The Foundations for Learning Campaign is a call to schools, teachers, communities and learners to focus on reading, writing and numeracy.

What are the minimum expectations for the Foundations for Learning?

Every teacher must have the necessary resources to ensure effective teaching and learning of literacy and numeracy. This should include wall charts, number and phonics friezes, writing materials, suitable apparatus for teaching concepts, textbooks, reading series, workbooks and writing materials.

Every school must assess, track and record learner progress and achievement in the key areas of reading, writing and numeracy. This must be done monthly for class records, and quarterly for submission to the District Office. Districts will report on these to the Head Office.

All teachers in Grades 1-6 must teach reading and numeracy skills everyday to improve the quality of literacy and numeracy teaching. Every teacher in the Foundation Phase must:
- Spend at least 30 minutes everyday on reading for enjoyment and at least 1 hour on extended writing every week.
- Teach numeracy for at least 1 hour and 30 minutes everyday. This includes 10 minutes of stimulating mental math at the appropriate level in all grades.

All primary school learners will complete annual national assessments in literacy and numeracy using standardised tests.

The minimum contact teaching time for Grade 2 is 22 hours and 30 minutes a week. This works out to 4 hours and 30 minutes per day.

<table>
<thead>
<tr>
<th>Time allocation per day</th>
<th>Total per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>9 hours and 10 minutes</td>
</tr>
<tr>
<td>Numeracy</td>
<td>7 hours and 30 minutes</td>
</tr>
</tbody>
</table>

Remember that the future lies in your hands! Help to lay a solid foundation for learning for a bright, South African future.

Dear Grade 2 Teacher

On 29 March and 5 April, the Grade R and Grade 1 teacher support inserts went out through the Sunday Times magazine. Feedback from teachers in these grades has been very positive. This week we focus on Grade 2.

Grade 2 extends and consolidates the skills begun in Grade 1.

I hope that this supplement will provide you with more exciting ideas to try out in your classroom. We look forward to hearing from you on how you are using the ideas contained in this insert and any exciting ideas you are trying out in your classroom. You can email your comments to Joshua.jilibe.gov.za or post them to: Department of Education, Sol Plaatjie House, 123 Schoeman street, Pretoria.

Palesa Tyobeka
Deputy Director-General: General Education and Training
Department of Education

Look out for our two free posters – a Calendar and Weather Chart and a 100 Chart – as outlined in the Gazette
This poster needs to be used together with the labels on page 8. Once you have cut out and covered the cards, you can attach them to the poster. It is advisable to laminate the chart as then it can be used for many years. Each morning discuss the date and the weather. Learners can take turns to change the weather card and they can then draw the weather each day on a piece of paper and add it to the chart.
Daily teacher activities during Literacy Time

The core elements of the literacy learning programme are:
• Oral/Listening and Speaking
• Reading
• Writing
• Handwriting
• First additional languages (FAL).

Together these core elements will help teachers to plan an effective literacy programme.

Reading and writing focus time

The reading and writing focus time will help teachers to ensure that they are teaching basic literacy skills and reinforcing these skills regularly. During the reading and writing focus time, you teach: shared reading and writing activities; word-level and sentence-level work (phonics and vocabulary and grammar activities); guided reading and writing activities; and independent reading and writing activities.

By the end of Grade 2, learners should be able to do the following in reading:
• Listen to a complex sequence of instructions and respond appropriately.
• Listen to a story and answer questions leading to the development of critical reading.
• Talk about personal experiences, for example, talk about personal news using descriptive language.
• Participate in discussions, asking questions for information.
• Answer questions and justify answers.
• Participate in playing word games, for example, I say...
• Tell jokes and riddles using appropriate volume and intonation.

