



**Revised
National Curriculum
Statement Grades R-9
(Schools)**

**Teacher's Guide
for the Development of
Learning Programmes**

Foundation Phase



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This document must be read as part of the
Revised National Curriculum Statement Grades R-9 (Schools).

The Revised National Curriculum Statement Grades R-9 (Schools) includes:

1. An Overview

2. Eight Learning Area Statements:

Languages

Mathematics

Natural Sciences

Social Sciences

Arts and Culture

Life Orientation

Economic and Management Sciences

Technology

FOREWORD

The majority of South African teachers have grappled with an education system that has been in the throes of rapid transformation sparked by the student cohort of 1976. Throughout the 1980's, education served as one of the focal areas that characterised resistance to the injustices of apartheid.

The 1990's, and the advent of change characterised by negotiations, saw the education system enter the current period where changes in education reflected systematic initiatives, research-based programmes and policy-driven, large-scale transformation. Teachers are now challenged to exert their professional judgment, curriculum expertise, teaching prowess and management skills in the interest of learners, schools, communities and the nation.

We are convinced that teachers implementing Curriculum 2005 have gained skills, experience, knowledge and techniques that have provided them with a base for engaging with the Revised National Curriculum Statement Grades R-9 (Schools). This Teacher's Guide for the Development of Learning Programmes builds on and enhances that base.

The Revised National Curriculum Statement Grades R-9 (Schools) will be implemented in schools by means of Learning Programmes. Learning Programmes are structured and systematic arrangements of activities that promote the attainment of Learning Outcomes and Assessment Standards for the phase. Learning Programmes ensure that all Learning Outcomes and Assessment Standards are effectively pursued and that each Learning Area is allocated its prescribed time and emphasis. Learning Programmes are based on relationships amongst outcomes and Assessment Standards without compromising the integrity of Learning Areas.

These Guidelines have been produced as a support mechanism to teachers. Over time, teachers will enhance their capacity to develop their own Learning Programmes. These Learning Programmes will take cognisance of the diverse learning contexts, availability of resources, different learning styles, multiple intelligences of learners and the barriers learners may experience.

These Guidelines are geared to assist teachers in accommodating Learning Outcomes and Assessment Standards that are prescribed, yet create space and possibilities for the use of judgments and insights based on particular contexts and a diverse learner population. As insights that are informed by practice, research and refinement, emerge from these Guidelines, it is anticipated that over a period of time teachers will develop as curriculum leaders. The majority of teachers within the apartheid education system were not encouraged to be creative, imaginative and lead curriculum development and design. They were controlled followers and were forced to practise through prescription. As a consequence, many teachers were not participants in the exciting process of curriculum development.

The development of these Guidelines was rooted within the framework of the Revised National Curriculum Statement Grades R-9 (Schools). Therefore, it is expected that these Guidelines should be read within a sound understanding of the Revised National Curriculum Statement Grades R-9 (Schools).

Teachers, schools management teams, departmental officials, teacher unions, non-governmental organisations, community-based organisations and service providers are invited to use these Guidelines not as a doctrine but as an enabling mechanism that will contribute to the delivery of quality, life-long learning.



T.D. Mseleku
Director-General: Education

CONTENTS

SECTION 1: GUIDELINES FOR THE DEVELOPMENT OF LEARNING PROGRAMMES	1
1.1 INTRODUCTION	1
1.2 PURPOSE OF THE TEACHER'S GUIDE FOR THE DEVELOPMENT OF LEARNING PROGRAMMES	1
1.3 DEFINITIONS	2
1.3.1 Learning Programme	2
1.3.2 Work Schedule	2
1.3.3 Lesson Plan	2
1.4 THE PURPOSE OF A LEARNING PROGRAMME, WORK SCHEDULE AND LESSON PLAN	3
1.4.1 From the RNCS to the Learning Programme	3
1.4.2 From the Learning Programme to the Work Schedule	3
1.4.3 From the Work Schedule to the Lesson Plan	4
1.5 ISSUES TO BE CONSIDERED WHEN DEVELOPING LEARNING PROGRAMMES, WORK SCHEDULES AND LESSON PLANS	5
1.5.1 Philosophy and Policy	5
1.5.2 Principles Underpinning the Curriculum	5
1.5.3 Time Allocation and Weighting	6
1.5.4 Integration	6
1.5.5 Resources	7
1.5.6 Inclusivity and Barriers to Learning	7
1.5.7 Differences between Learning Areas and Learning Area Statements	7
1.5.8 Clustering of Assessment Standards	9
1.6 DEVELOPMENT PROCESS	10
1.6.1 Developing a Learning Programme	10
1.6.2 Developing a Work Schedule	11
1.6.3 Developing a Lesson Plan	12
1.7 ASSESSMENT	15
1.7.1 Nature of Assessment	15
1.7.2 Planning for Assessment	16
1.7.3 Assessment Strategies	17

SECTION 2: LEARNING PROGRAMMES IN THE FOUNDATION PHASE	19
2.1 THE FOUNDATION PHASE LEARNER	19
2.2 LANGUAGE IN THE FOUNDATION PHASE	20
2.2.1 Policies on Languages and Language Learning	20
2.2.2 Examples of Possible Scenarios that can Prevail in the Foundation Phase	22
2.3 LEARNING PROGRAMMES IN THE FOUNDATION PHASE	27
2.4 RELATIONSHIP BETWEEN THE FOUNDATION PHASE LEARNING PROGRAMMES	28
2.5 TIME ALLOCATION IN THE FOUNDATION PHASE	31
2.6 ASSESSMENT IN THE FOUNDATION PHASE	32
2.7 OVERCOMING BARRIERS TO LEARNING	34
2.7.1 Physical Disabilities	34
2.7.2 Conceptual Barriers	36
2.7.3 A 'Print Poor' Environment	36
2.8 LEARNING AND TEACHING SUPPORT MATERIALS (LTSMs) IN THE FOUNDATION PHASE	37

SECTION 3: LITERACY LEARNING PROGRAMMES FOR THE FOUNDATION PHASE	41
3.1 INTRODUCTION	41
3.2 THE RELATIONSHIP BETWEEN OUTCOMES	42
3.2.1 Literacy and the Critical and Developmental Outcomes	42
3.2.2 Learning Outcomes for the Literacy Learning Programme	42
3.3 WEIGHTING OF LEARNING OUTCOMES	48
3.4 LEARNING AND TEACHING LITERACY	49
3.4.1 Developing Positive Attitudes towards Language Learning within the Literacy Learning Programme	49
3.4.2 Selection of Texts	49
3.4.3 Communicative Approach to Language Teaching	49
3.4.4 How Young Learners learn Language and Literacy	50
3.4.5 Spoken and Written Language	50

3.5	DESIGNING A LITERACY LEARNING PROGRAMME, A WORK SCHEDULE AND LESSON PLANS	51
3.5.1	Aspects to Consider	51
3.5.2	Illustration of an Extract from a Literacy Learning Programme	52
3.6	DESIGNING A LITERACY WORK SCHEDULE	53
3.6.1	Aspects to Consider	53
3.6.2	Illustration of an Extract from a Literacy Work Schedule	54
3.7	DESIGNING LITERACY LESSON PLANS	54
3.7.1	Aspects to Consider	54
3.7.2	Illustration of an Extract from Literacy Lesson Plans	55

SECTION 4: NUMERACY LEARNING PROGRAMMES FOR THE FOUNDATION PHASE	57
---	-----------

4.1	INTRODUCTION	57
4.2	THE RELATIONSHIP BETWEEN OUTCOMES	58
4.2.1	Numeracy and the Critical and Developmental Outcomes	58
4.2.2	Learning Outcomes of the Numeracy Learning Programme	58
4.3	WEIGHTING OF LEARNING OUTCOMES	63
4.4	LEARNING AND TEACHING NUMERACY	63
4.4.1	Cross-cutting Skills	65
4.5	DESIGNING A NUMERACY LEARNING PROGRAMME, A WORK SCHEDULE AND LESSON PLANS	68
4.5.1	Aspects to Consider	68
4.5.2	Illustration of an Extract from a Numeracy Learning Programme	70
4.6	DESIGNING A NUMERACY WORK SCHEDULE	70
4.6.1	Aspects to Consider	70
4.6.2	Illustrations of an Extract from a Numeracy Work Schedule	70
4.7	DESIGNING NUMERACY LESSON PLANS	71
4.7.1	Aspects to Consider	71
4.7.2	Illustration of an Extract from Numeracy Lesson Plans	71

SECTION 5: LIFE SKILLS LEARNING PROGRAMMES FOR THE FOUNDATION PHASE	73
--	-----------

5.1	INTRODUCTION	73
------------	---------------------	-----------

5.2	THE RELATIONSHIP BETWEEN OUTCOMES	74
5.2.1	Life Skills and the Critical and Developmental Outcomes	74
5.2.2	Learning Outcomes of the Life Skills Learning Programme	75
5.3	WEIGHTING OF LEARNING OUTCOMES	78
5.4	LEARNING AND TEACHING OF LIFE SKILLS	78
5.4.1	Principles that Inform Life Skills Learning and Teaching	79
5.5	DESIGNING A LIFE SKILLS LEARNING PROGRAMME, A WORK SCHEDULE AND LESSON PLANS	81
5.5.1	Aspects to Consider	81
5.5.2	Illustration of an Extract from a Life Skills Learning Programme	82
5.6	DESIGNING A LIFE SKILLS WORK SCHEDULE	83
5.6.1	Aspects to Consider	83
5.6.2	Illustration of an Extract from a Life Skills Work Schedule	83
5.7	DESIGNING LIFE SKILLS LESSON PLANS	83
5.7.1	Aspects to Consider	83
5.7.2	Illustration of an Extract from Life Skills Lesson Plans	84

ANNEXURES	85
------------------	-----------

ANNEXURE A	86
Numeracy Learning Programme for the Foundation Phase	
ANNEXURE B	88
Numeracy Work Schedule (Grade 2)	
ANNEXURE C	89
Numeracy Lesson Plan for the Foundation Phase (Grade 2)	

SECTION 1

GUIDELINES FOR THE DEVELOPMENT OF LEARNING PROGRAMMES

1.1 INTRODUCTION

Curriculum and teacher development theories and practices in recent times have focused on the role of teachers and specialists in the development and implementation of effective teaching, learning and assessment practices and materials. In the Revised National Curriculum Statement Grades R-9 (Schools) (RNCS), mention was made of policy guidelines for Learning Programmes (RNCS, Overview, p.16). It has been agreed that these will now be called Teacher's Guide for the Development of Learning Programmes. As stated in the RNCS, the curriculum is to be implemented in schools by means of Learning Programmes. Teachers are encouraged to develop and implement their own Learning Programmes, and this should happen within the policy framework provided in the RNCS. This Teacher's Guide for the Development of Learning Programmes (hereafter called 'these Guidelines') have been developed to support teachers to do so.

Although this document is primarily written for **teachers** who have to develop their own Learning Programmes, cognisance is taken of the fact that other Learning Programme developers will also use these Guidelines.

1.2 PURPOSE OF THE TEACHER'S GUIDE FOR THE DEVELOPMENT OF LEARNING PROGRAMMES

These policy Guidelines have been developed at national level (with provincial participation) to assure that teaching, learning and assessment practices are developed effectively so that learners can achieve the Learning Outcomes as set out in the RNCS.

The purposes of these Guidelines are to guide teachers in the development of a Learning programme by:

- providing Guidelines to teachers on *how to* develop a Learning Programme;
- providing the ***essential features and underlying principles*** of a Learning Programme;
- promoting and encouraging adherence to the RNCS and support for its implementation; and
- providing a framework for teacher development and training.

These Guidelines are intended to be implemented in conjunction with other policies that promote and support education transformation so that the Critical and Developmental Outcomes, which underpin teaching and learning across the South African school curriculum, are attained. For example, the *White Paper 6: Special Needs Education – Building an Inclusive Education and Training System* needs to be read to provide background information on issues related to barriers to learning, as these have crucial impact on what happens in the classroom. The *Assessment Guidelines for Inclusive Education* document stresses the need for alternative teaching and assessment strategies, and provides recommendations on how to overcome barriers to learning. Addressing barriers to learning is an important responsibility of teachers when developing Learning Programmes.

These Guidelines also need to be read together with the RNCS. The RNCS contains Learning Area Statements for each Learning Area that spell out the Learning Outcomes (LOs) and Assessment Standards (AS) per grade and the Overview.

1.3 DEFINITIONS

The RNCS indicates that LEARNING PROGRAMMES should be organised as follows:

- Planning for the whole phase. This is called a **Learning Programme**.
- Planning for a year and grade within a phase. This is called a **Work Schedule**.
- Planning for groups of linked activities or single activities. These are called **Lesson Plans**.

1.3.1 Learning Programme

A **Learning Programme** is a *phase-long plan* that provides a framework for planning, organising and managing classroom practice for each phase. It specifies the scope for teaching, learning and assessment for the phase and is a “structured and systematic arrangement of activities that promote the attainment of Learning Outcomes and Assessment Standards for the Phase” (RNCS Overview, 2002). A Learning Programme is a tool for ensuring that the Learning Outcomes for each Learning Area are effectively and comprehensively attended to in a sequential and balanced way across the phase.

The Learning Programme thus interprets and sequences the Learning Outcomes and Assessment Standards as spelt out in the RNCS into planned teaching, learning and assessment activities for a phase. It spells out what core knowledge and concepts will be used in attaining the Learning Outcomes for the phase. It plans for how different contexts and local realities, like the needs of the community, school and learners, will be considered.

The Learning Programme also considers how integration within and across Learning Areas will happen, as well as what resources are available and needed to deliver teaching and learning activities.

A Learning Programme will in turn, be translated into yearlong, grade specific *Work Schedules* and shorter activity-long *Lesson Plans*.

1.3.2 Work Schedule

A **Work Schedule** is a *yearlong programme* that shows how teaching, learning and assessment will be sequenced and paced in a *particular grade*. It is a delivery tool, a means of working towards the achievement of the Learning Outcomes specified in the Learning Programme, and incorporates the Assessment Standards that will be achieved in that grade.

1.3.3 Lesson Plan

A **Lesson Plan** is the next level of planning and is drawn directly from the Work Schedule. It describes concretely and in detail teaching, learning and assessment activities that are “to be implemented in any given period[of time]” (RNCS Overview, 2002). A Lesson Plan could range

in duration from a single activity to a term's teaching, learning and assessment and, in terms of actual time, may last from a day to a week or a month. It includes *HOW* (i.e. teaching style, approach and methodology) teaching, learning and assessment activities are to be managed in the classroom.

1.4 THE PURPOSE OF A LEARNING PROGRAMME, WORK SCHEDULE AND LESSON PLAN

Learning Programmes, Work Schedules and Lesson Plans represent different stages of planning. While the team of teachers that teach in a phase develops a Learning Programme, the teachers of a particular grade within a phase develop a Work Schedule from the Learning Programme. The class/Learning Area teacher, in turn, develops the Lesson Plans for his/her class. At each level of planning more detail is added to that of the previous level as is described below. Quite apart from the detail shown at each stage, the whole process is informed (at each level) by the same and very important factors described in 1.5.

1.4.1 From the RNCS to the Learning Programme

A Learning Programme translates the RNCS into phase-long plans that detail (at a minimum):

- The sequencing of Learning Outcomes and Assessment Standards across the phase to ensure a coherent teaching, learning and assessment programme;
- The core knowledge and concepts or knowledge foci selected to be used to attain the Learning Outcomes;
- The context that ensures that teaching and learning is appropriate to the needs that exist in the community, school and classroom; and
- The time allocation and weighting given to the different Learning Outcomes and Assessment standards in the phase.

When developing the Learning Programme teachers also need to *consider*:

- how integration within and across the Learning Areas will happen;
- the resources needed and those to be used when determining the teaching, learning and assessment activities; and
- any special or national events likely to be included in the school calendar.

These considerations are taken to more depth and given much more detail when planning the Work Schedule and Lesson Plans.

A team planning approach will promote coherence, integration and cohesion in the Learning Programme for the phase. Such an approach also provides for a framework for the development and effective use of Learning and Teaching Support Materials.

1.4.2 From the Learning Programme to the Work Schedule

A Work Schedule provides the teachers in a grade with a yearlong programme based on the Learning Programme. It develops on the sequencing, context, and core knowledge and concepts choices made at Learning Programme level. The teachers responsible for the Learning Programme for a particular grade within a phase will produce the Work Schedule for their grade

group by drawing on the Learning Programme for that phase.

In addition to the detail already provided in the Learning Programme, teachers will in developing the Work Schedule, plan:

- The assessment programme for the year. They will need to ensure a spread of different assessment forms across the year in keeping with the assessment guidelines for each Learning Area;
- The use of resources needed; and
- Integration within and across Learning Areas.

1.4.3 From the Work Schedule to the Lesson Plan

The Lesson Plan provides detailed structure for teaching, learning and assessment activities. It could range from a single lesson to a few months of activities. It provides the day-to-day details for teaching, learning and assessment. It also enables, for example, events of major importance internationally, nationally or locally, to be incorporated in the curriculum in a structured, yet flexible way. The World Summit on Sustainable Development held in Johannesburg in 2002, national commemoration and holidays, and other examples are opportunities around which a Lesson Plan could be built. The Lesson Plans are designed to ensure opportunities for learners to achieve the Learning Outcomes and Assessment Standards of that Learning Area.

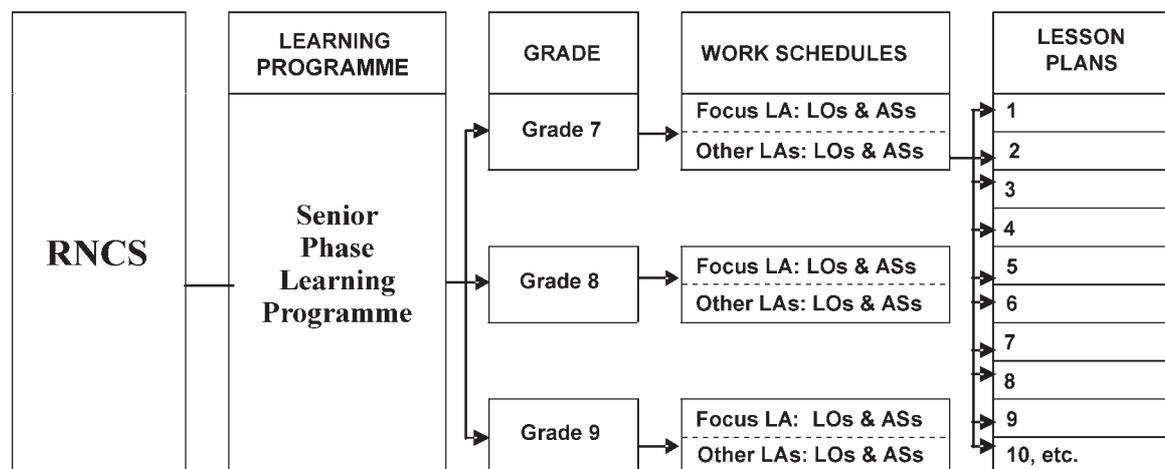
The following elements should be contained in the Lesson Plan:

- Those elements already determined in the Learning Programme and Work Schedule, namely:
 - ▶ The Learning Outcomes and Assessment Standards,
 - ▶ The context and/or core knowledge and concepts selections for the lesson,
 - ▶ The assessment tasks to be used in the lesson,
 - ▶ The resources needed for the lessons, and
 - ▶ Integration opportunities;
- The actual dates over which the Lesson Plan will stretch;
- Conceptual links to previous and future Lesson Plans;
- Details and sequencing of the teaching, learning and assessment activities that will make up the Lesson Plan;
- Any particular teaching approach and method to be used; and
- Special and important notes regarding the needs of the learners in the class for whom the teacher is preparing the Lesson Plan.

Individual teachers will prepare their own Lesson Plans to support teaching, learning and assessment in their particular classrooms.

The figure below indicates the relationship among the three different stages of planning.

Figure 1: Relationship among the three different stages of planning.



NOTE: In the above diagram Lesson Plans are only indicated for Grade 7, but would also appear alongside Grades 8 and 9 in the final column when the Learning Programme has been planned in its entirety.

1.5 ISSUES TO BE CONSIDERED WHEN DEVELOPING LEARNING PROGRAMMES, WORK SCHEDULES AND LESSON PLANS

The aim of a Learning Programme is to design and sequence teaching, learning and assessment activities that will result in meaningful and relevant learning. Teachers need to find ways of making the planning process a manageable one, so that the process of planning is facilitative rather than being a tedious task. For example, there is not much point in rewriting Learning Outcomes and Assessment Standards each time an activity is developed. Numbering the Assessment Standards and then referring to the numbered Assessment Standards may be easier.

To achieve the aim of Learning Programmes, Work Schedules and Lesson Plans, the following aspects have to be considered during planning:

1.5.1 Philosophy and Policy

- The RNCS is an embodiment of the nation's social values, and its expectations of roles, rights and responsibilities of the democratic South African citizen as expressed in the Constitution. Full discussion on this section is not included here as it is required that teachers read the RNCS for the discussion and detail on the philosophy and policy underpinning the RNCS.
- Outcomes-based education (OBE) philosophy and practice with the Critical and Developmental Outcomes is the underlying educational philosophy.
- Other national and local policies also impact on effective delivery.

1.5.2 Principles Underpinning the Curriculum

The RNCS is underpinned by principles that are crucial for working towards the aims of the education system. These are, amongst others:

- Social Justice
- a Healthy Environment
- Human Rights
- Inclusivity

In simple terms **social justice** refers to one's responsibility to care for others to the common good of society. Social justice serves to remind all humanity (government and civil society) that the needs of all individuals and societies should be met within the constraints imposed by the biosphere, and that all should have equal opportunity to improve their living conditions.

A **healthy environment** cannot be attained independent of people, their lifestyles and choices, their rights and social justice. Environment includes the social, political, economic and biophysical dimensions of all life and life-support systems (air, water and soil).

Human rights and their infringement are grounded in the daily experiences of people within their local environments. They are an inextricable part of our lives – so much so that we often take for granted the protection they offer us.

Inclusivity deals with a number of social justice and human rights issues, and at the same time taps into the rich diversity of our learners and communities for effective and meaningful decision-making and functioning for a healthy environment. Schools are encouraged to create cultures and practices that ensure the full participation of all learners irrespective of their cultures, race, language, economic background and ability. All learners come with their own experiences, interests, strengths and barriers to learning which need to be accommodated.

In developing Learning Programmes, educators and other curriculum developers will need to pay attention to these principles and to find ways of developing teaching, learning and assessment activities and providing Learning and Teaching Support Materials that offer learners opportunities to explore these principles.

1.5.3. Time Allocation and Weighting

- The RNCS overview document details the time allocated to each Learning Area in both the Intermediate and Senior phases, and to Learning Programmes in the Foundation Phase.
- These Guidelines also make recommendations with respect to how Learning Outcomes should be weighted with respect to each other.

To be able to develop Learning Programmes, teachers need to be aware of these allocations and weightings, as well as how these translate into hours and periods in the school(s) for which they are developing the Learning Programme.

1.5.4 Integration

Integrated learning is central to outcomes-based education. The historically fragmented nature of knowledge can be overcome if attention is paid to relevant integration both within Learning Areas, and across Learning Areas.

Teachers need to have a clear understanding of the role of integration within their Learning Programmes. The key, however, is the balance to be struck between integration and conceptual progression. That is, integration must support conceptual development rather than being introduced for its own sake. Teachers must therefore be aware of and look for opportunities for integration both within and across Learning Areas.

1.5.5 Resources

Different Learning Areas, and in turn different Learning Programmes, will rely on different resources for their success. Teachers will have to be familiar with the resources needed and the resources available as they develop their programmes. Care should be taken not to develop Learning Programmes where lack of access to resources will discriminate against learners. Teachers must also be sensitive to the limitations of learners who experience barriers to learning and how their progress may be affected by availability of resources.

1.5.6 Inclusivity and Barriers to Learning

The RNCS assumes an inclusive approach to teaching, learning and assessment. Learning Programmes need to address any barriers that learners for whom the programme is being developed may experience. Teachers need to be aware of the social, emotional, physical and other needs of the learners as they develop their Learning Programmes. For ensuring that matters of Inclusivity are addressed, teachers need to consider any particular barriers to learning and/or assessment that exist in different Learning Areas and make provision for these when developing Learning Programmes.

1.5.7 Differences between Learning Areas and Learning Area Statements

While each of the Learning Area Statements has been developed according to the same framework and philosophy, careful examination will show that subtle differences exist between them. These differences are a natural consequence of the peculiarities of each of the Learning Areas. The implication of the differences between Learning Areas and Learning Area Statements for Learning Programme, Work Schedule and Lesson Plan development is that such development in each Learning Area will have to take note of these peculiarities. Furthermore, as teachers in one Learning Area look for integration opportunities with other Learning Areas, they should be aware of the peculiarities of those other Learning Areas.

