



**TRAINING MANUAL:
Assessment & Life Skills
Curriculum Assessment Policy Statements
GRADE R**



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For EDUCATION PROFESSIONAL SERVICES

&

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For EARLY CHILDHOOD DEVELOPMENT: CURRICULUM

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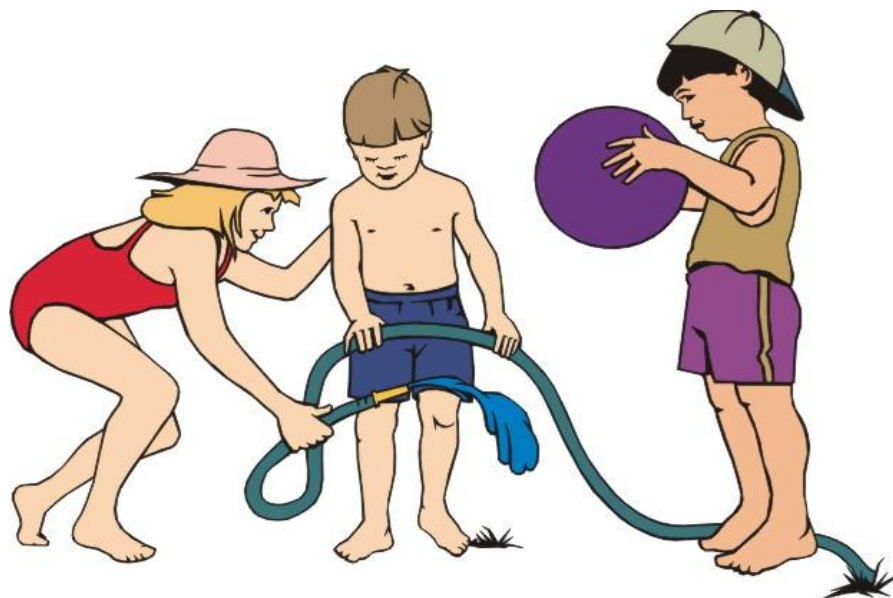
**THANK YOU TO THE FOLLOWING MANAGERS FOR THEIR CONTINUOUS COMMITMENT AND SUPPORT TO
THE IMPROVEMENT OF TEACHING AND LEARNING IN EARLY CHILDHOOD DEVELOPMENT**

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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.








1. Daily Programme

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.

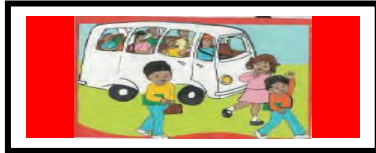
The three subjects namely Language, Mathematics and Life Skills should be presented in an integrated way throughout the day.

Time allocation per subject

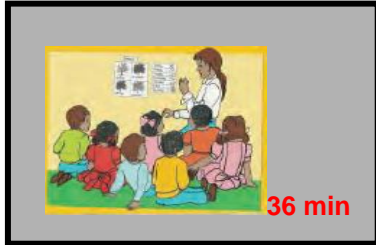
PER WEEK	Minutes per day
HOME LANGUAGE 10 h (15 minutes phonics per day- 15 min shared reading) 2-3 x per week 	120 minutes
MATHEMATICS 7h 	84 minutes
LIFE SKILLS 6 hours	
Beginning Knowledge and Personal and Social Well- being 2 hours 	24 minutes
Creative arts 2 h 	24 minutes
Physical Education 2 h 	24 minutes
TOTAL TIME PER WEEK 23 hours per week 4h 36 minutes per day (276 minutes)	276 minutes

GRADE R DAILY PROGRAMME

4 hours and 36 minutes
contact time per day



ARRIVAL AND FREE PLAY



36 min

GREETING BIRTHDAYS
REGISTER NEWS
WEATHER CHART

Language
Mathematics
Life Skills

TEACHER GUIDED ACTIVITY Language
Mathematics
Life Skills



50 min

ART ACTIVITY (every day: 1
MAIN + 2/3 supporting
activities
FREE PLAY INSIDE+ TIDY UP

FANTASY PLAY
ROLE PLAY
CONSTRUCTION-
PLAY
BLOCKS
EDUCATIONAL
TOYS
PERCEPTUAL -
GAMES
PUZZLES
BOOK CORNER
QUIET TIME
QUIET AREA



30 min

TEACHER GUIDED ACTIVITY Language
Mathematics
Life Skills

TOILET ROUTINE
Language, Mathematics, Life Skills



10min

REFRESHMENTS
Language, Mathematics, Life Skills

20min



60 min

FREE PLAY OUTSIDE
and
TIDY UP

WATER PLAY
SAND PLAY
ROLE PLAY
BALLS
SWINGS
WHEEL TOYS
EDUCATIONAL TOYS
JUNGLE GYM
TYRES
MOVEMENT
GAMES



10min

TOILET ROUTINE
Language, Mathematics, Life Skills



30 min

TEACHER GUIDED ACTIVITY Language
Mathematics
Life Skills

STORY Every day



30 min

REST/QUIET TIME and DEPARTURE



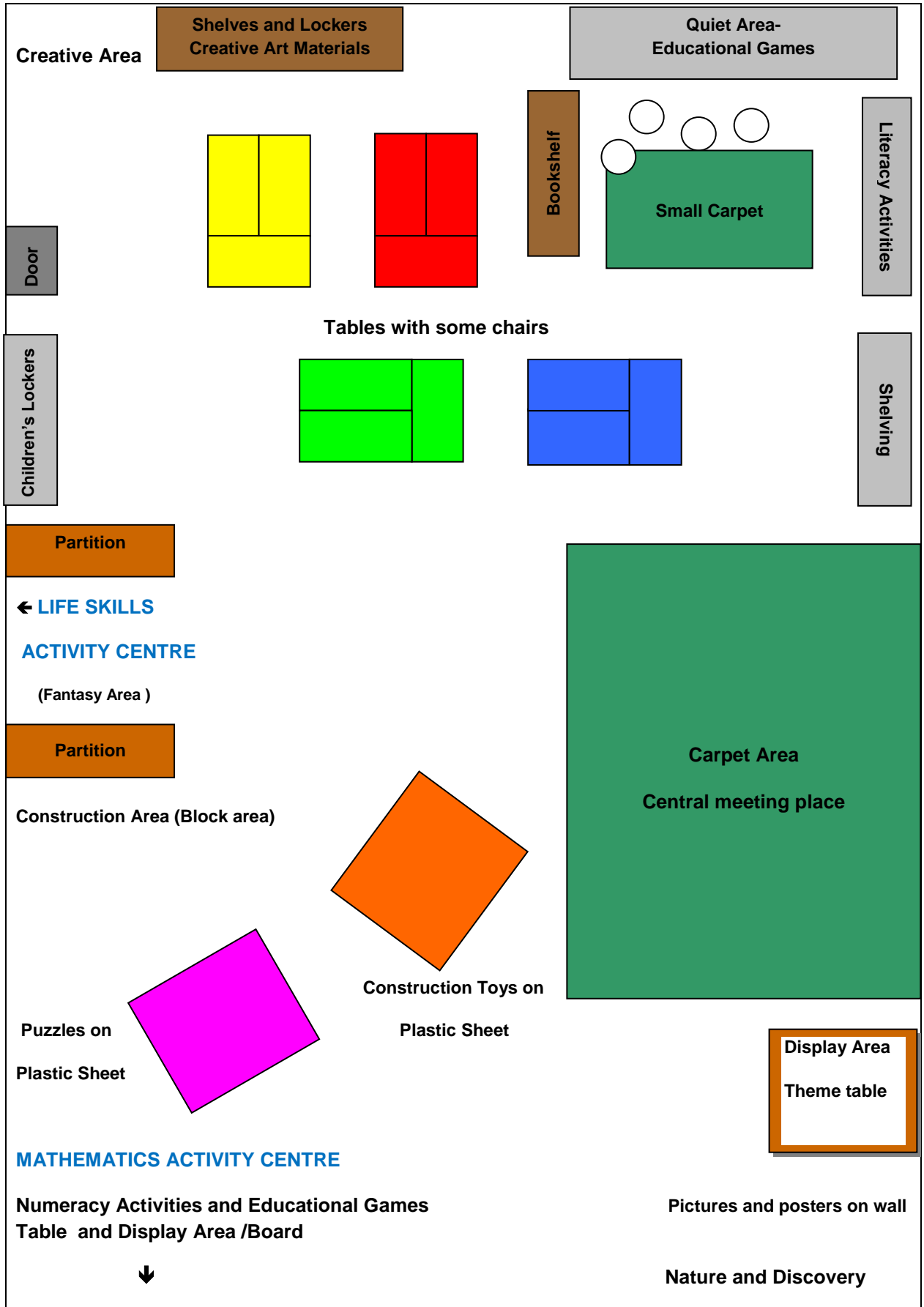
MAIN DIFFERENCES BETWEEN GRADE R AND GRADE 1

GRADE R	GRADE 1
<p style="text-align: center;">TEACHING AND LEARNING</p> <ul style="list-style-type: none"> • Informal • Physical experience, movement and play 	<p style="text-align: center;">TEACHING AND LEARNING</p> <ul style="list-style-type: none"> • Formal • Shift towards cognitive development
<p style="text-align: center;">DAILY PROGRAMME</p> <ul style="list-style-type: none"> • Not structured into periods (Mathematics, Languages and Life Skills integrated) • Teacher guided activities, routine activities and structured free play activities 	<p style="text-align: center;">TIME TABLE</p> <ul style="list-style-type: none"> • Structured into periods (4 Subjects) • Specific time allocation into 4 Subjects
<p style="text-align: center;">CLASSROOM</p> <p>Divided into learning, play and work areas</p> <ul style="list-style-type: none"> • A chair per learner • ± Six tables • Theme table • Fantasy Area for role play • Book/Reading corner • Construction/Block/Educational Area • Creative Art Activity • Space for large group activities(Carpet) • Shelves for storage 	<p style="text-align: center;">CLASSROOM</p> <ul style="list-style-type: none"> • A chair per learner and one table for 2 learners • Tables and chairs arranged in such a way to allow learners to look at front of class- sometimes arranged in groups • Table and chair for teacher • Bookshelves or tables for reading corner • Carpet for informal discussions and activities
<p style="text-align: center;">PLAYGROUND</p> <ul style="list-style-type: none"> • Own play area separate from rest of school (or use grounds when the other children are in class) • Safely secured 	<p style="text-align: center;">PLAYGROUND</p> <ul style="list-style-type: none"> • Part of the rest of Foundation Phase playing fields

