<u>REVISED TEACHING PLANS 2020</u> FOUNDATION PHASE: LIFE SKILLS GRADE R

COVID 19 FOUNDATION PHASE GRADE R

1. Background

The South African President announced on 15 March 2020 the early closure of schools for Term 1 on 18 March 2020. On 23 March 2020 the President announced the lockdown for the country. This decision was informed by the warnings provided by the National Institution of Communicable Diseases and World Health Organisation who have highlighted the alarming increase of infections of the Coronavirus (COVID 19) within the country. Schools have thus been identified as high-risk areas where the infections could spread easily.

The COVID 19 lockdown has created a unique situation where the school calendar has been disrupted which has impacted negatively on the implementation of the Curriculum and Assessment Policy Statement (CAPS) for the 2020 academic year. The Department of Basic Education (DBE), working in collaboration with Provincial Education Departments (PEDs), has put together a framework for curriculum recovery plans to support schools following the COVID 19 lockdown. The framework proposes a revised curriculum reorganization and trimming as some of the strategies to create opportunities for curriculum recovery as soon as schools re-open.

2. Foundation Phase – Grade R in action

There are calls for urgent and immediate attention to the revision of the ATPs in order to ensure that meaningful teaching proceeds during the revised school calendar. Curriculum planning must be done for all subjects that will enable teachers to cover the essential core content in each grade and phase, in preparation for the subsequent grades and phase, laying the necessary cumulative foundation for the assessment for progression. Assessment is integral to curriculum delivery and completes the learning cycle. Hence any curriculum planning must involve aligned assessment planning. Assessment continues in an informal way during learning and teaching.

2.1 Communication to all Primary schools

All Primary Schools and Grade R Centres or schools need instructions before the re-opening with recommendations. The first week should be used as an orientation week to reintegrate learners back into the school environment with a huge focus on the new practices and operations that will take place every school day. Expose learners to their daily routine and revise the work that was done in Term 1. Most importantly, since Grade R learners are at an age and stage where the pedagogy of play is key, this must be taken into consideration, whilst being cognizant of social distancing and hygiene practices.

2.2 Mapping of the CAPS Curriculum

The CAPS has mapped out the curriculum in terms of the knowledge, skills, values, and attitudes that should be covered. Curriculum content mapping is a process of reviewing and organizing an existing curriculum that allows teachers to determine how content, skills, and assessments will unfold over the course of the year. The content is therefore mapped out for each subject and grade, setting out the content to be covered per week and per term. The ATPs assist in the sequencing, scaffolding, and pacing of teaching and learning per week and term across all subjects in one year.

2.3 Curriculum trimming and reorganization in Grade R Foundation Phase

In the context of the framework for the school curriculum recovery plan whose overarching aim is to ensure that the critical skills, knowledge, values, and attitudes outlined in the CAPS are covered over a reduced period of time, the purpose of the curriculum reorganization and trimming is to:

- Reduce the formal curriculum into manageable core content, so that schools have ample room for deep and meaningful learning. To educate learners about the COVID 19 restrictions, healthy hygiene and disinfection practices and social distancing.
- Define the core knowledge and skills to be taught so that it provides guidance and support to teachers;
- Align curriculum content and assessment according to the available teaching time;
- Maintain the alignment in the learning trajectory for learners, without compromising learners' transition to Grade 1
- Present a planning tool to inform instruction during the remaining school terms

2.4 Foundation Phase- Grade R COVID 19

The COVID 19 pandemic has had a negative influence on teaching and learning in Grade R. We have been forced to be creative and inventive regarding the trimming and reorganization of the CAPS curriculum. The aim is to give each learner in the Grade R the opportunity to develop holistically, through multi-modal and hands-on experiences. This is aligned to the pedagogy advocated which will further develop their imaginations, language acquisition, perceptual development and all pre-skills, which are the foundations for further teaching and learning. They will acquire the fundamental building blocks for the sound development in the later grades of learning the key content, knowledge, and skills to progress to the next grade, without being disadvantaged. Teachers are to stick closely to the prescripts of teaching.

The following pedagogically sound recommendations are advocated:

- The trimming according to the restrictions of the COVID 19 are crucial for teachers and learners. This will be a temporary measure until schooling is declared safe and regulations are lifted by Government and Health authorities.
- Beginning Knowledge and Personal and Social Well-being in the Life Skills curriculum are organized into topics. The use of topics is suggested as a means to integrate the content from the different study areas where possible and appropriate. Selected Life Skills topics in the CAPS for term 2, 3 and 4 need to be covered.
- During this phase of addressing the importance of social distancing, this subject will address social health, emotional health and relationships with other people and our environment, including values and attitudes.
- Whilst disinfection and social distancing are strict requirements which will should be adhered to in preventing the spread of COVID 19, activities such as Physical Education and Creative Arts are imperatives in the curriculum. Carefully planned outdoor play (15 minutes each day) can take place under strict supervision. No sharing of any equipment unless it has been sanitized and the use of the Jungle gym is strongly discouraged. Learners are to use their own bean bag, or a ball made from crumbled newspaper.
- Grade R is the reception year where young learners are prepared for formal schooling through a pedagogy of play which is informal in its approach and guided by the Daily Programme with its structure and routines.

- Recommendations by the CAPS Curriculum for Grade R includes whole and small group activities as well as individual choice times. These have been adapted for social distancing purposes.
- The Daily Programme requires adaptations because of the required COVID safety regulations. The following are recommendations to consider bearing in mind the different contexts of the Grade R classes in the Provinces.
 - i) The daily Programme routines Screening (to be added), toilet time, refreshments and pack away/tidy up times require extended times.
 - ii) Toilet routine can be used for perceptual development e.g. zig -zag lines on the ground to the toilet ensuring social distancing.
 - iii) Individual activities which include tearing and pasting, painting, use of play dough for personal use, cutting etc. must be monitored daily. All equipment must be sanitized before it is used by a second group of learners OR teachers are to ensure that they have enough equipment for each learner.
 - iv) Water and sand play can continue. Adherence to the recommended measures must be followed.
- Physical Education sessions will be included for indoor movement within learners' space on or in front of their chair for 15 minutes per day. Important concepts such as left and right, abdominal muscle tone, crossing the midline etc. will be incorporated. Later, when learners understand the concept of social distancing, a gradual phasing in of movement on the outside terrain utilizing a longer period of time. The development of large muscles and perceptual development is paramount for this age group. It will also provide a release of energy and enjoyment in this climate.
- Creative Art is a language and a vehicle employed to develop imagination, language, solve problems, "write" creatively and apply skills learned in Mathematics (shapes, patterns, estimation, etc.). Teachers are to ensure that learners have their own stationery to complete tasks.
- Assessment for and of learning will continue informally on a continuous basis.