Some of the most striking differences are the following:

Natural Sciences has a separate chapter (chapter 5) in the Learning Area Statement that lists “Core Knowledge and Concepts” – these provide the context in which at least 70% of teaching, learning and assessment should take place, the other 30% can come from local contexts. The Core Knowledge and Concepts are presented by phase and organised into four main content areas or knowledge strands:

- *Life and Living*
 - ▶ Living Processes and Healthy Living
 - ▶ Interactions in Environments
 - ▶ Biodiversity, Change and Continuity
- *Energy and Change*
 - ▶ Energy Transfers and Systems
 - ▶ Energy and Development in South Africa

- *Planet Earth and Beyond*
 - ▶ Our Place in Space
 - ▶ Atmosphere and Weather
 - ▶ The Changing Earth
- *Matter and Materials*
 - ▶ Properties and Uses of Materials
 - ▶ Structures, Reactions and Changes of Materials

Technology does not have a separate chapter listing knowledge focus or contexts, but Learning Outcome 2 (Technological Knowledge and Understanding) identifies three core knowledge areas for the Learning Area and organises the Assessment Standards for the Learning Outcome accordingly:

- *Structures*
- *Processing*
- *Systems and Control*

It should also be noted that **Natural Sciences** and **Technology** have the same Learning Outcome 3 (Technology: Technology, Society and the Environment, and Natural Sciences: Science, Society and the Environment). This is a deliberate design feature of these two Learning Areas intended to facilitate integration between the Learning Areas, both short-term integration as well as the combining of the Learning Areas into one Learning Programme in the Intermediate Phase.

Social Sciences has a separate chapter (chapter 5) in the Learning Area Statement that lists the “Knowledge Focus Framework.” This is grade-by-grade specific and provides knowledge/topics for both History and Geography.

While **Arts and Culture** also does not have a separate chapter on knowledge, the Assessment Standards for each Learning Outcome are classified under the following “art forms”:

- *Dance*
- *Drama*
- *Music*
- *Visual Arts*
- *Composite*—only for some Learning Outcomes and only in some Grades

The Arts and Culture Learning Area Statement lists, furthermore, on pages 7 and 8 organising principles for each grade in each phase and for each Learning Outcome in each grade, a further organising principle for the Assessment Standards.

Languages do not have a list of knowledge contexts in the same way that some of the Learning Areas already mentioned do. However, lists of *recommended texts* are provided by grade in Chapters 2, 3 and 4 of the Learning Area Statement.

1.5.8 Clustering of Assessment Standards

Teachers, when planning assessment activities, recording learner performance and reporting on learner progress will look to the Assessment Standards for descriptions of the level at which learners should demonstrate their achievement of the various Learning Outcomes. Having selected the Learning Outcomes and when planning teaching, learning and assessment, teachers may find that certain Assessment Standards can be grouped or **clustered** together quite naturally.

In **some Learning Areas** (certainly not all), it would not be practical to teach to each and every Assessment Standard for each Learning Outcome. Firstly, the Assessment Standards in those Learning Areas do not stand alone, and secondly, there are simply too many Assessment Standards per Learning Outcome for the teacher to be able to deal with them individually. In such cases, the teacher on examining the Assessment Standards, may realise that they group quite naturally into **clusters** of Assessment Standards. These clusters can in turn be used for planning.

For example, in Mathematics in the Intermediate Phase, there are some eleven Assessment Standards for Learning Outcome 1 (Numbers, Operations and Relationships). An examination of these Assessment Standards suggests that they can quite naturally be organised into the following Assessment Standards clusters:

- Recognising, classifying and representing numbers
- Applications of numbers to problems
- Calculation types involving numbers
- Properties of numbers

The Mathematics Learning Area statement neither clusters nor suggests clustering. While the Mathematics Guideline does suggest clustering and even recommends possible clusters, it is up to the teacher to decide whether or not to cluster the Assessment Standards.

While the clustering of Assessment Standards is something that teachers may choose to do, the following should be noted when clustering Assessment Standards:

- Clustering of Assessment Standards should not occur across Learning Outcomes. Recording and reporting needs to be against Learning Outcomes and the selected Assessment Standards. Clustering Assessment Standards across Learning Outcomes would make reporting and recording impossible.
- Learning Outcomes are never clustered. While we may develop Lesson Plans with more than one Learning Outcome, we would consider this to be an example of integration and not clustering.
- When clustering Assessment Standards, it is not allowed that *new* Assessment Standards are written as a result of the clustering.
- While clustering of Assessment Standards is possible for planning the teaching, learning and assessment activities, teachers record learner performance against the individual Assessment Standards in that cluster.

Guidelines on how to deal with the Learning Outcomes and Assessment Standards of each Learning Area are provided in the Learning Area specific section of each Learning Area's Guideline.

1.6 DEVELOPMENT PROCESS

While the development process suggested in this document may appear tightly sequenced and ordered, teachers will, in practice, find themselves going back and forth between steps.

1.6.1 Developing a Learning Programme

Once teachers have taken all the philosophy, policy and other issues already described into account, the following steps are suggested as a more detailed guide for this task:

- *Select the Learning Outcomes*
The Learning Outcomes (and how they are attended to) are what drive the development process. It is important that teachers decide which Learning Outcomes are to be focused on at a particular time and how they are packaged together. The Learning Area specific section that follows will indicate how Learning Outcomes can be packaged or explored.
- *Identify Assessment Standards*
Teachers need to identify the Assessment Standards (or at least clusters of standards) for each Learning Outcome that will be targeted at a particular time within the Learning Programme. Assessment is planned to ensure that evidence is provided of how learners are performing against the Assessment Standards. When *recording* learner performance, teachers will show how each learner is meeting the Assessment Standard(s) and at what level the Learning Outcomes are being attained. Teachers will then *report* on every learner's performance and progress against the Learning Outcomes.

More detail on the assessment programme, forms of assessment, and recording and reporting processes for each Learning Area is provided in the Assessment Guidelines for the different Learning Areas.

- *Determine the teaching, learning and assessment context(s) and/or core knowledge and concepts*

Two main kinds of contexts have been identified for inclusion in Learning Programme development, and where appropriate teachers need to be explicit about these.

One level is the broad consideration of the social, economic, cultural and environmental contexts of the learners. This can also include the local needs of the learners, of the school and the surrounding community.

The other level is the Learning Area with contexts unique to the Learning Area and the specifics required by the Learning Area (see 1.5.7 above). Such contexts are reflected in the kinds of examples used, the types of projects given, the language used, the barriers being addressed, and the teaching, learning and assessment activities. Context must make specific provision for learners with disabilities.

When dealing with core knowledge and concepts, teachers must select core knowledge and concepts that address the identified Learning Outcomes and Assessment Standards. In Learning Areas where this information is not provided, teachers need to determine their own.

- *Allocate time*

Teachers need to allocate appropriate weighting and allocation of time to each Learning Outcome and its associated Assessment Standards – as per the weightings discussed in the Learning Area specific sections of the document. It is also important to check that the time allocated to the Learning Programme is consistent with the time allocations of each Learning Area within the phase.

After this process, it is recommended that teachers should stand back and examine the Learning Programmes in terms of the various features discussed in this chapter. It is also important to analyse all the Learning Programmes for a phase so that implications of one programme on another in terms of learner work load can be resolved. In this way, it is imagined that the time allocation for each programme will be modified and finalised through continued reflection and refinement.

Learners who experience barriers to learning must be accommodated through flexibility in terms of time allocated to complete activities. Additional time may be given or alternatively learners may be allowed to complete their tasks at a later stage. There must be recognition of the fact that completing only part of the task also has value. These arrangements are planned as part of the individual support for each learner who has a barrier to learning.

- *Integration and resources*

Integration and the selection and use of resources have already been discussed in detail in 1.5.4 and 1.5.5 above. Teachers will also need to consider integration and resourcing when planning a Learning Programme. While they may only show the details regarding resources and integration in the Work Schedules, they must apply their minds to these issues at the time of Learning Programme development.

1.6.2 Developing a Work Schedule

A Work Schedule must be developed for each year in the Learning Programme. A Work Schedule gives a greater level of detail for each aspect or element of the Learning Programme and adds further detail with respect to other aspects.

It should be emphasized that the process of developing a Work Schedule should not be seen as a process that occurs in a linear way, but as a holistic and integrated process. The following should be considered when developing a Work Schedule:

- *Details from the Learning Programme*

In developing the Learning Programme decisions have already been taken about the sequencing of Lesson Plans, the Learning Outcomes and Assessment Standards that will be focused on by each Lesson Plan, the selection of contexts and/or knowledge and the time allocation to the Lesson Plans. If necessary the teacher(s) developing the Work Schedule may want to amplify these details.

- *Assessment tasks*
The Department of Education has developed Assessment Guidelines for each Learning Area. Among other details, these documents spell out the forms of assessment to be completed by each learner in each grade. At the time of planning the Work Schedule, the teacher(s) should decide when to use each of the assessment forms to ensure both their most appropriate application and to spread the assessment demands on the learners evenly across the year.
- *Resources required*
In developing the Work Schedules, teachers will need to consider in detail the resources that will be required for each Lesson Plan and may need to re-sequence units according to the availability of the resources.
- *Integration*
In developing the Work Schedule, teachers will have to consider in greater detail, matters of integration. In the case of integration across Learning Areas, this may include meeting with the teachers from the other Learning Area(s) to ensure that the anticipated integration is workable in terms of their respective Work Schedules.

1.6.3 Developing a Lesson Plan

Lesson Plans are developed from the yearlong Work Schedule by individual teachers. A Lesson Plan is assumed to be a complete and coherent series of teaching, learning and assessment activities. It can consist of a single activity or several activities spread over a few days or a number of weeks.

In as much as Learning Programme and Work Schedule design is influenced by philosophy, policy and several other factors already discussed in 1.5, Lesson Plan development is further informed by the classroom realities of the teacher's class.

Realities of the classroom that have an impact on planning a Lesson Plan include:

- *Learning styles*
Since different learners have particular and preferred learning styles, every class is certain to contain groups of learners who assimilate information and develop understanding in different ways. Before a teacher is able to develop a Lesson Plan s/he must have a clear sense of the different learning styles of the learners in the class. S/he must also have a sense of those activities that are likely to succeed with particular individuals or groups and those that are unlikely to, and must plan to accommodate all learners in the class.
- *Teaching approach and methodology*
Teachers must decide how they will approach their teaching and what methods they will use. The nature of the Learning Area often determines what approach and which methods will best support the teaching, learning and assessment activities in the particular Learning Area.
- *Barriers to learning*
While it is possible to list many different types of barriers to learning in general, not all of these will apply in every class. Similarly there may be barriers to learning that are particular

to individual learners only. When developing a Lesson Plan the teachers must have a clear sense of barriers to learning that exist in the class so that they can overcome these through the way in which they structure activities and also through the activities that they select.

- *Resources available to the school and class*
Different schools have access to different types of resources, and so while a particular Lesson Plan may work well in one school, it may fail in another because of a difference in the available resources — both types and quantity — available to teachers and their classes.
- *What learners already know*
It is important to be aware of the prior learning that is both required for different Lesson Plans and the levels of this prior learning present in the class for whom the teacher is developing a Lesson Plan. Learners could demonstrate different levels of knowledge and concept development from the same learning experience. What learners already know becomes an important point of departure for planning what will happen next in an activity.

At times teachers may wish to perform some form of baseline assessment to be able to establish the level of prior learning and accordingly plan appropriate support for the learners.

- *School policies*
In the same way that national education policy will impact on Learning Programme design, so too will the policies of the school impact on both the design of the Lesson Plan and its execution.

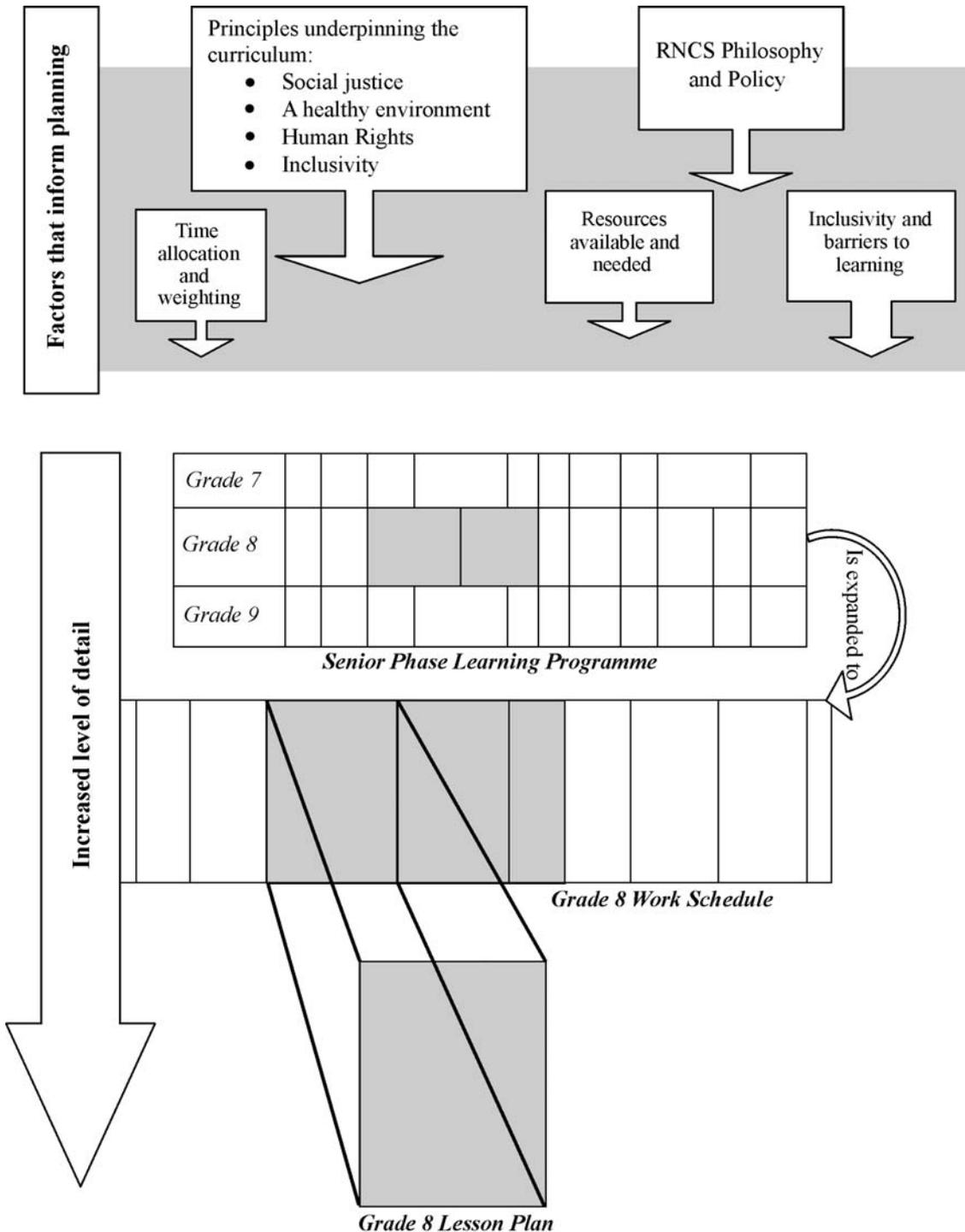
When the above issues have been considered, the teacher is finally ready to develop the Lesson Plan in detail. Within the planning, the teacher has to:

- ▶ Develop and/or source teaching, learning and assessment activities;
- ▶ Identify the role of outcomes and concepts from other Learning Areas;
- ▶ Decide on assessment strategies and select or develop instruments to be used; and
- ▶ Plan how to support learners who experience barriers to learning.

After a Lesson Plan has been developed, the execution remains. In the execution of a Lesson Plan the teacher will become aware of issues that may not have been anticipated. These will need to be incorporated and should, in turn, be considered when planning the next Lesson Plan(s). Like Learning Programme and Work Schedule development, Lesson Plan development is not a linear process, but rather one of continual modification, reflection, revision and refinement.

The figure below indicates the factors that inform the development of Learning Programmes, Work Schedules and Lesson Plans. It also shows how the levels of planning in a Learning Programme proceed from the RNCS to the Learning Programme to the Work Schedule to the Lesson Plan.

Figure 2: The planning process and factors taken into account when developing Learning Programmes.



1.7 ASSESSMENT

1.7.1 Nature of Assessment

The assessment requirements of the curriculum policy have presented strong challenges to most educators. This section is therefore provided to support the implementation of sound assessment practices.

The assessment practices that are encouraged through the RNCS for Grades R-9 (Schools) are continuous, planned and integrated processes of gathering information about the performance of learners measured against the Learning Outcomes. The level at which the learner is to be assessed is provided by the Assessment Standards which are progressive from grade to grade. A Learning Programme, Work Schedule and Lesson Plan design should ensure that assessment is an integral part of teaching, learning and assessment.

Planning assessment to include the assessment of learners who experience barriers to learning is important. It is likely that in every classroom there would be some learners who experience barriers to learning. However, these barriers will not always be the same and could be situated in the learning context, i.e. inflexible methodology, lack of resources or in the learners themselves, i.e. sensory, physical, intellectual disabilities or disease/illness. They can also arise from the social context, i.e. poverty, violence or difficult home conditions. When planning an assessment activity, the teacher should have a clear sense of the wide range of barriers that may inhibit learning and the achievement of the Learning Outcomes and how to address them. The key is to determine what exactly is being assessed, (i.e. concepts, application, skill) and to develop assessment tasks in such a way that learners have a variety of options to demonstrate their learning with respect to the Learning Outcomes and Assessment Standards as outlined in the RNCS. (For more details on alternative methods of assessment, please refer to *Curriculum 2005: Assessment Guidelines for Inclusion, May 2002*.)

Assessment should:

- enhance individual growth and development, monitor the progress of learners and facilitate learning;
- find out what a learner knows, understands and/or can do;
- make judgements based on valid and appropriate evidence – these judgements should then enable us to make well informed decisions about what a learner needs to learn next;
- give an indication of the success of the programme of learning including how appropriate resources have been;
- include a variety of techniques;
- encourage learners to go beyond simple recall of data or facts;
- close the gap between the classroom and the real world;
- include opportunities for learners to perform tasks and solve problems; and
- make provision for adaptive methods of assessment.

1.7.2 Planning for Assessment

Assessment cannot be neutral with respect to what is taught and learned. Any assessment is an expression of values on teaching, learning and assessment. We need to view assessment as a critical and integrated part of the teaching-learning process. As planning for teaching, learning and assessment activities begins with a Learning Programme, planning for assessment should also be integrated in these plans.

When planning for assessment the following documents should provide the framework for planning:

- The Assessment Policy for the General Education and Training Band, Grades R-9 and ABET (December 1998);
- The RNCS (The Overview and the Learning Area Statements);
- Assessment Guidelines for each Learning Area; and
- Assessment Guidelines for Inclusion.

The planning for assessment in the Learning Programme should give schools an indication of resources and time needed for assessment in that phase. To do this teachers need to know what knowledge, skills, attitudes and values the learners are expected to possess so that they are able to integrate the assessment programme within teaching and learning activities.

In a *Learning Programme* teachers need to:

- Mention all the **possible forms of assessment** they are likely to use in determining the achievement of the Learning Outcomes. In doing this also take the Assessment Standards into consideration;
- Mention the **resources** they are likely to need (including assistive devices);
- Take the **context and core knowledge and concepts** into consideration; and
- Indicate the **time** that will be needed.

In the *Work Schedule* planning for assessment focuses on a grade. When planning a Work Schedule considerations should be given to the following:

- Learning Outcomes give guidance by indicating **what** should be assessed;
- Assessment Standards indicate the **level** at which the Learning Outcome should be assessed;
- Indicate the **assessment strategies** or different forms of assessment teachers plan to use;
- Indicate the **resources** teachers will use; and
- Take into consideration the **diverse needs** of the learners.

In a *Lesson Plan* teachers should:

- Indicate **how** the Learning Outcomes would be assessed;
- Consider the **level** at which the Learning Outcomes would be assessed using the Assessment Standards;
- Also consider the **context**, the availability of **resources** and the **diverse needs** of learners; and
- Give a detailed description of how they plan to use the various **assessment strategy(ies)** and/or different form(s) of assessment, how these will be integrated within teaching and learning, and what will be recorded.

For each level of planning in the Learning Programme, the Work Schedule and the Lesson Plan, teachers need to describe the following clearly:

- **When** they are going to assess;
- **How** they are going to assess;
- What **resources** they are going to use; and
- How they are going to support the **diverse needs** of learners.

1.7.3 Assessment Strategies

A wide range of assessment strategies may be used to measure learner performance. Teachers can select these depending on the purpose of assessment. These will also depend on a specific Learning Area. The forms/types chosen must provide a range of opportunities for learners to demonstrate attainment of knowledge, skills, values and attitudes. The following are some of the various forms/types of assessment that could be used by the teachers to assess learner achievement:

- a) Tests
- b) Performance-based assessment
- c) Interviews
- d) Questionnaires
- e) Structured questions
- f) Assignments
- g) Case studies
- h) Practical exercises/demonstrations
- i) Projects
- j) Role-plays
- k) Simulations
- l) Aural/Oral Questions
- m) Observations
- n) Self-report assessment

These assessment strategies and the different forms of assessment for each of the Learning Areas are discussed at length in the Assessment Guidelines for each Learning Area.



SECTION 2

LEARNING PROGRAMMES IN THE FOUNDATION PHASE

The Foundation Phase is the first phase of the General Education and Training Band: (Grades R, 1, 2 and 3). It focuses on primary skills, knowledge and values and in so doing lays the foundation for further learning. There are three Learning Programmes in the Foundation Phase: Literacy, Numeracy and Life Skills.

This section provides a brief description of the learner in the Foundation Phase, language in the phase followed by a motivation for the purpose of the three Learning Programmes (LPs), a description of the relationship among the three Learning Programmes, Guidelines for time allocation, assessment and how to overcome barriers to learning, and resources in the Foundation Phase.

2.1 THE FOUNDATION PHASE LEARNER

Learners in the Foundation Phase (Grades R – 3) could, according to Notice No. 2432 of 1998, and the National Education Policy Act (Act No 27 of 1996), range between 5 and 10 years of age (they can be admitted to Grade R the year they turn 6, but Grade R is not compulsory).

- The physical, emotional and intellectual development of these learners does not necessarily progress in a fixed manner, but happens in spurts. The different developmental processes are not synchronized. For example, a child's physical development may be well in advance of his or her emotional development. Some learners are also late developers and therefore, the growth pattern of the individual learner needs to be taken cognizance of.
- In general, Foundation Phase learners come to the school with an eagerness to learn. They arrive able to understand and/or speak the language used at home. They can solve mathematical-type problems even if they are not yet able to count, for example they can match and share. They may not be able to explain their reasoning easily, but may be able to demonstrate their thinking by using counters or drawings. They bring with them their own experiences, interests, strengths and barriers. They know much less about the everyday world than adults realize, but they have more intellectual abilities than they are usually given credit for.
- Each learner has the need to be recognized and accepted, and for his/her family and culture to be acknowledged and respected. They have the need to feel safe and are easily intimidated by an unpleasant atmosphere, which will prevent them from learning effectively. For this reason they do not respond well to tests and examinations. They also feel safe when a daily routine of events is followed. They need to be given enough time to finish a task and become nervous when hurried. They cannot concentrate on a task for too long and are easily distracted. They therefore find it difficult to be passive listeners in the learning process. They need to be actively involved in the solving of problems, constructing of objects, and measuring, comparing and reasoning activities, and they need to explain their actions and thinking at their level.
- Their tasks need to fit their abilities: tasks that are too simple do not promote learning and lead to discipline problems, whereas tasks that are too difficult create a sense of helplessness and fear, and also lead to discipline problems.

- Learners in this phase are usually still egocentric, and assess and evaluate things and situations from their own subjective perspective. They cannot assess very objectively, even when given set criteria, and are very dependent on peer approval.

2.2 LANGUAGE IN THE FOUNDATION PHASE

2.2.1 Policies on Languages and Language Learning

The *Language in Education Policy* of 19 December 1997 (Vol. 18546) has been the subject of discussion and debate among a wide range of education stakeholders and role-players. It has also been the subject of formal public comment following its publication in Government Notice No. 383, Vol. 17997 on 9 May 1997.

The *Language in Education Policy* based on Section 3(4)(m) of the *National Education Policy Act* (Act 27 of 1996) states:

- *All learners shall offer at least one approved language as a subject in Grade 1 and Grade 2.*
- *From Grade 3 (Std 1) onwards, all learners shall offer their language of learning and teaching and at least one additional approved language as subjects.*

In the section of the *Language in Education Policy* labelled *Policy: Language of Learning and Teaching*, it states that the *language(s) of learning and teaching in a public school must be (an) official language (s)*.

The *Norms and Standards regarding Language Policy* published in terms of Section 6(1) of the *South African Schools Act* (1996) states under the section labeled *The rights and duties of the school* that:

Subject to any law dealing with language in education and the Constitutional rights of learners, in determining the language policy of the school, the governing body must stipulate how the school will promote multilingualism through using more than one language of learning and teaching, and/or by offering additional languages as fully-fledged subjects, and/or applying special immersion or language maintenance programmes, or through other means approved by the head of the provincial education department.

Under the heading *The rights and duties of the provincial education departments* the following is mentioned:

It is reasonably practicable to provide education in a particular language of learning and teaching if at least 40 in Grades 1 to 6 or 35 in Grades 7 to 12 learners in a particular grade request it in a particular school. The provincial department must explore ways and means of sharing scarce human resources. It must also explore ways and means of providing alternative language maintenance programmes in schools and or school districts which cannot be provided with and or offer additional languages of teaching in the home language(s) of learners.

