Developed by:  C. Mac Master (Grantham)

For EDUCATION PROFESSIONAL SERVICES

&

Werna Pretorius

For EARLY CHILDHOOD DEVELOPMENT: CURRICULUM

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&

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FORWARD:

Learning through play (by doing) is how pre-school children make sense of the world around them. Through play, they develop social and cognitive skills, mature emotionally and gain the confidence required to try new experiences within the environment. Play is the work of children. Through a variety of activities and routines, children are being prepared for more than just the next grade, they are prepared for life-long success.

All Grade R educators are expected to assess learners, draw up lesson plans as well as organize and manage their Grade R classroom. In Grade R, the Daily Programme regulates what is to be done on a daily basis and ensures that all activities take place in an informal way. Therefore the layout of the classroom should be appropriate for all activities. It is the task of the Grade R teacher to expose their learners to a variety of activities and learning experiences to ensure that all learners reach their full potential.

It is thus of utter importance that teaching and learning takes place in a conducive environment, where Mathematics, Language and Life Skills are integrated in all teaching and learning activities and informal assessment takes place throughout the day, both inside and outside of the classroom.

Assessment in Grade R is mainly done through observation and therefore the Grade R teacher should have a thorough knowledge and understanding of the content of Language, Mathematics and Life Skills in the Curriculum and Assessment Policy Statements (CAPS).

In CAPS the biggest change came in Life Skills and the importance of understanding the role of Assessment, as well as the role of Physical Education towards the holistic development of the child. A crucial need for training in this Study Area emanated from the CAPS Orientation that took place in the Province.

This manual has been developed to support effective classroom implementation and to standardize the Grade R in the Province. Teachers are encouraged to use this manual in conjunction with the CAPS documents and textbooks with regard to their planning, teaching and assessment processes. A high quality Grade R Programme and commitment from educators will lay the foundation for improved Literacy, Numeracy and Life Skills levels in the Province. From time to time we will refer you to the relevant pages in the CAPS Document.
In the Grade R year the ‘time table’ is called the Daily Programme and it comprises of three main components, namely:

- teacher-guided activities
- routines
- child-initiated activities or free play.

The three subjects namely Language, Mathematics and Life Skills should be presented in an integrated way throughout the day.

### Time allocation per subject

<table>
<thead>
<tr>
<th>PER WEEK</th>
<th>Minutes per day</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOME LANGUAGE</td>
<td>120 minutes</td>
</tr>
<tr>
<td>10 h (15 minutes phonics per day- 15 min shared reading)</td>
<td></td>
</tr>
<tr>
<td>2-3 x per week</td>
<td></td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>84 minutes</td>
</tr>
<tr>
<td>7h</td>
<td></td>
</tr>
<tr>
<td>LIFE SKILLS</td>
<td></td>
</tr>
<tr>
<td>6 hours</td>
<td></td>
</tr>
<tr>
<td>Beginning Knowledge and Personal and Social Well-being</td>
<td>24 minutes</td>
</tr>
<tr>
<td>2 hours</td>
<td></td>
</tr>
<tr>
<td>Creative arts</td>
<td>24 minutes</td>
</tr>
<tr>
<td>2 h</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>24 minutes</td>
</tr>
<tr>
<td>2 h</td>
<td></td>
</tr>
<tr>
<td>TOTAL TIME PER WEEK</td>
<td>276 minutes</td>
</tr>
<tr>
<td>23 hours per week</td>
<td></td>
</tr>
<tr>
<td>4h 36 minutes per day (276 minutes)</td>
<td></td>
</tr>
</tbody>
</table>
### MAIN DIFFERENCES BETWEEN GRADE R AND GRADE 1

<table>
<thead>
<tr>
<th>GRADE R</th>
<th>GRADE 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEACHING AND LEARNING</strong></td>
<td><strong>TEACHING AND LEARNING</strong></td>
</tr>
<tr>
<td>• Informal</td>
<td>• Formal</td>
</tr>
<tr>
<td>• Physical experience, movement and play</td>
<td>• Shift towards cognitive development</td>
</tr>
<tr>
<td><strong>DAILY PROGRAMME</strong></td>
<td><strong>TIME TABLE</strong></td>
</tr>
<tr>
<td>• Not structured into periods (Mathematics, Languages and Life Skills integrated)</td>
<td>• Structured into periods (4 Subjects)</td>
</tr>
<tr>
<td>• Teacher guided activities, routine activities and structured free play activities</td>
<td>• Specific time allocation into 4 Subjects</td>
</tr>
<tr>
<td><strong>CLASSROOM</strong></td>
<td><strong>CLASSROOM</strong></td>
</tr>
<tr>
<td>Divided into learning, play and work areas</td>
<td>• A chair per learner and one table for 2 learners</td>
</tr>
<tr>
<td>• A chair per learner</td>
<td>• Tables and chairs arranged in such a way to allow learners to look at front of class—sometimes arranged in groups</td>
</tr>
<tr>
<td>• ± Six tables</td>
<td>• Table and chair for teacher</td>
</tr>
<tr>
<td>• Theme table</td>
<td>• Bookshelves or tables for reading corner</td>
</tr>
<tr>
<td>• Fantasy Area for role play</td>
<td>• Carpet for informal discussions and activities</td>
</tr>
<tr>
<td>• Book/Reading corner</td>
<td>• Creative Art Activity</td>
</tr>
<tr>
<td>• Construction/Block/Educational Area</td>
<td>• Space for large group activities (Carpet)</td>
</tr>
<tr>
<td>• Book/Reading corner</td>
<td>• Shelves for storage</td>
</tr>
<tr>
<td><strong>PLAYGROUND</strong></td>
<td><strong>PLAYGROUND</strong></td>
</tr>
<tr>
<td>• Own play area separate from rest of school (or use grounds when the other children are in class)</td>
<td>• Part of the rest of Foundation Phase playing fields</td>
</tr>
<tr>
<td>• Safely secured</td>
<td></td>
</tr>
</tbody>
</table>
AN EXAMPLE OF THE LAYOUT OF A GRADE R CLASS

LANGUAGE ACTIVITY CENTRE

Creative Area

Shelves and Lockers
Creative Art Materials

Quiet Area-
Educational Games

Creative Area

Table and Display Area /Board

LIFE SKILLS

ACTIVITY CENTRE

(Fantasy Area)

Construction Area (Block area)

Partition

Construction Toys on
Plastic Sheet

MATHEMATICS ACTIVITY CENTRE

Numeracy Activities and Educational Games

Table and Display Area /Board

Display Area

Theme table

Quiet Area-
Educational Games

Small Carpet

Nature and Discovery

Tables with some chairs

Children's Lockers

Partition

Nature and Discovery

Small Carpet

党内

党内

党内

党内
The teacher should *guide* the ‘free play’, by putting out the equipment necessary for their development and ensuring a variety of different types of apparatus are used during the year. She should encourage learners to play with different apparatus, in different playing area each day.

DIVIDE THE OUTDOOR SPACE INTO DIFFERENT PLAY AREAS. THESE CAN BE SPACES FOR:

- Children to run, climb and jump
- Children to play in small groups
- A quiet place for children to sit and relax
- A place for learners to experiment (water, sand and science activities)
- A place for pretend play
Specific teacher-guided literacy learning opportunities are offered during the morning language ring (for example, theme/topic discussion/language ring; daily weather discussions; telling ‘news’; show and tell rings and story time). Depending on the choice of focus (i.e. the teacher must have a clear idea of what learning she/he wants to promote) creative art activities, perceptual rings, movement, music and dramatisation rings can have a very specific literacy focus, especially in refining the perceptual-motor concepts and skills which underpin formal reading.

Routines provide excellent opportunities for incidentally promoting various literacy skills. Snack time and tidy up time provide similar learning opportunities as the teacher encourages the children to play fun sound and word games.

During free-play the teacher can promote literacy in two ways: firstly, through the structuring of the free play area. The teacher provides choices based on the types of learning opportunities she/he would like to promote. Outdoor free play such as climbing on a wooden climbing frame or riding on the cycle track might promote spatial awareness behaviour, such as crossing the midline (one of the important perceptual-motor behaviours for acquiring both reading and writing skills) and encourage letter/word recognition by providing opportunities for children, to ‘read’ road signs. Indoor free play activities should provide similar literacy learning opportunities.

The second way of promoting literacy during free play is through the asking of thoughtful questions which extend thinking and increase vocabulary. In this way not only literacy but holistic development is addressed. In a balanced, flexible language rich daily programme, literacy learning opportunities are offered throughout the day.

At the same time, important principles underpinning early learning are reinforced, namely, that young children learn best through movement (kinesthetically) and then through interacting with concrete materials (three dimensional learning/construction) before engaging with table top and paper and pencil activities (two dimensional representational activities).

The themes used for Languages are derived from the topics in Life Skills. Once the topic has been selected, the teacher then uses the theme to suit the activities that appear in the CAPS Language Document - under Listening and Speaking; Reading and Phonics and Writing and Handwriting.
LISTENING AND SPEAKING
DO ALL ACTIVITIES LISTED UNDER LISTENING AND SPEAKING, BUT ASSESS THE FOLLOWING:
Informal Oral and / or practical Observation
- Listens attentively to simple questions and announcements and responds appropriately
- Sings and recites simple songs and rhymes
- Listens to short stories with enjoyment and joins in choruses at the appropriate time
- Tells stories and retells stories of others in own words
- Develops language to develop concepts for shape, colour, age
- Identifies and describes similarities and differences
- Identifies parts from the whole such as names and points to parts of the body. (This part will not be used for My School Theme)
- Uses language to give explanations
- Solves and completes at least five or more piece puzzle puzzles
- Recognises and points out common objects in pictures

Use checklists and a holistic rubric for Language Assessment
During the week you will not assess all activities, but select a few to assess during the next week or two.

WRITING AND HANDWRITING
DO ALL ACTIVITIES LISTED UNDER WRITING AND HANDWRITING, BUT ASSESS THE FOLLOWING
Informal Oral and / or practical Observation
- Draws or paints pictures to convey messages during creative art activities such as about a personal experience
- Forms letters in various ways using the whole body: by using own body to make the letter „l”
- ‘Writes’ in sand trays
- Understands that writing and drawing are different:
- Distinguishes orally between different sounds, especially at the beginning of own name letter
- Pretend writing represented using squiggles
- ‘Reads’ own writing: ‘reads what squiggles says’
- Uses a range of writing tools: paint brushes, wax crayons etc. during free indoor play or creative art activities

Use checklists and a holistic rubric for Language Assessment

ASSESSMENT
THEMES e.g. MY SCHOOL

DO ALL ACTIVITIES LISTED UNDER READING AND PHONICS, BUT ASSESS THE FOLLOWING
Informal Oral and / or practical Observation
Identifies sound that does not belong in a sequence
‘Which sign does not belong: b, b, k, b, or d, d, d, t?’

Use checklists and a holistic rubric for Language Assessment
Language integrates with Mathematics and Life Skills and the following examples of activities in the Mathematics Document can also be used for Language.

**A Birthday Chart** with twelve months of the year displayed from left to right.
- Design a colourful Birthday Chart, e.g. a train with 12 coaches (for each month) – the months are sequenced from left to right on the coaches. Place the name and symbol/photo of each learner in the applicable birthday month.
- Develop an awareness of the time concept (e.g. months of the year) by singing the names of the months while pointing at the month’s names.
  
  *Song:*
  
  January, February, March.
  April, May, June July.
  August, September, October November, December......
- Do this the entire year whenever there’s a birthday.
- Develop an awareness of reading direction e.g. display a label of each month of the year in one row from left to right.
- Let learners identify their symbol/photo and memorise in which month their birthday is.
- Encourage them to know their age.
- Repeat this activity on a continuous basis.

The **Weather Chart** should represent a week e.g. days of the week ordered from left to right for the first 6 months and dealt with every day. Make use of Flash cards of:

- Seven days of week
- Numbers 1-31
- Names of the 12 months
- Year e.g. 2012
- Cards with the weather conditions e.g.

\[ \text{January} \quad \text{February} \quad \text{March} \quad \text{April} \quad \text{May} \quad \text{June} \]

\[ \text{July} \quad \text{August} \quad \text{September} \quad \text{October} \quad \text{November} \quad \text{December} \]

- The weather represents a week (5 days) using symbol cards. e.g. 5 days of the week ordered from left to right using weather symbols. (See example on the next page).
- The weather should be dealt with every day.
- The teacher guides learners to determine the name of the day, date and month with flash cards as in the diagram (later the learners can identify and display flash cards themselves).
- The leader of the day observes the weather outside and shares findings with the rest of the group e.g. rainy day, cloudy day, sunny day
- The teacher displays findings with a flash card as in the diagram above (later the learners can display cards themselves).
- By doing this the learners learn about the weekdays and weekends.
- They learn about today, yesterday, tomorrow, etc. incidentally.
- The learners are given many opportunities to count up to 5. Counting sunny days, cold days, windy days, etc.
- Display learner’s symbol if there are any birthdays during that week.
MORNING CIRCLE / DISCUSSION RING:

During the Discussion Ring ‘Beginning Knowledge’ is also taught as part of Language Skills. While the approach is informal, it focuses on getting the children to know the basics in Home Language. Stories, Poetry, etc suitable to the Life Skills theme for the week.

Try to have real objects, models or pictures to talk about (toys, clothing, household goods, animals, plants, rocks, etc). The teacher should be descriptive and make links to objects or situations that are familiar to the learner. Encourage pupils to discover things for themselves by questioning and using their senses (i.e. taste, sound, feel, smell, etc). The teacher must ask questions which encourage them to think and talk (i.e. what does it look like, what does it feel like; does it make a sound; can you taste or lick it? what colour is it? does it smell – if so, what does it smell like?!)”

The topics chosen for this section should be taken the topics under the Life Skill ‘Beginning Knowledge and Personal and Social Well Being’. Information for this section can be found in the CAPS guides: Life Skills and Language Documents.

(Theme: Dinosaurs)
VISUAL LITERACY IN CREATIVE ART INTEGRATES WITH LANGUAGE

<table>
<thead>
<tr>
<th>Naming shape of own and partners work in Mathematics, Language, Art and Movement, etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looking at and talking about book illustrations:</td>
</tr>
<tr>
<td>Name shape and colour in book illustrations.</td>
</tr>
<tr>
<td>Identifying contrasts: big/small; long/short; light/dark; etc in the book illustrations.</td>
</tr>
<tr>
<td>Look at and talk about colour and shape in picture and photographs.</td>
</tr>
<tr>
<td>Responding to questions to show awareness of colour and shape.</td>
</tr>
<tr>
<td>More specific naming of colour and shape (light &amp; dark colour; simple geometric shapes) and contrasts through answering questions.</td>
</tr>
<tr>
<td>Talk about the cover and pictures inside. Describe what they see and what they think the picture is about.</td>
</tr>
<tr>
<td>Tell them the name of the book and then look and pictures again, let them talk about what they think the story is about.</td>
</tr>
</tbody>
</table>

NB: These examples listed above are the early stages of reading. Learners at this stage are not expected to read text, but can look at a picture and ‘predict the story’.

They also learn to identify logos, words, etc and can say what it is about.
THE CAPS FOR MATHEMATICS:

The Mathematics CAPS Document consists out of four sections:

Section 1: Generic (Background of CAPS)
Section 2: Telling the teacher more about the phase and subject overview and explanatory notes on the subject
Section 3: Clarification notes on the subject. This is a GUIDELINE
Section 4: Assessment (including 4 holistic rubrics)

- The clarification notes (in the CAPS Document) are NOT written in consecutive order per day, but according to content area. The teacher needs to decide which day a specific activity should be done.
- In some weeks there are more than five activities. This is merely to ensure that the teacher has sufficient activities to choose from and it does not mean all the activities need to be included.

In all activities:
- Display only the learner’s symbol/photo for the first 3 months of the year
- Display the learner’s symbol/photo and learner’s name the next 3 months
- Display only the learner’s name on a label the last 6 months of the year
- Ensure that the class flashcards of names e.g. door, window, table, etc is displayed for the entire year
- Ensure label with teacher’s name is displayed on door for the entire year
- Ensure label indicating Grade R class is displayed on door for the entire year

Open Mathematics CAPS Policy Documents at Grade R Clarification Notes: TERM 1
Discuss the content of the different weeks and integration. Now turn to Chapter 4: Assessment. Discuss the holistic rubrics.
INTRODUCTION TO LIFE SKILLS AS EXPLAINED IN THE CAPS DOCUMENT:

WHAT IS LIFE SKILLS?

Life Skills is central to the holistic development of learners and is concerned with their social, personal, intellectual, emotional and physical growth.

Life Skills is a cross cutting subject that should support and strengthen the teaching of the Languages and Mathematics. It aims at guiding and preparing them for life and its possibilities, including equipping learners for meaningful and successful living in a rapidly changing society.

