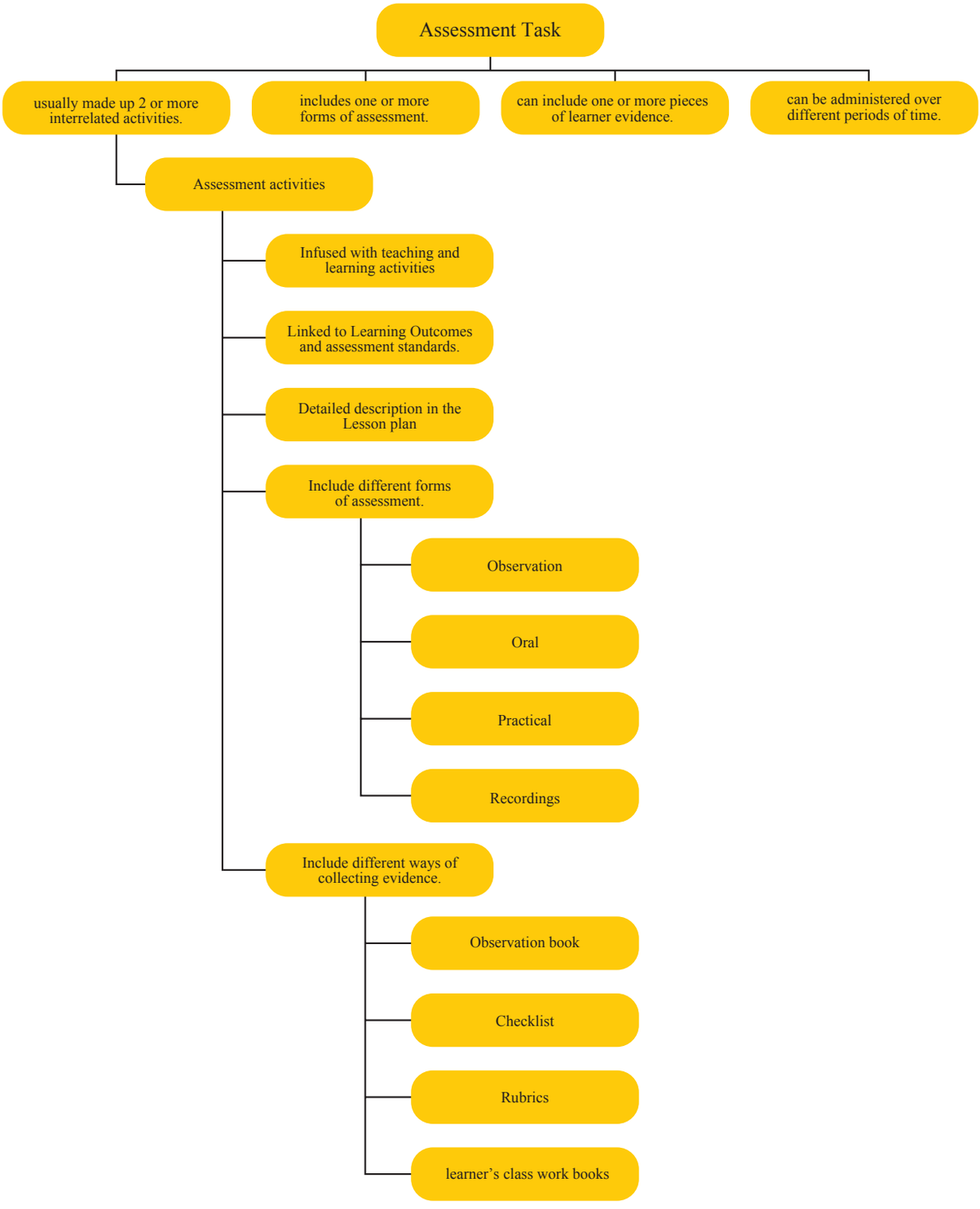


Diagram 5: Unpacking an Assessment Task



The Exemplar Work schedules in Annexures B to E give Exemplars of Work Schedules with: Built-in Programme of Assessment. for Literacy (Home Language and First Additional Languages), Numeracy and Life Skills Grades R-3.

3.4 ON THE LESSON PLAN LEVEL

At this level of planning, the class teacher is responsible for planning and implementing the assessment task. The lesson plan should give details of the assessment task, assessment form and method.

In a Lesson Plan, the teacher should:

- Indicate how the Learning Outcomes will be assessed;
- Consider the level at which the Learning Outcomes will be assessed using the Assessment Standards;
- Also consider the context, availability of resources, and the diverse needs of learners;
- Give a detailed description of the various assessment strategies or different forms of assessment, and how these will be integrated with teaching and learning.

Annexures F to I give Exemplars of Literacy (Home Language and First Additional Language), Numeracy and Life Skills Lesson Plans.

3.5 EXEMPLAR PROGRAMME OF ASSESSMENT FOR LITERACY: HOME LANGUAGE GRADE 3

FIRST TERM	SECOND TERM	THIRD TERM	FOURTH TERM
Date: **ASSESSMENT TASK1:**	**Date:** **ASSESSMENT TASK 1:**	**Date:** **ASSESSMENT TASK 1**	**Date:** **SSESSMENT TASK 1**
ORAL LANGUAGE SKILLS	**ORAL LANGUAGE SKILLS**	**ORAL LANGUAGE SKILLS**	**ORAL LANGUAGE SKILLS**
ACTIVITIES:	**ACTIVITIES:**	**ACTIVITIES:**	**ACTIVITIES:**
Listening and Speaking: listen to and respond appropriately to a story that is read.	Oral: Read, view or listen to a recorded advertisement and respond appropriately.	Oral: Discuss and respond appropriately to a conversational poster or topic.	Oral: Plan and prepare a dialogue or an interview with a peer.
Oral: Retelling the main parts of the story.	Oral and Practical: Plan and prepare an advertisement with a peer.	Oral and Practical: Plan and prepare a presentation on the poster or topic.	Oral: Role-play the dialogue or the interview with a peer.
Oral: Role-play the main character(s) of the story.	Oral and Practical: Role-play the advertisement with a peer(s).	Oral: Make a presentation eg. short talk on the poster or topic.	Oral and Practical: Present a "show and tell" eg. "How to make a bird feeder using a cardboard box?
Date: **ASSESSMENT TASK 2**	**Date:** **ASSESSMENT TASK 2**	**Date:** **ASSESSMENT TASK 2**	**Date:** **ASSESSMENT TASK 2**
WORD RECOGNITION AND VOCABULARY SKILLS	**WORD RECOGNITION AND VOCABULARY SKILLS**	**WORD RECOGNITION AND VOCABULARY SKILLS**	**WORD RECOGNITION AND VOCABULARY SKILLS**
ACTIVITIES:	**ACTIVITIES:**	**ACTIVITIES:**	**ACTIVITIES:**
Phonics: Recognition of words with same sound eg blew/blue	Phonics: Recognition of vowel digraphs eg oi/ou	Phonics: Recognition of diphthongs eg (air/are)	Phonics: Recognition of vowel digraphs and diphthongs.
Spelling: high frequency words	Spelling: high frequency words	Spelling and dictation: high frequency words	Spelling and dictation: high frequency words
Vocabulary skills: Recognition of sight words (look and say)	Vocabulary skills: Recognition of sight words(look and say)	Vocabulary skills: Word building using prefixes and suffixes	Vocabulary skills: Use a dictionary to do word puzzles and play word games.

Date: ASSESSMENT TASK 3	**Date:** ASSESSMENT TASK 3	**Date:** ASSESSMENT TASK 3	**Date:** ASSESSMENT TASK 3
READING SKILLS TEXT: GRADED READERS	**READING SKILLS: TEXT STORY BOOKS**	**READING SKILLS: TEXT: COMICS, MAGAZINES etc.**	**READING SKILLS TEXT: FICTION AND NON-FICTION BOOKS**
ACTIVITIES:	**ACTIVITIES:**	**ACTIVITIES:**	**ACTIVITIES:**
Word Recognition skills: Use phonics, sight words, contextual clues to read unfamiliar words in a text.	Word Recognition skills: Use a range of self correcting methods to read unseen words in a text.	Independent Reading: Read comics and magazines for enjoyment.	Independent Reading: Read fiction and non-fiction books for enjoyment and information.
Comprehension skills: Use visual cues to make meaning of written text.	Comprehension skills: express an opinion, sequence events in a story	Comprehension skills- analyse texts for socio-cultural values and attitudes.	Read for information- table of contents, index and page numbers
Fluency: Read-aloud a familiar text with understanding. Comprehension skills(discuss characters, plot)	Fluency: Read aloud with expression, using pause and intonation	Read for information and make meaning of graphical texts such as photographs, flow diagrams, graphs etc	Read and appreciate books written by authors from different cultures.
Date: ASSESSMENT TASK 4	**Date:** ASSESSMENT TASK 4	**Date:** ASSESSMENT TASK 4	**Date:** ASSESSMENT TASK 4
WRITTEN LANGUAGE SKILLS	**WRITTEN LANGUAGE SKILLS**	**WRITTEN LANGUAGE SKILLS**	**WRITTEN LANGUAGE SKILLS**
ACTIVITIES:	**ACTIVITIES:**	**ACTIVITIES:**	**ACTIVITIES:**
Written Texts: build and record sentences eg daily news.	Written Texts: write a story using a writing frame	Written Texts: write a one/ two paragraphs on a topic.	Written Texts: write a short text eg a story, letter, recipe, own book, poem etc.
Sentence construction: Word order and punctuation	Sentence construction: Grammar and spelling	Text Structure: Write a title for a story that reflects the content.	Text Structure: Sequence information and put it under headings.
Handwriting skills (letter formation, spacing etc.)	Handwriting and presentation skills must be legible and neat.	Recording information: use mind maps and diagrams	Recording information: use tables and graphs
	Editing skills: Revise own writing by reading to peers.	Editing skills: Edit own writing after getting feed back from peers.	Editing skills: Edit and publish own writing after getting feed back from peers.

3.6 EXEMPLAR PLANNING OF FORMAL ASSESSMENT TASKS

Teachers can use the Exemplar below to plan how the required number of formal assessment tasks per learning programme can be spread across the term.

EXEMPLAR REFLECTING THE SPREAD OF FORMAL ASSESSMENT TASKS ACROSS A TERM

Learning Programmes	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Literacy Home Language		x		x		x		x		
Literacy First Additional Language			x				x			
Numeracy			x		x				x	
Life Skills							x			

UNIT 4 HOW TO INTEGRATE PLANNING AND ASSESSMENT WITHIN A LEARNING PROGRAMME

INTRODUCTION:

The National Policy on Assessment and Qualifications for Schools in the GET Band (Paragraph 36 page 12) states: "Assessment of learner performance in Grades R-3 in the three Learning Programmes should mainly focus on the Learning Outcomes and the Assessment Standards defined in the Languages, Mathematics and Life Orientation Learning Areas only."

This statement clarifies two important features of assessment in Foundation Phase:

1. that assessment of learner performance in Grades R-3 needs to take place in all three Learning Programmes: Literacy, Numeracy, and Life Skills;
2. that assessment tasks should be informed mainly by the backbone or core learning areas of each Learning Programme which are:
   - Languages
   - Mathematics
   - Life Orientation

In this Unit you will get know:

1. The core or backbone learning area of each Learning Programme.
2. How to integrate planning and assessment in a Learning Programme?
3. How to unpack an assessment task?
4. How to apply different forms of assessment?

Diagram 6: The core learning areas of each Learning programme

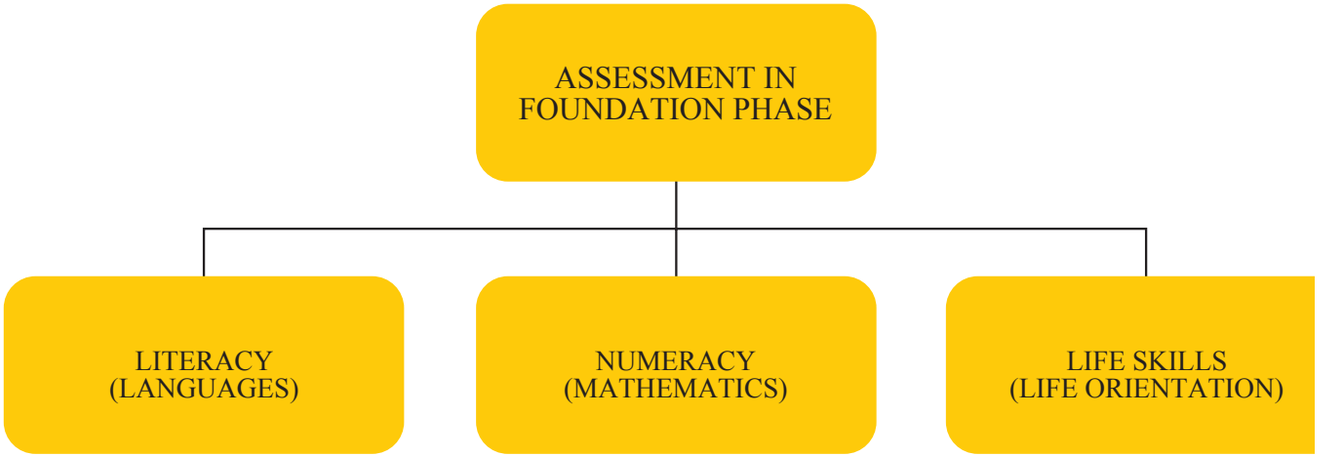


Table 6: Learning outcomes (LOs) of core/backbone learning areas

LEARNING PROGRAMME	**LITERACY**	**NUMERACY**	**LIFE SKILLS**
Core/backbone learning area	**Languages**	**Mathematics**	**Life Orientation**
Learning Outcomes	6	5	4
Learning outcome 1 (LO1)	Listening	Numbers, Operations and Relationships	Health Promotion
Learning outcome 2 (LO2)	Speaking	Patterns, functions and Algebra	Social Development
Learning outcome 3 (LO3)	Reading and Viewing	Space and Shape	Personal Development
Learning outcome 4 (LO4)	Writing	Measurement	Physical Development
Learning outcome 5 (LO5)	Thinking and Reasoning	Data Handling	
Learning outcome 6 (LO6)	Language Structure and Use		

4.1 INTEGRATION ACROSS THE OTHER LEARNING AREAS

The policy further elaborates in Paragraph 36, page 12 that:
"The learner's level of competence in Natural Sciences, Technology, Social Sciences, Economic and Management Sciences, and Arts and Culture Learning Areas should be planned for, taught and assessed in an integrated manner within the three learning programmes offered in this phase."