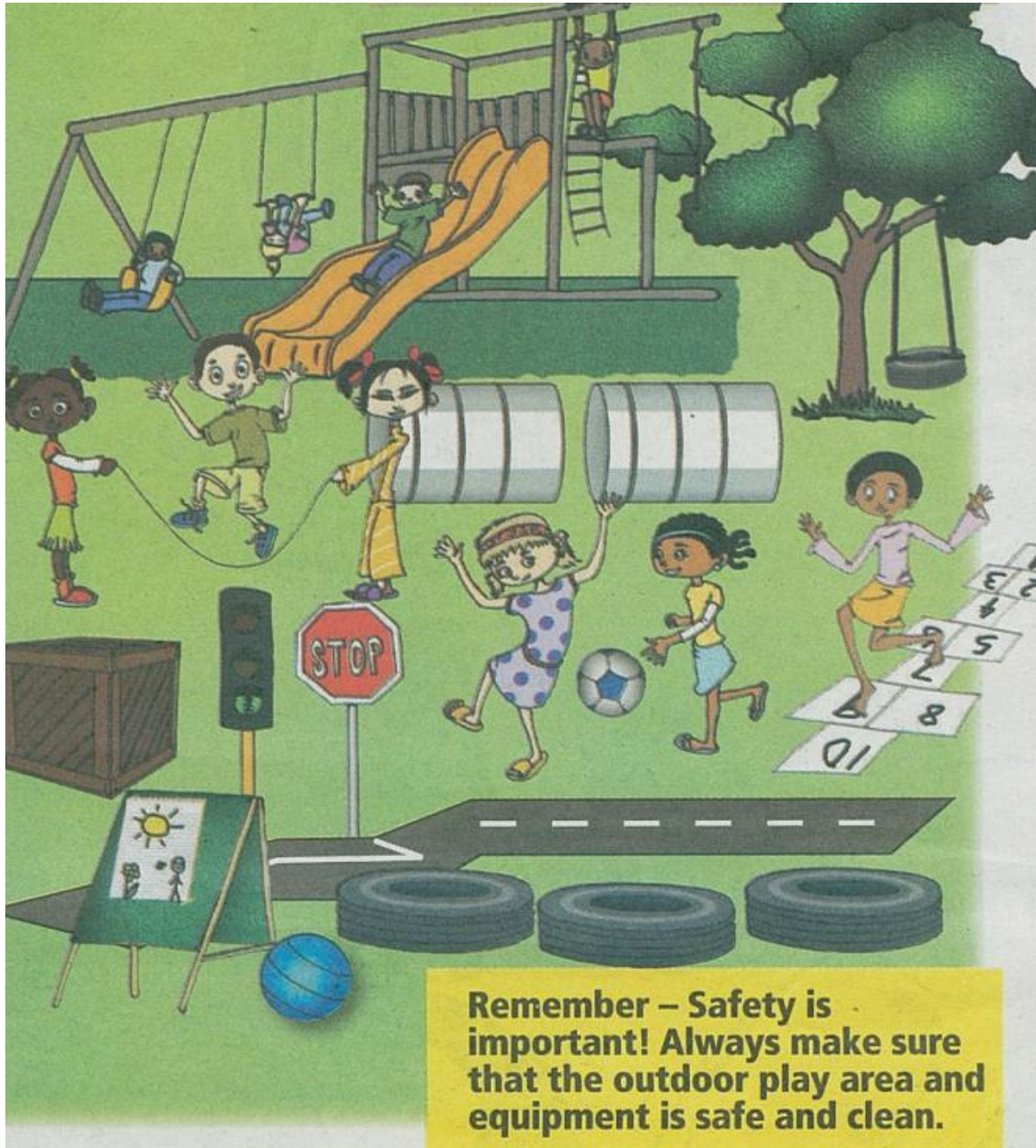


AN EXAMPLE OF THE LAYOUT OF A GRADE R CLASS

LANGUAGE ACTIVITY CENTRE ↓



THE OUTDOOR LEARNING ENVIRONMENT



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

2. Language

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.



Open CAPS Language Policy Documents at Grade R Reading and Phonics TERM 2
Identify perceptual activities



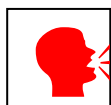
Routines provide excellent opportunities for incidentally promoting various literacy skills. Snack time and tidy up time provide similar learning opportunities as the teacher encourages the children to play fun sound and word games.

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.



Open CAPS Language Policy Documents at Grade R:
Listening & Speaking TERM 1:
Look at the content and activities for Assessment



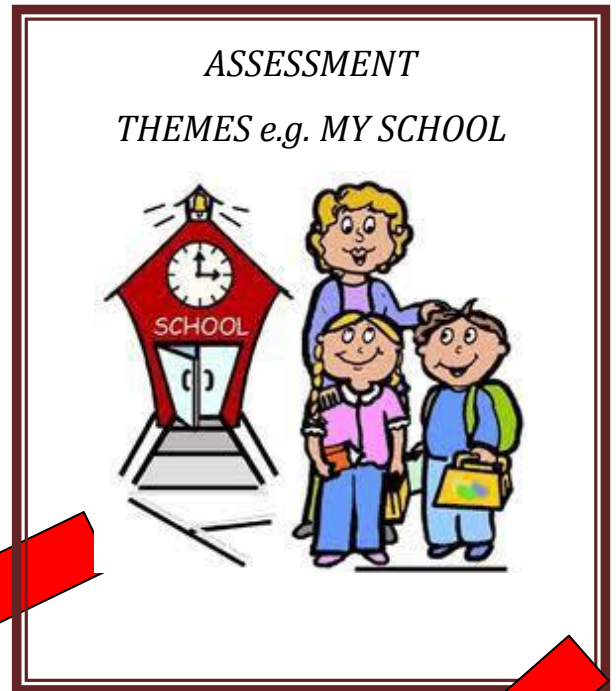
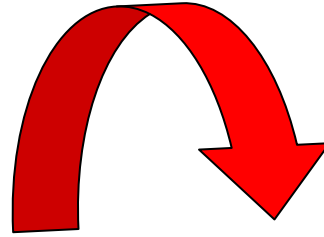
LISTENING AND SPEAKING

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 jig-saw 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

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.

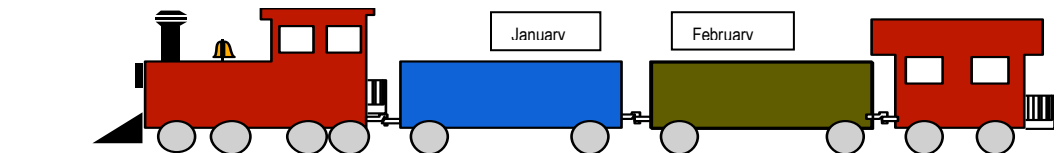
Song:

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.

- 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.



Windy



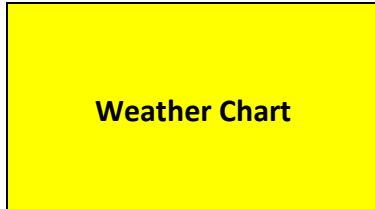
Rainy











Sunny



Cloudy



Sunday 13	Monday 14	Tuesday 15	Wednesday 16	Thursday 17	Friday 18	Saturday 19	Sunday 20
							

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)

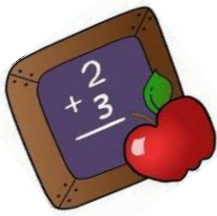


VISUAL LITERACY IN CREATIVE ART INTEGRATES WITH LANGUAGE



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





3. Mathematics

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

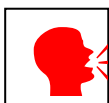
Section 3: Clarification notes on the subject. This is a **GUIDELINE**

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.



4. Life Skills



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):

SUBJECT	GRADE R
LIFE SKILLS	6
Beginning Knowledge	1
Creative Arts	2
Physical Education	2
Personal & Social Well being	1

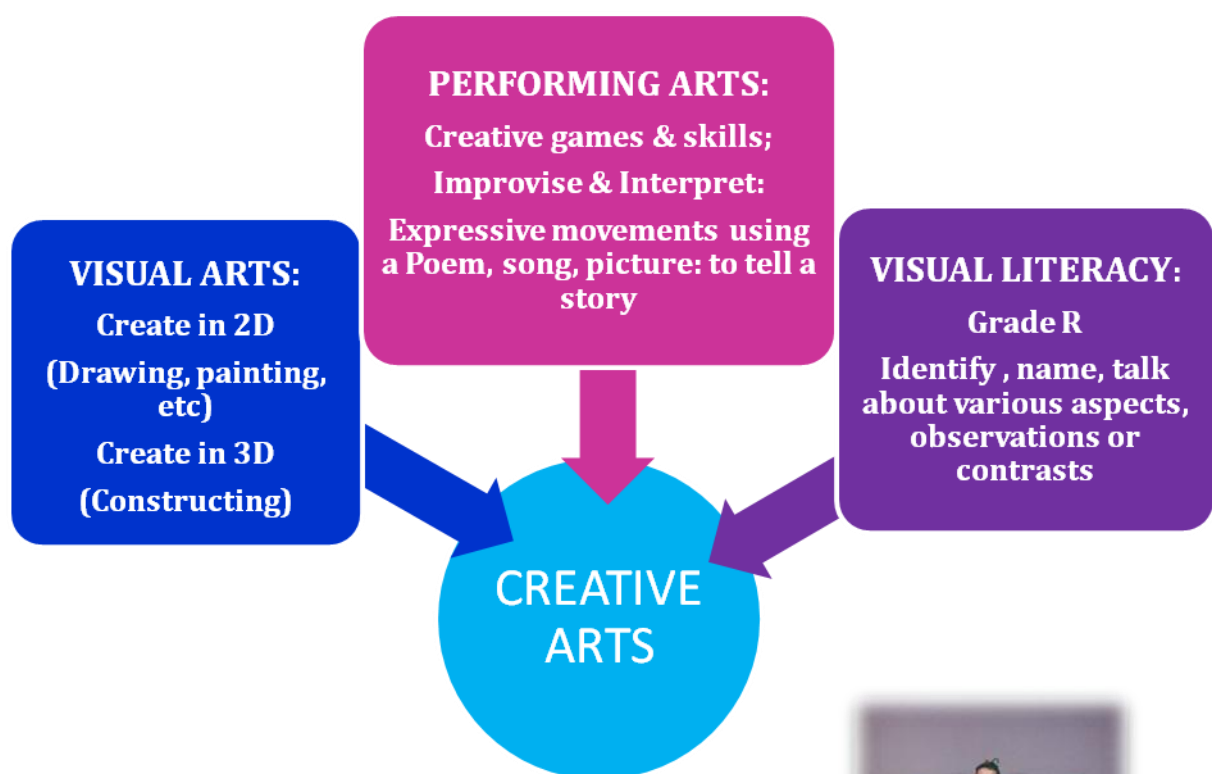
BEGINNING KNOWLEDGE AND PERSONAL & SOCIAL WELL BEING:



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.