In Grade R – 3 it has been organised into FOUR study areas, as indicated below.

TIME ALLOCATION (HOURS PER WEEK):

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>GRADE R</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIFE SKILLS</td>
<td>6</td>
</tr>
<tr>
<td>Beginning Knowledge</td>
<td>1</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Personal &amp; Social Well being</td>
<td>1</td>
</tr>
</tbody>
</table>

BEGINNING KNOWLEDGE AND PERSONAL & SOCIAL WELL BEING:

The content and concepts have been drawn from Social Sciences (History & Geography), Natural Sciences and Technology. Details can be found in page 8 of the CAPS document.
## CREATIVE ARTS:

<table>
<thead>
<tr>
<th>GRADE R</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM 1</td>
<td>TERM 2</td>
<td>TERM 3</td>
<td>TERM 4</td>
</tr>
<tr>
<td>ME</td>
<td>HOME</td>
<td>WINTER</td>
<td>SPRING</td>
</tr>
<tr>
<td>AT SCHOOL</td>
<td>SAFETY</td>
<td>TRANSPORT</td>
<td>BIRDS</td>
</tr>
<tr>
<td>IN THE CLASSROOM</td>
<td>MY FAMILY</td>
<td>JOBS PEOPLE DO</td>
<td>REPTILES</td>
</tr>
<tr>
<td>BOOKS</td>
<td>WEATHER</td>
<td>WATER</td>
<td>DINOSAURS</td>
</tr>
<tr>
<td>DAYS OF THE WEEK</td>
<td>AUTUMN</td>
<td>FRUIT</td>
<td>WILD ANIMALS</td>
</tr>
<tr>
<td>MY BODY</td>
<td>SOUND</td>
<td>VEGETABLES</td>
<td>ONE WILD ANIMAL</td>
</tr>
<tr>
<td>HEALTHY LIVING</td>
<td>SIGHT</td>
<td>DAIRY FARMING</td>
<td>SPORT</td>
</tr>
<tr>
<td>SUMMER</td>
<td>TOUCH</td>
<td>WOOL FARMING</td>
<td></td>
</tr>
<tr>
<td>SHAPES &amp; COLOURS</td>
<td>TASTE &amp; SMELL</td>
<td>HEALTHY ENVIRONMENT</td>
<td></td>
</tr>
<tr>
<td>FESTIVALS &amp; SPECIAL DAYS</td>
<td>FESTIVALS &amp; SPECIAL DAYS</td>
<td>FESTIVALS &amp; SPECIAL DAYS</td>
<td>FESTIVALS &amp; SPECIAL DAYS</td>
</tr>
</tbody>
</table>

### CREATIVE ARTS:

**VISUAL ARTS:**
- Create in 2D (Drawing, painting, etc)
- Create in 3D (Constructing)

**PERFORMING ARTS:**
- Creative games & skills;
- Improvise & Interpret:
  - Expressive movements using a Poem, song, picture: to tell a story

**VISUAL LITERACY:**
- Grade R
- Identify, name, talk about various aspects, observations or contrasts

Creative Arts exposes learners to the FOUR art forms:

- Dance,
- Drama,
- Music
- Visual Arts

This is to ensure that learners develop as creative, imaginative individuals, with an appreciation of the arts. They should be guided to use their imagination, senses, emotions and observation skills through the manipulation of and working with materials, moving and making music and telling of stories. (CAPS – Life Skills, page 9).
Dance, drama and music are part of the Performing Arts. Visual Arts should be 2 Dimensional (2D), (which involves drawing of the body in motion and incorporates the learning of new words such as climbing, running, sitting, lying, etc and Language is also brought in as they talk about what they have drawn) and 3 Dimensional (3D) - Construction (which develops the concept of shape through joining pieces of clay, gluing or pasting of paper onto paper, cutting shapes, folding, typing and wrapping: Language is incorporated as they are encouraged to talk about lines, shapes and colours used, what they have made, etc). (CAPS – Life Skills, page 9)

In Physical Education, the development of PERCEPTUAL SKILLS in young learners is vital as it lays a foundation for all future development and learning. (pg 9 - CAPS Life Skills)

The main purpose is to provide learners with an opportunity to use their imagination, work with materials, move and make music. Through their participation in creative arts, they gain the required basic knowledge and skills by using their senses, emotions and making observations. In this way the learners develop as creative, imaginative individuals with an appreciation of the various arts. The focus should be on the development of creative skills which lead to the refining and controlling of sensory-motor skills and gross and fine motor co-ordination or skills.

**COMPONENTS OF CREATIVE ARTS:**

**A. PERFORMING ARTS:**

**B. CREATIVE GAMES & SKILLS AND improvisation & interpretation**

Performing Arts comprises of Creative Games & Skills and Improvisation and Interpretation, which all forms part of the Drama/ Music Ring.

Language is used extensively here as the learners are given the opportunity to creatively participate and communicate through the dramatisation of songs, stories, creative games and singing.

Mathematics is used as often as possible in counting games, activities for more, less, estimation and is developed through activities involving visual perception and spatial orientation activities.

They are also given the opportunity to make music, dance and explore creative movement. This art form stimulates memory, promotes relationships and builds self-confidence and self-discipline. It also develops their physical skills and creativity. The ‘rings’ can be combined where necessary, or taught individually, depending on what is being taught e.g. music and movement ring, drama and music ring, drama and movement.
These lessons are an opportunity for learners to explore the use of rhythm using different instruments, as well as the use of their voice, etc., in a safe environment. Everyone should be involved in the exploration of ideas with guidance from the teacher. Based on his/her theme for that week, the teacher chooses rhymes and music that are within the experience and interest of the child. Some rhymes for this section have been included below, but you are free to use any suitable rhyme of your own. These rhymes also form part of language development.

Choose ONE activity from EACH section below, that fits in with your theme, if possible.

<table>
<thead>
<tr>
<th>INTRODUCTION</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WARMING UP VOICE</strong></td>
<td>Deep breathing: in for 4 counts and out for 4 counts. Repeat stretching arms up and you breathe in and down as you breathe out (10 times) Repeat. Breathe in deeply, stretching arms up and out to sides. Breathe out taking arms to Left side. Repeat to right. Breathe in deeply for 5 counts, hold for 5 counts, breathe out slowly for 5 counts, hold for 5 counts. Increase counts as progression. Singing simple sounds and holding them: Aahhhh, ooooo, meeeeee, etc, Doh, rey, me, far, so, laaa, tee, doh, etc. Singing simple songs, vowels, rhymes and tongue twisters to warm up the voice. Warm up voice through developing articulation (lips, tongue, jaw) through imaginary play.</td>
</tr>
</tbody>
</table>

| DEVELOPING RHYTHM | Clapping, stamping, finger snapping to a steady beat while counting to develop numeracy skills. |

| MAIN PART OF RING | Many ideas are listed below. You need to only choose one or two activities from a section. You do not use all sections in one lesson. The themes should be covered over the course of the year. Here the educator gets all the learners to join in. She takes them through the songs, rhymes, feelings, sometimes using music or a set beat and encourages everyone to participate. Use of voice is essential to success and she must use it to keep all learners involved. She should encourage them to experience every bit of the musical beat, situation or song etc. They should be encouraged to use their own imagination and own initiative, with assistance from the educator. |

<table>
<thead>
<tr>
<th>MAIN PART</th>
<th>ACTIVITY</th>
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</thead>
<tbody>
<tr>
<td><strong>KEEPING A STEADY BEAT,</strong> <strong>EXPLORING MUSIC AND VOICE &amp; DEVELOPMENT OF LISTENING SKILLS</strong></td>
<td>Using home-made instruments: play to a given beat, using different tempos and rhythms: ¼, ½, ²/₄, ¾ ♩. Move freely to the beat, while playing it. Use music, voice and movement to show: soft and loud; strong and gentle; fast and slow; high and low (develops Language skills) when planning, clapping or stamping to a given beat– (counting to develop Numeracy skills.) One group plays a beat. The other claps or stamps to the beat, while counting out the rhythm – change sides. Polyrhythms using percussion instruments or body percussion to keep a steady beat or perform simple rhythm patterns, counting out the rhythm and in this way develop numeracy skills. Singing actions: using the body to interpret the words of the song i.e</td>
</tr>
</tbody>
</table>
head and shoulders, knees and toes; Tommy Thumb; Hokey Pokey
Use poem: ‘My Body’- sing and act out (Links with Drama). Use drums
or rhythm sticks to create a beat.

Indigenous songs, rhymes and rhythm games, using voice in different
ways: loud, soft, strong and gentle, with clapping and stamping.

Rhythm games focusing on listening skills and recalling contrasting
rhythm patterns.

Singing songs to improve the ability to sing in tune and listening to
music to identify moods such as sad; happy; calm; excited.

Spontaneous use of voice and movement in rhymes and songs: portray
in action. You can include claps, body claps, finger snapping, tongue
clicks, etc, where appropriate.

Moving to drum-beat, using own space freely, avoid bumping into each
other. When music stops, follow instruction i.e. stand outside a circle,
stand inside a square, stand on a triangle, stand next to curved line.
Stand on a closed shape/ open shape, Instructions can also include
colours. In this way they learn colour, shapes and language through
play.

<table>
<thead>
<tr>
<th>INTERPRETATION OF RHYTHM &amp; SPATIAL AWARENESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long &amp; short note values (durations) using body percussion, and/or percussion instruments. Clapping to rhythm being played.</td>
</tr>
<tr>
<td>Musical chairs and other musical games which involve use of space and rhythm.</td>
</tr>
<tr>
<td>Moving freely to music, keeping to the rhythm and watching out for others. Can be done individually, in pairs or in groups.</td>
</tr>
</tbody>
</table>

**CONCLUSION**

The lesson is rounded off to ensure that everyone ends up calm and quiet.

**COOLING DOWN & RELAXATION ACTIVITIES**

Breathe in stretching up tall, breathe out and flop down like an ice-
cream melting.

Breathe in and out slowly, while moving arms and upper body like a
leaf floating in water, or like a leaf gently blowing in the wind.

Lie on ground and close eyes. Relax body and make it feel heavy as
though sinking into the floor. Breathe in and out deeply.

**LINKAGES WITH MATHEMATICS & LANGUAGES**

Many of the singing rhymes, which enhance the learning of Literacy &
Numeracy skills. The teacher should not neglect this important part of
integration. It improves the vocabulary as new words are learnt and
opportunities to count present themselves.
These lessons are an opportunity for learners to role play and explore movement and ideas using various situations, ideas, feelings, personalities, etc, in a safe environment. They are not plays or productions!! Everyone should be involved in the exploration of ideas, feelings and situations, with guidance from the teacher. Based on her theme for that week, the teacher chooses a story, rhyme, poem, situation, feelings and personality that are within the experience and interest of the child. Poems/rhymes for this section have been included below, but you are free to use any suitable poems/rhymes of your own. Music can be included. These poems also form part of language development.

Choose ONE activity from EACH section below, that fits in with your theme, if possible.

<table>
<thead>
<tr>
<th>INTRODUCTION</th>
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</tr>
</thead>
<tbody>
<tr>
<td>WARMING UP BODY PARTS</td>
<td>Deep breathing: in for 4 counts and out for 4 counts. Repeat stretching arms up and you breathe in and down as you breathe out (10 times) then jogging on spot (20 counts). Repeat.</td>
</tr>
<tr>
<td></td>
<td>Stretch arms up, sideways and with twist of torso as in waking up and getting dressed. Jog on the spot for 20 counts. Repeat.</td>
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<td></td>
<td>Mime activities, such as cleaning shoes, making bed etc. Activities must be vigorous enough to warm up body.</td>
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<tr>
<td></td>
<td>Stretching, curling and twisting the various body parts, using high, medium and low levels. Fast walking in-between each other on signal.</td>
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<tr>
<td></td>
<td>Shaking of hands, feet, legs &amp; arms to warm them up. Followed by jogging on the spot for 20 counts.</td>
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<tr>
<td></td>
<td>Crossing the midline: Breathe in deeply stretching up tall, breathe out bending to touch right knee with both hands, repeat to Left. Breathe in deeply stretching up tall, breathe out bending to touch right ankle with both hands, repeat to Left.</td>
</tr>
<tr>
<td></td>
<td>Breathe in deeply, stretching arms up and out to sides. Breathe out taking arms to Left side. Repeat to right.</td>
</tr>
<tr>
<td></td>
<td>Warming up activities, using a story or poem with gentle actions as a stimulus – and that warm all body parts.</td>
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<tr>
<td></td>
<td>Warming up actions such as catching a Frisbee, crawling like a worm, roller skating, etc, using high medium and low levels.</td>
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<tr>
<td></td>
<td>Circle arms forwards for 10 counts and backwards for 10 counts.</td>
</tr>
<tr>
<td>SPATIAL AWARENESS &amp; LOCOMOTOR MOVEMENTS</td>
<td>Moving activities developing spatial awareness and body awareness:</td>
</tr>
<tr>
<td></td>
<td>Fast walking or running forwards, watching out for others. On given signal freeze in own space. Can also be done moving backwards and sideways. Avoid bumping into each other and objects.</td>
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<tr>
<td></td>
<td>Pony gallops freely around room, on a given signal stop in stork balance/attitude balance on one leg/aeroplane balance/own balance; etc.</td>
</tr>
</tbody>
</table>
Fast walking in own direction around area, avoiding bumping into others. On given signal crouch small like a ball (low level). Repeat stretching wide like a door (high level), or aeroplane balance (medium level) Repeat stretching to make body flat like a table (medium level). Can be done with slow running.

Movements or actions to show understanding of far and near: i.e. run and touch the bean bag nearest to you; run and touch a bean bag that is far from you; find a partner near to you; find a partner far from you, etc.

Skipping and hopping movements around the space. On given signal, freeze or do a balance action on any body part.

Basic waltz and gumboot steps can be taught.

Running, moving the body like a flower blowing in the breeze, freeze in a balance/pose on a given signal.

### MAIN PART OF RING

Many ideas are listed below. You need to only choose one or two activities from a section. You do not use all activities in one lesson. The themes should be covered over the course of the year. Here the educator gets all the learners to join in. She takes them through the story, poem, feelings, ideas, sometimes using music or a set beat and encourages everyone to dramatise. Appropriate use of voice (audibility, clarity, correct intonation) is essential for effective teaching and learning, so as to keep all learners involved/interested. She should encourage them to experience every bit of the story, poem, musical beat, situation, etc. They should be encouraged to use their own imagination and own initiative, with assistance from the educator.

<table>
<thead>
<tr>
<th>MAIN PART</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXPLORING MOVEMENT WITH OR WITHOUT MUSIC &amp; DEVELOPMENT OF LISTENING SKILLS</strong></td>
<td>Indigenous songs, rhymes and rhythmic games, using voice in different ways: loud, soft, strong and gentle, with clapping and stamping.</td>
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<tr>
<td></td>
<td>Spontaneous use of voice and movement in rhymes, songs, poems and stories: portray in action (see examples in list below).</td>
</tr>
<tr>
<td></td>
<td>Teacher starts a story, based on the theme for the week and gives learners a chance to add to the story. Encourage all learners to contribute. (Can play soft classical or slow music in background)</td>
</tr>
<tr>
<td></td>
<td>Moving to drum-beat, using own space freely. When music stops, follow instruction i.e. stand outside a circle, stand inside a square, stand on a triangle, stand next to a curved line. Stand on a closed shape/open shape. Instructions can also include colours. In this way they learn colour, shapes and language through play.</td>
</tr>
<tr>
<td></td>
<td>Using drumbeats: perform steps of gumboot dance. See simple steps given below.</td>
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<tr>
<td></td>
<td>Simple ballroom steps: waltzing forwards, backwards and in own direction to music (see explanation below).</td>
</tr>
<tr>
<td></td>
<td>Reaction to signals, cues, stories, rhymes &amp; songs: e.g. freeze, up, down, very small, very big, wide, flat, round, etc</td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
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</tbody>
</table>
| **COPYING / GUESSING ACTIONS** | Make various gestures and facial expression, which the partner must guess or mirror (copy) (i.e. happy, sad, angry, cold and afraid, tired, big and strong, blindfolded, avoiding being seen). Take turns. Make pictures of yourself. Let others guess what you are.  
Play slow, soothing music and in pairs let one make various shapes with their body in any level: circle, straight line, alphabet or number – which the partner must then copy. Let both have turns to lead.  
In groups of 4-6 make 3D shapes on the floor (low) i.e. square, triangle, circle let others in group guess the shape etc.  
Play games: e.g. play ‘I spy with my little eye’; play rhyming games, etc. |
| **STORY BASED ON FANTASY OR OWN LIFE** | In groups. Discuss a story which you will act out to class. Make use of speaking, singing, drama, music, props or objects.  
Interpretation of indigenous songs, using dynamics such as soft loud, strong, gentle, etc.  
Dramatising make-belief situations, fantasy and own life experiences. Props such as puppets and masks can be used with a group telling their own story. Teacher can also act as main story teller and direct the flow of the story.  
Dramatising make-belief and own life experiences with movement and song.  
Using concrete objects to represent other objects in dramatic play. E.g. spoon as a magic wand, hat as a steering wheel.  
Puppet Finger Play (Idea can be used with adaptations for any theme)  
(Use fist of one hand to represent the lizard - have pointer finger move in and out of fist quickly to be the lizard’s tongue. 5 fingers of the other hand are the bugs that "disappear" as the lizard's fast tongue "gets" them.)  
5 little bugs on the forest floor Along came a sticky tongue lizard ... SLURP!!! Now there are 4.  
4 little bugs on a kapok tree Along came s sticky tongue lizard ... SLURP!!! Now there are 3.  
3 little bugs without a single clue.....  
2 little bugs soaking up the hot sun....  
1 little bug knew that he was done.....  
Now there are none. (Incorporates numeracy skills)  
Play music. Learners dance in the ‘wind’ in their own space. Can be done moving, with partners or with feet still and upper bodies moving only as well. |
| **EXPRESSION OF MOODS & IDEAS; USE OF VOICE & EXPLORING OF SENSES** | Show expression of an emotion, mood or idea through movement, song, speaking, using a character, animal (e.g. angry lion; hungry mouse; running to find shelter from hail stones) etc.  
Using objects and props creatively in movement, dramatic play or to make music. Songs focusing on pitch – such as Twinkle, Twinkle, little Star (high) and My Grandfather’s Clock (low). |
- Listening to a story/poem/song and then interpreting moments in the story through facial expression, movement and appropriate sound effects. (E.g. Three Blind Mice; The Detective: Mr. Nose, Hands Poem, Simple Simon Says...)