The Literacy Learning Programme covers all 11 official languages as both Home Languages (HL) and First Additional Languages (AL) for the Foundation Phase, to make provision for the rich language diversity that exists in South Africa.

The inclusion of languages in the RNCS is governed by national policy in the form of the *Language in Education Policy* and the *Norms and Standards for Language Policy* that stipulate that all learners shall offer at least two official languages from grade 3 until the end of grade 12. An additive approach to multilingualism should be followed for all 11 official languages at Home and First Additional Language levels as described in the RNCS (p.4, 2002).

The Languages Learning Area underlies all other learning areas, as it is the medium through which all learning takes place. Thus without language no other learning can exist. It is up to the Foundation Phase teacher to ensure that language is used across the curriculum. Sufficient time and attention need to be given to the Language of Learning and Teaching across the three Learning Programmes.

Aspects of national policies that are important for the teaching of languages in the Foundation Phase are summarised as follows:

- The Languages Learning Area Statement in the RNCS (p.4, 2002) distinguishes between Home Language and First Additional Language for the Foundation Phase:
 - ▶ *The Home Language Assessment Standards assume that learners come to school able to understand and speak the language. They support the development of this competence, especially with regard to various types of literacy (reading, writing, visual and critical literacies). They provide a strong curriculum to support the language of learning and teaching.*
 - ▶ *The first Additional Language assumes that learners do not necessarily have any knowledge of the language when they arrive at school. The curriculum starts by developing learners' ability to understand and speak the language. On this foundation, it builds literacy. Learners are able to transfer the literacies they have acquired in their home language to their first additional language. The curriculum provides strong support for those learners who will use their first additional language as a language of learning and teaching (LOLT). By the end of Grade 9, these learners should be able to use their home language and first additional language effectively and with confidence for a variety of purposes, including learning.*

It is necessary to distinguish between Home and Additional Languages to ensure that the relevant Assessment Standards are achieved in each language. While it is not necessary to have a rigid division between the teaching of Home and Additional Languages in the classroom, the teacher must see to it that the learners are assessed against the Assessment Standards relevant to the respective language Home Language or Additional Language requirements.

The Department of Education's *Language in Education Policy* promotes **additive multilingualism**. This means that learners must learn an Additional Language while at the same time maintaining and developing their Home Language. Additive multilingualism makes it possible for learners to acquire complex skills such as reading and writing in their strongest language. Learners can then transfer these skills to their Additional Language. Wherever possible, learners' Home Language(s) should be used as the language for teaching, learning and

assessment. This is particularly important in the Foundation Phase where children learn the basics of how to listen, speak, read and view, write, think and reason. It is during this phase that learners practise the use of sounds, words and language, and create and interpret texts.

When learners enter a school where the Language of Learning and Teaching is not their Home Language (HL), the teachers and the school should provide support and supplementary learning in the Additional Language until such time that learners are able to learn effectively through the medium of that particular Additional Language. It is the responsibility of each individual teacher to ensure that the Language of Learning and Teaching does not become a barrier to learning in such instances.

2.2.2 Examples of Possible Scenarios that can Prevail in the Foundation Phase

In the light of the above-mentioned information, it is clear that languages play a pivotal role in teaching, learning and assessment in our country, and can thus be considered an essential component of our school curriculum. It is the responsibility of every school to make a situational analysis of the language(s) used by the learners at home and to plan the Literacy Learning Programme for the learners in the Foundation Phase within the context of the language policy of the school.

In practice, various scenarios of the combination of languages in the Foundation Phase can exist. These could include amongst others:

- All the learners in a class speak the Language of Learning and Teaching (i.e. Tshivenda) of the school at home. Therefore the Language of Learning and Teaching is the same as their Home Language (i.e. Tshivenda). These learners will continue using their Home Language (i.e. Tshivenda) as the Language of Learning and Teaching in the Intermediate Phase.
- Some learners in a class speak the Language of Learning and Teaching (i.e. English) of the school at home whereas others speak other languages (i.e. Setswana, Xitsonga, Sepedi) at home. Therefore for some learners the Language of Learning and Teaching is the same as their Home Language and for others not. For the learners that speak other languages at home (i.e. Setswana, Xitsonga, Sepedi), the Language of Learning and Teaching at school (i.e. English) is their First Additional Language. All these learners will continue using the same Language of Learning and Teaching as in the Foundation Phase (i.e. English) from the Intermediate Phase onward.
- All the learners in a class speak languages (i.e. Sesotho, Setswana, Isizulu) other than the Language of Learning and Teaching (i.e. English) of the school at home. Therefore none of the learners learn through the medium of their Home Language. For all these learners the Language of Learning and Teaching (i.e. English) is their First Additional Language. These learners will continue using the same Language of Learning and Teaching as in the Foundation Phase (i.e. English) from the Intermediate Phase onward.
- All the learners in a class speak the Language of Learning and Teaching (i.e. IsiXhosa) of the school at home. Therefore the Language of Learning and Teaching is the same as their Home Language. However these learners switch from their Home Language as Language of Learning and Teaching (i.e. IsiXhosa) in the Foundation Phase to their First Additional Language as the Language of Learning and Teaching (i.e. English) from the Intermediate Phase onward.

Guidelines on how to accommodate these scenarios to ensure effective learning are provided in more detail in the four examples below. The policy recommendation that all learners shall offer at least two official languages from Grade 3 until the end of Grade 12 is also addressed in the explanations and diagrams of the examples.

Example 1: The Home Language (HL) of the learners, and the Language of Learning and Teaching (LOLT) in both the Foundation and Intermediate Phases are all the same language.

Language used at home (HL)	Foundation Phase				Intermediate Phase
	Gr. R	Gr. 1	Gr. 2	Gr. 3	
HL = Tshivenda	LOLT = Tshivenda				LOLT = Tshivenda
	AL = Afrikaans				

NOTE: *The solid line crossing the phase indicates the phasing in of the teaching of the First Additional Language and the extent to which the First Additional Language could be addressed in the Literacy Learning Programme in each grade of the Foundation Phase.*

In this scenario the language that the learners speak at home, Home Language (i.e. Tshivenda) is the language that all the learners in the class can speak right from the start. This language is also the Language of Learning and Teaching (i.e. Tshivenda) of the school and the learners would furthermore continue to learn through the medium of this same language as their Language of Learning and Teaching (i.e. Tshivenda) from the Intermediate Phase onward.

These learners could therefore start learning a First Additional Language (i.e. Afrikaans) as early as Gr. R, depending on the level(s) of development and the competence of the learners. As these learners are not likely to use the First Additional Language (i.e. Afrikaans) as a Language of Learning and Teaching, they need to master it gradually. Gradual exposure to a First Additional Language (i.e. Afrikaans) ensures that the learning of this First Additional Language does not interfere in the building of competence in the Language of Learning and Teaching (i.e. Tshivenda), which is also the learners’ Home Language. The percentage of time allocated to the First Additional Language (i.e. Afrikaans) could gradually be increased as the learners progress through the Foundation Phase. This percentage and the rate at which it is increased will be determined by the competence of the learners in both their Home Language (i.e. Tshivenda) and their First Additional Language (i.e. Afrikaans).

The learners in this scenario will need be assessed against the Learning Outcomes (LOs) and Assessment Standards (ASs) for the Language of Learning and Teaching (i.e. Tshivenda) as a Home Language. Their competence in the First Additional Language (i.e. Afrikaans) that they learn at school will be assessed against the Assessment Standards (ASs) for a First Additional Language.

Example 2: The Home Language (HL) of the learners in the class varies. Some learners speak the Language of Learning and Teaching (LOLT) of the school at home, while others speak the First Additional Language (AL) of the school at home, and the rest speak other languages at home. The Language of Learning and Teaching in both the Foundation and Intermediate Phases is the same language.

Language used at home (HL)	Foundation Phase				Intermediate Phase
	Gr. R	Gr. 1	Gr. 2	Gr. 3	
HL = English	LOLT = English				LOLT = English
Setswana					
IsiZulu	AL = Setswana				
IsiXhosa					
IsiNdebele				AL = Setswana	

Note: The solid line crossing the phase indicates the phasing in of the teaching of the First Additional Language and the extent to which the First Additional Language could be addressed in the Literacy Learning Programme in each grade of the Foundation Phase, starting in Grade R for the learners who are attending a school where the Language of Learning and Teaching of the school is the same as their Home Language. Similarly, learners who use the First Additional Language of the school as their Home Language can also be exposed to the First Additional Language of the school at this stage. Although a First Additional Language is not compulsory in Grades R, 1 and 2, it is advisable to gradually introduce learners who use the First Additional Language as their Home Language to their First Additional Language from the start of the phase.

The dotted line indicates that in the instance of the group of learners who use neither the Language of Learning and Teaching nor the First Additional Language of the school as their Home Language, the First Additional Language offered by the school should only be introduced for the first time in Grade 3 – this is in adherence to current language policy.

In the scenario indicated above, the learners whose Home Language is the same as the Language of Learning and Teaching (i.e. English) of the school could take the First Additional Language (i.e. Setswana) that the school offers as their First Additional Language. The learners that speak the First Additional Language (i.e. Setswana) of the school at home (HL) can take this First Additional Language (i.e. Setswana) as their other language, but should be motivated and challenged through tasks and texts to perform at the Home Language level of this First Additional Language of the school.

The learners that speak a language other than the Language of Learning and Teaching (i.e. English) or the First Additional Language (i.e. Setswana) offered by the school at home, should preferably not start with a First Additional Language (i.e. Setswana) until they have mastered the basic skills in the Language of Learning and Teaching (i.e. English), as this may lead to later confusion. The time set aside for the First Additional Language for other learners in the class in Grades R, 1 and 2 could rather be used to assist these learners to become competent in the Language of Learning and Teaching (i.e. English) of the school which will continue to be their Language of Learning and Teaching from the Intermediate Phase onward. The First Additional Language (i.e. Setswana) offered at the school could be introduced to them as late as Grade 3 as indicated by the dotted line on the diagram.

The assessment of the learners in the above example should be planned thoroughly. When planning for assessment in such a situation, the following needs to be taken into account:

- The learners that speak the Language of Learning and Teaching (i.e. English) of the school at home will be assessed against the Assessment Standards for the Language of Learning and Teaching (i.e. English) as a Home Language. Should these learners start with the First Additional Language (i.e. Setswana) in Grade R, they will be assessed against the Assessment Standards for this First Additional Language (i.e. Setswana) as a First Additional Language.
- The learners that do not speak the Language of Learning and Teaching (i.e. English) of the school at home, but speak the First Additional Language (i.e. Setswana) offered by the school at home, should be assessed against the Assessment Standards for:
 - ▶ the Language of Learning and Teaching (i.e. English) as a First Additional Language, and
 - ▶ the First Additional Language (i.e. Setswana) as a Home Language.
- The group of learners that speak neither the Language of Learning and Teaching nor the First Additional Language of the school at home should be immersed in the Language of Learning and Teaching (i.e. English) of the school and should be assessed against the Assessment Standards for:
 - ▶ the Language of Learning and Teaching (i.e. English) as a First Additional Language, and
 - ▶ the First Additional Language (i.e. Setswana) as a second First Additional Language – this assessment will only come into effect when the First Additional Language (i.e. Setswana) is phased in, which could be as late as Grade 3 for these learners. Teachers should take note of the fact that although these learners are in Grade 3, their performance in this First Additional Language (i.e. Setswana) will have to be assessed against the Assessment Standards for the First Additional Language at Grade R level, as Assessment Standards do not as yet exist for the assessment of a Second Additional Language at Foundation Phase level. These learners will gradually have to master this First Additional Language (i.e. Setswana) in order to eventually offer it as an Additional Language if they are not fortunate enough to at some time take their own Home Language as a subject.

Example 3: The Home Language (HL) of the learners in the class varies, and also differs from the Language of Learning and Teaching (LOLT) and the First Additional Language (AL) of the school. The Language of Learning and Teaching in both the Foundation and Intermediate Phases is the same language.

Language used at home (HL)	Foundation Phase				Intermediate Phase
	Gr. R	Gr. 1	Gr. 2	Gr. 3	
HL = Sesotho Setswana IsiZulu	LOLT = English				LOLT = English
				AL = Afrikaans	

NOTE: The dotted line across Grade 3 indicates the phasing in of the teaching of the First Additional Language and the extent to which the First Additional Language could be addressed in the Literacy Learning Programme in a class of learners who use neither the Language of Learning and Teaching nor the First Additional Language of the school as their Home Language. It suggests that the First Additional Language offered by the school only be introduced for the first time in Grade 3 – this is in adherence with current language policy.

In such a situation the learners should be immersed in the Language of Learning and Teaching (i.e. English) of the school. The Language of Learning and Teaching, which in this instance is the learners' First Additional Language, should receive maximum attention at school. Another First Additional Language (i.e. Afrikaans) should not be offered until the learners have mastered the basic skills of the Language of Learning and Teaching (i.e. English) and are ready for another language. The Language of Learning and Teaching (i.e. English), which was the choice of the parents, should be offered in such a way that the learners can become competent in the language, as this will remain their Language of Learning and Teaching until the end of the Senior Phase.

The assessment of the learners in the example above should be done against the Assessment Standards for:

- the Language of Learning and Teaching (i.e. English) as a First Additional Language, and
- First Additional Language (i.e. Afrikaans) as a second First Additional Language – this assessment will only come into effect when the First Additional Language (i.e. Afrikaans) is phased in, which could be as late as Grade 3 for these learners. Teachers should take note of the fact that although these learners are in Grade 3, their performance in this First Additional Language (i.e. Afrikaans) will have to be assessed against the Assessment Standards for the First Additional Language at Grade R level, as there are no Assessment Standards for the Second Additional Language at Foundation Phase level. These learners will gradually have to master this First Additional Language (i.e. Afrikaans) in order to eventually offer it as a First Additional Language if they are not fortunate enough to at some time take their own Home Language as a subject.

Example 4: The Home Language (HL) of the learners in the class is the same as the Language of Learning and Teaching (LOLT) of the school, but the Language of Learning and Teaching in the Foundation Phase differs from the Language of Learning and Teaching in the Intermediate Phase – First Additional Language becomes Language of Learning and Teaching.

Language used at home (HL)	Foundation Phase				Intermediate Phase
	Gr. R	Gr. 1	Gr. 2	Gr. 3	
HL = IsiXhosa	LOLT = IsiXhosa				LOLT = English
	AL = English				

NOTE: The solid line crossing the phase indicates the phasing in of the teaching of the First Additional Language and the extent to which the First Additional Language could be addressed in the Literacy Learning Programme in each grade of the Foundation Phase.

In example 4 above, the learners have to master the basic skills in their Home Language (i.e. IsiXhosa) and simultaneously or shortly thereafter, they should master the First Additional Language (i.e. English) to such an extent that they can switch to this language as their Language of Learning and Teaching in the Intermediate Phase and still participate and learn more. This option challenges teaching, learning and assessment practices to the extreme. Although the most

commonly adopted approach to teaching, learning and assessing language is the communicative approach, this scenario requires of the learner to master both languages without getting confused with the language usage, phonics, etc., in the two respective languages.

In this instance an enriched Home Language Learning Programme will have to be introduced to focus on all the language skills. The First Additional Language (i.e. English) could be introduced with an initial focus on listening, speaking and viewing. As soon as reading and the basic writing skills have been mastered well in the Home Language (i.e. IsiXhosa), which is also the Language of Learning and Teaching for the Foundation Phase, the learner should gradually be introduced to the First Additional Language (i.e. English) which will become the Language of Learning and Teaching in the Intermediate Phase. At the end of Grade 3 the learners will be assessed against the Assessment Standards of the Foundation Phase Language of Learning and Teaching (i.e. IsiXhosa) as a Home Language. Their First Additional Language (i.e. English) will be assessed against the Assessment Standards for a First Additional Language although they are going to use this First Additional Language (i.e. English) as their Language of Learning and Teaching in the Intermediate Phase. The utilisation of time should be planned for thoroughly, but could be represented by the diagonal line on the diagram. The assessment of the learners in the example above should be done against the Assessment Standards for:

- the Language of Learning and Teaching (i.e. IsiXhosa) as a Home Language
- the First Additional Language (i.e. English) as a First Additional Language.

The parents should be encouraged to become especially involved in laying a solid foundation for the Home Language of the learners, and not to only facilitate their children's development in this language, but to also encourage the mastery of as many language skills in the Home Language as possible. Parents should be encouraged to read to their children, and sing songs and say rhymes with them in the language they speak at home. They should also engage in regular conversations with their children in this language to enrich the children's language usage.

Foundation Phase teachers should strive towards becoming competent in both the Language of Learning and Teaching of the school as well as the Additional Language that the school offers.

2.3 LEARNING PROGRAMMES IN THE FOUNDATION PHASE

There are three learning programmes in the Foundation Phase. These are Numeracy, Literacy and Life Skills. These learning programmes should provide for the holistic development of the learner by:

- providing a framework for interpreting Assessment Standards and developing activities required to eventually achieve the Learning Outcomes
- giving guidance on how to plan for knowledge acquisition, skill development and the formation of values and attitudes
- giving guidance on how to assess, record and report on learner achievement against the Assessment Standards
- illustrating learners' progression across the phase.

To equip learners with knowledge, skills, values and attitudes that ensure holistic development, the three learning programmes will have as their backbone the development of concepts and skills that are

described in the Learning Outcomes from the Languages, Mathematics and Life Orientation Learning Areas respectively. The following diagram indicates the competencies for each of the three learning programmes that need to be developed:

Literacy	Numeracy	Life Skills
<ul style="list-style-type: none"> ● Listening ● Speaking ● Reading and Viewing ● Writing ● Thinking and Reasoning ● Language Structure and Use 	<ul style="list-style-type: none"> ● Numbers, Operations and Relationships ● Patterns, Functions and Algebra ● Space and Shape (Geometry) ● Measurement ● Data handling 	<ul style="list-style-type: none"> ● Health Promotion ● Social Development ● Personal Development ● Physical Development and ● Movement

All the Learning Outcomes and their Assessment Standards from all the other Learning Areas must be addressed within the three Learning Programmes. Teachers have to plan where to integrate them. Integration of Learning Outcomes should always be meaningful and be well planned. The Learning Outcomes from all eight Learning Areas need to be covered across the three Learning Programmes, however, this does not mean that each Learning Programme would cover all.

2.4 RELATIONSHIP BETWEEN THE FOUNDATION PHASE LEARNING PROGRAMMES

The three learning programmes should reinforce each other by drawing on the concepts and skills acquired in the other.

The **Literacy Learning Programme** from Grade R - 3 has as its main focus language acquisition and language development, and various kinds of communication for both the Home Language and a First Additional Language as from Grade R. It enables learners to think creatively, critically and reflectively, and to access, process and communicate information while building the foundations for a range of additional literacies. In this way, it supports and promotes competency in Life Skills and Numeracy.

The **Life Skills Learning Programme** involves many social, environmental and cultural issues, and topics that will require sensitive mediation. The topics and issues in Life Skills are personal and require learners to express their feelings, fears and insecurities freely. An essential feature of Life Skills learning is 'trust' – both amongst learners and between learners and teachers. A code of conduct to guide classroom interaction, can help to establish some ground rules, such as listening to each other, not to laugh at others and consideration of others' feelings. Teachers should, at all times, avoid humiliating learners, and stop peer humiliation when it occurs. Games and other exercises can help learners to build trust amongst themselves, and music often helps to relax learners and make them feel more at ease. As such, the Life Skills Learning Programme supports Literacy and Numeracy as it provides ample listening, reading and viewing, thinking and reasoning, speaking, writing, calculating and problem solving opportunities.

The **Numeracy Learning Programme** recognizes the power of symbols and creates opportunities for all learners to develop the mathematically-related knowledge, skills, attitudes and values necessary for their

daily lives. These skills facilitate induction into society so that learners can function as effective, responsible members in order that they may participate meaningfully in society. It also provides the basis for further mathematical study. Problem solving, reasoning and many other skills that are employed specifically in Numeracy, provide support to similar skills in both the Literacy and Life Skills Learning Programmes.

The three Learning Programmes should be seen as related and reinforcing each other. Through these Learning Programmes, learners are holistically developed and prepared to engage with the next phase of learning, i.e. the Intermediate Phase.

Each of the Learning Programmes should be planned to cover the full period of 3 or 4 (Grade R included) years of the Foundation Phase. The broad planning for the four years should ensure that learners learn and progress smoothly from one grade to the next (through the phase) while they master the skills and knowledge, and demonstrate the values they have acquired. In order to meet the multi-lingualism policy, two languages will have to form part of the Literacy Learning Programme from Grade 3 onwards. Planning for two languages, with a vastly different language development in one or both the languages of the learners in a class, is discussed in more detail in section 3. A Learning Programme should show clear continuity and progression across the phase, but should also make provision for some overlap between the grades in a phase to ensure a smooth transition from one grade to the next. Refer to Section 1, par.1.3.1 for generic Guidelines on planning a Learning Programme. A diagrammatical view of the extent of the three Foundation Phase Learning Programmes is presented below.

	Literacy		Numeracy	Life Skills
	Home Language (or First Additional Language)	First Add. Language (or Home Language)		
Grade R	↕	- - - ↕	↕	↕
Grade 1				
Grade 2				
Grade 3				

NOTE: The diagram above shows the Learning Programmes for the Foundation Phase and it indicates continuity and progression from one grade to the next within each of the Learning Programmes in the phase.

Each of the Literacy, Numeracy and Life Skills Learning Programmes have to be broken down into 4 work schedules, i.e. one per grade. The prescribed Assessment Standards should be explored and arranged in a way that learners gradually acquire the skills needed to attain the expected minimum standard as specified in the Learning Area statement by the end of the grade/phase.

The following diagram presents the different Work Schedules for the different grades in the Foundation Phase. Work Schedules should overlap slightly to ensure continuous learning. Refer to paragraph 1.3.2 in

Section 1 for more detail. The following diagram shows how a Work Schedule can be broken down into activities. Refer to paragraph 1.3.3 in Section 1.

	Literacy		Numeracy	Life Skills
	Home Language (or First Additional Language)	First Add. Language (or Home Language)		
Grade R	↕	↕	↕	↕
Grade 1	↕	↕	↕	↕
Grade 2	↕	↕	↕	↕
Grade 3	↕	↕	↕	↕

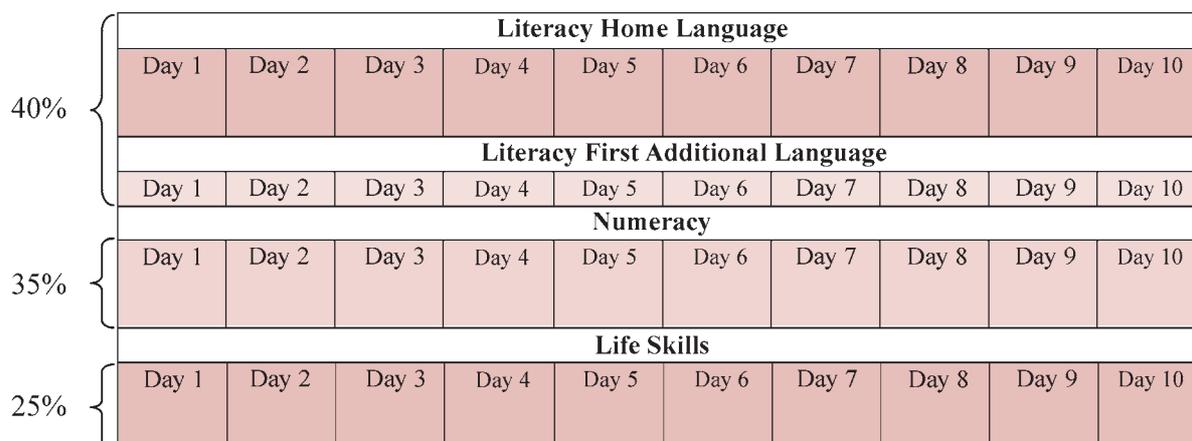
NOTE: The diagram above shows the Work Schedules for each of the Learning Programmes for Grades R, 1, 2 and 3.

The Lesson Plans are then planned from the Work Schedules. Teachers decide on the content, number, and duration of the different Lesson Plans, for each of the Learning Programmes. They select Learning Outcomes that form the backbone for the Learning Programme and Learning Outcomes and some of their related Assessment Standards from the other Learning Areas that can be integrated meaningfully into activities. They plan detailed learning activities that will enable learners to master the envisaged knowledge, skills and values for each of the Learning Programmes.

The following diagrams indicate what the planning for each of the grades looks like. Teachers' attention is drawn to the fact that the Lesson Plans for all three Learning Programmes need not last the same number of days nor need they have the same context. All planning should be meaningful for a particular group of learners at a specific point in time, i.e. address the needs of the learners. The diagrams that follow are merely a suggestion for a Lesson Plan that is suitable for any grade for ± 10 days.

40%	Literacy Home Language									
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
35%	Numeracy									
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
25%	Life Skills									
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10

NOTE: The diagram above shows an outline for a suggested Lesson Plan of 10 days for Grade 1 and 2.



NOTE: The diagram above shows an outline for a suggested Lesson Plan of 10 days for Grades 3. This would also apply for Grades R – 2 in cases where a First Additional Language is taken.