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

CREATIVE ARTS:



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.

MUSIC RING

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.




INTRODUCTION	ACTIVITIES
<p>WARMING UP VOICE</p> <div style="text-align: center;">  </div>	<p>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.</p> <p>Breathe in deeply, stretching arms up and out to sides. Breathe out taking arms to Left side. Repeat to right.</p> <p>Breathe in deeply for 5 counts, hold for 5 counts, breathe out slowly for 5 counts, hold for 5 counts. (Repeat). Increase counts as progression.</p> <p>Singing simple sounds and holding them: Aahhhh, ooooo, meeeeee, etc, Doh, rey, me, far, so, laaa, tee, doh, etc.</p> <p>Singing simple songs, vowels, rhymes and tongue twisters to warm up the voice.</p> <p>Warm up voice through developing articulation (lips, tongue, jaw) through imaginary play.</p>
<p>DEVELOPING RHYTHM</p>	<p>Clapping, stamping, finger snapping to a steady beat while counting to develop numeracy skills.</p>

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.

MAIN PART	ACTIVITY
<p>KEEPING A STEADY BEAT, EXPLORING MUSIC AND VOICE & DEVELOPMENT OF LISTENING SKILLS</p> <div style="text-align: center;">  </div>	<p>Using home-made instruments: play to a given beat, using different tempos and rhythms: $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ ♪. Move freely to the beat, while playing it.</p> <p>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.)</p> <p>One group plays a beat. The other claps or stamps to the beat, while counting out the rhythm – change sides.</p> <p>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.</p> <p>Singing actions: using the body to interpret the words of the song i.e</p>

	<p>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.</p> <p>Indigenous songs, rhymes and rhythm games, using voice in different ways: loud, soft, strong and gentle, with clapping and stamping.</p> <p>Rhythm games focusing on listening skills and recalling contrasting rhythm patterns.</p> <p>Singing songs to improve the ability to sing in tune and listening to music to identify moods such as sad; happy; calm; excited.</p> <p>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.</p> <p>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.</p>
<p>INTERPRETATION OF RHYTHM & SPATIAL AWARENESS</p> 	<p>Long & short note values (durations) using body percussion, and/or percussion instruments. Clapping to rhythm being played.</p> <p>Musical chairs and other musical games which involve use of space and rhythm.</p> <p>Moving freely to music, keeping to the rhythm and watching out for others. Can be done individually, in pairs or in groups.</p>
CONCLUSION	
The lesson is rounded off to ensure that everyone ends up calm and quiet.	
<p>COOLING DOWN & RELAXATION ACTIVITIES</p> 	<p>Breathe in stretching up tall, breathe out and flop down like an ice-cream melting.</p> <p>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.</p> <p>Lie on ground and close eyes. Relax body and make it feel heavy as though sinking into the floor. Breathe in and out deeply.</p>
LINKAGES WITH MATHEMATICS & LANGUAGES	
<p>GAMES FOCUSING ON MATHEMATICS & LANGUAGES</p>	<p>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.</p>

DRAMA RING

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.

INTRODUCTION	ACTIVITIES
<p>WARMING UP BODY PARTS</p>  <p style="font-size: small; margin-top: 5px;">www.shutterstock.com · 23118358</p> 	<p>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.</p> <p>Stretch arms up, sideways and with twist of torso as in waking up and getting dressed. Jog on the spot for 20 counts. Repeat.</p> <p>Mime activities, such as cleaning shoes, making bed etc. Activities must be vigorous enough to warm up body.</p> <p>Stretching, curling and twisting the various body parts, using high, medium and low levels. Fast walking in-between each other on signal.</p> <p>Shaking of hands, feet, legs & arms to warm them up. Followed by jogging on the spot for 20 counts.</p> <p>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.</p> <p>Breathe in deeply, stretching arms up and out to sides. Breathe out taking arms to Left side. Repeat to right.</p> <p>Warming up activities, using a story or poem with gentle actions as a stimulus – and that warm all body parts.</p> <p>Warming up actions such as catching a Frisbee, crawling like a worm, roller skating, etc, using high medium and low levels.</p> <p>Circle arms forwards for 10 counts and backwards for 10 counts.</p> <p>Windmill: stand feet apart, arms out at side. Bend forwards and touch R toes with L hand and L toes with R hand. Repeat for count of 20.</p>
<p>SPATIAL AWARENESS & LOCOMOTOR MOVEMENTS</p>	<p>Moving activities developing spatial awareness and body awareness:</p> <p>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.</p> <p>Pony gallops freely around room, on a given signal stop in stork balance/ attitude balance on one leg/ aeroplane balance/ own balance; etc.</p>



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.

MAIN PART	ACTIVITY
<p>EXPLORING MOVEMENT WITH OR WITHOUT MUSIC & DEVELOPMENT OF LISTENING SKILLS</p>  	<p>Indigenous songs, rhymes and rhythmic games, using voice in different ways: loud, soft, strong and gentle, with clapping and stamping.</p> <p>Spontaneous use of voice and movement in rhymes, songs, poems and stories: portray in action (see examples in list below).</p> <p>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)</p> <p>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.</p> <p>Using drumbeats: perform steps of gumboot dance. See simple steps given below.</p> <p>Simple ballroom steps: waltzing forwards, backwards and in own direction to music (see explanation below).</p> <p>Reaction to signals, cues, stories, rhymes & songs: e.g. freeze, up, down, very small, very big, wide, flat, round, etc</p>

<p>COPYING / GUESSING ACTIONS</p> 	<p>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.</p> <p>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.</p> <p>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.</p> <p>Play games: e.g. play 'I spy with my little eye'; play rhyming games, etc.</p>
<p>STORY BASED ON FANTASY OR OWN LIFE</p>  	<p>In groups. Discuss a story which you will act out to class. Make use of speaking, singing, drama, music, props or objects.</p> <p>Interpretation of indigenous songs, using dynamics such as soft loud, strong, gentle, etc.</p> <p>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.</p> <p>Dramatising make-belief and own life experiences with movement and song.</p> <p>Using concrete objects to represent other objects in dramatic play. E.g. spoon as a magic wand, hat as a steering wheel.</p> <p>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)</p> <p>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.</p>
<p>EXPRESSION OF MOODS & IDEAS; USE OF VOICE & EXPLORING OF SENSES</p>	<p>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.</p> <p>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).</p>



Red Riding Hood



Lady Bird

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



Miming 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). Lift L leg and slap leg with both (2) 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.




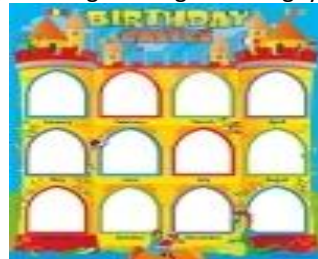





USE OF THEME POEMS/NURSERY RHYMES FOR DRAMA/MUSIC:





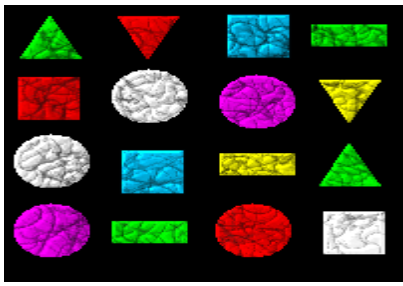




A list of poems based on the themes used for Beginning Knowledge and Personal Well Being, have been included below, as a guide. You are free to use them or any other poems you have where necessary. The aim is to INTEGRATE all aspects of Life Skills where this is possible. These poems are mainly action 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.

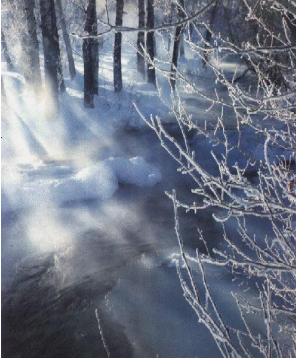






THEME POEMS/ NURSERY RHYMES:

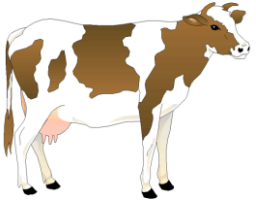







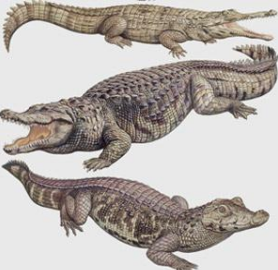

GRADE R		
<p>ME</p> 	<p>NOW WE ARE SIX: (A.A. Milne)</p> <p>When I was one, I had just begun, When I was two I was nearly new, When I was three I was hardly me, When I was four I was not much more, When I was five I was just alive. But, now that I'm six, I'm clever as clever, So I think I'll be six for ever and ever!!</p>	<p>I HAVE A LITTLE SHADOW (Anonymous)</p> <p>My little shadow follows me around. Whenever I look on a sunny day, I see it on the ground. Whenever I jump, it jumps, Whenever I run, it runs too! Oh little shadow You and I make two!!!</p> 
<p>AT SCHOOL</p> 	<p>AT SCHOOL (C. Mac Master)</p> <p>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!</p> <p>Sometimes we play 'pretend' Cause fantasy is fun Sometimes with the building blocks Or races in the sun</p> <p>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!!</p>	
<p>IN THE CLASSROOM</p> 	<p>IN CLASS (C. Mac Master)</p> <p>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!</p> <p>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!</p>	



<p>BOOKS</p> 	<p>BOOKS (C. Mac Master)</p> <p>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!</p> <p>They take me to a far-off land Where pirates roam the sea Or flying in a space-ship For the moon to see!</p>  <p>I'm a nurse, doctor or policeman Working hard you see To save the lives of little folk Just like you and me!</p>	<p>RESPECTING BOOKS (C. Mac Master)</p> <p>Before we read we wash our hands Respect for books are what we learn We turn the covers carefully Even though we very small</p> <p>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!</p> <p>Books are teachers special pride So beware when you peep inside!!</p>
<p>DAYS OF THE WEEK</p> 	<p>BIRTHDAYS (Anonymous)</p> <p>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!</p> 	<p>DAYS OF THE WEEK (C. Mac Master)</p> <p>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.</p> <p>Monday starts the school week, And I am so glad to learn Tuesday, Wednesday, Thursday and 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!</p> <p>Finally comes Saturday, Where shopping is the best!! My mother buys me ice-cream And then goes home to rest!</p>
<p>MY BODY</p> 	<p>MY BODY (New Nation)</p> <p>My body is big So big and strong My body can do anything All day long (clap, clap)</p> <p>I can jump and skip And run and kick And swing my arms And little feet</p>  <p>My body is big So big and strong I can move it around All day long! (clap, clap)</p>	<p>HEADS & SHOULDERS (Traditional Song)</p> <p>Heads and shoulders, knees and toes, knees and toes, knees and toes (Repeat) Eyes and ears and nose and mouth</p> <p>(Repeat as many times as you choose)</p> 
<p>HEALTHY LIVING</p> 	<p>GETTING UP IN THE MORNING (New Nation)</p> <p>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!</p> <p>Then I make up my bed One sheet at a time, Now, breakfast please mummy, It's nearly school time!!</p>	 <p>www.bigstock.com · 203217</p> <p>Brush your teeth</p>