- Exploring the senses through the dramatisation of a story, rhyme, poem or song (individually or in groups, e.g. leading the blind, Feeling of different textures and describing them.) Dramatisation of existing indigenous story, poem, nursery rhyme or song as stimulus.

- Drama: Hunting for treasure: Divide learners into groups: Let Yellow group go first....let learners look for various things in primary and secondary colours (hoops, bean bags, plastic balls, etc). Groups take turns: Green groups look for green, red group for red, etc.

**INTERPRETATION OF RHYTHM & SPATIAL AWARENESS**

- Creating and imitating sound effects in stories, such as bees buzzing, horses ‘clip-clopping, trains ‘chook chook’.

- Movements to show directions and use of levels (high, medium & low) and shapes explored through creative movement: e.g. run forwards and reach to pick an apple of a very tall branch (high), running around avoiding each other and picking strawberries and placing in a basket (medium), rolling like a log, watch out for others (low).

- Using all the levels: start curled up (low) as a seed (low pitch music) start to sprout and grow (uncurl slowly and stretch in different directions), (Music becomes high pitched) as learners stretch towards the sun as tall as they can. Music changes as they go back into seeds in the ground.

- Develop in learner an awareness of the floor, walls, corners, front, back, sides, of weight, of the body in space and time - through movements, with sound effects such as travelling in a car, aeroplane, train, bus, helicopter, taxi, scooter, bicycles, etc. Learners move about freely while showing appropriate action. Watch out for others and dangers on the road or in the air. Hoot/ring bell at sign of danger.

- Play the Taxi Game: Choose 2-3 learners to be the drivers. Others sit in their own space spread throughout the room. When music starts the driver moves around the room. When music stops, the learner closest to the driver gets into the taxi (holds onto the driver’s waist). Continue until all are on board.

**MIME ACTIONS**

- Mimic actions to show eating an ice-cream; baking a cake, planting and watering a seed, running as though afraid, walking up, throwing a tantrum, flying a kite, in pain, anxious and worried, being a bus/taxi driver, etc. Can be done in groups, with others guessing the action. Pretend you are in a space bubble. Use hands and feet to feel the shape.

- Start in crouch with hands tucked over head. Imagine you are popcorn in a hot pot. Start jumping up and down like popcorn popping.

**CONCLUSION**

The lesson is rounded off to ensure that everyone ends up calm and quiet.

**COOLING DOWN & RELAXATION ACTIVITIES**

- Breathe in stretching up tall, breathe out and flop down like an ice-cream melting.
Breathe in an out slowly, while moving arms and upper body like a leaf floating in water, or like a leaf gently blowing in the wind.

Lie on ground and close eyes. Relax body and make it feel heavy as though sinking into the floor. Concentrate on breathing in and out deeply.

**LINKAGES WITH MATHEMATICS AND LANGUAGES**

**GAMES FOCUSING ON MATHEMATICS & LANGUAGES**

Many of the poems chosen are action poems, which enhance the learning of Literacy & Numeracy skills. The teacher should not neglect this important part of integration. It improves the vocabulary as new words are learnt and opportunities to count present themselves.

e.g. Name and ask questions about the number of body parts. Poem: Two Little Eyes: Ask questions around the meaning of the words. Let them act it out. (Literacy)

Dancing your way home: Use a hop-scotch or mat as shown opposite. Step on the number/alphabet called out by the teacher (Numeracy). Teacher must call out in random order to challenge the learners to think and respond.

**BALLROOM DANCING**

(These activities come under the section of keeping a steady beat and exploring movement to music, voice and development of listening skills section in the Drama Ring).

Basic Waltz steps, moving forwards, using any waltz music:

- Down, up, up (8X) - Count 1,2,3 (8X)
- Waltz step sideways (to left and right...1,2,3 to L and 1,2,3, to R, repeat) (preparation for the ballet Pas-de-Basque, which they learn in Intermediate phase). Take both arms to L when moving to L and to the R when moving to the R (crossing the midline).

**GUMBOOT DANCE**

(These activities come under the keeping a steady beat, exploring movement to music and voice & development of listening skills section in the Drama Ring)

- Bending forwards, stamp L and then R (quickly and 1). Life L leg and slap leg with both hands, lifting it off the ground, Stamp L leg on floor (3). Repeat with R leg. Stamp L and then R (quickly – and 1), Lift L leg across body and slap ankle (2), Stamp L leg on floor (1) Lift R across back and slapping ankle (2), stamp R and Lift L leg across and slap ankle (3). Jump on both feet (4).

- Play with rhythm in this manner. There is plenty of opportunity of crossing the midline and developing rhythm! Can be done barefoot or in school shoes.
USE OF THEME POEMS/NURSERY RHYMES FOR DRAMA/MUSIC:

A list of poems based on the themes used for Beginning Knowledge and Personal Well Being, have been included below, as a guide. You are free to use them or any other poems you have where necessary. The aim is to INTEGRATE all aspects of Life Skills where this is possible. These poems are mainly action poems for Improvisation and Interpretation in the Life Skills section. They can also be used to improve Literacy (and Numeracy Skills, where appropriate).

Many of the poems/rhymes and songs are traditional, unless otherwise stated.

**THEME POEMS/ NURSERY RHYMES:**

<table>
<thead>
<tr>
<th>GRADE R</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ME</strong></td>
<td><strong>NOW WE ARE SIX:</strong> (A.A. Milne)</td>
</tr>
<tr>
<td><img src="image1.jpg" alt="Image" /></td>
<td>When I was one, I had just begun, When I was two I was nearly new, When I was three I was hardly me, When I was four I was not much more, When I was five I was just alive. But, now that I’m six, I’m clever as clever, So I think I’ll be six for ever and ever!!</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AT SCHOOL</strong></td>
<td><strong>AT SCHOOL</strong> (C. Mac Master)</td>
</tr>
<tr>
<td><img src="image2.jpg" alt="Image" /></td>
<td>At school I meet my friends each day Where we run and jump and play! Hopscotch, skipping, jump and run Especially when break-time comes! Sometimes we play ‘pretend’ Cause fantasy is fun Sometimes with the building blocks Or races in the sun The jungle gym is so much fun Climbing, sliding, swing and spin We love to go right to the top.... Oops!..the bell goes...we have to stop!!</td>
</tr>
<tr>
<td></td>
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<tr>
<td><strong>IN THE CLASSROOM</strong></td>
<td><strong>IN CLASS</strong> (C. Mac Master)</td>
</tr>
<tr>
<td><img src="image3.jpg" alt="Image" /></td>
<td>In the class the teacher stands Making sure we wash our hands Because she knows that break was fun, It’s time to learn ‘cause break is done! It’s time to read and act and play Teacher will read us a story today Later we will paint and draw Before we go out to play some more!</td>
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</tbody>
</table>
**BOOKS** (C. Mac Master)

I’m in Grade R, I cannot read
I’m little, as can be
But when I open a story book,
The pictures speak to me!

They take me to a far-off land
Where pirates roam the sea
Or flying in a space-ship
For the moon to see!

I’m a nurse, doctor or policeman
Working hard you see
To save the lives of little folk
Just like you and me!

**RESPECTING BOOKS** (C. Mac Master)

Before we read we wash our hands
Respect for books are what we learn
We turn the covers carefully
Even though we very small

Dirty marks you will not find
Our books are a special kind
You take one down, you put it back
Do not leave it on the mat!

Books are teachers special pride
So beware when you peep inside!!

**DAYS OF THE WEEK**

| Monday’s child is fair of face |
| Tuesday’s child is full of grace |
| Wednesday’s child is full of woe |
| Thursday’s child has far to go |
| Friday’s child is loving and giving |
| Saturday’s child works hard for a living |
| But the child that is born on the Sabbath day |
| Is bonny, and bright and good and gay! |

**BIRTHDAYS** (Anonymous)

Monday’s child is fair of face
Tuesday’s child is full of grace
Wednesday’s child is full of woe
Thursday’s child has far to go
Friday’s child is loving and giving
Saturday’s child works hard for a living
But the child that is born on the Sabbath day
Is bonny, and bright and good and gay!

**DAYS OF THE WEEK** (C. Mac Master)

There are seven days in the week
I think I know them all
The first is on a Sunday,
When going to church is a ball.

Monday starts the school week,
And I am so glad to learn
Tuesday, Wednesday, Thursday,
Then Friday, which is the best of all!!
As it is the start of the weekend,
When I get to rest cause I’m very small!

Finally comes Saturday,
Where shopping is the best!!
My mother buys me ice-cream
And then goes home to rest!

**MY BODY**

My body is big
So big and strong
My body can do anything
All day long (clap, clap)

I can jump and skip
And run and kick
And swing my arms
And little feet

My body is big
So big and strong
I can move it around
All day long! (clap, clap)

**HEADS & SHOULDERS** (Traditional Song)

Heads and shoulders, knees and toes, knees and toes (Repeat)
Eyes and ears and nose and mouth

(Repeat as many times as you choose)

**HEALTHY LIVING**

Getting up in the morning
I clean my teeth while my blankets air,
And I wash my face and brush my hair.
A fresh clean vest and undies today,
Slip in a clean dress (shirt),
There is no time to play!

Then I make up my bed
One sheet at a time,
Now, breakfast please mummy,
It’s nearly school time!!

Brush your teeth
### SUMMER SONG:
Five pretty flowers in the garden bed,  
Along came the gardener,  
and this is what he said:  
’I’ll cut a blue/ red/ yellow flower  
and take it away!  
So he cut a blue/ red/ yellow flower  
and took it away!  
Repeat four pretty flowers ......  

### RAIN RHYMES
1. Rain, Rain go away  
Come another washing day!  
For all children want to play!!  
2. Its raining, its pouring  
The old man is snoring  
He went to bed and he bumped his head  
And he could not get up in the morning!

### GRASHOPPER GREEN
Grasshopper Green is a comical chap  
He lives on the best of fare  
Bright little trousers, jacket and cap  
These are his summer wear.  
Out in the meadow he loves to go  
Playing away in the sun  
It’s hoppity, skippity, high and low  
Summer’s the time for fun!

### DR. FOSTER
Dr Foster went to Gloucester  
In a shower of rain  
He stepped in a puddle  
Right up to his middle  
And he never went there again!!

### SHAPES & COLOURS AROUND US
**THE ROBOT (Anonymous)**
Stop says the red light  
Go says the green  
Change says the orange one  
Winking in-between:  
That’s what they say  
and that’s what they mean  
If we all obey them we are sure  
to be seen!

### MY HOME
**MY HOME (C. Mac Master)**
My house is very small and green  
My mother keeps it very clean.  
My father always fixes stuff  
While my little brother breaks it up!  
It has a window in every room  
With Curtains to let the sunshine in  
We enter through a wooden door  
With carpets on every floor  
In the yard we love to play  
Especially on a sunny day  
With ropes and dolls and cars and balls  
We climb up trees and sometimes fall!

### SAFETY
**SAFETY FIRST (C. Mac Master)**
When I am in danger  
And no policeman’s near  
I quickly dial 10111  
And know that they will care.  
I must not speak to strangers  
Or get into their cars  
I must be very careful  
When playing near or far.  
I should not cross an empty field  
Or play in parks alone  
I must beware of naughty friends  
Cause dangers all around.
### MY FAMILY

**MY FAMILY (Anonymous)**

- My mother is so kind and sweet
- She keeps our home so clean and neat.
- My father is tall and very strong
- He does not like it when I do wrong!
- I love my family, don’t you?

- My brother is my friend also
- He helps me to put on a show.
- My big sister shows me lots of care
- She teachers me to be kind and share.
- I love my family, don’t you?

### LOVE IS SPECIAL

**LOVE IS SPECIAL (New Nation)**

- Love is special when you give it away.
- Give it away, give it away.
- Love is special when you give it away.
- You end up having more.

- It’s just like a magic penny,
- Hold it tight and it won’t grow any.
- Lend it, spend it, and you’ll have so many
- They’ll roll all over the floor!

- Love is special when you give it away.
- Give it away, give it away.
- Love is special when you give it away.
- You end up having more.

### WEATHER

**THE COLOURS OF THE RAINBOW**

**(C. Mac Master)**

- On rainy days, in the clouds so high,
- A pretty rainbow appears in the sky.
- It forms a arch for all to see
- God painted the rainbow for you and me.

- The colours are the prettiest yet,
- Red, orange, yellow, green,
- Blue, indigo and violet
- Are the seven colours to be seen.

### AUTUMN

**FIVE LITTLE LEAVES**

**(Clever)**

- Five little leaves
- So bright and gay
- Dancing upon a tree all day.
- Along came the wind from far away town
- And one little leaf came tumbling down!

- Four little leaves
- So bright and gay
- Dancing upon a tree all day.
- Along came the wind from far away town
- And one little leaf came tumbling down!

- Three little leaves.......... etc

### I HEAR THUNDER

**I HEAR THUNDER (Can be sung using various voices and starts)**

- I hear thunder, I hear thunder
- Do you too? Do you too?
- Pitter-patter rain drops
- Pitter-patter rain-drops
- I’m wet through, So are you!

### AUTUMN

**(C Mac Master)**

- Autumn leaves are falling down
- Falling down, falling down
- Autumn leaves are falling down
- Summer is over!
- The trees are all so very bare
- Very bare, very bare
- The trees are all so very bare
- Very bare
- The weathers getting colder!

### SENSES

**A FRIENDLY ME (Anonymous)**

- I use my lips to speak, and smile too
- I use my tongue to say ‘I’m glad to meet you’
- I use my hands to wave and greet
- People who are walking along the street

- I use my heart to spread more love
- To people, animals and creatures above
- I’d like to ask YOU to be my friend
- And all my good wished to you I send.

**HANDS (Anonymous)**

- Open hands, shut them,
- open hands shut them,
- Give a little clap.

- Open your hands shut them,
- open hands shut them,
- Put them in our lap.

- Creep them, creep them,
- Creep them, creep them
- Right up to your chin.
- Open your little mouth –
- But do not let them in!!!
**WINTER**

*WINTRY WINTER FUN (C. Mac Master)*

The coldest season of them all  
Is winter when the snowflakes fall  
It forms a blanket of pure white  
We dress up warm when its daylight.

Out into the snow we run  
To roll and play and have such fun.  
A snowman we will build today  
With hat, and scarf and carrot nose.

Snowballs we will build with care  
Then throw the snowballs everywhere  
A snowball fight is such fun  
We are so wet when we are done!

**TRANSPORT**

*PLEASE LOOK OUT! (Anonymous)*

Here comes a truck!  
Look out! Look out! It’s hooting at us  
Can you hear the driver shout?  
Look out! Look out!

Here comes a car travelling fast  
Look out! Look out!  
It’s hooting and roaring as it dashes past  
Look out! Look out!

Here comes a train upon the track  
Look out! Look out!  
Let’s stand back  
It’s siren is warning us to keep clear  
Don’t go near!