2.5 TIME ALLOCATION IN THE FOUNDATION PHASE

The formal teaching time for learners in the Foundation Phase is set out in the Overview Document (ISBN 1-9119917-08-X p17) as:

Phase	Grade	Time (hours per week)
Foundation Phase	Grade R, 1 and 2	22 hrs 30 minutes
	Grade 3	25 hrs

The formal teaching time allocations for the Learning Programmes in the Foundation Phase are presented as percentages of the times in the table above:

Learning Programme	Time (%)
Literacy	40%
Numeracy	35%
Life Skills	25%

In terms of Section 4 of the *Employment of Educators Act*, (1998), the formal school day for teachers will be seven hours. In terms of the *National Education Policy Act*, (1996), the formal teaching time per school week is 35 hours. This is set out in:

- Overview Document ISBN 1-9119917-08-X p17,18
- Government Gazette No. 23406, Vol. 443, May 2002 p26, 27.

The diagrams that follow indicate the formal teaching time allocations for the Learning Programmes in the Foundation Phase (Grades R-2 and Grade 3) calculated in hours and minutes per week and per day. These times should inform planning and timetabling for the different grades in the Foundation Phase.

Grades R, 1 and 2			
22 hrs 30 min per week 4 hrs 30 min per day			
Learning Programme	Literacy 40%	Numeracy 35%	Life Skills 25%
Per week	±9 hrs 10 min.	±7 hrs 30 min.	±5 hrs 50 min.
Per day	±1 hr 50 min.	±1 hr 30 min.	±1 hr 10 min.

NOTE: The diagram above provides the formal teaching time in hours and minutes per week and per day for Grades R, 1 and 2.

Grade 3			
25 hrs per week 5 hrs per day			
Learning Programme	Literacy 40%	Numeracy 35%	Life Skills 25%
Per week	10 hrs	8 hrs 45 min.	6 hrs 15 min.
Per day	2 hrs.	1 hr 45 min	1 hr 15 min

NOTE: The diagram above provides the formal teaching time in hours and minutes per week and per day for Grade 3.

2.6 ASSESSMENT IN THE FOUNDATION PHASE

In the Foundation Phase, criterion-based assessment ensures that assessment is open and fair to everyone. All learners are aware of what is expected of them prior to attempting a task in terms of the set criteria for the task. Writing tasks such as mathematical calculations, spelling of words or reading, interpreting specific texts, worksheets and reading will all be assessed. Assessment must address learners' Literacy, Numeracy and Life Skills development. This is especially important in the early stages of the learner's development where the teacher needs to diagnose barriers to learning and address them as they arise.

To support learner development, teachers must have a good sense of what can reasonably be expected of learners at different ages and levels in the Foundation Phase. It is the intention of the grade-by-grade Assessment Standards to guide teachers in this regard.

Continuous Assessment (CASS) is a process of gathering valid and reliable information about the performance of the learner on an on-going basis, against clearly defined criteria, while using a variety of methods, tools, techniques and contexts. As such, it supports the growth and development of learners, provides constant feedback, and gathers evidence of learner achievement with regard to Assessment Standards of the Learning Outcomes. The teacher should also be aware of the following:

- Daily activities could be used to assess Foundation Phase learners' competence and performance.
- Although activities usually address a number of Learning Outcomes at a time, the assessment itself could focus on one or two key Learning Outcomes and their related Assessment Standard(s).
- It is difficult to assess all learners at the same time especially in large groups/classes. Smaller groups of learners can be targeted on a daily basis. This is particularly applicable to observations of learners. Comments can therefore be expected on a few learners per day.

- Some learners will need to be assessed more often than others, depending on the rate of progress of individual learners.
- Feedback and evidence should cover all the Learning Outcomes, so it needs to take on different forms.
- Formative assessment is ongoing and takes place whenever a suitable situation arises.
- Assessment should include a practical component so that learners can demonstrate their competence without having to use language. This is also a more suitable mode for the assessment of learners' competence if they have language problems.

Continuous Assessment does not imply continuous recording. This form of assessment, although it is continuous, should be planned and the recording should mainly focus on the broad assessment planning. Teachers and learners need to know what and why they want to assess, and what needs to be recorded. Teachers need to guard against falling into an assessment only mode. This mode gives the learners less time to work and participate in class. Teachers should use continuous assessment to support learner development and to support an individual learner with a specific challenge he or she wishes to master or achieve.

Some assessment tools (instruments) and techniques suggested for the Foundation Phase:

The following serve as some examples of tools and techniques of assessment.

- *Observation:*
Teachers constantly observe learners informally to assess their understanding and progress. They watch closely as the learners participate in individual, pair and group activities, and listen to their conversations and discussions.
- *Written work, including worksheets:*
Activities that require learners to present anything in writing should be planned in such a way that learners' performance (the written work) is reflected clearly when assessed against the Assessment Standard(s) for the activity.
- *Performance-based assessment:*
This type of assessment requires learners to demonstrate skills, knowledge or values, and deals mainly with observable tasks, etc. Learners are asked to create, produce or demonstrate something. The criteria for the task should be clearly spelled out to the learners beforehand. The end product, as well as the process that the learners use to complete the task, are assessed. Such tasks could include:
 - individual or group projects which integrate different activities and a range of skills
 - presentations (drawings, paintings, recitals, constructions, etc.)
 - investigations
 - practical exercises or demonstrations in which learners demonstrate manual or behavioural skills
 - singing and movement activities (i.e. games)
 - role-play: rehearsed or unrehearsed
- *Interviews (Aural/Oral questions):*
Evidence is obtained on a learner's ability to listen, interpret and communicate ideas and knowledge during an interview (i.e. a dialogue between the teacher and the learner) or during a conversation. Two assessment methods are combined: observation and questioning. The interview must be well

planned and the teacher should make notes of the learner's responses.

■ *Self-assessment:*

In self-assessment, learners get the opportunity to reveal what they think and how they feel about themselves, how they feel about their work and/or how they have met the criteria for the task.

■ *Pair and group assessment:*

The number of group members can vary from two (i.e. a pair) to approximately ten.

The learner portfolio

The evidence of the learners' performance or achievement for CASS should be stored in a portfolio. A learner should have a portfolio for each of the Learning Programmes: Literacy, Numeracy and Life Skills. These need not be stored in separate files or box, but could be organized into one file with three sub-sections, one for each of the Learning Programmes. The date on which the task is completed should be indicated clearly as it can inform one about the learners' development.

2.7 OVERCOMING BARRIERS TO LEARNING

In the Foundation Phase it is critical for early identification of barriers to learning. Teachers need to be well equipped to identify and address these. This section gives examples of these barriers and in other cases teachers would need to refer learners to specialists and or seek the support from District Support Teams for inclusivity. However, it is important for teachers to find ways of addressing these barriers in a way that does not intimidate the learners but also provide for their needs.

2.7.1 Physical Disabilities

The following physical barriers could affect learning directly:

- A learner **who does not see clearly** due to short sightedness or long sightedness and squints or holds out a book at a distance when reading or writing, will experience problems. The learner may experience difficulties in reading pictures as well as words. The teacher must find suitable seating to help the learner, and ensure that his or her eyesight is tested. The teacher may need to find alternative forms of assessment if an assessment activity makes high demands on visual literacy.
- A learner who **does not hear properly** and thus does not respond to verbal instructions and questions, may have problems with the listening and responding, and speaking and participating appropriately. Again, the teacher should ensure that a hearing/speech specialist properly assesses the learner and if necessary provides a hearing aid or sign language. The learner should be seated at the front of the class where he or she can best hear the teacher. The teacher may need to find alternative forms of assessment if an assessment activity makes high demands on hearing, like reading, since reading is also a receptive skill.
- A learner with **speech problems** such as stuttering must be dealt with in a patient and understanding way, and a speech therapist should be consulted. If not well handled by the teacher, this could have negative consequences for learning. The teacher must not put pressure on such a learner to perform in front of large groups of people. Oral assessment can be in a one-to-one situation with the assessor where the learner who stutters feels safe and accepted.

The following issues contribute to some of the reading and writing problems encountered by learners. It is important for all teachers to be aware of such problems so that specialist help can be called in when one of the following problems is diagnosed and persists:

Eye-hand-coordination:

Learners are not able to do simple activities where the hand has to follow what the eyes see. Eye-hand coordination influences writing, as the hand does what the eye sees. This results in poor handwriting and weak control over other fine motor movements like cutting, colouring and threading.

Spatial relationships:

Learners are not able to perceive themselves or other objects in relation to each other. They do not realize where something is in relation to its surrounding area: this can lead to barriers such as rotating or reversing letters in reading and writing, and poor copying skills.

Visual and auditory discrimination:

Learners are not able to discriminate between similarities or differences between colour, size, shape, letters, sounds and words. This creates difficulties in learning new words and results in inaccuracies in calculations, spelling and spoken language, and incorrect behaviour in general.

Visual and auditory memory:

Learners with a visual memory problem are not able to remember how many different or similar objects have been seen, nor the colour, size or shape of objects. Those with visual and auditory memory problems are not able to remember instructions, words or what they have read. They will also not be able to make connections or associations between sounds in written words. Without auditory memory, the letters will remain meaningless.

Visual and auditory sequencing:

Learners are not able to remember what they have seen or heard. Visual sequencing problems become evident with reading, writing and spelling of words. Auditory sequencing is evident when learners struggle to pronounce words correctly or to say phrases in the correct order, i.e. when saying rhymes and verses.

Visual and auditory figure-ground problem:

Learners are not able to ignore objects or sounds that are unimportant, and keep their attention fixed on the material, conversation or story that is more important.

Pattern formation:

Learners lack some or all of the skills that are used for writing, i.e. eye-hand co-ordination, and visual and aural sequencing and discrimination.

Copying problem:

Learners are not able to analyse, synthesize, remember and use closure to copy accurately like write down something displayed on the writing board.

Scanning problem:

Learners are not able to let the eyes run comfortably from left to right when reading. This means that they are not able to see what comes next without stopping and examining each individual

punctuation mark or the space on the page.

Logic:

Learners are not able to use all their skills to understand, write or complete a common task in the easiest and most logical sequence.

Association/matching:

Learners are not able to structure and order the world around them, and will have problems such as not being able to identify words with similar meaning.

In all the above situations, learners could be encouraged to assist their classmates, i.e. by reading aloud what is written on the board for a classmate who does not see well, and by repeating things for a classmate who does not hear well. This is important for the social and ethical development of all learners.

2.7.2 Conceptual Barriers

A teacher may have to deal with a learner with severely limited conceptual capacity. Such learners usually find it problematic to understand the activity or task. This could be approached in the following ways:

- Assist struggling learners by allowing them to use teaching and learning resources and to have multiple opportunities of working with friends who explain work to them and listen to them explaining.
- Ask questions demanding appropriate conceptual development, but express these questions in such a way that all learners can understand what is required. Use 'why' often – everyone understands what it means.
- Give such learners constant scaffolding and support for activities, i.e. when counting in multiples let them use real counters that they group and count. Count with them, just slightly slower so that they can take the lead.
- When doing reading, choose illustrated texts at an easier level for these learners, but let them still attempt to demonstrate the same outcomes.
- Generally assess such learners on smaller sections of the work so they do not have to rely too heavily on memory.
- Recognise and emphasise the talents they have and give them credit for these.
- Learners who have conceptual barriers often have compensatory skills or attitudes. Give them an opportunity to express themselves in these valid aspects of learning, and do not think of them only in traditionally academic terms.

2.7.3 A 'Print Poor' Environment

The lack of access to texts creates a significant barrier to learning. The teacher could try the following as ways of overcoming this barrier:

- Collect old newspapers, magazines, brochures, flyers and posters from the immediate environment
- Link with publishing companies for old unsold copies of magazines and periodicals
- Use the immediate surroundings as a text (i.e. talk about the environment)

- Use residents in the neighbourhood as aural and oral sources by means of interviews
- Write own texts where possible
- Use the radio or even TV and videos where possible.

2.8 LEARNING AND TEACHING SUPPORT MATERIALS (LTSMs) IN THE FOUNDATION PHASE

Learning and Teaching Support Materials (LTSMs) play an important role in the teaching, learning and assessment processes of the school curriculum. Teachers are encouraged to use a variety of Learning and Teaching Support Materials to address the Learning Outcomes and Assessment Standards prescribed for the Foundation Phase. While Learning and Teaching Support Materials are used to support learning, teaching and assessment in the classroom, teachers must be wary of using them to replace the curriculum. The success of such material is determined by the teacher's ability to use it appropriately and effectively in the learning context. The mere presence of Learning and Teaching Support Materials in a learning activity, does not automatically mean that it is an effective learning tool. Careful selection of Learning and Teaching Support Materials is critical. Teachers are encouraged to collect and develop their own resource banks from a range of sources.

Many factors need to be taken into account when teachers start selecting and/or developing the Learning and Teaching Support Materials they want to use to support teaching, learning and assessment in the classroom. These factors include the ability of the Learning and Teaching Support Materials to:

- Support and enrich classroom-based activities
- Address the individual needs of learners
- Reinforce learner-centredness in the classroom
- Provide expanded opportunities for enrichment as well as remediation
- Assist teachers and learners in accessing the RNCS
- Clearly indicate the educational paradigm and how this has influenced the selection of topics
- Encourage the teacher to be an innovative thinker and practitioner
- Be applicable to a range of learning contexts (i.e. rural, urban and peri-urban areas)
- Capture and maintain the interest of learners and motivate them
- Take account of learners varying levels of abilities within a single grade
- Provide for differentiation so that each individual learner can be supported to experience success and develop to his/her full potential
- Be appropriate to the age, interests and diverse needs of learners
- Encourage respect for diversity by reflecting all aspects of diversity in appropriate, sensitive and positive ways. This includes diversity regarding gender, level of ability, beliefs, etc.
- Stimulate active participation in and enjoyment of learning, teaching and assessment.
- Support teachers in the systematic development of appropriate Lesson Plans
- Ensure that assessment is systematic, inclusive and ongoing
- Be flexible/adaptable to a range of contexts and needs
- Provide a range of suggestions for teachers to be innovative and creative in developing their own resources.

While teachers make effective use of published Learning and Teaching Support Materials in teaching, learning and assessment, the value of teacher-generated material must not be underrated. Both teachers

and publishers can make use of these Learning Programme Guidelines to generate Learning and Teaching Support Materials for use in the classroom. Irrespective of whether such materials are acquired in a ready-to-use format (i.e. printed posters, text books, abacus, etc.) or generated by teachers, all such materials should be developed in accordance with an Outcomes-Based teaching, learning and assessment philosophy.

It is also important that teachers are able to select and use existing materials effectively. (Refer to Guidelines on the development and selection of Learning and Teaching Support Materials.)

The following sources can be considered for the selection of Learning and Teaching Support Materials for Life Skills:

- Print based sources: workbooks, encyclopedias, readers, teachers' guides, magazines, brochures, etc.
- Electronic: Video tapes, audio tapes, multi-media packs, computer software, etc.
- Physical / Kinaesthetic: Specimens, apparatus, models, educational toys, etc.

The range of Learning and Teaching Support Materials for Literacy could include:

- Story books
- Picture books
- Sound cards (frieze)
- Word games
- Books with rhymes and verses
- Readers, etc.

There is a range of possible Learning and Teaching Support Materials in Numeracy. These include:

- Counters
- Mathematical 2-D shapes and 3-D objects
- Number lines
- 100 and 200-charts
- Number cards, i.e. number frieze
- Posters
- Workbooks
- Abacus
- Balance
- Play money
- Calendars
- Clocks, etc.

A range of Learning and Teaching Support Materials is commercially available, but many of the above can be made. What is important in the teaching, learning and assessment process, is to allow learners to develop from the concrete to the abstract paradigm. Learning and Teaching Support Materials should play a role in providing the concrete paradigm.

Learning and Teaching Support Materials can also be thought of as barriers to learning. The absence of Learning and Teaching Support Materials is a clear barrier to learning. However, it is also important that in those cases where workbooks do exist and are used, that they be used coherently. Random selection of topics from different workbooks and/or haphazard selections of activities from one workbook can hamper

conceptual development and as such become a barrier to learning as well. In those cases where the exercise book of the learner becomes the “text” or record of learning, it is as important that this is also organised in a coherent manner. Finally when the Assessment Standards speak of concrete objects such as counters, etc., it is important that the teacher recognises that there are many resources in the immediate environment that can substitute for commercial objects, i.e. the inability to buy commercial counters need not prevent learners from using some form of resource as counters in their study of Numeracy.



SECTION 3

LITERACY LEARNING PROGRAMMES FOR THE FOUNDATION PHASE

3.1 INTRODUCTION

The traditional descriptions and definitions refer to *Literacy* as “the ability to read and write”, “the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way”, and “any method of expression or communication: body language” (The Concise Oxford Dictionary, 2001). Furthermore *Literate* is traditionally defined as being “acquainted with letters; educated, learned’ and *Language* is described as “Words and methods of combining them for the expression of thought” (The Shorter Oxford English Dictionary, 1987).

Within the South African school curriculum *Literacy* is regarded as a cognitive process that enables reading, writing and Numeracy. In contrast to many definitions and descriptions, the term has been expanded to include several kinds of literacies (Foundation Phase Policy Document, Department of Education, p. LLC-5, 1997). The curriculum further explains that:

Literacies stresses the issue of access to the world and to knowledge through development of multiple capacities within all of us to make sense of our worlds through whatever means we have, not only texts and books (Department of Education, Foundation Phase (Grades R to 3) Learning Programmes Document, Literacy, Pretoria, June, 1997: p. iv).

The following kinds of literacies appear as examples of literacies in the Foundation Phase Policy Document (October 1997):

- Cultural literacy: Cultural, social and ideological values that shape our “reading” of texts.
- Critical literacy: The ability to respond critically to the intentions, contents and possible effects of messages and texts on the reader.
- Visual literacy: The interpretation of images, signs, pictures and non-verbal (body) language, etc.
- Media literacy: The reading of i.e. TV and film as cultural messages.
- Numerical literacy: The ability to use and interpret numbers.
- Computer literacy: The ability to use and access information from computers.”

Therefore the main purpose of a Literacy Learning Programme is to enable learners to communicate effectively either in spoken or written/visual format as reflected by the Learning Outcomes in the RNCS. Learners will be able to:

- Process information: Through the Literacy Learning Programme learners are provided with opportunities to comprehend and respond to a range of texts, including both print and non-print media.
- Communicate ideas and information: The Literacy Learning Programme provides learners with opportunities to manage and exchange ideas, and to communicate these with precision, clarity and creativity.
- Establish relationships between self and society: The Literacy Learning Programme allows learners to develop an understanding of themselves and their world by becoming aware of how people use language for various purposes such as working with others and establishing relationships within the

school and community.

- Access information: Reading and Viewing and Writing provides access to information, life long learning and work opportunities.
- Creative expression and performance presentation: The Literacy Learning Programme allows learners to experience themselves through various art forms and to develop their ability to express their creative thoughts and ideas.

NOTE: The word “texts” is used very broadly to cover a range of print and non-print media. This is meant to include experiences in the world at large that may result in some kind of print or non-print text, for example the landscape or environment in which the learner finds him- or herself.

3.2 THE RELATIONSHIP BETWEEN OUTCOMES

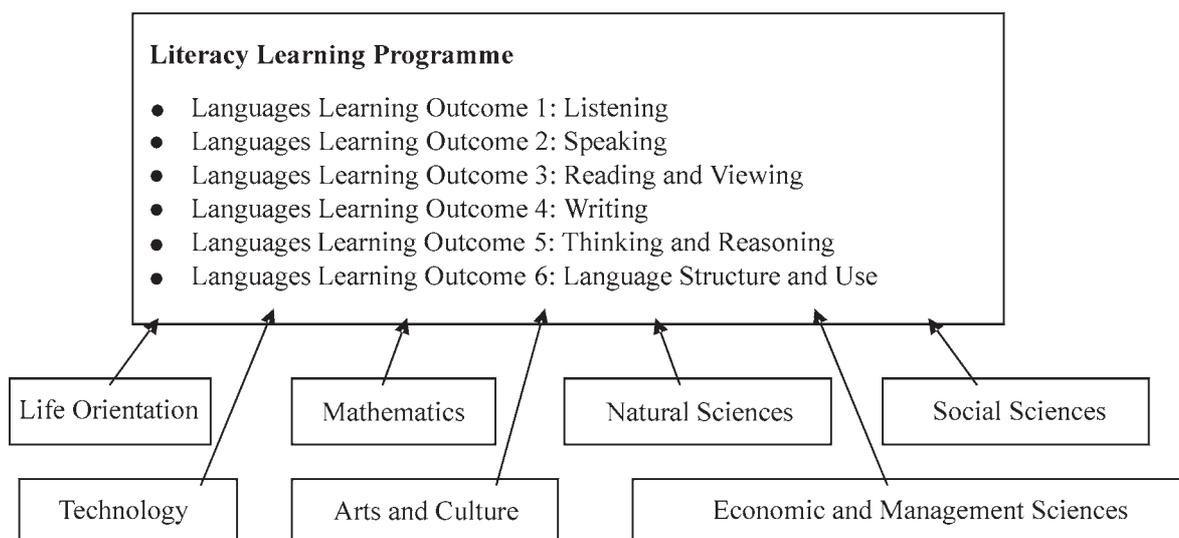
3.2.1 Literacy and the Critical and Developmental Outcomes

The Literacy Learning Programme helps learners develop the skills, knowledge, values and attitudes embodied in the Critical and Developmental Outcomes. It creates opportunities for learners to:

- Develop positive attitudes toward language learning and the development of literacy skills;
- Communicate effectively, both verbally and non-verbally;
- Think critically, creatively and reflectively;
- Gather and make sense of information using a variety of processes, techniques and tools;
- Understand, respect and appreciate their identity and culture, and that of others;
- Learn and work effectively, both independently and with others;
- Understand that their bodies, societies, and the world itself, operate as a set of interconnected systems;
- Make sense of their world; and
- Establish relationships.

3.2.2 Learning Outcomes for the Literacy Learning Programme

The Literacy Learning Programme has as its backbone the six Language Learning Area Learning Outcomes along with their related Assessment Standards. Learning Outcomes and their related Assessment Standards from other Learning Areas should be integrated in the Literacy Learning Programme. This is done to contextualise the learning activities and to support, enhance and extend the skills, knowledge and values of the Languages Learning Outcomes and Assessment Standards. The following diagram shows the relationship between the Learning Outcomes that form the Literacy Learning Programme.



Teachers must ensure that they cover all the Learning Outcomes with all their related Assessment Standards from all the Learning Areas within the three Learning Programmes.

As it is not possible to give an explanation on all the Learning Outcomes, this section would focus on indicating how teachers would deal with different competencies that are developed by the Literacy Learning Programme using the Languages Learning Area Learning Outcomes as an example.

The Home and Additional Languages Learning Outcomes are:

Learning Outcome 1: Listening

The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

This Learning Outcome will always be integrated with Speaking (Learning Outcome 2). It may also be integrated with Learning Outcomes 3 and 4. It will make use of the knowledge gained from Learning Outcomes 5 (Thinking and Reasoning) and 6 (Language Structure and Use).

Hearing and listening both have an impact on effective learning.

- Hearing is an activity of the ear and the quality of the learner's hearing is of vital importance for learning, but Listening is an activity of the mind.
- Listening involves thinking, understanding and reasoning.
- When learners begin to learn a language, either a Home or Additional Language, they acquire it mainly through Listening.
- As they begin to learn the language, learners' understanding of the language is much greater than their ability to speak the language.

At this stage, learners can best be assessed through their performance (i.e. by carrying out verbal instructions, pointing out things), participation (i.e. joining in refrains, singing along), appropriate use of formulaic language (i.e. greetings), or simple one or two word answers.

Listening to stories and other verbal media is an important foundation for literacy development. This is how learners learn how different kinds of texts are structured and how they develop their vocabularies. Songs and rhymes reinforce knowledge and awareness of sounds in the language and help them as they begin to read and write. This kind of knowledge acquired in their Home Language, will also assist them in their literacy development in their First Additional Language, although differences between their Home and First Additional Language will need to be made explicit.

In schools where sign language is the main medium of learning, teaching and assessment, or in classrooms where there are partially hearing impaired learners, listening skills are to be replaced or supported by signing and other modes of communication. Teachers, learners and parents will require training in these additional measures of communication and they should all be encouraged to be conversant with sign language and to be sensitive to what it means to be hearing impaired.

Learning Outcome 2: Speaking

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.

This Learning Outcome will always be integrated with Learning Outcome 1 (Listening) since one learns to produce oral texts by listening to them. It may also be integrated with Learning Outcomes 3 and 4 (Reading and Viewing, and Writing). It will make use of the knowledge gained from Learning Outcomes 5 (Thinking and Reasoning) and 6 (Language Structure and Use).

Speaking is an important part of a learner's social, cultural and personal development. Through Speaking, learners connect what they already know with what they are learning. The teacher should incorporate learners' real-life experiences in a systematic and planned way to develop the speaking skill of the learners.

In the First Additional Language, teachers need to take into account the learner's stage of development. Remember that beginner language learners can understand more than they are able to say, and other modes of presentation are probably more appropriate ways in which to assess their understanding. Activities that provide opportunities for developing ease and confidence in verbalising the language are important (i.e. singing, choruses, rhymes), and in order to build confidence, the learners need constant support, constructive praise and encouragement.