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

Diagram 7: The Literacy Learning Programme focus

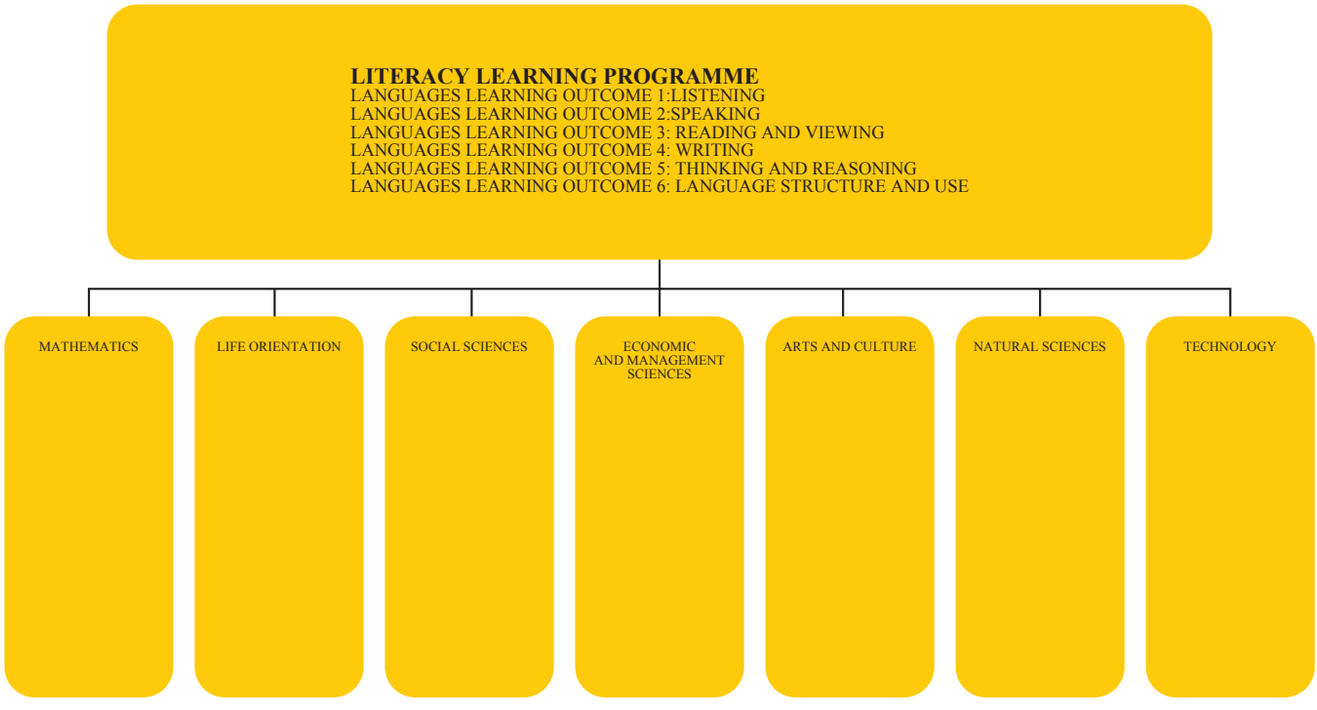


Diagram 8: The Numeracy Learning Programme focus

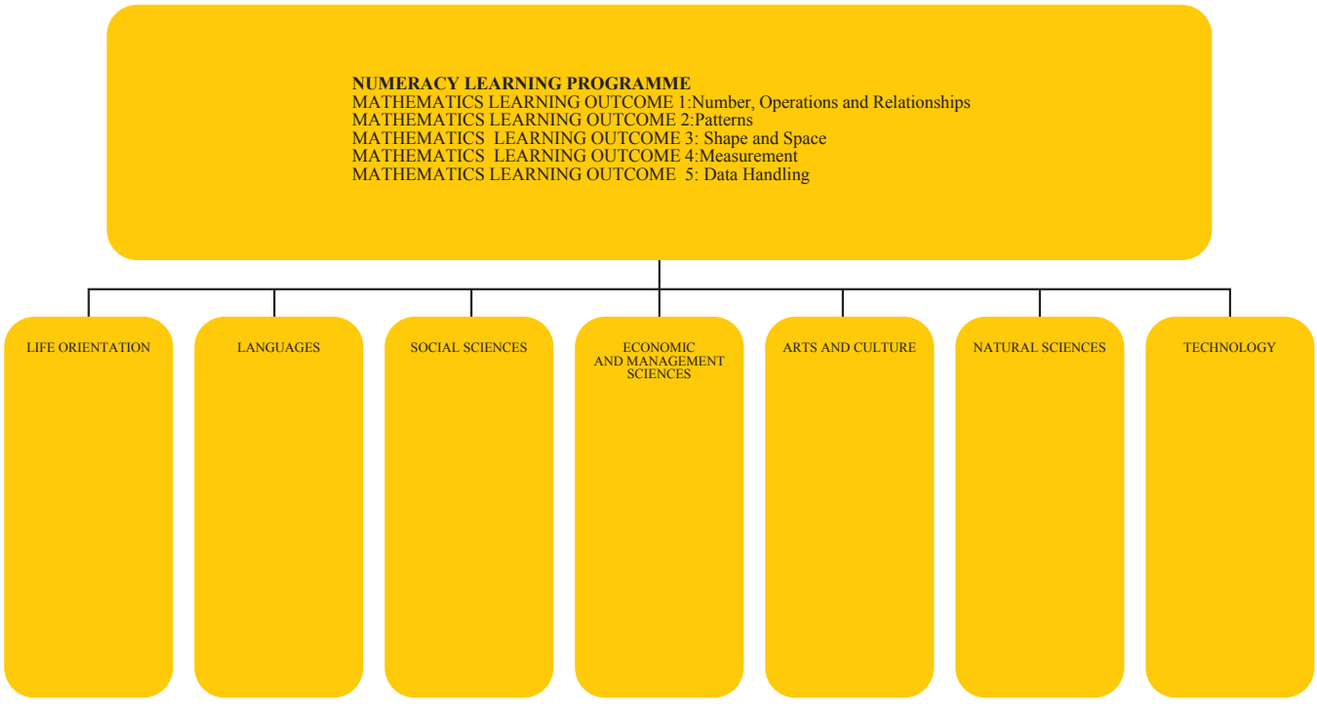
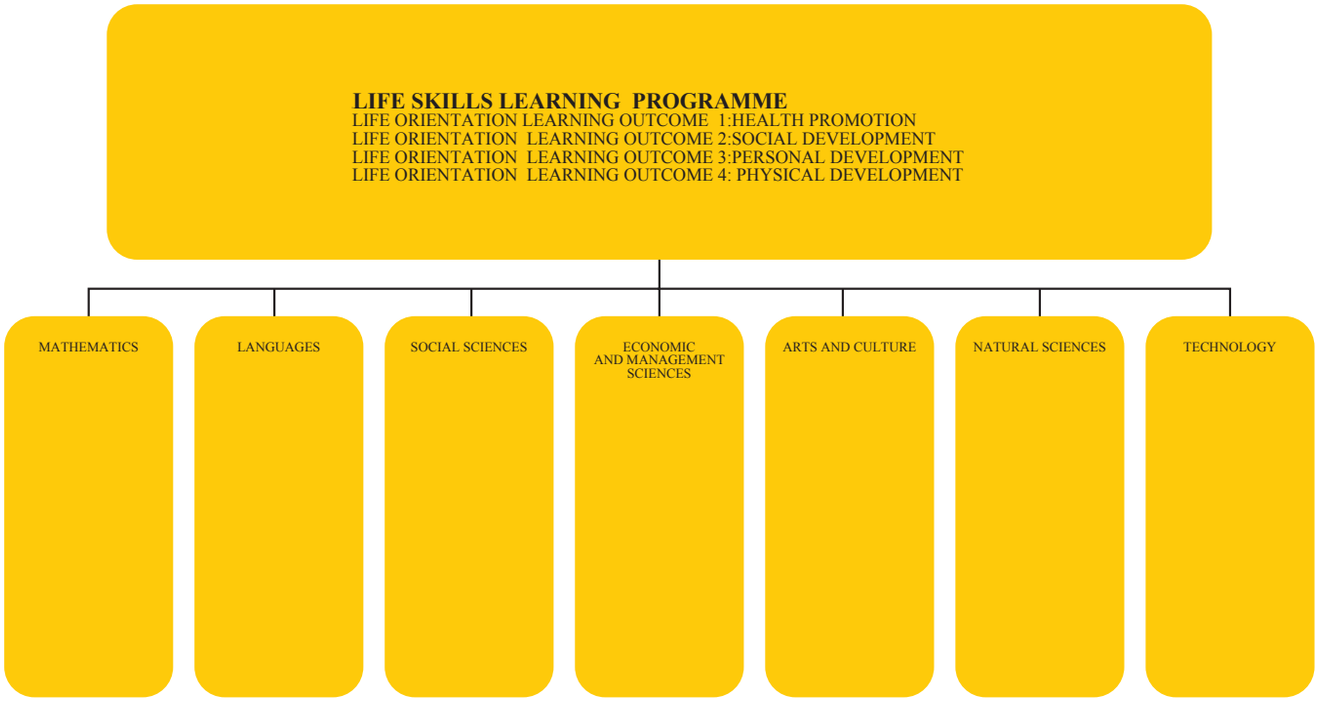


Diagram 9: The Life Skills Learning Programme focus



4.2 EXEMPLAR: INTEGRATED PLANNING AND ASSESSMENT IN NUMERACY

This Exemplar has been drawn from Annexure E3: Numeracy Work Schedule Grade 3 (Weeks 9 & 10). This Exemplar shows how the different learning areas can be planned for, taught and assessed in an integrated manner within the Numeracy Learning Programme.

It shows how the core learning area, Mathematics has been integrated across the other learning areas; Arts and Culture, Technology and Languages within the Numeracy Learning Programme.

Diagram 10: Numeracy-Integrated Planning across the learning areas

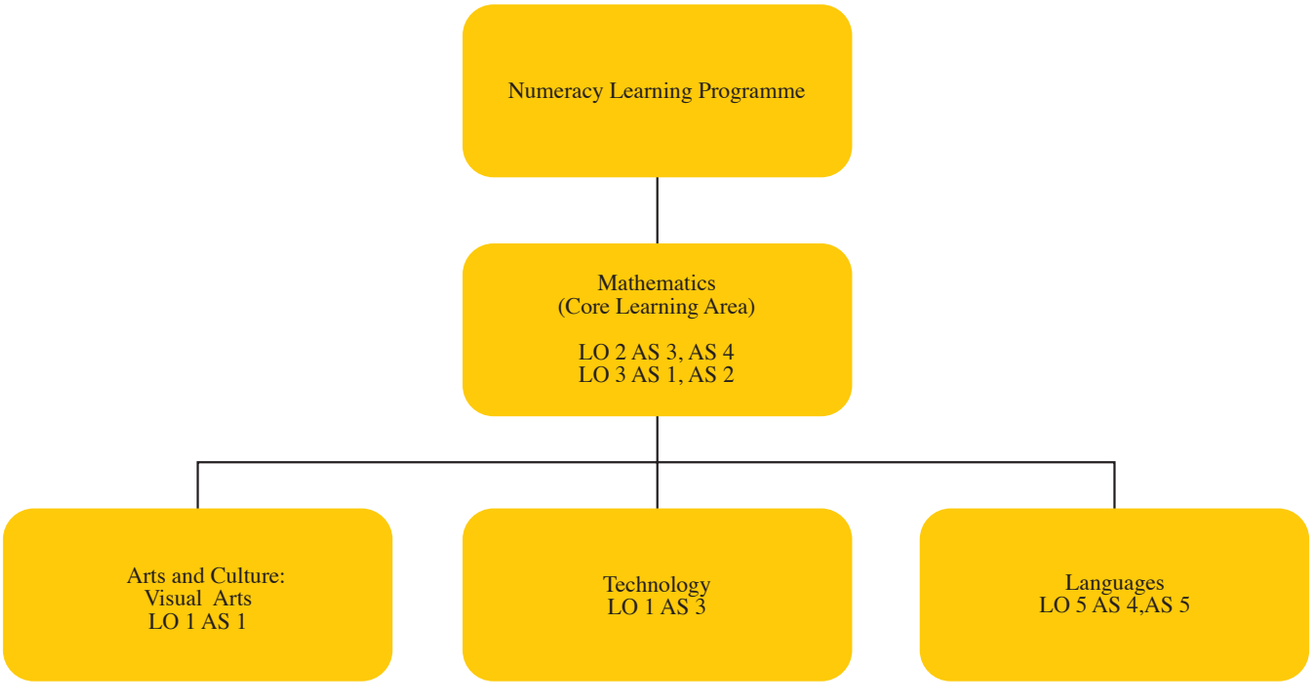


Table 7 Details of Integrated Planning in Numeracy (Refer Annexure E3: Numeracy Work Schedule Grade 3 - Weeks 9 & 10).

Core learning Area	Learning Outcomes(LO)	Assessment Standards(AS)	Other Learning areas that may be integrated	Learning Outcomes(LO)	Assessment Standards(AS)
Mathematics	LO 2 Patterns, Functions and Algebra	AS 3: Creates own patterns	Technology	LO1 The learner will be able to apply technological processes and skills ethically and responsibly using appropriate information and communication.	AS 3: **Designs:** Suggests different possible solutions, chooses one and uses freehand sketches to represent.
		AS4: Describes observed patterns	Languages	LO 5 The learner will be able to use language to think and reason, as well as to access, process and use information for learning.	AS 4: Uses simple strategies for getting information. AS 5: Processes information.
	LO 3 Shape and Space	AS 1 Recognises, identifies and names 2 Dimensional (D) shapes and 3 Dimensional (D) objects. AS 2 Describes, sorts and compares 2 Dimensional(D) shapes and 3 Dimensional(D) objects in pictures and the environment.	Arts and Culture: Visual Arts	LO 1 The learner will be able to create, interpret and present work in each of the art forms.	AS 1: Creates artworks which demonstrate the translation of own ideas, feelings and perception into two- dimensional and three dimensional work using appropriate and available materials.

4.3 UNPACKING OF EXEMPLAR NUMERACY ASSESSMENT TASK

(refer to Annexure E3: Numeracy Work Schedule Grade 3 - Weeks 9 & 10)

ASSESSMENT TASK 3: PROBLEM SOLVING

Classify, make and record geometric patterns using 2 Dimensional(D) and 3 Dimensional(D) objects

Focus skills**:** Mathematics

- LO 2- AS 3, 4: Patterns, Functions and Algebra: Recognise and make patterns
- LO 3 -AS 1, 2: Shape and Space: Identify and recognize 2 D shapes and 3 D objects:

Integrated skills (not the main focus)

- Making shapes – Technology LO 1 AS 3
- Creating and presenting artwork - Arts and Culture LO 1 AS 1
- Processing and using information - Languages LO 5 AS 4 & AS 5

Assessment Activities	**Forms of Assessment**	**Assessment Method**	**Assessment Tool**
Sorting and classifing 2D (Dimension) shapes from 3D objects)	**Observation** (observe whether learner can sort and classify 2D shapes from 3D objects)	Teacher will assess.	Recordings in Observation Book
Describing the features and telling the difference between 3D objects and 2D shapes.	**Oral** check (whether the learner can describe the features and tell the difference between 3D objects and 2D shapes.)	Teacher will assess.	Observation sheet or check-list
Making at least 3 patterns using 2D shapes and 3 D objects	**Practical** (observe and check whether the learner can make at least 3 patterns using 2D shapes and 3 D objects)	Teacher will assess.	Observation sheet or check-list
Follow and complete these sequences. △□△□_____ □□◊◊_____ □◊□□◊□□□_____	**Written / Recording** (check whether the learner can follow and complete the sequences in Column 1.)	Teacher will assess.	Recordings in Learner's Numeracy class books.

UNIT 5 RECORDING IN FOUNDATION PHASE

INTRODUCTION:

In Foundation Phase, the recording and reporting of learner performance takes place against the assessment task and not the Learning Outcomes. Recording and reporting takes place across the three Learning Programmes: Literacy, Numeracy, and Life Skills. In the case of the Literacy Learning Programme, each language offered should be recorded and reported separately. For example, the teacher should record and report separately on Home language – English and First Additional Language – isiXhosa, etc.

In this Unit you will get know :

1. What are the national codes and descriptors for recording and reporting?
2. What is the recording process?
3. What information should be recorded?
4. How to record information?

Diagram 11: The recording process

5.1 THE NATIONAL CODES AND DESCRIPTORS

The National Policy on Assessment and Qualifications for Schools in the GET Band requires us to use the following national codes and descriptors to record and report on learner's progress. Comments should be used to support the code and descriptor used to describe the learner's progress

Table 8: Codes and descriptors for recording and reporting in grades R-3

RATING CODE	DESCRIPTION OF COMPETENCE
4	Outstanding/Excellent Achievement
3	Satisfactory Achievement
2	Partial Achievement
1	Not Achieved

5.2 RECORD KEEPING

Records of teacher assessments and planning as well as evidence of learner performance must be recorded systematically.

5.2.1 WHAT LEARNER EVIDENCE SHOULD BE KEPT?

Learner evidence can include class workbooks, worksheets, posters, projects, etc. For items such as practical demonstrations, or presentations and models, it is important that teachers should record comments in the observation book or assessment record sheets.

This collection of evidence, together with other assessment tools such as checklists, observation sheets, etc, will enable the teacher to track and report systematically to the relevant stakeholders on the learner's progress and achievement throughout the year.

The collection of learner evidence should be accessible to the relevant stakeholders (School Management Team, parents, guardians, Education Support Services).

5.2.2 WHAT RECORDS MUST THE TEACHER KEEP?

The National Policy on Assessment and Qualifications for Schools in the General Education and Training Band, Page 17: Paragraph 50 states that: "All teachers are expected to keep a portfolio …."

The portfolio may be a file, folder or box or any other storage system that the school has agreed on. Items that should be kept in the teacher's portfolio are:

- Three levels of Planning (Learning Programme, Work Schedule and Lesson Plans);
- Programme of assessment;
- Assessment recording sheets;
- Assessment Tools (checklists, observation sheets, rubrics, etc).

5.2.3 WHAT INFORMATION SHOULD APPEAR ON THE ASSESSMENT RECORD SHEET?

Teachers' records of learner progress should be kept either electronically (on a computer) or in files, books or folders or any other form the school has agreed on. These record sheets should have the following information.

- Learning Programme
- Grade and class
- Learners' names
- Date of assessment task
- The form of assessment and short description of the assessment task
- The final rating that has been awarded to the learner
- Comments for support purposes when and where appropriate.

The final or overall rating which is awarded to a learner in a specific learning programme should give a holistic picture of the learner's achievement in that particular learning programme. The final rating is based on all the formal assessment tasks that the learner has been assessed on in a particular learning programme in a term. Other relevant factors (like the development of the learner over time) should also be considered.

5.3 EXEMPLARS OF RECORD SHEETS FOR FORMAL RECORDING

Exemplar 1: Literacy Home Language record sheet for formal assessment tasks, Grade 3

TERM 1

LEARNERS' NAMES	TASK 1	TASK 2	TASK 3	TASK 4	**FINAL RATING**	**COMMENTS**
	Oral language skills (Listening and Speaking)	Word Reognition and Vocabulary skills (phonics, sight words, spelling)	Reading Skills (Word Recognition, Comprehension and fluency	Written Laguage Skills (Writing a text, Sentence construction, handwriting)		
	Date	**Date**	**Date**	**Date**		
YVONNE	3	3	3	3	3	Improvement in reading and writing skills.
MANDLA	3	2	3	2	3	Need more help with word recognition skills and sentence construction.
ZAKHELE	2	1	2	2	2	Has learnt to speak in sentences. Needs more help with phonics, reading and sentence construction.