Consideration should be given to the following:

- i. Reducing the number of display areas (close areas and pack away resources) will give more space for the learners to sit, stand, move and reduce the temptation of the learners to fiddle and touch the display items. The theme table remains and should only be touched by the teacher. Items which are easily accessible can be brought by the learners and teacher. These must be sanitized.
- ii. Create a "COVID safe/ty corner" place the sanitizing containers, water and soap, masks sealed in a plastic bag, thermometer, so that they become part and parcel of the class environment. Initially discuss frequently to reinforce use and importance. Songs with actions should be used to teach learners the correct way to wash hands, how to wear a face mask correctly, (wash hands for 20 seconds) not to touch their face, be aware of touching surfaces, greeting and how to sneeze and cough correctly.

Poster at "safety corner" should have pictures showing young learners the basic steps to be safe E.g. wash hands, sanitizer (explain what this is (look, touch and smell) why and how we must use it) and social distancing.

- iii. Creative ways should be considered to help our learners adapt to social distancing in the classroom. E.g. Use colour tape to mark "X" where each learner can sit for greeting, story or movement on the spot. Place a dot/sticker on tables where they can sit in groups. Make the most of the floor space, sitting on mats and at tables. Make provision for plastic or cardboard mats for learners to sit on the floor. By doing this consistently the learners will learn the routine and this will create discipline and a safe environment.
- iv. Introduce **these additional rules** during Orientation and Safety week and then reinforce DAILY. These can be visually illustrated on a chart or read daily as a story.
- v. Show learners through song and rhymes how to practice social distancing i.e. spread out arms to side, [right and left, front and back] and no one can come into that space when doing activities, walking to toilet and eating. Teachers to diligently supervise moving from one place to another and eating routine.

- vi. Resourcing for the daily activities will require careful consideration planning. Consider each learner having a container of their own with scissors, crayons, bag of play dough and name tag. Where resources are limited ways of sanitizing must be prioritized in planning. Books, puzzles, cardboard games (dominoes) are wiped down with damp sanitized cloth. Other items such as brushes, scissors, crayons, beads, cubes, blocks, instruments, plastic spades buckets and plastic objects to be washed after use every day before the next group uses it.
- vii. Consider that during snack time learners that receive food from the feeding schemes should have their **own labelled** plate/bowl and spoon. Learners must be shown how to move masks below the chin, sanitise hands before they eat. Sanitize hands and place it back when they are finished eating. No sharing must be allowed. Learners will be responsible for cleaning before and after eating if the set-up allows. All utensils should be safely stored.
- viii. Toilet routines will require careful planning and preparation no sharing/touching of towels or cups or paper towels. Clearly marked spaces of where learners can stand while waiting to wash hands – and dustbin with lid for paper towels.

Please note: This does not mean that all learners will just sit at desks and just do worksheets!