Learning Outcome 3: Reading and Viewing

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.

Learning Outcome 3 will be closely linked with Learning Outcome 4 (Writing). Learners acquire the ability to write and design a variety of texts largely through Reading and Viewing a variety of texts. At the same time, Writing and designing texts enhances the ability to Read and View texts. Learning Outcome 3 may also be integrated with Learning Outcomes 1 and 2 (Listening and Speaking). It will make use of the knowledge gained from Learning Outcomes 5 (Thinking and Reasoning) and 6 (Language Structure and Use).

Reading is more than the mere decoding of signs and symbols into sounds and words. It “...is a message-getting, problem-solving activity which increases in power and flexibility the more it is practised” (Clay 1991). The most important task for the Foundation Phase teacher is to ensure that ALL learners learn to read. ‘Role-play’ reading (and writing) is the learners’ first attempts to show they understand what reading is all about. It is therefore the responsibility of the teacher to read to all learners.

- All learners need to be taught strategies to help them read with understanding, and to help them to unlock the ‘code’ of the written word.
- They need to learn how to interpret pictures and other graphics to help them make sense of visual and multimedia texts.
- They need to know how to locate and use information, to follow a process or argument, summarise, build their own understandings and adapt what they learn from their reading. Learners should be able to demonstrate the use of reading in the learning process.
- The classroom should be a ‘print rich’ environment.

For First Additional Language learners, reading begins by recognising familiar words in the environment, and the use of picture books with simple captions is helpful in this respect. As their First Additional Language skills develop, learners should be reading lots of books, both fiction and non-fiction at the right level, rather than one or two books that they struggle through slowly.

From their reading, learners can develop personal dictionaries, which will help them expand their vocabulary.

In classrooms where there are visually impaired learners, reading and viewing skills will be replaced or supported by Braille and the use of other physical senses to interpret messages and information.

Teachers, learners and parents will require training in these additional modes of communication, and they should be encouraged to be sensitive to learners with visual difficulties and be knowledgeable of ways to include and accommodate such learners.

Learning Outcome 4: Writing

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

This Learning Outcome (Writing) is closely linked to Learning Outcome 3 (Reading and Viewing) since one learns to write and design a variety of texts largely through Reading and Viewing a variety of texts. It may also be integrated with Learning Outcomes 1 and 2 (Listening and Speaking). It will use the knowledge gained from Learning Outcomes 5 (Thinking and Reasoning) and 6 (Language Structure and Use).

Learners should be able to use writing skills to express their thoughts, feelings and ideas for both themselves and the intended audience. In the Foundation Phase, they begin to develop or build onto their emergent literacy awareness that writing carries meaning. They need to develop the knowledge that through writing they can be the authors of those meanings. Learning to write is

therefore much more than learning handwriting. However, young learners also need to develop the skills of physically forming the letters in a legible way. Learners have to learn gradually how to use writing conventions such as spelling, punctuation and text structures, in order to make their writing understandable to others.

The writing process has a few broadly identifiable stages: pre-writing, drafting, revising, editing and publishing. These phases do not necessarily occur in a rigid sequence.

Learners require regular and frequent opportunities to write for various purposes and audiences. Writing required for the three Learning Programmes, should be kept in mind when planning teaching and learning tasks.

For their First Additional Language, learners will be able to transfer many of the writing skills learnt in their Home Language. However, they will need to learn additional vocabulary and grammatical knowledge to supplement writing skills learnt in their Home Language.

Learning Outcome 5: Thinking and Reasoning

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.

The main function of this Learning Outcome is to enable learners to develop their skills and knowledge in the Language of Learning and Teaching (LOLT). This is particularly important for learners who will be taught through the medium of their First Additional Language as the Language of Learning and Teaching at school. As a Learning Outcome, it provides the knowledge and skills base for all the other Language Learning Outcomes.

Literacy development is more than the knowledge of language and how it works. It involves using language and critical thinking skills to make sense of a range of different kinds of experiences and texts, and to create, evaluate, and respond to them. Learners need to be provided with carefully planned opportunities to develop both the necessary language and the cognitive skills that enable them to do this kind of thinking, reasoning and conceptualising. This is a fundamental aspect of coping with the Language of Learning and Teaching in the various Learning Programmes. There is a need to consistently develop, reinforce and consolidate the aspects of language knowledge that give learners the tools for thinking and reasoning. Learners also need to learn how to access, process and use relevant information required for learning.

As learners' First Additional Language develops, it is important that they start to understand and be able to perform cognitive tasks such as thinking, reasoning, classifying, arguing, justifying and summarising in their new language. This is necessary for developing equivalent proficiencies in two languages by the end of Grade 9. It is even more necessary for learners whose First Additional Language will become their Language of Learning and Teaching in later grades.

Progress in this outcome needs to be gradual, and must build carefully on learners' knowledge and cognitive development in their Home Language.

Learning Outcome 6: Language Structure and Use

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

This Learning Outcome gives the knowledge base without which none of the other Learning Outcomes would make sense. It is thus integrated with the other five Language Learning Outcomes in all activities and situations.

This Learning Outcome deals with the core of language knowledge, sounds, words and grammar in texts. This knowledge is put into action through the language skills described in the other Learning Outcomes. As learners begin to explore how language works, they will start to develop a shared language for talking about language, for example they will learn to use terms like ‘sound’, ‘word’, ‘syllable’ and ‘full stop’. This will enable them to discuss and think about how words are spelt and how simple sentences are constructed and punctuated.

Learners in the Foundation Phase should be exposed to various kinds of information – fictional and non-fictional. In Grades R and 1, the role of imagination and fantasy are very important. While advancing through the phase learners should gradually come to realise that information may be treated in different ways depending on its purpose: whether it is to entertain or to inform. Opportunities need to be created for learners to:

- Listen and ask questions, and to make predictions
- To respond to visual cues like posters and billboards in the environment
- Differentiate between different kinds of information (fact and fantasy) and how to access them.

All six of the Languages Learning Outcomes are equally important as one cannot function without the others. However Listening and Speaking play a particularly important role in the teaching and learning of a First Additional Language. This will therefore influence the design of Lesson Plans, as well as the approach to assessment in a First Additional Language.

When we use language, we integrate knowledge, skills and values to express ourselves. A central principle of the Languages Learning Area Statement is therefore the integration of these aspects of language through the creation and interpretation of oral, written or visual texts. Thus, when designing a Learning Programme, the Learning Outcomes will usually be integrated – Learning Outcomes one and two (Listening and Speaking) are always grouped together, and Learning Outcomes three and four (Reading and Viewing, and Writing) are often linked, while Learning Outcomes five and six (Thinking and Reasoning, and Language Structure and Use) give the knowledge base without which the first four Learning Outcomes would make no sense. Although we integrate Learning Outcomes, we should only focus on one or two particular Learning Outcomes during an activity.

These six Learning Outcomes are supported by their related **Assessment Standards**, which are themselves the stepping-stones required to demonstrate the achievement of the Learning Outcomes.

A central principle of the Languages Learning Area Statement is the integration of all aspects of

language through the creation and interpretation of texts. This means that Reading and Writing, Listening and Speaking, knowledge of Thinking and Reasoning, and Language Structure and Use can be integrated through the use of texts, which in turn link Literacy with other Learning Programmes. The learner could read and view a picture book, i.e. on animals or food types, which would form a link with the Natural Sciences and/or Life Orientation Learning Areas.

As part of integration through texts, the Learning Programme developers can integrate by means of themes (Refer to p.8 of the RNCS, Grades R-9 (Schools), Policy, Languages: English/Afrikaans Home Language, as well as Languages: English/Afrikaans First Additional Language, 2002). The themes can be supported by careful choice of texts. Using a theme allows the learner to build up the vocabulary related to the topic. Careful choice of themes supported by relevant texts not only provides integration, but also stimulates the interest of the learner. To this end, it is important to find a balance of themes which interests both boys and girls, in both rural and city schools, but which also unites learners across these divisions and across Learning Programmes. Themes should be relevant to the learners' lives, and yet also move them beyond what they know already, i.e. they can learn about other countries and cultures. Themes also need to be chosen with the Critical and Developmental Outcomes in mind. Some themes would therefore relate to:

- science and technology, i.e. communication, the weather
- health, i.e. sport and exercise, healthy living, HIV/AIDS
- arts and culture, i.e. music, dance, visual arts, art in the local community
- the local, national and international environment, i.e. my town, pollution at my school, public and religious holidays
- entrepreneurship, i.e. crafts, the school bazaar
- educational and career opportunities, i.e. different careers, helpers in the community

3.3 WEIGHTING OF LEARNING OUTCOMES

The time allocated to the Literacy Learning Programme is 40% of the total teaching time in the Foundation Phase. Oral skills (Listening and Speaking) are important foundational literacy skills and therefore require focused attention during the development of emergent literacy. As the child progresses through the phase, the focus gradually widens to include functioning at higher levels in all the literacy skills.

No specific weighting is attached to any of the Learning Outcomes. The relevance of Listening and Speaking needs to be highlighted, as these two skills should receive special attention in Grades R and 1 in the Home Language, and even more so in the First Additional Languages. Reading and Writing is phased in gradually as the learners learn to read and write, usually from Grade 1 onward. Because of the difference in the Assessment Standards for the Home and First Additional Language, it is obvious that Reading and Writing will be phased in later and that this will occur at a slower pace in the First Additional Language.

3.4 LEARNING AND TEACHING LITERACY

3.4.1 Developing Positive Attitudes towards Language Learning within the Literacy Learning Programme

Learners with positive attitudes towards language learning are more likely to become good speakers, listeners, readers and writers. Teachers should create an environment that stimulates learners' imagination and fosters enjoyment of all aspects of Literacy. The learning experiences provided must encourage learners to understand and respect diversity. Learners need to be encouraged to link classroom experiences with languages and cultures in their homes.

Literacy is linked to personal empowerment and is essential for social and cultural interaction. In order to develop cognitively, learners need to develop the ability to use language to communicate their thinking, ideas, feelings and experiences, and to use a variety of communication forms to do this, including the use of audio-visual media and technology. Learners need to explore how language and literacy impacts on their social development and cultural belief systems.

3.4.2 Selection of Texts

Suitable types of texts are set out as part of the introduction to each phase in the Languages Learning Area Statement. The same types of texts (i.e. poems) may appear in every grade. However, it is important that the level of the vocabulary and the ideas in the texts should be appropriate for each grade. The level should be such that it is understandable, but also challenges learners in terms of both vocabulary and ideas. Reading will then become a means of developing language and a vehicle for experience of a wider world than that in which the learner finds him- or herself. Important social issues can be encountered and explored from early on in the language learning process.

3.4.3 Communicative Approach to Language Teaching

The trend in language teaching, learning and assessment is towards the communicative approach. Communicative language teaching was introduced for all languages by the Interim Syllabus in 1986. C2005, implemented from 1997, required it for Additional Languages.

What is the Communicative Approach?

Communicative language teaching is just what the name implies – it's a method of teaching language based on the idea that language is a means of communication. The purpose of any communication is to make meaning, to make sense or to bring about understanding of a 'message'. Communication, of course, goes much further than this. Communicative language teaching is a methodology based on a wide range of ideas, both theoretical and practical.

Some of the most important of these principles are:

- Language is *acquired* through a gradual and mainly subconscious process; it cannot be quickly and consciously 'learned', i.e. through teaching grammar structures (however, this should not be misunderstood to imply that grammar structures may or cannot be taught).

- Language acquisition is sustained by experiencing *large* amounts of *input* (Listening, Reading and Viewing) and developed by *output when using / producing* language (Speaking, Writing).
- The *level* of the language used in the input is important: it should be familiar enough for the learner to make meaning of it, but have enough new elements (vocabulary / structures) to promote development (according to research, roughly 80% familiar and 20% new).
- We learn a *First Additional Language* and develop that language in much the same way as we learn our Home Language (our 'mother tongue'): by hearing it, making sense of what we hear, and trying it out for ourselves when we communicate.
- All languages are acquired in much the same way, but the Home Language is further advanced in the developmental process than Additional Languages are.
- Semantic *mistakes* are an expected part of the acquisition process. For a language to be acquired, mistakes must be made.
- Language is acquired *holistically* in all learning, not only in the language class.
- The ideal conditions for language learning to take place are those in which the learner is relaxed and enjoying the process.

In the last ten years or so, research has shown that the most effective way to teach Additional Languages is to combine a communicative approach with some teaching of language structure. Of course, the structure of the language must be taught in context and with attention to meaning as well as form. No one approach can be followed slavishly. The approach should meet the needs of the learners (Home or Additional Language) and their level of language development in that language. An eclectic approach, where one selects from different approaches to address the needs of the learners, should be followed.

3.4.4 How Young Learners learn Language and Literacy

Learners develop their Home Language or Additional Languages spontaneously, by listening to and interacting with others in their environment. They practise, develop and perfect their language skills through play, stories, and varied opportunities to interact with the world. They begin their literacy development from their first interactions with reading, writing, print and audio-visual media in the environment in which they grow up.

The principle guiding the teaching and learning of literacy, is that literacy development involves a gradual process of improving various language-related skills. Mistakes should be viewed as a natural part of a learning process. Learners' literacy skills will become increasingly accomplished when they are given the opportunities to use and develop them.

3.4.5 Spoken and Written Language

There are two types of spoken language that people learn and use: social and transactional. *Social* language is used in building and maintaining social relationships. Children learn to use *social* language from very young, and continue to learn it throughout their lives. *Transactional* language is information-related, and it usually has a specific purpose, for example following directions. In transactional language the focus is on conveying information clearly, concisely and explicitly, while using conventions that are commonly understood by all.

The structure and patterns of spoken language are different from those of written language. Spoken language is interactive, and makes use of a variety of non-verbal strategies that add to the meaning. A speaker does not usually speak in complete sentences, especially in a situation where interruption is both accepted and expected. Since most children speak before they learn to write, teachers need to give special attention to developing learners' writing skills and to make explicit the differences between written and spoken language. This can be done by:

- encouraging and supporting learners to do a wide range of reading (both by themselves and with others)
- reading and performing stories, songs, and poems to help make language come alive for young learners
- giving learners frequent opportunities for writing and representing thoughts graphically or in other creative ways
- developing learners' vocabulary and language use.

A Literacy Learning Programme should help learners discover and use techniques and strategies that unlock the 'code' of written words or symbols, such as:

- The development of various word recognition and comprehension skills, such as sensitivity to the sounds of a language (phonemic awareness)
- Knowledge of letter-sound correspondences (phonics)
- Knowledge of blends (putting together two or three letters to make a sound)
- Semantic and syntactic

3.5 DESIGNING A LITERACY LEARNING PROGRAMME, A WORK SCHEDULE AND LESSON PLANS

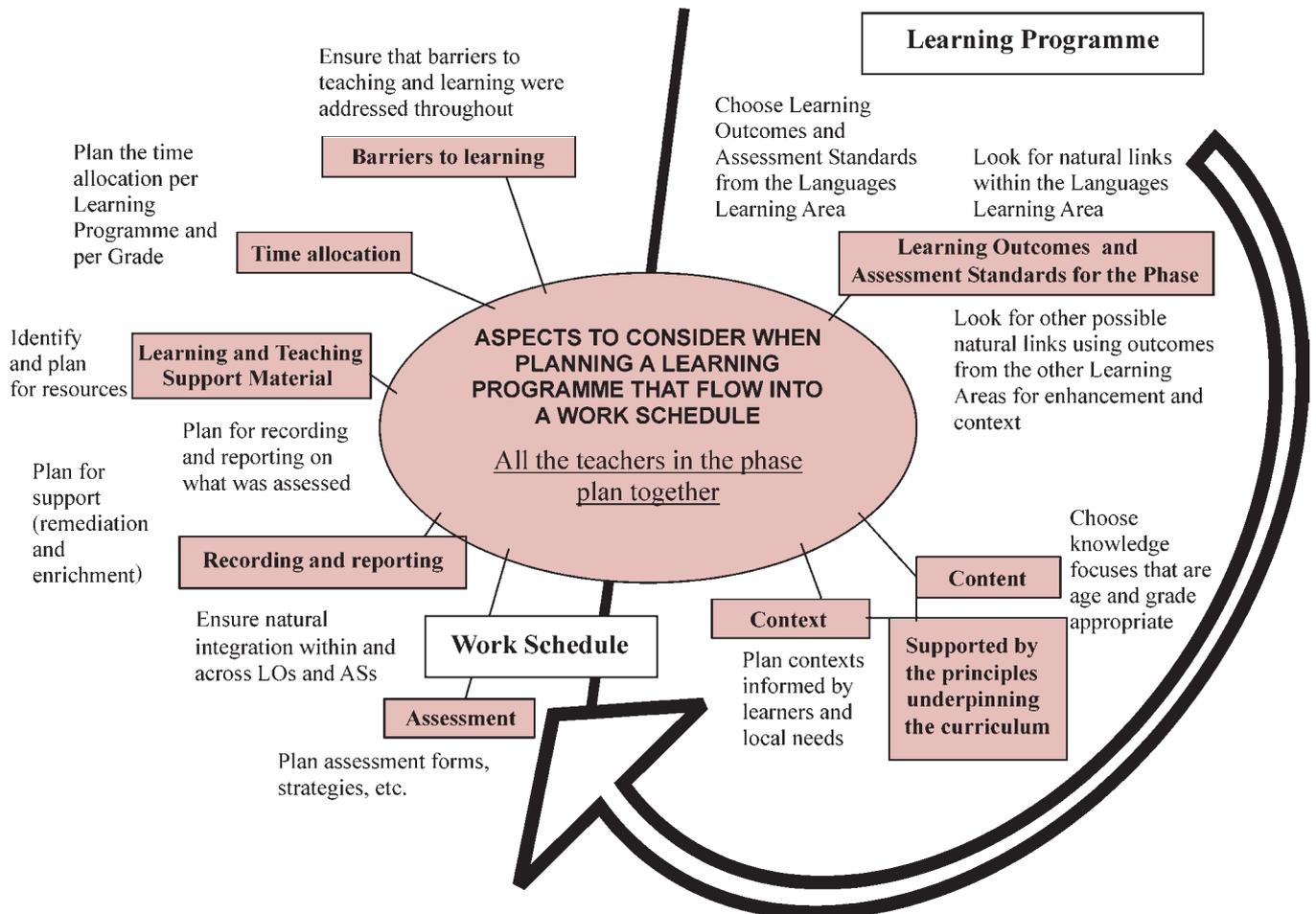
3.5.1 Aspects to Consider

In addition to the aspects referred to in Section 1 the following also need to be considered when developing a Literacy Learning Programme.

- The time allocation for Literacy in the Foundation Phase is determined in the RNCS Overview document as 40%.
- The weighting of the Learning Outcomes that form the backbone of the Learning Programme within a Literacy Learning Programme and the status of the Home and First Additional Languages.
- A situational analysis of the language development of the learners in the different grades in the Language of Learning and Teaching of the school and the situation regarding the First Additional Language(s) offered by the school.
- Select contexts that best consider the needs of the learners, school and community.
- The level of detail at which a Learning Programme is developed is something the developer decides on. However, it is thought that it would not be possible to sequence lessons effectively unless attention is given to the sequencing of the Assessments Standards and Learning Outcome selected.
- The Foundation Phase teachers should develop the Literacy Learning Programme jointly as a team and reflect on its appropriateness and effectiveness regularly. While a Literacy Learning

Programme is developed at some point in time, it is not fixed for all time. The Learning Programme will have to be subjected to revision and review in terms of the actual time that Lesson Plans take to complete versus the anticipated time, and the sequencing of the lessons in terms of the knowledge, skills and values that the learners have versus those that were anticipated in the initial planning of the Literacy Learning Programme.

The following diagram can guide the planning of a Literacy Learning Programme developing into a Work Schedule:



3.5.2 Illustration of an Extract from a Literacy Learning Programme

A Literacy Learning Programme should be developed jointly by the teachers in the phase as a team.

Refer to Annexure A for an illustration of an extract from a Learning Programme. Although the example shows an extract from a Numeracy Learning Programme, the same headings and the same principles would apply to all three Learning Programmes.

NOTE: The planning of a Literacy Learning Programme should cater for both Home Language and First Additional Languages. Teachers should note that the assessment standards for the Home and First Additional Languages are not the same.

3.6 DESIGNING A LITERACY WORK SCHEDULE

3.6.1 Aspects to Consider

The teachers responsible for the same grade should plan together (team planning). They use the Learning Programme as the basis from which to expand and build on. They should first do a detailed situational analysis to determine the language competence of the learners in the grade in order to decide on the Literacy Work Schedule they have to plan. They should deal with the mismatches between Home Language and Language of Learning and Teaching within the Literacy Learning Programme and Work Schedule.

The language competence of learners could include:

- A group of learners whose Home Language is also the Language of Learning and Teaching and who will continue learning through their Home Language (the Language of Learning and Teaching) in the Intermediate Phase and upward. Such a group would demand:
 - ▶ A Literacy Work Schedule based on the Assessment Standards from the Home Language and
 - ▶ A Literacy Work Schedule based on the Assessment Standards from the First Additional Language that the school offers.
- A group of learners, some of whom speak the Language of Learning and Teaching as their Home Language, but others speak other languages and to whom the Language of Learning and Teaching will be a First Additional Language. Such a group would demand:
 - ▶ A Literacy Work Schedule based on the Assessment Standards of the Home and First Additional Language of the Language of Learning and Teaching. The Home Language speakers will be assessed against the Assessment Standards of the Home Language and the learners who do not speak the Language of Learning and Teaching at home will be measured against the Assessment Standards of the First Additional Language of the Language of Learning and Teaching.
 - ▶ A Literacy Work Schedule based on the assessment standards of the First Additional Language that the school offers for the learners that speak the Language of Learning and Teaching at home as their Home Language. (The First Additional Language speakers should be supported to use this time to reinforce the language activities to ensure effective language learning in the Language of Learning and Teaching.)
- A group of learners where no learners speak the Language of Learning and Teaching as their Home Language and to whom the Language of Learning and Teaching will be a First Additional Language. Such a group would demand:
 - ▶ A Literacy Work Schedule based on the Assessment Standards of the Language of Learning and Teaching, and
 - ▶ A Literacy Work Schedule for later in the phase and that are based on the Assessment Standards of the First Additional Language that the school offers.
- A group of learners whose Home Language is the Language of Learning and Teaching in the Foundation Phase but who have to switch to another Language of Learning and Teaching from the Intermediate Phase upward. Such a group would demand:

- ▶ A Literacy Work Schedule based on the Assessment Standards from the Home Language to start in Grade R or Grade 1 that will get less emphasis later in the phase, and
- ▶ A Literacy Work Schedule based on the Assessment Standards from the Language of Learning and Teaching of Grade 4 onward and that will get more and more attention towards the end of the phase.

Developing yearlong Work Schedules from Learning Programmes further involves increasing the level of detail and complexity. Refer to paragraph 1.6.2 or Figure 2 (Section 1) of this guide. It is important that this increased level of detail is planned for at the end of the previous year or the start of the new year. Such planning should include:

- The Learning Outcomes and Assessment Standards for that particular Grade and how they can be structured into Lesson Plans.
- Language support for the learners in the grade if needed
- Assessment planning for the grades including the forms/types of assessment, recording and reporting
- Contexts: local needs, particular circumstances of the school and class, learners needs including especially human rights, social, environmental, cultural and other
- Concepts and knowledge relevant to promoting Literacy
- The time allocation for Literacy and how to arrive at the Guidelines in the language policy in education
- What special resources are to be used and how to acquire these resources
- Integration opportunities.
- Progression in the level of complexity of learning activities from one Lesson Plan to the next.
- The type of detail needed in the Lesson Plans.
- Allowance for changes when needed and when learning is enhanced.

3.6.2 Illustration of an Extract from a Literacy Work Schedule

All the teachers in a Grade should jointly plan the Work Schedule.

Refer to Annexure B for an example of a Work Schedule. Although the example shows a Numeracy Work Schedule, the same headings, with the addition of a heading for the choice of text, and the same principles would apply for the Work Schedules for all three Learning Programmes.

NOTE: The planning of a Literacy Learning Programme should cater for both Home Language and First Additional Languages.

3.7 DESIGNING LITERACY LESSON PLANS

3.7.1 Aspects to Consider

Lesson Plans are developed in detail once the Work Schedule (the planning for a year) has been completed. At this stage each individual teacher plans for his/her class taking into consideration the needs of his/her learners (individual learners' level of development, learning styles, barriers, etc.).

As the teacher develops Lesson Plans it is important that the ideas in this Learning Programme Guidelines, the Languages Learning Area Statements and other relevant Learning Area Statements, translate into reality. In particular it is important that Lesson Plans should:

- Establish the context for the Home Language and First Additional Language which could be the same. In doing this “making meaning” is realised. The context for Literacy, Numeracy and Life Skills can, but need not, be the same at the same time. Numeracy, because of its nature, could require a context of its own.
- Decide on the text or texts to be used during the Lesson Plan for the Home and the First Additional Language
- Provide for a range of teaching, learning and assessment activities in each Lesson Plan
- Ensure that the focus of the activities within a Lesson Plan are on the formation and development of concepts
- Be worthwhile and challenging so that learners can see the value of the tasks that they do
- Enable learners to see the individual Literacy Lesson Plan in relation to the other Literacy Lesson Plans presented in a year
- Be further developed for daily teaching and learning
- Leave room for changes to accommodate unforeseen circumstances.