Exemplar 2: Numeracy record sheet for formal assessment tasks, Grade 3

TERM 1

LEARNERS' NAMES	TASK 1	TASK 2	TASK 3	FINAL RATING	COMMENTS
	Number Knowledge and Development (LO1,2,3,4,5)	Number Concepts and Computational skills (LO1,2,3,4,5)	Problem Solving: (LO 1,2,3,4,5)		
	Date	**Date**	**Date**		
YVONNE	3	3	3	3	Understanding of number concepts has improved.
MANDLA	3	3	2	3	Need more help with problem solving.
ZAKHELE	2	2	1	2	Working on concrete stage. Needs more help with word problems.

Exemplar 3:Life Skills: Record sheet for formal assessment tasks: Grade 3

TERM 1

LEARNER'S NAMES	TASK 1 Physical, social, personal development and health promotion.	FINAL RATING	COMMENTS
	Date:		
YVONNE	3	3	Demonstrates leadership qualities.
MANDLA	3	3	Enjoys physical activity. Relates very well to peers.
ZAKHELE	3	3	Well mannered. Aware of healthy habits.

UNIT 6 REPORTING IN FOUNDATION PHASE: GRADES R-3

INTRODUCTION:

When assessing learners, teachers and the school need to be accountable to learners, parents, the education system and the wider community. Being accountable means that schools are required to give feedback to parents on their children's progress and performance using a formal reporting instrument such as a report card.

The National Policy on Assessment and Qualifications for Schools in the General Education and Training Band states that "formal report cards should be sent to parents and guardians once a term ."

In addition to the report cards, schools are expected to use other reporting mechanisms such as:

- parents' meetings
- school visitation days
- parent-teacher conferences
- phone calls
- letters
- school newsletters

Reporting to parents and guardians should be done on a regular basis so that parents/ guardians will remain involved and participate in their children's education.

In this Unit you will get to know:
1. What is the Reporting process?
2. What information should be recorded in a report?

Diagram 12: Reporting Process

6.1 WHAT SHOULD BE RECORDED IN A FOUNDATION PHASE REPORT?

The Foundation Phase Report should have the following information:

- Provide feedback on the learner's progress in Literacy, Numeracy and Life Skills.
- The national codes and descriptors should be used to report on learner achievement in the report card.
- Comments should be used to describe the learner's performance in each Learning Programmes.
- The Personal details of the learner (Name of Learner,Grade of Learner ,Date of birth of the Learner ,Learner's attendance profile) and the details of the school should appear on the Report.

The exemplar below illustrates some of the information that should be recorded in a report card.

6.2 EXEMPLAR OF REPORT CARD

NAME OF SCHOOL: SUNNYSIDE PRIMARY

YEAR: 2006 TERM 4

NAME OF LEARNER: LUCY ADAM GRADE 1 C

LEARNING PROGRAMME	CODE	DESCRIPTOR	COMMENTS
LITERACY (Home/~~First~~ Additional Language)	3	Satisfactory Achievement	Lucy's spoken language has improved. She reads fluently and recognizes basic sight words well. She has shown improvement in written language.
NUMERACY	3	Satisfactory Achievement	Her counting skills have improved. She can count in sequence from a given number up to 100. She knows basic number concepts and finds solutions to word problems.
LIFE SKILLS	3	Satisfactory Achievement	Lucy enjoys physical activities. She is aware of healthy habits and safety. She works very well in a group. She is learning to be assertive and responsible.
Progression: **The learner will:** ☐ will progress to the next grade. ☐ ~~progress with support in the next grade.~~ ☐ ~~need more time in the same grade~~.		Teacher's signature: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ Principal's signature: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ SCHOOL STAMP	

UNIT 7 NOTES ON ANNEXURES: PLANNING FOR ASSESSMENT IN GRADES R-3

The Annexures in the following pages show "exemplars" (good examples) of Learning Programmes, Work Schedules and Lesson Plans for Grades R-3, for the three learning programmes:

- Literacy-Home and First Additional Languages,
- Numeracy and
- Life Skills

The Learning Programmes and Work Schedules have been designed for the First Term only.

In this Unit you will get to know:

1. How do you integrate planning and assessment at the Learning Programme Level for Grades R-3?
2. How do you integrate planning and assessment at the Work Schedule Level?
3. How do you integrate planning and assessment at the Lesson Plan level?
4. The links between the Learning Programme, Work Schedule and Lesson Plan.
5. The link between the Work Schedule and the Programme of Assessment

EXEMPLAR LEARNING PROGRAMMES

ANNEXURE A: EXEMPLARS OF LEARNING PROGRAMMES, GRADE R - 3

The exemplars of Learning Programmes focus on the backbone learning area outcomes and assessment standards that will be covered in Term 1. The content focus referred to in the Learning Programmes has been taken out directly from the assessment standards of the backbone learning area.

The types of assessment referred to are baseline, formative and summative.

1. Schools may choose to conduct a baseline test in the first two or three weeks of school.
2. Formative assessment is assessment for learning. It refers to the ongoing informal and formal assessment tasks that are planned to track the learner's progress in all Learning Programmes.
3. Summative assessment is assessment of learning and refers to tasks that are planned to assess a learner's progress over a period of time. These tasks may be planned at the completion of a number of assessment standards relating to one or more learning outcomes.

ANNEXURE A1

Exemplar Foundation Phase Literacy Learning Programme: Literacy Learning Programme: Home Language, Grades R-3

TERM 1

	Weeks	Languages Learning Area Outcomes and Assessment Standards	Content focus	Type of Assessment
TERM 1 GRADE R	10 weeks	LO1 AS 1,2,3 LO2 AS 1,2,3 LO3 AS 1,2 LO4 AS 1 LO5 AS 1 LO6 AS 1	Listening skills Speaking skills Phonemic awareness Phonics Emergent Reading Emergent Writing	Formative
TERM 1 GRADE 1	10 weeks	LO1 AS 1,2,3,6 LO2 AS 1,2,3,8 LO3 AS 1,2,3 LO4 AS 1,2 LO5 AS 1,2,3 LO6 AS 1,2	Listening skills Speaking skills Phonemic awareness Phonics, single letter sounds and names Sight vocabulary Emergent Reading Emergent Writing	Baseline Formative
TERM 1 GRADE 2	10 weeks	LO1 AS 1,2,3,4 LO2 AS 1,2,3,5 LO3 AS 1,2,3,4 LO4 AS 1,2,5,7 LO5 AS 1,2,3 LO6 AS 1,2,3	Listening skills Speaking skills Oral Reading skills Speed and fluency Comprehension skills Phonics: consonant blends, vowel digraphs, diphthongs Phonemic awareness Vocabulary: Word recognition skills Handwriting Expressive writing: compose written texts Language structure and use (punctuation, tenses, etc.)	Baseline Formative
TERM 1 GRADE 3	10 Weeks	LO1 AS 1,2,3,4 LO2 AS 1,2,3,5 LO3 AS 1,2,3,4 LO4 AS 1,2,5,7 LO5 AS 1,2,3 LO6 AS 1,2,3	Listening skills Speaking skills Oral Reading skills Speed and fluency Comprehension skills Phonics: consonant blends, vowel digraphs, diphthongs, segmentation Phonemic awareness Vocabulary: Word recognition skills Handwriting Expressive writing: compose written texts Language structure and use (punctuation, tenses etc.) Thinking and reasoning skills	Baseline Formative

ANNEXURE A2

Exemplar Foundation Phase Literacy: First Additional Language Learning Programme, Grades R-3
TERM 1

	Weeks	Languages Learning Area Outcomes and Assessment Standards	Content focus	Type of Assessment
TERM 1 GRADE R	**10 weeks**	LO1 AS 1, 2, 3 LO2 AS 1, 2, 3	Listening skills Speaking skills	Formative
TERM 1 GRADE 1	**10 weeks**	LO1 AS 1, 2, 3 LO2 AS 1, 2, 3	Listening skills Speaking skills	Baseline Formative
TERM 1 GRADE 2	**10 weeks**	LO1 AS 1, 2, 3, 4, 5 LO2 AS 1, 2, 3, 4, 5 LO3 AS 1, 2, 3, 4 LO4 AS 1, 2, 3, 4 LO5 AS 1, 2	Listening skills Speaking skills Vocabulary Oral Reading skills Phonics: single consonants and short vowels Word recognition skills Copying words Writing sentences using a frame Understanding appropriate concepts & vocabulary	Baseline Formative
TERM 1 GRADE 3	**10 Weeks**	LO1 AS 1,2,3,4,5,6 LO2 AS 1,2,3,4,5,6,7,8,9 LO3 AS 1,2,3,7 LO4 AS 1,2,3, 4,5,7,9 LO5 AS 1,2,6 LO6 AS 1,5,6	Understanding of oral stories, recounts and oral descriptions Follows sequence of instructions Speaking skills Vocabulary: Talks about a picture or experiences Reading using visual clues and sight words, and with teacher Phonics: consonant blends, vowel digraphs,: Compose written lists, short sentences and invitations Discussing problem solving Uses questioning Uses adjectives	Baseline Formative

ANNEXURE A3

Exemplar Foundation Phase Numeracy Learning Programme, Grades R-3

TERM 1

	Weeks	Mathematics Learning Outcomes and Assessment Standards	Content focus	Type of Assessment
TERM 1: GRADE R	**10 weeks**	LO1 AS 1.2,3 LO2 AS 1 LO3 AS 1,2 LO4 AS 1,2 LO5 AS 1	Number knowledge Number development Number concepts Number names and symbols Problem Solving Perceptual development recognise forms and patterns Recognise colours and 3 D shapes Direction and Position Time. Mass Length Capacity Collect, classify and sort physical objects	Formative
TERM 1: GRADE 1	**10 weeks**	LO1 AS 1.2,3,7,8 LO2 AS 1,2 LO3 AS 1,2 LO4 AS 1,2,3,4 LO5 AS 1,2,3,4,5	Number knowledge Number development Number concepts Number names and symbols Problem Solving Perceptual development Patterns with shapes 2D shapes and 3 D objects Direction and Position Time. Mass Length Capacity Collect, classify, sort and draw physical objects Describe, sort and comparison Estimation	Baseline Formative
TERM 1: GRADE 2	**10 WEEKS**	LO1 AS 1,2,3,4,7,8,9, 10, 11 LO2 AS 1,2 LO3 AS 1,2 LO4 AS 1,2,3,4 LO5 AS 1,2	Number knowledge Number development Number concepts Number names and symbols Mental maths Computational skills Problem Solving Visual Patterns Number patterns 2 D and 3 D objects Time Collects and compares data Estimation Sequencing Sorting	Baseline Formative

TERM 1 GRADE 3	**10 weeks**	LO1 AS 1,2,3, 6, 7,8,9,10,11 LO2 AS 1,2 LO3 AS 1,2 LO4 AS 1,2, 3, 4 LO5 AS 1,2	• Number knowledge • Number development • Number concepts • Number names and symbols • Mental maths • Computational skills • Problem Solving • Visual Patterns • Number patterns and sequencing • 2 D shapes and 3 D objects • Time • Collects, sorts, orders, organises and compares data • Doubling, halving, rounding off	Baseline Formative

ANNEXURE A4:

Exemplar Foundation Phase Life Skills Learning Programme, Grades R – 3

TERM 1

	Weeks	Languages Learning Area Outcomes and Assessment Standards	Content focus	Type of Assessment
TERM 1 GRADE R	**10 weeks**	LO1 AS 1,2,4 LO2 AS 1,3 LO3 AS 1,2,4 LO4 AS 1,2	Personal Details Personal Hygiene Nutrition Knowing the body Safety in the home and school Classroom rules and responsibilities Home and family Physical development HIV and AIDS Education	Formative
TERM 1 GRADE 1	**10 weeks**	LO1 AS 1,2,4 LO2 AS 1,3 LO3 AS 1,2,4 LO4 AS 1,2	Personal Details Personal Hygiene Nutrition Knowing the body Safety in the home and school Classroom rules and responsibilities Home and family Physical development HIV and AIDS Education	Formative
TERM 1 GRADE 2	**10 weeks**	LO1 AS 1,2 LO2 AS 1,2 LO3 AS 1,2,5 LO4 AS 1	Clean Water Home and school environment Children's Rights and Responsibilities Self Esteem Care of Body Classroom behaviour Group Work skills Play indigenous games HIV and AIDS Education	Formative
TERM 1 GRADE 3	**10 Weeks**	LO1 AS 1 LO2 AS 1 LO3 AS 1,2,5 LO4 AS 1	Healthy eating habits Leadership qualities in school Personality and interests Care of body Group work skills Perceptual Motor Skills HIV and AIDS Education	Formative

EXEMPLAR WORK SCHEDULES

ANNEXURES B - E: EXEMPLARS OF WORK SCHEDULES GRADES R-3

The Work Schedules have been designed for Term 1 only and are directly linked to the Learning programmes in Annexure A above. The 10 weeks per term have been grouped in two week cycles. So you will find that the learning outcomes and assessment standards of the backbone learning area that has been reflected in the Learning Programme has been spread across the two week cycles in the term.

Integration across other learning areas is included in each of the two week cycles. For example, in the Grade R Work Schedule Literacy: Home Languages in Weeks 1 & 2, Languages: Learning Outcomes 1 and 2 are integrated with Arts and Culture: Learning Outcome 1 and Life Orientation: Learning Outcome 1.

The Programme of Assessment has been built into the Work Schedule. It gives an idea of the formal assessment tasks that should be assessed for the term. Teachers need to identify the number of activities that make up each of the formal assessment tasks. Each assessment activity that forms part of a formal assessment task should be based on the assessment standards which can be assessed in more than one lesson. Hence a variety of forms of assessment should be used in each activity to give all learners expanded opportunities.

The formal assessment tasks have been spread across the 2 week cycle in the Work Schedule. For example in the Grade R Work Schedule Literacy: Home Languages, Task 1: Perceptual Development Skills will be done in Weeks 3 and 4 and will cover the Languages and other integrated learning area(s), Learning Outcomes and Assessment Standards that have been planned for in Weeks 3 & 4.

ANNEXURE B1:

Exemplar Literacy Home Language Work Schedule, with built-in Programme of Assessment for Grade R

TERM 1 = 10 Weeks

Teaching time available: 40% x 22hours 30 minutes
Per Week: 9 hours and 10 minutes **Per day:** 1hour 50 minutes

Weeks 1& 2	Weeks3&4	Weeks 5 &6	Weeks 7& 8	Weeks 9 &10
Languages LO1 AS 1,2,3,4 LO2 AS 1,2, 3 **Integration:** **Arts & Culture: Music** LO1 AS 1,2 **Drama:** LO1 AS 1 **Life Orientation**: LO 2 AS 1	**Languages** LO1 AS 1,3 LO2 AS 1,3 LO3 AS 1 LO4 AS 1 LO5 AS 1 LO6 AS 1 **Integration:** **Arts & Culture: Music** LO1 AS 1,2 **Drama:** LO 1 AS 1 **Social Sciences: Geography:** LO2 AS 1 **Life Orientation**: LO2 AS 1 **Natural Sciences** LO1 AS 2	**Languages** LO1 AS 1,3 LO2 AS 1, 2,3 LO3 AS 1,2 LO4 AS 1,2 LO5 AS 1 LO6 AS 1 **Integration:** **Arts & Culture: Drama** LO1 AS 1 **Music** :LO 2 AS 1,2 **Social Sciences: Geography:** LO2 AS 1 **Life Orientation**: LO2 AS 1 **Natural Sciences** LO1 AS 2	**Languages** LO1 AS 1,2,3 LO2 AS 1, 2,3 LO3 AS 1,2 LO4 AS 1,2 LO5 AS 1 LO6 AS 1 **Integration:** **Arts & Culture: Visual Arts** LO2 AS 1 **Drama:** LO4 AS 1 **Social Sciences: History** LO3 AS 1 **Life Orientation**: LO3 AS 1,2 **Natural Sciences** LO1 AS 2	**Languages** LO1 AS 1,2,3, 4 LO2 AS 1, 2,3 LO3 AS 1,2,3 LO4 AS 1,2 LO5 AS 1 LO6 AS 1 **Integration:** **Arts & Culture: Dance** LO4 AS 1 **Drama:** LO4 AS 1, 2 **Social Sciences: History** LO3 AS 1 **Economic and Management Sciences** LO2 AS 4 **Life Orientation**: LO3 AS 1,2 **Natural Sciences** LO1 AS 2

BUILT-IN PROGRAMME OF ASSESSMENT: **FORMAL ASSESSMENT TASKS FOR THE TERM** **Task 1: Perceptual development skills: Weeks 3 & 4** (Languages and Integrated Learning Areas LOs and ASs for Weeks 3-4) **Task 2 :Auditory and visual skills: Weeks 5 & 6** (Languages and Integrated Learning Areas LOs and ASs for Weeks 5-6) **Task 3: Listening and Speaking skills: Weeks 7& 8** (Languages and Integrated Learning Areas LOs and ASs for Weeks 7-8) **Task 4: Emergent Reading and Writing skills:** **Weeks 9&10** (Languages and Integrated Learning Areas LOs and ASs for Weeks 9 – 10)	INFORMAL ASSESSMENT **Oral Responses** **Drawings** **Body language** **Informal talk** **Resources** o Use Recommended texts on Page 13 of Languages Learning Area Statement (Home Language) o Posters o Charts o Picture Books o Storybooks o Multi-media

ANNEXURE B2

Exemplar Literacy Work Schedule First Additional Language, with built-in Programme of Assessment for Grade R

TERM 1= 10 Weeks

Weeks 1& 2	Weeks 3&4	Weeks 5&6	Week 7&8	Weeks 9&10
Languages LO1 AS 1,2,3, 4 LO2 AS 1,2,3,4 **Integration:** **Arts & Culture:** **Music** LO1 AS 1,2 **Drama:** LO1 AS 1,2,3,4,5,6,7 **Visual Arts:** LO1 AS 1 **Dance:** LO1 AS 1,2,3 **Life Orientation**: LO2 AS 1	**Languages** LO1 AS 1,2,3, 4 LO2 AS 1,2,3,4 **Integration:** **Arts & Culture:** **Music** LO1 AS 1,2 **Drama:** LO1 AS 1,2,3,4,5,6,7 **Visual Arts:** LO1 AS 1,2 **Dance:** LO1 AS 1,2,3 **Life Orientation**: LO2 AS 1 LO4 AS 1,4	**Languages** LO1 AS 1,2,3, 4 LO2 AS 1,2,3,4 **Integration:** **Arts & Culture:** **Music** LO1 AS 1,2 **Drama:** LO1 AS 1,2,3,4,5,6,7 **Visual Arts:** LO1 AS 1,3 **Dance:** LO1 AS 1,2,3 **Life Orientation**: LO2 AS 1 LO4 AS 3	**Languages** LO1 AS 1,2,3, 4 LO2 AS 1,2,3,4 **Integration:** **Arts & Culture:** **Music** LO1 AS 1,2 **Drama:** LO1 AS 1,2,3,4,5,6,7 LO2 AS 2 **Visual Arts:** LO1 AS 1,3,4 **Dance:** LO1 AS 1,2,3 **Life Orientation**: LO3 AS 1,2	**Languages** LO1 AS 1,2,3, 4 LO2 AS 1,2,3,4 **Integration:** **Arts & Culture:** **Music** LO1 AS 1,2 **Drama:** LO1 AS 1 LO2 AS 2 **Visual Arts:** LO1 AS 1,3,4 **Dance:** LO1 AS 1,2,3 **Life Orientation**: LO3 AS 1,2

Formal assessment	Informal assessment	Resources • Use Recommended texts on Page 13 of Languages Learning Area Statement (First Additional Language) • Posters • Charts • Picture Books • Storybooks • Multi-media
Formal Assessment is not compulsory	Oral Responses	
	Drawings	
	Body language, showing positive/ negative attitudes	
	Informal talk	Managing Diversity
	Recording (optional) (emergent writing, e.g. Scribbles, drawings, colouring activities, movement, coordination)	In the case where learners' home language is not the LoLT, they can be assessed against the Assessment Standards of the First Additional Language.