<p>SUMMER</p>  	<p>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</p> <p>RAIN RHYMES</p> <p>1. Rain, Rain go away Come another washing day! For all us children want to play!!</p> <p>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!</p>	<p>GRASHOPPER GREEN</p> <p>Grasshopper Green is a comical chap He lives on the best of fare Bright little trousers, jacket and cap These are his summer wear.</p> <p>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!</p>  <p>DR FOSTER</p> <p>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!!</p>
<p>SHAPES & COLOURS AROUND US</p> 	<p>THE ROBOT (Anonymous)</p> <p>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!</p>	
<p>MY HOME</p> 	<p>MY HOME (C. Mac Master)</p> <p>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!</p> <p>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</p> <p>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!</p>	<p>STAYING HOME (C. Mac Master)</p> <p>I Love to stay inside my house And play with all my toys I also love my brother Who makes a lot of noise!</p> <p>I love to throw a ball to him And laugh cause he can't catch Or throw a bone for our dog, Patch, Who loves to run and catch</p> 
<p>SAFETY</p> 	<p>SAFETY FIRST (C. Mac Master)</p> <p>When I am in danger And no policeman's near I quickly dial 10111 And know that they will care.</p> <p>I must not speak to strangers Or get into their cars I must be very careful When playing near or far.</p> <p>I should not cross an empty field Or play in parks alone I must beware of naughty friends Cause dangers all around.</p>	

<p>MY FAMILY</p> 	<p>MY FAMILY (Anonymous)</p> <p>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?</p> <p>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?</p>	<p>LOVE IS SPECIAL (New Nation)</p> <p>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.</p> <p>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!</p> <p>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.</p>
<p>WEATHER</p> 	<p>THE COLOURS OF THE RAINBOW (C. Mac Master)</p> <p>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.</p> <p>The colours are the prettiest yet, Red, orange, yellow, green, Blue, indigo and violet Are the seven colours to be seen.</p>	<p>I HEAR THUNDER (Can be sung using various voices and starts)</p> <p>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!</p> 
<p>AUTUMN</p> 	<p>FIVE LITTLE LEAVES (Clever)</p> <p>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!</p> <p>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!</p> <p>Three little leaves..... etc</p>	<p>AUTUMN (C Mac Master) (Sing to turn of London Bridge- do appropriate actions)</p> <p>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!</p> 
<p>SENSES (SIGHT, HEARING, TOUCH, TASTE & SMELL)</p> 	<p>TWO LITTLE EYES</p>  <p>Two little eyes to look around; Two little ears to hear each sound. One little nose to smell what's sweet. One little mouth that likes to eat</p>	<p>HANDS (Anonymous)</p> <p>Open hands, shut them, open hands shut them, Give a little clap.</p> <p>Open your hands shut them, open hands shut them, Put them in our lap.</p> <p>Creep them, creep them, Creep them, creep them Right up to your chin. Open your little mouth – But do not let them in!!!</p> 
<p>SENSES</p> 	<p>A FRIENDLY ME (Anonymous)</p> <p>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</p> <p>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.</p>	

<p>WINTER</p> 	<p>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.</p> <p>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.</p> <p>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!</p>	
<p>TRANSPORT</p>  	<p>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!</p> <p>Here comes a car travelling fast Look out! Look out! It's hooting and roaring as it dashes past Look out! Look out!</p> <p>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!</p>	<p>AEROPLANES (Can be sung) (New Nation Rhymes, songs & games)</p> <p>Aeroplanes, aeroplanes all in a row Aeroplanes, aeroplanes ready to go Hark, they're beginning to buzz and to hum, Brrrrrrrrr</p> <p>Engines all turning so come a long, come. Now we are flying up in the sky faster and faster, oh ever so high!</p> <p>(Learners to do the actions)</p> 
<p>JOBS PEOPLE DO</p> 	<p>THREE ASTRONAUTS (Mary Grice) Three astronauts on the way to the moon (X3) One fired his rocket and got there too soon!</p> <p>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.</p> <p>Three astronauts have landed on the moon (X3) One thrust of the motor and they'll be home soon!</p>	<p>PUFFER TRAIN (New Nation Rhymes, songs & games)</p> <p>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.</p>
<p>FRUIT</p> 	<p>FRUIT I went to the market At half past two I bought some bananas And oranges too.</p> <p>I saw a lady selling her wares Calling: pineapple grapes and apples Watermelons and pears!</p> 	<p>(Let learners name the fruit and then point them out in pictures)</p> 
<p>VEGETABLES</p>  <p>(Learners name & point out vegetables/fruit on table)</p>	<p>VEGETABLES 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!</p> 	<p>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!</p> <p>Broccoli, pumpkin and butternut too Carrots, beans and peas in a stew.</p>

<p>DAIRY FARMING</p> 	<p>HEY DIDDLE, DIDDLE (Adapted by C. Mac Master)</p> <p>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!</p> <p>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!</p>	<p>OLD MAC DONALD (To be sung)</p> <p>Old Mac Donald had a farm, ee-i-ee-l-ho! And on the farm he had a cow, ee-i-ee-l-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-l-ho!</p>
<p>WOOL FARMING</p> 	<p>MARY HAD A LITTLE LAMB</p> <p>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!</p> 	<p>BAA BAA BLACK SHEEP (To be sung)</p> <p>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.</p>
<p>HEALTHY ENVIRONMENT</p> 	<p>DON'T LITTER! (C. Mac Master)</p> <p>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!</p>	
<p>SPRING</p> 	<p>MARY, MARY (Nursery Rhyme)</p> <p>Mary, Mary, quite contrary How does your garden grow? With silver bells and cockle shells And pretty maids all in a row.</p> 	<p>COLOURFUL SPRING</p> <p>Every winter is so cold. Then the springtime days unfold. Flowers everywhere you see, Oh, I love them laughing at me!</p> <p>White, yellow, red and blue, Tiny faces smile at you. Flowers everywhere you see, Oh, I love them laughing at me.</p>
<p>BIRDS</p> 	<p>TWO LITTLE DICKIE BIRDS</p> <p>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!</p>	<p>TIME TO RISE: R.L. STEVENSON</p> <p>A birdie with a yellow tail Hopped upon the window sill, Cocked his shinning eye and said: 'Ain't you shamed, you sleepy head!'</p>
<p>REPTILES</p> 	<p>IF YOU SEE A CROCODILE (Internet)</p> <p>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!!!</p>	<p>SNAKE (Internet)</p> <p>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)</p> 


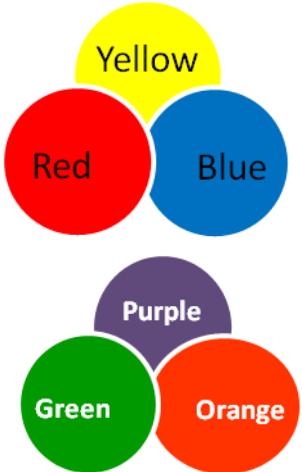


<p>DINOSAURS</p>  	<p>BARNEY THEME SONG (Internet)</p> <p>Barney is a Dinosaur from our imagination And when he's tall He's what we call a dinosaur sensation Barney's friends are big and small They come from lots of places After school they meet to play And sing with happy faces!</p> <p>Barney shows 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!</p>	
<p>WILD ANIMALS</p> 	<p>A BEAR LIVED IN A CAVE</p> <p>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!!</p>	<p>THE BEAR WENT OVER A MOUNTAIN</p> <p>The bear went over a mountain The bear went over a mountain The bear went over a mountain To see what he could see.</p> <p>And all that he could see (X3) Was the other side of the mountain (X3) Was all that he could see!</p>
<p>SPORT (Movement Ring)</p>  	<p>SKIPPING POEM: TEDDY BEAR</p> <p>Two pupils swing the rope from side to side while the 3rd one jumps over without touching the rope.</p> <p>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.</p> <p>Teddy bear, teddy bear Turn off the light Teddy bear, teddy bear Say good night!!</p> 	<p>Two pupils swing the rope from side to side while the 3rd one jumps over without touching the rope:</p> <p>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.</p> <p>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!</p>
<p>OTHER SKIPPING POEMS TO BE USED IN MOVEMENT RING</p> 	<p>Two pupils swing the rope from side to side while the 3rd one jumps over without touching the rope:</p> <p>Pat a cake, pat a cake, baker's man Bake me a cake as fast as you can. Pat it and prick it and mark it with 'b' And put it in the oven for baby and me.</p> <p>Skipping can be on onto the other, one onto two or two onto two.</p>	<p>Counting while jumping over the rope, or skipping forwards.</p> <p>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!</p> 




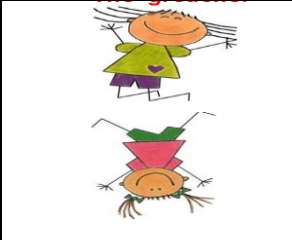


VISUAL ART

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

	<p>Draw and give own interpretation to drawings using the week's topic/ theme. Make use of wax crayons, oil pastels and other drawing media.</p> <p>Paper Plate Snake 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.)</p>
	<p>Painting: use pre-mixed tempera paint or dyes in primary and secondary colours to respond to the week's topics.</p> <p>Primary colours:</p> <div data-bbox="740 1005 1466 1171" style="border: 1px solid black; padding: 5px;"> <p>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!!!</p> </div> <p>Secondary colours:</p> <div data-bbox="740 1207 1466 1373" style="border: 1px solid black; padding: 5px;"> <p>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?</p> </div> <p>Suggestions of different ways to apply paint: fingers, hand, spatula, ice-cream stick, brush, big sponge held by clothes peg, cloth, cotton wool, straw, feather, potato, etc</p>
	<p>Art element: informal experience and use of shape in drawing and painting.</p> <p>Draw a picture of yourself. Add facial features. Finger paint to add colour. Use of primary colours.</p> <p>For fruit theme: talk about three fruits and their colours. Let learners choose their favourite to draw and colour in.</p> <p>Use leaves collected from playground or home. Add paint to leaves and press down onto paper. Use a variety of colours and shapes for Autumn theme.</p>
	<p>Design Principles: informal use of contrast (big/small; long/short) in drawing and painting.</p> <p>Draw or paint pictures in line with the theme of the week.</p> <p>Discuss light and dark then paint day on one side of page & night on other side.</p>