	G	RADE R REVIS	ED TEACHING	G PLANS: LIFE	SKILLS													
RM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7											
TOPIC:	SAFETY ORIENTATION	MY FAMILY	HOME	WINTER	SOUND & SIGHT	TOUCH	TASTE & SMI											
		SOCIAL		HYGIENE IMPERAT	IVE DAILY													
DAILY COVID-1	19 MEASURES		ORIEN	ITATION														
Daily hygiene	routines are to be	strictly followed:																
Remind learn	ers of the daily routir	e tests when comin	na to school.															
	arners to stay at hon		ig to solitool.															
-	, rs how to greet witho		eting song)															
	o wear masks every		e e ,	d placed in a safe p	place while they are	eating.												
	ck and lunchtime.																	
	o cover their mouth			when coughing or s	neezing. Dispose of	the used tissue imm	ediately.											
	with soap and water																	
	clean frequently touc	ched surfaces or (5	table spoons of jik to	o 1 litre of water) toy	vs, stationery, object	s, etc. Introduce thi	s practice as											
routine.																		
	your distance - Tead																	
	to cultivate compas					s.												
					arises.													
			•	"new normal".			Respond to learners' anxieties with love and care. Talk about bereavement when the need arises.											
		JF IHEIR LEARNERS I	N THEIR OWN CONT	 Maintain a regular routine to keep the abnormal situation adapted to a "new normal". TEACHERS TO ENSURE THE SAFETY OF THEIR LEARNERS IN THEIR OWN CONTEXTS. 														
	 PLEASE NOTE: EVEN THOUGH A WEEK HAS BEEN ALLOWED FOR ORIENTATION TEACHERS HAS TO CONSCIOUSLY REMIND LEARNERS OF THE HYGIENE 																	
				N TEACHERS HAS TO			HE HYGIENE											
KOOTINES TIIK	OUGHOUT THE DAY			ID ACTIVITY PERFOR														
	OUGHOUT THE DAY Observe	Observe	Observe	N TEACHERS HAS TO D ACTIVITY PERFOR Observe	• Observe	Observe	Observe											
SKILLS:	OUGHOUT THE DAY Observe Communicate	• Observe • communicate	Observe communicate	ID ACTIVITY PERFOR		Observeclassify	ObserveClassify											
	OUGHOUT THE DAY Observe	Observe	Observe	N TEACHERS HAS TO D ACTIVITY PERFOR Observe	• Observe	Observe	Observe											
	OUGHOUT THE DAY Observe Communicate	• Observe • communicate	Observe communicate	N TEACHERS HAS TO D ACTIVITY PERFOR Observe	• Observe	Observeclassify	ObserveClassify											
	OUGHOUT THE DAY Observe Communicate Compare	Observe communicate compare	 Observe communicate classify 	• Observe • compare	• Observe • compare	Observe classify experiment Experiential observation	 Observe Classify experiment Experiential observation 											
SKILLS:	OUGHOUT THE DAY Observe Communicate Compare To protect myself (Covid-19) routine	Observe communicate compare What constitutes	 Observe communicate classify A safe haven and 	 N TEACHERS HAS TO D ACTIVITY PERFORM Observe compare Weather conditions Effect on humans 	• Observe • compare • Sensory	 Observe classify experiment Experiential observation learning through 	 Observe Classify experiment Experiential observation Learning through the second se											
SKILLS:	OUGHOUT THE DAY Observe Communicate Compare To protect myself	Observe communicate compare What constitutes a family	 Observe communicate classify A safe haven and each member's 	N TEACHERS HAS TO D ACTIVITY PERFOR/ Observe compare Weather conditions	• Observe • compare • Sensory	Observe classify experiment Experiential observation	 Observe Classify experiment Experiential 											
SKILLS:	OUGHOUT THE DAY Observe Communicate Compare To protect myself (Covid-19) routine Orientation	Observe communicate compare What constitutes a family Celebrations	 Observe communicate classify A safe haven and each member's 	 N TEACHERS HAS TO D ACTIVITY PERFOR/ Observe compare Weather conditions Effect on humans and animals 	• Observe • compare • Sensory	 Observe classify experiment Experiential observation learning through using senses 	 Observe Classify experiment Experiential observation Learning thrcusing senses 											
SKILLS: KNOWLEDGE:	OUGHOUT THE DAY Observe Communicate Compare To protect myself (Covid-19) routine	Observe communicate compare What constitutes a family	 OPPORTUNITY AN Observe communicate classify A safe haven and each member's function 	 N TEACHERS HAS TO D ACTIVITY PERFORM Observe compare Weather conditions Effect on humans 	 Observe compare Sensory observations 	 Observe classify experiment Experiential observation learning through 	 Observe Classify experiment Experiential observation Learning through the second se											
SKILLS: KNOWLEDGE: CAPS CONTENT:	OUGHOUT THE DAY Observe Communicate Compare To protect myself (Covid-19) routine Orientation How to be safe at	Observe communicate compare What constitutes a family Celebrations Who belongs to	 OPPORTUNITY AN Observe communicate classify A safe haven and each member's function Who lives at 	 N TEACHERS HAS TO D ACTIVITY PERFORM Observe compare Weather conditions Effect on humans and animals The weather in 	 Observe compare Sensory observations Sounds we hear & 	 Observe classify experiment Experiential observation learning through using senses Different things 	 Observe Classify experiment Experiential observation Learning throusing senses Different thin feel different 											
SKILLS: KNOWLEDGE: CAPS CONTENT: ENSURE OPTIMAL	OUGHOUT THE DAY Observe Communicate Compare To protect myself (Covid-19) routine Orientation How to be safe at home Safe places to play	 WITH EVERY LEARNIN Observe communicate compare What constitutes a family Celebrations Who belongs to my family Activities my family do 	 OPPORTUNITY AN Observe communicate classify A safe haven and each member's function Who lives at home What I do at home 	 N TEACHERS HAS TO D ACTIVITY PERFORM Observe compare Weather conditions Effect on humans and animals The weather in autumn How nature is affected 	 Observe compare Sensory observations Sounds we hear & what makes these sounds Music I like 	 Observe classify experiment Experiential observation learning through using senses Different things feel different Introduce new words: hard, soft, 	 Observe Classify experiment Experiential observation Learning throusing senses Different thin feel different Introduce ne words: hard, 											
SKILLS: KNOWLEDGE: CAPS CONTENT:	 Observe Communicate Compare To protect myself (Covid-19) routine Orientation How to be safe at home Safe places to 	 WITH EVERY LEARNIN Observe communicate compare What constitutes a family Celebrations Who belongs to my family Activities my 	 Observe communicate classify A safe haven and each member's function Who lives at home What I do at 	 N TEACHERS HAS TO D ACTIVITY PERFORM Observe compare Weather conditions Effect on humans and animals The weather in autumn How nature is 	 Observe compare Sensory observations Sounds we hear & what makes these sounds 	 Observe classify experiment Experiential observation learning through using senses Different things feel different Introduce new 	 Observe Classify experiment Experiential observation Learning throusing senses Different thin feel different Introduce ne 											

CONSOLIDATION ONLY - PRACTICAL EXPERIENCES (CONCRETE) MUST TAKE PRIORITY	 Being safe on the road How to be able to hear & see keeps us safe Safety when tasting 	 Activities my family celebrate - e.g. wedding, good news, birthdays Note: Learners come from many different types of family. Ensure inclusivity. 	• Different jobs we do at home	How people are affected – e.g. what we eat, wear, do, games we play	 light, dark & shadows looking after my ears & eyes 	cold, hot, warm, cool Experiencing different temperatures & textures Tastes and smell I like & that are new to me Different smell around us & where it comes from	cold, hot, warm, cool Experiencing different temperatures & textures Tastes and smell I like & that are new to me Different smell around us & where it comes from
ACTIVITIES:	EN					ENCES MUST BE PRIORI	rises
FESTIVAL	·					OCCUR THROUGHO	
 Weather is discussion Date chart; days Celebrations Toilet routine- Re 	s to continue daily- Lec ssed daily s of the week, months o inforce social distancir ill take place every mo	of the year ng, washing of hands (sing happy birthday ħ	wice)			
SCHOOL BASED ASSESSMENT:	Continuous DAILY	observations/inform	nal assessments (1 g	roup per day) base	d on skills taught		

TOPIC:	SAFETY	MY FAMILY	HOME	AUTUMN	SOUND & SIGHT	TOUCH	TASTE & SMELL					
WATER PLAY Add chlorine bleach to water to disinfect 2 cups of bleach to 4 litres of water and a little sunlight liquid	Comparing Measuring Communicating Application Fine motor skills Hand-eye coordinat	easuring ommunicating oplication ne motor skills and-eye coordination										
Soningri inquid SAND PLAY Add a cup or 2 of coarse salt to sand or white vinegar to disinfect OR have own plastic bowl	Comparing (size, tex Measuring Sensory Experience Fine motor skills Application of knowl											
FANTASY CORNER This experience can still be captured in a different, creative way at their tables (bring an item from home)	Imagination visualisation Role-play Communication Making a play cake	with dough										
BLOCK CORNER/ CONSTRUCTION 10 bags of a reasonable number of blocks to construct, used in a rotational manner. Wash with soapy water and a little jik after use.	Constructing / Stack Creating problem solving language developm Fine motor skills											
DISPLAY TABLES If simple, accessible things like observation of leaves, each learner can bring their own leaf float and sink- learners make predictions, then observe Teacher demonstration	explore Interactive learning to Discovery Compare Classify Predict	nguage development		uld you?								