ANNEXURE B3

Exemplar Numeracy Work Schedule, with built-in Programme of Assessment for Grade R

TERM 1 =10 Weeks

Teaching time available: 35% of 22,5 hours
Per Week: 7 hours and 30 minutes per week **Per Day**: 1 hour 30 minutes

Weeks 1& 2	Weeks3&4	Weeks 5 &6	Week 7& 8	Weeks 9 &10
Mathematics LO1 AS 1 LO2 AS 1 **Integration:** **Languages(Home)** LO5 AS 1 **Technology** LO1 AS 1 **Arts & Culture:** **Dance** LO1 AS 2 **Music**: LO1 AS1 **Visual Arts** LO1 AS 2	**Mathematics** LO1 AS 1.2 LO2 AS 1 LO3 AS 1 LO4 AS 1 LO5 AS 1 **Integration:** **Social Sciences** **History** LO2 AS 2 **Arts & Culture:** **Dance** LO1 AS 2 **Music**: LO1 AS1 **Visual Arts** LO1 AS 2,3 **Languages(Home)** LO5 AS 1,AS 2 **Technology** LO1 AS 1 **Natural Sciences** LO1 AS 3	**Mathematics** LO1 AS 1.2 LO2 AS 1 LO3 AS 1 LO4 AS 1 LO5 AS 1 **Integration:** **Social Sciences** **History** LO2 AS 2 **Arts & Culture** **Dance** LO1 AS 2,3 **Visual Arts** LO1 AS 2,3 **Languages(Home)** LO5 AS 1,AS 2 **Technology** LO1 AS 1 **Natural Sciences** LO1 AS 3	**Mathematics** LO1 AS 1,2,3 LO2 AS 1,2 LO3 AS 1,2 LO4 AS 1, 4 LO5 AS 1 **Integration:** **Life Orientation:** LO4 AS 2 **Social Sciences** **History** LO2 AS 2 **Arts & Culture:** **Dance** LO3 AS 1 **Music**: LO1 AS 1 **Visual Arts** LO4 AS 2,3 **Languages(Home)** LO5 AS 1,AS 2 LO4 AS 1 **Natural Sciences** LO1 AS 3 **Technology** LO1 AS 1	**Mathematics** LO1 AS 1,,3 LO2 AS 1,2 LO3 AS 1,2 LO4 AS 1, 4 LO5 AS 1 **Integration:** **Social Sciences** **History** LO2 AS 2 **Arts & Culture** **Dance** LO3 AS 1 **Music**: LO1 AS1 **Visual Arts** LO4 AS 1 **Languages(Home)** LO5 AS 1,AS 2 **Natural Sciences** LO1 AS 3 **Technology** LO1 AS 1

BUILT-IN PROGRAMME OF ASSESSMENT:FORMAL ASSESSMENT TASKS **Task 1: Sorting and classifying objects: Weeks 3& 4** (Maths and Integrated Learning Area LOs and ASs for Weeks 3&4) **Task 2: Position and direction: Weeks 5&6** (Maths and Integrated Learning Area LOs and ASs for Weeks 7&8) **Task 3: Number recognition and values up to5 Weeks 7&8** (Maths and Integrated Learning Area LOs and ASs for Weeks 9& 10)	Resources o 100 Number block chart o Birthday Chart o Counters, unifix blocks o Abacus o 2D and 3 D shapes o Measuring Tape o Calendar o Wall Clock o Plastic containers o Sand tray
Informal assessment Oral Responses Direct Modelling Drawings Body language	

ANNEXURE B4

Exemplar Life Skills Work Schedule, with built-in Programme of Assessment for Grade R

TERM 1 =10 Weeks
Teaching time available :25 % 0f 22hours 30 minutes
Per Week: 5 hours and 50 minutes **Per Day: 1 hour 10 minutes**

Weeks 1& 2 **LIFE ORIENTATION**	Weeks3&4 **LIFE ORIENTATION**	Weeks 5 &6 **LIFE ORIENTATION**	Week 7& 8 **LIFE ORIENTATION**	Weeks 9 &10 **LIFE ORIENTATION**
LO1 AS 2 LO2 AS 1 LO3 AS 1 LO 4 AS 1 **Integration:** **Arts and Culture:** **Dance:** LO 1 AS 1 **Music:** LO 1 AS 1 **Visual Arts**: LO 1 AS 1 **Mathematics** LO 3 AS 6 **Economic and Management Science** LO 2 AS 4 **Languages** LO1 AS 1 **Mathematics** LO 3 AS 6 **Technology** LO 1 AS 1 **Natural Sciences** LO1 AS 3	LO1 AS 1,2 LO2 AS 1 LO3 AS 1, LO 4 AS 1 **Integration:** **Arts and Culture:** **Dance:** LO 1 AS 1 **Music:** LO 1 AS 1 **Visual Arts**: LO1 AS 1,3 **Mathematics** LO3 AS 6 **Economic and Management Science** LO2 AS 4 **Languages** LO1 AS 1 **Technology** LO1 AS 1 **Natural Sciences** LO1 AS 3	LO1 AS 1,2 LO2 AS 1,3 LO3 AS 1, 4 LO 4 AS 1,2 **Integration:** **Arts and Culture:** **Dance:** LO 1 AS 1 **Music:** LO 1 AS 1,2 **Visual Arts**: LO1 AS 1 **Mathematics** LO3 AS 6 **Economic and Management Science** LO2 AS 4 **Languages** LO2 AS 9 **Technology** LO1 AS 1 **Natural Sciences** LO1 AS 3	LO1 AS 1,2 LO2 AS 1,3 LO3 AS 1,2,4 LO 4 AS 1,2 **Integration:** **Arts and Culture:** **Dance** LO 1 AS 1,2 **Music:** LO 3 AS 1,2 **Visual Arts**: LO 1 AS 1 **Mathematics** LO 3 AS 6 **Economic and Management Science** LO2 AS 1,4 **Languages** LO2 AS 9 **Technology** LO 1 AS 1 **Natural Sciences** LO1 AS 3	LO1 AS 1,2 LO2 AS 1,3 LO3 AS 1,2,4 LO4 AS 1,2 **Integration:** **Arts and Culture:** **Dance** LO1 AS 1,2 **Music:** LO3 AS 1,2 **Visual Arts**: LO1 AS 1 **Mathematics** LO3 AS 6 **Economic and Management Sciences** LO2 AS 1 ,4 **Languages** LO1 AS 9 **Technology** LO1 AS 1 **Natural Sciences** LO1 S 3

BUILT-IN PROGRAMME OF ASSESSMENT:FORMAL ASSESSMENT TASKS FOR THE TERM

TASK 1 : Based on activities related to

- Personal Development skills
- Social Development Skills
- Physical Development skills
- Health Promotion and skills

Assess in Weeks 7& 8 (Cover Life Orientation and integrated learning areas LOs and ASs in Weeks 7&8)

ANNEXURE C1

Exemplar Literacy Home Language Work Schedule, with built-in Programme of Assessment for Grade 1

Term 1 = 10 Weeks

Teaching time available: 40% x 22hours 30 minutes **Per Week**:9 hours and 10 minutes **P**er day: 1hour 50 minutes

Weeks 1& 2 Baseline Assessment (Consolidate Grade R content)	Weeks 3 & 4 **Languages** **LO1 AS 1,3** LO2 AS 1,3 LO3 AS 1 LO4 AS 1 LO5 AS 1 LO6 AS 1 **Integration:** **Arts & Culture:** **Music** LO1 AS 1,2 **Drama:** LO1 AS 1,2 **Social Sciences: History** LO3 AS 1 **Life Orientation**: LO2 AS 1 **Natural Sciences** LO1 AS 2	Weeks 5 & 6 **Languages** LO1 AS 1,3,6 LO2 AS 1, 2,3 LO3 AS 1,2 LO4 AS 1,2 LO5 AS 1,2 LO6 AS 1,2 **Integration:** **Arts & Culture:** **Drama** LO1 AS 1 **Music** : LO2 AS 1,2,3 **Drama:** LO1 AS 1,2 **Social Sciences: Geography** LO3 AS 1,2 **Life Orientation**: LO2 AS 1 **Natural Sciences** LO1 AS 2	Week 7 & 8 **Languages** LO1 AS 1,2,3,6 LO2 AS 1, 2,3 LO3 AS 1,2 LO4 AS 1,2 LO5 AS 1 LO6 AS 1 **Integration:** **Arts & Culture:** **Visual Arts** LO2 AS 1 **Drama:** LO4 AS 1, 2 **Composite**: LO2 AS 1 **Social Sciences: History** LO3 AS 1,2 **Life Orientation**: LO3 AS 1,2 **Natural Sciences** LO1 AS 3	Weeks 9 & 10 **Languages** LO1 AS 1,2,3,6 LO2 AS 1,2,3,8 LO3 AS 1,2,3 LO4 AS 1,2 LO5 AS 1 LO6 AS 1 **Integration:** **Arts & Culture:** **Visual Dance** LO4 AS 1 **Drama:** LO4 AS 1, 2 **Composite:** LO2 AS 1 **Economic and Management Sciences** LO2 AS 1,5 **Social Sciences:** **History** LO3 AS 1,2 **Life Orientation**: LO3 AS 1,2 **Natural Sciences** LO1 AS 3

BUILT-IN PROGRAMME OFASSESSMENT:

FORMAL ASSESSMENT TASKS FOR THE TERM

TASK 1 Listening and speaking skills: Weeks 3&4
(Languages and integrated learning areas LOs and ASs in Weeks 3&4)

TASK 2 Phonics(Single sounds) : Weeks 5&6
(Languages and integrated learning areas LOs and ASs in Weeks 5&6)

TASK 3 Emergent Reading skills Weeks 7&8
(Languages and integrated learning areas LOs and ASs in Weeks 7&8)

TASK 4 Emergent writing skills Weeks 9&10
(Languages and integrated learning areas LOs and ASs in Weeks 9&10)

Informal assessment
Oral Responses
Oral Activities
Drawings
Practical demonstrations
Informal talk and recording

Resources

- Use Recommended texts on Page 21 of Languages Learning Area Statement (Home Language)
- Posters
- Charts
- Graded Readers, Storybooks
- Multimedia

ANNEXURE C2

Exemplar Literacy First Additional Language Work Schedule, with built-in Programme of Assessment Plan for Grade 1

Term 1 = 10 Weeks

Teaching time available: 40% x 22hours 30 minutes
Per Week: 9 hours and 10 minutes **Per day:** 1hour 50 minutes

Weeks 1 & 2	Weeks 3 & 4	Weeks 5 & 6	Week 7 & 8	Weeks 9 & 10
Baseline Assessment Review and assess: - Progress with curriculum (Gr R content) - Interests - Characteristics	**Languages** LO 1 AS 1,2,3 LO 2 AS 1, 2,3 LO 3 AS 1 **Integration:** **Arts & Culture:** **Drama** LO1 AS 1,2 **Music** :LO 1 AS 4 **Dance:** LO 1 AS 1 **Life Orientation**: LO 2 AS 3	**Languages** LO 1 AS 1,2,3 LO 2 AS 1,2,3 LO 3 AS 1 **Integration:** **Arts & Culture:** **Drama** LO1 AS 1,2 **Music** :LO 1 AS 4 **Dance:** LO 1 AS 1 **Life Orientation**: LO 2 AS 3	**Languages** LO 1 AS 1,2,3 LO 2 AS 1,2,3 LO 3 AS 1 **Integration:** **Arts & Culture:** **Drama** LO1 AS 1,2 **Music** :LO 1 AS 4 **Dance:** LO 1 AS 1 **Life Orientation**: LO 2 AS 3	**Languages** LO 1 AS 1,2,3 LO 2 AS 1,2,3 LO 3 AS 1 **Integration:** **Arts & Culture:** **Drama** LO1 AS 1,2 **Music** :LO 1 AS 4 **Dance:** LO 1 AS 1 **Life Orientation**: LO 2 AS 3

BUILT-IN PROGRAMME OF ASSESSMENT:
FORMAL ASSESSMENT TASKS

TASK 1: Listening and Speaking Skills Weeks 5&6
(Languages and integrated Learning areas LOs and ASs in Weeks 7 & 8)

TASK 2: **Emergent Reading Skills Weeks 7&8**
(Languages and integrated Learning areas LOs and ASs in Weeks 7 & 8)

Informal assessment
Oral Responses
Drawings
Dramatisation
Informal talk and recording

Resources
- Use Recommended texts on Page 18 of Languages Learning Area Statement (First Additional Home Language)
- Posters
- Charts
- Graded Readers, Storybooks
- Multi-media, e.g. Radio and audio taped stories and music

Managing Diversity
Screening of Fine and Gross motor, sensory integration, expressive and receptive language

ANNEXURE C3

Exemplar Numeracy Work Schedule, with built-in Programme of Assessment for Grade 1

TERM 1 =10 Weeks

Teaching time available: 35% of 22,5 hours
Per Week: 7 hours and 30 minutes per week **Per Day**: 1 hour 30 minutes

Weeks 1& 2	Weeks3&4	Weeks 5 &6	Week 7& 8	Weeks 9 &10
Baseline Assessment (Consolidate Grade R Content)	**Mathematics** LO1 AS 1.2,3 LO2 AS 1 LO3 AS 1 LO4 AS 1,2,3 4 LO5 AS 1 **Integration:** **Social Sciences** **Geography** LO1 AS 1 **Arts & Culture:** **Dance** 1 AS 2 **Music**: LO1 AS1,3 **Visual Arts** LO1 AS 1 **Languages (Home)** LO5 AS 1,AS 2 **Technology** LO1 AS 1 **Natural Sciences** LO1 AS3	**Mathematics** LO1 AS 1.2,3, 7,8 LO2 AS 1, LO3 AS 1 LO4 AS 1,2,3,4 LO5 AS 1,2, 3,4,5 **Integration:** **Social Sciences** **Geography** LO1 AS 1 **Arts & Culture** **Dance** LO1 AS 2 **Visual Arts** LO1 AS 1 **Languages(Home)** LO5 AS 1,AS 2 **Technology** LO1 AS 1 **Natural Sciences** LO1 AS3	**Mathematics** LO1 AS 1.2,3,7,8 LO2 AS 1,2 LO3 AS 1,2 LO4 AS 1,2,3,4,7 LO5 AS 1,2 **Integration:** **Social Sciences** **Geography** LO1 AS 1 **Arts & Culture:** **Music**: LO1 AS 1,3 **Visual Arts** LO4 AS 1 **Languages(Home)** LO5 AS 1,AS 2 **Natural Sciences** LO1 AS3 **Technology** LO1 AS 1	**Mathematics** LO1 AS 1.2,3,7,8 LO2 AS 1,2 LO3 AS 1,2 LO4 AS 1,2,3,4,7 LO5 AS 1,2 **Integration:** **Social Sciences** **Geography** LO1 AS 1 **Arts & Culture** **Music**: LO1 AS1,3 **Visual Arts** LO4 AS1 **Languages(Home)** LO5 AS 1,AS 2 **Natural Sciences** LO1 AS3 **Technology** LO1 AS 1

