

STRUCTURE OF THE MANUAL FOR SCHOOL MANAGEMENT TEAMS AND TEACHERS

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OVERVIEW OF THE TRAINING MODULES

MODULE 1: GETTING TO KNOW THE NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT(CAPS)

This Module gives a broad overview of the *Curriculum and Assessment Policy Statement (CAPS) in Grades R - 3*. 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 *National Policy pertaining to the Programme and Promotion requirements of National Curriculum Statement Grades R-12*

MODULE 2: GETTING TO KNOW THE CONTENT OF ALL SUBJECTS

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.

MODULE 3 : PLANNING AND ASSESSMENT IN THE FOUNDATION PHASE

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.

MODULE 4: GETTING TO KNOW NATIONAL POLICY PERTAINING TO THE PROGRAMME AND PROMOTION REQUIREMENTS OF THE NATIONAL CURRICULUM STATEMENT GRADES R-12

This Module gives a breakdown of the progression requirements for Grades R to 3 which have been determined in accordance with the *National Policy pertaining to the Programme and Promotion requirements of the National Curriculum Statement Grades R-12*.

MODULE 5: MONITORING AND SUPPORT

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.





ACTIVITY 2: PARTICIPANT'S EXPECTATIONS OF THE WORKSHOP
SUGGESTED TIME ALLOCATION: 1 hour
RESOURCES: <ul style="list-style-type: none"> • Paper for the poster • Kokis
METHOD : Individual and group sharing

OUTCOMES:

Participants would 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;

PARTICIPANT'S TASKS:

Participants will express their expectations in the individual and group activities.

Individual Activity:

Step 1: Now write a short note to yourself (in the box below) to answer these questions:

<p>What are your expectations for this workshop?</p>
<p>What can I do in this workshop to help me meet my own expectations?</p>

At the end of the Training Workshop you can reflect back on these.

Group Activity:

Step 2 Share your expectations with your group and record your group's expectations on a poster.

PRESENTATIONS AND DISCUSSION

- Groups will be nominated to make a 3 minute presentation.
- Take note of common expectations
- Display your group poster on the wall.

CONSOLIDATION AND REFLECTION

- Check the training programme to see which of your expectations will be covered in the programme.
- Track everyday which of your expectations (tick off in a red pen) are met.



TOPIC: GETTING TO KNOW THE NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS)
ACTIVITY: OVERVIEW OF CURRICULUM AND ASSESSMENT POLICY STATEMENT IN GRADES R - 3
ALL TARGET GROUPS
SUGGESTED TIME ALLOCATION: 1 hour
RESOURCES: <ul style="list-style-type: none"> • CAPS 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 • <i>National Policy Pertaining to the Programme and Promotion Requirements of National Curriculum Statement Grades R-12.</i> • Newsprint, Kokis
METHOD : Individual 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: Participants should be able to:

- know the subjects that will be offered in Grades R - 3 and the time allocation for each subject that is set out in the *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*;

Step 1: Individual Activity:

Read Section 1 of any of the CAPS Documents and complete the **ACTIVITY SHEET 1** given below:

ACTIVITY SHEET 1

- a) List the subjects that will be offered in Grades R - 3 and the time allocation per grade that is given to each subject.

SUBJECT	Time allocation per week (hours)			
	Grade R	Grade 1	Grade 2	Grade 3

- b) Life Skills is broken down into study areas. List the Life Skills Study Areas and the time allocation for each Life Skills study area in Grades R to 3.

LIFE SKILLS	Time allocation per week (hours)			
	Grade R	Grade 1	Grade 2	Grade 3
LIFE SKILLS STUDY AREAS				



- c) List the time allocations that are suggested for Home Language and First Additional Language for the different school scenarios for Grades 1 - 3.

Grades 1 -- 2

Home Language	First Additional Language	Comment on each scenario	Is it suitable for your context? Yes/No Give reasons for your choice.

Grade 3

Home Language	First Additional Language	Comment on each scenario	Is it suitable for your context? Yes/No Give reasons for your choice.

Why is Grade R not included in the scenarios?



d) List the total teaching time for Grade R to 3 per day and week.

Grade	Total Teaching Time Per Day	Total Teaching Time Per Week

Step 2: Paired Activity: In pairs discuss and check your responses to Section 1 of the CAPS documents.