	Teacher	
	controlled	
	Magnifying	
	glasses to be	
_	sanitized	
	CREATIVE ARTS	Create, Design
	Learners to EACH	Spatial orientation
	have their own	Colour, shape, size, line, number
	ice cream	Fine motor skills Figure ground
	container with	Mixing colours
	their own	
	stationery	Application
	or an or long	
Ī	BOOK CORNER	Exposure to a variety of print
	Learners to	Pre-reading skills
	disinfect hands	Reading pictures
	USE OF OWN DBE	Left to right
	WORKBOOK or	
	magazine from	
	home AT THEIR	
	TABLE (own	
	space)	
	WRITING CORNER	Writing
	Learners to	Copying print
	disinfect hands/	
	wipe surfaces	Holding tools
	with sanitizer	Left to right
	Learners to use	Top to bottom
	their own	Sitting position
		Drawing pictures and labelling
	stationery	
ſ		NO OUTDOOR PLAY - JUNGLE GYM, TRADITIONAL OBSTACLE COURSES ETC.
		The management of sanitizing after every learner will be time-consuming and impractical
	 WEATHER: Prediction Complete 	ne content and concepts of Beginning Knowledge is integrated throughout the Grade R day in all Subject areas Is/Observations/ Communication Weather chart ind, clouds, sunshine, etc.
-		HOME LANGUAGE AND MATHEMATICS WILL BE INTEGRATED DAILY INTO ALL OF THE ABOVE ACTIVITIES
	SCHOOL BASED ASSESSMENT:	Continuous observations/informal assessments (1 group per day) based on skills taught

			VISUA	AL ARTS			
TOPIC:	SAFETY	MY FAMILY	HOME	AUTUMN	SOUND & SIGHT	TOUCH	TASTE& SMELL
Use con			container with their o		issors, pencil crayons, c o ne group with soapy		group use
Informal use of art elements shape and colour in drawing and painting in response to weeks' topic (Finger painting)	X	X	X	X	X	X	X
Work in different sizes to increase awareness of detail	х	х	х	х	x	х	х
Interpreting body parts in drawing and painting		х			x	х	
Simple print making techniques using found objects such as bottle tops, stones, etc. (OWN materials)	Х		Х	Х		Х	Х
Conto	ripor with lid dough fo		REATE IN 3D (Mod	eling & Construct	i ng) w she will manage this	in the refect menner r	
Craft skills and techniques: Cutting (own scissors	X	X	X	X	X	X	X
Pasting	Х	Х	Х	Х	Х	Х	Х
Tearing	Х	Х	Х	Х	Х	Х	Х
Use play dough to model freely; - Shaping	Х	х	Х	Х	x	Х	х

CREATIVE ARTS

	T							
	- Twisting - Rolling							
	Koming			VISUAL	LITERACY			
	Looking at and	d talking about boc	k illustrations: name	ely shapes and color	urs in book illustratio trations	ns, identifying contro	asts e.g. big/small, l	ong/short in book
					MES AND SKILLS			
	Activities	to be executed at	table or on the spot	t (groups) in the den		ass unless an area h	has been demarcat	ed outside
	Warming up using everyday activities: such as cleaning my shoes", making	Х	X	X	x	х	х	х
	my bed Body awareness Exploring space and direction such as large, small, high, low, far, near		х	х			Х	
PERFORMING ARTS	Music, voice and movement; focusing on dynamics, such as loud and soft, strong and gentle	х	x		х	x		x
PERFORM	Indigenous songs, rhythmic games and rhymes – Using different dynamics (loud, soft, strong, gentle) with clapping and stamping		Х		Х	Х	Х	
	Locomotor movements such as skipping and hopping on the spot- OR demarcated area or lanes painted on tarmac 1 and a half meters apart	Х		Х		Х		х

Listening skills; reacting to signals, cues, stories, rhymes and song, such as ("freeze!", "up!", "down!")	х	х	Х	х	х	Х	х
On tl	he spot, small gro	ups of 5 or 6 obse		AND INTERPRET Incing (sanitize obje	ects continuously-	have monitors/he	elpers)
Interpretation of indigenous & other songs using dynamics- soft/loud	X	Х	Х	X	X	Х	X
Dramatizing; Make believe situations, fantasy and own life experiences Individually or in small groups	х	х	Х	x	х	Х	х
Creating and imitating sound effects in stories, such as bees (buzz) etc.	х	х	Х	х	х	Х	Х
Directions, levels (high medium and low) Shapes explored through creative movement and stories	х	Х	Х	x	х	Х	Х
Dramatization, using an existing indigenous story, poem, nursery rhymes or song as stimulus	х	Х	Х	x	х	Х	x
Use of objects or props creatively in movement, dramatic play and music	х	Х	Х	х	х	Х	х
SCHOOL BASED ASSESSMENT: Informal		Continuous obse	rvations/informal	assessments (1 gro	oup per day) base	d on skills taught	<u> </u>

TOPIC:	SAFETY	MY FAMILY	HOME	AUTUMN	SOUND & SIGHT	TOUCH	SMELL& TASTE
Do routine activitie	es and free play c	ctivities indoors in de	marcated areas –	D NON-LOCOMOT Do it in groups if limit e on a track (distan	ted space; Outdoors	must have lanes (M	Vork in groups)
Body parts: sing songs and rhymes while learning the body parts, i.e. head shoulders, neck, chest, etc.	х	X			X	Х	
Walking backwards and forwards	Х	Х	Х		x		Х
Walking/ running faster and slower On the spot/ outside lanes	Х		Х	x		Х	
			RHTHYM – on the	demarcated spo	†		
Using music or body percussion, identify body parts and move rhythmically as instructions are given, i.e. touch your toes., etc.	х		Х		X	Х	X
Throwing and catching OWN bean bags (newspaper ball)		x		x			
		BALANC	E – Lanes drawn d	on tarmac or any c	other area		
Body parts: using OWN bean bags and learners copy the teacher as to where to place		x		x		х	