	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>Simple print making techniques using found objects e.g. bottle tops, stories, leaves, hands. Simple print making techniques to create informal pattern.</p>
	<p>Draw and paint freely mixing own paint to correct consistency. Draw according to theme of the week.</p>
	<p>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.</p>

CREATE IN 3 D - CONSTRUCTION

	<p>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 & constructing: Development of craft skills and techniques: cutting, pasting and tearing. Developing of craft skills and fine motor control: typing, wrapping and other</p>
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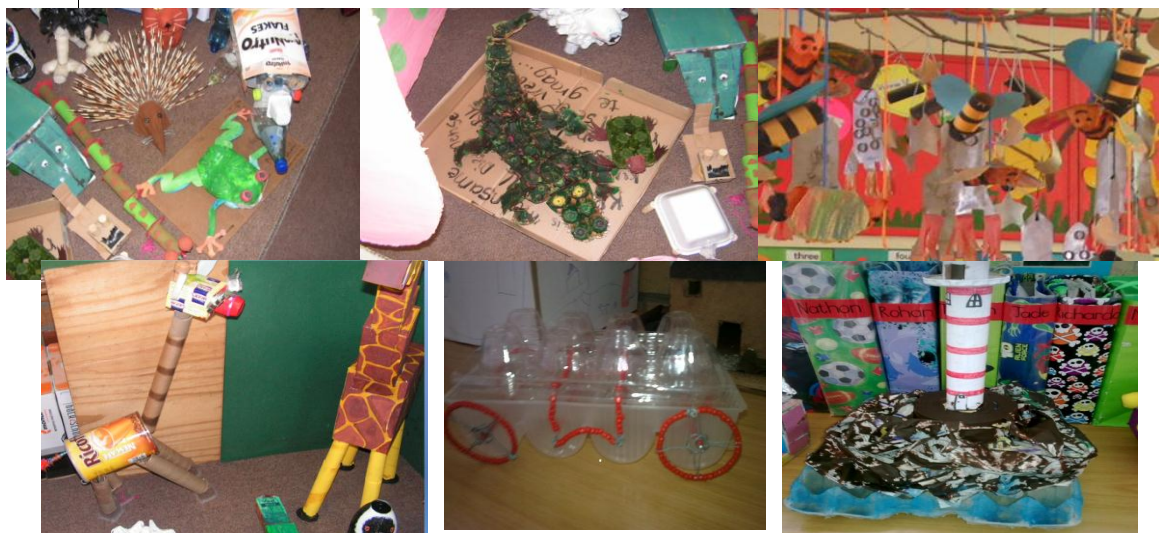
	<p>Use play-dough to model freely: shaping, twisting and rolling. Use play-dough to improve fine-motor ability, rolling, pinching, joining. Use greater detail in play-dough modelling: pinching, pulling, rolling smaller pieces</p> <p>Informal modelling in clay – Learners choose a 3D shape to make, after looking at the object closely from all angles. Create according to theme: fruit, vegetables, objects that can be recycled, objects from dairy farming, wool farming, objects that float or sink in water, etc.</p> <p>Play dough: use cutters for various shapes. Paint.</p>
	<p>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.</p> <p>Make a window box, paint it and make flowers to go into your garden.</p> <p>Make a spring tree/ Spring Paper Cup Chimes, using recycled objects</p>
	<p>Encourage development of skills thorough manipulation of materials. Give learners a 3D object to describe after looking, touching, smelling, listening (not necessarily tasting!)</p> <p>Learners make a 3D shape using waste materials: cereal boxes, toilet rolls, cones, glue, crayons, paint, sandpaper, elastic bands, coat hangers, straws, etc.</p> <p>Create to theme: can make own house; robot; transport, etc using waste materials.</p> <p>Baking of small cakes & biscuits.</p>



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:



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.

sequins	buttons	Yarn
Yarn	ribbon	masking tape
beads	glitter	sand
cellophane	Beans	construction paper
magazines	photos	crayons
markers	colored pencils	Paint/ nail polish

TYPES OF MUSICAL INSTRUMENTS TO MAKE:

1. DRUMS



WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> ■ Aluminum coffee can with plastic lid ■ 2 sheets yellow cardboard paper ■ 1 sheet tan felt ■ Pink(orange other colour) cotton /yarn ■ 1 rubber band ■ Scissors ■ Glue stick ■ White craft glue ■ 2 wooden dowels ■ 2 small foam balls ■ Blue cotton /yarn <p>NB: Instead of felt you can use rubber and instead of cotton, you can use rope or wire. Wooden spoons will make excellent drumsticks</p>	<p>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.</p> <p>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.</p> <p>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.</p>
<p>PLAY: To play, beat with stick or hands.</p>	

2. GUITARS

Example A

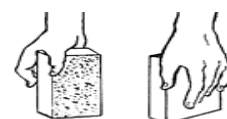


WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> ■ empty shoe box/tissue box or plastic container ■ rubber bands ■ ruler or stick 	Remove the cover from the box. Stretch the rubber bands around the box. Attach the ruler or stick to the back of the box on one end to act as the arm of the guitar
PLAY: To play, strum or pluck the rubber bands	



Example B

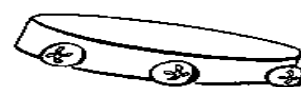
WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> ■ Empty tissue box (or any box with a lid) ■ Paper towel roll ■ Rubber bands ■ Scissors ■ Glue and tape ■ Straw ■ Paint 	Wrap five rubber bands around a tissue box, making sure that they lie over top of the opening in the box. Cut the straw 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 tissue box .Paint the handle.
PLAY: To play, strum or pluck the rubber bands	



3. SANDBLOCKS

WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> ■ Blocks of wood ■ Sandpaper 	Stick sandpaper onto the one side of the wooden blocks
PLAY: Rub together to play	

4. TAMBOURINES



WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> ■ Round cardboard box 	The tambourine is made from the top of a round cardboard

<ul style="list-style-type: none"> ■ 6 Metal bottle tops or 5-6 small bells ■ Safety pins 	<p>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.</p> <p>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</p>
PLAY: Shake to play	



WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> ■ 2 paper plates ■ stapler or glue ■ hole punch ■ string ■ jingle bells /bottle tops ■ crayons 	<p>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.</p>
PLAY: Shake to play	

5. TRUMPETS



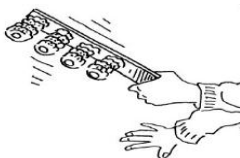
WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> ■ piece of hose -± 60 cm ■ decorative ribbon ■ 1 plastic funnel. ■ scissors ■ cello tape. ■ 1 pencil 	<p>Decorate the funnel with the coloured tape and push it into one end of the hose and fix it in place with the coloured tape. Add coloured tape to the other end of the hose to make the mouth piece.</p> <p>Loop the hose and securing it with coloured tape where it overlaps. Decorate the trumpet.</p>
PLAY: Blow into the tube to make a sound	

6. HAND BELLS



WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> ■ elastic ponytail holders ■ elasticized gold thread ■ scissors ■ jingle bells (available by the handful at craft and fabric stores) 	<p>Sew the bells on to the pony tail holders with thread</p>
PLAY: Put around the wrist or ankles and shake	

7. JINGLE STICKS



WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> ■ Bottle tops ■ One large nail (larger than a two-inch nail) ■ Hammer ■ Two-inch nails with large heads ■ Long piece of wood 	<p>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.</p>
<p>PLAY: Shake the piece of wood for a sound</p>	

8. SHAKERS

Example A



WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> ■ Small canned fruit/vegetable tins ■ Plastic lids: small instant coffee tins ■ Paint or coloured tape ■ Seeds ■ Small chocolate boxes ■ plastic fruit or vegetables ■ plastic bottles ■ empty spice bottles ■ Small size shampoo/lotion bottles ■ yogurt containers , etc 	<p>Paint tins. Fill with seeds or beans . Seal tops.</p> <p>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</p>
<p>PLAY: Shake the tins for a sound</p>	

Example B



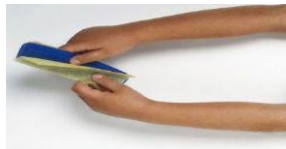
WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> ■ paper towel rolls ■ hole punch ■ 4 jingle bells ■ 2 string or yarn 	<p>Punch a hole in each end of the paper towel rolls. Tie two jingle bells to each side of the paper towel rolls by running string or yarn through the holes and carefully tying off.</p>
<p>PLAY: Shake to play</p>	

9. MARACAS



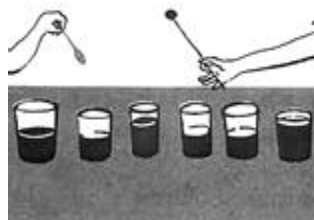
WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> ■ 2 paper plates ■ paint ■ piece of stiff cardboard ■ seeds ■ Strong, Y-shaped branch ■ Preferably hardwood Beads ■ 12 metal bottle caps ■ Strong wire, ■ Acrylic paint and brushes ■ Assorted decorations; feathers, colored 	<p>Paper plate maracas: 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</p> <p>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.</p> <p>4. Thread the caps onto the wire and string tautly between the arms of the Y</p>
PLAY: Shake the stick / plate	

10. COMB BUZZERS



WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> ■ pocket comb ■ tissue paper 	<p>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</p>
PLAY: To play, hum through the tissue paper	

11. XYLOPHONES



Example A

Example B

WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> ■ glasses or jars / empty tins ■ water / elastic ■ tall mixing spoon/ wooden stick <p>NB: Different sizes of tins tied with an elastic can also be used</p>	<p>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.</p>
PLAY: To play, gently strike the glasses with a spoon.	

12. CYMBALS



WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> ■ two pot covers /lids of pots ■ yarn or ribbon 	Tie the ribbon or yarn around the handles of the pot covers.
PLAY: To play, strike together	

13. HORNS



WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> ■ paper towel roll ■ waxed paper ■ rubber band ■ pen 	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.
PLAY: To play, sing a tune into the open end of the horn.	