**JOBS PEOPLE DO**

*THREE ASTRONAUTS (Mary Grice)*

Three astronauts on the way to the moon (X3)  
One fired his rocket and got there too soon!

Two astronauts on the way to the moon (X3)  
One opened the hatch and landed too soon!  
One astronaut on the way to the moon (X3)  
Looked at his watch and landed at noon.

Three astronauts have landed on the moon (X3)  
One thrust of the motor and they’ll be home soon!

**FRUIT**

*I went to the market*  
At half past two  
I bought some bananas  
And oranges too.

I saw a lady selling her wares  
Calling: pineapple  
grapes and apples  
Watermelons and pears!

**VEGETABLES**

*(Learners name & point out vegetables/fruit on table)*  
Plant your beetroot in a row  
Then water them  
And watch them grow!  
Carrots and beans  
And pumpkin too.  
Soon we will have some  
Vegetables for a stew!

**AEROPLANES (Can be sung)**

*(New Nation Rhymes, songs & games)*

Aeroplanes, aeroplanes all in a row  
Aeroplanes, aeroplanes ready to go  
Hark, they’re beginning to buzz and to hum, Brrrrrrrrrrr

Engines all turning so come a long, come.  
Now we are flying up in the sky faster and faster, oh ever so high!  
*(Learners to do the actions)*

**PUFFER TRAIN**

*(New Nation Rhymes, songs & games)*

Puffer train, puffer train, noisy little puffer train  
If you going to the sea, puffer train oh please take me  
Sh-sh-sh sh-sh-sh noisy little puffer train.

**VEGETABLES**

*(C. Mac Master)*

My mom cooks veggies every night  
She says it makes my skin so bright  
Two different ones every day  
It also helps keep the doctor away!

Broccoli, pumpkin and butternut too  
Carrots, beans and peas in a stew.
DAIRY FARMING

HEY DIDDLE, DIDDLE
(Adapted by C. Mac Master)

Hey diddle, diddle
The cat and the fiddle
The cow jumped over the moon,
The little dog laughed to see such fun
And the dish ran away with the spoon!

From a cow we get rich milk
From which we make cheese too
It makes our bones grow big and strong
Here is some for me and you!

OLD MAC DONALD
(To be sung)

Old Mac Donald had a farm, ee-i-ee-i-ho!
And on the farm he had a cow, ee-i-ee-i-ho!
With a moo-moo here and a moo-moo there
Here a moo, there a moo, everywhere a moo-moo
Old Mac Donald had a farm, ee-i-ee-i-ho!

WOOL FARMING

MARY HAD A LITTLE LAMB

Mary had a little lamb,
little lamb, little lamb
Mary had a little lamb,
its fleece was white as snow.
And everywhere that Mary went,
Mary went, Mary went,
And everywhere that Mary went,
the lamb was sure to go!

BAA BAA BLACK SHEEP
(To be sung)

Baa, baa, black sheep, have you any wool?
Yes sir, yes sir, three bags full,
One for my master, one for my dame,
One for the little boy that lives down the lane.

HEALTHY ENVIRONMENT

DON’T LITTER! (C. Mac Master)

Litter, litter everywhere
On the floor and on the stairs
My teacher says to pick it up
And try to keep the school clean
My friends all think that it is cool
To drop their papers in the pool
But someone has to pick it up
So we can swim and have clean stuff!

COLOURFUL SPRING

MARY, MARY (Nursery Rhyme)

Mary, Mary, quite contrary
How does your garden grow?
With silver bells and cockle shells
And pretty maids all in a row.

TIME TO RISE: R.L. STEVENSON

A birdie with a yellow tail
Hopped upon the window sill,
Cocked his shining eye and said:
‘Ain’t you shamed, you sleepy head’

SPRING

MARY, MARY (Nursery Rhyme)

Mary, Mary, quite contrary
How does your garden grow?
With silver bells and cockle shells
And pretty maids all in a row.

BIRDS

TWO LITTLE DICKIE BIRDS

Two little Dickie Birds sitting on the wall
One named Peter, one names Paul
Fly away Peter, fly away Paul
Come back Peter, come back Paul!

TIME TO RISE: R.L. STEVENSON

A birdie with a yellow tail
Hopped upon the window sill,
Cocked his shining eye and said:
‘Ain’t you shamed, you sleepy head’

REPTILES

IF YOU SEE A CROCODILE (Internet)

If you see a crocodile
Do you think it’s a pretty sight?
(Make a frightening face)
If you see a snake, do you freeze with fright? (Freeze in position)
If you see an alligator, does your heart pound with all it’s might? (Thump first over heart)
Their reptile families think they dear
(Hug yourself or friend)
But people really should steer clear!!!
(Take giant step backwards)
They are dangerous!!!

SNAKE (Internet)

As he bends and twists and squiggles around,
(Do actions as indicated by words)
See Mr Snake shaping letters on the ground. (Point to the ground)
First an ‘S’
Now an ‘N’
Then an ‘A’
Next a ‘K’
Last an ‘E’
(Make a giant size letter in the air as each letter is mentioned)
He’s spelt out his name for us all to see! (‘S-N-A-K-E’: spell name aloud)
<table>
<thead>
<tr>
<th>DINOSAURS</th>
<th>BARNEY THEME SONG (Internet)</th>
</tr>
</thead>
</table>
| [Image 50x703 to 141x804] | Barney is a Dinosaur from our imagination  
And when he’s tall  
He’s what we call a dinosaur sensation  
Barney’s friends are big and small  
They come from lots of places  
After school they meet to play  
And sing with happy faces!  
Barney shows us lots of things  
Like how to play pretend  
ABC’s and 123’s  
And how to be a friend  
Barney comes to play with us  
Whenever we may need him  
Barney can be your friend too  
If you just make-believe him! |
| [Image 50x608 to 146x691] |  |
| [Image 381x639 to 500x787] |  |
| [543x50]31 |  |

<table>
<thead>
<tr>
<th>WILD ANIMALS</th>
<th>A BEAR LIVED IN A CAVE</th>
</tr>
</thead>
</table>
| [Image 50x486 to 146x593] | There was a bear that lived in a cave,  
His greatest love was honey.  
He got ten cents a week  
which he never could save,  
So he never had any money.  
I gave him a piggy bank big and round  
In which he put his money,  
He saved and saved until he had ten rand  
Then he spent it all on HONEY!! |
| [Image 77x153 to 137x224] |  |

<table>
<thead>
<tr>
<th>SPORT (Movement Ring)</th>
<th>SPOR (Movement Ring)</th>
</tr>
</thead>
</table>
| [Image 476x172 to 559x226] | SKIPPING POEM: TEDDY BEAR  
Two pupils swing the rope from side to side while the 3rd one jumps over without touching the rope:  
Teddy bear, teddy bear  
Turn around  
Teddy bear, teddy bear  
Touch the ground  
Teddy bear, teddy bear  
Climb the stairs  
Teddy bear, teddy bear  
Say your prayers.  
Teddy bear, teddy bear  
Turn off the light  
Teddy bear, teddy bear  
Say good night!! |
| [Image 289x299 to 361x404] |  |
| [50x596]WILD ANIMALS | THE BEAR WENT OVER A MOUNTAIN  
The bear went over a mountain  
The bear went over a mountain  
The bear went over a mountain  
To see what he could see.  
And all that he could see (X3)  
Was the other side of the mountain (X3)  
Was all that he could see! |
| [50x577]WILD ANIMALS |  |
| [50x550]THE BEAR WENT OVER A MOUNTAIN |  |

<table>
<thead>
<tr>
<th>OTHER SKIPPING POEMS TO BE USED IN MOVEMENT RING</th>
<th>OTHER SKIPPING POEMS TO BE USED IN MOVEMENT RING</th>
</tr>
</thead>
</table>
| [Image 77x153 to 137x224] | Two pupils swing the rope from side to side while the 3rd one jumps over without touching the rope:  
I’ll touch my hair, my lips, my eyes  
I’ll bend down low and then I’ll rise  
I’ll touch my ear, my nose, my chin,  
Then quietly I’ll skip out again.  
I’m a little boy/girl dressed in blue  
These are the things that I must do:  
Salute to the king and  
Bow to the queen  
Cross the road when the robot turns greed! |
| [Image 476x172 to 559x226] | Counting while jumping over the rope, or skipping forwards.  
Point to the ceiling  
Point to the floor  
Point to the window  
Point to the door  
Point to the table  
Point to the chair  
Point to my teacher standing there! |
| [Image 289x299 to 361x404] |  |
### RESOURCES
- Wax crayons, paper in various sizes and colours, oil pastels, chalk, 2B pencils, felt-tipped pens, charcoal, paint, ink, dyes, brushes, clay, papier maché, play dough, beads (glass, paper, plastic), straws, macaroni, shells, etc (for threading), glue, cardboard strips for glue applicators, scissors, pre-mixed starch.
- **Recyclable materials**: boxes, toilet rolls, polystyrene containers, packing materials, corks, wrapping paper, tin foil, wool, string, stones, seeds, old newspapers/magazines.

### CREATE IN 2D

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Draw and give own interpretation to drawings using the week’s topic/theme.</strong></td>
<td>Make use of wax crayons, oil pastels and other drawing media.</td>
</tr>
<tr>
<td><strong>Paper Plate Snake</strong></td>
<td>Make a snake out of a paper plate: First color with markers or paint the entire front of a paper plate and let it dry. Next, starting at the outside edge, begin cutting around the plate to create a spiral, turning as you cut. When you get to the inside, cut the end to make it look like the snake's head. Add stickers or glitter to the snake, then poke a hole in the head and tie on a piece of string to hang it from the ceiling. If you are studying specific types of snakes, you could make each snake with the unique markings that distinguish it from the others. (Children love to see a three-dimensional creation spring from a two-dimensional object; this is a neat art activity to demonstrate this effect.)</td>
</tr>
<tr>
<td><strong>Painting</strong></td>
<td>Use pre-mixed tempera paint or dyes in primary and secondary colours to respond to the week’s topics.</td>
</tr>
<tr>
<td><strong>Primary colours</strong></td>
<td>Let pupils go outside and collect things in nature that can be found in the primary colours: e.g. leaves, flowers, grass, etc. Let learners look, touch and smell them. Discuss shape, texture – do not taste!!!</td>
</tr>
<tr>
<td><strong>Secondary colours</strong></td>
<td>Mix green, purple and orange, using the three primary colours. Let learners discuss colours of rainbow and colours in nature. Ask: what two primary colours must one mix to get: purple/ green/ orange?</td>
</tr>
<tr>
<td><strong>Suggestions of different ways to apply paint</strong></td>
<td>Fingers, hand, spatula, ice-cream stick, brush, big sponge held by clothes peg, cloth, cotton wool, straw, feather, potato, etc</td>
</tr>
<tr>
<td><strong>Art element: informal experience and use of shape in drawing and painting.</strong></td>
<td>Draw a picture of yourself. Add facial features. Finger paint to add colour. Use of primary colours.</td>
</tr>
<tr>
<td><strong>For fruit theme</strong></td>
<td>Talk about three fruits and their colours. Let learners choose their favourite to draw and colour in.</td>
</tr>
<tr>
<td><strong>Use leaves collected from playground or home</strong></td>
<td>Add paint to leaves and press down onto paper. Use a variety of colours and shapes for Autumn theme.</td>
</tr>
<tr>
<td><strong>Design Principles</strong></td>
<td>Informal use of contrast (big/small; long/short) in drawing and painting.</td>
</tr>
<tr>
<td><strong>Draw or paint pictures in line with the theme of the week.</strong></td>
<td>Discuss light and dark then paint day on one side of page &amp; night on other side.</td>
</tr>
<tr>
<td>CREATE IN 3 D - CONSTRUCTION</td>
<td></td>
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<tr>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>Variation of paper size and format: encourage working in different scales. Make a sheep from scraps of paper and cotton wool. Draw and paint the surroundings/farm. Make own butterfly. Colour and make a life cycle.</td>
<td></td>
</tr>
<tr>
<td>Informal use of art elements shape and colour in drawing and painting in response to weeks topics/themes. Allow kids to express themselves freely, and to think and then name and talk about the colours they chose to use.</td>
<td></td>
</tr>
<tr>
<td>Work in different sizes to increase awareness of detail. Work in different formats and paper sizes and brushes of different sizes for increased detail. Cut own drawing of i.e. sheep/ butterfly, etc according to theme. Stick on cotton wool, coloured paper, etc to create increased awareness to detail. Cut out picture of mealie, stick onto different coloured paper and paint where necessary and stick corn on.</td>
<td></td>
</tr>
<tr>
<td>Interpret body parts in drawing and painting. Informal rendering of the body in action: hopping; running; sleeping; etc. Allow kids to express themselves freely, and to think and then name and talk about the colours they choose to use. Kids can also draw, colour and cut out the clothing to place on the drawings of themselves.</td>
<td></td>
</tr>
<tr>
<td>Simple print making techniques using found objects e.g. bottle tops, stories, leaves, hands. Simple print making techniques to create informal pattern.</td>
<td></td>
</tr>
<tr>
<td>Draw and paint freely mixing own paint to correct consistency. Draw according to theme of the week.</td>
<td></td>
</tr>
<tr>
<td>Intentional use of drawn patterns, awareness of patterns in own world. Use colour to create pattern. Cut potato/apple/lemon/orange in two, dip in paint and make a collage using various colours. Make a collage from pictures cut out of magazines, or from different leaves dipped in paint and pressed onto paper for the autumn theme. Make a collage out of drawn picture. Cut out and stick on different pictures to suit the theme.</td>
<td></td>
</tr>
<tr>
<td>Constructing objects to develop fine-motor and sensory co-ordination: (eye-hand-mind) manipulation of scissors and other tools and equipment. Make use of recycled objects, or objects in classroom to build according to the theme for that week: i.e. garden creature using egg boxes, papers and paint Make paper chains; popcorn chains, Christmas stocking, angels, etc. Modelling &amp; constructing: Development of craft skills and techniques: cutting, pasting and tearing. Developing of craft skills and fine motor control: typing, wrapping and other</td>
<td></td>
</tr>
</tbody>
</table>
2D: Make curved and straight line patterns, angle patterns, open and closed line patterns using string, wool, glue and paper. Let learners describe these lines. Let them make the lines in the air.

3D:

Use play-dough to model freely: shaping, twisting and rolling. Use play-dough to improve fine-motor ability, rolling, pinching, joining. Use greater detail in play-dough modelling: pinching, pulling, rolling smaller pieces

Informal modelling in clay – Learners choose a 3D shape to make, after looking at the object closely from all angles. Create according to theme: fruit, vegetables, objects that can be recycles, objects from dairy farming, wool farming, objects that float or sink in water, etc.

Play dough: use cutters for various shapes. Paint.

Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off-cuts, pipe cleaners, fimo clay, coloured paper, stickers, glue, glitter, buttons, bottle-tops, toothpaste tops, scraps of wool, cotton wool, ice-cream sticks, etc.

Make a window box, paint it and make flowers to go into your garden.

Make a spring tree/ Spring Paper Cup Chimes, using recycled objects

Encourage development of skills thorough manipulation of materials. Give learners a 3D object to describe after looking, touching, smelling, listening (not necessarily tasting!)

Learners make a 3D shape using waste materials: cereal boxes, toilet rolls, cones, glue, crayons, paint, sandpaper, elastic bands, coat hangers, straws, etc.

Create to theme: can make own house; robot; transport, etc using waste materials. Baking of small cakes & biscuits.
MAKING MUSICAL INSTRUMENTS FROM WASTE MATERIALS

Grade R learners enjoy making sounds with percussion instruments. The teacher does not always have the necessary instruments in her classroom and therefore can improvise by making home made musical instruments. The home-made percussion instrument is one which is used to produce sounds when it is hit, shaken or banged, such as bells, tambourines, cymbals, triangles, maracas and drums. Through music learners develop listening skills and co-ordination of movement. They also enjoy playing on the instruments because it is a social activity and the learners learn to co-operate with other players.

DECORATIVE ITEMS TO COLLECT:

You can keep the music instruments plain or decorate them. If you need ideas for decorating these projects, try any of the following items. Store items, such as those listed below, in a large plastic storage container.