Step 3: Group Activity

In your groups you are expected to:

- discuss and finalize your responses and 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 and First Additional Language as spelt out in the Home Language (Section 2) and First Additional Language (Section 2) documents 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**.

ACTIVITY SHEET 2:

Describe the structure and layout of each of the CAPS documents.

SUBJECT	DESCRIPTION OF STRUCTURE AND LAYOUT





GETTING TO KNOW SECTION 2 OF HOME LANGUAGE IN GRADES R TO 3
TARGET GROUP: SCHOOL MANAGEMENT TEAMS AND GRADE R TO 3 TEACHERS
ACTIVITY: READING METHODOLOGIES AND COMPONENTS
TIME ALLOCATION: 1 Hour and 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.) • News print and Kokis METHOD: Individual and group sharing

OUTCOMES: By the end of this activity participants should:

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

PARTICIPANT'S TASKS

Step 1: Page through the Home Language document and in your group identify the Reading methodologies that should be used in Grades R-3.

Step 2: Discuss and record the response to the task that has been allocated to your group. Be prepared to make a presentation on your task.

Step 3: 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. Your presentations should also include this information.



READING PRESENTATION

TASK 1: How will you plan and do Shared Reading in Grades R - 3?	Support for learners experiencing barriers to learning	Adaptation of Shared Reading Methodology in a Multi-Grade class that has Grades 1 to 3 learners
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.	Support for learners experiencing barriers to learning	Adaptation of Shared Reading Methodology in a Multi-Grade class that has Grades 1 to 3 learners
TASK 3: Discuss the importance of Read Alouds, Independent Reading and Paired Reading	Support for learners experiencing barriers to learning	Adaptation of Shared Reading Methodology in a Multi-Grade class that has Grades 1 to 3 learners



<p>TASK 4: List at least five phonemic awareness activities that you can use for Grades R - 1.</p>	<p>Support for learners experiencing barriers to learning</p>	<p>Adaptation of Shared Reading Methodology in a Multi-Grade class that has Grades 1 to 3 learners</p>
<p>TASK 5: Discuss how you would structure a phonics programmes for Grades R - 3 for the dominant languages used in your district or Province? For this task participants can be divided in terms of the Language of Learning and Teaching (LoLT) used in their respective district.</p>	<p>Support for learners experiencing barriers to learning</p>	<p>Adaptation of Shared Reading Methodology in a Multi-Grade class that has Grades 1 to 3 learners</p>



<p>TASK 6: Discuss the importance of word recognition and how you would develop it in Grade R - Grade 1. Discuss the importance of reading fluency in Grades 2 – 3.</p>	<p>Support for learners experiencing barriers to learning</p>	<p>Adaptation of Shared Reading Methodology in a Multi-Grade class that has Grades 1 to 3 learners</p>
<p>TASK 7: Identify and discuss the different comprehension skills that should be used in Grades R - 3.</p>		



TASK 8: Explain how Shared Reading activities can be linked to Shared Writing and Independent Writing activities.		
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Step 5: Engage with other group presentations and raise issues for clarity and questions.

REFLECTION

You will reflect on the different reading methodologies that learners in Grades R-3 should be exposed to.

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.) • Newsprint and Kokis
METHOD: Individual , pair and group sharing

OUTCOMES: By the end of this activity participants should:

- become familiar with Section 2 of Home Languages 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 Handwriting in Grades R – 3 in your cluster.

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 read, discuss and respond to Scenario 1.

Step 2: Brainstorm when a joined script should be introduced in the Foundation Phase and the different joined scripts that are suitable for Grades 1 - 3.



Brainstorm Activity

When should a joined script be introduced?

List the different joined scripts that can be taught:

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: 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 on a “joined” script is. Your presentations should also include the kind of support that should be given to learners experiencing barriers to learning in handwriting.

REFLECTION

Reflect on the teaching of handwriting in Grades R to 3.



GETTING TO KNOW SECTION 2 OF HOME LANGUAGES
TARGET GROUP: SCHOOL MANAGEMENT TEAMS AND TEACHERS
ACTIVITY: TIME ALLOCATIONS FOR THE 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.) ▪ Newsprint 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.

PARTICIPANT'S TASK

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

<p>SCENARIO:</p> <p>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:</p> <ul style="list-style-type: none"> • 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: The facilitator will give your group any one of the above time allocations for Home Language that is given in Scenario 3. In pairs read Section 1: **TIME ALLOCATION** (Suggested Times for Grades 1 - 3) and do a breakdown of the time for Home Language for your given scenario. Record it in the table that is given below on page 23..