14. CHIMES



WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> ■ ruler or stick ■ washers or keys ■ nail polish ■ string ■ mixing spoon 	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.
PLAY: Strike the washers or keys with the mixing spoon to play.	

15. RAIN STICK



WHAT I NEED	HOW TO MAKE IT
<ul style="list-style-type: none"> ■ Large cardboard tube (e.g. paper towel/foil holder) ■ Handful of seeds and decorations of choice ■ Tape to close both ends 	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.

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 as 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.

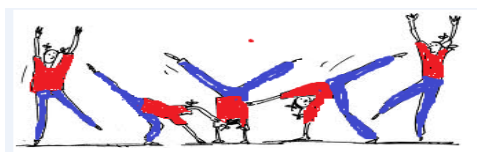
Space is an understanding of words such as: under; over; inside; outside; alongside; on top; above; between; behind; in front; far; near; close; etc.

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 in 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.

e.g. Start by crawling **through** a box....step **into and out of** a few tyresweave **around** a few beacons, moving from L to R as you go (2 litre bottles).....roll **over** a pillowwalk **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 $\frac{1}{4}$. 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.

PHYSICAL EDUCATION LESSON/ MOVEMENT RING:

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.

MOVEMENT RING	
INTRODUCTION: WARMING UP ACTIVITY (spatial orientation) 	<ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> ■ 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

	<ul style="list-style-type: none"> ■ Balance a bean-bag on head. Stand, sit, or turn around without letting it fall off. ■ Balancing a bean-bag on different body parts. ■ Rocking from feet onto shoulders and back to feet. ■ Kneeling upright... bend forward, sitting back on heels and taking arms down to floor in front of you (1,2 counts), kneel upright stretching arms above head (3,4 counts), bend sideways to R taking arms overhead to R, and return to upright position (5,6 counts), Repeat to L side (7,8 counts), repeat using music.
<p>BODY MANAGEMENT</p> 	<ul style="list-style-type: none"> ■ 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). ■ Zumba 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).
<p>POSITION & DIRECTION (SPATIAL ORIENTATION & BALANCE)</p> 	<ul style="list-style-type: none"> ■ 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.
<p>EYE-HAND CO-ORDINATION</p> 	<ul style="list-style-type: none"> ■ 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.
<p>EYE-FOOT CO-ORDINATION</p> 	<ul style="list-style-type: none"> ■ 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 .

GAME/Activity



- **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-sotch.** Place shapes in a hop-sotch pattern. Let children name shapes as they hop onto them
- **Dancing your way home:** Place jumbo numbers in hop-sotch 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).**

RELAXATION ACTIVITY







- **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 co-ordination, 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.

<p>1. CROSS CRAWL</p>  <p>The Cross Crawl</p>	<ul style="list-style-type: none"> ■ 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. <p>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.</p>
<p>2. LAZY EIGHTS</p>  <p>Lazy 8s</p>	<p>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.</p> <p>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.</p> <p>You can also do it with your eyes and hands in the air.</p>
<p>3. BELLY BREATHING</p> 	<p>Start with a cleansing breath: breathing in deeply and exhaling in short puffs, as though keeping a feather afloat.</p> <p>Rest hands on abdomen. Inhale for count of 3, hold for 3 counts, exhale for count of three, then hold for count of 3.</p> <p>Lie on back with book on stomach. Breathe in and out deeply, letting stomach expand and contract.</p> <p>Activates the brain for the ability to cross the midline, for centering and grounding. It leads to heightened energy and improved attention span.</p>
<p>HOOK UPS</p>  <p>Hook Ups</p>	<p>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).</p> <p>Stay in this position while breathing in and out deeply.</p>
<p>DANCE MOVEMENTS</p>	<p>With partner, holding two scarves overhead between you. Twist taking scarves over and under, while turning around.</p>



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.

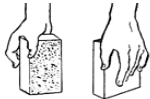
BARRIER	DEFINITION
VISUAL & AUDITORY PERCEPTION	The learner can recognise and interpret information by using the senses of sight and hearing.
VISUAL & AUDITORY SEQUENTIAL MEMORY	The learner can remember the sequence in which she/he saw or heard something – such as the order of the letters in a word, the colours in a string of beads or the events in a story.
VISUAL & AUDITORY FIGURE-GROUNDING	The learner can extract the most important sights and sounds in a body of information.
VISUAL & AUDITORY DISCRIMINATION	The learner can recognise the difference between a number of objects (visual discrimination) or a number of sounds (auditory discrimination)
VISUAL & AUDITORY MEMORY	The learner can recognise and remember things he/she has seen or heard before
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.	

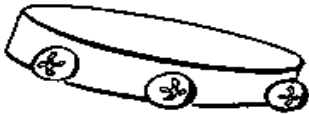
USING HOME MADE INSTRUMENTS FOR MOVEMENT


(For use in the rings, where appropriate)


WHAT INSTRUMENTS ARE NEEDED	IDEAS FOR MOVEMENT
Drums (4 beats) 	<ul style="list-style-type: none"> ■ 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. Name shape and jump 2 onto 2 into and out of shape. ■ Repeat 1 onto 2 and 1 onto 1 as directed by teacher.


WHAT INSTRUMENTS ARE NEEDED	IDEAS FOR MOVEMENT
Guitars - ($\frac{1}{4}$ notes = 4 beats) ($\frac{3}{4}$ notes = 3 beats) 	<ul style="list-style-type: none"> ■ 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


WHAT INSTRUMENTS ARE NEEDED	IDEAS FOR MOVEMENT
2 Sand blocks (4/4 beat) 	<ul style="list-style-type: none"> ■ 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).


WHAT INSTRUMENTS ARE NEEDED	IDEAS FOR MOVEMENT
Tambourines (4/4 beat) 	<ul style="list-style-type: none"> ■ 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.


WHAT INSTRUMENTS ARE NEEDED	IDEAS FOR MOVEMENT
Trumpet (4/4 beat) 	<ul style="list-style-type: none"> ■ 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


WHAT INSTRUMENTS ARE NEEDED	IDEAS FOR MOVEMENT
Hand Bells (4/4 beat) (3/4 beat) 	<ul style="list-style-type: none"> ■ 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


WHAT INSTRUMENTS ARE NEEDED	IDEAS FOR MOVEMENT
Jingle sticks (4/4 beat) 	<ul style="list-style-type: none"> ■ 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


WHAT INSTRUMENTS ARE NEEDED	IDEAS FOR MOVEMENT
Horns 	<ul style="list-style-type: none"> ■ Rebound on spot with jump on 4 ■ Bounce and catch a ball on the spot ■ Bounce and catch ball from side to side

WHAT INSTRUMENTS ARE NEEDED	IDEAS FOR MOVEMENT
Shakers (4/4 and ¾ beats) 	<ul style="list-style-type: none"> ■ 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

WHAT INSTRUMENTS ARE NEEDED	IDEAS FOR MOVEMENT
Maracas 	<ul style="list-style-type: none"> ■ 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

WHAT INSTRUMENTS ARE NEEDED	IDEAS FOR MOVEMENT
Comb Buzzer 	<ul style="list-style-type: none"> ■ 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:

WHAT INSTRUMENTS ARE NEEDED	IDEAS FOR MOVEMENT
Xylophones 	<ul style="list-style-type: none"> ■ 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. ■

WHAT INSTRUMENTS ARE NEEDED	IDEAS FOR MOVEMENT
Cymbals 	<ul style="list-style-type: none"> ■ 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

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.

Balancing Beams



5. Assessment

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.

✓	I can
●	I am almost there
X	I need help



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

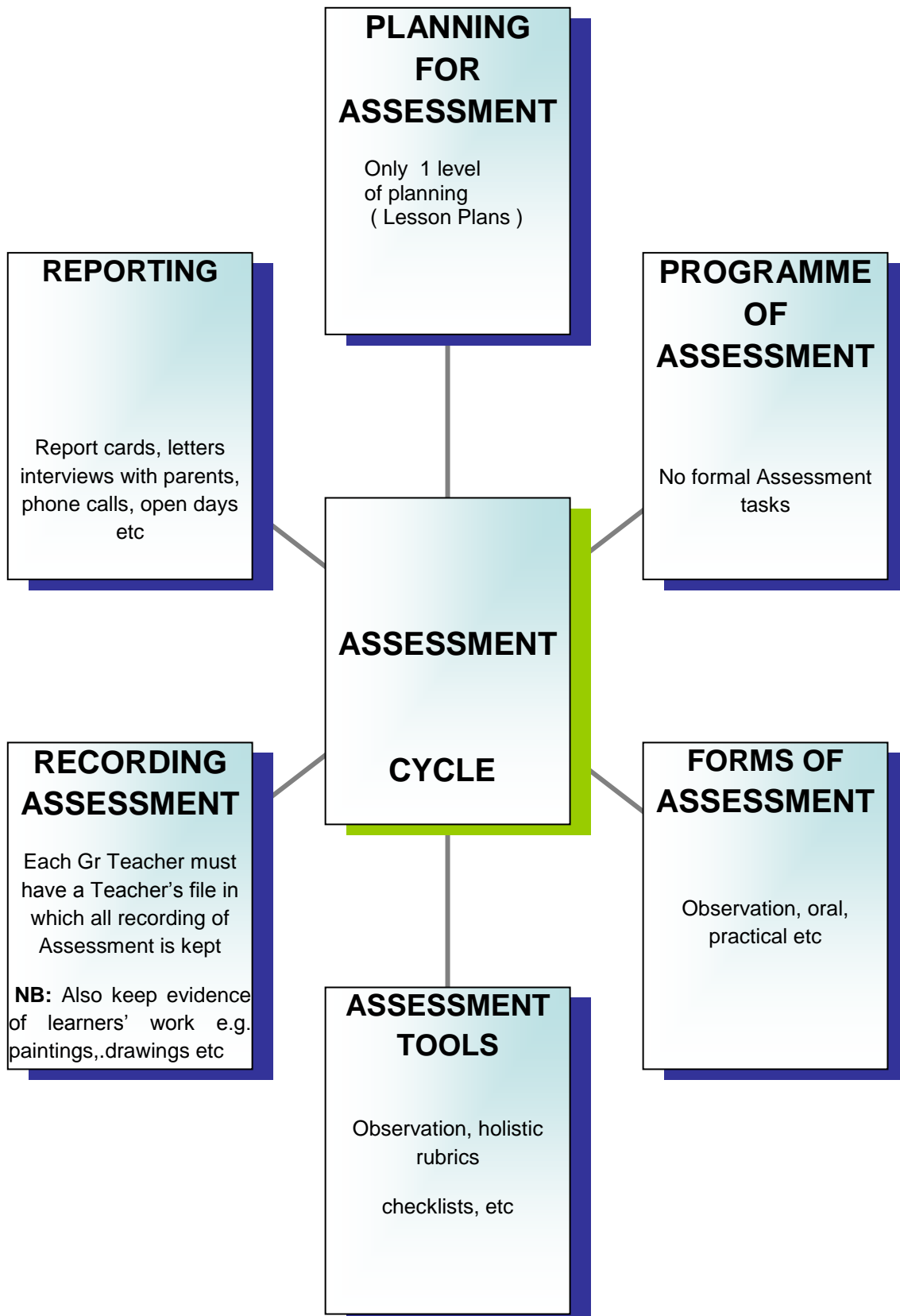
This type of activity requires learners to demonstrate their knowledge, skills and values by creating, producing or demonstrating something. The criteria for the task should be clearly spelled out to the learners before hand. Such tasks could include:

- Oral activities eg role-play
- Practical activities eg demonstrations in which learners demonstrate movement skills eg. games
- Presentations e.g. drawings, paintings, constructions etc.

