

STRUCTURE OF THE FACILITATOR'S MANUAL

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TARGET GROUPS	DURATION OF TRAINING PROGRAMME
DISTRICT OFFICIALS INCLUDING CIRCUIT MANAGERS	20 HOURS (3 DAY TRAINING SESSION)
SCHOOL MANAGEMENT TEAMS (SMTs)	15 HOURS (3 DAY TRAINING SESSION)
FOUNDATION PHASE TEACHERS AND HEADS OF DEPARTMENTS	30 HOURS (Monday to Friday)
SCHOOL GOVERNING BODIES (SGBs)	2-3 HOURS TRAINING SESSION
HIGHER EDUCATION INSTITUTIONS, NON-GOVERNMENTAL ORGANISATIONS INCLUDING PUBLISHERS	10 HOURS (2 DAY TRAINING SESSION)



OVERVIEW OF THE TRAINING MODULES

<p>INTRODUCTORY MODULE: SUPPORT FOR FACILITATORS AND TRAINERS</p> <p>This Module is aimed at empowering and supporting the facilitator to develop the training programmes for the different target groups as well as strengthen the facilitator’s knowledge of facilitation skills and processes.</p>
<p>MODULE 1: GETTING TO KNOW THE NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT(CAPS)</p> <p>This Module gives a broad overview of the <i>Curriculum and Assessment Policy Statement (CAPS) in Grades R - 3</i>. It states the subjects to be offered in Grades R - 3 and the time allocation for each subject. It describes the components of each subject as well as the planning and assessment requirements. It also spells out the progression requirements that have been set out in the <i>National Policy pertaining to the Programme and Promotion requirements of National Curriculum Statement Grades R-12</i></p>
<p>MODULE 2: GETTING TO KNOW THE CONTENT OF ALL SUBJECTS</p> <p>This Module gives a detailed breakdown of the structure and content layout for each grade for each of the subjects that are offered in Grades R - 3. Getting to know the content of each subject is the main focus of the CAPS training. It is very practical and empowering as it gives participants an opportunity to engage and interact with the content of Home Language, First Additional Language, Mathematics and Life Skills. It also gives the rationale for the implementation of English First Additional Language (EFAL) in Grade 1-3 from 2012.</p>
<p>MODULE 3 : PLANNING AND ASSESSMENT IN THE FOUNDATION PHASE</p> <p>This Module is focused on CAPS implementation and is very practical and orientated towards Classroom Management and Teaching practices (teaching methodologies, timetabling, planning and assessment practices). Participants are given an opportunity to engage with exemplar timetables and lesson plans and assessment activities for Grades R - 3.</p>
<p>MODULE 4: GETTING TO KNOW NATIONAL POLICY PERTAINING TO THE PROGRAMME AND PROMOTION REQUIREMENTS OF THE NATIONAL CURRICULUM STATEMENT GRADES R-12</p> <p>This Module gives a breakdown of the progression requirements for Grades R to 3 which have been determined in accordance with the <i>National Policy pertaining to the Programme and Promotion requirements of the National Curriculum Statement Grades R-12</i>.</p>
<p>MODULE 5: MONITORING AND SUPPORT</p> <p>This Module gives an overview of the monitoring and support interventions that will be implemented to enhance curriculum implementation and delivery in Grades R to 3 by District Officials and School Management Teams.</p>



PLANNING THE BROAD TRAINING PROGRAMME

Planning the broad programme for the training roll-out involves two fundamental processes:

- Structuring the broad programme (topics)
- Structuring the training sessions (activities and time allocation)

1.1 The Training Programme for Teachers

A training programme of **30 hours** has been suggested for the training of teachers on CAPS. The programme has been conceptualised to allow for an overview of the policy requirements for CAPS implementation, followed by an in-depth engagement with the subject content and classroom practice (planning and assessment) and management (Learning and Teaching Support Materials and Teaching methodology) The following topics will be covered in the training roll-out programme for FP teachers:

Minimum time per topic	Module	Topics to be covered in the training programme
2 hours	Module 1	Introduction to the Training Workshop, Outcomes and Expectations
1, 5 hour		Overview of the National Curriculum and Assessment Policy Statement(CAPS)
	Module 2	Getting to know the Foundation Phase Subjects for Grades R-3
5 hours		<ul style="list-style-type: none"> • Getting to know Home Language in Grades R – 3
5 hours		<ul style="list-style-type: none"> • Getting to know First Additional Language with a focus on English FAL in Grades 1-3
5 hours		<ul style="list-style-type: none"> • Getting to know Mathematics in Grades R – 3
4 hours		<ul style="list-style-type: none"> • Getting to know Life Skills in Grades R – 3
6 hours	Module 3	Planning and Assessment in the Foundation Phase
1 hour	Module 4	Getting to know the National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R -3
1 hour	Module 5	District and School Monitoring and Follow-up Support Plans



These topics have been used to structure the training programme for Foundation Phase Teachers over 30 hours from Monday to Friday.

Suggested: Curriculum and Assessment Policy Statement (CAPS) Training Programme for Foundation Phase teachers

DAY 1	
08:00 – 08:30	TEA AND REGISTRATION
08:30 – 10:30	OPENING AND WELCOME
	INTRODUCTION TO THE TRAINING WORKSHOP, OUTCOMES AND EXPECTATIONS
10:30 – 11:00	TEA
11:00 – 12:00	OVERVIEW OF THE NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT(CAPS)
12:00 – 13:00	HOME LANGUAGES – SECTION 2: OVERVIEW OF READING METHODOLOGIES AND COMPONENTS
13:00 - 14:00	LUNCH
14:00 – 15:00	TEACHING OF HANDWRITING AND TIME ALLOCATION
15:00 - 16:00	OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN GRADES R-3
DAY 2	
08:00 – 08:30	REFLECTIONS
08:30 - 9:30	OVERVIEW OF GRADE 1 CONTENT IN HOME LANGUAGE
09:30 - 10:30	RATIONAL AND ADVOCACY FOR THE TEACHING OF ENGLISH FIRST ADDITIONAL LANGUAGE (EFAL)
10:30 – 11:00	TEA
11:00 – 13:00	OVERVIEW OF THE LANGUAGE CONTENT TO BE TAUGHT IN GRADES 1 - 3 IN EFAL OVERVIEW OF GRADE 1 CONTENT IN EFAL
13:00 – 14:00	LUNCH
14:00 – 15:00	COMPARISON OF HOME LANGUAGE AND EFAL LANGUAGE SKILLS
15:00 - 16:00	MATHEMATICS SECTION 2: OVERVIEW OF COMPONENTS AND STRUCTURE OF CONTENT



DAY 3	
08:00– 08:30	REFLECTIONS
08:30 - 09:30	SECTION 3: OVERVIEW OF THE MATHEMATICS CONTENT TO BE TAUGHT IN GRADES R – 3
09:30 – 10:30	USING PROBLEM SOLVING TO TEACH MATHS CONCEPTS
10:30 – 11:00	TEA
11:00 – 13:00	CLARIFICATION NOTES AND CLASSROOM MANAGEMENT IN MATHEMATICS
13:00 – 14:00	LUNCH
14:00 - 16:00	LIFE SKILLS – SECTION 2: OVERVIEW OF LIFE SKILLS STUDY AREAS
	SECTION 3: OVERVIEW OF THE LIFESKILLS CONTENT TO BE TAUGHT IN GRADES R TO 3
DAY 4	
08:00 – 08:30	REFLECTIONS
08:30 – 10:30	TIME ALLOCATION AND TIMETABLING IN LIFE SKILLS
10:30 – 11:00	TEA
11:00 - 13:00	TIMETABLING FOR GRADES R-3
	LESSON PLANNING AND ASSESSMENT IN GRADES R-3
13:00 – 14:00	LUNCH
14:00 - 16:00	DESIGNING LESSON PLANS FOR GRADES R TO 3
DAY 5	
08:00– 08:30	REFLECTIONS
08:30 – 10:30	DESIGNING LESSON PLANS FOR GRADES R TO 3
	RECORDING, REPORTING AND PROGRESSION REQUIREMENTS FOR GRADES R-3
10:30 – 11:00	TEA
11:00- - 12:30	SCHOOL FOLLOW-UP SUPPORT PLANS
12:30 – 13:30	CLOSURE AND LUNCH



2. THE NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) DOCUMENTS

To effectively facilitate the Foundation Phase training programme to all target groups the following resources will be required:

Curriculum and Assessment Policy Statements (CAPS) for Foundation Phase:

- Home Language for Grades R – 3 (all 11 Languages)
- First Additional Language (English and all other languages) for Grades 1 - 3
- Mathematics for Grades R - 3
- Life Skills for Grades R - 3
- and, the *National Policy pertaining to the Programme and Promotion Requirements of National Curriculum Statement Grades R-12*

All participants must have hard copies of these documents in order to participate fully in the training. As teachers in Grades R - 3 teach all subjects in a grade, they should have their own copies of all documents for Grades R - 3. As the CAPS documents have been made available in all official languages for all Foundation Phase subjects it is advisable that participants be given the opportunity to interact with documents that are written in the Language of Learning and Teaching (LoLT) of their respective school in Grades R - 3.

NOTE: Every effort should be made to ensure that teachers have access to the CAPS documents, and if distribution problems have occurred, then creative solutions will need to be found to ensure that teachers can access the documents.

These documents are available on the Department of Basic Education website:

<http://education.gov.za> or thutong.org@doe.gov.za

Facilitator's Planning Boxes:

You will find these Facilitator's Planning Boxes throughout the document. They provide checklists that can help you with your planning.

Fill in the facilitator's planning box below:

1. How will you ensure that teachers have access to these documents during the training programme?



2. How can you support teachers to access the documents so that they have them available at school (if they do not already have them)?

3. What will you do if you realise that there are not enough curriculum documents available at the Provincial or District office?

4. What will you do if you find out that there have been distribution problems and that teachers do not have access to these documents? How will you help them get access to the documents?

2.1 Training Manuals (Participant's Manuals)

All participants must be given a copy of the Participant's Manual. It is important that every participant has a copy of the Manual. This is an important resource and will enable teachers to implement CAPS in Grades R - 3.

Fill in the facilitator's planning box

1. How many copies of the Participant's Manual do I need for my training centre?

2. What other issues do you need to consider to get Manuals for your participants at your training centre?

3. What will you do if you are not able to get enough Manuals delivered in time for your training?



3. TRAINING RESOURCES

As a facilitator you will also need the following resources:

- Flipchart paper
- Strips of paper
- Koki-pens
- Prestik
- Laptop and data projector
- Working overhead projector

The Training Programme has been designed in such way that you can manage adequately if you do not have access to these as you can work directly with the contents and activities in the Participant's Manual.

The facilitation of the Training Programme is ***Not Dependant on Technology***. Therefore the programme can be delivered effectively in rural areas where there is no electricity .The training programme has been designed in this way to ensure that there is maximum flexibility for facilitation contexts and to enable teachers to re-use and re-visit the training programme when they return to school.

Fill in the facilitator's planning box below:

What facilitation resources do you think you will need? Make a list here and add to the list as you go along:

What will you do if there is a power outage and your Power Point system does not work?



4. PLANNING THE FACILITATION APPROACH

The Training Programme has been designed to allow for a “mix “of approaches. It encourages:

- a mix of presentations (to share about CAPS and its features)
- activities (where teachers work together to explore key aspects of CAPS together and to practise what they need to do back at school)
- reflection activities (where teachers reflect on what they are have learnt)
- teachers to follow up with activities back at school.

When you plan for the training programme you should plan:

- Strategies to draw on participants’ **prior knowledge**
- Clear short **presentations** (that communicate key points)
- **Activities** (using a variety of facilitation techniques such as group work, buzz groups, role-plays, work in pairs, teacher presentations and facilitation models such as jigsaw, gallery walk etc.)
- **Reflections** (these can be done at regular intervals, and you can also ask teachers to complete reflection activities at the end of each activity)
- Wherever possible, also emphasise the need to follow-up **actions at school**.

You can also use ANNEXURE A: FACILITATION



4.1 STRATEGIES TO DRAW ON PARTICIPANT'S PRIOR KNOWLEDGE

- Ask questions at the start of the session to find out what participants already know
- If some participants in the group are more knowledgeable than others on a particular topic while others are not, you may co-opt the more experienced participants to share their expertise by making a presentation to the group.
- Ask participants especially teachers to share case studies (stories from their own practice) for example, a teacher can give a presentation on how she does “Shared Reading” or “Group Guided Reading”

4.2 PRESENTATIONS

- Should be clear and to the point
- Must capture and communicate the key points
- If you are using Power Point presentations, do not complicate the presentation with too many animations
- If you are using OHP slides , make sure that you only write the main ideas which are in bold and can be read from a distance;
- Should help to develop the teacher's foundational competence (knowledge of what and why)

4.3 ACTIVITIES

- Should be used to consolidate concepts and knowledge and to practise skills (e.g. designing a lesson plan)
- Should help to develop *practical competence* (how to do things) and *reflexive competence* (how to review and change things)
- Activities should be well timed and well managed to avoid time delays
- Always try to build in time for feedback on an activity and recognise that there is never enough time to hear everyone's feedback, so try to get feedback from different groups at different times and also explore different ways in which **ALL** participants are given a “Voice” (e.g. use a ‘Suggestion box’ in your training session)



5. REFLECTIONS

- Give participants time for reflections
- Every activity should have time for consolidation and reflection
- At end of the day participants should be given reflection activities
- Each day should start with a summary of the reflections of the previous day's presentations and activities

Fill in the facilitator's planning box

Facilitator's Planning

Do you have any advice to share with other facilitators on any of the following facilitation approaches?

- Strategies to draw on participants' prior knowledge
- Presentations
- Activities
- Encouraging reflections
- Encouraging follow-up at school



6. PLANNING THE LOGISTICS FOR THE TRAINING PROGRAMME.

The logistics will include the planning of logistics before, during and after the workshop.

- Before the workshop, the facilitator should secure the venue, inform and confirm participants, arrange all equipment, organise catering and travel and accommodation, attendance registers, training materials and stationery
- During the workshop ensure that the attendance register is signed daily, invoices for services delivered, equipment is in working in order, and an adequate supply of training materials and stationery are available
- After the workshop, file attendance registers, submit documents for payments (if any), compile and submit a report to the Project manager

PLANNING THE PROGRAMME FOR THE DIFFERENT TARGET GROUPS

A training roll-out plan has been developed for the different target groups in their respective Provinces and Districts. Cluster leaders, lead teachers and Heads of Department can use the tasks below to plan the CAPS workshops.

The training programme for Foundation Phase Teachers has been used to inform the training programme for the other target groups namely District officials, School Management Teams, School Governing Bodies, etc.

TASK 1: TRAINING PROGRAMME FOR PROVINCIAL AND DISTRICT CORE TRAINING TEAM (USE ANNEXURE C)

Using the suggested programme for the Foundation Phase teacher training roll-out develop a week long training programme for your Provincial Core Training Team and District Core Training Team over five days, (starting at 9:00 on Monday morning and finishing at 18:00 every day except for Friday when you can finish at 13:00). The 35 hour training programme should exclude lunch and tea breaks. Use the broad programme framework in **ANNEXURE B** to plan your 35 hour programme for your core training team.



TASK 2: TRAINING PROGRAMME FOR PROVINCIAL AND DISTRICT OFFICIALS INVOLVED IN CURRICULUM MANAGEMENT AND SUPPORT

Using the suggested programme for the Foundation Phase teacher training roll-out develop a 3-day training programme for Provincial and District officials who are involved in Curriculum Management and Support over three days, starting at 9:00 on Monday morning and finishing at 18:00 every day except for Wednesday when you can finish at 13:00. The 20 hour training programme should exclude lunch and tea breaks. Use the broad programme framework in **ANNEXURE B** to plan your 20 hour programme for officials in your Provinces.

TASK 3: TRAINING PROGRAMME FOR SCHOOL MANAGEMENT TEAMS (SMTs)

Using the suggested training programme for the Foundation Phase teacher roll-out develop a 3-day training programme of 15 hours for School Management Teams (SMTs) over three days, starting at 9:00 on Monday morning and finishing at 13:00 on Wednesday. The 15 hour training programme should exclude lunch and tea breaks. Use the broad programme framework in **ANNEXURE B** to plan your 15 hour programme for officials in your Provinces.

TASK 4: TRAINING PROGRAMME FOR SCHOOL GOVERNING BODIES (SGBs)

Using the suggested programme for the Foundation Phase teacher training roll-out develop a 2 to 3 hour advocacy workshop on the overview of Curriculum and Assessment Policy Statement (CAPS) in Grades R-3 for School Governing Bodies.

TASK 5: TRAINING PROGRAMME FOR NON-GOVERNMENTAL ORGANISATIONS (NGOs, HIGHER EDUCATION INSTITUTIONS (HEIs) AND PUBLISHERS

Using the suggested programme for the Foundation Phase teacher training roll-out to develop a training programme for, Non-Governmental Organisations (NGOS), Higher Education Institutions (HEIS) including Publishers over two days for approximately 10 hours starting at 9:00 in the morning and finishing at 15:00. The 10 hour training programme should exclude lunch and tea breaks. Use the broad programme framework in **ANNEXURE B** to plan your 10 hour programme for NGOs, HEIs and publishers in your Province.



ANNEXURE A: FACILITATION

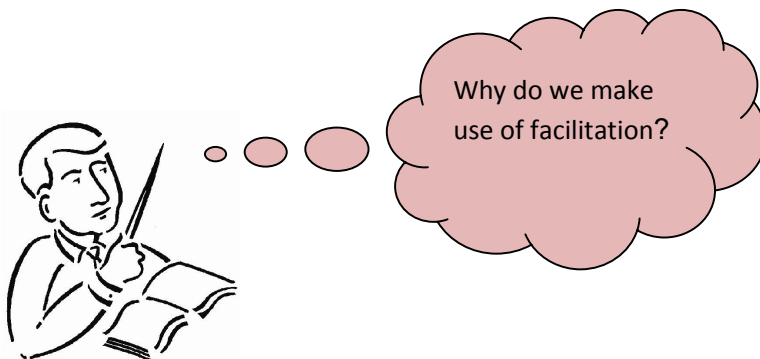
1. What is facilitation?

Facilitation means to do something that makes training more effective and productive. Facilitation can also mean all the behaviors and actions of the trainer (teacher, advisor, lecturer, etc.) which positively influences the experience and learning of the participants and the groups.

- Through the facilitation process a product can be developed much more quickly in a group setting
- Everyone involved *owns* the product and understands how it came to be.

Effective facilitation ensures group success because a facilitator guides people to interact with each other in a safe and trusting environment.


When you conduct a workshop you have a group of participants and you want that group to perform at the optimal level where there is maximum participation. It is important that the facilitator uses a variety of facilitation strategies.




- To work better, smarter and faster.
- To encourage better participation, interaction, collaboration and cooperation
- To get new and better ideas
- To foster a deeper level of understanding
- To promote a higher level of ownership of the product



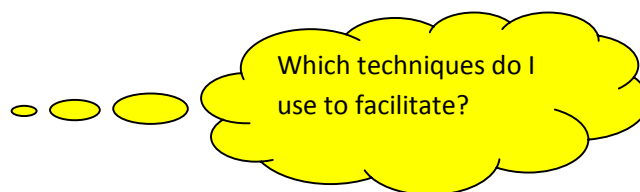
The Facilitator

A  **facilitator is someone who.....**

- is knowledgeable and well prepared
- is flexible but firm when necessary
- is friendly and approachable
- is willing to listen and learn
- is tactful but honest
- brings out the full potential of the participants in a group
- keeps the training on track
- helps resolve conflict
- draws out participation from all the participants
- organizes the work of a group and makes sure that the outcomes of the workshop are met
- manages group dynamics

A  **facilitator is someone who.....**

- is unprepared or disorganised
- marginalises a participant
- ignores an idea (looks tired and gets distracted because too many ideas are coming at once)
- becomes emotional and defensive
- solves the problem for the group
- dominates the discussion
- manipulates people and behaviours through their own feedback
- tries to have all the answers
- uses the **cell phone** all the time





Cooperative learning

- This is a successful teaching strategy in which small teams, use a variety of learning activities to improve their understanding of a subject.
- Each member of a team is responsible not only for learning what is taught, but also for helping colleagues learn, thus creating an atmosphere of achievement.
- Participants work through the task activity until all group members successfully understand and complete it.
- Cooperative efforts result in participants striving for mutual benefit so that all group members:
 - gain from each other
 - share a common fate
 - feel proud and jointly celebrate when a group member is recognized for achievement

Jig-saw (Groups with five participants)

- Give each group member at a table a number
- All the number 1's, 2's get together and discuss the topic/activity.
- To help in the learning, participants across the group working on the same activity and get together to decide what is important and how to teach it.
- After practice in these "expert" groups, the original groups reform and participants teach each other.

Positive Interdependence

- Each group member's efforts are required and indispensable for group success
- Each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities



Brainstorming: A technique to generate ideas quickly.

Conceptual rules of brainstorming are: <ul style="list-style-type: none">• aim for quantity• build on other ideas• do not criticize	Practical rules of brainstorming are: <ul style="list-style-type: none">• everyone contributes• one idea per turn• you may pass
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Think-Pair-Share - Involves a three step cooperative structure.

Step 1: Individuals think silently about a question posed by the instructor Step 2: Individuals pair up during the second step and exchange thoughts Step 3: The pairs share their responses with other pairs, other teams, or the entire group

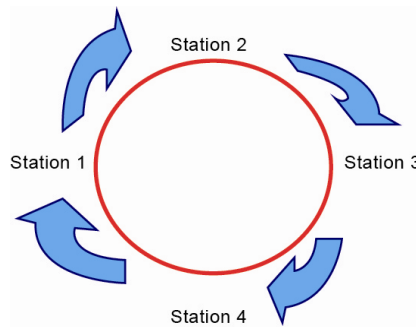
Each one, teach another (two circles)

<ul style="list-style-type: none">• Participants form two circles• The participants in the inner circle face their partner in the outer circle. Exchange information• The participants in the inner circle move a few paces on and then face a new partner to exchange information
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Gallery walk

- Discuss the question / task in groups
- Write the Gallery Walk questions/task on a large flip chart
- Prepare participants -the first time the Gallery Walk is used, participants' instructions for carrying out the technique should be very clear.
- Display posters against the wall, giving sufficient space between sheets. Place a blank sheet of paper next to each poster for recording comments from participants.
- At each poster one or two members of the group will answer questions on the activity
- **Begin the Gallery Walk**



- Direct teams to different posters or "stations." Upon arriving at the station, each team will interact with the poster, ask questions and write comments for the question posed at the station.
- Rotate to New Station. After a short period of time, say three to five minutes but the exact time will depend upon the nature of the question, say "rotate." The group then rotates, clockwise, to the next station.
- At the new station the group adds new comments and responds to comments left by the previous group.
- Return to Starting Point - Teams continue to review the answers already contributed by previous groups, adding their own comments.
- The facilitator now reinforces correctly expressed concepts and corrects for misconceptions and errors.



**ANNEXURE B: FRAMEWORK FOR PLANNING A SUGGESTED TRAINING PROGRAMME FOR
PROVINCIAL AND DISTRICT CORE TRAINING TEAMS**

DAY AND TIME	TOPICS TO BE COVERED	FACILIATATORS
DAY 1		
9:00-10:30		
10:30-11:00	TEA	
11:00-13:00		
13:00 - 14:00	LUNCH	
14:00-16:00		
16:00-16:30	TEA	
16:30-18:00		
END OF DAY		
DAY 2		
8:00-10:30		
10:30-11:00	TEA	
11:00-13:00		
13:00 - 14:00	LUNCH	
14:00-16:00		
16:00-16:30	TEA	
16:30-18:00		
END OF DAY		



DAY AND TIME	TOPICS TO BE COVERED	FACILITATORS
DAY 3		
8:00-10:30		
10:30-11:00	TEA	
11:00-13:00		
13:00 - 14:00	LUNCH	
14:00-16:00		
16:00-16:30	TEA	
16:30-18:00		
END OF DAY		
DAY 4		
8:00-10:30		
10:30-11:00	TEA	
11:00-13:00		
13:00 - 14:00	LUNCH	
14:00-16:00		
16:00-16:30	TEA	
16:30-18:00		
END OF DAY		
DAY 5		
8:00-10:30		
10:30-11:00	TEA	
11:00-13:00		
13:00 - 14:00	LUNCH AND CLOSURE	



PLANNING THE FACILITATION OF TRAINING SESSIONS

This involves planning and timing the activities in accordance with the programme. Planning for the process for facilitating the sessions includes also making the presentations and deciding how to approach the activities.

Once you have planned the broad training programme for Provincial and District Core Training Teams, you can start concentrating on the detailed planning for each topic and training session.

Here you will have to consider:

- Content of activities
- Timing of activities
- Methods of facilitation
- Mode of delivery (plenary and breakaway sessions)
- Resources
- Facilitators





INTRODUCTION TO THE TRAINING WORKSHOP
ALL TARGET GROUPS
ACTIVITY : INTRODUCTION TO THE WORKSHOP
SUGGESTED TIME ALLOCATION: 1 hour
RESOURCES: <ul style="list-style-type: none"> • Participant’s Manual • Facilitator’s Presentation
METHOD : Lecture and discussion

1. OPENING SESSION

- Welcome Opening address by the Curriculum Head or District Head
- Presentation: The overview of CAPS in Grades R-12 (DBE Presentation)
- Allow for a short ‘Question and Response’ time

2. WORKSHOP PROTOCOLS

- Workshop Programme,
- Attendance and Punctuality,
- Signing of Attendance Registers,
- Observing tea and lunch times,
- The Venue directory (catering area, rest rooms etc.),
- Use of cell phones during the workshop,
- Strategies for participants’ inputs (e.g. Suggestion Box, Parking Lot Poster),
- Frequently Asked Questions (FAQs).