3.7.2 Illustration of an Extract from Literacy Lesson Plans

Teachers in a Grade could develop the Literacy Lesson Plans together.

Refer to Annexure C for an example of a Lesson Plan. Although the example shows a Numeracy Lesson Plan, the same headings, with the addition of a heading for the choice of text, and the same principles would apply for the Lesson Plans of all three Learning Programmes.

NB: It is important to note that the illustrations are not cast in stone, they are just examples. These illustrations can be changed to suit the contextual situations of the school and should accommodate diversity, i.e. be inclusive.



SECTION 4

NUMERACY LEARNING PROGRAMMES FOR THE FOUNDATION PHASE

4.1 INTRODUCTION

In general, *Numeracy* is defined as “a study of arithmetic” (Concise Oxford Dictionary, 2001), “the ability to do arithmetic” (English Language Dictionary, Collins 1987). *Mathematics* on the other hand is described as “... a subject which involves the study of numbers, quantities, shapes, etc.” (English Language Dictionary, Collins, 1978).

The purpose of *Numeracy* as described in the Numeracy Learning Programme Statement of 1997 (Department of Education, Foundation Phase (Grades R to 3) Learning Programmes Document, Numeracy, Pretoria, June, 1997, p. iv), is to:

- nurture continued perceptual, sensory and motor development,
- use the learner’s own innate, intuitive and experientially acquired knowledge and ability in number and space as a springboard into continued learning,
- ensure the enjoyment of the experiences provided,
- engender confidence in the young learner’s own mathematical abilities,
- encourage learners to develop their own approaches to working with number,
- enable learners to understand and appreciate relationships, logic pattern in number and space,
- build on the learner’s experience of space, time and motion in their everyday lives in order to assist in structuring and interpreting it through concrete and diagrammatic representation, estimation and measurement, and
- develop the ability to communicate mathematically, work co-operatively towards solving problems and use correct mathematical terminology and symbols.

The Learning Outcomes from the Mathematics Learning Area forms the backbone of the Numeracy Learning Programme and therefore, forms the basis of the teaching, learning and assessment that occurs in the Numeracy Learning Programme. These Learning Outcomes include a broad basis of numbers, operations and relationships, patterns, shape and space, measurement, and data handling, therefore Numeracy helps a person to describe situations in numbers, symbols and/or with drawings and graphs. This in turn enables people to understand their present situations better and to plan for the future. It further assists people to think about and to discuss with others what they have described, so that their own thinking is stimulated and errors in thinking are identified and corrected.

People can use mathematical tools to describe and analyse natural occurrences such as patterns and shapes in plants, rock formations, the weather and the movements of the planets. They can also use these tools to create and construct useful and beautiful cultural artefacts from homemade beadwork to that produced in factories, and to describe and predict social occurrences such as population growth, the spread of infections and the allocation of resources to needy areas.

4.2 THE RELATIONSHIP BETWEEN OUTCOMES

4.2.1 Numeracy and the Critical and Developmental Outcomes

The Numeracy Learning Programme helps learners to work towards the Critical and Developmental Outcomes. In line with the Critical and Developmental Outcomes, this Learning Programme presents a range of learning opportunities that will enable young learners to:

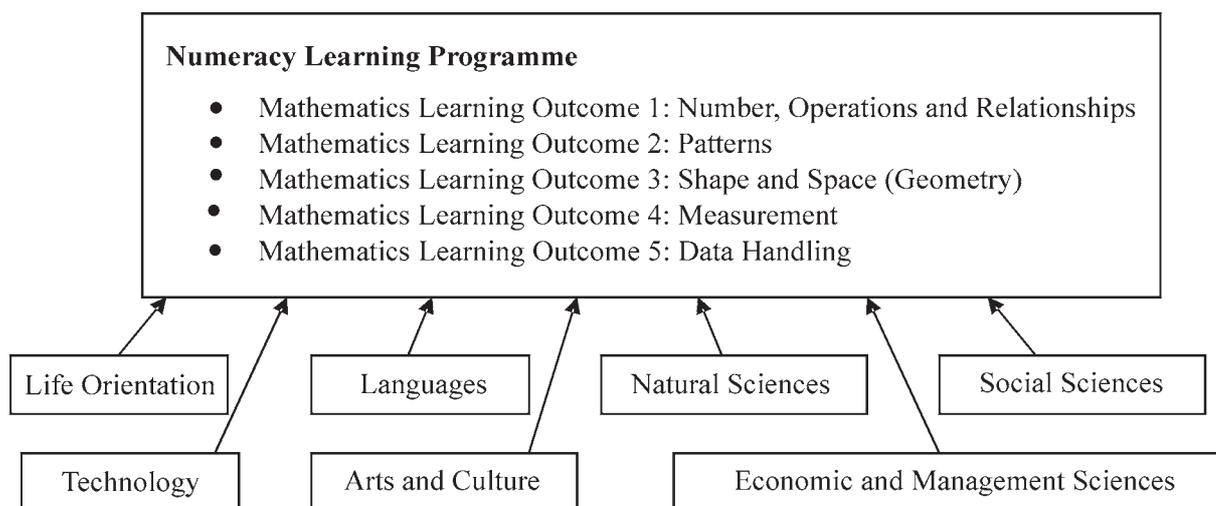
- Identify and solve numerical type problems and make decisions using critical and creative thinking
- Work effectively with other learners while solving problems, doing numerical investigations and engaging in a variety of practical activities as members of a team or group
- Organise and manage themselves and their activities responsibly and effectively, and complete their tasks with understanding
- Collect, analyse, organise and critically evaluate information
- Communicate effectively using visual, symbolic and/or language skills in various modes while using mathematical tools such as symbols, tables, graphs
- Use science and technology such as measuring instruments, calculators and computers effectively and critically while showing responsibility for the environment and the health of others
- Demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

The Numeracy Learning Programme is also designed to contribute to the full personal development of the learner, and to provide young learners with the knowledge, skills and values needed for social and economic development at large. Through this Learning Programme, learners in the Foundation Phase are encouraged to:

- explore a variety of strategies to learn more effectively by appreciating that there is more than one correct way to solve a problem or to describe a problem situation,
- participate in the life of their local communities through observing, describing, and analysing commercial and social activities, both informal and formal,
- become culturally and aesthetically sensitive across a range of social contexts by observing, describing and analysing social and cultural events and artefacts,
- explore some of the concepts associated with the world of work, with the longer term intention being to explore education and career opportunities, and
- to develop those foundational numerical skills that will encourage them to maximise their potential to develop entrepreneurial opportunities.

4.2.2 Learning Outcomes of the Numeracy Learning Programme

While the Numeracy Learning Programme has as its backbone the Mathematics Learning Outcomes, and their related Assessment Standards, the Learning Programme is drawn from all eight Learning Areas. The following diagram shows how the Learning Outcomes from the different Learning Areas are integrated to form a Numeracy Learning Programme.



Teachers need to ensure that they cover all the Learning Outcomes with all their related Assessment Standards from all eight Learning Areas within the three Foundation Phase Learning Programmes.

As it is not possible to give an explanation on all the Learning Outcomes, this section would focus on indicating how teachers would deal with different competencies that are developed by the Numeracy Learning Programme using the Mathematics Learning Area Learning Outcomes as an example.

The Numeracy Learning Programme has as its backbone the Learning Outcomes from the Mathematics Learning Area. It strives to develop in learners the numerically related knowledge, skills, attitudes and values necessary for their daily lives and induction into society to function as effective and responsible members. The knowledge, skills and values of the Mathematics Learning Area are organised into five Learning Outcomes.

The Mathematics Learning Area Statement lists Assessment Standards per Learning Outcome per grade. These Assessment Standards indicate the minimum that a learner should be able to demonstrate per Learning Outcome at each grade level. The word *minimum* must however not be interpreted as average — if learners are performing at the minimum level for their grade then their performance is age appropriate. In light of the remarks about deep conceptual understanding, it is far more important for learners to develop deep and meaningful understanding than to be rushed “ahead.”

The Learning Outcomes and their Assessment Standards are cognitively dependent and supportive of each other. For example, important Number development (Learning Outcome 1) can happen in Measurement (Learning Outcome 4) and Data Handling (Learning Outcome 5) contexts. These cognitive links are reflected in Assessment Standards that sometimes stay the same across one or more grades, and at other times differ. Progression in identical Assessment Standards should be interpreted in terms of the increased level of knowledge and skills that must be developed across the grades. Assessment of attainment in such Assessment Standards therefore needs to take place in the increasingly sophisticated teaching, learning and assessment contexts that clearly show progression from one grade to the next.

It is important not to think of the Learning Outcomes as independent of one another. It is, for example, impossible to study Measurement (Learning Outcome 4) without having an understanding of Number, Operations and Relationships (Learning Outcome 1). Teachers need to be familiar with the interrelationships of concepts both within Learning Outcomes and across Learning Outcomes to ensure that learning opportunities are structured to account for the interrelated and interdependent nature of mathematical knowledge, skills and values.

The Learning Outcomes for Mathematics are:

Learning Outcome 1: Numbers, Operations and Relationships

The learner will be able to recognise, describe and represent numbers and their relationships, and to count, estimate, calculate and check with competence and confidence in solving problems.

The Assessment Standards for this Learning Outcome in the Foundation Phase can be arranged into three groups, namely:

- Recognising, classifying and representing numbers (includes Assessment Standards which start with “Count”, “Orders”, “Describes”, as well as the Assessment Standard on place value)
- Applications of numbers to problems (includes Assessment Standards that start with “Solve money problems” and “Solves and explains solutions to practical problems”)
- Calculation types involving numbers (includes Assessment Standards that start with “Solves verbally stated problems” (Grade R), “Can perform calculations, using appropriate symbols” and “Performs mental calculations”)

The Grade R or 1 learners come to school with varied experiences of number work and number knowledge. Some can rote count while others only know a rhyme or two. Learners can usually show their age by putting up the correct number of fingers, but they often have no real number sense. Some learners will be able to work with money and even give change to a certain extent, but they can't do any formal calculations involving money problems. Most young learners can share food fairly without having a concept of fractions. Differentiated learning activities should therefore be created to accommodate all the learners in the class.

Some skills are accommodated within the Assessment Standards from Grade R while others are only introduced at later stages within the phase when they are more developmentally appropriate.

The basic concepts embedded in ‘money’ and ‘monetary value’ are familiar to some learners in Grade R and to others even before Grade R. Problem solving can be done in any Grade of the Foundation Phase provided it is at the appropriate level.

Knowing number names in one additional language (Grade 3), especially if it is not in the Language of Learning and Teaching, is a new aspect in this phase.

The number ranges recommended for each of the Grades should serve as minimums.

Notice must be taken of non-unitary fractions which are already introduced to learners in the Foundation Phase.

This Learning Outcome is important as it provides the foundation for measuring, recording data, etc. It is widely used, and practice in the skill of calculating, as indicated in this Learning Outcome, occurs in the practical application of most of the other Learning Outcomes in Mathematics.

Resources such as counters (these can include bought objects or those from the environment) should be available and learners must be allowed to use these learning aids as long as they need them. Such learning aids could further include number charts, number cards, abacus, number freeze, play money, calendars, etc.

Teachers need to make learning aids to suit the specific needs of their learners and the learning activities. Learners, in turn, should be encouraged to participate in collecting appropriate learning aids.

Learning Outcome 2: Patterns, Functions and Algebra

The learner will be able to recognise, describe and represent patterns and relationships, as well as solve problems using algebraic language and skills.

The Assessment Standards for this Learning Outcome in the Foundation Phase can be arranged into one group only, namely:

- Patterns

Learners are continuously exposed to patterns in their daily lives. If they did not play skipping or clapping games, sing songs or do rhythmic patterns, they will observe repeated patterns on their clothes, curtains, etc.

A lot of the counting in multiples is required in this Assessment Standard. This Assessment Standard could be explored by helping learners to use physical objects and drawings to copy, extend, create and describe:

- Geometric patterns (i.e. 3-D objects, 2-D shapes, and pictures and drawings), and
- Numeric patterns (i.e. skip counting).

Learning Outcome 3: Space and Shape (Geometry)

The learner will be able to describe and represent characteristics and relationships between two-dimensional shapes and three-dimensional objects in a variety of orientations and positions.

The Assessment Standards for this Learning Outcome in the Foundation Phase can be arranged into three groups, namely:

- Shapes and Objects (includes first three Assessment Standards which start with “Recognises, identifies and names”, “Describes, sorts and compares” and “Builds 3-D” (Gr. R) / “Observes and builds” (Gr. 1) / “Observes and creates” (Gr. 2 and 3)
- Transformations (includes Assessment Standard on symmetry)
- Position (includes other Assessment Standards dealing with position)

Learners occupy space in a 3-dimensional world. They are always positioned in relation to other objects. They therefore need to be encouraged to experience the 3-D world and reflect on it. They must be guided to see things in relation to each other and to describe what they see as a part of the world.

Observing 3-D objects and describing their features and position in relation to each other and in space, is very important. Aspects such as in front of, behind, front view, top view, etc., need to be explored in more detail. In observing these objects closely, aspects such as symmetry, area and perimeter are introduced in a natural and gradual manner during this phase.

Learning Outcome 4: Measurement

The learner will be able to use appropriate measuring units, instruments and formulae in a variety of contexts.

The Assessment Standards for this Learning Outcome in the Foundation Phase can be arranged into three groups, namely:

- Time (includes Assessment Standards dealing with aspects of time)
- Units and Instruments (includes Assessment Standard which make reference to “compare”, ‘order’ or measure mass, capacity, and length)
- Perimeter and Area (includes Assessment Standard which make reference to “distance around two-dimensional shapes” and the “area of two-dimensional shapes” – only applicable to Grade 3)

Everyday life encounters involve the measurement of time, mass, volume, length or distance. These aspects provide excellent contexts within which most of the number work could be dealt with in an interesting and contextualised way.

Having had exposure in the home environment to digital and/or analogue watches, it is essential that both types are included in the teaching, learning and assessment of Numeracy. While working with the uses and value of a calendar to guide, organise, plan and remind one, learners learn vital life skills in an exciting and more relaxed way.

Learning Outcome 5: Data Handling

The learner will be able to collect, summarise, display and critically analyse data in order to draw conclusions and make predictions, and to interpret and determine chance variation.

The Assessment Standards for this Learning Outcome in the Foundation Phase can be arranged into two clusters, namely:

- Collecting and Organising Data (includes Assessment Standards which make reference to “collecting”, “sorting” and “giving reasons for collections”)
- Representing and Interpreting Data (includes Assessment Standards which make reference to “drawing a record of”, “answering questions”, “constructing pictographs”, “describing collections of objects” and “reading and interpreting data”)

Young learners control their world by intellectual means without knowing it when they sort their

toys, clothes, etc. while playing or tidying up. The teacher needs to structure and formalise this natural human activity by suggesting to children to sort objects according to their own thinking before suggesting specific criteria to them on how to do it. Eventually learners are asked to group the same objects into different criteria and to motivate their grouping.

Concrete objects could be organised in such a manner that they could be compared easily. A next step could be to build a pictograph to represent the real objects. These objects could eventually be represented in a block graph. Practical work is of the utmost importance and must be adequately attended to before more abstract thinking is done.

Integration needs to go beyond the Guidelines above. It also requires collaboration between teachers in the phase, at both the planning and implementation levels of teaching, learning, and assessment. The level of success experienced with integration relies on integrated assessment, and this needs to be carefully planned for.

4.3 WEIGHTING OF LEARNING OUTCOMES

The weighting of the different Learning Outcomes is an important consideration when planning the Numeracy Learning Programme. While it is impossible to define and describe time allocation in terms of hours and minutes per Learning Outcome, Guidelines according to weighting are suggested.

The principle that not all Learning Outcomes are the same is accepted. This means that different Learning Outcomes warrant different weightings. The Assessment Standards related to Learning Outcomes per grade give an indication of the amount of expected activity relating to that outcome. For example, an analysis of the Assessment Standards would indicate that Learning Outcome 1 (Numbers, Operations and Relationships) is weighted much more than the other Learning Outcomes.

The weighting of the Learning Outcomes could be reflected in the type of activity, the frequency with which it appears, etc., and need not be expressed in hours and minutes per day or per week.

4.4 LEARNING AND TEACHING NUMERACY

A teacher who believes that all learners can learn the basics of Numeracy and thereby become numerate, creates a teaching learning and assessment environment in which Numeracy is both well taught and effectively learnt.

For the most part Numerical concepts are abstract. The use of concrete objects and apparatus in the early years — indeed in all years — can contribute to the development of understanding and must therefore be encouraged. The use of learning, teaching and assessment contexts that are relevant to the lives of the learners can also contribute to understanding and should similarly be encouraged. However, it is important that the teacher also recognises that learners eventually need to develop their understanding in the absence of concrete objects and contexts. If learners are to develop rich numerical understanding then they need to be able to visualise numerical concepts as objects themselves. While the number 2 can be used to denote the number of bottle tops in a pile, in the statement $2 + 5$, the number 2 is an object itself — i.e. it is independent of the situation that gave meaning to it. Implications for the teaching and learning of Numeracy are vast and include:

- that the learning of Numeracy cannot be rushed,
- that learners all learn at a different pace and through different opportunities,
- the frequent and repeated use of numerical concepts as stated in the Assessment Standards is critical to learning, and
- that understanding develops over time and through the use of Mathematics.

Effective teaching relies on an understanding of Numeracy and what learners know and what they need to know, and structuring learning opportunities appropriate to the needs of the particular learners so that it will support and encourage their learning. Different learners learn in different ways and teachers need to be aware of this as they plan teaching activities. The Numeracy teacher needs to have available a wide repertoire of teaching strategies that he/she can use effectively to ensure successful learning by all learners (including, especially, learners with barriers to learning).

Among these strategies are:

- Problem posing and problem solving
- Investigation
- Observation
- Modeling
- Reading
- Group work
- Drill and practice
- Following worked examples

There is no hierarchy among these strategies and each has a place in the Numeracy classroom. It is inappropriate to use one approach to the exclusion of all others. While drill and practice can be used to consolidate the learning of concepts and can lead to mastery of various skills, other approaches such as problem posing, problem solving and investigation are needed to develop understanding.

Quite apart from how learning opportunities are structured in the classroom, learning will only be effective if:

- Learners engage with worthwhile and challenging numerical tasks. It is important that learners can see the value of the tasks that they are doing. They may be solving problems related to their lives or problems of a purely numerical nature; either way the value of the Numeracy (i.e. the value of the task) must be evident.
- Learners are given opportunities to develop a deep and coherent conceptual understanding of Numeracy. Given the hierarchical nature of conceptual understanding, it is critical that learners have an understanding of what they are doing. Performing operations by rote or simply following a recipe will not help the development of understanding and hence numerical knowledge, skills or values. One of the implications for developing understanding is that learners must have opportunities to negotiate meaning — that is they need to be able to discuss their understanding of concepts with each other and their teacher. In the absence of discussion, it is not possible to develop deep conceptual meaning and understanding.

4.4.1 Cross-cutting Skills

The Numeracy Learning Programme interprets the Mathematics Learning Area and its Learning Outcomes, clarifies the position of Mathematics in the Numeracy Learning Programme in the Foundation Phase curriculum as well as that of the other Learning Areas, and takes into account the unique personal, social and intellectual needs of learners in this phase. This Learning Programme Policy Guideline addresses the above issues by:

- suggesting some basic principles underlying the development of numerical knowledge, skills, values and attitudes in the early grades,
- describing the Learning Area Learning Outcomes in such a way that teachers will find it easier to identify appropriate learning, teaching and assessment experiences which develop these Learning Outcomes for Foundation Phase learners,
- describing levels of progression and the idea of differentiation to suit the needs of each learner, including learners experiencing barriers to learning, and
- providing Assessment Standards and exemplars.

Numeracy skills and concepts must be presented in varied contexts to accommodate various learning styles and paces of learning. Contexts need to be realistic and new concepts should be applied practically. After practical hands-on exposure to problem solving, learners can usually memorise bonds and tables.

In addition to the knowledge, skills and values explicitly listed in the Learning Outcomes and Assessment Standards of the Mathematics Learning Area Statement, there are a number of skills that can and need to be developed in learners through the study of Numeracy. These skills are:

- Problem Solving
- Reasoning
- Communication

The above skills are overarching and should be developed throughout the three phases and across the Learning Outcomes. In designing a Learning Programme, attention needs to be given to ensuring that these skills are actively developed.

Problem solving in Numeracy

Problem solving is a very important skill to be developed in all learners. Problem solving:

- is one of the Critical Outcomes,
- is an important skill which needs to feature across all Learning Areas, and
- forms the heart of Numeracy — Numeracy being a problem solving activity.

Teachers need to recognise that a Foundation Phase problem solver will have different skills and problem solving abilities to a Senior Phase problem solver. However, teachers need to ensure that all learners have exposure to a large number of opportunities to solve problems appropriate to their skills and numerical sophistication abilities.

Young children exhibit curiosity, intelligence and flexibility as they try to find solutions when facing new problems. Therefore, the learners should:

- not be denied access to the problem through lack of reading skills,

- be challenged by well-formulated problems.
- be exposed to problems that are neither too easy or too difficult for them,
- be introduced to the problem solving process via contexts familiar to the them – if this is not possible, the teacher must first explain it or deal with it ,
- exposed to contexts derived from real life experiences, and
- be exposed to good context which can be found in the home and/or school environment.

Examples of Problem Types

These are examples of important problem types for whole numbers that you need to present repeatedly to your learners in each grade. Start with small numbers and increase the number sizes as their understanding of and familiarity with the problem type grows, and as their number concept develops into the higher number ranges. The same problem types are therefore used from Grade 1 to Grade 3. You just keep on making the numbers bigger, and change the contexts to suit the learners' knowledge of the world. The contexts in which the problem types are presented here are very direct and simple, so that the problem type stands out clearly. When you pose the problem to your learners, choose a context that is socially meaningful and that relates to and develops their understanding of social and environmental issues. For example, a good Grade 3 problem for Repeated addition may be:

You can build a shelter for a homeless family with 12 panels of chipboard for the walls and 6 sheets of corrugated iron for the roof. You also need a door and two windows. How many of each of these items do you need to build 24 shelters?

Before you pose the problem, you can first discuss this serious social problem and what one can do about it.

Always keep in mind the safety of your learners. When you choose socially meaningful and relevant contexts, remember that you cannot take a class of young learners out of the school grounds to count traffic, pedestrians, etc., without the strictest supervision. Learners should also not handle discarded materials (for example, sort rubbish) without the strictest attention to their health and safety.

Grouping

Unathi sells apples in bags of 3 apples each. She has 14 apples. How many bags of 3 apples each can she/he make up?

Mashiya's mother buys a packet with 15 sweets in it. She gives Mashiya 3 sweets every day. How many days will the packet last?

Sharing

Share 12 sweets among 3 friends so that they all get the same number of sweets.

- Sharing, leading to fractions:

Share 10 chocolate bars among 3 friends so that they all get the same amount of chocolate bar and there is nothing left over.

Proportional sharing

Peter is smaller than Rhulani. When Peter eats 1 slice of bread, Rhulani needs 2 slices of bread. When Peter eats 2 slices, Rhulani needs 4 slices. After a few days, they have eaten 12 slices of bread. How many slices did Peter eat and how many slices did Rhulani eat?

Sue and Greg do a piece of work together. Sue works for 3 hours and Greg works for 1 hour. They get paid R60. How must they share the money?

Repeated addition

How many wheels do 4 bicycles have?

Rate

Thami drinks 3 cups of milk every day. How many cups of milk does he drink in a week?

Grids

Mr Khumalo plants 3 rows of cabbage plants. There are 5 plants in each row. How many cabbage plants are there altogether?

Addition and subtraction

There are at least four basic types of addition and subtraction problems and each type can be posed in different ways. The basic types are:

- Change:
 - ▶ Noluthando had 5 apples. Silo gave her some apples after which she had 13 apples in total. How many apples did Silo give her?
 - ▶ Noluthando had 13 apples. She gave 5 apples to Silo. How many apples does she have now?
- Combine:
 - ▶ Nosisi has 5 green and 8 blue marbles. How many marbles does she have?
 - ▶ Nosisi has 13 marbles. 5 are green and the rest are blue. How many blue marbles does Nosisi have?
- Compare:
 - ▶ Nosisi has 13 bananas. Themba has 5 bananas. How many more bananas does Nosisi have than Themba?
- Equalise:
 - ▶ Nomkhita has 13 marbles. Siphon has 5 marbles. How many marbles does Siphon have to get so that he will as many marbles as Nomkhita?

Posing each problem in different ways

- Problems have to be posed in different ways, for example, a Change problem:
 - ▶ Noluthando had some apples. Silo gave her 8 more apples. Now she has 13 apples. How many apples did Noluthando have in the beginning?
 - ▶ Noluthando had 5 apples. Silo gave her some apples. How many apples did Silo give her?

Problem situations with different functional relationships:

- Heila sells hot dogs at R4 each. Make a table to help her find the amount for large orders.