Step 3: Share your breakdown of time for Home Language with your group. Put your ideas together to compile a common breakdown of time for Home Language for the given school scenario for Grades 1 - 3 using the template.

Step 4: You will engage in the group discussions on the implementation of the most suitable time allocations for Home Languages in Grades 1 to 3

Home Language 6 hours/7hours/8 hours				
Listening and Speaking	Reading and Phonics	Handwriting	Writing	Total hours per week

REFLECTION

You will reflect on the different time allocations for Home Language and its impact on planning and timetabling.

Note: 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).



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 (H/L) document (use the H/L docs for the official languages used in your District.) • 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.

PARTICIPANT'S TASKS

Step 1: In pairs discuss the purpose of the Overview of the Language Skills to be taught in grades R to 3: Section 2: Home Language Document.

Step 2: Read and discuss the language skills for the component that has been allocated to your group 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)

Step 3: In your group discuss the progression (sequencing and pacing) of your given language component from **Grades R - 3**.

Step 4: Create a poster using the template to show the progression for your given component from Grades R - 3.



TEMPLATE FOR POSTER: OVERVIEW OF HOME LANGUAGE SKILLS TO BE TAUGHT IN GRADES R - 3

HOME LANGUAGE COMPONENTS	GRADE R	GRADE 1	GRADE 2	GRADE 3
Listening and Speaking				
Reading				
Phonics				
Handwriting				
Writing				

Step 5: Display your group poster on the wall in a designated place. Follow the facilitator’s instructions on the gallery walk.

Step 6: Move around, engage with each group’s poster, record questions and comments on the blank paper.

REFLECTION

Reflect on the Overview of the Language Skills 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.) <ul style="list-style-type: none"> ▪ 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.

PARTICIPANT’S TASKS

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

Step 3: 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: Summarise the content to be taught for 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				

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



Take Note:

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

PARTICIPANT’S TASKS

Step 1: 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: Divided 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. Groups will focus on the advocacy and the content of the English FAL curriculum in these workshops. Groups will discuss ideas on the advocacy and make a summary of the content of the English FAL curriculum to be work shopped.

Step 3: Write their plan in the table 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

Take Note:

- | |
|---|
| <ul style="list-style-type: none"> • Implementation of English FAL is a Ministerial mandate. |
| <ul style="list-style-type: none"> • Majority of schools make the transition to English as the Language of Learning and Teaching (LoLT) in Grade 4. |
| <ul style="list-style-type: none"> • 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. |
| <ul style="list-style-type: none"> • English FAL will be taught in accordance with the curriculum set out in the English FAL document for Grades 1-3. |
| <ul style="list-style-type: none"> • Time allocation for the First Additional Language (FAL) will be informed by the LoLT of the school. |
| <ul style="list-style-type: none"> • Time allocation for FAL is based on the following school scenarios where: |



<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Implementation of English FAL will be informed by the LoLT of the school.
<ul style="list-style-type: none"> The time allocation for FAL will also be informed by the LoLT of the school.
<ul style="list-style-type: none"> FAL documents are available in all official languages.
<ul style="list-style-type: none"> 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: SCHOOL MANAGEMENT TEAMS AND 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

PARTICIPANT’S TASKS

Step 1: 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 you 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: Each group will be given 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: Discuss the progression (sequencing and pacing) of the language component across the grades in **Grade 1 - 3**.

Step 5: Create a poster using the template in 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: Display your poster on the wall in a designated place. Place a blank piece of paper next to each poster.

Step 6: 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.

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.

PARTICIPANT’S TASKS

Step 1: 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: Work in groups. Each group ONE component for Grade 1 (Listening and Speaking, Phonics, Reading and Viewing and Writing)

Step 3: Read the content **only** for the given component in each term and take note of the progression within and across the terms.

Step 4: 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 **on page 36**.



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				

Step 5: Display group posters on the wall in a designated place. 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.



Take Note:

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

PARTICIPANT'S TASKS

Step 1: Page through the Overview of the Language Skills to be taught in English First Additional Language (EFAL), Section 2.

Step 2: The facilitator will be give your group 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).Your group will be given the **SAME** component that you worked on for the Home Language activity: Overview of Language Skills to be taught in Grades 1 - 3.