3. PARTICIPANTS’ MANUAL

Introduce the Participant’s Manual to the participants and discuss the Provincial Training Programme.



INTRODUCTION TO THE TRAINING WORKSHOP, OUTCOMES AND EXPECTATIONS
ALL TARGET GROUPS
ACTIVITY : PARTICIPANT’S EXPECTATIONS OF THE WORKSHOP
SUGGESTED TIME ALLOCATION: 1 hour
RESOURCES: <ul style="list-style-type: none"> • Participant’s Manual • Newsprint for posters • Kokis • Table numbers
METHOD : Individual and group sharing

OUTCOMES:

Participants should be given an opportunity to:

- express and discuss their expectations of the CAPS Training Workshop;
- check whether the training programme is responsive to their expectations.

<p>Grouping of Participants:</p> <p>Number your participants 1-10. Repeat 10 times (if you have total of 100). Group all the 1’s together at Table 1, Group all the 2’s at Table 2, Group all the 3’s at Table 3; Group all the 4’s at Table 4; Group all the 5’s at Table 5; Group all the 6’s at Table 6; Group all the 7’s at Table 7; Group all the 8’s at Table 8; Group all the 9’s at Table 9; Group all the 10’s at Table 10. (Remember to make Table Numbers)</p> <p><i>You may find it is useful to change groups every day so that participants get an opportunity to interact with more peers)</i></p>
Participants introduce themselves in the group (3 minutes)
Make sure all participants are seated in a group and your tables are numbered.



FACILITATOR 'S INPUT:

Individual Activity: Ask the participants to record their own expectations of the workshop in the Participant's Manual.

Group Activity: In their groups participants discuss and record their expectations on their group poster.

PRESENTATIONS AND DISCUSSION

- Allow 30 minutes for group presentations.
- Take note of common expectations
- Display posters on the wall.

CONSOLIDATION AND REFLECTION

- Summarise participants' expectations.
- Highlight those expectations that will be covered in the training programme
- Ask participants to track which of their expectations (tick off in a red pen) that are met as the training programme unfolds from day to day.



OVERVIEW OF THE NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) IN THE FOUNDATION PHASE GRADES R-3
ALL TARGET GROUPS
ACTIVITY : Overview of National Curriculum and Assessment Policy Statement in Grades R – 3
SUGGESTED TIME ALLOCATION: 1 hour
RESOURCES: <ul style="list-style-type: none"> • <i>Curriculum and Assessment Policy Statement</i> documents for each participant: <ul style="list-style-type: none"> ○ Home Language Grades R - 3 ○ First Additional Language (English) Grades 1 - 3 ○ Mathematics Grades R - 3 ○ Life Skills Grades R - 3, and, ○ the <i>National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12</i> • Participant’s Manual • Newsprint, Kokis
METHOD : Individual , pair and group sharing

This topic outlines the policy position of the training workshop and is divided into the following sub-topics:

- **Sub- topic 1: Overview of CAPS in Grades R - 3**
- **Sub- topic 2: Overview of Home Languages**
- **Sub- topic 3: Overview of First Additional Language**
- **Sub- topic 4: Overview of Mathematics**
- **Sub- topic 5: Overview of Life Skills**



OUTCOMES:

By the end of this activity participants should:

- know the subjects that will be offered in Grades R - 3 and the time allocation for each subject that has been set out in Section 1 of *National Curriculum and Assessment Policy Statement for Grades R – 12*
- understand the structure and content layout of the CAPS documents;
- take note of the assessment, progression and recording requirements that have been set out for Grades R - 3 in the *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12*.

FACILITATOR'S INPUT

The National Curriculum Statement (NCS) (Grades R-12) provides for policy on curriculum and assessment in the schooling sector. To improve its implementation, the NCS has been repackaged to provide a single, comprehensive National Curriculum and Assessment Policy Statement (CAPS) for each subject which effectively replaces the NCS (Grades R-9, 2002); NCS (Grades 10-12, 2004), the old Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines.

CAPS will be implemented in January 2012 in the Foundation Phase. Also note that the CAPS Home Language (H/L) and First Additional Language (FAL) are available in all the official languages.

The implementation of CAPS is largely regulated by the *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12*. Chapter 3 of the *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R - 12*, stipulates the following:

- the approved subjects that should be offered in Grades R - 3
- the promotion requirements for Grades R - 3, assessment and recording and reporting (Pages 9-11);
- the time allocations for the subjects offered in Grades R - 3.



Notes to the Facilitator

- Read and make yourself familiar with:
 - Section 1 of the *National Curriculum and Assessment Policy Statement (CAPS)*.
 - The *National Policy Pertaining to the Programme and Promotion Requirements of National Curriculum Statement Grades R-12*.
- It is recommended that you allow participants to read and engage with:
 - Section 1 of any one of the CAPS documents (it is generic to all the CAPS documents);
 - the structure and layout of all CAPS documents for Grades R-3;
 - Chapter 3 of the *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12*.

Step 1: Individual Activity: (Activity Sheet 1)

Ask the participants to read Section 1 of any of the CAPS Documents and complete **Activity Sheet 1** in the Participant's Manual on **pages 10-11**.

Step 2: Paired Activity:

In pairs participants will discuss and check their responses.



Step 3: Group Activity (Activity Sheet 2)

In their groups participants will:

- discuss and finalize their responses. Each group will design a poster showing the subjects to be offered in the Foundation Phase and the time allocations per subject as well as the instructional time for each grade (per day and week)
- discuss the impact of the implementation of time allocations for Home Language and First Additional Language as spelt out in Section 2: Home Language and First Additional Language for the different school scenarios.
- discuss and engage with the structure and layout of each of the CAPS documents for Grades R - 3 and complete **Activity Sheet 2** in the Participant's Manual.

PRESENTATION AND DISCUSSION

- Allow **one** group to do a presentation on the subjects to be offered in the Grades R-3 with the time allocation as well as the instructional time per grade.
- Allow at least two groups to give a presentation on the recommended time allocations for Home Language and First Additional Language for different school scenarios.
- Choose at least four groups to give a summary of the structure and layout of the CAPS subjects. Allow each group to give a short report back on one Subject only.



CONSOLIDATION

Recap the time allocations for subjects in the Foundation Phase as well as the instructional time for Grades R – 3.

SUBJECT	Time allocation per week (hours)	GRADE
Home Language	10 hours	R
	7/8 hours	1-2
	7/8 hours	3
First Additional Language	2/3 hours	1-2
	3/4 hours	3
Mathematics	7 hours	R-3
Life Skills	6 hours	R-2
	7 hours	3
<ul style="list-style-type: none"> Beginning Knowledge 	1 hour	R-2
	2 hours	3
<ul style="list-style-type: none"> Personal and Social Well- being 	1 hour	R - 3
<ul style="list-style-type: none"> Creative Arts 	2 hours	
<ul style="list-style-type: none"> Physical Education 	2 hours	
TOTAL TEACHING TIME	23 hours per week	R - 2
	4 hours and 36 minutes per day	
TOTAL TEACHING TIME	25 hours per week	3
	5 hours per day	



Recap the rationale for using the suggested time allocations in the Home Language and First Additional Language documents.

In order to ensure that all the language topics and components (listening and speaking, phonics, reading, writing and handwriting) are given adequate attention in both Home Language and First Additional Language, the Languages documents have been written in this way:

In Grades 1-2

- a **maximum of 8 hours** and a **minimum of 7 hours** are allocated for **Home Language**
- and a **minimum of 2 hours** and a **maximum of 3 hours** for the **Additional Language**

In Grade 3

- a **maximum of 8 hours** and a **minimum of 7 hours** are allocated for **Home Language** and
- a **minimum of 3 hours** and a **maximum of 4 hours** for **First Additional Language**.

Recap: Life Skills

LIFE SKILLS

- **Beginning Knowledge** is allocated **1 hour in Grades R - 2** and **2 hours for Grade 3**.

Recap the layout and structure of the documents

LAYOUT AND STRUCTURE OF THE DOCUMENTS

- Section 1: Generic Policy Framework for CAPS for Grades R-12
- Section 2 : Overview of the subject content and methodology, resources, assessment, time allocation, timetabling and classroom management
- Section 3: Content layout (work schedule format) per grade and per term
- Section 4: Assessment

REFLECTION

Participants should reflect on the impact of CAPS on curriculum implementation in Grades R - 3 in 2012





GETTING TO KNOW SECTION 2 OF HOME LANGUAGE IN GRADES R – 3
TARGET GROUP: DISTRICT OFFICIALS
ACTIVITY: READING METHODOLOGIES AND COMPONENTS
SUGGESTED TIME ALLOCATION: 1 hour 30 minutes
RESOURCES: <ul style="list-style-type: none"> • Home Language (H/L) document (use the H/L docs for the official languages used in your District.) • Participant’s Manual • Newsprint and Kokis
METHOD: Individual, pair and group sharing

OUTCOMES: By the end of this activity participants should:

- become familiar with Section 2 of the Home Language document
- know how to mediate Reading Methodologies and the components of reading to Foundation Phase teachers.

FACILITATOR’S INPUT

Introduce this activity with a brief overview on the structure and content layout of the Home Language document. The Home Language document is made up of three sections

1. Section 1: Generic
2. Section 2:
 - Overview of Language Components and time allocation guidelines
 - Reading Methodologies and components
 - Overview of Language skills for Grades R - 3
3. Section 3 : Content layout per grade including assessment activities

SCENARIO 1: There are 50 schools in circuit XYZ. 40 of these schools have under-qualified teachers who have been placed in the Foundation Phase (Grades R -3). These schools have performed poorly in the 2009 and 2011 Annual National Assessment (ANA): Literacy for both Grades 3 and 6. In these schools the ANA results show that the learners’ scores were very low in both Reading and Writing. The Circuit Manager has requested you to conduct a Reading Workshop with the Foundation Phase teachers.



PARTICIPANT'S TASKS

Step 1: Participants will brainstorm the possible content for the Reading workshop.

Step 2: Participants will page through the Home Language document. In their groups participants will identify the Reading Methodologies for the Reading workshop as suggested in Section 2 of Home Language document.

Step 3: Give each group one task from the table below, to prepare for the Reading Workshop. Each group must be prepared to make a presentation on their task.

TASK 1: How will you plan and do Shared Reading in Grades R - 3?
TASK 2: How will you plan and do Group Guided Reading in Grades 1 - 3? This task can be given to three groups - each group will work on a specific grade.
TASK 3: Discuss the importance of Read Alouds, Independent Reading and Paired Reading.
TASK 4: List at least five phonemic awareness activities that you can use for Grades R - 1.
TASK 5: Discuss how you would structure a phonics programme for Grades R - 3 for the languages used in your district or Province? For this task participants can be divided in terms of the Language of Learning and Teaching (LoLT) in their district.
TASK 6: Discuss the importance of word recognition and how you would develop it in Grade R to Grade 1. Discuss the importance of reading fluency in Grades 2 – 3.
TASK 7: Identify and discuss the different comprehension skills that should be used in Grades R - 3.
TASK 8: Explain how a Shared Reading activity can be linked to Shared Writing and Independent Writing activities.

Tasks 2 and 5 can be given to more than one group.

Step 4: Participants must then discuss how each Reading methodology and component can be implemented in multi-grade classes as well as the kind of support that should be given to learners experiencing barriers to learning. Their presentations should also include this information.



PRESENTATION AND DISCUSSION

Give each group the chance to do a short 3-minute presentation. Encourage participants to engage with the presentations.

CONSOLIDATION:

- Remind participants that “Teaching Reading in the Early Grades: A Teacher’s Handbook” provides comprehensive guidelines on the teaching of Reading.
- Refer also to the phonics programme given in the different Home Language documents.

REFLECTION:

Participants reflect on the different Reading methodologies and the reading components.



GETTING TO KNOW SECTION 2 OF HOME LANGUAGES
TARGET GROUP: DISTRICT OFFICIALS
ACTIVITY: TEACHING HANDWRITING
SUGGESTED TIME ALLOCATION: 30 minutes
RESOURCES: <ul style="list-style-type: none"> • Home Language (H/L) document (use the H/L docs for the official languages used in your District.) • Participant’s Manual • Newsprint and Kokis
METHOD: Individual, pair and group sharing

OUTCOMES: By the end of this activity participants should:

- become familiar with Section 2 of the Home Language document
- know how to mediate the teaching of handwriting to Foundation Phase teachers.

SCENARIO 2:

Foundation Phase Heads of Department (HODs) and teachers have sent a letter to the Curriculum Head in the province requesting guidance on the teaching of handwriting in grades R-3. The HODs’ and teachers’ main concerns relate to when a joined script should be introduced in the Foundation Phase and which joined script should be used. You have been tasked by the Curriculum Head to conduct a Workshop on the teaching of Handwriting in Grades R - 3.

It is suggested that you refer to the guidelines for the teaching of handwriting in Section 2 of the Home Language document.

PARTICIPANT’S TASKS

Step 1: In pairs participants will read and respond to the Scenario 2.

Step 2: Groups will brainstorm when a joined script should be introduced in the Foundation Phase and the different joined scripts that could be taught in Grades 1 - 3.



Step 3: Each group will also discuss how to develop handwriting skills in Grade R and the beginning of Grade 1 and list at least five activities.

Step 4: Groups will discuss and write a short presentation on the teaching of handwriting in Grades R - 3. The presentation must be clear as to when the transition to a joined script must take place and what the policy position is on using a “joined” script. Presentations should also include the kind of support that should be given to learners experiencing barriers to learning in handwriting lessons.

PRESENTATION AND DISCUSSION

Allow at least 2 groups to do presentations on the teaching of handwriting.

CONSOLIDATION

- A joined script should be taught to enable children to write with speed.
- The joined script to be taught in Foundation Phase must be determined by the school. It is important that the handwriting script that is taught in the Foundation Phase is continued with in Grade 4 and beyond.

REFLECTION

Participants reflect on the teaching of handwriting in Grades R - 3.



GETTING TO KNOW SECTION 2 OF HOME LANGUAGES
TARGET GROUP: DISTRICT OFFICIALS
ACTIVITY: TIME ALLOCATIONS FOR DIFFERENT LANGUAGE COMPONENTS
SUGGESTED TIME ALLOCATION: 30 minutes
RESOURCES: <ul style="list-style-type: none"> • Home Language (H/L) document (use the H/L docs for the official languages used in your District.) • Participant’s Manual • News print and Kokis
METHOD: Pair and group sharing

OUTCOMES: By the end of this activity participants should be able to:

- Understand the breakdown of the time allocation for Home Language for the different school scenarios for Grades 1 - 3.

FACILITATOR’S INPUT

Highlight the time allocations for Home Language that can be used for different school contexts.

1. Time allocation for Home Language in Grades R - 3 is:

- 10 hours in Grade R
 - 7 hours in Grades 1 - 3
 - OR
 - 8 hours in Grades 1 - 3

Each School must make an informed choice that suits their context in terms of the time allocation for Home Language in Grades 1 - 3. The Home Language document has been written to accommodate schools offering:

- A minimum of 7 hours Home Language in Grades 1 - 3
- A maximum of 8 hours Home Language in Grades 1 - 3



PARTICIPANT'S TASK

Step 1: Participants will discuss and respond to the given Scenarios for Home Language and discuss the breakdown of time allocation.

SCENARIO:

Foundation Phase, Heads of Departments (HOD's) have requested you to conduct a workshop that will explain how the time allocation for Home Language should be broken down for Grades 1 - 3 based on the following school scenarios where:

- Home Language is given a maximum time allocation of **8 hours in Grades 1 - 3**
- Home Language is given a minimum time allocation of **7 hours in Grades 1 - 3**

Step 2: Give each group any one of the above time allocations for Home Language. Participants will read Section 2 of the Home Language document.

Step 3: Pairs will work out the breakdown of the time allocations for Home Language for the different scenarios and record it in the table that is given in the Participant's Manual **Page 23.**

Grade	Home Language: Time allocation 8/7 hours per week				
	Listening and Speaking	Reading and Phonics	Handwriting	Writing	Total hours per week
1					
2					
3					



Pairs in each group will compare and share their breakdown of time for Home Language for Grades 1 - 3 with the group. The group will then compile a common breakdown of time for Home Language for the given school scenario for Grades 1 – 3.

DISCUSSION AND CONSOLIDATION

Time allocation for Home Language should be informed by the Language of Learning and Teaching (LoLT) of the school. It is suggested that should the LoLT of a school be:

- the **same** in Grades R - 6, Home Language should be given a time allocation of 8 hours in Grades 1 – 3 (10 hours in Grade R).
- **different** in Grades R – 3 (to Grades 4 – 6), Home Language should be given a time allocation of 7 hours in Grades 1 – 3 (10 hours in Grade R).

REFLECTION

Participants will reflect on the different Home Language time allocations and its impact on time tabling.



GETTING TO KNOW SECTION 2 OF HOME LANGUAGE
TARGET GROUP: DISTRICT OFFICIALS
ACTIVITY: OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN GRADES R - 3
SUGGESTED TIME ALLOCATION: 1 hour
RESOURCES: <ul style="list-style-type: none"> • Home Language (H/L) document (use the H/L docs for the official languages used in your District.) • Participant’s Manual • Newsprint and Kokis
METHOD: Individual, pair and group sharing, gallery walk

OUTCOMES: By the end of this activity participants should be able to:

- engage with the Overview of the Language Skills to be taught in Grades R - 3 in Section 2
- take note of progression (pacing and sequencing) of the language skills across each grade from Grades R - 3.

FACILITATOR’S INPUT

Briefly discuss the layout of the Overview of the Language Skills to be taught in Grades R - 3 in Section 2: **Home Language document.**

- The Overview gives a breakdown of the content to be taught in each grade from Grades R - 3
- It is the equivalent of a phase plan or a Learning Programme.

<p>SCENARIO</p> <p>Foundation Phase teachers in District 100 are overwhelmed with the Overview of the Language Skills to be taught in Grades R - 3 which is set out in Section 2 of Home Language Document. The District Director has asked you and your team of Foundation Phase Curriculum Advisors to workshop the Overview of Language Skills for Grades R – 3, emphasizing progression in each topic across the grades.</p>



PARTICIPANT'S TASKS

Step 1: Participants will discuss and respond to the given Scenario. In pairs participants in each group will discuss the purpose of the Overview of the Language Skills to be taught in grades R - 3.

Step 2: Give each group one component from Section 2 – Overview of the Language Skills to be taught in **Grades R - 3** (Listening and Speaking, Phonics, Reading and Viewing, Handwriting and Writing). One component can be given to more groups if you have more than 15 groups.

Step 3: In their groups participants will discuss the progression (sequencing and pacing) of the language component across the grades in **Grades R - 3**.

Step 4: Create a poster using the template in the Participant's Manual on **page 25** that will show the progression for their respective component across the grades from Grade R - 3.

Template for poster in Participant's Manual

Home Language Components	Grade R	Grade 1	Grade 2	Grade 3
Listening and Speaking				
Reading				
Phonics				
Handwriting				
Writing				

Walk around and monitor group participation, giving help where needed. Take note of the group discussions to use in the feedback session. Encourage participants to think about classroom situations when completing their task.



Step 5: Each group will display their posters on the wall in a designated place. Place a blank piece of paper next to each poster.

Step 6: Participants move around, engaging with each group's poster, recording questions and comments on the blank paper. Make sure that you engage with each group during this step.

CONSOLIDATION

The Overview will enable teachers to have a sense of what needs to be taught in each grade during the year. It will also enable parents and other stakeholders to have a sense of what their child will be expected to learn and know in Grades R - 3.

REFLECTION

Participants will reflect on the Overview of the Language Skills and its purpose.



GETTING TO KNOW ENGLISH FIRST ADDITIONAL LANGUAGE
TARGET GROUP: DISTRICT OFFICIALS
ACTIVITY: RATIONALE AND ADVOCACY FOR THE IMPLEMENTATION OF ENGLISH FIRST ADDITIONAL LANGUAGE
SUGGESTED TIME ALLOCATION: 1 hour
RESOURCES: <ul style="list-style-type: none"> • English First Additional Language and FAL documents in other languages • Participant’s Manual • Newsprint and Kokis
METHOD: Individual, pair and group sharing, brainstorming

OUTCOMES: By the end of this activity participants should be able to:

- develop a plan to mediate the English First Additional Language (EFAL) implementation strategy to FP teachers, School Management Teams and School Governing Bodies.
- mediate the English FAL document to FP teachers, School Management Teams and School Governing Bodies.

FACILITATOR INPUT

Provide a brief input on the rationale for the implementation of English FAL from Grade 1 in 2012.

- Implementation of English FAL is a Ministerial mandate.
- Majority of schools make the transition to English as the Language of Learning and Teaching (LoLT) in Grade 4.
- The change to English LoLT in Grade 4 is challenging for learners who experience instruction in English for the first time. Hence the Minister has proposed that English FAL should be introduced as a subject as from Grade 1 from 2012, in order to make the transition to English LoLT in Grade 4.
- English FAL will be taught in accordance with the curriculum set out in the English FAL document for Grades 1-3.
- Time allocation for the First Additional Language (FAL) will be informed by the LoLT of the school.



- Time allocation for FAL is based on the following school scenarios where:
- FAL is given a minimum time allocation of **2 hours** (if the Home Language is 8 hours) and a maximum time allocation of **3 hours** (if the Home Language is 7 hours) **in Grades 1 – 2**
- FAL is given a minimum time allocation of **3 hours** (if the Home Language is 8 hours) and a maximum time allocation of **4 hours** (if the Home Language is 7 hours) **in Grade 3**
- **Schools offering English Home Language LoLT in Grades 1 – 3 should offer a First Additional Language as a subject in any one of the other official languages that suits their school's context.**

PARTICIPANT'S TASKS

Step 1: Participants will page through the English FAL document and other language FAL documents too. They will take note of the structure and content layout of the document.

Step 2: Divide participants into groups. Each group will be given ONE target group (FP teachers, School Management Teams and School Governing Bodies) to **develop a plan** (ideas for advocacy and a summary of the content of the English FAL curriculum) to show how they would mediate the English FAL implementation strategy and the English FAL document to each target group. In their respective groups participants will focus on the advocacy and the content of the English FAL curriculum that will be shared with each of these target groups in these workshops. In their groups participants will discuss ideas on the advocacy for their given target group and make a summary of the content of the English FAL curriculum to be work shopped to their target group.

Step 3: In their groups participants will write their plan in the table in the Participant's Manual **Page25** and present and share their plan.



ADVOCACY STRATEGY FOR THE IMPLEMENTATION OF ENGLISH FIRST ADDITIONAL LANGUAGE		
SCHOOL MANAGEMENT TEAMS (SMTs)	TEACHERS	SCHOOL GOVERNING BODIES (SGBs)
SUMMARY OF THE CONTENT OF THE FAL CURRICULUM IN ENGLISH FIRST ADDITIONAL LANGUAGE FOR GRADES 1 – 3		
What information will you give to each of these groups?		
SCHOOL MANAGEMENT TEAMS (SMTs)	TEACHERS	SCHOOL GOVERNING BODIES (SGBs)

PRESENTATION AND DISCUSSION

Ask at least three groups to present their plans for their given target group. Ensure that all the different target groups are covered in the presentations. Encourage participants to engage with each group's presentation.

CONSOLIDATION

- Implementation of English FAL will be informed by the LoLT of the school.
- The time allocation for FAL will also be informed by the LoLT of the school.
- FAL documents are available in all official languages.
- Where English Home Language is the LoLT of the school, the language that will be offered as FAL will be determined by the school (the SGB).

REFLECTION:

Participants will reflect on the implementation of English FAL in Grades 1 - 3.



GETTING TO KNOW SECTION 2 OF ENGLISH FIRST ADDITIONAL LANGUAGE
TARGET GROUP: DISTRICT OFFICIALS
ACTIVITY: COMPARISON OF LANGUAGE SKILLS TO BE TAUGHT IN HOME AND FIRST ADDITIONAL LANGUAGES IN GRADES 1 – 3
SUGGESTED TIME ALLOCATION: 1 hour
RESOURCES: <ul style="list-style-type: none"> • First Additional Language document (English) • Home Language document • Participant’s Manual • Newsprint and Kokis
METHOD: Individual, pair and group sharing, jig-saw

OUTCOMES: By the end of this activity participants should be able to:

- recognize and compare the differences between Home and English First Additional language skills to be taught in Grades 1 - 3.

FACILITATOR’S INPUT

Briefly discuss the layout of the Phase Overview of the Language Skills to be taught in Grades 1 - 3 in the First Additional Language document (Section 2) and Home Language document (Section 2).

- The Phase Overview gives a breakdown of the content to be taught in each grade from Grade 1 – 3.
- It is the equivalent of a phase plan or a learning programme.

PARTICIPANT’S TASKS

Step 1: In pairs participants will page through the English First Additional Language document Section 2.

Step 2: Participants will work in groups. Each group will be given the **SAME** component for **Grade 1** from the Overview of the Language Skills to be taught in English First Additional Language (EFAL) and Home Language eg. (Listening and Speaking, Phonics, Reading and Viewing, Handwriting and Writing)



Step 3: Give each group the **SAME** component that they worked on for the Home Language activity: Overview of Language Skills to be taught in Grades 1 - 3.

Step 4: In their respective groups participants will do a comparison between each language component to be taught in English FAL and Home Language for **Grade 1** only.

Step 5: In their respective groups participants will record in the table in the Participant’s Manual **Page 30** the similarities and differences in the language skills to be taught for their given component for Grade 1 in both Home Language and English FAL.

OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN ENGLISH FAL AND HOME LANGUAGE in GRADE 1		
COMPONENT	HOME LANGUAGE	ENGLISH FIRST ADDITIONAL LANGUAGE
Listening and Speaking		
Phonics		
Reading and Viewing		
Handwriting		
Writing		

PRESENTATION AND DISCUSSION (A JIG-SAW)

Once groups have completed their recording in the Participant’s Manual, they will share their inputs on each component using the jig-saw method.

CONSOLIDATION

- English FAL is not offered in Grade R.
- Listening and Speaking are given a high weighting in FAL.
- Reading and Writing skills are introduced incrementally from Grade 1 – 3 in FAL.

REFLECTION

Participants reflect on the differences between the Language skills to be taught in English FAL and Home Languages in Grade 1.



TOPIC: GETTING TO KNOW MATHEMATICS IN THE FOUNDATION PHASE
TARGET GROUP: DISTRICT OFFICIALS
ACTIVITY: CONTENT FOR MATHEMATICS IN GRADES R – 3 (CHAPTER 2)
SUGGESTED TIME ALLOCATION: 1 hour
RESOURCES: <ul style="list-style-type: none"> • Mathematics document • Participant’s Manual • Newsprint and Kokis
METHOD: Individual, pair and group sharing, gallery walk

OUTCOMES: By the end of this activity participants should:

- Be familiar with the structure and layout of the Mathematics document for grades R - 3;
- Be able to discuss and engage with the content of Chapter 2 of the Mathematics document;
- Know the teaching practices and classroom management skills that are important for teaching Mathematics in Grades R - 3.

FACILITATOR INPUT

Introduce this activity by discussing the structure and content of the documents:

- A separate Grade R document
- A separate Grades 1 - 3 document

Both documents are structured as follows:

Four chapters in both documents:

- Section 1: Generic
- Section 2: Foundation Phase Mathematics
- Section 3: Content Specification and Clarification
- Section 4: Assessment

Step 1: Participants will page through the Mathematics documents to get a sense of the structure and layout.



Step 2: Give each of your groups one of the tasks from this table. If you have more than 8 groups give one task to two groups. Participants will refer to Section 2 of the Mathematics document and record their responses in the Participant’s Manual on **page 29-31**. Explain how each group is expected to engage with the task. Leave groups to interact and complete the task given.

Task 1: Do the Specific Aims match with the Specific Skills? Draw a table to show the comparison.		
Task 2: What is the focus of the content areas? Draw a spider diagram to show how the different components link to Mathematics. (Hint: Look at “What is Mathematics?”)		
Task 3: List the components that you would include in a Mathematics lesson for Grades 1 - 3?		
Task 4: Design a template for a daily Mathematics lesson. Include all aspects in the document, and indicate briefly what is expected to be recorded.		
Task 5: What is Mental Mathematics? Design 5 questions you will ask teachers to find out what they understand Mental Mathematics to be.		
Task 6: Grade R is a very important year. List ways in which Mathematics can be integrated into the Daily Programme.		
Task 7: Identify how learners experiencing barriers to learning will be catered for during the Mathematics lesson. Make a checklist teachers can use to ensure that these learners are not marginalized.		
Task 8: Mathematics in the Foundation Phase relies on the use of concrete equipment such as counters. Read through the list of Recommended Resources. List them according to the following :		
Order of importance	Can be home-made	Important but missing from the document.

Walk around and monitor group participation, giving help where needed. Take note of the groups’ discussions to use in the feedback session. Encourage participants to think about classroom situations when completing their task.



Step 3: In their groups participants will consolidate their responses and record it on a poster (newsprint). Each group will display their posters on the wall in a designated place. Place a blank piece of paper next to each poster.

Step 4: Participants move around from poster to poster, engaging with each of the 7 activities, recording questions and comments on the blank paper. Make sure you engage with each group during this step.

CONSOLIDATION:

- Give a summary of the responses on the posters.

REFLECTION:

Participants will reflect on the teaching practices and the classroom management skills for Mathematics as set out in the CAPS.



GETTING TO KNOW MATHEMATICS IN THE FOUNDATION PHASE
TARGET GROUP: DISTRICT OFFICIALS
ACTIVITY: MATHEMATICS PHASE OVERVIEW FOR GRADES R – 3 (CHAPTER 3)
SUGGESTED TIME ALLOCATION: 1 hour and 30 minutes
RESOURCES: <ul style="list-style-type: none"> • Mathematics document • Participant’s Manual page • Newsprint and Kokis
METHOD: Group sharing

OUTCOMES: By the end of this activity participants should have engaged with:

- the Mathematics Phase Overview and the Grade Overview for Grades R - 3
- the concept development for some of the content areas from grade to grade.

<p>FACILITATOR INPUT</p> <p>Briefly discuss the layout of the Mathematics Phase Overview in the Mathematics document and the Mathematics Overview per Grade and highlight the purpose and differences:</p> <ul style="list-style-type: none"> • Mathematics Phase Overview gives a breakdown of the content to be taught in each grade from Grade R - 3 <i>(is written in the format of a phase plan or a learning programme)</i> • Mathematics Overview per Grade gives a breakdown of the content to be taught in each of the terms in each Grade. <i>(is written in the format of a grade plan or work schedule)</i>
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PARTICIPANT’S TASKS

Step 1: Allow the participants to page through Section 3: Mathematics Phase Overview to get a broad overview of the content layout per grade.

Step 2: Give each group one of the following concepts to be done in:

TASK 1	Number Concept development: Counting
TASK 2	Number Concept development: Represent Whole numbers
TASK 3	Number Concept development: Describe and compare whole numbers



TASK 4	Number Concept development: Place Value
TASK 5	Problem solving techniques
TASK 6	Addition and subtraction
TASK 7	Geometric and Number patterns
TASK 8	Position, orientation and views; Symmetry
TASK 9	3 D Shapes; 2 D shapes;
TASK 10	Mass and Capacity/Volume
TASK 11	Data Handling: all concepts

If you have more than 11 groups you can give one concept to two groups. On the other hand if you have less than 11 groups you should cover at least one concept for each of the five content areas of Mathematics.

Step 3: Demonstrate this activity by using the concept of Money. Show participants how to track the development and progression of the concept of Money from grade to grade.

CONCEPT: Money

GRADE R	GRADE 1	GRADE 2	GRADE 3
<ul style="list-style-type: none"> • Concept 	<ul style="list-style-type: none"> • Concept plus... • New concept 	<ul style="list-style-type: none"> • Concept + Higher Number Range • Concept + Higher Number Range 	<ul style="list-style-type: none"> • Concept + open ended number range • Concept with open ended number range • New concept

Step 4: Participants in their groups will then proceed to investigate the development of the concept that they were given in Step 2. They will track the development of the concept from Grade R - 3 and record it in the Participant's Manual on [Page 34-35](#). Use the Mathematics Phase Overview for this activity.



CONCEPT: _____ : Phase Overview

GRADE R	GRADE 1	GRADE 2	GRADE 3

Step 5: Participants will now track the development and progression of the given concept across a specific grade (which can be chosen by the group or given by the facilitator) using the Grade Overview. They will record it in the table in the Participant’s Manual on **Page 38**.

CONCEPT: _____ **GRADE:** _____

TERM 1	TERM 2	TERM 3	TERM 4

Step 6: Give participants the opportunity to discuss briefly the following questions and give feedback:

- Is the development of concepts from Grade R - 3 clear and workable?
- Is the development of concepts across the grade from term 1 to term 4 clear and workable?

CONSOLIDATION:

- Reinforce the difference between the Phase Overview and the Grade Overview
- FAQ: *My learners are so slow. What do I do if my learners are not ready to do what is required in that term?*

REFLECTION

Participants reflect on the difference between the Phase and Grade Overview.



GETTING TO KNOW MATHEMATICS IN THE FOUNDATION PHASE
TARGET GROUP: DISTRICT OFFICIALS
ACTIVITY: CHAPTER 3: PROBLEM SOLVING
SUGGESTED TIME ALLOCATION: 1 hour
RESOURCES: <ul style="list-style-type: none"> • Mathematics document • Participant’s Manual page • Newsprint and Kokis
METHOD: Information sharing, working in pairs, group work

OUTCOMES: By the end of this activity participants should have:

- discussed and engaged with the different problem types in Chapter 3
- discussed and understood the importance of word problems in creating the contexts for the development of mathematical concepts.

FACILITATOR’S INPUT

A problem is a task that requires the person solving the problem to use knowledge, understanding and skills that he/she has acquired from other activities and to apply these to the new and unfamiliar situation and come up with a solution.

- Define ‘Problem Solving’.
- Refer participants to the different problem types that have been written into the Grades R - 3 Curriculum.
- Discuss what teachers should know about how to choose good word problems that will provoke children to give a response.



SCENARIO:

The February 2011 Annual National Assessment (ANA) analysis has shown that learners both in Grades 2 and 3 scored poorly on word problems. (They could not understand the problem and left it out, some did drawings but could not solve it, others tried to write a number sentence but it was wrong, some rewrote the word problem verbatim). It was quite clear that these learners were never exposed to word problems in their Mathematics lessons.

The Circuit Manager of your District has asked you and your team of Foundation Phase advisors to conduct a workshop on “Problem solving in the Foundation Phase”. Your target group will be Foundation Phase Heads of Department and Lead Teachers.

PARTICIPANTS’ TASKS

Step 1: Each pair in their respective group will read and discuss a response to the given Scenario. Participants would be referred to the different problem types for each grade in Chapter 3 of the Mathematics document for Grades R - 3.

Step 2: Ask the participants to solve the following problem in the Participant’s Manual on Page 41 in their groups, in pairs or individually using any method they like. Read the problem through twice, while participants follow the written text.

Do not interpret the problem in any way! Neither should you discuss it at all with the participants. Simply present it to them and leave them to work it out.

There are some rabbits and some rabbit hutches. If 7 rabbits are put in each hutch there is 1 rabbit left over. If 9 rabbits are put in each hutch, 1 hutch is left over. How many rabbits and how many hutches are there?

While the groups are busy, walk around and listen to their discussions. Do not engage in discussions, but you may give advice such as “You still need to think a bit further”, “Is there another way you could work it out?”, and “You are on the right track”. Depending on the time available, give them at least 5 minutes to work on solving the problem.



Step 3: At the end of about 10 minutes stop the discussions and check if anyone has reached a solution. At this point a solution is not important. You are looking at the process rather than the final product.

Discuss how the problem solving sessions should be managed in a typical Mathematics lesson:

<ul style="list-style-type: none"> • Discuss the problem solving strategies that they used: e.g. understanding the problem, discussion, language, drawings, finding the pattern, higher order questioning, working from the known to the unknown.
<ul style="list-style-type: none"> • As groups come up with some more examples, discuss how these should be handled in class i.e. do not tell children what method to use to solve the problem. Allow them to come up with their own ways of tackling the problem.
<ul style="list-style-type: none"> • Ask one participant to explain how she/he solved the problem. Discuss the importance of the children explaining their own method and thinking. This relates to the process of finding a solution. Even if the answer is wrong, the process can be correct and often the child will realize his/her own mistake when verbalizing. Nevertheless, the correct answer is still important.
<ul style="list-style-type: none"> • Decide how you would assess the solutions, including the explanation of how the solutions were achieved.
<ul style="list-style-type: none"> • Discuss how the teacher will facilitate the process of problem solving with children who appear unable to even start.

Step 4: Divide participants into grade groups. Give three or four groups the problem types for one specific grade. The problem types for each grade will be found in Chapter 3 of the Mathematics document.

In pairs participants will interact with the given problem types for their grade and record the concepts that can be taught using problem solving in the Participant’s Manual on **page 42**.

GRADE	PROBLEM TYPE	CONCEPTS THAT CAN BE TAUGHT USING THIS PROBLEM TYPE



Step 5: In their groups participants will discuss the key points for the workshop on “Problem solving for Grades R - 3” (in response to the scenario) and record the main points in the **Activity Sheet** in the Participant’s Manual on **Page 42**.

The focus of the workshop should be on what types of problems will be dealt with in each grade as well as how problem solving skills/strategies should be developed in the early grades.

Activity Sheet: Problem Solving Workshop
1. What is problem solving?
2. What are the problem types that Grade R - 3 learners should be exposed to in the curriculum?
3. What problem solving skills/strategies should children know in the early grades?
4. What support would you give learners (including those experiencing barriers to learning) in Grades R - 3 in problem solving?
5. How would you assess learners in a problem solving session?

CONSOLIDATION

1. Hints on problem solving:

Teachers should ensure that the problem posed is appropriate and relevant (correct grade level). If it is too easy, no thinking will take place. If it is too difficult, the child will not even try. This can either be as a result of the number range or the language used.
Therefore the child’s level of development is important and must be considered when solving problems. No learning will take place if thinking is not involved.
<u>Word problems come first</u> . They provide the context which builds understanding. They do not come last just to check technical workings.
Always read the problem to the children. The purpose of problem solving is to develop thinking skills and not to test reading.



2. **Frequently Asked Question:** How do I know that the child has not just copied someone else, especially if they are allowed to discuss the problem?

REFLECTION

Participants reflect on the importance of problem solving in Mathematics in Grades R-3.



GETTING TO KNOW MATHEMATICS IN FOUNDATION PHASE
TARGET GROUP: FOUNDATION PHASE TEACHERS
ACTIVITY: CLARIFICATION NOTES ,TEACHING METHODOLOGY AND CLASSROOM MANAGEMENT
TIME ALLOCATION: 1 hour and 30 minutes
RESOURCES: <ul style="list-style-type: none"> • Mathematics document • Participant’s Manual • News print and Kokis
METHOD: Information sharing, working in pairs, group work

OUTCOMES: By the end of this activity participants will have

- interacted with the clarification notes and teaching guidelines for Grades R to 3;
- used the CAPS clarification notes and teaching guidelines to develop Counting and Mental Mathematics activities
- read and discussed the clarification notes and teaching guidelines for Grade R and planned activities for the Daily Programme;
- interacted with practical activities for counting and mental Mathematics;
- participated in a simulated group teaching focus time
- indicated how activities can be adapted and differentiated for learners with barriers to learning.

FACILITATOR’S INPUT

- Discuss the Clarification Notes in Section 3: Mathematics
- Revise the components of the Maths lesson (1 hour 24 minutes) i.e. **Whole Class** – about 24 minutes: *Counting, Mental Maths, Number Sense Development* and **Group Teaching** – about 50 minutes: *Concept Development, Solving Problems*.
- Discuss the order, asking questions such as: *must we always start with whole class counting? What is the value of this? Are the groups that work with the teacher, in a small group situation, ability groups?*



PARTICIPANT'S TASKS

Step 1: Page through **Chapter 3: Clarification notes and Teaching Guidelines for Grades R to 3** and get a broad overview of the content layout per grade.

Step 2: Your facilitator will give your group **ONE** of the tasks from the table below for this activity.

Task 1	Grade R : Term 1 Week 4 Numbers
Task 2	Grade R : Term 1 Week 5 Numbers
Task 3	Grade 1 :Term 1 Counting
Task 4	Grade 2: Term 1 Counting
Task 5	Grade 3 :Term 1 Counting
Task 6	Grade 1: Term 1 Mental Mathematics
Task 7	Grade 2: Term1Mental Mathematics
Task 8	Grade 3: Term1 Mental Mathematics

Step 3: Work in pairs and plan activities for a Grade R programme for Tasks **1 and 2** and record it in the table below. Also state how the activities can be adapted for children experiencing barriers to learning.

GRADE R ACTIVITIES	
Term 1 Week 4	Term 1 Week 5



You will work in pairs and plan activities for **Tasks 3, 4 and 5** and record it in the table below. Also state how the activities can be adapted for learners with barriers to learning

COUNTING ACTIVITIES		
Grade 1: Term1	Grade 2: Term1	Grade 3: Term1
You will work in pairs and plan Mental Mathematics activities to be done with the whole class for Tasks 6 to 7		
MENTAL MATHEMATICS ACTIVITIES		
Grade 1: Term1	Grade 2: Term1	Grade 3: Term1



Step 4: In pairs briefly discuss ways in which the class can be organised so that teaching time is not wasted during the transition between whole class and small group sessions.

Step 5: Classroom Management:

Discuss group rotation and independent activities. The table below gives an indication of what the teacher will have to prepare each day.

The Mathematics weekly lesson plan should include:

- group rotation and independent activities for the week
- estimation activities
- counting activities
- concept development
- problem solving

Step 6: For this activity the facilitator will put you in Groups (Grade 1 to 3). In your grade group. You will discuss how to plan a weekly Mathematics lesson for Grades 1 to 3 that should include a whole class session and small group teaching sessions for: **Number, Operations and Relations Term 1**. Use **Section 3: Clarification Notes and Guidelines** as a resource.

Step 7: Your group will record their Mathematics weekly lesson plan in the table below:

MATHEMATICS WEEKLY LESSON PLAN: CONTENT FOR GRADE _____				
DAY	WHOLE CLASS ACTIVITY	GROUP TEACHING SESSIONS		INDEPENDENT ACTIVITIES
MONDAY		GROUP W	GROUP X	
TUESDAY		GROUP Y	GROUP Z	
WEDNESDAY		GROUP W	GROUP X	
THURSDAY		GROUP Y	GROUP Z	
FRIDAY		CHOOSE THE GROUPS THAT NEED MOST ATTENTION		



CONSOLIDATION

Frequently asked question (FAQ):

I don't have space to do group teaching, and anyway, what harm will it do to teach the class as a whole? I have too many children in my class to do Group Teaching. What must I do?

REFLECTION

You will reflect on the clarification notes, teaching methodology and classroom management.



GETTING TO KNOW LIFE SKILLS IN THE FOUNDATION PHASE
TARGET GROUP: DISTRICT OFFICIALS
ACTIVITY : LIFE SKILLS STUDY AREAS (SECTION 2)
SUGGESTED TIME ALLOCATION: 1 hour
RESOURCES: <ul style="list-style-type: none"> • Life Skills document • Participant’s Manual • Newsprint and Kokis
METHOD: Information sharing, group work

OUTCOMES: By the end of this activity participants should:

- be familiar with the structure and content layout of the Life Skills document;
- have engaged and interacted with the Life Skills Study Areas and other aspects related to the teaching of Life Skills in Grade R - 3 in Section 2

FACILITATOR INPUT:

Introduce the Life Skills subject:

1. Life Skills is aimed at the holistic development of the child (social, intellectual, emotional and physical development).
2. There are four Study Areas for Life Skills:
 - Beginning Knowledge – drawn from Social Sciences (History and geography); Natural Sciences and Technology.
 - Personal and Social Well-Being – social health, emotional health, our environment including values and attitudes
 - Creative Arts
 - Physical Education
3. Beginning Knowledge and Personal and Social Well-Being have been infused.
4. Creative Arts is made up of:
 - Performing Arts which is a combination of Music, Dance and Drama
 - Visual Arts
5. The structure of the document:
 - a) Section 1 : Generic
 - b) Section 2: Life Skills Study Areas and other aspects
 - c) Section 3: Outline of Content for Grades R - 3
 - d) Section 4: Assessment



PARTICIPANT'S TASKS

Step 1: Participants will page through the Life Skills document and read Section 2.

Step 2: Give each group a task to do from the table below. If you have more than 9 groups give one task to two groups (task 6 will be done by 3 groups).

Task 1: Describe the Life Skills Study Area, Beginning Knowledge, and the time allocation per week in Grades R - 3 and also identify possibilities for integration with the other Life Skills Study Areas and with other subjects.
Task 2: Describe the Life Skills Study Area, Personal and Social Well-Being, and the time allocation per week in Grades R - 3 and also identify possibilities for integration with the other Life Skills Study Areas and with other subjects.
Task 3: Describe the Life Skills Study Area, Creative Arts, and the time allocation per week in Grades R - 3 and also identify possibilities for integration with the other Life Skills Study Areas and with other subjects.
Task 4: Describe the Life Skills Study Area, Physical Education, and the time allocation per week in Grades R - 3 and also identify possibilities for integration with the other Life Skills Study Areas and with other subjects.
Task 5: Describe how the Life Skills Study Areas can be included in the Grade R Daily Programme and also identify possibilities for integration with the other subjects.
Task 6: Read the list of perceptual skills for Grades R – 3. Choose four perceptual skills and identify activities that can be done in any of the subjects in Grades R - 3. Let three groups work on this task.
Task 7: Explain how learners experiencing barriers to learning can be catered for during Life Skills lessons more especially during Music, Dance, Drama and Physical Education lessons.

Step 3: Participants will discuss their given task and record their responses in the table in the Participant's Manual [Page 48](#).

Step 4: Each group will prepare a short presentation on their task.



PRESENTATION AND DISCUSSION

- Allow each group to do a short presentation on their task. Encourage participants to engage freely with each group's presentation. Manage the time carefully.

CONSOLIDATION

Summarise the Life Skills Study Areas and the time allocation per week for Grades R – 3.

LIFE SKILLS STUDY AREAS	TIME ALLOCATION	GRADE
Beginning Knowledge	1 hour per week	Grades R - 2
	2 hours per week	Grade 3
Physical and Social Well-Being	1 hour per week	Grades R - 3
Creative Arts made up of Performing Arts (Music, Dance and Drama) and Visual Arts	2 hours per week	
Physical Education	2 hours per week	
Total time allocation for Life Skills	6 hours	Grades R - 2
	7 hours	Grade 3

REFLECTION

- Participants will reflect on the each of the Life Skills Study areas.



GETTING TO KNOW LIFE SKILLS IN THE FOUNDATION PHASE
TARGET GROUP: DISTRICT OFFICIALS
ACTIVITY : LIFE SKILLS CONTENT (SECTION 3)
SUGGESTED TIME ALLOCATION: 1 hour and 30 minutes
RESOURCES: 1. Life Skills document 2. Participant's Manual 3. Newsprint and Kokis
Method: Information sharing in pairs and groups, gallery walk

OUTCOMES: By the end of this activity participants should have:

- discussed the layout of the content for each of the Life Skills Study Areas for Grades R - 3;
- interacted and engaged with the content of one Life Skills Study Area for one specific grade ;
- participated in discussions relating to all Life Skills Study Areas for Grades R - 3.

FACILITATOR INPUT:

Briefly discuss the layout of the content in Section 3 of the Life Skills document, using one of the grades.

1. Recap that there are four main Study Areas in Life Skills
 - Beginning Knowledge
 - Physical and Social Well-being
 - Creative Arts
 - Physical Education
2. The Life Skills Study Areas for Beginning Knowledge and Physical and Social Well-Being have been combined
3. The content for each grade is divided into four terms for each Study Area namely:
 - Beginning Knowledge and Personal and Social Well-being
 - Creative Arts
 - Physical Education



PARTICIPANT'S TASKS

Step 1: Participants will page through the Grade R content layout in Section 3 of the Life Skills document to get an overview of the three Study Areas in Grade R. (*The content layout for Grades 1 – 3 is the same as for Grade R*).

Step 2: Divide participants into grade groups. Give each grade group a specific Life Skills Study Area. Allocate a task to each group. Participants will work in their groups to engage with the content of a Life Skills Study Area (referred to in their task) for Term 1 of a specific grade and record their responses in the Participant's Manual on **Page 52**.

TASK 1: Plan activities and think of teaching resources that you will need for your lessons on each of the topics for Beginning Knowledge and Personal and Social Wellbeing for Grade R, Term 1.
TASK 2: Choose any two topics from Beginning Knowledge and Personal and Social Well-being and describe how you will integrate them with Performing Arts and Visual Arts lessons for Grade R, Term 1
TASK 3: Write a list of activities and the equipment that will be needed to teach the Physical Education skills including Sports and Games for Grade R, Term 1.
TASK 4: Plan activities and think of teaching resources that you will need for your lessons on each of the topics for Beginning Knowledge and Personal and Social Well-being for Grade 1, Term 1.
TASK 5: Choose any two topics from Beginning Knowledge and Personal and Social Well-being and describe how you will integrate them with Performing Arts and Visual Arts lessons for Grade 1, Term 1
TASK 6: Write a list of activities and the equipment that will be needed to teach the Physical Education skills including Sports and Games for Grade 1 :Term 1
TASK 7: Plan activities and think of teaching resources that you will need for your lessons on each of the topics for Beginning Knowledge and Personal and Social Wellbeing for Grade 2, Term 1.
TASK 8: Choose any two topics from Beginning Knowledge and Personal and Social Well-being and describe how you will integrate them with Performing Arts and Visual Arts lessons for Grade 2: Term 1
TASK 9: Write a list of activities and the equipment that will be needed to teach the Physical Education skills including Sports and Games for Grade 2 :Term 1
TASK 10: Plan activities and think of teaching resources that you will need for your lessons on each of the topics for Beginning Knowledge and Personal and Social Wellbeing for Grade 3, Term 1.



TASK 11: Choose any two topics from Beginning Knowledge and Personal and Social Well-being and describe how you will integrate them with Performing Arts and Visual Arts lessons for Grade 3: Term 1

TASK 12: Write a list of activities and the equipment that will be needed to teach the Physical Education skills including Sports and games for Grade 3 :Term 1

Walk around and monitor group participation, giving help where needed. Take note of the groups' discussions to use in the feedback session. Encourage participants to think about classroom situations when completing their task.

Step 3: In their groups participants will consolidate their responses and record them on a poster (newsprint). Each group will display their posters on the wall. Organise the posters so that all the posters for each Study Area across the grades are displayed together. Place a blank piece of paper next to each poster.

Step 4: Participants move around, engaging with each of the 12 posters, recording questions and comments on the blank paper. Make sure you engage with each group during this step.

CONSOLIDATION:

- Identify commonalities and differences in each Study Area's posters, e.g. similar resources are used in different grades for Physical Education, Visual Arts etc.
- Share with the participants the following Frequently Asked Question:
FAQ: How can Life Skills provide the context for the teaching of Home Language, First Additional Language and Mathematics?