<table>
<thead>
<tr>
<th>sequins</th>
<th>buttons</th>
<th>Yarn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yarn</td>
<td>ribbon</td>
<td>masking tape</td>
</tr>
<tr>
<td>beads</td>
<td>glitter</td>
<td>sand</td>
</tr>
<tr>
<td>cellophane</td>
<td>Beans</td>
<td>construction paper</td>
</tr>
<tr>
<td>magazines</td>
<td>photos</td>
<td>crayons</td>
</tr>
<tr>
<td>markers</td>
<td>colored pencils</td>
<td>Paint/ nail polish</td>
</tr>
</tbody>
</table>

TYPES OF MUSICAL INSTRUMENTS TO MAKE:

1. DRUMS

<table>
<thead>
<tr>
<th>WHAT I NEED</th>
<th>HOW TO MAKE IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aluminum coffee can with plastic lid</td>
<td>Remove lid from coffee can and set aside for a later step. Cover the side of the can with yellow cardboard paper. Glue on to the coffee can. Trace a pattern on the yellow paper. Start at the bottom, go up at a slant to the top, and then go down from there at a slant, creating a triangle. Continue this pattern all the way around the can. Put glue on the lines. Using pink or any other colour cotton, follow the lines, gently pressing the yarn into the glue as you go. Cut only once at the end.</td>
</tr>
<tr>
<td>2 sheets yellow cardboard paper</td>
<td></td>
</tr>
<tr>
<td>1 sheet tan felt</td>
<td></td>
</tr>
<tr>
<td>Pink/orange other colour) cotton /yarn</td>
<td></td>
</tr>
<tr>
<td>1 rubber band</td>
<td></td>
</tr>
<tr>
<td>Scissors</td>
<td></td>
</tr>
<tr>
<td>Glue stick</td>
<td></td>
</tr>
<tr>
<td>White craft glue</td>
<td></td>
</tr>
<tr>
<td>2 wooden dowels</td>
<td></td>
</tr>
<tr>
<td>2 small foam balls</td>
<td></td>
</tr>
<tr>
<td>Blue cotton /yarn</td>
<td></td>
</tr>
<tr>
<td><strong>NB:</strong> Instead of felt you can use rubber and instead of cotton, you can use rope or wire. Wooden spoons will make excellent drumsticks</td>
<td>Place the tan felt flat on a table. Put white glue around and on the top of the plastic lid. Place the plastic lid upside down in the center of the tan felt. Use a scissor to trim around the plastic lid, leaving 5cm border. Place the felt-covered plastic lid onto the coffee can. Wrap the rubber band around the coffee can, securing the tan felt border to the side of the can. Gently pull the felt tight so that the top is smooth. To make the drumsticks, gently insert the end of a dowel into the foam ball. If you press too hard and the dowel goes through, just glue it back together.</td>
</tr>
</tbody>
</table>

PLAY: To play, beat with stick or hands.
2. GUITARS

Example A

<table>
<thead>
<tr>
<th>WHAT I NEED</th>
<th>HOW TO MAKE IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• empty shoe box/tissue box or plastic container</td>
<td>Remove the cover from the box. Stretch the rubber bands around the box. Attach the ruler or stick to the back of the box on one end to act as the arm of the guitar.</td>
</tr>
<tr>
<td>• rubber bands</td>
<td></td>
</tr>
<tr>
<td>• ruler or stick</td>
<td></td>
</tr>
</tbody>
</table>

PLAY: To play, strum or pluck the rubber bands

Example B

<table>
<thead>
<tr>
<th>WHAT I NEED</th>
<th>HOW TO MAKE IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Empty tissue box (or any box with a lid)</td>
<td>Wrap five rubber bands around a tissue box, making sure that they lie over top of the opening in the box. Cut the straw to fit and slide it under your rubber bands. Cut slits into the end of your paper roll, about 2.5cm long, and bend outwards (this is how you will attach your handle). Tie the handle by sliding it underneath the rubber bands on the top of your box. Glue on to issue box. Paint the handle.</td>
</tr>
<tr>
<td>• Paper towel roll</td>
<td></td>
</tr>
<tr>
<td>• Rubber bands</td>
<td></td>
</tr>
<tr>
<td>• Scissors</td>
<td></td>
</tr>
<tr>
<td>• Glue and tape</td>
<td></td>
</tr>
<tr>
<td>• Straw</td>
<td></td>
</tr>
<tr>
<td>• Paint</td>
<td></td>
</tr>
</tbody>
</table>

PLAY: To play, strum or pluck the rubber bands

3. SANDBLOCKS

<table>
<thead>
<tr>
<th>WHAT I NEED</th>
<th>HOW TO MAKE IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Blocks of wood</td>
<td>Stick sandpaper onto the one side of the wooden blocks.</td>
</tr>
<tr>
<td>• Sandpaper</td>
<td></td>
</tr>
</tbody>
</table>

PLAY: Rub together to play

4. TAMBOURINES

<table>
<thead>
<tr>
<th>WHAT I NEED</th>
<th>HOW TO MAKE IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Round cardboard box</td>
<td>The tambourine is made from the top of a round cardboard.</td>
</tr>
</tbody>
</table>
### WHAT I NEED

- 6 Metal bottle tops or 5-6 small bells
- Safety pins
- box of the kind that some breakfast foods come in. To it are fastened five or six small bells like those that come on baby rattles and other toys.
- Cut slits in the side of the box top. Then put the bell hooks through the slits and fasten them in place with safety pins

### HOW TO MAKE IT

**PLAY:** Shake to play

---

### WHAT I NEED

- 2 paper plates
- stapler or glue
- hole punch
- string
- jingle bells /bottle tops
- crayons

### HOW TO MAKE IT

Staple or glue two paper plates together, facing each other. Using a hole punch, make holes around the plates and tie jingle bells to the holes with string. Heavy duty paper plates may be more durable for this craft. Decorate the tambourine with crayons.

**PLAY:** Shake to play

---

### 5. TRUMPETS

### WHAT I NEED

- piece of hose ± 60 cm
- decorative ribbon
- 1 plastic funnel.
- scissors
- cello tape.
- 1 pencil

### HOW TO MAKE IT

Decorate the funnel with the coloured tape and push it into one end of the hose and fix it in place with the coloured tape. Add coloured tape to the other end of the hose to make the mouth piece.

Loop the hose and securing it with coloured tape where it overlaps. Decorate the trumpet.

**PLAY:** Blow into the tube to make a sound

---

### 6. HAND BELLS

### WHAT I NEED

- elastic ponytail holders
- elasticized gold thread
- scissors
- jingle bells (available by the handful at craft and fabric stores)

### HOW TO MAKE IT

Sew the bells on to the pony tail holders with thread

**PLAY:** Put around the wrist or ankles and shake
### 7. JINGLE STICKS

<table>
<thead>
<tr>
<th>WHAT I NEED</th>
<th>HOW TO MAKE IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bottle tops</td>
<td>Collect bottle tops. Punch a hole through the center of each bottle top. Once each cap has a hole, place four caps on each two-inch nail. Make four (or more) nails with caps on them. Hammer the nails halfway into the wood, leaving the bottle caps free to jingle.</td>
</tr>
<tr>
<td>One large nail (larger than a two-inch nail)</td>
<td></td>
</tr>
<tr>
<td>Hammer</td>
<td></td>
</tr>
<tr>
<td>Two-inch nails with large heads</td>
<td></td>
</tr>
<tr>
<td>Long piece of wood</td>
<td></td>
</tr>
</tbody>
</table>

**PLAY:** Shake the piece of wood for a sound

### 8. SHAKERS

**Example A**

<table>
<thead>
<tr>
<th>WHAT I NEED</th>
<th>HOW TO MAKE IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small canned fruit/vegetable tins</td>
<td>Paint tins. Fill with seeds or beans. Seal tops.</td>
</tr>
<tr>
<td>Plastic lids: small instant coffee tins</td>
<td>NB. Alternatives are to fill containers that can seal with any type of objects e.g.: rocks, sand, beads rice, barley, lentils, split peas, unpopped popcorn beans, chickpeas, peppercorns, nuts and small screws empty cotton reels, buttons etc</td>
</tr>
<tr>
<td>Paint or coloured tape</td>
<td></td>
</tr>
<tr>
<td>Seeds</td>
<td></td>
</tr>
<tr>
<td>Small chocolate boxes</td>
<td></td>
</tr>
<tr>
<td>Plastic fruit or vegetables</td>
<td></td>
</tr>
<tr>
<td>Plastic bottles</td>
<td></td>
</tr>
<tr>
<td>Empty spice bottles</td>
<td></td>
</tr>
<tr>
<td>Small size shampoo/lotion bottles</td>
<td></td>
</tr>
<tr>
<td>Yogurt containers, etc</td>
<td></td>
</tr>
</tbody>
</table>

**PLAY:** Shake the tins for a sound

**Example B**

<table>
<thead>
<tr>
<th>WHAT I NEED</th>
<th>HOW TO MAKE IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper towel rolls</td>
<td>Punch a hole in each end of the paper towel rolls. Tie two jingle bells to each side of the paper towel rolls by running string or yarn through the holes and carefully tying off.</td>
</tr>
<tr>
<td>Hole punch</td>
<td></td>
</tr>
<tr>
<td>4 jingle bells</td>
<td></td>
</tr>
<tr>
<td>2 string or yarn</td>
<td></td>
</tr>
</tbody>
</table>

**PLAY:** Shake to play
9. **MARACAS**

<table>
<thead>
<tr>
<th>WHAT I NEED</th>
<th>HOW TO MAKE IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ 2 paper plates</td>
<td>Paper plate maracas: Put some dried beans on a small paper plate. Cover with another, upside down paper plate. Staple the two plates together around the edges to seal them shut. Add a cardboard or popsicle stick handle if you want, then decorate</td>
</tr>
<tr>
<td>■ paint</td>
<td>Paint the stick. Decorate the stick with feathers or ribbon. Flatten the caps with a hammer. Use a nail to punch a small hole in the centre of each cap.</td>
</tr>
<tr>
<td>■ piece of stiff cardboard</td>
<td>4. Thread the caps onto the wire and string tautly between the arms of the Y</td>
</tr>
<tr>
<td>■ seeds</td>
<td></td>
</tr>
<tr>
<td>■ Strong, Y-shaped branch</td>
<td></td>
</tr>
<tr>
<td>■ Preferably hardwood Beads</td>
<td>PLAY: Shake the stick / plate</td>
</tr>
<tr>
<td>■ 12 metal bottle caps</td>
<td></td>
</tr>
<tr>
<td>■ Strong wire,</td>
<td></td>
</tr>
<tr>
<td>■ Acrylic paint and brushes</td>
<td></td>
</tr>
<tr>
<td>■ Assorted decorations; feathers, colored</td>
<td></td>
</tr>
</tbody>
</table>

**PLAY:** Shake the stick / plate

10. **COMB BUZZERS**

<table>
<thead>
<tr>
<th>WHAT I NEED</th>
<th>HOW TO MAKE IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ pocket comb</td>
<td>Fold a piece of tissue or wax paper over the tooth edge of a comb. Stretch the paper taut with both hands and, holding the comb against the mouth. Hum a tune into the paper and comb</td>
</tr>
<tr>
<td>■ tissue paper</td>
<td>PLAY: To play, hum through the tissue paper</td>
</tr>
</tbody>
</table>

**PLAY:** To play, hum through the tissue paper

11. **XYLOPHONES**

<table>
<thead>
<tr>
<th>WHAT I NEED</th>
<th>HOW TO MAKE IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ glasses or jars / empty tins</td>
<td>Fill the glasses or jars with different amounts of water. The more water in the glass, the lower the pitch will be. Having less water in the glass or jar will raise the pitch. Now arrange 8 glasses in a row on a table. Fill each with water at different levels and sound again. Notice how the pitch can be changed by adding to or reducing the amount of water in the glass.</td>
</tr>
<tr>
<td>■ water / elastic</td>
<td>PLAY: To play, gently strike the glasses with a spoon.</td>
</tr>
<tr>
<td>■ tall mixing spoon/ wooden stick</td>
<td></td>
</tr>
</tbody>
</table>

**NB:** Different sizes of tins tied with an elastic can also be used
12. **CYMBALS**

<table>
<thead>
<tr>
<th>WHAT I NEED</th>
<th>HOW TO MAKE IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>two pot covers / lids of pots</td>
<td>Tie the ribbon or yarn around the handles of the pot covers.</td>
</tr>
<tr>
<td>yarn or ribbon</td>
<td></td>
</tr>
</tbody>
</table>

**PLAY:** To play, strike together

13. **HORNS**

<table>
<thead>
<tr>
<th>WHAT I NEED</th>
<th>HOW TO MAKE IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>paper towel roll</td>
<td>Cover one end of the paper towel roll with waxed paper. Secure it with a rubber band. Punch a row of holes along one side of the roll with the tip of a pen.</td>
</tr>
<tr>
<td>waxed paper</td>
<td></td>
</tr>
<tr>
<td>rubber band</td>
<td></td>
</tr>
<tr>
<td>pen</td>
<td></td>
</tr>
</tbody>
</table>

**PLAY:** To play, sing a tune into the open end of the horn.

14. **CHIMES**

<table>
<thead>
<tr>
<th>WHAT I NEED</th>
<th>HOW TO MAKE IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ruler or stick</td>
<td>Hang the washers or keys from the ruler or stick with pieces of string by wrapping the string around the ruler or stick and securing.</td>
</tr>
<tr>
<td>washers or keys</td>
<td></td>
</tr>
<tr>
<td>nail polish</td>
<td></td>
</tr>
<tr>
<td>string</td>
<td></td>
</tr>
<tr>
<td>mixing spoon</td>
<td></td>
</tr>
</tbody>
</table>

**PLAY:** Strike the washers or keys with the mixing spoon to play.

15. **RAIN STICK**

<table>
<thead>
<tr>
<th>WHAT I NEED</th>
<th>HOW TO MAKE IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large cardboard tube (e.g. paper towel/foil holder)</td>
<td>Place seeds in holder and tape both ends. Decorate to make colourful. Gently slide stick from side to side to make a rain like noise.</td>
</tr>
<tr>
<td>Handful of seeds and decorations of choice</td>
<td></td>
</tr>
<tr>
<td>Tape to close both ends</td>
<td></td>
</tr>
</tbody>
</table>
INTRODUCTION TO PHYSICAL EDUCATION AS EXPLAINED IN CAPS:

In Grade R great emphasis should be placed on the physical and motor development of the child, which is integral to their holistic development. It leads to the development of the learner’s gross and fine motor skills through activities such as play, movement and games, which contribute to the development of positive values and attitudes.

This area should focus on the building of perceptual, spatial and locomotor development as well as the development of rhythm, balance and laterality.

ALWAYS BEGIN EACH LESSON WITH A WARM UP AND END WITH A COOLING DOWN ACTIVITY.

IMPORTANCE OF PHYSICAL EDUCATION:

Learning through movement involves the body, mind and emotions. Activities involving movement leads to problem solving, communication, social and other important life skills. The teacher should aim to include a variety of apparatus.

Many educationists and occupational therapists are becoming more aware of the important role played by movement in the development of the growing child.

In the early years, movement is the basis of all learning, where the child becomes aware of his various body parts, his abilities and limitations and discovers new things.

Crawling involves the hands and legs moving alternately to each other. It helps the child cross the midline, enabling him to use both the left and right side of the brain simultaneously.

Walking only begins when the neck, back and leg muscles are strong enough to enable him to co-ordinate the basic body movements.

Actions such as walking, running, hopping and jumping strengthen the child’s muscles and also assist in developing his agility and self confidence.
During the Pre and Grade R classes, the child is brought to the understanding that his body has two sides (left and right) and two planes (top and bottom). They learn to move their different body parts independently and by the age of 5-6, begin to realise which side of the body they prefer to use (called the establishing dominance). This can be seen in activities such as throwing, kicking, cutting, hopping, eating, writing, etc.

Once a child has established a preference, they should not be encouraged to change as this will possibly cause emotional problems and learning difficulties at a later stage!

Children who are deprived of a wide variety of movement experiences often develop perceptual and motor impairments.

**TIPS FOR TEACHERS:**

- Ensure all learners participate
- Plan a variety of age appropriate activities, some vigorous
- Use a non-threatening approach to ensure fun and enjoyment by all
- Divide class into groups and move from group to group to assist and support
- Move around outside of groups so all to keep an eye on all children at all times
- Start all lessons with a warm-up activity and end with a cool down.
- Choose a suitable and safe environment for the lessons.

**FUNDAMENTALS OF MOVEMENT:**

**A) LOCOMOTOR MOVEMENTS**

Locomotor Movements are movements forwards, backwards and sideways, moving around the available space. It can be running, hopping, skipping, galloping, waltzing, creeping, crawling, rolling, leaping, weaving, striding, walking at various speeds, etc.

**B) NON LOCOMOTOR MOVEMENTS**

These are movements that take place on the spot. Springing; star jump; arch jump; tuck jump; scissors jump; running on the spot; hopping on the spot; balance movements, spinning around; freezing; pausing; etc.

**C) VARIATIONS/QUALITY OF MOVEMENTS:**

Different quality of movements: heavily; lightly; strong; dainty; twisting; twirling; rising; drooping; lifting; pushing; pulling; etc.