Number of hot dogs	1	2	3	4	5	10	20
Cost in R	4	8					

Use the table to find the cost of 7 hot dogs and 23 hot dogs.

- Sedick babysits. He charges R20 for travel costs, and then R5 per hour for the babysitting. Complete this table for him.

Number of hours	1	2	3	4	5	10
Cost in R	25	30	35	40	45	

Note that Heila's problem and Sedick's problem work differently.

The above 'problem types' are given to guide the teacher. Learners should not be burdened with type names. Note that learners often use different ways of solving a problem which may not be what the teacher expects. This is to be allowed. For example, a division problem may be solved by repeated subtraction, addition, or multiplication.

Communication

Communication is about making your thoughts known to others. In Numeracy this could be achieved when learners articulate their ideas in trying to clarify, organise and consolidate their thinking. The language development of learners and whether they are learning through their Home or their First Additional Language needs to be taken into consideration here.

Communication can be encouraged by getting learners to:

- communicate in various ways, like representation through illustrations, and
- share their solutions and in doing so find out how others have solved their problems.

Reasoning

Reasoning takes place when people form their own ideas. Young learners need to be given time to search for evidence to prove the conjectures they make. In so doing they are expected to justify their ideas. Reasoning can be encouraged on the part of learners when:

- a reasoned explanation is accepted if it is within the boundaries of logic, and
- they are given opportunities to explain their reasoning responses as this strengthens their reasoning capacities.

4.5 DESIGNING A NUMERACY LEARNING PROGRAMME, A WORK SCHEDULE AND LESSON PLANS

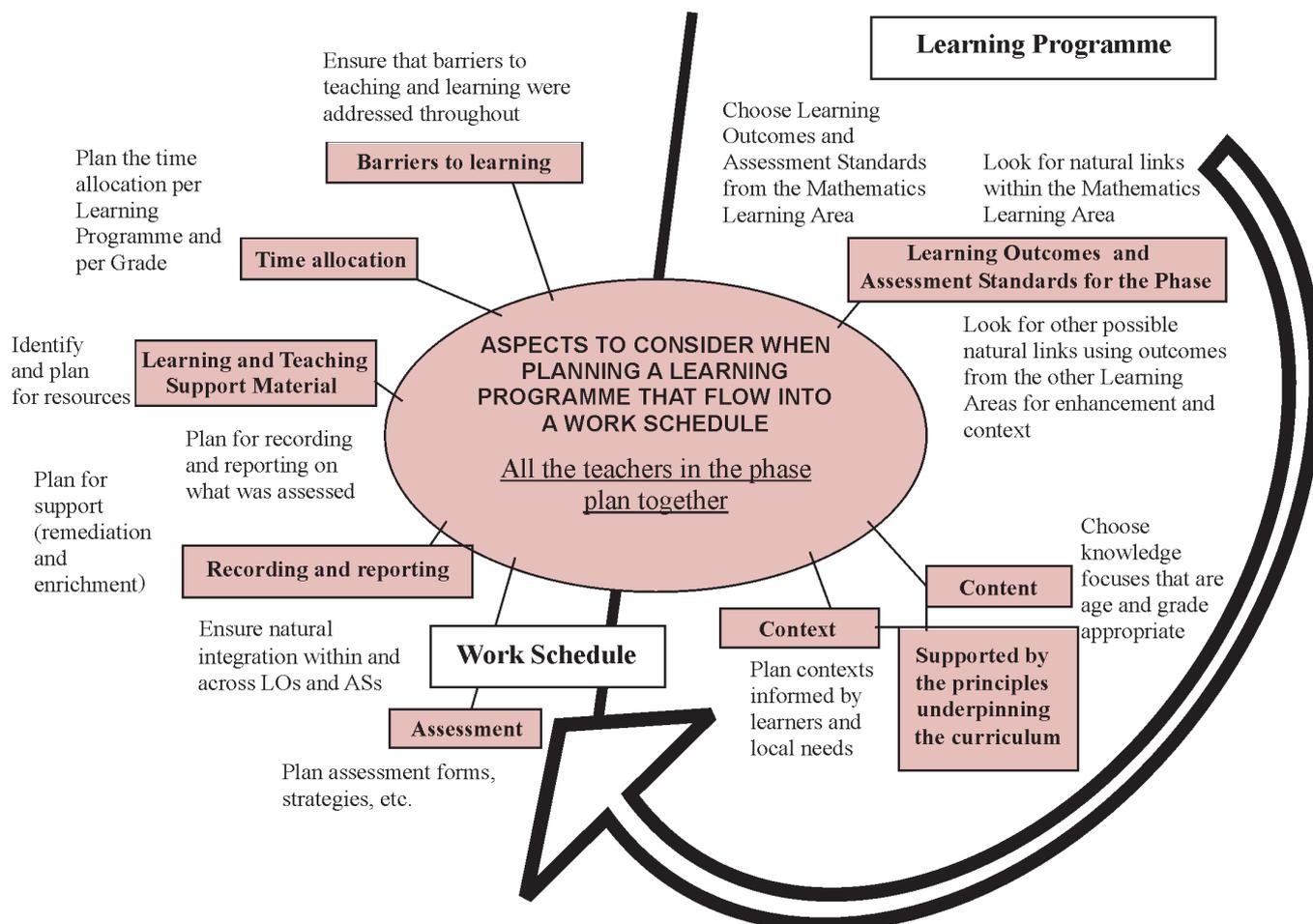
4.5.1 Aspects to Consider

There are several aspects to be considered when developing a Numeracy Learning Programme and these include:

- The time allocation for Numeracy in the Foundation Phase is determined in the National Curriculum Statement overview document as 35%.

- The weighting of the Learning Outcomes that form the backbone for the Learning Programme.
- The language development of the learners in the different grades in the Language of Learning and Teaching of the school.
- Learning contexts such as environmental learning, health promotion and social issues can be derived from the ‘core knowledge and concepts’ from Natural Sciences (NS), the ‘knowledge focus for’ from the Social Sciences (SS), and ‘the focus for’ from Economic and Management Sciences (EMS) from the respective Learning Area statements in the Revised National Curriculum Statement (RNCS).
- Select contexts that best consider the needs of the learners, school and community.
- The level of detail at which a Learning Programme is developed, is something the developer needs to decide on.
- The Foundation Phase teachers should develop the Numeracy Learning Programme jointly as a team and reflect on its appropriateness and effectiveness regularly. While a Numeracy Learning Programme is developed at some point in time, it is not fixed for all time. The Learning Programme will have to be subjected to revision and review in terms of the actual time that Lesson Plans take to complete versus the anticipated time, and the sequencing of the Lesson Plans in terms of the knowledge, skills and values that the learners have versus those that were anticipated in the initial planning of the Numeracy Learning Programme.

The following diagram provides guidance on the planning of a Numeracy Learning Programme



4.5.2 Illustration of an Extract from a Numeracy Learning Programme

A phase long Numeracy Learning Programme should be planned jointly as a team by the teachers in the phase and be adapted on a yearly basis to suit the needs of the learners in each of the Grades for a specific year. Refer to Annexure A for an illustration of an extract from such a plan. The illustration takes into consideration that there could be both Home Language and First Additional Language learners in the Foundation Phase at the school. When learners are assessed the teacher should bear in mind that First Additional Language learners may find it difficult to read, write and express themselves as well as the Home Language speakers in the Language of Learning and Teaching of the school, and should therefore not be penalised for the level of their language usage. They should be supported to understand what is expected of them and then they should be allowed to use alternate methods of drawing, etc., to communicate their solutions to problems.

4.6 DESIGNING A NUMERACY WORK SCHEDULE

4.6.1 Aspects to Consider

The development of yearlong Work Schedules from Learning Programmes involves increasing the level of detail and complexity provided in the Learning Programme to that provided in the Work Schedule. It is important that this increased level of detail is planned at the end of the previous year or the start of a new year, as it is through such planning that all the teachers in the grade can jointly plan as a team to ensure a spread and range of among other things:

- The Learning Outcomes and Assessment Standards for that particular Grade and how they can be structured into Lesson Plans.
- Language support for the learners in the grade that need it
- Assessment planning for the grades including forms/types of assessment, reporting and recording
- Contexts, local needs, particular circumstances of the school and class, learners needs including especially human rights, social, environmental, cultural and other
- Concepts and knowledge relevant to promoting Numeracy.
- The time allocation for Numeracy.
- What special resources are to be used and how to acquire these resources
- Integration opportunities.
- Progression in the level of complexity of learning activities from one Lesson Plan to the next.
- Resources to be used
- Allowance for changes when needed and when learning is enhanced.

4.6.2 Illustrations of an Extract from a Numeracy Work Schedule

All the teachers in a Grade should jointly plan the Work Schedule.

Refer to Annexure B for an illustration of an extract of a Work Schedule for Numeracy in the Foundation Phase. The same headings and the same principles would apply for the Work Schedules for all three Learning Programmes.

NOTE: The planning of a Numeracy Work Schedule should cater for both Home Language and First Additional Language learners.

4.7 DESIGNING NUMERACY LESSON PLANS

4.7.1 Aspects to Consider

Lesson Plans are developed in detail once the Work Schedule (the planning for a year) has been completed. At this stage each individual teacher plans for his/her class taking into consideration the needs of his/her learners (individual learners' level of development, learning styles, barriers, etc.).

When the teacher develops Lesson Plans it is important that the ideas in this Guideline and the Learning Area Statements translate into reality. In planning a Lesson Plans it is important to:

- know that Numeracy can require a context of its own – the context for Literacy, Numeracy and Life Skills can, but need not be the same for the same period.
- provide for a range of teaching, learning and assessment activities in each Lesson Plan
- ensure that the focus of the activities within a Lesson Plan are on the formation and development of Numeracy concepts
- prepare learning activities that will be numerically worthwhile and challenging so that learners can see the value of the tasks that they do
- ensure that the activities are worthwhile and challenging so that learners can see the value of the tasks that they do
- enable learners to see the individual Numeracy Lesson Plan in relation to the other Numeracy Lesson Plans presented in a year
- develop plan Lesson Plans that can be further developed for daily teaching, learning and assessment
- leave room for changes to accommodate unforeseen circumstances.

4.7.2 Illustration of an Extract from Numeracy Lesson Plans

Teachers in a Grade could plan their Lesson Plans together.

Refer to Annexure C for an extract from an example of a Lesson Plan for Numeracy in the Foundation Phase.

NOTE: It is important to note that the illustrations of the extracts are not cast in stone, they are merely examples of how teachers can go about their planning of a Learning Programme. These illustrations can therefore be changed to suit the contextual situations of the school and must accommodate diversity, i.e. be inclusive.



SECTION 5

LIFE SKILLS LEARNING PROGRAMMES FOR THE FOUNDATION PHASE

5.1 INTRODUCTION

Life Skills are defined by different people and organizations in the following ways:

*“Those skills needed by an individual to operate effectively in society in an active and constructive way.”
(Edward de Bono)*

“Personal and social skills required for young people to function confidently and competently with themselves, with other people, and with the wider community.” (TACADE, United Kingdom)

“A lifeskill is any skill which enables a person to interact meaningfully and successfully with the environment and with other people.” (Edna Rooth)

Life Skills, as described in the South African school curriculum, is a Learning Programme that develops a range of life skills that empower learners to:

- develop their full personal potential physically, effectively, socially, cognitively and normatively
- participate effectively within their environment and develop scientific and technological process skills
- become an empowered citizen and to prepare them for the world of work
- be creative thinkers

(Department of Education, Foundation Phase (Grades R to 3) Learning Programmes Document, Life Skills, Pretoria, June 1997, p. iv)

Life Orientation, which provides the backbone Life Skills, is defined in the RNCS as a guide which prepares learners for life and its possibilities, specifically “equips learners for meaningful and successful living in a rapidly changing and transforming society.”

Seen as such, the Life Skills Learning Programme needs to be designed to contribute to the full personal development of young learners, and to provide them with some of the knowledge, skills and values needed for wider social and economic development and involvement. It is therefore the task of the Life Skills Learning Programme to enable learners to make sense of, and integrate things they learn at school into daily life, so that they are able to make skilled and informed life decisions. At present there are numerous challenges facing young people in South Africa, and this Learning Programme offers all young South Africans an opportunity to develop the capacity to participate in the life of South African society in meaningful ways.

It is suggested that an integrated approach be applied to the development of a Life Skills Learning Programme. While the Life Orientation Learning Outcomes and their related Assessment Standards serve as the backbone for this Learning Programme, Learning Outcomes and their related Assessment Standards from other Learning Areas are also dealt with in the Life Skills Learning Programme.

5.2 THE RELATIONSHIP BETWEEN OUTCOMES

5.2.1 Life Skills and the Critical and Developmental Outcomes

From the above description, it is clear that the Life Skills Learning Programme should be designed to enable young learners to develop the skills, knowledge, attitudes and values that will enable them to *identify and solve problems*, and *make decisions*.

The Life Orientation Learning Outcomes relating to the social and personal development (Life Orientation: Learning Outcomes 2, 3 and 4; and i.e. Arts and Culture: Learning Outcomes 3 and 4) of the learner emphasise the intellectual, physical, emotional and social development of learners, and aim to improve learners' self-confidence. These Learning Outcomes will help learners to *apply critical and creative thinking skills and to organise and manage themselves and their activities responsibly*.

The Learning Outcome relating to learners' knowledge of society, relationships and culture (Life Orientation: Learning Outcome 2; and i.e. Social Sciences – History: Learning Outcomes 1, 2 and 3) provides learners with the knowledge, skills and values needed to *develop meaningful and lasting social relationships*. It furthermore guides learners to understand and value culture and history, and to participate in the life of their communities. Learners are thus encouraged to become *culturally and aesthetically sensitive across a range of social contexts*.

Learning Outcomes that enable learners to investigate people-environment relationships (Life Orientation: Learning Outcome 1; and i.e. Technology: Learning Outcome 1; Natural Sciences: Learning Outcome 1; and Social Sciences – Geography: Learning Outcomes 1, 2 and 3), encourage learners to undertake different kinds of investigations to learn about the relationships between people and the environment. This involves developing an understanding of the *world as a set of related systems*, and using *science and technology effectively and critically while showing responsibility for the environment and the health of others*. It also introduces learners to important concepts such as needs and wants, the world of work and basic entrepreneurial skills.

Learning Outcomes that enable learners to make choices about health and safety (Life Orientation: Learning Outcomes 1 and 2; and i.e. Natural Sciences: Learning Outcome 1), help learners to develop basic personal and community health knowledge and skills. They will also learn about their rights and responsibilities, and the causes and impacts of problems that may affect their health and safety.

The Learning Outcome that addresses the physical development and movement skills (Life Orientation: Learning Outcome 4 and Arts and Culture: Learning Outcomes 1, 3 and 4), aim at providing opportunities for learners to develop their fine and gross motor skills to their full potential so that they are able to *organize and manage themselves and their activities responsibly*. It also addresses *productivity and impacts positively on well-being*.

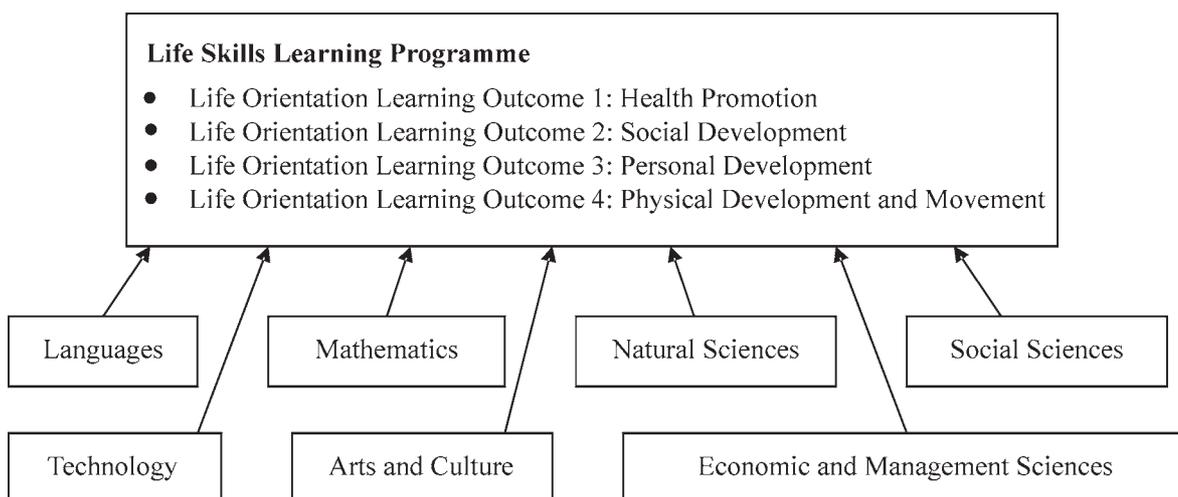
A Life Skills Learning Programme depends on good Literacy and Numeracy skills. These skills can be developed in a Life Skills Learning Programme by *collecting, analysing, organising and critically evaluating information in different ways*, and through *communicating effectively using*

visual, symbolic, and/or language skills in various modes (Life Orientation: Learning Outcomes 1, 2 and 3; and i.e. Economic and Management Sciences: Learning Outcomes 1 and 2; Arts and Culture: Learning Outcomes 1 and 4).

Learners are encouraged to explore *different learning strategies* in Life Skills. They are also encouraged to *appreciate the multilingual nature of South African society* and to develop a wide range of different communication strategies.

5.2.2 Learning Outcomes of the Life Skills Learning Programme

The Life Skills Learning Programme has as its backbone the Learning Outcomes, with their related Assessment Standards from the Life Orientation Learning Area. To enable holistic development, it is suggested that the Learning Outcomes and their related Assessment Standards from the other Learning Areas are integrated in the Life Skills Learning Programme. This ensures that key concepts and skills needed for further learning in the General Education and training band are developed in the Foundation Phase, in addition to those proposed in the Literacy and Numeracy Learning Programmes.



Teachers must ensure that they cover all the Learning Outcomes with all their related Assessment Standards from all the Learning Areas within the three Learning Programmes.

As it is not possible to give an explanation on all the Learning Outcomes, this section would focus on indicating how teachers would deal with different competencies that are developed by the Life Skills Learning Programme using the Life Orientation Learning Area Learning Outcomes as an example.

Learning Outcome 1: Health Promotion

The learner will be able to make informed decisions regarding personal, community and environmental health.

Young learners are faced with many choices that affect their health and safety. In addition to these choices, they need to apply a range of basic healthy routines such as personal cleanliness and a healthy eating pattern. This Learning Outcome aims to help them develop healthy routines and make informed decisions that will benefit their health and safety. Learners should be able to identify basic risks to their own health and safety, and know how to seek help. They need to understand the role of key health and safety workers, and service organisations in the community.

As a teacher, you should be able to recognise emotional stress and problems affecting learners' health and safety, and know what services and support structures to access at your school, district and province. Learners should explore the relationship between their own health and safety, the health of others, and the health of the environment (i.e. polluted water can be harmful to health) in this Learning Outcome. They will use critical and creative thinking, decision-making and problem solving skills to make informed choices and positive contributions to their own health, the health of others and the health of the environment.

Learners will furthermore explore Assessment Standards that enable them to investigate people-environment relationships and natural phenomena. They will use simple scientific skills to investigate the environment, and develop a basic understanding of life and life support systems. They will investigate both the natural and manmade environment, and develop respect for the diversity of life.

This Learning Outcome also introduces young learners to the concepts of technology, time, space and place. They will learn to understand these concepts by investigating changes in their daily lives, and changes in the life of their communities and the natural environments. They should be encouraged to undertake technologic, scientific and environmental investigations. Investigation, problem solving and action taking are important skills developed through this Learning Outcome. You could, for example, encourage learners to undertake small-scale investigations into environmental or social problems that they experience on a daily basis in the local community or natural phenomena. In this way, they can act in ways that contribute positively to changes in the environment. The HIV/AIDS programme can also be incorporated into Life Orientation: Learning Outcome 1.

Learning Outcome 2: Social Development

The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.

This Learning Outcome deals with basic concepts associated with human rights, healthy environment, inclusivity and social justice. Learners will develop a critical understanding of bias, stereotypes, and other forms of prejudice that form the basis of social exclusion in the South

African society when exposed to this Learning Outcome.

Through learning to value their own and other cultures, young learners will begin to understand and appreciate the diversity of cultures in South Africa. This will help them to develop a sense of a shared identity at local and national levels. Learners will explore how culture is expressed creatively through the arts in different ways. Studies of culture and heritage that are addressed in this Learning Outcome should be located in an understanding of South Africa's past experiences and vision for the future. Learners will investigate some of the ways in which families, communities, groups and nations live together. They will learn about the rights, roles and responsibilities associated with the functioning of groups, organisations and institutions (i.e. the family unit, community organisations and the world of work). This will help them to see how they can participate in the life of their communities.

As the teacher, your role will be to create a teaching, learning and assessment environment in both your classroom and your school that reflects principles and values such as equality, tolerance, redress and human rights, which are all components of the South African Constitution.

Learning Outcome 3: Personal Development

The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.

This Learning Outcome is particularly important in the Foundation Phase, as young learners entering formal schooling for the first time may find the adjustment emotionally, physically, socially and mentally challenging. An open, secure learning environment that provides opportunities for learners to develop self-expression and self-confidence, will support their personal development. Since this Learning Outcome underpins most learning in the Foundation Phase, it should be emphasized in all three Learning Programmes throughout the year, and across the phase.

Supporting learners to develop personally will involve having to know the holistic development needs of all your learners, both as individuals and as a group. Learners in this phase may range between 6-10 years of age, and their personal development needs will thus vary. You need to be able to identify the individual needs of learners, and to accommodate and respond sensitively to them. Learners experiencing barriers to learning and development (these could be physical, emotional, intellectual or socio-economic) must be accommodated, and their individual needs be met.

Learning Outcome 4: Physical Development and Movement

The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.

The emphasis on physical development and movement in this Learning Outcome will enable learners to develop the fine and gross motor skills necessary to use a range of objects and implements to participate in sports, games, dance and other learning activities. It is important to nurture each learner's physical and movement development needs in relation to their cognitive,

emotional and social needs.

The Learning Outcomes from the Life Skills Learning Area are interrelated and therefore support, extend and enhance each other. For example, if people follow a healthy life style, live in social harmony with other people and are proud of whom they are, it also enhances their personal development. Regular exercise promotes healthy living and facilitates social development.

There are many examples across the Learning Areas of how creating and designing in one or other art form can promote social and personal development, and how a sound knowledge of nature and the environment can enhance healthy living. Knowledge and an understanding of economic and management matters are essential for personal development.

Environmental and social issues could also be dealt with in the Life Skills Learning Programme.

5.3 WEIGHTING OF LEARNING OUTCOMES

Life Skills is also intended to be a fully integrated Learning Programme, and the weighting of Learning Outcomes within the Life Skills Learning Programme will depend on the schools and the context in which they operate.

The use of Assessment Standards to arrive at the weighting of Learning Outcomes in the Life Skills Learning Programmes is not appropriate. A suggestion for arriving at weightings is to look at the Learning Outcomes and their related Assessment Standards that point towards what the learner needs to survive in his/her environment i.e. issues of health and safety precautions. The next level could relate to contextual issues such as rural, urban, advantaged and disadvantaged. The third level could relate to those Learning Outcomes and Assessment Standards that increase the learner's capacity to learn. In this area, teachers need to exercise their professional judgement and their own understanding of how and why learners learn. Their understandings could be based on one or more established theories of learning and/or a more implicit/organic understanding.

Once teachers have made their decision about which Learning Outcomes and Assessment Standards they would emphasise it is important to avoid over emphasising some Learning Outcomes at the expense of others.

5.4 LEARNING AND TEACHING OF LIFE SKILLS

Life Skills, as with the other two Foundation Phase Learning Programmes, requires a shift from a content-based progression to a skills-based progression in teaching, learning and assessment. The skills identified are the cognitive and learning skills that are essential for further learning. They become the core of this programme. For example, learners need to learn how to:

- Make choices about health and safety
- Build social relationships and cultural understanding
- Make decisions about personal and social development, and investigate people-environment relationships and natural phenomena
- Develop physical and movement skills

5.4.1 Principles that Inform Life Skills Learning and Teaching

There are a number of principles that inform Life Skills learning, teaching and assessment. These include:

- *The acquisition of the necessary skills should be based on sound reasoning appropriate to the individual learner's age and stage as reflected in the Assessment Standards*
Learners should talk about issues that are relevant to their age and interest, make drawings, find pictures about them, and talk to people in the community instead of memorizing a number of facts that may not be understood by all the learners. They must be guided to collect enough relevant information, and to think and reflect on issues from an early age.
- *The learners' competence in the Language of Learning and Teaching should be borne in mind*
The language development of the learners in the Language of Learning and Teaching should always be kept in mind. When abstract concepts such as respect, love, etc., are dealt with, care must be taken to ensure that the learner fully understands these concepts. In the case of the Language of Learning and Teaching being the First Additional Language of the learner, the teacher needs to seek appropriate ways in which the child could show his/her competence or understanding. In order to ensure this, the First Additional Language Assessment Standards must be borne in mind for learners who do not speak the Language of Learning and Teaching of the school at home, when planning a Life Skills Learning Programme.
- *Assessment in Life Skills should, where possible, be done in the learners' home language*
Teaching, learning and assessment in Life Skills is best undertaken in the learner's Home Language. If, however, the Language of Learning and Teaching is not the same as the learner's Home Language, teachers have to provide language rich experiences to support cognitive development. Learners must get the opportunity to show, sing, mime, tell, build, etc., in order to demonstrate their competence. Refer to the Assessment Standards for the First Additional Language in the RNCS Grades R-9 (Schools) for further guidance.
- *Core knowledge should be chosen to enhance Life Skills learning*
Core knowledge of self, community, relationships, culture, the environment, and health and safety issues is essential for young learners to develop life skills that will help them to understand themselves, the world they live in, and their place in it. Knowledge needs to be relevant and build on learners' life experiences, but not be limited to what they already know. Knowledge must therefore be chosen to extend learners' current understanding.
- *Varied learning opportunities should be provided to enhance skill development*
Identifying and solving problems, and investigating and exploring the environment are important skills emphasised in this Learning Programme. You will need to create varied learning opportunities for learners to practise these skills in different contexts. They must be encouraged to talk about a range of issues to show that they have acquired these skills and know when to use them. You need to also encourage learners to report on and summarise learning activities.