PHYSICAL EDUCATION

i.e. on the spot place the bean bag on the head, place the bean bag on the							
knees(L/R) while balancing on 1 leg' place the bean bag on the shoulder (L/R) while walking, etc. (lanes, on the spot)							
Balancing: walking on a line	Х		X		X		
Balancing: on low level objects		Х		X		X	
·	Demarco	ated area: if no sr	LA bace only do acti	TERALITY vities that your clo	assroom or outdoo	or space allows	
Body parts- running, falling face down, lying on the groundrolling onto their backs and on their side's L/R		X	X	x			
Moving sideways L/R at table		Х		Х		Х	
			SPORTS	AND GAMES			
Throw bean bags/ paper balls into containers	Х			X		x	
Catching OWN newspaper ball		Х	X		X		
SCHOOL BASED ASSESSMENT: Informal		Continuous obse	ervations/informal	assessments (1 gr	oup per day) bas	ed on skills taught	

		G	RADE R REVIS	ED TEACHING	G PLANS: LIFE	SKILLS		
TE	RM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
T	OPIC:	WINTER/AUTUMN	TRANSPORT	JOBS PEOPLE DO	FRUIT & VEGETABLES	FARMING: DAIRY & WOOL	HEALTHY ENVIRONMENT	CONSOLIDATION OF TOPICS
	SKILLS:	ObservationPredicting	ObservationMeasuringClassifying	Observationprediction	ObservationClassifying	observationclassifying	observationpredicting	
			SOCIAL	DISTANCING AND	HYGIENE IMPERA	TIVE DAILY		
& SOCIAL WELL-BEING	 Remind learner Encourage lear Teach learners Learners are to Supervise snack Teach them to Wash hands with Sanitize and clear Slogan: Keep you Help learners to Respond to lear Maintain a regular TEACHERS TO EN PLEASE NOTE: 	ines are to be strictly for s of the daily routine terners to stay at home w how to greet without to wear masks every day and lunchtime. cover their mouth and th soap and water offer an frequently touched our distance - Teach le outlivate compassion mers' anxieties with low lar routine to keep the NSURE THE SAFETY OF TI EVEN THOUGH A WE DUGHOUT THE DAY W	ests when coming to so when ill. ouching. Masks are only to be nose with flexed elbo en or sanitize your hand d surfaces or (5 table s earners about social di , increase resilience w re and care. Talk abo e abnormal situation a HEIR LEARNERS IN THEIL EK HAS BEEN ALLOW	e removed and placed w or tissue when coug ds poons of jik to 1 liter o stancing and how to hile building a safe er but bereavement w dapted to a "new nor R OWN CONTEXTS /ED FOR ORIENTATIC	ghing or sneezing or us f water) toys, stationer greet without touching ivironment and caring hen the need arises rmal"	se a tissue. Dispose of t ry, objects, etc. Introdu g for others S. D CONSCIOUSLY RE	uce this practice as rou MIND LEARNERS OF T	utine.
PERSONAL &	KNOWLEDGE:	 Weather conditions How humans and animals adapt in winter 	 How we stay safe when using transportation? How are various modes of transportation similar and different? 	 Different ways people make a living 	The nutritional value of fruit and vegetables, their textures, colours and shapes	Where food and clothes come from	Becoming good environmental citizens	
	CAPS CONTENT: ENSURE OPTIMAL USE OF DBE WORKBOOKS FOR CONSOLIDATION ONLY - PRACTICAL EXPERIENCES	 Weather How nature is affected How animals are affected How people are affected Saving water 	 Getting to school Different kinds of transport Transport long ago 	Work relating to: O Transport O Health O Food O Services	 Different types Tastes & textures Where it comes from Colours & shapes Importance of washing our fruit and vegetables 	 Animals dairy products comes from How we get butter Sheep farming 	 Importance of a clean environment Pollution Importance of recycling 	

TAKE PRIORITY					 Where wool 								
					comes from & its								
					uses								
ACTIVITIES:					_		L						
ACTIVITIES.	ENS	INTEGRATED into All 3 subjects ENSURE OPTIMAL USE OF DBE WORKBOOKS FOR CONSOLIDATION ONLY - PRACTICAL EXPERIENCES MUST BE PRIORITISES continue daily- Learners need structure - Note amended activities please. Keep learners safe											
	to continue daily- Le												
Weather is discus													
	of the week, months	of the year											
 Celebrations 													
		ing, washing of hands											
 Health checks w 	ill take place every m	orning – Sanitizing and	l temperature reading	js									
FESTIVALS	AND SPECIAL DAYS					OCCUR THROUGHOU							
SCHOOL BASED		Continuous DAIL)	observations/infor	mal assessments (1 g	aroup per day) base	ed on skills tauaht							
ASSESSMENT:		COMINIO005 D/ NEI				sa on skiis raogin							
Informal													
morna													
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TOPIC:	WINTER/SPRING	TRANSPORT	JOBS PEOPLE DO	FRUIT & VEGETABLES	FARMING: DAIRY & WOOL	HEALTHY ENVIRONMENT	CONSOLIDATION OF TOPICS
WATER PLAY Add chlorine bleach to water to disinfect 2 cups of bleach to 4 litres of water and a little sunlight liquid	Comparing Measuring Communicating Fine motor skills Hand-eye coordinat	ion					
SAND PLAY Add a cup or 2 of coarse salt to sand or white vinegar to disinfect	Comparing (size, tex Measuring Sensory Experience Fine motor skills	ture, weight etc.)					
FANTASY CORNER This experience can still be captured in a different, creative way at their tables. (bring an item from home)	Imagination visualisation Role-play Communication Make a play cake fre	om dough					
BLOCK CORNER/ CONSTRUCTION 10 bags of a reasonable number of blocks to construct, used in a rotational manner. Wash with soapy water and a little jik after use.	Constructing / stacki Creating problem solving language developm Fine motor skill						
DISPLAY TABLES If simple, accessible things like observation of leaves, each learner can bring their own leaf float and sink- learners make predictions, then observe	explore Interactive learning t Discovery Compare Classify Predict Communication/ Law			puld you?			
Teacher demonstration							