By the end of Grade 2, learners should be able to do the following in handwriting:
• Form upper and lower case letters correctly.
• Use correct grammatical structures so that others can understand what has been written.
• Join two short sentences with a conjunction to make a longer sentence.
• Draft, write and publish own story of at least two paragraphs.
• Sequence text by using words like “first”, “next” and “finally”.
• Use information structures when writing, for example, writing a recipe.
• Build own word bank and personal dictionary.

Writing and handwriting

Handwriting means the legible formation of letters, words and numerals. Writing is the more expressive, creative activity.

By the end of Grade 2, learners should be able to do the following in handwriting:
• Use handwriting tools effectively, for example, pencil, rubber, ruler.
• Form upper and lower case letters correctly.
• Copy written text from the board, writing strips, work-cards or charts correctly, and pay attention to correct letter formation, spacing and punctuation.

By the end of Grade 2, learners should be able to do the following in writing:
• Write at least two paragraphs (10 sentences) on their personal experiences, for example, daily news, a story or a newspaper article.
• Experiment with words.
• Participate in a discussion and contribute ideas.
• Use correct grammatical structures so that others can understand what has been written.

Reading for enjoyment

Everyone, including the teacher, reads a book of their choice for 30 minutes a day. Books can be brought from home or selected from the classroom reading corner or school library for this time. It is a good idea to have this as a set time each day. After break works well, as it helps learners to settle down and re-focus.

Literacy fun games and activities

• Hangman: This game can be played in pairs or with the whole class. Start, choose a word. Write the first and last letters, and then dashes for every other letter. If a letter is repeated in the word, include it as well. For example, if the word is “elephant”, you write: “e _ _ _ _ _ _ _”. Learners then guess which letters are missing to spell the word in full. For every wrong letter called out, you make one stroke towards drawing the hangman. The point of the game is to get the word spelled out in full before the hangman drawing is complete.

• Word Chains: Decide on a category, for example, animals, car brands or fruit. Learners sit in a group and the first learner calls out a word, for example, “elephant”. The next learner then calls out a word starting with the last letter of the previous word, for example, “rabbit”. Then the next learner can call out “tiger”, then “rhinoceros” and so on. The game ends when the next learner cannot add a word.

Hangman – step-by-step

1
2
3
4
5
6
7
8
9
10
11
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>31</td>
<td>32</td>
<td>33</td>
<td>34</td>
<td>35</td>
<td>36</td>
<td>37</td>
<td>38</td>
<td>39</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>41</td>
<td>42</td>
<td>43</td>
<td>44</td>
<td>45</td>
<td>46</td>
<td>47</td>
<td>48</td>
<td>49</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>51</td>
<td>52</td>
<td>53</td>
<td>54</td>
<td>55</td>
<td>56</td>
<td>57</td>
<td>58</td>
<td>59</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>61</td>
<td>62</td>
<td>63</td>
<td>64</td>
<td>65</td>
<td>66</td>
<td>67</td>
<td>68</td>
<td>69</td>
<td>70</td>
</tr>
<tr>
<td>8</td>
<td>71</td>
<td>72</td>
<td>73</td>
<td>74</td>
<td>75</td>
<td>76</td>
<td>77</td>
<td>78</td>
<td>79</td>
<td>80</td>
</tr>
<tr>
<td>9</td>
<td>81</td>
<td>82</td>
<td>83</td>
<td>84</td>
<td>85</td>
<td>86</td>
<td>87</td>
<td>88</td>
<td>89</td>
<td>90</td>
</tr>
<tr>
<td>10</td>
<td>91</td>
<td>92</td>
<td>93</td>
<td>94</td>
<td>95</td>
<td>96</td>
<td>97</td>
<td>98</td>
<td>99</td>
<td>100</td>
</tr>
</tbody>
</table>
Daily teacher activities during Numeracy Time

During the allotted time of 1 hour and 30 minutes that is spent on numeracy each day, the following activities are covered:

- **Counting**
- **Oral mental maths and number sense**
- **Concept development**
- **Problem solving and investigations**

**Numeracy fun games and activities**

- **The Fishing Game**: For this game you need to draw and cut out 20 fish. On each fish write a number between 1 and 20. Place a paperclip over the mouth of each fish and tie a magnet to a piece of string for a fishing rod. Learners take turns rolling two dice and then fishing for a fish that matches those numbers either added or multiplied together or subtracted from one another.