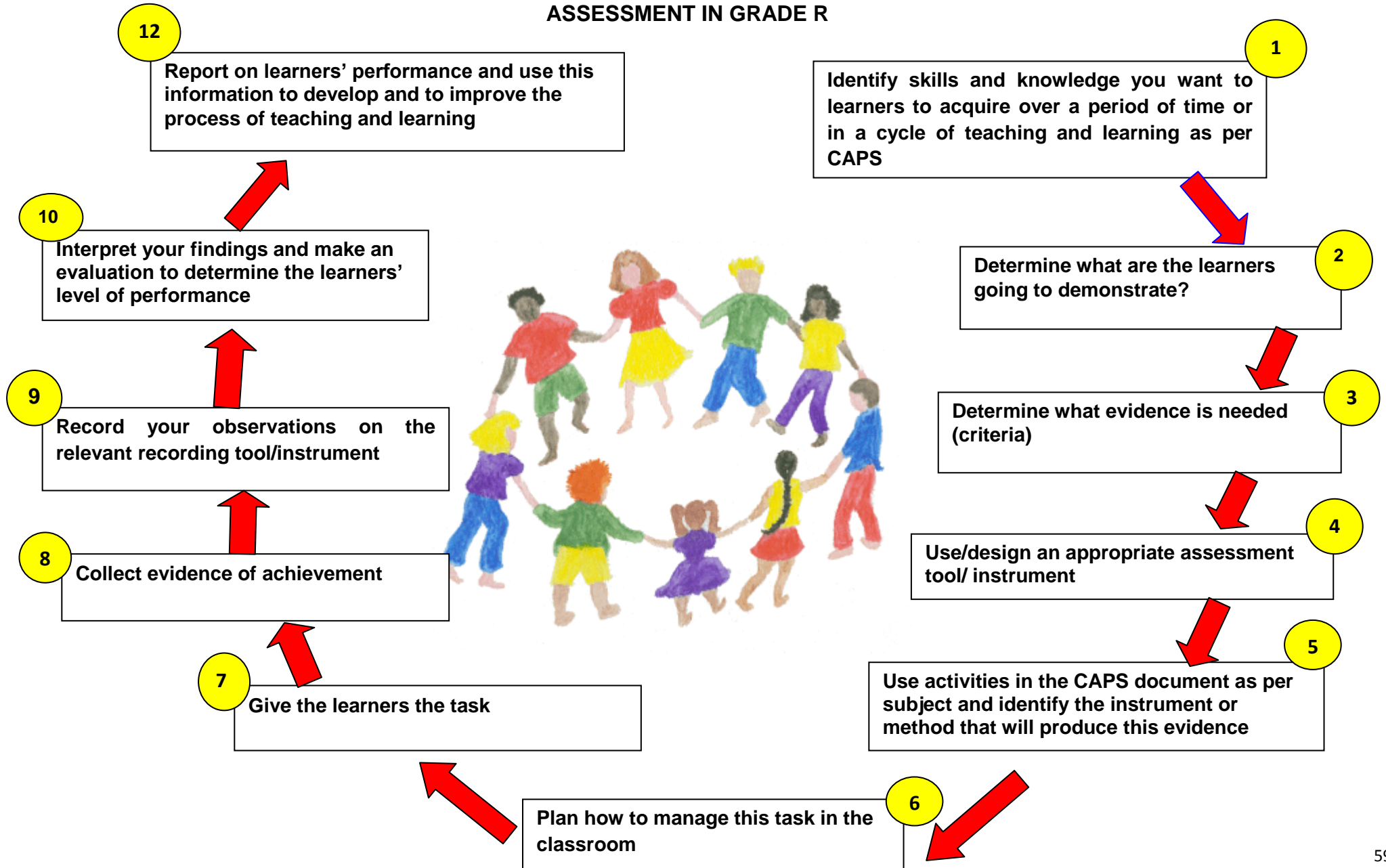
THE ASSESSMENT CYCLE

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.



ASSESSMENT IN GRADE R



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

FOUNDATION PHASE	END OF YEAR EXAMINATION
100%	NIL



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

Subject	Rating Scale
Home Language	4
Mathematics	3

RECORDING AND REPORTING

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

Table 1: Codes and descriptions for recording and reporting in Grades R - 3 RATING CODE	ACHIEVEMENT DESCRIPTION	Suggestion :
		In Grade R we can use the following : I have made
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!

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]

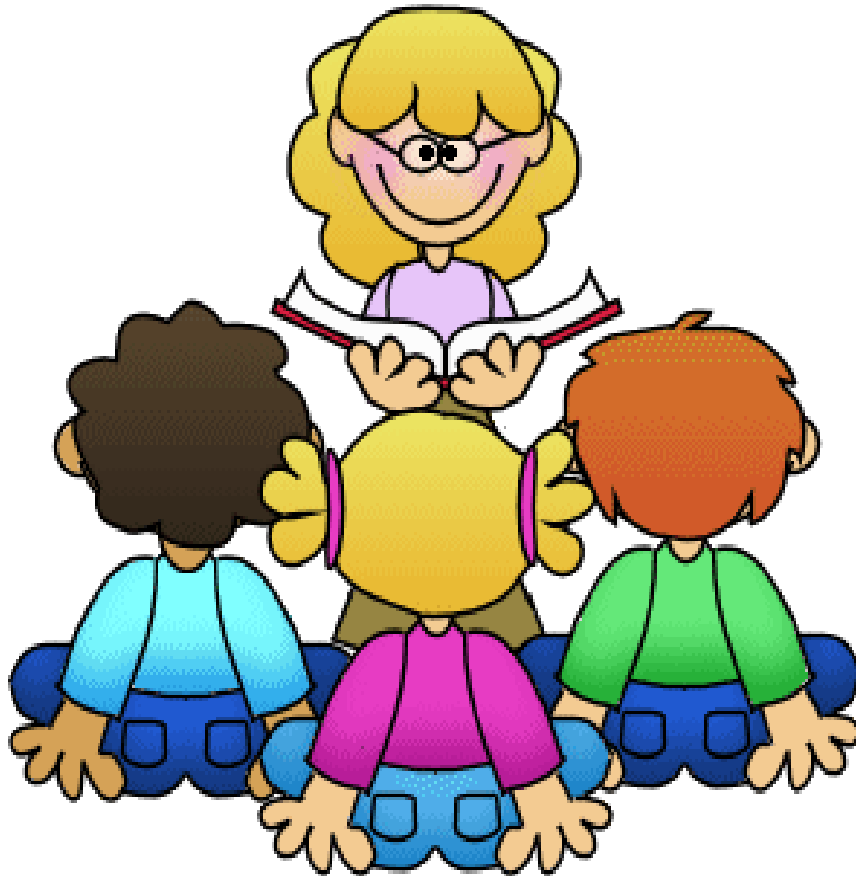
Schools must send a written report on the learners' progress to parents at the end of every term. The report must include the learner's progress in **ALL** subjects. Other forms of reporting should also take place (parent-teacher meetings on learner progress, open days).

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

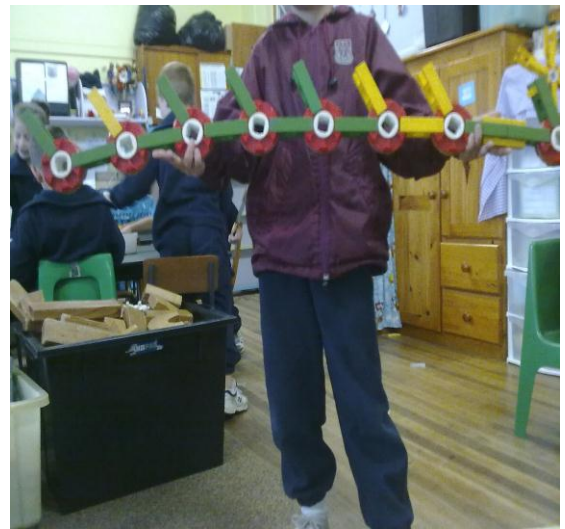
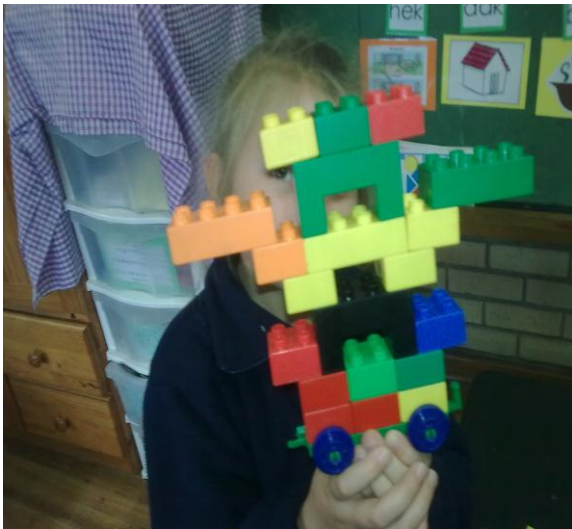
Performance based activities can be used for assessment. These types of activities require learners to demonstrate knowledge, skills and values by creating, producing or demonstrating something. Such tasks could include:



- 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 SheetTerm 1 Assessment

Number operations and Relationships

<table border="1"> <tr> <td>✓</td> <td>I can</td> </tr> <tr> <td>●</td> <td>I am almost there</td> </tr> <tr> <td>X</td> <td>I need help</td> </tr> </table>		✓	I can	●	I am almost there	X	I need help	Counting Up to five Songs, rhymes	Number Recognition Age, ordinal numbers in lines	Number Sense One to one correspondence	Identifies the number 1 in all forms	Problem Solving Using words and drawings
✓	I can											
●	I am almost there											
X	I need help											
DATE:												
Names of learners												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												