**D) SPATIAL ORIENTATION, PERCEPTUAL MOTOR SKILLS, DISTANCE AND SPEED**

When the child has developed an awareness of his body, he learns to judge space and distance and realises that the space around us is an extension of our bodies. Children with poor spatial orientation tend to be clumsy and bump into things or knock them over.

Space is an understanding of words such as: under; over; inside; outside; alongside; on top; above; between; behind; in front; far; near; close; etc.
Spatial awareness is developed through play and physical activities. It teaches children to estimate how far to stretch their hands to catch and where the ball is in relation to their foot when kicking, which is linked to hand-eye and hand-foot co-ordination. It also teaches the child how fast they should run in order to catch the ball, etc.

An understanding of speed is important in teaching the child to control the speed of their movements in relation to the activity being carried out i.e. he learns to judge how fast he must run in order to catch a ball. He learns to walk slowly and carefully when balancing on a narrow beam or row of bricks.

Speed is related to an understanding of words such as: Slowly; carefully; quickly; fast; still; freeze; hurry up; don’t rush; take your time; etc.

E) TRANSFERENCE OF WEIGHT

Cartwheel

Transference of weight is when the weight is transferred from one body part to another. It can be moved forwards, sideways, backwards, using the feet. It can be transferred from one body part to another e.g.: feet to hands and back to feet: (e.g. crouch jump; handstand; cartwheel), etc. Keep this simple for Grade R. Only teach the beginners cartwheel, where they do not stretch their legs until they have mastered the transference of weight (i.e. rotation).

F) BALANCE

A child is said to have developed the necessary skill for balancing when he or she is able to control both sides of their body while performing basic movements such as sitting; standing; walking; jumping; bending; hopping and skipping, in a fluid and agile manner. Balance walking on bricks, low bench, rope etc is encouraged in Grade R.

During movement and balance, the centre of gravity (belly button) should always be centered over the base of support.

Hands & foot
Bridge Balance (with support)
Seat Balance

To improve balance the learners must be taught to centre their centre of gravity (belly button) over their base of support. The base of support is that area of the body that is on contact with the ground. Only basic balance activities are done in Grade R. Ensure pupils are safe at all time!!!
GROSS AND FINE MOTOR SKILLS:

The effective development of both gross and fine motor-skills is dependent on the integration of the various body parts while moving. Gross motor skills involve the large muscles and are important for all major body movement such as sitting upright, walking, running, jumping, maintaining balance, and co-ordination. They are enjoyable for children, rid them of excess energy and tension and also help to develop the muscles so as to build strong healthy bodies. Throwing and catching help children learn to track and focus eyes on moving object, which is important for reading and writing. By 6 years a child should be able to throw and catch a large ball or bean bag with both hands.

Gross motor skills are developed thorough various activities as listed below and also require an understanding of space, position, direction and distance:

- Hand-hand co-ordination (i.e. clapping)
- Hand-eye co-ordination (i.e. throwing and catching, batting, skittles,)
- Foot-foot co-ordination (i.e. balance walking where one foot is placed in-front of the other; kicking while swimming)
- Eye-foot co-ordination (i.e. Kicking a ball, balancing on a row of bricks, jumping onto, into, out of and over an object)
- Eye-hand-foot co-ordination (i.e. throwing, catching, hitting an object while running or walking; running while balancing an object)

Today’s children, due to their sedentary life-style, tend to have low muscle tone. Children with low muscle tone tend to be physically unfit and tire easily, they have poor posture and co-ordination and often reluctant to participate in games and sport. They often experience concentration problems at school and if they cannot maintain upper body support, it will affect their ability to write.

| Children with poor fine motor skills will experience difficulty when cutting, threading, writing and doing puzzles. |

EXERCISES STRENGTHEN AND MAKE BODIES SUPPLE:

After a warm-up, during the lesson as well as the cool-down at the end, exercises to strengthen and encourage supple bodies should be done. These include activities such as sitting with legs stretched and bending to touch toes, progress to placing head on knees as you touch toes, legs apart – touch ankles and place head on floor, lie on stomach and stretch arms to arch back, as a progression you can bring feet to touch head, sit with feet touching and knees bent – carefully push knees down to touch the floor, push-ups, bridge balance, splits, side stretch to L and R, forward stretch, backward stretch, stand legs straight and bend to touch the floor, as a progression try to place head between the knees, sit in a chair and push on base with straight hands lifting body into air with legs bent and feet off the ground.
Working on a jungle gym, with hanging, climbing and swinging movements, encourages strength in the upper shoulder girdle, arms and legs.

**OBSTACLE COURSE**

An obstacle course should have well chosen safe equipment that encourages a variety of movements. (over, under, through, on, around, off, swinging, hanging, sliding, crawling, etc). An obstacle course can be made with apparatus found in the classroom or on the field.

**Example (e.g.):** Start by crawling through a box….step into and out of a few tyres ....weave around a few beacons, moving from L to R as you go (2 litre bottles)......roll over a pillow ....walk along a rope....crawl under a few chairs ..... balance walk along a board placed on two tyres ..... jump over a beacon, then leap alongside a rope...... step onto a chair... star jump off, onto a cot mattress... throw balls into a bucket.

These activities help to build **SPATIAL PERCEPTION:** A child with poor **spatial perception** will not be able to judge distance effectively and will find it difficult to judge height and length; have problems with sequencing activities; may struggle to set out his work neatly on paper and may also experience reversal problems with reading and writing.

A jungle gym can be built into the obstacle course.

**RECOMMENDED RESOURCES:**

Range of logs, planks, tyres, bricks, variety of different sized balls, home-made bats, bean bags, cot mattresses, wheel toys for learners to use during free play, ropes, ribbons, markers, jungle gym, obstacle course, music, CD player, home-made rhythmic sticks, scarves, coloured sashes, whistle
LANGUAGE DEVELOPMENT:
Learning of new words: forward, backward, run, skip, slipping step, turn, marching, jump, hop, throw, catch, partner, circle, triangle, square, oval, rectangle, low, high, rise, fall, through, into, out of, around, under, along, over, etc.

RHYTHMIC MOVEMENT

This can be incorporated into the Movement Circle, but activities must be kept very simple. It consists of dancing/moving to music. It can be done in groups or pairs, using floor patterns and levels. It can also be done with various pieces of apparatus (scarves; hoops; ropes; balls and ribbons - the ribbon not more than 2 metres at this stage). In Grade R, these activities are to develop rhythm and co-ordination, crossing the midline as much as possible.

A) REBOUNDS
This refers to the bending and stretching of the knees, which assists with the prevention of injuries when landing after a jump, as well as the smooth flow and grace of movement when dancing. Most movements involve the bending and stretching of the knees. Examples of rebounds:

- Stand feet together, rebound 3X and on the spot and on the 4th stretch legs (stand still).
- Stand feet together, rebound 3X and on 4th jump up.
- Stand feet together, rebound 3X and on 4th, jump making a ¼. Repeat to face each wall or corner.
- Stand with Right leg forward. Rebound forward and backward, transferring weight to R foot and then back to Left foot. Repeat using the Left leg.
- Stand feet apart. Rebound from side to side, transferring weight from Left to Right.
- Ensure back is held upright throughout.

B) SWINGS

- Swing arms forwards and backwards together.
- Swing arms forwards and backwards in opposition to each other.
- Swing arms from side to side.
- Swing arms in a figure of eight.
When drawing up the movement ring lesson, use **one** activity from **each section** below. Try to use different activities each week, so as to make lessons exciting for the children.

## Physical Education Lesson / Movement Ring

### Introduction:
- Shaking and swinging arms and legs to warm up muscles.
- Swing arms in a circle forwards and backwards.
- Bending and stretching the knees sideways (lunge) to warm up the legs, combined with arm movements.
- Windmill, taking L arm to R foot and R arm to L foot. Keep legs straight.
- Bending and stretching of the legs, combined with arm swings (out to side ballet 2nd position and back in across the body).
- March on the spot or around the room; lift the knees high and perform a variety of arm actions while marching.
- Jumping feet together, slow then fast, change to jumping jacks (legs together, arms up, legs apart, arms down).
- Jumping and lifting legs in different directions: forwards, backwards, sideways, according to teachers instructions.

### Warming Up Activity (Spatial Orientation)
- Shaking and swinging arms and legs to warm up muscles.
- Swing arms in a circle forwards and backwards.
- Bending and stretching the knees sideways (lunge) to warm up the legs, combined with arm movements.
- Windmill, taking L arm to R foot and R arm to L foot. Keep legs straight.
- Bending and stretching of the legs, combined with arm swings (out to side ballet 2nd position and back in across the body).
- March on the spot or around the room; lift the knees high and perform a variety of arm actions while marching.
- Jumping feet together, slow then fast, change to jumping jacks (legs together, arms up, legs apart, arms down).
- Jumping and lifting legs in different directions: forwards, backwards, sideways, according to teachers instructions.

### Movement Education

#### Locomotor Movements / Spatial Orientation
- Free running or walking in different directions, making sure not to bump into each other. On given signal make your body as small as a mouse. Repeat, this time make your body as tall as a door. Repeat but make body flat like a table.
- Free running in between hoops. On given signal running on all fours around nearest hoop.
- Fast walking in-between bean bags. On given signal sit cross-legged next to nearest beanbag.
- Running in-between hoops. On signal run round hoop nearest you.
- Wheel barrow with a partner. On given signal change.
- Fast walking in between ropes, on given signal duck-walk along nearest rope.
- Waltzing steps forwards travelling in own direction, making use of available space and avoiding bumping into partner. Use hands, forwards and sideways, overhead, across body or in figure of 8, to improve co-ordination. Later can be done with apparatus. (Rhythmic movement – include waltz music once learners have mastered steps.)

#### Non-Locomotor and Or Weight-Bearing Or Balance Activities
- Walk on toes on imaginary stones – ‘crossing a river’.
- Walk on toes along a beam. Balance on one leg in centre. Walk to end and jump off 2 onto 2 feet.
- Walk backwards on beam to centre. Go down into a seat balance. Stand and walk to end and tuck jump off.
- Balance walking along bricks places a few centimeters apart, balance on one leg on signal.
- Balance walking on bricks, with a bean bag placed on your head.
- Bunny jumps on the spot.
| BODY MANAGEMENT | FACE partner with palms flat and push each other off spot.  
| | Hold hands with partner.  Twisting and turning under arms without letting hands go.  
| | Bending as small as a mouse and stretching as tall as a door, etc.  
| | In pairs.  One must gently throw bean-bag at various body parts.  Partner must name the body part that was hit.  
| | Rhythmic movement activities: Movements in a figure of 8 - without apparatus, then with scarves, hoops, ropes, balls and ribbons, taking hands across the midline. (Can include music when learners have mastered steps).  
| | Zumb moves to music to improve co-ordination and muscle strength (use any one at a time from examples given below).  
| | Waltz step forwards and from side to side (explanation below - ballroom).  

| POSITION & DIRECTION (SPATIAL ORIENTATION & BALANCE) | Have a simple obstacle course.  Have learners perform various movements over, under, around, on top, in front, behind, up, down, travelling along.  
| | Learners must use various activities such as jumping, running, climbing, handing and swinging, throwing, rolling, arm travelling using over-grasp.  

| EYE-HAND COORDINATION | Throw bean-bag up and catch it with both hands.  
| | Throw a bean bag with right hand and catch with left, repeat throwing with left and catching with right.  
| | Throw bean-bag to partner who must catch it with both hands  
| | Throwing and catching a large ball with both hands  
| | Throwing and catching a large ball with a partner  
| | Bouncing and catching a large ball with both hands  
| | Bouncing a ball to your partner, who must catch it.  
| | Throwing a bean bag into a hoop.  Gradually increase the distance.  
| | Throwing a bean-bag into a waste paper bin.  Gradually increase the distance.  
| | Knocking down skittles with your bean-bag.  Gradually increase distance.  

| EYE-FOOT COORDINATION | Pick up bean-bag with your toes and drop it into a box  
| | Place bean-bag on foot.  Swing backwards and forwards without dropping it.  
| | Place bean-bag on foot.  Kick into air and catch with both hands.  
| | Lie on back with bean bag between feet.  See how high you can toss it.  
| | Kicking and stopping a large ball with a partner.  
| | Dribbling a large ball while walking.
<table>
<thead>
<tr>
<th>GAME/Activity</th>
<th>RELAXATION ACTIVITY</th>
</tr>
</thead>
</table>
| **Jumping Jack:** Spread 5 or 6 beanbags in a row on the ground. Children take turns jumping from one bean bag to the other, counting as they go!  
**Piggy in the middle.** One child must stand in the centre of two others. Throw bean-bag over child in middle’s head, which child must try to catch. When successful the one who threw the bean-bag must go into the middle.  
**Scatter various shapes on floor.** Child must walk/ hop/ skip or run to shape called out.  
**Musical Shapes.** There should be one less shape than number of children. Arrange shapes in a circle. When children hear the music they walk or run around the shapes. When music stops they each have to find a shape and sit on it. The child without a shape must sit in the middle. Let children name their shapes before standing. Remove another shape... continue until one child is left.  
**Shuttle running between two markers.** Have two teams who sit in rows behind the two markers. Run around marks and touch next persons hand before sitting at the back of your row. Team to finish first is the winner.  
**Hop-scotch.** Place shapes in a hop-scotch pattern. Let children name shapes as they hop onto them  
**Dancing your way home:** Place jumbo numbers in hop-scotch formation. Step on the number called out by the teacher.  
**In threes:** Two sway rope slowly from side to side. One in middle must try to jump over it.  
**Run in angled open lines (zigzag)... change on signal to tip toe in a curved line (spirals)**  
**Waltz step forward and from side to side (see ballroom below).** | **Lie on tummy.** Lift back and stretch arms. At later stage, bring feet to touch head. Sit back on heels and bend forward to relieve pressure on back.  
**Sit with legs straight in front of you.** Bend to touch toes.  
**Shoulder stand and touch floor with toes, behind your head.**  
**Sit with feet apart.** Bend to touch R toes with L hand and then L toes with R hand. Repeat a few times (windmill).  
**Sit with feet apart, arms stretched to sides.** Take both arms across body to right then left, repeat.  
**Lie on stomach and breathe in and out deeply with eyes closed and hands under chin.** Bring feet up towards body, knees out (like a frog, keeping hips down).  
**Stretch up tall, breathing in.** Breathe out and let body flop forward like an ice-cream melting. |
5 BRAIN GYM

**DRINK PLENTY OF WATER DURING THE DAY.** Water is brain fuel.

The skill begins with the child learning to crawl. This is where the child moves arms and legs in opposition and crosses the mid-line. Activities crossing the midline assist with whole body coordination, blood flow, memory and concentration. The focus is on two-sided (left and right) movements across the midline. When you cross the midline, you integrate the left and right hemispheres of the brain. These activities can be included in the programme, to assist with the development of the left and right brain.

| 1. CROSS CRAWL | Sit on a chair. Move one arm and the opposite leg in crawling movements. Touch left knee with right hand and right knee with left hand.  
Do it slowly to improve focus.  
Do it with the eyes closed to improve balance.  
Stand. Do with a skip or jump to alleviate ‘visual stress’  
Repeat, lifting legs to the back of the body and touching the ankles. |
|---|---|
| | It improves left to right and right to left eye movements.  
It improves left and right co-ordination and spatial awareness.  
It improves breathing, stamina, hearing and vision. |

| 2. LAZY EIGHTS | This targets hand-eye co-ordination. It can be done with one hand and then the other to increase visual tracking, memory and attention span, exercising both halves of the brain.  
Tape a piece of paper to a wall or table in-front of you. Face paper and place the point of a pencil in the middle of the page. Trace a sideways figure of eight on the paper, repeat with non-dominant hand. A minute with each hand.  
You can also do it with your eyes and hands in the air. |

| 3. BELLY BREATHING | Start with a cleansing breath: breathing in deeply and exhaling in short puffs, as though keeping a feather afloat.  
Rest hands on abdomen. Inhale for count of 3, hold for 3 counts, exhale for count of three, then hold for count of 3.  
Lie on back with book on stomach. Breathe in and out deeply, letting stomach expand and contract.  
Activates the brain for the ability to cross the midline, for centering and grounding. It leads to heightened energy and improved attention span. |

| HOOK UPS | Sit with right leg crossed over left ankle. Cross right wrist over left and link fingers, with right wrist on top. Lift your elbows outwards and turn fingers inwards until they rest on sternum (breast bone).  
Stay in this position while breathing in and out deeply. |

| DANCE MOVEMENTS | With partner, holding two scarves overhead between you. Twist taking scarves over and under, while turning around. |
Brain Gym can be done to **Classical or soft music** for relaxation or to Zumba/Jazz music to make for a more exciting lesson. Activities must be done moving across the midline and incorporating many of the basic principles.