Learners should acquire and practise a range of skills that will enable them to make sensible

and independent choices about their health and safety. Such skills include process or thinking skills, as well as movement and discipline based skills. These skills need to be introduced in familiar contexts using everyday language. They can at a later stage be extended to include unfamiliar contexts and more abstract language.

The needs and strengths of learners should always be taken into consideration when creating learning opportunities.

- *Learners should be encouraged to think and talk about, and demonstrate values and attitudes*
Life skills are acquired through reasoning about values and attitudes, and applying (putting into practice) what was discussed. This also provides teachers with an opportunity to assess these sensitive issues. Values and attitudes that your learners might discuss, include an understanding of and respect for their own beliefs and culture, and the beliefs and cultures of others. You must encourage an open, critical attitude to talking and thinking about values, so that learners understand why certain values are important.
- *Teachers should create an anti-bias environment that respects diversity*
Through open debate and discussion arising out of various activities on values and attitudes, learners need to be encouraged to develop and express a sense of a shared identity (including national, community and family), and to develop an understanding of human rights and responsibility. A human rights culture can only grow in school and classrooms if the teaching and learning environment actively supports an attitude of anti-bias. Through a range of different kinds of activities, you can encourage learners to develop their own self-esteem, an understanding of equity, and care of self, others and the environment. This will strengthen the values of young learners, and the human rights culture in your classroom and school. In particular, this Learning Programme strengthens the principle of the RNCS Grades R-9 (Schools) which recognises the relationship between human rights, a healthy environment and social justice.
- *Life Skills learning should take place in a variety of contexts*
Learners gain knowledge, skills, attitudes and values relevant to the Life Skills Learning Programme through their daily interactions with other people in a range of different contexts. While the self, family, home, school, community and local environments are the main contexts for Life Skills learning in the Foundation Phase, you must not limit learning to these contexts alone. Foundation Phase learners can be introduced to the local and/or global nature of many issues and learn about global connections (i.e. the role of the media and transport networks).

Many life skills are developed at home and in communities before learners come to school. For example, most young learners have an understanding of their own identity when they come to school, and often possess the skills to perform basic hygiene routines. As they grow older, they need to develop other life skills that will help them to organise and manage their affairs, and deal effectively with people in a variety of situations. Teachers need to draw on different experiences to affirm different South African cultures. A variety of different situations and experiences will thus facilitate life skills learning.

- *Life Skills learning should affirm and extend learners' prior knowledge and experience*
The Life Skills Learning Programme links closely to the knowledge and experience young learners bring with them to school. It should both affirm this prior knowledge and experience, and develop new life skills out of it.
- *Life Skills learning should strengthen Literacy and Numeracy learning*
Where relevant, teachers can draw on their professional experience and expertise to integrate and strengthen Literacy and Numeracy skills at the same time as addressing the development of Life skills. However, skills in Literacy and Numeracy must not be developed at the expense of the Life Skills Learning Programme.
- *Life Skills learning can make early intervention with respect to barriers to learning possible*
In the Foundation Phase the teacher needs to be able to identify barriers to learning before they can impact on individual learners' learning and development, if at all possible. Early intervention is what makes this possible. In terms of Life Skills learning there is an opportunity to see what learner attitudes and behaviours are being influenced by circumstances that may not be within the learners' control. Accommodation of diverse needs within a single classroom is both essential and critical for the learners' development.

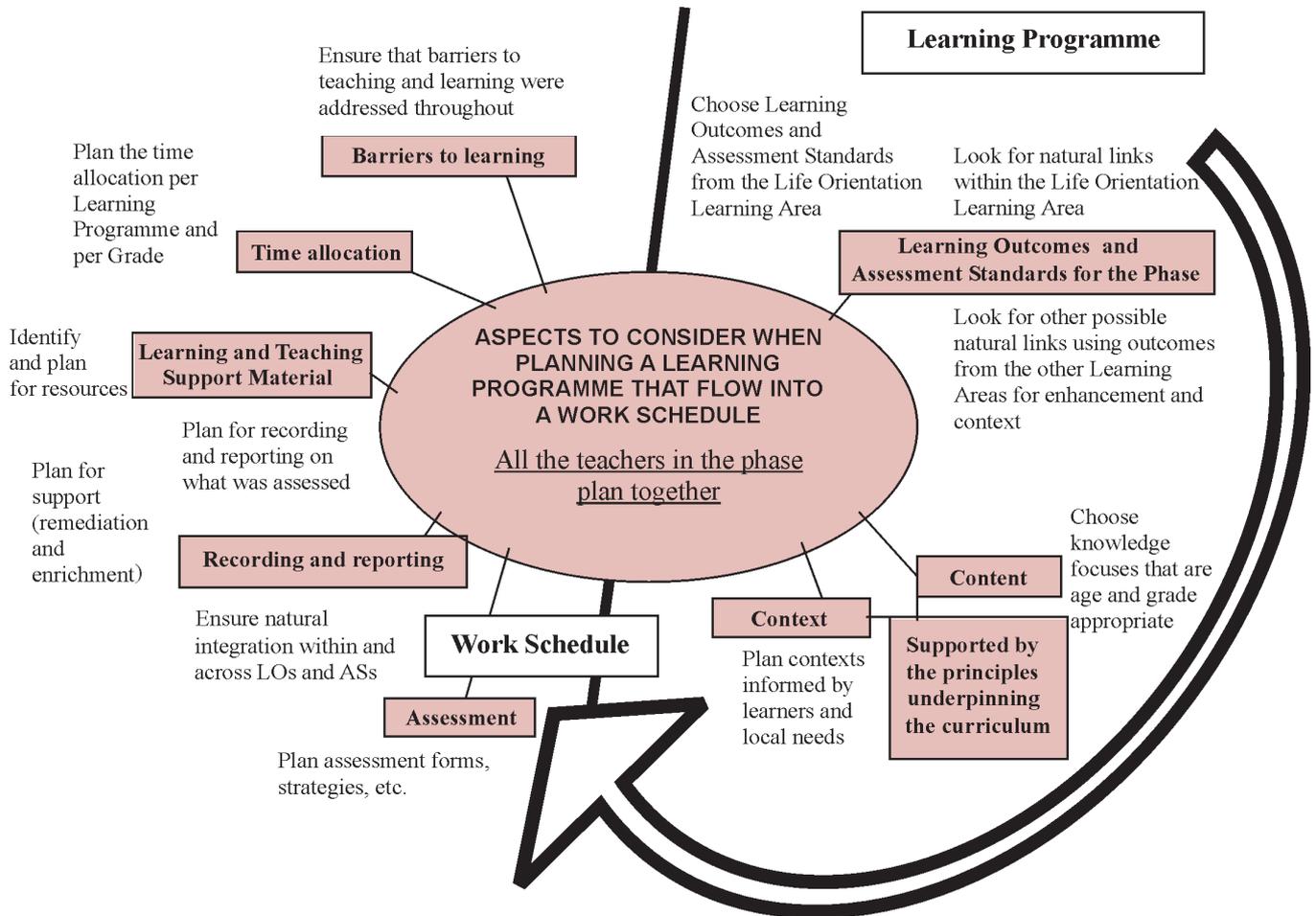
5.5 DESIGNING A LIFE SKILLS LEARNING PROGRAMME, A WORK SCHEDULE AND LESSON PLANS

5.5.1 Aspects to Consider

There are several aspects to be considered when developing a Life Skills Learning Programme:

- The time allocation for Life Skills in the Foundation Phase is determined in the National Curriculum Statement overview document as 25%.
- The weighting of the Learning Outcomes and their associated Assessment Standards for the Life Skills Learning Programme.
- The language development of the learners in the different grades with respect to the Language of Learning and Teaching of the school.
- Select contexts that best consider the needs of the learners, school and community.
- The level of detail at which a Learning Programme is developed is something the developer must decide on. However, it is thought that it is not possible to sequence Lesson Plans effectively unless attention is given to the Assessments Standard that will be targeted by each Lesson Plan.
- While a Life Skills Learning Programme is developed at some point in time, it is not fixed for all time. The Learning Programme will have to be subjected to revision and review in terms of the actual time that Lesson Plans take to complete versus the anticipated time, and the sequencing of the Lesson Plans in terms of the knowledge, skills and values that the learners have versus those that were anticipated in the initial planning of the Life Skills Learning Programme.

The following diagram can guide the planning of a Life Skills Learning Programme:



5.5.2 Illustration of an Extract from a Life Skills Learning Programme

A phase long Life Skills Learning Programme should be developed jointly by the teachers in the phase as a team.

Refer to Annexure A for an illustration of an extract from a Learning Programme. Although the example shows an extract from a Numeracy Learning Programme, the same headings and the same principles would apply for the other Learning Programmes. The Life Skills Learning Programme should cater for both Home Language and First Additional Languages. When learners are assessed the teacher should bear in mind that Additional Language learners may find it difficult to read, write and express themselves as well as the Home Language speakers in the Language of Learning and Teaching of the school, and should therefore not be penalised for the level of their language usage. They should be supported to understand what is expected of them and then they should be allowed to use alternate methods to express themselves.

5.6 DESIGNING A LIFE SKILLS WORK SCHEDULE

5.6.1 Aspects to Consider

When developing yearlong Work Schedules from Learning Programmes, the level of detail included in each Work Schedule must be increased from that provided in the Learning Programme. It is important that this increased level of detail is planned at the end of the previous year or the start of the new year, as it is through such planning that all the teachers in the grade can jointly plan as a team and ensure a spread and range of among other things:

- The Learning Outcomes and Assessment Standards for that particular Grade and how they can be structured into Lesson Plans.
- Language support for the learners in the grade that need it
- Assessment planning for the grades including forms/types of assessment, reporting and recording
- Contexts, local needs, particular circumstances of the school and class, learners needs including especially human rights, social, environmental, cultural and other
- Concepts and knowledge relevant to promoting Life Skills.
- The time allocation for Life Skills.
- What special resources are to be used and how to acquire these resources
- Integration opportunities.
- Progression in the level of complexity of learning activities from one Lesson Plan to the next.
- Allowance for changes when needed and when learning is enhanced.
- Contexts, especially human rights, social, environmental, cultural and other
- Resources to be used

5.6.2 Illustration of an Extract from a Life Skills Work Schedule

All the teachers in a Grade should jointly plan the Work Schedule for their Grade.

Refer to Annexure B for an extract of a Work Schedule. Although the example shows a Numeracy Work Schedule, the same headings and the same principles would apply for the Work Schedules for all three Learning Programmes.

NOTE: The planning of a Life Skills Work Schedule should cater for both Home Language and First Additional Language learners.

5.7 DESIGNING LIFE SKILLS LESSON PLANS

5.7.1 Aspects to Consider

Lesson Plans are developed after the Work Schedule (for a year) has been developed and are derived from the Work Schedule. At this stage each individual teacher plans for his/her class taking into consideration the needs of his/her learners (i.e. individual learners' level of development, learning styles, barriers, etc.).

When the teacher plans Lesson Plans, it is important that the ideas in these Guidelines, as well as in the Life Orientation and other relevant Learning Area Statements, translate into reality. In particular it is important that Lesson Plans should:

- Have a context, although the Lesson Plan can also very easily use the context of either Numeracy or Literacy. The context for Literacy, Numeracy and Life Skills can, but need not necessarily be, the same at the same moment in time.
- Provide for a range of teaching, learning and assessment activities in each Lesson Plan.
- Ensure that the focus of the activities within a Lesson Plan is on the formation and development of Life Skills concepts.
- Be worthwhile and challenging so that learners can see the value of the tasks that they carry out.
- Enable learners to see the individual Life Skills Lesson Plan in relation to the other Life Skills Lesson Plans presented in a year.
- Be further developed for daily teaching and learning.
- Leave room for changes to accommodate unforeseen circumstances.

5.7.2 Illustration of an Extract from Life Skills Lesson Plans

Teachers in a Grade could plan their Lesson Plans together.

Refer to Annexure C for an extract of a Lesson Plan. Although the example shows a Numeracy Lesson Plan, the same headings and the same principles would apply for the Lesson Plans of all three Learning Programmes.

NOTE: It is important to note that the illustrations are not cast in stone, and they are merely examples of how teachers can go about their planning of a Life Skills Learning Programme. These illustrations can therefore be changed to suit the contextual situations of the school and must accommodate diversity, i.e. be inclusive.

ANNEXURES

ANNEXURE A

Numeracy Learning Programme for the Foundation Phase

ANNEXURE B

Numeracy Work Schedule (Grade 2)

ANNEXURE C

Numeracy Lesson Plan for the Foundation Phase (Grade 2)

ANNEXURE A

An illustration of an extract from a Learning Programme for the Foundation Phase

NUMERACY LEARNING PROGRAMME FOR THE FOUNDATION PHASE

Week	1	11	12	13	14	32	
Grade R				<p>Learning Outcomes (LOs) and Assessment Standards (ASs):</p> <p>Math#LO1: AS: Counts to at least 10 everyday objects reliably. AS: Says and uses number names in familiar contexts. AS: Knows the number names and symbols for 1 – 10. AS: Uses the following techniques: using concrete apparatus (e.g. counters). AS: Recognises, identifies and names 3-D objects in the classroom and in pictures, including: boxes and balls.</p> <p>Math#LO3: AS: Builds 3-D objects using concrete materials (e.g. building blocks). AS: Describes the time of day in terms of day or night. AS: Works concretely comparing and ordering objects using appropriate vocabulary to describe: length (e.g. longer, shorter ...).</p> <p>Math#LO4: AS: Describes the time of day in terms of day or night. AS: Works concretely comparing and ordering objects using appropriate vocabulary to describe: length (e.g. longer, shorter ...).</p> <p>Context: Family and friends Integration: Tech#LO 1: Technological Processes and Skills; AC#LO1; HL & AL: Thinking and Reasoning</p>			<p>Learning Outcomes (LOs) and Assessment Standards (ASs):</p> <p>Math#LO1: AS: Counts to at least 10 everyday objects reliably. AS: Says and uses number names in familiar contexts. AS: Knows the number names and symbols for 1 – 10. AS: Uses the following techniques: using concrete apparatus (e.g. counters). AS: Recognises, identifies and names 3-D objects in the classroom and in pictures, including: boxes and balls.</p> <p>Math#LO3: AS: Builds 3-D objects using concrete materials (e.g. building blocks). AS: Describes the time of day in terms of day or night. AS: Works concretely comparing and ordering objects using appropriate vocabulary to describe: length (e.g. longer, shorter ...).</p> <p>Math#LO4: AS: Describes the time of day in terms of day or night. AS: Works concretely comparing and ordering objects using appropriate vocabulary to describe: length (e.g. longer, shorter ...).</p> <p>Context: Family and friends Integration: Tech#LO 1: Technological Processes and Skills; AC#LO1; HL & AL: Thinking and Reasoning</p>				
Grade 1				<p>Learning Outcomes (LOs) and Assessment Standards (ASs):</p> <p>Math#LO1: AS: Counts to at least 34 everyday objects reliably. AS: Counts forwards and backwards in: ones from any number between 0 and 100. AS: Knows and reads number symbols from 1 to at least 100 and writes number names from 1 to at least 34. AS: Orders, describes and compares whole numbers to at least 2-digit numbers. AS: Uses the following techniques: using concrete apparatus (e.g. counters). AS: Recognises, identifies and names two-dimensional shapes and three-dimensional objects in the classroom and in pictures, including: boxes (prisms) and balls (spheres); circles. AS: Describes one three-dimensional object in relation to another (e.g. 'in front of' or 'behind'). AS: Sequences events using language such as 'yesterday', 'today' and 'tomorrow'. AS: Places birthdays on a calendar.</p> <p>Context: Family and friends Integration: AC#LO1; SS(H)#LO2: Historical Knowledge and Understanding SS(H)#LO3: Historical Interpretation; SS(G)#LO1: Geographical Enquiry; HL & AL: Thinking and Reasoning</p>							

Week	1	11	12	13	14	32
Grade 2					<p>Learning Outcomes (LOs) and Assessment Standards (ASs): Math#LO1: AS: Counts forwards and backwards in: tens from any multiple of 10 between 0 and 200; fives from any multiple of 5 between 0 and 200 AS: Knows and reads number symbols from 1 to at least 200 and write number names from 1 to at least 100 AS: Orders, describes and compares whole numbers to at least 2-digit numbers AS: Can perform calculations, using appropriate symbols, to solve problems involving addition and subtraction of whole numbers with at least 2 digits. AS: Uses the following techniques: building up and breaking down of numbers; using concrete apparatus (e.g. counters) Math#LO3: AS: Positions self within the classroom or 3-D objects in relation to each other Math#LO4: AS: Calculates elapsed time in days, weeks and months using calendars AS: Reads analogue and digital clock time in hours and minutes. Context: Family and friends Integration: Tech#LO 1: Technological Processes and Skills; SS(G)#LO 1: Geographical Inquiry; SS(G)#LO 2: Geographical Knowledge and Understanding; SS(H)#LO2: Historical Knowledge and Understanding; HL & AL: Thinking and Reasoning</p>	<p>Learning Outcomes (LOs) and Assessment Standards (ASs): Math#LO1: AS: Counts forwards and backwards in: twenties, twenty-fives, fifties and hundreds between 0 and at least 1000. AS: Knows, reads and writes number symbols and names from 1 to at least 1000. AS: Orders, describes and compares the following numbers: whole numbers to at least 3-digit numbers. AS: Can perform calculations, using appropriate symbols, to solve problems involving: multiplication of at least whole 2-digit by 1 digit numbers. AS: Uses the following techniques: building up and breaking down numbers AS: Recognises, identifies and names two – dimensional shapes and 3-D objects in the environment and in pictures, including: boxes (prisms), balls (spheres) and cylinders; triangles, squares and rectangles; circles; cones and pyramids. AS: Reads, interprets and draws informal maps of the school environment ... and locates objects on the map. Math#LO4: AS: Identifies important dates on calendars including dates of: religious festivals; historical events. AS: Investigates (alone and/or as a member of a group or team) and approximates: Distance around two-dimensional shapes using string; Context: Family and friends Integration: SS(H)#LO2: Historical Knowledge and Understanding; SS(H)#LO3: Historical Interpretation; HL & AL: Thinking and Reasoning; Tech#LO 1: Technological Processes and Skills</p>				
Grade 3				<p>Learning Outcomes (LOs) and Assessment Standards (ASs):</p>	<p>Learning Outcomes (LOs) and Assessment Standards (ASs):</p>	<p>Learning Outcomes (LOs) and Assessment Standards (ASs):</p>				

ANNEXURE B

An illustration of an extract for Work Schedule for the Foundation Phase

NUMERACY WORK SCHEDULE

Grade 2

Year: 2003

Teaching time available: ± 35% of 22 hours 30 min

Per week: 7 hours 30 min per week for 2 weeks

Per day: 1 hour 30 min

Lesson Plan: 5

No. of days: 10 days

Learners needs:- Generic: Language support - many Additional Language (AL) speakers in group

Specific:.....

Week	1	11	12	13	14	...	32			
Grade 2	Learning Outcomes (LOs) and Assessment Standards (ASs):			Learning Outcomes (LOs) and Assessment Standards (ASs): Math#LO1: AS: Counts forwards and backwards in: tens from any multiple of 10 between 0 and 200; fives from any multiple of 5 between 0 and 200 AS: Knows and reads number symbols from 1 to at least 200 and write number names from 1 to at least 100 AS: Orders, describes and compares whole numbers to at least 2-digit numbers AS: Can perform calculations, using appropriate symbols, to solve problems involving addition and subtraction of whole numbers with at least 2 digits. AS: Uses the following techniques: building up and breaking down of numbers; using concrete apparatus (e.g. counters) Math#LO3: AS: Positions self within the classroom or 3-D objects in relation to each other Math#LO4: AS: Calculates elapsed time in days, weeks and months using calendars AS: Reads analogue and digital clock time in hours and minutes. Context: Family and friends Integration: Tech#LO 1: Technological Processes and Skills; SSG#LO 1: Geographical Inquiry; SSG#LO 2: Geographical Knowledge and Understanding; SSH#LO1: Historical Inquiry; HL & AL: Thinking and Reasoning Resources: Counters or burnt matches, 200-chart, number lines, Cards, worksheets with problems to solve, grids for calendar sheets, Birthday chart, Paper for cutting, scissors, glue, etc. Teaching, Learning and Assessment contexts: ● Count real objects, grouping them to make up 2-digit numbers. ● Select 2-digit numbers between 50 – 150 to order, describe and compare ● Read, draw and discuss problems in order to solve it. Explain the solution to the class or another pair. ● Construct a floor plan of the classroom using 2- D shapes such as rectangles for tables, etc. ● Move in the class on instructions such as 2 left, 4 right, etc. ● Make calendar sheets using blank calendar templates ● Reading time on analogue and clock time. Forms of assessment Peer assessment; Self assessment; Worksheets Performance assessment			Learning Outcomes (LOs) and Assessment Standards (ASs): Math#LO1: AS: Counts forwards and backwards in: tens from any multiple of 10 between 0 and 200; fives from any multiple of 5 between 0 and 200 AS: Knows and reads number symbols from 1 to at least 200 and write number names from 1 to at least 100 AS: Orders, describes and compares whole numbers to at least 2-digit numbers AS: Can perform calculations, using appropriate symbols, to solve problems involving addition and subtraction of whole numbers with at least 2 digits. AS: Uses the following techniques: building up and breaking down of numbers; using concrete apparatus (e.g. counters) Math#LO3: AS: Positions self within the classroom or 3-D objects in relation to each other Math#LO4: AS: Calculates elapsed time in days, weeks and months using calendars AS: Reads analogue and digital clock time in hours and minutes. 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Forms of assessment Peer assessment; Self assessment; Worksheets Performance assessment		

ANNEXURE C

An illustration of an extract of a Lesson Plan for the Foundation Phase

NUMERACY LESSON PLAN FOR THE FOUNDATION PHASE (GRADE 2)

Lesson Plans: My family and friends

Grade: ...2.....

Date/Duration: 3 - 14 March Duration:- Weeks: 2 Days: 10 Hours per week: 7 hours 30 min. Hours per day: 1 hour 30 min

Day	Day	Day	Day	Day	Day	Day	Day	Day	Day
1	2	3	4	5	6	7	8	9	10
<p>Learning Outcomes (LOs) and Assessment Standards (ASs): Math#LO1: AS: Counts forwards and backwards in: fives from any multiple of 5 between 0 and 200 Math#LO4: AS: Calculates elapsed time in days, weeks and months using calendars AS: Reads analogue and digital clock time in hours and minutes. Context: Family and friends Integration: Tech#LO 1: Technological Processes and Skills; SSH#LO2: Historical Knowledge and Understanding; HL & AL: Thinking and Reasoning</p>									
<p>Looking backward at: Counting forward and backward between given numbers in ones and tens.</p>									
<p>Content/Context: Discussing clocks and watches, the role they play in daily life, how time was indicated over time, etc.</p>									
<p>Learning activities and Assessment:</p> <ul style="list-style-type: none"> • Each learner trace around a template of an opened hand (or around their own) and cut it out. • Pin up the hands (each with its five fingers) on the writing board counting in fives as they them up. • Adding the number cards 5, 10, 15, ... at the hands. Then counting from a given to a given multiple. • Writing the multiples of 5 from 0 to ± 150 • Marking the multiples of 5 on the 200chart and counting in fives from a given to a given multiple. • Observing analogue and digital clocks and watches taking note of <ul style="list-style-type: none"> ▶ minutes in indicated in “groups” of 5 (analogue) and by numbers 1 to 60 (digital) ▶ hours as indicated by numbers 1 – 12 (analogue) and by numbers 1 – 24 (digital) 									
<p>Planned Assessment (recording):</p> <ul style="list-style-type: none"> • Identifying, reading and writing and ordering multiples of 5 									
<p>Resources:</p> <ul style="list-style-type: none"> • Templates of hands with 5 fingers • Number cards of multiples of 5 to at least 150 • 200-number chart • Blank calendar pages 									
<p>Teacher reflection:</p>									
<p>Expanded opportunities: Learners drawing analogue clock faces indicating minutes showing 1 to 12 and the 5 min. intervals</p>									