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

Step 4: Record in the table given below the similarities and differences in the language skills to be taught for your 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		

Step 5: You will share your inputs for this activity using the jig-saw method which your facilitator will explain to you.

REFLECTION

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



GETTING TO KNOW MATHEMATICS IN 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 document • Newsprint and Kokis
METHOD: 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.

PARTICIPANT'S TASKS

Step 1: Page through the Mathematics documents to get a sense of the structure and layout of the document.

Step 2: In your group you will discuss and respond to the task that has been given to you by the facilitator. Refer to Section 2 of the Mathematics documents and record your responses below.

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 showing 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.



<p>Task 6: Grade R is a very important year. List ways in which Mathematics can be integrated into the Daily Programme.</p>		
<p>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.</p>		
<p>Task 8: Mathematics in the Foundation Phase relies on the use of concrete apparatus such as counters. Read through the list of Recommended Resources. List them according to the following :</p>		
<p>Order of importance</p>	<p>Can be home-made</p>	<p>Important but missing from the document.</p>

Step 3: In your groups consolidate your responses and record them on a poster (newsprint). Each group will display their poster on the wall in a designated place

Step 4: Move around from poster to poster, engaging with each of the activities, recording questions and comments on the blank paper.

REFLECTION:

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 documents • Newsprint and Kokis
METHOD: group sharing

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

- engaged with the Mathematics Phase and Grade Overview for Grades R to 3
- clarity on concept development for some of the Mathematics components from grade to grade.

PARTICIPANT'S TASKS

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

Step 2: In your group you will discuss and respond to the task that has been given to you by the facilitator. You will follow the exemplar on “how to track the development and progression of the concept of Money from grade to grade.” to do your given task.

Exemplar CONCEPT: Money

CONCEPT	GRADE R	GRADE 1	GRADE 2	GRADE 3
Money		<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 3: In your groups you will then proceed to investigate the development of the concept that was given to your group in Step 2. You will track the development of the concept from Grade R - 3 and record it in the Table given below. Use the Mathematics Phase Overview for this activity.

CONCEPT	GRADE R	GRADE 1	GRADE 2	GRADE 3
Task 1: Number Concept development: Counting				
Task 2: Number Concept development: Represent Whole numbers				



CONCEPT	GRADE R	GRADE 1	GRADE 2	GRADE 3
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 and 2 D shapes				



Task 10: Mass and Capacity/Volume				
Task 11: Data Handling : all concepts				

Step 4: Now, in your group, you will track the development and progression of the given concept across a specific grade (which can be chosen by your group or given by the facilitator) using the Grade Overview. Record it in the Table given below:

CONCEPT: _____ **GRADE:** _____

TERM 1	TERM 2	TERM 3	TERM 4



Step 5: After engaging with your given task you are required to comment on:

1. Is the development of concepts from Grade R to 3 clear and workable?

2. Is the development of concepts across the Grade from term 1 to term 4 clear and workable?

3. 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 FOUNDATION PHASE
TARGET GROUP: SCHOOL MANAGEMENT TEAMS AND TEACHERS
ACTIVITY: - CHAPTER 3 PROBLEM SOLVING
TIME ALLOCATION: 1 hour
RESOURCES: <ul style="list-style-type: none"> • Mathematics document • 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.

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.
How can the teaching of problem solving be strengthened?

PARTICIPANTS' TASKS

Step 1: In pairs in your respective group you will read and prepare a response to the given Scenario.

Step 2: In pairs or individually you will browse through the different problem types for each grade in Chapter 3 of the Mathematics document for Grades R - 3 and solve the word problem given in the table using any method you like.

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?



Step 3: In the table below tick in the box your comments on how a problem solving session in a Mathematics lesson should be managed.

Problem solving strategy <i>Is it important to:</i>			COMMENTS
	Yes	No	
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.			
Ask 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.			
Ask one participant to explain how she/he solved the problem. Discuss the importance of the children explaining their own method and thinking. Even if the answer is wrong, the process can be correct and often the child will realize their own mistake when verbalizing. Nevertheless, the correct answer is still important.			
Decide how you would assess the solutions, including the explanation of how the solutions were achieved.			
Discuss how the teacher will facilitate the process of problem solving with children who appear unable to even start.			