BEGINNING KNOWLEDGE / INTEGRATION WITH ALL SUBJECTS

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Magnifying	
glasses to be	
sanitized	
CREATIVE ARTS	Create, Design
Learners to EACH	Spatial orientation
have their own	Colour, shape, size, line, number
container with	Fine motor skills, figure - ground
their own	Mixing colours
stationery	Application
BOOK CORNER	Exposure to a variety of print
Learners to	Pre-reading skills
disinfect hands	Reading pictures
USE OF OWN DBE	Left to right
WORKBOOK or	
magazine from	
home AT THEIR	
TABLE (own	
space)	
WRITING CORNER	Writing
Learners to	Copying print
disinfect hands/	Holding tools
wipe surfaces	Left to right
with sanitizer	Top to bottom
Learners to use	Sitting position
their own	Drawing pictures and labelling
stationery	
	NO OUTDOOR PLAY- JUNGLE GYM, TRADITIONAL OBSTACLE COURSES ETC.
	The management of sanitizing after every learner has had a turn (social distancing) will be time-coming and impractical
WEATHER:	
	ns/Observations/ Communication
	e weather chart
 Rainfall, v 	vind, clouds, sunshine, etc.
Plages note: T	he content and concepts of Beginning Knowledge is integrated throughout the Grade R day in all Subject areas
rieuse noie. I	
	HOME LANGUAGE AND MATHEMATICS WILL BE INTEGRATED DAILY INTO ALL OF THE ABOVE ACTIVITIES
SCHOOL BASED ASSESSMENT:	Continuous observations/informal assessments (1 group per day) based on skills taught
SCHOOL BASED ASSESSMENT: Informal	Continuous observations/informal assessments (1 group per day) based on skills taught
ASSESSMENT:	Continuous observations/informal assessments (1 group per day) based on skills taught

TOPIC:	WINTER	TRANSPORT	JOBS PEOPLE DO	FRUIT & VEGETABLES	FARMING: DAIRY& WOOL	HEALTHY ENVIRONMENT	CONSOLIDATION OF TOPICS
			CREAT	TE IN 2D			- or forics
		LEA	RNERS to have their O		tainer		1
Draw and paint freely using the week's topic	Х	x	x	Х	Х	x	
Informal rendering of the body in action: hopping, running, sleeping and other	Х		x		x		
Working in different formats and paper sizes and brushes of different sizes to work with increased detail	х	x	x	Х	x	x	
			REATE IN 3D (Mod			•	•
Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off- cuts, and other	X	X	ners to have their own	<u>clay or blocks in a co</u>	X	x	
Encourage development of skills through manipulation of the materials	Х	x	x	Х	х	x	
Use playdough to improve fine- motor ability; rolling, pinching, joining	Х	x	Х	Х	Х	x	

			VISUAL	LITERACY			
	Lo	ooking at and talk Responding to	ing about colour o o questions to sho			aphs.	
Act	ivities to be execut	ed on the spot (grou	CREATIVE GA	MES AND SKILLS		een demarcated ou	tside
Warming up movements using actions to stories as a stimulus	Х	X	X	х	x		
Pony gallops using rhythm and movement	х		x		х		
Music, voice and movement, focusing on pitch: high and low		×		x		x	
Using percussion instruments to keep a steady beat and develop numeracy skills by counting	Х		х		х		
Using body percussion to perform simple rhythm patterns		x		х		х	
Spatial awareness through movement making shapes, circles and lines	Х		х		х		
Gestures and facial expressions to communicate		Х		Х		Х	

emotions such as							
'sad', 'happy'							
Cooling down the body and relaxation: e.g. floating in the water like a leaf.	x	x	Х	Х	Х	Х	
			IMPROVISE A	ND INTERPRET			
Songs: focus on pitch such as "Twinkle, Twinkle little star' (high) and 'My grandfather's clock' (low)	x		x		x		
Rhythms: long and short note values (durations) using body percussion and /or percussion instruments		x		х		Х	
Dramatizing make-believe situations or own life experiences with movement and song	х		Х		Х		
MAKE-BELIEVE objects to represent other objects in dramatic play, such as: a spoon as a magic wand, a hat as a steering wheel, etc.	Х	Х	Х	Х	Х	Х	

TOPIC:	WINTER	TRANSPORT	JOBS PEOPLE DO	FRUIT & VEGETABLES	FARMING: DAIRY & WOOL	HEALTHY ENVIRONMENT	CONSOLIDATIO OF TOPICS
Do routine activit	ies and free play	activities indoors in			R imited space; Outdoo	ors must have lane:	s (Work in group
Walk and run in different directions on the spot	Х			Х		Х	
Walking, marching, hopping, sliding, skipping, galloping, jumping on the spot	Х		x		x		
Non-locomotor: bending, stretching and curling the body into various shapes		х		х		х	
I				HYM one on the spot			
Jumping with feet together and on alternate feet		Х	X		Х		
Simple hop- scotch, single take-off to single landing; single take-off to double feet landing; double take-off to single foot landing	Х			Х	X		

			COO	RDINATION			
Throwing and catching OWN beanbags or paper balls			x		x		
			BAL	ANCE			1
Balancing: Obstacle course toward the gate- walking on a rope, walking between tyres, cones, planks, stones, etc. Monitors needed social distancing observed		X		Х		x	
Balancing on one-foot L/R		Х		Х		x	
Direction and pathways: en- route to the bathroom (distancing) walking in a straight line, curved line and zigzag	Х			х		x	
Speed: walking fast, march faster, running faster along a straight line, curved line and zigzag (in groups observing social distancing to the bathroom		х	x		x		
			SPATIAL O	RIENTATION			
Direction and pathways: walking in a straight line,	Х		X		x		

	curved line and							
	zigzag (Coloured sellotape or markings to							
	bathroom)							
-				LA	TERALITY			1
	Moving sideways L/R in a straight pathway, curved pathway and zigzag	x		х		x		
	Hopping on non- dominant foot		Х		х			
	SCHOOL BASED ASSESSMENT: Informal		Continuous obse	rvations/informal (assessments (1 gro	pup per day) base	ed on skills taught	