**ZUMBA MOVEMENTS**

Zumba dancing is great fun with a catchy Latin rhythm. Most of the activities cross the midline and also teach rhythm. *(for Drama ring and Movement ring)*

- Step sideways to L, taking arms to left, cross over with R, taking arms to R, step sideways with left and close R to left with a clap. Repeat a few times.
- Repeat above, but jump when bringing feet together and clapping. Repeat a few times.
- Step sideways to L, taking arms to left, cross over with R, taking arms to R, step sideways with left and kick R to left snapping fingers. Repeat to opposite side. Repeat a few times.

*Use a rebound in the knees when doing all the above movement.*

**LEARNING DISABILITIES**

Learners with various disabilities should be encouraged to participate in all activities, with some modification, if necessary. With physical disabilities, exercise is vital, as it will build up muscle tone which is needed for improved learning. Those in wheelchairs can be encouraged to participate in most hand-eye co-ordination activities and should also be given activities to build upper body muscle tone. Ensure that they and the other learners are safe as all times. Additional hand-sheets on activities can be obtained from trainers on request.

**TIPS FOR HELPING LEARNERS WITH BARRIERS**

- Reduced distractions and ensure learner is close to you when giving instructions
- Break tasks down into small steps
- Demonstrate what is required rather than telling the learner what to do
- Give learner praise and encouragement – even for slow progress
- Learners with poor eyesight must be guided through the activities and assisted where necessary
- Learners with poor hearing should face the teacher so they can hear or lip read if necessary
- Children with perceptual barriers: identify barriers and adjust teaching to accommodate learner
- Give learner extra practice at doing an activity – this ensures that they are able to master the skill and increase confidence
- Ensure that learners with barriers are kept safe, while giving them the freedom to develop confidence and build muscle tone.

**IDEAS TO SUPPORT LEARNERS WITH PERCEPTUAL BARRIERS:**

The Grade R classroom naturally supports learners with these barriers - as learners are encouraged to use their senses – particularly those of sight, sound and touch.
<table>
<thead>
<tr>
<th>BARRIER</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>VISUAL &amp; AUDITORY</td>
<td>The learner can recognise and interpret information by using the senses of sight and hearing.</td>
</tr>
<tr>
<td>PERCEPTION</td>
<td></td>
</tr>
<tr>
<td>VISUAL &amp; AUDITORY</td>
<td>The learner can remember the sequence in which she/he saw or heard something – such as the order of the letters in a word, the colours in a string of beads or the events in a story.</td>
</tr>
<tr>
<td>SEQUENTIAL MEMORY</td>
<td></td>
</tr>
<tr>
<td>VISUAL &amp; AUDITORY</td>
<td>The learner can extract the most important sights and sounds in a body of information.</td>
</tr>
<tr>
<td>FIGURE-GROUNDING</td>
<td></td>
</tr>
<tr>
<td>VISUAL &amp; AUDITORY</td>
<td>The learner can recognise the difference between a number of objects (visual discrimination) or a number of sounds (auditory discrimination)</td>
</tr>
<tr>
<td>DISCRIMINATION</td>
<td></td>
</tr>
<tr>
<td>VISUAL &amp; AUDITORY</td>
<td>The learner can recognise and remember things he/she has seen or heard before</td>
</tr>
<tr>
<td>MEMORY</td>
<td></td>
</tr>
</tbody>
</table>

**ADD/ADHD** Learners find the classroom a very stressful place. They find it difficult to remain focused and seldom complete tasks. Please note that the diagnosis for these disorders must be made by a doctor, who can treat it with medication.

**TIPS:** Provide structure. Explain well in advance of an activity what the learner must do. Repeat the instructions often. Have the learner repeat them back to you. Keep a watch on learners during the movement ring and outdoor play to ensure safety. Repetition of instructions will assist with memory and give the child confidence.

**USING HOME MADE INSTRUMENTS FOR MOVEMENT**
(For use in the rings, where appropriate)

<table>
<thead>
<tr>
<th>What Instruments Are Needed</th>
<th>Ideas for Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drums (4 beats)</td>
<td>■ Marching on the spot.  ■ Marching forwards and backwards.  ■ Bouncing ball on spot.  ■ Throwing and catching a bean bag to counts.  ■ Rebound X3 and jump to change direction on 4  ■ Step tap, moving forwards  ■ March to rope placed in shape called out by teacher.  ■ Repeat 1 onto 2 and 1 onto 1 as directed by teacher.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What Instruments Are Needed</th>
<th>Ideas for Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guitars - (¼ notes = 4 beats) (¾ notes = 3 beats)</td>
<td>■ Free quick walking without bumping into each other.  ■ Free walking in large circle, clockwise and anti-clockwise  ■ Skipping forward (4) and backwards (4)  ■ Step hop, moving forwards  ■ Waltzing step, travelling forwards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What Instruments Are Needed</th>
<th>Ideas for Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Sand blocks (4/4 beat)</td>
<td>■ Running forward and backwards  ■ Turning on spot with running steps  ■ Feet apart, Rebound to L and R, step together step  ■ Run around rope placed in a circle (4). Jump 1 onto 2 in and out circle (4).</td>
</tr>
<tr>
<td>WHAT INSTRUMENTS ARE NEEDED</td>
<td>IDEAS FOR MOVEMENT</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------</td>
</tr>
</tbody>
</table>
| **Tambourines (4/4 beat)**  | ■ Holding hands in circle…run round to left (1,2,3), stop and bend knees on (4)  
|                             | ■ Skipping steps forwards (4) to R corner, repeat to L corner (4)  
|                             | ■ Step hop… forward and backwards  
|                             | ■ Running lifting feet up high at back. |
| **Trumpet (4/4 beat)**      | ■ Marching on the spot.  
|                             | ■ Marching forwards and backwards.  
|                             | ■ 3 walks forward and a tap.  
|                             | ■ Step tap, moving forwards, backwards  
|                             | ■ Face a partner. Perform mirroring (matching) movements with a partner  
|                             | ■ Face a partner. Perform contrasting movements with a partner |
| **Hand Bells (4/4 beat) (3/4 beat)** | ■ Run (3) in circle to right, together on 4, repeat to left.  
|                             | ■ Holding hands, run in to centre for 4, run back for 4 counts.  
|                             | ■ Waltzing step forwards  
|                             | ■ Balance step from side to side  
|                             | ■ Skipping 1 onto 2 |
| **Jingle sticks (4/4 beat)** | ■ Walking on a diagonal to R for 4 counts, turn repeat to L  
|                             | ■ Gallop steps forward, alternate legs (4 with R & 4 with L)  
|                             | ■ Gallop steps sideways (R&L)  
|                             | ■ Skipping steps forwards, backwards and in a circle |
| **Horns**                   | ■ Rebound on spot with jump on 4  
|                             | ■ Bounce and catch a ball on the spot  
<p>|                             | ■ Bounce and catch ball from side to side |</p>
<table>
<thead>
<tr>
<th>WHAT INSTRUMENTS ARE NEEDED</th>
<th>IDEAS FOR MOVEMENT</th>
</tr>
</thead>
</table>
| Shakers (4/4 and ¾ beats)   | • Run (3) in circle to right, together on 4, repeat to left.  
• Holding hands, run in to centre for 4, run back for 4 counts.  
• Repeat above, using skipping steps.  
• Crouch jumps on the spot – on grass or soft, stone free surface.  
• Skipping 1 onto 1 |
|                            |                     |
| Maracas                    | • Rebounds forward and backwards taking arms in opposite directions  
• Rebounds on the spot, moving arms in figure of 8.  
• Form two lines. Waltz in opposite directions along a diagonal.  
• Rebound to L and R and step together step |
|                            |                     |
| Comb Buzzer                | • Quick walking steps  
• Running movements, holding hands in circle  
• With partner, walk in circle holding R hands for 4, repeat changing direction with L.  
• Place ropes in various shapes: let learners run along the rope, naming the shape: |
|                            |                     |
| Xylophones                 | • Rebound on spot with jump on 4  
• Waltzing with hoop, taking it to L and R of body  
• Skipping steps, 2 to each wall  
• Running steps 7 forward and jump together on 8 repeat moving backwards.  
•                     |
|                            |                     |
| Cymbals                    | • Step hop, forward and backwards  
• Handclapping with a partner ,R, L both- with rebounds  
• Walking like a giant – slow, big steps  
• Crouch jump from side to side along a rope  
• Star, arch and tuck jumps over a bean bag  
• Spin hoop on R hand for 4 counts. Repeat on L  
• Place bean bag on one foot. Toss up and catch |

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HOW TO MAKE RHYTHMIC MOVEMENT APPARATUS:

Ribbons  (Most activities cross the midline)

- Thin wooden dowel, ruler length
- Small cup hook & Fishing tackle
- Satin ribbon (About 2 m)

- Make a hole in top of wooden dowel, Insert cup hook and attach the fishing tackle
- Fold ¼ m of ribbon back & stitch
- Make a triangle at fold and place onto fishing tackle

Scarves:

Cut soft fabric, like chiffon into squares, size of a handkerchief. Attach a piece of elastic to one point (sufficient to go round the middle finger.)

HOW TO MAKE APPARATUS FOR MOVEMENT RING:

Stocking Balls/Sock Balls:

Take old pantyhose and either roll and stuff into each other to make a firm (tennis sized) ball, or use squashed newspaper and wrap stocking around until a ball is made.

Bats: Plastic Litre Bottles/ Stocking bats/ Newspaper:

Place a dowel rod into a plastic litre bottle, tape together/ Place a dowel rod into bottle and use duct tape. Pad a dowel with paper and then stockings, till firm/ Roll Newspaper firmly and place elastic bands around to hold in shape.

Balancing Beams:

Piece of sanded wood placed on bricks; tyres for walking around or from one to the other; bricks for balance walking from one to the other.
THE PURPOSE OF ASSESSMENT

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

Assessment practices in Grade R should be informal and children should not be subjected to a “test” situation. Each activity used for assessment should be carefully planned so that it integrates a variety of skills. In Grade R most of the assessment takes place through observation with the teacher recording the results of the assessment using a checklist. Thus, as the year progresses a full picture of each child complete with challenges and strengths is gradually built. This allows for challenges to be addressed and strengths to be maximized.

Assessment in Grade R mainly takes place through observation with the teacher using an observation sheet as tool. The code for observation is a ✓ if the child is able to do the planned activity or a x if the child cannot do it, Sometimes the child is able to do the activity, but you want to re-assess to the child to give him/her another opportunity.

<table>
<thead>
<tr>
<th></th>
<th>I can</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>I am almost there</td>
</tr>
<tr>
<td></td>
<td>X I need help</td>
</tr>
</tbody>
</table>

PRINCIPLES OF ASSESSMENT:

Assessment should:
- be an integral part of the teaching and learning process, and should help us to evaluate the teaching and learning
- be accurate, objective, valid, fair, reliable, manageable and time efficient
- be bias-free and sensitive to gender, race, cultural background, and abilities
- take into account the diverse needs of learners and the context, and therefore use various assessment strategies
- be based on information from several contexts, take many forms and include a range of competencies and uses
- make use of evidence gathered from realistic settings and situations that reflects children’s actual performance

PARENTS SHOULD BE VALUED AS AN IMPORTANT SOURCE OF INFORMATION
WHEN PLANNING ASSESSMENT, TEACHERS SHOULD:

- identify the skills, knowledge and values that need to be assessed
- choose an appropriate assessment strategy
- plan steps for differentiation to accommodate learners at different levels. Use a range of methods of assessment that cater for different learners’ needs and styles of learning
- find multiple ways of exposing learners to opportunities that will enable them to demonstrate their full potential. We expect all learners to succeed, but not necessarily at the same time and in the same way. Challenge them to achieve and improve as individuals, but not to compete against other learners
- measure/progress against the previous achievements of the learner, and not against those of other learners
- view assessment as an integral part of each and every lesson
- maximise opportunities for every learner by take into account different learning styles and multiple intelligences

LEARNERS:

1. Different learners have different learning styles.

| Some learners are “visual” – they need to see pictures, illustrations, charts | Other learners are “aural” – they like to listen, hear, and discuss | And “tactile” or “kinaesthetic” learners like to touch, they enjoy hands–on experiences, they like to do things, and enjoy physical activities |

2. Varying degrees of attention span
   The younger the learner, the shorter his/her attention span is. Assessment should therefore be done repeatedly and frequently to get a more reliable impression of the learner’s achievement.

3. Interests
   Young learners tend to have strong likes and preferences. They will be more motivated to work at tasks they like, or are interested in.

4. Abilities
   Young learners prefer (and work harder) at those tasks in which they can be successful

5. Barriers to learning
   When planning assessment for Grade R learners, be sensitive to barriers that may stop learners from performing at their best. These may be “contextual”, “systemic”, “individual”, and “pedagogic” barriers

6. The school context
   A supportive teaching and learning environment will impact positively on learners’ performance. The environment needs to be nurturing and caring, with simple rules to ensure that young learners feel secure to explore their own potential, without fear or lack of confidence.

FORMS OF ASSESSMENT:

Observations
   Teachers constantly observe learners informally to assess their understanding and progress. Teachers observe learners closely as they engage in individual, pair and group activities and listen to their conversations and discussions. Observations are recorded in the observation book or sheets.

Performance based activities
   This type of activity requires learners to demonstrate their knowledge, skills and values by creating, producing or demonstrating something. The criteria for the task should be clearly spelled out to the learners before hand. Such tasks could include:
   - Oral activities eg role-play
   - Practical activities eg demonstrations in which learners demonstrate movement skills eg. games
   - Presentations e.g. drawings, paintings, constructions etc.
THE ASSESSMENT CYCLE

ASSESSMENT CYCLE AND HOW DO WE ASSESS IN GRADE R

The relationship between Planning and Assessment can best be illustrated by acknowledging the following process.

- **PLANNING FOR ASSESSMENT**
  - Only 1 level of planning (Lesson Plans)

- **REPORTING**
  - Report cards, letters, interviews with parents, phone calls, open days etc

- **PROGRAMME OF ASSESSMENT**
  - No formal Assessment tasks

- **RECORDING ASSESSMENT**
  - Each Gr Teacher must have a Teacher’s file in which all recording of Assessment is kept
  - NB: Also keep evidence of learners’ work e.g. paintings, drawings etc

- **ASSESSMENT TOOLS**
  - Observation, holistic rubrics, checklists, etc

- **FORMS OF ASSESSMENT**
  - Observation, oral, practical etc
ASSESSMENT IN GRADE R

1. Identify skills and knowledge you want to learners to acquire over a period of time or in a cycle of teaching and learning as per CAPS

2. Determine what are the learners going to demonstrate?

3. Determine what evidence is needed (criteria)

4. Use/design an appropriate assessment tool/instrument

5. Use activities in the CAPS document as per subject and identify the instrument or method that will produce this evidence

6. Plan how to manage this task in the classroom

7. Give the learners the task

8. Collect evidence of achievement

9. Record your observations on the relevant recording tool/instrument

10. Interpret your findings and make an evaluation to determine the learners' level of performance

12. Report on learners' performance and use this information to develop and to improve the process of teaching and learning
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) O

<table>
<thead>
<tr>
<th>FOUNDATION PHASE</th>
<th>END OF YEAR EXAMINATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>NIL</td>
</tr>
</tbody>
</table>

PROGRESSION REQUIREMENTS FOR GRADE R (TAKE EFFECT IN JANUARY 2012)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Language</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>

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:

| Table 1: Codes and descriptions for recording and reporting in Grades R - 3 RATING CODE | ACHIEVEMENT DESCRIPTION | Suggestion:
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Outstanding Achievement</td>
<td>Exceptional progress</td>
</tr>
<tr>
<td>6</td>
<td>Meritorious Achievement</td>
<td>Very good progress</td>
</tr>
<tr>
<td>5</td>
<td>Substantial Achievement</td>
<td>Good progress</td>
</tr>
<tr>
<td>4</td>
<td>Adequate Achievement</td>
<td>Satisfactory progress</td>
</tr>
<tr>
<td>3</td>
<td>Moderate Achievement</td>
<td>Some progress</td>
</tr>
<tr>
<td>2</td>
<td>Elementary Achievement</td>
<td>Very little progress</td>
</tr>
<tr>
<td>1</td>
<td>Not Achieved</td>
<td>No progress. Needs immediate attention!</td>
</tr>
</tbody>
</table>

In Grade R at the end of each term teachers can use a **holistic rubric** in each subject to track and monitor learners’ progress. [SEE ANNEXURES]

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.
FORMS OF ASSESSMENT

Performance based activities can be used for assessment. These types of activities require learners to demonstrate knowledge, skills and values by creating, producing or demonstrating something. Such tasks could include:

- oral activities such as role-play (talking on telephone on TV)

- practical demonstrations
- presentations e.g. drawings, paintings or construction
ASSESSMENT TOOLS FOR GRADE R [See annexures]

RECORDING AND REPORTING IN GRADES R – 3 [See annexures]

The national codes and their descriptions provided in Table 1 should be used for recording and reporting learner performance in the Foundation Phase (Grades R – 3). Comments should be used to describe learner performance.