BUILT-IN PROGRAMME OF ASSESSMENT:FORMAL ASSESSMENT TASKS

TASK 1: Counting and Number Recognition Skills Weeks 3& 4
(Maths and integrated Learning areas LOs and ASs in Weeks 3&4)

TASK 2: Number Concept Development Weeks 5&6
(Maths and integrated Learning areas LOs and ASs in Weeks 5&6)

TASK 3: Number Concept and Problem solving Skills Weeks 7&8
(Maths and integrated Learning areas LOs and ASs in Weeks 7&8)

Informal assessment
Oral Responses
Direct Modelling
Drawings and Recordings
Practical demonstrations

Resources
- 100 Number block chart
- Birthday Chart
- Number cards(Flard Cards)
- Counters
- Abacus
- 2D and 3 D shapes
- Number lines
- 30 cm Ruler
- Measuring Tape
- Calendar
- Wall Clock
- Plastic containers
- Scale

ANNEXURE C4

Exemplar Life Skills Work Schedule, with built-in Programme of Assessment for Grade 1

TERM 1 =10 Weeks

Teaching time available: 35% of 22,5 hours
Per Week: 7 hours and 30 minutes per week **Per Day**: 1 hour 30 minutes

Weeks 1& 2	Weeks3&4	Weeks 5 &6	Week 7& 8	Weeks 9 &10
LIFE ORIENTATION LO1 AS 1 LO2 AS 1 LO3 AS 1 LO4 AS 1 **Integration:** **Arts & Culture:** **Dance:**LO1 AS 1 **Music:** LO1 AS 1,2 **Economic and Management Science** LO2 AS 1,2 **Social Sciences: Geography** LO3 AS 1 **Languages** LO1 AS 1 **Mathematics** LO3 AS 6 **Technology** LO1 AS 2,3 **Natural Sciences** LO1 AS 1	**LIFE ORIENTATION** LO1 AS 1,2 LO2 AS 1 LO3 AS 1 LO4 AS 1 **Integration:** **Arts & Culture:** **Dance:** LO1 AS 1 **Music:** LO1 AS 1,2 **Mathematics** LO3 AS 6 **Economic and Management Science** LO2 AS 1,2 **Social Sciences: Geography** LO3 AS 1 **Languages** LO1 AS 1 **Technology** LO1 AS 2,3 **Natural Sciences** LO1 AS 1	**LIFE ORIENTATION** LO1 AS 1,2,3 4 LO2 AS 1,3 LO3 AS 1, 4 LO4 AS 1,2 **Integration:** **Arts & Culture:** **Dance:** LO1 AS 1 **Music:** LO1 AS 1,2 **Visual Arts**: LO3 AS 1,2 **Mathematics** LO3 AS 6 **Economic and Management Science** LO2 AS 1,2,3 **Social Sciences: Geography** LO3 AS 1,2 **Languages** LO2 AS8 **Technology** LO1 AS 2,3 **Natural Sciences** LO1 AS 1	**LIFE ORIENTATION** LO1 AS 3,4 LO2 AS 1,3 LO3 AS 1,2,4 LO4 AS 1,2 **Integration:** **Arts & Culture:** **Dance** LO2 AS 1, LO 3 AS 1 **Music:** LO3 AS 1,2 **Mathematics** LO3 AS 6 **Economic and Management Science** LO2 AS 1,2,3,4 **Social Sciences: Geography** LO3 AS 1,2 **Languages** LO2 AS 8 **Technology** LO1 AS 2,3 **Natural Sciences** LO1 AS 1	**LIFE ORIENTATION** LO1 AS 3,4 LO2 AS 1,3 LO3 AS 1,2,4 LO4 AS 1,2 **Integration:** **Arts and Culture:** **Dance** LO 3 AS 1 **Music:** LO 3 AS 1,2 **Mathematics** LO3 AS 6 **Economic and Management Science** LO2 AS 1,2,3,4 **Social Sciences: Geography** LO3 AS 1,2 **Languages** LO1 AS 8 **Technology** LO1 AS 2,3 **Natural Sciences** LO1 AS 1

BUILT-IN PROGRAMME OF ASSESSMENT: FORMAL ASSESSMENT TASK
TASK 1 Based on activities related to:
Personal Development Skills
Social Skills
Physical Development skills
Health promotion skills

Assess in Weeks 7 & 8 (Cover Life Orientation and integrated learning areas LOs and ASs in Weeks 7& 8)

ANNEXURE D1

Exemplar Literacy Home Language Work Schedule, with built-in Programme of Assessment Plan, Grade 2

TERM 1= 10 Weeks

Teaching time available: 40% x 22hours 30 minutes
Per Week:9 hours and 10 minutes **P**er day: 1hour 50 minutes

Weeks 1& 2	Weeks3&4	Weeks 5 &6	Week 7& 8	Weeks 9 &10
Baseline Assessment (Consolidate Grade 1 content)	**Languages** **LO1 AS 1, 2** **LO2 AS 1,2** LO3 AS 1,2,3,4 LO4 AS 1,2 LO5 AS 1,2 LO6 AS 1,2,3 **Integration:** **Arts & Culture:** **Drama** LO1 AS 1 **Composite:** LO1 AS 1, LO2 AS 1 **Social Sciences:** **History** LO1 AS 1,2 LO3 AS 1 **Life Orientation**: LO2 AS 1 **Natural Sciences** LO1 AS 2	**Languages** LO1 AS 1,2 LO2 AS 1, 2 LO3 AS 1,2,3,4 LO4 AS 1,2,7 LO5 AS 1,2 LO6 AS 1,2,3 **Integration:** **Arts & Culture:** **Drama** LO1 AS 1 **Composite:** LO1 AS 1 **Social Sciences:** **History** LO 1 AS 1,2 LO 3 AS 1 **Life Orientation**: LO2 AS 1 **Natural Sciences** LO1 AS 2	**Languages** LO1 AS 1,2,3 LO2 AS 1, 2,3,4 LO3 AS 1,2,3,4 LO4 AS 1,2,5,7 LO5 AS 1,2,3 LO6 AS 1,2,3 **Integration:** **Arts & Culture:** **Drama:** LO2 AS 1, **Composite**: LO2 AS 1 **Social Sciences:** **History** LO3 AS 1,2,3 LO2 AS 1,2 **Life Orientation**: LO2 AS 1,2 **Natural Sciences** LO1 AS 3	**Languages** LO1 AS 1,2,3 LO2 AS 1, 2,3,4 LO3 AS 1,2,3,4 LO4 AS 1,2,5,7 LO5 AS 1,2,3 LO6 AS 1,2,3 **Integration:** **Arts & Culture:** **Drama:** LO2 AS 1 **Composite:** LO2 AS 1 **Economic and Management Sciences** LO1 AS 3 **Social Sciences: History** LO3 AS 1,2,3 LO2 AS 1,2 **Life Orientation**: LO3 AS 1,2 **Natural Sciences** LO AS 3

BUILT-IN PROGRAMME OFASSESSMENT:
FORMAL ASSESSMENT TASKS

TASK 1 Oral Language Skills: Weeks 3&4 (Languages and integrated Learning areas LOs and ASs in Weeks 3&4)

TASK 2 Reading Skills: Weeks 5&6 (Languages and integrated Learning areas LOs and ASs in Weeks 5&6)

TASK 3 Word Recognition Skills: Weeks 7&8 (Languages and integrated Learning areas LOs and ASs in Weeks 7&8)

TASK 4 Written Language skills: Weeks 9&10 (Languages and integrated Learning areas LOs and ASs in Weeks 9&10)

Informal assessment
Oral Responses
Body language
Informal talk
Recordings

Resources

- Use Recommended texts on Page 22 of Languages Learning Area Statement(Home Language)
- Posters
- Charts
- Graded Readers , Storybooks
- Non-fiction Books
- Newspapers, Magazines

ANNEXURE D2

Exemplar Literacy First Additional Language Work Schedule, with built-in Programme of Assessment Plan for Grade 2

TERM 1 = 10 Weeks

Teaching time **Per Week for First Additional Language** :2 hours and 30 minutes
Per day: 30 minutes

Weeks 1& 2	Weeks3&4	Weeks 5 &6	Week 7& 8	Weeks 9 &10
Baseline Assessment Review and assess: - Progress with curriculum (Gr 1 content) - Interests - Characteristics	**Languages** LO1 AS 1,3,4,5 LO2 AS 1,2,3,4, LO3 AS 1,2,4 LO4 AS 1, LO5 AS 1 **Integration:** **Social Sciences:** **Geography** LO2 AS 3 **Arts & Culture**: Composite LO1 AS 1	**Languages** LO1 AS 1,2,4,5 LO2 AS 1,2,4,5, LO3 AS 1,2,3,4, LO4 AS 2,3 LO5 AS 1 **Integration:** **Social Sciences:** **Geography** LO2 AS 3 **Arts & Culture** : Composite LO4 AS 1	**Languages** LO1 AS 1,3,4,5 LO2 AS 1,2,4, LO3 AS 1,3,4, LO4 AS 3,4 LO5 AS 2 **Integration:** **Social Sciences:** **Geography** LO2 AS 1 **Arts & Culture** : Music LO 2 AS 1	**Languages** LO1 AS 1,3,4,5 LO2 AS 1,2,4, LO3 AS 1,3,4, LO4 AS 3,4 LO5 AS 2 **Integration:** **Social Sciences:** **Geography** LO2 AS 1 **Life Orientation** LO1 AS 4

BUILT-IN PROGRAMME OFASSESSMENT:FORMAL ASSESSMENT TASKS FOR THE TERM

TASK 1 Listening and Speaking Skills: Weeks 5&6
(Languages and integrated Learning areas LOs and ASs in Weeks 5&6)
TASK 2 Oral Reading Skills: Weeks 7& 8
(Languages and integrated Learning areas LOs and ASs in Weeks 7&8)

Informal assessment
Observation
Oral Responses
Drawings
Practical demonstrations
Dramatisation
Recordings
Informal talk

Resources
- Use Recommended texts on Page 19 of Languages Learning Area Statement (First Additional Language)
- Posters and Charts
- Graded Readers, Storybooks
- Multimedia

Managing diversity
Ensure that all texts and stories reflect cultural diversity and accommodate contextual realities of learners.
Planning to allow for more time on core Assessment Standards
Reducing and simplifying content and language
Shortening sentences
Adapting or replacing tasks

ANNEXURE D3

Exemplar Numeracy Work Schedule Programme of Assessment for Grade 2

TERM 1 =10 Weeks

Teaching time available: 35% of 22,5 hours
Per Week: 7 hours and 30 minutes per week **Per Day**: 1 hour 30 minutes

Weeks 1& 2	Weeks3&4	Weeks 5 &6	Week 7& 8	Weeks 9 &10
Baseline Assessment (Consolidate Grade 1 Content)	**Mathematics** LO1 AS 1,2,3,4,78,9 LO2 AS 1 LO3 AS 1 LO4 AS 1,2 LO5 AS 1 **Integration:** **Social Sciences** **Geography** LO2 AS 3 **Arts & Culture:** **Visual Arts** LO1 AS 1,2 **Languages(Home)** LO5 AS 1,AS 2 **Technology** LO1 AS 1 **Natural Sciences** LO1 AS3	**Mathematics** LO1 AS 1,2,3,7,8,9 LO2 AS 1, LO3 AS 1 LO4 AS 1,2 LO5 AS 1 **Integration:** **Social Sciences** **Geography** LO1 AS 3 **Arts & Culture** **Visual Arts** LO1 AS 1 2 **Languages(Home)** LO5 AS 1,AS 2 **Technology** LO1 AS 1 **Natural Sciences** LO1 AS3	**Mathematics** LO1 AS 1,2,3, 6,7,8,9.10.11 LO2 AS 1,2 LO3 AS 1,2 LO4 AS 1,2,3,4 LO5 AS 1,2 **Integration:** **Social Sciences** **History** LO2 AS 2 **Arts & Culture:** **Visual Arts** LO4 AS 1 **Languages(Home)** LO5 AS 1,2,4 **Natural Sciences** LO1 AS3 **Technology** LO1 AS 1 **Economic and Management Sciences** LO1 AS 3,4	**Mathematics** LO1 AS 1,2,3.7,8.9.10,11 LO2 AS 1,2 LO3 AS 1,2 LO4 AS 1,2,3,4 LO5 AS 1,2 **Integration:** **Social Sciences** **History** LO2 AS 2 **Arts & Culture** **Visual Arts** LO4 AS 1 **Languages(Home)** LO5 AS 1,2 **Natural Sciences** LO1 AS3 **Technology** LO1 AS 1 **Economic and Management Sciences** LO1 AS 3,4,5

BUILT-IN PROGRAMME OFASSESSMENT:

FORMAL ASSESSMENT TASKS

TASK 1: NUMBER KNOWLEDGE AND COUNTING SKILLS:
WEEKS 5&6 (Maths and integrated Learning areas LOs and ASs in Weeks 5&6)

TASK 2: **NUMBER CONCEPTS AND COMPUTATIONAL SKILLS:**
WEEKS 7&8 (Maths and integrated Learning areas LOs and ASs in Weeks 7&8)

TASK 3: COMPUTATIONAL AND PROBLEM SOLVING SKILLS:
WEEKS 9&10 (Maths and integrated Learning areas LOs and ASs in Weeks 9&10)

Informal assessment
Oral Responses
Direct Modelling
Drawings
Practical demonstrations

Resources
- 100 Number block chart
- Birthday Chart
- Number cards(Flard Cards)
- Counters
- Abacus
- 2D and 3 D shapes
- Number lines
- 30 cm Ruler
- Measuring Tape
- Calendar
- Wall Clock
- Plastic Containers 250/500 ml and 1 litre
- Scale

ANNEXURE D4

Exemplar Life Skills Work Schedule with Programme of Assessment for Grade 2

TERM 1 =10 Weeks
Teaching time available :25 % 0f 22hours 30 minutes
Per Week: 5 hours and 50 minutes Per Day: 1 hour 10 minutes

Weeks 1& 2	Weeks3&4	Weeks 5 &6	Week 7& 8	Weeks 9 &10
LIFE ORIENTATION LO1, AS 1 LO2, AS 1 LO3, AS 1 LO4, AS 1 **Integration:** **Arts & Culture:** **Dance:** LO1, AS 1 **Music:** LO1 AS 1,2 **Economic and Management Science** LO1, AS 1 **Social Sciences: Geography** LO1, AS 1 **Languages** LO1 AS 1,2 **Mathematics** LO3 AS 7 **Technology** LO1 AS 2,3 **Natural Sciences** LO1 AS 1	**LIFE ORIENTATION** LO1, AS 1 LO2, AS 1 LO3, AS 1 LO4, AS 1 **Integration:** **Arts & Culture:** **Dance:** LO1, AS 1 **Music:** LO1, AS 1,2 **Mathematics** LO3, AS 7 **Economic and Management Science** LO1, AS 1,2 **Social Sciences: Geography** LO1, AS 1 **Languages** LO1, AS 1,2 **Technology** LO1, AS 2,3 **Natural Sciences** LO1 AS 1	**LIFE ORIENTATION** LO1, AS 1,2 LO2, AS 1,3 LO3, AS 1, 5 LO4, AS 1 **Integration:** **Arts & Culture:** **Dance:** LO3 AS 1 **Music:** LO2 AS 1,2 **Mathematics** LO3 AS 7 **Economic and Management Science** LO1 AS 1,2,3 **Social Sciences: Geography** LO2 AS 1,2 **Languages** LO2 AS 4 **Technology** LO1 AS 2,3 **Natural Sciences** LO1 AS 1,2	**LIFE ORIENTATION** LO1, AS 1,2 LO2, AS 1,3 LO3, AS 1,5 LO4, AS 1,2 **Integration:** **Arts & Culture:** **Dance** LO3 AS 1 **Music:** LO2 AS 1,2 **Composite** LO2 AS 1 **Mathematics** LO3 AS 7 **Economic and Management Science** LO2 AS 1,2 **Social Sciences: Geography** LO2 AS 1,2 **Languages** LO2 AS 4 **Technology** LO1 AS 2,3 **Natural Sciences** LO1 AS 1,2	**LIFE ORIENTATION** LO1 AS 1,2 LO2 AS 1,3 LO3 AS 1,5 LO4 AS 1,2 **Integration:** **Arts & Culture:** **Dance** LO4 AS 1 **Music:** LO2 AS 1,2 **Mathematics** LO3 AS 7 **Economic and Management Science** LO2 AS 1,**2** **Social Sciences: Geography** LO2 AS 1,2 **Languages** LO1 AS 4 **Technology** LO1 AS 2,3 **Natural Sciences** LO1 AS 1,2

BUILT-IN PROGRAMME OFASSESSMENT: FORMAL ASSESSMENT TASKS FOR THE TERM

TASK 1 Based on activities related to:

- Social Development Skills
- Personal Development Skills
- Physical Development skills
- Health Promotion

Assess in Weeks 7& 8 (Cover Life Orientation and integrated learning areas LOs and ASs in Weeks 7& 8)

ANNEXURE E1

Exemplar Literacy Home Language Work Schedule, with built-in Programme of Assessment for Grade 3

TERM 1= 10 Weeks

Teaching time available: 40% x 25 hours **Per Week**: 10 hours **P**er day: 2 hours