- **The Mystery Number**: In a shoebox, place a set of flashcards numbered 1-100. The teacher pulls out a card and then answers 10 yes or no questions on the mystery number. If the class guesses the number, they win a point, if not, the teacher wins a point.

- **Deck of Cards**: You need a deck of cards to play this game. It is played by two learners with a deck of cards. Remove the jokers and face cards. Shuffle the deck and deal the cards face down. Each player flips over a card from their pile, and multiples, adds or subtracts them. The first player to call out the correct answer gets to collect the flipped over cards. If a player calls out the wrong answer, the other player gets the cards. Players continue until all the cards have been flipped over. The winner is the player with the most cards at the end.

**Oral mental maths and number sense**

Mental maths is an excellent way to stimulate our minds and it also helps to improve “number sense”. Regular mental maths problems will help learners to become more familiar with how numbers interact, this is very important because maths is something that builds on itself. If you don’t understand how numbers interact, then more complicated maths will seem too challenging.

Oral mental maths and number sense activities for you to do:

- Write numbers from 1 to 20 on the board and think of a number. Learners have to guess what your number is by adding two numbers together or taking one number away from another.
- Choose two learners to stand in front of the board facing the class. Write a number between 1 and 100 on the board (neither learners should be able to see it). Then they take turns to guess the number, after each guess the class responds with either “higher” or “lower”. The game continues until one learner guesses the correct number.

**Group work**

Work with two ability groups every day. While working with one group, the rest of the class works independently at their desks. See each group for about 25 minutes.

- **Concept development**: This activity should take about 10 minutes. New concepts are taught and developed when working with a small ability group.
- **Problem solving and investigations**: This part of the group teaching should take about 15 minutes. Concepts are introduced and developed through word problems.
- **Independent tasks**: While a small group is busy with the teacher, the other groups work at their desks. The teacher takes time in between the groups to supervise the tasks learners are working on independently.

By the end of Grade 2, learners should be able to do the following:

- Identify the numerosity (profile) of numbers 1 to 100.
- Add and subtract two two-digit numbers, for example, 26 + 37 = ? and 54 – 25 = ?
- Double and halve both odd and even numbers to 100.
- Calculate the multiplication of one-digit numbers with one-digit numbers, for example, 6 x 5 = ? and 9 x 5 = ?
- Copy and extend number sequences to 500.
- Order ½ and ¼ on a number line.
- Solve problems using grouping and sharing where the remainder is a fraction.
- Use flard cards to decompose three-digit numbers as expanded notation, for example, 241 = 200 + 40 + 1
- Use flard cards to add and subtract one-digit numbers to and from three-digit numbers.
- Use hours and minutes to calculate time.
- Analyse data to draw a conclusion.
- Recognise 3-D objects from various positions.
- Solve problems and explain solutions, using number charts and counters if needed with numbers up to 200.
Glue an envelope here to hold all your weather symbols and labels.

Today’s weather is...
· Cut out all the cards and labels on this page. Place them in an envelope and paste the envelope onto the bottom of your Weather Chart.
· Now you are ready to add symbols and labels to the chart to make it a functional Calendar and Weather Chart.
  o Place the month label at the top.
  o Place the tree symbolising the season on the top right-hand corner.
  o Place all the numbers on the calendar.
  o Place the day indicator on the calendar to show the current date.
  o Place the correct weather symbol for today at the bottom of your chart.

Labels for your Calendar and Weather Chart

Weather symbols

Dates for the month

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

Months of the year

January
February
March
April
May
June
July
August
September
October
November
December