SOCIAL DISTANCING AND HYGIENE IMPERATIVE DAILY DAILY COVID-19 MEASURES: Daily hygiene routines are to be strictly followed: • Remind learners of the daily routine tests when coming to school. • Encourage learners to stay at home when ill. • Teach learners now to greet without touching. • Learners are to be strictly followed: • Supervise snack and lunchtime. • Teach hem to cover their mouth and nose with flexed elbow or tissue when coughing or sneezing or use a tissue. Dispose of the used tissue immediately. • Wash hands with scap and water often or sanitize your hands • Sonitize and clean frequently touched surfaces or [5 table spoons of jik to 1 liter of water] toys, stationery, objects, etc. Introduce this practice as routine. • Slogan: Keep your distance - Teach learners about social distancing and how to greet without touching • Help learners to cultivate compassion, increase resilience while building a safe environment and caring for others • Respond to learners' anxieties with love and care. Talk about bereavement when the need arises. • Maintain a regular routine to keep the abnormal situation adapted to a "new normal" • TEACHERS TO ENSURE THE SAFETY OF THEIR LEARNERS IN THER OWN CONTEXTS PLEASE NOTE: EVEN THOUGH A WEEK HAS BEEN ALLOWED FOR ORDISTON TEACHERS HAS TO CONSCIOUSLY REMIND LEARNERS OF THE HYGIENE ROUTINES THROUGHOUT THE DAY WITH EVERY LEARNING OPPORTUNITY AND ACTIVITY PERFORMED AND EXECUTED.	RM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
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Daily hygiene routines are to be strictly followed: • Remind learners of the daily routine tests when coming to school. • Encourage learners to stay at home when ill. • Teach learners now to greet without touching. • Learners rate to wear masks every day. Nasks are enoly to be removed and placed in a safe place while they are eating. • Supprvise snack and lunchtime. • Teach them to cover their mouth and nose with flexed elbow or tissue when coughing or sneezing or use a tissue. Dispose of the used fissue immediately. • Wash hands with scop and water often or sanitize your hands • Songtar and clean frequently touched surfaces or (5 toble spoons of jik to 1 liter of water) toys, stationery, objects, etc. Introduce this practice as routine. • Sloggen: Keep your distance - frach learners' anxieties with love and care. Talk about bereavement when the need arises. • Help learners to Isolaytie. The SAFLY OF THEME LEARNEES IN THEIR OWN CONTEXIS PIEACHER'S to ISSUE THE SAFLY OF THEME LEARNEES IN THEIR OWN CONTEXIS PIEACHER'S to ISSUE THE LEARNESS IN LEARNES BEN ALLOWED FOR ORIENTATION TEACHERS HAS TO CONSCIOLSLY REMIND LEARNERS OF THE HYGIENE SMILLS: • Observation • Observation • Observation • Classification			SOCIAL	DISTANCING AND	HYGIENE IMPERA	TIVE DAILY		
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SKILLS: • Classification • Classification • Classification • Measuring KNOWLEDGE: • Changes that takes place in nature during Spring/Summer • Birds: • characteristics • habitat and how they reproduce • Dinosaurs, how they lived • characteristics • habitat • Wild animals types and • characteristics • habitat • The benefits of sport CAPS CONTENT: • The weather in Spring/Summer • Different types of birds • General characteristic of affected • How animals are affected • How animals are affected • How people are affected • How people are affected • How people are affected e, what we eat, wear, do, games • Birds cannot fly- ostrich, penguin • nests • Different teptile • Different animals • How wild animals • Where we find animals • Where we find animals • Why playing sport is good for me about at least one reptile • Birds cannot fly- ostrich, penguin • nests • Measure animals • Where we find animals • Where we find animals • Why playing sport is good for me about at least one reptile • Protoca birds animals birds animsis bive	 Maintain a reg TEACHERS TO 	arners' anxieties with lov gular routine to keep the ENSURE THE SAFETY OF TI	ve and care. Talk abo abnormal situation a HEIR LEARNERS IN THEI	out bereavement w idapted to a "new no R OWN CONTEXTS	hen the need arises rmal"	5.	AIND LEARNERS OF T	HE HYGIENE
KNOWLEDGE:Changes that takes place in nature during Spring/SummerBirds: 'characteristics'' - habitat and how they reproduceReptiles: - Characteristics - habitatWild animals, types and -characteristics - habitatThe benefits of sportCAPS CONTENT:• The weather in Spring/Summer• Different types of birds• Different reptiles- e.g. crocodile • Characteristic of a bird• Different reptiles- e.g. crocodile • Characteristic of reptiles• Different reptiles- e.g. crocodile • Characteristic of reptiles • How nature is affected a bird• Different types of birds• Different reptiles- e.g. crocodile • Characteristic of reptiles • How dinosaurs one reptile• Different dinosaurs • How we know about at least one reptile• Different dinosaurs • How we know about at least one reptile• Different dinosaurs • How we know about at least 	 Maintain a reg TEACHERS TO PLEASE NOTE 	arners' anxieties with lov gular routine to keep the ENSURE THE SAFETY OF T : EVEN THOUGH A WE ROUGHOUT THE DAY V	ve and care. Talk abc abnormal situation a HEIR LEARNERS IN THEII EK HAS BEEN ALLOW VITH EVERY LEARNIN	but bereavement w idapted to a "new no R OWN CONTEXTS VED FOR ORIENTATIC	then the need arises rmal" ON TEACHERS HAS TO ID ACTIVITY PERFOR	S. D CONSCIOUSLY REA MED AND EXECUTED	•	HE HYGIENE
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ACTIVITIES:	INTEGRATED INTO ALL 3 SUBJECTS ENSURE OPTIMAL USE OF DBE WORKBOOKS FOR CONSOLIDATION ONLY - PRACTICAL EXPERIENCES MUST BE PRIORITISES										
FESTIVALS AND	FESTIVALS AND SPECIAL DAYS (BIRTHDAYS) CELEBRATED BY THE COMMUNITY SHOULD BE DISCUSSED AS THEY OCCUR THROUGHOUT THE TERM.										
SCHOOL BASED ASSESSMENT:	Continuous observations/informal assessments (1 group per day) based on skills taught										