Step 4: You will engage and work on the problem types for a specific grade that your facilitator has given you. The problem types for each grade will be found on these pages in Chapter 3: Mathematics document. You will be expected to find out and record the concepts that can be taught using problem solving in the table below.



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

Step 5: In your groups discuss the key points for the workshop on “Problem solving for Grades R to 3.” and record the main points in the **Activity Sheet** given below.

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

Activity Sheet: Problem Solving Workshop
1. What is problem solving?
2. What are the problem types that Grade R to 3 learners should be exposed to in the curriculum?
3. What are 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 to 3 in problem solving?



5. How would you assess learners in a problem solving session?

Some Hints on teaching problems 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 a problem. No learning will take place if thinking is not involved.

Word problems come first. 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.

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

REFLECTION

Reflect on what you have learnt about problem solving.



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 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.

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.

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 Term1**. 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 clarification notes, teaching methodology and classroom management.



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 • 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 Grades R - 3 in Section 2

PARTICIPANT'S TASKS

Step 1: Page through the Life Skills document. Read Section 2.

Step 2: Your group will be given a task to do from the table below. Use Section 2 for the task.

Step 3: Discuss your given task and record your responses in the table below.

Step 4: In your group prepare a short presentation relating to your task.

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.

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 5: Each group will make a short presentation.

REFLECTION

Reflect and take note of each of the Life Skills Study Areas and the time allocation for each.

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



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 • 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.

PARTICIPANT'S TASKS

Step 1: 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: You will be divided into grade groups. Each grade group will be given a specific Life Skills Study Area. Each group will be given one of the following tasks. Work in your group to engage with the content of your given Life Skills Study Area for Term 1 of a specific grade.

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 apparatus 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 apparatus 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

Step 3: In your group consolidate your responses and record them on a poster (newsprint). Display your poster on the wall. All the posters for each Study Area across the grades will be displayed together.

Step 4: Move around, engaging with each of the 12 posters, recording similarities and differences on the blank paper.



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.
- A Frequently Asked Question:

How can Life Skills :

- *be integrated with the other subjects e.g. Home Language, First Additional Language and Mathematics?*
- *Provide contexts for the teaching of Home Language, First Additional Language and Mathematics?*

REFLECTION

Reflect on the content of each of the Life Skills study areas.

1. The 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



GETTING TO KNOW LIFE SKILLS
TARGET GROUP: SCHOOL MANAGEMENT TEAMS AND TEACHERS
ACTIVITY : TIMETABLING FOR LIFE SKILLS IN GRADES R - 3
SUGGESTED TIME ALLOCATION: 45 minutes
RESOURCES: 1. Life Skills document 2. Newsprint and kokis
Method: Information sharing in pairs and groups

OUTCOMES: By the end of this activity participants should:

- be able to use 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.

PARTICIPANT'S TASKS

Step 1: In pairs or individually you will read the policy requirements (Life Skills Study Areas and time allocations) for Life Skills that is given in the Table below.

LIFE SKILLS STUDY AREAS	TIME ALLOCATION	GRADE
Beginning Knowledge	1 hour per week	Grades R to 2
	2 hours per week	Grade 3
Physical and Social Well Being	1 hour per week	Grades R to 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 to 2
	7 hours	Grade 3



Step 2: In grade groups read the given Scenario. Use your given task to respond to the scenario.

Record it in the exemplar time table.

TASK 1: Draw a weekly time table for Life Skills for Grade 1 and ensure that at least 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 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 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 19 Grade 1 learners, 15 Grade 2 learners and 13 Grade 3 learners in a multi-grade school.

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.

DISCUSSION AND REFLECTION

Reflect and discuss challenges experienced in drawing up the time table and study the following exemplar timetable for Life Skills for grades 1 - 2.



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:

- 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 time tabled with Personal and Social Well-Being: four 45 minutes sessions OR three 60 minute sessions.



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: <ul style="list-style-type: none"> • Life Skills document • Participant's Manual • 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;

PARTICIPANT'S TASKS

Step 1: In pairs discuss the policy requirements set out in the Life Skills document.

The policy requirements

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



Scenario

The exemplar timetable given below has been drawn up by Grade 1 - 2 teachers of **School XYZ**.

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 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 you will work in your into their respective school groups.

Divide each school group into separate grade groups (Grade R, 1, 2, and 3). Grade group will use the time table template 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.