REFLECTION

Participants will reflect on the Life Skills Study Areas.



GETTING TO KNOW LIFE SKILLS
TARGET GROUP: DISTRICT OFFICIALS
ACTIVITY : PLANNING A TIME TABLE FOR LIFE SKILLS IN GRADES R - 3
SUGGESTED TIME ALLOCATION: 45 minutes
RESOURCES: 1. Life Skills document 2. Participant's Manual 3. Newsprint and Kokis
Method: Information sharing in pairs and groups

OUTCOMES: By the end of this activity participants should:

- be able to use the given time allocations for each of the Life Skills Study Areas to draw a weekly time table for Grades R - 3;

SCENARIO: Foundation Phase teachers tend to marginalize the subject Life Skills. One of the ways to ensure that Life Skills is given due attention in Grades R - 3 is to ensure that it is included in the daily time table with Languages and Mathematics. Hence you have been requested to assist Foundation Phase teachers to draw up a weekly time table for Life Skills.

FACILITATOR'S INPUT

Provide an overview of the policy requirements by making reference to the table in the Participant's Manual **on page 57**.

LIFE SKILLS STUDY AREAS	TIME ALLOCATION	GRADE
Beginning Knowledge	1 hour per week	Grades R - 2
	2 hours per week	Grade 3
Physical and Social Well-Being	1 hour per week	Grades R - 3
Creative Arts made up of Performing Arts (Music, Dance and Drama) and Visual Arts	2 hours per week	
Physical Education	2 hours per week	
Total Time allocation for Life Skills	6 hours	Grades R - 2
	7 hours	Grade 3



PARTICIPANT'S TASKS

Step 1: Participants will read the policy requirements (Life Skills Study Areas and time allocations) for Life Skills that is given in the Table in the Participant’s Manual on **page 58.**

Step 2: In grade groups the participants read the given Scenario. Give each group one of the tasks from the table below to respond to the scenario. They must complete their time table on a poster. (An exemplar template is provided.)

TASK 1: Draw a weekly time table for Life Skills for Grade 1 and ensure that at least one or two of the Life Skills Study Areas is taught daily.
TASK 2: Draw a weekly time table for Life Skills for Grade 2 and ensure that at least one or two of the Life Skills Study Areas is taught daily.
TASK 3: Draw a weekly time table for Life Skills for Grade 3 and ensure that at least one or two of the Life Skills Study Areas is taught daily.
TASK 4: Plan a weekly programme (Monday to Friday) and show how Life Skills Study Areas can be included every day in the daily programme for Grade R.
TASK 5: Draw a weekly time table for Life Skills for Grades 1 - 3 for a multi-grade class that has 13 Grade 1 learners, 10 Grade 2 learners and 9 Grade 3 learners.

Each group will finalize their draft timetables and ensure that they have included all the Life Skills Study Areas in the time table.

Exemplar time table template:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Step 3: Groups who developed a time table for the same grade swop and discuss the timetables.



Step 4: At the end of the session display all timetables on the wall for further viewing.

DISCUSSION AND REFLECTION

Groups reflect and discuss challenges experienced in drawing up the time table.

CONSOLIDATION

- Explain and summarise the timetabling process by making reference to this exemplar timetable for Grades 1 – 2.
- Different school contexts should be considered when drawing up a timetabling for example sharing of Physical Education equipment (balls, skipping ropes, hoops) across grades etc.
- It is also important that Physical Education lessons be scheduled before noon in the summer months.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Beginning Knowledge and Personal and Social Well Being (30 minutes per day)				
Physical Education (30 minutes)		Physical Education (30 minutes)	Physical Education (30 minutes)	Physical Education (30 minutes)
	Visual Arts (60 minutes)			
		Performing Arts 30 minutes per day		Performing Arts 30 minutes per day

Please note that for Grades 1 – 3:

- Physical Education can be timetabled: Four 30 minute sessions OR two 60 minute sessions.
- Visual Arts can be timetabled: one 60 minute session OR two 30 minute sessions.
- Performing Arts can be timetabled: two 30 minute sessions. Also note that Music and Dance can be infused. Drama can be infused with Language activities.
- For Grade 3 an additional hour is given to Beginning Knowledge, which can be timetabled with Personal and Social Well-Being: four 45 minutes sessions OR three 60 minute sessions.
- For Grade R your weekly time table should be informed by your Daily Programme.

REFLECTION

Participants reflect on the exemplar time table for Grades 1 - 2.





PLANNING AND ASSESSMENT
TARGET GROUP: DISTRICT OFFICIALS
ACTIVITY : DESIGNING A TIME TABLE FOR GRADES R - 3
SUGGESTED TIME ALLOCATION: 1 hour and 30 minutes
RESOURCES: <ol style="list-style-type: none"> Participant’s Manual Newsprint and Kokis A3 timetable template for each group
Method: Information sharing in pairs and groups, gallery walk

OUTCOMES: By the end of this activity participants should:

- be able to use time allocations set out in the policy to design a daily integrated programme for Grade R (daily) or a class time table Grades 1 – 3 (weekly).

FACILITATOR’S INPUT

Discuss the designing of a timetable for Grades R – 3 using the time allocations that have been set out in the policy for the Foundation Phase in the table below. All subjects will need to be taught every day, Monday to Friday, in Grades R - 3. The four Life Skills Study Areas also need to be catered for during the week.

PARTICIPANT’S TASKS

Step 1: In pairs participants will engage with the time allocation given in the table for Foundation Phase in the Participant’s Manual **Page 61.**

SUBJECT	WEEKLY TIME ALLOCATION	DAILY TIME ALLOCATION	GRADE
HOME LANGUAGE:	10 hours	2 hours per day	Grade R
HOME LANGUAGE : (scenario where Home Language is given 7 hours)	7 hours	1 hour 24 minutes	Grades 1 - 3
HOME LANGUAGE : (scenario where Home Language is given 8 hours)	8 hours	1 hour 36 minutes per day	Grades 1 - 3
FIRST ADDITIONAL LANGUAGE: (scenario where FAL is given 2 hours)	2 hours	24 minutes per day	Grades 1 - 2
FIRST ADDITIONAL LANGUAGE: (scenario where FAL is given 3 hours)	3 hours	36 minutes per day	Grade 3
MATHEMATICS:	7 hours	1 hour 24 minutes per day	Grades R -3
LIFE SKILLS	6 hours	1 hour 12 minutes per day	Grades R - 2
	7 hours	1 hour 24 minutes per day	Grade 3
Total Teaching time	23 hours	4 hours 36 minutes per day	Grades R - 2
Total Teaching time	25 hours	5 hours per day	Grade 3



Step 2: In groups participants brainstorm and design a daily integrated programme for Grade R (daily) and a class time table Grades 1 – 3 (weekly). They will use one of the templates in the Participant’s Manual on [page 62-63](#) to design their daily programme/timetable.

Give each group one of the following tasks:

TASK 1: Look at the exemplar Grade R programme in Section 2 Home Language CAPS document. Design a daily integrated programme for Grade R. Take into account the daily contact time of 4 hours 36 minutes.
TASK 2: Design a weekly (Monday to Friday) class time table for all subjects for Grade 1 in a school that has chosen to offer 8 hours of Home Language and 2 hours of First Additional Language.
TASK 3: Design a weekly (Monday to Friday) class time table for all subjects for Grade 1 in a school that has chosen to offer 7 hours of Home Language and 3 hours of First Additional Language.
TASK 4: Design a weekly (Monday to Friday) class time table for all subjects for Grade 2 in a school that has chosen to offer 8 hours of Home Language and 2 hours of First Additional Language.
TASK 5: Design a weekly (Monday to Friday) class time table for all subjects for Grade 2 in a school that has chosen to offer 8 hours of Home Language and 2 hours of First Additional Language.
TASK 6: Design a weekly (Monday to Friday) class time table for all subjects for Grade 3 in a school that has chosen to offer 8 hours of Home Language and 3 hours of First Additional Language.
TASK 7: Design a weekly (Monday to Friday) class time table for all subjects for Grade 3 in a school that has chosen to offer 7 hours of Home Language and 4 hours of First Additional Language.

If you have more than 6 groups, give one task to 2 or 3 groups.

Participants should be encouraged to be creative when drawing up a timetable, whilst adhering to the policy requirements.

Step 3: Each group will finalize their timetable and record it on a poster. You may find it useful to give each group an A3 timetable template.

Step 4: Each group will display their posters on the wall in a designated place. Place a blank piece of paper next to each poster.

Step 5: Participants move around, engaging with each group’s timetable, recording questions and comments on the blank paper.

Step 6: Discuss the exemplar Grade R daily programme and the exemplar Grade 2 timetable in the Participant’s Manual on [page 62-63](#).



EXEMPLAR DAILY PROGRAMME FOR GRADE R

SUGGESTED DAILY PROGRAMME: GRADE R		
Contact Time: 4h 36 m per day		
This is an adapted version of the integrated Daily Programme in the Mathematics and Home Language document. This Daily Programme should be adapted for your learning environment		
TEACHING TIME	ARRIVAL	Learners arrive and pack away their bags. Speaking to learners as they arrive.
36 min	TEACHER GUIDED ACTIVITY Home Language Mathematics Life Skills	GREETING BIRTHDAYS WEATHER CHART REGISTER NEWS Beginning Knowledge and Personal and Social well-being included. Health checks. Introduction of new concepts and skills, ideas songs or rhymes or announcements during this morning ring. Whole class Shared Reading to be done from the daily news recording.
50 min	CREATIVE ARTS (Every day: 1 MAIN + 2/3 supporting activities) FREE PLAY INSIDE TIDY UP Home Language, Life Skills Mathematics	Visual Arts included. Learners choose what to do, interacting with the materials during this work time. Fantasy play, role play, construction- play, blocks educational toys, perceptual – games, puzzles, book corner etc.
30 min	TEACHER GUIDED ACTIVITY Home Language Mathematics Life Skills	Small Group work e.g. working with numbers, experimenting or using material to solve problems etc.
10 min	TOILET ROUTINE Home Language, Life Skills Mathematics	Supervise routine
20 min	REFRESHMENTS Home Language, Life Skills Mathematics	Supervise routine
60 min	FREE PLAY OUTSIDE And TIDY UP Home Language, Life Skills Mathematics	Structured and planned Physical Education included.
10 min	TOILET ROUTINE Home Language, Life Skills Mathematics	Supervise routine
30 min	TEACHER GUIDED ACTIVITY Home Language Mathematics Life Skills	Performing arts including music, movement. Physical Education can also be included in this time slot.
30 min	STORY TIME Home Language, Life Skills Mathematics	Do story telling and Shared Reading from Big Books Also include phonics.
	DEPARTURE	Learners rest and depart
4h 36 min		



EXEMPLAR WEEKLY TIME TABLE FOR GRADE 2

GRADE 2 – 23 hours (HL = 7hrs; FAL = 3hrs)					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
08:00-08:30	Home Language	Mathematics	First Add. Lang	Mathematics	Home Language
08:30-09:00	Home Language	Mathematics	First Add. Lang	Mathematics	Home Language
09:00-09:30	Home Language	Mathematics	Mathematics	Mathematics	Home Language
09:30-10:00	Mathematics	Phys. Ed	Mathematics	Beg. Know. & Pers.	Phys. Ed
10:00-10:30	Mathematics	Phys. Ed	Mathematics	Beg. Know. & Pers.	Phys. Ed
10:30-11:00	B	R	E	A	K
11:00-11:30	Beg. Know.& Pers.	Home Language	Home Language	Home Language	Mathematics
11:30-12:00	Beg. Know.& Pers.	Home Language	Home Language	Home Language	Mathematics
12:00-12:30	Creative Arts (P)	Home Language	Creative Arts (V)	Home Language	Mathematics
12:30-12:45	B	R	E	A	K
12:45-13:15	First Add. Lang	First Add. Lang	Creative Arts (V)	First Add. Lang	Creative Arts (P)
13:15-13:30		First Add. Lang		First Add. Lang	
	Please note that time for Tuesday and Thursday has been extended by 15 minutes per day				



GRADE 3 (HL = 8hrs; FAL = 3hrs)					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
08:00-08:30	Beg. Know.& Pers.	Mathematics	First Add. Lang	Mathematics	Home Language
08:30-09:00	Beg. Know.& Pers	Mathematics	First Add. Lang	Mathematics	Home Language
09:00-09:30	Creative Arts (V)	Mathematics	Mathematics	Mathematics	Home Language
09:30-10:00	Mathematics	Beg. Know. & Pers.	Mathematics	Beg. Know. & Pers.	Phys. Ed
10:00-10:30	Mathematics	Beg. Know. & Pers.	Mathematics	Beg. Know. & Pers.	Phys. Ed
10:30-11:00	B	R	E	A	K
11:00-11:30	Home Language	Home Language	Home Language	Creative Arts (V)	Mathematics
11:30-12:00	Home Language	Home Language	Home Language	Home Language	Mathematics
12:00-12:30	Home Language	Home Language	Home Language	Home Language	Mathematics
12:30-12:45	B	R	E	A	K
12:45-13:15	First Add. Lang	First Add. Lang	Phys. Ed	Home Language	Creative Arts (P)
13:15-13:30	First Add. Lang	First Add. Lang	Phys. Ed	Home Language	Creative Arts (P)

CONSOLIDATION: Use the comments and questions written on the pieces of paper next to the timetables and the discussions to recap the timetabling process.

Explain to participants that although each subject is allocated a weekly time allocation, the daily time per subject needs to be practical and manageable. For example: The weekly time allocation for Mathematics is 7 hours (1 hour 24 minutes per day). A school may choose to have 1 hour 30 minutes lessons on Monday, Tuesday, Wednesday and Thursday and 1 hour on Friday.

REFLECTION: Participants will reflect on how to design a weekly class timetable.



PLANNING AND ASSESSMENT
TARGET GROUP: DISTRICT OFFICIALS
ACTIVITY : OVERVIEW OF LESSON PLANNING AND ASSESSMENT IN GRADES R - 3
SUGGESTED TIME ALLOCATION: 1 Hour
RESOURCES: 1. Participant’s Manual 2. Home Language document 3. First Additional Language document 4. Mathematics document 5. Life Skills Document 6. Newsprint and Kokis
METHOD: Information sharing in groups

OUTCOMES: By the end of this activity participants should:

- become familiar with the main components of a lesson plan for Grades R - 3;
- interact and engage with the exemplar assessment activities given in the Home Language, First Additional Language and Mathematics documents;

FACILITATOR’S INPUT

For this activity give an overview of planning and assessment in CAPS.

1. **Phase Overview** (equivalent to a phase plan/learning programme) for Grades R - 3 is given for these subjects
 - Home Language ,
 - First Additional Language, and,
 - Mathematics
2. **Grade Overview for Grades R - 3 is given** (equivalent to a grade plan/work schedule) for Grades R - 3 is given for these subjects
 - Home Language ,
 - First Additional Language
 - Mathematics, and,
 - Life Skills



3. Assessment in Grades R – 3
<ol style="list-style-type: none"> 1. 100% School Based Assessment in Grades R – 3 2. Number of formal assessment tasks has been given in Section 2 of Home Languages , First Additional Language and Mathematics documents <ul style="list-style-type: none"> • Suggested formal and informal activities have been given in Section 3 of Home Languages and First Additional Language documents • Exemplar Mathematics tasks for Grades R - 3 is given in Section 4 of Mathematics Document • Life Skills there will be one assessment task per term that would include assessment activities for each of Life Skills Study Areas namely Beginning knowledge and Personal and Social Well Being, Creative Arts and Physical Education
4. Assessment in Grade R will be mainly informal (observation, oral and practical) and teachers would be encouraged to track and monitor each child’s progress by using checklists and holistic rubrics.
5. Annual National Assessments (ANA) is a baseline assessment and is administered in Grades 2 and 3 only (in the Foundation Phase). The main purpose of ANA is to monitor learner performance across the system in Grades 2 to 7 in Languages and Mathematics and provide appropriate interventions and support.

PARTICIPANT’S TASKS

Step 1: Give each group one of the following tasks from the table below (listing components for planning):

TASK 1: List the most important components that you would consider when designing a week’s lesson plans for Languages (Home and First Additional)
TASK 2: List the most important components that you would consider when designing a week’s lesson plans for Mathematics.
TASK 3: List the most important components that you would consider when designing a week’s lesson plans for Life Skills (Ensure that you include all the Life Skills study areas)
TASK 4: List the most important components that you would include when designing an integrated weekly lesson plans for Grade R. (Consult your weekly lesson plan.)



Step 2: Participants in their groups will discuss and record their responses for their given task (planning for assessment) in the Participant’s Manual on **Page 68**. Explain how each group is expected to engage with the task. Leave groups to interact and complete task given.

TASK 1: Read the suggested assessment activities given for Home Languages Grade 1 Term 1 and plan :

- when you will assess (in which weeks) ;
- the type of assessment;
- and the assessment tool and method

that you will use to assess Listening and Speaking, Reading, Phonics, Handwriting and Writing in Term 1 of Grade 1.

TASK 2: Read the suggested assessment activities given for First Additional Language Grade 1 Term 1 and plan :

- when you will assess (in which weeks) ;
- the type of assessment;
- and the assessment tool and method

that you will use to assess Listening and Speaking and Reading in Term 1 of Grade 1.

TASK 3: Read the suggested assessment activities given for Home Languages Grade 2 Term 1 and plan :

- when you will assess (in which weeks) ;
- the type of assessment;
- and the assessment tool and method

that you will use to assess Listening and Speaking, Reading, Phonics, Handwriting and Writing in Term 1 of Grade 2.

TASK 4: Read the suggested assessment activities given for First Additional Language Grade 2 Term 1 and plan :

- when you will assess (in which weeks) ;
- the type of assessment;
- and the assessment tool and method

that you will use to assess Listening and Speaking and Reading and Writing in Term 1 of Grade 2.



TASK 5: Read the suggested assessment activities given for Home Languages Grade 3 Term 1 and plan :

- when you will assess (in which weeks) ;
- the type of assessment;
- and the assessment tool and method

that you will use to assess Listening and Speaking, Reading, Phonics, Handwriting and Writing in Term 1 of Grade 3.

TASK 6: Read the suggested assessment activities given for First Additional Language Grade 3 Term 1 and plan :

- when you will assess (in which weeks) ;
- the type of assessment;
- and the assessment tool and method

that you will use to assess Listening and Speaking and Reading and Writing in Term 1 of Grade 3.

TASK 7: Read the exemplar assessment tasks that have been given in for Mathematics Grade 1, Term 1 and plan :

- when you will assess (in which weeks) ;
- the type of assessments;
- and the assessment tool and method

that you will use to assess the activities for this task.



TASK 8: Read the exemplar assessment tasks that have been given in for Mathematics Grade 2, Term 1 and plan :

- when you will assess (in which weeks) ;
- the type of assessments;
- and the assessment tool and method

that you will use to assess the activities for this task.

TASK 9: Read the exemplar assessment tasks that have been given in for Mathematics Grade 3, Term 1 and plan :

- when you will assess (in which weeks) ;
- the type of assessments;
- and the assessment tool and method

that you will use to assess the activities for this task.

TASK 10: Read the content of Grade 1 Term 1 for each Life Skills study area and plan out an assessment task that covers each study area. It must include:

- when you will assess (in which weeks) ;
- the type of assessments;
- and the assessment tool and method

that you will use to assess the activities for this task.

TASK 11: Read the content of Grade 3 Term 1 for each Life Skills study area and plan out an assessment task that covers each study area. It must include:

- when you will assess (in which weeks) ;
- the type of assessments;
- and the assessment tool and method

that you will use to assess the activities for this task.

TASK 12: Develop a holistic rubric for term 3 Languages for Grade R. Make sure you include all the language components.

Walk around and monitor group participation, giving help where needed. Take note of discussions to use in the feedback session. Encourage participants to think about classroom situations when completing their task.



PRESENTATION AND DISCUSSION

- Nominate one group per subject and the Grade R group to present their responses to their task. Encourage participants to engage with each group's presentation.

CONSOLIDATION

1. Briefly summarise the components of a lesson plan that can be used to develop a generic template Grades 1 – 3:
 - Subject, Term_, Week_, Day_
 - Topic / Concepts
 - Lesson Content (Teaching Activities)
 - Integration (where possible)
 - Assessment Activities
 - Support for learners experiencing barriers to learning
 - Teaching Resources
2. Summarise the types of assessment (oral, observation, practical, written recording, demonstration), assessment tools (holistic rubric, checklist, recording in class workbooks) assessment method (teacher, self, peer, group)

Frequently Asked Question: Should Foundation Phase teachers do weekly and daily lesson plans for all subjects?

REFLECTION

Participants will reflect on the requirements for planning and assessment in Grades R to 3.



PLANNING AND ASSESSMENT
TARGET GROUP: DISTRICT OFFICIALS
ACTIVITY : DESIGNING LESSON PLANS FOR GRADES R - 3
SUGGESTED TIME ALLOCATION: 1 hour
RESOURCES: 1. Participant’s Manual 2. Home Language document 3. First Additional Language document 4. Mathematics document 5. Life Skills Document 6. Newsprint and Kokis
METHOD: Information sharing in pairs and groups, gallery walk.

OUTCOMES: By the end of this activity participants should have:

- designed a **weekly lesson** plan for any one subject in grades R - 3.

FACILITATOR’S INPUT

Introduce this activity by stating the following:

1. Only one level of planning is required in CAPS, namely lesson planning ;
2. The content for each subject is laid out in a work schedule format;
3. A Language lesson plan should include: <ul style="list-style-type: none"> • Listening and Speaking • Phonics • Reading (Shared Reading, Group Guided Reading Activities) • Handwriting • Writing (Shared and Independent Writing Activities) Use the suggested guidelines given in Section 2 (Time Allocation) in the Language document which emphasizes a balanced Literacy approach



<p>4. A Mathematics lesson plan should include:</p> <ul style="list-style-type: none"> • Counting Skills • Mental Mathematics • Concept development • Problem Solving • Written Recording • Whole class activities • Planning for small group focused lessons (differentiated groups)
<p>5. A Life Skills lesson plan should include all the Life Skills study areas:</p> <ul style="list-style-type: none"> • Beginning Knowledge and Personal and Social Well-being • Creative Arts <ul style="list-style-type: none"> • Performing Arts (music, dance, drama) • Visual Arts • Physical Education <ul style="list-style-type: none"> • Warm-up • Main Activity • Cool-down
<p>6. Use the following resources to enhance your lessons</p> <ul style="list-style-type: none"> • DBE Workbooks • Grade R : Resource Kit • Foundations for Learning (FFL) Lesson Plans.

PARTICIPANTS TASKS

Step 1: Designing a weekly lesson plan: Give each group one of the tasks from the table below. The groups will discuss and design a lesson plan using one of the exemplar lesson plan templates in the Participant’s Manual on **Page 77-85**. They can record their lesson plan on a poster and display it on the wall. Leave groups to interact and complete task given.

TASK 1: Read through the Home Language content for Grade R, Term 1 and design a weekly lesson programme (Monday to Friday) for Week 1, Term 1.

TASK 2: Read through the Home Language content for Grade 1, Term 1 and design a weekly lesson plan (Monday to Friday) for Week 1.



TASK 3: Read through the Home Language content for Grade 2, Term 1 and design a weekly lesson plan (Monday to Friday) for Week 1.
TASK 4: Read through the Home Language content for Grade 3, Term 1 and design a weekly lesson plan (Monday to Friday) for Week 1.
TASK 5: Read through the Mathematics content for Grade R, Term 1 and design a weekly lesson plan (Monday to Friday) for Week 1.
TASK 6: Read through the Mathematics content for Grade 1, Term 1 and design a weekly lesson plan (Monday to Friday) for Week 1.
TASK 7: Read through the Mathematics content for Grade 2, Term 1 and design a weekly lesson plan (Monday to Friday) for Week 1.
TASK 8: Read through the Mathematics content for Grade 3, Term 1 and design a weekly lesson plan (Monday to Friday) for Week 1.
TASK 9: Read through the Life Skills content for Grade R, Term 1 and design a weekly lesson programme (Monday to Friday) for Week 1.
TASK 10: Read through the Life Skills content for Grade 1, Term 1 and design a weekly lesson plan (Monday to Friday) for Week 1.
TASK 11: Read through the Life Skills content for Grade 2, Term 1 and design a weekly lesson plan (Monday to Friday) for Week 1.
TASK 12: Read through the Life Skills content for Grade 3, Term 1 and design a weekly lesson plan (Monday to Friday) for Week 1.

Walk around and monitor group participation, giving help where needed. Take note of the groups' discussions to use in the feedback session. Encourage participants to think about classroom situations when completing their task.

Step 2: Each group will display their posters on the wall in a designated place. Place a blank piece of paper next to each poster.

Step 3: Participants move around, engaging with each of the activities, recording questions and comments on the blank paper.



Exemplar Lesson Plan Template: Home Languages Grade 1: Term 1: Week 1

COMPONENTS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Listening and Speaking					
Phonics					
Reading					
Handwriting					
Writing					

Exemplar Lesson Plan Template: First Additional Languages Grade 1: Term 1: Week 1

COMPONENTS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Listening and Speaking					
Phonics					
Reading					
Writing					

Exemplar Lesson Plan Template: Mathematics Grade 1: Term 1: Week 1

CONCEPTS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Counting					
Mental Mathematics					
Concept Development					
Problem Solving					



Exemplar Lesson Plan Template: Life Skills Grade 1: Term 1: Week 1

Topic:

LIFE SKILLS STUDY AREAS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Beginning Knowledge and Personal and Social Wellbeing					
Creative Arts (Performing Arts)					
Creative Arts (Visual Arts)					
Physical Education					

Exemplar Lesson Plan Template: Weekly Grade R: Term 1: Week 1

COMPONENTS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Step 4: Participants will engage with the exemplar lesson plan templates (Weekly and Daily) for Grades R – 3.