Weeks 1& 2 Baseline Assessment (Consolidate Grade 2 content)	Weeks3&4 **Languages** **LO1 AS 1, 2** **LO2 AS 1,2,3,4,5** LO3 AS 1,2,3,4 LO4 AS 1,2,7 LO5 AS 1,2 LO6 AS 1,2,3 **Integration:** **Arts & Culture:** **Drama** LO1 AS 1 **Social Sciences:** **History** LO1 AS 1,2 LO3 AS 1 **Life Orientation**: LO1 AS 1, LO2 AS 1 **Natural Sciences** LO1 AS 2	Weeks 5 &6 **Languages** LO1 AS 1,2 LO2 AS 1,2,3,4,5 LO3 AS 1,2,3,4 LO4 AS 1,2, 6,7 LO5 AS 1,2 LO6 AS 1,2,3 **Integration:** **Arts & Culture:** **Drama** LO1 AS 1 **Social Sciences:** **History** LO1 AS 1,2 LO3 AS 1 **Life Orientation**: LO1 AS 1, LO2 AS 1 **Natural Sciences** LO1 AS 2	Week 7& 8 **Languages** LO1 AS 1,2,3 LO2 AS 1,2,3,4,5 LO3 AS 1,2,3,4 LO4 AS 1,2,5,6,7 LO5 AS 1,2,3 LO6 AS 1,2,3 **Integration:** **Arts & Culture:** **Drama:** LO 2 AS 1 **Social Sciences:** **History** LO3 AS 1,2,3 LO2 AS 1,2 **Economic and Management Sciences** LO1 AS 1, 3 **Life Orientation**: LO1 AS 1, LO2 AS 1,2 **Natural Sciences** LO1 AS 3	Weeks 9 &10 **Languages** LO1 AS 1,2,3 LO2 AS 1,2,3,4,5 LO3 AS 1,2,3,4 LO4 AS 1,2,5,6,7 LO5 AS 1,2,3 LO6 AS 1,2,3 **Integration:** **Arts & Culture:** **Drama:** LO2 AS 1 **Economic and Management Sciences** LO1 AS 3,4 **Social Sciences: History** LO3 AS 1,2,3 LO2 AS 1,2 **Life Orientation**: LO1 AS 1 LO2 AS 1,2 **Natural Sciences** LO1 AS 3
BUILT-IN PROGRAMME OFASSESSMENT: **FORMAL ASSESSMENT TASKS FOR THE TERM** **TASK 1 Oral Language Skills: Weeks 3&4** (Languages and integrated Learning areas LOs and ASs in Weeks 3&4) **TASK 2 Word Recognition Skills: Weeks 5&6** (Languages and integrated Learning areas LOs and ASs in Weeks 5&6) **TASK 3 Reading Skills: Weeks 7&8** (Languages and integrated Learning areas LOs and ASs in Weeks 7&8) **TASK 4 Written Language Skills: Weeks 9&10** (Languages and integrated Learning areas LOs and ASs in Weeks 9&10)			**Informal assessment** Oral Responses Body language Informal talk Informal recordings Resources o Use Recommended texts on Page 23 of Languages Learning Area Statement (Home Language) o Posters o Charts o Graded Readers, Storybooks o Fiction and Non-fiction Books o Newspapers, Magazines	

ANNEXURE E2

Exemplar Work Schedule Literacy First Additional Language, with built-in Programme of Assessment Grade 3

TERM 1= 10 Weeks

Teaching time available: 40% x 25 hours **Per Week**: 4 hours **P**er day: 45 minutes per day

Weeks 1& 2 Baseline Assessment Consolidate Grade 2 content	Weeks3&4 **Languages** **LO1 AS 1, 2, 5, 6** LO2 AS 1,2,3,4,5,6 LO3 AS 1,2,3,7 LO4 AS 1,2,3,5,9 **Integration:** **Arts & Culture:** **Music** LO1 AS 2 **Visual Arts** LO1 AS 1 Social Sciences: **Geography** LO1 AS 1,2 **Life Orientation**: LO2 AS 2	Weeks 5 &6 **Languages** LO1 AS 1,3,4,5,6 LO2 AS 1,2,3,4,5,6 LO3 AS 1,2,3,7 LO4 AS 1,2,3,5,7,9 **Integration:** **Arts & Culture:** **Drama** LO3 AS 1 Social Sciences: **History** LO1 AS 1 **Geography** LO1 AS 1,2 LO2 AS 1 **Life Orientation**: LO1 AS 1, LO2 AS 1 **Natural Sciences** LO1 AS 2	Week 7& 8 **Languages** LO1 AS 1,3,4,5,6 LO2 AS 1,2,3,4,5,6,7,8,9 LO3 AS 1,2,3,7 LO4 AS 1,2,3,4,5,7,9 **Integration:** **Arts & Culture:** **Visual Arts** LO2 AS 1 **Dance:** LO2 AS 1 Social Sciences: **History** LO1 AS 1 **Geography** LO1 AS 1,2 LO2 AS 2,3 Exploring Issues LO3 AS 1,3, **Economic and Management Sciences** LO1 AS 1, 3 **Life Orientation**: LO1 AS 1, LO2 AS 1,2 **Natural Sciences** LO1 AS 3	Weeks 9 &10 **Languages** LO1 AS 1,3, 4,5,6 LO2 AS 1,2,3,4,5,6,7,8,9 LO3 AS 1,2,3,7 LO4 AS 1,2,3,4,7,9 **Integration:** **Arts & Culture:** **Drama:** LO3 AS 1 **Music** LO3 AS 1 Social Sciences: **Geography** LO1 AS 1,2 LO2 AS 2,3 Exploring Issues LO3 AS 1,3 **Life Orientation**: LO1 AS 1, LO2 AS 1,2 **Natural Sciences** LO1 AS 3

BUILT-IN PROGRAMME OFASSESSMENT: FORMAL ASSESSMENT TASKS FOR THE TERM **TASK 1: Listening and Speaking Skills: Weeks 5& 6** (Languages and integrated Learning areas LOs and ASs in Weeks 5&6) **TASK 2: Oral Reading Skills: Weeks 7& 8** (Languages and integrated Learning areas LOs and ASs in Weeks 7& 8) **Informal assessment** Oral Responses Recordings Informal talk	**Resources** Posters, Magazines, Newspapers Graded Readers, Storybooks Non-fiction Books Multimedia Managing Diversity: • Ensure that all texts and stories reflect cultural diversity and accommodate contex tual realities of children • Planning how to make provision for more time on core Assessment Standards

ANNEXURE E3

Exemplar Numeracy Work Schedule, with built-in Programme of Assessment for Grade 3

TERM 1 =10 Weeks

Teaching time available: 35% of 25 hours
Per Week: 8 hours and 45 minutes per week **Per Day**: 1 hour 45 minutes

Weeks 1& 2 Baseline Assessment (Consolidate Grade 2 Content)	Weeks3&4 **Mathematics** LO1 AS 1,3,4,7,8,9,10,11 LO2 AS 1 LO3 AS 1 LO4 AS 1,2,3 LO5 AS 1 **Integration:** **Social Sciences** **Geography** LO1 AS 2 **Arts & Culture:** **Visual Arts** LO1 AS 1 **Languages(Home)** LO5 AS 1,AS 2 **Technology** LO1 AS 1 **Economic and Management Sciences** LO1 AS 1 **Life Orientation** LO4 AS 3 **Natural Sciences** LO1 AS3	Weeks 5 &6 **Mathematics** LO1 AS 1,2,3,7,8,9,10,11 LO2 AS 1 LO3 AS 1 LO4 AS 1,2,3 LO5 AS 1 **Integration:** **Social Sciences** **Geography** LO1 AS 2 **Arts & Culture** **Visual Arts** LO1 AS 1 **Languages(Home)** LO5 AS 1,AS 2 **Technology** LO1 AS 1 **Natural Sciences** LO1 AS3 **Economic and Management Sciences** LO1 AS 1 **Life Orientation** LO4 AS 3	Week 7& 8 **Mathematics** LO1 AS 1,2,3, 6,7,8,9.10.11 LO2 AS 1,2 LO3 AS 1,2 LO4 AS 1,2,3,4 LO5 AS 1,2 **Integration:** **Social Sciences** **History** LO1 AS 2,3 **Arts and Culture:** **Visual Arts** LO1 AS 1,2 **Languages(Home)** LO5 AS 1,AS 2 LO4 AS 1 **Natural Sciences** LO1 AS3 **Technology** LO1 AS 1, AS 2 **Economic and Management Sciences** LO1 AS 1,3 **Life Orientation** LO4 AS 3	Weeks 9 &10 **Mathematics** LO1 AS 1,2,3.7,8.9.10,11 LO2 AS 1,2 LO3 AS 1,2 LO4 AS 1,2,3,4 LO5 AS 1,2 **Integration:** **Social Sciences** **History** LO1 AS 2,3 **Arts & Culture** **Visual Arts** LO1 AS 1,2 **Languages (Home)** LO5 AS 1,AS 2 **Natural Sciences** LO1 AS3 **Technology** LO1 AS 1 **Economic and Management Sciences** LO1 AS 1,3 **Life Orientation** LO4 AS 3

BUILT-IN PROGRAMME OFASSESSMENT: FORMAL ASSESSMENT TASKS **TASK 1: NUMBER KNOWLEDGE AND DEVELOPMENT WEEKS 5&6** (Maths and integrated Learning areas LOs and ASs in Weeks 5&6) **TASK 2**: **NUMBER CONCEPTS AND COMPUTATIONALSKILLS: WEEKS 7&8** (Maths and integrated Learning areas LOs and ASs in Weeks 7& 8) **TASK 3: COMPUTATIONAL AND PROBLEM SOLVING SKILLS: WEEKS 9&10** (Maths and integrated Learning areas LOs and ASs in Weeks 9&10) **Informal assessments:** Oral Responses, Practical Demonstrations, Informal Recordings	Resources o 100 Number block chart o Birthday Chart o Number cards(Flard Cards) o Counters o Abacus o 2D and 3 D shapes o Number lines o 30 cm Ruler o Measuring Tape o Calendar o Wall Clock o Plastic Containers 250/500 ml and 1 litre o Scale

ANNEXURE E4

Exemplar Life Skills Work Schedule, with built-in Programme of Assessment for Grade 3

TERM 1 = 10 Weeks
Teaching time available :25 % 0f 25 hours Per Week: 6 hours and 15 minutes Per Day: 1 hour 15 minutes

Weeks 1& 2	Weeks3&4	Weeks 5 &6	Week 7& 8	Weeks 9 &10
LIFE ORIENTATION LO1 AS 1 LO2 AS 1 LO3 AS 1 LO4 AS 1,2 **Integration:** **Arts & Culture:** **Dance:** LO1 AS 1,2 **Music:** LO1 AS 1,2 **Economic and Management Science** LO1 AS 1,4 **Social Sciences: Geography** LO1 AS 1 **Languages** LO1 AS 1,2 **Mathematics** LO3 AS 7 **Technology** LO1 AS 2,3 **Natural Sciences** LO1 AS 1	**LIFE ORIENTATION** LO1 AS 1 LO2 AS 1 LO3 AS 1, LO4 AS 1,2 **Integration:** **Arts & Culture:** **Dance:** LO1 AS 1,2 **Music:** LO1 AS 1,2 **Mathematics** LO3 AS 7 **Economic and Management Science** LO1 AS 1,4 **Social Sciences: Geography** LO1 AS 1 **Languages** LO1 AS 1,2 **Technology** LO1 AS 2,3 **Natural Sciences** LO1 AS 1	**LIFE ORIENTATION** LO1 AS 1,2 LO2 AS 1,2 LO3 AS 1, 5 LO4 AS 1,2,3 **Integration:** **Arts & Culture:** **Dance:** LO1 AS 1,2 **Music:** LO2 AS 1,2 **Mathematics** LO3 AS 7 **Economic and Management Science** LO2 AS 4 **Social Sciences: Geography** LO2 AS 1,2 **Languages** LO2 AS 5 **Technology** LO1 AS 2,3 **Natural Sciences** LO1 AS 1,2	**LIFE ORIENTATION** LO1 AS 1,2 LO2 AS 1,2,4 LO3 AS 1,5 LO4 AS 1,2,3 **Integration:** **Arts & Culture:** **Dance** LO2 AS 1 **Visual Arts:** LO1 AS 2 **Music:** LO2 AS 1,2 **Mathematics** LO3 AS 7 **Economic and Management Science** LO2 AS 4 **Social Sciences: Geography** LO2 AS 1,2 **Languages** LO2 AS 5, LO4 AS 1 **Technology** LO1 AS 2,3 **Natural Sciences** LO1 AS 1,2	**LIFE ORIENTATION** LO1 AS 1,2 LO2 AS 1,2 LO3 AS 1,5 LO4 AS 1,2,3 **Integration:** **Arts and Culture:** **Dance** LO2 AS 1 **Music:** LO2 AS 1,2 **Mathematics** LO3 AS 7 **Economic and Management Science** LO2 AS 4 **Social Sciences: Geography** LO2 AS 1,2 **Languages** LO1 AS 5 **Technology** LO1 AS 2,3 **Natural Sciences** LO1 AS 1,2

BUILT-IN PROGRAMME OFASSESSMENT: FORMAL ASSESSMENT TASKS FOR THE TERM

TASK 1 assessed in Weeks 7&8 Based on activities related to:
Personal Development Skills
Social Development Skills
Physical Development skills
Health Promotion skills
(Should cover Life Orientation and integrated learning areas LOs and ASs in Weeks 7 & 8)

EXEMPLAR LESSON PLANS

ANNEXURES F TO I: LESSON PLANS GRADES R-3

The lesson plans are directly linked to the Work Schedules (Annexures B-E) for each Learning Programme and grade. The Exemplars show how to draw up Daily Lesson Plans, based on the time allocated per Learning Programme per day. They cover only some of the Learning Outcomes and Assessment Standards in the two week cycle plans in the Work Schedule. More than one lesson plan is needed to cover all the Learning Outcomes and Assessment Standards. The Exemplars are detailed because they show how to integrate planning and assessment.

The Exemplar Lesson Plans show how to design an assessment activity (form, method and tool of assessment). They show only one or two assessment activities of the formal assessment task. The formal assessment task should be made up of more than one assessment activity, and it should planned for, in more than one lesson during the two week cycle.

The assessment activity is based on the Learning Outcomes and Assessment Standards of the backbone and the integrated Learning Area(s). The skills that are assessed in the formal assessment task are directly linked to the backbone learning area.

The assessment activity should cover both formal and informal assessment. The teacher should constantly change methods to manage diversity. All learners need not be assessed at the same time. Teachers can assess a group of learners or individual learners. It is suggested that at least 15 to 20 minutes be spent on whole class activities, and that at least 20 minutes should be spent per group lesson.

While a group of learners are engaged in the group lesson with the teacher, the rest of the class can be doing independent activities. The independent activities should be tasks that have already been taught and the learners are familiar with them. These lesson plans are planned for three group lessons a day. We encourage teachers to use teaching models that best suit their classroom contexts. These lesson plans are generic and should be adapted to suit different school and classroom contexts.

ANNEXURE F1

Exemplar Daily Lesson Plan Literacy Home Language, Grade R

This lesson plan is based on Weeks 7& 8 of the Grade R Work Schedule

Per Day :1 hour 50 minutes per day Per Week: 9 hours and 10 minutes

Learning Outcomes :	**Integration:** **Arts and Culture: Drama** LO4 AS 1: Conveys feelings and ideas through facial expression and gesture.
Languages: Home Language **LO1 AS 3** Listens with enjoyment to oral texts (stories) and shows understanding. **LO2 AS 8** Tells own stories and retells stories of others in own words. **LO3 AS 1** AS 1: Uses visual cues to make meaning **LO4 AS 1** AS 1: Experiments with writing.	**Learning Activities and Assessment** **Whole Class Story Time** • Read and discuss children's story from a storybook • Allow learners to tell the story from the pictures. • Trace and Cut out templates of main characters to make masks. Resources Story book, Mask templates, crayons, school scissors Content: Storybook **Formal Assessment Task 3:** Listening and Speaking Skills (See Annexure B1) **Assessment Activity 1** (Focus Skills: Home Languages and Arts and Culture: Drama) **Form of Assessment:** **Observation:** Ability to listen and respond appropriately to the story **Oral:** Discuss and describe the main events in the story from the pictures **Practical Demonstration:** Role-play main characters wearing masks. **Informal Assessment** **Observation:** Hand and eye co-ordination and manipulation of crayon and scissors. **Assessment Method:** Teacher observes Assessment Tool: Observation sheet or checklist

ANNEXURE F2

Exemplar Daily Lesson Plan Numeracy, Grade R

Based on Weeks 7& 8 of the Grade R Numeric Work Schedule.