Take Note

- 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
SUGGESTED TIME ALLOCATION: 1 hour
RESOURCES: 1. 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 the policy to design a Grade R (daily) programme and a class time table Grades 1 – 3 (weekly).

PARTICIPANT'S TASKS

Step 1: In pairs in your respective group you will engage with the time allocations set out in policy for Grades R – 3.

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 First Additional Language is given 2 hours)	2 hours	24 minutes per day	Grades 1 -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 -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 brainstorm and design a daily integrated programme for Grade R (daily) and a class time table Grades 1 – 3 (weekly).

Each group will be given one of the following tasks:

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

Use one of the following templates.

TEMPLATE FOR A Daily Programme FOR GRADE R



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 and introduce 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)

Remember 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 1½ hour lessons on Monday, Tuesday, Wednesday and Thursday and 1 hour on Friday.

REFLECTION: You 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: <ol style="list-style-type: none"> 1. Home Language document 2. First Additional Language document 3. Mathematics document 4. Life Skills Document 5. 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 to 3;
- interact and engage with the exemplar assessment activities given in the Home Language, First Additional Language and Mathematics documents.

PARTICIPANT'S TASKS

Step 1: In your group discuss and record your response to the following tasks.

TASK 1:List the most important components that you would consider when designing a week's lesson plan 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: In your group you will discuss and respond to any one of the following tasks that has been given to your group by the facilitator. Record your responses in the space below for your group.

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

- 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 out :

- 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 out :

- 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 out :

- 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 2 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.

CONSOLIDATION

1. 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. 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

You 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. Home Language document 2. First Additional Language document 3. Mathematics document 4. Life Skills Document 5. 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 to 3.

PARTICIPANTS TASKS

Step 1: Designing a weekly lesson plan: You will be given one task from the table below. Your group will design your lesson plan and record it on a poster (newsprint). Use one of the Exemplar Lesson Plan templates on [pages 91-99](#).

TASK 1: Read through the Home Language content for Grade R, Term 1 and design a weekly lesson plan (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 7: 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 8: Read through the Mathematics content for Grade R, 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.
TASK 12: 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.



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: Life Skills Grade R: 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					

Step 2: Your group will display your poster in a designated place on the wall and participate in the gallery walk. You will engage with other group posters and record questions and comments.

REFLECTION:

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



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:	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					



PLANNING AND ASSESSMENT
TARGET GROUP: SCHOOL MANAGEMENT TEAMS AND TEACHERS
ACTIVITY : DESIGNING A DAILY LESSON PLAN FOR GRADES R - 3
TIME ALLOCATION: 1 hour
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 Kokis
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.

IMPORTANT POINTS FOR PLANNING

- 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: Work in the same groups that you did your 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. School groups will swap their lesson plans with other groups.

Take Note:

- Grade R lesson plan exemplar is a weekly and daily lesson planner.
- Lesson plans should reflect the 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:		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: SCHOOL MANAGEMENT TEAMS AND TEACHERS

ACTIVITY : RECORDING, REPORTING AND PROGRESSION REQUIREMENTS FOR FOUNDATION PHASE

SUGGESTED TIME ALLOCATION: 30 minutes

RESOURCES:

1. *The National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12*
2. Newsprint and Kokis

Method: Information sharing in pairs

OUTCOMES: By the end of this activity participants should:

- become familiar with the 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*

PARTICIPANT'S TASKS

STEP 1: You will read through Chapter 3 of the *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12*

Step 2: In pairs identify and record the progression requirements for Grades 1 – 3.

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Step 3: In pairs 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.

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

Step 5: In pairs discuss recording and reporting in Grades R – 3.

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:



SCALE OF ACHIEVEMENT FOR THE NATIONAL CURRICULUM STATEMENT GRADES 1-3

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.





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.

PARTICIPANT'S TASKS:

Step 1: Divided 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 table.

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 .Groups will be asked to share their support plans with other groups.



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?		



<p>TASK 6: What further support would you give to Grade R - 3 teachers with regard to Classroom Management and teaching methodologies?</p>		
<p>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?</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 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 school?</p>		



Take Note

- 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: Divided into school groups. Each school group will brainstorm follow-up interventions that will support the implementation of CAPS in Grades R - 3.

Step 2: Engage with the questions and record your responses.

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. Groups will make a short presentation on their school support plans.

REFLECTION

Participants will reflect on their school follow up plans for the implementation CAPS in 2012.

Thank you for your participation.