DISCUSSION AND CONSOLIDATION

Use the comments and questions written on the pieces of paper next to the lesson plans and the discussions to recap the lesson planning process.

REFLECTION:

Participants will reflect on the lesson planning process (weekly and daily) for Grades R - 3. Schools may choose to use a weekly lesson plan divided into the five school days or a separate daily lesson plan.



Exemplar Daily lesson Plan template for Grade__ Day and Date: _____

HOME LANGUAGE	
Listening and Speaking	
Phonics	
Handwriting	
Reading	Whole class Shared Reading Activities:
	Group Guided Reading activities (at least 2 groups per day):
	Group 1
	Group 2
	Independent Reading Activities
Writing	Whole class Shared Writing Activities:
	Independent Writing Activities:
ASSESSMENT	
RESOURCES	
Other language activities	
FIRST ADDITIONAL LANGUAGE	
Listening and Speaking	
Phonics	
Reading	
Writing	
ASSESSMENT	
RESOURCES	



MATHEMATICS				
Whole class activities				
Counting	Mental mathematics		Independent activities	
Group teaching				
	Counting and estimation skills	Concept development	Problem solving	Written recording
Group X				
Group Y				
ASSESSMENT				
RESOURCES				
LIFE SKILLS: TOPIC:				
Beginning knowledge and personal and social well-being				
Creative Arts (Performing Arts)				
Creative Arts (Visual Arts)				
Physical Education				
RESOURCES				
ASSESSMENT				
DAILY REFLECTION				



GRADE R WEEKLY LESSON PLAN						
Date:	Week:	TOPIC:				
Date:	Week:	GRADE R: WEEKLY LESSON PLAN				
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HOME LANGUAGE 2 hours per day						
Listening and Speaking						
Phonics						
Handwriting skills						
Reading						
Shared Reading:						
Story Time						
ASSESSMENT						
RESOURCES						
Other language activities						



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MATHEMATICS 1 hour 24 minutes per day					
TEACHER GUIDED ACTIVITY Small Group / Whole class Teaching					
ASSESSMENT					
RESOURCES					
LIFE SKILLS 1 hour 12 minutes per day					
Beginning Knowledge and Personal and Social Well-being (discussion ring)					
Performing Arts Music, Movement Drama					
Visual Arts Creative Art Activities Free play inside					
Physical Education Structured Outdoor Play					
RESOURCES					
ASSESSMENT					



GETTING TO KNOW THE NATIONAL POLICY PERTAINING TO THE PROGRAMME AND PROMOTION REQUIREMENTS OF NATIONAL CURRICULUM STATEMENT GRADES R-12
TARGET GROUP: DISTRICT OFFICIALS
ACTIVITY : RECORDING, REPORTING AND PROGRESSION REQUIREMENTS FOR THE FOUNDATION PHASE
SUGGESTED TIME ALLOCATION: 30 minutes
RESOURCES: 1. The National Policy Pertaining to the Programme and Promotion Requirements of National Curriculum Statement Grades R-12 2. Participant’s Manual 3. Newsprint and Kokis
Method: Information sharing in pairs

OUTCOMES: By the end of this activity participants should:

- become familiar with the promotion requirements that have been set out in the National Policy Pertaining to the Programme and Promotion Requirements of National Curriculum Statement Grades R – 12.



FACILITATOR'S INPUT

SUMMARY OF CHAPTER 3 THE NATIONAL POLICY PERTAINING TO THE PROGRAMME AND PROMOTION REQUIREMENTS OF NATIONAL CURRICULUM STATEMENT GRADES R-12

Chapter 3 stipulates the promotion requirements for Grades R - 3, assessment and recording and reporting (Pages 9-11)

FOUNDATION PHASE: SCHOOL-BASED ASSESSMENT (SBA) OR CASS GRADES R – 3

FOUNDATION PHASE	END OF YEAR EXAMINATION
100%	NIL

PROGRESSION REQUIREMENTS FOR GRADES 1-3(TAKE EFFECT IN JANUARY 2012)

Subject	Rating Scale
Home Language	4
First Additional language	3
Mathematics	3

RECORDING AND REPORTING

Seven levels of competence have been described for each subject in the Foundation Phase. The various achievement levels and their corresponding percentage bands are as shown below:

ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTION	MARKS %
7	Outstanding Achievement	80 – 100
6	Meritorious Achievement	70 – 79
5	Substantial Achievement	60 – 69
4	Adequate Achievement	50 – 59
3	Moderate Achievement	40 – 49
2	Elementary Achievement	30 – 39
1	Not Achieved	0 – 29

Recording will take place in **ALL** subjects against the Formal Assessment Task in Grades 1 - 3. In Grade R at the end of each term teachers can use a holistic rubric in each subject to track and monitor learners' progress.



Schools must send a written report on the learners' progress to parents at the end of every term. The report must include the learner's progress in **ALL** subjects. Other forms of reporting should also take place (parent-teacher meetings on learner progress, open days).

PROGRESSION IN GRADE R

As far as possible all learners should progress from Grade R to Grade 1 providing that they are in the correct age cohort.

PROGRESSION IN THE FOUNDATION PHASE

Should any learner not be ready to progress it must be agreed by all the relevant stakeholders. Adequate evidence to support the recommendation must be available.

PARTICIPANT'S TASKS

STEP 1: Participants will read through *National Policy Pertaining to the Programme and Promotion Requirements of National Curriculum Statement Grades R-12*

STEP 2: In pairs participants identify and record the progression requirements for Grades 1 - 3.

Step 3: In pairs participants identify and record the rating scale for Grades 1 - 3 and discuss how it would be implemented to give effect to School Based Assessment in Grades 1 - 3.

Step 4: In pairs participants identify and record how learner's progress will be monitored and tracked in Grade R.

Step 5: In pairs participants identify and record recording and reporting in Grades R - 3.

DISCUSSION AND CONSOLIDATION

Give participants the opportunity to raise issues of clarity or concern.

Remind participants that the policy requirements for Recording, Reporting and the Progression for Grades R to 3 will come into effect in 2012.





MONITORING AND SUPPORT
TARGET GROUP: DISTRICT OFFICIALS
ACTIVITY : DISTRICT FOLLOW-UP PLANS FOR CAPS IMPLEMENTATION
SUGGESTED TIME ALLOCATION: 1 hour
RESOURCES: 1. Participant’s Manual 2. Newsprint and Kokis
Method: Information sharing in pairs and groups

OUTCOMES: By the end of this activity participants should:

- be able to give support to Grade R - 3 teachers and School Management Teams and other target groups with the implementation of CAPS.

FACILITATOR’S INPUT

Introduce this activity by identifying the roles that the district officials will play and the actions that the district officials need to take to support the implementation of CAPS in Foundation Phase in 2012:

- teacher readiness
- school readiness
- district readiness

PARTICIPANT’S TASKS:

Step 1: For this activity divide participants into district groups. Each district group will brainstorm follow-up interventions that will give support to the implementation of CAPS in Grades R - 3.

Step 2: Each district group will record their responses to the following tasks given in the Participant’s Manual on **page 91-93**.

Step 3: In their district groups participants will discuss their responses to the given tasks in Step 2 and develop support plans using the template given in the Participant’s Manual.



DISTRICT FOLLOW-UP SUPPORT PLANS		
INTERVENTION	SUPPORT AND IMPLEMENTATION PLANS	IMPLEMENTATION DATES
TASK 1: What steps would you take to ensure that all schools in your district have the CAPS documents for all subjects before January 2012?		
TASK 2: What steps would you take to ensure that all Grades R - 3 teachers and School Management Teams have attended the CAPS Provincial Training Workshops?		
TASK 3: What support would you give to teachers in regard to lesson planning? What steps would you take to ensure that Grade R - 3 teachers have prepared CAPS lesson plans for their respective grade for Term 1 before January 2012?		
TASK 4: What further support workshops would you plan to give to Grade R - 3 teachers to strengthen their content knowledge of all subjects?		
TASK 5: What further support workshops would you plan to give to Grade 1 - 3 teachers with regard to the implementation of English First Additional Language?		



<p>TASK 6: What further support would you give to Grade R - 3 teachers and School Management Teams with regard to Classroom Management and teaching methodologies?</p>		
<p>TASK 7: What support would you give to schools to ensure that they have the basic Learning and Teaching Support Materials for the implementation of CAPS in Grades R - 3?</p>		
<p>TASK 8: What further support would you give to Grade R - 3 teachers to ensure that they are using the Workbooks and Grade R: Resource Kit to support teaching and learning in Languages (Literacy) and Mathematics (Numeracy)?</p>		
<p>TASK 9: How would you ensure that schools in your district use the Annual National Assessment (ANA) analysis to identify and address the content gaps in languages (Literacy) and Mathematics (Numeracy) in Grades 2 and 3?</p>		
<p>TASK 10: How will you monitor the implementation of CAPS in Grades R – 3 classes in your District?</p>		

PRESENTATION AND DISCUSSION



Each district group will give a short presentation on the most important interventions to support the implementation of CAPS in their respective Districts.

CONSOLIDATION

The district plans will inform the Provincial plan to support CAPS implementation in the Province in 2012.

REFLECTION

Participants will reflect on their District follow up and monitoring plans for the implementation of CAPS in Grades R – 3 in 2012.



SECTION 2: TARGET GROUP SCHOOL MANAGEMENT TEAMS AND TEACHERS		
MODULE 2: GETTING TO KNOW THE CONTENT OF ALL FOUNDATION PHASE SUBJECTS	SPECIFIC SECTION: FOR SCHOOL MANAGEMENT TEAMS AND TEACHERS	
5. HOME LANGUAGE		
6. FIRST ADDITIONAL LANGUAGE		
7. MATHEMATICS		
8. LIFE SKILLS		
MODULE 3: PLANNING AND ASSESSMENT IN THE FOUNDATION PHASE	SPECIFIC SECTION: FOR SCHOOL MANAGEMENT TEAMS AND TEACHERS	
4. DESIGNING A TIMETABLE FOR GRADES R – 3		
5. PLANNING AND ASSESSMENT IN GRADES R - 3		
6. DESIGNING LESSON PLANS FOR ALL SUBJECTS		
MODULE 4: GETTING TO KNOW THE NATIONAL POLICY PERTAINING TO THE PROGRAMME AND PROMOTION REQUIREMENTS OF THE NATIONAL CURRICULUM STATEMENT GRADES R - 12	SPECIFIC SECTION: FOR SCHOOL MANAGEMENT TEAMS AND TEACHERS	
2. RECORDING, REPORTING AND PROGRESSION REQUIREMENTS FOR THE FOUNDATION PHASE		
MODULE 5: MONITORING AND SUPPORT	SPECIFIC SECTION: FOR SCHOOL MANAGEMENT TEAMS AND TEACHERS	
2. SCHOOL FOLLOW –UP AND SUPPORT PLANS FOR IMPLEMENTATION OF CAPS		





GETTING TO KNOW SECTION 2 OF HOME LANGUAGE IN GRADES R - 3
TARGET GROUP: SCHOOL MANAGEMENT TEAMS AND TEACHERS
ACTIVITY: READING METHODOLOGIES AND COMPONENTS
SUGGESTED TIME ALLOCATION: 1 hour 30 minutes
RESOURCES: <ul style="list-style-type: none"> • Participant’s Manual • Newsprint and Kokis
METHOD: Individual and group sharing

OUTCOMES: By the end of this activity participants should:

- become familiar with Section 2 of the Home Language document
- know how to mediate Reading Methodologies and the components of reading to Foundation Phase teachers.

FACILITATOR’S INPUT

Introduce this activity with a brief overview on the structure and content layout of the Home Language document. The Home Languages document is made up of three sections

1. Section 1: Generic
2. Section 2:
 - Overview of Language Components and time allocation guidelines
 - Reading Methodologies and components
 - Overview of Language skills for Grades R to 3
3. Section 3: Content layout per grade including assessment activities

PARTICIPANT’S TASKS

Step 1: Participants will page through the Home Language document. In their groups participants will brainstorm the Reading Methodologies to be used in Grades R-3.

Step 2: Give each group one task from the table below, to prepare for the Reading Workshop. Each group must be prepared to make a presentation on their task.



TASK 1: How will you plan and do Shared Reading in Grades R - 3?
TASK 2: How will you plan and do Group Guided Reading in Grades 1 - 3? This task can be given to three groups - each group will work on a specific grade.
TASK 3: Discuss the importance of Read Alouds, Independent Reading and Paired Reading.
TASK 4: List at least five phonemic awareness activities that you can use for Grades R - 1.
TASK 5: Discuss how you would structure a phonics programme for Grades R - 3 for the languages used in your district or Province? For this task participants can be divided in terms of the Language of Learning and Teaching in their district.
TASK 6: Discuss the importance of word recognition and how you would develop it in Grade R to Grade 1. Discuss the importance of reading fluency in Grades 2 – 3.
TASK 7: Identify and discuss the different comprehension skills that should be used in Grades R - 3.
TASK 8: Explain how a Shared Reading activity can be linked to Shared Writing and Independent Writing activities.

Tasks 2 and 5 can be given to more than one group.

Step 3: Participants discuss how each Reading methodology and component can be implemented in multi-grade classes as well as the kind of support that should be given to learners experiencing barriers to learning. Their presentations should also include this information.

PRESENTATION AND DISCUSSION

Give each group the chance to do a short 3-minute presentation. Encourage participants to engage with the presentations.

CONSOLIDATION:

- Remind participants that Teaching Reading in the Early Grades: A Teacher’s Handbook provides comprehensive guidelines on the teaching of Reading.
- Refer also to the phonics programme given in the different Home Language documents.

REFLECTION:

Participants reflect on the different Reading methodologies and the reading components.



GETTING TO KNOW SECTION 2 OF HOME LANGUAGES
TARGET GROUP: SCHOOL MANAGEMENT TEAMS AND TEACHERS
ACTIVITY: TEACHING HANDWRITING
SUGGESTED TIME ALLOCATION: 30 minutes
RESOURCES: <ul style="list-style-type: none"> • Home Language (H/L) document (use the H/L docs for the official languages used in your District.) • Participant’s Manual • Newsprint and Kokis
METHOD: Individual, pair and group sharing

OUTCOMES: By the end of this activity participants should:

- become familiar with Section 2 of the Home Language document
- know how to mediate the teaching of handwriting to Foundation Phase teachers.

SCENARIO 1:

Foundation Phase Heads of Department (HODs) and teachers have sent a letter to the District Head in the Province requesting guidance on the teaching of handwriting in grades R-3. The HODs’ and teachers’ main concerns relate to when a joined script should be introduced in the Foundation Phase and which joined script should be used. You have been tasked by the District Head to conduct a Workshop on the teaching of Handwriting in Grades R – 3 in your cluster group. It is suggested that you refer to the guidelines for the teaching of handwriting in Section 2 of the Home Language document.

PARTICIPANT’S TASKS

Step 1: In pairs participants will read, discuss and respond to Scenario 1.

Step 2: Groups will brainstorm when a joined script should be introduced in the Foundation Phase and the different joined scripts that could be taught in Grades 1 - 3.

Step 3: Each group will also discuss how to develop handwriting skills in Grade R and the beginning of Grade 1 and list at least five activities.



Step 4: Each group will discuss and write a short presentation on the teaching of handwriting in Grades R - 3. The presentation must be clear as to when the transition to a joined script must take place and what the policy position is on using a “joined” script.

Step 5: Presentations should also include the kind of support that should be given to learners experiencing barriers to learning, in handwriting lessons.

PRESENTATION AND DISCUSSION

Allow at least two groups to do presentations on the teaching of handwriting.

CONSOLIDATION

- A joined script should be taught to enable children to write with speed.
- The joined script to be taught in Foundation Phase must be determined by the school. It is important that the handwriting script that is taught in the Foundation Phase is continued with in Grade 4 and beyond.

REFLECTION

Participants reflect on the teaching of handwriting in Grades R - 3.



GETTING TO KNOW SECTION 2 OF HOME LANGUAGES
TARGET GROUP: SCHOOL MANAGEMENT TEAMS AND TEACHERS
ACTIVITY: TIME ALLOCATIONS FOR DIFFERENT LANGUAGE COMPONENTS
SUGGESTED TIME ALLOCATION: 30 minutes
RESOURCES: <ul style="list-style-type: none"> • Home Language document • Participant’s Manual • News print and Kokis
METHOD: Pair and group sharing

OUTCOMES: By the end of this activity participants should be able to:

- Understand the breakdown of the time allocation for Home Language for the different school scenarios for Grades 1 - 3.

FACILITATOR’S INPUT

Highlight the time allocations for Home Language that can be used for different school contexts.

Time allocation for Home Language in Grades R - 3 is:

- 10 hours in Grade R
 - 7 hours in Grades 1 - 3
 - OR
 - 8 hours in Grades 1 - 3

Each School must make an informed choice that suits their context in terms of the time allocation for Home Language in Grades 1 - 3. The Home Language document has been written to support schools offering:

- A minimum of 7 hours Home Language in Grades 1 - 3
- A maximum of 8 hours Home Language in Grades 1 - 3



PARTICIPANT'S TASK

Step 1: Participants will discuss and respond to the given Scenarios for Home Language and discuss the breakdown of time allocation.

SCENARIO:

Foundation Phase teachers have requested you to conduct a workshop that will explain how the time allocation for Home Language should be broken down for Grades 1 - 3 based on the following school scenarios where:

- Home Language is given a maximum time allocation of **8 hours in Grades 1 - 3**
- Home Language is given a minimum time allocation of **7 hours in Grades 1 - 3**

Step 2: Give each group any one of the above time allocations for Home Language. Participants will read Section 2 of the Home Language document: **TIME ALLOCATION** (suggested times for Grades 1-3).

Step 3: Each group will work out the breakdown of time for Home Language for the different scenarios and record it in the table that is given in the Participant's Manual [Page 23](#).

Grade	Home Language: Time allocation 8/7/6 hours per week				
	Listening and Speaking	Reading and Phonics	Handwriting	Writing	Total hours per week
1					
2					
3					



DISCUSSION

Groups will compare and share their breakdown of the time allocations for Home Language for Grades 1 - 3.

CONSOLIDATION

The time allocation for Home Language should be informed by the Language of Learning and Teaching (LoLT) of the school. It is suggested that should the LoLT of a school be:

- The **same** in Grades R - 6, Home Language should be given a time allocation of 8 hours in Grades 1 – 3 (10 hours in Grade R).
- **Different** in Grades R – 3 (to Grades 4 – 6), Home Language should be given a time allocation of 7 hours in Grades 1 – 3 (10 hours in Grade R).

REFLECTION

Participants will reflect on the different Home Language time allocations and its impact on time tabling.



GETTING TO KNOW SECTION 2 OF HOME LANGUAGE
TARGET GROUP: SCHOOL MANAGEMENT TEAMS AND TEACHERS
ACTIVITY: OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN GRADES R – 3
SUGGESTED TIME ALLOCATION: 1 hour
RESOURCES: <ul style="list-style-type: none"> • Home Language document (H/L) document (use the H/L docs for the official languages used in your District.) • Participant’s Manual • Newsprint and Kokis
METHOD: Individual, pair and group sharing, gallery walk

OUTCOMES: By the end of this activity participants should be able to:

- engage with the Overview of the Language Skills to be taught in Grades R - 3 in Section 2
- take note of progression (pacing and sequencing) of the language skills across each grade from Grades R - 3.

FACILITATOR’S INPUT

Briefly discuss the layout of the Overview of the Language Skills to be taught in Grades R - 3 in Section 2: **Home Language document**.

- The Overview gives a breakdown of the content to be taught in each grade from Grade R - 3
- It is written in the format of a phase plan or a learning programme.

PARTICIPANT’S TASKS

Step 1: In pairs participants in each group will discuss the purpose of the Overview of the Language Skills to be taught in grades R - 3.

Step 2: Divide the participants into grade groups. Give each group one component from Section 2 – Overview of the Language Skills to be taught in Grades R - 3 (Listening and Speaking, Phonics, Reading and Viewing, Handwriting and Writing). One component can be given to more groups if you have more than 15 groups.



Step 3: In their groups participants will discuss the progression (sequencing and pacing) of the language component across the grades in Grades R - 3.

Step 4: Participants create a poster using the template in the Participant’s Manual on page 25 that will show the progression for their respective component across the grades from Grade R - 3.

Template for poster in Participant’s Manual

Home Language Components	Grade R	Grade 1	Grade 2	Grade 3
Listening and Speaking				
Reading				
Phonics				
Handwriting				
Writing				

Walk around and monitor group participation, giving support where needed. Take note of the groups’ discussions to use in the feedback session. Encourage participants to think about classroom situations when completing their task.

Step 5: Each group will display their posters on the wall in a designated place. Place a blank piece of paper next to each poster.

Step 6: Participants move around, engaging with each group’s poster, recording questions and comments on the blank paper. Make sure you engage with each group during this step.

CONSOLIDATION

The Overview will enable teachers to have a sense of what needs to be taught in each grade during the year. It will also enable parents and other stakeholders to have a sense of what their child will be expected to learn and know in Grades R - 3.

REFLECTION

Participants will reflect on the Overview of the Language Skills to be taught in Grades R-3, and its purpose.



GETTING TO KNOW SECTION 3 OF HOME LANGUAGE
TARGET GROUP: SCHOOL MANAGEMENT TEAMS AND TEACHERS
ACTIVITY: GRADE 1 CONTENT LAYOUT OF LANGUAGE SKILLS (SECTION 3)
SUGGESTION TIME ALLOCATION: 1 hour
RESOURCES: <ul style="list-style-type: none"> • Home Language (H/L) document (use the H/L docs for the official languages used in your District.) • Participant’s Manual • Newsprint and Kokis
METHOD: Group sharing, Jig-Saw

OUTCOMES: By the end of this activity participants should have:

- engaged with the different language components to be taught in Grade 1 and taken note of the progression within a term and across the terms.

FACILITATORS’ INPUT

Introduce the activity by giving an overview of Section 3 of the Home Language document.

- **The language content for each grade is written in a work schedule format.**
- Each component is packaged in terms across the grade.

PARTICIPANT’S TASKS

Step 1: Participants will page through Section 3 of the Home Language document and get a sense of the content layout of each component in each grade across the terms.

Step 2: Participants will work in groups. Each group will be given ONE component for Grade 1 (Listening and Speaking, Phonics, Reading and Viewing, Handwriting and Writing).

Step 3: In their respective groups participants will read the content **only** for the given component in each term and take note of the progression within a term and across the terms for the grade.

Step 4: In their respective groups participants will summarise the content to be taught in the given component for the grade across the four terms and record it in the template given in the Participant’s Manual.



GRADE 1: summary of the language skills to be taught in Grade 1				
COMPONENT	TERM 1	TERM 2	TERM 3	TERM 4
Listening and Speaking,				
Phonics				
Reading and Viewing				
Handwriting				
Writing				

Walk around and monitor group participation, giving help where needed. Take note of the groups' discussions to use in the feedback session. Encourage participants to think about classroom situations when completing their task.

PRESENTATION AND DISCUSSION (A JIG-SAW)

Once groups have completed their recording in the Participant's Manual, will share their inputs on their component using the jig –saw method.

CONSOLIDATION

This activity will enable teachers to have a sense of what needs to be taught in each grade during the year as well as the progression (sequencing and pacing) of content within a term and across each term in the grade.

REFLECTION

Participants will reflect on each of the components and the skills to be taught in Grade 1.



GETTING TO KNOW ENGLISH FIRST ADDITIONAL LANGUAGE
TARGET GROUP: SCHOOL MANAGEMENT TEAMS AND TEACHERS
ACTIVITY: RATIONALE AND ADVOCACY FOR THE IMPLEMENTATION OF ENGLISH FIRST ADDITIONAL LANGUAGE
SUGGESTED TIME ALLOCATION: 1 hour
RESOURCES: <ul style="list-style-type: none"> ▪ English First Additional Language and FAL documents in other languages ▪ Participant’s Manual ▪ Newsprint and Kokis
METHOD: Group sharing, brainstorming

OUTCOMES: By the end of this activity participants should be able to

- develop a plan to mediate the English First Additional Language (EFAL) implementation strategy to the school community.
- mediate the English FAL document to the school community.

FACILITATOR INPUT

Provide a brief input on the rationale for the implementation of English FAL from Grade 1 in 2012.

- Implementation of English FAL is a Ministerial mandate.
- Majority of schools make the transition to English as the Language of Learning and Teaching (LoLT) in Grade 4.
- The change to English LoLT in Grade 4 is challenging for learners who experience instruction in English for the first time. Hence the Minister has proposed that from 2012 English FAL should be introduced as a subject as from Grade 1, in order to make the transition to English LoLT in Grade 4.
- English FAL will be taught in accordance with the curriculum set out in the English FAL document for Grades 1-3.
- Time allocation for the First Additional Language (FAL) will be informed by the LoLT of the school.
- Time allocation for FAL is based on the following school scenarios where:
- FAL is given a minimum time allocation of **2 hours** (if the Home Language is 8 hours) and a minimum time allocation of **3 hours** (if the Home Language is 7 hours) **in Grades 1 – 2**



- FAL is given a minimum time allocation of **3 hours** (if the Home Language is 8 hours) and a minimum time allocation of **4 hours** (if the Home Language is 7 hours) in **Grade 3**
- **Schools offering English Home Language LoLT in Grades 1 – 3 should offer a First Additional Language as a subject in any one of the other official languages that suits their school’s context.**

PARTICIPANT’S TASKS

Step 1: Participants will page through the English FAL document and other language FAL documents too. They will take note of the structure and content layout of the document.