- The following is applicable to recording and reporting per phase: Foundation Phase (Grades R – 3): Record and report in national codes and their achievement descriptions.
- The schedule and the report card should indicate the overall level of performance of a learner.
- Teachers must report regularly to learners and parents on the progress of learners. Schools are required to provide feedback to parents on the programme of assessment using a formal reporting tool such as a report card. In addition to the report cards, other reporting mechanisms such as parents’ meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. may be used. The school will determine the format of these reporting strategies.

REPORT CARDS [See Annexure]

- A report card is an official document that is used to give feedback to parents on the achievement of learners.
- Formal report cards should be sent to parents once a term. The report cards must provide a clear holistic picture of the learner’s achievements in different subjects.
- Schools should ensure that there are no errors, erasures or corrections that will compromise the legal status of the report cards. The school management team is responsible to ensure that reports issued to learners do not contain any errors.
- Learner performance for a term should be reflected on the report card for that term.
- The end-of-year report card should indicate cumulative learner performance for the year.
- Comments should provide more information on the strengths and developmental needs of the learners.
- Report cards should include information in the following essential components:

  (a) **Personal details**: Name of the learner, grade and class of the learners, date of birth, school attendance profile.

  (b) **Official school details**: Year and term, name of the school, date, signature and comment of parent or guardian, teacher and principal, dates of closing and opening of school, school stamp, explanation of the codes of the national coding system.

  (c) **Performance details**: A national code and/or a percentage indicating the level of performance per subject and a description of the strengths and developmental needs of the learner.

  (d) **Constructive feedback**: The feedback should contain comments about the learner’s performance in relation to his or her previous performance.

- A report card may be produced electronically or manually using different styles preferred by the school but should contain all the information mentioned in **subparagraph 7**.
- Schools should not accept report cards with errors from other schools. Once a fraudulent report has been identified, the matter should be reported to the principal of the affected school and to the District and/or Provincial Department of Education offices. (1)
- The parents or guardians have the right of access to report cards of their children.
SCHEDULES [See Annexures]

- Schedules should be completed four times a year.
- The schedule is a quarterly record which provides a summary about the progress of all learners in the grade in a school.
- The school may store this information manually or electronically.
- The end-of-year schedule is a compilation of learner performance across all four school terms.
- Copies of the end-of-year schedules should be kept at the district office.
- Schedules should be completed four times a year.
- A schedule should include the following information:
  (a) Name of the school and school stamp;
  (b) Date
  (c) List of names and surnames of learners in each grade or class
  (d) Admission number of each learner
  (e) Date of birth of each learner
  (f) Gender of each learner
  (g) Age of each learner;
  (h) Number of years in a phase *(This information is required for the end-of-the-year schedule only)*
  (i) National codes
  (j) Signature of teacher, principal and departmental official *(required for the end-of-the-year schedule only)*
  (k) At the end of the year, a schedule for Grades R - 8 should indicate whether the learners are ready to progress to the next grade or not
  (l) Schools should use (RP) to indicate that a learner is ready to progress to the next grade or (NRP) to indicate that the learner is not progressing
EXAMPLES OF OBSERVATION SHEETS FOR THE SUBJECT MATHEMATICS

Maths observation Sheet ...............................Term 1 Assessment

Number operations and Relationships

<table>
<thead>
<tr>
<th>I can</th>
<th>Counting Up to five Songs, rhymes</th>
<th>Number Recognition Age, ordinal numbers in lines</th>
<th>Number Sense One to one correspondence</th>
<th>Identifies the number 1 in all forms</th>
<th>Problem Solving Using words and drawings</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>●</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DATE:

Names of learners

1

2

3

4

5

6

7

8

9

10

11

12

13
# Maths Observation Sheet  Term 1 Assessment

## Patterns and functions

<table>
<thead>
<tr>
<th></th>
<th>I can</th>
<th>Copies patterns</th>
<th>Extends patterns</th>
<th>Create own patterns</th>
<th>Identifies patterns in the environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>●</td>
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<td>×</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DATE:**

### Names of Learners

1

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13
## Maths Checklist ..................... Term 1 Assessment

### Space and Shape: Geometry

<table>
<thead>
<tr>
<th></th>
<th>I can</th>
<th>Recognises and identifies own name and symbol</th>
<th>Builds 6 pieces puzzle</th>
<th>Distinguishes foreground and background</th>
<th>Recognises and names 3D-shapes balls/boxes</th>
<th>Recognises and names Geometric shapes</th>
<th>Sorts 3-D objects</th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td></td>
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<tr>
<td>●</td>
<td>I am almost there</td>
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<tr>
<td>X</td>
<td>I need help</td>
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</tr>
</tbody>
</table>

### Names of Learners:

1

2

3

4

5

6

7

8

9

10

11

12

13
Maths Checklist …Term 1 Assessment Space and Shape : Geometry Continued

<table>
<thead>
<tr>
<th>✓</th>
<th>I can</th>
<th>Recognises line of symmetry in self</th>
<th>Knows position in space</th>
<th>Understands directionality</th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>●</td>
<td>I am almost there</td>
<td></td>
<td></td>
<td>*Forwards /backwards/ front/back</td>
<td></td>
</tr>
<tr>
<td>✗</td>
<td>I need help</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Names of Learners:**

1
2
3
4
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11
12
13
# Maths Checklist …………………Term 1 Assessment

## Measurement and Data handling

<table>
<thead>
<tr>
<th>Uses vocabulary to describe time of day</th>
<th>Orders events in own day</th>
<th>Aware of *days of week *seasons *weather</th>
<th>Knows own birth date</th>
<th>Distinguishes length *Height chart *tallest/shortest</th>
<th>Data handling *analysing objects according to attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ I can</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● I am almost there</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>X I need help</td>
<td></td>
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</tbody>
</table>

**DATE:**

**Names of Learners:**

1
2
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12
13
Provisions for Learners who experience Barriers to Learning

Name of Learner:

<table>
<thead>
<tr>
<th>Term</th>
<th>Barrier</th>
<th>Intervention and date of intervention</th>
</tr>
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<tbody>
<tr>
<td>1</td>
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<tr>
<td>2</td>
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<td>Boys</td>
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</tr>
</tbody>
</table>

✓ I can

* I am almost there

✗ I need help
<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Can**
- an atmosphere
- need help

**Holistic Mark**
- Music
- Drama
- Dance
### Exemplar GR Mathematics

**Term 1 2012**

<table>
<thead>
<tr>
<th>Number, Operations and Relationships</th>
<th>Counting</th>
<th>Estimate and count up to 5 (number songs &amp; rhymes to develop number concept)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number recognition</td>
<td>Recognise numbers in familiar context e.g. age, register</td>
<td></td>
</tr>
<tr>
<td>Number sense</td>
<td>Understand one-to-one correspondence (helper's chart during refreshment time)</td>
<td></td>
</tr>
<tr>
<td>Identify and describe whole numbers</td>
<td>Identify number pictures and dot cards involving number one</td>
<td></td>
</tr>
<tr>
<td>Solving problems</td>
<td>Use concrete apparatus</td>
<td>Explain own thinking in words and through drawings or concrete objects</td>
</tr>
<tr>
<td>Patterns and Functions</td>
<td>Copy, extend and create own patterns</td>
<td>Identify patterns in the environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Copy, extend and create own patterns</td>
</tr>
<tr>
<td>Space and Shape (Geometry)</td>
<td>Recognise, identify and name 3D objects</td>
<td>Recognise, identify and name balls</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recognise, identify and name boxes</td>
</tr>
<tr>
<td>Recognise, identify and name 2D shapes/pictures</td>
<td>Recognise, identify and name his/her own symbol, his/her peers' symbol and the class name</td>
<td>Build at least a 5 piece puzzle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Show the ability to distinguish between objects in the foreground and background</td>
</tr>
<tr>
<td>Geometric shapes</td>
<td>Identify and recognise the circle</td>
<td>Identify and recognise the triangle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify and recognise the square</td>
</tr>
<tr>
<td>Describe, sort and compare 3D objects according to:</td>
<td>Compare which of two given collections of objects are bigger, smaller, bigger, smallest</td>
<td>Sort objects in: Size big and small</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Colour - primary colours (red, yellow, blue)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shape - circle, triangle and squares</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Objects that roll</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Objects that slide</td>
</tr>
<tr>
<td>Recognise line of symmetry</td>
<td>Recognise line of symmetry in self</td>
<td></td>
</tr>
<tr>
<td>Spatial Relations</td>
<td>Know in front of behind</td>
<td></td>
</tr>
<tr>
<td>The position of two or more objects in relation to the learner</td>
<td>Know on top of, on, under, below</td>
<td></td>
</tr>
<tr>
<td>Directonality</td>
<td>Know up, down</td>
<td></td>
</tr>
<tr>
<td>Measurement</td>
<td>Use words like day, night, light and dark, morning, afternoon</td>
<td>Understand the concepts: backwards, forwards, from and back</td>
</tr>
<tr>
<td>Length</td>
<td>Distinguish between tall, taller, tallest, short, shorter, shortest (height chart)</td>
<td></td>
</tr>
<tr>
<td>Data Handling</td>
<td>Collect, sort, draw, read and represent data</td>
<td>Collect, sort, draw, read and represent (analyse) objects according to one attribute</td>
</tr>
</tbody>
</table>

**Final rating:**

- ✓ I can
- ✗ I almost there
- X I need help

**Not achieved**
- No progress, needs immediate attention

**Elementary achievement**
- Very little progress

**Moderate achievement**
- Little progress

**Adequate achievement**
- Satisfactory progress

**Substantial achievement**
- Good progress

**Meritorous achievement**
- Very good progress

**Outstanding achievement**
- Exceptional progress

10 or less ticks = 1; 11 to 14 ticks = 2; 15 to 17 ticks = 3; 18 to 21 ticks = 4; 22 to 25 ticks = 5; 26 to 29 ticks = 6; 30 to 36 ticks = 7

---

**Table:**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No progress, needs immediate attention</td>
</tr>
<tr>
<td>2</td>
<td>Elementary achievement</td>
</tr>
<tr>
<td>3</td>
<td>Moderate achievement</td>
</tr>
<tr>
<td>4</td>
<td>Adequate achievement</td>
</tr>
<tr>
<td>5</td>
<td>Substantial achievement</td>
</tr>
<tr>
<td>6</td>
<td>Meritorious achievement</td>
</tr>
<tr>
<td>7</td>
<td>Outstanding achievement</td>
</tr>
</tbody>
</table>

---

74
## EXEMPLAR HOME LANGUAGE RUBRIC

### Grade R Term 1

#### Template for Holistic Rubric for Language

<table>
<thead>
<tr>
<th>Is the learner able to:</th>
<th>✓ I can</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ I can</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ I am almost there</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ I need help</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Listening/Speaking

1. Listen attentively to simple questions & announcements
2. Sings and recites simple songs and rhymes
3. Listens to short stories with enjoyment & joins in choruses
4. Tells & retells stories of others in own words
5. Develops language to develop concepts for shapes, colour, age
6. Identifies and describes similarities/differences
7. Identifies parts from the whole (names & points to parts of body)
8. Uses language to give explanations
9. Can build at least 6 or more piece puzzles
10. Recognise & points out common objects in pictures

#### Emergent Reading

11. Distinguishes orally between letter & sound at beginning of name
12. Identifies a sound that does not belong in a sequence

#### Emergent Writing

13. Draws/paints pictures to convey messages during art
14. Forms letters in various ways using the whole body
15. Writes in sand trays
16. Understand that writing/drawing are diff. using squiggles
17. "Reads" own writing: reads what squiggles say
18. Uses a range of writing tools: brushes, crayons etc.

---

**FINAL RATING:** ✓ I CAN

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not achieved No progress, needs immediate attention</td>
<td>Elementary achievement Very little progress</td>
<td>Moderate achievement Little progress</td>
<td>Adequate achievement Satisfactory progress</td>
<td>Substantial achievement Good progress</td>
<td>Meritorious achievement Very good progress</td>
<td>Outstanding achievement Exceptional progress</td>
</tr>
</tbody>
</table>

5 or less ticks = 1; 6 to 7 ticks = 2; 8 ticks = 3; 9 to 10 ticks = 4; 11 to 12 ticks = 5; 13 to 14 ticks = 6; 15 to 18 ticks = 7
### Exemplar Holistic Rubric for Life Skills

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td><strong>Beginning Knowledge and Personal and Social Well-being</strong></td>
<td>Choose what aspect you want the learners to be able to know and write down the two most important ones</td>
</tr>
<tr>
<td>Creative Arts: Visual Arts</td>
<td>Choose a 2D aspect you want to assess (art activity)</td>
</tr>
<tr>
<td></td>
<td>Choose a 3D or Visual Arts aspect you want to assess (box construction)</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Choose Music</td>
</tr>
<tr>
<td></td>
<td>Choose Drama</td>
</tr>
<tr>
<td></td>
<td>Choose Movement</td>
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<tr>
<td>Physical Education (Choose from)</td>
<td>Choose from Loco Moto</td>
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<tr>
<td></td>
<td>Choose from CAPS Perceptual Motor</td>
</tr>
<tr>
<td></td>
<td>Choose from Rhythm</td>
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<tr>
<td></td>
<td>Choose from Co-ordination</td>
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<td>Choose from Balance</td>
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<tr>
<td></td>
<td>Choose from Spatial Orientation</td>
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<td></td>
<td>Choose from Laterality</td>
</tr>
</tbody>
</table>

**Final Rating:** ✓ I Can  
3 or less ticks = 1; 4 to 5 ticks = 2; 6 ticks = 3; 7 to 8 ticks = 4; 9 ticks = 5; 10 to 11 ticks = 6; 12 to 14 ticks = 7
# Exemplar Foundation Phase Progress Report

**Province of the Eastern Cape**

**Department of Education**

## Name of School

---

**Learner's Name:**

**Grade:**

**Term:**

**Class:**

**Date of Birth:**

**No of Days Absent:**

---

**Assessment Key:**

- 7 Outstanding Achievement: Exceptional progress
- 6 Meritorious Achievement: Very good progress
- 5 Substantial Achievement: Good progress
- 4 Adequate Achievement: Satisfactory progress
- 3 Moderate Achievement: Some progress
- 2 Elementary Achievement: Very little progress
- 1 Not Achieved: No progress. Needs immediate attention!

---

**Note:** The holistic mark is based on continuous observation as reflected on observation sheets, checklists and holistic rubrics.

**School Closes:**

**School Reopens:**

---

### Subjects

**Home Language**

| 1 | Listening & Speaking |
| 2 | Emergent Reading and Phonics |
| 3 | Emergent Writing and Handwriting |

**Mathematics**

| 1 | Numbers, Operations and Relationships |
| 2 | Patterns and Functions |
| 3 | Space and Shape |
| 4 | Measurement |
| 5 | Data Handling |

**Life Skills**

| 1 | Beginning Knowledge and Personal & Social Well-being |
| 2 | Creative Arts (Visual Arts) |
| 3 | Creative Arts (Music, Movement and Drama) |
| 4 | Physical Education |

---

**Class Teacher:**

**Principal:**

---

**School Stamp**

---

---
<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>HOME LANGUAGE</th>
<th>MATHEMATICS</th>
<th>LIFE SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SURNAME &amp; NAME</td>
<td>DATE OF BIRTH</td>
<td>AGE</td>
<td>GENDER M/F</td>
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ACKNOWLEDGEMENTS:

The Eastern Cape Department of Education wishes to acknowledge and thank the following people for their contribution to the manual:

1. Department of Basic Education: CAPS Documents
2. Department of Basic Education: NELDs Document
3. Photos: Antoinette Minnaar, DCES- EMIS; Mthatha District; Cradock District; Fort Beaufort District; Port Elizabeth District; East London District; Graaff Reinet District
5. Sketches for Daily Programme: Edna Hoek
6. The following schools for their contributions: Cambridge Prep; Stirling Primary; Hudson Park Primary; Clarendon Prep; Grens Voorbereiding ; Buffalo Flats Primary; Stepping Stones; King Williamstown Primary.
7. Assessment: Lisa de la Cornillère and Jean McLaren

REFERENCES:

1. Brain Gym: Heidi De Jager
2. Fun and Games With Smile: Doreen Mareé
3. Life Skills for the New Nation -Nasou: Grade R: Thulani, Hendricks, Opie-Jacobs, Pissarra & Swanepoel
5. Wikipedia: Learning Through Play; Brain Gym
6. ActivKidz: Sports for All

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