Per Day: 1 hour 30 minutes per day **Per Week**: 7 Hours 30 Min.
Theme: My body

MATHEMATICS **Learning Outcomes :** **LO1** **AS1** Counts at least 10 objects reliably. **AS 2** Says and uses number names in familiar contexts. **AS 3** Knows number names and symbols for 1 to 10.	**Integration:** **Life Orientation:** LO4 AS 2 Uses body parts to locomote, rotate, elevate, etc. **Arts & Culture:** **Music**: LO1 AS 1 Sings and moves creatively to children's rhymes. **Languages (Home):** LO4 AS 1 Experiments with writing: creates and uses drawings.
	Learning Activities and Assessment – Whole class activity • Sing and demonstrate physical movements for "Heads and Shoulders". • Count eyes, hands, fingers, toes etc and identify correct number card to match 2 hands, 5 fingers etc. • Trace fingers/ toes on both hands/feet on large sheets of blank paper. **Resources**: Number cards (1-10), blank paper, crayons.
	Formal Assessment Task 3: Counting and Number recognition skills *(See Annexure B3)* **Assessment Activity 1: (Focus Skills Mathematics)** **Forms of Assessment** **Oral:** Assess learner's ability to count out different body parts **Practical:** Assess learner's ability to recognise number names, values and symbols 1,2,5,10 **Informal Assessment** **Observation:** Observe learner's body movements in singing and counting activities, hand-eye co-ordination in the tracing activity. **Recording**: Assess learner's drawings in the tracing activity. Teacher can stick labels such as-" I did my best etc **Assessment Method:** Teacher **Assessment Tool:** Observation sheet/Book

ANNEXURE F3

Exemplar Daily Lesson Plan: Life Skills, Grade R

Based on Weeks 7 & 8 of the Grade R Life Skills Work Schedule.

Per Day: 1 hour 10 minutes per day **Per Week**: 5 Hours 50 Min.
Theme : My body

LIFE ORIENTATION	**INTEGRATION**
LO3 AS 2 Describes what own body can do. **LO4 AS 2** Explores different ways to locomote, rotate, elevate and balance.	**ARTS AND CULTURE: DANCE LO1 AS 1** Through play co-ordinates simple gross and fine motor movements.
	Learning Activities and Assessment **Warm up Activities** (5 minutes) Run in open spaces, jumping and hopping exercises **Group Activities** Divide class in 4 groups and allow each group to spend 10-15 minutes at each station. Station 1: Skipping activity Station 2: Ball activity Station 3: Hoop activity Station 4: Balancing activity **Resources:** balls, hoops, skipping ropes, bean bags **FORMAL ASSESSMENT TASK 1** **ACTIVITY 1: Personal and Physical Development Skills** **FORM OF ASSESSMENT** **Observation:** Level of participation and engagement in physical play. **Practical Demonstration:** Body movements, handling of apparatus and muscular control. **Assessment Method:** Teacher **Assessment Tool:** Observation Book and Checklist

ANNEXURE G1

Exemplar Daily Lesson Plan Literacy Home Language, Grade 1

Based on Weeks 5 & 6 of the Grade 1 Literacy Work Schedule.
Per Day 1 hour 50 minutes per day **Per Week** 9 hours and 10 minutes
Theme My School

Learning Outcomes :	**Integration:**
Languages: Home Language **LO1** AS4 Develops phonic awareness. **LO2** AS2 Communicates ideas using interesting descriptions and action words. **LO3** AS1 Uses visual cues to make meaning. AS2 Role-plays reading **LO4** AS2 Does pre-writing	**Social Sciences Geography** LO3 AS 1 Identifies and describes issues affecting personal health or safety in the school or home environment. **Life Orientation** LO2 AS 1 Identifies basic rights and responsibilities in the classroom. **Learning Activities and Assessment** **Whole class activities (30 minutes)** • Discussion on safety at school and classroom responsibilities. • Write and read key words and sentences on board/chart. **Group Lesson Activities (20 minutes per group)** **Group 1:** Learners read picture story books. **Group 2:** Learners will make, record and read sentences on "My School" with the teacher. **Group 3:** Teach phonics and sight words from graded reader. **Independent Activities:** **Activity 1:** Match letter with sound/ picture and word. **Activity 2**: Record daily news and school rules from class chart in literacy book. **Activity 3**: Read books from Reading corner/ play word games **FORMAL ASSESSMENT TASK 3:** **Emergent Reading skills (Focus skills: Home Languages)** **Activity 1** **Forms of Assessment** **Oral and Observation:** Listen to learners reading skills in Group 1 and 2. Observe learners phonics skills in Group 3. **Informal Assessment** **Oral and Observation:** Assess learners level of awareness of safety in school and classroom responsibilities. Ability to communicate ideas and make sentences. **Recording:** Mark and provide feedback on Independent Activities **Assessment Method:** Teacher **Assessment Tool:** Observation sheet or checklist

ANNEXURE G2

Exemplar Lesson Plan: Literacy: First Additional Language, Grade 1

Based on Weeks 5 & 6 of the Grade 1 Literacy First Additional Language Work Schedule.

Per Day :30 minutes per day **Per Week:** 2 hours and 30 minutes
Theme My Family

<table>
<tr><td>Learning Outcomes :</td><td>Integration:</td></tr>
<tr><td rowspan="3">Languages: First Additional Language:

LO1

AS 1: Understands short, simple stories</td><td>Life Orientation

LO2

AS 3: Explains relationships with members of the family, extended family, school and broader community.</td></tr>
<tr><td>Learning Activities and Assessment

Whole class Activities:

• Read a story about a family and put up flashcards for new vocabulary
• Learners mime the story (or use puppets for learners who find miming difficult)
• Discussion on the family, talk about family members.
• Learners draw their favourite family member</td></tr>
<tr><td>Formal Assessment Task 1: Listening and Speaking Skills

Activity 1

Form of Assessment
Observation: Observe learners level of participation and understanding of the story.

Oral and Practical: Learner’s inputs on their family and miming of story.

Assessment Method: Teacher

Assessment Tool: Checklist
• Does the picture reflect an understanding of the story?
• Is the learner able to respond to a simple question?</td></tr>
</table>

ANNEXURE G3

Exemplar Daily Lesson Plan Numeracy, Grade 1

Based on Weeks 5 & 6 of the Grade 1 Numeracy Work Schedule.

Per Day:1 hour 30 minutes per day **Per Week**: 7 Hours 30 Min.
Theme My School

Learning Outcomes :	**Integration:**
Mathematics **LO1** AS 1 Counts at least 34 objects reliably. AS 3 Knows and reads number symbols from 1 to at least 100 and writes number names from 1 to at least 34) AS 7 Can perform calculations ,using appropriate symbols to solve problems. **LO5** AS 4 Draws a picture as a record of collected objects.	**Arts and Culture** **Visual Arts** LO 1 AS 1 Engages in creative art processes. **Learning Activities and Assessment** **Whole Class Activities (15 minutes)** • Identify day/month on Calendar and record the date • Estimate number of boys/girls/children in class . Verify by counting. Find and write correct number symbol using 100 Number Block. **Group lesson Activities (20 minutes per group)** **Group 1:** Count and compare learners in the group. Do we have more girls than boys? If so the boys are **more** by…. Girls are **less** by … etc **Group 2:** Draw stick figures/faces to represent the number of girls and boys in the group. Do simple addition and subtraction sums. Eg 5 girls + 4 boy**s =** **Group 3:** Learners stand on labels showing how they come to school. Walk 2 Car 1 Bus 2 Taxi 4 Bicycle 3 Simple addition and subtraction sums, e.g. How many travel by bus and car? **Independent Activities** **Activity 1:** Work sheet : Read and work out E.g. 4 boys have _ hands 3 girls have _ legs **Activity 2:** Work chart/card :Count and write how many EXAMPLE □□□□4 **Formal Assessment Task 2 : Number Concept Development (Focus skills)** **Activity 1** **Forms of Assessment** **Observation:** Level of participation and understanding of concepts e.g. more/less etc. (all groups) **Oral and Practical:** Counting out, recognition of number symbols and values , understand terminology, calculations. (all groups) **Recording:** Check whether picture matches number and sums Group 3. **Informal Assessment** **Recording:** Mark and provide feedback on Independent activities. **Assessment Method:** Teacher **Assessment Tool:** Recording in Numeracy Work book and Checklist

ANNEXURE G4

Exemplar Daily Lesson Plan: Life Skills: Grade 1

Based on Weeks 5 & 6 of the Grade 1 Life Skills Work Schedule.

Per Day:1 hour 10 minutes per day **Per Week**: 5 Hours 50 Min.
Theme My School

Learning Outcomes :	**Integration:**
Life Orientation LO4 AS 1 Demonstrates ways of throwing, striking, rolling, bouncing, receiving and moving with the ball or similar equipment. AS2 Uses a combination of body parts to locomote, rotate, elevate and balance, with or without equipment.	**Arts and Culture: Dance:** LO1 AS 1 Builds own movement vocabulary, using locomotor and axial movements **Economic and Management Science** LO2 AS2 Displays teamwork skills in undertaking tasks at school**.** **Learning Activities and Assessment** **Warm up activities (10 mins):** Walk briskly in single file/ run/march to specific spots on ground. **Group Activities** Divide class in 4 groups and allow each group to spend 15 minutes at each station. **Station 1**: Obstacle activity (crawl/jump over apparatus) **Station 2**: Ball skills (throwing, bouncing, catching, kicking) **Station 3**: Bat and ball games **Station 4**: Balancing activity e.g. walk with beanbag on head.
Resources: balls, hoops, bean bags, benches, mats, relay batons, small bats, etc.	**FORMAL ASSESSMENT TASK 1** **ACTIVITY 1: Physical Development Skills** **FORM OF ASSESSMENT** **Observation:** Level of participation, engagement in physical play, interaction with peers, taking turns, displaying leadership qualities, following instructions. **Practical Demonstration:** Body movements, handling and playing with apparatus. **Assessment Method:** Teacher **Assessment Tool:** Observation Book and Checklist

ANNEXURE H1

Exemplar Daily Lesson Plan Literacy Home Language, Grade 2

Based on Weeks 7 & 8 of the Grade 2 Literacy Work Schedule.

Per Day :1 hour 50 minutes per day **Per Week:** 9 hours and 10 minutes
THEME : My country

INTEGRATION	**LANGUAGES LEARNING OUTCOMES**
Arts and Culture: **Music :** LO1 Sings songs found in immediate environment. **Life Orientation**: LO2 AS2 Identifies national symbols and sings National Anthem	LO1 AS 3 Listens with enjoyment to stories, poems, songs and other oral texts and shows understanding. LO3 AS 3 Recognises and makes meaning of letters and words, reads with speed and fluency. LO3 AS 4 Develops phonic awareness-vowel digraphs LO4 AS 5 Builds vocabulary and starts to spell words. LO6 AS 2 Works with words

LEARNING AND TEACHING ACTIVITIES

Whole class activity

- Listen to recording of National Anthem and follow words on Chart/Handout

Group Lesson Activities:

Group 1: Word building and spelling activities with vowel digraph “ay” and “ai”
Group 2: Reading from Graded Reader- Fluency and speed
Group 3: Worksheet: Read and work out the missing words in writing frame , **My Country**
My country is very_____. Many different_____ live in my country, _____.

Independent Activities

Activity 1 Practise singing of National Anthem
Activity 2 Record daily news and weather.
Activity 3 Read story books from library corner.

FORMAL ASSESSMENT TASK 3: WORD RECOGNITION SKILLS (Focus Skills: Languages)

Activity 1

Forms of Assessment:

Oral and Recording:

Group 1 -- Recognise, build and spell words with “ay”, ‘ai” .
Group 2 -- Recognise and fill missing words in writing frame.

Informal Assessment

Oral
Group 3 -- Assess learner’s fluency and speed in reading.
Observation: Response to and singing of National Anthem
Assessment Method: Teacher
Assessment Tool: Mark Recordings in Literacy workbooks, Observation Book ,Checklist

ANNEXURE H2

Exemplar Daily Lesson Plan: Literacy First Additional Language, Grade 2

Based on Weeks 7&8 of the Grade 2 Literacy Work Schedule.

Per Day: 30 minutes per day **Per Week:** 2 hours and 30 minutes
Theme My Community

<table>
<tr><th>Learning Outcomes :</th><th>Integration:</th></tr>
<tr><td rowspan="3">Languages: First Additional Language:

LO3

Reading and Viewing
AS 2 Begins to make meaning of written text by reading with the teacher

LO4
Writing

AS 3: Completes sentences by filling in missing words</td><td>Arts and Culture: Composite

LO 4 AS 1: Talks about what the learner has seen and heard in own environment that has been of significance to self.</td></tr>
<tr><td>Learning and Teaching Activities

Whole class Activity

• Read a story about a taxi ride, questioning learners to ensure understanding of the content, the sequence of events and learner's own responses.

Independent Activities:

Activity 1: Learners complete sentences about the story by filling in missing words.</td></tr>
<tr><td>Formal Assessment

Task 2: Reading and Writing Skills

Activity 1

Form of Assessment:

Oral and Recording: Oral and written responses to the story.

Assessment Method: Teacher

Assessment Tool: Checklist:

• Can the learner respond appropriately to simple questions?

• Can the learner talk about a picture?</td></tr>
</table>

ANNEXURE H3

Exemplar Daily Lesson Plan: Numeracy, Grade 2

Based on Weeks 7 & 8 of the Grade 2 Numeracy Work Schedule.

Per Day :1 hour 30 minutes per day **Per Week:** 7 hours and 30 minutes
THEME My country

INTEGRATION

Economic and Management Sciences

LO1

AS3 Reads and identifies prices from different types of price tags and labels.

AS4 Calculates change after buying simple goods and services.

MATHEMATICS LEARNING OUTCOMES

LO1

AS2 Counts forwards and backwards in 10's from 0 to 200.
AS8 Can perform calculations using appropriate symbols to solve problems.
AS9 Performs mental calculations.

Learning and Teaching Activities

Whole class activities:

- Counting skills count in 2's, 5's 10's from given number on Number Chart.
- Mental calculations based on tuckshop list.

Group lessons
Activity 1 Estimation skills: Find out how much money there is in the plastic money bags? Add the values of the coins and write number sentence.
Activity 2

- Sort out South African coins according to value, read and identify symbols.
- Add 5 cents and 10 cents, 20 cents and 2 cents, etc.
- Find correct number card to match values.

Activity 3

- Read prices on Checkers/Pick 'n pay /Spar pamphlets
- Calculations: Which items will I be able to buy for R 20/R50/ R 100 and how much will I have left?

Independent Activities
Activity 1: Cut templates of coins and make a money poster.
Activity 2: Complete table from workcard/work sheet:

I have	I spend	My change will be
R10	R 7	

RESOURCES: South African coins and notes (real and not real money), pamphlets

Formal Assessment Task 2: Number concepts and computational skills

Activity 1

Form of Assessment

Oral: Calculate change and do mental sums.
Practical: Recognition of coins and reading of prices, knowledge of addition and subtraction concepts
Recording: Write sums and do calculations with money.

Informal Assessment

Observation: Read and recognises prices and coins, level of participation.
Recording: Mark and assess Independent Activities and give feedback.
Assessment Method: Teacher
Assessment Tool: Recording in class work books, observation sheet/book

ANNEXURE H4

Exemplar Daily Lesson Plan: Life Skills, Grade 2

Based on Weeks 7 & 8 of the Grade 2 Life Skills Work Schedule.

Per Day: 1 hour 10 minutes per day **Per Week:** 5 hours and 50 minutes
Theme: My country

INTEGRATION	**LIFE ORIENTATION LEARNING OUTCOMES**
Arts and Culture: **Dance:** LO1 AS1 Accurately demonstrates the eight basic locomotor movements.	LO4 AS1 Participates in a variety of indigenous outdoor games with simple rules. **Learning and Teaching Activities** **Warm up activity:** Demonstrate and Practice dance movements **Physical Activities:** Divide learners into 4 groups, each group is given 12 minutes at a station. **Station 1** Sack race activity **Station 2** Tug war activity **Station 3** Traditional folk dances **Station 4** Traditional games e.g. hopscotch, etc
RESOURCES: Recorded music. Tambourine, traditional drum, sacks, rope, tennis balls	**Formal Assessment Task 1: Physical Development Skills** **Activity 1** **Form of Assessment** **Observation:** Relate to indigenous games, level of participation and interest. **Practical demonstration:** Rhythmic dance movements, involvement in traditional games, use of apparatus and follow rules. **Assessment method:** Teacher **Assessment tool:** Observation sheet/checklist

ANNEXURE I1

Exemplar Daily Lesson Plan Literacy: Home Language, Grade 3

Based on Weeks 7 & 8 of the Grade 3 Literacy Work Schedule.

Per Day 2 hours **Per Week** 10 Hours
Topic Our Environment

INTEGRATION	**LANGUAGES LEARNING OUTCOMES**
Economic and Management Sciences LO1 AS 3 Mention ways of avoiding waste resources when working. **Life Orientation** LO1 AS 2 Participates in a recycling project and explains how recycling contributes to environmental health.	LO3 AS 1 Uses visual cues to make meaning. AS 2 Makes meaning of written text. AS 3 Reads texts alone and uses a variety of strategies to make meaning. AS 4 Develops phonic awareness-vowel digraphs LO4 AS 1 Uses pre-writing strategies to initiate writing. **Learning and Teaching Activities** **Whole class activities** View and discuss short DVD on Recycling of waste material (paper, garden refuse etc) . **Group Lesson Activities:** **Activity 1** Read and discuss newspaper clipping on Recycling of waste material. **Activity 2** Read graded readers/storybooks, focus on fluency and understanding. **Activity 3** Brainstorm ideas, discuss the content for a class poster on" Recycling" **Independent Activities** **Activity 1** Word puzzle : vowel digraphs "ou" **Activity 2** Flow diagram on : Recycling **Activity 3** Work on class poster : Recycling
RESOURCES Charts/Posters, visuals – DVD recordings, newspaper article, dictionary, work sheets.	**FORMAL ASSESSMENT TASK 3 READING SKILLS (Focus Skills)** **Activity 1** **Form of Assessment** **Oral:** Level of understanding and responses to visual text –DVD, written text-newspaper article **Practical:** Level of fluency and understanding of Texts in Activity 2 **Informal Assessment** **Observation:** Awareness towards avoiding waste resources and participating in recycling projects. **Recording:** Mark and provide feedback on Independent Activities **Assessment Method:** Teacher **Assessment Tool:** Recording Literacy class books, Checklist, Reading Rubric

ANNEXURE I2

Exemplar Daily Lesson Plan Literacy: First Additional Language, Grade 3

Based on Weeks 7 & 8 of the Grade 3 Literacy First Additional Language Work Schedule.