Step 2: Divide participants into school groups. Each group will **develop a plan** (ideas for advocacy and a summary of the content of the English FAL curriculum) to show how they would mediate the English FAL implementation strategy and the English FAL document to their school community. In their respective groups participants will focus on the advocacy and the content of the English FAL curriculum in these workshops.

In their groups participants will generate ideas on the advocacy and make a summary of the content of the English FAL curriculum to be work shopped.

Step 3: In their groups participants will write their plan in the table in the Participant’s Manual **Page 30** and prepare to make a presentation.



ADVOCACY STRATEGY FOR THE IMPLEMENTATION OF ENGLISH FIRST ADDITIONAL LANGUAGE
SUMMARY OF THE CONTENT OF THE ENGLISH FAL CURRICULUM IN ENGLISH FIRST ADDITIONAL LANGUAGE FOR GRADES 1 – 3

PRESENTATION AND DISCUSSION

Ask at least two groups to present their plans. Encourage participants to engage with each group’s presentation.

CONSOLIDATION

- Implementation of English FAL will be informed by the LoLT of the school.
- The time allocation for FAL will also be informed by the LoLT of the school.
- FAL documents are available in all official languages.
- **Where English Home Language is the LoLT of the school, the language that will be offered as FAL will be determined by the school (the SGB).**

REFLECTION:

Participants will reflect on the implementation of English FAL in Grades 1 - 3.



GETTING TO KNOW SECTION 2 OF ENGLISH FIRST ADDITIONAL LANGUAGE
TARGET GROUP: FOUNDATION PHASE TEACHERS
ACTIVITY: OVERVIEW OF LANGUAGE SKILLS TO BE TAUGHT IN GRADES 1 - 3
TIME ALLOCATION: 1 hour and 30 minutes
RESOURCES: <ul style="list-style-type: none"> • English First Additional Language document • Participant’s Manual • Newsprint and Kokis
METHOD: group sharing, gallery walk

OUTCOMES: By the end of this activity participants should be able to:

- discuss and engage with the structure and content layout of the English FAL document
- engage with the topics and components of FAL in Grades 1 - 3

FACILITATOR INPUT

Give a short input on the Format and Structure of the English First Additional language document. The Overview of the Language Skills gives a breakdown of the content to be taught in each grade from Grades 1 - 3. It is the equivalent of a phase plan or a learning programme.

PARTICIPANT’S TASKS

Step 1: Participants will page through the English FAL document and other language FAL documents too. They will take note of the structure and content layout of the document.

Step 2: In pairs participants in each group will discuss the purpose of the Overview of the Language Skills to be taught in Grades 1-3. For this activity, divide participants into grade groups. Each grade group will be given a task specific to their grade.

Step 3: Give each group one component from Section 2 –Overview of the Language Skills to be taught in **Grade 1 - 3** (Listening and Speaking, Phonics, Reading and Viewing, Handwriting and Writing). One component can be given to 3- 4 groups if you have more than 15 groups.

Step 4: In their groups participants will discuss the progression (sequencing and pacing) of the language component across the grades in **Grade 1 - 3**.



Step 5: Participants create a poster using the template in the Participant’s Manual on page 33 that will show progression for their respective component across the grades from Grade 1 - 3.

Template for poster in Participant’s Manual

First Additional Language Components	Grade 1	Grade 2	Grade 3
Listening and Speaking			
Reading			
Phonics			
Writing			

Walk around and monitor group participation, giving help where needed. Take note of the groups’ discussions to use in the feedback session. Encourage participants to think about classroom situations when completing their task.

Step 5: Each group will display their poster on the wall in a designated place. Place a blank piece of paper next to each poster.

Step 6: Participants move around, engaging with each group’s poster, recording questions and comments on the blank paper. Make sure you engage with each group during this step.

CONSOLIDATION

The Overview of the Language Skills will enable teachers to have a sense of what needs to be taught in each grade during the year. It will also enable parents and other stakeholders to have a sense of what their child will be expected to learn and know in Grades 1 - 3.

REFLECTION

Participants will reflect on the Overview of the Language Skills and its purpose.



GETTING TO KNOW SECTION 3 OF FIRST ADDITIONAL LANGUAGE
TARGET GROUP: FOUNDATION PHASE TEACHERS
ACTIVITY: CONTENT OF LANGUAGE SKILLS TO BE TAUGHT IN GRADE 1 (SECTION 3)
SUGGESTED TIME ALLOCATION: 1 hour
RESOURCES: <ul style="list-style-type: none"> • First Additional Language document • Participant’s Manual • Newsprint and Kokis
METHOD: Individual , pair and group sharing, gallery walk

OUTCOMES: By the end of this activity participants should have:

- engaged with the different language components to be taught in Grade 1 and taken note of the progression within a term and across the terms.

FACILITATORS’ INPUT

Introduce the activity by giving an overview of Section 3 of the First Additional Language document.

- **The language content for each grade is written in a work schedule format.**
- Each component is packaged in terms across the grade.

PARTICIPANT’S TASKS

Step 1: Participants will page through Section 3 of the First Additional Language document and get a sense of the content layout of each component in the grade within and across the terms.

Step 2: Participants will work in groups. Give each group ONE component for Grade 1 (Listening and Speaking, Phonics, Reading and Viewing and Writing)

Step 3: In their respective groups participants will read the content **only** for the given component in each term and take note of the progression within and across the terms.

Step 4: In their respective groups participants will summarise the content to be taught in each component for the grade across the four terms and record it on a poster using the template given in the Participant’s Manual.



First Additional Language: Summary of the language skills to be taught in Grade 1				
COMPONENT	TERM 1	TERM 2	TERM 3	TERM 4
Listening and Speaking,				
Phonics				
Reading and Viewing				
Writing				

Walk around and monitor group participation, giving support where needed. Take note of the groups' discussions to use in the feedback session. Encourage participants to think about classroom situations when completing their task.

Step 5: Each group will display their poster on the wall in a designated place. Place a blank piece of paper next to each poster.

Step 6: Participants move around, engaging with each group's poster, recording questions and comments on the blank paper. Make sure you engage with each group during this step.

CONSOLIDATION

This activity will enable teachers to have a sense of what needs to be taught in each grade during the year as well as the progression (sequencing and pacing) of content within a term and across each term in the grade.

REFLECTION

Participants will reflect on each of the components and the skills to be taught in Grade 1.



GETTING TO KNOW SECTION 2 OF ENGLISH FIRST ADDITIONAL LANGUAGE
TARGET GROUP: SCHOOL MANAGEMENT TEAMS AND TEACHERS
ACTIVITY: COMPARISON OF LANGUAGE SKILLS TO BE TAUGHT IN HOME AND FIRST ADDITIONAL LANGUAGE IN GRADES 1 – 3
SUGGESTED TIME ALLOCATION: 1 hour and 30 minutes
RESOURCES: <ul style="list-style-type: none"> • First Additional Language document (English) • Home Language document • Participant’s Manual • Newsprint and Kokis
METHOD: Individual, pair and group sharing, jig-saw

OUTCOMES: By the end of this activity participants should be able to:

- recognize and compare the differences between Home and English First Additional language skills to be taught in Grades 1 - 3.

FACILITATOR’S INPUT

Briefly discuss the layout of the Phase Overview of the Language Skills to be taught in Grades R - 3 in the First Additional Language document (Section 2) and Home Language document (Section 2).

- The Phase Overview gives a breakdown of the content to be taught in each grade from Grade 1 – 3.
- It is the equivalent of a phase plan or a learning programme.

PARTICIPANT’S TASKS

Step 1: Participants will work in groups. Each group will be given the **SAME** component for **Grade 1** from the Overview of the Language Skills to be taught in English First Additional Language (EFAL) and Home Language e.g. (Listening and Speaking, Phonics, Reading and Viewing, Handwriting and Writing).

Step 2: Give each group the **SAME** component that they worked on for the Home Language activity: Overview of Language Skills to be taught in Grades R - 3.



Step 3: In their respective groups participants will do a comparison between each language component to be taught in English FAL and Home Language for **Grade 1** only.

Step 4: In their respective groups participants will record in the table in the Participant's **Manual Page 39** the similarities and differences in the language skills to be taught for their given component for Grade 1 in both Home Language and English FAL.

OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN ENGLISH FAL AND HOME LANGUAGE in GRADE 1		
COMPONENT	HOME LANGUAGE	ENGLISH FIRST ADDITIONAL LANGUAGE
Listening and Speaking		
Phonics		
Reading and Viewing		
Handwriting		
Writing		

PRESENTATION AND DISCUSSION (A JIG-SAW)

Participants will share their inputs on their component using the jig –saw method.

CONSOLIDATION

- English FAL is not offered in Grade R.
- Listening and Speaking are given a high weighting in FAL.
- Reading and Writing skills are introduced incrementally from Grade 1 – 3 in FAL.

REFLECTION

Participants reflect on the differences between the Language skills to be taught in English FAL and Home Languages in Grade 1.



TOPIC: GETTING TO KNOW MATHEMATICS IN THE FOUNDATION PHASE
TARGET GROUP: SCHOOL MANAGEMENT TEAMS AND TEACHERS
ACTIVITY: CONTENT FOR MATHEMATICS FOR GRADES R – 3 (CHAPTER 2)
SUGGESTED TIME ALLOCATION: 1 hour
RESOURCES: <ul style="list-style-type: none"> • Mathematics CAPS documents • Participant’s Manual • Newsprint and Kokis
METHOD: Individual, pair and group sharing, gallery walk

OUTCOMES: By the end of this activity participants should:

- be familiar with the structure and layout of the Mathematics document for grades R - 3;
- be able to discuss and engage with the content of section 2 of the mathematics documents;
- know the teaching practices and classroom management skills that are important for teaching Mathematics in Grades R - 3.

FACILITATOR INPUT

Introduce this activity by discussing the structure and content of the documents:

- A separate Grade R document
- A separate Grades 1 - 3 document

Both documents are structured as follows:

Four chapters in both documents:

- Section 1: Generic
- Section 2: Foundation Phase Mathematics
- Section 3: Content Specification and Clarification
- Section 4: Assessment

Step 1: Participants will page through the Mathematics documents to get a sense of the structure and layout.



Step 2: Give each of your groups one of the tasks from this table. If you have more than 8 groups give one task to two groups. Participants will refer to Chapter 2 of the Mathematics documents and record their responses in the Participant’s Manual on **page 41-42.** Explain how each group is expected to engage with the task. Leave groups to interact and complete the task given.

Task 1: Do the Specific Aims match with the Specific Skills? Draw a table to show the comparison.		
Task 2: What is the focus of the content areas? Draw a spider diagram to show how the different components link to Mathematics. (Hint: Look at “What is Mathematics?”)		
Task 3: List the components of a typical Mathematics lesson that will be taught in Grades 1 - 3?		
Task 4: Design a template for a daily Mathematics lesson. Include all aspects in the document, and indicate briefly what is expected to be recorded.		
Task 5: What is Mental Mathematics? Design 5 questions you will ask teachers to find out what they understand Mental Mathematics to be.		
Task 6: Grade R is a very important year. List ways in which Mathematics can be integrated into the Daily Programme.		
Task 7: Identify how learners with barriers to learning will be catered for during the Mathematics lesson. Make a checklist teachers can use to ensure that these learners are not marginalized.		
Task 8: Mathematics in the Foundation Phase relies on the use of concrete equipment such as counters. Read through the list of Recommended Resources. List them according to the following :		
Order of importance	Can be home-made	Important but missing from the document.



Walk around and monitor group participation, giving help where needed. Take note of the groups' discussions to use in the feedback session. Encourage participants to think about classroom situations when completing their task.

Step 3: In their groups participants will consolidate their responses and record it on a poster (newsprint). Each group will display their posters on the wall in a designated place. Place a blank piece of paper next to each poster.

Step 4: Participants move around from poster to poster, engaging with each of the 7 activities, recording questions and comments on the blank paper. Make sure you engage with each group during this step.

CONSOLIDATION:

- Give a summary of the responses on the posters.

REFLECTION:

Participants will reflect on the teaching practices and the classroom management skills for Mathematics as set out in the CAPS.



GETTING TO KNOW MATHEMATICS IN THE FOUNDATION PHASE
TARGET GROUP: SCHOOL MANAGEMENT TEAMS AND TEACHERS
ACTIVITY: MATHEMATICS PHASE OVERVIEW FOR GRADES R – 3 (CHAPTER 3)
SUGGESTED TIME ALLOCATION: 1 hour and 30 minutes
RESOURCES: <ul style="list-style-type: none"> • Mathematics CAPS documents • Participant’s Manual page • Newsprint and Kokis
METHOD: Group sharing

OUTCOMES: By the end of this activity participants should have engaged with:

- the Mathematics Phase Overview and the Grade Overview for Grades R - 3
- the concept development for some of the content areas from grade to grade.

FACILITATOR INPUT

Briefly discuss the layout of the Mathematics Phase Overview in the Mathematics document and the Mathematics Overview per Grade and highlight the purpose and differences:

- Mathematics Phase Overview gives a breakdown of the content to be taught in each grade from Grade R - 3 (*equivalent to a phase plan or a learning programme*)
- Mathematics Overview per Grade gives a breakdown of the content to be taught in each of the terms in each Grade. (*equivalent to a grade plan or work schedule*)

PARTICIPANT’S TASKS

Step 1: Allow the participants to page through Chapter 3: Mathematics Phase Overview to get a broad overview of the content layout per grade.

Step 2: Each group will be given one of the following concepts:

TASK 1	Number Concept development: Counting
TASK 2	Number Concept development: Represent Whole numbers
TASK 3	Number Concept development: Describe and compare whole



	numbers
TASK 4	Number Concept development: Place Value
TASK 5	Problem solving techniques
TASK 6	Addition and subtraction
TASK 7	Geometric and Number patterns
TASK 8	Position, orientation and views; Symmetry
TASK 9	3 D Shapes; 2 D shapes;
TASK 10	Mass and Capacity/Volume
TASK 11	Data Handling: all concepts

If you have more than 11 groups give one concept to two groups. On the other hand if you have less than 11 groups you should cover at least one concept for each of the five content areas of Mathematics.

Step 3: Demonstrate this activity by using the concept of Money. Show participants how to track the development and progression of the concept of Money from grade to grade. They will record it in the table given in the Participant’s Manual [Page 44](#).

CONCEPT: Money

GRADE R	GRADE 1	GRADE 2	GRADE 3
<ul style="list-style-type: none"> • Concept 	<ul style="list-style-type: none"> • Concept plus... • New concept 	<ul style="list-style-type: none"> • Concept + Higher Number Range • Concept + Higher Number Range 	<ul style="list-style-type: none"> • Concept + open ended number range • Concept with open ended number range • New concept

Step 4: Participants in their groups will then proceed to investigate the development of the concept that they were given in Step 2. They will track the development of the concept from Grade R - 3 and record it in the Participant’s Manual on [Page 45-48](#). Use the Mathematics Phase Overview for this activity.



CONCEPT: _____ : Phase Overview

GRADE R	GRADE 1	GRADE 2	GRADE 3

Step 5: Participants will now track the development and progression of the given concept across a specific grade (which can be chosen by the group or given by the facilitator) using the Grade Overview. They will record it in Table in the Participant’s Manual on [Page 48-49](#).

CONCEPT: _____ **GRADE:** _____

TERM 1	TERM 2	TERM 3	TERM 4

Step 6: Give participants the opportunity to discuss briefly and give feedback on:

- Is the development of concepts from Grade R - 3 clear and workable?
- Is the development of concepts across the grade from term 1 to term 4 clear and workable?

CONSOLIDATION:

- Reinforce the difference between the Phase Overview and the Grade Overview
- FAQ: *My learners are so slow. What do I do if my learners are not ready to do what is required in that term?*

REFLECTION

Participants reflect on the difference between the Phase and Grade Overview.



GETTING TO KNOW MATHEMATICS IN THE FOUNDATION PHASE
TARGET GROUP: SCHOOL MANAGEMENT TEAMS AND TEACHERS
ACTIVITY: CHAPTER 3: PROBLEM SOLVING
SUGGESTED TIME ALLOCATION: 1 hour
RESOURCES: <ul style="list-style-type: none"> • Mathematics CAPS document • Participant’s Manual page • Newsprint and Kokis
METHOD: Information sharing, working in pairs, group work

OUTCOMES: By the end of this activity participants should have:

- discussed and engaged with the different problem types in Chapter 3,
- discussed and understood the importance of word problems in creating the contexts for the development of mathematical concepts.

<p>FACILITATOR’S INPUT</p> <ul style="list-style-type: none"> • Define ‘Problem Solving’. <p><i>A problem is a task that requires the person solving the problem to use knowledge, understanding and skills that he/she has acquired from other activities and to apply these to the new and unfamiliar situation and come up with a solution.</i></p> <ul style="list-style-type: none"> • Refer participants to the different problem types that have been written into the Grade R - 3 Curriculum. • Discuss what teachers should know about how to choose good word problems that will provoke children to give a response.



SCENARIO:

The February 2011 Annual National Assessment (ANA) analysis has shown that learners both in Grades 2 and 3 scored poorly on word problems. (They did not understand the problem and left it out, some did drawings but could not solve it, others tried to write a number sentence but it was wrong, some rewrote the word problem verbatim). It was quite clear that these learners were never exposed to word problems in their Mathematics lessons.

How can the teaching of problem solving be strengthened in Grades R-3.

PARTICIPANTS' TASKS

Step 1: Each pair in their respective group will read and discuss a response to the given Scenario. Participants would be referred to the different problem types for each grade in Chapter 3 of the Mathematics CAPS document for Grades R - 3.

Step 2: Ask the participants to solve the following problem in the Participant's Manual on **Page 50** in their groups, in pairs or individually using any method they like. Read the problem through twice, while participants follow the written text.

Do not interpret the problem in any way! Neither should you discuss it at all with the participants. Simply present it to them and leave them to work it out.

There are some rabbits and some rabbit hutches. If 7 rabbits are put in each hutch there is 1 rabbit left over. If 9 rabbits are put in each hutch, 1 hutch is left over. How many rabbits and how many hutches are there?

While the groups are busy, walk around and listen to their discussions. Do not engage in discussions, but you may give advice such as "You still need to think a bit further", "Is there another way you could work it out?", and "You are on the right track". Depending on the time available, give them at least 5 minutes to work on solving the problem.

Step 3: At the end of ± 10 minutes stop the discussions and check if anyone has reached a solution. At this point a solution is not important. You are looking at the process rather than the final product.



Step 4: Discuss how problem solving sessions should be managed in a Mathematics lesson

<ul style="list-style-type: none"> • Discuss the problem solving strategies that they used: e.g. understanding the problem, discussion, language, drawings, finding the pattern, higher order questioning, working from the known to the unknown.
<ul style="list-style-type: none"> • As groups come up with some more examples, discuss how these should be handled in class i.e. do not tell children what method to use to solve the problem. Allow them to come up with their own ways of tackling the problem.
<ul style="list-style-type: none"> • Ask one participant to explain how she/he solved the problem. Discuss the importance of the children explaining their own method and thinking. This relates to the process of finding a solution. Even if the answer is wrong, the process can be correct and often the child will realize his/her own mistake when verbalizing. Nevertheless, the correct answer is still important.
<ul style="list-style-type: none"> • Decide how you would assess the solutions, including the explanation of how the solutions were achieved.
<ul style="list-style-type: none"> • Discuss how the teacher will facilitate the process of problem solving with children who appear unable to even start.

Step 5: Give three or four groups the problem types for one specific grade. The problem types for each grade will be found on these pages in Chapter 3:

In pairs participants will interact with the given problem types for their grade and record the concepts that can be taught using problem solving in the Participant’s Manual on [page 52-53](#).

GRADE	PROBLEM TYPE	CONCEPTS THAT CAN BE TAUGHT USING THIS PROBLEM TYPE

Step 6: In their groups participants will discuss the key points for the workshop on “Problem solving for Grades R - 3” (in response to the scenario) and record the main points in the **Activity Sheet** in the Participant’s Manual on Page ??



The focus of the workshop should be on what types of problems will be dealt with in each grade as well as how problem solving skills/strategies should be developed in the early grades.

Activity Sheet: Problem Solving Workshop
1. What is problem solving?
2. What are the problem types that Grade R - 3 learners should be exposed to in the curriculum?
3. What problem solving skills/strategies should know in the early grades?
4. What support would you give learners (including those experiencing barriers to learning) in Grades R - 3 in problem solving?
5. How would you assess learners in a problem solving session?

CONSOLIDATION

1. Hints problem solving:

Teachers should ensure that the problem posed is appropriate and relevant (correct grade level). If it is too easy, no thinking will take place. If it is too difficult, the child will not even try. This can either be as a result of the number range or the language used.
Therefore the child's level of development is important must be considered when in a problem. No learning will take place if thinking is not involved.
<u>Word problems come first.</u> They provide the context which builds understanding. They do not come last just to check technical workings.
Always read the problem to the children. The purpose of problem solving is to develop thinking skills and not to test reading.

2. **Frequently Asked Question:** How do I know that the child has not just copied someone else, especially if they are allowed to discuss the problem?

REFLECTION

Participants reflect on what they have learnt in this session.



GETTING TO KNOW MATHEMATICS IN FOUNDATION PHASE
TARGET GROUP: FOUNDATION PHASE TEACHERS
ACTIVITY: - CLARIFICATION NOTES ,TEACHING METHODOLOGY AND CLASSROOM MANAGEMENT
TIME ALLOCATION: 1 hour and 30 minutes
RESOURCES: <ul style="list-style-type: none"> • Mathematics document • Participant’s Manual • News print and Kokis METHOD: Information sharing, working in pairs, group work

OUTCOMES: By the end of this activity participants should have:

- interacted with the clarification notes and teaching guidelines for Grades R to 3;
- used the CAPS clarification notes and teaching guidelines to develop Counting and Mental Mathematics activities
- read and discussed the clarification notes and teaching guidelines for Grade R : Term 3 Weeks 1 and 2 and planned activities for the Daily Programme;
- interacted with practical activities for counting and mental Mathematics;
- participated in a simulated group teaching focus time
- indicated how activities can be adapted and differentiated for learners with barriers to learning.

FACILITATOR’S INPUT

- Discuss the purpose and use of the Clarification Notes in Section 3: Mathematics
- Revise the components of the Maths lesson (1 hour 24 minutes) i.e. **Whole Class** – about 24 minutes: *Counting, Mental Maths, Number Sense Development* and **Group Teaching** – about 50 minutes: *Concept Development, Solving Problems*.
- Discuss the order, asking questions such as: *must we always start with whole class counting? What is the value of this? Are the groups that work with the teacher, in a small group situation, ability groups?*



PARTICIPANT'S TASKS

Step 1: Page through **Section 3: Clarification notes and Teaching Guidelines for Grades R to 3** and get a broad overview of the content layout per grade.

Step 2: Your facilitator will give your group **ONE** of the tasks from the table below for this activity.

Task 1	Grade R : Term 1 Week 4 Numbers
Task 2	Grade R : Term 1 Week 5 Numbers
Task 3	Grade 1: Term 1 Counting
Task 4	Grade 2: Term 1 Counting
Task 5	Grade 3 :Term 1 Counting
Task 6	Grade 1: Term 1 Mental Mathematics
Task 7	Grade 2: Term Mental Mathematics
Task 8	Grade 3: Term1 Mental Mathematics

Step 3: Work in pairs and plan activities for a Grade R programme for **Tasks 1 and 2** and record it in the table below. Also state how the activities can be adapted for children experiencing barriers to learning.

GRADE R ACTIVITIES	
Term 1 Week 4	Term 1 Week 5

You will work in pairs and plan activities for **Tasks 3, 4 and 5** and record it in the table below. Also state how the activities can be adapted for learners with barriers to learning



COUNTING ACTIVITIES		
Grade 1: Term1	Grade 2: Term1	Grade 3: Term1
You will work in pairs and plan Mental Mathematics activities to be done with the whole class for Tasks 6 to 7		
MENTAL MATHEMATICS ACTIVITIES		
Grade 1: Term1	Grade 2: Term1	Grade 3: Term1

Step 4: In pairs briefly discuss ways in which the class can be organised so that teaching time is not wasted during the transition between whole class and small group sessions.

Step 5: Classroom Management:

Discuss group rotation and independent activities. The table below gives an indication of what the teacher will have to prepare each day.

The Mathematics weekly lesson plan should include:

- group rotation and independent activities for the week
- estimation activities
- counting activities
- concept development
- problem solving



Step 6: For this activity the facilitator will put you in Groups (Grade 1 to 3). In your grade group. You will discuss how to plan a weekly Mathematics lesson for Grades 1 to 3 that should include a whole class session and small group teaching sessions for: **Number, Operations and Relations Term 1**. Use **Chapter 3: Clarification Notes and Guidelines** as a resource.

Step 7: Your group will record their Mathematics weekly lesson plan in the table below:

MATHEMATICS WEEKLY LESSON PLAN: CONTENT FOR GRADE _____				
DAY	WHOLE CLASS ACTIVITY	GROUP TEACHING SESSIONS		INDEPENDENT ACTIVITIES
MONDAY		GROUP W	GROUP X	
TUESDAY		GROUP Y	GROUP Z	
WEDNESDAY		GROUP W	GROUP X	
THURSDAY		GROUP Y	GROUP Z	
FRIDAY		CHOOSE THE GROUPS THAT NEED MOST ATTENTION		

CONSOLIDATION

Frequently asked question (FAQ):

I don't have space to do group teaching, and anyway, what harm will it do to teach the class as a whole? I have too many children in my class to do Group Teaching. What must I do?

REFLECTION

You will reflect on the content to be taught in Grades R to 3.