Maths Observation SheetTerm 1 Assessment

Patterns and functions

	✓	I can	Copies patterns	Extends patterns	Create own patterns	Identifies patterns in the environment
	●	I am almost there				
	X	I need help				
DATE:						
Names of Learners						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						

Maths ChecklistTerm 1 Assessment

Space and Shape: Geometry

		Recognises and identifies own name and symbol	Builds 6 pieces puzzle	Distinguishes foreground and background	Recognises and names 3D-shapes balls/boxes	Recognises and names Geometric shapes	Sorts objects *Size *Colour *shape *bigger/ smaller *roll /slide	3-D
✓	<i>I can</i>							
●	<i>I am almost there</i>							
X	<i>I need help</i>							
DATE:								
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 border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="text-align: center;">✓</td> <td><i>I can</i></td> </tr> <tr> <td style="text-align: center;">●</td> <td><i>I am almost there</i></td> </tr> <tr> <td style="text-align: center;">X</td> <td><i>I need help</i></td> </tr> </table>		✓	<i>I can</i>	●	<i>I am almost there</i>	X	<i>I need help</i>	Recognises line of symmetry in self	Knows position in space	Understands directionality *Forwards /backwards/ front/back	
✓	<i>I can</i>										
●	<i>I am almost there</i>										
X	<i>I need help</i>										
DATE:											
Names of Learners:											
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											

Maths ChecklistTerm 1 Assessment

Measurement and Data handling

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">✓</td> <td style="text-align: center;"><i>I can</i></td> </tr> <tr> <td style="text-align: center;">●</td> <td style="text-align: center;"><i>I am almost there</i></td> </tr> <tr> <td style="text-align: center;">X</td> <td style="text-align: center;"><i>I need help</i></td> </tr> </table>		✓	<i>I can</i>	●	<i>I am almost there</i>	X	<i>I need help</i>	Uses vocabulary to describe time of day	Orders events in own day	Aware of *days of week *seasons *weather	Knows own birth date	Distinguishes length *Height chart *tallest/shortist	Data handling *analysing objects according to attributes
✓	<i>I can</i>												
●	<i>I am almost there</i>												
X	<i>I need help</i>												
DATE:													
Names of Learners:													
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													

Provisions for Learners who experience Barriers to Learning

Name of Learner :		
Term	Barrier	Intervention and date of intervention
1		
2		
3		
4		

.....Primary School
Grade R checklist & Rubric

Life Skills 1st term 2012

		Date:
		Date:
		Date:
Boys		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
Girls		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

BEGINNING KNOWLEDGE & PERSONAL & SOCIAL WELL BEING

- Contributes towards theme discussions
- Participates & functions effectively with others in a group
- Able to work with focus and concentrate on activities
- Positive self image & confidence
- Can behave with responsibility & self discipline
- Organises & manages self
- Controls own emotions

CREATIVE ARTS

- Manipulates art tools & equipment
- Body awareness
- Manipulates scissors & cuts with confidence

PERFORMING ARTS

MUSIC	DRAMA	DANCE
Keeping a steady beat or rhythm		
Sings with confidence		
Improvises stories based on fantasytown life experiences		
Expresses moods & ideas through movement and song		
Performs sequence correctly & with rhythm		
Ability to work equally with both sides		

PHYSICAL EDUCATION

- Walk & run in different directions without bumping
- Throwing & catching beanbags
- Balancer: walking on low balance beams
- Jump, crawl, climb over & under obstacles
- Activities using laterality

Holistic Mark

✓	I can
	I am almost there
X	I need help

NAME OF LEARNER:		EXEMPLAR GR R MATHEMATICS TERM 1 2012	✓ I can ● I am almost there X I need help	
Numbers, Operations and Relationships	Counting	Estimate and rote count up to 5 (number songs & rhymes to develop number concept)		
	Number recognition	Recognise numbers in familiar context e.g. age, register Understand ordinal numbers (e.g. during toilet routine)		
	Number sense	Understand one-to-one correspondence (helpers' chart during refreshment time)		
	Identify and describe whole numbers	Identify number pictures and dot cards involving number one Know the number symbol 1 Recognise the number name one		
	Solving problems	Use concrete apparatus Explain own thinking in words and through drawings or concrete objects		
Patterns and Functions	Copy, extend and create own patterns	Identify patterns in the environment Copy, extend and create own patterns		
Space and Shape (Geometry)	Recognise, identify and name 3D objects	Recognise, identify and name balls Recognise, identify and name boxes		
	Recognise, identify and name 2D shapes/pictures	Recognise, identify and name his/her own symbol, his/her peers' symbol and the class name Build at least a 6 piece puzzle Show the ability to distinguish between objects in the foreground and background		
	Geometric shapes	Identify and recognise the circle Identify and recognise the triangle Identify and recognise the square		
	Describe, sort and compare 3D objects according to:	Compare which of two given collections of objects are bigger, smaller, biggest, smallest Sort objects in: Size big and small, Colour – primary colours (red, yellow, blue) Shape – circle, triangle and square Objects that roll Objects that slide		
	Recognise line of symmetry	Recognise line of symmetry in self		
	Spatial Relations	Know in front of/behind		
	The position of two or more objects in relation to the learner	Know on top of, on, under, below Know in, out Know up, down		
	Directionality	Understand the concepts : backwards, forwards, front and back		
	Measurement	Time	Use words like day, night, light and dark, morning, afternoon tonight to describe Order recurring events in own daily life (daily programme) Show an awareness of days of the week, seasons and weather Know own birth date	
		Length	Distinguish between tall, taller, tallest, short, shorter, shortest (height chart)	
Data Handling	Collect, sort, draw, read and represent data	Collect, sort, draw, read and represent (analyse) objects according to one attribute		

36

FINAL RATING : ✓ I can 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						
1 Not achieved No progress, needs immediate attention	2 Elementary achievement Very little progress	3 Moderate achievement Little progress	4 Adequate achievement Satisfactory progress	5 Substantial achievement Good progress	6 Meritorious achievement Very good progress	7 Outstanding achievement Exceptional progress

EXEMPLAR HOME LANGUAGE RUBRIC

GRADE R TERM 1		
Template for Holistic Rubric for Language		
Is the learner able to:	<input checked="" type="checkbox"/> I can <input type="checkbox"/> I am almost there <input type="checkbox"/> I need help	Comments
Listening/Speaking		
1. Listen attentively to simple questions & announcements		
2. Sings and recites simple songs and rhymes		
3. Listen 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 5 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		

18


FINAL RATING : <input checked="" type="checkbox"/> I CAN 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						
1	2	3	4	5	6	7
Not achieved No progress, needs immediate attention	Elementary achievement Very little progress	Moderate achievement Little progress	Adequate achievement Satisfactory progress	Substantial achievement Good progress	Meritorious achievement Very good progress	Outstanding achievement Exceptional progress

EXEMPLAR HOLISTIC RUBRIC FOR LIFE SKILLS

	Criteria CHOOSE THE FOLLOWING FROM THE CAPS DOCUMENT ON WHICH YOU WOULD LIKE TO REPORT TO THE PARENTS	<input type="checkbox"/> I can <input type="radio"/> I am almost there <input type="checkbox"/> I need help	Comments
Beginning Knowledge and Personal and Social Well-being	Choose what aspect you want the learners to be able to know and write down the two most important ones ■		
	■		
Creative Arts : Visual Arts	■ Choose a 2D aspect you want to assess (art activity)		
	■ Choose a 3D or Visual Art aspect you want to assess (box construction)		
Performing Arts	■ Choose Music		
	■ Choose Drama		
	■ Choose Movement		
Physical Education (Choose from)	Choose from Loco Moto ■		
	Choose from CAPS Perceptual Motor ■		
	Choose from Rhythm ■		
	Choose from Co-ordination ■		
	Choose from Balance ■		
	Choose from Spatial Orientation ■		
	Choose from Laterality ■		

14

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						
1 Not achieved No progress, needs immediate attention	2 Elementary achievement Very little progress	3 Moderate achievement Little progress	4 Adequate achievement Satisfactory progress	5 Substantial achievement Good progress	6 Meritorious achievement Very good progress	7 Outstanding achievement Exceptional progress

 Province of the EASTERN CAPE Department of Education	EXEMPLAR FOUNDATION PHASE PROGRESS REPORT NAME OF SCHOOL 			Assessment Key		I have made
					7	Outstanding Achievement
				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!
Learner's Name:.....			Grade:	R	Date of Birth:...../...../.....	Note: The holistic mark is based on continuous observation as reflected on observation sheets, checklists and holistic rubrics
Term :	1	2	3	4	Class:.....	No of Days Absent:.....
						School Closes: 2012/...../.....
						School reopens: 2012/...../.....

SUBJECTS		<input checked="" type="checkbox"/> Can <input type="checkbox"/> Almost there <input type="checkbox"/> Need help				
HOME LANGUAGE						
			Holistic Mark		Comments	
1	Listening & Speaking					
2	Emergent Reading and Phonics					
3	Emergent Writing and Handwriting					
MATHEMATICS						
			Holistic Mark		Comments	
1	Numbers, Operations and Relationships					
2	Patterns and Functions					
3	Space and Shape					
4	Measurement					
5	Data Handling					
LIFE SKILLS						
			Holistic Mark		Comments	
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

Exemplar of a Recording sheet per Term for Grade R

SUBJECTS				HOME LANGUAGE			MATHEMATICS					LIFE SKILLS					
SURNAME & NAME	DATE OF BIRTH	AGE	GENDER M / F	Listening & Speaking	Emergent Reading and Phonics	Emergent Writing and Handwriting	Final Holistic Rating	Number, Operations and Relationships	Geometric & Number Patterns, Shape & Space	Measurement	Data Handling (Graphs)	Final Holistic Rating	Beginning Knowledge and Personal and Social Well Being	Creative Arts: Performing Art	Creative Art: Visual Art	Physical Education	Final Holistic Rating
1																	
2																	
3																	
4																	
5																	
6																	



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



2. Photos: Antoinette Minnaar, DCES- EMIS; Mthatha District; Cradock District; Fort Beaufort District; Port Elizabeth District; East London District; Graaff Reinet District



4. Movement Activities: Bev. Price: Clarendon Preparatory



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 Cornillière and Jean Mc Laren



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



4. Oxford Successful Grade R: Teachers Resource Book: Firmani, Ross-Thompson & Visser



5. Wikipedia: Learning Through Play; Brain Gym



6. ActivKidz: Sports for All



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