	TOPIC:	SPRING/SUMMER	BIRDS	REPTILES	DINOSAURS	WILD ANIMALS	SPORTS	CONSOLIDATION OF TOPICS
SUBJECTS	WATER PLAY Add chlorine bleach to water to disinfect 2 cups of bleach to 4 litres of water and a little sunlight liquid	Comparing Measuring Communicating Fine motor skills Hand-eye coordinat						
WITH ALL	SAND PLAY Add a cup or 2 of coarse salt to sand or white vinegar to disinfect	Comparing (size, tex Measuring Sensory Experience Fine motor skills	ture, weight etc.)					
' INTEGRATION	FANTASY CORNER This experience can still be captured in a different, creative way at their tables. (bring an item from home)	Imagination visualisation Role-play Communication Make a play cake fr	om dough					
BEGINNING KNOWLEDGE / INTEGRATION WITH ALL SUBJECTS	BLOCK CORNER/ CONSTRUCTION 10 bags of a reasonable number of blocks to construct, used in a rotational manner. Wash with soapy water and a little jik after use.	Constructing / Stack Creating problem solving language developm Fine motor skills	ient					
BEGIN	DISPLAY TABLES If simple, accessible things like observation of leaves, each learner can bring their own leaf float and sink- learners make	explore Interactive learning Discovery Compare Classify Predict Communication/ La			ould you?			

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observe	Teacher demonstration -Magnifying glasses to be sanitized
CREATIVE ARTS	Create, Design
Learners to EACH	Spatial orientation
have their own	Colour, shape, size, line, number
ice cream	
container with	Fine motor skills, figure-ground
their own	Mixing colours
stationery	Application
BOOK CORNER	Exposure to a variety of print
Learners to	Pre-reading skills
disinfect hands	Reading pictures
USE OF OWN DBE	
WORKBOOK or	Left to right
magazine from	Application
home AT THEIR	
TABLE (own	
space)	
WRITING CORNER	Writing
Learners to	Copying print
disinfect hands/	
wipe surfaces	Holding tools
with sanitizer	Left to right
Learners to use	Top to bottom
their own	Sitting position
stationery	Drawing pictures and labelling
stationary	
	NO OUTDOOR PLAY- JUNGLE GYM, TRADITIONAL OBSTACLE COURSES ETC.
	The management of sanitizing after every learner has had a turn (social distancing) will be time-coming and impractical
WEATHER:	
	The management of sanitizing after every learner has had a turn (social distancing) will be time-coming and impractical
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	TOPIC:	SPRING	BIRDS	REPTILES	DINOSAURS	WILD ANIMALS	SPORTS	CONSOLDATION OF TOPICS
			I FA	RNERS to have their o	FE IN 2D wn stationery in a con	tainer		
	Drawing and painting using the week's topic	Х	X	X	X	X	Х	
CREATIVE ARTS	Intentional use of drawn pattern; awareness of pattern in own world	Х			х			
CRI	Use color to create pattern	Х			Х	Х	Х	
	Simple print making techniques to create informal pattern		x	x				
			Lean		IE IN 3D and modeling) clay or blocks in a co	ntainer		
	Develop craft skills and fine motor control; • Tying • Wrapping and other	х	x				х	
	Use greater detail in playdough modeling: • pinching • pulling • rolling smaller pieces • informal	Х	X	X	x	X	Х	
	modeling of clay							

				VISUAL	LITERACY			
	N	More specific naming c		ght and dark colour, si SKILLS: IMPROVISE	imple geometric shap		ugh answering questio	ns.
NG ARTS	Simple mime actions such as eating an ice cream, baking a cake, planting and watering a seed, etc.	x	Х	Х	Х	x	X	
PERFORMING ARTS	Listening to a story, and then interpreting moments in the story through facial expression, movement and appropriate sound effects	X	Х	X	Х	Х	X	
	Spatial awareness through movement with sound effects such as travelling in a car, airplane, train, bus, helicopter, taxi, scooters, bicycles, etc. at desk around chair as marker	X	Х	Х	Х	Х	Х	

	CREATIVE GAMES AND SKILLS										
	Activities to be executed on the spot (groups) in the demarcated areas in class unless an area has been demarcated outside										
W br (h m re Fr lik ro	KILLS/CONTENT /arming up the ody using levels high, low and hedium) such as eaching for a isbee, crawling se a worm, oller-skating, tc.		Х		Х		Х				
w fc ci	laking shapes with the body, bocusing on ircles and quares	x		х		х					
oi bi fla th w	alancing on ne leg such as eing a stork, a ower blowing in ne breeze, ralking on a ght rope, etc.	Х	Х		Х		Х				
th re bl	ooling down he body and elaxation: leaf lowing in gentle rind etc.	Х	Х	Х	Х	Х	Х				

			LOCOMOTOR/ N	NON-LOCOMOTO	R		
Do routine activiti Obstacle course training: motor memory, learner's start with first activity and end with last activity in fixed sequence and remember what to do at each of the stations	ies and free play ac	<u>ctivities indoors in c</u>	<u>temarcated areas</u> – X	Do it in groups if lim	ted space; Outdoo	rs must have lanes (X	Work in groups)
Walk in different directions at speeds ,including stopping on instruction, or to do a new movement	x			х			
Non-locomotor; twisting, curling, uncurling, stretching, bending, etc.		х		х		x	
I			PERCEPT	UAL MOTOR	1	1	
Hand-eye co- ordination: throw a big ball at a target; roll a smaller ball to a target		Х		х			
				I I HYM Dwn space			
Using action songs: copy the movements of teacher- marching, galloping,	Х		X	Junispace		x	

PHYSICAL EDUCATION

hopping, skipping							
rotation and							
balance							
			COORDIN	ATION			
Throw and catch				-			
a bean bag /newspaper ball with both hands; and with either L/R hands	х		x		x		
Throw a bean bag into a hoop placed on the ground two metres away	х			X		х	
Hand-foot co- ordination: greet each other with the feet;	х		x		x		
	Rolling activity can	only be done if you		RALITY	cing- Groups takes tu	rns to do the activit	······································
Activities using	Ronnig dentity earl						y
the non- dominant side of the body	Х		x		x		
Rolling activities,							
lie on the ground and roll left or right		х		×		х	
				ND GAMES needed			
Follow							
instructions to walk, run, jump, skip, climb, etc.		Х	X		Х	Х	
SCHOOL BASED ASSESSMENT: Informal	Continuous DAILY observations/informal assessments (1 group per day) based on skills taught						