GETTING TO KNOW LIFE SKILLS IN THE FOUNDATION PHASE
TARGET GROUP: SCHOOL MANAGEMENT TEAMS AND TEACHERS
ACTIVITY : LIFE SKILLS STUDY AREAS (SECTION 2)
SUGGESTED TIME ALLOCATION: 1 hour
RESOURCES: <ul style="list-style-type: none"> • Life Skills document • Participant’s Manual • Newsprint and Kokis
METHOD: Information sharing, group work

OUTCOMES: By the end of this activity participants should:

- be familiar with the structure and content layout of the Life Skills document;
- have engaged and interacted with the Life Skills Study Areas and other aspects related to the teaching of Life Skills in Grade R - 3 in Section 2

<p>FACILITATOR INPUT:</p> <p>Introduce the Life Skills subject:</p> <ol style="list-style-type: none"> 5. Life Skills is aimed at the holistic development of the child (social, intellectual, emotional and physical development). 6. There are four Study Areas for Life Skills: <ul style="list-style-type: none"> • Beginning Knowledge – drawn from Social Sciences (History and geography); Natural Sciences and Technology. • Personal and Social Well-Being – social health, emotional health, our environment including values and attitudes • Creative Arts • Physical Education 7. Beginning Knowledge and Personal and Social Well-Being have been infused. 8. Creative Arts is made up of: <ul style="list-style-type: none"> • Performing Arts which is a combination of Music, Dance and Drama • Visual Arts 5. The structure of the document: <ol style="list-style-type: none"> e) Section 1 : Generic f) Section 2: Life Skills Study Areas and other aspects g) Section 3: Outline of Content for Grades R - 3 h) Section 4: Assessment
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PARTICIPANT'S TASKS

Step 1: Participants will page through the Life Skills document and read Section 2.

Step 2: Give each group a task to do from the table below. If you have more than 9 groups (task 6 will be done by 3 groups) give one task to two groups.

Task 1: Describe the Life Skills Study Area, Beginning Knowledge, and the time allocation per week in Grades R - 3 and also identify possibilities for integration with the other Life Skills Study Areas and with other subjects.
Task 2: Describe the Life Skills Study Area, Personal and Social Well-Being, and the time allocation per week in Grades R - 3 and also identify possibilities for integration with the other Life Skills Study Areas and with other subjects.
Task 3: Describe the Life Skills Study Area, Creative Arts, and the time allocation per week in Grades R - 3 and also identify possibilities for integration with the other Life Skills Study Areas and with other subjects.
Task 4: Describe the Life Skills Study Area, Physical Education, and the time allocation per week in Grades R - 3 and also identify possibilities for integration with the other Life Skills Study Areas and with other subjects.
Task 5: Describe how the Life Skills Study Areas can be included in the Grade R Daily Programme and also identify possibilities for integration with the other subjects.
Task 6: Read the list of perceptual skills for Grades R – 3. Choose four perceptual skills and identify activities that can be done in any of the subjects in Grades R - 3. Let three groups work on this task.
Task 7: Explain how learners experiencing barriers to learning can be catered for during Life Skills lessons more especially during Music, Dance, Drama and Physical Education lessons.

Step 3: Participants will discuss their given task and record their responses in the table in the Participant's Manual [Page 58-60](#).

Step 4: Each group will prepare a short presentation on their task.



PRESENTATION AND DISCUSSION

- Allow each group to do a short presentation on their task. Encourage participants to engage freely with each group's presentation. Manage the time carefully.

CONSOLIDATION

Summarise the Life Skills Study Areas and the time allocation per week for Grades R – 3.

LIFE SKILLS STUDY AREAS	TIME ALLOCATION	GRADE
Beginning Knowledge	1 hour per week	Grades R - 2
	2 hours per week	Grade 3
Physical and Social Well-Being	1 hour per week	Grades R - 3
Creative Arts made up of Performing Arts (Music, Dance and Drama) and Visual Arts	2 hours per week	
Physical Education	2 hours per week	
Total time allocation for Life Skills	6 hours	Grades R - 2
	7 hours	Grade 3

REFLECTION

- Participants will reflect on the each of the Life Skills Study areas.



GETTING TO KNOW LIFE SKILLS IN THE FOUNDATION PHASE
TARGET GROUP: SCHOOL MANAGEMENT TEAMS AND TEACHERS
ACTIVITY : LIFE SKILLS CONTENT (SECTION 3)
SUGGESTED TIME ALLOCATION: 1 hour and 30 minutes
RESOURCES: <ul style="list-style-type: none"> • Life Skills document • Participant’s Manual • Newsprint and Kokis
Method: Information sharing in pairs and groups, gallery walk

OUTCOMES: By the end of this activity participants should have:

- discussed the layout of the content for each of the Life Skills Study Areas for Grades R - 3;
- interacted and engaged with the content of one Life Skills Study Area for one specific grade ;
- participated in discussions relating to all Life Skills Study Areas for Grades R - 3.

FACILITATOR INPUT:

Briefly discuss the layout of the content in Section 3 of the Life Skills document, using one of the grades.

1. Recap that there are four main Study Areas in Life Skills
 - Beginning Knowledge
 - Physical and Social Well-being
 - Creative Arts
 - Physical Education
2. The Life Skills Study Areas for Beginning Knowledge and Physical and Social Well-Being have been combined
3. The content for each grade is divided into four terms for each Study Area namely:
 - Beginning Knowledge and Personal and Social Well-being
 - Creative Arts
 - Physical Education



PARTICIPANT'S TASKS

Step 1: Participants will page through the Grade R content layout in Section 3 of the Life Skills document to get an overview of the three Study Areas in Grade R. (*The content layout for Grades 1 – 3 is the same as for Grade R*).

Step 2: Divide participants into grade groups. Give each grade group a specific Life Skills Study Area. Allocate a task to each group. Participants will work in their groups to engage with the content of a Life Skills Study Area (referred to in their task) for Term 1 of a specific grade and record their responses in the Participant's Manual on [Page 62-65](#).

TASK 1: Plan activities and think of teaching resources that you will need for your lessons on each of the topics for Beginning Knowledge and Personal and Social Wellbeing for Grade R, Term 1.

TASK 2: Choose any two topics from Beginning Knowledge and Personal and Social Well-being and describe how you will integrate them with Performing Arts and Visual Arts lessons for Grade R, Term 1. Also consider contexts from Mathematics and Home Language too.

TASK 3: Write a list of activities and the equipment that will be needed to teach the Physical Education skills including Sports and Games for Grade R: Term 1.

TASK 4: Plan activities and think of teaching resources that you will need for your lessons on each of the topics for Beginning Knowledge and Personal and Social Well-being for Grade 1, Term 1.

TASK 5: Choose any two topics from Beginning Knowledge and Personal and Social Well-being and describe how you will integrate them with Performing Arts and Visual Arts lessons for Grade 1, Term 1. Also consider contexts from Mathematics, Home Language and First Additional Language too.

TASK 6: Write a list of activities and the equipment that will be needed to teach the Physical Education skills including Sports and Games for Grade 1 :Term 1

TASK 7: Plan activities and think of teaching resources that you will need for your lessons on each of the topics for Beginning knowledge and Personal and Social Wellbeing for Grade 2, Term 1.

TASK 8: Choose any two topics from Beginning Knowledge and Personal and Social Well-being and describe how you will integrate them with Performing Arts and Visual Arts lessons for Grade 2: Term 1. Also consider contexts from Mathematics, Home Language and First Additional Language too.

TASK 9: Write a list of activities and the equipment that will be needed to teach the Physical Education skills including Sports and Games for Grade 2: Term 1



TASK 10: Plan activities and think of teaching resources that you will need for your lessons on each of the topics for Beginning Knowledge and Personal and Social Wellbeing for Grade 3, Term 1.

TASK 11: Choose any two topics from Beginning Knowledge and Personal and Social Well-being and describe how you will integrate them with Performing Arts and Visual Arts lessons for Grade 3: Term 1. Also consider contexts from Mathematics, Home Language and First Additional Language too.

TASK 12: Write a list of activities and the equipment that will be needed to teach the Physical Education skills including Sports and games for Grade 3 :Term 1

Walk around and monitor group participation, giving help where needed. Take note of the groups' discussions to use in the feedback session. Encourage participants to think about classroom situations when completing their task.

Step 3: In their groups participants will consolidate their responses and record them on a poster (newsprint). Each group will display their posters on the wall. Organise the posters so that all the posters for each Study Area across the grades are displayed together. Place a blank piece of paper next to each poster.

Step 4: Participants move around, engaging with each of the 12 posters, recording questions and comments on the blank paper. Make sure you engage with each group during this step.

CONSOLIDATION:

- Identify commonalities and differences in each Study Area's posters, e.g. similar resources are used in different grades for Physical Education, Visual Arts etc.
- Share with the participants the following Frequently Asked Question:
How can Life Skills be integrated with the other subjects e.g. Home Language, First Additional Language and Mathematics?

REFLECTION

Participants will reflect on the Life Skills Study Areas.



GETTING TO KNOW LIFE SKILLS
TARGET GROUP: SCHOOL MANAGEMENT TEAMS AND TEACHERS
ACTIVITY : TIME TABLING FOR LIFE SKILLS IN GRADES R - 3
SUGGESTED TIME ALLOCATION: 45 minutes
RESOURCES: 4. Life Skills document 5. Participant's Manual 6. Newsprint and Kokis
Method: Information sharing in pairs and groups

OUTCOMES: By the end of this activity participants should:

- be able to use the given time allocations for each of the Life Skills Study Areas to draw a weekly time table for Grades R - 3;

SCENARIO: Foundation Phase teachers tend to marginalize the subject Life Skills. One of the ways to ensure that Life Skills is given due attention in Grades R - 3 is to ensure that it is included in the daily time table with Languages and Mathematics. Hence you have been requested to assist Foundation Phase teachers to draw up a weekly time table for Life Skills.

FACILITATOR'S INPUT

Provide an overview of the policy requirements by making reference to the table in the Participant's Manual **on page 67.**

LIFE SKILLS STUDY AREAS	TIME ALLOCATION	GRADE
Beginning Knowledge	1 hour per week	Grades R - 2
	2 hours per week	Grade 3
Physical and Social Well-Being	1 hour per week	Grades R - 3
Creative Arts made up of Performing Arts (Music, Dance and Drama) and Visual Arts	2 hours per week	
Physical Education	2 hours per week	
Total Time allocation for Life Skills	6 hours	Grades R - 2
	7 hours	Grade 3



PARTICIPANT'S TASKS

Step 1: Participants will read the policy requirements (Life Skills Study Areas and time allocations) for Life Skills that is given in the Table in the Participant's Manual on **page 68.**

Step 2: In grade groups the participants read the given Scenario. Give each group one of the tasks from the table below to respond to the scenario. They must complete their time table on a poster. (An exemplar template is provided.)

TASK 1: Draw a weekly time table for Life Skills for Grade 1 and ensure that at least one or two of the Life Skills Study Areas is taught daily.
TASK 2: Draw a weekly time table for Life Skills for Grade 2 and ensure that at least one or two of the Life Skills Study Areas is taught daily.
TASK 3: Draw a weekly time table for Life Skills for Grade 3 and ensure that at least one or two of the Life Skills Study Areas is taught daily.
TASK 4: Plan a weekly programme (Monday to Friday) and show how Life Skills Study Areas can be included every day in the daily programme for Grade R.
TASK 5: Draw a weekly time table for Life Skills for Grades 1 - 3 for a multi-grade class that has 13 Grade 1 learners, 10 Grade 2 learners and 9 Grade 3 learners.

Each group will finalize their draft timetables and ensure that they have included all the Life Skills Study Areas in the time table.

Exemplar time table template:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Step 3: Groups who developed a time table for the same grade swop and discuss the timetables.



Step 4: At the end of the session display all timetables on the wall for further viewing.

DISCUSSION AND REFLECTION

Groups reflect and discuss challenges experienced in drawing up the time table.

CONSOLIDATION

- Explain and summarise the timetabling process by making reference to this exemplar timetable for Grades 1 – 2.
- Different school contexts should be considered when drawing up a timetabling for example sharing of Physical Education equipment (balls, skipping ropes, hoops) across grades etc.
- It is also important that Physical Education lessons be scheduled before noon in the summer months.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Beginning Knowledge and Personal and Social Well Being (30 minutes per day)				
Physical Education (30 minutes)		Physical Education (30 minutes)	Physical Education (30 minutes)	Physical Education (30 minutes)
	Visual Arts (60 minutes)			
		Performing Arts 30 minutes per day		Performing Arts 30 minutes per day

Please note that for Grades 1 – 3:

- Physical Education can be timetabled: Four 30 minute sessions OR two 60 minute sessions.
- Visual Arts can be timetabled: one 60 minute session OR two 30 minute sessions.
- Performing Arts can be timetabled: two 30 minute sessions. Also note that Music and Dance can be infused. Drama can be infused with Language activities.
- For Grade 3 an additional hour is given to Beginning Knowledge, which can be timetabled with Personal and Social Well-Being: four 45 minutes sessions OR three 60 minute sessions.
- For Grade R your weekly time table should be informed by your Daily Programme.

REFLECTION

Participants reflect on the exemplar time table for Grades 1 - 2.



GETTING TO KNOW LIFE SKILLS
TARGET GROUP: SCHOOL MANAGEMENT TEAMS AND TEACHERS
ACTIVITY : PLANNING A TIME TABLE FOR LIFE SKILLS FOR GRADES R - 3
SUGGESTED TIME ALLOCATION: 1 hour
RESOURCES: 3. Life Skills document 4. Participant's Manual 5. Newsprint and Kokis
Method: Information sharing in pairs and groups

OUTCOMES: By the end of this activity participants should:

- have a clear understanding of how to draw a weekly time table for Life Skills for Grades R - 3;

FACILITATOR'S INPUT

Introduce this activity with the policy requirements set out in Section 1 of the Life Skills document. The policy requirements are summarized in the Table below and also appears in the Participant's Manual on **Page 70**.

LIFE SKILLS STUDY AREAS	TIME ALLOCATION	GRADE
Beginning Knowledge	1 hour per week	Grades R - 2
	2 hours per week	Grade 3
Physical and Social Well Being	1 hour per week	Grades R - 3
Creative Arts made up of Performing Arts(Music, Dance and Drama) and Visual Arts	2 hours per week	
Physical Education	2 hours per week	
Total Time allocation for Life Skills	6 hours	Grades R - 2
	7 hours	Grade 3

PARTICIPANT'S TASKS

Scenario

The exemplar timetable given below has been drawn up by Grade 1 - 2 teachers of **School XYZ**. This exemplar appears in the Participant's Manual on **page 71**.



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Beginning Knowledge and Personal and Social Well Being (30 minutes per day)				
Physical Education (30 minutes)		Physical Education (30 minutes)	Physical Education (30 minutes)	Physical Education (30 minutes)
	Visual Arts (60 minutes)			
		Performing Arts 30 minutes per day		Performing Arts 30 minutes per day

Step 1: Participants will engage with and discuss the exemplar time table in the Participant’s manual and answer the following questions:

1. Does the given timetable cater for all Life skills study areas? Yes /No Give reasons for your response.
2. Is it a good idea to teach Beginning Knowledge and Personal and Social Well-Being every day (Monday to Thursday) for half an hour? Yes /No Give reasons for your response.
3. Is it a good idea to have four 30 minute sessions of Physical Education per week? Yes /No Give reasons for your response.
4. Is it a good idea to have one 60 minute session of Visual Arts in a week? Yes /No Give reasons for your response.
5. Is it a good idea to do the Performing Arts (Music, Dance and Drama) twice a week for 30 minutes? Yes /No give reasons for your response.
6. What changes would you make to this exemplar timetable to suit your own school context?

Step 2: For this activity put participants into their respective school groups.

Divide each school group into separate grade groups (Grade R, 1, 2, and 3). Each grade group will use the time table template **on page 71** of the Participant’s Manual and draw up an exemplar Life Skills time table for their respective grade.



Exemplar time table template:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Step 5: Participants within each school will discuss their draft timetables for each grade and ensure that it suits their school's context.

DISCUSSION AND PRESENTATION

Give some schools an opportunity to present their timetables for one Grade only. Make certain that presentations cover all grades i.e. Grades R - 3.

CONSOLIDATION

- It is important to have short sessions that cover all Life Skills Study Areas in the Grade R Daily Programme (Weekly plan).
- Different school contexts should be considered when drawing up a timetable e.g. multi-grade schools.

REFLECTION

- Participants reflect on planning a time table for Life Skills for Grades R - 3.



PLANNING AND ASSESSMENT
TARGET GROUP: SCHOOL MANAGEMENT TEAMS AND TEACHERS
ACTIVITY : DESIGNING A TIME TABLE FOR GRADES R - 3
TIME ALLOCATION: 1 hour
RESOURCES: 1. Participant's Manual 2. Newsprint and Kokis
Method: Information sharing in pairs and groups, gallery walk

Outcomes: By the end of this activity participants should:

- be able to use time allocations set out in policy to draw up a class timetable for Grades R to 3 to suit their own school context.

FACILITATOR'S INPUT

Discuss the designing of a daily and weekly time table for Grades R to 3 using the time allocations that have been set out in policy for Foundation Phase in the table below. All subjects will need to be taught every day, Monday to Friday in Grade R to 3. The four Life Skills Study Areas also need to be catered for during the week.

SUBJECT	WEEKLY TIME ALLOCATION	DAILY TIME ALLOCATION	GRADE
HOME LANGUAGE	10 hours	2 hours per day	Grades R
HOME LANGUAGE :(scenario where Home Language is given 7 hours)	7 hours	1 hour 24 minutes	Grades 1 to 3
HOME LANGUAGE :(scenario where Home Language is given 8 hours)	8 hours	1 hour 36 minutes per day	Grades 1 to 3
FIRST ADDITIONAL LANGUAGE(scenario where First Additional Language is given 2 hours)	2 hours	24 minutes per day	Grades 1 to 2
FIRST ADDITIONAL LANGUAGE(scenario where First Additional Language is given 3 hours)	3 hours	36 minutes per day	Grade 3
MATHEMATICS	7 hours	1 hour 24 minutes per day	Grades R to 3
LIFE SKILLS	6 hours	1 hour 12 minutes per day	Grades R to 2
	7 hours	1 hour 24 minutes per day	Grade 3
Total Teaching time	23 hours	4 hours 36 minutes per day	Grades R to 2
Total Teaching time	25 hours	5 hours per day	Grade 3



Step 2: In groups participants brainstorm and design a daily integrated programme for Grade R (daily) and a class time table Grades 1 – 3 (weekly). They will use one of the templates in the Participant’s Manual on [page 76-77](#) to design their daily programme/timetable.

Give each group one of the following tasks:

TASK 1: Look at the exemplar Grade R programme in Section 2 Home Language CAPS document. Design a daily integrated programme for Grade R. Take into account the daily contact time of 4 hours 36 minutes.
TASK 2: Design a weekly (Monday to Friday) class time table for all subjects for Grade 1 in a school that has chosen to offer 8 hours of Home Language and 2 hours of First Additional Language.
TASK 3: Design a weekly (Monday to Friday) class time table for all subjects for Grade 1 in a school that has chosen to offer 7 hours of Home Language and 3 hours of First Additional Language.
TASK 4: Design a weekly (Monday to Friday) class time table for all subjects for Grade 2 in a school that has chosen to offer 8 hours of Home Language and 2 hours of First Additional Language.
TASK 5: Design a weekly (Monday to Friday) class time table for all subjects for Grade 2 in a school that has chosen to offer 8 hours of Home Language and 2 hours of First Additional Language.
TASK 6: Design a weekly (Monday to Friday) class time table for all subjects for Grade 3 in a school that has chosen to offer 8 hours of Home Language and 3 hours of First Additional Language.
TASK 7: Design a weekly (Monday to Friday) class time table for all subjects for Grade 3 in a school that has chosen to offer 7 hours of Home Language and 4 hours of First Additional Language.

If you have more than 6 groups, give one task to 2 or 3 groups.

Participants should be encouraged to be creative when drawing up a timetable, whilst adhering to the policy requirements.

Step 3: Each group will finalize their timetable and record it on a poster. You may find it useful to give each group an A3 timetable template.

Step 4: Each group will display their posters on the wall in a designated place. Place a blank piece of paper next to each poster.

Step 5: Participants move around, engaging with each group’s timetable, recording questions and comments on the blank paper.

Step 6: Discuss the exemplar Grade R daily programme and the exemplar Grade 2 timetable in the Participant’s Manual on [page 76-77](#).



EXEMPLAR DAILY PROGRAMME FOR GRADE R

SUGGESTED DAILY PROGRAMME: GRADE R		
Contact Time: 4h 36 m per day		
This is an adapted version of the integrated Daily Programme in the Mathematics and Home Language document. This Daily Programme should be adapted for your learning environment		
TEACHING TIME	ARRIVAL	Learners arrive and pack away their bags. Speaking to learners as they arrive.
36 min	TEACHER Home Language GUIDED Mathematics ACTIVITY Life Skills	GREETING BIRTHDAYS WEATHER CHART REGISTER NEWS Beginning Knowledge and Personal and Social well-being included. Health checks. Introduction of new concepts and skills, ideas songs or rhymes or announcements during this morning ring . Whole class Shared Reading to be done from the daily news recording.
50 min	CREATIVE ARTS (Every day: 1 MAIN + 2/3 supporting activities) FREE PLAY INSIDE TIDY UP Home Language, Life Skills Mathematics	Visual Arts included. Learners choose what to do, interacting with the materials during this work time . Fantasy play, role play, construction- play, blocks educational toys, perceptual – games, puzzles, book corner etc.
30 min	TEACHER Home Language GUIDED Mathematics ACTIVITY Life Skills	Small Group work e.g. working with numbers, experimenting or using material to solve problems etc.
10 min	TOILET ROUTINE Home Language, Life Skills Mathematics	Supervise routine
20 min	REFRESHMENTS Home Language, Life Skills Mathematics	Supervise routine
60 min	FREE PLAY OUTSIDE And TIDY UP Home Language, Life Skills Mathematics	Structured and planned Physical Education included.
10 min	TOILET ROUTINE Home Language, Life Skills Mathematics	Supervise routine
30 min	TEACHER Home Language GUIDED Mathematics ACTIVITY Life Skills	Performing arts including music, movement . Physical Education can also be included in this time slot.
30 min	STORY TIME Home Language, Life Skills Mathematics	Do story telling and Shared Reading from Big Books Also include phonics.
	DEPARTURE	Learners rest and depart
4h 36 min		



EXEMPLAR WEEKLY TIME TABLE FOR GRADE 2

GRADE 2 – 23 hours (HL = 7hrs; FAL = 3hrs)					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
08:00-08:30	Home Language	Mathematics	First Add. Lang	Mathematics	Home Language
08:30-09:00	Home Language	Mathematics	First Add. Lang	Mathematics	Home Language
09:00-09:30	Home Language	Mathematics	Mathematics	Mathematics	Home Language
09:30-10:00	Mathematics	Phys. Ed	Mathematics	Beg. Know. & Pers.	Phys. Ed
10:00-10:30	Mathematics	Phys. Ed	Mathematics	Beg. Know. & Pers.	Phys. Ed
10:30-11:00	B	R	E	A	K
11:00-11:30	Beg. Know.& Pers.	Home Language	Home Language	Home Language	Mathematics
11:30-12:00	Beg. Know.& Pers.	Home Language	Home Language	Home Language	Mathematics
12:00-12:30	Creative Arts (P)	Home Language	Creative Arts (V)	Home Language	Mathematics
12:30-12:45	B	R	E	A	K
12:45-13:15	First Add. Lang	First Add. Lang	Creative Arts (V)	First Add. Lang	Creative Arts (P)
13:15-13:30		First Add. Lang		First Add. Lang	
Please note that time for Tuesday and Thursday has been extended by 15 minutes per day					



GRADE 3 (HL = 8hrs; FAL = 3hrs)					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
08:00-08:30	Beg. Know.& Pers.	Mathematics	First Add. Lang	Mathematics	Home Language
08:30-09:00	Beg. Know.& Pers	Mathematics	First Add. Lang	Mathematics	Home Language
09:00-09:30	Creative Arts (V)	Mathematics	Mathematics	Mathematics	Home Language
09:30-10:00	Mathematics	Beg. Know. & Pers.	Mathematics	Beg. Know. & Pers.	Phys. Ed
10:00-10:30	Mathematics	Beg. Know. & Pers.	Mathematics	Beg. Know. & Pers.	Phys. Ed
10:30-11.00	B	R	E	A	K
11:00-11:30	Home Language	Home Language	Home Language	Creative Arts (V)	Mathematics
11:30-12:00	Home Language	Home Language	Home Language	Home Language	Mathematics
12:00-12:30	Home Language	Home Language	Home Language	Home Language	Mathematics
12:30-12:45	B	R	E	A	K
12:45-13:15	First Add. Lang	First Add. Lang	Phys. Ed	Home Language	Creative Arts (P)
13:15-13:30	First Add. Lang	First Add. Lang	Phys. Ed	Home Language	Creative Arts (P)

CONSOLIDATION: Use the comments and questions written on the pieces of paper next to the timetables and the discussions to recap the timetabling process.

Explain to participants that although each subject is allocated a weekly time allocation, the daily time per subject needs to be practical and manageable. For example: The weekly time allocation for Mathematics is 7 hours (1 hour 24 minutes per day). A school may choose to have 1 hour 30 minutes lessons on Monday, Tuesday, Wednesday and Thursday and 1 hour on Friday.

REFLECTION: Participants will reflect on how to design a weekly class timetable.