Per Day 45 minutes per day **Per Week:** 3 hours and 45 minutes
Theme Our Environment

Learning Outcomes :	**Integration:**
Languages: First Additional Language: LO3 **Reading and Viewing** AS 2: Makes meaning of written text by reading with the teacher	**Social Sciences** LO3 **Geography** AS 1: Identifies one or more pollution issues in a particular context AS 3: Identifies the impact of the pollution on the local environment **Learning and Teaching Activities** **Whole class activities** • Teacher reads a newspaper report on an environmental threat or disasters in the local area • Learners say how they feel about the disaster/threat (possibly in own home language) • Write key words /sentences on board/chart/ word and sentence cards **Independent Activity:** **Activity 1** Read books from Reading corner/ play word games **Formal Assessment Task 2 Reading Skills (Focus Skills)** **Activity 1** **Form of Assessment** **Oral and observation:** Observe learner's understanding of text that has been read, participation and inputs. **Informal Assessment** **Observation:** Awareness level of pollution. Monitor independent activities. **Assessment Method:** Teacher will assess. **Assessment Tool**: Observation book/sheet.
	Managing Diversity: The newspaper text utilised can be simplified or shortened. Complex words can be explained or replaced so as to support learners who have not acquired the assessment standards of First Additional Language at the required level. The ASs can be unpacked to the level of Grade 2 or Grade 1, recording intervention strategies to be used and progress made against personal previous level of progress.

ANNEXURE I3

Exemplar Daily Lesson Plan: Numeracy, Grade 3

This lesson is based on the Numeracy Work Schedule : Weeks 7& 8

Per Day 1 hour 45 minutes per day **Theme** Our Environment

Integration: Economic and Management Sciences LO 1 AS 1 Describe ways in which the household or school can generate an income from waste materials or save money by recycling.	MATHEMATICS LEARNING OUTCOMES LO1 AS3 Knows , reads and writes number symbols and names from 1 to 1000. AS8 Can perform calculations using appropriate symbols to solve problems. AS9 Performs mental calculations. LO4 AS 5 Estimates , measures ,compares and orders 3 D objects using non-standard/ standard items (mass/capacity) LO5 AS 2 Sorts, orders and organises own and supplied data by one or more attributes for a particular reason. Learning and Teaching Activities Whole class activities: • Read quantities on chip packets, cool drink cans/bottles etc 250 grams, 500 ml etc and match number value with correct number card. • Mental calculations eg double 500g=_____ Group lessons Group 1 -- Estimation skills How many chip packets/cans are there in the plastic bag? Count out and write correct number. Compare estimate with actual number (My estimate was more/less, more than /less than by--) Group 2 -- Sort out chip packets/ cooldrink cans according to brand names(Lays, Simba, etcDiscuss which is more/less and by how many etc Group 3 -- Calculations double 250 ml = _ml halve of 250 grams is_____etc. Independent Activities Activity 1: “Collect a can competition” Learners will design posters to advertise for the competition . Activity 2: Work card/chart Complete the missing number sequences Examples: 250, __, ____, ____, 500, ___, ____, ____, 700. Activity 3: Work sheet : Write the missing number values Examples: ☐ + ☐ + 2 = 212 500 + ☐ + ☐ = 505
RESOURCES: Collection of Empty cans , chip packets , work cards, charts, Learner’s numeracy books, number (flard) cards	**FORMAL ASSESSMENT TASK 2 : NUMBER CONCEPTS AND COMPUTATIONAL SKILLS Activity 1** **Form of Assessment** **Oral and Practical: Understand and respond to mental sums, understand concepts eg more/less, double/half, etc.** **Recording: Understand concepts and do calculations based on measurement** **Informal Assessment** **Observation and Recording: Sort, estimate and compare. Mark independent activities and provide feedback. Awareness generating income from waste materials** **Assessment Method: Teacher** **Assessment Tool: Recordings Numeracy class books, checklist, observation sheet**

ANNEXURE I4

Exemplar Daily Lesson Plan: Life Skills, Grade 3

This lesson is based on the Life Skills Work Schedule: Weeks 7& 8

Per Day 1 hour 15 minutes per day
Theme Our Environment

Integration: **Arts and Culture: Dance** LO2 AS 1 Identifies how feelings and moods are expressed through the body and face, the use of energy and choice of movement. **Music:** LO2 AS 1 Explains how tempo, duration and dynamics have been used in songs and music to express feelings and moods. **Economic and Management Sciences** LO2 AS4 Collectively plans or runs a real or simulated classroom enterprise responsibly by selling or making goods for the market.	**LIFE ORIENTATION** LO1 AS 2 Participates in a recycling project and explains how recycling contributes to environmental health. **LEARNING AND TEACHING ACTIVITIES** **Whole Class Activities**: • Children listen, sing, dance to song, example "Don't kill the world". • Make a list of all the items of waste material that can be recycled in home/ school environment. • Create and display posters encouraging school community to dump newspapers, other scrap paper/glass bottles/cans in the recycling tanks at school.
RESOURCES Waste material – classroom and school. Blank paper for posters and Roster, large plastic containers	**FORMAL ASSESSMENT TASK 1 HEALTH PROMOTION (Focus Skills)** **Activity 1** **Form of Assessment** **Observation and Oral:** Level of awareness and responses to recycling issues. **Informal Assessment** **Observation and Practical:** Responses to music - body movements and facial expression. **Recording:** Poster has a marketing appeal – visual and written text. **Assessment Method:** Self assessment - learners are given a self assessment checklist to complete. **Assessment Tool:** Self Assessment Checklist / Observation sheet.

EXEMPLAR ASSESSMENT TOOLS

UNIT 8 ANNEXURE J

ASSESSMENT TOOLS FOR RECORDING LEARNER ACHIEVEMENT

There are many different assessment tools that can be used to record learner achievement. The most commonly used ones are indicated in the Exemplars below.

In this Unit you will learn about the:
1. Different assessment tools that can be used in Foundation Phase. (Observation book and sheets, checklists and rubrics)

Exemplar J 1: Observation Book

An Observation Book can be used by the teacher to record brief notes on learner achievement and progress in informal and formal assessment tasks. Here is an example from an Observation Book: Grade 2.

Learner: Siyethemba

10 March –	Independent reading: enthusiastic; brings books from home. Often helps in the library after school.
11 March –	Managed her group very well during PE lesson.
12 March –	Can verbalise and work out the answer to a work problem using concrete aids and drawings.
15 March –	Guided reading – used title and illustrations to make predictions.
17 March –	She chooses to read whenever possible, selects her own reading material. Borrows books from the library.

Exemplar J 2: Observation Sheets

Observation Sheets can be used to record learner achievement and progress for both informal and informal assessment tasks. **Here is an example of a generic Observation Sheet for a Group Reading Lesson which can be adapted for Grades 1-3.**

Learners	Fluency and speed	Word Recognition Skills	Comprehension Skills	Remarks
Albertina	Reads 40 words per minute.	Uses phonic knowledge and contextual clues.	Knows the plot and main ideas.	Reading at instructional level
Grace	Reads 50 words per minute	Recognise common sight words. Uses contextual clues	Understands the main ideas in the story.	Reading at independent level
Mandla	Reads 10 words per minute.	Word by word reading. Hesitation, inadequate sight vocabulary.	Cannot remember details. Uses illustrations to make meaning.	Reading at frustrational level. Change to easier graded reader.

The following is an example of a generic Observation Sheet for a Numeracy Group Lesson which can be adapted for Grades R-3.

Learners	Counting Skills	Number Concepts	Problem Solving Skills	Remarks
Albertina	Can skip count in 2s and 5s from a given number up to 80.	Knows number values in the range 5-15.Uses counting skills, e.g. counting on to add numbers on Number Block chart.	Uses concrete aids and drawings to work out problem. Is able to verbalise solution.	Needs more practice and support in recording sums.
Grace	Can skip count in 2s and 5s from a given number up to 100.	Knows number values in the range 5-20. Can record sums.	Can write a sum for a word problem and verbalise the solution.	Needs to be given more challenging activities.
Mandla	Skip counts very well in 5s up to 100. Struggles to skip count in 2s beyond 40 from a given number.	Knows number values in the range 5-12. Uses concrete aids and drawings to add and subtract.	Is slow but works out the answer using concrete aids. Does not have the language to explain method.	Working on concrete level, needs more support.

Exemplar J 3: Checklists

Checklists can be used to record learner achievement and progress for both informal and formal assessment tasks.

The following is an example of a checklist for speaking skills, which can be adapted for Grades R – 3.

Key:√=Competent x = Needs Improvement

Learners	Verbalise responses.	Express ideas and thoughts in simple sentences.	Respond to a story that is told or read.	Speak freely about an incident, event or a topic.	Narrate a story, recite a rhyme or poem.	Present a role-play, mime or show and tell.	Participate in group and class discussions.	Use language and vocabulary that is age appropriate.	**COMMENTS**
Albertina									
Grace									
Mandla									

And here is an example of a checklist for listening skills, which can be adapted for Grades R-3.

Key:√= Competent x = Needs improvement

Learners	Does the learner follow instructions the first time they are presented?	Does the learner wait to begin a task until all directions are given?	Does the learner understand stories that are read aloud?	Does the learner wait for his/her turn to speak?	Does the learner pay attention to oral presentations in class.?	Does the learner shift attention to different speakers in a group?	Does the learner interpret correctly information presented orally in rules, requests or messages?	COMMENTS
Albertina								
Grace								
Mandla								

This is an example checklist for handwriting, which can be adapted for Grades R-3.

Key: √ =Competent x = not yet competent

Learners	Letter formation - shape and size of letters	Alignment and spacing	Copies words and sentences correctly	Writes upper and lower case letters correctly	Handles pencil correctly	Maintains correct posture	Writes smoothly, neatly and legibly	COMMENTS
Albertina								
Grace								
Mandla								

This is an example checklist for guided writing, which can be adapted for Grades R-3.

Key: √ =Competent x = not yet competent

Learners	Writes key words and draws picture.	Writes a simple sentence and draws pictures.	Writes a few short sentences.	Uses a capital letter at the start of a sentence.	Uses a full stop at the end of a sentence	Spells some words right.	Writes stories, messages, lists and letters.	COMMENTS
Albertina								
Grace								
Mandla								

Here is a checklist for reading comprehension, which can be adapted for Grades1-3.

Key: √ Competent × Needs Improvement

LEARNERS				Skills
Anna	**Nobantu**	**Zakhele**	**Jacob**	
√	√	√	√	Predicts from title and cover what the story is about.
√	√	√	√	Interprets illustrations and makes meaning.
√	√	√	×	Recalls main ideas.
√	×	√	×	Recalls details.
√	×	√	×	Able to sequence events.
√	×	×	×	Draws conclusions from given facts.

This checklist is for reading diagnostics, which can be adapted for Grades 1-3.

Learner: Ziyaad, Grade 2

Key: 1 = Difficulty recognised 2 = Learner progressing 3 = No longer has difficulty

		1st check	**2nd check**	**3rd check**	**Comments**
1	Word by word reading	1	2	2	
2	Omissions	1	2	3	
3	Repetitions	1	1	2	
4	Reversals	1	2	3	
5	Substitutions	1	1	2	
6	Basic sight words does not recognise.	1	2	2	
7	Guesses at words	1	2	2	
8	Consonant sounds not known	1	2	2	
9	Vowel sounds not known	1	2	2	
10	Blends, digraphs or diphthongs not known	1	1	1	
11	Sight vocabulary is not up to grade level.	1	1	1	
12	Unable to use contextual clues.	1	1	2	
13	Low rate of speed	1	1	2	
14	Contractions not known.	1	2	2	

And this checklist is for Life Skills, Physical Development. It can be adapted for Grades R-3.

KEY : √ Competent × Needs Improvement

Learners	Can the learner clap hands in time with the music?	Can the learner stamp and clap rhythmically?	Does the learner participate actively?	Does the learner display hand–eye–foot co-ordination?	Can the learner sustain physical activities for a suitable length of time?	Does the learner display adequate gross motor activity?	Does the learner have a strong sense of left and right handedness?	Does the learner enjoy physical activity?	COMMENTS
Albertina									
Grace									
Mandla									

Exemplar J 4: Rubrics

The following exemplars are rubrics. (A "rubric" is an explanation of an established procedure.)

This Rubric is for Reading Aloud. It can be adapted for Grades 1-3.

1 = Not Achieved	2 = Partial Achievement	3 = Satisfactory Achievement	4 = Excellent Achievement
☐ Struggle to recognise basic sight words ☐ Poor sound-symbol relationships.	☐ Slow in recognising high frequency words. ☐ Manages to decode and encode some words.	☐ Knows high frequency words. ☐ Uses phonic knowledge to identify unfamiliar words.	☐ Can recognise words in context. ☐ Use phonic skills effectively. ☐ Can recognise unfamiliar words beyond grade level.
☐ Repetitions and Reversals occurs often.	☐ Reads familiar words fluently but stops at unfamiliar words.	☐ Tries to read fluently with few mistakes. ☐ Tries to read at an average speed with very few repetitions and omissions (30-40 words per minute).	☐ Read familiar and unfamil iar texts fluently. ☐ Read at a rate of 50-60 words per minute.
☐ Very soft, lacks confidence.	☐ Audible Reads simple, familiar short texts fluently.	☐ Conscious of voice modula tion, tries to be expressive and uses appropriate gestures.	☐ An expressive reader. ☐ Variation in voice and tone. ☐ Uses gestures, body lan guage appropriately. ☐ Arouses attention of lis tener.
☐ Makes meaning from visual cues, e.g. Illustrations.	☐ Makes meaning from visual cues and simple print text. ☐ Can make predictions from title and cover.	☐ Can recall the main ideas of the story. ☐ Able to sequence events in the story.	☐ Understands text very well. ☐ Discuss plot, setting, characters. ☐ Express own views and opinions.

Here is a Rubric for Numeracy: Number Knowledge. It can be adapted for Grades R-3.

Criteria	1 = Not Achieved	2 = Partial Achievement	3 = Satisfactory Achievement	4 = Excellent Achievement
Can count out aloud: to 5 to 10 to 20 to 30				
Can write numbers to 5 to 10 to 20 to 30				
Can count groups of objects to 5 to 10 to 15 to 20				
Can identify numerals When shown in order When shown out of order				
Can match numerals to the right number of objects to 5 to 10 to 15 to 20				
Learner's level of independence indicates achievement level.	Needs most help and support.	Needs help or prompting	Needs little help.	Needs no help at all.

This Rubric is for Solving Word Problems. It can be adapted for Grades R-3.

Some strategise that can be used by learners to solve Word Problems	**1 = Needs most help and support.**	**2 = Needs help to do so**	**3 = Needs little help**	**4= Needs no help at all**
Uses concrete aids or objects to solve addition problem Up to 5 to 10 to 15 to 20				
Uses concrete aids or objects to solve subtraction problem Up to 5 to 10 to 15 to 20				
Draws pictures to solve addition and subtraction problems Up to 5 to 10 to 15 to 20				
Uses counting skills such as counting on, counting backwards to solve addition and subtraction problems Up to 5 to 10 to 15 to 20 to 30				
Can write out a sum For addition and subtraction problems. Up to 5 to 10 to 15 to 20 to 30				

This Rubric is for Life Skills Physical Development. It can be adapted for Grades R-3.

Criteria	1 = Not Achieved	2 = Partial Achievement	3 = Satisfactory Achievement	4 = Excellent Achievement
Demonstrates different kinds of movement: locomotion, rotation, balancing movement.				
Performs rhythmic movements with body and body parts.				
Performs creative dance movements eg. twist, slide, bend, etc.				
Performs movement rhythmically with a maze, stick, flag, ribbons, hoop, etc.				
Keep pace and follows group/ partner.				

The following rubric is for Life Skills Work Habits: Self Assessment. It can be used in Grades 2 and 3.

Learner's Name _____ Grade _____

Goals	Hardly ever	Some of the time	Most of the time	Almost always
I follow along with what the group is doing.				
I remember to raise my hand.				
I stay in my seat and wait quietly for my turn to talk.				
I do not bother other children.				
I keep working until I'm done.				
I listen and follow instructions.				
I put things away when I'm done.				
I am careful with my school things.				

The following is a rubric for Life Skills: Co-operative learning in groups or pairs. It can be used in Grades 2 and 3.

Group Members/Pairs: _____

Key for co-operative learning	Not very often	Some of the time	All of the time
We share materials.			
We take turns to speak.			
We listen to each other.			
We use quiet voices.			
We follow instructions.			
We understand our task.			
We finish on time.			