PLANNING AND ASSESSMENT
TARGET GROUP: SCHOOL MANAGEMENT TEAMS AND TEACHERS
ACTIVITY : OVERVIEW OF LESSON PLANNING AND ASSESSMENT IN GRADES R - 3
SUGGESTED TIME ALLOCATION: 1 Hour
RESOURCES: 7. Participant’s Manual 8. Home Language document 9. First Additional Language document 10. Mathematics document 11. Life Skills Document 12. Newsprint and Kokis
METHOD: Information sharing in groups

OUTCOMES: By the end of this activity participants should:

- become familiar with the main components of a lesson plan for Grades R - 3;
- interact and engage with the exemplar assessment activities given in the Home Language, First Additional Language and Mathematics documents;

FACILITATOR’S INPUT

For this activity give an overview of planning and assessment in CAPS.

1. **Phase Overview** (equivalent to a phase plan/learning programme) for Grades R - 3 is given for these subjects
 - Home Language ,
 - First Additional Language, and,
 - Mathematics
2. **Grade Overview for Grades R - 3 is given** (equivalent to a grade plan/work schedule) for Grades R - 3 is given for these subjects
 - Home Language ,
 - First Additional Language
 - Mathematics, and,
 - Life Skills



3. Assessment in Grades R – 3	
1.	100% School Based Assessment in Grades R – 3
2.	Number of formal assessment tasks has been given in Section 2 of Home Languages , First Additional Language and Mathematics documents <ul style="list-style-type: none"> • Suggested formal and informal activities have been given in Section 3 of Home Languages and First Additional Language documents • Exemplar Mathematics tasks for Grades R - 3 is given in Section 4 of Mathematics Document • Life Skills there will be one assessment task per term that would include assessment activities for each of Life Skills Study Areas namely Beginning knowledge and Personal and Social Well Being, Creative Arts and Physical Education
4.	Assessment in Grade R will be mainly informal (observation, oral and practical) and teachers would be encouraged to track and monitor each child’s progress by using checklists and holistic rubrics.
5.	Annual National Assessments (ANA) is a baseline assessment and is administered in Grades 2 and 3 only. The main purpose of ANA is to monitor learner performance across the system in Grades 2 to 7 in Languages and Mathematics and provide appropriate interventions and support.

PARTICIPANT’S TASKS

Step 1: Give each group one of the following tasks from the table below (listing components for planning):

TASK 1: List the most important components that you would consider when designing a week’s lesson plans for Languages (Home and First Additional)
TASK 2: List the most important components that you would consider when designing a week’s lesson plan for Mathematics.
TASK 3: List the most important components that you would consider when designing a week’s lesson plan for Life Skills (Ensure that you include all the Life Skills study areas)
TASK 4: List the most important components that you would include when designing an integrated weekly lesson plan for Grade R. (Consult your weekly lesson plan.)



Step 2: Participants in their groups will discuss and record their responses for their given task (planning for assessment) in the Participant’s Manual on **Page 82-88**. Explain how each group is expected to engage with the task. Leave groups to interact and complete task given.

TASK 1: Read the suggested assessment activities given for Home Languages Grade 1 Term 1 and plan :

- when you will assess (in which week) ;
- the type of assessment;
- and the assessment tool and method

that you will use to assess Listening and Speaking, Reading, Phonics, Handwriting and Writing in Term 1 of Grade 1.

TASK 2: Read the suggested assessment activities given for First Additional Language Grade 1 Term 1 and plan :

- when you will assess (in which week) ;
- the type of assessment;
- and the assessment tool and method

that you will use to assess Listening and Speaking and Reading in Term 1 of Grade 1.

TASK 3: Read the suggested assessment activities given for Home Languages Grade 2 Term 1 and plan :

- when you will assess (in which week) ;
- the type of assessment;
- and the assessment tool and method

that you will use to assess Listening and Speaking, Reading, Phonics, Handwriting and Writing in Term 1 of Grade 2.

TASK 4: Read the suggested assessment activities given for First Additional Language Grade 2 Term 1 and plan :

- when you will assess (in which week) ;
- the type of assessment;
- and the assessment tool and method

that you will use to assess Listening and Speaking and Reading and Writing in Term 1 of Grade 2.



TASK 5: Read the suggested assessment activities given for Home Languages Grade 3 Term 1 and plan :

- when you will assess (in which week) ;
- the type of assessment;
- and the assessment tool and method

that you will use to assess Listening and Speaking, Reading, Phonics, Handwriting and Writing in Term 1 of Grade 3.

TASK 6: Read the suggested assessment activities given for First Additional Language Grade 3 Term 1 and plan :

- when you will assess(in which week) ;
- the type of assessment;
- and the assessment tool and method

that you will use to assess Listening and Speaking and Reading and Writing in Term 1 of Grade 3.

TASK 7: Read the exemplar assessment tasks that have been given in for Mathematics Grade 1, Term 1 and plan :

- when you will assess (in which weeks) ;
- the type of assessments;
- and the assessment tool and method

that you will use to assess the activities for this task.

TASK 8: Read the exemplar assessment tasks that have been given in for Mathematics Grade 2, Term 1 and plan :

- when you will assess (in which weeks) ;
- the type of assessments;
- and the assessment tool and method

that you will use to assess the activities for this task.

TASK 9: Read the exemplar assessment tasks that have been given in for Mathematics Grade 3, Term 1 and plan :

- when you will assess (in which weeks) ;
- the type of assessments;
- and the assessment tool and method

that you will use to assess the activities for this task.



TASK 10: Read the content of Grade 1 Term 1 for each Life Skills study area and plan out an assessment task that covers each study area. It must include:

- when you will assess (in which weeks) ;
- the type of assessments;
- and the assessment tool and method

that you will use to assess the activities for this task.

TASK 10: Read the content of Grade 3 Term 1 for each Life Skills study area and plan out an assessment task that covers each study area. It must include:

- when you will assess (in which weeks) ;
- the type of assessments;
- and the assessment tool and method

that you will use to assess the activities for this task.

TASK 11: Develop a holistic rubric for term 3 Languages for Grade R. Make sure you include all the language components.

Walk around and monitor group participation, giving help where needed. Take note of discussions to use in the feedback session. Encourage participants to think about classroom situations when completing their task.

PRESENTATION AND DISCUSSION

- Nominate one group per subject and the Grade R group to present their responses to their task. Encourage participants to engage with each group's presentation.



CONSOLIDATION

3. Briefly summarise the components of a lesson plan that can be used to develop a generic template Grades 1 – 3:
 - Subject, Term_, Week_, Day_
 - Topic / Concepts
 - Lesson Content (Teaching Activities)
 - Integration (where possible)
 - Assessment Activities
 - Support for learners experiencing barriers to learning
 - Teaching Resources
4. Summarise the types of assessment (oral, observation, practical, written recording, demonstration), assessment tools (holistic rubric, checklist, recording in class workbooks) assessment method (teacher, self, peer, group)

Frequently Asked Question: Should Foundation Phase teachers do weekly and daily lesson plans for all subjects?

REFLECTION

Participants will reflect on the requirements for planning and assessment in Grades R to 3.



PLANNING AND ASSESSMENT
TARGET GROUP: SCHOOL MANAGEMENT TEAMS AND TEACHERS
ACTIVITY : DESIGNING LESSON PLANS FOR GRADES R - 3
SUGGESTED TIME ALLOCATION: 1 hour
RESOURCES: <ol style="list-style-type: none"> 1. Participant’s Manual page 2. Home Language document 3. First Additional Language document 4. Mathematics document 5. Life Skills Document 6. Newsprint and Kokis
METHOD: Information sharing in pairs and groups, gallery walk.

OUTCOMES: By the end of this activity participants should have:

- designed a weekly lesson plan for any one subject in grades R - 3.

FACILITATOR’S INPUT

Introduce this activity by stating the following:

1. Only one level of planning is required in CAPS, namely lesson planning ;
2. The content for each subject is laid out in a work schedule format;
3. A Language lesson plan should include: <ul style="list-style-type: none"> • Listening and Speaking • Phonics • Reading (Shared Reading, Group Guided Reading Activities) • Handwriting • Writing (Shared and Independent Writing Activities) <p>Use the suggested guidelines given in Section 2 (Time Allocation) in the Language document which emphasizes a balanced Literacy approach.</p>



<p>4. A Mathematics lesson plan should include:</p> <ul style="list-style-type: none"> • Counting Skills • Mental Mathematics • Concept development • Problem Solving • Written Recording • Whole class activities • Planning for small group focused lessons (differentiated groups)
<p>5. A Life Skills lesson plan should include all the Life Skills study areas:</p> <ul style="list-style-type: none"> • Beginning Knowledge and Personal and Social Well-being • Creative Arts <ul style="list-style-type: none"> • Performing Arts (music, dance, drama) • Visual Arts • Physical Education <ul style="list-style-type: none"> • Warm-up • Main Activity • Cool-down
<p>6. Use the following resources to enhance your lessons</p> <ul style="list-style-type: none"> • DBE Workbooks • Grade R : Resource Kit • Foundations for Learning (FFL) Lesson Plans.

PARTICIPANTS TASKS

Step 1: Designing a weekly lesson plan: Divide participants into school groups and then into grade groups. Give each group one of the tasks from the table below. The groups will discuss and design a lesson plan using one of the exemplar lesson plan templates in the Participant’s Manual on Page. They can record their lesson plan on a poster and display it on the wall. Leave groups to interact and complete task given.

TASK 1: Read through the Home Language content for Grade R, Term 1 and design a weekly lesson programme (Monday to Friday) for Week 1, Term 1.



TASK 2: Read through the Home Language content for Grade 1, Term 1 and design a weekly lesson plan (Monday to Friday) for Week 1.
TASK 3: Read through the Home Language content for Grade 2, Term 1 and design a weekly lesson plan (Monday to Friday) for Week 1.
TASK 4: Read through the Home Language content for Grade 3, Term 1 and design a weekly lesson plan (Monday to Friday) for Week 1.
TASK 5: Read through the First Additional Language content for Grade 1, Term 1 and design a weekly lesson plan (Monday to Friday) for Week 1
TASK 6: Read through the First Additional Language content for Grade 2, Term 1 and design a weekly lesson plan (Monday to Friday) for Week 1
TASK 8: Read through the First Additional Language content for Grade 3, Term 1 and design a weekly lesson plan (Monday to Friday) for Week 1.
TASK 9: Read through the Mathematics content for Grade 1, Term 1 and design a weekly lesson plan (Monday to Friday) for Week 1.
TASK 10: Read through the Mathematics content for Grade 2, Term 1 and design a weekly lesson plan (Monday to Friday) for Week 1.
TASK 11: Read through the Mathematics content for Grade 3, Term 1 and design a weekly lesson plan (Monday to Friday) for Week 1.
TASK12: Read through the Life Skills content for Grade R, Term 1 and design a weekly lesson programme (Monday to Friday) for Week 1.
TASK 13: Read through the Life Skills content for Grade 1, Term 1 and design a weekly lesson plan (Monday to Friday) for Week 1.
TASK 14: Read through the Life Skills content for Grade 2, Term 1 and design a weekly lesson plan (Monday to Friday) for Week 1.
TASK 15: Read through the Life Skills content for Grade 3, Term 1 and design a weekly lesson plan (Monday to Friday) for Week 1.

Walk around and take note of the groups' discussions to use in the feedback session. Encourage participants to think about classroom situations when completing their task.

Step 2: Each group will display their posters on the wall in a designated place. Place a blank piece of paper next to each poster.



Step 3: Participants move around, engaging with each of the activities, recording questions and comments on the blank paper.

Exemplar Lesson Plan Template: Home Languages Grade 1: Term 1: Week 1

COMPONENTS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Listening and Speaking					
Phonics					
Reading					
Handwriting					
Writing					

Exemplar Lesson Plan Template: First Additional Languages Grade 1: Term 1: Week 1

COMPONENTS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Listening and Speaking					
Phonics					
Reading					
Writing					

Exemplar Lesson Plan Template: Mathematics Grade 1: Term 1: Week 1

CONCEPTS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Counting					
Mental Mathematics					
Concept Development					
Problem Solving					



Exemplar Lesson Plan Template: Life Skills Grade 1: Term 1: Week 1

Topic:

LIFE SKILLS STUDY AREAS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Beginning knowledge and Personal Social Wellbeing					
Performing Arts					
Visual Arts					
Physical Education					

Exemplar Lesson Plan Template: Weekly Grade R: Term 1: Week 1

COMPONENTS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

DISCUSSION AND CONSOLIDATION

Use the comments and questions written on the pieces of paper next to the lesson plans and the discussions to recap the lesson planning process.

REFLECTION:

Participants will reflect on the lesson planning process (weekly and daily) for Grades R - 3. Schools may choose to use a weekly lesson plan divided into the five school days or a separate daily lesson plan.



PLANNING AND ASSESSMENT
TARGET GROUP: SCHOOL MANAGEMENT TEAMS AND TEACHERS
ACTIVITY : DESIGNING A DAILY LESSON PLAN FOR GRADES R - 3
TIME ALLOCATION:
RESOURCES: <ol style="list-style-type: none"> 1. Home Language document 2. First Additional Language document 3. Mathematics document 4. Life Skills document 5. Participant's Manual 6. Weekly Term 1 Draft Lesson Plans (from the previous activity) 7. Newsprint and Kakis
METHOD: Information sharing in pairs and groups

OUTCOMES: By the end of this activity participants should:

- be able to use their weekly lesson plans to design a daily lesson plan for grades R - 3.

FACILITATOR'S INPUT

Discuss the purpose of a daily lesson plan in grades R - 3 as well as how to design such a plan.

- The Foundation Phase curriculum should be taught in an integrated way across the subjects where possible. Teacher should look for opportunities where integration across subjects is purposeful and meaningful
- Beginning Knowledge topics could be used to provide contexts for language development, for example, Listening and Speaking and Writing activities.
- Performing Arts (Music, Dance and Drama) can be used for language development
- Mathematics content (Patterns, Shapes) can be integrated with Visual Arts and Dance activities.
- The daily lesson plan should be aligned to the class timetable.
- Lesson plans must be adapted to cater for each school and class context, for example, catering for learners experiencing barriers to learning and multi-grade contexts.
- Schools using weekly lesson plans in Grades R – 3 should ensure that the plans contain sufficient detail e.g. activities for small group focus teaching in Reading and Mathematics.



RESOURCES FOR LESSON PLANNING

- Teachers can use their **FFL Lesson Plans, DBE Workbooks, published materials** and the **Grade R Resource Kits** to inform their lesson plans.

PARTICIPANT'S TASKS

Step 1: For this activity participants will work in the same groups that they did their weekly lesson Plans.

Step 2: Grade groups will discuss their draft weekly lesson plans for all subjects.

Step 3: Grade groups will interact with the daily lesson plan template given in the Participant's Manual on page

Step 4: Grade groups will use their weekly lesson plans for Week 1 Term 1 to develop a lesson plan for their specific grade, using the template given in the Participants Manual.

Step 5: The Grade R Lesson Plan Exemplar is a weekly and daily lesson Planner. Participants will interact with the exemplar and compare it with the Daily Programme in the Home Language Document.

CONSOLIDATION:

In their school groups participants will engage with their draft lesson plans for Grades R to 3 and adapt it to their own school context.

REFLECTION:

Participants will reflect on the lesson plan templates.



Exemplar Daily lesson Plan template for Grade____ Day and Date: _____

HOME LANGUAGE	
Listening and Speaking	
Phonics	
Handwriting	
Reading	Whole class Shared Reading Activities:
	Group Guided Reading activities (at least 2 groups per day):
	Group 1
	Group 2
	Independent Reading Activities
Writing	Whole class Shared Writing Activities:
	Independent Writing Activities:
ASSESSMENT	
RESOURCES	
Other language activities	
FIRST ADDITIONAL LANGUAGE	
Listening and Speaking	
Phonics	
Reading	
Writing	
ASSESSMENT	
RESOURCES	



MATHEMATICS				
Whole class activities				
Counting		Mental mathematics		Independent activities
Group teaching				
	Counting and estimation skills	Concept development	Problem solving	Written recording
Group X				
Group Y				
ASSESSMENT				
RESOURCES				
LIFE SKILLS: TOPIC:				
Beginning knowledge and personal and social well-being				
Performing Arts				
Visual Arts				
Physical Education				
RESOURCES				
ASSESSMENT				
DAILY REFLECTION				



GRADE R: WEEKLY LESSON PLAN					
Date:		Topic:			
Week:		Topic:			
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
HOME LANGUAGE 2 hours per day					
Listening and Speaking					
Phonics					
Handwriting skills					
Reading					
Shared Reading:					
Story Time					
ASSESSMENT					
RESOURCES					
Other language activities					



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MATHEMATICS 1 hour 24 minutes per day					
TEACHER GUIDED ACTIVITY Small Group / Whole class Teaching					
ASSESSMENT					
RESOURCES					
LIFE SKILLS 1 hour 12 minutes per day					
Beginning Knowledge and Personal and Social Well-being (discussion ring)					
Performing Arts Music, Movement Drama					
Visual Arts Creative Art Activities Free play inside					
Physical Education Structured Outdoor Play					
RESOURCES					
ASSESSMENT					





GETTING TO KNOW THE NATIONAL PROTOCOL FOR ASSESSMENT GRADES R-12
TARGET GROUP: SCHOOL MANAGEMENT TEAMS AND TEACHERS
ACTIVITY : RECORDING, REPORTING AND PROGRESSION REQUIREMENTS FOR THE FOUNDATION PHASE
SUGGESTED TIME ALLOCATION: 30 minutes
RESOURCES: 4. The National Policy Pertaining to the Programme and Promotion Requirements of National Curriculum Statement Grades R-12 5. Participant’s Manual 6. Newsprint and Kokis
Method: Information sharing in pairs

OUTCOMES: By the end of this activity participants should:

- will become familiar with the promotion requirements that have been set out in the *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12*.



FACILITATOR'S INPUT

SUMMARY OF CHAPTER 3 THE NATIONAL POLICY PERTAINING TO THE PROGRAMME AND PROMOTION REQUIREMENTS OF NATIONAL CURRICULUM STATEMENT GRADES R-12

Stipulates the promotion requirements for Grades R - 3, assessment and recording and reporting

FOUNDATION PHASE: SCHOOL-BASED ASSESSMENT (SBA) OR CASS GRADES R – 3

FOUNDATION PHASE	END OF YEAR EXAMINATION
100%	NIL

PROGRESSION REQUIREMENTS FOR GRADES 1-3(TAKE EFFECT IN JANUARY 2012)

Subject	Rating Scale
Home Language	4
First Additional language	3
Mathematics	3

RECORDING AND REPORTING

Seven levels of competence have been described for each subject in the Foundation Phase. The various achievement levels and their corresponding percentage bands are as shown below:

ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTION	MARKS %
7	Outstanding Achievement	80 – 100
6	Meritorious Achievement	70 – 79
5	Substantial Achievement	60 – 69
4	Adequate Achievement	50 – 59
3	Moderate Achievement	40 – 49
2	Elementary Achievement	30 – 39
1	Not Achieved	0 – 29

Recording will take place in **ALL** subjects against the Formal Assessment Task in Grades 1 - 3. In Grade R at the end of each term teachers can use a holistic rubric in each subject to track and monitor learners' progress. Schools must send a written report on the learners' progress to parents at the end of every term. The report must include the learner's progress in **ALL** subjects. Other forms of reporting should also take place (parent-teacher meetings on learner progress, open days).



PROGRESSION IN GRADE R

As far as possible all learners should progress from Grade R to Grade 1 providing that they are in the correct age cohort.

PROGRESSION IN THE FOUNDATION PHASE

Should any learner not be ready to progress it must be agreed by all the relevant stakeholders. Adequate evidence to support the recommendation must be available.

PARTICIPANT'S TASKS

STEP 1: Participants will read through Chapter 3 of *the National Policy Pertaining to the Programme and Promotion Requirements of National Curriculum Statement Grades R-12*.

STEP 2: In pairs participants identify and record the progression requirements for Grades 1 - 3.

Step 3: In pairs participants identify and record the rating scale for Grades 1 - 3 and discuss how it would be implemented to give effect to School Based Assessment in Grades 1 - 3.

Step 4: In pairs participants identify and record how learner's progress will be monitored and tracked in Grade R.

Step 5: In pairs participants identify and record recording and reporting in Grades R - 3.

DISCUSSION AND CONSOLIDATION

Give participants the opportunity to raise issues of clarity or concern.

Remind participants that the policy requirements for Recording, Reporting and the Progression for Grades R to 3 will come into effect in 2012.





MONITORING AND SUPPORT
TARGET GROUP: SCHOOL MANAGEMENT TEAMS
ACTIVITY : SCHOOL FOLLOW-UP PLANS FOR CAPS IMPLEMENTATION
TIME ALLOCATION: 1 hour
RESOURCES: 1. Participant’s Manual 2. Newsprint and Kokis
Method: Information sharing in pairs and groups

OUTCOMES: By the end of this activity participants should:

- be able to give support to Grade R - 3 teachers and other target groups with the implementation of CAPS.

FACILITATOR’S INPUT

Introduce this activity by identifying the roles that the School Management Teams will play and the actions that they need to take to support the implementation of CAPS in Foundation Phase in 2012:

- teacher readiness
- school readiness

PARTICIPANT’S TASKS:

Step 1: For this activity divide participants into school groups. Each school group will brainstorm follow-up interventions that will give support to the implementation of CAPS in Grades R - 3.

Step 2: Each school group will record their responses to the following tasks given in the Participant’s Manual on [page 112-118](#).

Step 3: In their school groups participants will discuss their responses to the given tasks in Step 2 and develop support plans using the template given in the Participant’s Manual.



SCHOOL FOLLOW-UP SUPPORT PLANS		
INTERVENTION	SUPPORT AND IMPLEMENTATION PLANS	IMPLEMENTATION DATES
TASK 1: What steps would you take to ensure that all Foundation Phase teachers in your school have the CAPS documents for all subjects before January 2012?		
TASK 2: What steps would you take to ensure that all Grades R - 3 teachers and School Management Teams have attended the CAPS Provincial Training Workshops?		
TASK 3: What support would you give to teachers with regard to lesson planning? What steps would you take to ensure that Grade R - 3 teachers have prepared CAPS lesson plans for their respective grade for Term 1 before January 2012?		
TASK 4: What further support would you plan to give to Grade R - 3 teachers to strengthen their content knowledge of all subjects?		
TASK 5: What further support would you plan to give to Grade 1 - 3 teachers with regard to the implementation		



of English First Additional Language?		
TASK 6: What further support would you give to Grade R - 3 teachers with regard to Classroom Management and teaching methodologies?		
TASK 7: How would you ensure that your school has the basic Learning and Teaching Support Materials for the implementation of CAPS in Grades R - 3?		
TASK 8: What further support would you give to Grade R - 3 teachers to ensure that they are using the Workbooks and Grade R: Resource Kit to support teaching and learning in Languages (Literacy) and Mathematics (Numeracy)?		
TASK 9: How would you use the Annual National Assessment (ANA) analysis to identify and address the content gaps in languages (Literacy) and Mathematics (Numeracy) in Grades 2 and 3?		
TASK 10: How will you monitor the implementation of CAPS in Grades R – 3 classes in your school?		



PRESENTATION AND DISCUSSION

Each school group will give a short presentation on the most important interventions to support the implementation of CAPS in their respective schools.

CONSOLIDATION

The school plans will inform the District plan to support CAPS implementation in the Province in 2012.

REFLECTION

Participants will reflect on their district follow up and monitoring plans for the implementation of CAPS in Grades R – 3 in 2012.



FOLLOW-UP AND SUPPORT PLANS
TARGET GROUP: FOUNDATION PHASE TEACHERS
ACTIVITY : SCHOOL FOLLOW-UP PLANS FOR CAPS IMPLEMENTATION
TIME ALLOCATION
RESOURCES: 1. Participant's Manual 2. Newsprint and Kokis
Method: Information sharing in pairs and groups

OUTCOMES: By the end of this activity participants should:

- be able to know what support is required in Grade R - 3 for the implementation of CAPS in 2011.

PARTICIPANT'S TASKS:

Step 1: For this activity divide participants into school groups. Each school group will brainstorm follow-up interventions that will support the implementation of CAPS in Grades R - 3.

Step 2: Participants will engage with the questions and record their responses in the Participant's Manual on page 115-117..

1. Do you have the CAPS documents for all subjects? If Not, state what steps you can take to get the documents.
2. How would you support a colleague at your school who did not attend the CAPS Provincial Training Workshop?
3. What further support do you need in order to get your Term 1 lesson plans ready before January 2012?
4. Do you need further workshops on the content of any of the Foundation Phase subjects? If Yes, state which subject and which topics.
5. Do you need further support on the implementation of English First Additional Language? If so describe the kind of support needed.



6. Are you familiar with the teaching methodologies for Grades R - 3 (whole class teaching, group teaching etc.) if not what support do you require?
7. Do you have the basic Learning and Teaching Support Materials (LTSM) described in the documents for the implementation of CAPS in 2012? If not what steps are you taking to get these resources?
8. Describe how you are using the Workbooks to support teaching and learning in Languages (Literacy) and Mathematics (Numeracy) in your class. If not please explain.
9. Describe how you are using the Grade R: Resource kit to enhance your teaching. If not, please explain.
10. Describe how you have used the Annual National Assessment (ANA) analysis to strengthen the teaching and learning of Languages (Literacy) and Mathematics (Numeracy) in Grades 2 and 3 in your class/school? If not please explain.
11. What further support would you need in order to implement CAPS in 2012?

Step 3: Groups will collate their responses in their school groups and develop a school support plan for the implementation of CAPS in 2012.

Step 4: Select a few school groups to make a short presentation on their school support plans.

REFLECTION

Participants will reflect on their school follow up plans for the implementation CAPS in 2011.

Thank you for your participation.



